



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

Work Book

Core Theme	<i>Sustainability</i>
Submitted by	<i>Environmental Sustainability Advisory Committee</i>
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Date	June 30, 2021

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Overview

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

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



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

Timeline for Submissions

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

Sustainability Mission Fulfilment Framework

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal (2025)	Historical Values
			Achieved	Minimally Achieved	Not Achieved		
1.0 Lead in Sustainability The natural world inspires us with wonder and reverence. We recognize how the health of our societies, cultures and ecosystems rests upon the wellness of people, biodiversity, and wise stewardship of precious and finite resources. As a world leader in sustainability, we know that the well-being of generations to come is shaped by what we do today.	1.1 TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres	1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)	>1	1	<1	55.06 (max 58)	2015: 31.22 2018: 50.27 2019: 53.7 2020: not available 2021: not available
		1.2 Plan for Carbon Neutral and Net Zero Campus (Greenhouse Gas Emissions)	2021: >5% 2022: >5% 2023: >5% 2024: >5% 2025: >50%	Y1: 2-5% Y2: 2-5% Y3: 2-5% Y4: 2-5% Y5: 20 - 50%	Y1: <2% Y2: <2% Y3: <2% Y4: <2% Y5: <20%	90% reduction carbon emissions in connected buildings and carbon offset fees	2017: 3,485 (\$80,850) 2018: 3,715 (\$92,750) 2019: 3,715 (\$92,750) 2020: 3,379 (\$83,625)
		1.3 Eliminate Single-Use Plastics and Other Single-Use Items	>2 eliminated	1-2 eliminated	0 eliminated	Eliminate 10 single use plastics	2018: 1 (stir sticks) 2019: 1 (straws) 2020: 0 2021: 2 (bags & cutlery)
		1.4 Integrate Sustainable Purchasing Throughout Campus Operations measured by the number of Sustainable Purchasing Workshops delivered	>7 workshops delivered	1-7 workshops delivered	0 workshops delivered	Every department (~35) has completed the Sustainable Purchasing Workshop and committed to following guidelines	2021: 8
		1.5 Conserve Potable Water measured by water use	>2% reduction	1-2% reduction	0% reduction	10% reduction of water consumption	A full audit of the system is in progress.
		1.6 Building Design and Construction is mindful of Biodiversity and protecting native species measured by application of 3M Feather Friendly window film	>2	1 -- 2	0	100% of campus buildings are assessed to determine "Bird Strike Hot Spots"; hot spots receive 3M Feather Friendly window film.	2020: 0 2021: 1 (Clock Tower)
	2.1 Members of the TRU community are sustainability ambassadors on and off campus.	2.1 STARS score (Engagement category: campus engagement and public engagement)	>1	1	<1	39.53 (max 41)	2015: 29.53 2018: 36.93 2019: 39.12 2020: not available 2021: not available
	3.1 TRU is recognized as a leading academic institution advancing sustainability education and research.	3.1 STARS score (Academic category: curriculum and research)	>1	1	<1	51.23 (max 67)	2015: 40.06 2018: 55.21 2019: 49.75 2020: not available 2021: not available
	4.1 Sustainability is a core value in TRU's institutional and administrative framework	4.1 STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)	>1	1	<1	26 (max 32)	2015: 24.33 2018: 20.59 2019: 24.36 2020: not available 2021: not available

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal (2025)	Historical Values
			Achieved	Minimally Achieved	Not Achieved		
		4.2 Student Ambassadors are stewards of sustainability on campus and share knowledge with community members	>2	1-2	0	20 student ambassadors	2019: 0 2020: 11 2021: 0
		4.3 Staff Ambassadors are stewards of sustainability on campus and share knowledge with community members	>1	1	0	10 staff and faculty ambassadors	2017: 7 2018: 0 2019: 0 2020: 0 2021: 0
		4.4 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	Data not available until Fall 2021

Assess

Review of Previous Year

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

Table 1: Identification of Mission Fulfilment Range

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)			
1.2 Plan for Carbon Neutral and Net Zero Campus (Greenhouse Gas Emissions)	3,715 (\$92,750)	3,379 (\$83,625)	Achieved
1.3 Eliminate Single-Use Plastics and Other Single-Use Items	0	2	Minimally achieved
1.4 Integrate Sustainable Purchasing Throughout Campus Operations measured by the number of Sustainable Purchasing Workshops delivered	0	8	Achieved
1.5 Conserve Potable Water measured by water use			
1.6 Building Design and Construction is mindful of Biodiversity and protecting native species measured by application of 3M Feather Friendly window film	0	1	Minimally achieved
2.1 STARS score (Engagement category: campus engagement and public engagement)			
3.1 STARS score (Academic category: curriculum and research)			
4.1 STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)			
4.2 Student Ambassadors are stewards of sustainability on campus* and share knowledge with community members	11	0	Not achieved*
4.3 Staff Ambassadors are stewards of sustainability on campus* and share knowledge with community members	0	0	Not achieved*
4.4 Percentage of undergraduate baccalaureate degree students who complete the Citizenship Institutional Learning Outcome course with a minimum of C grade or better.			

*TRU was unable to deliver on campus programs due to restrictions implemented by the Public Health Officer due to Covid-19.

Analyze

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

Definition of Mission Fulfilment

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

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

Table 2: Summary of Core Theme

How successful was TRU in achieving mission fulfilment for this core theme?

During the 2020/21 reporting cycle, 4 of the 6 indicators were achieved or minimally achieved, equating to **67% rate of mission fulfilment** for the core theme Sustainability.

It should be noted that this does not provide a comprehensive or fulsome picture of the extent of sustainability at TRU as we were unable to report on six (6) indicators in this reporting cycle. As TRU continues to expand its definition of sustainability to address the elements identified in its vision and values— *We recognize how the health of our societies, cultures and ecosystems rests upon the wellness of people, biodiversity, and wise stewardship of precious and finite resources*— we will continue to seek out performance measures that accurately reflect TRU's aspirations to be a leader in sustainability. This will require us to conduct audits and research, and collect new data to track performance into the future.

Identify strengths and successes

When members of the Environmental Sustainability Advisory Committee (ESAC) were asked "What did TRU do well in 2020 and 2021 regarding sustainability?" the following themes rose to the top: **reduction, learning, and commitment.**

TRU has a number of sustainability initiatives to be proud of that took place in 2020/21, below are just a few examples:

- signed the United Nations Climate Emergency Declaration,
- implemented recommendations from the Bird Strike research project,
- made progress towards reduction of single-use plastics on campus,
- developed innovative ways to continue sustainability traditions, such as the TRU [Trash Bash](#), thereby increasing the scope of the program to include the City of Kamloops,
- continued to operate existing programs such as the bike share program, and bus pass and bike purchase incentives,
- implemented the cigarette butts ballot boxes,
- moved forward with plans for the Low Carbon District Energy System,
- launched a new subcommittee of ESAC titled *Sustainable Purchasing Subcommittee*,
- engaged TRU community members and other regional postsecondary institutions in the [Sweater Dance](#),
- TRU hosted the AASHE conference, which allowed all TRU staff and faculty to attend for free,
- began the development of a zero-waste action plan, and,
- made progress towards the development of an interdisciplinary sustainability course with an Indigenous focus.

Due in large part to the social distancing restrictions in place to protect students, faculty, and staff from contracting and spreading Covid-19, the institution saw a significant reduction in energy use, waste, transportation, catering, emissions from heated buildings, paper, and travel. While cautious of using this as a benchmark year, members of ESAC believed that significant learning and behavioural change could lead to increased reduction, even as social distancing measures are lifted. For example, people noted less reliance of printing lengthy agenda packages and reports and greater reliance on digital materials. In addition, the increased savings from parking and fuel may inspire people to find alternate modes of getting to work (i.e., walking, biking, bus) that would lead to cost-savings for individuals and a positive environmental impact.

Several forms of learning and development have taken place over the past year, including the completion of the first Sustainable Purchasing Workshop, which saw numerous TRU departments and staff participate in and learn about sustainable purchasing practices that can transfer from the

workplace to the home, thus expanding the environmental reach beyond the TRU campus. In addition, TRU offered a workshop titled [Get Zero Wasted](#) during the institution-wide professional development day.

List opportunities and areas in need of improvement

When members of ESAC were asked “What internal or external forces or trends impacted the results in 2020 and 2021 and what opportunities exist for advancing sustainability goals into 2022” the following themes rose to the forefront: **the pandemic, financial constraints, global movement, and social justice.**

There is no doubt that Covid-19 had a significant impact on sustainability. With fewer students on campus and concerns regarding enrolments, TRU was forced to reduce staffing and limit the delivery of new programs. This negatively impacted the staff and student sustainability ambassador programs, which TRU was unable to implement this year. A future consideration, is developing ambassador programs in a virtual environment, which would be more accessible. A virtual pilot project, *The All TRU Sustainability Educators Program* (see Appendix A), was implemented; however, few people engaged with the program and thus it may need to be reconceptualized to meet the needs of students and staff.

On a more positive note, the pandemic has shifted how “sustainability” is framed from an environmental issue to a social justice and human rights issue. The global youth movement has also stimulated conversations and heightened attention to the importance of thinking about the impact of climate change on future generations. Further, it has forced TRU to think about equitable delivery of educational programming, including considerations of access to technology and the internet, particularly for our rural learners. In addition, ESAC revised the terms of reference for the student sustainability research grant fund to ensure students have greater access to the grant (i.e., simplified and streamlined the process, and aligned with other TRU grant processes).

“Sustainability” is one of TRU’s values. Evidence of TRU’s commitment to sustainability is demonstrated at the program level as all baccalaureate degree programs are required to embed TRU’s institutional learning outcomes, one of which refers to social, ethical, and environmental responsibility. In addition, some departments are noticing that employees are including sustainability and climate change as part of their annual performance planning goals. This provides wonderful opportunities for advancing TRU’s sustainability goals through individual behavioural change.

Looking forward to 2022, we encourage TRU to continue pushing for cultural change and support sustainability goals. Further, we urge TRU to prioritize following the guidance of Secwepemc peoples, and respect their role as decision-makers and stewards of the land.

Review of Objectives, Outcomes, and Indicators

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

Table 3: Review of Objectives and Outcomes

Objective and Outcomes	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
Objective 1.0 TRU will integrate sustainability across operation, engagement, academic, and governance practices	N	Revised to align with TRU's vision, values, and strategic change goals: 1.0 Lead in Sustainability The natural world inspires us with wonder and reverence. We recognize how the health of our societies, cultures and ecosystems rests upon the wellness of people, biodiversity, and wise stewardship of precious and finite resources. As a world leader in sustainability, we know that the well-being of generations to come is shaped by what we do today.
Outcome 1.1 TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres	Y	
Outcome 2.1 Members of the TRU community are sustainability ambassadors on and off campus.	Y	
Outcome 3.1 TRU is recognized as a leading academic institution advancing sustainability education and research.	Y	
Outcome 4.1 Sustainability is a core value in TRU's institutional and administrative framework	Y	

Indicators

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

Table 4: Review of Indicators

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)	Y	
1.2 Plan for Carbon Neutral and Net Zero Campus (Greenhouse Gas Emissions)	Y	
1.3 Eliminate Single-Use Plastics and Other Single-Use Items	Y	
1.4 Integrate Sustainable Purchasing Throughout Campus Operations measured by the number of Sustainable Purchasing Workshops delivered	Y	
1.5 Conserve Potable Water measured by water use	Y	
1.6 Building Design and Construction is mindful of Biodiversity and protecting native species measured by application of 3M Feather Friendly window film	Y	
2.1 STARS score (Engagement category: campus engagement and public engagement)	Y	
3.1 STARS score (Academic category: curriculum and research)	Y	
4.1 STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)	Y	
4.2 Student Ambassadors are stewards of sustainability on campus and share knowledge with community members	Y	

Indicator #	Still relevant (Y/N)	If not, provide rationale
4.3 Staff Ambassadors are stewards of sustainability on campus and share knowledge with community members	Y	
4.4 Percentage of undergraduate baccalaureate degree students who complete the Citizenship Institutional Learning Outcome course with a minimum of C grade or better.	Y	

New Indicators and Emerging Indicators

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

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

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

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

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

Table 5: New and/or Emerging Indicators

Indicator	Rationale and Data Source	MF Threshold Range			Five Year Goal	Historical Values	Identify: New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
Community involvement of staff and faculty beyond and/or within TRU	Average volunteer hours, self-reported and collected through annual survey						Curious to run a trial year and investigate further
Community involvement of students beyond and/or within TRU	Average volunteer hours, self-reported and collected through annual survey						Curious to run a trial year
Natural environment versus the built environment to track the protection of wild areas on campus	Ratio						Emerging

Levels of Achievement

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

Achieved

What does achievement look like? For example:

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

Minimally Achieved

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

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

Not Achieved

What would be considered problematic? For example,

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

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

Table 6: Indicator Threshold Ranges

Indicator #	Threshold Ranges			Rationale for Change (if applicable)
	Achieved	Minimally Achieved	Not Achieved	
1.1	>1	1	<1	
1.2	2021: >5% 2022: >5% 2023: >5% 2024: >5% 2025: >50%	Y1: 2-5% Y2: 2-5% Y3: 2-5% Y4: 2-5% Y5: 20-50%	Y1: <2% Y2: <2% Y3: <2% Y4: <2% Y5: <20%	Adjusted to reflect phased investment in infrastructure over time
1.3	>2	1-2	0	
1.4	>7	1-7	0	
1.5	>2%	1-2%	0%	
1.6	>2	1-2	0	
2.1	>1	1	<1	
3.1	>1	1	<1	
4.1	>1	1	<1	
4.2	>2	1-2	0	
4.3	>1	1	0	
4.4	>4%	1-4%	<1%	

Review the Five-Year Target (2020-2025)

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

Table 7: Five-Year Targets

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

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.