2020/21 Institutional Mission Fulfilment Report

Submitted by
Accreditation Steering Committee

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Executive Summary

Thompson Rivers University's (TRU) mission fulfilment planning and evaluation process is overseen by four standing committees of Senate. The committees are responsible for reporting annually on institutional effectiveness and student success based on key performance indicators that track progress towards achievement of TRU's mission:

> 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 through TRU's four core themes:
- Intercultural Understanding
- Research
- Student Success
- Sustainability

TRU has determined that mission fulfilment is achieved when 70% of the key performance indicators for each core theme are *achieved* or *minimally achieved*. During the 2020/21 reporting cycle, 24 out of 35 (69%) indicators were *achieved* or *minimally achieved* (**Table 1**).

Table 1 *Summary of Mission Fulfillment*

Core Theme	Indicators Measured	Achieved or Minimally Achieved	%
Intercultural Understanding	5	5	100
Research	5 (7)	4	80
Student Success	19 (21)	11	59
Sustainability	6 (12)	4	67
Institutional Mission Fulfilment	**35 (45)**	**24**	**69**

Note, the numbers in parentheses refer to the number of indicators measured for the 2020/21 reporting cycle in comparison to the total number of indicators articulated for the core theme.

The 2020/21 reporting cycle should be viewed through the lens of the COVID pandemic and consequent restrictions. TRU's response to the pandemic demonstrated its commitment to adapting and combining modes of learning, teaching, and practical experiences to create educational encounters that met the changing needs of learners. We provided timely supports to students during a year of uncertainty and change. In March 2020, TRU quickly adapted to provide accessible, online services to students, thus demonstrating a proactive approach to reach students and creatively support students' needs regardless of their location. TRU became a national leader in research continuity for students during the pandemic. Students were supported to adapt their research where needed, in order to continue their projects and maintain funding. Furthermore, qualitative indicator data suggests strong student engagement with intercultural learning through curricular and co-curricular programming, and the positive influence of professors and peers for student learning, despite challenges posed by the pandemic.

TRU aims to eliminate achievement gaps and support students of all backgrounds to access and succeed in higher education. We articulate our commitment to student success, focussing on equity and closure of opportunity gaps, through the use of disaggregated student achievement indicators to support a process of reducing barriers to student success. This is the second cycle of mission fulfilment planning that we have reported disaggregated student

achievement indicators by Indigenous, BC rural, domestic non-Indigenous, and international learners. It is undeniable that student success was adversely affected by the pandemic and associated impacts such as: lack of employment opportunities, the pivot to remote learning and the digital divide, health concerns, increased childcare responsibilities, and isolation. For some students, learning remotely provided greater flexibility and access to education; however, other students struggled learning in a remote environment, which negatively affected their success and required some students to slow down or pause their studies. However, it must be noted that relatively stagnant course completion, retention, and persistence rates are characteristic of a time prior to the pandemic, as well. Moreover, the results for 2020/21 demonstrate that TRU still has significant work to do to support students of all backgrounds to access and succeed in higher education.

TRU aims to nurture a flourishing relationship with the Secwépemc people on whose lands we reside and to give exceptional consideration to the Secwépemc worldview and belief system. The Environmental Sustainability Advisory Committee (ESAC) is co-chaired by a faculty member and the Executive Director of Indigenous Education, a Secwépemc woman. During the 2020/21 reporting cycle, this ensured that ESAC prioritized the guidance of Secwépemc peoples, respecting their roles as decision-makers and stewards of the land, when considering sustainability initiatives. In addition, a subcommittee of ESAC was formed to collaboratively develop an interdisciplinary sustainability course with an Indigenous focus. Furthermore, our commitment to honouring truth, reconciliation, and the rights of Indigenous peoples is evident in embedded academic initiatives, such as the requirement for all baccalaureate degree students to complete a course that meets the criteria for the Indigenous Knowledges and Ways Institutional Learning Outcome. Student enrolments in courses with intercultural or Indigenous content have steadily increased year over year.

Despite challenges posed by the COVID pandemic, TRU supported faculty, students, and community members in knowledge-seeking, knowledge creation, and creative inquiry. The arrival of a Researcher-in-Residence—funded by SSHRC, Mitacs, and the City of Kamloops— created opportunities for increased collaboration and co-construction of knowledge with the City of Kamloops and local not-for-profit groups. In addition, the initial cultural mapping research, which included the collection of 130 student research journey maps and three graphic facilitation sessions with community partners, yielded significant information useful for strategic planning. For example, TRU identified gaps between faculty assumptions regarding where students come in contact with research opportunities and the students' lived experience. In addition, the community meetings and facilitation sessions helped TRU distinguish between a short-term project focus and the community desire for longer-term systemic change, which will inform planning into 2021/22.

Mission fulfilment planning and evaluation is an ongoing process of continuous quality improvement. As we look ahead to 2021/22, we will work to further embed equity, diversity, inclusion, and anti-racism lenses into the process by monitoring the impact of reporting on disaggregated student achievement indicators, prioritizing qualitative measures, and strengthening cross-committee collaboration to ensure an inclusive, participatory process. We anticipate that TRU's forthcoming Integrated Strategic Plan will also support the interconnected nature of mission fulfilment planning and evaluation and institutional decision-making.

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Annual Assessment of Mission Fulfilment

As an accredited institution with the Northwest Commission on Colleges and 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 TRU

> … articulate its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establish a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators (p.12).

While the impetus for mission fulfilment planning and evaluation was accreditation, it has evolved to be an important Senate initiative and is the largest cross-committee collaboration of all Senate initiatives. Four standing committees of Senate are responsible for reporting annually on mission fulfilment in relation to four core themes: intercultural understanding, research, student success, and sustainability (**Table 2**). Senate extended this responsibility to the Senate Research Committee, Senate Student Success Committee, Environmental Sustainability Advisory Committee, and the Intercultural Understanding Subcommittee (a subcommittee of the Senate International Affairs Committee and Qelmucw Affairs Committee) on April 23, 2018.

Table 2 *Standing Committees of Senate Responsible for Mission Fulfilment Planning*

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 annual reviews results in four workbooks that detail that year's progress towards mission fulfilment in relation to each respective core theme. Note: the 2020/21 core theme workbooks are available in Appendices A through D. The four stages of the review are as follows:
1) Collect data for each of the indicators.
2) Assess the success of each indicator in relation to its mission fulfilment threshold.
3) Analyze the data by identifying strengths and opportunities associated with the performance of the indicators.
4) Report with collated results to TRU's governing bodies and the TRU community.

TRU's mission fulfilment framework is based on setting objectives, outcomes, indicators, and targets (annual and five-year) to guide TRU towards mission fulfilment. Each indicator has three threshold ranges (**Table 3**).

Table 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.

TRU has determined that mission fulfilment is achieved when 70% of the indicators for each core theme are *achieved* or *minimally achieved*.

Quality Assurance

As an accredited institution, TRU is required to demonstrate a continuous process to assess institutional effectiveness. 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 student success. The following 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 and newly adopted vision, values, and strategic change goals. These initiatives also foster cross-committee collaboration, dialogue, and collaborative data analysis for a more inclusive decision-making process:

Mission Fulfilment Website. Over the past year, the offices of Quality Assurance, Integrated Planning and Effectiveness, and Marketing and Communications enhanced TRU's Mission Fulfilment website with the aim to build a dynamic educational site that will inform continuous quality improvement by including interactive data dashboards and narratives of engagement and impact.

Core Theme Planning Workshop. On December 1, 2020, all members of Senate standing committees responsible for mission fulfilment 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.

Principles for Culturally-Responsive Performance Measurement. To ensure the indicators selected consider TRU's unique context, cultures, and demographics, and that the data analysis follows a strengths-based approach, the Intercultural Understanding Subcommittee of Senate revised its terms of reference to include the mandate: "To advise Senate on interculturalizing performance measurement systems." On January 25, 2021, Senate approved the revisions to the committee's terms of reference. Since that time, the committee engaged in a SOAR (strengths, opportunities, aspirations, results) Analysis Activity, facilitated by the Centre for Excellence in Learning and Teaching, as part of its efforts to draft principles for culturally-responsive performance measurement.

Student Success Townhall. On January 28, 2021, all Senate standing committee members responsible for core theme planning and evaluation were invited to attend a Student Success Townhall and engage in dialogue with NWCCU President Dr. Sonny Ramaswamy. The discussion centred on student success and closing equity gaps through quality assurance processes.

Collaborative Data Analysis. To support inclusive and collaborative data analysis of the core theme indicators, the Accreditation Liaison Officer facilitated collaborative data analysis protocols with several of the committees, which involved reflecting upon strengths and opportunities for improvement. In the future, we will explore hosting a cross-committee collaborative analysis workshop to review the results holistically.

Institutional Comparators. On June 18, 2021, TRU's Board of Governors approved five regional and national comparator institutions for benchmarking student achievement indicators:

- o Vancouver Island University, BC, Canada
- o University of Northern British Columbia, BC, Canada
- o Simon Fraser University, BC, Canada
- o Capilano University, BC, Canada
- o Lakehead University, Ontario, Canada

The selection of the peer comparators was based upon a suite of criteria, which included elements of TRU's mission and mandate. TRU will take a phased approach to implementing comparative benchmarking. First, TRU will begin tracking the publicly available aggregated student achievement indicators: retention, persistence, graduation, and employment rates. Second, TRU will develop a data strategy for defining and collecting diverse demographic data. Third, TRU will establish data sharing partnerships with its comparator institutions, which will be made easier as the province implements policies and procedures for diversity demographic data collection.

The following pages of this report detail progress made in 2020/21 for each of the four core themes. Note, while we have chosen to report on each core theme separately, the results across all four core themes are interconnected, as the success of one core theme contributes to the success of another and, ultimately, achievement of TRU's mission.

Summary of Core Theme Results

A review of TRU's core theme objectives, outcomes, and indicators occurs annually by each of the respective standing committees of Senate. Below is a summary of the core theme results for the 2020/21 reporting cycle.

Intercultural Understanding

During the 2020/21 reporting cycle, five out of five indicators were achieved or minimally achieved, equating to **100% rate of mission fulfilment** for the core theme Intercultural Understanding. A detailed workbook on the core theme Intercultural Understanding is available in Appendix A. **Table 4** summarizes TRU's progress towards achieving mission fulfilment in relation to the core theme Intercultural Understanding.

Table 4 *2020/21 Results for Intercultural Understanding*

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 Student perceptions of intercultural understanding and inclusion as indicated by National Survey on Student Engagement (NSSE) survey responses.	62.6%	65.8%	Achieved
2.1 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding.	No historical values	Consistent monthly offerings from over 15 units, all campuses, local to global community.	Achieved
2.2 Narratives of engagement in and impact of intercultural learning.	No historical values	Evidence of Impact. Some evidence of Engagement. Some identification of Barriers.	Minimally Achieved

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
3.1 Three year rolling average of course enrolment in courses with Indigenous, or intercultural content as measured by ILOs in Local to Global theme.	2,361	2,503	Achieved
3.2 Percentage of baccalaureate degree students completing Local to Global Theme ILO courses with a minimum C+ grade or better.	79.7%	82.9%	Achieved

During the 2020/21 reporting cycle, the Intercultural Understanding Subcommittee introduced two qualitative indicators (2.1 and 2.2), which allowed them to identify areas for improvement and potential barriers to intercultural learning. The tracking of TRU Newsroom stories and social media was useful for recognizing the scope and reach of intercultural, Indigenous, and international initiatives and for identifying gaps where some departments were not featured. Strengths evidenced by the data include strong student engagement with intercultural learning through curricular and co-curricular programing and the positive impact of professors and peers.

In April 2021, the Intercultural Understanding Subcommittee engaged in a SOAR Analysis Activity where committee members identified strengths including: the Intercultural Coordinator role, visible institutional priorities, programs and events, embedded academic initiatives, and structures to support staff and faculty engagement. The strengths identified were largely corroborated with the narrative data (indicator 2.2). In addition, our commitment to honouring truth, reconciliation, and the rights of Indigenous peoples is evident in embedded academic initiatives, such as the requirement for all baccalaureate degree students to complete a course that meets the criteria for the Indigenous Knowledges and Ways Institutional Learning Outcome. Student enrolments in courses with intercultural or Indigenous content have steadily increased year over year.

Results from indicators 2.1 and 2.2 provided opportunities for improving intercultural understanding. For example, student narrative data suggested that a lack of awareness of resources available to students acts as a barrier to deepening intercultural understanding. Looking ahead, the Intercultural Understanding Subcommittee will explore whether it is a lack of intercultural learning or a weakness in communications, and seek to remedy any challenges to expanding intercultural understanding at TRU. To read a deeper analysis of the qualitative data please refer to the core theme workbook in Appendix A.

Research

During the 2020/21 reporting cycle, four out of five indicators were achieved or minimally achieved, equating to **80% rate of mission fulfilment** for the core theme Research. A detailed workbook on the core theme Research is available in Appendix B. **Table 5** summarizes TRU's progress towards achieving mission fulfilment in relation to the core theme Research.

Table 5 *2020/21 Results for Research*

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 Percentage of active tri-partite faculty holding external funding (contract and grant)	33%	34%	Minimally Achieved
1.2 Total dollar amount of tri-agency grants and external contracts (3-year rolling average)	$3.9M	$4.6M	Achieved
2.1 Number of peer-reviewed publications, scholarly works, exhibitions and other creative works per	No historical values	No data to date	Unknown

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
faculty member as a percentage of total tri-partite faculty (3-year rolling average)			
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 historical values	No data to date	Unknown
3.2 Number of undergraduate student knowledge mobilization activities funded by the office of Research and Graduate Studies	237	75	Not achieved
4.1 Percentage of undergraduate baccalaureate degree students who complete the Critical Thinking & Investigation Institutional Learning Outcome course with a minimum of C+ grade or better.	73.5%	78.6%	Achieved
5.1 Cultural Maps of the knowledge building pathways including partnerships and learning outcomes which demonstrate: • Promoting technological and social innovation and social enterprise • Germinating ideas and applied research opportunities • Developing research relationships/partnerships with community partners • Sharing research infrastructure and engagement spaces • Enabling knowledge exchange • Celebrating shared successes	No historical values	See description on page 5 of Appendix B	Achieved

The Research Committee of Senate has articulated seven indicators for measuring mission fulfilment; however, the committee has historically had challenges capturing data that accurately reflects the quantity of research undertaken by faculty and students at TRU. Notably, TRU has not been able to report on indicator 2.1 (number of publications and scholarly works) and indicator 3.1 (community citation score) due to challenges collecting and/or accessing available data. Therefore, the committee will continue to explore alternate measures, including working with the Library to identify TRU faculty publications held in available databases, and qualitative measures to more accurately reflect the depth and reach of research at TRU. We also note that the required data is gathered annually via the faculty Annual Professional Activity Reports (APARs) and that a collaborative effort involving the Provost's Office, the Office of Research and Graduate Studies, and the area deans would provide the requested tally of articles published and papers presented annually.

Despite challenges accessing data, evidence exists of TRU's commitment to fostering and strengthening meaningful connections with the communities TRU serves. For example, in February 2021, TRU and the City of Kamloops teamed up to create a $495,000 three-year researcher-in-residence pilot program, which will see university faculty and students provide expertise on city initiatives, including potential changes to city policies, bylaws, processes, and new services, programs, and partnerships. In addition, the Interior Universities Research Coalition is proving to be a very successful partnership with the University of British Columbia–Okanagan and the University of Northern British Columbia. Last year, the coalition was able to secure $150,000 in research funding from the Ministry of Health and that health research fund has been increased to $300,000 in the new fiscal year. There are increasing opportunities to work with the Province through the Coalition, and this will be especially true with the arrival of

the new Provincial Research Chair in Predictive Services in July 2021. Additional successes included:

- the highest growth of Mitacs funding in Canada, including a new Researcher-in-Residence working with the municipality;
- success in Canada Foundation for Innovation funding, including TRU's first Infrastructure Fund grant for $2M;
- the renewal of four Canada Research Chairs and one new submission; and,
- a steady growth in contracts and agreements.

During the 2020/21 reporting cycle, TRU's research enterprise was impacted by public health measures that eliminated most travel, closed facilities, and resulted in a shift to virtual service delivery. Despite these challenges, TRU continued to provide effective research services throughout the pandemic. The strength of TRU undergraduate research capacity was truly tested during the pandemic; however, we became national leaders—as shared in Academica Top 10—in providing research continuity for students during the pandemic.

The initial cultural mapping work—the collection of data involving 130 student research journey maps and three graphic facilitation sessions involving community partners—yielded significant information useful for strategic planning purposes. For example, we identified gaps between faculty assumptions regarding where students come in contact with research opportunities and the students' lived experience as documented in their research journey maps. Similarly, the community meetings and graphic facilitations helped us distinguish between a short-term project focus and the community desire for longer-term systemic change. To read a deeper analysis of the qualitative data please refer to the core theme workbook in Appendix B.

Student Success

During the 2020/21 reporting cycle, 11 of the 19 indicators were achieved or minimally achieved, equating to **57.8% rate of mission fulfilment** for the core theme Student Success. If we had considered the success of the student achievement indicators *aggregated across all learner types*, TRU would have achieved a higher threshold of mission fulfilment for Student Success; however, we are committed to closing equity gaps and therefore need to consider how students are differentially impacted during their studies.

A detailed workbook on the core theme Student Success is available in Appendix C. **Table 6** summarizes TRU's progress towards achieving mission fulfilment in relation to the core theme Student Success.

Table 6 *2020/21 Results for Student Success*

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 Retention rates disaggregated by Indigenous, BC rural, domestic, and international	Indigenous: 44%	44%	Not achieved
	Rural: 53%	55%	Minimally achieved
	Domestic: 56%	60%	Achieved
	International: 71%	74%	Achieved
1.2. Persistence rate	Indigenous: 61%	63%	Minimally achieved
	Rural: 67%	59%	Not achieved
	Domestic: 68%	71%	Achieved
	International: 78%	81%	Achieved
1.3 Course completion rate	Indigenous: 79%	80%	Minimally achieved
	Rural: not available		
	Domestic: 83%	83%	Not achieved
	International: 82%	85%	Achieved

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
2.1. Graduation rate	Indigenous: 30%	30%	Not achieved
	Rural: not available		
	Domestic: 33%	32%	Not achieved
	International: 46%	48%	Minimally achieved
3.1 Graduate employment rate	Indigenous: 88%	91%	Achieved
	Rural: not available		
	Domestic: 88%	86%	Not achieved
	International: 84%	91%	Achieved
3.2 Student satisfaction with education	95.2%	94.9%	Not achieved
3.3 % of baccalaureate degree students completing Lifelong Learning ILO courses with a min. C+ grade	93.5%	89.7%	Not achieved

This is the second year that we are reporting on disaggregated student achievement indicators for retention, persistence, graduation, and employment rate. Since 2016, TRU has seen a steady increase in retention and persistence rates across all learner types with the greatest increases occurring amongst domestic non-Indigenous and international learners. However, for Indigenous and BC rural learners, TRU must continue to focus its attention on supporting learner needs in order to close achievement gaps.

Graduation rates for all learner types has remained relatively stagnant, with a zero-percentage point change between 2016 and 2020. For TRU to achieve its five-year goal of 50% graduation rate for all learners, significant attention should be given to supporting domestic, Indigenous, and BC rural learners.

In the 2020/21 reporting cycle, the Senate Student Success Committee introduced three new indicators for measuring student success: course completion rate, student satisfaction with education rate, and student achievement in Lifelong Learning courses. The committee determined that adding to the portfolio of indicators provides deeper insights into students' pathways to success, beginning at the course level. It should be noted that course completion rates have remained relatively stagnant with zero-percentage point change for domestic non-Indigenous learners and a 1% increase for Indigenous learners over the past year. However, rates for international learners improved by 3%.

It is undeniable that student success was adversely affected by the pandemic and associated impacts such as: lack of employment opportunities, the pivot to remote learning and the digital divide, health concerns, increased childcare responsibilities, and isolation. For some students, learning remotely provided greater flexibility and access to education; however, other students struggled learning in a remote environment, which negatively affected their success and required some students to slow down or pause their studies. The pivot to remote learning uncovered many inequities. For example, some students had difficulty accessing stable internet connections, laptops, and quiet study spaces. In addition, many students were required to care for family members, which limited their ability to complete courses thus requiring them to slow down or pause their studies. Furthermore, some of our international learners were forced to adapt to studying in different time zones as they were unable to travel to Canada. However, it must be noted that the relatively stagnant course completion, retention, and persistence rates are characteristic of a time prior to the pandemic, as well.

TRU is committed to redefining the university as a place of belonging. Despite challenges posed by the pandemic, evidence exists that TRU was responsive to students' needs and prioritized connection, collaboration, and communication as a means to support student success and sense of belonging. In March 2020, the purposeful attention to faculty professional development, cross-disciplinary conversations, peer-to-peer supports, and investments in technology resulted in a rapid pivot to virtual learning and support services. TRU was proactive in aligning resources with faculty and student needs. Furthermore, we quickly adapted by providing accessible, online services to students, a prime example being efforts by the Library to create online options, and revise policies to reduce barriers for students to access resources. This also created a sense of urgency for the Open Educational Resource (OER) project, which supports TRU's commitment to accessible learning. In addition, Student Services developed Moodle resources for students detailing how to learn effectively in virtual spaces. While we cannot be sure, these efforts might offer an explanation as to the consistently high student satisfaction ratings, which were relatively steady at 95.2% in 2019 and 94.9% in 2020

While the pandemic created many challenges, it also provided numerous opportunities for improvement. Looking ahead to 2022, members of the Senate Student Success Committee encourage TRU to continue its practices of flexibility, inclusion, and connection. We encourage TRU to recognize the impact of the pandemic on our students, including the complexities and inequities students face in order to offer customized supports and meet students' individualized needs.

Sustainability

During the 2020/21 reporting cycle, four of the six indicators were achieved or minimally achieved, equating to **66.7% rate of mission fulfilment** for the core theme Sustainability. It should be noted that this does not provide a comprehensive picture of the extent of sustainability at TRU as we were only able to report on six indicators in this reporting cycle. As TRU continues to expand its definition of sustainability to address elements identified in our vision and values—*We recognize how the health of our societies, cultures and ecosystems rests upon the wellness of people, biodiversity, and wise stewardship of precious and finite resources*—we will continue to identify performance measures that accurately reflect TRU's aspirations to be a leader in sustainability. A detailed workbook on the core theme Sustainability is available in Appendix D. **Table 6** summarizes the TRU's progress towards achieving mission fufilment in relation to the core theme Sustainability.

Table 6 *2020/21 Results for Sustainability*

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)			
1.2 Plan for Carbon Neutral and Net Zero Campus (Greenhouse Gas Emissions)	3,715 ($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			

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
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.			

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 were identified: reduction, learning, and commitment. Due in large part to the social distancing restrictions in place due to the pandemic, we 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 future reductions, even as social distancing measures are lifted. For example, people noted less reliance on printing to instead using digital materials.

TRU has a number of sustainability initiatives to be proud of in 2020/21, including:
- 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 Sustainable Purchasing Subcommittee of ESAC;
- engaged TRU community members and other regional postsecondary institutions in the Sweater Dance;
- 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.

When members of ESAC were asked "What internal or external forces or trends impacted the results in 2020 and 2021 <u>and</u> 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. As a result, TRU was unable to deliver on campus programs due to restrictions implemented by the provincial Public Health Officer, which had a negative impact on student and staff participation in sustainability ambassador programs. On a more positive note, the pandemic shifted how "sustainability" is framed from an environmental issue to a social justice and human rights issue. The global youth movement stimulated conversations and heightened attention to the importance of thinking about the impact of climate change on future generations. Further, the pandemic forced TRU to think about equitable delivery of educational programming, including considerations of access to technology and the internet, particularly for rural learners.

TRU aims to nurture a flourishing relationship with the Secwépemc people and to give exceptional consideration to the Secwépemc worldview and belief system. ESAC is co-chaired by a faculty member and the Executive Director of Indigenous Education, a Secwépemc woman. This ensured that ESAC prioritized the guidance of Secwépemc peoples, respecting their roles as decision-makers and stewards of the land, when considering sustainability initiatives.

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 opportunities to advance our 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 Secwépemc peoples and respect their role as decision-makers and stewards of the land.

Continuous Quality Improvement: Looking Ahead to 2022

The 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, which includes increasing societal demands for universities to demonstrate attention to student achievement and learning 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 2021/22 planning cycle, the new Standards provide guidance as to performance measurement processes centred around student success and equity that will inform future activities. The following initiatives will be undertaken during the upcoming reporting cycle to support continuous quality improvement and mission fulfilment:

> **Institutional Comparators.** TRU identified five regional and national peer comparators for benchmarking student achievement indicators. Over the next year, TRU will implement a phased approach for comparative benchmarking beginning with reporting on publicly available student achievement indicators aggregated across all learner types. The benchmarked indicators will be shared on TRU's Mission Fulfilment website.

EDI and Anti-Racism Lenses. The Provost's Anti-Racism Taskforce recommended that TRU embed equity, diversity, inclusion, and anti-racism lenses into the mission fulfilment planning and evaluation process within the next six to 24 months (*Anti-Racism Taskforce Report*, 2021, pp. 9, 11-12). Embedding this work within four standing committees of Senate ensures a systematic, participatory, reflective, and evidence-based approach to tracking achievement of TRU's EDI and anti-racism goals.

Collaborative Data Analysis. To support cross-committee collaboration and inclusive decision-making processes, we strive to view mission fulfilment planning more holistically; therefore, we intend to offer a collaborative data analysis workshop in which all members of the standing committees of Senate responsible for mission fulfilment planning will be invited to participate.

Integrated Strategic Planning. With the adoption of the new *Standards of Accreditation,* institutions have more flexibility regarding their processes for integrated strategic planning and are no longer required to report on core themes. This provides an opportunity for TRU to further increase the alignment between mission fulfilment planning and TRU's vision, values, and strategic change goals.

Mission fulfilment planning and evaluation is an important Senate initiative that tracks progress towards achievement of TRU's mission and ensures that the most important, high level factors for the present and future success of TRU are being effectively measured and shared to support planning initiatives that promote institutional effectiveness and student success. This responsibility was mandated by Senate on April 23, 2018, which included revisions to the committees' terms of reference. More information regarding Mission Fulfilment, including archived annual reports and interactive data dashboards, is available here: https://www.tru.ca/about/tru-mission-statement/themes.html

Appendices

Appendix A Intercultural Understanding Workbook

THOMPSON RIVERS UNIVERSITY

Annual Core Theme Mission Fulfilment Evaluation and Planning

Work Book

Core Theme	*Intercultural Understanding*
Submitted by	*Intercultural Understanding Subcommittee*
Signature, Chair	*Kyra Garson*
Date	July 8, 2021

Table of Contents

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.

Intercultural Understanding Mission Fulfilment Framework

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

Definitions

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

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

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

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

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

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

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

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

Indicator 2.2: Discussion and Analysis of Narrative and Survey Data

Indicator 2.2 made use of two data sets:

- Narratives of intercultural learning; n=12 (Engagement, Impact, Barriers)
- Survey responses to intercultural workshops; n=137 (Impact)

Narratives

Firstly, all narratives were analyzed by a team who discussed whether statements could or should be included in three general categories: ***Engagement, Impact, Barriers***. These were colour-coded to each theme and then analyzed separately to identify emergent themes. See Figure 1.

Figure 1 *Word Cloud from Narrative Data*

> ***Engagement:*** Analysis of the engagement statements addressed the mechanisms or conditions that positively influenced engagement in intercultural learning. Four main themes emerged as influences: Professors, Curricular, Co-curricular, and Peers. The data provided evidence that student intercultural learning is taking place both inside and outside the classroom; however, engagement takes place primarily through structured and facilitated learning (e.g., coursework or ambassador programs). Note: 2020-21 all learning was online and in future years we will likely see more engagement in events that normally take place on campus.

Impact: Analysis of impact statements provided evidence that student learning occurred across cognitive, affective, and behavioural domains, but most frequently was discussed as cognitive and affective. While there was evidence of skill development and some praxis, the narratives clearly showed that students were gaining knowledge that resulted in shifts in attitude.

Barriers: Analysis of barriers provided evidence that students perceived barriers as both individual and institutional. Comments related to individual were coded to individual awareness and ethnocentric attitudes. Institutional barriers include issues such as bureaucracy, but also included lack of awareness about or access to intercultural learning.

Survey Responses

One survey question was included in the analysis, which asked students who participated in intercultural workshops in class to respond to the question: *What is something important that you learned?*

Survey respondents represented students who took various classes in TRU's business, tourism, education, and coop programs. Due to the nature of the question and the fact that students were commenting on specific course content, the majority of responses evidenced cognitive or knowledge domain learning; however, unlike the narratives, the survey responses also identified skill development related to intercultural communication and withholding of judgement. See Figure 2.

Figure 2 *Word Cloud of Survey Responses*

Overall, survey responses provide evidence of Impact, some evidence of Engagement, and some identification of barriers to intercultural understanding; therefore, mission fulfilment for indicator 2.2 was minimally achieved.

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 Student perceptions of intercultural understanding and inclusion as indicated by survey responses.	62.6%	65.8%	Achieved
2.1 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding.	No historical values available	Consistent monthly offerings from over 15 units, all campuses, local to global community. See **Appendix A** (MarCom Media Report) and **Appendix B** (FSD Social Media Report)	Achieved
2.2 Narratives of engagement in and impact of intercultural learning.	No historical values available	Evidence of Impact. Some evidence of Engagement. Some identification of Barriers. See **Discussion and Analysis of Narrative Data** (above).	Minimally Achieved
3.1 Students participate in curricular programming with an Indigenous, international, or intercultural focus.	2,361	2,503	Achieved
3.2 Percentage of baccalaureate degree students completing Local to Global Theme ILO courses with a minimum C+ grade or better.	79.7%	82.9%	Achieved

Analyze

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

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

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

Table 2: Summary of Core Theme

How successful was TRU in achieving mission fulfilment for this core theme?
TRU achieved 5 of 5 indicators thus representing a 100% achievement of mission fulfilment for the core theme Intercultural Understanding. The introduction of two qualitative indicators allowed us to identify areas for improvement and potential barriers to intercultural learning (see *Discussion and Analysis of Narrative and Survey Data* for Indicator 2.2 on pages 5 - 6 of this report). In addition, the tracking of media and social media related to intercultural understanding was very useful in recognizing the scope and reach (including alumni, communities locally and globally) and also in identifying gaps where some departments are not featured (see discussion on opportunities below).

Identify strengths and successes
Strengths evidenced by the data include strong student engagement with intercultural learning through curricular and co-curricular programing and the positive influence of professors and peers for student learning. The Intercultural Understanding Subcommittee (IUSC) was also able to engage in a SOAR Analysis Activity (see **Appendix C**) where committee members identified strengths including: Intercultural Coordinator role, visible institutional priorities, programs and events, embedded academic initiatives, and structures to support staff and faculty engagement. These strengths largely corroborate what we found in the data.

List opportunities and areas in need of improvement
Opportunities for improvement were identified by indicators 2.1 and 2.2. Indicator 2.1 allowed us to identify gaps where areas of the institution were not featured in newsroom media reports related to intercultural understanding. We can now explore whether it is actually a lack of intercultural learning or a weakness in reporting and seek to remedy any challenges to our full understanding. The narratives we gathered for indicator 2.2 identified some barriers including individual and institutional barriers. See *Discussion and Analysis of Narrative and Survey Data* for Indicator 2.2 on pages 5 - 6 of this report.

Review of Objectives, Outcomes, and Indicators

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

Table 3: Review of Objectives and Outcomes

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

Indicators

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

Table 4: Review of Indicators

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1 Student perceptions of intercultural understanding and inclusion as indicated by survey responses.	Y	
2.1 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding.	Y	
2.2 Narratives of engagement in and impact of intercultural learning.	Y	

Indicator #	Still relevant (Y/N)	If not, provide rationale
3.1 Average grade for courses with Indigenous, or intercultural content as measured by ILOs in Local to Global theme.	Y	

New Indicators and Emerging Indicators

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

New Indicators

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

Emerging Indicators

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

Finally, consider if a qualitative performance indicator would be beneficial. "Although quantitative indicators show trends and uncover interesting questions, they cannot by themselves provide explanations or permit conclusions to be drawn. Additional research will always be required to diagnose the causes of problems and suggest solutions" (Canadian Education Statistics Council, 2006, p.x).

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

Table 5: New and/or Emerging Indicators

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

Levels of Achievement

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

Achieved
What does achievement look like? For example:
- an increase in retention rate of 2%; or, perhaps, 5%
- an increase in Indigenous students' sense of belonging, as evidenced by a sampling of Indigenous students' narratives

Minimally Achieved
What would be considered maintaining the status quo? For example:
- a 0% increase in intercultural activities delivered; or, perhaps, a range of -1 to +1%
- little change in students' ability to navigate university processes (e.g., admissions, advising, degree progression, etc.), as evidenced by a representative sample of students' journey maps.

Not Achieved

What would be considered problematic? For example,

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

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 of intercultural understanding and inclusion as indicated by survey responses.	> 2% increase	0 - 2 % increase	decrease	Considering that that the five-year goal is to maintain or increase by 2%, year-over-year changes should be adjusted.
2.1 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding	Evidence demonstrates depth and reach. Narratives of engagement in and impact of intercultural learning, and reach of intercultural initiatives and events	Some evidence of depth and/or reach of intercultural initiatives and events	Evidence does not demonstrate depth, scope or reach of intercultural initiatives and events	
2.2 Narratives of engagement in and impact of intercultural learning	Evidence demonstrates impact of intercultural learning (attitudes, knowledge, skills, praxis	Some evidence of impact of intercultural learning (attitudes, knowledge, skills, praxis)	Evidence does not demonstrate intercultural (attitudes, knowledge, skills, praxis)	To date, IUSC has looked at engagement and impact, as opposed to attitudes, knowledge, skills, praxis – perhaps those can be evidenced by qual quotes.
3.1 Average grade for courses with Indigenous, or intercultural content as measured by ILOs in Local to Global theme	>2% increase	1-2% increase	0 or decrease	

Review the Five-Year Target (2020 - 2025)

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

Table 7: Five-Year Targets

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
1.1	Maintain or increase by 2%	Y	
2.1	Maintain consistent evidence of effort to provide and develop opportunities for intercultural understanding	Y	
2.2	Ongoing evidence demonstrates engagement and impact of intercultural learning for all stakeholders	Y	
3.1	B average; 3 year rolling average	N	80%. Percentage of baccalaureate degree students completing Local to Global Theme ILO courses with a minimum C+ grade or better.

Appendices

Appendix A MarCom Newsroom Media Report

TRU Events and Stories highlighting Indigenization and internationalization

April 1, 2020-March 31, 2021)

(Note: includes intercutluralization)

	NEWSROOM STORIES	
Date	**Associated School/Faculty/Department**	**Link**
April 21, 2020	Current Students, Multi-Faith Chaplaincy Contact: Ahmed K., Kamloops Islamic Association, chaplain@ayeshamosque.com	https://inside.tru.ca/2020/04/21/socially-distanced-ramadan-5-tips-for-a-transformative-experience/ Specifically, how **TRU Chaplains respect individuals of all faith traditions and spiritual expressions and serve them equally without discrimination.** A Multi-Faith Chaplaincy on campus provides religious and spiritual care to the TRU community's students, faculty and staff. They provide an operating model of interfaith respect and cooperation. The Multi-Faith Chaplaincy acts as a religious and spiritual resource, encouraging thoughtful reflection and dialogue. TRU also provides a Multi-Faith Space where members of our TRU community can reflect, pray and meditate.
April 8, 2020	TRU General Counsel Role associated to TRU's Board of Governors, Senate and Convocation Contact: Nathan, Matthew, advocate for Indigenous education and two term Chancellor of TRU, chancellor@tru.ca	https://inside.tru.ca/2020/04/08/matthew-renewed-for-another-term-as-chancellor/
April 8, 2020	School of Nursing Contact: Dr. Lisa Bourque Bearskin, Associate Professor and Indigenous Research Chair in Nursing, lbourquebearskin@tru.ca	https://inside.tru.ca/2020/04/08/indigenous-nursing-research-chair-a-step-toward-authentic-reconciliation/
April 2, 2020	School of Nursing, Research and Graduate Studies Contact: Melba D'Souza, School of Nursing, mdsouza@tru.ca	https://inside.tru.ca/2020/04/02/eighteen-projects-awarded-research-funding/ (Specifically, Melba D'Souza's internal research fund for her research into *A systematic review on breast cancer survivorship and support for immigrant women with breast cancer*
May 11, 2020	Faculty of Education and Social Work Contact: Shelly Johnson, Associate Professor in TRU's Faculty of Education and Social Work, sjohnson@tru.ca	https://inside.tru.ca/2020/05/11/answering-the-call-of-community-with-hundreds-of-masks/ Specifically, Shelly Johnson, a TRU Associate Professor in the Faculty of Education and Social Work, made hundreds of face masks made for Indigenous communities using Indigenous-patterned fabric.

NEWSROOM STORIES		
Date	**Associated School/Faculty/Department**	**Link**
May 14, 2020	School of Nursing, Research and Graduate Studies Contact: Dr. Lisa Bourque Bearskin, Associate Professor and Indigenous Research Chair in Nursing, lbourquebearskin@tru.ca	https://inside.tru.ca/2020/05/14/nurses-are-practicing-learning-and-leading-health-research/ Specifically, related to Indigenous Health Nursing Research.
June 9, 2020	TRU, Open Learning Contact: Don Poirier, Associate Vice-President, TRU-OL, dpoirier@tru.ca	https://inside.tru.ca/2020/06/09/tru-takes-lead-role-in-global-education-accessibility/ Specifically, TRU is the first North American post-secondary institution to offer international credential transfer based on open educational resources. Meaning, TRU is making education available to students anywhere in the world, particularly those in developing countries and with limited funds.
June 12, 2020	Office of the Provost	https://inside.tru.ca/2020/06/12/inspiring-generations/ Specifically, Honorary Doctorate bestowed upon Mona Jules, an Elder with the Simpcs First Nation and past Sessional Instructor at TRU.
June 25, 2020	Research and Graduate Studies, Faculty of Adventure, Culinary Arts and Tourism Contact: Courtney Mason, Faculty of Adventure, Culinary Arts and Tourism, cmason@tru.ca	https://inside.tru.ca/2020/06/25/graduate-students-share-in-70000-federal-scholarships/ Specifically, SSHRC Joseph Armand Bombardier CGS M scholarship recipient Fauve Garson who worked with Dr. Courtney Mason on a project seeking to better understand the relationship between Indigenous food security and climate change in Fort Providence, Northwest Territories.
July 2, 2020	Research and Graduate Studies, Faculty of Adventure, Culinary Arts and Tourism Contact: Dr. Kellee Caton, Professor, Faculty of Adventure, Culinary Arts and Tourism, kcaton@tru.ca	https://inside.tru.ca/2020/07/02/research-asks-what-it-means-to-travel-ethically/ Specifically, TRU Professor of Tourism Dr. Kellee Caton's research funding and leader of partnership of 10 international universities investigating critical tourism questions, including the impact of tourism on the developing world.
July 16, 2020	Research and Graduate Studies, Faculty of Education and Social Work Contact: Dr. Manu Sharma, Assistant Professor, Faculty of Education and Social Work, masharma@tru.ca	https://inside.tru.ca/2020/07/16/understanding-the-impact-of-social-justice-in-canadian-high-schools/ Specifically, Dr. Manu Sharma, Assistant Professor, Faculty of Education and Social Work, is researching high school students in diverse communities and how they are advocating for their own cultural and social identities.
Aug. 10, 2020	Research and Graduate Studies, Faculty of Education and Social Work Contact: Gloria Ramirez, School of Education, gramirez@tru.ca	https://inside.tru.ca/2020/08/10/tru-records-unprecedented-research-grant-success/ Specifically, federal grants awarded to TRU towards Dr. Gloria Ramirez's research into Secwepemc culture and language.

NEWSROOM STORIES		
Date	**Associated School/Faculty/Department**	**Link**
Oct. 8, 2020	Faculty of Law Contact: Daleen Millard, Dean, Faculty of Law, dmillard@tru.ca	https://inside.tru.ca/2020/10/08/law-students-are-the-future-for-reconciliation-minister-says/ Specifically, TRU's Truth and Reconciliation Learning Days. Federal Minister of Justice David Lametti applauds TRU for its commitment to Truth and Reconciliation through its various initiatives and relationships with students and Indigenous leaders.
Oct. 15, 2020	TRU's Office of Indigenous Education, Faculty of Education and Social Work Contact: Shelly Johnson, Associate Professor in TRU's Faculty of Education and Social Work, sjohnson@tru.ca Dr. Natalie Clark, Co-Chair, School of Social Work and Human Service in TRU's Faculty of Education and Social Work, nclark@tru.ca	https://inside.tru.ca/2020/10/15/redress-project-reminds-us-of-the-missing/ Specifically, TRU's Office of Indigenous Education and select Indigenous researchers created an on-campus installation to acknowledge Oct. 4, the REDress vigil that honours and remembers Indigenous women and girls who are murdered or missing.
Nov. 16, 2020	Faculty of Science Contact: Dr. Greg Anderson, Dean, Faculty of Science, ganderson@tru.ca	https://inside.tru.ca/2020/11/16/new-centre-in-wells-gray-means-more-opportunities-for-students-faculty-researchers/ Specifically, the new Wells Gray Provincial Park's year-round educational centre is integral to the lands importance to Indigenous peoples surrounding Wells Gray, which lies within the unceded Secwépemc lands of the Simpcwúl'ecw (Simpcw) and Tsq'escenemc (Canim Lake Band).
Nov. 17, 2020	Faculty of Student Development Contact: Sara Wolfe, Assistant Dean of Students, swolfe@tru.ca Christine Adam, Dean of Students, cadam@tru.ca	https://inside.tru.ca/2020/11/17/student-supports-step-up-during-pandemic/ Specifically, TRU faculty and staff increased tutoring, advising, counselling and other supports to ensure students cultural needs (among others) were supported during the pandemic.
Nov. 17, 2020	Faculty of Arts Contact: Dr. George Johnson, Chair English and Modern Languages, Faculty of Arts, gjohnson@tru.ca	https://inside.tru.ca/2020/11/17/childrens-books-send-a-message-of-hope-and-empathy/ Specifically, TRU English Professor George Johnson's published book *How Hope Became An Activist*, which deals with the topic of how kids can be activists against the worldwide use of child labour in sweatshops.
Nov. 27, 2020	TRU Foundation Contact: Bradley Bostock, Director of Development Indigenous Education; Faculty of Arts; Faculty of Social Work and Education, bbostock@tru.ca	https://inside.tru.ca/2020/11/27/day-of-giving-raised-50k-for-students-programs/ Specifically, TRU's Day of Giving raised $50,390 in Nov. 2020 to support, in part, Indigenous Education Bursaries.

NEWSROOM STORIES		
Date	**Associated School/Faculty/Department**	**Link**
Dec. 7, 2020	Perhaps related to the Office of the President and Vice-Chancellor ??	https://inside.tru.ca/2020/12/07/meet-the-wolves-of-university-drive/ Specifically, the on-campus art installation of the wolf—or 'Mélemsťye' as known in local Secwepemctsín dialect—which teaches people to hunt and the important qualities a hunter needs to be successful.
Dec. 10, 2020	Indigenous TRU, TRU Knowledge Makers, Indigenous Student Research Network Contact: Tina Matthew, Executive Director, Office of Indigenous Education, tmatthew@tru.ca	https://inside.tru.ca/2020/12/10/bmo-donates-750k-for-indigenous-students-at-tru/
Dec. 17, 2020	Research and Graduate Studies	https://inside.tru.ca/2020/12/17/student-research-continues-during-pandemic/ Specifically, Undergraduate Research Experience Award Program scholarship which was awarded to Ravinder Mangat (among 10 other students) for his research into "Analyzing and understanding acculturative stress among international students."
Jan. 5, 2021	Faculty of Law Contact: Daleen Millard, Dean, Faculty of Law, dmillard@tru.ca	https://inside.tru.ca/2021/01/05/newdeanoflaw2020/ Specifically, how Professor Daleen Millard, Dean of Law at TRU, envisions the TRU Faculy of Law to answer the Truth and Reconciliation Commission Calls to Action.
Feb. 2, 2021	Indigenous TRU Contact: Dr. Rod McCormick, Professor and BC Innovation Chair of Indigenous Health and Director of All My Relations, RMcCormick@tru.ca	https://inside.tru.ca/2021/02/02/tru-indigenous-mental-health-expert-addresses-senate-on-changes-to-maid/
Feb. 8, 2020	Career and Experiential Learning Contact: Shawn Read, Chair of Career and Experiential Learning Department, Business Co-op Coordinator, sread@tru.ca	https://inside.tru.ca/2021/02/08/ask-adapt-and-accept-nazlis-co-oped-up-experience/ Specifically, how TRU supports internationalization and cross-cultural education and experience despite the pandemic through adapated Career and Experiential Learning co-op initiatives like that of Nazli Bostandoust. Bostandoust is a international student from Iran and a post-bacc student majoring in international business who took part in a remote co-op position.
Feb. 9, 2021	Alumni and Friends, School of Business and Economics Contact: Katrina Harding, Alumni Relations Coordinator, kharding@tru.ca	https://inside.tru.ca/2021/02/09/qa-tru-alum-authors-punjabi-english-childrens-book/ Specifically, how TRU inspired MBA alum Kamal Rai to publish a Punjabi-English children's book entitled *Up or Down* and thus teach interculturalization and cultural connectedness to children.

NEWSROOM STORIES		
Date	**Associated School/Faculty/Department**	**Link**
Feb. 11, 2021	TRU World Contact: Laurie Robinson, Director of International Development and Partnerships, TRU World, larobinson@tru.ca	https://inside.tru.ca/2021/02/11/how-international-students-are-using-virtual-learning-to-get-ahead/ Specifically, TRU World is ensuring international students maintain access to TRU non-credit courses they usually take on-campus to help them practice English and experience living in a different country by creating a revised online format. A new workshop was also created for international students to support their transition to online learning while also adjusting to a new culture and academic program.
Feb. 12, 2021	Alumni and Friends Contact: Katrina Harding, Alumni Relations Coordinator, kharding@tru.ca	https://inside.tru.ca/2021/02/12/smiths-books-reflect-lived-experiences-of-indigenous-children/ Specifically, how inspired psychiatric nurse and TRU alum Monique Gray Smith to publish four children's books focusing on the lived experiences of Indigenous children thus teaching children about indigenization.
Feb. 17, 2021	TRU World Contact: Laurie Robinson, Director of International Development and Partnerships, TRU World, larobinson@tru.ca	https://inside.tru.ca/2021/02/17/pursuing-dreams-mother-and-daughter-enrol-at-tru/
March 3, 2021	Alumni and Friends, Indigenous TRU, Faculty of Law Contacts: Katrina Harding, Alumni Relations Coordinator, kharding@tru.ca Tina Matthew, Executive Director, Office of Indigenous Education, tmatthew@tru.ca Daleen Millard, Dean, Faculty of Law, dmillard@tru.ca	https://inside.tru.ca/2021/03/03/understanding-land-acknowledgements/ Specifically, TRU hosts Indigenous Awareness Week and highlights guest speakers and alum such as Theresa John. John is Dakelh (Carrier) and a member of the Lusilyoo (frog) Clan from Northern Interior of BC. She presented the importance of land acknowledgments as they connect land and Indigenous peoples.

EVENT LISTINGS		
Date	**Associated School/Faculty/Department**	**Link or Description**
Wednesdays Continuous/ Ongoing	Indigenous TRU, The Gathering Place	https://inside.tru.ca/events/event/indigenous-virtual-soup-circle-2/?preview_id=2960360&preview_nonce=0ff62dc160&_thumbnail_id=-1&preview=true Indigenous Virtual Soup Circle

EVENT LISTINGS		
Date	**Associated School/Faculty/Department**	**Link or Description**
Upon Request Continuous/ Ongoing	Indigenous TRU	Mini-workshops, student driven, drop-in or sign-up. Sign up at Cplul'kw'ten and meet downstairs. Learning Circles
Continuous/ Ongoing	Current Students, Multi-Faith Chaplaincy	https://inside.tru.ca/events/event/multi-faith-chaplaincy-office-hours-2/?preview_id=2960519&preview_nonce=102261a456&_thumbnail_id=-1&preview=true Multi-Faith Chaplaincy office hours
Nov. 5-6, 2020	TRU Foundation	https://inside.tru.ca/events/event/tru-day-of-giving/?preview_id=2961041&preview_nonce=08f99b38fa&_thumbnail_id=2960905&preview=true Specifically, TRU's Day of Giving raised $50,390 in Nov. 2020 to support, in part, Indigenous Education Bursaries.
Nov. 5, 2020	Indigenous TRU	https://inside.tru.ca/events/event/the-indigenous-intern-leadership-program-iilp-info-session/?preview_id=2960866&preview_nonce=69b7f1c339&_thumbnail_id=2960868&preview=true The Indigenous Intern Leadership Program Info Session
February Annually	Indigenous TRU	Indigenous Awareness Week Opening Ceremony - https://inside.tru.ca/events/event/indigenous-awareness-week-opening-ceremony/ Moose Hide Campaign https://inside.tru.ca/events/event/indigenous-awareness-week-moose-hide-campaign/ Drive By (Be Kind care packages) https://inside.tru.ca/events/event/indigenous-awareness-week-drive-by-be-kind-care-packages/ The Spiritual Warriors https://inside.tru.ca/events/event/indigenous-awareness-week-spiritual-warriors/ Smudging Demonstration https://inside.tru.ca/events/event/indigenous-awareness-week-smudging-demonstration/ Traditional Medicine Teaching https://inside.tru.ca/events/event/indigenous-awareness-week-traditional-medicine-teaching/ Virtual Round Dance https://inside.tru.ca/events/event/indigenous-awareness-week-virtual-round-dance/ Traditional Land Acknowledgement

	EVENT LISTINGS	
Date	**Associated School/Faculty/Department**	**Link or Description**
		https://inside.tru.ca/events/event/indigenous-awareness-week-traditional-land-acknowledgement/ Secwepemctsín language https://inside.tru.ca/events/event/indigenous-awareness-week-secwepemctsin-language/ Together We Bannock https://inside.tru.ca/events/event/together-we-bannock/
September Annually	Indigenous TRU	Indigenous Student Orientation
Feb./March annually	Indigenous TRU	Powwow
Oct. - Dec. 2020	Indigenous TRU	https://inside.tru.ca/events/event/renewing-and-reinforcing-systems-transformation/?preview_id=2961537&preview_nonce=2ce8cb9b14&_thumbnail_id=-1&preview=true Renewing and reinforcing systems transformation Indigenous Health Nursing Symposium: Nursing the Nursing Spirit
Feb. 2021	Indigenous TRU	https://inside.tru.ca/events/event/rematriation-of-indigenous-women-filmmakers-and-storytellers/?preview_id=2961932&preview_nonce=cef5bc098c&_thumbnail_id=2961933&preview=true Rematriation of Indigenous women: Filmmakers and storytellers
Nov. 2020	Indigenous TRU	https://inside.tru.ca/events/event/first-friends-feast-virtual-meet-games/?preview_id=2960986&preview_nonce=c5154dca66&_thumbnail_id=-1&preview=true First Friends Feast
Nov. 2020	Indigenous TRU	https://inside.tru.ca/events/event/revitalizing-and-reclaiming-traditional-ways-of-birthing/?preview_id=2961109&preview_nonce=4294572cbd&_thumbnail_id=-1&preview=true Revitalizing and reclaiming traditional ways of birthing
Feb. 2021	Indigenous TRU	https://inside.tru.ca/events/event/2021-virtual-indigenous-applicant-receptions-your-next-steps-to-tru/?preview_id=2962934&preview_nonce=4d4c6604cc&_thumbnail_id=-1&preview=true 2021 Virtual Indigenous Applicant Receptions—Your Next Steps to TRU

EVENT LISTINGS		
Date	**Associated School/Faculty/Department**	**Link or Description**
March 2021	Indigenous TRU	https://inside.tru.ca/events/event/indigenous-speakers-series-come-to-the-fire/?preview_id=2963570&preview_nonce=68e599cb7e&_thumbnail_id=2958781&preview=true Indigenous Speakers Series: Come to the t7kiw (fire)
March 2021	TRU World	https://inside.tru.ca/events/event/virtual-tru-international-open-house/?preview_id=2963675&preview_nonce=6544286fb5&_thumbnail_id=-1&preview=true Virtual TRU International Open House
March annually	IDays, TRU World	https://www.tru.ca/internationaldays.html IDays – Celebrating Culture, Diversity, Sustainability and Innovation

Appendix B Faculty of Student Development Social Media Report

			ANALYTICS	FACEBOOK	INSTAGRAM
Title	Date	Social Copy		Reach	Reach
Umme Mansoory & Multi-Faith Chaplaincy on Ramadan	4-22-20	Learning Strategist Umme Mansoory collaborates with TRU's Multi-Faith Chaplaincy to recommend creative and thoughtful ways to maximize the holy month of Ramadan.		1105	1328
Accessibility Services and Assistive Technology Facebook	5-5-20	**FB:** Hear from Accessibility Experiential Learning Coordinator Jenn Mei, Assistive Technology Specialist Kathryne Brattland, and Accessibility Advisor Jeff Dineley as they discuss remote working strategies, troubleshooting techniques and ways to reframe productivity.		1.4K **Views: 776**	
Virtual Soup Circle FB Live	5-13-20	**FB:** Pop by the Virtual Soup Circle - catch up, check in and say hello!		254 **Views: 91**	
Alumni FB Live	5-26-20	**IG:** We are beyond excited to be hosting a Facebook Live next week with five incredible TRU Alumni. Join us on May 26 at 1:00pm as these alumni talk to you about their leadership journeys and careers post-studies at TRU. You can catch the chat on our FaceBook page - facebook.com/TRUStudentLife 51w		1.1k	969
International/Intercultural Student Lead Lives: Alumni FB Live	5-26-20	**IG:** We are beyond excited to be hosting a Facebook Live next week with five incredible TRU Alumni. Join us on May 26 at 1:00pm as these alumni talk to you about their leadership journeys and careers post-studies at TRU. You can catch the chat on our FaceBook page - facebook.com/TRUStudentLif **FB:** Hear more about how studying at TRU prepares you for your career! This discussion will cover leadership, mentorship, and professional growth.		1.1k **Views: 560**	969
Career Path Tuesday Features: Dea DiGiovanni	6-23-20	**IG & FB:** Dea DiGiovanni received a bachelor's degree in design communication at LASALLE College of the Arts in Singapore before moving to Canada to start her post-baccalaureate diploma in marketing. She's working with Career & Experiential Learning as a Co-op student and is extremely excited about the many learning opportunities happening over the summer months. "I love to travel, so my dream is to eventually be able to work freelance in the graphic design/marketing industry so I can see the world while I work." Tag a friend in the comments below who's interested in co-op! Wanting to apply to the Co-op Program at TRU? Visit tru.ca/coop		208	1297
Meet the Class of 2020 FB Live	6-23-20	**FB:** Hear from graduates as they discuss the virtual convocation ceremony, what they learned at TRU, and what's next for them.		1.9K **Views: 1k**	
TRU Multi-Faith Chaplains are available virtually	6-25-20	**FB:** You are not alone, the TRU Multi-Faith Chaplains are available with all appointments being conducted virtually. It is best to email the Chaplain you wish to speak with first, to arrange a time to chat. Email addresses are available on our website, tru.ca/chaplaincy There is a Facebook Live coming up with the Chaplains on Tuesday June 30 @ 1:00pm so be sure to tune in		533	
Indigenous Career Fair	6-29-20	**IG:** Join this virtual discussion to connect with TRU Career & Experiential Learning, Indigenous Student Development, Cplul'kw'ten and various employers. Explore professional and co-op opportunities available to Indigenous students during this LIVE Facebook panel.			726
Connect with the Multi-Faith Chaplains FB Live	6-30-20	**FB:** Connect with the Multi-Faith Chaplaincy. Conversations with the chaplains are always are always fascinating, nourishing, and inspiring. Check out the website for contact details to book an appointment		813 **Views: 349**	
Multi-Faith Chaplain Features: Father Chad	7-6-20	**IG:** Father Chad is the district priest serving Kamloops, Kelowna, and Vernon; in the Ukrainian Orthodox Church of Canada. He attended seminary in Winnipeg at St. Andrew's College, which is on the University of Manitoba Campus. When not at TRU, Father Chad is spending time with his family: watching his son's play lacrosse, and his daughter singing in choir. Favourite quote: It is not the amount of learning that must be our aim, but the quality of learning. Better to learn two verses with understanding, than a whole page with wandering thoughts. – St. John Cassian You are not alone, the Multi-Faith Chaplains are available with all appointments being conducted virtually. It is best to email first to arrange a time to chat. Email addresses are available on our website, tru.ca/chaplaincy			1024
Experience more Access FB Live	7-7-20	**FB:** Hear from Accessibility Experiential Learning Coordinator Jenn Mei, who will discuss her work in Career & Experiential Learning and share what it means to "experience more access."		792 Views: 411	
Reverend Pat Quote and Youtube Video	7-8-20	**FB:** Reverend Pat Davies from Spiritual Connections Kamloops says, "Curiosity is an undercurrent to our spiritual lives." To connect with Pat, or any representative of the Multi-Faith Chaplaincy, refer to the website for contact details		213	
Career Path Tuesday Features: Robbi Davey	7-14-20	**IG:** This week's #CareerPathTuesday features our Indigenous Experiential Learning Coordinator, Robbi Davey! Robbi has been at TRU since 2011, working primarily in Open Learning and supporting Indigenous initiatives across campus. As the Indigenous Experiential Learning Coordinator, her initiatives make space for Indigenous students to create pathways for employment transitions. Robbi spends her spare time with her son and volunteering as a women's representative for her Métis community in Kamloops. Join Robbi along with Career & Experiential Learning, Office of Indigenous Education and Cplul'kw'ten LIVE on Facebook at the Indigenous Career Fair tomorrow! Swipe left for more info.			1155
International/Intercultural Student Lead Lives: Let's Talk About Co-Op with Dea FB Live	7-14-20	**IG:** Join writer & storyteller Alicia Ashcroft as she chats with current co-op marketing student Dea DiGiovanni to discuss Dea's remote co-op experience LIVE on TRU Student Life's Facebook page! Tune in to fb.com/TRUStudentLife tomorrow at 1 PM. **FB**: Hear from Dea DiGiovanni, Marketing Co-op Student for Career & Experiential Learning, who will be discussing the upsides of working from home, amongst other things		749 **Views: 533**	
Multi-Faith Chaplain Features: Father Derrick	7-18-20	**IG:** Father Derrick is a Roman Catholic priest. He studied four years in a Benedictine monastery and ended his studies in Rome. He was ordained as a Roman Catholic priest in 2001 and is now serving at Sacred Heart Cathedral in downtown Kamloops. He was born and raised in Vancouver and has travelled to Mexico, Hawaii, Fiji (his favourite), New Zealand, Australia, and Europe. Favourite quote: It is not in spite of our unworthiness that God seeks our love, but because of it. The more unworthy the material, the more is the glory reflected on an artist who can fashion a masterpiece out of it. – Carthusian monk You are not alone, the Multi-Faith Chaplains are available with all appointments being conducted virtually. It is best to email first to arrange a time to chat. Email addresses are available on our website, tru.ca/chaplaincy			1152
Suraj Shah FB Live	7-21-20	**FB:** Hear from Suraj Shah, Manager, International Marketing and Recruitment, who will discuss his work at TRU World, working from home, being an international student – and more!		945 **Views: 420**	
Spirituality nd Enlightenment with Ania Gawa Youtube Video	7-22-20	**FB:** Pause. Breathe. Recalibrate. Accept this pearl of wisdom from GawaLing Buddhist Ani Gawa Khandro.		256	
Multi-Faith Chaplain Features: Reverend Pat	7-25-20	**IG:** Reverend Pat has been a New Thought Minister with Centers for Spiritual Living since 2014 and is the founder of Spiritual Connections Kamloops. New Thought philosophy incorporates affirmative prayer, meditation, visioning and other spiritual tools which help us lead a spiritual life, think positively, and love deeply. Pat believes that the universe is spiritual and has intelligence, purpose, beauty, and order. Favourite quote: We are all thinking, willing, knowing, conscious centers of Life. We are surrounded by, immersed in, and there is flowing through us a creative something... call it what you will. – Ernest Holmes You are not alone, the Multi-Faith Chaplains are available with all appointments being conducted virtually. It is best to email first to arrange a time to chat. Email addresses are available on our website, tru.ca/chaplaincy			964
New to TRU Students Q & A FB Live	7-28-20	**FB:** Hear from current TRU students, the Future Students team and TRU Student Life for this Q&A session! Get answers to the most common questions about fall semester and the transition to TRU.		291 **Views: 109**	
International/Intercultural Student Lead Lives: Self-Reflection Through Writing IG	7-30-20	**IG:** Join former Study Abroad Ambassador Katelyn Zubak and Career Co-op Dea DiGiovanni LIVE on Instagram this Thursday (via this account) as they explore how writing can be a reflective tool.			**Views: 3**
Career Path Tuesday Features: Dipen Shah	8-4-20	**IG:**Meet this week's featured student for #CareerPathTuesday, Dipen Shah! Dipen has a Bachelor of Commerce degree in Accounting and Finance that he obtained while simultaneously taking accounting courses at The Institute of Chartered Accountants of India. Dipen is currently pursuing his Post-Baccalaureate Diploma in Accounting at TRU while working part time as an accountant. His dream is to be able to work in the stock/finance industry to learn more about the global financial system. Where is your Career Path taking you? Send us a DM to get featured!			1351

			ANALYTICS	FACEBOOK	INSTAGRAM
Title	Date	Social Copy		Reach	Reach
Multi-Faith Chaplain Features: Pastor Jane	8-10-20	**IG:** Jane is a Lutheran Pastor with a Masters of Divinity from the Lutheran Theological Seminary Saskatoon. Prior to her masters, she did her Bachelors of Arts at UBC. These eight years of study were mostly wonderful, but her years of travel in Canada, Europe and Africa are her genuine passion. Elle est bilique et aime bien parler en français. Hiking, tea, and a good conversation are the joys of life! Favourite quote: Since we are justified by faith apart from works, we have peace with God through our Lord Jesus Christ... and hope does not disappoint us, because God's love has been poured into our hearts through the Holy Spirit that has been given to us. – Romans 5:1,5, NRSV Bible You are not alone, the Multi-Faith Chaplains are available with all appointments being conducted virtually. It is best to email first to arrange a time to chat. Email addresses are available on our website, tru.ca/chaplaincy			1232
Career Path Tuesday Features: Ashley MacLellan	8-11-20	**IG:** This week's #CareerPathTuesday features one of our Qelmúcw Student Recruiter-Advisors, Ashley MacLellan! Ashley is Yellowknives Dene First Nations as well as mixed European descent from Yellowknife, Northwest Territories. Ashley graduated from the @universityofvictoria in August 2019 with a degree in English and professional communications. Ashley took advantage of professional student opportunities during her degree, such as mock interview clinics and the university's co-op program that helped her gain crucial career experience. Her current role as one of the Qelmúcw Student Recruiter-Advisors allows her to work with Indigenous and non-Indigenous students on applying to TRU, and start to connect them with the right supports on campus. Where is your Career Path taking you? Send us a DM to get featured!			1372
Pride Week FB Live	8-11-20	**FB:** Connect with folks from Kamloops Pride – who will be providing the scoop on the online celebrations taking place over August 14-16 - including a window display contest, an online dance, drag show, and more!		1k **Views: 516**	
Career Path Tuesday Features: Nazmul Haque	8-18-20	**IG:** Meet this week's featured student for #CareerPathTuesday, Nazmul Haque! Nazmul graduated high school from Oxford International School in Dhaka, Bangladesh and has a college diploma from @SunwayUniversity in Malaysia. At TRU, Nazmul is currently completing his Bachelor's degree in Software Engineering. Ever since his visit to @nasakennedy, Nazmul has always dreamt of working for them. He also hopes to set foot on the moon himself one day! Where is your Career Path taking you? Send us a DM to get featured!			1211
International/Intercultural Student Recruiter Live: Indigenous Education FB Live (it says FB live but can only find on	8-19-20	**IG:** TRU Indigenous Education Facebook Live Join Ashley MacLellan, Qelmúcw Student Recruiter - Advisor on Thursday, August 20 for a live conversation with our Indigenous student services team about academic and emotional supports. Chat starts at 10am on TRU's main Facebook account.			**Views: 389**
Career Path Tuesday Features: Nazli	8-25-20	**IG:** Meet Nazli Bostandoust, our featured student for this week's #CareerPathTuesday! Nazli graduated with a Bachelor's degree in Public Administration from Shahid Beheshti University in Tehran, Iran, and she is currently enrolled in the International Business Post-Baccalaureate program at TRU. Nazli loves entrepreneurship and hopes to establish her own company some day after completing her studies at TRU. As the current Learning Strategist Co-op Student at the Faculty of Student Development, Nazli will be sharing some tips for new-to-TRU students as well as some of her personal stories from when she was still a new student herself LIVE on Instagram. Be sure to tune in this Thursday to hear all about it!			1526
Actors Workshop Theatre FB Live	8-25-20	**FB:** Meet students, staff, faculty and alumni from the Actors Workshop Theatre – get the scoop on the upcoming (socially distanced) fall production, the power of performance, the value of theatre, and more!		1.1k **Views: 620**	
Multi-Faith Chaplain Features: Ahmed	8-26-20	**IG:** Ahmed is a member of the Kamloops Islamic Association. He completed his studies in Civil Engineering at UBC. Ahmed currently works as a Transportation Engineer. When not working or at TRU's Multi-Faith Chaplaincy, he enjoys playing soccer, travelling, and spending time with family. Favourite quote: Indeed, in the creation of the heavens and the earth and the alternation of the night and the day are signs for those of understanding. – The Holy Quran You are not alone, the Multi-Faith Chaplains are available with all appointments being conducted virtually. It is best to email first to arrange a time to chat. Email addresses are available on our website, tru.ca/chaplaincy			1168
International/Intercultural Student Lead Lives: Adjusting to University Life with Dea and Nazli	8-27-20	**IG:** Orientations & Transitions Learning Strategist Co-op, Nazli Bostandoust, will be sharing some tips on how to transition into university life for new-to-TRU students LIVE on Instagram this week with Career & Experiential Learning Co-op, Dea DiGiovanni. Be sure to tune in to our Instagram page this Thursday at 2:30 PM!			**Views: 157**
Welcome Ceremony: Platform Party	9-9-20	**IG & FB:** Platform Party 2020: New-to-TRU Welcome Ceremony In a live Welcome Ceremony, the platform party would be sitting on the stage and sharing in the excitement that is your first day at TRU. Who is the platform party, you ask? Great question! The platform party is a collective of faculty deans and TRU leaders, like the President and Vice Chancellor – (that's just one person, when you're that big a deal, you get two titles.) The platform party welcomes you at orientation—and congratulates you at convocation. This year, they'll be appearing by the power of the montage.		1.9K **Views: 581**	**Views: 1064**
Career Path Tuesday Features: Adriana Herrera	9-15-20	**IG:** Say hello to this week's #CareerPathTuesday featured student, Adriana Herrera! Adri has just entered her second year of the Bachelor of Arts program where she will be majoring in Psychology. Driven by her love and passion for helping others, Adri hopes to pursue a career in counselling after graduating from TRU. Read all about Adri's #myTRU experience as a TRU student from El Salvador at ourtru.ca/adriana.			1728
Multi-Faith Chaplaincy FB Live about Upcoming Peace Day	9-15-20	**FB:** Meet folks from the Multi-Faith Chaplaincy and hear more about the upcoming virtual Peace Day Dialogue. #		1.9k **Views: 715**	
Career Ambassador Bharat on Stepping Outside Your Bubble	9-16-20	**IG:** Here is an experience from Career Ambassador Bharat on how he stepped out of his comfort zone, and his intel on how you can too! "While boarding a flight to Canada in 2019, the self-realization of stepping out of my bubble dawned on me. I was going miles away to pursue a dream of making it big in life. It was a Herculean task; going to a new country, leaving behind family, friends & all that was dear to me. I had a fair idea of what I was getting myself into. Honestly, I was full of anxiety. It was challenging to immerse myself in a new culture not knowing how long it would take me to find out the commonalities of both of my cultures. Lots of adjustments were to be made. It wasn't going to be easy managing everything on my own. I missed the security of home, craved Indian food, the good times spent with family & friends, the celebrations/ festivals, & above all, the familiarity with how my country functioned. The new life was definitely a grind to begin with. I was homesick & confused. Slowly, getting into the groove, I found myself a place to live & started classes at the TRU. I asked questions, sought information, made friends and got a job. Exhausted to my bones, I hit my sack every night with a long 'to do' list for the next day. Things started working out. Now, I find myself nestled in midst of a good network who left no stones unturned to put me at ease. I learnt that my mileage may not be enviable but I was getting there. We all are afraid to try something new. Avoiding new changes in life means staying inside our bubble. But if we never leave our bubble, we will never know what lies outside. The new bubble could be bigger in reality. The true size of our bubble can only be seen from outside and we need to step outside in order to do so. We find out that this bubble could be bigger, if we had exited earlier. We only live once, so dear friends, let us do it! Wish you all the best for the new bubble!" Visit OM1712 for career services, co-op, & more!			1202
Multi-Faith Chaplain IG Live: Peace Day Dialogue	9-18-20	**IG:** Peace Day Dialogue. Meet Pastor Jane Gingrich from the Multi-Faith Chaplaincy and hear more about the upcoming virtual Peace Day Dialogue happening on Monday, September 21.			**views: 361**

			ANALYTICS	FACEBOOK	INSTAGRAM
Title	Date	Social Copy		Reach	Reach
Multi-Faith Chaplain Features: Gawa Khandro	9-19-20	IG: Venerable Gawa Khandro is a Buddhist nun whose teachers include V. V. Kenchen Thrangu Rinpoche, Thich Nhat Hanh, Acharya Pema Chodron, and Lama Tsewang Samdrup. She is the Spiritual Director of GawaLing Buddhist Centre, a member of Interfaith Kamloops, United Sangha Vancouver, Zen Peacemakers International, and Sakyadhita Canada. She is currently working on her Acharya ordination with Ven Pannavati in North Carolina. Her main work is creating community connections and outreach. She is also a contributor to a recent book on Chaplaincy in Canada. Favourite quote: This is my religion … your own heart and mind are your temple. The philosophy is simple kindness. – H H Dalai LamaYou are not alone, the Multi-Faith Chaplains are available with all appointments being conducted virtually. It is best to email first to arrange a time to chat. Email addresses are available on our website, tru.ca/chaplaincy			1406
International Peace Day Dialogue FB Live	9-21-20	FB: Hear from the Multi-Faith Chaplaincy as the chaplains commemorate International Day of Peace. This year's theme is Shaping Peace Together, and they'll be discussing how peace can begin from within and radiate outwards.		711 Views: 325	
International/Intercultural Student Lead Lives: Dea on Y-Minds IG Live	9-28-20	IG: Y Mind is a free 7-week support group program offered by our TRU counsellors for young students with anxiety to ensure their anxiety doesn't get in the way of doing what they care about. Tune in to our Instagram live on Monday to hear from Y Mind Fall 2019 student participants Dea DiGiovanni and Sarah Cowger on their experience with the program and how you can join this semester's Y Mind group.			Views: 520
Career Path Tuesday Features: Harsimran Kaur	9-29-20	IG: Meet Harsimran Kaur, our featured student for this week's #CareerPathTuesday! Harsimran is a student in the Post Baccalaureate Diploma program majoring in Accounting. Prior to her studies at TRU, Harsimran completed a Bachelor's degree in Commerce, a Master's degree in Accounting and Finance, and a Post Graduation Diploma in International Marketing from @delhiuniversityoffical. Harsimran had the opportunity to work as an Economics Research Assistant in a government ministry under the supervision of Economic Advisor to Government of India. Her dream goal is to excel in the field of accounting and to eventually become a CPA. Where is your Career Path taking you? Send us a DM to get featured!			1264
International/Intercultural Student Lead Lives: Manuella on Virtual Clubs Day	10-8-20	IG: TRUSU Virtual Club's Information Nights Are you looking to find ways to engage and connect at TRU? TRUSU currently offers 70+ student clubs, and it's a great way to meet new people, network, develop skills, and have lots of fun! Hear Student Storyteller Manuela Ceballos and Keegan Lawrence, Vice President of the TRUSU Entertainment Committee, discuss Virtual Clubs Information Nights.			Views: 464
Career Path Tuesday features: Jasmeet Kaur	10-13-20	IG: Meet this week's #CareerPathTuesday featured student, Jasmeet Kaur! Jasmeet has a Bachelor's degree in Accounting and Finance, a Bachelor of Education and a Master's degree in Commerce under her belt. At TRU, Jasmeet is currently enrolled in the Master of Education program, which would be her fourth degree! Ever since she was a child, Jasmeet always thought to serve the community and believes teaching is the perfect career for her, but if she could teach and become an athlete at the same time, she would do both! Jasmeet works as a Safety Ambassador at TRU and volunteers at ESL this semester. Come say a socially-distanced hello to Jasmeet if you see her on campus!			1501
International/Intercultural Student Lead Lives: Career Ambassadors FB Live (It says it's a FB live but I cannot find the	10-14-20	IG: How do you expand your network virtually? How do you make friends through online classes? Join our Career Ambassadors in this Facebook live discussion to get to know them and learn how they can help you with all things career-related in a world that has gone mostly virtual. Tune in to fb.com/TRUCareerEducation			
AS Success Story: Gabrielle Dagasso	10-16-20	FB: Gabrielle Dagasso is a former varsity swim team captain, primary author of two published academic papers, and math major. Hear more about her transition to university life, disclosing her disability on the daily, and practicing self-advocacy.		262	
International/Intercultural Student Lead Lives:Virtual Networking Strategies with Dea	10-23-20	IG: With the shift to virtual events, students are learning new ways to connect with others in order to build their professional network. Tune in this Friday for an Instagram live session with Bharat Nayar to chat about the best strategies to network virtually as a student. Don't miss out!			Views: 19
Career Path Tuesday Features: Nafis Ahmed	10-27-20	IG: Say hello to this week's #CareerPathTuesday featured student, Nafis Ahmed! Nafis has a Bachelor of Business Administration degree from @NorthSouthUniversity and is currently in the last semester of his Marketing Post-Baccalaureate Diploma program at TRU. Nafis has been extremely involved outside of classes—from having previously held a co-op position as a Marketing and Communications Coordinator at TRU and a Brand Ambassador position for @trusobe to winning third place at @iceclubtru's Business Idea Pitch Competition in 2019. Nafis has a lot of tips to share on how to start building your career at any age and regardless of where you are in your university journey. Stay tuned for more information about Nafis' Instagram live!			1225
International/Intercultural Student Lead Lives: Career Planning Strategies for Students	10-29-20	IG: Whether you are a new-to-TRU student or in your last year, it's important to plan and take specific actions to get one step closer to your career goals. ⚒ Join final-year student Nafis Ahmed in this Instagram live tomorrow to hear how he's been building his career track record throughout his time at TRU. 📋			VIEWS: 358
Amna's Holloween Costume Check List	10-29-20	FB: Student Storyteller Amna Qazi reflects on the scariest part of the spooky season: the abuse and appropriation of different cultures as part of a costume. Here's a helpful list to ensure your costume is festive yet respectful.		895	1650
Virtual Networking tips by International/intercultural Students: Aru	11-4-20	IG: Being in a class or attending networking events by live video conference is quite different than being in person with a room full of other people. Our Career Ambassador Aru would like to share a few tips to help you feel more comfortable in front of camera: 1️⃣Practice speaking in front of a phone camera, webcam or a mirror. The more you practice, the more confident you will be! 2️⃣Make yourself comfortable! If you are comfortable, you are less likely to worry about how you look on camera. 3️⃣Make a good first impression by ensuring you have good lighting, angle and background, especially if you are at a professional meeting. Just like the saying "dress for success!" 4️⃣Think of it like talking to a person in real life, and don't worry about making mistakes. With the new normal, virtual meetings became one of the daily routines like meeting in real life.			1214
Virtual Networking tips by International/intercultural Students: Abdul	11-6-20	IG: Getting to know your other classmates with virtual classes might be difficult to navigate, but our Career Ambassador Abdul encourages you to engage with your classmates outside of classes on social media—Snapchat, Instagram, Facebook, you name it! This is a good first step to getting to know one another better and making friends in your virtual courses.			1169
Career Path Tuesday Features: Maryam	11-10-20	IG: Meet Maryam Jamal Soroor, our featured student for this week's #CareerPathTuesday! Prior to her studies here at TRU, Maryam went to Rosary School in the United Arab Emirates. She is a current student in the Bachelors of Arts program majoring in Communications. Maryam's dream career goal is to become a news host on a well known news channel! Want to share your Career Path journey with us? Send us a DM and share your career journey with us for a chance to be featured!			1639
International/intercultural Student Lead IGTV: Honouring Military Nurses with Amna and Wendy	11-11-20	IG: Military nurses courageously dedicate their time providing medical care to personnel in active duty, taking part in humanitarian missions and so much more. This year, in honour of the Year of the Nurse and Remembrance Day, student storyteller Amna Qazi sat down with faculty member and retired military nurse, Dr. Wendy McKenzie to learn more about military nursing and how we can honour veteran military nurses. Check out the TRU Student Life IGTV for full video. FB: Military nurses courageously dedicate their time providing medical care to personnel in active duty, taking part in humanitarian missions and so much more. This year, in honour of the Year of the Nurse and Remembrance Day, student storyteller Amna Qazi sat down with faculty member and retired military nurse, Dr. Wendy McKenzie to learn more about military nursing and how we can honour veteran military nurses		Views: 298	Views: 214
Meet the Cats of Drinking In America FB Live	11-13-20	FB: Check out this exciting discussion with the director and cast members of the upcoming TRU Actor's Workshop Theatre		689 Views: 418	
Career Path Tuesday Features: Kushall	11-17-20	IG: Meet this week's #CareerPathTuesday featured student, Kushall Mehta! Kushall has a Bachelor's degree from @lancasteruni in Business Studies with a major in Marketing. Kushall is currently in the first year of his Finance Post-Baccalaureate Diploma program at TRU, and he hopes to become an investment banker after graduating from TRU. Arriving in Canada just before the pandemic hit, Kushall had to navigate through the challenges of staying motivated to study and attend classes from home on top of settling into a foreign country away from his family. How has Kushall been maintaining his grades while adjusting to the new normal in a completely new country? Hear from Kushall about his self-discipline tips in a future Instagram live discussion. Stay tuned for more information!			1103

Title	Date	Social Copy	ANALYTICS FACEBOOK Reach	INSTAGRAM Reach
Meet the Supplemental Learners FB Live	11-17-20	**FB**: Hear more about the academic supports linked to challenging introductory courses.	741 **Views: 414**	
AS Success Story: Wai Ma	11-20-20	**IG**: Meet Wai Ma: speaker, trainer, author, and Philosophy student at TRU. Read about his story of overcoming adversity and stigma, finding support, and exceeding expectations. Link in bio! **FB**: Meet Wai Ma: speaker, trainer, author, and philosophy student at TRU. Read about his story of overcoming adversity and stigma, finding support, and exceeding expectations. **FB**: https://business.facebook.com/1529406567072507/posts/3991718207507985/	169	1171
Virtual Networking tips by International/Intercultura Students: Bharat	11-25-20	**IG**: Getting used to virtual classes can be tough at times, but our Career Ambassador Bharat would like to encourage everyone to stay positive. Here are some tips from Bharat on how to connect with others in the new normal: 1️⃣While attending an online lecture, take a look at the list of all the participants in the class. You might not know most of the people in your class but you can break the ice by sending them a direct message in the classroom chat. 2️⃣Once you build a rapport with your classmates, send them a connection request on LinkedIn. Always send a personalized invite along with your connection request. It shows that you are thoughtful and take the time to cultivate relationships. 3️⃣Engage as much as possible with people on LinkedIn. When you engage, it speaks volumes of your ability to nurture relationships. 4️⃣Always be respectful of people's boundaries. Some of your classmates might not be interested in connecting with you or they might be a bit reserved and take their time in getting to know you. Respect their boundaries and know that it is alright not to know every single person in your class.		890
International/Intercultural Student Lead IG Live: Dea and Kushal on Maintaining Self-Discipline during Quarantine	11-26-20	**IG**: Moving to Canada in early 2020 meant Kushall had to navigate through the challenges of staying motivated to study and attend classes from home on top of adjusting to a foreign country away from his family at the same time. Hear from Kushall on how he maintains his grades in the new normal in the replay of this Instagram live session.		**Views: 62**
AS Success Story: Nicole Pennock	11-30-20	**FB**: Meet Nicole Pennock: Studying at TRU to become a teacher, Pennock has pushed through many a hardship before getting to this point in her life. Read about her story of having the strength to pull herself out of an emotionally dark place.	143	1677
Peer Mentor of The Month: Amna	12-1-20	**IG & FB**: Congratulations to Amna Qazi, Student Storyteller, for being recognized as December's Peer Mentor of the Month. Amna is a deeply committed nursing student, storyteller and an all-around individual. Amna works collaboratively with other TRU departments to develop meaningful stories that interest students. This semester, Amna has taken the initiative on several projects, such as interviewing faculty to creating video resources. Amna is very keen about her work and brings many bright ideas to the Student Storyteller table. Please join us in congratulating Amna in the comments below.	503	1358
Multi-Faith Chaplains office hours FB Live	12-2-20	**FB**: The Multi-Faith Chaplains are offering virtual office hours online via Zoom on Tuesdays and Thursdays. Check out the website for more dates and individual emails for a one-to-one session.	187 **Views: 51**	
Montreal Massacre Memorial	12-4-20	**FB**: In preparation for TRUFA Status of Women Committee's virtual Violence Against Women Memorial on Friday, Dec. 4 at noon, pause to remember, reflect and understand the impact of this devastating chapter in Canadian history. Login details can be found in blog post.	234	
Amna's Exam Tips	12-8-20	**FB**: With exam season upon us, Student Storyteller Amna Qazi shares some top time management tips to help you rock exam season. 📖🧘	285	1085
AS Success Story: Keisha Anderson	12-9-20	**FB**: Meet Keisha Anderson: as a business and theatre student at TRU, there is no challenge that Keisha Anderson isn't willing to confront head-on. Learn more about her story of jumping through hoops to get support, continuously problem predicting and solving, and fiercely rejecting victimization!	330	1768
Multi-Faith Chaplains Zoom Link	1-5-21	**FB**: "A spiritual aspect enriches everybody life, it doesn't matter what your spiritual system is". Explore your spiritual life at #mytru. Connect with Venerable Ani Gawa Khandro, Reverend Pat Davies, and Fr. Chad Pawlyshyn during the Multi-Faith Chaplaincy's office hours. Join the Tuesday Daytime Session, from 11 a.m. – 1 p.m. Pop by on Zoom for a quick check-in or hang out for some meaningful conversations. Meeting ID: 821 4920 8097.	149	
Multi-Faith Chaplains Zoom Link	1-7-21	**FB**: If you are seeking a deeper connection with your spirituality, check in with the Multi-Faith Chaplaincy for an informal chat about your higher purpose. #mytru #studentlife Connect with Ahmed K. and Jeff Torrans during the Multi-Faith Chaplaincy's office hours. Join the Thursday Daytime Session, from 11 a.m. – 1 p.m. Pop by on Zoom for a quick check-in or hang out for some meaningful conversations. Meeting ID: 821 4920 8097.	168	
Soup Circle	1-27-21		99 **Views:32**	
Career Path Tuesday Features: Manuella	2-2-21	**IG**: Meet our first #CareerPathTuesday feature for this term, who is also one of our Student Storytellers for the current term, Manuela Ceballos! 😊 Manuela graduated from Marymount School in Colombia before she moved to Canada to study at TRU. Manuela is studying to get her bachelor's degree in Psychology with a minor in Marketing. Manuela is still undecided on her dream job, but Manuela really likes the field of legal psychology and developmental psychology. Where is your Career Path taking you? Send us a DM to get featured!		1474
Career Path Tuesday: Thairu	2-2-21	**IG**: Meet this week's #CareerPathTuesday, Thairu Gichuhi! Thairu is currently in the last semester of his International Business Post-Baccalaureate Diploma program at TRU. Prior to TRU, Thairu completed his undergraduate degree in Development Studies and his master's degree in Project Management. Thairu's dream job is to work as a project manager at institutions that promote and offer programs and solutions in market development for SMEs in agri-business and community-based social enterprise. Where is your career pathway taking you? Send us a DM to get featured!		1074
Racism, Respect, and Freedom of Speech FB Live	2-3-21	**IG & FB**: In alignment with World Interfaith Harmony Week, join TRU's Multi-Faith Chaplaincy, along with special guests, in a meaningful discussion about racism, respect and freedom of speech from a multi-faith perspective.	**Views: 606**	
Racism, Respect, and Freedom of Speech FB Live	2-3-21	**FB**: In alignment with World Interfaith Harmony Week, join the Multi-Faith Chaplaincy, along with special guests, in a discussion about racism, respect and freedom of speech from a multi-faith perspective in this virtual panel.	1k **Views: 607**	
SL Leaders: Aneesha	2-6-21	**IG & FB**: Aneesha never studies without all sorts of colored pens, highlighters, and a notebook. What she wishes she knew on her first day at TRU: take courses that fascinate you, don't be afraid to ask questions, and don't let anything confine you.		1584
Co-oped Up: Nazli Bostandoust	2-8-21	**FB & IG**: Meet the third-place winner of our #TRUCoopedUp photo contest from last summer, Nazli Bostandoust! Nazli, a post-baccalaureate student majoring in International Business, had the opportunity to do a remote co-op position as a Learning Strategist for the Orientation and Transition team at TRU over the summer. Read more about her WFH experience here: https://inside.tru.ca/2021/02/08/ask-adapt-and-accept-nazlis-co-oped-up-experience/	226	1554
Moose Hide Campaign Link	2-8-21	**FB**: The Moose Hide Campaign is a grassroots movement of Indigenous and non-Indigenous men and boys standing up against violence towards women and children. Indigenous Student Development will be supporting this nationwide event on February 11 and furthering awareness throughout Indigenous Awareness Week, Feb 22 – 26. Follow TRU Gathering Place or @tru_indigenous on Instagram for more info and updates.	127	
Career Path Tuesday Features: Devansh	2-9-21	**IG**: This week's #CareerPathTuesday featured student is Devansh Thakkar! ⚽ Devansh has a Bachelor's degree in Accounting from @delhiuniversityoffical, and is currently in the Post-Baccalaureate program at TRU majoring in Accounting. Devansh dreams of becoming an accountant for one of the four biggest public accounting companies in the world! Want to share your Career Path journey with us? Send us a DM and share your career journey with us to be featured!		1374
Moose Hide Campaign: Fasting	2-9-21	**FB**: Fasting is a key practice within the Moose Hide Campaign and is a means of testing, practicing, and deepening a commitment to our values and intentions. It calls upon us to make the sacrifice of food and water to challenge us to move from intentions to action, from beliefs to experience. Check out the website for more details about this practice. https://moosehidecampaign.ca/documents-and.../guide-to-fasting Follow Moose Hide Campaign, TRU Gathering Place or @tru_indigenous on Instagram for more info and updates. #mytru #moosehidecampaign	258	

		ANALYTICS	FACEBOOK	INSTAGRAM
Title	**Date**	**Social Copy**	**Reach**	**Reach**
Career Ambassadors Live at Lunch with Dea, Aru, and others!	2-10-21	**IG:** Introducing our new Instagram live series: Career Ambassadors Live At Lunch! ✋ 🧑‍💻📱 Every Wednesday at 1 PM PST, one of our Career Ambassadors will be going on Instagram live with a special guest—who could be your professor, peer, or an industry professional—to discuss various career-related topics and more! Stay tuned to our Instagram stories to submit your questions and topic suggestions each week. Enjoy your lunch break with us! ☺☐☐		Views:798
Definitions/Terms	2-10-21	**IG & FB:** Understanding the power of language and using it effectively and appropriately is vital to anti-racist action and education. Because language (and our learning) around equity, diversity, and inclusion is continuously evolving, we welcome opportunities for dialogue on this topic. Some language may be triggering and can evoke an emotional response, please utilize support tools, resources and networks if it feels necessary. . Discover more terms and resources at tru.ca/intercultural.html	344	1209
SL Leaders: Elvira	2-11-21	**IG & FB:** Why I became an SL leader: Being a scientist means working in groups a lot; it's important to lead a group, be an organized person, and a good presenter, which is what being an SL leader has taught me.	141	1164
SL Leaders: Cassidy	2-12-21	**IG:** The best advice I ever received: "Do the best that you can, with the resources you have, and the time allotted." Learning to be happy with my personal best, instead of having to be the best has taken a huge weight off my shoulders and allowed me to enjoy the journey a lot more.		1225
Acquiring Access FB Live	2-12-21	**FB:** Student Storyteller Keisha Anderson and Accessibility Experiential Learning Coordinator Jenn Mei discuss overcoming obstacles, accessing supports and carving out your professional pathway.	600 **Views: 286**	
Together We Bannock	2-13-21	**IG & FB:** In collaboration with @tru_indigenous for Indigenous Awareness Week, the Office of Student Life welcomes you to Together We Bannock, a live cook-along demonstration led by Indigenous Student Mentor Rebecca Fabian on Feb 25 at 5 P.M. Register before Feb 15th to receive your own bannock-making kit in the mail! Link in bio! 📎 (Canadian residents only)	277	1314
Career Path Tuesday Features: Simran	2-16-21	**IG:** Meet this week's featured student for #CareerPathTuesday, Simran Kaur! Simran has a Bachelor of Science degree in Life Science that she obtained from Sri Guru Tegh Bahadur Khalsa College at the University of Delhi. Attracted by corporate life, Simran is pursuing her Post-Baccalaureate Diploma in Marketing at TRU. Simran aspires to have a career in the research field of marketing. She is hungry for gaining knowledge and analyzing large amounts of data to make it more understandable. Want to be our next feature? Send us a DM!		1617
Definitions/Terms	2-17-21	**IG & FB:** Understanding the power of language and using it effectively and appropriately is vital to anti-racist action and education. Because language (and our learning) around equity, diversity, and inclusion is continuously evolving, we welcome opportunities for dialogue on this topic. Some language may be triggering and can evoke an emotional response, please utilize support tools, resources and networks if it feels necessary. . Discover more terms and resources at tru.ca/intercultural.html #mytru #trustudentlife	280	1141
Dea's Advice on Making Better Connections	2-18-21	**IG:** With virtual classes, making friends online isn't as simple as saying hello to the student sitting next to you. Here is a tip from Career Ambassador Dea on how to meet new friends online: "Pick a random person or two from the class participants list on Moodle, and invite them to connect outside of classes! You can ask them to stay in touch through phone number, social media, or even email address." Read more about Dea's advice at fb.com/TRUCareerEducation.		1271
AS Success Story: Justine Chave	2-18-21	**FB:** Justine Chave is a high school honours graduate, an avid community volunteer and a social work major. Learn how she navigated unpredictable health challenges, advocated for herself, and squashed stigma along the way.	199	1076
Acquiring Access FB Live	2-19-21	**FB:** Student Storyteller Keisha Anderson and Accessibility Advisor Jeff Dineley discuss support systems and professional pathways.	662 **Views: 334**	
Building a Safe Community	2-19-21	**FB:** Hear from this collective of campus and community partners about consent, rape myths, local support systems and how to be an active bystander	596 **Views: 297**	
SL Leaders: Katie	2-21-21	**IG & FB:** Katie's advice: Make time for yourself; go for a walk, connect with friends, or read a book. These breaks will recharge you and make study time more productive! How SL helped me: it moved me beyond simply memorizing concepts actually to start understanding them, which is key for success.	178	1026
Acquiring Access FB Live	2-22-21	**FB:** Student Storyteller Keisha Anderson and Assistive Technology Specialist Nadia Karim, discuss productivity, time management and assistive technology supports.	616 **Views: 299**	
Career Path Tuesday Features: Amna	2-23-21	**IG:** Meet this week's featured student for #CareerPathTuesday, Amna Qazi! After completing high school at South Kamloops Secondary School, Amna is now studying hard in the Bachelor of Science in Nursing program at TRU. Her dream is to one day have a job where she can make a real difference, hopefully by changing governmental policy for the better! Where is your career path going to take you? DM us to be our next feature!		1005
Definitions/Terms	2-24-21	**IG & FB:** Understanding the power of language and using it effectively and appropriately is vital to anti-racist action and education. Because language (and our learning) around equity, diversity, and inclusion is continuously evolving, we welcome opportunities for dialogue on this topic. Some language may be triggering and can evoke an emotional response, please utilize support tools, resources and networks if it feels necessary. . Discover more terms and resources at tru.ca/intercultural.html	283	857
Understanding Land Acknowledgements	2-24-21	**FB:** Acknowledging the land and protecting its health is essential in concrete and institutional spaces because it contextualizes the environment's vibrance and complexities. It shows that we are interconnected and interdependent on the health of the land. Respecting Indigenous traditions is important not only for the well-being of Indigenous people, but for everyone. Learn more about why land acknowledgments matter in this two-part Facebook Live panel discussion	955 **Views: 600**	
Understanding Land Acknowledgements	2-24-21	**FB:** Acknowledging the land and protecting its health is essential in concrete and institutional spaces because it contextualizes the environment's vibrance and complexities. It shows that we are interconnected and interdependent on the health of the land. Respecting Indigenous traditions is important not only for the well-being of Indigenous people, but for everyone. Learn more about why land acknowledgments matter in this two-part Facebook Live panel discussion	180 **Views: 104**	
SL Leaders: Andrea	2-25-21	**IG & FB:** I didn't think I needed SL until I left the first session with a better understanding of the content and feeling like there was a safe space to ask questions. "It's okay to mess up sometimes." Being an SL leader taught Andrea that it's okay to take the risk and learn from mistakes.	175	951
Aru's Advice on Building Healthy Habits	2-25-21	**IG:** After starting the new year in a pandemic, most people's goals and resolutions look a little bit different. Career Ambassador Aru has offered some insight about how to create healthy habits and keep those resolutions going! "By building habits and even improving everyday by 1%, you will end up with a compounded result. Personally, I believe that small changes, such as new habits or changes in daily routine will lead you to your end goal."		1152
Peer Mentor of The Month: Urvi	3-1-21	**IG:** Congratulations to Urvi Chandak, Resident Advisor, for being recognized as March's Peer Mentor of the Month! Urvi is known for her ability to lead a team of leaders. Within her Resident Advisors team, Urvi has helped coordinate activities with each of her colleagues, build strong relationships, and take on additional tasks like social media management, extra shifts, and programming. Urvi is a great support to TRU Residences and continues to drive passion and enthusiasm for her role as a Resident Advisor. Please join us in congratulating Urvi in the comments below.		1634
Definitions/Terms	3-3-21	**IG:** Understanding the power of language and using it effectively and appropriately is vital to anti-racist action and education. Because language (and our learning) around equity, diversity, and inclusion is continuously evolving, we welcome opportunities for dialogue on this topic. Some language may be triggering and can evoke an emotional response, please utilize support tools, resources and networks if it feels necessary. . Discover more terms and resources at tru.ca/intercultural.html	225	861
International Women's Day	3-8-21	**IG & FB:** It's International Women's Day and this year's theme is Choose to Challenge. Honour all self-identified women today (and always) by taking action and speaking out against bias and inequality. . Who are you celebrating on International Women's Day? Tag someone you want to celebrate on International Women's Day OR tag a community organization that supports women!	215	1048

Title	Date	Social Copy	ANALYTICS FACEBOOK Reach	INSTAGRAM Reach
Career Path Tuesday: Jessi	3-9-21	IG: Meet this week's #CareerPathTuesday feature, Jessi Guercio! Jessi has been with Thompson Rivers University for close to five years—first starting off as a Student Recruiter-Advisor in the Future Students Office, and now as the Employer Liaison Coordinator at the Career and Experiential Learning department. Jessi has extensive experience in relationship development within the community through his TRU work and his time volunteering for an array of arts & culture events in Kamloops. Where is your career pathway taking you? Send us a DM to get featured!		1372
Definitions/Terms	3-10-21	IG & FB: Understanding the power of language and using it effectively and appropriately is vital to anti-racist action and education. Because language (and our learning) around equity, diversity, and inclusion is continuously evolving, we welcome opportunities for dialogue on this topic. Some language may be triggering and can evoke an emotional response, please utilize support tools, resources and networks if it feels necessary. . Discover more terms and resources at tru.ca/intercultural.html	155	855
LNAP Live with Amna and Sarah	3-11-21	IG: Long Night Against Procrastination Learn some helpful strategies for bringing yourself back to the present moment with Sexualized Violence Prevention and Response Manager Sarah Coyle		Views: 390
Acquiring Access FB Live	3-11-21	FB: Just in time for Long Night Against Procrastination - Student Storyteller Keisha Anderson and Evelyne Penny, Learning Specialist, discuss academic supports and making the most of student life.	385 Views: 229	
Theresa John Blog	3-12-21	IG & FB: As part of Indigenous Awareness Week, Theresa John, a Dakelh (Carrier) and member of the Lusilyoo (frog) Clan from the Northern Interior of BC, facilitated discussions and wrote this piece about the necessity and importance of land acknowledgements.	140	1124
AS Success Story: Anon	3-16-21	FB: Having completed a bachelor's degree in biology a few years ago, this student, who has wished to remain anonymous, has returned to pursue his true passion for nursing and psychology. Learn more about how his frustrations led to self-exploration, solution-seeking, self-advocacy, and ultimately self-fulfillment. 🧗 Link in bio!	192	1169
Focus on Faith: A Conversation with Venerable Gawa FB Live	3-17-21	FB: Connect with Buddhist nun Venerable Gawa Khandro to ask questions about life, faith and spirituality. The Multi-Faith Chaplaincy provides religious and spiritual care to the TRU community - check out the website to book an appointment with a specific chaplain	235 Views: 136	
Definitions/Terms	3-17-21	IG & FB: Understanding the power of language and using it effectively and appropriately is vital to anti-racist action and education. Because language (and our learning) around equity, diversity, and inclusion is continuously evolving, we welcome opportunities for dialogue on this topic. Some language may be triggering and can evoke an emotional response, please utilize support tools, resources and networks if it feels necessary. . Discover more terms and resources at tru.ca/intercultural.html	131	751
Meet the Tutor: Maggie	3-19-21	IG & FB: The tutor we have for #MeettheTutor today is Maggie! She has a Master's of Science in Environmental Economics Management and is currently job seeking in Toronto. Writing Challenge: Weak vocabulary. Maggie felt bored with her writing and wanted to use more colourful or professional language. Tutor Solution: Maggie is still working on the way to solving this issue! She reads more journal articles and recommends a thesaurus to expand your vocabulary	155	892
Career Path Tuesday: Stephanie	3-23-21	IG: Meet this week's #CareerPathTuesday feature, Stephanie Tate! Stephanie completed her Bachelor of Arts degree in Communications and Public Relations at TRU in December 2019. During her degree she completed three co-op work terms in the Faculty of Student development and she is now enrolled in the Master of Education program at TRU. Stephanie values the connection of community, whether that connection is here on campus or in the broader world. In her career, Stephanie wants to cultivate connection in higher education by supporting students who will help shape communities. Want to be our next feature? Send us a DM!		1107
Definitions/Terms	3-24-21	IG & FB: Understanding the power of language and using it effectively and appropriately is vital to anti-racist action and education. Because language (and our learning) around equity, diversity, and inclusion is continuously evolving, we welcome opportunities for dialogue on this topic. Some language may be triggering and can evoke an emotional response, please utilize support tools, resources and networks if it feels necessary. . Discover more terms and resources at tru.ca/intercultural.html	119	783
Meet the Tutor: Shanelle	3-26-21	IG & FB: Say hello to Shanelle, this week's #MeettheTutor! Writing Challenge: Shanelle once encountered difficulties in completing the literature review of her thesis. The problem was mainly centred around the collection of specific data and the continuity of different topics. Tutor Solution: She looked for the best combination of thesis templates by reading other well-crafted theses. At the same time, she paid attention to current events and kept updated data. Take a peek at TRU Student Life's Instagram stories to find a fun fact about Shanelle!	121	1320
Trans Day of Visibility	3-31-21	IG & FB: On Trans* Day of Visibility, we celebrate transgender people and acknowledge the struggles and discrimination that trans folks might face. Student Services can offer a space for discussion, support, and a sense of community. Please see the link(s) in our bio, for on-campus and community resources, and to join today's Kamloops Pride event.	135	910
Career Path Tuesday: Rehan	4-6-21	IG: Meet this week's #CareerPathTuesday student feature, Rehan Ahmed! Rehan is a student in the Associate of Commerce & Business Administration program at TRU. Prior to moving to Canada, Rehan studied at The Cambridge School in India, where he got to meet international students for the first time in his life. Aside from his passion about photography, Rehan would also like to pursue his dream of promoting soccer, making professional soccer training accessible to underprivileged children who are just as passionate about soccer as he is.		1522
Happy Ramadan!	4-12-21	IG & FB: Wishing a very Happy Ramadan to our TRU community! Stay tuned for more Ramadan content from TRU Student Life 🕌🌙🌃🕋©	249	1041
Socially Distabced Ramadan: Tips for staying connected	4-13-21	IG & FB : Discover creative and thoughtful ways to maximize this holy month. Check out these five tips to have a meaningful and connected yet socially distant Ramadan	148	1331
Share your Intercultural	4-26-21	IG & FB: Have you ever had an experience that increased your awareness and understanding of sociocultural diversities? The Intercultural Understanding Subcommittee (IUSC) would like to hear your stories of intercultural learning at TRU. Please fill out the survey to provide a short-written submission or a 1-2 minute video	201	979
Acquiring Access FB Live	2/29/2021	IG: Student Storyteller Keisha Anderson and Accessibility Advisor Stacy Peña will discuss the power of learning adaptations, the importance of support systems and all things student life.	500 Views: 258	

Appendix C SOAR Analysis Report

INTERCULTURAL UNDERSTANDING SUB-COMMITTEE OF SENATE SOAR SUMMARY

April 2021

Summary

This report summarizes the strategic SOAR workshop that faculty, staff and students associated with the Intercultural Understating Subcommittee of Senate participated in online on April 19, 2021. Results are framed in discussion of over-arching Strengths, Opportunities, Aspirations, and Results (SOAR). The SOAR approach was chosen in order to facilitate action planning and to move forward with a renewal and strategic planning for the core theme planning process program as well as to gather knowledge from the community as a whole. Raw results from collected worksheets are appended to this document (Appendix A).

SOAR is an information gathering and planning framework with an approach that focuses on strengths and seeks to understand a system and its environment by including the voices of the relevant stakeholders. Focusing on strengths means that the SOAR conversations centered on what is already being done well, which areas or initiatives can be enhanced, and builds on what is compelling to the various stakeholders. By engaging faculty, students, and staff from across TRU, we were able to capture a broad picture of a complex system by accessing many different perspectives. This systems approach tries to find patterns within the integration and dynamics of the many relationships and interactions among people, programs, functions, and the broader environment. This helps stakeholders see and understand at a high level how the system works and where their unique contribution makes a difference.

Based on the information collected during the SOAR conversations, the recommended areas for IUSC to focus on at least initially are: (cultural) safety, learning opportunities, and sustainability. These broad categories serve as a framework for measurement, and associated goals or metrics could be drawn from the results section.

I recommend setting narrow and achievable goals within each of these three categories, using the attached action planning sheet. Regular reporting and updates should be part of the work of crafting the desired outcomes, with shared responsibility for results.

I have done my best to faithfully represent the ideas brought forward during the exercise, and have made changes to wording or spelling in good faith with the statements as they were written/stated in the session. I am grateful to all the participants for their willingness to engage in this meaningful conversation. Any errors or omissions in this document are my own. Special thanks to Kyra Garson and Alana Hoare for developing the framework for this exercise and serving as facilitators.

Presented to the faculty by:

Catharine Dishke Hondzel

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Strengths

Participants were asked to consider various strengths of TRU's approach to intercultural understanding headings of four different questions (What have we done well so far? What are we most proud of so far? What positive aspects have students/ faculty/ employers/ others commented on? What makes us unique?).

Key strengths are indicated below with a sampling of statements shared by SOAR participants that supported the key theme. These themes are the foundations for the work to implement the action plan. Actions should be grounded in and build upon the strengths and commitments that exist at TRU and bring together complimentary initiatives and ongoing committee work.

Key strengths brought forward in this SOAR exercise were: The Intercultural Coordinator Role, Visible Institutional Priorities, Programs and Events, Embedded Academic Initiatives, and Structures to support faculty and staff engagement.

Strength	Supporting Statements
Intercultural Coordinator role	• Grateful for Kyra's role to support faculty and students in baseline knowledge of interculturalization. • Intercultural coordinator position has evolved over the past decade, more focus on professional development for faculty • Hired designated coordinator • Intercultural Ambassadors - Indigenous Mentors - other peer mentor programs - students leading the learning
Visible Institutional Priorities	• "Increasing intercultural understanding" as one of TRU's strategic priorities and core theme of accreditation • Signage on campus - Secwepemc language - also artwork representing Indigenous artists, concepts • Secwepemc in vision statement - not just language but also values conveyed • Special advisor to the president on Indigenous affairs • Securing the first Canada Research Chair in Indigenizing higher education • Executive director of Indigenous Education • Part of Strategic plan and academic plan • EDI part of tenure and promotion • The vision that honors local Indigenous Peoples through the use of Secwepemc words.

	• Coyote Brings Food Project engages all faculty; the process is engaging and raises awareness -- base funded • Cultural safety/Humility has been noticed in both faculty providing the education and the students working in the community in professional roles. • That Indigenization has been at the core of many institutional programs, structures and policies.

Programs and Events	• Tried a number of things, IDays, Global Competency, Interculturalizing the Curriculum. Intercultural Intersections conference, Intercultural Ambassadors program, Coyote brings food project, LEAP program, Study Abroad
	• International Orientation - space in orientation for intercultural understanding (also in domestic orientation)
	• Training workshop opportunities (Interculturalizing Curriculum)
	• "I Days" should be a foundational platform where more work can be done.
	• The LII (Learning in Intercultural Intersections) Conference
	• Our International and Indigenous students/ faculty make us unique
	    o Orange Shirt Day
	    o Indigenous Pow Wow
	    o I-Days

Embedded Academic Initiatives	• Increased scholarly component of IDays (Intercultural Days to reflect Indigenous component, and given more space in addition to International • Knowledge Makers initiative - recognized internationally, to empower Indigenous emergent researchers • Study Abroad programs that open up ones' views of other Indigenous peoples around the world -- Tri-Nation Study Abroad that aims at Indigenous students for the purposes of increasing awareness of multiple perspectives (e.g., Australia, Arizona, Canada) --sharing knowledge and culture--more immersive • Global Competency Credits for intercultural competence for students • Development of Indigenous courses/practice courses in partnership with Indigenous Peoples.

Structures to support faculty and staff engagement	- Committees exist to move initiatives forward (i.e., SiAC) - More people in roles, EDI coordinator, - EDI best practices with Equity committee - The People are so passionate about what they do!! Having this recognized through appropriate funding to allow for sustainability. - Indigenous advisor to the President (high up position) - Faculty award for interculturalization

Opportunities

Participants were asked to consider the changes that TRU can expect to see in the next 3-5 years with respect to Intercultural Learning, the external forces and trends that may impact the work, and the opportunities that exist for future development. These opportunities are reinforced by how they influence and impact students, faculty, and the community. Opportunities present areas to consider for actions planning. What elements of growth and demand can be supported by the strengths?

The exercise brought forward the following areas where there are immediate opportunities to prioritize and create an action plan or approach. These include offering more learning opportunities for faculty, staff and students, developing new tools to understand the reach and impact of intercultural understanding initiatives, and appropriately resourcing initiatives so that they are sustainable and goals can be met.

Opportunity	Supporting Statements
Offer/require more learning opportunities for faculty, staff, and students	- Mandatory Indigenous course for faculty - Over the years weaving in Intercultural understanding… it would be nice if faculty would be required to take the intercultural understanding course!! - Indigenous understanding/ways of knowing/being requisite knowledge of faculty and staff at TRU - More training for all stakeholders - there are people who need it but never attend - Incorporate points for faculty to receive reward in relation to tenure and promotion - Intercultural Development Inventory-great resource to assess faculty understanding to add to the requisite training/re-training for faculty. - Training is attended by the converted - the ones who need it don't attend. - Indigenous students want more programs developed with Indigenous focus - Mandatory Indigenous course for all programs - ProD days by HR and Admin - ProD for faculty interculturalizing the curr, etc. - HR course for current/new employees - More curriculum (books, resources) - Indigenous Knowledge and ways embedded in every course.

Develop tools to understand the impact of current initiatives on students, faculty, and staff	- Systems perspective - For example, Study Abroad program had an incredible impact on advancing intercultural understanding - We need to take a deep dive - leadership needs to prioritize this work - Call to action for TRC positively impacts intercultural efforts - Students are experiencing meaningful learning from Indigenous curriculum. - Increased clarity/communication on TRU's vision of Indigenization to students.
Recognize what people and resources are required to appropriately to support and lead key initiatives	- TRU needs a coordinator equivalent to Kyra that focuses on Indigenous efforts (scholarly, educational, academic conference, professional development resources for students and faculty, advising, consulting) - Faculty / research position - Support for Peer mentor programs - Resourcing is critical to moving us forward - More representation at the grassroots level and leadership - Increasing diversification of faculty on campus and in OL to better represent the demographic of BC and TRU's students - Faculty course release to develop program to acknowledge the time required for curriculum development - More for faculty and staff - hone in on the values and goals - Institution needs to create more funding/resources for needed initiatives for example more Indigenous courses in all programs. - Move from rhetoric to reality - we have a lot of nice words but do not give enough support to true intercultural understanding - Resources/ProD for community

Aspirations

Aspirations reflect the deeply-held values of the faculty engaged in the program development and delivery. The themes represent the areas in which to meaningfully focus the program's strengths and opportunities. In an uncertain environment with many possible outcomes, the aspirations orient the program and provide a way to increase capacity while strengthening existing processes.

Instead of taking statements directly from the worksheets, I've taken the liberty of summarizing the aspirations the group indicated were important to consider in order to foster continued growth and success. These aspirations reflect the strengths and opportunities, and should be tied to results where measurement is indicated. Aspirations at this level can serve as operational goals with targets driven by specific initiatives or desired results. There are others that can be drawn from the collected responses of participants.

To me, it was clear that participants care deeply about TRU being safe (from an intercultural perspective), offering a variety of meaningful learning opportunities, and ensuring a sustainable approach to intercultural learning.

(Cultural) Safety
Every group indicated a need for a safe environment, recognizing that intercultural learning sometimes generates conflict and tensions between students/faculty/staff from different backgrounds. Safety as a concept requires knowledge, effective practices, and a framework for discussing difficult topics. Students and faculty should feel that they can contribute and be valued for producing knowledge and making contributions which are rooted in their cultural worldview.

Learning Opportunities
Training and learning opportunities are needed in order to better prepare faculty, staff, and students in meaningful dialogue and broaden understanding about intercultural awareness. Many groups indicated that mandatory training for faculty, chairs, hiring committees, and the required intercultural credit for students will reduce systemic racism and stimulate learning about realities and worldviews of others.

Sustainability
Dozens of programs, initiatives, services, and events were listed as projects, programs and processes that support aspirations. This means that many people are engaged in this work, but also that a very small group of people are leading a lot of initiatives. Distributed leadership, sustained funding, recognition of the effort and work, and coordinated/consolidated approaches could be considered to reduce the burden on some while including more individuals in the effort to enhance learning and intercultural understanding.

Results

The SOAR process asked participants to consider what meaningful measures will indicate that an initiative is track with achieving its goals, what measurable results need to be captured, and what resources are needed to implement program improvements. The committee should take steps to agree on the goals that should be set, establish targets for measurement, decide on a means of tracking over a set period of time (monthly, annually, etc.) and determine how results will be reported.

This final section of the SOAR report is an invitation to innovate to transform creative ideas into action items. Since every organization has limited resources, choices must be made that make the best use of existing processes, systems, and structures within an established institutional culture.

Goal	Potential Measures
Learn about the extent of EDI understanding on campus	• Faculty, staff, student surveys • Focus groups • Student journaling • Focus groups with students/ faculty/staff • Awareness of variety of supports and services • Potential student/ UR projects
Enhance learning opportunities	• Achievement on ILO • Number of courses • Student enrolment in intercultural courses • Participation in training sessions • Student ambassador feedback/ responsiveness to recommended program changes
Establish ongoing measurements associated with positive intercultural understanding	• Reports from HR • Number of people who have received intercultural training • Number of BIPOC employees hired • Number of Elders int eh gathering place • Component of cyclical program review • Evidence from various stakeholder groups that they feel welcomed and valued - that they believe TRU is serious about intercultural understanding and has supported their learning
Monitor new and existing financial commitments	• Staffing rates • Budget structure to fund Elders

	• Ongoing base-funding in faculties and schools
	• Established intercultural department with more funding and staff
	• Advancement personnel tied to EDI and Intercultural opportunities

TRU IUSC Action Plan	2021

Vision/ Mission Statement

Goal	Actions	Timeframe for Activity	By Whom

Appendix A: SOAR Raw Worksheet Responses

Strengths: What can we build on?

1. **What have we done well so far?**
   - Grateful for Kyra's role to support faculty and students in baseline knowledge of interculturalization.
   - We need more resources and supports for interculturalization.
   - Global Competency Credits for intercultural competence for students
     - Jenna/Kyra are revising STSS 1060 (Intercultural Communication) to increase to 3 credits Winter 2022. Intercultural Understanding and Communication Elective that will meet Indigenous Ways of Knowing and Intercultural Understanding.
       - Can this be a requisite course?
   - Intercultural coordinator position has evolved over the past decade, more focus on professional development for faculty
   - Increased scholarly component of IDays (Intercultural Days to reflect Indigenous component, and given more space in addition to International)
   - "Increasing intercultural understanding" as one of TRU's strategic priorities and core theme of accreditation
   - Special advisor to the president on Indigenous affairs
   - Executive director of Indigenous Education
   - Infrastructure created to support intercultural awareness
   - Committees exist to move initiatives forward (i.e., SiAC)
   - Enhanced connectivity through technology
   - Securing the first Canada Research Chair in Indigenizing higher education
   - $400,000 grant for EDI over two years
   - Hired designated coordinator
   - Training workshop opportunities (Interculturalizing Curriculum)
   - Indigenous advisor to the President (high up position)
   - Secwepemc in vision statement - not just language but also values conveyed
   - Signage on campus - Secwepemc language - also artwork representing Indigenous artists, concepts
   - Connection to community - T'kemlups
   - International Orientation - space in orientation for intercultural understanding (also in domestic orientation)

- Tried a number of things, IDays, Global Competency, Interculturalizing the Curr. Intercultural Intersections conference, Intercultural Ambassadors program, Coyote brings food project, LEAP program, Study Abroad,
- More people involved, representation, TRUSU-student involved
- ILO
- Increase awareness through curriculum, content creation,
- More people in roles, EDI coordinator,
- Part of Strategic plan and academic plan
- EDI part of tenure and promotion
- EDI best practices with Equity committee

2. **What are we most proud of so far?**
   - The People are so passionate about what they do !! Having this recognized through appropriate funding to allow for sustainability.
     - Kyra, Tina…
   - This Committee !
   - "I Days" should be a foundational platform where more work can be done.
   - New Prez and the vision that honors local Indigenous Peoples through the use of Secwepemc words.
   - Proud of the different groups on campus for coming together to care for International students.
   - Development of Indigenous courses/practice courses in partnership with Indigeous Peoples.
   - We're great with ideas and aspirations but we are shy on resources.
   - Coyote Brings Food Project engages all faculty; the process is engaging and raises awareness -- base funded
   - TRU World initiatives
   - Knowledge Makers initiative - recognized internationally, to empower Indigenous emergent researchers
   - Study Abroad programs that open up ones' views of other Indigenous peoples around the world -- Tri-Nation Study Abroad that aims at Indigenous students for the purposes of increasing awareness of multiple perspectives (e.g., Australia, Arizona, Canada) --sharing knowledge and culture--more immersive
   - Field Schools create opportunities to experience different cultures
   - TRU World is actively working on increasing Study Abroad opportunities and International Field Schools

- That Indigenization has been at the core of many institutional programs, structures and policies.
- The continued commitment to the work being done on campus, but more needs to be done.
- Our institution is located in T'kemlups - Shuswap territory.
- That our campus uses intercultural language and a lot of people understand what it means
- Intercultural Ambassadors - Indigenous Mentors - other peer mentor programs - students leading the learning
- Grassroots initiatives, people doing the work
- Including students, mentorship
- Positive momentum
- Institutionalization of Int Understanding

3. **What positive aspects of intercultural understanding have students/ faculty/ employers/ community member or others commented on?**

- Cultural safety/Humility has been noticed in both faculty providing the education and the students working in the community in professional roles.
- The LII (Learning in Intercultural Intersections) Conference
- Faculty members who have published in this area as a result of LII or ICC
- When we understand our own bias and privilege/or lack of then we can totally empathize with other people's experience and what they are going through. That can help us to continue to learn about our own disciplines and others as after all we are global citizens.
- Diversity of students/employees
- Positivity to engage

4. **What makes us unique?**
- Smaller campus/Class sizes with an opportunity to make changes in the curriculum;
- Our International and Indigenous students/ faculty make us unique
- Orange Shirt Day
- Indigneous Pow Wow
- I-Days
- So respectful in sharing our cultures.
- Renewed our agreement with TK'emlups/Secwepemc
- Progressive
- Small/grassroots

- Student demographics - all "3" student groups are culturally diversese
- Nature of our institution: comprehensive university with diverse diplomas and degrees for diverse demographic of students.
- Faculty award for interculturalization
- Open institution and serving a diverse population (urban/rural/Indigenous/international)
- Our ability to construct deeper constructive community relationships.

Opportunities: What are our best future opportunities?

1. **What changes do we expect to see in the next 3-5 years?**
   - This is a challenging thing to answer- we hope to be in a post covid environment but so many factors are unknown.
   - Over the years weaving in Intercultural understanding… it would be nice if faculty would be required to take the intercultural understanding course!!
     - Don't know what it would look like…
     - Would be a great opportunity for everyone to set a baseline/foundation of understanding.
   - Students have the least power to ask for more information on interculturalization the curriculum
     - So let's make it a faculty responsibility to use interculturalization.
     - There is such a diversity of education of faculty so let's get a baseline.
   - Indigenous understanding/ways of knowing/being requisite knowledge of faculty and staff at TRU
     - How will we measure this in five years?
     - How will we know we've achieved what we said we would achieve?
   - Resourcing is critical to moving us forward
   - TRU needs a coordinator equivalent to Kyra that focuses on Indigenous efforts (scholarly, educational, academic conference, professional development resources for students and faculty, advising, consulting)
   - Systems perspective - For example, Study Abroad program had an incredible impact on advancing intercultural understanding
   - International Field Schools rely on faculty champions to take students out
   - More sustainable structures to support program development
   - Incorporate points for faculty to receive reward in relation to tenure and promotion
   - Faculty course release to develop program to acknowledge the time required for curriculum development

- Increasing diversification of faculty on campus and in OL to better represent the demographic of BC and TRU's students
- A new and larger space for Indigenous Students (Cplul'kw'ten)
- Faculty / research position
- Support for Peer mentor programs
- More scholarships for international students - Indigenous students
- More training for all stakeholders - there are people who need it but never attend
- We need to take a deep dive - leadership needs to prioritize this work
- Dismantle systems of oppression
- All tenure standards to address EDI
- Considering different ways of knowing in the institution
- Formal policies
- Supports for international students
- Supports for students/staff
- Accessibility for all of campus
- Continued momentum, more institutionalization, more resources
- More representation at the grassroots level and leadership
- How we teach and what we teach will keep changing

2. **What external forces or trends may impact our work?**
   - Covid
     - Fiscal impacts
     - Decline in human/material/technical resources
   - Connectivity to the internet is a barrier for some and yet an opportunity for others to decrease travel barriers/access.
   - Burnout from the perpetual schedule of being on line for staff/faculty/students.
   - Call to action for TRC positively impacts intercultural efforts
   - Government funding, e.g., $400,000 for EDI,
     - federal government launched a round of internationalization funding and TRU received funds to develop wrap-around support for underrepresented student population to go to non-traditional destinations (e.g., Spanish-speaking)
   - Knowledge makers research publication
   - Statement of commitment that institutions must strive for
   - Post COVID - (travel, regulations, etc)
   - Emerging diseases _ future pandemics
   - Downward trend in enrollments (Domestic) - or international - this is being projected due to shrinking global middle class

- Economic shifts
- Racism - changes or exacerbation in attitudes towards International students
- Pandemic
- Gov't
- Socio/political climate
- Local projects
- What other universities are doing?

3. **What opportunities exist for intercultural understanding at TRU?**
   - Intercultural Development Inventory-great resource to assess faculty understanding to add to the requisite training/re-training for faculty.
   - Better word for mandatory/requisite training to improve reception.
   - Mandatory Indigenous course for faculty
   - Indigenous Knowledge and ways embedded in every course.
     - How allies can teach this in courses
       i. Provide resources for support/delivery.
   - Secwpmec Advisor/Scholar for all faculties at TRU
     - Guide faculty on Indigeous Ways/Knowing into curriculum
       i. Gary Gottfredson should be a permanent faculty.
       ii. Other scholars needed to support faculty.
   - Focus on EDI - depends on how TRU engages with and resources this work (beyond just a checklist)
   - Provincial and national networks to tap into
   - Recognition beyond award - built into P &T standards
   - Awareness more, supported by MARCOM
   - Return to campus funding
   - ProD days by HR and Admin
   - ProD for faculty interculturalizing the curr, etc.
   - HR course for current/new employees
   - More curriculum (books, resources)

4. **What are students, faculty, and/or the community asking for?**
   - Gary Gottfredson and more Secwepmec Scholars to support faculty in Indigenous curriculum.
   - Vision… nice but let's get real…. sustainability…
     - Enacting meaningful engagement with local Indigenous Peoples.
     - Funding for supporting staff/faculty
   - Students are experiencing meaningful learning from Indigenous curriculum.
   - Increased clarity/communication on TRU's vision of Indigenization to students.

- Students want us to do more - go deeper - we have good intentions - more like an aspiration - we need to walk the walk
- Indigenous students want more programs developed with Indigenous focus
    - Mandatory Indigenous course for all programs
- Move from rhetoric to reality - we have a lot of nice words but do not give enough support to true intercultural understanding
- Training is attended by the converted - the ones who need it don't attend.
- More for faculty and staff - hone in on the values and goals
- Institution needs to create more funding/resources for needed initiatives for example more Indigenous courses in all programs.
- Resources/ProD for community
- Student resources by students and for students
- More connection, supports available
- Funding continuing forever, continued support

Aspirations: What do we care deeply about?

1. **What difference can intercultural understanding make for students, faculty and staff?**
- Interculturalization has been a great impact however in some ways it generates conflict/tensions between students from diverse backgrounds.
- How to support faculty to de-escalate tensions yet create a safe environment for courageous conversations.
    - For example: Mainland China/Island; Cree/ Metis
- Set the learning environment up in the class
    - Framing values
    - Working through conflicts-how do we do it in a safe way
- True Dialogue Theory -Understanding Dialogue - framework from Canadian Institute of Substance Use Research
    - Framework for how to discuss difficult topics.
        - Could be presented as a concept and associated learning outcomes for a course.
- Offer students a debrief/reflexivity
- Cognitive flexibility
- Intercultural understanding makes a difference for our students by creating educated citizens
- Interculturalization and Indigenization has changed curriculum/teaching design in the classroom that has led to:

- o Safe environment to increase participation (e.g., sharing circle)
- o Students rely on their lived experiences/strengths to address/participate.
- o CAUTION: Co-creating Safe spaces
  - ▪ Ensuring safety for students is fundamental and needs to be considered/planned in the classroom and practice.
- If all of TRU's students can meet the Intercultural Awareness and Indigenous Knowledges & Ways ILO that would have a positive impact
- Faculty and staff must have intercultural training and increased awareness
- When there is intercultural understanding from faculty and peers, it removes learning barriers, it makes learning more accessible, it can give a students a sense of belonging, being valued, which allows them to contribute more meaningfully to the learning community
- For example, when international students feel as though their culture and worldviews are considered within the classroom (e.g., through assignments, course readings, curriculum) it increases how much they contribute to the learning experience
- We will have an ideal workplace - safe, fair, and respectful workplace.
- Creating future generations of leaders that are global minded.
- Greater mental health and wellness, an empathic understanding
- Opportunity to reimagine our institution from varying perspectives - different ways of being
- Greater Sense of belonging
- Stimulate students to learn about the realities and worldviews of others
- Reduce/challenge racism, bias, stereotyping - allow all to feel welcome, valued
- Reduce systemic racism
- Allow us to model to the community what engagement and inclusion can look like - influence culture
- Foster respect for cultural diversity
- Safe and welcoming community for all
- Great awareness about the people we work with and in our community
- Empathy

2. What does our preferred future look like?
- If we have more understanding/ inclusivity/awareness of intercultural/Indigenous knowledge/implicit biases that diminish racism will improve holistic health of students/faculty/staff.
- Focus on bringing people together to address divisiveness
  - o Use empathy
  - o Knowledge

- o Tools/Resources to create understanding
- Inclusive services
- Understanding of IU in different ways, staff/faculty/students/etc.
- Safe/r spaces across uni for all,
- Environment of continuous learning
- Inclusive representation in courses
- More people doing the work
- More community collaboration
- A reflection of ourselves, the ability to speak out without fear of repercussions.
- Flexible, adaptable, open to change, open to be wrong. Resilience
- Properly resourced programing for all stakeholders
- Messaging and ACTION from leadership that creates a sustainable approach to engaging with multiple perspectives and worldviews.
- Space-rich institution - prioritizing students
- Implementing pragmatic, creative, non-classroom and experiential
- based learning options
- Break down program silos!! Open options - design-your-own degree
- Recognizing intersectionality -
- meeting people where they are at in both their identity (ies) and their learning
- Finding ways to engage learning for those who think they don't need it or that it isn't important
- Better representation in hiring practices at all levels
- Move past taskforces and action/ implement sustainable programing
- Use the work of previous consultants, taskforces and consult more broadly to implement recommendations that will work for marginalized groups
- When leadership transitions, initiatives and programs need to stay in place
- Not funding positions or programs on contract - short term basis - this can be more harmful than helpful
- Coordinated approach to EDI
- All students' worldviews and cultures are accepted and embraced within and outside the classroom
    - o E.g., Marking bias, for example a student's way of expressing their ideas are not understood
- Faculty and staff seek to understand different worldviews and cultures
- E.g., Job interviews -- the ways that people express themselves and introduce themselves may not meet the expectations of a Western cultural expectation of how someone should behave in an interview

- All hiring committees have intercultural competence training
- Everyone seeks to understand
- Intercultural training and EDI should be mandatory for everyone at the moment of hiring (onboarding)

3. **What projects, programs, or processes would support our aspirations?**
- Secwepmec Scholar supports
- Interculturalization
- Indigenizing
- Vision as long as it is followed through in a meaningful way
- Interculturalization Understanding sub committee
- More Tina, support Ind Ed
- More intercultural understanding support, more Kyra
- TRUSU Equity committee
- Language in collective agreements
- Enacting Vision statement
- IDays, Global Competency, Interculturalizing the Curr. Intercultural Intersections conference, Intercultural Ambassadors program, Coyote brings food project, LEAP program, Study Abroad,
- Neutral Intercultural office/Human Rights office outside HR. report to president
- Tenure and promotion EDI vision
- Student led programs - Intercultural Ambassadors
- Peer mentor programs
- Learning at Intercultural Intersections Conference - supporting research and scholarship for students, staff, faculty
- Re-examine hierarchical structure of TRU - introduce balance and fairness
- Mine IPE/People and Culture for relevant data to support needed change
- Existing recommendations by taskforces, consultants etc.
- EDI fellows and new EDI consultant - need coordinated approach
- Community serving orgs that support new Canadians - connecting with community
- Do exit interviews of people who have left the institution
- In each/all course (s), mandatory institutional learning outcomes on EDI on top of the course-related learning outcomes (possible/practical?).
- Encourage faculty professional development in areas outside their discipline, encourage travel to other countries
- Experiences of vulnerability, alternate ways of learning and communicating
- Encourage people to go outside their comfort zone

Results: How will we know if we are successful?

1. **Considering our strengths, opportunities, and aspirations, what meaningful measures will indicate we are on track with achieving our goals?**

- Core concerns-budget/resources.
- Quantitative is good
  - Lots of experts on campus !
  - Administration links numbers to dollars-cost/benefit thus it resonates with those controlling fiscal purses.
- Qualitative assesses the student narrative and is rich information.
- Informal feedback through sharing circles from students…
- Formal require ethics approval but probes of 10 random groups/sharing circles across campus. Ask "how are we doing with interculturalization/indigenization?"
- Students
- Staff/Admin/Faculty
- Challenging amidst a COVID/online platforms.
- Student journaling as student ambassadors/mentorship program
  - Beginning/mid/end of semester
  - Correlate their learning with career aspirations.
    - EDI came up a lot of students/
    - Partnered with Elders
    - Published resources in Wellness Newsletter
- Program review process
- Number of courses for Inter ILO
- Intercultural understanding subcommittee report
- Ask people
- Qualitative- story/narrative
- All employees mandatory course on IU
- Retention over the course of a student's degree-seeking
- Both quantitative and qualitative measurements: In students, staff and faculty members at TRU, satisfactory observations in reflection and narrative provided from TRU communities.
- Lower turnover in staff/faculty/admin, with more engagement
- When we see better recruitment AND retention of staff from equity seeking groups - and have exit interviews to understand if their leaving was motivated by a lack of belonging
  All faculty and staff at onboarding stage receive mandatory intercultural training = 100% participation

- Measure change in understanding over time (impact measure)
- One Observable outcome is more, pan-institutionally, intentional hiring of BIPOC = more diverse faculty and staff representation
- Budget structure build to fund Elders
- Increased number of Elders in the gathering place
- Full-time, ongoing base-funded secured long-time in Faculties and Schools
- Website - track year-to-year change, publicly shared data to track progress
- Course-review includes perspectives from students
- Faculty representative of BC
- IPE -- Do we currently gather data on students' perspectives on intercultural understanding?
- Focus groups perhaps bi-annually (faculty, students and staff)
- Talking circles
- Combination of quantitative and qualitative
- Videos of experience

2. **What measurable results do we want to see?**
- Add a question to student survey/course evaluations-see Question #4 on interculturalization/ indigenization.
    - Will Senate approval be required?
- Might prompt requisite training for interculturalization/indigenization
- Progress
- Survey every few years
- Students involved with what is measured
- Evidence from various stakeholder groups that they feel welcomed and valued - that they believe TRU is serious about intercultural understanding and has supported their learning
- Happiness/satisfaction data from all groups of students
- Meaningful and analyzed data from all wellness groups - clinic, counseling, etc.
- More students are aware of and accessing Cplul'kw'ten and closing the gap from fall 1 to fall 2.
- Analysis of use of antidepressant prescriptions, workplace conflicts-related counseling sessions, STD, LTD from workplace stress leaves
- Evidence of senior leadership engaging in training and providing time for staff to do the same - making these themes part of ongoing dialogues in departments
- Mandatory intercultural understanding and academic freedom for all faculty members.

4. **What measurements will we be known for?**

- Assessing interculturalization/indigenization understanding of students
- Uptake/application for alumni students
- Baseline/requisite assessment of faculty and staff -EDI
    - Results inform policy/curriculum development and change...
        i. We need to ensure this is an "evergreen/living" curriculum that is real/relevant to the current environment.
        ii. What does it look like across disciplines ? Science ? Education? Nursing?
- Mobilization of results
- Quantitative measures (courses taken, etc)
- How to get info and disseminate
- Wholistic reach, not siloed in one area
- Above national/provincial standards
- Intercultural standard??? Is there a global standard/certificate like STARS?
- Authentic conversations with your supervisor on the goals/performance planning worksheet, in regards to engaged work
- Elevating the voices of the TRU community through narrative and dialogue
- Student engagement/collaboration with funded scholarly work
- Promotion and Tenure is gauged by culturally responsive pedagogy, curricula that reflects multiple perspectives, and culturally informed research methodologies
- Actual demonstration of learning - not just participation

5. **What resources are needed to implement our most vital projects and initiatives?**

- Pilot student mentorship program
    - Have them be ambassadors of EDI
    - Graduate student project/thesis research
    - Create a research collaborative on interculturalization/indigenization
- Add a question to course evaluations on TRU not faculty members to ask about their experience of interculturalization/indigenization.
- Sense of place-intercultural and indigenous experiences of local place project
    i. Student reflections are requested-NVIVO is used to pull out the themes.
    ii. Time consuming/resource intensive BUT we are a university with research experts
        1. Perhaps an interdisciplinary approach ?
        2. Craft questions- think tank with users/students/faculty/staff/community members.
- Intercultural curriculum stream

- Curricular opportunity that any faculty can access.
- Nursing Faculty: Respecting Place
  - Talking about the land, knowing the richness of the land, people that have been on the land since time immemorial; smudging/ sweat lodges, healing ceremonies connected to the land.
  - Therefore place is experiential- through the land; knowledge of cultural ceremonies situated in the context of "place."
- Trades Wellness Pilot-great pilot!
  - Trans Theoretical Model of Change
- Standing committee on Ally/Allyship in each faculty
  - Resource/training/curriculum development on Indigenization/Interculturalization for faculty.
- An intercultural office/department that can lead the institutional efforts - more funding and resources/staff
- Socialized higher education - federal funding
- A scaffolding program in place for the student ambassadors
- Resources are needed to support peer mentoring programs
- We need dedicated, current research to support the development of faculty and staff supports
- Faculty - research positions to support this work (ONGOING)
- Put the money where our mouth is :)
- Coordinator of Indigenous Understanding similar to Kyra's position with an Indigenous focus (parallel)
- At least one Elder per faculty / school (9) to provide spontaneous guidance, take advantage of unexpected moments of learning (similar to Library Liaison program)
- Practical training and professional development
- Uni funding
- People power
- Champions in each area including students
- Gov't funding
- Somebody in Advancement to find funding earmarked directly for EDI and Intercultural

End of report

Appendix B Research Workbook

THOMPSON
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Annual Core Theme Mission Fulfilment Evaluation and Planning

Work Book

Core Theme	*Research*
Submitted by	*Research Committee of Senate*
Chair	Mohamed Tawhid
Date	July 9, 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.

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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.

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Research Mission Fulfilment Framework

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% 2021: 34%
		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) 2021: $6.3M (4.6M)
	2.0 TRU faculty create new knowledge	2.1 Number of peer-reviewed publications, scholarly works, exhibitions and other creative works per faculty member as a percentage of total tri-partite faculty (3-year rolling average)	3% or > increase	-1 to 3% change	-1% or > decrease	*Undefined*	2018: 320 2020: not available 2021: not available
	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 facilitated by the office of Research and Graduate Studies	> 5% increase	1 - 5% increase	0 or decrease	260 10% growth	2019: 155 2020: 237 2021: 75
	4.0 Undergraduate student engagement in research activities	4.1 Percentage of TRU courses that include Research informed Learning (Critical Thinking & Investigation ILO courses)	> 3% increase	1 - 2% increase	0 or decrease	80%	2016/17: 70.2% 2017/18: 69.2% 2018/19: 68.3% 2019/20: 73.5% 2020/21: 78.6%

5.0 TRU facilitates the creation, co-creation and translation of knowledge, resulting in new discoveries, products, processes and practices that will mutually benefit TRU and communities to lead positive environmental, cultural, social and economic change.	5.1 Cultural Maps of the knowledge building pathways including partnerships and learning outcomes which demonstrate: • Promoting technological and social innovation and social enterprise • Germinating ideas and applied research opportunities • Developing research relationships/partnerships with community partners • Sharing research infrastructure and engagement spaces • Enabling knowledge exchange • Celebrating shared successes	Community partnerships demonstrate a positive community impact and increasing depth and reach	Community partnerships demonstrate a positive impact and increasing engagement	Community partnerships have little to no impact or contribution to the learning and development	We will earn recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships	Cultural maps (see evidence and description below)

Indicator 5.1 Description and Evidence of Community Impact

On January, 27, 2021, a community panel composed of representatives from the United Way, Interior Health, Division of Family Practice and the City of Kamloops came together to share with students and TRU representatives their knowledge and perspectives. The intent of this panel was to hear directly from our community partners about their perspective, needs, and experiences in the research process to inform our student teams and the University what the community sees as relevant and useful in the context of community-engaged research. The following questions were asked so that we could learn from the community and their experiences.

1. With this question, we would like to understand what *benefits* you and/or your organization may experience or hope to experience through a research collaboration with TRU. With this in mind and from your perspective, how would you describe a *successful* research collaboration between TRU and your organization?

2. With this question, we would like to understand how a research collaboration between your organization and TRU *functioned*, or how it might operate if you haven't yet done such a collaboration. With this in mind and from your perspective, tell us about some of the elements that went into the operation of a *successful* community research project? If you didn't participate in a project yet, what do you think would contribute to the operation of a successful community research project?

A graphic recording of the panel completed by Marie Bartlett is shared below in Figure 1.

Figure 1

A panel discussion on Knowledge Translation and Mobilization was hosted on March 10, 2021 to aid in the development of the Canadian Undergraduate Research Network (CURN), an Openly Accessible Research Network – an online space intended to provide the tools and knowledge needed for students, faculty, and community to confidently engage in research.

The following questions were intended for the panelists: Will Garrett-Petts, AVP Research and Graduate Studies; Cheryl Gladu, Researcher-in-Residence; Danna Bach, Communications Officer; and Kathy Gaynor, University Librarian. The intent of this panel is to learn about the varying perspectives of knowledge translation and mobilization, key benefits, and mobilization tools.

   i. Please first introduce yourself and your role that leads you to engage in knowledge translation and mobilization. From your perspective, how would you describe knowledge translation and mobilization?

   ii. Considering your personal area of expertise and experiences, what do you believe are the key benefits of knowledge mobilization in your field, and can you link particular tools or modes of mobilization to these benefits? (i.e. publishing in academic journals → tenure)

A graphic recording of the panel completed by Marie Bartlett is shared below in Figure 2.

Figure 2

A presentation was given to the City of Kamloops Directors on Community-Engaged Research and the meeting was captured by Marie Bartlett in a graphic recording below (Figure 3). TRU continues to work with the City of Kamloops through the innovative approach of the Researcher-in-Residence model to further meet the needs of our community to become the leaders in community-engaged research and student training as outlined in the institutional strategic change goals.

Figure 3

Assess

Review of Previous Year

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

Table 1: Identification of Mission Fulfilment Range

Indicator # and descriptor	Prior Year Value	Current Value	MF Range	Factors positively or negatively affecting progress
1.1 Percentage of active tri-partite faculty holding external funding (contract and grant)	33%	34%	Minimally Achieved	The number of tri-partite faculty has been relatively static at TRU during the last 5-year period. The loss of several faculty members holding external grants and contracts to other employment opportunities was higher than the number of newly hired faculty, which impacts the overall results. The current value saw little growth, despite the fact that the number of researchers applying for external funding actually increased by 13%. In addition, 23% more applications were submitted.
1.2 Total dollar amount of tri-agency grants and external contracts (3-year rolling average)	$3.9M	$4.6M	Achieved	The COVID-19 Pandemic provided for additional federal granting opportunities to address emerging health-related issues and a growth in non-Tri Agency (federal) funding sources. In 2020-21, TRU raised its success rate to 70% on externally funded grants and contracts.
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	Unknown	Unknown	The university collects this information but, currently it is not available to support mission fulfilment planning and evaluation reporting.
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.	No data to date	Unknown	The intent is to merge the Community Citations with the Cultural Mapping, using the cultural mapping sessions with community partners as an opportunity to gather relevant data.
3.2 Number of undergraduate student knowledge mobilization activities funded by the office of Research and Graduate Studies	237	75	Not achieved	Due to COVID, activities were moved to online and participation was lower than previous year. The following is a summary of activities in 2020/21: • Knowledge Makers=14 students • Philosophy, History and Political Science Conference=6 student presentations • Undergraduate Research Conference=34 posters (downloaded 776 times by people in B.C., Canada and around the world)

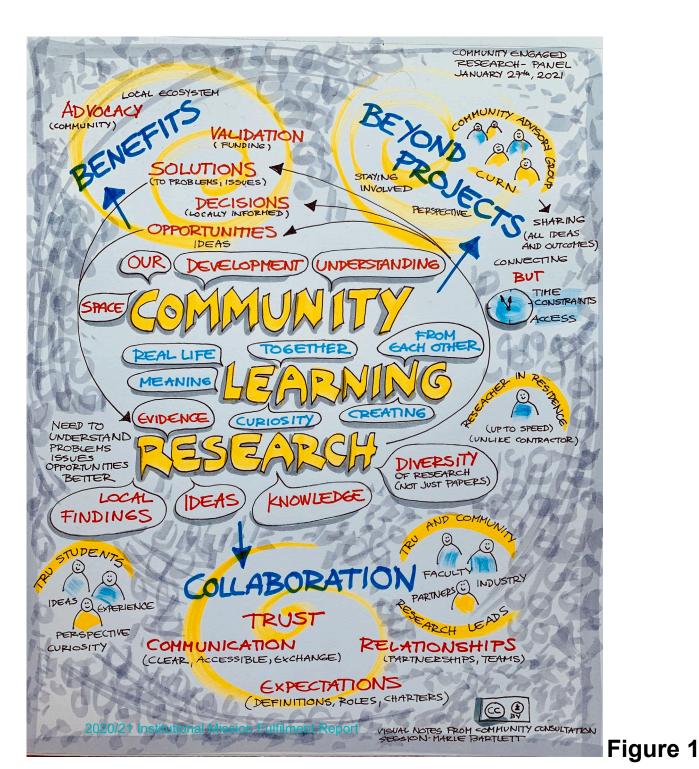| Indicator # and descriptor	Prior Year Value	Current Value	MF Range	Factors positively or negatively affecting progress
				• 15 Lightning Talks on the Big-Blue Button (68 people logged in to listen and ask questions), • Undergraduate stories featured in the media=6.
4.1 Percentage of TRU courses that include Research informed Learning (Critical Thinking & Investigation ILO courses)	73.5%	78.6%	Achieved	During the past two reporting cycles, TRU has seen an increase of 5% year-over-year. It will be difficult to maintain this growth rate.
5.1 Cultural Maps of the knowledge building pathways including partnerships and learning outcomes which demonstrate: • Promoting technological and social innovation and social enterprise • Germinating ideas and applied research opportunities • Developing research relationships/partnerships with community partners • Sharing research infrastructure and engagement spaces • Enabling knowledge exchange • Celebrating shared successes		See description on page 5	Achieved	Due to the challenges with remote work and the unique approach to this methodology requiring face-to-face we were not able to complete the hand-drawn maps plus interviews in accord with the intended research design (a draw/talk protocol); however, TRU was able to successfully engage with research partners and community members, employing graphic facilitation and visual mapping to better understand the knowledge building pathways between TRU and the community

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 out of 5 indicators were achieved or minimally achieved, equating to **80% rate of mission fulfilment** for the core theme Research. Research has articulated seven indicators for measuring mission fulfilment; however, has historically had challenges capturing data that accurately reflects the quantity of research undertaken by faculty and students at TRU. Notably, TRU has not been able to report on indicator 2.1 (number of publications and scholarly works) and indicator 3.1 (community citation score) due to challenges collecting and/or accessing available data. Therefore, Research will continue to explore alternate measures, including working with the Library to identify TRU faculty publications held in available databases, and qualitative measures, to more

accurately reflect the depth, scope, and reach of Research at TRU. We also note that the required data is gathered annually via the faculty Annual Professional Activity Reports (APARs); and that a collaborative effort involving the Provost's Office, the Office of Research and Graduate Studies, and the area deans would provide the requested tally of articles published and papers presented annually.

Identify strengths and successes

The 2020-21 year is characterized by the impact of the COVID pandemic. TRU's research enterprise was impacted by public health measures that eliminated most travel, closed facilities, and resulted in a shift to virtual service delivery. Despite these challenges, TRU continued to provide effective research services throughout the pandemic. Some of the key successes included:

- the highest growth of Mitacs funding in Canada (including a new researcher in residence working with the municipality);
- success in Canada Foundation for Innovation funding (including TRU's first Infrastructure Fund grant for $2M);
- the renewal of four Canada Research Chairs and one new submission; and,
- a steady growth in contracts and agreements.

The success in Tri-Agency funding has resulted in a Research Support Fund now totaling $737,000 to support the indirect costs of research, and a growth in Canada Graduate Scholarships.

The strength of TRU undergraduate research capacity was truly tested during the pandemic. TRU became national leaders—as shared in Academica Top 10—in providing research continuity for students during the pandemic. Students were supported to adapt their research, where needed, in order to provide research continuity and funding for students during these challenging times.

List opportunities and areas in need of improvement

The Interior Universities Research Coalition is proving to be a very successful partnership with the University of British Columbia–Okanagan and the University of Northern British Columbia. Last year, the coalition was able to secure $150,000 in research funding from the Ministry of Health and that health research fund has been increased to $300,000 in the new fiscal year. There are increasing opportunities to work with the Province through the Coalition, and this will be especially true with the arrival of the new Provincial Research Chair in Predictive Services in July 2021.

In addition, the arrival of a Researcher-in-Residence—funded by SSHRC, Mitacs and the City of Kamloops—has created opportunities to work more closely with the City of Kamloops and local not-for-profit groups—and to further animate the role of the XChange Lab (in collaboration with United Way).

All of these opportunities will continue to help build and enhance curricular and co-curricular research training opportunities for students with a focus on equitable access (view report here).

As TRU grows, the university needs to develop a consistent mechanism to provide matching funds required in support of larger-scale grants: toward that end, the Research Office has been approved to resume receiving contract overhead funds beginning in the 2021 year, with the proceeds divided equally among the Research Office, the home division/faculty, and the University. (For the last six years, all overhead funding has gone to the University, with no shared distribution model.)

The initial cultural mapping work—the collection of data involving 130 student research journey maps and 3 graphic facilitation sessions involving community partners—has yielded significant information useful for strategic planning purposes. For example, we have identified gaps between faculty assumptions regarding where students come in contact with research opportunities and the students' lived experience as documented in their research journey maps. Similarly, the community meetings and graphic facilitations have helped us distinguish between a short-term project focus and the community desire for longer-term systemic change. The initial results have been shared informally with stakeholder groups, and more formally

via 2 video productions, 2 conference presentations, 2 presentations to City Council, and 1 presentation to the Southern Interior Local Government Association.

Review of Objectives, Outcomes, and Indicators

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

Table 3: Review of Objectives and Outcomes

Objective and Outcomes	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
Objective 1.0 TRU will create a sustainable research culture	Y	
Outcome 1.0 TRU faculty are competitive for external funding	Y	
Outcome 2.0 TRU faculty create new knowledge	Y	This outcome has been challenging to measure without access to data.
Outcome 3.0 TRU faculty and students disseminate new knowledge impactful to the communities we serve	Y	This outcome has been challenging to measure without access to data.
Outcome 4.0 Undergraduate student engagement in research activities	Y	Some undergraduate research activities were limited and some on hold due to institutional challenges with COVID
Outcome 5.0 TRU facilitates the creation, co-creation and translation of knowledge, resulting in new discoveries, products, processes and practices that will mutually benefit TRU and communities to lead positive environmental, cultural, social and economic change.	Y	Qualitative data for this objective will be gathered using cultural mapping. Due to the challenges with remote work and the unique approach to this methodology requiring a face-to-face talk/draw protocol, we were not able to complete the maps following the intended research design; however, TRU was able to successfully engage with research partners and community members to better understand and graphically represent the knowledge-building pathways between TRU and the community.

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

Table 4: Review of Indicators

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1 Percentage of active tri-partite faculty holding external funding (contract and grant)	N	This is not an area of effective control, there are too many variables impacting results.
1.2 Total dollar amount of tri-agency grants and external contracts (3-year rolling average)	Y	
2.1 Number of peer-reviewed publications, scholarly works, exhibitions and other creative works per faculty member as a percentage of total tri-partite faculty (3-year rolling average)	Y	

Indicator #	Still relevant (Y/N)	If not, provide rationale
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	Y	The intent is to merge the Community Citations with the Cultural Mapping, using the cultural mapping sessions with community partners as an opportunity to gather relevant data.
3.2 Number of undergraduate student knowledge mobilization activities facilitated by the office of Research and Graduate Studies	Y	
4.2 Percentage of TRU courses that include Research informed Learning (Critical Thinking & Investigation ILO courses)	Y	
5.1 Cultural Maps of the knowledge building pathways including partnerships and learning outcomes which demonstrate: • Promoting technological and social innovation and social enterprise • Germinating ideas and applied research opportunities • Developing research relationships/partnerships with community partners • Sharing research infrastructure and engagement spaces • Enabling knowledge exchange • Celebrating shared successes	Y	

New Indicators and Emerging Indicators

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

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			
4.2 Number of users across Canada accessing the National Clearinghouse for Research and Resources on Undergraduate Research Training and RiL	Development of the National Clearinghouse for Research and Resources on Undergraduate Research Training and RiL is still in progress as we work in partnership with Open Learning and students as co-creators. The goal is to launch the site in September 2020 and will be able to report users in the Spring of 2021.	*Undefined*	*Undefined*	*Undefined*	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.	*No data to date.*	Emerging
4.3 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.	*Undefined*	*Undefined*	*Undefined*	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.	*The data on hand is tied to student participation in the Indigenous undergraduate research learning community, the Knowledge Makers. This program involves 18 – 22 students per year..*	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	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	> 5% increase	1 - 5 % increase	0 or decrease	
4.1	> 3% increase	1 - 2 % increase	0 or decrease	
5.1	Community partnerships demonstrate a positive community impact and increasing depth and reach	Community partnerships demonstrate a positive impact and increasing engagement	Community partnerships have little to no impact or contribution to the learning and development	

Review the Five-Year Target (2020 - 2025)

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

Table 7: Five-Year Targets

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
1.1	40%	N	This is not an area of effective control, there are too many variables impacting results.
1.2	$4.5M (3-year rolling average)	N	TRU was successful in meeting and surpassing the 5-year target of $4.5M in external funding on a three-year rolling average. The new target of increasing externally sponsored research by $600,000 annually will bring TRU to a rolling 3-year average of **$9M** by 2026.

2.1	*Undefined*	N	Because TRU has not been able to collect historical values for this indicator, it is difficult to set a 5-year goal.
3.1	*Undefined*	N	Because TRU has not been able to collect historical values for this indicator, it is difficult to set a 5-year goal.
3.2	10% growth (260)	Y	
4.1	80%	Y	
5.1	We will earn recognition as the most committed and innovative university in Canada for community-engaged research and scholarship based on community partnerships	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.

Appendix C Student Success Workbook

THOMPSON
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Annual Core Theme Mission Fulfilment Evaluation and Planning

2020/21 Student Success Work Book

Core Theme	*Student Success*
Submitted by	*Student Success Committee of Senate*
Signature, Chair	*Sara Wolfe*
Date	June 30, 2021

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Student Success Mission Fulfilment Framework

Objective	Indicator	MF Threshold Range			Five Year Goal (2025)	Historical Values	
		Achieved	Minimally Achieved	Not Achieved			
1. Eliminate opportunity gaps. We will ...retain students to create a balanced community of learners and leaders reflective of Canada and the world.	1.1. Retention Rate[1] disaggregated by:						
	Indigenous Learners	>3%	1-2% increase	0 or decrease	60%	Fall 2015: 59%	Cohort n=122
						Fall 2016: 46%	Cohort n=157
						Fall 2017: 59%	Cohort n=160
						Fall 2018: 44%	Cohort n=150
						Fall 2019: 44%	Cohort n=142
	BC Rural Learners	>3%	1-2% increase	0 or decrease	60%	Fall 2015: 53%	Cohort n=168
						Fall 2016: 49%	Cohort n=178
						Fall 2017: 55%	Cohort n=157
						Fall 2018: 53%	Cohort n=176
						Fall 2019: 55%	Cohort n=148
	Domestic non-Indigenous	>3%	1-2% increase	0 or decrease	60%	Fall 2015: 56%	Cohort n=762
						Fall 2016: 56%	Cohort n=819
						Fall 2017: 60%	Cohort n=768
						Fall 2018: 56%	Cohort n=762
						Fall 2019: 60%	Cohort n=675
	International learners	>3%	1-2% increase	0 or decrease	60%	Fall 2015: 62 %	Cohort n=218
						Fall 2016: 69%	Cohort n=289
						Fall 2017: 68%	Cohort n=411
						Fall 2018: 71%	Cohort n=418
						Fall 2019: 74%	Cohort n=374
	1.2. Persistence Rate[2] disaggregated by:						
	Indigenous Learners	>3%	1-2%	0 or decrease	75%	Fall 2015 Cohort (Fall '16 to Fall '17): 46%	
						Fall 2016 Cohort (Fall '17 to Fall 18'): 77%	
						Fall 2017 Cohort (Fall '18 to Fall '19): 61%	
						Fall 2018 Cohort (Fall '19 to Fall '20): 63%	
	Rural Learners (BC)	>3%	1-2%	0 or decrease	75%	Fall 2015 Cohort (Fall '16 to Fall '17): 66%	
						Fall 2016 Cohort (Fall '17 to Fall 18'): 76%	
						Fall 2017 Cohort (Fall '18 to Fall '19): 67%	
						Fall 2018 Cohort (Fall '19 to Fall '20): 59%	
	Domestic non-Indigenous	>3%	1-2%	0 or decrease	75%	Fall 2015 Cohort (Fall '16 to Fall '17): 72%	
						Fall 2016 Cohort (Fall '17 to Fall 18'): 73%	
						Fall 2017 Cohort (Fall '18 to Fall '19): 68%	
						Fall 2018 Cohort (Fall '19 to Fall '20): 71%	
	International learners	>3%	1-2%	0 or decrease	75%	Fall 2015 Cohort (Fall '16 to Fall '17): 77%	
						Fall 2016 Cohort (Fall '17 to Fall 18'): 83%	
						Fall 2017 Cohort (Fall '18 to Fall '19): 78%	
						Fall 2018 Cohort (Fall '19 to Fall '20): 81%	
	1.3 Course Completion Rate [1000, 2000, 3000, and 4000 level only]						

Objective	Indicator	MF Threshold Range			Five Year Goal (2025)	Historical Values
		Achieved	Minimally Achieved	Not Achieved		
	Indigenous Learners	>3%	1-2%	0 or decrease	90%	AY 2016-17: 82%
						AY 2017-18: 82%
						AY 2018-19: 79%
						AY 2019-20: 80%
	Rural Learners (BC)	>3%	1-2%	0 or decrease	90%	Currently not available
	Domestic non-Indigenous	>3%	1-2%	0 or decrease	90%	AY 2016-17: 84%
						AY 2017-18: 84%
						AY 2018-19: 83%
						AY 2019-20: 83%
	International learners	>3%	1-2%	0 or decrease	90%	AY 2016-17: 81%
						AY 2017-18: 81%
						AY 2018-19: 82%
						AY 2019-20: 85%
2. Eliminate opportunity gaps. All groups in our region — including Indigenous learners and rural learners — will achieve in higher education on par with others.	2.1 Graduation Rate[3] disaggregated by: (any credential within 6 years)					
	Indigenous Learners	>3%	1-2%	Decrease	50%	Fall 2009: 28%
						Fall 2010: 30%
						Fall 2011: 27%
						Fall 2012: 30%
						Fall 2013: 30%
	Rural Learners	>3%	1-2%	Decrease	50%	Currently not available
	Domestic non-Indigenous	>3%	1-2%	Decrease	50%	Fall 2009: 33%
						Fall 2010: 34%
						Fall 2011: 36%
						Fall 2012: 33%
						Fall 2013: 32%
	International learners	>3%	1-2%	Decrease	50%	Fall 2009: 48%
						Fall 2010: 45%
						Fall 2011: 48%
						Fall 2012: 46%
						Fall 2013: 48%
	2.2 Graduate Employment Outcomes (In Labour Force) disaggregated by:					
	Indigenous Learners	>1%	0-1%	Decrease	95%	2015 survey: 87%
						2016 survey: 93%
						2017 survey: 87%
						2018 survey: 88%
						2019 survey: 91%

Objective	Indicator	MF Threshold Range			Five Year Goal (2025)	Historical Values
		Achieved	Minimally Achieved	Not Achieved		
	Rural Learners	>1%	0-1%	Decrease		Currently not available
	Domestic non-Indigenous	>1%	0-1%	Decrease	95%	2015 survey: 85% 2016 survey: 88% 2017 survey: 85% 2018 survey: 88% 2019 survey: 86%
	International learners	>1%	0-1%	Decrease	95%	2015 survey: 94% 2016 survey: 96% 2017 survey: 91% 2018 survey: 88% 2019 survey: 91%
3. Design lifelong learning. … individual learners can chart their personal journeys to develop relevant knowledge when they need it, in the forms they can best access, while starting, stopping and returning as often as they need."	3.1 Student Satisfaction with Education					
	Student Satisfaction with Education (Bachelor degree students)	>1%	0-1%	Decrease	95%	2015: 91.8% 2016: 94% 2017: 95.9% 2018: 95.2% 2019: 94.9%
	3.2 Lifelong Learning Institutional Learning Outcome (ILO) Course Completion					
	Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better.	>3%	1-2%	0 or decrease	90%	2016-17: 86.2% 2017-18: 90.5% 2018-19: 87.6% 2019-20: 93.5% 2020-21: 89.7%

Notes: Student Success Mission Fulfilment Framework

[1] 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.

[2] 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).

[3] Graduation Rate is defined as program completion with 4-6 years (150% time-to-completion) -- This indicator refers to baccalaureate degree programs only.

[4] Data calculations include both on campus and open learning students.

Assess

Review of Previous Year

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

Table 1: Identification of Mission Fulfilment Range

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 Retention rates disaggregated by Indigenous, rural, domestic, and international	Indigenous: 44%	44%	Not achieved
	Rural: 53%	55%	Minimally achieved
	Domestic: 56%%	60%	Achieved
	International: 71%	74%	Achieved
1.2. Persistence rate	Indigenous: 61%	63%	Minimally achieved
	Rural: 67%	59%	Not achieved
	Domestic: 68%	71%	Achieved
	International: 78%	81%	Achieved
1.3 Course completion rate	Indigenous: 79%	80%	Minimally achieved
	Rural: not available		
	Domestic: 83%	83%	Not achieved
	International: 82%	85%	Achieved
2.1. Graduation rate	Indigenous: 30%	30%	Not achieved
	Rural: not available		
	Domestic: 33%	32%	Not achieved
	International: 46%	48%	Minimally achieved
2.2 Graduate employment rate	Indigenous: 88%	91%	Achieved
	Rural: not available		
	Domestic: 88%	86%	Not achieved
	International: 88%	91%	Achieved
3.1 Student satisfaction with education	95.2%	94.9%	Not achieved
3.2 Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better.	93.5%	89.7%	Not achieved

Analyze

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

Definition of Mission Fulfilment

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

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

Table 2: Summary of Core Theme

How successful was TRU in achieving mission fulfilment for this core theme?
During the 2020/21 reporting cycle, 11 of the 19 indicators were achieved or minimally achieved, equating to **57.8% rate of mission fulfilment** for the core theme Student Success.   When considering the success of the student achievement indicators aggregated across all learner types, TRU would have achieved a higher threshold of mission fulfilment for Student Success; however, TRU is committed to closing equity gaps and therefore needs to consider how students are differentially impacted during their studies.

Identify strengths and successes
What did TRU do well in 2020 and 2021 regarding Student Success?   When members of the Senate Student Success Committee were asked "What did TRU do well in 2020 and 2021 regarding Student Success", themes of **connection, collaboration, communication,** and **responsiveness** rose to the forefront, thus demonstrating TRU's commitment to community-mindedness and values of inclusion and curiosity.   The Herculean efforts demonstrated by faculty and staff across the institution resulted in a rapid pivot to virtual learning and support services, which could not have occurred without the purposeful attention to professional development, cross-disciplinary conversations, peer-to-peer supports, and investments in technology, education, and training.   TRU was proactive in aligning resources with faculty and student needs, for example: The Centre for Excellence in Learning and Teaching (CELT) and Learning, Technology, and Innovation (LTI) offered summer camps and drop-in hours for Moodle and remote learning support; the Library offered contactless pick-up/drop-off services and virtual consults; Student Services provided a centralized channel for communicating with students, which was amplified via social media; and, TRU was one of the few universities in Canada that had 100% of students maintain their research during the pandemic. TRU leveraged its internal expertise through CELT, IT Services, and LTI among other areas to deliver timely support services for faculty. The Library, Student Services, Facilities, Indigenous Education, TRU World (among others) connected with students using an individualized approach to meet students where they are at. This student-centred approach epitomizes the ethos of TRU and highlights the *service* component of our mission.   **What Student Success initiatives are we most proud of from the past year?**   TRU has a lot to be proud of in terms of providing timely supports to students during a year of uncertainty and change. When members of the Student Success Committee of Senate were asked "What are we most proud of from the past year", themes of **flexibility, adaptability, advocacy for students, problem-solving,** and **care** rose to the top.   An example of TRU's adaptability and flexibility includes efforts by the Library who ceased buying print and created online options and changed policies to reduce barriers for students to access resources. This created a sense of urgency for the Open Educational Resource (OER) project, which supports TRU's commitment to accessible learning. In addition, Student Services developed Moodle resources for students detailing how to learn effectively in a virtual space. This collaborative initiative, which involved TRU Student Union, Faculty of Student Development, LTI and others, demonstrates TRU's collegial culture and ethic of care. TRU embraced hybrid and hi-flex delivery of student services (e.g., counselling, writing supports), which demonstrated that TRU is proactively reaching out to students and seeking ways to creatively support students' needs regardless of their location.

An example of TRU's attention to care and advocacy for students includes a recognition of the need to connect with students one-on-one, which led to several departments—Indigenous Education, TRU World, Student Services—initiating call campaigns to check-in on the well-being of students. Additional examples include the creation of digital resources for faculty and students, and collaboration between students and Open Learning (OL) experts as part of the Canadian Undergraduate Research Network.

List opportunities and areas in need of improvement

What internal or external forces or trends impacted the results in 2020 and 2021?
It is undeniable that Student Success has been impacted by the pandemic and associated impacts such as: lack of employment opportunities, pivot to remote learning and the digital divide, health concerns, increased childcare responsibilities, and isolation, among others. For some students, learning remotely provided greater flexibility and access to education; however, other students struggled learning in a remote environment, which impacted their success and required some students to slow down or pause their studies. When members of the Senate Student Success Committee were asked "What forces impacted the results of the indicators", the top themes that arose were: **financial concerns, digital poverty,** and **caring for family.**

Financially, many students were unable to find work which impacted their ability to pay tuition and fees. In addition, the restriction to single site only for health care workers impacted the ability for many of our students in the School of Nursing to earn enough money to pay for their education. The pivot to remote learning uncovered many inequities. For example, some students had difficulty accessing stable internet connections, laptops, and quiet study spaces. In addition, many students were required to care for other family members, which impacted their ability to complete courses thus requiring them to slow down or pause their studies. Furthermore, some of our international learners were forced to adapt to studying in different time zones as they were unable to travel to Canada.

What opportunities exist for improving the results of the indicators for Student Success at TRU in 2022?
While the pandemic created many challenges for Student Success and achievement, it also provided numerous opportunities for improvement. Looking ahead to 2022, members of the Senate Student Success Committee encourage TRU to continue its practices of **flexibility, inclusion,** and **connection.**

We encourage TRU to recognize the impact of COVID on our students, including the complexities and inequities students face in order to offer customized supports and meet students where they are at. This includes: more flexible delivery options, inclusive learning pedagogies, and a hi-flex hybrid student services approach.

Review of Objectives, Outcomes, and Indicators

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

Table 3: Review of Objectives and Outcomes

Objective and Outcomes	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
1. Eliminate opportunity gaps. We will ...retain students to create a balanced community of learners and leaders reflective of Canada and the world.	Y	

Objective and Outcomes	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
2. Eliminate opportunity gaps. All groups in our region — including Indigenous learners and rural learners — will achieve in higher education on par with others.	Y	
3. Honour truth, reconciliation and rights. 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.	N	Indicators related to *honour truth, reconciliation, and rights of Indigenous peoples*. Oversight of these indicators has been moved to the Intercultural Understanding Committee of Senate. These indicators will be reported on as part of the overall Institutional Mission Fulfilment Framework. The Intercultural Understanding Committee of Senate is proposing qualitative measures to assess this strategic change goal.
4. Design lifelong learning. ... individual learners can chart their personal journeys to develop relevant knowledge when they need it, in the forms they can best access, while starting, stopping and returning as often as they need.	Y	Revised to Objective 3.0.

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

Table 4: Review of Indicators

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1 Retention rates disaggregated by Indigenous, rural, domestic, and international	Y	
1.2 Persistence rates disaggregated.	Y	
2.1 Graduation rates disaggregated	Y	
2.2 Graduate employment outcomes disaggregated	Y	
3.2 Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum 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.

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			
1.3 Course completion rate	To align with SEM plan	>3%	1-2%	0 or decrease	90%	See MF framework	New
3.1 Student satisfaction with education rate	To supplement graduate employment outcome rate	>1%	0-1%	Decrease	95%	See MF framework	New

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	>3%	1-2%	0 or decrease	To align with SEM Plan
1.2	>3%	1-2%	0 or decrease	No change
1.3	>3%	1-2%	0 or decrease	To align with SEM Plan
2.1	>3%	1-2%	0 or decrease	No change

Indicator #	Threshold Ranges			Rationale for Change (if applicable)
	Achieved	Minimally Achieved	Not Achieved	
2.2	>1%	0-1%	Decrease	No change
3.2	>1%	0-1%	Decrease	Not previously articulated

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	60%	Y	
1.2	75%	Y	
1.3	90%	Y	
2.1	50%	Y	
2.2	95%	Y	
3.1	95%	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.

Appendix D Sustainability Workbook

**THOMPSON
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Annual Core Theme Mission Fulfilment Evaluation and Planning

Work Book

Core Theme	*Sustainability*
Submitted by	*Environmental Sustainability Advisory Committee*
Signature, Chair	*C Miller*
Date	June 30, 2021

Table of Contents

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 <u>and</u> 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.