



2013/14–
2015/16

Institutional Accountability Plan & Report



THOMPSON RIVERS
UNIVERSITY



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Letter from the Board of Governors Chair and President

June 21, 2013

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

Dear Minister Virk:

We are pleased to present you with the Thompson Rivers University (TRU) Institutional Accountability Plan and Report for 2013/14 to 2015/16.

In all of its plans and work, new initiatives and ongoing operations, TRU is firmly committed to fulfilling its provincial mandate, as set out by the Government of British Columbia in Section 3 of the Thompson Rivers University Act:

1. The purposes of the university are
 - a. to offer baccalaureate and masters degree programs,
 - b. to offer post-secondary and adult basic education and training,
 - c. to undertake and maintain research and scholarly activities for the purposes of paragraphs (a) and (b), and
 - d. to provide an open learning educational credit bank for students.
2. The university must promote teaching excellence and the use of open learning methods.
3. In carrying out its purposes, the university must serve
 - a. the educational and training needs in the region specified by the Lieutenant Governor in Council, and
 - b. the open learning needs of British Columbia.

TRU is committed to providing access to excellent learning, research and scholarly activities for the benefit of people locally and globally. At this institution, students can choose from a wide range of credential levels, including certificates, diplomas and bachelor and master's degrees. Programs are offered in diverse areas of study from the Trades to Law, Business to traditional academic paths in the Arts, Science, Education and Social and Health Sciences. Through TRU Open Learning, learners across the province and the country meet their varied educational objectives through distance. TRU has 13,710 full- and part-time learners at its spectacular campuses in



Brown Family House of Learning

Kamloops and Williams Lake. In addition, there are 11,794 learners enrolled in the Open Learning division. TRU is proud to host 2,645 Aboriginal students (11% of all students). There are also 2,589 international students (11% of all students) from more than 85 countries who learn side by side with their Canadian and Aboriginal classmates, in one of the most culturally enriched educational communities in our province. TRU is committed to developing, in partnership with business and industry, innovative responses to the country's growing need for skilled trades and trades leadership—our new Bachelor of Education in Trades and Technology and the Saw Filer program offered exclusively at our Williams Lake campus are just two cases in point.

TRU's Academic Plan was unveiled in the Fall of 2012 and, across campus, initiatives are well underway to fulfill its priorities. Our Campus Master Plan is now entering a new phase in its ongoing evolution, in response to emerging and anticipated campus and community needs. A draft Strategic Research Plan is in the first stages of community consultation, and a Strategic Enrollment Management Plan is in development. Clearly, TRU is in planning mode—and ideally poised to accommodate both the dynamic nature of the communities it serves and the changing needs of its students, alumni, faculty and staff, for the next several years.

We are pleased to endorse the content of this Institutional Accountability Plan and Report for this reporting cycle.

On behalf of TRU, we express sincere appreciation for the support that the university has received from the Ministry, and look forward to collaborating with the Ministry in furthering its ongoing priorities in post-secondary education and community enrichment.

Sincerely,

Fiona Chan
Chair, Board of Governors

Alan Shaver
President and Vice-Chancellor

Institutional Overview

Thompson Rivers University is a university of unique attributes and opportunities. It is a place where those with a will to advance their educational standing are welcomed and supported in pursuit of their goals, where non-traditional learners can flourish, where internationalism is a daily reality in classes across all faculties, and where a combination of excellent teaching and community-inspired research adds up to a one-of-a-kind educational journey.

TRU now educates 13,170 learners on campus and 11,794 by distance and online, providing a total of 24,125 students with access to excellence. Alongside a student body that is 11 percent Aboriginal, TRU now hosts 2,589 international students from more than 85 countries, enriching our campus culturally and academically. At TRU, we are changing lives, building our province's knowledge and leadership base, and actively working to close the skills gap—something that is likely to remain a top priority for British Columbia in the years ahead, given recent projections of a skills deficit in the province by 2016.

Vital to the fulfillment of its provincial mandate is TRU's continued focus on undertaking and maintaining research and scholarly activities for students in baccalaureate and master's degree programs. The creation of new knowledge and understanding for the benefit of people locally and globally through teaching, research and scholarly programs

is carried out across all disciplines including: Ecosystems and Environmental Resources; Sustainable Communities; Agri-Foods; Bio-products, Quality Control, Bioremediation and Product Testing; Healthy Communities, Wellness and Human Development; Visual, Verbal and Cultural Literacy and Communication, and Communication Technologies; Culture and Creative Arts; and Advanced Technologies and Applications, encompassed by the overarching theme of Sustainable Development.

TRU's new Faculty of Law is also poised to make its mark as an outstanding Canadian legal school. Here, students are being taught and shaped by highly regarded faculty, recruited from across Canada and around the world, and an academic program that pays particular attention to legal issues facing energy, natural resources, the environment, and the socio-economic challenges confronting Canada's First Nation and Aboriginal communities. The Faculty of Law is committed to instilling in its students an understanding of modern legal issues as well as the skills and readiness to apply this understanding in the broadest possible range of contexts, locations and environments. In the process of doing so, it will also contribute to addressing the national need for access to legal services or a legal education.

TRU is well positioned to help alleviate the projected skills shortage in a number of ways.



Above TRU Kamloops looking east



At TRU's School of Trades and Technology, for example, two **new Heavy Equipment Operator programs** have been created, in Forest Harvesting and Civil and Mining. Both have now seen dozens of students, including women, Aboriginal and mature learners, attain much needed training in BC's pivotal mining and forestry industries. Since the onset of the Women in Trades Training program, female enrolment in TRU trades foundation courses tripled from 5% in 2010 to 15% in 2012.

Contract research is an increasing part of TRU's research activity, supporting ongoing linkages between the public and private sectors and fostering opportunities for TRU faculty and students to engage in applied research. TRU is also currently involved with businesses, industries, and organizations in various sectors with support from national tri-council grant and scholarship programs.

In 2012, TRU launched its Academic Plan, which will inform strategies for program and curriculum planning, academic priorities and student development for the next five years. TRU is working to introduce and improve programs across campus that align and advance the plan's four academic themes—Science, Technology and Applied Skills in Society; Power, Politics and Social Justice; Health, Well-being and Leisure; and Environmental, Economic, Social and Cultural Sustainability with the five foundations underlying each theme: inquiry-based and creative learning;

interdisciplinary studies; Aboriginal, local and global understanding; flexible learning options; and life-long learning.

2013 saw the opening of a new Centre for Student Engagement and Learning Innovation at TRU. The Centre supports the TRU community through teaching and learning development; student engagement and retention initiatives; and innovative and blended learning initiatives. A coordinated approach to student engagement in the social, cultural, creative and intellectual life of the university is the focus of the Centre, through an array of program, delivery and service innovations. It will become a home for pedagogical development and co-curricular programming, including first-year seminars, learning communities, service learning, transition and bridging programs, inquiry-based learning, interdisciplinary teaching initiatives, and multi-modal delivery models. It will also provide an incubator for new programming models identified by the faculties and regional centres

By helping students develop into educated career-capable graduates through excellent teaching and learning supports, by creating community-relevant research opportunities at both undergraduate and graduate levels, by making international and intercultural education a current that runs through every faculty, TRU is making a difference—and meeting its mandate.

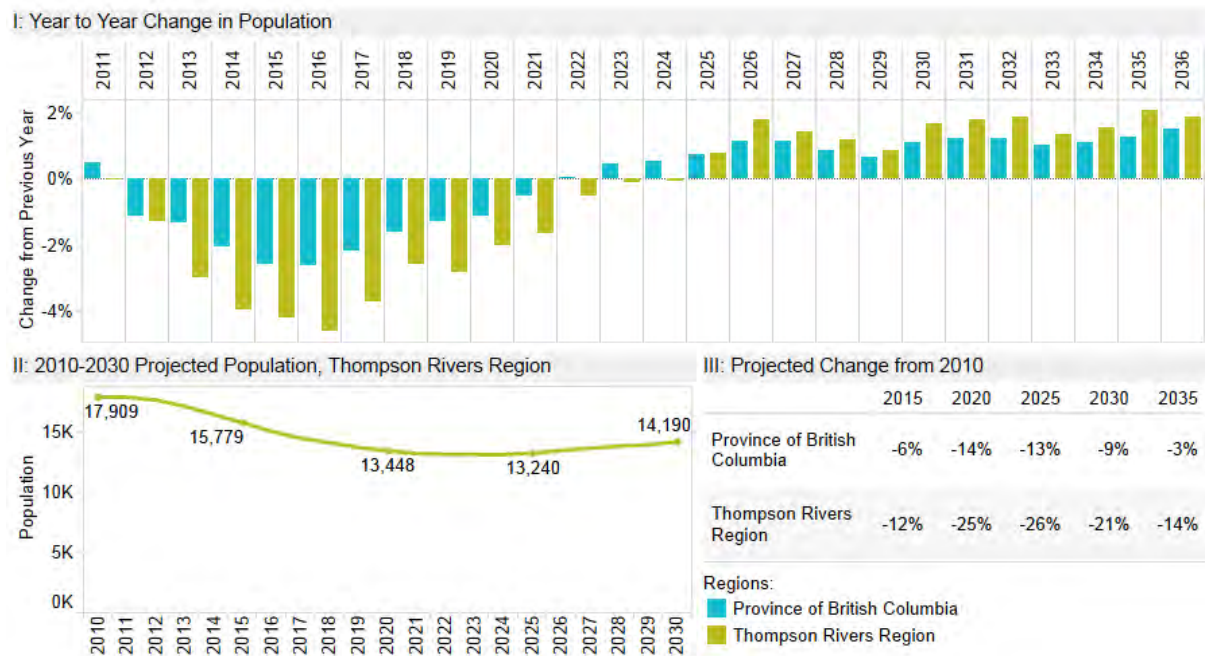
Planning and Operational Context

External Environment

Demographics – Age

An important factor affecting Thompson Rivers University is population demographics. Of particular significance is the shrinking size of the traditional age cohort, which is generally regarded as persons 18 to 24 years old (or 15 to 24 years old in some cases). A smaller traditional cohort implies a smaller pool of potential students. Figure 1 shows the projected population trends of this cohort for the Thompson Rivers Region.

Figure 1: Projected Population Changes in the 18 to 24 Age Cohort – BC and Thompson Rivers Region

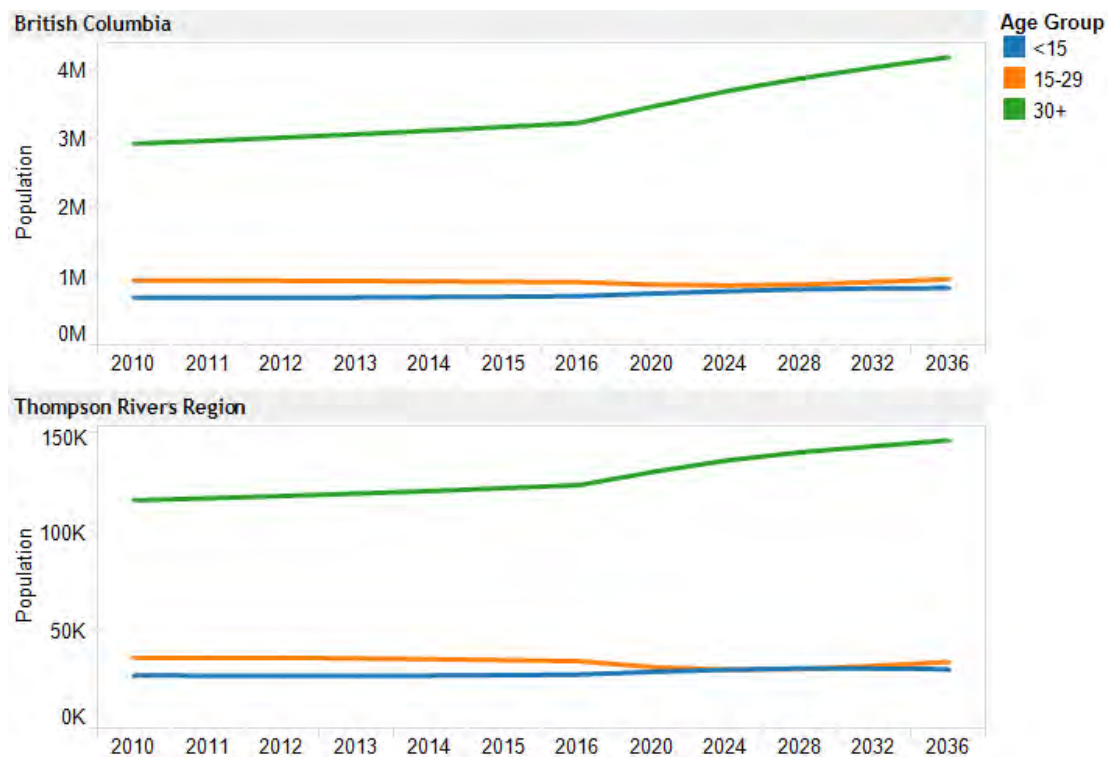


Adapted from: BC Stats, *Sub-Provincial Populations Projections by College Region and Selected Age Groups*. 2012.

As demonstrated in Figure 1, the 18 to 24 age cohorts in both the province of British Columbia and the Thompson Rivers Region are expected to decrease over time. With respect to the Thompson Rivers Region, this cohort is projected to experience negative growth from 2012 to 2024, while from 2025 to 2036 the 18-24 age group is projected to experience positive growth. However, this positive growth is not expected to be large enough to offset the previous years of negative growth, resulting in a smaller traditional age cohort in 2030 than the current cohort.



Figure 2: British Columbia and Thompson Rivers Region Population Projections by Age Group

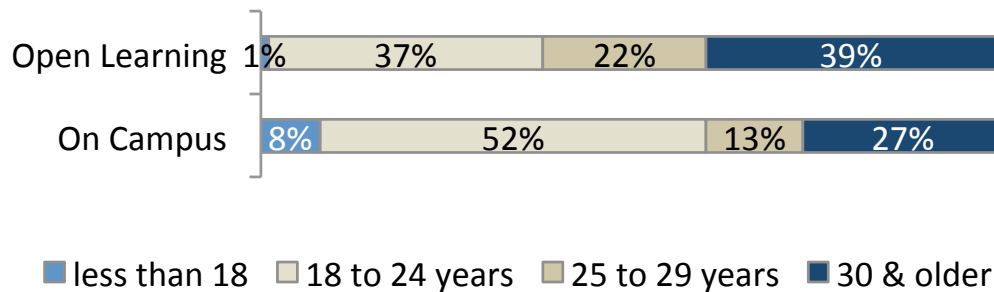


Adapted from: BC Stats, *Sub-Provincial Populations Projections by College Region and 5-Year Age Groups*. 2012.

As Figure 2 above shows, the population of persons between the ages of 15 to 29 is expected to remain fairly stable in BC. This contrasts with the Thompson Rivers Region, which is projected to steadily decrease. However, the population of persons 30 years of age and older is expected to continually increase in both the province of British Columbia and the Thompson Rivers Region, especially after 2016. TRU will remain sensitive to the needs of mature students in order to best serve the changing provincial and regional demographics.

A large portion of the 2012-13 TRU student population is comprised of students in the 18 to 24 aged cohort—52% of On Campus students and 37% of Open Learning students (see Figure 3). The Open Learning student population is representative of its mandated catchment area of all of British Columbia, with 39% of students 30 years of age or older.

Figure 3: 2012-13 TRU Student Age Distributions as a Percentage of On Campus and Open Learning Divisions, 2012-13



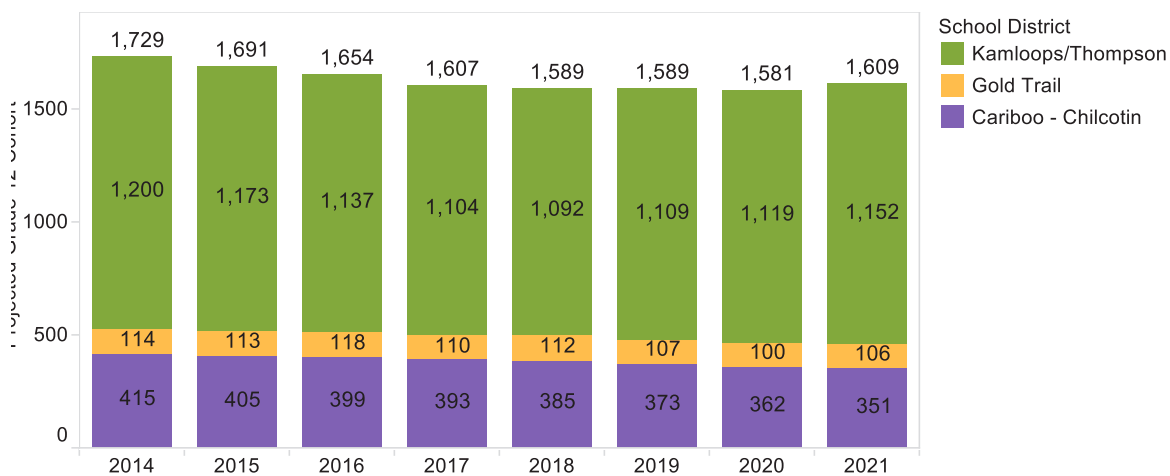
Note: On Campus includes Kamloops, Williams Lake and Regional Centres.

There are many students that attend post-secondary immediately after completing high school. Of the students that were new to the Kamloops campus in Fall 2012, only 29% were direct entrants from a high school in British Columbia or elsewhere. As such, the size of the grade 12 cohort is also a very important metric for TRU.

Figure 4 presents grade 12 cohort projections for Kamloops/Thompson school district, as well as two other TRU catchment areas, Gold Trail and Cariboo-Chilcotin school districts.



Figure 4: Projected Grade 12 Cohorts by School District, 2014-2021



Adapted from: *Ministry of Advanced Education, Innovation and Technology. BC Stats. 2010. Projection report for public school headcount enrolments (excludes adults) 2011/12.*

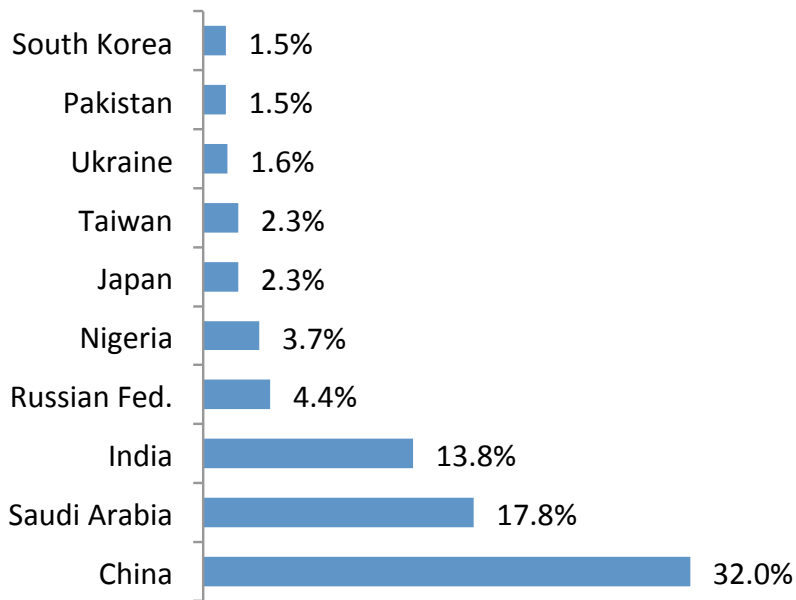
As Figure 4 shows, the size of the grade 12 cohorts is projected to decline over time in all 3 school districts, with a slight increase in 2021. These reductions in grade 12 cohorts will likely result in fewer applicants from our region to TRU’s On Campus programs.

In Canada, the total population is projected to increase in both the short term and the longer term. The traditional age cohorts of 15 to 19 years and 20 to 24 years are expected to initially decline from 2010 to 2020 across Canada. Then the younger group is expected to increase for 2025 followed by the older group. Projections indicate that by 2030 both age groups will surpass the 2010 population numbers (Statistics Canada. 2010. CANSIM Table 052-005: Projected population, by projection scenario).

Demographics – International

Thompson Rivers University has a strong international student component that plays an important role in enriching the academic experience and the culture of the institution as well as providing a significant source of revenue. The majority of international students are within the traditional age cohort. Those from China, Saudi Arabia, and India accounted for two-thirds (63.6%) of our international student population in the 2012-13 fiscal year.

Figure 5: TRU International Students On Campus 2012-13 – Top 10 Source Countries



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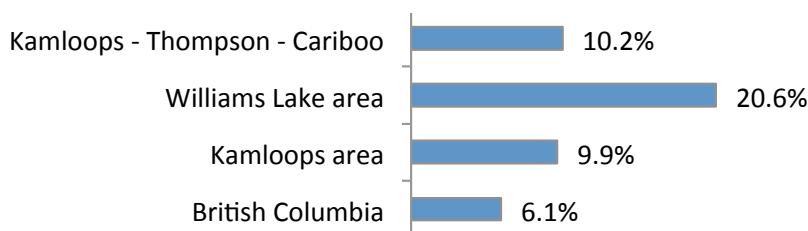
Population projections for the 15 to 24 age group in China, Russia, Japan, Ukraine, and South Korea are all expected to decline from 2015 to 2030, similar to the population of British Columbia. The population for this traditional age cohort in Saudi Arabia, India, Nigeria and Pakistan is expected to increase over time (United Nations, Department of Economic and Social Affairs, Population division. 2011. World Population Prospects: The 2010 Revision, CD-ROM edition).



Demographics – Aboriginal

In 2011, Aboriginal people were 6.1% of British Columbia’s population. The Aboriginal populations where TRU offers programs were: Kamloops area 9.9%, Williams Lake area 20.6% (see Figure 6).

Figure 6: Aboriginal Population 2011 Percent, Selected Areas



Source: Statistics Canada. 2011 National Household Survey Profile. 2011 Census. Ottawa. Released May 8, 2013

Despite fluctuations in Thompson Rivers University’s overall enrolment during the last several years, Aboriginal representation within the student population has remained stable at about 10%.

While looking at the size of the Aboriginal population that TRU serves, it is also important to understand the context of the education profile of the Aboriginal community. Figure 7 provides educational attainment data for both Aboriginal and non-Aboriginal people. 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 high school completion rate for BC Aboriginal students is increasing, from 47% in 2007/08 to 56% in 2011/12 (BC Ministry of Education. Achievement Reports: Six-Year Completion and Grade 12 Graduation Rates - 2011-12).

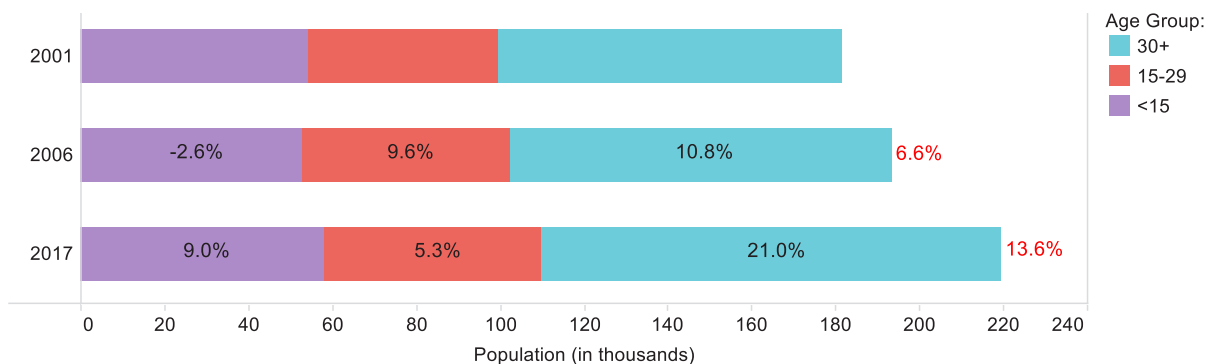
Figure 7: Thompson Rivers Post-Secondary Region Educational Profile

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%

Adapted from: BC Stats. 2009. Thompson Rivers college region, statistical profile of Aboriginal peoples 2006.

Figure 8 contains a projection of the BC Aboriginal population under a medium growth scenario (based on the population in 2001). The BC Aboriginal population is expected to increase 7% from 2006 to 2017. This increase contrasts with the projection of a decrease in the non-Aboriginal population during this same time frame.

Figure 8: Projected Aboriginal Population in BC (Medium Growth), based on 2001



Adapted from: Statistics Canada. 2005. *Projections of the Aboriginal populations, Canada, provinces and territories 2001 to 2017*.

Demographics – Conclusion

Demographics will be one of the key considerations as TRU develops its **Strategic Enrolment Management Plan**. TRU will continue to recruit local domestic students, but will also reach out to areas of high demand such as Surrey and the Lower Mainland.

In addition, we are reaching out to students across Canada and will be raising our profile nationally in areas including, but not limited to, Alberta and the Greater Toronto Area. To this end, TRU has undertaken a major upgrade in the university’s marketing and communications function. See **Recent Organizational Re-alignments/Positions**.



The location, age and educational profile of Aboriginal peoples within the Thompson Rivers region have significant recruitment and planning implications for TRU. An even higher percentage of eligible students in the future will be Aboriginal. These trends also point to recruitment focused on mature Aboriginal and non-Aboriginal students across the province. Therefore, to ensure future competitiveness, the university will be adequately equipped with the infrastructure, human capital and program mix that will attract and retain these potential students

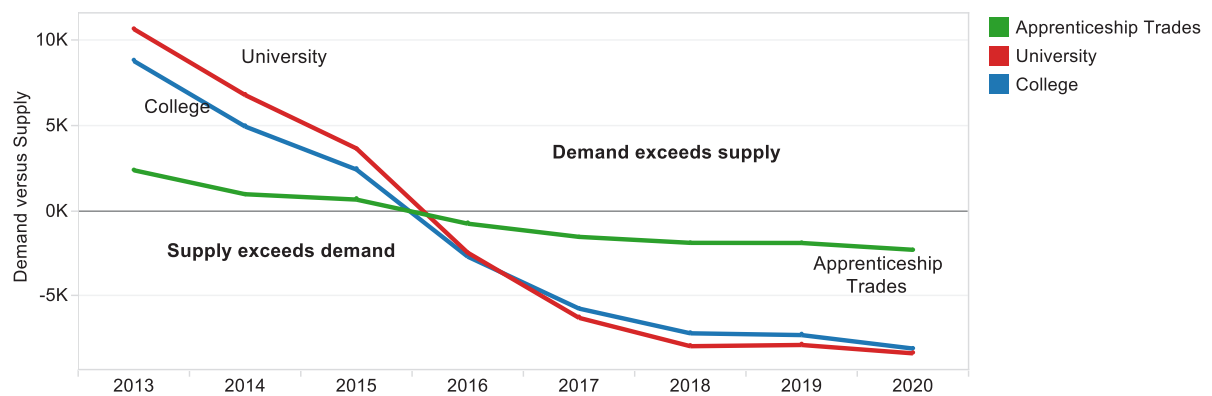
In alignment with the Province of British Columbia and Canada's priority to increase the number of international students, we will continue to recruit vigorously in established markets such as China, India and Saudi Arabia but also in emerging markets such as Russia, Ukraine, Nigeria, Pakistan and Bangladesh.

Labour Market & Skills Shortages

According to the *British Columbia Labour Market Outlook 2010-2020*, more than one million job openings are expected for British Columbia during this ten-year period. About two-thirds of these openings will result from replacement demand (retirements and deaths), especially in these occupational groups: Management Occupations; Primary Industry; and Processing, Manufacturing and Utilities. The remaining one-third of job openings will be new jobs as a result of expansion demand due to economic growth. The largest number of new job openings will occur in Sales and Service; Business, Finance and Administration; Trades, Transport and Equipment Operators and Related Occupations. In these 10 years, there are 110,300 job openings projected for the Thompson-Okanagan development region, which accounts for 11% of the provincial total.

As shown in Figure 9, the demand for skilled workers is expected to grow at a faster rate than the supply of skilled workers, leading to an estimated shortage of 61,500 workers by 2020. In order to meet the demand, the BC labour market is expected to rely heavily upon migrants from the rest of Canada as well as other countries.

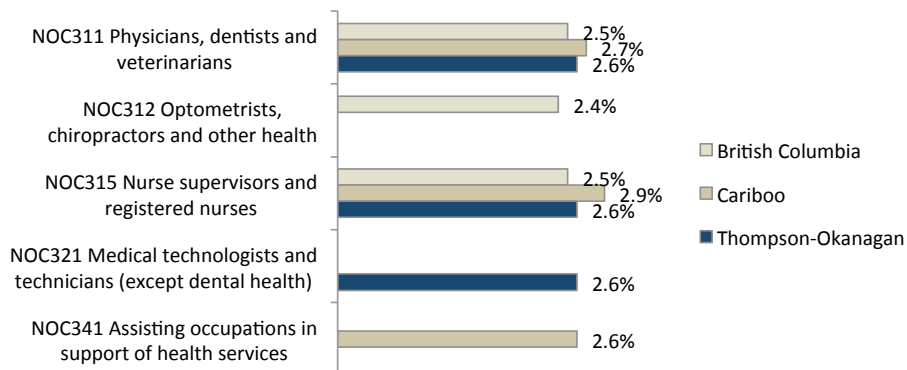
Figure 9: Projected Workers Deficit by Post-secondary Credentials



Adapted from: RUCBC's BC Labour Market Profile, 2010-2020.
Data source: Ministry of Jobs, Tourism and Skills Training.

All of the new jobs in TRU's service areas with the fastest projected growth in demand for workers are in Health occupations (see Figure 10). This increased demand for health jobs in the Thompson-Okanagan and Cariboo regions reflects an aging population.

Figure 10: Occupations with Greatest Expected Average Annual Growth in Demand 2010-2020, selected BC regions



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



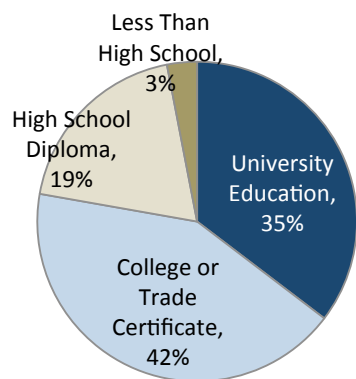
According to regional employment projections by BC Stats, the occupations in the Thompson Rivers College Region with the greatest projected annual growth rate from 2010 to 2015 are:

- Occupations in travel & accommodation, recreation & sport +2.7%
- Occupations in food and beverage service +2.6%
- Chefs and cooks +2.5%
- Nurse supervisors and registered nurses +2.5%
- Assisting occupations in support of health services +2.4%
- Professional occupations in health +2.1%
- Technical and related occupations in health +2.1%

Source: BC Stats. 2011. *British Columbia Regional Employment Projections: Thompson Rivers College Region 2010 to 2015*.

Figure 11 displays the qualifications required for the expected BC job openings from 2010 to 2020. About three-quarters (77%) of the jobs will require some post-secondary education (college or trade certificate, or a university degree). Due to its unique combination of program offerings, Thompson Rivers University is well situated to educate students for the majority of the occupational openings across the province.

Figure 11: Qualifications Required of Expected Job Openings in BC, 2010-2020



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

Impact of Massive Open Online Courses

The popularity of massive open online courses (MOOCs) combined with the increased availability of open educational resources contributes to a changing landscape for higher education in the world.

At TRU, it is possible for students to make their participation in MOOCs contribute to their degree through Prior Learning Assessment and Recognition (PLAR). By submitting a portfolio of material learned or by writing a challenge exam for review by a PLAR assessor, students could gain credit towards their credential at TRU for MOOCs they have taken. TRU has recently entered into an agreement with edX, the Harvard/MIT-based MOOC provider, to use the Open Learning Credit Bank to award PLAR credits for students who successfully pass proctored exams designed to assess learning from these MOOCs.

TRU Open Learning is partnering with other university Faculties and divisions to build capacity for publicly accessible open online courses, with at least two pilot courses (one on “Prior Learning Assessment and Recognition”, another MOOC on “Art+Reconciliation”) to be delivered in 2013. It is coordinating the enhancement of open source online publishing and collaboration tools to support the development and delivery of open courses and the sharing of open educational resources (OER).

TRU-OL is also working to strengthen its ties with national and international influencers in open and distance education. Some efforts include: Open Learning’s inclusion in research projects with the largest open university in the world (The Open University of China), its work as a founding member and Chair of the Board (2013) of the Canadian Virtual University, and involvement as a founding member of the Open Educational Resource University (OERU) initiative. TRU is a co-lead institution (with the University of British Columbia) on the province-wide initiative “Toward Open Education”, coordinating activity and developing resources for BC’s open education community.

BC’s initiative to provide free online open textbooks is also expected to impact TRU. Part of the *Families First Agenda for British Columbia* initiative is “the move to offer students free, online, open textbooks for 40 high-enrolment and high-impact first and second year post-secondary courses”. Ron McGivern, Associate Dean, Faculty of Arts serves as the TRU representative on the Ministry’s open textbook subcommittee (BC Ministry of Advanced Education, Innovation and Technology. February 18, 2013. Moving forward on **free, open textbooks.**)



Internal Environment

ACADEMIC PLAN

No other university in Canada offers students the range of opportunities available at Thompson Rivers University. In addition to over 100 undergraduate, graduate degree and post-baccalaureate credentials, TRU also offers over 50 professional career diploma and job-entry certificate programs, including trade-entry, apprenticeship training, specialized programs for students with disabilities, adult basic education, high school-level upgrading, and English as a second language training. This eclectic array of post-secondary possibilities is available to virtually every student who wants to further their education through TRU's policy of open admission.

Founded in 1971, TRU has grown to become the fourth largest university in British Columbia, serving close to 25,000 learners annually, on campus and online. Our students are from a variety of backgrounds, including mature and returning students, first-generation learners, Aboriginal students, international students, and students from across Canada. We take particular pride in providing all of them with flexible learning opportunities in an environment of academic excellence, supported by interactive learning and facilitated by an engaged and qualified faculty.

TRU continues to innovate and adapt in response to the social, economic and cultural needs of our community, region, province, and nation. Our **Academic Plan** is built on a foundation of inquiry-based and creative learning, interdisciplinary studies, Aboriginal, local and global understanding, flexible learning options, and life-long learning. A year of consultation and student engagement has produced focused themes:

- Science, Technology and Applied Skills in Society
- Power, Politics and Social Justice
- Health, Well-Being and Leisure;
- Environmental, Economic, Social and Cultural Sustainability.

Students and faculty will explore these themes in creative and interdisciplinary ways, whether studying in undergraduate or graduate degree programs, obtaining a professional diploma or trades certification, or upgrading their skills to begin their university experience. In our new Faculty of Law, for example, students and faculty are examining Power, Politics and Social Justice in terms of Aboriginal, environmental and energy law. Researchers in Arts, Science, and Human, Social, and Educational Development are making a difference in the global struggle for Environmental, Economic, Social and Cultural Sustainability. A focus on Health, Well-being and Leisure ensures we have a vibrant, engaged and healthy campus community in and outside the classroom, while Science, Technology and Applied Skills in Society addresses the complexities of the 21st century.

This plan advances TRU as a student-centred institution that provides access to academic excellence.



Dr. Richard Oppong



Dr. Lauchlan Fraser

RESEARCH

In 2011, TRU joined the Research Universities’ Council of British Columbia (RUCBC). Membership in the RUCBC reflects a recognition of TRU’s standing as a research institution, and in the year that has followed TRU has continued to strengthen its substantial record of research excellence, industry and community partnerships, and student involvement in research. Building on a strong foundation of federal and provincial recognition for research excellence, TRU has invested in new programs designed to inspire and support research and teaching excellence. This year TRU began writing a new Strategic Research Plan, a collective opportunity to articulate a vision for integrating research and creative inquiry into all areas of the university. The Strategic Research Plan will guide research activity at the university for the next five years.

Research excellence at TRU

TRU is home to three Tier 2 Canada Research Chairs, leading scholars in their fields who act as catalysts for research activity at the university. The Canada Research Chairs conduct intensive research in their fields of study and serve as mentors to fellow researchers. They are also highly active as supervisors for student researchers and provide students opportunities to engage in world class research. TRU’s Canada Research Chairs are:

Dr. Lauchlan Fraser, Tier 2 Canada Research Chair in Community and Ecosystem Ecology. Dr. Fraser investigates how climate change and cattle grazing affect the health of BC’s **grasslands**, sustainable ranching practices, and land reclamation.

Dr. Norman Friesen, Tier 2 Canada Research Chair in E-Learning Practices. Dr. Friesen is director of TRU’s New Media Studies Research Centre and researches the **impacts of technology on learning**.

Dr. Shannon Lowe joined Friesen’s research in 2011 as TRU’s first postdoctoral fellow, funded through SSHRC.

Dr. Ashok Mathur, Tier 2 Canada Research Chair in Cultural and Artistic Inquiry. Dr. Mathur is currently investigating questions of reconciliation as part of an ongoing project to look at critical elements of the Truth and Reconciliation Commission on Indian Residential Schools.



Dr. David Scheffel



Dr. Julie Drolet



TRU is also home to two Regional Innovation Chairs. Funded through the Province of British Columbia’s Leading Edge Endowment Fund, the Regional Innovation Chairs are leading researchers whose work has potential for significant regional impact. As with the Canada Research Chairs, the Regional Innovation Chairs foster an active and dynamic research environment for both faculty and students. TRU’s Regional Innovation Chairs are:

Dr. John Church, Leading Edge Endowment Fund Regional Innovation Chair in Cattle Industry Sustainability. Dr. Church assists ranchers throughout the BC interior in adopting technologies and practices for sustainability, and is collaborating with researchers across disciplines, including Chemistry and Culinary Arts.

TRU’s new *Leading Edge Endowment Fund Regional Innovation Chair in Aboriginal Maternal and Child Health* will conduct research designed to inform and improve policies and practices related to Aboriginal communities and the health of Aboriginal women and children.

Besides the research funding provided through the Canada Research Chair and Leading Edge Endowment Fund programs, in 2012 TRU pursued and was awarded a number of federal research grants from the Natural Sciences and Engineering Research Council (NSERC), Social Sciences and Humanities Research Council (SSHRC), Canadian Institutes of Health Research (CIHR), and the Michael Smith Foundation for Health Research. These awards recognize the national importance of the research being conducted at TRU. Among the researchers who received these awards were:

Dr. Julie Drolet, Social Work. Dr. Drolet is leading the BC node of the Pathways to Prosperity Partnership, a SSHRC funded research network aimed at fostering welcoming communities and supporting the **integration of immigrants into large and small communities** across Canada. Dr. Drolet shares a \$2.5 million fund with other Pathways to Prosperity researchers and also received funding in 2012 for research on innovative practice in rebuilding communities post-disaster.

Dr. Richard Frimpong Oppong, Law. Dr. Oppong is a leading expert on private international law and is one of the founding faculty at the TRU Faculty of Law. He was awarded a SSHRC grant of \$42,750 in 2012 to develop a proposal for a **new system for enforcing the decisions of international courts**.

Dr. Gloria Ramirez, Education. Dr. Ramirez received a federal Insight Development Grant from SSHRC of \$74,764 over two years to research Aboriginal and non-Aboriginal **vocabulary enrichment** in primary school students.

Dr. David Scheffel, Sociology and Anthropology. Dr. Scheffel is a leading expert on the Roma peoples of Eastern Europe. He was awarded a SSHRC Insight Grant of \$86,700 to research **Roma participation in local Slovak politics** and examine the ways in which the arena of formal politics is being ‘domesticated’ to fit the needs of disenfranchised people.



Dr. Cynthia Ross Friedman, *right*

Dr. Cynthia Ross Friedman, Biological Sciences. Dr. Ross Friedman received a five-year **NSERC Canada Discovery Grant** of \$25,000 for each year and a Research Tools and Instruments Grant of \$73,173 to continue her investigations into the reproductive capacity of **dwarf mistletoe**, an important disease agent in BC's forests.

Dr. Matthew Reudink, Biological Sciences. Dr. Reudink has received an NSERC Discovery Grant of \$25,000 for each of the next five years to examine **bird colouration**, in order to determine how breeding, migration, and wintering events influence the brightness and attractiveness of individual birds.

Dr. Wendy Hulko, Social Work. Dr. Hulko received a CIHR Planning Grant of \$25,000 in 2012 for her community-based research into the use of traditional storytelling methods to provide **culturally safe care for Aboriginal elders** with dementia. This follows on a \$213,700 grant from the Michael Smith Foundation for Health Research for research into building nursing capacity to work with First Nation Elders, which Hulko shares with several other researchers across disciplines.

Dr. Barbara Paterson, Dean, School of Nursing. Dr. Paterson is **adapting student nurse education** to address an increasing need for home care. Her research was awarded \$113,151 in funding in 2012 by the Michael Smith Foundation for Health Research, through its BC Nursing Research Initiative.

Dr. Patrick Walton, Education. Dr. Walton received a SSHRC grant of \$45,180 to investigate why Aboriginal students stay or leave university. As a result of Dr. Walton's work, new strategies are being considered for improving Aboriginal student engagement at TRU.

SSHRC funding was also provided to: **Dr. Natalie Clark**, Social Work; **Dr. William Garrett-Petts**, Research and Graduate Studies; **Dr. Jim Hu**, English as a Second or Additional Language; and **Dr. Christine Wihak**, Open Learning.

NSERC funding was also provided to: **Dr. Richard Brewster**, Mathematics and Statistics; **Dr. Darryl Carlyle-Moses**, Geography; Dr. Robb Fry, Mathematics and Statistics; **Dr. Bogumila Kwiatkowska**, Mathematics and Statistics; **Dr. Karl Larsen**, Natural Resource Sciences; **Dr. Sean McGuinness**, Mathematics and Statistics; **Dr. Nelaine Mora-Diez**, Chemistry; **Dr. Mohamed Tawhid**, Mathematics and Statistics; and **Dr. Qinglin Yu**, Mathematics and Statistics.

As part of its mandate to mobilize knowledge and connect with researchers and communities cross the globe, TRU hosted several conferences that invited the public to explore a variety of academic areas, including the 8th Annual Undergraduate Research Conference; the 2nd Annual Language, Culture and Community Conference; the 4th Annual Multidisciplinary Sleep Science Conference; the Annual TESL Canada Conference; and the International Seminar on the Doctrine of Discovery, co-presented with the Shuswap Nation Tribal Council.



Research facilities and centres

TRU owns and operates the Wells Gray Education and Research Station, which is bordered by 500 hectares of crown land designated for educational and research purposes. Researchers from TRU and other universities in the western provinces make use of the facilities to study the diverse habitats in the region. The Centre sees close to 1200 user days each year.

TRU has also dedicated resources to a number of research centres. These centres operate as hubs, offering researchers opportunities to work collaboratively across disciplines on areas of shared interest. In 2012, the Centre for Optimization and Decision Science was established as a new centre. Working collaboratively with industry and community partners, the Centre takes an interdisciplinary approach toward “real world” problem solving. While the Centre acts as a platform for collaboration between faculty, it also provides rich opportunities for student research. Research to date has included work with Interior Health on improved lab schedules and work with Highland Valley Copper on energy efficiency. A comprehensive list of TRU’s research centres can be viewed at www.tru.ca/rigs/about/centres.

Industry partnerships

In 2012, TRU obtained four NSERC Engage grants, totaling nearly \$100,000, which support the development of research partnerships between the university and industrial partners. Contracts have been successfully negotiated with New Gold Mine, Kinder Morgan, Highland Valley Copper Mine, and Absorbent Products. In addition to building important industry relationships, the Engage grants received by **Dr. Jonathan Van Hamme**, Microbiology, **Dr. Quinglin Yu**, Mathematics and Statistics, **Dr. Kingsley Donkor**, Chemistry, and **Dr. Lauchlan Fraser**, Biology, have also provided important research opportunities for student researchers. Financial contributions from industry partners also contribute to student research opportunities and building research infrastructure.

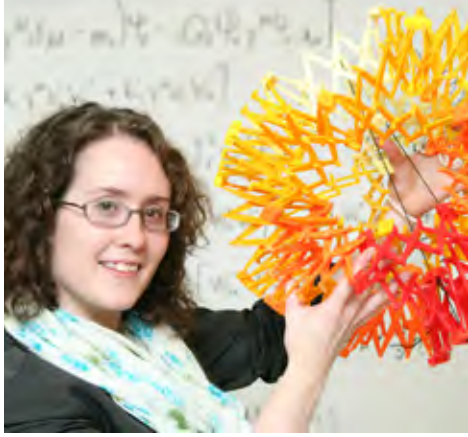
A recently signed Memorandum of Understanding with the Kamloops Innovation Centre (KIC) provides opportunities for TRU faculty and students to engage in applied research to promote regional economic development. Among the many projects KIC has been involved with is **Scott Foubister**’s development of Vocaba, a web-based vocabulary-learning application. Foubister, who graduated from TRU in 2010 with a BSc in Physics, launched Vocaba as a tool for postsecondary students to learn vocabulary or terminology in any subject more easily. Vocaba has been incorporated into on campus and Open Learning programs at TRU, with more than 700 students now using the application, and Foubister is currently working to introduce Vocaba to other institutions.

Community-engaged research

TRU continues to have an impact locally and regionally through service learning and community-engaged research. Collaborative work with local organizations ranging from the Kamloops Homelessness Action Plan to the Kamloops Art Gallery has resulted in increasingly close linkages between the university and the broader community.

In October 2012, the Research Office collaborated with the United Way to organize the Non-Profit Information Fair on campus. The fair connected TRU researchers with participating non-profit groups to discuss potential research projects and partnerships, and helped to formalize research relationships. In another on campus initiative, Respiratory Therapy faculty member **Janine Chan** and TRU Wellness Coordinator **Chelsea Corsi** were principal investigators on a project focused on developing a comprehensive and sustainable tobacco prevention, education and cessation action plan at TRU. With the help of a grant from Canadian Action Network for the Advancement, Dissemination and Adoption of Practice-informed Tobacco Treatment, Corsi, Chan, and other Respiratory Therapy faculty involved Respiratory Therapy students in developing and implementing health communication and media strategies and population level smoking cessation interventions. In January 2013, TRU's Wellness Centre and RT department were recognized as 2013 *Champions for Tobacco-Free Living* by the BC Lung Association and the Heart and Stroke Foundation of BC and Yukon.

TRU researchers are regularly called upon for their expert advice in finding solutions across a range of fields. Among these researchers are **Robert Higgins** of TRU's Williams Lake campus, who in 2012 was called on for his expertise on invasive ants appearing on Vancouver Island and in the Lower Mainland. **Dr. John Church**, TRU's Leading Edge Endowment Fund Regional Innovation Chair in Cattle Industry Sustainability, assists ranchers throughout the BC interior in adopting technologies and practices for sustainability, while **Les Matthews**, a sleep science researcher, has been consulted by local school districts about children's sleep disorders.



Natascha Hedrich, Physics



Timothy Crowe, Microbiology



The importance of student research

In 2012, TRU students successfully competed for four SSHRC Bombardier Scholarships valued at \$70,000 and sixteen Canadian Graduate Scholarships valued at \$72,000. The awarding of these scholarships, which are granted to students graduating from baccalaureate programs and pursuing graduate studies, are an indicator of the quality of undergraduate education at TRU. Through its commitment to provide undergraduate research opportunities, TRU equips undergraduate students with vital skills to pursue further education and to contribute to their communities.

In addition to the Bombardier and Canadian Graduate Scholarships, ten NSERC Industrial Postgraduate Scholarships valued at close to \$100,000 were awarded to students in graduate studies at TRU in 2012. Industrial Postgraduate Scholarships provide financial support for highly qualified science and engineering graduates, and allow students to gain research experience in industry while pursuing advanced degrees. The awarding of these federally-funded scholarships to TRU students reflect both the quality of research being conducted in industrial partnership settings at TRU and the highly qualified nature of the graduate students who choose to study at TRU.

Research is central to Graduate Studies at TRU, and students have opportunities to engage in intensive research projects under the guidance of leading researchers. One of these researchers, **Dr. Lauchlan Fraser**, Tier 2 Canada Research Chair in Community and Ecosystem Ecology at TRU, supervises several graduate students each year as they research the ecology of the region for their Master of Science in Environmental Sciences theses. Recent projects include, among others, **Mercedes Cox's** survey of the socioeconomic impact of climate change on ranching in British Columbia, and **Percy Folkard's** economic modeling of timber and beef production in southern British Columbia lodgepole pine agroforestry systems. **Dr. Darryl Carlyle-Moses**, who also supervises students in the Master of Science in Environmental Sciences program, worked with **Julie Schooling** on her investigation into how trees can be best utilized for stormwater management. With the City of Kamloops as a research partner, Schooling's project is leading to findings that will influence city planning and landscape design decisions.

In the Master of Education program, graduate students also have the opportunity to work with leading researchers, including **Dr. Norm Friesen**, Tier 2 Canada Research Chair in E-Learning Practices. In 2012 Dr. Friesen supervised, among others, **Tannis Tate** and **Jennifer Swan-Rogers** in their case study of teaching boys through arts and movement. Tying research to experiences in local schools, projects such as Tate and Swan's have potential to influence teaching practices in the region's school district and across other jurisdictions.



Tamara Bandet, Microbiology

While research involvement is a key component of graduate studies, TRU has also developed a strong tradition of undergraduate research. Undergraduate students at TRU have access to one-to-one research experiences with faculty, preparing them for graduate study and introducing them to community and industry partnerships, interdisciplinary collaboration, and projects that benefit people locally and globally. In the 2012 Canadian University Survey Consortium results (as detailed in Student Satisfaction, page 51), 65% of 2012 TRU respondents reported experience with faculty research activities, and their experiences with faculty contributed more to their growth and development compared to reports by students from other universities.

The following profiles highlight some of the recent activities of TRU's undergraduate researchers, many of whom will continue their academic journeys in the fall of 2013 with graduate study:

Ashley Morrison, an Animal Biology major, investigated whether the brightest plumage among **mountain bluebirds** indicates the best parents. In addition to support from TRU's Undergraduate Research Experience Award Program and a Sigma Xi Grant-in-Aid of Research of \$1,000, her two year research project won a British Ecological Society Undergraduate Ecological Project Support Grant of about \$2,100, and she was a runner-up for the Society of Canadian Ornithologists' Taverner Award, which usually goes to PhD students.

Tamara Bandet, a fourth-year Microbiology student, won a prestigious Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) graduate scholarship for 2013. This is the second year in a row that a TRU student has received a MEXT for graduate study in Microbiology, one of very few Science scholarships awarded. Her undergraduate research, supported by an Undergraduate Research Experience Award Program (UREAP) grant, studied the **resistance patterns of pathogenic bacteria** *Moraxella catarrhalis* to commonly prescribed antibiotics.



Ashley Morrison, Animal Biology



Sarah Burchnall, Economics



Sara Burchnall, majoring in Economics and Accounting, received an Undergraduate Research Experience Award Program grant for her project, “Is ‘Happiness’ the New GDP? An Econometric Analysis of Well-Being in Canada”, which generated interest from media and the community at the TRU Undergraduate Research Conference in 2012.

Natascha Hedrich, a fourth-year Physics major, was awarded an Institute of Particle Physics (IPP) summer internship for 2013. The IPP is a Canadian organization that offers undergraduate research experience at CERN (European Laboratory for Particle Physics) in Geneva, Switzerland. They accept just five students nationwide for the program each year. Hedrich will spend the first weeks of her program at SFU, and the remaining part of the summer at CERN, working with active research groups on cutting edge physics.

TRU undergraduates showcase their work at research conferences at TRU and other universities across BC, nationally, and internationally. TRU’s Philosophy, History, and Politics Undergraduate Conference, held in January 2013, hosts students from TRU and other institutions in BC and Alberta. The 8th Annual TRU Undergraduate Student Research and Innovation Conference, held in March 2013, gave 125 students across a range of disciplines opportunities to present their work via oral presentations, art exhibitions, displays, posters and performances.

Corrie Belanger, a second year student in TRU’s Cellular Molecular and Microbial Biology program, has been named one of the top three undergraduate microbiologists in the country. She is one of three recipients of the **Canadian Society of Microbiologists Undergraduate Award**, a \$500 award and certificate of merit. This is the first year that the Society expanded its award program judged by some of the best microbiology professors in the country, to promote undergraduate research.

Microbiology student **Devon Rule**’s research on the “Effects of UV Exposure on Cave Actinomycetes Metabolites” won the 2012 Canadian College of Microbiologists Environmental Microbiology Poster Award.

Recognizing excellence in scholarship and teaching

TRU continues to distinguish itself in integrating research and scholarship with teaching and learning. The recent development of the *Internal Research Fund for Scholarship and Scholarly Teaching* has meant increased research and professional development opportunities for faculty. The fund provided \$150,000 for up to 40 faculty members across the institution to support research and innovative teaching projects. The *Research and Professional Development Fund* provided \$25,000 to support scholarly teaching and teaching excellence by sessional faculty members.

The Provost's Fellows program, created in 2012, has established three Fellowships that will allow concentrated focus on the areas of Teaching and Learning Support, Student Engagement, and Blended and Innovative Learning. The Fellows will sit for a two year period and provide leadership to faculty in teaching excellence and innovation. The *Teaching and Learning Scholars* program, also established in 2012, each year offers several faculty members an opportunity to study teaching and learning in their own classrooms through a collaborative, cohort-based research community and workshops on various aspects of the research process. The Scholars will contribute to an understanding of best teaching practices and will further strengthen TRU's culture of teaching and learning scholarship.

In recognition of faculty excellence in research, scholarship and mentoring, TRU presented a number of awards in 2012. TRU's Master Scholar Award recipient was **Dr. Peter Murphy**. Two distinguished faculty members, **Drs. Mohammed Tawhid** and **Kingsley Donkor**, received \$2500 Excellence of Scholarship research grants. **Drs. Richard Brewer** and **Kingsley Donkor** received \$1000 Master Undergraduate Research Mentor Awards.

LEARNING OUTCOMES AND ACCREDITATION

Learning Outcomes and Assessment

TRU's new Learning Outcomes and Assessment Advisory Committee (LOAAC) is set to begin development of a new learning outcomes and assessment plan, managed through the Centre for Student Engagement and Learning Innovation. The initiative will establish learning outcomes—direct statements describing what students should know and be able to do upon completion of a course or program, focusing on transferable knowledge, skills and behaviours that can be defined, evaluated and measured—for every TRU program and course, and measure how well TRU students are actually achieving these outcomes.

The LOAAC will review different approaches to determine an appropriate process for TRU, and will collaborate with academic departments to incorporate any learning outcomes that are already established. The Centre for Student Engagement and Learning Innovation will be supporting faculties, departments and individual faculty members by offering trained facilitators, resources and other tools to permit the development of learning outcomes and assessment for their specific courses and programs.

By measuring educational quality, student satisfaction and academic excellence, the assessment will help TRU meet a key commitment of its Academic Plan, which is to improve the student academic experience.

Lyn Baldwin, Biology — with undergraduates Courtney Labelle and Kristin Tilbury



Institutional Accreditation

Institutional accreditation provides a framework for ongoing evaluation and self-analysis to ensure that the policies, procedures and practices of an institution are consistent with its claims and with accepted standards of quality. It serves as an important means of assuring the quality of higher education through rigorous peer review and evaluation.

After a thorough investigation, TRU has chosen to **pursue institutional accreditation** from the Washington-based Northwest Commission on Colleges and Universities (NWCCU), an independent, non-profit organization dedicated to educational excellence and improvement through peer evaluation and accreditation. It is one of six regional organizations recognized by the United States Department of Education to provide quality assurance and evaluate institutional effectiveness. The majority of American universities are accredited through one of the six regional organizations. TRU will be the fifth Canadian university to seek institutional accreditation in the United States.

Meeting the standards of this recognized accreditation body will enhance TRU's existing quality assurance mechanisms and enable the broader national and international recognition of TRU. This accreditation is also linked to TRU's international opportunity goals.

The full accreditation process, which is based on a series of institutional self-assessments and NWCCU member peer reviews, will take six to eight years to complete. After submitting the Application for Consideration, TRU's first step will be to conduct a detailed self-study examining how its policies, procedures and practices relate to the five standards prescribed by the NWCCU.

The establishment of clearer benchmarks for assessing institutional outcomes provided by institutional accreditation will complement TRU's planned learning outcomes and assessment process for the benefit of students' learning experiences.



ACADEMIC PROGRAM REVIEW

All undergraduate and graduate academic degree, diploma, and certificate programs approved by the Senate of Thompson Rivers University undergo a Program Review once every seven years. Program review is a forward-looking process, based on the principle that every program can be improved. The TRU program review process incorporates the views of students, faculty, staff and administrators, collects data and solicits the opinions of qualified external reviewers.

The completion of the program review process, including information collection, the external review site visit, and the development of the program review report and action plan, takes about eight to 16 months. Program review projects are initiated at any time during the year, based on the availability of resources.

The following is a summary of the status of academic program reviews at TRU for the period surrounding the 2012/2013 reporting period:

Programs Reviews Completed in 2012/13:

- Automotive Service Technician (Certificate)
- Chemistry (Degree)
- Physics (Degree)
- Theatre (Degree)

Program Reviews Substantially Completed in 2012/13:

- Biological Sciences (Degree)
- Culinary Arts (Certificate)
- English as a Second Language (Certificate)
- Partsperson and Warehousing (Certificate)
- Psychology (Degree)
- Retail Meat Processing (Certificate)
- University Preparation (Certificate)



Master of Education graduates

Program Reviews Initiated in 2012/13 and early 2013/14:

- Animal Health Technology (Diploma)
- Computing Science (Diploma and Degree)
- Co-operative Education and Student Employment
- Geography (Degree)
- Open Learning History (Degree)
- Open Learning Psychology (Degree)
- Open Learning Sociology (Degree)
- Piping Trades (Certificate)
- Sociology and Anthropology (Degree)



NEW PROGRAM DEVELOPMENT AND IMPLEMENTATION

Like all RUCBC universities, TRU has applied for exemption with respect to the Degree Quality Assessment Board (DQAB) process. DQAB supported this application and recommended to the Ministry of Advanced Education that TRU be granted exempt status.

Bachelor of Education in Trades and Technology

The Faculty of Human, Social, and Educational Development is collaborating with the School of Trades and Technology to develop a Bachelor of Education (Secondary) in Trades and Technology (BETT). This interdisciplinary initiative supports the future demand for secondary teachers in the region in general and more specifically the urgent need for secondary teachers in the area of trades and technology. An implementation plan was completed in 2012/13. Implementation of the BETT will continue in this coming academic year with the initial phases occurring in 2013 and full delivery in July 2014.

Community and School Support Worker program in Bella Coola

Supporting the TRU goal of being the university of choice for the Aboriginal community, a business plan and delivery strategy has been developed in collaboration with the Lip'ahayc Learning Centre in Bella Coola, BC. On the request of the Learning Centre, the Faculty of Human, Social, and Educational Development is offering the Community and School Support Certificate as a part-time program over two years, on-site in Bella Coola. The set-up and program serves as a potential template for delivery in other communities, including other Aboriginal communities.

Developments in the Master of Education

The Faculty of Human, Social, and Educational Development is reframing the Master of Education with articulated concentration areas within the M.Ed., a per-credit tuition fee structure to facilitate recruitment and more flexible delivery, and implementation of the laddering framework within the M.Ed. In a collaborative effort with TRU World, the faculty successfully recruited approximately one dozen international students into the M.Ed. Plans to develop a full complement of distance-delivery programming are ongoing with the first step being the development of online courses in the Master of Education for delivery through Open Learning.

Master of Business Administration Relaunch

The School of Business and Economics completed a thorough reassessment and redesign of the MBA, with the aim of creating the most flexible MBA in Canada. A major revision to the program is the introduction of the Graduate Certificate in Business Administration. This new program is designed to allow students from a non-business background to develop the knowledge and skills necessary to be successful in the MBA. A thesis/ project option is also being introduced in order to expand the School's contribution to research at the university, with on-line and blended delivery options available. The new program is set to launch in September 2013.

Blended Delivery Criminology Major

The Faculty of Arts is coordinating and responding to the needs of all TRU Arts students regardless of location, program choice or chosen delivery model. The existing Open Learning Criminal Justice Major has been retitled Criminology, and made available to all TRU students through a blended program delivery model. Whether taken on-campus in Kamloops, or anywhere in the world through Open Learning, this Major also provides full block transfer opportunities for students completing certificate and diploma programs in Criminology, Criminal Justice and Police Studies from all BC colleges.

Arts Programming Changes

Some of the changes in the Faculty of Arts include:

- Open Learning Arts students will soon have the ability to complete the same Minors in English, History, Psychology and Sociology as on-campus Bachelor of Arts students.
- The Bachelor of Journalism has undergone a major revision, soon to offer students the option to take four years of Journalism instead of two, by completing core courses and satisfying prerequisites in their first and second year.
- Two new Communications majors (New Media and Public Relations) within the Bachelor of Arts program were launched in 2012, allowing students to concentrate on different areas of communications.
- The Faculty of Arts partnered with Douglas College to provide laddering opportunities for degree completion with a Major in Psychology.

Saw Filer Program

An agreement was struck to move the Saw Filer program—the only one of its kind in BC or Alberta—from BCIT to TRU Williams Lake. Niche programs like this will attract “destination” learners.

Indigenous Leadership

Planning for an innovative Bachelor’s degree in Indigenous Leadership is underway to meet a key area of interest and need in Aboriginal communities and organizations.

New Archeology Field School

Under the agreement with the Northern Shuswap Tribal Council, TRU Williams Lake started the inaugural Archeology Field School on traditional Shuswap land.

STRATEGIC ENROLMENT MANAGEMENT

Given the demographics of the region and the projected labour shortages, Strategic Enrolment Management (SEM) will be increasingly important to TRU's ability to serve its mission, locally, provincially, and nationally. In August of 2012, the Strategic Enrolment Task Force met to begin the process of developing an institutional Strategic Enrolment Management plan applicable to the university's total academic offering, including credit, non-credit and community based academic programs.

Central to the university's deliberations around SEM, is TRU's pursuit of answers to key questions: what is the right size for TRU? And what is the right mix?

Variables to be considered in these deliberations include: an assessment of current teaching human resources capacity, funding and accountability targets, flexible delivery modes, and physical plant considerations.

Answering these questions will require significant data gathering, analysis and strategic planning in areas across the institution – and this work is in progress.

Inside the Irving K. Barber British Columbia Centre



HUMAN RESOURCES

At TRU, meeting our commitments to students, our communities and our public and private funders requires an essential resource: a workforce of individuals with varied skill sets, experience and competencies, filling a vast range of roles and responsibilities. Managing and monitoring this essential network is the focus of our Human Resources department. Following are key data, milestones and plans for HR at TRU.

Figure 12: TRU Workforce Profile – Headcount at March 31, 2013

Employee type	Full-time	Part-time
Administration	167	0
Faculty – Adjunct	0	19
Faculty – Open Learning	169	0
Faculty – Sessional	0	193
Faculty – Tenured & tenure-track	425	0
Part-time instructors	0	14
Student employees	0	90
Support	399	217
Total	1,160	533

The total number of TRU employees was 1,693 on March 31, 2013, with 60% female employees.

Key HR Strategies

- **Workforce Planning:** implementation of a Workforce Planning strategy/Work Force Analysis & Planning (WFAP) model specific to TRU non-academic departments, to better enable them to accomplish their departmental goals and objectives through 2013 and beyond.
- **Organization Development:** performance review and planning programs for administrative and support employees, learning and development for leaders, and succession planning for administrative employees.
- **Employment Development and Retention Initiatives:** enhanced on-boarding strategies, enhanced delivery of TRU-wide orientation, foreign recruitment, and labour market opinion permits.
- **Communications Strategy for Disability and Benefits:** ongoing communication with managers, supervisors, and employees regarding current benefits packages provided by TRU, methods of cost containment available at the individual level, availability and advantages of Employee Assistance Plan use, as well as online access to services provided by Manulife.



Matt Milovick, VP Finance & Administration



Lucille Gnanasiamany, AVP Marketing & Communications



Recent Organizational Re-alignments / Positions

- **Vice-President Administration and Finance:** Reporting to the President, the Vice-President Administration and Finance provides leadership for the administration support services at TRU. Through an administration team, the Vice-President is responsible for the quality of services, deployment of resources, and meeting the necessary legal and reporting requirements.
- **Associate Vice-President Marketing and Communications:** Reporting directly to the President, the AVP, Marketing and Communications provides institution-wide vision, leadership and direction in developing, implementing and integrating strategic marketing and communications for TRU. The incumbent will create and champion the TRU brand, effectively communicating its core strengths in a cohesive manner that enhances the university's reputation and supports the distinct units and their key audiences.
- **Associate Vice-President Strategic Enrolment and University Registrar:** Reporting to the Provost and Vice-President Academic, the AVP, Strategic Enrolment and University Registrar is accountable for developing and implementing a comprehensive enrolment management strategy as a key component of TRU's overall Strategic Plan. The incumbent works in collaboration with academic deans, service departments, Open Learning and TRU World to establish integrated enrolment targets and growth strategies and enhance the learning environment.
- **Director of Research Partnerships, Innovation and Enterprise Creation:** Reporting to the AVP, Research & Graduate Studies, this position is responsible for managing all processes related to the formulation and implementation of the Strategic Research Plan that seeks to build research capacity and opportunity at TRU through research and collaboration with external organizations. These organizations fall into broad sectors, including industry, professional associations, post-secondary institutions, community organizations, First Nations/Aboriginal communities, and provincial and federal governments.
- **Accreditation Liaison Officer:** Reporting to the Provost and Vice-President Academic, this position is responsible and accountable for leading, planning and developing the process for obtaining institutional accreditation (Canadian Status) in the United States through NWCCU. The incumbent will manage, analyze and summarize highly confidential information related to tenure and promotion, faculty performance, student information and materials received from external referees.



Cliff Neufeld, VP Administration and Finance, *retired*

Recent Senior Appointments

- **Lucille Gnanasihamany**, AVP Marketing and Communications, brings 25 years of career experience in strategic marketing and communications in both the private and public sectors.
- **Matt Milovick**, VP Administration and Finance, brings 19 years of post-secondary administration experience.
- **Denis Powers**, AVP Human Resources and Planning, brings a wealth of post-secondary and international experience.
- **Angelique Saweczko**, AVP Strategic Enrolment and University Registrar, has been a higher education professional for more than 16 years.

Bargaining Status of Collective Agreements

- CUPE: signed off agreement to March 31, 2014
- TRUOLFA: signed off agreement to March 31, 2014
- TRUFA: presently in bargaining with Faculty Association

Key Retirements

- **Cliff Neufeld**, Vice-President Administration and Finance, came to TRU (known then as Cariboo College) on November 30, 1976. Mr. Neufeld has provided visionary leadership at TRU for over 35 years. His foresight and astute fiscal stewardship helped grow TRU's facilities and services under his steady guidance. He found innovative ways to create campus infrastructure, and spearheaded the plan to develop the Kamloops campus into a University Village.



A profile of some of our award winners:

TRU Teaching Excellence Award on Campus

- **Tony Bell**, School of Business and Economics, is a lecturer in the School of Business and Economics who constantly strives to improve engagement in his classes and support his students' success. He is involved in research to improve classroom experiences for students, and he values his students' feedback to help him improve his teaching.
- **Krista Lussier**, School of Nursing is an innovative Nursing educator in both classroom and clinical settings, and a role model both to students and her fellow School of Nursing faculty. Creative in her teaching strategies, Krista continually searches for new methods to engage her students, such as role-playing scenarios for lessons in professional communication.
- **Dr. Mohamed Tawhid**, Mathematics and Statistics, an associate professor in Mathematics and Statistics, is respected by students for his ability to make math understandable and enjoyable. He encourages questions, uses concrete examples whenever possible, approaches difficult concepts from several angles, and injects humor when necessary to lighten the mood.

TRU Award for Excellence in Scholarship

- **Dr. Naowarat (Ann) Cheeptham**, Biological Sciences, is an assistant professor of Microbiology whose research interests include cave microbiology, antibiotic resistance mechanisms, and microbiology education. Her research to find new drugs from microorganisms living in extreme habitats such as caves has led to a number of prestigious awards, honors, scholarships, and publication in many peer-reviewed journals.

Tony Bell



Krista Lussier



Dr. Mohamed Tawhid



INFRASTRUCTURE GROWTH

University Village Plan

To serve its students and to fulfill its role as a leader in the knowledge based economy in Kamloops and region, TRU now needs to develop infrastructure befitting a modern university including research facilities, housing for graduate students, and space for the development of public-private centers for developing and applying new research.

During consultations to update the Campus Master Plan, it was proposed that property development at TRU's Kamloops location should enhance campus life for students and employees, and for all who visit it. The proposed university village concept provides opportunities to incorporate mixed-use development of private and student housing, services like retail shops and professional offices, and spaces for public-private centers to develop and apply research.

As a result, the 2013 Campus Master Plan will focus on the TRU University Village Project (UVP), and TRU Community Trust (TRUCT) was created as a separate legal entity for development of TRU's real estate. TRUCT will be engaged in commercial activity with a goal of generating profit to be used for student assistance endowments, research, and other university initiatives.

Campus Master Plan

For over forty years, TRU's campus has been constantly growing and strategically evolving. TRU has become more than the sum of its buildings, green spaces and pathways; it has become a community, a place to learn, live and play. To help guide TRU over the next decade as it expands its buildings, land use, and its mix of commercial, retail, and residential opportunities, the 2003 Campus Master Plan (CMP) is being updated for 2013, based on extensive consultation with the community.

The 2013 CMP will reflect the campus expansion of the last decade and set objectives for future development tied to the new academic plan, research plan, enrolment growth and the proposed Thompson Rivers University Community Trust (TRUCT) initiatives towards a “**university village**” model.



Current Developments

The revitalization of Old Main, our largest building, will be completed by September 2013. Phase I, the building shell, was completed in 2012-13 with two floors added on top of the existing building. Phase II, the interior fit-out, will be completed in time to accommodate the third cohort of the Faculty of Law. Students will enjoy modern teaching and study spaces with panoramic views of the rivers and valley below. When completed, the project will provide nearly 4,000 additional square metres of space. The transformation of Old Main is stunning, with the new roofline already becoming an iconic symbol of TRU and Kamloops. The cost of the project, totaling approximately \$20 million, is being covered through a combination of Ministry approved funding, institutional investment and private contributions.

The former Facilities Services building was renovated as the new home base for Human Resources, the new Community University office, IT Media Services and the TRU Community Trust. The renovations were completed in the winter of 2012-2013.

A new 325 square metre Facilities Workshop was constructed adjacent to the Materials Distribution Centre to accommodate mechanical and electrical shops. The new Facilities Workshop building was completed in April 2013.

The 3rd and 4th floor addition of 40,000 square feet to Old Main nears completion.





Artist's rendering of planned food services for second floor of Old Main

Food Services expansions planned in response to student needs

Delivering on the framework set out by a comprehensive seven-month consultation and review process, TRU has begun extensive changes to the food services available across campus. Responding to feedback from students, faculty and staff, food service provider **Aramark is expanding and upgrading** to meet a wider variety of dietary, sustainability, and cultural needs, and provide extended hours of service. New venues and updated common areas in the first and second floors of the renovated Old Main building and upgrades to existing service in the Campus Activity Centre will meet the needs of TRU's diverse and growing student body. Students will also represent at least 30 percent of the food services workforce as Aramark continues to provide employment opportunities to students. The upgraded venues in BMO Student Street (first floor Old Main) and the Campus Activity Centre Terrace will open in September 2013.

Wells Gray Education and Research Centre facility upgrading

Construction has started at Wells Gray Education and Research Centre, a small facility near Clearwater, BC, to support education and research about the wilderness. The facility will be upgraded to house twenty students and faculty. Further details are included under **Highlights from Divisions, Faculties, Schools and Regional Centres**.



COMMUNITY RELATIONS

TRU recognizes the value of maintaining strong and positive relations with all our communities, starting with our learning community of students, faculty and staff and extending to the citizens of municipalities and regions in which TRU has a presence, and makes a difference.

The practice of Community Relations is evident throughout the institution—from research projects that aim to find solutions to specific challenges facing people and groups in the communities we serve, to the pursuit of partnerships with industry, in order to advance the interests of our students. Below is a cross-section of events and achievements that illustrate the many ways in which TRU is forging connections within and between our communities.

September, 2012 to May, 2013 — **Lectures at TRU** accessible to the public:

- May 30, 2013: **Wade Davis**, acclaimed National Geographic Explorer, writer and filmmaker presents “The Sacred Headwaters” at Clearwater Secondary School, as part of a series of TRU-sponsored events celebrating Wells Gray World Heritage Year.
- April 12, 2013: Canadian actor and director **Lorne Cardinal** delivers the keynote address at the 2013 Distinguished Alumni Awards dinner.
- March 4, 2013: **Bob McDonald**, science promoter and host of CBC’s radio talk show Quirks & Quarks, gives a talk entitled “Thriving in the Third Millennium” as part of the President’s Lecture Series.
- February 15, 2013: Literary icon **Margaret Atwood** delivers the TRU Students’ Union Common Voices Lecture.
- January 24, 2013: **Maxine Kaufman-Lacusta** discusses her book, Refusing to be Enemies, at an event sponsored by the TRU Faculty of Law, TRU Faculty Association Equity and Human Rights Committees, and the Council of Canadians.
- October 25, 2012: **Kim Scott**, Australian author and professor at Curtin University, gives a lecture on his award-winning novel, That Deadman Dance, which explores the early contact between Australia’s Aboriginal Noongar people and the first European settlers.
- October 12, 2012: Cognitive scientist and Pulitzer Prize finalist **Steven Pinker** delivers a President’s Lecture on “The Better Angels of Our Nature, a History of Violence”.
- October 12, 2012: Canadian playwright **Kevin Loring** discusses his Governor General’s Award-winning play, Where the Blood Mixes.
- September 17, 2012: **Shelagh Rogers** of CBC Radio gives a reading of Speaking My Truth: Reflections on Reconciliation and Residential School.
- September 1, 2012: **Dr. Cathie Hickson**, acclaimed volcanologist, presents the volcanic history of the Clearwater Valley to kick off Wells Gray World Heritage Year.



Lorne Cardinal



Margaret Atwood

May 31, 2013: TRU and Wells Gray World Heritage officially mark the start of construction on the new **TRU Wilderness Field Station at Wells Gray Park** with a ribbon cutting ceremony and conversation with author and filmmaker Wade Davis.

May 14-16, 2013: Aboriginal high school students from across Canada showcase business plans at the 13th annual Business Development Bank **E-Spirit Business Plan Competition** presentations hosted by TRU.

February 14 and April 17, 2013: The first two public consultations on the **University Village** concept of campus development put forward by TRU's new Community Trust provide opportunities for the community to give feedback on concerns like mixed housing, businesses, food services, spaces for research and community events, bike paths, architectural structures, and more.

April 6, 2013: TRU's India Club welcomes the community to **Rang De Basanti 4**, a free event celebrating Holi, Vaisakhi and Ram Navami festivals with colour play, music and Indian food on the Campus Commons.

April 5, 2013: The 2nd annual **Pride Parade**, organized by the TRU Student Union Pride Collective, celebrates identity and diversity and raises awareness about discrimination and prejudice with a march and resource fair with on-campus and community groups.

March 25, 2013: Researchers at TRU are playing an important role in a federally-funded research network aimed at fostering welcoming communities and supporting the integration of immigrants into communities across Canada. Dr. Julie Drolet, associate professor of Social Work, is co-leading the BC node of the **Pathways to Prosperity Partnership**, collaborating with local community groups and immigrant-serving organizations.

To March 2013: In the past year, 87 members of **Enactus Thompson Rivers**, the largest student club at TRU, put in over 9,424 volunteer hours, raised over 18,000 pounds of food for local food banks, worked with 80 community partners, and ran five programs directly impacting 457 people in Kamloops.

To March 2013: TRU's student athletes not only receive a first class education and learn from quality coaches, but they also learn to



Four second-year law students participated in Kawaskimhon at the University of Western Ontario



be community-minded. **TRU WolfPack** athletes and teams organize at least three community events during the course of their season, including Terry Fox Runs in elementary schools, charity soccer clinics, Wendy's Dream lift and Raise a Reader.

March 5, 2013: Four second-year students in the Faculty of Law participated in the Kawaskimhon ("speaking with knowledge") **Aboriginal Moot** at the University of Western Ontario Faculty of Law. Drawing on indigenous approaches to dispute resolution, the moot competition examined the transferring of some Aboriginal reserve land into fee simple.

January 21, 2013: **TRU Wellness Centre** together with Respiratory Therapy faculty and students is recognized as a 2013 Champion for Tobacco-Free Living by the BC Lung Association and the Heart and Stroke Foundation (BC & Yukon) for its tobacco cessation campaigns and access to resources to quit smoking.

January 20, 2013: The United Way hosts more than 25 TRU **Faculty of Law** students to serve meals to those in need at PIT Stop, the People In Transition meal program, at Kamloops United Church.

February 4-8, 2013: TRU's 20th annual **International Days** welcomes students, staff, faculty and the wider community to experience a comprehensive five-day program of guest scholars, field school presentations, film screenings, cultural exhibitions and international perspectives.

January 3, 2013: TRU's School of Business and Economics appoints BC Lottery Corporation President and CEO **Michael Graydon** to its newly formed Advisory Board, which brings together exceptional management and entrepreneurial professionals chosen for their experience and expertise in leading businesses or public and nonprofit organizations.

December 17, 2012: **TRU World's Facebook page** surpasses 100,000 likes, making TRU the first educational institution in Canada to reach the 100,000 mark. TRU World launched its social media campaign in November 2011.

December 13, 2012: TRU's active involvement in supporting the **United Way** helps the Thompson Nicola Cariboo chapter's fundraising campaign surpass \$2 million. TRU's campaign is the fifth largest contributor in the region with \$46,446 raised.

Public and private funding helps TRU achieve key priorities

TRU's ability to provide students with access to an excellent education is advanced through generous funding from various partners, including individual and corporate community leaders, and all levels of government. Following are highlights of recent initiatives that could not have happened without the support of our funding partners:

April 12, 2013: TRU's 2013 **Distinguished Alumni Awards** honoured six individuals and one corporation for their leadership, professional achievement, community service, social work, and contribution to TRU students and alumni. Students **Amy Berard** and **Richard Cane** received the Neil Russell Student Leadership Award for community service. Bachelor of Social Work alumnus **Fred Phelps**, Executive Director of the Canadian Association of Social Work, received the Grace Chronister Award. **Donna Munroe-Lasser** received a Community Service Award primarily for her initiatives to assist animals in New Orleans after Hurricane Katrina. Best-selling author and speaker **Christopher Flett** and **Tom Williamson**, former CFO of BC Lottery Corporation, received Professional Achievement Awards. The Milestone Achievement Award was presented to **Highland Valley Copper**, which has offered a diverse range of employment, training and research opportunities to TRU students and alumni and has donated a cumulative \$765,000 to TRU in equipment and sponsorship.

April 12, 2013: Thompson Rivers University faculty, staff and administration gave generously in this year's **Internal Campaign** to raise funds for students. Over 400 employees now contribute \$82,000 towards student awards annually.

February 2, 2013: **Guy Mercier**, former long-time owner of Acres Enterprises, made a gift of \$250,000 towards student endowments and towards the revitalization of the Old Main building. His construction company, Acres Enterprises, has worked on many projects at TRU including the Main Library, the Brown Family House of Learning and the Campus Activity Centre. Mr. Mercier's generous donation was motivated by his belief in education and the importance of universities to individuals, families and communities.



Alan Shaver, President and Vice-Chancellor thanks BMO for its support to revitalize Student Street



February 2, 2013: The **TRU Foundation Gala** is the signature fundraising event to celebrate donations for scholarships, bursaries and capital projects. The Foundation Gala was initiated in 1993 and raised \$22,000. The event has since grown to a sell-out capacity of 320 guests and in 2013 raised \$85,000 from ticket sales and silent and live auctions. In addition, the Gala is an opportunity for the Chancellor, Board of Governors, President, and provincial and national politicians to recognize corporate donors and individuals who have made major contributions towards student assistance and new construction for improved learning spaces.

January 17, 2013: The BMO Financial Group committed \$600,000 towards upgrades to Student Street, the student services hub in the Old Main building, which has been re-named **BMO Student Street**. BMO Student Street is part of the exciting revitalization of Old Main.

November 22, 2012: Close to half a million dollars was awarded to students at TRU's 30th annual **Foundation Awards Ceremony**. \$474,600 was given out to 497 TRU students in the form of scholarships, bursaries and awards from the TRU Foundation.

October 9, 2012: The BC Government committed \$7.4 million towards the **Old Main revitalization project**, which gives a permanent home to TRU's Faculty of Law. The Old Main building is the oldest and most utilitarian building on campus and houses many of TRU's student services including the Registrar, Financial Aid and Awards, Counseling, Academic Advising, Health Services and Cooperative Education. The new space is an important expression of TRU's vision for the future and is part of a campus wide program of expansion and bold new buildings to meet the changing needs of our students and community.

HIGHLIGHTS FROM FACULTIES, SCHOOLS, DIVISIONS AND REGIONAL CENTRES

Faculty of Arts

The Faculty of Arts is moving forward with the implementation of programming and engagement initiatives as part of its 5 Year Academic Plan. Engagement activities include further supporting undergraduate research conferences, developing peer mentoring opportunities, and identifying students who need support in successful completion of their studies. Arts is enhancing mechanisms for crediting prior learning experience through PLAR assessment and creating more high impact, experiential learning opportunities. A Development Officer is working with the faculty to help secure external donations and gifts to support programming, research and engagement. This includes the goals of a Faculty of Arts Research and Events Hub, Scholarships, and new program initiatives.

Those working in the humanities continued to make national and international news in different ways.

Anthropology professor **Dr. David Scheffel**, a leading expert on the Roma peoples of Eastern Europe, received a Doctorate Honoris Causa from the University of Presov in Slovakia on December 2, 2012. The occasion marked the 15th anniversary of the university's independence. Presov is Slovakia's third-largest university; it is home to the Institute of Romani Studies where Scheffel has had research connections for some time.

Dr. Ashok Mathur of TRU's Centre for innovation in Culture and the Arts in Canada was invited to attend Algoma University as a Creative Writer in Residence in March 2013 to create site-specific works around the questions of reconciliation, part of his ongoing project to look at critical elements of the Truth and Reconciliation Commission on Indian Residential Schools.

Dr. George Johnson, English, was a finalist in the British Independent Film Festival Screenplay Competition in London, UK for his screenplay, "The Wonder," about a child genius who rejects the accumulated knowledge of humankind and develops his own theory of life, and was one of eight semi-finalists at the FirstGlance Screenplay Competition in Los Angeles, CA.

Karen Hofmann, English, had a short story, "The Burgess Shale," shortlisted as one of the top ten English language selections for the CBC Short Story Prize. The 10 English and 10 French texts were selected from over 3,750 short stories received from across the country.

The work of **Donald Lawrence**, Professor of Visual Arts, was celebrated at the Remaking Research Symposium hosted by Emily Carr University. Professor Lawrence's "The Optics of Interdisciplinary and Wilderness-based Inquiry" was both featured as an example of artistic research and highlighted as the iconic image for the conference poster and associated publications. In addition, during the final session of the symposium, his contributions were publicly acknowledged by Emily Carr Provost, Dr. David Bogan. The annual symposium is organized by The Association of Independent



Dr. Cynthia Ross-Friedman works to preserve healthy forests through her investigation of Dwarf Mistletoe



Colleges of Art and Design (AICAD), a non-profit consortium of 43 leading art schools in the US and Canada.

More information on Faculty of Arts program development can be found in New Program Development and Implementation, and in Goals under Open Learning.

School of Business and Economics

The School of Business and Economics created a Dean's Advisory Board, with **Mr. Rick Sallis**, District Vice President of CIBC serving as Chair. Mr. Sallis was joined on the board by **Mr. Michael Graydon**, President and CEO of BCLC and **Mr. Starr Carson**, Managing Partner with KPMG.

The Student Scholars to Business program was developed to provide scholarship and employment opportunities to Master of Business Administration and upper level Bachelor of Business Administration students. In exchange for offering paid employment and tuition sponsorship, partner businesses secure a top quality employee and receive acknowledgement of their contribution through a formal donor recognition program. Student scholars work with faculty to tailor their class projects to the partner's business and commence full time employment upon graduation. To date, partners include CIBC, KPMG and RBC.

The School of Business and Economics welcomed two guest speakers, **Mr. Michael Graydon**, President and CEO of BCLC and **Mr. Rudy Butignol**, President and CEO of Knowledge Network Corporation, as part of the Dean's Speaker Series. The School also hosted career information sessions with CIBC and KPMG with over 260 students in attendance, held a business succession event with guests Venture Kamloops, the Provincial Nominee Program and the Canadian Youth Business Federation attended by 35 students, and collaborated with the Career Education Department to organize a networking event attended by 70 business students.

The School of Business and Economics nominated **Mr. Tom Williamson**, CFO of BCLC, to receive a Distinguished Alumni Award. The award was presented by Dean Russell Currie at the Distinguished Alumni Awards ceremony on April 12, 2013.

The Department of Accounting and Finance held an accounting professional development day on May 2, 2013. Participants included faculty, TRU accounting staff, and professionals from the community. In lieu of payment, attendees were asked to make a contribution to the School of Business and Economics Endowment Fund. This event, which raised \$3500 for the Fund, will become an annual event in the Department.

For the eighth consecutive year, School of Business and Economics (SoBE) students in their final year of studies lent their experience in human resource management, marketing, process reengineering, project management, supply chain and logistics strategies, and strategic planning for community projects with a focus on non-profits and small businesses.

Enactus Thompson Rivers (a Business entrepreneurial student club) won Regional Champion in the Capital One Financial Education Challenge at the Enactus Regional Exposition in Calgary in March. Competing against 18 teams from western Canada, Enactus Thompson Rivers earned a spot in the 2013 Enactus Canadian Championship in Toronto where they were a semi-finalist. Team member **Acacia Schmietenkop** was awarded a Founder's Bursary and faculty advisor **Bernie Kirkey** received the John Dobson Fellowship Rookie Faculty of the Year Award. The team of students was National Runner-Up in Campbell's Help Hunger Disappear, raising 46,027 pounds of food for local food banks.

Faculty of Human, Social and Educational Development

This year saw the launch of a new research journal by the Faculty of Human, Social, and Educational Development, IJLL: International Journal for Leadership in Learning. The International Journal is a refereed electronic publication focusing on leadership in learning.

In addition, the Faculty launched a new Bachelor of Education in Trades and Technology, and on-site delivery of a part-time Community and School Support Certificate program in Bella Coola. The Master of Education program is being reframed, and distance delivery programming—a priority throughout the Faculty—is being developed. Details can be found in New Program Development and Implementation.

Faculty of Nursing

Dr. Barbara Paterson, Dean, School of Nursing, received a prestigious Top 100 Award in the Public Sector Leaders category in the 10th annual Women's Executive Network Canada's Most Powerful Women Awards. Each year, these awards celebrate the professional achievements of women across the country in the private, public and not-for-profit sectors. Dr. Paterson was also honoured with a Queen Elizabeth II Diamond Jubilee Medal.

Faculty of Science

Dr. Cynthia Ross Friedman's work on dwarf mistletoe research was featured on CBC Radio's **Quirks and Quarks**. **Dr. Ross Friedman**, a TRU biologist, has built her career around understanding how mistletoe in Canada's pine forests becomes a successful parasite.



TRU WolfPack



As part of a program funded by Hewlett Packard, two of TRU's Science faculty, **Dr. Sharon Brewer** and **Dr. Bruno Cinel**, are now participants in a worldwide network of scientists looking at **dimensions of Online learning** and skills development.

For over twenty years the university has maintained and operated the **Wells Gray Education and Research Centre**, a small facility near Clearwater, BC, to support education and research about the wilderness to be found in Wells Gray Park, particularly the rich wildlife resources and the diversity of unspoiled ecosystem that can be found there. This year construction began on an upgraded facility to house twenty students and faculty. Funding for the project has come from allocated budgetary surplus, internal resources from the Faculty of Arts and the Faculty of Science, and pooled resources allocated to the Deans' council for capital.

The Faculty of Science is committed to exploring and providing science education and involvement opportunities for Aboriginal and First Nations students, such as Aboriginal TRU Start and the Aboriginal Science and Health Science Summer Camp. Details on Faculty of Science initiatives in Aboriginal education, research, and internationalization can be found in these respective sections under **Mandate and Goals**.

Division of Athletics

In 2012-2013, over 260 athletes and coaches represented TRU in 11 sports. Four teams—men's and women's volleyball and men's and women's basketball—compete in the top echelon of university sports, Canadian Interuniversity Sport (CIS). TRU has four teams in the BC College Athletic Association: men's and women's soccer, men's and women's badminton, and men's golf. TRU also has two club teams that have varsity status. The men's hockey team plays in the BC InterCollegiate Hockey League. The WolfPack baseball team competes in the Canadian Colleges Baseball Conference, and has won three Canadian College Championships. TRU hosted the past two Championships and will host again this coming year.

In 2012/13, 22.3% of athletes attained TRU Scholar Athlete status, meeting the academic criterion of a GPA of 3.5 or greater on the 4.0 GPA Scale.

Williams Lake Campus

The fiscal year showed a modest increase in enrolments for the Williams Lake (TRU-WL) campus. Enrolments increased by approximately 1% and applications are up by 50% 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 revived excitement and hope in the region with new mines preparing to open, and mills expected to be back to full capacity in the coming year.

Continuing Studies continues to be a strong department at TRU Williams Lake. Offering training in Health and Safety, Career Preparation, Trades and Business, Continuing Studies is a driver for student recruitment and marketing for all programs across the board. Student numbers have remained consistent. While continuing to offer the standard short job-ready/skills-based programs, the past year concentrated on longer career-focused programming in the Culinary Arts (Camp Cook, Short Order Cook Training), Trades (Home Maintenance, Mining), Forestry (Log Scaling) and Professional Development (Security Guard Training).

Williams Lake continues to work and build relationships with our Aboriginal population, offering private contract training programs to over 500 Aboriginal students in Health and Safety and Career Skills courses. A recent community advisory committee has been formed to further relationships with local industry, employment, and health care organizations. Continuing Studies works closely with the Grants department at TRU, offering the career skill based training required. This relationship will contribute to an increase in enrolment for the upcoming year.

The Grants Office has expanded to garner external funding for programming, research and the infrastructure needs of the campus and the region. Grants and contracts again were over \$1.2 million, with one of the contracts generating an additional approximate \$300K in training dollars through the Continuing Studies department. The Grants Office also partnered with industry in the forestry sector to deliver both a Logging Truck Driving Program (10 of the 16 participants have completed training and are currently employed with the other 6 still in training) and a Heavy Equipment Operator (100% of the participants graduated and are currently employed). The Grants Office in collaboration with Continuing Studies continues to build relationship and partnerships to ensure the city and surrounding region view the campus as a partner, economic driver and necessary asset.

Usage of the Gathering Place, a 1500 square foot classroom facility which offers safe and comfortable study, learning and cultural space for Aboriginal students, is up by 40%, as is use of tutors. 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. This activity supports an Aboriginal population that comprises 20 to 25% of the region and a demographic that is increasing by approximately 3 to 5% per year.

The Williams Lake campus is preparing to deliver courses in a blended delivery method. This follows the TRU Academic Plan and will enable growth and more personalized learning.



STUDENT SATISFACTION

Thompson Rivers University continually solicits feedback from students about their satisfaction and experience through internal surveys and national surveys, like the Canadian University Report (CUR), the Canadian University Survey Consortium (CUSC) and the National Survey of Student Engagement (NSSE).

Canadian University Report

TRU participates annually in the CUR (Figure 13). This year, TRU improved or remained stable on 59 out of 61 grade ratings and received an A- in “Quality of Teaching and Learning”. Ninety-five percent (95%) of TRU’s undergraduate students would recommend TRU to a person interested in starting university.

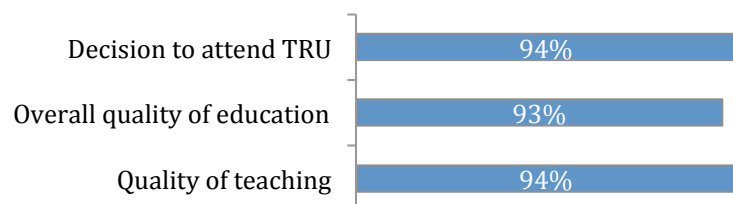
Figure 13: CUR 2012 Recommend TRU to Others



Canadian University Survey Consortium

2012 was TRU’s first year of participation in the annual CUSC survey (Figure 14). For CUSC 2012, undergraduate students who were seeking a baccalaureate degree and eligible to graduate in Spring were surveyed. TRU graduating students were positive about their education, with 9 out of 10 students satisfied with the quality of teaching they received, the overall quality of education they received, and with their decision to attend TRU.

Figure 14: CUSC 2012 Graduating Students’ Satisfaction (percent satisfied + very satisfied)



Ninety-three percent (93%) of students said that their experience at TRU exceeded or met their expectations compared to 83% of all students that responded to the survey (Figure 15). Most graduating students (91%) would recommend TRU to others (Figure 16) and the most common reason was because of the professors (76%). About two-thirds (65%) reported experience with faculty research activities. According to graduating TRU students, their experiences with faculty contributed more to their growth and development compared to what students from other universities reported.

Figure 15: CUSC 2012 – Whether University Experience Met Expectations

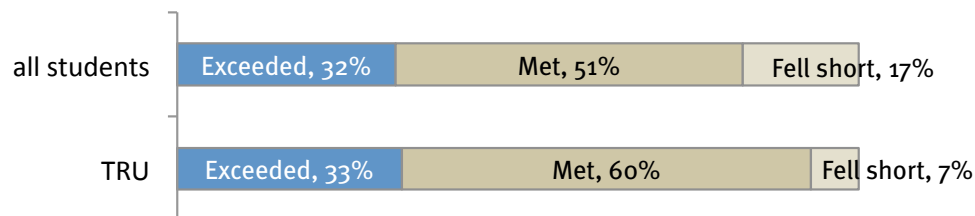
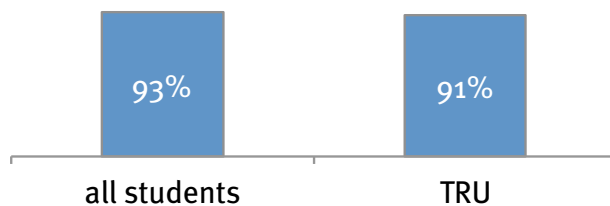


Figure 16: CUSC 2012 – Whether Students Would Recommend Their University

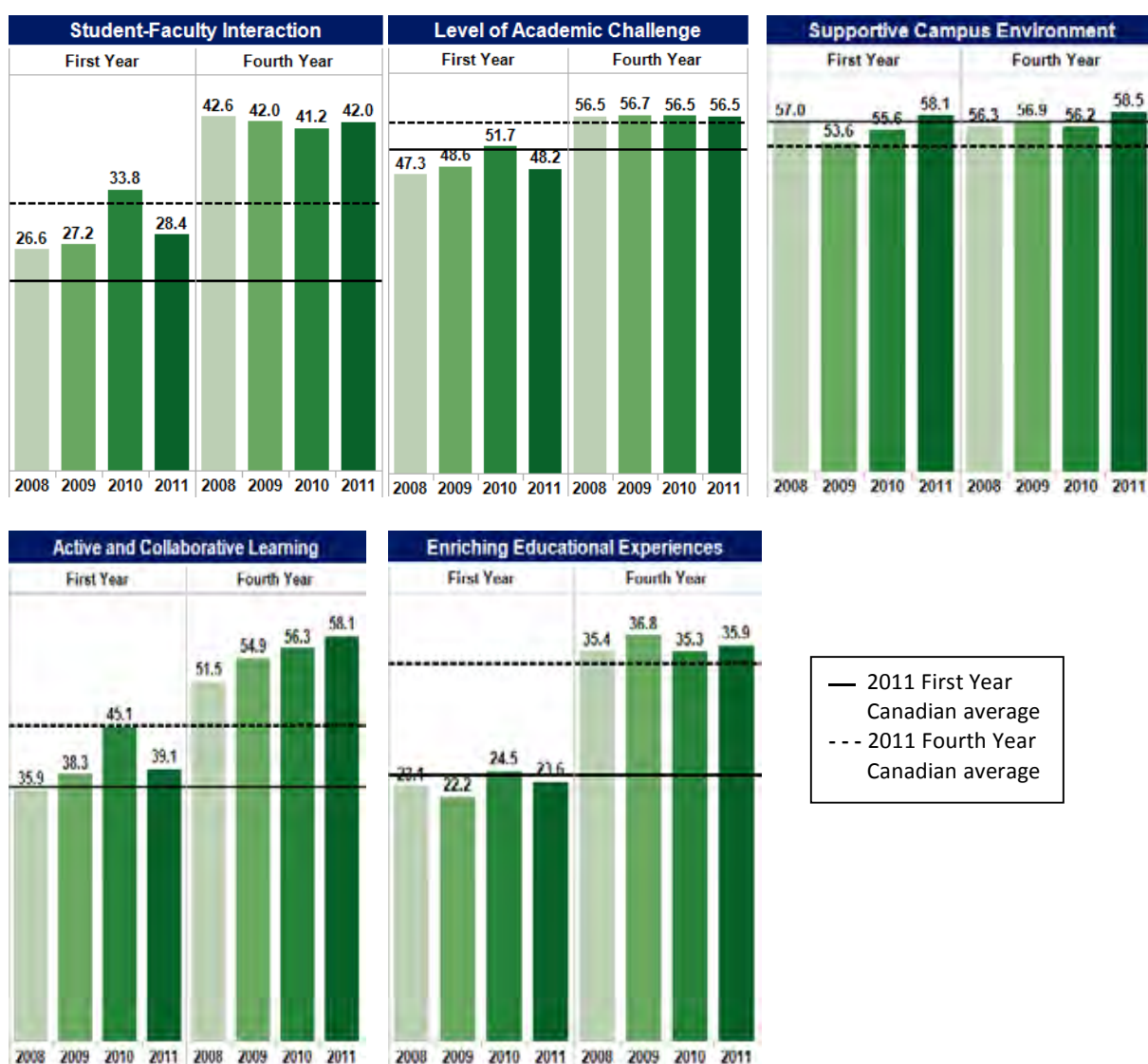


National Survey of Student Engagement

TRU participated for several years in the NSSE survey, and is expecting to do so again in the spring of 2014. As shown in Figure 17, in 2008 to 2011, TRU scored well in the areas of Active and Collaborative Learning and Student-Faculty Interaction compared to all other participating Canadian universities. For 2011 first-year TRU students, Supportive Campus Environment showed an increase over last year, while fourth-year students showed an increase in four areas: Active and Collaborative Learning, Enriching Educational Experiences, Student-Faculty Interaction, and Supportive Campus Environment.



Figure 17: NSSE Results, Year to Year Benchmark Changes, TRU Compared to National Averages



— 2011 First Year Canadian average
 - - - 2011 Fourth Year Canadian average

In 2011, TRU also scored well on the survey's student satisfaction indicators. Eighty-nine percent (89%) of first-year students and 86% of fourth-year students rated their entire educational experience at TRU as "good" or "excellent." Both the first-year and fourth-year scores were above the Canadian national average. Additionally, 80% of fourth-year students surveyed indicated that given the opportunity to start over again, they would "probably" or "definitely" choose TRU. This number was also above the national average.

Student Outcomes Surveys 2012

Each year, former students of TRU are surveyed about their current employment and satisfaction with the education they received (see Performance Results for additional details). In Figures 18 through 20, TRU On Campus (OC) and Open Learning (OL) outcomes are compared to BC, which includes results from all participating institutions.

Certificate and diploma graduates expressed high satisfaction with TRU. According to the 2012 results of the Diploma, Associate Degree, and Certificate Student Outcomes Survey (DACSO), 89% of TRU On Campus graduates, and 93% of TRU Open Learning graduates indicated that they were satisfied with their learning experience, while 83% were working in a training-related job.

The 2012 Apprenticeship Student Outcomes Survey (APPSO) indicates that 95% of apprenticeship graduates were satisfied or very satisfied with their education at TRU. In addition, 94% reported that the knowledge and skills gained at TRU were very or somewhat useful in performing their jobs and 91% reported that they were working in a training-related job (APPSO results for BC includes public and private institutions and agencies that offer apprenticeship training).

Bachelor degree graduates also expressed satisfaction with TRU. The 2012 Baccalaureate Graduate Survey (BGS) results showed that 93% of On Campus graduates and 99% of Open Learning graduates were satisfied or very satisfied with their education at TRU, and 95% reported satisfaction with the quality of instruction they received at TRU.

Graduates from all 3 types of programs (Baccalaureate, Diploma & Certificate, and Apprenticeship) rated their experience at TRU in the same manner or better compared to graduates from all BC institutions.



Figure 18: Student Outcomes 2012 – Usefulness of skills¹

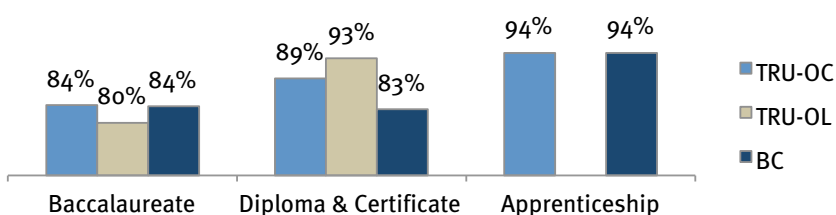


Figure 19: Student Outcomes 2012 – Satisfaction with program²

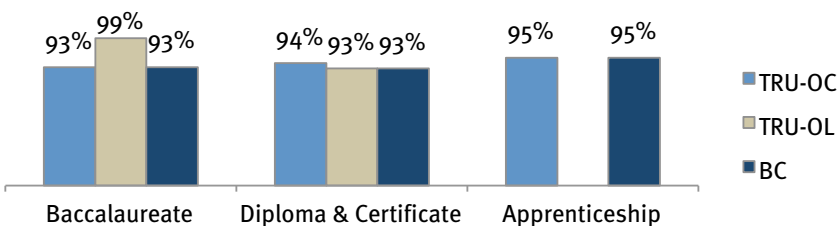
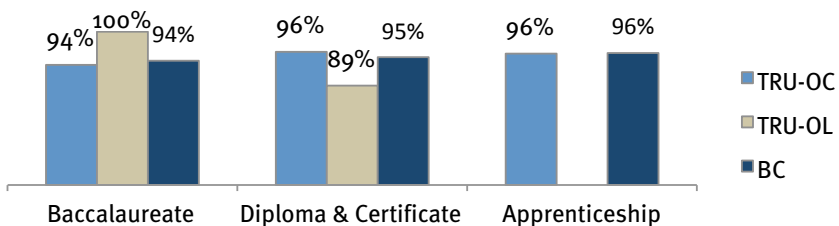


Figure 20: Student Outcomes 2012 – Good quality of instruction³



Sources:

BC Stats. Student Outcomes Reporting System. http://outcomes.bcstats.gov.bc.ca/_Sors
 BC Stats. 2012 BC Baccalaureate Graduates Survey of 2010 Graduates. Accountability Indicators for the Ministry of Advanced Education, Innovation and Technology.

Notes:

- 1 The survey asked: How useful are the knowledge and skills you acquired during your program in performing your job?
- 2 The survey asked: How satisfied are you with the education you received from [name of program] at [institution]?
- 3 The survey asked: Overall, how would you rate the quality of course instruction in [name of program]?

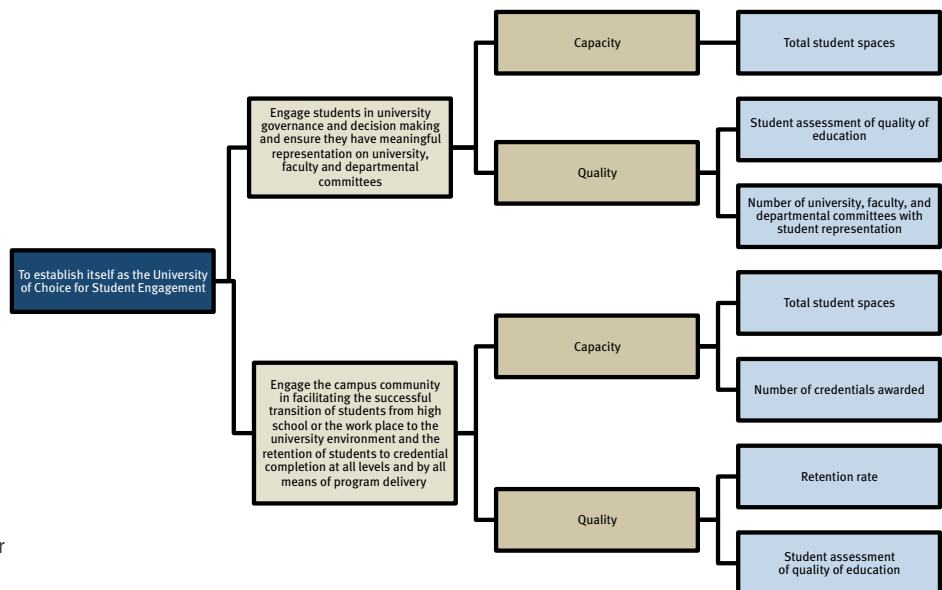
Mandate, Goals & Objectives

STUDENT ENGAGEMENT

Figure 21: Goal – Establish TRU as the University of Choice for Student Engagement

Institutional Mandate

- 1 (a) To offer baccalaureate and masters degree programs
- (b) To offer post-secondary and adult basic education and training
- (c) To undertake and maintain research and scholarly activities for the purposes of paragraph (a) and (b)
- (d) To provide an open learning educational credit bank for students
- 2 To promote teaching excellence and the use of open learning methods
- 3 (a) To serve the educational and training needs in the region specified by the Lieutenant Governor in Council
- (b) To serve the open learning needs of British Columbia



TRU’s Dean of Students and the new, centrally-located Centre for Student Engagement and Learning Innovation implemented several new strategies and initiatives to engage students in learning, community, and governance on campus.

The Centre launched a co-curricular record program for four TRU programs, each having developed clear learning outcomes and assessment practices. One of these programs, the Student Caucus, successfully collaborated with the TRU Student Union to improve student membership on Senate committees from 50% to 90%.

With undergraduate co-op student participation, the Centre made enhancements to Orientation, including a New Student Convocation ceremony and on-line orientation information video and social media presence, and increased Orientation participation by students and university departments. Other initiatives include development of a Social Media strategy to promote student



Orientation for School of Business and Economics students

success and support offices; improved academic support for varsity athletes (the PACE program, mandatory for all first-year varsity athletes); and a substantial partnership initiative with School District 73 in offering a Student Leadership Conference for SD73 leadership students.

The Centre will manage the new Learning Outcomes and Assessment Advisory Committee to drive work for the next 24 months. Three days of workshops and presentations on program-level learning outcomes development were delivered by **Peter Wolf** of the University of Guelph.

Curricular innovations to support global learning and sustainability include the development of a Global Volunteerism course GVOL 1000 through the Career Education department, and the revision and re-launch of Global Competency and Leadership in Sustainability certificates.

The Centre also organized initiatives in support of faculty development. These included:

- The creation of an Internal Fund for Sessional and Limited-term Faculty Research and Professional Development to support innovative practices in the classroom and ongoing pedagogical improvement;
- The selection of three Provost's Fellows to lead initiatives in the Centre for Student Engagement and Learning Innovation;
- The selection of a Coordinator, Teaching and Learning and hiring of an Intercultural Coordinator tenure-track position; and
- Collaboration with Open Learning on a number of initiatives to support Open Learning and on-campus educational development.

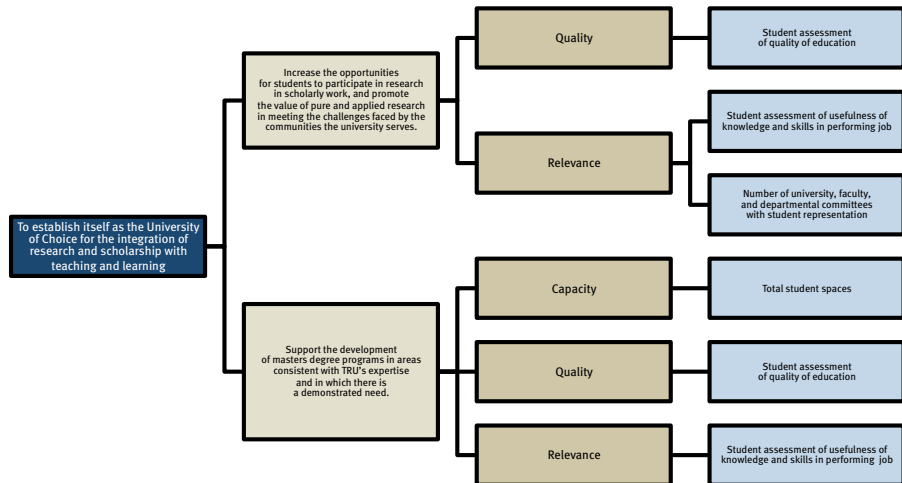
Finally, the creation of and successful recruitment for the position of Manager of Student Engagement and Retention will further strengthen TRU's concerted efforts to continuously improve performance in this core area.

INTEGRATION OF RESEARCH AND SCHOLARSHIP WITH TEACHING AND LEARNING

Figure 22: Goal – Establish TRU as the University of Choice for the Integration of Research and Scholarship with Teaching and Learning

Institutional Mandate

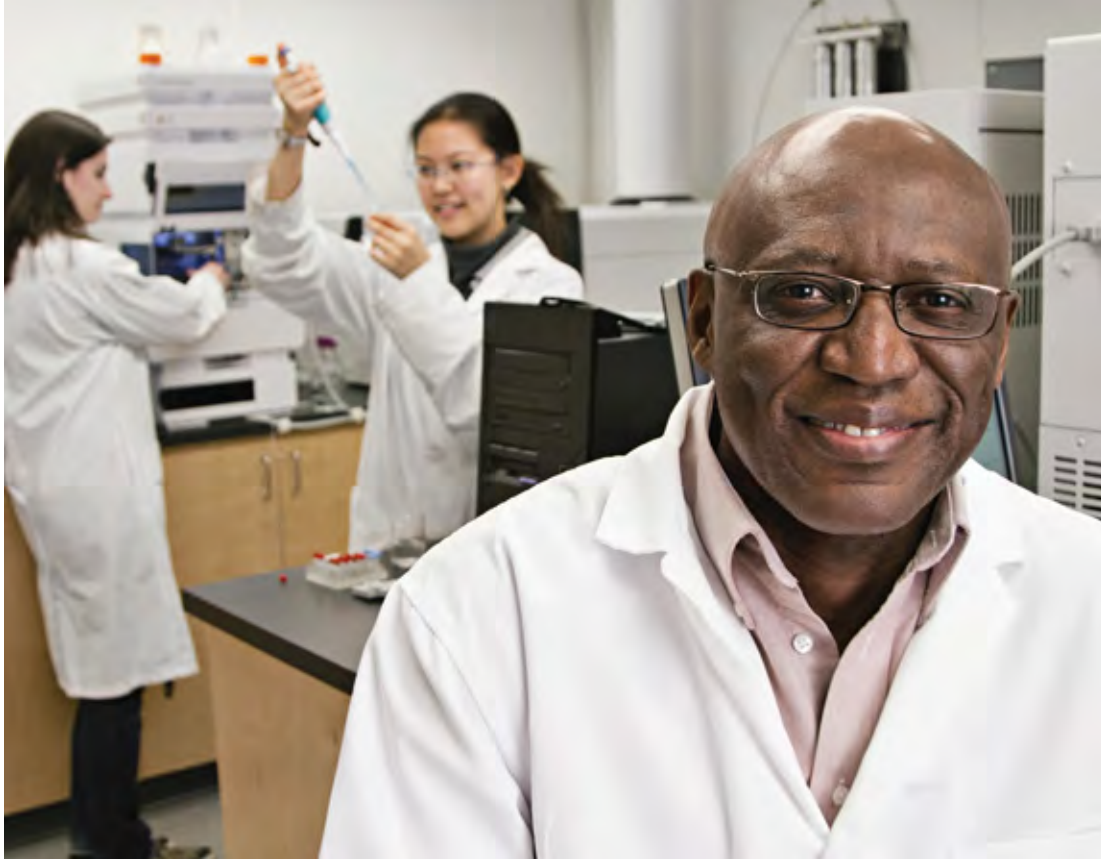
- 1 (a) To offer baccalaureate and masters degree programs
- (b) To offer post-secondary and adult basic education and training
- (c) To undertake and maintain research and scholarly activities for the purposes of paragraph (a) and (b)
- (d) To provide an open learning educational credit bank for students
- 2 To promote teaching excellence and the use of open learning methods
- 3 (a) To serve the educational and training needs in the region specified by the Lieutenant Governor in Council
- (b) To serve the open learning needs of British Columbia



Inquiry-based and creative learning are recognized as academic foundations in TRU’s current Academic Plan, and TRU continues to place a high priority on undergraduate and graduate research.

TRU continues to distinguish itself in integrating research and scholarship with teaching and learning , and has invested in a number of programs which recognize excellence in these areas. See [Recognizing excellence in scholarship and teaching](#) for details.

TRU Graduate Studies has expanded to include 189 graduate students in the Master of Science in Environmental Science, Master of Education, Master of Business Administration, Graduate Certificate in Online Teaching and Learning, and Graduate Certificate in Child and Youth Mental Health programs. Of these, 59 were international students, and 34 were online students.



Dr. Kinsley Donkor is working to discover the way lantibiotics destroy bacterial cells.

In addition, Graduate Studies is proposing expanding to a Master of Tourism in Experience Studies and a Master of Arts in Communities and Culture. These graduate programs reflect a number of TRU's research strengths: tourism, arts and culture, culture in small cities, interdisciplinary research on mountain environments, and community-engaged research.

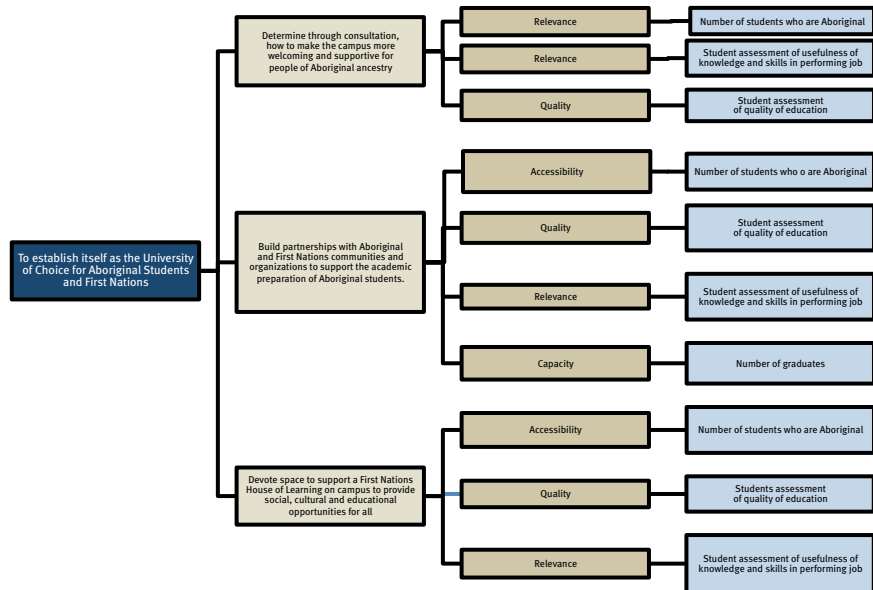
Research and Graduate Studies facilitated a number of events and workshops throughout the year to support research activities: grant writing assistance with the aid of two facilitators; a research orientation breakfast for new faculty; a public symposium on community-engaged research hosted in collaboration with the United Way; a workshop for students applying for U-REAP grants; a Bombardier Scholarship workshop for 4th-year students; a grant writing workshop and follow-up sessions to support the new Internal Research Fund; an information workshop on research centres, inter-institutional collaboration, and the impact of new technologies on scholarship; and a research breakfast on undergraduate research and the scholarship of teaching.

ABORIGINAL ACCESS

Figure 23: Goal – Establish TRU as the University of Choice for Aboriginal Students

Institutional Mandate

- 1 (a) To offer baccalaureate and masters degree programs
- (b) To offer post-secondary and adult basic education and training
- (c) To undertake and maintain research and scholarly activities for the purposes of paragraph (a) and (b)
- (d) To provide an open learning educational credit bank for students
- 2 To promote teaching excellence and the use of open learning methods
- 3 (a) To serve the educational and training needs in the region specified by the Lieutenant Governor in Council
- (b) To serve the open learning needs of British Columbia



Aboriginal education programming at Thompson Rivers University involves the continued support of student services, as well as the development of relevant curriculum in areas such as First Nations languages, Indigenous leadership, economics, health and trades. Planning for an innovative Bachelor’s degree in Indigenous Leadership is well underway, to meet a key area of interest and need in Aboriginal communities and organizations. The ongoing planning and implementation of programs is supported by TRU’s network of Aboriginal partners.

Capacity in human resources, course offerings and communications has remained stable for the past year. A Coordinator position for the Aboriginal Mentor Program was filled with the support of the Aboriginal Education Centre and the Vancouver Foundation. Continued funding from the Aboriginal Education Centre (through the Aboriginal Services Plan) will support an Aboriginal Life Skills Coach, Transitions Planner, Counsellor and Mentors for another three years.

Enrolment of Aboriginal students at TRU continues to represent approximately 10% of the student body. The following initiatives support TRU’s objectives to make the campus more welcoming and supportive for Aboriginal students and build partnerships in the community.



Elder Estelle Patrick Moller with students



As the first course in the new Developmental Standard Term Certificate program for certification as a First Nations language teacher, **Introduction to First Nations Language** (FNLG 1000) was offered for the first time in Winter 2013. Designed for anyone who would like to learn to speak Secwepemctsin and learn more about Secwepemc culture through learning the language, the 3-credit course was opened up to students outside the program as a language elective.

TRU ran a preliminary offering of the **Aboriginal TRU Start** program in Winter 2012, with 105 of 108 credits completed successfully. Recruitment for the Winter 2013 offering saw a 50% increase, as 18 students with Aboriginal ancestry attended TRU to take three university-level courses that would count towards their high school graduation and as credits for university: Statistics (STAT 1200) by Dr. Shane Rollans, and Biology of the Environment (BIOL 1040) by Dr. Tom Dickinson, Dean of Science, and English.

The annual Summer Camp in **Science and Health Science for Aboriginal High School Students** is a result of collaboration of the Aboriginal Education Centre, the EUREKA! Science program in the Faculty of Science, and the office of the Dean of Students, with financial support from the Vancouver Foundation, Domtar, ACTUA, and the Natural Sciences and Engineering Research Council (NSERC). It provides students between 14 and 17 the opportunity to come onto campus and explore a range of activities related to careers in Science and Health Science, including Nursing and Respiratory Therapy.

First Nations educator and researcher **Marie Battiste** and North Okanagan **Chief Wayne Christian** were awarded TRU Honorary Doctorates in Spring 2013. A tireless advocate of Aboriginal peoples, Dr. Battiste urges the decolonization of Aboriginal education as a means for Aboriginals to improve their physical, spiritual and mental health. Currently co-lead of the Aboriginal Learning Knowledge Centre, her research interests include decolonization in the areas of Aboriginal education, language, social justice, policy, and power; and the protection and advancement of Indigenous knowledge. Dr. Christian is a First Nations leader who has advocated for better conditions for Aboriginal people, particularly youth, in the areas of health, title and rights, and culture on provincial and national committees. He was instrumental in the creation of innovative programs such as Survivors of Trauma, which assesses multi-generational impacts of residential schools.

TRU hosted the 13th annual Business Development Bank E-Spirit Business Plan Competition, a 16-week Internet-based business plan competition providing Aboriginal students in grades 10 through 12 with interactive business planning resources, online access to mentoring, and extensive networking opportunities. Aboriginal high school students from 17 schools across Canada presented business plans at the competition's showcase and tradeshow at TRU on May 14-16, 2013.



Montana Doell a member of the inaugural Aboriginal TRU Start

At the third annual **Honouring Our Tiny Tots Traditional Powwow** March 1-2, organized by TRU students, Aboriginal graduates **Carl Archie**, **Nicole Cahoose** and **Renee Narcisse** were recognized with eagle feathers and an honour song to celebrate their accomplishments.

TRU's 7th annual **Transitions Day for Aboriginal Students** was attended by approximately 200 Aboriginal high school students from School District #73 on November 15. Students toured the TRU campus, engaged with academic faculties, participated in student-run leadership activities, and heard from past and current Aboriginal students in a panel discussion on their transition to post-secondary. The event offers Aboriginal students a space to envision themselves as post secondary students, and to set the stage for a long-lasting and successful relationship with post secondary education. Aboriginal Transitions Day is a partnership involving TRU, SD 73, and local Aboriginal communities.

The Aboriginal Students' Pathways to Health Careers program operated by the School of Nursing has been highly successful in recruiting and retaining Aboriginal students preparing for university education in health sciences. Strategies such as providing Aboriginal tutors and providing one-to-one advisor sessions are largely responsible for this success.

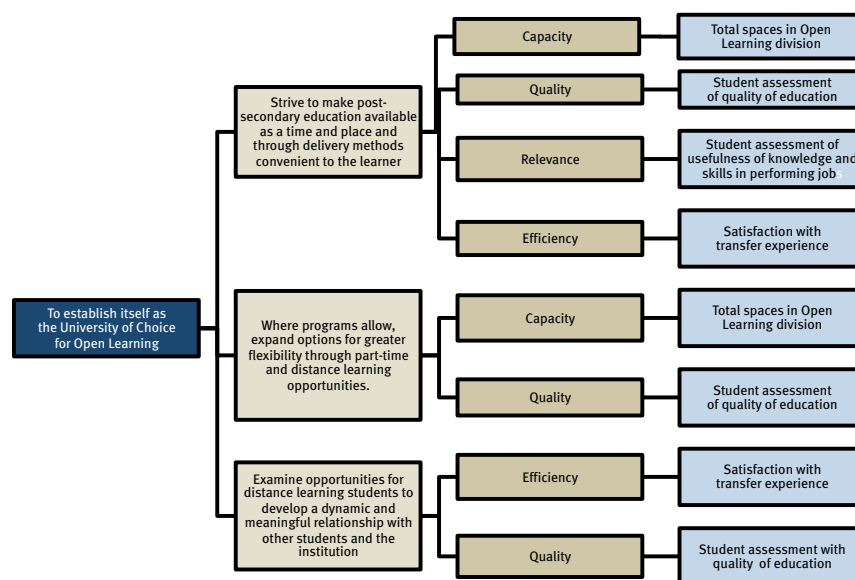


OPEN LEARNING

Figure 24: Goal – Establish TRU as the University of Choice for Open Learning

Institutional Mandate

- 1 (a) To offer baccalaureate and masters degree programs
- (b) To offer post-secondary and adult basic education and training
- (c) To undertake and maintain research and scholarly activities for the purposes of paragraph (a) and (b)
- (d) To provide an open learning educational credit bank for students
- 2 To promote teaching excellence and the use of open learning methods
- 3 (a) To serve the educational and training needs in the region specified by the Lieutenant Governor in Council
- (b) To serve the open learning needs of British Columbia



Open learning has been an option for British Columbians interested in pursuing an independent and flexible way to advance their education for over 34 years. This tradition continues at Thompson Rivers University through the Open Learning Division, which is committed to serving the educational needs of the province. Through Open Learning, which provides access to education by online and distance studies, TRU reduces the barriers potential students may face when entering into their post-secondary studies and assists them in capitalizing upon any knowledge they have gained outside the walls of the university. This is accomplished by offering minimal admission requirements for courses and programs; allowing generous amounts of transfer credit; providing prior learning assessment and recognition services, enabling students to gain credit for their non-formal prior learning; and maintaining an open learning credit bank.

Recent enrolment numbers at TRU paint a strong picture of a growing University with a solid reputation that stretches across Canada. The Open Learning Divisions’ national registrations from students outside of BC have grown by over 12%, while growth within BC has been 8.3% growth over the last year. Open Learning’s Bachelor of General Studies has become the TRU flagship for degree completion for students who have accumulated substantial credits regardless of their geographic location.

Several new and existing Arts courses are being developed for delivery through the classroom, blended delivery or distance with Open Learning, as noted under **New Program Development and Implementation**. Faculty now work with qualified Instructional Designers in this comprehensive course and program delivery initiative.

The Faculty of Arts is developing the first TRU courses for the Open Educational Resource University (OERU), a consortium of global leaders in open access and delivery of university programming. The core principles of OERU are to design and implement a parallel learning universe to provide free learning opportunities for all students worldwide with pathways to earn credible post-secondary credentials; offer courses and programs based solely on OER and open textbooks; design and implement scalable pedagogies appropriate for the OER university concept; implement scalable systems of volunteer student support through community service learning approaches; and coordinate assessment and credentialing services on a cost recovery basis for participating education institutions to ensure credible qualifications and corresponding course articulation among anchor partners.



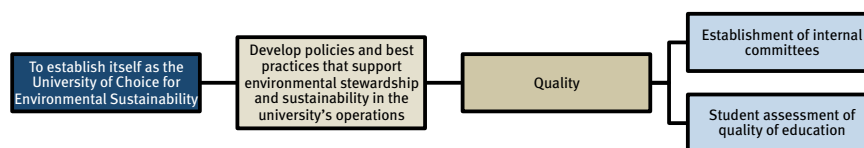


ENVIRONMENTAL SUSTAINABILITY

Figure 25: Goal – Establish TRU as the University of Choice for Environmental Sustainability

Institutional Mandate

- 1 (a) To offer baccalaureate and masters degree programs
- (b) To offer post-secondary and adult basic education and training
- (c) To undertake and maintain research and scholarly activities for the purposes of paragraph (a) and (b)
- (d) To provide an open learning educational credit bank for students
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- 3 (a) To serve the educational and training needs in the region specified by the Lieutenant Governor in Council
- (b) To serve the open learning needs of British Columbia



Environmental Sustainability is embedded into Thompson Rivers University’s Strategic Plan as one of our seven founding values and one of four major themes in the Academic Plan. TRU has a strong record of working to meet our carbon neutrality commitments, and 2012 was no exception.

Two new funds—a Revolving Fund and Sustainability Grant Fund—were finalized in 2012. These funding sources provide grants to initiate resource conservation projects, student research, innovative design, and behaviour change campaigns. This presents an opportunity for staff, students, and faculty to focus their own expertise and interests in support of sustainability at TRU.

TRU was pleased to partner with FortisBC in the creation of the Energy Specialist position, which will work alongside the BC Hydro Energy Manager in the identification of energy efficiency improvements. Ninety percent of the Kamloops campus buildings now have the Pulse Energy Management Information System installed. Working with a European company called WEMS, TRU installed a Wireless Energy Management System in the Culinary Arts and Old Library buildings. This innovative technology uses wireless sensors to communicate with building automation systems and is the first of its kind in North America. Simple retrofits have resulted in significant operational



Brown Family House of Learning

improvements—demand ventilation controls in the Culinary Arts and Campus Activity Center buildings have reduced heating and cooling loads from kitchen exhaust hoods markedly by using sensors to match exhaust volumes with actual demand. These and other projects contributed to a 6% reduction in TRU’s reported greenhouse gas emissions compared to 2011.

TRU has started to focus on behavior change, but still has numerous ongoing and planned energy reduction projects. A pilot project with Vancouver-based BuiltSpace Technologies is engaging occupants in four campus buildings using a mixture of social media, QR code technology, and online surveys. The BuiltSpace system enables the TRU community to provide real-time feedback on the conditions in their workspaces and empowers people to take an active role in their building’s energy use. This and other engagement work has succeeded in raising TRU’s Canadian University Report Ranking in Environmental Commitment from a C- in 2008, to our latest ranking of B in 2012.

A free electric bike loan-out program has been a popular alternative used by staff to commute to and from work, in some cases as far as 20 kilometres away. Through Plug-in BC, TRU was approved for funding for eight electric vehicle charging stations. Installation of those stations at both the Kamloops and Williams Lake campuses is now complete.

A new Leadership in Environmental Sustainability Certificate was approved in 2012 and will be managed by the Centre for Student Engagement and Learning Innovation. The certificate is a one-credit credential that recognizes students who are committed to environmental sustainability through their education and extra-curricular work.

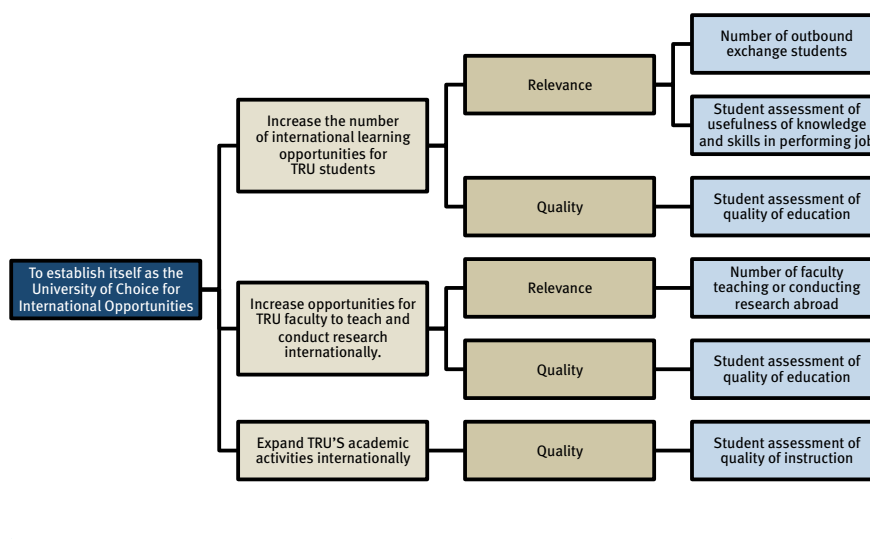


INTERNATIONAL OPPORTUNITIES

Figure 26: Goal – Establish TRU as the University of Choice for International Opportunities

Institutional Mandate

- 1 (a) To offer baccalaureate and masters degree programs
- (b) To offer post-secondary and adult basic education and training
- (c) To undertake and maintain research and scholarly activities for the purposes of paragraph (a) and (b)
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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 thirty years, the department has moved from a cost-recovery operation to generating significant net revenues for TRU. A report completed in 2011 indicates that TRU's international activities have an annual economic impact on our community of \$87.8 million.

In addition to the financial benefits, TRU World continues to drive the internationalization of the campus and the community. To that end, TRU World has formed an Intercultural Council, a group of 12 students from several countries, dedicated to exploring and engaging the campus with inclusive events that celebrate the wide variety of cultures on the TRU campus.

As TRU continues to cement its reputation around the world, international student enrolments continue to grow, with 2,589 students from more than 85 countries enrolled on campus in 2012-13. Non-credit customized programming at TRU continues to make a significant impact on the institution. Of particular note is the expansion of our partnership with the International Islamic Education Council. Summer 2012 saw 177 students and 6 chaperones visit Kamloops to enjoy a 5-week language and cultural enrichment program. These students also shared their culture with the residents of Kamloops through various public performances around the city.

TRU World staff have significantly expanded TRU's social media presence around the globe. A case in point: TRU is the first Canadian institution to achieve 100,000 "likes" on Facebook – a platform students are now using to communicate directly with TRU staff, speak to other students, find roommates, make friends and prepare themselves for life in Canada. The social media campaign has expanded to include Twitter, Instagram, Pinterest, and other international platforms.

The TRU Study Abroad program speaks to and values TRU's Academic Plan by promoting student intercultural and international experiences. 2012 was the launch of the Study Abroad Ambassador Program. TRU students returning from their studies abroad were encouraged to serve as Ambassadors to promote Study Abroad as an option for students. The Ambassador program incorporates engagement and recruitment opportunities such as: peer-to-peer support sessions called SASS (Study Abroad Support Sessions), Ambassador-led Information Sessions, point-of-view videos, social media campaign, ambassador fundraiser events and creation of legacy documents for the sustainability of the program. As a result of the Ambassador program, and the contributions made by our 2012-2013 Study Abroad Ambassadors, student participation in Study Abroad is up 10%. TRU World is confident that this program will grow and encourage greater numbers of students to take advantage of the opportunity to expand their horizons.

Internationalization at TRU is a priority that extends campus-wide. Following are examples of internationalization at work at TRU:

- The institutional partnership agreement between TRU and Heidelberg University of Education resulted in exchange visits by approximately three dozen students and two faculty members in the Faculty of Human, Social, and Educational Development in 2012.
- The Global Volunteerism course GVOL 1000 (Career Education) was developed through the Centre for Student Engagement, and the Global Competency certificate was revised and re-launched.



Internationalization at TRU is a priority that extends campus-wide

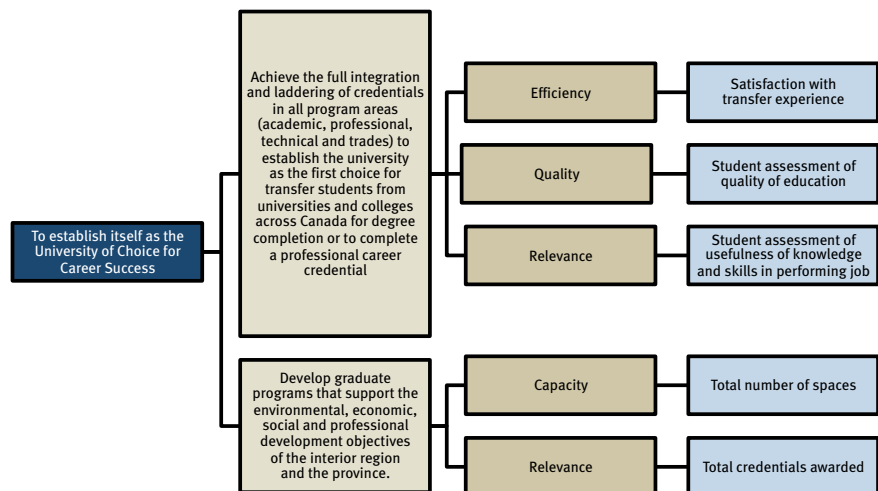
- Partnerships agreements were signed with EAFIT University in Medellin, Colombia to offer double degrees in computing science. The first graduate of that program, Mr. Daniel Hernandez, will receive a TRU Bachelor of Computing Science degree at the June 2013 convocation.
- The TRU Bachelor of Computing Science Degree (BCS) was awarded to 12 students at the Continental Institute of International Studies (CIIS) in Chandigarh, India, in a ceremony that took place in November 2012. At the same time a number of CSOM diplomas in Computing Science were also awarded to students, many of whom will travel to Kamloops in September 2013 to pursue a BCS degree in Canada.
- TRU made a collaborative agreement with the University of Applied Sciences and Arts in Northwestern Switzerland to pursue joint graduate degrees in Business IT and Informatics.
- Trades and Technology partnered with TRU World to coordinate the first international Trades practicum in Mexico in 2012, where Electrical Foundation students and instructors installed solar panels in a small village in Oaxaca, providing an alternative to hydroelectric power and the village's first electric lights.

CAREER SUCCESS

Figure 27: Goal – Establish TRU as the University of Choice for Career Success

Institutional Mandate

- 1 (a) To offer baccalaureate and masters degree programs
- (b) To offer post-secondary and adult basic education and training
- (c) To undertake and maintain research and scholarly activities for the purposes of paragraph (a) and (b)
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The TRU Career Education Department has supported over 4,000 students on campus with their career exploration and development. Over 1,000 one-on-one career education sessions have been provided, 120 career seminars have been offered, and dozens of employer events have been hosted on campus. The goal in this support is to help students transition their academic experience to career success in a dynamically changing labour market.

TRU is particularly proud of becoming one of the first universities in Canada to offer co-op for credit, and coordinating one of the largest job fairs in British Columbia.





Performance Results

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

Figure 28: Student Spaces (FTE)¹

Performance Measure	Reporting Year			
	2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Target assessment
Total student spaces	7,754	7,986	7,967	Substantially Achieved
Nursing and other allied health programs	969	736	1,025	Exceeded
Developmental	515	944	476	Not Achieved

¹ Results from the 2011/12 reporting year are based on data from the 2011/12 fiscal year; results from the 2012/13 reporting year are based on data from the 2012/13 fiscal year.

TRU achieved 99.8% of its targeted student spaces for the 2012/13 year. Spaces for Health programs exceeded the target by 289 spaces. The 2012/13 target for developmental student spaces was not met and dropped by 40 spaces from the previous year. TRU will continue to work towards our target in this area. The Dean of the Faculty of Human, Social, and Educational Development has been developing plans to address this issue and the university will continue to update the Ministry on these plans.

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Figure 29: Credentials Awarded²

Performance Measure	Reporting Year			
	2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Target assessment
Number	2,305	2,362	2,499	Achieved

² Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2012/13 reporting year are a three-year average of the 2009/10, 2010/11 and 2011/12 fiscal years.

Figure 30: Aboriginal Student Headcount³

Performance Measure	Reporting Year			
	2011/12 Actual	2011/12 Target	2012/13 Actual	2012/13 Target assessment
Number	2,539	≥ previous year	2,423	Substantially Achieved
Percent	10.0%		9.4%	Substantially Achieved

³ Results from the 2011/12 reporting year are based on data from the 2010/11 academic year; results from the 2012/13 reporting year are based on data from the 2011/12 academic year. Because some students attend both TRU and TRU-OL, combining the Aboriginal student headcount results will overstate the total.

Figure 31: Aboriginal Student Spaces (FTE)⁴

Performance Measure	Reporting Year			
	2011/12 Actual	2011/12 Target	2012/13 Actual	2011/12 Target assessment
Total Aboriginal student spaces	1,024	N/A	1,018	Not assessed
Ministry (AVED)	823		874	
Industry Training Authority (ITA)	201		144	

⁴ Aboriginal Student Spaces (full-time equivalents) has been added in 2012/13 as a descriptive measure, incorporating data from the annual Student Transitions Project data match. Results from the 2011/12 reporting year are based on data from the 2010/11 fiscal year; results from the 2012/13 reporting year are based on the 2011/12 fiscal year. Results are presented as total Aboriginal student spaces (AVED + ITA full-time equivalents), Ministry (AVED), and Industry Training Authority (ITA). N/A – Prior data not available.

As a consequence of fewer Aboriginal students enrolled compared to last year, there was also a slight decrease in the FTE they generated.



Figure 32: Student Satisfaction with Education

Performance Measure	Reporting Year					2012/13 Target assessment
	2011/12 Actual		2012/13 Target	2012/13 Actual		
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	94.1%	1.2%	≥ 90%	93.6%	1.5%	Achieved
Apprenticeship graduates	94.5%	2.0%		94.8%	1.9%	Achieved
Baccalaureate graduates	96.1%	1.2%		94.5%	1.5%	Achieved

Satisfaction levels of former students remain high. TRU continues to solicit student feedback on a regular basis, and to develop processes to ensure institutional response to this information.

Figure 33: Former Diploma, Associate Degree, and Certificate Students' Assessment of Skill Development

Performance Measure	Reporting Year					2012/13 Target assessment
	2011/12 Actual		2012/13 Target	2012/13 Actual		
	%	+/-		%	+/-	
Skill development (avg. %)	79.7%	2.3%	≥ 85%	79.3%	2.7%	Substantially Achieved
Written communication	71.6%	2.8%		72.7%	3.4%	
Oral communication	70.3%	2.9%		69.8%	3.5%	
Group collaboration	82.6%	2.2%		85.7%	2.2%	
Critical analysis	84.5%	1.9%		82.1%	2.3%	
Problem resolution	79.7%	2.2%		79.7%	2.5%	
Learn on your own	84.3%	1.9%		83.3%	2.3%	
Reading and comprehension	83.3%	2.0%		81.8%	2.4%	

The target for overall skill development of former diploma, associate degree, and certificate students was substantially achieved. These students assessed overall skill development at 79.3%, or 93% of the identified target.

Figure 34: Apprenticeship Graduates' Assessment of Skill Development

Performance Measure	Reporting Year					
	2011/12 Actual		2012/13 Target	2012/13 Actual		2012/13 Target assessment
	%	+/-		%	+/-	
Skill development (avg. %)	N/A	N/A	≥ 85%	80.8%	4.0%	Substantially Achieved
Written communication	N/A	N/A		70.9%	6.6%	
Oral communication	N/A	N/A		71.0%	6.6%	
Group collaboration	N/A	N/A		88.5%	2.9%	
Critical analysis	N/A	N/A		83.9%	3.3%	
Problem resolution	N/A	N/A		82.9%	3.4%	
Learn on your own	N/A	N/A		85.9%	3.1%	
Reading and comprehension	N/A	N/A		82.6%	3.4%	

Figure 35: Baccalaureate Graduates' Assessment of Skill Development

Performance Measure	Reporting Year					
	2011/12 Actual		2012/13 Target	2012/13 Actual		2012/13 Target assessment
	%	+/-		%	+/-	
Skill development (avg. %)	84.7%	2.4%	≥ 85%	86.4%	2.4%	Achieved
Written communication	85.3%	2.3%		86.6%	2.4%	
Oral communication	84.8%	2.4%		85.1%	2.5%	
Group collaboration	79.6%	2.8%		83.3%	2.7%	
Critical analysis	89.0%	2.0%		90.3%	2.0%	
Problem resolution	77.4%	2.8%		79.2%	2.9%	
Learn on your own	88.9%	2.0%		90.5%	2.0%	
Reading and comprehension	87.0%	2.2%		89.3%	2.2%	

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



Figure 36: Student Assessment of the Quality of Instruction

Performance Measure	Reporting Year					
	2011/12 Actual		2012/13 Target	2012/13 Actual		2012/13 Target assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.1%	1.1%	≥ 90%	95.0%	1.3%	Achieved
Apprenticeship graduates	96.8%	1.5%		95.7%	1.7%	Achieved
Baccalaureate graduates	97.2%	1.0%		94.9%	1.5%	Achieved

All three groups of students assessed TRU’s quality of instruction at 94.9% or better, well above the 90% target.

Figure 37: Student Assessment of Usefulness of Knowledge and Skills in Performing Job

Performance Measure	Reporting Year					
	2011/12 Actual		2012/13 Target	2012/13 Actual		2012/13 Target assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	87.0%	2.1%	≥ 90%	89.7%	2.1%	Achieved
Apprenticeship graduates	93.3%	2.5%		93.7%	2.4%	Achieved
Baccalaureate graduates	88.1%	2.5%		82.9%	3.1%	Substantially Achieved

Former diploma, associate degree and certificate students assessed TRU at 89.7% for the usefulness of knowledge and skills in performing their jobs, which puts the 2012/13 actual just below the identified target. Baccalaureate students assessed TRU at 82.9% which puts the 2012/13 actual at 92% of the identified target. Apprenticeship graduates assessed TRU at 93.7%, achieving the target.

Figure 38: Unemployment Rate⁶

Performance Measure	Reporting Year					
	2011/12 Actual		2012/13 Target	2012/13 Actual		2012/13 Target assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	9.0%	1.7%	≥ 13.1%	7.7%	1.7%	Exceeded
Apprenticeship graduates	6.3%	2.3%		8.4%	2.4%	Exceeded
Baccalaureate graduates	5.7%	1.7%		5.9%	1.8%	Exceeded

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

The unemployment rate targets for TRU were exceeded this year. Former diploma, associate degree, and certificate students reported 7.7%, apprenticeship graduates reported 8.4%, and baccalaureate students reported almost 6%.

For Figures 33 to 38, results from the 2011/12 reporting year are based on 2011 survey data; results from the 2012/13 reporting year are based on 2012 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.

TARGET ASSESSMENT SCALE

Assessment	Description
Exceeded	More than 10% above target
Achieved	Up to 10% above target
Substantially achieved	Up to 10% below target
Not achieved	More than 10% below target



TRU Accountability Framework Performance Targets 2012/13 – 2014/15

Figure 39: TRU Accountability Framework Performance Targets 2012/13 to 2014/15

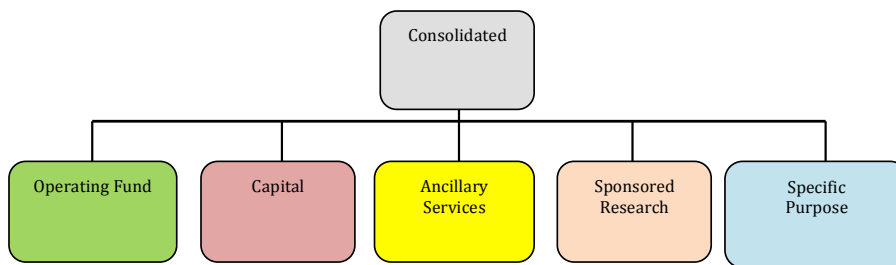
Performance measure	2013/14	2014/15	2015/16
Student spaces			
Total student spaces	7,986	7,986	TBD
Nursing and other allied health programs	736	736	TBD
Developmental programs	944	944	TBD
Credentials awarded			
Number	≥ 2,503	TBD	TBD
Aboriginal student headcount			
Number	≥ 2,423	≥ previous year	
Percent	≥ 9.4%		
Student satisfaction with education			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Student assessment of quality of instruction			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree, and certificate students			
Baccalaureate graduates			
Students' assessment of skill development (average %)			
Apprenticeship graduates	≥ 85%		
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			
Unemployment rate			
Apprenticeship graduates	≤ unemployment rate for individuals with high school credentials or less		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			

Note: Includes targets for TRU-OL

Financial Report Summary 2012/2013

CONSOLIDATED STATEMENT OF OPERATIONS—REVENUE

Figure 40: Consolidated Statement of Operations—Revenue



Consolidated revenue for the twelve months ended March 31, 2013 totalled \$167.6 million. It represents an increase of \$1.5 million from the previous year. Consolidated revenues come from a variety of sources as illustrated in Figure 41:

Figure 41: Consolidated Revenue by Source (% of total) for the year ended March 31, 2013

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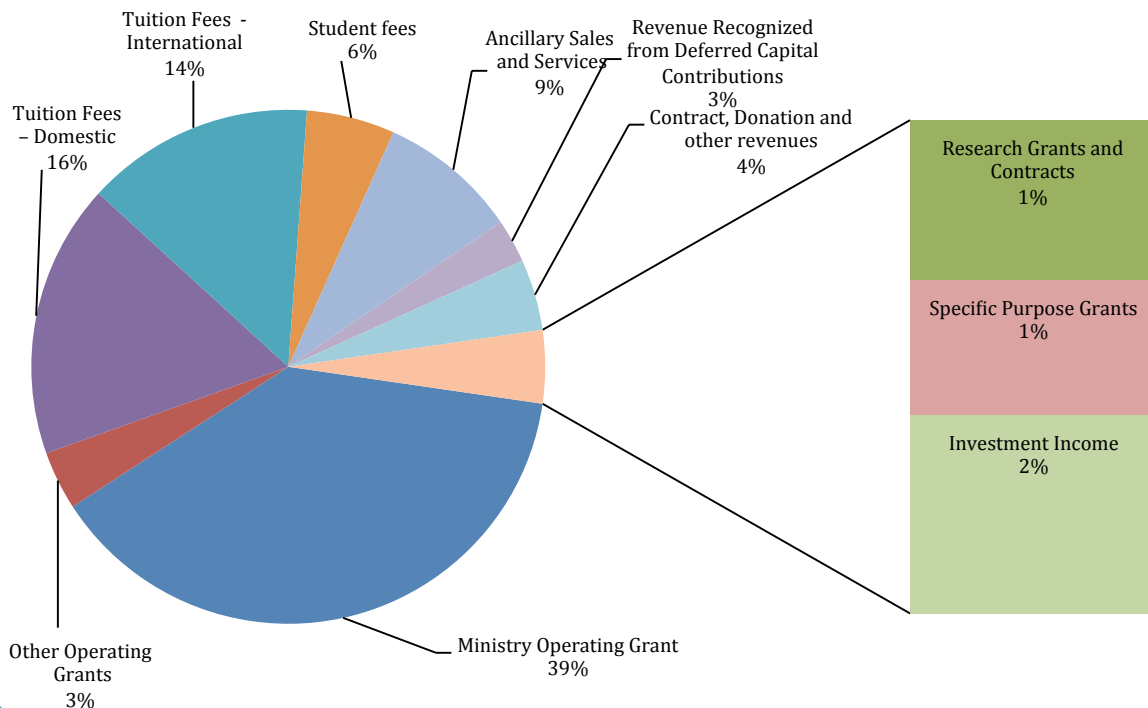




Figure 42: Consolidated Revenue by Source (in millions)

Revenues (in millions)	2013	2012 (Restated)
Ministry Operating Grant	\$64.6	\$64.6
Other Operating Grants	6.2	5.0
Research Grants and Contracts	2.5	2.9
Tuition Fees – Domestic	28.9	27.0
Tuition Fees – International	24.1	24.2
Student fees	9.3	9.5
Ancillary Sales and Services	14.7	14.9
Specific Purpose Grants	2.1	1.6
Investment Income	3.1	3.9
Amortization of Deferred Capital Contributions	4.6	4.4
Contract, Donations and Other Revenue	7.5	4.6
Total	\$167.6	\$163.4

Highlights

Several items on revenues, expenditures, assets and liabilities have changed to comply with the new financial reporting standards.

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

- Domestic tuition revenue increased by \$1.9 million. This increase is primarily from the second cohort of law students, increased enrolment in open learning courses and the 2% fee increase.
- Other operating grants include funding from Industry Training Authority (ITA) and the Routine Capital grant from the Province.
- The decrease in research grants is a result of smaller equipment and infrastructure grants.
- Investment income is comprised of two components: interest revenue and realized gains and losses.
- Contract, Donations and Other Revenue increased by \$3 million. Most of this increase is GST rebates from prior years and insurance recoveries for flood repairs.

CONSOLIDATED STATEMENT OF OPERATIONS – EXPENSES

Consolidated expenses for the twelve months ended March 31, 2013 increased by \$6.1 million from the previous year.

Figure 43: Consolidated Expenses by Type (% of total) for year ended March 31, 2013

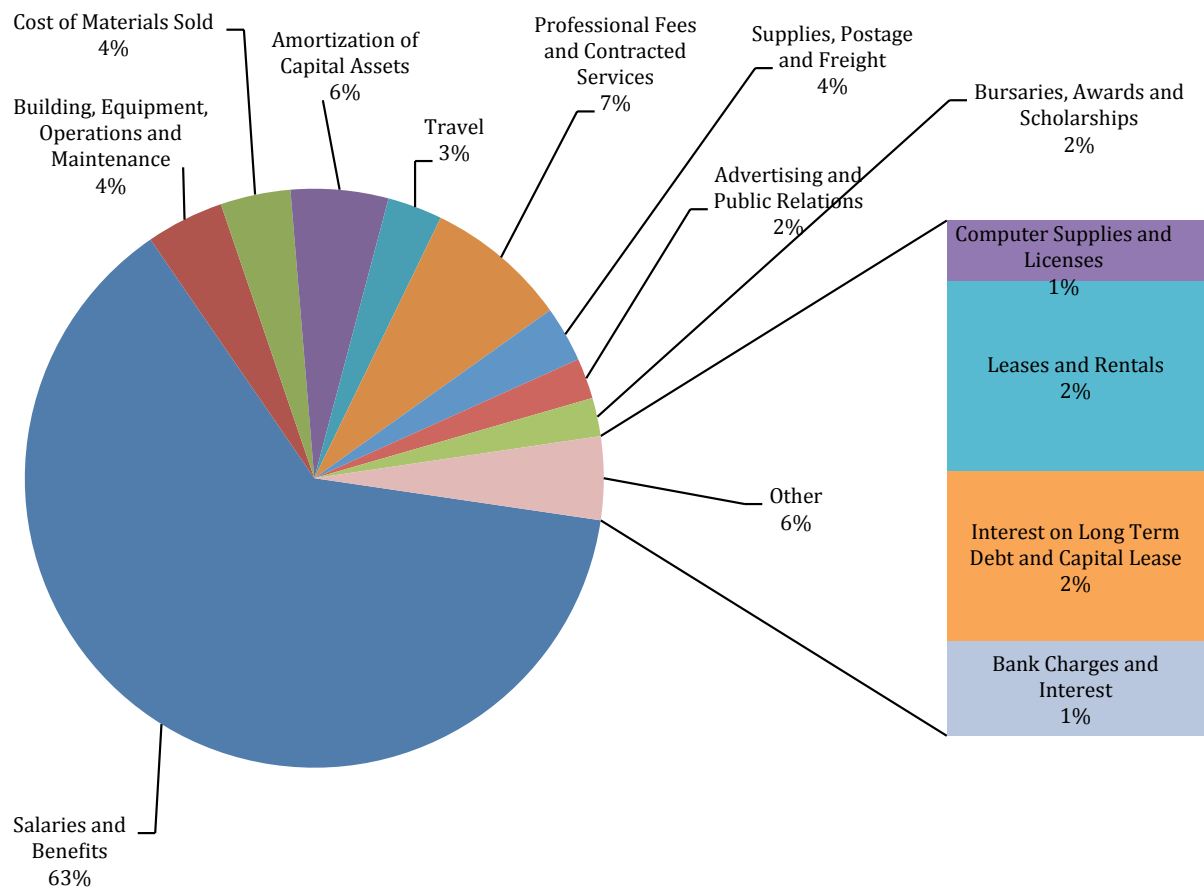




Figure 44: Consolidated Expenses by Type (in millions)

Expenses (in millions)	2013	2012 (Restated)
Salaries and Benefits	\$ 103.1	\$ 98.9
Building, Equipment, Operations and Maintenance	7.1	6.0
Cost of Materials Sold	6.4	6.4
Amortization of Capital Assets	8.9	9.2
Travel	5.0	5.2
Professional Fees and Contracted Services	13.0	10.1
Supplies, Postage and Freight	5.1	5.8
Advertising and Public Relations	3.7	3.9
Bursaries, Awards and Scholarships	3.5	3.2
Computer Supplies and Licenses	0.9	1.2
Leases and Rentals	3.0	3.2
Interest on Long Term Debt and Capital Lease	2.5	2.5
Bank Charges and Interest	1.4	1.1
Total	\$ 163.6	\$ 157.5

Figure 45: Consolidated Wages and Benefits by Employee Group
(% of total) for the year ended March 31, 2013

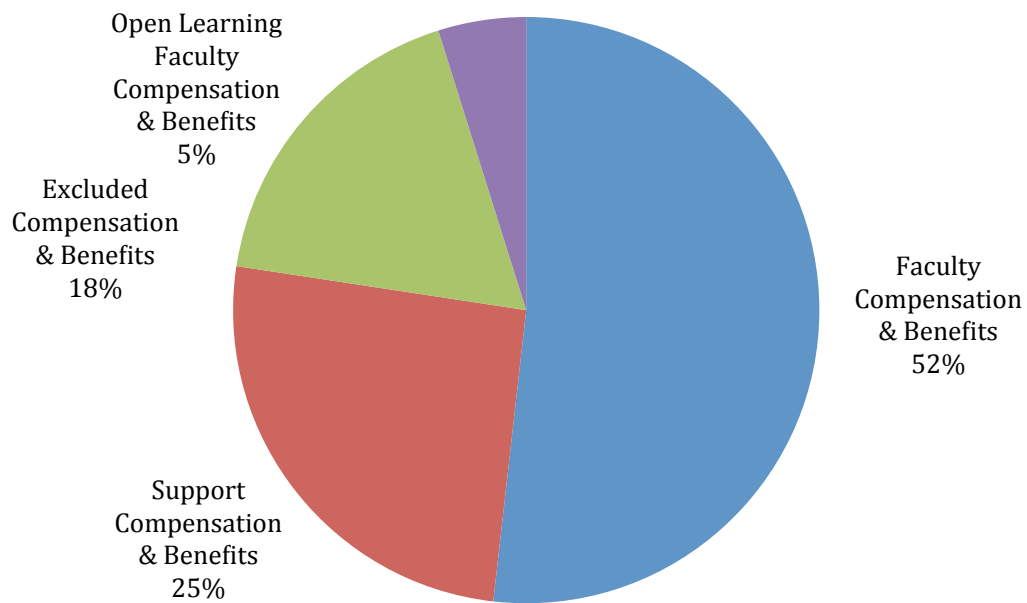




Figure 46: Consolidated Wages and Benefits by Employee Group (in millions)

Wages & Benefits by Employee Group (in millions)	2013	2012
Faculty Compensation & Benefits	\$ 53.4	\$ 53.0
Support Compensation & Benefits	26.4	24.8
Excluded Compensation & Benefits	18.3	16.8
Open Learning Faculty Compensation & Benefits	5.0	4.3
Total	\$ 103.1	\$98.9

Figure 47: Building, Equipment, Operations and Maintenance (% of total) for the year ended March 31, 2013

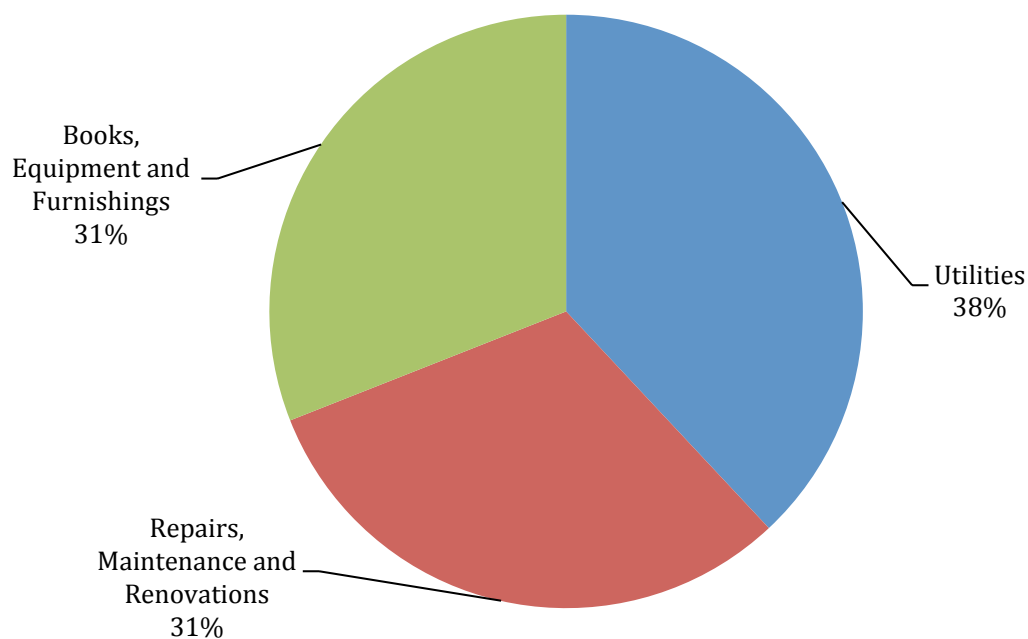


Figure 48: Building, Equipment, Operations and Maintenance (in millions)

Building, Equipment, Operations and Maintenance (in millions)	2013	2012
Utilities	\$2.7	\$2.5
Repairs, Maintenance and Renovations	2.2	1.9
Books, Equipment and Furnishings	2.2	1.6
Total	\$7.1	\$6.0

Highlights

The majority of the increases or decreases in expenses result from the following changes:

- Salary and benefit increases of \$4.2 million result from collective agreements negotiated and projected increases, additional staff for the Faculty of Law, annual faculty and staff increments, promotions, new associate dean positions and higher cost of benefits.
- Professional fees and contracted services increased by \$2.1 million. Most of this is in relation to contracted services resulting from flood damage and capital improvements.
- Building, equipment, operations and maintenance increased by \$1.1 million from a variety of small renovations and increased costs resulting from the flood damages.
- Supplies, postage and freight decreased by \$0.7 million as the result of the introduction of new purchasing initiatives.
- Computers, supplies and licences decreased by \$0.3 million due to lower consulting and licensing fees in the post-implementation period of the enterprise wide information system.



CONSOLIDATED STATEMENT OF FINANCIAL POSITION

Assets total \$261.1 million while liabilities and deferred contributions total \$185.5 million, leaving an accumulated surplus balance of \$75.6 million.

Figure 49: Assets (in millions)

Assets (in millions)		2013	2012
Current Assets:	Current Assets and Loan Receivable	\$35.1	\$31.2
Investments:	Portfolio Investments	53.4	55.3
Capital Assets: (Net of amortization)	Furniture, Equipment and Computer Software	9.0	9.7
	Buildings	125.6	113.7
	Assets under Capital Lease	33.8	35.2
	Land, including site and leasehold improvements	4.2	4.4
Total		\$261.1	\$249.5

Figure 50: Liabilities and Net Assets (in millions)

Liabilities and Net Assets (in millions)		2013	2012 (Restated)
Liabilities:	Accounts Payable, Accrued Liabilities and Wages Payable	\$23.5	\$18.2
	Employee Future Benefits	13.1	13.3
	Debt	11.9	14.0
	Obligation under capital lease	39.5	40.0
	Deferred Revenue	6.0	3.9
	Deferred Capital Contributions	91.4	88.8
Accumulated Surplus:	Unrestricted	19.7	18.6
	Internally Restricted	24.1	30.7
	Endowments	0.7	0.7
	Accumulated Remeasurement Gains	0.4	–
	Invested in Tangible Capital Assets	30.8	21.3
Total		\$ 261.1	\$ 249.5

Capital Projects

Work on the third floor of Old Main Building Expansion continued during the fiscal year and is scheduled for completion in the summer of 2013 allowing the building to be used for Law School classes in September.

In addition to work done on the Old Main Building, there were number of small capital projects last year including energy upgrades and trades training equipment purchases.

Highlights

The majority of the change in financial position results from the following:

- Capital projects completed during the year totaled \$18.5 million.
- The increase in prepaid expenses is mainly due to an increase in prepaid employee and student travel, and prepaid maintenance of the university's information system.
- The increase in cash and cash equivalents is due to \$11.3 million of investments maturing prior to June 30, 2013 that would otherwise be included in portfolio investment. The university holds its cash reserves to meet current obligations for accounts and wages payable as well as various capital projects.
- The accounts receivable is broken down in Figure 51:

Figure 51: Accounts Receivable (in millions)

	2013	2012
Student/Sponsor	\$3.1	\$5.8
Trade	4.0	2.8
Related Parties	5.6	6.3
Allowance for doubtful accounts	(0.4)	(0.3)
Total	\$ 12.3	\$ 14.6

Notes

Student/Sponsor consists of amounts due from individual students and businesses or agencies paying tuition and/or fees on behalf of students.

Trade consists of amounts receivable from customers, various government agencies, and universities not related to the Province of BC, and government tax credits and rebates.

Related Parties consist of amounts due from various provincial government entities, the Thompson Rivers University (TRU) Foundation, TRU Alumni Association and employees of the university.



- A \$5.4 million increase in accounts payable (current liability) is from high construction activity in March 2013.
- During the current fiscal year, the university repaid \$2.5 million of debt and capital lease.
- The increase in net assets invested in capital assets is a result of current year capital purchases that were funded by the university’s internal resources.
- The decrease in restricted reserves are due to use of designated funds, change in faculty and departmental carry forwards, capital, operational and specific purpose reserves. The year to year change is broken down in Figure 52:

Figure 52: Restricted Reserves—Year to Year Change

	2013	2012 (Restated)
Designated and Specific Purpose Reserves	\$10.5	\$15.1
Faculty and Departments Carry Forwards	8.3	9.4
International Capital and Operational Reserve	4.8	5.8
Residence Repair and Replacement Reserve	0.4	0.4
Athletics Endowment	0.7	0.7
Total	\$24.7	\$ 31.4

- The increase in Deferred Capital Contributions is a result of the university receiving Provincial Grants for the Old Main 3rd Floor Expansion project and equipment purchases.

Specific Purpose

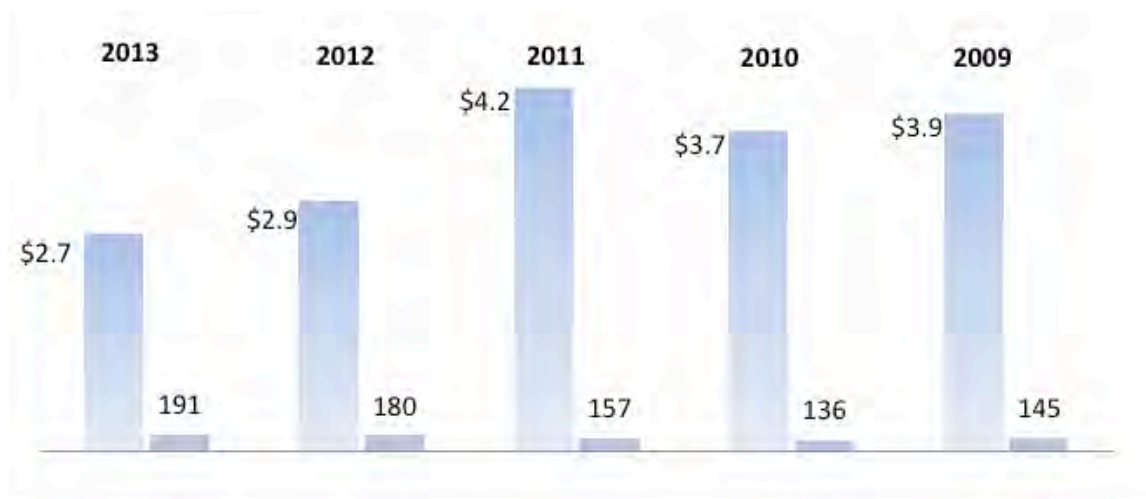
The Specific Purpose funds are primarily restricted by external sponsoring agencies and the Board of Governors. Internally restricted funds, as designated by the Board of Governors, may be unrestricted by the Board of Governors at their discretion.

The major categories of Specific Purpose Funds include: Comprehensive University Enhancement Fund, Capital Building Fund, Computer Leasing (computer labs), and Student Financial Assistance Programs. Unused funds that are externally restricted appear as deferred revenues on the balance sheet, while internally restricted unused funds flow through to the income statement. During the past year these funds accommodated approximately 250 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 2012/13 fiscal year there were approximately 191 active research projects undertaken at TRU with research grants in a variety of disciplines, representing \$2.7 million in sponsored research expenditures.

Figure 53: Research Activities (in millions) and Number of Projects





Ancillary Services

Ancillary enterprises provide goods and services to the University community and include: the Bookstores, Culinary Arts retail sales, 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.

Figure 54: Total Ancillary Revenue (% of total) for the year ended March 31, 2013

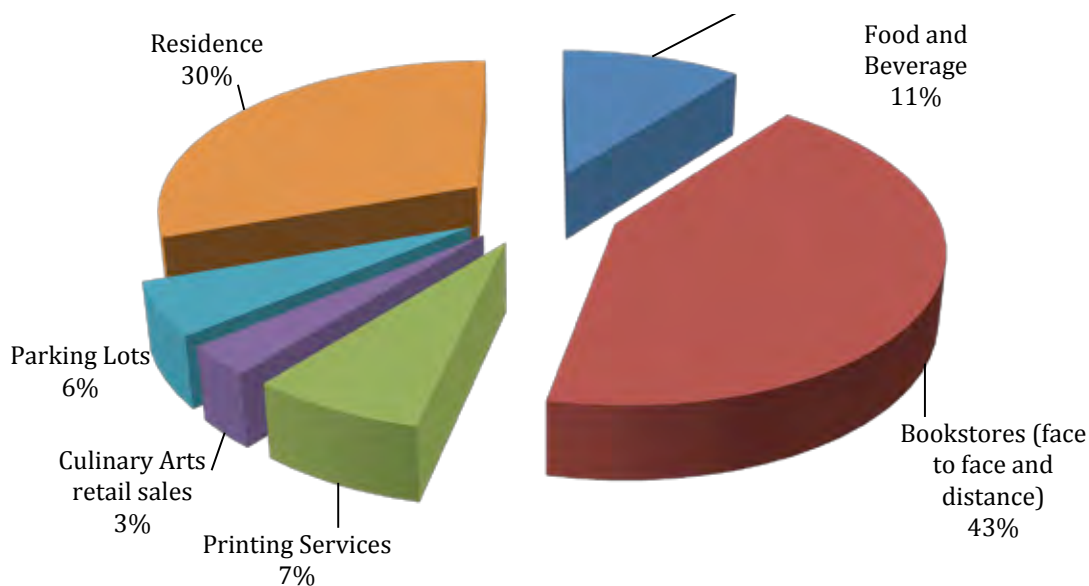


Figure 55: Ancillary Revenue (in millions)

Ancillary Revenues (in millions)	2013	2012
Conventions, CAC and Contracted Food and Beverage	\$ 1.9	\$1.8
Bookstores (on campus and distance)	6.6	6.5
Printing Services	1.2	1.3
Culinary Arts retail sales	0.5	0.5
Parking Lots	1.1	1.0
Residence	4.9	4.7
Subtotal	\$ 16.2	\$ 15.8
Less internal sales	(1.5)	(1.0)
Total per financial statements	\$ 14.7	\$ 14.8

[Click here for TRU's Financial Statements](#)



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