



THOMPSON RIVERS
UNIVERSITY

Institutional
Accountability
Plan & Report:
2010/11 to 2012/13



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Letter from the Board Chair and President



OFFICE OF THE PRESIDENT

July 5, 2010

The Honourable Moira Stilwell, Minister
Ministry of Advanced Education
and Labour Market Development
PO Box 9058 Stn Prov Govt
Victoria BC V8W 9E2

Dear Minister Stilwell:

Re: Thompson Rivers University Institutional Accountability Plan and Report 2010/11 to 2012/13

We are pleased to present you with the Thompson Rivers University (TRU) Institutional Accountability Plan and Report for 2010/11 to 2012/13. The University's Board of Governors and senior administration are pledged to deliver on their commitments to Government with respect to meeting student FTE targets and overall institutional performance to meet or exceed provincial accountability benchmarks.

Thompson Rivers University continues to expand its comprehensive range of programming, including new aboriginal education initiatives, increased trades training, and maintaining a focus on the priority FTE targeted areas. Furthermore, TRU ensures that we meet our provincial mandate for Open Learning for the benefit of all citizens of British Columbia. Finally, we are well on our way to establishing British Columbia's third Law School with a first intake of students in the Fall of 2011.

Sincerely,

Handwritten signature of Karl de Bruijn in black ink.

Karl de Bruijn
Chair, Board of Governors

Handwritten signature of Roger H. Barnsley in black ink.

Roger H. Barnsley
President and Vice-Chancellor (Interim)



Institutional Overview

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

Thompson Rivers University: Our History

Thompson Rivers University (TRU) was founded in 1970 as Cariboo College, one of the network of two-year community colleges created in the 1960s and '70s to bring post-secondary education and training to all corners of British Columbia. The college began operations in Kamloops in the fall of 1970 in temporary quarters at the Kamloops Indian Residential School, and in the summer of 1971 moved to the current campus location on the south slope of the city overlooking the Thompson Rivers. From the main campus in Kamloops, and a satellite campus in Williams Lake, the institution has served regional communities from Merritt in the south and Lillooet in the west, Williams Lake and Clearwater to the north, and east to Chase for over 40 years.

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

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

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

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

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

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

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

The naming of the university took place in September 2004, and on March 31st, 2005 the Inaugural Convocation ceremonies marked the formal transition to Thompson Rivers University. Today, the impacts of this new role are being felt in many different ways, and the potential benefits of a truly comprehensive, primarily undergraduate, teaching-focused university are being recognized across the country and beyond.

Upwards of 13,000 students now study on campus at TRU, while another 10,000 students enrol annually in distance and online courses and programs. The launch of the first TRU Master Degree, a Master of Business Administration, in the Fall of 2006, followed by the Master of Education and Master of Environmental Science programs introduced in the Fall of 2007, marked the next step in the continued evolution of the University. Furthermore, the introduction of distance and online learning into an already highly integrated offering of degree, diploma, certificate, trades and adult education programs makes Thompson Rivers University the most comprehensive university in Canada.

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

Mission Statement

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

Value Statements

Learner-Centredness

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 traditional and distance delivery methods, through a progressive credential structure, and through ladder curricula, all of which allow students to

move in and out of post-secondary education as their personal and professional needs allow.

Quality of Education and Service

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

Responsiveness

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

Comprehensiveness

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

Sense of Community

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

Accountability

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

Environmental Responsibility

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

Quality Work Place

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

Strategic Goals

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

The University of Choice for Student Engagement

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

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

- > Engage students in the quest for world citizenship through social and cultural learning opportunities, in a respectful and inclusive environment that provides a better understanding and appreciation of our global community.
- > Engage students in discovery by incorporating research, in the broadest sense, as part of the curriculum and equip them with an understanding of academic integrity, ethics, social and environmental responsibility.
- > Engage students in a stimulating academic experience that provides a highly interactive environment between students, faculty and alumni as an integral part of an ongoing focus on improving and enhancing learning.

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

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

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

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

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

The University of Choice for Aboriginal Students and First Nations

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

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

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

The University of Choice for Open Learning

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

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

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

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

The University of Choice for Environmental Sustainability

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

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

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

The University of Choice for International Opportunities

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

faculty and staff, and by increasing levels of international awareness and understanding within the university community.

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

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

The University of Choice for Career Success

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

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

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

Planning and Operational Context

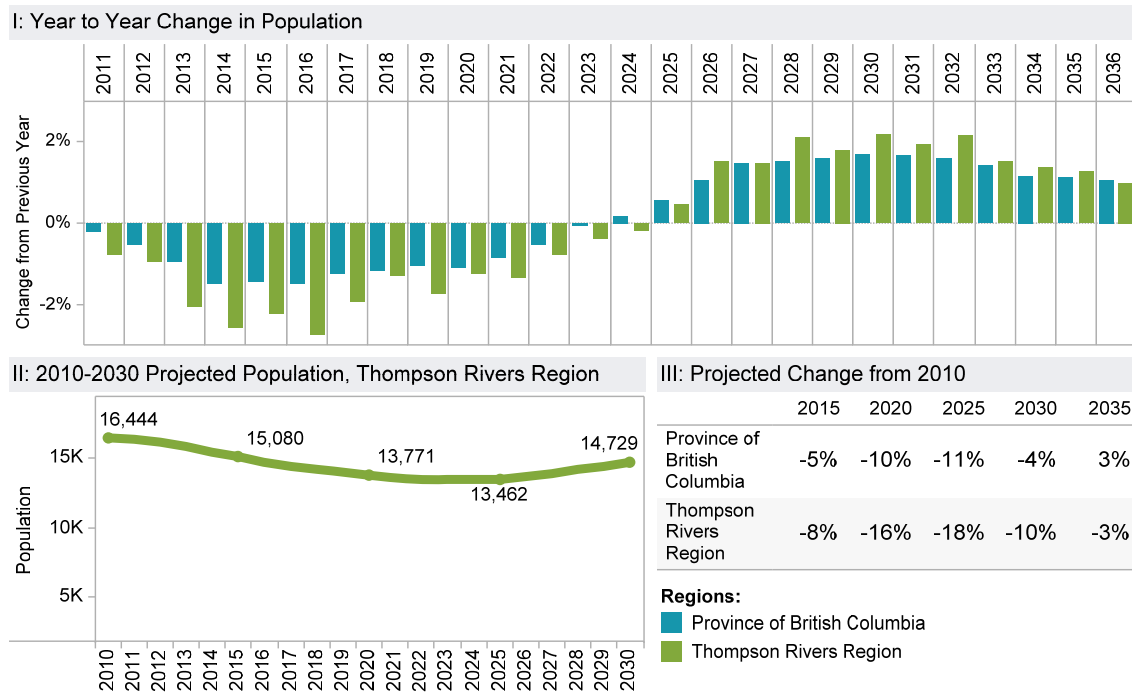
External Environment

Population

The cohort of traditionally-aged post-secondary students (18 to 24 years) is expected to experience a pronounced decline over the next 15 years in the Thompson Rivers region - despite an overall projection of population growth for the region (Figure I).

In the fall of 2009, 74% of all new students at the Kamloops campus were aged 18 to 24¹. The entire province will experience a decline in this population group, however the Thompson Rivers region will experience a faster decline (an average of 1.8% a year over the next ten years, as compared to 1.1% provincially) (Figure I.I). This trend will see a net decrease of over 2,600 people by 2020 (Figure I.II). The 18 to 24 cohort will again see positive growth by 2025 (Figure I.I). While it is projected that the provincial cohort will see a full recovery by 2035, the Thompson Rivers region cohort will not experience a similar recovery (Figure I.III).

Figure I: Projected Population Changes of 18 to 24 Cohort²

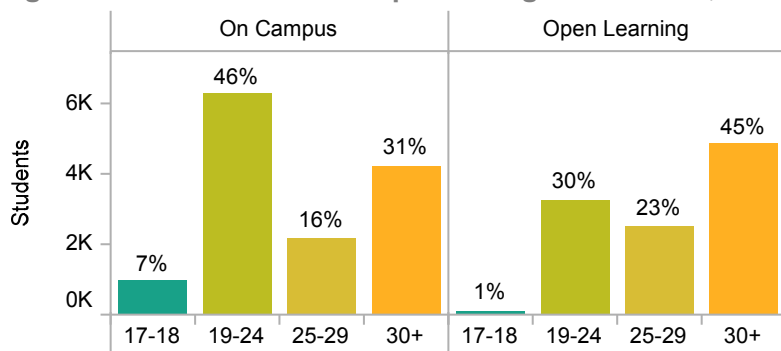


¹ (Institutional Planning & Analysis, 2009)

² (BC Stats, 2010a) (Bélanger & Statistics Canada, 2005)

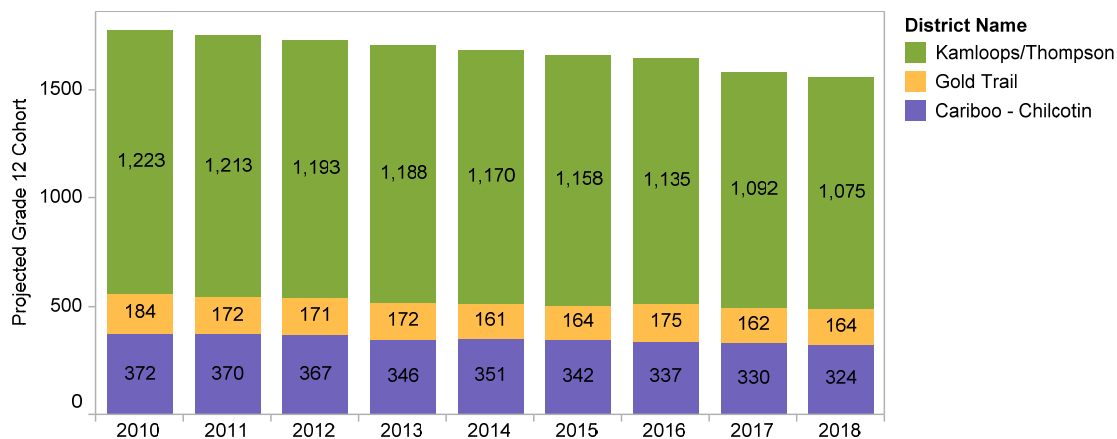
Only 11% of the population in both the Thompson Rivers region and the province is a traditional university-going age (17 to 24), and this figure is expected to decrease. This group, however, comprises a large portion of the TRU student population (53% of On-Campus students and 32% of Open Learning students) (Figure 2)³. The Open Learning student population is fairly representative of its mandated catchment area (all of British Columbia), with 45% of students aged 30+.

Figure 2: 2009-2010 Student Population Age Distribution, TRU⁴



In 2009, 94% of domestic TRU students came from areas within BC.⁵ Of students who were new to the Kamloops campus, 55% were direct or delayed high school entrants⁶. As is congruent with the projected declines in the traditional post-secondary aged population, Grade 12 cohorts are also expected to decrease over the next several years (Figure 3).

Figure 3: Projected Grade 12 Cohorts, Thompson Rivers Region School Districts 2010-2018⁷



³ (BC Stats, 2010b)

⁴ (Institutional Planning & Analysis, 2010)

⁵ (Institutional Planning & Analysis, 2009)

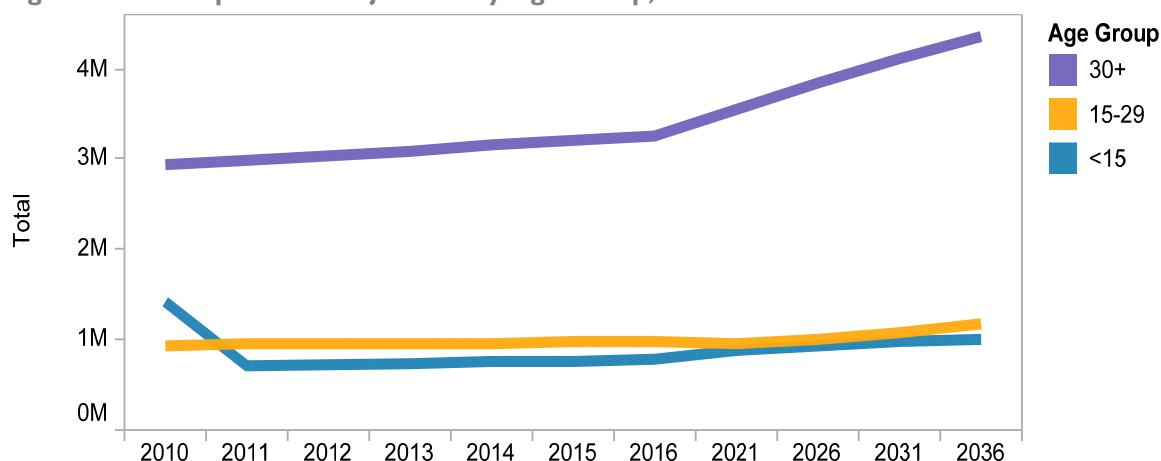
⁶ *ibid*

⁷ (Resource Management Division, 2010)

Of the 55% of new TRU students that come from high school, about half (or 24% of all new students) originated from high schools in the Kamloops/Thompson school district (District No. 73)⁸. This district, along with most districts, is projected to experience a decline in the Grade 12 population from 2010 to 2018⁹. The largest growth of individual Grade 12 students is projected to occur in the Burnaby school district, with a net increase of only 120 students over the next eight years.

Although a decline in the traditionally-aged university student population is projected across the province, the population of individuals aged 30+ is projected to increase (Figure 4). Currently, this age group represents only one-third of TRU’s on-campus population (Figure 2).

Figure 4: B.C. Population Projections by Age Group, 2010-2036¹⁰



Aboriginal Population

The Thompson Rivers post-secondary region population is comprised of a comparatively large percentage of Aboriginal people. The combined population of Aboriginal people living in the Thompson Rivers region represents 12.9% of the total population, as compared to 4.8% in all of BC. This cohort was comprised of a total of 2,185 people in 2006, with (41%) living on-reserve. The Thompson Rivers on-reserve 18 to 24 cohort is one of the largest in the province.

The largest Thompson Rivers region reserves in terms of total population include Kamloops (1,786), Anahim’s Flat (526), Nicola Mameet (483), and Alkali Lake (363)¹¹.

⁸ (Institutional Planning & Analysis, 2009)

⁹ (Resource Management Division, 2010)

¹⁰ (Bélanger & Statistics Canada, 2005)

¹¹ (BC Stats, 2009)

The off-reserve 18 to 24 cohort of the Thompson Rivers region was the fifth-largest in the province, according to the 2006 Census¹². The largest groups of Aboriginal people not living on a reserve, in terms of total population, are located in the communities of Kamloops (5,165), Williams Lake (1,435), and Merritt (1,125)¹³.

Despite fluctuations in overall enrolment over the last five years, Aboriginal representation in the student population has remained stable. Approximately 9% of all TRU students are identified as Aboriginal. This proportion includes approximately 10% of all On-Campus students and approximately 6% from the Open Learning Division. In the Thompson Rivers region, the average educational profile of the Aboriginal population is lower than that of the non-Aboriginal population (Table 1).

Table 1: Thompson Rivers Post-Secondary Region Educational Profile¹⁴

| 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% |

According to the 2006 census, Aboriginal people aged 25 to 64 in the Thompson Rivers region 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 over 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 peers¹⁵. Although the proportion of high school completion of the Aboriginal 25 to 64 cohort is similar between males and females in this region, the level of post-secondary attainment is higher for females (49.6% as 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)¹⁶.

¹² *ibid*

¹³ *ibid*

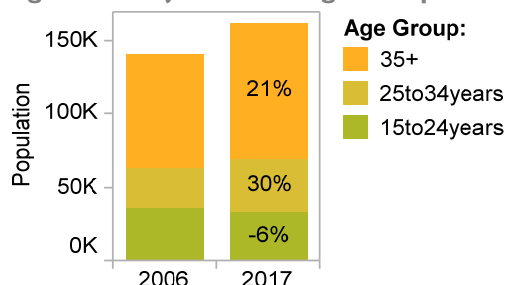
¹⁴ *ibid*

¹⁵ *ibid*

¹⁶ (BC Stats, 2009)

In comparison to the natural decrease that will be experienced by the BC population as a whole, the Aboriginal population of this province is expected to increase by 7% from 2011 to 2017 (according to a medium-growth scenario) (Figure 5)¹⁷.

Figure 5: Projected Aboriginal Population in BC, 2006 to 2017 (Medium Growth)



Similarly to the entire population, however, the Aboriginal population of BC is aging, and the traditional post-secondary aged cohort is projected to have decreased by 6% from 2006 to 2017. The numbers of people older than the traditional post-secondary age will also increase. The location, age and educational profile of Aboriginals in this region all have significant recruitment and planning implications for TRU. As the institution faces a decline in the traditional post-secondary aged population, an even higher percentage of eligible students in the future will be of Aboriginal descent. These aging trends, along with the comparatively low education rate of the Aboriginal population, points 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 latest BC Labour Market Outlook, over 1.1 million job openings are expected for BC over the next decade (2009-2019)¹⁸. About 60% of these openings will result from replacement demand (retirements and deaths) and the remaining 40% will result from expansion demand (increased economic growth). Overall, the province is expected to experience an average annual employment growth of 1.8% over this period, and the Cariboo region will experience the third-largest regional growth in the province (1.8%) after the North Coast and Nechako and Vancouver Island/Coast regions. In terms of numbers of job openings, the Thompson-Okanagan region will have the third-highest increase, with 116,000 openings from 2009-2019 (following the Mainland/Southwest and Vancouver Island/Coast regions), despite

¹⁷ (Statistics Canada, 2005)

¹⁸ (Work BC, 2009)

having the lowest annual growth rate (1.6%). In order to fill new labour demand, the Thompson-Okanagan region is expected to rely heavily on migrants, especially in the latter half of the outlook period. Provincially, the largest numbers of job openings will occur in the following occupational sectors:

- sales and service,
- trades, transport and equipment operators and related occupations, and
- business, finance and administration.

The highest growth rates will occur in the:

- health,
- trades, transport and equipment operators and related occupations, and
- natural and applied sciences and related occupations.

Similar to provincial trends, the top three growth occupations from 2009-2019 in the Thompson-Okanagan region will be in the health sector (Table 2).

Table 2: Top Growth Occupations, 2009-2019¹⁹

| Region | Occupation | Avg. Annual Growth | Growth in Labour Demand |
|-------------------|--|--------------------|-------------------------|
| Thompson-Okanagan | Nurse supervisors and registered nurses | 3.2 | 2,000 |
| | Physicians, dentists and veterinarians | 3.2 | 630 |
| | Optometrists, chiropractors and other | 3.2 | 80 |
| Cariboo | Agriculture and horticulture workers | 6.5 | 280 |
| | Contractors and operators in agriculture | 6.4 | 590 |
| | Masonry and plastering trades | 3.9 | 120 |

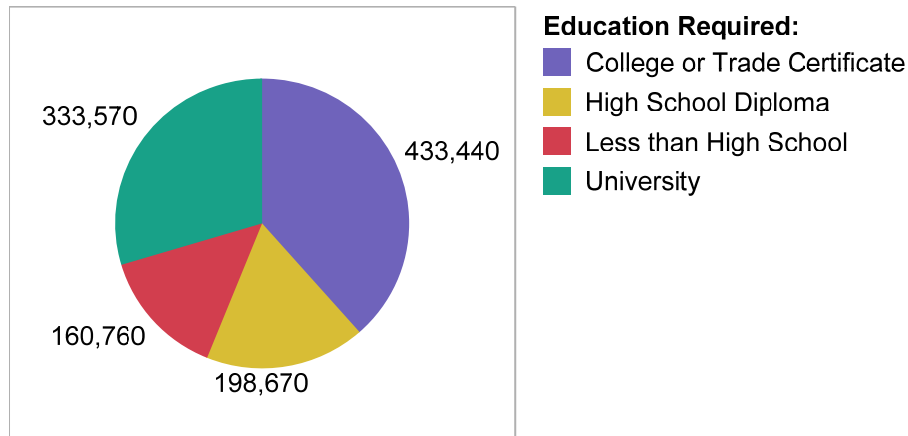
The increased demand for health occupations in the Thompson-Okanagan region reflects an aging population²⁰. Although agriculture-related occupations are among the top projected growth occupations in the Cariboo region, provincial demand for these occupations will not reach pre-recession levels over the next 10 years.

Nearly 70% of job openings in BC will require some post-secondary or a higher level of educational training (Figure 6). Approximately 38% of openings will require a college or trades certificate (technical, para-professional, and skilled occupations) and 30% 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.

¹⁹ (Work BC, 2009)

²⁰ (Work BC, 2009)

Figure 6: Skills Demand for Projected BC Job Openings, 2009-2019²¹



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 the BC Lions training camp, from political caucus gatherings to professional associations, and from high school graduations to weddings.

We are committed to building a better community. The Residential Construction students completed upgrades to the rowing and canoeing facilities at Shumway Lake, a legacy project for the 2011 Western Canada Summer Games. The students will also complete a two-storey barn at the BC Wildlife Park as part of their hand-on trades training before completing their program in July 2010.

Last year we reported that the School of Trades and Technology and the School of Advanced Technologies and Mathematics, in association with the Canadian Home Builders Association (CHBA) Central Interior Chapter, had been chosen to build one of three new CMHC Sustainable Housing Demonstration Homes in Canada. The home is now complete and is part of the Kamloops YMCA's annual fundraising. A portion of the proceeds will go towards scholarships for TRU students and tools for the School of Trades.

Thompson Rivers University has been recognized for demonstrating inspirational leadership in the area of mental health promotion and education by the Kamloops Branch of the Canadian Mental Health Association.

²¹ *ibid*

In the last two years the United Way campaign at TRU has garnered more support, earning the committee the 2009 United Way Community Spirit Award. During November's 27th Annual Foundation Awards Ceremony, \$409,000 was awarded to 470 students through 254 donor sponsored awards. An expected \$1,420,000 will be given out to students throughout the year in the form of scholarships, bursaries and awards from the TRU Foundation and internal university funding.

Business students in marketing, human resources and other disciplines under the mentorship of TRU faculty liaised with a variety of local non-profit groups to develop marketing plans, workplace safety policies and wellness programs. The project, now in its fourth year, has had very good response. Students have worked on over 45 projects including Big Brothers and Big Sisters, SPCA, Circle Day Care Secwepemc Cultural Society, Multiple Sclerosis Society and Child Development Centre. In addition, the accounting students offered free tax-preparation workshops to the community members.

Students and faculty from the School of Nursing stepped in and lent their hands and expertise to the community at the height of the Province's initiatives during this fall's H1N1 immunization clinics. There were also several flu clinics held on campus, coordinated by nursing faculty.

Through the President's Lecture Series and the TRU Students Union Common Voices Series the community was invited to hear the distinguished Canadians John Ralston Saul and Stephen Lewis.

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.

Internal Environment

Human Resources

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

President and Vice-Chancellor, Dr. Alan Shaver

An accomplished academic and administrator with senior leadership experience at two of Canada's best known universities has embraced Thompson Rivers University for its pioneering spirit and flexible delivery model of academic programming.



The national search culminated on June 2nd with the announcement of Dr. Alan Shaver as the next President and Vice-Chancellor of Thompson Rivers University. Dr. Shaver was selected after a comprehensive six-month process led by the TRU Board of Governors. Dr. Shaver will assume presidential responsibilities on December 1, 2010, after fulfilling his commitment as VP Academic and Provost at Dalhousie University.

Mr. Karl deBruijn described Dr. Shaver as having a highly student-centric approach to leadership and decision-making. "We look forward to the leadership of Dr. Shaver and his vision for TRU," says Mr. deBruijn, Chair of TRU's Board of Governors. "He has the academic qualities to lead and a proven administrative record. The Board and the search committee are confident Dr. Shaver is the ideal candidate to define, articulate and navigate TRU's position in the Canadian university landscape."

Unable to attend the media conference in person due to his key role in Dalhousie's convocation ceremonies, Dr. Shaver spoke via videoconference to students, faculty and administrators in TRU's Grand Hall.

"There is a pioneering spirit in Kamloops and in the past 40 years it has built an innovative and dynamic institution," Dr. Shaver said. "Many of the great Canadian universities are founded upon the vision of pioneers such as fur trader James McGill and British colonial administrator Lord Dalhousie, both believed that society must be built on education and free thought. That legacy of vision and spirit continues at TRU. It is time to take that legacy onto the global stage and continue innovating strategically to build a better world."

Dr. Shaver earned a BSc (Honours) from Carleton University and a PhD from the Massachusetts Institute of Technology. He has published over 130 papers on a variety of research topics. From 1995 to 2005 he served as Dean of Science at McGill University; prior to that he served as Chair of Chemistry. Dr. Shaver has held the position of Vice-President Academic and Provost at Dalhousie University since 2006.

Provost and Vice-President Academic, Dr. Ulrich Scheck



After serving as TRU's Interim Provost since June 2009, Dr. Ulrich Scheck was appointed Provost and Vice-President Academic in January 2010. The national search was led by Dr. Roger Barnsley, who announced Dr. Scheck's selection from 30 candidates. Dr. Scheck has previously served as Associate Vice-President Academic and Dean of Arts at TRU. Dr. Scheck envisions adding smart delivery, more dual and joint degrees, and accelerated outcomes to the options for TRU learners, saying, "My vision for TRU has always been to move us towards

becoming a distinct and open institution on the foundation of TRU's long-standing tradition of welcoming a very diverse group of students It is a truly exciting prospect to be part of the continued emergence of a new university. TRU has the potential to take on a leadership role in combining academic excellence with educational choice."

Prior to coming to TRU, Dr. Scheck was the Dean of Graduate Studies and Research at Queen's University in Ontario and had also held the positions of Professor and Queen's National Scholar. He also served as the Director of International Programs for the Faculty of Arts and Science at Queen's University.

Founding Dean of Law, Mr. Christopher Axworthy

Immediately following the announcement of TRU's new Law School, a national search began for its Founding Dean. In May 2010, Mr. Christopher Axworthy joined TRU as the Founding Dean, Faculty of Law. Mr. Axworthy was the former Dean of Law at Manitoba, and is a former Attorney General of Saskatchewan. Mr. Axworthy is faced with a unique task, saying, "It's a rare opportunity to build a law school from the ground-up. It



is particularly attractive to do so in a vibrant community like Kamloops with such a forward-looking and dynamic university as Thompson Rivers University, with the support of the University of Calgary.” Mr. Axworthy also looks forward to reaching out to BC’s Aboriginal population, noting that he has always had a keen interest in the issues of Aboriginal peoples as a Law professor in Manitoba and Saskatchewan.

Mr. Axworthy completed his graduate studies in Law at McGill University. After serving at the University of New Brunswick and Dalhousie University, he moved to the University of Saskatchewan to become the founding Executive Director of the Centre for the Study of Co-operatives, as well as Professor of Law. After being elected to Parliament, Mr. Axworthy was appointed as Minister of Justice and Attorney General for the Province of Saskatchewan. He was also appointed as Minister of Aboriginal Affairs and Minister of Intergovernmental Affairs and appointed as Queen’s Counsel before returning to academics, where he has most recently been the Professor and Dean of Law at the University of Manitoba.

Associate Vice-President International and CEO Global Operations of TRU World, Dr. Wes Koczka



In May 2010, Dr. Wes Koczka joined TRU as the Associate Vice-President International and CEO Global Operations of TRU World. As described by Mr. Cliff Neufeld, TRU’s Vice-President Finance and Administration, “Dr. Koczka has over 20 years of experience gained in both public and private sectors. He will bring a solid background in the development of domestic and international student marketing / recruitment, international partnerships and other internationalization opportunities at TRU.”

Dr. Koczka envisions continued growth for TRU World, stating, “TRU has an excellent reputation around the world for its programs and marketing innovation ... I am excited by this opportunity to continue the momentum of the individuals at TRU World that have created an enterprise that hosts more than 1,200 students from 70 countries on its campus and has more than 1,000 students enrolled in programs in China, India, Malaysia, Singapore and Thailand.”

Dr. Koczka has an extensive background in the international field and continuing studies area, including more than a decade with the University of Victoria and most

recently as the Vice-President, Business Development with the University Canada West. Dr. Koczka received his BA, BEd, and MEd degrees from the University of Saskatchewan, and his Doctorate in Education from Brigham Young University in Utah.

Dean of Students, Ms. Christine Adam



In May 2010, Ms. Christine Adam joined TRU in a five-year appointment as its first Dean of Students. Ms. Adam was selected after a search led by TRU's Vice-Provost Students, Mr. Peter Hilton. He emphasized the importance of this new Dean position, saying, "We have placed great importance on this new position and the role it will play in moving the student services and support side of our university forward in new and exciting ways.

In Christine Adam, we are delighted to have found a leader who understands how important this is to our university, and who embraces it with enthusiasm that can only inspire those around her."

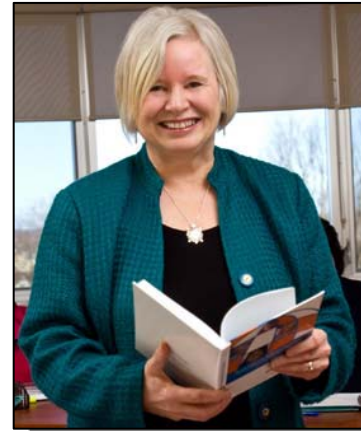
Ms. Adam is focused on student engagement, especially given that coming to TRU is a homecoming for her. She stated, "Supporting university students in the pursuit of their personal and professional goals is my passion ... To be able to return home to British Columbia and work with the team at TRU to create a campus that excels in engaging its students is truly an amazing opportunity."

Ms. Adam has recently moved from Ottawa, where she held the post of Assistant Dean of First Year Programs in the Faculty of Arts and Science at Carleton University. Prior to that, she was the Associate Director of the Centre for Initiatives in Education, and the Director of the Office of First Year Arts and Social Sciences, also at Carleton University. Ms. Adam graduated high school in 100 Mile House, received her BA in English at the University of Ottawa, a certificate in teaching English As A Second Language at Carleton University as well as her Master of Arts in Applied Language Studies at Carleton.

Dean, School of Nursing, Dr. Barbara Paterson

In July 2010, Dr. Barbara Paterson will begin her appointment as TRU Dean of Nursing. Dr. Paterson will leave the positions of Professor and Tier I Canada Research Chair in Chronic Illness at the University of New Brunswick, where she is also the Director of the UNB Chronic Illness Research Institute. As stated by TRU

Provost and Vice-President Academic Dr. Ulrich Scheck, “Attracting this caliber of candidate to TRU and our School of Nursing is not only a tremendous opportunity for our faculty and students, but it is an incredible resource for the region ... While Dr. Paterson is an award-winning educator with a strong record of scholarship and research funding in the areas of nursing education and chronic illness, she also has considerable experience working with, and learning from, Aboriginal peoples.”



Dr. Paterson looks forward to the continued development of the School of Nursing stating, “I am excited about working with the faculty at Thompson Rivers University School of Nursing because I appreciate their commitment to student learning and to the scholarship of teaching. I am confident that as we work together with our community partners we will contribute to the reputation of the School of Nursing as being among the best in Canada.”

Dr. Paterson’s research includes looking for new ways to foster effective prevention and care among marginalized and medically underserved populations with or at-risk for chronic illness in Canada and beyond. Her administrative experience includes nursing service, higher education, and leading a research institute as the senior administrator.

Dean, Faculty of Science, Dr. Tom Dickinson



In April 2010, Dr. Tom Dickinson became Dean of TRU’s Faculty of Science. Dr. Dickinson first joined Cariboo College in 1989, helped develop the University College of the Cariboo’s Natural Resource Science program, and has served as Interim Associate Vice-President, Research and the Interim Dean, Faculty of Science, at TRU. Dr. Ulrich Scheck, TRU’s Provost and Vice-President Academic, emphasized Dr. Dickinson’s unique contributions to the senior management team at TRU, stating, “We are pleased to have Dr. Dickinson ... His experience as a leader spans three phases at our institution. He has an excellent understanding of our university’s strengths and aspirations.”

Dr. Dickinson has continually contributed to the development of programs at TRU, including the establishment of the Wells Gray Education and Research Centre. He has also played a major role in provincial naturalist organizations and land-use planning initiatives, and still serves as a volunteer consultant to government on land and resource management issues. Dr. Dickinson will continue to lead innovation as the first Dean of the newly restructured Faculty of Science, which now includes the School of Advanced Technologies and Mathematics.

Dr. Dickinson graduated with a BSc (Honours) from Queen's University. He then pursued graduate studies at the University of Calgary and the University of Pennsylvania. Following his PhD, Dr. Dickinson returned to Canada to pursue post-doctoral studies at the University of Toronto, where he also held a faculty appointment in the Department of Zoology.

Dean, Faculty of Arts, Dr. Michael Mehta



Dr. Michael Mehta will join TRU as Dean of Arts in July 2010. Dr. Mehta is leaving his post as a Professor of Environmental Studies at the University of Winnipeg. He is also a former Director of Canadian Blood Services and SaskPower, was the Founding Principal of Richardson College for the Environment at the University of Winnipeg, and has served as Executive Director of the Population Research Laboratory at the University of Alberta. Dr. Mehta has also held academic and administrative appointments at the University of Saskatchewan, Queen's University, and York University. Dr. Mehta is recognized as being a co-founder of the Environmental Studies Association of Canada and currently sits on numerous editorial boards and research management committees.

As Dr. Mehta states, environmental issues are an area of interest: "I am honoured to be moving to Kamloops and joining TRU during what promises to be another exciting period of growth at the University. As TRU moves closer to its goal of being the University of Choice for Environmental Sustainability, it is a great privilege for me to be sharing my knowledge and experience in any way I can to help make that happen."

Dr. Mehta has a BA in Psychology, a Master of Environmental Studies, a PhD in Environmental Sociology, and has completed four years of post-doctoral training in

Environmental Policy. Dr. Mehta is a recipient of Health Canada's Chief Scientist Distinguished Lecturer Award, the Saskatchewan Centennial Medal, and is author and editor of five books on topics including environmental issues, nuclear safety, biotechnology, risk assessment, and nanotechnology.

Dean, Faculty of Human, Social and Educational Development, Dr. Charles Webber



In July 2010, Dr. Charles Webber will join TRU as Dean of the new Faculty of Human, Social and Educational Development. This new faculty brings together the School of Education, the School of Social Work and Human Service, the departments of English as a Second Language and University Preparation, and the Centre for Teaching and Learning. Dr. Webber joins TRU with experience as the Associate Dean in the Graduate Division of Educational Research at the University of Calgary, as well as having the position of full Professor in the Faculty of Education.

Dr. Webber embraces the challenges associated with his new role, stating, "It will be a privilege to lead this new Faculty. The colleagues assigned to the unit are strong teacher-practitioners and scholars with the expertise that is so necessary in their fields of study. It is exciting to become part of Thompson Rivers University when it is at such a pivotal point in its history. Not only is there a new Faculty, but a new team of senior leaders who I believe will work together very well and build on the many past successes of the University."

Dr. Webber completed his PhD in 1984 at the University of Oregon in the Faculty of Education. He has published numerous chapters in books, has a sustained record of articles in refereed publications, and has presented papers frequently at major conferences. He is also in demand as a keynote speaker on topics such as technology and higher education, the culture of higher education, and educational leadership.

Infrastructure Growth – House of Learning

TRU's infrastructure development will continue through 2010, with the House of Learning being completed by the end of this year.

November, 2008 marked the official groundbreaking of the \$32 million, LEED Gold TRU House of Learning, which is situated at the Kamloops campus. The building will be approximately 58,000 square feet in size and will house a new welcoming centre, library, classrooms, offices, and will feature a 300-seat assembly hall.

The hall has been designed in the context of an Interior Salish pit house and will symbolically and practically represent TRU's commitment to the region's vibrant Aboriginal culture.



The assembly hall will be named the Irving K. Barber British Columbia Centre, in honour of Dr. Barber's recent \$1.5 million donation to the project. When completed in January 2011, "The Irving K. Barber British Columbia Centre" will be the largest in-the-round lecture theatre in the province and will feature state-of-the-art technology to support lectures, meetings, symposia and conferences in a setting that will

encourage and facilitate interactive dialogue in the tradition of Aboriginal culture.



Construction of the House of Learning is expected to be completed by the end of this year, with tours for the public available during the 40th Anniversary Celebration week in September 2010. As part of its commitment to environmental sustainability, the Assembly Hall

ceiling was constructed with pine-beetle logs that were produced locally.



The House of Learning will open in 2011 and will include the Department of Aboriginal Services, Library Services, the Centre for Teaching and Learning, the Math Centre, and the Writing Centre for students. The House of Learning also features computer labs, study space for students, bookable rooms and a full service Tim Horton's. The House of Learning is today's student place with flexible meeting

spaces.

The House of Learning was designed by Diamond and Schmitt Architects Inc, whose portfolio includes major design projects for 17 academic libraries, the Banff Centre, and prestigious projects in Toronto, Jerusalem, Detroit, and New York.

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 Board of Governors, with several more in the development stages.

Law School

In 2009, TRU announced the creation of Canada's first new Law School in over 35 years. Canadian legal history was made on May 31st, 2010 when leaders of the University of Calgary's (U of C) Law School and TRU met in Calgary to sign a unique partnering agreement. The first-of-its-kind licensing agreement will provide TRU with an existing common-law curriculum that will enable the new School of Law to begin teaching its first class of about 60 students in the Fall of 2011. The TRU School of Law, the first in the Province outside of a major centre, will adapt the U of C's curriculum, making some changes to account for differences in provincial legislation. The U of C law faculty's focus on natural resources, energy and environmental law are uniquely suited to the academic priorities at TRU. Upon completion of the program, graduates will earn a TRU Juris Doctor (JD) degree that recognizes the collaboration with the U of C. The TRU School of Law will build capacity for access to legal services in rural communities in the BC Interior and Peace River region in BC and Alberta.

Graduate Programs

Master of Arts in Interdisciplinary Studies

In the area of Graduate programs, a new Master of Arts in Interdisciplinary Studies (MAIS) program was approved by the Board of Governors in March 2010. The MAIS, offered by the Faculty of Arts, will provide an exciting opportunity for students to combine their career goals and studies in an interdisciplinary model. Students will create their own personalized curriculum based on their future aspirations, such that the educational and employment outcomes may be as varied as the students who undertake the degree. The TRU Strategic Research Plan identifies seven key areas of collaborative and emerging excellence in research at the institution; the MAIS is directly linked to three of those: Sustainable Communities; Visual, Verbal and Cultural Literacy and Communication and Communication Technologies; and Culture and Creative Arts. This program will allow students to engage in research in these areas, among others, and to gain critical thinking, analytical, and research skills. Moreover, allowing maximum flexibility for students who are currently in the workforce, the program's delivery methods will accommodate combinations of traditional delivery and intensive residency, along with a graduating thesis or project. Students will be able to complete the program in a minimum of twelve months and a maximum of thirty-six.

Master of Social Work

A Master of Social Work (MSW) program is currently under DQAB review. The TRU MSW program will provide an opportunity for students and faculty to conduct community-based research, understand and promote social service practice and leadership in community-based settings (such as Indigenous communities), and provide a career path into leadership positions for those with an existing undergraduate degree in social work. The foundation of this graduate program in social work includes a focus on the development of knowledge in community-based approaches to delivering social programs, the development of leadership skills and capabilities, the development of critical analysis of socio-economic inequalities and processes of marginalization, and the development of advanced research and critical inquiry skills. This expertise responds directly to the educational needs of existing social work practitioners to prepare for leadership in a broad range of practice fields and organizations. These include child welfare, mental health and addictions, primary health care organizations, justice and corrections, and education in government and non-government community organizations and Indigenous communities. The program may begin student intake as early as September 2011.

Baccalaureates, Diplomas and Certificates

The following is a summary of new programs that have been approved by the Board of Governors:

- Honours in Computing Science & Mathematics (Bachelor of Science)
- Supply Chain Management (Post-Baccalaureate Diploma, Minor, Major)
- World Languages and Cultures (Certificate)
- Business Administration (Post-Baccalaureate Diploma)
- Inclusive & Special Education (Certificate, Diploma)
- Teacher Leadership (Certificate)
- Entrepreneurial Skills I (Certificate)
- Entrepreneurial Skills II (Certificate)
- Power Line Technician (Certificate)

The following is a summary of TRU's new program initiatives that are currently under development:

- Counselling (Graduate Certificate / Diploma)
- Brain Injury (Post-Baccalaureate Certificate)
- Thematic Option in Comparative Societies and Cultures (Bachelor of Art)
- Major in Criminology (Bachelor of Art)
- Global Competency (Certificate)
- Major in Economics and Mathematics (Bachelor of Science)
- Minor in Creative Writing (Bachelor of Art)
- Japanese Language and Culture (Certificate)
- First Nation Taxation Administration (Certificate)
- Accounting Technician (Diploma)
- First Nations Language (Developmental Standard Term Certificate for Teachers)

Global Competency Certificate

Global Competency is a credential that can be earned in tandem with any credit program (undergraduate or graduate) offered by Thompson Rivers University. The credential recognizes the global literacy (knowledge, skills and attitudes of a globally minded citizen) acquired by students through their educational experience at TRU and offers them the opportunity of earning a valuable supplementary credential. This program is designed to recognize existing courses and activities that contribute

towards Global Competency. Upon completion of the program requirements, Global Competency will be noted on student transcripts and will be conferred upon graduation in the same manner as any other TRU credential. Students can apply for this credential at any time while they are studying in a TRU credit program and up to one year after they have completed their program. This Certificate is not tied to a specific School or program, and will be administered by Student Support.

Research, Innovation and Graduate Studies

The Office of Research, Innovation and Graduate Studies continued to support and expand upon the research culture of the university, providing support for faculty, undergraduate and graduate students, and assisting with research initiatives in many Faculties and Schools. Specific activities included: 1) Introduction of a new funding initiative, the Research Enhancement Fund to assist start-up of new faculty; 2) Support for the creation of new research centres funded by the Social Sciences and Humanities Research Council (SSHRC) 'Aid to Small Universities' initiative; 3) Support of faculty in the social sciences and humanities through SSHRC Institutional grants; 4) Successful Canada Foundation for Innovation (CFI) applications and other faculty research funding; 5) Presentation of a number of workshops to assist faculty and students in grant applications; 6) Development of a suite of policies to support graduate studies at the university; 7) Increased financial support for student research at the undergraduate and graduate level; 8) Renewal of the Tier 2 Canada Research Chair in Community and Ecosystem Ecology; 9) Expanded support for local industry through the activities of the National Research Council (NRC) supported Business Mentor; 10) Increased interaction between faculty and industry through the support of the Research Capacity Developer.

A total of almost \$58,000 in start-up funds was provided to 15 faculty members through the new Research Enhancement Fund to enable them to initiate new research ventures. The objective of the fund was to assist faculty in developing a research foundation to enable them to apply for Tri-Council research funding in the future. Funding of \$28,000 was provided for the preparation of proposals for the creation of four new research centres through the SSHRC 'Aid to Small Universities' initiative. The four research centre proposals were for: Communication, Education and New Media Research Centre; Centre for Community-Based Youth Health Research; Walking Lab: A Centre for Examination of Walking, Health and the Civic Landscape; and International Research Centre on Social Development. These centre proposals are now going through the formal approval process to establish them as Board recognized TRU Research Centres.

Nine faculty members in the social sciences and humanities were provided funding through the SSHRC Institutional Grants program to assist them in becoming more competitive in national grant competitions, in reorienting their research program or in disseminating their research findings: Dr. Tina Block, Dr. Hasnat Dewan, Dr. Julie Drolet, Dr. Jim Hu, Dr. Emily Hutchison, Dr. Shelly Johnson, Dr. Kelly-Anne Maddox, Dr. Mervyn Nicholson and Dr. Anne St. John Stark.

Two faculty members, Dr. Cyndi Ross Friedman (\$266,533) and Dr. Julie Drolet (\$11,704) received funding from CFI, with two other applications pending, and a number of other faculty received funding from the tri-Councils in the amount of \$363,000. The Office organized or arranged for seven workshops throughout the year on a variety of topics to support faculty, ranging from Aboriginal ethics, developing research contracts, writing grant proposals to the national funding agencies of the Natural Sciences and Engineering Research Council of Canada (NSERC), SSHRC and Canadian Institutes of Health Research (CIHR) and a NSERC presentation to students planning to apply to graduate school.

The Office continued to provide support to the Research Committee of Senate in the development of a suite of policies to guide the introduction, structure, format and operation of all graduate programs at TRU. Wherever possible the policies were integrated into existing policies, but of necessity new policies were introduced that recognized the distinct structure of graduate programs.

A total of 19 undergraduate students received funding through the internal Undergraduate Student Research Experience Award supported by the Comprehensive University Enhancement Fund. A further 10 undergraduate students received funding from NSERC as Undergraduate Student Research Awards, and two received funding from CIHR as Health Professional Student Research Awards. Three graduating students received post graduate scholarships from NSERC, two of them prestigious Alexander Graham Bell Post-graduate Scholarships, two students received Industrial Post-Graduate scholarships from NSERC and two students received Joseph-Armand Bombardier Scholarships from SSHRC. All students receiving awards were encouraged to present their work at the Annual Undergraduate Research Conference that was held in April.

Dr. Lauchlan Fraser, Tier Two Canada Research Chair (CRC) in Community and Ecosystem Ecology was renewed for a second term, and continues to provide strong

leadership to the MSc in Environmental Sciences. Our other two CRCs, Dr. Norm Friesen, Chair in E-Learning practices, and Dr. Ashok Mathur, Chair in Cultural and Artistic Enquiry, continue to develop their strong research profiles. Equipment that had been purchased to support the research activity of a former CRC has found new life in a new initiative from faculty in the Department of Psychology. The Business Mentor, Ms. Gillian Watt, funded by NRC, has continued to build solid relationships in supporting local industries, and in cooperation with the BC Regional Innovation Chair in Cattle industry Sustainability, Dr. John Church, has developed a range of opportunities for the cattle industry in the interior of BC.

The Research Capacity Developer, Dr. Lincoln Smith, in working to catalyze the development of commercialization of BC-based technologies, is actively seeking out industry partners to collaborate with TRU research faculty. This activity resulted in a NSERC Engage Grant of \$25,000 being awarded to microbiologist Dr. Jonathon Van Hamme for collaboration with a corporation in Vancouver.

The Academic Inventory Database that was referenced in last year's report was successfully tested, and beginning in June 2010 will be open for TRU Faculty input of academic activity information.

The TRU Research, Innovation and Graduate Studies website has been completely rejuvenated to reflect current and future activities and provide targeted dissemination of opportunities for TRU Faculty and Industry.

2009/10 has been a year of building linkages, supporting faculty research initiatives and enabling new researchers, and building the research capacity of our undergraduate student body.

Aboriginal Education Initiatives

Aboriginal education programming has continued to grow at Thompson Rivers University. Capacity in human resources, course offerings, communications and facilities has increased to address the education needs of Aboriginal learners at Thompson Rivers University, who comprise nine percent of the student body.

The Student Services section has been reinforced by the addition of staff specific to Aboriginal counselling and recruitment. The Aboriginal Transition Planner position has been converted from a term to a permanent position, reflecting the importance of this position in supporting Aboriginal students.

Course offerings continue to expand. The course, *Essentials of First Nations Governance* (FNST 091), was reviewed and piloted by TRU and the National Centre for First Nations Governance (NCFNG) then offered in May 2010. Additional courses will be offered in Summer and Fall of 2010. Courses in First Nations languages, land taxation and wastewater treatment are currently being developed with planned offerings in 2010.

Communications with Aboriginal people is becoming more strategic. An Aboriginal website is under construction which will serve the needs of Aboriginal students, communities and university faculty. A *Handbook for Educators of Aboriginal Students* is being developed and information materials for prospective Aboriginal students are being revised. Both the website and handbook will be complete by September 2010.

Space for Aboriginal services continues to expand. Gathering Places at both the Williams Lake and Kamloops campuses have been built. These facilities provide places for Aboriginal students to study, socialize, and receive personal or academic counselling. The House of Learning is being built with space for Aboriginal education administration, program offices and meeting rooms. The building clearly reflects Interior Salish culture by its architectural design and the prominent display of Interior Salish art.

Respect and awareness of Aboriginal culture has been supported by the purchase of Aboriginal pieces of art to be displayed in public spaces throughout the university and the acquisition of additional Aboriginal resources by the library. A logo has been created to clearly identify university Aboriginal programs and initiatives and bilingual traffic stop signs (Secwepemctsin and English) have been erected around campus roadways.

Thompson Rivers University has continued to work with its Aboriginal and First Nations partners to create programs and services that support success for Aboriginal learners.

Environmental Sustainability

Environmental Sustainability is one of the seven pillars of Thompson Rivers University's Strategic Plan. The Strategic Plan and the supporting action plan, contains 20 actions to be completed by the end of the year 2011. These actions cover all administrative, academic, and support activities of the university.

TRU has a full-time Director of Environment and Sustainability, as well as an Environmental Advisory Council, jointly appointed by the Board and the Senate to

advise on sustainability issues. Environmental Sustainability is becoming integrated into all units of the university and is considered explicitly in all decision-making processes, from purchasing to academic course development. Thompson Rivers University is committed to meeting the requirements of the *Greenhouse Gas Reduction Targets Act*. An Energy Manager has been hired to identify and plan for more efficient energy use on campus.

TRU Chairs the BC Campus Sustainability Working Group and represents the University and College sector on the provincial Carbon Neutral Committee. During 2009, a Campus Sustainability Action Plan was created by a committee appointed by all unions and organizations on campus. The plan was based upon an analysis of the ecological footprint of TRU and recommended actions in three areas, the built, natural and human environments. The actions in each of the areas were selected to be consistent with the direction in the Strategic Plan.

For the fall orientation the Department of Environment and Sustainability coordinated the distribution of approximately 4,500 reusable water bottles to incoming students. Combined with the addition of six new water refilling stations and an education programme conducted by the TRU Students Union, this resulted in a 15% reduction of water bottle purchases on campus in the following quarter.

Open Learning Division

The 2009/10 fiscal year saw the Open Learning (OL) Division of Thompson Rivers University successfully reach the FTE target set by the Ministry. This achievement was the culmination of several factors that, when combined, yielded a 17% growth in FTE enrolments over the prior year. Without the success realized in each of the following areas, this result would not have been achieved.

TRU-OL's Prior Learning Assessment and Recognition (PLAR) process for individual assessment continued with the success of prior years. The Open Learning Credit Bank was also heavily accessed by students interested primarily in obtaining PLAR credits towards the Bachelor of Health Sciences. Student retention improved and resulted in an increase in the average number of courses taken per student. This was the first full fiscal year in which TRU-OL had its online marketing campaign in place for the entire year. This played a role in an increase in new first time inquiries by 22% over the prior year. New courses and programs became available providing access to offerings TRU-OL had not previously had.

As TRU-OL reviews the performance measures from 2009/10, and looks ahead to 2010/11, it is confident that its plan for the upcoming year will once again deliver enrolment results that meet the ministry targets.

Much of the effort TRU-OL has undertaken since moving to Kamloops has been focused on improving student enrolments in the short term. Significant effort has been expended to create both an improved market awareness of TRU-OL's offerings plus improved services for students. The Service Oriented Architecture that TRU-OL has employed is aligned with its strategy to differentiate TRU-OL from other online post-secondary education institutions by providing superior service to students.

While the focus on marketing and student services was being undertaken, the course development and maintenance departments of the division were tasked to work with the fixed resources available. This was a challenge as the effort required to update courses inherited from British Columbia Open University (BCOU) surpassed the resources available. In 2009, the ministry assisted financially in the updating of these courses. These funds provided the support required to start refreshing these courses.

With the financial resources obtained and enrolments on pace to achieve 100% utilization, TRU-OL focused its attention on the course development process. An organizational restructuring saw the former Instructional Design and Research Group transformed into two separate operating groups that reflect the TRU-OL Service Oriented Architecture: the resulting departments were Instructional Design and Curriculum Services. With the reorganization complete, ongoing efforts to support the operations and structure by taking inventory of existing processes, identifying best practices and performing gap analyses were accelerated. This re-engineering of the processes was driven by the need to bring current courses to market in less time at a lower cost.

As 2009/10 drew to an end, the first major re-engineered process to develop new courses was close to being implemented. It is expected that as the new processes get introduced in the upcoming year and thereafter, TRU-OL will improve its ability to serve more students as the scalability and sustainability of TRU-OL operations is solidified. This future growth will not come at the expense of decreased service levels.

Student Spaces – Total: As previously noted, this measure is the culmination of all of TRU-OL's efforts. It is anticipated that new courses for 2010/11 and increased

enrolments by first time students will offset an anticipated decrease in the number of PLAR credits accessed in the Credit Bank. This Credit Bank reduction comes with the realization that there was notable pent-up demand that existed for these credits. This pent-up demand was a result of this service not being utilized until it was rekindled and enhanced in 2009/10 after the transition from BCOU to TRU.

Nursing and Allied Health: TRU-OL expects to meet this target; however, it does not expect to reach the same level of enrolment achieved in the past year. In particular, the Medical Laboratory Assistant Program (MLAP) was extremely successful in educating individuals for immediate placements. As the demand for these graduates satiates, enrolments in this popular program will decline. The recently approved Return to Registered Nurse Practice Certificate is expected to help offset the decline in the MLAP.

Developmental Programs: The decline in the number of enrolments is expected to continue in the upcoming year. TRU-OL is offering fewer courses in this area as it focuses on the core courses that are recommended prerequisites for the university level instruction it offers. Consequently, courses with low enrolments have been suspended as resources are focused on the university preparation courses.

Credentials Awarded: Credentials awarded in 2009/10 have increased as forecasted. During the 2009/10 year, a marked increase in program participation over the previous year was experienced. This bodes well for credentials awarded in future years.

Aboriginal Students: TRU-OL introduced the Certificate in First Nation Tax Administration program in 2009/10. This program aims to help First Nations build legal and administrative systems to reduce business costs on First Nation lands and support competitive market development. It is anticipated that initial interest expressed in this program will translate into an increase in First Nation enrolments in 2010/11.

In 2010/11, TRU-OL will maintain its focus on its internal processes and complete many of the initiatives that it initiated in the past year. The Service Oriented Architecture governance structure put in place during the past year utilizes the following: employee directed Service Excellence Team, Process Management Group, Project Management Group and Program Market Analysis Committee. The role of

these groups is to ensure that the current and future efforts are focused on services to students along with the TRU-OL academic and enrolment plans.

TRU-OL will be opening an office in Vancouver in the next year. This marks the return of TRU-OL to the Vancouver area after its departure in 2007. The majority of TRU-OL students reside in the Metro Vancouver area. The physical presence is intended to demonstrate to future and current students TRU-OL's commitment to service the open learning needs of the area plus serve some administrative functions.

While focusing on the tasks underway and opening the Vancouver storefront, TRU-OL will meet its enrolment target for the coming year and emerge as a stronger operation to meet and exceed the future open learning needs of all British Columbians.

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 25 years, the department has moved from a cost-recovery operation to generating significant net revenues for the University. In addition, TRU World has contributed to the internationalization of the main campus and projected the institution's image and reputation around the world. The unit is recognized across Canada as being a post-secondary leader in international education, training, and development.

In 2009/10, TRU saw continued growth in international student enrolments, reaching our highest number to date with 1,274 students from more than 70 countries enrolled in Fall 2009. In December 2009, Thompson Rivers University was officially granted the BC Education Quality Assurance (EQA) designation which identifies and promotes public and private post-secondary institutions that have met or exceeded government recognized quality assurance standards and offer consumer protection mechanisms. TRU also continues to be a leader in campus internationalization efforts, with new initiatives including the development of a Global Competency Certificate for TRU students. TRU has further raised its profile internationally, awarding an Honorary Doctorate to Mark Roswell (popularly known as Dashan), the most well known Canadian in China, and participating in a highly-regarded and influential seminar - the

International Dialogue on Education – at the invitation of the Canadian Embassy in Berlin, Germany. In 2009, TRU forged partnerships with two top overseas universities – a Protocol of Cooperation with South Korea’s Kyung Hee University and an Articulation Agreement with the University of Science of Vietnam National University. TRU World also continues to position itself as a provider of Olympic training expertise, establishing a strong working relationship with the Sochi 2014 Olympic and Paralympic Organizing Committee and the Sochi State University for Tourism and Recreation. Finally, in 2009/10, 69 TRU students went out on Study Abroad exchanges and TRU received 92 inbound students from exchange partner schools.

Williams Lake Campus

This fiscal marked another year of continued growth and expansion for the Williams Lake (WL) campus: enrolments increased by approximately 5% (compared to 2007/08, last equivalent year with same programs running), and a surplus was demonstrated within a budget of approximately \$3 million.

Williams Lake and the region have been impacted economically due to the combined effects of the pine beetle epidemic and the recession, with many mills and secondary manufacturing businesses slowing down or closing. Government-funded transition programs have resulted in increased Continuing Studies interest, especially in job-ready skills training such as First Aid, Driver Training, FoodSafe, etc. Tied to this is the fact that our strongest program areas were in the certificate and diploma fields (nursing, human service, trades, continuing studies). These are the program areas that are of relatively short length and enable people to live and learn in their home community and not have to move away for schooling. Academics and university preparation remain as challenge areas with declining enrolment. A new cohort model for an Associate of Art Degree and guaranteed university preparation courses are new initiatives planned for 2010/11 and 2011/12 to address this issue.

Community connections remain strong: Rotary, Kiwanis, and Construction Association groups are attended regularly; City / School District / Cariboo Regional committee involvement includes Sustainability Groups, Visioning Committee work, and Facilities Joint Use. The flooring and lighting in the TRU WL gymnasium have been re-done and/or replaced through capital funding this year. These significant and environmentally-friendly alterations have served to brighten and modernize the space. Municipal groups are using the gym in exchange for use of local recreation facilities by TRU students. In addition, the gym is regularly booked by the School District and

used by the TRU student population. Various fairs (Science World, Emergency Preparedness and Mining) as well as Convocation ceremonies have benefited from the improvements to the gymnasium.

Aboriginal programs, services, and cultural connections continue to be a focus area. TRU Aboriginal Service Plan (ASP) funding supports the Williams Lake Open Learning Center, a program that sees students enrol in on-line courses that are supported by a classroom area, a facilitator, tutors, as well as advisors and counsellors - all on campus. 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.

The construction of an Aboriginal Gathering Place, a 1,500 square foot classroom facility that can also be used for meetings and ceremonial celebrations has been completed. This facility will offer safe and comfortable study, learning and cultural space for Aboriginal students. The official opening with invited dignitaries is anticipated for September 2010. Additional ASP funding has been utilized for tutors, a strategic planning session and the purchase of various equipment, furniture, marketing/promotional items and supplies. Weekend University, a partnership with UNBC and the Northern Shuswap Tribal Council, fulfills a need to offer programming on Friday evenings and weekends for those who are unable to attend during the week for a variety of reasons such as work, day care, travelling distances. 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).

In addition to repairs to an aging roof, the Williams Lake campus will be developing a new Student Plaza area alongside the Gathering Place to enhance and beautify the outdoor space for students. This area will be large enough to accommodate student barbecues, small concerts, and various other gatherings and events. Picnic tables, benches and lighting will be inviting to students, staff, faculty and the community in general.

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. Comprehensive University

Enhancement Fund support was used to send students to Kamloops to present at the Student Research as well as for numerous recreational opportunities.

With the changes to the programming model, enrolment is expected to continue to increase this academic year, particularly in the academic area. This new vision is a significant investment in the Williams Lake campus and the community. Continued growth in nursing (BScN and Practical Nursing) and human service programs is expected with trades remaining strong as well. Administratively, the campus has settled into its new facilities with the ongoing task of improving and enhancing the grounds and facilities. Faculty and support staff levels remain stable; a new Director, Williams Lake campus has been appointed for September 1, 2010.

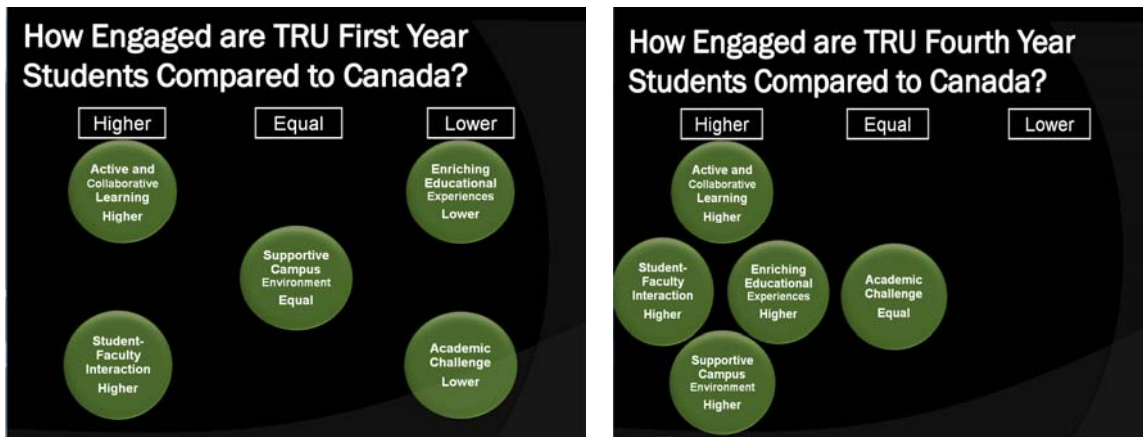
Student Satisfaction

TRU continually solicits feedback from students with regard to their satisfaction and experience, through internal instruments as well as through participation in national initiatives.

Nation-wide initiatives include the National Survey of Student Engagement (NSSE) and the Canadian University Report (CUR). TRU participated in NSSE for the third time this spring. As in the previous year, the 2009 administration returned strong scores, especially in the areas of Active and Collaborative Learning and Student-Faculty Interaction (Table 3). Students also indicated their high satisfaction with TRU, with 83% of first year students and 85% of fourth year students rating their entire educational experience as either “good” or “excellent” (both scores are significantly higher than the Canadian average). Fourth year students are also likely to choose TRU in hindsight, with 84% stating that they “probably” or “definitely” would choose TRU again if they could start over (significantly higher than the Canadian average).

The satisfaction scores for Aboriginal students were even higher than those of the non-Aboriginal population, with 92% of first year students rating their entire educational experience as “good” or “excellent”, and 90% of first year students saying they would choose TRU again. TRU values student feedback and has developed a process to ensure that feedback from NSSE and other sources is included in its planning activities.

Figure 9: 2009 National Survey of Student Engagement Results Compared to the 2009 Canadian Average²²



According to a recent pan-Canadian NSSE study of the 2008 administration results, TRU is serving International and mature students very well in comparison to a peer group. Both student groups awarded TRU top scores in nearly every engagement category.

TRU also gives students an opportunity to provide feedback by participating in the CUR. The 2009 results of this survey showed similar high levels of satisfaction.

Graduates of TRU are also very satisfied with their learning experience. The results of the 2009 administration of the Baccalaureate Graduate Survey (for graduates in 2007) indicate that TRU scores are higher than the system-wide scores in most categories (Table 3).

Table 3: 2009 Results, Baccalaureate Graduate Survey of 2007 Graduates

| Accountability Indicator | System (n=9609) | TRU On- campus (n=366) | TRU OL (n=86) | TRU Overall (n=452) |
|--|--------------------|---------------------------------|---------------------|---------------------------|
| Usefulness of knowledge, skills and abilities acquired during program (“very/somewhat useful”) | 86% | 86% | 89% | 87% |
| Program satisfaction (“very satisfied/satisfied”) | 94% | 96% | 98% | 96% |
| Quality of instruction (“very good/good”) | 94% | 96% | 96% | 96% |
| Employment rate | 94% | 95% | 99% | 96% |

²² (Institutional Planning & Analysis, 2009a)

Table 3 (cont'd.)

| Skill development in the following categories: (“very high/high”) | | | | |
|---|-----|-----|-----|-----|
| Written communication | 81% | 87% | 96% | 89% |
| Oral communication | 78% | 87% | 82% | 87% |
| Reading and comprehension | 86% | 86% | 91% | 87% |
| Group collaboration | 79% | 86% | 68% | 83% |
| Critical analysis | 89% | 87% | 93% | 88% |
| Problem resolution | 76% | 75% | 84% | 77% |
| Use of mathematics appropriate to field | 55% | 54% | 50% | 54% |
| Use of computers appropriate to field | 63% | 66% | 90% | 70% |
| Learning on your own | 88% | 87% | 94% | 89% |

Certificate and diploma graduates have also expressed high satisfaction with TRU. According to the 2009 results of the Diploma, Associate Degree, and Certificate Student Outcomes Survey (DACSO), 93% of on campus students and 94% of open learning students stated that their main reason for enrolling at TRU was “completely” or “mostly” met. Enabling employment has also been a success of TRU, with 88% of on campus students and 96% of Open Learning students stating that their education was either “very” or “somewhat” useful in obtaining a job after studies.

University Athletics

In 2009/10, over 260 athletes and coaches represented Thompson Rivers University.

Since TRU officially came into being five years ago, our athletic program has grown to include 11 sports. As of June 2010, we have four teams which compete in the top echelon of university sports: Canadian Interuniversity Sport (CIS). Those teams are men’s and women’s volleyball along with men’s and women’s basketball. This spring, Thompson Rivers University played host to the 2010 CIS National Men’s Volleyball Championships.

TRU has four teams in the BC College Athletic Association: Men’s and women’s soccer, badminton and men’s golf. A fifth - cross country running - will join this fall.

We also have two club teams who have varsity status. The Men’s hockey team was a huge success in its first year (2009/10). They drew a thousand fans on a regular basis on Saturday nights at Memorial Arena as they played second in the BC InterCollegiate Hockey League. The WolfPack baseball team has won three Canadian College

Baseball Conference Championships. This year, they won their first regular season pennant and hosted the CCBC Championships where they lost in the championship final.

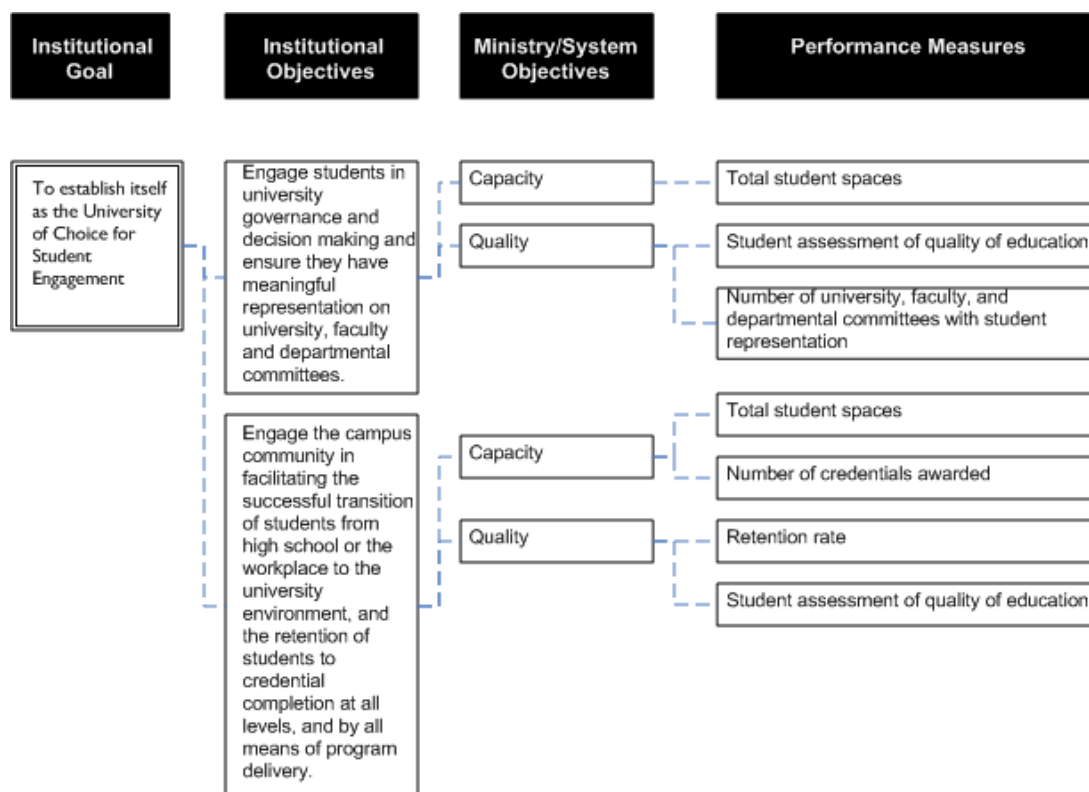
TRU student athletes are being shown that not only do they receive a first class education at TRU, and learn from quality coaches, but they also are taught that to be a productive citizen and role model, they have to be community minded. Our athletes and teams are required to do at least three community events during the course of their season; such activities include Terry Fox Runs in elementary schools, charity soccer clinics, Wendy's Dream lift and Raise a Reader. The Canadian College Athletics Association awarded the TRU WolfPack athletic teams the 2009 Community Service Award for their efforts connecting student athletes with community causes and elementary students.

2010/11-2012/13 Goals and Objectives & Review of 2009/10 Progress

We continue to work on the institutional goals as outlined in our strategic plan. The 2010/11-2012/13 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 recognizes that student engagement is an essential element of the learning process, and that the enhancement of the learning environment is key to student development and success. As a comprehensive, teaching-focused university that serves a diverse learning population, TRU has a unique opportunity to engage students

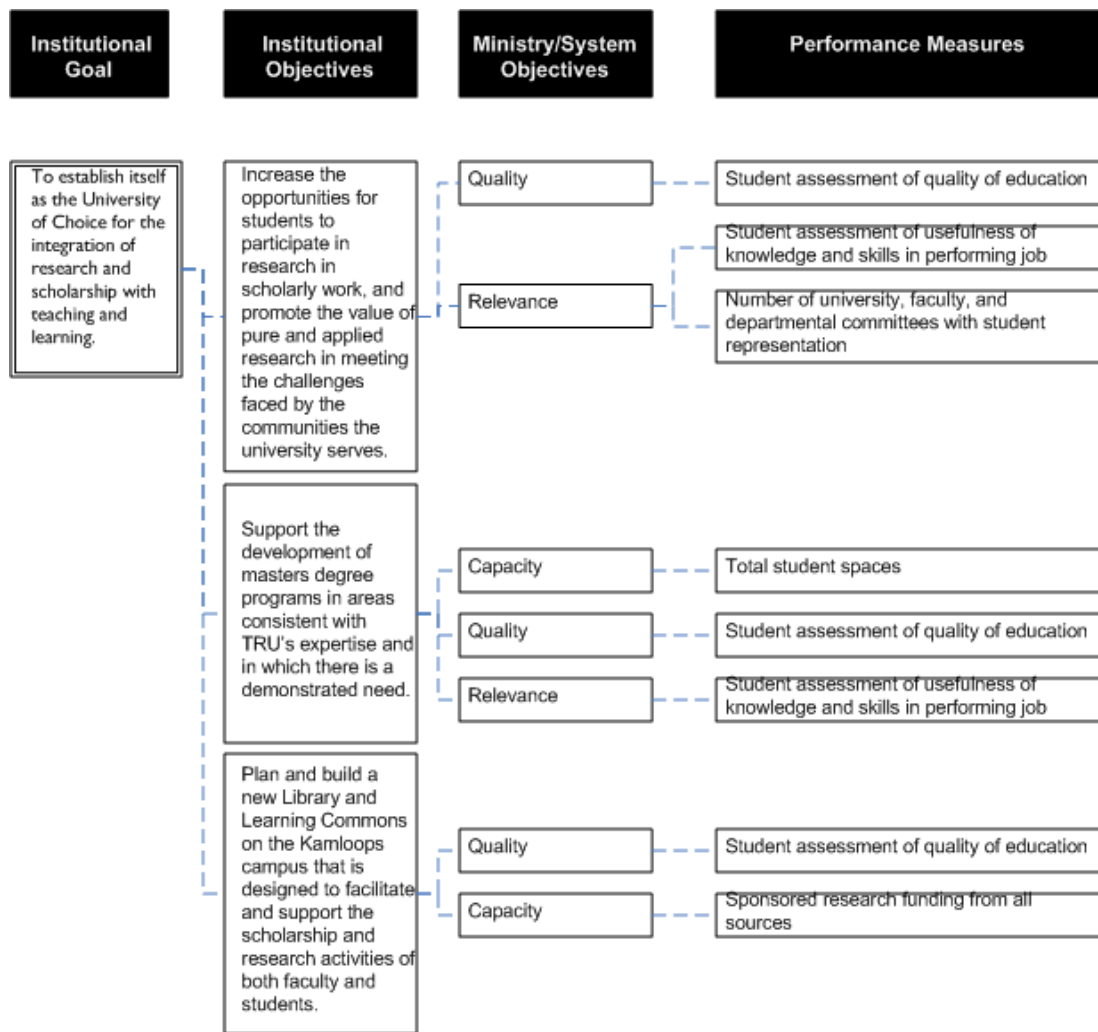
in myriad ways to prepare them for life-long learning and contributions to our global community.

Creating an engaging environment includes ensuring students are involved in university government. To this end, TRU hired a Student Leadership Coordinator in September 2009, who works with the Chief Student Affairs Officer to encourage and support student participation in committees and other governance structures. A Student Advisory Council was also created in November 2009, which is chaired by the Vice-Provost Students. This Council represents the breadth of programming, student demographics, study modality, and study locations of students. Students provide input through the student members of the Forum, which comes together on a regular basis to discuss issues, share ideas, and recommend strategies aimed to enhance the development of community on the university campus.

Learning communities are recognized as important modes for student engagement and development. As such, the Faculty of Arts is currently developing two cohort-based learning groups. A new Student Services unit will also be completed this summer, which will enable the development of a collaborative student advising approach.

As an important indicator of student engagement and success, retention rates are an area of active study at the university. The causes, factors, and indicators for student retention and persistence are being studied, especially for Aboriginal students. The Executive Director of Aboriginal Education has commissioned a study on this subject, which will include talking circles, interviews, and data analysis.

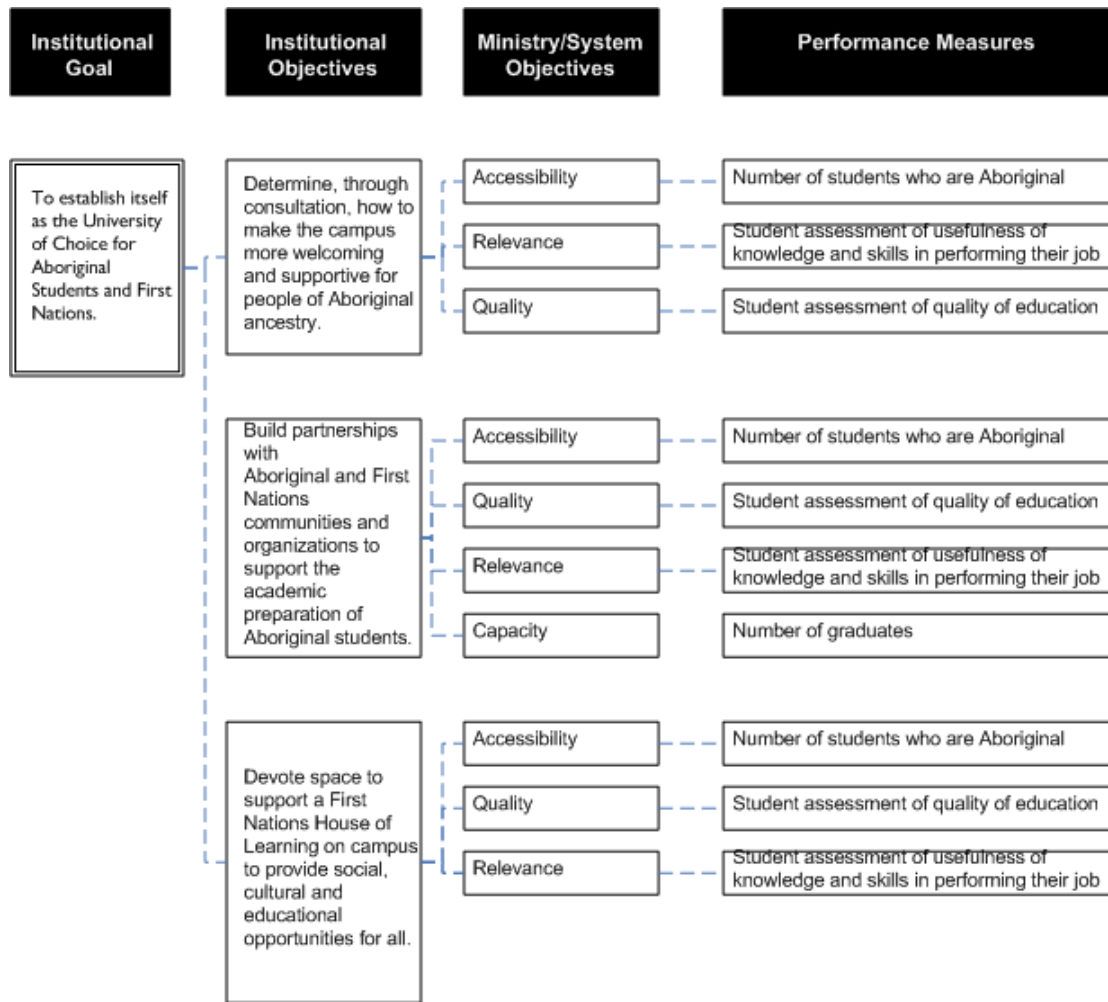
Goal: To establish itself as the University of Choice for the integration of research and scholarship with teaching and learning.



TRU broke ground on the revolutionary House of Learning in November 2008. The structure, which includes a new Library and Learning Commons, is set to be completed in the winter of 2010. The House of Learning will officially open in January 2011.

The development of Master degree programs has been a priority at TRU over the past several years; local demand for graduate programs is increasing. The Master of Education has successfully launched its second cohort, with a third intake scheduled for July 2011. The Master of Environmental Science program is also continually growing. A new program, the Master of Arts in Interdisciplinary Studies, has recently been approved by TRU, and a Master of Social Work is currently under development.

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



In 2008/09, TRU developed an Aboriginal Service Plan, which outlines the institution’s objectives in this area. The full report can be accessed at:

http://www.tru.ca/president/aboriginal_service_plan.html.

Promoting dialogue and inclusive decision making between local Aboriginal groups and TRU is essential to maintaining accessibility and success for Aboriginal students. A First Nations and Aboriginal Affairs Committee of University Senate was created to provide direction to the institution, as well as the continued development of the Aboriginal Education unit.

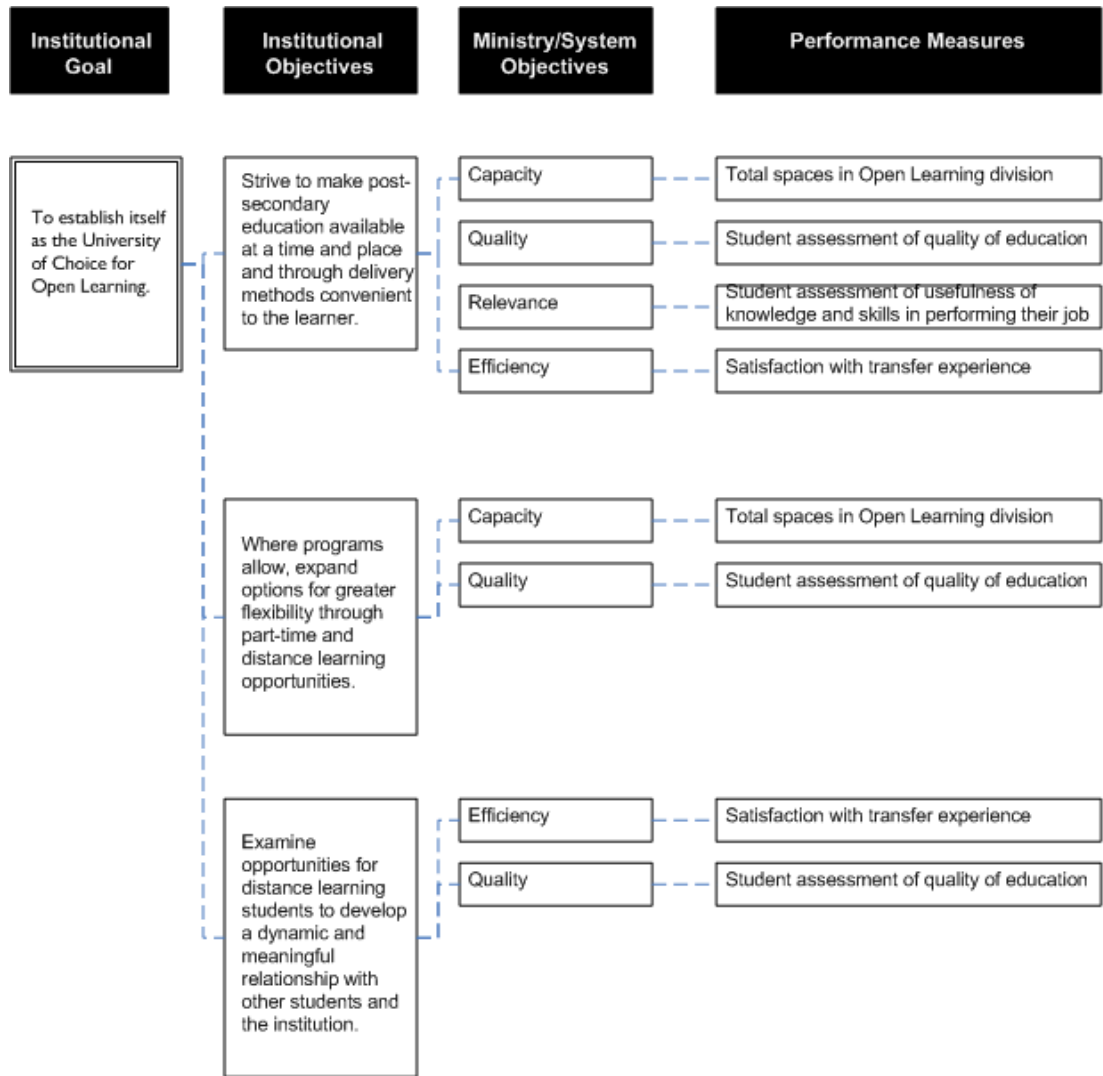
In terms of student support, TRU continues to support the Elders in Residence program, which allows local Elders to be available to students in the Gathering Place during the regular school year, and the hours of the Gathering Place on both

campuses have also been extended. The Gathering Place in Kamloops is currently undergoing infrastructure expansion, which will double its current size, while a new structure has also been built on the Williams Lake campus.

The visibility of local First Nations culture on campus is an important factor in creating a welcoming and respectful environment for Aboriginal students, and a number of steps have been taken to ensure this environment exists. They include: the installation of bilingual stop signs (Secwepemcstín and English), the purchasing and display of First Nations artwork, and the installation of Elders and drummers in the graduation ceremony. A local First Nations artist also conceptualized and created a new Mace, which features traditional symbols such as a wolf, salmon, and the four directions.

As a permanent display of local First Nations culture at the Kamloops campus, the soon-to-be-completed Irving K. Barber British Columbia Centre is modeled after an Interior Salish pit house, and will emphasize Indigenous ways of knowing while emphasizing the pride, respect, and regard that TRU has as an Aboriginal-serving institution.

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

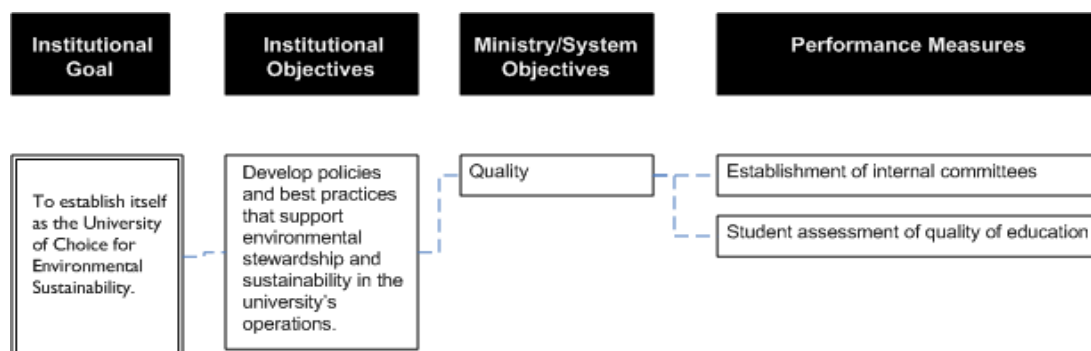


TRU is a learner-centred institution, and service to the learning community is a priority for all divisions and departments. The new Service Oriented Architecture implemented in the Open Learning Division will ensure that future efforts will continue to be focused on services to students, along with the Open Learning academic and enrolment plans.

In a statement to its accessibility, TRU experienced a 17% growth in FTE enrolments in the Open Learning Division. TRU recognizes the importance of providing convenient learning options to students, and has surpassed its total Open Learning spaces target by 6%. Additionally, Open Learning spaces for Nursing and other allied health programs surpassed the target by 158%.

Flexibility and accessibility for learners was supported with the introduction of new programs, such as the Certificate in First Nations Tax Administration and the Bachelor of Public Administration.

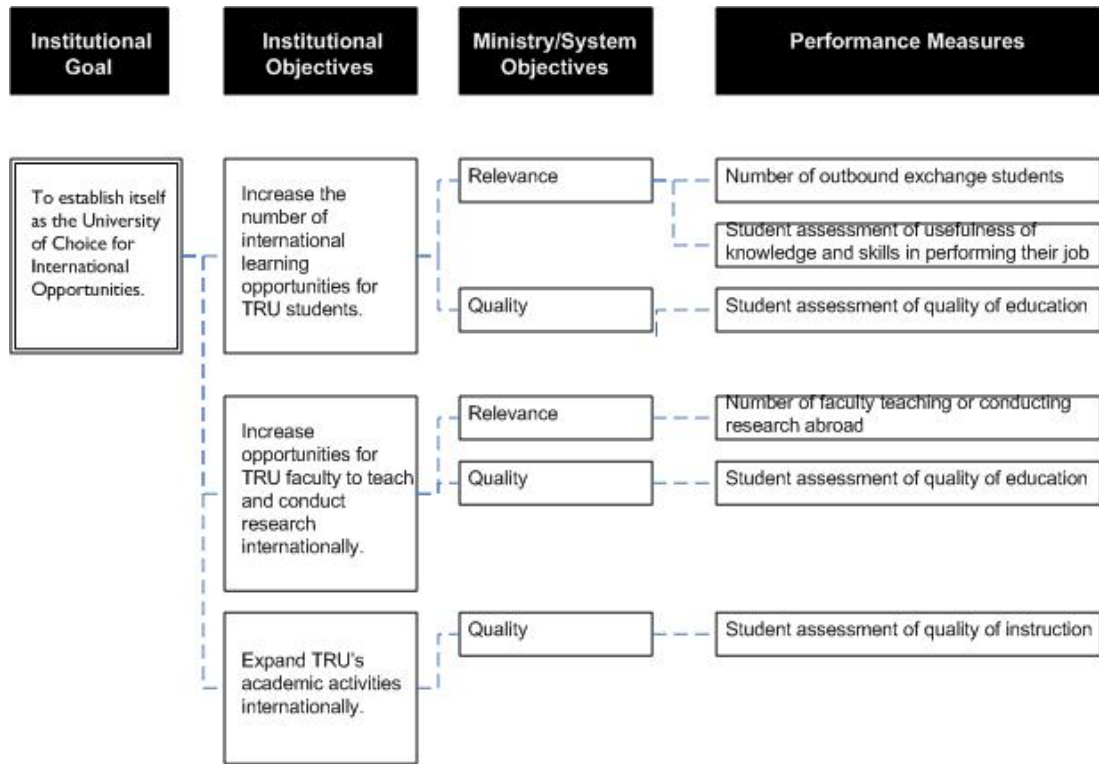
GOAL: To establish itself as the University of Choice for Environmental Sustainability.



Following the development of an Environmental policy at TRU, several actions have been taken to increase environmental sustainability and awareness at TRU. For full details, see <http://www.tru.ca/sustain.html>. TRU is carbon neutral; to further increase efficiency, an Energy Manager joined TRU in May 2010. Initial audits of greenhouse gas emissions and solid waste were completed, and several initiatives, such as the implementation of Smarttool, are now under way. Mixed recycling has been made available on campus, and in a continued effort to encourage environmental responsibility at TRU, a car pooling program was implemented in January 2010. TRU seeks to recognize and encourage organizational and individual actions for the environment, and the first Environmental Achievement Award was presented this Spring to Dr. Penny Powers.

TRU will continue to chair the BC Campus Sustainability Working Group, and to represent the University and College sector on the provincial Carbon Neutral Committee. The Campus Sustainability Action Plan will continue to be implemented through active promotion and through numerous initiatives over the coming year, including the reduction of bottled water sales on campus, reduction of paper usage, and the development of plans for a community garden.

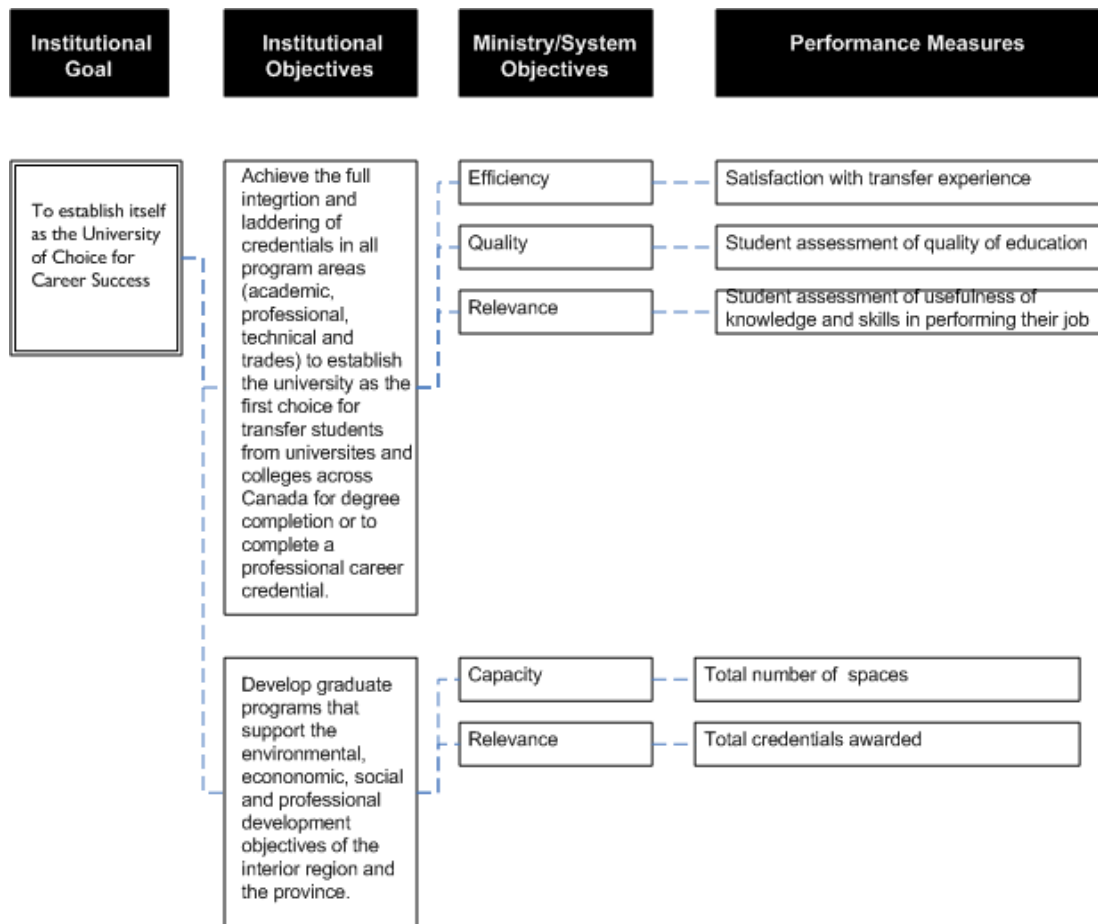
GOAL: To establish itself as the University of Choice for International Opportunities.



TRU enjoys a world reputation for excellence, with over 1,200 International students from over 70 countries being enrolled in Fall 2009. Domestic students are also able to participate in many opportunities for global learning, as is illustrated by the creation of a new credential: the Global Competency Certificate. This credential encourages students to take advantage of the many internationalization opportunities at TRU, including: foreign language education, study abroad, and international / cultural experiences within Canada. A fund has been established to promote the internationalization of current TRU curricula.

TRU will continue to increase opportunities for faculty to teach and conduct research internationally. Over the last year, 25 faculty members were sent abroad for credit program delivery and contract training as part of an enrolment-driven financial plan. This plan will be incorporated into the strategy for new graduate program development. TRU will also continue to develop international learning opportunities for students, and has undertaken a study to determine the accessibility and success factors for students in study abroad programs.

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



TRU recognizes that success is a lifelong achievement, and that preparing students with an integrated set of academic, applied, and experiential skills is essential to enable that success at each stage of life. To support the provision of applied and experiential skills, TRU continues to develop its Co-operative education program. Academic restructuring has located Career Education under the Dean of Students, which will ensure continued accessibility for all students.

To enable the full integration and laddering of credentials in all program areas, an audit of all program laddering opportunities was conducted. Best practises have been identified through this study, and credential laddering opportunities continue to increase.

In support of the environmental, economic, social and professional development objectives of the Interior region and the Province, a Master of Arts in Interdisciplinary Studies was developed. This program will allow students to customize their programs

of study, and will allow maximum flexibility for students who are currently in the workforce.

Performance Results

The performance results below are calculated for TRU as a whole. For divisional breakdowns, see Appendices I and II.

Student Spaces²

| Performance measure | Reporting year | | | |
|--|-------------------|-------------------|-------------------|-------------------------------|
| | 2008/09 Actual | 2009/10 Target | 2009/10 Actual | 2009/10 Target assessment |
| Total student spaces | 7,233 | 8,046 | 7,933 | Substantially achieved |
| Nursing and other allied health programs | 853 | 736 | 1,066 | Exceeded |
| Developmental | 559 | 944 | 617 | Not achieved |

TRU has achieved a growth of 813 student spaces from 2008/09 to 2009/10, which totals 99% of its target. Spaces for Nursing and other allied health programs have exceeded the target by 330 spaces (a 25% growth from 2008/09). Despite not reaching the 2009/10 targeted growth for Developmental student spaces, TRU has seen a 10% increase in this measure from last year.

Credentials Awarded³

| Performance measure | Reporting year | | | |
|---------------------|-------------------|-------------------|-------------------|------------------------------|
| | 2008/09 Actual | 2009/10 Target | 2009/10 Actual | 2009/10 Target assessment |
| Number | 2,194 | under review | 2,134 | Not assessed |

Aboriginal Student Headcount⁴

| Performance measure | Reporting year | | | |
|---------------------|-------------------|-------------------|-------------------|------------------------------|
| | 2008/09 Actual | 2009/10 Target | 2009/10 Actual | 2009/10 Target assessment |
| Number | 2,034 | ≥ previous year | 2,262 | Exceeded |
| Percent | 8.5% | | 9.1% | Achieved |

Aboriginal representation at TRU has increased by 0.6% over last year, or by 228 students. These successes meet and exceed the 2009/10 targets.

Student Satisfaction with Education⁵

| Performance measure | Reporting year | | | | | |
|---|-------------------|------|-------------------|-------------------|------|------------------------------|
| | 2008/09 Actual | | 2009/10 Target | 2009/10 Actual | | 2009/10 Target assessment |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students | 94.8% | 1.2% | ≥ 90% | 95.4% | 1.1% | Achieved |
| Baccalaureate graduates | 96.0% | 1.4% | ≥ 90% | 96.2% | 1.1% | Achieved |

Student satisfaction has increased by 1.1% for both baccalaureate graduates and former diploma, associate degree, and certificate students. 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 Development⁵

| Performance measure | Reporting year | | | | | |
|----------------------------|-------------------|------|-------------------|-------------------|------|-------------------------------|
| | 2008/09 Actual | | 2009/10 Target | 2009/10 Actual | | 2009/10 Target assessment |
| | % | +/- | | % | +/- | |
| Skill development (avg. %) | 82.3% | 2.3% | ≥ 85% | 79.3% | 2.0% | Substantially achieved |
| Written communication | 74.8% | 3.0% | | 69.5% | 3.4% | |
| Oral communication | 75.4% | 3.1% | | 74.4% | 3.2% | |
| Group collaboration | 86.5% | 2.1% | | 85.2% | 2.1% | |
| Critical analysis | 85.8% | 2.0% | | 83.5% | 2.0% | |
| Problem resolution | 83.0% | 2.1% | | 78.7% | 2.3% | |
| Learn on your own | 83.0% | 2.1% | | 83.0% | 2.1% | |
| Reading and comprehension | 87.9% | 1.9% | | 81.2% | 2.2% | |

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 79%, or 93% of the identified target. Areas showing the most improvement include written communication and oral communication.

Baccalaureate Graduates' Assessment of Skill Development⁵

| Performance measure | Reporting year | | | | | 2009/10 Target assessment |
|----------------------------|-------------------|------|-------------------|-------------------|------|------------------------------|
| | 2008/09 Actual | | 2009/10 Target | 2009/10 Actual | | |
| | % | +/- | | % | +/- | |
| Skill development (avg. %) | 86.1% | 2.7% | ≥ 85% | 85.4% | 2.2% | Achieved |
| Written communication | 84.5% | 2.9% | | 88.5% | 2.0% | |
| Oral communication | 83.0% | 2.9% | | 86.5% | 2.1% | |
| Group collaboration | 81.6% | 3.1% | | 83.3% | 2.4% | |
| Critical analysis | 91.4% | 2.1% | | 87.6% | 1.9% | |
| Problem resolution | 80.6% | 3.1% | | 76.6% | 2.6% | |
| Learn on your own | 92.5% | 2.0% | | 88.5% | 1.9% | |
| Reading and comprehension | 88.8% | 2.5% | | 86.8% | 2.0% | |

Baccalaureate graduates assessed TRU as being above the target in their assessment of overall skill development. Areas showing the most growth from last year include problem resolution and group collaboration.

Student Assessment of the Quality of Instruction⁵

| Performance measure | Reporting year | | | | | 2009/10 Target assessment |
|--|-------------------|------|-------------------|-------------------|------|------------------------------|
| | 2008/09 Actual | | 2009/10 Target | 2009/10 Actual | | |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students ⁶ | 85.1% | 2.0% | ≥ 90% | 96.1% | 1.0% | Achieved |
| Baccalaureate graduates | 94.8% | 1.7% | ≥ 90% | 95.8% | 1.1% | Achieved |

Both groups of students assess TRU's quality of instruction as being over 95%, and well above the 90% target.

Student Assessment of Usefulness of Knowledge and Skills in Performing Job⁵

| Performance measure | Reporting year | | | | | 2009/10 Target assessment |
|--|-------------------|------|-------------------|-------------------|------|-------------------------------|
| | 2008/09 Actual | | 2009/10 Target | 2009/10 Actual | | |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students ⁷ | 89.5% | 1.9% | ≥ 90% | 90.8% | 1.9% | Achieved |
| Baccalaureate graduates | 98.1% | 2.4% | ≥ 90% | 86.6% | 2.3% | Substantially achieved |

Former diploma, associate degree and certificate students assessed TRU at nearly 91% for the usefulness of knowledge and skills in performing their jobs, meeting the 90% target. Baccalaureate students assessed TRU at 87%, which puts the 2009/10 actual at 96% of the identified target.

Unemployment Rate^{5,8}

| Performance measure | Reporting year | | | | | |
|--|----------------|------|---------|---------|------|-------------------|
| | 2008/09 | | 2009/10 | 2009/10 | | 2009/10 |
| | Actual | | Target | Actual | | Target assessment |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students ⁷ | 6.2% | 1.4% | ≤ 12.5% | 11.2% | 1.8% | Achieved |
| Baccalaureate graduates | 1.6% | 1.0% | ≤ 12.5 | 4.1% | 1.3% | Exceeded |

The unemployment rate targets for TRU were met and exceeded this year. Former diploma, associate degree, and certificate students reported 11%, and baccalaureate students reported only 4%.

Notes:

¹ There have been a number of changes to the performance measures for the 2009/10 reporting cycle. Please consult the standards manual for a description of each measure.

See http://www.aved.gov.bc.ca/framework/documents/standards_manual.pdf.

² Results from the 2008/09 reporting year are based on data from the 2008/09 fiscal year; results from the 2009/10 reporting year are based on data from the 2009/10 fiscal year.

³ Annual performance is measured using a rolling three-year average of the most recent academic years, e.g., the results for the 2009/10 reporting year are a three-year average of the 2006/07, 2007/08 and 2008/09 academic years. Revisions are incorporated once a year based on October 2009 Central Data Warehouse (CDW) data and January 2010 Research Universities' Council of British Columbia (RUCBC) data. The formula for the credentials target is currently under review. In the interim, the 2009/10 result has not been assessed.

⁴ Results from the 2008/09 reporting year are based on data from the 2007/08 academic year; results from the 2009/10 reporting year are based on data from the 2008/09 academic year. Because some students attend both TRU and TRU-OL, combining the Aboriginal student headcount results will overstate the total.

⁵ Results from the 2008/09 reporting year are based on 2008 survey data; results from the 2009/10 reporting year are based on 2009 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.

⁶ The 2009/10 Diploma, Associate Degree and Certificate (DACSO) survey results are calculated using a new method which includes the three response categories "Very good, Good and Adequate". The 2008/09 results are shaded because they were calculated on a different basis and should not be compared with the 2009/10 results.

⁷ The 2009/10 Diploma, Associate Degree and Certificate (DACSO) survey results include graduates only. The 2008/09 results are shaded because they were calculated on a different basis and should not be compared with the 2009/10 results.

⁸ 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 Overall FTE Targets 2010/11-2012/13¹

| Performance measure | 2010/11 | 2011/12 | 2012/13 |
|--|--|-----------------|---------|
| Student spaces | | | |
| Total student spaces | 8,034 | 7,986 | 7,986 |
| Nursing and other allied health programs | 736 | 736 | 736 |
| Developmental programs | 944 | 944 | 944 |
| Credentials awarded | | | |
| Number | To be determined | | |
| Aboriginal student headcount | | | |
| Number | 2,262 | ≥ previous year | |
| Percent | 9.1% | ≥ previous year | |
| Student satisfaction with education | | | |
| Former diploma, associate degree and certificate students | ≥ 90% | | |
| Baccalaureate graduates | ≥ 90% | | |
| Former diploma, certificate, and associate degree students' assessment of skill development | | | |
| Skill development (avg. %) | ≥ 85% | | |
| Baccalaureate graduates' assessment of skill development | | | |
| Skill development (avg. %) | ≥ 85% | | |
| Student assessment of the quality of instruction | | | |
| Former diploma, associate degree and certificate students | ≥ 90% | | |
| Baccalaureate graduates | ≥ 90% | | |
| Unemployment rate | | | |
| Former diploma, associate degree and certificate students | ≤ unemployment rate for individuals with high school credentials or less | | |
| Baccalaureate graduates | ≤ unemployment rate for individuals with high school credentials or less | | |
| Student assessment of usefulness of knowledge and skills in performing job | | | |
| Former diploma, associate degree and certificate students | ≥ 90% | | |
| Baccalaureate graduates | ≥ 90% | | |

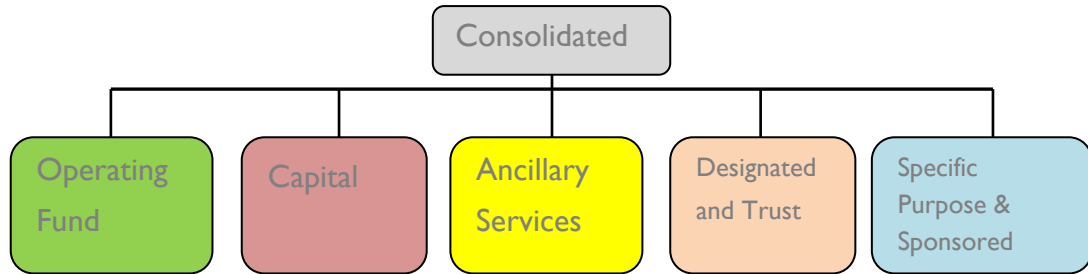
Notes:

¹ Includes targets for TRU-OL

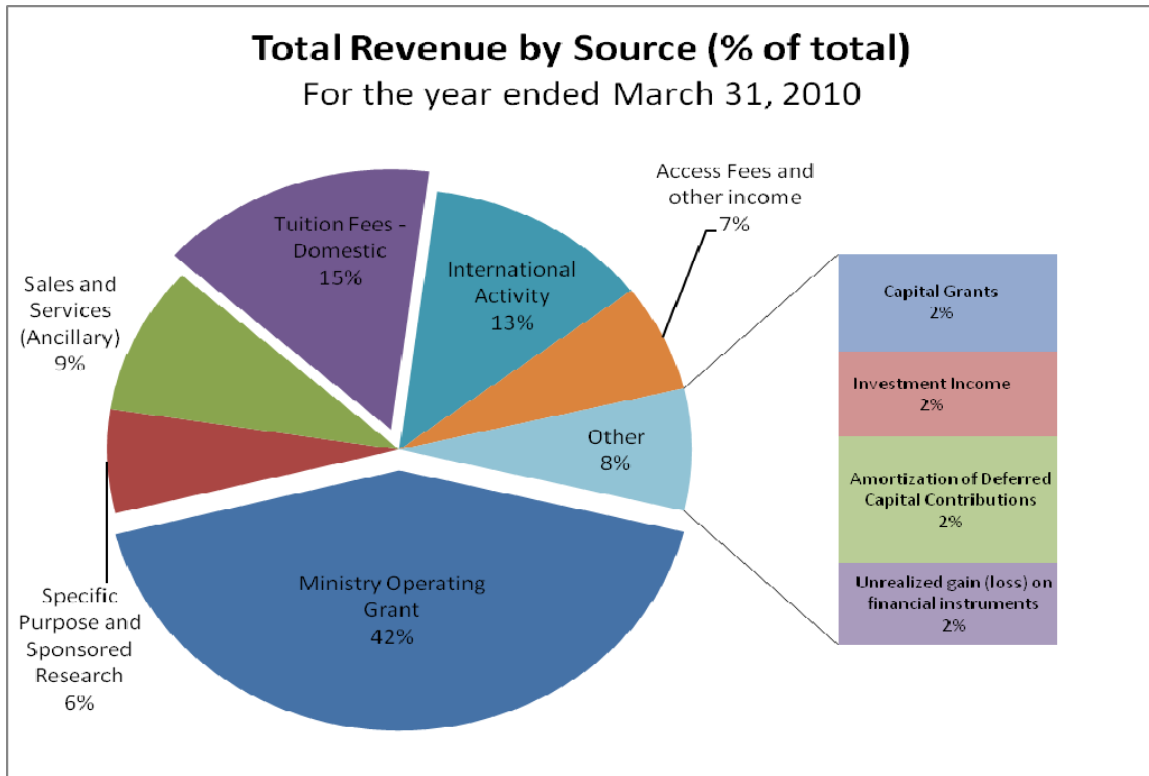
Summary Financial Report 2009/10

CONSOLIDATED FINANCIAL STATEMENTS

Consolidated Statement of Operations - Revenue



Consolidated revenue for the twelve months ended March 31, 2010 totalled \$158.7 million, an increase of \$14.8 million from the previous year. Consolidated revenues come from a variety of sources as illustrated below:



| Revenues (in millions) | 2010 | 2009 |
|---|-----------------|-----------------|
| Ministry Operating Grant | \$ 67.1 | \$ 63.9 |
| Specific Purpose and Sponsored Research | 10.2 | 9.7 |
| Capital Grants | 3.0 | 2.4 |
| Tuition Fees - Domestic | 24.4 | 23.4 |
| International Activity | 19.8 | 16.1 |
| Access Fees and other income | 10.6 | 9.8 |
| Investment Income | 2.6 | 2.1 |
| Sales and Services (Ancillary) | 14.6 | 15.4 |
| Amortization of Deferred Capital Contributions | 3.9 | 3.5 |
| Unrealized gain (loss) on financial instruments | 2.5 | 2.4 |
| Total | \$ 158.7 | \$ 143.9 |

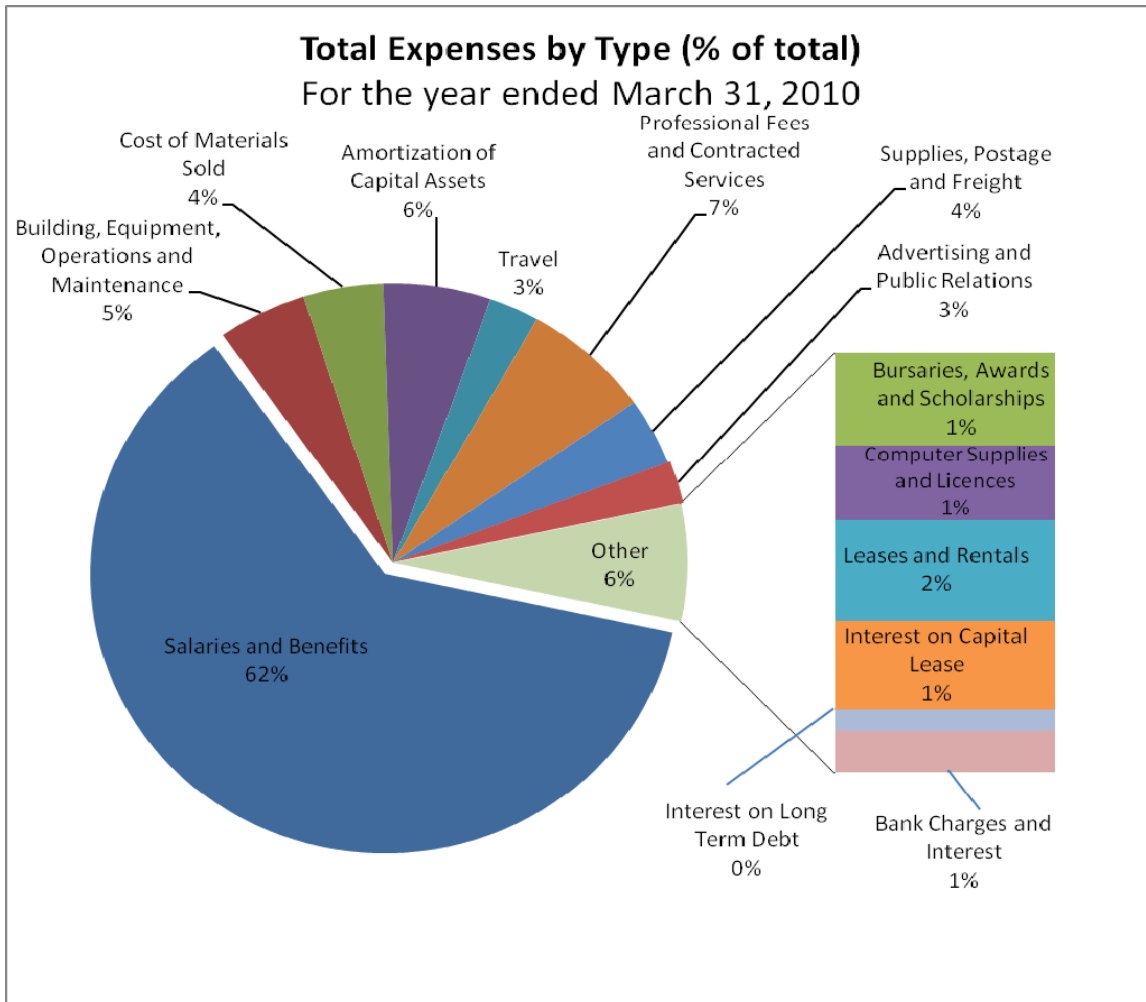
Highlights

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

- Tuition revenue increased by \$4.7 million over the prior year. This increase can be attributed to increase in enrolments:
 - ▶ Domestic enrolment increase of 9% (face-to-face and Open Learning)
 - ▶ International enrolment increase of 4%
 - ▶ Lab, ancillary and other fees also increased in correlation with enrolments.
- Ministry operating grant funding increased by \$3.2 million over the prior year.
- Unrealized gain (loss) on financial instruments increased by \$4.9 million over the prior year. This gain is created by the market fluctuations on investments and long-term debt and does not affect cash flows.

Consolidated Statement of Operations – Expenses

Consolidated expenses for the twelve months ended March 31, 2010 increased by \$7.2 million from the previous year to \$148.8 million.



| Expenses (in millions) | 2010 | 2009 |
|---|-----------------|-----------------|
| Salaries and Benefits | \$ 92.0 | \$ 86.4 |
| Building, Equipment, Operations and Maintenance | 7.3 | 7.1 |
| Cost of Materials Sold | 6.5 | 6.5 |
| Amortization of Capital Assets | 8.8 | 7.7 |
| Travel | 4.1 | 4.5 |
| Professional Fees and Contracted Services | 10.6 | 10.5 |
| Supplies, Postage and Freight | 5.8 | 6.1 |
| Advertising and Public Relations | 3.7 | 4.0 |
| Bursaries, Awards and Scholarships | 2.2 | 1.2 |
| Computer Supplies and Licences | 1.8 | 1.4 |
| Leases and Rentals | 2.4 | 2.7 |
| Interest on Capital Lease | 2.1 | 2.1 |
| Interest on Long Term Debt | 0.5 | 0.6 |
| Bank Charges and Interest | 1.0 | 0.8 |
| Total | \$ 148.8 | \$ 141.6 |

Highlights

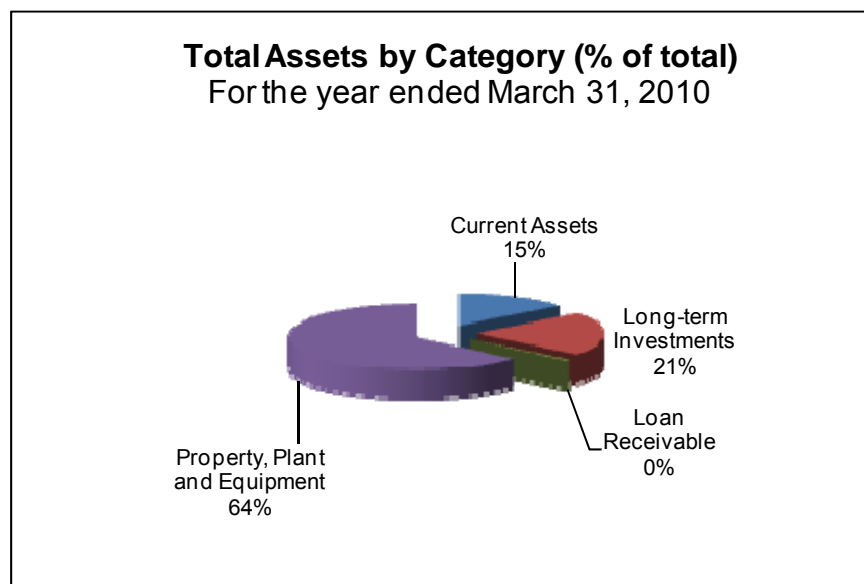
The majority of the increase in expenses results from:

- Salary and benefit increases are due to:
 - ▶ general wage increases (as per negotiated contracts)
 - ▶ annual increments (as per salary grid)
 - ▶ additional staffing to accommodate higher enrolments
 - ▶ additional staffing for projects (Banner 8 and others)
 - ▶ benefit cost increases.

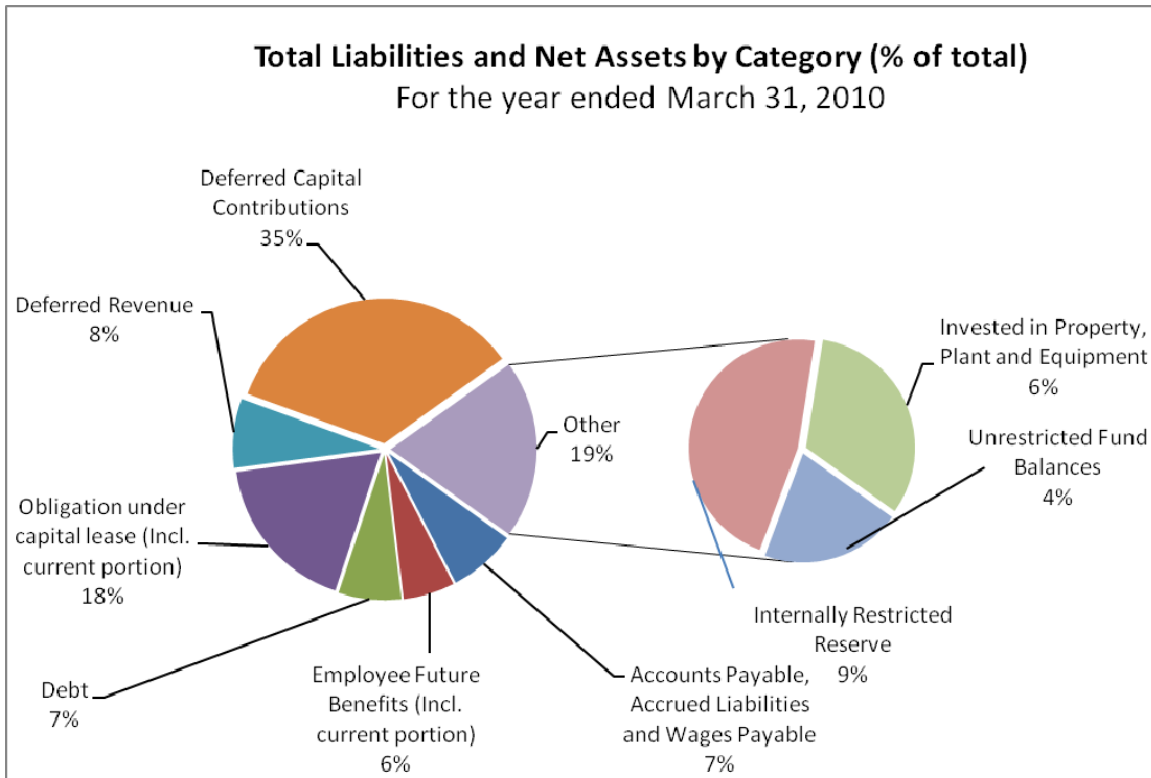
- An increase in amortization of capital assets of \$1.1 million.

Consolidated Statement of Financial Position

Assets total \$228.1 million while liabilities and deferred contributions total \$182.8 million, leaving a net asset balance of \$45.3 million dollars. This balance is invested in Capital Assets (\$14.7 million), Consolidated Unrestricted Fund Balance (\$9.4 million) and Internally Restricted Reserves (\$21.2 million).



| Assets (in millions) | 2010 | 2009 |
|-------------------------------|-----------------|-----------------|
| Current Assets | \$ 33.1 | \$ 19.6 |
| Long-term Investments | 48.4 | 43.7 |
| Loan Receivable | 1.1 | 1.1 |
| Property, Plant and Equipment | 145.5 | 138.7 |
| Total | \$ 228.1 | \$ 203.1 |



| Liabilities and Net Assets (in millions) | | 2010 | 2009 |
|--|---|-----------------|-----------------|
| Liabilities: | Accounts Payable, Accrued Liabilities and Wages Payable | \$ 17.1 | \$ 11.7 |
| | Employee Future Benefits (Incl. current portion) | 13.0 | 12.4 |
| | Debt | 15.8 | 17.5 |
| | Obligation under capital lease (Incl. current portion) | 40.7 | 41.1 |
| | Deferred Revenue | 17.5 | 15.7 |
| | Deferred Capital Contributions | 78.7 | 69.3 |
| Net Assets: | Unrestricted Fund Balances | 9.4 | 3.6 |
| | Internally Restricted Reserve | 21.2 | 16.5 |
| | Invested in Property, Plant and Equipment | 14.7 | 15.3 |
| Total | | \$ 228.1 | \$ 203.1 |

Highlights

The majority of the change in financial position results from:

- The increases in accounts payable, accrued liabilities and wages payable is a result of:
 - ▶ Increase in general trade payable of \$1.2 million
 - ▶ Increase in House of Learning payables of \$1.0 million

- ▶ Increase in wages and benefits payable of \$3.3 million
 - ▶ The increases in internally restricted reserves are increases in faculty and departmental carry forwards, capital, operational and specific purpose reserves.
- The decrease in invested in property plant and equipment is from amortization expense.
 - The increase in deferred capital contributions is from provincial grants received for the House of Learning and other capital projects.
 - The increase in unrestricted net assets is from Ancillary Services (\$1.5) and general operating (\$4.4 million).

DESIGNATED, SPECIFIC PURPOSES AND SPONSORED RESEARCH FUND

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

The major categories of Specific Purpose Funds include: Comprehensive University Enhancement Fund, Library Building Fund, Computer Leasing (computer labs), and Student Financial Assistance Programs. Unused funds that are externally restricted appear as deferred revenues on the balance sheet, while internally restricted unused funds flow through to the income statement. During the past year this fund accommodated approximately 264 specific purpose project activities.

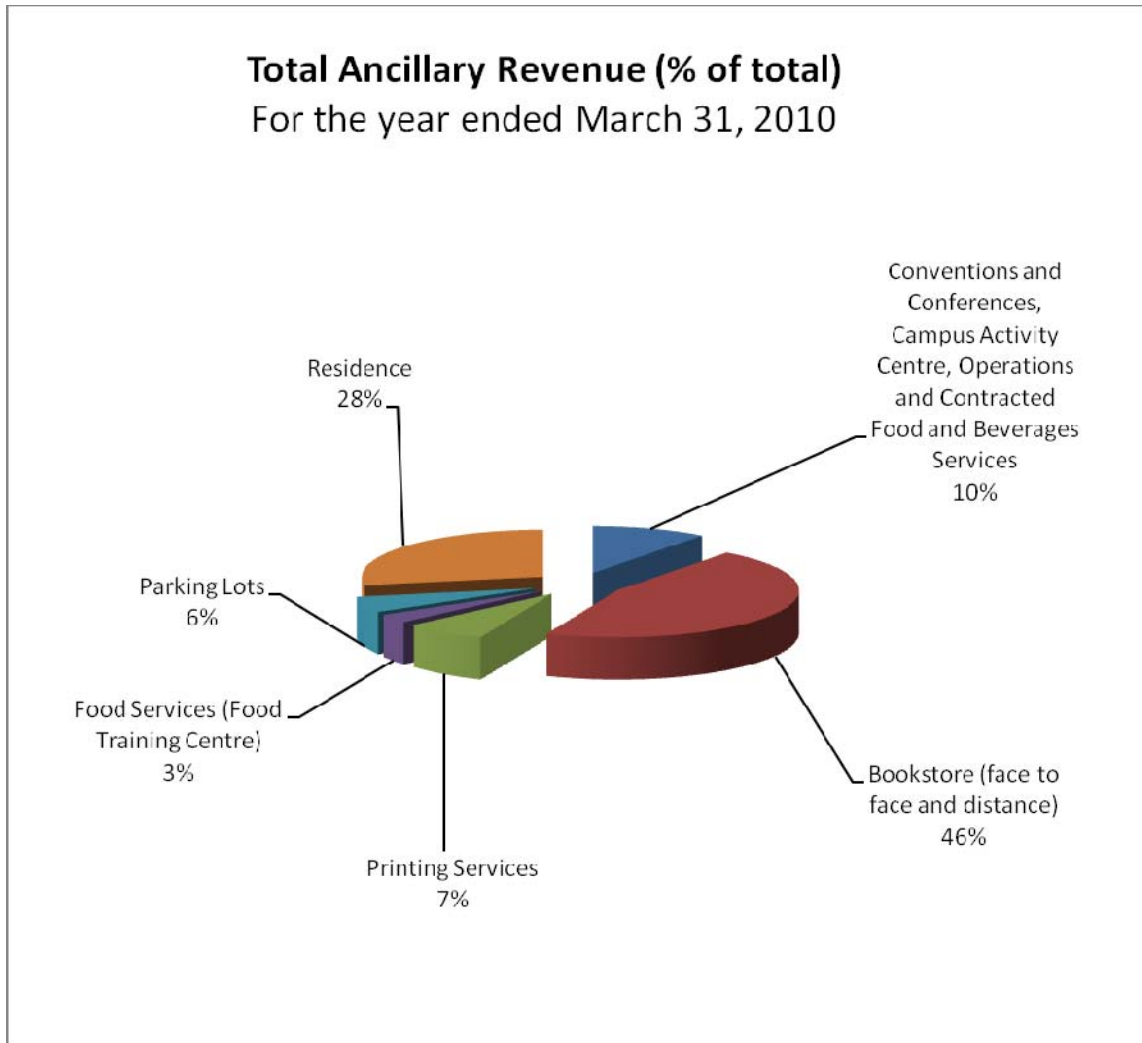
Sponsored Research consists of a mix of internally and externally restricted funds. The majority of funds are restricted to research use only as established by the grantor. Unused funds that are externally restricted appear as deferred contributions on the balance sheet. In the 2009/10 fiscal year there were approximately 193 active research projects undertaken at TRU with research grants in a variety of disciplines, representing \$3.7 million in sponsored research expenditures.

ANCILLARY ENTERPRISES

Ancillary enterprises provide goods and services to the University community and include: the Bookstore, Food Services (Food Training Centre), parking fees, commissions from contracted food and beverage services, conference and convention

activities, Student Residence and Conference Centre (Campus Living Centres) and the Print Shop.

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



| Ancillary Revenues (in millions) | 2010 | 2009 |
|---|---------|---------|
| Conventions, CAC and Contracted Food and Beverage | \$ 1.7 | \$ 2.1 |
| Bookstore (face to face and distance) | 7.6 | 7.0 |
| Printing Services | 1.2 | 1.3 |
| Food Services (Food Training Centre) | 0.5 | 0.5 |
| Parking Lots | 0.9 | 1.0 |
| Residence | 4.6 | 4.6 |
| Subtotal | \$ 16.5 | \$ 16.5 |
| Less internal sales | (1.9) | (1.0) |
| Total per financial statements | \$ 14.6 | \$ 15.5 |

Internal sales are eliminated from published financial statements as a consolidation entry but are listed here to provide total sales for ancillary services.

CAPITAL PROJECTS

The University is in the process of implementing a new administration system. The Student Admissions and Registration, Advancement, Student Aid and Budget aspects of the new Banner system are to be implemented in fiscal 2010/11.

The construction of the House of Learning has continued through fiscal 2010 and is on schedule to be in use by the University community in 2011.

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

The University completed several Knowledge Infrastructure Projects including roofing upgrades, Information Technology equipment upgrades. Other Knowledge Infrastructure Projects started in the fiscal year include Old Main building code upgrades.

Appendix I: Performance Results, On-Campus

Thompson Rivers University - Campus 2009/10 Accountability Framework Performance Measure Results¹

| Performance measure | Reporting year | | | | | |
|--|-------------------|-------------------|-------------------|------------------------------|------|------------------------|
| | 2008/09 Actual | 2009/10 Target | 2009/10 Actual | 2009/10 Target assessment | | |
| Student spaces² | | | | | | |
| Total student spaces | 4,922 | 5,468 | 5,199 | Substantially achieved | | |
| Nursing and other allied health programs | 582 | 553 | 593 | Achieved | | |
| Developmental | 414 | 656 | 478 | Not achieved | | |
| Credentials awarded³ | | | | | | |
| Number | 1,929 | under review | 1,855 | Not assessed | | |
| Aboriginal student headcount⁴ | | | | | | |
| Number | 1,311 | ≥ previous year | 1,399 | Achieved | | |
| Percent | 10.5% | | 11.3% | Achieved | | |
| Student satisfaction with education⁴ | | | | | | |
| | % | +/- | % | +/- | | |
| Former diploma, associate degree and certificate students | 94.5% | 1.3% | ≥ 90% | 94.8% | 1.3% | Achieved |
| Baccalaureate graduates | 96.0% | 1.4% | ≥ 90% | 95.9% | 1.3% | Achieved |
| Former diploma, certificate, and associate degree students' assessment of skill development⁵ | | | | | | |
| | % | +/- | % | +/- | | |
| Skill development (avg. %) | 82.4% | 2.5% | ≥ 85% | 79.7% | 2.7% | Substantially achieved |
| Written communication | 73.8% | 3.3% | | 68.6% | 3.8% | |
| Oral communication | 76.3% | 3.2% | | 75.4% | 3.5% | |
| Group collaboration | 88.2% | 2.0% | | 86.4% | 2.2% | |
| Critical analysis | 85.7% | 2.1% | | 83.4% | 2.2% | |
| Problem resolution | 82.4% | 2.3% | | 78.7% | 2.5% | |
| Learn on your own | 82.6% | 2.3% | | 83.2% | 2.3% | |
| Reading and comprehension | 88.1% | 2.0% | | 82.4% | 2.3% | |
| Baccalaureate graduates' assessment of skill development⁵ | | | | | | |
| | % | +/- | % | +/- | | |
| Skill development (avg. %) | 86.1% | 2.7% | ≥ 85% | 84.9% | 2.4% | Achieved |
| Written communication | 84.5% | 2.9% | | 87.0% | 2.3% | |
| Oral communication | 83.0% | 2.9% | | 87.2% | 2.3% | |
| Group collaboration | 81.6% | 3.1% | | 85.6% | 2.3% | |
| Critical analysis | 91.4% | 2.1% | | 86.6% | 2.2% | |
| Problem resolution | 80.6% | 3.1% | | 74.9% | 2.9% | |
| Learn on your own | 92.5% | 2.0% | | 87.1% | 2.2% | |
| Reading and comprehension | 88.8% | 2.5% | | 85.8% | 2.3% | |
| Student assessment of the quality of instruction⁵ | | | | | | |
| | % | +/- | % | +/- | | |
| Former diploma, associate degree and certificate students ⁶ | 85.8% | 2.1% | ≥ 90% | 96.0% | 1.1% | Achieved |
| Baccalaureate graduates | 94.8% | 1.7% | ≥ 90% | 95.6% | 1.3% | Achieved |
| Student assessment of usefulness of knowledge and skills in performing job⁵ | | | | | | |
| | % | +/- | % | +/- | | |
| Former diploma, associate degree and certificate students ⁷ | 89.3% | 2.1% | ≥ 90% | 89.9% | 2.1% | Achieved |
| Baccalaureate graduates | 91.0% | 2.4% | ≥ 90% | 85.9% | 2.6% | Substantially achieved |
| Unemployment rate^{5,8} | | | | | | |
| | % | +/- | % | +/- | | |
| Former diploma, associate degree and certificate students ⁷ | 7.0% | 1.6% | ≤ 12.5% | 12.7% | 2.0% | Achieved |
| Baccalaureate graduates | 1.6% | 1.0% | ≤ 12.5% | 4.8% | 1.5% | Exceeded |

Notes: See page 61.

Appendix II: Performance Results, Open Learning

Thompson Rivers University - Open Learning Division

2009/10 Accountability Framework Performance Measure Results¹

| Performance measure | Reporting year | | | | | |
|--|-------------------|-------------------|-------------------|------------------------------|-------|------------------------|
| | 2008/09 Actual | 2009/10 Target | 2009/10 Actual | 2009/10 Target assessment | | |
| Student spaces² | | | | | | |
| Total student spaces | 2,311 | 2,578 | 2,733 | Achieved | | |
| Nursing and other allied health programs | 271 | 183 | 473 | Exceeded | | |
| Developmental | 145 | 288 | 138 | Not achieved | | |
| Credentials awarded³ | | | | | | |
| Number | 265 | under review | 279 | Not assessed | | |
| Aboriginal student headcount⁴ | | | | | | |
| Number | 723 | ≥ previous year | 863 | Exceeded | | |
| Percent | 6.4% | | 6.8% | Achieved | | |
| Student satisfaction with education⁵ | | | | | | |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students | 97.1% | 2.1% | ≥ 90% | 100% | 0.0% | Exceeded |
| Baccalaureate graduates | 96.0% | 1.4% | ≥ 90% | 97.6% | 2.0% | Exceeded |
| Former diploma, certificate, and associate degree students' assessment of skill development⁵ | | | | | | |
| | % | +/- | | % | +/- | |
| Skill development (avg. %) | 80.2% | 6.4% | ≥ 85% | 76.2% | 6.4% | Substantially achieved |
| Written communication | 81.0% | 5.9% | | 74.6% | 6.6% | |
| Oral communication | 66.7% | 10.9% | | 67.3% | 7.1% | |
| Group collaboration | 67.4% | 10.0% | | 75.5% | 7.5% | |
| Critical analysis | 87.0% | 4.4% | | 84.4% | 4.9% | |
| Problem resolution | 87.7% | 4.7% | | 78.1% | 5.5% | |
| Learn on your own | 85.7% | 4.5% | | 81.3% | 5.2% | |
| Reading and comprehension | 86.2% | 4.9% | | 72.6% | 6.3% | |
| Baccalaureate graduates' assessment of skill development⁵ | | | | | | |
| | % | +/- | | % | +/- | |
| Skill development (avg. %) | 86.1% | 2.7% | ≥ 85% | 86.9% | 5.4% | Achieved |
| Written communication | 84.5% | 2.9% | | 95.9% | 3.2% | |
| Oral communication | 83.0% | 2.9% | | 82.3% | 6.1% | |
| Group collaboration | 81.6% | 3.1% | | 67.9% | 10.0% | |
| Critical analysis | 91.4% | 2.1% | | 92.5% | 3.8% | |
| Problem resolution | 80.6% | 3.1% | | 84.2% | 5.6% | |
| Learn on your own | 92.5% | 2.0% | | 94.0% | 3.2% | |
| Reading and comprehension | 88.8% | 2.5% | | 91.1% | 4.2% | |
| Student assessment of the quality of instruction⁵ | | | | | | |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students ⁶ | 79.1% | 5.6% | ≥ 90% | 96.8% | 2.5% | Exceeded |
| Baccalaureate graduates | 94.8% | 1.7% | ≥ 90% | 96.4% | 2.6% | Exceeded |
| Student assessment of usefulness of knowledge and skills in performing job⁵ | | | | | | |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students ⁷ | 90.8% | 4.1% | ≥ 90% | 96.7% | 2.6% | Exceeded |
| Baccalaureate graduates | 91.0% | 2.4% | ≥ 90% | 89.3% | 4.8% | Achieved |
| Unemployment rate^{6,8} | | | | | | |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students ⁷ | 0.0% | 0.0% | ≤ 12.5% | 0.0% | 0.0% | Exceeded |
| Baccalaureate graduates | 1.6% | 1.0% | ≤ 12.5% | 1.3% | 1.7% | Exceeded |

Notes: See page 61.