

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

## **Work Book**

<b>Core Theme</b>	<i>Research</i>
<b>Submitted by</b>	<i>Research Committee of Senate</i>
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<b>Date</b>	August 10, 2018

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## Overview

Annual review of the Core Themes in relation to Mission Fulfilment involves three steps:

- 1) Conduct an analysis of the data collected for each outcome.
- 2) Assess the value of each indicator in light of the Mission Fulfilment Threshold.
- 3) Plan services and programs related to the Core Theme for the following year.

Completed reports or “Work Books” are submitted to the Accreditation Liaison Officer (ALO) annually on June 30. ALO compiles results from all four Core Theme Work Books into an institutional Mission Fulfillment Report outlining how successful TRU was in fulfilling its’ mission that year.

## Timeline for Submissions

<b>May 1 - June 30</b>	Core Theme Teams or Standing Committee of Senate performs annual assessment of Mission Fulfilment and planning process.
<b>June 30</b>	Core Theme Work Book submitted to ALO. <a href="mailto:accreditation@tru.ca">accreditation@tru.ca</a>
<b>July 1 - July 31</b>	ALO compiles Core Theme Work Books into an institutional Mission Fulfilment Report.
<b>August 1 – 31</b>	Accreditation Steering Committee (ASC) reviews annual institutional Mission Fulfilment Report.
<b>September 1 – September 30</b>	Broad distribution of institutional Mission Fulfilment Report through TRU’s collegial governance process.  The report is brought forward by the Provost and Vice President Academic to APPC, Senate, PCOL, and the Board of Governors. The report is then posted publicly to the TRU website.

## Core Theme Research Mission Fulfillment Framework (2016-17)

### *Mission Fulfilment Framework - Research*

2016-17

Objective	Outcome	Indicator	Rationale for Indicator	Mission Fulfilment Threshold Ranges			Five Year Goal	Historical 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)	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. It will create an important benchmark to assess against peer institutions.	3% or greater increase	-1% to 3% change	-1% or more decrease	40%	2015: Unknown 2016: 25% 2017: 24%
		1.2 Total dollar amount of tri-agency grants and external contracts	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. Will create an important benchmark to assess against peer institutions.	\$600,000 or greater increase	\$0 to \$600,000 increase	decrease	\$4.5M	2015: 1,120,270 2016: 1,721,487 2017: 2,300,052
	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)	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. Will create an important benchmark to assess against peer institutions.	Data currently collected, but not available for analysis			N/A	N/A
	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 of references in external media, annual reports, policy documents, newsletters and the number of community held forums reporting research results and activities to participants, stakeholders and knowledge users	This indicator is a roll-up of various community references to research at TRU. It measures the importance and interest of TRU research in the community and links to mission fulfilment.	Data is partially being collected and will be benchmarked starting on April 1, 2017			N/A	N/A

## 1. Assessment of Core Theme in Relation to Mission Fulfilment

### A. Review of Previous Year

Complete the following for each indicator in the Core Theme:

#### Current Value and Mission Fulfilment

- a. Gather information to determine the indicator value for the most recent period.
- b. Determine the change from the prior year and identify which of the mission fulfilment ranges applies (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 Percentage of active tri-partite faculty holding external funding (contract and grant)	24%	28%	Achieved
1.2 Total dollar amount of tri-agency grants and external contracts	\$2,300,052	\$4.3M	Achieved
2.1 Number of peer-reviewed publications, scholarly works, exhibitions and other creative works per faculty member as a percentage of total tri-partite faculty (3 year rolling average)	Not calculated	320/160 tri-partite faculty 2/faculty member	
3.1 Number of Community Citations Score, as measured by the total of references in external media, annual reports, policy documents, newsletters and the number of community held forums reporting research results and activities to participants, stakeholders and knowledge users	Not calculated	A survey instrument is under development	

Context of the Current Year Value

- c. State what was achieved.
- d. State how plans, services, or initiatives impact the progress of the indicator.
- e. Identify factors affecting progress.

**Table 2: Context / Impact on Progress**

<b>Indicator #</b>	<b>Describe what was achieved</b>	<b>List plans, services or initiatives impacting progress; Identify factors positively or negatively affecting progress</b>
1.1	The proportion of Tri-Partite faculty members holding external funding increased by 4%	Continued focus on individual faculty meetings, hosted a new researcher orientation breakfast, held Research Day, organized Research Week, celebrated research, monthly newsletter, and continued to develop TRU as a national leader in student research training (e.g., introduction of research apprenticeship program).
1.2	The total dollar amount of grants and contracts increased by \$2M.	The addition of 4 Canada Research Chairs and an Industrial Research Chair, larger applications (especially in CIHR), community-based research, growth of Mitacs,
2.1	There is currently no mechanism to determine an absolute value. This year, TRU is benchmarking based on voluntary faculty submissions.	For a more complete assessment, we would need to access the publication and knowledge mobilization data already submitted by faculty in their Annual Professional Activity Reports.
3.1	A survey instrument has now been developed and is ready to share with partners.	

**B. Summary**

- a) 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.

Mission Fulfilment is defined as:

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

- b) Identify the successes of the Core Theme and the areas in need of improvement.

**Table 3: Summary of Core Theme**

<b>How successful was TRU in achieving mission fulfilment for this Core Theme?</b>	TRU exceeded its expected outcomes in two indicators. Without a benchmark for the two additional indicators, it is difficult to assess overall mission fulfillment.
<b>Identify successes</b>	Increased number and percentage of faculty with externally sponsored research. Increased value of grants and contracts and greater diversification of funding sources. Two CFI funded labs Allocation of two additional Tier 2 CRCs CIHR Aboriginal People's Health grant NSERC Industrial Research Chair NSERC Collaborative Research and Development Grant
<b>List areas in need of improvement</b>	Data collection for peer-reviewed publications, presentations, exhibitions, performances, and other creative works; refinement of survey instrument to gather “community citations” as a measure of community impact; enhanced community partnerships to gather community citations.

## 2. Planning for the Next Year

### A. Review of Objectives and Indicators

#### Objectives

- a. Review current objectives to confirm they are still in alignment with Core Theme and TRU's mission statement.
- b. If necessary, add or remove objectives to keep the Core Theme relevant to TRU's mission statement.

**Table 4: Review of Objectives**

Objective # and descriptor	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
<i>1. TRU will create a sustainable research culture.</i>	Y	

#### Indicators

- a. Review the current indicators and rationales to confirm alignment with objective, Core Theme, and TRU's mission statement.
- b. Based on this review, establish if indicators need to be removed, and/or if new indicators need to be added to the Core Theme to track whether the outcomes associated with the objectives are being achieved. Follow the 'Introducing New Indicators / Removing Current Indicators' under Resource Information (below).

## Resource Information

### 1. Introducing New Indicators / Removing Current Indicators

Periodically new indicators will need to be added or existing indicators removed when the focus of the Core Theme changes, data collection at the institution changes (e.g. a new survey is being used, or an existing survey has been discontinued), or new initiatives commence. When it is required please complete the following:

#### **A. Identify the indicator(s), if any, to be added**

Provide the rationale for the indicator, including description of how the indicator aligns with the Core Theme and mission.

#### **B. Identify the indicator(s), if any, to be removed**

1. Provide rationale as to why the indicator no longer aligns with mission and Core Theme.
2. Demonstrate how the objective previously tracked by the indicator is still being captured by the other indicators for the Core Theme.
3. Comment on potential gaps for how the core theme is measured, and in turn, how Mission Fulfilment is determined.

**Table 5: Review of Indicators**

<b>Indicator #</b>	<b>Still relevant (Y/N)</b>	<b>If not, provide rationale</b>
1.1	Y	
1.2	Y	<i>Modification: The indicator should be calculated on a 3-year rolling average starting in 2017 (\$4.3M). This is consistent with Tri-Agency standard practice.</i>
2.1	Y	
3.1	Y	<i>The indicator should include “presentations by community members that reference TRU research.”</i>

**B. New Indicators**

New Indicators refer to those indicators for which we already have three years of historical data and wish to replace or add to the list of current indicators. If selected, these indicators will be reported on during the 2019 reporting cycle. If you do not wish to add or replace indicators, leave Table 6 blank.

**Table 6: New Indicators for 2019 Reporting Cycle**

New Indicator	Rationale	MF Threshold Range			Five Year Goal	Historical Values
		Achieved	Minimally Achieved	Not Achieved		

**C. 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 are those that may be beneficial for tracking in the future, however, historical data does not currently exist. Ideally, three years of historical values of the indicator 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.

- A. Identify emerging indicators or concepts for indicators which could be of value for future measurement of the objectives of the Core Theme.
  - 1. Comment on data source, availability, and develop a plan to collect data for the indicator.
  - 2. When possible, begin compilation of indicator values, either by the Core Theme Team or the appropriate department (e.g. Integrated Planning and Effectiveness). This will form a basis for planning if/when the indicator is adopted for the Core Theme.
- B. Consider if qualitative indicators could be used.

In the table below, identify any emerging indicators which could be used to track the objectives of the Core Theme in the future. If so, use the guidelines for ‘Emerging Indicators’ section under Resource Information (above).

**Table 7: Emerging Indicators**

Outcome	Emerging Indicator	Rationale	Data Source	Plan/ Programs	Resources
3.0	<i>Number of undergraduate student knowledge mobilization activities</i>	Outcome 3.0 references the dissemination activities of students. This indicator will provide evidence to support the implementation of General Education, student graduate outcomes, and the proposed research graduate credential.	# of presentations, posters and exhibitions at the UG Conference and PHP conference # of publications in the UG journal, knowledge makers journal, and PHP journal # of students featured in TRU stories and media		
<b>New 4.0 Undergraduate student engagement in research activities</b>	<i>Percentage of TRU courses that include Research-informed Learning (RiL)</i>  <i>(RiL both in and out of the classroom: project-based work, field work, inquiry-led work, integration of research practice into the curriculum, etc.)</i>	For an open access research university like TRU, Research-informed Learning offers many benefits to students and faculty. We know that treating undergraduate students as co-researchers supports student engagement within and beyond the formal curriculum, furthering knowledge and understanding, creating lasting relationships between the mentor and mentee. RiL is also said to create a profound sense of belonging, providing students with a point of entry into an institutional or disciplinary research culture.	Data will be collected from faculties and programs via the development of the Research-informed Learning Inventory, which will identify the number of research-informed learning practices in curricular programming (Fall 2018).		0.5 increase to Graduate Studies and Student Research Coordinator position (currently funded @ 0.5 ongoing)
	<i>Number of users across Canada accessing the National Clearinghouse for Research and Resources on Undergraduate Research Training and RiL.</i>	Currently there is not a national presence or network for Canadian undergraduate research. This site, hosted by TRU, will include training modules for faculty and students, news and events, information about undergraduate research at Canadian universities, resources, etc.	Data will be collected in Fall 2018 and Winter 2019. Once the site is developed, we will be able to track the website traffic, which showcases TRU's leadership in undergraduate research.	TRU will lead the development of a national clearinghouse for research and resources on undergraduate research training and research-informed learning. Information will be gathered from, and in partnership, with Vancouver Island University and Bridgewater University, other post-secondary institutions, and the Council of Undergraduate Research (CUR). We will develop the expansion of student research training initiatives.	
	A) <i>GPA of first and second year students engaged in the Research Coach program.</i>  B) <i>Retention rates of first and second year students engaged in the Research Coach program.</i>  C) <i>Number of students participating in the Research Coach program.</i>  D) <i>Number of students interacting with faculty while doing a research project.</i>	Undergraduate research has been identified as a High Impact Practice distinguished by the fostering of a key mentoring relationship between faculty and students. This enhanced introduction to discipline-based research and creative inquiry principles and practices is intended to complement the kind of research-based opportunities traditionally more available to students in the final years of their undergraduate degree programs.  TRU currently has high attrition rates with first-year students in our open admissions programs: this pilot will support student retention.	Indicators will include tracking GPA scores and first-to-second-year retention rates. In addition, we will be working with IPE to create an undergraduate research survey.	Undergraduate research is identified as a High Impact Practice (HIP). This program will allow faculty to use the RiL approach to support first and second year student engagement in meaningful research opportunities.  During the 2018/19 academic year, the four emerging indicators (A – D) will be measured to determine which is the most relevant for measuring achievement of the outcome.	

## C. Thresholds & Targets

Review thresholds for Mission Fulfilment for each indicator to ensure relevancy

- a) The threshold is defined as the percentage change to the indicator (up or down), which would be considered meeting threshold expectations. See 'Thresholds for Mission Fulfilment' under Resource Information (below) for more information on setting these ranges. These will be the values used during the next year to evaluate Mission Fulfilment.
- b) If the ranges change, provide a rationale for the change.

## Resource Information

### 2. Definitions and Thresholds for Mission Fulfilment

Each indicator has three threshold ranges:

#### Achieved

*The indicator has increased/decreased by a fixed percentage or value in line with expectation of mission fulfilment.*

#### Minimally Achieved

*The percentage or value of the indicator is holding at, or close to the current level.*

#### Not Achieved

*The indicator value has decreased/increased by a fixed percentage or value.*

Quantitative indicators are defined as a fixed percentage or value growth from the prior year with ranges set individually for each indicator.

Qualitative indicators include identification of components that measure the threshold identified and require the development of a rubric to assess each component.

**Table 8: Indicator Threshold Ranges**

Indicator #	Threshold Ranges			Revised Ranges (if applicable)			Rationale
	Achieved	Minimally Achieved	Not Achieved	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	Ranges are consistent with existing thresholds
3.1				3% or > increase	-1 to 3% change	-1% or > decrease	

### Review the Five-Year Target

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 9: Five-Year Targets**

<b>Indicator #</b>	<b>5-Year Target</b>	<b>Relevant (Y/N)</b>	<b>If not, provide revised target and include rationale for change</b>
1.1	40%	Y	
1.2	\$4.5M	N	<i>New target: The \$4.5M target (set in 2016) remains, but is modified to be a 3-year rolling average starting in 2018 (\$4.3M). This is consistent with Tri-Agency standard practice.</i>
2.1	n/a	Y	
3.1	n/a	Y	

## D. Planning for Improvement

Based on the information you provided above, and taking into consideration new or revised outcomes and indicators, complete the following Mission Fulfilment Framework which will be used as the benchmark for the 2019 reporting cycle.

**Table 10: Completed Mission Fulfilment Framework for 2018**

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges			Five Year Goal	Historical 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)	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. It will create an important benchmark to assess against peer institutions	3% or > increase	-1 to 3% change	-1% or > decrease	40%	2016: 25% 2017: 24% 2018: 28%
		1.2 Total dollar amount of tri-agency grants and external contracts <i>(3-year rolling average)</i>	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. It will create an important benchmark to assess against peer institutions	\$600,000 or > increase	\$0 to \$600,000 increase	Decrease	\$4.5M <i>(3-year rolling average)</i>	2015: \$1.1M 2016: \$1.7M 2017: \$2.3M 2018: \$4.3M
	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 <i>(3-year rolling average)</i>	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. It will create an important benchmark to assess against peer institutions	3% or > increase	-1 to 3% change	-1% or > decrease	None. 2018 benchmark at 320	

	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 <b>by TRU faculty and community groups</b>	This indicator is a roll-up on various community references to research at TRU. It measures the importance and interest of TRU research in the community and links to mission fulfilment.	3% or > increase	-1 to 3% change	-1% or > decrease		None. 2018 benchmark year.
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Finally, determine the plans required to improve the performance of the indicators and achieve the objectives of the core theme.

Planning

Outline plans to continue to improve or maintain performance of the indicator at the:

- a) Institutional level
- b) Unit level

Consultation

Outline plans to consult with key stakeholders who are responsible for influencing the indicator to accomplish the objective.

Budget & Resources

Identify any budgetary and resource limitations/implications.

**Table 11: Planning for Improvement**

Indicator #	Plans at institutional level for improvement	Plans at unit level for improvement	Consultations required	Budgetary and resource limitations/impact
1.1	Expansion of the Tri-University Research Coalition,		MOU in place. Collaboration and planning ongoing with partner universities	SIF funded until April 2020
1.2	Expansion of Social Innovation and Community-Driven Research to increase faculty and student participation in research. Enhancement of community impact through expansion of social innovation and community-driven research opportunities and partnerships, including co-location of researchers and RAs with City staff, United Way staff, and community organizations at the Kamloops ChangeLab.		MOUs with City and United Way in place; partnership with Kamloops Innovation ongoing	New 2-year SIF to be proposed for social innovation infrastructure to provide operating and seed funding

2.1	Introduction of Academic Writing Retreat (workshop leader, Helen Sword)			
3.1	Expansion of the Tri-University Research Coalition			Tri-University initiative is SIF funded until April, 2020