Encourage, support and celebrate research, scholarship, creative works and innovation transfer that enhance the quality of education.

Increase the opportunities for students to participate in research and scholarly work, and promote the value of pure and applied research in meeting the challenges faced by the communities the university serves.

Ensure that academic curricula contribute to students’ understanding of the ways in which knowledge is obtained, evaluated, integrated, applied and disseminated and that all students have a firm understanding of academic integrity, ethics and social responsibility.

Develop strengths in pedagogical research that support ongoing improvements in the quality of teaching and learning.

Support the development of masters degree programs in areas consistent with TRU’s expertise and in which there is demonstrated need.

Raise the profile of faculty and student research and scholarly work across campus by promoting the dissemination of results, and by supporting regular research colloquia and seminars for faculty, students and interested external community constituents.

Plan and build a new Library and Learning Commons on the Kamloops campus that is designed to facilitate and support the scholarship and research activities of both faculty and students.

Recognize and celebrate the contribution of TRU alumni – both students and faculty – to research, scholarship, creative works and innovation, and knowledge transfer.

Expand professional development activities focused on teaching and learning, the integration of research activities into programs, and improving services to students and university operations.

As the University of Choice for the Integration of Research and Scholarship with Teaching and Learning, Thompson Rivers University will:

Thompson Rivers University recognizes that it is the contribution to the creation of knowledge and the application of existing knowledge to solve problems that distinguishes universities from other post-secondary institutions, and that students will benefit most from this when faculty who are actively engaged in research and scholarly work bring their expertise and experiences to their teaching. The university also believes that students benefit when they have the opportunity to participate in the processes of creation, integration, application and dissemination of knowledge, and sets as a high priority the integration of research and scholarly work with teaching and learning.

The University of Choice for the Integration of Research and Scholarship with Teaching and Learning...
From community college to research-informed university

1970 – 1989: Cariboo College served the students of Kamloops, Williams Lake and surrounding areas. Besides offering trades training, our mandate was to offer university transfer courses for those who wanted to pursue a degree. After one or two years, university transfer students left our community for universities in other cities.

1989 – 2005: Cariboo College achieved university college status and gained the ability to grant SFU and UBC degrees. More students stayed in the community for university, but many left.

2005 – 2013: UCC gains full university status and becomes TRU. Given its commitment to building research capacity, TRU is able to begin offering graduate programs and is recognized as a member of the Research Universities’ Council of BC (RUCBC).

Who comes?
- Thompson Nicola and Cariboo region students
- Thompson Nicola and Cariboo region students; some students from other provinces and countries
- Thompson Nicola and Cariboo region students; many students from other provinces and countries for both undergraduate and graduate programs

Community College Model: Students stay for 1 or 2 years for university transfer courses.

University College Model: Students stay for 1 or 2 years for university transfer courses; some are able to complete degrees at UCC.

Research-informed University Model: Serving learners and their communities through high quality and flexible education, training, research and scholarship. Both graduate and undergraduate programs are offered.

Who stays? Who leaves?
- All students wanting a university program leave for Vancouver and other cities.
- Many students wanting a university program leave for Vancouver and other cities.
- Many undergraduate students stay for their entire degrees; graduate students stay for a minimum of two years.

Who comes?
Community college
Knowledge utilization model

Accessing scholarly publications
Accessing textbooks
Attending conferences

Knowledge flows into the institution

Knowledge comes from academic disciplines and professional bodies
Accessing professional development materials and activities
Knowledge comes from other institutions

Research-informed university
Knowledge creation and mobilization model

Contributing to scholarly publications
Contributing to textbooks
Enhanced opportunities for professional development activities through the training of research assistants
Hosting conferences that bring researchers from other institutions and sharing knowledge at conferences

Contributing knowledge to academic disciplines and professional bodies
Answering questions about industry through research partnerships with industry
Answering questions about our community through research partnerships with community groups
Contributing knowledge to other institutions

knowledge flows two ways—into and from the institution

Knowledge comes from academic disciplines and professional bodies
Answering questions about our community through research partnerships with community groups

THOMPSON RIVERS UNIVERSITY

knowledge flows into the institution

Knowledge comes from other institutions
Accessing professional development materials and activities

Knowledge flows two ways — into and from the institution
A mandate and obligation to engage in research

Research is a core function of a university and an essential component of scholarship. As a university, we contribute new knowledge to our region—and beyond—by answering questions, solving problems, and responding to issues.

Research is considered one of the purposes of the university in the Thompson Rivers University Act:

*The purposes of the university are:
  (a) to offer baccalaureate and masters degree programs,
  (b) to offer post-secondary and adult basic education and training,
  (c) to undertake and maintain research and scholarly activities for the purposes of paragraphs (a) and (b),
  (d) to provide an open learning educational credit bank for students.*

TRU has a number of other research-related obligations:

- to community and industry partners who have signed research agreements with TRU researchers
- to external funding agencies who have signed agreements with TRU researchers
- to graduate students, who are required to conduct research in order to fulfill their graduation requirements
- to faculty who have been contracted to conduct research as a percentage of their workload
- to deans and chairs who have worked to develop and strengthen research capacity in their faculties and departments
- to the RUCBC, who accepted TRU as a member in 2011

How a research mandate benefits the university

Student research training by faculty gives students improved opportunities for scholarships, graduate school admissions and employment.

*Case in point: Dr. Cynthia Ross Friedman trains students in microtomy, which enhances admission chances to dental and medical school.*

Students benefit from research-informed teaching—learning from professors who are actively engaged researchers in their field.

*Case in point: Dr. Kathleen Scherf, whose research interests include mountain culture and sense of place, worked with her class on developing an interactive “deep map” of the Sun Peaks community.*

Through participating in research, students have opportunities to develop skills not only in research but also in presenting, organizing, and networking.

*Case in point: The Undergraduate Research Conference, which students help to organize, gives students an opportunity to present their research to the entire university community.*

Research opens opportunities for partnerships with non-profit groups, government groups, and community organizations. In recent years, research has been conducted in collaboration with City of Kamloops, United Way, BC Hydro, BC Lottery Corporation, Kamloops Art Gallery, Law Foundation of BC, Roots and Blues Festival, BC Ranching Task Force, The Vancouver Island Marmot Foundation, Canadian Network for Research on Terrorism, Security and Society, Elizabeth Fry Society, Interior Health Authority, ASK Wellness, and others.

Research opens opportunities for partnerships with industry. Recent industrial research partnerships include Teck - Highland Valley Copper, New Gold, Urban Systems, Rocky Mountaineer, Absorbent Products, Golder and Associates, Kota Cattlemen, and others.

The integration of research across TRU

**Curricula:** Following the 2007-2012 Strategic Plan, which stated that TRU would “ensure that academic curricula contribute to students’ understanding of the ways in which knowledge is obtained, evaluated, integrated, applied and disseminated,” curricula at TRU have been revised to accommodate research-informed teaching.

**Library Services:** The TRU Library has initiated a library liaison program to provide library support to researchers in each faculty, and to meet TRU’s obligation to share new knowledge generated at the institution.

**Purchasing:** New procedures have been developed to facilitate the purchase of research equipment, live specimens and biohazardous materials.

**Human Resources and Finance:** New systems have been put in place to facilitate the hiring of research assistants, graduate fellows, post-doctoral fellows, and teaching assistants—all of whom are hired on the basis of research involvement.

**Information Technology Services:** To facilitate data-intensive research collaborations with other institutions across Canada, membership has been established with organizations such as BCNET and CANARIE.
Strategic Plans from across Canada: what they say about research

“Teaching, research, and service form the three pillars upon which universities achieve their twin objectives of expanding and communicating knowledge. The term scholarship was chosen for this direction because it accurately reflects the Board’s belief that teaching and research, although they may be seen as separate activities, are inextricably linked and driven by a common focus on learning.”
Lakehead University, 2013-2018

“To engage all of our undergraduate students in research or experiential learning; to increase the impact of our research through enhancing capacity and building external linkages.”
UNBC, 2010 – present

“Memorial remains committed to fostering a vibrant culture of scholarly inquiry, where knowledge is created and transformed with excitement, creativity and rigor. All forms of research, creative activity and scholarship that are appropriate to the university’s many and varied disciplines are valued. To sustain such a culture of inquiry, Memorial must support the individual scholar as well as encourage multi- and interdisciplinary research collaborations. These activities must be actively supported at all levels of the university community, with a view not only to advancing scholarly knowledge but also to having an impact on external communities at local, national and international levels.”
Memorial University, 2011-14

“We create, discover, disseminate, and apply knowledge through excellence in basic and applied research of regional and global impact. …We believe that research—intellectual inquiry, study, and artistic investigation aimed at establishing facts and reaching new conclusions—is an inherent societal good and an end in itself. But, wherever possible, we connect our research to the needs and aspirations of the communities we serve.”
University of Lethbridge, 2013

“Strategic Priority: Foster excellence in research, scholarship and creativity. Through dynamic teaching, learning, research and creative activity, we develop the intellectual potential of our students, thereby enriching the material, cultural and intellectual dimensions of the communities into which they graduate.”
Brock University, 2010 – present

“Promote and reward the pursuit of excellence in teaching, research, and public service. Make the University widely known for excellence in all its activities. …Enhance the University’s distinctive programming and research profile. Capitalize on our research successes to benefit the institution, researchers, and our students.”
University of Regina, 2013

“To be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement….SFU will leverage its fundamental research strengths, including interdisciplinary research, close community connections, and partnerships and collaborations to become a global leader in research mobilization.”
Simon Fraser University, 2013

“To nurture our culture of excellence in research, scholarship and creative endeavours, enhancing UVic’s local, national and international impact and reputation as a leading, innovative, research-intensive university.”
University of Victoria, 2012 – present

“Increase campus-wide commitment to research, scholarly and artistic work….Establish the University of Saskatchewan as a major presence in graduate education.”
University of Saskatchewan, 2010 – present

“It is our goal to reaffirm our commitment to research and graduate studies and to match or exceed the productivity of our aspirational peers…[We will] maximize the opportunities for student engagement in the research process, including academic credit and recognition that student research plays an integral role in the teaching contributions of our researchers.”
Carleton University, 2009 – present

“Strategic priority: Create a more research-intensive university with graduate programs that build on academic and professional strengths. Research, scholarship and creative activity are central to all disciplines at the University of Windsor. They enrich our teaching and our society, and provide public and private sector partners with strategic alliances that facilitate the transformation of ideas into value. The expertise of faculty also provides the University’s core capacity in support of graduate programs across professional and academic disciplines.”
University of Windsor, 2010 – present

“By 2017 we will have: Integrated classroom learning with real-world experience through placements, case-based projects, independent learning, applied research, studies abroad, group work, community service or senior capstone projects, with alumni support.”
Laurentian University, 2012-2017

“The University of Manitoba will be nationally and internationally recognized for its teaching, research and creative excellence, sought after by students and faculty alike as their preferred site for study.”
University of Manitoba, 2009-2014