



THOMPSON RIVERS UNIVERSITY



Institutional Accountability Plan & Report

2011/12 - 2013/14

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Letter from the Board Chair and President



OFFICE OF THE PRESIDENT

July 11, 2011

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

Dear Minister Yamamoto:

**Re: Thompson Rivers University Institutional Accountability Plan and Report
2011/12 to 2013/14**

We are pleased to present you with the Thompson Rivers University (TRU) Institutional Accountability Plan and Report for 2011/12 to 2013/14. The University's Board of Governors and senior administration are pledged to deliver on their commitments to Government with respect to meeting student FTE targets and overall institutional performance to meet or exceed provincial accountability benchmarks.

Thompson Rivers University continues to build excellence into its academic programming with the introduction of a new academic program review process. A notable feature of this is the requirement that the review incorporate the views of students, faculty, staff, administrators and of external arm's length consultants. TRU continues to ensure that we meet our provincial mandate for Open Learning for the benefit of all citizens of British Columbia. We also continue to grow our numbers of aboriginal students and of our courses which focus on First Nations issues. Dr. Russell Currie became the new Dean of the School of Business and Economics. And Wally Oppal QC and Alan Shaver were installed as Chancellor and President and Vice-Chancellor, respectfully in early June.

Dean Chris Axworthy became the founding Dean of our new law school on May 1, the program gained approval from the Federation of Law Societies of Canada on February 14, 2011 and from your office in early April. Offers to admitted students went out in mid-May and seven new faculty members were announced in late June. A major capital project to renovate and enlarge our Old Main Hall to house the law school was announced in June. We are excited about greeting our first class this September.

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The Brown Family House of Learning with the attached Irving Barber British Columbia Centre was officially opened in June too. This LEED Gold certified building is destined to become an academic and social hub of the campus. A conference on aboriginal education was held only a few days after the opening.

It has been a busy year!

On behalf of TRU we express sincere appreciation and gratitude for the support the TRU has received from you and your Ministry. We look forward to finishing our tour of TRU together during your next visit; there is so much going on!

Sincerely,



Karl de Bruijn
Chair, Board of Governors



Alan Shaver
President and Vice-Chancellor

Institutional Overview

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

Mission Statement

TRU is a comprehensive, learner-centred, environmentally responsible institution that serves its regional, national, and international learners and their communities through 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 on-campus and distance delivery methods, through a progressive credential structure, and through laddered curricula, all of which allow students to move in and out of post-secondary education as their personal and professional needs allow.

Quality of Education and Service

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

Responsiveness

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

Comprehensiveness

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

Sense of Community

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

Accountability

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

Environmental Responsibility

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

Quality Work Place

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

Strategic Goals

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.

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

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

The University of Choice for Aboriginal Students and First Nations

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

The University of Choice for Open Learning

Thompson Rivers University, which has a legacy of being open and accessible to students, now has a legislative mandate for open learning in the province of British Columbia. 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.

The University of Choice for Environmental Sustainability

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

The University of Choice for International Opportunities

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

The University of Choice for Career Success

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

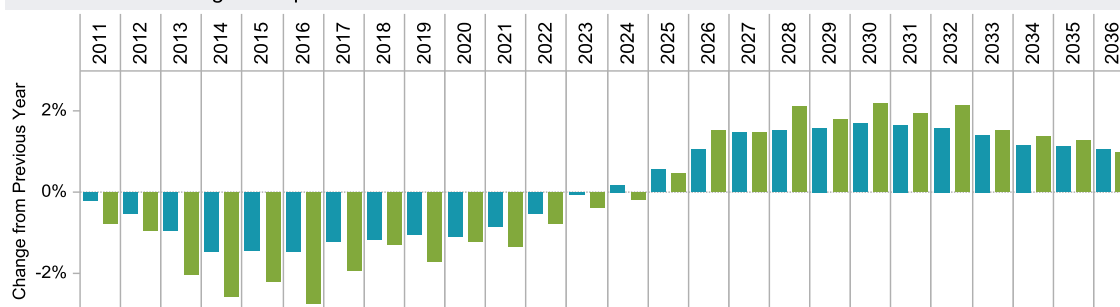
Planning and Operational Context

External Environment

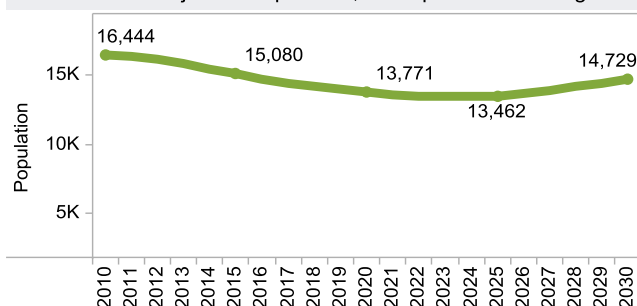
Population

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

I: Year to Year Change in Population



II: 2010-2030 Projected Population, Thompson Rivers Region



III: Projected Change from 2010

	2015	2020	2025	2030	2035
Province of British Columbia	-5%	-10%	-11%	-4%	3%
Thompson Rivers Region	-8%	-16%	-18%	-10%	-3%

Regions:

- Province of British Columbia
- Thompson Rivers Region

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

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

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

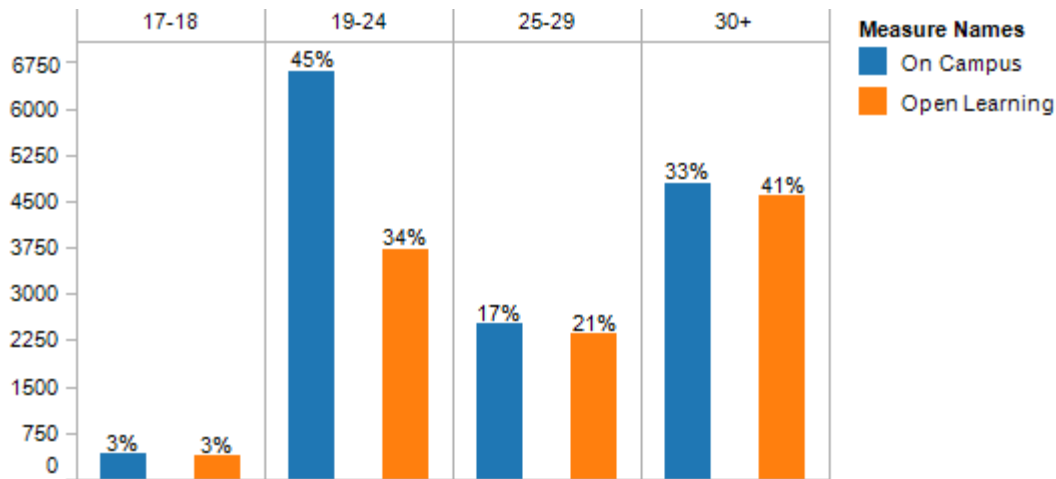


Figure 2. 2010-2011 TRU Student Age Distributions as a Percentage of the On Campus and Open Learning Divisions respectively. Note: Adapted from internal data.

The traditionally aged cohort comprises a large portion of the TRU student population (48% of On Campus students and 37% of Open Learning students). The Open Learning student population is representative of its mandated catchment area (all of British Columbia), with 41% of students aged 30+.

Many students decide to attend post-secondary school immediately after finishing high school. Of the students who were new to the Kamloops campus for the 2010/11 school year, 38% were direct or delayed high school entrants. As such, the size of grade 12 cohorts is a very important metric for TRU.

For the 2010-2011 year, 94% of domestic, on campus students came from within BC. Sixty-nine percent of all domestic, on campus, students are from the Kamloops/Williams Lake region. Figure 3 presents some grade 12 cohort projections for Kamloops and some surrounding

areas.

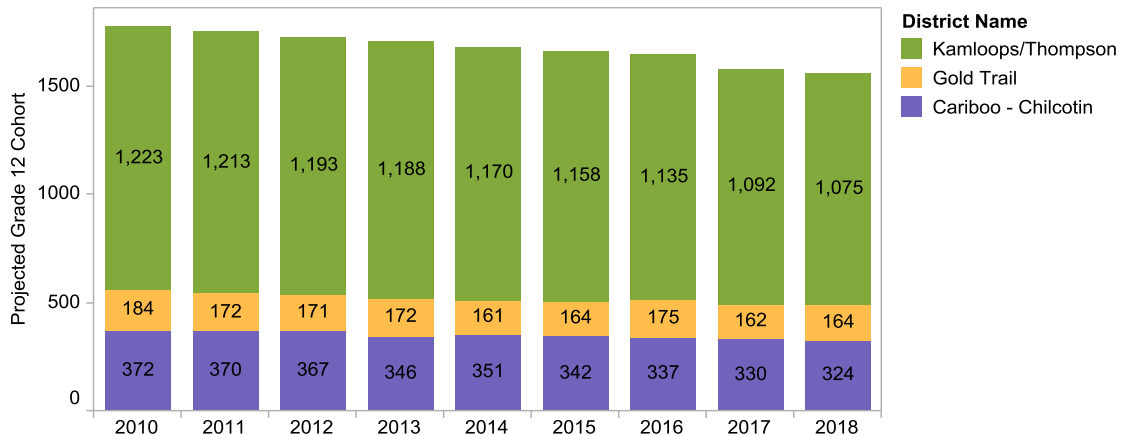


Figure 3. Projected Grade 12 Cohorts, Kamloops/Thompson, Caiboo-Chilcotin and Gold Trail Regions, 2010-2018. Note: Adapted from BC Stats. (2010b). *Projection report for public school aged headcount enrolments (excludes adults) 2009/10.*

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

TRU has a strong international student component. Table I provides demographic projections for people approximately of 18-24 group age¹ for TRU’s international student sources.

Table I: Age Projections for the International Traditionally Aged Undergraduate Cohort (in millions).

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

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

¹ 15 to 24 year olds

The international student body plays an important role in enriching the culture of the campus as well as providing a significant source of revenue to TRU. The majority of international students on campus and in Open Learning lie within the traditionally aged cohort. China, Saudi Arabia, and India, are the top 3 sources of international students.

Figure 4 shows the percentage change of the approximate traditionally aged cohort populations using the 2010 figure as the base year.

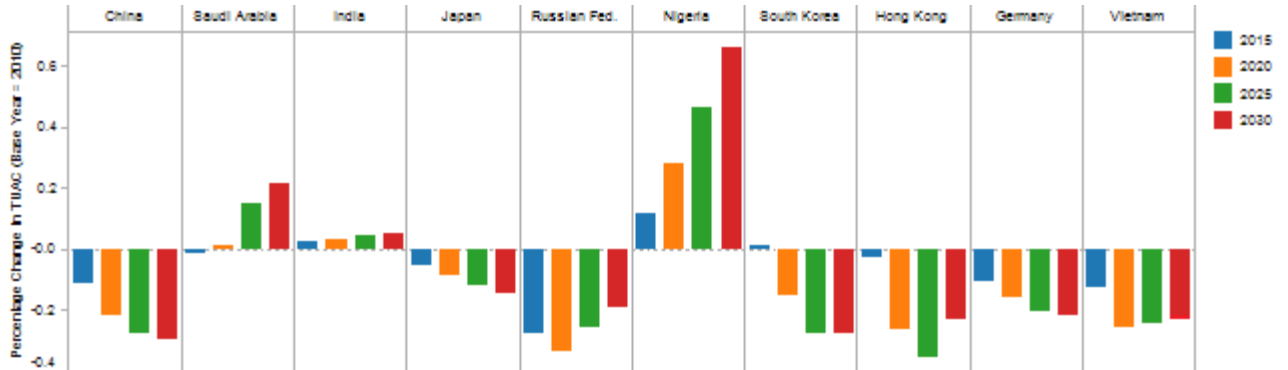


Figure 4. Percentage Changes in Age Projections for the International Age 18-24 Cohort (base year 2010). Note: Adapted from United Nations Department of Economic and Social Affairs. (2010). *World Population Prospects: The 2010 Revision*.

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

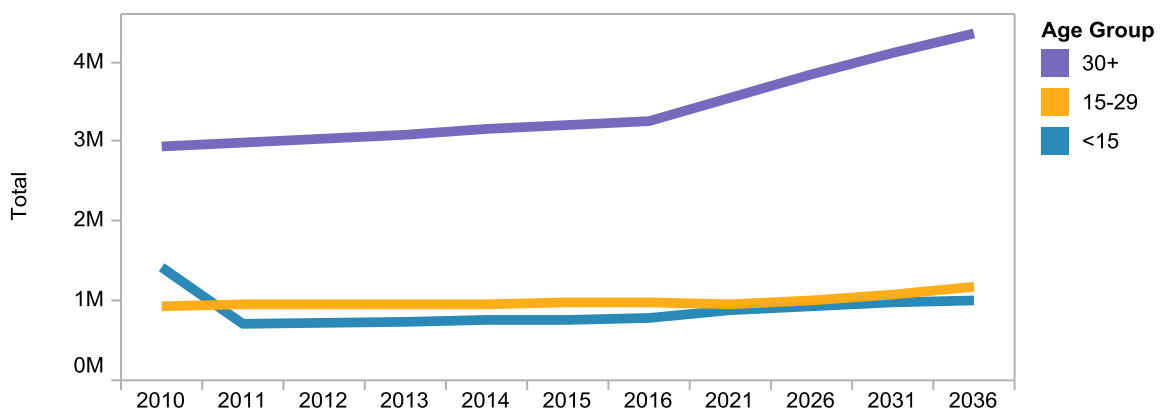


Figure 5. BC Population Projections by Age Group, 2010-2036. Adapted from Bélanger, A., & Canada, S. (2005). *Population projections for Canada, provinces and territories, 2005-2031*. Ottawa: Statistics Canada.

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

Aboriginal Population

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

The reserves within the Thompson Rivers region with the largest populations include Kamloops (1,786), Anahim's Flat (526), Nicola Mameet (483), and Alkali Lake (363). The off-reserve 18-24 cohort of the Thompson Rivers region was the fifth-largest in the province according to the 2006 Census. In terms of total population, the largest groups of Aboriginal peoples not living on a reserve are located in the communities of Kamloops (5,165), Williams Lake (1,435), and Merritt (1,125) (BC Stats, 2009).

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

Despite fluctuations in TRU's overall enrolment during the last several years, Aboriginal representation within the student population has remained stable. Approximately 9.2% of all TRU students are identified as Aboriginal.

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

Table 2: Thompson Rivers Post-Secondary Region Educational Profile

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

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

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

Although the proportion of high school completion among the Aboriginal 25 to 64 cohort is similar between males and females within the Thompson Rivers region, the level of post-secondary attainment is significantly higher for females (49.6% compared to 38.1%). The post-secondary attainment for non-Aboriginal females is 4.7% higher than that of Aboriginal females. The education level of the Aboriginal cohort in the Thompson Rivers region was similar to that of all Aboriginal people in BC, with minimal differentials in high school, post-secondary, and university attainment (+0.1%, -0.6%, and -0.5%, respectively) (BC Stats, 2009).

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

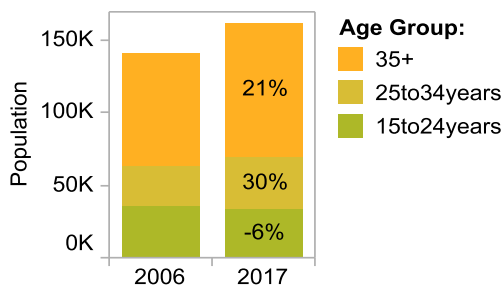


Figure 6: Projected Aboriginal Population in BC, 2006 to 2017 (Medium Growth). Adapted from Statistics Canada. (2005). *Projections of the Aboriginal populations, Canada, provinces and territories 2001 to 2017*.

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

The location, age and educational profiles of Aboriginal peoples within the Thompson Rivers region all have significant recruitment and planning implications for TRU. As the institution faces a decline in the BC traditionally aged post-secondary population, an even higher percentage of eligible students in the future will be First Nations and Aboriginal. These trends point to recruitment focused on mature Aboriginal and non-Aboriginal students across the province. Therefore, to ensure future competitiveness, it is crucial that the university is adequately equipped with the infrastructure, human capital and program mix that will attract and retain these potential students.

Labour Market & Skills Shortages

According to the 2009 BC Labour Market Outlook, over 1.1 million job openings are expected for BC over the period 2009-2019. About 60% of these openings will result from replacement demand (retirements and deaths), while the remaining 40% will result from expansion demand (increased economic growth). Overall, the province is expected to experience an average annual employment growth rate of 1.8% during this ten-year period, with the Cariboo region experiencing the third-largest regional growth rate in the province (1.8%) after the North Coast and Nechako and Vancouver Island/Coast regions (Work BC, 2009).

Regarding the number of job openings, the Thompson-Okanagan region will have the third-highest increase, with an expected 116,000 openings between 2009-2019 (following the Mainland/Southwest and Vancouver Island/Coast regions), despite having the lowest annual growth rate (1.6%). In order to meet new labour demand, the Thompson-Okanagan region is expected to rely heavily upon migrants, especially in the latter half of the outlook period (Work BC, 2009).

According to Work BC (2009), the largest number of job openings will occur in the following sectors:

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

According to Work BC (2009), 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.

Table 3 lists the occupations that have the highest projected growth from 2009-2019 for both the Thompson-Okanagan and Cariboo regions.

Table 3. Top Growth Occupations, 2009-2019.

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

Note: Adapted from Work BC. (2009). *British Columbia labour market outlook 2009-2010*.

The increased demand for health occupations in the Thompson-Okanagan region reflects an aging population. 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 during this ten-year period (Work BC, 2009).

Figure 7 displays the required educational qualifications for projected BC job openings from 2009-2019.

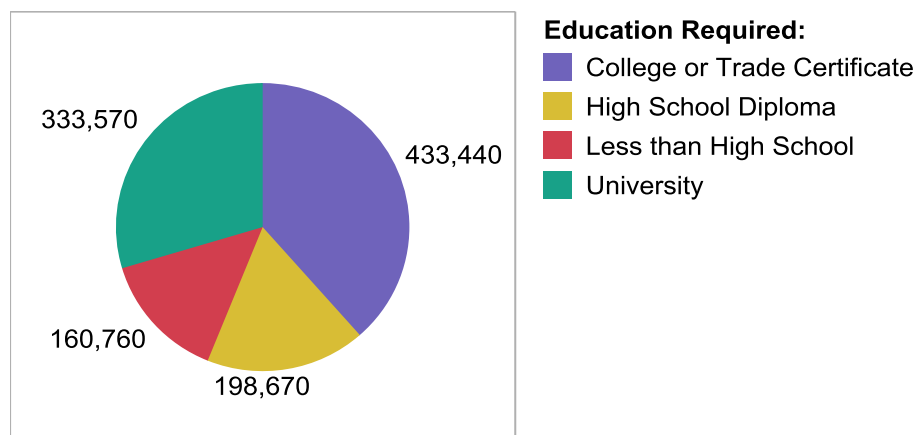


Figure 7: Skills Demand for Projected BC Job Openings, 2009-2019. Note: Adapted from Work BC. (2009). *British Columbia labour market outlook 2009-2010*.

As figure 7 indicates, nearly 70 % of new job openings in BC will require at least a post-secondary credential. Approximately 38 % of openings will require a college or trades certificate (technical, para-professional, and skilled occupations), while 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.

In the short term, employment demand in the Thompson Rivers college region is expected to grow by only 0.3 % from 2009 to 2014. This is lower than the provincial average of 1.4 % for the province as a whole. According to the most recent BC Regional Employment Projections, estimated employment figures within the Thompson Rivers region over this five-year period are expected to increase from 85,610 to 86,760. The North Island region is also projected to witness an annual growth rate of 0.3 % over this period, while only New Caledonia is expected to experience a lower rate of expansion (-0.5 %) than either the Thompson Rivers or North Island regions (BC Stats, 2008).

According to BC Stats (2008) the occupations which are expected to experience the highest rate of growth between 2009-2014 (within the Thompson Rivers region) are the following:

- mining (non-oil & gas),
- services to mining, and
- transportation equipment manufacturing.

The Impact of the Internet on Education

The internet is continually changing the way that universities interact with their students, opening up new avenues for content delivery. The potential impact of the internet on higher education should not be understated. Many universities have started to post course materials online for free. For example, the Massachusetts Institute of Technology's "OpenCourseWare" initiative contains course syllabi, lecture notes, practice questions, past exams and often complete video recordings of lectures from many MIT courses. Likewise, Harvard has released a professionally recorded and edited series of one semester of its most popular course called *Justice*.

Many of these sources are very popular. OpenCourseWare receives more than one million views per month. Another source of free online lectures and instruction, the Khan Academy, receives over two million views per month. It is likely that these

sources will only receive more views over time, and that they quality and quantity of these programs will continue to increase at a rapid rate from their already high levels (Urstadt, 2011).

Overall, the advent of free high quality post-secondary materials on the internet is an interesting new development in the landscape of higher education. While in the near future the materials will serve more of a complementary role than a substitutive one, TRU should keep a watchful eye on the development of these materials, both to leverage these free materials and to meet any potential competitive challenges that they may offer in the future.

Community Relations

Thompson Rivers University continues to be an integral part of the region and a cornerstone for debate, dialogue and celebration in the communities it serves. As a venue, the University hosts dozens of events each year that range from academic conferences to secondary school performing arts and science competitions, from political caucuses to professional association conventions, as well as high school graduations and weddings. In August, TRU will house 2200 young athletes for the 2011 Western Canada Summer Games.

TRU officially celebrated its 40th anniversary the week of September 8–12, 2010. Close to 2,000 people visited the Kamloops Campus during the festivities. On September 8, TRU Williams Lake opened its Gathering Place, a First Nations multi-use facility styled after an Interior Salish pit house. That same day, 20 cyclists and their support crew embarked on a three-day cyclethon fundraiser from Williams Lake to Kamloops in support of student bursaries and scholarships. The effort raised \$15,000. The Week of Science Lecture on the Future of the Sockeye salmon was held in the Alumni Theatre on September 9. September 10th on the Kamloops campus, current and former students, faculty, staff, and members of the community enjoyed live entertainment, an international and aboriginal flag parade, a barbecue chicken dinner, the School of Social Work & Human Service banquet, School of Trades & Technology vehicle and equipment displays, and fireworks accompanied by wind, brass, and timpani members of the Kamloops Symphony. The Cplul’Kw’ten (which means Gathering Place in Secwepemctsin) officially opened in House 5. On September 11, 120 people attended the Retirees Breakfast, and there were events hosted by several departments, including a Faculty of Arts reunion, School of Business & Economics open house, School of Nursing reunion and book release, Slam Poetry, Networkers, and a Commemorative Tree planting. These events gave alumni and the community a chance to reconnect.

We are committed to building a better community. The Brown Family House of Learning, a 78,000 square foot facility, built to LEED Gold standards, incorporating additional library space, the learning commons, and space for Aboriginal programs and services, held its official opening on May 26th, on time and on budget. May 30th to 31st, the TRU Aboriginal Education Centre's "Ike K. Barber Summit on Leadership in Aboriginal Education" was held in the facility's new theatre, the Irving K. Barber British Columbia Centre. Participants discussed aspects of educational leadership that lead to Aboriginal success in post-secondary education, with a focus on the BC Interior.

Thompson Rivers University faculty, staff, and students support the community, and the community gives back. The 2010 United Way campaign at TRU raised \$58,510, a 20 per cent increase over the previous year. Close to half a million dollars was awarded to students at TRU's 28th annual Foundation Awards Ceremony in November. \$448,178 was given out on Nov. 25 as part of an expected \$1,593,000 that TRU students will receive throughout the year in the form of scholarships, bursaries, and awards from the TRU Foundation and internal university funding.

For the sixth consecutive year, School of Business and Economics students in their final year of studies lent their expertise in human resource management, marketing and strategic planning for projects with a focus on non-profits and small businesses. Students contributed to the community while gaining experience with organizations such as Kamloops Therapeutic Riding Association, Tk'emlúps Indian Band, Brain Injury Society, Boys and Girls Club, White Buffalo Health Society, and Kamloops Rotary West.

The School of Nursing has developed partnerships with a number of community organizations and agencies to provide health services to particular patient populations and to provide relevant clinical experience for Nursing students. For example, the CONAYT Native Friendship Centre has worked with the School of Nursing to develop a clinical education partnership for all levels of Nursing students. This involves students working with Aboriginal people and Elders to provide health care, screening, and education to the Aboriginal people of Merritt, BC and the surrounding region.

Third year Nursing students worked with the clients and staff of New Life Mission in Kamloops, BC to develop a health street fair that addressed real-life health needs (i.e., needs that those living in poverty and with mental health and/or addiction issues identified as significant). The street fair involved several invited health practitioners and was attended by more than 150 people.

The School of Nursing also worked with the physicians and staff of a local back pain clinic to develop and implement a series of 12 lectures. These lectures will be delivered free to the public on issues relevant to chronic back pain and its prevention and treatment. One of the Nursing faculty provided a lecture on chronic pain and sexuality. Additionally, 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.

The Interior Health Authority has provided the School of Nursing with funding to develop a mental health certificate for graduate nurses and nursing students within the region.

The United Way Thompson Nicola Cariboo presented TRU's Students In Free Enterprise (SIFE TRU) with the 2011 "Youth Inspired Spirit Award" for their generous contribution to the community at the Community Spirit Awards on May 26th. Kaitlin O'Leary, United Way Community Development Coordinator, says the SIFE TRU students went well beyond the award requirements, developing programs that provide ongoing support to the community. Several of these programs also helped the SIFE TRU team demonstrate how they have redefined lives in Kamloops at the SIFE National Exposition, earning them a spot in the semi-finals: Inspiring Young Minds, Thompson Rivers Consulting, Environomics, the Tony Brower Innovation Exposition and LiveFree.

Thompson Rivers University School of Trades and Technology and the Canadian Home Builders Association Central Interior received a special award for Visionary Achievement in Sustainable Construction for their Green Dream Home EQUilibrium™ Demonstration House initiative with CMHC at the Built Green™ Awards Ceremony in Vancouver on September 17, 2010. School of Trades and Technology also received two silver awards at the Regional Tommie Home Builder Awards of Excellence. The awards recognized the CHBA Central Interior and TRU School of Trades for the Best Public/Private Partnership and Outstanding Achievement in Residential Environmental Consideration and Energy Efficiency for the 2010 Green Dream Training House. Students from TRU's construction trades programs have already completed work on the 2011 Green Dream home, which will also be raffled off by the Kamloops YMCA/YWCA for their annual fundraiser.

Dr. Wade Davis, who has been described as a "rare combination of scientist, scholar, poet, and passionate defender of all of life's diversity," delivered the latest President's Lecture to an audience of over 850 people in the CAC Grand Hall on March 1st. The

TRU President's Lecture Series sponsors one or more speakers each academic year on topics of global importance. Over the past seven years, TRU has welcomed such international figures as John Ralston Saul, Alexandre "Sacha" Trudeau, Stephen Lewis, Romeo Dallaire, Lloyd Axworthy, Severn Cullis-Suzuki, David Frum and Buffy St. Marie. Some of these highly regarded presentations have generated local and international responses and motivate many TRU students to become actively involved in a variety of developing world projects.

Thompson Rivers University was recognized by the BC Council for International Education (BCCIE) for its excellence in the field of international education in the province. TRU won 3 of the 5 awards presented in categories that included all of BC's post-secondary institutions. In addition to the International Education Distinguished Service and Innovation in International Marketing Awards presented to former TRU World administrators Vera Wojna and Cyndi McLeod, respectively, TRU International Days was presented with the Outstanding Program in International Education Award, recognizing an institution, district or program with high quality and highly creative programming in international education.

What began 14 years ago as a one-day showcase of cultural foods and artifacts has since developed into a campus-wide program with roughly 80 events spread over five days. International Days events have included staff and student presentations on teaching experiences abroad, international research sharing, and celebrations of all aspects of the globally-minded campus and community.

TRU Culinary Instructor Ed Walker is President of the new Thompson-Shuswap Chef Farmer Collaborative. The non-profit society is dedicated to celebrating local food. Through public and member events, the group plans to bring their communities better access to and awareness of local foods.

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.

Thompson Rivers University conferred five honorary degrees at its Convocation ceremonies. Justice Daphne Smith was recognized at the October 8th Convocation ceremony with a Doctor of laws, honoris causa. Justice Smith was appointed to the British Columbia Court of Appeal on May 22, 2008 and is one of 15 full-time judges

sitting in the highest court of the province. Madam Justice Smith's distinguished career and strong connection to Kamloops began in 1975 when she articulated at a firm that is now known as Mair, Jensen and Blair.

This spring TRU recognized the leadership and community service of an additional four exceptional people by conferring honorary degrees on them during convocation on Thursday, June 9 and Friday, June 10. Sheila Fraser, former Auditor General of Canada, for her contribution to the fields of accounting, legislative auditing and public administration, received a Doctor of laws, *honoris causa*; Stephen Podborski, two-time Olympian and Officer of the Order of Canada, for his commitment to community, received a Doctor of laws, *honoris causa*; Nelofer Pazira, film-maker and human-rights activist, for her commitment to the values of equity, access to education and global citizenship, received a Doctor of letters, *honoris causa*; and Kenneth Ogilvie, independent consultant and Executive Director Emeritus with one of Canada's most distinguished environmental groups, in recognition of the environmental challenges faced by current and future generations and the importance of environmental responsibility to a sustainable future, received a Doctor of laws, *honoris causa*.

A highlight of this year was the installation of TRU's second Chancellor, The Honourable Wally Oppal, QC and the third President & Vice-Chancellor, Dr. Alan Shaver on June 8th, in front of an audience of 200 gathered on the Campus Commons.

Internal Environment

Academic Planning Process

One of the key initiatives driven by the office of the Provost and Vice-President Academic over the past academic year has been the initiation of a planning process with the goal of creating an Academic Plan for the university that will inform program and curriculum planning, priorities and development for the next five years.

The Academic Planning Process involves three key elements:

- the consultation process,
- the development of the plan, including three key sections:
 - delivery modes,
 - student services,
 - academic themes, and
- the development of outcome and review measures pertaining to the academic plan, to be completed on an annual cycle.

The bulk of the consultation process has been completed and the planning committee is now in the writing phase. Faculty and School planning documents will be synthesized in the context of all the consultation materials gathered to date. The first draft will be completed over the summer of 2011, and the draft will be circulated widely and posted on the public website created for the planning process to ensure transparency and accountability. The website may be viewed at this link:

http://www.tru.ca/vpacademic/academic_plan.html

The plan will be completed in the Fall 2011 term; the outcomes measures will be prepared simultaneous to the drafting of the Academic Plan.

New Academic Program Review Process

TRU's program review process provides the opportunity for reconsidering and refining a program's expected learning outcomes. Reviews are premised on the expectation that every program can be enhanced and that regular program evaluation is a major responsibility of Departments, Faculties and/or Schools. Self-appraisal is at the heart of the program review. However, the involvement of external, arm's-length consultants is also an essential part of the University's quality review and improvement process. All academic program reviews at Thompson Rivers University must incorporate the views of students, faculty, staff, and administrators.

All undergraduate and graduate academic degree, diploma, and certificate programs approved by the Senate of Thompson Rivers University must undergo a Program Review every seven years.

Current Programs Under Review

There are six programs under review during the 2010-2011 academic year:

1. Mathematics and Statistics (BSc),
2. Physics (BSc),
3. Business Administration (BBA),
4. Fine Arts (BFA),
5. History (BA), and
6. Chemistry (BSc).

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.

Faculty of Law

During the past year, there have been a number of important steps along the way to the establishment of the first new Canadian Faculty of Law in over 30 years and to it opening its doors on September 6, 2011.

This year, for the first time, new law programs in Canada required approval from the Federation of Law Societies of Canada. Approval is required to permit graduates of the Law Program admission to the articling process in Canada's provinces and territories. The completion of the articling period is a pre-requisite to being licensed as a member of the law Society of a province or territory and to practice as a lawyer in Canada. This approval was obtained on February 14, 2011.

All new academic programs in BC require the approval of the Minister of Advanced Education. This approval is provided on the recommendation of the Degree Quality Assessment Board (DQAB), which was provided after a site visit on February 17, 2011 by the Panel of Experts comprised of five former Canadian law Deans. Ministerial approval was provided on April 4, 2011.

Student applications closed on February 28, 2011, and three hundred and twenty-two (including eight Aboriginal student) applications were received. Offers to successful applicants were made in mid-May.

The Faculty of Law received over 120 applications for prospective faculty positions. In early May, five Professors were appointed. Other appointments will be made in the coming weeks.

Baccalaureates, Diplomas and Certificates

In the past year, the Board of Governors approved a new Accounting Technician Diploma.

The School of Business and Economics is now offering the following new programs:

- New Venture Creation (Post-Baccalaureate Diploma, Minor, Major),
- Supply Chain Management (Post-Baccalaureate Diploma, Minor, Major),
- Environmental Economics and Sustainable Development (Minor in BBA, BA, BSc, BTM, BNRS),
- Financial Markets and Institutions (BBA Minor), and
- Economics and Math (Joint Major in BA and BSc)

Global Competency Credential

In the fall of 2010, TRU developed a Global Competency Credential. This is a credential that can be earned in tandem with any credit program - undergraduate or graduate - offered by Thompson Rivers University. The credential formally recognizes the global competencies - knowledge, skills and attitudes of a globally-minded citizen - acquired by students through their educational experiences.

Students earning this credential will have it formally noted on their official TRU transcript and will also receive a Certificate of Recognition - Global Competency. The first students to be awarded this credential were recognised at TRU's June 2011 Convocation.

Human Resources

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

Chancellor, Wally Oppal, QC



TRU formally installed The Honourable Wally Oppal, QC as Chancellor in a ceremony held on June 8, 2011. Chancellor Oppal has served as a judge and attorney general. He has been a dedicated champion of social justice and community safety and currently serves as commissioner of the Missing Women Commission of Inquiry. He joins TRU with the vision of leveraging the University's unique strengths to ensure accessibility to post-secondary education. His leadership and guidance will prove instrumental as TRU opens its Law School this year.

"I am deeply honoured to have been selected Chancellor of Thompson Rivers University," says Wally Oppal, "I know of no other post-secondary institution in BC that is more innovative and creative in meeting the diverse needs of our province in the 21st Century. I am very excited and look forward to working with President Alan Shaver, the Senate and the university's Board of Governors."

President and Vice-Chancellor, Alan Shaver

President and Vice-Chancellor Alan Shaver was appointed President on December 1, 2010 having previously served as Vice-President Academic and Provost at Dalhousie University. Dr. Alan Shaver was formally installed as President and Vice-Chancellor in a ceremony on June 8, 2011.



"TRU was founded on the goal of facilitating university access by a broad range of students including today's non-traditional students," Alan Shaver said during his installation. "Diversity, information technology and innovation; these are the features that differentiate TRU from other universities. It is a powerful triad that we must develop and advance. These features put TRU in the lead of the direction that university education is going around the globe."

Dean, School of Business and Economics, Dr. Russell Currie



Dr. Russell Currie will join TRU as Dean of Business and Economics in August 2011. Dr. Currie is leaving his post as Founding Member of the Faculty of Management at UBC Okanagan, where he also served as Associate Dean and Dean. He has also held several academic and research positions at Texas A&M University and Lakehead University.

Dr. Currie completed his Ph.D. at Texas A&M University in 1994. He has supervised undergraduate honours students and co-authored several of his research publications with undergraduate students.

Dr. Currie's published research focuses on two primary areas: strategies for feasibility analysis and scholarly peer assessments. Dr. Currie has a proven track record of scholarship, including numerous refereed publications in tier one journals, papers and technical reports and has held grants from public, NGO and private sources. He has worked as a consultant for several First Nation groups, including the Tsimshian Nation, Lax Kw'alaams Band (Northwest British Columbia) and Alabama-Coushatta Tribe of Texas. In addition, he has also provided consultation services locally, nationally and internationally to groups such as Oceans and Fisheries Canada, Parks Canada, Myra Canyon Trestle Restoration Society, US Forest Services, American Express Travel Services and Sabre.

"I look forward to supporting TRU's commitment to involving its undergraduate students in understanding research through hands-on experience," says Dr. Currie. "It is through co-curricular activities such as research, case competitions, attending and presenting at conferences and applying theory as volunteers or as co-op students locally and globally to real problems that students will reap the full benefit of their university education."

TRU Faculty of Law

Chris Axworthy, Founding Dean of Law



Chris Axworthy was born in the U.K. After graduating in Law from what is now London Metropolitan University in 1970, he completed his graduate studies in Law at McGill University. From 1972 to 1975 he was Assistant Professor of Law at the University of New Brunswick. From 1975 to 1985 he was Associate Professor and then Professor of Law at Dalhousie University. In 1984 he moved to the University of Saskatchewan to be Professor of Law and the founding Executive Director of the Centre for the Study of Co-operatives.

In 1988 Chris was elected to Parliament as the M.P. for Saskatoon-Clark's Crossing. He was re-elected twice in 1993 and in 1997. In 1999 Chris was elected as the M.L.A. for Saskatoon-Fairview in a by-election and again later the same year in the General Election when he was appointed Minister of Justice and Attorney General for the Province of Saskatchewan. In 2001 Minister of Aboriginal Affairs and Minister of Intergovernmental Affairs were added to his responsibilities. Chris was appointed Queen's Counsel in 2000.

In 2003 Chris returned to the University of Saskatchewan as Professor of Law. He also practiced law with Robertson Stromberg Pederson in Regina. From 2008 to 2010 he was Professor and Dean of Law at the University of Manitoba.

Chris became the Founding Dean of Law at Thompson Rivers University beginning May 1, 2010, the first new Faculty of Law in Canada in over thirty years. It is a three-year, fully accredited program that builds on the unique strengths of the university and the community. The TRU Faculty of Law will provide graduates with a strong background and understanding of the social, cultural and economic realities of Canadian rural settings, within a global context.

Dean Axworthy will be teaching Contract Law in the first year curriculum.

Dr. Ken Cooper-Stephenson, Law Professor

LL.B (London), LL.M (Cambridge), LL.D (London)



Ken Cooper-Stephenson was born in Scotland and grew up in England. He obtained an LL.B. from London University with first class honours and was top of his class, and went on to obtain an LL.M. from the University Cambridge, also with first class honours. Ken was appointed as a founding member of the Department of Law at Leicester University where he taught for five years. In 1971 he immigrated to Canada to join the College of Law, University of Saskatchewan where he taught until 2009.

In 1981 Ken published the first edition of a treatise, *Personal Injury Damages in Canada*, co-authored by Professor Saunders of the University of Calgary. The book has been used by lawyers and courts throughout Canada as a primary resource. A second edition was published in 1996. In 1991 Ken published *Charter Damages Claims*, a monograph on claims for damages under s. 24(1) of the Canadian Charter of Rights and Freedoms. He subsequently co-edited *Tort Theory*, a book of essays which examines the jurisprudential underpinnings of tort law, an area which has been the focus of a number of his more recent conference publications.

In 2000 Ken was appointed Chair of the legislative committee that reviewed Saskatchewan's no-fault auto-accident plan. In 2001 he was awarded an Earned Doctor of Laws degree from the University of London. Ken has also taught law in Australia at both Bond University and James Cook University of North Queensland. In 2004 he was Specialist Consultant for the Assembly of First Nations Report on Abuses in Indian Residential Schools. His current research involves damages claims under the human rights provisions of constitutions around the globe.

Dr. Cooper-Stephenson will be teaching Tort Law in the first year curriculum.

Margaret Isabel Hall, Law Professor

B.A Hons (UBC), LL.B (Queen's), LL.M (UBC)



Margaret Isabel Hall taught torts and jurisprudence at the University of Ottawa before returning to Vancouver, where she took up the position of Staff Lawyer at the British Columbia Law Institute. She worked as lead researcher and writer on the BCLI's law and ageing projects, and was instrumental in the development of the Canadian Centre for Elder Law at the BCLI, becoming the Centre's first Director before leaving to teach in the UBC Law Faculty. As Assistant Professor (Without Review) at UBC she taught torts, property, law and aging, advanced legal research and writing, and served as the Director of Legal Research and Writing. During this period, she also taught in the summer program at the University of Saskatchewan Native Law Centre.

Margaret is currently working towards her PhD in Interdisciplinary Studies from UBC, looking at mental capacity through the frameworks of law, medicine and social work (currently- but tentatively- titled "Autonomy and the Mental Capacity Threshold: Theorizing Vulnerability"). She is also, with Gregory S. Pun, the co-author of *The Law of Nuisance in Canada*, published in 2010. Margaret is affiliated with the Vulnerability and the Human Condition Initiative centred at Emory University, Atlanta as an Affiliated Global Faculty Member, and is a Fellow/Research Associate with the Centre for Research on Personhood in Dementia at the University of British Columbia.

Margaret has published extensively in the areas of tort law and law and aging.

Professor Hall will be teaching Tort Law in the first year curriculum.

Sharon Mascher, Law Professor

LL.B, LL.M (Calgary)



Prior to taking a position in the Faculty of Law at Thompson Rivers University, Sharon held academic positions in the Faculties of Law at Victoria University of Wellington (New Zealand), the University of Saskatchewan and the University of Western Australia. While at the University of Western Australia, Sharon served as the Associate Dean of the Faculty of Law and was the Deputy Director (Environment and Climate Law) at the Centre for Mining, Energy and Resources Law. For several years Sharon was also a member of the Management Committee of the Environmental Defender's Office (Western Australia), which is a not for profit community legal clinic dedicated to protecting the environment in the public interest.

Sharon's teaching and research interests are focused in the areas of environmental law, resources law, and property law. Most recently, her research has focused on the development of domestic and international frameworks to mitigate climate law.

Sharon Mascher articulated in Vancouver and practiced law for a short time in Kelowna.

Professor Mascher will be teaching Property Law in the first year curriculum.

Dr. Richard Frimpong Oppong, Law Professor

LL.B, BL (Ghana), LL.M (Cantab), LL.M (Harvard), Ph.D (UBC)

Dr. Oppong received his Bachelor of Law degree from the University of Ghana, where he graduated with first class honours in 2001 and was awarded the VALCO book award for best graduating student in commercial law. In 2003, he qualified as a barrister in Ghana after completing the professional law program at the Ghana School of Law. There, he was awarded the coveted and prestigious John Mensah Sarbah Prize for the best graduating student. He holds a first class Master of Law degree, in Commercial Law, from the University of Cambridge, where he was nominated Senior Scholar of Fitzwilliam College, Cambridge University, in 2003/4. He also received the David Pearl Prize for excellence in the LLM examinations. He holds a



second Master of Law degree from Harvard Law School. He obtained his Doctor of Philosophy in law degree from the University of British Columbia in 2010.

Prior to joining Thompson Rivers University Faculty of Law Dr. Oppong was a lecturer in law at Lancaster University Law School in the United Kingdom, where he taught contracts, torts, comparative law, international business and trade law and private international law. He was also a Killam Post-doctoral Research Fellow at the Schulich School of Law, Dalhousie University.

His research interests are mainly in international economic law, comparative law and private international law (conflict of laws). His research has been funded and supported in the past by the British Academy, the Killam Trust and the Swiss Institute of Comparative Law. He has published widely in highly regarded international journals such as the American Journal of Comparative Law, International and Comparative Law Quarterly, Journal of Private International Law, Modern Law Review, Journal of International Economic Law, Fordham International Law Journal, and the Yearbook of Private International Law. His latest work is a monograph, Legal Aspect of Economic Integration in Africa, which will be published by Cambridge University Press in July 2011. He has worked as a peer reviewer for leading law journals and academic publishers, and is currently an Assistant Editor to the Journal of International Trade Law and Policy and the soon to be published Global Journal of Comparative Law.

He has been consulted by law firms, international organizations, such as the Hague Conference on Private International Law, and universities on legal and academic related issues.

Dr. Oppong will be teaching Property Law and Contract Law in the first year curriculum.

Richard's Publications: <http://www.tru.ca/law/faculty/publications.html>

Janna Promislow, Law Professor

BA (Hons, Alberta), LLB (Victoria), LLM (York), PhD candidate (York)



Janna Promislow taught as an Adjunct Professor at Osgoode Hall, winning the adjunct faculty teaching award in 2008. While teaching at Osgoode, she received a Canada Graduate Scholarship for her doctoral studies. She has also taught at the University of Alberta, Faculty of Law (2002/2003), and was the Executive Director of the Centre for Constitutional Studies at the University of Alberta in 2004/2005, where she edited the *Review of Constitutional Studies/Revue d'études constitutionnelles* and *Constitutional Forum constitutionnel*. From 2008-2010 she worked for the Ontario Ministry of Aboriginal Affairs, focusing on the policy and practice of consultation with aboriginal communities. Most recently, she was an Assistant Professor at the University of Victoria, Faculty of Law (2010/2011).

Her teaching experience and research interests encompass constitutional and administrative law, aboriginal rights, colonial legal history and indigenous-settler relations, and legal pluralism. Her scholarly publications include chapters in Hamar Foster, Benjamin L. Berger, & A.R. Buck, eds., *The Grand Experiment: Law and Legal Culture in British Settler Societies* (Vancouver: UBC Press, 2008) and in Jeremy Webber & Colin Macleod, eds., *Between Consenting Peoples: Political Community and the Meaning of Consent* (Vancouver: UBC Press, 2010).

Janna clerked at the Law Courts of Alberta (Queen's Bench and Court of Appeal). She practiced law with Davis & Company in the Northwest Territories from 1999-2001, where she worked for aboriginal clients on residential school claims, land claims implementation, and related corporate and community development.

Professor Promislow will be teaching Constitutional Law in the first year curriculum.

Micah B. Rankin, Law Professor

B.A. (Simon Fraser), Dp. Int. (Sciences Po, Paris), J.D. (UVic), LL.M. Candidate (Toronto)



Before joining Thompson Rivers University's Faculty of Law, Micah Rankin articulated and practiced as a litigation associate at Hunter Litigation Chambers in Vancouver. Professor Rankin has also served as a judicial law clerk to the British Columbia Court of Appeal (2006 – 2007). Professor Rankin's current research focuses on constitutional law, with a special emphasis on judicial independence, legal theory, access to justice, and the intersection between constitutional and property rights.

As a lawyer, he has appeared before all levels of court in British Columbia, both as junior and lead counsel, and has conducted trials and appeals in a wide range of commercial and criminal matters. Throughout his time in practice, Professor Rankin worked regularly on behalf of non-profit organizations supporting the advancement of litigants' rights under the Charter of Rights and Freedoms.

Professor Rankin will be teaching Constitutional Law in the first year curriculum.

Anne Pappas, Lawyer/Founding Administrator

Anne was born in Johannesburg, South Africa. She moved to Windsor, Ontario in the 1980's and earned both her teaching and law degrees from the University of Windsor. She is a member of the Law Society of Upper Canada.

After receiving her Law degree she gave up teaching and entered the exciting world of University Administration. She started out as the Career Development and Alumni Relations Officer in the Faculty of Law at the University of Windsor. This role brought together her teaching and legal skills as she counselled and assisted students in their search for articling positions. With the rapid expansion of the Alumni relations portfolio, Anne shifted her attention to directing the fundraising, communications and marketing efforts of the Faculty of Law. In addition, she persuaded the Law Society of Upper Canada to create a satellite campus in Windsor for the 3 month long Bar Admissions Course. Anne was



responsible for the Bar Admissions Course, including soliciting legal practitioners to instruct, teaching and managing exams, and performing all duties of an Assistant Site-Registrar.

Anne left Ontario in 2003 to join Dean Andrew Petter at the University of Victoria's Faculty of Law, where she was responsible for directing the fundraising and external relations portfolios. In addition to raising over \$18 million dollars, her passion for government relations and program development saw the successful launch of many initiatives, including a new Graduate Program in Law, securing stable operating funding for various experiential learning programs including the Law Centre and the Environmental Law Clinic, a \$4 million dollar re-purposing of the Law Library, and the creation of Canada's first National Aboriginal Economic Development Chair.

The opportunity to be part of the founding team in establishing Canada's first new law faculty in over 30 years was not to be missed. Anne moved to Kamloops in August 2010, joining Founding Dean Chris Axworthy, Q.C. at Thompson Rivers University. Anne is currently the Founding Administrator for the Faculty of Law and looks forward to being joined by colleagues, friends, legal scholars, practitioners, members of the Bench, members of the Bar, and students when the new Law Faculty opens its doors on Tuesday, September 6, 2011.

Aboriginal Education Initiatives

Aboriginal education programming at Thompson Rivers University involves the continued support of existing initiatives as well as working with our Aboriginal partners to create new offerings. Capacity in human resources, course offerings and communications has remained stable for the past year to address the education needs of Aboriginal learners at Thompson Rivers University. Enrolment of Aboriginal students continues to represent approximately 10% of the student body.

The Aboriginal Student Services team has been reinforced by the creation of a Life Skills Coach position. The Aboriginal Coordinator and Aboriginal Transition Planner have been busy meeting the various needs of Aboriginal students. The New Life Skills Coach has been well utilized by the students.

Aboriginal student recruitment continues. An Aboriginal Student orientation session as well as an Aboriginal Summer Science orientation program was held in August 2010 and a transitions day was held for secondary Aboriginal students in School District 73. Through generous funding from the Vancouver Foundation and the Tula Community Fund, we will be able to continue to offer the Aboriginal Summer Science Camp and will also be developing a mentoring program for incoming Aboriginal students.

Courses that focus on First Nations issues have been piloted and now are being offered regularly. The course, “Essentials of First Nations Governance” (FNS 091), was offered twice in 2010. Courses in land taxation, economic development, water and wastewater treatment are now ongoing offerings. An agreement with BC Aboriginal Mine Training Association has produced a program and courses directed toward Aboriginal training and employment in the mining industry. A First Nations language program is close to completing its internal approval process.

Communications with the Aboriginal community continues. Regular meetings are held with the area Aboriginal Education Coordinators and a strategic planning session was held with the First Nations/Aboriginal organizations in the Williams Lake area. The “Handbook for Educators of Aboriginal Students” was developed and distributed to faculty and staff. An Aboriginal education website is close to completion, with an opening planned for 2011.

Space for Aboriginal Services at TRU continues to expand. In addition to the Gathering Places at both the Williams Lake and Kamloops campuses the Brown Family House of Learning is complete, with an Aboriginal Education Centre with seven offices. The Gathering Places provide space for Aboriginal students to study, socialize, and receive personal or academic counselling and the Aboriginal Education Centre is a hub for institutional administration and planning.

TRU now has a substantial number of Aboriginal art pieces that are displayed throughout the campus. The new Brown Family House of Learning is a positive reflection of First Nations culture, with displays of traditional and modern art throughout.

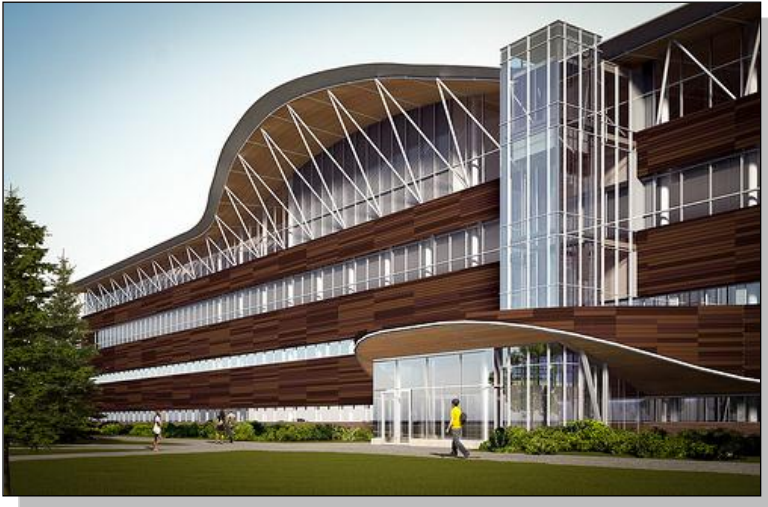
Thompson Rivers University has continued to work with its Aboriginal and First Nations partners to create programs and services that support success for Aboriginal learners and looks forward to continuing collaborative initiatives.

Infrastructure Growth



The Construction of the \$32 million Brown Family House of Learning, which has been built to LEED Gold standards, was completed this year and had its official opening on May 26, 2011. The building is approximately 78,000 square feet and includes a welcoming centre, library, classrooms, offices, and an assembly hall: the Irving K. Barber British Columbia Centre. The centre is a 300 seat assembly hall designed after an Interior Salish pit house. Library Upgrades will continue into the Summer. <http://www.tru.ca/houseoflearning.html>

TRU has revealed its' plans for a revitalization of Old Main. This will include a 40,000 square foot addition that will house the Faculty of Law upon completion. Diamond and Schmitt Architects and Stantec won the design bid for the building, which is inspired by the



Topography of the region and *Mount Paul*, by Group of Seven painter A. Y. Jackson.

The revitalization project consists of two phases. Phase I involves the construction of the shell of the building and the replacement of windows and cladding. The shell's construction will start offsite during the winter of 2011 in order to minimize the impact upon students, faculty, and staff. Onsite construction is scheduled to begin in April 2012. The shell is planned for a completion date in June of 2012. Estimated construction costs are estimated at close to \$20 million, including \$10 million for the Shell and \$9.2 million for the interior. The interior will be constructed in Phase II, which will be financed through public-private fundraising and will commence once funding is secured.



Faculty Annex N was also completed this year. The \$700,000 budget annex contains 19 faculty offices and was financed through internal restriction. With its completion, the Nursing Faculty has now been consolidated into two buildings.

The construction of a new addition to the third floor of the Campus Activity Centre has begun. This expansion will provide 9,400 square foot to the third floor and an additional 3,100 square feet of covered patio.



The new space is required for TRU World – Contract Training and meeting room space for Ancillary Services. The addition was designed by Bingham + Hill. PCL will be the

construction managers, and DGL Graham has been hired as project managers. The construction budget is estimated at \$2.8M with an overall budget of \$3.6M. The addition is jointly funded by Ancillary Services and TRU World. The project is scheduled for completion on October 15, 2011.

Research, Innovation and Graduate Studies

TRU's Office of Research, Innovation and Graduate Studies (TRU-RIGS), in collaboration with the Office of Graduate Studies and the newly created Graduate Committee of Senate, developed policy and practice related to graduate studies, including a complete review of existing policy, clear criteria for the development of new graduate programs, and the criteria for review of existing programs. TRU now has a graduate student handbook, thesis guidelines, and a guide for graduate student supervision. In November of 2010, TRU became a member of the Canadian Association of Graduate Studies. In addition, TRU has a pending application for membership to the Council of Graduate Schools in the United States.

TRU upholds high standards for research ethics, safety and integrity. The university recently passed its three-year external review by the Canadian Council for Animal Care, formalized a BioSafety Committee, invested in training and certification for a BioSafety Officer, developed new policy for Biohazards, and increased support for the research ethics committees, including funding the position for a university veterinarian.

In 2009, TRU-RIGS completed a revised Strategic Research Plan with research themes that are reflective of TRU research expertise and activity, and allow development in key areas.

Themes new to the revised SRP are:

- Agrifoods; Bio-products, Biocatalysts and Microbiology; and
- Sustainable Communities.

Themes modified are:

- Healthy Communities, Wellness, and Human Development, and
- Advanced Technologies and Applications (revised to reflect institutional expertise in optimization and management science).

The overarching theme of Sustainable Development was introduced.

This Strategic Research Plan provides the direction for the research investments described in this report, and new graduate program development.

Research Facilities

During 2010-11 TRU received \$989,692 in funding from Western Economic Diversification and other sources to purchase a suite of analytical tools for Bioproducts Discovery and Development, bringing the total of Western Diversification related research infrastructure funding to \$3 million in the last three years. The Canada Foundation for Innovation along with the BC Knowledge Development Network supported a new \$110,000 Capillary Electrophoresis analytical facility for Dr. Kingsley Donkor, bringing the total of CFI/BCKDF funded research infrastructure projects to \$1.74 million in the last four years.

Research Grants and Contracts

The office of the AVP, RGS invests about \$200,000 in support of grant facilitations. TRU CAUBO reports indicate that research revenue increased by 53% in the last four years, and the number of research accounts increased by 52% in the last three years. This year there were a record number of SSHRC applications (12 applicants, and 8 are first time applicants who previously benefited from internal research grants), 3 Partnership Grant applications are in progress, and 3 Research Creation grants are in

progress. Last year there were 13 NSERC Discovery Grant holders, and this year there are 8 applicants.

Other significant sources of funding were the

- The Canadian Institutes for Health Research,
- Forest Science Program (\$1.6 million in last 4 years, and 35 projects),
- Habitat Conservation Trust Fund,
- Michael Smith Foundations (BC Occupational and Environmental Health Network),
- Agriculture Investment Fund,
- Provincial Ministries, and
- Grasslands Conservation Council.

Contract research is an increasing part of TRU-RIGS' research activity. Through its *Innovation* function, TRU-RIGS supports the ongoing linkage between the public and private sectors and the university for applied research and development. TRU-RIGS is currently engaged with 20 organizations for Agribusiness, and 45 industries and organizations in other sectors. This number is growing.

Research Chairs

TRU continues to support three Tier 2 Canada Research Chairs. Dr. Ashok Mathur (Cultural and Artistic Inquiry) was successfully renewed in his CRC Tier 2 position, and TRU submitted a renewal application for Dr. Norman Friesen (E-Learning). Dr. Lauch Fraser (Community and Ecosystem Ecology) was successfully renewed last year. TRU-RIGS completed \$5.6 million in endowments for other research chairs and professorships, and implemented an endowment management strategy for a return of interest to the capital, appropriate dispersals, and multi-year forecasting based on a number of economic scenarios. TRU has two positions for two Leading Edge Endowment Fund Regional Innovation Chairs; one in Cattle Industry Sustainability and a second in Aboriginal Maternal and Child Health. The position in Cattle Industry Sustainability was filled in 2008 with the recruitment of Dr. John Church.

Adjunct Faculty

Adjunct Faculty are important to building research capacity at a new university. Eleven Adjunct faculty members were appointed in the 2010-11 year.

Research Centres

A new policy for Research Centres with clear criteria and procedures for creating and reviewing centres and providing seed funding has been developed. This support resulted in four new proposals for research centres, and the review of former

research centres. New research centres that have received the approval of Senate Research Committee are:

- Centre for New Media Research: (Norm Friesen PI),
- Centre for International Social Work: (Julie Drolet, PI.),
- Centre for the Examination of Walking, Health and the Civic Landscape: (Bruce Baugh, PI.),
- Centre for Community-Based Youth Health Research: (Natalie Clark, PI.), and
- Centre for Optimization and Decision Science.

Student Research Awards

The total funding for the U-REAP (University Research Experience Award Program) is \$130,000 annually for awards valued at up to \$4500. A total of 29 of these awards were conferred in 2010-2011. TRU receives a quota of nine Undergraduate Student Research Awards from the National Science and Engineering Research Council. In 2010-2011 TRU once again filled its quota with top applicants. In 2010-2011, TRU students received a total of 18 tri-council post-graduate scholarships. TRU students competed successfully for six NSERC Graduate Student Scholarships, five Canada Graduate Scholarships, and one Julie Payette Award. TRU is an active promoter of the NSERC Industrial Postgraduate Scholarships. Seven TRU graduate students received this award. TRU students competed successfully for four SSHRC Bombardier Awards, and one special business award.

The TRU Undergraduate Innovation and Research Conference

The TRU Undergraduate Innovation and Research Conference participation has increased from 84 presentations in 2010, to over 100 presentations in 2011. TRU-RIGS funds \$6,000 in presentation awards. This year eight businesses also gave student awards.

Research Recognition

TRU-RIGS releases up to \$10,000 in awards recognizing excellence in research and research mentorship. This year's recipients of the \$2500 Award for Excellence in Scholarship research grants were Dr. Cindy Ross Friedman and Dr. Rick Brewster. The Master Undergraduate Research Mentor Award is a new award for \$1000, recognizing excellence in mentoring undergraduate student research, innovation and creative works. Dr. Sandra Vermeulen was the first recipient of this award. She was honoured at the Research Celebration. The Master Scholar Award is also a new award. This honour includes a \$3500 research grant and recognizes the highest achievement in scholarship, over a career. The award was not released this year.

Celebration of Research 2011

TRU held its first university-wide celebration of research on April 2, 2011. The honorary MC was Mr. Richard Van Camp, an internationally renowned storyteller and bestselling author, and a proud member of the Tlicho First Nation. During the evening TRU celebrated its diversity of research, linkages to the community to community-based and applied research, new funding for research labs and analytical facilities, CRC Chairs, CFI award winners, and excellence in undergraduate student research, research mentorship and support from the business community for student research.

Internal Research Awards: Research Enhancement Fund

The Research Enhancement Fund provides a transparent mechanism for providing start-up funds for new tripartite faculty researchers, and bridge funding for tripartite researchers actively engaging in developing their capacity to be successful applicants to external research funding. In 2010 TRU-RIGS invested \$56,000 in 15 awards to the following recipients: Karen Andres, Tina Block, Ann Cheeptham, Julie Drolet, Avninder Gill, Jim Hu, Heidi Huttunen-Hennelley, Shelly Johnson, Laura Lamb, Gloria Ramirez, Siva Pravad Ravi, Wei Song, Wendy Hulko, Jack Miller, David Scheffel. Seven awards have been approved for 2011.

Environmental Sustainability

Environmental Sustainability is one of the seven founding values of Thompson Rivers University. The principle of sustainability and the environment is further developed as a specific section in the University's Strategic Plan, and the supporting action plan, which contains twenty actions which were largely completed as of June 2011. These actions cover all administrative, academic, and support activities of the university.

TRU has a full-time Director of Environment and Sustainability, and a full time Energy Manager 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. TRU also cooperates with the broader community on sustainability initiatives.

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



During 2010 there was a focus on energy reduction on campus. An energy audit was conducted to identify priority actions for lighting and mechanical improvements. Based upon the results of the audit a \$1.5 million retrofit project was implemented, including three solar hot water systems in the three largest water-using buildings. The project was funded from federal, provincial (PSECA), BC Hydro, and Fortis programmes in addition to

internal funding. The combined payback period for the project is less than ten years. The savings will be monitored and made publicly available on the TRU website.

In January 2010, TRU introduced a combined waste recycling programme on campus in cooperation with the city of Kamloops to replace the paper recycling previously in place. In order to reduce paper use new multifunctional devices were installed across campus to encourage greater use of electronic copying and to facilitate double sided copying. T4's were made available electronically for the first time, also reducing paper consumption.

In 2010, TRU once again designed, and along with the local home builders association, built an award winning zero net energy home. The home was subsequently used to raise funds for the local YMCA. Similarly, cooperation with Habitat for Humanity resulted in the diversion of significant amounts of waste from the landfill with the proceeds from the reclamation process going to fund Habitat activities.

Open Learning Division

Once again, in the 2010-11 fiscal year the Open Learning Division of Thompson Rivers University (TRU) exceeded its FTE target set by the ministry. This was the second successive year that the FTE target was exceeded. Over the last four years we have learned a great deal about the activities and practices required to support our enrolment. Primarily those activities and practices are as follows:

1. The right mix of courses and programs that students are interested in taking.
2. Online marketing campaigns as well as strategic use of traditional media that make students aware of what we have to offer and aware of the Open Advantage of Open Learning.
3. Exceptional student service in all aspects of what we do.

4. Innovative instructional design techniques that better engage students in their learning.
5. Retention strategies for program students to achieve predictability in the number of course enrolments per year for program students so as to increase completion rates.
6. A Prior Learning Assessment and Recognition (PLAR) program that enables students to gain academic credit for knowledge gained outside of formal education so they can complete their programs sooner.
7. A Credit Bank that allows students to access preapproved academic credit for learning they have already achieved.

We fully embrace the concept of continuous improvement and through continued refinement of our activities and services, TRU Open Learning is confident that it will once again meet the ministry FTE target in the coming year.

Of note this past year, Open Learning opened a Centre in downtown Vancouver. This marks the return of TRU Open Learning as a presence in the Lower Mainland after relocating all operations to Kamloops in 2007. The Vancouver Centre is important since many of our students and most of our Open Learning Faculty Members



reside in the Lower Mainland. This physical presence is intended to demonstrate our continued commitment to serving the open learning needs of this population.

Also of note over the past year was Open Learning's conversion to a new student information system. This conversion was the culmination of two and half years of work, the dedication by many, and the united efforts of multiple departments. This project has enabled Open Learning to move off of its legacy hardware and provides a foundation for future enhancements that will better serve the Open Learning students of British Columbia.

TRU World

Thompson Rivers University has a rich history of being open and accessible to students from around the world and of extending the expertise of the University to the international community. TRU World, the international education, training, and development arm of the University, is a multi-dimensional, multi-cultural business unit that provides a wide variety of services to an extensive international client base. In existence for over twenty-five years, the department has moved from a cost-recovery operation to generating significant net revenues for the University. TRU World revenues in the last fiscal year totalled approximately \$25 million. 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 2010-2011, TRU saw continued growth in international student enrolments. 1461 students from 83 countries were enrolled in the last fiscal year. In 2010-2011, 58 TRU students took advantage of our Study Abroad offerings for a cumulative total of 77 semesters abroad. At the same time, TRU received 89 inbound students from exchange partner schools for a cumulative total of 107 semesters. This academic year saw a continued growth in TRU's summer program with 967 international students having registered. An informal survey of on-campus international students indicates an 81% satisfaction rate with the education and services provided by TRU.

TRU World has established new marketing offices in Vancouver, BC and in Chandigarh (opening scheduled for August 2011) and Bangalore, India. Additionally, TRU World has opened a Recruitment Centre in Ho Chi Minh City, Vietnam. These offices will provide an avenue for international students in these areas to learn about TRU.

Off-shore delivery of the Tianjin University of Technology and Shanghai Institute of Technology programs in China continued. TRU graduated 100 students in Shanghai and 70 in Tianjin with a Bachelor of Business Administration Degree. Further, TRU's Respiratory Therapy programs continued this academic year with our Chinese partner, People's Hospital of Hunan Province.

TRU World has established and funds an institutional faculty award for Excellence in Internationalization. The aim of the award is to increase awareness of efforts to internationalize learning at TRU, as well as recognizing individuals who, through their teaching, scholarly activity and service, are assisting to implement the strategic visions

included in the TRU Strategic Plan. The first ever recipient of the award was Dr. Ross Nelson from the Faculty of Arts.

In June 2011, TRU World received three awards from the BC Center for International Education for excellence in the field of International Education.

Williams Lake Campus

This fiscal year marked a decline for the Williams Lake (WL) campus: enrolments decreased by approximately 23%, but we demonstrated a surplus of \$124,800 within a budget of approximately \$3M. The campus has seen an increase in new student applications for the next academic year.

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

Continuing Studies has increased, especially in job-ready skills training such as First Aid, Driver Training, FoodSafe, etc. Tied to this is the fact that our strongest program areas were in the certificate / diploma fields (Nursing, Human Service, Trades, and Continuing Studies). These are the program areas that are of relatively short length and enable people to live and learn in their home community and not have to move away for schooling. Academics and university preparation remain as challenged areas with declining enrolment. The campus has aggressively marketed the “guaranteed enrolment” commitment and has seen a 45% increase in new student applications for the 2011/2012 academic year.

Community connections are continuing to grow: Rotary, Kiwanis, and Construction Association groups are attended regularly; City / School District / Cariboo Regional committee involvement includes Sustainability Groups, Visioning Committee work, and Facilities Joint Use. The Residential Construction Program custom built a house with the profits contributing to student scholarships. The Gathering Place, a 1500 sq. ft. classroom facility, opened in September, generating great public relations with

Aboriginal people. This facility offers safe and comfortable study, learning and cultural space for Aboriginal students. Additional Aboriginal Service Plan funding has been utilized for tutors, a strategic planning session, and the purchase of various equipment, furniture, marketing/promotional items and supplies. 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, and 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).

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

Aboriginal programs, services, and cultural connections continue to grow. TRU Aboriginal Service Plan (ASP) funding supports the Williams Lake Open Learning Center, a program that sees students enrol in 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.

Student engagement initiatives included Orientation Day as the first day of classes for students in the fall, intake surveys, representation on key campus committees and councils, as well as support for numerous student council activities including bowling, open microphone music night, fashion shows, and theatre. CUEF funding was used to

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

A new director began in September. The faculty and staff have begun new recruitment and retention activities. A well-attended CSI Murder Mystery Night and Open House was held in April. There is a general excitement in the community for the campus. A group of business people have begun the early stages of providing support for the campus and will be initiating a capital campaign to raise funds. Additionally, a grants officer was hired in April to garner research and infrastructural grants and contracts. The community and city now view the campus as a partner and necessary asset.

University Athletics

The 2010-11 academic school year saw 260 athletes compete in their chosen disciplines under the Thompson Rivers University WolfPack banner. Four teams (men's and women's volleyball and basketball) play in the Canada West division of the Canadian Interuniversity Sport. This was TRU's first year as a 'full-fledged' member of the top university athletic league in the country after being a probationary member for the first five years. Three of the four teams showed improvement over previous years with one club, men's volleyball, qualifying for the playoffs.

Five of TRU's other teams; cross country running, golf, men's and women's soccer along with badminton compete in the Canadian College Athletic Association in the BC College Athletic Association. Both soccer squads qualified for the provincial playdowns. Badminton finished third in league play and had one of its players (Garrett Babichuk of Kelowna, BC) go to the CCAA Nationals where he finished fourth in men's singles. Cross country running had competitors go to the Nationals as well. TRU hosted the 2010 CCAA Golf Nationals where TRU finished in 12th place. Adam Gruber (Kamloops, BC) finished in the top five individually and was given an award for sportsmanship.

The WolfPack hockey team won its first ever BC Intercollegiate Hockey League regular season title in 2010-11. It was only their second year of play. For the second straight season, they lost in the championship final.

For the second straight season, the WolfPack baseball squad won the Canadian College Baseball Conference regular season championship.

Unfortunately, for the second straight year, the WolfPack failed to win the playoff title on our home field of Norbrock Stadium.

TRU will host this event

again in 2012, along with the 2011-12 Canadian College Athletic Association Cross Country (November 2011) and Badminton (March 2012) Championships.



TRU WolfPack sports teams continued to excel in the community by being involved in different non-profit events. These ranged from benefit soccer clinics for breast cancer, Wendy's Dreamlift, Terry Fox Runs, Toys for Kids, volunteering at the New Life Mission, McHappy Day and Tim Hortons Camp Day.

Nearly 30 student athletes win distinction for high grades and top athletic performances in the past year (a new school record).

Student Satisfaction

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

Nation-wide initiatives include the National Survey of Student Engagement (NSSE) and the Canadian University Report (CUR). TRU participated in NSSE for the fourth time this spring. Once again, TRU scored well in the areas of Active and Collaborative Learning and Student-Faculty Interaction. For first year students, all five benchmarks showed an increase over last year, while fourth year students showed an increase in Active and Collaborative learning.

TRU also scored well on the survey's student satisfaction indicators. Eighty percent of first year students and eighty-five percent of fourth year students rated their entire educational experience at TRU as "good" or "excellent." The fourth year score is

once again above the national average. Additionally, 85% of fourth year students surveyed indicated that given the opportunity to start over again, they would “probably” or “definitely” choose TRU. This number is also above the national average.

The satisfaction scores for first year Aboriginal students were extremely high. One-hundred percent of first year Aboriginal students rating their entire educational experience as “good” or “excellent”, and one-hundred percent of first year Aboriginal students saying they would choose TRU again. Comparing the overall satisfaction scores indicates that Aboriginal satisfaction on these measures is similar to, or higher than the scores of non-Aboriginal domestic students. TRU values student feedback and has developed a process to ensure that feedback from NSSE and other sources is included in its planning activities.

On February 23rd 2011, TRU welcomed the creator and founder of the NSSE, Dr. George Kuh, as a keynote presenter for a professional development day focused on student engagement. A leading scholar in the field, Dr. Kuh spoke on the trends influencing student engagement, and how institutions can become more adept at maximizing student success.

The results of the 2010 administration of the Baccalaureate Graduate Survey (for 2008 Graduates) indicated that TRU scores met or exceeded the system wide scores for all but one category. This suggests that TRU graduate students are very satisfied with their overall learning experience (Table 4).

Table 4: 2010 Results, Baccalaureate Graduate Survey of 2008 Graduates

Accountability Indicator	System (n=9437)	TRU On-Campus (n=306)	TRU OL (n=95)	TRU Overall (n=401)
Usefulness of knowledge, skills and abilities acquired during program (“very/somewhat useful”)	85%	91%	93%	91%
Program satisfaction (“very satisfied/satisfied”)	95%	99%	100%	99%
Quality of instruction (“very good/good”)	95%	98%	94%	95%
Employment rate	93%	96%	97%	96%
Skill development in the following categories: (“very high/high”)				
Written communication	81%	84%	80%	83%
Oral communication	79%	89%	70%	86%
Reading and comprehension	86%	90%	88%	89%
Group collaboration	79%	91%	55%	84%
Critical analysis	90%	93%	89%	92%
Problem resolution	77%	81%	71%	79%
Use of mathematics appropriate to field	53%	54%	46%	52%
Use of computers appropriate to field	62%	63%	74%	66%
Learning on your own	89%	89%	97%	91%

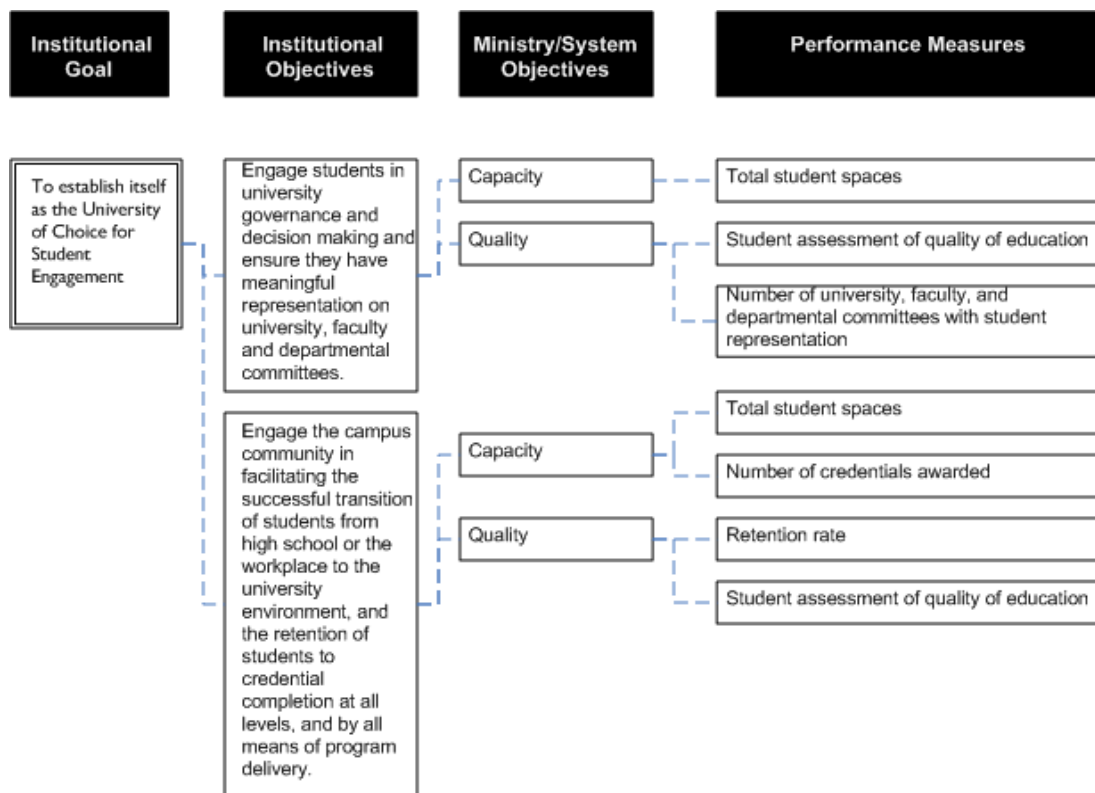
Certificate and diploma graduates have also expressed high satisfaction with TRU. According to the 2010 results of the Diploma, Associate Degree, and Certificate Student Outcomes Survey (DACSO), 95% of students indicated that they were satisfied with their learning experience. Further, the Apprenticeship Student Outcomes Survey (APPSO) indicates that apprenticeship graduates are very satisfied with their experience at TRU. The institution scored above 97% in overall student satisfaction as well as student assessment of quality of instruction and usefulness of knowledge and skills in performing their jobs.

2011/12-2013/14 Goals and Objectives & Review of 2010/11 Progress

TRU continues to accomplish the goals set out in its 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

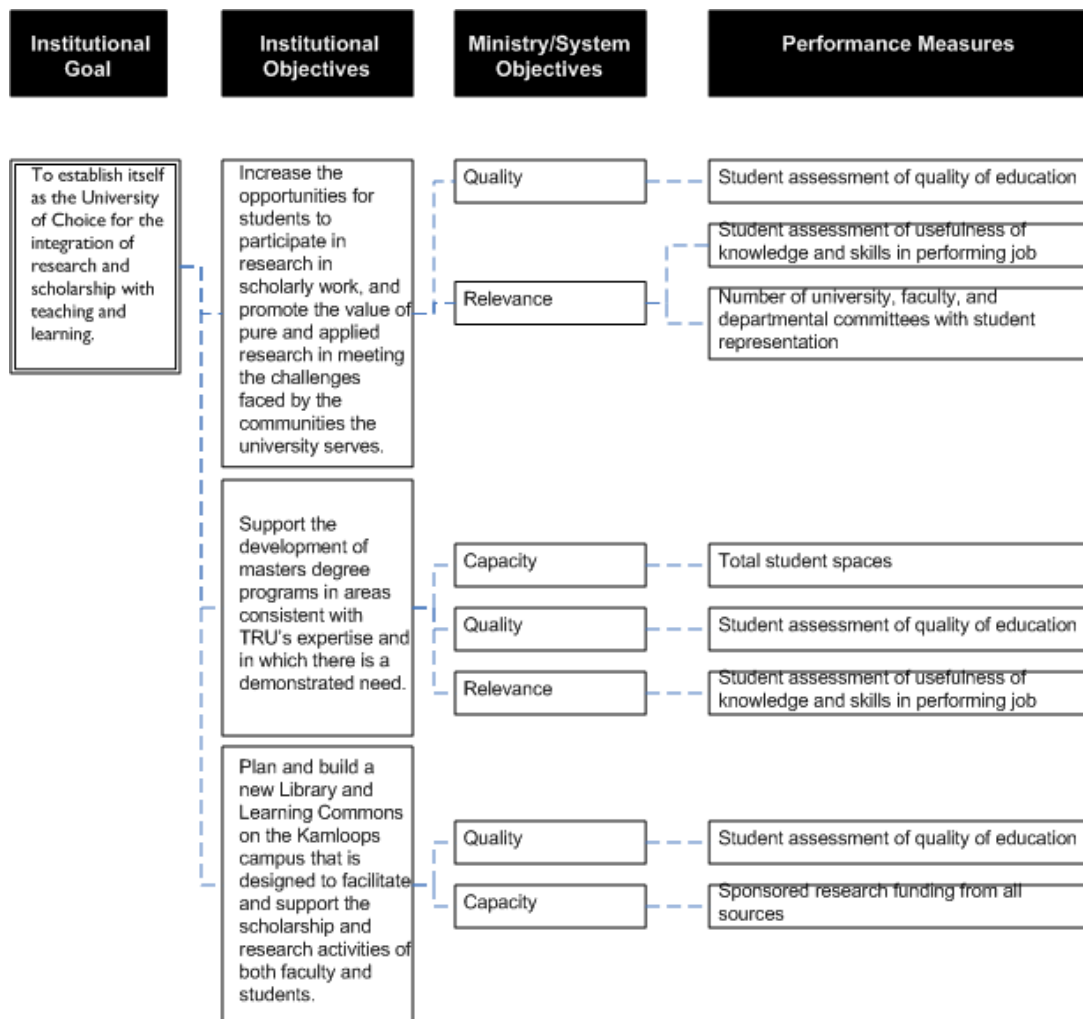


TRU considers student engagement to be a vital part of the learning process and works to improve engagement across campus. In order to increase engagement here at TRU, a number of initiatives and improvements have been undertaken.

A staff In-service with a focus on student engagement took place in February. Goals of increasing participation in physical and recreational activities by 10% have been met. TRU's Undergraduate Research conference continues to see increased participation, and the Digital Future of Higher Education event took place in February with several keynote and panel discussions.

Changes being made in the upcoming year include the inclusion of a Co-curricular record that will recognize student contribution on committees. Also underway is creating packages and orientation that will make it easier for students joining committees. Progress is being made on establishing the TRU website and TRU Portal as fully functional and interactive communication services, and work continues on learning management systems.

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



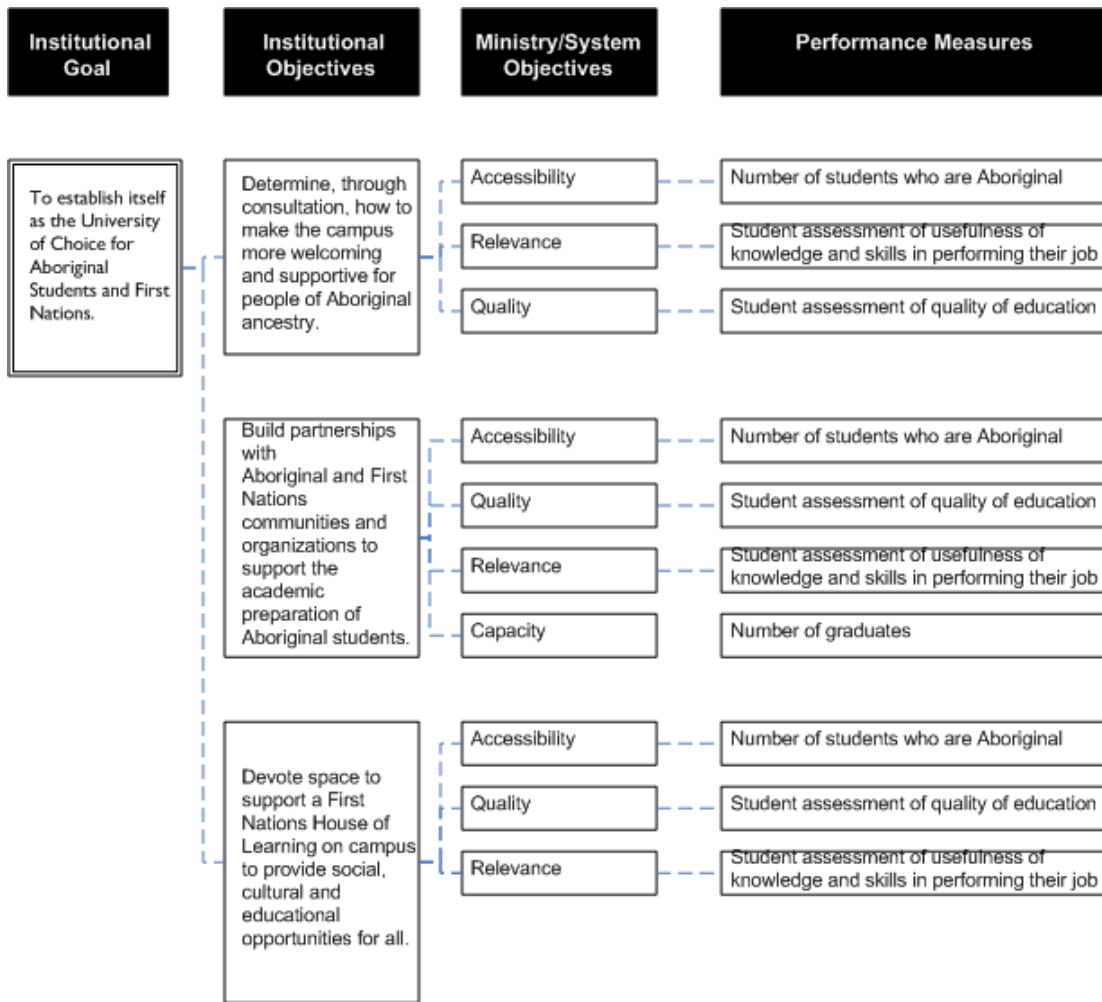
The creation of the Office of Graduate Studies is an important step in the expansion and development of TRU's graduate programs. The addition of the Graduate Committee of Senate also helped to develop new policy for future programs. A new graduate student handbook, thesis guidelines, and a guide for graduate supervisors was also created. In 2010, TRU joined the Canadian Association of Graduate Studies, and has a pending application to the Council of Graduates Schools in the United States.

TRU's Undergraduate Innovation and Research Conference continues to grow with increasing participation and awards given to top presenters. The U-REAP (Undergraduate Research Experience Award Program) continues to be successful in stimulated undergraduate research with a total of 29 awards conferred in 2010/11. TRU students have also been successful in competing for undergraduate NSERC awards and tri-council post-graduates scholarships.

TRU recognized Jeanette Murray of the School of Nursing, with the Chair Leadership award. The award recognizes chairs for their leadership, enhancement of their Department, Faculty/School and the Institution.

The Brown Family House of Learning, which includes a new Library and Learning Commons, was completed and opened in May 2011.

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:

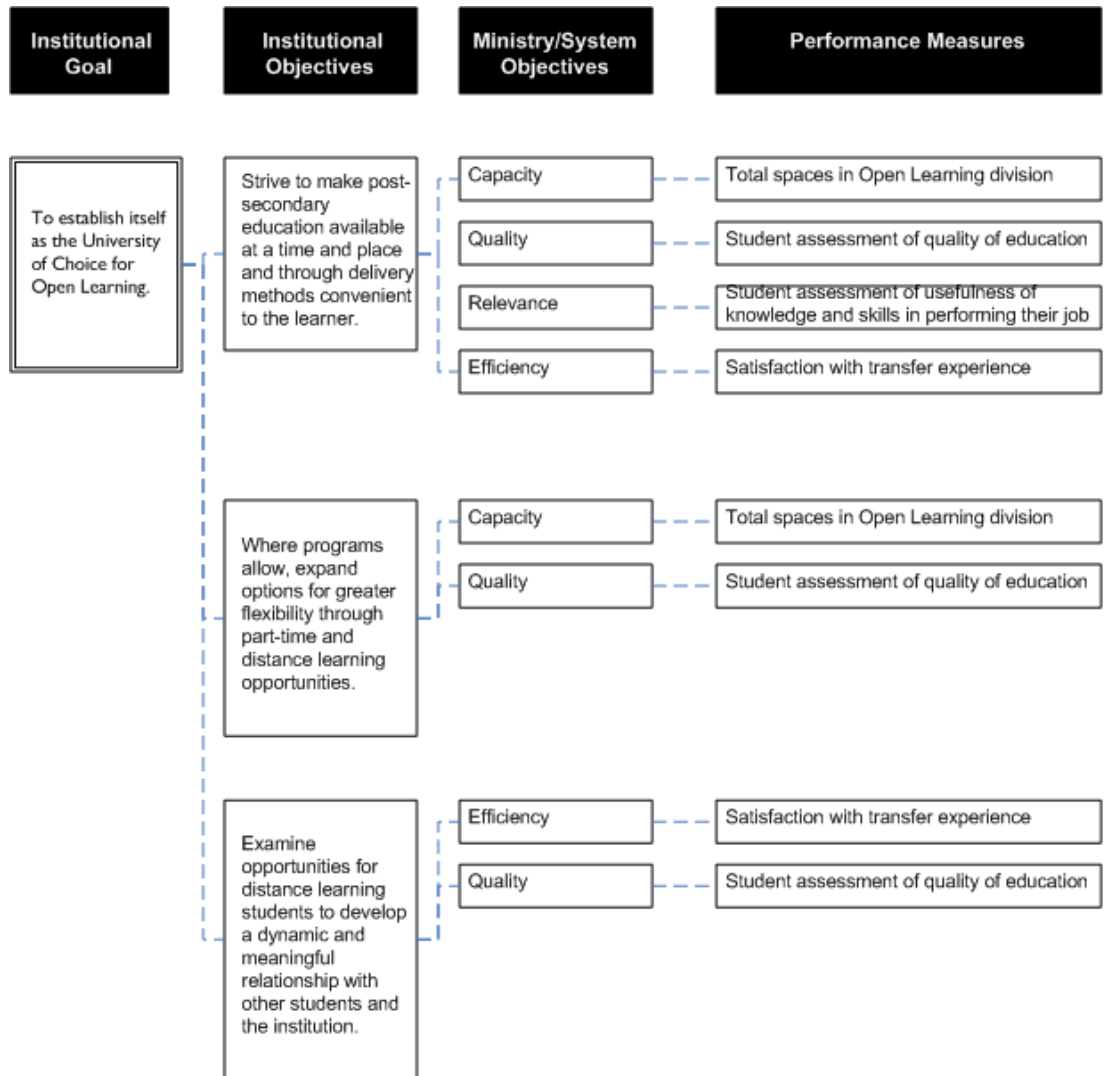
http://www.tru.ca/president/aboriginal_service_plan.html.

TRU will continue to support the Elders in Residence program. The expansion of the Gathering Place in Kamloops was completed and officially opened in September 2010. The expansion nearly tripled the size of the Gathering Place and has allowed TRU to better serve the Aboriginal community by providing additional space to meet, study, and display art celebrating First Nations and Aboriginal culture.

With the completion of TRU’s Brown Family House of Learning, comes the completion of the Irving K. Barber Columbia Centre, which is modeled on an Interior Salish pit house. TRU’s House of Learning held host to the Irving K. Barber Summit on

Leadership in Aboriginal Education in May 2011. The summit served as a venue for the sharing and discussion of aspects of leadership in Aboriginal education. Topics ranged from student services to community partnerships to innovation.

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

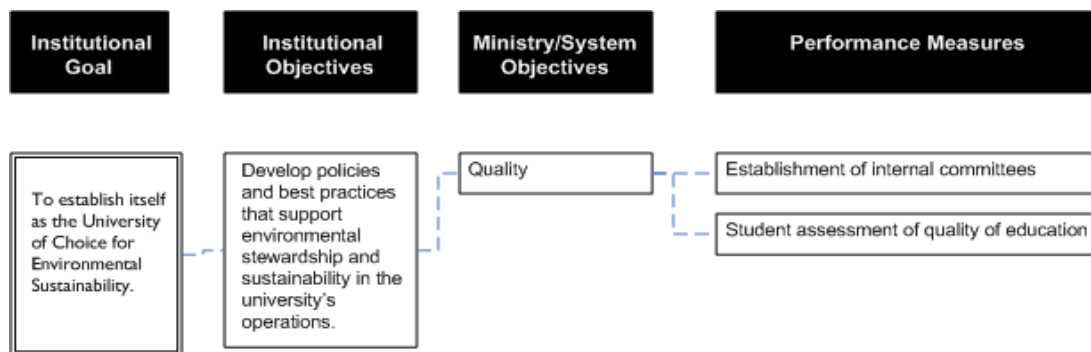


TRU-OL continues to work towards offering the most relevant courses, increasing student engagement, and providing flexible options to best serve its students. This has included a transition to a new student information system, retention strategies and the establishment of a PLAR program and a Credit Bank.

In 2010, TRU Open learning established a new Centre in downtown Vancouver to better serve and address the needs of the many students and faculty members who reside in the Lower Mainland.

New programs have also been introduced including the Certificate in First Nations Applied Economics and the Accounting Technician Diploma. These programs will allow TRU-OL to offer students new opportunities and greater flexibility.

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



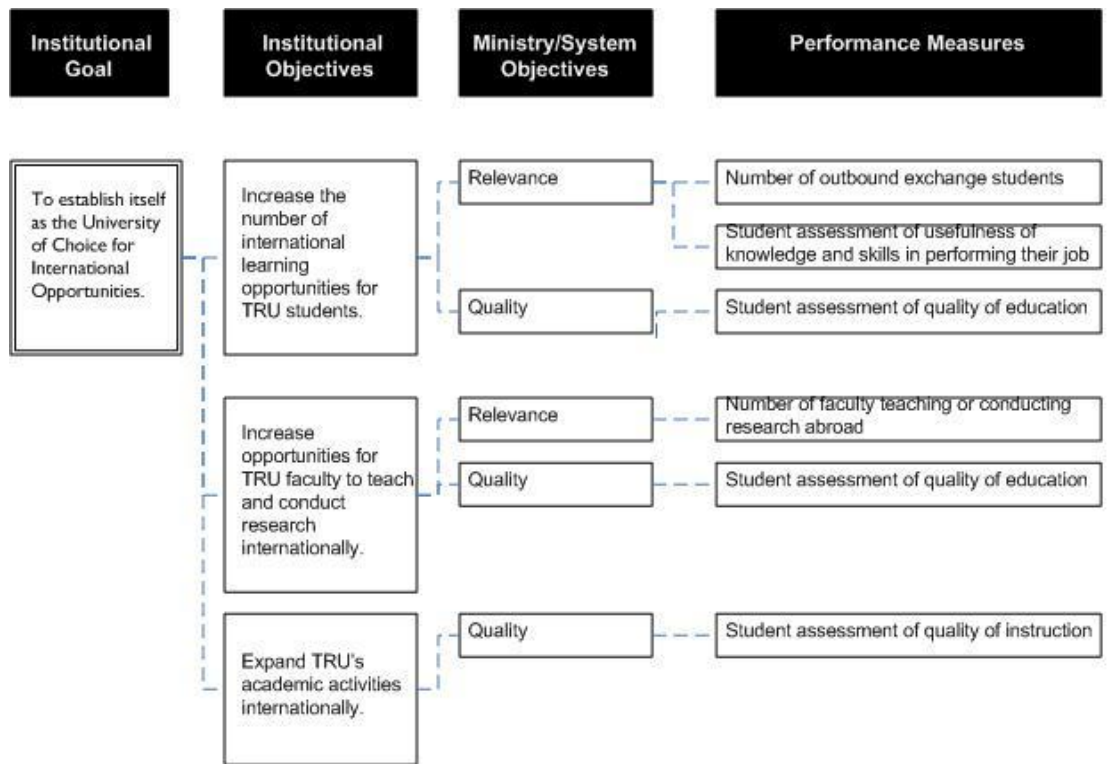
An energy audit was conducted in 2010 in order to reduce energy consumption on campus. This helped lead to the addition of three solar hot water systems installed on the Old Main, the Campus Activity Centre, and the Culinary Arts building. These systems will help to provide a significant reduction in the energy. The completion of the Brown Family House of Learning has given TRU its first building built to LEED Gold standards, its first green roof, and new facilities for bicyclists.

TRU began its participation in the Association for the Advancement of Sustainability in Higher Education's (AASHE) Sustainability Tracking Assessment & Rating System (STARS). TRU's submission will be completed in 2011 and will help provide a baseline for future improvements in Sustainability. A combined waste recycling program was introduced on campus along with a number of measures aimed at reducing paper usage. The Environmental Advisory Committee awarded Bronwen Scott with the 2011 Environment Achievement Award. She was awarded for her leadership in environmental causes including her initiating of the Trash Bash event and campaigning for a pesticide free campus. The award will be given as a scholarship to a deserving student in Bronwen's name.

A sustainability credential is currently in development stages at TRU. This credential will recognize students who have, through their experiences at TRU, become mindful and involved with sustainability ideas and initiatives.

Over the coming year, TRU will continue to work to implement the Campus Sustainability Action Plan and numerous other initiatives that will help TRU to become the University of Choice for Environmental Sustainability. TRU will also continue to chair the BC Campus Sustainability Working Group, and represent the University and College sector on the provincial Carbon Neutral Committee.

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

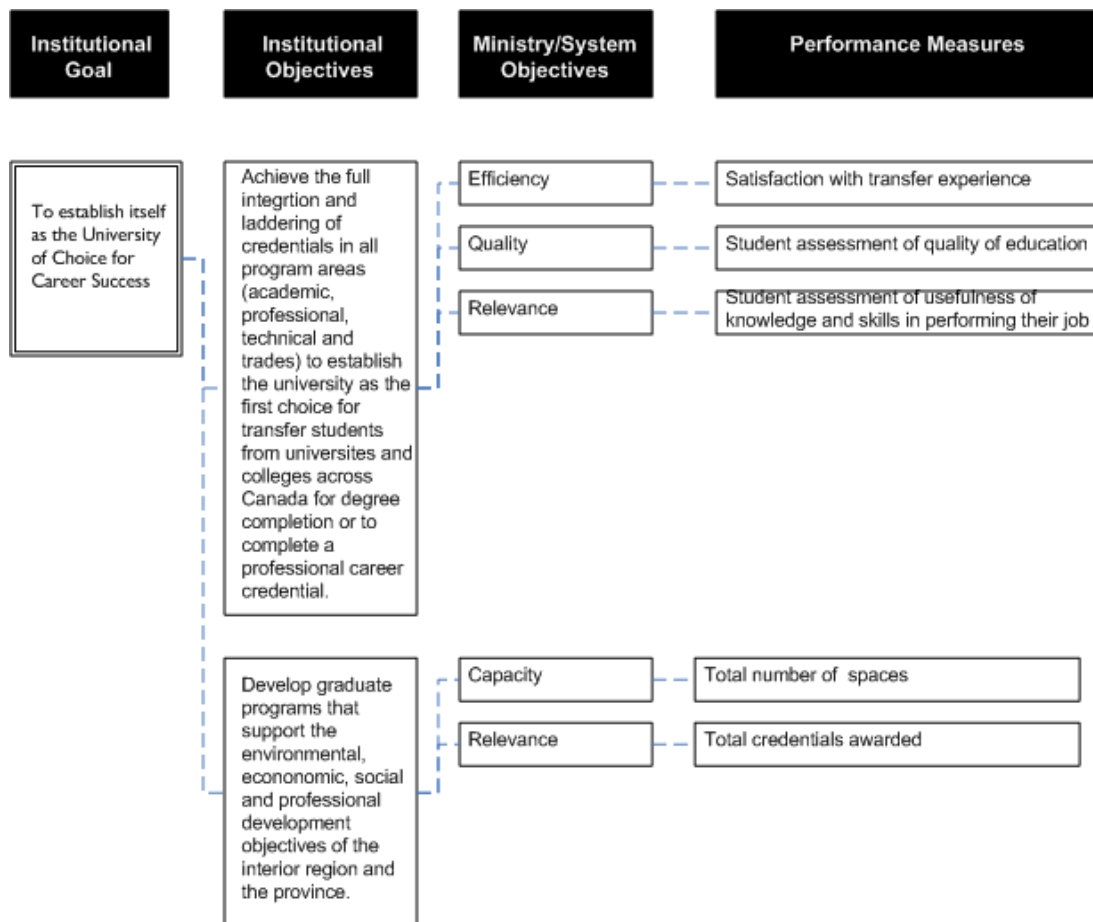


TRU enjoys a world reputation for excellence in international education. More than 1,450 International students from 83 different countries were enrolled at TRU in the last fiscal year. Study Abroad for TRU students has also been very successful with over 58 students taking advantage of the program in 2010/11. TRU also welcomed 89 students from its exchange partners. TRU's Global Competency Certificate program is now in place and the first students received the credential in June. This credential recognizes students who work to become active, globally minded citizens and will encourage students to take advantages of TRU's international field schools and study abroad offerings.

TRU's International Days continues to be a highlight of the winter semester and serves to increase the awareness of the community with regards to the institution's cultural richness and international opportunities. This year the program was recognized by the BC Centre for International Education with the Outstanding Program in International Education Award.

TRU continues to work to increase the opportunities for teaching and conducting research internationally. TRU awarded the first-ever award for Excellence in Internationalization to Dr. Ross Nelson for his work in creating strategic partnerships with other institutions and increasing the international opportunities available to TRU students.

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



TRU currently has over 300 students participating in the Co-operative Education Program (Co-op). Underscoring the Success of TRU's Co-op Program, this summer eight TRU Co-op students are working for Research in Motion.

In January, TRU students were recognized with the first ever Personal Leadership Certificates. The certificate is the first of three levels of leadership development being offered through the student leadership program. The Student Leadership Program Coordinator, Alana Frymire stated that “Students who participate in the Student Leadership Program are learning skills which will help them first to realize that we are all capable of being leaders and then to discover how they can use their knowledge to better our world.”

Performance Results

The performance results below are calculated for TRU as a whole¹.

Student Spaces²

Performance measure	Reporting year			
	2009/10 Actual	2010/11 Target	2010/11 Actual	2010/11 Target assessment
Total student spaces	7,933	8,034	7,810	Substantially achieved
Nursing and other allied health programs	1,066	736	1,003	Exceeded
Developmental	617	944	523	Not achieved

TRU has achieved 97% of its targeted student spaces for the 2010/11 year. Spaces for Nursing and other Allied Health programs have exceeded the target by 267 spaces. The 2010/11 target for developmental student spaces has not been met. We will continue to work towards our target in this area.

Credentials Awarded³

Performance measure	Reporting year			
	2009/10 Actual	2010/11 Target	2010/11 Actual	2010/11 Target assessment
Number	2,087	2,149	2,149	Achieved

Aboriginal Student Headcount⁴

Performance measure	Reporting year			
	2009/10 Actual	2010/11 Target	2010/11 Actual	2009/10 Target assessment
Number	2,368	≥ previous year	2,378	Achieved
Percent	9.4%		9.2	Substantially achieved

Aboriginal representation at TRU has seen a slight decline in percentage since last year, despite an increase in the number of aboriginal students.

Student Satisfaction with Education⁵

Performance measure	Reporting year					
	2009/10 Actual		2010/11 Target	2010/11 Actual		2010/11 Target assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.4%	1.1%	≥ 90%	95.4%	1.1%	Achieved
Apprenticeship graduates ⁷	N/A	N/A		98.4	1.4%	Exceeded
Baccalaureate graduates	96.2%	1.1%		99.0%	0.6%	Exceeded

Student satisfaction has increased by 2.8%, to 99%, for baccalaureate graduates. Apprenticeship graduates show similarly high levels of satisfaction at 98%. Satisfaction levels for former diploma, associate degree, and certificate students have held steady. 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					
	2009/10 Actual		2010/11 Target	2010/11 Actual		2010/11 Target assessment
	%	+/-		%	+/-	
Skill development (avg. %)	79.3%	2.5%	≥ 85%	79.8%	2.4%	Substantially achieved
Written communication	69.5%	3.4%		71.3%	3.3%	
Oral communication	74.4%	3.2%		72.6%	3.3%	
Group collaboration	85.2%	2.1%		86.3%	2.0%	
Critical analysis	83.5%	2.0%		83.4%	2.0%	
Problem resolution	78.7%	2.3%		77.6%	2.3%	
Learn on your own	83.0%	2.1%		84.4%	2.0%	
Reading and comprehension	81.2%	2.2%		83.0%	2.1%	

The target for overall skill development of former diploma, associate degree, and certificate students has been substantially achieved. These students assessed overall skill development at 80%, or 94% of the identified target. Areas showing the most improvement include written communication, reading and comprehension, and learning on your own.

Baccalaureate Graduates' Assessment of Skill Development⁵

Performance measure	Reporting year					2010/11 Target assessment
	2009/10 Actual		2010/11 Target	2010/11 Actual		
	%	+/-		%	+/-	
Skill development (avg. %)	85.4%	2.2%	≥ 85%	86.4%	2.2%	Achieved
Written communication	88.5%	2.0%		83.2%	2.4%	
Oral communication	86.5%	2.1%		85.7%	2.3%	
Group collaboration	83.3%	2.4%		84.4%	2.5%	
Critical analysis	87.6%	1.9%		91.9%	1.7%	
Problem resolution	76.6%	2.6%		78.8%	2.7%	
Learn on your own	88.5%	1.9%		91.1%	1.8%	
Reading and comprehension	86.8%	2.0%		89.3%	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 critical analysis, learning on your own, and reading and comprehension.

Student Assessment of the Quality of Instruction⁵

Performance measure	Reporting year					2010/11 Target assessment
	2009/10 Actual		2010/11 Target	2010/11 Actual		
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	96.1%	1.0%	≥ 90%	96.5%	1.0%	Achieved
Apprenticeship graduates ⁷	N/A	N/A		97.6%	1.7%	Exceeded
Baccalaureate graduates	95.8%	1.1%		95.4%	0.5%	Achieved

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

Student Assessment of Usefulness of Knowledge and Skills in Performing Job⁵

Performance measure	Reporting year					2010/11 Target assessment
	2009/10 Actual		2010/11 Target	2010/11 Actual		
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.8%	1.9%	≥ 90%	83.8%	2.3%	Substantially achieved
Apprenticeship graduates ⁷	N/A	N/A		98.3%	1.6%	Exceeded
Baccalaureate graduates	86.6%	2.3%		91.0%	2.1%	Achieved

Former diploma, associate degree and certificate students assessed TRU at nearly 84% for the usefulness of knowledge and skills in performing their jobs, which puts the 2010/11 actual at 93% of the identified target. Baccalaureate students assessed TRU

at 91%, meeting the 90% target. Apprenticeship graduates assessed TRU at 98%, well above the target.

Unemployment Rate^{5,6}

Performance measure	Reporting year					2010/11 Target assessment
	2009/10 Actual		2010/11 Target	2010/11 Actual		
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	11.2%	1.8%	≤ 16.8%	8.2%	1.6%	Exceeded
Apprenticeship graduates ⁷	N/A	N/A		7.2%	2.9%	Exceeded
Baccalaureate graduates	4.1%	1.3%		3.6%	1.3%	Exceeded

The unemployment rate targets for TRU were met and exceeded this year. Former diploma, associate degree, and certificate students reported 8%, apprenticeship graduates reported 7%, and baccalaureate students reported only 4%.

Notes:

N/A – Prior data not available

¹ There have been a number of changes to the performance measures for the 2010/11 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 2000/10 reporting year are based on data from the 2009/10 fiscal year; results from the 2010/11 reporting year are based on data from the 2010/11 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 2010/11 reporting year are a three-year average of the 2007/08, 2008/09 and 2009/10 fiscal years. This is the first reporting cycle using the new credentials target formula and a fiscal year basis. The previously reported credential actual for the 2009/10 reporting cycle was 2,134 for TRU.

⁴ Results from the 2009/10 reporting year are based on data from the 2008/09 academic year; results from the 2010/11 reporting year are based on data from the 2009/10 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 2009/10 reporting year are based on 2009 survey data; results from the 2010/11 reporting year are based on 2010 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

⁶ Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the Interior region.

⁷ The 2010/11 reporting cycle is the first time Apprenticeship (APPSO) survey results have been included.

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 2011/12-2013/14¹

Performance measure	2010/11	2011/12	2012/13
Student spaces			
Total student spaces	8,034	7,986	TBD
Nursing and other allied health programs	736	736	TBD
Developmental programs	944	944	TBD
Credentials awarded			
Number	2,149	TBD	TBD
Aboriginal student headcount			
Number	2,262	≥ previous year	
Percent	9.1%		
Student satisfaction with education			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Students' assessment of skill development			
Apprenticeship graduates	≥ 85%		
Former diploma, associate degree, and certificate students			
Skill development (avg. %)			
Student assessment of the quality of instruction			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Unemployment rate			
Apprenticeship graduates	≤ unemployment rate for individuals with high school credentials or less		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Student assessment of usefulness of knowledge and skills in performing job			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			

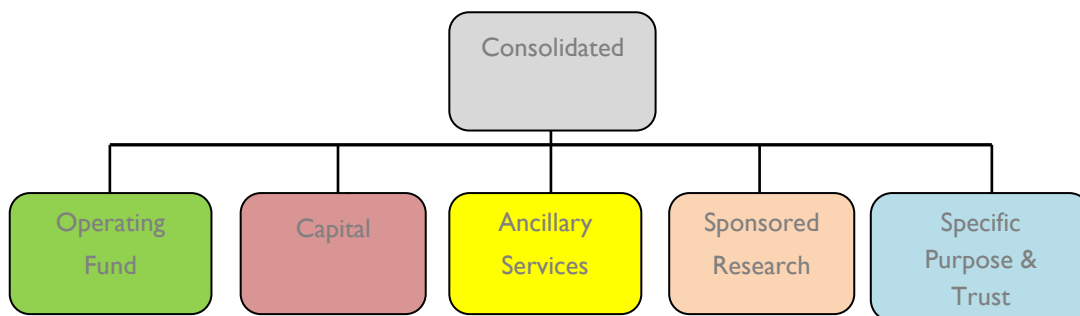
Notes

¹Includes targets for TRU-OL

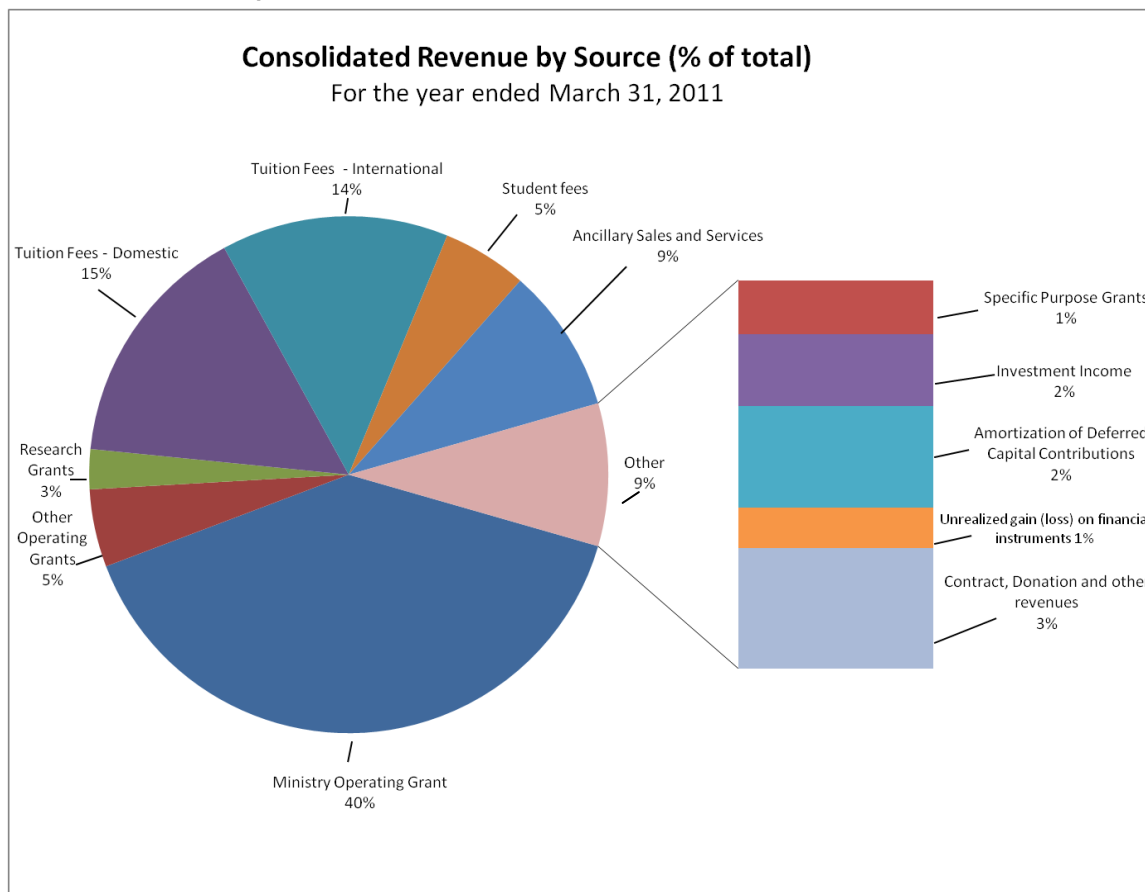
Summary Financial Report 2010/11

CONSOLIDATED FINANCIAL STATEMENTS

Consolidated Statement of Operations - Revenue



Consolidated revenue for the twelve months ended March 31, 2011 totalled \$162.5 million, an increase of \$3.8 million from the previous year. Consolidated revenues come from a variety of sources as illustrated below:



Revenues (in millions)	2011	2010
Ministry Operating Grant	\$ 64.6	\$ 64.8
Other Operating Grants	7.9	8.2
Research Grants	4.1	3.2
Tuition Fees - Domestic	25.1	24.4
Tuition Fees - International	23.0	19.8
Student fees	8.6	8.1
Ancillary Sales and Services	14.7	14.6
Specific Purpose Grants	2.0	1.8
Investment Income	2.7	2.7
Amortization of Deferred Capital Contributions	3.8	3.9
Unrealized gain (loss) on financial instruments	1.5	2.5
Contract, Donation and other revenues	4.5	4.7
Total	\$ 162.5	\$ 158.7

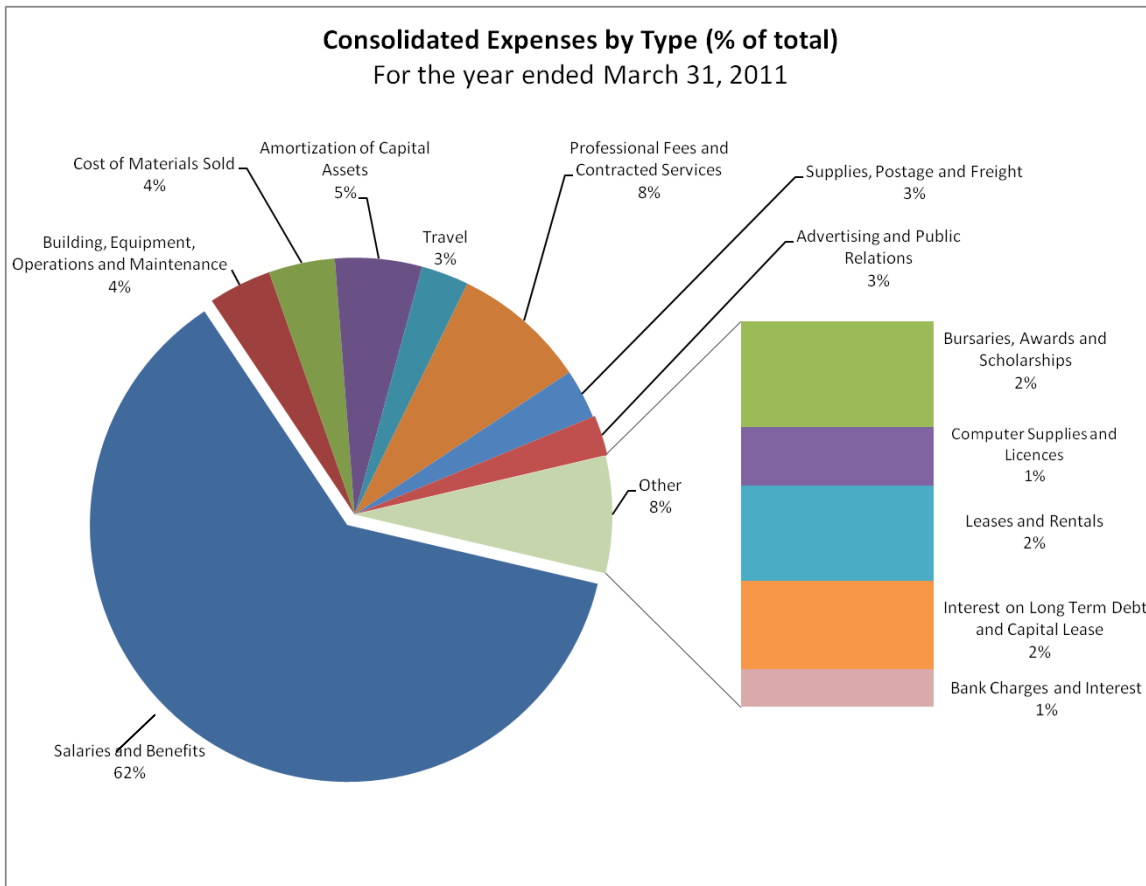
Highlights

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

- Domestic tuition revenue increased by \$0.7 million from slightly higher fees.
- International tuition increased by \$3.2 million mainly as a result of higher enrolments.
- Other operating grants include funding from Industry Training Authority and annual capital allowance grant from the Province. The annual capital allowance grant was reduced by \$1 million during the fiscal year.
- Unrealized gains (or losses) on investments are required to be included in operating income but are not included by the University in its planning and budgeting purposes.
- Research revenues include \$1.3 million in equipment grants.

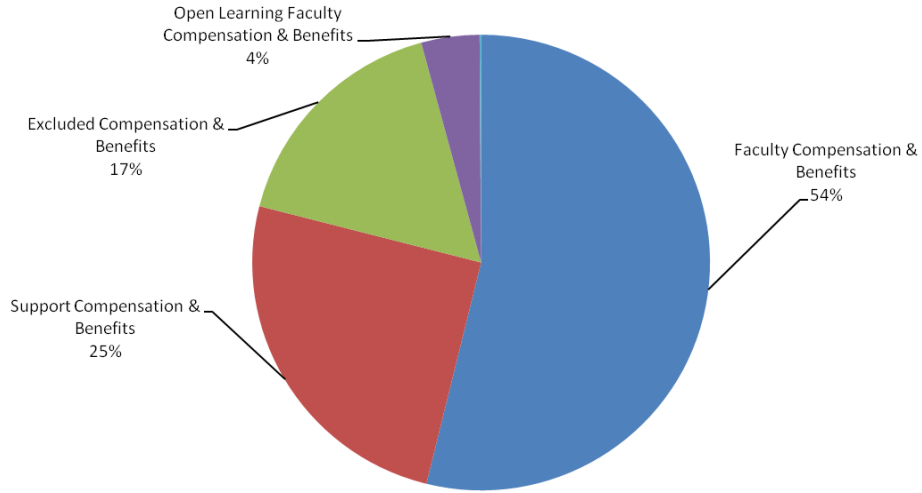
Consolidated Statement of Operations – Expenses

Consolidated expenses for the twelve months ended March 31, 2011 increased by \$5.0 million from the previous year to \$148.8 million.



Expenses (in millions)	2011		2010	
Salaries and Benefits	\$	95.3	\$	92.0
Building, Equipment, Operations and Maintenance		6.1		7.3
Cost of Materials Sold		6.4		6.5
Amortization of Capital Assets		8.4		8.8
Travel		4.6		4.1
Professional Fees and Contracted Services		13.0		10.6
Supplies, Postage and Freight		4.8		5.8
Advertising and Public Relations		3.9		3.7
Bursaries, Awards and Scholarships		3.1		2.2
Computer Supplies and Licenses		1.7		1.8
Leases and Rentals		2.8		2.4
Interest on Long Term Debt and Capital Lease		2.6		2.6
Bank Charges and Interest		1.1		1.0
Total	\$	153.8	\$	148.8

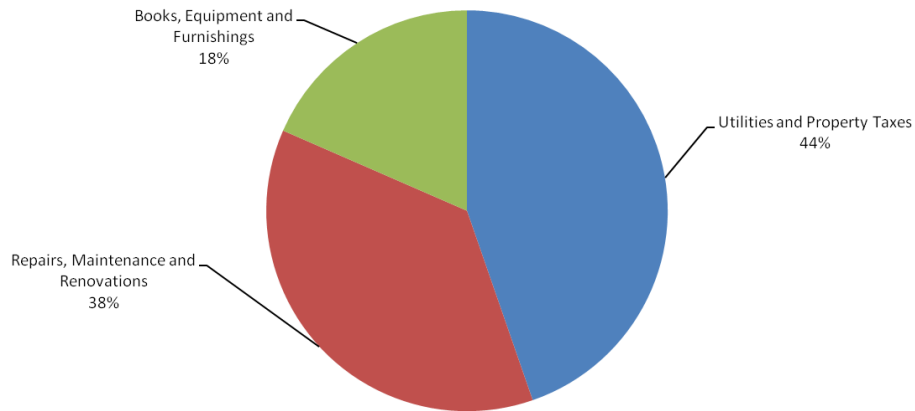
Consolidated Wages and Benefits by Employee Group (% of total)
For the year ended March 31, 2011



Wages & Benefits by Employee Group (in millions)

	2011	2010
Faculty Compensation & Benefits	\$ 51.4	\$ 50.7
Support Compensation & Benefits	24.0	22.3
Excluded Compensation & Benefits	16.0	15.3
Open Learning Faculty Compensation & Benefits	3.9	3.7
Total	\$ 95.3	\$ 92.0

Building, Equipment, Operations and Maintenance (% of total)
For the year ended March 31, 2011



Building, Equipment, Operations and Maintenance (in millions)	2011	2010
Utilities and Property Taxes	\$ 2.7	\$ 2.5
Repairs, Maintenance and Renovations	2.3	3.9
Books, Equipment and Furnishings	1.1	0.9
Total	\$ 6.1	\$ 7.3

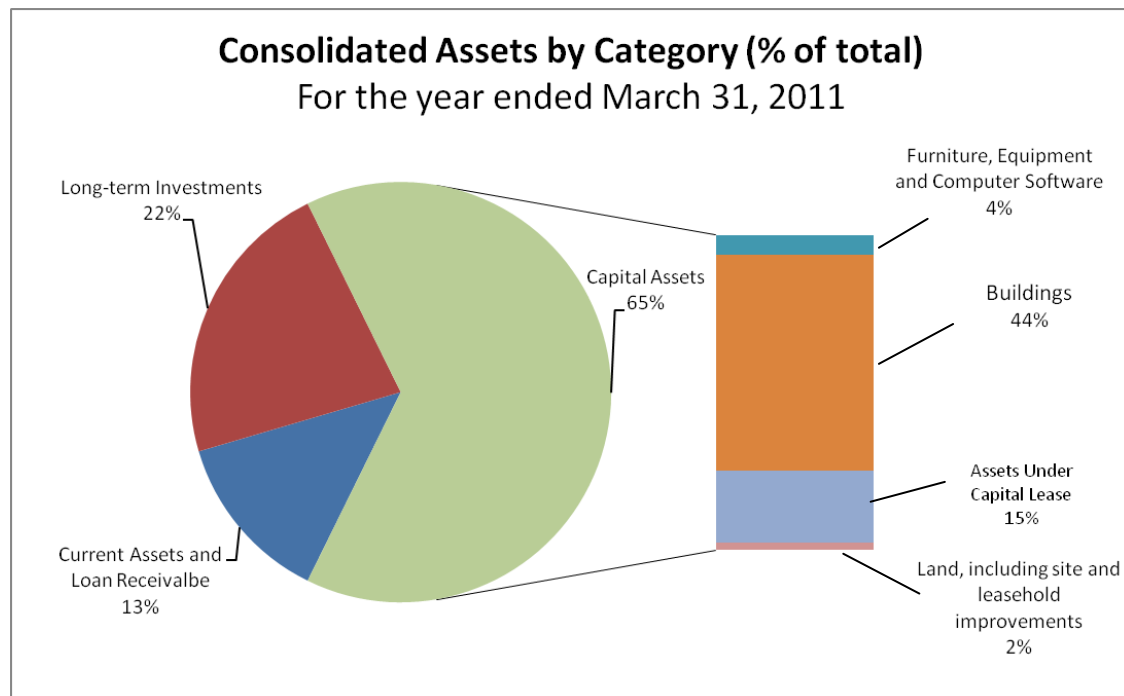
Highlights

The majority of the increase in expenses results from:

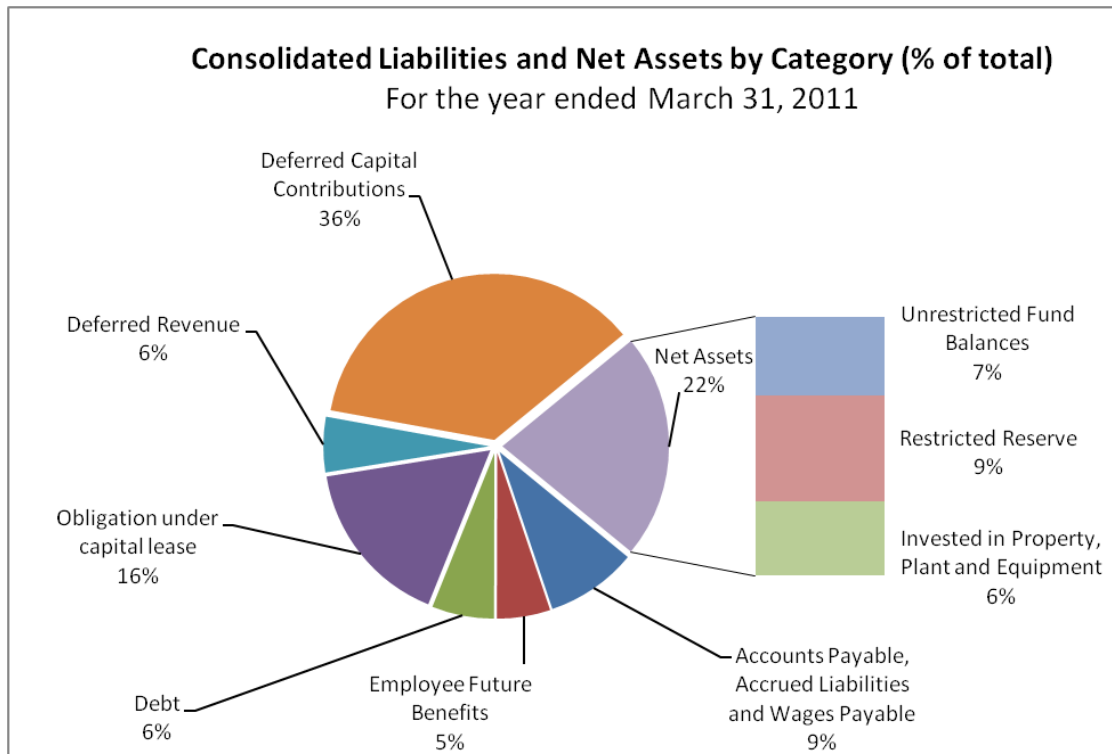
- Salary and benefit increases are due to annual increments, benefit cost increases and sabbatical leaves.
- Contracted Services increased by \$2.4 million, this is mainly related to the upgrades to the Old Main building for code, electrical and safety modifications.

Consolidated Statement of Financial Position

Assets total \$246.2 million while liabilities and deferred contributions total \$192.3 million, leaving a net asset balance of \$53.9 million dollars.



Assets (in millions)		2011	2010
Current Assets:	Current Assets and Loan Receivable	\$ 32.4	\$ 34.2
Investments:	Long-term Investments	54.8	48.5
Capital Assets:	Furniture, Equipment and Computer Software	10.2	9.2
	Buildings	108.6	94.9
	Assets under Capital Lease	36.5	37.8
	Land, including site and leasehold improvements	3.7	3.5
Total		\$246.2	\$ 228.1



Liabilities and Net Assets (in millions)		2011	2010
Liabilities:	Accounts Payable, Accrued Liabilities and Wages Payable	\$ 21.9	\$ 17.1
	Employee Future Benefits	12.8	13.0
	Debt	14.9	15.8
	Obligation under capital lease	40.3	40.7
	Deferred Revenue	13.3	17.5
	Deferred Capital Contributions	89.1	78.7
Net Assets:	Unrestricted Fund Balances	16.5	9.4
	Restricted Reserve	21.9	21.2
	Invested in Property, Plant and Equipment	15.5	14.7
Total		\$246.2	\$228.1

CAPITAL PROJECTS

The construction of the Brown Family House of Learning continued through fiscal 2010/11 and was completed in May 2011 with a grand opening held on May 26, 2011.

The University completed several other capital projects including Knowledge Infrastructure Projects, roofing upgrades, information technology upgrades, other building and equipment additions.

Major capital expenditures	2011	2010
House of Learning	\$ 16.8	\$ 11.5
Research Equipment	1.3	0.6
Project Sage	0.5	0.7
Gathering Places	0.3	0.9
Faculty Office Additions	0.5	-
CAC 3rd Floor Addition	0.6	-
Energy Efficiency Projects	0.9	-
Other	1.1	1.8
Total	\$ 22.0	\$ 15.5

Highlights

The majority of the change in financial position (from pages 11 and 12) results from:

- Capital projects completed during the year totalled \$22.0 million.
- The increase in cash, accounts receivable (current assets) and long-term investments is offset by an increase in accounts payable.
- The increase in accounts receivable is broken out as follows:

Summary of Change in Overall AR	March 31, 2011	March 31, 2010	Variance
Student	\$6,523,042	\$3,780,166	\$2,742,876
Trade	4,258,617	3,121,298	1,137,319
Other	1,515,207	271,952	1,243,255
Related Parties	6,138,574	2,556,566	3,582,008
As per F/S	\$18,435,440	\$9,729,982	\$8,705,458

Student Accounts Receivable (AR) includes:

- Saudi Bureau of Education \$3.2 million (prior year \$2.1 million), approximately \$1.6 million was received after March 31, 2011.
- Domestic and international student AR was \$3.3 million (prior year \$1.7 million), approximately \$1.9 million was received after March 31, 2011.

Trade and Other AR include:

- Over \$1.3 million for research equipment from Western Diversification Fund and Federal agencies
- Over \$1.0 million from federal government for capital projects
- Over \$1.0 million in educational service contracts and accreditation agreements
- Over \$0.6 million in research grants receivable from various agencies
- Over \$0.7 million in GST rebates

Related Parties include Province of BC, Crown Corporations, Universities, Health Authorities and other agencies controlled by the Province of BC, Employees, TRU Foundation, Alumni and others. The increase from the prior year includes:

- \$2.6 million from Province of BC for capital and other purposes
 - \$0.3 million from TRU Foundation
-
- The increases in restricted reserves are increases in faculty and departmental carry forwards, capital, operational and specific purpose reserves.
 - The increase in deferred capital contributions is a result of provincial and federal grants to fund the House of Learning and other capital projects.

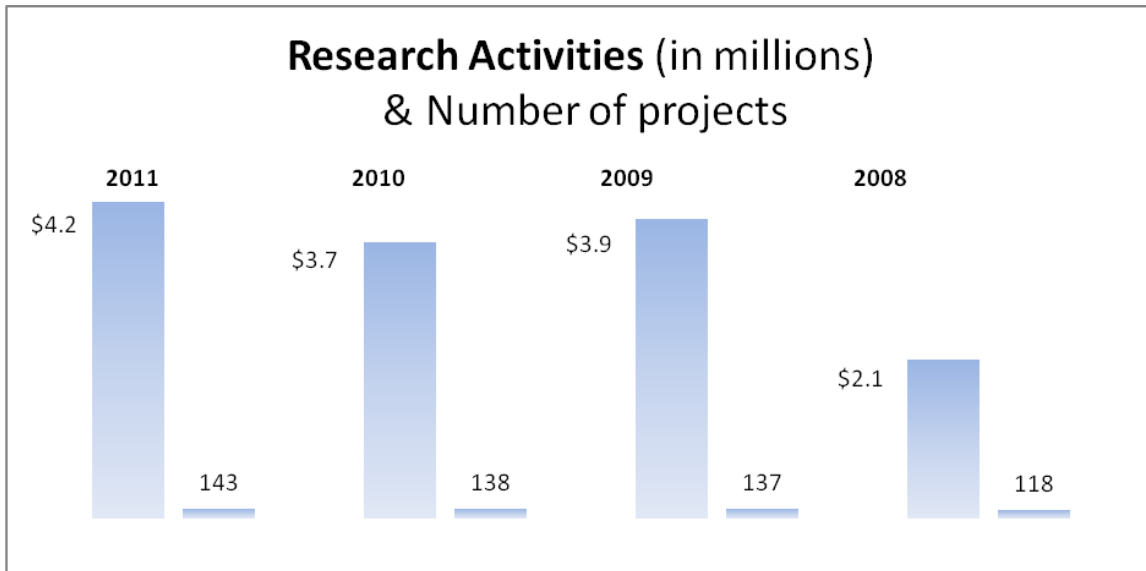
SPECIFIC PURPOSE AND TRUST

The Specific Purpose and Trust funds are primarily restricted by external sponsoring agencies and the Board of Governors. Internally restricted funds, as designated by the Board, may be unrestricted by the Board at their discretion.

The major categories of Specific Purpose Funds include: Comprehensive University Enhancement Fund, 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 163 specific purpose project activities.

SPONSORED RESEARCH FUNDS

Sponsored Research consists of externally restricted funds. Funds are restricted to research use only as established by the grantor. Unused funds that are externally restricted appear as deferred contributions on the balance sheet. In the 2010/11 fiscal year there were approximately 143 active research projects undertaken at TRU with research grants in a variety of disciplines, representing \$4.2 million in sponsored research expenditures.

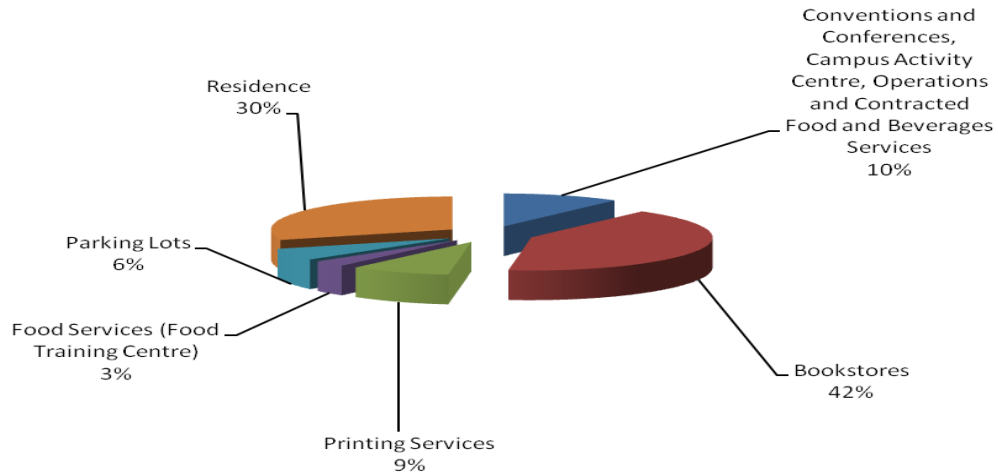


ANCILLARY SERVICES

Ancillary enterprises provide goods and services to the University community and include: the Bookstores, Food Services (Food Training Centre), parking fees, commissions from contracted food and beverage services, conference and convention activities, Student Residence and Conference Centre (Campus Living Centres) and the Print Shop.

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

Total Ancillary Revenue (% of total)
For the year ended March 31, 2011



Ancillary Revenues (in millions)	2011	2010
Conventions, CAC and Contracted Food and Beverage	\$ 1.6	\$ 1.7
Bookstores (face to face and distance)	6.5	7.0
Printing Services	1.4	1.2
Food Services (Food Training Centre)	0.5	0.5
Parking Lots	0.9	0.9
Residence	4.7	4.6
Subtotal	\$ 15.6	\$ 15.9
Less internal sales	- 0.9	- 1.3
Total per financial statements	\$ 14.7	\$ 14.6

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