

## MEETING OF THE SENATE

Monday, September 28, 2026

3:30 – 5:30 PM

## AGENDA

Brown Family House of Learning, C7ístkten  
(Winter House, Room HL190)

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The public Senate meetings are live streamed, and at the meeting time, non-Senators may [click here to join the meeting](#). The live-stream of the meeting is recorded and is used to assist with preparing the minutes. Once the minutes of a meeting are approved, the recording is deleted.

1. **CALL TO ORDER — Dr. Airini**
2. **TERRITORIAL ACKNOWLEDGMENT**
3. **WELCOME NEW SENATORS**

- a. Lian Dumouchel (Faculty Senator)
- b. Chelsea Corsi (Faculty Senator)
- c. Ayobola Alalade (Student Senator)
- d. Jonathan Sholty (Student Senator)
- e. Myah Jones (Student Senator)
- f. Amisha Patel (Student Senator)

4. **MINUTES OF PREVIOUS MEETING**

[Page 3](#)

- a. Minutes of Senate Meeting of June 8, 2026 (For Decision)

5. **REPORTS OF OFFICERS**

- a. President and Vice-Chancellor — Dr. Airini
- b. Provost and Vice-President Academic — Dr. Gordon Binsted



## **6. REPORTS OF COMMITTEES**

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a. Academic Planning and Priorities Committee (For Approval) — Dr. Gordon Binsted

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b. Educational Programs Committee (Information) — Devon Graham

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c. Steering Committee (For Approval) – James Sudhoff

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d. Teaching and Learning Committee Annual Report (Information) — Brian Lamb

## **7. BUSINESS**

a. Election of Vice-Chair of Senate (For Decision) – Dr. Airini

b. Institutional Accountability Plan and Report — Dr. Airini/Dorys Crespín-Mueller

## **8. PRESENTATION**

[Page 102](#)

a. Strategic Internationalization Plan Implementation Annual Report 2026 – Justin Kohlman/Baihua Chadwick

## **9. QUESTION PERIOD**

## **10. NEXT SENATE MEETING**

a. The next Senate meeting is scheduled for October 26, 2026 in House of Learning, HL 190.

## MEETING OF THE SENATE

Monday, June 08, 2026

3.30pm to 5.30pm

**Brown Family House of Learning, C71stkten' (Winter House, Room HL190)**

### MINUTES

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#### **Present:**

President Airini (Chair), Greg Anderson, Gordon Binsted, Mike Bluhm, David Carter, John Church, David Cormier, Yasmin Dean, Katia Dilkina, Seán Donlan, Melba D'Souza, Ikenna Ezeka, Sarah Gibson, Jenna Goddard, Tania Gottschalk, Oleksandr Kondrashov, Brad Kozubski, Vivek Kumar, Laura Lamb, Gurjit Lalli, Ehsan Latif, Rita Leone, James Lomen, Krish Maharaj, Daleen Millard, Ryan Munden, John Patterson, Baldev Pooni, Mónica Sánchez-Flores, Anne St. John-Stark, Anne Terwiel, Mark Wallin, Joel Wood (Vice-Chair)

**Regrets:** DeDe DeRose, Aleece Laird, Gordon Rudolph

**Absent:** Inderpreet Bains, Joanna Urban, Juliana West

#### **Executive and Others Present:**

Michael Henry (Chief of Staff), Scott Blackford (Associate General Counsel), Andrew Guerra (General Counsel), Shannon Wagner (Vice President, Research), Lily Copeland (Office of the President)

#### **1. Call to Order — Dr. Airini**

President Airini, chair of senate, called the meeting to order at 3:35 pm.

##### **a. Remarks from the Chair**

##### **i. Territorial Acknowledgment**

##### **b. Acknowledgment of departing senators (Students)**

##### **i. Inderpreet Bains**

##### **ii. Ikenna Ezeka**

##### **iii. Ishan Kapoor**

##### **iv. Mishal Nizar**

#### **2. Adoption of Agenda**

The chair of senate asked senators if there were any objections or changes to the agenda and, as there were none, the agenda was adopted as circulated.

#### **3. Minutes of Previous Meeting**

##### **a. Minutes of Senate meeting of 25 May 2026.**

President Airini invited senators to identify any corrections required to the minutes of the senate meeting of May 25, 2026, and noting none the minutes were approved as circulated.

#### **4. Reports of Officers**

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**a. President and Vice-Chancellor**

President and Vice-Chancellor Dr. Airini provided an update on student success initiatives and expressed appreciation to members.

**b. Provost and Vice-President Academic**

Provost and Vice-President Academic Dr. Gordon Binsted reported on:

- End of semester
- International enrolment
- Financial pressures
- Continued focus on student success
- Institutional strengths in targeted areas and partnerships
- Ongoing prioritization while maintaining institutional integrity
- Appreciation for senators' support

**5. Reports of Committees**

**a. Academic Planning and Priorities Committee**

Dr. Gordon Binsted, chair of the budget committee of senate (BCOS), presented the report. He brought forward the following for approval for senate consideration. There were also 2 items for information.

- i. Category III, Master of Education**
- ii. Category III, Post -Baccalaureate Diploma, Digital Marketing**
- iii. Policy Update, Integrity in Research and Scholarship ED 15-2**

*On motion duly made and adopted, it was **RESOLVED** that senate approve the changes to the Master of Education as presented.*

*On motion duly made and adopted, it was **RESOLVED** that senate approve the changes Post -Baccalaureate Diploma, Digital Marketing as presented.*

*On motion duly made and adopted, it was **RESOLVED** that senate approve the changes Policy Update, Integrity in Research and Scholarship ED 15-2 as presented.*

**b. Educational Programs Committee**

The report was presented for information.

**c. University Tenure and Promotion Committee**

Dr. Gordon Binsted, chair, presented the report, which included one item requiring senate decision.

*On motion duly made and adopted, it was **RESOLVED** that senate approve the Proposed revisions to Departmental Standards, University Library as presented.*

**6. Business**

**a. Future Senate Discussion Topics (September 2026)**

- i. Informal soundings with senate (introducing ideas and gathering feedback)

Airini updated senate on potential future, including doctoral program considerations.

- ii. Timely communication of committee deliberations Bridging between senate and senate committees

Airini suggested sharing committee minutes with the senate to enhance transparency.

b. Senate Summer Executive Committee

Joel Wood noted that, since 2007, a summer senate executive committee has been established, and volunteers were invited to participate. J. Wood noted that all senate members will be invited to attend if summer meetings are held.

Senate Summer Executive Committee Volunteers:

- Mónica Sánchez-Flores
- Sasha Kondrashov
- Rita Leone
- Tania Gottschalk

c. Notice of Motion – Clarification of Consultation and Advice Processes

Moved by Senator Monica Sanchez-Flores brought forward the following notice of motion:  
*Be it resolved that senate will strike a working group and invite board of Governors representation, to clarify terminology, timelines, and processes for consultation and advice in practice (and according to law) for the purpose of effective communication and governance*

Discussion ensued highlighting:

- Proposal to develop a clear process document outlining timelines, terminology, and governance practices
- Request for legal counsel support in development
- Volunteers invited to assist; goal to complete by December

President Airini noted support from General Counsel, HR and Governance Committee of the board, and former board members.

*On motion duly made and adopted, it was **RESOLVED** to approve that senate will strike a working group and invite board of governors' representation, to clarify terminology, timelines, and processes for consultation and advice in practice (and according to law) for the purpose of effective communication and governance*

7. **Business Arising from the Minutes**

a. Follow-up on senate consultation, advice, and effective governance

Andrew Guerra provided follow-up regarding board in-camera sessions:

- Current practices are consistent with legal frameworks and comparable institutions.

- Memo circulated in advance
- Discussion ensued; questions addressed.

Vice-Chair Joel Wood assumed the Chair temporarily.

President Airini confirmed inclusion of the discussion in her report to the board and asked for volunteers for a working group.

Volunteers:

- Annie St. John-Stark
- Anne Terwiel
- Mónica Sánchez-Flores
- Sarah Gibson
- Daleen Millard

*On motion duly made and adopted, it was **RESOLVED** to form the working group as listed:*

- Annie St. John-Stark
- Anne Terwiel
- Monica Sánchez-Flores
- Sarah Gibson
- Daleen Millard

#### 8. **Question Period – Vice-Chair Joel Wood**

J. Wood opened the meeting up for questions.

- Future “soundings” format
- Planning topics for September board meeting
- Student global engagement and departmental restructuring
- Working group coordination (Secretariat to arrange)
- Intent of MOU partnerships
- Assessment follow-up from April (in progress)

President Airini thanked Senator David Carter for his service on senate.

#### 9. **Next Senate meeting**

- a. The next regular meeting of senate is on Monday, September 28, 2026, from 3:30pm-5:30pm in the Brown Family House of Learning, C7ístké (Winter House), Room HL190.

#### 9. **Adjournment of Meeting**

As there were no additional agenda items for the public meeting, the meeting has been adjourned at 4:49 pm.



# THOMPSON RIVERS UNIVERSITY

## ACADEMIC PLANNING AND PRIORITIES COMMITTEE SEPTEMBER 2026 REPORT TO SENATE

The September 10, 2026, meeting of APPC was chaired by Dr. Gordon Binsted, Chair, Academic Planning and Priorities Committee. The following items come forward from APPC to Senate:

### FOR APPROVAL

1. **Career and Experiential Learning Department Move from FSD to University Library**, Tania Gottschalk, TRU Library

#### *Proposed Motion*

*On motion duly made and adopted, Senate approves the Career and Experiential Learning Department move from the Faculty of Student Development to the University Library and to report to the University Librarian as presented.*

2. **Category III, Certificate in First Nation Applied Lands Governance**, Jijun Gao, Gaglardi SOBE

[Comparison](#)

[All Fields](#)

#### *Proposed Motion*

*On motion duly made and adopted, it is RESOLVED that Senate approves the modification of the Certificate in First Nation Applied Lands Governance as presented.*

3. **Category III, Home Support Attendant Certificate OL**, Tracy Hoot, Nursing

[Comparison](#)

[All Fields](#)

#### *Proposed Motion*

*On motion duly made and adopted, it is RESOLVED that Senate approves the deletion of the Home Support Attendant Certificate OL as presented.*

4. **Category III, Practical Nurse Access Certificate OL**, Tracy Hoot, Nursing

[Comparison](#)

[All Fields](#)

#### *Proposed Motion*

*On motion duly made and adopted, it is RESOLVED that Senate approves the deletion of the Practical Nurse Access Certificate OL as presented.*

5. Culinary Arts Proposals

1. **Category III, Professional Cook Apprenticeships**, Kimbre Woods, FACT

[Comparison](#)      [All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the modification of the Professional Cook Apprenticeships as presented.*

Category III: Program modification including admission updates

2. **Category III, Professional Cook Certificate Level 1**, Kimbre Woods, FACT

[Comparison](#)      [All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the modification of the Professional Cook Certificate Level 1 as presented.*

Category III: Program modification including admission updates

3. **Category III, Professional Cook Certificate Level 2**, Kimbre Woods, FACT

[Comparison](#)      [All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the modification of the Professional Cook Certificate Level 2 as presented.*

Category III: Program modification including admission updates

4. **Category III, Meatcutter Foundation Certificate**, Kimbre Woods, FACT

[Comparison](#)      [All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the modification of the Meatcutter Foundation Certificate as presented.*

Category III: Program modification including admission updates

6. Gaglardi SOBE Deletion Proposals

1. **Category III, Bachelor of Public Administration \*OL**, Jijun Gao, Gaglardi

[Comparison](#)      [All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Bachelor of Public Administration \*OL as presented.*

Category III: Program deletion

Bachelor of Commerce (2-9)

2. **Category III, Bachelor of Commerce, General Management \*OL**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Bachelor of Commerce, General Management \*OL as presented.*

Category III: Program deletion

3. **Category III, Bachelor of Commerce, Accounting \*OL**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Bachelor of Commerce, Accounting \*OL as presented.*

Category III: Program deletion

4. **Category III, Bachelor of Commerce, Concentration Program**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Bachelor of Commerce, Concentration Program as presented.*

Category III: Program deletion

5. **Category III, Bachelor of Commerce, Finance \*OL** Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Bachelor of Commerce, Finance \*OL as presented.*

Category III: Program deletion

6. **Category III, Bachelor of Commerce, Human Resource Management \*OL**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Bachelor of Commerce, Human Resource Management \*OL as presented.*

Category III: Program deletion

7. **Category III, Bachelor of Commerce, Leadership \*OL, Jijun Gao, Gaglardi**

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Bachelor of Commerce, Leadership \*OL as presented.*

Category III: Program deletion

8. **Category III, Bachelor of Commerce, Marketing \*OL, Jijun Gao, Gaglardi**

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Bachelor of Commerce, Marketing \*OL as presented.*

Category III: Program deletion

9. **Category III, Bachelor of Commerce, Public Sector Management \*OL, Jijun Gao, Gaglardi**

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Bachelor of Commerce, Public Sector Management \*OL as presented.*

Category III: Program deletion

Post-Baccalaureate Certificate in Commerce (10-15)

10. **Category III, Post-Baccalaureate Certificate in Commerce, Accounting \*OL, Jijun Gao, Gaglardi**

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Post-Baccalaureate Certificate in Commerce, Accounting \*OL as presented.*

Category III: Program deletion

11. **Category III, Post-Baccalaureate Certificate in Commerce, Finance \*OL, Jijun Gao, Gaglardi**

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Post-Baccalaureate Certificate in Commerce, Finance \*OL as presented.*

Category III: Program deletion

12. **Category III, Post-Baccalaureate Certificate in Commerce, General Management \*OL**, Jijun Gao, Gaglardi

[Comparison](#)      [All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Post-Baccalaureate Certificate in Commerce, General Management \*OL as presented.*

Category III: Program deletion

13. **Category III, Post-Baccalaureate Certificate in Commerce, Human Resources Management \*OL**, Jijun Gao, Gaglardi

[Comparison](#)      [All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Post-Baccalaureate Certificate in Commerce, Human Resources Management \*OL as presented.*

Category III: Program deletion

14. **Category III, Post-Baccalaureate Certificate in Commerce, Leadership \*OL**, Jijun Gao, Gaglardi

[Comparison](#)      [All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Post-Baccalaureate Certificate in Commerce, Leadership \*OL as presented.*

Category III: Program deletion

15. **Category III, Post-Baccalaureate Certificate in Commerce, Public Sector \*OL**, Jijun Gao, Gaglardi

[Comparison](#)      [All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Post-Baccalaureate Certificate in Commerce, Public Sector \*OL as presented.*

Category III: Program deletion

Post-Baccalaureate Diploma in Commerce (16-22)

16. **Category III, Post-Baccalaureate Diploma in Commerce \*OL**, Jijun Gao, Gaglardi

[Comparison](#)      [All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Post-Baccalaureate Diploma in Commerce \*OL as presented.*

Category III: Program deletion

17. **Category III, Post-Baccalaureate Diploma in Commerce, Finance \*OL, Jijun Gao, Gaglardi**

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Post-Baccalaureate Diploma in Commerce, Finance \*OL as presented.*

Category III: Program deletion

18. **Category III, Post-Baccalaureate Diploma in Commerce, Accounting \*OL, Jijun Gao, Gaglardi**

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Post-Baccalaureate Diploma in Commerce, Accounting \*OL as presented.*

Category III: Program deletion

19. **Category III, Post-Baccalaureate Diploma in Commerce, General Management \*OL, Jijun Gao, Gaglardi**

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Post-Baccalaureate Diploma in Commerce, General Management \*OL as presented.*

Category III: Program deletion

20. **Category III, Post-Baccalaureate Diploma in Commerce, Human Resource Mngt \*OL, Jijun Gao, Gaglardi**

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Post-Baccalaureate Diploma in Commerce, Human Resource Mngt \*OL as presented.*

Category III: Program deletion

21. **Category III, Post-Baccalaureate Diploma in Commerce, Leadership \*OL, Jijun Gao, Gaglardi**

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Post-Baccalaureate Diploma in Commerce, Leadership \*OL as presented.*

Category III: Program deletion

22. **Category III, Post-Baccalaureate Diploma in Commerce, Public Sector Management \*OL**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Post-Baccalaureate Diploma in Commerce, Public Sector Management \*OL as presented.*

Category III: Program deletion

Diploma in Management Studies (23-25)

23. **Category III, Diploma in Management Studies, Accounting \*OL**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Diploma in Management Studies, Accounting \*OL as presented.*

Category III: Program deletion

24. **Category III, Diploma in Management Studies, Human Resources \*OL**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Diploma in Management Studies, Human Resources \*OL as presented.*

Category III: Program deletion

25. **Category III, Diploma in Management Studies, Marketing \*OL**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Diploma in Management Studies, Marketing \*OL as presented.*

Category III: Program deletion

Certificate in Management Studies (26-28)

26. **Category III, Certificate in Management Studies \*OL**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Certificate in Management Studies \*OL as presented.*

Category III: Program deletion

27. **Category III, Certificate in Management Studies, Accounting \*OL**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Certificate in Management Studies, Accounting \*OL as presented.*

Category III: Program deletion

28. **Category III, Certificate in Management Studies, Entrepreneurial Essentials \*OL**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Certificate in Management Studies, Entrepreneurial Essentials \*OL as presented.*

Category III: Program deletion

Certificate in Entrepreneurial Skills (29-30)

29. **Category III, Certificate in Entrepreneurial Skills 1 \*OL**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Certificate in Entrepreneurial Skills 1 \*OL as presented.*

Category III: Program deletion

30. **Category III, Certificate in Entrepreneurial Skills 2 \*OL**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Certificate in Entrepreneurial Skills 2 \*OL as presented.*

Category III: Program deletion

Stand-alone Certificates and Diplomas

31. **Category III, Executive Assistant Diploma**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Executive Assistant Diploma as presented.*

Category III: Program deletion

32. **Category III, Executive Certificate in Management and Leadership**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Executive Certificate in Management and Leadership as presented.*

Category III: Program deletion

33. **Category III, Legal Administrative Assistant Online Certificate**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Legal Administrative Assistant Online Certificate as presented.*

Category III: Program deletion

34. **Category III, Management Skills for Supervisors Certificate**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Management Skills for Supervisors Certificate as presented.*

Category III: Program deletion

35. **Category III, Administrative Assistant Certificate**, Jijun Gao, Gaglardi

[Comparison](#)

[All Fields](#)

***Proposed Motion***

*On motion duly made and adopted, Senate approves the deletion of the Administrative Assistant Certificate as presented.*

Category III: Program deletion

**FOR NOTICE OF MOTION**

**Policy Revisions**

1. **Policy Revision Package #1 – Student Academic Progress and Records**, Liesel Knaack, Vice-Provost

***Approved Motion***

*On motion duly made and adopted, APPC recommends to Senate the approval of the Student Academic Progress and Records policies as presented.*

## APPC REPORT TO SENATE SEPTEMBER 2026

2. **Policy Revision Package #2 – Transfer Credit and Non-credit**, Liesel Knaack, Vice-Provost

### *Approved Motion*

*On motion duly made and adopted, APPC recommends to Senate the approval of the Transfer Credit and Non-credit policies as presented.*

3. **Policy Revision Package #3 – Governance and Educational Standards**, Liesel Knaack, Vice-Provost

### *Approved Motion*

*On motion duly made and adopted, APPC recommends to Senate the approval of the Governance and Educational Standards policies as presented.*

## FOR INFORMATION

1. Program Review Deferral, Bachelor of Software Engineering and Bachelor of Computer Engineering
2. Program Review Deferral, Bachelor of Natural Resource Science
3. Program Review Deferral, Allied Health Certificates
4. Respiratory Therapy Action Plan
5. Creation of the New Centre for Open and Engaged Learning

## EPC Category II Approvals

### Program modifications

- i. Meatcutter Apprenticeships  
[Comparison](#)      [All Fields](#)
- ii. Bachelor of Natural Resource Science  
[Comparison](#)      [All Fields](#)
- iii. Bachelor of Natural Resource Science, Co-op  
[Comparison](#)      [All Fields](#)
- iv. Bachelor of Natural Resource Science, Honours  
[Comparison](#)      [All Fields](#)

### New courses

[Link for VCCR courses](#) (programs will come through APPC next month)

- i. VCCR 1101 Veterinary Client Communication 1
- ii. VCCR 1111 Introduction to the Veterinary Industry
- iii. VCCR 1121 Animal Behaviour, Breeds and Handling

## APPC REPORT TO SENATE SEPTEMBER 2026

- iv. VCCR 1201 Veterinary Client Communication 2
- v. VCCR 1211 Veterinary Client Care Reception Procedures & Business
- vi. VCCR 1301 Veterinary Client Care Handling Emergencies
- vii. VCCR 1311 Veterinary Client Care Pharmacology & Nutrition
- viii. VCCR 1321 Veterinary Client Care & Community Service
- ix. VCCR 1331 Veterinary Biosafety & Disease Prevention
- x. VCCR 1401 Veterinary Client Care Receptionist Practicum
- xi. CMNS 3511 Intercultural and Cross-Cultural Communication

[All Fields](#)

- xii. VISA 1501 Introduction to Visual Culture

[All Fields](#)

- xiii. CRIM 1010 Introduction to Criminology

[All Fields](#)

- xiv. ENTR 3740 Navigating Complexity: Systems Thinking as Entrepreneurial Practice

[All Fields](#)

- xv. HLTH 4440 T7ikw(Fire): Climate, Community and Allied Health

[All Fields](#)

- xvi. SECW 1000 Introduction to Secwepemctsin 1

[All Fields](#)

- xvii. SECW 1100 Introduction to Secwepemctsin 2

[All Fields](#)

### Course modifications

- i. CMNS 2170 Interpersonal Communication

[Comparison](#)

[All Fields](#)

- ii. CMNS 2171 Interpersonal Communication

[Comparison](#)

[All Fields](#)

- iii. CMNS 3000 Research Methods in Communication

[Comparison](#)

[All Fields](#)

- iv. JOUR 3980 Professional Internship

[Comparison](#)

[All Fields](#)

- v. TMGT 1140 Human Resources Management

[Comparison](#)

[All Fields](#)

- vi. TMGT 1150 Tourism and Services Marketing

## APPC REPORT TO SENATE SEPTEMBER 2026

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

vii. TMGT 2010 Financial Operations Control in Tourism

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

viii. TMGT 2250 Tourism and Hospitality Law

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

ix. TMGT 3030 Financial Management for Tourism

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

x. TMGT 4070 Directed Studies in Tourism

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

xi. TMGT 4110 Innovation and Leadership in Tourism

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

### Course deletions

i. CMNS 1490 Technical Communication for Applied Industrial Technology

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

ii. CMNS 1660 Occupational Writing for Animal Health Technology

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

iii. CMNS 1850 Occupational Writing for ARET

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

iv. CMNS 1920 Professional Presentation and Communication

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

v. CMNS 1970 Occupational Writing for RT Students

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

vi. ENTR 4760 Small Business Management

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

vii. ENGL 3840 The English Novel in the Eighteenth Century

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

viii. ENGL 4000 Early Modern British Literature

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

ix. ENGL 4130 Contemporary British Drama

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

APPC REPORT TO SENATE SEPTEMBER 2026

Respectfully submitted on September 11, 2026 by

A handwritten signature in black ink, appearing to read 'Gordon Binsted', with a stylized, flowing script.

Gordon Binsted,  
Chair, Academic Planning and Priorities Committee

EDUCATIONAL PROGRAMS COMMITTEE (EPC)  
REPORT TO SENATE FOR SEPTEMBER 2026

The following approvals from the September 2, 2026 meeting of the Educational Programs Committee (EPC) are reported to Senate for information purposes:

**Category I Modifications**

1. BIOL 4110 Advanced Microbiology Lab  
[Comparison](#)      [All Fields](#)
2. CMNS 3510 Intercultural and Cross-Cultural Communication  
[Comparison](#)      [All Fields](#)
3. ENGL 3140 Studies in Fiction  
[Comparison](#)      [All Fields](#)
4. ENGL 3150 Studies in Non-Fiction  
[Comparison](#)      [All Fields](#)
5. ENGL 3160 Studies in Literature and the Other Arts  
[Comparison](#)      [All Fields](#)
6. ENGL 3170 Science Fiction  
[Comparison](#)      [All Fields](#)
7. ENGL 3190 Studies in the Intellectual Backgrounds of Literature  
[Comparison](#)      [All Fields](#)
8. ENGL 3350 Studies in Major Authors  
[Comparison](#)      [All Fields](#)
9. ENGL 3550 Chaucer  
[Comparison](#)      [All Fields](#)
10. ENGL 3710 Poetry of the Early Seventeenth Century  
[Comparison](#)      [All Fields](#)
11. ENGL 3730 Topics in Seventeenth-Century Literature  
[Comparison](#)      [All Fields](#)
12. ENGL 3750 Milton  
[Comparison](#)      [All Fields](#)
13. ENGL 3810 Poetry of the Age of Dryden & Pope  
[Comparison](#)      [All Fields](#)
14. ENGL 3820 Poetry of the Middle and Late Eighteenth Century  
[Comparison](#)      [All Fields](#)
15. ENGL 3850 Restoration and Early Eighteenth-Century Literature  
[Comparison](#)      [All Fields](#)
16. ENGL 3860 Middle and Late Eighteenth-Century Literature  
[Comparison](#)      [All Fields](#)
17. ENGL 3890 Studies in Eighteenth-Century Thought and Literature  
[Comparison](#)      [All Fields](#)
18. ENGL 3910 Romantic Poetry  
[Comparison](#)      [All Fields](#)
19. ENGL 3940 The Victorian Novel  
[Comparison](#)      [All Fields](#)
20. ENGL 4040 The Modern British Novel  
[Comparison](#)      [All Fields](#)

## EPC REPORT TO SENATE SEPTEMBER 2026

21. ENGL 4140 The Contemporary British Novel  
[Comparison](#)      [All Fields](#)
22. ENGL 4150 Studies in Women's Literature  
[Comparison](#)      [All Fields](#)
23. ENGL 4210 Studies in British Columbia Literature  
[Comparison](#)      [All Fields](#)
24. ENGL 4220 Modern Canadian Drama on the Page, Stage, and Screen  
[Comparison](#)      [All Fields](#)
25. ENGL 4240 Nineteenth-Century Canadian Literature  
[Comparison](#)      [All Fields](#)
26. ENGL 4250 Contemporary Canadian Poetry  
[Comparison](#)      [All Fields](#)
27. ENGL 4360 Studies in American Literature  
[Comparison](#)      [All Fields](#)
28. ENGL 4430 Studies in Literature and the Environment  
[Comparison](#)      [All Fields](#)
29. ENGL 4510 Studies in Literary Movements  
[Comparison](#)      [All Fields](#)
30. ENGL 4770 Studies in Literature  
[Comparison](#)      [All Fields](#)
31. ENGL 4780 Studies in Literature and Film  
[Comparison](#)      [All Fields](#)
32. ENGL 4790 Studies in Genre  
[Comparison](#)      [All Fields](#)
33. ENTR 4750 New Venture Creation and Management  
[Comparison](#)      [All Fields](#)
34. ENTR 4751 New Venture Creation and Management  
[Comparison](#)      [All Fields](#)
35. HIST 3310 America's Gilded Age, 1865-1898  
[Comparison](#)      [All Fields](#)
36. HIST 3360 American Cultural History, 1900-1945  
[Comparison](#)      [All Fields](#)
37. HLTH 3621 Relational Practice  
[Comparison](#)      [All Fields](#)
38. HLTH 3631 Clinical Decision Making  
[Comparison](#)      [All Fields](#)
39. MKTG 2430 Introduction to Marketing  
[Comparison](#)      [All Fields](#)
40. MKTG 2431 Introduction to Marketing  
[Comparison](#)      [All Fields](#)
41. MKTG 3430 Marketing  
[Comparison](#)      [All Fields](#)
42. MKTG 4412 New Product Development  
[Comparison](#)      [All Fields](#)
43. NRSC 4130 Fire Ecology and Management  
[Comparison](#)      [All Fields](#)
44. NRSC 4300 Ecosystem Reclamation  
[Comparison](#)      [All Fields](#)

## EPC REPORT TO SENATE SEPTEMBER 2026

- 45. NURS 1740 Nursing Practice 1: Introduction to Nursing Practice  
[Comparison](#)      [All Fields](#)
- 46. NURS 1840 Nursing Practice 2: Coming to Know the Client  
[Comparison](#)      [All Fields](#)
- 47. NURS 2740 Nursing Practice 3: Promoting Health and Healing  
[Comparison](#)      [All Fields](#)
- 48. NURS 2840 Nursing Practice 4: Promoting Health Transitions  
[Comparison](#)      [All Fields](#)
- 49. NURS 3643 Principles and Skillfulness: Lab  
[Comparison](#)      [All Fields](#)
- 50. NURS 3651 Return to Registered Nurse Practice  
[Comparison](#)      [All Fields](#)
- 51. NURS 3740 Nursing Practice 5: Promoting Health and Healing  
[Comparison](#)      [All Fields](#)
- 52. PSYC 3220 Adulthood and Aging  
[Comparison](#)      [All Fields](#)
- 53. PSYC 3390 Human Neuropsychology  
[Comparison](#)      [All Fields](#)

Respectfully submitted on September 14, 2026 by

A handwritten signature in black ink that reads "Devon Graham". The signature is written in a cursive, flowing style.

Devon Graham, Chair, Educational Programs Committee

**Steering Committee  
Report to Senate**

**September 9<sup>th</sup> 2026**

1. **APPOINTMENTS TO COMMITTEES**

The Steering Committee recommends the following volunteers for appointment by Senate:

**a. Budget Committee**

Director

- **Rita Leone**, Associate Director, IT Client Services

**b. Academic Integrity Committee (AIC)**

Writing Center representative

- **Aksa Mughal**

Faculty

- **Ted Murray**, Law

**c. Educational Programs Committee (EPC)**

Faculty

- **Simon Ward-Able**, Adventure, Culinary Arts and Tourism (FACT)

Faculty

- **Leanne Mihalicz, Student Development** (2<sup>nd</sup> term)

- *Motion: That Senate approve the volunteer appointments to the Senate Standing Committees as mentioned.*

Respectfully submitted,  
Kukwstsétsemc (Thank you)



James Sudhoff, DVM  
Chair, Steering Committee of Senate

# Teaching and Learning Committee

## Annual Report to Senate – September 2026

### Appointments to the Committee

#### New members:

- Junwen Huang – Student (Oct 2025)
- John Bull – Student (Oct 2025)
- Sukchandani – Faculty (Nov 2025)
- Trent Tucker – Faculty (Nov 2025)
- Wei Yan – Faculty, CELT (Jan 2026)
- Rhonda McCreight – Faculty (Apr 2026)
- Baldev Pooni – Dean and Senator (May 2026)
- Tracy Christianson – Acting Dean, Nursing (Mar–Apr 2026, interim replacement for R. Srivastava)

#### Leaving members:

- Stefania Strantza – Faculty (Oct 2025)
- Christie Fraser – Faculty (term ended Oct 2025; continues with Course Outline Working Group)
- Melanie Latham – Faculty (on leave from Jan 2026)
- Rani Srivastava – Dean, Nursing (retired, Apr 2026)
- Tracy Christianson – Acting Dean (retired, Apr 2026)

### Meetings

The Teaching and Learning Committee (TLC) met ten times between September 2025 and June 2026, with the March meeting chaired by Amanda Russett as Acting Chair. Following the initial September meeting in HL269, all meetings were held via MS Teams. Meetings followed a standing agenda that received reports from TLC working groups and updates from the Library, Information Technology Services (ITS), Integrated Planning & Effectiveness (IPE), Learning Technology and Innovation (LT&I), Open Learning (OL), and the Centre for Excellence in Learning and Teaching (CELT).

### Responsibilities

#### 1. Policies, programs and practices to promote, support and celebrate high quality and innovative teaching and learning environments.

The Committee addressed this responsibility through its Awards Adjudication, Inclusive Excellence Awards, and Course Outlines working groups, and by striking a new Experiential Learning Working Group.

#### Awards Adjudication:

- A number of nominations were received for the 2025–26 cycle and eligible nominees were contacted in January. The Faculty Excellence Award (FEA) adjudication was completed in February–March: four portfolios were received and three recommendations were made: James

Lomes, Wendy Krauza, Rhonda McCreight. No applications were received for the President's Distinguished Teacher Award (PDTA).

- The internal nomination process for the West Coast Teaching Excellence Award (WCTEA) yielded one submission, which the working group recommended to submit. (In May 2026, Dr. Natasha Ramroop Singh was announced as a successful recipient of the Award.) The 3M National Teaching Fellowship nomination process was paused this year by STLHE.

#### **Course Outlines:**

- The working group, struck in April 2025, is reviewing the course outline policy (last updated in 2009). In consultation with the Vice-Provost, Open, Learning, Teaching and Innovation, the group adopted an approach built on an environmental scan of practices across TRU faculties and the province, and on consultation with the Registrar's Office, CELT, Legal, and Appeals regarding what each requires of a course outline.
- Leadership of the group transitioned twice: from Melanie Latham to Christie Fraser in January 2026, with Trent Tucker joining as liaison to TLC and subsequently reporting on the group's behalf. A call for additional members went out to Deans, Chairs and faculty in late 2025.
- A cross-campus survey on course outline practice was finalized in April and distributed in May 2026; committee members were asked to promote it within their units. A shared working document is collecting input, and the group anticipates a workable draft policy revision during the 2026–27 year.

#### **Experiential Learning Working Group:**

- In September 2025 the Committee received a proposal from Career and Experiential Learning (J. Noakes) for an Experiential Learning subcommittee intended to increase collaboration, professional development and community around experiential learning across all modalities. Members raised concerns about duplication with existing accreditation-driven processes in Nursing, Education and Engineering, and about whether the initiative would carry oversight or reporting obligations for faculty. The proposer clarified that the emphasis is on resources and risk assessment (student safety and information) rather than curriculum oversight.
- The Committee resolved to strike an Experiential Learning Working Group of TLC, whose role is to consult on the proposal before any recommendation goes to Senate.

## **2. Measurement of quality of teaching and learning, and promotion of research on teaching and learning.**

#### **Student Course Evaluations (SCEs):**

- Operational improvements included the Faculty of Science streamlining its customized survey questions through the existing process (in place for Winter 2026), the addition of field courses to the evaluation cycle, a review of link-delivery options, and work with ITS to post evaluation links directly in myTRU accounts. IPE introduced new trending data and a dashboard for course evaluation results.

#### **Assessment and assurance of learning:**

- Open Learning brought to the Committee a distinction between assessment security and assurance of learning, asking whether current security measures impede learning, and reported on alternatives to remote proctoring (ProctorU), including scheduled oral examinations and community facility-based exams. This developed into an urgent, large-scale assessment renewal process across Open Learning, with the support of the Provost, emphasizing identity verification,

academic integrity in an AI-enabled context, and student learning and engagement (see Section 4 and Themes).

#### **Scholarly teaching and learning:**

- CELT issued the call for proposals for the Teaching Practices Colloquium (TPC) in November 2025, and opened registration in January 2026. The Library announced an undergraduate research conference in the spring. CELT and LT&I collaborated with colleagues at UBC Okanagan and Okanagan College to host the 3<sup>rd</sup> Annual Thompson-Okanagan Teaching and Learning Conference in Kelowna, May 2026.

### **3. Coordination of academic policies and regulations involving Library, ITS, IPE, and Digital Learning Resources.**

**Library:** The AI Collaboratory (HL271) opened for use in October 2025 in collaboration with CELT, LT&I and ITS, with a sessional AI instructor hired to staff it and to build tools with co-op student support; the space is bookable via LibCal. The Library is developing a cohesive approach to AI, launched a revitalized website with a new look and feel in spring 2026, obtained an Indigenous map in partnership with the Faculty of Education and Social Work, and supported an undergraduate research conference.

**ITS:** A year of significant platform change: migration of Banner from the Montreal to the Calgary data centre (October 2025) and the retirement of Banner 8 in favour of Banner 9 (January 2026); a new three-year Banner contract; decommissioning of FlexReg and the move to Modern Campus for online registration, including for Open Learning; phased implementation of the Slate CRM (Grey Matter decommissioned), including all-campus communications capability; replacement of the Mitel phone system with Microsoft Teams by December 2025; repatriation of several systems (including DegreeWorks) under institutional management; planned retirement of the O: drive over 12–15 months on security grounds; Wi-Fi improvements intended to remove the need for VPN; classroom AV upgrades to support new delivery models; and Kaltura maintenance. ITS also reported reduced service desk capacity following staffing reductions, offset by improvements to the self-service portal, and introduced two AI initiatives: a public-facing tool (“Gecko”) for prospective students and parents using public data, and internal Copilot/SharePoint-integrated tools for authenticated users, under a “Safe Start” framework.

**IPE:** Launch of Insight Bridge, which makes institutional data available across the TRU community via SharePoint and, in Phase 1, transitions reporting to Power BI; publication of Stable Enrolment Reports (Fall and Winter) as interactive dashboards in lieu of written reports, with five to eight years of historical data; October enrolment updates and five-year projections, with spring consultations across faculties, schools, the Registrar and TRU World; the Q3 report on course enrolment, FTE and headcount; the Fall Student Census (approximately 3,100 responses); the TRU Sustainability Survey (STARS); and administration of the National Survey of Student Engagement (NSSE) to first- and fourth-year baccalaureate and Open Learning students in March–April 2026.

### **4. Service integration and coordination of CELT, LT&I, Open Learning, Library, ITS, and IPE.**

A recurring thread this year was the repositioning of teaching and learning support units in light of institutional restructuring. In October 2025 LT&I and OL reported they were exploring how to integrate and position OL, CELT and LT&I, and to determine the essential needs and expectations of the university. As the year progressed, the Centre for Open and Engaged Learning (COEL) took shape. In November the Chair and the Director of Curriculum Development (OL) brought forward faculty concerns arising from the restructuring and asked each TLC working group to revisit its priorities and goals for 2026 so that the Committee could be responsive to operational support needs. In January the Committee noted that

upcoming changes in faculty support were likely to broaden TLC's mandate, and in February the Vice-Provost, Open, Learning, Teaching and Innovation attended to present on Flexible Delivery and Learning Modes.

**Open Learning:** Delivered the OLFM training program (November 2025) and an OLFM Guide to better connect course developers with delivering faculty; developed workshops focused on student engagement and improving the quality of points of contact with students; introduced a "source your own" textbook model to reduce costs for students in courses affected by the registration change; and launched an assessment renewal process (beginning with Psychology) addressing transfer credit, accreditation, program review and online assessment in an AI-enabled context, with a draft plan to be shared with the community. OL emphasized a human-centred approach to assessment and the importance of OLFM training and engagement.

**CELT:** Hosted the AI Showcase (November 28 and December 5, 2025); ran the TPC call for proposals; delivered the Instructional Skills Workshop and tenure and promotion programming in April; launched a Tenure and Promotion peer support group; offered sessions on AI and assessment practices; and scheduled a Course Redesign Institute for June 2026 with strong registration. CELT reported increased summer engagement compared to previous years while continuing to manage the transition following faculty retirements.

**LT&I:** Migrated TRU Moodle off BCNET EduCloud servers to a new data centre alongside fourteen other institutions; the migration was largely successful, though a short weekend outage exposed monitoring gaps (hopefully addressed by BCNET). Launched instructor-facing GenAI guidance (<https://aieducation.trubox.ca/guidance/>) and the student-facing "Let's Try AI" resource (<https://studentai.trubox.ca/>); populated the winter calendar of workshops and events; began work on learning modes categorization and a blended learning practices working group; and experimented with AI-enabled application development, including a custom Moodle-integrated tutoring application for a Biology course.

## **5. Matters brought forward by faculty, students, Senate, AVP Digital Strategies, University Librarian, and the Vice-Provost, Open, Learning, Teaching and Innovation.**

As in 2024–25, the Committee devoted significant attention to policy and guidance for Generative AI (GenAI) through the Data Stewardship and Analytics for Learning and Teaching (DSALT) Working Group.

- The four principles articulated last year were carried into a pragmatic set of guidelines for teaching and learning, maintained as a living document at <https://aieducation.trubox.ca/guidance/>. Committee members were asked repeatedly through the year to circulate the guidance to colleagues and return feedback.
- Consultations with Faculty Councils and departments began in Fall 2025 and continued through the spring. In February the Committee discussed whether the guidelines should be brought to Senate for endorsement. Members supported the idea in principle, but the consensus was that TRU's academic approach to AI needs to be holistic and comprehensive rather than limited to training, that dual-sector (ITS and academic) impacts required further review, and that a full round of Faculty Council consultation should precede a return to TLC for endorsement.
- Revisions in progress include stronger language on the unreliability of AI detection tools (reaffirming the Committee's 2024–25 position), stronger cautions on sharing intellectual property and personal information in AI tools, clearer expectations for communication between instructors and students about acceptable AI use, and a clear distinction between DSALT's academic guidance and the ITS Safe Start Framework.

- The institutional context shifted with the appointment of a Presidential Advisor on GenAI (Andrea Li), reporting to the President, with a mandate to establish TRU as a national leader in ethical and applied AI. Associated initiatives reported to the Committee include “Horaizon” (learning and developer streams), “Game Changers” (Science and Computing Science), the ITS Safe Start framework, and a forthcoming TRU AI web hub including a Values of GenAI document. DSALT continues to position its guidance in relation to these.

## Themes and Discussions

Beyond the formal business above, several themes recurred in Committee discussion across the year. They are recorded here to give Senate a sense of what was on members’ minds and to inform the Committee’s priorities for 2026–27.

**Generative AI as the pervasive question.** AI surfaced in nearly every unit report: in Library, ITS, OL, CELT and LT&I updates, in the awards and course outline discussions, and in DSALT. Members were concerned less with policy text than with what AI means for assessment and learning in practice; as one member put it, AI can now complete a course “with a push of a button.” The Committee also observed that AI governance at TRU is now distributed across several bodies (DSALT/TLC, the Presidential Advisor, ITS), and that keeping academic guidance coherent with, and distinct from, institutional and security-oriented frameworks will require deliberate coordination.

**Assessment integrity and the purpose of assessment.** Prompted by Open Learning, the Committee returned several times to the tension between assessment security (proctoring, identity verification) and assurance of learning. Discussion favoured a human-centred approach and interest in oral and alternative assessments, while recognizing scalability and training challenges and differing perspectives among members on online proctoring. This is likely to become a campus-wide conversation rather than an OL one.

**Institutional restructuring and support capacity.** Staffing reductions in ITS and other operational units, together with the exploration of closer integration of OL, CELT and LT&I, shaped the year. Faculty concerns about the availability of teaching and learning support were brought to the Committee, and members were asked to help the working groups reorient toward operational support needs. The Committee anticipates that its own mandate may broaden as faculty support structures change.

**The shift to flexible, blended and online delivery.** The President’s identification of digital fluency as a key institutional competency, the expectation that faculties will increase online and blended delivery, the Vice-Provost’s presentation on Flexible Delivery and Learning Modes, and ITS classroom AV upgrades all point in one direction. Members raised the need for pedagogical, not only technical, support for this shift.

**Stability versus modernization in core platforms.** The Committee discussed the trade-offs between remaining on Moodle’s long-term stable release schedule and moving more frequently to newer versions with more features, the risk of service disruption with more frequent upgrades, and the balance between the community’s preference for stability and expressed interest in a more modern LMS experience. Members also emphasized clear advance communication and careful timing of outages (Moodle migration, Banner and Modern Campus changes) to avoid the examination period.

**Data access and transparency.** IPE’s Insight Bridge, Power BI dashboards and interactive enrolment workbooks were well received as a move toward broadly accessible institutional data, and members were encouraged to use them.

## Looking Ahead to 2026–27

- Bring the GenAI guidelines to Senate for information following completion of Faculty Council consultations.
- Receive a draft course outline policy revision from the Course Outlines working group and the results of the cross-campus survey.
- Engage with Open Learning’s assessment renewal plan and the broader question of assessment in an AI-enabled context.
- Revisit working group mandates reflecting blended and online delivery needs, and the implications of changes in faculty support structures for TLC’s mandate.
- Revisit working group and operational reporting to reflect evolving needs, and the merger of CELT, LT&I, and OL into the Centre for Open and Engaged Learning.

Respectfully submitted,



Brian Lamb

Chair, Senate Teaching and Learning Committee

Director, Learning, Teaching and Technology

Centre for Open and Engaged Learning

*B.C.'s first dual-sector research university*

# *Institutional Accountability* **Plan and Report**



**THOMPSON  
RIVERS  
UNIVERSITY**

**2025-2026**

*Office of the*  
*PRESIDENT AND VICE-CHANCELLOR*

## **ACCOUNTABILITY STATEMENT**

July 10, 2026

The Honourable Jessie Sunner  
Minister of Post-Secondary Education and Future Skills  
PO Box 9043, STN Provincial Government  
Victoria, B.C. V8W 9E2

**Dear Minister Sunner,**

On behalf of the Thompson Rivers University Board of Governors and the university administration, we are pleased to submit Thompson Rivers University's Institutional Accountability Plan and Report for the 2025/26 reporting year.

This report provides an account of TRU's progress in fulfilling its legislative mandate and advancing the priorities set out for the public post-secondary system. It reports on results from the year, outlines institutional priorities and planned actions, and describes how the university is responding to changing conditions affecting students, communities and the province.

TRU serves learners in the regions surrounding Kamloops and Williams Lake, and through Open Learning across B.C. and beyond. TRU is B.C.'s first dual-sector research university and, as such, it provides academic, trades, career and flexible learning pathways. We are a provincial leader in use-inspired education and research applied to the challenges in Interior BC and contributing to provincial futures. We thank the government for the investment in TRU and our unique contribution to "a high-quality, relevant and responsive system that ensures British Columbians can get the skills needed for the jobs of tomorrow" (PSEFS Service Agreement 2026/27).

Over this reporting year, TRU has taken the needed steps to operate within a balanced budget. We have the bold ambition to turn unprecedented financial challenges into transformation that sets TRU up for success for decades ahead. This report reflects a period of ongoing challenges, pressures and change for post-secondary institutions stemming from external factors including global politics, international conflicts, economic instability and other issues. These factors have affected the university in terms of fiscal constraint, enrolment shifts and changing policies; they require careful stewardship, disciplined planning and clear choices. They do not change TRU's purpose. We see a vital role for the dual-sector research university model, more than ever, as innovation, flexible and integrated learning and research are key to adapting successfully in uncertain times. We are committed to access, quality, community relevance, reconciliation and public accountability.

The report outlines TRU's continued work in support of a wide range of learners and community needs, including progress on institutional planning, student success, research and scholarship, and partnerships with Indigenous communities and nations. It identifies the steps we are taking to align resources and priorities with current needs while protecting TRU's long-term strength.

TRU is living within its means while making highly strategic investments focused on the needs of students, the community and region, and the momentum of Look West. TRU is grateful to the province for its partnership and its confidence as the university works to successfully meet those needs.

This letter confirms that the Board of Governors reviewed and approved the contents of this report on June 19, 2026. If you have any questions regarding this report, we welcome the opportunity to discuss further.

*Sincerely,*

**Christine Sorenson**

*Board Chair, TRU Board of Governors  
Thompson Rivers University*

**Dr. Airini**

*President and Vice-Chancellor  
Thompson Rivers University*

# A message from Secwépemc Stkwem'íple7 t'e Senkúkwpí7

Thompson Rivers University (TRU) recognizes its responsibility to advance meaningful reconciliation by honouring the Truth and Reconciliation Commission of Canada (TRC) Calls to Action and strengthening its relationships with the 17 Secwépemc Bands whose traditional territories encompass the region served by the university. Through the development of formal agreements, collaborative partnerships, and shared decision-making processes, TRU is committed to ensure that Indigenous voices, priorities, and knowledge systems are embedded throughout institutional governance, planning and service delivery. These commitments reflect long-term approach to focus on Tellqélmuc – 'Those Yet to be Born' and that moves beyond acknowledgement toward measurable action and accountability.

TRU's reconciliation efforts are guided by the principles of respect, responsibility, and relationship-building. By establishing implementation frameworks and accountability mechanisms with Secwépemc leadership and communities, the university seeks to create transparent pathways for monitoring progress, evaluating outcomes, and ensuring that commitments are fulfilled. This work supports the vision of the TRC by advancing Indigenous self-determination, educational equity, cultural revitalization, and community well-being while fostering a learning environment that reflects Indigenous worldview and ways of knowing.

As an institution situated with Secwépemcúlecw, TRU acknowledges that reconciliation, Indigenisation, and decolonization are ongoing processes requiring sustained commitment and action. Through partnership agreements, collaborative implementation strategies, and regular reporting on outcomes, TRU aims to demonstrate leadership in Indigenous engagement and accountability. These efforts affirm the university's dedication to honouring the 17 Secwépemc Bands and beyond, fulfilling the spirit and intent of the TRC Calls to Action and TRU's vision and mission statements. This commitment is building a future founded on trust, mutual respect, and shared prosperity.

**– Garry Gottfriedson**



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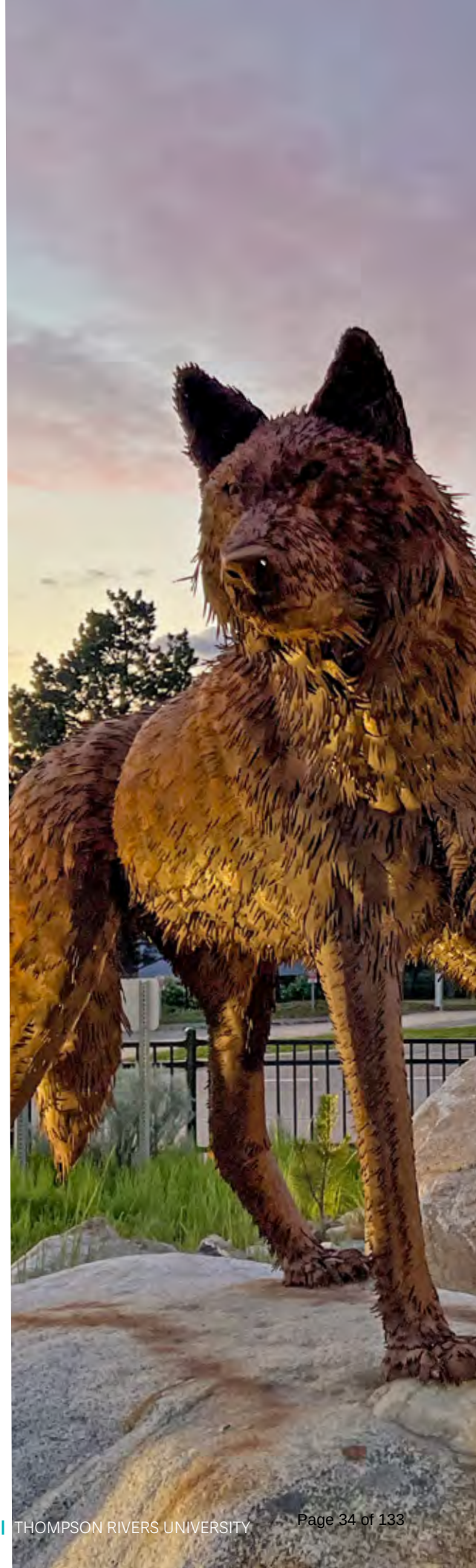
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# Strategic Direction

## A dual-sector research university

Thompson Rivers University (TRU) is B.C.'s first dual-sector research university, uniquely unifying vocational education with higher education and research. TRU is redefining what it means to be a university, operating beyond generic practices of post-secondary education by bringing together higher and vocational education under one roof. Over two decades ago the B.C. government designed this new kind of university, commissioning TRU to train (through skilled trades and professional education), educate (through academic programs), and innovate (through research and development) for and from Interior B.C. In this current era of purpose-led higher education, the TRU dual-sector research university model "ensures British Columbians can get the skills needed for the jobs of tomorrow" (PSEFS Service Plan 2026/27 p.2).

TRU specializes in use-inspired education and research applied to the challenges of Interior B.C. and contributing to provincial and Canada futures. Our leading-edge work includes wildfire, aging and health care, housing, agriculture and food, environmental sustainability, and applied and responsible AI. Our programs and research deliver on all three pillars of the government's Look West strategy and all four goals in the service plan (2026/2027) of the Ministry of Post-Secondary Education and Future Skills. We appreciate the government's annual investment in TRU, and acknowledge with thanks the historic increase to skilled trades education investment. TRU is where students in welding walk the same corridors as graduate students. Both are on-track for employment in the Interior region.



We are relentlessly student centred at TRU. Our learners explore the best of academic and vocational worlds through a broad range of quality assured credentials, including certificates, diplomas, trades credentials, undergraduate degrees and graduate degrees. These are delivered through a unique menu of ten flexible delivery and learning modes, including in-person, blended/hybrid, online and multi-access learning. The TRU Learning Modes is one-of-a-kind in B.C. and meets the diverse needs of students in an ever-changing world. TRU works with communities, employers, school districts, Indigenous communities and nations, and other partners to deliver programming that benefits them as well as learners.

TRU serves learners on campuses in Kamloops and Williams Lake, and through Open Learning across B.C. and around the world. TRU's campuses are located on the traditional lands of the Tk'emlúps te Secwépemc and the T'exelc within Secwepemcúl'ecw. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tšilhqot'in, Dakelh and Syilx peoples.

Governed by the *Thompson Rivers University Act (2005)* and the *University Act (1996)*, TRU's mandate uniquely combines academic excellence, access and impact. The university fulfills that mandate in ways that are relevant for students, employers, and the communities it serves. TRU prioritizes technology fluency, sustainability and student-centred learning with exceptional consideration of Secwépemc world views and beliefs.

With over 200 programs, including 140 on-campus programs in Kamloops and Williams Lake, and community-specific programming through four regional centres in the B.C. Interior, TRU opens the doors to opportunity for learners at all stages of their lives. And as one of only two universities in Canada with a legislated mandate for open learning, TRU Open Learning ensures that accessible and flexible education is available wherever learners are, whenever it works for them. This learner-focused adaptability demonstrates TRU's exceptionality in recognizing all forms of learning and supporting students in achieving their educational and career goals efficiently and effectively.

With more than 1 million job openings projected in B.C. by 2035, primarily in health care, professional services, construction and finance, TRU's dual-sector university model equips learners with flexible pathways aligned to workforce demand.



Student learning goes far beyond just the traditional classroom and lecture hall — to field-based learning, practica, co-operative education, undergraduate and graduate research and other forms of experiential learning. This mix supports student success and aligns education with community and needs.

Over the past decade, TRU has steadfastly encouraged the pursuit of research excellence. This effort earned TRU a place among Canada's top 50 research universities in 2023. Understanding that knowledge must be relevant and shared, TRU leads in use-inspired research applied to the challenges of Interior B.C. and contributing to provincial, national and global futures. The university provides B.C. with world-class research teams and state-of-the-art research equipment including Canadian Foundation for Innovation (CFI)-funded labs such as TRU-Gen: Applied Genomics Lab, Wildlab: Wildfire and Landscape Dynamics Lab, Brain and Behaviour Lab, Precision Management of Rangeland Systems for a Sustainable Future (Geox Lab), Multidisciplinary Microanalysis and Micro-imaging Lab, Children and the Law Lab, and Rural Livelihood and Sustainable Communities Lab.

The Look West strategy places skills training and workforce readiness at the centre of economic growth. We recognize the responsibility that comes from the B.C. government establishing TRU as the province's first research university that is also a dual-sector university. This report shares news of the return on that investment for growing our province and the potential returns for future years.

TRU's research is a significant asset for B.C. As B.C.'s first dual-sector research university, TRU has more than 180 research-intensive faculty and scholarship crossing domains relevant to all three pillars of Look West. TRU research is about what matters to Interior B.C. and the future of the province: wildfire, Indigenous health, aging, defence, agriculture and food, environment, quality of education and health care. Our signature research areas are health and healing, technology that helps people and environmental sustainability. Recognized nationally and internationally, these core centres include the Institute for Wildfire Science, Adaptation and Resilience (wildfire), All My Relations Centre (Indigenous health), Population Health and Aging Rural Research Centre (aging), and Canada and the Asia-Pacific Policy Project (human dimensions of defence). TRU supports regional achievement by concentrating our core research in these areas — areas that matter to our region — through specialized knowledge and expertise, attracting external funding and investments, and creating long-standing networks and partnerships. Collaboration is key to creating strong economic, social and community futures that serve the interests and people of our communities and region, and TRU is a critical driver in bringing together the people, facilities and organizations that make meaningful partnerships happen. We are proud foundation member of the Interior Research Universities Consortium.



# TRU's vision, mission and values

TRU's institutional vision, mission and values guide planning and decision-making across the university. They remain the foundation for academic planning, research planning, student supports and service delivery.

The TRU Vision Statement was adopted in the spring of 2020 following an extensive consultation, Envision TRU, held throughout the region. The statement — consisting of Vision, Mission, Values and 10-Year Strategic Change Goals — sets out the university's guiding map for the decade.

The focal point of the Vision Statement is Kw'seltnéw, which means we are all related and interconnected with nature, each other and all things. The university's vision reflects TRU's commitment to belonging, relationship and responsibility in service to learners and communities.

## Our Vision

Community-minded with a global conscience, we boldly redefine the university as a place of belonging — Kw'seltnéw (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, use-inspired research and scholarship.

## Our Values

Our values 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 (Me7 Plúlkwt es Knucwentwécw-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.

## Planning

In 2025/26, TRU's strategic direction focused on disciplined planning and implementation in a constrained environment. The university balanced access and student success with fiscal responsibility and financial stewardship, program quality and long-term institutional strength.

Key areas of focus included:

**Core priorities.** These priorities directly address the challenges before us and position TRU for long-term success:

1. Being one university: We strengthen our focus by organizing ourselves as one cohesive university to optimize student experience and elevate excellence in applied education and research. Central to this are TRU's Halo areas: Health and well-being, technology and people, and the environment.
2. Financial sustainability: A two-phase plan guides our path — the first through 2027/28, and the second to 2030/31. This is about building a sustainable future. Our academic vision and priorities will lead our decision making and our budget realities will inform these.
3. Reconciliation and truth: We seek a flourishing relationship with the Secwépemc people, on whose lands we live and learn. We know from our strategy, Envision TRU, that we will give exceptional consideration to Secwépemc world views. And across our campuses, we will work with many nations and support movements that fulfill and recognize Indigenous rights.

**Enabling priorities.** These are essential for supporting and delivering on our core priorities:

4. A relentless focus on being student centred: We create a learning environment where students feel they belong and succeed. Being truly student centred will help us reshape services, programming, flexible and open learning, and graduate outcomes.
5. Sustainability: We are already world class and a national leader in sustainability. Right now our campus is pulled apart while we prepare to do more. And this effort must be a priority. Our university is a living laboratory for sustainability. Our operations, education and research make sure we meet present needs without compromising the future.
6. Technology fluency (also known as technology first): We integrate technology across all aspects of academic and operational life, enhancing learning, research and administration, and foster an ethical digitally fluent TRU. TRU is positioning itself as a leader in responsible AI through a strategy that is principled, deliberate, and expansive — navigating the challenges of new technologies with an approach that is human-centered, values driven and impact first.



## Enabling strategic direction

TRU's institutional planning aligns with the ministry's system objectives and accountability requirements. The university's long-term goals and annual priorities guide decisions on programs, services, staffing, capital and partnerships.

TRU advances its strategic direction through integrated planning — a sustainable, mission-driven approach that aligns institutional goals, academic and research priorities, enrolment and student supports, and resource allocation to strengthen institutional effectiveness and readiness for change. The purpose is practical: to improve decision-making, reduce duplication and align resources with priorities.

Over the past year, TRU has continued implementation and development work across several plans that support institutional direction, including [TRU Bold](#) (Academic and Open Learning Plan), the [Strategic Research Plan, TRUly Flexible](#), the [TRU Sustainability Plan](#), and the [Strategic Internationalization Plan](#). Together, these plans help the university move from broad goals to operational choices.

As [Envision TRU](#) (2020 – 2030) passes its halfway point, TRU has been developing 10 institutional aspirations and indicators to deliver on Envision TRU and strategic change goals:

- Excellence in post-secondary education for Interior B.C., the province and Canada: By 2030, TRU leads as Canada's ranked dual-sector research university.
- Long-term financial strength: TRU has a balanced budget by 2027/2028, and growing surplus to FY 2030/31 for investment in the university's core mission of teaching and research.
- New-era student enrolment growth and success for all: By 2030, TRU's enrolment growth ensures access and success by traditional and under-served students of Interior B.C. and the province.
- Impactful student outcomes: By 2030 TRU is in the top three B.C. universities for students in the labour force or further education in a field related to their studies two years after graduation.
- Elevating use-inspired research aligned with Envision TRU: By 2030 TRU is consistently in the top 40 to 50 research universities in Canada, and elevating use-inspired research aligned with Envision TRU.
- Dynamic internationalisation: By 2030 TRU is recognized as a top university in Canada in global engagement and internationalization.
- Leading environmental sustainability: By 2030 TRU is a world-class university in environmental sustainability.
- Leading in responsible and applied AI: By 2030, TRU is a national leader in responsible and applied AI.
- Meaningful reconciliation and partnership: By 2030 TRU closes education achievement gaps experienced by Indigenous students.
- Thriving workplace wellness: By 2030, TRU is recognized for promoting health, EDI and AR, and is amongst the best places to work in B.C. and Canada.

Subject to board approval, TRU will track progress through performance indicators, regular reporting to Senate and the Board of Governors, and public dashboards that provide insight into outcomes and learning from these 10 aspirational results. Grounded in university values, this approach strengthens accountability, supports continuous learning and ensures implementation stays aligned with TRU's long-term direction under Envision TRU.

# External Context

Ongoing monitoring of external trends enables TRU to remain agile, forward thinking and responsive to factors impacting on post-secondary education. This section begins with the impacts of Immigration and Refugees and Citizenship Canada (IRCC) policy changes, followed by an overview of the provincial labour-market trends, technology and AI transformations, shifts in learner preferences, student transitions, and broader political and economic uncertainties influencing students and the institution.

## Providing quality international education

TRU is navigating the fluid national-international student enrolment environment through careful monitoring, planning and collaboration, while keeping students and the institutional mission at the forefront. TRU has a history of excellence in international education which, coupled with robust enrolment projections process, supports the university in navigating international enrolment challenges. The full impact of changes to study-permit eligibility became evident in Canada in fall 2025, with international student numbers declining sharply, especially in non-degree post-secondary programs, while approval rates for bachelor's programs increased. International enrolment is expected to continue falling through 2026 as study permits are further reduced, particularly in programs requiring a provincial attestation letter and in PAL-exempt graduate programs. Although Canada remains a recognized destination for prospective international students, it has lost ground as a preferred study destination due to stricter requirements, longer processing times and smaller applicant pools, all of which are expected to continue affecting enrolment.

In February 2026, B.C. introduced the *Post-Secondary International Education (Designated Institutions) Act*, which codifies the Education Quality Assurance (EQA) program into law and strengthens oversight of institutions enrolling international students. It sets clearer requirements for designation and expands government inspection and enforcement powers so only EQA-designated institutions can recruit or enrol international students.

TRU welcomes this approach, as it already exceeds many expectations for international education quality and student supports, including guaranteed tuition and first-year on-campus housing for international students.

## Meeting labour market needs

TRU continuously monitors changes in labour market conditions to ensure the university continues to serve the needs of the surrounding communities. Broader IRCC policy changes reduced the number of temporary residents by 445,662 in 2026, with caps on spousal permits and a limited number of workers for each employer. Fewer Post-Graduation Work Permit (PGWP)-eligible programs disrupted an immigration pathway to occupations requiring some form of higher education — roles that represent 77 per cent of B.C.'s 1.05 million job openings between 2025 – 2035. As international population growth slows through 2027, new residents are expected to account for one-third of the workforce, down from nearly one-half in the previous forecast. Rural regions are at a higher risk, with retirements accounting for 90 per cent of job openings in the Cariboo, and in the Williams Lake census region, 14 per cent of job postings between February 2025 and January 2026 requesting a bachelor's degree or higher, compared with only 12 per cent of residents holding one.

TRU is positioning itself to prepare students for the growing demand in the field of artificial intelligence. This includes trades programs for construction of data centres and partnerships with AI companies to enable upskilling. For example, TRU has partnered with the Alberta Machine Intelligence Institute (Amii) and training for educators to integrate AI into the classroom. TRU learners graduate ready for the changing workforce.

B.C.’s Labour Market Outlook shows that most job openings are driven by replacement demand rather than net new jobs, making flexible re-entry, stacked credentials and mid-career upskilling — core features of dual-sector university like TRU — critical to workforce resilience.

| Table 1: Job openings between 2025 and 2035 by region and health-related sectors. |              |                              |                                           |
|-----------------------------------------------------------------------------------|--------------|------------------------------|-------------------------------------------|
| Region                                                                            | Job openings | Hospitals<br>(annual growth) | Ambulatory health care<br>(annual growth) |
| Thompson-Okanagan                                                                 | 110,500      | 7,700 (2.2%)                 | 6,500 (2.1%)                              |
| Cariboo                                                                           | 21,700       | 2,600 (1.6%)                 | 1,200 (2.2%)                              |

Long-term population growth continues to depend on new permanent residents, as B.C. faces an aging population with the lowest fertility rate in Canada. The aging population contributes to increased demand for health-related services, such as nurses, allied health professionals and community-based care workers. Occupations in hospitals and ambulatory health care are among the fastest growing occupations in the Thompson-Okanagan and Cariboo regions over the next 10 years (Table 1). Increased demand for health services comes with the need for new and updated health facilities, which increases demand for the skilled trades and technicians. Current projects like the Royal Inland Hospital patient care tower construction and the expansion of the Cariboo Memorial Hospital, are among the \$12.6 billion major projects underway in the region. By working with its partners and the communities it serves, TRU is ensuring the much sought-after skilled professionals required now and in the future are available to fill new facilities and meet growing demands.

## Leading responsible, sustainable AI

For Interior British Columbia, artificial intelligence presents a significant opportunity to strengthen regional resilience, workforce readiness and inclusive economic development. Without co-ordinated action, however, rural and resource-based regions risk slower adoption, reduced competitiveness and uneven access to AI-enabled transformation. That risk is already visible: Statistics Canada reports AI adoption is lowest in agriculture, forestry, fishing and hunting (1.8 per cent) and transportation and warehousing (1.8 per cent) — the industries anchoring Interior B.C.’s economy.

TRU has a responsibility to lead. As B.C.’s only dual-sector research university, with a mandate explicitly built around open learning, access and equity, TRU is uniquely positioned to ensure AI development in the Interior is shaped by the peoples, territories and communities it serves.

That work is already underway. In 2025, TRU launched TRU horaizon — a pan-institutional, values-first AI strategy that starts with governance and safe experimentation, and connects through to literacy, teaching, learning, operations and research. Responsible stewardship is built into every layer, from infrastructure anchored by strategic partnerships with Bell AI Fabric, to globally recognized research in wildfire science. What follows is an account of that progress, and TRU’s ambition to be a national leader in responsible, applied AI, working alongside Secwépemc leaders, government and industry, with environmental sustainability not as a constraint, but as a core institutional value.

[Read more about TRU horaizon.](#)

## Flexible delivery works for learners

As a dual-sector research university with an open learning mandate, TRU has a history of providing flexible delivery and continues to prioritize accessible modalities. Learner preferences are increasingly shaped by affordability, time pressures and digital expectations. Fewer TRU students reported concerns about tuition, housing and food security, while working increased hours, which suggests financial pressures may be shifting rather than easing. These competing demands are increasing interest in flexible pacing and mixed-modality learning, largely for convenience (95 per cent cited competing priorities and 79 per cent cited affordable housing as drivers of online and hybrid preference). However, students still see in-person learning as better quality and more effective (only nine per cent viewed online/hybrid as higher quality versus 67 per cent for in-person; 25 per cent said they learn best online/hybrid versus 80 per cent in person). Together, these findings suggest students are seeking learning options that fit increasingly complex lives while still expecting high-quality teaching, timely support, clear course design, reliable digital systems and accessible technologies — areas already identified by TRU and aligned with ongoing institutional efforts through the [TRUlyFlexible initiative](#). TRU is building on its long, established past of meeting students' needs where they are, to remain at the forefront of providing options that reflect their changing requirements and the changing world.



# Internal Context

This section focuses on financial sustainability, updates on pan-institutional planning initiatives, new leadership appointments and infrastructure improvements.

## Financial strength

Like many post-secondary institutions across Canada, TRU faced sustained financial pressure since early 2024, driven by a sharp decline in international enrolment, rising compensation costs and inflation.

In response, since fall of 2024, the university implemented nearly \$35 million in permanent budget reductions, with strategies to reduce an additional \$12 million in 2026/27. This is part of a deliberate, institution-wide effort to realign cost structures with current enrolment realities and restore a path to financial sustainability.

This approach has been guided by a commitment to living within our means while protecting academic quality and the student experience, and avoiding deeper disruption in future years.

In 2025/26, TRU maintained a balanced budget. Information about this financial performance is further detailed in [audited reports](#).

## Strategic Internationalization Plan

Approved by the Thompson Rivers University (TRU) Board of Governors in March 2025, the [Strategic Internationalization Plan](#) 2025–2035 advances TRU's commitment to lead in dynamic internationalization and global engagement. As part of the plan's first-year implementation, TRU convened faculty and students for Global Horizons: Celebrating Faculty Impact on Internationalization, an event that showcased initiatives advancing the Strategic Internationalization Plan, fostered the exchange of practices and encouraged faculty to explore how they could participate and contribute to internationalization efforts. The event featured multilingual research, decolonizing pedagogies, international field schools, community-engaged scholarship and collaborations that connect local knowledge to global challenges. Posters, roundtables and a joint keynote explored how global engagement is strengthened through relationships to land, language and community. TRU Newsroom | November 26, 2025

TRU released the first progress report on the plan in July 2026, outlining progress against established metrics and goals. In 2026/27, implementation continues in a more constrained and volatile environment, including changes in federal immigration policy affecting international students and heightened uncertainty in recruitment markets. This requires careful planning, stronger co-ordination across units and clear attention to risk, student experience and financial implications.

TRU is strengthening global connections in the Interior by enabling international learning experiences, with 101 students participating in co-op abroad, exchange, field schools and research abroad through its Study Abroad program.

TRU's objective is not simply to maintain international activity. It is to sustain a model of internationalization that is educationally sound, student-centred and aligned with TRU's vision and mission.

## TRUly Flexible

TRUly Flexible is a bold initiative that supports the development of a continuum of delivery options to meet the needs of diverse learners, including learners in remote communities, working learners, caregivers and others who require more adaptable ways to access education.

This initiative builds on work already underway in course design, open educational resources and improved alignment of learning outcomes across delivery modes. Through a consultative process, the university's approach to flexible delivery and learning modes was reimagined to ensure they were strategically aligned, pedagogically informed, student focused and properly resourced.

The province prioritizes connecting people to quality training opportunities and TRU as a dual-sector research university reduces barriers by offering flexible entry points, applied learning and academic progression within one institution.

TRUly Flexible envisions a new kind of accessibility, recognizing that the driver for flexibility in education must be learners, based on where they are in their journey and what they need. The draft plan includes six commitments to student success and five guiding principles to keep learner needs, evidence-based teaching practices, regulatory requirements and institutional capacity at the forefront as TRUly Flexible develops. Because TRUly Flexible is student-centred, there is a focus on expanding pathways for underserved and underrepresented learners, clear communication, stronger retention and completion, and a consistent student experience across all delivery modes. By drawing on its decades of experience providing excellent education through Open Learning and in the classroom, TRU has the expertise, skills and understanding to do more to meet learners where they are at — not just within the Interior of B.C., but around the globe.

## State of regional housing availability and costs

TRU provides student housing through a combination of direct housing offerings and financial support. TRU has [four student residences](#): North Tower (574 beds), McGill Residence (191 beds), East Village (436 beds) and Coyote Den (147 beds). Overall, on-campus housing has maintained a utilization rate of 92 per cent.

In advance of setting housing rates for each academic year, the university undertakes an annual affordability assessment to inform decision-making. This assessment includes an analysis of the Kamloops median rental market and a focused review of rental rates in areas adjacent to the TRU campus. Housing rate decisions are communicated to current students in advance of application periods to support transparency and planning. Through ongoing affordability assessments and proactive communication, TRU seeks to maintain below-market housing options and advance institutional objectives related to student access and affordability. TRU has phased planning approaches to support the long-term availability of affordable student housing, informed by demand, affordability pressures and institutional capacity.



## Leadership appointments

In FY 2025/26, TRU made significant senior leadership appointments — all dedicated, experienced professionals committed to making TRU one of the most innovative universities in Canada. Due to vacated roles, the total complement of senior leaders has not increased during this period; the total number of senior leadership roles has reduced by almost 20 per cent.

President and Vice-Chancellor [Dr. Airini](#) began her five-year term as President on July 1, 2025.

Provost, Vice-President Academic [Dr. Gordon James Binsted](#) stepped into his position on Feb. 1, 2026.

Chief of Staff [Dr. Michael Henry](#) was appointed effective September 8, 2025.

Secwépemc Stkwemíple7 te Senkúkwpi7 | Secwépemc Special Advisor to the President [Dr. Garry Gottfriedson](#) started in his role in August 2025.

Special Advisor to the President [Andrea Li](#) joined the executive team in November 2025.

## Infrastructure improvements

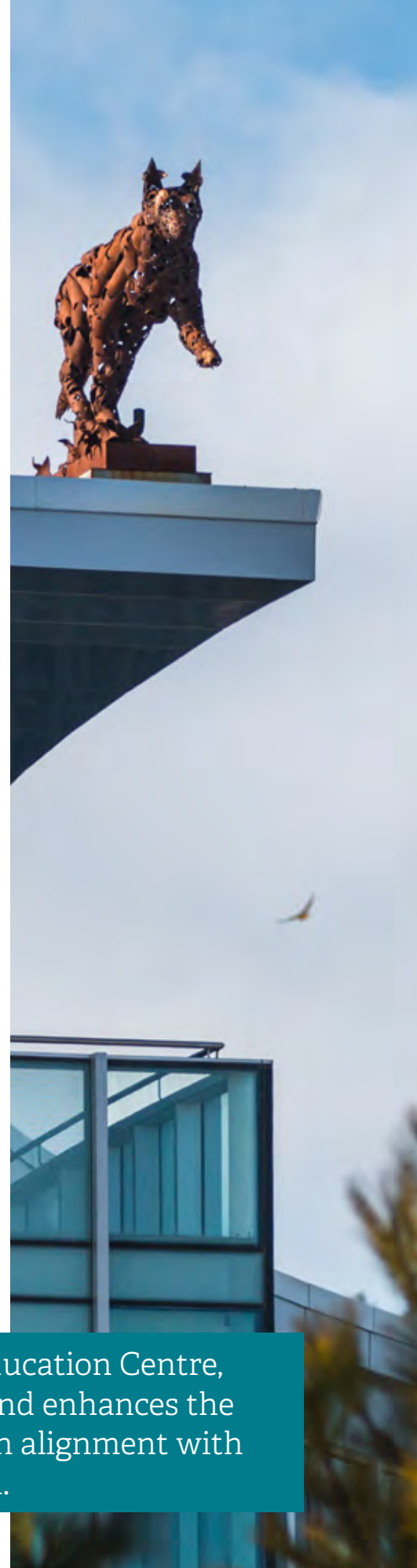
Several major capital and infrastructure projects moved ahead in 2025/26, strengthening campus capacity, supporting student learning and well-being, and advancing provincial priorities in sustainability, Indigenous relations and workforce development.

The university is grateful for the ministry's ongoing support for capital projects, which remains important to TRU's long-term capacity, renewal and service to the region.

## Indigenous Centre construction

Construction of the Indigenous Centre advanced over the past year as foundation work and utilities installation progressed to the concrete phase in early 2026. Designed in collaboration with Stantec Architecture, Patrick R. Stewart Architect and Tk'emlúps te Secwépemc, the project remains on schedule for completion in November 2026. Once open, the centre will provide dedicated spaces for gathering, ceremony, learning, research and student supports, reflecting Secwépemc ways of knowing and advancing TRU's commitments to reconciliation and Indigenous student success. [Indigenous Centre](#)

Through investments such as the Indigenous Education Centre, TRU strengthens culturally grounded learning and enhances the experience of nearly 3,000 Indigenous learners, in alignment with B.C.'s commitment to inclusive economic growth.



## Low-Carbon District Energy System (LCDES)

In 2025/26, considerable progress was made on the LCDES project, with extensive trenching across the Kamloops campus to support the installation of underground piping, building tie-ins and retrofits. Seasonal restoration activities began with coldpatch paving for winter followed by planned full resurfacing in spring of 2026. This approach helped stabilize hightraffic areas to ensure accessibility and safety. Work is also underway on the new Sustainability Powerhouse. This ambitious project will replace TRU's natural gas boilers with a fully electric system capable of offsetting more than 100,000 tonnes of greenhouse gas emissions over the next 30 years, positioning the university to be among the first in North America to achieve zero carbon by 2030. The facility has a closed-loop, liquid-cooled design, meaning it will not need to be continually fed water. The LCDES project remains on schedule for substantial completion in November 2026. [Low-Carbon District Energy System \(LCDES\)](#)

TRU's LCDES project demonstrates the university's commitment to being an environmental leader by advancing low-carbon energy infrastructure and long-term campus sustainability.

## TRU activates new rooftop solar arrays

Three rooftop solar arrays were activated on the Arts and Education building, the Campus Activity Centre and the Industrial Training and Technology Centre. This added 655 photovoltaic solar panels, marking a step toward the campus using power generated on-site. Located atop these three buildings, the arrays are expected to generate more than 400 megawatt-hours of electricity annually. This project was delivered in partnership with B.C. Hydro, Riverside Energy Systems and Stantec. [TRU Newsroom](#) | November 19, 2025

## Respiratory Therapy Annex expands health-care training capacity

TRU opened a new Respiratory Therapy Annex at Sahali Mall in Kamloops. This facility expands simulation and lab capacity for the Respiratory Therapy program. The annex includes three respiratory therapy labs, two simulation labs with control rooms, student study space and staff areas, and will support up to 160 students daily. All program classes continue to be delivered on campus, with the Sahali location providing specialized lab and study space. The project reflects extensive collaboration among faculty, staff, facilities, IT, security and provincial partners to meet provincial priorities for increased healthcare training capacity. [Hands-on experience key for TRU's new cybersecurity, respiratory lab spaces](#) | February 17, 2026

There were more than 2,500 students in Health Sciences programs at TRU in FY 2025/26.

## New cybersecurity lab opened to support allied technology training

A new cybersecurity lab opened to support hands-on learning for students in the Computer Network and Cybersecurity Diploma program. This lab provides access to industry-aligned tools and simulated environments used to secure networks, identify vulnerabilities and respond to cyber threats. The space accommodates up to 46 students and includes audiovisual and instructional features designed for applied collaborative learning. The facility was enabled through provincial funding under the StrongerBC Future Ready Action Plan. [TRU Newsroom](#) | February 4, 2026

## Expansion of TRU's Bee Campus

TRU's Bee Campus initiative expanded with the installation of six timber-frame interpretive signs highlighting native pollinator habitat and Indigenous stewardship practices at locations across the Kamloops campus. Carpentry students constructed the sign frames using timber reclaimed from campus trees removed during construction of the new Indigenous Centre, thus integrating trades training with landscape improvements. The project supports pollinator education, informs future habitat planning (including new no-mow zones and native planting) and demonstrates how infrastructure upgrades can align with ecological goals. [TRU Newsroom](#) | January 12, 2026

## Wolfie's Campus Store opens

Wolfie's Campus Store opened a newly renovated space that consolidated several student services into a single, central location. The store brought together a number of services that were previously distributed across campus, including course material pickup, TRU and WolfPack merchandise, retail offerings, and custom and on-demand printing services. The opening also celebrated TRU WolfPack student-athletes and their remarkable success this season. The community celebration and ribbon cutting was attended by students, faculty, staff and WolfPack representatives. [TRU Newsroom](#) | March 20, 2026



# TRU at a glance 2025-26

*TRU is Canada's only dual sector research university*

9

FACULTIES AND  
SCHOOLS



AASHE STARS  
PLATINUM RATING  
EARNED TWICE

(2018 AND 2022)

30,449

Headcount

ALL STUDENTS

DOMESTIC 24,024

INTERNATIONAL 6,425  
124 countries

INDIGENOUS\* 2,995

13,358

FTEs

ALL STUDENTS

DOMESTIC 10,176

INTERNATIONAL 3,182  
124 countries

INDIGENOUS\* 1,395



TRU EMPLOYEE  
HEADCOUNT 1,893

Finance (in '000)\*\*

TOTAL REVENUE \$309,921

TOTAL GOVERNMENT AND OTHER GRANTS \$128,342

\*Indigenous counts are for FY 2024/25 using system-wide Indigenous declaration data.

\*\*From TRU's financial statements

Updated May 27, 2026

# TRU highlights

The following selected highlights from 2025/26 reflect accomplishments by students, alumni, faculty, staff and the university. They illustrate how TRU redefines what it means to be a university.

We are a national leader in use-inspired research and education that is applied to practical solutions to the challenges of Interior B.C. and contributing to global futures. Use-inspired research starts with a problem in the Interior, such as wildfires, rural health or small-scale mining, and ends with a solution that contributes to the futures of the province, the country and the world. Students and faculty say they chose TRU because what we can do here together, matters.

## TRU Wildfire leads research and partnerships

TRU leads in national wildfire resilience research, education, training, partnerships and community-engaged initiatives. The following activities highlight progress in this domain, including the integration of Indigenous knowledge into multi-sector networks and use-inspired research.

TRU Wildfire is a hub for students, researchers and partners who are contributing to TRU's status as a national leader in wildfire research, education, training and climate-adapted mitigation. This includes a globally recognized provincial research chair, two Canada Research Chairs (CRCs and one in recruitment), two research faculty fully dedicated to wildfire and more than 40 additional faculty members working on wildfire projects. As well, TRU Wildfire houses a dedicated wildfire research facility and six new wildfire programs that launched in partnership with the B.C. Wildfire Service. TRU Wildfire has foundational membership on the Wildfire Resilient Consortium of Canada.

TRU is emerging as an international leader in wildfire knowledge and practices, which is evident through its memberships in global organizations, such as the United Nations Food and Agriculture Organization (UN FAO), Global Wildfire Hub and UN FAO Indigenous Peoples Unit (Integrated Wildfire Stewardship group).

TRU is at the forefront of wildfire research, education, training and climate adapted mitigation, attracting an esteemed team of researchers based at the university's specialized wildfire facility.

## TRU builds international wildfire collaboration

TRU and the B.C. Wildfire Service (BCWS) hosted a 20-person delegation from France on April 10, 2025, to advance international collaboration on wildfire management. Building on the 2024 Canada–France declaration of intent, the delegation included government and industry representatives who met with TRU and BCWS leaders and toured wildfire research and co-ordination facilities. [TRU Newsroom](#) | April 30, 2025

## TRU leads in national wildfire resilience efforts

As a foundational partner, TRU helped launch the Wildfire Resilience Consortium of Canada (WRCC), a national initiative supported by a four-year, \$11.7-million investment under the Wildfire Resilient Futures Initiative. The WRCC is a national virtual network connecting Indigenous knowledge holders, researchers, practitioners and industry leaders through knowledge sharing, technology development and Indigenous fire stewardship. Foundational partners include B.C. Wildfire Service, the Institute for Catastrophic Loss Reduction, FPInnovations, the National Indigenous Fire Safety Council and the Forest Products Association of Canada. This initiative reflects a long-standing collaboration that integrates academic research with frontline wildfire operations. [TRU Wildfire](#), [TRU Newsroom](#) | July 23, 2025

## TRU advances robotics innovation for wildfire response

As part of a national investment in research infrastructure, TRU engineering researcher Dr. Geoff Fink received \$119,000 to advance work to develop autonomous robotic systems for wildfire applications. The project advances multirobot collaboration that assists in all stages of the wildfire cycle, including risk assessment, fire mapping and postfire analysis to inform regrowth and recovery. [TRU Newsroom](#) | October 10, 2025

## TRU maps local wildfire knowledge

TRU launched HOT TOPIC, a community-driven fire awareness initiative at the Kamloops Museum and Archives. The exhibition invites residents to create personal cultural maps that reflect their experiences and knowledge of wildfires, aiming to bridge the gap between awareness of the FireSmart™ program and actions to mitigate wildfire risk. Developed with the Kamloops Art Gallery, United Way, FireSmart™ and the City of Kamloops, the project integrates Indigenous knowledge and lived experiences to advance place-based strategies for wildfire resilience.

TRU students Lauren Schneider and Suzette Netto served as research assistants, facilitating workshops and interviews in which participants illustrated personal experiences through a draw-to-talk protocol. These maps informed conversations about community preparedness and perceptions of fire risk. Hannah O'Neil and Lana Fine supported the research process. The project was co-led by Will Garrett-Petts. [TRU Newsroom](#) | July 29, 2025

## TRU leads national wildfire resilience gathering

The Wildfire Resilience Consortium of Canada (WRCC)'s inaugural Building Foundational Knowledge Gathering, hosted at TRU, brought together more than 200 wildfire researchers, agency staff, Indigenous fire stewards and community leaders. Over three days, participants engaged in lightning talks, workshops and networking sessions focused on wildfire resilience. The event included the signing of a Memorandum of Understanding between the Consortium and Natural Hazards Research Australia, which established an international partnership on wildfire resilience and Indigenous fire stewardship. Workshops progressed from information sharing to cocreation, identifying future priorities across six themes, including human dimensions, policy and practice, Indigenous fire stewardship, biodiversity and ecosystem health, adaptive forest management, and training and capacity-building. [TRU Newsroom](#) | October 17, 2025

## TRU expands in-community wildfire training

In 2025/26, TRU expanded delivery of federally funded in-community wildfire training to strengthen local wildfire response capacity in rural, remote and Indigenous communities. Supported by nearly \$1.7 million from Natural Resources Canada through the Fighting and Managing Wildfires in a Changing Climate Training Fund, and delivered in partnership with the B.C. Wildfire Service, the three-year initiative is on track to exceed its original goal of training up to 260 wildland firefighters. By the end of March 2026, TRU will have supported training for 224 participants across 10 communities. The program emphasizes accessible, community-based delivery that reduces cost and travel barriers while building practical, locally relevant skills. Federal funding also supports applied research through TRU Wildfire, helping ensure training remains responsive to evolving wildfire conditions and emerging knowledge. [TRU Newsroom](#) | March 12, 2026



## TRU leads global Indigenous fire stewardship and knowledge exchange

In partnership with the Food and Agriculture Organization of the United Nations (FAO), TRU co-sponsored a five-day global workshop on Indigenous fire stewardship, restoration and climate resilience. This event — held on the Resguardo Indígena Tama Páez territory near Neiva, Colombia — brought together Indigenous leaders, community members and researchers from multiple countries to exchange knowledge through dialogue sessions, cultural exchange and a community-led field visit. Outcomes of the gathering included the development of a draft framework for an Indigenous Peoples fire knowledge module, which will contribute to FAO's Global Programme on Indigenous Peoples Biocentric Restoration and support future training and knowledge exchange in fire-affected landscapes. [TRU Newsroom](#) | March 13, 2026

## At the forefront of responsible and sustainable AI

### Special advisor to the president on AI

TRU is the first university in Canada to have a special advisor on AI attached to the President's office. Andrea Li was appointed special advisor to the president on Artificial Intelligence for a two-year term to lead the institution's strategy for AI and emerging technologies across teaching, research and operations. She brings extensive experience in technology, strategy and cross-sector innovation from leadership roles at Amazon, Google and other global organizations. During her time at those companies, she drove major initiatives and transformative change across global teams. At TRU, she works with the executive leaders and campus partners to advance practical AI applications and strengthen ethical and governance frameworks that support responsible innovation. [The Office of the President and Vice-Chancellor](#)

### TRU horaizon

With the launch of [horaizon](#), TRU has set an ambitious goal of becoming a national leader in responsible and applied AI. As governments across Canada and B.C. increasingly prioritize AI adoption, innovation and digital infrastructure, TRU is advancing a human-centred and values-driven approach to AI integration across teaching, learning, research and operations.

Horaizon launched with one of the most comprehensive AI readiness consultations in Canadian post-secondary — more than 400 direct feedback points across conversations, surveys and community votes. The appetite for practical, responsible AI adoption is real, and the demand for an institution willing to lead with integrity is clear.

Over the past year, TRU has accelerated AI capacity building institution-wide, developing AI guidelines for teaching, launching the [Let's Try AI student resource website](#), and expanding AI literacy initiatives and professional learning opportunities through the Centre for Excellence in Learning and Teaching and LinkedIn Learning.

TRU also launched an AI showcase to highlight faculty innovation and opened The Collaboratory, a new space equipped with secure, high-performance computing infrastructure to support applied learning, experimentation and research.

Initiatives such as [TRU Think](#) — a pedagogy-driven AI tool designed to support critical thinking and student learning through guided inquiry rather than answer generation — demonstrate how AI can augment, rather than replace, human intelligence.

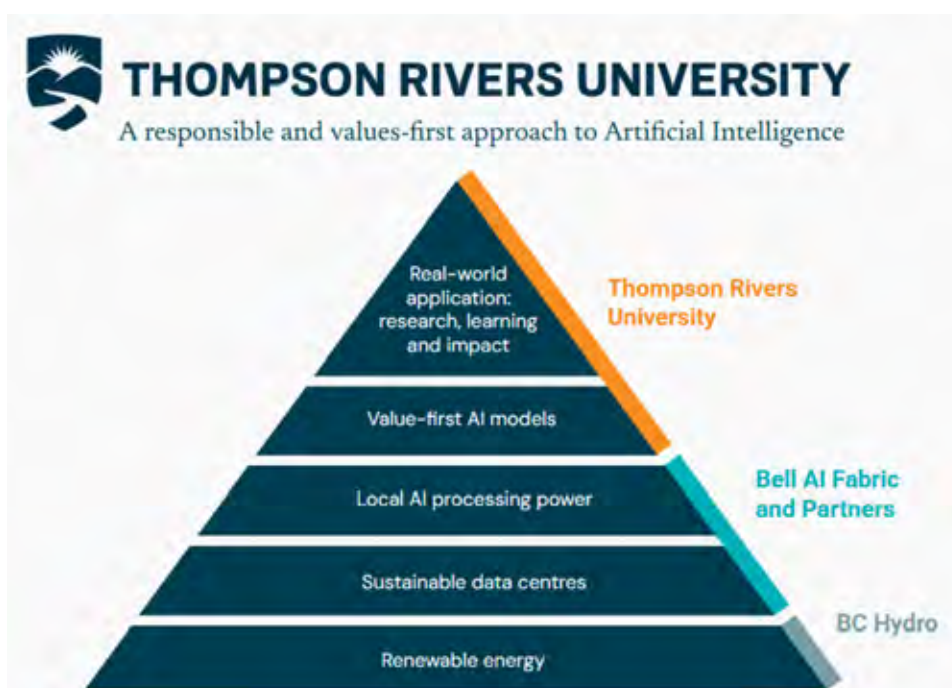
Through a partnership with Alberta Machine Intelligence Institute (Amii), and the development of a One TRU approach to AI grounded in institutional values and guiding principles, the university is building the

governance, infrastructure and workforce capacity needed to support safe, ethical and co-ordinated AI adoption. This included the launch of the [Safe Start Framework](#) that established shared guardrails, proper-use guidelines, incident-reporting pathways and a transparent process for assessing AI tools. Safe Start emphasizes privacy, security, human accountability and alignment with TRU policies, while supporting equitable access to approved AI resources such as Microsoft Copilot and has received recognition across the country.

TRU recognizes that ethical, responsible AI is not a checklist, but an ongoing practice that requires continuous attention, collaboration and shared accountability. Building from institutional values and guiding principles, TRU is embedding responsible AI across all layers of its ecosystem — from infrastructure and governance to teaching, research and learner experience. This work is strengthened through values-aligned partnerships, including with BC Hydro to support low-carbon energy solutions, Bell Canada through Bell AI Fabric to advance sustainable data infrastructure and Simon Fraser University to expand shared research computing capacity.

TRU believes all AI strategies must be values first or they risk losing sight of who they are meant to serve. That's why the university is grounding its approach in Secwépemc and regional values to ensure AI adoption is culturally responsive and community-centred. Together, these efforts ensure AI is deployed responsibly in service of learners, employees and communities across the Interior, throughout B.C. and beyond.

Together, these initiatives position TRU as a leader in responsible AI innovation, workforce development and applied research in B.C. and across Canada.



## Building B.C.'s sovereign AI infrastructure

Bell Canada's Bell AI Fabric initiative represents a major national investment to expand Canada's sovereign AI capacity while keeping data and compute infrastructure within the country. A central component of this initiative is a planned AI data centre developed in partnership with TRU which will support AI training and inference, and provide students and faculty with access to advanced computing resources through provincial and national research networks. The TRU facility is designed to integrate sustainability measures, including the reuse of waste heat within the campus Low-Carbon District Energy System ([LCDES](#)) . [Increasing sovereign AI capacity: Introducing Bell AI Fabric](#) | May 28, 2025

Construction on the data centre began in spring 2026, coinciding with a visit from the Honourable Rick Glumac, B.C. Minister of State for AI and New Technologies, along with representatives from Bell AI Fabric and the Central Interior Business Accelerator. President Airini shared TRU's vision of human-led, value-first and sustainable AI leadership. The data centre is scheduled for completion in 2027.

With Kamloops emerging as a growing AI and digital infrastructure hub, TRU is strategically positioned within a rapidly expanding ecosystem focused on clean energy, innovation and next-generation digital infrastructure.

## Data science students apply AI to salmon monitoring in Skeetchestn territory

A team of data science students is developing an AI tool to support salmon monitoring in the Deadman watershed, located within the traditional territory of the Skeetchestn Indian Band. The project is part of a 2024 agreement between TRU and the Skeetchestn Natural Resource Corporation, with support from the Secwépemc Fisheries Commission. Graduate and post-baccalaureate students Ahmad Khawaja, Vishesh Khurana, Taiwo Ogunkeye and Mint Thai are building a video analysis tool that classifies fish movements and generates real-time counts. The tool will integrate with existing infrastructure, reducing the need for manual validation and improving data accuracy. This project aims to demonstrate how applied AI can support Indigenous-led conservation and ecological stewardship. [TRU Newsroom](#) | July 9, 2025

## AI-supported therapeutic communication training

Dr. Anila Virani in the School of Nursing has developed AISimSpeak, an AI-powered platform that allows students to practice therapeutic communication skills through real-time voice interactions with virtual patients. The tool provides immediate structured feedback with unlimited practice opportunities, addressing longstanding limitations in traditional simulation-based communication training. Now publicly accessible and entering user-testing and academic-piloting phases, AISimSpeak designed as an open access, low-barrier resource that expands equitable access to communication practice to support relational skill development in nursing. The platform was developed with support from the TRU Undergraduate Research Fund and the CANSim Innov2Learn Fund. [TRU Newsroom](#) | March 2, 2026



# Student success

## Student leadership in systems thinking and health advocacy

Jenna Sims, a Bachelor of Health Science student minoring in business leadership, represented Canada at the 2025 international Map the System (MTS) competition hosted by the University of Oxford. Her project examined systemic factors contributing to B.C.'s primary care crisis, earning her top placement at TRU's local MTS event and a national finalist position in Banff, Alberta. Using systems-thinking methods, her research draws on interviews with health-care professionals and community members. Her entry was inspired by a creativity and innovation course taught by Dr. Cheryl Gladu. [TRU Newsroom](#) | June 13, 2025

## Electrical apprentice receives national Dakota Prep Fellowship

Fourth-year TRU electrical apprentice Graham Bergey was selected as one of four recipients of the 2025 Dakota Prep Fellowship, a national award recognizing apprentices who demonstrate strong commitment to peer mentorship. Bergey received a \$1,000 award for his leadership in supporting fellow apprentices through review sessions and collaborative learning. His apprenticeship experience spans major industrial and energy projects, and he achieved high results on both his fourth-year exams and Red Seal certification. The fellowship will help him continue mentoring apprentices as he advances in his career as an industrial electrician. [Dakota Prep](#) | 2025

## TRU master's student awarded for salmon conservation

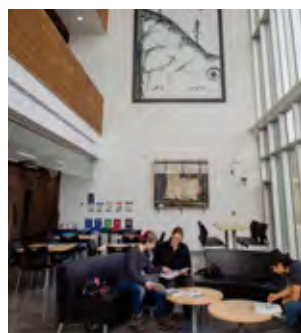
Master of Science in Environmental Science student Selena Carl received a \$2,500 Stewardship Community Bursary from the Pacific Salmon Foundation for her research on improving survival rates of endangered juvenile chinook salmon in the Okanagan. Her work examines freshwater habitat use, migration patterns and environmental factors influencing juvenile chinook survival, addressing key knowledge gaps for a population listed under Canada's *Species at Risk Act*. Carl's research involves collaboration with Indigenous communities, conservation organizations and fisheries biologists. [TRU Newsroom](#) | October 29, 2025

## Students earn top academic and spirit results B.C. MBA Games

TRU's MBA team earned strong results at the 2025 BC MBA Games hosted by Vancouver Island University. Competing against teams from five B.C. business schools, TRU placed second overall in academics and third in spirit. The team ranked first in the take-home case and third in the live case and received top marks for their spirit performance. [TRU Newsroom](#) | November 5, 2025

## WolfPack women's volleyball playoffs

For the first time in program history, the WolfPack women's volleyball team hosted the Canada West quarter-final series at home where they defeated the reigning national champions, Manitoba Bisons. The team finished fourth in the conference and ties for their best-ever in program history. [WolfPack battle T-Birds hard but fall in CW Bronze Medal game](#) | March 7, 2026



# Faculty and staff recognition

## 3M National Teaching Fellowship

Saskia Stinson, associate teaching professor and program co-ordinator of TRU's Education and Skills Training (ESTR) program, was awarded a 3M National Teaching Fellowship. Stinson's recognition highlights her contributions to inclusive education, particularly through her innovative projects like ESTR's Market, B.C.'s first post-secondary on-campus social enterprise, where neurodivergent students gain applied learning experiences cooking, serving customers and cashiering. As a National Teaching Fellow, Stinson will have the opportunity to share the successes and best practices of the ESTR program with other academics across the country. [Society for Teaching and Learning in Higher Education](#) | 2025.

## Excellence in public education

Dr. Naowarat (Ann) Cheeptham, professor in the Department of Biological Sciences, received the OWL Award for Excellence in Public Education by the Kamloops-Thompson Board of Education. The award recognizes her long-standing commitment to inspiring students across School District 73. Cheeptham has delivered more than 40 outreach visits to rural and urban schools, mentored aspiring scientists and co-developed TRU's Indigenous Student Science Camp. She has also built partnerships with Science World and The Big Little Science Centre, and volunteers in Science World's Scientists and Innovators in Schools program. [TRU Newsroom](#) | June 18, 2025

## National recognition for excellence in chemistry education

Dr. Bruno Cinel, associate professor and co-chair of the Department of Physical Sciences, received the 2025 College Chemistry Canada (C3) Award in Chemical Education. This national award recognizes significant contributions to post-secondary chemistry instruction. Since 2002, Dr. Cinel has helped shape chemistry education at TRU through curriculum development, departmental leadership and student mentorship. [TRU Newsroom](#) | June 23, 2025

## Recognition for inclusive trades education

Jim McCarthy is an instructor in welding and fabrication in the School of Trades and Technology who also teaches dual-credit courses at NorKam Secondary School. He has received the second annual Board Award of Recognition for his leadership in inclusive education and his support of marginalized students through trades training. McCarthy's teaching combines technical instruction with mentorship and includes community-based projects such as NorKam's Mechanical Sampler classes, an Indigenous-themed gazebo at TRU and a reconciliation-themed bench at NorKam. He also partnered with Insight Support Services to provide hands-on welding experience for students with autism. [TRU Newsroom](#) | July 14, 2025

## TRU researchers awarded SSHRC funding

Seven researchers at TRU secured nearly \$900,000 in funding through the Social Sciences and Humanities Research Council (SSHRC) Insight and Insight Development Grants. These competitive federal awards support multi-year research projects across a range of disciplines. The Honourable Mélanie Joly announced over \$1.3 billion in national funding to support more than 9,700 researchers. TRU's share includes projects focused on inclusive education, food waste reduction, wildfire resilience, Indigenous-led conservation and cold criminal case investigations.

Insight Development Grant Recipients:

- Michelle Harrison: Inclusive and flexible course design (\$62,762)
- Yaou Hu: Reducing food waste through intercultural menu communication (\$69,981)
- Jessica Allingham: Chemistry education and representational competency (\$64,282)
- Tara Duncan: Employee resilience in wildfire-affected tourism (\$57,780)
- Zhe (Betty) Ji: Brand-influencer compensation dynamics (\$68,564)

Insight Grant Recipients:

- Heather Price: Enhancing recall in cold case investigations (\$240,290)
- Courtney Mason: Indigenous-led conservation and reconciliation (\$310,000)

Funding is supported by the Research Support Fund, which offsets administrative and operational costs associated with managing SSHRC and NSERC-funded research. [TRU Newsroom](#) | July 10, 2025

**Seven researchers at TRU secured nearly \$900,000 in funding through the SSHRC Insight and Insight Development Grants.**

## **TRU leader honoured for lifetime achievement in international education**

Baihua Chadwick, vice-president international at TRU, received the 2025 International Education Lifetime Achievement Award from the B.C. Council for International Education. The award recognizes more than two decades of leadership in advancing global education initiatives, transnational partnerships, and international student support within B.C.'s post-secondary sector. [TRU Newsroom](#) | June 24, 2025

## **Dr. Courtney Mason recognized by Royal Society of Canada**

The Royal Society of Canada elected Dr. Courtney Mason, professor and Canada Research Chair in Rural Livelihoods and Sustainable Communities at TRU, to the College of New Scholars, Artists and Scientists. Election to the college is considered one of Canada's highest academic honours. Mason's research focuses on land-use management, environmental sustainability and community-based conservation. He recently secured \$310,000 through the SSHRC Insight Grants program to support collaborative work with Indigenous communities in Western Canada and New Zealand. This research examines the legal and practical challenges related to land rights, economic development and protecting ecosystems within conservation regimes. [TRU Newsroom](#) | September 4, 2025

## **TRU faculty selected to Beef Researcher Mentorship Program**

Dr. Nisha Puthiyedth, an assistant professor in the Computing Science department was selected for the 2025/26 Beef Cattle Research Council Beef Researcher Mentorship Program, marking the first time a TRU faculty member has joined this national initiative. The recognition highlights her computational and machine-learning research supporting agricultural sustainability and addressing antimicrobial resistance in beef cattle. [TRU Newsroom](#) | September 15, 2025

## **Michael Smith Health Research B.C. Scholar Award**

Dr. Juanita-Dawne Bacsu, Canada Research Chair in Nursing and Population Health and director of the Population Health and Aging Rural Research Centre, received a Michael Smith Health Research BC Scholar Award for research advancing dementia-related stigma reduction and wildfire preparedness for rural older adults. [TRU Newsroom](#) | September 22, 2025

## King Charles III Coronation Medal awarded to tourism management faculty member

Jason Johnston, assistant teaching professor in the Faculty of Adventure, Culinary Arts and Tourism, received the King Charles III Coronation Medal for his contributions to advancing Indigenous tourism and cultural education. His work with the Chippewas of Nawash Unceded First Nation supported community-led tourism initiatives, including the development of cultural tours and the creation of a cultural interpretive centre focused on Anishinaabe knowledge, history and language. Johnston's approach emphasizes land-based learning and cultural revitalization for youth, demonstrating how tourism can support cultural continuity and foster broader intercultural understanding. [TRU Newsroom](#) | September 29, 2025

## Open Education Global Awards

TRU faculty, students and collaborators were recognized internationally through the 2025 Open Education Global Awards for Excellence. Honoured projects included [Utamaduni Bora](#), [Ethical Educational Leadership](#) and [Simulated Client Records](#). Finalists included [PASSchem](#) and [TRU Open Press](#) for its collaborative publishing model. [TRU Newsroom](#) | October 31, 2025

## BCcampus award recognizes TRU open education leader

Open Press publishing manager Dani Collins received the February 2026 BCcampus Award for Excellence in Open Education. Collins has contributed to open education at TRU since 2012 through course editing and open education resource (OER) development, as well as leadership in copyright, accessibility and publishing support. She helped establish TRU Open Press, which launched in 2023 and is expected to complete nearly 80 open educational resource projects by March 2026. [TRU Newsroom](#) | February 23, 2026

## Federal Grants support global research partnerships

Two TRU faculty members received Faculty Mobility for Partnership Building grants funded by Global Affairs Canada to advance international research collaborations addressing sustainability and health. One project supports climate-focused agricultural research through a partnership with the University of Western Santa Catarina in Brazil and is focused on understanding and managing cattle heat stress using climate-smart research methods. The second project supports an interdisciplinary collaboration with Universidad Iberoamericana in Mexico and examines changes in brain activity and cognitive function associated with aging through non-invasive techniques. [TRU Newsroom](#) | March 31, 2026

## Alumni achievements

### National recognition for legal scholarship

Manjot K. Sekhon, a 2025 Faculty of Law graduate, received the inaugural Mathew Good Memorial Prize from the British Columbia Law Institute, with support from the Canadian Bar Association, B.C. branch. The award recognizes outstanding legal writing on access to justice and law reform. Sekhon's essay, *Balancing the Scales*, examines reform to judicial guidelines that better support self-represented litigants while maintaining public confidence in the legal system. Her work highlights the systemic challenges faced by both litigants and judges and proposes thoughtful, evidence-based reforms. [BCLI Mathew Good Memorial Prize](#) | July 2025, [TRU Newsroom](#) | June 16, 2025

## TRU alum leads B.C. Métis Nation

Colette Trudeau (BComm'14) serves as CEO of Métis Nation British Columbia (MNBC) and was named one of Business in Vancouver's Top Forty Under 40. Trudeau held roles across youth programming, operations and governance during her 15 years with MNBC. Her TRU Bachelor of Commerce, completed through Open Learning while working full-time, supported her development in strategic leadership and public administration. Trudeau continues to collaborate with TRU through initiatives such as Métis Youth Career Days, which connect Métis youth with academic and career pathways. [TRU Newsroom](#) | July 31, 2025

## Alumni contribute to Indigenous-led economic development

Five TRU alumni are part of the leadership team at Sc.wénwen Economic Development Corporation and Sc.wénwen Land Development Corporation, organizations advancing Indigenous-led economic growth for Tk'emlúps te Secwépemc (TteS). Alumni contributions span economic development strategy, land development, business support and communications. The corporations lead projects ranging from commercial land development to support for TteS member-owned businesses, contributing to long-term economic sovereignty and community well-being. [TRU Newsroom](#) | September 2, 2025

## TRU alum advances to bioinformatics research at Oxford.

Ivan Hartling (BSc Honours'14) is now a bioinformatician at the University of Oxford's Big Data Institute, where he applies machine-learning methods to improve prediction and outcomes for kidney transplant success in partnership with the U.K. National Health Service. After completing his honours degree in chemical biology at TRU, Hartling pursued graduate studies at UBC and the University of Zurich, where he completed a PhD in integrative molecular medicine. His academic and research progression spans laboratory-based work in biochemistry to computational biology. [TRU Newsroom](#) | September 25, 2025

## TRU law alum named to BIV's 2025 Forty Under 40.

TRU Law graduate Sam Tecle (Class of 2017) was named one of Business in Vancouver's 2025 Forty Under 40 recipients, recognizing career achievement and community involvement. Tecle is a lawyer with Gowling WLG in Vancouver, where he advises on employment, labour and human rights matters. In addition to his legal practice, he teaches legal advocacy at Capilano University and sits on the university's board of governors. Tecle's selection reflects his professional contributions, leadership and commitment to mentoring emerging legal professionals. [TRU Newsroom](#) | November 10, 2025

## TRU honours distinguished alumni

Five TRU alumni were recognized with Distinguished Alumni Awards for achievements in community service, arts and culture, public service and professional accomplishment.

- Robert Atwood (BNRS'15) and Richard Sullivan received the Service to Community Award for co-founding Hummingbird Drones, the first unmanned aircraft system provider involved in wildfire suppression in North America. Their work now supports emergency response and search and rescue across the region.
- Andrew G. Cooper (BA'14) received the Arts and Culture Award for contributions as a theatre creator, filmmaker and producer, including founding Chimera Theatre in Kamloops and Jupiter Theatre in Calgary, and collaborating on national stage and screen productions.
- Dr. Mandy Manak (Dip'93; BSc'02) received the Public Service Award for leadership in addiction medicine, including clinical practice, medical oversight roles and national and provincial contributions to physician and patient support systems.
- Monica Sophia McAlduff (BHSc'05) received the Professional Achievement Award for leadership as CEO of the First Nations Health Authority and for advancing culturally safe, patient-centred health-care systems grounded in Secwépemc values and community priorities. [TRU Newsroom](#) | December 2, 2025

# Indigenous education

## TRU's commitment to Indigenous youth honoured with a major investment

The Mastercard Foundation's EleV Program awarded TRU \$5 million in support of the university's innovative and impactful educational initiatives that support Indigenous youth. This funding strengthens TRU's work in language revitalization, advance educational and research opportunities that elevate Indigenous knowledge, values and leadership in partnership with communities across Secwepemcúl'ecw and beyond. [TRU Newsroom](#) | September 9, 2025, [TRU Newsroom](#) | September 17, 2025

## National funding expands work-integrated learning support for Indigenous students.

TRU received \$200,000 from Co-operative Education and Work-Integrated Learning Canada (CEWIL) to provide bursaries for Indigenous students completing unpaid clinical placements and practicums. Administered through Career and Experiential Learning in partnership with the TRU Awards Office, the initiative reduces financial barriers and supports equitable access to work-integrated learning opportunities. [TRU Newsroom](#) | October 8, 2025

## TRU Indigenous summer camp inspires youth through culture and STEM

The annual Indigenous summer camps saw 20 Indigenous youth from across B.C. participate in a week-long immersion into university life. Students in Grades 8 to 10 participated in hands-on activities in science, health and technology while learning about available supports for Indigenous learners. Activities included engineering challenges and academic workshops, cultural events like a Lahal tournament and a visit to Steelhead (Sk'emqin) Provincial Park to engage with Secwépemc knowledge. Since its inception in 2008, the camp has aimed to demystify post-secondary education for Indigenous youth and spark interest in STEM fields through culturally relevant programming. [TRU Newsroom](#) | August 15, 2025

## Indigenous Pathways in Business

The Bob Gaglardi School of Business and Economics hosted the Indigenous Pathways in Business event, which brought together Indigenous students and alumni to explore career pathways in business, accounting and finance in a culturally supportive setting. In partnership with TRU's Office of Indigenous Education and the Chartered Professional Accountants of British Columbia, the event convened more than 50 participants and featured an Indigenous student and alumni panel, where speakers shared experiences navigating education and professional careers while maintaining cultural identity, as well as practical guidance on education and career pathways. The event aimed to address underrepresentation of Indigenous Peoples in business and accounting professions and to strengthen networks, mentorship and awareness of opportunities for Indigenous learners and graduates. [TRU Newsroom](#) | March 19, 2026

Located on Tk'emlúps te Secwépemc and T'exelc territories and serving surrounding nations, TRU anchors education, training and applied research in regions central to Look West's focus on provincewide economic resilience.

## Partnership agreements

### Academic readiness partnership with B.C. Hockey League

The B.C. Hockey League (BCHL) has partnered with TRU to launch the Academic Readiness Program, which provides players with access to TRU's flexible online courses to support their academic and athletic development. The initiative, supported by the Athlete Development Alliance and the American Public University System, offers tailored academic guidance and affordable course options that meet the needs of student-athletes. [BCHL #ModernHockey](#) | August 19, 2025

### FASD Together Unconference

In partnership with Insight Support Services and Inspire Kids, TRU hosted the Fetal Alcohol Spectrum Disorder (FASD) Together Unconference on September 27, 2025. This participant-driven event identified priority topics, shared lived experiences and discussed local issues affecting families and caregivers of individuals with FASD. Held during FASD Awareness Month, the unconference provided collaborative spaces for discussion and strengthening local supports. [TRU Newsroom](#) | September 4, 2025

### City of Kamloops partnership in cultural planning

The You Are Here Kamloops Cultural Strategic Plan 2024 – 2034, co-developed through TRU's Researcher-in-Residence initiative with the City of Kamloops, received the 2025 Creative City Impact Award in Cultural Planning from the Creative City Network of Canada. The recognition highlights the partnership's approach to documenting community cultural assets, including extensive work in cultural mapping through interviews, story maps and public engagement. Led by TRU faculty and supported by student researchers, the initiative integrated community-engaged research into municipal planning and contributes to national models for university-municipal collaboration. [TRU Newsroom](#) | October 16, 2025

### TRU and Skeetchestn Indian Band promise to work together

The Skeetchestn Indian Band and TRU signed an affiliation agreement affirming shared commitments to improve access to post-secondary education and support for Indigenous learners. The agreement acknowledges Skeetchestn's authority to guide educational initiatives aligned with Secwépemc methods of teaching and learning. The agreement also outlines collaboration on programs, training opportunities and culturally grounded supports based on community priorities. The agreement builds on TRU's longstanding relationship with Secwépemc communities and reflects broader Indigenization initiatives such as Elders-in-Residence, increasing Indigenous representation among faculty and staff, and the Knowledge Makers program. [TRU and Skeetchestn Indian Band promise to work together](#) | April 17, 2025

### TRU signs Scarborough Charter to take action on anti-Black racism

As the 61<sup>st</sup> Canadian post-secondary institution to sign the Scarborough Charter, TRU joins a national network that is committed to measurable and accountable action on anti-Black racism and Black inclusion. This includes reviewing institutional policies and practices through an anti-Black racism lens and publicly reporting on progress. The charter outlines four guiding principles — Black flourishing, inclusive excellence, mutuality and accountability — and connects TRU to the charter's inter-institutional forum for shared learning and co-ordinated action. This work builds on TRU's 2021 Anti-Racism Taskforce and ongoing EDI initiatives, further aligning institutional efforts in data, recruitment, retention and student supports. [TRU Newsroom](#) | February 26, 2026

## Partnerships support regional well-being

The annual Aaron Manson Be Brave event brought together post-secondary, industry and community organizations to raise awareness of mental health, addiction and the toxic-drug crisis, with a particular focus on the trades and construction sector. [TRU Newsroom](#) | March 19, 2026

## TRU advancement efforts

During FY 2025/26, TRU advancement activities engaged donors, employees, alumni and community members to support student awards, bursaries, research, and university priorities. In addition to the \$5-million donation from the Mastercard Foundation, TRU hosted fundraising events including the TRU Gala held November 16, 2025, which raised more than \$234,503 and the annual Day of Giving on February 26, 2026, which raised \$131,584. [Our year at a glance](#)



# Planned Giving

In 2025/26, TRU saw encouraging growth in realized estate gifts and future expectancies, underscoring the value of sustained donor engagement and thoughtful gift planning in supporting the university's long-term financial resilience. TRU recognizes the lasting impact of legacy donors and extends its sincere thanks to those who have chosen to support the university through their estates.

## At a glance

66 confirmed legacy donors representing \$25 million in future commitments

2025/26 — \$1.83 million in realized estate gifts

Five-year growth in expectancies: +202 per cent

## TRU foundation earns global recognition for philanthropy storytelling

The TRU Foundation received a bronze medal in the 2025 Council for Advancement and Support of Education (CASE) Circle of Excellence Awards. This recognition highlights excellence in post-secondary advancement, including communications, alumni relations, fundraising and marketing. TRU's submission, published in the 2023/24 Report on Philanthropy, profiled donor Erin Walter, who established a memorial endowment to honour the legacy of her son, TRU WolfPack volleyball player Owyn McInnis, following his passing in late 2023. This marked the third consecutive year TRU received this award. [TRU Newsroom](#) | July 10, 2025

## Supporting early childhood education in Williams Lake

Four early childhood education (ECE) students at the TRU Williams Lake campus received scholarships funded by Gibraltar Mine, operated by Taseko Mines Ltd. The award's aim is to reduce financial barriers for students entering the early learning sector, which continues to experience labour shortages across the region. Recipients Sam Evans, Taia Brown, Kailey Shire and Linda Zimmerlee were enrolled in a condensed 12-month ECE program developed to address urgent staffing needs in local child-care facilities. [TRU Newsroom](#) | July 16, 2025

## Empowering graduate research at TRU: Stories of impact and resilience

TRU awarded more than \$500,000 in scholarships to 24 students through the B.C. Graduate Scholarship and the Canada Graduate Research Scholarship — Master's (CGS-M) programs. These awards support student research and academic progression across diverse disciplines. Recipients include:

- Joseph Kruger, a Master of Arts student in Human Rights and Social Justice, whose research examines systemic injustices faced by Indigenous people, particularly within the legal system.
- Johanna Stewart, a Master of Science student in Environmental Science, whose research focuses on the impact of the 2023 wildfires on red-sided garter snake populations in the Northwest Territories, and
- Audra Kozun, a Master of Nursing student, whose research investigates the decline in perinatal care providers in Victoria following the pandemic. [TRU Newsroom](#) | August 27, 2025

# TRU sustainability

## TRU's global leadership in sustainable development

TRU is a global leader in sustainability — it's the first Canadian post-secondary institution to earn Platinum STARS status twice (2018 and 2022) and one of only two to achieve that Platinum status, which is the program's highest rating. Building on steady progress from Silver (2011) to Gold (2015) to Platinum, TRU continues to embed sustainability across campus life, learning and operations. As a proud signatory to the [Sustainable Development Goals \(SDG\) Accord](#), TRU advances the SDGs through teaching, research and community action, sharing its progress each year through real impact on campus and beyond. Starting this year, TRU has been publicly sharing progress on the SDG goals, enabling users to explore progress on each goal. [Sustainable Development Goals](#) | November 14, 2025

## TRU was recognized as top performer in 2025 Sustainable Campus Index

TRU earned top rankings in the 2025 Sustainable Campus Index, placing first among Master's Institutions and first in the Procurement and Waste category. TRU also ranked in the top 10 for Public Engagement. It was the only Canadian university in the top 10 Master's Institutions and maintained its STARS Platinum status. The results reflect the university's long-term sustainability initiatives, including its Low-Carbon District Energy System, which is projected to significantly reduce greenhouse-gas emissions as buildings transition to the system. [TRU Newsroom](#) | September 9, 2025

## TRU recognized for sustainability innovation by CAUBO

The Low-Carbon District Energy System and Photovoltaic (PV) Solarization projects contributed to TRU receiving an honourable mention at the 2025 Canadian Association of University Business Officers (CAUBO) Quality and Productivity Awards. These initiatives advance TRU's emission-reduction and sustainable operations goals. Key achievements include transitioning most campus buildings from natural-gas boilers to electric heating, which includes the installation of approximately 1,400 PV solar panels. The award was presented at the CAUBO annual conference in Edmonton. [TRU Newsroom](#) | June 11, 2025

## World Engineering Day 2026 partnership

TRU was named an official partner for World Engineering Day for Sustainable Development 2026, a UNESCO initiative that highlights the role of engineering in advancing the United Nations Sustainable Development Goals. The theme for the yearlong global campaign is Smart engineering for a sustainable future through innovation and digitalization, TRU is profiled internationally for its leadership in wildfire research, education and training, with featured content highlighting applied research, digital innovation and collaboration to support wildfire-ready communities. Through its participation, TRU is sharing its wildfire research and education initiatives with a global audience, reinforcing the relevance of its applied, community-focused work to sustainable development challenges. [TRU Newsroom](#) | March 4, 2026



# Internationalization efforts

## Internationally trained teachers gain insight through TRU's TWINQ pilot

Designed to address teacher shortages in B.C.'s Interior, 11 Master of Education (MEd) students completed the International Teaching Qualifications (TWINQ) pilot project. This provided internationally trained educators with hands-on experience in B.C. classrooms and an introduction to the provincial education system. Participants engaged in a four-week community placement in Kamloops, Williams Lake and Gold Trail school districts, and included classroom observation, professional development and limited teaching responsibilities. Learning outcomes included exposure to Indigenous curriculum, inclusivity and student autonomy, outdoor learning and social-emotional learning. [TRU Newsroom](#) | July 4, 2025

## B.C.'s trade mission to Asia

TRU strengthened international partnerships through participation in B.C.'s trade mission to Japan and South Korea. Then-President Brett Fairbairn joined representatives from provincial post-secondary institutions to support efforts to expand educational and research collaboration in the Indo-Pacific region. During the mission, the delegation met with long-standing partners, explored new partnership opportunities and connected with TRU students studying abroad. The university also extended outreach in Malaysia, where TRU leaders engaged with four universities to develop transnational education pathways, explored dual degree and exchange opportunities, and expanded regional partnerships that support student mobility and international collaboration. [TRU officials join trade missions, look to Asia to expand international partnerships](#) | June 23, 2025

## Building future TRU abroad

TRU is advancing its [Strategic Internationalization Plan](#) by strengthening international and Indigenous partnerships in New Zealand and Australia that align with the university's priorities in use-inspired research, sustainability, digital innovation, student-connected learning and its evolution as the first dual-sector research university in B.C. During an October visit, President Airini, Vice-President of Administration and Finance Matt Milovick and Secwépemc Cultural Advisor Garry Gottfriedson met with universities and Indigenous education institutions whose work reflects these shared commitments. New and emerging collaborations with Te Wānanga o Aotearoa, Te Wānanga o Raukawa and the University of Canterbury in New Zealand, as well as Victoria University in Australia, are creating opportunities in Indigenous education and research, academic governance, sustainability, applied research, graduate studies and dual-sector learning innovation. Together, these efforts bring value to TRU and the region by expanding research opportunities, deepening institutional capacity, and supporting students, faculty and communities in Interior B.C. [TRU Newsroom](#) | January 13, 2026

## Maple Leaf short-term program launches at TRU

TRU welcomed its first short-term cohort of Maple Leaf Educational Systems students to Kamloops in January, marking a new chapter in a long-standing partnership that began in 1998. The program offers students aged 13 to 17 an immersive introduction to Canadian university life through intercultural learning, guest lectures on topics such as robotics and artificial intelligence, and cultural and recreational experiences in Kamloops and Vancouver. The initiative reflects TRU's ongoing commitment to global learning, student success and strengthening a valued international partnership that has created meaningful opportunities for students at both institutions. [TRU Newsroom](#) | January 23, 2026

## Consent education and international field school expansion

Co-founded in 2020 by faculty in the School of Social Work and Human Service and the TRU Wellness Centre, the Consent Café is an activity-based program focused on consent education, healthy relationships and sexualized violence prevention. This program expanded internationally through a planned Canada-India collaboration in the form of an international field schools to India in the summer of 2026 that enable TRU students to work alongside community partners while engaging in culturally responsive, community-based education. Building on a successful local pilot delivered in partnership with School District 73, this initiative reflects TRU's emphasis on applied learning, student-led knowledge exchange and international collaboration in support of community well-being and prevention-focused social work practice. [TRU Newsroom](#) | March 6, 2026



# Mandate Priorities

This section provides information that demonstrates TRU's support for the initiatives and priorities laid out by the Ministry of Post-Secondary Education and Future Skills as outlined in the [2025/26 TRU Mandate Letter](#).

Work with the ministry to explore and implement strategies that support efficiency and service optimization, reduce expenses, generate revenues and ensure long-term financial sustainability while enhancing access to high-quality learning opportunities.

As B.C.'s first dual-sector research university, TRU brings together vocational training, higher education and use-inspired research in service of students, communities and the province. The university is advancing strategies to improve efficiency and service optimization, reduce expenses, generate new revenues and strengthen long-term financial sustainability while enhancing access to high-quality learning opportunities. TRU continues to welcome students from diverse backgrounds across modes of delivery, supported by strengths in law, applied and responsible artificial intelligence, natural resource science, environmental and wildfire studies, health and nursing, education, trades and graduate programs. Since fall 2024, the university has implemented institution-wide operational budget decreases and reduced approximately 225 full-time equivalent positions through a combination of early retirement incentive programs, staffing complement adjustments, and the elimination of vacant positions. These changes affected all employee groups and every faculty and administrative portfolio. TRU thanks all colleagues who have left TRU — whether for personal or professional growth or as part of the university's organizational changes — for their meaningful contributions, service and lasting impact on TRU community and shared mission.



TRU achieved a balanced budget for FY 2025/26 through cost avoidance and highly strategic investments. This required a reset away from a five-year plan with a remaining risk of structural change. The Future TRU: Deficit Mitigations report with associated strategies was approved by the board in October 2026. Our financial strength is a combination of enrolments, cost avoidance and revenue generation.

The post-secondary education system is critical to supporting a prosperous, diverse and growing economy and a strong, secure British Columbia. I expect that your institution's policies and programs ensure that post-secondary education and training in British Columbia remains relevant and accessible.

TRU is redefining what it means to be a university. TRU is a new model for the Canadian research university — it is B.C.'s first dual-sector research institution, which means it unifies vocational and higher education while remaining committed to excellence, access and impact. To reduce barriers to participation, the university eliminated application fees for both domestic and international students and continues to expand learning modalities to improve access for learners across Canada (see more about [TRUly Flexible](#)).

TRU has revised program structures to support affordability and more timely entry into the labour market by:

- reducing the length of the Master of Environmental Economics and Management (MEEM) to a one-year program, which resulted in savings for students.
- The Health Care Assistant (HCA) program has been adjusted to an eight-month duration.

In addition, specialties are being developed within the Master of Business Administration (MBA) to better align with workforce demand, particularly in the areas of health and technology.

Further, in fall 2025, TRU launched a suite of interdisciplinary wildfire-related certificate programs, developed in consultation with community partners. These include the Wildfire Science Certificate, the certificate in Sociocultural Dynamics of Wildfire and the certificate in Wildfire Communications and Media. The Wildfire Science and Sociocultural Dynamics of Wildfire certificates also ladder into the first year of a Wildfire Studies diploma. Supported through TRU Wildfire in partnership with the BC Wildfire Service, these offerings reflect a comprehensive, solutions-focused approach to current and future wildfire challenges through research, education, training and innovation.

As a dual-sector research university in Interior British Columbia, TRU is well aligned with the province's Look West strategy, particularly its emphasis on diversifying trade, investment in skilled-trades training and strengthening Asia-Pacific connections. This alignment is reflected in TRU's applied programming and research that supports regional workforce and economic needs, as well as its international and policy engagement in the Indo-Pacific. TRU's leadership in the Canada and the Asia Pacific Policy Project (CAPPP), as well as diverse programming, further strengthens TRU's capacity to contribute to understanding and shaping Canada-Asia linkages. In turn, this reinforces TRU's role in preparing and developing a workforce equipped with the skills, knowledge and global competencies needed to support evolving trade, logistics and industries.

## Develop and implement strategies that ensure safety, protection and fair treatment on campuses for students, staff and faculty.

Over the past year, TRU updated a suite of policies and practices to strengthen safety, protection and fair treatment for students, faculty and staff.

This includes the review of the Health, Safety and Environment Policy ([ADM-05-0](#); October 2025), which outlines a university-wide environmental health and safety management system and affirms TRU's commitment to safe working and learning environments. The university's Use of Space Policy ([BRD 30-0](#)) affirms that all users of university space are expected to act responsibly and respect the rights of other members of the TRU community. It also recognizes academic freedom as a fundamental university value and states that the policy must not be interpreted or applied in a way that limits the academic freedom of any member of the university community. TRU also reviewed its Harassment and Discrimination Prevention Policy ([BRD 17-0](#)) and Sexualized Violence Policy ([BRD 25-0](#)). In addition, TRU implemented two complementary policies — Whistleblower ([BRD 18-0](#)) and Public Interest Disclosure ([BRD 29-0](#)) — which uphold B.C.'s *Public Interest Disclosure Act* (PIDA) by protecting individuals who disclose wrongdoing and ensuring streamlined reporting to designated officers. These updates, alongside campus safety procedures, case management supports and the work of the Sexualized Violence Prevention and Response Office, enhance TRU's capacity to ensure safe, respectful and equitable campus environments.

Supported by the ministry as part of the response to the ongoing opioid crisis and toxic-drug supply, [naloxone kit distribution](#) has been a key initiative in TRU's overdose prevention efforts, recognizing that the risks extend beyond those experiencing addiction to anyone using substances. These efforts are complemented by [TRU's Community Safety Council](#), an advisory body focused on campus practices, policies and safety outcomes, including violence prevention, and made up of representatives from across the university community who share a commitment to creating a safer campus environment.

TRU's commitment to campus safety also extends to its digital environment, where prevention, preparedness and shared responsibility are equally important. Information Technology Services (ITS) security methodology is built around three core pillars: policy, process and people.

**(i) Policy:** TRU's information security approach begins with a strong policy foundation. Institutional information security policies are reviewed and updated to align with industry best practices, particularly the NIST Cybersecurity Framework, while ITS divisional policies are designed to support broader institutional policies and business objectives. Ongoing oversight is maintained through continuous review, including Security Advisory Committee meetings and updates to the Board.

**(ii) Process:** Building on this policy foundation, TRU maintains clear and consistent processes to support effective information security management. Standard operating procedures guide key areas such as change management, system lifecycle management (evergreening), incident response, disaster recovery planning and risk registry maintenance. These processes are further strengthened through internal and external audits, automated vulnerability scanning, penetration testing and both scheduled and zero-day patching, alongside the introduction of proactive data loss prevention measures to better protect institutional data.

**(iii) People:** Complementing its policy and process work, TRU recognizes that people are central to a strong security culture. Security staff are supported through training, workshops and ongoing professional development opportunities that strengthen expertise and capacity. Across the university, awareness is reinforced through initiatives such as simulated phishing exercises and the annual Privacy and Security Conference, helping build shared responsibility for information security throughout the organization.

Underlying our work is a continued commitment to lasting and meaningful reconciliation with Indigenous partners by supporting opportunities for First Nations self-determination in the post-secondary sector leading to greater access to relevant programs for Indigenous learners.

Educational initiatives at TRU that support Truth and Reconciliation (TRC) Calls to Action and the UN Declaration of the Rights of Indigenous Peoples are reported in [Appendix B](#).

An additional initiative includes the in-community Adult Basic Education programming offered by the Faculty of Education and Social Work (EDSW). Funded by ministry grants, this training included classes in Lillooet and 100 Mile House, and was made possible through Educational Service Agreements that include the Yunesit'in Government (Hanceville), Lytton First Nation and Ucwalmicw Society (T'it'q'et First Nation Band); this activity also meets the Calls to Action. For example, Call 11 "We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education."

The Strategic Internationalization Plan includes a goal to expand access and supports for internationalization efforts with Tk'emlúps te Secwépemc and T'exelc, working to address and dismantle systemic inequities rooted in colonial history and their ongoing impacts. This goal led to the development of pre-arrival programming, orientation, staff training and student learning continue to integrate Secwépemc history, culture and land-based perspectives. This was demonstrated through courses such as Privileging Indigenous Oral Traditions and Storywork, where students learned directly from Knowledge Keepers.

## Indigenous trades and technology training

For more than two decades, TRU's School of Trades and Technology has partnered with Indigenous communities to deliver community-based training that reflects local priorities and supports First Nations self-determination. These partnerships are grounded in respect, collaboration and a shared commitment to reconciliation, with programs developed and delivered in culturally responsive and accessible ways.

A recent example is the multi-year partnership with the Lytton First Nation where, in collaboration with community leadership and a local Indigenous-owned construction company, Indigenous apprentices completed Carpentry Level 4 training in-community to prepare for Red Seal certification. This provides a rare opportunity to complete this trade in their community. This model enables students to remain close to home, integrate employment with training and contribute directly to rebuilding the community following the 2021 wildfires. This video shows the perspective from the community about the impact of this [programming](#), and some [testimonials from students](#).

TRU and Tk'emlúps te Secwépemc partnered on a Construction Trades Sampler program in spring 2025, through which learners gained foundational skills by renovating the Spiyu7ullucw Ranch house. Several participants have since progressed into Carpentry Level 1 training and are working on local projects to accrue apprenticeship hours.

Since 2006, the Water and Wastewater Technology Program has provided diploma-level education and technical training to operators responsible for more than 200 First Nations water and wastewater systems. In 2025/26, the program brought learners to Kamloops for structured, competency-based training to build local capacity, strengthens system performance and support long-term sustainability. This education has contributed directly to improving public health outcomes, protecting the environment and assisting communities in lifting long-term boil water advisories. In addition, the program has enabled operators to progress in their careers, enhance their certifications and take on expanded leadership roles within their communities.

TRU programming directly advances B.C.'s skills agenda by offering training in 20 SkilledTradesBC recognized trades, supporting workforce development across the province. Provincial trades investments support TRU's ability to expand programs that strengthen local employers, support families and build capacity across B.C., demonstrating how dual-sector delivery translates funding into workforce outcomes.



# Reporting on strategic initiatives

This section addresses the long-term strategic initiatives requested by the ministry, including:

## Sexual violence and response initiatives

This year's focus was building on the successful programs from 2024/25, while exploring targeted collaborative opportunities for training. Table 2 provides a summary of educational and prevention activities related to sexual violence prevention and response (SVPR) from 2025/26.

| TABLE 2: SVPR ACTIVATES 2025/26                                                                                                                                                                                         | AUDIENCE                                                                                                                              | NUMBER OF SESSIONS | TOTAL PARTICIPANTS |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|
| ACTIVITY                                                                                                                                                                                                                |                                                                                                                                       |                    |                    |
| Responding to Disclosures (in-person training)                                                                                                                                                                          | TRU staff                                                                                                                             | 4                  | 59                 |
| Orientation presentations                                                                                                                                                                                               | TRU students                                                                                                                          | 5                  | 255                |
| Tools for Change training<br>*6 hours per session                                                                                                                                                                       | TRU students                                                                                                                          | 4                  | 97                 |
| Tabling (in partnership with residence)                                                                                                                                                                                 | TRU students and staff                                                                                                                | 12                 | 1,000              |
| Campaigns: Red Zone, 16 Days of Action Against Gender-Based Violence, Sexual Assault Awareness Month.<br>Campaigns ran for 12 weeks in total, using in-person and online activities noted in other areas of this table. | TRU students and staff                                                                                                                | 3                  |                    |
| Resource fairs                                                                                                                                                                                                          | TRU students, staff and Kamloops community                                                                                            | 4                  | 200                |
| Safer Campuses for Everyone (online training) debrief sessions                                                                                                                                                          | TRU students, first-year culinary students, Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Office and intercultural ambassadors | 2                  | 11                 |
| Intro to SVPR class presentations                                                                                                                                                                                       | TRU students                                                                                                                          | 5                  | 110                |
| Guest lectures                                                                                                                                                                                                          | TRU students                                                                                                                          | 3                  | 75                 |
| Soup Circle at Cplul'kw'ten                                                                                                                                                                                             | TRU students and staff                                                                                                                | 3                  | 51                 |
| Make and Learn                                                                                                                                                                                                          | TRU staff                                                                                                                             | 6                  | 25                 |

TABLE CONTINUED ON NEXT PAGE →

| TABLE 2: SVPR ACTIVATES 2025/26                                | AUDIENCE                | NUMBER OF SESSIONS | TOTAL PARTICIPANTS |
|----------------------------------------------------------------|-------------------------|--------------------|--------------------|
| ACTIVITY                                                       |                         |                    |                    |
| Safer Campuses for Everyone in-person session                  | TRU students            | 1                  | 7                  |
| Responding to Disclosures (online training)                    | TRU staff               | 146                |                    |
| Safer Campuses for Everyone (online training)                  | TRU students            | NA                 | 84                 |
| Dec. 6 memorial event                                          | TRU students and staff  | 1                  | 17                 |
| Buttons and bystanders                                         | TRU students and staff  | 1                  | 11                 |
| Community building and bystanders                              | TRU student ambassadors | 1                  | 15                 |
| PD Week workshop: Building relationship with the land we're on | TRU staff               | 1                  | 21                 |
| Consent Tea                                                    | TRU students            | 1                  | ~200               |

## Program Highlights

### Ongoing ambassador programming

In its second year of operation, SVPR's ambassador program featured two fourth-year students who provided three to five hours per week of ongoing peer education and outreach. This year's program focused on increasing the visibility of the SVPR Office (SVPRO) through weekly tabling and events. The ambassadors facilitated weekly tabling, supported a new drop-in program and partnered with community and campus groups to attend events and develop resources.

### Exploring new collaborative relationships: shared initiatives

The SVPRO explored collaborative education and awareness raising initiatives by joining with new campus and community partners to run shared events. See the table below for SVPR activities in 2025/26.

**TABLE 3: COLLABORATIVE SVPR ACTIVITIES 2025/26**

| INITIATIVE(S)                                                                                               | PARTNER(S)                                                                                                                              | TARGET AUDIENCE                                         |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Faculty of Arts employee training: responding to disclosures and foundations of gender and sexual diversity | TRU Office of Equity, Diversity, Inclusion and Anti-Racism; Office of Gender and Sexual Diversity                                       | Staff and faculty, TRU and Kamloops community           |
| The Laramie Project theatre production                                                                      | Office of Gender and Sexual Diversity, TRU theatre program                                                                              | TRU and Kamloops community                              |
| Faculty of Arts employee training                                                                           | TRU Office of Gender and Sexual Diversity; TRU theatre program                                                                          | Students, staff and faculty, TRU and Kamloops community |
| International Women's Day event; documentary viewing, resource fair and panel talk                          | TRU Bob Gagliardi School of Business and Economics, TRU Faculty of Education and Social Work                                            | TRU and Kamloops community                              |
| Dec. 6 memorial event                                                                                       | TRU Library and Makerspace, TRU Gender Equity Committee, TRU Office of Equity, Diversity, Inclusion and Anti-Racism                     | TRU students and staff                                  |
| Bystander training and button making for Sexual Assault Awareness Month                                     | TRU Library and Makerspace                                                                                                              | TRU community                                           |
| Healthy relationships group                                                                                 | TRU counselling                                                                                                                         | TRU students                                            |
| Body Peace group                                                                                            | TRU counselling                                                                                                                         | TRU students                                            |
| Stolen Sisters support gathering and lunch series                                                           | TRU Indigenous counsellor, TRU Office of Indigenous Education, TRU Indigenous Student Development, TRU Wellness Centre                  | TRU and Kamloops community                              |
| Eight sessions of healthy relationships education                                                           | TRU ESTR program (Education and Skills Training) and TRU Wellness Centre                                                                | TRU students who face barriers to employment            |
| Professional development workshop: Building relationship with the land we're on                             | Campus wellness advisor and manager of Indigenous Student Services                                                                      | TRU employees                                           |
| International Women's Day (community event series); community-based march, resource fair, tabling outreach  | Interior Women's Centre Society, Kamloops Sexual Assault Counselling Centre, TRU Office of Equity, Diversity, Inclusion and Anti-Racism | TRU and Kamloops community                              |

## New classroom guest lectures and presentations

SVPRO developed a set of new one- and one-and-a-half-hour classroom presentations with topics that include community building and bystanders, trauma-informed conversations and triggers and realities: hard conversations about violence. These presentations are easily accessible by other areas of campus and are applicable to all students and staff.

## New online training initiatives

In December of 2025, SVPRO worked with TRU's Learning Technology and Innovation team to place content from the ministry-funded, BCcampus-developed trainings on Technology-Facilitated Sexualized Violence and Communication and Healthy Relationships and Consent onto the Moodle platform for student use. In January, the courses were piloted with a group of student ambassadors and practicum students from social work and nursing. These trainings are being promoted and widely accessible on campus in fall 2026.

## SVPRO annual report

TRU's [Sexualized Violence Prevention and Response](#) annual reports can be found [here](#).

## Policy revision update

TRU completed its latest policy review in spring of 2025. The updated version of the policy can be found [here](#). A detailed summary of the policy review process and consultation can be found in the [annual report of 2024/2025](#). A summary of key changes can be found in the [2024/25 TRU Institutional Accountability Plan and Report](#). The next policy review takes place in 2028 and involves community consultations, open feedback and stakeholder meetings.

## Implementation of the student perceptions of sexual violence survey results

The SVPRO plans to apply the findings from work within the ministry's new working group for the Post-Secondary Bystander campaign. Of particular interest were findings related to a need for education and response to digital violence, and the information on marginalized students' experiences of mistrust for institutions. Early conversations with campus partners, specifically information technology, EDI and Indigenous Student Services, suggest these areas can be addressed in partnership with our campus and community partners to create training/resources to enhance existent programming. Addressing these two points are a focus for SVPRO's academic planning for 2026/27.

## Former Youth in Care (FYIC) – Support for students who are FYIC, including participation in the provincial tuition waiver program

In the 2025/26 fiscal year, TRU saw 233 former youth in care (FYIC) benefit from the B.C. government's tuition waiver program, with a total of \$442,041 distributed in waivers, representing an increase in program recipients of 56 per cent over the previous fiscal year.

The previous year, Student Services hired a FYIC student to complete an environmental scan of current processes, practices and supports and prepare recommendations for former youth in care at TRU. In 2025/26, Student Services hired a FYIC alum to continue to implement the recommendations as well as interview past and current FYIC students to further build on supports.

Based on the recommendations and work of the past years, Student Services created a resource package for FYIC and a centralized webpage, and has identified and built relationships with community supports for FYIC. To further develop connections and supports, work is being done to develop smooth outreach to FYIC in high schools and the development of a referral system for community resources into TRU.

Moving forward, the Student Engagement and Experience team is supporting FYIC and continuing with the current practices while also creating further engagement and outreach opportunities. Future plans are to create sustainable ongoing supports, including online and in-person sessions for FYIC that promote connection and belonging. The creation of a care support team for FYIC will also be developed to ensure wrap around supports and co-ordinated efforts.

## **K–12 transitions and dual-credit programming**

TRU continues to strengthen pathways that support smooth transitions from the K–12 system into post-secondary education. Through co-ordinated outreach, advising and experiential programming, the university provides early engagement opportunities for learners across the province.

### **K–12 outreach and engagement**

In the 2025/26, TRU's Future Students Team conducted extensive outreach across the province, including: 88 secondary-school visits, 66 independent-school visits offering individual advising and 24 presentations to Career Life Exploration 10 classes. In addition, Qelmúcw Future Students advisors completed 68 Indigenous-focused school visits. These initiatives enabled TRU to connect with at least 2,862 students in their home communities, supporting early awareness of post-secondary opportunities and strengthening long-term enrolment pathways.

### **On-campus transition programming**

On-campus experiences continue to play a major role in supporting student transitions. Fall Open House, TRU's largest annual recruitment event, was a great success in October 2025. It welcomed more than 1,400 guests, including 326 high-school students from across the province. To strengthen regional post-secondary transition rates, TRU and School District (SD) 73 collaborated in spring 2025 to bring Grade 7 students from all districts to campus where over seven days, 1,094 students experienced hands-on, exploratory learning linked to future academic and career pathways. Outside of its collaboration with SD73, TRU hosted 11 regional and provincial school visits in 2025/26, welcoming 320 students in Grades 10–12 to campus. These visits provided students with early exposure to academic programs, campus life and post-secondary pathways, further strengthening TRU's engagement with prospective learners across the province.

### **Dual-credit enrolment and pathways**

In 2025/26, TRU enrolled 262 dual-credit students, including, 207 students at the Kamloops Campus, 45 students at the Williams Lake Campus, and 10 students through Open Learning. Youth Train in Trades continued to be the most subscribed pathway, with students entering foundation programs such as Residential Electrical, Carpentry, Welding, Automotive Service and Heavy Mechanical Trades. Students also accessed dual-credit opportunities in programs including Health Care Assistant, Power Engineering, Regenerative Agriculture, Business Foundations, and Police and Social Justice. Others completed exploratory undergraduate courses aligned with career-focused pathways: Adventure Studies and Tourism, Business, Education, Human Services and Liberal Arts, and Health and Science. While not formally categorized as a dual-credit program, the NorKam Secondary Trades Sampler continued to support early exposure to trades and strengthen transitions into post-secondary trades training.

# Work-integrated learning

Enhancing career and experiential learning at TRU through quality, access and measurable impact

The [Career and Experiential Learning \(CEL\)](#) department continues to expand and strengthen credit-bearing and non-credit Work-Integrated Learning (WIL) opportunities across diploma, degree and graduate programs.

In 2025/26, CEL entered a strategic consolidation phase, strengthening governance alignment, data infrastructure, retention analysis and institutional co-ordination to ensure sustainable, high-quality WIL delivery aligned with TRU Bold priorities, the planning goal of impactful student outcomes, and provincial accountability expectations and direction. This reporting year reflects the maturation of the institutional WIL strategy, moving from expansion to measurable impact.

## Institutional changes and co-ordinated actions to expand WIL opportunities

During 2025/26, the following actions were undertaken to expand and formalize WIL at TRU.

1. **Governance and pan-campus alignment** to create greater institutional coherence and reduce siloed WIL delivery.
  - Advancement of a Pan-Campus Experiential Learning Committee positioned under the Teaching and Learning Senate Committee to:
    - Establish shared definitions and minimum standards for WIL,
    - Develop an institutional Experiential Learning (EL) strategy,
    - Align programming with [CEWIL](#)'s quality assurance WIL framework,
    - Promote experiential learning programming across faculties,
    - Communicate funding opportunities, new publications and new professional development opportunities across campus, and
    - Improve consistency in risk management, ethical placement standards and quality assurance.
  - Launch of a five-year strategic planning process supported by Integrated Planning and Effectiveness (IPE) integrating WIL into institutional enrolment and student success planning.
2. **Curriculum and program enhancements** to enhance clarity, academic rigour and credential recognition. Activities include:
  - Approval of five redesigned scaffolded co-op work term courses through Senate,
  - Revised master's-level work term learning outcomes moving through governance,
  - Completion of a formal International Student Work Permit Policy to strengthen compliance and student/employer protections, and
  - Continued embedding of co-op into graduate and professional programs.
3. **Career Services integration and early WIL exposure**
  - Career Services appointments, workshops and employer engagement events serve as structured preparation mechanisms that increase student readiness for WIL participation. An integrated component of CEL, Career Services strengthens the WIL pipeline. Key co-ordinated actions include:
    - Integration of Devant virtual career AI supports into Co-op 1000 curriculum,
    - Expansion of Riipen Level Up project-based WIL experiences,
    - Enhanced employer workshops and funding awareness sessions,
    - Launch of a recruitment and retention survey tool to identify participation barriers,
    - Secure ethics approval for a recruitment and retention study that is a multi-institutional research project with 25 PSIs across Canada, and
    - Continued scaling of Experience More programming.

4. **Employer and community engagement expansion** to strengthen workforce development and regional economic alignment. Activities included:

- 100-plus employers engaged in Riipen Level Up initiatives,
- \$196,000 was secured in iHub funding to support entrepreneurship-based WIL and research assistantships,
- \$200,000 secured in iHub funding to support unpaid WIL programming for Indigenous students, Strengthened partnerships with Central Interior Business Accelerator, Tourism Kamloops, Venture Kamloops, Kamloops Chamber of Commerce and regional/provincial associations, and
- Continued Indigenous-focused and community-based experiential programming.

Work is underway to develop a formal economic impact report that quantifies the economic contribution of TRU's paid co-operative education programs at the regional and provincial levels that would include the return on investment for the employer, the labour market pipeline, and the retention of regional talent.

Government identifies a strong, responsive public post-secondary system as essential to economic growth and TRU's dual-sector structure positions it to respond quickly to changing labour-market and industry demands.

## Work-integrated learning activity

Through strengthened governance, enhanced reporting systems, expanded employer engagement and data-informed retention analysis, TRU continues to position WIL as a core institutional strategy. Table 4 details the number of programs and student participation in WIL.

| TABLE 4: NUMBER OF PROGRAMS AND STUDENT PLACEMENTS.<br>(APRIL 2025 — MARCH 2026) |                    |                                               |                                                                                                                                                                                        |
|----------------------------------------------------------------------------------|--------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WIL CATEGORY                                                                     | NUMBER OF PROGRAMS | NUMBER OF PLACEMENTS (STUDENTS PARTICIPATING) | NOTES                                                                                                                                                                                  |
| Co-operative education (degree and diploma)                                      | 7                  | 240                                           | <b>Mandatory:</b> Software Engineering, Computer Engineering and Tourism<br><b>Optional:</b> Arts, Science, Business, Computer Science and three-credit courses (for academic credit). |
| Co-op 1000: Career Management (co-op pre-employment pre course)                  |                    | 268                                           | Co-op preparation course.                                                                                                                                                              |
| Graduate co-op programs                                                          | 3                  | 0                                             | <b>Master's programs:</b> Software Engineering and Computer Engineering launching Fall 26.                                                                                             |

TABLE CONTINUED ON NEXT PAGE →

| TABLE 4: NUMBER OF PROGRAMS AND STUDENT PLACEMENTS.<br>(APRIL 2025 — MARCH 2026) |                    |                                               |                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------|--------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WIL CATEGORY                                                                     | NUMBER OF PROGRAMS | NUMBER OF PLACEMENTS (STUDENTS PARTICIPATING) | NOTES                                                                                                                                                                                                                                                                                         |
| Master of Education (MEd)                                                        | 1                  | 3                                             | We are piloting an elective course as part of a project called Teachers with International Qualifications (TWINQ). This course sends students out on an unpaid experiential learning in a B.C. rural school (including Kamloops), similar to a BEd practicum, but it is not a full practicum. |
| Teaching English to Speakers of Other Languages (TESOL)                          | 1                  | 16                                            |                                                                                                                                                                                                                                                                                               |
| SOCW 3500 – Outdoor Therapy                                                      | 1                  | 17                                            | This is a newer course and is a WIL experience over and above the accreditation mandated social work practica.                                                                                                                                                                                |
| ESTR practica                                                                    | 1                  | 53                                            | Similar to BEd, students complete multiple practica throughout the year.                                                                                                                                                                                                                      |
| Service learning                                                                 | 4                  | 29                                            | Three credit courses in ESL, Education, and Career and Experiential Learning.                                                                                                                                                                                                                 |
| Experiential learning courses (EXPL)                                             | 4                  | 126                                           | Three credit courses (EXPL, DASC, ADSC and COMP).                                                                                                                                                                                                                                             |
| Graduate WIL (non co-op)                                                         | 1                  | 110                                           | Data Science.                                                                                                                                                                                                                                                                                 |
| Tourism practicum                                                                | 1                  | 17                                            |                                                                                                                                                                                                                                                                                               |
| Riipen/project-based WIL                                                         | 1                  | 400                                           | Embedded in courses and Experience More programming. No credit granted.                                                                                                                                                                                                                       |
| Field schools                                                                    | 5                  | 55                                            |                                                                                                                                                                                                                                                                                               |
| Social work practicum                                                            | -                  | -                                             |                                                                                                                                                                                                                                                                                               |
| Education practicum                                                              | 1                  | 283                                           |                                                                                                                                                                                                                                                                                               |
| Healthcare Assistant (HCA) clinical practice                                     | 5                  | 125                                           | Includes Health Care Assistant, Practical Nursing, BScN, MN, MN-NP, nursing project-based WIL.                                                                                                                                                                                                |
| Practical Nursing (PN) clinical practicum                                        | 1                  | 18                                            |                                                                                                                                                                                                                                                                                               |

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| TABLE 4: NUMBER OF PROGRAMS AND STUDENT PLACEMENTS.<br>(APRIL 2025 — MARCH 2026) |                    |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------|--------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WIL CATEGORY                                                                     | NUMBER OF PROGRAMS | NUMBER OF PLACEMENTS (STUDENTS PARTICIPATING) | NOTES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| BScN (years one to four) clinical practica                                       | 1                  | 350                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Nursing project-based WIL                                                        | 1                  | 110                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Master of nursing (MN) internship                                                | 1                  | 5                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Master of nursing-nurse practitioner (MN-NP)                                     | 1                  | 32                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Resp Therapy clinical placements                                                 | 1                  | 79                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Vet Tech program                                                                 | 2                  | 40                                            | <b>Second-year cohort (Fall 2025)</b><br>- Diagnostic imaging — lab 3 hrs/wk<br>- Anesthesia — lab 3 hrs/wk<br>- Large animal care<br>+ lab 3 hrs/wk at the farm field<br>+ 3-day field trip to Wells Grey in November<br>- Vet surgical assistant<br>+ lab 3 hrs/wk<br>+ SPCA neuter and spay field trip/surgery involvement in October<br><b>Second-year cohort (Winter 2026)</b><br>- Dentistry — lab 3 hrs/wk<br>- Intensive care — lab 3 hrs/wk<br>- Exotics and lab animals<br>+ lab 3 hrs/wk<br>+ BC Wildlife Park field trip in March<br>- Vet surgical assistant II<br>+ lab 3 hrs/wk<br>+ SPCA neuter and spay field trip/ surgery involvement in March<br>- Practicum at a clinical placement 160 hrs<br>+ mid-February to mid-March (4 weeks). |

TABLE CONTINUED ON NEXT PAGE →

| TABLE 4: NUMBER OF PROGRAMS AND STUDENT PLACEMENTS.<br>(APRIL 2025 — MARCH 2026) |                    |                                               |                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------|--------------------|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WIL CATEGORY                                                                     | NUMBER OF PROGRAMS | NUMBER OF PLACEMENTS (STUDENTS PARTICIPATING) | NOTES                                                                                                                                                                                                                                                                                                                                                                         |
| Science field trips                                                              | 8                  | 306                                           | 1. Malcolm Knapp NRSC 2100 — summer 2025: 24 students<br>2. ARET — Vancouver Trade Show — summer 2025: 42 students<br>3. Biol 3110 Field Ornithology — winter 2025: 17 students<br>4. Biol 4490 — summer 25: 8 students<br>5. GEOL 1110: 70 students<br>6. NRSC 4100: 43 students<br>7. NRSC 3260: 43 students, BIOL 3800: 22 students<br>8. Physics field trip — 12 students |
| Entrepreneurship WIL/incubators/generators/innovation labs                       | 3                  | 50                                            | Three programs (Tourism Innovation Lab, TRU Generator, TRU Bootstrap).TRU Bootstrap is a 3-credit co-op work term course. iHub-supported placements.                                                                                                                                                                                                                          |
| <b>Totals</b>                                                                    | <b>55</b>          | <b>2,732</b>                                  | -                                                                                                                                                                                                                                                                                                                                                                             |

# Financial Information

TRU maintained a balanced budget in 2025/26, which can be viewed at [TRU's audited financial statements](#).

# Appendix A — Performance plan and report

Each year, TRU's performance is reported on measures and targets set by the Performance Measures Working Group. This group is 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 in 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, and include 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.

| PERFORMANCE MEASURES                         | ACTUAL  |         |         | TARGET   | ASSESSMENT             |
|----------------------------------------------|---------|---------|---------|----------|------------------------|
|                                              | 2023/24 | 2024/25 | 2025/26 | 2025/26  |                        |
| Student spaces                               |         |         |         |          |                        |
| Total student spaces (AEST)                  | 7,659   | 8,142   | 8,245   | ≥8,363   | Substantially Achieved |
| Nursing and other allied health programs     | 1,369   | 1,423   | 1,340   | ≥939     | Achieved               |
| Developmental programs                       | 217     | 224     | 245     | ≥256     | Substantially Achieved |
| Credentials awarded                          |         |         |         |          |                        |
| Total credentials                            | 2,098   | 2,107   | 2,377   | -        |                        |
| Bachelor                                     | 792     | 844     | 790     | ≥844     | Substantially achieved |
| Certificate                                  | 612     | 661     | 881     | ≥690     | Achieved               |
| Developmental                                | 29      | 33      | 38      | ≥34      | Achieved               |
| Diploma                                      | 396     | 293     | 350     | ≥346     | Achieved               |
| Graduate, first professional and post-degree | 269     | 276     | 318     | ≥285     | Achieved               |
| Indigenous student spaces                    |         |         |         |          |                        |
| Total Indigenous student spaces              | 1,282   | 1,372   | 1,390   | ≥2024/25 | TBI                    |
| Ministry (PSFS)                              | 930     | 953     | 1,031   | ≥2024/25 |                        |
| Skilled Trades BC                            | 352     | 420     | 359     | ≥2024/25 |                        |

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## Student satisfaction with education

| PERFORMANCE MEASURES<br>SOURCE: B.C. STUDENT<br>OUTCOMES PROGRAM<br>SURVEYS | ACTUAL             |                    |                   | TARGET  | ASSESSMENT             |
|-----------------------------------------------------------------------------|--------------------|--------------------|-------------------|---------|------------------------|
|                                                                             | 2023/24            | 2024/25            | 2025/26           | 2025/26 |                        |
| Student satisfaction with education                                         |                    |                    |                   |         |                        |
| Former diploma, associate degree and certificate students                   | 89.2%<br>+/- 1.9%  | 84.9%<br>+/- 3.1%  | 85.9%<br>+/- 2.7% | ≥90%    | Substantially achieved |
| Trades foundation and trades-related vocational graduates                   | 99.0%<br>+/- 1.4%  | 100.0%<br>+/- 0.0% | 95.4%<br>+/- 3.1% |         | Achieved               |
| Former apprenticeship students                                              | 91.9%<br>+/- 3.6%  | 94.1%<br>+/- 4.8%  | 96%<br>+/- 3.1%   |         | Achieved               |
| Bachelor degree graduates                                                   | 91.4%<br>+/- 1.9%  | 90.2%<br>+/- 3.1%  | 91.8%<br>+/- 2.4% |         | Achieved               |
| Student assessment of the quality of instruction                            |                    |                    |                   |         |                        |
| Former diploma, associate degree and certificate students                   | 93.1%<br>+/- 1.5 % | 91.0%<br>+/- 2.4%  | 91.3%<br>+/- 2.2% | ≥90%    | Achieved               |
| Trades foundation and trades-related vocational graduates                   | 100.0%<br>+/- 0.0% | 95.8%<br>+/- 4.9%  | 98.2%<br>+/- 1.9% |         | Achieved               |
| Former apprenticeship students                                              | 95.9%<br>+/- 2.6%  | 97.1%<br>+/- 3.4%  | 98.0%<br>+/- 2.2% |         | Achieved               |
| Bachelor degree graduates                                                   | 93.5%<br>+/- 1.7%  | 90.5%<br>+/- 3.1%  | 90.9%<br>+/- 2.5% |         | Achieved               |
| Student assessment of skill development                                     |                    |                    |                   |         |                        |
| Former diploma, associate degree and certificate students                   | 85.4%<br>+/- 1.9%  | 84.8%<br>+/- 2.6%  | 84.5%<br>+/- 2.4% | ≥85%    | Achieved               |
| Trades foundation and trades-related vocational graduates                   | 91.7%<br>+/- 3.1%  | 92.7%<br>+/- 4.0%  | 91.4%<br>+/- 2.8% |         | Achieved               |
| Former apprenticeship students                                              | 86.4%<br>+/- 4.1%  | 86.1%<br>+/- 4.9%  | 86.0%<br>+/- 4.4% |         | Achieved               |
| Bachelor degree graduates                                                   | 85.4%<br>+/- 2.1%  | 86.4%<br>+/- 2.8%  | 84.8%<br>+/- 2.6% |         | Achieved               |

TABLE CONTINUED ON NEXT PAGE →

| PERFORMANCE MEASURES<br>SOURCE: B.C. STUDENT<br>OUTCOMES PROGRAM<br>SURVEYS | ACTUAL            |                   |                   | TARGET  | ASSESSMENT             |
|-----------------------------------------------------------------------------|-------------------|-------------------|-------------------|---------|------------------------|
|                                                                             | 2023/24           | 2024/25           | 2025/26           | 2025/26 |                        |
| Student assessment of usefulness of knowledge and skills in performing job  |                   |                   |                   |         |                        |
| Former diploma, associate degree and certificate students                   | 85.5%<br>+/- 2.3% | 79.7%<br>+/- 3.7% | 81.8%<br>+/- 3.3% | ≥90%    | Substantially achieved |
| Trades foundation and trades-related vocational graduates                   | 87.7%<br>+/- 5.5% | 92.3%<br>+/- 7.5% | 86.2%<br>+/- 6.0% |         | Achieved               |
| Former apprenticeship students                                              | 93.3%<br>+/- 3.3% | 96.8%<br>+/- 3.7% | 92.9%<br>+/- 4.1% |         | Achieved               |
| Bachelor degree graduates                                                   | 91.0%<br>+/- 2.4% | 89.7%<br>+/- 3.5% | 88.4%<br>+/- 3.1% |         | Achieved               |
| Unemployment rate                                                           |                   |                   |                   |         |                        |
| Former diploma, associate degree and certificate students                   | 6.0%<br>+/- 1.5%  | 6.5%<br>+/- 2.1%  | 6.1%<br>+/-1.9%   | ≤ 11.3% | Achieved               |
| Trades foundation and trades-related vocational graduates                   | 6.8%<br>+/- 3.9%  | 11.4%<br>+/- 8.3% | 14.7%<br>+/-5.4%  |         | Achieved               |
| Former apprenticeship students                                              | 1.6%<br>+/- 1.7%  | 3.0%<br>+/- 3.5%  | 1.0%<br>+/-1.6%   |         | Achieved               |
| Bachelor degree graduates                                                   | 5.0%<br>+/- 1.6%  | 5.7%<br>+/- 2.7%  | 6.2%<br>+/-2.3%   |         | Achieved               |

| PERFORMANCE MEASURES                                                                       | ACTUAL            |                   |                   | TARGET  | ASSESSMENT |
|--------------------------------------------------------------------------------------------|-------------------|-------------------|-------------------|---------|------------|
| SOURCE: B.C. STUDENT OUTCOMES PROGRAM SURVEYS                                              | 2023/24           | 2024/25           | 2025/26           | 2025/26 |            |
| Former diploma, associate degree and certificate students' assessment of skill development |                   |                   |                   |         |            |
| Skill development                                                                          | 85.4%<br>+/- 1.9% | 84.8%<br>+/- 2.6% | 84.5%<br>+/- 2.4% | ≥85 %   | Achieved   |
| Written communication                                                                      | 82.9%<br>+/- 2.5% | 81.8%<br>+/- 3.6% | 81.1%<br>+/- 3.3% |         |            |
| Oral communication                                                                         | 80.6%<br>+/- 2.7% | 79.1%<br>+/- 3.8% | 81.4%<br>+/- 3.2% |         |            |
| Group collaboration                                                                        | 85.9%<br>+/- 2.2% | 84.8%<br>+/- 3.1% | 84.3%<br>+/- 2.9% |         |            |
| Critical analysis                                                                          | 88.7%<br>+/- 1.9% | 87.7%<br>+/- 2.8% | 87.5%<br>+/- 2.6% |         |            |
| Problem resolution                                                                         | 84.1%<br>+/- 2.2% | 80.5%<br>+/- 3.5% | 82.1%<br>+/- 3.0% |         |            |
| Learn on your own                                                                          | 87.7%<br>+/- 2.0% | 90.4%<br>+/- 2.5% | 88.5%<br>+/- 2.5% |         |            |
| Reading and comprehension                                                                  | 87.8%<br>+/- 2.0% | 86.0%<br>+/- 3.0% | 86.2%<br>+/- 2.7% |         |            |
| Trades Foundation and trades-related vocational graduates' assessment of skill development |                   |                   |                   |         |            |
| Skill development                                                                          | 91.7%<br>+/- 3.1% | 92.7%<br>+/- 4.0% | 91.4%<br>+/- 2.8% | ≥85 %   | Achieved   |
| Written communication                                                                      | 80.0%<br>+/- 9.0% | N/A               | 78.5%<br>+/- 8.7% |         |            |
| Oral communication                                                                         | 85.5%<br>+/- 7.3% | 92.3%<br>+/- 7.5% | 83.6%<br>+/- 7.3% |         |            |
| Group collaboration                                                                        | 97.8%<br>+/- 2.2% | 93.8%<br>+/- 6.0% | 91.6%<br>+/- 4.1% |         |            |
| Critical analysis                                                                          | 96.9%<br>+/- 2.4% | 91.7%<br>+/- 6.8% | 96.3%<br>+/- 2.8% |         |            |
| Problem resolution                                                                         | 97.8%<br>+/- 2.2% | 95.8%<br>+/- 4.9% | 86.9%<br>+/- 5.0% |         |            |
| Learn on your own                                                                          | 83.3%<br>+/- 5.4% | 95.9%<br>+/- 4.8% | 99.0%<br>+/- 1.5% |         |            |
| Reading and comprehension                                                                  | 97.9%<br>+/- 2.1% | 95.9%<br>+/- 4.8% | 96.3%<br>+/- 2.7% |         |            |

TABLE CONTINUED ON NEXT PAGE →

| PERFORMANCE MEASURES                                            | ACTUAL            |                   |                   | TARGET  | ASSESSMENT |
|-----------------------------------------------------------------|-------------------|-------------------|-------------------|---------|------------|
| SOURCE: B.C. STUDENT OUTCOMES PROGRAM SURVEYS                   | 2023/24           | 2024/25           | 2025/26           | 2025/26 |            |
| Former apprenticeship students' assessment of skill development |                   |                   |                   |         |            |
| Skill development                                               | 86.4%<br>+/- 4.1% | 86.1%<br>+/- 4.9% | 86.0%<br>+/- 4.4% | ≥85%    | Achieved   |
| Written communication                                           | 79.1%<br>+/- 8.4% | N/A               | 73.0%<br>+/- 9.7% |         |            |
| Oral communication                                              | 77.0%<br>+/- 8.2% | N/A               | 76.4%<br>+/- 8.5% |         |            |
| Group collaboration                                             | 86.8%<br>+/- 4.7% | 85.7%<br>+/- 7.5% | 90.3%<br>+/- 4.9% |         |            |
| Critical analysis                                               | 90.0%<br>+/- 4.0% | 87.7%<br>+/- 6.9% | 90.5%<br>+/- 4.8% |         |            |
| Problem resolution                                              | 88.9%<br>+/- 4.3% | 86.4%<br>+/- 7.1% | 87.5%<br>+/- 5.4% |         |            |
| Learn on your own                                               | 86.3%<br>+/- 4.7% | 92.3%<br>+/- 5.6% | 85.6%<br>+/- 5.6% |         |            |
| Reading and comprehension                                       | 94.9%<br>+/- 3.0% | 97.0%<br>+/- 3.5% | 92.8%<br>+/- 4.2% |         |            |
| Bachelor degree graduates' assessment of skill development      |                   |                   |                   |         |            |
| Skill development                                               | 85.4%<br>+/- 2.1% | 86.4%<br>+/- 2.8% | 84.8%<br>+/- 2.6% | ≥85%    | Achieved   |
| Written communication                                           | 85.6%<br>+/- 2.5% | 87.9%<br>+/- 3.5% | 86.0%<br>+/- 3.1% |         |            |
| Oral communication                                              | 83.4%<br>+/- 2.6% | 84.9%<br>+/- 3.9% | 80.8%<br>+/- 3.5% |         |            |
| Group collaboration                                             | 80.6%<br>+/- 2.8% | 80.5%<br>+/- 4.4% | 76.6%<br>+/- 3.9% |         |            |
| Critical analysis                                               | 90.7%<br>+/- 2.0% | 91.2%<br>+/- 3.0% | 88.7%<br>+/- 2.8% |         |            |
| Problem resolution                                              | 82.8%<br>+/- 2.6% | 79.8%<br>+/- 4.4% | 80.4%<br>+/- 3.6% |         |            |
| Learn on your own                                               | 89.2%<br>+/- 2.2% | 88.5%<br>+/- 3.4% | 92.6%<br>+/- 2.3% |         |            |
| Reading and comprehension                                       | 86.7%<br>+/- 2.4% | 89.8%<br>+/- 3.2% | 88.2%<br>+/- 2.9% |         |            |

## Sponsored research funding

Given the research mandate under the TRU Act, the following table shows the sponsored research funding awarded from the federal government, provincial government and other sources for the past two years.

| SPONSORED RESEARCH FUNDING<br>(MILLIONS OF DOLLARS) |             |             |             |             |
|-----------------------------------------------------|-------------|-------------|-------------|-------------|
| SOURCE                                              | 2022-23     | 2023-24     | 2024-25     | 2025-26     |
| Federal sources                                     | 5.87        | 4.25        | 3.62        | 3.89        |
| Provincial                                          | 1.22        | 0.92        | 1.98        | 0.88        |
| Other sources                                       | 1.44        | 2.41        | 6.01        | 2.38        |
| <b>Sponsored research funding from all sources</b>  | <b>8.54</b> | <b>7.58</b> | <b>6.01</b> | <b>7.15</b> |

## Accountability framework performance measure targets (2025/26 to 2027/28)

| PERFORMANCE MEASURE <sup>1</sup>                                           | 2025/26                                                                               | 2026/27 | 2027/28 |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------|---------|
| Student spaces <sup>2</sup>                                                |                                                                                       |         |         |
| Total student spaces                                                       | 8,318                                                                                 | 8,309   | 8,279   |
| Nursing and other allied health programs                                   | 894                                                                                   |         |         |
| Developmental programs - Tuition compensation eligible                     | 256                                                                                   |         |         |
| Domestic credentials awarded <sup>3</sup>                                  |                                                                                       |         |         |
| Bachelor                                                                   | 844                                                                                   | TBD     | TBD     |
| Certificate                                                                | 690                                                                                   |         |         |
| Diploma                                                                    | 346                                                                                   |         |         |
| Developmental                                                              | 34                                                                                    |         |         |
| Graduate, first professional and post-degree                               | 285                                                                                   |         |         |
| Student outcomes                                                           |                                                                                       |         |         |
| Student satisfaction with education                                        | ≥ 90%                                                                                 |         |         |
| Student assessment of the quality of instruction                           |                                                                                       |         |         |
| Student assessment of usefulness of knowledge and skills in performing job |                                                                                       |         |         |
| 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 [2025/26 Standards Manual](#) for a current description of each measure.

2. FTE student enrolment targets as of April 2, 2025.

3. The credential target assessment is based on the number of credentials awarded in the most recent fiscal year as a percentage of the average number of credentials awarded in the previous three fiscal years. Targets are set in the previous reporting year for the next reporting cycle. 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. Targets are not assessed where three years of credentials awarded is less than 10 credentials in a given year.

# Appendix B — Template for reporting on lasting and meaningful reconciliation

Progress on implementation of the Truth and Reconciliation Commission's (TRC) Calls to Action, articles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care report recommendations for public post-secondary institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples, the TRC Calls to Action, and In Plain Sight report recommendations. Institutions will have addressed relevant TRC Calls to Action and articles of the UNDRIP and In Plain Sight recommendations to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution's progress. If there is no relevant program/initiative show as N/A.

| TRC CALL TO ACTION <sup>1</sup> AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE                                                                |                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PROGRESS                                                                                                                                                      | INITIATIVES AND PARTNERSHIPS                                                                                                                                                                                                                                                                                                         |
| Identify whether the initiative is: <ul style="list-style-type: none"> <li>• New<sup>2</sup></li> <li>• Planned/In progress/Implemented or ongoing</li> </ul> | Provide key details on initiatives relating to each Call to Action and UNDRIP article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required. |

<sup>1</sup> "... " represents omitted text not related to post-secondary education from the original Call to Action.

<sup>2</sup> New initiatives start in the current reporting year and have not been previously reported on.

## 1: SOCIAL WORK

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

| PROGRESS                        | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Implemented/<br/>ongoing</b> | All three programs within the School of Social Work and Human Service (SSWHS) (Education Assistant and Community Support certificate, Human Service diploma, Bachelor of Social Work) have implemented required learning about human service/ social work practice with Indigenous communities. The BSW program also has a required course focused on decolonizing social work practice in Secwepemcúl'ecw. Additionally, BSW students who take the Child Welfare Specialization are required to take additional law, policy and practice courses that focus on Indigenous and non-Indigenous child and family welfare. |
| <b>New</b>                      | All three programs in the SSWHS recently completed program reviews where curriculum and program policies were reviewed and adapted to reflect a decolonial, anti-racist and equity focused lens.                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Implemented/<br/>ongoing</b> | Students in all three programs learn about UNDRIP, the TRC calls to action and the Missing and Murdered Indigenous Women, Girls and 2SLGBTQI+ people calls to justice.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>New</b>                      | The SSWHS is currently seeking approval to appoint an Indigenous TT faculty member to teach within the school and broaden the diversity of its perspectives.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## 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                                                                                                                           |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Completed</b> | Early Childhood Education program was delivered to a cohort of students in Lillooet (completed Fall 2025).                                                                   |
| <b>Ongoing</b>   | Program changes and course content updates are underway in the ECE program to indigenize existing programs and course learning outcomes and add Indigenous elective courses. |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ongoing</b> | <p>Faculty work to weave Indigenous voices, perspectives and worldviews into the program, and decolonize curriculum, content and pedagogy in meaningful ways including:</p> <ul style="list-style-type: none"> <li>• Inviting Elders and Knowledge Holders to come to orientation, closing ceremonies and day-to-day classes;</li> <li>• Privileging local and Indigenous authors/scholarship in course assigned readings;</li> <li>• Ensuring that all student early childhood educators understand and learn how to practice in ways that reflect the vision of the <a href="#">Indigenous Early Learning and Care Framework</a>;</li> <li>• Striving to ensure that all student early childhood educators understand and learn how to practice in ways that acknowledge that they are teaching on colonized lands and actively work to disrupt educational practices that maintain the legacy of colonization.</li> </ul> <p>We work with members of TRU's Indigenous Education department to do this work in a good way and support ECE around working, learning and living on stolen land and co-creating early learning environments that honour local Indigenous culture/ protocols.</p> |
| <b>Ongoing</b> | Indigenizing spaces to ensure Indigenous Elders and Knowledge Keepers are seen and that Indigenous students can see themselves in these spaces.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## 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.

| <b>PROGRESS</b> | <b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>New</b>      | <p>In response to <b>Call 16: Indigenous languages degree and diploma programs:</b></p> <p>The Faculty of Arts created two language-specific courses (in collaboration with the Office of Indigenous Education and the Education Department at Tk'emlúps te Secwépemc):</p> <p>SECW 1000: Introduction to Secwepemctsín 1</p> <p>SECW 1100: Introduction to Secwepemctsín 2</p> <p>** courses are currently in the approvals process</p> <p>The creation of these courses is the next step in differentiating specific Indigenous languages with their own acronym and course/language-specific descriptions and learning outcomes.</p> |
| <b>New</b>      | <p>Over the past two academic years, TRU in Lillooet has offered introductory St'át'imc language courses across two intakes, enrolling a combined total of 40 students from First Nations communities in the Lillooet region including Shalalth and Mount Currie. Evening and online delivery formats made the courses accessible to working learners and those living in remote locations. The inclusion of community Elders and intergenerational participation reflects a culturally grounded approach to Indigenous language revitalization and demonstrates interest in Indigenous language credentials.</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                                                                                                                                                                                                                                             |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ongoing  | All nursing programs have dedicated seat allocation for self-declared Indigenous/First Nations students.                                                                                                                                                                                       |
| Ongoing  | Continued collaboration with UBC, UBCO, TWU and UVic to offer the Indigenous Graduate Education in Nursing (IGEN) pathway, which supports Indigenous/First Nations registered nurses in completing their Master of Nursing degree. There are currently seven students enrolled in the pathway. |

## 24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.

| PROGRESS    | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Ongoing     | <ul style="list-style-type: none"> <li>BScN students are required to complete a core Indigenous health course in second year (HLTH 2300).</li> <li>Students across all programs (HCA, PN and BScN) complete the 4 Seasons of Reconciliation course as part of their curriculum.</li> <li>BScN students completing preceptorships in Indigenous communities are required to complete cultural safety training.</li> <li>All students participate in an annual On the Land orientation by TK'emlúps te Secwépemc and T'exelc.</li> <li>Faculty and second-year BScN students participate in the Truth and Reconciliation educational board game developed by James Corbiere, both during HLTH 2300 class time and as an optional learning opportunity for faculty and staff.</li> <li>Graduate students are required to complete HLTH 6300: Indigenous Health Leadership (a core course for NP students, and beginning in Fall 2026, a core requirement for MN students).</li> <li>An Indigenous faculty scholar receives a three-credit release to support ongoing community engagement activities.</li> </ul> |
| In progress | A memorandum of understanding is in development between the School of Nursing and the First Nations Health Authority (FNHA). This partnership will support student learning opportunities in rural and remote First Nations communities and provide reciprocal learning for FNHA nurses through access to the TRU School of Nursing Simulation Centre and the Mobile Simulation Lab.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Complete    | <ul style="list-style-type: none"> <li>The Mobile Simulation Lab was operationalized in Fall 2024, with plans underway to expand health-care education in rural and remote communities. Faculty, staff and students participated in the KAIROS Blanket Exercise to deepen understanding of Indigenous history and reconciliation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Complete    | A Métis cultural advisor was hired; however, the individual has since stepped down from the role for medical reasons.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <b>In progress</b> | <p>The School of Nursing is offering three cohorts of the Health Care Assistant (HCA) program through TRU Open Learning in partnership with the following three First Nations communities.</p> <p>1) Tsq'escen' First Nation<br/>2) Lytton First Nation<br/>3) Nisga'a First Nation</p> <p>For two of these nations, a cultural advisor (Knowledge Keeper/Elder) is supporting program delivery by serving as a facilitator to enhance student learning, respond to cultural questions related to the curriculum and co-ordinate community-based cultural health events.</p> |
| <b>In progress</b> | TRU/FNHA BScN Canoe Journey is an educational pathway designed to strengthen First Nations and rural/remote nursing experiences.                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>In progress</b> | Thirdyear BScN students complete projects focused on Indigenous health and wellness in NURS 3500. One example includes work related to the TRU Medicine Garden.                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>In progress</b> | All new School of Nursing hires (staff and faculty) are required to complete 4 Seasons of Reconciliation and are encouraged to participate in ongoing learning opportunities related to Indigenous cultural awareness.                                                                                                                                                                                                                                                                                                                                                       |

## 28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal People and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and antiracism.

| <b>PROGRESS</b> | <b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>                                                                                                                                                    |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Complete</b> | TRC Course (Truth and Rebuilding Canadian Indigenous Legal Relations) made mandatory in 2021, remains part of the upper-year curriculum.                                                                     |
| <b>Complete</b> | First Nations Governance and Economic Development.                                                                                                                                                           |
| <b>Complete</b> | ARIG Grant work: TRU CLC a listed partner on the anti-racism hotline for Kamloops.                                                                                                                           |
| <b>Complete</b> | Creation of new pathway into law for Indigenous leaders.                                                                                                                                                     |
| <b>Complete</b> | BC Courts Judicial Internship course: Placement of students in the B.C. Interior in Kelowna, Kamloops and Prince George. Students visit Indigenous courts and witness sentencing and engagement with Elders. |

## 57: PUBLIC SERVANTS

We call upon federal, provincial, territorial and municipal governments to provide education to public servants on the history of Aboriginal Peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.

| PROGRESS       | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Ongoing</b> | Thompson Rivers University's interdisciplinary MA in Human Rights and Social Justice enables students to become leaders in the advancement of a just society locally and globally. The program includes an experiential learning component, providing students with hands-on experience with local and regional social justice issues in their community. The objective of graduate education in human rights and social justice is to create engaged global citizens and problem-solvers who can tackle social problems from multiple perspectives. Students will find work with provincial, national or international NGOs, various levels of government and private sector companies that adhere to corporate social responsibility.                                                                         |
| <b>Ongoing</b> | TRU offers a Global Competency Certificate, available as a value-added credential for students in any existing TRU program. The credential recognizes the global literacy (knowledge, skills and attitudes of a globally minded citizen) acquired by students through their educational experience at TRU and offers them the opportunity of earning a valuable supplementary credential.                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Planned</b> | The Faculty of Arts has proposed four related courses, with plans for a future certificate, in the 'wicked problems' related to global challenges in environmental students and sustainability. Courses introduce students to the concept of wicked problems — complex, interrelated global challenges that defy simple solutions — through drawing on multiple disciplinary perspectives including environmental studies, Indigenous knowledge systems, relational sociology, policy studies and political ecology. Students will explore how the relational and interdisciplinary nature of environmental issues renders them irreducible to single solutions or reductive thinking. Reflexive assignments will develop in students an emplacement in Secwepemcú'ecw and a commitment to land-based learning. |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Ongoing</b> | <p>Response to <b>Calls 62, 63 and 64: Education for Reconciliation</b></p> <p>Many of these calls to action refer to kindergarten to secondary education, and apply equally to post-secondary education whereby curriculum is created and delivered on:</p> <ol style="list-style-type: none"> <li>1. Residential schools, treaties and Indigenous Peoples' historical and contemporary contributions to Canada</li> <li>2. Indigenous knowledges and teaching methods in the classroom</li> <li>3. Indigenous Peoples' history</li> <li>4. Building student capacity for intercultural understanding, empathy and mutual respect</li> <li>5. Learning about the Truth and Reconciliation Commission of Canada, the 94 Calls to Action and engaging students in what they can do in response.</li> </ol> <p>The Faculty of Arts offered the following course in 2025-2026 in response to these Calls to Action:</p> <p>ANTH 2140: Indigenous Peoples and Colonialism in Canada (six sections with 40 students per section)</p> <p>ANTH 3280: Indigenous Peoples in Comparative Perspective</p> <p>ANTH 3390: Special Topics: First Nations Heritage Law</p> <p>ANTH 3390: Special Topics: Ethnobotany (in collaboration with the Faculty of Science at TRU and Simon Fraser University Department of Indigenous Studies, Indigenous Languages Program). (Scheduled for May-June 2026)</p> <p>ANTH 3270: Indigenous Peoples and Natural Resource Management</p> <p>HRSJ 5020: Indigenous Ways: Pedagogy and Practice (two sections with 15 students per section)</p> <p>CNMS 2150: Collecting and Connecting: Indigenous Voices</p> <p>FNLG 1000: Introduction to First Nations Languages 1: St'át'imcets (Lillooett Campus)</p> <p>FNLG 1100: Introduction to First Nations Language 2: St'át'imcets (Lillooet Campus)</p> <p>SOCI 3150: Indigenous Restorative Justice</p> <p>The Faculty of Arts has committed in the 2026-2027 approved workloads to offer these courses again (and will continue to in an ongoing way).</p> |
| <b>New</b>     | <p>In response to <b>Calls 7,11 (Education) and 62, 63, and 64 (Education and Reconciliation)</b> the Faculty of Arts collaborated with the Esk'etemc Department of Education to deliver an archaeological field school in the community.</p> <p>The Faculty of Arts provided in-kind administrative, teaching and equipment support in partnership with community partners who secured FNEESC funding to support student costs and faculty compensation. Students completed:</p> <p>ARCH 2010: Introduction to Archaeology</p> <p>ARCH 3060: Summer Field Training in Archaeology</p> <p>ARCH 4110: Prehistory of a Special Area in the New World</p> <p>Participation in the field school was reserved exclusively for Indigenous students from the community.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <b>Ongoing</b> | In response to <b>Call 62.ii</b> the Faculty of Arts invested \$13,536.48 in Knowledge Keepers honoraria, various workshops for students, speaker fees (for speakers in classes and the broader TRU community), field trips to the former Kamloops Indian Residential School (for students, faculty and staff) in support the integration of Indigenous knowledges and ways into teaching and curriculum. A full itemized list of events/speakers/projects supported is available.                                                                                                                                    |
| <b>Ongoing</b> | We are in the seventh year of offering an Indigenous cohort for students in the Bachelor of Education program. We reserve 10 seats in our program each year for Indigenous students and we have grown to 12 students in the last year. There is a student facilitator who meets regularly with the cohort and delivers some course work specifically for this cohort (EDEF3100 History of Education; EDEF3200 Theoretical Frameworks of Education; EDFN4200 Indigenous Culture and Learning). In all cases, the lens is that of a trauma-informed, culturally competent, Indigenous view using Indigenous pedagogies. |
| <b>Ongoing</b> | Faculty is working to indigenize their practice, teach the First Peoples Principles of Learning and incorporate Indigenous pedagogies and world views. We have specific courses to support future teachers with Indigenous understandings in EDSO3200, Social Studies Methods; EDCO3100 and EDCO4200 Communications; EDSL 4200 Second Language Learning, and EDTL3100, 3200, and 4200 Teaching and Learning.                                                                                                                                                                                                          |
| <b>Ongoing</b> | We have an Indigenous Cultural Advisor who connects faculty and staff in relation to decolonization and Indigenization in an ongoing manner through one-to-one work on various issues as well as through workshops that are offered several times each semester.                                                                                                                                                                                                                                                                                                                                                      |

## 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, UNDRIP, Treaties and Aboriginal rights, Indigenous law and Aboriginal-Crown relations.

| <b>PROGRESS</b> | <b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>                                                     |
|-----------------|---------------------------------------------------------------------------------------------------------------|
| <b>New</b>      | A new course has been created, designed to respond to Call 86: JOUR 2150: Reporting in Indigenous Communities |

## 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.

| <b>PROGRESS</b> | <b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>                                                                                                                                                                                                                                                                                                         |
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| <b>Ongoing</b>  | The Bob Gaglardi School of Business and Economics (TRU Gaglardi) continued to offer certificates in First Nation Applied Economics and First Nation Tax Administration in partnership with the Tulo Centre of Indigenous Economics. The Tulo classroom, developed on campus in the summer of 2024, serves as the hub for the bi-modal-delivery of these programs. |
| <b>Ongoing</b>  | TRU Gaglardi partnered with the Chartered Professional Accounts of BC and TRU Indigenous Education to host a third Indigenous Pathways in Business Lunch and Learn during March 2026 to showcase career opportunities in business for Indigenous students, prospective students and recent alumni.                                                                |
| <b>Ongoing</b>  | TRU Gaglardi continued active participation in and operational support for the Ch'nook Scholars, which is aimed at financial support, mentorship and networking for Indigenous business students from across B.C.                                                                                                                                                 |

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| <b>Ongoing</b> | In the context of TRU Gaglardi's partnership with the Tulo Centre of Indigenous Economics, possible updates to the First Nations Applied Lands Governance Certificate are in the curriculum review process and other program initiatives may be considered in the future.                                                                                                                                |
| <b>Planned</b> | Building on TRU Gaglardi's previous Indigenization Working Committee, an on-going De-Colonization and Indigenization Committee is being developed as a standing committee of Faculty Council.                                                                                                                                                                                                            |
| <b>New</b>     | The newly adopted TRU Gaglardi Strategic Plan 2026-2031 includes an additional value, which deepens our commitment to Indigenization: "Reconciliation and inclusion: We honour Indigenous knowledge and commit to the meaningful inclusion of Indigenous perspectives. We strive to create an environment of belonging that reflects equity, diversity and the integration of multiple ways of knowing." |

| <b>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</b>                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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:                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                  |
| <i>Article 14</i>                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                  |
| <ol style="list-style-type: none"> <li>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.</li> <li>2. Indigenous individuals, particularly children, have the right to all levels and forms of education</li> </ol> |                                                                                                                                                                                                                                                                                                                                                  |
| <i>Article 15</i>                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                  |
| <ol style="list-style-type: none"> <li>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.</li> </ol>                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                  |
| <i>Article 21</i>                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                  |
| 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.                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                  |
| <b>PROGRESS</b>                                                                                                                                                                                                                                                                                                                                                                                   | <b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>                                                                                                                                                                                                                                                                                        |
| <b>In progress</b>                                                                                                                                                                                                                                                                                                                                                                                | Meeting and respectfully engaging with TteS and T'exelc to establish a Secwépemctsin bachelor's degree.                                                                                                                                                                                                                                          |
| <b>In progress</b>                                                                                                                                                                                                                                                                                                                                                                                | <p>Meaningful engagement with TteS and T'exelc in the development and updating of curriculum.</p> <p>In collaboration with TteS, the creation of a new tenure track position, the Secwépemc curriculum developer.</p> <p>Engagement with TteS on the Research and Integrity Policy to ensure community concerns with research are addressed.</p> |
| <b>In progress</b>                                                                                                                                                                                                                                                                                                                                                                                | Direct billing — Finance changed the process to better meet the needs of students and Indigenous partners.                                                                                                                                                                                                                                       |

# 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. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Program Name                                                                                                                                                                                                                                                                  | Accreditation standard details (If none exist, N/A)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Practical Nursing                                                                                                                                                                                                                                                             | <p><b>British Columbia College of Nurses and Midwives (BCCNM)</b></p> <p>The purpose of this standard is to set clear expectations for how BCCNM registrants are to provide culturally safe and anti-racist care for Indigenous clients.</p> <p>This standard is organized into six core concepts. Within these concepts are the principles to which nurses and midwives are held.</p> <ul style="list-style-type: none"> <li>• Self-reflective practice (it starts with me)</li> <li>• Building knowledge through education</li> <li>• Anti-racist practice (taking action)</li> <li>• Creating safe health-care experiences</li> <li>• Person-led care (relational care)</li> <li>• Strengths-based and trauma-informed practice</li> </ul> <p><b>Canadian Association of Schools of Nursing</b></p> <ul style="list-style-type: none"> <li>• Cultural Humility and Cultural Safety Standards for Entry-to-Practice Nursing Education.</li> <li>• The graduating nursing student understands the need for nurses to address the historical impacts of colonization, colonialism and genocide on First Nations, Inuit and Métis Peoples.</li> <li>• The graduating nursing student addresses the continuing and contemporary impacts of colonialism on the health and well-being of First Nations, Inuit and Métis Peoples.</li> <li>• The graduating nursing student acknowledges that widespread discrimination and systemic Indigenous-specific racism is present in Canadian health care, including in nursing practice.</li> <li>• The graduating nursing student engages in continuous reflective practice and demonstrates cultural humility.</li> <li>• The graduating nursing student is aware of their positionality and any privileges they may hold, understands the impact of power imbalances on the nurse-client relationship, and strives to provide culturally safe care.</li> <li>• The graduating nursing student demonstrates respectful engagement and the capacity to develop a care plan in partnership with First Nations, Inuit and Métis clients.</li> <li>• The graduating nursing student honours, respects and upholds Indigenous Knowledges, cultures and practices for health and healing.</li> <li>• The graduating nursing student articulates how to respectfully build collaborations and partnerships with First Nations, Inuit and Métis groups, communities and organizations.</li> </ul> |
| Bachelor of Science in Nursing                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Master of Nursing                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Nurse Practitioner                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Return to Registered Nurse Practice certificate                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| Health Care Assistant (HCA) | <p><b>British Columbia Care Aide and Community Health Registry</b></p> <p>Minimum instructor qualifications</p> <ul style="list-style-type: none"> <li>• Evidence of completion of course work in Indigenous cultural safety and humility (e.g., San'yas Anti-Racism Indigenous Cultural Safety Training or an alternative training program).</li> <li>• Course learning outcomes.</li> <li>• To ensure HCAs are able to provide appropriate and respectful person-centred care to Indigenous clients and their families, added performance indicators for providing culturally sensitive care to multiple program and course learning outcomes were added, in addition to Indigenous references for cultural safety to program learning outcomes.</li> </ul> <p>(Example) 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.</p> |
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**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                                                                                                                  |
|-----------------|----------|--------------------------------------------------------------------------------------------------------------------------|
| BScN/MN Program | New      | Four postings for bi-/tri-partite tenure-track positions currently being recruited for 2026.                             |
| BScN/MN Program | New      | Posting for a Canada Research Chair II – Indigenous Health, tenure-track position currently being recruited for 2026/27. |

**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                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dedicated/priority seats for Indigenous/First Nations Students                                                                            | BScN – 8 seats<br>MN – varies w/ IGEN<br>MN-NP – 2 seats | 100% Grad 2025 (BScN)<br>100% Grad 2025 (MN)<br>N/A (MN-NP)                                                                                                                             |
| Collaboration and networking with various First Nations communities and organizations to increase and support access to health education. | HCA (Open Learning)                                      | Three cohorts of students from various First Nations are currently enrolled in the OL HCA program.<br>1) Tsq̓e̓ scen' First Nation<br>2) Lytton First Nation<br>3) Nisga'a First Nation |
| Collaborate with other BC MN programs (UVic, TWU, UBC and UBCO) to increase access to graduate education for Indigenous nurses.           | Master of Nursing                                        | There are currently seven self-identified Indigenous graduate students enrolled in the Master of Nursing program.                                                                       |

**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                                                                                                                     |
|-------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------|
| All School of Nursing students (Kamloops and Williams Lake) | Ongoing  | Students complete the 4 Seasons of Reconciliation course as part of their program curriculum.                               |
| All School of Nursing students (Kamloops and Williams Lake) | Ongoing  | Students participate in an annual On the Land orientation hosted by Tk'emlúps te Secwépemc and T'exelc.                     |
| HCSA, PN and BScN students                                  | Ongoing  | PN and BScN students completing preceptorships in Indigenous communities are required to complete cultural safety training. |
| MN-NP/MN                                                    | Ongoing  | Students complete HLTH 6300: Indigenous Health Leadership as a core course in their curriculum.                             |
| BScN                                                        | Ongoing  | Students complete HLTH 2300: Indigenous Health as a core course in second year in their curriculum.                         |

## **Land Acknowledgement**

Thompson Rivers University campuses are on the ancestral lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwepemcúlecw, the traditional and unceded territory of the Secwépemc. The region TRU serves also extends into the territories of the Stát'imc, Nlaka'pamux, Nuxalk, T̓silhqot'in, Dakelh, and Syilx peoples.

*B.C.'s first dual-sector research university*

# *Institutional Accountability* **Plan and Report**



**THOMPSON  
RIVERS  
UNIVERSITY**

**2025-2026**



## MEMORANDUM

Date: September 16, 2026

To: Dr. Airini, President & Vice Chancellor

From: Baihua Chadwick, Vice President Students & Global Engagement

Re: Strategic Internationalization Plan Implementation Annual Report 2026

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**Purpose:** To submit the first annual Strategic Internationalization Plan Implementation Report for information. The report was developed in close collaboration with members of the SIP working group, SIAC, TRU World and IPE.

**Background:** Thompson Rivers University (TRU) has long been recognized as a leader in international education, with more than 40 years of success. Guided by TRU's vision of being "community-minded with a global conscience," the Strategic Internationalization Plan (SIP) was completed in 2024 and approved by TRU's governing bodies.

In the first year of implementation, TRU has made meaningful progress toward the SIP objectives and goals. The five SIP goals are:

- Empower the TRU community to be globally conscious;
- Provide exceptional support for international learners;
- Strengthen partnerships with Tk'emlúps te Secwépemc and T'exelc;
- Create spaces for cultural connection and lifelong relationships; and
- Lead in addressing global challenges through education and scholarship.

Together, these goals strengthen TRU's global reputation and advance the institutional aspiration of becoming a leading dual-sector research university and an internationally recognized leader in global engagement and internationalization. To support implementation, the Senate International Affairs Committee (SIAC) established a working group to advise on SIP strategies, metrics, data collection and progress reporting.

Informed by the working group and contributions from across the TRU community, the attached report outlines progress during the first year of SIP implementation. It highlights key strategies, indicators and lessons learned between March 2025 and June 2026. It also recognizes the broader context in which this work is taking place, including financial pressures, uncertainty in international enrolment and ongoing shifts across the post-secondary sector. Continued coordinated planning will be essential to sustaining momentum and advancing TRU's internationalization goals.

**Conclusion:** The attached report is submitted for information and summarizes progress toward the SIP goals during the first year of implementation. Ongoing monitoring, annual reporting and continued collaboration across the university will support implementation and help TRU respond to emerging opportunities and challenges in the international education landscape.

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# Strategic Internationalization Plan 2025-2035

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*July, 2026*

Progress Report Year 1

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# Introduction

Approved by the Thompson Rivers University (TRU) Board of Governors (BOG) in March 2025, the Strategic Internationalization Plan (SIP) 2025–2035 advances TRU's commitment to being a leader in dynamic internationalization and global engagement. Grounded in more than 40 years of excellence in international education, the plan signals a continued shift toward positioning TRU among top-rated universities for global engagement. The SIP provides clear direction to strengthen and advance this leadership.

The plan's five goals strategically support the university's vision of being "community-minded with a global conscience," by:

- Empowering TRU community to be globally conscious,
- Providing exceptional support for international learners,
- Strengthening partnerships with Tk'emlúps te Secwépemc and T'exelc,
- Creating spaces for cultural connection & lifelong relationships, and
- Leading in addressing global challenges through education & scholarship.

Together, these key dimensions strengthen TRU's global reputation and advance the institutional goal of becoming a leading dual-sector research university. To support progress on the SIP, the Senate International Affairs Committee (SIAC) established a working group to advise on SIP strategies, metrics, data collection and progress reporting.

Informed by the work of this group and contributions from the broader TRU community, this progress report outlines advancement of SIP during the first year of SIP implementation. While the university continues to navigate significant financial pressures, uncertainty surrounding international enrolment, and broader shifts across the post-secondary sector, coordinated planning remains essential to sustaining momentum. This report highlights the key strategies, indicators, and lessons learned between March 2025 and June 2026 while reaffirming TRU's ongoing commitment to its SIP goals and internationalization efforts.



## Year at a Glance

- **Global learning is deeply rooted at TRU:** International, intercultural and place-based perspectives are increasingly embedded across teaching, research, and student supports. This was demonstrated through the *Global Horizons* event, which showcased faculty leadership in multilingual research, decolonizing pedagogies, field schools, and Collaborative Online International Learning (COIL) enhanced course design.
- **Internationalization is increasingly being grounded in Secwépemcúl'ecw:** Prearrival programming, orientation, staff training, and student learning continue to integrate Secwépemc history, culture, and land-based perspectives. This was demonstrated through courses such as *Privileging Indigenous Oral Traditions and Storywork*, where students learned directly from Knowledge Keepers and new international collaborations focused on Indigenization.
- **Enhancements to international learner support:** Improvements across pre-departure and pre-arrival processes, academic and personal supports, flexible learning options, and employment resources strengthened service consistency. This was illustrated by the launch of *AI Navigator*, which expands access to employment tools for international students.
- **Strengthened global partnerships and leadership:** TRU expanded international collaborations, hosted globally focused events, and received recognition for sustainability and international education. This was exemplified by the *Indo-Pacific Security Conference*, which convened global partners to address shared challenges such as climate change and cybersecurity.



## Message from the President

Imagine a global community that comes together in one place, welcoming diversity and recognizing bold, shared aspirations for family, home and careers. A community that fosters peace and innovation. Imagine a university committed to being that place: a home for ambition from around the world, and a university that welcomes the world to Interior B.C.

That university is Thompson Rivers University (TRU).

Internationalization is fundamental to Thompson Rivers University's identity and direction. For decades, peoples from across the world have come to TRU to teach, learn, conduct research and engage locally, nationally and globally. We have a plan that purposefully guides us. The Strategic Internationalization Plan positions internationalization at the core of our university's definition of academic excellence and student success. We are committed to being engaged and globally minded.

In its first year, our planning has shown progress in internationalization efforts across the university. Faculties and units are advancing globally informed curricula, enhancing supports for international students, deepening partnerships, and expanding research and transnational education initiatives. These efforts reflect genuine momentum for pan-institutional international experience and engagement. This matters more than ever in our changing global context.

This work is closely aligned with our vision for a future TRU. Internationalization supports our commitment to connecting people, ideas and opportunities across our campuses and with partners globally, as well as advances a student-centred approach by creating inclusive, globally enriched learning environments. Internationalization also contributes to reconciliation through respectful and reciprocal relationships, while strengthening use-inspired research that addresses complex challenges facing our communities.

This Year One report highlights early achievements and sets a clear path for the work ahead. It demonstrates how strategic internationalization strengthens TRU's role as a university that is locally grounded and globally connected, and how it continues to support our long-term vision and priorities.

My thanks to all who believe in forging international community, learning, research and leadership. Our world is right here and needs our bold ambitions for the future we build together.

Merci. Kukwstsétselp.

**Dr. Airini**  
President and Vice-Chancellor

# Principles of internationalization at Thompson Rivers University

The development of the Strategic Internationalization Plan has been rooted in TRU's vision statement of being "community-minded with a global conscience" while serving our "regional, national and international learners and their communities through high quality and flexible education, training, research and scholarship," as indicated in TRU's mission statement.

We recognize our role in the world, understanding that by tackling local challenges, TRU can have a global impact. We aspire to develop and share our innovative solutions to inspire progress and drive meaningful change. In addition to being guided by the TRU Vision Statement, the Strategic Internationalization Plan is guided by the following principles:

Situated in the heart of Secwépemc'ulucw, TRU is guided by the wisdom of the Secwépemc community. We are committed to expanding access for and support to students while actively working to dismantle the systemic inequities rooted in our colonial past and present.

We are dedicated to making decisions that honour the rights and opportunities of current and future generations, ensuring sustainable solutions that balance the needs of today's communities with those of tomorrow.

We turn our commitments into actions by ensuring that policies, strategic plans and programs align across the institution and that resources are allocated equitably and effectively.

We are driven by a curiosity to go beyond traditional approaches to internationalization, leveraging our unique position as the only teaching and research-focused university in BC that integrates a trades and technology school, an open learning mandate, and diverse educational modalities. Our expertise enables us to reach and engage diverse learners across Canada and around the world.





Thompson Rivers University is situated in Secwepemcú'ecw, the ancestral and unceded lands of the Secwépemc people. We recognize the Tk'emlúps te Secwépemc (Kamloops) and T'éxelc (Williams Lake) communities as the caretakers of these lands and honor their enduring presence, languages, and stories. Our commitment extends to the neighboring territories of the St'át'imc, Nlaka'pamux, Nuxalk, T'silhqot'in, Dakelh, and Syilx peoples.



## GOAL

To empower members of the TRU community through curricula and support systems to become community-minded and globally conscious through international engagement.

### KEY PROGRESS HIGHLIGHTS

In Year One, strategies and activities built on TRU's long-standing leadership in international and intercultural education through faculty innovation, recognition, and applied learning opportunities for students. These efforts reinforced TRU's reputation for globally informed teaching and scholarship.

A key highlight was the *Global Horizons* event, delivered in collaboration with the Centre for Excellence in Learning and Teaching (CELT), which showcased faculty strengths in topics like multilingual research, decolonizing pedagogies, international field schools, and Collaborative Online International Learning (COIL) integration.

TRU-led open education projects also received international recognition, while initiatives such as the *Teachers with International Qualifications* (TWINQ) pilot expanded pathways for internationally trained educators to contribute to rural B.C. classrooms.

### CORE STRATEGIC METRICS

1. **Host an annual internationalization showcase in partnership with CELT that highlights faculty contributions, with 80% of participants reporting increased awareness of faculty internationalization expertise.**

*Global Horizons event held on November 14, 2025:*

- 40+** faculty members in attendance.
- 70%** reported increased awareness of internationalization projects at TRU
- 80%** reported increased awareness of internationalization opportunities.

All participants believed that they would participate in internationalization activities based on what they learned at the event.

## CORE STRATEGIC METRICS

|                                                                                                                                                                                                                              |                                                                                                                                         |                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>2. Number of members of TRU Community participating in internationalization activities (e.g., Study Abroad, student exchange, field schools, faculty exchange, Leave for Change, curriculum articulation and mapping)</b> | Study Abroad includes:                                                                                                                  |                                                                                           |
|                                                                                                                                                                                                                              |                                                                                                                                         | <b>4</b> Co-op Abroad                                                                     |
|                                                                                                                                                                                                                              | <b>101</b> Study Abroad students total                                                                                                  | <b>36</b> Exchange                                                                        |
|                                                                                                                                                                                                                              |                                                                                                                                         | <b>1</b> Research Abroad                                                                  |
|                                                                                                                                                                                                                              |                                                                                                                                         | <b>60</b> Field Schools<br>(46 domestic; 6 domestic Indigenous; 8 international students) |
|                                                                                                                                                                                                                              | <b>18</b> Faculty supporting Field Schools                                                                                              |                                                                                           |
|                                                                                                                                                                                                                              | <b>2</b> Employees participating in Leave for Change                                                                                    |                                                                                           |
|                                                                                                                                                                                                                              | <b>132</b> Post-secondary students participated in a short-term exchange in Canada through International Training Center in Summer 2025 |                                                                                           |

## OPERATIONAL/CONTEXTUAL METRICS

|                                                                                                            |                                                                                                      |                                |                                       |
|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------|---------------------------------------|
| 3. <b>International Student Diversity</b>                                                                  | TRU welcomed 6, 425 international students from 124 countries, representing 21% of the student body. |                                |                                       |
| Source: Integrated Planning & Effectiveness. <i>Factbook (FY 2025/26)</i> . Thompson Rivers University     |                                                                                                      |                                |                                       |
| 4. <b>Increase the number of students enrolled in courses mapped to local-to-global ILOs.</b>              |                                                                                                      | <b>Intercultural Awareness</b> | <b>Indigenous Knowledges and Ways</b> |
|                                                                                                            | <b>FY 2021/22</b>                                                                                    | 3,099                          | 1,057                                 |
|                                                                                                            | <b>FY 2022/23</b>                                                                                    | 3,069                          | 1,014                                 |
|                                                                                                            | <b>FY 2023/24</b>                                                                                    | 3,328                          | 1,111                                 |
|                                                                                                            | <b>FY 2024/25</b>                                                                                    | 3,300                          | 1,145                                 |
|                                                                                                            | <b>FY 2025/26</b>                                                                                    | 3,471                          | 1,407                                 |
| Source: Integrated Planning & Effectiveness. <i>Course Enrolments Trends</i> . Thompson Rivers University. |                                                                                                      |                                |                                       |

OPERATIONAL/CONTEXTUAL METRICS

|                                                                        |            |    |
|------------------------------------------------------------------------|------------|----|
| 5. Number of students graduating with global competency certification. | FY 2021/22 | 9  |
|                                                                        | FY 2022/23 | 10 |
|                                                                        | FY 2023/24 | 14 |
|                                                                        | FY 2024/25 | 13 |
|                                                                        | FY 2025/26 | 16 |

Source: Integrated Planning & Effectiveness. Credentials Awarded. Thompson Rivers University.



## Objectives

**1. INSTILL GLOBAL COMPETENCIES** in learners through the institutional learning outcomes to foster a deep sense of social responsibility.

In FY 2025/26, there were 4,878 enrolments in the 86 courses attributed to the local-to-global ILOs, and efforts are underway to establish a repository for COIL courses to enhance student access and instructional support. An example of these ILOs in curriculum included Dr. Salman Kimiagari's lecture, *International Entrepreneurship*, which explored the methods entrepreneurs use to analyze global markets, evaluate opportunities, and adapt strategies across cultural and economic contexts.

### Learn more:

- [TRU lecture explores how entrepreneurs can think — and act — globally.](#)
- Read more about [TRU Institutional Learning Outcomes](#)

**2. LEAD IN THE DEVELOPMENT** and dissemination of innovative teaching and learning practices in higher education to strengthen the reputation of TRU as a hub for global engagement.

TRU demonstrated leadership in innovative pedagogy through global recognition and faculty-driven initiatives, earning international acclaim at the *Open Education Global Awards*. Awarded projects included *Utamaduni Bora* — which celebrates African heritage — and *Ethical Educational Leadership*— which integrates Indigenous perspectives into leadership education. Both projects advance inclusive and culturally relevant open-educational resources that support equity and accessibility.

The *Interculturalizing the Curriculum* professional development session, facilitated by Dr. Kyra Garson, Dr. Amie McLean, and Laura Grizzlypaws, provided faculty with foundations in intercultural theory, inclusive pedagogy, and learning outcome design to strengthen intercultural understanding and prepare learners for success in diverse global and local contexts. The *Faculty Learning Community on Inclusive Classrooms*, led by Dr. Wei Yan, advanced inclusive teaching practices that recognize diverse student identities and integrate global and community-minded perspectives into the learning environment.

Faculty leadership in multilingual research, decolonizing pedagogies, international field schools, community-engaged scholarship and partnerships that connect local knowledge with global challenges were showcased at the *Global Horizons* event in November 2025. This event also highlighted strategies for integrating COIL into courses, allowing TRU students to engage in virtual international experiences and foster global collaboration without the need for physical travel.

### Learn more:

- [TRU celebrates finalists and award winners for advancing open education](#)
- [Event highlights TRU faculty leadership in internationalization](#)

**3. COLLABORATE WITH FACULTY**, staff and learners to reduce barriers to advance participation in internationalization opportunities.

The *Teachers with International Teaching Qualifications (TWINQ)* pilot, developed by faculty in the Master of Education program, enabled internationally trained educators to gain classroom experience in British Columbia while helping address teacher shortages in rural communities and fostering intercultural exchange and professional growth. The initiative highlights how internationally trained educators can contribute to local labour market needs while also expanding global learning opportunities for TRU and partner school districts. Building on this focus on internationalization in practice, Dr. Wei Yan facilitated a workshop for faculty on supporting international students, examining how learners navigate the intersection of language, culture, and academic expectations to inform more inclusive classroom environments.

While ongoing efforts continue to make these experiences more inclusive and accessible, FY 2025/26 serves as a benchmark year in which a total of 101 study abroad students participated in a range of international opportunities that enabled them to engage in research and learning abroad.

**Learn more:**

- [MEd pilot connects international teachers to B.C. classrooms](#)
- [Award-winning ambassador forever changed by Study Abroad](#)



**4. EXPAND GLOBAL RESEARCH** opportunities to promote collaborative, research-driven solutions to provide learners with valuable experiences and meaningful international connection.

TRU strengthened Indigenous-focused research partnerships with institutions in New Zealand and Australia, creating new opportunities for collaborative education and research that bring together Indigenous knowledge systems and Western academic approaches. This work was complemented by collaborations with Mexican institutions advanced joint work in education and research and built pathways for future learner involvement in cross-cultural and community-based inquiry.

Global engagement for learners was demonstrated through participation in global research forums, including the work of TRU student Enna Sims, who advanced to the *International Map the System Competition* at the University of Oxford for her research on systemic issues in B.C.'s primary care system.

TRU's global research contributions were further reflected through the international recognition of Dr. Melba D'Souza, who received an international fellowship in the *Faculty of Nursing and Midwifery at the Royal College of Surgeons* in Ireland.

In Year 2, greater emphasis will be placed on tracking faculty and student international research activity and collaborations.

**Learn more:**

- [Building future TRU abroad: Advancing global partnerships in education and research](#)
- [TRU deepens collaborations with Mexico through international education initiatives](#)
- [TRU faculty member honoured with international nursing and midwifery fellowship](#)
- [TRU student brings B.C. health crisis to global stage](#)



## GOAL

To continue providing exceptional support services that ensure academic and personal success of international learners and contribute to the local region and global community.

### KEY PROGRESS HIGHLIGHTS

In Year One, TRU strengthened academic and non-academic supports for international learners by increasing faculty awareness of available student supports and services, expanding flexible learning options through contributions to TRUly Flexible, a pan-institutional initiative to make learning accessible and adaptable to fit students' individual needs, and advancing transnational education (TNE) initiatives. Global influence grew through new mobility partnerships, a developing TNE hub in Southeast Asia, and expanded Indigenous-focused partnerships in New Zealand and Australia.

### CORE STRATEGIC METRICS

#### 6. Percentage of students satisfied with International student services.

##### *Satisfaction with student services:*

**76%**

Source: Integrated Planning & Effectiveness. *Student Fall Census 2025*. Thompson Rivers University.

**76%**

Source: Integrated Planning & Effectiveness. *Canadian Bureau for International Canada 2025* (Canadian benchmark: **67%**). Thompson Rivers University.

##### *Satisfaction with career & employment services:*

**68%**

Source: Integrated Planning & Effectiveness. *Student Fall Census 2025*. Thompson Rivers University.

**47%**

Source: Integrated Planning & Effectiveness. *Canadian Bureau for International Canada 2025* (Canadian benchmark: **36%**). Thompson Rivers University.

*QLess metrics are not currently available and are anticipated to be available next year.*

## CORE STRATEGIC METRICS

|                                                                                                              |                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>7. Percentage of international students who are employed after graduation from TRU.</b>                   | <p>Percentage of international students who are employed after graduation:</p> <p><b>93%</b> were working full time</p> <p><b>51%</b> in a job related to their program</p> <p>Source: Integrated Planning &amp; Effectiveness. <u>Diploma, Associate Degree, and Certificate Survey (DASCO) 2025</u>. Thompson Rivers University.</p>     |
| <b>8. Number of TNE partnerships providing TRU courses and programs to international students (examples)</b> | <p><b>97%</b> were working full time</p> <p><b>56%</b> in a job related to their program</p> <p>Source: Integrated Planning &amp; Effectiveness. <u>Baccalaureate Graduate Survey (BGS) 2025</u>. Thompson Rivers University.</p> <p><b>14</b> active TNE partnerships</p> <p><b>814</b> students engaged through the TNE partnerships</p> |

## OPERATIONAL/CONTEXTUAL METRICS

|                                                                                                               |                                                                                                       |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>9. Economic impact of international students on the region.</b>                                            | \$77.8 million in net sales and \$39.5 million in added regional income (the equivalent to 567 jobs). |
| Source: Integrated Planning & Effectiveness. <u>TRU Impact Study FY 2023/24</u> . Thompson Rivers University. |                                                                                                       |
| <b>10. Economic impact of international alumni on the region.</b>                                             | \$53.3 million                                                                                        |
| Source: Integrated Planning & Effectiveness. <u>TRU Impact Study FY 2023/24</u> . Thompson Rivers University. |                                                                                                       |

## Objectives

**1. PROVIDE OUTSTANDING INTERNATIONAL** support services to continue to enhance and support the student experience and academic success.

International student support was strengthened through enhanced faculty and career services for students. CELT delivered workshops to increase faculty awareness of academic and personal resources for international learners.

The Career and Experiential Learning (CEL) team implemented *AI Navigator Devant* – a free tool that improves access to employment opportunities, with AI-powered mock interviews and resume-building tools.

In the TRU Fall Student Census, 76% of international students were satisfied with International student services and services. All student emergencies were responded to within 24 hours.

While continually reviewing and working to expand scholarship opportunities for international students, Dr. Oleksandr Kondrashov established a scholarship to support students from Ukraine.

|                                                           |             |
|-----------------------------------------------------------|-------------|
| International student awards (TRU World):                 | 262 awards  |
| TRU World Relief Fund:                                    | 2 students  |
| Emergency fund for international student:                 | 18 students |
| Domestic Tuition Support for CUAET Students from Ukraine: | 18 students |

**2. LEVERAGE TRULY FLEXIBLE** to expand access to diverse course modalities for international students, empowering them to meet their educational goals.

Under the leadership of Vice-Provost Open, Learning, Teaching and Innovation, Dr. Liesel Knaack, work is currently underway to redesign and implement flexible delivery and learning modalities to support both international and domestic learners to meet their education goals through course opportunities that align with their learning style and physical location.

Four learning modalities have been identified – in-person, blended, multi-access and online learning – each with one to three variants that form a spectrum of ten delivery options. This framework supports the development of responsive programs and provides students with consistent, transparent information about course expectation and modality.

**3. EXPAND THE TRANSNATIONAL EDUCATION** opportunities, offering flexible learning options that reach and engage learners across global markets, adapting to their unique needs and local contexts.

Transnational education (TNE) saw advancements throughout British Columbia through partnerships strengthened during Premier Eby's trade mission to Asia. Leaders met with representatives from institutions in Japan, South Korea and Malaysia to establish new student mobility agreements and lay the groundwork for a TNE Hub in Southeast Asia, which could support dual degrees and graduate-level exchanges.

TRU also expanded Indigenous-focused educational partnerships, including collaborations with Te Pūkenga and the University of Waikato in New Zealand and Charles Sturt University in Australia, supporting Indigenous education, research, and community programming.

**Learn more:**

- [Building future TRU abroad: Advancing global partnerships in education and research](#)
- [TRU strengthens global partnerships through premier's trade mission to Asia](#)



## GOAL

To continue to expand access and supports for internationalization efforts with Tk'emlúps te Secwépemc and T'exelc. Actively work to address and dismantle the systemic inequities rooted in colonial history and their ongoing impacts.

### KEY PROGRESS HIGHLIGHTS

Year one saw increased learning opportunities for students, faculty and staff to engage respectfully with the history, cultures and contemporary experiences of Secwépemc Peoples. Through the International Training Centre (ITC), international students continue to be provided opportunities to learn about and engage with Secwépemc history, culture and perspectives, including the impacts of residential schools and reconciliation.

Learning opportunities were further supported through academic courses and faculty research that explored Indigenous knowledge, colonial histories, land rights, economic development and global Indigenous perspectives. Discussions are also underway to establish agreements with Indigenous partner institutions in Australia, New Zealand, Mexico, Columbia and Taiwan.

### CORE STRATEGIC METRICS

**11. Number of inbound and outbound Indigenous students participating in internationalization opportunities (testimony and examples)**

**6**

Indigenous students participated in exchange and field schools

### OPERATIONAL/CONTEXTUAL METRICS

*Information and data for the metrics below are provided in the Objectives section*

**12. Ensure that all core internationalization programs (orientation, pre-arrival, student services, and intercultural training) embed Secwépemc culture and histories (examples).**

**13. Document and share illustrative examples of internationalization initiatives that meaningfully incorporate Secwépemc culture, perspectives, or partnerships, highlighting depth of engagement and reciprocal learning.**

**14. Collect examples and stories that demonstrate the impact of activities developed in partnership with Tk'emlúps te Secwépemc and Williams Lake First Nation to help dismantle systemic inequities in TRU's internationalization programming.**

## Objectives

**1. CONTINUE TO EMBED** Secwépemc culture and ways of knowing into aspects of TRU's internationalization initiatives.

TRU advanced its commitment to embedding Secwépemc knowledge within internationalization activities by exploring opportunities for TRU World staff to deepen their understanding of Tk'emlúps te Secwépemc history and local protocols. Professional development is now incorporated into ongoing training and prioritized during onboarding to ensure staff have the foundational context to respectfully engage with Indigenous communities.

**2. ENHANCE SUPPORT** and access for internationalization initiatives that start with the history and impact of colonialism in Secwepemcúl'ecw.

New pre-arrival content introduces international students to the history of Secwépemcúl'ecw and the ongoing impacts of colonialism, providing local Indigenous context for international students before they arrive in the region. This foundation is reinforced during orientation through Indigenization-focused learning that includes Secwépemc history, cultural protocols, and opportunities for reflection.

**3. PROMOTE INCLUSIVE DIALOGUE** on diverse historical and cultural perspectives about colonial history around the world, enabling members of the TRU community to explore their own backgrounds, build relationships and foster connections.

International students in the *Privileging Indigenous Oral Traditions and Storywork* course learned through circle practice, participated in Secwépemctsín language instruction, and received teachings from Knowledge Keepers. This experience broadened the understanding of Canada's relationship with the many Indigenous communities that have shaped Indigenous peoples' lives including perspectives on healing and restorative practices.

Additionally, Dr. Courtney Mason secured \$310,000 from *Social Sciences and Humanities Research Council (SSHRC)* recognizing his research on land rights, economic development, and ecosystem conservation in Western Canada and New Zealand.

Two Indigenous students from Taiwan engaged with TRU through a government scholarship and spent extensive time engaging with Elders and Indigenous communities in Interior B.C., an experience that contributed to reciprocal learning and prompted discussions within the Taiwanese government about developing ongoing Indigenous-focused partnerships.

### Learn more:

- [TRU's Courtney Mason receives highest honour from the Royal Society of Canada](#)
- [TRU international students reflect on course that immerses them in Indigenous traditions](#)

## GOAL

To enhance environments and opportunities to find enriching connections that inspire diverse cultural expressions, individual growth and foster life-long relationships.

### KEY PROGRESS HIGHLIGHTS

Opportunities for cultural expression and intercultural dialogue were expanded in Year One through activities like the annual *IDays 2026*, classroom initiatives, and enhanced staff training. Resources such as the *International Student Guide* further connected new international students to the local community.

### CORE STRATEGIC METRICS

**15. Achieve an average agreement of 80% across all diversity and inclusion modules in Student Fall Census and 75% in NSEE surveys.**

|            |                        |                                                                                                                                                                         |
|------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>76%</b> | All students           | Agreed that “TRU faculty and staff provide a supportive and inclusive environment regardless of gender, ethnicity, age, sexual orientation, disabilities, or religion.” |
| <b>82%</b> | International Students |                                                                                                                                                                         |
| <b>68%</b> | Domestic Students      |                                                                                                                                                                         |

Source: Integrated Planning & Effectiveness. *National Survey of Student Engagement (NSSE) 2023*. Thompson Rivers University.

|            |             |                                                                                         |
|------------|-------------|-----------------------------------------------------------------------------------------|
| <b>89%</b> | First Year  | Agreed or strongly agreed that “I feel comfortable being myself at this institution.”   |
| <b>93%</b> | Senior Year |                                                                                         |
| <b>66%</b> | First Year  | Agreed or strongly agreed that “I feel like part of the community at this institution.” |
| <b>68%</b> | Senior Year |                                                                                         |

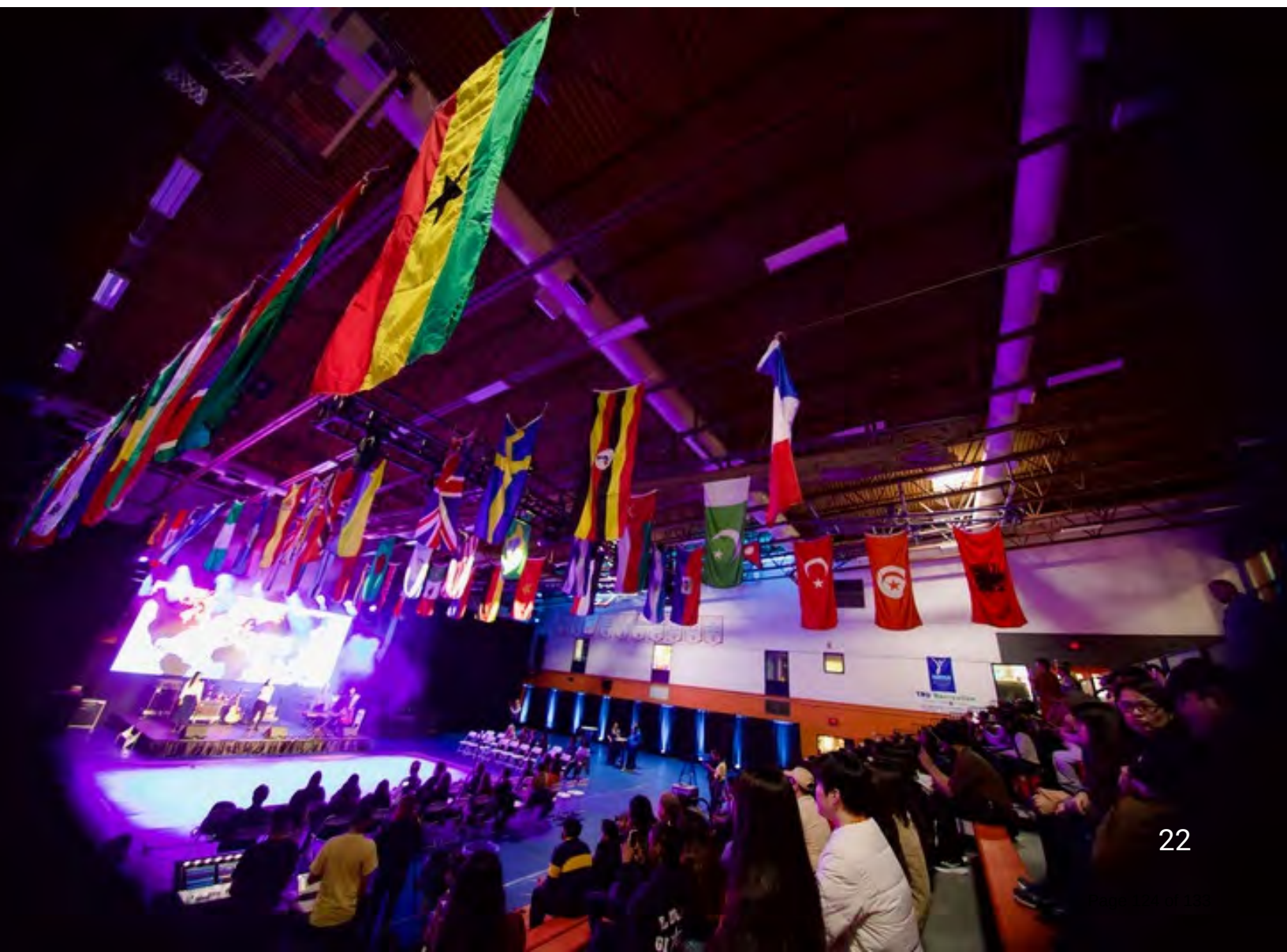
Source: Integrated Planning & Effectiveness. *Canadian Bureau of International Education (CBIE) 2025*. Thompson Rivers University.

|            |  |                                                                                               |
|------------|--|-----------------------------------------------------------------------------------------------|
| <b>66%</b> |  | Agreed or strongly agreed that “I feel that I belong in the extended (off-campus) community.” |
|------------|--|-----------------------------------------------------------------------------------------------|

Source: Integrated Planning & Effectiveness. *Fall Student Census 2025*. Thompson Rivers University.

## OPERATIONAL/CONTEXTUAL METRICS

|                                                                                                                 |                                                                                                |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 16. Examples of how TRU educates faculty, staff to support cultural expression while respecting local protocols | <i>Ongoing professional development, more information available in the Objectives section.</i> |
| 17. Number of events for community members at IDays 2026                                                        | 6                                                                                              |
| 18. Number of homestay families involved with TRU                                                               | 170 (FY 2025-26)                                                                               |



## Objectives

**1. PROMOTE COMMUNITY VITALITY** by recognizing cultural well-being and supporting the opportunity for members to retain and express their cultural practices, learning and embracing others, while learning and respecting local cultural protocols.

TRU continued to promote community vitality by strengthening opportunities for students, faculty, and staff to engage with diverse practices while learning and respecting local protocols. This included multicultural leadership training to support an inclusive campus environment and training for faculty and staff focused on equity, inclusion, and intercultural learning led by TRU's Intercultural Learning Department and Office of Equity, Diversity, Inclusion and Anti-Racism.

Dr. Oleksandr Kondrashov is developing the “*Welcome to Kamloops*” resource, given ahead of and upon arrival, to help international students understand the cultural landscape of the region and feel supported as they transition to the community.

### Learn more:

- [Stitching colour, culture and community into every creation](#)

**2. STRENGTHEN CULTURAL** infrastructure and community participation by creating environments and opportunities where students, staff, faculty, alumni and community members share stories to cultivate intercultural interactions and strengthen cultural infrastructure and community participation.

TRU further fostered spaces where students, faculty, staff, alumni and community members could share stories and engage in intercultural dialogue. Opportunities such as *Indigenous Awareness Week*, *the National Day for Truth and Reconciliation*, *IDays*, and community-focused conferences provided members of the TRU community with opportunities to engage with and explore diverse cultural and historical perspectives. These activities complemented classroom initiatives that supported inclusive conversations on identity, culture and social justice.

### Learn more:

- [TRU international students reflect on course that immerses them in Indigenous traditions](#)



**3. BROADEN CONNECTIONS** and foster engagement with the wider community in Williams Lake, Kamloops and the surrounding region, with a focus on promoting global engagement and creating more opportunities for connection for all participants.

In March 2026, Thompson Rivers University's annual *IDays* brought together the campus and Kamloops community to celebrate cultural diversity and global connection through a series of interactive events. The Cultural Booths welcomed approximately 190 visitors and the *World Tea Expo* engaged around 350 participants in informal cultural exchange. The *Fashion Show* drew approximately 285 attendees and featured 100 student participants, followed by a student-led afterparty that extended engagement and connection. The week concluded with the *IDays Showcase*, which welcomed approximately 500 visitors for performances of music, dance, and cultural storytelling. Collectively, *IDays 2026* reinforced the value of student-driven, experiential programming in fostering belonging and intercultural understanding.

**Learn more:**

- [TRU invites all to IDays 2025 to celebrate culture and connection](#)



## GOAL

To lead the way in cultivating a culture of community-mindedness with a global conscience by sharing educational practices, exchanging knowledge worldwide and taking a proactive role in addressing regional, national and global challenges through education and scholarship.

### KEY PROGRESS HIGHLIGHTS

TRU continued to strengthen its long-standing commitment to intercultural community-mindedness and global engagement. Professional development opportunities such as *Working as and with Multicultural Multilingual Faculty* led by Dr. Wei Yan strengthened TRU's leadership in internationalization by leveraging internal expertise and sharing practices to support diverse faculty communities. TRU also expanded global engagement through participation in international networks, supporting international collaborations and mobility. The university also served as a hub for global dialogue by hosting conferences and forums on shared regional and global challenges. The collection of this information will be improved in the coming years.

### CORE STRATEGIC METRICS

#### 19. Inventory of TRU hosted conferences addressing international and global issues.

|                                                                                                                                              |                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indo-Pacific Security Conference - <i>Building Resilience: Canada's Engagement with the Indo-Pacific on Non-Traditional Security Threats</i> | <b>Focus:</b> Climate change, cybersecurity, disaster governance, and global security dialogue ( <a href="#">TRU Conference Advances Collaboration on Indo-Pacific Security Challenges</a> ).                               |
| CAPPP symposiums in Sri Lanka and Hong Kong                                                                                                  | <b>Focus:</b> Food security, resilience, human rights, disaster management and governance. In partnership with University of Colombo (Sri Lanka) and the University of Ruhuna (Hong Kong).                                  |
| National Wildfire Resilience Gathering                                                                                                       | <b>Focus:</b> Climate adaptation, biodiversity, and Indigenous fire stewardship through international collaboration ( <a href="#">National Wildfire Resilience Gathering Fosters Collaboration and Co-creation at TRU</a> ) |
| Global Horizons Event                                                                                                                        | <b>Focus:</b> Multilingual research, decolonizing pedagogies, and COIL integration.                                                                                                                                         |
| Educating for Tomorrow Conferences                                                                                                           | <b>Focus:</b> Three conferences that focus on <i>Ukrainian Values in a Global World</i> , <i>Social Work Values in a Global World</i> , and <i>First Responders Values in a Global World</i> .                              |

## OPERATIONAL/CONTEXTUAL METRICS

|                                                                                                                            |                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20. <b>Number of implemented initiatives within TRU internationalization activities that are in alignment with UN SDGs</b> | Notable progress toward SDG 11 (Sustainable Cities and Communities), see p. 27.<br><u>UN SDG Open Educational Resources Fellowship</u> at TRU, see p.27                                                      |
| 21. <b>Number of new programs developed that grow opportunities for international students to study TRU programs</b>       | <u>Master of Engineering Science</u><br><u>Health Care Assistant Certificate</u> ( <i>changes to the program length</i> )                                                                                    |
| 22. <b>Student outcomes from the academic programs outlined in TRUBold</b>                                                 | <i>Assessment of outcomes for new programs will require time to generate meaningful evidence. In the interim, early indicators of progress may include first-year enrolment levels and student feedback.</i> |
| 23. <b>Become a signatory to the <i>Climate Action Network for International Educators</i>.</b>                            | <i>On hold.</i>                                                                                                                                                                                              |



## Objectives

**1. ENCOURAGE THE TRU COMMUNITY** to collaborate and engage with diverse perspectives to create a positive impact both locally and globally in accordance with the TRU Academic and Research Plans.

By participating in the Premier's trade mission to Asia, TRU reinforced partnerships in Japan, South Korea and Malaysia to expand student mobility and research opportunities. These engagements also supported the development of dual-degree pathways and collaborative research initiatives. Under the leadership of Dr. Robert Hanlon, the *Canada and Asia Pacific Policy Project* (CAPPP) launched a three-year Global Affairs Canada-supported initiative focused on food security, resilience, human rights, disaster management and governance. This included a two-day symposium on *Food Security in Canada–Sri Lanka Relations* with the University of Colombo and a one-day dialogue with the University of Ruhuna in Hong Kong.

On campus, international engagement advanced through hosting of major events such as the *Indo-Pacific Security Conference*, which convened scholars and policymakers to address global challenges including climate change and cybersecurity, and the inaugural *Wildfire Resilience Consortium of Canada (WRCC): Building Foundational Knowledge Gathering*, which included a partnership with Natural Hazards Research Australia on wildfire resilience, Indigenous fire stewardship, and knowledge exchange.

TRU faculty contributed to knowledge exchange through teaching and mobility activities, including Dr. Gloria Ramírez's participation in an *Educational Administration* course at the Universidad de Monterrey and Adina Gray's Block Week seminar on generative AI at Osnabrück University of Applied Sciences in Osnabrück, Germany.

Program changes, including the shift of the *Master of Environmental Economics and Management (MEEM)* to a one-year format, further enhanced accessible, career-oriented opportunities for international students.

This year, TRU established a central coordination point to streamline access and support for research opportunities, including the *Mitacs* program, which has grown from 11 to 25 students for Summer 2026 and is expected to reach 30 participants across Engineering, Mathematics and Statistics, Social Work and Human Services, and Biology. In Year 2, greater emphasis will be placed on tracking faculty and student international research activity and collaborations.

### Learn more:

- [TRU strengthens global partnerships through premier's trade mission to Asia](#)



**2. DEVELOP AND IMPLEMENT STRATEGIES** that strengthen local and global partnerships and deepen global perspectives in accordance with the *United Nations Sustainable Development Goals* and the TRU Vision Statement.

As a signatory to the *United Nations Sustainable Development Goals (SDG)* Accord, TRU reports annually on its progress. This year, the launch of a dedicated [UN SDGs webpage](#) showcases the University's contributions to all 17 goals.

Notable progress toward *SDG 11 (Sustainable Cities and Communities)* includes ongoing work in cultural and heritage preservation, community resilience, and sustainable infrastructure, supported through initiatives like the [Low-Carbon District Energy System](#), wildfire-resilience research, and [TRU's Zero Waste Plan](#).

Additionally, TRU administers the [UN SDG Open Educational Resources Fellowship](#), which advances the integration of open, sustainability-aligned learning materials into course design.

TRU's participation in international mobility and collaboration networks, including Canada and Latin America Research and Exchange Opportunities, the *Canadian Bureau for International Education*, the *British Columbia Council for International Education*, and *ISEP Study Abroad*, strengthens partnerships and expands global engagement. TRU was also accepted this year as a member of the *Association of Commonwealth Universities*, further enhancing opportunities for collaboration, mobility, sustainability alignment, funding access, and knowledge exchange.

**Learn more:**

- [TRU connects local impact to global goals](#)
- [TRU Sustainable Development Goals](#)
- [TRU social work and wellness centre initiative expands consent education to India](#)

**3. PROMOTE A CLIMATE LITERATE APPROACH** to internationalization within the TRU Community to advance TRU's commitment to and value of sustainability.

TRU's sustainability leadership is demonstrated by two notable achievements: a Platinum rating through the *Sustainability Tracking, Assessment, and Rating System (STARS)* and a first-place ranking among 80 master's institutions in the *2025 Sustainable Campus Index*. These achievements reflect meaningful progress toward becoming North America's first zero-carbon campus by 2030.

Efforts are also underway to become a *Climate Action Network for International Educators (CANIE)* signatory and to expand international partnerships related to wildfire resilience. This includes work with *Natural Hazards Research Australia* through the *Wildfire Resilience Consortium of Canada (WRCC)*. Additionally, the BC Wildfire Service and TRU co-hosted a delegation from France on joint wildfire management, training, and knowledge sharing.

**Learn more:**

- [TRU BCWS strengthen wildfire management co-operation with France](#)
- [TRU secures top spot in sustainability](#)

**4. DEVELOP A COMMUNICATIONS STRATEGY** strategy to effectively showcase the impact of TRU internationalization efforts, fostering global awareness and engagement among all members of our community and partners.

TRU highlighted internationalization achievements with all TRU Newsroom articles now including visual alignment to relevant UN SDGs, and there were ten articles specifically highlighting international activities.

The *Global Horizons: Celebrating Faculty Impact on Internationalization* event showcased faculty leadership in multilingual research, intercultural learning, international field schools and globally engaged pedagogy. These early communication activities support TRU's intention to develop a more coordinated approach to sharing internationalization outcomes.

**5. STRENGTHEN TRU'S LEADERSHIP** in the post-secondary internationalization environment by sharing best practices, contributing to the global discourse, and leveraging our internal expertise for broader impact.

TRU honoured Dr. Kyra Garson for more than 20 years of advancing intercultural learning through work that emphasized equity, multiple perspectives, the role of discomfort in deep learning and the importance of balancing internationalization and Indigenization.

Baihua Chadwick, vice-president international, was honoured with the *International Education Lifetime Achievement Award* at the 2025 BCCIE Conference in recognition of her two decades of leadership in global education, transnational partnerships and holistic international support services.

TRU recognizes the contributions of many faculty and staff who advance intercultural theory, inclusive pedagogy, and learning outcome design to better prepare learners for diverse global and local contexts. The Year 2 strategy includes improved documentation and systematic capture of these learning opportunities to support sharing, reporting, and future planning.

**Learn more:**

- [Working as and with Multicultural Multilingual Faculty](#) with Dr. Wei Yan
- [Baihua Chadwick Honoured with Lifetime Achievement Award in International Education](#)







Learn more: [tru.ca/sip](https://tru.ca/sip)