



Institutional
Accountability
Plan & Report:
2007/08 to 2009/10



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Letter from the Board Chair and President



OFFICE OF THE PRESIDENT

July 11, 2007

The Honourable Murray Coell
Minister of Advanced Education
c/o Accountability Branch
Ministry of Advanced Education
PO Box 9882, STN PROV GOVT
Victoria, BC V8W 9T6

Dear Minister Coell:

Re: Thompson Rivers University Service Plan 2007 - 2010

We are pleased to present you with the Thompson Rivers University (TRU) Service Plan for 2007 - 2010. You will note that our goals and objectives have been revised substantially from last year. These changes are the result of an extensive strategic planning process that was initiated at our university over a year ago.

I am pleased to inform you that on May 30, 2007 the TRU Board of Governors adopted a new strategic plan, "The University of Choice" upon the recommendation of the Thompson Rivers University Council. Therefore, this year's service plan reflects TRU's new strategic plan and revised mission statement and values.

Thompson Rivers University's Board of Governors and senior administration are pledged to deliver on their commitments to Government with respect to meeting student FTE targets and improving institutional performance to meet or exceed provincial accountability benchmarks established by AVED.

Yours truly,

A handwritten signature in blue ink, appearing to read "Ron Olnyk".

RON OLNYK
Chair, Board of Governors

A handwritten signature in blue ink, appearing to read "Roger H. Barnsley".

ROGER H. BARNSELY
President and Vice-Chancellor

Institutional Overview

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

Thompson Rivers University: Our History – Our Legacy

Thompson Rivers University (TRU) was founded in 1970 as Cariboo College, one of the network of two-year community colleges created in the 1960s and '70s to bring post-secondary education and training to all corners of British Columbia. The college began operations in Kamloops in the fall of 1970 in temporary quarters at the Kamloops Indian Residential School, and in the summer of 1971 moved to the current campus location on the south slope of the city overlooking the Thompson Rivers. From the main campus in Kamloops, and a satellite campus in Williams Lake, the institution has served regional communities from Merritt in the south and Lillooet in the west, north to Williams Lake, Clearwater and east to Chase for over 35 years.

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

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

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

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

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

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

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

The naming of the university took place in September 2004, and on March 31st, 2005 the Inaugural Convocation ceremonies marked the formal transition to Thompson Rivers University. Today, the impacts of this new role are being felt in many different

ways, and the potential benefits of a truly comprehensive, primarily undergraduate, teaching focused university are being recognized across the country and beyond.

Upwards of 10,000 students now study on campus at TRU, while another 15,000 students enrol annually in distance and online courses and programs. The launch of the first TRU Masters degree in 2005 was the next step in the continued evolution of the university, and the introduction of distance and online learning into an already highly integrated offering of degree, diploma, certificate, trades and adult education programs makes Thompson Rivers University the most comprehensive university in Canada.

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

Mission Statement

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

Value Statements

Learner-Centredness

Thompson Rivers University is a learner-centred institution dedicated to the development of its students, staff and faculty. It aims to empower individuals through intellectual, cultural, ethical, emotional, social and physical development. To this end, TRU believes that all programs or courses should provide students with learning and critical thinking skills and the encouragement to approach issues with creativity.

Accessibility

TRU aims to serve the needs of adult learners across British Columbia and around the world. It is committed to life-long learning and sees the provision of multiple modes and levels of access to education as the best way of meeting these needs. TRU endeavours to maintain access through flexible scheduling of courses and services, through a variety of traditional and distance delivery methods, through a progressive credential structure, and through ladder curricula, all of which allow students to

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

Quality of Education and Service

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

Responsiveness

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

Comprehensiveness

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

Sense of Community

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

Accountability

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

Environmental Responsibility

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

Quality Work Place

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

Strategic Goals

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

The University of Choice for Student Engagement

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

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

- > Engage students in the quest for world citizenship through social and cultural learning opportunities, in a respectful and inclusive environment that provides a better understanding and appreciation of our global community.
- > Engage students in discovery by incorporating research, in the broadest sense, as part of the curriculum and equip them with an understanding of academic integrity, ethics, social and environmental responsibility.

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

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

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

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

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

The University of Choice for Aboriginal Students and First Nations

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

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

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

The University of Choice for Open Learning

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

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

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

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

The University of Choice for Environmental Sustainability

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

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

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

The University of Choice for International Opportunities

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

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

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

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

The University of Choice for Career Success

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

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

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

Planning and Operational Context

External Environment

Campus 2020 Report

We were very pleased to contribute to the Campus 2020 consultative process and have thoroughly reviewed the resulting report. TRU is delighted with the report's focus on Regional Universities, and we look forward to further consultation as government considers recommendations of Campus 2020.

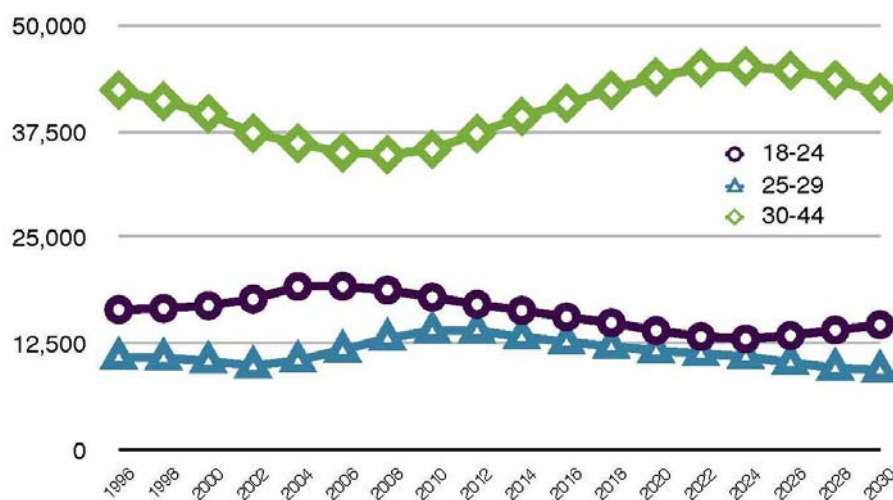
Population

The next two decades will bring marked demographic changes to the TRU region. While the region generally has experienced growth and in-migration over the last twenty years, and continues this trend for the next twenty years, the demographic composition of the region's residents will shift significantly.

According to BC Stats' P.E.O.P.L.E. 31 Projections (October 2006) the total population of the Thompson Rivers region is to grow steadily by almost 34,000 people over the 2006 -2031 period. Migration to the region is expected, with the highest rates occurring in the 29 to 39 year age group. (Figure 1)

Figure 1: Thompson Rivers Region Population Projection

Thompson Rivers Region: Population Projections to 2030



Source: BC Stats, PEOPLE 31 Projections, May 2006

Conversely, however, the school-aged cohort (5-17) is projected to continue to decline for the next ten years before experiencing a slow growth the following decade. Similarly, the 18 to 24 age group—a traditional market for TRU—is also projected to decline drastically until 2025 when it is expected to begin to increase, but even by 2031 *the projection in this group is for 4,000 fewer people than current levels.*

A provincial view of the shifting patterns of the 18 to 29 year age group (Figure 2) demonstrates that the phenomenon of declining young adults is not equitably dispersed across the province. The map clearly demonstrates that the Okanagan, Lower Mainland, Vancouver Island, and Northern BC will experience *growth* in this age group to 2031. TRU is therefore uniquely situated with new and significant challenges in regards to student recruitment.

The declining numbers in the 18 to 29 year age group are reciprocally demonstrated via the steady decline of Grade 12 graduates in TRU's region. Figure 3 demonstrates that TRU's two primary catchment-area school districts (Kamloops-Thompson and Cariboo-Chilcotin) will experience a marked decline to 2015 and beyond. Given that approximately 65% of TRU's direct-entry high school students come from the Interior, with only 11% from the Okanagan and even fewer (5%) from the Lower Mainland, TRU is faced with the plurality of requiring diversification in age group recruitment, as well as the necessity to increase our market share from other areas of the province. Figure 4 demonstrates the current age distribution of TRU students.

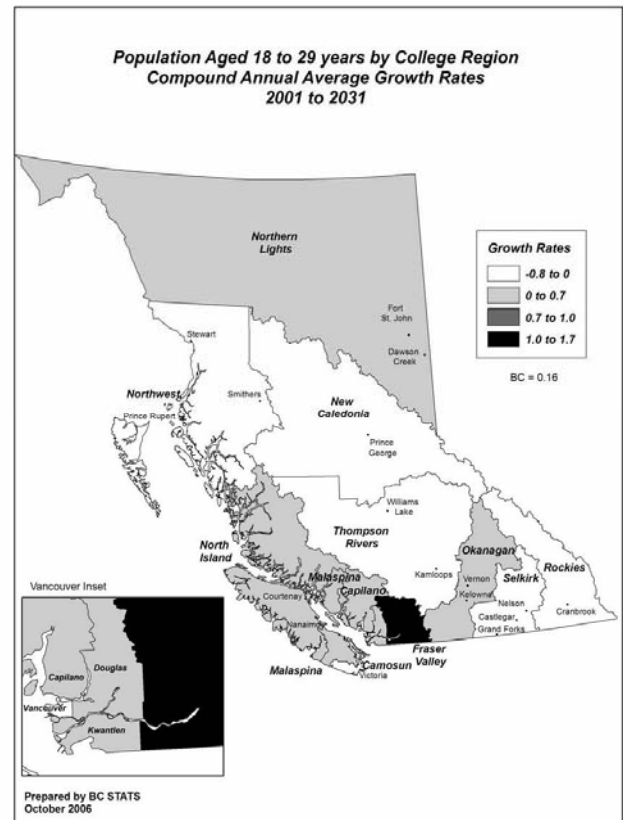
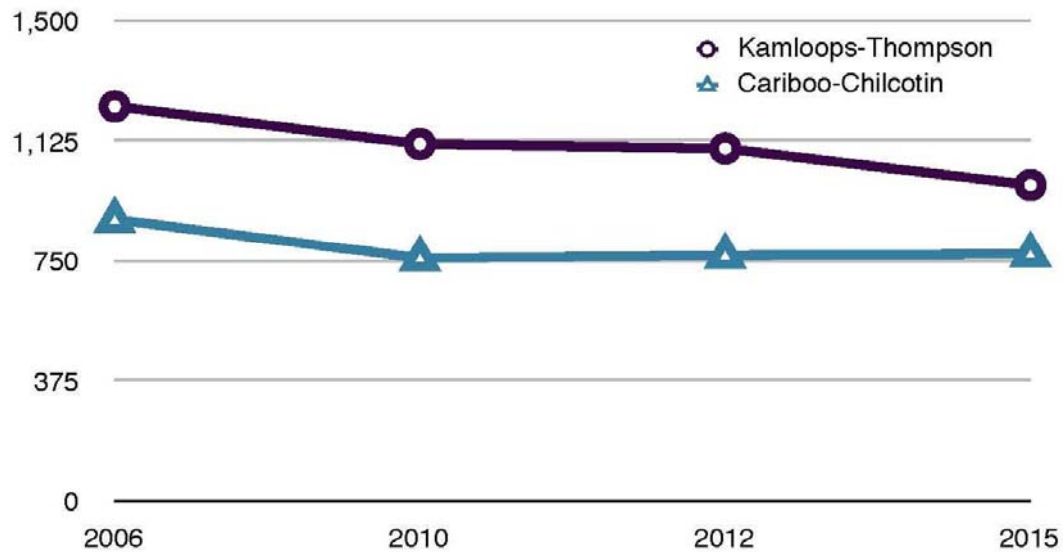


Figure 2: 18-29 Population Growth Rates

Source: BC Stats – Ministry of Labour and Citizen Services. P.E.O.P.L.E. 31

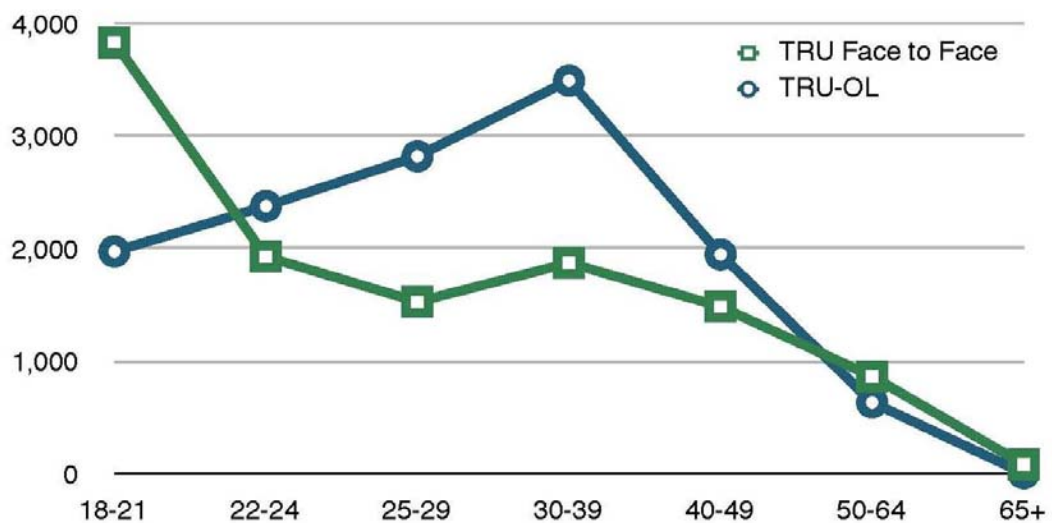
Figure 3: Thompson Rivers Region Grade 12

Thompson Rivers Region: Grade 12 Projections to 2015



Source: Ministry of Education

Figure 4: TRU Student Age Distribution



Source: AVED CDW Standard Reports, Fall 2006

Aboriginal Population

2001 census data showed an increase of the percentage of aboriginal people in the TRU region to 10.6% and in BC overall to 4.4%. Ten percent of TRU's student population are of aboriginal descent.

Education levels are lower for Aboriginal Peoples than Non-Aboriginal people in the TRU region.

Table 1: TRU Region: Aboriginal vs. non-aboriginal education levels

Highest level of education attained	Aboriginal	Non-Aboriginal
High school graduation	19%	22%
Some post-secondary	43%	51%
University credential	8%	16%

Source: Ministry of Education

TRU is committed to increasing successful education outcomes for Aboriginal Peoples in the region through the augmentation of Aboriginal Peoples engagement in TRU's planning initiatives. Dr. Nathan Matthew, chief negotiator for the First Nations Education Steering Committee is a special advisor to Dr. Roger Barnsley, President of TRU and has been lending his expertise to develop initiatives in support of Aboriginal education. A pivotal move to address the needs of First Nations learners is the development of an Aboriginal Service Plan. TRU was pleased to have been selected as one of the eleven institutions to develop an Aboriginal Service Plan. TRU has recently conducted a major consultation with Aboriginal leaders and will develop and implement a full program by January 2008.

TRU Open Learning has a number of agreements with First Nation communities operating community-based Learning Centres, where TRU-OL's distance education offerings are supplemented and enhanced with face-to-face facilitation.

TRU is also implementing an Elder(s) in the House Program in cooperation with the university's Aboriginal Coordinator. Through this program, Aboriginal Elders will provide personal consultation, conversation, guidance and mentorship to Aboriginal

students. The Elder will act as a surrogate grandmother or grandfather to Aboriginal students and use traditional Aboriginal life skills' perspectives and methods such as the 'talking circle' and Elder knowledge.

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

Regional Economy

Citing a recent KPMG study, Venture Kamloops reports that Kamloops ranks as the second most cost effective place to do business in Pacific North America. Kamloops' economy is currently on the upswing, with retail, service and industry expansion continuing a steady growth. The City's housing sector remains strong with an increase of 205% in residential building permits in December 2006 compared to December 2005 (Source: City of Kamloops – Building Statistics December 2006).

The newly-completed Tournament Capital Centre provides an outstanding opportunity for TRU students in general and specifically for our student athletes. The Tournament Capital Centre is a state of the art facility and will be the home to TRU Wolfpack CIS basketball and volleyball. TRU continues to develop and foster a positive community relationship with the City of Kamloops, benefiting both our students and the community at large. In a related aspect, the 2010 Olympics and Paralympics Games are expected to bring the Kamloops region construction, branding, and employment opportunities.

Although Kamloops has seen an increase of almost 24% in average house prices (Kamloops and District Real Estate Association), housing is still considered very affordable as compared to the Okanagan Valley and the Lower Mainland. Small business growth has been steady in the Thompson/Okanagan region. Further, Kamloops enjoys the honour of being ranked as having the second lowest cost of living according to the American Chamber of Commerce Research Association's 2004 Cost of Living index.

In the Cariboo, a cancellation of the temporary licenses for beetle-killed timber in the Williams Lake Timber Supply Area will, in the long run, cause significant unemployment and contribute to the loss of small businesses – about 100 per year.

On the other hand, with the development of the refinery at the Gibraltar Mine site, the number of construction and operating jobs will increase. The unemployment rate has remained constant between 2005 and 2006 at 6.1%, 0.9% higher than the BC rate as of March 2006.

Labour Market & Skills Shortages

Projected attrition, due primarily to retirement, indicates that shortages in the skilled trades occupations will become an immediate concern for BC. This concern for shortages of skilled trades people will intensify as skilled workers continue to retire and employment demand increases as BC prepares for the 2010 Olympics (BC Stats). This trend has already manifested itself in fierce competition for skilled trades people in the Kamloops area.

Incremental growth from labour demand directly related to 2010 Olympics projects is expected to be 132,000 person years of employment between 2003 and 2015. Roslyn Kunin and Associates (RKA) predict that four out of ten job opportunities from incremental growth 2003-2015 will be outside the Lower Mainland and Southwest areas of the province. The projected annual growth in employment demand for our region is depicted by occupation in the following table

Table 2: Projected Annual Growth in Employment Demand: Thompson Rivers Region

	Estimated employment		5 year change
	2006	2011	2006 to 2011
All occupations	88,560	96,420	1.8%
Management occupations	8,990	9,780	1.7%
Business, finance and administrative occupations	12,670	13,650	1.5%
Natural and applied sciences and related occupations	3,860	4,160	1.6%
Health occupations	4,570	5,100	2.3%
Social science, education, government services & religion	6,680	7,040	1.1%
Occupations in art culture recreation and sport	1,820	1,960	1.5%
Sales and service occupations	23,340	25,370	1.7%
Trades-related transport and equipment operators	16,600	18,330	2.1%
Occupations unique to primary industry	5,340	6,210	3.2%
Processing, manufacturing and utilities	4,700	4,850	0.7%

Source: BC Stats: Industry and Occupation Projection 2006-2011

In 2006, TRU business students teamed up with Venture Kamloops to conduct a skills shortage of various industries in Kamloops. Their findings indicate that most industries in the area will be experiencing a great demand for employees—quantified as 68,000 job vacancies in the Kamloops area—in the next five years (2007 Kamloops Labour Demand Study).

Community Relations

TRU continues to be an integral part of its community. The Tournament capital Centre, a City of Kamloops facility located adjacent to the university, was officially opened in May 2007. The \$23 million dollar facility is part of a larger facility expansion project in Kamloops. During the official opening, Kamloops was announced as the host of the 2011 Western Canada Summer Games, and the TRU community will certainly be a part of this major event.

The TRU Training House built by 2005/06 Construction Trades students in partnership with the Kamloops Canadian Homebuilders Association, won a Golden Tommie Home Builder Award of Excellence Award in the category “Outstanding Contribution to the Housing Industry by an Individual or Group.”

The Training House Project is a joint initiative of the TRU School of Trades & Technology and the Kamloops Home Builder’s Association which provides TRU Residential Construction, Plumbing, Electrical, Welding, Horticulture, Joinery and Telecommunications students the opportunity to practice their skills while building a complete home, from foundation to finishing. About 130 students and 14 faculty members are involved in the project each year. The Training House was purchased by the Kamloops YMCA for its Dream Home lottery. Some of the revenues from the sale of the house each year go into an endowment administered by the TRU Foundation, which solicits and manages the funds for scholarships and bursaries.

Ten TRU students, along with two instructors took their cooking skills on the road to Whitehorse, Yukon. From February 22 through March 9, 2007 they prepared meals for the athletes and volunteers at the 2007 Canada Winter Games Athlete’s Village. This is the first time Games organizers called upon the skills of students in culinary arts programs. TRU’s students joined peers from Northern Lights College, Northwest Community College, Malaspina University College and Yukon College, for a total of 65 student chefs and eight chef instructors, who prepared the food for athletes and their coaches alongside 95 other food-service volunteers.

Internal Environment

Strategic Planning

A strategic plan for the 2007-2012 period was approved by the University Senate and Board of Governors in May 2007. This document evolved through a comprehensive consultation process. This new guiding document is presented as the institutional overview in this document.

Open Learning Division

In September 2006, Thompson Rivers University hired its new Vice-President, Open Learning, Ms. Judith Murray. Through her leadership, Thompson Rivers University has developed a new vision for Open Learning which should serve the learner communities in BC for the foreseeable future. Implementing this vision required operationalizing the vision into a new structure for OL operations and staffing the organization in keeping with this vision.

On June 30, 2007, Thompson Rivers University successfully transitioned the B.C. Open University/Open College (BCOU) operations from the OLA campus in Burnaby to its new home on our Kamloops campus. Overall, thirty-two staff relocated to Kamloops, seventy-nine permanent staff chose not to relocate to Kamloops and have taken severance, and the remaining temporary staff have completed their contracts.

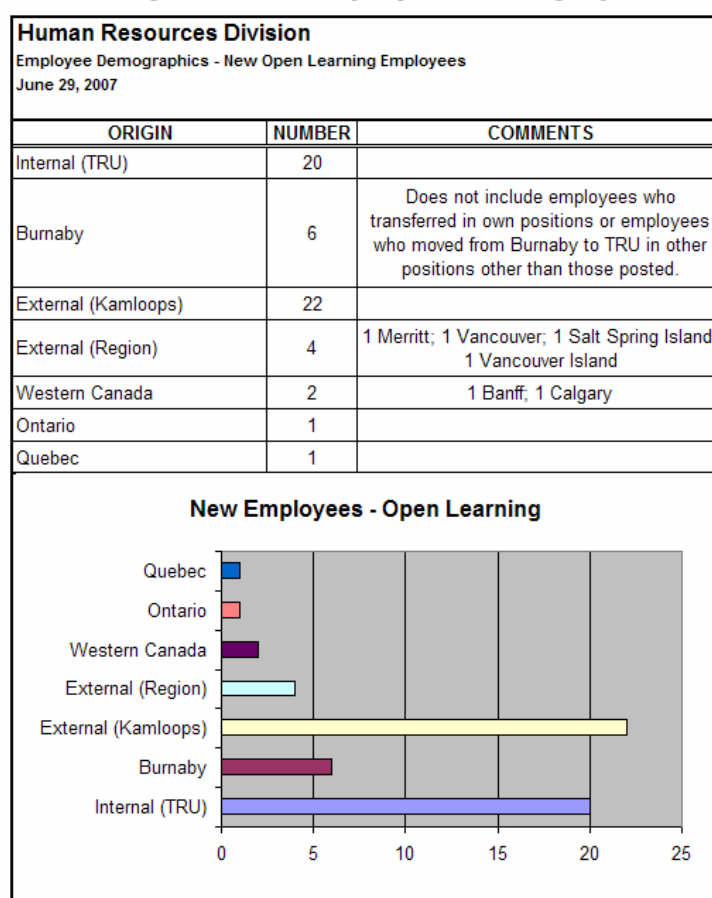
A core value for the transition of the Open Learning Division was to minimize the impact on learners. This was achieved through a concerted effort to minimize the impact on OL tutors who directly impact the learning experience for students. Throughout the lengthy two-year period since TRU acquired BCOU, the university has been able to retain 87% of its distance tutors, thus providing the core continuity needed with our students.

Minimizing the impact on learners was also achieved through the seamless transition of distance courses, technical infrastructure, and student services from Burnaby to Kamloops. TRU-OL was committed to ensuring a positive student experience and continued high level of customer service to our students throughout the relocation process. We fulfilled this commitment by staggering the hiring and training of new staff and sequencing the movement of infrastructure and services from Burnaby, so as to minimize disruption.

The staff relocation has proceeded gradually with many staff moving to Kamloops over the past two years with a final transition of 16 staff toward the end of June 2007. This gradual relocation has provided a sense of continuity at both locations, with building knowledge transfer to our new staff in Kamloops.

January to June of 2007 was a busy time for staffing the new organizational structure for the Open Learning Division. During that time ninety jobs needed to be defined, evaluated and posted. To date we have successfully hired and cross-trained 60 new staff for the Open Learning operations.

Figure 5: Open Learning Division Employee Demographics



Source: Open Learning Human Resources division

In order to accommodate the new Open Learning Division and its staff, TRU, with substantial funding from the Ministry, has built the British Columbia Centre for Open Learning (BCCOL) building. This new facility opened to staff on April 16, 2007, and a grand opening is planned for September 2007.

Looking forward, TRU envisions a very bright future for its Open Learning Division. We agree with the Campus 2020 vision that open, distance and on-line education will be hallmarks of learner centered higher education for the foreseeable future. We intend to do our part to help the province achieve this goal. As such, we have set a goal of increasing enrolments 10% per year for the last two years of this planning period. This will be no small feat given that enrolments had been declining at BCOU/OC since 2000-2001. In addition to the announcement that OLA would be closed and then the revised decision to dismantle OLA rather than close it, and the two years of transition as TRU-OL, this decline should be no surprise given that the majority of Open Learning students were studying on letters of permission from other institutions in the province who had waitlists and enrolments saw a precipitous decline after the province announced funding for an additional 25,000 undergraduate seats. Regardless, we are confident of the province's need to serve the open, distance and on-line education needs of learners and that this enrolment trend can be reversed.

Infrastructure Growth

The past year has seen the completion of a number of construction projects at TRU:

A 584-bed student housing complex is completely finished and has been receiving high praise from students and the community since opening its doors for the 2006 Fall semester.

The British Columbia Center for Open Learning (BCCOL) was also completed in 06/07, and the Open Learning Division as well as Information Technology Services are now housed there. The move of Information Technology Services to the BCCOL building has allowed for other space on campus to become available for internal uses.

The new 75,000 square-foot Williams Lake campus opened for students on January 8, 2007. A grand opening was held April 5, 2007, and TRU presented a very special honorary doctorate to hometown hero Rick Hansen, coinciding with the 20th anniversary of his famous *Man In Motion* Tour.

While TRU continues to focus on programming that meets the student demand in Williams Lake, our overall student enrolment is well below the FTE targets. At the time of writing, TRU has undertaken a realignment of staffing resources to more reasonably match the student enrolment by program.

Future projects include the new Library and Learning Commons building, the retrofit of the upper floor of the Old Main building and the current library building.

Human Resources

Thompson Rivers University has recently hired a new Vice-President, Advancement, Mr. Christopher Seguin. Christopher's portfolio will include both our Alumni and Foundation with a goal to set a new organizational structure for the Advancement Office and move the institution forward with fundraising at both a provincial and national level.

This past year has included significant organizational change with TRU hiring approximately 60 new staff, to date, for the Open Learning Division. TRU is still in the hiring process to fill more vacancies; however, we have successfully cross-trained new staff and smoothly shifted our student services from Burnaby to Kamloops.

As of June 2007, TRU entered into a Letter of Understanding (LOU) with our faculty association (TRUFA) to end mandatory retirement early. This LOU is effective for July 1, 2007 with the impact of allowing seven faculty members who would otherwise have had to retire to remain teaching if they so choose. TRU was able to resolve its outstanding grievances with TRUFA on this issue while bargaining a LOU that met the allowable legislative parameters on health and welfare benefit coverage. Although the projected statistics across Canada are that the average age of retirement will be 62 years of age, to date, TRU's experience with its faculty is that a far greater percentage remain working. Of the seven faculty eligible to continue working now, given the early end to mandatory retirement, only one is retiring this year.

At TRU, our current statistics demonstrate that 113 staff (11%) are 60 years of age or older. With an equivalent cohort in the 55-60 year age range, approximately 25% of TRU's total staff in the retirement target age range of 55 and older.

New Program Development and Implementation

Graduate Programs

2006 marked the second intake of TRU graduate students with the second cohort of the Master of Business Administration program. Since then, two other masters programs have been added: the first cohort of our Masters of Education program

began their studies this summer, and the thesis-based Masters of Science in Environmental Science will enrol its first cohort in Fall 2007.

Baccalaureate Degrees

At the undergraduate level, new programs have also been developed or implemented. In keeping with TRU's focus on being leaders in the areas of Trades, Technology and Career Education, the TRU School of Trades and Technology and the Open Learning Division have launched a new Bachelor of Technology degree in Trades and Technology Leadership. This program, the only one of its kind in Canada, is aimed at allowing certified tradespeople to gain the business and leadership knowledge needed for management and other advanced positions. Because the university recognizes that many tradespeople wishing to advance in their careers require flexible learning options, the program allows individuals to complete their degree in a relatively short period of time by applying their prior learning to the program requirements and will be primarily offered through on-line study.

Approval has been granted for a Major in Philosophy, which will be implemented in the Bachelor of Arts program in Fall 2007. An Honours program in Computing Science has also been implemented, and Minors in Anthropology and Gender studies are currently under development. The implementation of a Cooperative Education component in the Bachelor of Arts and Bachelor of Science was also achieved over the last year.

Diplomas and Certificates

New programs recently developed in this category include Automation Electronics Technology and Telecommunications and Networking Technology.

Research Activities

Research Planning

TRU hired a new Associate Vice President of Research and Graduate Studies, Ms. Nancy Van Wagoner. This is the first time a person has been committed full-time to this position which includes a responsibility for graduate education in recognition of the expanded mandate of the TRU as a university.

The institution renewed its commitment to research and advanced education as part of its strategic plan, as previously indicated in this report. It created a University Senate and a Research Committee of Senate which started to meet and will be

engaging in a renewed strategic planning process for research. TRU has a commitment to engaging undergraduate students in the research enterprise.

Research Funding

TRU researchers generated about \$3.9 million in grants, contracts and sponsored research with the following breakdown. Provincial and Federal government sources account for the largest share of funding in approximately equal proportions:

- Conferences and networking (various sources) = \$320,704
- Municipal and First Nations = \$54,500
- Private Businesses and Foundations = \$136,202
- Provincial (Total: \$1,349,845.00)
 - BC Provincial (except ministries listed below): \$882,221
 - Other Provinces (NB and AB): \$7,000
 - International contracts: \$185,667
 - Ministry of the Environment: \$40,880
 - Ministry of Forests: \$397,744
 - Ministry of Transportation: \$22,000
- Federal (Total: \$1,848,455.96)
 - NRC: \$35,000
 - CRC: \$350,000
 - CFI: \$238,149
 - CIHR: \$115,553
 - NSERC: \$240,899
 - SSHRC: \$868,855

Faculty members are successful in Tri-council and CFI funding, including a major Community-University Research Alliance (CURA) award from SSHRC, a new CFI grant in support of a biocatalyst and bioproduct development facility, and a CFI grant to develop a facility for the study of teaching and learning technologies.

The Mapping Quality of Life and the Culture of Small Cities CURA received \$1 million over five years from the Social Sciences and Humanities Research Council of Canada's Community-University Research Alliance in May last year.

Research and Endowed Chairs

TRU welcomed its fourth Canada Research Chair last year. Joining TRU's growing research team is Norman P. Friesen, whose five-year renewable position as a Tier 2 Canada Research Chair in E-Learning was announced December 7, 2006. He joined Amedeo D'Angiulli, CRC in Early Education and Development; Lauchlan Fraser, CRC in Community and Ecosystem Ecology; and Ashok Mathur, CRC in Cultural and Artistic Inquiry.

TRU interviewed four applicants for its remaining CRC position, harnessing science and technology for environmental sustainability in semi-arid regions. At the time of this report, the position remains unfilled. Two Leading Edge Endowed Fund Regional Innovation Chairs, in Aboriginal maternal and child health, and beef cattle industry sustainability were secured.

Institutional support continues for two endowed professorships: Wendy Gardner, who holds the Brink professorship for research in grassland ecology, and Brian Heise, who holds the Northcote professorship for research in limnology/lake ecology.

Research Awards

Four TRU faculty members received TRU Scholarly Merit Awards last year:

- Dr. George Johnson
- Dr. Christopher Walmsley
- Dr. Will Garrett-Petts
- Dr. Roger Yu

Research Centres

TRU supported eight interdisciplinary research centres:

- Centre for Early Education and Development Studies - CEEDS
- Community and Ecosystem Ecology Centre - CEEC
- CURA - Cultural Future of Small Cities
- Centre for Aging Research
- Centre for Multiple Literacies
- Centre for Excellence in Addictions Research
- Centre for the Study of Canada
- Centre for Innovation in Culture and the Arts in Canada (CICAC).

Research Workshops, Consultation and Events

Last year's activities included:

- TRU and community leaders in education, research and business celebrated the launch of accelerated, high-performance connectivity for research and higher education communications through BCNET's Kamloops transit exchange September 5, 2006.
- Four TRU instructors, Donald Lawrence, Doug Buis, Will Garrett-Petts and Ernie Kroeger, held an artist's proposal and statement workshop January 13, 2007.

- CURA presented “Imaging Place Second Life: Kamloops British Columbia,” a free workshop and exhibition of Kamloops-based research presented in a 3-D virtual world January 26, 2007.
- CURA researchers involved in the Small Cities Community-University Research Alliance project related to quality of life in small cities participated in and videotaped the Cities of Canada show and the Mayors Panel presented by the Kamloops Art Gallery February 22, 2007.
- TRU Canada Research Chair in E-Learning Practices Norm Friesen presented a workshop discussion at the “(Re)Inventing the Internet: Critical Case Studies,” one-day workshop featuring cutting-edge research related to Applied Communication & Technology (ACT) held at the Segal School of Business, Simon Fraser University, February 23, 2007.
- TRU’s Canada Research Chair in Cultural and Artistic Inquiry, Ashok Mathur, facilitated a panel discussion on Aboriginal content in arts instruction April 1, 2007 at the Kamloops Art Gallery in conjunction with Overstepped Boundaries: Powerful Statements by Aboriginal Artists in the Permanent Collection.
- CURA held a public panel discussion on issues facing women and children in small cities, “The Social Life of the Small City: Perspectives of Women, Youth and Children,” April 11, 2007.
- TRU hosted a workshop by the Natural Sciences and Engineering Research Council (NSERC) on writing grant proposals in September 2006.

Graduate Programs and Activities

TRU now offers three graduate programs and a graduate certificate.

In June, 2006 TRU and Okanagan College in Kelowna began to study the feasibility of offering the TRU MBA program on the local Kelowna campus.

TRU’s first Fall Convocation Ceremony, held October 5, 2006 featured the university’s first MBA grads.

The Kamloops Chamber of Commerce partnered with the TRU School of Business and Economics in February, to conduct a city-wide survey to be conducted by six MBA students and over fifty under-graduates.

TRU 's Master of Science in Environmental Science degree was approved by DQAB and will have its first intake of students Fall 2007.

TRU launched its Graduate Certificate in Child and Youth Mental Health, a web-based graduate certificate program designed for professionals already employed as social workers, counselors, youth care workers, and nurses.

The Master of Education degree was approved, and the first intake of students was in June 2007.

Undergraduate Student Activities

Highlights of last years' undergraduate activities included:

- Thirty-one science and math students displayed research posters at the annual science and math symposium of student research
- TRU hosted the 2nd Annual Thompson Rivers University Undergraduate Conference March 10. 2007
- Eleven high school and university students, members of Weyerhaeuser's Environmental Youth Green Team, were involved in five local projects, working with bluebirds and pine beetles, grasslands and wetlands, and pulling bags and bags of that rancher's enemy, knapweed, in the summer of 2006
- Fourth-year human resources students from TRU's School of Business & Economics conducted a labour market study on behalf of Venture Kamloops to identify the current and future skills needs for major Kamloops employers, and presented their Stage One Kamloops Skills Study January 17, 2007

Joint Initiatives

In the past year, TRU's Office of Research and Graduate Studies and TRU faculty and student researchers have been engaged in joint research and innovation transfer initiatives with BCNet, the Interior Health Authority, BCCampus, the Interior Indian Friendship Centre Society, the BC Cattlemen's Association, Ducks Unlimited, the Grasslands Conservation Council, the BC Ministry of Forests, Agriculture Canada, Venture Kamloops, the Kamloops Chamber of Commerce, a number of Indian Bands, and many universities across Canada and around the world.

Publications

The Office of Research and Graduate Studies published the proceedings of the TRU Undergraduate Conference and began the process of website redesign. TRU researchers were also featured in a number of news stories that have enjoyed worldwide dissemination. Faculty member Peter Murphy was successful in securing the archives of the BC Penitentiary for the TRU Collection.

Conferences

In the past year, TRU hosted or co-hosted seven conferences, including:

- The annual three-day conference of the ABEABC: A Celebration of Learning for Adult Educators and Adult Learners May 10-13, 2006
- An international interdisciplinary conference concluding a three-year workshop, “Subversions of Gender Identities through Laughter and the Comic in Literature, Film and Modern Media” August 23-27, 2006
- TRU Aging and Health Research Centre’s 2nd annual aging symposium, Housing Options for Older People, September 12, 2006
- “If we snooze, do we lose?” a forum on adapting to the impacts of climate change (with the City of Kamloops, BC Ministry of Environment, Natural Resources Canada and the Federation of BC Naturalists) September 29, 2006
- The Japan Studies Association of Canada 2006 conference October 12-15, 2006
- The New Emerging Team for Health in Rural and Northern BC (NETHRN-BC) 2nd annual conference November 30 and December 1, 2006
- The 2nd annual TRU Undergrad Conference March 10, 2007

Reports

TRU filed annual reports with the Canadian Foundation for Innovation (CFI), the Canada Research Chairs (CRC) program, the National Research Council (NRC) and the BC Innovation Council (BCIC).

Innovation Transfer

TRU’s Advanced Technology Centre (ATC) is supported by the BC Innovation Council’s (BCIC) Science and Technology Fund along with in-kind and cash-matching funds from TRU, including office space and furnishings, and the services of the university lawyer and financial manager and analysis, and the leadership of the Associate Vice President of Research and Graduate Studies.

The ATC aims to:

- Actively create linkages with business, industry and communities to assess their research and development needs and make recommendations to improve competitiveness;
- Extend the intellectual and capital resources of TRU to the external community through contractual arrangements and partnerships;
- Encourage synergies with the private sector to support innovation and commercialization;
- Engage TRU staff, faculty and students in community and economic development;

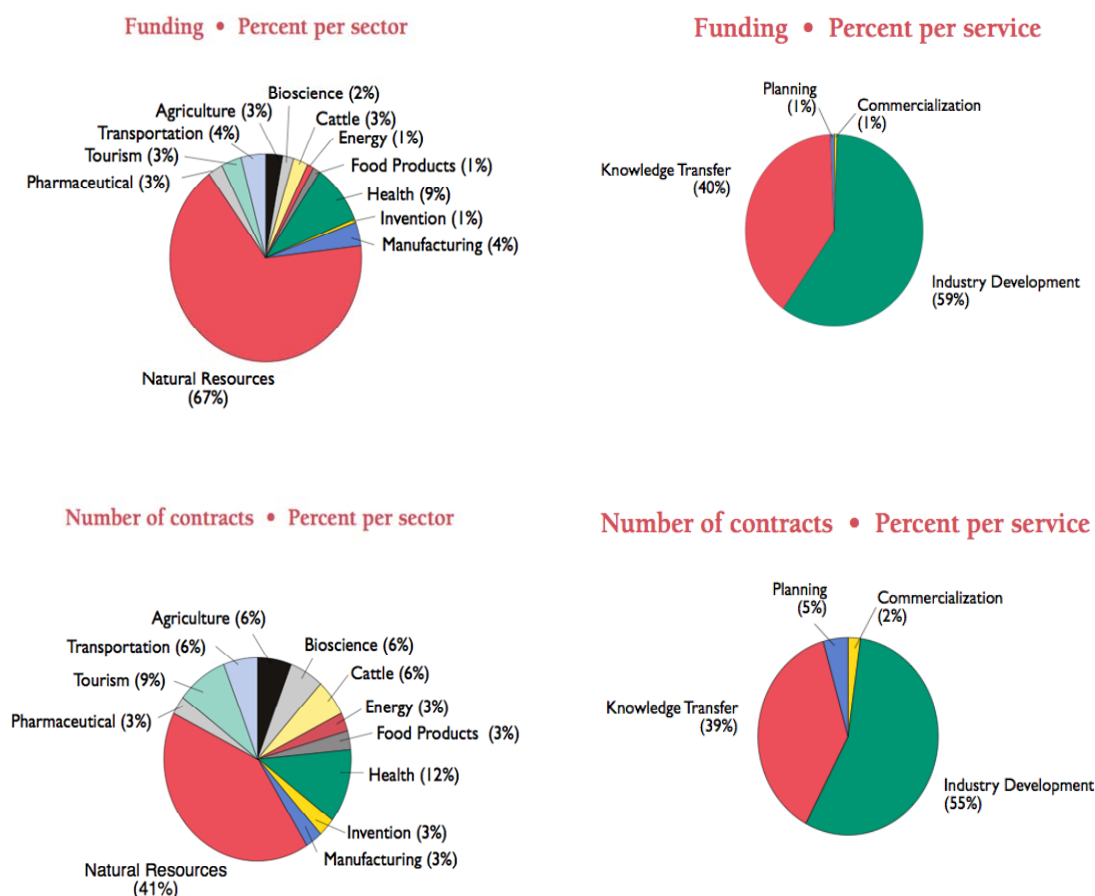
- Enhance the research and development infrastructure of the region by providing one-stop shopping to a variety of services, laboratories and expertise;
- Strengthen the capabilities of communities and regions through consultative planning, and by developing, and implementing strategies and actions to improve innovation, including support for rural agencies such as technology centers;
- Develop strategies and models for financial sustainability;
- Make best use of innovative methods of information and communication technology to serve the small cities, rural communities and Aboriginal and First Nations communities of the BC Interior;
- Market and expand the services of TRU-Research internationally while assisting the business community to do the same; and
- Evaluate the success of the university and its staff in achieving these functions and continuously making improvements to increase success.

BCIC funding was used to support a university-community and industry liaison officer, contract manager, part-time director, private consultants, and the operating costs of the innovation and knowledge transfer aspects of the ATC.

During the current reporting period, the ATC generated almost \$1 million in 44 individual contracts for agriculture, biosciences, cattle industry, energy, value-added food products, health, invention, manufacturing, natural resources, pharmaceuticals, tourism, and transportation. The work of the Centre also helped build linkages with public-sector provincial and federal agencies for projects related to environmental impact and remediation.

The services provided by the ATC are divided into four general areas: planning, commercialization, knowledge transfer and industry development, although divisions between these services are vague. Most of the work of the ATC was concentrated on knowledge transfer and industry development of the natural resources sector, with secondary sectors being health and tourism (see Figure 6).

Figure 6: Advanced Technology Centre Services



Source: Office of the Associate Vice President, Research and Graduate Studies

Operational Budget Development

A decentralized budgeting system has been implemented at TRU. Through this new model Deans and Directors are given the authority to exercise responsibility and accountability over their divisional/faculty/school budgets. This will allow for operational decision making within approved budgets at the faculty, school, or divisional level. TRU's commitment to creating a contingency reserve of 1% in 2006-07 was met and is further committed to moving to a 2% contingency reserve by 2008-09. Divisions, schools and faculties will strive to create corresponding reserves. Processes and procedures are being developed to allow faculties, schools or divisions to carry forward 65 % of the divisional surplus up to a maximum of 5% of the divisional annual budget from one fiscal year to the next.

Fundamental to the new system, faculties, schools and divisions will be responsible for:

- Enrolment numbers and the corresponding tuition revenue
- Maintaining appropriate staffing levels
- Replacement or non-replacement of faculty on assisted leaves and sabbaticals
- Costs associated with regularization
- Salary and benefit costs
- Establishing the divisional contingency of up to 2%
- Ensuring that budgets are balanced and fiscal expenditures are within the approved budget parameters
- Recommending tuition levels for new programs and cost recovery programs

New Governance Structures

Over the last year, TRU has adapted its governance structures to best reflect its university status. As a result, internal committees have been transformed into subcommittees of Senate. This process has allowed the institution to re-examine and redefine terms of reference and mandates of committees. Considerable resources have been allocated over the past year to the restructuring of our governance.

The ten Senate Standing Committees that currently exist are:

- Awards Committee
- Academic Integrity Committee
- Academic Planning & Priorities Committee
- Appeals Committee
- Budget Committee
- Education Planning & Program Review Committee
- Educational Programs Committee
- Library Advisory Committee
- Promotion, Tenure and Faculty Standards Committee
- Steering Committee

A summary of Senate's activities for the 2006 calendar year is included as an appendix to this document.

Enrolment Projections

Enrolments for face to face course offerings continue to hold steady. Detailed enrolment projections are included in TRU's multi-year plan in Appendix I.

For the Open Learning Division, declining enrolments are no surprise given that enrolments had been declining at BCOU/OC since 2000-2001. This situation was exacerbated by the announcement that OLA would be closed, the revised decision to dismantle OLA rather than close it, the acquisition of BCOU/OC by TRU, and the two years of transition into TRU-OL. This decline should not be unexpected given that the majority of Open Learning students were studying on letters of permission from other institutions in the province who had waitlists and enrolments saw a precipitous decline after the province announced funding for an additional 25,000 undergraduate seats.

Open Learning enrolments were also affected by the close in admission to OL Licensed Practical Nursing programs as the result of impending changes in competencies for this profession and student dissatisfaction with the existing program.

First Year Experience

As a strategy to improve student retention, First Year Experience (FYE) initiatives continue to be championed at TRU. Two primary goals continue to focus and guide this work:

1. To foster at TRU a purposeful, coherent approach to students' transition into TRU, and
2. To support student success in both the specific and the broad educational process in which they are engaged while at TRU: academic achievement, personal development, and employment transition.

The FYE Leadership Group is collectively responsible for coherence and momentum in the FYE initiative, and for the credibility and soundness of FYE projects. Current FYE projects include strategies to mitigate attrition (Early Alert), a series of academic and career preparedness courses (Foundations for Success), research into probationary students, Orientation programs and Supplemental Learning.

Student Satisfaction

As a learner-centered institution, TRU considers student satisfaction extremely important and continues to monitor student feedback. Sources for student satisfaction measures include the data from the Student Outcomes Reporting System (SORS) for the College and Institutes Student Outcomes Survey. This survey covers the certificate and diploma programs at TRU and TRU-OL.

The Baccalaureate Graduate Survey, administered by The University Presidents' Council (TUPC), measures the satisfaction of our baccalaureate graduates.

In addition, TRU participated in the 2006 Education Navigator project, which feeds the Globe and Mail's University Report Card. This survey of current undergraduate students showed that the overall satisfaction with TRU was high and a large percentage of students would recommend TRU to their friends or family.

Review of 2006 Goals and Objectives

In setting institutional goals and objectives for the 2007/08- 2009/10 period, we consider the strides we have made on our previous goals and objectives as presented in the May 2006 Service Plan.

Goal: To define its identity and uniqueness as a university

A number of initiatives have taken place over the last year which contributed to the achievement of this goal. The development and implementation of the Bachelor of Technology and Leadership, introduction of Cooperative Education in the Arts division, and the establishment of the Office of Advancement are examples of such initiatives.

Goal: To further its commitment to learning, teaching, scholarship and research

Governance structure changes, a new strategic plan and the numerous activities detailed in the research portion of our institutional context of this document, demonstrate TRU's commitment to learning, teaching, scholarship and research.

Goal: To further its commitment to institutional effectiveness

The search for a new enterprise resource planning system (ERP) that will integrate TRU Face to Face and Open Learning records continues. TRU seeks to rationalize its information systems (Student, Finance, Procurement, Inventory, Distribution, Manufacturing, Point of Sales, Work Order Processing, Asset Management, and Human Resources) to meet the following business objectives:

- Enhance quality of its online student, faculty and staff experience;
- Develop its national and international reputation for academic excellence;
- Implement business intelligence tools to support better decision making;
- Continuously improve its business processes; and
- Lower information technology costs and other operating expenses.

Goal: To further its commitment to being a better place to learn and work

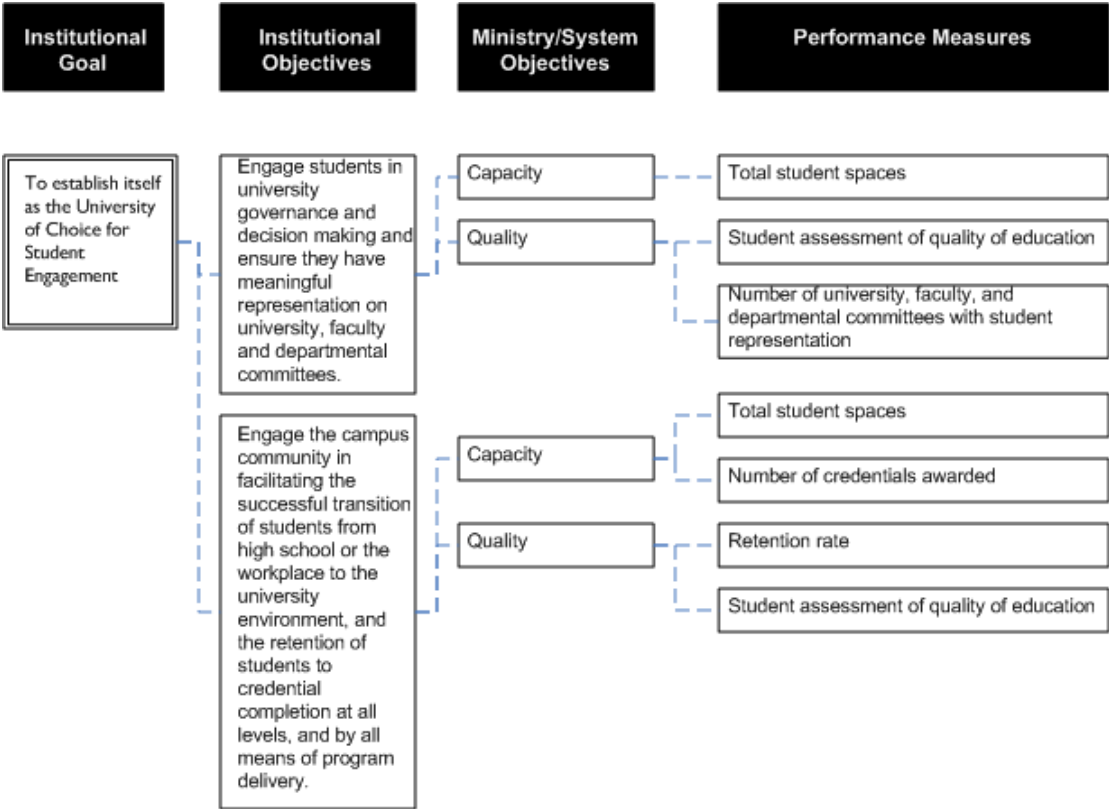
TRU continues to support wellness initiatives for its students and employees. Also, a process of annual reports on departmental, unit and divisional goals with a view to improvement of service has been established.

While an earlier goal of establishment of an ombudsperson service is not being pursued at this time, promoting fairness and equity remains an ongoing objective of the institution.

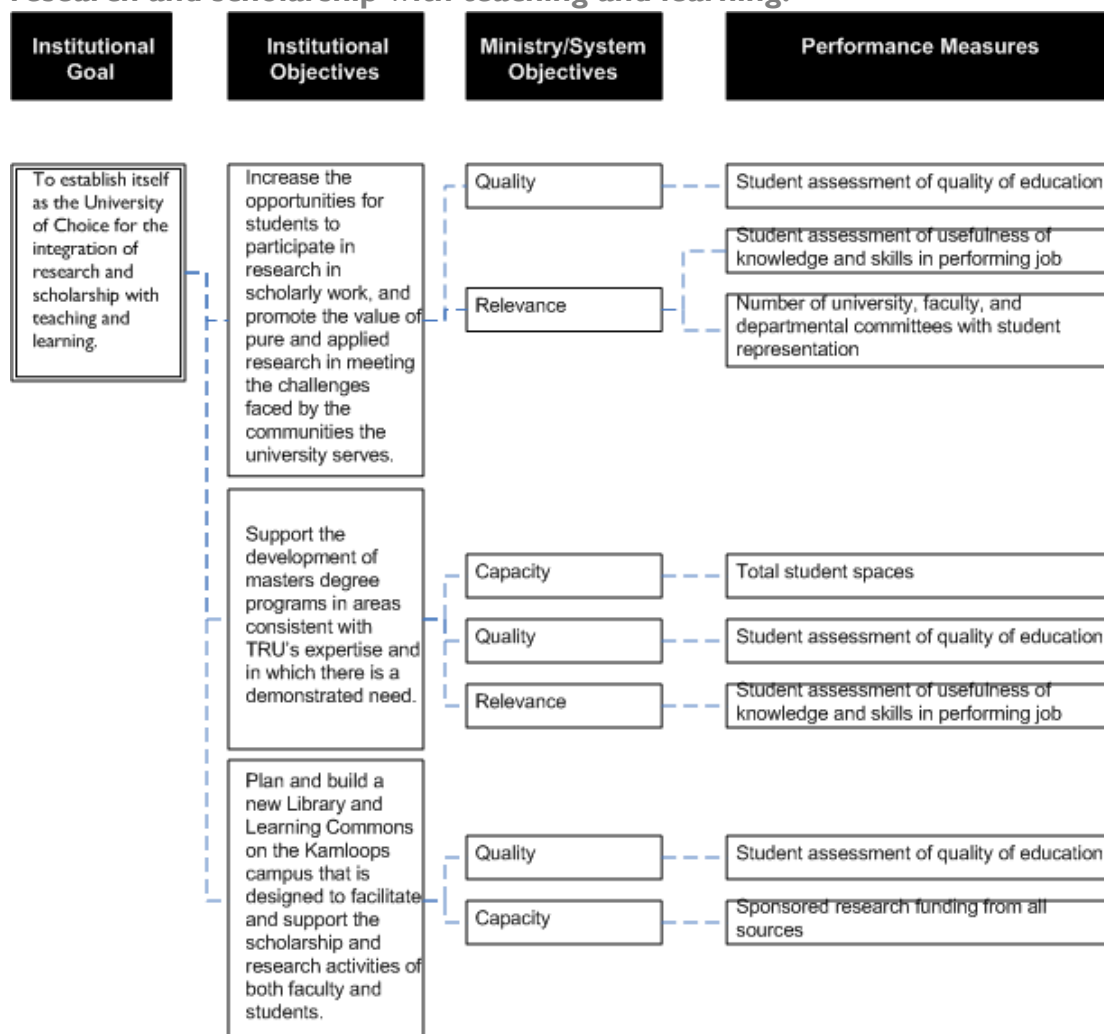
2007/08-2009/10 Goals and Objectives

With the new strategic plan as a guiding framework, the 2007/08-2009/10 goals for TRU include the seven goals outlined in the strategic plan document. Specific objectives are aligned with Ministry strategic objectives:

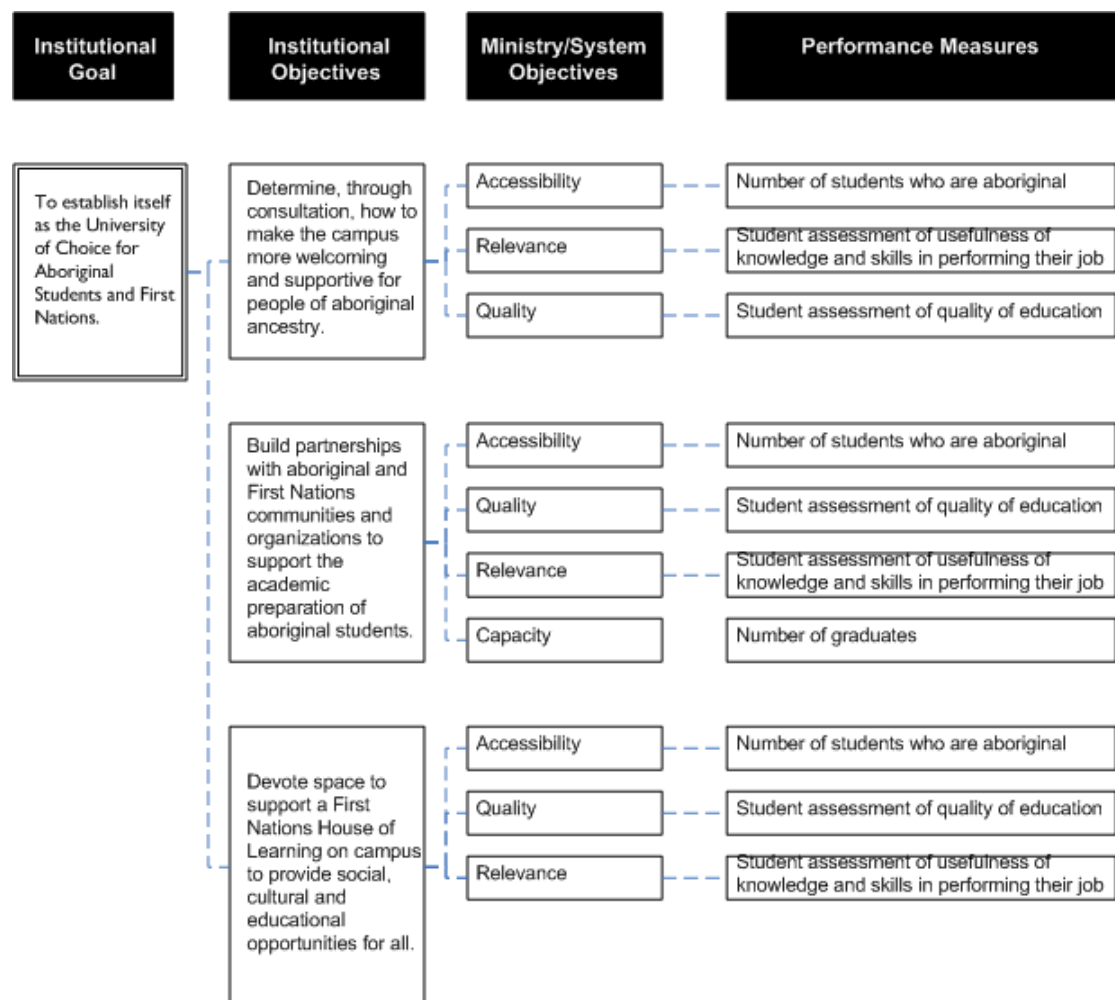
Goal: To establish itself as the University of Choice for Student Engagement



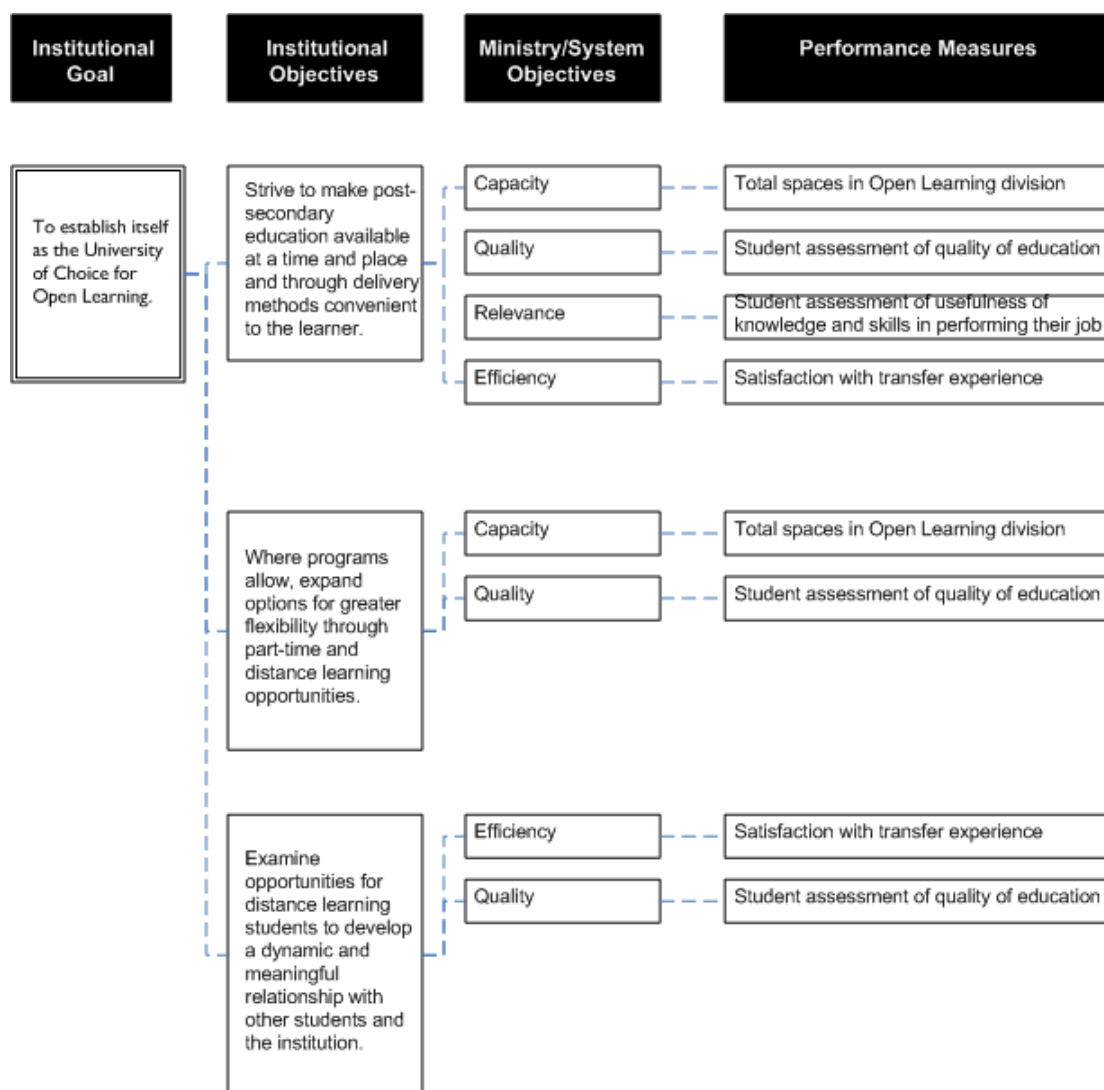
Goal: To establish itself as the University of Choice for the integration of research and scholarship with teaching and learning.



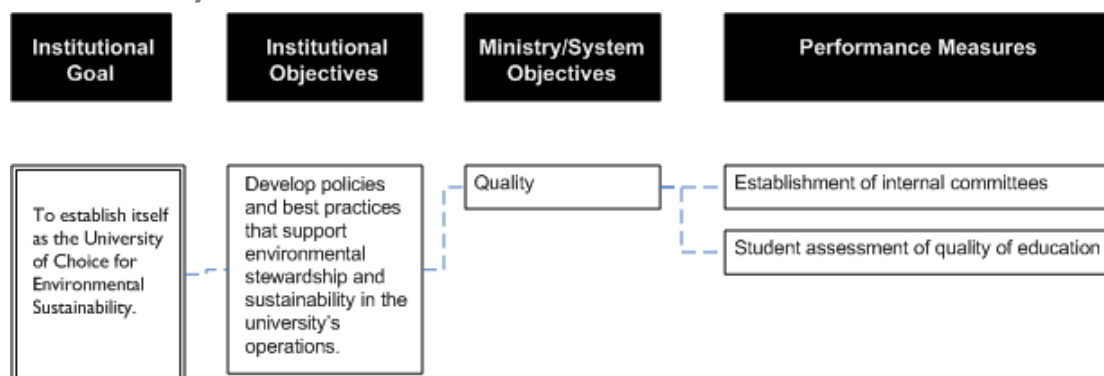
GOAL: To establish itself as the University of Choice for Aboriginal Students and First Nations.



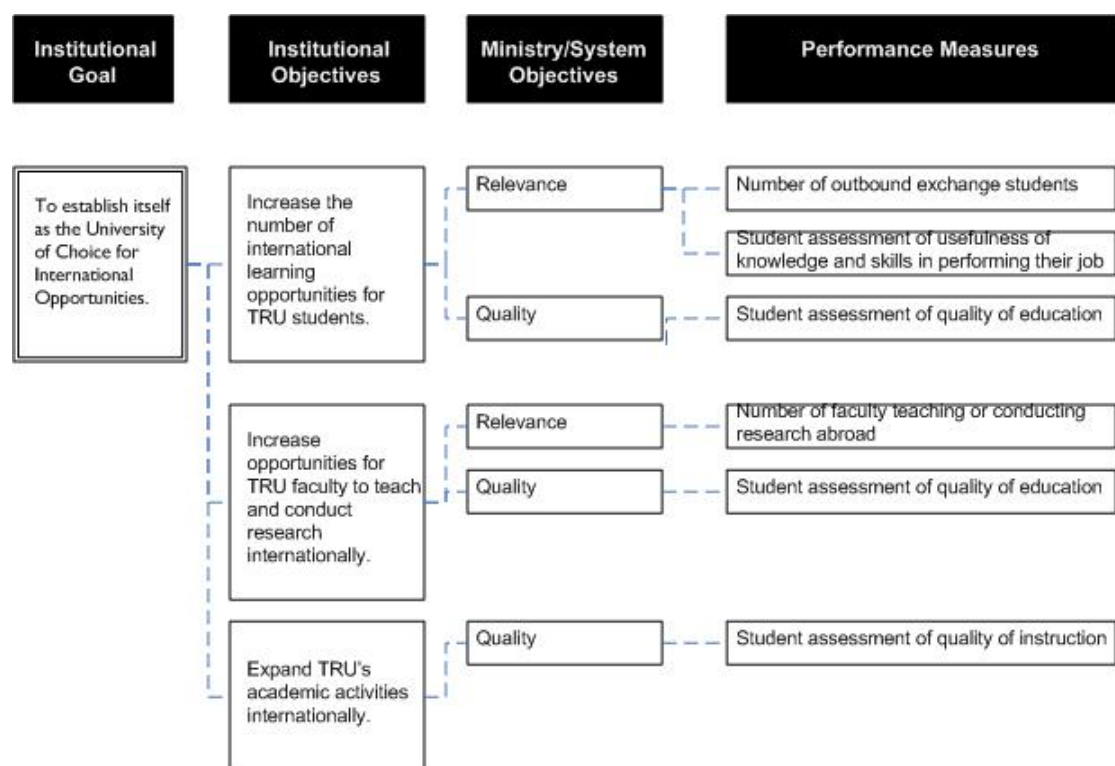
GOAL: To establish itself as the University of Choice for Open Learning.



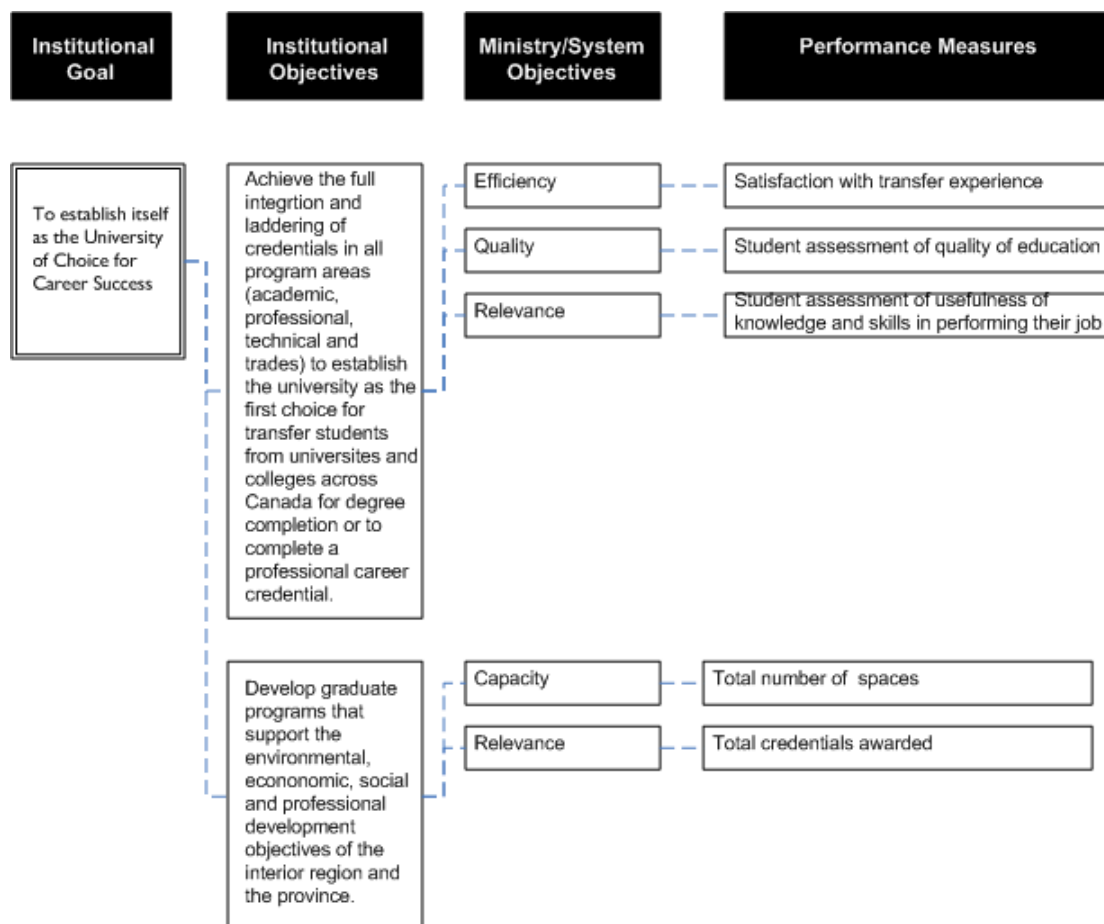
GOAL: To establish itself as the University of Choice for Environmental Sustainability.



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



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



2006-07 Performance Measures Results

Student Spaces

TRU's 2006/07 *total spaces* target was substantively achieved; however, it must be noted that in addition to the AVED program FTEs, we delivered 1,238 trades and apprenticeship FTEs and 1,126 international FTEs. The growth in international activity has significant impact in the Kamloops region both on the economy and the cultural diversity of the region.

As remarked in last year's report, developmental activity continues to be an area the institution is closely monitoring. An awareness campaign is being planned to raise knowledge within the community of the developmental programming opportunities that exist at TRU. Although the FTE recalibration exercise set the developmental FTE target at a lower level, this area continues to be affected by external forces. Developmental activity funding and access to programs in this area are relatively susceptible to government policy changes; these changes combined with an active labour market continue to impact enrolments in this area. In addition to domestic FTEs, there were 247 International developmental FTEs delivered in the 06/07 year.

Aboriginal Participation

Because the number of Aboriginal students at any institution is based on a self-reported measure, accurate reporting continues to be a challenge. Whereas overall participation appears to have decreased by 1.5% in TRU's Face to Face operation over the last year, an internal analysis reveals that the decline in participation has occurred mainly in the developmental program area - an area that has been in decline as a whole. Conversely, this analysis shows an increase in aboriginal student participation in baccalaureate programs at TRU.

As demographic and economic factors continue to shift TRU's landscape, It is TRU's intention to closely monitor the change in the Aboriginal student population under the overarching context of the Aboriginal Service Plan.

Sponsored Research Dollars

The data used for this performance measure is from 2004/05, which does not represent where TRU is at presently in terms of sponsored research funding. There

was a dip from 2003/04 levels in 04/05; however, the sponsored research funding levels have subsequently increased.

Summer Activity

The proportion of activity between May and August has been gradually increasing thus contributing to the system's target. Summer is a vibrant period at the TRU campus in Kamloops with camps and community-related activities occurring simultaneously with academic programming. TRU Wolfpack sport camps, Eureka Science camp, Music camps as well as large sporting events and hosting conferences contribute to a high level of utilization of the facilities. A considerable amount of international activity also occurs during this period. However, it is not reflected in our performance measures.

Former Student Outcomes

TRU is highly committed to student satisfaction. Baccalaureate Graduate Survey (BGS) results and Student Outcomes (CISO) survey results continue to be closely scrutinized. These two equally important barometers of student satisfaction measure two distinct groups: the CISO project contacts former students (graduates and leavers) of certificate, diploma and associate degree programs nine to 18 months after leaving their program, whereas the BGS contacts graduates of baccalaureate programs two and five years after graduation.

The difference in survey parameters (in particular, the lapse of time between leaving the institution and time of contact) likely makes a difference in satisfaction scores. Similarly, there are expected differences in satisfaction with the institution and outcomes in general between graduates and those who did not achieve a credential; further, there exist differences in some specific skills between the results of the two groups. This has been an area of special interest and analysis internally. We seek a more thorough understanding of the causes of those differences in outcomes skill gains to formulate strategies for their improvement.

A number of programs and services have been put in place to facilitate the engagement and satisfaction of current and former students. In addition, TRU has developed a number of internal Key Performance Indicators, which include student satisfaction as well as engagement measures, and are included in Appendix IV.

Performance Results (TRU Face to Face)

Performance Measure	Actual	Target	Actual	Target Assessment
	2005/06	2006/07	2006/07	2006/07
Student spaces in public institutions	Data from 2005/06 Fiscal Year		Data from 2006/07 Fiscal Year	
i. Total Student Spaces	5,264	5,400	5,080	Substantively Achieved
ii. Student spaces in computer science, electrical and computer engineering	47	45	41	Substantively Achieved
iii. Student spaces in nursing and other allied health programs	653	547	612	Exceeded
Total credentials awarded²	Data from 2004/05 Academic Year		Data from 2005/06 Academic Year	
	1,599	1,655	1,749	Achieved
Number and percent of public post-secondary students that are Aboriginal	Data from 2004/05 Academic Year	Data from 2004/05 Academic Year	Data from 2005/06 Academic Year	
Total number (#)	1,561	≥ 1561	1,330	Not Achieved
Percent (%)	11.4%	≥ 11.4%	9.9%	Not Achieved
Student spaces in developmental programs	478	656 ³	Data not yet available ¹	Not Achieved
Former Diploma, Certificate, and Associate Degree student assessment of quality of education	No Historical Data Available ⁴		2006 CISO Survey Data	
Satisfaction with Education(%)		≥ 90%	94.3% (+/- 1.1)	Achieved
Skill Development (avg. %)		≥ 85%	81.1% (+/- 2.2)	Substantively Achieved
Written Communication		n/a	74.5% (+/- 2.7)	n/a
Oral Communication			75.4% (+/- 2.7)	
Group Collaboration			84.1% (+/- 1.9)	
Critical Analysis			86.6% (+/- 1.7)	
Problem Resolution			79.3% (+/- 2.1)	

Reading and Comprehension			81.9% (+/- 2.5)	
Learn on your own			86.0% (+/- 1.8)	
Baccalaureate graduate assessment of quality of education	2005 BGS Survey Data		2006 BGS Survey Data	
Satisfaction with Education(%)	97.3% (+/- 1.5)	≥ 90%	98.2% (+/- 1.2)	Achieved
Skill Development (avg. %)	89.1% (+/- 3.1)	≥ 85%	87.3% (+/- 3.2)	Achieved
Written Communication	89.7% (+/- 3.0)	n/a	89.4% (+/- 3.0)	n/a
Oral Communication	89.8% (+/- 2.9)		90.4% (+/- 2.8)	
Group Collaboration	87.2% (+/- 3.3)		83.2% (+/- 3.5)	
Critical Analysis	91.2% (+/- 2.8)		89.1% (+/- 2.9)	
Problem Resolution	79.1% (+/- 4.0)		79.3% (+/- 3.9)	
Reading and Comprehension	93.3% (+/- 2.5)		88.0% (+/- 3.1)	
Learn on your own	93.2% (+/- 2.6)		91.9% (+/- 2.6)	
Former Diploma, Certificate, and Associate Degree student outcomes – unemployment rate	No Historical Data Available ⁴		2006 CISO Survey Data	
		≤ 7.6% ⁵	6.8%	Exceeded
Baccalaureate graduate outcomes – unemployment rate	2005 BGS Survey Data		2006 BGS Survey Data	
	4.7%	≤ 7.6% ⁵	3.5%	Exceeded
Research Capacity	Data from 2003/04 Academic Year: (000\$)	Data from 2003/04 Academic Year: (000\$)	Data from 2004/05 Academic Year: (000\$)	
Sponsored research funding from all sources (000\$)	Total: \$1,751 Federal= \$750 Provincial= \$813 Other=\$188	Total: ≥\$1,751	Total: \$1,441 Federal= \$749 Provincial= \$153 Other=\$539	Not Achieved
Percent of annual education activity occurring between May and August	Data from 2004/05 Fiscal Year		Data from 2005/06 Fiscal Year	
	8.5%	Contribute toward achievement of system level target of 21%	8.9%	Contributed toward achievement of system level target of 21%

Former Diploma, Certificate, and Associate Degree student assessment of quality of instruction	No Historical Data Available ⁴		2006 CISO Survey Data	
		≥ 90%	81.3% (+/- 1.9)	Substantively Achieved
Baccalaureate graduate assessment of quality of instruction	2005 BGS Survey Data:		2006 BGS Survey Data:	
	98.2% (+/- 1.3)	≥ 90%	97.8% (+/- 1.4)	Achieved
Student satisfaction with transfer	No Historical Data Available ⁴		2006 CISO Survey Data	
<i>Sending %</i>		Contribute toward achievement of system level target ≥ 90%	83.3%	Contributed toward achievement of system level target ≥ 90%
<i>Receiving %</i>			92.1%	
Former Diploma, Certificate, and Associate Degree student assessment of usefulness of knowledge and skills in performing job	No Historical Data Available ⁴		2006 CISO Survey Data	
		≥ 90%	80.3% (+/- 2.6)	Substantively Achieved
Baccalaureate graduate assessment of usefulness of knowledge and skills in performing job	2005 BGS Survey Data		2006 BGS Survey Data	
	86.7% (+/- 3.9)	≥ 90%	92.5% (+/- 2.9)	Achieved

¹ Please provide 2006/07 Audited Actual FTEs, including utilization rates, and assess targets as follows: "exceeded" (> 110% utilization rate); "achieved" (100% - 109.99% utilization rate); "substantively achieved" (90% - 99.99% utilization rate); and "not achieved" (< 90% utilization rate).

² Annual performance is measured using a rolling three year average of the most recent academic years, e.g., the 2006/07 results are a three year average of the 2003/04, 2004/05 and 2005/06 academic years. Academic years start in September of one year and end in August of the next year.

³ Developmental target is no longer "maintain or increase", but has been revised to reflect the 2006/07 budget and accountability letter developmental FTE target (Attachment 2).

⁴ As of the 2006 survey year, baccalaureate graduates from all institutions are surveyed in the Baccalaureate Graduate Survey (BGS). In CISO 2005, former baccalaureate graduates from TRU were included in the survey cohort. Since data from CISO 2006 do not include former baccalaureate students, CISO 2005 data should not be compared to CISO 2006.

⁵ BC rate for those (age 18 to 29) with high school credentials or less (2006).

Performance Targets (TRU Face to Face)

Performance Measure	Performance Targets		
	2007/08	2008/09	2009/10
Student spaces in public institutions			
i. Total Student Spaces	5,455	5,455	5,455
ii. Student spaces in nursing and other allied health programs	599	599	599
Total credentials awarded ²	1,681	1,711	1,739
Number and percent of public post-secondary students that are Aboriginal			
Total number (#)	≥ 1,330	≥ previous year	≥ previous year
Percent (%)	≥ 9.9%		
Student spaces in developmental programs	656	656	656
Former Diploma, Certificate, and Associate Degree student assessment of quality of education			
Satisfaction with Education(%)	≥ 90%		
Skill Development (avg. %)	≥ 85%		
Written Communication	≥ 85%		
Oral Communication			
Group Collaboration			
Critical Analysis			
Problem Resolution			
Reading and Comprehension			
Learn on your own			

Performance Measure	Performance Targets		
	2007/08	2008/09	2009/10
Baccalaureate graduate assessment of quality of education			
Satisfaction with Education(%)	≥ 90%		
Skill Development (avg. %)	≥ 85%		
Written Communication	≥ 85%		
Oral Communication			
Group Collaboration			
Critical Analysis			
Problem Resolution			
Reading and Comprehension			
Learn on your own			
Former Diploma, Certificate, and Associate Degree student outcomes – unemployment rate	Maintain unemployment rate of former TRU students below rate for persons with high school credentials or less.		
Baccalaureate graduate outcomes – unemployment rate			
Research Capacity			
Sponsored research funding from all sources (000\$)	Total: ≥ \$1,441 Federal = \$7,494 Provincial = \$153 Other = \$539	≥ previous year	≥ previous year
Percent of annual education activity occurring between May and August	Contribute toward achievement of system target level of 21%		
Former Diploma, Certificate, and Associate Degree student assessment of quality of instruction	≥ 90%		
Baccalaureate graduate assessment of quality of instruction	≥ 90%		
Student satisfaction with transfer	Contribute toward achievement of system target level ≥ 90%		
Former Diploma, Certificate, and Associate Degree student assessment of usefulness of knowledge and skills in performing job	≥ 90%		
Baccalaureate graduate assessment of usefulness of knowledge and skills in performing job	≥ 90%		

Performance Results (TRU Open Learning)

Performance Measure	Actual	Target	Actual	Target Assessment
	2005/06	2006/07	2006/07	2006/07
Student spaces in public institutions	Data from 2005/06 Fiscal Year		Data from 2006/07 Fiscal Year	
i. Total Student Spaces	1,818	2,626	1,655	Not Achieved
iii. Student spaces in nursing and other allied health programs	71	138	76	Not Achieved
Total credentials awarded²	Data from 2004/05 Academic Year		Data from 2005/06 Academic Year	
	572	702	409	Not Achieved
Number and percent of public post-secondary students that are Aboriginal	Data from 2004/05 Academic Year	Data from 2004/05 Academic Year	Data from 2005/06 Academic Year	
Total number (#)	714	≥ 714	691	Substantively Achieved
Percent (%)	4.9%	≥ 4.9%	5.2%	Achieved
Student spaces in developmental programs	193	288 ³	181	Not Achieved
Former Diploma, Certificate, and Associate Degree student assessment of quality of education	No Historical Data Available ⁴		2006 CISO Survey Data	
Satisfaction with Education (%)		≥ 90%	91.6% (+/- 3.2)	Achieved
Skill Development (avg. %)		≥ 85%	75.5% (+/- 6.2)	Substantively Achieved
Written Communication		n/a	75.3% (+/- 5.8)	n/a
Oral Communication			60.4% (+/- 10.4)	
Group Collaboration			72.5% (+/- 7.6)	
Critical Analysis			80.4% (+/- 4.8)	
Problem Resolution			78.8% (+/- 5.5)	
Reading and Comprehension			78.6% (+/- 5.6)	
Learn on your own			82.6% (+/- 4.6)	

Former Diploma, Certificate, and Associate Degree student outcomes – unemployment rate	No Historical Data Available ⁴		2006 CISO Survey Data	
		≤ 7.6% ⁵	3.6%	Exceeded
Former Diploma, Certificate, and Associate Degree student assessment of quality of instruction	No Historical Data Available ⁴		2006 CISO Survey Data	
		≥ 90%	78.4% (+/- 5.3)	Substantively Achieved
Student satisfaction with transfer	No Historical Data Available ⁴		2006 CISO Survey Data	
Sending %		Contribute toward achievement of system level target ≥ 90%	80.0%	Contributed toward achievement of system level target ≥ 90%
Receiving %			100.0%	
Former Diploma, Certificate, and Associate Degree student assessment of usefulness of knowledge and skills in performing job	No Historical Data Available ⁴		2006 CISO Survey Data	
		≥ 90%	92.6 % (+/- 3.7)	Achieved

¹ Please provide 2006/07 Audited Actual FTEs, including utilization rates, and assess targets as follows: “exceeded” (> 110% utilization rate); “achieved” (100% - 109.99% utilization rate); “substantively achieved” (90% - 99.99% utilization rate); and “not achieved” (< 90% utilization rate).

² Annual performance is measured using a rolling three year average of the most recent academic years, e.g., the 2006/07 results are a three year average of the 2003/04, 2004/05 and 2005/06 academic years. Academic years start in September of one year and end in August of the next year.

³ Developmental target is no longer "maintain or increase", but has been revised to reflect the 2006/07 budget and accountability letter developmental FTE target (Attachment 2).

⁴ As of the 2006 survey year, baccalaureate graduates from all institutions are surveyed in the Baccalaureate Graduate Survey (BGS). In CISO 2005, former baccalaureate graduates from TRU were included in the survey cohort. Since data from CISO 2006 do not include former baccalaureate students, CISO 2005 data should not be compared to CISO 2006.

Performance Targets (TRU Open Learning)

Performance Measure	Performance Targets		
	2007/08	2008/09	2009/10
Student spaces in public institutions			
i. Total Student Spaces	2,610	2,594	2,578
ii. Student spaces in nursing and other allied health programs	138	138	138
Total credentials awarded ²	695	688	670
Number and percent of public post-secondary students that are Aboriginal			
Total number (#)	≥ 691	≥ previous year	≥ previous year
Percent (%)	≥ 5.2%		
Student spaces in developmental programs	288	288	288
Former Diploma, Certificate, and Associate Degree student assessment of quality of education			
Satisfaction with Education(%)	≥ 90%		
Skill Development (avg. %)	≥ 85%		
Written Communication	≥ 85%		
Oral Communication			
Group Collaboration			
Critical Analysis			
Problem Resolution			
Reading and Comprehension			
Learn on your own			

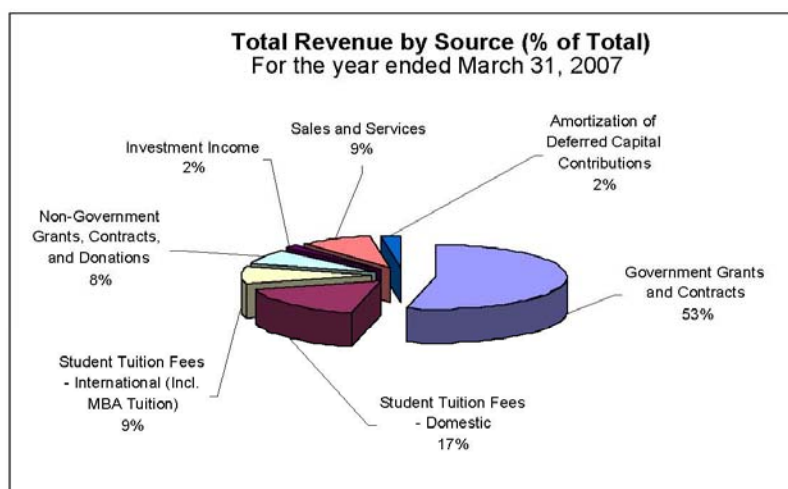
Performance Measure	Performance Targets		
	2007/08	2008/09	2009/10
Baccalaureate graduate assessment of quality of education			
<i>Satisfaction with Education(%)</i>	≥ 90%		
<i>Skill Development (avg. %)</i>	≥ 85%		
<i>Written Communication</i>	≥ 85%		
<i>Oral Communication</i>			
<i>Group Collaboration</i>			
<i>Critical Analysis</i>			
<i>Problem Resolution</i>			
<i>Reading and Comprehension</i>			
<i>Learn on your own</i>			
Former Diploma, Certificate, and Associate Degree student outcomes – unemployment rate	Maintain unemployment rate of former TRU students below rate for persons with high school credentials or less.		
Baccalaureate graduate outcomes – unemployment rate			
Research Capacity			
<i>Sponsored research funding from all sources (000\$)</i>	Total: ≥ \$1,441 Federal = \$7,494 Provincial = \$153 Other = \$539	≥ previous year	≥ previous Year
Percent of annual education activity occurring between May and August	Contribute toward achievement of system target level of 21%		
Former Diploma, Certificate, and Associate Degree student assessment of quality of instruction	≥ 90%		
Baccalaureate graduate assessment of quality of instruction	≥ 90%		
Student satisfaction with transfer	Contribute toward achievement of system target level ≥ 90%		
Former Diploma, Certificate, and Associate Degree student assessment of usefulness of knowledge and skills in performing job	≥ 90%		
Baccalaureate graduate assessment of usefulness of knowledge and skills in performing job	≥ 90%		

Summary Financial Report 2006/07

CONSOLIDATED FINANCIAL STATEMENTS

Consolidated Statement of Operations - Revenue

Consolidated revenue for the twelve months ended March 31, 2007 totalled \$130.6 million, an increase of \$4 million from the previous year. Consolidated revenues come from a variety of sources as illustrated below:



Revenues (in millions)	2007	2006	2005
Government Grants and Contracts	69.9	72.0	53.2
Student Tuition Fees - Domestic	22.7	22.0	17.9
Student Tuition Fees - International (Incl. MBA Tuition)	11.2	9.6	8.8
Non-Government Grants, Contracts, and Donations	9.9	9.3	6.1
Investment Income	2.0	1.6	1.2
Sales and Services	11.8	9.0	6.4
Amortization of Deferred Capital Contributions	3.1	3.1	2.9
Total	130.6	126.6	96.5

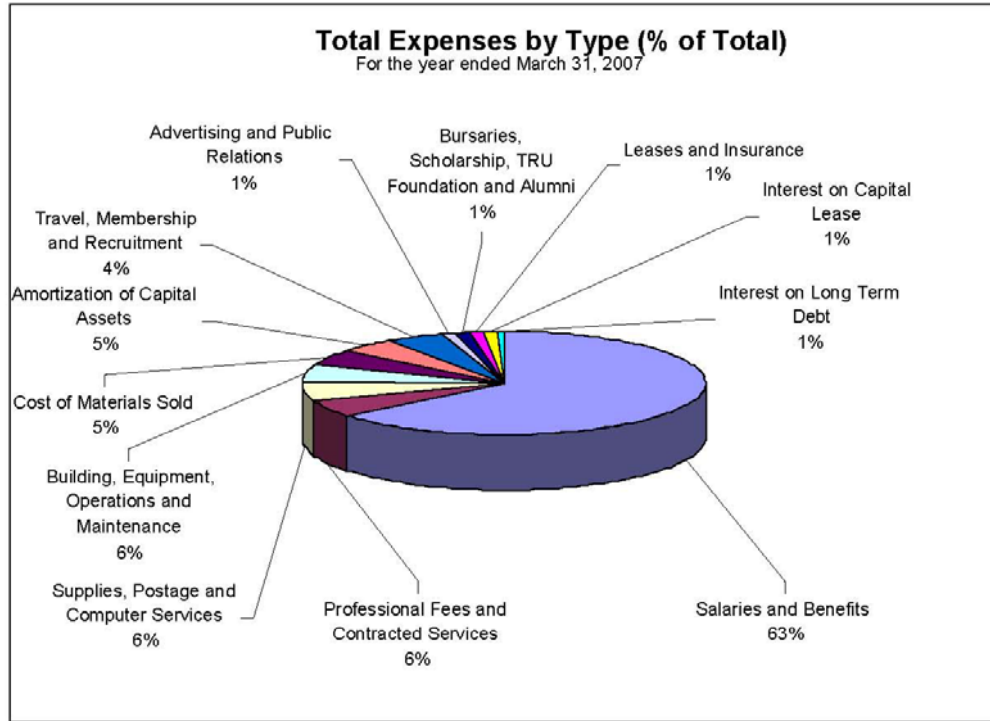
Highlights

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

- Government grants decreased in 2007 by \$2.1 million mainly from the “lump sum” signing bonus being funded in 2006.
- Tuition revenue increased by \$2.3 million mainly from international activities, the 2% adjustment to tuition fees and graduate programs.
- Sales and services increased by \$2.8 million with the inclusion of the new residence and parking as part of ancillary services.

Consolidated Statement of Operations – Expenses

Consolidated expenses for the twelve months ended March 31, 2007 increased by \$3.7 million from the previous year to \$124.9 million.



Expenses (in millions)	2007	2006
Salaries and Benefits	80.0	79.6
Professional Fees and Contracted Services	7.1	6.7
Supplies, Postage and Computer Services	7.0	6.6
Building, Equipment, Operations and Maintenance	6.9	6.8
Cost of Materials Sold	6.2	5.8
Amortization of Capital Assets	5.7	5.7
Travel, Membership and Recruitment	5.6	5.0
Advertising and Public Relations	1.5	1.5
Bursaries, Scholarship, TRU Foundation and Alumni	1.5	1.4
Leases and Insurance	1.4	1.3
Interest on Capital Lease	1.2	-
Interest on Long Term Debt	0.8	0.8
Total	124.9	121.2

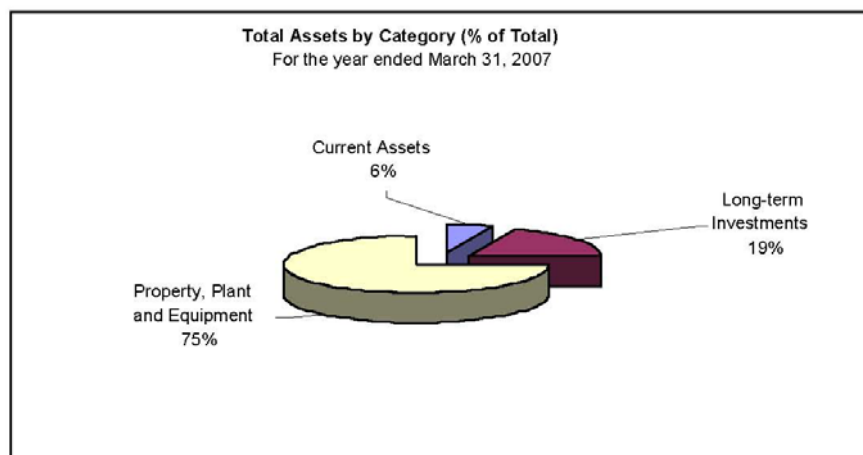
Highlights

The majority of the increase in expenses results from:

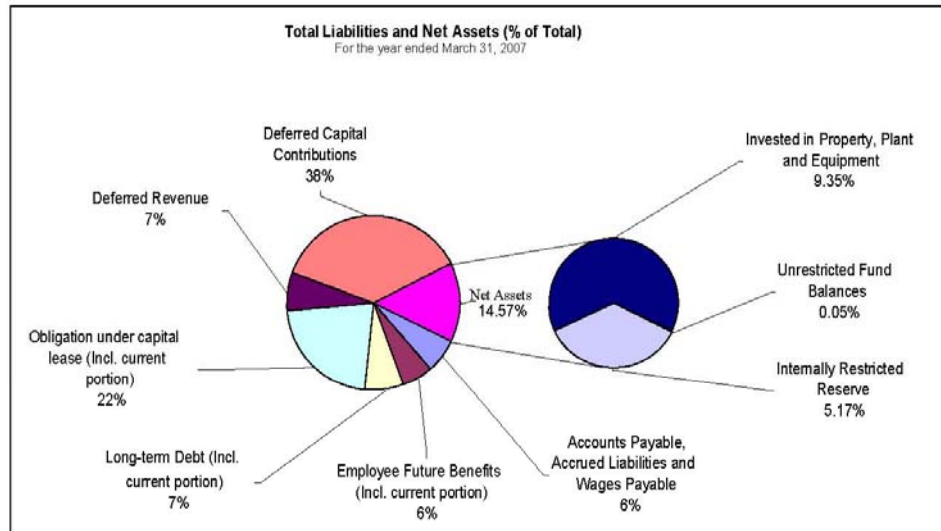
- Debt financing costs associated with the residence (capital lease).
- International activities have increased with a corresponding increase in professional fees paid to agents and international contracts.

Consolidated Statement of Financial Position

Assets total \$189.4 million while liabilities and deferred contributions total \$161.8 million, leaving a net asset balance of \$27.6 million dollars. This balance is invested in Capital Assets (\$17.7 million), Unrestricted Fund Balance (\$0.1 million) and Internally Restricted Reserves (\$9.8 million).



Assets (in millions)	2007	2006
Current Assets	11.2	17.6
Long-term Investments	35.9	28.9
Property, Plant and Equipment	142.3	113.8
Total	189.4	160.3



Liabilities and Net Assets (in millions)

2007 2006

Liabilities:

Accounts Payable, Accrued Liabilities and Wages Payable	12.1	16.5
Employee Future Benefits (Incl. current portion)	11.2	10.4
Long-term Debt (Incl. current portion)	12.9	13.7
Obligation under capital lease (Incl. current portion)	41.8	25.9
Deferred Revenue	13.7	11.5
Deferred Capital Contributions	70.1	60.4

Net Assets:

Unrestricted Fund Balances	0.1	1.3
Internally Restricted Reserve	9.8	6.9
Invested in Property, Plant and Equipment	17.7	13.7

Total	189.4	160.3
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Highlights

The majority of the change in financial position results from:

- The net increase in investments of \$3.8M, decrease in accounts receivable of \$4.1M (\$4.1M – “lump sum” signing bonus), year end timing for wages and accounts payable of \$4.3M (\$4.1M – “lump sum” signing bonus), the increase in deferred revenue of \$2.3M and deferred capital contributions of \$9.7M.
- Increase in internally restricted reserves results from the establishment of faculty and departmental carry-forwards of \$2.3 million in 2007.
- The increase in property, plant and equipment of \$28.6M. The major contributor was the new student residences, construction of Williams Lake Campus and BCCOL Building.

DESIGNATED, SPECIFIC PURPOSES AND SPONSORED RESEARCH FUND

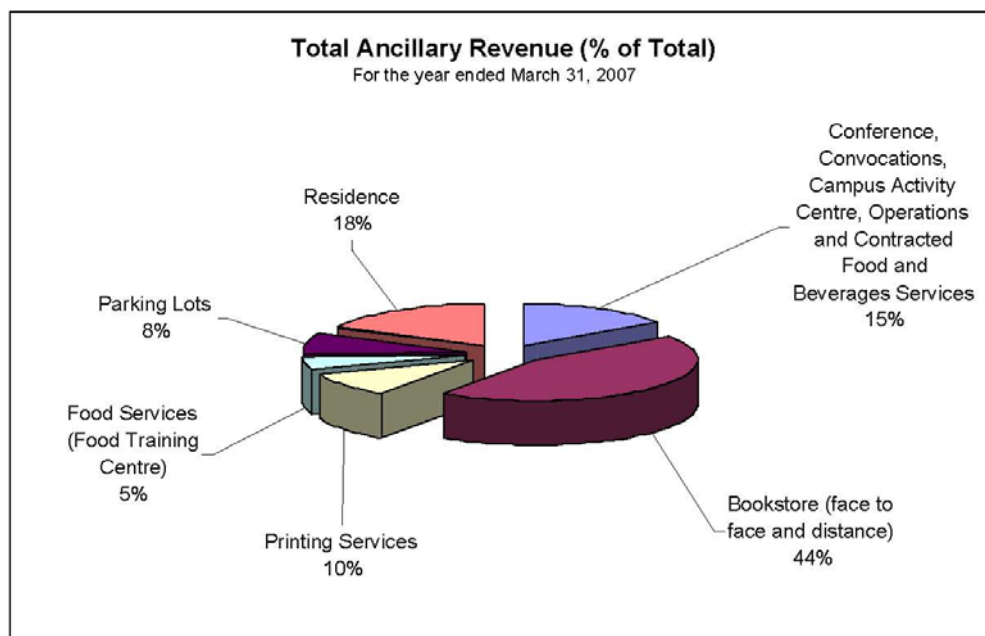
The Designated, Specific Purpose and Sponsored Research fund(s) are primarily restricted by external sponsoring agencies and the Board of Governors. Internally restricted funds as designated by the Board, may be unrestricted by the Board at their discretion.

The major categories of Specific Purpose Funds include: Comprehensive University Enhancement Fund, Library Building Fund, Staff Professional Development Trusts, including Scholarly Activity, and Sabbatical Leave Fund (phased out in 2007/08), Computer Leasing (computer labs), and Student Financial Assistance Programs. Unused funds that are externally restricted appear as deferred contributions on the balance sheet, while internally restricted unused funds flow through to the income statement. During the past year this fund accommodated 145 specific purpose project activities.

Sponsored Research consists of a mix of internally and externally restricted funds. The majority of funds are restricted to research use only as established by the grantor. Unused funds that are externally restricted appear as deferred contributions on the balance sheet. In 2006/07 fiscal year there were 118 active research projects undertaken at TRU with research grants in a variety of disciplines, representing \$2.2 million in sponsored research expenditures.

ANCILLARY ENTERPRISES

Ancillary enterprises provide goods and services to the University community - Bookstore, Food Services (Food Training Centre), commissions from contracted food and beverage services, conference and convention activities, Residence and Conference Centre, and Print Shop. Their products and services are priced to generate sufficient revenues to cover operating expenses and debt service payments and in certain cases to create sufficient reserves for reinvestment in the business to ensure long term financial viability. These reserves are designated as internally restricted.



Ancillary Revenues (in millions)	2007	2006
Conference, Convocations, Campus Activity Centre, Operations and Contracted Food and Beverages Services	1.8	1.7
Bookstore (face to face and distance)	5.2	5.7
Printing Services	1.2	1.1
Food Services (Food Training Centre)	0.6	0.5
Parking Lots	0.9	n/a
Residence	2.1	n/a
Total	11.8	9.0

Starting 2006/07 Ancillary Services includes Parking Services and the new Student Residence

CAPITAL PROJECTS

The University currently has one uncompleted capital project underway. The BCCOL Building has budgeted cost of \$11.75M, of which approximately \$407,000 was unspent but committed at the year end.

The following table provides a high level overview of the major construction activities underway in 2006/07 fiscal.

Project Name	Description	Board Approved Budget (\$million)
B.C. Centre for Open Learning (BCCOL)	3,732 square metres Accommodate – Information technology Services, Instructional Design, OL Academic Services, OL Registrar Services Occupancy – April 2007	Budget - \$11.75M AVED financed \$11.3M TRU – OL financed \$.55M
Warehouse / Distribution Centre	1,385 square metres Accommodate – Purchasing, Warehouse, Distribution Centre, Stores Occupancy – August 2006	Budget - \$3.8M Ministry financed
Student Residence	20,387 square metres 11 storeys Accommodate - <ul style="list-style-type: none"> Total 588 beds Lounges, lockers, kitchens, common rooms, etc. TRU will provide oversight and be actively involved in campus life Occupancy – 9 Floors – August 25/06, remaining two floors November 1/06	Budget - \$44.75M Developer financed and managed
Williams Lake New Campus	6,692 square metres Accommodate – All programs in one location Occupancy – January 2007	Budget - \$15.5M Ministry financed \$12M TRU financed \$3.5M

Summary Financial Outlook: 2007/08

The following table provides the 2007/08 -2009/10 financial outlook for TRU.

Draft - for discussion purposes only
Thompson Rivers University
Operating Fund Budget of Revenues and Expenditures
For the Fiscal Years from 2006/07 to 2009/2010
Schedule 1

	2009/10 Budget	2008/09 Budget	2007/08 Budget	2006/07 Budget
FTE's				
AVED	8033	8049	8065	8293
Industry Training	918	918	918	918
Rev/Expenditure Category				
Government Allocations				
AVED Block Grant	63,604,699	61,573,754	59,359,057	58,147,450
ITA Funding	4,942,000	4,942,000	4,942,000	4,942,000
Leases	0	0	0	450,420
Government Allocations Total	68,546,699	66,515,754	64,301,057	63,539,870
Tuition and Other Revenue				
Tuition - Credit Programming	14,790,000	14,500,000	14,159,933	13,943,833
Tuition - Career Technical	4,080,000	4,000,000	3,858,109	3,782,460
Other Revenues	3,320,000	3,100,000	3,079,817	3,590,136
Investment Revenue	1,900,000	1,850,000	1,800,000	1,600,000
TRU World	14,900,000	14,600,000	14,288,138	12,892,934
TRU World Summer School	500,000	500,000	500,000	538,704
Summer School Tuition - Domestic	440,000	440,000	439,836	431,211
Continuing Studies	5,000,000	5,000,000	5,000,000	4,750,000
Tuition and Other Revenue Total	44,930,000	43,990,000	43,125,833	41,529,278
Total Revenue	113,476,699	110,505,754	107,426,890	105,069,148
Revenue Transfers (Block)				
International Building Reserve	1,600,000	1,600,000	1,565,100	1,687,431
Grant Transfer	1,850,000	1,850,000	1,844,878	2,137,878
Revenue Transfers (Block) Total	3,450,000	3,450,000	3,409,978	3,825,309
Expenditures				
Divisional Operating	90,000,000	87,500,000	85,327,879	83,247,985
Equipment Related	950,000	950,000	950,000	950,000
TRU World - Operations	7,500,000	7,300,000	7,155,240	5,946,451
TRU World - Instructions	5,800,000	5,700,000	5,617,798	5,381,090
TRU World - Instructions (Summer School)	450,000	450,000	450,000	416,667
Summer School	360,000	360,000	361,115	333,333
Continuing Studies	4,755,000	4,755,000	4,755,000	4,550,000
Expenditures Total	109,815,000	107,015,000	104,617,032	100,825,526
Reserves				
Budgeted Contingency - Institutional	1,700,000	1,500,000	736,529	418,313
Excess (Deficiency) of Revenues over Expenditures	(1,488,301)	(1,459,246)	(1,336,649)	(0)

Appendix I: Multi Year Level Plan

TRU Face to Face

	Actual FTE		Planned Enrolment			Projected Change
	2005/06	2006/07	2007/08	2008/09	2009/10	2006/07 to 2009/10 (%)
TRU FACE TO FACE						
Developmental/Qualifying (1)	478	431	431	431	431	-
Undergraduate (Years 1 to 4) (2)	4,766	4,617	4,665	4,665	4,665	1.0%
Graduate (3)	20	32	35	35	40	25.0%
International Education (4)	903	949	1,009	1,035	1,058	11.5%
Industry Training Trades	1,219	1,248	1,248	1,248	1,248	-
TRU Face-to-face Total FTE	7,386	7,277	7,388	7,414	7,442	2.3%
TRU Face-to-face AVED FTE Target (5)	5,532	5,400	5,455	5,455	5,455	1.0%
TRU Face-to-face AVED FTEs (6)	5,264	5,080	5,131	5,131	5,136	1.1%
TRU Face-to-face Utilization (%)	95.2%	94.1%	94.1%	94.1%	94.2%	n/a

TRU Open Learning

	Actual FTE		Planned Enrolment			Projected change
	2005/06	2006/07	2007/08	2008/09	2009/10	2006/07 to 2009/10 (%)
TRU - OPEN LEARNING						
Open Learning Division- all levels	1,818	1,654	1,654	1,819	2,001	21.0%
Open Learning International Education	48	44	44	44	44	-
TRU OL Total FTE	1,866	1,698	1,698	1,863	2,045	20.4%
TRU OL AVED FTE Target (5)	2,641	2,626	2,610	2,594	2,594	-1.2%
TRU OL AVED FTEs (6)	1,818	1,654	1,654	1,819	2,001	21.0%
TRU OL Utilization (%)	68.8%	63.0%	63.4%	70.1%	77.1%	n/a

TRU Totals

TRU TOTAL	Actual FTE		Planned Enrolment			Projected change
	2005/06	2006/07	2007/08	2008/09	2009/10	2006/07 to 2009/10 (%)
Total TRU FTE	9,252	8,975	9,086	9,277	9,487	5.7%
Total TRU AVED FTE Target (5)	8,173	8,026	8,065	8,049	8,033	0.1%
Total TRU AVED FTEs (6)	7,082	6,734	6,785	6,950	7,137	6.0%
Total TRU Utilization (%)	86.7%	83.9%	84.1%	86.3%	88.8%	n/a

Notes:

1. Includes ABE, ESL and any Math or English intended to bring student skills to college level delivered to domestic students.
2. Undergraduate includes college level certificates and diplomas not reported under Industry Training Trades.
3. Graduate programs represent programs leading to a masters degree, doctoral degree or other graduate-level credential.
4. **Optional for all institutions.** Actuals and projections include 'on campus' activity only
5. AVED FTE Target does not include Industry Training Authority FTEs.
6. AVED Actual FTEs as reported in audited FTE reports. Student FTE calculation for colleges, university colleges and institutes is based upon most current AVED definitions and guidelines (for institutions contributing to the Post-Secondary Central Data Warehouse, 2006/07 FTEs have been calculated using the 2005 Student FTE Enrolment Reporting Manual). Does not include Industry Training Authority FTEs.

Appendix II: Contact Hour Activity Report

TRU CONTACT HOUR ACTIVITY REPORT

Table A: Contact Hour Activity for Fiscal Year 2006/07								
Campus Name	Activity Delivered "Onsite" SCH/CHE ¹				"Offsite" Activity SCH/CHE ²			
	Domestic Students		International Students		Domestic Students		International Students	
	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen
Kamloops	3,319,830	256,488	575,263	1,338	19,597		38,002	
Williams Lake	177,037	19,642						
TOTAL	3,496,867	276,130	575,263	1,338	19,597		38,002	

Table B: Reconciliation for Fiscal Year 2006/07 ³			
Categorization of Activity	Domestic Students		TOTAL
	Conventional Activity SCH ⁴	Non-Conventional Activity CHE ⁵	
AVED	1,961,552	1,384,656	3,346,208
ITA Foundation & HS	250,140		250,140
ITA – Apprenticeship	261,212		261,212
Other Activity			
TOTAL	2,472,904	1,384,656	3,857,560

Table C: Summer Usage May 2006 to August 2006 (OnSite Only)	
Categorization of Activity	Conventional Activity (SCH)
Domestic Students	476,047
International Students	81,009
TOTAL	557,056

Table B and C are for institutional totals (all locations). Do not report these tables by individual campus.

DEFINITIONS FOR CONTACT HOUR ACTIVITY

¹ SCH/CHE: The Student Contact Hour (SCH) is a traditional measure dependent on an instructor's presence and a student's physical location, a CHE is independent of delivery mode and does not require an instructor to be physically in the same location as the student. For example, a business class that was normally taught in a conventional manner in a classroom might

A Course Hour Equivalent (CHE), also called Contact Hour Equivalent, is defined as equivalent to one hour of scheduled class time. A CHE is a means of recognizing an amount of educational activity comparable to a conventional Student Contact Hour (SCH), but not specific to a mode of delivery.

² Offsite activity should include instruction delivered offsite as well as training to employees at worksites and training at rented/donated locations. Also included should be distance education, on-line, PLAR and other "non-conventional" activity.

³ Please ensure the Domestic Student Totals in Table B are equivalent to the totals represented by your Audited FTEs (or footnote difference).

⁴ Conventional Activity:

Activity that revolves around a structured classroom setting with an instructor presenting materials to students based on one or more of the following styles of presentation: classroom contact; open laboratories/shops; clinical settings; practicum settings.

⁵ Non-Conventional Activity:

Activity that is not classroom dependent or individual students may proceed at their own pace. Non-conventional programs incorporate the following principal components: distance education; individual instruction; self-paced learning; directed study; work experience; co-operative participation. This activity should be measured by CHE that is based on the classroom instruction hours that would have been required if the activity were based on conventional delivery. This facilitates comparison to other similar conventional courses.

Appendix III: University Senate 2006 Summary

Thompson Rivers University Senate¹ Summary of Activities

January 1—December 31, 2006



► Senate Responsibilities

The powers and duties of the Senate are outlined in the Thompson Rivers University Act. In summary, the management of the academic matters such as educational policies, criteria and curriculum are vested in the Senate.

► Meetings

The Senate meetings were held on the fourth Monday of each month, including two additional special purpose meetings. The inaugural meeting of the Senate was held on January 23, 2006. The Chair of Senate is the President and Vice-Chancellor Roger Barnsley, as defined by the Thompson Rivers University Act. The Vice-Chair position was determined by an election process, whereby Katherine Sutherland was appointed for a one year term. During the summer months, Senate established a Summer Executive Committee to deal with urgent matters with the understanding that all actions be reported to the entire membership.

¹ "Senate" refers to the university council as established under section 8(1) of the Thompson Rivers University Act.

► Membership

The Senate was comprised of the following members:

Name	Term
Nancy Greene Raine, Chancellor.....	on-going
Roger Barnsley	
President and Vice-Chancellor, Chair of Senate.....	on-going
Mark Evered	
Provost and Vice-President, Academic.....	on-going
Nancy Levesque, Library Director.....	on-going
Dennis Mayberry, Registrar.....	on-going
Cathy Ferguson, Alumni Member.....	Dec. 2008
Colin James, Associate Vice-President, Open Learning.....	on-going

Educational Administrators

Helen Allen/Grant Larson	
School of Social Work & Human Service.....	on-going
Susan Duncan, School of Nursing.....	on-going
Ralph Finch, School of Trades & Technology.....	on-going
Kathryn McNaughton, School of Education.....	on-going
Don Noakes	
School of Advanced Technologies & Mathematics.....	on-going
Larry Prins, Faculty of Science.....	on-going
Susie Safford, Division of Student Development.....	on-going
Ulrich Scheck, Faculty of Arts.....	on-going
David Twynam, School of Tourism.....	on-going
Murray Young, School of Business & Economics.....	on-going

Two Faculty Members of Each Academic Unit

Bruce Baugh, Faculty of Arts.....	Dec. 2008
Katherine Sutherland	
Faculty of Arts, Vice-Chair of Senate.....	Dec. 2008
Bryan Daly, Faculty of Science.....	Dec. 2008
Donald Nelson, Faculty of Science.....	Dec. 2008
Dennis Acreman	
School of Advanced Technologies & Mathematics.....	Dec. 2008
Wayne Babinchuk	
School of Advanced Technologies & Mathematics.....	Dec. 2008

Name	Term
Warveni Jap, School of Business & Economics.....	Dec. 2008
Peter Tsigaris, School of Business & Economics.....	Dec. 2008
Jack Miller, School of Education.....	Dec. 2008
Laura Doan, School of Education.....	Dec. 2008
Penny Powers, School of Nursing.....	Dec. 2008
Sharon Simpson, School of Nursing.....	Dec. 2008
Mary Harber	
School of Social Work & Human Service.....	Dec. 2008
Christopher Walmsley	
School of Social Work & Human Service.....	Dec. 2008
Jon Heshka, School of Tourism.....	Dec. 2008
Ted Wykes, School of Tourism.....	Dec. 2008
Dennis Johnson, School of Trades & Technologies.....	Dec. 2008
Peter Poeschek, School of Trades & Technologies.....	Dec. 2008
Kathlyn Mitchell	
Division of Student Development.....	Dec. 2008
Iris Rich-McQuay	
Division of Student Development.....	Dec. 2008

4 Teaching Staff of the Open Learning Division

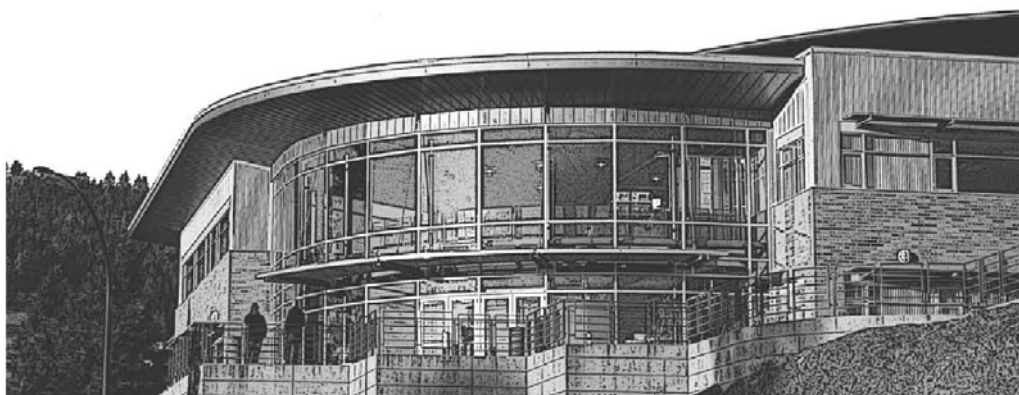
Rocky Mirza.....	Dec. 2008
Mark Salopek.....	Dec. 2008
Derek Knox.....	Dec. 2008
Diane Purvey.....	Dec. 2008

4 Student Representatives

Kristine Gardner.....	Dec. 2006
Dinushini Maligaspe.....	Dec. 2006
Kyle Nishimura.....	Dec. 2006
Vacancy	

2 Support Staff

Bernie Crawford.....	Dec. 2008
Andrew McKay.....	Dec. 2008



Approvals

► Committees

- › Selection Committee for the Associate Vice-President, Research & Graduate Studies
- › Adoption of the former UCC standing committees for TRU
- › Ad hoc Committee for the Review of the Academic Decision Making Process and Standing Committee Structure
- › Ad hoc Committee for the Review of Transferring Credentials to TRU
- › Ad hoc Committee for Suspension Appeal
- › Ad hoc Committee for Planning Task Force
- › Selection Committee for Teaching Excellence Awards
- › Selection Committee for Emeritus Designation
- › Ad hoc Committee for Class Scheduling Policy
- › Summer Executive Committee
- › Steering Committee (Interim)
- › Budget Committee
- › Academic Planning and Priorities Committee
- › Honorary Degree Selection Committee
- › Promotion and Tenure Committee
- › Sabbatical Leave Committee
- › Steering Committee
- › Research Committee
- › Educational Programs Committee

► Honorary Degrees

- › Manny Jules, *Honorary Doctor of Laws*
- › Fraser Mustard, *Honorary Doctor of Laws*
- › John Ciriani, *Honorary Doctor of Letters*
- › Suzanne Fortier, *Honorary Doctor of Letters*
- › Nathan Matthew, *Honorary Doctor of Letters*
- › Janet De Silva, *Honorary Doctor of Laws*

► Institutional Designations

- › Dr. Dennis Acreman, *Assistant Professor*
- › Dr. Linda Deutschmann, *Professor*
- › Dr. Louis Gosselin, *Associate Professor*
- › Dr. Jim Hu, *Assistant Professor*
- › Dr. Leonard Hutt, *Assistant Professor*
- › Mila Kwiatkowska, *Assistant Professor*
- › Eileen Leier, *Associate Professor*
- › Dr. Christopher Montoya, *Assistant Professor*
- › Dr. David Scheffel, *Professor*
- › Iain Stewart-Patterson, *Assistant Professor*
- › Dr. Peter Tsigaris, *Associate Professor*
- › Dr. Christopher Walmsley, *Associate Professor*

► Medals

- › TRU Faculty Medals:
 - Bachelor of Arts – Devon Stonehocker
 - Bachelor of Business Administration – Samara Quinton
 - Bachelor of Education – Leanne Neighbour
 - Bachelor of Fine Arts – Wendy-Anne Skjerpen
 - Bachelor of Journalism – Marcel Tetrault
 - Bachelor of Natural Resources – Tiera Machell
 - Bachelor of Nursing – Jenna Ziegler
 - Bachelor of Science – Daniel Graves
 - Bachelor of Social Work – Nicole Hagan
 - Bachelor of Tourism Management – Andrew Krenz
- › Governor General's Silver Medal – Barbara Campbell
- › Governor General's Collegiate Bronze – Lyra Lemery
- › Lieutenant Governor's Silver Medal – Ann Scott

► New Programs

- › Bachelor of Arts Co-op Option
- › Canadian Travel Experience Certificate
- › Teaching as a Second Language Certificate
- › Bachelor of Technology (Trades and Technology Leadership)
- › Bachelor of Business Administration (Open Learning) Leadership Concentration
- › Bachelor of Business Administration (Open Learning) Marketing Concentration
- › Bachelor of Arts Honours Program in Mathematics
- › Bachelor of Science Honours Program in Mathematics
- › Certificate and Diploma in Special Education
- › Bachelor of Arts Minor in Anthropology
- › Bachelor of Business Administration Major in Information Technology
- › Human Service Diploma
- › Police and Justice Studies Diploma

► Policies

- › Adoption of the former UCC and BCOU policies for TRU
- › Recommendation to the Board of Governors for approval: BRD 15-5 Adjunct Faculty
- › Recommendation to the Board of Governors for approval: BRD 15-1 Definition of Scholarly Activity
- › ED 2-5 Transferring Credentials to TRU (amendment)
- › New policy on Policy Development and Approval
- › ED 2-0 Prior Learning Assessment and Recognition (amendment)
- › ED 8-0 Educational Standards in Credit Courses and Programs (amendment)
- › ED 5-0 Academic Integrity (amendment)

Approvals, continued

► Others

- Change of reporting structure for the Physical Education Department from the Division of Student Development to the School of Education
- The academic governing body to be referred to as "Senate" within the institution
- Approval of the document entitled, "Waypoints for the Future: Revisiting TRU's Mission, Values and Strategic Plan"
- Bryan Daly and Iris Rich-McQuay were appointed to represent Senate on the Planning Council for Open Learning for a 3-year term
- Senate Bylaws as amended
- Removal of the Open Learning designation on credentials unique to the Open Learning Division
- Nomination procedures for the Senate standing committees
- TRU may grant replacement credentials to graduates of BCOU and BCOC
- The Chair of Senate was delegated the authority to approve the recommendation from the Awards Committee for the Lt. Governor's Silver Medal
- Schedule of Events – 2007/2008
- Report to the Campus 2020 Initiative
- The Adventure Programs Department was renamed Adventure Studies Department
- An excused leave of absence from Senate was approved for Warveni Jap, Ted Wykes and Christopher Walmsley

Presentations

- Cliff Neufeld, Vice-President, Administration & Finance, presented the TRU Operating Budget 2006–2007 and the Capital Projects Update 2006–2007
- Tom Friedman, Donna Petri and Lynn Joly collaboratively presented the Senate responsibilities arising from the new TRUFA collective agreement
- Mark Evered presented the recommendations on behalf of the ad hoc Committee for the Review of the Academic Decision Making Process and the Senate Standing Committee Structure



MC61303

Appendix IV: TRU Key Performance Indicators

↔Key Goals & Indicators	↔Measures	↔Schedule	↔Key Contacts
↔ACCESS			
<ul style="list-style-type: none"> <i>Student Recruitment</i> 	<ul style="list-style-type: none"> Annual enrolments (Headcount and FTEs/AVED target) by major program area. Conversion rates (applicants to enrolments) Student recruitment activities Participation rates by program, age group (18-21; 22-29; 30+), gender, location (regional/provincial/global), aboriginal status 	<ul style="list-style-type: none"> Annual Term Term Annual 	<ul style="list-style-type: none"> Registrar's Office Enrolment Management Enrolment Management Institutional Planning & Analysis (FTEs)
↔INSTITUTIONAL MANAGEMENT			
<ul style="list-style-type: none"> <i>Employee Resources</i> 	<ul style="list-style-type: none"> Student FTE/Faculty FTE Student FTE/Support Staff FTE Student FTE/Admin FTE Faculty FTE/Support Staff FTE Faculty FTE/Admin FTE 	<ul style="list-style-type: none"> Annual (June) 	<ul style="list-style-type: none"> Human Resources Institutional Planning & Analysis (student FTEs)
<ul style="list-style-type: none"> <i>Health and Safety</i> 	<ul style="list-style-type: none"> Lost time claim rate Occupational severity index WCB experience rating # of WCB inspections and compliance orders 	<ul style="list-style-type: none"> Monthly 	<ul style="list-style-type: none"> Health & Safety Office
<ul style="list-style-type: none"> <i>Funding/Operating costs</i> 	<ul style="list-style-type: none"> Gov't grant/FTE Institutional Debt ratio Operating budget and contingency funds Annual endowments 	<ul style="list-style-type: none"> Annual (May) Annual Annual Annual 	<ul style="list-style-type: none"> Budget Office w IPA. Finance Finance Foundation Office
<ul style="list-style-type: none"> <i>Facilities/Maintenance</i> 	<ul style="list-style-type: none"> Space Utilization rates (Ministry guidelines) Facility Condition Index (value of deferred maintenance/replacement cost of asset) 	<ul style="list-style-type: none"> Annual 	<ul style="list-style-type: none"> Facilities Institutional Planning & Analysis (space utilization calculation)
↔TEACHING AND LEARNING			
<ul style="list-style-type: none"> <i>Retention/Persistence</i> 	<ul style="list-style-type: none"> 2nd semester retention rates of student subgroups Persistence rates to 2nd year, and 3rd/4th year # credentials earned by type: certificates, diplomas, and degrees 	<ul style="list-style-type: none"> Annual 	<ul style="list-style-type: none"> Enrolment Management Institutional Planning & Analysis Registrar's Office
<ul style="list-style-type: none"> <i>Quality of Instruction</i> 	<ul style="list-style-type: none"> Perceived teaching quality (accountability measure "quality of instruction" satisfaction rate) 	<ul style="list-style-type: none"> Annual 	<ul style="list-style-type: none"> Institutional Planning & Analysis (CISO & BGS)

↔Key Goals & Indicators	↔Measures	↔Schedule	↔Key Contacts
<ul style="list-style-type: none"> <i>Student Engagement/ Learner Centeredness</i> 	<ul style="list-style-type: none"> Level of academic challenge Active and collaborative learning Enriching educational experiences Student interaction with faculty 	<ul style="list-style-type: none"> Not yet available 	surveys) <ul style="list-style-type: none"> Because of FOIP regulations, this information is not currently available to Canadian institutions, but some of these measures may appear in the Canadian-operated Educational Navigator or NSSE.
↔STUDENT OUTCOMES			
<ul style="list-style-type: none"> <i>Educational Outcomes</i> 	<ul style="list-style-type: none"> % of students satisfied or very satisfied with studies 	<ul style="list-style-type: none"> Annual 	<ul style="list-style-type: none"> Institutional Planning & Analysis (CISO & BGS surveys)
<ul style="list-style-type: none"> <i>Further Education</i> 	<ul style="list-style-type: none"> % of former students continuing education (as well as grad school) 	<ul style="list-style-type: none"> Annual 	<ul style="list-style-type: none"> Institutional Planning & Analysis (CISO & BGS surveys)
<ul style="list-style-type: none"> <i>Labour Market Outcomes</i> 	<ul style="list-style-type: none"> % of former students unemployed (compared with provincial average of individuals without any post-secondary training). 	<ul style="list-style-type: none"> Annual 	<ul style="list-style-type: none"> Institutional Planning & Analysis (CISO & BGS surveys)
↔RESEARCH			
<ul style="list-style-type: none"> <i>Research contributions</i> 	<ul style="list-style-type: none"> Research dollars from external agencies and contracts Ratio of papers, publications, presentations and other scholarly work of tri-partite faculty members Undergraduate students involved in research 	<ul style="list-style-type: none"> Annual Annual Annual 	<ul style="list-style-type: none"> Office of AVP Research
↔EMPLOYEE SATISFACTION			
<ul style="list-style-type: none"> <i>Employee Data and feedback</i> 	<ul style="list-style-type: none"> Ratio of grievances per employee per group % of annual employee turnover by employee group Age demographics and retirement projections Employee satisfaction survey 	<ul style="list-style-type: none"> Annual Annual Annual Bi-annual 	<ul style="list-style-type: none"> Human Resources