



**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>Kyra Garson</i> |
| Date | July 8, 2021 |

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Overview

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

1. **Collect** data for each of the indicators.
2. **Assess** the level of achievement for each indicator.
3. **Analyze** results, considering contextual factors, and discuss implications relating to the success of the core theme.
4. **Report** results to TRU's governing bodies to inform divisional and unit planning across the institution.



Completed workbooks are submitted to the Accreditation Liaison Officer (ALO) annually on June 30. ALO compiles findings into an Annual Institutional Mission Fulfilment Report that details how successful TRU was in fulfilling its mission that year.

Timeline for Submissions

| | |
|-----------------------------------|--|
| April 1 - June 30 | Standing Committees of Senate conduct annual assessment of Mission Fulfilment. |
| June 30 | Core Theme Work Book submitted to ALO at ahoare@tru.ca |
| July 1 - July 31 | ALO compiles Core Theme Work Books into an Annual Institutional Mission Fulfilment Report. |
| August 1 – 31 | Accreditation Steering Committee (ASC) reviews Annual Institutional Mission Fulfilment Report |
| September 1 – September 30 | <p>Broad distribution of Annual Institutional Mission Fulfilment Report through TRU's collegial governance process.</p> <p>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.</p> |

Intercultural Understanding Mission Fulfilment Framework

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

Definitions

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

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

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

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

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

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

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

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

Indicator 2.2: Discussion and Analysis of Narrative and Survey Data

Indicator 2.2 made use of two data sets:

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

Narratives

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

Figure 1 Word Cloud from Narrative Data



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

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

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

Survey Responses

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

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

Figure 2 Word Cloud of Survey Responses



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

Assess

Review of Previous Year

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

Table 1: Identification of Mission Fulfilment Range

| Indicator # and descriptor | Prior Year Value | Current Value | Mission Fulfilment Range |
|--|--------------------------------|---|--------------------------|
| 1.1 Student perceptions of intercultural understanding and inclusion as indicated by survey responses. | 62.6% | 65.8% | Achieved |
| 2.1 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding. | No historical values available | Consistent monthly offerings from over 15 units, all campuses, local to global community. See Appendix A (MarCom Media Report) and Appendix B (FSD Social Media Report) | Achieved |
| 2.2 Narratives of engagement in and impact of intercultural learning. | No historical values available | Evidence of Impact. Some evidence of Engagement. Some identification of Barriers. See Discussion and Analysis of Narrative Data (above). | Minimally Achieved |
| 3.1 Students participate in curricular programming with an Indigenous, international, or intercultural focus. | 2,361 | 2,503 | Achieved |
| 3.2 Percentage of baccalaureate degree students completing Local to Global Theme ILO courses with a minimum C+ grade or better. | 79.7% | 82.9% | Achieved |

Analyze

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

Definition of Mission Fulfilment

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

Identify strengths and successes

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

List opportunities and areas in need of improvement

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

Review of Objectives, Outcomes, and Indicators

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

Table 3: Review of Objectives and Outcomes

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

Indicators

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

Table 4: Review of Indicators

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

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

New Indicators and Emerging Indicators

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

New Indicators

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

Emerging Indicators

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

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

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

Table 5: New and/or Emerging Indicators

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

Levels of Achievement

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

Achieved

What does achievement look like? For example:

- an increase in retention rate of 2%; or, perhaps, 5%
- an increase in Indigenous students' sense of belonging, as evidenced by a sampling of Indigenous students' narratives

Minimally Achieved

What would be considered maintaining the status quo? For example:

- a 0% increase in intercultural activities delivered; or, perhaps, a range of -1 to +1%
- little change in students' ability to navigate university processes (e.g., admissions, advising, degree progression, etc.), as evidenced by a representative sample of students' journey maps.

Not Achieved

What would be considered problematic? For example,

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

Review the existing threshold ranges and determine if any changes need to be made. If so, provide a rationale.

Table 6: Indicator Threshold Ranges

| Indicator # | Threshold Ranges | | | Rationale for Change (if applicable) |
|---|--|--|---|--|
| | Achieved | Minimally Achieved | Not Achieved | |
| 1.1 Student perceptions of intercultural understanding and inclusion as indicated by survey responses. | > 2% increase | 0 - 2 % increase | decrease | Considering that that the five-year goal is to maintain or increase by 2%, year-over-year changes should be adjusted. |
| 2.1 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding | Evidence demonstrates depth and reach. Narratives of engagement in and impact of intercultural learning, and reach of intercultural initiatives and events | Some evidence of depth and/or reach of intercultural initiatives and events | Evidence does not demonstrate depth, scope or reach of intercultural initiatives and events | |
| 2.2 Narratives of engagement in and impact of intercultural learning | Evidence demonstrates impact of intercultural learning (attitudes, knowledge, skills, praxis) | Some evidence of impact of intercultural learning (attitudes, knowledge, skills, praxis) | Evidence does not demonstrate intercultural (attitudes, knowledge, skills, praxis) | To date, IUSC has looked at engagement and impact, as opposed to attitudes, knowledge, skills, praxis – perhaps those can be evidenced by qual quotes. |
| 3.1 Average grade for courses with Indigenous, or intercultural content as measured by ILOs in Local to Global theme | >2% increase | 1-2% increase | 0 or decrease | |

Review the Five-Year Target (2020 - 2025)

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

Table 7: Five-Year Targets

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

Appendices

Appendix A MarCom Newsroom Media Report

TRU Events and Stories highlighting Indigenization and internationalization

April 1, 2020-March 31, 2021)

(Note: includes interculturalization)

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

NEWSROOM STORIES

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

NEWSROOM STORIES

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

NEWSROOM STORIES

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

NEWSROOM STORIES

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

EVENT LISTINGS

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

EVENT LISTINGS

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

EVENT LISTINGS

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

EVENT LISTINGS

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

Appendix B Faculty of Student Development Social Media Report


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

| Title | Date | Social Copy | ANALYTICS | FACEBOOK | INSTAGRAM |
|--|---------|--|-----------------|----------|-------------|
| | | | | Reach | Reach |
| Multi-Faith Chaplain Features: Pastor Jane | 8-10-20 | <p>IG: Jane is a Lutheran Pastor with a Masters of Divinity from the Lutheran Theological Seminary Saskatoon. Prior to her masters, she did her Bachelors of Arts at UBC. These eight years of study were mostly wonderful, but her years of travel in Canada, Europe and Africa are her genuine passion. Elle est biligue et aime bien parler en français. Hiking, tea, and a good conversation are the joys of life!</p> <p>Favourite quote: Since we are justified by faith apart from works, we have peace with God through our Lord Jesus Christ... and hope does not disappoint us, because God's love has been poured into our hearts through the Holy Spirit that has been given to us. – Romans 5:1,5, NRSV Bible</p> <p>You are not alone, the Multi-Faith Chaplains are available with all appointments being conducted virtually. It is best to email first to arrange a time to chat. Email addresses are available on our website, tru.ca/chaplaincy</p> | | | 1232 |
| Career Path Tuesday Features: Ashley MacLellan | 8-11-20 | <p>IG: This week's #CareerPathTuesday features one of our Qelmúcw Student Recruiter-Advisors, Ashley MacLellan!</p> <p>Ashley is Yellowknives Dene First Nations as well as mixed European descent from Yellowknife, Northwest Territories. Ashley graduated from the @universityofvictoria in August 2019 with a degree in English and professional communications.</p> <p>Ashley took advantage of professional student opportunities during her degree, such as mock interview clinics and the university's co-op program that helped her gain crucial career experience. Her current role as one of the Qelmúcw Student Recruiter-Advisors allows her to work with Indigenous and non-Indigenous students on applying to TRU, and start to connect them with the right supports on campus.</p> <p>Where is your Career Path taking you? Send us a DM to get featured!</p> | | | 1372 |
| Pride Week FB Live | 8-11-20 | <p>FB: Connect with folks from Kamloops Pride – who will be providing the scoop on the online celebrations taking place over August 14-16 - including a window display contest, an online dance, drag show, and more!</p> | 1k Views: 516 | | |
| Career Path Tuesday Features: Nazmul Haque | 8-18-20 | <p>IG: Meet this week's featured student for #CareerPathTuesday, Nazmul Haque!</p> <p>Nazmul graduated high school from Oxford International School in Dhaka, Bangladesh and has a college diploma from @SunwayUniversity in Malaysia. At TRU, Nazmul is currently completing his Bachelor's degree in Software Engineering.</p> <p>Ever since his visit to @nasakennedy, Nazmul has always dreamt of working for them. He also hopes to set foot on the moon himself one day!</p> <p>Where is your Career Path taking you? Send us a DM to get featured!</p> | | | 1211 |
| International/Intercultural Student Recruiter Live: Indigenous Education FB Live (it says FB live but can only find on Career Path Tuesday Features: Nazli | 8-19-20 | <p>IG: TRU Indigenous Education Facebook Live</p> <p>Join Ashley MacLellan, Qelmúcw Student Recruiter - Advisor on Thursday, August 20 for a live conversation with our Indigenous student services team about academic and emotional supports. Chat starts at 10am on TRU's main Facebook account.</p> | | | Views: 389 |
| | 8-25-20 | <p>IG: Meet Nazli Bostandoust, our featured student for this week's #CareerPathTuesday!</p> <p>Nazli graduated with a Bachelor's degree in Public Administration from Shahid Beheshti University in Tehran, Iran, and she is currently enrolled in the International Business Post-Baccalaureate program at TRU. Nazli loves entrepreneurship and hopes to establish her own company some day after completing her studies at TRU.</p> <p>As the current Learning Strategist Co-op Student at the Faculty of Student Development, Nazli will be sharing some tips for new-to-TRU students as well as some of her personal stories from when she was still a new student herself LIVE on Instagram. Be sure to tune in this Thursday to hear all about it!</p> | | | 1526 |
| Actors Workshop Theatre FB Live | 8-25-20 | <p>FB: Meet students, staff, faculty and alumni from the Actors Workshop Theatre – get the scoop on the upcoming (socially distanced) fall production, the power of performance, the value of theatre, and more!</p> | 1.1k Views: 620 | | |
| Multi-Faith Chaplain Features: Ahmed | 8-26-20 | <p>IG: Ahmed is a member of the Kamloops Islamic Association. He completed his studies in Civil Engineering at UBC. Ahmed currently works as a Transportation Engineer. When not working or at TRU's Multi-Faith Chaplaincy, he enjoys playing soccer, travelling, and spending time with family.</p> <p>Favourite quote: Indeed, in the creation of the heavens and the earth and the alternation of the night and the day are signs for those of understanding. – The Holy Quran</p> <p>You are not alone, the Multi-Faith Chaplains are available with all appointments being conducted virtually. It is best to email first to arrange a time to chat. Email addresses are available on our website, tru.ca/chaplaincy</p> | | | 1168 |
| International/Intercultural Student Lead Lives: Adjusting to University Life with Dea and Nazli | 8-27-20 | <p>IG: Orientations & Transitions Learning Strategist Co-op, Nazli Bostandoust, will be sharing some tips on how to transition into university life for new-to-TRU students LIVE on Instagram this week with Career & Experiential Learning Co-op, Dea DiGiovanni.</p> <p>Be sure to tune in to our Instagram page this Thursday at 2:30 PM!</p> | | | Views: 157 |
| Welcome Ceremony: Platform Party | 9-9-20 | <p>IG & FB: Platform Party 2020: New-to-TRU Welcome Ceremony</p> <p>In a live Welcome Ceremony, the platform party would be sitting on the stage and sharing in the excitement that is your first day at TRU. Who is the platform party, you ask? Great question! The platform party is a collective of faculty deans and TRU leaders, like the President and Vice Chancellor – (that's just one person, when you're that big a deal, you get two titles.) The platform party welcomes you at orientation—and congratulates you at convocation. This year, they'll be appearing by the power of the montage.</p> | 1.9k Views: 581 | | Views: 1064 |
| Career Path Tuesday Features: Adriana Herrera | 9-15-20 | <p>IG: Say hello to this week's #CareerPathTuesday featured student, Adriana Herrera!</p> <p>Adri has just entered her second year of the Bachelor of Arts program where she will be majoring in Psychology. Driven by her love and passion for helping others, Adri hopes to pursue a career in counselling after graduating from TRU.</p> <p>Read all about Adri's #myTRU experience as a TRU student from El Salvador at ourtru.ca/adriana.</p> | | | 1728 |
| Multi-Faith Chaplaincy FB Live about Upcoming Peace Day | 9-15-20 | <p>FB: Meet folks from the Multi-Faith Chaplaincy and hear more about the upcoming virtual Peace Day Dialogue. #</p> | 1.9k Views: 715 | | |
| Career Ambassador Bharat on Stepping Outside Your Bubble | 9-16-20 | <p>IG: Here is an experience from Career Ambassador Bharat on how he stepped out of his comfort zone, and his intel on how you can too!</p> <p>"While boarding a flight to Canada in 2019, the self-realization of stepping out of my bubble dawned on me. I was going miles away to pursue a dream of making it big in life. It was a Herculean task; going to a new country, leaving behind family, friends & all that was dear to me. I had a fair idea of what I was getting myself into. Honestly, I was full of anxiety.</p> <p>It was challenging to immerse myself in a new culture not knowing how long it would take me to find out the commonalities of both of my cultures. Lots of adjustments were to be made. It wasn't going to be easy managing everything on my own. I missed the security of home, craved Indian food, the good times spent with family & friends, the celebrations/ festivals, & above all, the familiarity with how my country functioned.</p> <p>The new life was definitely a grind to begin with. I was homesick & confused. Slowly, getting into the groove, I found myself a place to live & started classes at the TRU. I asked questions, sought information, made friends and got a job. Exhausted to my bones, I hit my sack every night with a long 'to do' list for the next day. Things started working out.</p> <p>Now, I find myself nestled in midst of a good network who left no stones unturned to put me at ease. I learnt that my mileage may not be enviable but I was getting there.</p> <p>We all are afraid to try something new. Avoiding new changes in life means staying inside our bubble. But if we never leave our bubble, we will never know what lies outside. The new bubble could be bigger in reality. The true size of our bubble can only be seen from outside and we need to step outside in order to do so. We find out that this bubble could be bigger, if we had exited earlier. We only live once, so dear friends, let us do it! Wish you all the best for the new bubble!"</p> <p>Visit DM1712 for career services, co-op, & more!</p> | | | 1202 |
| Multi-Faith Chaplain IG Live: Peace Day Dialogue | 9-18-20 | <p>IG: Peace Day Dialogue.</p> <p>Meet Pastor Jane Gingrich from the Multi-Faith Chaplaincy and hear more about the upcoming virtual Peace Day Dialogue happening on Monday, September 21.</p> | | | views: 361 |

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

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

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

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

Appendix C SOAR Analysis Report



**THOMPSON
RIVERS
UNIVERSITY**

**INTERCULTURAL UNDERSTANDING
SUB-COMMITTEE OF SENATE
SOAR SUMMARY**

April 2021

Summary

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

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

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

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

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

Presented to the faculty by:



Catharine Dishke Hondzel
Director, Centre for Excellence in Learning and Teaching

Strengths

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

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

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

| Strength | Supporting Statements |
|----------------------------------|--|
| Intercultural Coordinator role | <ul style="list-style-type: none"> ● Grateful for Kyra’s role to support faculty and students in baseline knowledge of interculturalization. ● Intercultural coordinator position has evolved over the past decade, more focus on professional development for faculty ● Hired designated coordinator ● Intercultural Ambassadors - Indigenous Mentors - other peer mentor programs - students leading the learning |
| Visible Institutional Priorities | <ul style="list-style-type: none"> ● “Increasing intercultural understanding” as one of TRU’s strategic priorities and core theme of accreditation ● Signage on campus - Secwepemc language - also artwork representing Indigenous artists, concepts ● Secwepemc in vision statement - not just language but also values conveyed ● Special advisor to the president on Indigenous affairs ● Securing the first Canada Research Chair in Indigenizing higher education ● Executive director of Indigenous Education ● Part of Strategic plan and academic plan ● EDI part of tenure and promotion ● The vision that honors local Indigenous Peoples through the use of Secwepemc words. |

| | |
|--------------------------------------|--|
| | <ul style="list-style-type: none"> ● Coyote Brings Food Project engages all faculty; the process is engaging and raises awareness -- base funded ● Cultural safety/Humility has been noticed in both faculty providing the education and the students working in the community in professional roles. ● That Indigenization has been at the core of many institutional programs, structures and policies. |
| <p>Programs and Events</p> | <ul style="list-style-type: none"> ● Tried a number of things, IDays, Global Competency, Interculturalizing the Curriculum. Intercultural Intersections conference, Intercultural Ambassadors program, Coyote brings food project, LEAP program, Study Abroad ● International Orientation - space in orientation for intercultural understanding (also in domestic orientation) ● Training workshop opportunities (Interculturalizing Curriculum) ● “I Days” should be a foundational platform where more work can be done. ● The LII (Learning in Intercultural Intersections) Conference ● Our International and Indigenous students/ faculty make us unique <ul style="list-style-type: none"> ○ Orange Shirt Day ○ Indigenous Pow Wow ○ I-Days |
| <p>Embedded Academic Initiatives</p> | <ul style="list-style-type: none"> ● Increased scholarly component of IDays (Intercultural Days to reflect Indigenous component, and given more space in addition to International ● Knowledge Makers initiative - recognized internationally, to empower Indigenous emergent researchers ● Study Abroad programs that open up ones’ views of other Indigenous peoples around the world -- Tri-Nation Study Abroad that aims at Indigenous students for the purposes of increasing awareness of multiple perspectives (e.g., Australia, Arizona, Canada) --sharing knowledge and culture--more immersive ● Global Competency Credits for intercultural competence for students ● Development of Indigenous courses/practice courses in partnership with Indigenous Peoples. |

| | |
|--|---|
| Structures to support faculty and staff engagement | <ul style="list-style-type: none">● Committees exist to move initiatives forward (i.e., SiAC)● More people in roles, EDI coordinator,● EDI best practices with Equity committee● The People are so passionate about what they do!! Having this recognized through appropriate funding to allow for sustainability.● Indigenous advisor to the President (high up position)● Faculty award for interculturalization |
|--|---|

Opportunities

Participants were asked to consider the changes that TRU can expect to see in the next 3-5 years with respect to Intercultural Learning, the external forces and trends that may impact the work, and the opportunities that exist for future development. These opportunities are reinforced by how they influence and impact students, faculty, and the community.

Opportunities present areas to consider for actions planning. What elements of growth and demand can be supported by the strengths?

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

| Opportunity | Supporting Statements |
|--|---|
| Offer/require more learning opportunities for faculty, staff, and students | <ul style="list-style-type: none"> ● Mandatory Indigenous course for faculty ● Over the years weaving in Intercultural understanding... it would be nice if faculty would be required to take the intercultural understanding course!! ● Indigenous understanding/ways of knowing/being requisite knowledge of faculty and staff at TRU ● More training for all stakeholders - there are people who need it but never attend ● Incorporate points for faculty to receive reward in relation to tenure and promotion ● Intercultural Development Inventory-great resource to assess faculty understanding to add to the requisite training/re-training for faculty. ● Training is attended by the converted - the ones who need it don't attend. ● Indigenous students want more programs developed with Indigenous focus ● Mandatory Indigenous course for all programs ● ProD days by HR and Admin ● ProD for faculty interculturalizing the curr, etc. ● HR course for current/new employees ● More curriculum (books, resources) ● Indigenous Knowledge and ways embedded in every course. |

| | |
|--|---|
| <p>Develop tools to understand the impact of current initiatives on students, faculty, and staff</p> | <ul style="list-style-type: none"> ● Systems perspective - For example, Study Abroad program had an incredible impact on advancing intercultural understanding ● We need to take a deep dive - leadership needs to prioritize this work ● Call to action for TRC positively impacts intercultural efforts ● Students are experiencing meaningful learning from Indigenous curriculum. ● Increased clarity/communication on TRU's vision of Indigenization to students. |
| <p>Recognize what people and resources are required to appropriately to support and lead key initiatives</p> | <ul style="list-style-type: none"> ● TRU needs a coordinator equivalent to Kyra that focuses on Indigenous efforts (scholarly, educational, academic conference, professional development resources for students and faculty, advising, consulting) ● Faculty / research position ● Support for Peer mentor programs ● Resourcing is critical to moving us forward ● More representation at the grassroots level and leadership ● Increasing diversification of faculty on campus and in OL to better represent the demographic of BC and TRU's students ● Faculty course release to develop program to acknowledge the time required for curriculum development ● More for faculty and staff - hone in on the values and goals ● Institution needs to create more funding/resources for needed initiatives for example more Indigenous courses in all programs. ● Move from rhetoric to reality - we have a lot of nice words but do not give enough support to true intercultural understanding ● Resources/ProD for community |

Aspirations

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

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

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

| |
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| (Cultural) Safety |
| Every group indicated a need for a safe environment, recognizing that intercultural learning sometimes generates conflict and tensions between students/faculty/staff from different backgrounds. Safety as a concept requires knowledge, effective practices, and a framework for discussing difficult topics. Students and faculty should feel that they can contribute and be valued for producing knowledge and making contributions which are rooted in their cultural worldview. |
| Learning Opportunities |
| Training and learning opportunities are needed in order to better prepare faculty, staff, and students in meaningful dialogue and broaden understanding about intercultural awareness. Many groups indicated that mandatory training for faculty, chairs, hiring committees, and the required intercultural credit for students will reduce systemic racism and stimulate learning about realities and worldviews of others. |
| Sustainability |
| Dozens of programs, initiatives, services, and events were listed as projects, programs and processes that support aspirations. This means that many people are engaged in this work, but also that a very small group of people are leading a lot of initiatives. Distributed leadership, sustained funding, recognition of the effort and work, and coordinated/consolidated approaches could be considered to reduce the burden on some while including more individuals in the effort to enhance learning and intercultural understanding. |

Results

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

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

| Goal | Potential Measures |
|---|---|
| Learn about the extent of EDI understanding on campus | <ul style="list-style-type: none"> • Faculty, staff, student surveys • Focus groups • Student journaling • Focus groups with students/ faculty/staff • Awareness of variety of supports and services • Potential student/ UR projects |
| Enhance learning opportunities | <ul style="list-style-type: none"> • Achievement on ILO • Number of courses • Student enrolment in intercultural courses • Participation in training sessions • Student ambassador feedback/ responsiveness to recommended program changes |
| Establish ongoing measurements associated with positive intercultural understanding | <ul style="list-style-type: none"> • Reports from HR • Number of people who have received intercultural training • Number of BIPOC employees hired • Number of Elders in the gathering place • Component of cyclical program review • Evidence from various stakeholder groups that they feel welcomed and valued - that they believe TRU is serious about intercultural understanding and has supported their learning |
| Monitor new and existing financial commitments | <ul style="list-style-type: none"> • Staffing rates • Budget structure to fund Elders |

| | |
|--|--|
| | <ul style="list-style-type: none">• Ongoing base-funding in faculties and schools• Established intercultural department with more funding and staff• Advancement personnel tied to EDI and Intercultural opportunities |
|--|--|

Vision/ Mission Statement

| Goal | Actions | Timeframe for Activity | By Whom |
|------|---------|------------------------|---------|
| | | | |
| | | | |
| | | | |
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| | | | |

Appendix A: SOAR Raw Worksheet Responses

Strengths: What can we build on?

1. What have we done well so far?

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

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

2. What are we most proud of so far?

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

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

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

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

4. What makes us unique?

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

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

Opportunities: What are our best future opportunities?

1. What changes do we expect to see in the next 3-5 years?

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

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

2. What external forces or trends may impact our work?

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

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

3. What opportunities exist for intercultural understanding at TRU?

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

4. What are students, faculty, and/or the community asking for?

- Gary Gottfredson and more Secwpmec Scholars to support faculty in Indigenous curriculum.
- Vision... nice but let's get real.... sustainability...
 - Enacting meaningful engagement with local Indigenous Peoples.
 - Funding for supporting staff/faculty
- Students are experiencing meaningful learning from Indigenous curriculum.
- Increased clarity/communication on TRU's vision of Indigenization to students.

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

Aspirations: What do we care deeply about?

1. What difference can intercultural understanding make for students, faculty and staff?

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

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

2. What does our preferred future look like?

- If we have more understanding/ inclusivity/awareness of intercultural/Indigenous knowledge/implicit biases that diminish racism will improve holistic health of students/faculty/staff.
- Focus on bringing people together to address divisiveness
 - Use empathy
 - Knowledge

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

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

3. What projects, programs, or processes would support our aspirations?

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

Results: How will we know if we are successful?

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

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

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

2. **What measurable results do we want to see?**

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

4. What measurements will we be known for?

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

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

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

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

End of report