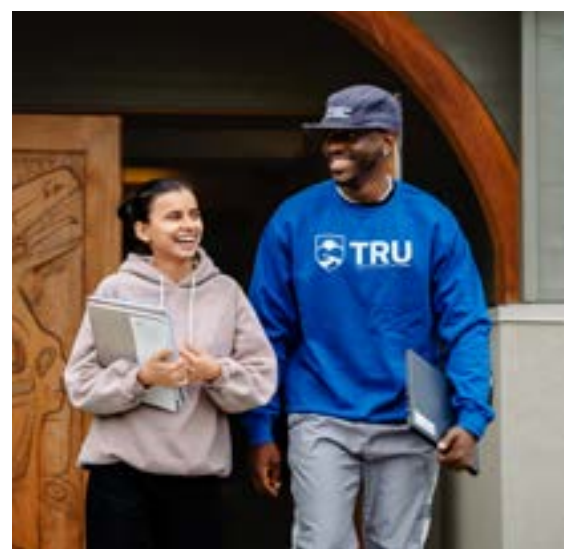


INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT





July 11, 2025

The Honourable Anne Kang
Minister of Post-Secondary Education and Future Skills
PO Box 9043, STN Provincial Government
Victoria, BC V8W 9E2

Dear Minister Kang,

Re: Accountability Statement

On behalf of the Thompson Rivers University Board of Governors, I am pleased to submit the university's Institutional Accountability Plan and Report for the 2024/25 reporting year.

This report offers a clear view of TRU's progress toward meeting its legislative mandate and fulfilling our commitments under your government's Mandate Letter for 2024/25. It includes updates on academic initiatives, student success, institutional priorities, and our contributions to economic, social, and environmental well-being in our region and across British Columbia.

We also report on the challenges that shape our work today — economic uncertainty caused by international trade policies, housing pressures, and the national changes to international student immigration policies, among them. These conditions will challenge our resilience and adaptability, but do not change our purpose. At TRU, we remain committed to broad access, community relevance, and academic excellence. We are building on the strength of our regional roots and our commitment to reconciliation and inclusion, while continuing to grow our national and international research reputation.

This year's report, which is submitted having just celebrated our 20th anniversary as a full university, highlights the early implementation of our integrated strategic plan, a renewed focus on Indigenous research leadership, and our investment in wildfire science and community-based resilience. It also tracks our response to labour force needs and outlines how TRU is adjusting to enrolment shifts in a volatile environment.

This letter confirms that the Board of Governors has reviewed and approved the contents of the report on June 20, 2025. We believe this work reflects the responsibilities entrusted to TRU and we reaffirm our commitment to transparency, public accountability, and partnership with the Province of British Columbia.

If you have any questions regarding this report, we welcome the opportunity for further discussion.

Sincerely,



David Hallinan
Acting Chair, TRU Board of Governors
Thompson Rivers University

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Strategic Direction

A legacy of growth and innovation

Thompson Rivers University (TRU) has been a leader in higher education for over five decades, celebrating its 50th anniversary as an educational institution in 2020. As a dynamic and rapidly growing institution, TRU is dedicated to research excellence and knowledge mobilization, and community engagement. As a member of the Research Universities' Council of B.C., it stands among B.C.'s six research-intensive universities. In April 2025, TRU celebrated its 20th anniversary as a university and continues to provide high-quality education that allows students to choose research, professional programs, or trades programming.

For over five decades, TRU has been dedicated to providing exceptional education to students from diverse backgrounds and at various stages of their educational journey. With nearly 30,000 students enrolled across TRU's campuses in Kamloops (Tk'emlúps te Secwépemc) and Williams Lake (T'exelc), as well as in distance and online courses and programs offered through Open Learning (OL), TRU continues to expand its reach and impact.

TRU is governed by the [Thompson Rivers University Act \(2005\)](#), which formally amalgamated the University College of the Cariboo with the B.C. Open University and other aspects of the Open Learning Agency. This legislation designates TRU as a comprehensive university offering a range of educational opportunities and credentials, including undergraduate and master's degrees, certificate and diploma programs, vocational training and adult basic education, foundation and apprenticeship programs in trades and technology, and Open Learning programs and courses, primarily delivered through asynchronous self-paced learning.

With over 200 programs, including 140 on-campus programs in Kamloops and Williams Lake, community-specific programming through four regional centres in the B.C. Interior, and 480 courses and 60 programs online via Open Learning, TRU provides a wide array of educational opportunities. Open Learning ensures accessible and flexible education, recognizing all forms of learning and supporting students in achieving their educational and career goals efficiently and effectively.

This educational configuration has allowed TRU to approach research in novel ways distinct from B.C.'s older and larger universities. As an open-access research university, TRU is committed to facilitating student access to research-informed university education that provides a range of opportunities for learners and faculty to reach and exceed their potential.

These opportunities include the career benefits of an applied, modern and comprehensive approach to academia and a research-informed university's more traditional academic benefits. TRU strongly focuses on graduate and undergraduate research; graduate programs are increasingly being established in key areas aligned to the Academic and Strategic Research Plans.

TRU students benefit from experiential learning opportunities such as co-operative education, study abroad, undergraduate and graduate research, field schools, practicums, service learning, and more, all guided by dedicated faculty members. The university fosters curiosity, lifelong learning, and innovation within its open and flexible learning environment.

Over the past decade, TRU has seen remarkable research capacity, funding, and graduate programming growth, earning a place among [Canada's top 50 research universities](#) in 2023. TRU's strategic focus is on developing world-class research teams and supporting them with state-of-the-art research equipment including 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.

In serving the educational and training needs of the region, TRU acknowledges Tk'emlúps te Secwépemc at the Kamloops campus and the T'exelc at the Williams Lake campus within Secwépemcúl'ecw, the traditional and unceded territory of the Secwépemc. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tsilhqot'in, Dakelh, and Syilx peoples. TRU has committed to honouring truth, reconciliation, and the rights of Indigenous peoples. The efforts of faculties and schools to Indigenize and decolonize the curriculum have been highlighted in [Appendix B](#).

The university has a long-standing commitment to keep post-secondary education accessible to all who seek it, including remote, rural, and Indigenous learners. As a result, TRU has a diverse student demographic. More than 8% of students identify as Indigenous representing over 50 Nations. International students from 119 countries make up 26% of the student body, and 56% of students are mature learners (over 25 years of age), demonstrating the diverse needs of the students and communities served by TRU.

TRU's Vision

TRU is now in the fifth year of its vision, adopted in summer 2020, which integrates the university's mission, vision, values, and four 10-year strategic change goals that define what it hopes to achieve over the decade.

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

Kw'seltktnéws "we are all related and interconnected with nature, each other and all things."

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

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

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

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

Our 10-year strategic change goals

The strategic plan identifies four strategic objectives designed to guide TRU in its mission:

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

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

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

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

[I TRU's Mission and Vision Statement](#)

These change goals are closely aligned with the five System Objectives outlined by the Ministry of Post-Secondary Education and Future Skills ministry — capacity, access, quality, efficiency, and relevance. TRU's performance against these measures can be viewed in [Appendix A](#).

Enabling Strategic Direction

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

Through an integrated planning approach, TRU is making strides toward its 10-year change goals and over the past year, developed **TRU Bold**, **TRUly Flexible**, and the **Strategic Internationalization Plan**. Additionally, the **Campus Master Plan** has been updated, and the **Campus Strategic Sustainability Plan** is currently inviting feedback from the community.

TRU Bold

The higher education landscape is rapidly changing as post-secondary institutions like TRU grapple with shifting markets, evolving social and economic outlooks for graduates, and new conversations about the nature of education in an artificial intelligence (AI) world.¹¹ In this context, bold moves are needed to ground institutional reputation and student success.

TRU Bold is TRU's Academic and Open Learning Plan, aiming to create an interconnected and empowered community with a global conscience. This plan leverages the institution's mandate to deliver open education and secures institutional reputation and resiliency through alignment of unique programming and research priorities. The University is a space of inclusive excellence, where learning happens through high impact practices and flexible pathways.

Grounded in the principles that every student is a TRU student, every student can [Start Here, from Anywhere](#), (PDF pg. 8) and every student can be a researcher, TRU Bold includes five goals:

Goal 1 Prioritize academic planning around visible and compelling Halo Programs that align with the TRU research priorities: health and healing, the environment, and technology to improve people's lives.

Goal 2 Embed high impact teaching that reflects institutional learning outcomes.

Goal 3 Undertake a digital transformation that embeds open educational practices into TRU's signature pedagogy.

Goal 4 Prioritize flexible pathways to learning and student success.

Goal 5 Develop graduate and professional programs that align with TRU's research priorities and meet the needs of the region.

Strategic Research Plan

TRU's Strategic Research Plan (2022–2027) themes identify the major social, cultural, health, environmental, and economic areas where TRU's research can make a significant contribution toward key societal challenges. These challenges reflect the university's areas of research strength, and emerge from TRU's Mission, Vision, Values and Change Goals. The Plan calls for TRU to address these challenge areas within an environment that supports inclusive excellence and builds a sense of commitment and belonging.

1 See the [External Context](#) section for more information.

The challenge areas are:

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

[TRU Research](#)

TRUly Flexible

TRUly Flexible aims to create a continuum of program delivery options to meet the needs of diverse learners, including those in remote communities, workers balancing studies with employment, caregivers, and others requiring more adaptable approaches. The implementation of the plan is occurring in phases.

Phase 1 began in 2023 with the redevelopment of asynchronous courses to ensure alignment of learning outcomes. This also included a collaboration with TRU Open Press and the development of more zero-cost to student textbooks. This activity has strengthened collaboration between academic programs. Open Educational Resources (OER) provide benefits, including cost savings, accessibility, and flexibility for students.

Phase 2 launched in the spring of 2025 aims to introduce a pilot to explore blended, hybrid and synchronous delivery formats for on-campus programs. The goal is to provide a full suite of flexible options while assessing the resources that will be needed to scale the approach. This phase also includes refining the curriculum design process to develop flexible delivery standards. Any changes to delivery modality follow the requirements of the Degree Quality Assessment Board (DQAB)

Strategic Internationalization Plan

In March 2025, TRU launched a new 10-year Strategic Internationalization Plan (SIP) as a **bold** roadmap for expanding global engagement while strengthening local connections. This plan — shaped by over 1,500 insights from those who live, work, and teach here — will guide TRU's approach to international leadership through curricula and support, supporting international learners, strengthening Indigenous partnerships, fostering cultural exchange and connection, and addressing regional, national, and global challenges.

The plan emphasizes the importance of aligning actions with the values and principles of the Secwépemc Nation, ensuring that efforts to internationalize honour and reflect the wisdom and stewardship of Indigenous people. Guided by the wisdom of knowledge keepers and Elders. The university is committed to expanding access for and support to students while actively working to dismantle the systemic inequities rooted in our colonial past and present. Other SIP principles include:

- Honouring the rights and opportunities of current and future generations in today's decision making to ensure sustainable solutions balance the needs of today's communities with those of tomorrow.
- Ensuring that policies, strategic plans and programs align across the institution and that resources are allocated equitably and effectively.
- Curiosity to go beyond traditional approaches to internationalization, leveraging TRU's unique position as the only teaching and research-focused university in B.C. that integrates a trades and technology school, an open-learning mandate, and diverse educational modalities. This expertise enables TRU to reach and engage diverse learners across Canada and around the world.

SIP has five goals:

1. To empower members of the TRU community to become community-minded and globally conscious through international engagement through curricula and support systems.
2. To continue providing exceptional support services that ensure academic and personal success of international learners and contribute to the local region and global community.
3. 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.
4. To enhance environments and opportunities to find enriching connections that inspire diverse cultural expressions, individual growth, and foster life-long relationships.
5. To lead the way in cultivating a culture of community-mindedness with a global conscience by sharing education practices, exchanging knowledge worldwide and taking a proactive role in addressing regional, national, and global challenges through education and scholarship.

Through these goals TRU can have a global impact by tackling local challenges, as we “aspire to develop and share innovative solutions to inspire progress and drive meaningful change.”

[I Strategic Internationalization Plan](#)

Strategic Context

External context

In today's rapidly evolving educational landscape, universities play a pivotal role in shaping the economic, social, and cultural fabric of their regions. This section provides an overview of the external context in which TRU operates. It begins by highlighting the impact of the changes implemented by Immigration and Refugee Canada (IRCC) that affect international student recruitment. It then provides an overview of the impact one of the busiest election years in history had on higher education. This is followed by a regional labour market summary and an overview of regional demographics, including population, education levels, and transition rates. Additionally, it offers a summary of some current trends impacting higher education, such as mental health, misinformation, and the rise of artificial intelligence. The final section covers the economic impact TRU has on the region and the province.

International enrolment

In FY 2024/25, IRCC implemented a series of changes to international study permits and Post Graduation Work Permit (PGWP) eligibility that have had a profound impact on international student recruitment. Changes began in November 2023, with doubling the minimum financial requirements. Throughout 2024, increasingly restrictive measures were implemented, including a 35% reduction to the study permit cap, the introduction of Provincial Attestation Letters (PALs), and limiting eligibility for spousal work permits. Additionally, considerable restrictions were placed on non-degree programs eligible for PGWP. And in January 2025, all programs, including graduate programs, require a PAL. New PALs and study permits are required for international students who wish to transfer programs; however, for in-Canada applicants, a PAL is not required if changing programs at the same level of study and within the same Designated Learning Institute (DLI).

These changes have impacted Canada's brand as a premier educational destination for international students, with potential international students turning to alternative destinations. At the institutional level, TRU experienced sharp declines in student interest from its top five source countries: India, China, Nigeria,

Bangladesh, and Iran. New student enrolment dropped 38% between fall 2023 and fall 2024 (from 1,100 to 680). Additionally, 95% of TRU's popular post-baccalaureate diploma programs are no longer eligible for PGWP.

Following a decade of considerable growth in international student enrolment,² the decline in international students has triggered financial challenges for institutions across B.C. and Canada. In FY 2022/23, international students at TRU were 23% of the student body, and accounted for 8% of the 93,749 international students enrolled at a B.C. post-secondary institution. If similar declines occur at other B.C. institutions as observed at TRU, the international student population could decrease by approximately 30,000 students. However, this may be optimistic because international admissions for fall 2025 were down 42% from the same time last year as of spring 2025. As these declines continue, it could lead to program closures and a reduction in campus services, already observed in some parts of Canada. Read more about TRU's approach to [Financial Sustainability](#).

Outcome of the year of the polls

These financial pressures are occurring against a backdrop of increasingly polarized and fragmented political systems. As discussed in the 2023/24 TRU Institutional Accountability Plan and Report (IAPR), 2024 was a historic year for elections, "with over half the global population across 70+ countries participating in polls." Incumbent parties globally faced voter discontent related to economic challenges, resulting in many losing their power.

The rise of populism, both on the right and left, reflects a broader trend of political dissatisfaction and a desire for change, coinciding with deepening political divides over culture and identity. This has polarized battles over traditional values and progressive change. Populist rhetoric has included a focus on defending national cultures from immigrants, opposition to 2SLGBTQPIA+ rights, and advocating traditional gender roles. These ideological rifts are further sharpened by global conflicts and debates over climate change, abortion, and foreign policy. These messages have been distributed through social media influencing the opinions and actions of future students.

Shifts in, and polarization of ideologies can have serious impacts on post-secondary institutions, particularly those committed to equity, diversity, and inclusion (EDI) like TRU. In the US, the federal government has withheld funding for institutions that did not comply with the removal of EDI-related hiring and admissions practices or that adopted pro-Palestinian positions.^{3,4} These actions test institutional autonomy, the integrity of academic freedom, and the trust and validity of research in the public discourse.⁵ Although funding models and government ideologies differ in BC from the US, there is similar anti-education, anti-EDI, anti-science, and other rhetoric that influences public sentiment about the value and relevance of higher education.^{6,7}

Canada's changing international role

Canada has long been a contributor to international peace and security through its involvement with NATO and the United Nations, advocating for human rights, addressing the global climate crisis, and promoting peace. As more countries elect leaders with ideologies that diverge from these priorities, Canada's international role and identity are likely to be challenged in ways that may face new diplomatic challenges. Early signs of these shifts emerged in early 2025 when the newly inaugurated U.S. administration imposed a series of fluctuating and confusing tariffs and, in public rhetoric, suggested the possibility of annexing Canada. These actions and statements have raised eyebrows and are beginning to reshape the relationship between the two countries, including how knowledge is co-developed and collegially shared.

2 Heslop, J. (2025). [International Students in B.C.'s education systems](#). Student Transitions Project.

3 Chronicle staff. (2025). [DEI legislation tracker](#). The Chronicle of Higher Education.

4 Weissman, W. (2025, Apr. 10). [Community colleges make difficult calls and cuts under Trump](#). Inside Higher Ed.

5 Saul, S. (2025, Apr. 21). [Harvard Sues Trump Administration Over Threats to Cut Funding](#). NY Times.

6 Urbanski, C. (2024, March 18). [Attacks on DEI: White anxieties, moral panics, and material impacts](#). Clayman Institute for Gender Research, Stanford University.

7 Government of British Columbia. (2025). [Unlearning & undoing project](#). Office of the Provincial Health Officer

Labour Market Outlook

The 2024 [B.C. Labour Market Outlook](#) forecasted more than one million job openings over the next ten years. Of which, 121,900 will be in the Thompson-Okanagan Region, and an additional 23,500 will be in the Cariboo Region. The generation of these openings will differ between the two regions with 31% of openings in the Thompson-Okanagan Region resulting from economic growth compared to only 12% of the Cariboo opening. Hospitals, with a 2.3% annual growth rate, is the industry with the highest projected growth in the Thompson-Okanagan, while in the Cariboo, *nursing and residential care facilities* are projected to grow at 2.3% annually.

This positive labour market outlook has been tempered by a shift to more protectionist economic policies in the U.S., including tariffs on Canadian imports. These tariffs could see 45,000 fewer jobs in the province by 2029.⁸ However, with the automotive manufacturing sector being a primary target of tariffs, economic activity in Kamloops may be less impacted by these measures.^{9,10} Ongoing interprovincial trade negotiations are creating new opportunities that could reshape both the types of goods produced in Canada and the ways they are manufactured.

In response to the tariff threat, the B.C. government planned to fast-track 18 major projects in B.C. worth \$20 billion in support of local jobs and investment. These projects include energy-security initiatives, critical mineral projects, wind and solar projects, and the North Coast Transmission Line project. While some projects have environmental approvals, others are in various stages of assessment. Effort to expedite projects includes speeding up the pace of permitting after a project receives environmental approval and working in meaningful partnerships with First Nations.¹¹ These projects will require skilled graduates of TRU to support the fast-tracked development.

Regional demographics

The collective population of the Thompson-Cariboo communities served by TRU was estimated at 210,090 people in 2024. This represents a 5% growth from 199,897 residents in 2020. Kamloops saw the largest growth in the region, with an increase of 7,869 people (from 101,764 to 109,633), while Williams Lake saw a small increase of 46 people (from 11,323 to 11,369).¹² Assuming a compound annual growth rate (CAGR) of 1% the catchment area of TRU would grow to 220,807 people by 2035.

There are many reasons people are drawn to this region of the province, including the warm, dry climate, housing affordability, proximity to outdoor recreation, and economic mix of mining, forestry, business, and tourism. While the primary reason students came to TRU is for specific programs, many also selected TRU for the attractiveness of the location and the ability to study courses from anywhere through Open Learning.¹³ Returning students indicated that staying in their home community was a reason they continued studies at TRU.

Education levels

Educational attainment is a crucial factor in the economic and social development of any region, and the 2021 Canada Census showed lower attainment of post-secondary credentials in Kamloops compared to the national average (53% compared to 57%, respectively). Conversely, a higher percentage of the population in Kamloops indicated their highest education level as high school (34% compared to 27%). The post-secondary

8 Lazenby, A. (2025, Mar. 4). [B.C. Budget 2025: US tariffs overshadow budget as record deficit projected](#). Vancouver Sun.

9 Tapp, S. (2025, Feb. 11). [Which Canadian cities are most exposed to Trump's tariffs?](#) Canadian Chamber of Commerce.

10 Lopez Steven, B. and Chevalier, J. (2025, Jan. 25). [Canada's premiers have wanted to scrap internal trade barriers for years. Why is it hard to do?](#) CBC | Radio-Canada.

11 Kurjata, A. (2025 Feb. 4). [B.C. fast-tracking 18 resource projects to reduce reliance on United States](#). CBC | Radio-Canada.

12 Population Estimates. (2025). [Municipal and sub-provincial areas populations, 2011 to 2024 \(XLSX\)](#). [Dataset]. Province of British Columbia.

13 IPE. (2025) Fall student Census. Thompson Rivers University.

attainment levels are lower in Williams Lake with 44% of residents with a credential. Although, there are a higher percentage of individuals with high school graduation (35%), 22% of Williams Lake residents have no educational credential.^{14, 15}

The proportion of Indigenous persons holding post-secondary credentials has remained stable. At 40% in the TRU region in the last three censuses, the Kamloops region has been higher at 43% and Williams Lake region has witnessed a lower proportion at 35%. The B.C. rate has also been stable at 40%. The proportion of Indigenous peoples pursuing degrees has increased in the TRU region, rising from 26% in 2011 to 30% in 2021. In Kamloops, the proportion has risen from 27% to 33% and in Williams Lake the proportion has remained stable since 2011 at 24%. Provincially, these figures have risen from 26% to 30%.^{16, 17, 18}

Student transitions

This difference in educational levels in the TRU region can be observed in the [Student Transitions Project \(STP\) Fast Facts \(2023\)](#). This reports a 2% decline for post-secondary transitions for high school graduates between academic years (AYs) 2013–14 and 2022–23 (from 43% to 41%). Additionally, ten years after graduation, only 69% of the Class of 2013 pursued post-secondary education. This is below the provincial average of 76% of high-school graduates transitioning. Over this period, there has also been a decline in the percentage of regional graduates who immediately transition and opt for TRU, from 74% to 68%. TRU attracted 3% of all provincial graduates who immediately transitioned in AY 2022–23.

Understanding the subject breakdown can provide insights into the shifting academic interests and career aspirations of high-school graduates. Regionally, the program area chosen by students who immediately transition has begun to shift. Table E1 shows that, although most of these high-school graduates pursue studies in *arts and sciences*, the proportion has been declining, with more graduates opting for *trades*-related fields and programs in *engineering and applied sciences*.

| Table E1: Program destination of high school graduates from the Thompson Rivers Region | | | | | |
|--|-----------|-----------|-----------|-----------|-------|
| Program area | 2019/2020 | 2020/2021 | 2021/2022 | 2022/2023 | Spark |
| Trades | 11.9% | 11.0% | 13.1% | 16.2% | |
| Arts and Sciences | 53.5% | 50.5% | 52.2% | 48.2% | |
| Business and Management | 8.6% | 10.4% | 7.1% | 8.4% | |
| Human and Social Services | 5.4% | 4.2% | 5.5% | 4.8% | |
| Engineering and Applied Sciences | 10.4% | 13.3% | 11.3% | 12.9% | |
| Health | 4.7% | 6.0% | 5.0% | 5.3% | |
| Visual and Performing Arts | 2.1% | 2.9% | 2.8% | 2.0% | |
| Personal Improvement and Leisure | 0.6% | 0.3% | 0.5% | 0.8% | |
| Education | 0.8% | 0.6% | 0.9% | 0.5% | |
| Other | 0.3% | 0.3% | 0.2% | 0.0% | |
| Developmental | 1.7% | 0.6% | 1.4% | 0.8% | |
| Source: STP. (2024). STP2023 First ANNUAL Transitions (2024-05-06) [Dataset] | | | | | |

14 Statistics Canada. (2022). Highest level of education by geography: Census subdivisions by province or territory. Government of Canada.

15 Statistics Canada. (2022). [Highest level of education by census year: Canada, provinces, and territories, census metropolitan areas and census agglomerations](#). Government of Canada.

16 Statistics Canada. (2022). [Census Profile, 2021 Census of Population](#). Government of Canada.

17 Statistics Canada. (2022). [Census Profile, 2016 Census of Population](#). Government of Canada.

18 Statistics Canada. (2022). [Census Profile, 2011 Census of Population](#). Government of Canada.

Mental health in B.C.

With 28% of adults in B.C. reporting their mental health is poor or fair in a recent report from the [Canadian Mental Health Association](#), B.C. was found to have some of the highest rates of harm due to substance and alcohol use in Canada. Opioid toxicity deaths and alcohol-related hospitalizations both exceed national averages, compounded by high rates of housing unaffordability, homelessness, and poverty. Additionally, 14% of B.C. youth are reported to experience mental illness, highlighting the urgent need for responsive support systems. Post-secondary institutions play a critical role in addressing these challenges and must be equipped to meet the mental health needs of their students.¹⁹

Global uncertainty continues to heighten anxiety, affecting the mental and emotional well-being of students, with different groups requiring tailored support. For example, changes to immigration and post-graduation work permits may cause additional stress for international students. Additionally, individuals who identify as 2SLGBTQPIA+ and transgender may be facing growing concerns for their personal safety, as rhetoric for traditional gender roles intensifies. In the U.S., policy shifts aimed at dismantling diversity, equity, and inclusion (DEI) initiatives and related research have begun to challenge the academic autonomy of educational institutions. While the impact of these developments on universities in B.C. remains uncertain, such shifts are likely to be disruptive — and stressful — in the years ahead.

Misinformation

Canada's information ecosystem is facing a deepening disinformation crisis just as voters headed to the polls in 2025. Local news outlets are vanishing, journalism programs are shutting down, and news literacy is declining — leaving communities vulnerable to disinformation. Content moderation by tech giants has been largely abandoned, and researchers monitoring online harms are being silenced, especially in the U.S., prompting many to consider Canada as a hub for this critical work. Universities and colleges play a vital role in equipping future leaders with the tools and skills to discern credible information. At the same time, higher education institutions engaged in research on online harms, electoral integrity, and democratic resilience are more important than ever, as foreign interference and the erosion of shared facts threaten Canada's democratic discourse.^{20, 21, 22, 23}

Artificial Intelligence (AI)

The integration of artificial intelligence (AI) in higher education is rapidly transforming academic and administrative operations. Initially met with skepticism due to concerns over job displacement, security, and academic integrity, AI's potential to augment teaching, automate tasks, and tailor learning experiences is now widely recognized. Research highlights AI's role in enhancing administrative efficiency, optimizing processes, and improving student advising, indicating a positive shift in perceptions toward AI in higher education.^{24, 25}

Moreover, AI's rising prominence suggests that routine-based, data-based, and manual labour jobs will be replaced by AI, while creating non-routine jobs requiring algorithmic, computer-based, and creative competencies. This shift underscores the need for higher education institutions to adapt their curricula and training programs to prepare students for the evolving workforce. Additionally, AI holds promise in addressing

19 B.C. Division. (2014). [Mental illness in children and youth](#). Canadian Mental Health Association.

20 Canadian Digital Media: Research Network. (2024, August 28). [Kirkland Lake bot campaign](#). Government of Canada.

21 Canadian Digital Media: Research Network. (2024, August 28). [Incident debrief: Russian funding of US and Canadian political influencers](#). Government of Canada.

22 Hogue, M.-J. (2024). *Public Inquiry into Foreign Interference in Federal Electoral Processes and Democratic Institutions: Interim Report*. Government of Canada.

23 Owen, T. (2025, March 24). Interview by J. Poisson [Audio podcast episode]. In Front Burner. CBC. <https://www.cbc.ca/listen/cbc-podcasts/22-front-burner>.

24 Akinwalere, S. N., & Ivanov, V. (2022). [Artificial Intelligence in Higher Education: Challenges and Opportunities](#). Border Crossings.

25 Motley, A. (2025). [Spring 2025: Trends inside higher education](#). Society for College and University Planning.

global challenges such as climate change; scientists are hopeful that AI can monitor the health of forests and coral reefs, provide affordable access to electricity, and predict sources of high carbon emissions. Despite these advancements, challenges remain, and institutions are beginning to implement policies to govern the use of AI features including notetaker/recording tools. AI is rapidly transforming the digital student experience, offering personalized learning and adaptive tools while raising ethical concerns around bias, privacy, and misinformation. Institutions face the ongoing challenge of reconciling their goals for productivity and efficiency with the critical responsibilities of cybersecurity and privacy.^{26, 27}

Economic impact of TRU

The university is a major economic driver for the B.C. Interior, contributing \$2.2 billion to the provincial economy and \$885.2 million to the regional economy through operations spending, construction, student spending, and alumni impact in FY 2023/24.

An economic impact report compiled in June 2024 by independent consultant Lightcast highlighted the financial benefits TRU, its employees, students, and alumni bring to the province and local regions. Day-to-day operations added \$242.6 million to the provincial economy and \$234.6 million regionally. Infrastructure investments generated \$21.1 million in new jobs and construction services provincially and \$19.6 million regionally. Alumni contributions added \$1.8 billion to the B.C. economy and \$558 million regionally.

TRU's cumulative returns from operations amounted to \$3.8 billion over graduates' working lives, yielding a return of \$7.20 for every \$1 invested in TRU. Students invested \$168.5 million in their education, expected to result in \$586.2 million in future earnings. Taxpayer investments of \$96.7 million in TRU translate to a substantial return of \$496.7 million.

Infographics and reports can be viewed at [The Economic Impact of TRU](#).



26 Motley, A. (2024). [Fall 2024: Trends outside higher education](#). Society for College and University Planning

27 Beltran, K. (2023, Oct.). [Higher Education Leaders Eager to Embrace AI and Transform Campus Operations.pdf](#). Ellucian.

The Economic Value of Thompson Rivers University

About TRU


27,086
Credit students

2,165
Non-credit students

1,603
FTE employees

**British
Columbia**


Economic impact analysis

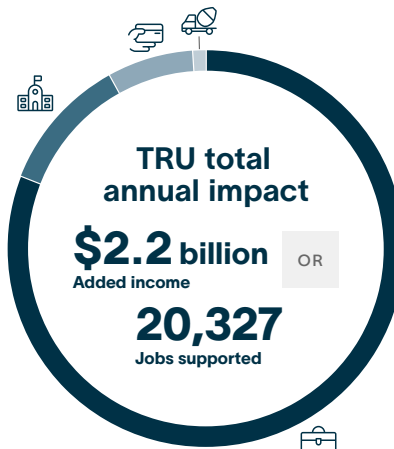


Alumni impact

Impact of the increased earnings of TRU alumni and the businesses they work for
\$1.8 billion
Added income

An economic boost similar to hosting an NHL playoffs game
597x

OR

16,319 Jobs supported


Operations spending impact

Impact of annual payroll and other spending
\$242.6 million

Added income


Enough to buy **6,254** new cars

OR

2,148 supported


Student spending impact

Impact of the daily spending of TRU students attracted to or retained in the province
\$159.9 million
Added income

Enough to buy **13,979** families* a year's worth of groceries

OR

1,712 Jobs supported


Construction spending impact

Impact of expenditures for ongoing construction projects
\$21.1 million

Added income

OR

147

Jobs supported

Investment analysis



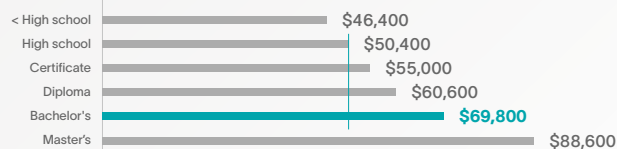
For every \$1...


Students gain \$1.40
in lifetime earnings

Taxpayers gain \$5.10
in added tax revenue and public sector savings

Society gains \$7.20
in added provincial revenue and social savings


The average bachelor's degree graduate from TRU will see an increase in earnings of **\$19,400** each year compared to someone with a high school diploma working in British Columbia.



Internal Context

The internal context of TRU has been guided by the integrated strategic planning process, which has aligned strategic efforts across multiple departments. This section focuses on financial sustainability, new leadership appointments, and infrastructure improvements.

Financial sustainability

TRU is navigating a period of significant financial pressure resulting from external policy changes, most notably the federal government's changes to policies around international students. These changes are expected to significantly impact enrolment and reduce tuition revenues in 2025–26 and beyond, with consequences for operating budgets across the institution. While TRU has delivered surplus budgets in recent years, current projections indicate deficits through the next three to five years in the absence of corrective action.

The annual comprehensive budget planning process considers the evolving financial landscape, which is grounded in the principles of transparency, long-term stability, and student-centred decision-making. Additional consultations with academic and administrative leaders, and guidance from the university's executive and Board of Governors led to a framework that will guide decisions about hiring, vacancy management, and academic program planning, with a focus on aligning resources to areas of greatest need.

At the same time, TRU is strengthening financial planning processes and exploring ways to improve the integration of enrolment projections and financial analysis with academic and operational planning. These efforts are intended to support decision-making as the university responds to changing revenue and expenditure pressures. The university remains committed to responsible stewardship of public funds and will continue to manage expenditures carefully while upholding its mission to provide accessible, inclusive, and high-quality education to learners across British Columbia and beyond.

Leadership appointments

Leadership is paramount to TRU achieving our plans, and continuing TRU's position as a leading institution, and there were several key senior leadership appointments in FY 2024/25.

President and Vice-Chancellor

Thompson Rivers University has named Dr. Airini, an internationally recognized researcher, teacher, and leader in higher education, as its next President and Vice-Chancellor. Her five-year term began July 1, 2025. Her most recent position was provost and vice-president academic at the University of Saskatchewan, where Dr. Airini was known for her work in student success, equity, and education systems reform. She served as Dean of TRU's Faculty of Education and Social Work from 2014 to 2021.

Dr. Airini holds a BA and MEd from the University of Canterbury, an MBA from Massey University, a Diploma in Teaching from the former Christchurch Teachers College, and a certificate in Te Ara Reo (Māori language) from Te Whare Wānanga o Aotearoa. She completed her PhD in Curriculum and Instruction at the University of British Columbia (UBC) as an international student. Before joining TRU in 2014, Dr. Airini held various leadership roles at the University of Auckland, New Zealand, and led Pacific Education at the former Auckland College of Education. She is a Fulbright scholar and holds adjunct professor appointments in Australia and New Zealand.

Dr. Airini's research focuses on how teaching can help students succeed in higher education. Her initiatives have shaped 21st-century education systems to ensure educational success for all. She has authored or co-authored over 100 academic papers, books, chapters, and reports, and has led or worked on research projects that have attracted more than \$20 million in funding. Dr. Airini has held government roles in post-secondary and K-12 education and has consulted on education strategy and reform in developing countries. She is a member of the United Nations Food and Agriculture Organization's Global Hub, contributing to international policy development on world food security.

The search for TRU's president was comprehensive. A committee comprising of representatives from faculty, staff, students, administrators, local Indigenous communities, board members, and alumni met to consider candidates and make a recommendation to the board. The committee engaged the executive search firm Boyden to assist their effort, which advertised internationally for candidates. The committee also consulted with internal and external communities to define the qualifications and experience desired in a new president. After a thorough review of qualifications and interviews with candidates, the committee unanimously recommended Dr. Airini for the role.

[I News Release](#)

Vice-Provost, Open Learning, Teaching, and Innovation

Dr. Liesel Knaack was appointed Vice-Provost, Open Learning, Teaching, and Innovation at TRU in May 2025. Dr. Knaack brings extensive experience in educational leadership, digital pedagogies, and online learning innovations. She previously served as Director of North Island College's Centre for Teaching and Learning Innovation and led Vancouver Island University's Centre for Innovation and Excellence in Learning. Dr. Knaack has also contributed significantly to Ontario Tech University and co-founded the B.C. Teaching and Learning Council. Her research focuses on online learning design, metacognitive teaching practices, and digital literacies. This strategic appointment aims to enhance TRU's commitment to teaching excellence and digital transformation amidst challenges like declining international enrolment.

Associate Vice-President, Graduate Studies and Research

In February 2025, Dr. Brian Roy was named Associate Vice-President, Graduate Studies and Research. The winner of multiple grants and awards as a sport and clinical scientist, Dr. Roy's leadership background and expertise in research excellence will support the strategic priorities in graduate studies and increase the profile of graduate education and research as critical aspects of TRU's current and future success.

Dean of Faculty of Arts

Dr. Mark Wallin was appointed Dean of the Faculty of Arts in February 2025. Dr. Wallin has held several leadership roles at TRU, including interim dean, associate dean, and chair of the Department of Communication and Visual Arts. His leadership has revitalized the Bachelor of Arts program and expanded Indigenous language programming in collaboration with Tk'emlúps te Secwépemc.

Dr. Wallin's academic background includes a Ph.D. and M.A. in English from the University of Waterloo and a B.A. in English Literature from Trinity Western University. His interdisciplinary approach has been key in advancing TRU's educational and research initiatives.



Associate Vice-President Students

Sara Wolfe was appointed Associate Vice-President (AVP), Students. With an extensive career at TRU — most recently as interim AVP of Students — Sara has shown outstanding leadership in advancing student support services. She holds a Master of Education from the University of British Columbia (UBC), along with a Bachelor of Education and a Bachelor of Arts.

Under her leadership, the Student Services team will continue focusing on the diverse needs of learners at all stages of the student life cycle. Additionally, she will co-lead the development of TRU Belong, a pan-campus initiative to strengthen student belonging and well-being across faculties and services. Her expertise in program evaluation, policy development, and cross-campus collaboration will ensure that TRU continues to provide exceptional support for its diverse student population.

Associate Vice-President International

Justin Kohlman has been appointed Interim AVP International within TRU World. He brings extensive experience in higher education, including roles as president of Northwestern Polytechnic in Alberta and Coast Mountain College in B.C. His expertise includes strategic planning, international recruitment, and partnerships. He holds a Master of Arts in professional communications from Deakin University and a Bachelor of Arts in journalism and communications from the University of Regina. He has been recognized with the Queen Elizabeth II Platinum Jubilee Medal for his contributions to higher education. In his new role, Justin will lead TRU World in international student services and partnerships, supporting the vice-president international in advancing TRU's strategic vision and mission.



TRU AT A GLANCE 2024/25

Institutional Highlights

9
FACULTIES
AND
SCHOOLS



31,174
HEADCOUNT
All Students

15,307
on campus

18,583
Open Learning

2,478
dual enrolled

2,722
Indigenous*

International
Students

HEADCOUNT

8,035

FROM
118 Countries

Finance
(IN, 000)

TOTAL REVENUE
\$310,402

TOTAL GOVERNMENT
AND OTHER GRANTS
\$114,163

Total FTEs

14,255

DOMESTIC
9,914

INTERNATIONAL
4,341

INDIGENOUS*
1,378



AASHE Stars
Platinum Rating

2023-2024
Sponsored Research Funding
\$6.01 Million

*Indigenous counts are for 2023/24 Fiscal year
Dually enrolled are those taking courses on campus and through Open Learning

Institutional Highlights

The following are selected highlights from the 2024–25 fiscal year at TRU. These include updates in the development of new wildfire training and education, the commissioning of a mobile nursing simulation lab, student successes, recognition of TRU faculty and staff, research grants and activities, internationalization activities, and how TRU is leading in sustainability efforts.

Knowledge Makers

The [Knowledge Makers Program](#), an award-winning Indigenous research network, received international recognition in March 2025. A global edition of the Knowledge Makers journal, featuring research from 21 Indigenous women across 16 countries was launched by the Food and Agriculture Organization of the United Nations (FAO) in Rome. This project was celebrated with a delegation from TRU and authors from the Knowledge Makers Indigenous women's research cohort attending the unveiling. Initiated by the [All My Relations Indigenous Research Centre](#) at TRU, the program amplifies the voices of Indigenous women on global issues such as climate change and food security. The ceremonial publication launch coincided with International Women's Day, underscoring the transformative impact of the Knowledge Makers Program.

Under the leadership of Dr. Sereana Naepi, and with support from TRU's online learning team and the Office of the Vice-President Research, the program selected Indigenous women from diverse socio-cultural regions to participate. Over a year, these women studied online, held group discussions, and created peer-reviewed research articles on themes like Indigenous women, food systems, and climate change.

The **Coyote Brings the Food Conference** at TRU marked the completion of the program and the forthcoming journal publication. The collaboration between the All My Relations Research Centre and FAO since 2020 has brought this project to fruition, inspiring future research partnerships. The official launch of the Knowledge Makers Journal Volume 8 at FAO headquarters in Rome marked a substantial achievement for the Indigenous women involved, TRU, and FAO.

TRU Wildfire

[TRU Wildfire](#), in partnership with the B.C. Wildfire Service, was established as a research initiative that purposefully intersects across TRU's five research challenge areas. The initiative is a major joint-institutional undertaking that brings together research, education, training and innovation to offer a new approach to current and future wildfire challenges.

Certificates and diplomas

TRU and the B.C. Wildfire Service developed [six programs](#) in wildfire science and communication — five certificates and a diploma. *Beginning* in fall 2025, TRU will offer the first three of these certificates, offering increased educational opportunities for British Columbians. Blending BCWS' operational knowledge with TRU's educational expertise combines modern learning practices with a wildfire-specific lens. Training will be research-informed and incorporate new innovations into on-the-ground experience. Additionally, the BCWS and TRU have initiated a program to renew existing training programs and develop new courses that align with critical training needs in the face of a changing climate. These training opportunities will be available to all positions in the B.C. Wildfire Service, from new recruits to leaders.

Milestone hires

In the fall of 2024, two milestone positions were added to lead the development of TRU Wildfire — to support world-leading research, education, training and innovation. Dinyar Minocher joined TRU as the director, TRU Wildfire (Research, Education and Innovation). Minocher has a rich background in wildfire management, prescribed fire training, and environmental stewardship. Most recently, he served as the interagency prescribed fire coordinator at the Canadian Prairies Prescribed Fire Exchange, where he was instrumental in organizing national and regional training events with diverse partner groups.

Minocher is joined by Quentin Nelson, the associate director, TRU Wildfire (Training). Nelson most recently served as the wildfire mitigation manager at First Nations' Emergency Services Society. In his role, he was the FireSmart Canada provincial liaison for B.C. First Nations and supported the development of cultural burning and prescribed fire resources and training sessions. Nelson previously worked several seasons as a fire crew member with the B.C. Wildfire Service. He is a TRU alum, holding a Bachelor of Natural Resource Science. The university made significant progress to advance British Columbia's national leadership in wildfire studies.

Innovative wildfire recovery research

British Columbia is experiencing unprecedented wildfire activity, increasing the demand for safer and more effective recovery methods. Dr. Lauchlan Fraser, a core researcher at TRU's Institute for Wildfire Science, Adaptation and Resiliency, is leading a project focused on optimizing tree seedpod performance to quickly restore ecosystems disturbed by wildfire.

His team, consisting of post-doctoral students, undergraduate research assistants, and research associates, is collaborating with Tree Track Intelligence to plant 100 million trees by 2028 using drone technology and seedpods. The use of drones in wildfire reclamation offers significant advantages, including enhanced recovery speed and safety. Drones can safely distribute seedpods in recently burned areas, avoiding the dangers associated with sending tree planters into these zones. This technology also allows access to remote areas that might otherwise remain unplanted, preventing erosion and nutrient loss while promoting native vegetation recovery.

Fraser's team is developing cost-effective seedpods designed for drone deployment in remote and dangerous areas affected by wildfire. Their rigorous testing aims to improve germination rates, reduce germination time, and lower seedpod mortality rates. The project also focuses on ensuring the recovery of native plant species important to Indigenous communities. With ongoing research and field tests, the team hopes to demonstrate the effectiveness of this reclamation technique and expand its application, providing more opportunities for student involvement and addressing new research questions.

[I News Release](#)

Drs. Fairbairn and Flannigan speak at the Pacific Northwest Economic Region (PNWER)

At the July 2024 Pacific Northwest Economic Region (PNWER) Annual Summit, TRU President Brett Fairbairn and Dr. Mike Flannigan, scientific director of TRU's Institute for Wildfire Science, Adaptation and Resiliency, participated in a panel titled "Fire Knows No Borders: Enhancing Disaster Response Capabilities through Technology and Collaboration." The panel, which included B.C. Forests Minister Bruce Ralston and other experts, focused on advancements in wildfire management through technology and cross-agency collaboration.

[I News Release](#)

Wildfire publication

A leading wildfire expert from TRU, Dr. Mike Flannigan, has co-authored a study on the increasing severity of fires in Canada, published in the scientific journal, *Science*. The study, conducted with seven other researchers, examined the factors contributing to more severe fires in Canadian forests from 1981 to 2020. Key findings include the significant role of dry fuel, the impact of climate change on northeastern and northwestern Canada, and the increased frequency of severe fires during summer, spring, and fall.

Dr. Flannigan's work highlights the importance of understanding wildfire dynamics at local, national, and international levels. TRU fosters a collaborative research environment, partnering with scientific communities, government agencies, and industry leaders to address wildfire challenges. Flannigan's research interests include fire and climate interactions, lightning-ignited forest fires, and landscape fire modeling. He collaborates with organizations such as the B.C. Wildfire Service and Canada Wildfire.

[I News Release](#)

Enhanced early warning system for wildfires

TRU, in partnership with the City of Kamloops, B.C. Wildfire Service (BCWS), and two other Interior post-secondary institutions, is developing an enhanced early warning system for extreme weather and wildfire training resources. This initiative is supported by \$292,500 in funding from Mitacs through its Accelerate program, aiming to benefit communities throughout British Columbia and beyond.

Over a three-year period, scientists from TRU, the University of British Columbia Okanagan (UBCO), and the University of Northern British Columbia (UNBC) will conduct research to implement new innovations, technology, training, and education in wildfire science. TRU's Dr. Mike Flannigan, B.C. Innovation Research Chair in Predictive Services, Emergency Management and Fire Science, leads the project, supported by Mitacs funding for internships and post-doctoral fellowships.

The partnership project aims to integrate enhanced training and systems to help municipalities, wildfire agencies, and other stakeholders adapt to Canada's rapidly changing fire landscape. The City of Kamloops and BCWS work closely in wildfire suppression, preparation, and prediction, supporting the region's wildfire preparedness and resilience through the Community Wildfire Protection Plan and the future Community Wildfire Resilience Plan.

[I News Release](#)

Internationalization at TRU

By providing educational opportunities to international students, TRU creates an inclusive and diverse learning environment that exposes domestic students to global perspectives. Additionally, TRU World supports the success of international students and develops and nurtures international partnerships. This section highlights several achievements from the past year. Further information details on the institutional supports for the fair treatment of international students can be found in the [Mandate Priorities Section](#).

New strategic direction building from a history of strength

As a leader in international education for over four decades, TRU believes that international education supports not only academic outcomes but also provincial and national goals. International students not only enrich Canada's campuses with global perspectives but also make a vital contribution to the economy by bringing in foreign investment from outside the U.S., supporting thousands of good jobs, and helping position Canada as a welcoming, world-class education destination. Furthermore, Canada will increasingly need more labour and international graduates can help the growing economy meet labour demands, especially in science,

technology, business, Indigenous community health, land reclamation, trades, and wildfire management. As Canada looks to become more diversified in trade, international strategies led by universities like TRU have proven to generate significant economic impacts that help our region, province, and country.

The Strategic Internationalization Plan (SIP) has five goals:

Goal 1: To empower members of the TRU community to become community-minded and globally conscious through international engagement through curricula and support systems by:

- Instilling global competencies in learners through the institutional learning outcomes to foster a deep sense of social responsibility.
- Leading in development and dissemination of innovative teaching and learning practices in higher education to strengthen the reputation of TRU as a hub for global engagement.
- Collaborating with faculty and staff to reduce barriers to advance participation in internationalization opportunities.
- Expanding global research opportunities to promote collaborative, research-driven solutions to provide learners with valuable experiences and meaningful international connections.

Goal 2: To continue providing exceptional support services that ensure academic and personal success of international learners and contribute to the local region and global community by:

- Providing outstanding international support services to continue to enhance and support the student experience and academic success.
- Leveraging TRUly Flexible to expand access to diverse course modalities for international students, empowering them to meet their educational goals.
- Expanding the transnational education opportunities, offer flexible learning options that reach and engage learners across global markets, adapting to their unique needs and local contexts.

Goal 3: 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 by:

- Continuing to embed Secwépemc culture and ways of knowing into aspects of TRU's internationalization initiatives.
- Enhancing support and access for internationalization initiatives that start with history and impact of colonialism in Secwépemc'ulucw.
- Promoting inclusive dialogue on diverse historical and cultural perspectives about colonial history around the world, enabling members of TRU community to explore their own backgrounds and foster connections.

Goal 4: To enhance environments and opportunities to find enriching connections that inspire diverse cultural expressions, individual growth, and foster life-long relationships by:

- Promoting 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 respecting local cultural protocols.
- Strengthening 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.
- Broadening connections and fostering 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.

Goal 5: To lead the way in cultivating a culture of community-mindedness with a global conscience by sharing education practices, exchanging knowledge worldwide and taking a proactive role in addressing regional, national, and global challenges through education and scholarship by:

- Encouraging the TRU community to collaborate and engage with diverse engagement to create a positive impact both locally and globally in accordance with the TRU Academic and Research Plans.
- Developing and implementing 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.
- Promoting a climate-literate approach to internationalization within the TRU Community to advance TRU's commitment to and value of sustainability.
- Developing a communications strategy to effectively showcase the impact of TRU internationalization efforts, fostering global awareness and engagement among all members of our community and partners.
- Strengthening TRU's leadership in the post-secondary internationalization environment by sharing best practices, contributing to the global discourse, and leveraging our international expertise for broader impact.

I Strategic Internationalization Plan

Numerous ongoing and new projects are being developed to support these strategic goals. To ensure continuous progress, shorter, measurable targets will be established over the next 10 years, TRU expects to have achieved each of these goals.

Approximately 39% of students attending TRU in FY 2023/24 originated from either outside the province or outside Canada, and some of these students relocated to B.C. Furthermore, a significant portion of local students may have chosen to leave the province had TRU not been available as an option. Collectively, these students contributed to the provincial economy through expenditures on housing, groceries, and other goods and services across British Columbia. In FY 2023/24, this TRU student spending added \$159.9 million in income to the B.C. economy, with \$90.4 million attributed to international students who relocated to B.C. to attend TRU.

I Economic Impact of TRU

Partnership agreements

Partnerships and their agreements play an essential role in enriching the diverse experiences and perspectives of the TRU campus. They provide more opportunities for students, faculty, and staff to fulfill their dreams of studying, working, or researching overseas. During 2024–25, TRU has actively worked to expand into new countries, including Colombia and Kazakhstan, as well as adding additional partnerships in India, Vietnam and the Philippines. These transnational partnerships enable students to study in their home countries and then continue their studies in Canada, building on TRU's extensive history in transnational partnerships, particularly in China and India.

Through collaborations with university partners, TRU has welcomed visiting students this year from partner universities in 27 countries across Europe, Asia, South America, North America and Australia. These global connections also benefit domestic students by creating opportunities to engage with diverse perspectives, cultures, and ideas on campus, while expanding their own international learning and mobility options.

Growth of international mobility programs: exchange, field schools, global skills opportunity

TRU World is experiencing a resurgence of international mobility. Guided by best practices, international mobility programs, such as international exchange and faculty-led international field schools, have resumed. In fall 2024, over 30 students were outbound and 25 were inbound, and in winter 2025, 50 students were outbound and 25 inbound — all through TRU's Study Abroad program. The field school programs have renewed energy with students enhancing their academic journeys in places like Japan for geography, Italy for tourism, Nepal for nursing, and Mexico for trades.

The Global Skills Opportunity (GSO) project proposal by TRU World received over \$800,000 to break down barriers for domestic students interested in studying abroad. This short-term mobility project aims to introduce global citizen competencies, such as language training and intercultural skills, to domestic students. TRU World has sent over 150 domestic students abroad through GSO funding on short-term exchanges and field schools. Additionally, TRU World has supported the Office of Indigenous Education in sending groups of Indigenous students, along with TRU staff and an Elder, to a partner university in New Zealand for Indigenous cultural exchanges in 2025.

International student enrolment was dramatically affected by immigration changes enacted by the federal government in January 2024. In fall 2024, TRU recruited 4,295 students from 109 countries, representing an 8 per cent decline from the 4,672 international students enrolled in fall 2023. TRU is actively undertaking projects to create new academic programming that aligns with employment needs, expands partnerships around the globe, and explores new regions for recruitment to mitigate the decline in international students in future years. Looking ahead, TRU remains dedicated to further enhancing international programs and support services to ensure the continued success and satisfaction of international students at TRU.

Honours College

The Honours College at TRU is a dynamic learning community dedicated to fostering academic excellence and community involvement. Anticipating enrolment of 60-100 students in the inaugural year, the Honours College offers interdisciplinary coursework, including seminars in Secwépemc Understandings and Opening the Western Door, leadership workshops, study abroad programs, and career-focused training. These experiences are designed to develop critical thinking, intercultural awareness, and practical skills to confront societal challenges.

As part of TRU's Faculty of Student Development, the Honours College provides integrative, interdisciplinary, and cross-cultural education to curious and creative undergraduates from all majors. The program includes workshops and mentorship opportunities to develop leadership skills, gain global perspectives through study abroad programs, and access career-focused training for workforce readiness. The University Honours Certificate, a first-of-its-kind program in Canada, integrates global, Indigenous, and community-based perspectives into students' education, defining excellence by engagement, innovation, and a passion for contributing to the social good.

[| News release](#)

Mobile Simulation Lab

A mobile health-care training unit now offers in-person clinical training to students in B.C.'s rural areas, thanks to a \$200,000 donation from TD Bank Group. The TRU School of Nursing's Mobile Simulation Lab, a retrofitted RV with state-of-the-art training equipment, aims to keep students in their communities where health-care services are in high demand.

The mobile lab, part of TRU's Simulation-Based Learning Centre, allows faculty to use various simulators and task trainers for diverse training experiences. It also has the capacity to serve as a mobile vaccination unit and health-care clinic. This initiative supports TRU's commitment to Indigenous ways of knowing and being, while increasing access to learning for all students. In May 2025, the School of Nursing also celebrated its 50th anniversary, marking a significant milestone in health-care education and service.

[I News Release](#) [News Release](#)

New Ceremonial Maces

Ed Jensen presented his latest artwork to TRU: a jade coyote atop a juniper staff, now the university's new mace for the Kamloops convocation ceremonies. This piece, featuring the Trickster **Skelép** (Coyote) from Secwépemc culture, brings a special cultural presence to the university. Jensen, who has previously created other significant artworks for TRU, sourced materials like jade from Northern B.C. and juniper from Strawberry Hill. The mace, adorned with pictographs representing Secwépemc stories, symbolizes the deep connection to the land and culture. Jensen, a respected hunter and knowledge keeper, looks forward to seeing his art used in future ceremonies and continuing his mentorship of young Secwépemc artists.

[I News Release](#)

A stunning carving by Eskétemc artist Wilfred Robbins Sr. will be featured at TRU's Williams Lake commencement ceremonies starting this May. Robbins, a hereditary chief's son, preserves Secwépemc culture through his craftsmanship. The mace, carved from moose antler, depicts a bald eagle, symbolizing a messenger in Indigenous cultures. Robbins, inspired by the antler's shape, works without drawings, starting with the eyes and finishing with the tongue. Self-taught, he switched from wood to antler carving after observing others at powwows. His work, ranging from small pendants to large pieces, will be displayed year-round on campus, marking his first exhibition.

[I News Release](#)



Ceremonial maces Left: Kamloops Right: Williams Lake

New Indigenous Art Installation at TRU

TRU has unveiled a captivating new art installation featuring four xgwélemc (fox) sculptures inspired by a Secwépemc Stsptekwll, a traditional story or legend. Created by celebrated local artist Bill Frymire, the sculptures highlight Indigenous storytelling and perspectives. Crafted from aluminum, each 100-pound fox sculpture depicts various poses and symbolizes the cardinal directions. The installation, situated near the Trades and Technology Building, aims to connect the TRU community with Indigenous stories and enhance cultural awareness. Frymire dedicated a year to this project, overcoming challenges and collaborating with other artists and experts. The fox sculptures join other Indigenous art installations on campus, reinforcing TRU's commitment to Indigenization and cultural appreciation.

[I News Release](#)

In addition, the deep relationship between the Secwépemc people and the traditional lands on which TRU resides is commemorated with a Territorial Marker on campus. Created by Secwépemc artists Rod and Ron Tomma, Mike Peters, and Ed Jensen from rare quartz, the marker was installed in 2014 at the north entrance to Old Main. In July 2024, a new plaque was added to honour Tk'emlúps te Secwépemc.

Student Success

Students and their success are at the centre of TRU's mission. The following are a few examples of our students' successes, including highlights of our alumni achievements:

Caribou habitat regeneration research

Olivier Jumeau, a first-year Master of Science in Environmental Science student, is conducting research on the regeneration of caribou habitat after wildfires in Ulkatcho First Nation territory. Collaborating with fire ecologist Dr. Jill Harvey, Jumeau's work integrates Indigenous knowledge with Western science. This research, initiated by the Ulkatcho First Nation, aims to inform future management decisions regarding caribou habitat. The project emphasizes close cooperation with the Ulkatcho First Nation, ensuring findings are shared to support their management strategies.

[I News Release](#)

Exploring habitat and predator dynamics in bighorn sheep

TRU graduate student Larisa Murdoch developed a passion for ecological conservation after studying African wild dogs in 2022. She began her master's in environmental science in 2023 under Dr. Karl Larsen, transitioning from a wildlife technician role to researching B.C.'s bighorn mountain sheep. Murdoch's project investigates poor lamb recruitment and declining sheep populations around Kamloops. Collaborating with the Ministry of Water, Land and Resource Stewardship, Wild Sheep Society of B.C., and the Skeetchestn Indian Band, she examines habitat conditions and predator vulnerability using geographic information systems to map and analyze data collected in the field, enhancing the understanding of sheep movements and habitat conditions.

Murdoch received a \$20,000 award from the Habitat Conservation Trust Foundation's Together for Wildlife Scholarship. This scholarship supports her research on cheatgrass, an invasive species affecting sheep habitats. The scholarship also promotes reconciliation, collaboration with First Nations, and builds capacity for wildlife stewardship. Murdoch aims to continue working in wildlife conservation post-graduation, inspired by her recognition and the support of the Together for Wildlife Scholarship.

[I News Release](#)

Three TRU students medalled at the National Skills Canada Competition

Three TRU students earned medals at the Skills Canada National competition in Quebec City in May 2024, bringing home gold and bronze in welding and silver in carpentry. Medal winners Alexis Nelson, Matthew Lavigne, and Cole Allan were among five School of Trades and Technology students representing Team B.C. at the national event, where over 500 students and apprentices competed in more than 40 trades.

Medal winners and achievements

- **Welding Bronze (Secondary Level):** Alexis Nelson, Welding Foundation Program
- **Welding Gold (Post-Secondary Level):** Cole Allan, Welding Level B Program
- **Carpentry Silver (Post-Secondary Level):** Matthew Lavigne, Carpentry Foundation Program

This marks the second Skills Canada triumph for Lavigne and Allan, who previously won silver for carpentry and bronze for welding, respectively, at last year's competition. Alexis Nelson, graduating from Barriere Secondary, is looking forward to becoming a Red Seal certified welder.

The Skills Canada National Competition engages the future skilled workforce, providing opportunities for students to discover their interests and explore careers in skilled trades and technologies. Competitors are evaluated based on strict industry standards, showcasing their skills against Canada's best.

[I New Release](#)

Law students achieve top honours

Two TRU law students earned top honours in the Canadian Bar Association's (CBA) essay contests in the Privacy and Access Law, and Aboriginal Law categories. Third-year student Luke Conkin and 2024 law alum Anisha Grewal were recognized for their insightful and impactful research papers.

Privacy and Access Law

Luke Conkin's paper, titled *The Truth Shall Set You Back a Fee – The Impacts of British Columbia's \$10 Application Fee for Freedom of Information Requests, Two Years Later*, explores the effects of the application fee introduced in 2021 under B.C.'s Freedom of Information and Protection of Privacy Act (FOIPPA). His research indicates that the fee has reduced the number and scope of FOI requests, impacting individual requestors, political parties, academics, and journalists.

Aboriginal Law

Anisha Grewal's paper, titled *Breaking Bread, Building Sovereignty: A Legal Analysis of the Journey to Indigenous Food Security and Self-Governance*, examines food insecurity and the lack of food sovereignty among First Nations communities. Her work highlights the unique experiences of Indigenous Peoples in Canada and emphasizes the need for continued efforts in First Nations governance and reconciliation.

Faculty and Staff Recognition

TRU's faculty and staff are a significant part of why our students succeed. Their strengths enable students to reach their potential. The following are some of the honours our faculty and staff have achieved:

Dr. Rod McCormick recognized by Royal Society of Canada

Dr. Roderick (Rod) McCormick, a professor and B.C. Innovation Chair in Indigenous Health at TRU, has been elected as a Fellow of the Royal Society of Canada (RSC). This prestigious recognition is awarded for outstanding scholarly, scientific, and artistic achievements. McCormick, a member of the Mohawk

(Kaniek'keha'ka) First Nation, has secured over \$50 million in research funding for Indigenous health, mental health, suicide prevention, capacity building, and community wellness. He regularly shares his expertise with Indigenous communities, governments, and international organizations. McCormick expressed his honour at being the first Indigenous scholar from TRU elected as an RSC Fellow.

Dr. Sheila Blackstock appointed chair of FNHA Board of Directors

Dr. Sheila Blackstock, a nursing faculty member at TRU and a Gitksan scholar from northern B.C., has been appointed chair of the board of directors for the First Nations Health Authority (FNHA). With over 36 years of nursing experience in various contexts, including acute care and Indigenous communities, Blackstock has been instrumental in integrating Indigenous knowledge systems into nursing education at TRU. She previously served on the province's In Plain Sight task force to address Indigenous-specific racism in B.C. health care and was the FNHA's board representative for the Interior from 2020 to 2023. Her new role underscores her commitment to transforming health care for First Nations communities across British Columbia.

Excellence in International Education marketing

The international marketing and recruitment team at TRU World, winners of the Excellence in International Education Marketing Award from the B.C. Council for International Education, have shown exceptional dedication to fostering a diverse and inclusive international student community. Their innovative strategies and commitment to responsible, student-centered recruiting have set new standards in the field. Utilizing cutting-edge technology and maintaining a strong presence on social media, they effectively engage potential students globally.

Dr. Anita Sharma recognized for Research Management Excellence

At the recent Canadian Association of Research Administrators (CARA) national conference in Calgary, Dr. Anita Sharma, associate director of Research Services, received the 2024 Research Management Excellence Award. This award honours research managers who have made outstanding contributions to the profession through innovation, creativity, hard work, and dedication. CARA, as Canada's national voice for research administrators, brings together professionals from diverse roles in the evolving field of research administration.

Alexis Gottfriedson joins Federal Indigenous Research Advisory Group

In March 2025, Alexis Gottfriedson, the S7extekékstmen working in the Office of the Vice-President Research, joined the federal government's [Tri-Council's Reference Group for the Appropriate Review of Indigenous Research](#). This appointment empowers her to advise the Canadian Institutes of Health Research (CIHR), Social Sciences and Humanities Research Council (SSHRC), and the Natural Sciences and Engineering Research Council (NSERC) on shaping ethically and culturally safe peer review approaches for Indigenous research across Canada. Gottfriedson is part of a select group of Indigenous academics, community members, and youth voices from across Canada, representing diverse northern, urban, and on-reserve perspectives.

Their digital engagement and robust global partnerships contribute significantly to the academic and personal success of the international student community. By implementing the Strategic Enrollment Management goal for diversity and quality through a pre-assessment process, they manage enrolment proactively, adapting to changes in Immigration, Refugees and Citizenship Canada (IRCC) policies. The team's multi-channel approach, supported by cross-functional collaboration with international student advisors and AROs, has created a vibrant, multicultural community, making them a standout example in international education.

Prix d'Excellence awards

TRU has been honoured with four Prix d'Excellence awards from the Canadian Council for Advancement of Education (CCAE), recognizing excellence in educational advancement. At the CCAE's 2023 Prix d'Excellence, held in June 2024, TRU received two gold medals: Best Special Initiative (New Alumni Welcome Reception) and Best Report to Donors (Your Report on Philanthropy 2022-2023). TRU also received two bronze medals: Best Alumni Initiative (TRU Alumni Are Seriously Amazing) and Best Print Brochure, Newsletter or Flyer (Flavours of the 40th Cookbook).

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Honourary Degrees

Four distinguished individuals were awarded honorary degrees at Spring Convocation. The honorary degrees, the highest form of recognition offered by TRU, were awarded for demonstrated excellence in public affairs, sciences, arts, humanities, business, law, and philanthropy.

Kyé7e Jean Sandy William of the St'xelcencm (Williams Lake) First Nation was honoured for her lifelong dedication to Indigenous language, culture, and education. As a practical nurse, educator, and cultural advisor, she created safe spaces for residential school survivors and contributed to research on Indigenous well-being. Her work as a fluent speaker and educator of Secwepemctsin has been crucial in preserving and revitalizing the language. Kyé7e William has been an innovative teacher and mentor from primary school to university settings, including TRU. [Doctor of Letters, honouris causa](#)

Fiona Chan was honoured for her passionate philanthropy and volunteer work supporting education, health care, and the arts for over 35 years. Alongside her career in financial management with the Business Development Bank of Canada, she served as an advisor and vital member on the boards of multiple organizations, including the Rotary Club of West Kamloops, Kamloops Centre for the Arts Society, the Royal Inland Hospital Foundation, and the Supporting Team Excellence with Patients Society. Chan has directly shaped TRU's growth since 1995, serving on three of its boards, establishing multiple bursaries, and co-chairing its Limitless campaign. [Doctor of Letters, honouris causa](#)

Findlay (Frank) Quinn was honoured for his contributions as a lawyer, developer, and community leader. His work as an insolvency and finance lawyer led to the development of the LRM platform software that greatly reduced the cost of legal services across Canada. As a partner with A&T Project Developments Inc., Quinn played a visionary role in the development of Sun Peaks and numerous other projects in the region. His long-serving membership and leadership roles on the TRU Board of Governors and the TRU Community Trust were instrumental in the institution's transition to university status and the establishment of TRU's law school. [Doctor of Laws, honouris causa](#)

Terry Lake was celebrated for his accomplishments in public service, health care, and education. Starting his career in veterinary medicine and teaching in TRU's Animal Health Technology program, Lake transitioned to public service, being elected mayor of Kamloops in 2005 and then MLA in 2009. As B.C.'s Minister of Health, he made a lasting impact on public health policy and strengthened health-care infrastructure in the region. During the onset of the COVID pandemic, Lake provided critical leadership as CEO of the B.C. Care Providers Association, overseeing both public and private long-term care. [Doctor of Letters, honouris causa](#)

Strengthening Indigenous Research: S7extekékstmen appointed

Alexis Gottfriedson has been appointed the first S7extekékstmen within the Office of the Vice-President Research. This strategic hire underscores TRU's commitment to truth, reconciliation, and rights. According to the late Elder Daniel Calhoun, a "S7extekékstmen is a person who is a necessary part of a team, project or any activity; a successful outcome is predicated on the knowledge and effectiveness of this person — indispensable." Gottfriedson's role will be to ensure that Secwépemc perspectives are woven into the fabric of TRU's research initiatives, and that community protocols and expectations are well understood.

As a member of Tk'emlúps te Secwépemc, Gottfriedson brings extensive experience in natural resource conservation, Indigenous languages, and linguistics. Her expertise will be instrumental in guiding research through a Secwépemc lens. Gottfriedson has also taught Secwepemctsín courses, demonstrating her dedication to preserving Indigenous knowledge.

Interior University's Research Coalition (IURC)

The three interior universities, Thompson Rivers University, the University of Northern British Columbia, and the University of British Columbia Okanagan, have agreed to extend the IURC partnership for another five years. Since 2017, the IURC has been a vehicle to focus research and innovation and tackle pressing regional issues such as disaster prevention, rural aging, education, and wildlife stewardship. The IURC continues to work with the Ministry of Health to deliver research grants in direct support of policy development that offers regional perspectives. In 2024, then-Minister of Post-Secondary Education and Future Skills, Lisa Beare, noted, "The IURC is a leading example of institutions finding collaborative solutions to enhance educational opportunities and solve regional challenges so we can build stronger and more resilient communities in B.C."

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TRU Advancement

Philanthropy and sponsorship play a valuable role in elevating and enhancing the student experience at TRU. Charitable giving from alumni, individuals, and corporations primarily supports student scholarships and bursaries to eliminate achievement gaps, and extends to special initiatives, athletics, research, capital projects, and specialized equipment. The TRU Foundation manages an endowment of donor funds that now totals more than \$40 million, with approximately \$2 million dispersed each year for student support. Charitable giving totaled \$4.4 million in funds and \$1.5 million in pledges in 2023-2024, and the fundraising total for 2024-2025 is estimated at \$10 million. Notably, donors are increasingly leaving TRU as a beneficiary in their will, with expected planned gifts currently valued at more than \$20 million.

Advancement and TRU Alumni were recognized in 2024 with several awards from its industry partners, the Council for Advancement and Support of Education (CASE) and the Canadian Council for Advancement of Education (CCAEE). Award-winning projects included the annual Philanthropy Report, the Flavours of the 40th Cookbook celebrating the anniversary of TRU World, the TRU Alumni are Seriously Amazing promotional campaign, and Thank a Donor Day, a student-engagement initiative.

Day of Giving 2025 Success

The 2025 Day of Giving at TRU was a remarkable success, raising \$105,997 in just 24 hours, more than doubling the initial goal of \$50,000. A total of 193 donors, including alumni, long-time supporters, organizations, and new contributors, participated in the campaign on February 27, 2025. The funds raised primarily support scholarships and bursaries for TRU students in Kamloops and Williams Lake.

The event saw an unprecedented level of community support, with several members providing matching and challenge funds to amplify the impact. Notable contributors included the Kamloops Blazers Scholarship and Education Society, Marg and Terry Bangen, Trace Associates, Fiona Chan, Brogan Fire and Safety, the B.C. Nurses' Union, Valley First Credit Union, TRU Alumni, and TRU honorary doctorate recipients Roland and Anne Neave and family.

TRU students expressed their gratitude for the donor-funded awards, highlighting the significant impact on their academic and personal lives. Testimonials from students like Erin O'Leary, Latham Wallace, Nya Derkach, and Paul DeLuca emphasized how the financial support allowed them to focus on their studies and extracurricular activities without the burden of financial stress.

Distinguished Alumni Awards

TRU honoured three esteemed alumni with Distinguished Alumni Awards for their outstanding achievements and dedicated service in health care, truth and reconciliation, and medicine.

Health Care: Frank Fiorenza (BHS'12), an experienced respiratory therapist and inventor, has significantly impacted the health-care industry with his innovative medical devices. His contributions, including over 20 patents, have optimized mechanical ventilation and enhanced patient care globally. Fiorenza is the president and CEO of Smart RS Inc. and vice-president of sales, marketing, and product development at McArthur Medical.

Truth and Reconciliation: Annie Korver (BTM'04), founder of Rise Consulting Ltd., focuses on Indigenous inclusion and reconciliation in corporate Canada. Through her leadership, Korver facilitates sustainable relationships between corporations and Indigenous communities. She is a respected speaker and holds governance roles on the boards of the Canadian Council for Indigenous Business and Canadian Business for Social Responsibility.

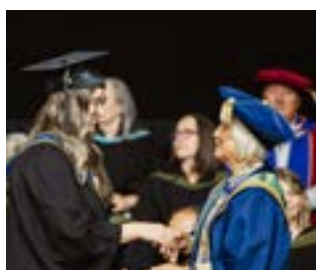
Medicine: Dr. Elspeth McDougall, internationally recognized for her work in urologic laparoscopic surgery, received an Honorary Doctor of Laws degree from TRU in 2010. Now retired, she is professor emerita at the University of British Columbia. McDougall has published over 200 peer-reviewed journal articles and co-edited two textbooks on laparoscopic surgery.

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Open Educational Resources at TRU

TRU is transforming higher education delivery through its TRUly Flexible initiative, leveraging open educational resources (OER) and online technology to make learning more accessible, personalized, and cost-effective for students. OER include digital textbooks, videos, podcasts, and other educational tools that are freely available and adaptable.

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Faculty members incorporate OER materials into their courses at no cost, adapting them to meet students' diverse needs. The flexibility of OER allows instructors to customize their courses, integrate supplementary materials, and update content with the latest or culturally relevant information. This approach supports innovative teaching practices and enhances the overall educational experience at TRU.

[I News Release](#)

Open EdTech Collective (OpenETC) initiative

A grassroots initiative co-led by TRU, the Open EdTech Collective (OpenETC) is gaining momentum with the support of \$100,000 grant from the B.C. Ministry of Post-Secondary Education and Future Skills. OpenETC collaborates with other universities and colleges to share and support the use of open-source technologies like WordPress for teaching and learning. The grant will fund the development of infrastructure, designs, and templates to sustain the project, promoting scalable collaborative practices for open learning technology across B.C.

[I News Release](#)

TRU Infrastructure

Infrastructure at TRU continues to be updated, including ground-breaking for both the Indigenous Education Centre and the Low-Carbon District Energy System.

A new hub for Indigenous Education

The university has begun construction on a \$22-million Indigenous Education Centre (IEC), marking a significant step in its commitment to truth and reconciliation. Developed in partnership with Tk'emlúps te Secwépemc and designed by Indigenous architect Patrick Stewart, the IEC will feature a community gathering space, outdoor classrooms, and dedicated areas for Elders and ceremonial activities. The centre aims to create a culturally inclusive environment and support Indigenous students.

Chancellor DeDe DeRose and President Brett Fairbairn emphasized the IEC's role in fostering a sense of belonging and mutual understanding. The project aligns with the Truth and Reconciliation Commission's Calls to Action and the UN Declaration on the Rights of Indigenous Peoples, symbolizing the university's dedication to reconciliation and collaboration between Indigenous and non-Indigenous communities. The IEC is expected to significantly enhance support for Indigenous learners and contribute to eliminating achievement gaps.

[I News Release](#)

Low-Carbon District Energy System launch

In August 2024, TRU broke ground on its Low-Carbon District Energy System (LCDES). This project, in collaboration with Creative Energy and BC Hydro, aims to make the university one of the first in North America to achieve zero carbon emissions. The LCDES will replace aging natural gas boilers with a high-efficiency electrified district heating system powered by renewable electricity, reducing greenhouse gas emissions by 95 per cent and eliminating over 100,000 tonnes of emissions over the next 30 years.

The Sustainability Powerhouse, the heart of the LCDES, will feature advanced heat pumps and connect 13 key buildings initially, with plans for future expansion. The project underscores the university's commitment to sustainability and climate action, supported by partnerships with Creative Energy and BC Hydro.

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Campus Master Plan refresh (CMP 2024)

The Campus Master Plan Refresh builds on the 2013 Campus Master Plan, incorporating recent property acquisitions, infrastructure needs, and community feedback while maintaining core principles such as creating a destination campus, densifying the academic core, supporting research growth, and developing a University Village hub.

The refresh process included a campus-wide survey, meetings with the student caucus, and a town hall session hosted by Stantec. There was strong engagement from faculty, staff, and students. Key areas of focus for the plan include sustainability, infrastructure, accessibility, and integration with Kamloops' urban development plans.

With a projected campus population of 13,000 students and 3,000 faculty/staff, the refresh includes an assessment of space needs based on enrolment and evolving academic demands. Potential future capital projects under consideration include a new School of Business and Economics/STEM building, C Block expansion, a B.C. Wildfire Training facility, and additional student housing. These are prioritized for further exploration as part of TRU's space programming and capital planning strategies.

To guide future campus growth, the 2025 refresh introduces a flexible seven-phase development framework. These phases prioritize intensification of green space, academic and research precincts, improved infrastructure, and the transformation of TRU's perimeter into a more integrated community environment. Phasing allows TRU to remain adaptive to government funding and market conditions while pursuing a cohesive long-term vision.

Modernizing student services: Digital Campus Store transition

As part of TRU's broader strategy to optimize campus space and modernize services, the Campus Store relocated to the existing Print Shop location and is transitioning curriculum materials and textbooks to a primarily online model. This shift supports the Master Plan's focus on densifying the academic core, increasing service efficiency, and adapting to evolving learner needs.

By centralizing services and reducing physical space requirements, TRU can reallocate valuable real estate to higher-priority academic and student-focused uses. The digital-first approach also enhances accessibility for remote and hybrid learners, aligning with TRU's commitment to expanding its digital reach while providing convenient, tech-enabled services for all students. The redesigned space will continue to serve as a welcoming point for campus visitors and will maintain a curated retail presence for branded merchandise and student essentials.

Administrative services relocation to BCCOL

As part of TRU's long-term space optimization and modernization strategy, the university has relocated all core administrative services to the former B.C. Centre for Open Learning (BCCOL), now renamed the Administrative Services Building (ASB). This move consolidates critical functions such as Finance, HR, and senior leadership into a single, centrally located facility, streamlining operations and improving collaboration across departments.

The transition supports the Master Plan's goal of densifying the academic core by freeing up valuable space in Old Main and other academic buildings for teaching and student support. To enable this change, the Open Learning Division has been temporarily relocated to high-quality modular facilities adjacent to the ASB. This phased approach allows TRU to continue modernizing its academic and administrative environments without service disruption, while laying the groundwork for future space reallocations aligned with institutional growth.

Commitment to Active Transportation and campus connectivity

Active transportation and pedestrian access are core to the refresh, with planned upgrades to trails, pedestrian safety features, bike route improvements, and the development of a new Multi-Use Pathway (MUP). Relocation of the transit hub to East Gate is also under consideration to improve connectivity and support TRU's goal of a pedestrian-oriented, accessible campus.

High-performance training centre

Completed with donor support, the new training centre has expanded the athletic performance infrastructure for TRU student-athletes. Located in the TRU Gym building, it demonstrates TRU's growing investment in wellness and athletic excellence.

Cybersecurity leadership and science infrastructure expansion

In 2023, TRU achieved a significant milestone by surpassing the sector average in the National Cybersecurity Assessment, demonstrating a strong commitment to modernizing its digital infrastructure. This improvement was driven by enhanced monitoring tools, improved internal audit processes, and updated planning and policies, reinforcing TRU's position as a resilient and forward-thinking institution.

Building on this progress, TRU is making substantial investments to support its growing online and technology-based programs, particularly in the sciences. In fall 2024, TRU opened a new robotics lab, advancing hands-on, applied learning opportunities for students. In tandem, the university has begun planning and construction for a new, enlarged cybersecurity lab, which will support 46 students and include a dedicated collaborative space for digital learning and innovation.

This lab, developed in collaboration with Information Technology Services and Facilities, is part of a broader science infrastructure upgrade that includes additional classrooms scheduled for delivery within the next 12 months. These investments will strengthen TRU's digital teaching capacity, research environment, and its ability to extend academic reach across both physical and virtual campuses.

TRU Sustainability

TRU continues to lead in post-secondary sustainability having earned the platinum STARs rating twice. The Sustainability Office team won the 2024 gold Colleges and Institutes Canada's Leadership Excellence Award for Managerial Staff.

Recognition for sustainability leadership

TRU continues to gain recognition for its leadership in sustainability initiatives. Recently, TRU was named to the Princeton Review's Green College 2025 Honour Roll, the only Canadian school to achieve this honour with a perfect Green Rating score. This recognition highlights TRU's commitment to sustainability practices, including local food sourcing, LEED-certified buildings, and fossil fuel-free commitments.

Sustainability achievements and awards

TRU's Sustainability Office team was a runner-up for Energy Manager Canada's Energy Manager of the Year award, recognizing its proactive energy management and decarbonization efforts. Team members include Matt Milovick, Warren Asuchak, James Gordon, Natalie Yao, Sofia Rueda, and Gord Setka. The team's recent initiatives include breaking ground on a new Low-Carbon District System and installing nearly 1,000 solar panels on campus.

Sustainability initiatives by the numbers

- Reduced energy consumption on campus by 45 per cent since 2010
- Low-Carbon District Energy System will reduce greenhouse gas emissions by 95% once complete
- Achieved ISO 50001 compliance in spring 2024, enhancing energy performance
- Earned first place in the 2024 Sustainable Campus Index's energy category

[I News Release](#)

Bee-friendly campus and ecological designations

TRU was officially designated a Bee City Campus, reflecting its ongoing pollinator habitat expansion and native planting programs. These initiatives support ecological stewardship and campus education around biodiversity.

TRU solarization PV project

TRU has begun a five-year project to install more than 1,000 solar photovoltaic (PV) panels across campus. The university is among the first institutions in B.C. to receive approval from BC Hydro for this initiative. The first phase of the TRU Solarization PV Project involves installing 540 solar PV panels on three campus buildings: the Campus Activity Centre, the Arts and Education building, and the Industrial Training and Technology Centre. This initiative is expected to generate nearly one megawatt of power, with 40 per cent of this goal achieved in the first phase. The generation of solar energy will power the new Low-Carbon District Energy System, helping TRU to achieve its goal of zero carbon by 2030.

Recognition for leadership in sustainability

The university's Sustainability Office has been awarded the 2024 Recycling Council of B.C.'s (RCBC) Environmental Award in the Public Sector category, recognizing its commitment to zero waste and sustainability initiatives. The award was presented at RCBC's Annual General Meeting and Awards event in Vancouver. Sustainability Programs Manager James Gordon and Support Co-ordinator Anna Rogers were acknowledged for their efforts in advancing the university's Zero Waste Program.

Additionally, the university received national attention at the Colleges and Institutes Canada's (CICan) Connection Conference, winning the 2024 Gold Leadership Excellence Award for Managerial Staff. The team, including Vice-President of Administration and Finance Matt Milovick, Associate Vice-President of CSIAS Warren Asuchak, Sustainability Programs Manager James Gordon, and Manager of Energy Natalie Yao, was recognized for their leadership in sustainability.

The university also received bronze awards for Excellence in Sustainable Development from CICan and the World Federation of Colleges and Polytechnics at World Congress 2023 in Montreal. Since identifying sustainability as a strategic priority in 2013, the university has achieved double platinum ratings from the Association for the Advancement of Sustainability in Higher Education's STARS program, making it the first in Canada and one of six globally to reach this level.

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Mandate Priority Reporting

This section provides new and updated information that demonstrates how TRU supports the initiatives and priorities laid out by the Ministry of Post-Secondary Education and Future Skills as outlined in the [2023/24 TRU Mandate Letter](#). Additionally this section includes initiatives at TRU related to the priorities in the [Minister's Mandate Letter](#) issued January 16, 2025.

Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.

The [StrongerBC Future Ready Action Plan](#) focuses on addressing current challenges and building a better future for people by strengthening the economy. Training people for rewarding careers in existing and emerging industries in B.C. such as clean energy, artificial intelligence (AI), and wildfires, is core to the support TRU provides to this plan. In FY 2024/25, TRU dispersed \$120,307 in StrongerBC Future Skills Grant funds to 63 students.

TRU supports this plan by helping to ensure our students develop the skills they need for the jobs of tomorrow and by providing opportunities for people to get the education they want. This is accomplished by adding and renewing programming and by continuing to offer courses and programs that ensure that people in B.C. are equipped with the skills to meet the labour market demand and contribute to the economic success of the province. The following programs were developed in FY 2024/25.

Master of Engineering Science (MEngSc)

In February 2025, the Ministry of Post-Secondary Education and Future Skills approved TRU to deliver its tenth graduate program, a Master of Engineering Science (MEngSc). This degree aligns with TRU's research challenge area to advance technological, social, and economic development and innovation that improves people's lives. The MEngSc will offer concentrations in software and computer engineering and prepares graduates to engage in research that moves from discovery and invention to application and transformation. By working in collaboration with business and industry, the program will prepare students in sectors that will help grow the provincial economy.

New wildfire science and communications programs

TRU has approved six programs in wildfire science and communication, including five certificates and a diploma. Starting in September 2025, TRU will offer the **Wildfire Science, Sociocultural Dynamics of Wildfire**, and **Wildfire Communications and Media** certificates. In 2026, the **Wildfire Leadership** and **Emergency Communications** certificates will be introduced, along with the **Wildfire Studies Diploma**, which builds on the Sociocultural Dynamics of Wildfire Certificate, with development underway for bachelor's and master's degrees.

TRU Wildfire, supported by the province of B.C., addresses the growing severity and duration of fire seasons through a comprehensive approach that integrates research, education, training, and innovation. The [Centre for Wildfire Research, Education, Training, and Innovation](#), in partnership with the B.C. Wildfire Service (BCWS), serves as a hub for advancing wildfire studies. TRU Wildfire aims to establish a clear educational pathway for

those seeking long-term careers in wildfire management, offering programs ranging from certificates and diplomas to anticipated bachelor's and master's degrees. The Prior Learning Assessment and Recognition (PLAR) system **provides pathways for wildland firefighters to apply their existing training and experience towards academic credit.**

[I News Release](#)

Computer Network and Cybersecurity Diploma

As digital attacks become increasingly common and complex, the demand for cybersecurity professionals is growing. The new [Diploma in Computer Network and Cybersecurity](#), beginning September 2025, is a two-year program that offers specialized education provided by expert faculty in state-of-the-art facilities, featuring a practical, lab-based curriculum and a strong focus on industry certifications and co-operative learning opportunities. Students will gain real-world experience through hands-on learning and capstone projects designed from real-world industry challenges.

Graduates of the Computer Network and Cybersecurity Diploma will be equipped with technical expertise, problem-solving skills, and ethical foundations, preparing them for careers in maintaining, securing, and managing networks, systems, and workstations, aimed at protecting vital digital infrastructures. Career options span major industries, including information technology, finance, telecommunications, manufacturing, health care, and transportation. The program also prepares students for industry-recognized certifications, such as CompTIA A+, Certified Ethical Hacking, Cyber Hacking Forensic Investigator, and Security Certified Practitioner, and offers pathways to further education through TRU's Bachelor of Computing Science degree program.

[I News Release](#)

Diploma in Early Childhood Education – Williams Lake

In September 2024, TRU launched a [Early Childhood Education Diploma \(ECE\)](#) program to address the labour shortage in Williams Lake and surrounding areas. The 18-month diploma program was condensed into a 12-month format for a one-time intake, allowing graduates to quickly transition into careers. The B.C. government supports this initiative with additional financial incentives for eligible ECE workers, including hourly wage top-ups and bonuses for certified infant toddler or special needs educators.

Areas of learning include developing relationships with children, child development, child guidance, interpersonal relations, educational theories, curriculum design and development, reflective practice, working with families, and program management. Practical fieldwork is a component of each semester. With a combination of classroom learning and hands-on experience in early childhood care and education, graduates can work effectively with co-workers and children to become strong advocates for children and families.

Working with SkilledTradesBC (STBC), Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses, and communities.

In collaboration with the Lytton First Nation (LFN), TRU offered Carpentry Foundation and Carpentry Level 3 courses to meet the community-identified need for skilled carpenters. LFN requested the training occur in their community to ensure they have the workforce required to build homes while providing a direct pathway to Carpentry Red Seal. Many apprentices and foundation students will find employment with community-owned construction companies and external contractors. TRU has worked closely with the community for the past three years to align programming with their needs and economic development plans. TRU shared STBC funding with LFN to offer community-based training initiatives.

A Construction Sampler Program was delivered in collaboration with Tk'emlúps te Secwépemc (TteS), where TteS members learned entry-level carpentry, electrical, and plumbing skills while renovating the old Spiyu7ullucw Ranch house into an equine therapy centre for youth at risk.

The STBC-funded Indigenous Women in Trades Training program brought learners from throughout the province to participate in introductory courses in welding, mechanical, refrigeration and air conditioning, electrical, carpentry, and piping trades, as well as a variety of worksite-ready certificates. Trades, employers, unions, and employment-related associations offered tours, lunch-and-learn sessions, workshops, and other activities that helped the learners better understand a trade career. Additional activities included elder visits, beading and medicine bag workshops, and other cultural activities. Projects included building a wolf den and caribou fencing at the Wildlife Park.

Indigenous community partners have identified and aligned all the programs with employment opportunities, economic development, and community needs. Additional STBC programs included Carpentry 4th Year for Tl'esqox, Carpentry 2nd year for Upper Nicola Band, Carpentry Sampler for St'át'imc Government Services and BC Hydro, Heavy Equipment Operator for Skwah First Nation, and Carpentry Foundation for Ulkatcho First Nation.

Water and Wastewater Technology Diploma

A customized Water and Wastewater Technology Diploma program was offered to 27 Indigenous students from 23 First Nations communities from across B.C. Funded by the federal government, the program spans four years. It allows students to balance their work and studies while covering the operation, maintenance, and treatment of water and wastewater systems through both in-class and through hands-on learning. The program aims to address the critical issue of clean drinking water in First Nations communities. It aligns with TRU's strategic goals of eliminating the achievement gap and honouring truth and reconciliation rights, providing essential training for Indigenous individuals to become certified technicians in their own communities.

[News Article](#)

Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

TRU continues making strides toward meaningful decolonization and reconciliation.²⁸ This is reflected in TRU's dedication to making Indigenous learners feel welcome, supporting their transition to post-secondary studies, and helping them achieve success. The university fosters a safe learning environment, promotes Indigenous knowledge and scholarship, and seeks meaningful relationships with Indigenous communities.

Cplul'kw'ten (House 5)

TRU has dedicated teams at the Kamloops campus in Cplul'kw'ten (House 5) and at the Williams Lake campus in the Gathering Place. These centres provide a welcoming and culturally safe space for Indigenous students to socialize, study, and access various supports.

Cplul'kw'ten offers on-site counselling, a social support system, and advocates on important issues like discrimination and harassment. It hosts events such as Soup Circle, Indigenous Wellness Circle, and Yoga for Recovery and Self-Regulation. Students can also access healthy snacks, on-site computers, a kitchen and lounge area, and assistance with housing, daycare, bursaries, scholarships, and academic supports.

28 Appendix B provides specific initiatives across campus that support [Truth and Reconciliation 94 Calls to Action](#) and the [United Nations Declaration on the Rights of Indigenous People](#).

Additionally, Cplul'kw'ten provides resources like the Elder in the House program, Indigenous Mentor program, and various free seminars.

The Gathering Place at the Williams Lake campus is modeled after traditional pit houses and serves as a space to meet with Elders, study, or gather for ceremonial or social activities. It offers Open Learning courses and programs, facilitating student learning in the Williams Lake region.

Indigenous student handbook

The annual Indigenous Student Handbook, created by Indigenous Education, Indigenous Student Development, and Qelmúcw Future Student Advisors, provides information on TRU programs and supports for Indigenous community members and organizations. It highlights Indigenous-specific programs like the Indigenous Bachelor of Education, Trades, Indigenous Tourism, and Knowledge Makers, and includes details on the Indigenous Mentor program, Elder in the House program, Indigenous research, funding opportunities, and experiential learning.

Honouring Indigenous student's Nations

Beginning June 2024, Indigenous students have the option of specifying their Nation when registering to attend graduation and will have their Nation listed in the convocation booklet next to their name, similar to the international student country or origin identification that has been in place for many years at TRU.

Indigenous student financial awards

TRU offers approximately 56 awards exclusively for Indigenous students across a range of disciplines, including arts, sciences, law, trades, and nursing. These awards are funded through a combination of donor contributions, community partnerships, and institutional support. In 2021, TRU demonstrated its commitment by establishing a \$1 million endowment for Indigenous student awards. The university also provides tuition waivers for Indigenous youth who have been in care, helping to remove financial barriers to education.

In February, TRU received a generous gift of \$5,800 from the Kamloops Blazers, raised through the auction of commemorative jerseys worn during their Indigenous Night game. Designed by a local Tk'emlúps te Secwépemc artist, the jerseys celebrated Indigenous culture while directly supporting Indigenous learners. Proceeds from the event will help fund scholarships and bursaries for Indigenous students, furthering TRU's ongoing commitment to Indigenous communities and student success.

Through the work of TRU's Advancement office and the generosity of donors and partners like the Kamloops Blazers, the university continues to expand financial support for Indigenous learners. These scholarships, bursaries, and awards recognize academic achievement, leadership, and community involvement, empowering Indigenous students to pursue their goals and succeed in higher education.

Knowledge Makers

Knowledge Makers is a collaborative teaching initiative at TRU where Indigenous students learn how to research and publish as Indigenous researchers. Each year, up to 15 Indigenous undergraduate students from across the university participate in this multi-modal approach to 'making knowledge.'

Since 2015, Indigenous students from over 30 bands and nations have completed interdisciplinary research mentoring and published their first reviewed journal articles. The Knowledge Makers Journal has published numerous articles, and alumni have achieved significant outcomes, including national scholarships, research grants, graduate research scholarships, international internships, and presentations at the International Indigenous Research Conference. Knowledge Makers has established Indigenous researcher mentoring circles at undergraduate, graduate, and doctoral levels and created a five-nation international mobility network with Canada, the United States, Mexico, New Zealand, and Australia.

Office of Indigenous Education

The Office of Indigenous Education works with deans, faculties, and departments on Indigenization across the campus, incorporating TRC 94 Calls to Action and UNDRIP into courses, curriculum, and programs. It also liaises and connects TRU with surrounding Indigenous communities and organizations for research, partnerships, and collaboration. This office supports Indigenization efforts at every level of the university and provides specific support for Indigenous employees, students, and communities.

Academic support

The Office of Indigenous Education partners with faculties to provide academic support for programs aimed at Indigenous students in the School of Nursing, Bachelor of Education, Trades, Bob Gaglardi School of Business and Economics, Faculty of Arts, and Faculty of Law.

Indigenous Pathways in Business event

The Bob Gaglardi School of Business and Economics partnered with TRU's Office of Indigenous Education and the Chartered Professional Accountants of British Columbia to host a lunch-and-learn event for Indigenous students and their allies. The [Indigenous Pathways in Business](#) event offered Indigenous students, alumni, and community members insights into various career paths available with a business education.

Coyote Project

The [Coyote Project](#) is one of TRU's responses to the Truth and Reconciliation Commission's Calls to Action, aimed at creating a welcoming and supportive campus for Indigenous students and staff. Initiated in 2017 by Dean Airini, the project has grown to support decolonization and Indigenization efforts across TRU, connecting the university with surrounding Indigenous communities in meaningful ways. Each academic faculty receives annual funding from the Office of Indigenous Education to support these efforts, and monthly Coyote Project meetings provide a forum for information and resource sharing. The project includes representatives from TRU's nine academic faculties and schools, the Library, Open Learning, and TRU World, focusing on recruitment, retention, and success of Indigenous students. The initiative also responds to the Truth and Reconciliation Commission's 94 Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples.

Led by Tina Matthew since 2021, the Coyote Project is core funded with \$240,000 per year, providing each faculty, school, or department \$15,000 annually for hosting conferences, course and program development, research, or collaborations with Indigenous communities. This funding has led to the development of faculty and department-led decolonization and Indigenization committees and working groups. Support from TRU senior administration is crucial for the project's success, which aims to embed the Truth and Reconciliation Commission's Calls to Action into all levels of the university. The project has strengthened TRU's relationships with Tk'emlúps te Secwépemc, T'exelc, and other Indigenous nations, increasing Indigenous courses and programs and fostering unprecedented partnerships and collaboration. The future of Indigenization and decolonization at TRU looks bright as the Office of Indigenous Education grows and increases its capacity for collaboration across the university and with host nations.

Aboriginal Service Plan (ASP)

The Ministry of Post Secondary Education and Future Skills provides ASP funding to support community, rural/urban Indigenization initiatives. For example, Transitions to Post-Secondary where Indigenous students from school districts in the TRU service area — SD 73 Kamloops, SD 27 Williams Lake, SD 58 Merritt, SD 74 Gold Trail, SD 83 Salmon Arm — were invited to participate.

Strengthening Secwépemc perspectives

TRU aims to strengthen Secwépemc perspectives by supporting Indigenous faculty and student research initiatives through the newly created position of the S7extekékstmen. This role aligns with TRU's strategic goals to support Indigenous-led research and foster an environment where Secwépemc culture and knowledge are celebrated. The S7extekékstmen, a term shared by the late Skítsesten Elder Daniel Calhoun, signifies an indispensable team member whose knowledge ensures successful outcomes. This position demonstrates TRU's commitment to truth, reconciliation, and rights, strengthening community ties and fostering respectful research led by Indigenous communities.

[I News Release](#)

Indigenous Peoples Atlas of Canada giant floor map

Carolyn Anderson, a faculty member in the School of Education, has introduced a significant educational resource to TRU: the Indigenous Peoples Atlas of Canada Giant Floor Map by Canadian Geographic. This massive map, measuring 11 by 8 metres, covers half of a gymnasium floor and offers an immersive experience. Unlike traditional maps, it highlights Indigenous language groups, numbered treaties, Indigenous communities, reserves, and residential schools across Canada. The map is part of a comprehensive kit that includes an Indigenous events timeline and lesson plans on issues like climate change, viewed through Indigenous perspectives. Designed for K-12 classrooms, Anderson plans to use this resource to foster meaningful conversations about Indigenous perspectives and worldviews among future teachers.

[I News Release](#)

Qelmúcw Affairs Committee of Senate

The [Qelmúcw Affairs Committee of Senate](#) at TRU embeds Secwépemc language and culture at all levels of the university and supports all Indigenous Nations within TRU's service area. It advises the Senate on promoting Indigenous student success, aligning academic and budgetary priorities with Indigenous education, and meeting TRU's strategic goals to become the "university of choice" for Indigenous students. The committee collaborates with various TRU subcommittees and working groups and advises on decolonization and Indigenousization.

Indigenous student events

TRU hosts 100-150 Indigenous events annually, funded by the Ministry and partnerships with local communities and organizations. These events provide opportunities for the university and communities to learn about Indigenous people, cultures, histories, and stories of the local Secwépemc people and surrounding Indigenous Nations. They encourage a greater understanding of Indigenous peoples and offer learning opportunities about First Nations, Métis, and Inuit communities. The events create a space for diverse Indigenous voices and perspectives, with some hosted in partnership with Tk'émłúps te Secwépemc, Elders, local Indigenous community members, organizations, students, and university departments.

Each year TRU, honours **Truth and Reconciliation Day**, **National Indigenous Peoples Day**, **Métis week**, the **Moose Hide Campaign**, and **REDress** events that bring awareness to **Missing and Murdered Indigenous Women and Girls**. Additionally, TRU hosts an [Indigenous Awareness week](#) and an Indigenous graduation ceremony. Other events include:

- The annual *Kamloops Aboriginal Friendship Society (KAFS)* event provides urban Indigenous families and youth with information about TRU programs and services. Open to all adult learning centres, online learners, and private schools, TRU also funds a Youth Leadership Conference for youth ages 16 to 24 in both urban and rural communities. The conference features collaborative workshops and focus groups addressing barriers to post-secondary education, mental health support, educational exploration, student success, and mentorship opportunities with TRU alumni, current students, and community programs.

- An annual event hosted by Métis Nation B.C. and Kamloops Métis organizations, Two Rivers Métis Society and Lii Michif Otipemisiwak, provides Métis youth from across B.C. with information, resources, and funding opportunities. Local Métis Elders, current students, and alumni support the Michif language and culture for potential students and community members.
- TRU hosts Indigenous students, administrators, support workers, and counsellors from all five school districts in its service area. TRU collaborates closely with SD73 Kamloops on programs, training, internships, and teaching practicums. Annual Transitions Day events for Indigenous students from SD73 Kamloops, SD83 Salmon Arm, SD74 Gold Trail, and SD27 Williams Lake showcase Indigenous-specific programs and services.

Community partnerships

In addition to the partnership agreement with Tk'emlúps te Secwépemc, last renewed in September 2021, this past year, TRU and the Williams Lake First Nation (WLFN) signed a partnership agreement to formalize their collaboration in the spirit of respect and friendship. TRU President Brett Fairbairn and WLFN Chief Willie Sellars committed to developing and implementing innovative programs for the Stéxelcenc people, incorporating their ways of knowing, values, and philosophy.

The agreement, signed in September 2024, aims to increase enrolment, retention, and graduation rates for Indigenous students by enhancing student services, including mental-health support and financial awards. The ceremony, attended by T'exelc council and TRU officials, featured singing, drumming, and blessings. This agreement emphasizes the importance of aligning TRU's efforts with the Truth and Reconciliation Commission's Calls to Action and creating a culturally relevant educational environment. The partnership reflects TRU's guiding vision and the Secwépemc value of Kw'seltktnéws, ensuring TRU is a place of belonging for Secwépemc people and all Indigenous communities.

| New Release

In April 2025, the Skeetchestn Indian Band and TRU signed an affiliation agreement, emphasizing recognition, respect, and shared purpose. This agreement aims to enhance access to post-secondary education for Indigenous learners by building curriculum and services that reflect Indigenous worldviews and ways of knowing. TRU acknowledges Skeetchestn's right to lead educational efforts in alignment with Secwépemc methods and commits to creating programs, training opportunities, and supports that address community needs and priorities. Additionally, TRU will ensure the Skeetchestn Indian Band has a voice in university governance, fostering regular dialogue, collaboration, and accountability.

This partnership strengthens the relationship between TRU and the Secwépemc Peoples, building trust and ensuring TRU becomes the university of choice for Indigenous communities. The university has already undertaken numerous Indigenization initiatives, such as Elders-in-Residence, increasing Indigenous faculty, staff, and leadership, and establishing the Knowledge Makers Indigenous research mentorship program. This agreement reflects a shared commitment to progress and mutual benefits.

Developing and implementing protections for international students that support their fair treatment

TRU is considered a leader in providing support for international students among post-secondary institutions in B.C. and across Canada. The following describes some of the support TRU provides to international students.

Student Supports

The commitment to international education is not just a mission but a lived experience, embodied by over 60 staff members dedicated to serving international students. The student-first approach permeates every facet

of TRU. Fueled by the belief that international students contribute far more than just financial assets, TRU has dedicated substantial resources to deliver an unparalleled international student service model.

This commitment to students begins before they arrive in Canada, starting with pre-assessment interviews for over 5,000 annual applicants from high-interest countries. This process ensures that two-thirds of applicants connect with TRU representatives before applying, providing them with insights into services and life in Kamloops. With 12 in-region TRU representatives, students can meet in their language and on their own time throughout the application process. In Kamloops, the dedicated 11-member international admissions team conducts the initial review of all international applications. They provide personalized guidance with a hands-on approach, ensuring transparency and stringent safety measures to prevent fraudulent activities. Additionally, in 2024, TRU partnered with a digital immigration platform known as BorderPass to improve safety, support, and success for international students.

I [News Release](#)

International student advisors (ISAs)

The student service model at TRU boasts one of Canada's largest and most culturally diverse international student advisor (ISA) teams, with 12 multilingual members speaking 15 languages, providing personalized and culturally sensitive non-academic support to students and their dependents. The ISA-to-student ratio at TRU is approximately 1:375, lower than most institutions in the province. This allows ISAs more time to engage and work one-on-one with students, especially those needing extra support.

The ISA team includes regulated international student immigration advisors who provide support on immigration questions and host workshops related to study permits, work permits, spousal permits, and visas. If a student's language is not represented on the team, or if additional resources are needed, ISAs can locate appropriate support.

Services for new international students at TRU include an arrival reception, pre-departure orientation materials, in-person orientation at the start of classes, and a follow-up orientation one month into the semester. Supports are also provided for navigating critical systems, including custodianship underage students, immigration advice, support, and workshops related to study permits, work permits (including spousal), and visas.

Guaranteed international tuition model

Introduced in September 2025, TRU implemented a Guaranteed International Tuition Model, ensuring tuition remains fixed for the duration of a student's program plus one additional year. This initiative, the first of its kind in British Columbia, aligns with the provincial Education Quality Assurance policy's principle of tuition transparency.

The tuition that international students pay in their first term will remain the same for all subsequent terms of study. This model addresses rising costs for international students, reduces financial stress, and potentially improves retention rates. While there is a financial risk if tuition increases do not cover future operating costs, provisions for annual adjustments based on updated cost projections are included.

Cultural and wellbeing support

To ensure smooth transitions to the Canadian post-secondary system, TRU provides intercultural translators who help students understand institutional policies, procedures, and classroom protocols. Additionally, cultural support is offered to educate students who may misinterpret cultural cues or exchanges with instructors, staff, peers, employers, and community members.

Support for international students extends beyond the classroom, offering medical insurance and assistance navigating the health care system. This includes in-person support during accidents or emergencies, help with personal and social matters, and collaborating with case managers to ensure holistic care. Emergency assistance, including access to emergency relief funds, is also available. Recognizing the importance of student mental health, TRU complements the on-campus counselling team's efforts by partnering with Keep.meSAFE to provide round-the-clock mental health and wellness support in over 100 languages.

Housing support

There are three methods used by TRU World to ensure students have housing when they arrive in Canada. For students interested in living on campus, a block of room at the TRU-administered residences is reserved by TRU World. Students can also choose to live with a Canadian family and be exposed to and participate in Canadian culture and customs through TRU's large home-stay program. Some students choose to live off-campus, and TRU maintains a community housing inventory to provide housing information to students before they depart from their home country.

Multiple housing surveys are conducted to identify students who need assistance in securing housing, and students are required to confirm their housing prior to commencing studies. Students are further supported by TRU through anti-fraud and tenant rights education, references, and home visits, if needed. Emergency rooms are available to temporarily house students in situations such as fire, crime, and other emergencies. Through these dynamic and responsive systems, the university ensures every international student at TRU has housing.

International Days (IDays)

In addition to supporting students, TRU celebrates international cultures and provides opportunities for Canadian students to connect with international peers. For the past 30 years, TRU World has hosted the annual IDays (International Days) in mid-March, an event aligned with the United Nations' 17 Sustainable Development Goals. This event is an inspiring celebration of cultural diversity and global perspectives, recognizing the diverse cultures present on campus.

In 2025, the theme, *Collective Voices: Innovating Towards a Sustainable Future*, resonated throughout the three-day event and brought together students, faculty, staff, and the wider Kamloops community to celebrate, connect, and engage in meaningful discussions about the future. Throughout the week, hundreds of attendees participated in workshops, cultural experiences, and discussions exploring sustainability through a global lens. The colourful, exciting, and highly anticipated cultural showcase transformed the TRU Gym into a vibrant hub of cultural exchange, featuring a fashion show, food festival, educational booths, singing, dancing, and performances by over 70 members of the TRU and Kamloops communities. The fashion show, hosted by Priyanka — winner of the first season of *Canada's Drag Race* — featured students showcasing traditional attire and contemporary designs inspired by their cultural roots.

Throughout the year, the Leisure, Exploration, and Activity Program encourages international students to connect with Canadian students, explore the province, and participate in extracurricular activities.

At the heart of TRU's philosophy lies the recognition that the diverse worldviews brought by international students enrich the academic environment. Investment in this unique service model reflects the institution's unwavering dedication to fostering a truly inclusive and globally vibrant educational community.

Meeting or exceeding the financial targets identified in the Ministry's Service Plan

TRU establishes a budget annually after consultation with all relevant faculties, schools and divisions to ensure all hiring and spending plans are accurately portrayed and incorporate the analysis of the Integrated Planning and Effectiveness department. This information is compiled and reviewed by Finance, and again at the vice-president level prior to being presented for commentary at various governance levels, finalizing with approval by the Board of Governors.

The budget is monitored throughout the year with variances detailed at the end of all completed quarters. This information is also presented at the various levels of governance, including the Board of Governors. TRU has consistently met financial targets identified in the ministry's Service Plan. TRU maintained a balanced budget in 2024/25, which can be viewed at [TRU's audited financial statements](#).

Complying with the Tuition Limit Policy, which sets a two per cent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable

In compliance with the Tuition Policy Limit, TRU increased domestic student tuition and mandatory fees by 2 per cent. Additionally, no new mandatory fees have been introduced in recent years. The university submits tuition and mandatory fee data to the ministry annually, as required.

Ministry Strategic Initiatives Report

In addition to the minister's Letter of Direction, TRU supports other strategic initiatives of the Ministry of Post-Secondary Education and Future Skills.

Sexual Violence and Misconduct prevention and response Initiatives

Overview of Education and Prevention Activities

The Sexualized Violence Prevention and Response Office (SVPRO) explored new education and prevention strategies rooted in community-building, accessibility, and peer-support. The Office believes that a strong sense of community and connection to each other is preventative. For the 2024/25 fiscal year, programming focused on developing and disseminating materials accessible remotely or facilitated by multiple members of the TRU community. The goal was to increase access to training and empower active participation by staff, faculty, and student leaders rather than solely relying on material that is delivered in person by an SVPRO manager. These efforts align with TRU's vision of the university as a place of belonging "where all people are empowered to transform themselves, their communities, and the world" and the Secwépemc values *Kw'seltktnéws* (we are all related and interconnected with nature, each other, and all things) and *Me7 Plúłkwtes Knucwentwécw-kt* (we come together to help one another).

New Initiatives

The following section describes new initiatives aimed at preventing and responding to sexualized violence and misconduct implemented FY 2024/25.

Updated online Faculty/Staff Responding to Disclosures training:

People and Culture and SVPRO staff collaborated over the last year to rebuild the Responding to Disclosures training with new engagement activities and updated content on a new virtual platform. Each month, participants entered a draw to win a \$50 gift card to campus food services and were invited to share a statement about the importance of the training for use in institutional promotional marketing. In February 2025, staff worked with TRU's Marketing and Communications team to pilot a short-term compliance measure mechanized through TRU Connect, the campus-wide employee communications system, where readers were flagged to read a statement regarding the mandatory nature of the training. Since launching in October 2024, 237 TRU employees have completed the new training.

New Student-Facing Moodle course

A partnership between SVPR, People and Culture, and TRU's Moodle support team launched a new asynchronous student-facing training on Moodle, *Safer Campuses for Everyone*. This 60-minute online training provides students with information about how to support survivors, consent, bystander intervention, strategies to act on this issue, and resources on- and off-campus. Participants who complete this training receive a certificate of completion. This training was marketed in November, December, and January to accompany two of SVPR's annual campaigns: *16 Days of Action Against Gender Based Violence*, and *SAAM (Sexual Assault Awareness Month)*. SVPRO also used social media, prize draws and tabling to promote this training. As of March 10th, 2025, **70 TRU students** were enrolled in the training, and **30 had completed the course** and received their certificate.

The Culinary Arts program mandated this training to all incoming first-year students moving forward. Upon completing the online training, **18 students engaged** in a one hour, in-person follow-up session with SVPR staff to further enhance their learning. This may provide a new opportunity to engage smaller cohorts on campus who do not have the capacity to attend a six-hour *Tools for Change* training, which is currently offered by SVPR to multiple departments across campus

SVPR Support Source/Drop-in group

This initiative is offered in collaboration with a new Student Services counseling role focused on sexualized violence. This open group is held weekly for two hours, allowing students and staff to drop in, meet staff, ask questions, and connect with peers. Refreshments and light activities are provided. Since its inception in mid-January 2025, **nine** students have attended, with **three to four students attending each week**.

Make and Learn sessions

This initiative provides low-barrier, accessible opportunities to meet SVPR staff, build community and engage in professional development related to sexualized violence. Using Student Services' new Wellness and Inclusion room, with artmaking as an engagement activity, SVPR staff facilitate informal conversations, present resources and information related to sexualized violence, and supporting survivors. Four sessions were offered in July and August 2024, and an additional two sessions were offered in the winter semester. On average, **six employees** attended **each session**.

SVPR Student Ambassadors

Feedback from the 2022 Ministry of Advanced Education Survey indicated that the TRU community wants the Office to engage in more high visibility activities. To address this gap, SVPR piloted a Peer Ambassador Program. Two students were hired to work three to five hours per week from September 2024 to April 2025. Ambassadors have primarily focused on student outreach and engagement activities including hosting pop-up table events in popular student-service locations such as Residence, Indigenous Student Development, and the Writing Centre, and short introductory presentations in classrooms. Ambassadors ran one or two activities per month. They have also supported the development of four workshop tool kits to be used by Residence Advisors to ensure that student perspectives and voices are included.

Residences Programming toolkits

This collaboration between Residence and SVPR is designed to increase the reach of SVPR peer-led programming. SVPR staff, Ambassadors, Residence staff and a BSW practicum student developed four workshop toolkits on supporting survivors, consent, bystander intervention, and healthy relationships. These toolkits are being designed for Residence Advisors with the goal of creating accessible, peer-led SV programming that can be run and easily modified year-to-year. Each toolkit contains a slide deck of content and resources, and a cache of games, activities and discussion questions that Residence Advisors can mix and match to create their own event. These completed workshops will be piloted and evaluated next academic year.

Faculty “Introduction to SVPR” slide deck

This slide deck is designed for faculty to include a short overview of TRU’s SVPR services in their classroom orientations, including brief suggestions for introducing the conversation to the classroom. This resource was promoted during the 16 Days of Activism Against Gender-Based Violence campaign and January’s SAAM (Sexual Assault Awareness Month) campaign and is available on the SVPR website.

“Supporting SVPR” Employee Checklists

Three action-oriented checklists were created to provide CUPE staff, faculty, and administrators concrete strategies to support SVPR’s work. These resources were promoted during the 16 Days of Activism Against Gender-Based Violence campaign and January’s SAAM (Sexual Assault Awareness Month) campaign. They are available on the SVPR website.

Student Perceptions of Sexualized Violence survey

In collaboration with Student Ambassadors, SVPR, TRU’s Student Services Communications team, and TRU’s Residence staff, the Student Perceptions of Sexualized Violence Survey was promoted to students across campus. This survey closed at the end of March 2025, and results will be available for the 2025-26 IAPR.

Policy Revision update

As part of a three-year review cycle, the Office of Student Development, with the assistance of General Counsel and People and Culture, reviewed and suggested amendments to the [Sexualized Violence Policy](#) and the related process. These revisions were informed by community consultations with student, faculty, and community groups, and by drawing on the expertise found in public resources and organizations that support survivors.

Below are some of the key amendments to the Policy and the rationale:

1. Clarifications to previous definitions, including: a) **Consent**: Added the age of consent to align with Canadian legislation; b) **Responsible Officer**: Changed the Responsible Officer for non-students from the Dean of Law to AVP People and Culture and added who to report to if the Report involves a member of leadership within the institution or a Responsible Officer of the Policy; c) **Sexualized Violence**: Expanded this definition to include technology and facilitated violence which will assist the University in responding to Reports of online harassment, virtual distribution of sexually explicit photographs, and online stalking; d) **Student and University Community**: Updated these definitions to align with current wording in other institutional policies.
2. Added new definitions, including a) **Accommodations**: This definition will support academic concessions for people who experience sexualized violence; b) **Retaliation**: This definition will clarify what action constitutes acts of retaliation.
3. Added #7 to scope: These changes align with the Harassment and Discrimination Prevention Policy and allows provisions to apply while determining of scope.
4. Clarification in disclosure and support #8: This provides clarification to what information is needed when there is a disclosure and the purpose of collection.
5. Clarification in reporting options #6c: This provides clarification to when a third-party report will be accepted for investigation.
6. Clarification in Investigations #5: This change increases the timeline for interim measures from 14 days to 20 days which better aligns with the time needed. Added in Investigation #19: This provides further direction on who is responsible for storing records involving investigations of sexualized violence.

Former Youth in Care— Supports for students who are former youth in care, including participation in the provincial tuition waiver program

The 2024/25 fiscal year saw 168 former youth in care (FYIC) benefit from the B.C. government's tuition waiver program, with a total of \$283,628 distributed, representing an 11.5 per cent decrease over the previous year.

The Department of Student Awards and Financial Aid developed a centralized website page to cover all application steps and funding options for FYIC. This page includes information on B.C. Provincial Tuition Waiver Programs, Learning for Future Grant, Youth Future Grant, Youth Futures Education Fund, and [Strengthening Abilities and Journeys of Empowerment program](#). It also features the B.C. Programs for Former Youth in Care Video and application steps.

The Office of Student Affairs in Student Development hired a former youth and care student to complete an environment scan. Campus and community service providers were interviewed to:

- Identify gaps in service provision for FYIC at TRU,
- Identify areas where TRU can track services used by FYIC,
- Inventory and centralize services into a single point of access, and
- Summarize short-term (six months), medium-term (six to 24 months), and long-term (24 months plus) recommendations to better support FYIC on campus.

Community groups interviewed included A Way Home, Lii Michif Otipemisiwak Family and Community Services, and Secwépemc Child and Family Services. Campus services interviewed included Enrollment Services, Financial Services, Indigenous Student Services, Student Affairs, TRU Residence Services, Counselling Services, Faculty of Trades, Faculty of Social Work and Education U Prep program, and Indigenous Education. The Research Assistant will continue working through 2025-2026 to develop and action recommendations from the environmental scan for FYIC.

Additionally, a centralized resource package was created, which includes applications for priority on-campus housing, information on applying for financial aid and sponsorship, and how to access on-campus navigators and campus resources (case managers, student services, Indigenous Student Services). This package is available online and provided to community partners, incoming students, and local secondary schools.

Efforts were made to identify and implement ways to track the number of FYIC students accessing resources. Monthly meetings between student case managers and community services were established to better support incoming FYIC.

K-12 Transitions and Dual Credit Programming

TRU hosts several on-campus events to facilitate the transition of high school students to post-secondary education. One such event is the annual **Fall Open House**, which took place in October 2024, where TRU welcomed over 2,500 guests, including approximately 420 high school students from across B.C.

During the K-12 **Spring Break** in March 2025, 115 high school students participated in **Student for a Day**, where they attended one or two lectures, took a campus tour, and had the opportunity to enjoy lunch with a Future Student Ambassador and a Future Student Advisor.

In response to the post-secondary transition rate being 5 per cent below the provincial average for graduates of School District 73 (SD73), a collaboration has been piloted between SD73 and TRU known as **Introduction of Grade 10 Days**. Over the four days of this event, approximately 700 Grade 10 students came to campus. This builds off **Grade 10 Day**, where students came to campus for a day of experiential learning, transition planning, and post-secondary education exploration.

Additionally, TRU introduced **Grade 7 Days**, offering five days of hands-on programming where approximately 800 Grade 7 students from SD73 explored the campus, learned about careers, and discovered the possibilities of post-secondary education.

In the 2024/25 fiscal year, TRU enrolled **114 dual credit students, with 94 registered at the Kamloops campus and 20 at the Williams Lake campus**. These students attend dual credit programs at a TRU campus.

Dual credit programming includes a diverse range of fields with most students opting for the Youth Train in Trades, which includes foundation programs in residential electrician, carpenter, welders, automotive, and heavy mechanical trades, among other trades. High school students could earn credits for Health Care Assistant, Early Childhood Education, Power Engineering, Regenerative Agriculture, and Police and Social Justice. Many students take unclassified undergraduate credits that can be applied to arts, science, and business degrees. While not a dual credit program, the NorKam Secondary Trades Sampler also supports transitions to post-secondary trades training.

The Business Foundations Certificate and Educational Assistance and Community Support program will be new dual credit opportunities for 2025-26. Additional dual credit expansion is planned, including a collaboration with SD73's Health Science Academy, which would require one dual credit course to meet the requirements of the academy.

| Work-Integrated Learning

Enhancing Career and Experiential Learning at TRU by Expanding Work-Integrated Learning Opportunities

Career and Experiential Learning (CEL) continues to grow work-integrated learning (WIL) opportunities, ensuring students gain practical, career-ready experience across diploma, degree, and post-baccalaureate programs.

This year, CEL expanded international work-integrated learning through the new Co-op Abroad program, developed in collaboration with the Study Abroad Office. As a result, students completed work terms in four new countries, supported by Federal Government Global Skills Opportunity (GSO) funding. The number of Service-Learning courses offered doubled in the past year, strengthening opportunities for students to engage in community-based, experiential learning initiatives while earning academic credit. Two of the service-learning offerings were exclusively for Indigenous students.

Enhancing Co-op Programs and Student Career Access

TRU has made significant improvements to its co-op programming, expanding access and increasing student participation, some initiatives include:

- Embedding co-op into two new master's programs: Computing Engineering and Software Engineering. These programs will begin offerings in September 2025.
- Signing a two-year partnership agreement with Riipen and Riipen Level Up, providing students with paid, short-term project-based work experience. This has resulted in nearly 450 community-based projects being completed since July 2024. This partnership agreement provided students with opportunities to engage in WIL prior to entering co-op programming.
- Implementing new virtual career and job search supports, ensuring on-demand student access to career tools, job boards, and resources. These resources were used to have a wider reach in our regional campuses and open learning student groups.
- Increasing access to community-based co-op and WIL placements, supporting local organizations and non-profits through Riipen and Riipen Level Up.

AI Career Support Program Launch

The Career and Experiential Learning Department (CEL), in partnership with TRU World, has launched an innovative platform to enhance career support for all students. This program offers AI-powered tools to build stronger resumes, improve interview skills, and refine interpersonal abilities. Students can participate in AI-driven mock interviews with detailed feedback, attend free online workshops, engage in networking events, and explore weekly career development topics.

Additionally, the program provides access to online career fairs and a masterclass training series to support job searches and professional growth. Job opportunities, including co-op and full-time positions, are integrated into Career Connection — TRU's job board. Students can access the AI Career Program through a dedicated link on CEL's Job Application Tools page.

Strengthening Experiential Learning Through 'Experience More'

This year, CEL expanded its 'Experience More' program, offering students more opportunities to engage in project-based learning initiatives. Through this program, students:

- Complete hands-on learning projects aligned with industry needs.
- Receive a career badge upon completion, certifying their real-world experience and skills development.
- Collaborate with industry partners through Riipen, helping to build and strengthen community partnerships.
- Work with community partners, faculty, and industry leaders to gain meaningful, career-enhancing experiences.

By leveraging Riipen and Wavemaker's platforms, TRU has connected more students with local, national, and international employers, ensuring they develop job-ready skills through real-world projects.

Strengthening Employer and Community Partnerships

Employer engagement has been a key focus, leading to significant growth in local and national partnerships, for instance:

- Through the Riipen Portal, local employer partnerships expanded from two organizations to 57 in just four months through our Riipen Level Up funding opportunity.
- Strengthened existing partnerships with Kamloops Chamber of Commerce, Venture Kamloops, Kamloops Innovation, Tourism Kamloops, and United Way, through the offering of funding workshops, attending and presenting at local conferences when asked to do so, and supporting partners efforts to host events on campus.
- Successfully secured iHub and Level Up funding, further supporting community-based WIL initiatives and enabling more employers to provide hands-on student experiences.

Leadership in Virtual and Inclusive Work-Integrated Learning

TRU continues to lead in virtual work-integrated learning, particularly through the Wavemakers virtual reality career program, where TRU had the highest level of student engagement across Canada. Some highlights include:

- 606 TRU students engaged with Wavemakers in fall 2024.
- TRU students represented 65 per cent of all Wavemakers applications in September 2024, far surpassing other institutions.
- Ninety-five per cent of TRU Wavemakers participants were international students, supporting TRU's global engagement strategy.
- Sixty-seven per cent of graduates identified as women or non-binary, and 22 per cent identified as part of a visible minority group.
- Business and Economics (32 per cent) and Science (10 per cent) were the top represented faculties.

TRU also:

- Hosted the largest job fair outside the Lower Mainland, connecting students with industry leaders, potential employers, and job opportunities.
- Expanded career supports through virtual platforms, ensuring students can access on-demand career resources, job search tools, and professional development programming.



Financial Information

TRU maintained a balanced budget in 2024–25, 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, including the Kamloops campus, Williams Lake campus, regional centres, and Open Learning. Please consult the ministry's Accountability Framework Standards Manual for a full description of each measure.

| PERFORMANCE MEASURES | | ACTUAL | | | TARGET | ASSESSMENT |
|---------------------------|--|---------|---------|---------|----------|------------------------|
| | | 2022/23 | 2023/24 | 2024/25 | 2024/25 | |
| Student Spaces | Total student spaces (AEST) | 7,432 | 7,659 | 8,142 | ≥8,359 | Substantially Achieved |
| | Nursing and other allied health programs | 1,296 | 1,369 | 1,423 | ≥941 | Achieved |
| | Developmental programs | 218 | 217 | 224 | ≥256 | Not Achieved |
| Credentials Awarded | Total Credentials | 2,315 | 2,098 | 2,107 | – | Not Assessed |
| | Bachelor | – | 792 | 844 | ≥847 | Substantially Achieved |
| | Certificate | – | 612 | 661 | ≥695 | Substantially achieved |
| | Developmental | – | 29 | 33 | ≥38 | Not Achieved |
| | Diploma | – | 396 | 293 | ≥364 | Not Achieved |
| | Graduate, First Professional and Post Degree | – | 269 | 276 | ≥287 | Substantially Achieved |
| Indigenous Student Spaces | Total Indigenous Student Spaces | 1,265 | 1,282 | 1,372 | ≥2023/24 | – |
| | Ministry (PSFS) | 999 | 930 | 953 | | – |
| | Skilled Trades BC | 266 | 352 | 420 | | – |

| PERFORMANCE MEASURES | | ACTUAL | | | TARGET | ASSESSMENT |
|--|-----------------|---------|---------|---------|---------|------------|
| | | 2022/23 | 2023/24 | 2024/25 | 2024/25 | |
| Sponsored Research Funding (millions of dollars)²⁹ | All sources | \$7.58 | \$6.01 | – | – | – |
| | Federal Sources | \$4.25 | \$3.62 | – | | |
| | Provincial | \$0.92 | \$0.41 | – | | |
| | Other sources | \$2.41 | \$1.98 | – | | |

Developmental FTE target

In FY 2024/25, TRU continued to expand its developmental offerings in rural communities; these are valuable opportunities for individuals and have positive impacts on the community. As populations are small, however, the numerical impact on the FTE profile is not commensurate with the local social and economic value. Although TRU reported a slight increase, the final enrolment in developmental programming did not meet the FTE target.

Activity planned for the coming year to increase FTE and regional developmental training includes continued offerings in Lillooet and 100 Mile House, and other small communities as needed. Community work done in the past year or so, particularly through the Ministry's ABE/ELL Pathways funding has increased access and begun to rebuild the profile of developmental programs in those communities. Work in the coming year will also include a partnership between the Yunesit'in Government and TRU.

In more urban centres (Kamloops and Williams Lake), TRU is working with school districts to disseminate information about developmental programs, and with community groups to provide information and encouragement to immigrant populations about ESL and upgrading opportunities at TRU in preparation for further career study. We are also at work to address the process barriers identified above.

Diploma Credentials Awarded target

The Diploma Credentials Awarded target was not met in 2024/25. New credentials starting in fall of 2025 should improve this number. This is also affected by our domestic enrolment trends. Domestic enrolment is a critical priority for the institution and efforts are being made to strengthen domestic enrolment by increasing new student enrolment from our region and across B.C., and by improving student retention.

Developmental Credentials Awarded target

In 2024/25 the Developmental Credentials target was not met. This reflects the decreased number of students in developmental programs. The planned efforts to increase the developmental FTE will also support increasing the number of credentials. In addition, TRU's Education and Skills Training program, which is a developmental credential, has not returned to pre-pandemic levels.

29 Sponsored research figures are sourced from TRU's CAUBO submission.

| PERFORMANCE MEASURES Source: BC Student Outcomes Program surveys | | ACTUAL | | | TARGET | ASSESSMENT |
|--|---|--------------------|--------------------|--------------------|---------|------------------------|
| | | 2022/23 | 2023/24 | 2024/25 | 2024/25 | |
| Student satisfaction with education | Former diploma, associate degree and certificate students | 89.6 % +/- 1.6% | 89.2 % +/- 1.9% | 84.9% +/- 3.1% | ≥90% | Substantially Achieved |
| | Trades foundation and trades-related vocational graduates | 89.1% +/- 3.9% | 99.0% +/- 1.4% | 100.0% +/- 0.0% | | Achieved |
| | Former apprenticeship students | 97.9% +/- 2.2% | 91.9% +/- 3.6% | 94.1% +/- 4.8% | | Achieved |
| | Bachelor degree graduates | 92.8% +/- 1.6% | 91.4% +/- 1.9% | 90.2% +/- 3.1% | | Achieved |
| Student assessment of the quality of instruction | Former diploma, associate degree and certificate students | 92.4% +/- 1.4% | 93.1% +/- 1.5% | 91.0% +/- 2.4% | ≥90% | Achieved |
| | Trades foundation and trades-related vocational graduates | 92.1% +/- 3.4% | 100.0% +/- 0.0% | 95.8% +/- 4.9% | | Achieved |
| | Former apprenticeship students | 95.7% +/- 3.1% | 95.9% +/- 2.6% | 97.1% +/- 3.4% | | Achieved |
| | Bachelor degree graduates | 92.9% +/- 1.6% | 93.5% +/- 1.7% | 90.5% +/- 3.1% | | Achieved |
| Student assessment of skill development | Former diploma, associate degree and certificate students | 86.6% +/- 1.8% | 85.4% +/- 1.9% | 84.8% +/- 2.6% | ≥85% | Achieved |
| | Trades foundation and trades-related vocational graduates | 88.3% +/- 3.4% | 91.7% +/- 3.1% | 92.7% +/- 4.0% | | Achieved |
| | Former apprenticeship students | 85.4% +/- 4.9% | 86.4% +/- 4.1% | 86.1% +/- 4.9% | | Achieved |
| | Bachelor degree graduates | 85.7% +/- 1.9% | 85.4% +/- 2.1% | 86.4% +/- 2.8% | | Achieved |

| PERFORMANCE MEASURES | | ACTUAL | | | TARGET | ASSESSMENT |
|--|---|-------------------|-------------------|-------------------|---------|------------------------|
| Source: BC Student Outcomes Program surveys | | 2022/23 | 2023/24 | 2024/25 | 2024/25 | |
| Student assessment of usefulness of knowledge and skills in performing job | Former diploma, associate degree and certificate students | 85.9% +/- 2.1% | 85.5% +/- 2.3% | 79.7% +/- 3.7% | ≥90% | Substantially achieved |
| | Trades foundation and trades-related vocational graduates | 80.8% +/- 6.0% | 87.7% +/- 5.5% | 92.3% +/- 7.5% | | Achieved |
| | Former apprenticeship students | 93.1% +/- 4.2% | 93.3% +/- 3.3% | 96.8% +/- 3.7% | | Achieved |
| | Bachelor degree graduates | 86.5% +/- 2.4% | 91.0% +/- 2.2% | 89.7% +/- 3.5% | | Achieved |
| Unemployment rate | Former diploma, associate degree and certificate students | 4.8% +/- 1.2% | 6.0% +/- 1.5% | 6.5% +/- 2.1% | ≤11.2% | Achieved |
| | Trades foundation and trades-related vocational graduates | 9.5% +/- 4.0% | 6.8% +/- 3.9% | 11.4% +/- 8.3% | | Achieved |
| | Former apprenticeship students | 3.3% +/- 2.8% | 1.6% +/- 1.7% | 3.0% +/- 3.5% | | Achieved |
| | Bachelor degree graduates | 5.8% +/- 1.6% | 5.0% +/- 1.6% | 5.7% +/- 2.6% | | Achieved |

| PERFORMANCE MEASURES | | ACTUAL | | | TARGET | ASSESSMENT |
|---|---------------------------|-------------------|-------------------|-------------------|---------|------------|
| Source: BC Student Outcomes Program surveys | | 2022/23 | 2023/24 | 2024/25 | 2024/25 | |
| Former diploma, associate degree and certificate students | Skill development | 86.6% +/- 1.8% | 85.4% +/- 1.9% | 84.8% +/- 2.6% | ≥85% | Achieved |
| | Written communication | 87.0% +/- 2.0% | 82.9% +/- 2.5% | 81.8% +/- 3.6% | | |
| | Oral communication | 83.7% +/- 2.2% | 80.6% +/- 2.7% | 79.1% +/- 3.8% | | |
| | Group collaboration | 85.8% +/- 1.9% | 85.9% +/- 2.2% | 84.8% +/- 3.1% | | |
| | Critical analysis | 89.7% +/- 1.6% | 88.7% +/- 1.9% | 87.7% +/- 2.8% | | |
| | Problem resolution | 84.7% +/- 1.9% | 84.1% +/- 2.2% | 80.5% +/- 3.5% | | |
| | Learn on your own | 88.0% +/- 1.8% | 87.7% +/- 2.0% | 90.4% +/- 2.5% | | |
| | Reading and comprehension | 88.7% +/- 1.7% | 87.8% +/- 2.0% | 86.0% +/- 3.0% | | |

| PERFORMANCE MEASURES | | ACTUAL | | | TARGET | ASSESSMENT |
|---|---------------------------|-------------------|-------------------|-------------------|---------|------------|
| Source: BC Student Outcomes Program surveys | | 2022/23 | 2023/24 | 2024/25 | 2024/25 | |
| Trades foundation and trades-related vocational graduates | Skill development | 88.3% +/- 3.4% | 91.7% +/- 3.1% | 92.7% +/- 4.0% | ≥85% | Achieved |
| | Written communication | 71.3% +/- 8.3% | 80.0% +/- 9.0% | N/A | | |
| | Oral communication | 78.0% +/- 7.5% | 85.5% +/- 7.3% | 92.3% +/- 7.5% | | |
| | Group collaboration | 92.0% +/- 3.8% | 97.8% +/- 2.2% | 93.8% +/- 6.0% | | |
| | Critical analysis | 93.4% +/- 3.3% | 96.9% +/- 2.4% | 91.7% +/- 6.8% | | |
| | Problem resolution | 89.3% +/- 4.1% | 97.8% +/- 2.2% | 95.8% +/- 4.9% | | |
| | Learn on your own | 90.0% +/- 4.0% | 83.3% +/- 5.4% | 95.9% +/- 4.8% | | |
| | Reading and comprehension | 92.5% +/- 3.5% | 97.9% +/- 2.1% | 95.9% +/- 4.8% | | |
| Former apprenticeship students | Skill development | 85.4% +/- 4.9% | 86.4% +/- 4.1% | 86.1% +/- 4.9% | ≥85% | Achieved |
| | Written communication | 84.2% +/- 8.2% | 79.1% +/- 8.4% | N/A | | |
| | Oral communication | 85.0% +/- 7.8% | 77.0% +/- 8.2% | N/A | | |
| | Group collaboration | 82.4% +/- 6.4% | 86.8% +/- 4.7% | 85.7% +/- 7.5% | | |
| | Critical analysis | 89.2% +/- 4.8% | 90.0% +/- 4.0% | 87.7% +/- 6.9% | | |
| | Problem resolution | 83.9% +/- 5.7% | 88.9% +/- 4.3% | 86.4% +/- 7.1% | | |
| | Learn on your own | 87.0% +/- 5.3% | 86.3% +/- 4.7% | 92.3% +/- 5.6% | | |
| | Reading and comprehension | 91.2% +/- 4.5% | 94.9% +/- 3.0% | 97.0% +/- 3.5% | | |

| PERFORMANCE MEASURES | | ACTUAL | | | TARGET | ASSESSMENT |
|---|---------------------------|-------------------|-------------------|-------------------|---------|------------|
| Source: BC Student Outcomes Program surveys | | 2022/23 | 2023/24 | 2024/25 | 2024/25 | |
| Bachelor Degree Students | Skill development | 85.7% +/- 1.9% | 85.4% +/- 2.1% | 86.4% +/- 2.8% | ≥85% | Achieved |
| | Written communication | 87.0% +/- 2.2% | 85.6% +/- 2.5% | 87.9% +/- 3.5% | | |
| | Oral communication | 83.0% +/- 2.5% | 83.4% +/- 2.6% | 84.9% +/- 3.9% | | |
| | Group collaboration | 79.9% +/- 2.7% | 80.6% +/- 2.8% | 80.5% +/- 4.4% | | |
| | Critical analysis | 92.1% +/- 1.7% | 90.7% +/- 2.0% | 91.2% +/- 3.0% | | |
| | Problem resolution | 81.9% +/- 2.5% | 82.8% +/- 2.6% | 79.8% +/- 4.4% | | |
| | Learn on your own | 89.2% +/- 2.0% | 89.2% +/- 2.2% | 88.5% +/- 3.4% | | |
| | Reading and comprehension | 86.5% +/- 2.2% | 86.7% +/- 2.4% | 89.8% +/- 3.2% | | |

Accountability Framework Performance Measure Targets: 2024/25 to 2026/27

| PERFORMANCE MEASURE ³⁰ | 2024/25 | 2025/26 | 2026/27 |
|--|---------|---------|---------|
| Student spaces³¹ | | | |
| Total student spaces | 8,359 | 8,318 | 8,309 |
| Nursing and other allied health programs | 941 | – | – |
| Developmental programs - Tuition Compensation Eligible | 256 | – | – |
| Domestic³² credentials awarded | | | |
| Bachelor | 847 | TBD | TBD |
| Certificate | 695 | | |
| Diploma | 364 | | |
| Developmental | 38 | | |
| Graduate, first professional and post-degree | 287 | | |

continued...

³⁰ Please consult the 2024/25 Standards Manual for a current description of each measure.

³¹ FTE Student Enrolment Targets as of December 5, 2025

³² Student Transitions Project, Fall 2023 submission. Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as SkilledTradesBC, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the 2020/21 to 2022/23 fiscal years. Targets are set in the previous reporting year for the next reporting cycle. Targets are not assessed where three years of credentials are not reported, or less than 10 credentials are awarded in a given year. See the [2024/25 Standards Manual](#) for details.

| 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 | |





APPENDIX B – REPORTING ON LASTING AND MEANINGFUL RECONCILIATION

Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action, articles of the *United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples*, and *In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report* Recommendations 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 *UN Declaration on the Rights of Indigenous Peoples*, and *In Plain Sight Report* 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.

Truth and Reconciliation Commission's (TRC) Calls to Action³³ and UN Declaration on the Rights of Indigenous Peoples article

| PROGRESS | INITIATIVES AND PARTNERSHIPS |
|--|---|
| Identify whether the initiative is: New ³⁴ Planned In progress Implemented or Ongoing | Provide key details on initiatives relating to each Call to Action and <i>UN Declaration on the Rights of Indigenous Peoples</i> 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. |

³³ "..." represents omitted text not related to post-secondary education from the original Call to Action.

³⁴ 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 |
|---|--|
| <p>Ongoing initiatives for all BSW students as well as specialized education for students who are interested in child welfare specifically through the Child Welfare Specialization</p> | <p>All students in the BSW Program complete two courses specific to social services with Indigenous people.</p> <ul style="list-style-type: none"> • The first course, SOCW 3540: Indigenous People and Human Services. In this introductory course, students critically examine the historical process of colonization in Canada, the resulting barriers embedded in policy and practice, and alternative ways of viewing the social-psychological position of Indigenous People in Canadian society. • The second course, SOCW 4540: Decolonizing Social Work Practice ne Secwepemcúl'ecw. In this advanced course, students examine social workers' roles and responsibilities in working with Indigenous people. • Through both SOCW 3540 and SOCW 4540, students learn about the history and impact of residential schools. SOCW 4540 also provides specific content related to decolonized approaches to healing within Indigenous communities. <p>The BSW Program offers a Child Welfare Specialization for students who are interested in working with children, youth, and families in a variety of settings, including child welfare and child protection. The specialization requires that students complete three specific courses and then complete their final practicum in a setting where they can work with children, youth, and families.</p> <p>The three courses include:</p> <ul style="list-style-type: none"> • SOCW 3760: Family and Child Welfare Practice - students analyze family and child welfare systems and current British Columbia models of practice from anti-oppression, Indigenous, and feminist perspectives. • SOCW 3570: Social Work, Law, and Social Policy - students learn a basic introduction to legal issues and an examination of the social impact of legislation and policy. • SOCW 4760: Family and Child Welfare Policy - The conceptual framework of this course includes an overview of ideological influences and stresses the importance of a gender, race, and class analysis of family and child welfare issues and practice in Canada. <p>In particular, SOCW 3760 and SOCW 4760 directly address the TRC Calls to Action related to child welfare investigations by ensuring that students are educated on the impact of residential schools and intergenerational trauma in Indigenous communities and how this may contribute to overinvolvement of the child welfare system in the lives of Indigenous children, youth, and families. Students have opportunities to engage in such learning through course assignments and practice activities (such as role plays).</p> |

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 |
|-----------------|---|
| Ongoing | <p>Two Cohort Programs (Williams Lake and Lillooet) are delivered with partnerships and sponsors for local Nations.</p> <ul style="list-style-type: none"> • First People's Principles of Learning are part of the B.C. Early Learning Framework (Ministry of Education and Child Care curriculum document) and is visible in classroom as well as through course assignments. • Faculty meet monthly with an Indigenous Educational Developer (Laura Grizzlypaws) to learn and to indigenize courses and program learning outcomes. • Two tenure/tenure-track faculty serve on the City of Kamloops Early Learning and Child Care Committee working with Indigenous partners on strategic planning for childcare. • Two tenure/tenure-track faculty are members of DRISC (Decolonization, Reconciliation and Indigenization Standing Committee). • One faculty member serves on BCACC (B.C. Association of Clinical Counselors) Pedagogy Programming. • Community partnerships continue with Indigenous early years programs for practicum such as Little Jewels and Little Shuswap Head Start. • Active sharing of research - for example, Peer Mentoring sharing research to support Firefly Association in Northern Ontario to start an Indigenous Peer Mentoring program. |
| New and ongoing | <p>In Williams Lake, the program has created ways of including culturally diverse materials with the students:</p> <ul style="list-style-type: none"> • Taking the time to acknowledge and appreciate the land that we work, live, and learn on. • For reconciliation, a video was shared with students to become aware of the meaning behind and importance of orange shirt day. • Collaborating with the Indigenous Student Services Coordinator to plan cultural activities with students. • Planning with Williams Lake Chief and Council - Chief Willie Sellars to join classes to discuss his book "Dipnetting with Dad." • In course materials, we discuss how we can celebrate and respect all cultures and ways to adjust our practice appropriately for different families who have different customs and languages. • Classes begin with a territorial acknowledgement and a sharing circle using Secwépemc protocols. Every lesson includes Indigenous perspectives/Worldviews on each topic we discuss. |

| | |
|-----------------|--|
| New and ongoing | <p>Activity at the Kamloops campus:</p> <ul style="list-style-type: none"> Serving as an Advisory Committee members for B.C. Aboriginal Child Care Indigenous Pedagogy and Mentorship Project (start date November 2024 to current). In response to the TRC, teaching methods and subject matter were modified in consideration of citation practices that privilege Indigenous scholars. This intentionally highlights how the concept of universality in education and psychology perpetuates colonial educational practice. Connected students with Knowledge Keepers (Aunty Trish and Aunty Dory), which includes stories and teachings such as local plants and medicines with Aunty Trish and, Jigging and Dream Catchers with Aunty Dory. Orientation for new ECE students that included story telling with a Secwépemc storyteller and theatre artist, teachings from an Indigenous mentor coordinator who taught Lahal. Student cohort connections occurs when Lillooet students came to engage with the Kamloops cohort and engaged with activities at Cplul'kw'ten. Student trip to McConnell Lake with Alexis Gottfriedson, S7extekékstmen in TRU's Office of the Vice-President Research and an Indigenous Educational Developer (Laura Grizzlypaws) to hear local stories, and land-based teachings. Indigenous authors, scholarship, and voices incorporated by the program including: <i>Wayi Wah Indigenous Pedagogies: An Act</i> book by Jo Chrona <i>Potlatch as Pedagogy: Learning Through Ceremony</i> by Sara and Robert Davidson <i>Braiding Sweetgrass, Gathering Moss</i>, by Robin Wall Kimmerer <i>TRU's Handbook for Educators of Aboriginal Students</i> Guest speakers including Alexis Gottfriedson, S7extekékstmen in TRU's Office of the Vice-President Research, and Indigenous Educational Developer, Laura Grizzlypaws. |
|-----------------|--|

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

| PROGRESS | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS |
|-----------------------|--|
| In progress / ongoing | <p>Created Indigenous Language specific acronyms and course numbers to differentiate languages and increase course offerings across delivery modalities (face-to-face and online):</p> <ul style="list-style-type: none"> SECW 1000/1001 and 1100/1101 Secwépemctsín STLG 1000/1001 and 1100/1101 St'át'imcets TSIL 1000/1001 and 1100/1101 Tsilhqot'in <p>Creation of a Certificate in Indigenous Languages available across delivery modalities to decrease barriers to access in progress.</p> <ul style="list-style-type: none"> Working with Prior Learning and Assessment (PLAR) to recognize previous language learning for credit towards Certificate in Indigenous Languages. |

23: HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all health care professionals.

| PROGRESS | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS |
|----------|--|
| | See #24 below |

24: MEDICAL AND NURSING SCHOOLS

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

| PROGRESS | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS |
|-------------|---|
| In progress | <ul style="list-style-type: none"> The School of Nursing Dean's Inaugural speakers' series is hosting Dr. Cindy Blackstock to discuss the 20th anniversary of Jordan's Principle. Submission of the School of Nursing's application for the TRU CRC Tier II Indigenous Health Research Chair. |
| In progress | <ul style="list-style-type: none"> The Bachelor of Science Nursing (BScN) curriculum committee reviewed the Institutional Learning Outcomes with Laura Grizzlypaws from CELT focusing on the Indigenous Learning Outcomes to realign the existing program Indigenous Learning outcomes. The Master of Nursing (MN) program curriculum revision is underway to develop an Indigenous nursing/health stream towards a master's degree. A graduate level Indigenous health leadership course is a requirement for students in the MN and Master of Nursing-Nurse Practitioner (MN-NP) programs. |
| In progress | <ul style="list-style-type: none"> Hired for one year, a Métis Cultural Advisor with a strong background in nursing. The Advisor has been visible in the School of Nursing hosting beading circles, attending classes, and supporting the Dean's office and the School of Nursing Indigenous Scholar. |
| Ongoing | <ul style="list-style-type: none"> Collaboration and networking with various First Nations communities and organizations to increase and support access to HCA health education in rural and remote Indigenous communities. For example, in current conversations with the First Nations Health Authority (FNHA), Nisga'a Valley, and Nuxalk Nation, and continued collaborations with the Haisla Nation. |

| | |
|-------------|---|
| Ongoing | <ul style="list-style-type: none"> • A core Indigenous health course that all 2nd year BScN students are required to complete. • Students complete the Four Seasons of Reconciliation course as part of the program curriculum. • BScN students completing preceptorships in Indigenous communities are required to complete cultural safety training. • All students participate in an annual On the Land orientation by Tk'emlúps te Secwépemc and T'exelcemc te Secwépemc. • Faculty and 2nd year BScN students participate in the Truth and Reconciliation educational board game with James Corbiere. • Faculty and students participate in the Kairos Blanket Exercise. Plans are underway to include staff in this activity. |
| In progress | <ul style="list-style-type: none"> • Preparing for the second year of the Ministry funded Indigenous Graduate Education for Nurses collaborative with UVic, TWU, UBC, and UBCO. Currently have six self-identified Indigenous graduate students in the MN program. |
| Implemented | <ul style="list-style-type: none"> • Mobile Simulation Lab operationalized in fall 2024. Plans are underway to bring health care education to rural and remote communities. |

28: LAW SCHOOLS

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

| PROGRESS | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS |
|----------|---|
| New | <ul style="list-style-type: none"> • The faculty has hired an Indigenous professor. We share the position with the Bob Gaglardi School of Business. This position has enabled the Faculty of Law to do more meaningful work on Truth and Reconciliation and we are able to teach more Indigenous content as part of the program such as the First Nations Business and Taxation and First Nations Governance and Economic Development. The Indigenous professor has added a voice and perspectives on decolonization that has influenced colleagues to assess their perspectives on the law. This is a positive development that will enable the faculty to increase Indigenous content. |
| Ongoing | <ul style="list-style-type: none"> • Fully implemented in 2021. There is a mandatory course in the JD that covers the topics mentioned here. |

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 |
|-------------|--|
| Implemented | <ul style="list-style-type: none"> The library acquired Four Seasons of Reconciliation through B.C. Electronic Library Network using Coyote Project Funds. This resource was created by First Nations University and includes instructional materials and films to permit faculty to provide a customized instruction line with the Truth and Reconciliation Commission's 94 Calls to Action. |
| New | <ul style="list-style-type: none"> The library is working with TRU Indigenous Education and Learning Technology and Innovation to explore how Four Seasons of Reconciliation materials could be incorporated in the TRU Learning Management System, Moodle. The goal is to create a self-paced course that incorporates an introduction to Secwépemc people, territory, and history. |
| In progress | <ul style="list-style-type: none"> The library is working with the Faculty of Education and Social Work making the Indigenous Peoples Atlas of Canada available to the campus for instructional use. The map was acquired with Coyote Project funds. This room-sized map shows the locations of Indigenous communities, residential schools, reserves, and more. Rather than political borders, Canada is broken up into Indigenous language groups. It allows faculty and students to explore the past, present, and future of Indigenous Peoples in Canada. |

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 |
|----------|---|
| Ongoing | <ul style="list-style-type: none"> Increasing representation of Indigenous faculty: One additional tenure-track Indigenous faculty hired. Education Indigenous Cultural Advisor: Two course release per year for one Indigenous faculty to support peers on Indigenization of their courses. Mentoring is facilitated by Cultural Advisors through one-on-one support and several workshops throughout the fall and winter terms. Education Indigenous Student Facilitator: Two course release per year for one Indigenous faculty to support the B.Ed. Elementary Indigenous student cohort. |

| PROGRESS | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS |
|-------------|--|
| Ongoing | <ul style="list-style-type: none"> • Curriculum revisions: All courses in the B.Ed. Elementary program revised by the faculty to incorporate Indigenous learning outcomes. |
| Ongoing | <ul style="list-style-type: none"> • Sustained commitment to the Indigenous students' cohort: the Indigenous student cohort was kept when enrollment dropped to three students. |
| Implemented | <ul style="list-style-type: none"> • Four of five core courses in graduate studies have been revised in CurricuNet to include key Indigenous learning outcomes. • Multiple elective courses have been revised in CurricuNet to include key Indigenous learning outcomes. • Six elective courses in graduate studies have been added to the roster of electives that have Indigenous learning priorities including: <ul style="list-style-type: none"> Learning from the Land (fall) Indigenous Children's Literature Learning from the Land (winter) Indigenous Pedagogies Learning from the Land (summer) Indigenous Research Methods |
| Ongoing | <ul style="list-style-type: none"> • The addition of FNST2200 (Indigenous Peoples Oral Traditions), a course that is campus-wide but is held in terms of responsibility in School of Education in the Faculty of Education and Social Work continues to be offered each semester. |
| Ongoing | <ul style="list-style-type: none"> • All Bachelor of Education Elementary, STEM and BETT students are required to take EDFN 4200: Indigenous Culture and Learning. |
| Implemented | <ul style="list-style-type: none"> • Grad programs recently published an edited book <i>Dangling in the Glimmer of Hope</i> through University of Ottawa Press that includes contributions from eight faculty (sessional, UI, tenured and an administrative staff) on Truth and Reconciliation, and academic action. |

86: JOURNALISM AND MEDIA SCHOOLS

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

| PROGRESS | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS |
|----------|---|
| New | <ul style="list-style-type: none"> • Bachelor of Communication and Digital Journalism (BCDJ): • Program change making: CMNS 2150: Collective and Connective Indigenous Voices a required, core course for all 3 majors within the BCDJ. This course looks at the history and politics of representation and identity of Indigenous peoples in Canada. |
| PROGRESS | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS |

| | |
|-----|--|
| New | <p>For journalism students in particular:</p> <ul style="list-style-type: none"> • New course development - JOUR 2150: Reporting in Indigenous Communities course. This course follows a model created by Duncan McCue at Carleton, and it is intended as a response by Canadian j-school educators to the TRC. It trains students to consider how the legacy and history of settler colonialism affects the role of journalists in Canada, and to engage with newsmakers and storytellers within Indigenous communities when covering issues affecting 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.

| PROGRESS | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS |
|-------------|--|
| Ongoing | <ul style="list-style-type: none"> • Development of faculty competency in curriculum relating to decolonization and Indigenization via workshops, guest speakers, faculty education and community partnerships. • 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. • Continued participation with the Luminary network, which focuses on "advancing Indigenous innovation for economic transformation, employment and wellbeing." • Continued to facilitate and support the development of a student-led association for peer support and mentoring of Indigenous students in business. • TRU Gaglardi continued to offer blended delivery certificates in First Nation Applied Economics and First Nation Tax Administration in partnership with the Tulo Centre of Indigenous Economics. • TRU Gaglardi has a partnership with the Chartered Professional Accounts of B.C. (CPABC) and TRU Indigenous Education to host a second "Indigenous Pathways in Business" Lunch and Learn to showcase career opportunities in business for Indigenous students, prospective students and recent alumni. |
| Implemented | <ul style="list-style-type: none"> • An Indigenous Cultural Advisor is enhancing actions within the Bob Gaglardi School of Business and Economics related to decolonization and Indigenization. |

| PROGRESS | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS |
|----------|---|
| New | <ul style="list-style-type: none"> Incorporated information on Truth and Reconciliation by Secwépemc Cultural Advisor from the Office of Indigenous Education into the orientation for new international and domestic MBA students. Revising and updating the First Nation Applied Lands Governance Certificate in a partnership between TRU Gaglardi with the Tulo Centre of Indigenous Economics. Planning continues for additional certificates, a diploma, and an undergraduate degree in partnership with the Tulo Centre of Indigenous Economics. |
| Planned | <ul style="list-style-type: none"> Development is underway with TRU Gaglardi for a Certificate First Nation Infrastructure Development and Asset Management in partnership with the Tulo Centre of Indigenous Economics. |

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

Article 14

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

Article 15

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

Article 21

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

| PROGRESS | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS |
|-------------------------|---|
| Ongoing | <ul style="list-style-type: none"> Honours College, development and implementation of Secwépemc knowledge into curricula for September 2025. |
| Ongoing/ Implemented | <ul style="list-style-type: none"> Smudging rock at ECE – a space set aside outside the ECE building that staff, students and children at the daycare can utilize for cultural purposes. |
| Ongoing | <ul style="list-style-type: none"> Cultural programming through the cultural coordinator including beading, drumming, ribbon skirt, and various cultural workshops. Scholarships, bursaries, and awards to support Indigenous students. |

IN PLAIN SIGHT RECOMMENDATION #8 -

Please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.

| PROGRAM | ACCREDITATION STANDARD DETAILS (IF NONE EXIST, N/A) |
|---|---|
| Nurse Practitioner | <p>British Columbia College of Nurses and Midwives (BCCNM)</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"> • Self-reflective practice (it starts with me) • Building knowledge through education • Anti-racist practice (taking action) • Creating safe health care experiences • Person-led care (relational care) • Strengths-based and trauma-informed practice |
| Master of Nursing | <p>Canadian Association of Schools of Nursing</p> <ul style="list-style-type: none"> • Cultural Humility and Cultural Safety Standards for Entry-to-Practice Nursing Education. |
| Bachelor of Science in Nursing | <ul style="list-style-type: none"> • 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. |
| Practical Nursing | <ul style="list-style-type: none"> • 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. |
| Return to Registered Nurse Practice certificate | <ul style="list-style-type: none"> • The graduating nursing student acknowledges that widespread discrimination and systemic Indigenous-specific racism is present in Canadian health care, including in nursing practice. • The graduating nursing student engages in continuous reflective practice and demonstrates cultural humility. • 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. • The graduating nursing student demonstrates respectful engagement and the capacity to develop a care plan in partnership with First Nations, Inuit, and Métis clients. • The graduating nursing student honours, respects, and upholds Indigenous Knowledge, cultures, and practices for health and healing. • The graduating nursing student articulates how to respectfully build collaborations and partnerships with First Nations, Inuit, and Métis groups, communities, and organizations. |

| PROGRAM | ACCREDITATION STANDARD DETAILS (IF NONE EXIST, N/A) |
|-----------------------------|---|
| Health Care Assistant (HCA) | <p>British Columbia Care Aide and Community Health Registry</p> <p>Minimum Instructor Qualifications</p> <ul style="list-style-type: none"> 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). <p>Course Learning Outcomes</p> <p>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.</p> <ul style="list-style-type: none"> (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. |

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 | Ongoing (has previously been reported) | One additional Indigenous scholar and nurse educator has been added to the School of Nursing faculty complement. Employment began in August 2024 (tenured with academic rank of Associate Professor). |
| School of Nursing (all programs) | Implemented | Hired for one year, a Métis Cultural Advisor with a strong background in nursing. The Advisor has been visible in the School hosting beading circles, attending classes, and supporting the Dean's office and the SON Indigenous Scholar. |
| School of Nursing | In progress | Submission of the School of Nursing's application for the TRU CRC Tier II Indigenous Health Research Chair. |

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 |
|---|-------------------------|---|
| Collaborate with other B.C. MN programs (UVic, TWU, UBC, and UBCO) to increase access to graduate education for Indigenous nurses. | Master of Nursing | Currently have six self-identified Indigenous graduate students in the Master of Nursing program. |
| Collaboration and networking with various First Nations communities and organizations to increase and support access to health education. | HCA (Open Learning) | Seven students from the Haisla Nation successfully completed the HCA Open Learning program. Four students, three from Bella Coola and one from Bella Bella, successfully completed the HCA program and are currently employed with their Nation. |

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’xelceme te Secwépemc. |
| All School of Nursing Faculty (Kamloops) | In progress | To participate in ‘On the Land’ Orientation hosted by Tk’emlúps te Secwépemc. |
| PN and BScN students | Ongoing | PN and BScN students completing preceptorships in Indigenous communities are required to complete cultural safety training. |





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