

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

2019 Work Book

Core Theme	<i>Intercultural Understanding</i>
Submitted by	<i>Intercultural Understanding Subcommittee</i>
Signature, Chair	<p style="text-align: center;">_____ X _____ Kyra Garson Chair</p>
Date	Kyra Garson July 2, 2019

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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 Fulfilment Report outlining how successful TRU was in fulfilling its’ mission that year.

Timeline for Submissions

May 1 - June 30	Core Theme Teams or Standing Committee of Senate performs annual assessment of Mission Fulfilment and planning process.
June 30	Core Theme Work Book submitted to ALO. accreditation@tru.ca
July 1 - July 31	ALO compiles Core Theme Work Books into an institutional Mission Fulfilment Report.
August 1 – 31	Accreditation Steering Committee (ASC) reviews annual institutional Mission Fulfilment Report.
September 1 – September 30	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 Intercultural Understanding Mission Fulfilment Framework (2018)

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges			Five Year Goal	Historical Values
				Achieved	Minimally Achieved	Not Achieved		
1.0 The creation of a culture of inclusion in all aspects of university work and life.	1.1 Enhanced inclusion of intercultural learning within curriculum, teaching, and service.	1.1 Student perceptions and opportunities for intercultural learning, as indicated by NSSE scores of fourth year students.	Specific NSSE questions provide student perceptions of diversity experiences.	> 2% increase	Within 2% of previous year	> 2% decrease	Maintain or increase by 2%	2011: 63.6% 2014: 67% 2018: 62.6%
2.0 TRU will engage in Indigenous, regional, national, and global learning through teaching, learning, knowledge, research and creative practice.	2.1 Increased participation in Indigenous, internationalization, and interculturalization initiatives.	2.1 Three-year average number of enrolments in courses or programs with Indigenous, international, or intercultural content.	TRU is committed to prioritizing programs and practices that support diversity, inclusion, and intercultural understanding among Indigenous, regional, national, and global communities.	Increase in average	Maintain average	Decrease in average	2% increase over the average* of 2600	2013-2016: 2676 2014-2017: 2732 2015-2018: 2630
		2.2 Participation in workshops with an intercultural or Indigenous focus, such as Intercultural Development, and Interculturalizing/Indigenizing the Curriculum.		Increase in average	Maintain average	Decrease in average	5% increase over the average* of 1300	2014/15: 1253 2015/16: 1377 2017/18: 2921
		2.3 Number of students, staff, and faculty accessing mobility programs.		Increase in average	Maintain average	Decrease in average	2% increase over the average* of 200	2016: 129 2017: 210 2018: 130

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

- Gather information 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 (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 inclusion and opportunities for intercultural learning, as indicated by NSSE scores of 4 th year students.	62.6%	Not available in 2018-19	N/A
2.1 Three-year average number of enrolments in courses or programs with Indigenous, international, or intercultural content.	2630 (22 - Global Competency)	3376	Achieved
2.2 Participation in workshops with an intercultural or Indigenous focus, such as Intercultural Development, Interculturalizing/Indigenizing the Curriculum.	2921 Orange Shirt Day 110 Celebrating Mother Language 250; Truth and Reconciliation 85; Knowledge Makers 22; Peer Mentoring 20; Indigenous Workshops Internally 70; Indigenous Workshops Conferences 40; Indigenous – I Days Workshops 100; Powwow and Aboriginal Awareness 120; Indigenous Cultural Activities 500; Intercultural Development workshop 1476; IDI 128	3940 Workshops by IC Team 1121; Invited external workshops 110; Intercultural Conference – TRU attendees 89; Intercultural Development Inventory 128 Indigenous workshops and events 2,492	Achieved
2.3 Number of students, staff, and faculty accessing mobility programs.	130 67 outbound exchange, 51 field school, 4 Leave 4 Change	190	Achieved

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

Indicator #	Describe what was achieved	List plans, services or initiatives impacting progress; Identify factors positively or negatively affecting progress
1.1	NSSE Data not available this year	We plan to work with IPE and use some of the new Fall Survey as the data point in years when the NSSE is not offered.
2.1	There was an increase in enrolment in courses offering intercultural learning opportunities	An update of courses both F2F and online is needed. There is also a need for departments to identify and confirm that courses listed have intercultural learning outcomes. Collaboration with GET should assist with this. We also propose to change the indicator from outputs to outcomes by measuring course completion rather than enrolment. See New indicator 1.2
2.2		The committee proposes including this indicator in Emerging indicators 1.3 and 1.4 to be demonstrated through qualitative methods.
2.3	There was an increase in mobility for students and staff on leave for change program	The committee proposes including this indicator in Emerging indicators 1.3 and 1.4 to be demonstrated through qualitative methods.

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

How successful was TRU in achieving mission fulfilment for this Core Theme?	TRU achieved mission fulfillment in three of the four core themes. Data for indicator 1.1 was not available this year.
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Identify successes	Increases in course enrollments, increases in mobility
List areas in need of improvement	In consideration of the Accreditation team's comments, the Intercultural Understanding sub-committee recommends the inclusion of qualitative measures in order to tell a more holistic, fulsome story of intercultural learning initiatives and events at TRU. The quantitative data does not highlight the rich variety of opportunities offered nor the impact on the TRU Community.

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
1. The creation of a culture of inclusion in all aspects of university work and life.	No	
2. TRU will engage in Indigenous, regional, national, and global learning through teaching, learning, knowledge, research, and creative practice.	No	<p>The committee has decided that ONE objective for all indicators is appropriate because the original language was taken from the 2011 Academic Plan. The new language is drawn from the Institutional LO's (2018).</p> <p>1.The creation of a culture of inclusion through intentional engagement to recognize and respect the value of diverse cultural worldviews, and the value of Indigenous knowledges and ways.</p>

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

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1	Yes	However, we will include 2 additional data sources as NSSE data is only available every 4 years: TRU Fall Survey (currently under development). Also include NSSE Civic Engagement Qs: 1.b " <i>Resolve conflicts that involve bias, discrimination, and prejudice,</i> " and 1.c " <i>Lead a group in which people from different backgrounds feel welcomed and included</i> "
2.1	Yes	Course list requires updating and vetting related to ILOs. New indicator proposed to measure outcomes related to ILOs Local to Global TRU Pathways theme. See Table 6 below.
2.2	NO	The original indicator did not capture the effort and commitment of TRU in providing opportunities for intercultural learning. Nor did the data capture the depth, scope or reach of initiatives or events or the relational dimensions of intercultural opportunities at TRU.

2.3	NO	Original quantitative indicators were not as meaningful when measuring the impact of intercultural learning. Qualitative outcome measures are more appropriate, as they are “considered to be more insightful, meaningful and accurate in measuring the methods and quality of teaching and learning as they relate to the objectives of higher education. They are also more useful in providing information that can be used for enhancing teaching and learning” (Chalmers, 2008 p. 5).
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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		
1.2 <i>Three-year average number of students completing Indigenous, international, or intercultural content with a minimum “C” grade. (as measured by ILOs in Local to Global theme)</i>	Student outcomes will be better measured through course completion with a minimum “C” grade	Increase in average	Maintain average	Decrease in average	2% increase over the average	

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

New Indicator	Rationale	MF Threshold Range			Five Year Goal	Historical Values
		Achieved	Minimally Achieved	Not Achieved		
1.3 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding	This indicator will capture a more fulsome picture of sustained efforts to provide and develop opportunities for intercultural learning	Evidence demonstrates depth <i>and</i> reach of intercultural initiatives and events	Some evidence of depth and/or reach of intercultural initiatives and events	Evidence does not demonstrate depth or reach of intercultural initiatives and events	Maintain consistent evidence of effort to provide and develop opportunities for intercultural understanding	N/A
1.4 Narratives of engagement in and impact of intercultural learning	This indicator will provide rich qualitative evidence of the 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)	Ongoing evidence demonstrates engagement and impact of intercultural learning for all stakeholders	N/A

Notes:

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

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.

1.3 Proposed presentation of the data using digital software that captures depth, scope and reach. Ex: <https://www.adobe.com/ca/analytics/web-analytics.html>
<http://map.diversitycircles.com/> <https://www.youtube.com/watch?v=wwyXC6IDK98>

1.4 Proposed presentation of the data would be tagged Marcom news, other video, e-portfolios that tell the story of impact.

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 Student perceptions and opportunities for intercultural learning, as indicated by NSSE & TRU Fall Survey scores of fourth year students.	≥2% increase	≥2% increase	decrease	<i>Greater than 2% increase</i>	<i>Within 2% of previous year</i>	<i>More than 2% decrease</i>	<i>This will need to be revisited once the Fall Survey is piloted</i>
1.2 ** New Indicator: Three-year average number of students completing with Indigenous, international, or intercultural content as measured by ILOs in Local to Global theme	Increase in average	Maintain average	Decrease in average				
1.3 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding	Increase in average	Maintain average	Decrease in average	Evidence demonstrates depth <i>and</i> reach. Narratives of engagement in and impact of intercultural learning, <i>and</i> reach of intercultural initiatives and events	Some evidence of depth and/or reach of intercultural initiatives and events	Evidence does not demonstrate depth, scope or reach of intercultural initiatives and events	<i>See table for emerging indicators</i>
1.4 Narratives of engagement in and impact of intercultural learning	Increase in average	Maintain average	Decrease in average	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)	<i>See table for emerging indicators</i>

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.

New Objective with 4 indicators

1.The creation of a culture of inclusion through intentional engagement to recognize and respect the value of diverse cultural worldviews, and the value of Indigenous knowledges and ways.

Table 9: 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%	N	Historical data reflects a significant increase in one year. This target is more realistic
1.2	2% increase on 2600 (average of participants from 2012-2017)		This indicator will now measure outcomes in terms of student achievement rather than enrolment. See table 4.
1.3	5% increase over the average of 1300	N	This indicator has been changed to a qualitative indicator; therefore % increase is no longer relevant. The five-year target will be to maintain consistent evidence of effort to provide and develop opportunities for intercultural understanding
1.4	2% increase over the average of 200	N	This indicator has been changed to a qualitative indicator. The evidence will continue to show ongoing evidence that demonstrates engagement and impact of intercultural learning for all stakeholders

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 2019

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges			Five Year Goal	Historical Values
				Achieved	Minimally Achieved	Not Achieved		
1.0 The creation of a culture of inclusion in all aspects of university work and life.	1.1 Enhanced inclusion of intercultural learning within curriculum, teaching, and service.	1.1 Student perceptions and opportunities for intercultural learning, as indicated by NSSE scores of fourth year students.	Specific NSSE questions provide student perceptions of diversity experiences.	> 2% increase	Within 2% of previous year	> 2% decrease	Maintain or increase by 2%	2011: 63.6% 2014: 67% 2018: 62.6% 2019: N/A
2.0 TRU will engage in Indigenous, regional, national, and global learning through teaching, learning, knowledge, research and creative practice.	2.1 Increased participation in Indigenous, internationalization, and interculturalization initiatives.	2.1 Three year average number of enrolments in courses or programs with Indigenous, international, or intercultural content.	TRU is committed to prioritizing programs and practices that support diversity, inclusion, and intercultural understanding among Indigenous, regional, national, and global communities.	Increase in average	Maintain average	Decrease in average	2% increase over the average* of 2600	2013-2016: 2676 2014-2017: 2732 2015-2018: 2630 2018-2019: 2916
		2.2 Participation in workshops with an intercultural or Indigenous focus, such as Intercultural Development, and Interculturalizing/Indigenizing the Curriculum.		Increase in average	Maintain average	Decrease in average	5% increase over the average* of 1300	2014/15: 1253 2015/16: 1377 2017/18: 2921 2018/19: 3940
		2.3 Number of students, staff, and faculty accessing mobility programs.		Increase in average	Maintain average	Decrease in average	2% increase over the average* of 200	2016: 129 2017: 210 2018: 130 2019: 190

*Average based on data from 2012 – 2017.

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	Launch TRU Fall Survey		Consult with IPE: Review Fall Survey for relevant questions	IU committee to consult
1.2	Update lists based on courses achieving ILOs in Local to Global TRU Pathways	Review courses to ensure actual intercultural learning outcomes related to ILOs	Collaborate with GET on course lists. Consult with deans / chairs	Requires departmental input
1.3			Consultations with IPE. Potentially will require a coop student to set up the platform	Potential hiring of a computer science coop student to set up digital analytics platform
1.4	Significant additional resources have been allocated to mobility initiatives Launch of new initiative "Students without borders"		Collaboration with MarCom to flag intercultural initiatives and events that could be collated for reporting	Requires personnel in MarCom to collaborate with the committee
Note: 1.2 is a New Indicator to measure outcomes rather than outputs 1.3 and 1.4 are Emerging Indicators recommended by the committee 1.3 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding 1.4 Narratives of engagement in and impact of intercultural learning				