

Mission Fulfilment

2022

Prepared by
Office of Quality Assurance

On behalf of
Senate Mission Fulfilment Committees

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

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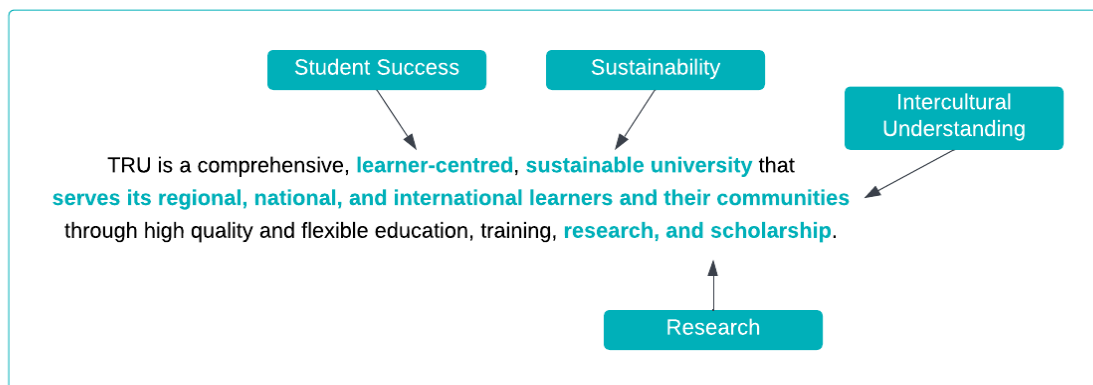
Mission Fulfilment

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

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

Figure 1

Relationship between Core Themes and Mission Statement



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

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

Table 1

Summary of Mission Fulfilment

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

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

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

Planning and Evaluation Process

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

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

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

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

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

Table 2

Senate Mission Fulfilment Committees

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

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

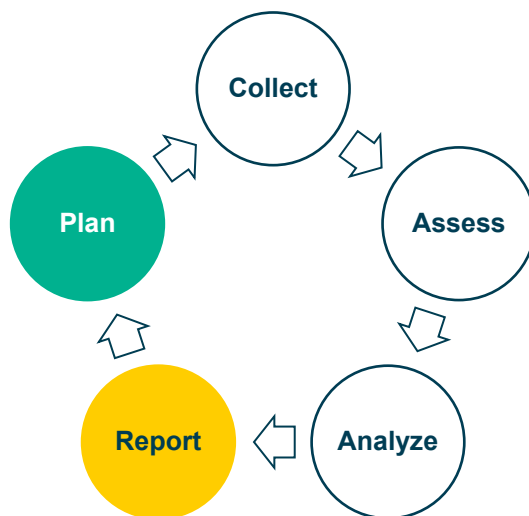
The stages of the annual review involve:

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

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

Figure 2

Stages of Mission Fulfilment Reporting Cycle



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

Table 3

Mission Fulfilment Threshold Ranges

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

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

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

Continuous Quality Improvement

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

NWCCU Mid-Cycle Evaluation: From Planning to Action

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

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

Committee Planning: Data-informed Decision-Making

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

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

Student Success: Broadening and Deepening our Understanding

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

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

Data Equity: Developing an Ethical Framework for Diversity Data

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

Mission Fulfilment Dashboards: Supporting Data Democratization and Fluency

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

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

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

Summary of Core Theme Results

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

Intercultural Understanding

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

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

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

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

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

Table 4

2022 Results for Intercultural Understanding

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

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

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

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

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

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

Research

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

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

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

Table 5

2022 Results for Research

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

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

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

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

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

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

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

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

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

Student Success

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

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

Table 6

2022 Results for Student Success

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

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

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

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

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

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

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

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

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

Sustainability

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

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

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

Table 7

2022 Results for Sustainability

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

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

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

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

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

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

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

Conclusion

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

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



Appendix A Intercultural Understanding Workbook



Appendix B Research Workbook



Appendix C Student Success Workbook



Appendix D Sustainability Workbook