



THOMPSON RIVERS UNIVERSITY

BOARD OF GOVERNORS PUBLIC MEETING

Friday, June 14, 2024
1:00 PM
Clock Tower Boardroom, CT309

AGENDA

The public Board meetings are live streamed, and at the meeting time members of the public may [click here to join the meeting](#). The live-stream of the meetings is recorded. These recordings are used to assist with preparing the minutes of the meetings. Once the minutes of a meeting are approved, the recording of that meeting is destroyed.

1. **CALL TO ORDER**
2. **TERRITORIAL ACKNOWLEDGMENT — Hee Young Chung**
3. **RECOGNITION OF EXCELLENCE — Hee Young Chung**
 - a. [TRU Sustainability Office](#): Gold award recipient of Colleges and Institutes Canada (CICan) Leadership Excellence Award for Managerial Staff
 - b. Renee Anderson ([BCcampus Award for Excellence in Open Education](#)), Susan Forseille (TRU Prior Learning Assessment and Recognition), Saskia Stinson ([2024 West Coast Teaching Excellence Award](#))

Page 1 **4. ADOPTION OF AGENDA**

5. **CONFLICT OF INTEREST DISCLOSURES**

Page 4 **6. APPROVAL OF MINUTES**

- a. Minutes of Board Public meeting of March 28, 2024

7. **BOARD CHAIR'S REPORT — Hee Young Chung**
 - a. Departing governors: Marilyn McLean, Katy Gottfriedson-Jasper (Information)

- b. Reappointment of governors: Hee Young Chung (until May 17, 2027), Heather Fader (until July 31, 2026), and David Hallinan (until July 31, 2026) (Information)
- c. Presidential search update (Information)
- d. [2023-2024 Summary of Board Activities](#) (Information)

8. FINANCE COMMITTEE — David Hallinan

(TENTATIVE; everything here is pending approval by the Finance Committee, which does not meet until June 12)

- a. Budget Submissions for Faculty of Arts proposals from the Budget Committee of Senate (For Decision)
 - i. Bachelor of Arts, Major in Applied Creative Arts
 - ii. Bachelor of Arts, Major in Politics and International Studies
 - iii. Post-Baccalaureate Diploma in Politics and International Studies

Page 9
Page 13
Page 18

9. REPORT FROM THE AUDIT COMMITTEE — Hee Young Chung

(TENTATIVE; everything here is pending approval by the Audit Committee, which does not meet until June 12)

- a. Audited 2023/24 Financial Statements and Fourth Quarter Results (For Decision)
- b. Student Full Time Equivalent Summary Report for fiscal year 2023/24 (Information)

Page 23
Page 90

10. PRESIDENT’S REPORT — Brett Fairbairn

- a. President’s Report to the Board (Information)
 - i. Repealed Administrative policies (Information)
 - 1. [ADM 02-2 Confidentiality of Student Information](#)
 - 2. [ADM 17-0 Suggested Procedures for Dealing with At-Risk Students](#)

NOTE: reference to the policies noted above, as well as the previously repealed “Information Disclosure” policy, was removed from the section entitled “Compliance with Law” in policy BRD 16-1 Information Security.
- b. President’s Reports to Senate (Information)
 - i. [April 2024](#)
 - ii. [May 2024](#)
 - iii. [June 2024](#)

Page 92
Page 113

11. SENATE REPORT — Brett Fairbairn

- a. TRU withdrawal from Northwest Commission on Colleges and Universities (NWCCU) (For Decision)
- b. Category III (new programs), Bachelor of Arts, Major in Politics and International Studies, and Post-Baccalaureate Diploma in Politics and International Studies (For Decision)

Page 115
Page 117
Page 127

12. BUSINESS

- a. Policy Development and Approval Policy ([Notice of Motion](#) served March 28, 2024; For Decision) — John Sparks / Noah Arney
- Page 137 b. New policy *Public Interest Disclosure* (For Notice of Motion) — Scott Blackford
- Page 158 c. Institutional Accountability Plan and Report (IAPR) (For Decision) — Dorys Crespin-Mueller
- Page 241 d. 2025-2026 / 2026-2027 Academic schedule and important dates (Information) — Mike Bluhm
- e. TRUBold (Information) — Gillian Balfour

13. REPORTS AND UPDATES (Information)

- Page 248 a. Capital Planning / Projects — Matt Milovick
- Page 260
 - i. Ministry of Environment (MOE) compliance (Information)
 - ii. Capital summer projects (Information)
 - iii. Pedestrian Bridge update (Information)
- Page 262 b. Responding to the Toxic Drug Crisis — Brett Fairbairn / Matt Milovick

14. PRESENTATION

- a. Research at TRU — Shannon Wagner

15. NEXT BOARD MEETING

- a. The next board meeting is scheduled for Friday, October 4, 2024 in the Clock Tower Boardroom.

16. TERMINATION OF MEETING



THOMPSON RIVERS UNIVERSITY

BOARD OF GOVERNORS PUBLIC MEETING

Thursday, March 28, 2024

1:00 PM

Clock Tower Boardroom, CT309

MINUTES

Board members present:

DeDe DeRose, Hasnat Dewan, Heather Fader, Brett Fairbairn, Katy Gottfriedson, Jim Hamilton, Dian Henderson, Marilyn McLean, Cindy Ozouf, Anshuman Walia

Regrets:

Hee Young Chung, David Hallinan

Absent:

Shariyer Chowdhury

Executive and others present:

Gillian Balfour (Provost and Vice-President Academic), Baihua Chadwick (Vice-President International), Brian Daly (Vice-President University Relations), Matt Milovick (Vice-President Administration and Finance), Shannon Wagner (Vice-President Research), Scott Blackford (Legal Counsel), Charlene Myers (Manager, University Governance), Lynda Worth (University Governance Coordinator), Jeneen Hems-Jensen, Natasha Ramroop Singh

1. CALL TO ORDER

The chair, M. McLean, called the meeting to order at 1:02pm.

2. TERRITORIAL ACKNOWLEDGMENT

M. McLean delivered the territorial acknowledgment.

3. RECOGNITION OF EXCELLENCE

a. Natasha Ramroop Singh, BCcampus Award for Excellence in Open Education

Presenting Natasha Ramroop Singh with a certificate of recognition, the board congratulated her for the BCcampus Award for Excellence in Open Education.

- b. Jeneen HERN-JENSEN, All My Relations (Knowledge Makers) collaboration with the United Nations Food and Agricultural Organization

The board presented J. HERN-JENSEN with a certificate of recognition for the work done by the team in All My Relations on this collaboration.

4. **ADOPTION OF AGENDA**

*On motion duly made and adopted, it was **RESOLVED** that the agenda be adopted as circulated.*

5. **CONFLICT OF INTEREST DISCLOSURES**

No governors expressed conflicts of interests.

6. **APPROVAL OF MINUTES**

- a. Minutes of Extraordinary Public meeting of January 29, 2024

*On motion duly made and adopted, it was **RESOLVED** that the minutes of the extraordinary public board meeting of January 29, 2024 be approved as circulated.*

- b. Minutes of Board Public meeting of February 23, 2024

*On motion duly made and adopted, it was **RESOLVED** that the minutes of the public board meeting of February 23, 2024 be approved as circulated.*

7. **BOARD CHAIR'S REPORT**

M. McLean delivered her report.

- a. Report on election of board chair and vice-chair, to assume office on April 2, 2024

M. McLean reported that the Presidential Search Committee would begin meeting soon and that the board chair is the chair of that committee. She explained that she would be unable to fulfil this responsibility because her term as a governor was ending in July and that, therefore, she was stepping down as board chair effective April 2. M. McLean added that H. Chung had been elected as board chair and D. Hallinan had been elected as board vice-chair, effective April 2.

b. Presidential Search Committee appointments

M. McLean reported that D. Hallinan and H. Fader had been appointed to serve on the Presidential Search Committee (in addition to the board chair, who is the committee's chair).

c. Joint workshop of governors with members of Senate

The chair reported that this workshop would be held sometime soon.

8. REPORT FROM THE FINANCE COMMITTEE

In the absence of the committee's chair, D. Hallinan, M. McLean presented the report from the Finance Committee.

M. McLean invited G. Balfour and M. Milovick to present the 2024-2025 Budget.

a. 2024-2025 Budget

G. Balfour and M. Milovick presented the budget. Discussion ensued.

*On motion duly made and adopted, it was **RESOLVED** that the board approve the 2024-2025 Budget, as circulated.*

i. Funding for capital projects

M. Milovick spoke about the proposed funding for capital projects, asking the board to approve the capital budget of \$26.3M for FY2024/25, including the estimated FY24/25 spending for the Low Carbon District Energy System project, Phase I (est. \$6M) and the Indigenous Education Centre (est. \$4M) that had already received Board approval.

*On motion duly made and adopted, it was **RESOLVED** that the board approve the funding for capital projects, as circulated.*

9. PRESIDENT'S REPORT

President Fairbairn delivered his report.

a. President's Report to the Board

B. Fairbairn spoke to several matters in his written report, a copy of which had been circulated with the agenda package.

b. President's Reports to Senate

The following reports from the president to senate were circulated with the agenda package.

- i. February 2024
- ii. March 2024

10. SENATE REPORT

B. Fairbairn, chair of senate, delivered the report from senate.

a. Population Health and Aging Rural Research Centre (PHARR)

B. Fairbairn presented information about research centres at TRU, and the PHARR in particular.

*On motion duly made and adopted, it was **RESOLVED** that, on the recommendation of senate, the board approve the proposal for the establishment of the Population Health and Aging Rural Research (PHARR) Centre as presented.*

b. Proposed revisions to BRD 26-0 Annual Academic Schedule

B. Fairbairn indicated that notice of motion for the proposed revisions to this policy had been served by the board on February 23, 2024. He explained the proposed revisions to this policy and the Examinations policy, and added that the changes to each policy were contingent on the proposed changes being approved to the other policy.

*On motion duly made and adopted, it was **RESOLVED** that the board approve the proposed changes to BRD 26-0 (Annual Academic Schedule), as circulated.*

11. BUSINESS

a. Tuition and fee structure for the Bachelor of Engineering in Computer Engineering

G. Balfour presented this agenda item, explaining the background to the proposal.

*On motion duly made and adopted, it was **RESOLVED** that the Board of Governors approve the tuition and fee structure for the first intake of students for the Bachelor of Engineering in Computer Engineering, as circulated.*

b. Master of Arts in Human Rights and Social Justice extension rates

G. Balfour presented this agenda item.

*On motion duly made and adopted, it was **RESOLVED** that the Board of Governors approve the Master of Arts, Human Rights and Social Justice extension rate proposal, as circulated.*

c. BRD 23-0 Environmental Policy

M. Milovick asked that the board approve this policy in principle. He reported that the secretariat would post it for notice of motion for two weeks and asked that, if there were no salient changes recommended by any comments received, the board consider it approved. M. Milovick explained that he was requesting a deviation from the typical policy approval process for this policy because there was some available grant money on the table, contingent upon the proposed updates to the policy being approved by the board.

*On motion duly made and adopted, it was **RESOLVED** that the board serve Notice of Motion (a two-week notice period) for the proposed revisions to BRD 23-0 Environmental Policy and approve the revised policy In Principle with the understanding that, if there is no material feedback received through the notice of motion period, the approval will be formalized at the end of the notice period.*

d. Policy Development and Approval Policy

S. Blackford explained that the board was being asked to serve notice of motion for this policy, which had already undergone extensive consultation, and that it would be considered for decision at the June board meeting.

12. PRESENTATION

a. Empowering Future Canadians

B. Chadwick presented this topic to the board, for information.

13. NEXT BOARD MEETING

a. The next board meeting is scheduled for Friday, June 14, 2024 in the Clock Tower Boardroom.

14. TERMINATION OF MEETING

As there were no further agenda items, the meeting terminated at 2:34pm.



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

TO: Dr. Brett Fairbairn, President and Vice-Chancellor

FROM: Dr. Gillian Balfour, Provost and Vice-President Academic,
Chair, Budget Committee of Senate

DATE: June 4, 2024

RE: Approval of Proposed Budget for Bachelor of Arts Major in Applied
Creative Arts

Attachments: Memorandum from Y. Laflamme, AVP Finance

Purpose: The purpose of this memo is to provide an update to the Board on the following item:

It is proposed that the budget for the delivery of the Bachelor of Arts Major in Applied Creative Arts program be approved as presented by M. Wallin, Associate Dean, Faculty of Arts, and Y. Laflamme, AVP Finance.

Background: The proposed Bachelor of Arts Major in Creative Arts program will replace the current major in Theatre Arts and offer TRU students a more flexible approach towards studying the creative arts of Theatre and Writing.

Students primarily interested in creative writing will have the opportunity to explore their understanding of character development, motivation and intention through Theatre courses, while students primarily interested in theatre will have the opportunity to explore story structure and thematic development through Creative Writing courses.

The Bachelor of Arts Major in Creative Arts program has an anticipated start date of Fall 2025.

Discussion: TRU Administration is recommending that the Board of Governors approve the proposed budget for the delivery of the proposed Bachelor of Arts Major in Applied Creative Arts program.

- **Risks**

- *The risk to TRU's strategic goals:*

- *Eliminate Achievement Gaps:* The Bachelor of Arts Major in Creative Arts program is an interdisciplinary program for international and domestic students to study Theatre and Creative Writing. It supports early general arts students with a recommendation for three 1000-2000-level THTR and CW courses, but also accommodates those seeking to transfer from other post-secondary institutions.
- *Lead in Community Research and Scholarship:* The Bachelor of Arts Major in Creative Arts program has strong connections with the local professional community and is well-positioned to encourage research and creative activity on a local, provincial, and national level.
- *Design Lifelong Learning:* The Bachelor of Arts Major in Creative Arts program supports lifelong learning, offering a credentialed degree for first-generation students, mature learners and others. It encourages engagement with students and the community through knowledge exchange and opportunities like performances, public readings, workshops.

- **Budgetary Implications**

- The offering of the Bachelor of Arts Major in Creative Arts program would not result in any additional costs as there is no anticipation to offer supplementary courses or increase the number of sections. Rather this initiative signals a more efficient use of instructional and non-instructional resources by broadening the scope of the program to be inclusive of creative writing.
- The Bachelor of Arts Major in Creative Arts program is self-sustaining due to the existing capacity.
- There is a risk that if additional sections were required, the increase in tuition would not cover direct teaching costs.

- **Consultation**

- The proposed budget for the delivery of the Bachelor of Arts Major in Creative Arts program was presented to the Budget Committee of Senate on May 14, 2024.
- Following discussion with M. Wallin, Associate Dean, Faculty of Arts, and Y. Laflamme, AVP Finance, the Budget Committee of Senate approved a motion to recommend to the President to recommend to the Board of Governors that the proposed budget for the delivery of the Bachelor of Arts Major in Applied Creative Arts program be approved as submitted.

- **Communications Desirable**

- Information regarding program fees will be posted to the TRU website.

Recommendation(s): Administration is recommending that the Board of Governors approve the proposed budget for the delivery of the Bachelor of Arts Major in Applied Creative Arts.

RESOLVED that the university will:

1. Approve the proposed budget for delivery of the Bachelor of Arts Major in Applied Creative Arts.

Attachments: Memorandum from Y. Laflamme, AVP Finance



Date: May 3, 2024
To: Budget Committee of Senate
From: Yvette Laflamme, Associate Vice-President, Finance
Re: Bachelor of Arts Major in Applied Creative Arts (ACA)

Budget Office has verified and reviewed the budget for the delivery of the Bachelor of Arts Major in Applied Creative Arts (ACA). The review was based on TRU's Budget Methodology and information provided by the Faculty of Arts including the following assumptions:

- Courses are expected to continue at existing rates:
 - o Domestic tuition of \$158.70 per credit (includes 2% increase for the 2024/25 academic year as approved by the Board).
 - o International tuition of \$8,860.57 per term up to 12 credits and \$642.08 per credit there after (includes 5.0% increase for the 2024/25 academic year as approved by the Board).
- The Faculty of Arts expects no change to existing enrolments;
- The Faculty of Arts expects no additional faculty costs will be required as this is a grouping of existing courses with enough capacity to absorb new students;
- The Faculty of Arts expects no additional non-salary requirements;
- Library costs have been reviewed and verified by the University Library and are not expected to change

The offering of a Major for this program would not result in any additional costs as there is no anticipation to offer supplementary courses or increase the number of sections. Additionally, the Major would be replacing the existing Major in Theatre Arts.

The Bachelor of Arts Major in Applied Creative Arts (ACA) is self-sustaining due to the existing capacity. However, there is a risk that if additional sections were required the increase in tuition would not cover the direct teaching costs.

A handwritten signature in black ink, appearing to read 'Yvette Laflamme', written in a cursive style.

Yvette Laflamme



TO: Dr. Brett Fairbairn, President and Vice-Chancellor

FROM: Dr. Gillian Balfour, Provost and Vice-President Academic,
Chair, Budget Committee of Senate

DATE: June 4, 2024

RE: Approval of Proposed Budget for Bachelor of Arts Major in Politics & International Studies

Attachments: Memorandum from R. McCutcheon, Dean, Faculty of Arts;
Memorandum from Y. Laflamme, AVP Finance

Purpose: The purpose of this memo is to provide an update to the Board on the following item:

It is proposed that the budget for the delivery of a new Bachelor of Arts Major in Politics & International Studies program be approved as presented.

Background: The Department of Philosophy, History and Politics is seeking to establish its own Politics and International Studies Major. The proposed Bachelor of Arts Major in Politics & International Studies program is a new and unique offering to students in the region, from across BC and from abroad. IPE findings reveal that the Bachelor of Arts Major in Politics & International Studies program is unique among the 25 post-secondary institutions in British Columbia.. Our academic programming leverages our existing expertise across in Asian studies and Canadian policy studies. This uniquely situates us to offer student learning and faculty research that contributes to understanding these global relationships.

The Bachelor of Arts Major in Politics & International Studies program has an anticipated start date of Fall 2024.

Discussion: TRU Administration is recommending that the Board of Governors approve the proposed budget for the delivery of the proposed Bachelor of Arts Major in Politics & International Studies, with an anticipated start date of Fall 2024.

- **Risks**
 - *The risk to TRU's strategic goals:*

- *Eliminate Achievement Gaps:* The Bachelor of Arts Major in Politics & International Studies program is an interdisciplinary program for international and domestic students to study political and international studies. It supports early general arts students with a recommendation for three 1000-2000-level POLI courses, but also accommodates those seeking to transfer from other post-secondary institutions.
 - *Honour Truth, Reconciliation, and Rights:* The Bachelor of Arts Major in Politics & International Studies program emphasizes truth, reconciliation, and rights through education, scholarship, and service. It honors Secwépemc Peoples and their ways of knowing and includes courses on settler-colonial and Indigenous-settler relationships. The program proposes a new course, Indigenous Knowledge, to better address indigenization and decolonization. It also includes courses on global Indigenous issues and human security and human rights.
 - *Lead in Community Research and Scholarship:* The Bachelor of Arts Major in Politics & International Studies program is well-positioned to lead research on politics in Western Canada and the Asia-Pacific region. With the interdisciplinary support from various Arts programs, the program has the potential to be a hub of political studies research and scholarship, connecting community research with provincial and global trends.
 - *Design Lifelong Learning:* The Bachelor of Arts Major in Politics & International Studies program supports lifelong learning, offering a credentialed degree for first-generation students, mature learners, and others. It encourages engagement with students and the community through knowledge exchange and opportunities like seminar series, public lectures, and colloquia. The program also attracts international students and prepares Canadian students for international work in international relations, policy and humanitarian efforts.
- **Budgetary Implications**
 - There will be no new resources required for the Bachelor of Arts Major in Politics & International Studies program. The program will draw from and be created by existing Political Studies faculty and complemented by other course offerings in the Faculty of Arts.
 - There is a risk that if additional sections were required, the increase in tuition would not cover direct teaching costs.

- **Consultation**

- The proposed budget for the delivery of the Bachelor of Arts Major in Politics & International Studies program was presented to the Budget Committee of Senate on May 14, 2024.
- Following discussion with M. Wallin, Associate Dean, Faculty of Arts, J. Shaw, Assistant Teaching Professor, Faculty of Arts, and Y. Laflamme, AVP Finance, the Budget Committee of Senate approved a motion to recommend to the President to recommend to the Board of Governors that the proposed budget for the delivery of the Bachelor of Arts Major in Politics & International Studies program be approved as submitted.

- **Communications Desirable**

- Information regarding program fees will be posted to the TRU website.

Recommendation(s): Administration is recommending that the Board of Governors approve the proposed budget for the delivery of the Bachelor of Arts Major in Politics & International Studies program.

RESOLVED that the university will:

1. Approve the proposed budget for delivery of the Bachelor of Arts Major in Politics & International Studies program.

Attachments: Memorandum from R. McCutcheon, Dean, Faculty of Arts;
Memorandum from Y. Laflamme, AVP Finance



**THOMPSON
RIVERS
UNIVERSITY**

**Faculty of
Arts**

Office of the Dean

Memorandum

To: Budget Committee of Senate

From: Richard McCutcheon, Dean

Date: December 4, 2023

Re: Bachelor of Arts Major in Politics & International Studies (POLIS) &
Post Baccalaureate Diploma in Politics & International Studies (POLIS)

Dear Colleagues,

In conjunction with the two memos provided by the Finance department, I further confirm that the proposed Bachelor of Arts Major in Politics and International Studies as well as the Post Baccalaureate Diploma in Politics and International Studies will not require additional resources and can be run concurrently with existing faculty and courses.

Regards,

A handwritten signature in cursive script that reads "Richard McCutcheon".

Richard McCutcheon, PhD

Dean, Faculty of Arts



Date: May 9, 2024
To: Budget Committee of Senate
From: Yvette Laflamme, Associate Vice-President, Finance
Re: Bachelor of Arts Major in Politics & International Studies (POLIS)

Budget Office has verified and reviewed the budget for the delivery of the Bachelor of Arts Major in Politics & International Studies (POLIS). The review was based on TRU's Budget Methodology and information provided by the Faculty of Arts including the following assumptions:

- Courses are expected to continue at existing rates:
 - o Domestic tuition of \$158.70 per credit (includes 2% increase for the 2024/25 academic year as approved by the Board).
 - o International tuition of \$8,860.57 per term up to 12 credits and \$642.08 per credit there after (includes 5.0% increase for the 2024/25 academic year as approved by the Board).
- The Faculty of Arts expects no change to existing enrolments;
- The Faculty of Arts expects no additional faculty costs will be required as this is a grouping of existing courses with enough capacity to absorb new students;
- The Faculty of Arts expects no additional non-salary requirements;
- Library costs have been reviewed and verified by the University Library and are not expected to change

The offering of a Major for this program would not result in any additional costs as there is no anticipation to offer supplementary courses or increase number of sections. As such, no additional faculty or teaching costs are anticipated.

The Bachelor of Arts Major in Politics & International Studies (POLIS) is self-sustaining due to the existing capacity. However, there is a risk that if additional sections were required the increase in tuition would not cover the direct teaching costs.

A handwritten signature in black ink, appearing to read 'Yvette Laflamme'.

Yvette Laflamme



TO: Dr. Brett Fairbairn, President and Vice-Chancellor

FROM: Dr. Gillian Balfour, Provost and Vice-President Academic,
Chair, Budget Committee of Senate

DATE: June 4, 2024

RE: Approval of Proposed Budget for Post-Baccalaureate Diploma in
Politics & International Studies Program

Attachments: Memorandum from R. McCutcheon, Dean, Faculty of Arts;
Memorandum from Y. Laflamme, AVP Finance

Purpose: The purpose of this memo is to provide an update to the Board on the following item:

It is proposed that the budget for the delivery of the new Post-Baccalaureate Diploma in Politics & International Studies program be approved as presented.

Background: The Department of Philosophy, History, and Politics is seeking to establish its own Post-Baccalaureate Diploma in Politics & International Studies program as a new and unique offering to students in the region, from across BC, and from abroad. IPE findings reveal that the Post-Baccalaureate Diploma in Politics & International Studies program is unique among the 25 post-secondary institutions in British Columbia.

Our academic programming leverages our existing expertise across areas of Asian studies and Canadian policy studies. This uniquely situates us to offer student learning and faculty research that contributes to understanding these global relationships. This diploma is also intended to specifically attract international students and provide them with educational opportunities in Canada.

The Post-Baccalaureate Diploma in Politics & International Studies program has an anticipated start date of Fall 2024.

Discussion: TRU Administration is recommending that the Board of Governors approve the proposed budget for the delivery of the proposed Post-Baccalaureate Diploma in Politics & International Studies program.

- **Risks**

- *The risk to TRU's strategic goals:*

- *Eliminate Achievement Gaps:* The Post-Baccalaureate Diploma in Politics & International Studies program is designed with an interdisciplinary focus for international and domestic students looking to further their post-secondary education in political and international studies. The program supports those who have already attained a degree but are not quite ready for graduate studies and instead wish to pursue another designation – a post-baccalaureate diploma. This program may help to eliminate achievement gaps by giving students a new two-year option and course menu to improve their learning and grades, complemented with a credential at the end.
- This program also addresses the low enrolments in the Politics major by making use of available seats in those courses, to welcome students interested in International Studies.
- *Honour Truth, Reconciliation, and Rights:* The Post-Baccalaureate Diploma in Politics & International Studies program honours truth, reconciliation and rights through education, scholarship and service. Living and working on the unceded and ancestral territories of Secwépemc Peoples means we must honour and actively learn from and engage with Secwépemc ways of being and knowing.
- *Lead in Community Research and Scholarship:* The Post-Baccalaureate Diploma in Politics & International Studies program is ideally situated to lead research and scholarship on politics in and between Western Canada and the Asia-Pacific region. Within TRU, the interdisciplinary nature of the program is supported by cross-department collaborations from a variety of Arts programs and through this collaboration the program has the potential to be transformative as a hub of political studies research and scholarship, linking an established focus on community research with provincial and global trends and issues.
- *Design Lifelong Learning:* The Post-Baccalaureate Diploma in Politics & International Studies program will support lifelong learning by offering a credential that supports students' growth at any point in the life course, including those who are first-generation students, mature learners, and more.

- **Budgetary Implications**
 - The offering of a Post-Baccalaureate Diploma in Politics & International Studies program would not result in any additional costs as no supplementary courses or increased number of sections will be added. As such, no additional faculty or teaching costs are anticipated and the program can be run concurrently with existing faculty and courses.

- **Consultation**
 - The proposed budget for the delivery of the Post-Baccalaureate Diploma in Politics & International Studies program was presented to the Budget Committee of Senate on May 14, 2024.
 - Following discussion with M. Wallin, Associate Dean, Faculty of Arts, J. Shaw, Assistant Teaching Professor, Faculty of Arts, and Y. Laflamme, AVP Finance, the Budget Committee of Senate approved a motion to recommend to the President to recommend to the Board of Governors that the proposed budget for the delivery of the Post-Baccalaureate Diploma in Politics & International Studies program be approved as submitted.

- **Communications Desirable**
 - Information regarding program fees will be posted to the TRU website.

Recommendation(s): Administration is recommending that the Board of Governors approve the proposed budget for the delivery of the Post-Baccalaureate Diploma in Politics & International Studies program.

RESOLVED that the university will:

1. Approve the proposed budget for delivery of the Post-Baccalaureate Diploma in Politics & International Studies program.

Attachments: Memorandum from R. McCutcheon, Dean, Faculty of Arts;
Memorandum from Y. Laflamme, AVP Finance



**THOMPSON
RIVERS
UNIVERSITY**

**Faculty of
Arts**

Office of the Dean

Memorandum

To: Budget Committee of Senate
From: Richard McCutcheon, Dean
Date: December 4, 2023
Re: Bachelor of Arts Major in Politics & International Studies (POLIS) &
Post Baccalaureate Diploma in Politics & International Studies (POLIS)

Dear Colleagues,

In conjunction with the two memos provided by the Finance department, I further confirm that the proposed Bachelor of Arts Major in Politics and International Studies as well as the Post Baccalaureate Diploma in Politics and International Studies will not require additional resources and can be run concurrently with existing faculty and courses.

Regards,

A handwritten signature in cursive script that reads "Richard McCutcheon".

Richard McCutcheon, PhD
Dean, Faculty of Arts



Date: May 9, 2024
To: Budget Committee of Senate
From: Yvette Laflamme, Associate Vice-President, Finance
Re: Post-baccalaureate Diploma in Politics & International Studies (POLIS)

Budget Office has verified and reviewed the budget for the delivery of the Post-baccalaureate Diploma in Politics & International Studies (POLIS). The review was based on TRU's Budget Methodology and information provided by the Faculty of Arts including the following assumptions:

- Courses are expected to continue at existing rates:
 - o Domestic tuition of \$158.70 per credit (includes 2% increase for the 2024/25 academic year as approved by the Board).
 - o International tuition of \$738.38 per credit (includes 5.0% increase for the 2024/25 academic year as approved by the Board).
- The Faculty of Arts expects nominal change to existing enrolments;
- The Faculty of Arts expects no additional faculty costs will be required as this is a grouping of existing courses with enough capacity to absorb new students;
- The Faculty of Arts expects no additional non-salary requirements;
- Library costs have been reviewed and verified by the University Library and are not expected to change

The offering of a Post-baccalaureate for this program would not result in any additional costs as there is no anticipation to offer supplementary courses or increase number of sections. As such, no additional faculty or teaching costs are anticipated.

The Post-baccalaureate Diploma in Politics & International Studies (POLIS) is self-sustaining due to the existing capacity. However, there is a risk that if additional sections were required the increase in tuition would not cover the direct teaching costs.

A handwritten signature in black ink, appearing to read 'Yvette Laflamme', written in a cursive style.

Yvette Laflamme



Date: June 12, 2024

To: Matt Milovick, Vice-President, Administration & Finance

From: Yvette Laflamme, Associate Vice-President, Finance

Re: Audited Financial Statements and Fourth Quarter Results
for the Year Ended March 31, 2024

Executive Summary: This report is going to the Audit and Finance Committees for review and the Board of Governors *FOR APPROVAL*. The salient details of the report are as follows:

- This report includes TRU's audited financial statements and KPMG's audit findings.
- TRU is anticipating a \$27.0k surplus, including \$275.0M in revenues, after a \$29.5M surplus restriction and \$7.0M tuition deferral, and \$275.0M in expenditures.
- The anticipated surplus is lower than budget, forecast and prior year.
- TRU maintains a healthy balance sheet with increases in liabilities offset by increases in assets, and accumulated surpluses of \$198.6M.

Purpose:

To provide the Board of Governors with an overview of TRU's audited financial statements and fourth quarter results, for the year ended March 31, 2024.

Background:

The financial statements were prepared in accordance with Canadian public sector accounting standards and the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia. Financial statements are the responsibility of TRU's Board of Governors and management; and are audited by KPMG LLP, Chartered Professional Accountants, the external auditors appointed by TRU's Board of Governors.

Please find attached the draft Consolidated Statement package and draft external Audit Findings report. These audited financial statements differ from the internal financial projection packages (presented to the Board of Governors and sub-committees quarterly) in that, the internal financial report includes internal sales and transfers. These are eliminated in the audited external statements.

Discussion:

TRU generated a surplus of \$27.0k, after a \$29.5M surplus deferral for future capital and a \$7.0M tuition deferral. The surplus is lower than originally budgeted (\$6.1M), lower than predicted in the internal forecast (\$18.0M), and lower than prior year (\$12.9M). Total revenues of \$275.0M are lower than budgeted, lower than forecasted, and higher than prior year; while total expenditures of \$275.0M are higher than budgeted, forecasted, and prior year. TRU continues to maintain a healthy balance sheet with increased liabilities offset by increased assets and accumulated surpluses totalling \$198.6M.

Accounting Standard Change: On April 1, 2023, TRU adopted the new Public Accounting Standard for Revenue Recognition. This standard ensures that revenue is recorded when the performance obligations are satisfied.

The most significant impact, of this standard, relates to tuition and student fees. Tuition and student fees are recorded as revenue over time, as educational services are provided; TRU assumes completion of service obligation upon delivery of final examination requirements; the portion of tuition and fees revenue received at the beginning of the semester, that relate to the period after year end and up to final examination, is prorated and recorded in deferred contributions.

The adoption was prospectively applied, meaning the financial statements reflect the new obligation and the decreased revenue effective this fiscal and not retrospective to prior fiscals (no restatement required).

Statement of Financial Position:

Assets: Assets totalling \$563.2M increased by \$26.9M (5.0%) compared to prior year of \$536.4M. Financial assets (\$215.7M) increased by \$14.6M (7.3%), due to increases in investments (\$123.5M) of \$18.6M over prior year, offset by decreases in cash and cash equivalents (\$76.1M) and accounts receivable (\$14.8M) totalling a \$4.2M reduction from prior year. The investments increase can be attributed to a in-year transfer to investments of \$10.0M, portfolio growth, and unrealized gains. The accounts receivable decreases are due to lower accruals as prior year included accruals for bargaining unit mandate funding, offset by increases in student and sponsor receivables. Cash and cash equivalent decreases are within operating norms.

Non-financial assets of \$347.5M increased by \$12.2M (3.65%), primarily found in tangible capital assets of \$329.2M which increased by \$14.3M, offset by decreases in prepaid expenses and inventories held for use. Tangible capital assets increases include, Coyote Den Student Housing project, Research and Emergency Management Centre, East Village Low Carbon Energy, Low Carbon District Energy System, and various smaller renovations and regular maintenance.

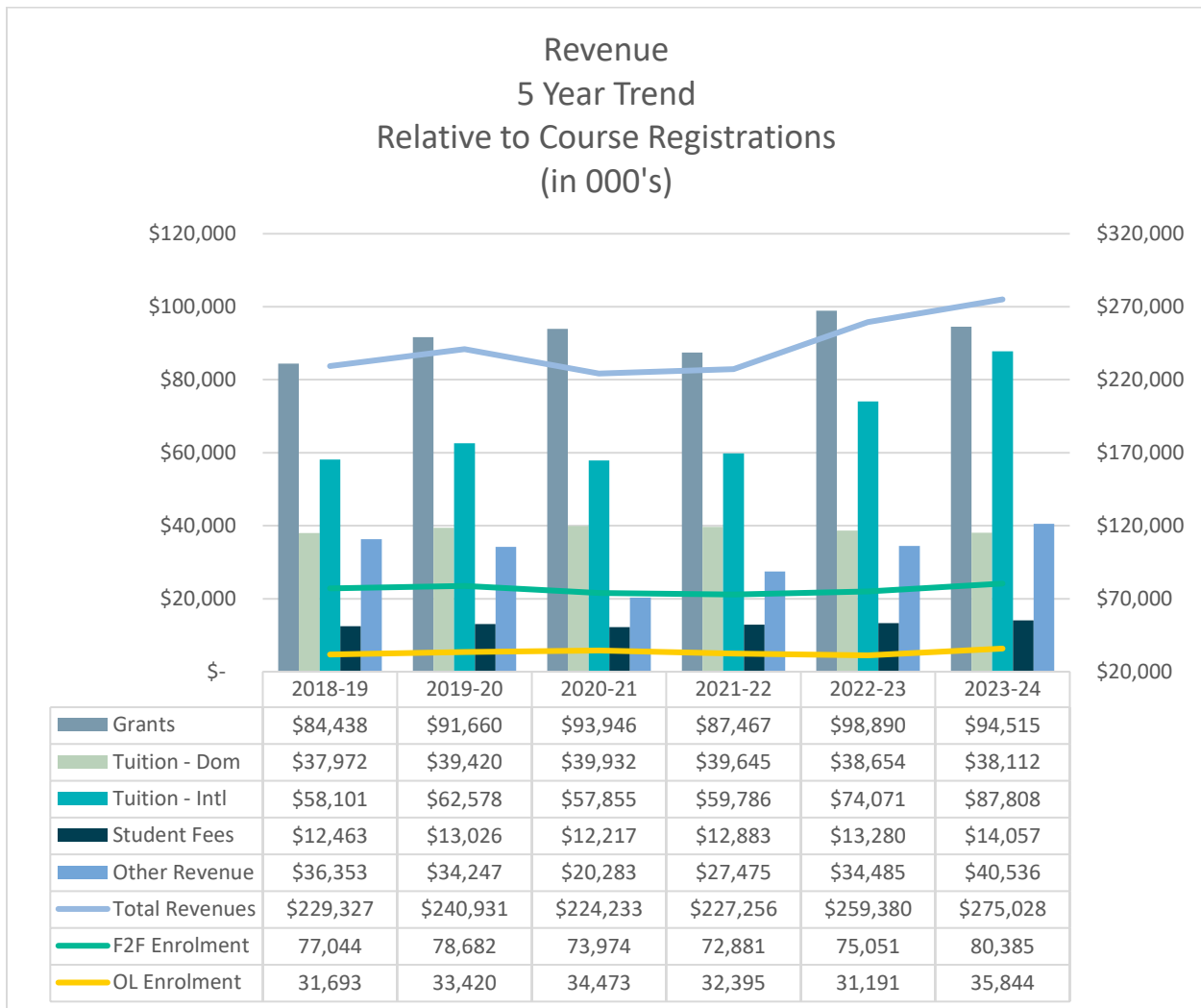
Liabilities: Total liabilities of \$364.7M increased by \$22.1M (6.4%) compared to prior year of \$342.6M. The increase is attributable to increases in, deferred contributions (revenue) and deferred capital contributions offset by decreases in accounts payable and accrued liabilities. The increases in deferrals are attributable to the surplus restriction (grant deferral of \$29.5M) and deferred tuition (\$7.0M) under the new accounting standard for revenue recognition. Accounts payable and accrued liabilities decreases are primarily due to lower large capital spending and maintaining current payables processing throughout the fourth quarter.

Net Debt: The majority of TRU's debt financing is from the Ministry of Finance and TRU cannot take on new debt without ministry approval. Net debt is the calculated difference between Financial Assets and Liabilities; Liabilities increased more than Financial Assets therefore Net Debt increased. Changes in net debt are within operating norms.

Accumulated Surplus: Accumulated surplus of \$198.6M increased by \$4.8M (2.5%) compared to prior year of \$193.8M. This includes capital reserves, equity in assets, and various restricted funds as outlined in note 15 of the audited financial statements.

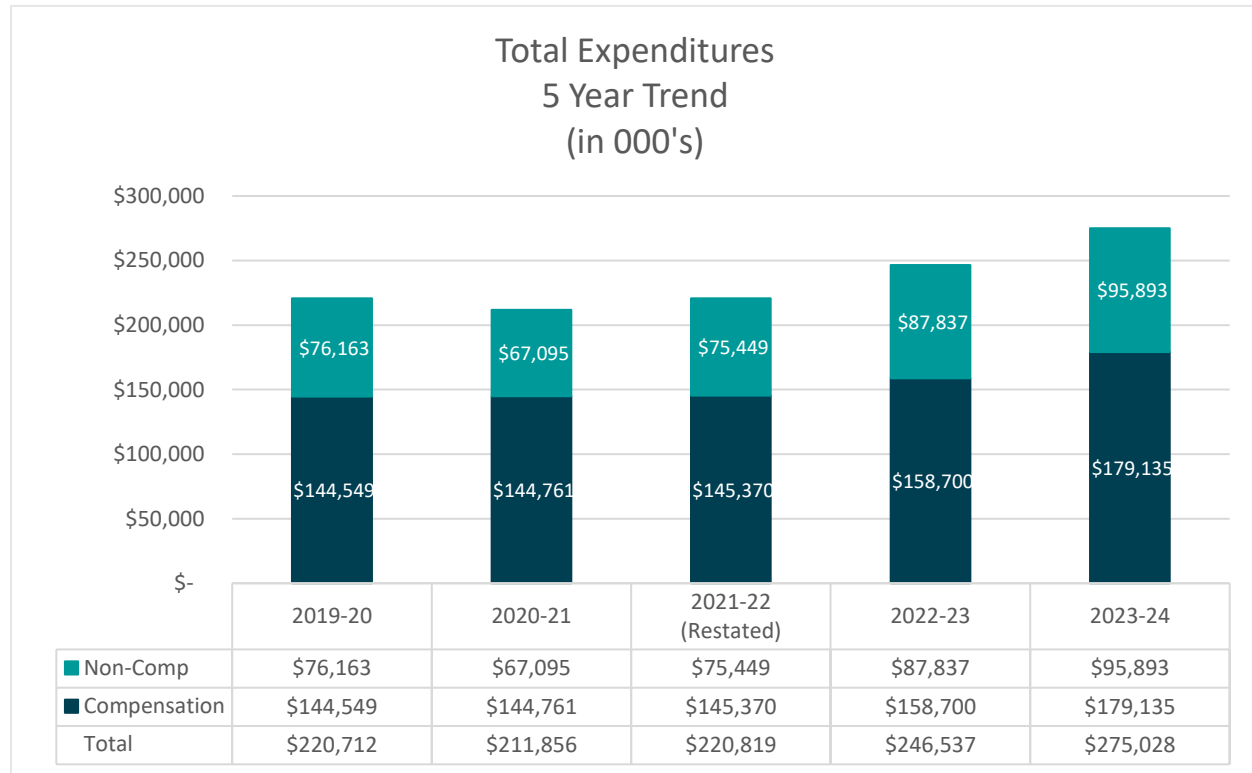
Statement of Operations:

Revenue: Revenues of \$275.0M are \$4.2M lower than budgeted (\$279.2M), \$15.9M lower than forecasted (\$290.9M) and \$15.6M higher than prior year (\$259.4M). Provincial grants are lower than budget by \$18.6M and lower than forecast by \$9.4M, due to \$29.5M operating grant deferral. The Provincial government permits institutions to restrict operating surpluses, for future capital needs and TRU restricted \$29.5M. In addition to the surplus restriction, TRU adopted the new revenue recognition standard this fiscal, resulting in a \$7.0M tuition deferral. The impact of both revenue deferrals was offset by higher than budgeted international tuition, investment interest, and ancillary revenues. These revenue categories also hold the most significant variances to prior year revenue.



The graph provides a summary of major revenue categories for the past five years with enrolment trending overlaid.

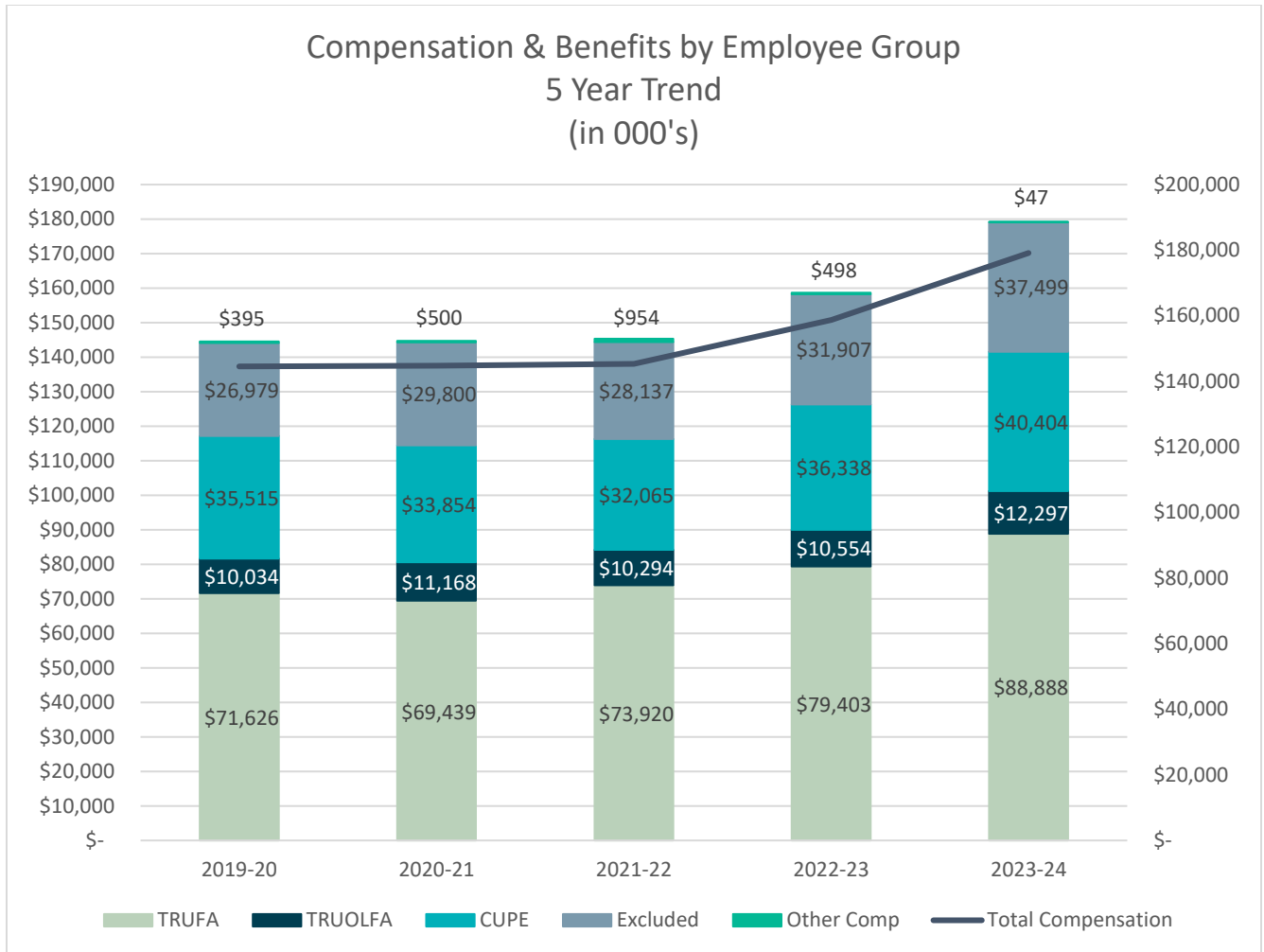
Expenditures: Total expenditures of \$275.0M are \$1.9M higher than budgeted (\$273.1M), \$2.2M higher than forecast (\$272.8M), and \$28.5M higher than prior year (\$246.5M).



The graph provides the 5-year trend of total expenditures broken down between compensation and non-compensation.

Compensation: Overall compensation expenditures of \$179.1M are \$5.2M lower than budgeted (\$184.3M), \$3.5M higher than forecast (\$175.6M) and \$20.4M higher than prior year (\$158.7M). The significant factors to consider with compensation trending and variances are as follows:

- There has been significant hiring of budgeted vacancies (148 positions); however, due to attrition and some failed and delayed hires TRU had approximately 100 vacant positions at year end.
- Due to COLA clauses, the collective bargaining mandate was higher than anticipated, totalling 6.25% versus the anticipated 5.0%; excluded staff were provided comparable increases.
- Sessional faculty costs were higher than budget due to backfilling ongoing faculty vacancies.
- Open Learning faculty costs were higher due to settlement of their collective agreement, including retroactive increases for April 1, 2022 (4.0%) and April 1, 2023 (6.75%), and increased delivery costs relative to increased enrolments.

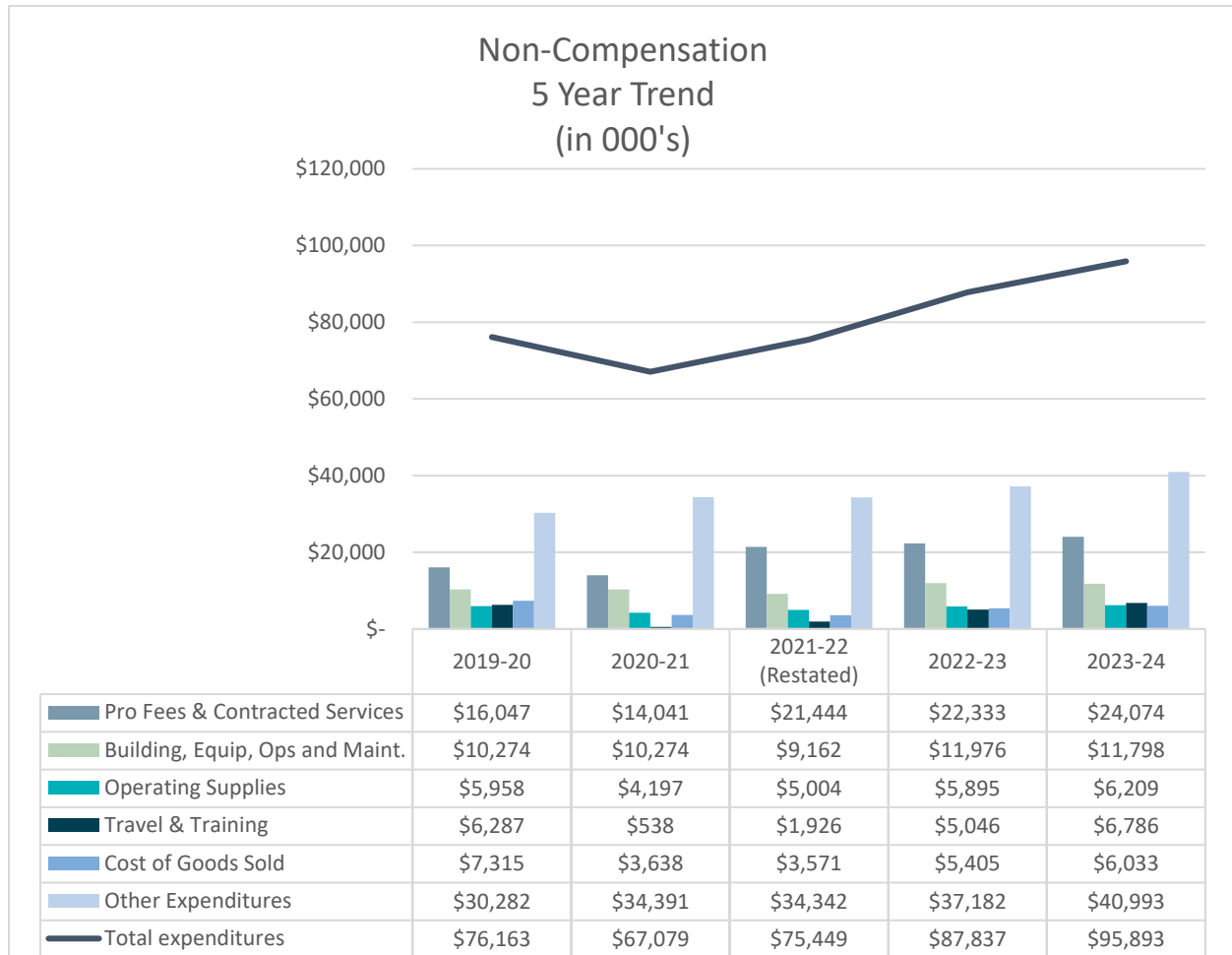


The graph provides compensation & benefits by employee group and a summary of compensation costs for the past five years.

Non-compensation: Overall non-compensation expenditures of \$95.9M are \$7.1M higher than budget (\$88.8M) and \$8.1M higher than prior year (\$87.8M); however, \$2.2M lower than forecast (\$97.2M). The significant changes within non-compensation are in professional fees and contracted services; buildings and equipment, travel, and cost of goods sold. The significant factors to consider with non-compensation trending and variances are as follows:

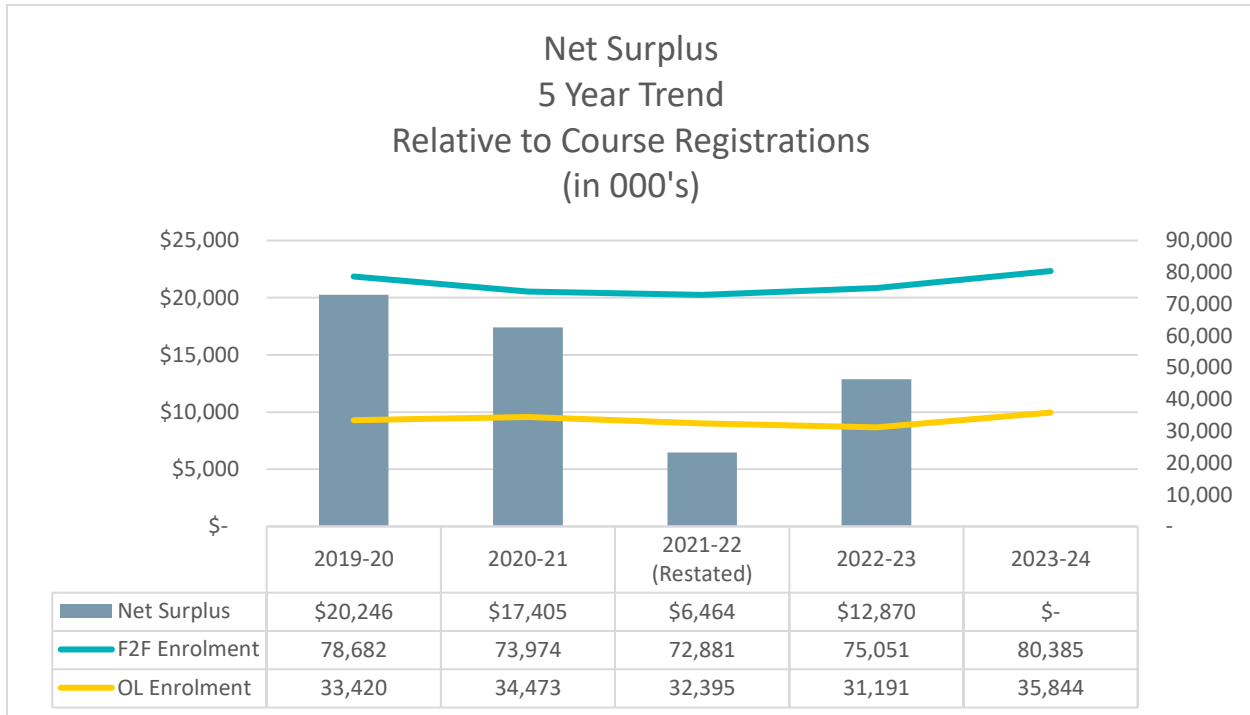
- Inflation increases are impacting all non-compensation categories.
- Significant variances, other than inflation, in professional fees and contracted services are due to reallocation from institutional contingencies, increased international agent commissions, legal expenditures, residence profit sharing, and institutional culture project contracts.
- Significant prior year variances, other than inflation, in building, equipment and maintenance were due to increased purchases for IT software, hardware, and equipment, as well as non-capital maintenance projects.

- Cost of goods sold increases correlate to increases in ancillary revenues.
- Prior year variances can primarily be attributed to planned spending increases in all categories.



The graph provides a summary of non-compensation expenditures by category for the past five years.

Annual Surplus: The annual surplus of \$27.0k is lower than originally budgeted by \$6.1M, lower than predicted in the internal forecast by \$18.0M, and lower than prior year by \$12.9M. This is directly correlated to restriction of surplus (through operating grant deferral) and the deferral of tuition as required by the new accounting standard for revenue recognition.



The graph provides the 5-year surplus trend.

TRU's surplus has decreased from \$20.2M in 2019-20 to \$27.0k (after \$29.5M surplus restriction and \$7.0M tuition deferral) this fiscal. Participation in the government approved surplus restriction results in a lower overall surplus, in year; however, reduces the impact of future capital amortization, as revenue will be recognized at the same rate as capital is amortized. It is also important to note that the trend on revenue (see graph in Revenue section) shows international tuition revenue growing from \$62.6M in 2019-20 to \$87.8M this fiscal, without this revenue growth and significant unspent allocations, TRU's expenditure trend would be unsustainable.

In summary, TRU had higher than budget and prior year revenues in all areas except domestic tuition. Compensation was impacted by collective bargaining mandate increases and ongoing employee recruitment concerns, while non-compensation categories were impacted by inflation. TRU continues to maintain a healthy balance sheet; investment balances have increased over the prior year; accrued liabilities have decreased, while deferred revenue and deferred capital contributions have also increased; and accumulated surpluses total \$198.5M.

Action:

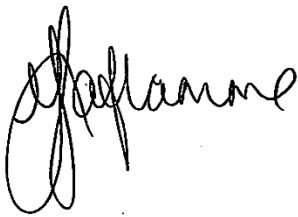
For Board approval and Board Chair signature.

Attachments:

Audited Financial Statements, March 31, 2024
KPMG Audit Findings Report

Should you have any questions or require clarification please let me know.

Yvette

A handwritten signature in black ink, appearing to read "Yvette", with a large, stylized initial "Y" and a long, sweeping underline.



**THOMPSON
RIVERS
UNIVERSITY**

Consolidated Financial Statements

For the year ended March 31, 2024

THOMPSON RIVERS UNIVERSITY

Index to Consolidated Financial Statements

Year ended March 31, 2024

Statement of Administrative Responsibility for Consolidated Financial Statements

Independent Auditor's Report

Consolidated Statement of Financial Position	1
Consolidated Statement of Operations and Accumulated Surplus.....	2
Consolidated Statement of Changes in Net Debt	3
Consolidated Statement of Cash Flows.....	4
Consolidated Statement of Remeasurement Gains and Losses	5
Notes to Consolidated Financial Statements.....	6-26

THOMPSON RIVERS UNIVERSITY

STATEMENT OF ADMINISTRATIVE RESPONSIBILITY FOR CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2024

The University is responsible for the preparation and presentation of the accompanying consolidated financial statements, including responsibility for significant accounting judgments and estimates in accordance with Canadian public sector accounting standards and the Province of British Columbia direction outlined in note 2(a). This responsibility includes selecting appropriate accounting principles and methods and making decisions affecting measurement of transactions in which objective judgment is required. In fulfilling its responsibilities and recognizing the limits inherent in all systems, the University's management has developed and maintains a system of internal controls designed to provide reasonable assurance that the University assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements. The system of internal controls is monitored by the University's management.

The Board of Governors carries out its responsibility for review of the consolidated financial statements principally through its Audit Committee. The members of the Audit Committee are not officers or employees of the University. The Audit Committee meets with the management and with the internal and external auditors to discuss the results of audit examinations and financial reporting matters. The auditors have full access to the Audit Committee, with and without the presence of the management.

The consolidated financial statements have been audited by KPMG LLP, Chartered Professional Accountants, the external auditors appointed by the University's Board of Governors. The Independent Auditor's Report outlines the nature of their audit and expresses an opinion on the consolidated financial statements of the University for the year ended March 31, 2024.

On behalf of the University:

_____ Board Chair, Hee Young Chung

_____ Vice-President, Administration and Finance, Matt Milovick



KPMG LLP
560 Victoria Street
Kamloops BC V2C 2B2
Canada
Tel (250) 372-5581
Fax (250) 828-2928

INDEPENDENT AUDITOR'S REPORT

To the Board of Governors of Thompson Rivers University, and
To the Minister of Post-Secondary Education and Future Skills, Province of British Columbia

Opinion

We have audited the financial statements of Thompson Rivers University (the "University"), which comprise:

- the consolidated statement of financial position as at March 31, 2024
- the consolidated statement of operations and accumulated surplus for the year then ended
- the consolidated statement of changes in net debt for the year then ended
- the consolidated statement of cash flows for the year then ended
- the consolidated statement of rereasurement gains and losses for the year then ended
- and notes to the consolidated financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended March 31, 2024 of the University are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "**Auditors' Responsibilities for the Audit of the Financial Statements**" section of our auditors' report.

We are independent of the University in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.



Emphasis of Matter – Financial Reporting Framework

We draw attention to Note 2a to the financial statements which describes the applicable financial reporting framework and the significant differences between that financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the University's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the University or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the University's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control.



- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the University's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the University to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the University to express an opinion on the financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

Chartered Professional Accountants

Kamloops, Canada

June 14, 2024

THOMPSON RIVERS UNIVERSITY

Consolidated Statement of Financial Position

March 31, 2024, with comparative figures for 2023
(thousands of dollars)

		2024	2023
Financial Assets			
Cash	(note 4)	\$ 76,149	\$ 78,709
Accounts receivable	(note 5)	14,788	16,391
Inventories for resale		1,324	1,118
Investments	(note 6)	123,478	104,872
		\$ 215,739	\$ 201,090
Liabilities			
Accounts payable and accrued liabilities	(note 7)	\$ 68,043	\$ 85,209
Employee future benefits	(note 8b)	2,867	2,756
Deferred contributions	(note 9)	73,440	46,600
Debt	(note 10)	32,550	33,973
Obligations under capital lease	(note 11)	33,188	33,921
Deferred capital contributions	(note 12)	151,335	138,983
Asset retirement obligations	(note 13)	3,245	1,157
		\$ 364,668	\$ 342,599
Net debt		\$ (148,929)	\$ (141,509)
Non-Financial Assets			
Tangible capital assets	(note 14)	\$ 329,195	\$ 314,882
Restricted Endowment Investments	(note 16)	14,327	14,315
Inventories held for use		40	408
Prepaid expenses		3,936	5,664
		\$ 347,498	\$ 335,269
Accumulated surplus	(note 15)	\$ 198,569	\$ 193,760
Accumulated surplus is comprised of:			
Accumulated capital & other surpluses	(note 15)	\$ 177,232	\$ 177,232
Endowments	(note 16)	14,419	14,392
Accumulated rereasurement gains		6,918	2,136
		\$ 198,569	\$ 193,760

Contractual obligations and contingent liabilities (note 18)
See accompanying notes to consolidated financial statements.

On behalf of the Board:

Board Chair

Vice-President, Administration and Finance

THOMPSON RIVERS UNIVERSITY

Consolidated Statement of Operations and Accumulated Surplus

Year ended March 31, 2024, with comparative figures for 2023
(thousands of dollars)

	2024 Budget (Note 2(l))	2024	2023
Revenue:			
Government and other grants	\$ 106,772	\$ 88,621	\$ 93,782
Tuition and other student fees	132,784	139,980	126,002
Revenue recognized from deferred capital contributions	5,461	5,894	5,110
Contract and other revenue	4,684	6,620	5,123
Donations	4,121	3,507	3,793
Investment	4,919	7,824	5,703
Retail sales, parking and residence	20,460	22,582	19,867
	279,201	275,028	259,380
Expenses (note 19):			
Academic instruction	142,308	143,818	127,960
Student support and general operations	74,317	74,394	64,295
Facility operations and maintenance	29,224	28,733	26,822
Research	8,750	8,102	7,905
Ancillary operations	18,519	19,981	19,555
	273,118	275,028	246,537
Endowment contributions	-	27	27
Annual surplus (restricted for capital)	\$ 6,083	\$ 27	\$ 12,870
Accumulated capital & other surpluses, beginning of year	177,232	177,232	164,414
Endowments, beginning of year	14,392	14,392	14,340
Transfer to endowments	-	-	25
Accumulated capital & other surpluses, end of year	177,232	177,232	177,232
Endowments, end of year	14,392	14,419	14,392

See accompanying notes to consolidated financial statements.

THOMPSON RIVERS UNIVERSITY

Consolidated Statement of Changes in Net Debt

Year ended March 31, 2024, with comparative figures for 2023
(thousands of dollars)

	2024 Budget (Note 2(l))	2024	2023
Annual surplus	\$ 6,083	\$ 27	\$ 12,870
Capital activities			
Acquisition of tangible capital assets (note 14)	(19,542)	(30,068)	(30,092)
Amortization of tangible capital assets (notes 14 & 19)	14,660	15,755	13,926
	(4,882)	(14,313)	(16,166)
Changes in non-financial assets			
Investment in endowments	-	(12)	(38)
Prepaid expenses	-	1,728	(738)
Inventories held for use	-	368	3
	-	2,084	(773)
Net remeasurement gains (losses)	-	4,782	(2,054)
Decrease (increase) in net debt for the year	1,201	(7,420)	(6,123)
Net debt, beginning of year	(141,509)	(141,509)	(135,386)
Net debt, end of year	\$ (140,308)	\$ (148,929)	\$ (141,509)

See accompanying notes to consolidated financial statements.

THOMPSON RIVERS UNIVERSITY

Consolidated Statement of Cash Flows

Year ended March 31, 2024, with comparative figures for 2023
(thousands of dollars)

	2024	2023
Cash provided by (used in):		
Operating activities:		
Annual surplus	\$ 27	\$ 12,870
Items not involving cash:		
Amortization of tangible capital assets (notes 14 & 19)	15,755	13,926
Revenue recognized from deferred capital contributions	(5,894)	(5,110)
Accretion of asset retirement obligations (notes 13 & 19)	41	32
Change in non-cash operating working capital:		
Accounts receivable	1,603	(6,375)
Prepaid expenses	1,728	(738)
Inventories held for use	368	3
Inventories for resale	(206)	90
Accounts payable and accrued liabilities	(17,166)	15,613
Employee future benefits	111	(50)
Deferred contributions	26,840	5,605
Net change in cash from operating activities	23,207	35,866
Capital activities:		
Abatement of asset retirement obligations (note 13)	-	(29)
Acquisition of tangible capital assets (note 14)	(30,068)	(30,092)
Less non-cash increase in tangible capital asset due to remeasurement of asset retirement obligations (note 13)	2,047	131
	(28,021)	(29,990)
Investing activities:		
Investments	(18,606)	(10,536)
Net remeasurement gains (losses)	4,782	(2,054)
Investment in endowments	(12)	(38)
Net change in cash from investing activities	(13,836)	(12,628)
Financing activities:		
Debt	(1,423)	(722)
Deferred capital contributions (note 12)	18,246	16,889
Obligations under capital lease	(733)	(697)
Net change in cash from financing activities	16,090	15,470
Net change in cash	(2,560)	8,718
Cash, beginning of year	78,709	69,991
Cash, end of year	\$ 76,149	\$ 78,709

See accompanying notes to consolidated financial statements.

THOMPSON RIVERS UNIVERSITY

Consolidated Statement of Remeasurement Gains and Losses

Year ended March 31, 2024, with comparative figures for 2023
(thousands of dollars)

	2024	2023
Accumulated remeasurement gains, beginning of the year	\$ 2,136	\$ 4,190
Unrealized gains (losses) during the year on portfolio investments	4,717	(1,762)
Realized gains (losses) reclassified to investment revenue	65	(292)
Net remeasurement gains (losses)	4,782	(2,054)
Accumulated remeasurement gains, end of year	\$ 6,918	\$ 2,136

See accompanying notes to consolidated financial statements

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

1. Authority and purpose

Thompson Rivers University (the "University") operates under the authority of the Thompson Rivers University Act of British Columbia. The University is a not-for-profit entity governed by a Board of Governors, the majority of which are appointed by the provincial government of British Columbia. The University is a registered charity and is therefore exempt from income taxes under section 149 of the Income Tax Act. The University offers a broad range of program options including graduate and undergraduate degrees, career diplomas, and trades training at its Kamloops and Williams Lake campuses through on campus and distance learning opportunities.

2. Summary of significant accounting policies

The consolidated financial statements of the University are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the University are as follows:

(a) Basis of accounting

These consolidated financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all taxpayer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian public sector accounting standards without any PS 4200 elections for government not-for-profit organizations.

Regulation 198/2011 requires that restricted contributions received or receivable for acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are to be deferred and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded.

For British Columbia taxpayer supported organizations, these contributions include government transfers and restricted contributions.

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian public sector accounting standards which requires that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS 3410; and
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS 3100.

As a result, revenue recognized in the statement of operations and certain related deferred capital contributions would be recorded differently under Canadian public sector accounting standards.

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

2. Summary of significant accounting policies (continued)

(b) Basis of consolidation

(i) Consolidated entities

The consolidated financial statements reflect the assets, liabilities, revenues, and expenses of organizations which are controlled by the University. Controlled organizations are consolidated except for Government Business Enterprises (GBEs) which are accounted for using the modified equity method. TRU Community Corporation (TRUCC) and the TRU Legal Clinic Society (TRULCS), both 100% owned subsidiaries, are fully consolidated into these statements.

(ii) Investment in Government Business Enterprises

Investments in Government Business Enterprises (GBEs) are accounted for using the modified equity method. Under this method, the University records only the investment in the business enterprise, net income or loss of the GBE and other adjustments to equity but does not consolidate all transactions and balances. Under the modified equity method, no adjustment is made to conform to the accounting policies of government, with the exception that if other comprehensive income exists, it is accounted for as an adjustment to accumulated surplus. GBEs report using the International Financial Reporting Standards framework. Inter-organizational transactions and balances are not eliminated, except for any profit or loss on transactions between entities that involve assets that remain within the entities controlled by the University.

Currently the only GBE of the University is Thompson Rivers University Community Trust (TRUCT) (Note 6b). The trustee of the TRUCT is TRUCC. The fiscal year-end of the Trust is December 31, 2023. Significant transactions between the Trust's year-end and March 31, 2024 are recognized where applicable.

(c) Cash

Cash includes cash on hand and short-term deposits.

(d) Financial instruments

- (i) Fair value category: Portfolio investments that are quoted in an active market are reflected at fair value as at the reporting date. Other financial instruments which the University has designated to be recorded at fair value include derivative instruments, cash and cash equivalents and portfolio investments not quoted in an active market. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments are recorded as an expense. Unrealized gains and losses on financial assets are recognized in the Consolidated Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of derecognition, the related realized gains and losses are recognized in the Consolidated Statement of Operations and related balances reversed from the Consolidated Statement of Remeasurement Gains and Losses.

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

2. Summary of significant accounting policies (continued)

(d) Financial instruments (continued)

- (ii) Cost category: Realized gains, losses and interest expense are recognized in the Consolidated Statement of Operations when the financial asset is derecognized due to disposal or impairment. Accounts receivable, accounts payable and accrued liabilities are measured at cost. Any gains, losses or expenses are recorded in the annual surplus (deficit) depending on the nature of the financial asset or liability that gave rise to the gains, losses or expenses. Loans receivable are recorded at cost less any amount for valuation allowance. Valuation allowances are made when collection is in doubt. Interest is accrued on loans receivable to the extent it is deemed collectible.

(e) Inventories for resale

Inventories held for resale, such as books, office and paper supplies, clothing and food stuffs are recorded at the lower of cost or net realizable value. Net realizable value is the estimated selling price.

(f) Asset retirement obligations

An asset retirement obligation is a legal obligation associated with the retirement of a tangible capital asset. The obligation is recognized when, as at the financial reporting date, all of the following criteria are met:

- There is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- The past transaction or event giving rise to the liability has occurred;
- It is expected that future economic benefits will be given up; and
- A reasonable estimate of the amount can be made.

The liability for the removal of asbestos in certain buildings owned by the University has been recognized based on estimated future expenses upon closure of the site and determined by discounting the expected future cash flows.

The carrying amount of the obligation is reassessed at each financial reporting date. Increases in the obligation related to the passage of time are recognized as accretion expense. Changes related to the timing or amount of the undiscounted cash flows are adjusted against the cost of the related tangible capital asset. The liability is derecognized as abatement of asbestos is performed.

Amounts capitalized as a result of an asset retirement obligation are amortized with the related building in accordance with the policy outlined in note 2(g)(i).

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

2. Summary of significant accounting policies (continued)

(g) Non-financial assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(i) Tangible capital assets

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. Donated assets are recorded at fair value at the date of donation. Interest is not capitalized whenever external debt is issued to finance the construction of tangible capital assets. The cost of the tangible capital assets, excluding land, are amortized on a straight-line basis over their estimated useful lives shown below (land is not amortized as it is deemed to have a permanent value):

Tangible capital assets	Amortization period
Land improvements	10 - 30 years
Buildings, renovations and buildings under capital lease	15 - 50 years
Furniture, equipment, equipment under lease and library acquisitions	3 - 10 years

Assets under construction are not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the University's ability to provide goods and services.

(ii) Works of art and historic assets

Works of art and historic assets are not recorded as assets in these financial statements.

(iii) Leased tangible capital assets

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

(iv) Inventories held for use

Inventories held for use are recorded at cost and consist of office supplies.

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

2. Summary of significant accounting policies (continued)

(h) Employee future benefits

The University and its employees make contributions to the College Pension Plan and Municipal Pension Plan which are multi-employer joint trustee plans. These plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement, length of service and highest earnings averaged over five years. Inflation adjustments are contingent upon available funding. As the assets and liabilities of the plans are not segregated by institution, the plans are accounted for as defined contribution plans and any contributions by the University to the plans are expensed as incurred.

The University offers an employee future benefits plan providing accumulated sick leave. For accounting purposes, the University measures the accrued benefit obligations and determines the expense of the fiscal period through actuarial valuations and extrapolations. Adjustments arising from changes in actuarial assumptions and actuarial gains and losses are amortized over the Expected Average Remaining Service Lifetime (EARSL) of active employees.

Vacation benefits for the University's unionized and exempt employees are accrued as earned. The obligations under these benefits are based on the applicable collective agreements for the faculty and support employees, and the employment contracts for exempt employees.

(i) Revenue recognition

Tuition and student fees are recorded as revenue over time, as educational services are provided. Amounts received in advance of the provision of services are recorded in deferred contributions.

Revenue from sales of goods and services are recorded as revenue at the time the services are provided or the products are delivered.

Unrestricted donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions placed on the use of the funds by the contributors as follows:

- (i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or in the form of a depreciable tangible capital asset, in each case for use in providing services are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.
- (ii) Contributions restricted for specific purposes other than for those to be held in perpetuity or the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contribution have been met.
- (iii) Contributions required to be retained in perpetuity, allowing only the investment income earned thereon to be spent are recorded as revenue for the portion to be held in perpetuity and as deferred contributions for the investment income earned thereon.

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

2. Summary of significant accounting policies (continued)

(i) Revenue recognition (continued)

(iv) The University leases land to third parties as described in Note 11. Cash received from land leases is recognized in revenue in the period to which it applies.

(v) Investment income includes interest recorded on an accrual basis and dividends recorded as declared, realized gains and losses on the sale of investments, and write downs on investments where the loss in value is determined to be other-than-temporary.

(j) Use of estimates

The preparation of the financial statements requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets, liabilities, revenues, expenses, and related disclosures. Key areas where management has made estimates and assumptions include those related to the determination of useful lives of tangible capital assets for amortization and the amortization of related deferred capital contributions. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

(k) Foreign currency translation

The University's functional currency is the Canadian dollar. Transactions in foreign currencies are translated into Canadian dollars at the exchange rate in effect on the transaction date. Monetary assets and liabilities denominated in foreign currencies and non-monetary assets and liabilities which were designated in the fair value category under the financial instrument standards are reflected in the financial statements in equivalent Canadian dollars at the exchange rate in effect on the statement date. Any gain or loss resulting from a change in rates between the transaction date and the settlement date or balance sheet date is recognized in the Statement of Remeasurement Gains and Losses. In the period of settlement, the related cumulative remeasurement gain/loss is reversed in the Consolidated Statement of Remeasurement Gains and Losses and the exchange gain/loss in relation to the exchange rate at the date of the item's initial recognition is recognized in the Consolidated Statement of Operations.

(l) Budget figures

Budget figures have been provided for comparative purposes and have been compiled from the Annual Budget Report approved by the University's Board of Governors on March 31, 2023. The budget is reflected in the Consolidated Statement of Operations, Consolidated Statement of Changes in Net Debt and Note 19, Expenses by object.

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

3. Change in accounting policy

On April 1, 2023, the University adopted Canadian public sector accounting standard PS 3400 Revenue. The new accounting standard establishes a single framework to categorize revenue to enhance the consistency of revenue recognition and its measurement. The new standard was adopted prospectively which increased deferrals of tuition and student fees to align revenue recognition to the satisfaction of the related performance obligation.

4. Cash

	In thousands	
	2024	2023
Restricted cash	\$ 1,022	\$ 1,022
Unrestricted cash	75,127	77,687
	\$ 76,149	\$ 78,709

Restricted cash consists of \$1.0 million for monthly capital lease payments.

5. Accounts receivable

	In thousands	
	2024	2023
Trade	\$ 6,110	\$ 5,112
Student and sponsor	3,282	1,975
Related parties	6,034	9,591
Allowance for doubtful accounts	(638)	(287)
	\$ 14,788	\$ 16,391

Trade consists of amounts receivable from customers, various government agencies and universities not related to the Province of BC, and government tax credits and rebates.

Student and sponsor consists of amounts due from individual students and businesses or agencies paying tuition and/or fees on behalf of students.

Related parties consist of amounts due from various provincial government entities, consolidated entities, the Thompson Rivers University ("TRU") Foundation and employees of the University.

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

6. Financial instruments

Fair value of financial instruments:

Financial instruments measured at fair value are classified according to a hierarchy which includes three levels, reflecting the reliability of the inputs involved in the fair value determination.

- Level 1: quoted prices (unadjusted) in active markets for identical assets or liabilities.
- Level 2: inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices).
- Level 3: inputs for the asset or liability that are not based on observable market data (unobservable inputs).

The University's financial instruments are considered to be Level 1 instruments for which the fair value is determined based on quoted prices in active markets with the exception of the investment in Government Business Enterprise and the investment in private equities which are not determined based on active market prices. Changes in valuation methods or in the availability of market observable inputs may result in a transfer between levels. During the year, there were no significant transfers of securities between the different levels.

(a) Investments

Investments are comprised of Canadian and foreign equities, government and corporate bonds with various maturity dates, an investment in private equities and an investment in a Government Business Enterprise. The weighted average rate of return for bonds is 4.08% (2023 – 3.17%).

	In thousands	
	2024	2023
Equities at cost (Level 1)	\$ 48,437	\$ 47,206
Equities – unrealized gain	13,857	8,437
Bonds at cost (Level 1)	67,573	55,256
Accrued interest	1,028	1,120
Bonds – unrealized loss	(3,271)	(3,726)
Investment in private equities (Level 3)	6,840	7,817
Investment in private equities, unrealized loss	(244)	(328)
Investment in Government Business Enterprise (Level 3) (note 6b)	3,585	3,405
	\$ 137,805	\$ 119,187
Portfolio and other investments	123,478	104,872
Endowments investments	14,327	14,315
	\$ 137,805	\$ 119,187

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

6. Financial instruments (continued)

(b) Investment in Government Business Enterprise

Included in investments is the University's investment in the TRUCT. The purpose of the TRUCT is to develop property on behalf of the University. The University granted the TRUCT the ability to sell 99 year leases on portions of land owned by the University. The beneficiaries of the TRUCT are the University and TRU Foundation.

	In thousands	
	2024	2023
Investment in TRUCT, beginning of year	\$ 3,405	\$ 3,126
Current year investment	472	488
Equity in loss for the year	(292)	(209)
Investment in TRUCT, end of year	\$ 3,585	\$ 3,405

(c) Financial information as of December 31, 2023 for the TRUCT is as follows:

	In thousands	
	2024	2023
Assets	\$ 3,481	\$ 3,298
Liabilities	(4,342)	(3,867)
Deficit	(861)	(569)
Revenues	1	-
Expenses	(293)	(209)
Loss	\$ (292)	\$ (209)

7. Accounts payable and accrued liabilities

	In thousands	
	2024	2023
Trade payables and accrued liabilities	\$ 40,740	\$ 57,411
Salaries and benefits payable	14,512	16,458
Accrued vacation payable	12,791	11,340
	\$ 68,043	\$ 85,209

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

8. Employee future benefit

(a) Pension benefits

The University and its employees contribute to the College Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investment of assets and administration of benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits provided are based on a formula. As at August 31, 2023, the College Pension Plan had about 17,200 active members, and approximately 10,700 retired members. As at December 31, 2022, the Municipal Pension Plan had about 240,000 active members, including approximately 7,000 from universities and colleges.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2021, indicated a \$202 million surplus for basic pension benefits on a going concern basis.

The most recent valuation for the Municipal Pension Plan as at December 31, 2021, indicated a \$3,761 million funding surplus for basic pension benefits on a going concern basis.

The University paid \$13.2 million for employer contributions to the plans in fiscal 2024 (2023 - \$11.1 million).

The next valuation for the College Pension Plan will be as at August 31, 2024. The next valuation for the Municipal Pension Plan will be December 31, 2024.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

(b) Accumulated sick leave and other retirement benefit arrangements liability

The University sponsors a benefit plan that provides post-employment benefits to certain employees. The benefits offered to employees include vested and non-vested sick leave. The plan does not require any contributions from employees. The accrued benefit obligation and the net periodic benefit cost were estimated for a 6 year period by an actuarial valuation completed on April 13, 2021.

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

8. Employee future benefit (continued)

(b) Accumulated sick leave and other retirement benefit arrangements liability (continued)

The benefit liability includes the following components:

	In thousands	
	2024	2023
Accrued benefit obligation, beginning of year	\$ 3,769	\$ 3,903
Current service cost	341	333
Interest cost	41	42
Benefits paid	(419)	(509)
Accrued benefit obligation, end of year	3,732	3,769
Unamortized net actuarial loss	(865)	(1,013)
Accrued benefit liability, end of year	\$ 2,867	\$ 2,756

The benefit expense for employee future benefits includes the following components:

	In thousands	
	2024	2023
Current service cost	\$ 341	\$ 333
Interest cost	41	42
Amortization of net actuarial loss	148	84
Employee future benefit expense	\$ 530	\$ 459

The significant actuarial assumptions adopted in measuring the University's accrued benefit obligation are as follows:

Measurement date of accrued benefit obligation:	March 31, 2024
Beginning of period discount rate, April 1, 2023	1.06%
End of period discount rate, March 31, 2027	1.06%
Expected future salary increase	2.50%
Expected average remaining service lifetime (EARSL) of active employees	5 years

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

9. Deferred contributions

Deferred contributions are comprised of funds restricted for the following purposes:

	In thousands	
	2024	2023
Tangible capital assets	\$ 42,905	\$ 26,211
Sponsored research and specific purpose	9,425	10,487
Operating and other	15,335	6,108
TRUCT deferred lease proceeds	2,507	2,534
Endowment	3,268	1,260
	\$ 73,440	\$ 46,600

Changes in the deferred contribution balance are as follows:

	In thousands					
	2024					
	Tangible capital assets	Sponsored research & specific purpose	Operating & other	TRUCT deferred lease proceeds	Endowment	Total
Balance, beginning of year	\$ 26,211	\$ 10,487	\$ 6,108	\$ 2,534	\$ 1,260	\$ 46,600
Contributions & other revenue received during the year	34,940	9,050	267,996	-	2,033	314,019
Transfer to deferred capital contributions	(18,246)	-	-	-	-	(18,246)
Recognition to revenue	-	(10,112)	(258,769)	(27)	(25)	(268,933)
Balance, end of year	\$ 42,905	\$ 9,425	\$ 15,335	\$ 2,507	\$ 3,268	\$ 73,440

	In thousands					
	2023					
	Tangible capital assets	Sponsored research & specific purpose	Operating & other	TRUCT deferred lease proceeds	Endowment	Total
Balance, beginning of year	\$ 18,525	\$ 10,125	\$ 7,462	\$ 2,561	\$ 2,322	\$ 40,995
Contributions & other revenue (loss) received during the year	24,575	11,974	241,243	-	(466)	277,326
Transfer to deferred capital contributions	(16,889)	-	-	-	-	(16,889)
Recognition to revenue	-	(11,612)	(242,597)	(27)	(596)	(254,832)
Balance, end of year	\$ 26,211	\$ 10,487	\$ 6,108	\$ 2,534	\$ 1,260	\$ 46,600

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

10. Debt

	In thousands	
	2024	2023
Ministry of Finance loan, unsecured, bears interest at 2.95%, repayable in semi annual payments of principal and interest, matures March 2044.	\$ 21,774	\$ 22,564
Ministry of Finance commercial paper, unsecured, bears interest at 4.68%, repayable at maturity on January 15, 2025.	4,776	4,609
Bank of Montreal fixed rate term loan, bears interest at 5.84% until renewal on May 31, 2024, interest only payments until maturity on May 31, 2029.	6,000	6,000
Bank of Montreal fixed rate term loan, repaid during the year.	-	800
	<u>\$ 32,550</u>	<u>\$ 33,973</u>

Principal repayments for the next year are estimated at \$11.6 million.

11. Obligations under capital lease

The University has entered into a Land Lease agreement with Dacon Corporation Ltd. ("Dacon"). Under the terms of the Land Lease, the University has leased 0.5 of a hectare of land on its Kamloops Campus to Dacon from April 1, 2005 to August 31, 2047. The land lease required Dacon to construct a student residence with approximately 580 beds in accordance with plans approved by the University. Annual rent under the Land Lease is \$5 thousand for the term of the agreement. The University will pay Dacon a surrender fee at the end of the lease equal to Dacon's net investment in the assets constructed on the land.

A Project Financing Agreement between the University, Dacon and Desjardins Trust Inc. obligates the University to make payments of principal and interest on the indebtedness incurred on the construction of the residence if for any reason the payments are not made by the primary debtor, Dacon. The interest rate on the debt is 5.14% (2023 – 5.14%).

The University has also entered into a sublease with Dacon. Under the terms of the sublease, the University leases the student residence from Dacon from September 1, 2006 for the term of the land lease less one day. Rent under the sublease is (i) Dacon's debt service costs associated with the financing of the residence, and (ii) 60% of the free cash flow each year (net of a contribution to a capital reserve fund) from the residence as defined in the sublease.

The University has entered into a Management Agreement with Dacon and Campus Living Centres Inc. ("CLC"). Under the terms of the Management Agreement, the University retains CLC, for the term of the sublease, to manage the residence and to comply with the obligations of the University under the sublease.

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

11. Obligations under capital lease (continued)

The above agreements are recognized in the financial statements of the University as assets acquired under a capital lease and a capital lease obligation. The minimum future lease payments are as follows:

	In thousands	
	2024	2023
Year ending March 31:		
2024	\$ -	\$ 2,442
2025	2,441	2,441
2026	2,442	2,442
2027	2,441	2,441
2028	2,441	2,441
2029	2,441	2,441
Thereafter	44,396	44,396
Total minimum lease payments	56,602	59,044
Less amounts representing interest	(23,414)	(25,123)
Present value of net minimum capital lease payments	\$ 33,188	\$ 33,921

Total interest under capital lease payments for the year was \$1.7 million (2023 - \$1.7 million).

12. Deferred capital contributions

Contributions for the purpose of acquiring tangible capital assets are referred to as deferred capital contributions. Amounts are recognized into revenue as the liability is extinguished over the useful life of the asset. Province of British Columbia Treasury Board regulation 198/2011 provided direction on accounting treatment of restricted capital contributions.

Changes in the deferred capital contributions balance are as follows:

	In thousands	
	2024	2023
Balance, beginning of year	\$ 138,983	\$ 127,204
Additions during the year:		
Government grants	3,738	10,186
Donations and other	188	421
Changes in amounts deferred	14,320	6,282
	18,246	16,889
Less revenue recognized from deferred capital contributions	(5,894)	(5,110)
Balance, end of year	\$ 151,335	\$ 138,983

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

13. Asset retirement obligations

The University has asset retirement obligations related to certain buildings that contain asbestos. The obligations are expected to be settled at future dates ranging from 5 to 58 years after the reporting date. The estimated undiscounted expenditures to settle the obligations total \$12.2 million. These costs have been discounted to the present value using a rate of 3.49% (2023 - 3.55%).

Changes to the asset retirement obligation in the year are as follows:

	In thousands	
	2024	2023
Balance, beginning of year	\$ 1,157	\$ 1,023
Remeasurement of asset retirement obligation	2,047	131
Abatement of asset retirement obligation	-	(29)
Accretion expense	41	32
Balance, end of year	\$ 3,245	\$ 1,157

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

14. Tangible capital assets

In thousands					
2024					
	Land and improvements	Buildings	Building and equipment under capital lease	Furniture, equipment and library acquisitions	Total
Cost, beginning of year	\$ 40,546	\$342,014	\$ 42,785	\$ 42,870	\$ 468,215
Additions	550	20,909	273	8,336	30,068
Disposals	(650)	-	-	(586)	(1,236)
Cost, end of year	40,446	362,923	43,058	50,620	497,047
Accumulated amortization, beginning of year	12,062	102,491	19,028	19,752	153,333
Amortization expense	670	8,340	1,124	5,621	15,755
Disposals	(650)	-	-	(586)	(1,236)
Accumulated amortization, end of year	12,082	110,831	20,152	24,787	167,852
Net book value	\$ 28,364	\$252,092	\$ 22,906	\$ 25,833	\$ 329,195

In thousands					
2023					
	Land and improvements	Buildings	Building and equipment under capital lease	Furniture, equipment and library acquisitions	Total
Cost, beginning of year	\$ 39,559	\$319,566	\$ 42,785	\$ 40,449	\$ 442,359
Additions	987	22,448	-	6,657	30,092
Disposals	-	-	-	(4,236)	(4,236)
Cost, end of year	40,546	342,014	42,785	42,870	468,215
Accumulated amortization, beginning of year	11,453	95,126	17,917	19,147	143,643
Amortization expense	609	7,365	1,111	4,841	13,926
Disposals	-	-	-	(4,236)	(4,236)
Accumulated amortization, end of year	12,062	102,491	19,028	19,752	153,333
Net book value	\$ 28,484	\$239,523	\$ 23,757	\$ 23,118	\$ 314,882

Assets under construction having a value of \$6.5 million (2023 - \$12.9 million) have not been amortized. Amortization of these assets will commence when the asset is put into service.

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

15. Accumulated surplus

Accumulated capital and other surpluses consist of the following:

	In thousands	
	2024	2023
Invested in tangible capital assets:		
Tangible capital assets	\$ 329,195	\$ 314,882
Debt used for tangible capital asset acquisition	(32,550)	(33,973)
Amounts financed by deferred capital contributions	(151,335)	(138,983)
Obligations under capital lease	(33,188)	(33,921)
	112,122	108,005
Internally restricted:		
Designated and specific purpose reserves	9,821	10,972
Faculty and department reserves	6,829	5,649
Capital reserves	28,378	31,856
Board contingency and international building stabilization reserves	16,304	16,972
Residence repair and replacement reserve	778	778
	62,110	66,227
Unrestricted	3,000	3,000
Total accumulated capital and other surpluses	\$ 177,232	\$ 177,232
Endowments	14,419	14,392
Accumulated remeasurement gains	6,918	2,136
Accumulated surplus	\$ 198,569	\$ 193,760

Invested in tangible capital assets represent assets purchased with unrestricted and internally restricted surpluses.

Designated and specific purpose reserves are set aside for future operations and projects for which specific funding has been received or allocated.

Faculty and department reserves are the unspent operating funds which faculties and departments are permitted to carry forward at the end of each year. These also include professional development and other operating funds.

Capital reserves are amounts restricted for purchases of land, buildings and equipment.

Board contingency and international building stabilization reserves are amounts restricted for operating commitments.

Residence repair and replacement reserve is an amount set aside for repairs to the building and repairs or replacement of furniture, fixtures and equipment.

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

16. Endowments

Endowment principal is to be maintained in perpetuity. The investment income generated from endowments is restricted and can be spent only in accordance with the various purposes established by the donors or the University's Board of Governors.

Proceeds received from the TRUCT are to be deferred and recognized over a 99 year period. As such, only the portion of the proceeds recognized in the year will be added to the endowment balance.

Changes to the endowment balances are as follows:

	In thousands	
	2024	2023
Endowment investment balance, beginning of year	\$ 14,315	\$ 14,277
Contributions received during the year	-	25
	14,315	14,302
TRUCT lease proceeds deferred, beginning of year	1,160	1,173
TRUCT lease proceeds deferred, end of year	(1,148)	(1,160)
Endowment investment balance, year end	14,327	14,315
Cumulative non-cash recognition of TRUCT lease proceeds	92	77
Endowment equity balance, end of year	\$ 14,419	\$ 14,392

The market value of the endowment investments is \$18.7 million which includes cash of \$1.6 million.

Change in portion available for distribution is as follows:

	In thousands	
	2024	2023
Portion available for distribution, beginning of year	\$ 1,260	\$ 2,322
Restricted investment income (loss)	2,033	(466)
Recovery of loss of principal	-	25
Distribution during the year	(25)	(621)
Portion available for distribution, end of year	\$ 3,268	\$ 1,260

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

17. Financial risk management

The Board of Governors, through management, ensures that the University has processes in place to identify and monitor major risks.

(a) Interest rate risk

The University is exposed to the interest rate risk in respect of its portfolio investments, which earn interest income at various rates, and its debt which bears interest at rates as disclosed in Note 10.

(b) Credit risk

Unless otherwise disclosed in these financial statements, the University is not subject to significant credit risk associated with its financial instruments. The maximum credit risk for the University's financial assets is the carrying value of the asset.

(c) Market risk

Market risk is the risk that changes in market prices, as a result of changes in interest rates and equity prices will affect the University's income and the value of its holdings of financial instruments. The objective of market risk management is to manage and control risk exposures within acceptable parameters, while maximizing the return. The composition of the University's investments includes fixed income, equities, and other investments. The composition varies based on the University's needs and investment objectives as outlined in the University's investment policy.

(d) Liquidity risk

Liquidity risk is the risk that the University will not be able to meet its financial obligations as they become due. The University manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing and financing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stress conditions, without incurring unacceptable losses or risking damage to the University's reputation.

18. Contractual obligations and contingent liabilities

(a) The University is committed to payments under various contracts and leases with various expiry dates through 2029 as detailed below:

Year	In thousands		
	Equipment and operating leases	Janitorial and other service contracts	Total
2025	\$ 1,131	\$ 4,581	\$ 5,712
2026	925	1,563	2,488
2027	675	352	1,027
2028	215	97	312
2029	129	56	185

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

18. Contractual obligations and contingent liabilities (continued)

- (b) The University has agreed to contribute one third of the net operating loss of the City of Kamloops Aquatic Centre to a maximum of \$150 thousand annually. The University's proportionate contribution of the 2024 Aquatic Centre operating loss amounted to \$150 thousand (2023 - \$150 thousand).
- (c) From time to time, the University is involved in litigation or proceedings relating to claims arising out of its operations in the ordinary course of business. It is expected that the ultimate outcome of these claims will not have a material effect on the financial position of the University. The majority of these claims are covered by the University's insurance coverage. Any University obligations that may result from these claims will be recorded in the period when it becomes likely and determinable.

19. Expenses by object

The following is a summary of expenses by object:

	In thousands		
	Budget	2024	2023
Accretion of asset retirement obligations	\$ -	\$ 41	\$ 32
Advertising and public relations	4,665	4,591	4,834
Amortization of tangible capital assets	14,660	15,755	13,926
Bank charges, interest and bad debt	2,041	2,015	1,822
Building, equipment, operations and maintenance	10,473	11,798	11,976
Bursaries, awards and scholarships	6,612	7,557	6,493
Computer supplies and licenses	4,835	5,064	4,408
Cost of materials sold	5,065	6,033	5,405
Interest on capital lease obligation	1,744	1,705	1,742
Interest on debt	2,042	1,208	1,036
Leases and rentals	3,296	3,057	2,889
Professional fees and contracted services	20,958	24,074	22,333
Salaries and benefits	184,293	179,135	158,700
Supplies, postage and freight	7,354	6,209	5,895
Travel	5,080	6,786	5,046
	\$ 273,118	\$ 275,028	\$ 246,537

20. Related organizations

The University is associated with the following organizations, which have not been consolidated into the University's financial statements.

(a) The TRU Foundation

The TRU Foundation (the "Foundation") has been established for the benefit of the University and its students. During the fiscal period ending March 31, 2024, the Foundation fundraised and donated to the University \$0.2 million for capital projects (2023 - \$0.4 million), and \$4.1 million for bursaries, scholarships, and other projects (2023 - \$3.8 million).

THOMPSON RIVERS UNIVERSITY

Notes to Consolidated Financial Statements

Year ended March 31, 2024

20. Related organizations (continued)

(b) Other provincial government operations

The University is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities are considered to be in the normal course of operations and are recorded at the exchange amount which is the amount of consideration established and agreed to by the related parties.

21. Comparative information

The consolidated financial statements have been reclassified, where applicable, to conform to the presentation used in the current year. The changes do not effect prior year's annual surplus.



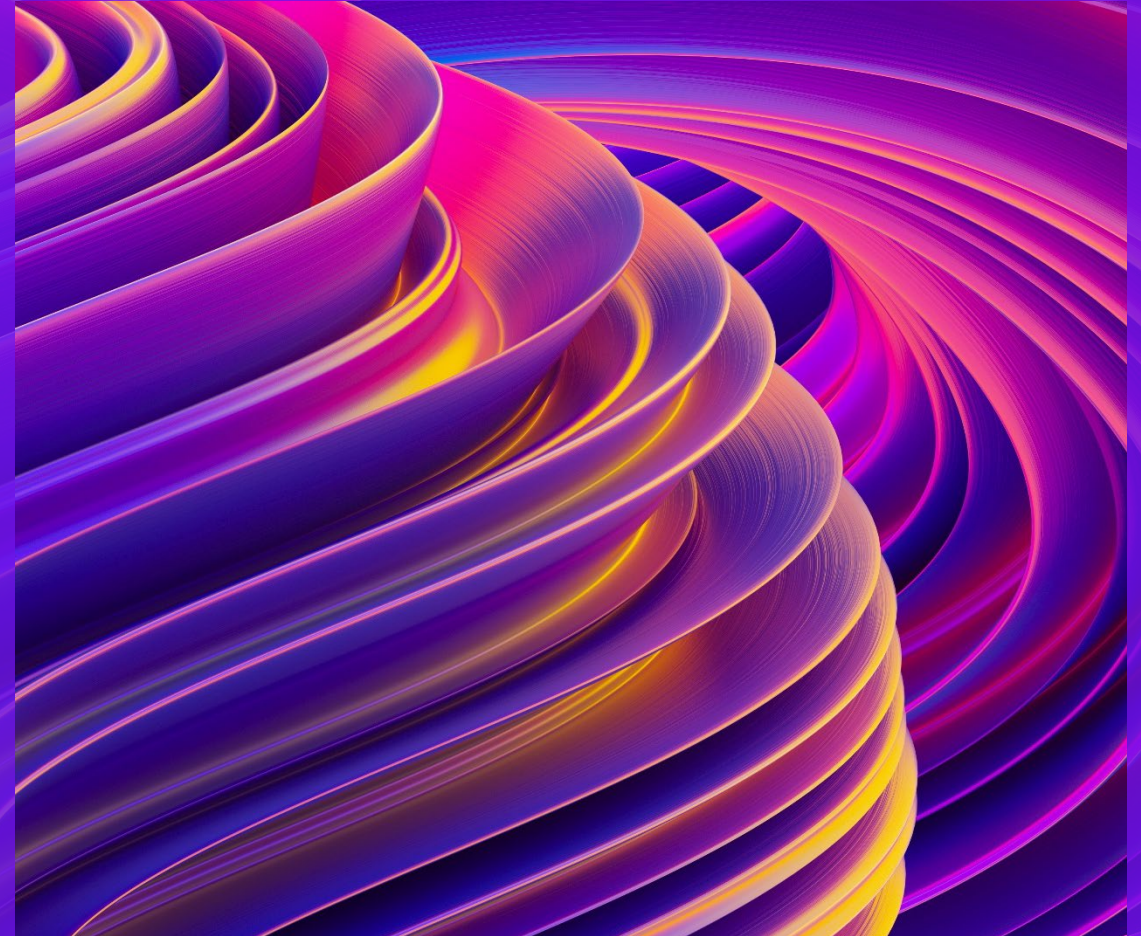
Thompson Rivers University

Audit Findings Report
for the year ended March 31, 2024



For presentation on June 12, 2024

kpmg.ca/audit



KPMG contacts

Key contacts in connection with this engagement

Brent Ashby

Lead Audit Engagement Partner

250-314-5913

bashby@kpmg.ca

Debbie MacKinnon

Audit Senior Manager

250-377-2472

dmackinnon@kpmg.ca

Jennifer Boychuk

Indirect Tax Services Partner

780-429-7333

jboychuk@kpmg.ca

David Bond

Quality Review Partner

250-979-7154

dpbond@kpmg.ca

CJ James

Leader, Canadian Advanced

Education Practice

604-527-3635

cjjames@kpmg.ca

Table of contents

Digital use information

This Audit Findings Report is also available as a “hyper-linked” PDF document.

If you are reading in electronic form (e.g. In “Adobe Reader” or “Board Books”), clicking on the home symbol on the top right corner will bring you back to this slide.



Click on any item in the table of contents to navigate to that section.



Highlights



Status



Audit risks and results



Control deficiencies



Appendices

The purpose of this report is to assist you, as a member of the Audit Committee, in your review of the results of our audit of the financial statements as at and for the period ended March 31, 2024. This report builds on the Audit Plan we presented to the Audit Committee. This report is intended solely for the information and use of Management, and the Audit and Risk Management Committee and should not be used for any other purpose or any other party. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this report has not been prepared for, and is not intended for, and should not be used by, any third party or for any other purpose.



Audit highlights



No matters to report



Matters to report – see link for details

Status

We have completed the audit of the financial statements, with the exception of certain remaining outstanding procedures, which are highlighted on the 'Status' slide of this report.

Significant changes

Significant changes since our audit plan
No change to risk assessment or audit strategy.

Information Technology testing was added to our audit plan however this did not change the overall audit strategy.

Risks and results

Significant risks

- Presumed risk of management override of controls

Other risks of material misstatement

New revenue recognition standard (PS3400)
Revenues and receivables
Investments
Tangible capital assets
Salaries and benefits

Going concern matters

Uncorrected misstatements

Uncorrected misstatements

- We did not identify any uncorrected misstatements.

Corrected misstatements

Corrected misstatements

- We did not identify any corrected misstatements.

Control deficiencies

Control deficiencies

We did not identify any control deficiencies that we determined to be significant deficiencies in internal control over financial reporting.

Policies and practices & Specific topics

Significant unusual transactions

Accounting policies and practices

Other financial reporting matters



Status

As of June 12, 2024, we have completed the audit of the Thompson Rivers University (the “University”) March 31, 2024 financial statements, with the exception of certain remaining procedures, which include amongst others:

- Completing our discussions with the Audit Committee
- Obtaining evidence of management’s acceptance of the financial statements
- Obtaining a signed management representation letter

We will update the Audit Committee, on significant matters, if any, arising from the completion of the audit, including the completion of the above procedures.

Our auditor’s report, a draft of which is included in the draft financial statements, will be dated upon the completion of any remaining procedures.



Significant risks and results

We highlight our significant findings in respect of **significant risks** as identified in our discussion with you in the Audit Plan.



Fraud risk from management override of controls

This is a presumed fraud risk. Management is in a unique position to perpetrate fraud because of its ability to manipulate accounting records and prepare fraudulent financial statements by overriding controls that otherwise appear to be operating effectively. Although the level of risk of management override of controls will vary from entity to entity, the risk nevertheless is present in all entities. We have not identified any specific additional risks of management override relating to this audit.

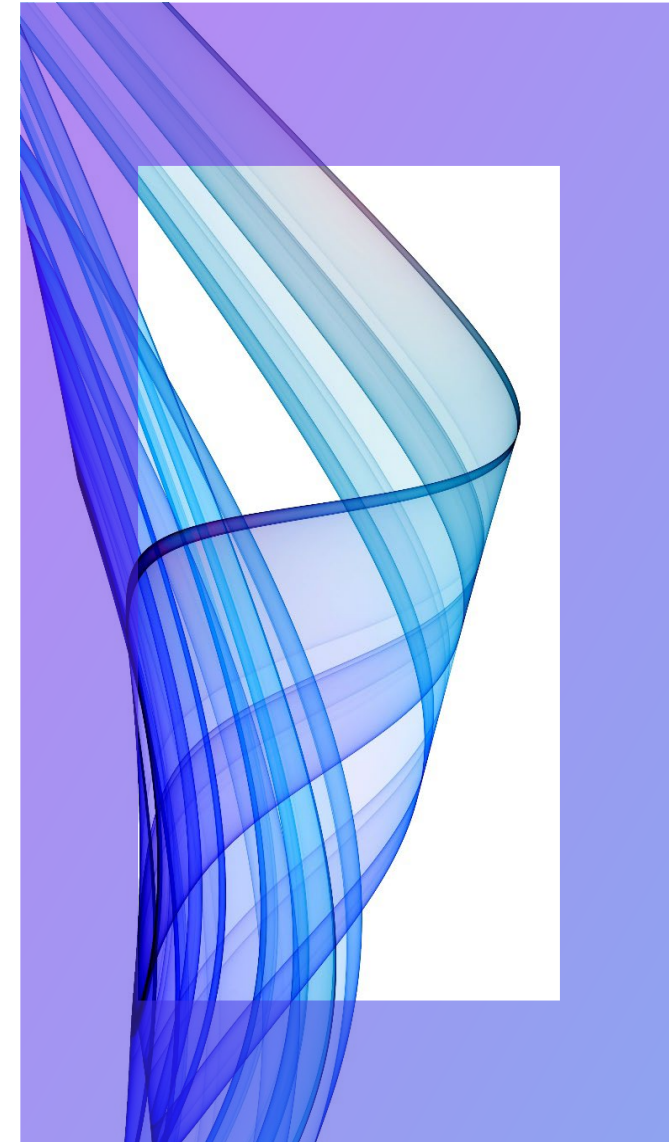
Our response

Our procedures included:

- testing of journal entries and other adjustments,
- performing a retrospective review of estimates
- evaluating the business rationale of significant unusual transactions.

Significant findings

- We noted no issues as a result of our testing.





Audit focus areas

We highlight findings in other areas of focus with a risk of material misstatement as identified in the Audit Plan as follows



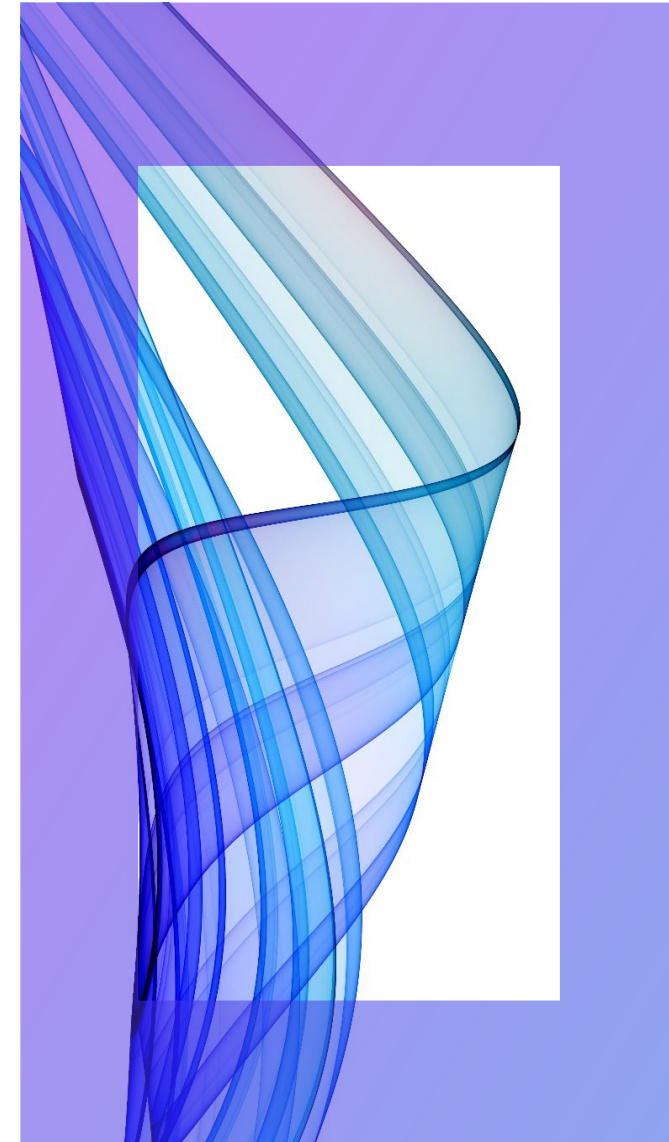
Revenue and receivables

Our response

- We updated our understanding of the University's revenue processes and revenue recognition policies.
- We obtained funding confirmation directly from the Province and agreed the balances to management's reconciliations of revenues and accruals recorded.
- We assessed revenue recognition in accordance with the financial reporting framework.
- We performed various analytical and testing procedures over revenue and deferred revenue.
- We performed additional Auditor General requested reporting related to deferred operating and capital amounts.

Significant findings

- We noted no issues as a result of our testing.





Audit focus areas

We highlight findings in other areas of focus with a risk of material misstatement as identified in the Audit Plan as follows



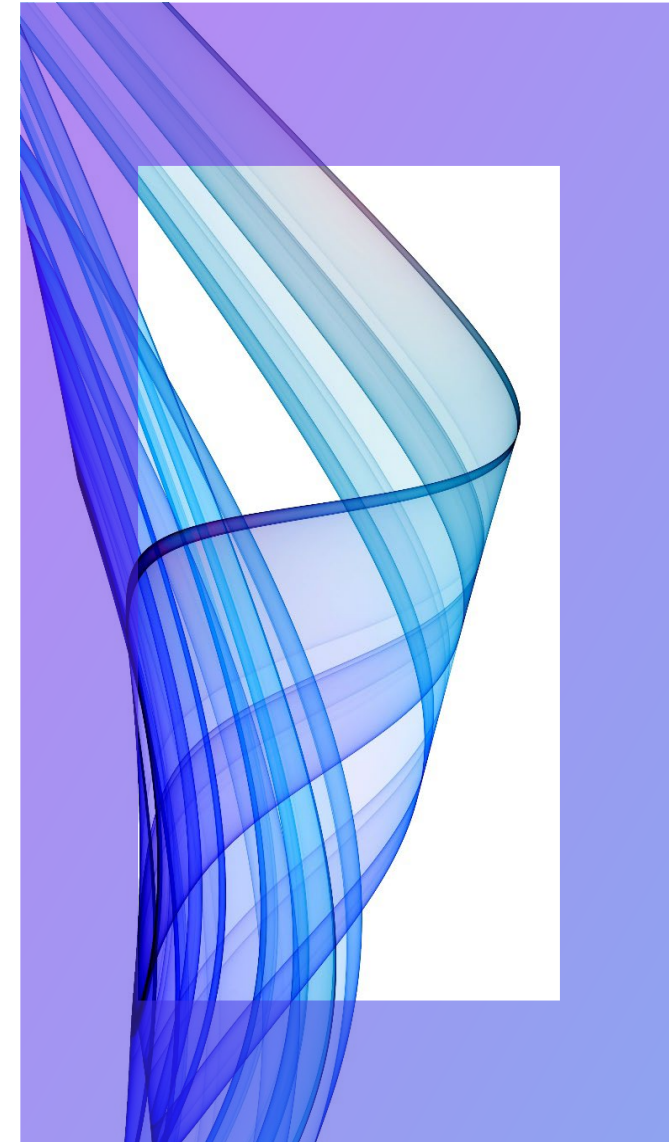
Investments

Our response

- We updated our understanding of the University's investment strategy and processes.
- We agreed investment balances held as at March 31, 2024 to confirmations from the custodian and investment managers.
- We performed detailed testing over securities by agreeing fair market values to supporting documentation.
- We performed a review of assumptions and methods used by the valuation expert in estimating the fair value of private equity securities to determine if the assumption and methods used are reasonable and consistent with Public Sector Accounting Standards.

Significant findings

- We noted no issues as a result of our testing.





Audit focus areas

We highlight findings in other areas of focus with a risk of material misstatement as identified in the Audit Plan as follows



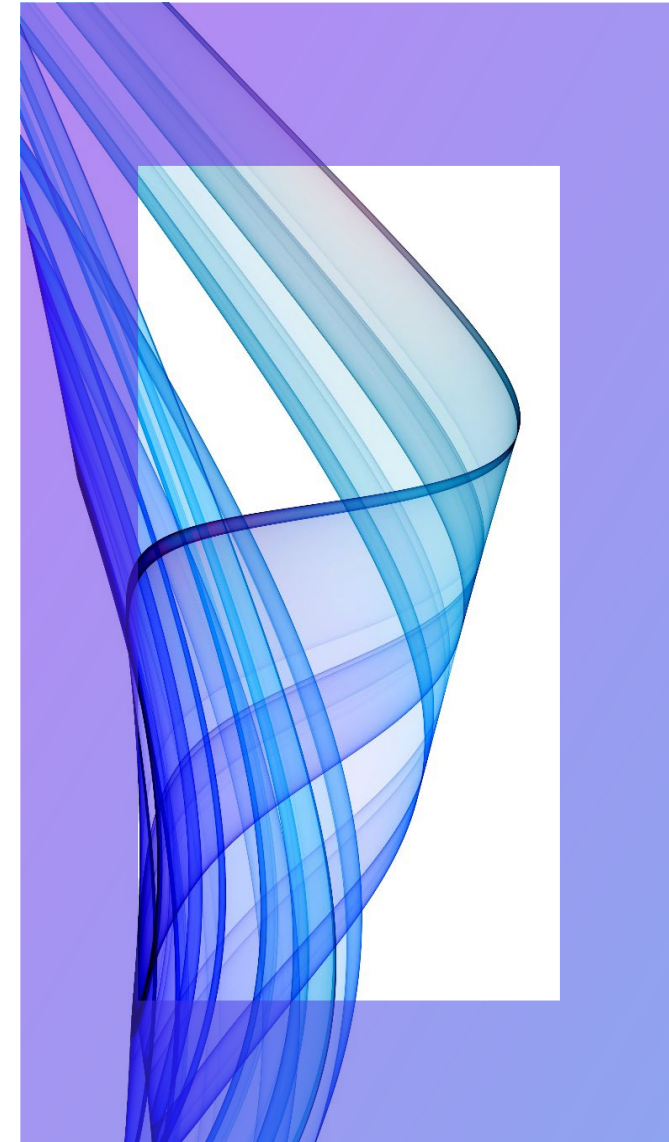
Tangible capital assets

Our response

- We updated our understanding of the University's capital processes.
- We performed detailed testing of asset additions and disposals.
- We agreed a sample of deferred capital contribution additions to supporting documentation.

Significant findings

- We noted no issues as a result of our testing.





Audit focus areas

We highlight findings in other areas of focus with a risk of material misstatement as identified in the Audit Plan as follows



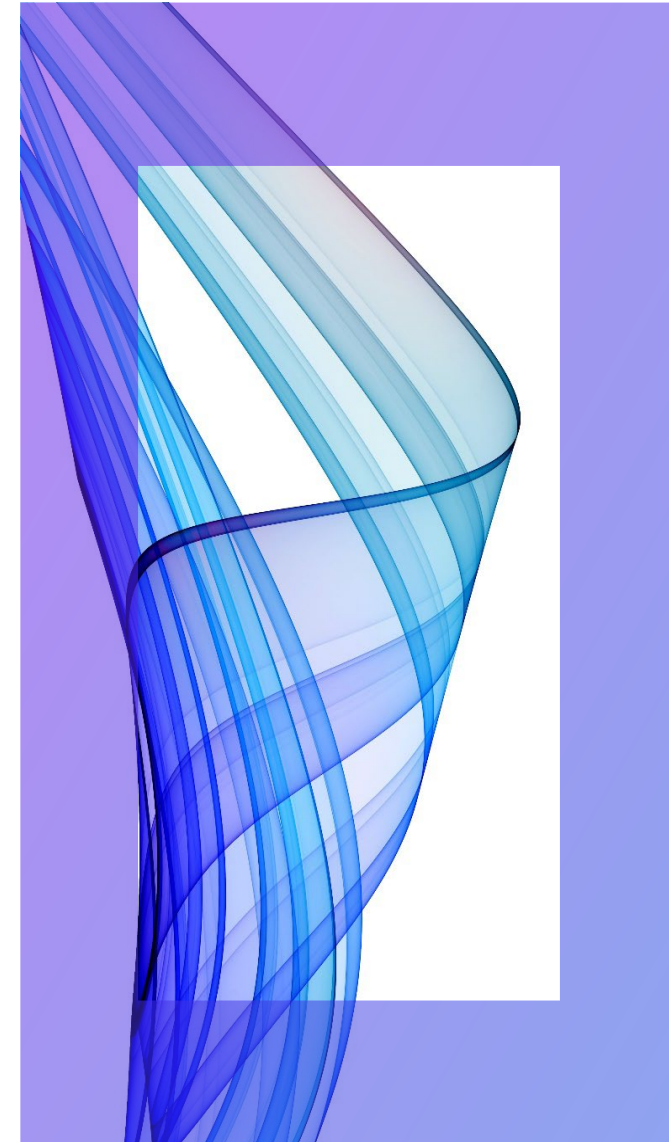
Salaries and benefits

Our response

- We updated our understanding of the process activities and controls over payroll processing and employee future benefits.
- We reviewed overall salaries, benefits and related accruals and compare to expectations.

Significant findings

- We noted no issues as a result of our testing.





Control deficiencies

Consideration of internal control over financial reporting (ICFR)

In planning and performing our audit, we considered ICFR relevant to the Entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on the financial statements, but not for the purpose of expressing an opinion on ICFR.



Our understanding of internal control over financial reporting was for the limited purpose described above and was not designed to identify all control deficiencies that might be significant deficiencies. The matters being reported are limited to those deficiencies that we have identified during the audit that we have concluded are of sufficient importance to merit being reported to those charged with governance.

Our awareness of control deficiencies varies with each audit and is influenced by the nature, timing, and extent of audit procedures performed, as well as other factors. Had we performed more extensive procedures on internal control over financial reporting, we might have identified more significant deficiencies to be reported or concluded that some of the reported significant deficiencies need not, in fact, have been reported.

A deficiency in internal control over financial reporting



A deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A deficiency in design exists when (a) a control necessary to meet the control objective is missing or (b) an existing control is not properly designed so that, even if the control operates as designed, the control objective would not be met. A deficiency in operation exists when a properly designed control does not operate as designed, or when the person performing the control does not possess the necessary authority or competence to perform the control effectively.

Significant deficiencies in internal control over financial reporting




A deficiency, or a combination of deficiencies, in internal control over financial reporting that, in our judgment, is important enough to merit the attention of those charged with governance

Based on the nature and size of the University's accounting and financial reporting department, the University has inherent limitations in terms of complete segregation of internal control duties and function. However, based on the nature and extent of our audit testing, we did not identify any significant deficiencies in internal control over financial reporting to bring to your attention.




Significant accounting policies and practices

We also highlight the following:




Significant accounting policies

- The new standard PS 3400 *Revenue* was effective for fiscal years beginning on or after April 1, 2023.
- The new standard establishes a single framework to categorize revenue to enhance the consistency of revenue recognition and its measurement.
- The standard notes that in the case of revenue arising from an exchange transaction, a public sector entity must ensure the recognition of revenue aligns with the satisfaction of related performance obligations and that unilateral revenue arises when no performance obligations are present, and recognition occurs when the University records the revenue and an event has happened that gives the public sector entity the right to the revenue.
- Management prospectively adopted this standard resulting in an additional \$7.3m in deferred tuition revenue at March 31, 2024
- There were no audit misstatements as a result of adopting this standard.



Significant qualitative aspects of financial statement presentation and disclosure

- There were no issues noted with the judgments made, in formulating particularly sensitive financial statement disclosures.
- There were no issues noted with the overall neutrality, consistency, and clarity of the disclosures in the financial statements.
- There were no significant potential effects on the financial statements of significant risks, exposures and uncertainties.



Significant accounting estimates

- There were no issues noted with management's identification of accounting estimates.
- There were no issues noted with management's process for making accounting estimates.
- There were no indicators of possible management bias.

Appendices

1

Other required communications

2

Management representation letter

3

Audit quality

4

Current developments

5

Higher education thought leadership and insights



Appendix 1: Other required communications



Auditor's report

Refer to the draft report attached to the financial statements.

Engagement letter

A copy of the engagement letter was included in our Audit Planning Report.



Independence

As required by professional standards, we have considered all relationships between KPMG and the University that may have a bearing on independence. We confirm that we are independent with respect to the University within the meaning of the relevant rules and related interpretations prescribed by the relevant professional bodies in Canada and any other standards or applicable legislation or regulation from April 1, 2023 up until the date of this report.

Management representation letter

A copy of the management representation letter is attached.



Appendix 2: Management representation letter

See attached management representation letter

KPMG LLP
Chartered Professional Accountants
560 Victoria Street
Kamloops, BC V2C 2B2
Canada

June 14, 2024

We are writing at your request to confirm our understanding that your audit was for the purpose of expressing an opinion on the consolidated financial statements (hereinafter referred to as “financial statements”) of Thompson Rivers University (“the Entity”) as at and for the period ended March 31, 2024. These financial statements were prepared in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

We are also writing at your request to confirm our understanding that your audit of the reporting package for the Auditor General of British Columbia was for the purpose of expressing an opinion on the financial information (hereinafter referred to as “financial statements prepared for consolidation purposes”) of Nicola Valley Institute of Technology (“the Entity”), as at and for the period ended March 31, 2024, for the sole purpose of reporting to the group auditor for consolidation.

General:

We confirm that the representations we make in this letter are in accordance with the definitions as set out in [Attachment I](#) to this letter.

We also confirm that, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves:

Responsibilities:

- 1) We have fulfilled our responsibilities, as set out in the terms of the engagement letter dated November 14, 2023, including for:
 - a) the preparation and presentation of the financial statements and believe that these financial statements have been prepared in accordance with the relevant financial reporting framework.
 - b) providing you with all information of which we are aware that is relevant to the preparation of the financial statements, such as all financial records and documentation and other matters, including:
 - (i) the names of all related parties and information regarding all relationships and transactions with related parties; and

- (ii) the complete minutes of meetings, or summaries of actions of recent meetings for which minutes have not yet been prepared, board of governors and committees of the board of governors that may affect the financial statements. All significant actions are included in such summaries.
- c) providing you with unrestricted access to such relevant information.
- d) providing you with complete responses to all enquiries made by you during the engagement.
- e) providing you with additional information that you may request from us for the purpose of the engagement.
- f) providing you with unrestricted access to persons within the Entity from whom you determined it necessary to obtain audit evidence.
- g) such internal control as we determined is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. We also acknowledge and understand that we are responsible for the design, implementation and maintenance of internal control to prevent and detect fraud.
- h) ensuring that all transactions have been recorded in the accounting records and are reflected in the financial statements.
- i) ensuring that internal auditors providing direct assistance to you, if any, were instructed to follow your instructions and that management, and others within the entity, did not intervene in the work the internal auditors performed for you.

Internal control over financial reporting:

- 2) We have communicated to you all deficiencies in the design and implementation or maintenance of internal control over financial reporting of which we are aware.

Fraud & non-compliance with laws and regulations:

- 3) We have disclosed to you:
 - a) the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
 - b) all information in relation to fraud or suspected fraud that we are aware of that involves:
 - management;
 - employees who have significant roles in internal control over financial reporting; or
 - others
 where such fraud or suspected fraud could have a material effect on the financial statements.

- c) all information in relation to allegations of fraud, or suspected fraud, affecting the financial statements, communicated by employees, former employees, analysts, regulators, or others.
- d) all known instances of non-compliance or suspected non-compliance with laws and regulations, including all aspects of contractual agreements, whose effects should be considered when preparing financial statements.
- e) all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements.

Subsequent events:

- 4) All events subsequent to the date of the financial statements and for which the relevant financial reporting framework requires adjustment or disclosure in the financial statements have been adjusted or disclosed.

Related parties:

- 5) We have disclosed to you the identity of the Entity's related parties with which we have material relationships/transactions. Related parties include Province of BC taxpayer-supported crown corporations and agencies (government organizations).
- 6) We have disclosed to you all the material related party relationships and transactions/balances of which we are aware.
- 7) All material related party relationships and transactions/balances have been appropriately accounted for and disclosed in accordance with the relevant financial reporting framework.

Estimates:

- 8) Measurement methods and significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.

Going concern:

- 9) We have provided you with all information relevant to the use of the going concern assumption in the financial statements.

Non-SEC registrants or non-reporting issuers:

- 10) We confirm that the Entity is not a Canadian reporting issuer (as defined under any applicable Canadian securities act) and is not a United States Securities and Exchange Commission ("SEC") Issuer (as defined by the Sarbanes-Oxley Act of 2002).
- 11) We also confirm that the financial statements of the Entity will not be included in the consolidated financial statements of a Canadian reporting issuer audited by KPMG or an SEC Issuer audited by any member of the KPMG organization.

Other:

12) LIABILITIES

We have no knowledge of material unrecorded assets or liabilities or contingent assets or liabilities (such as claims related to patent infringements, unfulfilled contracts, etc., whose values depend on fulfillment of conditions regarded as uncertain or receivables sold or discounted, endorsements or guarantees, additional taxes for prior years, repurchase agreements, sales subject to renegotiation or price re-determination, etc.).

13) RECEIVABLES

Receivables reported in the financial statements represent valid claims against customers and other debtors for sales or other charges arising on or before the balance sheet date, and do not include amounts relating to goods shipped on consignment or approval. Receivables have been appropriately reduced to their net realizable value.

14) INVENTORY

No inventory is stated at an amount in excess of net realizable value.

15) COMMITMENTS & CONTINGENCIES:

We have disclosed to you any:

a) material commitments, contingent losses or other liabilities, including those related to environmental matters, not recorded or disclosed in the financial statements.

b) claims that are outstanding or possible claims not recorded or disclosed in the financial statements, whether or not these claims were discussed with legal counsel.

Yours very truly,

THOMPSON RIVERS UNIVERSITY

By: Mr. Matt Milovick, VP Administration and Finance

By: Ms. Yvette LaFlamme, Associate VP Finance

By: Mr. John Sparks, General Counsel

Attachment I – Definitions

Materiality

Certain representations in this letter are described as being limited to matters that are material. Misstatements, including omissions, are considered to be material if they, individually or in the aggregate, could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements. Judgments about materiality are made in light of surrounding circumstances, and are affected by the size or nature of a misstatement, or a combination of both.

Fraud & error

Fraudulent financial reporting involves intentional misstatements including omissions of amounts or disclosures in financial statements to deceive financial statement users.

Misappropriation of assets involves the theft of an entity's assets. It is often accompanied by false or misleading records or documents in order to conceal the fact that the assets are missing or have been pledged without proper authorization.

An error is an unintentional misstatement in financial statements, including the omission of an amount or a disclosure.

Related parties

In accordance with Public Sector Accounting Board standards *related party* is defined as:

- Any entity that the government has control, significant influence, or economic interest in.
- In accordance with Public Sector Accounting board standards a *related party transaction* is defined as:
- Any transaction between the government and its parties related to each other.



Appendix 3: Audit quality - How do we deliver audit quality?

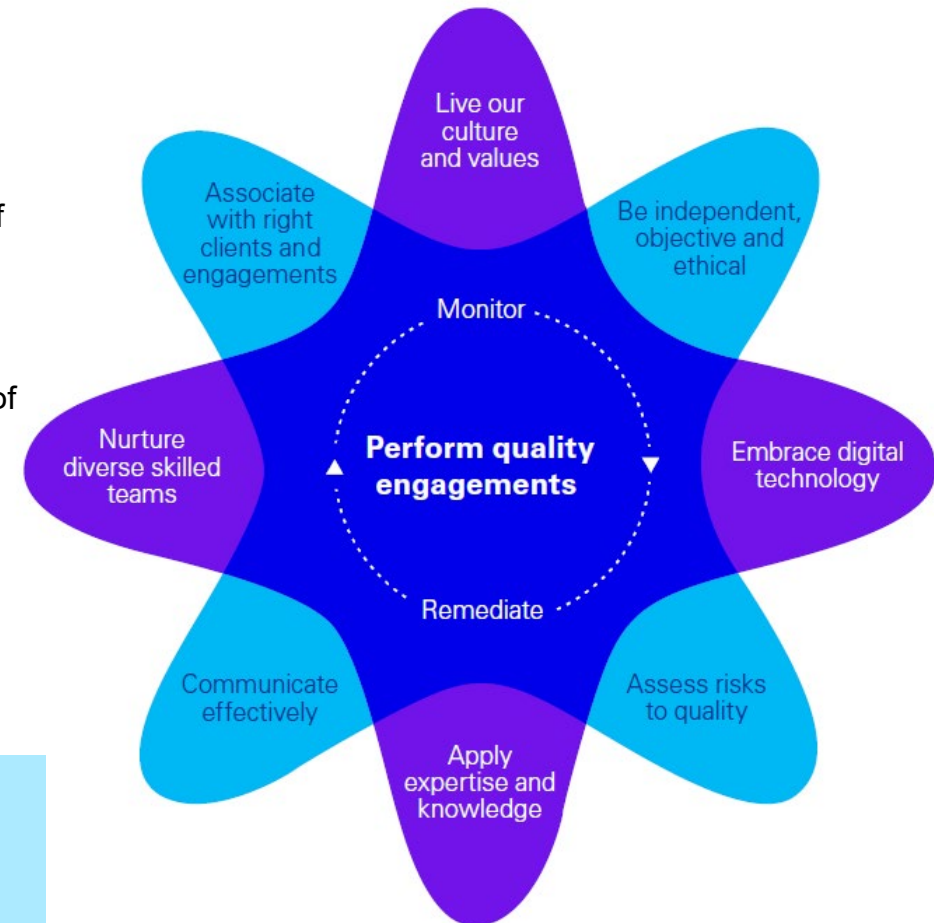
Quality essentially means doing the right thing and remains our highest priority. Our Global Quality Framework outlines how we deliver quality and how every partner and staff member contributes to its delivery.

The drivers outlined in the framework are the ten components of the KPMG System of Quality Management (SoQM). Aligned with ISQM 1/CSQM 1, our SoQM components also meet the requirements of the International Code of Ethics for Professional Accountants (including International Independence Standards) issued by the International Ethics Standards Board for Accountants (IESBA) and the relevant rules of professional conduct / code of ethics applicable to the practice of public accounting in Canada, which apply to professional services firms that perform audits of financial statements. Our Transparency Report includes our firm's Statement on the Effectiveness of our SoQM.

 [KPMG 2023 Audit Quality and Transparency Report](#)

We define 'audit quality' as being the outcome when:

- audits are **executed consistently**, in line with the requirements and intent of **applicable professional standards** within a strong **system of quality management**; and
- all of our related activities are undertaken in an environment of the utmost level of **objectivity, independence, ethics and integrity**.



Doing the right thing. Always.



Appendix 4: Current developments

Changes to accounting standards

Standard	Summary and implications
Employee benefits	<ul style="list-style-type: none"> The Public Sector Accounting Board has initiated a review of sections PS 3250 <i>Retirement benefits</i> and PS 3255 <i>Post-employment benefits, compensated absences and termination benefits</i>. The intention is to use principles from International Public Sector Accounting Standard 39 <i>Employee benefits</i> as a starting point to develop the Canadian standard. Given the complexity of issues involved and potential implications of any changes that may arise from the review of the existing guidance, the new standards will be implemented in a multi-release strategy. The first standard will provide foundational guidance. Subsequent standards will provide additional guidance on current and emerging issues. The proposed section PS 3251 <i>Employee benefits</i> will replace the current sections PS 3250 <i>Retirement benefits</i> and PS 3255 <i>Post-employment benefits, compensated absences and termination benefits</i>. It will apply to fiscal years beginning on or after April 1, 2026. Early adoption will be permitted and guidance applied retroactively. This proposed section would result in public sector entities recognizing the impact of revaluations of the net defined benefit liability (asset) immediately on the statement of financial position. Organizations would also assess the funding status of their post-employment benefit plans to determine the appropriate rate for discounting post-employment benefit obligations. The Public Sector Accounting Board is in the process of evaluating comments received from stakeholders on the exposure draft.



Appendix 4: Current developments

Changes to accounting standards (continued)

Standard	Summary and implications
Concepts Underlying Financial Performance	<ul style="list-style-type: none"> The revised conceptual framework is effective for fiscal years beginning on or after April 1, 2026 with earlier adoption permitted. The framework provides the core concepts and objectives underlying Canadian public sector accounting standards. The ten chapter conceptual framework defines and elaborates on the characteristics of public sector entities and their financial reporting objectives. Additional information is provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts are introduced.
Financial Statement Presentation	<ul style="list-style-type: none"> The proposed section PS 1202 <i>Financial statement presentation</i> will replace the current section PS 1201 <i>Financial statement presentation</i>. PS 1202 <i>Financial statement presentation</i> will apply to fiscal years beginning on or after April 1, 2026 to coincide with the adoption of the revised conceptual framework. Early adoption will be permitted. The proposed section includes the following: <ul style="list-style-type: none"> Relocation of the net debt indicator to its own statement called the statement of net financial assets/liabilities, with the calculation of net debt refined to ensure its original meaning is retained. Separating liabilities into financial liabilities and non-financial liabilities. Restructuring the statement of financial position to present total assets followed by total liabilities. Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities). Removal of the statement of remeasurement gains (losses) with the information instead included on a new statement called the statement of changes in net assets (liabilities). This new statement would present the changes in each component of net assets (liabilities), including a new component called “accumulated other”. A new provision whereby an entity can use an amended budget in certain circumstances. Inclusion of disclosures related to risks and uncertainties that could affect the entity’s financial position. The Public Sector Accounting Board is currently deliberating on feedback received on exposure drafts related to the reporting model.

Appendix 5: Higher Education thought leadership and insights

Note: Click on images to visit document link.



AI in Higher Education

Artificial intelligence (AI) is changing how higher education institutions can deliver services, manage operations, and engage faculty to stay relevant in the market. Historically faced with barriers to quick adoption of emerging technologies, institutions must intentionally redesign their processes to keep pace and integrate with the fast-evolving capabilities that AI continues to present. While initial interest in AI in higher education has been focused on assessment, its potential applications extend to various use cases, such as streamlining administrative processes, powering student services, predicting and monitoring student success, and identifying student attrition risk. Dive into our first of a series of thought leadership articles as we explore the trends, challenges and opportunities shaping academia's digital transformation.



Student Experience

The broader context in which students live and work has influenced how they learn and engage with higher education institutions. Research conducted by KPMG revealed 5 key trends in student demographics and behaviors that have become driving forces behind changes in student needs. Students are increasingly diverse, digital, discerning, demanding, and debt-averse.

KPMG's approach to working with higher education institutions combines sector knowledge and leading global practices to provide a blueprint for institutions to enhance student experiences during the "moments that matter" in their journey from being candidates to alumni.



Higher education cybersecurity survey

As we navigate an era marked by rapid digital evolution, our daily lives, academic pursuits, and institutional operations are becoming increasingly interwoven with technology. While the transformative power of innovation brings unprecedented opportunities, it also exposes us to new challenges, particularly in the realm of cybersecurity. KPMG in Canada recently invited higher education institutions from both Canada and the United States to participate in a benchmarking survey to identify the areas where institutions are thriving, and where there is opportunity to improve.



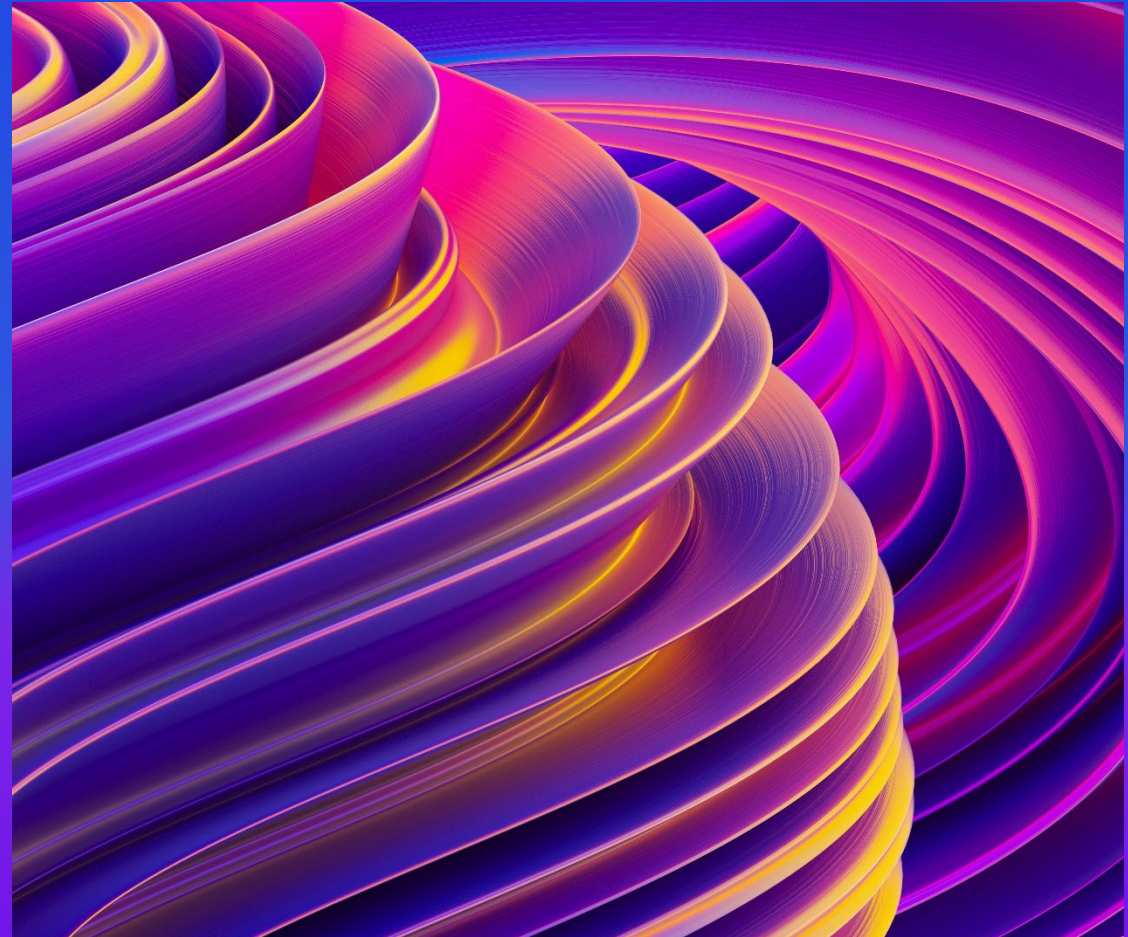
Decarbonization

Decarbonization and infrastructure resiliency is becoming central to ESG programs across Canada, and higher education institutions are no exception. Building decarbonization and climate resiliency strategies that account for evolving priorities from diverse stakeholders is key. When considering the need for standardized decarbonization initiatives and enhanced climate resiliency, institutions must consider the operational needs of their facilities and departments with decarbonization targets. A campus-level approach to developing solutions that can be applied across various assets and infrastructure is critical to accommodate competing requirements in a multi-stakeholder environment. Universities should implement initiatives that move the needle toward emission targets early, while protecting against the impacts of extreme weather.



<https://kpmg.com/ca/en/home.html>

© 2023 KPMG LLP, an Ontario limited liability partnership and a member firm of the KPMG global organization of independent member firms affiliated with KPMG International Limited, a private English company limited by guarantee. All rights reserved. The KPMG name and logo are trademarks used under license by the independent member firms of the KPMG global organization.





MEMORANDUM

Date: June 5, 2024
To: Matt Milovick, VP Administration & Finance
From: Dorys Crespin-Mueller, AVP, Integrated Planning and Effectiveness
Re: Student Full Time Equivalent Summary Report for fiscal year 2023/24

1. Purpose:

The attached Student Full-Time Equivalent (FTE) report summarizes the institutional FTE activity for the 2023-24 fiscal year.

2. Background:

The FTEs are calculated according to the methodology outlined by the Ministry of Post Secondary Education and Future Skills (PSFS). <https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/fte-manual.pdf>

In this report, FTE counts are summarized according to funding sources into the following categories: Ministry of Post-Secondary Education and Future Skills (PSFS) targeted and non-targeted, Skills Trades BC - funded, and *International*.

3. Discussion:

TRU overall generated 14,186 FTE in the 2023/24 fiscal year, a 7% increase (880 FTE) from the previous fiscal year. There were 9,461 domestic and 4,725 International student FTEs.

The domestic FTE is comprised of 7,659 Post-Secondary Education and Future Skills (PSFS) funded activity and 1,802 Skilled Trades BC funded activity.

The 2023/24 FY Ministry of Post Secondary Education and Future Skills FTE Utilization is 92%. Only PSFS activity is counted towards institutional utilization.

The following summarizes the category changes relative to the previous fiscal year:

- PSFS funded FTE increased by 3%
- Skilled Trades BC FTE increased by 15%
- International FTE increased by 10%
- Domestic graduate FTE was 369, an increased of 5%
- This was the inaugural year for the Masters of Nursing Nurse Practitioner, there were 11 students FTEs delivered out of a target of 12.

Attachment(s): 2023-24 Fiscal Year FTE Summary Report

Thompson Rivers University

Student Full Time Equivalent (FTE) Enrolment Report



Year ended March 31, 2024, with comparatives for 2022-23

	2022-23 Total	2023-24 Ministry Targets PSFS Activity Only	2023-24 Total
Domestic FTE			
Ministry of Post-Secondary Education and Future Skills (PSFS) Funded			
Targeted FTE	1,619	1,337	1,680
Non-Targeted FTE	5,813	6,989	5,979
Total PSFS Funded FTEs	7,432	8,326	7,659
Skilled Trades BC Funded	1,570		1,802
Total Domestic FTEs	9,001		9,461
International FTE	4,305		4,725
Total FTEs	13,306		14,186

Notes

FTE = Full Time Equivalents

Targeted FTE is for specific programs, and while there is an FTE target for the Non-Targeted FTE, it can be from any program

Does not include International Offshore FTE of 526 in 2022-23 and 456 in 2023-24

The following sections report on work underway and progress made regarding executive priorities for the current year based on TRU's vision and 10-year strategic change goals. There are also sections on Enabling Strategies/Operations and International Development/Community.

Enabling Strategies/Operations

NEW SENIOR EXECUTIVE STRATEGIC PRIORITIES FOR 2024-25 – Last month, the senior executive team met to discuss our strategic priorities for the coming year. The meeting was extremely productive and led to a new series of priorities to guide our activities and decision-making through 2024-25.

The team identified new priorities in key areas related to our 10-year strategic change goals, as well as priorities stemming from ongoing operational needs. The full outline of our strategic goals is appended to this report.

ENROLLMENT OUTLOOK FOR 2024-25 — The current outlook for 2024-25 indicates that the total annualized number of TRU Learners will decline by just one per cent relative to 2023-24 (from 29,619 to 29,450). This includes a five per cent on-campus decline that is mitigated by the expected two per cent growth in open learning student headcount.

For Fall 2024, we are expecting an estimated 9,490 learners at our Kamloops and Williams Lake campuses. This includes 4,200 international students despite the challenges presented by IRCC policy changes.

Regarding international enrollment, TRU is on track to meet our international student targets for Fall 2024, contingent on successful visa conversions and other study permit factors. While we are expected to meet targets this year, we will face challenges replacing graduating students in later years.

Key challenges hampering our international student recruitment efforts include multiple changes in IRCC policy, practices, and rules, particularly with respect to eligibility for employment and permanent residency, reputational issues, lack of confidence in or negative sentiment toward Canada, and misinformation in international media. These factors have led to a decrease in international student applications, challenging our enrolment goals for 2025 and beyond.

Building on our strong reputation as a leader in international education, TRU is working hard to counter these challenges. TRU World is intensifying its recruitment efforts and seeking collaboration from faculty and industry experts to create new programs in high-demand fields,

such as STEM, ECE, and healthcare, and improve master's program offerings. We are introducing financial incentives like entrance scholarships to attract high-quality applicants and expanding partnerships via the Transnational Education team to meet enrollment demands.

Recruitment efforts are intensifying using both virtual and in-person methods, and the International Student Services team is enhancing its services to provide personalized support, emphasizing TRU's dedication to student success.

TRU has also partnered with BorderPass to assist students with study permit applications, aiming to increase approval rates. Regular communication with agents and potential students is maintained to counter misinformation and enhance recruitment confidence. The pre-assessment application system is being expanded to attract committed and financially capable students.

TRU is issuing Provincial Attestation Letters (PALs) to high-quality international applicants to improve visa conversion rates.

SPRING CONVOCATION 2024 — From June 4 to 6, TRU held convocation ceremonies at both the Kamloops and Williams Lake campuses. In total, TRU awarded 2,757 credentials. These data can be broken down as follows:

- Williams Lake — 60 (4 Faculties/Schools: 13 in the Faculty of Education and Social Work, 4 in the School of Nursing, 2 in the Faculty of Science and 41 in the School of Trades and Technology).
- Kamloops — 2,279 (195 in the Faculty of Arts, 759 in the Bob Gaglardi School of Business and Economics, 386 in the Faculty of Education and Social Work, 121 from the Faculty of Law, 143 from the School of Nursing, 386 from the Faculty of Science, 25 from the Faculty of Student Development, 117 from the Faculty of Adventure, Culinary Arts and Tourism, 147 from the School of Trades and Technology)
- Open Learning — 418
- Indigenous students (all campuses) — Of the above, 198 credentials were awarded to students who have self-declared Indigenous ancestry (34 in the Faculty of Arts, 38 in the Bob Gaglardi School of Business and Economics, 33 in the Faculty of Education and Social Work, 3 in the Faculty of Law, 26 in the School of Nursing, 25 in the Faculty of Science, 2 in the Faculty of Student Development, 3 in the Faculty of Adventure, Culinary Arts and Tourism, 34 in the School of Trades and Technology).

TRU SHARES INVESTMENTS PUBLICLY — In response to growing interest in the institution's financial practices, TRU will publicly share details of its investments and list them annually on its

website. Beginning this year, TRU will post PDFs outlining the nature of its investments every year, a move designed to respond to people's growing interest in responsible investing.

The website with this year's statements can be found in the sidebar menu of the VP of Administration and Finance's web page: <https://www.tru.ca/vpadmin.html>. The statements will be redacted to remove some information as required by privacy laws; however, the funds TRU holds in its portfolio and their values will be detailed.

TRU's investment decision-making is intended to align with the United Nations' philosophy on socially responsible investing (SRI). This philosophy is embodied in the UN's Principles for Responsible Investment (PRI), an initiative launched in 2006 in collaboration with the financial sector. The PRI provides a framework for investors to integrate environmental, social, and governance (ESG) factors into their decision-making processes.

Over the years, individuals have asked Canadian universities to divest from specific kinds of investments, especially stocks that conflict with environmental, social, and governance-related factors.

Three years ago, universities were asked to examine their holdings and divulge and divest stocks related or linked to the production of carbon. More recently, students at campuses across Canada, including TRU, have asked institutions to divest stocks related to companies that do business with or support Israeli interests.

TRU FAST TRACKS WILLIAMS LAKE EARLY CHILDHOOD PROGRAM TO MEET DEMAND—TRU has created an Early Childhood Education program specifically to address the labour shortage in Williams Lake and the area.

While this diploma program is usually 18 months in duration, the university has condensed it into 12 months. This is a one-time intake of this program in Williams Lake that should see graduates move quickly into careers after graduating.

The B.C. government has created additional financial incentives for eligible early childhood education workers, including a top-up of hourly wages and bonuses for certified infant, toddler, or special needs educators. The program is open now for applications, and classes will start in the fall. There are 25 seats available.

The ECE program increases the number of accessible, affordable, inclusive, and high-quality early childhood educators in the community, enriching the lives of children. The program also promotes inclusion and equality by alleviating some of the pressure put on primary caregivers, most often women.

TRU'S SUSTAINABILITY OFFICE TEAM WINS GOLD FOR OUTSTANDING LEADERSHIP — TRU has won a national award recognizing its engagement in and commitment to sustainability goals and initiatives.

The university's Sustainability Office team is the 2024 gold recipient of Colleges and Institutes Canada's (CICan) Leadership Excellence Award for Managerial Staff. TRU team members include Vice-President of Administration and Finance Matt Milovick, Associate Vice-President of Campus Infrastructure, Sustainability and Ancillary Services Warren Asuchak, Sustainability Programs Manager James Gordon, and Manager of Energy Natalie Yao.

The award was given out on April 30 at CICan's [Connection Conference](#) in Calgary, Alberta. The annual event brings together post-secondary and institutional leaders and stakeholders from around the world to create networks and share their collective knowledge.

A video prepared for the awards event showcases the winning TRU Sustainability Office team and highlights recent sustainability achievements and plans. Watch the [video here](#).

Eliminating Achievement Gaps

TRADES STUDENTS BUILD UP SUCCESSES — Six TRU trades students celebrated on the podium at the Skills Canada BC competition on April 17, bringing home one bronze and five gold medals in their respective trades.

Medal winners Giovanna Caputo, Alexis Nelson, Matthew Lavigne, Cody Rempel, Cole Allan, and Wyatt Daniel O'Brien were among 19 students representing the School of Trades and Technology in automotive, carpentry, culinary arts, electrical, heavy-duty mechanics, plumbing, and welding.

Leading in Community Research and Scholarship

REFLECTIONS ON THE TRU-BCWS PARTNERSHIP — As announced in early April, TRU and the BC Wildfire Service (BCWS) are establishing a partnership, presumed the first of its kind in North America, to develop new research, education, training, and innovation opportunities in addressing wildfire and its impacts on communities.

The partnership includes renewing BCWS training programs and developing and delivering future education programs ranging from certificates and diplomas to undergraduate and graduate degrees in wildfire and emergency management. TRU will also collaborate with BCWS on research initiatives and innovation to ensure BC is well-equipped to address the ever-changing wildfire landscape. Research and innovation will continuously inform the learning curriculum.

With this wide range of activity, TRU will cover everything related to wildfire fighting, management, and prevention from (as Premier Eby stated at the launch on April 4 in the OLARA study hall) basic skills to post-doctoral research. Minister Ralston added that BCWS will construct a new state-of-the-art training campus at TRU. TRU will participate fully in shaping these future developments.

We call this comprehensive approach, which integrates research, education, training and innovation, TRU Wildfire. This initiative builds on TRU's current expertise and commitment to leading world-class research, training, and innovation to improve how British Columbians adapt to living with wildfires. See <https://www.tru.ca/tru-wildfire.html>.

Five years in the making

The groundwork for this month's announcement was laid by TRU faculty, administration, and governing bodies over the past five years, including:

- The Interior Universities Research Coalition – TRU worked with our IURC partners, UNBC and UBCO, to develop wildfire science as an essential focus in the years following the difficult 2017-18 fire seasons, supported by the mayors of Interior cities. TRU Wildfire has its origins in inter-university and university-community collaboration and is being designed to continue that collaborative philosophy.
- Key research faculty – In 2020, the province funded the BC Innovation Research Chair in Predictive Services, Emergency Management and Fire Science through a \$5 million endowment granted to TRU. TRU used this endowed research chair to attract leading Canadian fire scientist Dr. Mike Flannigan to B.C. TRU then used one of our tri-agency-funded research chairs to hire Dr. Jill Harvey as Canada Research Chair in Fire Ecology. They were joined by long-time TRU faculty member Dr. Lauch Fraser, NSERC Industrial Research Chair in Ecosystem Reclamation. Drs. Flannigan, Harvey, and Fraser span a range of research from prediction to on-site investigation to reclamation and form the nucleus of a growing network of faculty and students at TRU who focus on wildfire science and the creation of safer, more resilient communities, including social and health impacts as well as Indigenous cultural fire. (See <https://www.tru.ca/research/research-centres/wildfire-science.html>). TRU Vice-President of Research Dr. Shannon Wagner, appointed in this role in 2023, represented TRU and led the development of the TRU-BCWS partnership to this breakthrough moment. Vice-President Wagner built on the work done by her predecessor, Dr. Will Garrett-Petts, as well as Dr. Flannigan's excellent connections and esteem in the wildfire community. Dr. Wagner engaged in countless hours of in-depth planning with provincial officials to lay the basis for what has been announced.
- In 2023, TRU opened a new research building to house the core wildfire faculty team and their research. The centre is near a newly built entrance to campus, TRU Way, located between the Early Childhood Education Centre and Veterinary Technology.
- In 2023, the TRU Senate and the Board of Governors approved the establishment of the TRU Institute for Wildfire Science, Adaptation, and Response (IWSAR) as the vehicle for supporting and developing academic wildfire science education and research. IWSAR is led by Dr. Flannigan as its scientific director and is designed to engage collaboratively across campus and beyond. IWSAR embodies TRU's side of the TRU-BCWS partnership.

Leadership matters. Dr. Wagner's leadership as vice president and Dr. Flannigan's as a scientific director are central to the success achieved so far. At the same time, success has many parents — numerous faculty, staff, and students have provided essential support to create TRU Wildfire. While we are still in the early planning stages for the operationalization of TRU Wildfire, with more details to come, I'd like us all to take a moment to recognize and congratulate colleagues who have put significant work into getting us to where we are today.

A partnership that will continue to develop

The plan and partnership outline urgent and ambitious training requirements, including the need for more than 1,000 workshops per year by 2028-29 and more than 10,000 course registrations. The government has announced intakes for initial program training beginning in 2025; this will be for non-degree-credit training. Our well-established PLAR process will be critical in providing an opportunity for this non-credit training to count for credit toward future education. TRU Wildfire will work with BCWS to develop and offer research-informed, leading-edge non-credit training as soon as possible.

Importantly, this training is not only for BCWS employees. As identified by the premier's recent task force on emergencies, other agencies and municipal and First Nations officials require similar training. Important objectives of the new programs will be to make training interoperable and mutually recognizable so that officials of different agencies and citizens can more easily work together and to make training more accessible for all British Columbians.

Our partners have further identified that wildfire training is not enough. Fighting wildfires is less and less a part-time seasonal job and more and more a year-round profession. Retention of experienced firefighters and supervisors is important so that practical knowledge can be passed on, and career progression is critical to keep and develop talent and leadership. In addition, responding and adapting to wildfire requires new and different knowledge in an era of climate change, including a better understanding of ecology and prediction, Indigenous cultural fire knowledge, community engagement and health. For these reasons, BCWS will also need specialists educated at the undergraduate and postgraduate levels in wildfire-community studies.

TRU Wildfire will be TRU's vehicle for working with BCWS to develop academic program proposals. These proposals will be brought through the TRU and provincial existing program review and approval processes. TRU has already flagged in initial discussions that increased numbers of faculty members and funding for these positions will be required.

TRU has demonstrated its commitment to redirecting chairs and faculty positions into wildfire science, and we are continuing discussions with the province regarding additional funding requirements. Also, the proposed fields of knowledge will include science, community, health and Indigenous knowledge and may not fit neatly in TRU's existing structures. We may need to define new disciplinary or interdisciplinary structures to address the spectrum of agency and community

needs. TRU is committed to considering our partner's needs and bringing appropriate proposals through regular approval processes.

As mentioned, the province plans to build a state-of-the-art training and education centre at TRU, owned and managed by TRU, to train wildland firefighters, communities, and students. Initial conversations have begun about the design and provincial funding for such a complex.

While all this is a lot, it is also only a beginning. B.C. is a leader in wildfire response and management, and the new TRU-BCWS partnership will increase and entrench that leadership, leading to new opportunities. Students and faculty at other universities within B.C. and beyond will be interested. Now that the government's announcement has been made, it is important to connect network researchers and institutes at other universities to TRU Wildfire in its founding spirit of collaboration.

Many other provinces, too, have fire-fighting services, and several federal agencies and institutions are involved. New partnerships will be formed interprovincially, nationally, and globally, as many agencies and communities in countries across the globe will no doubt be interested in sharing and learning with TRU Wildfire.

Significance of TRU Wildfire

When fully realized, TRU Wildfire will have an impact unprecedented by any single initiative in TRU's history as a university. However, the scale of the activity is not the main point. Instead, two things stand out. First, TRU Wildfire reflects our history and character as an institution. Second, it reveals important features of who we are becoming.

When I think about who we are as TRU and what guides our behaviour, I think of our values. Based on our vision of Kw'seltnéws (honouring all our relations) and respect for all people, our values honour inclusion, diversity, equity, community-mindedness, curiosity, and sustainability. TRU Wildfire expresses our character and identity in all respects. It fundamentally links curiosity and new understanding to practical needs, wisdom, and impacts in communities.

We will foster world-leading knowledge in wildfire science, adaptation, and response applicable to local communities and draw on their existing knowledge; we will link the full postsecondary spectrum from basic training to advanced research. We will engage underserved and marginalized populations. And it is all about sustainability. TRU Wildfire is not the only initiative that expresses TRU's values, but it is an important initiative that represents all our values very well.

We are a university rooted in a rural region, closely engaged with the Secwépemc, as well as other First Nations, Métis, and nearby small communities that face fire risk on the land. We look forward to working with knowledge keepers and others on how we can bring greater respect to and work

with the land and people in keeping with our university values. TRU Wildfire expresses our commitment to the land and our location in the Interior and Secwepemcúl'ecw.

TRU Wildfire also expresses how we are changing and who we are becoming as a university. At an institution-wide level, TRU has developed some areas of academic prominence; I would highlight Indigenous community health as one such emerging area of leadership. Wildfire adds another such institution-level concentration.

While universities can, should, and will have as many research and teaching projects as they do faculty members, it is also significant for institutions to develop a small number of large initiatives because these make possible long-term partnerships and collaborations with much greater impact than individual actions alone. TRU Wildfire represents the kind of partnership that will positively reinforce and, in some cases, change how people think of our university. Such breakthroughs are rare and are something for everyone to be proud of.

Please see the BC Government news release for more on the provincial announcement. For more on TRU Wildfire, visit www.tru.ca/TRUwildfire. If you are interested in learning more, please send a message to wildfire@tru.ca. Watch [video highlights](#) of the announcement.

SHOWCASING TRU WILDFIRE'S PARTNERSHIPS AND PLANS — Vice-President Research Shannon Wagner represented TRU recently at the Institute for Defense and Government Advancement's Wildfire Technology Management Summit in Pasadena, California.

This summit was one of the first formal opportunities to share information about the unique partnership between TRU and the British Columbia Wildfire Service (BCWS) and highlight the impact that research-informed education and training will have on helping society adapt to living with wildfires.

Wagner co-presented with David Greer, BCWS's Director of Strategic Engagement and Partnerships, on Innovations in Wildfire Management Education and Research. The presentation reflected the concept of TRU Wildfire — its ecosystem model that integrates research, education, training, and innovation — and advanced the idea that climate adaptation and wildfire studies should be a fully recognized academic and research discipline.

Over two days, speakers, leaders, and wildfire professionals from federal, state, local and international agencies explored innovations in wildland fire prevention, detection and suppression.

The presentations, discussion and other information shared at the summit reinforced that traditional ways of thinking about wildfire are no longer adequate and the need for new research is urgent. Conference participants underscored the vital importance of expanding wildfire prevention and mitigation efforts in coordination with suppression. The summit also emphasized the impacts of wildfire are broad and far-reaching, affecting the whole of society.

The summit also featured new wildfire innovations, including early detection camera systems and data visualization tools, and provided valuable insights into how data provision, product testing and efficient connections between service vendors and wildfire agencies can be incorporated into TRU Wildfire’s innovation arm.

TRU / BCWS COLLABORATION ON PROMOTIONAL VIDEO — TRU and the BC Wildfire Service recently collaborated to produce a video promoting the value of TRU Wildfire. The video premiered at the Canadian Council of Forestry Ministers Conference in Cranbrook on June 5. See the video here: [TRU x BCWS \(youtube.com\)](#)

TRU RESEARCHERS AWARDED PRESTIGIOUS FEDERAL GRANTS — Canada’s research community has received over \$1.7 billion in funding for researchers and students nationwide, including three faculty members at Thompson Rivers University (TRU).

Competitive research awards enhance the careers and knowledge of faculty members, provide opportunities for students through scholarships and work as research assistants, contribute to improvements in communities, and strengthen TRU’s reputation, which aids in future recruitment of faculty and students.

Emerging Research

SSHRC Insight Development Grants support research in its initial stages, building knowledge and understanding about people, societies, and the world by supporting research excellence in the social sciences and humanities:

- Dr. Scott Rankin, Business and Economics — New theories of people management in social enterprise

The research team, led by Scott Rankin and Salvador Barragan, along with Bruce Martin, Tolulope Oluwafemi and Melanie Reed, is studying human resource management and leadership within social enterprises and social-purpose organizations. These are businesses that try to accomplish social and environmental impacts or goals, as opposed to for-profit businesses. This research will be passed on to future social enterprise managers and contribute to their ability to achieve social missions more effectively.

- Dr. Kimberly Thomas-François, Tourism — Information communication technology at hotels: A route to sustainable development

Thomas-François aims to generate knowledge on the level of technological integration at hotels in Canada. She will assess the willingness of Canadian hotels to integrate technology into their day-to-day operations in a manner that improves their overall sustainability. A higher level of integration may also contribute to more efficient and

sustainable operations and help address some concerns, such as labour shortages in the sector.

Research Partnerships

NSERC Alliance Grants encourage collaboration between researchers and partners from different sectors to generate new knowledge and apply research results for Canada's benefit:

- Dr. Omer Waqar, Engineering — Scalable and trustworthy machine learning over the wireless edge networks

In partnership with his global collaborators from the University of Glasgow, Scotland, Waqar plans to design innovative, scalable, and trustworthy machine-learning models. These models will be designed with a distributed architecture, making them ideal for deployment over wireless edge networks. Additionally, they plan to develop customized radio resource management strategies tailored to support the unique requirements of the distributed machine learning models. Waqar received his NSERC Alliance International Catalyst Grant while at TRU and currently holds an assistant professor role at the University of the Fraser Valley.

The [Research Support Fund](#) provides a portion of the costs associated with managing the research funded by the Social Sciences and Humanities Research Council (SSHRC) and the Natural Science and Engineering Council (NSERC), such as salaries for staff who provide administration support, training costs for workplace health and safety, and library maintenance.

TENURE AND PROMOTIONS 2024 — Tenure and promotion represent important milestones in any faculty member's career and reflect an individual's achievements over time in teaching, research, and service as evaluated by peers. I am pleased to announce the names of those faculty members recently awarded tenure and promotion, effective July 1, 2024. Please join me in congratulating these individuals and wishing them continued success.

Awarded Tenure

Bob Gaglardi School of Business and Economics

- Dr. Rhonda Dever, Human Enterprise and Innovation
- Dr. Yong Joo Kang, Accounting, Finance and Law
- Dr. Scott Rankin, Human Enterprise and Innovation
- Dr. Trent Tucker, Management, Information and Supply Chain

Faculty of Arts

- Dr. Rebecca Fredrickson, Literatures, Languages, and Performing Arts

- Dr. Heather MacLeod, Communication and Visual Arts / Literatures, Languages and Performing Arts
- Dr. Lindsey McKay, Environment, Culture and Society
- Dr. Jennifer Shaw, Environment, Culture and Society / Philosophy, History and Politics

Faculty of Education and Social Work

- Dr. Brad Harasymchuk, School of Education
- Roxane Letterlough, School of Education
- Saskia Stinson, University and Employment Preparation

Faculty of Law

- Dr. Blair Major, Law

Faculty of Science

- Dr. Shirin Boroushaki, Mathematics and Statistics
- Cael Field, Respiratory Therapy
- Tara Geiger, Veterinary Technology
- Dr. Piper Jackson, Computing Science
- Dr. Fatma Mahmoud, Mathematics and Statistics
- Dr. Natasha Ramroop Singh, Biological Sciences
- Dr. Mridula Sharma, Computing Science

Faculty of Student Development

- Susan Butland, Counselling, Academic Supports and Assessment
- Jenna Goddard, Counselling, Academic Supports and Assessment
- Jamie Noakes, Career and Experiential Learning

Open Learning

- Dr. Carol Sparkes, Learning Design and Innovations

School of Nursing

- Arleigh Bell, Nursing
- Shari Caputo, Nursing

School of Trades and Technology

- Darren Watt, Mechanical

Awarded Promotion

Bob Gaglardi School of Business and Economics

- Yong Joo Kang, Accounting, Finance and Law, promotion to associate professor
- Dr. Scott Rankin, Human Enterprise and Innovation, promotion to associate professor

Faculty of Arts

- Dr. Rebecca Fredrickson, Literatures, Languages, and Performing Arts, promotion to associate teaching professor
- Dr. Heather MacLeod, Communication and Visual Arts / Literatures, Languages and Performing Arts, promotion to associate teaching professor
- Dr. Lindsey McKay, Environment, Culture and Society, promotion to associate teaching professor
- Dr. Jennifer Shaw, Environment, Culture and Society / Philosophy, History and Politics, promotion to associate teaching professor

Faculty of Education and Social Work

- Dr. Laura Doan, School of Education, promotion to professor
- Dr. Brad Harasymchuk, School of Education, promotion to associate teaching professor
- Roxane Letterlough, School of Education, promotion to associate teaching professor
- Dr. Rebecca Sanford, School of Social Work and Human Service, promotion to associate professor
- Saskia Stinson, University and Employment Preparation, promotion to associate teaching professor

Faculty of Law

- Dr. Blair Major, Law, promotion to associate professor

Faculty of Science

- Dr. Shirin Boroushaki, Mathematics and Statistics, promotion to associate teaching professor
- Cael Field, Respiratory Therapy, promotion to associate teaching professor
- Dr. Wendy Gardner, Natural Resource Sciences, promotion to professor

- Tara Geiger, Veterinary Technology, promotion to associate teaching professor
- Dr. Piper Jackson, Computing Science, promotion to associate professor
- Dr. Fatma Mahmoud, Mathematics and Statistics, promotion to associate teaching professor
- Dr. Natasha Ramroop Singh, Biological Sciences, promotion to associate teaching professor
- Dr. Mridula Sharma, Computing Science, promotion to associate teaching professor

Faculty of Student Development

- Susan Butland, Counselling, Academic Supports and Assessment, promotion to counsellor II
- Jenna Goddard, Counselling, Academic Supports and Assessment, promotion to instructional support II (Senior Writing Centre Coordinator)
- Jamie Noakes, Career and Experiential Learning, promotion to instructional support II (Senior Co-op Coordinator)

Open Learning

- Dr. Michelle Harrison, Learning Design and Innovations, promotion to associate professor

School of Nursing

- Michelle Borgland, Nursing, promotion to teaching professor
- Shari Caputo, Nursing, promotion to associate teaching professor

School of Trades and Technology

- Jason Dabner, Construction Trades, promotion to associate teaching professor
- Mike Turley, Construction Trades, promotion to associate teaching professor

**THOMPSON RIVERS UNIVERSITY
DRAFT EXECUTIVE PRIORITIES 2024/2025**

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

TRU's strategic context for 2024/25 is defined, particularly, by the opportunity to develop TRU Wildfire, as well as by the importance of managing risks with respect to domestic students, international students, and government grants (which represent all of TRU's major revenue sources) as well as talent recruitment, retention, and engagement.

Overarching Goals

Goals	Sub-Goals
Continue to develop TRU Wildfire	<ul style="list-style-type: none"> • Research (RETI) • Education • Training • Innovation • Building
Approval of Academic and Open Learning Plan (Senate) and 3-year implementation strategy	<ul style="list-style-type: none"> • Creation of 'flagship' or halo program areas: ecological justice and environmental studies; health • Healing; technological, social, and economic transformations
Development of multi-stage programs of Honours College certificates	<ul style="list-style-type: none"> • Curriculum development and approval; Senate approval of new HC • Research Hub to support research integrated learning for ugrad and grad • Creation of interdisciplinary curriculum and pan-institutional co-curricular opportunities focused on experiential learning and high impact learning • Successful creation of HC minor and School of HC with appointed Faculty • Intention of creation of 5 micro credentials

<p>Drive a resource allocation process that reflects SEM targets</p>	<ul style="list-style-type: none"> • Strategic rebalancing use of surplus for: faculty hires in flagship program areas and research excellence, domestic student recruitment; Finance team and ITS investments
<p>Complete and start implementing strategic internationalization goal</p>	<ul style="list-style-type: none"> • Plan approved
<p>Ensure institutional financial sustainability through international enrolment</p>	<ul style="list-style-type: none"> • Aligning SEM goal
<p>Achieve brand alignment across the university</p> <p>Branding baseline – Need consultant to assist</p>	<ul style="list-style-type: none"> • Engage third-party to test brand identity by conducting focus market research and focus group testing • Divert low stakes work to third-party, ensuring consistency of brand use across campus, while focusing MarCom staff resources on most strategic, high impact work.
<p>Begin preparation for TRU Institutional-wide fundraising campaign</p>	
<p>Staff and resource government relations operations understanding our market realities</p> <p>Working with provincial and federal government relations advancing portfolio relationships. Expanding our impact with government relations</p> <p>Further developing and strengthening relationship TteS</p>	<ul style="list-style-type: none"> • Contract for Director of University Relations out of Vancouver and staffing in Kamloops?

<p>Create matrix of campus-wide ceremonies and events including the identification of strategic of stakeholders</p>	<ul style="list-style-type: none"> • provide event management support to the Office of Indigenous Education • provide event management support to the Secretariat • Manager of Ceremonies and Events to report to VPUR • campus calendar syncing of events and guest lists to be managed for all events so people who should be invited are being invited
<p>Continue working to enhance succession capabilities in all executive offices.</p>	
<p>Carry out a comprehensive update and revisions to the Board Bylaws and Manual now that the Manual is 10 years old.</p>	<ul style="list-style-type: none"> • At the end of March and early April, work with the consulting group within the Association of Governing Boards (AGB) to develop a budget, contract and timetable for conducting the revisions.
<p>Develop new/renewed, Campus Sustainability Plan</p>	<ul style="list-style-type: none"> • Begin consultants on new CSP • Complete plan for January 2026
<p>Finalize campus master plan revisions</p>	<ul style="list-style-type: none"> • Plan to be completed for Fall 2024
<p>Conduct review of Exempt compensation</p>	<ul style="list-style-type: none"> • Analyze Mercer data • Identify recommendation for change and consult with relevant stakeholders • Implement changes • Managers be responsible to allocate
<p>Conduct Compensation Equity Review</p>	<ul style="list-style-type: none"> • Gender equity analysis • Workload analysis

<p>Low Carbon District Energy System</p>	<ul style="list-style-type: none"> • Complete design and begin construction (spring 2024) • Analyze viability of phase II • Work with Advancement for naming gift to offset capital
<p>Housing Projects</p>	<ul style="list-style-type: none"> • Design and build EVP2 if funded (complete for 2026) • Submit daycare/EVP3 family housing project to treasury board
<p>Administrative Portfolio Review</p>	<ul style="list-style-type: none"> • Full portfolio administrative and operational efficiencies review (tied in with rebalancing) • Create administrative review process/template for 7-year review process (according to policy) • Identify and implement 3-5 “pain point” projects to improve services across campus
<p>Talent Strategy</p>	<ul style="list-style-type: none"> • Launch and rebrand the people plan after “Culture Conversations” are complete • Work with MarCom and Provost’s office to develop a campus employee recruitment strategy / campaign
<p>Major ITS Projects</p>	<ul style="list-style-type: none"> • Complete and implement new flexreg replacement • Complete and launch new CRM • Begin digital strategy consultations
<p>Establish Operational model for Wells Gray facility</p>	<ul style="list-style-type: none"> • Finalize booking system • Establish regular maintenance / operations schedules • Develop annual operating budget

Equalize Attainment Rates	
Goals	Sub-Goals
Establish baseline data for comparative participation and attainment rates of populations in TRU's service region	<ul style="list-style-type: none"> Replicating this analysis periodically and analysing any trends. When we have data, we may wish to look at it to devise intervention or communication strategies to affect the rates
Promote Study Abroad as a high impact practice for TRU students	<ul style="list-style-type: none"> Meeting national average of 2%
Carry out Strategic recruitment and retention of graduate students	<ul style="list-style-type: none"> Graduate reflected in SEM Marketing and Communication around grad studies Planning for process to develop graduate strategic plan
Change from NWCCU to creation of internal continuous improvement processes focused on student success (persistence and graduation)	<ul style="list-style-type: none"> Develop Centre/Office of Mission Fulfillment with continuous improvement mandate aligned with change goals and institutional learning outcomes
Achieve Student Experience strategic plan	<ul style="list-style-type: none"> Align external reviewer recommendation of FSD; new leadership structure to ensure responsiveness to student experience and well being Begin renewal of 'collegium' renovation of Old Main to expand Student Street with focus on accessible and inclusive services

Honor Truth, Reconciliation, and Rights	
Goals	Sub-Goals
Utilize GSO funding to provide expanded international opportunities to indigenous students	
Profile TRU's commitment to Truth and Reconciliation, and a university welcoming of Indigenous faculty, staff and students	<ul style="list-style-type: none"> • Content on internal and external communications channels as well as through paid and earned media. (track year over year) • Specific recruitment campaign targeting Indigenous students
Continue to build Indigenous Research as foundational research pillar	<ul style="list-style-type: none"> • Support for All My Relations and Knowledge Makers (UNFAO relationship) • Recruitment and retention of Indigenous tripartite faculty • Recruitment of S7extekékstmen • Support for Indigenous research ethics process (e.g., SNREG or alternate)
Establish an Indigenous Identity framework or guiding principles that are grounded in UNDRIP, human rights, and employment law. Focus on welcoming Indigenous student staff and faculty.	<ul style="list-style-type: none"> • Create a campus wide consultation process inclusive of external Indigenous legal scholars, that focuses on education of community • Including 2nd House, WL Campus
Complete design and start construction of Indigenous Education Centre (to be completed 2026)	<ul style="list-style-type: none"> • Complete design end of July 2024 • Begin construction August 2024 • Seek ministry funding for sustainability components of the building (\$4M) • Work with advancement for naming opportunity
Complete ministry indigenous post-secondary framework mapping	<ul style="list-style-type: none"> • Template completed 2023 • Executive inventory
Implement Indigenous building naming project	<ul style="list-style-type: none"> • Complete residence naming project • Start campus building naming project

Lead in Community-Engaged Research	
Goals	Sub-Goals
<p>Increase marketing and communications to build TRU's reputation as a research university</p> <p>Enhance TRU's recognition and reputation around prospecting students and faculty members</p>	<ul style="list-style-type: none"> • Build out profile for Wildfire Institute, experts • Increase faculty engagement, submissions to The Conversation Canada to have their work profiled in prominent media • Consider ranking lists where we might be a good fit (e.g., we fit much better in Macleans than we did because research/awards have grown so much)
<p>Build undergraduate, graduate and faculty research</p>	<ul style="list-style-type: none"> • Continue high level of research funding • Increase faculty development/networking opportunities
<p>Continued effort to build and support community and institutional research relationships</p>	<ul style="list-style-type: none"> • IURC • City of Kamloops (RiR Wildfire) • TNRD • Chu Cho, Teck etc (Industrial partnerships)
<p>Develop continuous improvement framework to assess high impact student research experience.</p>	<ul style="list-style-type: none"> • Part of Office of Mission Fulfillment (see above)
<p>Embed research experience in Honours College curriculum (field schools, faculty mentorship)</p>	

Design Lifelong Learning

Goals	Sub-Goals
Establish leadership structure and strategic plan that transitions open learning towards TRUly Flexible learning.	<ul style="list-style-type: none">• Complete review and redevelopment of 135 courses• Restructuring of enrolment services systems to integrate TFL students and TFL courses
Expand International Training	<ul style="list-style-type: none">• Fully recover from COVID to reach revenue generating status
Build funding and reputation of graduate studies	<ul style="list-style-type: none">• Recruit ongoing leadership• Plan pan-institutional graduate infrastructure• Plan new programming
Continue to develop the TRU Credit bank	<ul style="list-style-type: none">• Revise and resubmit proposal to Ministry for 5 years of funding



MEMORANDUM

Date: May 15, 2024
To: Brett Fairbairn, President & Vice Chancellor
From: Noah Arney, Policy Specialist
Re: Repealing Confidentiality of Student Information and Suggested Procedures for Dealing with At-Risk Students policies
Attachments: Confidentiality of Student Information policy
Suggested Procedures for Dealing with At-Risk Students

Purpose: The purpose of this memo is to provide updates to the Board on the following item(s):
Repealed Administrative policies (Information):
1. ADM 02-2 Confidentiality of Student Information
2. ADM 17-0 Suggested Procedures for Dealing with At-Risk Students

Background: Both of the policies have been replaced by legislation since they were adopted.

The Confidentiality of Student Information policy was adopted in 1989 and last updated in 1994. It is designed to provide guidance to the office of the Registrar on the storage and release of student information as well as the development of a student directory. Since it was approved, all parts of the policy have been superseded by provincial legislation, and some of the guidance it gives does not align with legislation.

The Suggested Procedures for Dealing with At-Risk Students policy was adopted in 2001 to provide guidance to faculty and staff on who to contact in the instance when a student experiences “physical and emotional difficulties”. Much of it does not align with current privacy legislation. It has not been in use for over ten years.

Discussion:
Confidentiality of Student Information policy:

Everything in the policy has been replaced by provincial legislation, and repealing the policy will not disrupt or disable any current operations. Repealing it will not put the confidentiality of student information at risk.

In some cases in the policy the wording which has been superseded by legislation is actually contrary to the legislation, creating opportunities for misunderstanding and confusion for staff, faculty, and students.

There is some wording in the policy around transcripts which may be able to be brought back as part of a transcript policy, merging the wording on transcripts through other policies, but current legislation provides enough guidance that the wording in the Transcripts section is also superseded.

Suggested Procedures for Dealing with At-Risk Students policy:

The policy has several structural issues, but more concerning is that, while the policy is not being used at TRU at this time, if it were to be implemented it would violate several other policies as well as provincial legislation around protection of privacy. The policy itself is a guidance or procedures document and does not have the force of policy due to how it is written. It provides a false view of the actions of the faculty and staff in the Faculty of Student Development and includes substantial incorrect information.

Since 2001 the updates to it seem to have been limited to changing the names of the groups mentioned within the policy rather than substantial review and update. The actions that are recommended in it have been since replaced by better procedures and government legislation and so it has not been in use for several years. The current groups and roles mentioned in it as well as TRU World and TRUSU have been consulted and do not use the policy.

Recommendation(s): The President should repeal both policies.

Attachment(s):

- Confidentiality of Student Information policy
- Suggested Procedures for Dealing with At-Risk Students



Senate Report to the Board of Governors Senate meetings of March 25, April 22, and May 27, 2024

From senate for board decision:

1. **Process of withdrawal from Northwest Committee on Colleges and Universities (NWCCU)**

NOTE: See attached March 2024 report from the Senate Academic Planning and Priorities Committee.

Motion approved by senate:

*On motion duly made and adopted, it was **RESOLVED** that Senate approve, and recommend that the board approve, that TRU initiate a process of withdrawal from NWCCU.*

2. **Category III (new programs), Bachelor of Arts, Major in Politics and International Studies, and Post-Baccalaureate Diploma in Politics and International Studies**

NOTE: See attached May 2024 report from the Senate Academic Planning and Priorities Committee.

Rationales as indicated in the New Undergraduate Program Proposal

Bachelor of Arts, Major in Politics and International Studies

The Department of Philosophy, History, and Politics is seeking to establish its own Politics and International Studies Major as a new and unique offering to students in the region, from across BC, and from abroad. IPE findings reveal that the POLIS Program is unique among the 25 post-secondary institutions in British Columbia due to our proposed combination of Political Studies and International Studies. Our academic programming leverages our existing expertise across Asia and Canada. This uniquely situates us to offer student learning and faculty research that contributes to understanding these global relationships.

Post-Baccalaureate Diploma in Politics and International Studies

The Department of Philosophy, History, and Politics is seeking to establish its own Politics and International Studies post-baccalaureate diploma as a new and unique offering to students in the region, from across BC, and from abroad. IPE findings reveal that the POLIS Program is unique among the 25 post-secondary institutions in British Columbia due to our proposed combination of Political Studies and International Studies in the form of a post-baccalaureate credential. Our academic programming leverages our existing expertise across Asia and Canada. This uniquely situates us to offer student learning and faculty research that contributes to understanding these

global relationships. This diploma is also intended to specifically attract international students and provide them with educational opportunities in Canada.

Motion approved by senate:

*On motion duly made and adopted, it was **RESOLVED** that senate approve, and recommend to the board for decision, the Category III Bachelor of Arts, Major in Politics and International Studies proposal, and the Category III Post-Baccalaureate Diploma in Politics and International Studies proposal, as presented.*

From senate for information:

1. TRUly Flexible Delivery Glossary

NOTE: See attached April 2024 report from the Senate Academic Planning and Priorities Committee.

Motion approved by senate:

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the TRUly Flexible Delivery Glossary, as circulated.*

2. Proposed revisions to composition of Presidential Search Committee

NOTE: See attached memorandum to Senate.

Motion approved by senate:

*On motion duly made and adopted, it was **RESOLVED** that senate approve the proposal to add “1 person recommended by Tkemlúps te Secwépemc, appointed by the Board” to the composition of the Presidential Search Committee as outlined in the Presidential Search Procedures, and further recommend that consideration be given to an Indigenous member from Williams Lake.*



Brett Fairbairn
President and Vice-Chancellor and
Chair of Senate

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
MARCH 2024 REPORT TO SENATE

The March 14, 2024, meeting of APPC was chaired by Dr. Gillian Balfour. The following items came forward from APPC for Senate's approval:

For Approval:

1. **NWCCU Accreditation & Mission Fulfillment: A New Strategic Approach**, Gillian Balfour, Provost and VPA, Faheem Ahmed, AVPA (interim), and Noah Arney, Policy Specialist

Motion passed at APPC

On motion duly made and adopted, APPC recommends to Senate to approve and recommend to the Board to approve that Thompson Rivers University initiate the process to withdraw from NWCCU accreditation.

2. **Category III, Bachelor of Engineering in Computer Engineering**, Faheem Ahmed, Associate Vice-President Academic (interim)

Motion passed at APPC

Be it resolved that APPC approve and recommend to Senate the Category III Bachelor of Engineering in Computer Engineering proposal as presented.

[Comparison](#)

[All Fields](#)

3. **Policy Development and Approval Policy Revision**, Noah Arney, Policy Specialist

Motion passed at APPC

Be it resolved that APPC recommends to Senate for approval the proposed changes to the Policy Development and Approval Policy as amended.

For Information:

1. **Update to the Membership Roster Academic Integrity Action Planning Group**, Faheem Ahmed, Associate Vice-President Academic (interim)
2. **Updated ToR for the Policy Subcommittee of APPC**, Noah Arney, Policy Specialist
3. **Notification to Lift Abeyance of MUSI 1150 and MUSI 1250**, Richard McCutcheon, Faculty of Arts
4. **Notification of Abeyance, Geography, GEOG 3060**, Richard McCutcheon, Faculty of Arts
5. **Update: Assurance of Learning Subcommittee Tasks**, Lorry-Ann Austin, Chair, AoL Subcommittee

APPC REPORT TO SENATE MARCH 2023

6. **Bachelor of Business Administration Program Final Report**, Mike Henry, Jim Gaisford, Lisa Lake, SOBE
7. **Mathematics and Statistics Major Programs Final Report**, Greg Anderson, Suzanne Feldberg, Faculty of Science
8. **Master of Education Program Final Report**, Oren Shtayenman, Tory Handford, Faculty of Education and Social Work
9. **Plumbing Program Review Final Report**, Baldev Pooni, Amie Schellenberg, School of Trades and Technology

Respectfully submitted on March 15, 2024, by:



Gillian Balfour
Chair, Academic Planning and Priorities Committee



THOMPSON RIVERS UNIVERSITY

MEMORANDUM

To: Gillian Balfour, Chair, Academic Planning and Priorities Committee (APPC)

From: Faheem Ahmed (AVPA interim) and Noah Amey (Policy Specialist)

CC:

Re: Recommendation to initiate the process to withdrawal from NWCCU

Date: January 2, 2024

At the request of Academic Planning and Priorities Committee (APPC), Dr. Ahmed and Mr. Arney undertook a review of TRU's affiliation with the Northwest Council of Colleges and Universities (NWCCU). In 2005, when Thompson Rivers University (TRU) was formed, quality assurance processes were not well-established and there was a need to develop systematic evaluation processes. TRU chose the path of using external accreditation to establish such processes. TRU has been accredited by NWCCU since 2018. Accreditation status introduced required annual reporting to NWCCU which includes performance benchmarks in areas of student success, sustainability, research, and intercultural understanding. The TRU President and Vice-Chancellor at that time wrote to the President of NWCCU and submitted TRU's Application for consideration for the accreditation with NWCCU.

The next phase of accreditation requirements will present significant challenges to TRU:

- 1) privacy provisions that govern the sharing of personal information data (students, faculty, and staff) prevent TRU from meeting ongoing accreditation requirements;
- 2) comparator Canadian institutions with NWCCU are not agreeing to share performance metric data preventing TRU from meeting accreditation requirements;
- 3) alignment of Open Learning programs with NWCCU accreditation benchmarks (general education learning outcomes) will take up to 2 years to complete.

TRU has already signaled to NWCCU that it cannot reach the accreditation requirements in the expected timeframe.

The terms of agreement for NWCCU accredited institutions outlines that an institution may voluntarily withdraw its accreditation status at any time prior to final action by the Commission.

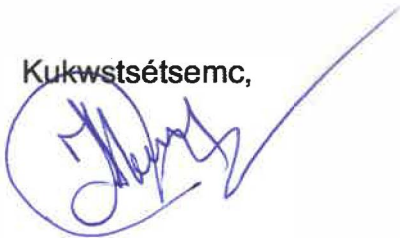
After carefully reviewing the TRU Act and relevant TRU policies and procedures, APPC recommends to the Senate to recommend to the Board, to initiate the process to withdraw from NWCCU accreditation.

TRU intends to maintain the robust continuous improvement process already well established through Senate subcommittees; however, withdrawing from NWCCU accreditation allows TRU to adapt the processes to reflect our [10-Year Strategic Change Goals](#).

Proposed motion for APPC:

On motion duly made and adopted, APPC recommends to Senate to recommend to the Board that Thompson Rivers University initiate the process to withdraw from NWCCU accreditation.

Kukwstsetsemc,



Faheem Ahmed
Associate Vice-President Academic (Interim)



Noah Amey
Policy Specialist

NWCCU Accreditation: A Transition from Accreditation to Mission Fulfillment



Dr. Gillian Balfour, Provost & Vice-President Academic

Dr. Faheem Ahmed, Associate Vice-President Academic (Interim)

February 6 2024



Introduction

This report systematically analyzes TRU's journey to establish quality assurance and continual improvement processes under the accreditation standards of the Northwestern Council of Colleges and Universities (NWCCU) and proposes a new strategic approach to continuous improvement for on campus and open learning programs.

NWCCU Accreditation Past, Present and Future: A TRU's Perspectives

This section outlines the timeline and process that TRU adopted to pursue NWCCU accreditation as well as an analysis of the extent TRU has been able to achieve its objectives of continuous improvement and reaching a U.S. market for potential student recruitment. It also describes some of the current unique challenges around annual process, scope of application, duplication, and external factors.

Initial Planning of US Accreditation

In 2010, Dr. Uli Scheck, Provost and Vice-President Academic requested to conduct a feasibility study for U.S. accreditation to generate a quality assurance process as well as to assess if accreditation would attract U.S. students to TRU. Dr. Pat Neufeld conducted and submitted the report (**Appendix-1**). The report outlined that there are six regional institutional accrediting associations in the United States, each responsible for a specific geographic area. They examine all educational programs at an institution as well as student services, library and information resources, finances, and governance and administration. The feasibility report recommended that the Northwest Commission on College and Universities (NWCCU) seemed the most appropriate for possible accreditation. NWCCU covers the postsecondary degree-granting educational institutions in Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington, including the accreditation of programs offered via distance education within these institutions. The report also identified that in British Columbia, Capilano University is identified as a "Candidate" in 2009, and Simon Fraser University as "Applicant" in 2009.

Accreditation Business Case Development

In 2011, Dr. Uli Scheck, Provost and Vice-President Academic requested a Business Plan for pursuing accreditation with NWCCU. Dr. Pat Neufeld submitted the Business Plan (**Appendix-2**). According to the Business Plan the accreditation is one mechanism for ongoing self-analysis; an opportunity to focus on improvement of student learning and the process would not only evaluate and affirm the university's educational quality but would also help the institution document and improve student learning.

Overall, there are two main areas of improvements that were identified in the Business Plan:



- a) Institutional accreditation normally applies to an entire institution, indicating that each of an institution's parts is contributing to the achievement of the institution's objectives. For TRU, accreditation would be one mechanism for ongoing self-analysis: providing a sound basis for institutional planning and improvement. In addition, pursuing accreditation would be an opportunity for TRU to engage in wider reflection and self assessment, generating a shared understanding and commitment.
- b) Over the last number of years, several Canadian Universities have pursued U.S. regional accreditation, in part to generate greater international recognition for student recruitment from the U.S. and make it easier to compare and share best practices with other institutions worldwide.

Financial Allocation of Funds for Accreditation

In September 2011, an application to use \$ 500,000 for pursuing U.S. accreditation was submitted as part of number of other applications to use Internal Restriction of Operating Fund Surplus to the Budget Committee of Senate. An amount of \$ 400,000 was recommended for pursuing U.S. accreditation. The report was submitted to the Senate for information (November 28, 2011). The Board of Governors in the meeting of December 2, 2011 (Agenda: **Appendix-3**), approved the use of Internal Restriction of Funds which included a request from Provost to BCOS of 2011/2012 Operating funds for \$500,000 for Operational costs for U.S. Accreditation.

TRU's Decision to Pursue US Accreditation

In the Senate meeting of January 23, 2012, Dr. Uli Scheck reported to the Senate that TRU is proceeding with plans to achieve U.S. accreditation. He indicated that the process is elaborate and time consuming as it looks at all the core operations of the university. The Provost and Vice-President Academic indicated that he would keep Senate apprised of the accreditation process as it progresses. (**Appendix-4**)

The TRU President and Vice-Chancellor Alan Shaver through a letter (**Appendix-5**) dated October 24, 2013, addressed to Dr. Sandra E. Elman, President of NWCCU submitted TRU's Application for consideration for the accreditation with NWCCU. Dr. Shaver outlined that institutional accreditation would provide TRU with a framework for ongoing evaluations and self-analysis that will ensure that our policies and procedures are consistent with our missions and with accepted standards of quality. In the TRU Board of Governors meeting of February 15, 2013, under the President's Report Kate Sutherland, Associate Vice-President, Academic & Student Relations, provided an update on the US Accreditation process (**Appendix-6**)

What TRU Achieved? An Analysis

The two major objectives of TRU to pursue of NWCCU accreditation have varying outcomes:

1. TRU initially lacked internal quality assurance processes to assess quality of learning and track measurable progress towards achieving student success. NWCCU accreditation provided a mechanism to define and implement quality assurance processes to ensure that our policies and procedures are consistent with our mission and could be benchmarked against peer institutions, through an annual reporting process.
2. One of the other motivations of seeking accreditation was to enhance recruitment from the U.S. market where all publicly funded universities must be accredited.

TRU's Capacity Building

A quality assurance culture has been well developed because of implementation of NWCCU accreditation process. TRU have developed processes and policies that are necessary to ensure they are consistent with our Mission and with accepted standards of quality. For example, the workbooks created for each area of quality assurance (discussed below) remain an important and authentic practice in how to benchmark or indicators of success. TRU can improve pan-institutional policies and tools to examine governance and administration, academic programs, admission and students' services, and student academic achievement. TRU is well positioned now to continue to implement these standards, monitor and report and further build their capacity.

TRU's Current Challenges

Despite the capacity for continuous improvement that has built up over the years, there are some challenges to the sustainability of the accreditation strategy:

- ✓ B.C. provincial quality assurance processes and guidelines have matured over the past several years. NWCCU accreditation processes are now duplicative of the QAPA process as well as program reviews that are required.
- ✓ NWCCU primarily focuses on the evaluation of quality assurance at institutional level but does not allow for continual approval. Yearly reporting cycles make it a challenge to develop implementation and evaluation plans at division levels.

TRU's Organizational Structure of NWCCU Accreditation Process

The TRU's organizational structure to support the NWCCU Accreditation process evolved over time and eventually laid the foundation to define roles and responsibilities to what is now referred to at TRU as the Mission Fulfillment Assessment process.

Accreditation Steering Committee 2013-2022

In 2013, an Accreditation Steering Committee was formed comprising of faculty and administration from across the institution. Over time, Mission Fulfillment became coupled with the Accreditation Steering Committee through the creation of Senate Mission Fulfillment Committees of Student Success, Research, Sustainability, and Intercultural sub-committee of International Affairs Committee.

Evolution of Senate Mission Fulfillment Committees

The report of the ad-hoc Committee of University Council for the Review of Academic Decision-Making and Standing Committee structure dated September 25, 2006 (**Appendix-7**) recommended Senate to establish following five committees immediately:

- 1) Steering Committee
- 2) Academic Planning and Priorities Committee
- 3) Budget Committee
- 4) Educational Programs Committee
- 5) Research Committee

The TRU Strategic Plan 2007-2012 set goals for the University in seven areas. Seven Development Committees were created and tasked with drafting implementation plans for each of the seven themes in the Senate meeting of January 28, 2008 (**Appendix-8**).

- 1) Student Engagement Committee
- 2) Research Committee
- 3) International Affairs Committee
- 4) First Nations and Aboriginal Affairs Committee
- 5) Environmental Advisory Committee
- 6) Open Learning Ad Hoc Committee
- 7) Career Success Ad Hoc Committee

The Steering Committee of Senate reported the Accreditation Steering Committee revisions to the Term of Reference of Senate Standing Committees in the Senate meeting of April 23, 2018. Student Engagement Committee has been renamed to Student Success Committee. The Intercultural Understanding sub-committee of International Affairs Committee was created (**Appendix-9**). This aligned the four Core Themes of Student Success, Intercultural Understanding, Research and Sustainability of Mission Fulfillment with the Senate Committees in relation to Mission Fulfillment. On



November 15, 2022, the Accreditation Steering Committee was dissolved, and a Mission Fulfillment Executive Committee of Senate was established to oversee the work of the four Senate subcommittees. These committees are comprised of faculty as part of their service requirement, with no dedicated resources to support project management or tracking of analytics.

A Transition from Accreditation to In-house Capacity

Withdrawal from NWCCU will allow TRU to continue working with best practices that TRU learnt through NWCCU accreditation process and tailoring these processes as it fits to TRU's collegial governance and Mission Fulfillment. A transition from accreditation to in-house capacity will allow TRU to align its quality assurance processes with Senate oversight of educational policies, and will also allow TRU to rethink its strategies and approaches to its Mission Fulfillment. Through this shift towards an in-house approach to quality assurance that is aligned with QAPA and DQAB program reviews, TRU will be able to build up an Office of Mission Fulfillment that is resourced to support multi-methods research necessary for ongoing evaluation of student success, sustainability, intercultural understanding, and research impacts.



ACADEMIC PLANNING AND PRIORITIES COMMITTEE MAY 2024 REPORT TO SENATE

The May 9, 2024, meeting of APPC was chaired by Dr. Faheem Ahmed (*pro tem* Chair). The following items came forward from APPC for Senate's approval:

For Approval:

- ~~a. Category III, Master of Nursing, Florriann Fehr, School of Nursing~~

~~[Comparison](#) [All Fields](#)~~

~~Motion passed at APPC~~

~~*Be it resolved that APPC approve and recommend to Senate the Category III Master of Nursing proposal as presented.*~~

- b. Category III (new programs), Bachelor of Arts, Major in Politics and International Studies and Post-Baccalaureate Diploma in Politics and International Studies, Mark Wallin and Jenny Shaw, Faculty of Arts

Bachelor of Arts, Major in Politics and International Studies

[All Fields](#)

Motion passed at APPC

On motion duly made and adopted, APPC recommends to Senate and the Board the approval of the Category III Bachelor of Arts, Major in Politics and International Studies proposal as presented pending review by BCOS.

Post-Baccalaureate Diploma in Politics and International Studies

[All Fields](#)

Motion passed at APPC

On motion duly made and adopted, APPC recommends to Senate and the Board the approval of the Category III Post-Baccalaureate Diploma in Politics and International Studies proposal as presented pending review by BCOS.

- ~~c. Category III, Automotive Service Technician Foundation Certificate, Amie Schellenberg, Faculty of Trades and Technology~~

~~[Comparison](#) [All Fields](#)~~

~~Motion passed at APPC~~

~~*On motion duly made and adopted, APPC recommends to Senate the approval of the Category III Automotive Service Technician Foundation Certificate proposal as presented.*~~

- d. Category III, Carpenter, Residential Construction, Foundations Certificate, Amie Schellenberg, Faculty of Trades and Technology

[Comparison](#) [All Fields](#)

Motion passed at APPC

APPC REPORT TO SENATE MAY 2024

On motion duly made and adopted, APPC recommends to Senate the approval of the Category III Residential Construction, Foundations Certificate proposal as presented.

- e. **Category III, Carpentry Foundation Certificate**, Amie Schellenberg, Faculty of Trades and Technology

[Comparison](#) [All Fields](#)

Motion passed at APPC

On motion duly made and adopted, APPC recommends to Senate the approval of the Category III Carpentry Foundation Certificate proposal as presented.

- f. **Category III, Electrical Trades Foundation Certificate**, Amie Schellenberg, Faculty of Trades and Technology

[Comparison](#) [All Fields](#)

Motion passed at APPC

On motion duly made and adopted, APPC recommends to Senate the approval of the Category III Electrical Trades Foundation Certificate proposal as presented.

- g. **Category III, Bachelor of Education, Elementary**, Gloria Ramirez, Faculty of Education and Social Work

[Comparison](#) [All Fields](#)

Motion passed at APPC

On motion duly made and adopted, APPC recommends to Senate the approval of the Category III Bachelor of Education, Elementary proposal as presented.

For Information:

- a. **Program Review Handbook & Alignment of Program Review Policy ED 8-4**, Faheem Ahmed, AVP Academic (interim)
- b. **Culinary Arts Program Review Final Report**, Douglas Booth, Kimberly Johnstone, Faculty of Adventure, Culinary Arts, and Tourism

Respectfully submitted on May 10, 2024, by:



Faheem Ahmed
Chair (*pro tem*), Academic Planning and Priorities Committee *on behalf of*
Gillian Balfour, Chair, Academic Planning and Priorities Committee

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
APRIL 2024 REPORT TO SENATE

The April 11, 2024, meeting of APPC was chaired by Dr. Gillian Balfour. The following items came forward from APPC for Senate's approval:

For Approval:

1. **TRUly Flexible Delivery Glossary**, Paul Martin, Director, Curriculum Development and Delivery, OL

Motion passed at APPC

Be it resolved that APPC recommend to Senate the approval of the TRUly Flexible Delivery Glossary as amended.

Respectfully submitted on April 12, 2024, by:



Gillian Balfour
Chair, Academic Planning and Priorities Committee

Flexible Delivery overview and glossary

Our goal

For TRU to offer a full continuum of quality programs and courses at the undergraduate and graduate levels via the most appropriate Flexible Delivery options to meet the needs of students, programs, and certification standards.

Expanding Flexible Delivery options

By adding and supporting three new delivery modalities, TRU will create a greater array of flexible learning options for students. We anticipate students in most programs being able to move seamlessly among the following modalities on a course-by-course basis:

- In-person Delivery
- Blended Delivery (new)
- Hybrid Delivery (new)
- Online Synchronous Delivery (new)
- Open Learning Asynchronous Delivery

FLEXIBLE DELIVERY MODALITIES GLOSSARY

Academic oversight and responsibility for all TRU courses and academic programs is held by the respective Faculty or School regardless of the delivery modality.

In-person delivery

In-person courses require instructors and students to be physically present in the same place at the same time. These courses are highly interactive and draw consistently on advantages provided by the co-presence of learners and instructors in a classroom setting, such as opportunities for group work and discussion.

In-person courses may use technologies such as learning management systems (LMS) to enhance interactivity or content delivery (e.g., flipped learning) but all scheduled contact hours occur in-person.

Course content for in-person delivery is developed and delivered by the campus faculty member (TRUFA) teaching the course. Copyright is assigned per the TRUFA Collective Agreement.

Blended delivery

Blended learning provides a balance of two delivery modes: (1) in-person classroom instruction, in which the instructor and students are physically co-present, and (2) online delivery, in which the instructor and students are not physically in the same place but instruction and/or course activity still occurs synchronously.

Blended learning works to maximize the affordances of each modality, often, though not exclusively, using in-person delivery for active learning and group work, versus online instruction

for content delivery or other activities that use educational technology tools such as the LMS. Importantly, the combined class time each week of in-person plus online learning must not exceed the equivalent class time scheduled for fully in-person courses.

(Adapted from the 2013 report of the TRU Committee on Blended Learning)

Course content for blended delivery is developed and delivered by the campus faculty member (TRUFA) teaching the course. Copyright is assigned per the TRUFA Collective Agreement.

Hybrid delivery

Hybrid delivery allows students to participate synchronously, either in person or online. Students typically cannot move between the two modalities. Hybrid delivery courses are designed to provide a flexible option for students on campus and for distance students who wish to attend classes synchronously online without being disadvantaged.

Hybrid courses must be delivered in classrooms specially equipped to provide synchronous audio and video access for equal participation opportunities to students attending remotely. Hybrid delivery also requires specialized pedagogical approaches by faculty members so that they can teach effectively across both environments simultaneously.

Course content for hybrid delivery is developed and delivered by the campus faculty member (TRUFA) teaching the course. Copyright is assigned per the TRUFA Collective Agreement.

Online synchronous delivery

Online synchronous courses are delivered entirely online in a live, synchronous format with the same academic schedule and contact hours as in-person courses. Students and their instructor are co-present in a synchronous online environment and participate in ways similar to an in-person course.

Course content for online synchronous delivery is developed and delivered by the campus faculty member (TRUFA) teaching the course. Copyright is assigned per the TRUFA Collective Agreement.

Open Learning asynchronous delivery

Open Learning courses are designed so that students can learn and participate at their own pace. These courses are asynchronous and provide maximum flexibility for learners. Students in online asynchronous courses are supported in their studies by Open Learning Faculty Members or OLFMs (TRUOLFA) who respond to student questions and assess student work. Student interaction with OLFMs and other students occurs asynchronously, without scheduled contact hours.

Some Open Learning asynchronous courses are “paced” and follow a regular semester schedule, with fixed start and end dates. Others offer continuous entry, allowing students even more flexibility in start dates and up to 30 weeks to complete their course.

Open Learning asynchronous courses are primarily delivered via the LMS. There are also a limited number of courses delivered via print and a handful of connected Open Learning lab or practicum courses that are required to be delivered synchronously in person.

Course content for Open Learning asynchronous delivery, including for in-person lab and practicum courses, is created in advance of course delivery by a TRU course development team that includes subject matter experts, instructional designers (TRUFA), editors and copyright staff, and a media and production team. Copyright is assigned per the TRUOLFA Collective Agreement.

Why Flexible Delivery Matters for TRU

- Responds to needs and expectations of a broad range of learners.
- Increases student access, retention, and success.
- Grows diversity of program and course offerings.
- Recognizes that students taking Open Learning asynchronous programs and courses currently account for 37% of TRU’s domestic enrollment and more than 50% of the TRU student body.
- Provides better integration of existing Open Learning and in-person offerings for a more seamless management of programs at the Department/Faculty level and to improve student learning opportunities.
- Ensures TRU meets its Provincial mandate, as outlined in the TRU Act.
- Creates opportunities to expand the array of modalities available to all TRU learners.
- Provides enrollment and financial impact (especially domestic enrollment).
- Enhances reputation and reach of TRU.
- Opens new pathways at TRU for the Scholarship of Teaching and Learning (SoTL).

Key Considerations

To proceed with the addition and implementation of new modalities, these important operational and pedagogical needs must be considered:

- Faculty guidance from CELT and the Learning Technology and Innovation team as well as enhanced support from Information Technology Services will be vital to faculty success in facilitating learning in these modalities.
- As per ED 8-0, courses must maintain the same number of required contact hours regardless of modality. Blended, Hybrid, and Online Synchronous courses must not result in contact hours being added or reduced for the student or to faculty workload.
- The Hybrid delivery modality will require the use of classrooms equipped with the appropriate educational technology to allow for synchronous participation and

collaboration by students in the classroom and online without disadvantaging either group. This will require investment in classroom technology infrastructure and the designation of certain classrooms to be hybrid capable.

- Availability of workspace must be considered for students who may need to move between multiple delivery modalities in a single day. If there is insufficient space available on campus for students to move seamlessly between, say, in-person and hybrid or online synchronous courses, then this may have a negative impact on student success and, ultimately, on student enrollment in flexible delivery courses.
- While Open Learning asynchronous courses are easily identified because of their numbering, the course calendar and registration system will also need to clearly differentiate which courses are in-person, blended, hybrid, or online synchronous.
- For a TRUly flexible learning model to be achieved, TRU should strive, where possible, to have multiple delivery options available in situations that will benefit students and advance strategic institutional priorities.
- A communications and operations strategy will need to be developed for faculty members and departments, and then for students, to introduce and explain the new delivery modalities. This will be key to success of the TRUly flexible learning plan.

EXEMPLARS AND RESOURCES

To help support the offering of courses in new modalities, exemplars and templates will be shared for each proposed modality. Additional resources will be created for students to help prepare them for success in these new type of courses.

Sample template for TRU Blended delivery courses:

<https://moodle.tru.ca/course/view.php?id=53956>

Course Template for Blended Learning

Course Settings Participants Grades Reports More ▾

▾ Start Here

Collapse all



Image: © AYSIA - stock.adobe.com

[Instructor: Please replace image and attribute appropriately. Free photos can be found [here](#).]

Welcome to COURSE CODE AND NAME

DRAFT



OFFICE OF THE GENERAL COUNSEL AND SECRETARIAT

MEMORANDUM

DATE: May 13, 2024

TO: Senate

FROM: John Sparks, General Counsel and Corporate Secretary

SUBJECT: Proposed addition to the composition of the Presidential Search Committee as outlined in the Presidential Search Procedures

ATTACHMENT: Presidential Search Procedures

On April 29, 2024, the chair of the TRU Board of Governors, Hee Young Chung, received a letter from the Office of the Chief, Tkemlúps te Secwépemc. In the letter was a request to “include our participation as the local First Nation community to ensure that our voice is reflected in the decision making and leadership that impacts our students” in relation to the Presidential Search Committee.

After consultation with administration, the board chair responded to the letter stating that the board would seek to appoint an additional individual to the search committee based on TteS’s recommendation. He also noted that any such change required approval by both senate and the board.

A red-lined version of the Presidential Search Procedures, showing this proposed revision, is attached to this memo for senate’s consideration.

END OF MEMO



Presidential Search Procedures

Under section 27(2)(g) of the *University Act* the Board of Governors of Thompson Rivers University has the power to appoint the President of the University.

Under s. 27(2)(f) of the *University Act*, the Board has the power, with the approval of the Senate, to establish procedures for the recommendation and selection of candidates for President. This document sets out those procedures.

1. Search Committee.

The Board will establish a Search Committee to provide advice to the Board in making its appointment of the President. The Search Committee will have the following representation:

- 5 faculty members* appointed by Senate;
- 1 staff member** appointed by Senate;
- 1 student appointed by Senate;
- 5 individuals including 4 administrators (which may include academic administrators) and one Indigenous person appointed by the President;
- 3 Board members (including the Chair of the Board) appointed by the Board;
- 1 person recommended by Tkemlúps te Secwépemc, appointed by the Board; and
- 1 representative appointed jointly by the Alumni Association and the TRU Foundation.

The Chair of the Board of Governors will act as Chair of the Search Committee.

* “faculty members” include teaching staff from the Open Learning Division;

** “staff members” include all employees of the University other than “faculty members” as defined above and administrators (including academic administrators).

2. Search Consultant.

The Search Committee will hire an executive search firm to assist the Committee.

3. National Advertising.

The University will advertise at least nationally for a new President and will advertise more widely if the Search Consultant recommends doing so.

4. University Community.

The Search Committee will seek input from the university community with regard to the qualifications and experience the University should look for in a new president.

5. Confidentiality.

Once the Search Committee begins accepting applications, the search process is confidential.



MEMORANDUM

Date: May 29, 2024

To: Brett Fairbairn, President & Vice Chancellor

From: Scott Blackford, Legal Counsel

Re: New Public Interest Disclosure Policy (the “PIDA Policy”) and amendments to the Whistleblower Policy BRD 18-0 (the “WB Policy”)

Attachments: Copy of the PIDA Policy;
red-lined copy of the WB Policy showing changes;

Purpose: The purpose of this memo is to show the new PIDA Policy and changes to the WB Policy.

This new policy and these changes were drafted to improve processes for disclosures of wrongdoing and meet the requirements of the new PIDA legislation.

Background: The BC *Public Interest Disclosure Act* [SBC 2018] Chapter 22 (“PIDA”) will be binding upon many post-secondary institutions, including TRU, December 2024. PIDA provides protections for employees and contractors against reprisal by the institution for making a disclosure of wrongdoing.

Discussion: Since the PIDA Policy will only apply to employees and contractors, the WB Policy has been amended to provide similar protections to those members of the university community not covered by the PIDA Policy and legislation. At the same time, some improvements have been made to the WB Policy based on past experience. The primary person to receive disclosures under either policy is the AVP, People and Culture.

Risks: There is some risk that if the PIDA Policy is not approved by December 1, 2024, TRU would not be compliant with PIDA.

Budgetary Implications: Expected to be relatively minor; the WB Policy has been in place since 2014. It is not expected that changes to this or the addition of the PIDA Policy will have a significant impact on the number of disclosures.

Consultation: Legal Counsel worked closely with external counsel and consulted with other internal counsel at post-secondary institution in drafting the PIDA Policy and changes to the WB Policy. PIDA Policy drafted based on provincial templates and in accordance with PIDA.

Communications Desirable: Following approval of the proposed changes, General Counsel's Office will work with the AVP, People and Culture to provide education and ongoing support as necessary.

Recommendation(s): This Memo requests approval of the Board of Governors of the draft PIDA Policy and the draft changes to the WB Policy.

RESOLVED that the Board of Governors approves the Public Interest Disclosure Policy and changes to the Whistleblower Policy, BRD 02-1 as drafted.

Public Interest Disclosure



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

POLICY NUMBER	(TBD)
APPROVAL DATE	(Leave blank; will be completed once approved)
AUTHORITY	Board of Governors
PRIMARY CONTACT	AVP, People and Culture

POLICY

I. Background

1. The *Public Interest Disclosure Act* (PIDA) protects Employees who in good faith make, or request advice about making, a Disclosure of Wrongdoing or a complaint about Reprisal. PIDA also protects Employees and Contractors who in good faith cooperate with an Investigation. The University is committed to its obligations under PIDA and adopts this Policy and Regulations to meet them.

II. Policy

1. The University is committed to maintaining the highest standards of ethical conduct and promoting a culture of honest, transparent and accountable behaviour.
2. The protections offered by this Policy are in keeping with and support the principles set out in the Statement on Academic Freedom.
3. Employees are encouraged to report Wrongdoing.
4. The University will conduct Investigations in accordance with the principles of procedural fairness and natural justice, and applicable legislation, policy and collective and employment agreements.
5. Everyone involved in a Disclosure and any subsequent Investigation must treat all related information as confidential.
6. For the Policy to function as intended, everyone involved in a request for advice, Disclosure, complaint about Reprisal or Investigation must protect confidentiality and privacy. Accordingly, the University is committed to maintaining the appropriate level of confidentiality and protecting the privacy of Disclosers,

Respondents and those who cooperate in Investigations in a manner that is consistent with its obligations under PIDA and the *Freedom of Information and Protection of Privacy Act* (FIPPA). All reporting under this Policy will be in compliance with PIDA and FIPPA.

7. Employees may not take, carry out or participate in any Reprisal, or counsel or direct a Reprisal, against: any Employee who, in good faith, requests advice, makes a Disclosure, complains about a Reprisal, or cooperates in an Investigation; or any Contractor who, in good faith, cooperates in an Investigation, in accordance with this Policy.
8. An Employee who believes that they have been the subject of a Reprisal may make a complaint to the BC Ombudsperson, who may investigate and make recommendations to address a Reprisal in accordance with PIDA.
9. PIDA and this Policy's protection against Reprisals does not apply to protect an Employee or Contractor from:
 - (a) the consequences of their own breach of this Policy, including but not limited to a breach of confidentiality and/or privacy; or
 - (b) the management or termination of their employment or contractual relationship, disciplinary action, or administrative actions unrelated to the exercise of their rights under PIDA and this Policy.
10. This Policy does not limit an Employee's rights or remedies that may be available under a collective agreement, contract or law.

REGULATIONS

I. Definitions

1. "**BC Ombudsperson**" means the person appointed as the ombudsperson pursuant to the *Ombudsperson Act* (British Columbia).
2. "**Contractor**" means a person who is currently party to a contract for the provision of goods or services to the University (other than an employment or collective agreement), and a party who was formerly party to such a contract with the University if a Wrongdoing occurred or was discovered during the term of the contract.
3. "**Designated Officer**" means the senior official(s) designated by the President from time to time. As of the date of this Policy, the Designated Officer is:
 - (a) the AVP, People and Culture; or

- (b) if the request or advice or a Disclosure relates to the AVP, People and Culture, or the AVP, People and Culture has a conflict of interest, the President or designate.

If the President should designate a different senior official, the President's designation governs.

- 4. **"Discloser"** means the Employee(s) who makes a Disclosure under this Policy.
- 5. **"Disclosure"** means a report of Wrongdoing made under this Policy.
- 6. **"Employee"** means each of the following:
 - (a) a current employee of the University, and a former employee if a Wrongdoing occurred or was discovered during their employment; and
 - (b) a current member of the University's Board of Governors, and a former member of the Board, if a Wrongdoing occurred or was discovered during their term on the Board.
- 7. **"Investigation"** means an investigation of a Disclosure undertaken by the University under this Policy or by the BC Ombudsperson under PIDA.
- 8. **"Protection Official"** means:
 - (a) in respect of a health related matter, the provincial health officer,
 - (b) in respect of an environmental matter, the agency responsible for the *Emergency and Disaster Management Act*, or
 - (c) in any other case, an appropriate police force in British Columbia.
- 9. **"Reprisal"** means taking or threatening to take the following measures against a person, or counselling or directing that any of the following measures be taken against a person, by reason that the person has, in good faith, made a request for advice, a Disclosure or a complaint about reprisal or cooperated with an investigation under PIDA or this Policy:
 - (a) with respect to an Employee,
 - (i) a disciplinary measure;
 - (ii) a demotion;
 - (iii) a termination of employment; or
 - (iv) any measure that adversely affects the Employee's employment or working conditions;

- (b) with respect to a Contractor:
 - (i) a termination of a contract or agreement,
 - (ii) withholding a payment that is due and payable under a contract or agreement, or
 - (iii) refusal to enter into a subsequent contract or agreement.
- 10. **“Respondent”** means a person about whom allegations of Wrongdoing are made.
- 11. **“Supervisor”** means:
 - (a) for Employees, the Employee’s administrator, manager or supervisor, as applicable; and
 - (b) for members of the University’s Board of Governors, the Chair of the Board of Governors; and
 - (c) for the Chair of the Board of Governors, the Audit Committee of the Board of Governors.
- 12. **“Wrongdoing”** means any one of the following:
 - (a) a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;
 - (b) an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an Employee’s duties or functions;
 - (c) a serious misuse of public funds or public assets;
 - (d) gross or systemic mismanagement, including breaches of the University’s policies and associated regulations; and
 - (e) knowingly directing or counselling a person to commit any act or omission described in paragraphs (a) to (d) above.

II. Duties and Responsibilities

- 1. Employees must act in good faith based on a reasonable belief that Wrongdoing has or is about to occur, in accordance with this Policy and Regulations.
- 2. The President is responsible for administering this Policy, assigning the role of Designated Officer and ensuring that instruction is available to all Employees about PIDA, this Policy and the Regulations. In the event that the President is

unable or unavailable to perform their duties under this Policy, the President may delegate their authority in writing to one or more senior University officials.

3. The Designated Officer is responsible for exercising the responsibilities assigned to them by the President under this Policy and Regulations.
4. Supervisors are responsible for responding to requests for advice from Employees, receiving Disclosures and referring Disclosures to the Designated Officer as set out in these Regulations.
5. Nothing in this Policy relieves those responsible for the administration and management of the University from their responsibilities to address Wrongdoing or other types of misconduct or improper activity in accordance with good management practices and other policies, guidelines and procedures.

III. Privacy and Confidentiality

1. Everyone must protect all confidential information and all personal information collected, used or shared as part of a request for advice, Disclosure, complaint about Reprisal or Investigation to the extent possible under applicable legislation, University policies, and applicable collective and employment agreements.
2. Employees must take reasonable precautions to ensure that personal information is not disclosed in a request for advice, Disclosure or complaint about Reprisal beyond what is reasonably necessary.
3. Employees must maintain strict confidentiality with respect to all personal information – including the identity of those involved – related to a request for advice, Disclosure, complaint about Reprisal or Investigation under this Policy and Regulations and must not disclose such information. If Employees have any questions about their confidentiality obligations, they are encouraged to ask the Designated Officer.
4. Supervisors and the Designated Officer must advise Employees who request advice, make a Disclosure or a complaint about Reprisal or participate in an Investigation about these privacy and confidentiality obligations.
5. Supervisors and the Designated Officer must only collect, use and disclose personal information, particularly if it may reveal the identity of a Discloser or Respondent, necessary to fulfill their responsibilities under this Policy or as otherwise permitted by this Policy, PIDA and FIPPA, including to comply with other applicable laws and agreement and ensure a fair and appropriate Investigation.

IV. Who May Make a Disclosure

1. Employees may disclose Wrongdoing under this Policy and may request advice on doing so.

Note that a Contractor may not make a Disclosure or a request for advice under PIDA or this Policy.

2. In accordance with PIDA, former employees or Board members who were not employed by the University or on the University's Board (as the case may be) at the time the Wrongdoing occurred or was discovered, Contractors, members of the public, volunteers, and students may not make a Disclosure under this Policy, and must avail themselves of opportunities for disclosure under other University policies and internal and external processes, including but not limited to:
 - (a) where misconduct or improper activity involves an Irregularity (alleged or suspected Fraud) as defined in the University's Fraud Risk Management Policy, the report may be made in accordance with the procedures set out in University's Fraud Risk Management Policy;
 - (b) where misconduct or improper activity is a matter of academic dishonesty, the matter must be addressed in accordance with the University's Policy on Student Academic Integrity;
 - (c) where misconduct or improper activity is a matter of research and scholarship, the matter must be addressed in accordance with the University's Policy on Integrity in Research and Scholarship;
 - (d) where misconduct or improper activity is a matter of Indigenous Identity misrepresentation, the matter must be addressed in accordance with the outcomes of the University's Indigenous Identity Task Force; and
 - (e) where misconduct or improper activity is a matter involving an external process or entity (e.g., a matter involving a grievance under a collective agreement), the matter should be addressed in accordance with the process mandated by that external process or entity.

A person who receives a Disclosure under this Policy which ought to have been made under a different University Policy or process, shall either: address the matter under this Policy, or forward the Disclosure to the appropriate person under the relevant University Policy or process, and notify the person who made the Disclosure (if possible).

V. How to Ask for Advice

1. An Employee may request advice about making a Disclosure or a complaint about Reprisal from:
 - (a) the Employee's union representative or employee association representative as applicable;
 - (b) a lawyer (retained by the Employee, at the Employee's cost);

- (c) the Employee's Supervisor;
 - (d) the Designated Officer identified in the Definitions section of these Regulations; or
 - (e) the BC Ombudsperson.
2. An Employee who requests advice about making a Disclosure is protected from Reprisal regardless of whether they make a Disclosure.
 3. All requests for advice must be in writing, unless otherwise approved by the Supervisor or Designated Officer (as the case may be).
 4. A Supervisor or Designated Officer must review and respond to a request for advice with appropriate assistance and consultation. A Supervisor or Designated Officer who receives a request for advice shall seek to respond where practicable, in writing and within 20 business days of receiving the request unless a shorter time period is required by an applicable collective or other employment agreement.

VI. How to Make a Disclosure

1. An Employee who reasonably believes that a Wrongdoing has been committed or is about to be committed may, in good faith, make a Disclosure to any of the following:
 - (a) their Supervisor;
 - (b) the Designated Officer; or
 - (c) the BC Ombudsperson.
2. Disclosures should be made in a timely manner.
3. A Disclosure must be in writing using the Disclosure Form (as amended from time to time by the AVP, People and Culture) and include the following information if known:
 - (a) a description of the Wrongdoing;
 - (b) the name of the person(s) alleged to have committed the Wrongdoing, or to be about to commit the Wrongdoing;
 - (c) the date or expected date of the Wrongdoing;
 - (d) whether information or conduct that is being disclosed relates to an obligation under a University policy or process, or a statute and, if so, the name of that policy, process or statute; and

- (e) whether the Wrongdoing has already been reported, and, if so, the name of the person to whom it was reported and the response, if any, that the Discloser received.
4. A Disclosure that is being delivered to a Designated Officer must either be sent by email to humanresources@tru.ca, or by regular mail to [address].¹

VII. Anonymous Requests and Disclosures

1. Disclosers may anonymously request advice from the Designated Officer. The Employee must provide sufficient information to inform the advice, and identify a reasonable, reliable, and confidential means by which the Designated Officer may communicate with the anonymous Employee.
2. A Discloser may make a Disclosure anonymously.
3. Disclosers considering anonymous Disclosures should be aware that the person receiving the Disclosure may be unable to seek clarification or further information from them, which may impact an Investigation of the Disclosure. Similarly, an anonymous Discloser may not be notified further about an Investigation under these Regulations. If an anonymous Discloser provides contact information, notification may be sent to the Discloser at the discretion of a Designated Officer.

VIII. When Public Disclosure is Permitted

1. Employees may make public disclosures under limited circumstances. Employees making public disclosures must meet the following conditions:
 - (a) the Employee reasonably believes there is a matter that constitutes an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment;
 - (b) the Employee has consulted with the relevant Protection Official (public health Official, Emergency Management BC, or police as defined in this Policy) before making the Disclosure;
 - (c) the Employee has received direction from that Protection Official and is following it, including if the Protection Official directs the Employee to not make a public disclosure;
 - (d) the Employee does not disclose or share anyone's personal information except as necessary to address the urgent risk; and
 - (e) the Employee does not disclose any information that is privileged or subject to a restriction on disclosure under PIDA or another enactment of British Columbia or Canada, including solicitor-client privilege, litigation

¹ Alternatively, insert central location for contact information.

privilege or another ground of common law privilege, or public interest immunity.

2. Employees are expected to obtain appropriate advice if they are uncertain about what information may be disclosed as part of a public disclosure.
3. An Employee who makes a public disclosure must, immediately following the public disclosure, notify their Supervisor or the Designated Officer about the public disclosure, and submit a Disclosure in accordance with Section VI above (How to Make a Disclosure).
4. If an Employee reasonably believes there is a matter that constitutes an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment but does not wish to make a public disclosure or is directed by a Protection Official not to do so, the Employee is nevertheless expected to report their concerns to the University in accordance with this Policy, without delay.

IX. Consequences of Non-compliance

1. An Employee found to have engaged in Wrongdoing may be subject to disciplinary action, up to and including termination of employment. A Contractor found to have engaged in Wrongdoing may be subject to remedies available under their contract, including termination.
2. An Employee who makes a bad faith, malicious or intentionally false Disclosure, or an Employee or Contractor who obstructs, makes a false statement to, or misleads or attempts to mislead, a person in the performance of their duties, powers or functions under this Policy, may be subject to, for Employees, discipline, up to and including termination of employment, or for Contractors remedies available in their contract, such as termination of said contract. Separately, the Employee or Contractor might face other legal actions, including allegations of offenses under PIDA, or civil remedies sought by the impacted individual(s) (for example, seeking damages for defamation).
3. Any breach of confidentiality and privacy is serious. An Employee or Contractor who does not strictly protect confidentiality and privacy as required by this Policy and Regulations, and applicable law, may be subject to, for Employees disciplinary action, up to and including termination of employment or, for Contractors, remedies available in their contract, including termination of said contract. Separately, the Employee or Contractor might face other legal actions, including allegations of offenses under PIDA, or civil remedies sought by the impacted individual(s).
4. The protection against Reprisals provided to Employees and Contractors does not apply to protect an Employee or Contractor from the consequences of their own Wrongdoing, misconduct or improper activity unrelated to their rights under PIDA or this Policy. For certainty, if an Employee's request for advice or

Disclosure or an Employee's or Contractor's complaint about a Reprisal or participation in an Investigation under this Policy relates to their own conduct in respect of a Wrongdoing, the Employee or Contractor remains responsible for the Wrongdoing.

5. An Employee or a Contractor who engages in any Reprisal may be subject to discipline, up to and including termination of employment.

X. Receiving and Reviewing Disclosures

1. Upon receiving a Disclosure, the Supervisor or Designated Officer must date stamp the report and follow any other process established for receiving Disclosures.
2. The Designated Officer must ensure that the Disclosure is reviewed in a timely manner in accordance with these Regulations.

XI. Referral of Disclosure to Designated Officer

1. A Supervisor or Designated Officer who receives a Disclosure must promptly refer the Disclosure, as applicable, including all forms, documents and other materials supplied by the Discloser, as follows:
 - (a) unless the allegations concern alleged Wrongdoing by the President, a member of the Board of Governors or any Designated Officer, the Disclosure shall be referred to the Designated Officer;
 - (b) if the allegations concern alleged Wrongdoing by the Designated Officer, the Disclosure shall be referred to the President, who shall fulfil the functions of the Designated Officer or delegate their duties to another senior executive of the University who shall fulfil the functions of the Designated Officer;
 - (c) if the allegations concern alleged Wrongdoing by the President or a member of the Board of Governors (other than the Chair of the Audit Committee of the Board), then the Disclosure shall be referred to the Chair of the Audit Committee of the Board, who shall fulfil the functions of the Designated Officer;
 - (d) if the allegations concern Wrongdoing by the Chair of the Audit Committee of the Board, then the Disclosure shall be referred to the Chair of the Board of Governors, who shall fulfil the functions of the Designated Officer; or
 - (e) if the allegations made in a Disclosure concern wrongdoing by all of the officials listed in subparagraphs (a), (b), (c), and (d), then the Disclosure will be referred to the BC Ombudsperson.

XII. Review and Determination of Whether an Investigation is Warranted

1. After a Disclosure is received from any source, including referral from a Supervisor, the Designated Officer will conduct a preliminary review of the Disclosure and decide normally within 20 business days whether an Investigation is required and the form of the Investigation. The Designated Officer must assess each Disclosure received for the risk of Reprisal against the Discloser (regardless of whether the Disclosure will be investigated).
2. The Designated Officer may communicate with and request information from the Discloser in order to make this determination.
3. If the Designated Officer reasonably believes there is an imminent risk arising from the information provided in a Disclosure, they may report the matter to an appropriate Protection Official.

XIII. Where an Investigation is Not Warranted

1. The Designated Officer may elect not to proceed with an Investigation or to stop an Investigation at any time if the Designated Officer reasonably believes:
 - (a) the Disclosure was not made by an Employee as defined in this Policy;
 - (b) the allegations, if proven, do not constitute Wrongdoing;
 - (c) the Disclosure relates primarily to:
 - (i) a dispute between the Employee and the University about an employment matter;
 - (ii) a law enforcement matter being addressed by the police force;
 - (iii) a matter relating to the prosecution of an offence; or
 - (iv) the exercise of an adjudicative function of a court, tribunal or other statutory decision-maker, including a decision or the processes and deliberations that have led or may lead to a decision;
 - (d) the Disclosure does not provide adequate particulars of the Wrongdoing;
 - (e) the Disclosure is frivolous or vexatious or has not been made in good faith;
 - (f) the Investigation would serve no useful purpose or could not reasonably be conducted due to the passage or length of time between the date of the alleged Wrongdoing and the date of the Disclosure;
 - (g) the Disclosure relates solely to a public policy decision;

- (h) the Disclosure is already being or has been appropriately investigated by the BC Ombudsperson, the University or other appropriate authority; or
 - (i) PIDA otherwise requires or permits the University to stop or suspend the Investigation.
- 2. If the Designated Officer determines that the Disclosure does not warrant Investigation under this Policy but involves a matter which may be appropriately addressed through another process (including the grievance process), the Designated Officer will re-direct the matter to the entity responsible for that process.
- 3. The Designated Officer may refer a Disclosure to the BC Ombudsperson and law enforcement, considering factors such as:
 - (a) whether the subject matter of the Disclosure would be more appropriately dealt with by another authority;
 - (b) the complexity of the subject matter of the Disclosure;
 - (c) whether a real or perceived conflict of interest exists;
 - (d) the resources and expertise required to conduct a fair and effective Investigation; and
 - (e) if the subject matter relates to an individual with authority over the Designated Officer.
- 4. The Designated Officer may postpone or suspend an Investigation if the Designated Officer:
 - (a) reports to a law enforcement agency an alleged offence they have reason to believe has been committed in relation to the Disclosure;
 - (b) considers that the Investigation may compromise another investigation; or
 - (c) finds that the alleged Wrongdoing is also being investigated for the prosecution of an offence.
- 5. The Designated Officer will notify the Discloser and, if appropriate, the Respondent(s), if they refuse, stop, postpone or suspend an Investigation or refer the Investigation to another process or authority, including the reasons for the decision. The Designated Officer will also notify the President unless the President is alleged to be responsible for the Wrongdoing, in which case the Designated Officer will notify the Chair of the Audit Committee of the Board of Governors and any other person required by PIDA.

XIV. Investigations of Wrongdoing

1. Every person involved in Investigations under this Policy must carry out their functions in an expeditious, fair and proportionate manner as appropriate in the circumstances, as required under this Policy, PIDA and in accordance with applicable obligations under a collective or employment agreement.
2. Investigations will be conducted in accordance with the principles of procedural fairness and natural justice and conducted in accordance with applicable legislation, policy and agreements. Without limitation, such obligations will normally require that Respondents of the Disclosure be informed of the nature of the allegations and have an opportunity to respond to the allegations. The Designated Officer is not required to hold a hearing.
3. Where the Designated Officer decides that an Investigation is warranted, the Designated Officer will manage the Investigation, with appropriate assistance and consultation, depending on the nature of the Disclosure.
4. Subject to the provisions of Section XIII (Where an Investigation is not Warranted), the Designated Officer may expand the scope of an Investigation beyond the allegations set out in the Disclosure or complaint about Reprisal to ensure that any potential Wrongdoing discovered during an Investigation is investigated. If more than one Disclosure is received with respect to the same or similar Wrongdoing, a single Investigation into the alleged Wrongdoing may be conducted.
5. The Designated Officer shall seek, where practicable, to review Disclosures within 20 business days and to investigate Disclosures within 120 business days. The Designated Officer may shorten or extend this time period depending on the nature and complexity of the allegations.
6. The Designated Officer may seek assistance from the BC Ombudsperson for an Investigation or refer a Disclosure in whole or in part to the BC Ombudsperson provided that notice of the referral is provided to the Discloser.

XV. Reporting the Results of an Investigation

1. The Designated Officer will provide a report on the findings of the Investigation, reasons and any recommendations to the President or, in the case of an Investigation involving the President, to the Chair of the Audit Committee of the Board.
2. The Designated Officer will ensure that any corrective actions recommended are implemented in accordance with relevant legislation, policy and agreement.
3. Subject to the University's obligations under FIPPA, the Designated Officer will seek to provide an appropriate summary report within 20 business days of the Investigation being completed to the Discloser and the Respondent(s). The obligation to provide such a report does not apply to a Discloser who submits a Disclosure anonymously.

XVI. Transition

1. All reports made and investigations ongoing under the prior Whistle Blower Protection Policy as of the date of the adoption of this Policy will continue under that policy, except that new matters that arise with respect to an existing report or investigation (e.g. an alleged Reprisal) must be brought under this Policy.
2. This Policy is adopted before the Province of British Columbia makes PIDA applicable to the University and its Employees and Contractors (expected in December 2024). Nonetheless, the University will adhere to this Policy upon adoption by the Board of Governors. However, Employees and Contractors are advised that the legal protections and rights created by PIDA do not apply until PIDA is made to apply to the University.

XVII. Related documents and legislation

- Conflict of Interest, TRU Policy ADM 04-2
- Fraud Risk Management, TRU Policy BRD 27-0
- Respectful Workplace and Harassment Prevention, TRU Policy BRD 17-0
- Whistleblower, TRU Policy BRD 18-0
- *Thompson Rivers University Act*
- *University Act*
- *Criminal Code*
- *Emergency Program Act*
- *Freedom of Information and Protection of Privacy Act*
- Collective Agreements between Institution and TRUFA, CUPE 4879, TRUOLFA
- Benefits and Working Conditions of Administrative Employees
- TRU Statement on Academic Freedom

WHISTLE BLOWER POLICY

POLICY NUMBER **BRD 18-0**
APPROVAL DATE ~~MAY 30, 2014~~
[TBD]
LAST AMENDMENT ~~FIRST VERSION~~
MAY 2014
REVIEW DATE ~~MAY~~
2019 [TBD]
AUTHORITY **BOARD OF GOVERNORS**
PRIMARY CONTACT ~~CHAIR OF AUDIT~~
COMMITTEE AVP, PEOPLE AND CULTURE

POLICY

~~Thompson Rivers~~The University (~~TRU~~) encourages members of the ~~TRU~~University community, acting in good faith, to responsibly report ~~to University authorities~~ Improper Activity (defined below) Wrongdoing on the part of the University or its employees without fear of retaliation.

The University is committed to protecting individuals from interference with making a ~~Protected~~ Disclosure (~~defined below~~) and from ~~retaliation~~ Retaliation for having made a ~~Protected~~ Disclosure.

REGULATIONS

1. **Definitions.** For the purpose of this Policy:

- a. ~~“Improper Activity” means any activity that is undertaken by the University, an employee of the University, a student, a volunteer or a contractor, that:~~
 - i. ~~is in violation of federal, provincial or municipal laws or regulations including corruption, malfeasance, bribery, theft of University property, fraud, coercion, misuse of University property, or willful omission to perform duty;~~
 - ii. ~~is a serious violation of University policy; or~~
 - iii. ~~involves gross misconduct, gross incompetence or gross inefficiency.~~

- a. “Protected “Designated Official” means
 - i. the AVP, People and Culture;
 - ii. if Disclosure relates to the AVP, People and Culture, or the AVP,

People and Culture has a conflict of interest, the President.

- b. **Disclosure** means a communication to a responsible University employee about actual or suspected ~~Improper Activity~~Wrongdoing based on a good faith and reasonable belief that the activity has both occurred and amounts to ~~Improper Activity~~Wrongdoing.

c. **“Retaliation”** means adverse action by the University against an individual because ~~she or he has~~they have made a ~~Protected~~ Disclosure.

d. **“Wrongdoing”** means any one of the following:

- i. a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;
- ii. an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an Employee’s duties or functions;
- iii. a serious misuse of public funds or public assets;
- iv. gross or systemic mismanagement, including breaches of the University’s policies and associated regulations; and
- v. knowingly directing or counselling a person to commit any act or omission described in paragraphs (i) to (iv) above.

2. Who may make a Disclosure. Students, volunteers, or other members of the University community (other than employees) may make a disclosure under this Policy. Employees may make a Disclosure under the Public Interest Disclosure Policy. For the purposes of this section, the term “employees” has the same meaning as in the Public Interest Disclosure Policy.

2.3. False or Reckless Allegations. Any ~~employee or volunteer~~person who knowingly, or with reckless disregard for the truth, makes a false report ~~(a “False Report”) of Improper Activity of Wrongdoing~~ is liable to disciplinary action, up to and including termination. ~~Any student who makes a False Report is subject to discipline, up to and including of appointment or suspension. Nothing in this policy prevents a member of the University community from bringing an action for defamation.~~ Allegations that are not substantiated but which are made in good faith are not subject to discipline by the University.

3.4. Retaliation. No individual who makes a ~~Protected~~ Disclosure will suffer ~~harassment, Retaliation or adverse employment consequences.~~ Any person who imposes Retaliation against any individual who makes a ~~Protected~~ Disclosure is subject to discipline, up to and including suspension or termination. Individuals who report their own misconduct are not protected by this Policy.

Separately, a person might face other legal actions, including civil remedies sought by the impacted individual(s) (for example, seeking damages for defamation).

5. Reporting and Action by the University. Members of the University community should make a ~~Protected~~ Disclosure ~~to the Audit Committee~~ using the following procedure.

The Disclosure must be made to the appropriate Designated Official.

A member of the University community who reasonably knows or has reason to believe that the University, or a member of the University community is

engaged in ~~Improper Activity~~Wrongdoing should describe ~~his or her~~their concern in writing and should include sufficient information to allow the ~~Audit Committee~~Designated Official to understand and review the written concern. If the individual making the ~~Protected~~ Disclosure wishes to remain anonymous, the written communication should clearly indicate this wish for anonymity. All concerns should be forwarded to the ~~Chair of the Audit Committee at the office of the Secretariat – University Governance,~~Designated Official in a sealed envelope labeled as follows:

"To be opened by the ~~Chair~~[insert title of the Audit Committee relevant Designated Official] only."

ConcernsA Disclosure can be sent via ~~inter-campus mail~~email to: [ntd: add appropriate email address]

~~Chair of the Audit Committee
c/o Office of the Secretariat – University Governance, CT 310B-~~

Or via post to:

~~Chair of the Audit Committee
c/o Office of the Secretariat – University Governance, CT 310B-
Thompson Rivers University
805 TRU Way
Kamloops, BC, Canada V2C 0C8~~

If the individual making the ~~Protected~~ Disclosure wishes to discuss ~~any matter with the Audit Committee~~ the Disclosure, this request should be indicated in the submission. In order to facilitate such a discussion, the applicable individual may include a telephone number at which ~~he or she can be contacted. Any such envelopes received by the University will be forwarded promptly and unopened to the Chair of the Audit Committee.~~ they can be contacted.

Promptly following receipt of any ~~Protected~~ Disclosure submitted to it, the Designated Official will review the Disclosure.

- If the Designated Official determines that the Disclosure concerns alleged Wrongdoing by the President or a member of the Board of Governors (other than the Chair of the Audit Committee ~~has the authority of the Board)~~, then the Disclosure shall be referred to ~~the Chair of the Audit Committee of the Board, who shall fulfil the functions of the Designated Officer.~~

- If the Disclosure concerns Wrongdoing by the Chair of the Audit Committee of the Board, then the Disclosure shall be referred to the Chair of the Board of Governors, who shall fulfil the functions of the Designated Officer.

~~4. The Designated Officer may then initiate an investigation and or delegate to appropriate University department for investigation. The Audit Committee has the authority to~~ retain at the University's expense, legal counsel, accounting and other advisors, consultants or experts it deems necessary in the performance of ~~its~~ their duties. ~~Outcomes~~

~~6. Outcomes.~~ Members of the University community found to have participated in ~~Improper Activity~~ Wrongdoing may be subject to disciplinary action, which may include suspension or termination of employment, and ~~prosecution/~~ or referral to law enforcement.

~~5.7. Confidentiality.~~ Where appropriate, the University will use reasonable efforts in keeping ~~Protected~~ Disclosures confidential. However, individuals who make ~~Protected~~ Disclosures should be aware that confidentiality is not the same as anonymity, and that individuals who are accused of ~~Improper Activity~~ Wrongdoing will, in most cases, be entitled to know the name of the person who has accused them.

~~8. Any breach of confidentiality and privacy is serious. A person who does not strictly protect confidentiality and privacy of the Disclosure and investigation processes undertaken under this policy, as required by University policy and applicable law, may be subject to: disciplinary action by the University, liability for offenses under applicable law, and separately, civil remedies sought by the impacted individual(s).~~

~~9. Reporting.~~ The Audit Committee AVP, People and Culture will retain as part of ~~its~~ their records, all ~~Protected~~ Disclosures received for a period of no less than seven years. The Audit Committee AVP, People and Culture will keep a written record of all such reports or inquiries and make quarterly reports ~~on any ongoing investigation which will include steps taken to satisfactorily address each complaint~~ to the Audit Committee of the Board.



MEMORANDUM

Date: June 7, 2022

To: Brett Fairbairn, President

From: Dorys Crespín-Mueller
Associate Vice President, Integrated Planning and Effectiveness

Re: Institutional Accountability Plan and Report 2023/24

1. Purpose:

The attached content copy of the annual Institutional Accountability Plan and Report (IAPR) is presented to the Board of Governors for approval for submission to the BC Ministry of Post-Secondary Education and Future Skills (PSFS), in compliance with the provincial Accountability Framework requirement.

2. Background:

This annual report forms part of the Ministry's [Accountability Framework](#). The IAPR is a public document which is intended to demonstrate TRU's alignment with the Ministry's goals and strategic priorities and our performance on system performance measures in compliance with the Provincial Accountability Framework. The IAPR is approved by the Board of Governors and submitted to the Ministry. Two key pieces included are the institutional initiatives associated with the Ministry's mandate letter and the annual results of the institutional accountability measures.

3. Discussion:

The IAPR conveys the institution's planning context, its goals, and objectives. It presents how TRU aligns with the Ministry's goals, as well as showcasing key institutional initiatives and accomplishments and the people behind them, within the context of our institutional priorities. In addition to institutional performance measures this report also communicates progress on the implementation of the Truth and Reconciliation Commission's Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples, and the In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in the B.C. Health Care report recommendations. This is a content draft for approval at the Board, once approved, Marketing and Communications will do the design work preparing it for publication prior to submission to PSFS. The report is due for submission by July 12, 2024. Once reviewed by the Ministry, the IAPR is published on the PSFS and institution website.

Attachment: IAPR 2023/24 Content Draft

Accountability Statement

July 12, 2024

Office of the
PRESIDENT AND VICE-CHANCELLOR

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

Dear Minister Beare,

We're pleased to provide you with Thompson Rivers University's Institutional Accountability Plan and Report for the 2023-24 reporting period. It is our hope that this report will provide your ministry, the B.C. government, and the people of our communities and our province with confidence regarding TRU's mandate and our understanding of what is needed to serve that mandate.

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

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

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

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

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

Brett Fairbairn
President and Vice-Chancellor
Thompson Rivers University

Hee-Young Chung
Chair, Board of Governors
Thompson Rivers University

Content Copy Only

Table of Contents

Strategic Direction 4

Enabling Strategic Direction..... 9

Strategic Context..... 14

 External Context..... 14

 Internal Context 18

Institutional Highlights..... 22

Mandate Priority Reporting – Letter of Direction 2023-24 37

Report on Strategic Initiatives 53

Financial Information 56

Appendix A - Performance Plan and report..... 57

Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation..... 65

Content Copy Only

Strategic Direction

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

For more than 50 years, TRU has taken pride in providing an excellent education to students from a wide variety of backgrounds at various stages of their learning journey. Just under 30,000 students study on TRU's campuses in Kamloops (Tk'emlúps te Secwépemc) and Williams Lake (T'exelc), or via distance and online courses and programs through Open Learning (OL).

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

In the legislation, the province designated TRU as a university that offers undergraduate and master's degrees, certificate and diploma programs, vocational training and adult basic education, foundation and apprenticeship programs in trades and technology, and Open Learning programs and courses, primarily delivered through asynchronous self-paced learning, and undertakes research and scholarly activities.

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

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

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

TRU was established to serve the educational and training needs of the region, which includes the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemcúl'ecw, the traditional and unceded territory of the

Secwépemc. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tsilhqot'in, Dakelh, and Syilx peoples. TRU honours its First House, Tk'emlúps te Secwépemc, and respects its Second House, T'exelc, and commits to honouring truth, reconciliation and rights of Indigenous peoples. Our understanding of TRU's obligations to our hosts is informed by the guidance of Interior B.C. Indigenous leaders to [Sir Wilfrid Laurier in 1910](#).

The university has a long-standing commitment to keep post-secondary education accessible to those who seek it, including remote, rural and Indigenous learners. As a result, TRU has a diverse student demographic — more than 10 per cent of students are Indigenous from a variety of nations, 26 per cent join us from more than 100 countries around the globe, and 57 per cent are mature learners (over 25 years of age). Our students' and communities' needs are as diverse as the area we serve.

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

DEVELOPING OUR VISION

In March 2020, TRU adopted a new vision statement incorporating the university's mission, vision, values and four strategic change goals that reflect what TRU hopes to achieve over a 10-year period. The vision was approved by TRU's Board of Governors following endorsement from Senate and Planning Council for Open Learning as part of an extensive, year-long consultation.

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

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

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

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

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

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

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

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

OUR 10-YEAR STRATEGIC CHANGE GOALS

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

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

HONOUR TRUTH, RECONCILIATION AND RIGHTS. We will nurture a flourishing relationship with the Secwépemc people on whose lands we reside. Members of our community give special consideration to Secwépemc world views and belief systems. We will support thriving Secwépemc culture through respectful actions in research, teaching, and service. Our campuses will honour our First House (Tk'emlúps te Secwépemc), respect our Second House (T'exelc), acknowledge the many nations who live and work on and near these lands, and support

provincial, national and global movements for the fulfillment and recognition of Indigenous rights.

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

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

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

Content Copy Only

HOW TRU'S 10-YEAR STRATEGIC CHANGE GOALS ALIGN WITH POST-SECONDARY EDUCATION AND FUTURE SKILLS GOALS AND MEASURES

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

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

Content

Enabling Strategic Direction

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

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

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

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

INTEGRATED STRATEGIC PLANNING

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

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

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

Together these projects have a shared commitment to fostering inclusive and intensive student cohorts with a focus on land-based learning, research-informed curriculum and experiential learning. These projects will intersect in key ways to provide students with a unique TRU

experience that prioritizes mentorship, fostering student belonging and resilience, and inspiring emerging researchers and leaders.

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

STRATEGIC RESEARCH PLAN

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

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

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

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

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

https://www.tru.ca/_shared/assets/strategic-research-plan-2022-202755281.pdf

ACADEMIC AND OPEN LEARNING PLAN - TRUBOLD

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

STRATEGIC ENROLMENT MANAGEMENT PLAN

The Strategic Enrolment Management (SEM) is a planning practice centred on expressing an institution’s overarching strategic priorities in terms of the optimal number and mix of students enrolled, and seeks to align enrolment with the values of the organization. SEM prompts consideration of the many variables — both academic and administrative — across an institution that impact a student’s experience and progress toward pursuing their educational goals, and ultimately their decision and/or ability to enrol and/or remain enrolled.

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

- Articulate a long-term vision of enrolment that is reflective of our mandate, mission, vision, values, strategic change goals and resources.
- Identify enrolment goals and measurable objectives aligned with our desired future state.

- Enact an organizational framework for ongoing and collaborative enrolment planning, action and analysis.
- Orient the efforts of academic and administrative divisions toward common enrolment outcomes and foster collaborative approaches to achieving identified enrolment objectives.

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

CAMPUS STRATEGIC SUSTAINABILITY PLAN

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

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

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

https://www.tru.ca/_shared/assets/campus-strategic-sustainability-plan-2020-202547354.pdf

CAMPUS MASTER PLAN

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

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

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

https://www.tru.ca/shared/assets/cmp_summary_implement34427.pdf

FIVE-YEAR BUDGET MODEL

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

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

Strategic Context

External Context

Lasting Impacts of the Pandemic

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

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

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

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

Affordability continues to be a concern for learners. The substantial increases in student loan limits, coupled with rising living expenses and a lack of affordable housing options, have resulted in a notable uptick in visits to food banks and a growing inability among students to secure affordable housing. This exacerbates the financial burden on students, who are now leaving post-secondary institutions burdened with even higher levels of debt. With the support

of the provincial government funding, the Skélepéllcw (Coyote Den) student residence, built with modular housing units, opened last year. Initiatives like this swiftly address community needs, providing students with affordable housing to pursue their studies and build a foundation for their future. TRU's student survey data shows that affordability of post-secondary education is a top consideration in completing post-secondary studies. TRU's scholarship and bursary program continues to focus on providing financial supports to ease student's way on their educational journey.

Global Elections, AI Concerns and Supply Chain Focus

The 2024 election year is poised to be historic, with over half of the global population across 70+ countries participating in polls. These elections coincide with the rise of generative AI, raising concerns about increased polarization and disinformation. Anticipated heightened geopolitical competition is likely to drive a focus on developing resilient supply chains, particularly critical mineral chains crucial for green energy, defense and advanced technology sectors. TRU's Bob Gaglardi School of Business and Economics currently offers a business administration bachelor degree major in supply chain management, and a minor in environmental economics and sustainable development. Students in post-baccalaureate degrees can also specialize in supply chain management.

International Recruiting

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

Facing the Climate Crisis

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

Environmental responsibility and sustainability continue to be a top priority for TRU. Efforts to become a carbon neutral campus through a low carbon district energy system, and the addition

of new programming and research demonstrate this commitment. Establishing the Institute for Wildfire Science, Adaptation, and Resiliency, where students can earn credit toward an academic degree as they train to fight and manage wildfires, is an example of how we prepare our learners, labour force, and future generations to face these challenges.

Future Job Prospects and Investments

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

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

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

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

Williams Lake Outlook

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

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

Future Learners

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

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

Internal Context

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

COLLECTIVE BARGAINING

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

HYBRID WORK PROGRAM

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

WORKPLACE CULTURE CONVERSATION

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

LEADERSHIP APPOINTMENTS

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

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

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

Born in Williams Lake to a Secwépemc family, DeDe is a member of the Esk'etemc First Nation. Her Secwépemc name is Tse7ekw te Spi7uw (Sunrise Golden Eagle), which means Divine Spirit giving warmth, light and life. DeRose's distinguished career includes her tenure as B.C.'s first superintendent of Aboriginal Achievement and her role as an educator and principal within

Kamloops-Thompson School District 73. Her advocacy for the inclusion of Indigenous languages, history and culture in the curriculum has been instrumental in fostering a more inclusive and comprehensive educational environment. She has been an influential member of various boards and committees, including the UBC President's Advisory Board for Indigenous People and the Verna J. Kirkness Foundation. Her work has consistently aimed at improving educational outcomes for Indigenous students and enhancing community involvement in education.

[https://inside.tru.ca/2024/02/23/tru-appoints-respected-bc-educational-leader-as-new-chancellor/#:~:text=TRU%20appoints%20respected%20BC%20educational%20leader%20as%20new%20chancellor,-February%2023%2C%202024&text=KAMLOOPS%20%E2%80%93%20Thompson%20Rivers%20University%20\(TRU,term%20commencing%20on%20March%201.](https://inside.tru.ca/2024/02/23/tru-appoints-respected-bc-educational-leader-as-new-chancellor/#:~:text=TRU%20appoints%20respected%20BC%20educational%20leader%20as%20new%20chancellor,-February%2023%2C%202024&text=KAMLOOPS%20%E2%80%93%20Thompson%20Rivers%20University%20(TRU,term%20commencing%20on%20March%201.)

TRU Reappoints President for an Additional Two-Year Term

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

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

<https://inside.tru.ca/2023/06/28/tru-board-of-governors-reappoints-president-for-an-additional-two-year-term/>

New Board of Governors Chair

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

New President Search

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

Kylie Thomas Announced as Academic Director at Williams Lake Campus

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

Ted Gottfriedson Appointed as Secwépemc Cultural Advisor

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

Content Copy Only

TRU at a Glance 2023-24



9 FACULTIES
AND SCHOOLS

Total Student FTEs

14,186

Domestic: 9,461

International: 4,725

Indigenous: 1,288*

1,620

FTE Employees

Finance

(in ,000)

Total Revenue
\$275,591

Total Government
& Other Grants
\$89,184

**International
Students:**

Headcount: 7,757

From 123 Countries

Head Count

All Students: 29,619

On Campus: 15,311

Open Learning: 16,554

Dually Enrolled: 2,246

Indigenous: 2,797*

AASHE Stars Platinum Rating

**\$8,538,000 Sponsored
Research Funding**

* Indigenous counts are for 2022-23 Fiscal Year

Dually enrolled are those taking courses at on campus and Open Learning



Institutional Highlights

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

B.C. AND TRU TAKE ACTION WITH NEW WILDFIRE TRAINING AND EDUCATION CENTRE, FIRST OF ITS KIND IN NORTH AMERICA

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

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

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

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

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

INCREASING RESEARCH FOOTPRINT

Research is an important component of TRU's operations. As per our Strategic Research Plan, TRU has been increasing our research output. The following highlights: both a new institute and centre; an initiative to improve wildfire prediction models; Indigenous-led research through the

Knowledge Makers and Le7 te Melámen programs; and the growth of sponsored research to a point where TRU is recognized as one of the Top 50 Research universities in Canada.

Institute for Wildfire Science, Adaptation and Resiliency

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

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

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

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

Population Health and Aging Rural Research Centre

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

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

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

TRU Joins US-Canada Team to Improve Wildfire Prediction Models

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

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

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

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

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

Knowledge Makers

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

Focused on engaging Indigenous students, TRU partnered with the Food and Agriculture Organization of the United Nations (FAO) in 2022, to invite Indigenous women from seven socio-cultural regions to contribute to a special edition of the Knowledge Makers journal. The journal responded to the FAO's global agenda to advance the recognition of Indigenous

peoples' food and knowledge systems and climate action under the theme: Indigenous Women, Indigenous Peoples' Food and Knowledge Systems and Climate Action. Volume 8 of the Knowledge Makers journal brought together an international cohort of 16 Indigenous women to help strengthen and increase skills for Indigenous-led research and knowledge sharing. The result of this partnership has been the creation of 16 Indigenous-led and peer-reviewed research articles that will be published in 2024.

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

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

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

Le7 te Melámen — Good Medicine Program

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

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

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

TRU Top 50 in Research Rankings

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

Canada's Top 50 Research Universities ranking system evaluates universities based on their sponsored research income and places them in their respective tiers. The system weighs factors

such as research intensity per faculty member and graduate student, total number of publications, publication intensity and publication impact, to determine the rankings.

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

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

Funding Highlights

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

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

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

STUDENT SUCCESS

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

Exploring The Future of Managing Wildfires

Thompson Rivers University Master of Science in Environmental Science student Leona Shepherd feels inspired to change how wildfire management is approached. After attending the Wildland Fire Canada Conference in Edmonton last October, she had the opportunity to

participate in the International Wildland Fire Conference in Portugal in May. She is researching projecting future wildfire spread potential under Dr. Mike Flannigan, renowned wildfire expert and the B.C. Research Chair in Predictive Services, Emergency Management and Fire Science at TRU. The conference theme focused on preventing and mitigating fire impact, and shifting toward traditional land management rather than strictly fire management.

Co-Op Student Shares Recipe for Success

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

TRU-UBCO team up for success with EcoHaven

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

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

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

TRU Honours Alumni

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

- Caroline Cochrane — Caroline Cochrane's (BSW '99) political career began with a fervent desire to improve the lives of people living in her home territory. Now the outgoing premier of the Northwest Territories, she was elected as an MLA in 2015 and became premier upon re-election in 2019. Her tenure proved eventful and challenging — the territory endured the COVID-19 pandemic, frequent flooding and devastating wildfires during her term in office.
- Joshua Gottfriedson — Joshua Gottfriedson grew up in Tk'emlúps te Secwépemc and is an accomplished athlete, actor and advocate for Indigenous people. Currently, he is a Tk'wenem7íple7 (councillor) for Tk'emlúps te Secwépemc. He was a student-athlete at TRU and received his MBA in Indigenous Business and Leadership from Simon Fraser University in 2017.
- Aleece Laird — Aleece Laird (BBA '98) has been giving back to her community as a volunteer, a mentor and an expert in public relations and communications. From her teen reign as a Kamloops ambassador to her work with Operation Christmas Child Canada, Laird has always prioritized helping others. She is a committed volunteer who has held a wide variety of executive titles, including Kamloops Chamber of Commerce president, chair of the board and governor of the B.C. Chamber of Commerce and past director on the Canadian Chamber of Commerce board. In 2021, she received the City of Kamloops Exemplary Service Award, a formal recognition of her contributions to the community.
- Kuljit Minhas — Kuljit Minhas (BSc '03, RT '06) is a registered respiratory therapist who has worked with the Fraser Health Authority (FHA) for nearly 18 years. He is a professional practice leader with FHA and is a past president of the B.C. Society of Respiratory Therapists as well as the current president of the Canadian Society of Respiratory Therapists. He was also part of a group of professionals working to establish the College of Diagnostic and Therapeutic Health Professionals in B.C. Through each role, Minhas leveraged his extensive knowledge and industry connections to improve the quality of public health care in B.C.
- Greg Stewart — Greg Stewart (BBA '12) is well known in Kamloops as a former TRU WolfPack athlete and Paralympic world champion. Stewart won a gold medal at the 2020 Paralympic Games in Tokyo, Japan, persevering through delays and the COVID-19 pandemic to throw a Paralympic shotput record of 16.75 m

FACULTY AND STAFF RECOGNITION

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

TRU Faculty Member Recognized as Higher Education IT Influencer

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

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

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

BCcampus Award for Excellence in Open Education

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

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

2024-2025 BCcampus Research Fellow: TRU Research Team

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

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

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

TRU Faculty Member Wins West Coast Teaching Excellence Award

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

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

U SPORTS Coach of the Year Honours for Hennelly

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

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

INTERNATIONALIZATION AT TRU

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

IDays 2024

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

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

TRU Continues Work on Academic Partnerships in Mexico

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

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

This initiative has paved the way for greater collaboration with universities in Mexico to create more opportunities for TRU students, faculty and staff. These include academic partnerships, short-term intensive programs, visiting students, joint research and student exchange.

Partnership Agreements

Partnerships and their agreements play an essential role in enriching the diverse experiences and perspectives of the TRU campus. They provide more opportunities for students, faculty and staff to fulfill their dreams of studying, working or researching overseas.

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

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

TRU World is experiencing a resurgence of international mobility. Guided by best practices, international mobility programs such as international exchange and faculty-led international field schools, have resumed. In fall of 2023, over 30 students were outbound students and 25 were inbound and in winter of 2024, 50 students were outbound and 25 inbound — all through TRU's Study Abroad program. The field school programs have renewed energy with students experiencing their academic journeys enhanced in the field in places like Japan for geography, Italy for tourism, Nepal for nursing and Mexico for trades.

Finally, the Global Skills Opportunity (GSO) project proposal by TRU World received over \$800,000 to break down barriers to domestic students studying abroad. This short-term mobility project aims to introduce global citizen competencies, such as language training and intercultural skills, to domestic students. TRU World has sent over 150 domestic students abroad through GSO funding on short-term exchanges and field schools. TRU World has also supported the Office of Indigenous Education in sending groups of Indigenous students, along with TRU staff and an Elder, to a New Zealand partner university for Indigenous cultural exchanges in 2024.

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

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

New Landscape of Canadian International Education

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

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

TRU INFRASTRUCTURE

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

Indigenous Education Centre Approved

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

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

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

Carbon Neutral by 2030

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

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

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

TRU Opens New Residence

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

Located at East Village off McGill Road, the new building features 80 rooms and 148 student beds with a mix of single and double occupancy, common study and kitchen spaces. It provides more students with affordable housing just steps away from campus. The demand for such housing is evident, with approximately 25 students moving in once the residence opened in mid-semester. The B.C. government provided \$10.85 million toward the \$18-million development, with TRU contributing nearly \$8 million. The residence was built in an impressively short time using modular construction that was fabricated off-site by NRB Modular Solutions and transported to East Village, where it was assembled and ready for move-in within seven months.

<https://inside.tru.ca/2023/11/22/tru-celebrates-grand-opening-of-newest-student-residence/>
[https://www.youtube.com/watch?v=\\$MlcX5whhLY](https://www.youtube.com/watch?v=$MlcX5whhLY)

Early Childhood Education Centre Wins Building Award

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

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

TRU Wolfpack Unveils Sports Legacy Fund High Performance Training Centre

The TRU WolfPack officially opened the Sports Legacy Fund High Performance Training Centre recently. A state-of-the-art training facility, the space was made possible with a \$500,000 donation from the Kamloops Sports Legacy Fund, of which \$375,000 was earmarked for the

Kamloops Sports Legacy Fund High Performance Centre and \$125,000 went toward supporting student awards and scholarships. Situated in the upper level of the TRU gym building, the Sports Legacy Fund High Performance Training Centre expands training opportunities for TRU student-athletes and helps push their performance to a new level.

TRU Recognized as Bee-Friendly Campus

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

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

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

TRU Improves Cybersecurity

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

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

TRU SUSTAINABILITY

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

TRU's Sustainability Office Team Wins Gold for Outstanding Leadership

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

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

TRU a Top Performer in 2023 Sustainable Campus Index

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

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

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

Recycling Council of BC's Environmental Award

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

Mandate Priority Reporting – Letter of Direction 2023-24

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

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

In the following sections TRU demonstrates its support for the actions set out in the minister's Letter of Direction.

DELIVERING EDUCATIONAL AND TRAINING PROGRAMMING AS DESCRIBED IN THE STRONGERBC FUTURE READY ACTION PLAN TO EQUIP BRITISH COLUMBIANS TO CAPITALIZE ON NEW OPPORTUNITIES AND REMAIN RESILIENT IN THE FACE OF UNPRECEDENTED CHANGE, INCLUDING THE CONTINUED EXPANSION OF ACCESS TO AFFORDABLE, ACCESSIBLE AND RELEVANT TRAINING, SUCH AS THROUGH MICRO-CREDENTIALS AND EXPANDED HEALTH SEATS

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

New and Updated Programming

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

Computer Engineering

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

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

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

Master of Nursing – Nurse Practitioner

TRU launched a Master of Nursing – Nurse Practitioner program in 2023. The new program comes as TRU continues to add in-demand degrees and programs to offer students more career opportunities and to help bolster local, regional and national health-care systems and infrastructures. This valuable addition to TRU's School of Nursing is thanks to the B.C. Government's 2021-22 announcement to provide \$5 million to public post-secondary institutions to begin the expansion of nursing seats throughout the province.

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

Regenerative Agriculture Program Revamp

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

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

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

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

Veterinarian Technology Program Receives National Accreditation

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

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

Partnership with CANSSI

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

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

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

Future Skills Grant Micro-Credentials

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

Continuing to Meet the Needs of Our Region

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

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

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

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

WORKING WITH SKILLED TRADES BC, INDIGENOUS LEADERSHIP AND PARTNERS TO ENSURE INDIGENOUS VOICES ARE REFLECTED IN TRADES TRAINING DECISION-MAKING THAT IMPACTS INDIGENOUS WORKERS, BUSINESSES AND COMMUNITIES

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

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

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

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

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

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

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

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

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

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

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

CONTINUING TO PROVIDE CULTURALLY SENSITIVE AND SAFE LEARNING ENVIRONMENTS FOR INDIGENOUS LEARNERS TO MAXIMIZE THEIR PARTICIPATION AND SUCCESS IN POST-SECONDARY EDUCATION

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

Student Supports and Initiatives

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

Office of Indigenous Education

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

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

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

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

Indigenous Student Development

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

Kamloops: www.tru.ca/house5

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

Elder in the House Program

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

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

Smudging Spaces

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

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

Indigenous-Led Research

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

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

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

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

future student advisors follow all Indigenous applicants and offer support and guidance through the admission process.

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

- Certificate in Indigenous Studies and Education programming with Chief Atahm
- Adult Basic Education/UEPrep in Lillooet and at T'k'emlúps te Secwépemc
- Le7 te Melámen (Good Medicine) social work programming for PhD cohort with University of Saskatchewan at T'k'emlúps te Secwépemc
- First Nations Tax Administration Certificate
- First Nations Applied Economics Certificate
- First Nations Lands Management Certificate
- Future Students Apps on the Spot in Indigenous communities

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

Indigenous Pathways in Business Event

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

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

Increased Awards

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

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

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

<https://castanet.net/news/Kamloops/468916/TRU-increases-Indigenous-scholarships-bursaries-and-awards-by-60-per-cent>

Steps Toward a Culturally Sensitive and Safe Learning Environment

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

Coyote Project

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

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

Qelmúcw Affairs Committee

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

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

Indigenous Learning Outcomes

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

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

Decolonizing and Indigenizing Curricula

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

Indigenizing PLAR

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

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

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

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

Secwépemc names for Buildings Policy

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

[https://www.tru.ca/shared/assets/Policy BRD 28-059474.pdf](https://www.tru.ca/shared/assets/Policy_BRD_28-059474.pdf)

Learning Secwepemctsin

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

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

Indigenous Events

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

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

Honouring Indigenous Student's Nations

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

Priority Registration

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

Honouring TRU's First & Second House

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

TRU and Tk'emlúps te Secwépemc (TteS) have a signed Partnership Agreement established (2017), and renewed the agreement in 2021 that honours the relationship between TRU and Tk'emlúps te Secwépemc, on whose territory the main Kamloops campus resides. This

agreement began as an MOU and the current Partnership Agreement includes and outlines very specific expectations and responsibilities for both parties. This renewed relationship spotlights student success and develops training programs and support specifically tailored to the needs of TteS students.

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

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

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

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

Working with External Organizations

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

Kamloops Aboriginal Friendship Society

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

Provincial Métis Youth Event

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

Five School Districts in TRU Service Area

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

DEVELOPING AND IMPLEMENTING PROTECTIONS FOR INTERNATIONAL STUDENTS THAT SUPPORT THEIR FAIR TREATMENT

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

Student Supports

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

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

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

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

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

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

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

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

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

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

Strategic Internationalization Plan

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

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

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

MEETING OR EXCEEDING THE FINANCIAL TARGETS IDENTIFIED IN THE MINISTRY'S SERVICE PLAN TABLED UNDER BUDGET 2023

TRU establishes a budget annually after consultation with all relevant faculties, schools and divisions to ensure all hiring and spending plans are accurately portrayed, and incorporates the analysis of the Integrated Planning and Effectiveness department. This information is compiled

and is reviewed by Finance and again at the vice-president level prior to being presented for commentary at various governance levels finalizing with approval at the Board of Governors.

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

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

COMPLYING WITH THE TUITION LIMIT POLICY, WHICH SETS A TWO PER CENT CAP ON TUITION AND MANDATORY FEE INCREASES FOR DOMESTIC STUDENTS TO ENSURE PROGRAMS ARE AFFORDABLE

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

Report on Strategic Initiatives

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

SEXUAL VIOLENCE AND MISCONDUCT PREVENTION AND RESPONSE INITIATIVES

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

Revisions to the Sexualized Violence Policy BRD 25-0

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

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

The Office of Student Affairs welcomed feedback on the proposed amendments of the policy in February and March via virtual and face-to-face consultations. Comments were submitted and considered in the draft. A notice of motion will proceed to the Board of Governors with the suggested amendments in summer 2024.

Addition of an Inclusion and Wellness Activity Room

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

Gender and Sexual Diversity Manager and Programming

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

students and the TRU community. The manager will continue to develop services and increase collaborations to support the 2SLGBTQ+ community into the future.

Accessibility Committee

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

Supports for Trades and Technology Students

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

FORMER YOUTH IN CARE— SUPPORTS FOR STUDENTS WHO ARE FORMER YOUTH IN CARE, INCLUDING PARTICIPATION IN THE PROVINCIAL TUITION WAIVER PROGRAM

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

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

K-12 TRANSITIONS AND DUAL CREDIT PROGRAMMING

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

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

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

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

WORK-INTEGRATED LEARNING

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

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

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

Financial Information

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

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

Appendix A - Performance Plan and Report

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

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

Note: Not all of the performance measures below have been received from PSFS to date. The 2023-24 FTE values highlighted yellow are from TRU (official numbers come from ministry).

Performance Measures		Actual			Target	Assessment
		2021/22	2022/23	2023/24	2023/24	
Student spaces	Total student spaces (AEST)	8,010	7,432	7,659	≥8,326	Substantially achieved
	Nursing and other allied health programs	1,496	1,289	1,369	≥936	Achieved
	Developmental programs	216	218	217	≥256	Not achieved
Credentials awarded	Total Credentials	2,247	2,315	2,098		Not Assessed
	Bachelor			792	≥853	Substantially achieved
	Certificate			612	≥769	Not achieved
	Developmental			29	≥47	Not achieved
	Diploma			396	≥359	Achieved
	Graduate, First Professional and Post-Degree			269	≥286	Substantially achieved

Indigenous student spaces	Total Indigenous student spaces	1,270	1,265	1,282	≥2022/23	Achieved
	Ministry (PSFS)	1,007	999	930	≥2022/23	Substantially achieved
	Skilled Trades BC	263	266	352	≥2022/23	Achieved

Target Commentary

Developmental FTE Target

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

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

Certificate Credentials Awarded Target

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

Developmental Credentials Awarded Target

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

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

	Bachelor degree graduates	87.9 % +/- 1.9 %	85.7 % +/- 1.9 %	85.4 % +/- 2.1 %		Achieved
Student assessment of usefulness of knowledge and skills in performing job	Former diploma, associate degree and certificate students	86.1 % +/- 1.8 %	85.9 % +/- 2.1	85.5 % +/- 2.3	≥90 %	Substantially achieved
	Trades foundation and trades-related vocational graduates	88.8 % +/- 4.8 %	80.8 % +/- 6.0 %	87.7 % +/- 5.5 %		Achieved
	Former apprenticeship students	95.8 % +/- 2.3 %	93.1 % +/- 4.2 %	93.3 % +/- 3.3 %		Achieved
	Bachelor degree graduates	90.4 % +/- 2.1 %	86.5 % +/- 2.4 %	91.0 % +/- 2.4 %		Achieved
Unemployment rate	Former diploma, associate degree and certificate students	7.1 % +/- 1.2 %	4.8 % +/- 1.2%	6.0 % +/- 1.5%	≤ 8.9 %	Achieved
	Trades foundation and trades-related vocational graduates	9.8 % +/- 4.0 %	9.5 % +/- 4.0%	6.8 % +/- 3.9%		Achieved
	Former apprenticeship students	2.7 % +/- 1.8 %	3.3 % +/- 2.8%	1.6 % +/- 1.7%		Achieved
	Bachelor degree graduates	4.1 % +/- 1.4 %	5.8 % +/- 1.6%	5.0 % +/- 1.6%		Achieved

Performance Measures		Actual			Target	Assessment
Source: B.C. Student Outcomes Program surveys		2021/22	2022/23	2023/24	2023/24	
Former diploma, associate degree and certificate students	Skill development	89.0 % +/- 1.5 %	86.6 % +/- 1.8 %	85.4 % +/- 1.9 %	≥85 %	Achieved
	Written communication	85.0 % +/- 1.8 %	87.0 % +/- 2.0 %	82.9 % +/- 2.5 %		
	Oral communication	86.8 % +/- 1.7 %	83.7 % +/- 2.2 %	80.6 % +/- 2.7 %		
	Group collaboration	90.3 % +/- 1.4 %	85.8 % +/- 1.9 %	85.9 % +/- 2.2 %		
	Critical analysis	91.1 % +/- 1.3 %	89.7 % +/- 1.6 %	88.7 % +/- 1.9 %		
	Problem resolution	88.4 % +/- 1.5 %	84.7 % +/- 1.9 %	84.1 % +/- 2.2 %		
	Learn on your own	92.4 % +/- 1.2 %	88.0 % +/- 1.8 %	87.7 % +/- 2.0 %		
	Reading and comprehension	91.0 % +/- 1.3 %	88.7 % +/- 1.7 %	87.8 % +/- 2.0 %		
Trades foundation and trades-related vocational graduates	Skill development	88.9 % +/- 3.5 %	88.3 % +/- 3.4 %	91.7 % +/- 3.1 %	≥85 %	Achieved
	Written communication	73.0 % +/- 9.4 %	71.3 % +/- 8.3 %	80.0 % +/- 9.0 %		
	Oral communication	84.1 % +/- 7.3 %	78.0 % +/- 7.5 %	85.5 % +/- 7.3 %		
	Group collaboration	91.7 % +/- 3.5 %	92.0 % +/- 3.8 %	97.8 % +/- 2.2 %		
	Critical analysis	90.8 % +/- 3.6 %	93.4 % +/- 3.3 %	96.9 % +/- 2.4 %		
	Problem resolution	92.4 % +/- 3.4 %	89.3 % +/- 4.1 %	97.8 % +/- 2.2 %		
	Learn on your own	88.9 % +/- 4.1 %	90.0 % +/- 4.0 %	83.3 % +/- 5.4 %		
	Reading and comprehension	94.9 % +/- 2.8 %	92.5 % +/- 3.5 %	97.9 % +/- 2.1 %		

Former apprenticeship students	Skill development	87.1 % +/- 3.6 %	85.4 % +/- 4.9 %	86.4 % +/- 4.1 %	≥85 %	Achieved
	Written communication	67.5 % +/- 8.6 %	84.2 % +/- 8.2 %	79.1 % +/- 8.4 %		
	Oral communication	73.0 % +/- 7.5 %	85.0 % +/- 7.8 %	77.0 % +/- 8.2 %		
	Group collaboration	84.8 % +/- 4.3 %	82.4 % +/- 6.4 %	86.8 % +/- 4.7 %		
	Critical analysis	92.6 % +/- 2.8 %	89.2 % +/- 4.8 %	90.0 % +/- 4.0 %		
	Problem resolution	88.7 % +/- 3.5 %	83.9 % +/- 5.7 %	88.9 % +/- 4.3 %		
	Learn on your own	91.7 % +/- 3.1 %	87.0 % +/- 5.3 %	86.3 % +/- 4.7 %		
	Reading and comprehension	92.4 % +/- 2.9 %	91.2 % +/- 4.5 %	94.9 % +/- 3.0 %		
Bachelor degree graduates	Skill development	87.9 % +/- 1.9 %	85.7 % +/- 1.9 %	85.4 % +/- 2.1 %	≥85 %	Achieved
	Written communication	87.3 % +/- 2.3 %	87.0 % +/- 2.2 %	85.6 % +/- 2.5 %		
	Oral communication	86.0 % +/- 2.4 %	83.0 % +/- 2.5 %	83.4 % +/- 2.6 %		
	Group collaboration	80.7 % +/- 2.7 %	79.9 % +/- 2.7 %	80.6 % +/- 2.8 %		
	Critical analysis	92.5 % +/- 1.7 %	92.1 % +/- 1.7 %	90.7 % +/- 2.0 %		
	Problem resolution	84.7 % +/- 2.4 %	81.9 % +/- 2.5 %	82.8 % +/- 2.6 %		
	Learn on your own	92.2 % +/- 1.7 %	89.2 % +/- 2.0 %	89.2 % +/- 2.2 %		
	Reading and comprehension	90.3 % +/- 2.0 %	86.5 % +/- 2.2 %	86.7 % +/- 2.2 %		

Sponsored Research Funding

Given the research mandate under the TRU Act, we are pleased to share the growth in research funding. The following table shows the sponsored research funding awarded from the federal government, provincial government and other sources for the past two years.

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

Content Copy

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

Performance Measure ¹	2023/24	2024/25	2025/26
Student Spaces²			
Total student spaces	8,265	8,237	8,242
Nursing and other allied health programs	880		
Developmental programs - tuition compensation eligible	256		
Domestic³ Credentials Awarded			
Bachelor	853		
Certificate	769		
Diploma	359		
Developmental	47	TBD	TBD
Graduate, first professional and post-degree	286		
Student Outcomes			
Student satisfaction with education			
Student assessment of the quality of instruction			
Student assessment of usefulness of knowledge and skills in performing job		≥ 90%	
Students' assessment of skill development (average %)		≥ 85%	
Unemployment rate		≤ unemployment rate of the population aged 18-29 with high school credentials or less	

1. Please consult the 2023-24 Standards Manual for a current description of each measure.
2. FTE student enrolment targets as of June 21, 2023
3. Student Transitions Project, fall 2022 submission. Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as SkilledTradesBC, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the 2019-20 to 2021-22 fiscal years. Targets are set in the previous reporting year for the next reporting cycle. Targets are not assessed where three years of credentials are not reported or fewer than 10 credentials are awarded in a given year. See the 2023-24 Standards Manual for details.

Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation

Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action, Articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples and In Plain Sight: addressing Indigenous-specific racism and discrimination in B.C. Health Care report recommendations at Public Post-Secondary Institutions in BC.

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

TRUTH AND RECONCILIATION COMMISSION’S (TRC) CALLS TO ACTION

1: SOCIAL WORK	
We call upon the federal, provincial, territorial and Aboriginal governments to commit to reducing the number of Aboriginal children in care by . . . ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools . . . ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In Progress	Engaged in Coyote Project meetings and funding (e.g. drum-making workshops for faculty/staff led by a Secwépemc Knowledge Keeper; tour of former Kamloops Indian Residential School; purchased Giant Indigenous Peoples of Canada Atlas floor map).
In progress	Create space that is welcoming for Indigenous students and staff. Priority for 2024-25 is the procurement of Indigenous art for public spaces in AE, the ECE building and the new deans’ office space.
In progress	Collaborate with Indigenous peoples: invite participation by Elders, Knowledge Keepers in programming and EDSW initiatives. We have established relationships with some TRU Elders and will continue to nurture these connections so that we can create protocols for hosting Elders in our faculty.

Planned	Establish a process for all students to share ideas, concerns and complaints using a decolonized framework. In consultation with the Office of Indigenous Education, students, staff and faculty will be invited to brainstorm what a decolonized framework in EDSW might look like.
Planned	Increase understanding and awareness of the TRC and UNDRIP for faculty and staff. We will arrange an UNDRIP 101 for a Faculty Council meeting in 2024-25.

12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In progress	Began 24-month initiative to indigenize ECE curriculum (in partnership with CELT)
In progress	Engaged in Coyote Project meetings and funding (e.g. drum-making workshops for faculty/staff led by a Secwépemc Knowledge Keeper; tour of former Kamloops Indian Residential School; purchased Giant Indigenous Peoples of Canada Atlas floor map).
In progress	Create space that is welcoming for Indigenous students and staff. Priority for 2024-25 is the procurement of Indigenous art for public spaces in AE, the ECE building and the new deans' office space.
In progress	Collaborate with Indigenous peoples: invite participation by Elders, Knowledge Keepers in programming and EDSW initiatives. We have established relationships with some TRU Elders and will continue to nurture these connections so that we can create protocols for hosting Elders in our faculty.
Planned	Establish a process for all students to share ideas, concerns and complaints using a decolonized framework. In consultation with the Office of Indigenous Education, students, staff and faculty will be invited to brainstorm what a decolonized framework in EDSW might look like
Planned	Increase understanding and awareness of the TRC and UNDRIP for faculty and staff. We will arrange an UNDRIP 101 for a Faculty Council meeting in 2024-25.

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In progress / ongoing	<p>TRU honours the decade Indigenous languages (2022-2032) and the preservation & revitalization of Indigenous languages by increasing Indigenous language delivery of the nations in our service area.</p> <p>TRU Faculty of Arts increased the number of Indigenous languages offered https://www.tru.ca/indigenous/learning-secwepemctsin.html</p> <p>Consultation with Tk’emlúps te Secwépemc and Chief Atahm as to needs and future directions</p> <p>TRU offers FREE Secwépemc language classes to all employees</p> <p>Education & Social Work has an annual Affiliation/Partnership agreement with Chief Atahm Secwépemc immersion K-12 school in Chase that is renewed annually and administered by Chief Atahm School.</p>

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.

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

24: MEDICAL AND NURSING SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	Modification of the Open Learning HCA program to increase access to health education in rural and remote Indigenous communities.
In progress	The Mobile Simulation Lab (paid by a donor) will be operational Fall 2024 bringing healthcare education to rural and remote communities, including indigenous communities.
In progress	More than 90 per cent of faculty and staff have completed the online San'Yas Indigenous Cultural Safety training (newer staff and faculty still require this opportunity). BScN students who complete a preceptorship in an Indigenous community are required to complete this course
Ongoing	<p>Students complete the "4 Seasons of Reconciliation" course as part of their program curriculum.</p> <p>Students participate in an annual 'On the Land' Orientation hosted by Tk'emlúps te Secwépemc and T'exelcemc te Secwépemc .</p>
Complete	Faculty attended four Indigenous Teaching and Learning Sessions with Laura Grizzlypaws offered through CELT, specific to nursing education.

In progress	Collaboration with UVIC, UBC, TWU, and UBCO to implement in Fall 2024 the Indigenous Graduate Education for Nurses (IGen) Pathway. Annualized funding from the Ministry of Post Secondary and Future Skills to support 16 Indigenous graduate students.
Ongoing	Continued work with Indigenous communities to identify and grow opportunities for: <ul style="list-style-type: none"> • Practicum learning opportunities in the undergraduate and MN-NP programs. • Potential project opportunities in MN program and possible new interprofessional program with a focus on Indigenous, rural and remote health. • Working with provincial health authorities to identify need for HCA-PP and PN support through hybrid OL programming. The School has had great success with the HCA program, maintaining a high degree of retention and student success through support to navigate systems, maintain hope and confidence, and tutoring support for academic success. • Implement mobile lab in conjunction with remote learning.
Ongoing	Recruit Indigenous Faculty. One additional Indigenous scholar and nurse educator has been added to the School of Nursing faculty complement.
Ongoing	This past year, discussions with a potential cultural advisor took place, but this did not result in a filled position. Continued recruitment for Indigenous Cultural Advisor/Elder/Knowledge Keeper for School of Nursing.

28: LAW SCHOOLS	
We call upon law schools in Canada to require all law students to take a course in 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.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

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

57: PUBLIC SERVANTS	
<p>We call upon federal, provincial, territorial and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>In progress / on going</p>	<ul style="list-style-type: none"> • TRU continues its partnerships for training and learning opportunities for all levels of the federal government and ministry organizations. We also work with Industry and corporations for learning opportunities and knowledge exchange. • The Office of Indigenous Education is working with People & Culture on a Secwépemc 101 and Indigenous 101 training module for all TRU employees • The Masters of Arts in Human Rights and Social Justice launched in Fall 2022 and is designed for Public Servants and Social Activists contains required courses on Indigenous Ways of Knowing

62: TEACHER EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In progress	Continued BEd Indigenous cohort
In progress	Engaged in Coyote Project meetings and funding (e.g. drum-making workshops for faculty/staff led by a Secwépemc Knowledge Keeper; tour of former Kamloops Indian Residential School; purchased Giant Indigenous Peoples of Canada Atlas floor map).
In progress	Create space that is welcoming for Indigenous students and staff. Priority for 2024-25 is the procurement of Indigenous art for public spaces in AE, the ECE building and the new deans' office space.
In progress	Collaborate with Indigenous peoples: invite participation by Elders, Knowledge Keepers in programming and EDSW initiatives. We have established relationships with some TRU Elders and will continue to nurture these connections so that we can create protocols for hosting Elders in our faculty.
Planned	Establish a process for all students to share ideas, concerns and complaints using a decolonized framework. In consultation with the Office of Indigenous Education, students, staff and faculty will be invited to brainstorm what a decolonized framework in EDSW might look like
Planned	Increase understanding and awareness of the TRC and UNDRIP for faculty and staff. We will arrange an UNDRIP 101 for a Faculty Council meeting in 2024-25.

86: JOURNALISM AND MEDIA SCHOOLS

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

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

92: BUSINESS SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none"> • Development of faculty competency in curriculum relating to de-colonization and Indigenization via workshops, guest speakers, faculty education and community partnerships.
Implemented	<ul style="list-style-type: none"> • Recruitment of an Indigenous scholar in management and law.

New and ongoing	<ul style="list-style-type: none"> Partnered through strategy input, participation and financial support with the Luminary initiative of Indigenous Works, a social enterprise with a mandate to improve the inclusion and engagement of Indigenous people in the Canadian economy.
-----------------	--

ARTICLES OF THE UNITED NATIONS DECLARATION (UN DECLARATION) ON THE RIGHTS OF INDIGENOUS PEOPLES

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION	
<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><i>Article 14</i></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><i>Article 15</i></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><i>Article 21</i></p> <p>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>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

New	<p>TRU has appointment DeDe DeRose as the university’s new chancellor, with her term commencing on March 1. DeRose is a prominent advocate for Indigenous education and a figure deeply embedded in the educational landscape of British Columbia. She is a member of the Esk’etemc First Nation and her Secwépemc name is Tse7ekw te Spi7uw (Sunrise Golden Eagle), which means Divine Spirit giving warmth, light and life.</p> <p>https://inside.tru.ca/2024/02/23/tru-appoints-respected-bc-educational-leader-as-new-chancellor/#:~:text=TRU%20appoints%20respected%20BC%20educational%20leader%20as%20new%20chancellor,-February%202023%2C%202024&text=KAMLOOPS%20%E2%80%93%20Thompson%20Rivers%20University%20(TRU,term%20commencing%20on%20March%202024</p>
Ongoing	<p>TRU and Tkemlúps te Secwépemc (TteS) established an agreement in 2017 and renewed it in 2021. It increases access for TteS students at TRU. This renewed relationship spotlights student success and develops training and trades programs specifically tailored to the needs of TteS students.</p> <p>https://inside.tru.ca/2021/04/16/tru-tk%CC%93emlups-increase-education-access-with-renewed-agreement/</p>
Ongoing	<p>Indigenous staff, faculty and Elder involvement on all TRU hiring committees</p>
Ongoing	<p>TRU funds and supports a permanent ongoing administration Secwépemc cultural advisor position in the office of Indigenous Education. This position is broad based and works with all faculties, departments, divisions and senior administration.</p>
Ongoing	<p>TRU embeds Secwépemc language at all levels and aspects of the university. For example, the territorial acknowledgement on floors one and two of Old Main and on the TRU website home page; Secwépemc greetings on all entrances of all buildings on campus; the TRU Vision statement translated into English and Secwépemc; and the inclusion of the Secwépemc language in every faculty, department and division at varying levels. All Indigenous nations are acknowledged and greetings in their respective languages are included in marketing materials.</p>

Ongoing	<p>TRU has introduced an Institutional Learning Outcome (ILO) that all baccalaureate degree students will achieve as part of the completion of their degree. It is focused on Indigenous knowledges and ways. The Indigenous Knowledges and Ways ILO requires a TRU graduate recognizes and respects the value of Indigenous knowledges and ways.</p> <p>https://www.tru.ca/current/enrolment-services/course-registration/institutional-learning-outcomes.html</p>
Completed	All TRU Senate committees have adopted UNDRIP into their terms of reference.
Ongoing	<p>Faculty of Arts:</p> <ul style="list-style-type: none"> • Newly created, faculty-led Arts Decolonization and Indigenization committee has engaged several initiatives • Engaged Indigenous speakers to guide and instruct Arts faculty members in aspects of decolonization and Indigenization • Worked extensively with departments in Arts faculty to rewrite tenure and promotion documents to enable success of Indigenous faculty and the engagement with Indigenous ways of knowing. • Enacted academic advising strategies to assist Indigenous students and eliminate achievement gaps.
New/ongoing	<p>Faculty of Adventure, Culinary Arts and Tourism</p> <ul style="list-style-type: none"> • Adventure Studies handbooks (used by faculty and students) feature a welcome to Secwepemcúíecw performed by two Indigenous FACT students. • Adventure has negotiated a memorandum of understanding between TRU and Mustang Powder Lodge Inc. to provide local First Nations students with practicum opportunities in adventure tourism. • Culinary Arts is working with Feed BC to encourage a shift to more indigenous and B.C. foods in government supported institutions, including post-secondary institutions, hospitals and schools. • Thirty per cent of students in Culinary Arts programs identify as Indigenous. Faculty have introduced into the curriculum focused learning activities with local Indigenous leaders based on the production and preservation of traditional foods. Faculty have hosted virtual events for Métis youth with the goal of creating and improving their pathways to learning. • Dr. Courtney Mason has created and commenced teaching a new course, TMGT 4980 — Indigenous Tourism: Colonial Power, Politics and Practices

<p>New</p> <p>On-going</p> <p>Planned</p> <p>New and Implemented</p> <p>Implemented</p> <p>New and On-going</p> <p>New</p> <p>New</p>	<p>Bob Gaglardi School of Business and Economics</p> <ul style="list-style-type: none"> • Renewed our partnership to develop and deliver capacity-building post-secondary programming for Indigenous students with the Tulo Centre of Indigenous Economics, and entered a three-way partnership with the Tulo Centre and the University of Canterbury in New Zealand. • Continued to offer blended delivery certificates in Applied Economics and First Nations Taxation in partnership with the TULO Centre of Indigenous Economics • Began planning for new certificates, diplomas and degrees with the TULO Centre of Indigenous Economics. • In collaboration with the Tulo Centre, organized and implemented a two-week Field School for ten TRU-Tulo Indigenous students and their instructors at the University of Canterbury in New Zealand, and arranged funding to support the field school. • A cohort of Indigenous students who were enrolled in an indigenized TRU MBA program in collaboration with the Nicola Valley Institute of Technology (NVIT) have completed their programs and are graduating. • Hosted the Spring Gathering for Indigenous students in the Ch’nook Scholars program from across BC, and continued participation in the program, which is aimed at financial support, mentorship and networking for Indigenous business students. • Partnered with the Chartered Professional Accounts of BC (CPABC) and TRU Indigenous Education to host an Indigenous Pathways in Business Lunch and Learn to showcase career opportunities in business for Indigenous students, prospective students and recent alumni. • Began efforts to help facilitate and support the development of a student-led association for peer support and mentoring of Indigenous students in business.
<p>New</p>	<p>Faculty of Education and Social Work</p> <ul style="list-style-type: none"> • EDSW has established a monthly workshop series for all faculty and staff in Oral Traditions and Secwépmc Stories
<p>New/ongoing</p>	<p>Many faculties/schools have created or continue with Decolonization and Indigenization committees</p>
<p>Ongoing</p>	<p>Through the Centre for Excellence in Learning and Teaching, guided by TRU’s Indigenous educational developer, faculty have access to a week-long, land-based education immersion retreat in Wells Gray Provincial Park. The retreat allows faculty and staff to develop an in-depth understanding of land-based learning principles based on respect, responsibility, reciprocity and relationality. The retreat was offered in 2022 and 2023, and TRU intends to offer the retreat on an annual basis. Faculty from across the institution, representing a diversity of disciplines, attend each year.</p>

New	<p>In the Centre for Excellence in Learning and Teaching, the Indigenous educational developer, the director and the executive director collaboratively designed a new three-year support program, the Indigenous Teaching and Learning Program (ITLP), to support academic programs in achieving meaningful progress with respect to TRU’s responsibilities under the TRC. The ITLP emphasizes the importance of relationships building with Secwépemc hosts and honouring their traditions, knowledge and educational practices within TRU academic programs. The structure of the ITLP involves:</p> <ul style="list-style-type: none"> • Year 1: Learning and planning • Year 2: Actioning • Year 3: Reflecting and discussing for sustainable change
New	<p>Priority registration: All self-identified First Nations, Inuit and Métis students are provided with registration dates and times on the first day of registration for fall and winter course registration, regardless of year level and GPA</p>
New	<p>TRU Admissions worked with academic units and the Indigenous Education office on several pilot cohort intakes in 2023, including the following:</p> <ul style="list-style-type: none"> • Certificate in Indigenous Studies and education programming with Chief Atahm • Adult Basic Education/UEPrep in Lillooet and at Tkemlúps te Secwépemc • Good Medicine social work programming for PhD cohort with University of Saskatchewan at Tkemlúps te Secwépemc • First Nations Tax Administration Certificate • First Nations Applied Economics Certificate • First Nations Lands Management Certificate • Future Students Apps on the Spot in Indigenous communities <p>Adaptations for these pilot intakes included application fee waivers, customized timelines and communications, paper applications received and processed in bulk, and expanded offer package and acceptance letter information.</p>
New	<p>Beginning in June 2023, Indigenous students who choose to provide their First Nation when registering to attend convocation will have their First Nation listed in the convocation booklet next to their name, similar to how we have for many years listed the country of origin for international students.</p>
Ongoing	<p>The TRU Library is working to adapt and implement CFLA-FCAB's TRC recommendations to ensure that Indigenous peoples’ knowledge is respectfully and appropriately represented in our library.</p>

Planned	The Office of Quality Assurance will introduce a new module in the current program review process for the Indigenization of curriculum and response to the Truth and Reconciliation Commission’s Calls to Action. This will allow the programs to work closely with the Office of Quality Assurance and CELT to better understand how changes are to be introduced in the curriculum to incorporate Indigenous knowledge and ways of knowing.
Complete	In 2022, TRU conducted an audit of its programs and courses for outdated language regarding Indigenous peoples. The audit identified hundreds of instances of offensive terminology. Subsequently, Senate approved a motion to update the language to reflect terminology that is respectful of Indigenous peoples. Members of Indigenous Education, Office of Quality Assurance and Centre for Excellence in Learning and Teaching worked closely with academic departments to update programs and courses.

Content Copy Only

IN PLAIN SIGHT REPORT RECOMMENDATIONS REPORTING FOR POST-SECONDARY INSTITUTIONS

In Plain Sight recommendation #8 - please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.	
Program Name	Accreditation Standard Details (If none exist, N/A)
HCA	BC HCA Provincial Curriculum 2023 <ul style="list-style-type: none"> 3.6 Discuss diverse practices in health and healing, including the role of traditional medicines, healing practices, and alternative forms of healing. 3.7 Explain the impact of inequity and discrimination on the quality of care. 3.8 Define cultural safety and cultural humility. 3.9 Describe how to provide culturally safe and sensitive care, including how to consider Indigenous history, cultural practices, traditional healing practices and medicines, and different community norms and protocols.
PN	<ul style="list-style-type: none"> https://www.bccnm.ca/RN/PracticeStandards/Pages/CulturalSafetyHumility.aspx
BScN	<ul style="list-style-type: none"> https://www.bccnm.ca/RN/PracticeStandards/Pages/CulturalSafetyHumility.aspx Standard 4: Program Framework and Curriculum - #14: The curriculum addresses Action 24 of the Truth and Reconciliation Commission programs of nursing to integrate the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism (CASN, 2020).
MN-NP	<ul style="list-style-type: none"> https://www.bccnm.ca/RN/PracticeStandards/Pages/CulturalSafetyHumility.aspx
RRNP	<ul style="list-style-type: none"> https://www.bccnm.ca/RN/PracticeStandards/Pages/CulturalSafetyHumility.aspx

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

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

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

In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

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

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

In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

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

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



Date: May 8, 2024

To: Senate and Board

From: Michael Bluhm, AVP Enrolment Services & University Registrar

Re: **2025/26 and 2026/27 Academic Schedule of Dates**

FOR INFORMATION

The following dates for the 2025/26 and 2026/27 Academic Schedule have been established as per Board policy BRD 26-0, Annual Academic Schedule. Other operational dates, deadlines, and recognized holidays are also included for information.

A handwritten signature in black ink, appearing to read 'Michael Bluhm'.

Michael Bluhm
AVP Enrolment Services & University Registrar

For information May 2024 following revisions to policies ED 03-9 and BRD 026

FOR INFORMATION

2025 – 2026 Academic Schedule

Term/Intersession	Fall Term 2025 (Sept-Dec)	Winter Term 2026 (Jan – Apr)	Two-term courses (Sept – Apr)		Summer Term 2026 (May – Aug)	Summer Intersession 1 (May – June)	Summer Intersession 2 (June – Aug)
Class Dates							
Orientation day	September 2, 2025						
Start of classes	September 3, 2025	January 12, 2026	September 3, 2025		May 11, 2026	May 11, 2026	June 29, 2026
Mid-term break	November 7-10, 2025	February 17-20, 2026	Nov. 7-10, 2025	Feb. 17-20, 2026			
End of classes	December 5, 2025	April 14, 2026	April 14, 2026		August 14, 2026	June 26, 2026	August 14, 2026
Last day to withdraw from a course with no academic penalty	October 24, 2025	March 13, 2026	January 30, 2026		July 3, 2026	May 29, 2026	July 17, 2026
Exams & Grades							
Start of examinations	December 8, 2025	April 16, 2026	April 16, 2026		The exam period for summer courses is included in the term.		
End of examinations	December 20, 2025	April 29, 2026	April 29, 2026				
Final day for faculty to submit semester grades (as per Policy ED 3-11)	January 6, 2026	May 6, 2026	May 6, 2026		August 21, 2026	July 6, 2026	August 21, 2026

2025 – 2026 Operational Dates and Deadlines

Term/Intersession	Fall Term 2025 (Sept-Dec)	Winter Term 2026 (Jan – Apr)	Two-term courses (Sept - Apr)	Summer Term 2026 (May – Aug)	Summer Intersession 1 (May-Jun)	Summer Intersession 2 (June – Aug)
Registration Dates						
Registration Opens	June 2025	June 2025	June 2025	March 2026	March 2026	March 2026
Registration Deadline	August 29, 2025	January 9, 2026	August 29, 2025	May 8, 2026	May 8, 2026	June 26, 2026
End of course change period (add/drop/audit, late registration)	September 16, 2025	January 23, 2026	September 16, 2025	May 25, 2026	May 15, 2026	July 6, 2026
Tuition & Refund Dates						
Due date for tuition and fee payment (Domestic and International)	August 29, 2025	January 9, 2026	August 29, 2025	June 26, 2026	June 26, 2026	June 26, 2026
End of 100% refund period (minus tuition deposit) (Domestic students only)	September 16, 2025	January 23, 2026	September 16, 2025	May 25, 2026	May 15, 2026	July 6, 2026

2025 – 2026 Other Important Dates

Deadline to apply to graduate for Fall Convocation	July 31, 2025
Deadline for program advisors to submit lists of eligible graduates for Fall Convocation	Four weeks prior to Convocation
Fall Convocation – Kamloops	October 2025 TBA
Fall Mid-term Break (no classes, campus open)	November 7-10, 2025
Winter Mid-term Break	February 17-20, 2026
Campus Wide Professional Development Day	February 18, 2026
Deadline to apply to graduate for Spring Convocation	March 31, 2026
Deadline for program advisors to submit lists of eligible graduates for Spring Convocation	Four weeks prior to Convocation
Spring Convocation - Kamloops	June 2026 TBA

2025 – 2026 Recognized Statutory Holidays (University Closed)

Labour Day	September 1, 2025
National Day for Truth and Reconciliation	September 30, 2025
Thanksgiving Day	October 13, 2025
Remembrance Day	November 11, 2025
Winter Break	December 25, 2025 - January 1, 2026
BC Family Day	February 16, 2026
Good Friday	April 3, 2026
Easter Monday	April 6, 2026
Victoria Day	May 18, 2026
Canada Day	July 1, 2026
British Columbia Day	August 3, 2026

FOR INFORMATION

2026 – 2027 Academic Schedule

Term/Intersession	Fall Term 2026 (Sept-Dec)	Winter Term 2027 (Jan-Apr)	Two-term courses (Sept-Apr)		Summer Term 2027 (May-Aug)	Summer Intersession 1 (May-June)	Summer Intersession 2 (June-Aug)
Class Dates							
Orientation day	September 8, 2026						
Start of classes	September 9, 2026	January 11, 2027	September 9, 2026		May 10, 2027	May 10, 2027	June 28, 2027
Mid-term break	November 12-13, 2026	February 16-19, 2027	Nov. 12-13, 2026	Feb. 16-19, 2027			
End of classes	December 8, 2026	April 13, 2027	April 13, 2027		August 13, 2027	June 25, 2027	August 13, 2027
Last day to withdraw from a course with no academic penalty	October 30, 2026	March 12, 2027	January 29, 2027		July 2, 2027	May 28, 2027	July 16, 2027
Exams & Grades							
Start of examinations	December 10, 2026	April 15, 2027	April 15, 2027		The exam period for summer courses is included in the term.		
End of examinations	December 23, 2026	April 28, 2027	April 28, 2027				
Final day for faculty to submit semester grades (as per Policy ED 3-11)	January 8, 2027	May 5, 2027	May 5, 2027		August 20, 2027	July 5, 2027	August 20, 2027

2026 – 2027 Operational Dates and Deadlines

Term/Intersession	Fall Term 2025 (Sept-Dec)	Winter Term 2027 (Jan-Apr)	Two-term courses (Sept-Apr)	Summer Term 2027 (May-Aug)	Summer Intersession 1 (May-Jun)	Summer Intersession2 (June-Aug)
Registration Dates						
Registration Opens	June 2026	June 2026	June 2026	March 2027	March 2027	March 2027
Registration Deadline	September 4, 2026	January 8, 2027	September 4, 2026	May 7, 2027	May 7, 2027	June 25, 2027
End of course change period (add/drop/audit, late registration)	September 22, 2026	January 22, 2027	September 22, 2026	May 21, 2027	May 14, 2027	July 5, 2027
Tuition & Refund Dates						
Due date for tuition and fee payment (Domestic and International)	September 4, 2026	January 8, 2027	September 4, 2026	June 25, 2027	June 25, 2027	June 25, 2027
End of 100% refund period (minus tuition deposit) (Domestic students only)	September 22, 2026	January 22, 2027	September 22, 2026	May 21, 2027	May 14, 2027	July 5, 2027

2026 – 2027 Other Important Dates

Deadline to apply to graduate for Fall Convocation	July 31, 2026
Deadline for program advisors to submit lists of eligible graduates for Fall Convocation	Four weeks prior to Convocation
Fall Convocation – Kamloops	October 2026 TBA
Fall Mid-term Break (no classes, campus open)	November 12-13, 2026
Winter Mid-term Break	February 16-19, 2027
Campus Wide Professional Development Day	February 17, 2027
Deadline to apply to graduate for Spring Convocation	March 31, 2027
Deadline for program advisors to submit lists of eligible graduates for Spring Convocation	Four weeks prior to Convocation
Spring Convocation - Kamloops	June 2027 TBA

2026 – 2027 Recognized Statutory Holidays (University Closed)

Labour Day	September 7, 2026
National Day for Truth and Reconciliation	September 30, 2026
Thanksgiving Day	October 12, 2026
Remembrance Day	November 11, 2026
Winter Break	December 25, 2026 - January 1, 2027
BC Family Day	February 15, 2027
Good Friday	March 26, 2027
Easter Monday	March 29, 2027
Victoria Day	May 24, 2027
Canada Day	July 1, 2027
British Columbia Day	August 2, 2027



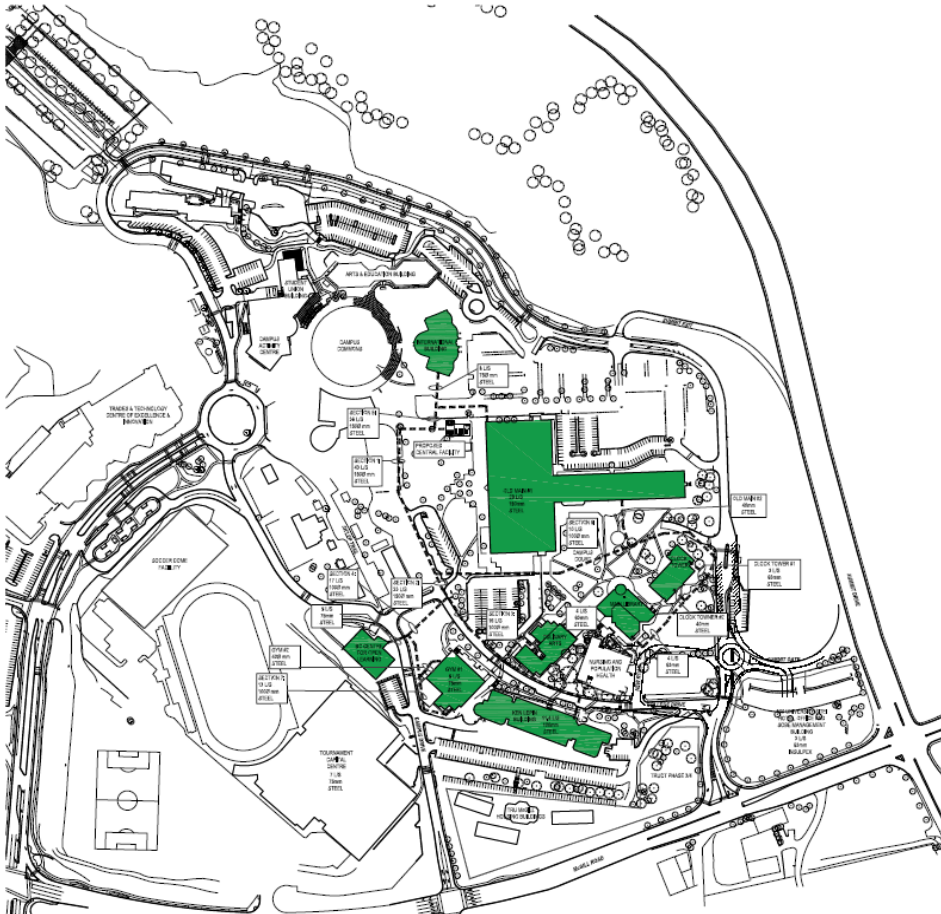
Thompson Rivers University

Capital Project Update

JUNE 2024

Low Carbon District Energy

STATUS – in progress



Budget

\$15 M

- budget allocation for TRU scope: Energy Centre and in-building retrofit work

Completion

- design nearly complete
- CM procurement in progress
- ground breaking expected Fall 2024

Scope

- construction energy centre with mechanical units and sustainability offices to supply sustainability heating to campus buildings to support TRU's sustainability goals

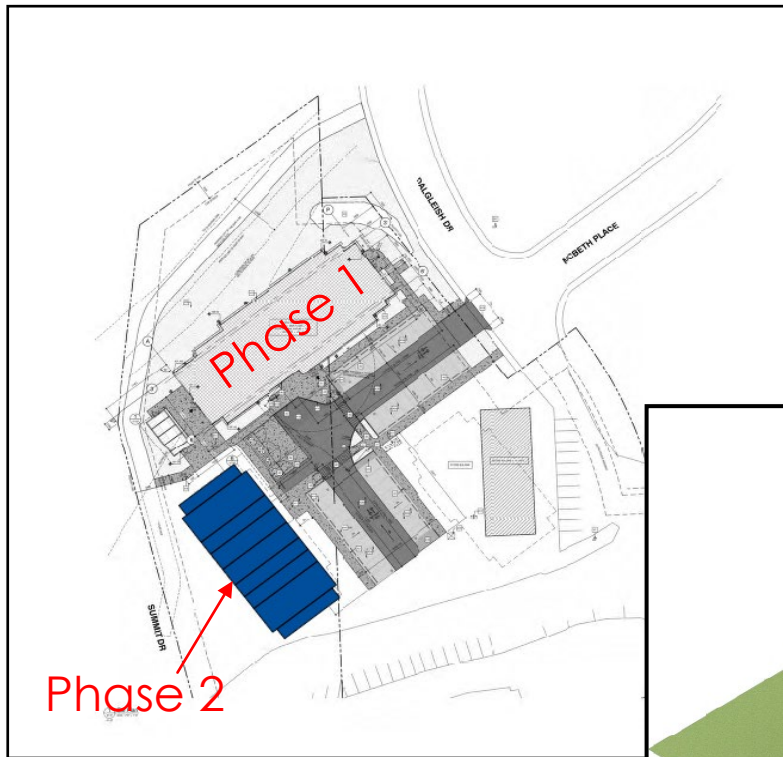
General Contractor

TBD

East Village Student Housing – “name tbd”

STATUS - not started

Phase 2



Budget

\$31 M

Completion

September 2026

- *timeline contingent on ministry funding approval. Business case submitted and under Ministry review currently*

Scope

- 54 unit, 74 bed student housing at 620 Dalgleish/704 McGill; modular or hybrid construction method
- phase 2 of anticipated 3 phase build out

General Contractor

TBD

Culinary Arts

STATUS – in progress

Culinary Arts Entrance Modernization



Budget

\$200k

Completion

Sept 2024

Scope

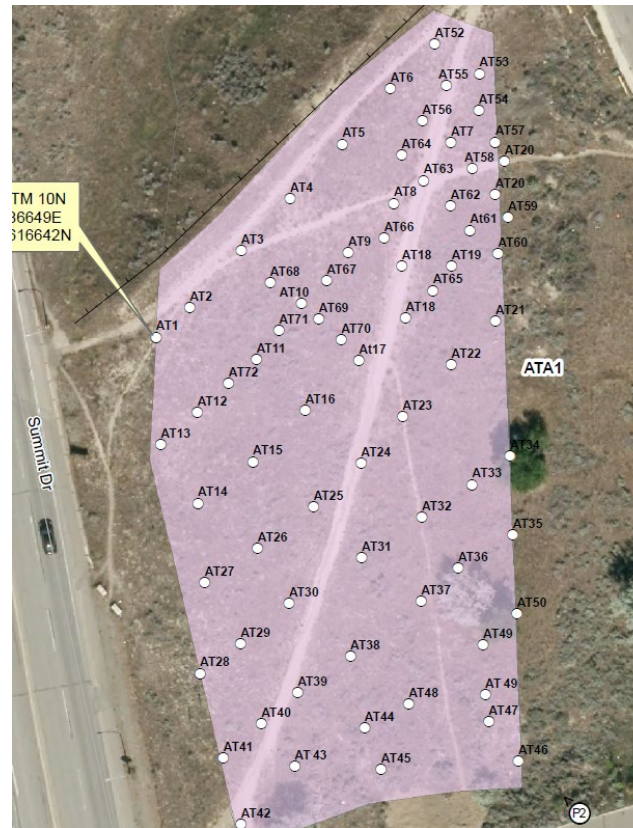
- repair and clean up meat shop entrance and main entrance; modernize exterior

General Contractor

Garry Fearey

Archaeology

STATUS – complete



Budget

IEC: \$13,400

BCWF: \$50k

Traffic Circle: \$5,200

Completion

Spring 2024

Scope

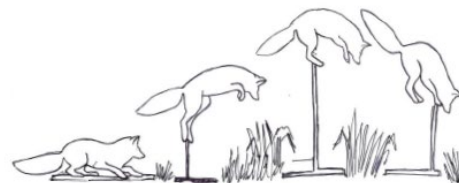
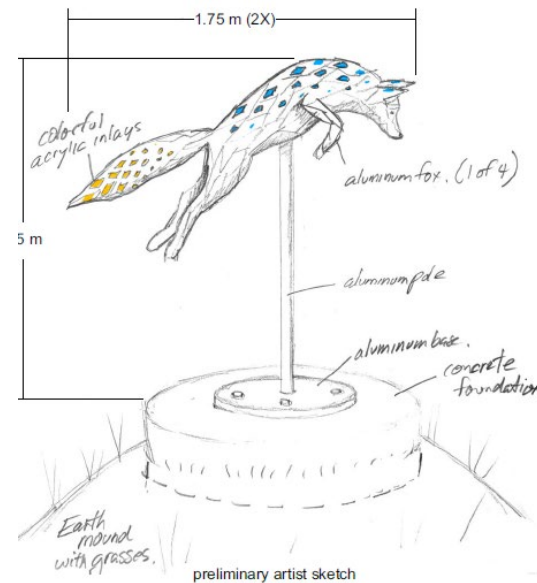
- Archaeology investigation on various development sites
- Negative results for these sites

General Contractor

TteS Natural Resource Branch
Page 252 of 263

Traffic Circle by Trades & Tech

STATUS – complete



Budget

\$555,000k

Completion

May 2024

- fox art installation September 2024

Scope

- install landscaping at traffic circle by trades and tech;
incorporate indigenous foxes according to cultural folklore

General Contractor

New Rhodes Construction

Indigenous Education Centre

STATUS – in progress



Budget

\$22M

Completion

- detailed design
- ground breaking expected Fall 2024

Scope

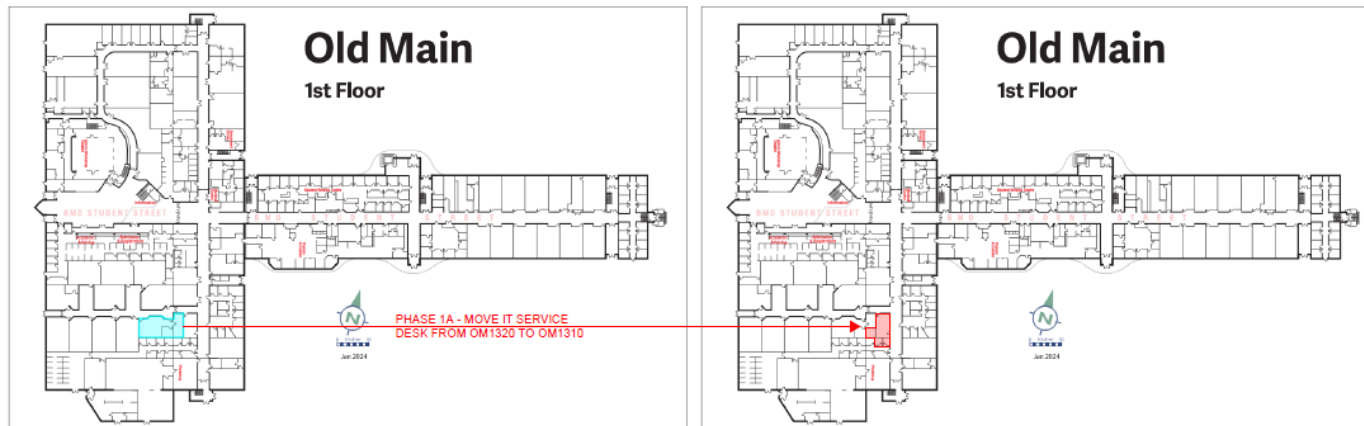
- create Indigenous Education Centre in partnership with T'kemlups te Secwepemc with offices, gathering and classroom space

General Contractor

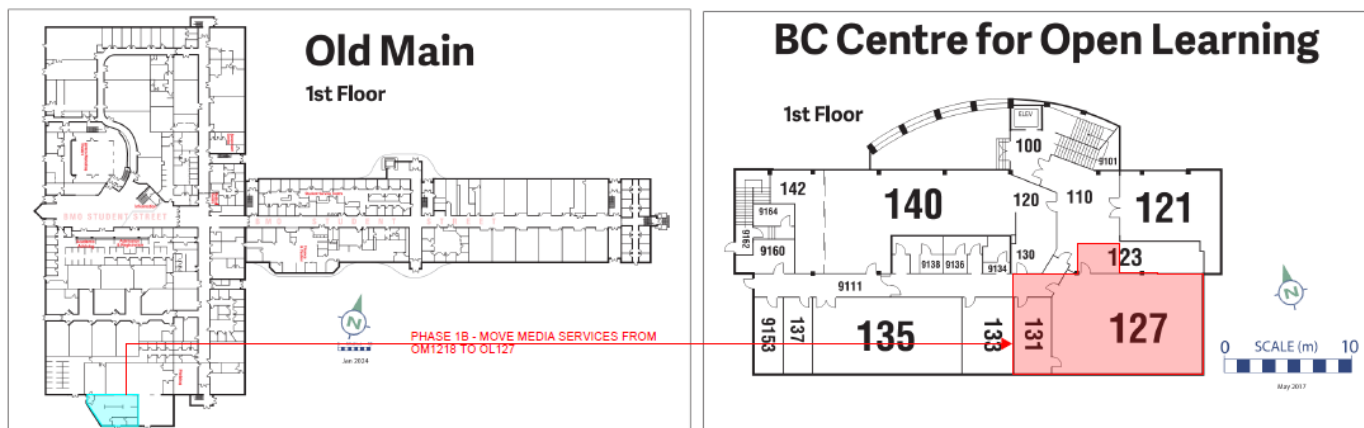
- architectural – Stantec/Patrick Stewart (Indig. Architect)

BCCOL/OM Move

STATUS – in progress



PHASE 1A - PHASING PLAN



Budget
\$2M

Completion
- renovations and moves and department relocation in progress

Scope
- renovate space in Old Main, BCCOL and House of Learning to create optimal space and functionality with departments

General Contractor
• Garry Feary (+ various subs)

UCH Electrification

STATUS – complete



Budget

\$3.4 M

Completion

-complete

Scope

- install electrical heat pumps to provide electric heating to Upper College Heights

General Contractor

- Acres

A&E 300 + 304

STATUS – in progress



Budget

\$200k

Completion

-in progress

Scope

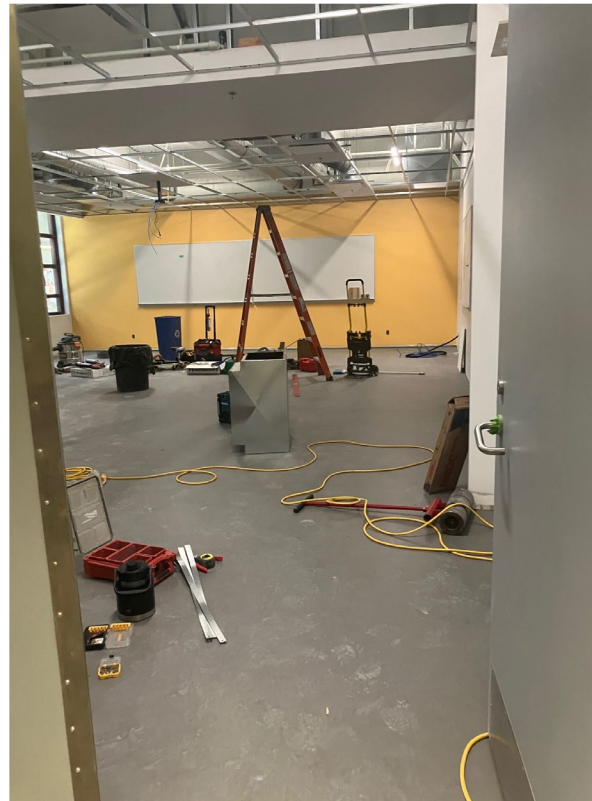
- renovate to increase seating capacity in classrooms
AE 300 + 304

General Contractor

- Garry Feary

Trades & Tech Modernization

STATUS – in progress



Budget

\$1M

addit'l scope and budget under review; requires approval

Completion

-in progress

Scope

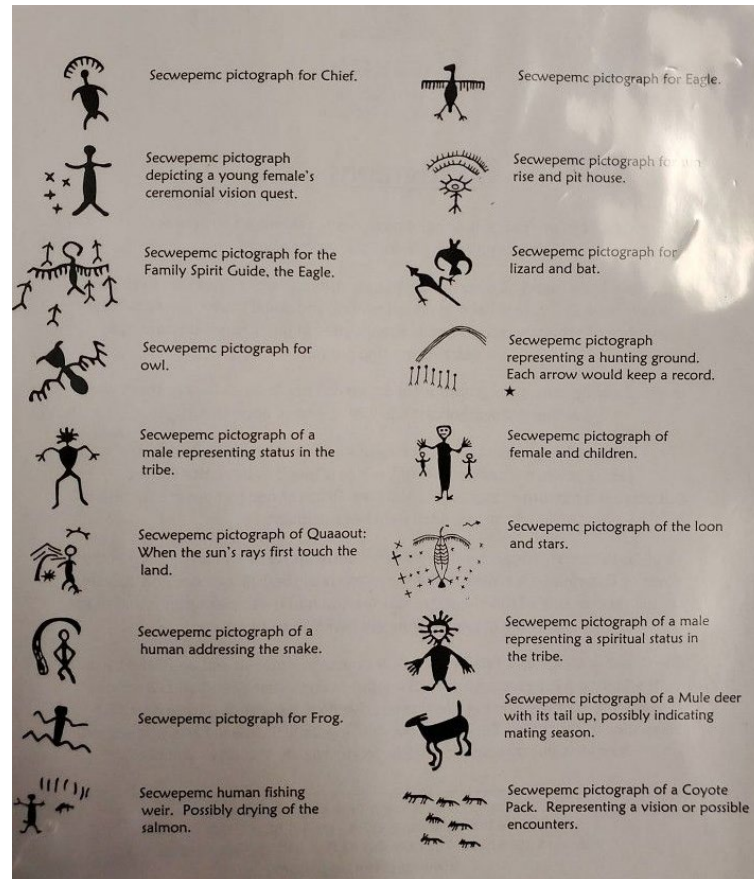
- renovate classrooms and corridors including lighting, flooring, furniture, paint, AV

General Contractor

- Garry Feary (+ subs)

Indigenous Building Naming

STATUS – in progress



Budget

\$100k

Completion

September 2024

Scope

- Installing Indigenous names to student housing buildings and complexes

General Contractor

Funk Signs



THOMPSON RIVERS UNIVERSITY

Date: June 4, 2024

To: Brett Fairbairn, President & Vice-Chancellor

From: Matt Milovick, Vice-President Administration and Finance

Re: Ministry of Environment (MoE) – Certificate of Compliance (CofC)

Executive Summary: This report is being presented to the Board of Governors **FOR INFORMATION**. In May 2024, TRU received its Certificate of Compliance from the Ministry of Environment which means TRU is now eligible to apply to the City of Kamloops to receive building permits for capital projects on campus.

Purpose: The purpose of this memo is to provide the Board an update on the status of TRU's campus lands with respect to its Certificate of Compliance from the Ministry of Environment.

Background: The University in a land swap with the City, in or about 2009, obtained title to the northwest corner of McGill Road and Summit Drive (the address of this site is 800 University Avenue). A small portion of that site was within the historic land fill contaminated site. In 2008, the City of Kamloops obtained an Approval in Principle ("AIP") from the MoE accepting its remediation plan for the old McGill Road Landfill which included this site. In 2016 the University undertook a consolidation of a number of land parcels including this site and created a single parcel about 200 acres in size comprising most of the campus.

In November 2021, as TRU was preparing to subdivide lands for a potential TRU Property Trust development, TRU was informed by the City that the City would not issue any building permits for developments because they were in possession of a letter, sent to them by the MoE in August 2021, that stated that amendments to BC's Environmental Management Act which came into effect in February 2021, impacted the application for redevelopment of lands formerly used for industrial sites. The changes automatically required the applicant to undertake site investigations and to submit a site disclosure statement before development is approved. In the absence of an applicable exemption, the City could not approve applications for building permits until a CofC had been issued

by the MoE. TRU has been working with the TRU Property Trust, the City and environmental consultants to fulfill this requirement.

Discussion: In May 2024, TRU received its CofC from the MoE and TRU is now free to apply for building permits on its campus for the purposes of capital development. It should be noted that TRU has constructed buildings in the last few years during this period on sites that had not been consolidated with the main campus (e.g. the Wildfire research centre and the East Village residences). Administration would specifically like to acknowledge the work of the TRU Property Trust President, Jennifer Stites, and her team and Stites Co., for moving this project forward. Without their involvement and expertise, it is highly probable that TRU would still be working to resolve this issue.

Risks: Any further delays to this approval had the very real potential to put the building schedules for the Indigenous Education Centre and the Low Carbon District Energy system at risk. Having now received the approvals, these projects are both on schedule and will not experience delays as a result of this issue.

Budgetary Implications: n/a

Recommendation: This report is for information only.



THOMPSON RIVERS UNIVERSITY

Date: June 4, 2024

To: Brett Fairbairn, President & Vice-Chancellor

From: Matt Milovick, Vice-President Administration and Finance

Re: Toxic Drug Crisis Training, Education and Response on Campus

Executive Summary: This report is being presented to the Board of Governors **FOR INFORMATION**. The toxic drug problem in British Columbia has been a major health crisis for several years. In 2023, a University of Victoria student died on campus after having consumed toxic drugs and her mother, a physician in Vancouver, has been driving a provincial response to this issue. A task force, structured in a similar way to the COVID-19 task force, has been assembled by the province with a view to providing go-forward guidelines for campuses to implement this fall. The following provides an overview of some of the training and education that TRU has undertaken to date.

Purpose: The purpose of this memo is to provide the Board an update on the TRU's education, training and response that is related to the toxic drug crisis.

Background: In January 2024, a student at the University of Victoria died as a result of ingesting a toxic drug. Her mother, a doctor from Vancouver, has written an [open letter to David Eby](#) requesting changes to education and training to prevent these deaths.

Discussion: The following summarizes the training and education that TRU has done to respond to this issue:

- **Campus Security (Paladin):** Paladin officers are training to recognize signs of overdoses. On every shift, there is a Level-2 First Aid responder who carries a naloxone kit. There are normally 4 officers on duty 24-7. Paladin does not currently carry nasal naloxone.
- **Campus Residence Staff (Campus Living Centres):** Residence Advisors receive naloxone training as part of their mandatory first aid training. In addition, specific training on naloxone administration has been

done by the Campus Wellness Centre with campus Residence Advisors and each Residence Advisor has their own injection naloxone kits. Injectable naloxone is also available at the front desks of each of the residence complexes. The Dean of Students has recently reached out to CLC staff to evaluate current practices and potentially look at augmentations. There is no nasal naloxone currently available at the residences.

- **TRU's Wellness Centre:** TRU's Wellness Centre offers injection naloxone kits for individuals and provides on-site training on their use. TRU shares information regarding kit availability and training in various ways, including a [fentanyl webpage](#).
- **Trades and the Drug Opioid Crisis Research Initiative:** In collaboration with the Provost's Office, TRU's School of Trades and Technology have been active in this space. One of those initiatives is the development of a micro-credential for those enrolled in trades apprenticeship programs. More information about this can be found at "[Lived experience holds new hope for BC's toxic drug crisis](#)".

TRU will participate in the provincial planning on this issue and anticipates implementing the province's go-forward guidelines when they are available. TRU will also explore purchase of nasal naloxone in the interim.

Recommendation: This report is for information only.