



THOMPSON RIVERS
UNIVERSITY



Institutional Accountability Plan & Report

2012/13 - 2014/15

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Letter from the Board Chair and President



BOARD OF GOVERNORS

June 29, 2012

The Honourable Naomi Yamamoto, Minister
Ministry of Advanced Education
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Yamamoto:

Re: Thompson Rivers University Institutional Accountability Plan and Report 2012/13 to 2014/15

We are pleased to present you with the Thompson Rivers University (TRU) Institutional Accountability Plan and Report for 2012/13 to 2014/15. 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 build on its program and curriculum planning, academic priorities and academic student development strategies with its new Senate-approved Academic Plan. The Academic Plan is divided into two sections: four academic themes and five academic foundations. The four academic themes include Science, Technology and Applied Skills in Society; Power, Politics and Social Justice; Health, Well-being and Leisure; and Environmental, Economic, Social and Cultural Sustainability. The five academic foundations support student engagement and include: Inquiry-based and Creative Learning; Interdisciplinary Studies; Aboriginal, Local and Global Understanding; Flexible Learning Options; and Life-long Learning.

A new initiative supporting the Academic Plan is the creation of the new *Centre for Student Engagement and Learning Innovation* which will provide a coordinated approach to academic and personal student engagement in the social, cultural, creative and intellectual life of the university, through a wide array of program, delivery and service innovations. The Centre will have three primary operations: teaching and learning support; student engagement and retention; and innovative and blended learning support.

Another new initiative is the development of *Community U* which will combine community-oriented education, life-long learning and continuing education under one portfolio. This also supports the Academic Plan goal that "TRU Students Will Engage in Lifelong Learning".

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This year, the TRU Faculty of Law welcomed its inaugural class of 75 students to an academic program that pays particular attention to legal issues facing energy, natural resources, the environment, and the socio-economic challenges confronting Canada's First Nation and Aboriginal communities. The TRU Faculty of Law is being taught and shaped by newly hired faculty from across Canada and around the world. For the 2012/13 year, it is anticipated that 80 new students will be admitted to the Faculty of Law.

As identified in the 2011/12 to 2013/14 Institutional Accountability Plan and Report, TRU has commenced redevelopment of its oldest building, the Old Main building, by adding a third and fourth floor to it. Once completed, this building will house the TRU Faculty of Law and continue to be the major focal point for instruction on the TRU campus.

TRU and 14 other anchor partners have formed the Open Educational Resource University (OERu) project. As a not-for-profit foundation, OERu's mandate is to support the estimated 100 million learners worldwide who are qualified for tertiary education but do not have the funding or provisions required to access credible qualifications. Through this revolutionary delivery of OER (Open Educational Resource) learning, this project intends to provide assessment and credit pathways for formal academic credit at reduced student fees, which may lead to recognized credentials for OER learners. Based on the prevalence of OERs in higher education, TRU is contemplating the next evolution of open learning and is thus conceptualizing a new model for open education.

The construction of the third floor of the Campus Activity Centre has been completed. The expansion has provided much needed space for our International Contract Training program and additional meeting room space which was opened in November 2011 with immediate usage and success. The International Contract Training space was opened in February 2012 with the first training sessions being held just days after the opening.

On behalf of TRU, we express sincere appreciation and gratitude for the support that TRU has received from you and your Ministry.

Sincerely,



Fiona Chan
Chair, Board of Governors



Alan Shaver
President and Vice-Chancellor

Institutional Overview

TRU's institutional overview is best framed by the 2007-2012 Strategic Plan:

Mission Statement

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

Value Statements

Learner-Centredness

TRU 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 on-campus 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 on-campus 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

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.

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.

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 educational goals.

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. 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.

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.

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.

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.

Planning and Operational Context

External Environment

Population

Population demographics are an important factor affecting TRU. Of significance is the size of the traditionally-aged undergraduate cohort, generally regarded as persons aged 18 to 24. A smaller traditional cohort implies a smaller pool of potential students. Figure 1 shows the projected population trends for the 18-24 cohort in the Thompson Rivers Region.

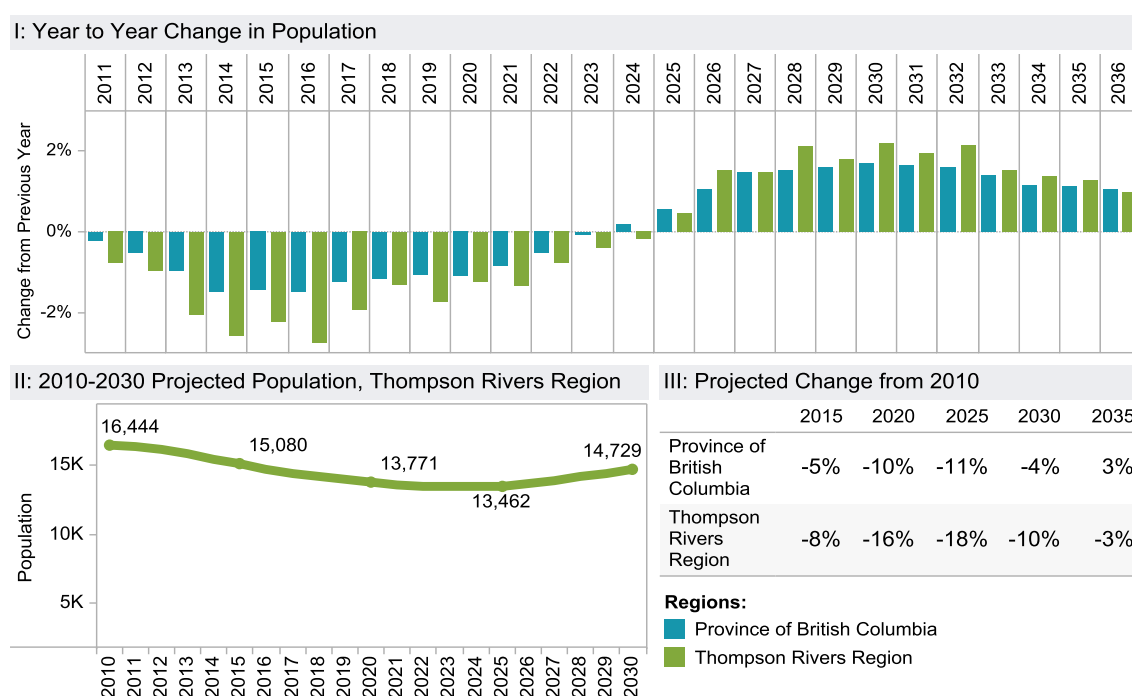


Figure 1. Projected Population Changes in the 18 to 24 Cohort, BC and the Thompson Rivers Region. Note: Adapted from BC Stats. (2010a). *A comparison of population projections for British Columbia college regions*, and Bélanger, A., & Canada, S. (2005). *Population projections for Canada, provinces and territories, 2005-2031*. Ottawa: Statistics Canada.

As demonstrated in figure 1, the 18-24 age cohorts in both BC and the Thompson Rivers Region are projected to shrink over time. With respect to the Thompson Rivers Region, this cohort is projected to experience negative growth from 2010 to 2024, while from 2025 to 2036 the 18-24 age group is projected to experience positive growth. However, this positive growth is not projected to be large enough to offset the years of negative growth, meaning that the size of the traditional post-secondary age cohort in 2030 will be smaller than the current cohort.

Figure 2 provides some details about the distribution of TRU students across four age ranges.

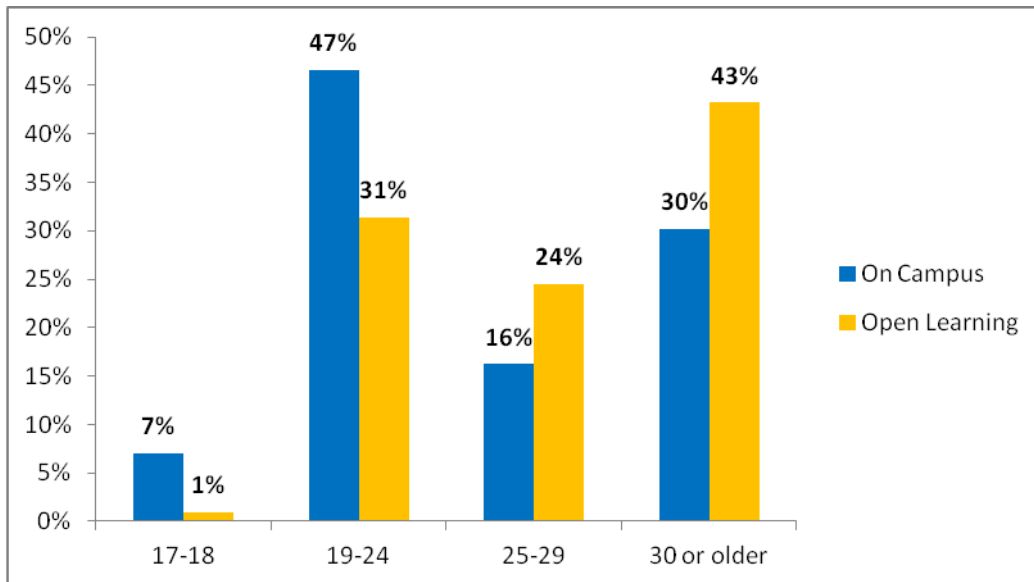


Figure 2. 2011-2012 TRU Student Age Distributions as a Percentage of the On Campus and Open Learning Divisions respectively.

The traditionally aged cohort comprises a large portion of the TRU student population (47% of On Campus students and 31% of Open Learning students). The Open Learning student population is representative of its mandated catchment area of all of British Columbia, with 43% of students aged 30 or older.

Many students decide to attend post-secondary school immediately after finishing high school. Of the students who were new to the Kamloops campus for Fall 2011, 31% were direct entrants from high school. As such, the size of grade 12 cohorts is a very important metric for TRU.

Additionally, 89% of new domestic On Campus students came from within BC. Figure 3 presents some grade 12 cohort projections for Kamloops and other TRU catchment areas.

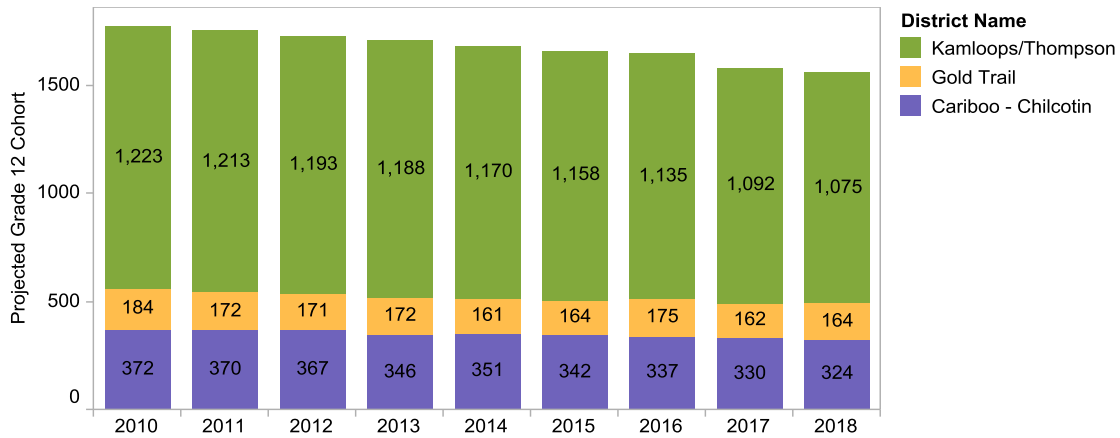


Figure 3. Projected Grade 12 Cohorts, Kamloops/Thompson, Caiboo-Chilcotin and Gold Trail Regions, 2010-2018. Note: Adapted from BC Stats. (2010b). *Projection report for public school aged headcount enrolments (excludes adults) 2009/10.*

As figure 3 shows, the size of grade 12 cohorts is projected to fall over time not only in the Kamloops/Thompson area, but also the surrounding areas. This is to be expected given the aforementioned decrease in 18-24 year-old cohort sizes. These reductions in grade 12 cohorts in and around the Kamloops/Thompson region will very likely result in fewer applicants to TRU’s on campus programs from our region.

For Canada as a whole, total population projections are expected to increase in both the short term and the longer term, as shown in figure 4 below. However, as highlighted the 15-19 aged cohort is expected to decline from 2010 to 2015 by 8% and by a further 2% by 2020. Meanwhile the 20-24 aged cohort are expected to increase from 2010 to 2015 by 3%, but then also decline by 7% by 2020.

While the 15-19 aged cohort is expected to see greater increases throughout the projections to 2035, the 20-24 aged cohort is not expected to see increases in population until the 2025-2030 5-year period, with continued increases expected through to 2035.

Canadian Population Projections (Medium Growth) by Age Group, Selected Years, 2010 to 2035 (persons X 1,000)											
	2010	2015	5-year % change	2020	5-year % change	2025	5-year % change	2030	5-year % change	2035	5-year % change
All ages	34,138.20	36,103.90	6%	38,025.10	5%	39,915.90	5%	41,740.00	5%	43,480.40	4%
0 to 4	1,885.60	2,059.70	9%	2,153.20	5%	2,189.00	2%	2,180.10	0%	2,192.90	1%
5 to 9	1,803.80	1,976.10	10%	2,155.40	9%	2,253.80	5%	2,294.80	2%	2,291.00	0%
10 to 14	1,940.10	1,892.60	-2%	2,068.30	9%	2,251.70	9%	2,355.00	5%	2,401.00	2%
15 to 19	2,231.40	2,062.90	-8%	2,019.50	-2%	2,198.80	9%	2,386.70	9%	2,494.80	5%
20 to 24	2,360.30	2,430.50	3%	2,263.10	-7%	2,223.40	-2%	2,408.20	8%	2,601.20	8%
25 to 29	2,385.60	2,507.00	5%	2,557.80	2%	2,393.80	-6%	2,363.70	-1%	2,556.40	8%
30 to 34	2,303.50	2,521.00	9%	2,628.80	4%	2,685.00	2%	2,534.00	-6%	2,515.30	-1%
35 to 39	2,302.60	2,428.60	5%	2,639.20	9%	2,752.40	4%	2,818.50	2%	2,679.00	-5%
40 to 44	2,427.50	2,381.60	-2%	2,503.50	5%	2,717.10	9%	2,837.40	4%	2,910.90	3%
45 to 49	2,795.30	2,463.90	-12%	2,417.30	-2%	2,542.60	5%	2,760.40	9%	2,885.80	5%
50 to 54	2,621.30	2,792.10	7%	2,466.80	-12%	2,425.60	-2%	2,555.30	5%	2,776.00	9%
55 to 59	2,289.30	2,590.60	13%	2,762.30	7%	2,449.10	-11%	2,414.70	-1%	2,548.30	6%
60 to 64	1,968.90	2,240.50	14%	2,540.70	13%	2,716.50	7%	2,418.50	-11%	2,392.00	-1%
65 to 69	1,469.80	1,891.10	29%	2,161.40	14%	2,460.40	14%	2,640.90	7%	2,362.70	-11%
70 to 74	1,105.80	1,369.90	24%	1,773.80	29%	2,040.70	15%	2,336.20	14%	2,520.90	8%
75 to 79	912.5	979.8	7%	1,227.00	25%	1,603.80	31%	1,862.30	16%	2,148.80	15%
80 to 84	687.8	738.3	7%	806.5	9%	1,024.90	27%	1,357.00	32%	1,596.10	18%
85 to 89	428.9	479	12%	523.1	9%	583.3	12%	754.9	29%	1,015.60	35%
90 to 94	167.2	232.4	39%	264.3	14%	293.9	11%	335.9	14%	444.2	32%
95 to 99	45.2	58.7	30%	82.7	41%	95.9	16%	108.6	13%	127.8	18%
100 and older	5.8	7.5	29%	10.1	35%	14.3	42%	16.9	18%	19.6	16%

Figure 4 Note: The M1 projection scenario combines medium fertility, life expectancy, immigration and medium internal migration observed from 1981 to 2008.

Source: Statistics Canada, Table 24.4 Population projections, by age group, selected years, 2010 to 2035 (CANSIM table 052-0005).

TRU also has a strong international student component. Table 1 provides demographic projections for people in the 18-24 age group¹ for TRU's primary international student sources.

Table 1: Age Projections for the 18-24 International Undergraduate Cohort (in millions).

Country	2010	2015	2020	2025	2030
China	225.3	200.0	177.6	163.2	158.8
Saudi Arabia	4.9	4.9	5.0	5.7	6.0
India	235.1	240.7	242.7	246.6	248.3
Japan	12.7	12.0	11.6	11.2	10.8
Russian Fed.	20.6	14.9	13.7	15.3	16.6
Nigeria	30.9	34.5	39.6	45.3	51.3
South Korea	6.5	6.6	5.5	4.7	4.7
Hong Kong	0.9	0.9	0.7	0.6	0.7
Germany	9.2	8.2	7.8	7.3	7.2
Vietnam	17.9	15.7	13.4	13.6	13.9

Note: China includes the People's Republic of China and the Republic of Taiwan. Adapted from United Nations Department of Economic and Social Affairs. (2010). *World Population Prospects: The 2010 Revision*.

The international student body plays an important role in enriching the culture of the campus as well as providing a significant source of revenue to TRU. The majority of international students on campus and in Open Learning lie within the traditionally aged cohort. China, Saudi Arabia, and India, are the top 3 sources of international students. Figure 4 shows the percentage change of the approximate traditionally aged cohort populations using the 2010 figure as the base year.

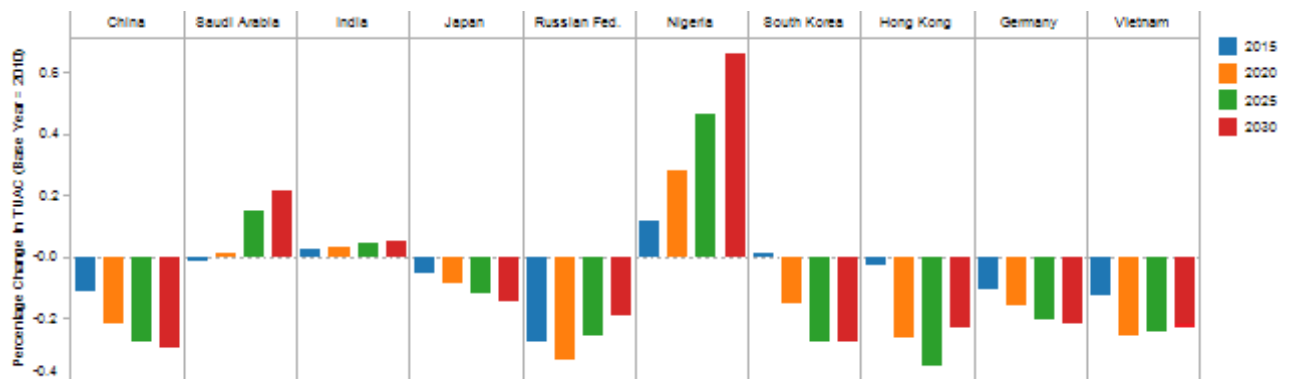


Figure 4. Percentage Changes in Age Projections for the International Age 18-24 Cohort (base year 2010). Note: Adapted from United Nations Department of Economic and Social Affairs. (2010). *World Population Prospects: The 2010 Revision*.

¹ 15 to 24 year olds

From figure 4 we can see that China, Japan, Russia, South Korea, Hong Kong, Germany, and Vietnam are all projected to have declining traditional age cohorts over time (similar to the population of British Columbia). We can also see that these groups in Saudi Arabia, India and Nigeria are expected to increase.

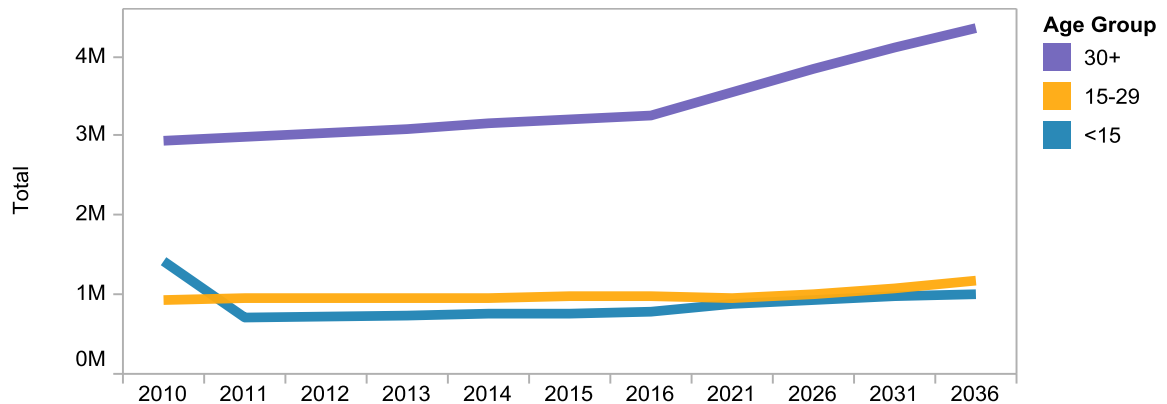


Figure 5. BC Population Projections by Age Group, 2010-2036. Adapted from Bélanger, A., & Canada, S. (2005). *Population projections for Canada, provinces and territories, 2005-2031*. Ottawa: Statistics Canada.

As figure 5 above shows, the population of persons aged less than 30 are expected to remain fairly stable in BC. This contrasts with the Thompson Rivers Region, which is projected to decrease (figure 1). However, the population of persons older than 30 is expected to continually increase along two distinct linear trends (with the magnitude of change increasing in 2016). TRU must remain sensitive to the needs of older and mature students to best serve our changing provincial demographics.

Aboriginal Population

The combined population of Aboriginal peoples living in the Thompson Rivers region represents 12.9% of the total population, as compared to 4.8% for all of BC. This cohort was comprised of a total of 2,185 people in 2006, 41% of which were living on-reserve. The Thompson Rivers on-reserve 18-24 age cohort is one of the largest of all such cohorts in the province (BC Stats, 2009).

The reserves within the Thompson Rivers region with the largest populations include Kamloops (1,786), Anahim's Flat (526), Nicola Mameet (483), and Alkali Lake (363). The off-reserve 18-24 cohort of the Thompson Rivers region was the fifth-largest in the province according to the 2006 Census. In terms of total population, the largest

groups of Aboriginal peoples not living on a reserve are located in the communities of Kamloops (5,165), Williams Lake (1,435), and Merritt (1,125) (BC Stats, 2009).

According to the 2006 Census, almost half (46%) of the Aboriginal population living within the Kamloops area was under the age of 25, compared to only 30% of the non-Aboriginal population. Furthermore, more than one quarter (29%) of the Aboriginal population living in the Kamloops region was under the age of 15 at the time of the 2006 Census, compared to only 16% of the non-Aboriginal population. Therefore, by 2011, nearly one half of the Aboriginal population in the Kamloops area will be of traditional university age (Statistics Canada, 2005).

Despite fluctuations in TRU's overall enrolment during the last several years, Aboriginal representation within the student population has remained stable. Approximately 10% of all TRU students are identified as Aboriginal.

While looking at the size of the Aboriginal population that TRU serves, it is also important to have the context of the education profile of the Aboriginal community. Table 2 provides educational attainment data for both Aboriginal and non-Aboriginal people.

Table 2: Thompson Rivers Post-Secondary Region Educational Profile

Highest Level of Education Attained:	Aboriginal	Non-Aboriginal
High School	24.5%	29.8%
Post-Secondary Completion	44.4%	54.2%
University Certificate, Diploma, or Degree	12.5%	19.2%

Note: Adapted from BC Stats. (2009). *College Region 3 - Thompson Rivers statistical profile of Aboriginal peoples 2006*.

According to the 2006 Census, Aboriginal people within the Thompson Rivers region aged 25 to 64 were less likely to have completed high school and post-secondary education than their non-Aboriginal peers. The percentage of Aboriginal people aged 25 to 64 who have completed high school is more than 5% lower than that of non-Aboriginal people, and an education gap of nearly 10% exists for post-secondary completion (including a 6.7% gap for university completion levels). Aboriginal people aged 25 to 64 living off-reserve were more likely to have completed both high school and post-secondary credentials than their on-reserve peers (BC Stats, 2009).

Although the proportion of high school completion among the Aboriginal 25 to 64 cohort is similar between males and females within the Thompson Rivers region, the level of post-secondary attainment is significantly higher for females (49.6% compared

to 38.1%). The post-secondary attainment for non-Aboriginal females is 4.7% higher than that of Aboriginal females. The education level of the Aboriginal cohort in the Thompson Rivers region was similar to that of all Aboriginal people in BC, with minimal differentials in high school, post-secondary, and university attainment (+0.1%, -0.6%, and -0.5%, respectively) (BC Stats, 2009).

Figure 6 contains a projection of the BC Aboriginal population under a medium growth scenario.

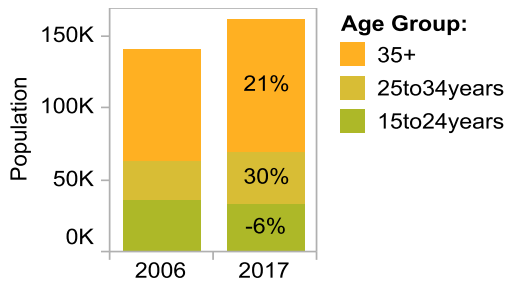


Figure 6: Projected Aboriginal Population in BC, 2006 to 2017 (Medium Growth). Adapted from Statistics Canada. (2005). *Projections of the Aboriginal populations, Canada, provinces and territories 2001 to 2017*.

As demonstrated by figure 6, the BC Aboriginal population is expected to increase from 2005 to 2017. This 7% increase contrasts with the expected outcome for the non-Aboriginal population, whose numbers are expected to decrease over this same time frame.

The location, age and educational profiles of Aboriginal peoples within the Thompson Rivers region all have significant recruitment and planning implications for TRU. As the institution faces a decline in the BC traditionally aged post-secondary population, an even higher percentage of eligible students in the future will be First Nations and Aboriginal. These trends point to recruitment focused on mature Aboriginal and non-Aboriginal students across the province. 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

According to the British Columbia Labour Market Outlook: 2010-2020, over one million job openings are expected for BC over this ten-year period. About 66% of these openings will result from replacement demand (retirements and deaths).

Replacement demand accounts for the greatest share of total openings for the following occupational groups:

- Management Occupations
- Occupations Unique to Primary Industry
- Occupations Unique to Processing, Manufacturing and Utilities

The remaining third job openings will result from new jobs as a result of economic growth. Overall, the province is expected to experience an average annual employment growth rate of 1.4% during this ten-year period, with the Cariboo region expected to experience the lowest annual regional growth rate in the province at 0.5% and is expected to experience tight labour market conditions in the first half of the outlook period around 2012 to 2015, and in 2020, which is also expected in the Vancouver Island/Coast, Cariboo, North Coast and Nechako, and Northeast regions. However, in all regions, the demand for workers is expected to increase at a higher rate than the labour force, resulting in an estimated need for 61,500 workers in BC over the ten-year period.

Regarding the number of job openings, the Thompson-Okanagan region will have an expected 110,300 openings between 2010 and 2020, which accounts for approximately 11% of total provincial projected job openings. This is the third-highest number of openings, following the Mainland/Southwest and Vancouver Island/Coast regions. In order to meet new labour demand, the BC labour market is expected to rely heavily upon migrants (from other provinces/territories as well as other countries).

According to the British Columbia Labour Market Outlook: 2010-2020, the largest number of job openings will occur in the following sectors:

- Sales and Service
- Business, Finance and Administration
- Trades, Transport and Equipment Operators and Related Occupations

According to the British Columbia Labour Market Outlook: 2010-2020, the strongest growth rates will occur in the following sectors:

- Health
- Natural and Applied Sciences and Related Occupations
- Occupations in Art, Culture, Recreation and Sport

Table 3 lists the occupations that have the highest projected growth from 2010-2020 for both the Thompson-Okanagan and Cariboo regions.

Table 3. Top Growth Occupations, 2010-2020.

Region	Occupation	Avg. Annual Growth (%)	Growth in Labour Demand (%)
Thompson-Okanagan	Nurse supervisors and registered nurses	2.6	1,340
	Physicians, dentists and veterinarians	2.6	420
	Medical technologists and technicians (except dental health)	2.6	420
Cariboo	Nurse supervisors and registered nurses	2.9	470
	Physicians, dentists and veterinarians	2.7	130
	Assisting occupations in support of health services	2.6	400

Note: Adapted from *British Columbia Labour Market Outlook 2010-2020*.

The increased demand for health occupations in the Thompson-Okanagan and Cariboo regions reflects an aging population. On average, these health occupations are expected to expand their demand for workers by two to three percent each year.

Figure 7 displays the required educational and training requirements of projected BC job openings from 2010 to 2020.

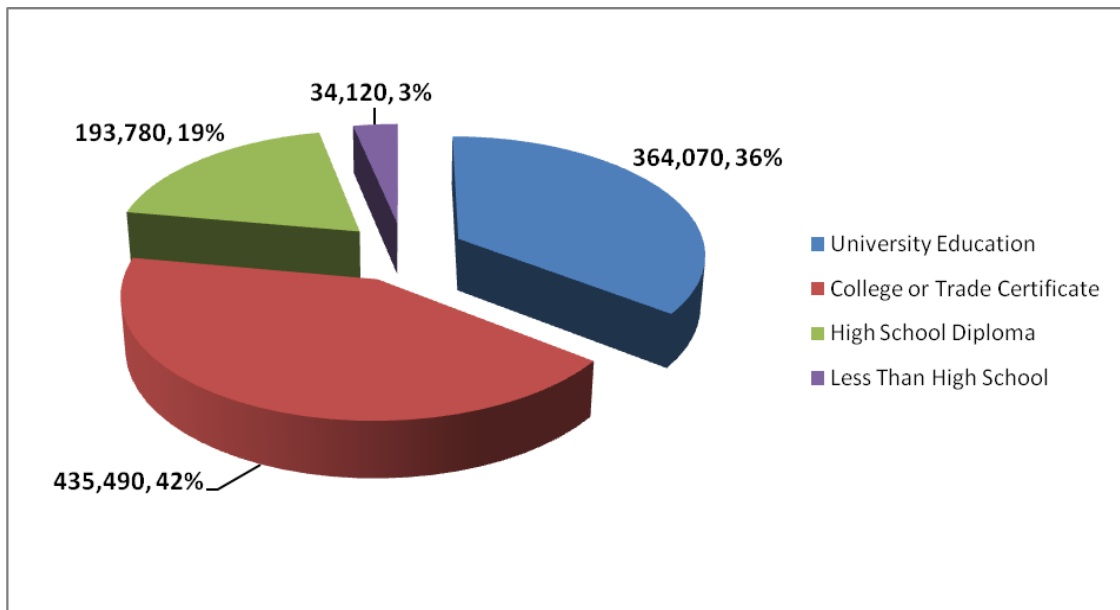


Figure 7: Education and Training Requirements of Projected Job Openings in BC, 2010-2020. Note: Adapted from *British Columbia Labour Market Outlook: 2010-2020*.

As figure 7 indicates, approximately 78% of new job openings in BC are expected to require some post-secondary education or a university degree. Approximately 42% of openings will require a college or trades certificate (technical, paraprofessional, and

skilled occupations), while 36% will require a university education (professional and managerial occupations). Due to its unique combination of program offerings, TRU is well situated to educate students for the majority of occupational openings across the province.

According to Regional Employment Projections by BC Stats (2011), the industries expected to experience the highest average annual rate of growth between 2010 and 2015 in the Thompson Rivers region are the following:

- Management, Administrative and Other Support (7.1%)
- Transportation Equipment Manufacturing (5.6%)
- Manufactured Mineral Products (4.7%)
- Mining (non-Oil & Gas).

Open Educational Resource Revolution

This revolution started in 2003 with Massachusetts Institute of Technology (MIT) putting the contents of its courses on-line freely available to anyone with Web access. This attracted much attention and many questions. MIT was soon copied by many other top universities including Tufts, University of Michigan, The University of Nottingham, The Open University, the University of California, Berkeley and Stanford. Over 250 institutions around the world have put over 15,000 courses on-line. This has become known as the open courseware movement.

Around the same time, free on-line research journals started to appear and this became the open-access movement. In 2003 the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities was signed; as of October 2011, 324 organizations had signed the declaration. Starting from a handful, there are now over 7,308 Open Access Journals and 117 countries are involved.

Recently the Rice University's open-education spin off, Connexions started The OpenStax College textbook initiative which seeks to provide free publisher grade textbooks on-line for five of the most enrolled college courses. This has attracted funding from several foundations including the Bill and Melinda Gates Foundation.

But the most dramatic and controversial development has been the creation, last December of MITx; an on-line learning system where students can earn certificates by taking on-line tests after watching MIT's free courses. Stanford followed suit for a few

of its courses. A number of on-line “universities” have been created and such certificates have become known as “Badges.”

Two factors are driving the open educational resources movement, as it is called. There are millions of university and pre university students around the world whose countries cannot afford to build the thousands of “traditional” universities needed to serve them. On the other hand the web has greatly expanded its capacity and its accessibility by the world’s population. For example, the Open University of China has 2.7 million learners. Some say this heralds the next revolution in human learning. Others are far more skeptical for there are many challenges and questions to be solved including quality of learning, and assessment and credentialism, not to mention scalable, sustainable budget models to fund “free” learning, before this revolution can occur.

Thompson Rivers University (TRU) and 14 other anchor partners have formed the Open Educational Resource University (OERu) project to address these issues. OERu proposed to offer “learning to all students worldwide using OER learning materials with pathways to gain credible qualifications from recognized education institutions.”

A not-for-profit foundation, OERu does not offer formal teaching nor does it confer degrees or qualifications; however, it does work with accredited partner universities such as TRU. Currently, OERu is exploring methods to provide credit for open educational resource (OER) learning using their existing processes and policies, thus augmenting and adding value to OER courses coordinated through the OERu partnership. Through the community service mission of participating institutions, OERu intends to “enable accredited educational institutions to provide assessment and credit pathways for formal academic credit at reduced student fees, which may lead to recognized credentials” for OER learners.

OERu’s mandate to support the estimated 100 million learners worldwide who are qualified for tertiary education but do not have the funding or provisions required to access credible qualifications, dictates that it will promote open curriculum, open student support, open assessment and open accreditation to ensure educational growth amid increasing educational costs. Therefore, OERu focuses on more than just the materials or learning objects, it adds value by developing options for faculty participation, student support mechanisms, assessment and credit and recognition. Not only is OERu therefore utilizing the free and accessible nature of OERs to facilitate affordable learning and academic growth for students in all echelons of society and at any place in the world, but it is also providing pathways for such students to pay reduced amounts to secure credible and recognized post-secondary credentials, which

will enhance their potential in the global job market and their financial potential in an increasingly struggling world economy.

OERu aims to make courses and programs available based “entirely on OER and open textbooks licensed under free cultural works approved open content licenses” and is currently in the first stages of developing and implementing its inaugural credential and prototype course offerings.

Based on the prevalence of OERs in higher education, TRU is contemplating the next evolution of open learning and is thus conceptualizing a new model for open education. The new model requires individuals to think not only in terms of the “Traditional Model,” but also to envision a parallel model where any learner, using any material and being supported by anyone, can achieve learning which is then subjected to an individual institution’s assessment, in order to receive that institution’s credit, which can be applied towards that institution’s credential.

Community Relations

Thompson Rivers University continues to be an integral part of the region and a cornerstone for debate, dialogue and celebration in the communities it serves. As a venue, the university hosts dozens of events each year that range from academic conferences to secondary school performing arts and science competitions, from political caucuses to professional association conventions. The Winter 2012 semester opened with the TRU Student Union’s presentation in January of Peter Mansbridge, host of The National on CBC television. In March, the President’s Lecture Series, which sponsors one or more speakers each academic year on topics of global importance, welcomed internationally renowned environmentalist Kartikeya Sarabhai from India’s Centre for Environment Education.

TRU is committed to building a better community. Sustainability is central to our campus development, as evidenced by the revitalization of the 40-year-old centre of the campus, the Old Main building. The two-storey addition, which includes approximately 40,000 square feet of new learning space and an area that will house TRU’s new Faculty of Law, is an important expression of TRU’s vision for the future and is part of a campus-wide program of expansion and bold, new innovation. This revitalization will incorporate Leadership in Energy and Environmental Design (LEED) elements in the new construction, such as a high albedo roof, passive solar shading, and energy and carbon offset upgrades. LEED Silver will be the target for the interior fit-out. We will incorporate Wood First initiatives, integrate clear-span gluelam beams,

and use the existing building footprint so that no green space is required for this expansion. Disability access will be increased within the building through the addition of a dedicated elevator to the 3rd floor. This renovation will transform a campus icon into a modern work of art.

As the first new law school in Canada in over 30 years, the TRU Faculty of Law was established with the explicit goal of focusing on energy and natural resources law, environmental law, and Aboriginal law. In pursuit of these specialized goals, the Faculty of Law is consulting with stakeholder groups to ensure the curriculum meets the needs of students and the community and provides the academic knowledge, professional skills and ethical competency students require to succeed. The Faculty of Law's Legal Clinics will be created to provide legal services to the community, including providing legal education, advocacy and law reform for, and on behalf of, people of low income, members of historically disadvantaged groups, and students; and to provide legal education to students in the TRU Faculty of Law. Law students working under the direction of practicing lawyers will gain practical legal skills and court/tribunal experience while making a contribution to the Kamloops community.

The development of the Conayt Friendship Society (CFS) and Thompson Rivers University School of Nursing (TRU SON) partnership, as well as the resultant curricular and community development initiatives, began in September 2010. Clinical placement of nursing students in Aboriginal settings have provided positive experiences of cultural immersion, as well as opportunities to learn and appreciate the rewards of nursing in rural Aboriginal communities. The overarching aim of these clinical experiences was to foster second, third and fourth year undergraduate nursing students' intention to work within a rural Aboriginal community upon graduation, as well as their competence to function in community health and relevant practice roles in Aboriginal rural communities.

Two students (one a First Nations woman) presented an overview of their experience in the CONAYT Collaboration and described the partnership between TRU and CONAYT Friendship Society as a milestone in First Nations peoples' history in BC and a life changing experience for nursing students.

The Ponderosa Project is a two-year pilot program which involves the creation of a practice placement where nursing students provide care to 32 residents admitted under the Convalescent Care (CCU) and respite programs at Ponderosa Lodge in Kamloops. The program represents collaboration between the School of Nursing and the Interior Health Authority (IHA), specifically staff at Ponderosa Lodge and IHA community health within the greater Kamloops region. There are two components of the pilot program: (1) an experiential learning program focusing on chronic illness care

to enhance the practice readiness of TRU undergraduate nursing students and (2) a transitional care program for residents admitted to the convalescent or respite programs at Ponderosa Lodge to reduce recidivism and morbidity, maintain functional ability and garner positive resident/family and provider feedback. A funded (Michael Smith Foundation for Health Research) evaluation of the project is currently ongoing.

Thompson Rivers University faculty, staff, and students support the community, and the community gives back. The 2011 United Way campaign at TRU raised nearly \$57,000, with a 62 per cent increase in employee participation over the previous year. “The connections between TRU and the United Way are getting stronger each year as more students become engaged in the research and practical projects partnered by the agency and the university,” said Brenda Ansley, Executive Director of the Thompson Nicola Cariboo United Way.

Close to half a million dollars was awarded to students at TRU’s 29th annual Foundation Awards Ceremony in November. \$466,861 was given out to TRU students in the form of scholarships, bursaries, and awards from the TRU Foundation. This represents a four per cent increase over the previous year.

For their lifelong commitment and contribution to society, Thompson Rivers University recognized six distinguished individuals from the arts, humanities, business and science with honorary doctorate degrees at its Convocation ceremonies this year. The late Irving K. Barber, prominent entrepreneur and benefactor of post-secondary education, received a Doctor of letters, *honoris causa*, for fostering community outreach, engagement in lifelong learning, and the academic success of Aboriginal students. Educator and researcher George D. Kuh received a Doctor of letters, *honoris causa*, for commitment to student engagement and academic success. Environmentalist Captain Charles James Reid Moore received a Doctor of laws, *honoris causa*, for dedication to environmental sustainability. University builder Ronald Olynyk received a Doctor of letters, *honoris causa*, for his leadership, vision, and community service. Writer and former Member of Parliament Paul St. Pierre received a Doctor of letters, *honoris causa*, for commitment to community, diversity, and citizenship; and human rights and environmental advocate Sheila Watt-Cloutier received a Doctor of laws, *honoris causa*, for dedication to environmental sustainability, international collaboration, and Aboriginal perspectives.

TRU’s 2012 Distinguished Alumni Awards honoured four individuals and a community organization for their contributions in leadership, social work, professional achievement, and community service. Leading by example as mentor and volunteer, Bachelor of Science student Amanda Jones received the Neil Russell Student Leadership Award. Bachelor of Social Work alumnus and child and youth advocate Raj

Chahal received the Grace Chronister BSW Award. Bachelor of Science alumnus Paul Houle, who shared his success as an analytical chemist with students at a TRU Science Seminar this fall, won for Professional Achievement. Bachelor of Journalism alumnus James McCreath won the Community Service Award for his volunteer efforts with Calgary area youth, and KPMG received the Community Milestone Achievement Award for making a difference at TRU. The event also featured a keynote address by journalist Ian Hanomansing of CBC television on the “five things that make Canada great that most of us take for granted.”

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. 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.

For the seventh consecutive year, School of Business and Economics students in their final year of studies lent their expertise in human resource management, marketing, process reengineering, project management, supply chain and logistics strategies, and strategic planning for community projects with a focus on non-profits and small businesses. Students contributed to the community while gaining experience with organizations such as Big Brothers & Sisters, New Life Mission, Child Development Centre, Venture Kamloops, Urban Systems, Tk’emlúps Indian Band, and Kamloops Therapeutic Riding Association.

TRU Students in Free Enterprise (SIFE), with the supervision of Dr. Shahriar Hasan, won three regional competitions this year. They were recognized as regional leaders in the area of Entrepreneurship, Go Green and Financial Education Challenges. The students presented on the club’s community outreach programs, how they effectively empowered others, and how their programs raised the standard of living and quality of life for people in Kamloops.

TRU School of Trades and Technology hosted the Cariboo Regional Skills, Cariboo Junior Skills Competitions and TRU Try-A-Trade on March 2nd. Primarily for secondary students, the Cariboo Regional Skills Competition is also a place for post-secondary competitors to “warm-up” to the Skills BC competition. Gold medal winners in the Cariboo Regional Skills Competition may be invited to compete in the Skills BC competition.

Trades and Technology partnered with TRU World to coordinate the first international Trades practicum in Mexico. Electrical Foundation students and instructors installed solar panels in a small village in Oaxaca, providing homeowners in Olivos de Sol with

an alternative to hydroelectric power and the village's first electric lights. Various TRU faculties and schools this year have explored global connections for learning opportunities.

TRU's International Days continues to expand its offerings to the community for global awareness and celebration of diversity. What began 15 years ago as a one-day showcase of cultural foods and activities has since developed into a campus-wide program with roughly 80 events spread over five days. In 2012, the International Days program addressed the challenges we face around the globe and the opportunities we have to find a multidisciplinary approach to solutions. Two keynote speakers included Dr. Gwynne Dyer, internationally recognized journalist, columnist, broadcaster and lecturer on international affairs, and Captain Charles Moore, founder of the Algalita Marine Research Foundation, who has dedicated his time and resources to understanding and remediating the ocean's plastic load. In addition, guest scholars from around the world spoke on a variety of subjects.

On the Williams Lake Campus, community connections are continuing to grow. Rotary, Kiwanis, and Construction Association groups are attended regularly; City, School District, and Cariboo Regional committee involvement includes sustainability groups, Visioning Committee work, and Facilities Joint Use. The Residential Construction Program custom-built a house, with the profits contributing to student scholarships. The Gathering Place, a 1500 square foot classroom facility, is generating great public relations with Aboriginal people. In addition, a new partnership was created with the Northern Shuswap Tribal Council to assist them in growing healthy communities. We are also in negotiations with other Aboriginal national governments for similar agreements. All this activity supports an Aboriginal population that comprises 25% of the region.

In February, TRU Open Learning hosted the Digital Future of Higher Education. Keynote speakers Dr. Tony Bates, a member of the World Economic Forum's Global Advisory Council, and Dr. Michael A. Peters, Professor of Education at the University of Illinois (Urbana-Champaign), shared their expertise. International, local and numerous virtual attendees participated in the conference for educational professionals. In May, TRU hosted the 19th annual Stabilizing Indigenous Languages Symposium (SILS) for its third time in Canada, bringing together scholars, language activists and teachers, Elders, students and others from North America and around the world to explore language in the context of culture, community, and research. SILS featured presentations and papers across the spectrum of Indigenous language, with speakers from across Canada, the US, and other countries such as Chile and New Zealand.

Internal Environment

TRU's Founding Academic Plan: The Implementation

One of the key initiatives driven by the office of the Provost and Vice-President Academic over the past academic year has been the approval at Senate of the Academic Plan for the university. This will inform program and curriculum planning, academic priorities and academic student development strategies for the next five years.

The Academic Plan is divided into two sections: four academic themes and five academic foundations. The four academic themes include Science, Technology and Applied Skills in Society; Power, Politics and Social Justice; Health, Well-being and Leisure; and Environmental, Economic, Social and Cultural Sustainability. The five academic foundations all support student engagement and include: Inquiry-based and Creative Learning; Interdisciplinary Studies; Aboriginal, Local and Global Understanding; Flexible Learning Options; and Life-long Learning.

Two exciting initiatives in support of the new Academic Plan are currently being implemented. The first is the new *Centre for Student Engagement and Learning Innovation*, which supports all five academic foundations across all four themes.

TRU's new *Centre for Student Engagement and Learning Innovation* will support the TRU community in reaching the goals set out in the newly-adopted Academic Plan for student engagement and pedagogical excellence and innovation.

The Centre will provide a coordinated approach to academic and personal student engagement in the social, cultural, creative and intellectual life of the university, through a wide array of program, delivery and service innovations. The Centre will have three primary operations: teaching and learning support; student engagement and retention; and innovative and blended learning support. Responding to the future programming needs identified in the Academic Plan, the Centre will become a home for pedagogical development and co-curricular programming, including first-year seminars, learning communities, service-learning, transition and bridging programs, inquiry-based learning, interdisciplinary teaching initiatives, and multi-modal delivery models. The Centre will also provide an incubator for new programming models as they are identified by the Faculties and Regional Centres.

The Centre's activities will be coordinated around a focus on student learning and engagement, with a commitment that all programming will support the academic and personal success of TRU's students both in and out of the classroom. The Centre will strive for teaching excellence, will be on the leading edge of pedagogical innovation, and will assess the effectiveness of its programming.

The second new initiative is *Community U*, a new unit that will combine our institutional efforts with respect to community-oriented education, life-long learning and continuing education under one portfolio. *Community U* will support the TRU Academic Plan in general, with the goal that "TRU Students Will Engage in Lifelong Learning" as articulated in the Plan in particular. The Academic Plan further states that "the models and operations of new continuing education offerings, summer camps, life-long learning and regional centre offerings should be re-conceptualized and potentially combined; an institutional structure that enables the development of life-long learning programming should be developed to support all TRU faculties and all TRU campuses in the 'incubation' of innovative life-long learning and teaching strategies." *Community U* will implement this vision and bring together continuing education, summer school, summer camps and programs at our Regional Centers, thus enabling TRU to serve better the needs of diverse groups of students, from those who attend summer camps to adult learners and individuals in our local and regional communities.

In order to develop and implement *Community U*, TRU has extended Dr. Ray Sanders' portfolio of responsibilities. Dr. Sanders is currently the Director of our Williams Lake campus and, while continuing in this role, will now also serve as Executive Director of *Community U*. Starting in April 2012, Dr. Sanders has been developing the final structure and processes of *Community U* in consultation with all stakeholders. It is expected that the new unit will be fully operational by early summer 2013.

Targeted resources have been allocated in support of the implementation of the Academic Plan. A new Associate Vice-President Academic, Student Relations position has been created. The position combines academic interests with the student engagement initiatives identified in the Academic Plan. This position replaces the Vice-Provost Students, with the intent of fully integrating student engagement and learning foundations into the core academic vision of the University.

In response to changing marketplace conditions, the office of the Provost and Vice-President Academic has enhanced funds for the development of new programming and the rejuvenation of existing programs and courses. Applications to these funds

will be reviewed through the new *Centre for Student Engagement and Learning Innovation*.

Academic Program Review

All undergraduate and graduate academic degree, diploma, and certificate programs approved by the Senate of Thompson Rivers University undergo a Program Review once every seven years. Program review is a forward-looking process, based on the notion that every program can be improved. The TRU program review process incorporates the views of students, faculty, staff, administrators, plus collects data and solicits the opinions of qualified external reviewers. The completion of the program review process, including information collection, the external review site visit, and the development of the program review report and action plan, normally takes twelve months. In some cases this process requires as little as eight months, while in other situations may require up to 16 months. Program review projects are initiated at any time during the year, based on the availability of resources.

Following is a summary of the status of academic program reviews at TRU:

Programs Reviews Completed in 2011/12:

- Mathematics and Statistics (BSc)
- Business Administration (BBA)
- Visual Arts (BFA)
- History (BA)
- Carpentry (Certificate)

Current Program Reviews Substantially Completed:

- Physics (BSc)
- Chemistry (BSc)
- Biological Sciences (BSc)
- Theatre (BA)
- English as a Second Language (Certificate)
- University Preparation (Certificate)
- Psychology (BA)
- Partsperson and Warehousing (Certificate)

- Culinary Arts (Certificate)
- Retail Meat Processing (Certificate)
- Automotive Service Technician (Certificate)

Program Reviews to be initiated in 2012/13:

- Sociology and Anthropology (BA)
- Geography (BA)
- Open Learning History (BA)
- Open Learning Psychology (BA)
- Human Service Worker (Diploma)
- Open Learning Social Service Worker (Certificate)
- Co-operative Education

New Program Development and Implementation

TRU is continuously developing on all fronts, including academic diversity. The past year has seen several new programs approved by the Senate and the Board of Governors, with several more in the development stages. Newly approved programs include the following:

- Health Care Assistant Program (OL Division)
- Developmental Standard Term Certificate
- Certificate in Water and Wastewater Utilities
- Certificate in First Nation Taxation Administration

In addition, a BA Major in Communication has been approved by Senate and awaits approval by the Board of Governors.

Faculty of Arts

The Faculty of Arts is the second largest faculty teaching the greatest percentage of student enrolments at TRU. This year, the Faculty of Arts approved a Five Year Plan (July 2011 to June 2016) that focuses on four key areas: programming, program delivery, student engagement, and faculty engagement.

Programming: The Faculty of Arts will develop thematic specializations in areas of (a) power, politics and justice, (b) communities, cultures, and societies, (c) environment and sustainability, and (d) cognition and creativity. Additionally, the Faculty of Arts will

explore pre-professional streams (e.g. pre-law), and consider developing new majors and minors (e.g., Political Science, Creative Writing).

Program Delivery: The Faculty of Arts will examine the feasibility of accepting students who take a “gap year” with deferred admission, build stronger mechanisms for crediting prior learning experience through PLAR assessment, create more high-impact and experiential learning opportunities, and develop a three year compressed degree option.

Student Engagement: The Faculty of Arts will work with others on campus to enhance the student experience by supporting various centres and service (e.g., Writing Centre), continue its support of undergraduate research conferences, develop more peer mentoring opportunities for students to assist other students, and refine strategies for identifying high risk students who are at-risk of discontinuing their studies. The Faculty of Arts will also examine ways to enhance opportunities for mature students.

Faculty Engagement: The Faculty of Arts will continue to examine approaches for enhancing technological support and building the competency of faculty members, develop a sustainable approach to support an Arts Research and Events Hub, and continue to develop community outreach and engagement opportunities.

Faculty of Law

In 2011/12, TRU Faculty of Law successfully welcomed its inaugural class of 75 students to an academic program that pays particular attention to legal issues facing energy, natural resources, the environment, and the socio-economic challenges confronting Canada’s First Nation and Aboriginal communities. TRU Faculty of Law is being taught and shaped by newly hired faculty from across Canada and around the world. For the 2012/13 year, it is anticipated that 80 new students will be admitted to the Faculty of Law.

Human Resources

TRU is proud to introduce the following individuals who have joined in the continued development and growth of TRU.

Office of the Provost and Vice-President, Academic

Will Garrett-Petts, Ph.D., Associate Vice-President, Research and Graduate Studies

Dr. Garrett-Petts began his career with Cariboo College in 1984 and has held many roles as the college evolved into the university it is today, including Instructor, Professor, and most recently, Associate Dean of Arts.



Dr. Garrett-Petts' recent administrative and research-related committee work includes seven years experience as a department chair (of Journalism and then of English and Modern Languages), three years as SSHRC Campus Representative and liaison during the 2004 National Research Transformation Consultations, an invited member of a Tri-Council National Advisory Committee, a member of both the Interdisciplinary Studies M.A. Planning Committee and the current M.Ed. Steering Committee, a member of the Senate Research Committee, and numerous TRU research adjudication committees, including his role as Chair of the Arts Promotion and Tenure Committee.

In addition to Dr. Garrett-Petts' administrative responsibilities, he has continued to maintain an active and diverse research program. Dr. Garrett-Petts has held 20 external research grants as principal investigator (responsible for more than \$2.3 million in direct funding, and an additional \$2.5 million in matching funds); he has been recognized with awards for both research and teaching, and was recently nominated as a finalist for the International Award of Excellence (for an article published in *The International Journal of Arts in Society*). He has published extensively, including books, articles, catalogues, and major reports.

Faculty of Human, Social and Educational Development

Patricia J. Neufeld, Ph.D., Professor and Interim Associate Dean



Dr. Neufeld has a distinguished academic educational career. She obtained a B.A. from Tabor College (1983), a M.M. (1985) and M.S. (1991) from Emporia State University and Ph.D. from Kansas State University (1999). She spent 17 years teaching at Emporia State University, including a 4 year term as Chair of the Special Education and School Counseling department.

Dr. Neufeld teaches in the Master of Education program at TRU, and her area of specialty is counseling. She is also currently the Interim Associate Dean, Faculty of Human, Social and Educational Development.

Dr. Neufeld's research interests include school culture and climate, leadership development and changing paradigms of principal preparation.

Carol Rees, Ph.D., Assistant Professor

Dr. Rees has a background as an elementary teacher in the Montessori tradition. She obtained a Teaching Diploma Montessori from St. Nicholas Centre, London, UK (1997), a B.Sc. from The University of Dublin (1982), a M.Ed. from Mount St. Vincent University (2008) and a Ph.D. from University of Western Ontario (1989). She was a science specialist teacher of primary, junior and intermediate students for 10 years (2000 – 2010) and a kindergarten (Casa) teacher for six years (1994 – 2000). Prior to becoming an elementary teacher, she was a scientist at the University of Western Ontario.



In 2011 Dr. Rees joined TRU as an Assistant Professor. She had previously taught at the Schulich School of Education at Nipissing University (2010 – 2011), Wilfrid Laurier University (2009 – 2010) and the University of Western Ontario (2007 – 2010).

Her research area is science inquiry education. She studies the science inquiry experiences that students are involved in both schools and informal settings. She investigates the ways that these experiences are student-led, authentic and open-ended and how best to help teachers prepare to provide such experiences for their students. She is also interested in the use of information technology in the classroom and has developed elements of curriculum for science and technology education that incorporate Video Game and Web 2.0 technology.

Faculty of Law

Ruby Dhand, LL.M., Assistant Professor

Professor Dhand has an impressive academic record with an undergraduate degree from the University of Western Ontario, an M.A. from Carleton University, an LL.B. from the University of Ottawa, an LL.M. from Toronto, and is nearing completion of her Ph.D. at Osgoode Hall Law School of York University. Professor Dhand is a member of the Law Society of Upper Canada (the Ontario Bar) and has an SSHRC Doctoral Fellowship.

Professor Dhand has a number of refereed publications, including joint authorship of a book in a distinguished series. Professor Dhand has taught the introductory legal research and writing course at Osgoode, has organized conferences and public legal education workshops, and has been involved in disability, health and diversity issues. Her colleagues attest to the depth and breadth of her involvement in these legal/community activities, as well as to her effectiveness in that regard. Professor Dhand has a carefully thought-out teaching philosophy and a solid and impressive research agenda, built on her research and scholarly activities to-date.



Professor Dhand will be teaching Administrative Law, Public International Law and Health Law in the upper year curriculum.



Robert Diab, LL.M., Assistant Professor

Professor Diab has a distinguished academic educational career. He obtained a B.A. and two M.A.s from the University of Western Ontario, before commencing his legal education at the University of British Columbia. He graduated with an LL.B. in 2001 and an LL.M. in 2007. He expects to receive his Ph.D. from UBC later this year. Professor Diab is an experienced teacher, having taught at Capilano University since 2005, and as an Adjunct

Professor at UBC Law.

Professor Diab articulated with Davies Ward Philips and Vineberg (as it then was), one of Canada's largest national law firms, and went on to be a lawyer with Heenan, Blaikie, another of Canada's largest law firms.

Professor Diab has published a book and a number of refereed journal articles. He has also presented papers at a number of conferences. Professor Diab has a number of publications in-progress and a clear research agenda, focussing on issues of security and anti-terrorism, which is the subject of his Ph.D. thesis.

Professor Diab will be teaching Criminal Law in the first year curriculum and Advanced Criminal law and Criminal Process in the upper year curriculum.

Chris Hunt, LL.M., Assistant Professor

Professor Hunt was the Gold Medalist (first in his class) at the Faculty of Law, University of Manitoba in 2006. He went on to clerk with Madame Justice Elizabeth Arnold-Bailey, of the Supreme Court of British Columbia from 2006 to 2007. He articulated with the large Vancouver law firm of Clark Wilson, LLP. From there, he went to Cambridge University, on a prestigious scholarship (the most valuable available at the Faculty of Law) and expects to obtain his Ph.D. in 2012. He has been the recipient of a large number of prestigious scholarships. Already, Professor Hunt has an impressive publication record in excellent journals.

Professor Hunt will be teaching Contract Law in the first year curriculum and Evidence in the upper year curriculum.

Craig Jones Q.C., Professor

Professor Jones received the Distinguished Alumnus Award from Thompson Rivers University in 2008, having graduated with a B.G.S. in 1995. He received his law degree from the University of British Columbia in 1998 and an LL.M. from Harvard in 2002. He was an Adjunct, then an Assistant, Professor of Law at UBC from 2000-2007.

He articulated with the law firm, Bull Houser & Tupper, was an associate at the firm and then was made partner in 2006.



Professor Jones was appointed as Supervising Counsel, Constitutional and Administrative Law Group – essentially the Government’s senior constitutional lawyer – in 2006.

During his whole career, spanning academia, private practice and government service, Professor Jones has written extensively, including two books, with one forthcoming, and many articles published in academic journals. He has also presented papers to a large number of academic and related conferences.

Professor Jones has a carefully thought-out approach to law school teaching and a solid and ambitious impressive research agenda. Professor Jones will be teaching Tort Law in the first year curriculum and Civil Procedure in the upper year curriculum.

Nicole Schabus, M.B.A., Assistant Professor

Professor Schabus possesses a unique blend of the academic and the practical, as well as rigorous legal and business education in Austria and in Canada. Her legal education is unique amongst academics in Canada. The theoretical foundations of her Austrian legal education will provide the Law faculty with a unique perspective. In addition, Professor Schabus has a broad base of knowledge which cuts across a number of legal sub-disciplines which are of interest to the Faculty of Law and to the University as a whole. She has presented at scholarly and professional conferences in a number of countries.

She has studied at the Universities of Sydney and Ottawa and has a law degree and an M.B.A. from the University of Vienna, where she is currently completing her Ph.D. She completed her Canadian professional accreditation at the University of British

Columbia. Professor Schabus has been practising law in British Columbia for 8 years. Professor Schabus speaks, and has worked, in four languages.

As a lawyer, she has represented a number of First Nations Bands in interior and coastal areas of BC. She has also been instrumental in bringing environmental and Indigenous legal principles and approaches to international, in particular UN, negotiating tables. In those processes, she has worked with internationally-renowned experts from North America, Europe and South America.

Professor Schabus would bring a significant breadth of academic and practice experience as well as a special experience with First Nations in interior and coastal BC.

Professor Schabus will be teaching Constitutional Law in the first year curriculum and Aboriginal law in the upper year curriculum. Her appointment is effective July 1, 2012.

Faculty of Nursing

Kim Munich, Ph.D., Assistant Professor

Dr. Kim Munich teaches primarily in the areas of health promotion, understanding of complex health issues and leadership. She practiced as an RN in medical/surgical, NICU, community and obstetrics before beginning a teaching career specializing in maternal-child health. Now her clinical areas of expertise also include prevention within the community specifically high school youth. Kim is a registered nurse (British Columbia Institute of Technology) with a Master of Science in Nursing (Dalhousie University), and a Ph.D. from Deakin University in Melbourne, Australia.

Her program of research is intended to develop a model that explains how students develop strategies to achieve optimal learning outcomes in an online course in addition to exploring ways in which educators can assist students to engage in this learning environment. This research has evolved to explore best practices in online learning for Aboriginal students. Integrating course design that supports and engages online learners can only improve retention and attract more aboriginal students to higher education.

Dr. Munich is presently teaching two courses, N4300 Leadership and N3730 Health and Healing. Her role at Thompson Rivers University is divided between teaching, scholarship and service. She is presently serving on the School of Nursing Ethics committee, the Senate Research Committee and chairs the Nursing Council meetings.

School of Business and Economics

Randall Kimmel, Ph.D., Assistant Professor



Dr. Kimmel incorporates his twenty years of business leadership and ten years of university teaching into both his pedagogy and research. He earned his B.A. in marketing, Summa Cum Laude, from the Walker School of Business, Mercyhurst University, his M.B.A., Summa Cum Laude, from the Weatherhead School of Management, Case Western Reserve University, and his Ph.D. in finance with a minor in statistics from Kent State University, where he held a teaching and research fellowship. Dr. Kimmel has taught at Mercyhurst University, Kent State University, and Penn State University before joining the faculty at Thompson Rivers University as a tenure-track assistant professor of finance.

Dr. Kimmel's research focuses on banking and financial institutions, corporate financial structure, financial innovation, and market efficiency. He has one refereed journal publication as well as publications in proceedings from a variety of refereed conferences including the Joint Statistical Meeting, Decision Sciences Institute, Eastern Finance Association, Southern Finance Association, and Southwestern Finance Association. His article on financial innovation won the Deans Best Research Paper Award in 2010. Dr. Kimmel is currently working on research relating to bank failure models, financial innovation, and Canadian financial markets.

Dr. Kimmel strives to provide his students a solid foundation in finance theory while also using his experiences in business and the non-profit sector to teach them how to apply practical, real world solutions to the problems they will face throughout their careers. During his business career, Dr. Kimmel owned a franchised automobile dealership, founded an automobile leasing business and a non-profit Montessori school, and served on the boards of numerous charitable organizations.

At Thompson Rivers University, Dr. Kimmel teaches Introduction to Financial Management, Investments I, Portfolio Management, Financial Institutions Management, Business Valuation and Restructuring, and Advanced Financial Management.

Eduardo M.V. Jasson, Ph.D., Assistant Professor

Dr. Jasson holds a Ph.D. in Administration with a specialization in International Business Management and Strategy from Schulich School of Business, York University, Canada. Previously, he has also obtained an M.B.A. degree from York University and IDEA's Business School, Argentina; degrees in Industrial Engineering, in Naval Engineering as well as a Bachelor degree in Engineering, all of them from Instituto Tecnológico de Buenos Aires, Argentina.



Dr. Jasson is currently a tenured-track Assistant Professor of International Business and Strategy at Thompson Rivers University. He has taught International Business Strategy, Management of Global Enterprises and Strategic Management at IDEA's Business School, in Argentina, Schulich School of Business, York University, and Brock University, in Canada. His current academic research focuses on Strategy Development, The Institutional Factor in Competitiveness and International Business Strategy. This research is reflected in his publications and written communications. He has also been an invited lecturer for several institutions in Europe and Latin America.

Dr. Jasson has previously had a successful and active International professional exposure as head of Strategic Planning in Moreno Group, a leading International Agribusiness firm with operations in Latin America, Europe, and current subsidiary of Glencore AG that exports to more than 40 countries. He has also had professional responsibilities in C.A.L.S.A., currently a subsidiary of AB Mauri, as Operation and Control Manager of the Edible Fat & Oil Business Unit; in Tecnor S.A., a subsidiary of John Brown B.V. of the Netherlands, and he has also worked at the "Domecq Garcia" Submarine Shipyard in Argentina, a subsidiary of ThyssenKrupp A.G. from Germany. Dr. Jasson has been voluntarily serving as Senior Vice-President of Education at the Canadian Business Strategy Association (CBSA).

Aboriginal Education Initiatives

Aboriginal education programming at Thompson Rivers University involves the continued support of existing student services involving recruitment and retention as well as the development of relevant curriculum in areas such as First Nations languages, economics,

health and trades. On-going planning and implementation of programs is supported by our network of Aboriginal partners.

Capacity in human resources, course offerings and communications has remained stable for the past year and has been enhanced by the addition of a part-time Aboriginal Counsellor. Meeting with students at both the Gathering Place and the central Counselling Department offices, the new counselor works with Aboriginal students on career counseling, personal issues, and study skills development. Enrolment of Aboriginal students continues to represent approximately 10% of the student body.

Infrastructure Growth

Old Main Building Before Renovation



As identified in the 2011/12 – 2013/14 Accountability Plan and Report we have commenced redevelopment of our oldest and largest building on campus. The Old Main building is in the process of being enhanced by adding a third and fourth floor to it. Once complete, this addition will house the

new Faculty of Law.

Phase I of the redevelopment which involves construction of the shell, will be completed in the summer of 2012. The overall construction cost is approximately \$20 million for Phase I and Phase II. Phase II construction is planned for the summer of 2013 providing that sufficient funds have been obtained through either public or private fundraising efforts.

Planned Redeveloped Old Main Building



The construction of the third floor of the Campus Activity Centre has been completed. The expansion has provided much needed space for our International Contract Training program and additional meeting room space. The meeting space was opened in November 2011 with immediate usage and success, the International Contract Training space was opened in February 2012 with the first training sessions being held days after the opening.

Research, Innovation and Graduate Studies

Research Grants and Contracts

The Office of Research and Graduate Studies invests more \$200,000 in support of grant facilitations. This year 2 SSHRC Insight Grant, 6 SSHRC Insight Development Grant, and 6 NSERC Discovery Grant applications were submitted as well as 5 applications for tri-council grants to support workshops, conferences, partnership development, and public outreach. Dr. David Scheffel (Anthropology) received a SSHRC Insight Grant (\$86,700 over 3 years), Drs. Matthew Reudink (Biology) and Cindy Ross-Friedman (Biology) each received NSERC Discovery Grants (each received \$125,000 over 5 years), Dr. Christine Wihak (Open Learning) received a SSHRC Public Outreach Grant (\$38,800), and Dr. Julie Drolet (Social Work) received a SSHRC Partnership Development Grant (\$200,000 over 3 years). Dr. Drolet was also part of a team that received a SSHRC Partnership Development Grant (administered through

the University of Western Ontario). Two faculty members received SSHRC Insight Development Grants: Dr. Richard Frimpong Oppong (Law, received \$42,750 over 2 years) and Dr. Gloria Ramirez (Education, \$74,764 over 2 years). Dr. Barbara Paterson (Nursing) received a research grant from the Michael Smith Foundation for Health Research grant (\$113,000) for evaluation of an innovative clinical nursing education model.

Other significant sources of funding for research were:

- The Canadian Institutes for Health Research,
- Forest Science Program,
- Habitat Conservation Trust Fund,
- Pacific Salmon Foundation,
- Michael Smith Foundation for Health Research,
- Agriculture Investment Fund,
- Provincial Ministries, and
- Grasslands Conservation Council.

Contract research is an increasing part of TRU-RGS' research activity. TRU-RGS supports ongoing linkages between the public and private sectors. To that end, TRU signed a Memorandum of Understanding with the Kamloops Innovation Centre (KIC). The MOU supports and fosters cooperation between TRU and KIC providing opportunities for TRU faculty and students to engage in applied research to promote regional economic development. TRU-RGS is also currently engaged with business, industries, and organizations in other sectors with support from NSERC's Engage Grant and NSERC's Industrial Postgraduate Scholarship programs.

Research Chairs

TRU continues to support three Tier 2 Canada Research Chairs. In 2011, Dr. Norman Friesen (E-Learning) was successfully renewed in his CRC Tier 2 position. TRU-RGS has \$5.6 million in endowments for other research chairs and professorships, and has implemented an endowment management strategy for these funds. TRU has two positions for two Leading Edge Endowment Fund Regional Innovation Chairs: one in Cattle Industry Sustainability and a second in Aboriginal Maternal and Child Health.

Research Centres

A new policy for Research Centres with clear criteria and procedures for creating and reviewing centres as well as providing seed funding was developed in 2010. Three proposals for new research centres are currently being evaluated. A proposal to create a Centre of Optimization and Decision Science (CODS) is currently being considered by Senate and will be the first new research centre at TRU.

Research Recognition

TRU-RGS provided more than \$10,000 in awards recognizing excellence in research and research mentorship. This year's recipients of the \$2500 Award for Excellence in Scholarship research grants were Drs. Mohammed Tawhid (Mathematics and Statistics) and Kingsley Donkor (Chemistry). The \$1,000 Master Undergraduate Research Mentor Award, recognizing excellence in mentoring undergraduate student research, innovation and creative works were presented to Drs. Richard Brewster (Mathematics and Statistics) and Kingsley Donkor (Chemistry). The \$3,500 Master Scholar Award recognizes the highest achievement in scholarship over a career and was presented to Dr. Peter Murphy (English and Modern Languages).

Environmental Sustainability

Environmental Sustainability is one of the seven founding values of Thompson Rivers University. This principle is further delineated in the University's Strategic Plan, Academic Plan, and Campus Sustainability Action Plan. The Campus Sustainability Action Plan will be renewed this year by the Environmental Advisory Committee, a committee jointly appointed by Board and Senate. Together these documents touch on all administrative, academic, and support activities of the university.

TRU has a full-time Director of Environment & Sustainability and has recently hired a full-time Environmental Programs & Research Coordinator. In addition, TRU has contracted energy management services to review and reduce energy on all TRU facilities. This latter service was made possible with a contract with B.C. Hydro. Environmental sustainability is considered explicitly in all decision-making processes, from purchasing to academic course development. TRU also engages with our broader community on sustainability initiatives by partnering with local environmental groups and municipal government.

Thompson Rivers University is committed to meeting the requirements of the Greenhouse Gas Reduction Targets Act. TRU chairs the BC Campus Sustainability Working Group and represents the University and College sector in the provincial Carbon Neutral Committee.

Our most recent capital projects consist of renovations to our Old Main and Campus Activity Centre buildings. These renovations add to the existing structures and increase capacity—improving densification on campus. Our University Village concept introduced in 2011, in combination with the additional residence development

previously identified in the Campus Master Plan, will ensure that density is increased on campus, transportation is continually improved, and space efficiently utilized. A recently completed Transportation Demand Management Study has identified priority areas for improving transit on campus and will now go for campus consultation.

Open Learning Division

We continue to learn a great deal about the activities and practices required to support our enrolment and as such continue to improve our practices. Primarily those activities and practices are as follows:

- Providing training to our Open Learning Faculty Members in effective Online teaching.
- Providing more courses in an Online format resulting in greater completion rates.
- Online marketing campaigns as well as strategic use of traditional media that make students aware of what we have to offer and aware of the Open Advantage of Open Learning.
- Exceptional student service in all aspects of what we do.
- Retention strategies for program students to achieve predictability in the number of course enrolments per year for program students so as to increase completion rates.
- A Prior Learning Assessment and Recognition (PLAR) program that enables students to gain academic credit for knowledge gained outside of formal education so they can complete their programs sooner.
- A Credit Bank that allows students to access preapproved academic credit for learning they have already achieved.

Of note this past year, Open Learning collaborated with IT Services to make yet further improvements to our student information system. Following the conversion to Banner 8, Open Learning has been seeking long-term solutions to systems issues introduced through Project SAGE. This has taken a great deal of effort by multiple departments, but TRU is now in a position to better serve the Open Learning students of British Columbia.

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 over twenty-five years, the department has moved from a cost-recovery operation to generating significant net revenues for the University. A report completed in 2011 indicates that TRU's international activities have an annual economic impact on our community of \$87.8 million. In addition to the financial benefits, TRU World has contributed to the internationalization of the 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.



TRU has experienced continued growth in international student enrolments, with 1,583 students from more than 70 countries enrolled in the Fall 2011 semester. An additional 493 international students participated in non-credit customized

programming at TRU, including 130 high school students from Indonesia who attended a new three-week program delivered in cooperation with School District #73.

In 2011, The British Columbia Council for International Education recognized retired Director, TRU World Vera Wojna with an International Education Distinguished Service Award as well as presenting TRU's annual week-long cultural celebration International Days with an Outstanding Program in International Education award.

Williams Lake Campus

This fiscal year marked an increase for the Williams Lake (WL) campus: enrolments increased by approximately 20% and we were able to produce a surplus of approximately \$10,000 within a budget of approximately \$3M. The campus has seen an increase in new student applications for the next academic year.

Williams Lake and the region have been economically impacted for the last several years due to the combined effects of the pine beetle epidemic and the recession, with many mills and secondary manufacturing businesses slowing down or closing. There is good news for the Region: new mines are preparing to open in the area including Spanish Mountain Gold in Likely, BC which will generate 180 new jobs; Elizabeth and Black Mountain Dome will generate 180 to 200 new jobs; Gibraltar has begun a \$225 million renovation and increase in production yielding 220 new jobs; and Prosperity mines has resubmitted an application for operation. The Jack Pine sawmill facility in Williams Lake has been purchased and is scheduled to reopen this year which will create another 40 jobs.

Continuing Studies has increased, 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, and 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 preparation remain as challenged areas with declining enrolment. The campus has aggressively marketed the “guaranteed enrolment” commitment and has seen a 45% increase in new student applications for the 2011/2012 academic year. The campus plans to increase its traditional student enrolments from the two local high schools, increase adult learners, and create enrolments of “destinations” students. Destinations include niche programming such as the archeology field school which will be held on Northern Shuswap sites. Further destination students include a robust goal of including 300 international students over the next three years.

Community connections are continuing to grow: 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 Residential Construction Program custom built a house with the profits contributing to student scholarships. The Gathering Place, a 1500 sq. ft. classroom facility, opened in September 2010, generating great public relations with Aboriginal people. This facility offers safe and comfortable study, learning and cultural space for Aboriginal students. Additional Aboriginal Service Plan funding has

been utilized for tutors, a strategic planning session, and the purchase of various equipment, furniture, marketing/promotional items and supplies. A new partnership was created with the Northern Shuswap Tribal Council to assist them in growing healthy communities. We are in negotiations with other Aboriginal national governments for similar agreements. 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).

A new Student Plaza area alongside the Gathering Place enhances and beautifies the outdoor space for students. This area is large enough to accommodate student barbecues, small concerts, and various other gatherings and events. Picnic tables, benches and lighting are provided for students, staff, faculty and the community, in general.

Aboriginal programs, services, and cultural connections continue to grow. TRU Aboriginal Service Plan (ASP) funding supports the Williams Lake Open Learning Center, a program that sees students enrol in online courses that are supported by a classroom area, a facilitator, tutors, as well as advisors and counselors – all on campus. Contract programs with many of the surrounding bands and education councils show continued growth in areas such as Home Support Resident Care, Early Childhood Education, Mining & Trades Transition, and other short-term, job-ready Continuing Studies-type programs.

Student engagement initiatives included 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 students to Kamloops to present at the Student Research Conference as well as for numerous recreational opportunities.

The faculty and staff have begun new recruitment and retention activities and we are hiring a marketing/recruiter position for the campus. A well-attended CSI Murder Mystery Night and Open House was held in April. There is a general excitement in the community for the campus. A group of business people have begun the early stages of providing support for the campus and will be initiating a capital campaign to raise funds.

Additionally, a grants officer was hired in April to garner research and infrastructural grants and contracts which yielded \$1.1 million in grants and contracts the first year. The community and city now view the campus as a partner, economic driver, and necessary asset.

University Athletics

The athletic and recreation program at Thompson Rivers University continued to grow in 2011/12. There were 280 athletes participating on 11 different teams in various competitive leagues. The recreation program has about a thousand students a week participating in various programs ranging from noon hour fitness classes to intramural sports to outings like attending BC Lions and Vancouver Canucks games.

Among our competitive teams: the WolfPack women's soccer team captured the



PACWEST title in 2011/12.

They beat UBCO in overtime with Alanna Bekkering scoring twice in that contest and being named the MVP. The 'Pack then went to the Canadian

Collegiate Athletic Association championships in Quebec City where they placed fourth.

The WolfPack hosted two CCAA Championships in 2011/12. In November, McArthur Island was the venue for the CCAA Cross Country championships where over 150 athletes took part. In March, the Tournament Capital Centre played host to the CCAA badminton championships.

There were two other major events hosted by the Thompson Rivers Athletic program in 2011/12. The TRU hockey team hosted the BC Intercollegiate Hockey Championships at Memorial Arena in March. Unfortunately, for TRU, they didn't advance to the final for the first time in three years.

May saw the Thompson Rivers baseball team host the Canadian College Baseball Conference championships. The WolfPack had a strong regular season and went in as the number two seed. They were beaten in the semi-finals by the eventual champion: Prairie Baseball Academy.

The WolfPack athletes pride themselves on being involved in the community. A priority for the athletic and recreation department is to teach our athletes to be good “community citizens” along with getting a high quality education.

Events that our teams were involved with in 2011/12 included Wendy’s DreamLift, Terry Fox runs in elementary schools, CIBC Run for the Cure and putting on clinics for youth athletes in the community.



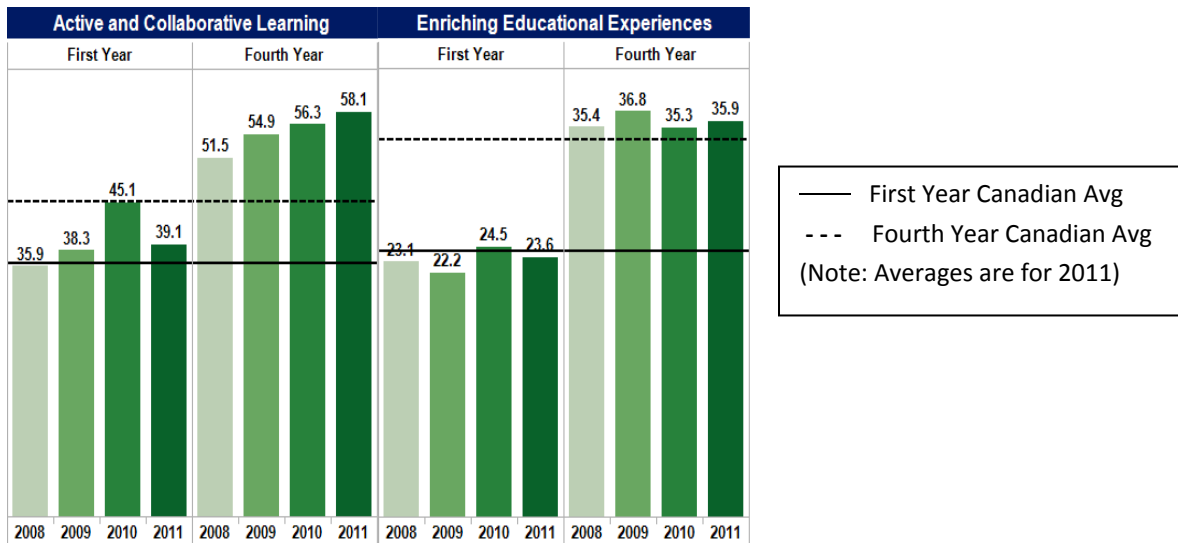
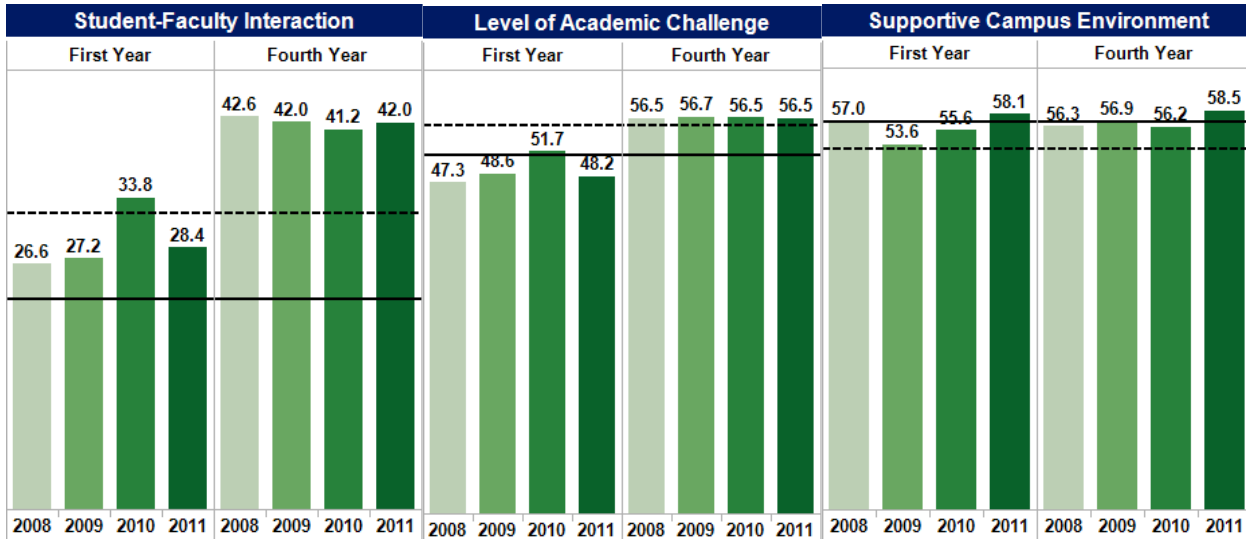
Student Satisfaction

TRU continually solicits feedback from students with regard to student satisfaction and experience, through both internal instruments and participation in national initiatives. Nation-wide initiatives include the Canadian University Report (CUR) and the National Survey of Student Engagement (NSSE). In addition, in 2012, TRU joined the Canadian University Survey Consortium (CUSC) to further enhance the assessment of student satisfaction at TRU.

TRU participates annually in the CUR. This year, TRU improved or remained stable on 43 out of 48 grade ratings.

As shown in the following charts of the 2011 NSSE survey results, TRU again scored well in the areas of Active and Collaborative Learning and Student-Faculty Interaction compared to all other participating Canadian universities. For first year students, Supportive Campus Environment showed an increase over last year, while fourth year students showed an increase in four areas: Active and Collaborative Learning, Enriching Educational Experiences, Student-Faculty Interaction, and Support Campus Environment.

2011 NSSE Results, Year to Year Benchmark Changes, TRU Compared to National Averages



TRU also scored well on the survey’s student satisfaction indicators. Eighty-nine percent of first year students and eighty-six percent of fourth year students rated their entire educational experience at TRU as “good” or “excellent.” Both the first year and fourth year scores were above the national average. Additionally, 80% of fourth year students surveyed indicated that given the opportunity to start over again, they would “probably” or “definitely” choose TRU. This number was also above the national average.

In June 2012, TRU awarded an honorary doctorate degree to Dr. George Kuh. The creator and founder of the NSSE, Dr. George Kuh has spoken in the past at TRU and

had a profound impact on how the university will move forward in enhancing engagement in and out of the classroom.

The new *Centre for Student Engagement and Learning Innovation* is the primary site for improved student engagement on campus, drawing on the high-impact practices identified by Dr. Kuh in his work on the NSSE. The Centre will be the home of university's co-curricular record and Global Competency credential. It will also provide Faculties with support for first-year curricular innovations, including learning communities.

Certificate and diploma graduates have also expressed high satisfaction with TRU. According to the 2011 results of the Diploma, Associate Degree, and Certificate Student Outcomes Survey (DACSO), 94% of students indicated that they were satisfied with their learning experience, while 80% were working in a training-related job.

The 2011 Apprenticeship Student Outcomes Survey (APPSO) indicates that 95% of apprenticeship graduates were satisfied or very satisfied with their education at TRU. In addition, 93% reported that the knowledge and skills gained at TRU were very or somewhat useful in performing their jobs and 89% reported that they were working in a training-related job.

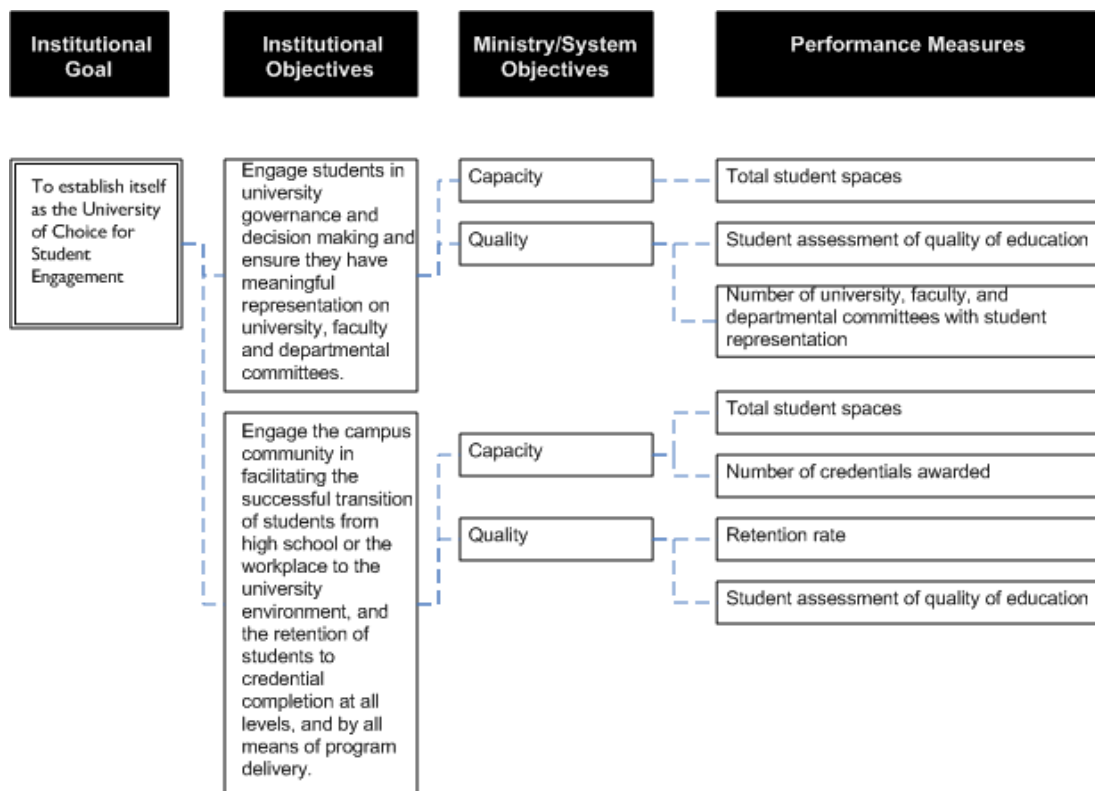
Bachelor degree graduates also expressed satisfaction with their education at TRU. The 2011 Bachelor Graduate Survey (BGS) results showed that 96% were satisfied or very satisfied with their education at TRU. Furthermore, 97% of graduates reported satisfaction with the quality of instruction they received at TRU.

2012/13-2014/15 Goals and Objectives & Review of 2011/12 Progress

TRU continues to accomplish the goals set out in its strategic plan. The 2011/12-2012/13 goals for TRU remain the same and include the seven goals outlined in the strategic plan document.

TRU’s institutional goals and objectives are aligned with those of the Ministry, as the following figures indicate. Below is an update of the strides we have made towards achieving these goals, as well as just a few of the initiatives we plan to implement over the coming year.

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



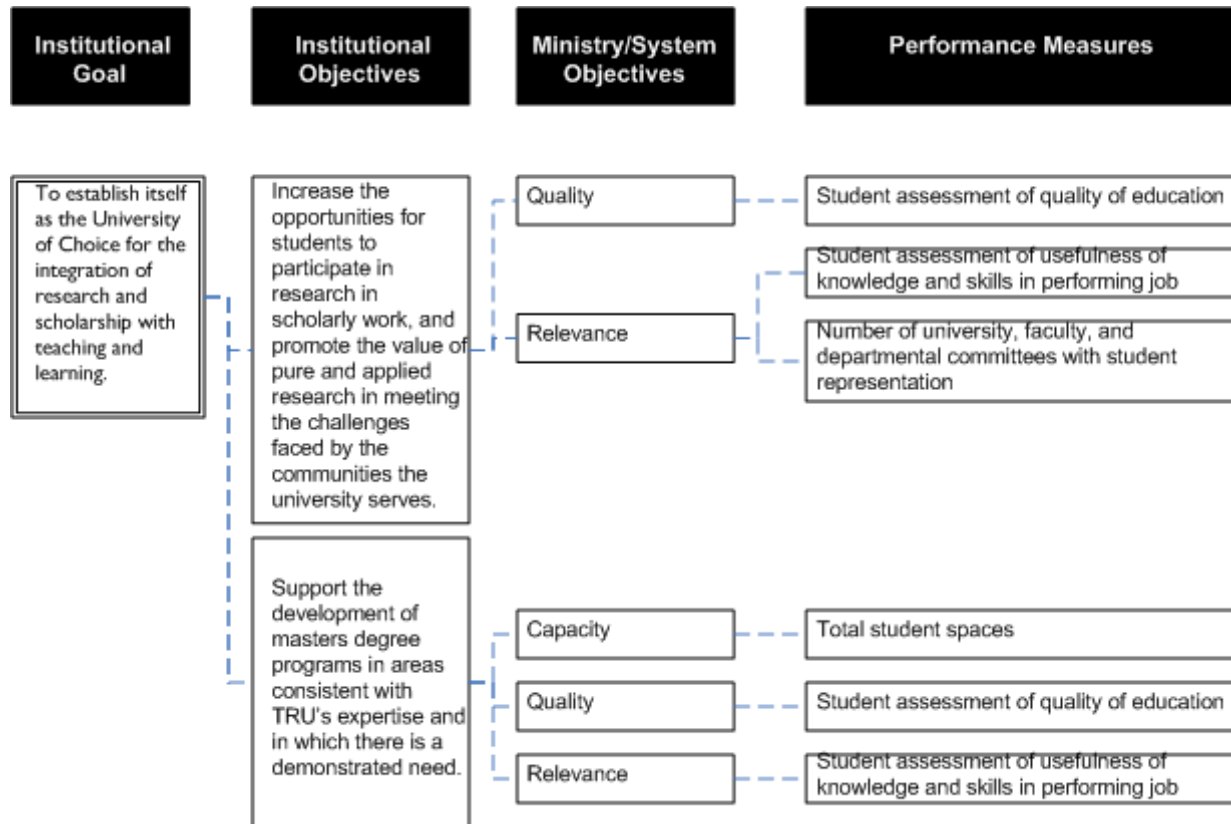
TRU considers student engagement to be a vital part of the learning process and works to improve engagement across campus. In order to increase engagement here at TRU, a number of initiatives and improvements have been undertaken.

The new Academic Plan contains five academic foundations which all support student engagement and include: Inquiry-based and Creative Learning; Interdisciplinary

Studies; Aboriginal, Local and Global Understanding; Flexible Learning Options; and Life-long Learning. The Academic Plan also contains four academic themes which include: Science, Technology and Applied Skills in Society; Power, Politics and Social Justice; Health, Well-being and Leisure; and Environmental, Economic, Social and Cultural Sustainability. The new *Centre for Student Engagement and Learning Innovation*, which supports all five academic foundations across all four themes. The *Centre for Student Engagement and Learning Innovation* will support the TRU community in reaching the goals set out in the newly-adopted Academic Plan for student engagement and pedagogical excellence and innovation.

Progress is being made on establishing the TRU website and myTRU portal as fully functional and interactive communication services. On January 9th, 2012, a record-breaking 10,000 visits were made to the myTRU portal for services. Work continues on learning management systems to continue to engage students. Examples include the installation of instructional Smart boards and increasing use of mobile devices on campus.

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



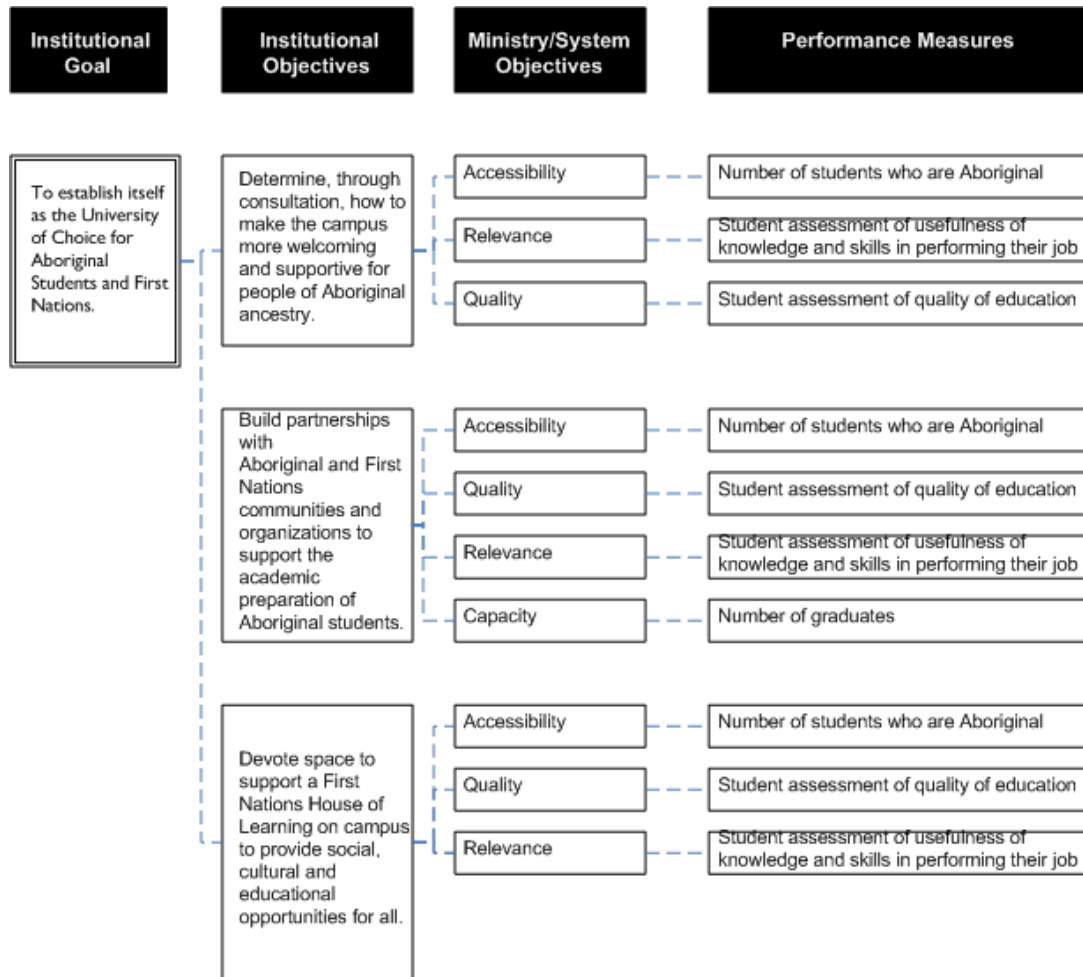
Our university's research portfolio continues to grow and we currently offer degrees in three graduate programs: Masters of Business Administration, Masters of Education, and Masters of Science in Environmental Science. Enrolment in these three graduate programs continues to grow with 205 graduate students enrolled in these programs during the 2011/12 fiscal year. In 2010, TRU became a member of the Canadian Association of Graduate Studies and in 2011 TRU was accepted for membership in the Council of Graduate Schools in the United States.

In 2011, Thompson Rivers University joined the University of British Columbia, Simon Fraser University, University of Victoria, University of Northern British Columbia, and Royal Roads University as full members of the Research Universities Council of British Columbia. This is an important milestone in TRU's development as a research university with a mandate for basic and applied research having regional, national, and international relevance and application. We continued to enhance opportunities for undergraduate research recognizing this experience contributes substantially to student's learning experience. In addition, TRU introduced teaching assistantships in the fall of 2011 to provide graduate students with a new learning opportunity to enhance their studies. Also in 2011/12, enhanced graduate student research space was created in the main TRU Library, including workstations and small meeting spaces.

The total funding for the University Research Experience Award Program (U-REAP) is \$165,000 annually for awards valued at up to \$4500. A total of 21 of these awards were conferred in 2011/12. TRU is an active promoter of the NSERC Industrial Postgraduate Scholarships with two new graduate students receiving these awards.

TRU recognized Dave Sheets of the Faculty of Science, with the Chair Leadership award. The award recognizes chairs for their leadership, enhancement of their Department, Faculty/School and the Institution.

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



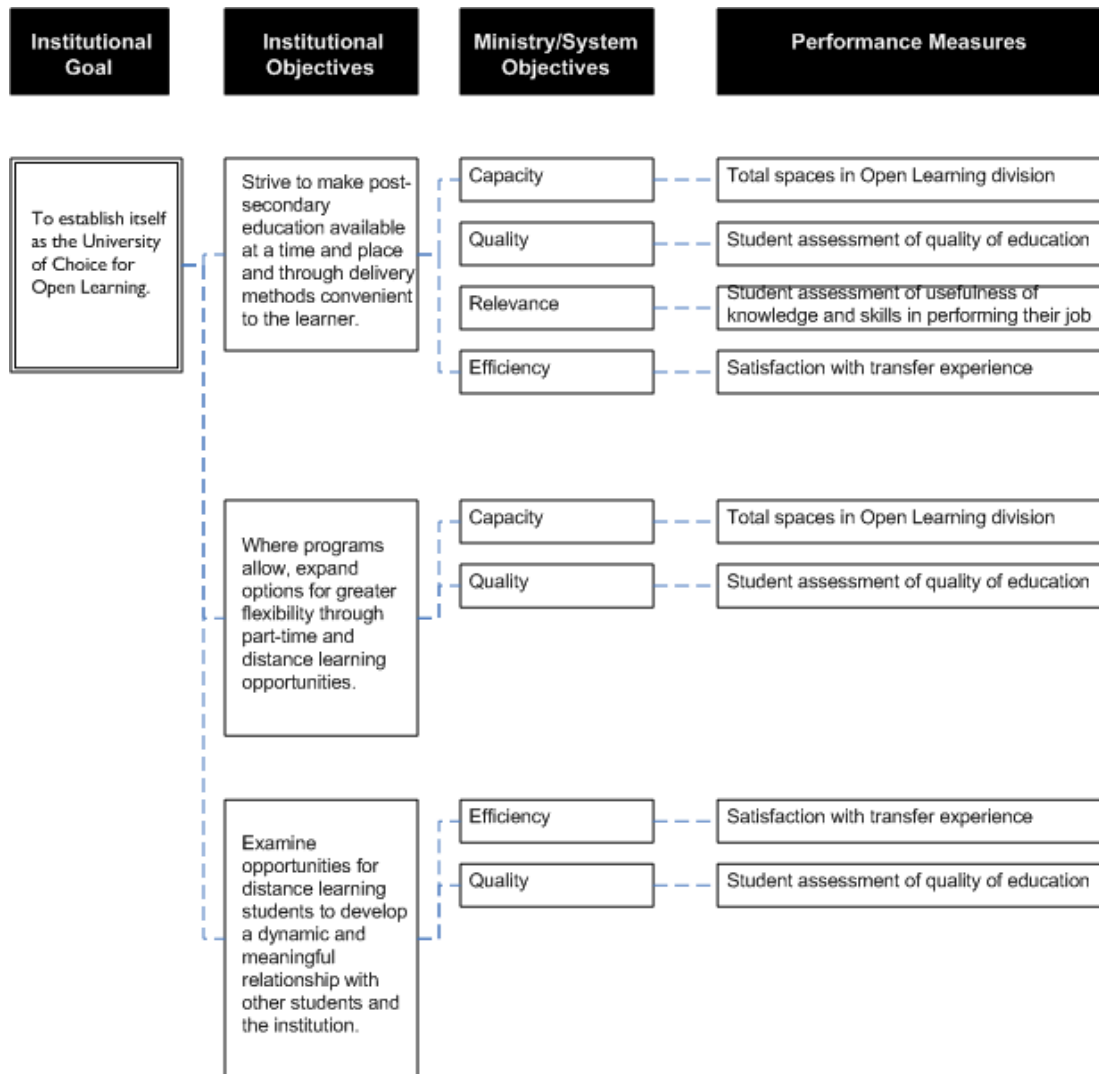
TRU's Aboriginal Service Plan (ASP), outlines the institution's objectives in this area for the period 2007-2012. The full report can be accessed at:

http://www.tru.ca/shared/assets/2007_tru_aboriginal_service_plan-web8329.pdf.

Aboriginal student recruitment continues. In the fall of 2011, TRU and School District #73 once again provided a transitions day for local secondary Aboriginal students. Through generous funding from the Vancouver Foundation and the Tula Community Fund, we will be able to continue to offer the Aboriginal Summer Science Camp and have developed a mentoring program for incoming Aboriginal students. Thirteen senior Aboriginal students worked with first-year students on transitional issues, cultural events and study skills development.

TRU and School District #73 offered a highly successful pilot of the Aboriginal TRU Start program in the winter semester of 2012. The pilot saw 12 students take three university-level courses at TRU in order to experience university life. Students enrolled in English, Biology and Statistics courses and were provided with mentors to help with the transition from a high school learning environment to a university environment. Thompson Rivers University worked with the school district to develop course content that respects and integrates Aboriginal knowledge.

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



Once again, in the 2011/12 fiscal year, the Open Learning Division of Thompson Rivers University (TRU-OL) exceeded its FTE target set by the Ministry. This was the third

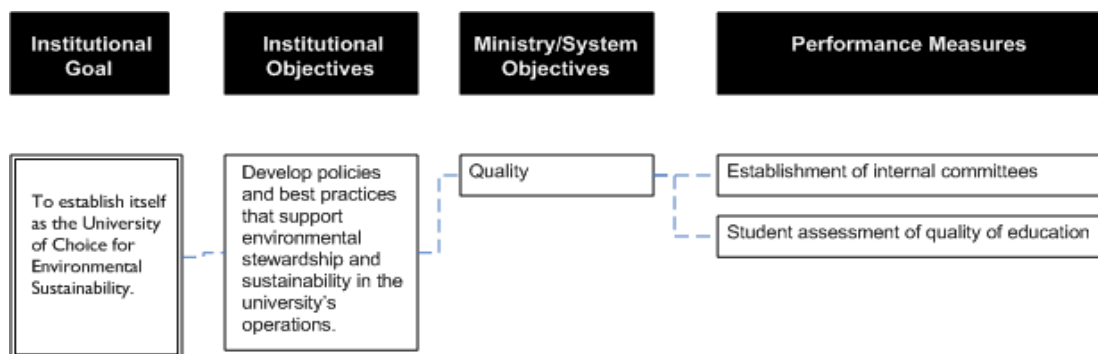
successive year that the FTE target was exceeded. In addition, TRU-OL increased international FTEs by 398%.

TRU-OL continues to improve activities and practices to support student enrolment and success. This has included providing more courses Online, developing student retention strategies, strategic advertising and providing on-going training to faculty in effective Online teaching.

Also of note this past year, Thompson Rivers University, through the Open Learning Division, became a founding anchor partner of the Open Educational Resource University (OERu). The OERu is a virtual collaboration of like-minded institutions committed to creating flexible pathways for OER learners to gain formal academic credit. The OERu aims to provide free learning to all students worldwide using OER learning materials with pathways to gain credible qualifications from recognized education institutions. It is rooted in the community service and outreach mission to develop a parallel learning universe to augment and add value to traditional delivery systems in post-secondary education.

Additionally, TRU-OL Strategic Partnerships created 25 new agreements resulting in 31 new laddering opportunities, over 158 new program students and the sponsorship of students by 13 new First Nation/Aboriginal/Metis organizations.

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



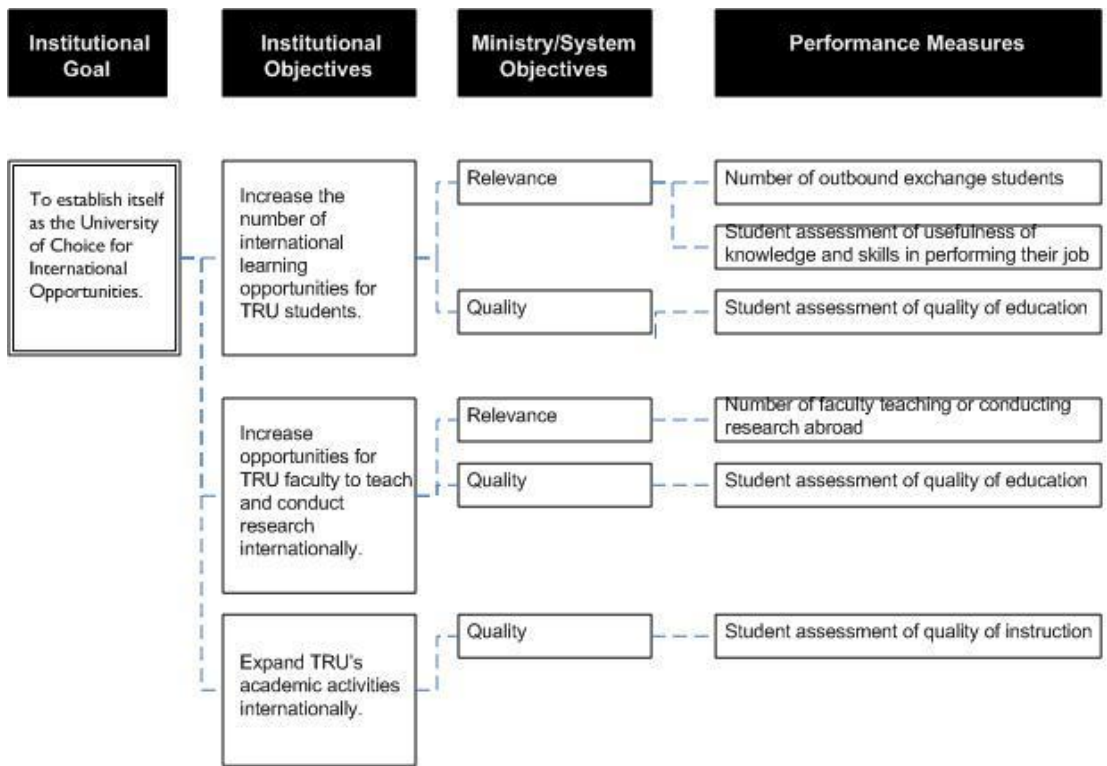
In 2011, TRU's contracted energy management services led all major campus buildings through the completion of a \$1.5 million energy retrofit. Installation of the Pulse Energy Management software allows easy access to real time energy consumption

data. A partnership with BC Hydro through their Continuous Optimization Program promises further energy efficiency advancements for eight campus buildings.

With the installation of new multifunction devices and default duplex print settings, TRU experienced a near 20% reduction in paper purchases this past year. Working with our Information Technology Department, the energy management services were able to capture waste energy emitted from campus servers and reprogram the waste heat into a primary heat source for the building. With a project cost maximum of \$1,000 and an annual expected return of \$8,000 this partnership is an excellent example of the emissions reductions and cost savings that can be achieved through partnerships on campus. Thompson Rivers University achieved STARS Silver status in 2011 through the Association for the Advancement of Sustainability in Higher Education and our university is a founding member and one of only two Canadian universities in the Billion Dollar Green Challenge.

TRU will introduce a new Environmental Leadership Certificate program beginning September 2012, recognizing students who are leaders in the field of Environmental Sustainability.

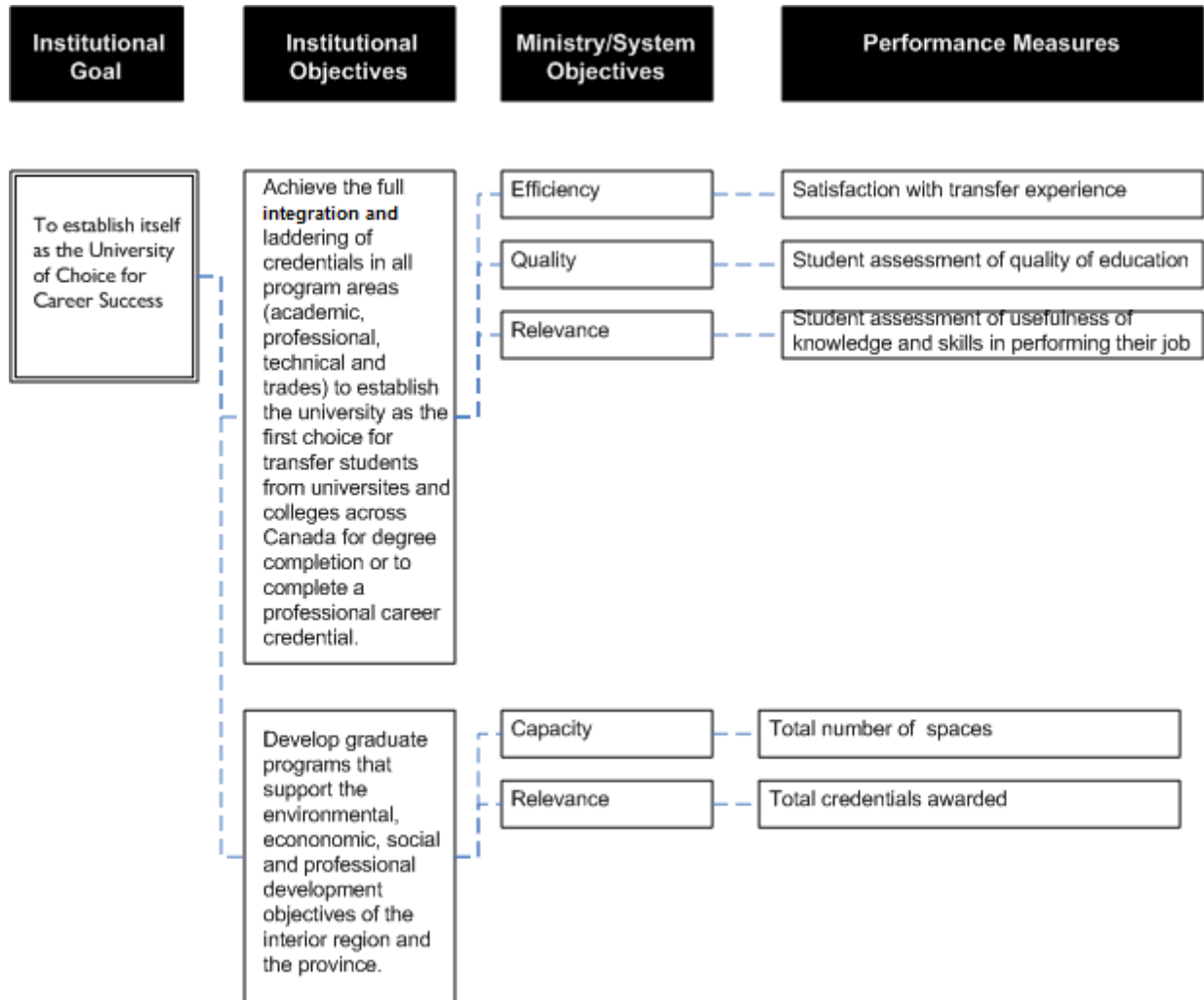
GOAL: To establish itself as the University of Choice for International Opportunities.



TRU World has recently established recruitment centres in Chandigarh and Bangalore, India; Ho Chi Minh City, Vietnam; and Medellin, Colombia. As well, TRU recently signed agreements with Seattle Community Colleges & Edmonds Community College to facilitate the block transfer of international students from Associate Degrees in Arts and Sciences to Bachelor Degree studies at TRU. TRU signed an agreement with Universidad EAFIT in Medellin, Colombia to offer a dual TRU/EAFIT bachelors degree in Computer Science & Systems Engineering.

Additionally, TRU and the Colombian Institute of Educational Credit and Technical Studies Abroad (ICETEX) formalized an agreement to strengthen educational links through a scholarship program. The agreement will see TRU provide three scholarships annually to Colombian students entering the university's graduate programs while ICETEX will provide educational loans for Colombian students attending TRU, as well as opportunities for TRU faculty to participate in conferences, workshops and visiting professorships at Colombian universities. Finally, in 2011, 61 TRU students went out on Study Abroad exchanges and TRU received 89 inbound students from exchange partner schools.

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



The TRU Career Education Department has supported over 4,000 students on campus with their career exploration and development. Over 1,000 one-on-one career education sessions have been provided, 120 career seminars have been offered, and dozens of employer events have been hosted on campus. The goal in this support is to help students transition their academic experience to career success in a dynamically changing labour market. We are particularly proud of becoming one of the first universities in Canada to offer co-op for credit, and coordinating one of the largest job fairs in British Columbia.

Performance Results

The performance results¹ below are calculated for TRU as a whole, including On Campus and Open Learning activity.

Student Spaces (FTE)²

Performance measure	Reporting year			
	2010/11 Actual	2011/12 Target	2011/12 Actual	2011/12 Target assessment
Total student spaces	7,810	7,986	7,754	Substantially achieved
Nursing and other allied health programs	1,003	736	969	Exceeded
Developmental	523	944	515	Not Achieved

TRU has achieved 96.7% of its targeted student spaces for the 2011/12 year. Spaces for Nursing and other Allied Health programs have exceeded the target by 232 spaces. The 2011/12 target for developmental student spaces has not been met. TRU will continue to work towards our target in this area.

Credentials Awarded³

Performance measure	Reporting year			
	2010/11 Actual	2011/12 Target	2011/12 Actual	2011/12 Target assessment
Number	2,149	2,295	2,305	Achieved

Aboriginal Student Headcount⁴

Performance measure	Reporting year			
	2010/11 Actual	2011/12 Target	2011/12 Actual	2011/12 Target assessment
Number	2,368	≥ previous year	2,539	Achieved
Percent	9.2%		10.0%	Achieved

Aboriginal representation at TRU has seen an increase in percentage of aboriginal student headcount since last year, with a 7% increase in the number of aboriginal students.

Aboriginal Student Spaces (FTE)⁵

Performance measure	Reporting year			
	2010/11 Actual	2011/12 Target	2011/12 Actual	2011/12 Target assessment
Total Aboriginal student spaces	988	N/A	1,024	Not assessed
Ministry (AVED)	821		823	
Industry Training Authority (ITA)	176		201	

Aboriginal student spaces at TRU has seen a moderate increase over last year, primary due to an increase in Industry Training Authority spaces.

Student Satisfaction with Education⁶

Performance measure	Reporting year					
	2010/11 Actual		2011/12 Target	2011/12 Actual		2011/12 Target assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.4%	1.1%	≥ 90%	94.1%	1.2%	Achieved
Apprenticeship graduates	98.4%	1.4%		95.4%	2.0%	Achieved
Baccalaureate graduates	99.0%	0.6%		96.1%	1.2%	Achieved

Satisfaction levels of former students remain high. TRU continues to solicit student feedback on a regular basis, and has developed a process which will ensure continued institutional response to this information.

Former Diploma, Associate Degree, and Certificate Students' Assessment of Skill Development⁶

Performance measure	Reporting year					
	2010/11 Actual		2011/12 Target	2011/12 Actual		2011/12 Target assessment
	%	+/-		%	+/-	
Skill development (avg. %)	79.8%	2.4%	≥ 85%	79.7%	2.3%	Substantially achieved
Written communication	71.3%	3.3%		71.6%	2.8%	
Oral communication	72.6%	3.3%		70.3%	2.9%	
Group collaboration	86.3%	2.0%		82.6%	2.2%	
Critical analysis	83.4%	2.0%		84.5%	1.9%	
Problem resolution	77.6%	2.3%		79.7%	2.2%	
Learn on your own	84.4%	2.0%		84.3%	1.9%	
Reading and comprehension	83.0%	2.1%		83.3%	2.0%	

The target for overall skill development of former diploma, associate degree, and certificate students has been substantially achieved. These students assessed overall skill development at 80%, or 94% of the identified target.

Baccalaureate Graduates' Assessment of Skill Development⁶

Performance measure	Reporting year					2011/12 Target assessment
	2010/11 Actual		2011/12 Target	2011/12 Actual		
	%	+/-		%	+/-	
Skill development (avg. %)	86.4%	2.2%	≥ 85%	84.7%	2.4%	Achieved
Written communication	83.2%	2.4%	≥ 85%	85.3%	2.3%	Achieved
Oral communication	85.7%	2.3%		84.8%	2.4%	
Group collaboration	84.4%	2.5%		79.6%	2.8%	
Critical analysis	91.9%	1.7%		89.0%	2.0%	
Problem resolution	78.8%	2.7%		77.4%	2.8%	
Learn on your own	91.1%	1.8%		88.9%	2.0%	
Reading and comprehension	89.3%	2.0%		87.0%	2.2%	

Baccalaureate graduates assessed TRU as being at the target in their assessment of overall skill development.

Student Assessment of the Quality of Instruction⁶

Performance measure	Reporting year					2011/12 Target assessment
	2010/11 Actual		2011/12 Target	2011/12 Actual		
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	96.5%	1.0%	≥ 90%	95.1%	1.1%	Achieved
Apprenticeship graduates	97.6%	1.7%		96.8%	1.5%	Achieved
Baccalaureate graduates	95.4%	0.5%		97.2%	1.0%	Achieved

All three groups of students assessed TRU's quality of instruction as being over 95%, well above the 90% target.

Student Assessment of Usefulness of Knowledge and Skills in Performing Job⁶

Performance measure	Reporting year					2011/12 Target assessment
	2010/11 Actual		2011/12 Target	2011/12 Actual		
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	83.8%	2.3%	≥ 90%	87.0%	2.1%	Substantially achieved
Apprenticeship graduates	98.3%	1.6%		93.3%	2.5%	Achieved
Baccalaureate graduates	91.0%	2.1%		88.1%	2.5%	Achieved

Former diploma, associate degree and certificate students assessed TRU at 87% for the usefulness of knowledge and skills in performing their jobs, which puts the 20011/12 actual at 97% of the identified target. Baccalaureate students assessed TRU at 88% while Apprenticeship graduates assessed TRU at 93%, exceeding the target.

Unemployment Rate^{6,7}

Performance measure	Reporting year					2011/12 Target assessment
	2010/11 Actual		2011/12 Target	2011/12 Actual		
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	8.2%	1.6%	≤ 14.0%	9.0%	1.7%	Exceeded
Apprenticeship graduates	7.2%	2.9%		6.3%	2.3%	Exceeded
Baccalaureate graduates	3.6%	1.3%		5.7%	1.7%	Exceeded

The unemployment rate targets for TRU were met and exceeded this year. Former diploma, associate degree, and certificate students reported 9%, apprenticeship graduates reported 6%, and baccalaureate students reported almost 6%.

Notes:

N/A – Prior data not available

¹ Please consult the 2011/12 Standards Manual for a current description of each measure. See http://www.aved.gov.bc.ca/framework/documents/standards_manual.pdf.

² Results from the 2010/11 reporting year are based on data from the 2010/11 fiscal year; results from the 2011/12 reporting year are based on data from the 2011/12 fiscal year.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2011/12 reporting year are a three-year average of the 2008/09, 2009/10 and 2010/11 fiscal years.

⁴ Results from the 2010/11 reporting year are based on data from the 2009/10 academic year; results from the 2011/12 reporting year are based on data from the 2010/11 academic year. Because some students attend both TRU and TRU-OL, combining the Aboriginal student headcount results will overstate the total.

⁵ Aboriginal student spaces (full-time equivalents) has been added in 2011/12 as a descriptive measure, incorporating data from the annual Student Transitions Project data match. Results from the 2010/11 reporting year are based on data from the 2009/10 fiscal year; results from the 2011/12 reporting year are based on the 2010/11 fiscal year. Results are presented as total Aboriginal student spaces (AVED + ITA full-time equivalents), Ministry (AVED), and Industry Training Authority (ITA).

⁶ Results from the 2010/11 reporting year are based on 2010 survey data; results from the 2011/12 reporting year are based on 2011 survey data. 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. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

⁷ Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the Interior region.

Target assessment scale	Description
Exceeded	More than 10% above target
Achieved	Up to 10% above target
Substantially achieved	Up to 10% below target
Not achieved	More than 10% below target

TRU Accountability Framework Performance Targets 2012/13-2014/15¹

Performance measure	2012/13	2013/14	2014/15
Student spaces			
Total student spaces	7,986	7,986	TBD
Nursing and other allied health programs	736	736	TBD
Developmental programs	944	944	TBD
Credentials awarded			
Number	≥ 2,362	TBD	TBD
Aboriginal student headcount			
Number	≥ 2,539	≥ previous year	
Percent	≥ 10%		
Student satisfaction with education			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Students' assessment of skill development			
Apprenticeship graduates	≥ 85%		
Former diploma, associate degree, and certificate students			
Skill development (avg. %)			
Student assessment of the quality of instruction			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Unemployment rate			
Apprenticeship graduates	≤ unemployment rate for individuals with high school credentials or less		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Student assessment of usefulness of knowledge and skills in performing job			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			

Notes

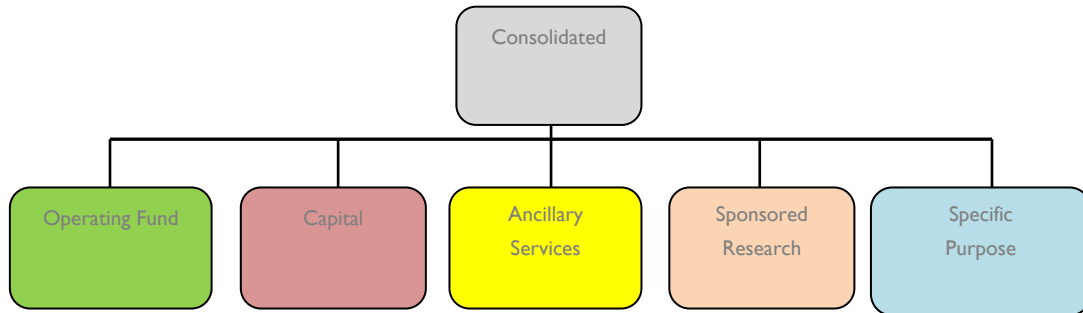
¹Includes targets for TRU-OL

Summary Financial Report 2011/12

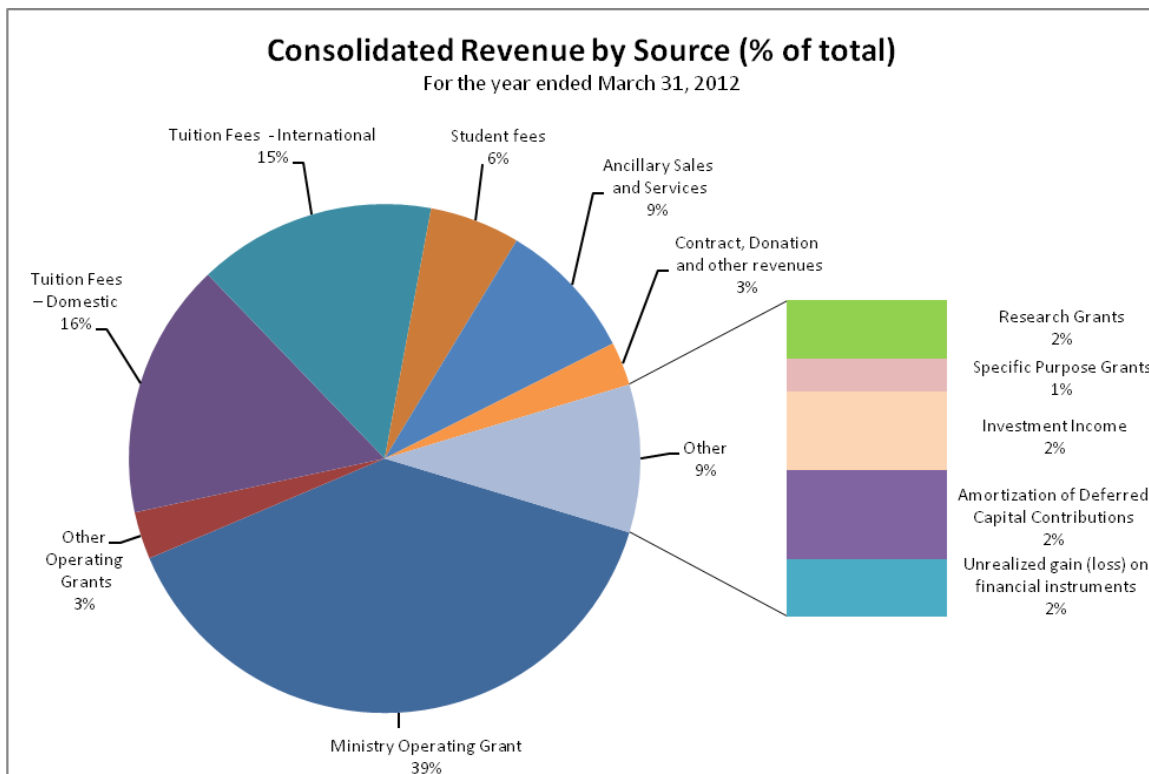
TRU's Financial Statements can be found at:
<http://www.tru.ca/finance/financialstatements.html>

CONSOLIDATED FINANCIAL STATEMENTS

Consolidated Statement of Operations - Revenue



Consolidated revenue for the twelve months ended March 31, 2012 totalled \$166.1 million, an increase of \$3.6 million from the previous year. Consolidated revenues come from a variety of sources as illustrated below:



Revenues (in millions)	2012	2011
Ministry Operating Grant	\$ 64.6	\$ 64.6
Other Operating Grants	5.0	7.9
Research Grants	2.9	4.1
Tuition Fees – Domestic	27.0	25.1
Tuition Fees - International	25.1	23.0
Student fees	9.5	8.6
Ancillary Sales and Services	14.8	14.7
Specific Purpose Grants	1.6	2.0
Investment Income	3.9	2.7
Amortization of Deferred Capital Contributions	4.4	3.8
Unrealized gain (loss) on financial instruments	2.8	1.5
Contract, Donation and other revenues	4.5	4.5
Total	\$ 166.1	\$ 162.5

Highlights

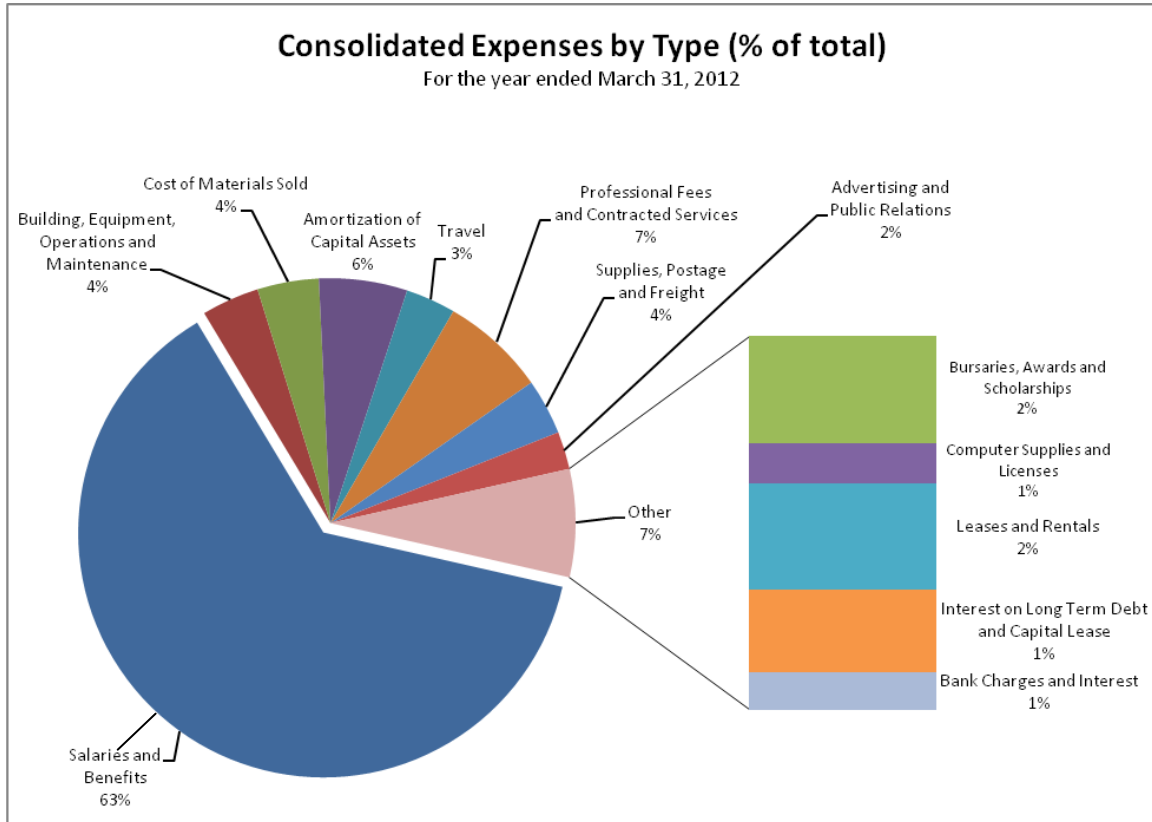
The year-to-year difference in revenues results from the following significant changes:

- Domestic tuition revenue increased by \$1.9 million. This increase is a result of a 2% increase in tuition fees, the first year of the new law program, offset by a small decrease in domestic enrolments.
- International tuition increased by \$2.1 million as a result of higher enrolments.
- Other operating grants include funding from Industry Training Authority and the annual capital allowance grant from the Province. The decrease is mainly due to reduced capital improvement grants from the Knowledge Infrastructure Program in prior year and an increase in revenue deferral to 2012/13.
- Decrease in research grants is mainly due to smaller equipment grants by CFI and Western Diversification.
- Increase in student fees is from a 2% increase in student fees and recognition of prior years' revenues (from deferred revenues) for technology improvements to student computer labs and classrooms.
- Investment income is comprised of three components: interest revenue, realized gains and unrealized gains. TRU reports interest revenue and realized gains separate from unrealized gains. In 2012 the interest revenue is \$2.7 million and the realized gain is \$1.2 million for a total of \$3.9 million reported as Investment Income. Investment Income is utilized by the University in its planning and

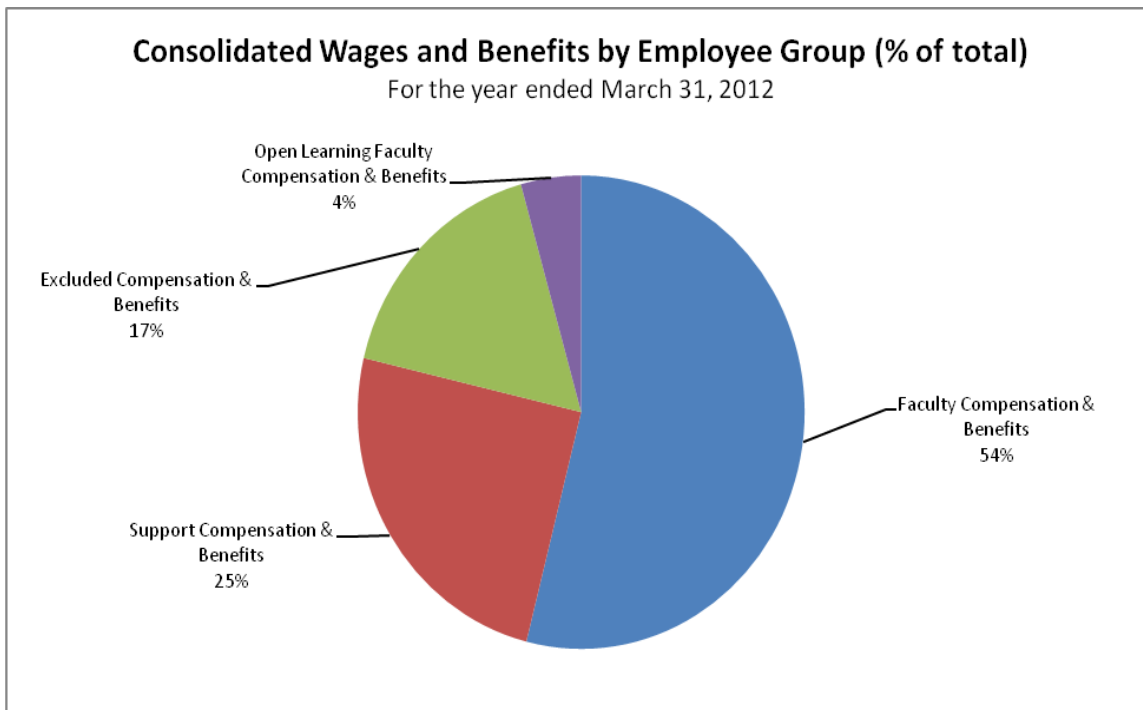
budgeting. The unrealized gains are reported separately and included in consolidated revenues but are not included by the University in its planning and budgeting purposes.

Consolidated Statement of Operations – Expenses

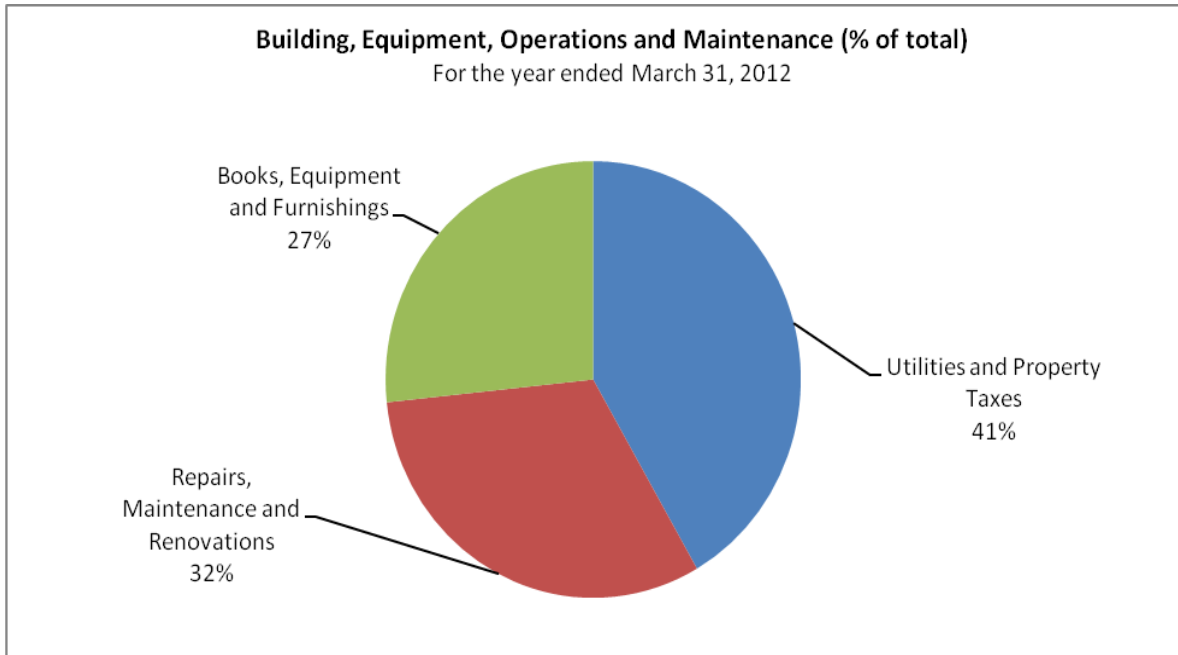
Consolidated expenses for the twelve months ended March 31, 2012 increased by \$3.8 million from the previous year.



Expenses (in millions)	2012	2011
Salaries and Benefits	\$ 99.0	\$ 95.3
Building, Equipment, Operations and Maintenance	6.0	6.1
Cost of Materials Sold	6.4	6.4
Amortization of Capital Assets	9.2	8.4
Travel	5.2	4.6
Professional Fees and Contracted Services	10.9	13.0
Supplies, Postage and Freight	5.8	4.8
Advertising and Public Relations	3.9	3.9
Bursaries, Awards and Scholarships	3.2	3.1
Computer Supplies and Licenses	1.2	1.7
Leases and Rentals	3.2	2.8
Interest on Long Term Debt and Capital Lease	2.5	2.6
Bank Charges and Interest	1.1	1.1
Total	\$ 157.6	153.8



Wages & Benefits by Employee Group (in millions)	2012	2011
Faculty Compensation & Benefits	\$ 53.4	51.4
Support Compensation & Benefits	24.5	24.0
Excluded Compensation & Benefits	16.8	16.0
Open Learning Faculty Compensation & Benefits	4.3	3.9
Total	\$99.0	95.3



Building, Equipment, Operations and Maintenance (in millions)	2012	2011
Utilities and Property Taxes	\$ 2.5	2.7
Repairs, Maintenance and Renovations	1.9	2.3
Books, Equipment and Furnishings	1.6	1.1
Total	\$ 6.0	6.1

Highlights

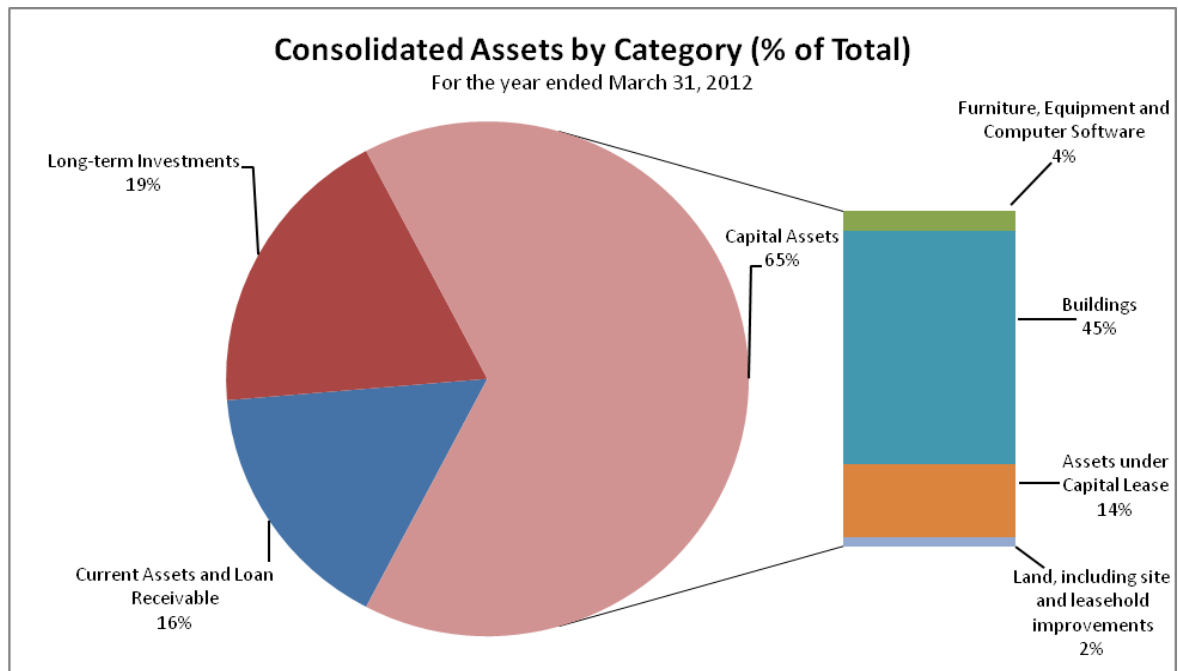
The majority of the increase or decrease in expenses results from:

- Salary and benefit increases of \$3.7M result from Faculty of Law hiring, annual faculty and staff increments, faculty promotions, benefit cost increases.
- Professional fees and contracted services decreased by \$2.1 million as a result of lower expenditures on capital improvements.

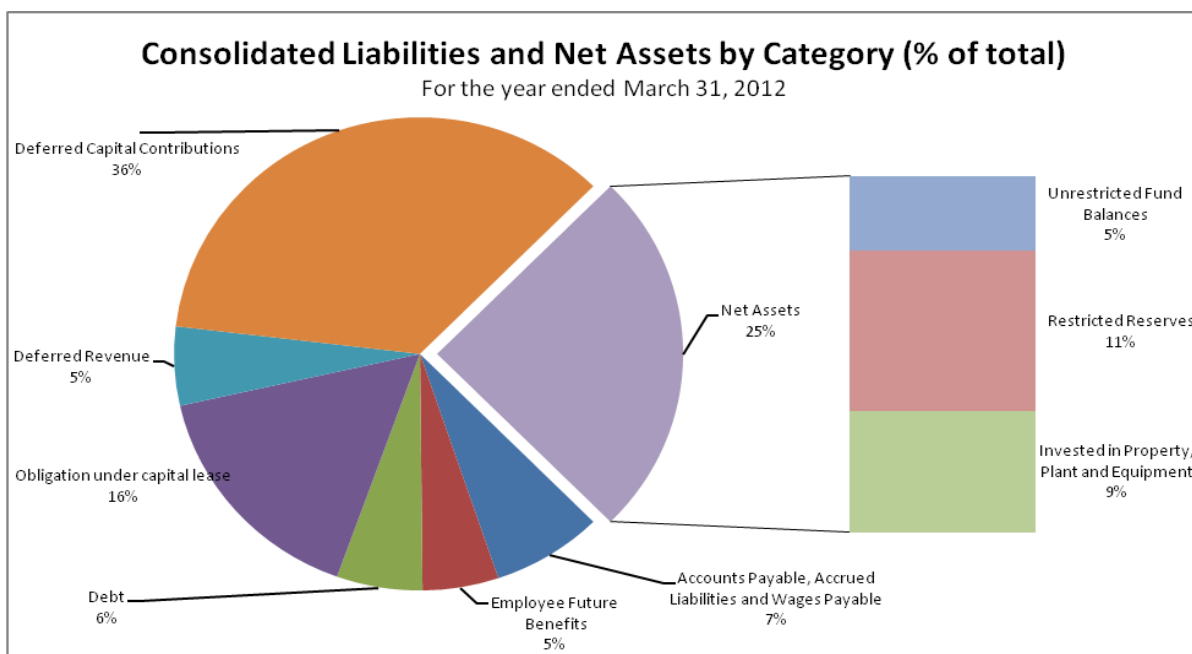
- Computer supplies and licences decreased by \$0.5 million (lower consulting and licence fees) because the implementation of the enterprise wide information system was completed.
- Travel cost increased by \$0.6 million. Majority of the increase results from additional travel costs incurred by the TRU World (international student recruitment), Athletics department (team and tournament travel) and an increase in student field trips.
- The cost of supplies, postage and freight increased by \$1.0 million. This increase is due to several items: increased purchases of electronic library resources, start-up costs for Faculty of Law, increases program costs, postage and courier costs (from higher Open Learning enrolments), as well as inflationary pressures.

Consolidated Statement of Financial Position

Assets total \$249.4 million while liabilities and deferred contributions total \$186.9 million, leaving a net asset balance of \$62.5 million dollars.



Assets (in millions)		2012	2011
Current Assets:	Current Assets and Loan Receivable	\$ 40.0	32.4
Investments:	Long-term Investments	46.5	54.8
Capital Assets:	Furniture, Equipment and Computer Software	9.7	10.2
(Net of amortization)	Buildings	113.7	108.6
	Assets under Capital Lease	35.2	36.5
	Land, including site and leasehold improvements	4.4	3.7
Total		\$ 249.5	246.2



Liabilities and Net Assets (in millions)		2012	2011
Liabilities:	Accounts Payable, Accrued Liabilities and Wages Payable	\$ 18.2	21.9
	Employee Future Benefits	12.5	12.8
	Debt	14.1	14.9
	Obligation under capital lease	40.0	40.3
	Deferred Revenue	13.4	13.3
	Deferred Capital Contributions	88.8	89.1
Net Assets:	Unrestricted Fund Balances	13.0	16.5
	Restricted Reserves	28.2	21.9
	Invested in Property, Plant and Equipment	21.3	15.5
Total		\$249.5	246.2

CAPITAL PROJECTS

The construction of the House of Learning was completed in May 2011.

Work on the Phase 1 of Old Main Building 3rd Floor Expansion started in 2011 and will continue throughout summer of 2012.

Other completed projects include Faculty Office Additions, Campus Activity Centre 3rd Floor Addition, Lighting and Mechanical Energy Reduction, Simulation Equipment for the Faculty of Science, and Old Main seismic upgrades, asbestos removal and window replacement.

Highlights

The majority of the change in financial position (from pages 10 and 11) results from:

- Capital projects completed during the year totaled \$13.2 million.
- Increase in prepaid expenses is mainly due to an increase in prepaid employee benefits and prepaid maintenance of the University's information system.
- Increase in cash is partly offset by a decrease in short term and long term investments. The University holds its cash reserves to meet current obligations for accounts and wages payable as well as various capital projects.
- A 3.8 million decrease in accounts receivable (current assets).

- The accounts receivable is comprised of the following (in millions):

	2012	2011
Student/Sponsor	\$ 5.5	\$ 6.3
Trade	2.2	3.3
Related Parties	6.9	8.8
Total	\$14.6	\$18.4

- Definitions:
 - Student/Sponsor Receivables are amounts owed by students or organizations for tuition and other fees
 - Trade Receivables are amounts owed by governments, individuals or organizations for items such as equipment grants, capital projects, research grants, contract revenues, ancillary services.
 - Related Parties include Province of BC, Crown Corporations, Universities, Health Authorities and other agencies controlled by the Province of BC, Employees, TRU Foundation, Alumni and others.
- A 3.8 million decrease in accounts payable (current liability) from lower capital construction activity.
- During the current fiscal year, the University was able to repay \$1.3 million of debt and capital lease.
- The increase in net assets invested in capital assets is a result of current year capital purchases (listed above) that were funded by the University's internal resources.
- The increases in restricted reserves are due to increases in designated funds, faculty and departmental carry forwards, capital, operational and specific purpose reserves. The year to year change is as follows:

	2012	2011
Designated and Specific Purpose Reserves	\$ 12.0	\$ 8.2
Faculty and Departments Carry Forwards	9.3	8.4
International Capital and Operational Reserve	5.8	4.3
Residence Repair and Replacement Reserve	0.4	0.3
Athletics Endowment	0.7	0.7
Total	\$ 28.2	\$ 21.9

- The slight net increase in deferred capital contributions is a result of receiving provincial and federal grants and donations to fund research and other equipment, and energy reduction projects.

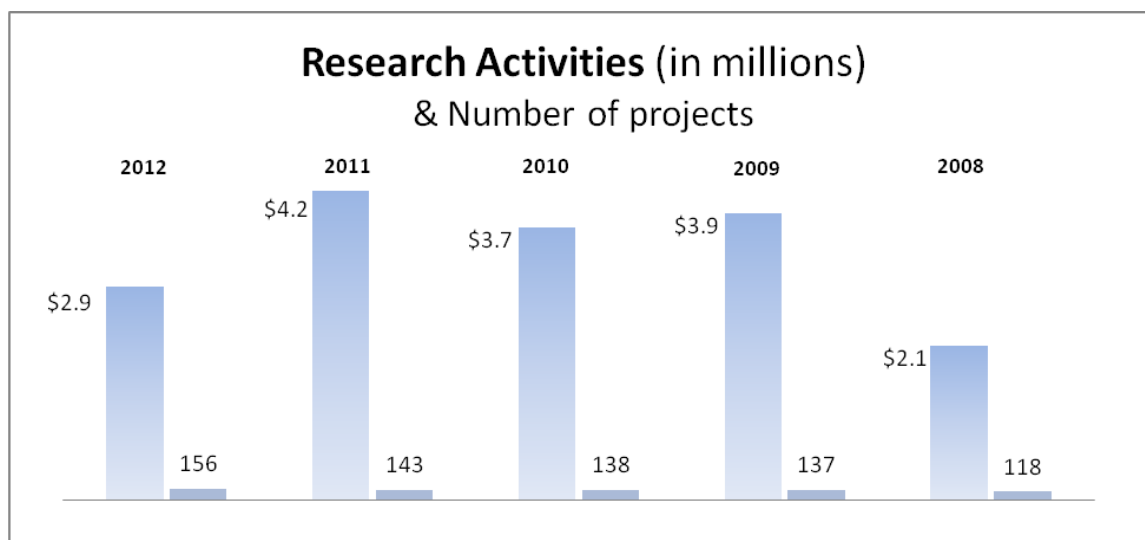
SPECIFIC PURPOSE

The Specific Purpose funds 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, Capital 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 these funds accommodated approximately 180 specific purpose project activities.

SPONSORED RESEARCH FUNDS

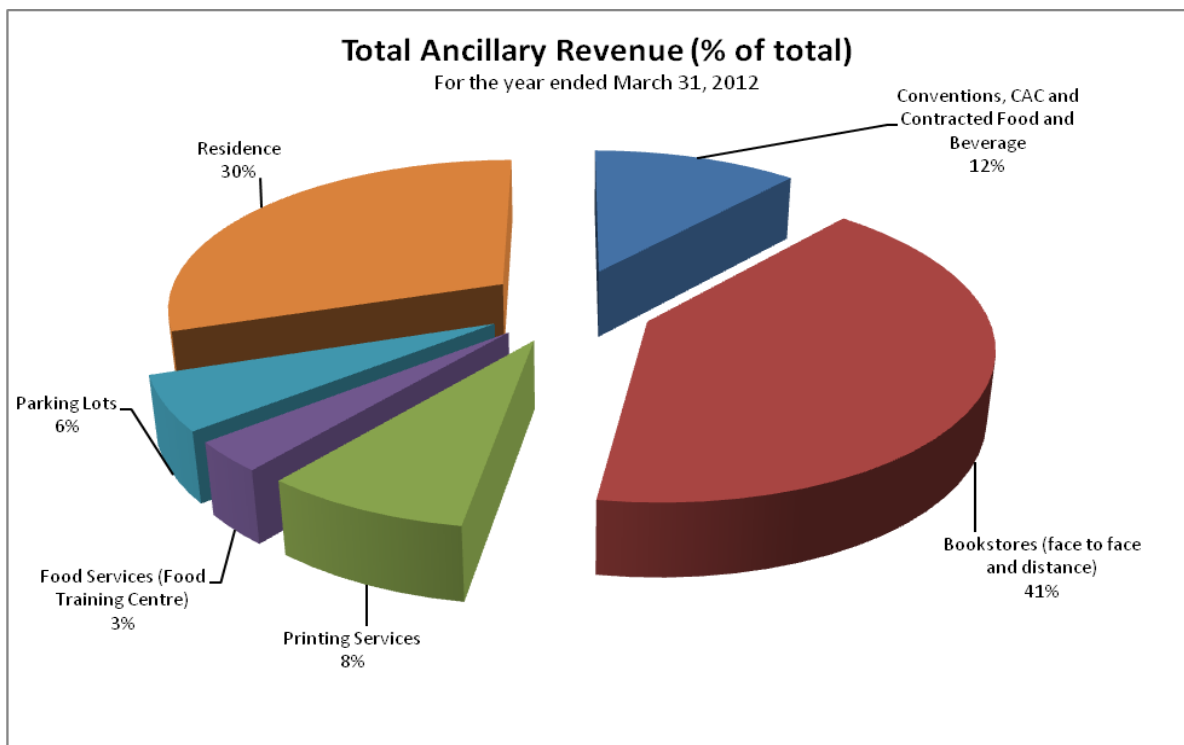
Sponsored Research consists of externally restricted funds. Funds are restricted to research use only as established by the grantor. Unused funds that are externally restricted appear as deferred contributions on the balance sheet. In the 2011/12 fiscal year there were approximately 156 active research projects undertaken at TRU with research grants in a variety of disciplines, representing \$2.9 million in sponsored research expenditures.



ANCILLARY SERVICES

Ancillary enterprises provide goods and services to the University community and include: the Bookstores, 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)	2012	2011
Conventions, CAC and Contracted Food and Beverage	\$ 1.8	\$ 1.6
Bookstores (on campus and distance)	6.4	6.5
Printing Services	1.3	1.4
Food Services (Food Training Centre)	0.5	0.5
Parking Lots	0.9	0.9
Residence	4.7	4.7
Subtotal	\$ 15.8	\$ 15.6
Less internal sales	- 1.0	- 0.9
Total per financial statements	\$ 14.8	\$ 14.7

