



THOMPSON RIVERS
UNIVERSITY

Institutional
Accountability
Plan & Report:
2009/10 to 2011/12



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Letter from the Board Chair and President



June 23, 2009

The Honourable Moira Stilwell
Minister of Advanced Education
and Labour Market Development
Ministry of Advanced Education
PO Box 9882, Stn Prov Govt
Victoria BC V8W 9T6

Dear Minister Stilwell:

Re: Thompson Rivers University Institutional Accountability Plan and Report 2009 – 2012

We are pleased to present you with the Thompson Rivers University (TRU) Institutional Accountability Plan and Report for 2009 – 2012. 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 on the priority FTE targeted areas. TRU continues to focus its efforts toward our provincial mandate for Open Learning. As well, we are excited to be working toward the opening of British Columbia's third Law School in 2011.

Sincerely;

A handwritten signature in blue ink, appearing to read "R. Olynyk".

Ron Olynyk,
Chair, Board of Governors

A handwritten signature in blue ink, appearing to read "Kathleen Scherf".

Kathleen Scherf, Ph.D.
President and Vice-Chancellor

Institutional Overview

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

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 13,000 students now study on campus at TRU, while another 10,000 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.

Planning and Operational Context

External Environment

Population

The population of the Thompson Rivers region is approximately 4.2% of British Columbia's total population at 180,415 persons.¹ The region makes up about 112,368 square kilometres with a population density of 1.6 persons per square kilometre². Uniquely situated in the interior of British Columbia, Thompson Rivers University (TRU) straddles two census districts: the Thompson-Nicola District and the Cariboo District. In parallel with provincial trends, 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. There has been a population increase in the Thompson-Nicola District in the last five years, whereas the Cariboo District's population decreased significantly³.

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 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

¹ BC Stats College Region 3 – Cariboo, Statistical Profile, p.1

² Ibid, p.1

³ BC Stats 2006 Census Profile Cariboo, CD; 2006 Census Profile Thomson-Nicola, CD

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

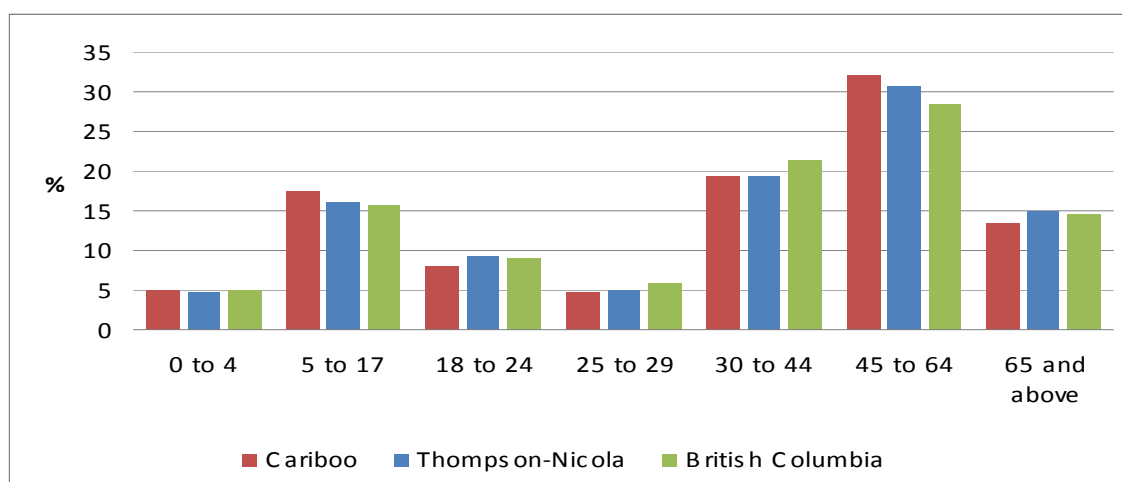
Note: Interprovincial and intraprovincial migration estimates are based on information contained in the Revenue Canada income tax file.

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 I 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 I : Province and TRU Region Age Distribution

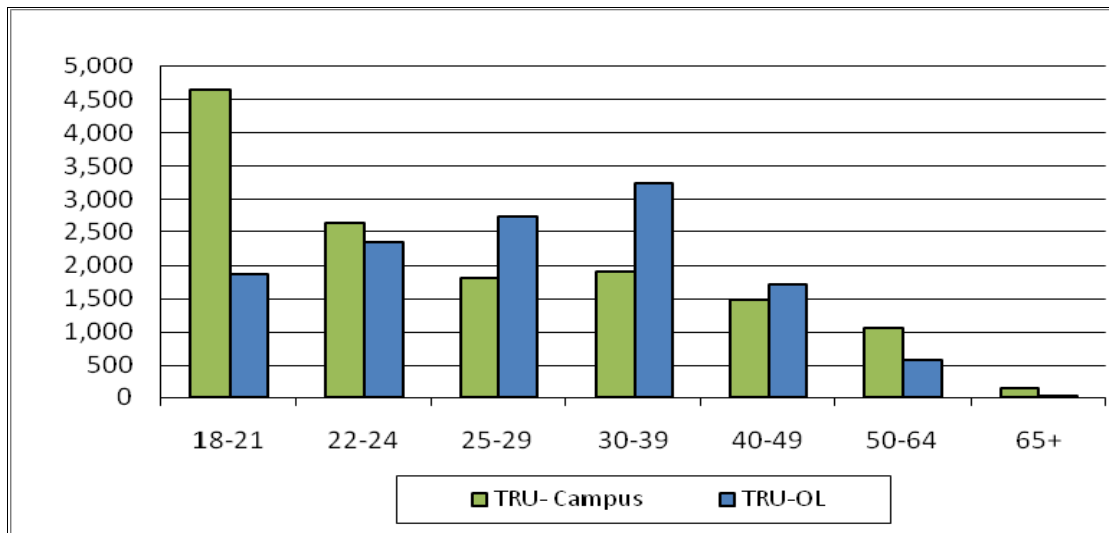


Source: Statistics Canada- Census, 2006

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.

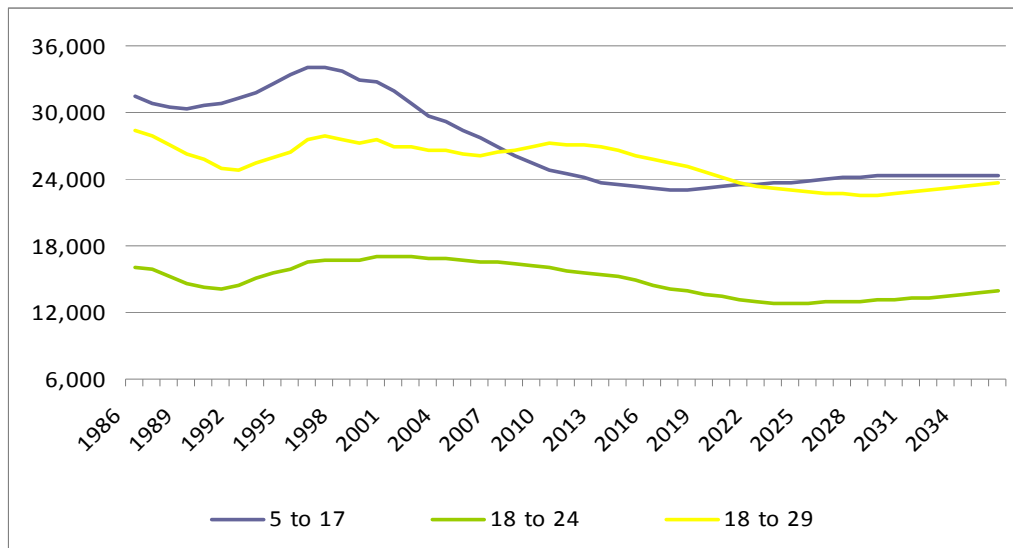
Figure 2 : TRU Student Age Distribution



Source: ALMD 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 to 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

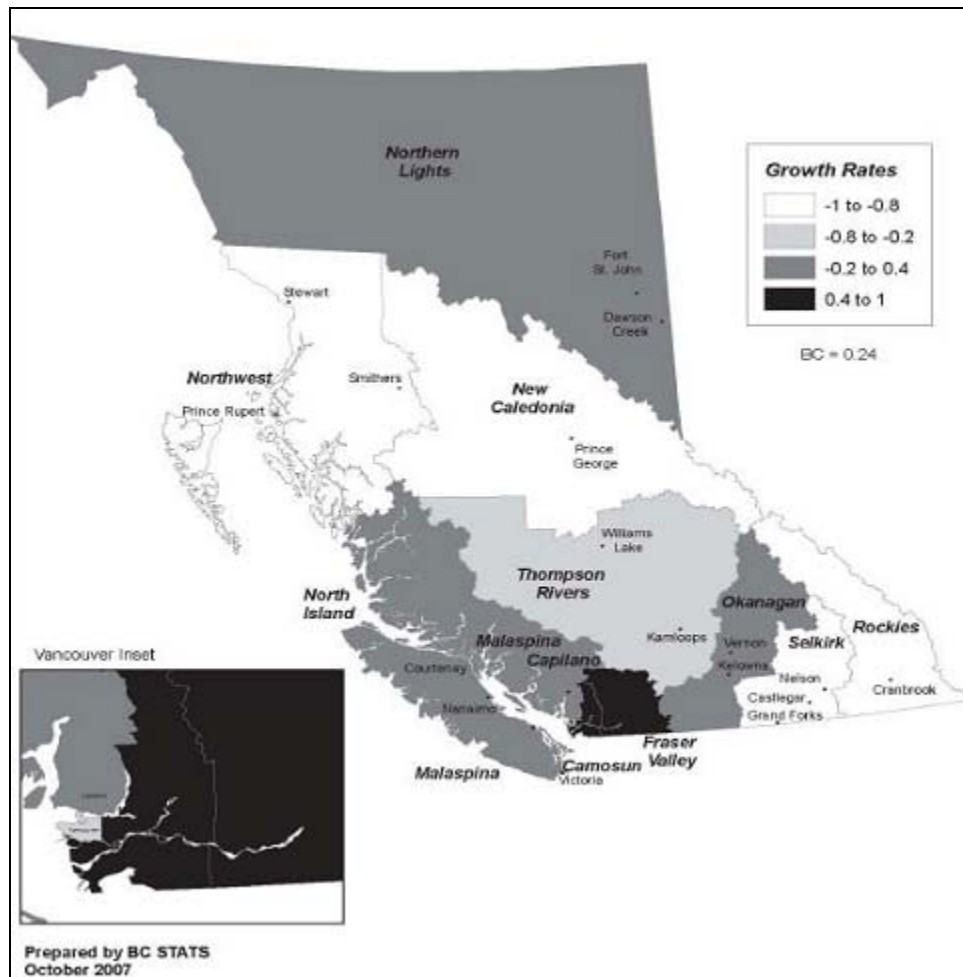


Source: BC Stats- Ministry of Labour and Citizen Services. P.E.O.P.L.E 32

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 post-secondary 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 Vancouver Island, 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

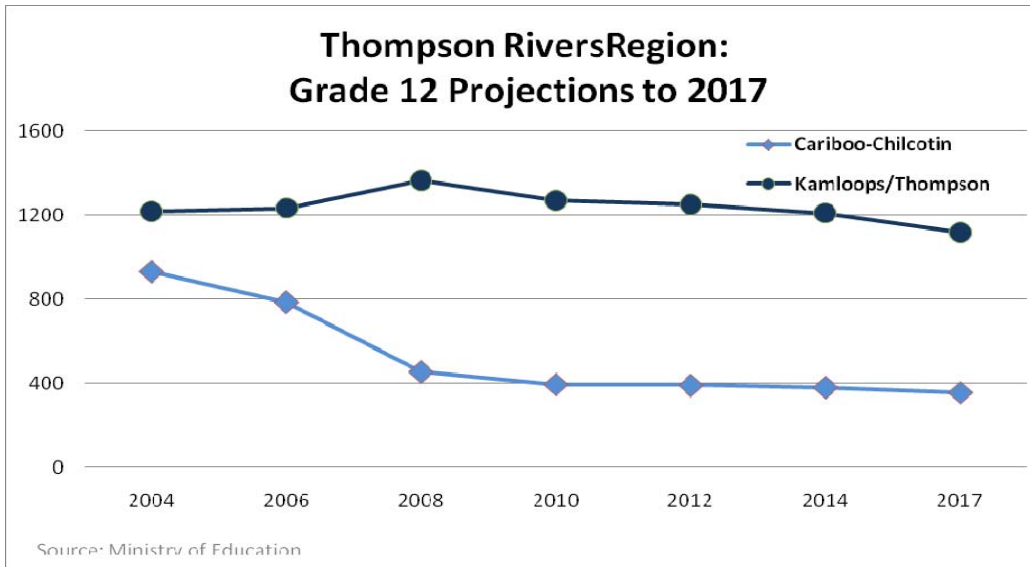
Population Aged 18 to 29 years by Region Compound Annual Average Growth Rates
2001 to 2036



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.

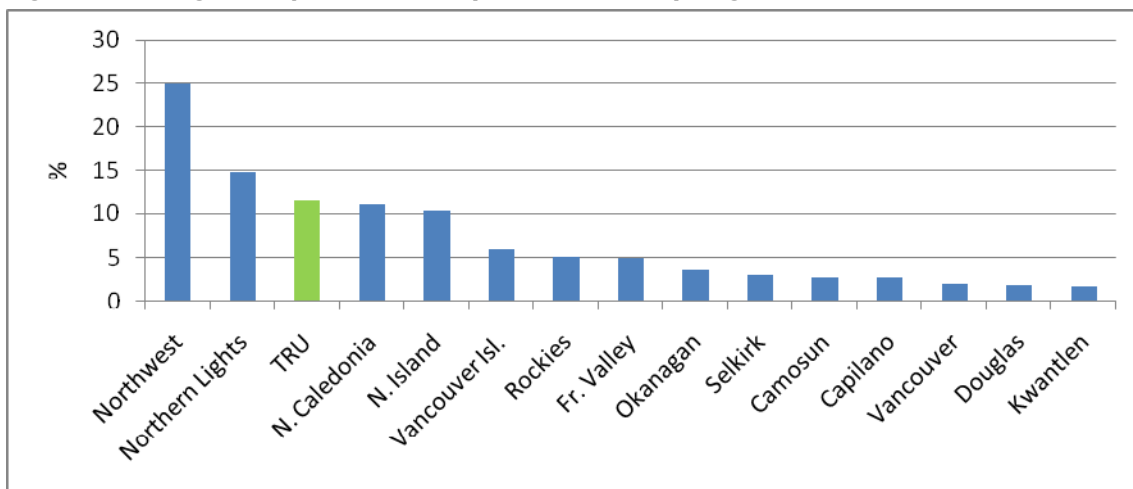
Figure 5: TRU Region Grade 12 Projections



Aboriginal Population

BC Stats data shows that the combined population of Aboriginals living in the Thompson Rivers Region is 11.5%⁴. This percentage is significantly higher than the overall share of Aboriginals in the province at approximately 4.4%. 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



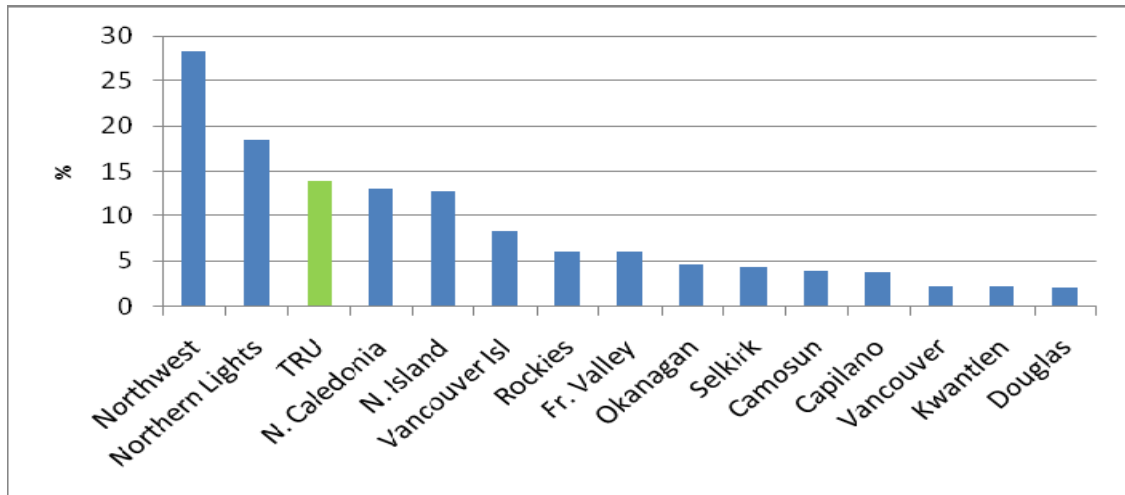
Prepared by: BC Stats

Source: 2001 Census of Canada, Statistics Canada

⁴ BC Stats College Region3 – Cariboo, Demographic Profile

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

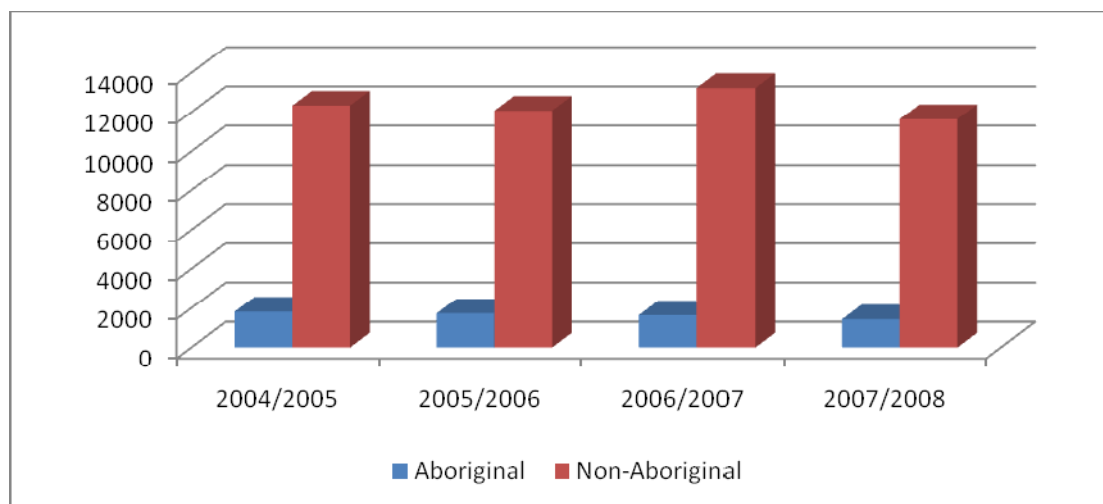
Figure 7: Aboriginal Percentage of 18 to 24 year olds by Post Secondary Region



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 2004-2008

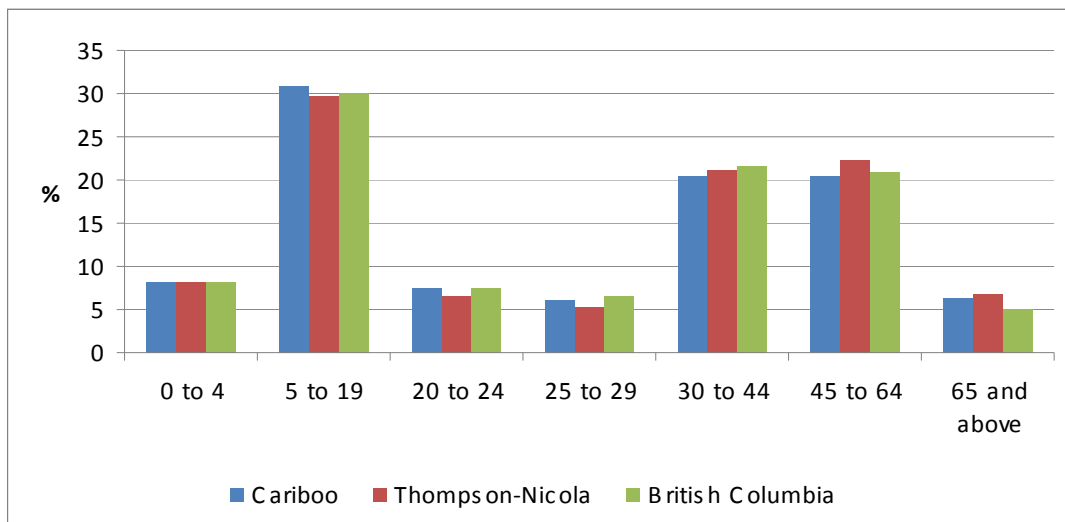


Source: TRU Student Database

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. However, the provincial Aboriginal population attained higher levels of skilled trades and college level credentials⁵. 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.

⁵ Environmental Scan for British Columbia 2008

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.

Labour Market & Skills Shortages

Given the global economic uncertainty presented over the past year, the following labour market and skills shortages information is presented with caution. To a large extent, the available data was drawn from census research conducted prior to the downturn; therefore, the overall consequence of the downturn is presently unknown. As a result of the uncertainty, labour market forecasts, both provincially and regionally, have been mixed with both optimism and ambiguity. Some publications predict labour market growth while others document declines due to an economic downturn. In addition to global economic pressures, the provincial labour force is further influenced by trends, both cyclic and structural. Globalization and technology influence changes in labour force participation. Decreases in hinterland “blue-collar” employment are met by increases in urban “white-collar” jobs⁶. Further, the idea of the one-stop career has given way to more fluid and flexible employment practices. All of these ambiguities serve to further complicate the prediction process. Therefore, it is difficult to assess the impacts to regional labour markets based on available data.

According to the most recent data sources, the demand on the provincial labour market has decreased due to an economic downturn⁷. In fact, December 2008 marked the fifth month in a row in which British Columbia failed to experience

⁶ The Future of Work: Confronting B.C.’s Labour Shortage Challenge, p.1

⁷ Labour Market Statistics, December 2008; BC Stats, Service BC, Ministry of Labour Citizens’ Services. (released January 9, 2009) p. 1

positive new job growth⁸. Furthermore, approximately 8100 people in utilities and construction lost their jobs in December 2008⁹. Job losses were also recorded in finance and related services, manufacturing, the service sector, the public sector and education¹⁰. In the Cariboo region, the unemployment rate lingered above the provincial average at 5.6% while the Thompson-Nicola Region's unemployment rate remained constant at 4.7 per cent¹¹. If anything is clear, it is that the coming years offer some uncertainty regarding the economic state of the region.

From the perspective forecasting positive labour market growth, over one million new jobs are expected provincially between 2005 and 2015, with 652,600 jobs resulting from retirement and death and 461,000 expected from economic growth¹². The net shortage after taking into account migration, participation rates and employment transitions of the current population is estimated at 160,000 workers¹³. In addition, it is estimated that the 2010 Games will add an additional 132,000 person-years of employment between 2003 and 2015¹⁴.

Labour market growth is expected in all industries; however, healthcare, social assistance; professional, scientific and technical services; management, administrative and other support; accommodation and food services; and educational services are expected to experience the largest increases¹⁵. In fact, the expected demand is projected to exceed supply in a "medium to severe extent"¹⁶. Further, higher than average rates of retirement are expected in Management Occupations, Business, Finance and Administration; Processing Occupations, Manufacturing and Utilities, and in the Primary Industry¹⁷. Furthermore, more than 70 per cent of predicted labour

⁸ Ibid p.1

⁹ Ibid p. 2

¹⁰ Work BC Labour market Survey, August 2008. p.2

¹¹ Labour Market Statistics, December 2008; BC Stats, Service BC, Ministry of Labour Citizens' Services. (released January 9, 2009) p. 2

¹² *The Employment Outlook for British Columbia: COPS BC Unique Scenario for 2005 to 2015*

¹³ *The Future of Work: Confronting B.C.'s Labour Shortage Challenge*, p.1

¹⁴ *Planning for Gold: Maximizing 2010-Related Employment and Skills Opportunities in British Columbia: Connecting Labour Market Supply and Demand*, The 2010 Human Resources Planning Committee.

¹⁵ *The Future of Work: Confronting B.C.'s Labour Shortage Challenge*, p.2; BC Stats, British Columbia: Regional Projection Model, Industry and Occupation Projections: 2006 to 2011, Thompson Rivers Region.

¹⁶ *Planning for Gold: Maximizing 2010-Related Employment and Skills Opportunities in British Columbia: Connecting Labour Market Supply and Demand*, The 2010 Human Resources Planning Committee. p. vi

¹⁷ *Employment Outlook for British Columbia: COPS BC Unique Scenario for 2005 to 2015*, February 2007.p. 3

market openings, both newly created jobs and replacement openings, are expected to necessitate some post-secondary education¹⁸.

Currently, in British Columbia, there are three main groups that are presently experiencing a shortage of skilled workers: the healthcare and social assistance sector, professional, scientific, and technical services, and some cross-sector occupations such as information technology professionals and skilled tradespersons¹⁹. Nevertheless, the labour market is rapidly changing in the current turbulent global economic conditions.

Locally, the Thompson Rivers region is estimated to experience employment demand growth below the provincial average; however, the region will experience above average growth in several occupational areas. Further, four out of ten job opportunities from incremental growth between 2003 and 2015 are predicted to be from outside the Lower Mainland and Southwest areas of the province²⁰. 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

¹⁸ Ibid p.3

¹⁹ The Future of Work: Confronting B.C.'s Labour Shortage Challenge, p.3

²⁰ 2010 Labour Demand Analysis and 2010 Labour Supply and Gap Analysis research projects completed by Roslyn Kunin & Associates, Inc. (RKA). This forty percent is said to be primarily in the tourism industry and partially the result of the 2010 Games.

Again, the above information is presented with caution as labour and skills trends are deeply connected to the ebbs and flows of the economic market. Until further data is presented, it is unclear how the economic downturn will affect the Thomson Rivers region.

Community Relations

Thompson Rivers University is an integral part of the region and is presently involved in several projects that directly enhance the community. The following is a presentation of some of these community enhancements.

Thompson Rivers University Residential Construction students spent three weeks completing phase one of a four-phase expansion to the Kamloops Fire and Rescue McGill Road training house.

The School of Trades and Technology and the School of Advanced Technologies and Mathematics in association with the Canadian Home Builders Association (CHBA) Central Interior Chapter has been chosen to build one of three new CMHC Sustainable Housing Demonstration Homes in Canada.

The School of Advanced Technologies and Mathematics also has two departments involved in the project: Architectural Engineering and Design and Electronics and Engineering.

The design of the home will start as an assignment for each of the 38 first-year students in the Architectural and Engineering Technology program. Each student will develop the design, and the top student will then be chosen to work on the project. The selection of the winning student, later this spring, will include a scholarship award and a work experience opportunity for the student.

Once the final drawings and permits are in place, the 2009 class of Residential Construction trade-entry students, in partnership with the Home Builders Association, will begin work on site in August. The construction process will also involve a number of other TRU trades students, including electrical, piping, and horticulture.

2009 marks the start of site preparation and construction for the 'House of Learning', a facility which will incorporate the new library, the learning commons, and space for Aboriginal programs and services. The facility will offer Aboriginal students a place of their own on campus to study, share ideas and support each other in their academic pursuits. Further, the new library and welcoming centre will encourage the exchange of ideas among students and staff, as well as support the growth of TRU.

The campus bookstore, Bookies, along with 21 other national university and college bookstores, partnered with the Canadian Breast Cancer Foundation to raise money to support breast cancer research by selling a 'breast aware' t-shirt during the month of October 2008. The project was launched in campus bookstores across Canada. The stores involved in the project did not receive any profits from the sale of these t-shirts. All proceeds from the project went directly to the Canadian Breast Cancer Foundation.

TRU hosted the International Union of Forest Research Organizations Conference in August. Local forest and grassland ecology studies, including some which examine the impact of the vast mountain pine beetle epidemic on regional pine species, were featured in the in-conference field tour, while post-conference tours provided an opportunity to visit other forest types in British Columbia.

Thompson Rivers University, now Kamloops' third-largest employer with over 1,100 full time employees, significantly contributes to regional prosperity and growth with an overall economic impact of upwards of \$500 million a year. The university's contributions and impact go even further. Indirect economic impacts also include research and development, student and faculty studies and business support, graduate start-up enterprises, a diverse and accessible labour pool and community promotion through national and overseas initiatives.

Internal Environment

Administrative and Academic Realignment

Dr. Kathleen Scherf, became TRU's second President and Vice-Chancellor of September 1, 2008. Under her leadership, TRU engaged in an institution-wide project to better align the university's academic, service, and administrative structures, as well

as institutional policies, processes and operations. This project was undertaken with an eye to fulfilling TRU's mission, values, and collegially-developed strategic plan.

After an extensive internal consultative process, an Alignment Document including rationale and recommendations was submitted to and approved by TRU's Senate and the Board of Governors. This report makes recommendations in three overarching sections, including academic structure, academic issues and administrative alignment. The framework for the report's recommendations suggests that TRU should endeavour to proceed methodically to effect the changes, in consultation with stakeholders, while ensuring there is appropriate transfer of personnel, support, material and financial resources. This transition process is estimated to take 16 months, with a completion target of September 2010. Fiscal realignment should be in place by April 1, 2010.

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 in 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 \$32 million project that will incorporate the new library, the Learning Commons, and space for Aboriginal programs and services. Recently TRU was successful in applying and receiving \$6 million in Knowledge Infrastructure funding for this project. 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 63,000 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.

Initial ground work has begun on the building site, which is located on the campus common, just east of the Campus Activity Centre, with a target completion date of Fall, 2010. Up-to-date information can be found on our web site at www.tru.ca/houseoflearning.html

Other Capital Projects:

TRU has partnered with the City of Kamloops to construct a TRU access road and Hillside Drive Extension that will see completion by December 2009 and provide a major access point with the TRU campus and the McGill Road corridor.

Renovations/Construction Upgrades

Thompson Rivers University has undertaken a \$1.1M upgrade of its Arts and Education Building; renovated its Aboriginal Service Plan Offices; renovated its Facilities Offices; relocated Athletic office space within the City's Tournament Capital Center, located next to the campus; and is undertaking more than \$5M in Knowledge Infrastructure Program funding for roofing and building code upgrades of its Old Main, and IT infrastructure.

New Program Development and Implementation

Law School

Thompson Rivers University has partnered with the University of Calgary and is proud to have been approved for Canada's newest law school, with a plan to admit its first 50 or so students in September 2011.

In the spirit of the Trade, Investment and Labour Mobility Agreement (TILMA) between our provinces, TRU and the University of Calgary believe the institutions are perfectly suited to partner with a focus on natural resources, energy, and environmental law. TRU has significant experience in the development of joint degree

programs and the issuing of joint degrees. Over a period of time, TRU envisions that the joint degree would transition to being an independent TRU degree.

TRU envisions the establishment of a three-year, fully accredited J.D. (Doctor of Law) program that builds on the unique strengths of the university and the community. The TRU Law School will provide graduates with a strong background and understanding of the social, cultural and economic realities of Canadian rural settings, within a global context.

There is evidence of significant demand for a new Law School in BC, given that only 316 students (UBC 208; UVic 108) out of a total of 2721 first year applicants were admitted to BC Law Schools. Further demand will occur given that between 2011 to 2021 an average of approximately 290 lawyers each year in BC will reach the age of 65. During that period the population of B.C. will increase from 4.25 million to 5.1 million. TRU believes it is desirable to train lawyers in the interior where they will stay after graduation to practice in rural and small city settings.

Graduate Programs

Enrolments continue to be strong in the Master of Business Administration, Master of Education and Master of Science in Environmental Science degrees. In addition, a Master of Social Work degree will commence its first student intake in the Fall of 2009, and a Master of Interdisciplinary Studies is planned for implementation in 2010. Research into the demand for an online Master of Business Administration offering is also underway in the Open Learning Division.

Baccalaureates, Diplomas and Certificates

The following is a summary of TRU's new initiatives in regards to new program development:

- Bachelor of Interdisciplinary Studies – promotion and implementation of the approved program
- Minor in Gender Studies – institutional approval granted, under review at DQAB
- Minor in Anthropology – under revision
- Certificate in World Language and Cultures Certificate – proposal received departmental approval

- General Thematic Option in Comparative Societies and Cultures – proposal received departmental approval
- TRU – Douglas College – signed a memorandum of understanding concerning cooperative programs and student mobility plus draft proposals for a laddered criminology program
- TRU – Yukon College – initial discussions about laddered college/university programs, including connections with the Klondike Institute of Art & Culture
- TRU – University of Gävle: Geomatics (Sweden) – Geography Double Degree – launched with promotional events and materials and update / advising meetings
- TRU – University of Applied Management (Germany) – articulation agreement for Minor in Management plus a proposal for a cohort management / communications program
- TRU – University of Tasmania – 2 meetings about institutional cooperation and joint programming
- TRU – Southern Cross University – 1 meeting about joint programming

Nursing courses in the Bachelor of Science in Nursing (B.S.N.) program and the Licensed Practical Nurse (LPN) program are well subscribed. There are approximately 3 applications for every BSN seat and 1.5 applications for every LPN seat. The Health Care Certificate (AKA HSRCA Certificate) is well subscribed and the diversity of students within this program has increased.

Initiatives to increase readiness, recruitment and retention of aboriginal students in nursing and health programs include 1) the development of an Aboriginal Health Programs Pathway for implementation in Williams Lake fall of 2009 and is designed to facilitate readiness for health programs through aboriginal pedagogy, 2) increased offerings of entry-level health care career programs within the Thompson Cariboo Shuswap Health Service area such as the Health Care Assistant [aka Home Support Resident Care Attendant] and Licensed Practical Nurse Program in Williams Lake in 2009, 3) dedicated aboriginal seats in the Bachelor of Science in Nursing program, 4) aboriginal specific tutoring services and mentoring 5) expansion of aboriginal health placement and research opportunities.

In collaboration with the University of British Columbia, the TRU School of Nursing assists the delivery of the UBC Masters in Nursing (Education) degree. Another Kamloops cohort is expected to begin in May 2009. The School of Nursing is planning for a Masters of Science in Nursing degree beginning in 2011 to support nurses to

solve diverse practice problems and lead health care through nursing practice innovation.

The School of Nursing is working with post-secondary institutions (e.g.: National University of Lesotho, Lesotho; Udon Thani Rajabhat University, Thailand; and the National University of Samoa, Samoa) to offer Bachelor of Science in Nursing students a global health practice-education experience. Student exchanges have occurred between the TRU and the University of Stevanger (Norway) in 2008 and 2009. Opportunities for joint research and community development projects exist with international partners.

Potential new opportunities for development of programs are being explored in the area of expanding BSN capacity with a particular aim of attending to the health and human resource need for rural and aboriginal health within the Thompson Cariboo, Nicola Shuswap regions by partnering with a community to offer local entrance and programming for the first two years of the BSN program. Program expansion through community partnerships in rural locations serves to strengthen the recruitment and retention of nurses in aboriginal and rural communities, enhance the preparation of nurses to practice in rural settings, utilize rural health facilities to support student learning within the inter-professional milieu of rural health care delivery, and blend technologically mediated and traditional methods of education so as to leverage appropriate assets associated with the School of Nursing, Thompson Rivers University and the Open Learning unit. Expansion of the Licensed Practical Nurse Program through community partnerships is also being explored.

Research, Innovation and Graduate Studies

Activity in Research, Innovation Transfer and Graduate Studies continued to grow in 2008-09, reflecting the rapid evolution of Thompson Rivers University. Major accomplishments this year were: 1) increases in research funding and research activity, 2) review and revitalization of the TRU Strategic Research Plan, 3) formalization of a structure for graduate programs and new program submissions, 4) increased funding and scholarships for student-led research and publication of student research, 5) increased space for research facilities and graduate students, and 6) general improvements to the infrastructure to support research, innovation and graduate studies.

Research funding reached almost 11 million in 2008-09, including \$5.575 in endowment capital, about \$3 million in tri-council funding, \$1 million from other granting agencies, and \$300,000 for student grants and scholarships in support of student-led research. Base funding for the research office is stable at roughly 38% of the total administrative cost with the remainder coming from other grants. This investment in research resulted in a number of significant discoveries in the areas of small cities research, new bio-products, grasslands and rangeland ecosystems and ecosystem management, anti-microbial peptides, and international social work with a focus on disaster recovery. In support of the directions of the research plan and the needs of the BC Interior, TRU welcomed Dr. John Church as the BC Regional Innovation Chair in Cattle Industry Sustainability. With funding from Western Economic Diversification, the Southern Interior Development Initiative Trust, and the university, Dr. Church has secured a \$500,000 research lab that includes a variety of in-situ and laboratory meat testing equipment, GIS and remote cattle tracking systems, and a smoke house for development of value-added meat products. A clear connection and cooperation between the university and the community exists. A community advisory council was formed to advise on research direction.

The Research Committee of Senate conducted a review of the University Strategic Research Plan, and revised the plan to reflect the following areas of research focus: Ecosystems and Environmental Resources; Sustainable Communities; Agri-Foods; Bio-products, Quality Control, Bioremediation and Product Testing; Healthy Communities, Wellness, and Human Development; Visual, Verbal and Cultural Literacy and Communication and Communication Technologies; Culture and Creative Arts; and Advanced Technologies and Applications. The overarching research area is Sustainable Development.

In support of ongoing research planning and reporting TRU developed an Academic Inventory Database (project AID), as a searchable repository for academic information. This database will allow public and private sector organizations and the media to quickly find the expert they need, and also assist with the reporting of research progress.

TRU Senate approved a structure for graduate studies. This structure is unique in defining the qualifications and experience required of faculty members to engage in graduate studies at various levels and serves to ensure teaching and research mentorship at the highest level. TRU has 3 graduate programs and several more in various stages of development.

With a focus on undergraduate research, TRU-RIGS administered over \$300,000 of scholarships in support of student-led research, and increased support of student conferences and publications. Two buildings are allocated for graduate student offices and collaborative workspaces, and the Faculty of Science increased dedicated laboratory space to accommodate investments of over \$2 million in new analytical facilities including a 500 MHz NMR, and a LC-Mass Spectrometer. The latter is research equipment purchased with a major contribution from Western Economic Diversification. It is essential for developments in pure and applied chemistry and environmental chemistry including rapid development tools for the rapid analysis of contaminants. This new equipment is fully available to undergraduate students, as well as graduate students and research faculty.

With increased research and innovation activity comes new policies and practices in support of this activity. A new policy on research centres is helping to bring together interdisciplinary strengths to focus on a research sector. From these innovative sectors should emerge innovative graduate programs reflecting the nature of TRU as an agile institution stepping up in a timely manner to meet the needs of the future.

Aboriginal Education Initiatives

TRU is committed to increasing enrolment and achieving higher educational outcomes for Aboriginal Peoples in the region. TRU has been actively engaging Aboriginal people in planning initiatives and is implementing its Aboriginal Service Plan to address the needs of First Nations learners. Individual Aboriginal students are assisted with wide-ranging academic and personal challenges by the Aboriginal Transitions Planner and the Aboriginal Education Coordinator. Recruitment efforts have been supported by the hiring of a part-time staff member.

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-OL has opened a learning centre at the TRU Williams Lake campus to provide flexible, well supported programs for Aboriginal students.

TRU has implemented an Elder(s) in Residence Program in cooperation with the university's Aboriginal Coordinator. Through this program, Aboriginal Elders provide

personal consultation, conversation, guidance and mentorship to Aboriginal students. The Elders act as surrogate grandparents to Aboriginal students and use traditional Aboriginal life skills' perspectives and methods such as the 'talking circle' and Elder knowledge. An Elder led the 2008 Fall Convocation procession and said a blessing to the assembly - a first for TRU.

The Thompson Rivers University Williams Lake campus Gathering Place project was started in April of 2008 and is based around the general concept of a unique gathering place for the TRU Aboriginal student population, local Band functions, and a place for all students from TRU and the local schools to experience the culture and diversity of the local First Nations. This facility will be open for use in the fall of 2009.

TRU has established a relationship with the National Centre for First Nations Governance to develop governance training for new First Nation council members. An agreement was reached with the B.C. Indigenous Adult and Higher Learning Association, to continue to develop and deliver computer simulation to support First Nations water treatment courses. TRU is also working with the Secwepemc, St'at'imc and Nlaka'pamux Nations to develop teacher training in First Nations languages. Six new Economics courses have been developed to support training in First Nations lands development.

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

Environmental Sustainability

Environmental Sustainability is one of the seven founding values of Thompson Rivers University. The principle of sustainability and the environment is further developed as a specific section in the University's Strategic Plan, and the supporting action plan, which contain twenty actions to be completed by the end of the year, 2011. These actions cover all administrative, academic, and support activities of the university. TRU now has a full-time Director of Environment and Sustainability, as well as an Environmental Advisory Council, jointly appointed by the Board and the Senate to advise on sustainability issues. Environmental Sustainability is becoming a core value for all units of the university and is considered explicitly in all decision-making processes, from purchasing to academic course development.

Thompson Rivers University is committed towards carbon neutrality and reducing emissions to the greatest extent possible. To meet initial reporting requirements, measurement devices are in place in all major buildings on campus, and through coordination with BC Hydro, additional measurement capability is planned. TRU has also qualified to hire an Energy Manager and conduct an energy study, subsidized by BC Hydro. Further initiatives to reduce emissions which are underway or planned include lighting retrofits, paper-use reduction measures, and a review of the vehicle fleet.

Thompson Rivers University partnered with the City of Kamloops transit to provide access to a Pro Pass to all its employees. Pro Pass provides increased bus ridership by our employees and allows staff to access this program through employee payroll deduction.

Open Learning Division

The 2008-09 academic year, saw the Open Learning (OL) Division of Thompson Rivers University successfully increase student enrolments in all reported areas for the first time in nine years. These outcomes are attributed to the following factors:

1. Thompson Rivers University, Open Learning (TRU-OL) now has a stable workforce which is operating in alignment with the rest of TRU. This has allowed OL to concentrate its energies on operations beyond its relocation from Burnaby to its current Kamloops location.
2. New courses and programs became available providing access to offerings TRU-OL had not previously had.
3. TRU-OL's Prior Learning Assessment and Recognition (PLAR) process translated student interest demonstrated in the prior year, to assessments in the current year which resulted in program enrolments.
4. The Credit Bank was re-established as a result of TRU-OL signing partnership agreements with private trainers and corporations during the year.
5. Marketing efforts made extensive inroads into web-based media options, while introducing the new Unlock the Possibilities campaign.

As TRU-OL reviews the performance measures from 2008-09, it is confident that its plan for 2009-10, will not only show improvements in all areas but also surpass its established targets.

During 2008-09, TRU-OL submitted an academic plan to the Ministry, which serves as the cornerstone for its future direction. The implementation of this plan will assist in the achievement of the Ministry targets established for TRU-OL for the coming year and into the future. Listed below are the key performance measures and a description of how TRU-OL plans to improve in each area:

Student Spaces – Total: This measure is the culmination of all of TRU-OL's recruitment efforts. It is anticipated that the actions which will have the most impact on this number over the next year, are the increase in course offerings (60 new courses) and the increase in the number of PLAR credits awarded as a result of the continued expansion of the Credit Bank. It is expected that TRU-OL will achieve its targets in this area.

Student Spaces – Nursing and Allied Health: TRU-OL expects to keep exceeding this target as VIHA, IHA and NHA, continue to express interest in its Medical Laboratory Assistant programs. Student interest in the Return to Registered Nurse Practice Certificate remains high and TRU-OL will be working to provide additional nursing courses in conjunction with the TRU Faculty of Nursing. TRU-OL is also a beneficiary of increased public interest in health services.

Developmental Programs: Growth in this area is expected to increase over the previous year as the result of two factors: 1. the current economic situation has caused a notable increase of enrolments in this area and 2. TRU-OL is planning to revamp its course material pricing process in order to lower ABE material costs to students which will place TRU-OL in a more competitive position in the ABE market.

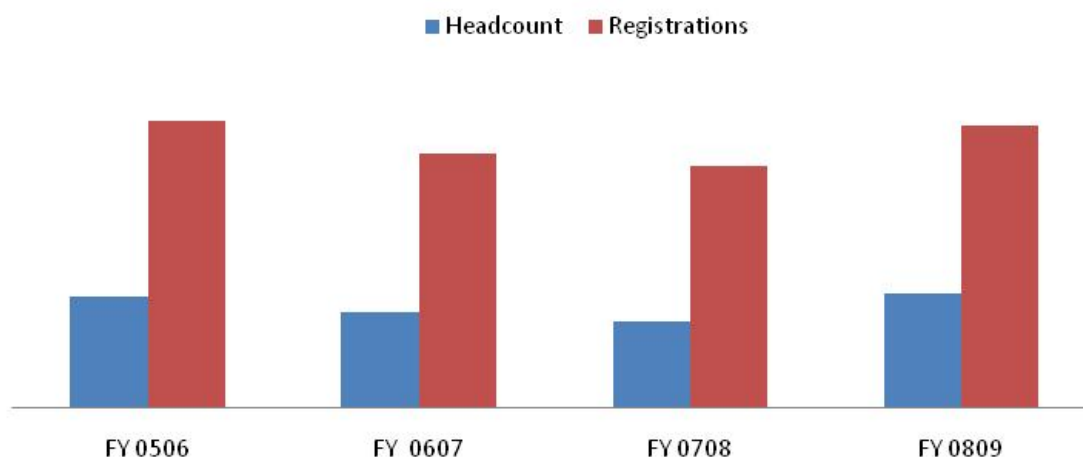
Credentials Awarded: It is difficult to observe immediate results of this measure due to the duration of the programs. While credentials awarded in 2008-09 appeared to decline, the reduction was actually a result of a decline in program enrolments during the previous years. In fact, 2008-09 experienced a marked increase in program participation over the previous year, which bodes well for future years. Many of the recent program enrolments were in certificate programs which require less time to complete and as such it is anticipated that credentials awarded this year will increase.

Aboriginal Students: TRU’s defined aboriginal student engagement strategy is highlighted by the expansion of its Office of Aboriginal Education of which TRU-OL plays a major supportive role. In further support, TRU-OL opened up a new First Nations Learning Centre at TRU’s Williams Lake campus in April this year, which is intended to assist in the growth of aboriginal student enrolments this year and in to the future.

TRU-OL did well in the area of student satisfaction of former diploma, certificate and associate degree students in 2008-09, achieving or exceeding targets in four out of five areas. However, student assessment of the quality of instruction did not meet the 90% threshold sought. TRU-OL anticipates student satisfaction will improve in this area as it updates old courses which TRU-OL has adopted from the British Columbia Open University (BCOU)/Open College (OC) - funding for this continual course updating process has been provided by the Ministry. TRU-OL is also introducing a new online distance delivery model which is expected to increase the level of interaction between students and the teaching staff during the course. This will also improve results in area of student satisfaction of the quality of instruction.

In 2009-10, TRU-OL will maintain its enrolment growth through the momentum it achieved during 2008-09. Throughout the year, TRU-OL will also bring into practice, the initiatives outlined above along with others that will support its academic and enrolment plans into the future. TRU-OL still has a great deal of work in its future, but it is believed that the 12% growth required in 2009-10 to reach the Ministry’s target is achievable.

TRU Open Learning 2005/06 - 2008/09



Source: TRU Student Database

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 recognized across Canada as being a post-secondary leader in international education, training, and development.

In 2008-09, TRU saw continued growth in international student enrolments, reaching our highest number to date with 1200 students from 70 countries enrolled in Fall 2008. Accreditation programs also continued to grow, including the launch of the Bachelor of Tourism Management degree in Malaysia through a partnership with Nilai University College. Our contract training programs diversified in response to market demand, and TRU World extended into new markets and delivered new programs including a 10 month contract to deliver ESL in Abu Dhabi, Respiratory Therapy training for Chinese doctors and a customized Tourism & ESL training program for Japanese Airline Cabin Attendant students. TRU continued to raise its profile internationally including the signing of a Protocol of Cooperation with China Central Radio and TV University, one of the world's largest open and distance education universities. TRU also teamed up with legendary Mexican soccer player Jorge Campos to create a new scholarship program for students from Mexico. Cyndi McLeod, AVP of TRU World, was invited by the Canadian Embassy in Berlin to be the Canadian expert in a highly-regarded and influential seminar, the International Dialogue on Education. TRU also achieved significant gains in the internationalization of the campus and has delivered Intercultural and International Student Success Workshops to 2000 staff, faculty and student participants over the past three years. Finally, in 2008-09, 88 TRU students participated in Field Schools in 9 countries, 90 TRU students went out on Study Abroad exchanges and TRU received 130 inbound students from exchange partner schools.

Williams Lake Campus

This fiscal marked another year of continued growth and expansion for the Williams Lake (WL) campus: enrolments were up another 4% (compared to 06/07, last equivalent year with same programs running), costs in most areas stayed flat with a total budget of approximately \$3.0M, and marketing efforts were enhanced with open houses, numerous community events and conferences and rollout of a new website. In addition, TRU Williams Lake was pleased to see one of its faculty members, Ms. Kerry Cook, elected as Mayor in November 2008.

Williams Lake and the region have been hard hit economically due to the combined effects of the pine beetle epidemic and the recession, with many mills and secondary manufacturing businesses shutting down. Government-funded transition programs have resulted in increased Continuing Studies interest, especially in job-ready skills training such as First Aid, Driver Training, FoodSafe, etc. Tied to this is the fact that our strongest program areas were in the certificate / diploma fields (nursing, human service, trades, continuing studies). These are the program areas that are of relatively short length and enable people to live and learn in their home community and not have to move away for schooling. Academics and university prep remain the main challenge areas (3-5% decline last two years).

Community connections remain strong: Rotary, Kiwanis, and Construction Association groups are attended regularly; City / School District / Cariboo Regional committee involvement includes Sustainability Groups, Visioning Committee work, and Facilities Joint Use. The TRU WL gymnasium is now open to select municipal groups in exchange for use of local recreation facilities by TRU students.

Aboriginal programs, services, and cultural connections continue to be a focus area. TRU Aboriginal Service Plan funding helped start the new WL Open Learning Center, a program that sees students enrol in on-line courses that are supported by a classroom area, a facilitator, tutors, as well as advisors and counsellors – all on campus. Several significant aboriginal art projects were commissioned as well, including a 30' long mural in the main student street. Contract programs with many of the surrounding bands and education councils show continued growth in areas such as Early Childhood Education, mining & trades transition, and other short-term, job-ready Continuing Studies-type programs. Planning is well underway for construction of an Aboriginal Gathering Place, a new 1500 sq. ft. classroom facility that can also be used for meetings and ceremonial celebrations. All this activity supports an aboriginal

population that comprises 25% of the region and is the only demographic that is increasing (approximately 3-5% per year).

Student engagement initiatives included the addition of Orientation Day as the first day of classes for students in the fall, intake surveys, representation on key campus committees and councils, as well as support for numerous student council activities including bowling, open microphone music night, fashion shows, and theatre. CUEF funding was used to send two students to Kamloops to present at the Student Research Conference and another two students (aboriginal) to liaise with the main campus student council (with the goal of setting up an Aboriginal Student Council in WL).

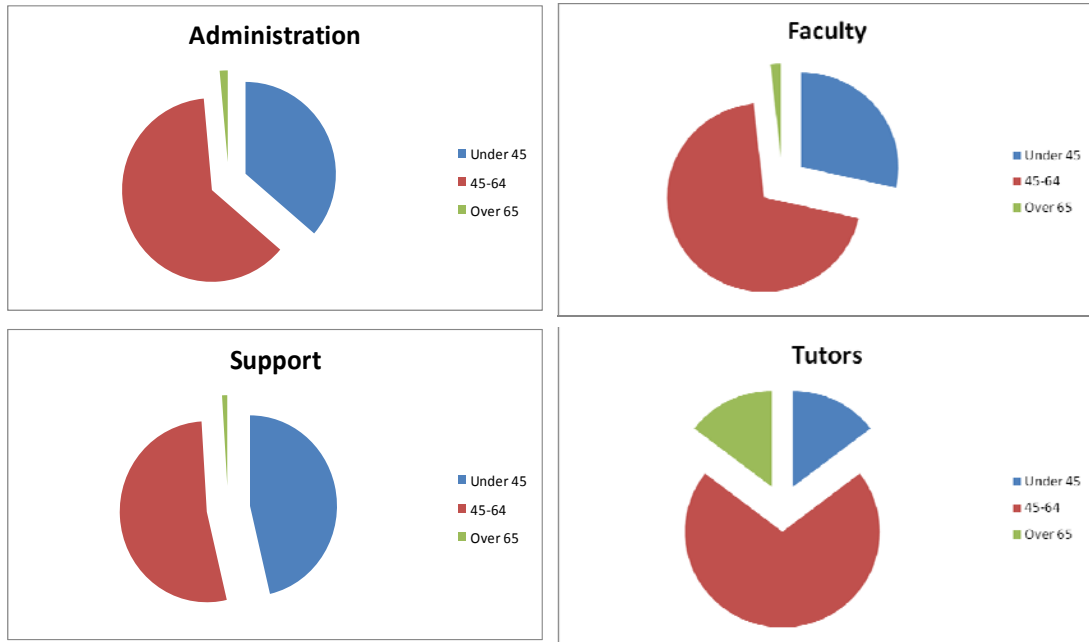
Outlook for the next year is very positive: continued growth in nursing and human service programs is expected with trades remaining strong as well. Administratively, the campus has settled into its new facilities (2-1/2 years now) and the ongoing task of improving and enhancing the grounds and facilities continues. Faculty and support staff levels are stable and expected to remain so for the next several reporting periods.

Human Resources

Employee demographics continue to be a challenge for TRU; as the workforce ages and retirements increase.

The following table and graphs depict TRU's employee age demographics as of December 31, 2008.

	Under 25	25-34	35-44	45-54	55-64	65-74	Over 75	Total
Administration	1	9	40	61	25	2	-	138
Faculty	-	21	110	189	131	8	-	459
Support	40	62	93	146	76	4	-	421
Tutors	-	-	20	32	65	17	3	137
Total	41	92	263	428	297	31	3	1,155



Strategic Plan Implementation

In January 2008, the University Senate approved the development of the 2007-2012 Strategic Plan Implementation Steering Committee (SPSC). Chaired by the Provost, the SPSC included all Deans and was supported by the Associate Vice-President Human Resources and Planning as well as the Director, Institutional Research and Planning.

To begin the process, members of the SPSC championed each of seven Plan Development Committees (PDCs) to address each of TRU's seven strategic plan Themes. Each PDC was assigned with the development of an Action Plan to address deliverables, milestones and resources required to address the Themes.

In April 2008, an institution-wide consultation workshop was held to allow all faculty, staff and students an opportunity to contribute to the development of the action plans in each Theme area.

After this session, each PDC developed draft plans, which were then presented for comment to the TRU community in the form of seven lunchtime Town Hall meetings. The plans were also distributed via the TRU website with a feedback form attached to each.

Following this second round of public consultation, the PDCs prepared final plans which were forwarded to the SPSC to be integrated into a final Implementation Plan. This plan was subsequently approved by University Senate in December 2008. A summary of progress made towards Strategic Plan Implementation is reported in the Goals and Objectives section of this document.

Student Satisfaction

TRU continues to enjoy high student satisfaction. Our Baccalaureate Graduate Survey (BGS) results of the 2008 survey of grads show the following satisfaction scores on the ALMD measures of accountability:

Accountability Indicator	University Sector	TRU
Usefulness of Knowledge, Skills, and Abilities Acquired During Program in Work (Very useful/Somewhat useful)	89.0%	91.0%
Program Satisfaction (Satisfied/Very satisfied)	95.3%	96.0%
Quality of Instruction (Good/Very good)	95.1%	94.8%
Employment Rate	96.4%	98.4%
Skill development in the following Categories: (High/Very High)		
Written Communication	79.4%	84.5%
Oral Communication	78.9%	83.0%
Reading and Comprehension	87.3%	88.8%
Group Collaboration	79.3%	81.6%
Critical Analysis	91.1%	91.4%
Problem Resolution	77.1%	80.6%
Use of Mathematics Appropriate to Field	48.0%	44.2%
Use of Computers Appropriate to Field	59.7%	68.1%
Learning On Your Own	90.8%	92.5%

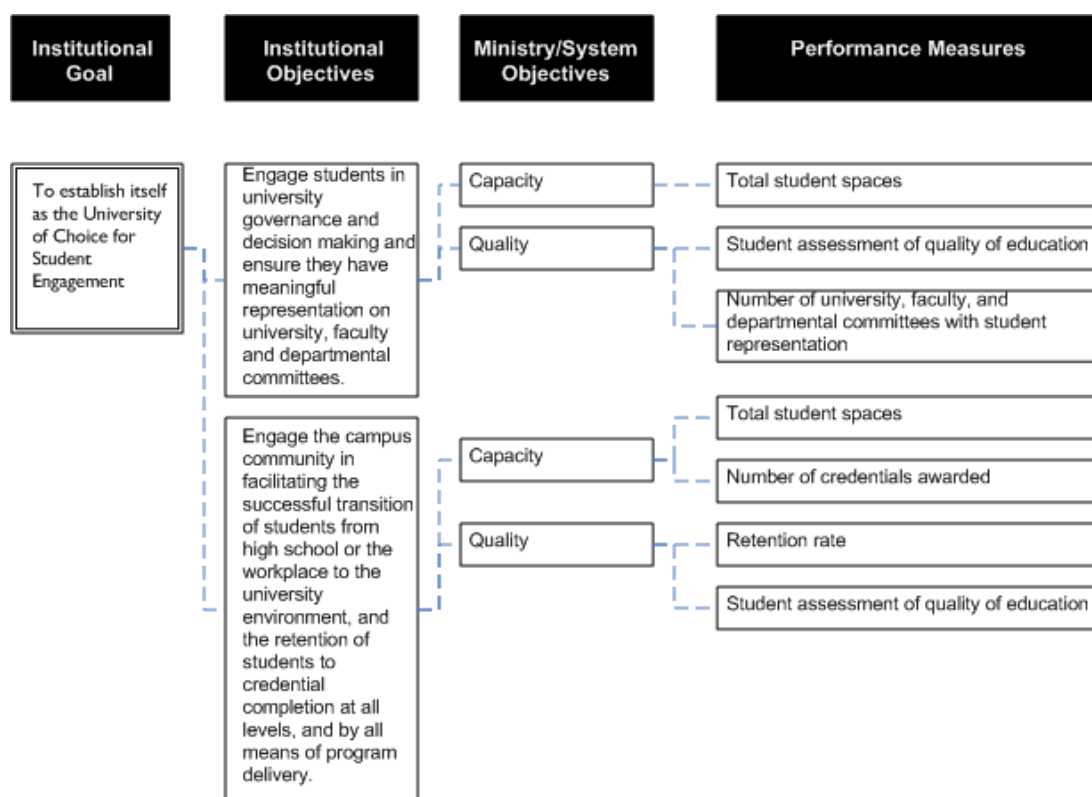
As a learner-centered institution, TRU considers student satisfaction extremely important and continues to monitor student feedback. Other sources for student satisfaction measures include the data from the Student Outcomes Reporting System (SORS) for the College and Institutes Student Outcomes Survey 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 both the 2007-08 and 2008-09 National Survey of Student Engagement (NSSE). This will enhance our knowledge of current student experiences. In addition, TRU participated for a third Globe and Mail's University Report Card.

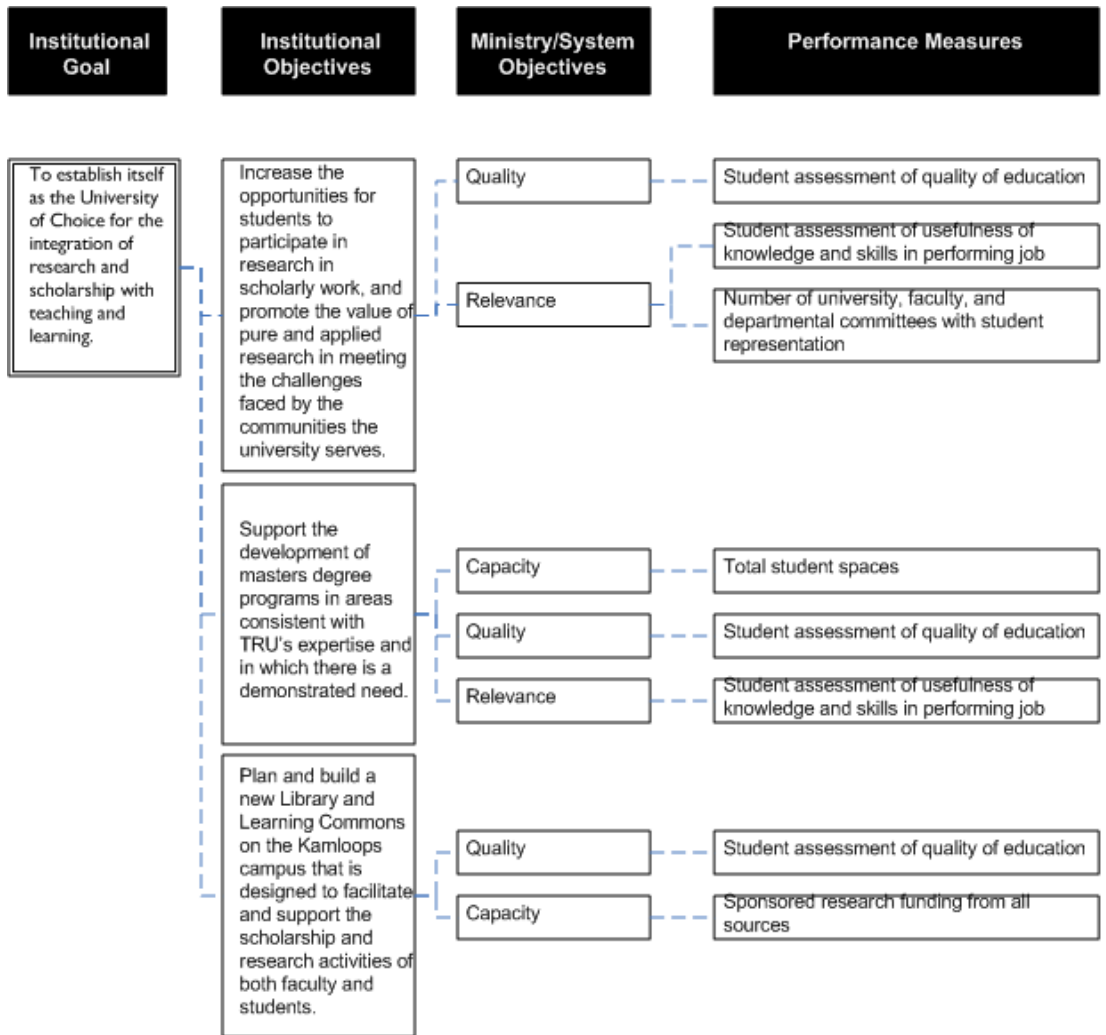
2008/09-2011/12 Goals and Objectives & Review of 2008/09 Progress

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. An extensive consultation process (detailed above in the Strategic Plan Implementation section) was undertaken and resulted in concrete strategies that address each of the following institutional goals. The plan can be viewed on the TRU website at www.tru.ca/senate under the November 24, 2008 link, pages 21 through 51.

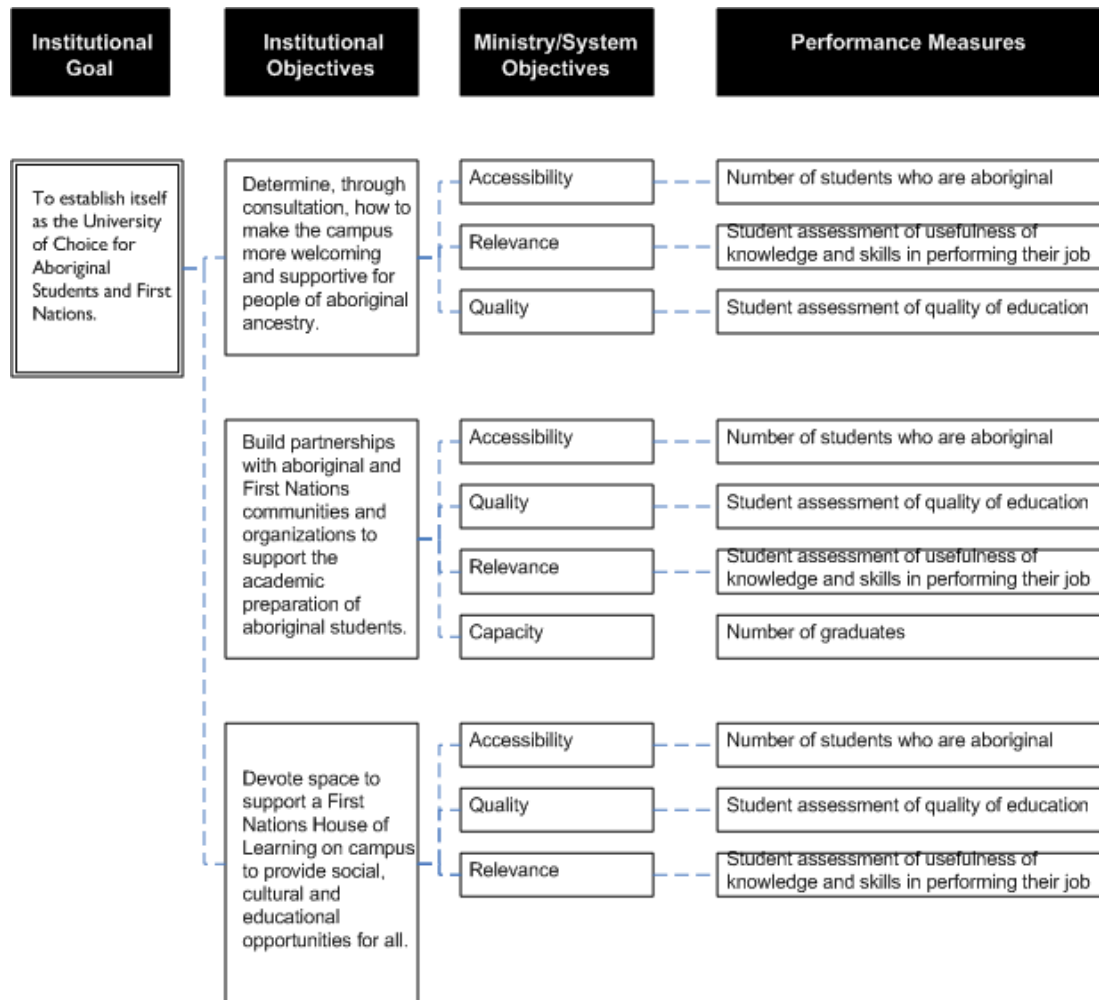
Goal: To establish itself as the University of Choice for Student Engagement



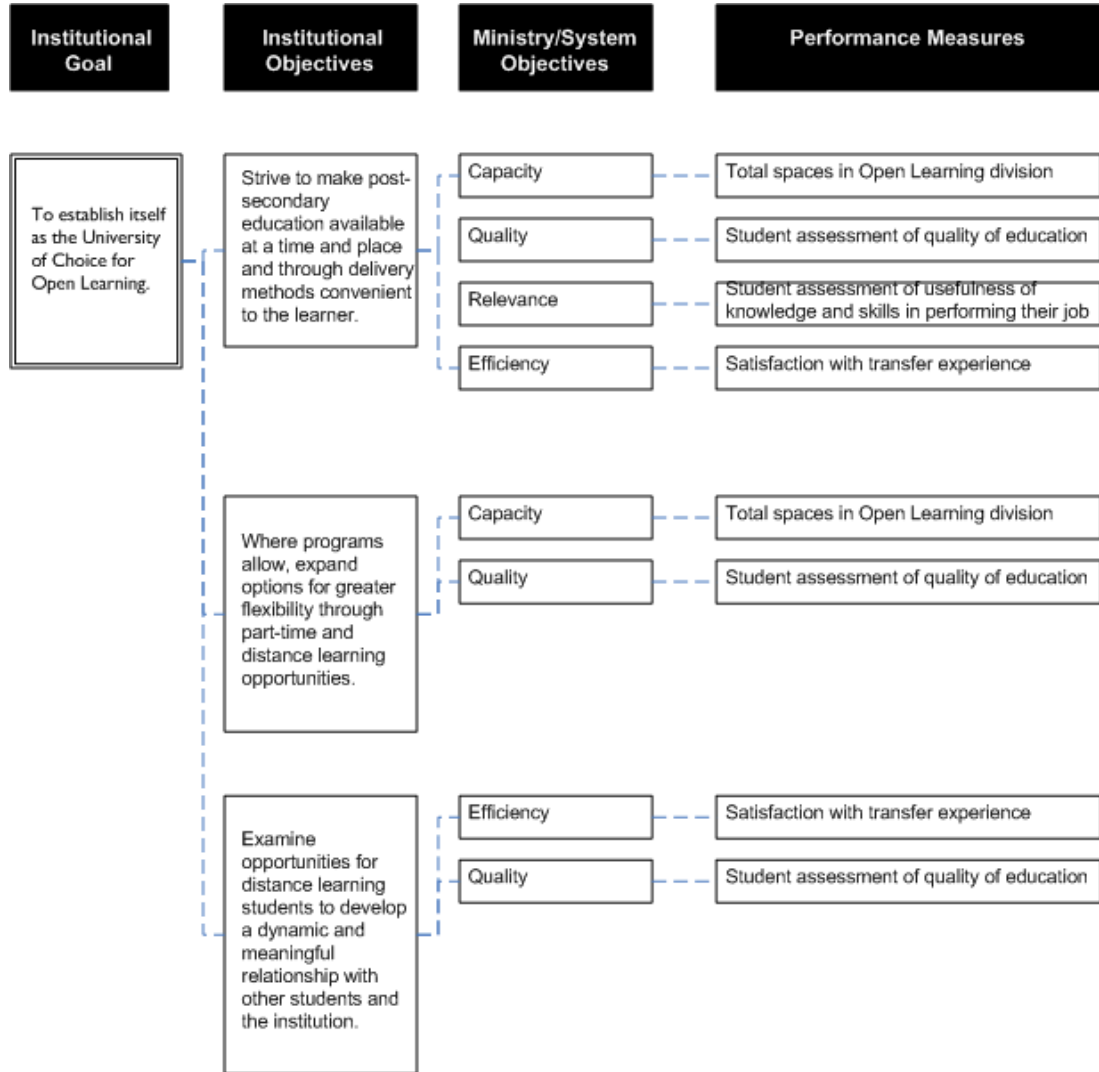
Goal: To establish itself as the University of Choice for the integration of research and scholarship with teaching and learning.



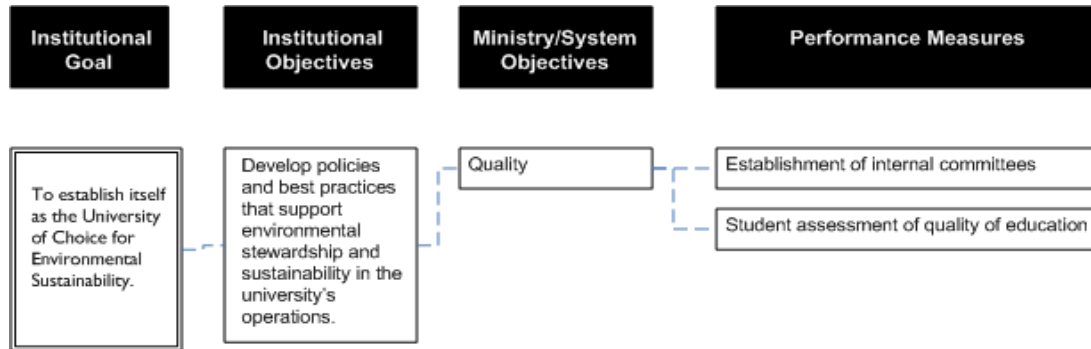
GOAL: To establish itself as the University of Choice for Aboriginal Students and First Nations.



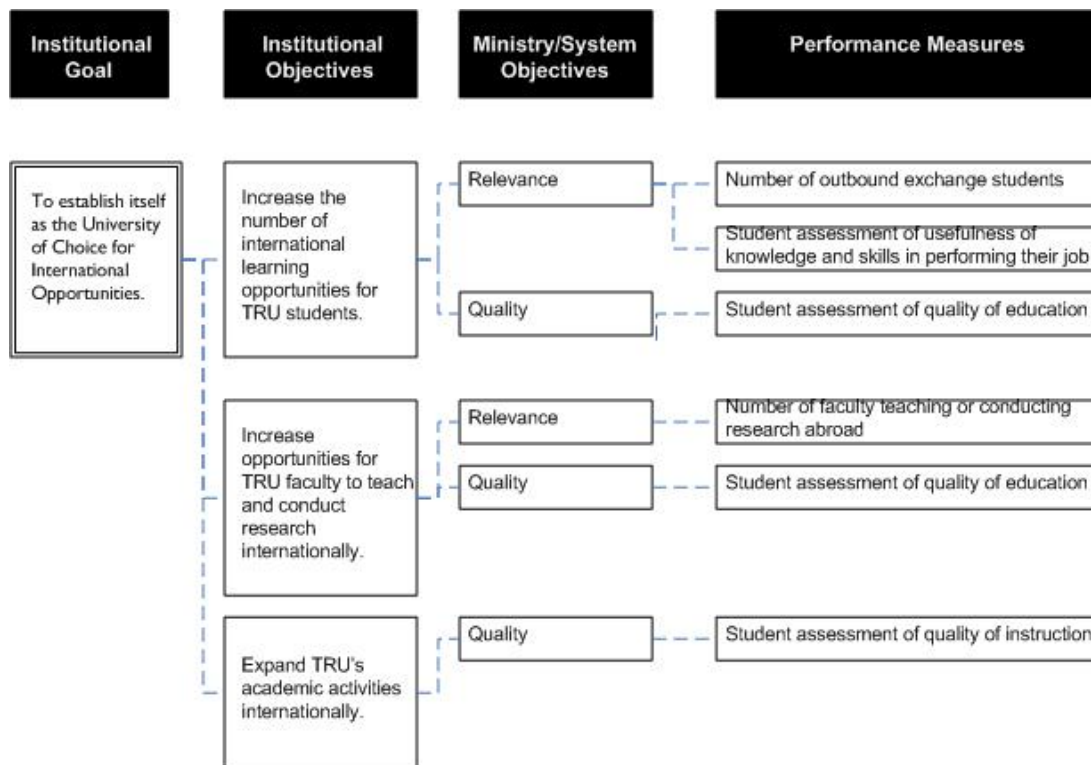
GOAL: To establish itself as the University of Choice for Open Learning.



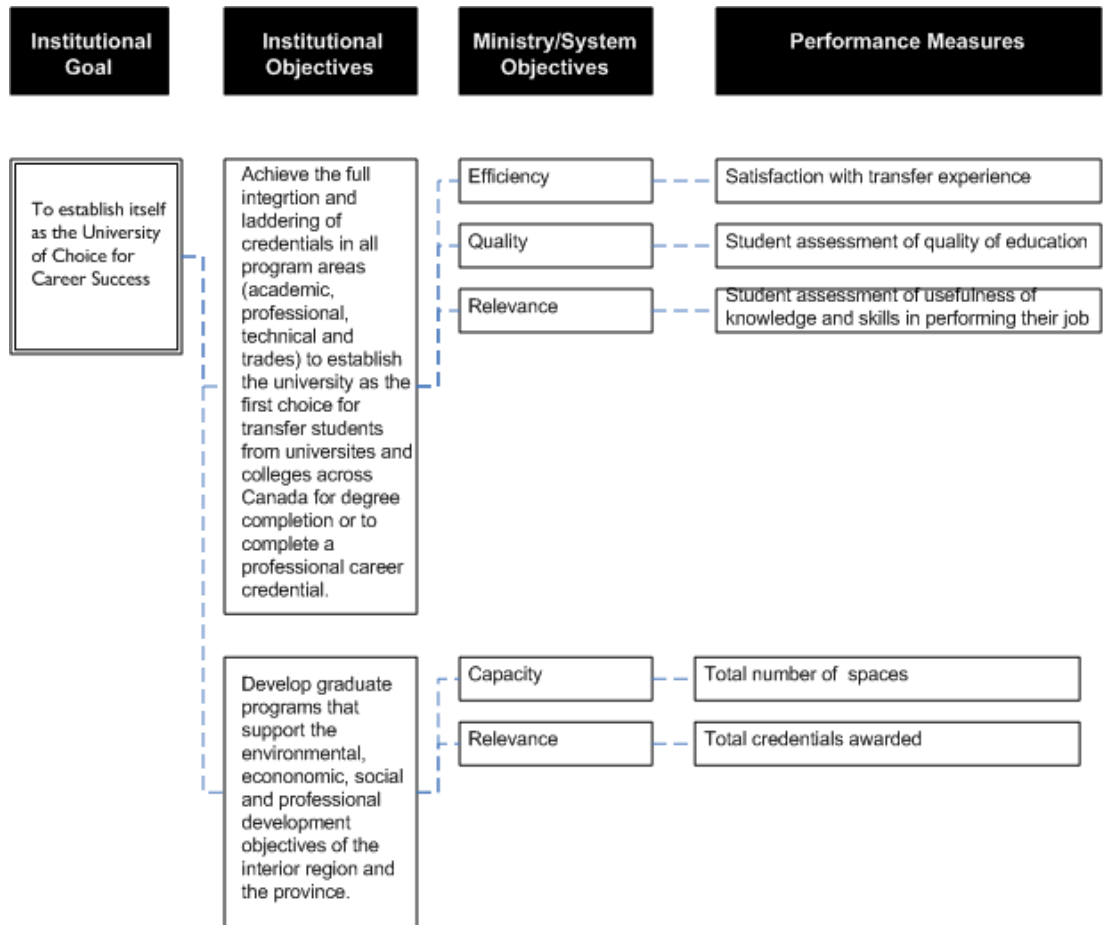
GOAL: To establish itself as the University of Choice for Environmental Sustainability.



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



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



Performance Results (TRU On Campus)

Thompson Rivers University (excluding Open Learning Division)						
2008/09 Accountability Framework Performance Measure Results						
Performance measure	Reporting year					2008/09 Target assessment
	2007/08 Actual	2008/09 Target	2008/09 Actual			
Student spaces¹						
Total student spaces	4,888	5,468	4,916			Substantially achieved
Nursing and other allied health programs	643	598	582			Substantially achieved
Student spaces in developmental programs¹						
Number	417	656	414			Not achieved
Credentials awarded²						
Number	1,824	1,721	1,857			Achieved
Aboriginal student headcount³						
Number	1,276	≥ previous year	1,231			Substantially achieved
Percent	10.0%		9.9%			Substantially achieved
Student satisfaction with education^{4,5}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	96.3%	1.0%	≥ 90%	94.5%	1.3%	Achieved
Baccalaureate graduates	98.3%	1.0%	≥ 90%	95.0%	1.4%	Achieved
Former diploma, certificate, and associate degree students' assessment of skill development^{4,6}						
	%	+/-		%	+/-	
Skill development (avg. %)	84.3%	2.2%	≥ 85%	82.4%	2.5%	Substantially achieved
Written communication	77.9%	3.0%	n/a	73.8%	3.3%	n/a
Oral communication	78.4%	3.0%		76.3%	3.2%	
Group collaboration	89.4%	1.8%		88.2%	2.0%	
Critical analysis	88.7%	1.8%		85.7%	2.1%	
Problem resolution	82.0%	2.2%		82.4%	2.3%	
Learn on your own	87.6%	1.9%		82.6%	2.3%	
Reading and comprehension ⁸	86.2%	2.0%		88.1%	2.0%	
Baccalaureate graduates' assessment of skill development^{4,6}						
	%	+/-		%	+/-	
Skill development (avg. %)	88.0%	2.4%	≥ 85%	86.1%	2.7%	Achieved
Written communication	84.7%	2.8%	n/a	84.0%	2.9%	n/a
Oral communication	91.1%	2.2%		88.0%	2.9%	
Group collaboration	85.8%	2.6%		86.0%	3.1%	
Critical analysis	93.8%	1.8%		93.0%	2.1%	
Problem resolution	80.8%	3.0%		83.0%	3.1%	
Learn on your own	90.3%	2.3%		91.0%	2.0%	
Reading and comprehension	89.4%	2.4%		89.0%	2.5%	

Thompson Rivers University (excluding Open Learning Division)

2008/09 Accountability Framework Performance Measure Results						
Performance measure	Reporting year					
	2007/08 Actual	2008/09 Target	2008/09 Actual	2008/09 Target assessment		
Student assessment of the quality of instruction^{4,b}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	88.7%	1.8%	≥ 90%	85.8%	2.1%	Substantially achieved
Baccalaureate graduates	96.2%	1.4%	≥ 90%	94.0%	1.7%	Achieved
Unemployment rate^{4,5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	5.5%	1.4%	≤ 7.7%	7.0%	1.6%	Achieved
Baccalaureate graduates	1.5%	1.0%	≤ 7.7%	2.0%	1.0%	Exceeded
Student assessment of usefulness of knowledge and skills in performing job^{4,5}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	86.9%	2.2%	≥ 90%	89.3%	2.1%	Achieved
Baccalaureate graduates	88.1%	2.8%	≥ 90%	90.0%	2.4%	Achieved
Research capacity⁷						
Sponsored research funding from all sources (million \$)	\$2.2		≥ previous year	\$2.7		Exceeded
Federal sources (million \$)	\$1.2		n/a	\$1.4		n/a
Provincial sources (million \$)	\$0.7			\$0.9		
Other sources (million \$)	\$0.4			\$0.5		

Notes:

¹ Results from the 2007/08 reporting year are based on data from the 2007/08 fiscal year; results from the 2008/09 reporting year are based on data from the 2008/09 fiscal year.

² Annual performance is measured using a rolling three-year average of the most recent academic years, e.g., the results for the 2008/09 reporting year are a three-year average of the 2005/06, 2006/07 and 2007/08 academic years.

³ Results from the 2007/08 reporting year are based data from the 2006/07 academic year; results from the 2008/09 reporting year are based on data from the 2007/08 academic year.

⁴ Results from the 2007/08 reporting year are based on 2007 survey data; results from the 2008/09 reporting year are based on 2008 survey data.

⁵ For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment.

⁶ Target is calculated as the B.C. rate for those aged 18 to 29 with high school credentials or less (2008).

⁷ Results from the 2007/08 reporting year are based on data from the 2005/06 fiscal year; results from the 2008/09 reporting period are based on data from the 2006/07 fiscal year.

⁸ The confidence interval for the reading and comprehension skill for the 2007/08 reporting year has been restated from +/- 6.3% to +/- 2.0% (19 times out of 20).

The target for the “Students Spaces in Developmental Programs” performance measure was not met in 2008/09. The number of FTEs in this area remained stable from the previous year. The funding and access to programs in this area are quite susceptible to government policy changes. Such changes combined with an active labour market have impacted enrolments in this area.

Performance Results (TRU Open Learning)

Thompson Rivers University - Open Learning Division				
2008/09 Accountability Framework Performance Measure Results				
Performance measure	Reporting year			
	2007/08 Actual	2008/09 Target	2008/09 Actual	2008/09 Target assessment
Student spaces¹				
Total student spaces	1,573	2,594	2,311	Not Achieved
Nursing and other allied health programs	58	138	271	Exceeded
Student spaces in developmental programs¹				
Number	144	288	145	Not Achieved
Credentials awarded²				
Number	313	624	265	Not achieved
Aboriginal student headcount³				
Number	649	≥ previous year	691	Achieved
Percent	5.4%		5.7%	Achieved

Thompson Rivers University - Open Learning Division

2008/09 Accountability Framework Performance Measure Results						
Performance measure	Reporting year					
	2007/08 Actual	2008/09 Target	2008/09 Actual	2008/09 Target assessment		
Student satisfaction with education^{4,5}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	94.7%	3.2%	≥ 90%	97.1%	2.1%	Exceeded
Former diploma, certificate, and associate degree students' assessment of skill development^{4,5}						
	%	+/-		%	+/-	
Skill development (avg. %)	80.2%	6.5%	≥ 85%	80.2%	6.4%	Achieved
Written communication	82.4%	6.1%	n/a	81.0%	5.9%	n/a
Oral communication	74.0%	9.4%		66.7%	10.9%	
Group collaboration	69.5%	8.5%		67.4%	10.0%	
Critical analysis	89.2%	4.5%		87.0%	4.4%	
Problem resolution	83.1%	5.7%		87.7%	4.7%	
Learn on your own	84.5%	5.5%		85.7%	4.5%	
Reading and comprehension	78.6%	6.3%		86.2%	4.9%	
Student assessment of the quality of instruction^{4,5}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	81.4%	6.0%	≥ 90%	79.1%	5.6%	Substantially achieved
Unemployment rate^{4,5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	1.5%	1.9%	≤ 7.7%	0.0%	0.0%	Exceeded
Student assessment of usefulness of knowledge and skills in performing job^{4,5}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.9%	4.7%	≥ 90%	90.8%	4.1%	Achieved

Notes:

¹ Results from the 2007/08 reporting year are based on data from the 2007/08 fiscal year; results from the 2008/09 reporting year are based on data from the 2008/09 fiscal year.

² Annual performance is measured using a rolling three-year average of the most recent academic years, e.g., the results for the 2008/09 reporting year are a three-year average of the 2005/06, 2006/07 and 2007/08 academic years.

³ Results from the 2007/08 reporting year are based data from the 2006/07 academic year; results from the 2008/09 reporting year are based on data from the 2007/08 academic year.

⁴ Results from the 2007/08 reporting year are based on 2007 survey data; results from the 2008/09 reporting year are based on 2008 survey data.

⁵ For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment.

⁶ Target is calculated as the B.C. rate for those aged 18 to 29 with high school credentials or less (2008).

Listed below are the key performance measures and a description of how TRU-OL plans to improve in each area:

Student Spaces – Total: This measure is the culmination of all of TRU-OL's recruitment efforts. It is anticipated that the actions which will have the most impact on this number over the next year, are the increase in course offerings (60 new courses) and the increase in the number of PLAR credits awarded as a result of the continued expansion of the Credit Bank. It is expected that TRU-OL will achieve its targets in this area.

Student Spaces – Nursing and Allied Health: TRU-OL expects to keep exceeding this target as VIHA, IHA and NHA, continue to express interest in its Medical Laboratory Assistant programs. Student interest in the Return to Registered Nurse Practice Certificate remains high and TRU-OL will be working to provide additional nursing courses in conjunction with the TRU Faculty of Nursing. TRU-OL is also a beneficiary of increased public interest in health services.

Developmental Programs: Growth in this area is expected to increase over the previous year as the result of two factors: 1. the current economic situation has caused a notable increase of enrolments in this area and 2. TRU-OL is planning to revamp its course material pricing process in order to lower ABE material costs to students which will place TRU-OL in a more competitive position in the ABE market.

Credentials Awarded: It is difficult to observe immediate results of this measure due to the duration of the programs. While credentials awarded in 2008-09 appeared to decline, the reduction was actually a result of a decline in program enrolments during the previous years. In fact, 2008-09 experienced a marked increase in program participation over the previous year, which bodes well for future years. Many of the recent program enrolments were in certificate programs which require less time to complete and as such it is anticipated that credentials awarded this year will increase.

Aboriginal Students: TRU's defined aboriginal student engagement strategy is highlighted by the expansion of its Office of Aboriginal Education of which TRU-OL plays a major supportive role. In further support, TRU-OL opened up a new First Nations Learning Centre at TRU's Williams Lake campus in April this year, which is intended to assist in the growth of aboriginal student enrolments this year and in to the future.

TRU-OL did well in the area of student satisfaction of former diploma, certificate and associate degree students in 2008-09, achieving or exceeding targets in four out of five areas. However, student assessment of the quality of instruction did not meet the 90% threshold sought. TRU-OL anticipates student satisfaction will improve in this area as it updates old courses which TRU-OL has adopted from the British Columbia Open University (BCOU)/Open College (OC) - funding for this continual course updating process has been provided by the Ministry. TRU-OL is also introducing a new online distance delivery model which is expected to increase the level of interaction between students and the teaching staff during the course. This will also improve results in area of student satisfaction of the quality of instruction.

TRU Overall FTE targets 2008/09-2010/11

Thompson Rivers University Accountability Framework Performance Targets: 2009/10 - 2011/12

Performance measure	2009/10	2010/11	2011/12
Student spaces			
Total student spaces			TBD
Nursing and other allied health programs			TBD
Student spaces in developmental programs			
Number			TBD
Credentials awarded			
Number			TBD
Aboriginal student headcount			
Number	1,922		≥ previous year
Percent	7.9%		≥ previous year
Student satisfaction with education			
Former diploma, associate degree and certificate students			≥ 90%
Baccalaureate graduates			≥ 90%
Former diploma, certificate, and associate degree students' assessment of skill development			
Skill development (avg. %)			≥ 85%
Baccalaureate graduates' assessment of skill development			
Skill development (avg. %)			≥ 85%
Student assessment of the quality of instruction			
Former diploma, associate degree and certificate students			≥ 90%
Baccalaureate graduates			≥ 90%
Unemployment rate			
Former diploma, associate degree and certificate students			≤ unemployment rate for individuals with high school credentials or less
Baccalaureate graduates			≤ unemployment rate for individuals with high school credentials or less
Student assessment of usefulness of knowledge and skills in performing job			
Former diploma, associate degree and certificate students			≥ 90%
Baccalaureate graduates			≥ 90%
Research capacity			
Sponsored research funding from all sources (million \$)	\$2.7		≥ previous year

Notes:

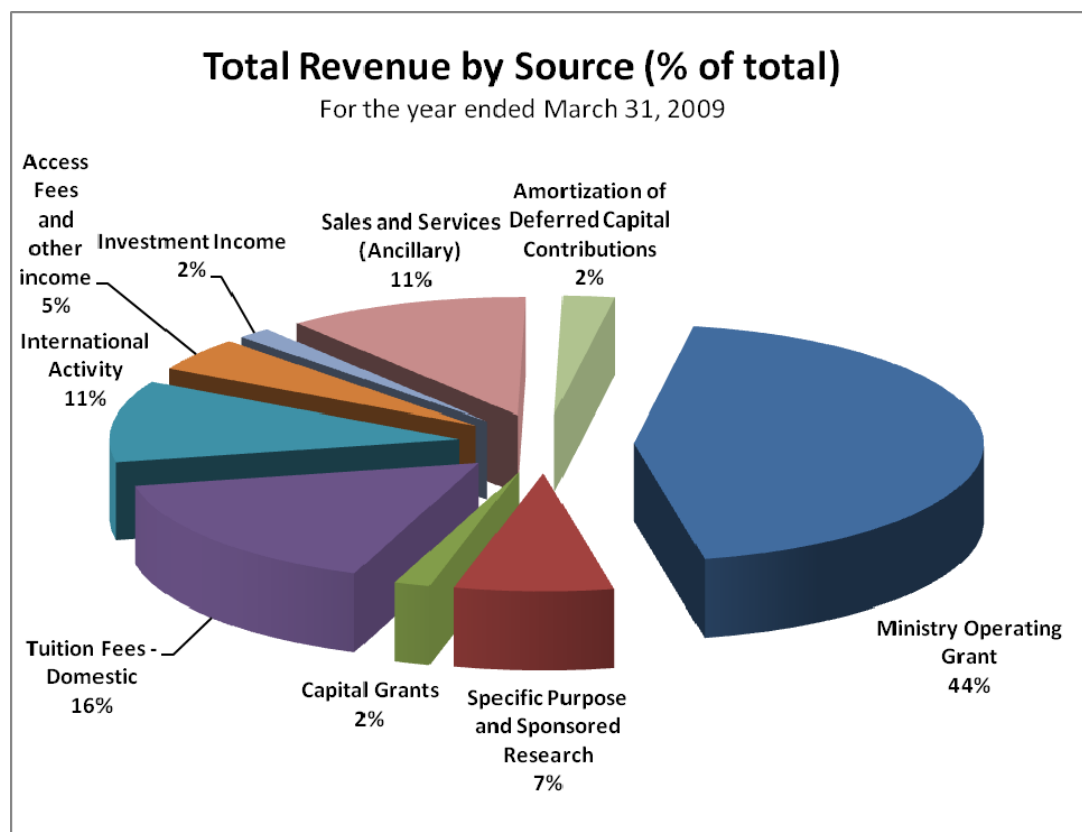
Targets marked as TBD (to be determined) are either not yet available (i.e. student spaces) or are under review.

Summary Financial Report 2008/09

CONSOLIDATED FINANCIAL STATEMENTS

Consolidated Statement of Operations - Revenue

Consolidated revenue for the twelve months ended March 31, 2009 totalled \$145.3 million, an increase of \$6.8 million from the previous year. Consolidated revenues come from a variety of sources as illustrated below:



Revenues (in millions)	2009	2008
Ministry Operating Grant	\$ 63.9	\$ 64.4
Specific Purpose and Sponsored Research	10.7	9.7
Capital Grants	2.4	1.9
Tuition Fees - Domestic	23.4	20.9
International Activity	16.1	14.1
Access Fees and other income	6.7	5.8
Investment Income	2.3	2.2
Sales and Services (Ancillary)	16.3	14.8
Amortization of Deferred Capital Contributions	3.5	3.5
Total	\$ 145.3	\$ 138.5

Highlights

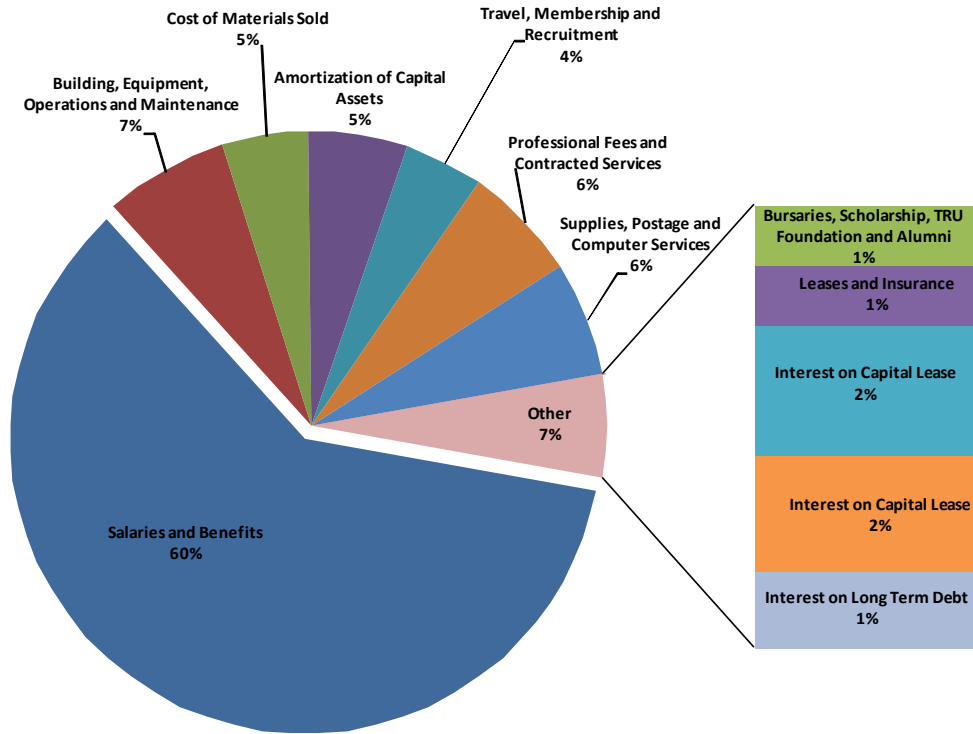
The year-to-year difference in revenues results from the following significant changes:

- Tuition revenue increased by \$4.5 million over the prior year. This increase can be attributed to tuition and enrolment increases in both international and domestic tuition areas. Access fees also increased in relationship to enrolments.
- Sales and services (Ancillary) increased by \$1.5 million due to greater conference activity, higher occupancy in the residences and increased bookstore revenues.

Consolidated Statement of Operations – Expenses

Consolidated expenses for the twelve months ended March 31, 2009 increased by \$10.1 million from the previous year to \$142.9 million.

Total Expenses by Type (% of total) For the year ended March 31, 2009



Expenses (in millions)	2009	2008
Salaries and Benefits	\$ 86.4	\$ 82.9
Building, Equipment, Operations and Maintenance	9.7	9.9
Cost of Materials Sold	6.8	6.0
Amortization of Capital Assets	7.7	7.8
Travel, Membership and Recruitment	6.2	5.7
Advertising and Public Relations	2.4	1.6
Bursaries, Scholarship	1.1	1.2
Leases and Insurance	1.1	1.1
Professional Fees and Contracted Services	9.1	7.8
Supplies, Postage and Computer Services	8.9	7.9
Interest on Capital Lease	2.1	2.1
Interest on Debt	1.4	0.8
Total	\$ 142.9	\$ 134.8

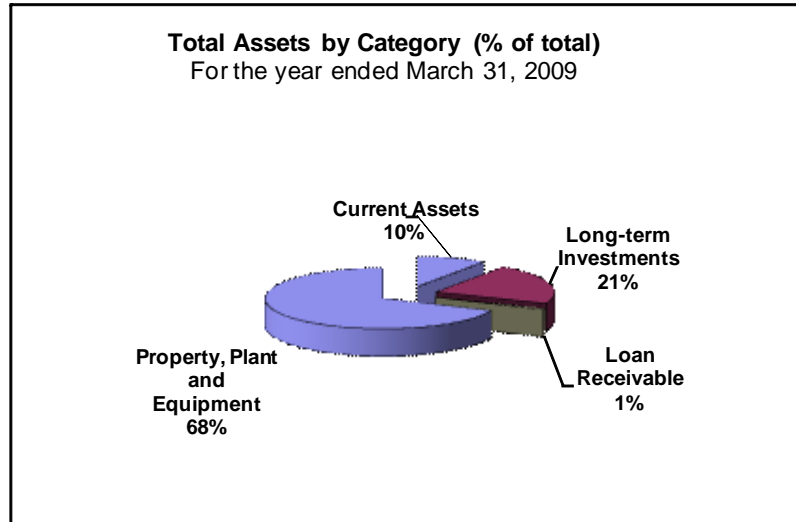
Highlights

The majority of the increase in expenses results from:

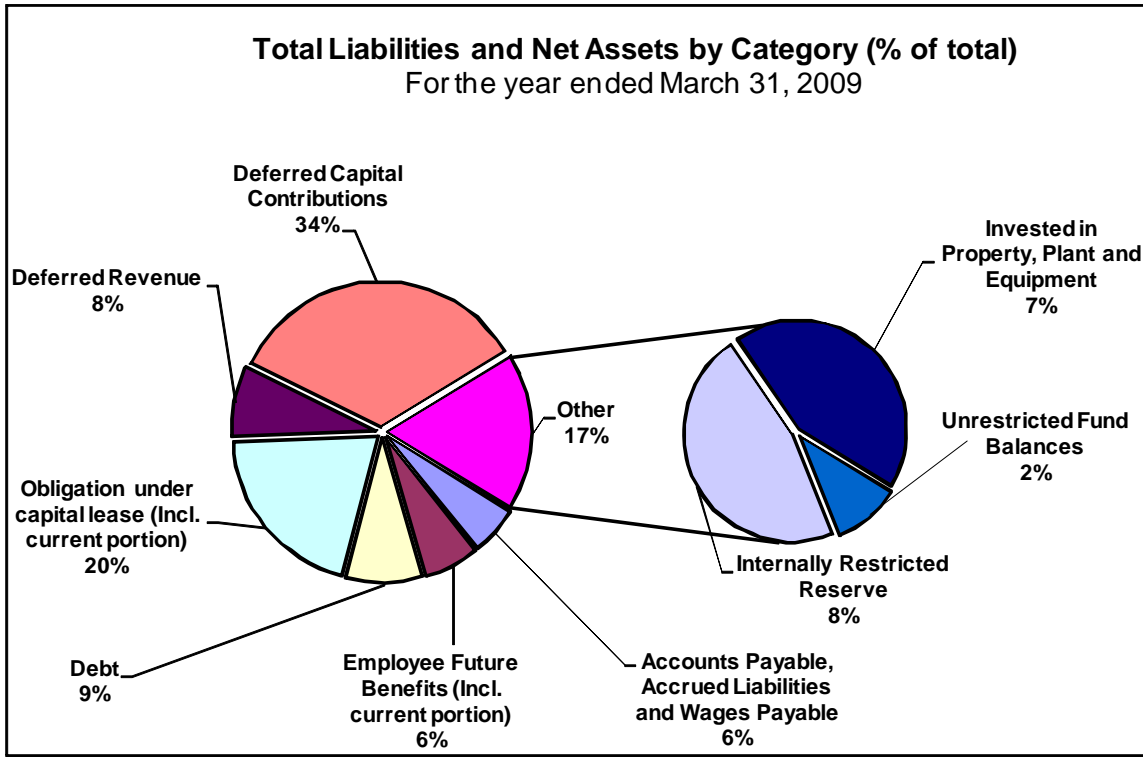
- Compensation increases are due to annual salary increases and increases in benefit expenses;
- Increase in cost of materials sold (Ancillary) is consistent with expectations and sales;
- Advertising and public relations expenses have increased due to increased expenditures in Open Learning transit and online advertising, International student recruitment, and faculty recruitment;
- Professional fees and contracted services have increased for instructional support, development and delivery as well as system development and implementation;
- Supplies, postage and computer services increases are a combination of increase in postage, courier and software acquisition;
- Interest on debt has increased due to an increase in unrealized loss to \$0.8 million (2008 - \$0.2 million) caused by market fluctuations in interest rates.

Consolidated Statement of Financial Position

Assets total \$203.1 million while liabilities and deferred contributions total \$167.7 million, leaving a net asset balance of \$35.4 million dollars. This balance is invested in Capital Assets (\$15.3 million), Unrestricted Fund Balance (\$3.6 million) and Internally Restricted Reserves (\$16.5 million).



Assets (in millions)	2009	2008
Current Assets	\$ 19.5	\$ 24.5
Long-term Investments	43.7	36.1
Loan Receivable	1.2	0
Property, Plant and Equipment	138.7	140.6
Total	\$ 203.1	\$ 201.2



Liabilities and Net Assets (in millions)		2009	2008
Liabilities:	Accounts Payable, Accrued Liabilities and Wages Payable	\$ 11.3	\$ 12.7
	Employee Future Benefits (Incl. current portion)	12.4	11.8
	Debt	17.5	17.5
	Obligation under capital lease (Incl. current portion)	41.1	41.4
	Deferred Revenue	16.1	15.9
	Deferred Capital Contributions	69.3	69.5
Net Assets:	Unrestricted Fund Balances	3.6	2.6
	Internally Restricted Reserve	16.5	13.1
	Invested in Property, Plant and Equipment	15.3	16.7
Total		\$ 203.1	\$ 201.2

Highlights

The majority of the change in financial position results from:

- A decrease in cash (current assets) of \$8.0 million is offset by an increase in long-term investments.
- A \$1.2 million increase in loan receivable (current assets)
- The increases in internally restricted reserves are increases in project designations, faculty and departmental carry forwards and an endowment (athletic) contribution.
- The decrease in invested in capital assets is attributed to amortization.

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 restricted funds as designated by the Board, may be unrestricted by the Board at their discretion.

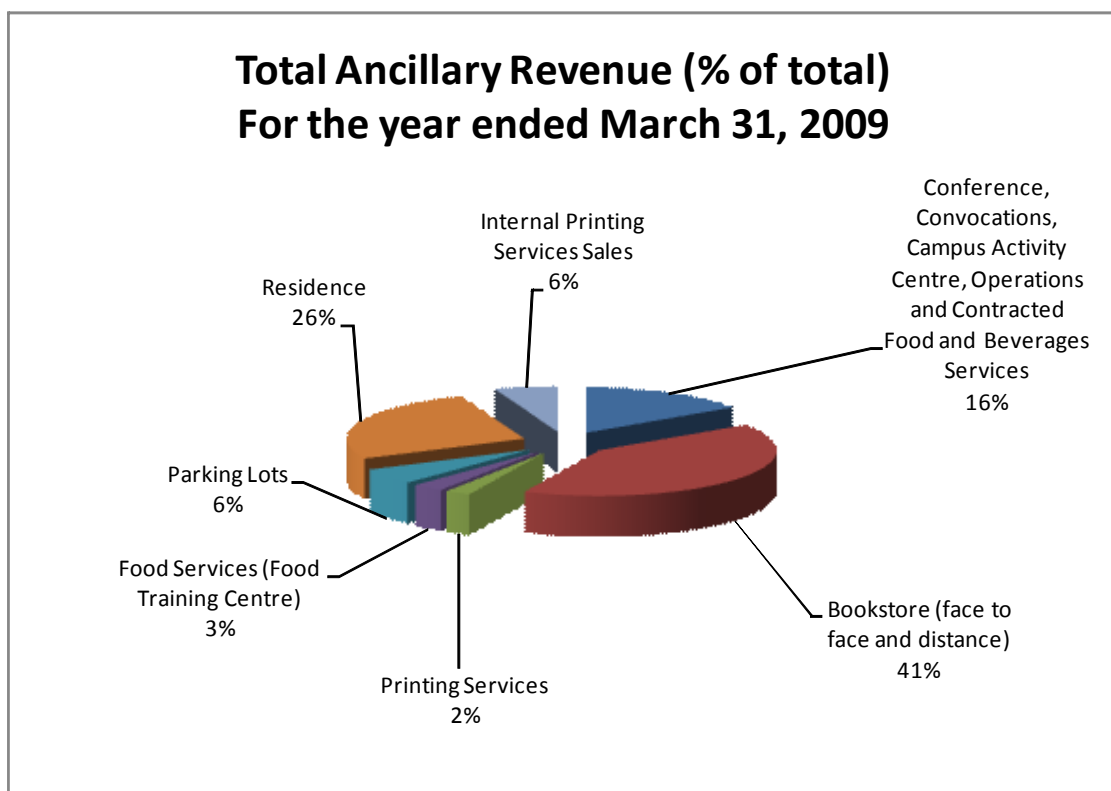
The major categories of Specific Purpose Funds include: Comprehensive University Enhancement Fund, Library Building Fund, Computer Leasing (computer labs), and Student Financial Assistance Programs. Unused funds that are externally restricted appear as deferred revenues on the balance sheet, while internally restricted unused funds flow through to the income statement. During the past year this fund accommodated approximately 195 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 only as established by the grantor. Unused funds that are externally restricted appear as deferred contributions on the balance sheet. In the 2008/09 fiscal year there were approximately 165 active research projects undertaken at TRU with research grants in a variety of disciplines, representing \$4.0 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 fees, commissions from contracted food and beverage services, conference and convention activities, Student Residence and Conference Centre (Campus Living Centres) and the Print Shop.

Products and services are priced to generate sufficient revenues to cover operating expenses and debt service payments and, in certain cases, 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)	2009	2008
Conference, Convocations, Campus Activity Centre, Operations and Contracted Food and Beverages Services	\$ 2.7	\$ 2.2
Bookstore (face to face and distance)	7.2	6.3
Printing Services	0.4	0.3
Food Services (Food Training Centre)	0.5	0.5
Parking Lots	1.0	1.0
Residence	4.6	4.5
Subtotal per Financial Statements	\$ 16.4	\$ 14.8
Internal Printing Services Sales	1.0	0.9
Total	\$ 17.4	\$ 15.7

Internal printing services is eliminated from the published statements as consolidation entry but is listed here to provide total sales for ancillary services.

CAPITAL PROJECTS

The University is in the process of implementing a new administration system. In 2008/2009 it successfully implemented the Human Resources, Payroll and Finance aspects of the new Banner software system. The Student Admissions and Registration aspects of the system are on schedule to be implemented in fiscal 2009/2010.

The construction of the new House of Learning commenced in November 2008.

The University started construction on its two 'Gathering Houses' (Kamloops and Williams Lake), the structures will provide space for displays and ceremonies celebrating First Nations and Aboriginal culture and history.

Appendix I: Contact Hour Activity Report

2008/09 TRU CONTACT HOUR ACTIVITY REPORT

***excluding TRU Open Learning*

Campus Name	Activity Delivered "Onsite" SCH/CHE ¹				"Offsite" Activity SCH/CHE			
	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	2,881,612	390,184	683,946	1,704	239,213		133,830	
Williams Lake	159,451	44,969						
Regional	61,668	8,310	9					
TOTAL	3,102,731	443,463	683,955	1,704	239,213	-	133,830	-

Categorization of Activity	Conventional Activity (SCH)
Domestic Students	371,819
International Students	90,472
TOTAL	462,291

****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 (922,694 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: Kimberly Eichhorn Position Title: Research Analyst, Institutional Analysis
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 Date: May 31, 2009

DEFINITIONS FOR CONTACT HOUR ACTIVITY

¹ **SCH/CHE:** The Student Contact Hour (SCH) is a traditional measure dependent on an instructor's presence and a student's physical location, a CHE is independent of delivery mode and does not require an instructor to be physically in the same location as the student. For example, a business class that was normally taught in a conventional manner in a classroom might involve 3 hours class time per week for 15 weeks over one semester. A Course Hour Equivalent (CHE), also called Contact Hour Equivalent, is defined as equivalent to one hour of scheduled class time. A CHE is a means of recognizing an amount of educational activity comparable to a conventional Student Contact Hour (SCH), but not specific to a mode of delivery.

Appendix II: University Senate 2008 Summary of Activities

University Senate Responsibilities

The powers and duties of the University Senate 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 Senate.

Membership

The University Senate 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 Senate</i>	retired Aug. 2008
Kathleen Scherf, President and Vice-Chancellor, <i>Chair of Senate</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	Aug. 2008
Cheryl Zawaduk, 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	Aug. 2008
Dave Tomkins, 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 Senate</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	Feb. 2008

Deborah Lawton, 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	retired Aug. 2008
Florriann Fehr, 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	Apr. 2008
Wendy Hulko, 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

Neville Osayemi Obbu	Dec. 2008
Natasha Pitt	Dec. 2008
Natalie Reisle	Dec. 2008
Christine Stalker	Dec. 2008

Support Staff

Bernie Crawford	Dec. 2008
Andrew McKay	Dec. 2008

Meetings

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

Approvals

New Programs

- Bachelor of Education (Elementary – specializing in Phys Ed)
- Certificate of First Nations Applied Economics
- Bachelor of Business Administration – Minor in New Venture Creation
- Bachelor of Business Administration – Major in New Venture Creation
- Post-Baccalaureate Diploma in New Venture Creation
- Bachelor of Public Administration
- Graduate Certificate in Online Teaching & Learning
- Post-Baccalaureate Certificate in Pre-MBA Studies
- Master of Social Work
- Licensed Practical Nurse Program
- Minor in Environmental Economics & Sustainable Development: BBA, BA, BTM, BSc and NRS

Honorary Degrees

- Jann Bailey, Honorary Doctorate of Letters
- Bill Bissett, Honorary Doctorate of Letters
- Bryan E. Kolb, Honorary Doctorate of Letters
- Ian Q. Wishaw, Honorary Doctorate of Letters

Awards

- Dave Tomkins, Teaching Excellence Award
- Philip Schettini, Teaching Excellence Award
- Hasnat Dwan, Teaching Excellence Award
- David Scheffel, Scholarly Merit Award
- Louis Gosselin, Scholarly Merit Award

Committees

- Teaching Award Selection Committee 2008
- Ad hoc Committee on Academic Structure
- Ad hoc Divisional Council Committee
- Deans of Divisions/IT Funded Programs Committee

Institutional Designations

- Kathleen Scherf, President & Vice-Chancellor
- Cheryl Zawaduk, Interim Dean, School of Nursing
- Dave Tomkins, Interim Dean, School of Advanced Technologies & Mathematics

Policies

- BRD 21-0 - Research Centres and Groups approved
- BRD 1-4 – Official Positions & Spokespeople approved
- ED 9-0, Entrance Scholarships (amended)
- ED 3-3, Course and Program Repeaters (amended)
- ED 13-0, Semester Schedules (amended)

Others

- Proposal for establishment of an Office of Graduate Studies and Graduate Studies Committee
- Strategic Plan Implementation Plan Development Chart
- Revised Standing Committee Reporting Schedule 2008
- TRUSU appointed students to Standing Committees of Senate
- Summary of Activities 2007
- Discussion period regarding the relationship of Collective Agreement and the academic approval process
- D. Acreman's term as Vice-Chair of Senate extended to December 31, 2008
- Recommendation to the Board for approval of the 2008 – 2009 Operating Budget
- Portable Faculty Annex A be removed and incorporated into the House of Learning such that an additional 505 sq ft within House of Learning be designated for relocation of 28 faculty offices, staff lounge and support staff space
- English 12 First Peoples accepted as the equivalent of English 12 for the purposes of admissions
- Approval Procedures for Curricular Changes modified to permit council of an academic division to approve addition of another method of delivery
- Academic Plan of the Open Learning Division
- Strategic Plan Implementation Action Plan
- Revisions to CUEF Undergraduate Student Research Experience Award (U-REAP) & Award for Excellence in Scholarship
- Procedures for electing Vice-Chair of Senate
- 2009/2010 Schedule of Events
- Approval of departmental and promotion tenure standards for: School of Nursing, Department of Mathematics and Statistics, Faculty of Science, Department of Computing Science and School of Journalism
- TRU seek Tier I Canada Research Chair in general area of Sustainable Development
- 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 Senate 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 Senate on the Planning Council of Open Learning, term ending January 2009.
- Amendment to Terms of Reference for the Budget committee of University Senate 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 Senate.
- 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.