



THOMPSON RIVERS
UNIVERSITY

Institutional
Accountability
Plan & Report:
2008/09 to 2010/11



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Letter from the Board Chair and President



July 18, 2008

The Honourable Murray Coell
Minister of Advanced Education
and Labour Market Development
c/o Accountability Branch
Ministry of Advanced Education
PO Box 9882, STN PROV GOVT
Victoria, BC V8W 9T6

Dear Minister Coell:

Re: Thompson Rivers University Institutional Accountability Plan & Report 2008-2011

We are pleased to present you with the Thompson Rivers University (TRU) Institutional Accountability Plan & Report for 2008-2011. The University's Board of Governors and senior administration are pledged to deliver on their commitments to Government with respect to meeting student FTE targets and overall institutional performance to meet or exceed provincial accountability benchmarks.

Thompson Rivers University continues to expand its comprehensive range of programming, including new aboriginal education initiatives, expanded trades training, and a focus in the priority FTE targeted areas. These and related ongoing developments in Open Learning and graduate programming support the achievement of our provincial mandate.

Sincerely,

RON OLYNYK
Chair, Board of Governors

f ROGER H. BARNSELY
President and Vice-Chancellor

Institutional Overview

TRU's institutional overview is best framed by our new strategic plan for 2007-2012:

Thompson Rivers University: Our History

Thompson Rivers University (TRU) was founded in 1970 as Cariboo College, one of the network of two-year community colleges created in the 1960s and '70s to bring post-secondary education and training to all corners of British Columbia. The college began operations in Kamloops in the fall of 1970 in temporary quarters at the Kamloops Indian Residential School, and in the summer of 1971 moved to the current campus location on the south slope of the city overlooking the Thompson Rivers. From the main campus in Kamloops, and a satellite campus in Williams Lake, the institution has served regional communities from Merritt in the south and Lillooet in the west, north to Williams Lake, Clearwater and east to Chase for over 35 years.

The original selection of programs included university transfer courses in arts and science, certificate and diploma programs in career and vocational fields and the trades. At the same time, the College took over the responsibility to deliver continuing education courses from the six participating school boards that created the college and defined the region to be served.

Twenty years after the creation of community colleges, widespread public support for greater access to university studies led to a second major expansion of post-secondary education in B.C. One major strategy of the 'Access For All' initiative resulted in the college being given university college designation in 1989. This allowed the college to expand the range of program offerings to include complete undergraduate university degrees, through partnership agreements with all three provincial universities.

The new University College of the Cariboo (UCC) thrived under the expanded mandate, developing new program options and taking a leadership role in developing the concept of 'ladders' between traditional one- and two-year college programs and university degrees, to break down traditional barriers between 'college' and 'university' training and create new flexibility for students in planning their career paths.

With the proclamation of the amended College and Institute Act in 1994, UCC was given full authority to grant degrees in its own right, and within five years almost all degrees were independent. UCC established itself as a provincial leader in developing new degree programs such as the Bachelor of Natural Resource Science (BNRS) degree, the first new degree in B.C. developed outside of the three provincial universities, designed for the changing world of environmental awareness.

As the model of an integrated institution evolved and instructional divisions created new degree completion opportunities that made post-secondary education more accessible, other dimensions of being a university had also emerged. New scholarship and research opportunities, a growing international presence, and connections to the workplace through co-op education and other forms of work experience were all making it apparent that the institution really had become a new kind of university.

This reality, combined with a new understanding in local and regional communities of the potential of a truly comprehensive and highly flexible institution, led to a grassroots community effort to achieve full university status. The Friends of UCC University Society was the catalyst for the second major transition in the history of the institution. In March 2004 the Government of British Columbia announced that UCC would be a full provincial university, mandated to be fully comprehensive and highly flexible.

As an integral component of the transition, the new university would assume full responsibility for all courses and programs of the former BC Open University and Open College, including some 300 distance and online courses, and more than 50 degree, diploma and certificate programs that offered the maximum flexibility through open learning. This opportunity allowed TRU to benefit from the significant expertise and background in distance learning that the Open University and Open College developed over twenty-five years of operation. In addition, it has enabled TRU to significantly expand its services to students across the province and establish a foundation for the flexible delivery of its own programs and those it inherited from the Open University and Open College.

The naming of the university took place in September 2004, and on March 31st, 2005 the Inaugural Convocation ceremonies marked the formal transition to Thompson Rivers University. Today, the impacts of this new role are being felt in many different

ways, and the potential benefits of a truly comprehensive, primarily undergraduate, teaching focused university are being recognized across the country and beyond.

Upwards of 10,000 students now study on campus at TRU, while another 15,000 students enrol annually in distance and online courses and programs. The launch of the first TRU Master Degree, a Master in Business Administration, in the Fall of 2006, with corresponding Master in Education and Master in Environmental Science programs introduced in the Fall of 2007, marked the next step in the continued evolution of the University. Furthermore, the introduction of distance and online learning into an already highly integrated offering of degree, diploma, certificate, trades and adult education programs makes Thompson Rivers University the most comprehensive university in Canada.

In many respects, the transition to Thompson Rivers University marks the achievement of the majority of goals the institution set for itself in its 2000/2005 Strategic Plan. The University's new plan reflects both the dynamic nature of the communities it serves and the changing needs of its students, alumni, faculty and staff. Accordingly, adjustments have been made to the University's mission and value statements and a set of new strategic goals have been framed that set the direction for the next decade and beyond.

Mission Statement

TRU is a comprehensive, learner-centred, environmentally responsible institution that serves its regional, national, and international learners and their communities through high quality and flexible education, training, research and scholarship.

Value Statements

Learner-Centredness

Thompson Rivers University is a learner-centred institution dedicated to the development of its students, staff and faculty. It aims to empower individuals through intellectual, cultural, ethical, emotional, social and physical development. To this end, TRU believes that all programs or courses should provide students with learning and critical thinking skills and the encouragement to approach issues with creativity.

Accessibility

TRU aims to serve the needs of adult learners across British Columbia and around the world. It is committed to life-long learning and sees the provision of multiple modes and levels of access to education as the best way of meeting these needs. TRU

endeavours to maintain access through flexible scheduling of courses and services, through a variety of traditional and distance delivery methods, through a progressive credential structure, and through ladder curricula, all of which allow students to move in and out of post-secondary education as their personal and professional needs allow.

Quality of Education and Service

TRU strives for the highest levels of educational quality, research, scholarship and service. It is dedicated to maintaining the integrity of its programs and developing graduates who strive for excellence in their studies and rise to the challenge of the future. It sets high standards for its students, faculty and staff and believes that the support necessary to meet those standards should be provided.

Responsiveness

TRU recognizes the interdependence of the region, its communities and the University. It endeavours to play a responsive and creative role in the province's economy through training, research and the development of human resources. It also recognizes a responsibility to respond to the educational, cultural and social needs of the communities it serves.

Comprehensiveness

TRU believes that it can best meet the needs of its face-to-face and distance learning constituencies through a balanced profile of programs and services and, accordingly, provides a range of preparatory, undergraduate, graduate, continuing studies, career-technical, trades and vocational programming.

Sense of Community

TRU recognizes and values the diversity of interests and plurality of cultures among its students and staff. Consequently, it seeks to create a safe, participatory environment in which the keystones are mutual trust, respect and integrity of relationships among those various interests and cultures.

Accountability

TRU values the responsible and effective stewardship of human, physical and financial resources as a means of maximizing benefits to its students and staff, and to the provincial, national and international communities it serves.

Environmental Responsibility

TRU recognizes the environmental challenges faced by current and future generations, believes in the importance of a sustainable future, and values the ethic of environmental responsibility.

Quality Work Place

TRU recognizes the importance of a work environment that provides for the professional, personal, social and cultural development of its employees. The integration of employees into the life of the campus is integral to making the University a desirable place to work.

Strategic Goals

As the most comprehensive, primarily undergraduate university in Canada, Thompson Rivers University seeks to build on the strengths it has established for the quality and impact of its highly flexible, integrated, experiential and practical university learning experience. Specifically, TRU will seek to clearly establish itself as the University of Choice in the context of seven distinct strategic goals:

The University of Choice for Student Engagement

Thompson Rivers University recognizes that learning in all its forms is greatly enhanced by the environment in which it takes place. As a comprehensive, teaching-focused university, TRU has a unique opportunity to engage students and create an experience, be it on campus or in the community, that will enhance educational objectives and serve to prepare students to make positive, life-long contributions to our global society and the sustainability of the communities in which we live.

As the University of Choice for Student Engagement, Thompson Rivers University will:

- > Engage students in the quest for world citizenship through social and cultural learning opportunities, in a respectful and inclusive environment that provides a better understanding and appreciation of our global community.

- > Engage students in discovery by incorporating research, in the broadest sense, as part of the curriculum and equip them with an understanding of academic integrity, ethics, social and environmental responsibility.

- > Engage students in a stimulating academic experience that provides a highly interactive environment between students, faculty and alumni as an integral part of an ongoing focus on improving and enhancing learning.
- > Engage students in a healthy lifestyle through activities that promote their physical, social, cultural, emotional and intellectual development.
- > Engage students in university governance and decision making and ensure they have meaningful representatives on university, faculty, and departmental committees.
- > Engage students both in the use and application of technology in the processes of teaching and learning and in the experience of distance education as a lifelong learning skill.
- > Engage the campus community in facilitating the successful transition of students from high school or the workplace to the university environment, and the retention of students to credential completion at all levels, and by all means of program delivery.
- > Engage the campus community in providing a welcoming environment for students, with a positive service focus in all areas, to ensure a rich campus life that supports the development of a strong sense of belonging to the institution.
- > Provide increased opportunities for students to engage in on-campus employment.

The University of Choice for the Integration of Research and Scholarship with Teaching and Learning

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

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

- > Encourage, support and celebrate research, scholarship, creative works and innovation transfer that enhance the quality of education.
- > Increase the opportunities for students to participate in research and scholarly work, and promote the value of pure and applied research in meeting the challenges faced by the communities the University serves.
- > Ensure that academic curricula contribute to students' understanding of the ways in which knowledge is obtained, evaluated, integrated, applied and disseminated and that all students have a firm understanding of academic integrity, ethics and social responsibility.
- > Develop strengths in pedagogical research that support ongoing improvements in the quality of teaching and learning.
- > Support the development of master degree programs in areas consistent with TRU's expertise and in which there is demonstrated need.
- > Raise the profile of faculty and student research and scholarly work across campus by promoting the dissemination of results, and by supporting regular research colloquia and seminars for faculty, students and interested external community constituents.
- > Plan and build a new Library and Learning Commons on the Kamloops campus that is designed to facilitate and support the scholarship and research activities of both faculty and students.
- > Recognize and celebrate the contribution of TRU alumni – both students and faculty – to research, scholarship, creative works and innovation, and knowledge transfer.
- > Expand professional development activities focused on teaching and learning, the integration of research activities into programs, and improving services to students and university operations.

The University of Choice for Aboriginal Students and First Nations

Thompson Rivers University, known for its broad, multi-cultural student population, seeks to ensure that the campus, curriculum and the university community are welcoming, supportive and positive environments for aboriginal students to achieve their education goals.

As the University of Choice for Aboriginal Students and First Nations, Thompson Rivers University will:

- > Review curricula to identify courses and programs where it is appropriate to incorporate aboriginal knowledge and culture and promote understanding for all students.
- > Determine, through consultation, how to make the campus more welcoming and supportive for people of aboriginal ancestry.
- > Expand services in support of the successful participation of aboriginal students in all programs.
- > Build partnerships with aboriginal and First Nations communities and organizations to support the academic preparation of aboriginal students.
- > Develop business, technology, trades and leadership programs in response to the needs of First Nations.
- > Devote space to support a First Nations House of Learning on campus to provide social, cultural and educational opportunities for all.
- > Seek to increase the number of employees of aboriginal ancestry in university employee groups.
- > Expand training for faculty and staff in order to develop cultural awareness and sensitivity to the issues faced by aboriginal students.

The University of Choice for Open Learning

Thompson Rivers University, which has a legacy of being open and accessible to students, now has a legislative mandate for open learning in the province of British Columbia. As the most comprehensive university in Canada, TRU has the ability and opportunity to incorporate openness across all programs, and ensure that learning, and the recognition of learning in the form of a credential, is available provincially, nationally and internationally.

As the University of Choice for Open Learning, Thompson Rivers University will:

- > Strive to make post-secondary education available at a time and place and through delivery methods convenient to the learner.
- > Establish distance education as a viable complement to on-campus and classroom learning, and promote the inherent openness of all TRU programs across the institution.
- > Expand the recognition and acceptance of credits earned at national and international institutions by establishing an educational credit bank that broadens credential-completion opportunities.
- > Broaden participation in post-secondary education by developing programs to encourage and engage first-time, first-generation learners.
- > Enhance the opportunities for distance students to receive academic and non-academic support on-line with the aim of improving completion rates.
- > Where programs allow, expand options for greater flexibility through part-time and distance learning opportunities.
- > Examine opportunities for distance learning students to develop a dynamic and meaningful relationship with other students and the institution.
- > Work to improve the integration of off-campus employees into the life of the institution.

- > Expand training in the field of distance learning for faculty and staff, and provide an orientation to the challenges faced by students in the distance learning environment.

The University of Choice for Environmental Sustainability

Thompson Rivers University recognizes that it has a significant role to play in education, research, policy development and information exchange related to the health of the local and global environments in which we live and work. TRU seeks to be the University of Choice for students concerned about environmental sustainability and to be recognized for its leadership and stewardship in responding to environmental challenges.

As the University of Choice for Environmental Sustainability, Thompson Rivers University will:

- > Develop and expand programming and associated research activities in the areas of environmentally sustainable technologies, policy development, and environmentally and socially responsible economic development.
- > Develop policies and best practices that support environmental stewardship and sustainability in the University's operations.
- > Foster environmental literacy amongst students, staff, faculty and alumni, and cooperate with other community partners to increase environmental awareness.
- > Encourage the development of partnerships with public and private sector organizations in support of environmental stewardship and sustainability.

The University of Choice for International Opportunities

Thompson Rivers University has a rich history of being open and accessible to students from around the world, and of extending the expertise of the University to the international community. Building on the legacy of thirty years of international connections, the University seeks to balance success in the international context by

creating expanded international opportunities and experiences for Canadian students, faculty and staff, and by increasing levels of international awareness and understanding within the university community.

As the University of Choice for International Opportunities, Thompson Rivers University will:

- > Increase the number of international learning opportunities for TRU students.
- > Increase opportunities for TRU faculty to teach and conduct research internationally.
- > Develop partnerships with international universities for joint research, scholarship and faculty exchange opportunities.
- > Review curricula to identify courses and programs where it is appropriate to incorporate international perspectives and increase awareness of global issues.
- > Develop an international presence on the Williams Lake campus and create activities that will profile and celebrate internationalism on all TRU campuses.
- > Expand TRU's academic activities internationally.
- > Expand support and services available to international students.
- > Expand training for faculty and staff in order to develop cultural awareness and sensitivity to the issues faced by students from international backgrounds.

The University of Choice for Career Success

Thompson Rivers University recognizes that access to post-secondary education is essential for all members of society in the 21st-century global economy. Success is a lifelong achievement, and over the course of a lifetime individuals will have opportunities to achieve success in many ways. TRU seeks to be the university best known and regarded for its unique ability to prepare students with an integrated set of academic, applied and experiential skills to be highly successful at every stage of life.

As the University of Choice for Career Success, Thompson Rivers University will:

- > Define and establish the characteristics of TRU graduates that will equip them for career success in a global economy by providing the knowledge, skills and experiences required to achieve academic excellence, personal growth, and international awareness and understanding.
- > Create new interdisciplinary opportunities that give students the flexibility to combine theory and practice in preparation for the demands of the 21st century.
- > Achieve the full integration and laddering of credentials in all program areas (academic, professional, technical and trades) to establish the University as the first choice for transfer students from universities and colleges across Canada for degree completion or to complete a professional career credential.
- > Review the mandate and direction of Continuing Education to increase opportunities for integration, flexibility of learning, and specialized training that builds on existing credits and credentials in support of continued career advancement and success over the working lifetime of individuals.
- > Expand services to link graduates with potential employers and to engage alumni in mentoring and supporting graduates as they move into the workforce.
- > Develop graduate programs that support the environmental, economic, social and professional development objectives of the interior region and the province.

New President

On June 2, Dr. Kathleen Scherf was announced as the institution's fifth president. A highly accomplished educator and administrator, Dr. Scherf completed her Bachelor of Arts degree at the University of Toronto in 1982, and her MA and PhD degrees at the University of British Columbia before joining the Department of English at UBC as a lecturer in 1988. The following year she crossed the country to spend the next decade at the University of New Brunswick, where she was appointed Associate Dean of Arts and full Professor of English in 1995-1996. She joined the University of Calgary as Professor and Dean of the Faculty of Communication and Culture in 1999, and was reappointed for a second term as Dean in 2004.

Her extensive teaching portfolio includes more than two dozen different courses in English, Theatre, and Communications, including most recently the largest first year class in her Faculty at the University of Calgary, where as Dean she believed it was important to remain connected to students and the classroom. This commitment to the student experience – one of TRU's pillars – is one of the reasons the Board chose Dr. Scherf to lead Thompson Rivers University.

As a senior administrator she has served on a wide range of Boards, Committees and Councils at a national level, including her current appointments on three different Editorial Boards, and on the Board of the Women's Television Network Foundation and the Van Horne Institute.

As one of the most senior Deans at the University of Calgary, Dr. Scherf has served as Chair of Deans' Council and as the Deans' representative on the University Budget Committee and the University Planning Committee, as well as, taking a number of other significant, pan-institutional leadership roles.

Internationally, she is the co-ordinator of a group of academics from eleven different institutions in six provinces working collaboratively to address obstacles to doing academic business in India. Just last month, Dr. Scherf was one of only eight Canadian delegates invited to the 5th annual Canada-India Policy Dialogue in New Delhi, India.

Dr. Scherf is the author of seven books and an impressive list of journal publications, reviews and lecture presentations to national and international organizations. Earlier this year she was the recipient of an Asia Pacific Foundation Policy Research Grant.

In 2004, she was honoured with the Calgary “Woman of Vision” award for her leadership and energy in successfully transforming and building the academic and research work of an interdisciplinary Faculty at the University of Calgary, and for connecting its work to the community.

Planning and Operational Context

External Environment

Population

The next two decades will bring marked demographic changes to the TRU region. While the region generally has experienced growth over the last twenty years, the demographic composition of the region’s residents will experience a significant shift over the next twenty years.

The Thompson Rivers University (TRU) Region is comprised of two census districts, the Thompson-Nicola District and the Cariboo District. These districts have a combined population that is presently approximately 5% of the total population of British Columbia. Along with the province, both districts have experienced significant population changes over the past five years as detailed in Table I. Although the province has experienced significant growth over the last five years, this macro trend masks the variation within the TRU region. The Thompson-Nicola district also experienced a population increase in the last five years, however, the population of the Cariboo district decreased significantly.

Table I : Census Population and Change by Region

Region	2006 Census	2001 Census	Percent Change
Cariboo	62,190	65,659	-5.30%
Thompson-Nicola	122,286	119,222	2.60%
British Columbia	4,113,487	3,907,738	5.30%

Source: BC Stats

The differences in population growth trends within the region can be explained by the fertility and migration rates. In general, the natural increase (number of births relative to deaths) has declined significantly across the province, and thus, has become a less important driver of population growth. Migration, international and internal, has become the more important determinant of growth and has been experienced

differently within the region. Table 2 shows that between 2001 and 2007, both districts experienced similar patterns in international migration, the rate of immigration exceeded the rate of emigration. Also, both regions experienced a loss to other provinces as there was a higher outflow than inflow to other provinces. However, the Cariboo District experienced a further decline in population as a higher number of individuals moved to other regions within the province relative to the number of individuals that relocated to the district from other regions within the province. As a result, the Cariboo District experienced an overall negative growth pattern over the past five years and the opposite is true for the Thompson-Nicola District.

Table 2: Regional District Migration Components, 2001 to 2007

Region	Net International Migration	Net Interprovincial Migration	Net Intraprovincial Migration	Total Net Migration
Cariboo	147	-1,604	-1,342	-2,799
Thompson- Nicola	551	-2,350	5,038	3,239
British Columbia	209,577	25,932	0	235,509

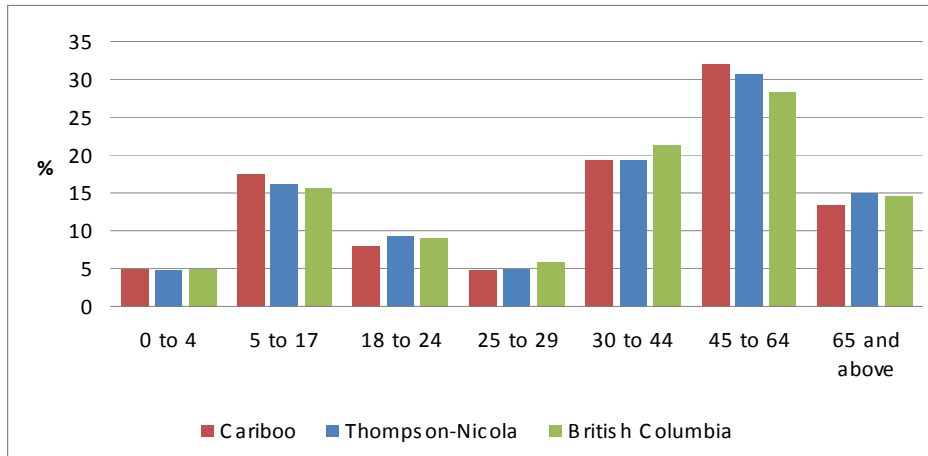
Note: Interprovincial and intraprovincial migration estimates are based on information contained in the Revenue Canada income tax file.

Prepared by: Population Section, BC Stats, Ministry of Labour Citizens' Services

Source: Statistics Canada

The age structure in the TRU region closely parallels the overall trend in the province as both are based mainly on the postwar baby boom and the subsequent drop in birth rates. As a result, the over 40 age group is the median population age category. Figure 1 shows the age distribution of the province and the region as well as the concentration within the region in the higher age categories; the median age in the TRU region is 42 years.

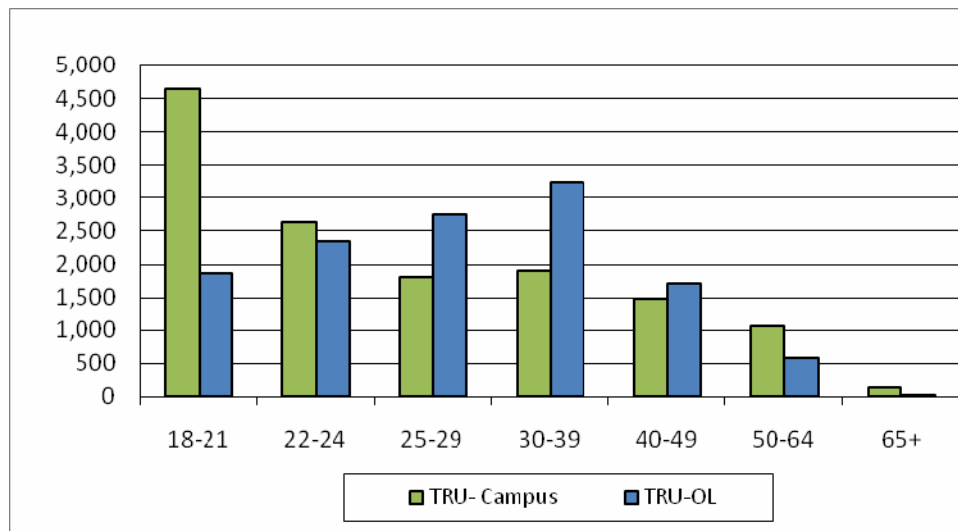
Figure 1 : Province and TRU Region Age Distribution



Source: Statistics Canada- Census, 2006

The age distributions of both streams in the university portray two different pictures in that campus students are generally younger than open learning students. From Figure 2, it can be seen that the largest age cohort is the 18 to 21 age category for campus while the 30 to 39 age cohort is the highest age category for open learning.

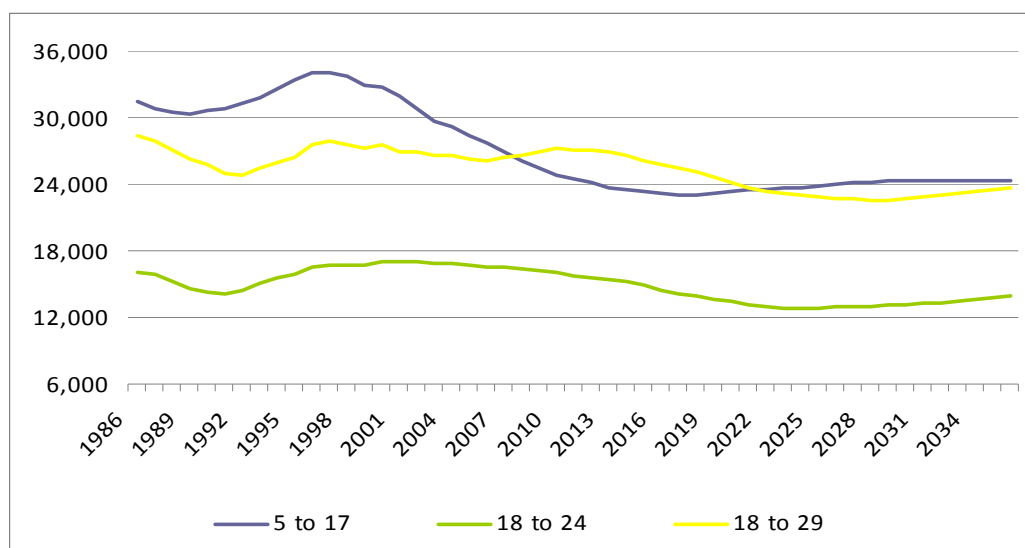
Figure 2 : TRU Student Age Distribution 2006-07



Source: AVED CDW Standard Reports, May 2008

Figure 3 provides the population projections by age categories. The population of the school-aged cohort, 5 to 17 years old, is projected to continue to decline over the next ten years, before experiencing a slow growth. By 2015, this population is expected to fall short of the current level by 3,802, but by 2036 this difference is expected diminish to around 1,712 short of the current level. Similarly, the 18 to 24 year old age group, a traditional market for TRU, and the 18 to 29 age cohort are also projected to decline and remain below current levels.

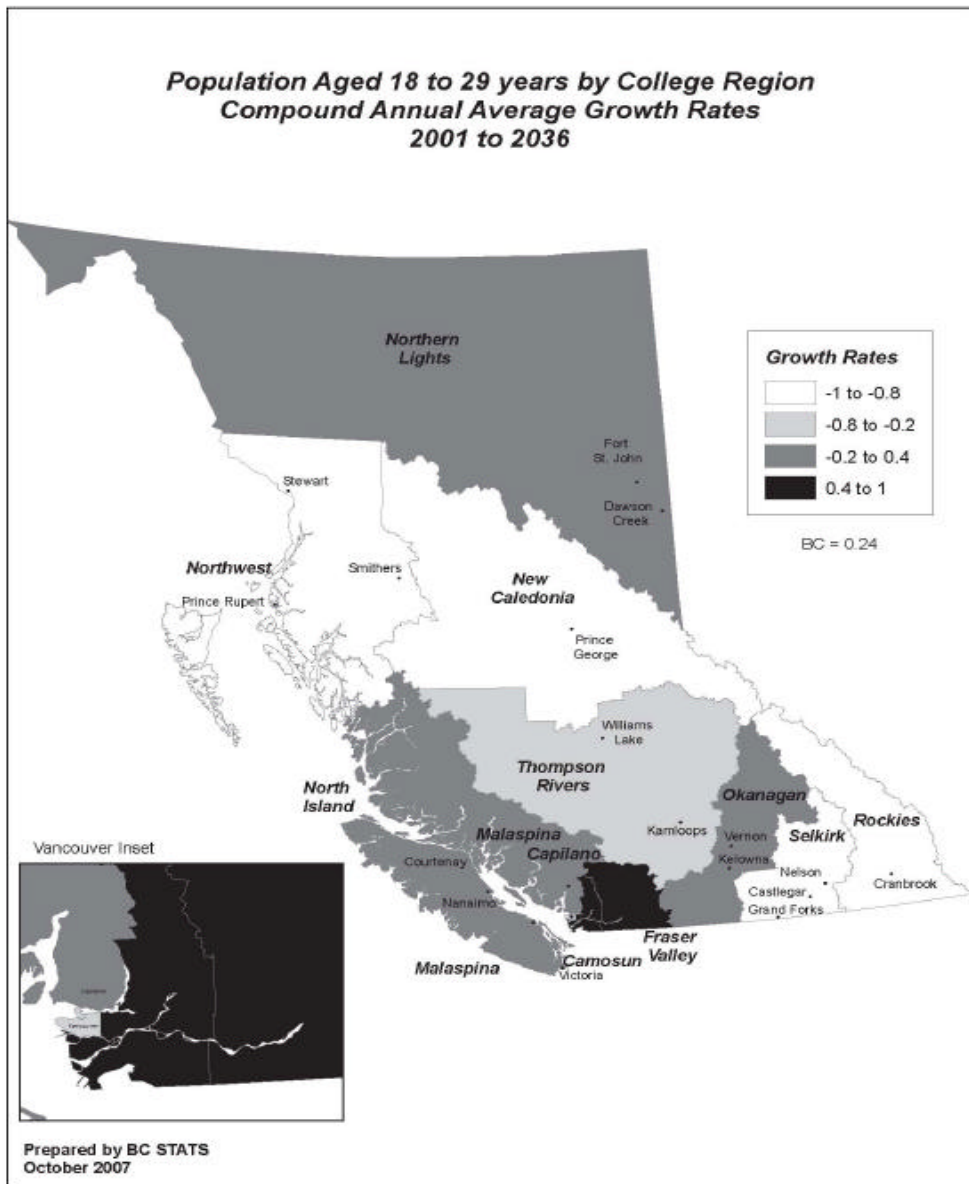
Figure 3: TRU Region Population Projections to 2036



Source: BC Stats- Ministry of Labour and Citizen Services. P.E.O.P.L.E 32

Figure 4 provides a provincial view of the shifting patterns of the 18 to 29 year age group and demonstrates that the phenomenon of declining young adults is not equitably dispersed across the province. In comparison to other college regions, the Thompson Rivers Region is expected to experience a higher decline in population of its 18 to 29 year olds compared to the immediate neighbouring regions of Malaspina, Capilano, Fraser Valley and Okanagan. TRU is therefore uniquely situated with new and significant challenges in regards to student recruitment.

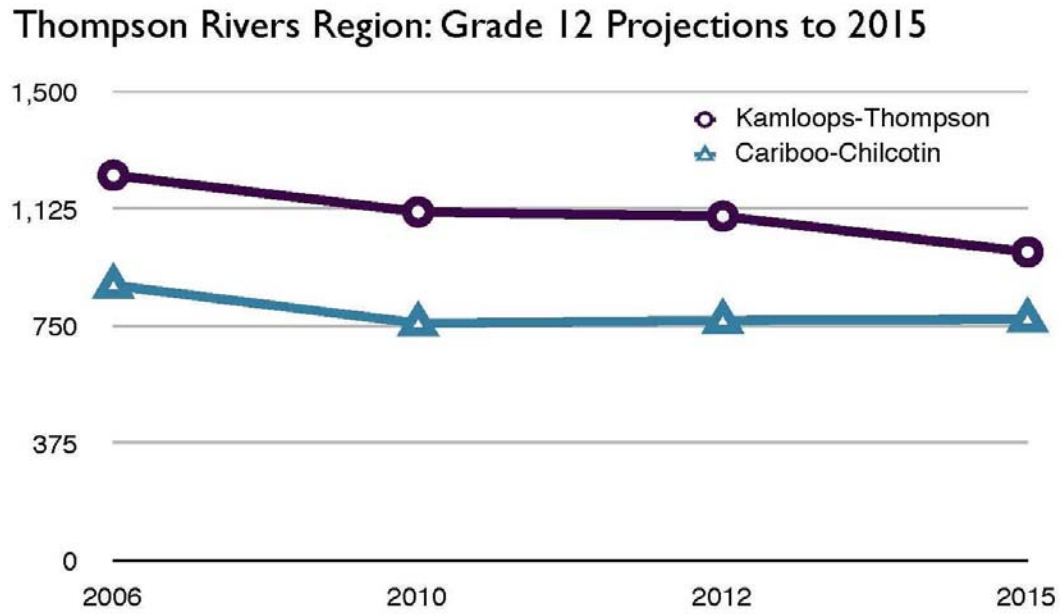
Figure 4: 18 to 29 Population Growth Projections



Source: BC Stats- Ministry of Labour and Citizen Services. P.E.O.P.L.E 32

The declining numbers in the 18 to 29 age group population are reciprocally demonstrated in the steady decline of Grade 12 graduates in TRU's region. It can be seen in Figure 5 that both districts are expected to experience a marked decline to 2015 and beyond. Given that approximately 65% of TRU's direct-entry high school students come from the Interior, with only 11% from the Okanagan and even fewer (5%) from the Lower Mainland, TRU is faced with the plurality of requiring diversification in age group recruitment, as well as the necessity to increase our market share from other areas of the province.

Figure 5: TRU Region Grade 12 Projections

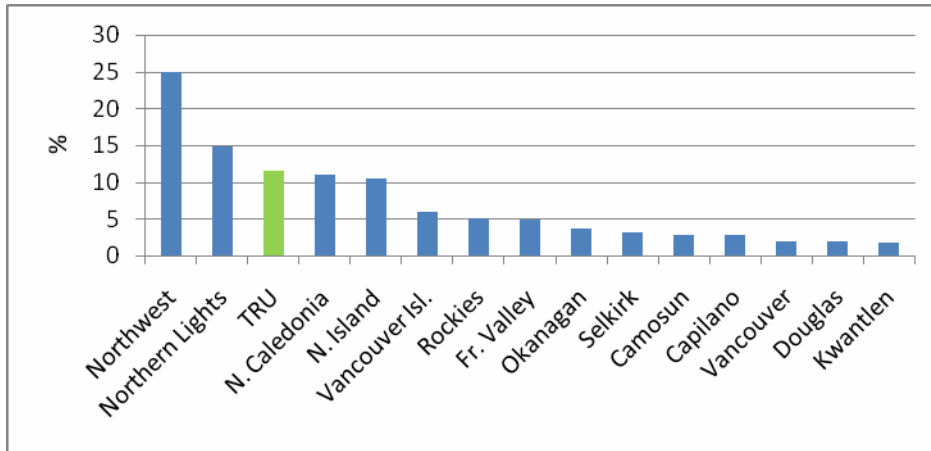


Source: Ministry of Education

Aboriginal Population

The 2006 Census data shows that the combined population of Aboriginals living in the Cariboo and Thompson-Nicola Districts are around 15% and 11% respectively. Both percentages are significantly higher than the overall share of Aboriginals in the province of around 5%. The region also has a higher proportion of Aboriginals relative to other post secondary regions within the province. Figure 6 provides the percentage distribution of Aboriginal representation across post secondary regions based on the 2001 Census, and demonstrates that the TRU region ranks at the top end of the distribution.

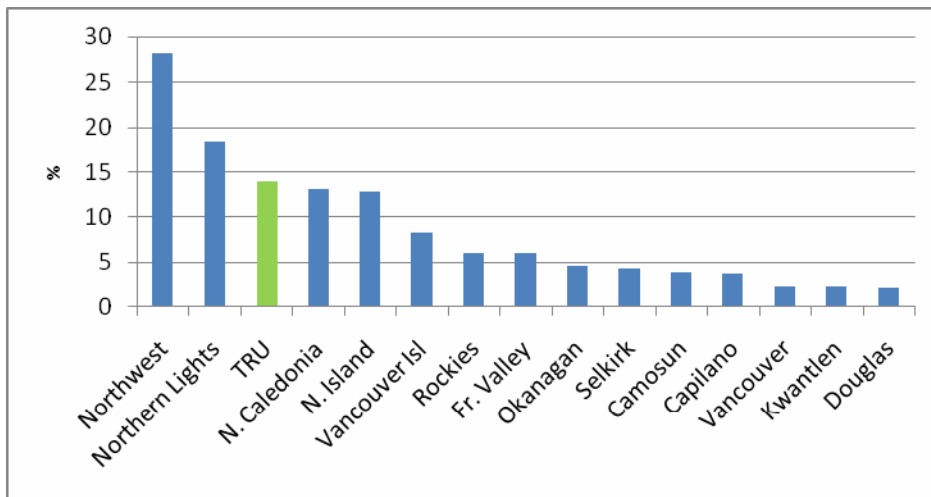
Figure 6: Aboriginal Representation by Post Secondary Region



Prepared by: BC Stats
 Source: 2001 Census of Canada, Statistics Canada

Similarly, the region also has a noticeably high population of Aboriginals within the ages of 18 to 24, as detailed in Figure 7.

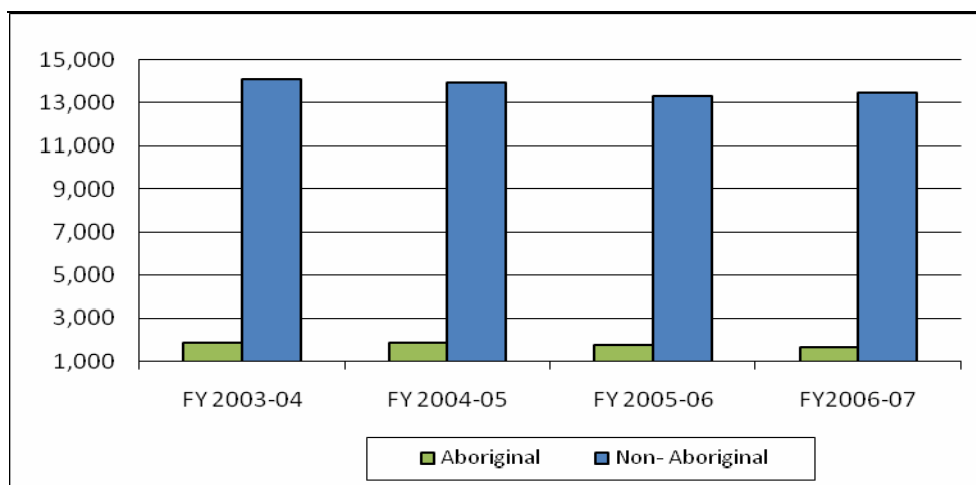
Figure 7: Aboriginal Percentage of 18 to 24 year olds by Post Secondary Region



Prepared by: BC Stats
 Source: 2001 Census of Canada, Statistics Canada

Specifically at the university, Figure 8 shows that the percentage of Aboriginal students has been consistently around 11% for the past five years.

Figure 8: TRU Aboriginal/Non-Aboriginal Headcount

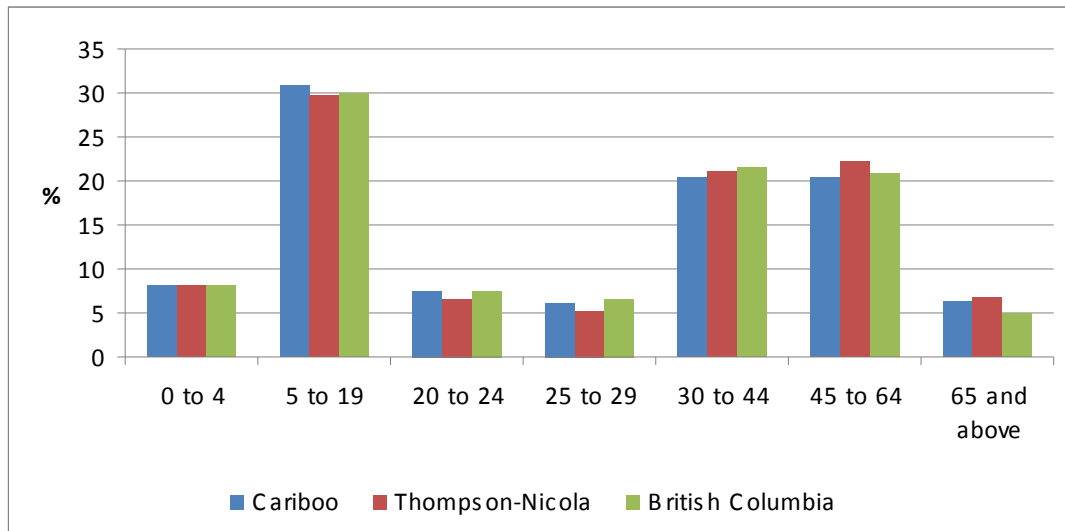


Source: TRU Internal Database

A sizeable portion of Aboriginals between the ages of 18 to 24 in the region still live on reserves. According to the 2001 Census, around 40% of this post secondary-age age group still live on reserves (BC Stats 2007).

The growth rate of the Aboriginal population within the province is significantly higher than the growth rate of the total population. Between 2001 and 2006, the Aboriginal population grew by approximately 15%, a rate almost three times that of the growth rate of the entire provincial population. The Aboriginal population is also much younger than the entire population. Figure 9 shows that the largest Aboriginal age group is the 5 to 19 year old age group; the median age of Aboriginals in the region is 28 years.

Figure 9: Province and TRU Region Aboriginal Population Age Distribution



Source: Statistics Canada- Census, 2006

In general, the Aboriginal education profile is lower than that of Non-Aboriginals. Table 3 depicts the educational attainment among individuals between the ages of 25 to 64, for both groups by region, derived from the 2001 Census. Aboriginals have a lower representation on all three measures, particularly the percentage with a university credential. Also, there is a difference in the educational profile of Aboriginals living on or off reserves within the region, as the Aboriginals living off reserves group have slightly higher percentages of high school and university graduates.

Table 3: TRU Region Educational Profile by Ethnic Group

Highest Level of Education Attained	Aboriginal	Non-Aboriginal
High School	19%	22%
Some Post- Secondary	43%	51%
University	8%	16%

Source: Ministry of Education

The location, age and educational profile of Aboriginals in the region all have significant recruitment and planning implications for TRU. As the institution faces a decline in overall school-aged population, an even higher percentage of eligible students in the future will be of Aboriginal descent. Therefore, to ensure future competitiveness, it is crucial that the university is adequately equipped with the infrastructure, human capital and program mix that will attract and retain these potential students.

TRU is committed to increasing enrolment and educational outcomes for Aboriginal Peoples in the region. TRU has been actively engaging Aboriginal people in planning initiatives and developed an Aboriginal Service Plan to address the needs of First Nations learners. TRU is in the process of implementing its Aboriginal Service Plan.

TRU Open Learning has a number of agreements with First Nation communities operating community-based Learning Centres, where TRU-OL's distance education offerings are supplemented and enhanced with face-to-face facilitation.

TRU is also implementing an Elder(s) in the House Program in cooperation with the university's Aboriginal Coordinator. Through this program, Aboriginal Elders will provide personal consultation, conversation, guidance and mentorship to Aboriginal students. The Elder will act as a surrogate grandmother or grandfather to Aboriginal students and use traditional Aboriginal life skills' perspectives and methods such as the 'talking circle' and Elder knowledge.

In addition, TRU, in partnership with the Nicola Valley Institute of Technology (NVIT) continues to enable graduates to better serve Aboriginal communities through integration of Aboriginal culture and knowledge in the curriculum.

Labour Market & Skills Shortages

Projected attrition, due primarily to retirement, indicates that shortages in the skilled trades occupations will become an immediate concern for BC. This concern for shortages of skilled trades people will intensify as skilled workers continue to retire and employment demand increases as BC prepares for the 2010 Olympics (BC Stats). This trend has already manifested itself in fierce competition for skilled trades people in the Kamloops area.

Incremental growth from labour demand directly related to 2010 Olympics projects is expected to be 132,000 person years of employment between 2003 and 2015. Roslyn Kunin and Associates (RKA) predict that four out of ten job opportunities from incremental growth 2003-2015 will be outside the Lower Mainland and Southwest areas of the province. The projected annual growth in employment demand for our region is depicted by occupation in Table 4.

Table 4: TRU Region- Projected Annual Growth in Employment Demand

	Estimated employment		5 year change
	2006	2011	2006 to 2011
All occupations	88,560	96,420	1.8%
Management occupations	8,990	9,780	1.7%
Business, finance and administrative occupations	12,670	13,650	1.5%
Natural and applied sciences and related occupations	3,860	4,160	1.6%
Health occupations	4,570	5,100	2.3%
Social science, education, government services & religion	6,680	7,040	1.1%
Occupations in art culture recreation and sport	1,820	1,960	1.5%
Sales and service occupations	23,340	25,370	1.7%
Trades-related transport and equipment operators	16,600	18,330	2.1%
Occupations unique to primary industry	5,340	6,210	3.2%
Processing, manufacturing and utilities	4,700	4,850	0.7%

Source: BC Stats: Industry and Occupation Projection 2006-2011

In 2006, TRU business students teamed up with Venture Kamloops to conduct a skills shortage of various industries in Kamloops. Their findings indicate that most industries in the area will be experiencing a great demand for employees—quantified as 68,000 job vacancies in the Kamloops area—in the next five years (2007 Kamloops Labour Demand Study).

Community Relations

TRU continues to be an integral part of its community. The Tournament Capital Centre, a City of Kamloops facility located adjacent to the university, was officially opened in May 2007. The \$23 million dollar facility is part of a larger facility expansion project in Kamloops. During the official opening, Kamloops was announced as the host of the 2011 Western Canada Summer Games, and the TRU community will certainly be a part of this major event.

TRU's partnership with the Kamloops Canadian Homebuilders Association continues with the Training House project. The Training House Project is a joint initiative of the TRU School of Trades & Technology and the Kamloops Home Builder's Association which provides TRU Residential Construction, Plumbing, Electrical, Welding, Horticulture, Joinery/Cabinet Making, and Telecommunications students the opportunity to practice their skills while building a complete home, from foundation

to finish. About 130 students and 14 faculty members are involved in the project each year.

The Training House is purchased by the Kamloops YMCA for its Dream Home lottery. Some of the revenues from the sale of the house each year go into an endowment administered by the TRU Foundation, which solicits and manages the funds for scholarships and bursaries.

Internal Environment

Infrastructure Growth – House of Learning

The next major capital construction project to expand learning resources on the campus of Thompson Rivers University in Kamloops was given the green light with the announcement on April 3, 2008 of funding approval from the Ministry of Advanced Education.

With a commitment of \$18 million from government, the TRU Board of Governors has approved the business plan for funding the balance of the \$29.3 million project that will incorporate the new library, the Learning Commons, and space for Aboriginal programs and services. The TRU Board of Governors has decided that the new facility will be known as The House of Learning.

The overall size of the new building is approximately 58,000 square feet, providing expanded library, study and learning space that includes a tiered lecture theatre and various dedicated spaces. It will also be the first TRU facility to be LEED Gold Certified.

The new building will provide a significant addition to library and learning space for all students on campus and incorporate features and facilities to enhance the learning needs of Aboriginal students. Within the House of Learning, the concept of a 'Learning Commons' will allow for more student group work and social interaction.

With new space for expanding the library collection and student access to information through technology, the project also includes the development of more space for quiet study and research in the existing library facility.

Preliminary timelines for the project would plan to see some initial ground work begin

later this year on the building site, which is located on the campus common, just east of the Campus Activity Centre, with a target completion date of Winter, 2010.

New Program Development and Implementation

Graduate Programs

The first cohorts of our Master of Education and Master of Science in Environmental Science degrees enrolled in 2007. A Master of Social Work degree is expected to be implemented in the Fall of 2009.

Baccalaureate Degrees

International Partnerships

Thompson Rivers University has signed an agreement with the University of Gävle, Sweden, that will allow students to simultaneously earn a degree from each university in the fields of Geography and Geomatics.

TRU students completing a Major in Geography, in the Bachelor of Arts degree, will be able to add the University of Gävle's Bachelor of Science degree, Major in Geomatics, to their resume with just one more year of study. The agreement also allows students to simultaneously earn two diploma-level credentials: an Associate of Arts degree (2 years) from TRU and a Geomatics Technician diploma (1 year) from the University of Gävle.

The Geography-Geomatics degree program is believed to be the first of its kind in Canada and one of only a handful of international double degree programs in the country.

The double degree and double diploma provide an attractive career pathway. The combination of technical abilities and a solid knowledge base will make TRU students attractive to employers who value multi-skilled and adaptable problem solvers.

Development work is underway for a bachelor degree in early childhood education.

In 2008, the School of Social Work implemented a very successful international field school in Cuba with 22 Bachelor of Social Work and Human Service Worker

students. BSW students have also completed international practica in Botswana and Colombia, and several students plan to complete practica in India in the coming year.

A new course in International Social Work will be developed in the Fall 2007 to be offered in Winter 2008.

The School of Social Work was successful in receiving a project grant from Aboriginal Health Human Resource Initiative to offer community-based human service courses in several Aboriginal communities in 2008/09.

Pending approval starting in the Fall 2008, students in the Bachelor of Business Administration may complete a Major in Adventure Tourism Management, a Minor in Adventure Tourism Management and/or a Minor in International Adventure Tourism Development.

Diplomas and Certificates

A Glazier Apprenticeship training program was introduced in February 2008.

TRU's School of Education is planning a Developmental Standard Term Certificate for First Nations language teachers. As well, a Certificate in Educational Leadership in partnership with School District #73 is being considered.

TRU's Culinary Art program is developing a two year Culinary Diploma, expected to begin in January 2009.

Research, Innovation and Knowledge Transfer, and Graduate Student Education

New Research Chairs and Centres

TRU secured matching funds for two Leading Edge Endowment Fund Regional Innovation chairs in Cattle Industry Sustainability and Aboriginal Maternal and Child Health.

The position of Chair in Cattle Industry Sustainability was supported by a grant from Western Diversification of \$333,000 to provide laboratory equipment in support of a Centre for Innovation in Ranching, Range Management and Meat Production, with matching funds of \$150,000 received from the Southern Interior Development

Initiative Trust. The position of the Chair is supported by the Cattle Industry Development Council, and the Real Estate Foundation. The Centre will be an applied research and development facility for the exploration and invention of innovative practices and technologies leading to the economic and environmental sustainability and enhancement of the cattle industry and other related meat and rangeland products.

This unique facility brings together the experts and the equipment to carry out the research and development leading to innovative practices, technologies and products aimed at catapulting ranching and meat industries into a viable and sustainable future for British Columbians. A sustainable industry requires that we are also concerned about proper stewardship of the natural resources on which these industries depend: the grasslands, the forests, the watersheds, and the land base. Research leading to sound stewardship of the natural resources is an integral part of the research focus.

TRU is currently in the search process for the Chair in Aboriginal Maternal and Child Health.

Major Facilities Contributions

Western Diversification provided a contribution of \$621,000 toward the purchase of a Nuclear Magnetic Resonance (NMR) Facility that will be the most sophisticated and versatile of its kind in the BC Interior. This NMR will enable discoveries and inventions of molecular structures and their applications to the development of new technologies, bioproducts and bioremediation solutions, and allows TRU faculty members to advance their research.

Strategic Research Planning

The Research Committee of Council launched an integrated research planning process, involving every faculty member at TRU in preparing a research plan that identifies areas of collaborative research expertise and strength, along with the requirements and resources needed to build on TRU's current success to develop the research capacity at TRU to national and internationally competitive levels.

This detailed research planning process compliments the institutional strategic planning process which includes developing TRU as the: 'University of Choice for the Integration of Research and Scholarship with Teaching and Learning' to enable implementation of the Institutional Strategic Plan 2007-2012.

General Funding for Research and Research Chairs

Grant applications to the federal granting agencies were up this year over last year, and the aim is to increase the number of applications and the success rate in 2008-09. National Science and Engineering Research Council grants increased by \$20,000 and 3 researchers, while Social Science and Humanities Research Council grants increased by one researcher. FSP funding was up by about \$160,000.

Major research initiatives include:

- the Community-University Research Alliance
- a multidisciplinary and multi-institutional project aimed at determining quality of life indicators in small cities;
- \$575,000 in support of research addressing impacts of the mountain pine beetle, climate change and biodiversity;
- a collaborative project in India regarding the long-term implications of interventions related to the tsunami that devastated the Tamil Nadu Coast of India in December 2004, with the aim to improve policies and practices related to post-disaster responses in an international context;
- and a study to identify key factors that promote the successful transition of Aboriginal adult basic education learners to post secondary education (details are in Appendix III).

Research Professorships and Research Awards

Wendy Gardner, known for her work on rangeland management holds the Brink professorship for research in grassland ecology. Brian Heise, holds the Northcote professorship for research in limnology/lake ecology.

Two faculty members received the 2008 TRU Award for Excellence in Scholarship: Louis Gosselin, David Scheffel. This award, valued at \$2500, is sponsored by the Office of the President (\$1500) and the Office of the AVP Research and Graduate Studies (\$1000).

The Office of the AVP Research and Graduate Studies sponsored two awards valued at \$500 each for the most innovative and best applied research presented at the annual Science Undergraduate Poster Showcase. These were won by Daniel Rainkie and Michelle Broadway at the 2008 showcase.

The Office of the AVP RGS also sponsored three \$500 awards for the best submissions to the 3rd annual proceedings of the 2008 TRU Undergraduate Research Conference.

Research Centres

A policy governing the creation and management of research centres was passed by the University Council and the Board. This policy promotes and encourages the establishment and administration of research centres at TRU. TRU is currently home to interdisciplinary research centres:

- Community and Ecosystem Ecology Centre - CEEC
- CURA - Cultural Future of Small Cities
- Centre for Aging Research
- Centre for Multiple Literacies
- Centre for Excellence in Addictions Research
- Centre for the Study of Canada
- Centre for Innovation in Culture and the Arts in Canada CICAC.

Office of Graduate Studies

In support of its provincial mandate Thompson Rivers University approved through academic The University Council an organization structure for the administration, development and review of graduate programs. TRU is poised to make a significant contribution to Graduate Studies because of its comprehensive nature and strategic role as a community university. Graduate studies encompasses educational and training programs at the graduate post-baccalaureate level, including certificate, diploma and master degree programs.

Through appropriate institutional organization and focus, TRU has the opportunity to embrace and build on its unique evolution to university status, its focus on research in support of teaching and learning, and its relative freedom from traditional academic silos, to study and engage in academic reform in graduate education and to be a leader in the next generation of graduate post-baccalaureate level programming.

TRU currently offers three graduate programs: the Master of Business Administration, Master of Science in Environmental Science and Master of Education.

Funding the Research Enterprise: Office of Research, Innovation and Graduate Studies

TRU base funding for the enterprise was about 38% in 2007-08, and is anticipated to be about 32-34% 2008-09. The remainder comes from Indirect Costs on federal grants and other overheads, provincial and federal agencies. This base funding leverages about 10K in external funding.

Research Workshops, Consultation and Events

Highlights of the past year include the hosting of the “Still the ‘Last Best West’ or Just Like the Rest? Interrogating Western Canadian Identities Conference, drawing 150 participants from across Canada and around the world, an international development research symposium, and a lecture at the BC-Canada Pavilion in Beijing by CRC Lauchlan Fraser on grasslands research.

Other external and community liaison activities included the participation of TRU faculty or administration at national and provincial research and innovation transfer related events, including: Synergy Awards; Ethics harmonization meeting and Royal Society of Canada awards dinner.

Provincial and National Representation

- AVP-RGS attended a meeting as a member of the planning committee for the Conference Board meeting of VPs of research
- AVP-RGS is a member of the NSERC committee to review NSERC’s grant selection structure
- AVP-RGS consulting with TUPC regarding research exhibits etc at BC-Canada Pavilion in Beijing.
- National VPs of Research meeting Jan 23-25—AVP-RGS involved with setting the program, chaired a round table
- AVP-RGS liaised with Southern Interior Development Trust to create trades entrance scholarships
- SoBE dean Murray Young invited to serve as member of Strategic Research Grants Special Call in Management, Business and Finance selection committee

TRU hosted a variety of research and knowledge mobilization initiatives, including:

- Rural and Remote Health Research Network AGM (Nov 21)
- Campus 2020 meeting (Nov 21)
- Audioconference on Undergraduate Research
- Breakfast meeting with Diana Youdell with TRU international research and development community sponsored by AVP-RGS (January 17)
- CIHR workshop—April 28
- CASID workshop—February 7
- Student grant writing workshop—TRU Eco Conference February
- SSHRC workshop June 18
- Research methods workshop May 15
- NSERC proposal workshop/site visit September
- MITACS site visit

- Western Canadian Conference on Computer Education

Undergraduate Student Research Activities

TRU has a commitment to engaging undergraduate students in the research enterprise. Student research scholarship activities included the adjudication and management of a number of external and internal awards, including: nine NSERC PGS-M; 13 NSERC USRA; nine BC Government Policy and Practice Branch Social Policy research; two CIHR undergraduate research; and 22 Comprehensive University Enhancement Fund research awards.

Student research support also included:

- A grant proposal writing workshop October 16, taped by Media Services and posted to web;
- A MITACs site visit and membership in order to allow TRU students access to scholarships for students to conduct research in collaboration with industry, working under the supervision of a faculty member;
- Hosting of the 3rd Annual Thompson Rivers University Undergraduate
- Conference March 15, 2008, the PHP Undergraduate Research Conference, and the
- Undergraduate Science Poster Showcase.
- Sponsorship of five TRU faculty members to attend the Council on Undergraduate Research workshop at Malaspina University College.

Joint Initiatives

In the past year, TRU's Office of Research and Graduate Studies and TRU faculty and student researchers have been engaged in joint research and innovation transfer initiatives with BCNet, the Interior Health Authority, BCCampus, the Interior Indian Friendship Centre Society, the BC Cattlemen's Association, Ducks Unlimited, the Grasslands Conservation Council, the BC Cross-Government Policy and Practice Branch, the BC Ministry of Forests, Agriculture Canada, a number of Indian Bands, the Southern Interior Development Trust, the Real Estate Foundation, and many universities across Canada and around the world.

Innovation Transfer

TRU's innovation transfer activities are supported by the BC Innovation Council's (BCIC) Science and Technology Fund, the National Research Council. The services provided by TRU's innovation transfer arm are divided into four general areas: planning, commercialization, knowledge transfer and industry development. During the current reporting period, TRU innovation transfer activities have involved agriculture, biosciences, cattle industry, energy, value-added food products, health,

invention, manufacturing, natural resources, pharmaceuticals, tourism, and transportation, and helped build linkages with public-sector provincial and federal agencies for projects related to environmental impact and remediation. To facilitate innovation and knowledge transfer, and to support regional economic development, TRU employs a business mentor, funded with support from the National Research Council.

TRU's innovation transfer arm aims to:

- Actively create linkages with business, industry and communities to assess their research and development needs and make recommendations to improve competitiveness;
- Extend the intellectual and capital resources of TRU to the external community through contractual arrangements and partnerships;
- Encourage synergies with the private sector to support innovation and commercialization;
- Engage TRU staff, faculty and students in community and economic development;
- Enhance the research and development infrastructure of the region by providing one-stop shopping to a variety of services, laboratories and expertise;
- Strengthen the capabilities of communities and regions through consultative planning, and by developing, and implementing strategies and actions to improve innovation, including support for rural agencies such as technology centers;
- Develop strategies and models for financial sustainability;
- Make best use of innovative methods of information and communication technology to serve the small cities, rural communities and Aboriginal and First Nations communities of the BC Interior;
- Market and expand the services of TRU-Research internationally while assisting the business community to do the same; and
- Evaluate the success of the university and its staff in achieving these functions and continuously making improvements to increase success.

Aboriginal Education Initiatives

In the Fall of 2007, Dr. Nathan Matthew was selected to lead TRU in its strategic goal to become “The University of Choice for Aboriginal Students and First Nations”. Dr. Matthew, who had been Special Advisor to the President since 2006, has assumed responsibilities for the development and implementation of TRU's new Aboriginal Service Plan.

With Dr. Matthew's increased involvement at TRU, the University expects to make major strides towards providing improved programs and services for Aboriginal

students.

Strengthening the Aboriginal educational services at the University is one component of TRU's plan to assist First Nations' communities and Aboriginal organizations to maximize the advantages that will flow from the Provincial Government's New Relationship Strategy. To accomplish this, the Thompson Rivers University, through Matthew, will work very closely with its First Nations, Métis and Aboriginal community partners in the development of programs that focus on, among other things, business management, public administration, and taxation policy.

TRU is pleased to be one of the institutions to have prepared an Aboriginal Service Plan. The complete Aboriginal Service Plan text can be found at the following URL: http://www.tru.ca/president/aboriginal_service_plan.html

Environmental Initiatives

TRU has formed a joint standing committee of the University Board and University Council to advise the institution on environmental issues and assist with the institutional goal of becoming the University of Choice for Environmental Sustainability. TRU has created an office of Environmental Sustainability and the recruitment of an Associate Director of Environment and Sustainability is underway. An area under discussion is the provincial legislation requiring institutions to become carbon-neutral by the year 2010.

Open Learning Division

The 2007-08 academic year saw the Open Learning Division of Thompson Rivers University (TRU-OL) successfully complete its transition from Burnaby to Kamloops. During the first half of the year, focus was placed on moving the operations, completing the hiring of new personnel, and training new staff. Student recruitment efforts were reduced as energy was focused on maintaining services to existing students. Service to existing students was our number one priority as extensive restructuring, reengineering of processes, and training of new staff was undertaken

behind the scenes. Concurrently, the process of integrating Open Learning operations with TRU campus support departments was also undertaken and completed.

Advertising and recruitment efforts were reinvigorated in August. However, we still experienced a decline in FTEs for the year. This decline is attributed to an overall decline in enrolments in Adult Basic Education (ABE) courses, Nursing courses and programs, and credit awarded for Prior Learning Assessment and Recognition (PLAR). The reduction in enrolments in ABE is expected to be a continuing challenge going forward, since TRU-OL is no longer the only provider of ABE that does not charge tuition. The decline in Nursing enrolments and PLAR credits were temporary declines, since new courses in Nursing are being brought on line this year, and the PLAR department is now fully restructured, re-staffed and operational.

Overall, 2007-08 ended on a positive note with enrolments in the second half of the year outpacing enrolments in the same period for the prior year. The increase in enrolments was seen primarily in Open University courses and is attributed to the aggressive promotion of TRU-OL in a variety of different media. Other initiatives undertaken during the year, which are expected to have a positive impact on future enrolments, include rekindling and initiating partnerships and other relationships that were an integral part of our past foundation. For example, the University Consortium for Open Learning-- consisting of UBC, U-Vic, SFU and TRU-OL--was brought back together with the expectation that joint initiatives could be undertaken. Relationships with numerous institutions and First Nation communities across the province were also regenerated, and are expected to bring increased enrolments in the upcoming year.

As well, in conjunction with the vision for Open Learning that was initiated in September 2006, an academic and a strategic plan are also near completion. In preparing these plans, we have engaged in wide consultation inside of TRU. Externally, we have solicited input from potential students, industry, colleagues and partners. We have conducted focus groups on the usability of our website and the educational offerings desired by industry. We have also referred to public policy documents articulating the vision for higher education in the province of British Columbia. Implementing our academic and strategic plan will further support TRU-OL in its quest to service the open, distance, and on-line learning needs of British Columbia.

All in all, we believe that the outlook is positive for the Open Learning Division. With the transition behind us, we are seeing the results of the new vision begin to materialize. Thus, we have confidence that enrolment growth is at hand and that we can reach a target of 2,000 FTE's by the end of March 2010. This will require a 15% increase in 2008/09 and a 10% increase in 2009/10. To date, enrolment trends through June 2008 support the aggressive growth plan of a 15% increase in Open Learning enrolments during the 2008-09 fiscal year. We still have a great deal of work ahead of us, but we believe that the enrolment decline at TRU-OL is over and the recovery is at hand. We will do everything in our power to step up and serve the open, distance and on-line education needs of the province.

TRU World

Thompson Rivers University has a rich history of being open and accessible to students from around the world and of extending the expertise of the University to the international community. TRU World, the international education, training, and development arm of the University, is a multi-dimensional, multi-cultural business unit that provides a wide variety of services to an extensive international client base. In existence for twenty-five years, the department has moved from a cost-recovery operation to generating significant net revenues for the University. In addition, TRU World has contributed to the internationalization of the main campus and projected the institution's image and reputation around the world. The unit is now recognized across Canada as being a post-secondary leader in international education, training, and development.

Notable highlights of the past year include the highest-ever international student enrolment (1039 students) in the Fall semester, participation in the BC Premier's mission to India, and our leadership and participation in two missions to China with the City of Kamloops. As well, over 70 faculty and administrators travelled abroad on our behalf last year and the department received 60 delegations on campus, including a number from other Canadian institutions who came to TRU World to study our model. In addition, we were asked to deliver a 3-day workshop for other institutions at the Queens University Summer Institute for Internationalization. Other achievements include the signing of a 5 year agreement with Conadi, the Chilean state agency for Indigenous people, the completion of four Olympic training programs in China, and the graduation of 135 Chilean teachers from our Teacher Training program in Vina Del Mar. Finally, TRU World is proud to have been recently nominated for a BC Export award.

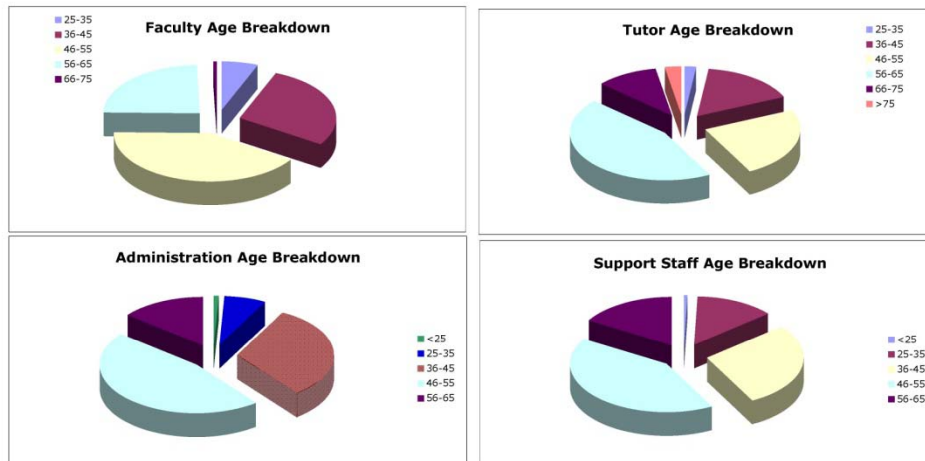
Human Resources

Employee demographics continue to be a challenge for TRU; as the workforce ages and retirements increase, there is intense competition for employees.

The following table and graphs depict TRU's employee age demographics as of December 31, 2007.

Age	<25	25-35	36-45	46-55	56-65	66-75	>75	Age Unknown	Total for all Ages
Admin*	1	9	40	59	18	0	0	0	127
Faculty**	0	29	130	193	113	2	0	1	468
Tutor***	0	2	17	25	46	11	3	0	104
Support****	2	45	97	140	56	0	0	1	341
TOTAL	3	85	284	417	233	13	3	2	1040

- * Admin = Ongoing Administration
- ** Faculty = Continuing Faculty
- *** Tutors = All Tutors with Earnings in 2007
- **** Support = Ongoing Support - no Auxiliary Staff



Strategic Planning

A strategic plan for the 2007-2012 period was approved by the University Council and Board of Governors in May 2007. This document evolved through a comprehensive consultation process and is presented as the guiding institutional overview in this report.

A framework for the development of implementation plans was built around the seven themes outlined in the Strategic Plan. Draft plans for each of these themes are being compiled to form the Implementation Plan of the TRU Strategic Plan to be presented to University Council and the Board of Governors for approval in the Fall of 2008.

Operational Budget Development

The 2008-09 operating budget reflects TRU's initiatives to achieve the five elements of its strategic plan, while striving to meet the requirement of a balanced budget. Enrolment trends in faculties and divisions create increments or decrements to a division's budget.

TRU has just completed its first full fiscal year with the new decentralized budgeting system. This new budget methodology vests responsibility and accountability for the budget to the faculties, schools and divisions. All carry forward 65% of their surpluses and 100% of their deficits. The ability to retain surplus funds at the division level with a carry-forward restricted purpose fund has enabled the divisions to plan for future use of these funds.

TRU is committed to moving towards a 2% contingency target. We are presently at 1% budgeted contingency for 2008-09 and hope to be at 2% within two years.

Student Satisfaction

TRU continues to enjoy high student satisfaction. Our Baccalaureate Graduate Survey (BGS) results of the 2005 survey of grads show the following satisfaction scores on the AVED measures of accountability:

Accountability Indicator	University Sector	TRU
Usefulness of knowledge, skills and abilities acquired during program (Very/Somewhat useful)	88.0%	88.1%
Program satisfaction (Satisfied/Very satisfied)	95.7%	98.3%
Quality of instruction (Good/Very Good)	95.0%	96.2%
Employment rate	97.1%	98.5%
Skill development in the following categories: (High/Very High)		
Written communication	76.5%	84.7%
Oral communication	76.3%	91.1%
Reading and comprehension	86.7%	89.4%
Group collaboration	76.7%	85.8%
Critical analysis	90.1%	93.8%
Problem resolution	74.0%	80.8%
Use of mathematics appropriate to field	48.4%	55.2%
Use of computers appropriate to field	58.1%	67.3%
Learning on your own	89.2%	90.3%

As a learner-centered institution, TRU considers student satisfaction extremely important and continues to monitor student feedback. Other sources for student satisfaction measures include the data from the Student Outcomes Reporting System (SORS) for the College and Institutes Student Outcomes Survey Results. This survey covers the certificate and diploma programs at TRU and TRU-OL.

A very important development in student consultation is TRU's participation in the 2007-08 National Survey of Student Engagement. This will enhance our knowledge of current student experiences. In addition, TRU participated for a second year in the Education Navigator/University Report Card project, which informs the Globe and Mail's University Report Card.

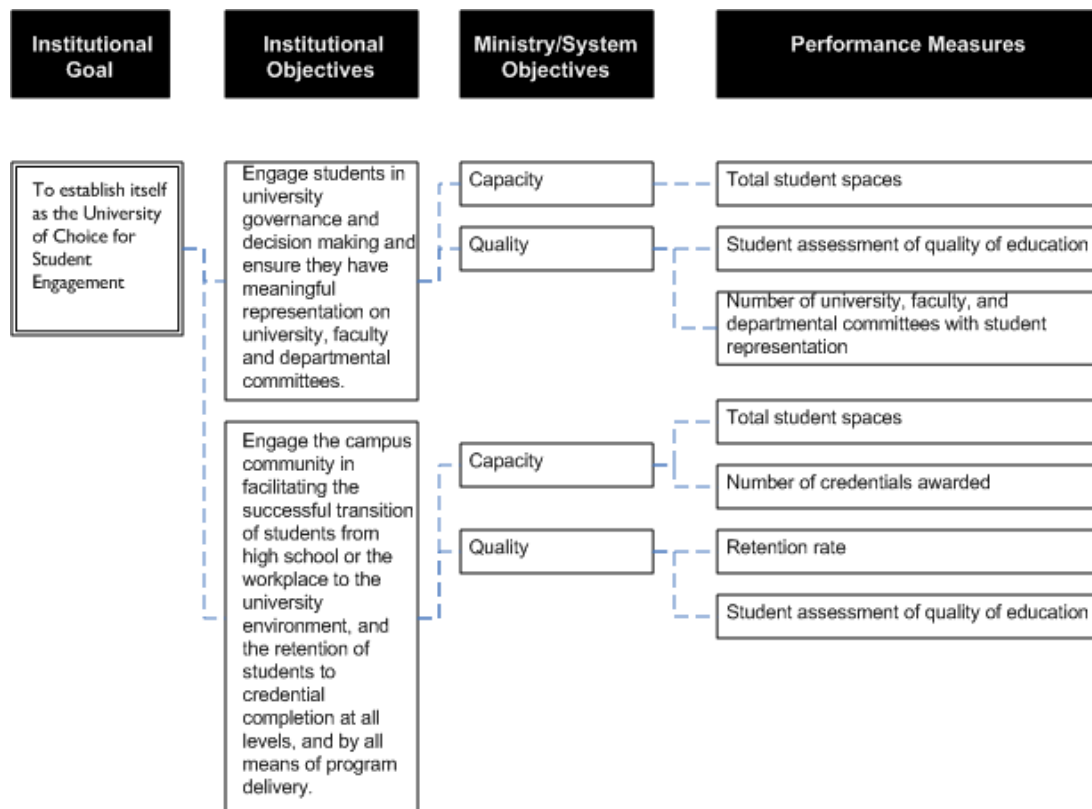
Enrolment Projections

Detailed enrolment projections will be provided in the Enrolment Plan document due on August 1, 2008.

2007/08-2010/11 Goals and Objectives & Review of 2007/08 Progress

We continue to work on the institutional goals as outlined in our strategic plan. The 2008/09-2010/11 goals for TRU remain the same and include the seven goals outlined in the strategic plan document. Specific objectives are aligned with Ministry Strategic Objectives. Below is an update of the strides we have made towards those goals over the last year and some of the initiatives we plan to implement over the next year.

Goal: To establish itself as the University of Choice for Student Engagement

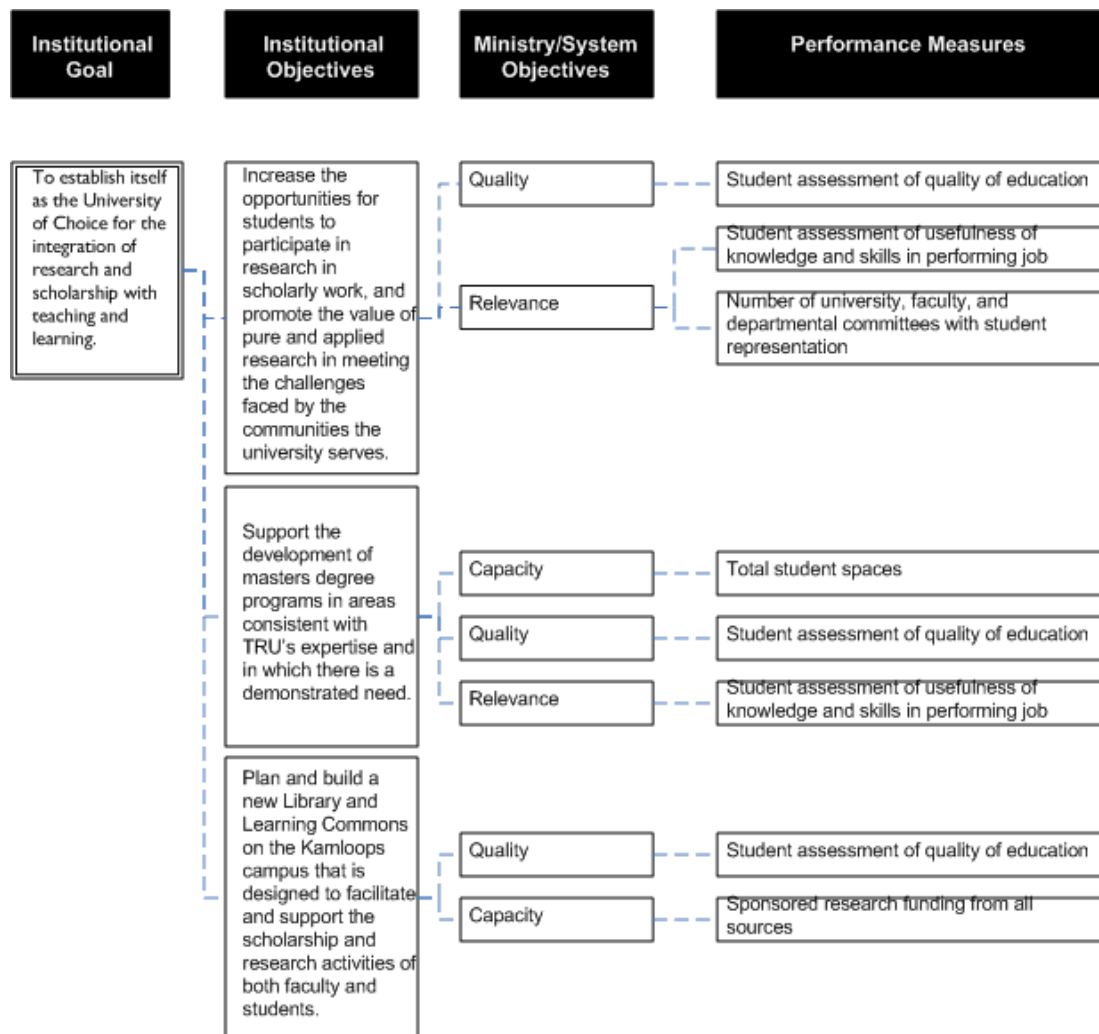


Thompson Rivers University recognizes that learning in all forms is greatly enhanced by the environment in which it takes place. As a comprehensive, teaching-focused university, TRU has a unique opportunity to engage students and create an experience, be it on campus or in the community, that will enhance educational objectives and serve to prepare students to make positive, life-long contributions to our global society and the sustainability of the communities in which we live.

Students at TRU are already taking part in the governance of TRU through participation in institutional governance committees. Moreover, TRU will establish and/or enhance current student advisory committees for each faculty, school and division. The institution is improving communication with students through the use of an enhanced portal. University governance information will be included in first week orientation activities on campus and in TRU Open Learning course information.

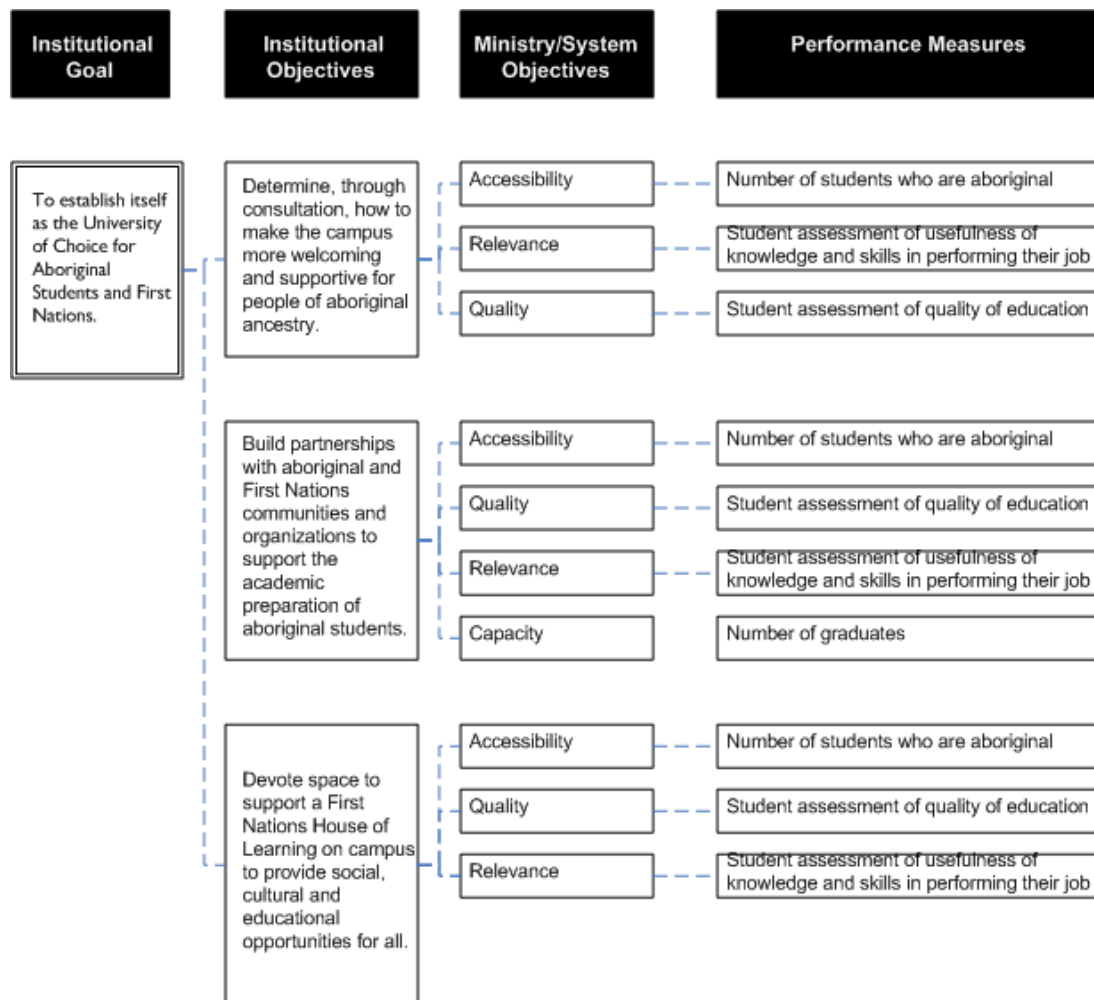
The creation of a Centre for Student Success to coordinate all student engagement activities (Orientation, Student Leadership, Student Affairs, Academic and Career Advising, Counselling, Disability Services, Financial Aid, all FYE Programs, Student Success Courses, etc) is planned for 2009.

Goal: To establish itself as the University of Choice for the integration of research and scholarship with teaching and learning.



An important piece of accomplishing this goal is the planned Learning Commons Building, which has been approved and is anticipated for completion in Winter 2010. To address this goal, TRU is reviewing, evaluating and promoting existing opportunities that support student engagement in research and making necessary adjustments where possible, as well as introducing new opportunities where feasible. TRU is planning to conduct a comprehensive ‘needs assessment’ of community issues/projects, with the assistance of applied research, and to promote to the campus community the importance and value of engaging in applied research and cooperation with experts in the BC interior.

GOAL: To establish itself as the University of Choice for Aboriginal Students and First Nations.

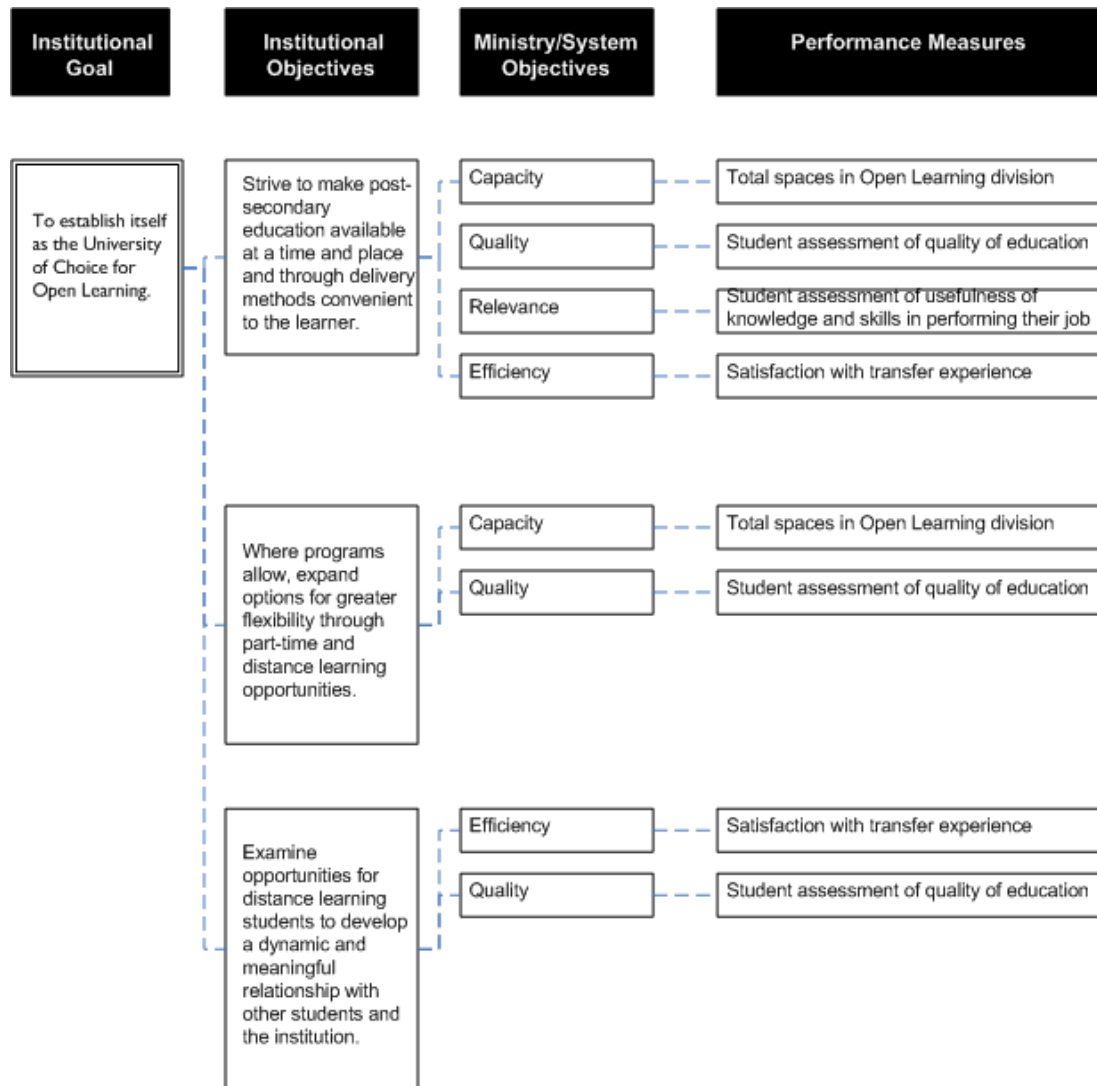


Over the last year, TRU developed an Aboriginal Service Plan which outlines the institution's objectives in this area. The full report can be accessed at the following URL: http://www.tru.ca/president/aboriginal_service_plan.html

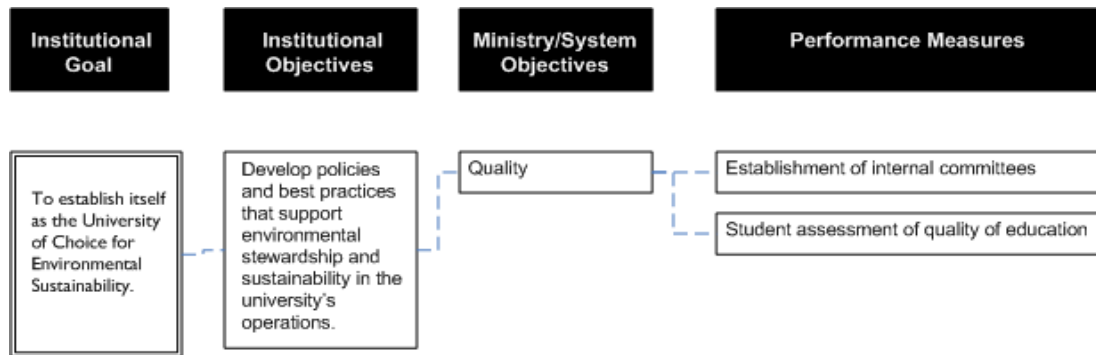
Promoting dialogue and inclusive decision making through the appointment of a Communications and Project Coordinator to coordinate internal and external program development and the formation of a First Nations and Aboriginal Affairs Committee of University Council are some of the initiatives planned for the immediate future. A number of initiatives are also in place, or planned, to improve support services for Aboriginal students at TRU. These initiatives include the development of a business plan for Aboriginal housing on campus, a full-time transitions planner position, a 'Support Elders in Residence Program', the development of a transition and orientation plan for Aboriginal students, and adding Aboriginal Transitions initiatives at the Williams Lake campus.

Increasing Aboriginal enrolments and success, creating greater awareness of Aboriginal history, language and culture and support, and support for Aboriginal economic programming are also major goals for the institution.

GOAL: To establish itself as the University of Choice for Open Learning.



GOAL: To establish itself as the University of Choice for Environmental Sustainability.



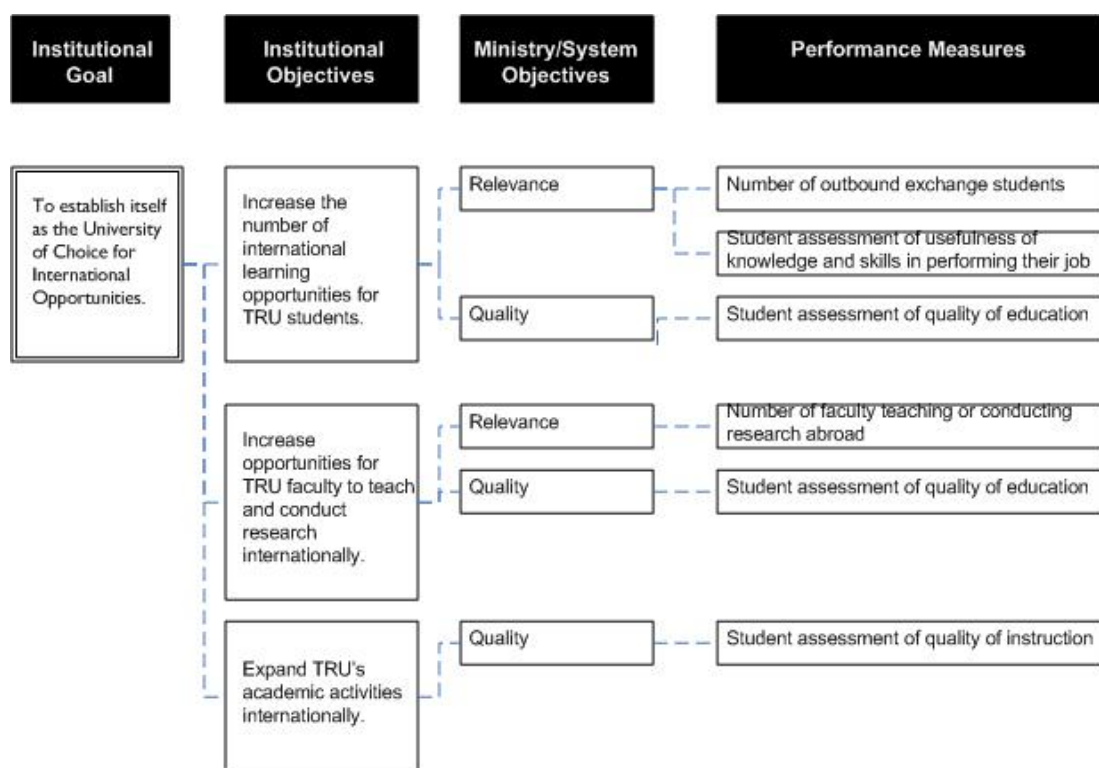
TRU has made a number of advancements toward the goal of University of Choice for Environmental Sustainability over the past year. A Joint Committee of the University Council and Board was established with membership including all stakeholders in the university community. This advisory committee has engaged in public consultation to assess current practices and advise in policy development in this area. The institution has also created a position of Associate Director of Sustainability to lead the institution in achieving this strategic goal.

The Environmental Advisory Committee, in consultation with the university community, has developed a series of initiatives to address this goal, as depicted above, as well as the following:

- Develop and expand programming and associated research activities in the areas of environmental sustainable technologies;
- Foster environmental literacy among students, staff, faculty, and alumni, and cooperate with other community partners to increase environmental awareness;
- Encourage the development of partnerships with public and private sector organizations in support of environmental stewardship and sustainability.

The Library Commons will be first facility at TRU (and one of a very few in the City of Kamloops) to be built according to LEED Gold certification.

GOAL: To establish itself as the University of Choice for International Opportunities.

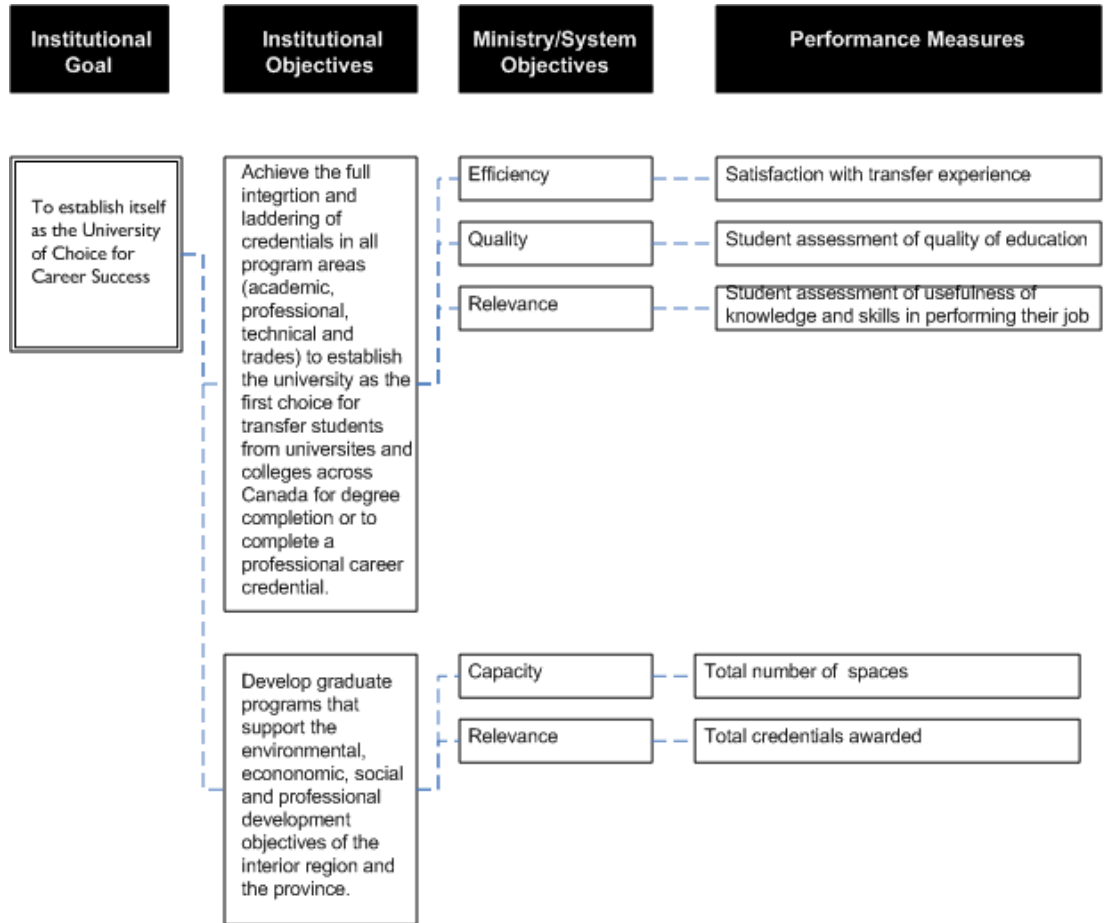


TRU currently has 40 institutional exchange partnerships with 19 countries; there are 80-85 exchange seats available to TRU students. In addition, there are nine international field schools involving seven TRU departments; as well as, many co-op and international internship opportunities available.

Recently, a number of specific professional development initiatives have been undertaken through the TRU Centre for Teaching & Learning with the support of TRU World, including workshop series and panels, resources/handbook development and distribution, presentations, and discussion forums with departments and individuals.

TRU also has a number of established and new offshore accreditation and articulation programs delivered in partnership with a number of universities. We currently have about 1000 offshore students.

GOAL: To establish itself as the University of Choice for Career Success.



Performance Results (TRU On Campus)

Thompson Rivers University						
Accountability Framework 2007/08 Performance Results						
Performance measure	Actual		Target	Actual		Target Assessment
	2006/07		2007/08	2007/08		2007/08
Student spaces in public institutions	Data from 2006/07 Fiscal Year			Data from 2007/08 Fiscal Year		
<i>Total Student Spaces</i>	5,074		5,455	4,888		Substantively Achieved
<i>Student spaces in nursing and other allied health programs</i>	611		599	643		Achieved
Total credentials awarded¹	Data from 2005/06 Academic Year			Data from 2006/07 Academic Year		
	1,749		1,681	1,824		Achieved
Number and percent of public post-secondary students that are Aboriginal	Data from 2005/06 Academic Year		Data from 2005/06 Academic Year	Data from 2006/07 Academic Year		
<i>Total number (#)</i>	1,330		≥ previous year	1,276		Substantively Achieved
<i>Percent (%)</i>	9.9%			10.0%		Achieved
Student spaces in developmental programs	Data from 2006/07 Fiscal Year			Data from 2007/08 Fiscal Year		
	431		656	417		Not Achieved
Former Diploma, Certificate, and Associate Degree student assessment of quality of education	2006 CISO Survey Data % +/-			2007 CISO Survey Data % +/-		
<i>Satisfaction with Education</i>	94.3	1.1	≥ 90%	96.3%	1.0%	Achieved
<i>Skill Development (avg. %)</i>	81.1	2.2	≥ 85%	84.3%	2.2%	Substantively Achieved
<i>Written Communication</i>	74.5	2.7		77.9%	3.0%	n/a
<i>Oral Communication</i>	75.4	2.7		78.4%	3.0%	
<i>Group Collaboration</i>	84.1	1.9		89.4%	1.8%	
<i>Critical Analysis</i>	86.6	1.7		88.7%	1.8%	
<i>Problem Resolution</i>	79.3	2.1		82.0%	2.2%	
<i>Reading and Comprehension</i>	78.6	5.6		78.6%	6.3%	

Thompson Rivers University

Accountability Framework 2007/08 Performance Results						
Performance measure	Actual		Target	Actual		Target Assessment
	2006/07		2007/08	2007/08		2007/08
<i>Learn on your own</i>	86.0	1.8	≥ 85%	87.6%	1.9%	n/a
Baccalaureate graduate assessment of quality of education	2006 BGS Survey Data % +/-			2007 BGS Survey Data % +/-		
<i>Satisfaction with Education</i>	98.2	1.2	≥ 90%	98.3%	1.0%	Achieved
<i>Skill Development (avg. %)</i>	87.3	3.2	≥ 85%	88.0%	2.4%	Achieved
<i>Written Communication</i>	89.4	3.0		84.7%	2.8%	n/a
<i>Oral Communication</i>	90.4	2.8		91.1%	2.2%	
<i>Group Collaboration</i>	83.2	3.5		85.8%	2.6%	
<i>Critical Analysis</i>	89.1	2.9		93.8%	1.8%	
<i>Problem Resolution</i>	79.3	3.9		80.8%	3.0%	
<i>Reading and Comprehension</i>	88.0	3.1		89.4%	2.4%	
<i>Learn on your own</i>	91.9	2.6		90.3%	2.3%	
Former Diploma, Certificate, and Associate Degree student outcomes – unemployment rate²	2006 CISO Survey Data %			2007 CISO Survey Data %		
	6.8		≤ 6.5%	5.5%		Exceeded
Baccalaureate graduate outcomes – unemployment rate²	2006 BGS Survey Data %			2007 BGS Survey Data %		
	3.5		≤ 6.5%	1.5%		Exceeded
Research capacity	Data from 2004/05 Academic Year		Data from 2004/05 Academic Year	Data from 2005/06 Academic Year		
<i>Sponsored research funding from all sources (000\$)</i>	\$1,441 Federal: \$749 Provincial: \$153 Other: \$539		≥ previous year	\$2,181 Federal: \$1169 Provincial: \$652 Other: \$360		Exceeded

Thompson Rivers University

Accountability Framework 2007/08 Performance Results						
Performance measure	Actual		Target	Actual		Target Assessment
	2006/07		2007/08	2007/08		2007/08
Percent of annual education activity occurring between May and August	Data from 2006/07 Fiscal Year			Data from 2007/08 Fiscal Year		
	8.9%		Contribute toward system level target of 21%	9.7%		Contributed toward achievement of system level target of 21%
Former Diploma, Certificate, and Associate Degree student assessment of quality of instruction	2006 CISO Survey Data % +/-			2007 CISO Survey Data % +/-		
	81.3	1.9	≥ 90%	88.7%	1.8%	Substantively Achieved
Baccalaureate graduate assessment of quality of instruction	2006 BGS Survey Data % +/-			2007 BGS Survey Data % +/-		
	97.8	1.4	≥ 90%	96.2%	1.4%	Achieved
Student satisfaction with transfer	2006 CISO Survey Data %			2007 CISO Survey Data %		
<i>Sending %</i>	83.3		Contribute toward system level target ≥ 90%	84.8%		Contributed toward substantive achievement of system level target ≥ 90%
<i>Receiving %</i>	92.1			86.0%		
Former Diploma, Certificate, and Associate Degree student assessment of usefulness of knowledge and skills in performing job	2006 CISO Survey Data %			2007 CISO Survey Data %		
	80.3		≥ 90%	86.9%		Substantively Achieved
Baccalaureate graduate assessment of usefulness of knowledge and skills in performing job	2006 BGS Survey Data %			2007 BGS Survey Data %		
	92.5		≥ 90%	88.1%		Substantively Achieved

¹ Annual performance is measured using a rolling three year average of the most recent academic years, e.g., the 2006/07 results are a three year average of the 2003/04, 2004/05 and 2005/06 academic years. Academic years start in September of one year and end in August of the next year.

² BC rate for those (age 18 to 29) with high school credentials or less (2007).

Performance Targets (TRU On Campus)

Attachment 1
Thompson Rivers University (excluding the Open Learning Division)
Accountability Framework 2008/09 - 2010/11 Performance Targets

Performance Measure	Performance Targets		
	2008/09	2009/10	2010/11
Student spaces in public institutions			
<i>i. Total Student Spaces</i>	5,468	5,424	5,424
<i>ii. Student spaces in nursing and other allied health programs</i>	598	TBD	TBD
Total credentials awarded	1,721	1,752	1,776
Number and percent of public post-secondary students who are Aboriginal			
<i>Total number (#)</i>	≥ 1,276 ¹	≥ previous year	≥ previous year
<i>Percent (%)</i>	≥ 10.0% ¹		
Student spaces in developmental programs (targets to be maintained or increased)	656	656	656
Former Diploma, Certificate, and Associate Degree student assessment of quality of education			
<i>i. Satisfaction with Education(%)</i>		≥ 90%	
<i>ii. Skill Development (avg. %)</i>		≥ 85%	
<i>Written Communication</i>		≥ 85%	
<i>Oral Communication</i>			
<i>Group Collaboration</i>			
<i>Critical Analysis</i>			
<i>Problem Resolution</i>			
<i>Reading and Comprehension</i>			
<i>Learn on your own</i>			

**Attachment 1
Thompson Rivers University (excluding the Open Learning Division)
Accountability Framework 2008/09 - 2010/11 Performance Targets**

Performance Measure	Performance Targets		
	2008/09	2009/10	2010/11
Baccalaureate graduate assessment of quality of education			
<i>i. Satisfaction with Education(%)</i>		≥ 90%	
<i>ii. Skill Development (avg. %)</i>		≥ 85%	
<i>Written Communication</i>		≥ 85%	
<i>Oral Communication</i>			
<i>Group Collaboration</i>			
<i>Critical Analysis</i>			
<i>Problem Resolution</i>			
<i>Reading and Comprehension</i>			
<i>Learn on your own</i>			
Former Diploma, Certificate, and Associate Degree student outcomes – unemployment rate	Maintain unemployment rate of former TRU students below rate for persons with high school credentials or less		
Baccalaureate graduate outcomes – unemployment rate			
Research Capacity			
<i>i. Sponsored research funding from all sources (000\$)</i>	Total: ≥ \$2,181 ¹ Federal= \$1,169 ² Provincial= \$652 ² Other=\$360 ²	≥ previous year	≥ previous year
Percent of annual education activity occurring between May and August	Contribute toward achievement of system level target of 21%		
Former Diploma, Certificate, and Associate Degree student assessment of quality of instruction	≥ 90%		
Baccalaureate graduate assessment of quality of instruction	≥ 90%		
Student satisfaction with transfer	Contribute toward achievement of system level target ≥ 90%		
Former Diploma, Certificate, and Associate Degree student assessment of usefulness of knowledge and skills in performing job	≥ 90%		
Baccalaureate graduate assessment of usefulness of knowledge and skills in performing job	≥ 90%		

¹ Data from 2008/07 Academic Year
² Data from 2005/06 Academic Year

Performance Results (TRU Open Learning)

Thompson Rivers University - Open Learning						
Accountability Framework 2007/08 Performance Results						
Performance measure	Actual		Target	Actual		Target Assessment
	2006/07		2007/08	2007/08		2007/08
Student spaces in public institutions	Data from 2006/07 Fiscal Year			Data from 2007/08 Fiscal Year		
<i>Total Student Spaces</i>	1,654		2,610	1,573		Not Achieved
<i>Student spaces in nursing and other allied health programs</i>	76		138	58		Not Achieved
Total credentials awarded¹	Data from 2005/06 Academic Year			Data from 2006/07 Academic Year		
	409		695	313		Not Achieved
Number and percent of public post-secondary students that are Aboriginal	Data from 2005/06 Academic Year		Data from 2005/06 Academic Year	Data from 2006/07 Academic Year		
<i>Total number (#)</i>	691		≥ previous year	649		Substantively Achieved
<i>Percent (%)</i>	5.2%			5.4%		Achieved
Student spaces in developmental programs	Data from 2006/07 Fiscal Year			Data from 2007/08 Fiscal Year		
	181		288	144		Not Achieved
Former Diploma, Certificate, and Associate Degree student assessment of quality of education	2006 CISO Survey Data % +/-			2007 CISO Survey Data % +/-		
<i>Satisfaction with Education</i>	91.6	3.2	≥ 90%	94.7%	3.2%	Achieved
<i>Skill Development (avg. %)</i>	75.5	6.2		80.2%	6.5%	Substantively Achieved
<i>Written Communication</i>	75.3	5.8		82.4%	6.1%	n/a
<i>Oral Communication</i>	60.4	10.4		74.0%	9.4%	
<i>Group Collaboration</i>	72.5	7.6	≥ 85%	69.5%	8.5%	
<i>Critical Analysis</i>	80.4	4.8		89.2%	4.5%	
<i>Problem Resolution</i>	78.8	5.5		83.1%	5.7%	

Thompson Rivers University - Open Learning

Accountability Framework 2007/08 Performance Results						
Performance measure	Actual		Target	Actual		Target Assessment
	2006/07		2007/08	2007/08		2007/08
<i>Reading and Comprehension</i>	78.6	5.6	≥ 85%	78.6%	6.3%	n/a
<i>Learn on your own</i>	82.6	4.6		84.5%	5.5%	
Former Diploma, Certificate, and Associate Degree student outcomes unemployment rate²	2006 CISO Survey Data %			2007 CISO Survey Data %		
	3.6		≤ 6.5%	1.5%		Exceeded
Former Diploma, Certificate, and Associate Degree student assessment of quality of instruction	2006 CISO Survey Data % +/-			2007 CISO Survey Data % +/-		
	78.4	5.3	≥ 90%	81.4%	6.0%	Substantively Achieved
Student satisfaction with transfer	2006 CISO Survey Data %			2007 CISO Survey Data %		
<i>Sending %</i>	80.0		Contribute toward system level target ≥ 90%	100.0%		Contributed toward substantive achievement of system level target ≥ 90%
<i>Receiving %</i>	100.0			87.5%		
Former Diploma, Certificate, and Associate Degree student assessment of usefulness of knowledge and skills in performing job	2006 CISO Survey Data %			2007 CISO Survey Data %		
	92.6		≥ 90%	90.9%		Achieved

¹ Annual performance is measured using a rolling three year average of the most recent academic years, e.g., the 2006/07 results are a three year average of the 2003/04, 2004/05 and 2005/06 academic years. Academic years start in September of one year and end in August of the next year.

² BC rate for those (age 18 to 29) with high school credentials or less (2007).

Performance Targets (TRU Open Learning)

Attachment 1
Thompson Rivers University - Open Learning
Accountability Framework 2008/09 - 2010/11 Performance Targets

Performance Measure	Performance Targets		
	2008/09	2009/10	2010/11
Student spaces in public institutions			
<i>i. Total Student Spaces</i>	2,594	2,578	2,562
<i>ii. Student spaces in nursing and other allied health programs</i>	138	TBD	TBD
Total credentials awarded	624	594	593
Number and percent of public post-secondary students who are Aboriginal			
<i>Total number (#)</i>	≥ 649 ¹	≥ previous year	≥ previous year
<i>Percent (%)</i>	≥ 5.4% ¹		
Student spaces in developmental programs (targets to be maintained or increased)	288	288	288
Former Diploma, Certificate, and Associate Degree student assessment of quality of education			
<i>i. Satisfaction with Education(%)</i>	≥ 90%		
<i>ii. Skill Development (avg. %)</i>	≥ 85%		
<i>Written Communication</i>	≥ 85%		
<i>Oral Communication</i>			
<i>Group Collaboration</i>			
<i>Critical Analysis</i>			
<i>Problem Resolution</i>			
<i>Reading and Comprehension</i>			
<i>Learn on your own</i>			

**Attachment 1
Thompson Rivers University - Open Learning
Accountability Framework 2008/09 - 2010/11 Performance Targets**

Performance Measure	Performance Targets		
	2008/09	2009/10	2010/11
Baccalaureate graduate assessment of quality of education			
<i>i. Satisfaction with Education(%)</i>		≥ 90%	
<i>ii. Skill Development (avg. %)</i>		≥ 85%	
<i>Written Communication</i>			
<i>Oral Communication</i>			
<i>Group Collaboration</i>			
<i>Critical Analysis</i>		≥ 85%	
<i>Problem Resolution</i>			
<i>Reading and Comprehension</i>			
<i>Learn on your own</i>			
Former Diploma, Certificate, and Associate Degree student outcomes – unemployment rate		Maintain unemployment rate of former TRU-OL students below rate for persons with high school credentials or less	
Baccalaureate graduate outcomes – unemployment rate			
Percent of annual education activity occurring between May and August	Contribute toward achievement of system level target of 21%		
Former Diploma, Certificate, and Associate Degree student assessment of quality of instruction		≥ 90%	
Baccalaureate graduate assessment of quality of instruction		≥ 90%	
Student satisfaction with transfer	Contribute toward achievement of system level target ≥ 90%		
Former Diploma, Certificate, and Associate Degree student assessment of usefulness of knowledge and skills in performing job		≥ 90%	
Baccalaureate graduate assessment of usefulness of knowledge and skills in performing job		≥ 90%	

* Data from 2008/07 Academic Year

TRU Overall FTE targets 2008/09-2010/11

Attachment 2

THOMPSON RIVERS UNIVERSITY 2008/09 - 2010/11 Operating Transfers and Overall Student FTE Targets

Thompson Rivers University Operating Transfers	2008/09		2009/10		2010/11	
	FTEs	\$	FTEs	\$	FTEs	\$
AVED FTEs/Operating Grants *	8,062	\$ 60,860,721	8,002	\$ 63,060,091	7,986	\$ 63,068,491
Change from Prior Year	-3	\$ 893,904	-60	\$ 2,199,370	-16	\$ 8,400
Annual Capital Allowance (ACA) **	-----	\$ 2,290,916	-----	TBD	-----	TBD

Summary by Division			
TRU - other	5,468		5,424
TRU - Open Learning	2,594		2,562
Total	8,062		8,002

* The overall student FTE targets for the AVED Operating Grant include specific student FTE targets as follows.

** ACA is determined on an annual basis, so is shown as TBD in 2009/10 and 2010/11.

Priority FTE Targets

Thompson Rivers University	FUNS Code	CIP Code	2008/09		2009/10		2010/11	
			Change	Total	Change	Total	Change	Total
On-line Learning								
Applied Business Technology	ONLI	52.0400	-	12	-	12	-	12
TOTAL				12		12		12
Computer Science, Electrical and Computer Engineering								
Bachelor of Science in Computer Science	TECH	11.0700	-	45	-	45	-	45
TOTAL				45		45		45
Health								
RNs, LPNs and RCAs								
Licensed Practical Nurse	NLPN	51.1613	-	16	-	16	-	16
BSN - Bachelor of Science in Nursing	NURS	51.1601	-	244	-	244	-	244
Resident Care Attendant	NRCA	51.2600	-	84	-	84	-	84
Primary Care Certificate	NURS	51.1601	-	10	-	10	-	10
Subtotal				354		354		354
Allied Health								
Respiratory Therapy	HLTH	51.0908	-	199	-	199	-	199
Anaesthesia Tech	HLTH	51.0901	-	8	-	8	-	8
Medical Lab Assistant	HLTH	51.0802	-	37	-	37	-	37
Subtotal				244		244		244
TOTAL				598		598		598
Developmental (targets are to be maintained or increased)								
		53.0102						
		32.0109						
Developmental Programs	DEV	32.0101	-	656	-	656	-	656
TOTAL				656		656		656
Aboriginal Spaces	ABAC	Multiple						
Health - Pre-Health	ABAC	Multiple	-	12	-	12	-	12
TOTAL				12		12		12
Skills Development								
Carpentry	TRDI	46.0301	(16)	-	-	-	-	-
Electrical	TRDI	46.0302	(32)	-	-	-	-	-
Electrical	TRDI	46.0302	32	32	(32)	-	-	-
Horticulture	TRDI	1.0601	12	12	(12)	-	-	-
TOTAL			(4)	44	(44)	-	-	-

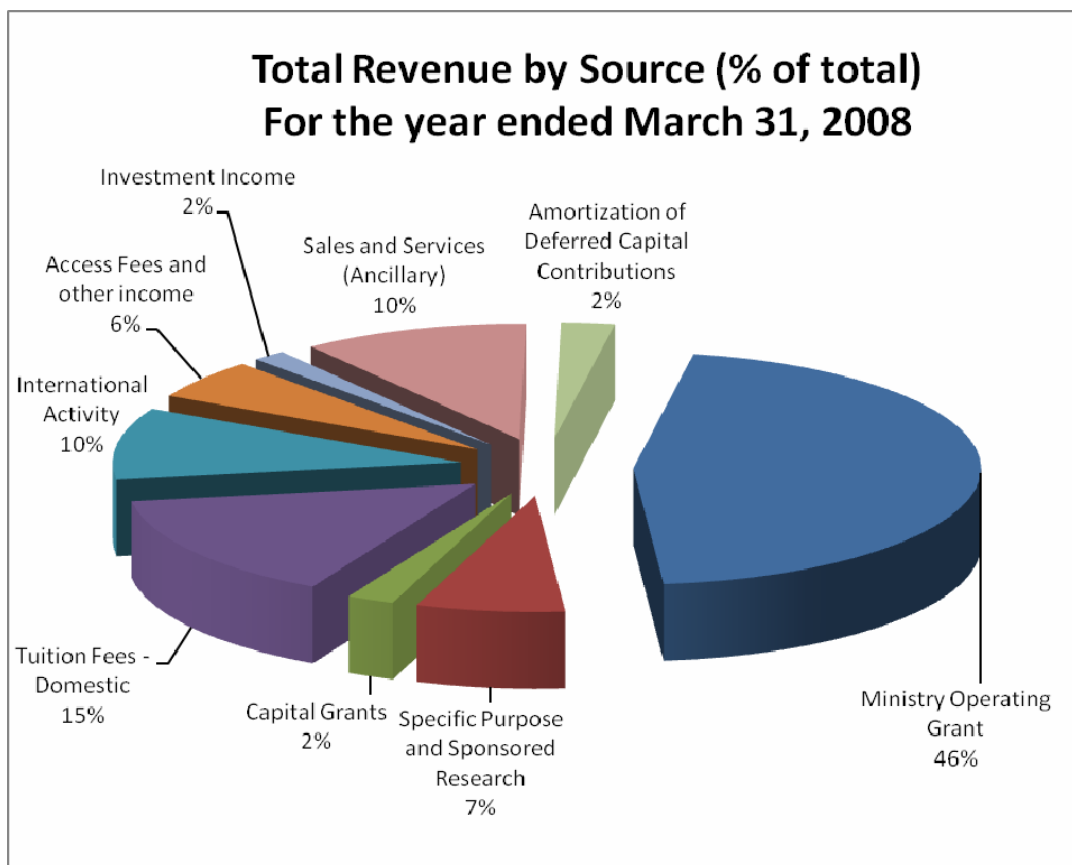
TRU - Open Learning								
RNs, LPNs and RCAs								
Graduate Nursing Refresher	NURS	51.1601	-	90	-	90	-	90
LPN Refresher	NLPN	51.1613	-	48	-	48	-	48
TOTAL			-	138	-	138	-	138
Developmental (targets are to be maintained or increased)								
Developmental Programs	DEV	53.0102 32.0109 32.0101	-	288	-	288	-	288
TOTAL			-	288	-	288	-	288
Total Priority FTE Targets			(4)	1,793	(44)	1,749	-	1,749

Summary Financial Report 2007/08

CONSOLIDATED FINANCIAL STATEMENTS

Consolidated Statement of Operations - Revenue

Consolidated revenue for the twelve months ended March 31, 2008 totalled \$138.5 million, an increase of \$7.9 million from the previous year. Consolidated revenues come from a variety of sources as illustrated below:



Revenues (in millions)	2008	2007
Ministry Operating Grant	\$64.4	\$62.4
Specific Purpose and Sponsored Research	9.7	9.2
Capital Grants	3.1	2.2
Tuition Fees - Domestic	20.9	22.7
International Activity	14.1	11.2
Access Fees and other income	5.8	6.0
Investment Income	2.2	2.0
Sales and Services (Ancillary)	14.8	11.8
Amortization of Deferred Capital Contributions	3.5	3.1
Total	\$138.5	\$130.6

Highlights

The year-to-year difference in revenues results from the following significant changes:

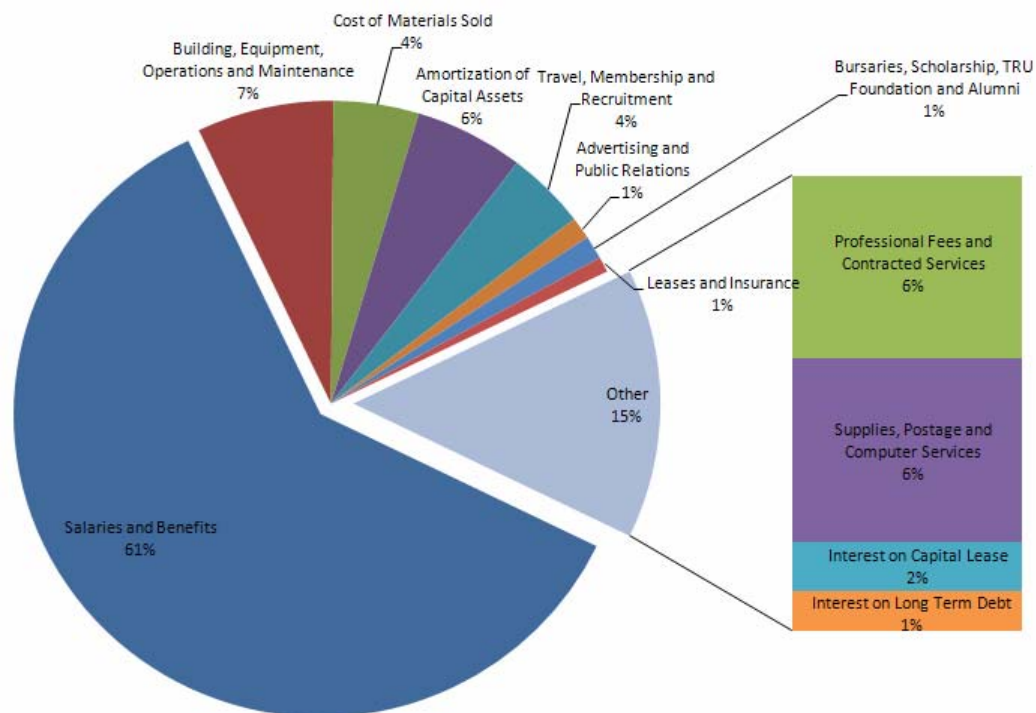
- Government grants increased in 2008 by \$4.0 million, mainly for funding of the wage increases (Ministry operating grant) and transition costs for Open Learning Division relocation (specific purpose).
- Tuition revenue increased by \$1.1 million, mainly from increased enrolment of international students, and the 2% adjustment to domestic tuition.
- Sales and services increased by \$3.0 million mainly from reflecting the annualized operations in the new residence.

Consolidated Statement of Operations – Expenses

Consolidated expenses for the twelve months ended March 31, 2008 increased by \$10.0 million from the previous year to \$134.9 million.

Total Expenses by Type (% of total)

For the year ended March 31, 2008



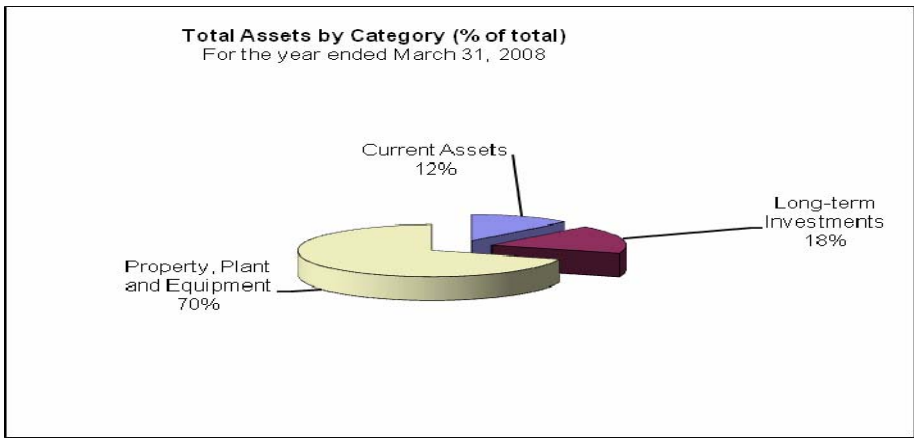
Expenses (in millions)	2008	2007
Salaries and Benefits	\$82.4	\$80.0
Building, Equipment, Operations and Maintenance	9.8	6.9
Cost of Materials Sold	6.1	6.2
Amortization of Capital Assets	7.8	5.7
Travel, Membership and Recruitment	5.7	5.6
Advertising and Public Relations	1.6	1.5
Bursaries, Scholarship, TRU Foundation and Alumni	1.7	1.5
Leases and Insurance	1.1	1.4
Professional Fees and Contracted Services	7.8	7.1
Supplies, Postage and Computer Services	7.9	7.0
Interest on Capital Lease	2.1	1.2
Interest on Long Term Debt	0.9	0.8
Total	\$134.9	\$124.9

Highlights

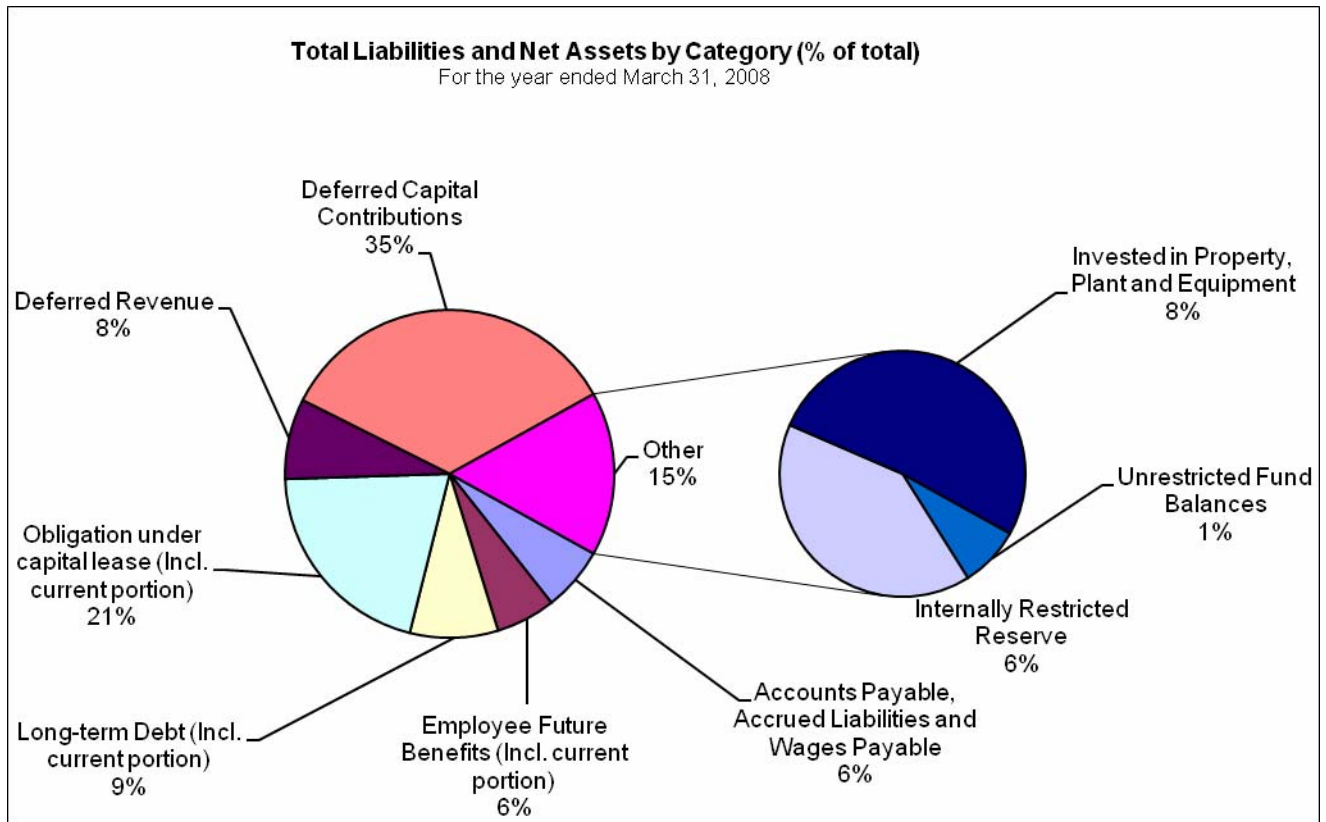
The majority of the increase in expenses resulted from compensation increases, building maintenance, amortization of capital assets (depreciation) and interest on capital leases. International activities have increased with a corresponding increase in professional fees paid to agents and international contracts.

Consolidated Statement of Financial Position

Assets total \$201.2 million, while liabilities and deferred contributions total \$168.8 million, leaving a net asset balance of \$32.4 million dollars. This balance is invested in capital assets (\$16.7 million), the Unrestricted Fund Balance (\$2.6 million) and Internally Restricted Reserves (\$13.1 million).



Assets (in millions)	2008	2007
Current Assets	\$ 24.5	\$ 11.2
Long-term Investments	36.1	35.9
Property, Plant and Equipment	140.6	142.3
Total	\$ 201.2	\$ 189.4



Liabilities and Net Assets (in millions)		2008	2007
Liabilities:	Accounts Payable, Accrued Liabilities and Wages Payable	\$ 12.7	\$ 12.1
	Employee Future Benefits (Incl. current portion)	11.8	11.2
	Long-term Debt (Incl. current portion)	17.5	12.9
	Obligation under capital lease (Incl. current portion)	41.4	41.8
	Deferred Revenue	15.9	13.7
	Deferred Capital Contributions	69.5	70.1
Net Assets:	Unrestricted Fund Balances	2.6	0.1
	Internally Restricted Reserve	13.1	9.8
	Invested in Property, Plant and Equipment	16.7	17.7
Total		\$ 201.2	\$ 189.4

Highlights

The majority of the change in financial position results from a net increase in current assets; however, the \$13.4 million increase is offset by an increase in long-term debt (\$4.5 million), deferred revenues (\$2.2 million) and net assets (\$4.8 million).

The increase in internally restricted reserves is derived from open learning (\$0.9 million), advancement and other operational revenue (\$0.8 million), international reserve (\$0.3 million), and departmental carry-forwards (\$1.4 million).

The increase in property, plant and equipment of \$6.1 million (prior to amortization) is the result of the completion of the BCCOL building, and furniture and equipment purchases.

The increase in long-term debt results from the first borrowing for the new House of Learning building.

DESIGNATED, SPECIFIC PURPOSES AND SPONSORED RESEARCH FUND

The Designated, Specific Purpose and Sponsored Research fund(s) are primarily restricted by external sponsoring agencies and the Board of Governors. Internally Board restricted funds may be unrestricted by the Board at their discretion.

The major categories of Specific Purpose Funds include the Comprehensive University Enhancement Fund, Library Building Fund, Computer Leasing (computer labs), and Student Financial Assistance Programs. Unused funds that are externally restricted appear as deferred contributions on the balance sheet, while internally restricted

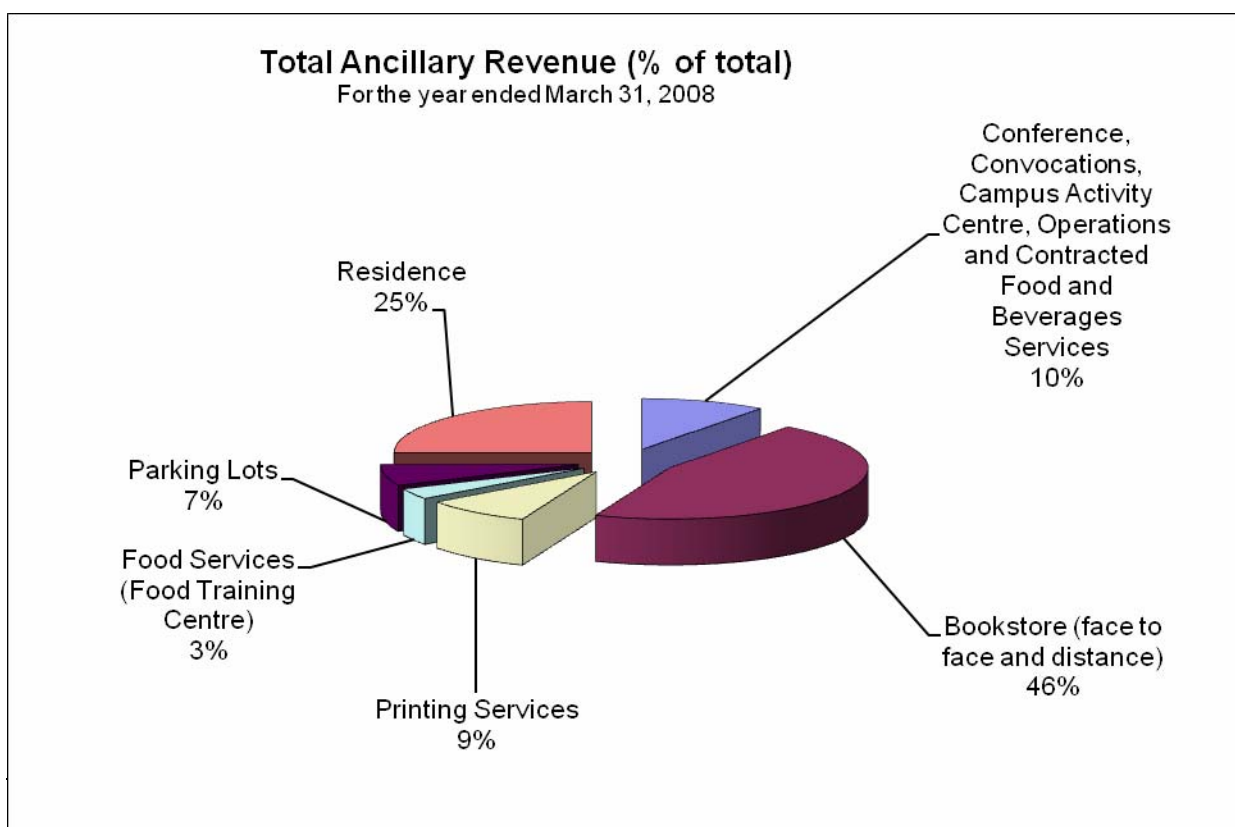
unused funds flow through to the income statement. During the past year, this fund accommodated approximately 140 specific purpose project activities.

Sponsored Research consists of a mix of internally and externally restricted funds. The majority of funds are restricted to research use as established by the grantor. Unused funds that are externally restricted appear as deferred contributions on the balance sheet. In the 2007/08 fiscal year, there were approximately 118 active research projects undertaken at TRU with research grants in a variety of disciplines representing \$2.1 million in sponsored research expenditures.

ANCILLARY ENTERPRISES

Ancillary enterprises provide goods and services to the university community and include the bookstore, food services (Food Training Centre), parking, commissions from contracted food and beverage services, conference and convention activities, the Student Residence and Conference Centre, and the Print Shop.

Products and services are priced to generate sufficient revenues to cover operating expenses and debt service payments and, in certain circumstances, to create sufficient reserves for reinvestment in the business to ensure long term financial viability. These reserves are designated as internally restricted.



Ancillary Revenues (in millions)	2008	2007
Conference, Convocations, Campus Activity Centre, Operations and Contracted Food and Beverages Services	\$ 1.5	\$ 1.8
Bookstore (face to face and distance)	6.8	5.2
Printing Services	1.3	1.2
Food Services (Food Training Centre)	0.5	0.6
Parking Lots	1.0	0.9
Residence	3.7	2.1
Total	\$ 14.8	\$ 11.8

CAPITAL PROJECTS

The University completed the construction of the BCCOL building during the 2007/08 fiscal year. In April 2008, the Ministry of Advanced Education approved the \$29.3 million budget for the construction of the new House of Learning Building.

The University also approved and started implementation of new Management Information System encompassing all major aspects of its operations: Student Admission and Registration, Human Resources, Payroll and Finance. This project will be phased in over the next 2 years and is due for completion in 2009/2010.

Summary Financial Outlook: 2008/09

The following table provides the 2008/09 fiscal year for TRU.

Thompson Rivers University
Operating Fund Budget of Revenues and Expenditures
For the 2008-2009 Fiscal Year
Schedule 1

Revenue/Expenditure Category	2008/09 Budget	2007/08 Actual	2007/08 Budget
Government Allocations			
AVED Block Grant	60,860,000	60,936,220	59,509,000
ITA Funding	4,571,000	4,713,615	4,897,006
Leases	-	55,716	-
Government Allocations Total	65,431,000	65,705,551	64,406,006
Tuition and Other Revenue			
Tuition - Credit Programming	12,000,000	10,931,988	11,449,370
Tuition - Career Technical	3,900,000	3,538,880	4,221,847
Tuition Open Learning	4,572,000	3,076,243	3,593,604
Other Revenues	1,152,000	1,815,467	1,789,154
Other Revenues - Open Learning	2,119,000	1,794,304	1,598,219
Investment Revenue	1,900,000	2,203,594	1,800,000
TRU World	16,577,000	15,105,263	15,278,138
Continuing Studies	5,000,000	5,015,027	4,502,285
Tuition and Other Revenue Total	47,220,000	43,480,766	44,232,617
Total Revenue	112,651,000	109,186,317	108,638,623
Inter and Intra Fund Transfers			
International Building Levy	1,966,000	1,747,928	1,966,165
Grant Transfer	571,000	1,168,113	1,240,884
Transfers Total	2,537,000	2,916,041	3,207,049
Net Revenue	110,114,000	106,270,276	105,431,574
Expenditures			
Divisional Operating	82,786,000	79,723,435	81,023,259
Divisional Operating - Open Learning	14,748,000	11,221,821	12,359,513
TRU World - Operations	7,864,000	6,423,875	6,760,554
Continuing Studies	4,800,000	4,442,326	4,136,775
Expenditures Total	110,198,000	101,811,457	104,280,101
Reserves Board Reserves	1,500,000	789,828	723,054
Excess (Deficiency) of Revenues over Expenditures	(1,584,000)	3,668,991	428,419

Appendix I: Contact Hour Activity Report

2007/08 TRU CONTACT HOUR ACTIVITY REPORT

**excluding TRU Open Learning

Campus Name	Activity Delivered "Onsite" SCH/CHE 1				"Offsite" Activity SCH/CHE 2			
	Domestic Students		International Students		Domestic Students		International Students	
	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen
Kamloops	3,082,608	307,624	605,356	2,553	72,498		222,127	
Williams Lake	193,536	31,087	256					
TOTAL	3,276,144	338,711	605,612	2,553	72,498		222,127	

Categorization of Activity	Domestic Students		
	Conventional Activity SCH 4	Non-Conventional Activity CHE 5	TOTAL
AVED	2,819,096	223,147	3,042,242
ITA Foundation & HS	317,173		317,173
ITA – Apprenticeship	327,938		327,938
Other Activity			
TOTAL	3,464,207	223,147	3,687,353

Categorization of Activity	Conventional Activity (SCH)
Domestic Students	307,175
International Students	81,726
TOTAL	392,240

**PLEASE NOTE: The results of this report are used by the Ministry of Advanced Education in the preparation of the 'Space Utilization Report'. It should be noted that, although hours for courses delivered by TRU - OL (774,301 CHE) have been excluded from this Activity report, the TRU - OL office space, administration space, and support space has been included in the *Space Utilization Report*; therefore, the utilization numbers of that report are not reliable for 'total institutional' utilization reporting.

For Contact Purposes:

Completed by: Kim Christiansen Position Title: Research Analyst, Institutional Analysis

Telephone Number: (250) 377-6122 E-mail address: kchristiansen@tru.ca

Date: July 14, 2008

Appendix II:Thompson Rivers University Council Summary of Activities January 1- December 31, 2007

University Council Responsibilities

The powers and duties of the University Council are outlined in the *Thompson Rivers University Act*. In summary, the management of the academic matters such as educational policies, criteria and curriculum are vested in the University Council.

Membership

The University Council was comprised of the following members:

<i>Name:</i>	<i>Term</i>
Nancy Greene Raine, Chancellor	on-going
Roger Barnsley, President and Vice-Chancellor, <i>Chair of University Council</i>	on-going
Mark Evered, Provost and Vice-President, Academic	on-going
Cathy Ferguson, Alumni Member	Dec. 2008
Nancy Levesque, Library Director	on-going
Dennis Mayberry, Registrar	on-going
Gordon Tarzwell, Open Learning Administrator	on-going

Educational Administrators

Susan Duncan, School of Nursing	on-going
Ralph Finch, School of Trades & Technology	on-going
Grant Larson, School of Social Work & Human Service	on-going
Jack Miller, School of Education	on-going
Kathlyn Mitchell, Division of Student Development	on-going
Don Noakes, School of Advanced Technologies & Mathematics	on-going
Larry Prins, Faculty of Science	on-going
Ulrich Scheck, Faculty of Arts	on-going
David Twynam, School of Tourism	on-going
Murray Young, School of Business & Economics	on-going

Two Faculty Members – Two of Each Academic Unit

Dennis Acreman, School of Advanced Technologies & Mathematics (<i>& Vice-Chair of University Council</i>)	Dec. 2008
Wayne Babinchuk, School of Advanced Technologies & Mathematics	Dec. 2008
Bruce Baugh, Faculty of Arts	Dec. 2008
Martin Whittles, Faculty of Arts	Dec. 2008
Warveni Jap, School of Business & Economics	Dec. 2008
Peter Tsigaris, School of Business & Economics	Dec. 2008

Laura Doan, School of Education	Dec. 2008
Patrick Walton, School of Education	Dec. 2008
Penny Powers, School of Nursing	Dec. 2008
Sharon Simpson, School of Nursing	Dec. 2008
Bruno Cinel, Faculty of Science	Dec. 2008
Donald Nelson, Faculty of Science	Dec. 2008
Mary Harber-Iles, School of Social Work & Human Service	Dec. 2008
Jeanette Robertson, School of Social Work & Human Service	Dec. 2008
Larry Iles, Division of Student Development	Dec. 2008
Iris Rich-McQuay, Division of Student Development	Dec. 2008
Jon Heshka, School of Tourism	Dec. 2008
Kimberly Johnstone, School of Tourism	Dec. 2008
Dennis Johnson, School of Trades & Technologies	Dec. 2008
Peter Poeschek, School of Trades & Technologies	Dec. 2008

Teaching Staff of the Open Learning Division

Rocky Mirza	Dec. 2008
Mark Salopek	Dec. 2008
Derek Knox	Dec. 2008
Diane Purvey	Dec. 2008

Student Representatives

Blair Campbell	Dec. 2007
Terry Monteleone	Dec. 2007
Natasha Pitt	Dec. 2007
Heather Robinson	Dec. 2007

Support Staff

Bernie Crawford	Dec. 2008
Andrew McKay	Dec. 2008

Meetings

The University Council meetings were held on the fourth Monday of each month (except July and August), including two additional special purpose meetings. As defined by the *Thompson Rivers University Act*, the Chair of University Council is the President and Vice-Chancellor; Roger Barnsley. The Vice-Chair position was determined by an election process, in which Dennis Acreman was elected for a one year term.

Approvals

Committees

- Environmental Advisory Committee (joint committee with Board of Governors)
- 2007 Summer Executive Committee of University Council
- Awards and Honours Committee
- Instructional Development & Support Committee
- Promotion Tenure and Faculty Standards Committee
- Student Engagement Committee
- Presidential Search Committee

Honorary Degrees: Approved and Awarded

- Rick Hansen, Honorary Doctor of Letters (Williams Lake Campus)
- Chad Gaffield, Honorary Doctor of Letters
- Ian Tyson, Honorary Doctor of Letters
- Daphne Odjig, Honorary Doctor of Letters
- Peter Armstrong, Honorary Doctor of Laws
- Gordon Gore, Honorary Doctor of Letters
- Nancy Edwards, Honorary Doctor of Letters
- Francis Pang, Honorary Doctor of Laws (Awarded at China Convocation)

Institutional Designations

- Kathlyn Mitchell, Interim Dean of the Division of Student Development
- Ulrich Scheck, Associate Vice-President, Academic (Part-time)
- Jack Miller, Interim Dean, School of Education
- Katherine Sutherland, Acting Associate Dean of Arts
- Gerry Desrochers, Director of Williams Lake Campus – two year term.

Awards

- Lynne Wiltse, Teaching Excellence Award
- Sandra Vermeulen, Teaching Excellence Award
- Peter Tsigaris, Teaching Excellence Award
- Lieutenant Governor's Silver Medal – Teresa Parisone

New Programs

- Bachelor of Arts Minor in Gender Studies
- Bachelor of Science Honours Program in Computing Science
- Bachelor of Arts Major in Philosophy
- Master of Science in Environmental Science
- Diploma in Automation Electronics Technology
- Diploma in Telecommunication and Networking Technology Diploma
- Heavy Duty Mechanic/Commercial transport Vehicle Mechanic Course
- Adventure Sports Certificate
- Adventure Management Diploma
- Industrial Electrician Apprenticeship
- Glazier Apprenticeship Training
- Residential Construction Levels 1 & 2 Certificate

- Automotive Service Technician
- Post-Graduate Certificate in Outdoor and Experiential Education

Policies

- Recommendation to the Board of Governors for approval: Changes to BRD 15-3 Emeritus Designation.
- ED 9-1 Academic Achievement Awards (amended)
- ED 16-2 Honorary Degrees (amended)
- ED 3-2 Satisfactory Academic Progress (amended)
- ED 3-11 New Policy on Submission of Final Grades

Presentations

- Lynn Joly, Associate Vice-President Planning and Human Resources and Tom Friedman, President of TRU Faculty Association, presented a report on University Council Responsibilities Arising from the TRUFU Collective Agreement, Financial Exigency and Program Redundancy.
- Judith Murray, Vice-President Open Learning presented an update on the Open Learning Division.
- Cathie Fornssler, Secretariat Office of the University of Saskatchewan, gave a presentation on the implementation of the new curricular approval structure in use at the University of Saskatchewan.
- Cliff Neufeld, Vice-President of Administration and Finance presented the TRU Revenue and Expenditure Plan 2007-2008.
- Lynn Joly, Associate Vice-President Planning and Human Resources and John Sparks, Associate Vice-President Legal Affairs reported on Presidential Search Procedures proposed by the Board.

Others

- Larry Prins appointed Chair of Steering Committee.
- Degree Quality Assessment Board (DQAB) approved new degree proposal for the Bachelor of Technology (Trades and Technology Leadership).
- The selection process of the Scholarly Activity Awards forwarded to the Research Committee until such time as the Awards and Honours Committee of University Council is established.
- University Council Summary of Activities for 2006.
- John Heshka appointed Chair of Educational Programs Committee.
- Wayne Babinchuk appointed Vice-Chair of Academic Planning and Priorities Committee.
- “Guidelines Concerning Representation on University Council” as Appendix A - University Council Bylaws under Article IX(2)(f).
- An excused leave of absence from University Council was approved for Derek Knox.
- Standing Committee Reporting Schedule to University Council.

- Recommendation to the Board for the adoption of the proposed Revenue and Expenditure Plan for TRU for the 2007/2008 Fiscal Year.
- Bachelor of Technology in Applied Computing Science program renamed “Bachelor of Computing Science”.
- General Features of the Academic Divisional Councils approved and attached to University Council Bylaws as Appendix B.
- TRU Strategic Plan 2007 – 2012 approved and recommended to the Board.
- Curriculum and program durations as prescribed by the BC Industry Training Authority approved for the following programs: Culinary arts, Levels 1, 2, & 3, Automotive Partsperson, Automotive Service Technician, Power Sports Marine Equipment, Residential Construction and the combined Welding C + Welder Fitter program.
- Schools, Divisions and Faculties (excluding the Open Learning Division) accept a single final grade and that it be left to the individual student to decide if they wish to write the government exam except in those cases where the province require students to write Provincial exams, effective September 2008.
- D. Johnson appointed to represent University Council on the Planning Council of Open Learning, term ending January 2009.
- Amendment to Terms of Reference for the Budget committee of University Council to provide for two students nominated by TRUSU.
- Division of Student Development renamed Faculty of Student Development.
- Co-Operative and Career Education Department renamed Career Education Department.
- Response to the Campus 2020 Report endorsed by University Council.
- Schedule of Events 2008/2009.
- Chief Enrolment Officer hired.
- Removal of the Open Learning designations on the Bachelor of General Studies and the Bachelor of Music.

Appendix III: Breakdown of grants and contracts for which TRU or its Faculty applied during the past year

NSERC

Strategic Project Grants—1

Discovery Grants—10

SSHRC

Standard Research Grants—4

Research Development Initiatives—1

Knowledge Mobilization—1

International CURA letter of intent—2

Metropolis British Columbia—1

SSHRC Research Development Initiative grant—2

Aid to Small Universities Grant and Report—1

SSHRC Institutional Grant—1

SSHRC Capturing the Outcomes and Impacts of Publicly Funded Research—1

SSHRC International Opportunities Fund—1

CIHR

CIHR Operating Grant—1

CIHR Summer Institute—1

CIHR Emerging Team Grant—2

CFI

Canada Foundation for Innovation—1 infrastructure operating fund

CRC/IDRC

International Development Research Chairs—2

Other Federal Government

Western Diversification—2

Government of Canada—2

National Research Council-IRAP—2

Provincial Government

Aboriginal Transitions Research Fund—2
BC Government—Cross-Government Policy and Practice student scholarships—1
BC Ministry of Forests—8
Leading Edge Endowment Fund Regional Innovation Chair—2
Ministry of Children and Families—1
Ministry of Environment—2
Interior Health Authority—1

Other Granting Organizations

BC Rural and Remote Health Research Network—1
Forest Investment Account—6
Endangered Species Recovery Fund—2
Habitat Conservation Trust Fund—2
Canadian Council on Learning—2
Child and Youth Health Research Network—1
Beef Cattle Research Council—3
Women's Health Research Action Project—1
Canadian Association for the Study of International Development—1