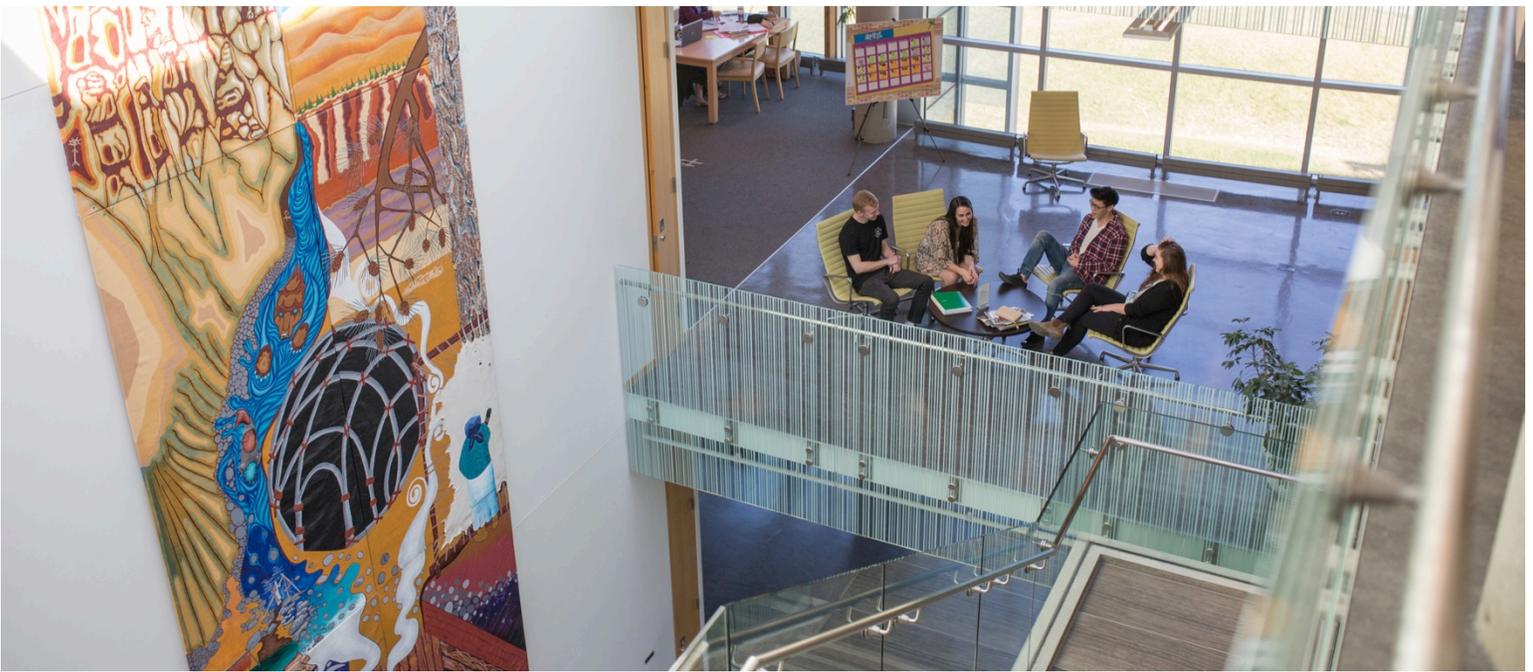


# Institutional Mission Fulfilment Report

*Submitted by*

Accreditation Steering Committee

August 20, 2020



We acknowledge and give honour to the Secwépemc, the ancestral peoples who have lived here for thousands of years. We honour our First House, on whose unceded land our Kamloops campus is located: Tk'emlúps te Secwépemc, and respect our Second House: T'exelc, on whose unceded land our Williams Lake campus is located.

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## Executive Summary

As an accredited institution with the Northwest Commission on Colleges & Universities (NWCCU), Thompson Rivers University (TRU) is held to “Standards of Accreditation that define the quality, effectiveness, and continuous improvements expected of accredited institutions.” (NWCCU Handbook, 2020, p.12).

Standard One: *Student Success and Institutional Mission and Effectiveness* requires that “the institution articulates 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 establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators” (NWCCU Handbook, p.12).

At TRU, the mission fulfilment planning and evaluation process is overseen by four (4) Standing Committees of Senate, who are responsible for reporting on institutional effectiveness based on established performance indicators and measures of success, and guided by TRU’s mission statement:

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

Mission Fulfilment is defined in terms of TRU’s four (4) core themes:

- Intercultural Understanding
- Research
- Student Success
- Sustainability

TRU has defined Mission Fulfilment to be achieved when 70% of the indicators related to the outcomes for each core theme are *achieved* or *minimally achieved*. During the 2020 reporting cycle, 11 out of 16 (69%) indicators were *achieved* or *minimally achieved*. See **Table 1** for a summary of institutional Mission Fulfilment.

**Table 1: Summary of Institutional Mission Fulfilment**

Core Theme	Indicators Measured	Achieved or Minimally Achieved	%
Intercultural Understanding	3(4)*	2	67
Research	3(5)*	3	100
Student Success	6(10)*	2	33
Sustainability	4	4	100
<b>Institutional Mission Fulfilment</b>	<b>16(23)*</b>	<b>11</b>	<b>69</b>
*Note: Refers to the number of indicators measured for the 2020 reporting cycle in comparison to the total number of indicators articulated for the core theme.			

## New Vision, Values and Strategic Change Goals

In the spring of 2020, TRU's governing bodies approved a new [Vision Statement](#) — including vision, values, and strategic change goals. The four strategic change goals that were identified are:

- Eliminate achievement gaps
- Honour truth, reconciliation and rights
- Lead in community research and scholarship
- Design lifelong learning

During the 2020 reporting cycle, the four (4) standing committees of Senate inquired as to how the core themes and indicators aligned with TRU's new vision. Below are just a few examples of new indicators that the Senate committees developed to align with the new vision, with a focus on equity and closure of achievement gaps, and honouring truth, reconciliation and rights:

### **Intercultural Understanding**

*Enhanced inclusion of intercultural learning within curriculum, teaching, and service evidenced by initiatives and events offered within and between areas of the university that demonstrate depth, scope, or reach of intercultural understanding.*

### **Research**

*Undergraduate student engagement in research activities evidenced by the 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.*

### **Student Success**

*Elimination of achievement gaps. All groups in our region — including Indigenous learners and rural learners — will achieve in higher education on par with others evidenced by retention, persistence, graduation, and employment rates disaggregated by Indigenous, non-Indigenous, international, and BC rural learners.*

### **Sustainability**

*TRU campus building design and construction is mindful of biodiversity and aims to protect native species as evidenced by assessment of campus buildings for bird strike hot spots and proactive steps to protect future bird strikes.*

## Annual Assessment of Mission Fulfilment

### Overview of Core Theme Planning Process

A review of the core theme objectives, outcomes, and indicators occurs annually by each of the respective standing committees of Senate:

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 Mission Fulfilment Framework is based on setting objectives, outcomes, indicators, and targets to guide TRU towards mission fulfilment. Each indicator has three (3) Mission Fulfilment threshold ranges:

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

The annual review involves four (4) stages where each Senate standing committee creates a workbook detailing the specific core theme, which includes:

- 1) **Collect** data for each of the indicators.
- 2) **Assess** the success of each indicator in light of its Mission Fulfilment threshold.
- 3) **Analyze** the data by identifying risks and opportunities associated with the performance of the indicators, such as
  - themes or patterns in the data;
  - implications of these findings;
  - highlights and strengths;
  - recommendations (if any); and/or
  - outliers or unusual findings.
- 4) **Report** with collated results presented to TRU's governing bodies and the TRU community to inform divisional and unit planning across the institution.

❖ **See Appendices A through D for the 2020 Core Theme Workbooks.**

## Quality Assurance

As an accredited institution, TRU is required to “demonstrate a continuous process to assess institutional effectiveness” (NWCCU Handbook, 2020). In 2019, TRU received the following Recommendation from the NWCCU:

**Recommendation 1.** Continue improvement of indicators and thresholds to better align assessment of those parameters with Core Themes and the mission of TRU.

Over the past year, TRU has introduced several initiatives to improve our process for assessing institutional effectiveness and mission fulfilment. The initiatives were launched to support committee members so that they have the knowledge and tools to improve the indicators and better align assessment with TRU’s mission:

### **Core Theme Planning Workshop**

In December 2019, all Senate standing committee members responsible for core theme planning and evaluation were invited to participate in a half-day workshop to learn about their roles and responsibilities in the annual core theme assessment, evaluation, and planning process.

### **Revised Core Theme Workbook Template**

In April 2020, the Accreditation Steering Committee approved revisions to the Core Theme Workbook template, which included clarifying roles and responsibilities of standing committees of Senate; and, creating opportunities to tell TRU’s story including different layouts that allow for narrative, non-linear descriptions, and the use of qualitative indicators.

### **Mission Fulfilment Website**

In spring 2019, the Office of Quality Assurance, Integrated Planning & Effectiveness, and Marketing & Communications began discussing enhancements to TRU’s Mission Fulfilment website. In particular, the conversation centered on methods for building a dynamic educational site that will inform continuous quality improvement by including data dashboards and narratives. The intent was to have the site completed by summer 2020; however, Covid-19 has impacted the timeline.

### **Interculturalizing Performance Measurement Systems**

To ensure the indicators selected consider TRU’s unique context and demographics, and that the data analysis follows a strengths-based approach, the Intercultural Understanding Subcommittee of Senate is revising its terms of reference to include the mandate: “To advise Senate on interculturalizing performance measurement systems.” This change will go forward to Senate Steering Committee for approval in Fall 2020.

The following pages detail progress made in 2019/20 for each of the four core themes.

## Intercultural Understanding

For the 2019/20 reporting cycle, the core theme Intercultural Understanding achieved 67% of the indicators measured, as shown in **Table 2**. TRU was on target to achieve 100% of its indicators; however, due to COVID-19, a total 104 (14 exchange and 90 field school) students were unable to participate in planned mobility programming. If TRU had been able to offer all of its programming (total of 217) then this indicator would have been achieved.

❖ **A detailed workbook on the core theme Intercultural Understanding is available in Appendix A.**

**Table 2: Mission Fulfilment Range – Intercultural Understanding**

Objective	Outcome	Indicator	Value
<b>1.0 The creation of a culture of inclusion in all aspects of university work and life.</b>	<b>1.1</b> Enhanced inclusion of intercultural learning within curriculum, teaching, and service.	<b>1.1</b> Student perceptions and opportunities for intercultural learning, as indicated by NSSE scores of fourth year students.	2014: 67% 2017: 62.6% 2019: N/A 2020: N/A
		<b>2.0 TRU will engage in Indigenous, regional, national, and global learning through teaching, learning, knowledge, research and creative practice.</b>	<b>2.1</b> Increased participation in Indigenous, internationalization, and interculturalization initiatives.
		<b>2.2</b> Participation in workshops with an intercultural or Indigenous focus, such as Intercultural Development, and Interculturalizing/Indigenizing the Curriculum.	2015/16: 1377 2017/18: 2921 2018/19: 3940 2019/20: 4499
		<b>2.3</b> Number of students, staff, and faculty accessing mobility programs*.	2016/17: 210 2017/18: 130 2018/19: 190 2019/20: 113 (217 pre-COVID)

\**Mobility programs* refer to international travel experiences, such as outbound exchange, field schools, and Leave 4 Change.

## Discussion

Course enrolments, workshop attendance, and event attendance continue to increase annually, indicating increased engagement with intercultural learning; however, the Intercultural Understanding Subcommittee (IUSC) maintains that moving to qualitative indicators will provide a more fulsome picture of TRU's achievements in Intercultural Understanding. IUSC has faced challenges in its attempt to move to qualitative indicators as recommended by NWCCU:

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TRU should consider including qualitative indicators, especially in the Core Theme, Intercultural Awareness... because of the nature of Indigenous education and programming, and the multivariate impacts of global programming, the institution's qualitative results may be a useful way to assess other aspects and impacts of this Core Theme. (NWCCU, 2019)

Although IUSC designed a plan for replacing two of the quantitative indicators with qualitative ones that would allow for better understanding of the depth, scope, and reach of intercultural learning at TRU, IUSC was unable to implement the data collection without additional resources. IUSC will continue to look for ways to resource this data collection, in addition, IUSC plans to develop a phased approach that will allow IUSC to pilot data collection with selected programs and is working with IPE to find ways to obtain survey data in years not within the NSSE cycle.

The implications of continuing to rely on purely quantitative measures does not allow TRU to differentiate between the depth of various activities or the reach of different initiatives across campus. IUSC strongly recommends that TRU supports a collective approach that allows for all core themes to continue to improve their indicators and thresholds in ways that will go beyond achieving targets with the aim of enhancing intercultural awareness for all of TRU through informed understanding of where we are successful and where we need to focus our attention.

## Research

For the 2019/20 reporting cycle, the core theme Research achieved or minimally achieved 100% of the indicators measured. Data was available for three of the five indicators articulated for core theme Research, as shown in **Table 3**. Constraints and limitations persist with regards to access to TRU faculty scholarly output data. Access would allow for a comprehensive assessment of the academic and community impacts of our research and identify creative forms of knowledge mobilization.

❖ [For a detailed report on the core theme Research, see Appendix B.](#)

**Table 3: Mission Fulfilment Range – Research**

Objective	Outcome	Indicator	Value
<b>1.0 TRU will create a sustainable research culture</b>	<b>1.0</b> TRU faculty are competitive for external funding	<b>1.1</b> Percentage of active tri-partite faculty holding external funding (contract and grant)	2017: 24% 2018: 28% 2019: 34% 2020: 33%
		<b>1.2</b> Total dollar amount of tri-agency grants and external contracts (3-year rolling average)	2017: \$2.3M (\$1.7M) 2018: \$4.3M (\$2.8M) 2019: \$3.3M (\$3.3M) 2020: \$4.3M (\$3.9M)
	<b>2.0</b> TRU faculty create new knowledge	<b>2.1</b> 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
	<b>3.0</b> TRU faculty and students disseminate new knowledge impactful to the communities we serve	<b>3.1</b> 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	Unknown
		<b>3.2</b> Number of undergraduate student knowledge mobilization activities funded by the office of Research and Graduate Studies	2019: 155 2020: 237

## Discussion

TRU continues to successfully build a sustainable research culture and is now averaging an ongoing 20% annual increase in the value of externally sponsored research with a 3-year rolling average of almost \$4 million. A high faculty success rate securing federal grants increased TRU's allocation of Canada Research Chairs (6

totaling \$650,000 annually), Canada Foundation for Innovation, and the Research Support Fund (\$600,000 annually to support indirect costs). These collective successes result in direct benefits for students, including \$800,000 in research assistantships, research fellowships, increased federal scholarship allocations (e.g., Undergraduate Student Research Awards and Canada Graduate Scholarships), and greater access to world-class research equipment and laboratories. This is further fortified by TRU's internal undergraduate research investments of nearly \$450,000 in programming to build incremental capacity and leadership.

TRU has consistently earned recognition and commendations from the NWCCU as an innovative university for undergraduate research training:

The evaluation committee commends TRU for its efforts to grow its research impact in a manner organically synergistic with its foundational commitment to student success. Specifically, TRU, through the Office of Research and TRU faculty, have created numerous opportunities for students to engage in mentored and/or independent research (NWCCU, 2019).

In 2020, the Research Committee of Senate strengthened its indicators to address access to undergraduate research through an equity, diversity and inclusion lens by prioritizing indicators that measure equitable access to research. In addition, the Research Committee is piloting an approach to qualitatively measure knowledge building pathways using cultural mapping techniques to assess partnerships and learning outcomes which demonstrate:

1. Promoting technological and social innovation and social enterprise
2. Germinating ideas and applied research opportunities
3. Developing research relationships/partnerships with community partners
4. Sharing research infrastructure and engagement spaces
5. Enabling knowledge exchange
6. Celebrating shared successes

## Student Success

For the 2019/20 reporting cycle, the core theme Student Success achieved or minimally achieved 33% of the indicators measured; however, the Senate Student Success Committee (SSSC) has identified several constraints and limitations with the existing indicators. For example, NSSE data is only available every three years, and fluctuations in some rates may adversely affect others, such as admissions and conversion rates. Therefore, given the lack of frequency and limitations of these quantitative metrics, SSSC recommends that more descriptive assessments should be tracked in addition to disaggregating data by Indigenous, non-Indigenous, BC rural, and international learners.

Given the limitations of the previously articulated indicators for tracking mission fulfilment, SSSC has chosen to focus attention on the newly articulated indicators, as shown in **Table 4**. To find information on past Student Success indicators, please see Appendix C, Table 1.

❖ [For a detailed report on the core theme Student Success see Appendix C](#)

**Table 4: Mission Fulfilment Range – Student Success (New Indicators)**

Objective	Indicator	Values
Eliminate achievement gaps. We will ...retain students to create a balanced community of learners and leaders reflective of Canada and the world.	<b>Parity in Retention Rates</b>	
	✚ Indigenous Learners	Fall 2015: 59% Fall 2016: 46% Fall 2017: 59% Fall 2018: 44%
	✚ BC Rural Learners	Fall 2015: 53% Fall 2016: 49% Fall 2017: 55% Fall 2018: 53%
	✚ Non-Indigenous Learners	Fall 2015: 56% Fall 2016: 56% Fall 2017: 60% Fall 2018: 56%
	✚ International Learners	Fall 2015: 62 % Fall 2016: 69% Fall 2017: 68% Fall 2018: 71%
	<b>Parity in Persistence Rates</b>	
	✚ Indigenous Learners	Fall 2015 Cohort: 46% Fall 2016 Cohort: 77% Fall 2017 Cohort: 61%
	✚ BC Rural Learners	Fall 2015 Cohort: 66% Fall 2016 Cohort: 76% Fall 2017 Cohort: 67%
	✚ Non-Indigenous Learners	Fall 2015 Cohort: 72% Fall 2016 Cohort: 73% Fall 2017 Cohort: 68%

Objective	Indicator	Values
Eliminate achievement gaps. All groups in our region — including Indigenous learners and rural learners — will achieve in higher education on par with others.	✚ International Learners	Fall 2015 Cohort: 77% Fall 2016 Cohort: 83% Fall 2017 Cohort: 78%
	<b>Parity in Graduation Rates</b>	
	✚ Indigenous Learners	Fall 2009: 39% Fall 2010: 41% Fall 2011: 36% Fall 2012: 35%
	✚ BC Rural Learners	Currently not available
	✚ Non-Indigenous Learners	Fall 2009: 42% Fall 2010: 42% Fall 2011: 43% Fall 2012: 40%
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."	✚ International Learners	Fall 2009: 54% Fall 2010: 49% Fall 2011: 50% Fall 2012: 50%
	<b>Parity in Graduate Employment</b>	
	✚ Indigenous Learners	2016: 87% 2017: 93% 2018: 87% 2019: 88%
	✚ Rural Learners	Currently not available
	✚ Non-Indigenous Learners	2016: 84% 2017: 87% 2018: 85% 2019: 88%
	✚ International Learners	2016: 94% 2017: 96% 2018: 88% 2019: 84%
	Percentage of undergraduate baccalaureate degree students who complete Lifelong Learning ILO courses with a minimum of C grade or better.	Currently not available

In addition, SSSC is currently working on plans to determine indicators for **Honour truth, reconciliation, and rights**. To measure '*Student success outcomes in teaching and research that are respectful of Secwépemc*'; and, '*student success outcomes for the fulfilment and recognition of Indigenous rights*', SSSC plans to collaborate with Qelmuw Affairs and to form a working group to research United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and determine relevant indicators related to student success. To measure '*TRU student demographic reflects regional demographic*', SSSC plans to establish a working group and work with IPE to identify relevant demographic data.

## Discussion

TRU's definition of 'student success' is reflected in both descriptive assessments and disaggregated data and is therefore broader than simplistic metrics. TRU acknowledges that 'success' for our students comes in many forms and is not adequately captured by aggregated rates of retention and graduation. TRU's students' and communities' needs are as diverse as the comprehensive programming that is offered. TRU has a unique student demographic: over 10% of students are Indigenous from a variety of nations, 38% join us from more than 100 countries around the globe, and 32% are mature (over 25 years of age) learners. This is why it is important for TRU to look beyond the numbers and share stories to bring context to the people behind the numbers.

In January 2020, NWCCU approved revised Standards for accreditation with explicit attention to student achievement and outcomes, with a focus on equity and closure of achievement gaps. As an accredited institution, TRU must adhere to the following Standards that relate to equity:

**1.D.2** Student achievement indicators are disaggregated to promote equitable outcomes.

**1.D.4** Disaggregated indicators are used for continuous improvement by informing planning, decision making, and allocation of resources.

Attention to equity was highlighted in TRU's new vision, values, and strategic change goals. Given this, the new indicators identified by SSSC are highly relevant to both Mission Fulfilment planning at TRU as well as NWCCU Standards for accreditation.

## Sustainability

For the 2019/20 reporting cycle, the core theme Sustainability minimally achieved 100% of the indicators measured. The current indicators for measuring the success of Sustainability are based entirely on the STARS rating for sustainability from the Association for the Advancement of Sustainability in Higher Education (AASHE). However, as noted by the NWCCU (2019),

indicator thresholds to assess levels of mission fulfillment, which are all based on change in STARS rating rather than on target STARS scores, are problematic as they do not measure mission fulfillment, but rather a change in mission fulfillment.

In addition, STARS follows a 3-year reporting cycle, which limits the level of assessment that can be conducted annually. Thus, the Mission Fulfilment range ‘minimally achieved’ acknowledges that progress continues to be made during interim reporting periods.

The Environmental Sustainability Advisory Committee (ESAC) acknowledges the challenges identified by the NWCCU and therefore is proposing new indicators that build upon the STARS ratings and aligns with TRU’s five-year Campus Strategic Sustainability Plan (CSSP). The CSSP was approved by the Board of Governors in Winter 2020 and is aligned with the United Nations Sustainable Development Goals (SDG’s) and AASHE’s new STARS 2.0 framework. As such, the core theme indicators have been revised to better align with the six (6) strategic priorities outlined in the CSSP. This new approach is more accessible, descriptive, relevant, and meaningful for TRU stakeholders. Given the limitations of the previously articulated indicators for tracking Mission Fulfilment, ESAC has chosen to focus attention on the new indicators, as shown in **Table 5**. To find information on past Sustainability indicators, please see Appendix D, Table 1.

❖ **For a detailed report on the core theme Sustainability, see Appendix D.**

**Table 5: Mission Fulfilment Range – Sustainability (New Indicators)**

CSSP Strategic Priority	Indicator	Five Year Goal
Plan for Carbon Neutral and Net Zero Campus	Greenhouse Gas Emissions	90% reduction in carbon emissions in connected buildings
Eliminate Single-Use Plastics and Other Single-Use Items	Eliminate Single-Use Plastics and Other Single-Use Items	Eliminate 10 single use plastics
Integrate Sustainable Purchasing Throughout Campus Operations	Sustainable Purchasing Workshops Delivered	Every department (~35) has completed the Sustainable Purchasing Workshop and has committed to following the guidelines
Conserve Potable Water	Water Use	10% reduction of water consumption

CSSP Strategic Priority	Indicator	Five Year Goal
<b>Advance Sustainability Performance of Campus Built Environment</b>	Building Design and Construction is mindful of Biodiversity and protecting native species	100% of campus buildings are assessed for “Bird Strike Hot Spots” in order to protect birds from striking the windows and 3M Feather Friendly window film is applied to hot spots.
<b>Champion Sustainability Beyond Campus for Global Impact</b>	Student Ambassadors are stewards of sustainability on campus and share knowledge with community members	20 student ambassadors
	Staff Ambassadors are stewards of sustainability on campus and share knowledge with community members	10 staff and faculty ambassadors
	Percentage of undergraduate baccalaureate degree students who complete the Citizenship Institutional Learning Outcome course with a minimum of C grade or better.	80% of baccalaureate degree students who completed

## Discussion

Despite interruptions due to COVID-19, TRU has made progress in many areas related to sustainability, including three areas highlighted below. Several other accomplishments are noted in the Sustainability Workbook (see Appendix D).

**Focus on Biodiversity** - Approximately 50 of the 250-acre campus is wild grasslands. Over a year ago, a collaboration between faculty, students, and staff saw the installation on several buildings of cutting-edge plastic window film that helps prevent birds from flying into and striking windows and either killing or hurting themselves. During this project, approximately 60 species of birds were identified as regular species on the Kamloops’ campus. The window film project is ongoing and a motion was recently passed at ESAC to make sure all new buildings go through an assessment to determine if film has to be applied to the windows.

**Dedicated Community Participation in Working to Improve Sustainability** - For example, ESAC formed a Single-Use Item Elimination Task Force that involved a broad-based, participatory approach to resolving the issue of single-use plastics at TRU. TRU has made a concerted effort to build a culture of participatory governance in which all stakeholders (students, staff, faculty) have the opportunity to be heard and engage in initiatives that move the institution towards meeting its strategic goals.

**Wellbeing and Work** - TRU continues to promote a culture of safety and raise awareness of security and safety options available to students, faculty, and staff. All staff are required to complete WHMIS training, COVID-19 PPE, and Safe Return to Work courses, which leads to a healthier campus and workplace.

Many of the challenges this year are the result of COVID-19 and related setbacks, as identified in Table 2 of the Sustainability Core Theme Workbook (see Appendix D). In prior years, sustainability efforts were coordinated by the Office of Sustainability as a distinct entity under the leadership of a director, recent restructuring now has this office absorbed into the Facilities Division. Sustainability is part of the ethos of TRU — it is embedded in who we are and how we do things. It is an institutional investment and requires fully-engaged participation from every member of our TRU community. With sustainability now enshrined in the TRU's values under its new vision statement, as well as the new CSSP guiding us forward, ESAC remains as committed as ever to advancing TRU's sustainability agenda as the university evolves and adapts, even in these difficult times.

## Continuous Quality Improvement: Looking Ahead to 2021

Mission Fulfilment is an ongoing process of continuous quality improvement. TRU sets aspirational targets and continues to strive towards excellence. Core theme planning ensures that the most important, high level factors for the present and future success of TRU are being effectively assessed, measured, and revised. It is an ongoing process for continually aligning and re-aligning performance measures with TRU's vision, values, and strategic change goals.

[NWCCU Standards of Accreditation](#) provide a quality assurance framework for measuring student success and institutional effectiveness. In January 2020, NWCCU approved new Standards of Accreditation that were informed by the evolving context of higher education. This includes increasing societal demands for universities to demonstrate attention to student academic achievement and outcomes, transparency in reporting outcomes, and contribution to the public good. A primary feature of the new Standards is student success, along with closing equity gaps.

Looking forward to the 2021 planning cycle, the new Standards provide guidance as to performance measurement processes centred around student success and equity that will inform future activities as part of TRU's core theme planning process. For example, TRU will identify regional and national peer comparators for the core theme indicators; and, continue to ensure planning processes are inclusive, and data is widely distributed, discussed, analyzed and used to inform decision-making.

## Appendices

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## Annual Core Theme Mission Fulfilment Evaluation and Planning

### Work Book

<b>Core Theme</b>	<i>Intercultural Understanding</i>
<b>Submitted by</b>	<i>Intercultural Understanding Subcommittee</i>
<b>Signature, Chair</b>	<i>K Garson</i>
<b>Date</b>	July 27, 2020

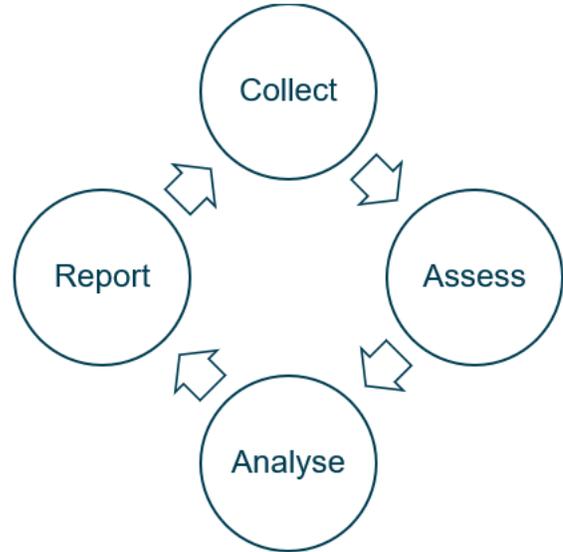
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## Overview

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. **Analyse** 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

<b>April 1 - June 30</b>	Standing Committees of Senate conduct annual assessment of Mission Fulfilment.
<b>June 30</b>	Core Theme Work Book submitted to ALO at <a href="mailto:ahoare@tru.ca">ahoare@tru.ca</a>
<b>July 1 - July 31</b>	ALO compiles Core Theme Work Books into an Annual Institutional Mission Fulfilment Report.
<b>August 1 – 31</b>	Accreditation Steering Committee (ASC) reviews Annual Institutional Mission Fulfilment Report
<b>September 1 – September 30</b>	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.

## Collect

Complete the following Mission Fulfilment Framework for your Core Theme by inserting the values for the current reporting cycle, including any new or emerging indicators (if applicable) that were identified in last year's workbook.

### Mission Fulfilment Framework for Core Theme

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal	Values
			Achieved	Minimally Achieved	Not Achieved		
1.0 The creation of a culture of inclusion through intentional engagement to recognize and respect the value of diverse cultural worldviews, and the value of Indigenous knowledges and ways.	1.1 Enhanced inclusion of intercultural learning within curriculum, teaching, and service.	1.1 Student perceptions and opportunities for intercultural learning, as indicated by NSSE scores of fourth year students.	> 2% increase	Within 2% of previous year	> 2% decrease	Maintain or increase by 2%	2014: 67% 2017: 62.6% 2019: N/A 2020: N/A
		1.2 Initiatives and events offered within and between areas of the university that demonstrate depth <sup>1</sup> , scope or reach of intercultural understanding	Evidence demonstrates depth <i>and</i> reach. Narratives of engagement in and impact of intercultural learning, <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	Emerging indicator will replace 2.2 and 2.3 pending available resources
		1.3 Narratives of engagement in and impact of intercultural learning	Evidence demonstrates impact of intercultural learning (attitudes, knowledge, skills, praxis <sup>2</sup> )	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	Emerging indicator will replace 2.2 and 2.3 pending available resources

<sup>1</sup> 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

<sup>2</sup> 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.

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal	Values
			Achieved	Minimally Achieved	Not Achieved		
	2.1 Increased participation in Indigenous, internationalization, and interculturalization initiatives.	2.1 Three-year average number of enrolments in courses or programs with Indigenous, international, or intercultural content.	Increase in average	Maintain average	Decrease in average	2% increase over the average* of 2600	2014-2017: 2732 2015-2018: 2630 2016-2019: 2965 <b>2017-2020: 3196</b>
		2.1 Three-year average number of students completing academic courses with Indigenous, international, or intercultural content as measured by ILOs in Local to Global theme	Increase in average	Maintain average	Decrease in average	2% increase over the average	Emerging indicator will replace 2.1 in Spring 2021
		2.2 Participation in workshops with an intercultural or Indigenous focus, such as Intercultural Development, and Interculturalizing/Indigenizing the Curriculum.	Increase in average	Maintain average	Decrease in average	5% increase over the average* of 1300	2015/16: 1377 2017/18: 2921 2018/19: 3940 <b>2019/20: 4499</b>
		2.3 Number of students, staff, and faculty accessing mobility programs.	Increase in average	Maintain average	Decrease in average	2% increase over the average* of 200	2016/17: 210 2017/18: 130 2018/19: 190 <b>2019/20: 113</b> <b>(217 pre-COVID)</b>

\*Average based on data from 2012 – 2017.

## Assess

### Review of Previous Year

Complete the following for each indicator:

#### **Current Value, Mission Fulfilment Range, and Contextual Factors**

1. Gather information, in collaboration with ALO, Integrated Planning & Effectiveness (IPE), and relevant departments, to determine the indicator value for the most recent period.
2. Determine the change from the prior year and identify which of the mission fulfilment ranges applies (i.e., *Achieved / Minimally Achieved / Not Achieved*).
3. Describe factors (e.g., plans, services, environmental, or initiatives) that impacted the progress of the indicator.

**Table 1: Identification of Mission Fulfilment Range**

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range	Factors positively or negatively affecting progress
1.1 Student perceptions and opportunities for intercultural learning, as indicated by NSSE scores of fourth year students.	2017: 62.6% 2019: N/A	N/A	N/A	This year was not in the NSSE cycle. The data for next reporting cycle will be available in November 2020.
2.1 Three-year average number of enrolments in courses or programs with Indigenous, international, or intercultural content.	2,965	3,196	Achieved	
2.2 Participation in workshops with an intercultural or Indigenous focus, such as Intercultural Development, and Interculturalizing/Indigenizing the Curriculum.	3,940	4,499	Achieved	While there is an increase in events and participation, this indicator does not capture the depth, scope, or reach of the learning. We look forward to capturing this with qualitative narratives in the coming years.
2.3 Number of students, staff, and faculty accessing mobility programs.	190	113 <span style="color: red;">*(217 pre-COVID)</span>	Not Achieved	Due to COVID-19, a total 104 (14 exchange and 90 field school) students were unable to participate in planned mobility programming when the institution made the decision to cancel all mobility. If TRU had been able to offer all of its programming (total of 217) then this indicator would have been achieved.

# Analyse

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**

<b>How successful was TRU in achieving mission fulfilment for this core theme?</b>
Using the original indicators and adjusting mobility numbers for COVID, TRU was 100% successful in achieving mission fulfilment. Without adjusting for COVID, the success was 67% successful. Unfortunately, these quantitative measures do not entirely capture the successes of TRU and in some ways mask the challenges. See discussion below for more detail.
<b>Identify strengths and successes</b>
Course enrolments, workshop attendance, and event attendance continue to increase annually, indicating increased engagement with intercultural learning. We look forward to moving to the qualitative approach we designed in 2018/19 in order to understand more clearly where we are successful and where we have gaps.
<b>List opportunities and areas in need of improvement</b>
We maintain that moving to the qualitative indicators will provide a more fulsome picture of our achievements in Intercultural Understanding. We acknowledge that NWCCU recommended we find means to tell the larger story that can not be fully understood by quantitative measures alone. In order to improve this, we continue to look for ways to resource this data collection. We also plan to develop a phased approach that will allow us to pilot data collection with selected programs. See discussion below for more detail. We are also working with IPE to find ways to obtain survey data in years not within the NSSE cycle.

## Review of Objectives, Outcomes, and Indicators

### Objectives and Outcomes

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
<b>Objective 1.0</b> The creation of a culture of inclusion through intentional engagement to recognize and respect the value of diverse cultural worldviews, and the value of Indigenous knowledges and ways.	Y	
<b>Outcome 1.1</b> Enhanced inclusion of intercultural learning within curriculum, teaching, and service.	Y	
<b>Outcome 2.1</b> Increased participation in Indigenous, internationalization, and interculturalization initiatives.	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
<b>1.1</b> Student perceptions and opportunities for intercultural learning, as indicated by NSSE scores of fourth year students.	Y/N	Since the NSSE data is collected in a cycle that does not collect data annually, we are only able to report this every three (3) years. We are consulting with our Institutional Planning and Effectiveness (IPE) office to include other survey data or to capture the NSSE questions within another survey. (The indicator will be rephrased once the approach is determined).
<b>2.1</b> Three-year average number of enrolments in courses or programs with Indigenous, international, or intercultural content.	N	To be replaced with a new indicator* once the ILO component courses for <i>Intercultural Awareness</i> and <i>Indigenous Knowledges &amp; Ways</i> are identified (2021)  * <b>2.1</b> Three-year average number of baccalaureate degree students completing academic courses with Indigenous, international, or intercultural content as measured by ILOs in Local to Global theme with a C grade or better.

## New Indicators and Emerging Indicators

### 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			
<b>1.2</b> Initiatives and events offered within and between areas of the university that demonstrate depth <sup>3</sup> , scope or reach of intercultural understanding	Carried forward from 2019	Evidence demonstrates depth <i>and</i> reach. Narratives of engagement in and impact of intercultural learning, <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	N/A	Emerging
<b>1.3</b> Narratives of engagement in and impact of intercultural learning	Carried forward from 2019	Evidence demonstrates impact of intercultural learning (attitudes, knowledge, skills, praxis <sup>4</sup> )	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	N/A	Emerging

<sup>3</sup> 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

<sup>4</sup> For the purposes of reporting, we define the terms, attitude, knowledge, skills, and praxis as follows:

Indicator	Rationale and Data Source	MF Threshold Range			Five Year Goal	Historical Values	New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
<b>2.1</b> Three-year average number of baccalaureate degree students completing academic courses with Indigenous, international, or intercultural content as measured by ILOs in Local to Global theme with a C grade or better.	Carried forward from 2019	>4%	0-4%	<0%	80% of baccalaureate degree students complete a course		Emerging indicator will replace <b>2.1</b>

- 
- 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.

## 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 Student perceptions and opportunities for intercultural learning, as indicated by NSSE scores of fourth year students.	> 2% increase	Within 2% of previous year	> 2% decrease	

\*Average based on data from 2012 – 2017.

## Review the Five-Year Target (2018 - 2023)

**Note:** The current 5-year reporting cycle is 2018 – 2023. Unless exceptional circumstances require earlier review, leave this section blank.

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	

## Discussion

Finally, based on the analysis of the data available, identify risks and opportunities associated with the performance of the indicators. Comment on, for instance:

- themes or patterns in the data;
- implications of these findings;
- highlights and strengths;
- recommendations (if any); and/or
- outliers or unusual findings.

Our committee has faced challenges in our attempt to move to qualitative indicators as recommended by NWCCU

TRU should consider including qualitative indicators, especially in the Core Theme, Intercultural Awareness... because of the nature of Indigenous education and programming, and the multivariate impacts of global programming, the institution's qualitative results may be a useful way to assess other aspects and impacts of this Core Theme. (NWCCU, 2019)

Although we designed a plan for replacing two of the quantitative indicators with qualitative ones that would allow us to understand the depth, scope, and reach of intercultural learning at TRU, we were unable to implement the data collection without additional resources. Unlike some core theme teams, our team does not have a staffed office or budgetary line to implement our ideas. We recently convened a meeting with other core theme chairs and representatives and are exploring ways we can support our mutual data collection and ways to potentially engage student researchers in data collection and analysis. We are also exploring a phased approach that will allow us to undertake a small number of pilot data collection initiatives so that we can begin to tell the stories of intercultural learning at TRU.

The implications of continuing to rely on purely quantitative measures does not allow us to differentiate between the depth of various activities or the reach of different initiatives across campus. We strongly recommend that the institution supports a collective approach that allows for all core themes to continue to improve their indicators and thresholds in ways that will go beyond achieving targets with the aim of enhancing intercultural awareness for all of TRU through informed understanding of where we are successful and where we need to put our attention.

We are looking forward to updating indicator 2.1 to include courses with intercultural content as identified by GET in the Local to Global institutional learning outcome theme. We also see potential

for qualitative data to tell the story of how changes to curriculum and pedagogy were initiated through the GET initiative.

The Intercultural Understanding Subcommittee has made recommendations to GET to enhance the description of Intercultural Awareness to include the application of learning in ways “that demonstrate a valuing of diversity, a recognition of privilege and power, and a commitment to social justice and inclusion”. If our recommendation for revision is accepted for amendment by Senate, then our outcomes and indicators will need to be refined to include these elements.

Finally, we believe that changes to the Intercultural Understanding Sub-Committee of Senate’s Terms of Reference, specifically to “advise Senate on interculturalizing performance measurement systems” will allow for a broader understanding of the need for data and analysis of our performance in achieving greater intercultural awareness.

## **Thank you!**

Determining indicators and reporting on Mission Fulfilment is an important task. Your work keeps the University focused on its mission.

To send feedback on the process, please contact TRU’s Accreditation Liaison Officer, Alana Hoare at [ahoare@tru.ca](mailto:ahoare@tru.ca).



## Annual Core Theme Mission Fulfilment Evaluation and Planning

### Work Book

<b>Core Theme</b>	<i>Research</i>
<b>Submitted by</b>	<i>Research Committee of Senate</i>
<b>Chair</b>	Mohamed Tawhid
<b>Date</b>	August 20, 2020

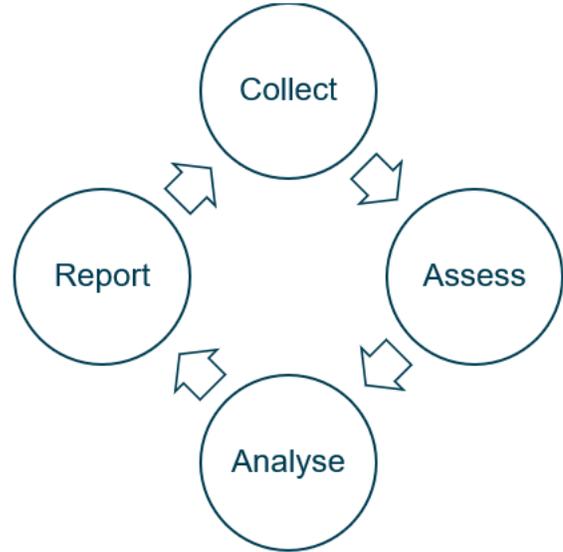
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## Overview

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. **Analyse** 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

<b>April 1 - June 30</b>	Standing Committees of Senate conduct annual assessment of Mission Fulfilment.
<b>June 30</b>	Core Theme Work Book submitted to ALO at <a href="mailto:ahoare@tru.ca">ahoare@tru.ca</a>
<b>July 1 - July 31</b>	ALO compiles Core Theme Work Books into an Annual Institutional Mission Fulfilment Report.
<b>August 1 – 31</b>	Accreditation Steering Committee (ASC) reviews Annual Institutional Mission Fulfilment Report
<b>September 1 – September 30</b>	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.

## Collect

Complete the following Mission Fulfilment Framework for your Core Theme by inserting the values for the current reporting cycle, including any new or emerging indicators (if applicable) that were identified in last year's workbook.

### Mission Fulfilment Framework for Core Theme

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal	Values
			Achieved	Minimally Achieved	Not Achieved		
1.0 TRU will create a sustainable research culture	1.0 TRU faculty are competitive for external funding	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%
		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	\$4.5M  (3-year rolling average)	2017: \$2.3M (\$1.7M) 2018: \$4.3M (\$2.8M) 2019: \$3.3M (\$3.3M) 2020: \$4.3M (\$3.9M)
2.0 TRU faculty create new knowledge	2.1 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: N/A
3.0 TRU faculty and students disseminate new knowledge impactful to the communities we serve	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 users by TRU faculty and community groups	3% or > increase	-1 to 3% change	-1% or > decrease	Undefined	No data to date.
		3.2 Number of undergraduate student knowledge mobilization activities funded by the office of Research and Graduate Studies	Undefined	Undefined	Undefined	Undefined	New indicator 2019: 155 <sup>1</sup> 2020- 237
4.0 Undergraduate student engagement in research activities	4.0 Undergraduate student engagement in research activities	4.1 Percentage of TRU courses that include Research informed Learning (RiL)	Undefined	Undefined	Undefined	Undefined	Emerging indicator and outcome No data to date <sup>2</sup> .

<sup>1</sup> 32 papers by TRU students presented at PHP conference; 80 presentations, posters, and exhibitions at the UG Conference; 4 papers by TRU students published in PHP's Dialogues; 16 Knowledge Makers published; 7 students published in the UG Conference Proceedings; 16 students featured in TRU research stories and media initiated by the research office

<sup>2</sup> Data collection in progress Currently information collected from Nursing, Tourism and some SOBE faculty.

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal	Values
			Achieved	Minimally Achieved	Not Achieved		
		<b>4.2</b> Number of users across Canada accessing the National Clearinghouse for Research and Resources on Undergraduate Research Training and RiL	Undefined	Undefined	Undefined	Undefined	<b>Emerging indicator</b> <i>No data to date</i> <sup>3</sup>
		<b>4.3 (a)</b> GPA of first and second year students engaged in the Research Coach program; <b>(b)</b> Retention rates of first and second year students engaged in the Research Coach program; <b>(c)</b> Number of students participating in the Research Coach program; <b>(d)</b> Number of students interacting with faculty while doing a research project.	Undefined	Undefined	Undefined	Undefined	<b>Emerging indicator</b> <i>No data to date</i> <sup>4</sup>
	<b>5.0</b> 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.	<b>5.1</b> Cultural Maps of the knowledge building pathways including partnerships and learning outcomes which demonstrate: <ol style="list-style-type: none"> <li>1. Promoting technological and social innovation and social enterprise</li> <li>2. Germinating ideas and applied research opportunities</li> <li>3. Developing research relationships/partnerships with community partners</li> <li>4. Sharing research infrastructure and engagement spaces</li> <li>5. Enabling knowledge exchange</li> <li>6. Celebrating shared successes</li> </ol>	Undefined	Undefined	Undefined	Undefined	<b>Emerging indicator and outcome</b> <i>No data to date</i> <sup>5</sup>

<sup>3</sup> Data collection in progress. Website is still in development and is expected to be ready January 2020.

<sup>4</sup> Data collection in progress The Research Coach program requires at least three years of data to begin to assess the indicators identified. At this time we can share three students from this program in the winter applied for a UREAP. We will continue to collect the data and report on it as it grows.

<sup>5</sup> Cultural/Social Impact Maps (under development by Office of Research and Graduate Studies).

## Assess

### Review of Previous Year

Complete the following for each indicator:

#### **Current Value, Mission Fulfilment Range, and Contextual Factors**

1. Gather information, in collaboration with ALO, Integrated Planning & Effectiveness (IPE), and relevant departments, to determine the indicator value for the most recent period.
2. Determine the change from the prior year and identify which of the mission fulfilment ranges applies (i.e., *Achieved / Minimally Achieved / Not Achieved*).
3. Describe factors (e.g., plans, services, environmental, or initiatives) that impacted the progress of the indicator.

**Table 1: Identification of Mission Fulfilment Range**

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range	Factors positively or negatively affecting progress
1.1 Percentage of active tri-partite faculty holding external funding (contract and grant)	34%	33%	Minimally Achieved	This is an important indicator of faculty participation in research initiatives and underscores the quality of TRU's research. However, it is a challenging indicator to track as the inputs are not linear: the number of tri-partite faculty members changes annually and grants/contracts come to completion.
1.2 Total dollar amount of tri-agency grants and external contracts (3-year rolling average)	\$3.3M	\$3.9M	Achieved	While there are annual differences, the total dollar amount of Tri-Agency grants and external contracts continues to grow at a consistent rate, as a 3-year rolling average. Ongoing success with infrastructure grants from CFI has been an important part of the growth.
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)	320	N/A	N/A	This information is collected by TRU as part of the Academic Professional Activity Report (APAR), but is not made available to inform this process.
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	No data to date.	N/A	N/A	Tracking the number of community citations has proven quite challenging. Instead, this indicator will be replaced with a new indicator 5.1 Cultural Mapping (see Table 5 for more details) in 2021.
3.2 Number of undergraduate student knowledge mobilization activities funded by the office of Research and Graduate Studies	155	237	Achieved	Due to the research coach program offered in the fall, numbers increased; however, numbers then decreased due to the F2F cancellation of the undergraduate research conference, which was on track to be the largest group of participants this year.

## Analyse

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**

<b>How successful was TRU in achieving mission fulfilment for this core theme?</b>
Of the five indicators articulated for core theme Research, data was available for three. Of those three, TRU is <i>minimally achieving</i> and <i>achieving</i> mission fulfilment. Therefore, Research was 100% successful in achieving mission fulfilment in 2020.
<b>Identify strengths and successes</b>
TRU continues to successfully build a sustainable research culture and is now averaging nearly an ongoing 20% annual increase in the value of externally sponsored research with a 3-year rolling average of almost \$4M. A high faculty success rate securing federal grants increases TRU's allocation of Canada Research Chairs (6 totaling \$650K annually), Canada Foundation for Innovation, and the Research Support Fund (\$600K annually to support indirect costs).
These collective successes result in direct benefits for students, including \$800K in research assistantships, research fellowships, increased federal scholarship allocations (eg. Undergraduate Student Research Awards and Canada Graduate Scholarships), and greater access to world-class research equipment and laboratories. This is further fortified by TRU's internal undergraduate research investments of nearly \$450K in programming to build incremental capacity and leadership.
One third of research-focused faculty hold external funding to support of their work, contributing to TRU's reputation as an emergent research institution and creating new pathways for enhanced partnership development and community collaboration. The Interior Universities Research Coalition (UNBC, UBC-O), the Interior Academic Health Science Consortium (Interior Health, UBC-O, BC Cancer Agency), the Province of BC, and the xChange Lab (Memoranda of Understanding with the City of Kamloops and the United Way) all stand as examples of these developing and novel partnerships. Organizational partnerships have been an important lever to secure additional resources such as a new, endowed research Chair from the Province of BC.
<b>List opportunities and areas in need of improvement</b>
Access to TRU faculty scholarly output data would allow for a comprehensive assessment of the academic and community impacts of our research and identify creative forms of knowledge mobilization.

## Review of Objectives, Outcomes, and Indicators

### Objectives and Outcomes

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
<b>Objective 1.0</b> TRU will create a sustainable research culture		
<b>Outcome 1.0</b> TRU faculty are competitive for external funding	Y	
<b>Outcome 2.0</b> TRU faculty create new knowledge	Y	
<b>Outcome 3.0</b> TRU faculty and students disseminate new knowledge impactful to the communities we serve		This outcome has been challenging to measure without access to data.
<b>NEW Outcome 4.0</b> Undergraduate student engagement in research activities		
<b>NEW Outcome 5.0</b> 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.		

### 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
<b>1.1</b> Percentage of active tri-partite faculty holding external funding (contract and grant)	Y	
<b>1.2</b> Total dollar amount of tri-agency grants and external contracts (3-year rolling average)	Y	TRU will set new targets for this indicator as the projected \$4.5M annual average will be met in 2021.
<b>2.1</b> 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	
<b>3.1</b> 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	Tracking the number of community citations has proven quite challenging. Instead, this indicator will be replaced with a new indicator 5.1 Cultural Mapping (see Table 5 for more details) in 2021
<b>NEW 3.2</b> Number of undergraduate student knowledge mobilization activities funded by the office of Research and Graduate Studies	Y	Slight modification to the indicator to bring it into the scope of the Office of Research and Graduate Studies.

## New Indicators and Emerging Indicators

### 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).

**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			
<b>4.1</b> Percentage of undergraduate baccalaureate degree students who complete courses with RiL outcomes with a minimum of C grade or better.	List of approved Critical Thinking & Investigation courses as part of TRU's general education model (beginning Fall 2021)  <b>Note:</b> First year F21 students should graduate with a RiL course at the end of their degree (4-year program) in 2025. We may need to monitor baccalaureate completion rates as students may not complete programs in 4 years and this could effect the outcome of this indicator.				80% of all first-year students enrolling in baccalaureate programs in the fall of 2021	N/A	New 2021
<b>4.2</b> 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.				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.	N/A	Emerging
<b>4.3</b> Percentage of students participating in undergraduate research programs that identify as but no 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.				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.	N/A	Emerging

Indicator	Rationale and Data Source	MF Threshold Range			Five Year Goal	Historical Values	New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
<p><b>5.1</b> Cultural Maps of the knowledge building pathways including partnerships and learning outcomes which demonstrate:</p> <ul style="list-style-type: none"> <li>a. Promoting technological and social innovation and social enterprise</li> <li>b. Germinating ideas and applied research opportunities</li> <li>c. Developing research relationships/partnerships with community partners</li> <li>d. Sharing research infrastructure and engagement spaces</li> <li>e. Enabling knowledge exchange</li> <li>f. Celebrating shared successes</li> </ul>	<p>Carried forward from 2019. Due to COVID-19, TRU was unable to complete the gathering of data for the cultural maps. When face-to-face contact feasible we will move forward with gathering this information; however, at this time due to the impact of COVID and lay-offs there are limited resources in the office and this indicator is contingent on having the appropriate support to complete.</p>	<p>Positive contribution to community</p>	<p>Positive contribution to community</p>	<p>No or Negative contribution to community</p>	<p><b>Lead in community research and scholarship.</b> We will support all faculty members in knowledge-seeking, knowledge creation, and creative inquiry.</p> <p>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.</p>	<p>N/A</p>	<p>Emerging</p>

## 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	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	
3.2	<i>Undefined</i>	<i>Undefined</i>	<i>Undefined</i>	

### **Review the Five-Year Target (2018-2023)**

**Note:** The current 5-year reporting cycle is 2018 – 2023. Unless exceptional circumstances require earlier review, leave this section blank.

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%	Y	
1.2	\$4.5M (3-year rolling average)	Y	
2.1	<i>Undefined</i>	Y	
3.1	<i>Undefined</i>	N	This will be replaced with new indicator 5.1
3.2	10% growth (260)	Y	

## Discussion

Finally, based on the analysis of the data available, identify risks and opportunities associated with the performance of the indicators. Comment on, for instance:

- themes or patterns in the data;
- implications of these findings;
- highlights and strengths;
- recommendations (if any); and/or
- outliers or unusual findings.

The data provided demonstrates ongoing increases in the percentage of active tri-partite faculty holding external funding; an increase in tri-agency grants and external contracts; and an increase in undergraduate student engagement knowledge mobilization activities. The opportunities that the core theme workbook may present moving forward would be to begin providing a more complete picture of TRU's research enterprise, which includes funded chairs, endowment chairs, research scholarships and awards, and a more robust picture of TRU's research infrastructure. We are not yet collecting the kind of data that would provide this picture, but we hope to add this into the core theme workbook moving forward.

There continues to be limitations on accessing data on the number of faculty and area publications. Furthermore, although such interests may range beyond the workbook, the impact of the research enterprise on the institution needs to be better quantified and documented: here we are thinking of ways to assess or take into account the impact of faculty engagement, the training of students as a high impact practice, the integration of research into the curriculum, and the impacts that flow from community engaged research and other regional initiatives that include the IURC, the health research clusters, funded post-doctoral student training, research training facilities, research lab and student training infrastructure, research funded partnerships and relationships with provincial and federal funders, events and symposia.

## Thank you!

Determining indicators and reporting on Mission Fulfilment is an important task. Your work keeps the University focused on its mission.

To send feedback on the process, please contact TRU's Accreditation Liaison Officer, Alana Hoare at [ahoare@tru.ca](mailto:ahoare@tru.ca).



## Annual Core Theme Mission Fulfilment Evaluation and Planning

### Work Book

<b>Core Theme</b>	<i>Student Success</i>
<b>Submitted by</b>	<i>Student Success Committee of Senate</i>
<b>Chair</b>	Airini and Aria Appleton
<b>Date</b>	August 27, 2020

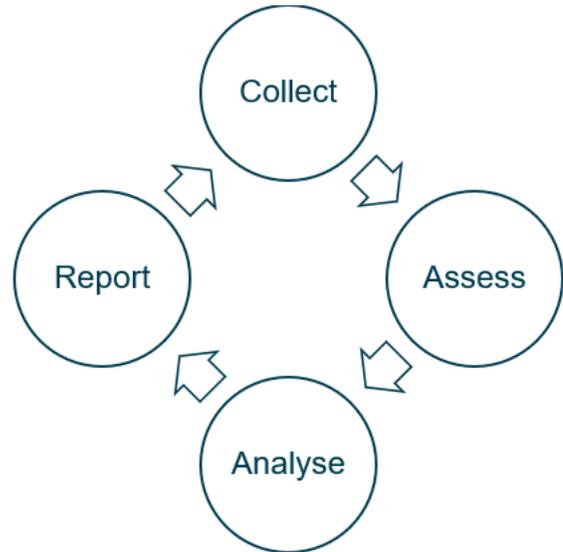
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## Overview

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. **Analyse** 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

<b>April 1 - June 30</b>	Standing Committees of Senate conduct annual assessment of Mission Fulfilment.
<b>June 30</b>	Core Theme Work Book submitted to ALO at <a href="mailto:ahoare@tru.ca">ahoare@tru.ca</a>
<b>July 1 - July 31</b>	ALO compiles Core Theme Work Books into an Annual Institutional Mission Fulfilment Report.
<b>August 1 – 31</b>	Accreditation Steering Committee (ASC) reviews Annual Institutional Mission Fulfilment Report
<b>September 1 – September 30</b>	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.

## Collect

Complete the following Mission Fulfilment Framework for your Core Theme by inserting the values for the current reporting cycle, including any new or emerging indicators (if applicable) that were identified in last year's workbook.

### Mission Fulfilment Framework for Core Theme

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal	Values
			Achieved	Minimally Achieved	Not Achieved		
1.0 TRU will provide a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes	1.1 Students will access a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.	1.1 NSSE module on advising	Aggregate score > 2.7	Aggregate score 2.5-2.7	Aggregate score < 2.5	2.8	2014: 2.772 2017: 2.733 2019: N/A 2020: N/A
		1.2 CUSC data for first year students regarding satisfaction with the registration process.  CW: Satisfaction with getting into courses you wanted.  SAT: Satisfaction with the process for registering for courses.	CW >90% Sat >86%	CW 89% Sat 83-85%	CW <89% Sat <83%	CW 90% Sat 86%	<b>CW</b> 2013: 92% 2016: 86% 2019: 84.6% 2020: N/A <b>Sat</b> 2013: 83% 2016: 79% 2019: 76.1% 2020: N/A
		1.3 2-4 year open program conversion rate	> 1 % point increase	0 – 1 % point increase	Decrease	40%	Fall 2016: 39% Fall 2017: 34% Fall 2018: 41% Fall 2019: 46%
		1.4 2-4 year open program retention rate	> 1 % point increase	0 – 1 % point increase	Decrease	60%	Fall 2015: 58% Fall 2016: 58% Fall 2017: 63% Fall 2018: 61%
		1.5 2-4 year selective program conversion rate	> 0 % point increase	No change	Decrease	80%	Fall 2016: 86% Fall 2017: 86% Fall 2018: 84% Fall 2019: 61%
		1.6 2-4 year selective program retention rate	> 1 % point increase	0 – 1 % point increase	Decrease	90%	Fall 2015: 90% Fall 2016: 89% Fall 2017: 88% Fall 2018: 89%

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal	Values
			Achieved	Minimally Achieved	Not Achieved		
2.0 TRU will provide educational experiences for cognitive development, personal growth and interpersonal effectiveness	2.1 Students will engage in educational experiences for cognitive development, personal growth and interpersonal effectiveness	2.1 NSSE data on student participation in HIPs	First Year: 10%  Fourth Year: >69%	First Year: 10%  Fourth Year: 60-69%	First Year: <10%  Fourth Year: <60%	First Year: 10%  Fourth Year: 70%	<b>First Year:</b> 2014: 8% 2017: 8% 2019: N/A 2020: N/A <b>Fourth Year:</b> 2014: 64% 2017: 59% 2019: N/A 2020: N/A
		2.2 Enrolments in undergraduate curricular offerings that include HIPs.	1300	1200-1300	<1200	1300	2015/16: 1,303 2016/17: 1,251 2017/18: 1,457 2018/19: 1,312
3.0 TRU will provide skills, knowledge, confidence and values for citizenship, work and personal fulfillment	3.1 Students will act with skills, knowledge, confidence and values for citizenship, work and personal fulfillment	3.1 NSSE module on civic engagement.	>5.0	4.5-5.0	<4.5	5.0	<b>First Year:</b> 2017: 5.0 2019: N/A 2020: N/A <b>Fourth Year:</b> 2017: 5.2 2019: N/A 2020: N/A
		3.2 Graduate employment outcomes	90%	89%	<89%	90%	2016: 89% 2017: 91% 2018: 89% <a href="#">2019: 88%</a>

# Assess

## Review of Previous Year

Complete the following for each indicator:

### Current Value, Mission Fulfilment Range, and Contextual Factors

1. Gather information, in collaboration with ALO, Integrated Planning & Effectiveness (IPE), and relevant departments, to determine the indicator value for the most recent period.
2. Determine the change from the prior year and identify which of the mission fulfilment ranges applies (i.e., *Achieved / Minimally Achieved / Not Achieved*).
3. Describe factors (e.g., plans, services, environmental, or initiatives) that impacted the progress of the indicator.

**Table 1: Identification of Mission Fulfilment Range**

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range	Factors positively or negatively affecting progress
1.1 NSSE module on advising	2017: 2.733	Data not available for 2020 reporting cycle.	N/A	NSSE was administered in 2020; however, IPE does not publish the reports until the fall, in particular, customized reports (e.g., International and Indigenous learners) is not available until December. Given the lack of frequency and limitations of quantitative metrics, SSSC recommends that descriptive assessments provide more meaningful data. This is in line with the BC K-12 sector's shift to descriptions over alpha/numeric grades. Quantitative metrics may not provide enough information to stimulate dialogue and tell us what TRU needs to do next. A complementary qualitative metric would provide information about <i>Where we are at</i> , and <i>where will we need to go next</i> based on the evidence we can perceive.
1.2 CUSC data for first year students regarding satisfaction with the registration process. CW: Satisfaction with getting into courses you wanted.; SAT: Satisfaction with the process for registering for courses.	<b>CW</b> 2019: 84.6% <b>Sat</b> 2019: 76.1%	Data not available for 2020 reporting cycle.	N/A	
1.3 2-4 year open program conversion rate	Fall 2018: 41%	Fall 2019: 46%	Achieved	
1.4 2-4 year open program retention rate	Fall 2017: 63%	Fall 2018: 61%	Not Achieved	
1.5 2-4 year selective program conversion rate	Fall 2018: 84%	Fall 2019: 61%	Not Achieved	The Fall 2019 conversion rate for selective programs substantially dropped from 84% in Fall 2018 to 61% in Fall 2019. IPE is exploring the context for this; however, suspects this is related to changing business practices, as the admission rate also increased from 31% to 41% during the same time period (when we see large increases in either admission rates or conversion rates we tend to see the opposite in the other measure). This shows the limitations of using this metric to measure student success.
1.6 2-4 year selective program retention rate	Fall 2017: 88%	Fall 2019: 89%	Minimally Achieved	
2.1 NSSE data on student participation in HIPs	<b>First Year:</b> 2017: 8% 2019: N/A <b>Fourth Year:</b> 2017: 59% 2019: N/A	N/A	N/A	N/A

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range	Factors positively or negatively affecting progress
2.2 Enrolments in undergraduate curricular offerings that include HIPs.	2017/18: 1,457	2018/19: 1,312	Not Achieved	
3.1 NSSE module on civic engagement.	<b>First Year:</b> 2017: 5.0 2019: N/A <b>Fourth Year:</b> 2017: 5.2 2019: N/A	N/A	N/A	NSSE was administered in 2020; however, IPE does not publish the reports until the fall, in particular, customized reports (e.g., International and Indigenous learners) is not available until December.
3.2 Graduate employment outcomes	2018: 89%	88%	Not Achieved	

## Analyse

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>For the 2019/20 reporting cycle, the core theme Student Success achieved or minimally achieved 33% of the indicators measured; however, the Senate Student Success Committee (SSSC) has identified several constraints and limitations with the existing indicators for Student Success. For example, NSSE data is only available every three years. Therefore, given the lack of frequency and limitations of these quantitative metrics, SSSC recommends that more descriptive assessments should be tracked in addition to disaggregated data by Indigenous, BC rural, and mature learners.</p>
Identify strengths and successes
<p>TRU's definition of 'student success' is both description assessments and disaggregated data and is therefore broader than simplistic metrics. TRU acknowledges that 'success' for our students comes in many forms and is not adequately captured by aggregated rates of retention and graduation. Our students' and communities' needs are as diverse as the comprehensive programming we offer. TRU has a unique student demographic: over 10% of students are Indigenous from a variety of nations, 38% join us from more than 100 countries around the globe, and 32% are mature (over 25 years of age) learners.</p> <p>This is why it is important for us to look beyond the numbers and share our stories to bring context to the people behind the numbers.</p>
Support Lasting Reconciliation with Indigenous Peoples
<p>TRU is mandated by the BC Ministry of Advanced Education, Skills &amp; Training (AEST) to increase Indigenous student success "through initiatives that increase the participation and success of Indigenous</p>

learners and [through the] implementation of the education-related Calls to Action of the Truth and Reconciliation Commission” (TRU Mandate Letter, 2020).

TRU remains committed to continued progress on the implementation of the Truth and Reconciliation Commission’s Calls to Action and the articles of United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), specifically, by eliminating achievement gaps for Indigenous learners. Below are two examples of how TRU is supporting Indigenous learners:

### **1. Knowledge Makers**

Knowledge Makers is a collaborative teaching initiative where Indigenous students engage in experiential learning about research and the mechanisms in publishing research, as Indigenous researchers. We bring together up to 15 Indigenous undergraduate students each year from across the university to learn how to ‘make knowledge’ through a multi-modal approach. These efforts won TRU the [Alan Blizzard National Teaching Excellence Award in 2019](#).

### **2. Coyote Project**

The project involves all TRU faculties and schools, TRU World, Open Learning, and the Library. It is a five-year initiative aimed at accelerating indigenization throughout the curriculum, and includes:

- providing sufficient funding to close identified educational achievement gaps within one generation;
- improving education attainment levels and success rates;
- developing culturally appropriate curricula; and,
- protecting the right to Indigenous languages, including the teaching of Indigenous languages as credit courses.

TRU’s commitment to this project is evidenced by the provision of over \$1 million over five years for *Coyote Project Phase I and II*. The success of this project is evidenced by the 29% increase in Indigenous participation between 2015 and 2019.

## **Increase Participation and Student Success**

TRU is mandated by AEST to “contribute to an accessible and relevant post-secondary system by implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity” (TRU Mandate Letter, 2020).

TRU is embarking on a strategic enrolment management (SEM) plan. SEM planning requires actively engaging with students, faculty, staff, and the communities we serve, to better understand what TRU students need, year-over-year, to succeed. Ultimately, it will result in actionable SEM recommendations customized to who we are and whom and how we serve, as an open access institution.

Student feedback is key to TRU’s planning and operations. Information about the satisfaction and experience of our students is continuously gathered through internal, provincial, and national surveys. The feedback continues to reflect a high degree of satisfaction with the institution. Below are two examples of how student feedback has informed organizational change:

### **1. High Impact Practices**

Results from the 2017 NSSE show that, as expected, more fourth-year TRU respondents (84%) reported participating in High Impact Practices (HIPs) compared to first-year TRU respondents (48%). Research has shown that HIPs taken early on in a student’s program lead to increased persistence and retention due to a greater sense of belonging and engagement, and increased GPA. That is why TRU’s general education model was purposefully designed to include a mandatory HIP course. Students are encouraged to take the HIP course during the first two years of study.

### **2. Focus on First Year**

Survey feedback highlighted ‘students’ sense of belonging’ as an area in need of improvement. As such, TRU has embarked on a strategic initiative, *Focus on First Year*, to build learning communities with faculty teaching first year, to better support first-year students.

## **Foster an Inclusive and Diverse Learning Environment**

TRU is mandated by AEST to work with the Ministry “to implement a student-centred international education framework that supports the success of domestic and international students” (TRU Mandate Letter, 2020).

TRU recognizes the value of international education, culturally and economically. The university continues to strive for diversification and is committed to working closely with AEST and responding to the ministry’s call for participation to develop a balanced approach to international education. TRU continues to be at the forefront of international education and supports the development and implementation of a provincial framework. Below are two examples of how TRU is fostering inclusivity by building intercultural awareness and supporting the individual needs of International students:

### **1. Local-to-Global**

The theme Local-to-Global is a fundamental part of TRU’s general education model and incorporates the institutional learning outcomes (ILO) Intercultural Awareness and Indigenous Knowledges & Ways. Beginning in Fall 2021, all incoming first year baccalaureate degree students will be required to take a course that meets the criteria for each of the ILOs in order to graduate. Furthermore, TRU’s commitment to fostering diverse learning environments is evidenced by the provision of \$150,000 over three years for student mobility programs.

### **2. International Student Support Services**

International students are supported by International Admissions, International Student Advisors (ISA), and International Academic Advising. Admissions officers ensure timely and professional admissions processing and registration assistance. ISAs provide personal counseling both before arrival in Canada and during their program. International Academic Advisors provide program planning, registration, and study skills. In addition, TRU offers the Leisure Exploration Activity Program (LEAP) throughout the year, which provides international students with opportunities to meet students from other countries and explore Kamloops and the region by participating in Canadian activities such as snowboarding, skiing, wine tours, whitewater rafting, and hockey games.

## **Advance Flexible Online Learning and Open Learning Resources**

TRU is mandated by AEST to “develop and recognize flexible learning pathways for students to access post-secondary education and skills training including: supporting lifelong learning pathways across the public post-secondary systems; and, advancing and supporting open learning resources” (TRU Mandate Letter, 2020).

TRU is actively engaged with making life more affordable for students, as well as making online education more accessible around the world—a resource that is more important than ever since the COVID-19 pandemic has shuttered classrooms, and one that more institutions are considering as education moves to alternate modes and away from solely face to face instruction. Below are two examples of how TRU is advancing flexible and affordable learning:

### **1. Open Educational Resources Development Grant (OERDG) Program**

The OERDG program provides funding and staff support to faculty members who wish to integrate open educational resources into their TRU courses. This direct support can be used by faculty to adopt, adapt, create, and/or integrate Open Education Resources (OER) as primary materials within their TRU courses.

### **2. International Credential Transfer**

In an effort to provide access to education, TRU is the first university in North America to assess and provide academic credit for an international credential based on free online open education learning. TRU is a member of the [Open Education Resource universitas \(OERu\)](#), which is a non-profit network of post-secondary institutions from five continents united in making education affordable and accessible through open educational resources. The OERu does not grant credit, rather it is a consortium arrangement of universities that share open sourced courses that students can take for free. Students who want academic credit must pay for assessment fees at either TRU or Otago Polytechnic in New Zealand. TRU has two mechanisms for assuring academic quality of these courses: 1) TRU courses that are part of the OERu are handled by TRU’s prior learning assessment and recognition (PLAR) challenge exams; and, 2) the remaining courses follow TRU’s regular transfer credit process via an articulation agreement with Otago.

As you can see, in addition to student achievement and graduate outcomes, ‘student success’ for TRU means *accessible, inclusive, participatory, sense of belonging, diversity, flexible, and affordable* because we know that all of these factors support student achievement and TRU’s four strategic change goals.

### List opportunities and areas in need of improvement

As previously mentioned, SSSC has identified several constraints and limitations with the existing indicators for Student Success and is therefore proposing more the inclusion of disaggregated data by Indigenous, BC rural, and mature learners, to facilitate measurement of TRU’s new vision, values, and strategic change goals.

## Review of Objectives, Outcomes, and Indicators

### Objectives and Outcomes

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
<b>Objective 1.0</b> TRU will provide a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes	N	<p>In March 2020, the Board of Governors approved new TRU vision, values, and priorities; and, a revised mission statement. In order to align with these new guiding statements, SSSC recommends four new objectives for student success:</p> <ol style="list-style-type: none"> <li><b>Eliminate achievement gaps.</b> All groups in our region — including Indigenous learners and rural learners — will achieve in higher education on par with others.</li> <li><b>Eliminate achievement gaps.</b> We will ...retain students to create a balanced community of learners and leaders reflective of Canada and the world.</li> <li><b>Honour truth, reconciliation and rights.</b> ...We will support thriving Secwépemc culture through respectful actions in research, teaching and service... [A]nd support provincial, national and global movements for the fulfillment and recognition of Indigenous rights.</li> <li><b>Design lifelong learning.</b> ... 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.</li> </ol>
<b>Outcome 1.1</b> Students will access a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.	N	
<b>Objective 2.0</b> TRU will provide educational experiences for cognitive development, personal growth and interpersonal effectiveness	N	
<b>Outcome 2.1</b> Students will engage in educational experiences for cognitive development, personal growth and interpersonal effectiveness	N	
<b>Objective 3.0</b> TRU will provide skills, knowledge, confidence and values for citizenship, work and personal fulfillment	N	
<b>Outcome 3.1</b> Students will act with skills, knowledge, confidence and values for citizenship, work and personal fulfillment	N	

### 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
<b>1.1</b> NSSE module on advising	N	To align with the new objectives, SSSC is recommending new indicators that are relevant for measuring
<b>1.2</b> CUSC data for first year students regarding satisfaction with the registration process. CW: Satisfaction with getting into courses you wanted; SAT: Satisfaction with the process for registering for courses.	N	

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.3 2-4 year open program conversion rate	N	success of the new objectives detailed in Table 3.
1.4 2-4 year open program retention <sup>1</sup> rate	N	
1.5 2-4 year selective program conversion rate	N	
1.6 2-4 year selective program retention rate	N	
2.1 NSSE data on student participation in HIPs	N	
2.2 Enrolments in undergraduate curricular offerings that include HIPs.	N	
3.1 NSSE module on civic engagement	N	
3.2 Graduate employment outcomes	N	

## New Indicators and Emerging Indicators

### ***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.

<sup>1</sup> **Retention Rate** is defined as the percent of students enrolling in consecutive fall terms (e.g., Fall 2015 and Fall 2016).

**Table 5: New and/or Emerging Indicators**

TRU Strategic Change Goals							
<b>Eliminate achievement gaps.</b> All groups in our region — including Indigenous learners and rural learners — will achieve in higher education on par with others.							
<b>Eliminate achievement gaps.</b> We will ...retain students to create a balanced community of learners and leaders reflective of Canada and the world.							
<b>Honour truth, reconciliation and rights.</b> We will support thriving Secwépemc culture through respectful actions in research, teaching and service; and support provincial, national and global movements for the fulfillment and recognition of Indigenous rights.							
<b>Design lifelong learning.</b> "... 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."							
Objective	Indicator	MF Threshold Range			Five Year Goal	Historical Values	New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
<b>Eliminate achievement gaps.</b>	<b>Retention Rate<sup>2</sup> disaggregated by:</b>						
	Indigenous Learners	>5%	0-5%	decrease	Parity	Fall 2015: 59% Fall 2016: 46% Fall 2017: 59% Fall 2018: 44%	New
	BC Rural Learners	>3%	0-3%	decrease	Parity	Fall 2015: 53% Fall 2016: 49% Fall 2017: 55% Fall 2018: 53%	New
	Non-indigenous	>4%	0-4%	Decrease	Parity	Fall 2015: 56% Fall 2016: 56% Fall 2017: 60% Fall 2018: 56%	New
	International learners	>1%	0%	Decrease	Target	Fall 2015: 62 % Fall 2016: 69% Fall 2017: 68% Fall 2018: 71%	New
	<b>Persistence Rate<sup>3</sup> disaggregated by:</b>						
	Indigenous Learners	>4%	0-4%	Decrease	Parity	Fall 2015 Cohort: 46% Fall 2016 Cohort: 77% Fall 2017 Cohort: 61%	New
	Rural Learners (BC)	>2.5%	0-2.5%	Decrease	Parity	Fall 2015 Cohort: 66% Fall 2016 Cohort: 76% Fall 2017 Cohort: 67%	New
	Non-indigenous	>2.5%	0-2.5%	Decrease	Parity	Fall 2015 Cohort: 72% Fall 2016 Cohort: 73% Fall 2017 Cohort: 68%	New
	International learners	>1%	0%	Decrease	Target	Fall 2015 Cohort: 77% Fall 2016 Cohort: 83% Fall 2017 Cohort: 78%	New
<b>Eliminate achievement gaps.</b>	<b>Graduation Rate<sup>4</sup> disaggregated by:</b>						
	Indigenous Learners	>2%	0-2%	Decrease	Parity	Fall 2009: 39% Fall 2010: 41% Fall 2011: 36% Fall 2012: 35%	New
	Rural Learners	>2%	0-2%	Decrease	Parity	Currently not available	New

<sup>2</sup> **Retention Rate** is defined as the percent of students enrolling in consecutive fall terms (e.g., Fall 2015 and Fall 2016). Retention rates included here include the entire student population. When TRU reports externally we use a stricter definition of first time, usually full time, direct from high school students. This is less useful for a conversation on strategies to support increased student success, but it is an important definition to allow us to compare to other institutions. That is why the retention rates that we provide internally for groups like the SSSC tend to be much lower than what we report externally.

<sup>3</sup> **Persistence Rate** is displaying fall 2 to fall 3 rates for 4-year open programs only (in other words, displayed only Fall 2 to Fall 3 although technically persistence could apply to any future persistence after Fall 2. The rationale is that the Fall 2 to Fall 3 is the next largest area of loss of students after Fall 1 to Fall 2).

<sup>4</sup> **Graduation Rate** is defined as program completion with 4-6 years (150% time-to-completion)

Objective	Indicator	MF Threshold Range			Five Year Goal	Historical Values	New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
	Non-indigenous	>2%	0-2%	Decrease	Parity	Fall 2009: 42% Fall 2010: 42% Fall 2011: 43% Fall 2012: 40%	New
	International learners	>1%	0%	Decrease	Target	Fall 2009: 54% Fall 2010: 49% Fall 2011: 50% Fall 2012: 50%	New
<b>Honour truth, reconciliation and rights.</b>	'Student success outcomes in teaching and research that are respectful of Secwépmc'; 'student success outcomes for the fulfilment and recognition of Indigenous rights.'						Emerging
	The SSSC plans to collaborate with Qelmuw Affairs to determine success indicators for this strategic change goal.						
<b>Honour truth, reconciliation and rights.</b>	'TRU student demographic reflects regional demographic						Emerging
	SSSC plans to work with IPE to identify relevant demographic data to support measuring this indicator, e.g., percentage of Indigenous 18-35-year olds in region, new migrants, residents, and citizens.  SSSC plans to establish a working group to research UNDRIP to determine relevant indicators related to student success.						
<b>Design lifelong learning.</b>	Graduate Employment Outcomes (In Labour Force) disaggregated by:						
	Indigenous Learners	>1%	0-1%	Decrease	Parity	2016: 91% 2017: 93% 2018: 92% 2019: 95%	New
	Rural Learners	>1%	0-1%	Decrease	Parity	Currently not available	New
	Non-indigenous	0%	0%	Decrease	Target	2016: 91% 2017: 93% 2018: 90% 2019: 94%	New
	International learners	>1%	0-1%	Decrease	Parity	2016: 94% 2017: 96% 2018: 91% 2019: 88%	New
	Percentage of undergraduate baccalaureate degree students who complete Lifelong Learning ILO courses with a minimum of C grade or better.*					80%	

\*This is connected to graduate outcomes and retention data and should therefore be monitored for contextual, environmental factors.

## 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 / Levels of Achievement**

Indicator #	Threshold Ranges			Rationale for Change (if applicable)
	Achieved	Minimally Achieved	Not Achieved	
1.1 NSSE module on advising	Aggregate score > 2.7	Aggregate score 2.5-2.7	Aggregate score < 2.5	To align with the new objectives, SSSC will be recommending new indicators that are relevant for measuring success of the new objectives detailed in Table 3. To align with the new objectives, SSSC will be recommending new indicators that are relevant for measuring success of the new objectives detailed in Table 3.
1.2 CUSC data for first year students regarding satisfaction with the registration process. CW: Satisfaction with getting into courses you wanted; SAT: Satisfaction with the process for registering for courses.	CW >90% Sat >86%	CW 89% Sat 83-85%	CW <89% Sat <83%	
1.3 2-4 year open program conversion rate	> 1 % point increase	0 – 1 % point increase	Decrease	
1.4 2-4 year open program retention <sup>5</sup> rate	> 1 % point increase	0 – 1 % point increase	Decrease	
1.5 2-4 year selective program conversion rate	> 0 % point increase	No change	Decrease	
1.6 2-4 year selective program retention rate	> 1 % point increase	0 – 1 % point increase	Decrease	
2.1 NSSE data on student participation in HIPs	First Year: 10% Fourth Year: >69%	First Year: 10% Fourth Year: 60-69%	First Year: <10% Fourth Year: <60%	
2.2 Enrolments in undergraduate curricular offerings that include HIPs.	1300	1200-1300	<1200	
3.1 NSSE module on civic engagement.	>5.0	4.5-5.0	<4.5	
3.2 Graduate employment outcomes	90%	89%	<89%	

**Review the Five-Year Target (2018-2023)**

**Note:** The current 5-year reporting cycle is 2018 – 2023. Unless exceptional circumstances require earlier review, leave this section blank.

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.

<sup>5</sup> **Retention Rate** is defined as the percent of students enrolling in consecutive fall terms (e.g., Fall 2015 and Fall 2016).

**Table 7: Five-Year Targets**

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
1.1	2.8	N	To align with the new objectives, SSSC will be recommending new indicators that are relevant for measuring success of the new objectives detailed in Table 3.
1.2	CW 90% Sat 86%	N	
1.3	40%	N	
1.4	60%	N	
1.5	80%	N	
1.6	90%	N	
2.1	First Year: 10%; Fourth Year: 70%	N	
2.2	1300	N	
3.1	5.0	N	
3.2	90%	N	

## Discussion

Finally, based on the analysis of the data available, identify risks and opportunities associated with the performance of the indicators. Comment on, for instance:

- themes or patterns in the data;
- implications of these findings;
- highlights and strengths;
- recommendations (if any); and/or
- outliers or unusual findings.

The objectives as currently stated were an important initial description at Student Success indicators. We learned from these indicators that we have described what TRU will do rather than student success outcomes per se. What we have realized is that these current objectives could be implemented yet student success outcomes might not change. In the second phase we will retain many of the indicators as action areas for 'Enabling Outcome Areas'. These will contribute towards TRU's achievement of "Core Outcome Areas" for student success: participation, retention, achievement, graduate outcomes.

**Thank you!**

Determining indicators and reporting on Mission Fulfilment is an important task. Your work keeps the University focused on its mission. To send feedback on the process, please contact TRU's Accreditation Liaison Officer, Alana Hoare at [ahoare@tru.ca](mailto:ahoare@tru.ca).



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

**Work Book**

<b>Core Theme</b>	<i>Sustainability</i>
<b>Submitted by</b>	<i>Environmental Sustainability Advisory Committee</i>
<b>Signature, Chair</b>	 Karl Fultz
<b>Date</b>	July 31, 2020

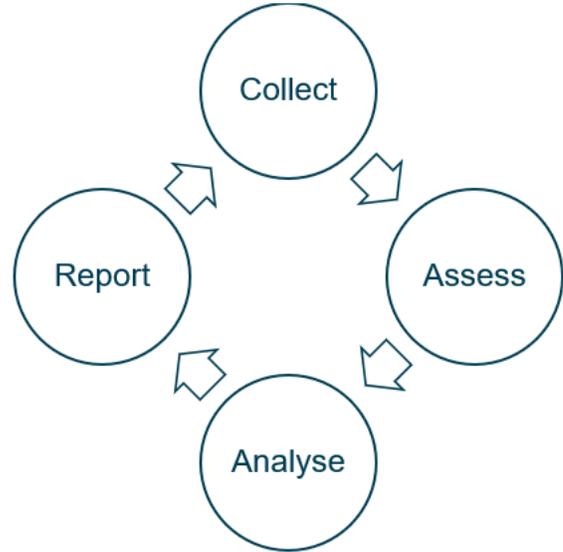
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## Overview

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. **Analyse** 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

<b>April 1 - June 30</b>	Standing Committees of Senate conduct annual assessment of Mission Fulfilment.
<b>June 30</b>	Core Theme Work Book submitted to ALO at <a href="mailto:ahoare@tru.ca">ahoare@tru.ca</a>
<b>July 1 - July 31</b>	ALO compiles Core Theme Work Books into an Annual Institutional Mission Fulfilment Report.
<b>August 1 – 31</b>	Accreditation Steering Committee (ASC) reviews Annual Institutional Mission Fulfilment Report
<b>September 1 – September 30</b>	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.

## Collect

Complete the following Mission Fulfilment Framework for your Core Theme by inserting the values for the current reporting cycle, including any new or emerging indicators (if applicable) that were identified in last year's workbook.

### Mission Fulfilment Framework for Core Theme

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal	Values
			Achieved	Minimally Achieved	Not Achieved		
<b>1.0</b> TRU will integrate sustainability across operation, engagement, academic, and governance practices.	<b>1.1</b> TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres	<b>1.1</b> 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: value unavailable for current reporting cycle
	<b>2.1</b> Members of the TRU community are sustainability ambassadors on and off campus.	<b>2.1</b> 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: value unavailable for current reporting cycle
	<b>3.1</b> TRU is recognized as a leading academic institution advancing sustainability education and research.	<b>3.1</b> STARS score (Academic category: curriculum and research)	>1	1	<1	51.23 (max 67)	2015: 40.06 2018: 55.21 2019: 49.75 *2020: value unavailable for current reporting cycle
	<b>4.1</b> Sustainability is a core value in TRU's institutional and administrative framework	<b>4.1</b> 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: value unavailable for current reporting cycle

**\*NOTE:** TRU follows a 3-year reporting cycle for AASHE Stars given the comprehensive nature of reporting. As such, updated metrics are not available on an annual basis. The next reporting cycle takes place in 2021.

## Assess

### Review of Previous Year

Complete the following for each indicator:

#### **Current Value, Mission Fulfilment Range, and Contextual Factors**

1. Gather information, in collaboration with ALO, Integrated Planning & Effectiveness (IPE), and relevant departments, to determine the indicator value for the most recent period.
2. Determine the change from the prior year and identify which of the mission fulfilment ranges applies (i.e., *Achieved / Minimally Achieved / Not Achieved*).
3. Describe factors (e.g., plans, services, environmental, or initiatives) that impacted the progress of the indicator.

**Table 1: Identification of Mission Fulfilment Range**

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range	Factors positively or negatively affecting progress
1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)	53.7	N/A	Minimally Achieved	<p>STARS follows a 3-year reporting cycle. Progress is continually monitored through the Environmental Sustainability Advisory Committee (ESAC), which meets on a monthly basis, and is supported by several subcommittees (Sustainability Education in the Curriculum Subcommittee, Awards Subcommittee, Zero Waste Subcommittee) to ensure continued progress of the indicators. In addition, the Campus Infrastructure and Sustainability department provides leadership in overseeing sustainability initiatives at TRU.</p> <p>In 2020, TRU's Board of Governors approved a five-year Campus Strategic Sustainability Plan (CSSP) that is aligned with the United Nations Sustainable Development Goals (SDG's) and AASHE's new STARS 2.0 framework. As such, the Core Theme indicators will be modified to better align with the six strategic priorities outlined in the CSSP. This new approach is more accessible, descriptive, relevant, and meaningful for TRU stakeholders.</p> <p>The mission fulfilment range 'minimally achieved' acknowledges that progress continues to be made during interim reporting periods.</p>
2.1 STARS score (Engagement category: campus engagement and public engagement)	39.12	N/A	Minimally Achieved	
3.1 STARS score (Academic category: curriculum and research)	49.75	N/A	Minimally Achieved	
4.1 STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)	24.36	N/A	Minimally Achieved	

# Analyse

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**

<b>How successful was TRU in achieving mission fulfilment for this core theme?</b>
100% of the indicators for the Core Theme Sustainability were minimally achieved. The mission fulfilment range 'minimally achieved' acknowledges that progress continues to be made during interim reporting periods.
<b>Identify strengths and successes</b>
Despite interruptions due to COVID-19, we have made progress in many areas related to sustainability. Here are a few of our successes:  <b>Dedicated TRU Community Participation in Working to Improve Sustainability</b> For example, for TRU formed a Single-Use Item Elimination Task Force, which involved a broad-based, participatory approach to resolving the issue of single-use plastics. Further, In the past five years, TRU has made a concerted effort to build a culture of participatory governance in which all stakeholders (students, staff, faculty) have the opportunity to be heard and engage in initiatives that move the institution towards meeting its strategic goals.  <b>Green Building Requirements for Market</b> As The Reach development expands, TRU is in a position to determine the environmental standards for The Reach's developments.  <b>Wellbeing and Work</b> TRU continues to promote a culture of safety on campus and raise awareness of security and safety options available to students, faculty, and staff. All staff are required to complete WHMIS training, plus COVID-19 PPE and Safe Return to Work courses, which leads to a healthier campus and workplace.
<b>List opportunities and areas in need of improvement</b>
Many of our challenges this year are the result of COVID-19 and related setbacks. Here are the areas identified as needing attention, although some also present opportunities for future focus:  <b>Reporting</b> Initial indicators and targets were developed to align with work on the STARS report. However, since STARS reporting is a huge endeavour and happens only once every three years, it was not possible for the same indicators to be measured in the same way. This resulted in the necessity to develop new metrics for this workbook. This will lead to better reporting and comparators for following years, however.  <b>Conserve Potable Water</b>

Based on discussions with the head of TRU Grounds, there was a plan in spring 2020 to hire a consultant to conduct a full audit of the campus irrigation system, which would then be followed by a substantial investment in a irrigation system, which could cost up to \$250,000. Due to COVID-19, however, which resulted in a drastic pull-back in the budget for this project, this plan is on hold for the foreseeable future.

### **Student and Employee Sustainability Ambassador Programs**

The Sustainability Ambassador programs ran successfully for two years, but due to lack of human and financial resources, they had to be suspended. The student program was re-initiated in August of 2019 due to new funding, and a coordinator was hired who ran the program for two semesters until it had to be paused in March 2020 due to COVID-19. The future of these programs is uncertain.

### **Sustainability Education in the Curriculum Steering Sub-committee and the Creation of a New Sustainability Course**

This sub-committee was planning to create an interdisciplinary sustainability course with a local Indigenous perspective and had recently revised its ToR to accommodate such an initiative. COVID-19 interrupted the work of this sub-committee, but the group has recently reconvened and is about to begin the preliminary work of creating this course.

### **Coordination & Planning**

This was coordinated by the Sustainability Office as a distinct entity under the leadership of its Director in years past, and recent restructuring has seen this office absorbed into the Facilities Division. The Director position is currently vacant, and the COVID-19 Pandemic has increased budgetary pressures on the University. However, what TRU has accomplished with respect to sustainability transcends the efforts of a single individual. Sustainability is part of the ethos of TRU—it is embedded in who we are and how we do things. It is a campus investment and requires fully-engaged participation from every member of our TRU community. With sustainability now enshrined in the university's values under our new vision statement, as well as our new campus sustainability plan guiding us forward, we remain as committed as ever to advancing our sustainability agenda as we evolve and adapt, even in these difficult times.

### **Investment**

The Investment Committee's role is to develop policy about investment recommendations to the Board of Governors through the Vice President, Administration and Finance. The committee's challenge is to use its voice to recommend investment decisions are made with integrity and keeping local and global sustainability in mind to adhere to the UN PRI and recommend Finance make a snapshot of investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. Support for these recommendations, if brought forward by the Committee, comes from the Office of the Associate Vice President Finance, as outlined in the ToR.

## Review of Objectives, Outcomes, and Indicators

### Objectives and Outcomes

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
<b>Objective 1.0</b> TRU will integrate sustainability across operation, engagement, academic, and governance practices	Y	To ensure alignment between TRU's new vision and values, Core Theme reporting, STARS, and the CSSP, we are proposing complementing the existing <u>outcomes</u> with <u>new priorities</u> that are more accessible to the TRU Community, in addition to STARS, which is a very rigorous but highly technical standard.
<b>Outcome 1.1</b> TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres	Y	<p>The six strategic priorities identified in the CSSP (2020-2025) are:</p> <ol style="list-style-type: none"> <li>1. Plan for Carbon Neutral and Net Zero Campus <b>(1.1)</b></li> <li>2. Eliminate Single-Use Plastics and Other Single-Use Items <b>(1.1)</b></li> <li>3. Integrate Sustainable Purchasing Throughout Campus Operations <b>(1.1)</b></li> <li>4. Conserve Potable Water <b>(1.1)</b></li> <li>5. Advance Sustainability Performance of Campus Built Environment <b>(1.1)</b></li> <li>6. Champion Sustainability Beyond Campus for Global Impact <b>(2.1, 3.1, 4.1)</b></li> </ol> <p>These priorities support TRU's Sustainability value: <b>Sustainability.</b> The natural world inspires us with wonder and reverence. We recognize how the health of our societies, cultures and ecosystems rests upon 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 (TRU Vision, Values, and Strategic Change Goals, 2020).</p>
<b>Outcome 2.1</b> Members of the TRU community are sustainability ambassadors on and off campus.	Y	
<b>Outcome 3.1</b> TRU is recognized as a leading academic institution advancing sustainability education and research.	Y	
<b>Outcome 4.1</b> 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
<b>1.1</b> STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)	Y	Indicators will be modified to align with the CSSP and can be tracked using STARS (see OP and EN) and strategies detailed in the CSSP. <ol style="list-style-type: none"> <li>1. Plan for Carbon Neutral and Net Zero Campus</li> <li>2. Eliminate Single-Use Plastics and Other Single-Use Items</li> <li>3. Integrate Sustainable Purchasing Throughout Campus Operations</li> <li>4. Conserve Potable Water</li> <li>5. Advance Sustainability Performance of Campus Built Environment</li> </ol>
<b>2.1</b> STARS score (Engagement category: campus engagement and public engagement)	Y	<ol style="list-style-type: none"> <li>6. Champion Sustainability Beyond Campus for Global Impact <ol style="list-style-type: none"> <li>a. Student Ambassadors</li> <li>b. Staff and Faculty Ambassadors</li> <li>c. Percentage of undergraduate baccalaureate degree students who complete the Citizenship Learning Outcome course with a minimum of C grade or better.</li> </ol> </li> </ol>
<b>3.1</b> STARS score (Academic category: curriculum and research)	Y	
<b>4.1</b> STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)	Y	

## New Indicators and Emerging Indicators

### 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	Identify: New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
Plan for Carbon Neutral and Net Zero Campus	Greenhouse Gas Emissions	>30%	15-30%	<15%	90% reduction carbon emissions in connected buildings		New 2021
Eliminate Single-Use Plastics and Other Single-Use Items	OP – 19: Waste Minimization and Diversion (6.83/8)	>2 eliminated	1-2 eliminated	0 eliminated	Eliminate 10 single use plastics		New 2021
Integrate Sustainable Purchasing Throughout Campus Operations	Sustainable Purchasing Workshops delivered	>7 workshops delivered	1-7 workshops delivered	<1 workshop delivered	Every department (~35) has completed the Sustainable Purchasing Workshop and has committed to following guidelines		New 2021
Conserve Potable Water	Water Use	>2% reduction	1-2% reduction	0% reduction	10% reduction of water consumption		Emerging – pending audit 2020-2021
Advance Sustainability Performance of Campus Built Environment	Building Design and Construction is mindful of Biodiversity <sup>1</sup> and protecting native species	>2	1-2	<1	100% of campus buildings are assessed to determine "Bird Strike Hot Spots" in order to protect birds from striking the windows. All areas		New 2021

<sup>1</sup> **Biodiversity** - Approximately 50 of the 250 acre campus is wild grasslands. A slight disturbance many years ago of less than an acre caused several faculty members from the Faculty of Science to undertake a restoration project. It began with pulling a number of invasive species from the area (Spotted Knapweed and Dalmatian Toadflax), and replacing them with native bunch grass species. Since several plantings are typically needed to restore these types of habitats, another bunch grass planting will take place in the next year. The Lewis' woodpecker, which is a native species and is threatened, is being monitored on the campus by faculty members. Over a year ago, a combination faculty and staff project

Indicator	Rationale and Data Source	MF Threshold Range			Five Year Goal	Historical Values	Identify: New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
					identified as hot spots are subsequently remedied with 3M Feather Friendly window film.		
Champion Sustainability Beyond Campus for Global Impact	Student Ambassadors are stewards of sustainability on campus and share knowledge with community members (touchpoints = # of interactions)	>2	1-2 students	0 students	20 student ambassadors	2019/20: 1300 touchpoints for 11 student ambassadors	New 2021
	Staff Ambassadors are stewards of sustainability on campus and share knowledge with community members (touchpoints = # of interactions)	>1	1	<1	10 staff and faculty ambassadors	2017: 9 staff and faculty	New 2021
	Percentage of undergraduate baccalaureate degree students who complete the Citizenship Institutional Learning Outcome course with a minimum of C grade or better.	>4% increase	1-4% increase	<1% increase	80% of baccalaureate degree students who completed	TRU will begin tracking data for this indicator in Spring 2021	New 2021

saw the installation on several buildings of cutting-edge plastic window film which helps prevent birds from flying into and striking windows and either killing or hurting themselves. During this project, approximately 60 species of birds were identified as regular species on the campus. The window film project is ongoing and a motion was recently passed to make sure all new buildings go through an assessment to determine if film has to be applied to the windows.

*Version 2.0 (March 2020)*

## 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	
2.1	>1	1	<1	
3.1	>1	1	<1	
4.1	>1	1	<1	

## Review the Five-Year Target (2018-2023)

**Note:** The current 5-year reporting cycle is 2018 – 2023. Unless exceptional circumstances require earlier review, leave this section blank.

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	
2.1	39.53	Y	
3.1	51.23	Y	
4.1	29.33	Y	

## Discussion

Finally, based on the analysis of the data available, identify risks and opportunities associated with the performance of the indicators. Comment on, for instance:

- themes or patterns in the data;
- implications of these findings;
- highlights and strengths;
- recommendations (if any); and/or
- outliers or unusual findings.

### **Indicator 1.1, Priority 1: Plan for Carbon Neutral and Net Zero Campus**

TRU tracks scope 1 emissions (direct emissions from owned or controlled sources), scope 2 emissions (indirect emissions from the generation of purchased energy consumed) and is beginning to track scope 3 emissions and pursue initiatives that offset the carbon emissions associated with indirect value chain activities. TRU will be shifting away from fossil fuel use, like natural gas and petroleum, and instead focus on electric and renewable sources of energy for campus buildings and fleet. Where reductions are not possible, TRU will be looking at purchasing or developing offsets. TRU has worked to aggressively reduce energy consumption on campus, and the next step is to target net zero energy use by reducing energy loads, using energy-efficient technology, expanding on energy commissioning efforts, and investing in on-site renewable energy sources such as solar and geothermal.

TRU has been able to lower its emissions in yearly incremental amounts because of two main factors: use of cutting edge energy technology, and regular monitoring of energy levels. In 2019, however, it embarked on the start of a major project which has the potential to realize a dramatic drop in greenhouse gas emissions, and this is the Campus Electrification Project. Creative Energy is working on the planning of a three phase electrification plan with each phase encompassing various campus buildings, and which also includes City of Kamloops buildings and all Reach buildings. BC Hydro is excited about the project and is also contributing resources. Ground-breaking for Phase 1 should begin in 6 to 12 months, and all three phases should be complete in 4 to 6 years. Any buildings that are expected to be decommissioned will not be included in the plan. TRU is well on track to becoming a carbon neutral campus.

### **Indicator 1.1, Priority 2: Eliminate Single-Use Plastics and Other Single-Use Items**

During the 2019-2020 school year TRU formed the Single-Use Item Elimination Task Force to conduct research and consult with key stakeholders with the aim to eliminate single-use items, especially plastic ones, around the campus. The task force goals are to meet monthly and adhere to the following principles:

- Research precedes any action to remove items;
- Have ample discussions with all stakeholders in order to get everyone on side;
- Come up with good alternatives to what single-use items are being taken away;
- provide good examples from other institutions/organizations of how these alternatives are working; and
- Write up a list of items to focus on and prioritize it. Here are items the task force is focusing on: creamers, Keurig cups, paper coffee cups, plastic pop and water bottles, plastic food containers, and cardboard clamshell containers.

To further support this priority in 2019/20, TRU introduced the following programs:

- **Installation of new water bottle refill stations around campus on a regular basis:** Since the start of the 2016-2017 school year, 21 new refillable water bottle stations have been installed on campus, bringing the total to 30. Six (6) stations were installed during the 2019-2020 school year.
- **Eco-Container refillable clamshell container program:** The program is free and uses reusable containers, and all patrons get a free punch-card. When they are done their meal and return the container, they get a stamp from a cashier. Once they return 10 containers and get 10 stamps, they get a free meal worth \$10.

### **Indicator 1.1, Priority 3: Integrate Sustainable Purchasing Throughout Campus Operations**

The TRU Sustainable Purchasing Guide (revised August 19, 2019, attached as Appendix A) was created as joint project between the TRU Sustainability Office, TRU Purchasing, and Reeve Consulting, with input from the broader TRU Community and the Environmental Sustainability Advisory Committee.

Sustainable Procurement as a Policy is being established at TRU. For example, the Workshop “Advancing Sustainable Procurement at TRU,” cohosted by Reeve Consulting and the TRU Sustainability Office, was held on January 23, 2020; the agenda is attached as Appendix B. At this workshop, managers and administrators from across reviewed TRU’s Draft Sustainable Procurement Guide and High Impact Sustainable Procurement Opportunities List (attached as Appendix C), and they co-created a 2020 Sustainable Procurement Action Plan. These documents, together with senior management support, should make this Policy an institutional norm within TRU’s day to day operations across campus in the years to come.

### **Indicator 1.1, Priority 4: Conserve Potable Water**

In a province like British Columbia (BC) where water appears to be abundant, it can be hard to see the need for water conservation. However, population growth, the expansion of industry and agriculture, and climate change impacts all place enormous pressure on the province’s water supply.

Based on discussions with the head of TRU Grounds, there was a plan this Spring (2020) to hire a consultant to conduct a full audit of the campus irrigation system, which would then be followed by a substantial investment in a new state of the art irrigation system of up to \$250,000. Due to the COVID-19 situation, however, which resulted in a drastic pull-back in the budget for this project, this plan is on hold for the foreseeable future.

### **Indicator 1.1, Priority 5: Advance Sustainability Performance of Campus Built Environment**

The following are examples of programs initiated in 2019/20 to advance sustainability performance of the campus built environment:

#### ***Green Building Requirements for Institutional***

Since TRU is a British Columbia public institution, all new building construction that takes place on campus are mandated to comply with being a LEED Gold certified building. This helps to assure building owners that their investment in a new facility yields superior performance in a variety of areas, including energy and water efficiency, storm water management, indoor environmental quality, materials usage, etc. Information about the government's requirements can be found [here](#).

#### ***Green Building Requirements for Market***

The Reach has implemented sustainability measures in its condos, which include, but are not limited to, the following:

- Minimization of surface asphalt, which reduces the impact on the storm water system;
- Landscape design that utilizes drought resilient plantings (all native and hardy plants);
- Usage of an efficient, low-flow system with a rain gauge;
- Water conservation and efficiency, which are achieved by using low flow toilets that are LEED compliant, as well as ultra-low-flow faucets, shower heads, and toilets;
- Installation of only EnergyStar rated dishwashers, refrigerators, and washing machines;
- Use of water meters in each building;
- Ensuring that buildings comply with ASHRAE 90.1-2016 by utilizing an envelope trade off method for compliance, using an energy model
- Installation of Green Label Carpets;
- Use of 15% recycled drywall; and
- Use of Low-VOC paints for interior finishes.

#### ***Climate Adaptation and Resilience***

TRU staff continue to improve climate adaptation and resilience by regularly

1. Monitoring dry vegetation around campus buildings (and remove it when necessary so it does not act as fuel should forest fires get too close), and
2. Attending government sponsored meetings, presentations and webinars on what universities can do to safe-guard themselves from climate change related threats.

#### ***Clean and Renewable Energy***

Developing clean and renewable energy sources is one of the cornerstones of this effort as evidenced by the following:

- The brand new [Nursing and Population Health building](#) (built but not yet officially opened) has a 55 kw solar PV array on its roof, and also uses a new electric boiler to heat the building.

- TRU is part of a 1 MW solar PV system impact study conducted by BC Hydro for the Kamloops campus.
- Two other similar solar feasibility studies are complete and awaiting a decision to move forward
  - For the newly acquired Bandstra building, and
  - For the Upper College Heights residences (for a solar PV array over a new parking shelter).

### ***Biodiversity***

Approximately 50 of the 250 acre campus is wild grasslands. A slight disturbance many years ago of less than an acre caused several faculty members from the Science Department to undertake a restoration project. It began with pulling several invasive species from the area (Spotted Knapweed and Dalmatian Toadflax) and replacing them with native bunch grass species. Since several plantings are typically needed to restore these types of habitats, another bunch grass planting will take place in the next year. In order to keep the grassland area as pristine as possible, a disc golf course, which was initially believed to pose very little harm to the grasslands, was removed many years ago. A very small section on the top of a rocky knoll (of less than the 1/10th of an acre) has a weather monitoring station which is used to better understand how different types of weather affect the grasslands. The Lewis's Woodpecker, which is a native species and is threatened, is being monitored on the campus by faculty members. Over a year ago, a combination faculty and staff project saw the installation on several buildings of cutting edge plastic window film which helps prevent birds from flying into and striking windows and either killing or hurting themselves. During this project, approximately 60 species of birds were identified as regular species on the campus. The window film project is ongoing, and a motion was recently passed to make sure all new buildings go through an assessment to determine if film must be applied to the windows.

### ***Bike Facilities and Accommodations***

TRU continues to develop and improve its bicycle facilities and programs. The popular student and staff bike share program is being improved upon. There are now communal indoor bike lockers throughout the campus.

### ***Electric Vehicles***

TRU continues to add electric vehicles to its fleet on an as-needed basis and whenever it is feasible. Twelve new electric charging stations were added in 2020 and more will be added as the need arises. TRU has one all-electric car and one plug-in hybrid car, and both are available to staff for regional travel as part of the TRU Car Share program.

### ***Car Share***

After three years partnering with Zipcar to offer a simple car share program (simple car rentals) for students and staff, the company decided to pull out of BC once the COVID-19 pandemic hit in March 2020. TRU is looking at other companies to fill this void. TRU has renewed its contract with RideShark after working with the company for four years. It offers an online platform for ride sharing (car-pooling), and TRU is in the process of revising its program in light of the social distancing measures caused by covid-19. TRU's Car Share program (primarily for staff to use while on TRU business) has seen regular use of its four vehicles since it began three years ago. The fleet will be expanded on an as-needed basis.

**Indicators 2.1 and 3.1, Priority 6: Champion Sustainability Beyond Campus for Global Impact  
Student and Employee Sustainability Ambassador Programs**

TRU is committed to applying to the [Times Higher Education \(THE\) University Impact Rankings](#) by 2025. Because the THE University Impact Rankings measure global universities' success in delivering the UN SDGs, this further exemplifies TRU's mission to make a global impact with their sustainability initiatives.

The Student Sustainability Ambassadors Program began strong this past year. In September of 2019, 11 student ambassadors were selected out of 70 applications to champion sustainability across campus. Ambassadors actively communicated green habits and sustainable initiatives with the student body four days a week at tabling sessions. Additionally, ambassadors supported the the Campus Infrastructure and Sustainability department at several on-campus events and worked on a variety of 'give-back' projects. Give-back projects are events, initiatives, or research projects aimed at supporting the greater TRU and Kamloops communities. Examples of projects worked on and/or completed include, but are not limited to the following:

- Classroom visits to promote green habits and to teach students about zero waste stations & clean commuting;
- Composting workshop and pilot program (not fully completed);
- A cigarette butt clean-up in downtown Kamloops with education around zero-waste and cigarette butt disposal for volunteers\*;
- Riverside Park and shoreline clean up. An annual event planned to educate the community and clean up a community space. This event was planned with support from the TRU student club, TRU ECO (postponed due to COVID-19); and
- "Where does our trash end up?" informational video (postponed due to COVID-19).

Even with COVID-19 restricting engagement and events, the Student Sustainability Ambassadors had a successful year, achieving over 1300 touchpoints, which are quantified as any sort of interaction with a student or community member about sustainability topics. With large amounts of interest in participating during the 2020-2021 academic year, and the COVID-19 pandemic impacting winter engagement in winter 2020, the program coordinator anticipates program growth in the following year, with upwards of 2100 touchpoints both at TRU and in the greater Kamloops community.

### ***Sustainability in the Curriculum***

While COVID-19 has interfered with its progress this year, student education about sustainability will continue to help achieve the priority "Champion Sustainability Beyond Campus for Global Impact": now that TRU's General Education Model has been adopted by the university, all undergraduate students will be required to demonstrate achievement of the Citizenship institutional Learning Outcome (ILO), which states, "A TRU graduate should be able to critically evaluate and apply socially responsible, sustainable and ethical behaviours," before they graduate.

Furthermore, the Sustainability Education in the Curriculum Steering Sub-committee, which reports to the Environmental Sustainability Advisory Committee of Senate, has a newly-created terms of reference (attached as Appendix D), which includes its commitment to promoting sustainability education. The sub-committee is currently planning to create an undergraduate interdisciplinary sustainability course that integrates a local Indigenous perspective. While COVID-19 temporarily interrupted the work of this sub-committee, the group has reconvened and is about to begin the preliminary work of creating this course. While the creation of this course will take time, ultimately offering it will increase student options for sustainability education that they can then bring to their communities and beyond.

## **Indicator 4.1, Priority 6: Champion Sustainability Beyond Campus for Global Impact Diversity & Affordability**

TRU maintains a [Diversity and Inclusion](#) program based on its Employment Equity Policy which is intended to identify and eliminate barriers to employment and to promote an equal opportunity workplace. There are four staff Employment Equity Groups on campus, and 59% of staff are female. Tuition fees at TRU continue to be below the average cost for universities in British Columbia. According to [reports published by TRU's Institutional Planning and Effectiveness](#), the population of international students at TRU and the number of distance education students has been increasing steadily since 2015. Last year, 29% of the campus population 17% of TRU Open Learning students were comprised of international students for a total of 21% overall. However, these statistics are expected to change in the coming academic year due to the COVID-19 pandemic curtailing international travel. TRU has quickly pivoted to Virtual Classrooms, and TRU Open Learning is experiencing record enrollments for distance education courses. Even so, more work needs to be done to make TRU more accessible to all who choose to come here, and [we celebrate and embrace our diverse community](#). We need to increase faculty and staff representation of women, visible minorities, Indigenous people, gender fluid or non-binary people, and people with disabilities in all facets of campus life. [TRU supports the work of Truth and Reconciliation](#), and this journey continues with [TRU's Coyote Project](#): a pan-institutional initiative comprised of commitments from all nine faculties, Open Learning, the Library and TRU World and reflects TRU's commitment to meaningfully Indigenize its curriculum and services by honouring and integrating the values and traditions of the Secwepemc and Shuswap peoples on whose traditional lands TRU's Kamloops and Williams Lake campuses are situated. It also reflects the institution's, and its individual faculties' and divisions' longstanding respect for local Indigenous communities and commitment to fulfilling the recommendations of the [Truth and Reconciliation Commission](#).

### **Wellbeing and Work**

As a partner in the community, the Human Resources Department at TRU focuses on supporting our diverse workforce through attracting and retaining top talent. The goal is to incorporate Sustainability, wellbeing and safety into Human Resources (HR) programs and policies. To that end, TRU and HR have deployed the following strategies:

- Assessed employee engagement and satisfaction through the use of an annual anonymous survey and regular issue-specific pulse checks like the June 2020 COVID-19 Feedback Survey that polled TRU employees on their experience with working, wellness, and supports during the current Pandemic.
- Continued the work of the [TRU Wellness Centre](#) to provide counseling, referral, and wellbeing services to all students. Promoted available resources and mental health awareness initiatives on campus through Lunch and Learns and new CUPE Wellness Coordinator hired as a result of the 2019 Collective Agreement.
- Highlighted exceptional sustainability ideas/performance through awards administered through the Sustainability Office and ESAC. It is recommended these awards be brought into the President's to create a higher profile and stronger awareness.
- Continued to promote a culture of safety on campus and raise awareness of security and safety options available to students, faculty, and staff. All staff are required to complete WHMIS training, plus COVID-19 PPE and Safe Return to Work courses.
- Developed sustainable compensation guidelines and/or collective bargaining agreements to advance the living wage status of contract workers on campus. The new Collective Agreements and CUPE Job Evaluation enhancements have aided this process.
- Identified and implemented strategies to reduce the total number of reportable workplace injuries and occupational disease cases through the use of an effective occupational health and safety management system.

### ***Planning and Administration***

Sustainability is a core value in TRU's institutional and administrative framework. We see this reflected in the new TRU vision and values that were approved by the Board of Governors in March 2020 and in the new Campus Sustainability Strategic Plan (2020-2025):

#### VISION STATEMENT

***Sustainability is at the core of our values. We are regarded among our peers as a leader in sustainability and we proactively identify opportunities for continuous improvement towards sustainability—both on and off campus. We walk the talk with integrity and work together across departments to fulfil our vision. (CSSP, p. 20)***

## **Thank you!**

Determining indicators and reporting on Mission Fulfilment is an important task. Your work keeps the University focused on its mission.

To send feedback on the process, please contact TRU's Accreditation Liaison Officer, Alana Hoare at [ahoare@tru.ca](mailto:ahoare@tru.ca).