



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

Work Book

| | |
|-------------------------|---|
| Core Theme | <i>Intercultural Understanding</i> |
| Submitted by | <i>Intercultural Understanding Subcommittee</i> |
| Signature, Chair | <i>K Garson</i> |
| Date | July 27, 2020 |

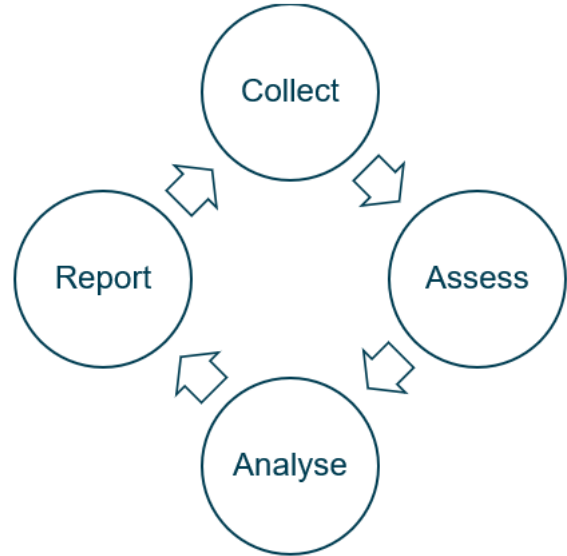
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Overview

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

1. **Collect** data for each of the indicators.
2. **Assess** the level of achievement for each indicator.
3. **Analyse** 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. |

Collect

Complete the following Mission Fulfilment Framework for your Core Theme by inserting the values for the current reporting cycle, including any new or emerging indicators (if applicable) that were identified in last year's workbook.

Mission Fulfilment Framework for Core Theme

| Objective | Outcome | Indicator | MF Threshold Ranges | | | Five Year Goal | Values |
|---|--|---|--|--|---|---|---|
| | | | Achieved | Minimally Achieved | Not Achieved | | |
| 1.0 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. | 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. | > 2% increase | Within 2% of previous year | > 2% decrease | Maintain or increase by 2% | 2014: 67% 2017: 62.6% 2019: N/A 2020: N/A |
| | | 1.2 Initiatives and events offered within and between areas of the university that demonstrate depth ¹ , scope or reach of intercultural understanding | 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 | Maintain consistent evidence of effort to provide and develop opportunities for intercultural understanding | Emerging indicator will replace 2.2 and 2.3 pending available resources |
| | | 1.3 Narratives of engagement in and impact of intercultural learning | 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 | Emerging indicator will replace 2.2 and 2.3 pending available resources |

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.

| Objective | Outcome | Indicator | MF Threshold Ranges | | | Five Year Goal | Values |
|-----------|--|---|---------------------|--------------------|---------------------|---------------------------------------|---|
| | | | Achieved | Minimally Achieved | Not Achieved | | |
| | 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. | Increase in average | Maintain average | Decrease in average | 2% increase over the average* of 2600 | 2014-2017: 2732 2015-2018: 2630 2016-2019: 2965 2017-2020: 3196 |
| | | 2.1 Three-year average number of students completing academic courses with Indigenous, international, or intercultural content as measured by ILOs in Local to Global theme | Increase in average | Maintain average | Decrease in average | 2% increase over the average | Emerging indicator will replace 2.1 in Spring 2021 |
| | | 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 | 2015/16: 1377 2017/18: 2921 2018/19: 3940 2019/20: 4499 |
| | | 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 | 2016/17: 210 2017/18: 130 2018/19: 190 2019/20: 113 (217 pre-COVID) |

*Average based on data from 2012 – 2017.

Assess

Review of Previous Year

Complete the following for each indicator:

Current Value, Mission Fulfilment Range, and Contextual Factors

1. Gather information, in collaboration with ALO, Integrated Planning & Effectiveness (IPE), and relevant departments, to determine the indicator value for the most recent period.
2. Determine the change from the prior year and identify which of the mission fulfilment ranges applies (i.e., *Achieved / Minimally Achieved / Not Achieved*).
3. Describe factors (e.g., plans, services, environmental, or initiatives) that impacted the progress of the indicator.

Table 1: Identification of Mission Fulfilment Range

| Indicator # and descriptor | Prior Year Value | Current Value | Mission Fulfilment Range | Factors positively or negatively affecting progress |
|--|--------------------------|--|--------------------------|---|
| 1.1 Student perceptions and opportunities for intercultural learning, as indicated by NSSE scores of fourth year students. | 2017: 62.6% 2019: N/A | N/A | N/A | This year was not in the NSSE cycle. The data for next reporting cycle will be available in November 2020. |
| 2.1 Three-year average number of enrolments in courses or programs with Indigenous, international, or intercultural content. | 2,965 | 3,196 | Achieved | |
| 2.2 Participation in workshops with an intercultural or Indigenous focus, such as Intercultural Development, and Interculturalizing/Indigenizing the Curriculum. | 3,940 | 4,499 | Achieved | While there is an increase in events and participation, this indicator does not capture the depth, scope, or reach of the learning. We look forward to capturing this with qualitative narratives in the coming years. |
| 2.3 Number of students, staff, and faculty accessing mobility programs. | 190 | 113 *(217 pre-COVID) | Not Achieved | Due to COVID-19, a total 104 (14 exchange and 90 field school) students were unable to participate in planned mobility programming when the institution made the decision to cancel all mobility. If TRU had been able to offer all of its programming (total of 217) then this indicator would have been achieved. |

Analyse

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 Fulfilment 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? |
|--|
| Using the original indicators and adjusting mobility numbers for COVID, TRU was 100% successful in achieving mission fulfilment. Without adjusting for COVID, the success was 67% successful. Unfortunately, these quantitative measures do not entirely capture the successes of TRU and in some ways mask the challenges. See discussion below for more detail. |
| Identify strengths and successes |
| Course enrolments, workshop attendance, and event attendance continue to increase annually, indicating increased engagement with intercultural learning. We look forward to moving to the qualitative approach we designed in 2018/19 in order to understand more clearly where we are successful and where we have gaps. |
| List opportunities and areas in need of improvement |
| We maintain that moving to the qualitative indicators will provide a more fulsome picture of our achievements in Intercultural Understanding. We acknowledge that NWCCU recommended we find means to tell the larger story that can not be fully understood by quantitative measures alone. In order to improve this, we continue to look for ways to resource this data collection. We also plan to develop a phased approach that will allow us to pilot data collection with selected programs. See discussion below for more detail. We are also working with IPE to find ways to obtain survey data in years not within the NSSE cycle. |

Review of Objectives, Outcomes, and Indicators

Objectives and Outcomes

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 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. | Y | |
| Outcome 1.1 Enhanced inclusion of intercultural learning within curriculum, teaching, and service. | Y | |
| Outcome 2.1 Increased participation in Indigenous, internationalization, and interculturalization initiatives. | 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 and opportunities for intercultural learning, as indicated by NSSE scores of fourth year students. | Y/N | Since the NSSE data is collected in a cycle that does not collect data annually, we are only able to report this every three (3) years. We are consulting with our Institutional Planning and Effectiveness (IPE) office to include other survey data or to capture the NSSE questions within another survey. (The indicator will be rephrased once the approach is determined). |
| 2.1 Three-year average number of enrolments in courses or programs with Indigenous, international, or intercultural content. | N | To be replaced with a new indicator* once the ILO component courses for <i>Intercultural Awareness</i> and <i>Indigenous Knowledges & Ways</i> are identified (2021) * 2.1 Three-year average number of baccalaureate degree students completing academic courses with Indigenous, international, or intercultural content as measured by ILOs in Local to Global theme with a C grade or better. |

New Indicators and Emerging Indicators

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 | | | |
| 1.2 Initiatives and events offered within and between areas of the university that demonstrate depth ³ , scope or reach of intercultural understanding | Carried forward from 2019 | 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 | Maintain consistent evidence of effort to provide and develop opportunities for intercultural understanding | N/A | Emerging |
| 1.3 Narratives of engagement in and impact of intercultural learning | Carried forward from 2019 | Evidence demonstrates impact of intercultural learning (attitudes, knowledge, skills, praxis ⁴) | 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 | Emerging |

³ 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

⁴ For the purposes of reporting, we define the terms, attitude, knowledge, skills, and praxis as follows:

| Indicator | Rationale and Data Source | MF Threshold Range | | | Five Year Goal | Historical Values | New or Emerging |
|---|---------------------------|--------------------|--------------------|--------------|--|-------------------|--|
| | | Achieved | Minimally Achieved | Not Achieved | | | |
| 2.1 Three-year average number of baccalaureate degree students completing academic courses with Indigenous, international, or intercultural content as measured by ILOs in Local to Global theme with a C grade or better. | Carried forward from 2019 | >4% | 0-4% | <0% | 80% of baccalaureate degree students complete a course | | Emerging indicator will replace 2.1 |

-
- 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.

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 and opportunities for intercultural learning, as indicated by NSSE scores of fourth year students. | > 2% increase | Within 2% of previous year | > 2% decrease | |

*Average based on data from 2012 – 2017.

Review the Five-Year Target (2018 - 2023)

Note: The current 5-year reporting cycle is 2018 – 2023. Unless exceptional circumstances require earlier review, leave this section blank.

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 | |

Discussion

Finally, based on the analysis of the data available, identify risks and opportunities associated with the performance of the indicators. Comment on, for instance:

- themes or patterns in the data;
- implications of these findings;
- highlights and strengths;
- recommendations (if any); and/or
- outliers or unusual findings.

Our committee has faced challenges in our attempt to move to qualitative indicators as recommended by NWCCU

TRU should consider including qualitative indicators, especially in the Core Theme, Intercultural Awareness... because of the nature of Indigenous education and programming, and the multivariate impacts of global programming, the institution's qualitative results may be a useful way to assess other aspects and impacts of this Core Theme. (NWCCU, 2019)

Although we designed a plan for replacing two of the quantitative indicators with qualitative ones that would allow us to understand the depth, scope, and reach of intercultural learning at TRU, we were unable to implement the data collection without additional resources. Unlike some core theme teams, our team does not have a staffed office or budgetary line to implement our ideas. We recently convened a meeting with other core theme chairs and representatives and are exploring ways we can support our mutual data collection and ways to potentially engage student researchers in data collection and analysis. We are also exploring a phased approach that will allow us to undertake a small number of pilot data collection initiatives so that we can begin to tell the stories of intercultural learning at TRU.

The implications of continuing to rely on purely quantitative measures does not allow us to differentiate between the depth of various activities or the reach of different initiatives across campus. We strongly recommend that the institution supports a collective approach that allows for all core themes to continue to improve their indicators and thresholds in ways that will go beyond achieving targets with the aim of enhancing intercultural awareness for all of TRU through informed understanding of where we are successful and where we need to put our attention.

We are looking forward to updating indicator 2.1 to include courses with intercultural content as identified by GET in the Local to Global institutional learning outcome theme. We also see potential

for qualitative data to tell the story of how changes to curriculum and pedagogy were initiated through the GET initiative.

The Intercultural Understanding Subcommittee has made recommendations to GET to enhance the description of Intercultural Awareness to include the application of learning in ways “that demonstrate a valuing of diversity, a recognition of privilege and power, and a commitment to social justice and inclusion”. If our recommendation for revision is accepted for amendment by Senate, then our outcomes and indicators will need to be refined to include these elements.

Finally, we believe that changes to the Intercultural Understanding Sub-Committee of Senate’s Terms of Reference, specifically to “advise Senate on interculturalizing performance measurement systems” will allow for a broader understanding of the need for data and analysis of our performance in achieving greater intercultural awareness.

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.