



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

Workbook

2022

Core Theme	Research
Submitted by	Research Committee of Senate
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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	Broad distribution of Annual Institutional Mission Fulfilment Report through TRU's collegial governance process. The report is brought forward by the Provost and Vice President Academic and Research to APPC, Senate, PCOL, and the Board of Governors. The report is then posted publicly to the TRU website.

Research Mission Fulfilment Framework

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal	Values
			Achieved	Minimally Achieved	Not Achieved		
1.0 Lead in community research and scholarship. We will support all faculty members in knowledge-seeking, knowledge creation, and creative inquiry. We will earn recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships; for involving graduate students in community-centred research; and for undergraduate research training.	1.0 TRU faculty engage in knowledge-seeking, knowledge creation, and creative inquiry.	1.1 Percentage of active tri-partite faculty holding external funding (contract and grant)	3% or > increase	-1 to 3% change	-1% or > decrease	40%	2017: 24% 2018: 28% 2019: 34% 2020: 33% 2021: 34% 2022: 36%
		1.2 Total dollar amount of tri-agency grants and external contracts (3-year rolling average)	\$600,000 or > increase	\$0 to \$600,000 increase	Decrease	\$9.0M by 2026 (3-year rolling average)	2017: \$2.3M (\$1.7M) 2018: \$4.3M (\$2.8M) 2019: \$3.3M (\$3.3M) 2020: \$4.3M (\$3.9M) 2021: \$6.3M (\$4.6M) 2022: \$7.7M (\$6.2M)
	2.0 TRU faculty create new knowledge	2.1 Number of peer-reviewed publications, scholarly works, exhibitions, and other creative works per faculty member as a percentage of total tri-partite faculty (3-year rolling average)	3% or > increase	-1 to 3% change	-1% or > decrease	Undefined	2018: 320 2020: not available 2021: not available 2022: 227 (This figure is included as a partial reflection of the work undertaken by faculty; however, does not encompass all publications. Access to data is restricted).
3.0 TRU faculty and students disseminate new knowledge impactful to the communities we serve	3.1 Number of Community Citations Score, as measured by the total references in external media, annual reports, policy documents, newsletters and number of community-held forums reporting research results and activities to participants, stakeholders and knowledge	3% or > increase	-1 to 3% change	-1% or > decrease	Undefined	Indicator 3.1 has been removed to focus more intentionally on qualitatively understanding the student and faculty research experience.	

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal	Values
			Achieved	Minimally Achieved	Not Achieved		
		users by TRU faculty and community groups					
		3.2 Number of undergraduate student knowledge mobilization activities facilitated by the office of Research and Graduate Studies	> 5% increase	1 - 5% increase	0 or decrease	260 10% growth	2019: 155 2020: 237 2021: 75 2022: 157
4.0 TRU is a leader in undergraduate research training.	4.1 Percentage of TRU courses that include Research informed Learning (Critical Thinking & Investigation ILO courses)		> 3% increase	1 - 2% increase	0 or decrease	80%	2016/17: 70.2% 2017/18: 69.2% 2018/19: 68.3% 2019/20: 73.5% 2020/21: 78.6% 2021/22: 77.6%
5.0 TRU is the most committed and innovative university in Canada for research and scholarship based on community partnerships.	5.1 Cultural Maps of the knowledge building pathways including partnerships and learning outcomes which demonstrate: <ul style="list-style-type: none"> Promoting technological and social innovation and social enterprise Germinating ideas and applied research opportunities Developing research relationships/partnerships with community partners Sharing research infrastructure and engagement spaces Enabling knowledge exchange Celebrating shared successes 	Community partnerships demonstrate a positive community impact and increasing depth and reach	Community partnerships demonstrate a positive impact and increasing engagement	Community partnerships have little to no impact or contribution to the learning and development	We will earn recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships	2021: Preliminary analysis of cultural maps demonstrates evidence of community impact through increased engagement, collaboration, and knowledge-sharing 2022: An analysis of cultural maps demonstrates pan-university and community engagement and improved connections and collaborations	

Indicator 5.1 Description and Evidence of Community Impact

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

Cultural mapping as a methodology has helped to inform program change and has been demonstrated to be an opportunity for a measurable outcome for our research and educational programming. The uses of culturally mapping as method is evolving as we continue to explore and gather data to inform program development and strategic planning.

The lived and living experiences of our students, as represented in their journey maps, provided a corrective lens, expert testimony we couldn't ignore. The mapping was more than a form of consultation; it became a provocation to reshape the very process of knowledge production, planning, and implementation as co-creation. Student and faculty cultural maps provide visual data to inform planning and decision-making.

The student and faculty maps highlighted the gap between the students' self-reported journeys and what the faculty assumed about those student journeys. The faculty maps are a world apart from the student maps, depicting a sense of confidence in the system not shared by the students. Gap analysis helped us remove some administrative blind spots, to see rather than assume.

The results for indicator 5.1 demonstrate pan-university and community engagement and improved connections and collaborations, inclusive of public engagement, community partnerships, and inter-institutional partnerships. For example, the research is embedded in the Researcher-in-Residence initiative with the City of Kamloops. Therefore, degree to which cultural mapping methods are adopted and naturalized becomes a measurable outcome.

Below is a sampling of student research and public engagement activities that highlight, qualitatively and quantitatively, TRU's commitment to be the most innovative university in Canada for research and scholarship based on community partnerships; for involving graduate students in community-centred research; and for undergraduate research training.

Student Research

Thompson Rivers University's (TRU) *Student Research and Public Engagement* portfolio continues to build on TRU's commitment to student success and the key role of research-informed learning, utilizing both curricular and co-curricular opportunities and experiences for students at the undergraduate level. The 2021-22 goals for UR have been driven by the co-creation of student research programming with students and faculty. Using cultural mapping as the methodology to better understand UR at TRU, an area of focus was equitable access to undergraduate research experiences for students.

Impact of Undergraduate Research Journey Mapping at TRU

Over 100 maps were collected in 2019 from faculty and students. The student maps identified an opportunity for TRU to provide equitable access to undergraduate research experiences in first and second year.



Equitable Access Program Created: Research Coach

The Research Coach program was launched as a pilot in 2018 (did not run during the pandemic) with the goal of providing students first- and second-year curricular research opportunities. This early intervention and enhanced introduction of discipline-based research and creative inquiry is intended to complement the kind of research-based opportunities that students typically discover in the final years of their undergraduate degree programs, strategically building capacity for undergraduate research at TRU.

Since 2018 we've had a total of **345 first and second-year students** engage in research projects in Chemistry, Psychology, Nursing, Social Work, Geography, Tourism, Interdisciplinary Studies, Visual Arts and the ARET program.





Open Access Online Resource: Canadian Undergraduate Research Network

The *Canadian Undergraduate Research Network* (CURN) is an initiative developed to support the university's strategic plan to build capacity for undergraduate research at TRU. The project is a collaboration between students, the Office of Research and Graduate Studies and the Open Learning Division of TRU. Lead by our institutional mandate of open access, a guiding principle for the site has been accessibility for all learners, with a goal of creating inter-institutional undergraduate research partnerships, and increased participation in undergraduate research at TRU. To date, there have been over **80 students** contributing to the project and discussions with Canadian University's have begun to leverage the CURN as the host for a national online virtual undergraduate research conference in 2024.

THOMPSON RIVERS UNIVERSITY CANADIAN UNDERGRADUATE RESEARCH NETWORK

ABOUT CURN BLOG DISCOVER CONNECT ENGAGE BECOME LOGIN

Canadian Undergraduate Research Network

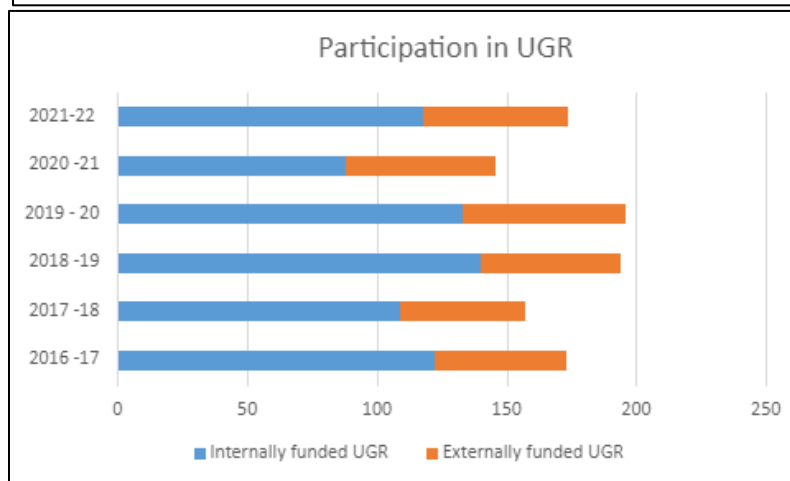
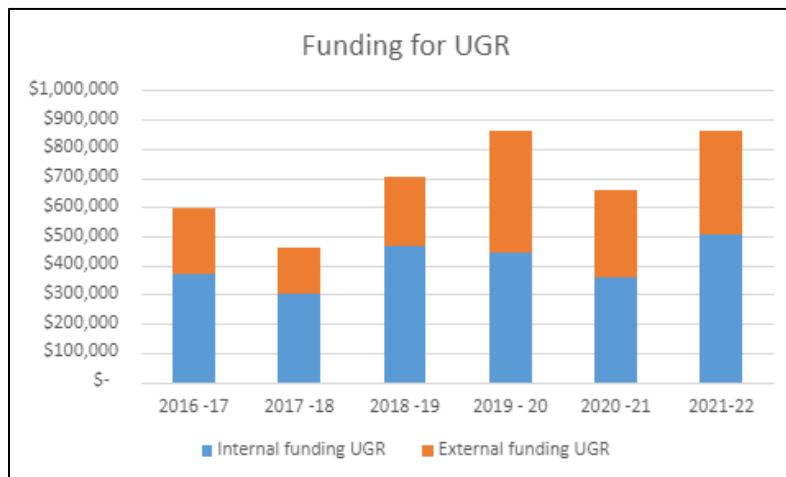
Research resources, by students and for students

EXPLORE ABOUT

Explore your research journey



Participation in undergraduate research continues to be tracked by funding and student numbers (* note 2020-21 was pandemic year):



Institutional Learning Outcome: Critical Thinking and Investigation

To support student success, TRU identified eight institutional learning outcomes (ILO). All students enrolled in a bachelor's degree program will achieve these outcomes as part of the completion of their degree. One of these learning outcomes addresses TRU's commitment to undergraduate research for students. The ILO for critical thinking and investigation requires students to complete courses, where they construct meaning from information by applying critical thinking through research. These courses will be identified by 2023. Data will be gathered for this section as we move forward.

Public Engagement

Community, faculty, and students are co-creating research collaborations to advance TRU's goals to be leaders in community-engaged research and student training. Innovative programming co-created with our community partners such as the Researcher-in-Residence and the Xchange are demonstrated outputs to move TRU's commitment to community-engaged research forward.



Community Engaged Research (CER) Programs

There are several initiatives currently in place that will provide a strong platform from which to build a robust framework for CER that serves community, students, and faculty. Below are examples of select projects:

1. **[The Researcher-in-Residence \(RiR\)](#)** program is a three-year pilot project in partnership between TRU and the City of Kamloops, jointly funded by Mitacs—and is a new model for community engaged research between universities and communities. The program utilizes teams of students, faculty, and city staff who are guided by Dr. Cheryl Gladu, the Researcher in Residence, and supported by the office of *Student Research and Public Engagement*, to facilitate research-informed decision making at the City of Kamloops.
 - Trained over 42 students in various disciplines
 - Received two National Awards for the Innovative Program 2022:

- Canadian Association of University Business Officers (CAUBO)- Honorable Mention 2022 Quality and Productivity Awards
- CBRCanada- Honorable Mention- Community-Campus Research Partnership Nominee



Launch of You Are Here Project at the Kamloops Museum- Collaborative Research Project between the City of Kamloops and TRU to inform the new cultural strategic plan

1. **2022 Re-launch of Community Engaged Research Fund (CERF)**- A 360 review on the former Community-Driven Research Fund identified gaps on co-creation with community. To address these issues, in the Spring of 2022 the CERF was launched, a funding program founded on the principles of community-engaged research. As part of this new process, the CERF includes a revised application, a commitment to multidisciplinary research and a research Team Charter that is to be co-developed by faculty, students, and community organizations.

CER Knowledge Mobilization and Co-Creation:

1. **Community Engaged Research Xchange website** is being co-created with faculty and community as a knowledge mobilization tool, examples of curricular work faculty are doing in the classroom to enhance student learning as it relates to community engaged research and a resource for community.
2. **Presentations on the RiR at SILGA** (Southern Interior Local Government Association); SFU Horizons Conference.



3. Examples of CER:

- Qwemtsin Health Society taking the lead to collaborate with TRU *Student Research and Public Engagement* to support decolonizing the food system, combating racism, and building community with food. The funding from Heritage Canada, under the Anti-Racism Action Program, focused on Tk'emlúps te Secwépemc, Skeetchestn, Whispering Pines/Clinton bands, and Kamloops and will run until March.
- Providing support and training to members of the Ask Wellness team to work with vulnerable populations to map the opioid crisis.

Xchange Social Innovation Lab. A collaborative hub dedicated to TRU's ongoing commitment to community-engaged research. Located on Northshore of Kamloops surrounded by over 12 not-for-profits such as the Kamloops Food Bank, Kamloops Immigration Services, Ask Wellness, Interior Community Services, The Kamloops Food Policy Council, and the Butler Urban Farm. The space over the summer will host the

Community-Engaged Research Fellows. Eight students have been identified as a SMART (Student Multidisciplinary Applied Research Team) and have engaged in a research project out of the Xchange to map out CER. Results and recommendations to follow in next report.



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	MF Range	Factors positively or negatively affecting progress
1.1 Percentage of active tri-partite faculty holding external funding (contract and grant)	34%	36%	Minimally Achieved	Since 2020, the research enterprise at TRU has been impacted by the limitations and opportunities presented by the COVID-19 pandemic. The increased return to normal research activities in 2021-22, resulted in a return to normal levels of applications for grants and contracts.

Indicator # and descriptor	Prior Year Value	Current Value	MF Range	Factors positively or negatively affecting progress
1.2 Total dollar amount of tri-agency grants and external contracts (3-year rolling average)	\$4.6M	\$6.2M	Achieved	Externally sponsored research funding was bolstered by a successful application for research infrastructure through the Canada Foundation for Innovation and an investment by a private foundation to support early childhood education research.
2.1 Number of peer-reviewed publications, scholarly works, exhibitions and other creative works per faculty member as a percentage of total tri-partite faculty (3-year rolling average)	Unknown	227 (included here for tracking purposes only, and does not reflect the scope of publications due to difficulties accessing data)	Unknown	Data provided by the University Library, which represents total number of publications from April 1, 2021 - March 31, 2022, by TRU faculty. This figure includes publications from bi-partite faculty, as well, therefore the indicator description may need to be modified to reflect the work of both tri- and bi-partite faculty. Although TRU collects this information through the Academic Professional Activity Report, this information is not made available for analysis.
3.2 Number of undergraduate student knowledge mobilization activities funded by the office of Research and Graduate Studies	75	157	Achieved	TRU's Student Research and Public Engagement portfolio continues to build on the university's commitment to student success and the key role of research-informed learning, utilizing both curricular and co-curricular opportunities and experiences for students at the undergraduate level.
4.1 Percentage of TRU courses that include Research informed Learning (Critical Thinking & Investigation ILO courses)	78.6%	77.6%	Not achieved	Implementation of TRU's general education model is scheduled for completion Fall 2023. Identifying courses that meet the ILO is an ongoing project; as more courses are identified, we will have a better picture of student engagement in research-informed learning.
5.1 Cultural Maps of the knowledge building pathways including partnerships and learning outcomes	Preliminary analysis of cultural maps demonstrates evidence of community impact through increased engagement, collaboration, and knowledge-sharing	An analysis of cultural maps demonstrates pan-university and community engagement and improved connections and collaborations	Achieved	Using cultural mapping to better understand undergraduate student research experiences at TRU, an area of focus that became evident was equitable access to undergraduate research experiences for students. Over 100 maps were collected in 2019 from faculty and students. The student maps identified an opportunity for TRU to provide equitable access to undergraduate research experiences in first and second year.

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?
During the 2022 reporting cycle, 4 of the 5 indicators were achieved or minimally achieved, equating to <u>80% rate of mission fulfilment</u> for the Core Theme Research.
Identify strengths and successes
<p>In 2022, TRU appointed a Vice-President Research (Interim) to lead the research enterprise and transition for the incoming Vice-President Research scheduled for 2023. The VP Research headed a three-year consultation that resulted in the approval of a new 5-year Strategic Research Plan (SRP) that will focus on making significant contributions in five key challenge areas:</p> <ol style="list-style-type: none">1. Understanding and responding to changing climate, its consequences for our environments (built, natural, social), and pursuing sustainable solutions;2. Contributing to greater social cohesion and sense of belonging through a commitment to social justice, equity, diversity, inclusion, and social responsibility;3. Strengthening health, quality of life, and cultural sustainability in our local and regional communities;4. Advancing technological, social and economic development and innovation that improves people's lives; and,5. Seeking truth, reconciliation, and rights through Indigenous-led research and capacity building. <p>Since 2020, the research enterprise at TRU has been impacted by the limitations and opportunities presented by the COVID-19 pandemic. The increased return to normal research activities in 2021-22, resulted in a return to normal levels of applications for grants and contracts. TRU faculty continue to be successful in federal Tri-Agency grant competitions as evidenced by a 20% increase in the federal Research Support Fund. Of note, TRU was successful for the first time in CFI's Innovation Fund bringing in \$2M to support the development of a new world-class genomics lab on campus. In July 2021, TRU announced the appointment of a new Provincial Chair in Predictive Services, Emergency Management and Fire Science and TRU's fifth Canada Research Chair in Fire Ecology. Together, these two experts provide the foundation for a burgeoning centre of excellence in the Wildfire</p>

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

List opportunities and areas in need of improvement

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

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
Objective 1.0 TRU will create a sustainable research culture	N	Revised to align with TRU strategic change goal. <i>Lead in community research and scholarship. We will support all faculty members in knowledge-seeking, knowledge creation, and creative inquiry. We will earn recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships; for involving graduate students in community-centred research; and for undergraduate research training.</i>
Outcome 1.0 TRU faculty are competitive for external funding	N	Revised to align with TRU strategic change goal. <i>TRU faculty engage in knowledge-seeking, knowledge creation, and creative inquiry.</i>
Outcome 2.0 TRU faculty create new knowledge	Y	This outcome has been challenging to measure without access to data.
Outcome 3.0 TRU faculty and students disseminate new knowledge impactful to the communities we serve	Y	This outcome has been challenging to measure without access to data.

Objective and Outcomes	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
Outcome 4.0 Undergraduate student engagement in research activities	N	Revised to align with TRU strategic change goal. <i>TRU is a leader in undergraduate research training.</i>
Outcome 5.0 TRU facilitates the creation, co-creation, and translation of knowledge, resulting in new discoveries, products, processes and practices that will mutually benefit TRU and communities to lead positive environmental, cultural, social and economic change.	N	Revised to align with TRU strategic change goal. <i>TRU is the most committed and innovative university in Canada for research and scholarship based on community partnerships.</i>

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 Percentage of active tri-partite faculty holding external funding (contract and grant)	Y	
1.2 Total dollar amount of tri-agency grants and external contracts (3-year rolling average)	Y	
2.1 Number of peer-reviewed publications, scholarly works, exhibitions and other creative works per faculty member as a percentage of total tri-partite faculty (3-year rolling average)	Y	
3.1 Number of Community Citations Score, as measured by the total references in external media, annual reports, policy documents, newsletters and number of community-held forums reporting research results and activities to participants, stakeholders and knowledge users by TRU faculty and community groups	N	Indicator 3.1 was removed to focus more intentionally on qualitatively understanding the student and faculty research experience.
3.2 Number of undergraduate student knowledge mobilization activities facilitated by the office of Research and Graduate Studies	Y	

Indicator #	Still relevant (Y/N)	If not, provide rationale
4.2 Percentage of TRU courses that include Research informed Learning (Critical Thinking & Investigation ILO courses)	Y	
5.1 Cultural Maps of the knowledge building pathways including partnerships and learning outcomes which demonstrate: <ul style="list-style-type: none"> • Promoting technological and social innovation and social enterprise • Germinating ideas and applied research opportunities • Developing research relationships/partnerships with community partners • Sharing research infrastructure and engagement spaces • Enabling knowledge exchange • Celebrating shared successes 	Y	

New Indicators and Emerging Indicators

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

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			
4.2 Number of users across Canada accessing the National Clearinghouse for Research and Resources on Undergraduate Research Training and RiL	Development of the National Clearinghouse for Research and Resources on Undergraduate Research Training and RiL is still in progress as we work in partnership with Open Learning and students as co-creators. The goal is to launch the site in September 2020 and will be able to report users in the Spring of 2021.	<i>Undefined</i>	<i>Undefined</i>	<i>Undefined</i>	As an open education resource, the goal would be to track this from year 1 – locally to year 2-regionally and build into international access by year 5.	<i>No data to date.</i>	Emerging
4.3 Percentage of students participating in undergraduate research programs that identify as but not limited to women, Indigenous peoples, persons with disabilities, members of visible minority/racialized groups, and members of LGBTQ2+ communities.	To address access to undergraduate research through an EDI lens (currently reviewing UR programs and developing a framework to capture EDI through student undergraduate research programs). New indicator to report Spring 2021.	<i>Undefined</i>	<i>Undefined</i>	<i>Undefined</i>	In order to identify a five-year goal, it will be important to establish baseline data for year 1 while working with institutional EDI committee(s). The baseline will then help to set targets for years 2 – 5.	<i>No data to date.</i>	Emerging
Create programming that integrates entrepreneurial and enterprise creation concepts into TRU courses where	Integrating concepts and support from external community-based Kamloops Innovation allows students and faculty	<i>Undefined</i>	<i>Undefined</i>	<i>Undefined</i>	Enterprise creation program integrated with three existing TRU Courses	<i>No data to date.</i>	Emerging

Indicator	Rationale and Data Source	MF Threshold Range			Five Year Goal	Historical Values	New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
innovation and business evaluation are already part of the learning outcomes for the course. Programming will involve community partnerships in the classroom and allow students to extend course projects after completion into business and social enterprise with support from Kamloops Innovation.	to develop real and potentially viable enterprises as part of their studies. TRU Generator will collect data.						
Number of TRU Undergraduate students participating in enterprise creation activities to develop viable businesses as part of their university experience.	Integrating concepts and support from external community-based Kamloops Innovation allows students and faculty to develop real and potentially viable enterprises as part of their studies. TRU Generator will collect data.	<i>Undefined</i>	<i>Undefined</i>	<i>Undefined</i>	Each year, 15 students complete co-curricular <u>Market Validation Training</u> to develop their new enterprise idea; 5 students enter Kamloops Innovation <u>Venture Acceleration Program</u> ; 2 student businesses making first sales of a new product or service. OR we go with what we have with the other Emerging Indicators... To identify a five-year goal, it will be important to establish baseline data for year 1 while working with Kamloops Innovation. The baseline will then help to set targets for years 2 – 5.	<i>No data to date.</i>	Emerging

Levels of Achievement

In your review of the annual mission fulfillment threshold ranges, consider what is acceptable (or not) on an **annual** basis. 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	3% or > increase	-1 to 3% change	-1% or > decrease	
1.2	\$600,000 or > increase	\$0 to \$600,000 increase	Decrease	
2.1	3% or > increase	-1 to 3% change	-1% or > decrease	
3.1	3% or > increase	-1 to 3% change	-1% or > decrease	Indicator 3.1 was removed to focus more intentionally on qualitatively understanding the student and faculty research experience.
3.2	> 5% increase	1 - 5 % increase	0 or decrease	
4.1	> 3% increase	1 - 2 % increase	0 or decrease	
5.1	Community partnerships demonstrate a positive community impact and increasing depth and reach	Community partnerships demonstrate a positive impact and increasing engagement	Community partnerships have little to no impact or contribution to the learning and development	

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	40%	N	As noted last year, this target is not an area of effective control given the number of variables impacting results (ex. hiring and retirements). However, it is a useful tool to measure the general level of faculty involvement in externally funded research initiatives.
1.2	\$4.5M \$9.0M (3-year rolling average)	Y	Last year the target was revised to \$9.0M by 2026, after exceeding the previous 5-year target of \$4.5M.
2.1	<i>Undefined</i>	N	Because TRU has not been able to collect historical values for this indicator, it is difficult to set a 5-year goal.

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
3.1	<i>Undefined</i>	N	Because TRU has not been able to collect historical values for this indicator, it is difficult to set a 5-year goal.
3.2	10% growth (260)	Y	
4.1	80%	Y	
5.1	We will earn recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships	Y	