

MEETING OF THE SENATE

Monday, October 26, 2026

3:30 – 5:30 PM

AGENDA

Brown Family House of Learning, C7istkteñ
(Winter House, Room HL190)

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

1. **CALL TO ORDER — Dr. Airini**
2. **TERRITORIAL ACKNOWLEDGMENT**
3. **ADOPTION OF THE AGENDA**

[Page 3](#)

4. **MINUTES OF PREVIOUS MEETING**

- a. Minutes of Senate Meeting of September 28, 2026 (**For Decision**)

5. **REPORTS OF OFFICERS**

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

6. **REPORTS OF COMMITTEES**

[Page 8](#)

- a. Academic Planning and Priorities Committee (**For Decision**) — Dr. Gordon Binsted

[Page 11](#)

- b. Educational Programs Committee (For Information) — Devon Graham

[Page 12](#)

- c. Budget Committee of Senate (For Information) – Dr. Gordon Binsted

[Page 15](#)

- d. Steering Committee (**For Decision**) – James Sudhoff

[Page 17](#)

- e. Academic Integrity Committee Annual Report (For Information) — Shilpee Sharma/Shannon Smyrl

7. PRESENTATION

[Page 29](#)

- a. Enrolment Trends — Dorys Crespín-Mueller / Dominique Bourdin / Dana Prymak

8. QUESTION PERIOD

9. NEXT SENATE MEETING

The next Senate meeting is scheduled for November 23, 2026 in House of Learning, HL 190.



THOMPSON RIVERS UNIVERSITY

MEETING OF THE SENATE

Monday, September 28, 2026
3.30pm to 5.30pm

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

MINUTES

Present:

President Airini (Chair), Ayobola Alalade, Gordon Binsted, Mike Bluhm, John Church, Chelsea Corsi, Yasmin Dean, DeDe DeRose, Katia Dilkina, Seán Donlan, Lian Dumouchel, Melba D'Souza, Sarah Gibson, Tania Gottschalk, Myah Jones, Oleksandr Kondrashov, Brad Kozubski, Vivek Kumar, Aleece Laird, Laura Lamb, Gurjit Lalli, Ehsan Latif, Rita Leone, James Lomen, Krish Maharaj, Daleen Millard, Ryan Munden, John Patterson, Baldev Pooni, Gordon Rudolph, Mónica Sánchez-Flores, Jonathan Sholty, Anne St. John-Stark, Anne Terwiel, Joanna Urban, Mark Wallin, Juliana West, Joel Wood (Vice-Chair)

Regrets: Gregory Anderson, David Cormier, Derek Knox

Absent: Amisha Patel

Executive and Others Present:

Michael Henry (Chief of Staff), Andrew Guerra (General Counsel), Lily Copeland (Office of the President)

1. **Call to Order** — Dr. Airini
President Airini, chair of Senate, called the meeting to order at 3:32 pm.
2. **Welcome Senators**
President Airini welcomed new Senators.
3. **Minutes of Previous Meeting** – June 8, 2026
*On motion duly made and adopted, it was **RESOLVED** that senate approve the minutes of Senate meeting, June 8, 2026.*
4. **Adoption of Agenda**
The chair of senate asked senators if there were any objections or changes to the agenda and it was suggested to make two following changes:
 - Removal of the Strategic Internationalization Plan Implementation Annual Report (Item 8).

- Addition of a new business item regarding membership on the Working Group for Consultation and Advice to the Board of Governors.
*On motion duly made and adopted, it was **RESOLVED** that senate approve the agenda as amended.*

5. Reports of Officers

a. President and Vice-Chancellor

Since the previous Senate meeting, the Board met in June and September, discussing the Envision TRU aspirations and indicators framework and directing continued engagement with Senate on performance measures and targets. The President also highlighted progress on Future TRU initiatives, the opening of the TRU Powerhouse, ongoing construction of the Indigenous Centre, and preparations for Fall Convocation.

b. Provost and Vice-President Academic

Provost Gordon Binsted welcomed new student senators and provided an update on the post-secondary environment in British Columbia and across Canada.

6. Reports of Committees

a. Academic Planning and Priorities Committee

Dr. Gordon Binsted presented the report. He brought forward the following for approval for senate consideration.

Motions for Approval

1. Career and Experiential Learning Department

RESOLUTION:

*On motion duly made and adopted, it was **RESOLVED that** Senate approve the transfer of the Career and Experiential Learning Department from the Faculty of Student Development to the University Library.*

2. Certificate in First Nations Applied Land Governance

RESOLUTION:

*On motion duly made and adopted, it was **RESOLVED that** Senate approve modifications to the Certificate in First Nations Applied Land Governance.*

3. Home Support Attendant Certificate (Open Learning)

RESOLUTION:

*On motion duly made and adopted, it was **RESOLVED that** Senate approve deletion of the Home Support Attendant Certificate (Open Learning).*

4. Practical Nurse Access Certificate (Open Learning)

RESOLUTION:

*On motion duly made and adopted, it was **RESOLVED that** Senate approve deletion of the Practical Nurse Access Certificate (Open Learning).*

5. Culinary Arts Program Revisions

*On motion duly made and adopted, it was **RESOLVED** that senate approve the changes to Culinary Arts Program:*

- Category III, Professional Cook Apprenticeships
- Category III, Professional Cook Certificate Level 1
- Category III, Professional Cook Certificate Level 2
- Category III, Meatcutter Foundation Certificate

6. School of Business and Economics Program Deletions

Provost Binsted and Dean Latif presented a series of program deletions.

It was noted that arrangements would be made to support any remaining students toward completion.

*On motion duly made and adopted, it was **RESOLVED** that senate approve the deletion of the following programs:*

- Bachelor of Public Administration (Open Learning)
- Bachelor of Commerce Program (Items 2–9)
- Post-Baccalaureate Certificate in Commerce (Items 10-15)
- Post-Baccalaureate Diploma in Commerce (Items 16-22)
- Diploma in Management Studies (OL) (Items 23-25)
- Certificate in Management Studies (OL) (Items 26-28)
- Certificate in Entrepreneurial Skills (OL) (Items 29-30)
- Executive Assistant Diploma
- Executive Certificate in Management and Leadership
- Legal Administrative Assistant Online Certificate
- Management Skills for Supervisors Certificate
- Administrative Assistant Certificate

Notices of Motion

The following policy revisions were introduced as Notices of Motion and will return to a future Senate meeting for consideration:

- Student Academic Programs Policy
- Student Academic Records Policy
- Related Academic Progress Policies

6 b. Educational Programs Committee

The Chair presented a report on EPC activities.

Senators were advised that EPC had processed 53 items relating to curriculum, program revisions, and academic matters.

No questions were raised.

6 c. Steering Committee of Senate

Dr. James Sudhoff, chair, presented the report, which included one item requiring senate decision.

*On motion duly made and adopted, it was **RESOLVED** that senate approve the following volunteers for appointment by Senate:*

Budget Committee of Senate - Rita Leone, Associate Director, IT Client Services

Academic Integrity Committee (AIC):

- Writing Center representative - Aksa Mughal
- Faculty • Ted Murray, Law

Educational Programs Committee (EPC)

- Simon Ward-Able, Adventure, Culinary Arts and Tourism (FACT) - Faculty
- Leanne Mihalicz, Student Development (2nd term) - Faculty

6 d. Teaching and Learning Committee Annual Report

Brian Lamb presented the annual report.

7. Business

7.1 Vice-Chair of Senate

The Chair advised that the current Vice-Chair's Senate term expires in December 2026.

*On motion duly made and adopted, it was **RESOLVED** that senate approve extension of the current Vice-Chair's term until the expiry of his Senate membership on December 31, 2026, and agreed to elect a successor before that date.*

7.2 Institutional Accountability Report

The Institutional Accountability Report was presented for information.

No questions were raised.

7.3 Working Group for Consultation and Advice to the Board of Governors

Senator Sanchez Flores provided an update on the Working Group established to develop a formal process for consultation and advice between Senate and the Board of Governors.

Senate approved the appointment of Senator Lian Dumouchel to the Working Group.

8. Question Period – Vice-Chair Joel Wood

Senators raised questions regarding the UniForum Survey, which were addressed by the President and Provost.

9. Next Senate meeting

- a. The next regular meeting of senate is on Monday, October 26, 2026, from 3:30pm-5:30pm in the Brown Family House of Learning, C7istkteñ (Winter House), Room HL190.

10. Adjournment of Meeting

As there were no additional agenda items for the public meeting, the meeting has been adjourned at 5:15 pm.



THOMPSON RIVERS UNIVERSITY

ACADEMIC PLANNING AND PRIORITIES COMMITTEE OCTOBER 2026 REPORT TO SENATE

The October 8, 2026, meeting of APPC was chaired by Dr. Gordon Binsted, Chair, Academic Planning and Priorities Committee. The following items come forward from APPC to Senate:

FOR APPROVAL

1. Category III, Master of Nursing Nurse Practitioner

[Comparison](#)

[All Fields](#)

Proposed Motion

On motion duly made and adopted, Senate approves the modifications to the Master of Nursing Nurse Practitioner program as presented.

Category III: Program updates including changes to admission requirements

2. Category III, Bachelor of Communication and Digital Journalism, Major in Communication Design,

All Fields report can be found on page 23 of the [APPC October agenda package](#). Proposal was split to separate new major from broader BCDJ modifications applying to all majors (modifications were a Category I).

Proposed Motion

On motion duly made and adopted, it is RESOLVED that Senate approves the addition of the new major, Bachelor of Communication and Digital Journalism, Major in Communication Design, as presented.

Category III: New program major

3. Category III, Graduate Certificate in Online Teaching and Learning *OL

[Comparison](#)

[All Fields](#)

Proposed Motion

*On motion duly made and adopted, it is RESOLVED that Senate approves the deletion of the Graduate Certificate in Online Teaching and Learning *OL as presented.*

Category III: Program deletion

[FOR INFORMATION](#)

1. Deferral of Program Review, Medical Laboratory National Program
2. Mathematics Mid-Cycle Report

APPC REPORT TO SENATE OCTOBER 2026

EPC Category II Approvals

New courses

- i. BUSN 1710 Business Start Up

[All Fields](#)

- ii. BUSN 1970 Live Business Case 1

[All Fields](#)

- iii. BUSN 2470 Live Business Case 2

[All Fields](#)

- iv. BUSN 2970 Live Business Case 3

[All Fields](#)

- v. JOUR 2220 Audio Storytelling

[All Fields](#)

Course modifications

- vi. JOUR 2200 Reporting Fundamentals

[Comparison](#)

[All Fields](#)

- vii. JOUR 3530 Environmental Testimony Journalism

[Comparison](#)

[All Fields](#)

- viii. JOUR 4270 Investigative Journalism

[Comparison](#)

[All Fields](#)

- ix. SRCL 1000 Introduction to Community Service-Learning

[Comparison](#)

[All Fields](#)

- x. SRCL 3000 Leading Through Service-Learning

[Comparison](#)

[All Fields](#)

- xi. SRCL 4000 Inquiry-Based Service-Learning

[Comparison](#)

[All Fields](#)

- xii. VISA 1010 2D Art Studio: Creative Thinking and Image Making

[Comparison](#)

[All Fields](#)

- xiii. VISA 2610 Introduction to Painting

[Comparison](#)

[All Fields](#)

Course deletions

- xiv. VISA 3740 Colour Photography (Studio)

[Comparison](#)

[All Fields](#)

APPC REPORT TO SENATE OCTOBER 2026

GSC category II approvals

New courses

- i. EDUC 5201 Ethical Issues in Educational Leadership
[All Fields](#)
- ii. HLTH 6310 T7ikw (Fire) Transformative Community Health Leadership and Climate Change
[All Fields](#)
- iii. HLTH 6330 Indigenous Research Methods
[All Fields](#)
- iv. NURS 5370 Clinical Reasoning in Health Assessment, Diagnosis and Management
[All Fields](#)

Course deletions

- v. EDDL 5101 Education Technology for Learning
[Comparison](#) [All Fields](#)
- vi. EDDL 5111 Learning Design
[Comparison](#) [All Fields](#)
- vii. EDDL 5131 Designing Multimedia for Curriculum
[Comparison](#) [All Fields](#)
- viii. EDDL 5151 Contemporary Issues in Technology Enhanced Learning
[Comparison](#) [All Fields](#)

**You must be logged into the TRU network while on campus or on the VPN away from campus to access the links.

Respectfully submitted on October 9, 2026 by



Gordon Binsted,
Chair, Academic Planning and Priorities Committee



THOMPSON RIVERS UNIVERSITY

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

The following approvals from the October 8, 2026 meeting of the Educational Programs Committee (EPC) are reported to Senate for information purposes:

Category I Modifications

1. Bachelor of Communication and Digital Journalism, All Majors (*Apr 2026 modifications only; new major reviewed as separate Cat III item*)

[Comparison](#)

[All Fields](#)

2. BLAW 3810 Commercial Law

[Comparison](#)

[All Fields](#)

3. BLAW 3811 Commercial Law

[Comparison](#)

[All Fields](#)

4. MATH 0550 Advanced Business /Technical Mathematics

[Comparison](#)

[All Fields](#)

5. MNGT 3710 Business Ethics and Society

[Comparison](#)

[All Fields](#)

6. MNGT 3711 Business Ethics and Society

[Comparison](#)

[All Fields](#)

7. PSYC 3520 Auditory, Tactile, and Chemical Processes

[Comparison](#)

[All Fields](#)

8. VISA 1000 Art Worlds

[Comparison](#)

[All Fields](#)

****You must be logged into the TRU network while on campus or on the VPN away from campus to access the links.**

Respectfully submitted on October 9, 2026 by

A handwritten signature in black ink that reads "Devon Graham".

Devon Graham, Chair, Educational Programs Committee



BUDGET COMMITTEE OF SENATE (BCOS)

REPORT TO SENATE

The September 8, 2026 meeting of the Budget Committee of Senate was chaired by Gordon Binsted, Provost and Vice-President Academic. The following item is presented to Senate for information:

Career & Experiential Learning Relocation

BCOS reviewed and supported a proposal to transfer the Career and Experiential Learning (CEL) Department from the Faculty of Student Development to the University Library. The proposed transfer is intended to support long-term sustainability and organizational alignment for this pan-institutional academic unit. Faculty and governance bodies within both the Faculty of Student Development and the University Library supported the proposal.

BCOS noted that the transfer has no direct budget implications, with departmental budgets remaining unchanged and no physical relocation planned. The committee recommended forwarding the proposal to APPC for consideration and recommendation to Senate. The motion carried.

Gaglardi Program Deletions

BCOS reviewed proposals to discontinue a number of low-enrolment Open Learning credentials, including several certificate, diploma, and post-baccalaureate programs, as well as the Open Learning Bachelor of Commerce. The committee was advised that the affected programs had experienced little or no enrolment over an extended period and that their closure would help reduce administrative complexity and support more effective allocation of resources. No concerns were raised regarding the proposed program closures.

EDSW Program Deletions

BCOS reviewed a proposal to discontinue the Graduate Certificate in Online Teaching and Learning. The committee was advised that the program has experienced very low enrolment and would require substantial redevelopment to remain current. No concerns were raised regarding the proposed program deletion.

Quarter 1 2026/27 Financial Forecast

BCOS received the Q1 financial forecast and was advised that the university remains on track to achieve a balanced budget, consistent with the approved budget. The committee noted that enrolment and other financial variables continue to evolve and will be monitored throughout the fiscal year.

Financial Status Update

BCOS received an update on the university's financial position. The committee was advised that, despite ongoing pressures related to declining international enrolment, TRU remains in a comparatively strong financial position and ended 2025-26 with an operating surplus exceeding budget projections. BCOS also noted progress on deficit mitigation initiatives and ongoing efforts to ensure the university's long-term financial sustainability.

The October 13, 2026 meeting of the Budget Committee of Senate was chaired by Greg Anderson, Dean, School of Nursing. The following item is presented to Senate for information:

Bachelor of Communication and Digital Journalism, Major in Communication Design of Arts

BCOS reviewed the proposed Bachelor of Communication and Digital Journalism, Major in Communication Design.

Dr. Mark Wallin, Dean, Faculty of Arts, confirmed that no additional resources are required and that the program can be delivered using existing faculty and courses. He expressed strong support for the proposal.

The Major in Communication Design will enhance the Bachelor of Communication and Digital Journalism and strengthen the Faculty of Arts' ability to offer innovative and relevant programming.

Dina Duquette, Interim AVP Finance, advised that the Financial Planning and Analysis Office reviewed the financial implications of the program based on TRU's Budget Methodology and information provided by the Faculty of Arts, including the following assumptions:

- Course offerings will continue at current levels.
- Increased enrolments will be accommodated within existing budgets.
- No additional faculty or non-salary costs are anticipated, as the major consists of existing courses with sufficient capacity.
- Library costs have been reviewed by the University Library and are not expected to change.

The Major can be offered within existing capacity, with no additional courses, sections, faculty, or teaching costs required. The program is expected to be self-sustaining. However, if future enrolment growth requires additional course sections, there is a risk that the resulting tuition revenue may not fully cover the associated teaching costs.

Following discussion, the committee agreed to forward the proposal to APPC for consideration and recommendation to Senate.

Respectfully submitted on October 14, 2026 by:



Gordon Binsted
Provost & Vice-President Academic

**Steering Committee
Report to Senate**

October 14th, 2026

Note: There are a total of **2** *motions* for decision included in this report. There are **2** [external links](#) included in this report pertaining to sections 2 and 3 of the report.

1. **APPOINTMENTS TO COMMITTEES**

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

a. Research Committee

Faculty

- **Blair Major**, Law (term to commence November 1, 2026)
- **Jason Schapansky**, Trades (term to commence January 1, 2027)
- **Doug Brown**, Open Learning (term to commence January 1, 2027)

Dean

- **Greg Anderson**, School of Nursing (interim) **2nd term**

b. Educational Programs Committee (“EPC”)

Faculty

- **Devon Graham**, Nursing **2nd term**
 - (Note: Faculty Council nomination)

c. Academic Integrity Committee (“AIC”)

Faculty

- **Eric Berry**, Trades
 - (Note: Faculty Council nomination)

d. Environmental Sustainability Advisory Committee (“ESAC”)

Faculty

- **Jessica Allingham**, Science

- *Motion: The Steering Committee recommends that Senate approve the volunteer appointments to the Senate Standing Committees as mentioned.*

2. STUDENT APPOINTMENT TO COMMITTEES *(for information)*

Student Caucus Nominations to Senate Committees

The steering committee reviewed the list of student caucus nominations generated by Thompson Rivers University Student Union (TRUSU) and appointed the students, as nominated to the various committees. Please join us in welcoming the following Students the various committees!

[Link to the Student Nominations](#)

3. BUSINESS

a) **ESAC change in Terms of Reference (ToR)**

ESAC has submitted a request for a change to their ToR. The Steering Committee reviewed the changes and a motion was carried to recommend them to Seante.

[Link to the ESAC Package](#)

Please visit the associated link to access:

- 1) A memorandum explaining the proposed changes.
- 2) The original ToR.
- 3) The red-lined copy of the changes.
- 4) The final clean copy with the changes.

- *Motion: The Steering Committee recommends that Senate approve changes to the ESAC ToR.*

Thank you to all the volunteers that make Senate Committee work function and keep our collegial governance at the forefront.

Respectfully submitted,
Kukwstsetsemc (Thank you)



James Sudhoff, DVM
Chair, Steering Committee of Senate



Academic Integrity Committee Report 2025 - 2026 Academic Year September 1, 2025 – August 31, 2026

Academic Integrity is a fundamental responsibility for any post-secondary institution, and the Senate Academic Integrity Committee (AIC) is essential to TRU's commitment to upholding the academic principles of honesty, trust, fairness, respect, responsibility, and courage.

The Centre for Academic Integrity (CAI) is responsible for “producing and presenting to senate a report of departures from academic integrity annually (ED 05-0 2.1(h)).” This report is submitted jointly by the Director of the CAI and the AIC Chair, and provides an overview and statistics for the 2025/26 academic year (September 1, 2025, to August 31, 2026), along with historical data for context and comparison.

New Policy and the Centre for Academic Integrity

A revised Student Academic Integrity policy ED 05-0 was implemented on August 11th, 2025. The new policy meant significant changes to the organization and oversight of TRU's responsibilities for academic integrity, the initial outcomes of which are documented in this report. Table 1 outlines a few of the specific changes that were made, along with some of the direct results. The team in the Centre for Academic Integrity would like to thank the team from the Office of Student Affairs for their support during the transition into the new policy.

Table 1
Direct Results of Academic Integrity Policy Changes 2025/26

Change	Results
The creation of a designated office of academic integrity, branded the Centre for Academic Integrity , with broader institutional responsibilities for oversight and education. The appointment of a Director, Academic Integrity. Currently, this position is filled by the Interim Director, Mission Fulfilment and Quality Assurance.	Creation of more capacity to support the committee and identify opportunities for education across campus. Overall positive response to the implementation of a clear, central contact on campus for all inquiries related to Academic Integrity. A central contact has allowed for more reliable tracking.
New procedures for the reporting and adjudication of suspected cases of departure from academic integrity.	Faculty feedback supports the simplified, centralized process. The new process has also made it easier to track and expedite cases.
Restructuring of the function of the AIC to include panel adjudications.	The restructuring of the adjudication process has significantly reduced the workload on the committee. Rather than meeting every week, each member of the committee is now expected to attend a meeting approximately every 2 weeks during the 2025/26 year. This gave members additional capacity to reconsider their approach to assessing cases, resulting in much more discussion in meetings.

The creation of dean's designates to take on some of the adjudication work and to sit as members on the AIC.	Dean's Designates adjudicate all first-offense cases. As the majority of cases were first offenses, this resulted in some challenges with workload and capacity in this area. The CAI and the committee are considering making adjustments, including encouraging Dean's Designates to designate a proxy to assist during peak periods.
The hiring of a full-time Learning Strategist to provide educational outreach and ongoing procedural support and resources to students.	Continuous student support provided through the full academic integrity process, and active development of a preventative educational strategy.

Educational Initiatives

The CAI is consistently working to improve academic integrity education across campus. This year, initiatives included:

- SharePoint site to house resources and information for faculty members.
- New public-facing website with up-to-date information for students and faculty members.
- Quick Reference sheets and supportive research and informational resources for students and faculty members.
- Increased direct contact with students via presentations at the TRU World Orientation, classroom visits, and workshops (8 training sessions facilitated in the 2025/26 year).

Most educational initiatives are actioned by the Academic Integrity Learning Strategist. This role was filled by Licheng Li during the 2025/26 academic year, as well as Jayna Law, who covered the role during a temporary leave from November 2025 until June 2026. The CAI is thrilled to report that, during this academic year, the Learning Strategist Position was extended from a one-year contract to a full-time ongoing position, beginning August 4th, 2026. This shift is expected to enhance the CAI's ability to provide consistent support, education and prevention strategies.

Plans for 2026/27:

2025/26 was about understanding policy and procedure; 26/27 will prioritize knowledge of research-based trends and strategies for building a culture of academic integrity, with specific targets for first year students. Most academic integrity cases (approximately 49%) came from 1000-level courses in the 2025/26 year. The CAI also aims to provide more education and process support for faculty members in the 2026/27 year.

Two types of publication are planning, suitable for direct student access and for use as teaching aids:

- Launching Academic Integrity Bulletins (mini case studies) to project on Moodle sites and hallway screens (expected launch: Fall 2026)
- Creating a Moodle learning unit (like a lab safety course) that instructors may incorporate into their course as an introductory activity (expected launch: TBA)

Institutional Memberships

In the 2025/26 year, the CAI attended a workshop series hosted by ICAI, and a workshop series hosted by the Academic Integrity Hour in Canada organization. Both series were designed to connect institutions for the purpose of idea sharing, and have inspired some of the process changes that were implemented this year. Memberships:

- International Centre for Academic Integrity (ICAI)
- British Columbia Academic Integrity Network (BCAIN)
- Academic Integrity Hour in Canada

Campus Wide Approaches to Prevention and Education

The CAI acknowledges the continued dedication of the campus community, as well as individual faculty and staff, who support the education and prevention strategies across campus. Specific acknowledgement goes to the dedication and support of the Writing Centre, Open Learning, CELT, and the library in resource development and distribution across campus. Both the AIC Chair and the CAI hope to expand opportunities for collaboration to create a cohesive approach to prevention and education as we move into the 2026/27 academic year.

Membership

Table 2

Academic Integrity Committee Membership Roster as of August 31st, 2026

Representative	Name
Chair	Shilpee Sharma
Vice-Chair	Iain Pardoe
Faculty of Science – Faculty Member	Joseph Brown
Faculty of Arts – Faculty Member	Catherine Ortner
Faculty of Adventure, Culinary Arts & Tourism – Faculty Member	Bridget Orsetti
Faculty of Education & Social Work – Faculty Member	Robert Wielgoz
Faculty of Law – Faculty Member	Vacant (will fill Fall 26)
School of Business & Economics – Faculty Member	Jeffrey Kent
School of Trades & Technology – Faculty Member	Vacant
School of Nursing – Faculty Member	Candace Walker
Faculty of Student Development – Faculty Member	Jenna Goddard
Faculty of Science – Dean’s Designate	Vivek Kumar
Faculty of Arts – Dean’s Designate	Elizabeth Reimer
Faculty of Adventure, Culinary Arts & Tourism – Dean’s Designate	Vacant
Faculty of Education & Social Work – Dean’s Designate	Susie Safford
Faculty of Law – Dean’s Designate	Vacant
School of Business & Economics – Dean’s Designate	Jijun Gao
School of Trades & Technology – Dean’s Designate	Vacant
School of Nursing – Dean’s Designate	Tracy Hoot
Faculty of Student Development – Dean’s Designate	Vacant
Open Learning – Non-Faculty Member	Iain Pardoe
TRU World Representative	Shilpee Sharma
University Library Representative	Michelle Terriss
Writing Centre Representative	Vacant (will fill Fall 26)
Student	Jonathan Sholty*

Student	Cheryl Latimer*
Student	James Twemlow*
Graduate Student	Zafreen Jaffer*
Director, Office of Academic Integrity (Non-Voting)	Shannon Smyrl
Academic Integrity Learning Strategist (Non-Voting)	Licheng Li
Recording Secretary (Non-Voting)	Kristen Jacobsen

Table 2 represents membership in August 2026. During this academic year, meetings were held on Fridays between 9:00am-11:00am. The AIC appreciates the hard work of the members on the committee and would like to thank past 2024/25 student representatives and faculty members for their service and support. Exiting members are indicated with an asterisk* above. The committee is excited to welcome the new members slated to fill the roles of Writing Centre Representative, Faculty of Law Faculty Member, and Student Representatives in the Fall of 2026.

AIC Cases Overview

In the 2025/26 academic year, 248 cases were adjudicated, a substantial decrease in case numbers (see Figure 1).

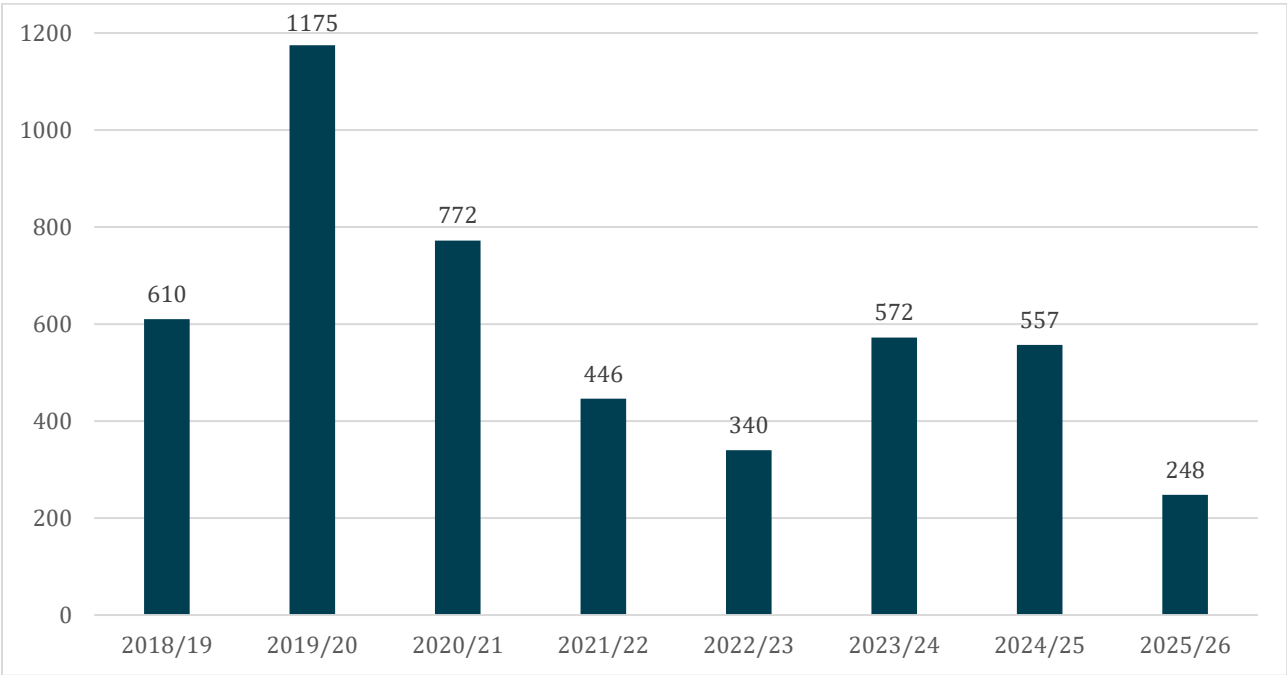


Figure 1
Academic Integrity Cases by Academic Year, September 1, 2025, to August 31, 2026

To some extent, this decrease may be due to changes in the general TRU population. TRU’s total student population has decreased from 31,174 students in 2024/25 to 30,449 students in 2025/26 (-2.3%) ([TRU Factbook](#), 2026). Similarly, TRU’s total course offerings have dropped from 4615 in 2024-25 to 4312 in 2025-26 (-6.5%), as noted in Banner.

However, despite the drop in student numbers, campus case numbers have remained steady (see Figure 2). More significantly, the next sections explore the potential impact of several internal factors related to academic integrity process and adjudication within Open Learning as contributing to this decline in cases.

Open Learning

Key Findings

Figure 2 below shows the number of OL and campus cases received in the 2025/26 academic year. In previous years, the TRU Open Learning enrolments have been over-represented in academic integrity case numbers. This was not the case in the 2025/26 year. Case numbers originating from campus courses have remained approximately the same as the previous academic year; however, there was a significant decrease in Open Learning cases.

Two changes have likely contributed to this decrease: the introduction of packaged simultaneous cases; and changes in structure and roles around exam adjudication.

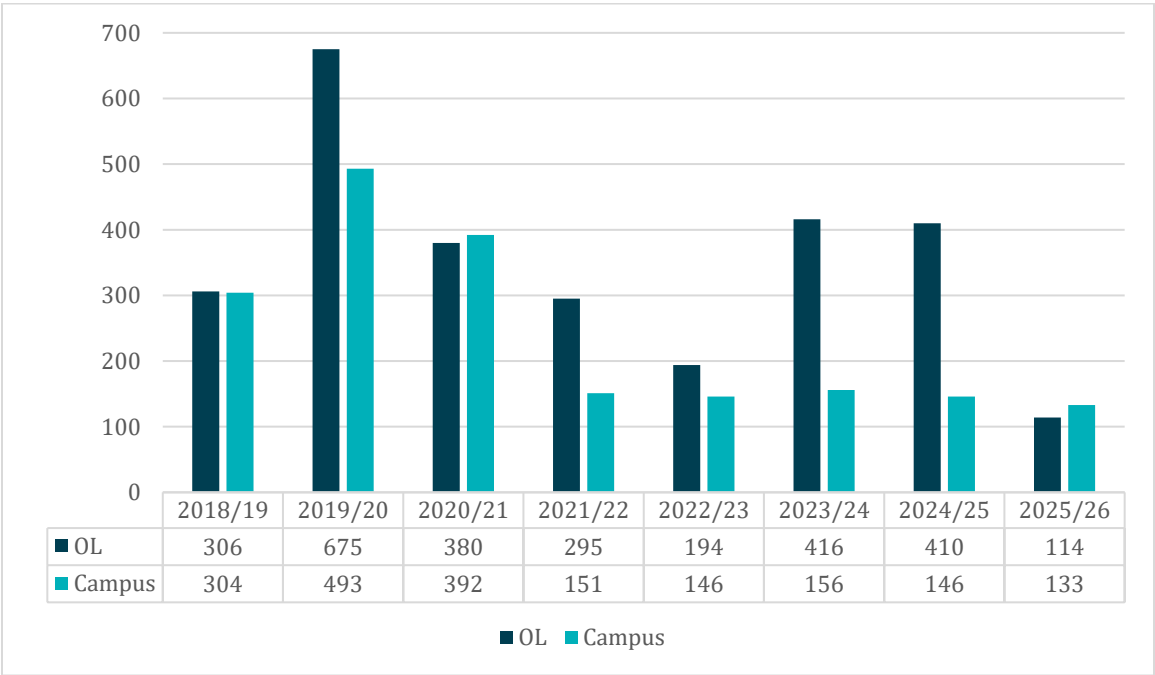


Figure 2
Academic Integrity Cases by Format, September 1, 2025, to August 31, 2026

Packaged Cases

The implementation of packaged simultaneous cases significantly decreased the number of subsequent offense cases received throughout the year. To better meet the expectations of policy and due process for students, starting in Fall 2025 simultaneous submissions by a student in a course are now treated as a single event, and are compiled into one academic integrity case.

Details: Open Learning students often submit multiple assignments for a course at the same time; sometimes, each of these assignments will have a suspected departure from academic integrity. Prior to Fall 2025, a student would receive one case report for each assignment for which there was a suspected departure. In practice, this led to students receiving multiple escalating sanctions, often adjudicated and assigned at one meeting, without the opportunity for feedback or educational adjustment. Now, these simultaneous submissions are treated as one case.

The CAI received 29 cases that were packaged in the 2025/26 academic year, containing between 2 and 16 assignments each. 27 of these packaged cases were from Open Learning courses. It is estimated that these packaged cases accounted for a decrease of 91 cases in total in the 2025/26 academic year. This accounts for approximately 29% of the decrease in total case numbers between 24/25 and 25/26.

Since packaged cases resulted in fewer subsequent offenses, we saw a greater proportion of first offenses than previous years (73% of cases in 2025/26, compared to 62% in 2024/25). Table 3 provides a breakdown of the number of cases that are repeat departures, specifically the number of cases where a departure is a student's first, second, third, fourth, or more.

Table 3

Repeat Departures year to year-September 1, 2025, to August 31, 2026, with 3 prior years provided for context

	First Offenses	Second Offenses	Third Offenses	Fourth Offenses	More than Four Offenses	Dismissed Cases (Unknown)
2022/23	241	52	15	4	6	22
2023/24	355	88	37	19	3	70
2024/25	344	86	31	16	41	39
2025/26	179	20	1	0	0	48

Open Learning Exams

Another possible contributing factor in the decline in case numbers is the shifting of roles in the TRU Exams Department. In previous reporting years, the Exams Supervisor would personally review numerous videos of students taking exams, and often submit academic integrity cases as needed.

Due to changes in role structuring, this capacity no longer exists. Now, if an instructor expresses concern, they are responsible for the case report, and can request an assessment of the exam video to clarify or provide evidence in suspected departures.

In the 2024/25 academic year, 132 cases were filed pertaining to an Open Learning Exam, with a significant majority (122) being initiated from within the Exams Department. In the 2025/26-year, 43 Open Learning Exam cases were filed, with only 4 being initiated within the Exams Department.

Also new this year, the AIC has established clearer expectations of evidence to support suspected departures during online exams. Human generated reports from ProctorU are now used as evidence. The first report is a short, automated flag, indicating potential issues during a student's exam. The second report, available on request, is a more detailed account from a ProctorU employee who watches and evaluates the recording. This report can be requested by the instructor or student listed on the case. These latter reports, new this year, have been a very valuable source of evidence.

OL Internal Changes

For many years, a small number of OLFMs have regularly submitted the majority of the cases. Most OLFMs have not submitted more than 1-2 cases in total, and so many of them may lack experience with the process. It is likely that this shift in responsibility from the Exams Department to the OLFM has led to a decrease in case submission that does not necessarily connect to changes in actual student behaviour.

Plans for 2026/27:

The CAI, in collaboration with the Program Delivery team, plans to further investigate this discrepancy and increase contact and support with OLFMs to promote awareness and education in the 2026/27 year.

Dean's Designates/Panels

Key Findings

The introduction of the Dean's Designates to the committee's dynamic has significantly decreased the committee's workload, shifting it to the faculty level. This has resulted, at both the DD level and the AIC, in increased time spent in making adjudication decisions on a case and a shift towards the policy expectation to prioritize educational approaches.

Context

One of the largest changes made under the new policy was the shifting of responsibility for adjudication to faculty level. All first offense cases were sent to Dean's Designates from each TRU faculty/school, while subsequent and major/complex cases were adjudicated by the AIC. Dean's Designates adjudicate cases from their own faculty/school only. This system is new, and so this year revealed many strengths and learning opportunities. The CAI plans to continuously adapt this system to ensure the workload continues to be manageable for all involved.

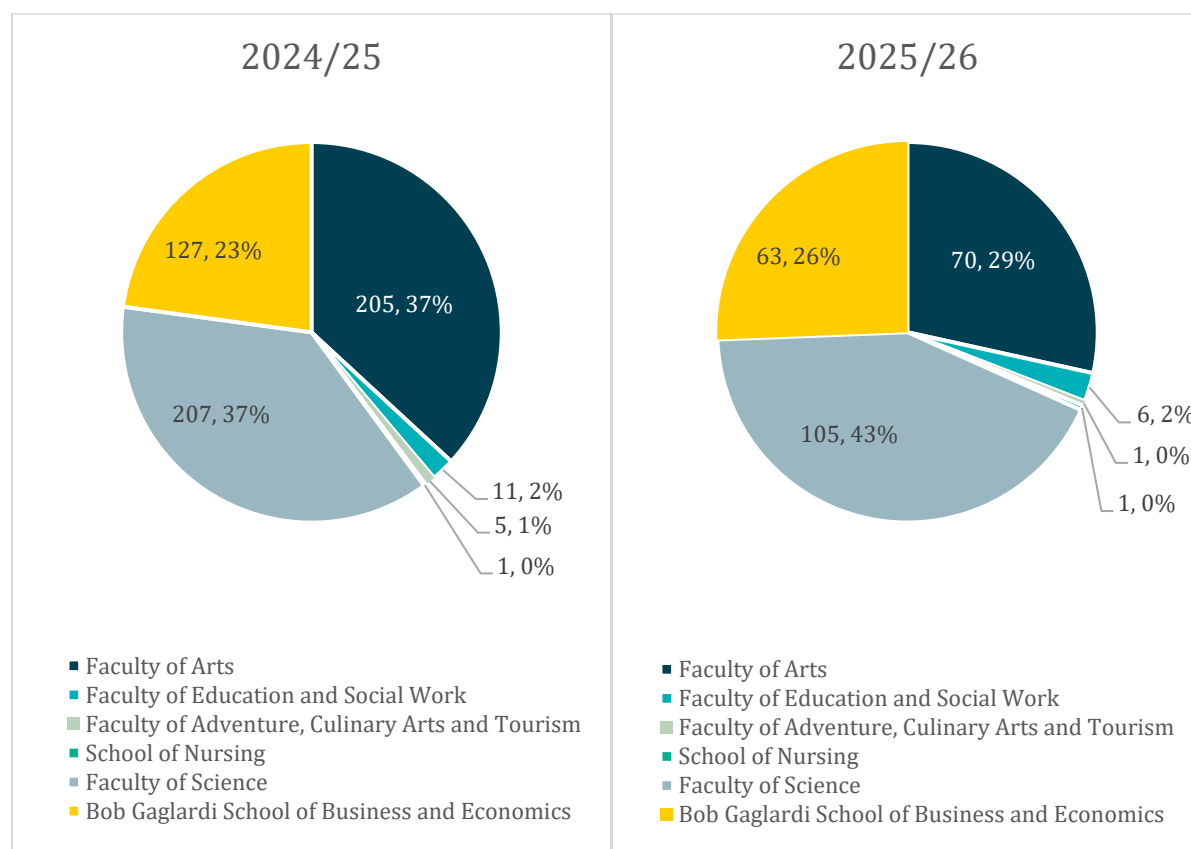
Data

The AIC adjudicated 65 cases (26% of cases), and Dean's Designates adjudicated 183 cases (74% of cases). The charts below provide a breakdown of faculties/schools in which academic integrity departures occurred (Figure 3). Traditionally, the Faculty of Arts, Faculty of Science and Bob Gaglardi School of Business and Economics have represented the largest proportion of cases. This is roughly proportionate to the total number of students in each faculty.

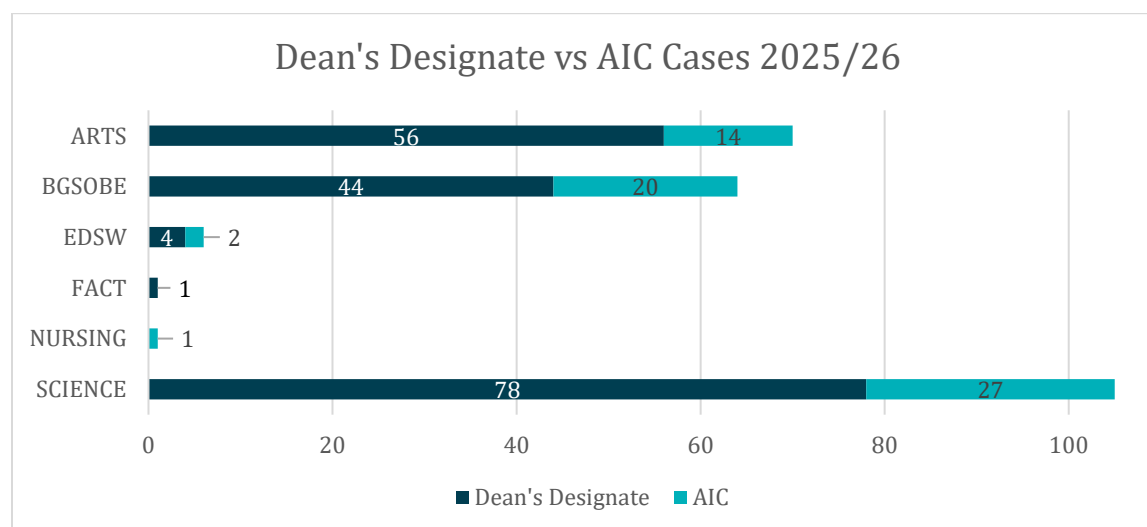
Adjudication Time

In 2024/25, the committee spent an average of 5 minutes discussing a given case, whereas in 2025/26, discussion time increased to an average of 18 minutes per case. This statistic represents only discussion time in meetings, and does not include individual review time beforehand. This reflects a significant increase in the amount of time debating the various aspects of cases, as well as reflecting on traditional processes and practices. This additional discussion time has helped to maintain consistency between adjudicating bodies.

At the same time, there have also been positive changes in the processing stage, and the total time taken to be adjudicated. In 2024/25, it took an average of 55 days from the date a case was discovered until the date a decision was made, with a range between 14-112 days (note that cases that took longer than 60 days to reach a decision were dismissed). In 2025/26, a decision was made, on average, in 32.8 days, with a range between 6-81 days.

**Figure 3**

Academic Integrity Cases by Proportion of School/Faculty, September 1, 2025, to August 31, 2026

**Figure 4**

Academic Integrity Cases by Decider for each School/Faculty, September 1, 2025, to August 31, 2026

Note: In Figures 3 and 4, only faculties/schools that had cases during the reporting year were included.

Changes in Sanctioning

Key Findings

Further discussion has also resulted in a greater proportion of educational outcomes, such as formal reprimands and remedial sanctions, as shown in Figure 5. The proportion of cases sanctioned more punitively (F in the course or recommendation for suspension) decreased significantly.

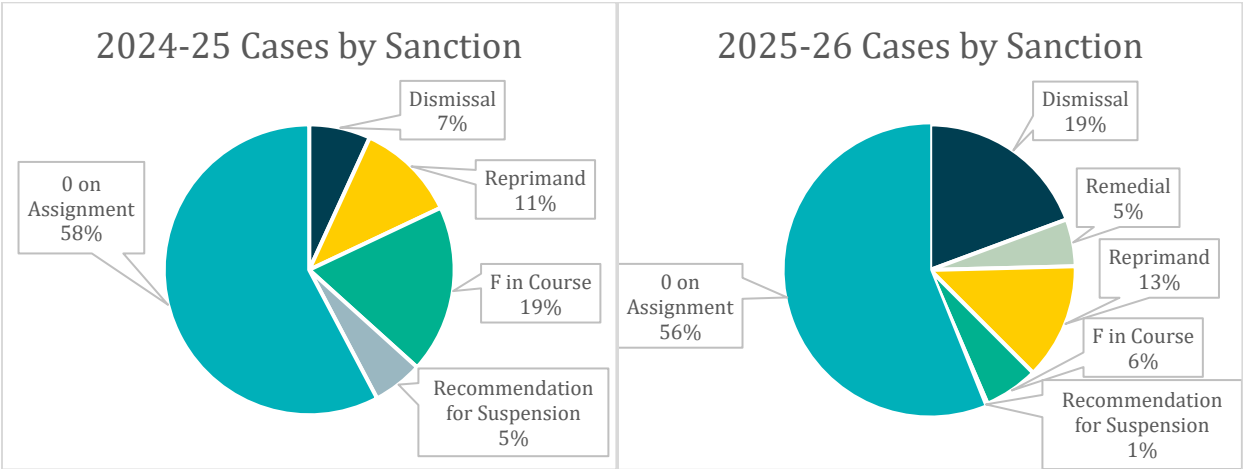


Figure 5
Academic Integrity Cases by Proportion of Sanction Awarded, September 1, 2025, to August 31, 2026

Context

Approximately 48% of cases in the 2025/26 academic year came from 1000-level courses. While the majority of cases still received a 0 on the assignment (first offenses), or an F in the course (2nd offenses), the committee began looking more closely for opportunities to utilize more educational sanctions, which allow the student to learn from their mistake without academic penalty. This effect was seen in the rise in formal reprimands and remedial sanctions, as demonstrated in Table 4 below.

Table 4
2025/26 Sanctions Awarded by Offense Number

Sanction	2024/25 - 524 Cases		Offense Number					
	Total	% of Total	1	2	3	4	5	6
Dismissal	38	7%						
Reprimand	33	6%	26	4	3			
Remedial	0	0%						
0 on ASM	320	61%	311	8	1			
F in Course	103	20%	4	72	12	6	7	2
Recommendation for Suspension	30	6%	2	1	14	9	3	1

Sanction	2025/26 - 248 Cases		Offense Number		
	Total	% of Total	1	2	3
Dismissal	48	19%			
Reprimand	32	13%	32		
Remedial	13	5%	13		
0 on ASM	139	56%	133	6	
F in Course	15	6%	1	14	
Recommendation for Suspension	1	0%			1

New Remedial Sanction Option

Following this, the CAI collaborated with the Writing Centre to establish a new option for a remedial sanction. Previously, remedial sanctions have primarily taken the form of a grade reduction. The new remedial sanction will allow the committee to sanction a student to visit the Writing Centre. The student must then either schedule a one-on-one session with a tutor or attend a group workshop, which will both provide a deeper understanding of academic integrity. Both kinds of sessions are currently offered by the Writing Centre and are available for all students to book if they wish. The sessions were formally recognized by APPC as a sanction on February 12, 2026.

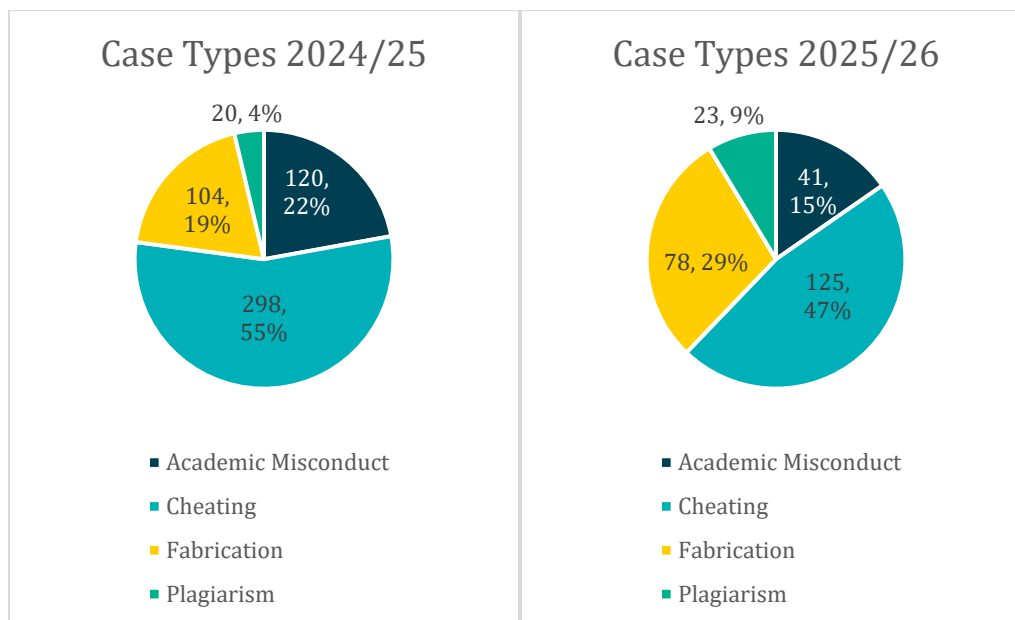
Artificial Intelligence

Key Findings

Artificial Intelligence is consistently evolving, and has been one of the most complex challenges that the AIC has faced in the 2025/26 year. Faculty reports are that usage by students is increasing. The impact of AI as a tool for students can be seen in the opposite trends in *fabrication* vs. *plagiarism*. The proportion of fabrication cases (which includes cases involving AI) has increased as a % of total from 2024/25 where cases involving plagiarism have decreased as a proportion, demonstrated in Figure 6.

Figure 6

Academic Integrity Cases by Proportion of Departure Type, September 1, 2025, to August 31, 2026



Note: Due to the occasional case being associated with more than one type of departure (for example, copying and pasting a response generated by Chat GPT might be considered Fabrication and Plagiarism), the total number of cases from this chart will be slightly more than the total number of cases. In the 2025/26 year, 17 cases were associated with more than one category of departure.

Context

As AI becomes more sophisticated, instructors are generally finding it more challenging to detect in assignments, and to determine whether there was AI usage, on a balance of probabilities. Similarly, the AIC has encountered challenges in reviewing these kinds of cases, and in determining whether it is more likely than not that a departure occurred (balance of probabilities) in these types of cases. In 2025/26, 77 cases pertaining to AI usage were received (31% of cases).

Challenges related to determining effective evidence of suspected non-sanctioned AI use persist. And, more generally, challenges related to finding a shared understanding or transparency around when and how AI use is sanctioned dominate not just this institutional conversation, but the sector internationally.

Plans for 26/27:

The CAI is working to disseminate current research at the intersection of academic integrity and artificial intelligence in the post-secondary sector. There are currently resources available on the Centre for Academic Integrity SharePoint page for faculty members, with more information being prepared for a Fall 2026 release.

The goal will not be resolution of the challenges and conversations, but rather a commitment to transparency of expectation for students as they navigate learning across faculties and faculty members.

Artificial Intelligence Subcommittee of the AIC

The AIC has voted to create an Artificial Intelligence Subcommittee of the AIC. This subcommittee has approved terms of reference and is currently creating its membership roster. This subcommittee will help create synthesis in conversations to support the AIC and the campus community.

CAI Goals for 2026/27

The Centre for Academic Integrity aims to develop through institutional engagement process the Academic Integrity education plan with proposed core principles and priorities.

Proposed core outcomes include:

- a) Established institutional core principles for academic integrity that are grounded in current sector research and practice, alignment with Secwépemc lens, but reflect existing resources/capacity.
- b) Developed draft education plan around core principles with resources
- c) Find or build an OER on academic integrity literacy (like a lab safety test) for faculty to use at term start.
- d) Improved faculty and OLFM compliance with academic integrity process to protect student rights through education and better processes
- e) Continue the build of the automated academic integrity case system with IT

Campus Wide Involvement

The CAI would like to thank the members of the TRU community. Academic Integrity practices and processes are woven into every aspect of higher education, and the CAI would like to acknowledge all faculty members, OLFMs, students and staff that have adapted to all of the changes that took place this

year. The CAI has received positive feedback on most aspects of the new process, and plans to continue building upon areas that proved to involve challenges as we move into the 2026/27 year.

Shannon Smyrl
Director, *Centre for Academic Integrity*

Shilpee Sharma
Chair, *AIC*



TRU Fall 2026 Enrolment Trends and Outlook

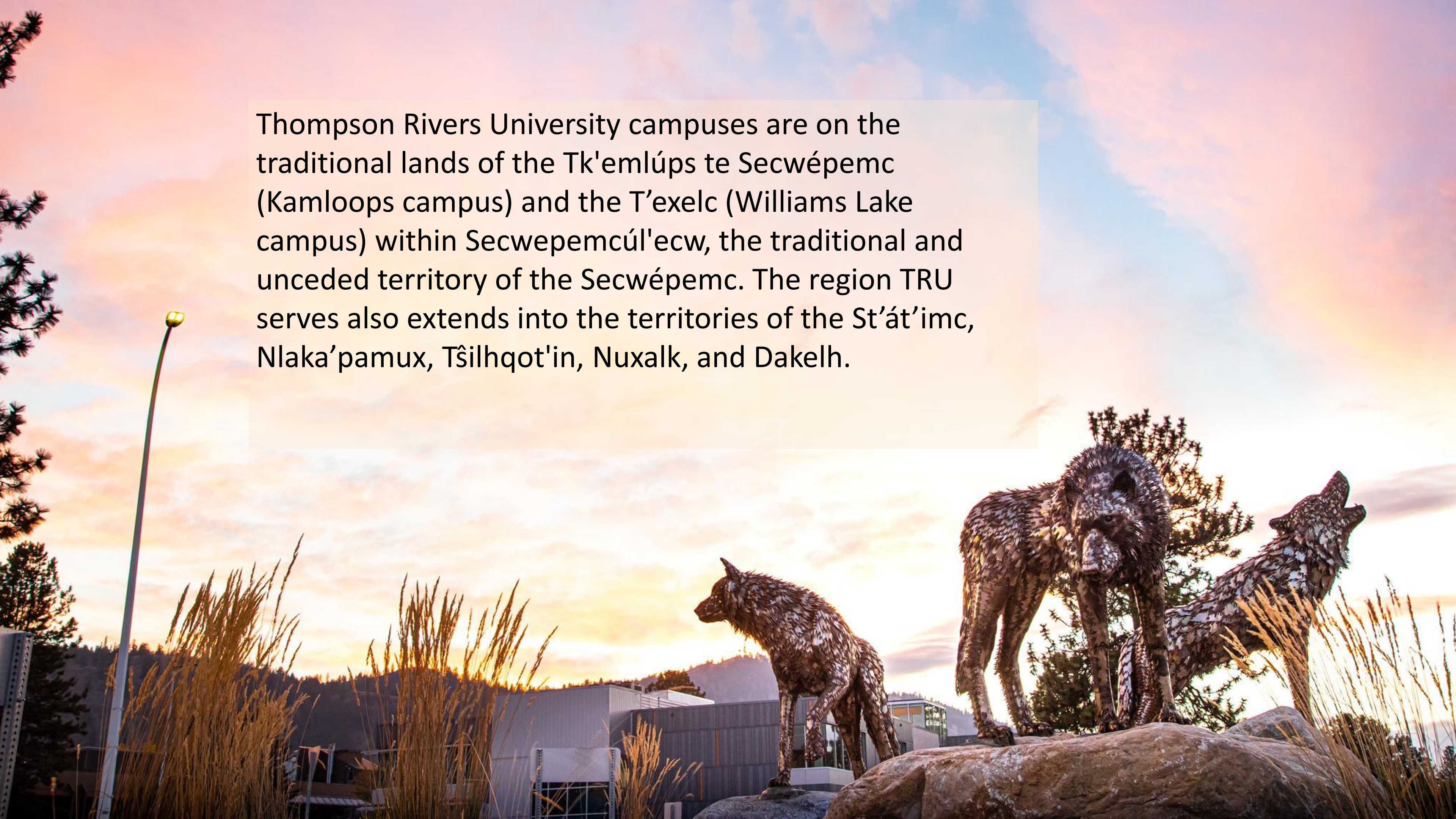
TRU Senate
October 26, 2026



**THOMPSON
RIVERS
UNIVERSITY**

Integrated
Planning &
Effectiveness

Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwepemcúl'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, Tâilhqot'in, Nuxalk, and Dakelh.



Impacts on Enrolment

DEMOGRAPHICS

NATIONAL POPULATION GROWTH

Canada's annual population growth (July 2025 to July 2026) is at its lowest rate since 1915-16. The total increase in population is the smallest since 1944-45. The decline is mainly due to fewer non-permanent residents. This includes study permit holders and work and study permit holders.

PROVINCIAL POPULATION GROWTH

B.C. has the slowest population growth in Canada. The province grew by just 0.1% from July 2025 to July 2026, compared to Alberta's growth of 1.5%.

TRANSITION RATES AND ATTAINEMENT LEVELS

Only 43% of Grade 12 graduates transition directly to post-secondary in the TRU region; the rate falls to 38.4% for Indigenous students. 40% of residents hold a bachelor's degree or higher, up from 37% in 2011 but below the B.C. rate of 49%.

Impacts on Enrolment

LABOUR MARKET AND SKILLS

SPEED OF SKILL CHANGE

The average job in the U.S. saw one-third of its skills change between 2021 and 2024, and one in four jobs saw 75% of its skills change. The pace is accelerating as AI automates and augments more cognitive work.

SKILLS MISMATCH

In early 2026, over one-third of Canadian businesses reported difficulty finding candidates with the skills they needed. At the same time, 21.8% of core-aged workers with a post-secondary credential reported being overqualified for their job.

FUTURE JOB OPENINGS

B.C. expects 1,052,000 job openings over the next decade, with 65% replacing workers retiring from an ageing workforce and 35% from economic growth.

CREDENTIALS IN DEMAND

22% of B.C.'s projected job openings will require a university degree. Another 39% will require a college credential or apprenticeship.

Impacts on Enrolment

POLICY AND GEOPOLITICS

TARIFFS

The U.S. has imposed tariffs on Canadian goods, affecting sectors including autos, steel, aluminum and lumber. More than 75% of Canada's exports go to the U.S. Federal and provincial governments are prioritizing economic independence and domestic capacity. Canada has set a goal to double non-U.S. exports over the next decade.

GLOBAL PARTNERSHIPS

Canada is pursuing new trade and security relationships beyond the United States. Recent agreements include partners such as the European Union, the United Kingdom, India and Australia.

NEW STRATEGIES

Governments have launched new strategies with research and workforce training commitments, including B.C.'s *Look West*, *Build Canada Homes*, the *Defence Industrial Strategy*, the *National Electricity Strategy* and *AI for All*.

Impacts on Enrolment

LEARNER READINESS AND MINDSET

LITERACY AND NUMERACY

Since 2006, Canadian students' PISA scores have declined 37 points in reading and 42 points in math, including drops of 30 and 27 points since 2018.

CHRONIC ABSENTEEISM

Chronic absenteeism among K-12 students has doubled in some Canadian jurisdictions between 2018-19 and 2023-24, rising from 23% to 50% in Newfoundland and Labrador and from 12% to 38% in Burnaby, B.C.

FRAGMENTED ATTENTION

Gen Z and Gen Alpha are growing up with constant access to digital devices and increasingly, leading to lower classroom engagement and the increased need for classroom accommodations.

FINANCIAL NIHILISM

Young people are moving away from traditional economic pathways toward higher-risk, shorter-term financial behaviours. This reflects a preference for immediacy and shorter feedback loops.

Interested in More?

RESOURCES FOR TRU

TREND CARDS

Trend cards are quick-reference tools that break down a signal, trend, or megatrend into: what is happening, why it matters, and their potential implications.

[Read on SharePoint](#)

The Global Intensification of Wildfires



Globally, accelerating climate change is increasing the intensity, frequency and duration of wildfires which are projected to increase by 14% by 2030 and up to 50% by century's end. Extreme fire conditions threaten to overwhelm communities and ecosystems.

Higher education is undergoing significant transformation. This resource provides a view of key forces driving change—from early signals to long-term megatrends—to help TRU plan with foresight and respond with resilience. It is intended to inform policy, program development, and planning.



Signal of Change



Trend



Megatrend

Maturity 
All 

STEEP Domain 
All 

Keyword Search 
All 

Level of Potential Disruption 
All 



AI in a Classroom
Trend • Technological
Educators are exploring ways to integrate AI tools like ChatGPT to enhance learning while maintaining academic integrity.



Answering the Question of Value
Trend • Social
The perceived value of a university degree is declining as employers prioritize skills over credentials and job markets evolve rapidly.



Increased Need for Lifelong Learning
Megatrend • Social
Rapid technological and societal changes are driving demand for continuous education across all life stages.



AI
Megatrend • Technological
Artificial intelligence is transforming the workforce and education, creating both opportunities and ethical challenges.



Wildfire Science
Trend • Environmental
As wildfires intensify due to climate change, universities are urged to lead in research, resilience planning, and community preparedness.



Rising STARS
Trend • Political
Skills-based hiring is gaining traction, recognizing individuals trained through alternative routes and challenging traditional degree requirements.



Reset Filters

FUTURE LEARNERS' PREFERENCES

Future Learners' Preferences profiles our future learners by generation, from Gen X to Gen Beta, covering their values, mental health, relationship to technology and AI, outlook on the environment and resource scarcity, and more.

[Read on SharePoint](#)



THOMPSON
RIVERS
UNIVERSITY

Integrated
Planning &
Effectiveness

Future Learners' Preferences

January 2026

Affordability and Time

What is this factor?

Affordability and time shape how learners enter, progress through, and complete post-secondary education. Tuition, mandatory fees, and program materials combine with some of the country's highest living costs, especially housing and transportation, to produce significant financial pressure. Many learners rely on part-time or gig work, long commutes, or shared housing to manage expenses. Paid work, unpaid caregiving, and other responsibilities shape learners' time poverty and the value they must place on limited hours, determining how much time they can commit to study and which delivery formats are viable. These conditions increase demand for flexible pacing, hybrid and online formats, and clearer value-for-money educational choices.

What is happening?

Tuition and average student debt are at historic highs.
Tuition has risen steadily since the 1970s and is now at its highest point ever, reaching \$7,734 on average for Canadian students in 2025-26. With other costs, average student debt at graduation has also hit its highest point growing to \$30,600 in 2020 (Willick, 2025).

Many learners must work to afford education.
In Canada, most post-secondary students are employed during their studies, 66% during the academic year (21% full-time, 45% part-time) and 71% in summer, averaging 11.2 hours per week (Canadian Alliance of Student Associations, 2025). Increased work hours are associated with higher stress and a growing demand for flexible learning options.

Rising living costs and housing pressures are reshaping participation.
Across Canada and in B.C., housing, food, and transportation costs have outpaced income growth, with food prices expected to rise a further 3-5% in 2025 (Agri-Food Analytics Lab, 2024). Since 2024, average rents in B.C. have fallen by 5.4% (Rentals.ca, 2025), easing pressure on rental markets in many student-heavy cities, yet student housing continues to be a major concern for learners across Canada.

Future Learners' Preferences / Affordability and Time

11

Year-to-date TRU Enrolment

April 1 through September 30, 2026 with
comparison to same period in previous year

DEFINITIONS

Student Headcount: number of unique students enrolled (1 student = 1 headcount)

Course Enrolments: a count of all courses students are enrolled in (1 student = 1 or more course enrolments)

Full-Time Equivalent (FTE): a standardized measure that converts full-time and part-time students into an equivalent number of students carrying a full course load

Countable FTE: enrolment activity meeting certain criteria based on Ministry definitions; a measure of accountability

Course Enrolments

- 6%

83,151 TYYTD

Student Headcount

+ 0%

23,785 TYYTD

Full-Time
Equivalent (FTE)

- 1%

10,072 TYYTD

Ministry Target
Countable FTE

+ 5%

*Domestic only, excl. activity funded by
Skilled Trades BC (STBC)*

Applications

+ 3%

Domestic -16%
International +52%

Admissions

+ 2%

Domestic -13%
International +32%

Includes all TRU enrolments and preliminary course registrations as of Sept 30, 2026. Excludes offshore activity.

Year-to-date TRU Enrolment

April 1 through September 30, 2026 with
comparison to same period in previous year

Institutional Enrolment by Modality

	2024-25 YTD			2025-26 YTD			2026-27 YTD		
	Course Enrolments	Headcount	FTE	Course Enrolments	Headcount	FTE	Course Enrolments	Headcount	FTE
On Campus	69,533	12,486	7,981	63,126	11,648	7,489	56,613	10,440	7,189
Open Learning	24,464	13,378	2,669	25,415	13,712	2,704	26,538	14,821	2,883
Total	93,997	24,088	10,650	88,541	23,756	10,194	83,151	23,785	10,072

% change from previous year

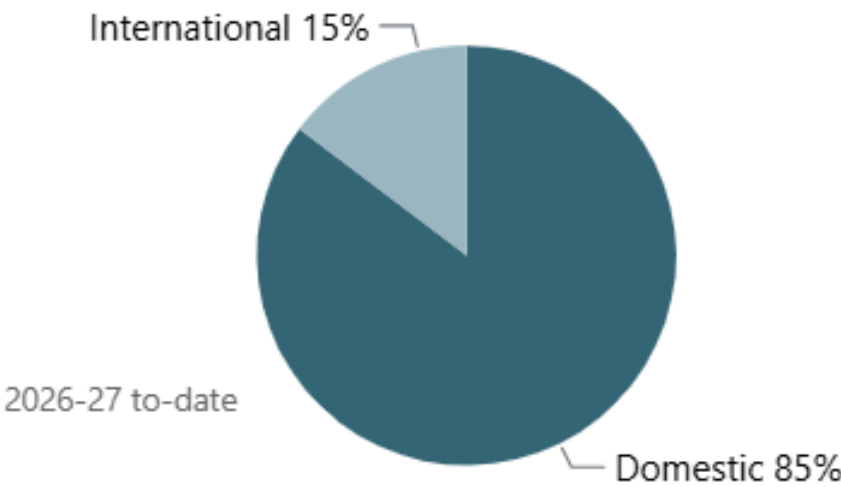
	2025-26 YTD			2026-27 YTD		
	Course Enrolments	Headcount	FTE	Course Enrolments	Headcount	FTE
On Campus	-9.2%	-6.7%	-6.2%	-10.3%	-10.4%	-4.0%
Open Learning	+3.9%	+2.5%	+1.3%	+4.4%	+8.1%	+6.6%
Total	-5.8%	-1.4%	-4.3%	-6.1%	+0.1%	-1.2%

Year-to-date TRU Enrolment

April 1 through September 30, 2026 with
comparison to same period in previous year

Institutional Enrolment by Student Residency

	2024-25 YTD			2025-26 YTD			2026-27 YTD		
	Course Enrolments	Headcount	FTE	Course Enrolments	Headcount	FTE	Course Enrolments	Headcount	FTE
Domestic	61,220	17,243	7,137	64,376	18,302	7,688	66,804	20,307	8,378
International	32,777	6,848	3,513	24,165	5,458	2,506	16,347	3,492	1,694
Total	93,997	24,088	10,650	88,541	23,756	10,194	83,151	23,785	10,072



% change from previous year

	2025-26 YTD			2026-27 YTD		
	Course Enrolments	Headcount	FTE	Course Enrolments	Headcount	FTE
Domestic	+5.2%	+6.1%	+7.7%	+3.8%	+11.0%	+9.0%
International	-26.3%	-20.3%	-28.7%	-32.4%	-36.0%	-32.4%
Total	-5.8%	-1.4%	-4.3%	-6.1%	+0.1%	-1.2%

Student Headcount Proportion by Residency

	2024-25 YTD	2025-26 YTD	2026-27 YTD
Domestic	71.6%	77.0%	85.4%
International	28.4%	23.0%	14.7%
Total	100.0%	100.0%	100.0%

A student's residency can change during the course of a fiscal year. As a result, the unduplicated grand total student headcount may differ from the sum of domestic and international student headcounts.

TRU Fall Enrolment Snapshot

On Campus

On Campus – Fall 2026 Term

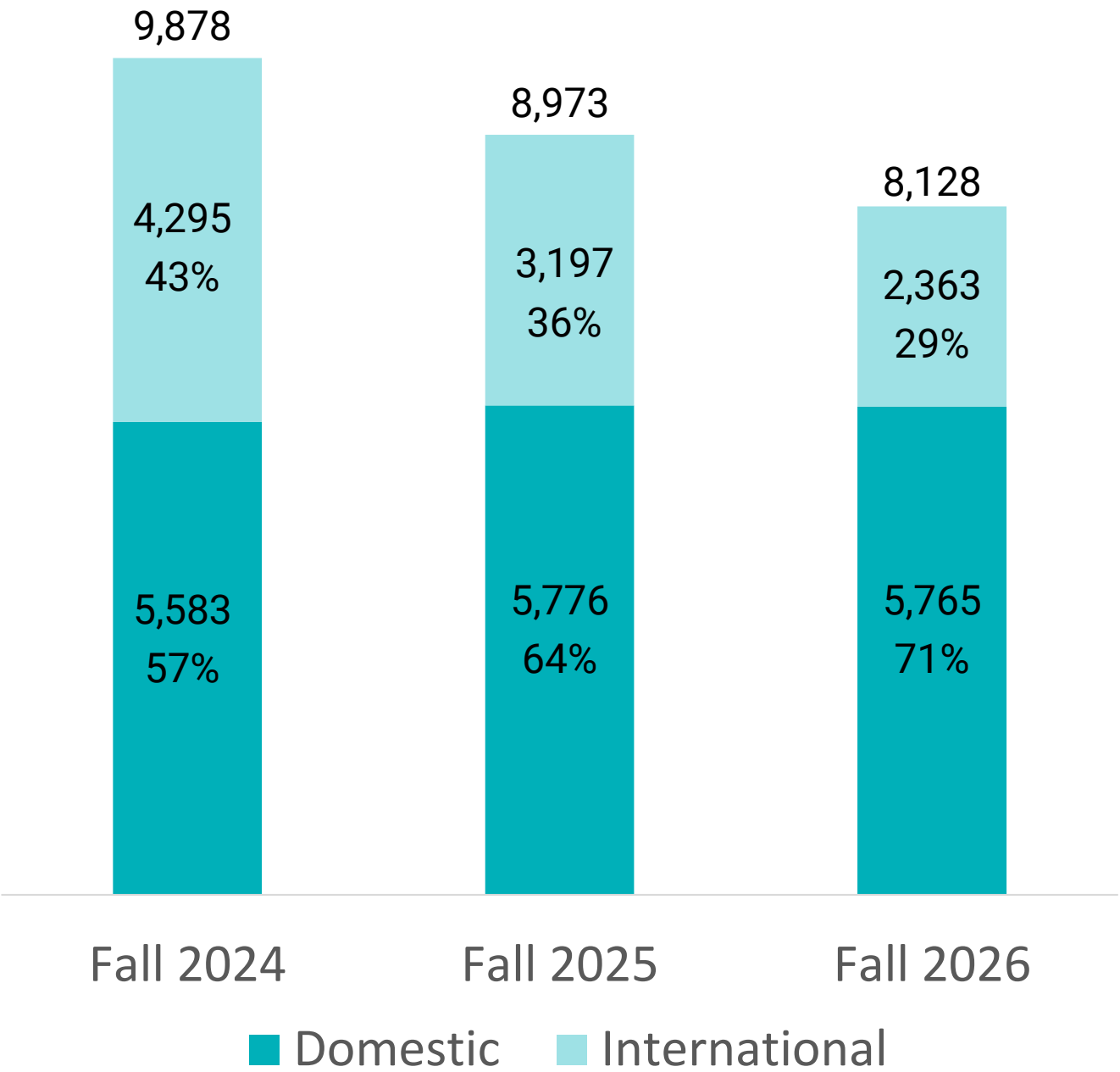
Student Headcount	8,128 (-9%)
Course Enrolments	30,335 (-10%)

On Campus – Fall 2026 Student Headcount

Domestic	5,765 (-0%)
International	2,363 (-26%)
Indigenous (self-declared)	859 (+0%)

Includes Kamloops, Williams Lake and Regional Centres.
Excludes Continuing Studies and Open Learning.

On Campus
Student Headcount

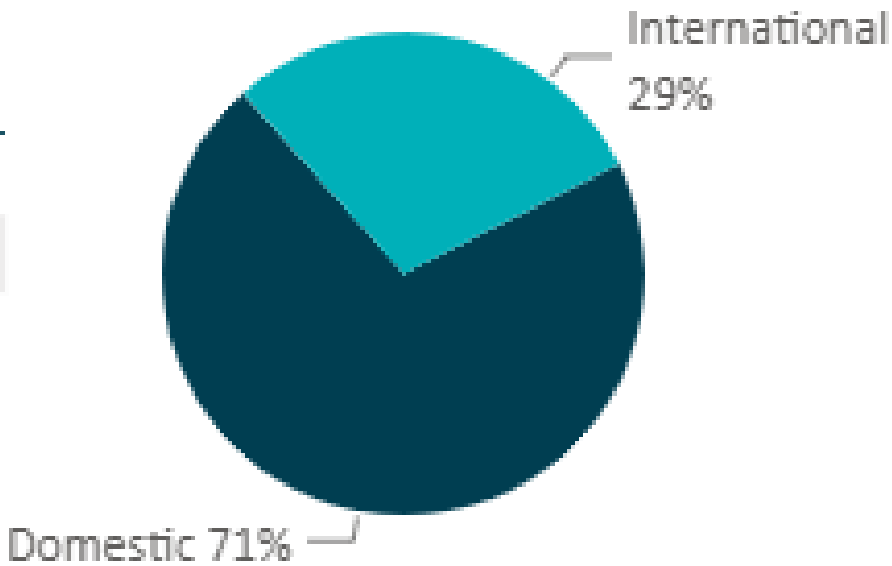


TRU Fall Enrolment Snapshot

On Campus

Residency

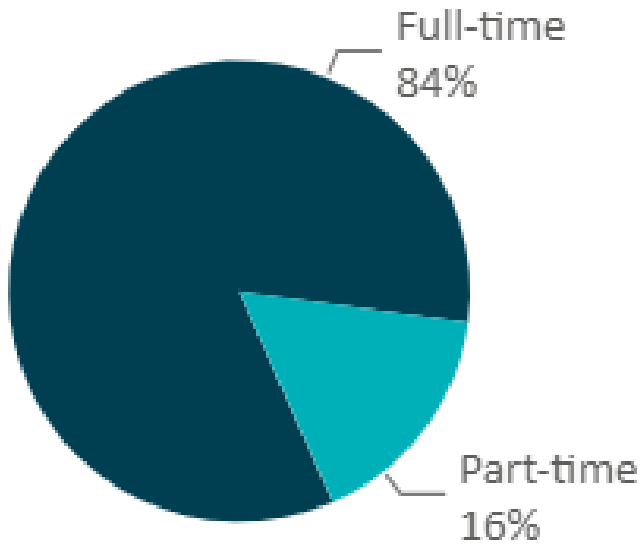
Domestic	5,765
International	2,363
Total	8,128



Course Load

Full-time	6,812
Part-time	1,316
Total	8,128

Students generating 0.3 FTE or more in a term are considered full-time.



Domestic Student Origins (Top 5)

 British Columbia	5,120	88.8%
Kamloops, BC	2,214	38.4%
Surrey, BC	204	3.5%
Williams Lake, BC	162	2.8%
Kelowna, BC	116	2.0%
Vancouver, BC	100	1.7%

International Student Origins (Top 5)

India	614	26.0%
Nigeria	263	11.1%
Zimbabwe	209	8.8%
Bangladesh	165	7.0%
Nepal	115	4.9%

2,363 international students from **100** Countries

Includes Kamloops, Williams Lake and Regional Centres. Excludes Continuing Studies and Open Learning.

TRU Fall Enrolment Snapshot

Open Learning (FYTD as of Sept 27, 2026)

Open Learning – FYTD

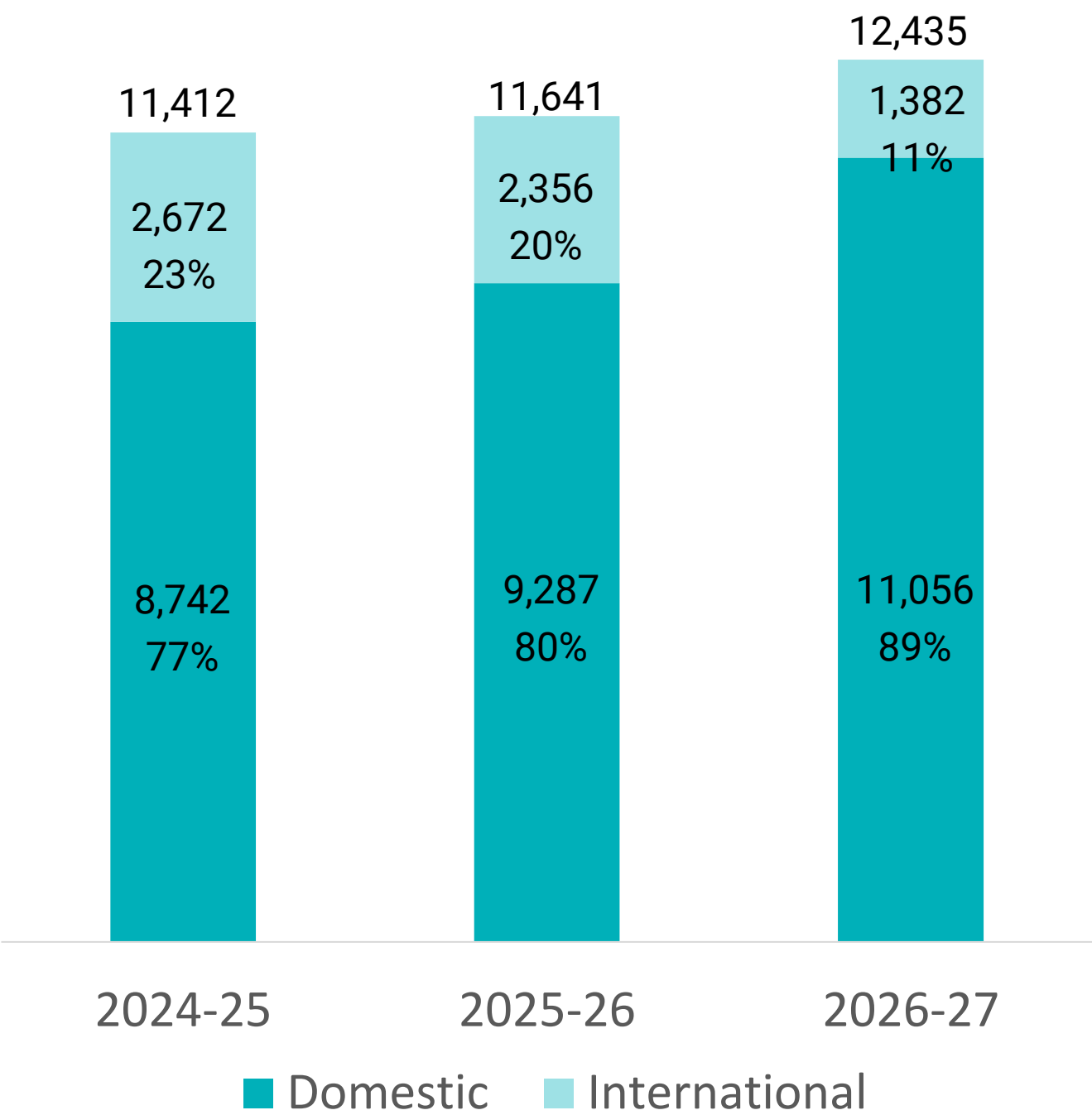
Student Headcount	12,435 (+7%)
Course Enrolments	21,230 (+3%)

Open Learning –FYTD Student Headcount

Domestic	11,056 (+19%)
International	1,382 (-41%)
Indigenous (self-declared)	740 (+25%)

Includes students with an Open Learning course enrolment during this fiscal year to-date. Excludes Continuing Studies and on-campus enrolment activity.

Open Learning
Student Headcount

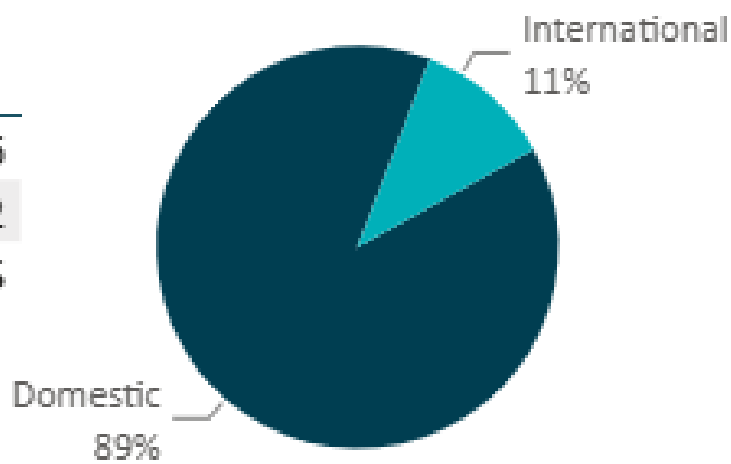


TRU Fall Enrolment Snapshot

Open Learning (FYTD as of Sept 27, 2026)

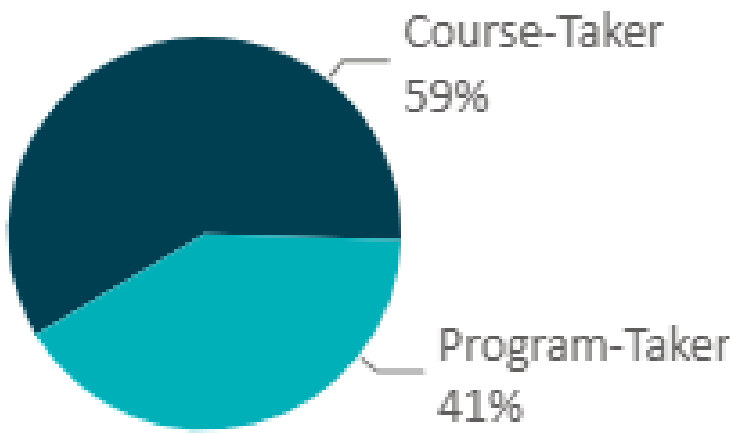
Residency ⓘ

Domestic	11,056
International	1,382
Total	12,435



Learner Type

Course-Taker	7,372
Program-Taker	5,099
Total	12,435



Student Origins by Country (Top 5)

Canada	9,874	79.4%
India	1,116	9.0%
China	298	2.4%
Nigeria	162	1.3%
Philippines	71	0.6%

Domestic Student Origins (Top 5 Cities)

 British Columbia	6,627	59.9%
Surrey, BC	871	7.9%
Kamloops, BC	580	5.2%
Vancouver, BC	579	5.2%
Victoria, BC	403	3.6%
Abbotsford, BC	270	2.4%

Includes students with an Open Learning course enrolment during this fiscal year to-date. Excludes Continuing Studies and on-campus enrolment activity.

TRU Enrolment Outlook

October Preliminary Projections

Fiscal Year 2026-27

Course Enrolments	105,883 (-4%)
Total Student FTE	13,240 (-1%)
Ministry Countable FTE	8,741 (+6%)
Estimated Utilization (FTE/Target)	104% Open Learning: 175% On-Campus: 73%

Fiscal Year 2027-28

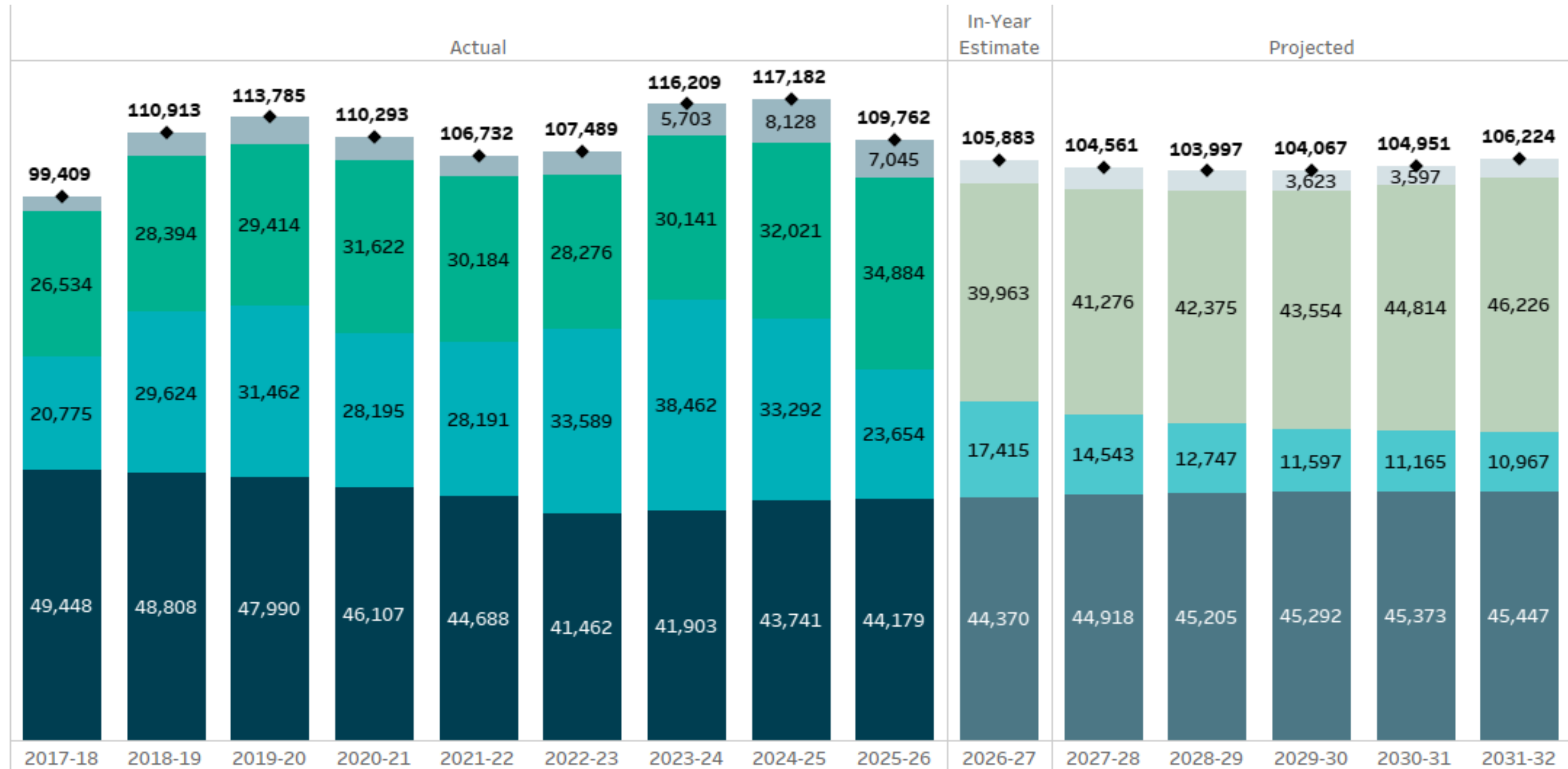
Course Enrolments	104,561 (-1%)
Total Student FTE	13,165 (-1%)
Ministry Countable FTE	8,934 (+2%)
Estimated Utilization	n/a

2025-26 Utilization = 99% (Open Learning 153%; On-Campus 75%).

Enrolment projections exclude Continuing Studies and offshore enrolment activity. Continuing Studies is included in FTE projection for utilization estimate.

TRU Enrolment Outlook

Course Enrolments – October Preliminary Projections



◆ Institutional Total

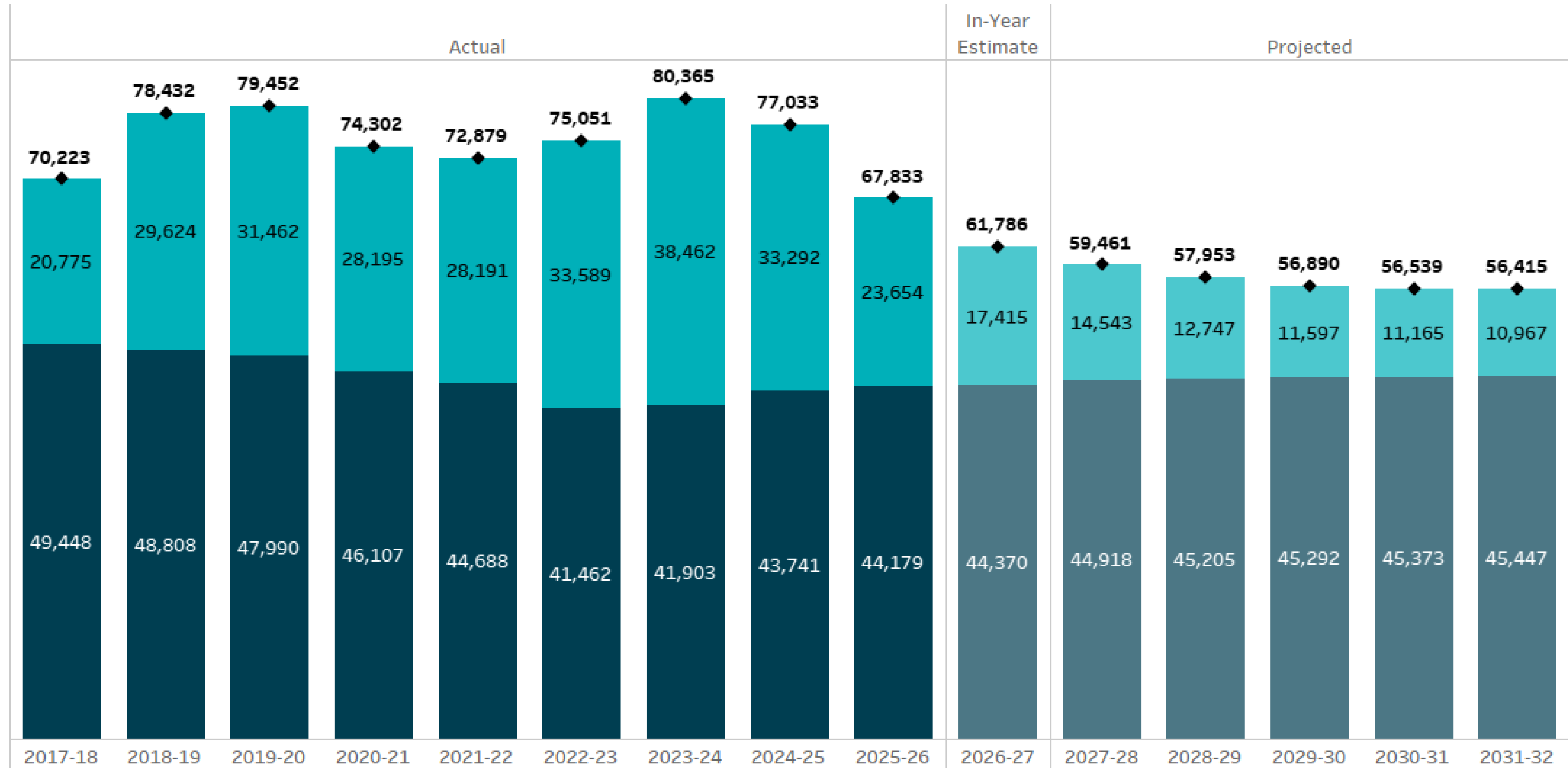
On Campus - Domestic, Actual
 Open Learning - Domestic, Actual
 On Campus - International, Actual
 Open Learning - International, Actual

On Campus - Domestic, Projected
 Open Learning - Domestic, Projected
 On Campus - International, Projected
 Open Learning - International, Projected

Includes STBC-funded Activity

On Campus Enrolment Outlook

Course Enrolments – October Preliminary Projections

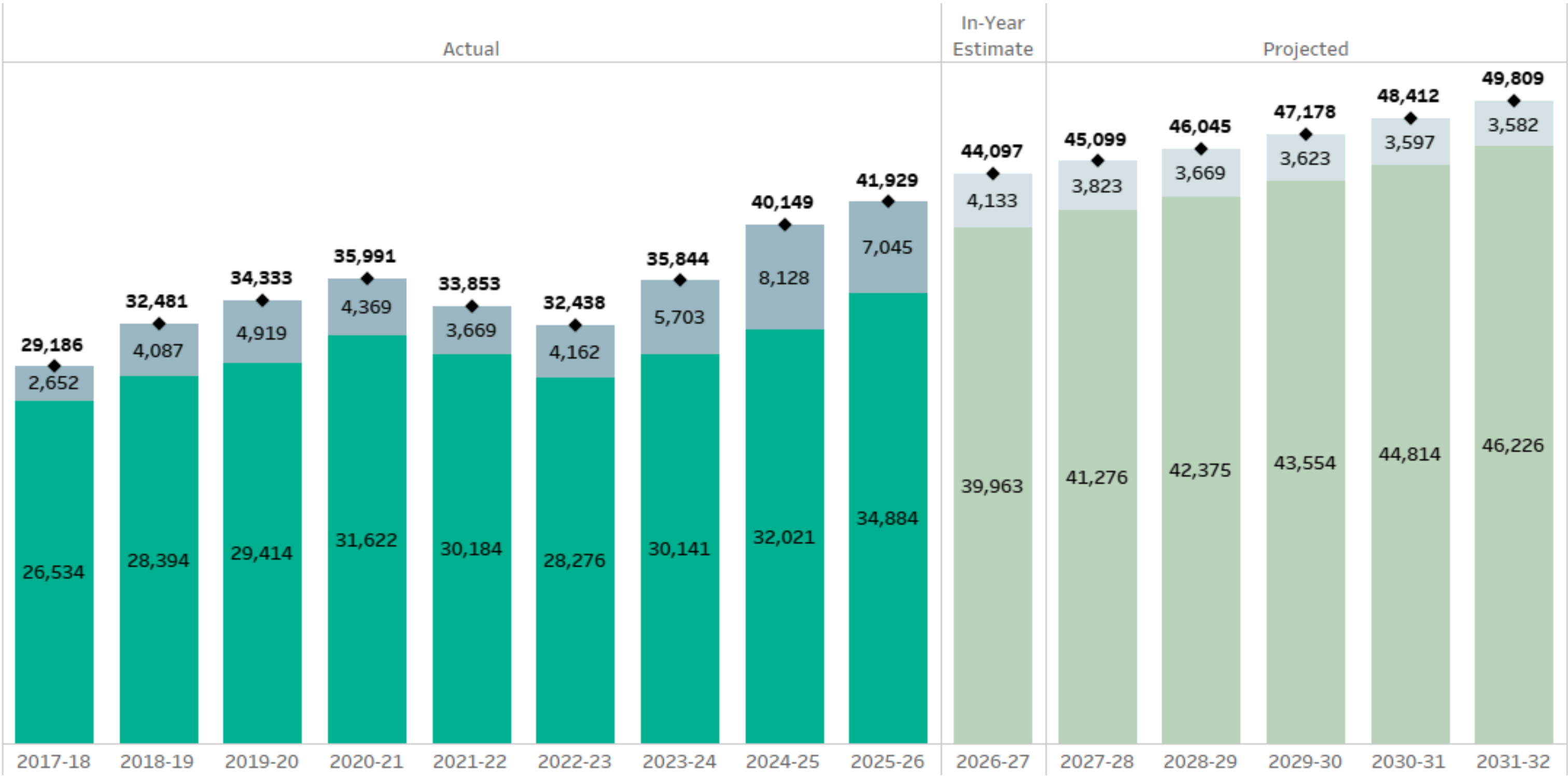


◆ On-Campus Total
 ■ On Campus - International, Actual ■ On Campus - Domestic, Actual
 ■ On Campus - International, Projected ■ On Campus - Domestic, Projected

Includes STBC-funded Activity

Open Learning Enrolment Outlook

Course Enrolments – October Preliminary Projections



◆ Open Learning Total

■ Open Learning - International, Actual

■ Open Learning - Domestic, Actual

■ Open Learning - International, Projec..

■ Open Learning - Domestic, Projected

Includes STBC-funded Activity

Questions?

Thank you
Kukwstsétsemc

Dana Prymak, MEd
Associate Director, Planning and Foresight

Dominique Bourdin, Ph.D.
Manager, Forecasting and Analytics



**THOMPSON
RIVERS
UNIVERSITY**

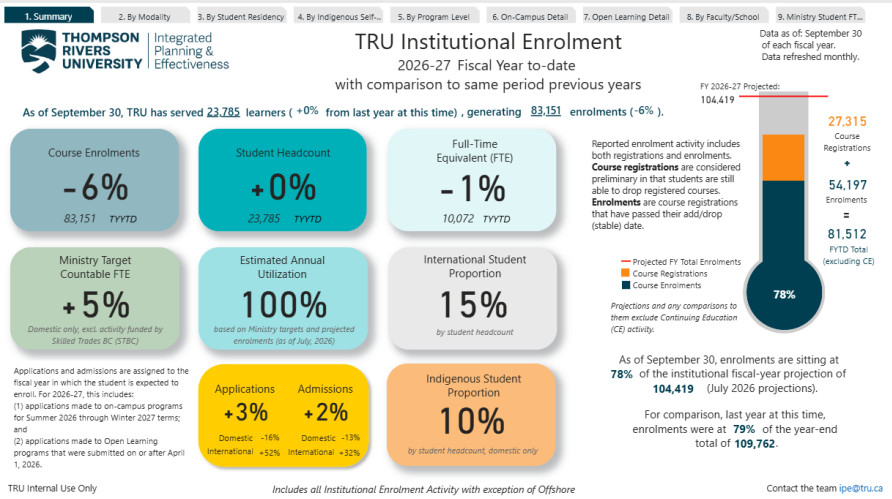
Integrated
Planning &
Effectiveness

Enrolment Reports

TRU YEAR-TO-DATE INSTITUTIONAL ENROLMENT

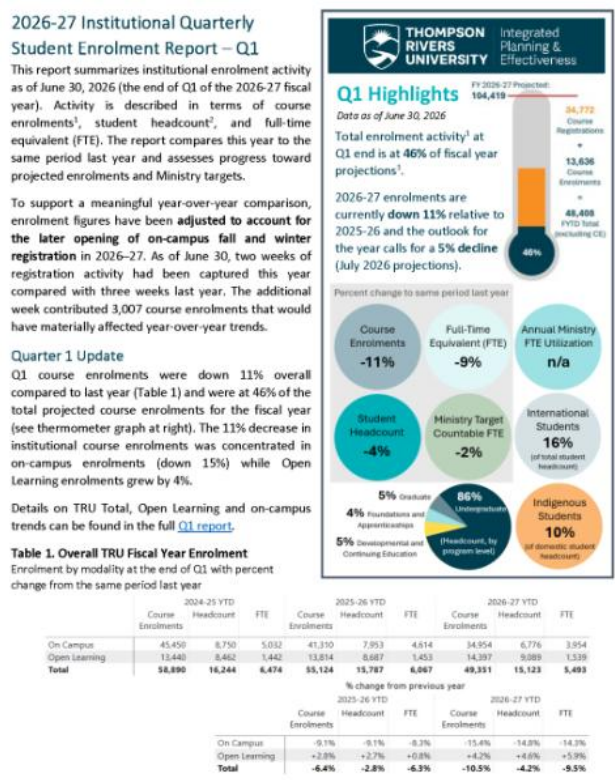
2026-27 TRU Institutional Enrolment (FYTD)

Interactive dashboards displaying student headcount, course enrolments and FTE, with progress toward projected enrolment and Ministry target. Updated monthly.



TRU QUARTERLY ENROLMENT REPORT

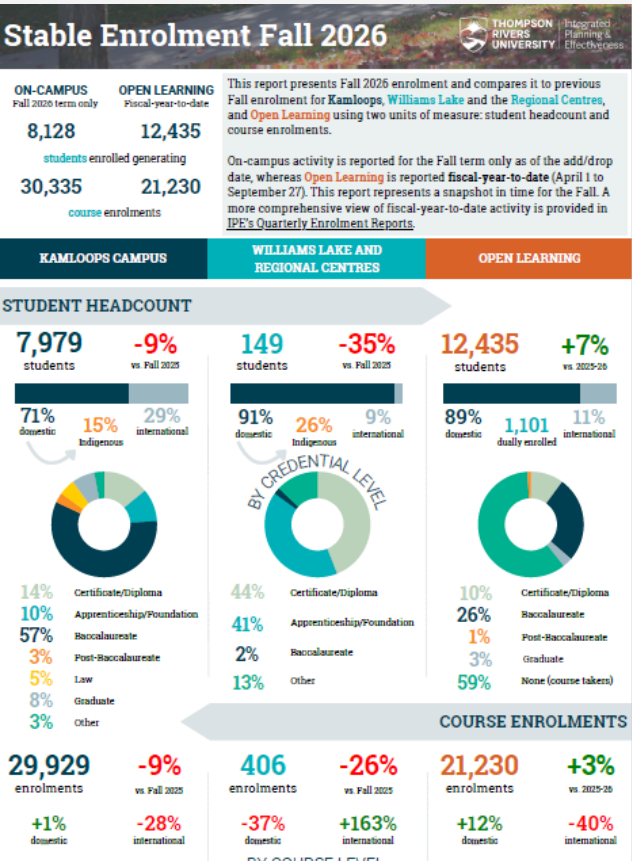
Quarterly summaries of year-to-date institutional enrolment measured in terms of student headcount, course enrolments, and FTE, with progress toward projected enrolment and Ministry target.



FALL 2026 STABLE ENROLMENT

Stable Enrolment Reports

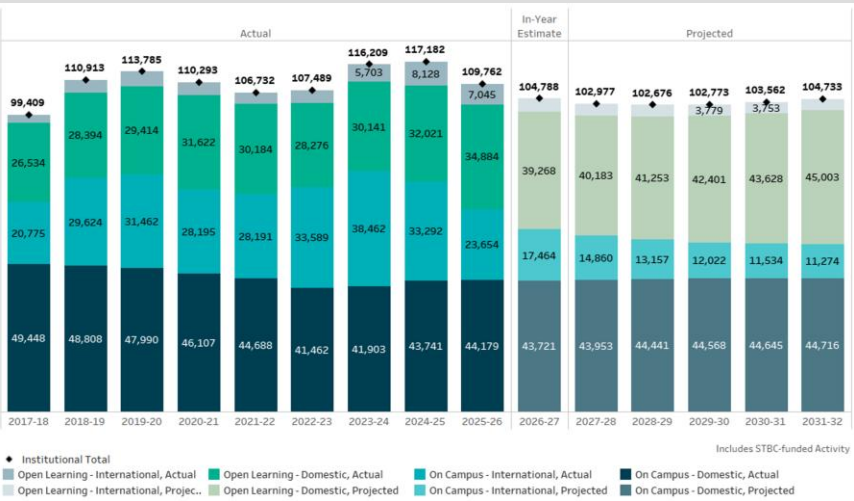
Interactive dashboards, summary documents, and tabular enrolment details for most recent fall and winter terms



TRU ENROLMENT PROJECTIONS

Summary documents and tables

Interactive dashboards (Tableau Server access required)



Impacts on Enrolment: References

DEMOGRAPHICS

Heslop, J. (2026, July 14). [STP Research Results: Student Transitions & Enrolment Trends](#). Government of British Columbia.

Statistics Canada. (2026, September 23). [Canada’s population estimates: Age and gender, 2026](#).

LABOUR MARKET AND SKILLS

Lightcast. (2026). [The Speed of Skill Change](#).

Menardi, S., Sood, S., & Johnson, C. (2026, March 27). [Analysis on employee skills gaps, first quarter of 2026](#). Statistics Canada.

Statistics Canada. (2025, October 10). [Labour Force Survey, September 2025](#).

WorkBC. (2025). [British Columbia Labour Market Outlook: 2025 - 2035 Forecast](#).

POLICY AND GEOPOLITICS

Build Canada. (2026, September 26). [Double non-U.S. exports over the next decade](#).

Build Canada Homes. (2026). [Build Canada Homes](#).

Government of British Columbia. (2026, September 21). [Look West: Jobs and Prosperity for a Stronger BC and Canada](#).

Innovation, Science and Economic Development Canada. (2026, June 8). [Canada’s National Artificial Intelligence Strategy: AI for All](#). Government of Canada.

Integrated Planning & Effectiveness. (2026). [Expansion of Canada’s Total Defence Industry](#). [Trend Cards]. Thompson Rivers University.

Integrated Planning & Effectiveness. (2026). [Shifting Global Partnerships for Canada](#). [Trend Cards]. Thompson Rivers University.

National Defence. (2026, February 26). [Canada’s Defence Industrial Strategy](#). Government of Canada.

Natural Resources Canada. (2026, March 23). [Powering Canada Strong: A National Strategy for an Electrified Canadian Economy](#). Government of Canada.

LEARNER READINESS AND MINDSET

Integrated Planning & Effectiveness. (2026). [Accommodating Fragmented Attention](#). [Trend Cards]. Thompson Rivers University.

Integrated Planning & Effectiveness. (2026). [Chronic Absenteeism Rising Among Canadian Students](#). [Trend Cards]. Thompson Rivers University.

Integrated Planning & Effectiveness. (2026). [The Rise of Financial Nihilism](#). [Trend Cards]. Thompson Rivers University.

Organisation for Economic Co-operation and Development. (2026, September 8). [PISA 2025 Results \(Volume I\): Canada](#).

Wong, J. (2026, September 11). [Canadian teens score well on OECD tests, but sharp drops in reading, math raise concerns](#). CBC News.