

Mission Fulfilment

2022

Prepared by
Office of Quality Assurance

On behalf of
Senate Mission Fulfilment Committees

August 16, 2022



Note. The four icons represent TRU's Institutional Learning Outcomes (Lifelong Learning, Intercultural Awareness, Social Responsibility, Critical Thinking and Investigation), which are aligned with TRU's Core Themes (Student Success, Intercultural Understanding, Sustainability, Research).

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Mission Fulfilment

The 2022 Mission Fulfilment Report documents the university's progress towards achieving its stated mission.

Mission Fulfilment is defined through TRU's four Core Themes – Intercultural Understanding, Research, Student Success, and Sustainability, which were originally derived from TRU's *Strategic Priorities* (2014 - 2019). In 2019, a review of the merit of the Core Themes in relation to the university's mission statement affirmed the relevancy of the Core Themes as key descriptors of our mission (Figure 1).

Figure 1

Relationship between Core Themes and Mission Statement



Since the adoption of TRU's Vision Statement in 2020, the committees have steadily worked towards aligning, where appropriate, Mission Fulfilment with our vision, values, and strategic change goals. The 2022 Mission Fulfilment Report reflects this transitional period. Note that regular and ongoing conversations occur to align Mission Fulfilment with pan-institutional and departmental planning through collegial governance.

Mission Fulfilment is achieved when 70% of the performance indicators for each Core Theme are *achieved* or *minimally achieved*. In 2022, 18 of the 36 (50%) indicators were *achieved* or *minimally achieved* (Table 1).

Table 1

Summary of Mission Fulfilment

Core Theme	Indicators Measured	Achieved / Minimally Achieved	%
Intercultural Understanding	4(5)	4	100
Research	5 (6)	4	80
Student Success	20 (21)	4	19
Sustainability	7 (12)	6	86
Mission Fulfilment	36 (45)	18	50

Note. Numbers in parentheses refer to the number of indicators measured in comparison to the total number of indicators articulated for the Core Theme.

A summary of the results for each Core Theme is provided in subsequent sections of this report. The Core Theme Workbooks are available in Appendices A through D.

Planning and Evaluation Process

TRU's Mission Fulfilment Planning and Evaluation Process ("Mission Fulfilment") is a participatory mechanism for ongoing, systematic, evidence-informed enquiry into practices that support student success and the closure of equity gaps.

As an accredited institution with the Northwest Commission on Colleges and Universities (NWCCU), TRU is held to "Standards of Accreditation that define the quality, effectiveness, and continuous improvements expected of accredited institutions". Standard One: *Student Success and Institutional Mission and Effectiveness* requires that TRU

... articulate its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establish a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators.

While the impetus for Mission Fulfilment was accreditation, it has evolved to be an important Senate initiative and is the largest cross-committee collaboration of all Senate initiatives. Over 70 faculty, staff, students, alumni, and community members engage in Mission Fulfilment annually.

Mission Fulfilment is overseen by four standing committees of Senate (Table 2) thereby embedding evaluation, critical reflection, and improvement planning efforts in our collegial governance framework. Senate extended this responsibility to the Senate Research Committee, Senate Student Success Committee, Environmental Sustainability Advisory Committee, and the Intercultural Understanding Subcommittee (a subcommittee of the Senate International Affairs and Qelmuw Affairs Committees) on April 23, 2018.

Table 2

Senate Mission Fulfilment Committees

Standing Committee of Senate	Core Theme
Intercultural Understanding Subcommittee	Intercultural Understanding
Research Committee of Senate	Research
Student Success Committee of Senate	Student Success
Environmental Sustainability Advisory Committee	Sustainability

The committees are responsible for reporting annually on a portfolio of quantitative and qualitative performance indicators that are aligned with our mission, vision, values, and strategic change goals. The annual review involves the development of four workbooks that detail TRU's progress towards Mission Fulfilment in relation to each respective Core Theme. The 2022 Core Theme Workbooks are available in Appendices A through D.

The stages of the annual review involve:

- 1) collection of data for each of the key performance indicators;
- 2) assessment of the progress of each indicator in relation to its annual Mission Fulfilment threshold;
- 3) analysis of the data by identifying strengths and opportunities associated with the performance of the indicators; and,
- 4) reporting the results to TRU's governing bodies and the TRU community.

During the previous reporting cycle, the interim Provost and Vice President Academic requested that a fifth stage be added to the cycle (Figure 2): Development of committee plans and strategies for improving the results of the indicators. This fifth stage is a developing process as considerations must be given to effectively resourcing the committees and providing the appropriate structures and dissemination tools to facilitate effective planning at the committee level and to strengthen linkages between committee and departmental planning.

Figure 2

Stages of Mission Fulfilment Reporting Cycle



Mission Fulfilment is based on setting objectives, outcomes, indicators, and targets (annual and five-year) to guide TRU towards achievement of its mission and vision. Each key performance indicator has three threshold ranges (Table 3).

Table 3

Mission Fulfilment Threshold Ranges

Threshold Range	Description
Achieved	The indicator has improved.
Minimally Achieved	The indicator is holding at or close to the current level.
Not Achieved	The indicator has regressed.

Mission Fulfilment is achieved when 70 percent of the indicators related to the outcomes for each Core Theme are achieved or minimally achieved.

Mission Fulfilment is grounded within inclusive, participatory governance and incorporates mechanisms for continually revisiting the value of the data collected by the Senate Mission Fulfilment committees. The process follows a strengths-based approach focused on the structural changes required to address community needs as defined by members of the TRU community.

Continuous Quality Improvement

In 2022, members of the TRU community engaged in several initiatives to improve our processes for planning and evaluating institutional effectiveness and student success with a focus on closing equity gaps. Below is a non-exhaustive list of initiatives undertaken by members of the Senate Mission Fulfilment committees.

NWCCU Mid-Cycle Evaluation: From Planning to Action

On May 2 and 3, 2022, TRU hosted a team of external peer evaluators as part of our Mid-Cycle Evaluation with NWCCU. The evaluators were impressed with our planning and assessment efforts, particularly during the pandemic. We were praised for the high degree of shared governance that underpins our approach to Mission Fulfilment and our focus on continuous quality improvement.

The evaluators noted that considerable work remains regarding institutional and program learning outcomes and assessment, integrated strategic planning, and the development of a data diversity strategy. They urged us to focus our attention on these areas in preparation for the 2026 Evaluation of Institutional Effectiveness — a comprehensive, summative assessment against the NWCCU Standards of Accreditation. The evaluators encouraged us to move from planning to implementation; specifically, “to identify areas for improvement, but [more importantly] to address those findings through actions, then to evaluate the success of the actions that have been taken.”

Committee Planning: Data-informed Decision-Making

Recognizing the potential for Mission Fulfilment to inform change, the interim Provost and Vice President Academic invited the chairs of the Senate Mission Fulfilment committees to present the 2021 findings to Provost’s Council. In addition, the Provost requested that the committees identify strengths and opportunities and develop plans and strategies for improving the results of the indicators.

In 2022, the committees and relevant departments engaged in a variety of planning efforts including defining the Core Themes, establishing advisory committees and working groups, reviewing existing data sources and considering emerging indicators, and aligning indicators with existing pan-institutional plans (e.g., Strategic Enrollment Management Plan, Strategic Research Plan, Campus Strategic Sustainability Plan).

Student Success: Broadening and Deepening our Understanding

Senate Student Success Committee questioned the current metrics used for tracking student success; in particular, they reflected upon the alignment of the indicators with the multiplicity of perspectives of success at TRU. Committee members noticed the emphasis on student enrolment metrics and a lack of measures to evaluate the student experience.

The committee conducted a scan of comparator institutions’ definitions of success, mapped a variety of student engagement and perception surveys to student achievement indicators with the aim to broaden our understanding of evaluating student success, and developed a layered conceptual model of student success. A fulsome consultation of the model with a particular emphasis on engaging students is planned for Fall 2022.

Data Equity: Developing an Ethical Framework for Diversity Data

As an accredited institution, TRU is required to publicly report disaggregated student achievement indicators by categories such as race/ethnicity, gender, socioeconomic status, and gender identity. We are mindful that reporting practices have the potential to perpetuate bias and/or racism. In partnership with the NWCCU, TRU established a cross-departmental team of data- and equity-focused fellows from the offices of Quality Assurance, Research and Graduate Studies, Integrated Planning and Effectiveness, and People and Culture. The team will participate in a year-long Data Equity Fellowship with the aim to develop a data diversity strategy at TRU, as well as inform changes to the NWCCU Standards of Accreditation and evaluator training.

Mission Fulfilment Dashboards: Supporting Data Democratization and Fluency

TRU's [Mission Fulfilment Dashboards](#) serve two overarching purposes:

1. Adhere to the NWCCU Standards of Accreditation, which require that disaggregated indicators of student achievement are widely published and available on the university's website.
2. Facilitate data democratization and data fluency to support evidence-based decision-making among the Senate Mission Fulfilment committees, as well as the broader TRU community.

As mentioned above, we are mindful of potential bias created by current reporting practices. We are aware that data can negatively influence perceptions of a group, including a group's ability to succeed in higher education. Data democratization without data fluency and the appropriate framing and training is problematic. In 2022, we discussed several ways to improve the Mission Fulfilment dashboards with the aim to reduce the natural tendency to rank and compare different learner groups. Changes to the dashboards include incorporating a "Purpose Statement" that acknowledges our concerns and frames the use of data from a structural, systemic lens as opposed to an individual or group, and we created separate dashboards for each learner group.

Summary of Core Theme Results

A review of TRU's Core Theme objectives, outcomes, and indicators occurs annually by each of the respective Senate Mission Fulfilment committees. [Mission Fulfilment Dashboards](#) for each Core Theme are available on the TRU website along with narratives of success published by the TRU Newsroom and archived workbooks (2018 – 2022). Below is a summary of the 2022 Core Theme results.

Intercultural Understanding

Intercultural Understanding Subcommittee (IUSC) is responsible for reporting annually on Mission Fulfilment in relation to the Core Theme Intercultural Understanding and advises Senate on matters related to intercultural, international, and Indigenous initiatives that promote or impede intercultural understanding, as well as methods for culturally responsive performance measurement.

IUSC is a subcommittee of both the International Affairs and Qelmúcw Affairs Committees and has representation from Indigenous Education, TRU World, Faculty of Student Development,

Cplul'kw'ten, faculty, staff, and students — stakeholders who have the authority, theoretical expertise, and experiential knowledge to effectuate change.

In 2016, Senate approved the following definition of intercultural competence: “[The] ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (Deardorff 2006). More explicitly, intercultural competence is defined as “Acquiring increased awareness of subjective cultural contexts (worldviews), including one’s own, and developing a greater ability to interact sensitively and competently across cultural contexts.” (Bennett, 2009)

In 2022, the performance indicators (Table 4) for the Core Theme Intercultural Understanding were achieved, representing a 100% rate of Mission Fulfilment for this Core Theme. While TRU is achieving Mission Fulfilment for Intercultural Understanding in many areas across the university, there remains room for improvement. For a detailed description of the results for the Core Theme Intercultural Understanding see Appendix A.

Table 4

2022 Results for Intercultural Understanding

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 Student perceptions of intercultural understanding and inclusion as indicated by National Survey on Student Engagement (NSSE) survey responses.	65.8%	Not available	
2.1 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding.	Consistent monthly offerings from over 15 units, all campuses, local to global community.	Representation of depth and reach evidenced by number of departments, local to global engagement, social media hits.	Achieved
2.2 Narratives of engagement in and impact of intercultural learning.	Evidence of Impact. Some evidence of Engagement. Some identification of Barriers.	Evidence of impact and engagement and identification of barriers.	Achieved
3.1 Three year rolling average of course enrolment in courses with Indigenous, or intercultural content as measured by ILOs in Local to Global theme.	2,503	2,597	Achieved
3.2 Percentage of baccalaureate degree students completing Local to Global Theme ILO courses with a minimum C+ grade or better.	82.9%	85.6%	Achieved

Significant work was completed by members of IUSC to explore the depth and reach of intercultural learning at TRU using a portfolio of indicators with a particular emphasis on evaluating our progress using qualitative methods. This emphasis was driven by the NWCCU’s recommendation to adopt qualitative indicators, as well as a collective desire to use more culturally responsive evaluation methods.

In 2022, there was an increase in the number of students enrolling and successfully completing courses related to the Local-to-Global Institutional Learning Outcomes – Indigenous

Knowledges and Ways and Intercultural Understanding. The qualitative indicators illustrate that an increase in engagement and opportunities for intercultural learning reaches across the institution and beyond and that these initiatives align with our vision and strategic change goals.

The narrative and workshop data indicates impact and engagement; however, the evidence of student learning suggests that learning is more cognitive than praxis oriented. The data also identifies barriers to intercultural learning as students still witness and experience discrimination during their studies at TRU.

Overall, the analysis provides evidence that we have achieved Mission Fulfilment for the Core Theme Intercultural Understanding; however, the qualitative data suggests that the learning is predominantly cognitive, or knowledge based. TRU will need to create and enhance programming that supports intercultural development in the behavioral and affective domains that lead to praxis. Moreover, the narratives revealed that students witness and experience discrimination, which should be explored more fully and ideally lead to processes and policies that aim to eliminate ethnocentrism and racism on campus.

Research

The Senate Research Committee is responsible for reporting annually on Mission Fulfilment in relation to the Core Theme Research. The Senate Research Committee advises Senate on matters related to policies and programs that promote, support, and celebrate high quality research and scholarly work and its dissemination.

Our vision and strategic change goals call on us to “earn recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships; for involving graduate students in community-centred research; and for undergraduate research training.” In accordance with these goals, we will become national leaders by providing meaningful undergraduate research experiences as a defining component of a TRU education. In our support of research-informed teaching and learning, we seek to scaffold student research engagement incrementally, encouraging students to *Discover, Connect, Engage* and *Become*.

In 2022, four out of five of the performance indicators (Table 5) for the Core Theme Research were achieved, representing an 80% rate of Mission Fulfilment for this Core Theme. For a detailed description of the results for the Core Theme Research, see Appendix B.

Table 5

2022 Results for Research

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 Percentage of active tri-partite faculty holding external funding (contract and grant)	34%	36%	Minimally Achieved
1.2 Total dollar amount of tri-agency grants and external contracts (3-year rolling average)	\$4.6	\$6.2	Achieved
2.1 Number of peer-reviewed publications, scholarly works, exhibitions and other creative works per faculty member as a percentage of total tri-partite faculty (3-year rolling average)	No historical values	Data is not publicly available	Unknown
3.2 Number of undergraduate student knowledge mobilization activities funded by the office of Research and Graduate Studies	75	157	Achieved

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
4.1 Percentage of undergraduate baccalaureate degree students who complete the Critical Thinking & Investigation Institutional Learning Outcome course with a minimum of C+ grade or better.	78.6%	77.6%	Not Achieved
5.1 Cultural Maps of the knowledge building pathways including partnerships and learning outcomes.	Preliminary analysis of cultural maps demonstrates evidence of community impact through increased engagement, collaboration, and knowledge-sharing	An analysis of cultural maps demonstrates pan-university and community engagement and improved connections and collaborations	Achieved

TRU's *Student Research and Public Engagement* portfolio continues to build on our commitment to student success and the key role of research-informed learning, utilizing both curricular and co-curricular opportunities and experiences for students at the undergraduate level. The 2021-22 goals for undergraduate research have been driven by the co-creation of student research programming with students and faculty.

Cultural mapping (indicator 5.1) is an inclusive research method and has potential to significantly impact our understanding of equity, diversity, and inclusion at TRU in the context of the student and faculty research experience. Simple statistical data cannot give us answers to the complexity of the issues that we are trying to capture; rather the stories and narratives of those with lived experience provide the data to inform program change. Counting the intangibles is at the root of transforming programs and culture.

Using cultural mapping to better understand undergraduate student research experiences at TRU, an area of focus that became evident was equitable access to undergraduate research experiences. In 2019, Over 100 maps were collected from faculty and students. The student maps identified a need for TRU to provide equitable access to undergraduate research experiences in first and second year.

Participation in undergraduate research continues to be tracked by funding and student numbers; however, student testimonials and feedback qualitatively highlight the impact of research programming (e.g., Research Coach, Canadian Undergraduate Research Network, Researcher-in-Residence, Community-Engaged Research Fellows, just to name a few) and the value of knowledge co-creation and evidence-based program development that considers the voices of students, faculty, and staff at TRU.

Since 2020, the research enterprise at TRU has been impacted by the limitations and opportunities presented by the COVID-19 pandemic. The increased return to normal research activities in 2021-22, resulted in a return to normal levels of applications for grants and contracts. TRU faculty continue to be successful in federal Tri-Agency grant competitions as evidenced by a 20% increase in the federal Research Support Fund. Of note, TRU was successful for the first time in CFI's Innovation Fund bringing in \$2M to support the development of a new world-class genomics lab on campus. In July 2021, TRU announced the appointment of a new Provincial Chair in Predictive Services, Emergency Management and Fire Science and TRU's fifth Canada Research Chair in Fire Ecology. Together, these two experts provide the

foundation for a burgeoning centre of excellence in the Wildfire Science research area. TRU also renewed its four Canada Research Chairs and added two new chairs bringing the total number of CRCs to six. TRU also signed a MOU with Fulbright Canada to establish an annual visiting research chair.

TRU's new Strategic Research Plan (2022-27) will guide the development of future research clusters and partnership development. A planned Institute on Wildfire research, for example, offers an opportunity for TRU to lead in a federal and provincial priority, and build a national and internally recognized research organization. New institutional resources will be necessary to build up different areas of research, including matching funds for larger grants and initiatives. The advancement of the clusters will continue to be informed by the various EDI initiatives funded through TRU's 2020 NSERC EDI Capacity Building Grant (\$400,000). As TRU continues to make progress on EDI initiatives in the post-COVID era, it will be important to be aware of the impact of the pandemic on equity deserving groups, early career researchers, and specific disciplines. Looking ahead, TRU strives to build international partnerships and collaborations.

Student Success

Senate Student Success Committee (SSSC) is responsible for reporting annually on Mission Fulfilment in relation to the Core Theme Student Success. SSSC advises Senate on matters related to student support, services, and measures that will foster and ensure the linkage between student support activities and the academic, budgetary, and strategic change goals of the university. The committee has the largest student representation (eight members) of all Senate committees and includes representation from Tk'emlúps te Secwépemc, Indigenous Education, TRU World, faculty, staff, alumni, and administrators.

In 2022, four of the 21 indicators (Table 6) were achieved or minimally achieved, equating to a 19% rate of Mission Fulfilment for the Core Theme Student Success. Note that during the past year, SSSC has been actively working to broaden our definition of student success to be more inclusive of multiple definitions of success, to focus on the student experience, and to determine ways to ethically report on disaggregated student achievement indicators. Therefore, we urge readers to review this data with caution as we have identified several limitations with the current data set. For a detailed description of the results for the Core Theme Student Success see Appendix C.

Table 6

2022 Results for Student Success

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 Retention rates disaggregated by Indigenous, rural, domestic, and international	Indigenous: 55%	40%	Not achieved
	Rural: 63%	53%	Not achieved
	Domestic: 67%	62%	Not achieved
	International: 81%	77%	Not achieved
1.2. Persistence rate	Indigenous: 65%	57%	Not achieved
	Rural: 66%	65%	Not achieved
	Domestic: 73%	71%	Not achieved
	International: 81%	77%	Not achieved
1.3 Course completion rate	Indigenous: 80%	79%	Not achieved
	Rural: 84%	84%	Not achieved
	Domestic: 83%	83%	Not achieved
	International: 85%	87%	Minimally achieved

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
2.1. Graduation rate	Indigenous: 29%	25%	Not achieved
	Rural: 29%	23%	Not achieved
	Domestic: 32%	27%	Not achieved
	International: 54%	53%	Not achieved
2.2 Graduate employment rate	Indigenous: 91%	83%	Not achieved
	Rural: not available		
	Domestic: 86%	90%	Achieved
	International: 91%	88%	Not achieved
3.1 Student satisfaction with education	94.8%	94.8%	Minimally achieved
3.2 Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better.	89.9%	90.7%	Minimally achieved

This is the third year that we have reported on disaggregated student achievement indicators for retention, persistence, course completion, graduation, and employment rate. The results prompted us to reconsider our definition of student success, which is primarily centred on enrolment metrics with minimal evaluation of the student experience. To address this gap, we reflected upon the following questions:

1. How do we define student success at TRU?
2. What are potential measures that may help us gain a more nuanced picture of student success?
3. What is our rural student experience?
4. How do we report disaggregated student achievement indicators ethically?

In response, members of SSSC developed a layered conceptual model of student success, and plan to engage in a fulsome consultation with students in Fall 2022. Additionally, we mapped student success indicators to multiple surveys (e.g., NSSE, CUSC, BC Student Outcomes); established a Rural Student Success Working Group, hosted a Rural Student Success Event in Williams Lake to gather information about the student experience; drafted a report based on consultations and research regarding rural student success; consulted with EDI representatives; and a cross-departmental team joined the year-long NWCCU Data Equity Fellowship.

As we reflect upon the results of the 2022 reporting cycle, SSSC members are considering how to move from data analysis to actions that improve student success. What does this process look like? Who is responsible for implementing change initiatives? How will the initiatives be resourced and evaluated for impact? Moreover, how can the results of the research cultural mapping and narratives of intercultural awareness, belonging, and inclusion help describe the student experience and inform planning efforts of SSSC?

Importantly, we are focused on understanding how to ensure an ethical analysis of the disaggregated data. We are also pondering the linkages between Strategic Enrolment Management, Realizing Envision TRU, Strategic Research Plan, Anti-Racism Taskforce Report, as well as future guiding documents related to EDI and Indigenous Education, along with other planning documents and initiatives that support student success at TRU. How does the work of SSSC continue to align with these strategic planning processes and initiatives?

In 2023, the committee intends to continue with the initiatives launched in 2022, as well as explore ways to help committee members understand the data, build an inventory of activities that support student success, facilitate cross-pollination of student success endeavours, and

create a framework for evaluating the impact of student success activities to inform future planning efforts.

Sustainability

Environmental Sustainability Advisory Committee (ESAC) is responsible for reporting annually on Mission Fulfilment in relation to the Core Theme Sustainability. ESAC advises Senate and the Board of Governors and provides evidence-based advice on environmental sustainability policies and practices that foster a sustainable future and lead to health and economic benefits for the university community.

ESAC promotes dialogue and discussion on issues related to the environment and sustainability and is committed to fostering environmental literacy, sustainable development, and environmental responsibility so that we can serve as a model for others. ESAC has representation from Indigenous Education, Facilities, Ancillary Services, General Counsel, and faculty, staff, and students from across the university.

In 2022, six of the seven indicators (Table 7) were achieved or minimally achieved, equating to an 86% rate of Mission Fulfilment for the Core Theme Sustainability. Note that STARS reporting will occur in the 2023 reporting cycle. For a detailed description of the results for the Core Theme Sustainability, see Appendix D.

Table 7

2022 Results for Sustainability

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)			
1.2 Plan for Carbon Neutral and Net Zero Campus (Greenhouse Gas Emissions)	3,379 (\$83,625)	3,341 (\$83,525)	Not achieved
1.3 Eliminate Single-Use Plastics and Other Single-Use Items	1	1	Minimally achieved
1.4 Integrate Sustainable Purchasing Throughout Campus Operations measured by the number of Sustainable Purchasing Workshops delivered	8	8	Achieved
1.5 Conserve Potable Water measured by water use			
1.6 Building Design and Construction is mindful of Biodiversity and protecting native species measured by application of 3M Feather Friendly window film	1	1	Minimally achieved
2.1 STARS score (Engagement category: campus engagement and public engagement)			
2.2 Student Ambassadors are stewards of sustainability on campus and share knowledge with community members	0	9	Achieved
2.3 Staff Ambassadors are stewards of sustainability on campus and share knowledge with community members	0	14	Achieved
3.1 STARS score (Academic category: curriculum and research)			
3.2 Percentage of undergraduate baccalaureate degree students who complete the Social Responsibility Institutional Learning Outcome course with a minimum of C grade or better.	87.6%	87.6%	Minimally Achieved

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
4.1 STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)			

As we continue to expand our definition of sustainability to address the elements identified in our vision and values — *we recognize how the health of our societies, cultures, and ecosystems rests upon the wellness of people, biodiversity, and wise stewardship of precious and finite resources* — we will continue to seek out performance measures that accurately reflect our aspirations to be a leader in sustainability. This will require us to conduct audits, engage in research, and collect new data to track performance into the future.

TRU's commitment to sustainability is evident in our planning, operations, research, teaching, and service endeavours. In 2022, we saw a significant increase in student and staff sustainability ambassador engagement. Over the next five years, we aim to increase participation among staff and faculty with the goal to have one sustainability ambassador for every academic and non-academic unit.

Students are engaging with curricular content related to the Institutional Learning Outcome of Social Responsibility. In addition, progress has been made to develop an interdisciplinary sustainability course with an Indigenous focus and we anticipate intake as early as Winter 2023.

We continue to prioritize campus biodiversity. The Bird Strike Window Film Project is well underway. Budget has been allocated for priority areas on the Kamloops' campus, and we are in the second year of the Campus Tree Program, which hit its target of planting 51 big trees and 51 small trees – a nod to our 51st anniversary.

We faced challenges conducting an irrigation audit and we are considering alternate approaches to assessing potable water usage in 2023 so that we may get a better understanding of means to conserve potable water on campus. In addition, we anticipate that TRU's five-year Zero Waste Plan will be finalized in Fall 2022. Other notable initiatives include establishing a TRU EDI Purchasing Framework to assist local, Indigenous, and underrepresented groups purchasing opportunities; and discussions are ongoing to find strategies to address the persistent purchasing of single use items on campus by our Franchise partners (e.g., Tim Hortons, Starbucks, Subway).

Conclusion

Mission Fulfilment is an ongoing process of continuous quality improvement. As we look ahead to 2023, we will work to further embed equity, diversity, inclusion, and anti-racism lenses into the process by monitoring the impact of reporting on disaggregated student achievement indicators, prioritizing qualitative measures, and strengthening cross-committee collaboration to ensure an inclusive, participatory process, as well as providing opportunities to review the Mission Fulfilment indicators holistically for insights across Core Themes.

We anticipate that TRU's evolving and maturing integrated strategic planning culture will support the interconnected nature of Mission Fulfilment and institutional decision-making to support achievement of our mission, vision, and strategic change goals following a values-based approach.



Appendix A Intercultural Understanding Workbook



**Annual Core Theme Mission Fulfilment
Evaluation and Planning**

Workbook

2022

Core Theme	<i>Intercultural Understanding</i>
Submitted by	<i>Intercultural Understanding Subcommittee</i>
Signature, Chair	<i>Kyra Jarson</i>
Date	June 30, 2022

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Overview

Annual review of the core themes in relation to Mission Fulfilment involves four steps:

1. **Collect** data for each of the indicators.
2. **Assess** the level of achievement for each indicator.
3. **Analyze** results, considering contextual factors, and discuss implications relating to the success of the core theme.
4. **Report** results to TRU's governing bodies to inform divisional and unit planning across the institution.



Completed workbooks are submitted to the Accreditation Liaison Officer (ALO) annually on June 30. ALO compiles findings into an Annual Institutional Mission Fulfilment Report that details how successful TRU was in fulfilling its mission that year.

Timeline for Submissions

April 1 - June 30	Standing Committees of Senate conduct annual assessment of Mission Fulfilment.
June 30	Core Theme Work Book submitted to ALO at ahoare@tru.ca
July 1 - July 31	ALO compiles Core Theme Work Books into an Annual Institutional Mission Fulfilment Report.
August 1 – 31	Accreditation Steering Committee (ASC) reviews Annual Institutional Mission Fulfilment Report
September 1 – September 30	<p>Broad distribution of Annual Institutional Mission Fulfilment Report through TRU's collegial governance process.</p> <p>The report is brought forward by the Provost and Vice President Academic and Research to APPC, Senate, PCOL, and the Board of Governors. The report is then posted publicly to the TRU website.</p>

Intercultural Understanding Mission Fulfilment Framework

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal	Values
			Achieved	Minimally Achieved	Not Achieved		
1.0 To enhance students' sense of belonging through experiences of diversity and inclusion.	1.1 Student perceptions of intercultural understanding and inclusion as indicated by survey responses.	1.1 NSSE Questions on civic engagement and sense of belonging	> 2% increase	1 - 2% increase	0 or decrease	Maintain or increase by 2%	2014: 67% 2017: 62.6% 2021: 65.8% 2022: Not available
2.0 Faculty, staff, and students intentionally and reflectively increase their awareness of sociocultural diversities, including their own.	2.1 Initiatives and events offered within and between areas of the university that demonstrate depth[1], scope or reach of intercultural understanding	Themes of engagement and learning evident in TRU Newsroom Stories; and social media reach of FSD student storyteller squad	Evidence demonstrates depth <i>and</i> reach of intercultural initiatives and events	Some evidence of depth and/or reach of intercultural initiatives and events	Evidence does not demonstrate depth, scope or reach of intercultural initiatives and events	Maintain consistent evidence of effort to provide and develop opportunities for intercultural understanding	Representation of depth and reach evidenced by number of departments, local to global engagement, social media hits.
	2.2 Narratives of engagement in and impact of intercultural learning	Student-led stories gathered through the Faculty of Student Development's Student Storyteller Squad; and, Themes of engagement and learning evident in feedback surveys from Intercultural and Indigenous workshops	Evidence demonstrates impact of intercultural learning (attitudes, knowledge, skills, praxis[2])	Some evidence of impact of intercultural learning (attitudes, knowledge, skills, praxis)	Evidence does not demonstrate intercultural (attitudes, knowledge, skills, praxis)	Ongoing evidence demonstrates engagement and impact of intercultural learning for all stakeholders	Evidence of impact and engagement and identification of barriers.
3.0 To expand intercultural learning through curriculum by promoting the recognition of and respect for Indigenous knowledges and ways and diverse cultures and worldviews.	3.1 Students participate in curricular programming with an Indigenous, international, or intercultural focus.	Three year rolling average of course enrolment in courses with Indigenous, or intercultural content as measured by ILOs in Local to Global theme	>1% increase	0 - 1% increase	0 or decrease		2014-15 to 2016-17: 1,567 2015-16 to 2017-18: 1,770 2016-17 to 2018-19: 2,065 2017-18 to 2019-20: 2,361 2018-19 to 2020-21: 2,503 2019-20 to 2021-22: 2597
	3.2 Student learning outcomes in relation to Indigenous or intercultural content as measured by ILOs in Local to Global theme	Percentage of baccalaureate degree students completing Local to Global Theme ILO courses with a minimum C+ grade or better.	>2% increase	1 - 2% increase	0 or decrease	80%	2105-16: 90.5% (1,464) 2016-17: 84.1% (1,496) 2017-18: 82.4% (1,952) 2018-19: 79.7% (1,909) 2019-20: 82.9% (2,118) 2020-21: 85.6% (2,833)

Definitions

[\[1\] For the purposes of reporting, we define the terms depth and reach as follows:](#)

Depth: refers to initiatives that move beyond a superficial focus on diversity awareness and result in affective, cognitive, behavioural or praxis-oriented outcomes related to intercultural learning and engagement.

Reach: refers to how initiatives extend from their initial areas of development or implementation to include, affect, and/or develop relationships with and/or between, for example, various members of the TRU community (faculty, staff, and students); multiple TRU departments, schools, and/or faculties; and/or diverse locations, institutions, and local or global communities.

[\[2\] For the purposes of reporting, we define the terms, attitude, knowledge, skills, and praxis as follows:](#)

Attitudes: affective and cognitive traits and practices that support respectful intercultural engagement (including, but not limited to, critical reflexivity, cultural humility, empathy, curiosity, adaptability, comfort with ambiguity, and a willingness to sensitively engage and learn across difference).

Knowledge: cognitive outcomes that develop understanding of culturally informed worldviews, traditions, and practices, including one's own.

Skills: The ability to draw on a range of potential techniques and practices in order to effectively engage in positive intercultural encounters (for example, demonstrating enhanced intercultural communication skills or the ability to take multiple perspectives).

Praxis: The actioning, realization, or enactment of theories, knowledge, attitudes, and skills in ways that enhance intercultural understanding and engagement.

Qualitative Results

Indicator 2.1: Discussion and Analysis of TRU Newsroom Stories and Student Development Social Media Feeds

To explore the depth and reach of intercultural learning at TRU, two data sources were analyzed: Stories covered by TRU Marketing and Communication that demonstrated intercultural and Indigenous engagement and the social media feeds maintained by Student Developments Communications team. The Newsroom stories (See Appendix 1) revealed an increase in the number of units that were engaged in intercultural and Indigenous topics ranging from curriculum, pedagogy, and research to cultural events and awards. Consistent monthly offerings featured 24 different units from the President's office to the Student Union, included the Kamloops, William's Lake and Wells Gray campuses and ranged across local, provincial, national, and global stories. This year we also coded them with our Vision and Change Goals and found significant alignment with Community Research, Eliminate Achievement Gaps, Honour Truth, Reconciliation, and Rights, Inclusion and Diversity.

Analysis of the social media feed data revealed strong engagement of students with posts related to intercultural learning with views from 600-almost 7,000. Prominent themes included Intercultural, Indigenous, Multifaith and Equity, Diversity and Inclusion.

Indicator 2.2: Discussion and Analysis of Narrative and Survey Data

Narratives

To understand intercultural learning more fully at TRU, we followed the NWCCU's recommendation to adopt qualitative indicators. Last year, we began to report the qualitative data through Indicator 2.2. Consistent with the 2020-21 cycle, Indicator 2.2 made use of two data sets:

- Narratives of intercultural learning; $n = 57$
- Survey responses to intercultural workshops; $n = 112$

Narratives of Intercultural Learning

Student responses to our call for narratives increased this year from 12 to 55. Note that, we also received two responses from staff members; however, due to the limited number of staff responses, we chose to focus our analysis on the students' responses only. The working group chose to use NVivo software to code the responses. We used the same framework for analysis in 2021-22 as was used in 2020-21 to explore *Engagement in, Impact of, and Barriers to* intercultural learning.

Engagement: These responses included those that addressed the mechanisms or conditions that positively influenced engagement in intercultural learning. This year, the majority of responses were submitted from four sections of Japanese language class. As a result, the responses are sometimes specific to that learning experience. Although this is a limitation of this data set, the committee also recognized the richness of the responses. The Intercultural Understanding Sub-Committee will endeavor to diversify the participants in the next mission fulfillment planning cycle as we recognize the impact of the pandemic as potentially influencing our intention to move to qualitative indicators. This year, our analysis revealed five main themes as engagement factors: curriculum, the diversity of the TRU community, intercultural events, co-curricular programs and peer learning, and engagement beyond TRU.

Most of the student narratives indicated engagement through the curriculum (49) which we believe may have been influenced by the data being collected from an academic class. In addition, 40 references indicated engagement as a result of interaction with diverse faculty, staff, and students. Co-curricular, on campus events, and engagement beyond TRU were also mentioned in some narratives.

Learning from curriculum was indicated in a variety of ways, the following quote provides an example of a narrative that was coded to curriculum as an engagement factor.

In a setting where respect and objectivity are expected of everyone as a rule, academic discussions between people of different cultures serves to naturally and constructively introduce new perspectives to their worldviews. By discussing and exploring cultural diversities in a respectful environment, people become more worldly and expand not only intellectual & critical thinking/analytical skills, but also their empathy for others.

The following two quotes illustrate narratives that were coded to the diversity that exists at TRU as an engagement factor:

At TRU, I took a sociology class from a professor who grew up in Korea. She provided an amazing intercultural understanding by sharing what her university experiences were like, what her development experiences were like, and what sort of culture shocks she was having in Canada. Through this class I learned that when someone who is international is struggling, to ask them what I can help with, because there is probably some sort of cultural barrier that is inhibiting this person from having their best experience.

There is a high level of cultural diversity represented in the student body at TRU, as well as by faculty and staff members. Learning alongside peers with different cultures than one's own is important for everyone's intellectual development, because it increases the chance of encountering opinions and values very different from what one might be used to!

Impact: These responses included those that provided evidence that intercultural learning occurred across cognitive, affective, and behavioral domains. The impact of intercultural learning was coded to the type of learning: knowledge, skills, attitudes, or praxis. Consistent with the curriculum being the highest engagement factor, knowledge was the most featured learning impact at 54 references; 34 references featured a shift in attitude, 18 skills development, and five featured some type of action taken as a result of intercultural learning. However, on closer analysis, we found the references coded to praxis were limited in scope. This, and the fact that knowledge was the most referenced descending to skills, is consistent with intercultural development models in which individuals first engage in understanding and awareness and later develop skills and apply their intercultural learning to the way they live their lives.

Moreover, the emphasis on knowledge acquisition could also be influenced by the fact that the participants were invited to provide narratives by their instructor in an academic class. The quote below is an example of a response coded to knowledge:

Intercultural understanding to me is working to develop a greater understanding and respect for cultures that are different from my own. To me, it's about learning, identifying cultural differences as well as similarities, and developing an appreciation for different cultures.

This next quote was cross coded to both knowledge and attitudes as the student emphasizes how acquiring knowledge leads to the development of empathy.

By discussing and exploring cultural diversities in a respectful environment, people become more worldly and expand not only intellectual & critical thinking/analytical skills, but also their empathy for others. The powerful combination of empathy and well-exercised intellectual skills are a benefit to everyone.

Many of the responses coded to skills involved language acquisition as the participants were enrolled in a Japanese language class. The following quote is an example of one that was cross coded to skills and praxis.

I have found that working on group projects with people from various backgrounds and cultures has giving me a deferent prospective on how to solve different issues. When working on these projects it is about collaboration and I have found it strengthens and enhances the project.

Barriers: These responses illustrated student perceptions of barriers to intercultural learning. Six themes emerged: communication, lack of exposure or opportunity, reluctance or avoidance of difference, witnessing, experiencing, or expressing discrimination, no awareness of barriers, and non-inclusive pedagogy.

Comments coded to communication were the highest (15 references), again, potentially influenced by the fact that participants were in a language class. Four other themes were almost equally represented, with lack of exposure and reluctance or avoidance of difference with 10 references each; 9 references were coded to either witnessing, experiencing or expressing discrimination, and 10 references indicated no perception of barriers.

Lack of exposure or opportunity comments ranged from individual effort to institutional barriers in which students perceived barriers as a result of the curriculum as the following quotes demonstrate:

I think the main barrier that exists is at TRU in terms of intercultural understanding is the lack of opportunity to really interact with others of a different culture. I find that in my courses at least, none of the course material is designed in a way that integrates aspects of different cultures.

As an English student I find it rare where all the authors I am forced to read are white but there are a few holdouts still teaching like it's the 20th century. Sometimes black authors are sprinkled into a course material, often at the end and rarely given as much space as white authors.

I find that in my courses at least, none of the course material is designed in a way that integrates aspects of different cultures.

I find that barriers at TRU are plentiful for international understanding. Classes are taught based on Kamloops history, BC history, and hardly ever from a global context.

Comments that were coded to reluctance or avoidance of difference often highlighted the pods or cliques that exist at TRU. This is consistent with research at TRU and beyond that point to a need for more intentional efforts for interactions among diverse groups. The following quotes are examples of students' perceptions:

I think the barriers to intercultural understanding at TRU are that some students only interact and befriend people from their own country on campus.

I would say that some barriers at TRU are the same students. It is common to see people group with people with the same culture and as a result many people don't get to know about others' culture.

The next code to discuss we titled *witnessing, experiencing or expressing discrimination*. As we analyzed these comments, we realized that some described an awareness of discrimination or direct experience of it while others were actually expressing discriminatory views. There was much discussion of whether the comments were made without an awareness of their discriminatory nature or were perhaps so ingrained the respondent was indeed conscious of the discrimination. So, while the first quote below recognizes discrimination as a barrier, the next two reinforce negative stereotypes.

And the barrier is that there are still people who are and will be racist and against the idea of accepting.

Although it isn't always positive experience, such as smoking habits/driving fast on campus. etc.

Those stereotypes, especially when some of them become obvious true, e.g., lack of consciousness, respect for others, etc. This type of aspects can interrupt my intercultural learning and understanding.

Table 1: Identification of Mission Fulfilment Range

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 Student perceptions of intercultural understanding and inclusion as indicated by survey responses.	65.8%	Not available this cycle	
2.1 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding.	Consistent monthly offerings from over 15 units, all campuses, local to global community.	Consistent monthly offerings from 24 units, all campuses, local, provincial, national, and global. Alignment with Vision and Change Goals: Community Research, Eliminate Achievement Gaps, Honour Truth, Reconciliation, and Rights, Inclusion and Diversity. Social media views from 600- almost 7,000.	Achieved
2.2 Narratives of engagement in and impact of intercultural learning.	Evidence of Impact. Some evidence of Engagement. Some identification of Barriers.	Evidence of Impact: Knowledge and attitudes, some skills, limited praxis. Evidence of Engagement: Curricula and diversity at TRU most prominent. Identification of Barriers: Communication, lack of exposure or opportunity, reluctance or avoidance of difference, witnessing, experiencing, or expressing discrimination and no perception of barriers	Achieved
3.1 Students participate in curricular programming with an Indigenous, international, or intercultural focus.	2,503	2597	Achieved
3.2 Percentage of baccalaureate degree students completing Local to Global Theme ILO courses with a minimum C+ grade or better.	82.9%	85.6	Achieved

Analyze

Identify how successful TRU was in fulfilling its mission for the core theme in light of the values of the indicators and the definition of Mission Fulfilment, as well as, strengths and opportunities for improvement.

Definition of Mission Fulfilment

Mission Fulfilment occurs when 70% of the indicators for each of the four Core Themes are in the *Achieved* or *Minimally Achieved* threshold ranges.

Note: TRU acknowledges that not all indicators carry the same weight in terms of their impact on outcomes. The impact of indicators may become evident through this analysis, and may inform future decision-making, including the relevance of tracking certain indicators.

Table 2: Summary of Core Theme

How successful was TRU in achieving mission fulfilment for this core theme?
<p>TRU is achieving mission fulfilment for this core theme in many areas of the institution. However, there is still room for improvement.</p>
Identify strengths and successes
<p>We are seeing increases in the number of students enrolling and successfully completing courses related to the local to global ILOs for Indigenous Knowledges and Ways and Intercultural Understanding. The qualitative indicators illustrate that an increase in engagement and opportunities for intercultural learning reaches across the institution and beyond and that these initiatives align with our Vision and Change Goals. The narrative and workshop data indicates impact and engagement but also identifies the learning as more cognitive than praxis oriented. The data also identifies barriers to intercultural learning as students still witness and experience discrimination.</p>
List opportunities and areas in need of improvement
<p>Indicator 1.1: We need an annual survey to monitor student perceptions more consistently. Indicator 2.1: We need to find a way to visually represent the scope and reach which will help us identify gaps and areas for improvement over time. Indicator 2.2: We need to diversify the participants by engaging more faculty (potentially those who teach courses with local to global ILOs). We also need to find ways to collect this data from faculty and staff. We also need to ensure that Indigenous workshops consistently collect survey data.</p> <p>Overall, the analysis provides evidence that we have achieved mission fulfillment for the core theme of Intercultural Understanding; however, the qualitative data also shows that the learning predominantly cognitive or knowledge based. TRU will need to support programming that supports intercultural development in the behavioral and affective domains that lead to praxis. Moreover, the narratives revealed that students witness and experience discrimination, this should be explored more fully and ideally lead to processes and policies that aim to eliminate ethnocentrism and racism on campus.</p> <p>Dissemination & Actions IUSC is committed to sharing our findings more broadly on campus so that we can increase both awareness of, and engagement in, intercultural learning at TRU. We intend to present to a variety of committees in the fall semester 2022,</p>

Review of Objectives, Outcomes, and Indicators

Review current objectives and outcomes to confirm alignment with core theme and TRU's mission statement. If necessary, add or remove objectives and/or outcomes to keep the core theme relevant to TRU's mission statement.

Table 3: Review of Objectives and Outcomes

Objective and Outcomes	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
1.0 To enhance students' sense of belonging through experiences of diversity and inclusion.	Y	
2.0 Faculty, staff, and students intentionally and reflectively increase their awareness of sociocultural diversities, including their own.	Y	
3.0 To expand intercultural learning through curriculum by promoting the recognition of and respect for Indigenous knowledges and ways and diverse cultures and worldviews.	Y	

Indicators

Review the current indicators and rationales to confirm alignment with TRU's mission, the core theme, objectives, and outcomes. Determine if indicators need to be removed, revised, and/or if new indicators are required to track if the outcomes associated with the objectives are being achieved.

Table 4: Review of Indicators

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1 Student perceptions of intercultural understanding and inclusion as indicated by survey responses.	Y	
2.1 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding.	Y	
2.2 Narratives of engagement in and impact of intercultural learning.	Y	
3.1 Students participate in curricular programming with an Indigenous, international, or intercultural focus.	Y	
3.2 Percentage of baccalaureate degree students completing Local to Global Theme ILO courses with a minimum C+ grade or better.	Y	

New Indicators and Emerging Indicators

Consider if TRU should adopt new indicators for measuring Intercultural Understanding based on emerging trends and patterns within the external and internal environment.

New Indicators

Refer to indicators for which TRU has three years of historical data and be added or replace a current indicator.

Emerging Indicators

Given the changing nature of the institution, initiatives, and available data, consider if there are other indicators that would better measure the core theme objectives. Emerging indicators may be beneficial for tracking in the future; however, historical data does not currently exist. Ideally, three years of historical values should be available in order to make informed plans. It is beneficial to start to track the indicator value before it is used as an indicator for the core theme, as this will help develop historical information.

Finally, consider if a qualitative performance indicator would be beneficial. "Although quantitative indicators show trends and uncover interesting questions, they cannot by themselves provide explanations or permit conclusions to be drawn. Additional research will always be required to

diagnose the causes of problems and suggest solutions” (Canadian Education Statistics Council, 2006, p.x).

If you see no need to add or replace indicators, leave Table 5 blank.

Table 5: New and/or Emerging Indicators

Indicator	Rationale and Data Source	MF Threshold Range			Five Year Goal	Historical Values	New or Emerging
		Achieved	Minimally Achieved	Not Achieved			

Levels of Achievement

In your review of the annual mission fulfilment threshold ranges, consider what is acceptable (or not) on an **annual** basis. For example, ask yourselves:

Achieved

What does achievement look like? For example:

- an increase in retention rate of 2%; or, perhaps, 5%
- an increase in Indigenous students’ sense of belonging, as evidenced by a sampling of Indigenous students’ narratives

Minimally Achieved

What would be considered maintaining the status quo? For example:

- a 0% increase in intercultural activities delivered; or, perhaps, a range of -1 to +1%
- little change in students’ ability to navigate university processes (e.g., admissions, advising, degree progression, etc.), as evidenced by a representative sample of students’ journey maps.

Not Achieved

What would be considered problematic? For example,

- a decrease in tri-agency research dollars awarded by 2%; or, perhaps, 5%
- a decrease in the level of satisfaction with student support services, as evidenced by qualitative student responses to the NSSE survey.

Table 6: Indicator Threshold Ranges

Indicator #	Threshold Ranges			Rationale for Change (if applicable)
	Achieved	Minimally Achieved	Not Achieved	
1.1 Student perceptions of intercultural understanding and inclusion as indicated by survey responses.	> 2% increase	0 - 2 % increase	decrease	Considering that that the five-year goal is to maintain or increase by 2%, year-over-year changes should be adjusted in the next NSSE cycle.
2.1 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding	Evidence demonstrates depth and reach. Narratives of engagement in and impact of intercultural learning, and reach of intercultural initiatives and events	Some evidence of depth and/or reach of intercultural initiatives and events	Evidence does not demonstrate depth, scope or reach of intercultural initiatives and events	
2.2 Narratives of engagement in and impact of intercultural learning	Evidence demonstrates impact of intercultural learning (attitudes, knowledge, skills, praxis)	Some evidence of impact of intercultural learning (attitudes,	Evidence does not demonstrate intercultural (attitudes, knowledge, skills, praxis)	

Indicator #	Threshold Ranges			Rationale for Change (if applicable)
	Achieved	Minimally Achieved	Not Achieved	
		knowledge, skills, praxis)		
3.1 Students participate in curricular programming with an Indigenous, international, or intercultural focus.	>1% increase	0 - 1% increase	0 or decrease	
3.2 Percentage of baccalaureate degree students completing Local to Global Theme ILO courses with a minimum C+ grade or better.	>1% increase	0 - 1% increase	0 or decrease	

Review the Five-Year Target (2020 - 2025)

Five-year targets should be aspirational yet realistic. They should provide a concrete goal and motivation to improve services, programs, or experiences as a means to achieve outcome targets. These targets can be tied to goals related to institutional strategic plans where available.

Table 7: Five-Year Targets

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
1.1	Maintain or increase by 2%	Y	
2.1	Maintain consistent evidence of effort to provide and develop opportunities for intercultural understanding	Y	
2.2	Ongoing evidence demonstrates engagement and impact of intercultural learning for all stakeholders	Y	
3.1	Students participate in curricular programming with an Indigenous, international, or intercultural focus.	Y	
3.2	3 year rolling average; C+ or better	Y	

Appendices

Appendix 1: MarCom Newsroom Stories & Events

NEWSROOM STORIES		
Date	Associated School/Faculty/Department	Link
April 12, 2021	Current Students	Indigenous student mentors reflect on leadership roles Students and alumni share the impact of being mentors in the Indigenous Student Mentor Program

April 22, 2021	Applied Sustainable Ranching (Williams Lake)	<p>TRU joins unique Indigenous agriculture partnership</p> <p>TRU's Applied Sustainable Ranching program partners with Skeetchestn band and Tk'emlúps te Secwépemc.</p>
April 22, 2021	Bob Gaglardi School of Business & Economics	<p>Student's research has important implications for Indigenous governance</p> <p>MBA thesis connects First Nation investing policies and well-being</p>
May 7, 2021	School of Nursing	<p>Finding answers for Indigenous mental wellness</p> <p>Also news release: TRU nursing student searches for answers to Indigenous mental-wellness gaps</p> <p>Master of Nursing student Nikki Hunter-Porter receives national grant for Indigenous mental health research</p>
May 13, 2021	Student Awards	<p>TRU and Tk'emlups te Secwepemc unveil new student awards</p> <p>Tk'emlúps te Secwépemc students will be closer to achieving their educational dreams with the new Indigenous Students Awards program announced by TRU.</p>
May 28, 2021	President's Office	<p>Sharing in sorrow and truth</p> <p>President's message in response to remains found by Tk'emlúps te Secwépemc at the Kamloops Indian Residential School.</p>
May 31, 2021	President's Office	<p>An invitation to support healing and action</p> <p>President's message with events, supports and resources, calling on TRU community to learn more about truth and reconciliation</p>
June 4, 2021	School of Nursing	<p>Researcher joins Indigenous health-care task force</p> <p>Nursing faculty member Dr. Sheila Blackstock appointed to the province's In Plain Sight task force.</p>
June 15, 2021	Research and Graduate Studies	<p>TRU researcher receives national recognition, funding extension</p> <p>Courtney Mason's Canada Research Chair renewed to study rural and Indigenous land use.</p>
June 17, 2021	TRU-wide.	<p>TRU celebrates outstanding leaders at Spring Virtual Convocation</p> <p>+ Video: Marvin Storrow, Doctor of Laws</p>

		(see also Spring 2021 Convocation videos) Lawyer Marvin Storrow receives TRU honorary doctorate for ground-breaking litigation in Indigenous rights and land titles
June 18, 2021	President's Office	Connecting with words + Vision Statement (includes Secwepemctsin audio) TRU's <i>Vision Statement</i> is translated into Secwepemctsin, language of the Secwépemc people, TRU's "host house."
Oct. 1, 2021	TRU-wide.	First woman Indigenous provincial judge in BC honoured at convocation + Video: Marion Buller, Doctor of Laws The Honourable Marion Buller awarded a TRU honorary doctorate at Fall 2021 Virtual Convocation (event Oct. 8)
Oct. 12, 2021	School of Nursing	TRU nursing leaders honoured for influence TRU nursing dean and Indigenous research chair are inducted into the Canadian Academy of Nursing Fellowship.
Nov. 3, 2022	TRU World	TRU new Global Skills Opportunity project New funds for international opportunities for students
Nov. 10, 2021	Faculty of Science	Student wins scholarship for Indigenous women in STEM TRU physics major Sophie Collins awarded Indigenous Women in Technology Scholarship.
Nov. 20, 2022	Student Development.	Reflecting on Transgender Day of Remembrance Student storyteller Nicole Stanchfield raises awareness about gender on campus.
Dec. 6, 2021	School of Nursing	Award supports Indigenous health-care professionals Grant awarded to TRU researchers for Participatory Indigenous Nursing Knowledge Translation project
Jan. 12, 2022	Research and Graduate Studies, Faculty of Education and Social Work	TRU researchers receive funding extension Canada Research Chair in Indigenization of Education Shelly Johnson is noted for her indigenization work.

Jan. 12, 2022	Research and Graduate Studies	Researchers awarded Insight Development Grants Bonnie Fournier looks at Uganda's traditional practices
Jan. 21, 2022	President's Office	What is TRU's role in the pandemic recovery? TRU President Brett Fairbairn discusses the university's role after the pandemic. Including the role in society and culture.
Jan. 26, 2022	President's Office Message and flag lowering event on TRU campuses	Standing in support with T'exelc President's message with mental health supports in response to burial site findings by Williams Lake First Nation (T'exelc)
Feb. 28 to March 4, 2022	TRU-wide	Indigenous Awareness Week (IAW) IAW provides opportunities to learn about Indigenous people, cultures, histories and stories.
Feb. and March, 2022	TRU World	Online language and culture program for international students. TRU World's language and culture programs provide students with the English skills needed to fully participate in all activities.
March 8, 2022	Faculty of Adventure, Culinary Arts and Tourism	Top chef cooks up lessons for TRU students + Video: Chef Bernard Casavant visits Guest chef visits Culinary Arts during Indigenous Awareness Week
March 17, 2022	TRU Foundation	Day of Giving 2022 TRU's annual Day of Giving was moved to spring, and raised more than \$36,000 for students, Ukraine support and other causes.
March 29, 2022	Bob Gaglardi School of Business & Economics	Ch'nook Scholars: Connecting Indigenous students with business leaders Provincial Indigenous student mentoring/networking program
Ongoing	TRU-wide	The Coyote Project While monthly meetings have gone virtual, all of TRU's faculties and schools, as well as the Library, TRU World and Open Learning, continue to work at indigenization of the university.

EVENT LISTINGS

Date	Associated School/Faculty/Department	Link or Description
Ongoing	Indigenous TRU, The Gathering Place	Indigenous Virtual Soup Circle Wellness Circle Indigenous Students bi-weekly circle
Ongoing	Indigenous TRU	Indigenous mentor program. The Indigenous Mentor Program assists new students with a successful transition into Thompson Rivers University.
Ongoing	Indigenous TRU	Knowledge Makers Knowledge Makers is a Canadian award winning Indigenous research network. We are dedicated to transforming universities by engaging Indigenous students across disciplines in research and publication.
Ongoing	Indigenous TRU	Elder in the House program In the Elder in the House Program, elders are available at the TRU Kamloops and Williams Lake Cplul'kw'ten. They provide personal consultation, conversation, guidance and mentorship to Indigenous students.
Ongoing	Current Students, Multi-Faith Chaplaincy	Multi-Faith Chaplaincy Multi-Faith Chaplaincy respects individuals of all faith traditions and spiritual expressions.
May 13, 2021	Office of Indigenous Education	TRU Indigenous Book Club Skin Like Mine, by Garry Gottfriedson, TRU Cultural Advisor.
June 21, 2021	Office of Indigenous Education	TRU National Indigenous People's Day Event Online event to honour First Nations, Metis and Inuit Peoples.
June 25, 2021	Office of Indigenous Education	TRU Indigenous Book Club Behind Closed Doors: Stories from the Kamloops Indian Residential School
July 30, 2021	Office of Indigenous Education	TRU Indigenous Book Club Unsettling Canada: A National Wake-Up Call
Sept. 17, 2021	Student Development.	Intercultural education opens a world of growth Participants learn about intercultural communication and the intercultural mentor program.
Sept. 21, 2021	Multi-Faith Chaplaincy	Day of Peace Day of Peace gathering on campus.
Sept. 24, 2021	Office of Indigenous Education	TRU Indigenous Book Club Join Indigenous Education and Indigenous Student Development for a review of some books related to residential schools in Canada.
Sept. 24, 2021	Research and Graduate Studies.	Equity, diversity and inclusion in research virtual session

		This workshop explores why it's important to include EDI in research.
Sept. 29, 2021	CELT.	CELTalks: Indigenous pedagogy Laura Grizzlypaws talks about Indigenous teaching and learning
Sept. 29, 2021, annual	Office of Indigenous Education	Orange Shirt Day An event to recognize Orange Shirt Day & the National Day for Truth and Reconciliation (Sept. 30)
Oct. 4, 2021	Student Development.	TRU LEADership series: what problems do you want to solve in the world? Students learn to better understand themselves and apply knowledge in their place of work.
Oct. 4-15, 2021	Office of Indigenous Education/Faculty of Arts/TRU Art Gallery	The Red Dress Project honouring Missing & Murdered Indigenous Women & Girls Opening ceremonies with guest speaker Dr. Mukwa Musayett
Nov. 2, 2021	Student Development	Cultural dimensions and intercultural communication Intercultural co-ordinator Kyra Garson talks about intercultural theory.
Nov. 3, 2021	Office of Indigenous Education	Introduction to Indigenization at TRU — virtual Office of Indigenous Education Intercultural education speaker series. Indigenous Education Director Tina Matthew talks about TRU's initiatives.
Nov. 12, 2021	Office of Indigenous Education and Faculty of Student Development	Indigenous Movie Night: The Grizzlies Free screening of <i>The Grizzlies</i> , with wellness supports onsite
Nov. 18, 2021	The TRU Chinese Students and Scholars Assn.	The causes and effects behind the competition between the USA and China The TRU Chinese Students and Scholars Assn. and political scientist Derek Cook share their knowledge.
Nov. 18, 2021	CELT.	CELTalks: Indigenous pedagogy Laura Grizzlypaws talks about Indigenous teaching and learning
Nov. 19, 2021	Student Development.	Being inclusive of gender identity and sexual orientation Gender rights advocate Nicole Stanchfield talks about 2SLGBTQIA+.
Nov. 24, 2021	Student Development.	Indigenous student development and intercultural learning open house Virtual Open House series presents an information session.
Nov. 25, 2021	Future Students Office	Indigenous Student Development and Intercultural Learning virtual open house

		Virtual open house session for potential students to learn about Indigenous and Intercultural learning at TRU.
Nov. 26, 2021	Office of Indigenous Education	Traditional Indigenous Rattle Making Workshop Free Indigenous rattle making workshop, supplies provided.
Nov. 26, 2021	Office of Indigenous Education	TRU Indigenous Book Club Five Little Indians by Michelle Good
Dec. 15, 2021	CELT.	CEL Talks: Indigenous pedagogy Laura Grizzlypaws talks about Indigenous teaching and learning.
Jan. 28, 2022	Office of Indigenous Education	TRU Indigenous Book Club Calling My Spirit Back by Elaine Alec
Feb. 2, 2022	Multi-Faith Chaplaincy	Spiritual Care: A practical approach. Interfaith Harmony Week The Multi-Faith Chaplaincy holds a virtual panel discussion on faith and spirituality for life's problems.
Feb. 8, 2022	Office of Indigenous Education	Beading as a cultural practice Elder Doe shares her beading practice with us.
Feb. 10, 2022	Office of Indigenous Education	Introduction to Smudging and Protocols with Doe Thomas Elder Doe Thomas from Tk'emlups to Secwepemc gave an introductory session on smudging.
Feb. 11, 2022	TRU World	Study Abroad Information Session Student information session on applying for Study Abroad opportunities
Feb. 15, 2022	Faculty of Student Development	The Medicine Wheel: Learning from this Indigenous Model of Wellness Elder Doe Thomas shares her perspectives on the Medicine Wheel (student wellness event, part of wellness centre series).
Feb. 25, 2022	Office of Indigenous Education	TRU Indigenous Book Club Embers by Richard Wagamese
March 1, 2022	Office of Indigenous Education	Dreamcatchers: The true cultural significance The true history of the dreamcatcher lies with the Anishinaabe people. We are creating dreamcatchers and discussing their ties to health and protection.
March 25, 2022	Office of Indigenous Education	TRU Indigenous Book Club Jo-Ann Archibald joins the group to discuss her book, Decolonizing Research: Indigenous Storywork as Methodology.
Feb. 11, 2022	TRU World	Study Abroad Information Session Student information session on applying for Study Abroad opportunities

March 2, 2022	Research and Graduate Studies	Flash Teach-In on Ukraine Faculty and guests frame the historical, political and cultural context shaping the current war.
March 3, 2022	TRU World	Rally to Support Ukraine Student-led rally on Kamloops campus to show support for Ukraine.
March 12, 2022	Student Development.	Ethics bowl Students analyze and discuss ethical dilemmas.
March 29, 2022	TRU-TRUFA	Exploring the strength of diversity TRU-TRUFA EDI grant. Students and faculty learn organizational behavior.
March 31, 2022	TRUFA Gender Equity Committee	Flag raised for Transgender Day of Visibility TRU raises the flag forTDV on campus and shares information about a movie event.
March 31, 2022	Research and Grad Studies.	EDI Cultural Mapping A team of TRU researchers are capturing experiences of belonging using cultural mapping.

Appendix 2: Student Development Social Media Feed



Copy of
Intercultural Conten

Appendix 3: Course Enrolment in courses for Intercultural Awareness and Indigenous Knowledges & Ways Institutional Learning Outcomes

Term Summary

	Undergraduate		
	Domestic	International	Total
Summer 2014	99	5	104
Fall 2014	544	107	651
Winter 2015	657	137	794
Summer 2015	106	32	138
Fall 2015	628	133	761
Winter 2016	559	133	692
Summer 2016	131	48	179
Fall 2016	667	122	789
Winter 2017	575	141	716
Summer 2017	178	55	233
Fall 2017	850	214	1,064
Winter 2018	623	273	896
Summer 2018	271	91	362

Fall 2018	777	394	1,171
Winter 2019	671	253	924
Summer 2019	199	58	257
Fall 2019	735	396	1,131
Winter 2020	831	357	1,188
Summer 2020	261	83	344
Fall 2020	855	380	1,235
Winter 2021	883	261	1,144
Summer 2021	317	83	400
Fall 2021	822	333	1,155
Winter 2022	618	320	938

Fiscal Year Summary

	Domestic	International	Total
2014-15	1,300	249	1,549
2015-16	1,293	298	1,591
2016-17	1,373	311	1,684
2017-18	1,651	542	2,193
2018-19	1,719	738	2,457
2019-20	1,765	811	2,576
2020-21	1,999	724	2,723
2021-22	1,757	736	2,493

Three Year Rolling Averages

	Domestic	International	Total
2014-15 to 2016-17	1,322	286	1,608
2015-16 to 2017-18	1,439	384	1,823
2016-17 to 2018-19	1,581	530	2,111
2017-18 to 2019-20	1,712	697	2,409
2018-19 to 2020-21	1,828	758	2,585
2019-20 to 2021-22	1,840	757	2,597

Appendix 4: Local to Global ILO with C+ or Greater Grade Rate by Academic Year

	2016-17	2017-18	2018-19	2019-20	2020-21
Success	1,496	1,952	1,910	2,135	2,339
Success - below	157	275	331	268	205
Complete	28	31	79	55	86
Fail	131	149	175	180	203
Withdrawal	98	143	146	172	193
Other	0	0	1	1	1

Completions	1,812	2,407	2,495	2,638	2,833
C+ and greater rate	84.1%	82.4%	79.7%	83.0%	85.6%

Notes:

Grades are categorized as:

A+, A, A-, B+, B, B-, C+ are Success

C, C-, D, D+ are Success - below

COM are Complete

W are Withdrawal

F, DNC are Fail

Other grades include PLAR, Audits, and other less used grades

Completions are defined as Success, Success - below, Complete, and Fail Grades



Appendix B Research Workbook



**Annual Core Theme Mission Fulfilment
Evaluation and Planning**

Workbook

2022

Core Theme	Research
Submitted by	Research Committee of Senate
Chair	Lauchlan Fraser
Date	August 15, 2022

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Overview

Annual review of the core themes in relation to Mission Fulfilment involves four steps:

1. **Collect** data for each of the indicators.
2. **Assess** the level of achievement for each indicator.
3. **Analyze** results, considering contextual factors, and discuss implications relating to the success of the core theme.
4. **Report** results to TRU's governing bodies to inform divisional and unit planning across the institution.



Completed workbooks are submitted to the Accreditation Liaison Officer (ALO) annually on June 30. ALO compiles findings into an Annual Institutional Mission Fulfilment Report that details how successful TRU was in fulfilling its mission that year.

Timeline for Submissions

April 1 - June 30	Standing Committees of Senate conduct annual assessment of Mission Fulfilment.
June 30	Core Theme Work Book submitted to ALO at ahoare@tru.ca
July 1 - July 31	ALO compiles Core Theme Work Books into an Annual Institutional Mission Fulfilment Report.
August 1 – 31	Accreditation Steering Committee (ASC) reviews Annual Institutional Mission Fulfilment Report
September 1 – September 30	Broad distribution of Annual Institutional Mission Fulfilment Report through TRU's collegial governance process. The report is brought forward by the Provost and Vice President Academic and Research to APPC, Senate, PCOL, and the Board of Governors. The report is then posted publicly to the TRU website.

Research Mission Fulfilment Framework

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal	Values
			Achieved	Minimally Achieved	Not Achieved		
1.0 Lead in community research and scholarship. We will support all faculty members in knowledge-seeking, knowledge creation, and creative inquiry. We will earn recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships; for involving graduate students in community-centred research; and for undergraduate research training.	1.0 TRU faculty engage in knowledge-seeking, knowledge creation, and creative inquiry.	1.1 Percentage of active tri-partite faculty holding external funding (contract and grant)	3% or > increase	-1 to 3% change	-1% or > decrease	40%	2017: 24% 2018: 28% 2019: 34% 2020: 33% 2021: 34% 2022: 36%
		1.2 Total dollar amount of tri-agency grants and external contracts (3-year rolling average)	\$600,000 or > increase	\$0 to \$600,000 increase	Decrease	\$9.0M by 2026 (3-year rolling average)	2017: \$2.3M (\$1.7M) 2018: \$4.3M (\$2.8M) 2019: \$3.3M (\$3.3M) 2020: \$4.3M (\$3.9M) 2021: \$6.3M (\$4.6M) 2022: \$7.7M (\$6.2M)
	2.0 TRU faculty create new knowledge	2.1 Number of peer-reviewed publications, scholarly works, exhibitions, and other creative works per faculty member as a percentage of total tri-partite faculty (3-year rolling average)	3% or > increase	-1 to 3% change	-1% or > decrease	Undefined	2018: 320 2020: not available 2021: not available 2022: 227 (This figure is included as a partial reflection of the work undertaken by faculty; however, does not encompass all publications. Access to data is restricted).
3.0 TRU faculty and students disseminate new knowledge impactful to the communities we serve		3.1 Number of Community Citations Score, as measured by the total references in external media, annual reports, policy documents, newsletters and number of community-held forums reporting research results and activities to participants, stakeholders and knowledge	3% or > increase	-1 to 3% change	-1% or > decrease	Undefined	Indicator 3.1 has been removed to focus more intentionally on qualitatively understanding the student and faculty research experience.

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal	Values
			Achieved	Minimally Achieved	Not Achieved		
		users by TRU faculty and community groups					
		3.2 Number of undergraduate student knowledge mobilization activities facilitated by the office of Research and Graduate Studies	> 5% increase	1 - 5% increase	0 or decrease	260 10% growth	2019: 155 2020: 237 2021: 75 2022: 157
4.0 TRU is a leader in undergraduate research training.	4.1 Percentage of TRU courses that include Research informed Learning (Critical Thinking & Investigation ILO courses)		> 3% increase	1 - 2% increase	0 or decrease	80%	2016/17: 70.2% 2017/18: 69.2% 2018/19: 68.3% 2019/20: 73.5% 2020/21: 78.6% 2021/22: 77.6%
5.0 TRU is the most committed and innovative university in Canada for research and scholarship based on community partnerships.	5.1 Cultural Maps of the knowledge building pathways including partnerships and learning outcomes which demonstrate: <ul style="list-style-type: none"> Promoting technological and social innovation and social enterprise Germinating ideas and applied research opportunities Developing research relationships/partnerships with community partners Sharing research infrastructure and engagement spaces Enabling knowledge exchange Celebrating shared successes 	Community partnerships demonstrate a positive community impact and increasing depth and reach	Community partnerships demonstrate a positive impact and increasing engagement	Community partnerships have little to no impact or contribution to the learning and development	We will earn recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships	2021: Preliminary analysis of cultural maps demonstrates evidence of community impact through increased engagement, collaboration, and knowledge-sharing 2022: An analysis of cultural maps demonstrates pan-university and community engagement and improved connections and collaborations	

Indicator 5.1 Description and Evidence of Community Impact

Cultural mapping is an inclusive research method and has potential to significantly impact our understanding of equity, diversity, and inclusion at TRU in the context of the student and faculty research experience. Simple statistical data cannot give us answers to the complexity of the issues that we are trying to capture; rather the stories and narratives of those with lived experience provide the data to inform program change. Counting the intangibles is at the root of transforming programs and culture.

Cultural mapping as a methodology has helped to inform program change and has been demonstrated to be an opportunity for a measurable outcome for our research and educational programming. The uses of culturally mapping as method is evolving as we continue to explore and gather data to inform program development and strategic planning.

The lived and living experiences of our students, as represented in their journey maps, provided a corrective lens, expert testimony we couldn't ignore. The mapping was more than a form of consultation; it became a provocation to reshape the very process of knowledge production, planning, and implementation as co-creation. Student and faculty cultural maps provide visual data to inform planning and decision-making.

The student and faculty maps highlighted the gap between the students' self-reported journeys and what the faculty assumed about those student journeys. The faculty maps are a world apart from the student maps, depicting a sense of confidence in the system not shared by the students. Gap analysis helped us remove some administrative blind spots, to see rather than assume.

The results for indicator 5.1 demonstrate pan-university and community engagement and improved connections and collaborations, inclusive of public engagement, community partnerships, and inter-institutional partnerships. For example, the research is embedded in the Researcher-in-Residence initiative with the City of Kamloops. Therefore, degree to which cultural mapping methods are adopted and naturalized becomes a measurable outcome.

Below is a sampling of student research and public engagement activities that highlight, qualitatively and quantitatively, TRU's commitment to be the most innovative university in Canada for research and scholarship based on community partnerships; for involving graduate students in community-centred research; and for undergraduate research training.

Student Research

Thompson Rivers University's (TRU) *Student Research and Public Engagement* portfolio continues to build on TRU's commitment to student success and the key role of research-informed learning, utilizing both curricular and co-curricular opportunities and experiences for students at the undergraduate level. The 2021-22 goals for UR have been driven by the co-creation of student research programming with students and faculty. Using cultural mapping as the methodology to better understand UR at TRU, an area of focus was equitable access to undergraduate research experiences for students.

Impact of Undergraduate Research Journey Mapping at TRU

Over 100 maps were collected in 2019 from faculty and students. The student maps identified an opportunity for TRU to provide equitable access to undergraduate research experiences in first and second year.



Equitable Access Program Created: Research Coach

The Research Coach program was launched as a pilot in 2018 (did not run during the pandemic) with the goal of providing students first- and second-year curricular research opportunities. This early intervention and enhanced introduction of discipline-based research and creative inquiry is intended to complement the kind of research-based opportunities that students typically discover in the final years of their undergraduate degree programs, strategically building capacity for undergraduate research at TRU.

Since 2018 we've had a total of **345 first and second-year students** engage in research projects in Chemistry, Psychology, Nursing, Social Work, Geography, Tourism, Interdisciplinary Studies, Visual Arts and the ARET program.





Open Access Online Resource: Canadian Undergraduate Research Network

The *Canadian Undergraduate Research Network* (CURN) is an initiative developed to support the university's strategic plan to build capacity for undergraduate research at TRU. The project is a collaboration between students, the Office of Research and Graduate Studies and the Open Learning Division of TRU. Lead by our institutional mandate of open access, a guiding principle for the site has been accessibility for all learners, with a goal of creating inter-institutional undergraduate research partnerships, and increased participation in undergraduate research at TRU. To date, there have been over **80 students** contributing to the project and discussions with Canadian University's have begun to leverage the CURN as the host for a national online virtual undergraduate research conference in 2024.

THOMPSON RIVERS UNIVERSITY CANADIAN UNDERGRADUATE RESEARCH NETWORK

ABOUT CURN BLOG DISCOVER CONNECT ENGAGE BECOME LOGIN

Canadian Undergraduate Research Network

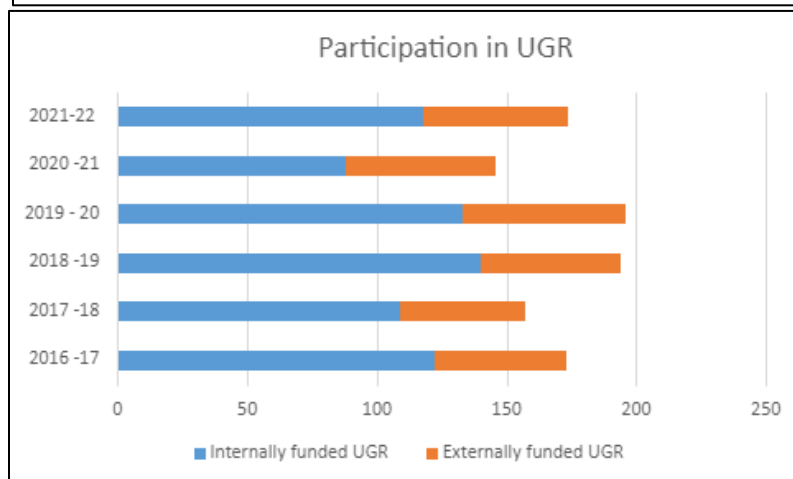
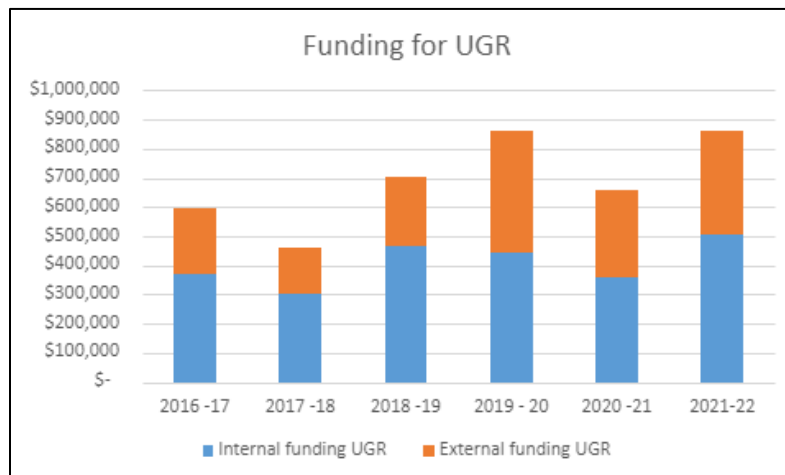
Research resources, by students and for students

EXPLORE ABOUT

Explore your research journey



Participation in undergraduate research continues to be tracked by funding and student numbers (* note 2020-21 was pandemic year):



Institutional Learning Outcome: Critical Thinking and Investigation

To support student success, TRU identified eight institutional learning outcomes (ILO). All students enrolled in a bachelor's degree program will achieve these outcomes as part of the completion of their degree. One of these learning outcomes addresses TRU's commitment to undergraduate research for students. The ILO for critical thinking and investigation requires students to complete courses, where they construct meaning from information by applying critical thinking through research. These courses will be identified by 2023. Data will be gathered for this section as we move forward.

Public Engagement

Community, faculty, and students are co-creating research collaborations to advance TRU's goals to be leaders in community-engaged research and student training. Innovative programming co-created with our community partners such as the Researcher-in-Residence and the Xchange are demonstrated outputs to move TRU's commitment to community-engaged research forward.



Community Engaged Research (CER) Programs

There are several initiatives currently in place that will provide a strong platform from which to build a robust framework for CER that serves community, students, and faculty. Below are examples of select projects:

1. **The Researcher-in-Residence (RiR)** program is a three-year pilot project in partnership between TRU and the City of Kamloops, jointly funded by Mitacs—and is a new model for community engaged research between universities and communities. The program utilizes teams of students, faculty, and city staff who are guided by Dr. Cheryl Gladu, the Researcher in Residence, and supported by the office of *Student Research and Public Engagement*, to facilitate research-informed decision making at the City of Kamloops.
 - Trained over 42 students in various disciplines
 - Received two National Awards for the Innovative Program 2022:

- Canadian Association of University Business Officers (CAUBO)- Honorable Mention 2022 Quality and Productivity Awards
- CBRCanada- Honorable Mention- Community-Campus Research Partnership Nominee



Launch of You Are Here Project at the Kamloops Museum- Collaborative Research Project between the City of Kamloops and TRU to inform the new cultural strategic plan

1. **2022 Re-launch of Community Engaged Research Fund (CERF)**- A 360 review on the former Community-Driven Research Fund identified gaps on co-creation with community. To address these issues, in the Spring of 2022 the CERF was launched, a funding program founded on the principles of community-engaged research. As part of this new process, the CERF includes a revised application, a commitment to multidisciplinary research and a research Team Charter that is to be co-developed by faculty, students, and community organizations.

CER Knowledge Mobilization and Co-Creation:

1. **Community Engaged Research Xchange website** is being co-created with faculty and community as a knowledge mobilization tool, examples of curricular work faculty are doing in the classroom to enhance student learning as it relates to community engaged research and a resource for community.
2. **Presentations on the RiR at SILGA** (Southern Interior Local Government Association); SFU Horizons Conference.



3. Examples of CER:

- Qwemtsin Health Society taking the lead to collaborate with TRU *Student Research and Public Engagement* to support decolonizing the food system, combating racism, and building community with food. The funding from Heritage Canada, under the Anti-Racism Action Program, focused on Tk'emlúps te Secwépemc, Skeetchestn, Whispering Pines/Clinton bands, and Kamloops and will run until March.
- Providing support and training to members of the Ask Wellness team to work with vulnerable populations to map the opioid crisis.

Xchange Social Innovation Lab. A collaborative hub dedicated to TRU's ongoing commitment to community-engaged research. Located on Northshore of Kamloops surrounded by over 12 not-for-profits such as the Kamloops Food Bank, Kamloops Immigration Services, Ask Wellness, Interior Community Services, The Kamloops Food Policy Council, and the Butler Urban Farm. The space over the summer will host the

Community-Engaged Research Fellows. Eight students have been identified as a SMART (Student Multidisciplinary Applied Research Team) and have engaged in a research project out of the Xchange to map out CER. Results and recommendations to follow in next report.



Assess

Review of Previous Year

Complete a review for each indicator by considering: Current Value, Mission Fulfilment Range, and Contextual Factors. Gather information, in collaboration with ALO, Integrated Planning & Effectiveness (IPE), and relevant departments, to determine the indicator value for the most recent period. Determine the change from the prior year and identify which of the mission fulfilment ranges applies (i.e., *Achieved / Minimally Achieved / Not Achieved*).

Table 1: Identification of Mission Fulfilment Range

Indicator # and descriptor	Prior Year Value	Current Value	MF Range	Factors positively or negatively affecting progress
1.1 Percentage of active tri-partite faculty holding external funding (contract and grant)	34%	36%	Minimally Achieved	Since 2020, the research enterprise at TRU has been impacted by the limitations and opportunities presented by the COVID-19 pandemic. The increased return to normal research activities in 2021-22, resulted in a return to normal levels of applications for grants and contracts.

Indicator # and descriptor	Prior Year Value	Current Value	MF Range	Factors positively or negatively affecting progress
1.2 Total dollar amount of tri-agency grants and external contracts (3-year rolling average)	\$4.6M	\$6.2M	Achieved	Externally sponsored research funding was bolstered by a successful application for research infrastructure through the Canada Foundation for Innovation and an investment by a private foundation to support early childhood education research.
2.1 Number of peer-reviewed publications, scholarly works, exhibitions and other creative works per faculty member as a percentage of total tri-partite faculty (3-year rolling average)	Unknown	227 (included here for tracking purposes only, and does not reflect the scope of publications due to difficulties accessing data)	Unknown	Data provided by the University Library, which represents total number of publications from April 1, 2021 - March 31, 2022, by TRU faculty. This figure includes publications from bi-partite faculty, as well, therefore the indicator description may need to be modified to reflect the work of both tri- and bi-partite faculty. Although TRU collects this information through the Academic Professional Activity Report, this information is not made available for analysis.
3.2 Number of undergraduate student knowledge mobilization activities funded by the office of Research and Graduate Studies	75	157	Achieved	TRU's Student Research and Public Engagement portfolio continues to build on the university's commitment to student success and the key role of research-informed learning, utilizing both curricular and co-curricular opportunities and experiences for students at the undergraduate level.
4.1 Percentage of TRU courses that include Research informed Learning (Critical Thinking & Investigation ILO courses)	78.6%	77.6%	Not achieved	Implementation of TRU's general education model is scheduled for completion Fall 2023. Identifying courses that meet the ILO is an ongoing project; as more courses are identified, we will have a better picture of student engagement in research-informed learning.
5.1 Cultural Maps of the knowledge building pathways including partnerships and learning outcomes	Preliminary analysis of cultural maps demonstrates evidence of community impact through increased engagement, collaboration, and knowledge-sharing	An analysis of cultural maps demonstrates pan-university and community engagement and improved connections and collaborations	Achieved	Using cultural mapping to better understand undergraduate student research experiences at TRU, an area of focus that became evident was equitable access to undergraduate research experiences for students. Over 100 maps were collected in 2019 from faculty and students. The student maps identified an opportunity for TRU to provide equitable access to undergraduate research experiences in first and second year.

Analyze

Identify how successful TRU was in fulfilling its mission for the core theme in light of the values of the indicators and the definition of Mission Fulfilment, as well as strengths and opportunities for improvement.

Definition of Mission Fulfilment

Mission Fulfilment occurs when 70% of the indicators for each of the four Core Themes are in the *Achieved* or *Minimally Achieved* threshold ranges.

Note: TRU acknowledges that not all indicators carry the same weight in terms of their impact on outcomes. The impact of indicators may become evident through this analysis, and may inform future decision-making, including the relevance of tracking certain indicators.

Table 2: Summary of Core Theme

How successful was TRU in achieving mission fulfilment for this core theme?
<p>During the 2022 reporting cycle, 4 of the 5 indicators were achieved or minimally achieved, equating to <u>80% rate of mission fulfilment</u> for the Core Theme Research.</p>
Identify strengths and successes
<p>In 2022, TRU appointed a Vice-President Research (Interim) to lead the research enterprise and transition for the incoming Vice-President Research scheduled for 2023. The VP Research headed a three-year consultation that resulted in the approval of a new 5-year Strategic Research Plan (SRP) that will focus on making significant contributions in five key challenge areas:</p> <ol style="list-style-type: none"> 1. Understanding and responding to changing climate, its consequences for our environments (built, natural, social), and pursuing sustainable solutions; 2. Contributing to greater social cohesion and sense of belonging through a commitment to social justice, equity, diversity, inclusion, and social responsibility; 3. Strengthening health, quality of life, and cultural sustainability in our local and regional communities; 4. Advancing technological, social and economic development and innovation that improves people's lives; and, 5. Seeking truth, reconciliation, and rights through Indigenous-led research and capacity building. <p>Since 2020, the research enterprise at TRU has been impacted by the limitations and opportunities presented by the COVID-19 pandemic. The increased return to normal research activities in 2021-22, resulted in a return to normal levels of applications for grants and contracts. TRU faculty continue to be successful in federal Tri-Agency grant competitions as evidenced by a 20% increase in the federal Research Support Fund. Of note, TRU was successful for the first time in CFI's Innovation Fund bringing in \$2M to support the development of a new world-class genomics lab on campus. In July 2021, TRU announced the appointment of a new Provincial Chair in Predictive Services, Emergency Management and Fire Science and TRU's fifth Canada Research Chair in Fire Ecology. Together, these two experts provide the foundation for a burgeoning centre of excellence in the Wildfire</p>

Science research area. TRU also renewed its four Canada Research Chairs and added two new bringing the total number of CRCs to six. TRU also signed a MOU with Fulbright Canada to establish an annual visiting research chair to TRU.

List opportunities and areas in need of improvement

TRU's new Strategic Research Plan (2022-27) will guide the development of future research clusters and partnership development. A planned Institute on Wildfire research, for example, offers an opportunity for TRU to lead in a federal and provincial priority, and build a national and internally recognized research organization. New institutional resources will be necessary to build up different areas of research, including matching funds for larger grants and initiatives. The advancement of the clusters will continue to be informed by the various EDI initiatives funded through TRU's 2020 NSERC EDI Capacity Building Grant (\$400,000). As TRU continues to make progress on EDI initiatives in the post-COVID era, it will be important to be aware of the impact of the pandemic on equity deserving groups, early career researchers, and specific disciplines. TRU also strives to build international partnerships and collaborations.

Review of Objectives, Outcomes, and Indicators

Review current objectives and outcomes to confirm alignment with core theme and TRU's mission statement. If necessary, add or remove objectives and/or outcomes to keep the core theme relevant to TRU's mission statement.

Table 3: Review of Objectives and Outcomes

Objective and Outcomes	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
Objective 1.0 TRU will create a sustainable research culture	N	Revised to align with TRU strategic change goal. <i>Lead in community research and scholarship. We will support all faculty members in knowledge-seeking, knowledge creation, and creative inquiry. We will earn recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships; for involving graduate students in community-centred research; and for undergraduate research training.</i>
Outcome 1.0 TRU faculty are competitive for external funding	N	Revised to align with TRU strategic change goal. <i>TRU faculty engage in knowledge-seeking, knowledge creation, and creative inquiry.</i>
Outcome 2.0 TRU faculty create new knowledge	Y	This outcome has been challenging to measure without access to data.
Outcome 3.0 TRU faculty and students disseminate new knowledge impactful to the communities we serve	Y	This outcome has been challenging to measure without access to data.

Objective and Outcomes	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
Outcome 4.0 Undergraduate student engagement in research activities	N	Revised to align with TRU strategic change goal. <i>TRU is a leader in undergraduate research training.</i>
Outcome 5.0 TRU facilitates the creation, co-creation, and translation of knowledge, resulting in new discoveries, products, processes and practices that will mutually benefit TRU and communities to lead positive environmental, cultural, social and economic change.	N	Revised to align with TRU strategic change goal. <i>TRU is the most committed and innovative university in Canada for research and scholarship based on community partnerships.</i>

Review the current indicators and rationales to confirm alignment with TRU's mission, the core theme, objectives, and outcomes. Determine if indicators need to be removed, revised, and/or if new indicators are required to track if the outcomes associated with the objectives are being achieved.

Table 4: Review of Indicators

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1 Percentage of active tri-partite faculty holding external funding (contract and grant)	Y	
1.2 Total dollar amount of tri-agency grants and external contracts (3-year rolling average)	Y	
2.1 Number of peer-reviewed publications, scholarly works, exhibitions and other creative works per faculty member as a percentage of total tri-partite faculty (3-year rolling average)	Y	
3.1 Number of Community Citations Score, as measured by the total references in external media, annual reports, policy documents, newsletters and number of community-held forums reporting research results and activities to participants, stakeholders and knowledge users by TRU faculty and community groups	N	Indicator 3.1 was removed to focus more intentionally on qualitatively understanding the student and faculty research experience.
3.2 Number of undergraduate student knowledge mobilization activities facilitated by the office of Research and Graduate Studies	Y	

Indicator #	Still relevant (Y/N)	If not, provide rationale
4.2 Percentage of TRU courses that include Research informed Learning (Critical Thinking & Investigation ILO courses)	Y	
5.1 Cultural Maps of the knowledge building pathways including partnerships and learning outcomes which demonstrate: <ul style="list-style-type: none"> • Promoting technological and social innovation and social enterprise • Germinating ideas and applied research opportunities • Developing research relationships/partnerships with community partners • Sharing research infrastructure and engagement spaces • Enabling knowledge exchange • Celebrating shared successes 	Y	

New Indicators and Emerging Indicators

Consider if TRU should adopt new indicators for measuring Student Success based on emerging trends and patterns within the external and internal environment.

Table 5: New and/or Emerging Indicators

Indicator	Rationale and Data Source	MF Threshold Range			Five Year Goal	Historical Values	New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
4.2 Number of users across Canada accessing the National Clearinghouse for Research and Resources on Undergraduate Research Training and RiL	Development of the National Clearinghouse for Research and Resources on Undergraduate Research Training and RiL is still in progress as we work in partnership with Open Learning and students as co-creators. The goal is to launch the site in September 2020 and will be able to report users in the Spring of 2021.	<i>Undefined</i>	<i>Undefined</i>	<i>Undefined</i>	As an open education resource, the goal would be to track this from year 1 – locally to year 2-regionally and build into international access by year 5.	<i>No data to date.</i>	Emerging
4.3 Percentage of students participating in undergraduate research programs that identify as but not limited to women, Indigenous peoples, persons with disabilities, members of visible minority/racialized groups, and members of LGBTQ2+ communities.	To address access to undergraduate research through an EDI lens (currently reviewing UR programs and developing a framework to capture EDI through student undergraduate research programs). New indicator to report Spring 2021.	<i>Undefined</i>	<i>Undefined</i>	<i>Undefined</i>	In order to identify a five-year goal, it will be important to establish baseline data for year 1 while working with institutional EDI committee(s). The baseline will then help to set targets for years 2 – 5.	<i>No data to date.</i>	Emerging
Create programming that integrates entrepreneurial and enterprise creation concepts into TRU courses where	Integrating concepts and support from external community-based Kamloops Innovation allows students and faculty	<i>Undefined</i>	<i>Undefined</i>	<i>Undefined</i>	Enterprise creation program integrated with three existing TRU Courses	<i>No data to date.</i>	Emerging

Indicator	Rationale and Data Source	MF Threshold Range			Five Year Goal	Historical Values	New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
innovation and business evaluation are already part of the learning outcomes for the course. Programming will involve community partnerships in the classroom and allow students to extend course projects after completion into business and social enterprise with support from Kamloops Innovation.	to develop real and potentially viable enterprises as part of their studies. TRU Generator will collect data.						
Number of TRU Undergraduate students participating in enterprise creation activities to develop viable businesses as part of their university experience.	Integrating concepts and support from external community-based Kamloops Innovation allows students and faculty to develop real and potentially viable enterprises as part of their studies. TRU Generator will collect data.	<i>Undefined</i>	<i>Undefined</i>	<i>Undefined</i>	Each year, 15 students complete co-curricular <u>Market Validation Training</u> to develop their new enterprise idea; 5 students enter Kamloops Innovation <u>Venture Acceleration Program</u> ; 2 student businesses making first sales of a new product or service. OR we go with what we have with the other Emerging Indicators... To identify a five-year goal, it will be important to establish baseline data for year 1 while working with Kamloops Innovation. The baseline will then help to set targets for years 2 – 5.	<i>No data to date.</i>	Emerging

Levels of Achievement

In your review of the annual mission fulfillment threshold ranges, consider what is acceptable (or not) on an **annual** basis. Review the existing threshold ranges and determine if any changes need to be made. If so, provide a rationale.

Table 6: Indicator Threshold Ranges

Indicator #	Threshold Ranges			Rationale for Change (if applicable)
	Achieved	Minimally Achieved	Not Achieved	
1.1	3% or > increase	-1 to 3% change	-1% or > decrease	
1.2	\$600,000 or > increase	\$0 to \$600,000 increase	Decrease	
2.1	3% or > increase	-1 to 3% change	-1% or > decrease	
3.1	3% or > increase	-1 to 3% change	-1% or > decrease	Indicator 3.1 was removed to focus more intentionally on qualitatively understanding the student and faculty research experience.
3.2	> 5% increase	1 - 5 % increase	0 or decrease	
4.1	> 3% increase	1 - 2 % increase	0 or decrease	
5.1	Community partnerships demonstrate a positive community impact and increasing depth and reach	Community partnerships demonstrate a positive impact and increasing engagement	Community partnerships have little to no impact or contribution to the learning and development	

Review the Five-Year Target (2020 - 2025)

Five-year targets should be aspirational yet realistic. They should provide a concrete goal and motivation to improve services, programs, or experiences as a means to achieve outcome targets. These targets can be tied to goals related to institutional strategic plans where available.

Table 7: Five-Year Targets

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
1.1	40%	N	As noted last year, this target is not an area of effective control given the number of variables impacting results (ex. hiring and retirements). However, it is a useful tool to measure the general level of faculty involvement in externally funded research initiatives.
1.2	\$4.5M \$9.0M (3-year rolling average)	Y	Last year the target was revised to \$9.0M by 2026, after exceeding the previous 5-year target of \$4.5M.
2.1	<i>Undefined</i>	N	Because TRU has not been able to collect historical values for this indicator, it is difficult to set a 5-year goal.

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
3.1	<i>Undefined</i>	N	Because TRU has not been able to collect historical values for this indicator, it is difficult to set a 5-year goal.
3.2	10% growth (260)	Y	
4.1	80%	Y	
5.1	We will earn recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships	Y	



Appendix C Student Success Workbook



Annual Core Theme Mission Fulfilment Evaluation and Planning

Student Success Workbook

2022

Core Theme	<i>Student Success</i>
Submitted by	<i>Student Success Committee of Senate</i>
Signature, Chair	<i>Sara Wolfe</i>
Date	August 8, 2022

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Overview

Annual review of the core themes in relation to Mission Fulfilment involves four steps:

1. **Collect** data for each of the indicators.
2. **Assess** the level of achievement for each indicator.
3. **Analyze** results, considering contextual factors, and discuss implications relating to the success of the core theme.
4. **Report** results to TRU's governing bodies to inform divisional and unit planning across the institution.



Completed workbooks are submitted to the Accreditation Liaison Officer (ALO) annually on June 30. ALO compiles findings into an Annual Institutional Mission Fulfilment Report that details how successful TRU was in fulfilling its mission that year.

Timeline for Submissions

April 1 - June 30	Standing Committees of Senate conduct annual assessment of Mission Fulfilment.
June 30	Core Theme Work Book submitted to ALO at ahoare@tru.ca
July 1 - July 31	ALO compiles Core Theme Work Books into an Annual Institutional Mission Fulfilment Report.
August 1 – 31	Accreditation Steering Committee (ASC) reviews Annual Institutional Mission Fulfilment Report
September 1 – September 30	<p>Broad distribution of Annual Institutional Mission Fulfilment Report through TRU's collegial governance process.</p> <p>The report is brought forward by the Provost and Vice President Academic and Research to APPC, Senate, PCOL, and the Board of Governors. The report is then posted publicly to the TRU website.</p>

Student Success Mission Fulfilment Framework

Objective	Indicator	MF Threshold Range			Five Year Goal (2025)	Historical Values	
		Achieved	Minimally Achieved	Not Achieved			
1. Eliminate opportunity gaps. We will ...retain students to create a balanced community of learners and leaders reflective of Canada and the world.	<u>1.1. Retention Rate</u>						
	Domestic non-Indigenous	>3%	1-2% increase	0 or decrease	60%	Fall 2015: 66% Fall 2016: 65% Fall 2017: 70% Fall 2018: 69% Fall 2019: 67% Fall 2020: 62%	Cohort n= 653 Cohort n= 682 Cohort n= 635 Cohort n= 642 Cohort n= 583 Cohort n= 581
	<u>1.2. Persistence Rate</u>						
	Domestic non-Indigenous	>3%	1-2%	0 or decrease	75%	Fall 2015 Cohort (Fall '16 to Fall '17): 74% Fall 2016 Cohort (Fall '17 to Fall '18): 77% Fall 2017 Cohort (Fall '18 to Fall '19): 77% Fall 2018 Cohort (Fall '19 to Fall '20): 73% Fall 2019 Cohort (Fall '20 to Fall '21): 71%	Cohort n= 432 Cohort n= 445 Cohort n= 445 Cohort n= 440 Cohort n= 389
	<u>1.3 Course Completion rate</u>						
Domestic non-Indigenous	>3%	1-2%	0 or decrease	90%	2016-17: 84% 2017-18: 83% 2018-19: 83% 2019-20: 83% 2020-21: 83%		
2. Eliminate opportunity gaps. All groups in our region — including Indigenous learners and rural learners — will achieve in higher education on par with others.	<u>2.1 Graduation Rate (any credential within 6 years)</u>						
	Domestic non-Indigenous	>3%	1-2%	Decrease	50%	Fall 2011: 34% Fall 2012: 30% Fall 2013: 30% Fall 2014: 32% Fall 2015: 27%	Cohort n= 1234 Cohort n= 1233 Cohort n= 1245 Cohort n= 1221 Cohort n= 1238
	<u>2.2 Graduate Employment Outcomes (In Labour Force)</u>						
	Domestic non-Indigenous	>1%	0-1%	Decrease	95%	2016 survey: 85% 2017 survey: 88% 2018 survey: 85% 2019 survey: 88% 2020 survey: 86% 2021 survey: 90%	
3. Design lifelong learning. TRU will adapt and combine modes of learning, teaching, and practical experience to create a seamless and integrated set	<u>3.1 Student Satisfaction with Education</u>						
	Student Satisfaction with Education (bachelor's degree students)	>1%	0-1%	Decrease	95%	2016 survey: 94.0% 2017 survey: 95.9% 2018 survey: 95.2% 2019 survey: 94.9% 2020 survey: 94.8% 2021 survey: 94.8%	

of educational encounters that meet the changing needs of learners from early childhood to elderly years.	Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better	>3%	1-2%	0 or decrease	90%	2016-17: 86.7% 2017-18: 91.8% 2018-19: 90.5% 2019-20: 90.0% 2020-21: 89.9% 2021-22: 90.7%
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Objective	Indicator	MF Threshold Range			Five Year Goal (2025)	Historical Values	
		Achieved	Minimally Achieved	Not Achieved			
1. Eliminate opportunity gaps.	<u>1.1. Retention Rate</u>						
	Indigenous Learners	>3%	1-2% increase	0 or decrease	60%	Fall 2015: 67% Fall 2016: 61% Fall 2017: 67% Fall 2018: 55% Fall 2019: 55% Fall 2020: 40%	n= 91 n= 115 n= 115 n= 119 n= 97 n= 83
	<u>1.2. Persistence Rate</u>						
	Indigenous Learners	>3%	1-2%	0 or decrease	75%	Fall 2015 Cohort (Fall '16 to Fall '17): 54% Fall 2016 Cohort (Fall '17 to Fall '18): 71% Fall 2017 Cohort (Fall '18 to Fall '19): 70% Fall 2018 Cohort (Fall '19 to Fall '20): 65% Fall 2019 Cohort (Fall '20 to Fall '21): 57%	n= 61 n= 70 n= 77 n= 66 n= 53
	<u>1.3 Course Completion rate</u>						
Indigenous Learners	>3%	1-2%	0 or decrease	90%	2016-17: 82% 2017-18: 82% 2018-19: 79% 2019-20: 80% 2020-21: 29%		
2. Eliminate opportunity gaps.	<u>2.1 Graduation Rate (any credential within 6 years)</u>						
	Indigenous Learners	>3%	1-2%	Decrease	50%	Fall 2011: 31% Fall 2012: 34% Fall 2013: 30% Fall 2014: 29% Fall 2015: 25%	n= 111 n= 137 n= 111 n= 125 n= 143
	<u>2.2 Graduate Employment Outcomes (In Labour Force)</u>						
	Indigenous Learners	>1%	0-1%	Decrease	95%	2016 survey: 87% 2017 survey: 93% 2018 survey: 87% 2019 survey: 88% 2020 survey: 91% 2021 survey: 83%	
<u>3.1 Student Satisfaction with Education</u>							

3. Design lifelong learning.	Student Satisfaction with Education (bachelor's degree students)	>1%	0-1%	Decrease	95%	2016 survey: 94.0% 2017 survey: 95.9% 2018 survey: 95.2% 2019 survey: 94.9% 2020 survey: 94.8% 2021 survey: 94.8%
	Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better	>3%	1-2%	0 or decrease	0.9	2016-17: 86.7% 2017-18: 91.8% 2018-19: 90.5% 2019-20: 90.0% 2020-21: 89.9% 2021-22: 90.7%

Objective	Indicator	MF Threshold Range			Five Year Goal (2025)	Historical Values	
		Achieved	Minimally Achieved	Not Achieved			
1. Eliminate opportunity gaps.	1.1. Retention Rate						
	BC Rural Learners	>3%	1-2% increase	0 or decrease	60%	Fall 2015: 61% Fall 2016: 63% Fall 2017: 63% Fall 2018: 63% Fall 2019: 63% Fall 2020: 53%	n= 145 n= 159 n= 148 n= 152 n= 132 n= 101
	1.2. Persistence Rate						
	Rural Learners (BC)	>3%	1-2%	0 or decrease	75%	Fall 2015 Cohort (Fall '16 to Fall '17): 70% Fall 2016 Cohort (Fall '17 to Fall '18): 74% Fall 2017 Cohort (Fall '18 to Fall '19): 76% Fall 2018 Cohort (Fall '19 to Fall '20): 66% Fall 2019 Cohort (Fall '20 to Fall '21): 65%	n= 89 n= 100 n= 93 n= 95 n= 83
2. Eliminate opportunity gaps.	1.3 Course Completion rate						
	Rural Learners (BC)	>3%	1-2%	0 or decrease	90%	2016-17: 86% 2017-18: 85% 2018-19: 84% 2019-20: 84% 2020-21: 84%	
	2.1 Graduation Rate (any credential within 6 years)						
	Rural Learners (BC)	>3%	1-2%	Decrease	50%	Fall 2011: 28% Fall 2012: 30% Fall 2013: 27% Fall 2014: 29% Fall 2015: 23%	n= 232 n= 223 n= 230 n= 209 n= 221
2.2 Graduate Employment Outcomes (In Labour Force) disaggregated by:							

3. Design lifelong learning	Rural Learners	>1%	0-1%	Decrease		Survey data not available
	3.1 Student Satisfaction with Education					
	Student Satisfaction with Education (bachelor's degree students)	>1%	0-1%	Decrease	95%	2016 survey: 94.0% 2017 survey: 95.9% 2018 survey: 95.2% 2019 survey: 94.9% 2020 survey: 94.8% 2021 survey: 94.8%
Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better	>3%	1-2%	0 or decrease	0.9	2016-17: 86.7% 2017-18: 91.8% 2018-19: 90.5% 2019-20: 90.0% 2020-21: 89.9% 2021-22: 90.7%	

Objective	Indicator	MF Threshold Range			Five Year Goal (2025)	Historical Values	
		Achieved	Minimally Achieved	Not Achieved			
1. Eliminate opportunity gaps.	<u>1.1. Retention Rate</u>						
	International learners	>3%	1-2% increase	0 or decrease	60%	Fall 2015: 65% Fall 2016: 76% Fall 2017: 77% Fall 2018: 83% Fall 2019: 86% Fall 2020: 79%	n= 201 n= 275 n= 383 n= 334 n= 313 n= 220
	<u>1.2. Persistence Rate</u>						
	International learners	>3%	1-2%	0 or decrease	75%	Fall 2015 Cohort (Fall '16 to Fall '17): 76% Fall 2016 Cohort (Fall '17 to Fall '18): 82% Fall 2017 Cohort (Fall '18 to Fall '19): 84% Fall 2018 Cohort (Fall '19 to Fall '20): 81% Fall 2019 Cohort (Fall '20 to Fall '21): 77%	n= 131 n= 210 n= 295 n= 276 n= 268
2. Eliminate opportunity gaps.	<u>1.3 Course Completion rate</u>						
	International learners	>3%	1-2%	0 or decrease	90%	2016-17: 83% 2017-18: 81% 2018-19: 82% 2019-20: 85% 2020-21: 87%	
<u>2.1 Graduation Rate (any credential within 6 years)</u>							

3. Design lifelong learning	International learners	>3%	1-2%	Decrease	50%	Fall 2011: 50% Fall 2012: 49% Fall 2013: 51% Fall 2014: 54% Fall 2015: 53%	n= 413 n= 325 n= 263 n= 284 n= 323
	2.2 Graduate Employment Outcomes (In Labour Force) disaggregated by:						
	International learners	>1%	0-1%	Decrease	95%	2016 survey: 94% 2017 survey: 96% 2018 survey: 91% 2019 survey: 88% 2020 survey: 91% 2021 survey: 88%	
	3.1 Student Satisfaction with Education						
	Student Satisfaction with Education (bachelor's degree students)	>1%	0-1%	Decrease	95%	2016 survey: 94.0% 2017 survey: 95.9% 2018 survey: 95.2% 2019 survey: 94.9% 2020 survey: 94.8% 2021 survey: 94.8%	
Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better	>3%	1-2%	0 or decrease	0.9	2016-17: 86.7% 2017-18: 91.8% 2018-19: 90.5% 2019-20: 90.0% 2020-21: 89.9% 2021-22: 90.7%		

Assess

Review of Previous Year

Complete a review for each indicator by considering: Current Value, Mission Fulfilment Range, and Contextual Factors. Gather information, in collaboration with ALO, Integrated Planning & Effectiveness (IPE), and relevant departments, to determine the indicator value for the most recent period. Determine the change from the prior year and identify which of the mission fulfilment ranges applies (i.e., *Achieved* / *Minimally Achieved* / *Not Achieved*).

Table 1: Identification of Mission Fulfilment Range

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 Retention rates disaggregated by Indigenous, rural, domestic, and international	Indigenous: 55%	40%	Not achieved
	Rural: 63%	53%	Not achieved
	Domestic: 67%	62%	Not achieved
	International: 81%	77%	Not achieved
1.2. Persistence rate	Indigenous: 65%	57%	Not achieved
	Rural: 66%	65%	Not achieved
	Domestic: 73%	71%	Not achieved
	International: 81%	77%	Not achieved
1.3 Course completion rate	Indigenous: 80%	79%	Not achieved
	Rural: 84%	84%	Not achieved
	Domestic: 83%	83%	Not achieved
	International: 85%	87%	Minimally achieved
2.1. Graduation rate	Indigenous: 29%	25%	Not achieved
	Rural: 29%	23%	Not achieved
	Domestic: 32%	27%	Not achieved
	International: 54%	53%	Not achieved
2.2 Graduate employment rate	Indigenous: 91%	83%	Not achieved
	Rural: not available		
	Domestic: 86%	90%	Achieved
	International: 91%	88%	Not achieved
3.1 Student satisfaction with education	94.8%	94.8%	Minimally achieved
3.2 Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better.	89.9%	90.7%	Minimally achieved

Analyze

Identify how successful TRU was in fulfilling its mission for the core theme in light of the values of the indicators and the definition of Mission Fulfilment, as well as, strengths and opportunities for improvement.

Definition of Mission Fulfilment

Mission Fulfillment occurs when 70% of the indicators for each of the four Core Themes are in the *Achieved* or *Minimally Achieved* threshold ranges.

Note: TRU acknowledges that not all indicators carry the same weight in terms of their impact on outcomes. The impact of indicators may become evident through this analysis, and may inform future decision-making, including the relevance of tracking certain indicators.

Table 2: Summary of Core Theme

How successful was TRU in achieving mission fulfilment for this core theme?
<p>During the 2022 reporting cycle, 4 of the 21 indicators were achieved or minimally achieved, equating to <u>19% rate of mission fulfilment</u> for the core theme Student Success.</p> <p>Note that during the past year the Senate Student Success Committee has been actively working to broaden our definition of student success to be more inclusive of multiple definitions of success, and to determine ways to ethically report on disaggregated student achievement indicators. Therefore, we urge readers to review this data with caution as we have identified several limitations with the current data set. We discuss this further under <i>New Indicators and Emerging Indicators</i>.</p>
Identify strengths and successes
<p>Considering the student achievement indicator results, while concerning, we expected to see a change given the global pandemic's impact on higher education, employment, and society at large. Despite concerning numbers, TRU has several successes to be proud of during the 2022 reporting cycle which, we believe, contributed to Student Success. Several examples arose during discussions with members of the Senate Student Success Committee, we offer a few examples below.</p> <p>During the pivot to remote delivery, numerous co-curricular and students supports were offered remotely, which increased access to these important services for our Open Learning students, as well as our on-campus learners. In the future, we encourage TRU to continue exploring ways to provide these services to all learners by expanding options for virtual engagement, such as cooperative education and undergraduate research.</p> <p>TRU found ways to work creatively to support our international students by working across time differences.</p> <p>To support our strategic change goal of <i>Community-based research and scholarship</i>, we launched the "Community Engaged Research Fellows" program. The program promotes an interdisciplinary approach to solving real world problems in our community (e.g., housing, homelessness) in partnership with non-profit organizations.</p> <p>In response to calls for student mental health, the Centre for Excellence in Learning and Teaching offered workshops for faculty on student mental health with an emphasis on taking a care-based approach to student wellness.</p> <p>Additional <i>Student Success Stories</i> are captured on the Student Success website here: https://www.tru.ca/about/tru-mission-statement/themes/student-success.html</p> <p>Note that the Core Theme Workbooks for Research, Intercultural Understanding, and Sustainability describe additional Student Success stories and track indicators related to these broad themes.</p>
List opportunities and areas in need of improvement
<p>The global pandemic created and magnified inequities that hinder student success, yet the pivot to online learning has increased the ease with which people are able to work and learn online. Opportunities for achieving our strategic change goal of <i>Design lifelong learning</i> through flexible delivery options, such as blended modalities, are becoming increasingly more possible than</p>

previously believed to be. Students can move between distance and on campus courses and programs more easily than before. This choice allows for a broader menu of learning modes, content, and completion options.

While we have adapted well, there remains challenges implementing a blended approach and we are, perhaps, still not as nimble, or agile as students demand us to be. This may be in part due to structural (i.e., technology, policy, procedure, collective agreements) and cultural barriers.

In addition, people are talking more about mental health, what it feels like to be isolated and experience anxiety. This openness and the demand for more student services may lead to earlier, proactive conversations with students, faculty, and staff.

We note that there persist several challenges related to the pandemic, such as continued uncertainty, fluctuating restrictions, and ongoing absences of students, faculty, and staff due to illness: as well as global and economic uncertainty. Furthermore, anxiety, fear, constant change, and a high number of employee vacancies place additional pressures on faculty, staff, and students to maintain high standards of excellence and an environment conducive to student success. We further note that some students are finding it difficult to become face-to-face learners again; they are learning and relearning social skills.

Considering the results of the student achievement indicators, the notably positive results of employment rates across all learner types is encouraging. Coupled with the adoption of TRU's institutional learning outcomes and robust cooperative education infrastructure, TRU could build upon these successes to celebrate work-integrated learning and graduate competencies, as well as promote greater student awareness of the skills gained and opportunities available for career-preparedness.

Review of Objectives, Outcomes, and Indicators

Review current objectives and outcomes to confirm alignment with core theme and TRU's mission statement. If necessary, add or remove objectives and/or outcomes to keep the core theme relevant to TRU's mission statement.

Table 3: Review of Objectives and Outcomes

Objective and Outcomes	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
1. Eliminate opportunity gaps. We will ...retain students to create a balanced community of learners and leaders reflective of Canada and the world.	Y	
2. Eliminate opportunity gaps. All groups in our region — including Indigenous learners and rural learners — will achieve in higher education on par with others.	Y	
3. Design lifelong learning. ... individual learners can chart their personal journeys to develop relevant knowledge when they need it, in the forms they can best access, while starting, stopping and returning as often as they need.	Y	

Review the current indicators and rationales to confirm alignment with TRU's mission, the core theme, objectives, and outcomes. Determine if indicators need to be removed, revised, and/or if new indicators are required to track if the outcomes associated with the objectives are being achieved.

Table 4: Review of Indicators

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1 Retention rates disaggregated by Indigenous, rural, domestic, and international	TBD	The Senate Student Success Committee has undertaken an initiative to define Student Success at TRU. The results of the initiative will inform the development of new indicators as part of a Layered Conceptual Model of Student Success at TRU.
1.2 Persistence rate; 1.3 Course completion rate		
2.1 Graduation rate		
2.2 Graduate employment outcomes		
3.2 Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better.		

New Indicators and Emerging Indicators

Consider if TRU should adopt new indicators for measuring Student Success based on emerging trends and patterns within the external and internal environment.

New Indicators: Refer to indicators for which TRU has three years of historical data and be added or replace a current indicator.

Emerging Indicators: Given the changing nature of the institution, initiatives, and available data, consider if other indicators that would better measure the core theme objectives. Emerging indicators may be beneficial for tracking in the future; however, historical data does not currently exist. Ideally, three years of historical values should be available to make informed plans. It is beneficial to start to track the indicator value before it is used as an indicator for the core theme, as this will help develop historical information.

In Fall 2021, a subcommittee of the Senate Student Success Committee raised concerns about the use of disaggregated student achievement indicators. Committee members asked the question:

How do we report disaggregated student success indicators without perpetuating systemic racism and potentially harming students?

These concerns prompted committee members to engage in the following activities:

- conducted a scan of comparator institutions' definitions of student success (**Appendix A**);
- engaged in ongoing conversations with Dr. Evelyn Asiedu, Postdoctoral Research Fellow EDI Data Analysis, Research Data Management, and Policy Analysis;
- began reviewing the literature and best practices in the North American post-secondary sector;
- invited staff from Integrated Planning and Effectiveness to learn about additional available data sources (both quantitative and qualitative);
- launched a research project – a collaboration between the Offices of Quality Assurance, Research and Graduate Studies, and Indigenous Education – to develop an ethical framework for the use of disaggregated data;
- revised the Student Success dashboards with the aim to reduce the natural tendency to rank and compare different learner groups;
- mapped a variety of student engagement and perception surveys (NSSE, CUSC, BC Student Outcomes) to student achievement indicators with the aim to broaden our understanding of student success (**Appendix B**); and,
- launched an initiative to define student success and developed a layered conceptual model of student success (**Appendix C**): a fulsome consultation is planned for Fall 2022.

We anticipate that the student achievement indicators for the 2023 reporting cycle will look different than those presented in this Workbook. Consideration will also be given to identifying new five-year targets and annual mission fulfilment threshold ranges.

Appendix A

Comparator Definitions of Student Success

Institution	Link	Student Success	Themes
UNBC	https://www2.unbc.ca/releases/1998/success	ensuring that students feel welcome and comfortable with starting university	sense of belonging
UNBC	https://www2.unbc.ca/releases/1998/success	enhance their opportunities for success academically and socially	academic success; social success
UNBC	https://www2.unbc.ca/calendar/undergraduate/ssj	improve their academic performance	academic performance
UNBC	https://www2.unbc.ca/newsroom/unbc-stories/celebrating-student-success-gitwinksihlkw	given me the skills to do what I want and not have to struggle any more	financial freedom; career preparedness
UNBC	https://www2.unbc.ca/newsroom/unbc-stories/celebrating-student-success-gitwinksihlkw	It's where I'm able to get the knowledge I need. It's been a struggle for me. I work full-time. I was going to school full-time and burning the candle at both ends	knowledge; academic-work-life balance
UNBC	https://www2.unbc.ca/newsroom/unbc-stories/celebrating-student-success-gitwinksihlkw	What I need to do is speak Nisga'a fluently," she said. "I can understand it. I still need to have the confidence and speak it fluently. I need to communicate with the Elders and younger generation. I'm learning with my children, who're learning it as well	culture; family
UNBC	https://www2.unbc.ca/releases/2001/08-24orientation	Tuesday is Multicultural Day, Wednesday will feature displays from local community organizations, Thursday is Wellness Day, and student clubs will have displays on campus all day Friday.	culture; community; wellness; co-curricular
UNBC	https://www2.unbc.ca/events/50773/discussion-defence-domingos-mitch-mckay-verde	Self-Determination and Cultural Orientation	self-determination; culture
UNBC	https://www2.unbc.ca/employee-challenge	Every day we help ensure that students have an opportunity to reach their educational goals and become responsible leaders in their careers and communities	academic goals; career preparedness; community
UNBC	https://www2.unbc.ca/65666/student-leadership-and-engagement-coordinator	continual development, implementation, and growth of purposeful experiences that inspire students to build community, be active citizens and become great leaders.	personal growth; community; leadership
UNBC	https://www2.unbc.ca/integrated-university-planning/news/student-experience	recruitment and retention strategies, transition programming for newly admitted high school, transfer and unique student populations (i.e. Indigenous, International and mature); experiential learning programming	recruitment and retention; transition and transfer; equity; experiential learning
UNBC	https://www2.unbc.ca/integrated-university-planning/news/student-experience	University's commitment to provide an inclusive, safe and culturally diverse learning and work environment that contributes to the well-being and success of all students.	inclusive and safe; culture; diversity; wellness
UNBC	https://www2.unbc.ca/integrated-university-planning	Attract, retain and develop outstanding students, faculty and staff	retention
VIU	https://acp.viu.ca/acp-student-advisors	career, life, and education transitions	career, life, and education transitions
VIU	https://acp.viu.ca/acp-student-advisors	needs, challenges, and aspirations of students, and support them in achieving their current goals, and moving on to their next steps	goal achievement
VIU	https://acp.viu.ca/acp-student-advisors	link between education and employment	career preparedness
VIU	https://services.viu.ca/centre-experiential-learning/student/alum-success	continued support from VIU through the summer season contributes to student success in the workplace. It allows the student and employer an outlet and option for discussion that is not there for other employees.	career preparedness
VIU	https://connect.viu.ca/new-students/engage	student success and learning through experience	experiential learning
VIU	https://connect.viu.ca/new-students/engage	Every experience you have builds valuable skills that will come in handy when you're ready to take on the world	career preparedness

VIU	https://worldeduconnect.com/vancouver-island-university/	Vancouver Island University ensures that students are supported, engaged and encouraged to excel in life and learning. VIU's commitment to student success combined with quality programming produces graduates who are in demand by employers across Canada and around the world.	quality programming; career preparedness; student engagement
Capilano	https://www.capilano.ca/student-life/academic-support/centre-for-student-success/	Student success at Capilano University comes down to two things. First, we want our students to be successful when they're here learning and studying. And second, we want our graduates to be successful when they leave CapU and embark on their careers	academic performance; career preparedness
Capilano	https://www.capilano.ca/student-life/academic-support/centre-for-student-success/	Providing a space for our students that gives them the tools and resources they need to succeed... a hub for our students where they can collaborate, study and prepare for their futures	collaboration; study skills
Capilano	https://www.languagescanada.ca/zh/listing-directory/students/capilano-university-esl-department	As a teaching university, Capilano's focus is on student success.	teaching
Capilano	https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKewjFsMqDxf_1AhWEM30KHe8qDqoQFn_oECG8QAQ&url=https%3A%2F%2Fcampusfreedomindex.ca%2Fwp-content%2Fuploads%2F2016%2F07%2FCA-PU003_StrategicPlan2014-web-spreads.pdf&usg=AOvVaw3PTiEBwQKrNO_SSTJvMan6	Student success in: ongoing education, chosen career, lifelong pursuit of knowledge; contributing as responsible citizens in a rapidly changing and diverse global community	lifelong learning
Capilano	https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKewjFsMqDxf_1AhWEM30KHe8qDqoQFn_oECG8QAQ&url=https%3A%2F%2Fcampusfreedomindex.ca%2Fwp-content%2Fuploads%2F2016%2F07%2FCA-PU003_StrategicPlan2014-web-spreads.pdf&usg=AOvVaw3PTiEBwQKrNO_SSTJvMan6	Capilano will organize its activities to maximize the opportunity for all students to succeed in their educational objectives. This will happen not only in academic areas, but also across the university as a whole. While students themselves will have the final responsibility in this regard, everything we do as a teaching-centered institution will foster, support, and celebrate our students' success while attending Capilano and beyond.	equity
Capilano	https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKewjFsMqDxf_1AhWEM30KHe8qDqoQFn_oECG8QAQ&url=https%3A%2F%2Fcampusfreedomindex.ca%2Fwp-content%2Fuploads%2F2016%2F07%2FCA-PU003_StrategicPlan2014-web-spreads.pdf&usg=AOvVaw3PTiEBwQKrNO_SSTJvMan6	Capilano University's way forward will provide our learners with an education that helps them become engaged, informed, and committed citizens who are well prepared for success through career-related and professional degree pathways.	student engagement; informed and socially responsible; career preparedness
SFU	https://www.sfu.ca/cee/services/remote-teaching-support/student-success.html	Supporting student success typically involves supporting both learning and well-being. Build a personal connection with your students. Motivate your students. Help students maintain focus. Create a sense of community. Make discussions meaningful. Increase student engagement. Address equity issues. Identify and support struggling students.	faculty-student relationships; community; sense of belonging; student engagement; equity
SFU	https://olc.sfu.ca/olc/topic/student-success	Student Success showcases student achievements, such as winning awards, scholarships or those with meaningful on-campus experiences, but also, advice on how to stay productive, on schedule and manifesting success in challenging circumstances.	student achievement; awards and scholarships; resilience

SFU	https://www.sfu.ca/science/undergraduate-students.html	help students achieve academic success and find their place in the Faculty. This includes supporting students' academic goals and plans to helping students navigate the tension between academic achievement and everyday life.	sense of belonging; academic performance; goal achievement; academic-work-life balance
Lakehead	https://www.lakeheadu.ca/students/academic-success/student-success-centre	The Student Success Centre has many programs and support services in place to help you achieve your academic and personal goals while studying at Lakehead University. We provide academic support through tutoring services, career exploration, co-operative opportunities and leadership development.	goal achievement; student support services; experiential learning; leadership development
Lakehead	https://barrie.ctvnews.ca/lakehead-u-looks-to-the-future-and-student-success-1.4322068	So much about university experiences is making those social connections that will aid, not only in the future that develop into very close friendships, but also, of course, opportunities in professional networking... Students say they want a place to connect with other students.	social connections; professional networking

Appendix B

Student Success Indicator Mapping

NSSE			Indicators		CUSC		
Questions	Engagement Indicator	Theme		Cohort	Theme	Questions	
LS1. How often have you... Identified key information from reading assignments LS2. Reviewed your notes after class LS3. Summarized what you learned in class or from course materials	Learning Strategies	Academic Challenge	Course Completion Rate ¹	1st Year	Expectations and Experience	EE 1. How does your experience compare to what you expected... How academically demanding your courses are EE 2. The time you have to put into your course work EE 3. Contact with your professors in the classroom EE 4. Amount you participate in class discussions EE 5. Amount of writing in your academic work EE 6. Doing course work in groups EE 7. Intellectual stimulation EE 8. Your course grades	
CL1. Asked another student to help you understand course material CL2. Explained course material to one or more students CL3. Prepared for exams by discussing or working through course material with other students CL4. Worked with other students on course projects or assignments	Collaborative Learning	Learning with Peers				TU 1. How much success have you had in... Meeting academic demands TU 2. Getting academic advice TU 3. Performing well in written assignments TU 4. Understanding the course material TU 5. Managing your time TU 6. Using the library	
ETP 1. How much the instructor has... Clearly explained course goals and requirements ETP 2. Taught course sessions in an organized way ETP 3. Used examples or illustrations to explain difficult points ETP 4. Provided feedback on a draft or work in progress ETP 5. Provided prompt and detailed feedback on tests or completed assignments	Effective Teaching Practices	Experiences with Faculty				P 1. Indicate your level of agreement in... Encourage students to participate in class discussions P 2. Are well organized in their teaching P 3. Communicate well in their teaching P 4. Are intellectually stimulating in their teaching P 5. Provide useful feedback on my academic work P 6. Are consistent in their grading	
SE 1. How much does TRU emphasize... Providing support to help students succeed academically SE 2. Using learning support services (tutoring services, writing center, etc.) 3. How often... Asked questions or contributed to course discussions in other ways 4. How often... Come to class without completing readings or assignments 5. How much does TRU emphasize spending significant amounts of time studying and on academic work 6. How much time do you spend preparing for class	Supportive Environment	Campus Environment				CC 1. Indicate your level of agreement in... My course load is manageable CC 2. I normally go to all of my classes CC 3. I am willing to put a lot of effort into being successful at university CC 4. I have good study habits	
IFE 1. Participated or plan to participate in internship, co-op, field experience, student teaching, or clinical practice	Internship/Field Experience	High-Impact Practices	Graduate Employment Outcomes ²	4th Year	Academic History	AH 1. As part of your current program, did you participate in Co-op, work experience, practicum, internship	
SFI 1. How often... Talked about career plans with a faculty member	Student Faculty Interaction	Experiences with Faculty		2nd-3rd Years & 4th Year	Growth and Development	GD 1. How much has your experience at TRU contributed to your growth and development in your knowledge of career options	
QI 1. Rate your interactions... With students QI 2. With academic advisors QI 3. With faculty	Quality of Interactions	Campus Environment	Retention Rate ⁴ Persistence Rate ⁵ Graduation Rate ³ Student Satisfaction with Education ⁷	4th Year	Academic History	AH 2. As part of your current program, did you participate in Co-op, work experience, practicum, internship	
SE 7. How much does TRU emphasize... Providing support to help students succeed academically SE 8. Using learning support services (tutoring services, writing center, etc.) SE 9. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.) SE 10. Providing opportunities to be involved socially SE 11. Providing support for your overall well-being (recreation, health care, counseling, etc.) SE 12. Helping you manage your non-academic responsibilities (work, family, etc.) SE 13. Attending campus activities and events (performing arts, athletic events, etc.) SE 14. Attending events that address important social, economic, or political issues	Supportive Environment			1st Year, 2nd-3rd Years, 4th Year	Overall Evaluation	OE 2. Has TRU exceeded, met, or fallen short of your expectations OE 3. Satisfaction with the concern shown by TRU for you as an individual OE 4. How likely is it that you would recommend TRU	
OE 1. How would you evaluate your entire educational experience at this institution? OE 2. If you could start over again, would you go to the same institution you are now attending? OE 3. Do you intend to return to this institution next year?	Overall Evaluation			Overall Evaluation		4th Year	OE 5. Satisfaction with opportunities to develop lasting friendships OE 6. Satisfaction with the overall quality of the education you have received at TRU OE 7. Satisfaction with the opportunities to enhance your education beyond the classroom OE 8. Satisfaction with the opportunities to become involved in campus life
HIP 1. Participated in one HIP HIP 2. Participated in two or more HIPs	One HIP Two or More HIPs	High-Impact Practices					
Examples of Questions Does choosing a major in the first year improve students retention rate? Does interrupting studies for more than one term decrease graduation rates? Does having the financial resources to complete a program improve retention rates? Does participating in at least one HIP improve retention rates?			Retention Rate ⁴ Persistence Rate ⁵ Graduation Rate ³	2nd-3rd Years & 4th Year	Academic History	AH 3. Since starting your PS ed, have you ever interrupted your studies for more than one term	
				4th Year		AH 4. Did any of the following delay the completion of your program	
				1st Year, 2nd-3rd Years, 4th Year	Goal Development	GLD 4. Have you changed your major or program of study since you began your PS studies	
				1st Year & 2nd-3rd Years		GLD 5. Have you chosen a major or discipline?	
				2nd-3rd Years & 4th Year	Debt	D 1. Have you acquired repayable debt to finance your university education	
		1st Year & 2nd-3rd Years	Commitment to Completion	CC 5. Indicate your level of agreement... I have the financial resources to complete my program CC 6. I am in the right program for me CC 7. Most of my courses are interesting CC 8. My course load is manageable CC 9. I normally go to all of my classes CC 10. I am willing to put a lot of effort into being successful at university CC 11. I have good study habits CC 12. I can deal with stress CC 13. I plan to come back to TRU next year CC 14. I plan to complete my degree at TRU			
			Lifelong Learning Outcomes ⁴				

- Percentage of students who enroll in a 1000, 2000, 3000, or 4000 level course and complete with a passing grade.
- Percentage of former BACH students who responded to BC St Outcomes survey and indicated they were employed.
- Percentage of students who were awarded any credential in any program within a minimum of 6 years of beginning their studies.
- Percentage of students who enroll in courses that meet the criteria for the Lifelong Learning ILO designation and complete with a C+ grade or better.
- Percentage of students enrolling in consecutive fall terms from year 2 to year 3 for 4-year BACH degree open programs only.
- Percentage of students enrolling in consecutive fall terms.
- Percentage of former BACH students who were very satisfied or satisfied with the education they received based on responses to the BC St Outcomes survey.

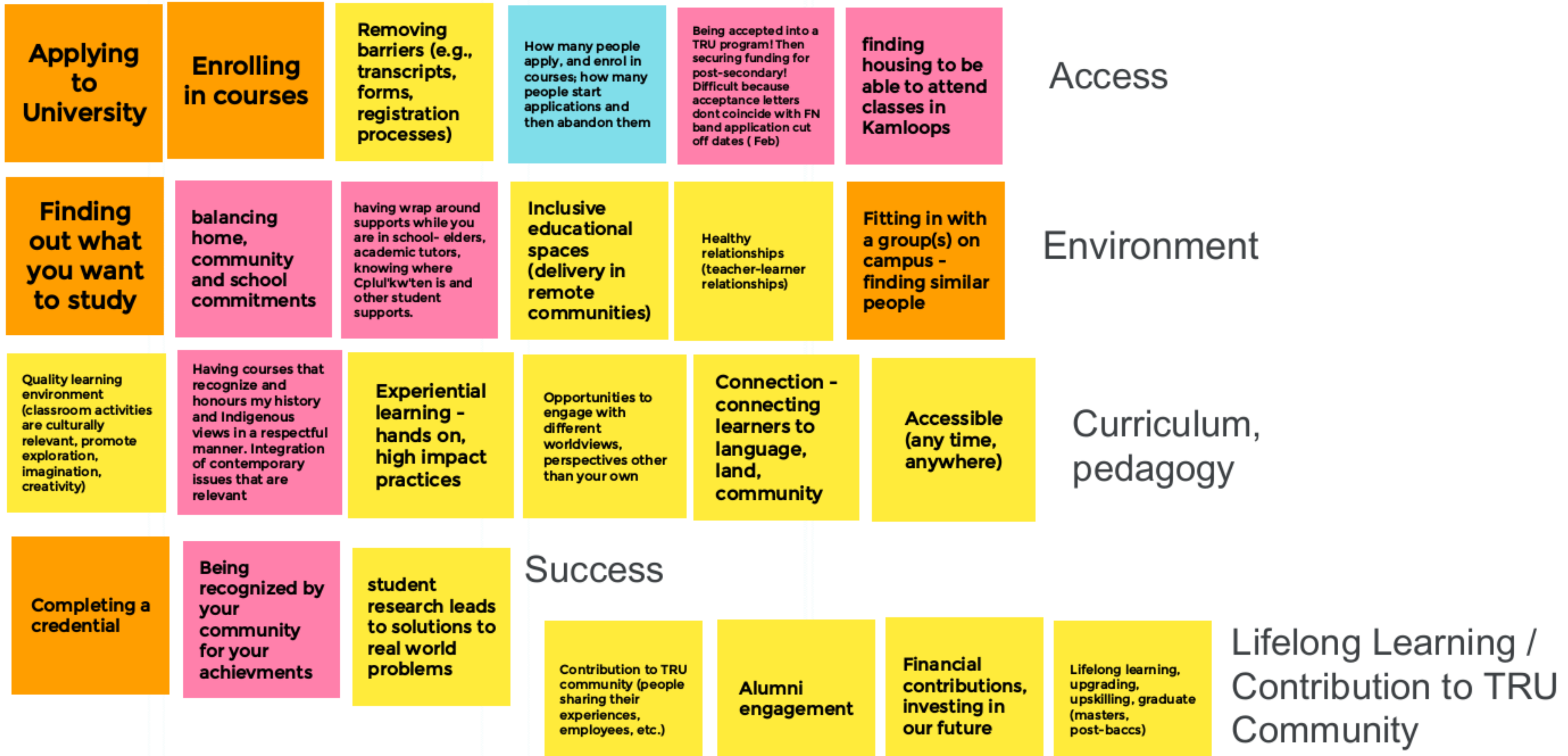
Appendix C

Layered Conceptual Model of Student Success

Step		Rationale	Metric	Tie to SEM Plan
Getting in the door	attend a post-secondary institution	For some students simply coming to TRU is considered success	Application Conversion Rate?	n/a
Completing first course(s)	complete their first courses successfully	Completing first courses successfully may be what the student is after (especially for Open Learning course takers), and for others it is the next step in their journey	Completing all courses with a C+ or greater	Course Completion
Feeling of a supportive campus environment	feel supported at TRU	Support a feeling of belonging to the TRU Community	NSSE Measure? NSSE run infrequently - possibly questions on Fall survey?	<i>Supports Retention</i>
Successfully getting through: - first year (On Campus) - 10 courses (Open Learning)	finish the first year of their studies	For some students completing a year at TRU may be their goal as they intend to transfer to another institution. For others it is another step towards their credential	End the year with a GPA of ?	Course Completion, and supports Retention
Coming back for: - second year (On Campus) - next 10 courses (Open Learning)	return to TRU		Retention in second year/next number of courses	Retention
Coming back for: - third year (On Campus) - next 10 courses (Open Learning)	further their studies		Retention in third year/next number of courses	<i>Supports Completion Rate</i>
Completing their credential	complete a credential	The goal for some students is completing a credential in order to pursue further studies, or have a career	Completion rate in 150% of the normal time to complete	Completion Rate

As each student's educational goals vary, so does their definition of success. TRU helps support each student be successful by giving the opportunity to:

Layers of Student Success





Appendix D Sustainability Workbook



**Mission Fulfilment
Planning and Evaluation**

SUSTAINABILITY

2022 Workbook

Core Theme	<i>Sustainability</i>
Submitted by	<i>Environmental Sustainability Advisory Committee</i>
Signature, Chair	<i>C. Miller</i>
Date	June 15, 2022

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Overview

The annual evaluation of the core themes in relation to Mission Fulfilment involves four steps:

1. **Collect** data for each of the indicators.
2. **Assess** the level of achievement for each indicator.
3. **Analyze** results, considering contextual factors, and discuss implications relating to the success of the core theme.
4. **Report** results to TRU's governing bodies to inform institutional and unit planning across the institution.



Timeline for Submissions

Completed workbooks are submitted to the Accreditation Liaison Officer (ALO) annually on June 30. The ALO compiles findings into TRU's Institutional Mission Fulfilment Report (IMFR), which details how successful TRU was in fulfilling its mission that year.

March 1 - June 30	Standing Committees of Senate conduct the annual evaluation of Mission Fulfilment.
June 30	Core Theme Workbook is submitted to the ALO at ahoare@tru.ca
July 1 - July 31	The ALO compiles Core Theme Workbooks into TRU's Institutional Mission Fulfilment Report (IMFR).
August 20 – 31	Chairs of the Standing Committees of Senate present the findings to the Accreditation Steering Committee (ASC). The ASC reviews the IMFR and recommends it to TRU's governing bodies for approval.
September 1 – October 15	Broad distribution of IMFR through TRU's collegial governance process. The report is brought forward by the Provost and Vice President Academic and Research to APPC, Senate, PCOL, and the Board of Governors. The report is then posted publicly to the TRU website.

Sustainability Mission Fulfilment Framework

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal (2025)	Historical Values
			Achieved	Minimally Achieved	Not Achieved		
1 Lead in Sustainability The natural world inspires us with wonder and reverence. We recognize how the health of our societies, cultures and ecosystems rests upon the wellness of people, biodiversity, and wise stewardship of precious and finite resources. As a world leader in sustainability, we know that the well-being of generations to come is shaped by what we do today.	1 TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres	1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)	>1	1	<1	55.06 (max 58)	2015: 31.22 2018: 50.27 2019: 53.7 2020-22: not available
		1.2 Plan for Carbon Neutral and Net Zero Campus (Greenhouse Gas Emissions)	2021: >5% 2022: >5% 2023: >5% 2024: >5% 2025: >50%	Y1: 2-5% Y2: 2-5% Y3: 2-5% Y4: 2-5% Y5: 20 - 50%	Y1: <2% Y2: <2% Y3: <2% Y4: <2% Y5: <20%	90% reduction carbon emissions in connected buildings and carbon offset fees	2017: 3,485 (\$80,850) 2018: 3,715 (\$92,750) 2019: 3,715 (\$92,750) 2020: 3,379 (\$83,625) 2021: 3,341 (\$83,525)
		1.3 Eliminate single-use, non-compostable items	>2 eliminated	1 - 2 eliminated	0 eliminated	Eliminate 10 single use plastics	2018: 1 (stir sticks) 2019: 1 (straws) 2020: 0 2021: 1 (bags) 2022: 1 (cutlery)
		1.4 Integrate Sustainable Purchasing Throughout Campus Operations measured by the number of Sustainable Purchasing Workshops delivered	>7 workshops delivered	1-7 workshops delivered	0 workshops delivered	Every department (~35) has completed the Sustainable Purchasing Workshop and committed to following guidelines	2021: 8 2022: 8
		1.5 Conserve Potable Water measured by water use	>2% reduction	1-2% reduction	0% reduction	10% reduction of water consumption	A full audit of the system is in progress.
		1.6 Building Design and Construction is mindful of Biodiversity and protecting native species measured by application of 3M Feather Friendly window film	>2	1 - 2	0	100% of campus buildings are assessed to determine "Bird Strike Hot Spots"; hot spots receive 3M Feather Friendly window film.	2020: 0 2021: 1 (Clock Tower) 2022: 1 (OLARA)
	2 Members of the TRU community are sustainability ambassadors on and off campus.	2.1 STARS score (Engagement category: campus engagement and public engagement)	>1	1	<1	39.53 (max 41)	2015: 29.53 2018: 36.93 2019: 39.12 2020-22: not available
		2.2 Student Ambassadors are stewards of sustainability on campus and share knowledge with community members	>2	1 - 2	0	20 student ambassadors	2019: 0 2020: 11 2021: 0 2022: 9

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal (2025)	Historical
			Achieved	Minimally Achieved	Not Achieved		Values
		2.3 Staff Ambassadors are stewards of sustainability on campus and share knowledge with community members	>1	1	0	10 staff and faculty ambassadors	2017: 7 2018: 0 2019: 0 2020: 0 2021: 0 2022: 14
	3 TRU is recognized as a leading academic institution advancing sustainability education and research.	3.1 STARS score (Academic category: curriculum and research)	>1	1	<1	51.23 (max 67)	2015: 40.06 2018: 55.21 2019: 49.75 2020-22: not available
		3.2 Percentage of undergraduate baccalaureate degree students who complete the Social Responsibility Institutional Learning Outcome course with a minimum of C grade or better.	>4% increase	0-4% increase	<1% increase	80% of baccalaureate degree students who completed with a C grade or better	2016/17: 88.9% 2017/18: 86.6% 2018/19: 86.4% 2019/20: 87.6% 2020/21: 87.6%
	4 Sustainability is a core value in TRU's institutional and administrative framework	4.1 STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)	>1	1	<1	26 (max 32)	2015: 24.33 2018: 20.59 2019: 24.36 2020-22: not available

Assess

Review of Previous Year

Complete a review for each indicator by considering: Current Value, Mission Fulfilment Range, and Contextual Factors. Gather information, in collaboration with ALO, Integrated Planning & Effectiveness (IPE), and relevant departments, to determine the indicator value for the most recent period. Determine the change from the prior year and identify which of the mission fulfilment ranges applies (i.e., *Achieved* / *Minimally Achieved* / *Not Achieved*).

Table 1: Identification of Mission Fulfilment Range

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)			
1.2 Plan for Carbon Neutral and Net Zero Campus (Greenhouse Gas Emissions)	3,379 (\$83,625)	3,341 (\$83,525)	Not achieved
1.3 Eliminate Single-Use Plastics and Other Single-Use Items	1	1	Minimally achieved
1.4 Integrate Sustainable Purchasing Throughout Campus Operations measured by the number of Sustainable Purchasing Workshops delivered	8	8	Achieved
1.5 Conserve Potable Water measured by water use			
1.6 Building Design and Construction is mindful of Biodiversity and protecting native species measured by application of 3M Feather Friendly window film	1	1	Minimally achieved
2.1 STARS score (Engagement category: campus engagement and public engagement)			
2.2 Student Ambassadors are stewards of sustainability on campus and share knowledge with community members	0	9	Achieved
2.3 Staff Ambassadors are stewards of sustainability on campus and share knowledge with community members	0	14	Achieved
3.1 STARS score (Academic category: curriculum and research)			
3.2 Percentage of undergraduate baccalaureate degree students who complete the Citizenship Institutional Learning Outcome course with a minimum of C grade or better.	87.6%	87.6%	Minimally Achieved
4.1 STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)			

Analyze

Identify how successful TRU was in fulfilling its mission for the core theme in light of the values of the indicators and the definition of Mission Fulfilment, as well as, strengths and opportunities for improvement.

Definition of Mission Fulfilment

Mission Fulfillment occurs when 70% of the indicators for each of the four Core Themes are in the *Achieved* or *Minimally Achieved* threshold ranges.

Note: TRU acknowledges that not all indicators carry the same weight in terms of their impact on outcomes. The impact of indicators may become evident through this analysis, and may inform future decision-making, including the relevance of tracking certain indicators.

Table 2: Summary of Core Theme

How successful was TRU in achieving mission fulfilment for this core theme?
<p>During the 2022 reporting cycle, 6 of the 7 indicators were achieved or minimally achieved, equating to <u>86% rate of mission fulfilment</u> for the core theme Sustainability.</p> <p>It should be noted that this does not provide a comprehensive or fulsome picture of the extent of sustainability at TRU as we were unable to report on five indicators in this reporting cycle. As TRU continues to expand its definition of sustainability to address the elements identified in its vision and values— <i>We recognize how the health of our societies, cultures and ecosystems rests upon the wellness of people, biodiversity, and wise stewardship of precious and finite resources</i>—we will continue to seek out performance measures that accurately reflect TRU’s aspirations to be a leader in sustainability. This will require us to conduct audits, engage in research, and collect new data to track performance into the future. Note that STARS reporting will occur in the 2023 reporting cycle.</p>
Identify strengths and successes in relation to the core theme outcomes
<p>Members of the Environmental Sustainability Advisory Committee (ESAC) participated in a Collaborative Analysis Activity on May 3, 2022. During the activity they were asked to comment on the following questions regarding TRU’s strengths: 1) Considering the results of the Sustainability outcomes, what did TRU do well in 2022 regarding sustainability? 2) What sustainability initiatives are we most proud of from the past year?</p>
Outcome 1
<p><i>TRU's commitment to sustainability is evident in how it develops, operates, and maintains its campuses and regional centres.</i></p> <p>Carbon Emissions: In 2009, the BC government has mandated that all institutions be carbon neutral. TRU submits an annual carbon emissions report (TRU, 2020), which includes our paper use, fuel burned in all fleet vehicles, and energy from natural gas and electricity in all campus buildings, including our regional campuses. Several activities support the reduction of carbon emissions including TRU’s Continuous Optimization Program and annual Strategic Energy Management Plan, which include several priorities (e.g., all overhead lighting in campus building is on occupancy sensors, and the NPH Building (2020) is TRU’s first no-fossil fuel building).</p> <p>TRU is a member of the BOMA Canada environmental assessment and certification program for existing buildings, and all TRU buildings are BOMA certified.</p> <p>Members of ESAC also noted the positive benefits of working from home and hybrid models. For example, there has been a reduction in commuting to work, which has a positive impact on the environment.</p> <p>Eliminate Single Use Items: Members of ESAC noted pride in the fact that TRU is no longer purchasing a variety of single-use non-compostable items (e.g., bags, cutlery) and, therefore, we are maintaining elimination of previously stated items. In addition, ESAC has a Zero-Waste Subcommittee that continues to explore methods for encouraging the reduction of single-use plastic items on campus.</p> <p>Bird Strikes: Members of ESAC expressed pride in the results of the student-led Bird Strike Research Project, which has resulted in the university’s prioritization of reducing</p>

bird strike hot spots on campus. In 2022, funding was approved to spend \$40,000 to apply the 3M Feather Friendly Film to OLARA, OM, and A&E. We anticipate that the film will be applied during the warmer months of 2022. In the future, TRU will ensure that the film is installed on all new builds, as per recommended best practice.

Outcome 2

Members of the TRU community are sustainability ambassadors on and off campus.

Student Ambassadors: TRU provides financial supports for students engaging in sustainability research, and provides education and training to faculty, staff, and students. These important initiatives help to build the capacity of TRU community members as sustainability ambassadors on and off campus. For example, a recent graduate of TRU's Master of Science, Environmental Economics Management, received recognition through the BC Small Business Awards for their Friendly Composting company.

Staff Ambassadors: Launched in March 2022, the staff ambassador program provides multiple options for faculty and staff to participate, including a pledge associated with a month-long program. TRU is striving to have at least one representative from each department. We note that we faced challenges with sustainability programming during the pandemic; yet we are optimistic for the outcomes of the new programs.

Outcome 3

TRU is recognized as a leading academic institution advancing sustainability education and research.

Sustainability Education and Research: As previously mentioned, TRU provides sustainability research grants for students and faculty. In 2021, one \$5,000 was awarded to a student and no grants were provided to faculty members. However, in 2022, two students were awarded \$5,000 grants, and four faculty members received \$5,000 grants. Other notable research projects include the Solar Table Design Competition. Nine submissions were received, and one table will be built by Trades instructors and students in 2022. The Carbon Accounting program through the TELUS Fellowship is another example of a sustainability project that engages students. One student investigated Monte Creek Winery and made suggestions to improve the organization's footprint. In 2022, we have four students advising four companies as part of the Fellowship program. Finally, in 2022, TRU will launch the Master of Arts, Human Rights and Social Justice, which will provide numerous opportunities for faculty and students to advance sustainability goals.

Social Responsibility ILO: In Fall 2021, first year students began enrolling in baccalaureate degree programs with the requirement to complete a Social Responsibility course. These courses immerse students in learning related to social, environmental, and ethical practices. As of May 4, 2022, there are 77 courses designated as meeting this institutional learning outcome (ILO).

Outcome 4

Sustainability is a core value in TRU's institutional and administrative framework.

In 2020, the Board of Governors approved a new vision statement which includes *Sustainability* as a core value of the institution. TRU's mission fulfilment planning, and evaluation process ensures that sustainability remains a priority of the university through annual reporting and continued dialogue among members of ESAC.

List opportunities and plans for improving the results of the core theme outcomes

Members of ESAC participated in a Collaborative Analysis Activity on May 3, 2022. During the activity they were asked to comment on the following questions regarding TRU's strengths: 1) What internal and external forces or trends impacted the 2022 results? 2) Considering the results of the *Sustainability* outcomes, what opportunities exist for improving the results of the indicators for sustainability in 2023?

Outcome 1

TRU's commitment to sustainability is evident in how it develops, operates, and maintains its campuses and regional centres.

Carbon Emissions: TRU has started the process to build the Low Carbon District Energy System. The developer, Creative Energy, is estimating a time of completion in 2030. Once fully functional, the system will reduce emissions for heating and cooling in all campus buildings by 95% compared to 2020 levels. However, provincial, and municipal regulatory requirements may impact the timelines for implementation. Members of ESAC proposed additional measures for tracking TRU's carbon emissions. For example, measuring the number of students who opt out of the Bus Pass program, and the number of bike rentals.

Single-use Items: During the pandemic, we faced challenges with eliminating single-use items due to restrictions placed on TRU by the Health Authority (e.g., reusable coffee mugs and Tupperware containers were paused); however, we are maintaining items previously eliminated. Furthermore, we recognize the social and cultural challenges that can hinder environmentally responsible behavioural change. We also note the level of education and training, and relationship building associated with maintaining and reducing single-use items, particularly with the franchises operating on campus. Discussions are ongoing to find strategies to address the persistent purchasing of single use items on campus, in particular by our Franchise partners (e.g., Tim Hortons, Starbucks, Subway). We encourage the university to consult with the Office of Sustainability when considering new franchise development on campus; and propose the development of a strategy for engaging with franchises to ensure that this indicator is supported.

Finally, the Reusable Containers program was not as successful as hoped due to a lack of consistent buy in, available drop off centres as many containers were never returned; therefore, we did not reach a critical mass. This provides an opportunity for revisiting and reconceptualizing the program in future years.

Potable Water: TRU experienced delays in conducting the audit of potable water use on campus, as a result we are unable to set a baseline for potable water use and targets for improvement.

Biodiversity: Members of ESAC proposed several additional areas for measuring TRU's impact on biodiversity, such as conducting a tree inventory, healthy biodiversity levels (e.g., animals, plants), use of hazardous products (herbicides, pesticides, salt and ice melt), and noise and light pollution. Looking ahead, we propose investigating ecofriendly products, and advocating for a Kamloops ban on fireworks, as the noise is detrimental to animals and insects.

Outcome 2

Members of the TRU community are sustainability ambassadors on and off campus.

Student Ambassadors: During the 2021/22 reporting cycle, 20 student ambassadors and mentors enrolled in the student ambassador program. At the time of reporting, Spring 2022, nine students are still active in the program. We acknowledge the challenges presented by the pandemic in impacting co-curricular retention rates and commend those students who continued to participate.

Staff Ambassadors: It was suggested that TRU create ways for staff, faculty, and student ambassadors to be more visible. For example, wearing shirts with logos that identify them as sustainability ambassadors to promote the programs. It was also suggested that there is a need to formalize and strengthen the sustainability office volunteer program by offering certificates of completion, giving shirts, and more fully engaging students alongside staff.

Outcome 3

TRU is recognized as a leading academic institution advancing sustainability education and research.

The wildfires and floods have been devastating to the region yet provided the impetus for investments in research and the establishment of a research centre. Of note, is the new BC Research Chair in Predictive Services, Emergency Management and Fire Science and the Canadian Research Chair in Fire Ecology at TRU, as well as the research cluster in environmental sustainability.

Outcome 4

Sustainability is a core value in TRU's institutional and administrative framework.

Members of ESAC noted a need to better communicate and celebrate the education and research activities related to sustainability at TRU, in addition to TRU's standing as a STARS platinum institution. For example, members suggested putting TRU's electric cars in the City's car show, promoting the TRU bike program, and considering adding a City representative to the committee. In addition, members noted the importance of recognize and awarding sustainability ambassadors. For example, members proposed that positioning the Sustainability Awards among the President's Merit and Service Awards (ADM 7-0) through a formalized process could enhance the visibility of sustainability.

Review of Objectives, Outcomes, and Indicators

Review current objectives and outcomes to confirm alignment with core theme and TRU's mission statement. If necessary, add or remove objectives and/or outcomes to keep the core theme relevant to TRU's mission statement.

Table 3: Review of Objectives and Outcomes

Objective and Outcomes	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
<p>Objective 1 Lead in Sustainability The natural world inspires us with wonder and reverence. We recognize how the health of our societies, cultures, and ecosystems rests upon the wellness of people, biodiversity, and wise stewardship of precious and finite resources. As a world leader in sustainability, we know that the well-being of generations to come is shaped by what we do today.</p>	Y	

Objective and Outcomes	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
Outcome 1 TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres	Y	
Outcome 2 Members of the TRU community are sustainability ambassadors on and off campus.	Y	Note, it is challenging to measure or evaluate the impact of sustainability ambassadors off campus. Future considerations should explore projects that students and faculty do within the community (e.g., TELUS fellowship, partnership with City of Kamloops to promote community climate action plan). Consider methods for inventorying impact (e.g., conversations with Office of Research and Graduate Studies and Researcher-in-Residence; investigate feasibility of reviewing faculty APARs or an employee and student survey on community impact and volunteerism; explore what other STARS/AASHE institutions).
Outcome 3 TRU is recognized as a leading academic institution advancing sustainability education and research.	Y	
Outcome 4 Sustainability is a core value in TRU's institutional and administrative framework	Y	

Indicators

Review the current indicators and rationales to confirm alignment with TRU's mission, the core theme, objectives, and outcomes. Determine if indicators need to be removed, revised, and/or if new indicators are required to track if the outcomes associated with the objectives are being achieved.

Table 4: Review of Indicators

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)	Y	
1.2 Plan for Carbon Neutral and Net Zero Campus (Greenhouse Gas Emissions)	Y	
1.3 Eliminate Single-Use Plastics and Other Single-Use Items	Y	Rephrase statement "single-use non-compostable items plastics and other single-use items no longer used purchased "
1.4 Integrate Sustainable Purchasing Throughout Campus Operations measured by the number of Sustainable Purchasing Workshops delivered	Y	
1.5 Conserve Potable Water measured by water use	Y	
1.6 Building Design and Construction is mindful of Biodiversity and protecting native species measured by application of 3M Feather Friendly window film	Y	
2.1 STARS score (Engagement category: campus engagement and public engagement)	Y	
2.2 Student Ambassadors are stewards of sustainability on campus and share knowledge with community members	Y	Consider ways to measure impact
2.3 Staff Ambassadors are stewards of sustainability on campus and share knowledge with community members	Y	Consider ways to measure impact
3.1 STARS score (Academic category: curriculum and research)	Y	

Indicator #	Still relevant (Y/N)	If not, provide rationale
3.2 Percentage of undergraduate baccalaureate degree students who complete the Social Responsibility Institutional Learning Outcome course with a minimum of C grade or better.	TBD	Concerns were raised with how meaningful it is to track the percentage of students who complete the ILO courses with a minimum of C grade or better due to differences in grading practices across instructors and how much we can control the outcome. During the 2023 reporting cycle, we should consider modifying the indicator to align with the other Mission Fulfilment committees (i.e., C+ or greater). In addition, we need to change annual threshold ranges because the ranges do not align with the 5-year target, particularly because we will hit a ceiling at some point.
4.1 STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)	Y	

New Indicators and Emerging Indicators

Consider if TRU should adopt new indicators for measuring Student Success based on emerging trends and patterns within the external and internal environment.

New Indicators: Refer to indicators for which TRU has three years of historical data and be added or replace a current indicator.

Emerging Indicators: Given the changing nature of the institution, initiatives, and available data, consider if there are other indicators that would better measure the core theme objectives. Emerging indicators may be beneficial for tracking in the future, however, historical data does not currently exist. Ideally, three years of historical values should be available in order to make informed plans. It is beneficial to start to track the indicator value before it is used as an indicator for the core theme, as this will help develop historical information.

Finally, consider if a qualitative performance indicator would be beneficial. "Although quantitative indicators show trends and uncover interesting questions, they cannot by themselves provide explanations or permit conclusions to be drawn. Additional research will always be required to diagnose the causes of problems and suggest solutions" (Canadian Education Statistics Council, 2006, p. x). If you see no need to add or replace indicators, leave Table 5 blank.

If you see no need to add or replace indicators, leave Table 5 blank.

Table 5: New and/or Emerging Indicators

Indicator	Rationale and Data Source	MF Threshold Range			Five Year Goal	Historical Values	Identify: New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
Community involvement of staff and faculty beyond and/or within TRU	Average volunteer hours, self-reported and collected through annual survey						Curious to run a trial year and investigate further

Indicator	Rationale and Data Source	MF Threshold Range			Five Year Goal	Historical Values	Identify: New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
Community involvement of students beyond and/or within TRU	Average volunteer hours, self-reported and collected through annual survey						Curious to run a trial year
Natural environment versus the built environment to track the protection of wild areas on campus	Ratio / inventory of campus						Emerging
	Tree inventory (built environment)					2022: 1700 trees	Emerging
	measuring the number of students who opt out of the Bus Pass program						Emerging
	number of bike rentals						Emerging
Relationships with franchises For example, periodic survey to assess their commitment to reducing single-use items; new initiatives or improvements	Regular monthly sustainable meetings						Emerging
Greening the campus For example, the number of trees and greenspace added; For everyone 1 tree removed, 2 trees are planted	51 trees planted in 2021; 52 trees planted in 2022						Emerging

Levels of Achievement

In your review of the annual mission fulfilment threshold ranges, consider what is acceptable (or not) on an **annual** basis. For example, ask yourselves:

Achieved

What does achievement look like? For example:

- an increase in retention rate of 2%; or, perhaps, 5%
- an increase in Indigenous students' sense of belonging, as evidenced by a sampling of Indigenous students' narratives

Minimally Achieved

What would be considered maintaining the status quo? For example:

- a 0% increase in intercultural activities delivered; or, perhaps, a range of -1 to +1%
- little change in students' ability to navigate university processes (e.g., admissions, advising, degree progression, etc.), as evidenced by a representative sample of students' journey maps.

Not Achieved

What would be considered problematic? For example,

- a decrease in tri-agency research dollars awarded by 2%; or, perhaps, 5%
- a decrease in the level of satisfaction with student support services, as evidenced by qualitative student responses to the NSSE survey.

Review the existing threshold ranges and determine if any changes need to be made. If so, provide a rationale.

Table 6: Indicator Threshold Ranges

Indicator #	Threshold Ranges			Rationale for Change (if applicable)
	Achieved	Minimally Achieved	Not Achieved	
1.1	>1	1	<1	
1.2	2021: >5% 2022: >5% 2023: >5% 2024: >5% 2025: >50%	Y1: 2-5% Y2: 2-5% Y3: 2-5% Y4: 2-5% Y5: 20-50%	Y1: <2% Y2: <2% Y3: <2% Y4: <2% Y5: <20%	
1.3	>2	1-2	0	
1.4	>7	1-7	0	
1.5	>2%	1-2%	0%	
1.6	>2	1-2	0	
2.1	>1	1	<1	
2.2	>2	1-2	0	
2.3	>1	1	0	
3.1	>1	1	<1	
4.4	>85%	80 – 85%	<80%	Based on historical values, the annual threshold ranges have been adjusted to reflect in-year targets rather than increases/decreases (see Mission Fulfilment Framework on page 4).
4.1	>1	1	<1	

Review the Five-Year Target (2020-2025)

Five-year targets should be aspirational yet realistic. They should provide a concrete goal and motivation to improve services, programs, or experiences as a means to achieve outcome targets. These targets can be tied to goals related to institutional strategic plans where available.

Table 7: Five-Year Targets

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
1.1	55.06	Y	
1.2	90% reduction	Y	
1.3	Eliminate 10	Y	
1.4	All departments	Y	
1.5	10% reduction	Y	
1.6	100%	Y	
2.1	39.53	Y	
3.1	51.23	Y	
4.1	29.33	Y	
4.2	20	Y	
4.3	10	Y	
4.4	80%	N	Based on historical data, 85% is a more appropriate 5-year target.