



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

Workbook

2022

Core Theme	<i>Intercultural Understanding</i>
Submitted by	<i>Intercultural Understanding Subcommittee</i>
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Date	June 30, 2022

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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.

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% 2022: Not available
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 <i>and</i> reach of intercultural initiatives and events	Some evidence of depth and/or reach of intercultural initiatives and events	Evidence does not demonstrate depth, scope or reach of intercultural initiatives and events	Maintain consistent evidence of effort to provide and develop opportunities for intercultural understanding	Representation of depth and reach evidenced by number of departments, local to global engagement, social media hits.
	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	Evidence of impact and engagement and identification of barriers.
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 2019-20 to 2021-22: 2597
	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) 2020-21: 85.6% (2,833)

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.

Qualitative Results

Indicator 2.1: Discussion and Analysis of TRU Newsroom Stories and Student Development Social Media Feeds

To explore the depth and reach of intercultural learning at TRU, two data sources were analyzed: Stories covered by TRU Marketing and Communication that demonstrated intercultural and Indigenous engagement and the social media feeds maintained by Student Developments Communications team. The Newsroom stories (See Appendix 1) revealed an increase in the number of units that were engaged in intercultural and Indigenous topics ranging from curriculum, pedagogy, and research to cultural events and awards. Consistent monthly offerings featured 24 different units from the President's office to the Student Union, included the Kamloops, William's Lake and Wells Gray campuses and ranged across local, provincial, national, and global stories. This year we also coded them with our Vision and Change Goals and found significant alignment with Community Research, Eliminate Achievement Gaps, Honour Truth, Reconciliation, and Rights, Inclusion and Diversity.

Analysis of the social media feed data revealed strong engagement of students with posts related to intercultural learning with views from 600-almost 7,000. Prominent themes included Intercultural, Indigenous, Multifaith and Equity, Diversity and Inclusion.

Indicator 2.2: Discussion and Analysis of Narrative and Survey Data

Narratives

To understand intercultural learning more fully at TRU, we followed the NWCCU's recommendation to adopt qualitative indicators. Last year, we began to report the qualitative data through Indicator 2.2. Consistent with the 2020-21 cycle, Indicator 2.2 made use of two data sets:

- Narratives of intercultural learning; $n = 57$
- Survey responses to intercultural workshops; $n = 112$

Narratives of Intercultural Learning

Student responses to our call for narratives increased this year from 12 to 55. Note that, we also received two responses from staff members; however, due to the limited number of staff responses, we chose to focus our analysis on the students' responses only. The working group chose to use NVivo software to code the responses. We used the same framework for analysis in 2021-22 as was used in 2020-21 to explore *Engagement in, Impact of, and Barriers to* intercultural learning.

Engagement: These responses included those that addressed the mechanisms or conditions that positively influenced engagement in intercultural learning. This year, the majority of responses were submitted from four sections of Japanese language class. As a result, the responses are sometimes specific to that learning experience. Although this is a limitation of this data set, the committee also recognized the richness of the responses. The Intercultural Understanding Sub-Committee will endeavor to diversify the participants in the next mission fulfilment planning cycle as we recognize the impact of the pandemic as potentially influencing our intention to move to qualitative indicators. This year, our analysis revealed five main themes as engagement factors: curriculum, the diversity of the TRU community, intercultural events, co-curricular programs and peer learning, and engagement beyond TRU.

Most of the student narratives indicated engagement through the curriculum (49) which we believe may have been influenced by the data being collected from an academic class. In addition, 40 references indicated engagement as a result of interaction with diverse faculty, staff, and students. Co-curricular, on campus events, and engagement beyond TRU were also mentioned in some narratives.

Learning from curriculum was indicated in a variety of ways, the following quote provides an example of a narrative that was coded to curriculum as an engagement factor.

In a setting where respect and objectivity are expected of everyone as a rule, academic discussions between people of different cultures serves to naturally and constructively introduce new perspectives to their worldviews. By discussing and exploring cultural diversities in a respectful environment, people become more worldly and expand not only intellectual & critical thinking/analytical skills, but also their empathy for others.

The following two quotes illustrate narratives that were coded to the diversity that exists at TRU as an engagement factor:

At TRU, I took a sociology class from a professor who grew up in Korea. She provided an amazing intercultural understanding by sharing what her university experiences were like, what her development experiences were like, and what sort of culture shocks she was having in Canada. Through this class I learned that when someone who is international is struggling, to ask them what I can help with, because there is probably some sort of cultural barrier that is inhibiting this person from having their best experience.

There is a high level of cultural diversity represented in the student body at TRU, as well as by faculty and staff members. Learning alongside peers with different cultures than one's own is important for everyone's intellectual development, because it increases the chance of encountering opinions and values very different from what one might be used to!

Impact: These responses included those that provided evidence that intercultural learning occurred across cognitive, affective, and behavioral domains. The impact of intercultural learning was coded to the type of learning: knowledge, skills, attitudes, or praxis. Consistent with the curriculum being the highest engagement factor, knowledge was the most featured learning impact at 54 references; 34 references featured a shift in attitude, 18 skills development, and five featured some type of action taken as a result of intercultural learning. However, on closer analysis, we found the references coded to praxis were limited in scope. This, and the fact that knowledge was the most referenced descending to skills, is consistent with intercultural development models in which individuals first engage in understanding and awareness and later develop skills and apply their intercultural learning to the way they live their lives.

Moreover, the emphasis on knowledge acquisition could also be influenced by the fact that the participants were invited to provide narratives by their instructor in an academic class. The quote below is an example of a response coded to knowledge:

Intercultural understanding to me is working to develop a greater understanding and respect for cultures that are different from my own. To me, it's about learning, identifying cultural differences as well as similarities, and developing an appreciation for different cultures.

This next quote was cross coded to both knowledge and attitudes as the student emphasizes how acquiring knowledge leads to the development of empathy.

By discussing and exploring cultural diversities in a respectful environment, people become more worldly and expand not only intellectual & critical thinking/analytical skills, but also their empathy for others. The powerful combination of empathy and well-exercised intellectual skills are a benefit to everyone.

Many of the responses coded to skills involved language acquisition as the participants were enrolled in a Japanese language class. The following quote is an example of one that was cross coded to skills and praxis.

I have found that working on group projects with people from various backgrounds and cultures has giving me a deferent prospective on how to solve different issues. When working on these projects it is about collaboration and I have found it strengthens and enhances the project.

Barriers: These responses illustrated student perceptions of barriers to intercultural learning. Six themes emerged: communication, lack of exposure or opportunity, reluctance or avoidance of difference, witnessing, experiencing, or expressing discrimination, no awareness of barriers, and non-inclusive pedagogy.

Comments coded to communication were the highest (15 references), again, potentially influenced by the fact that participants were in a language class. Four other themes were almost equally represented, with lack of exposure and reluctance or avoidance of difference with 10 references each; 9 references were coded to either witnessing, experiencing or expressing discrimination, and 10 references indicated no perception of barriers.

Lack of exposure or opportunity comments ranged from individual effort to institutional barriers in which students perceived barriers as a result of the curriculum as the following quotes demonstrate:

I think the main barrier that exists is at TRU in terms of intercultural understanding is the lack of opportunity to really interact with others of a different culture. I find that in my courses at least, none of the course material is designed in a way that integrates aspects of different cultures.

As an English student I find it rare where all the authors I am forced to read are white but there are a few holdouts still teaching like it's the 20th century. Sometimes black authors are sprinkled into a course material, often at the end and rarely given as much space as white authors.

I find that in my courses at least, none of the course material is designed in a way that integrates aspects of different cultures.

I find that barriers at TRU are plentiful for international understanding. Classes are taught based on Kamloops history, BC history, and hardly ever from a global context.

Comments that were coded to reluctance or avoidance of difference often highlighted the pods or cliques that exist at TRU. This is consistent with research at TRU and beyond that point to a need for more intentional efforts for interactions among diverse groups. The following quotes are examples of students' perceptions:

I think the barriers to intercultural understanding at TRU are that some students only interact and befriend people from their own country on campus.

I would say that some barriers at TRU are the same students. It is common to see people group with people with the same culture and as a result many people don't get to know about others' culture.

The next code to discuss we titled *witnessing, experiencing or expressing discrimination*. As we analyzed these comments, we realized that some described an awareness of discrimination or direct experience of it while others were actually expressing discriminatory views. There was much discussion of whether the comments were made without an awareness of their discriminatory nature or were perhaps so ingrained the respondent was indeed conscious of the discrimination. So, while the first quote below recognizes discrimination as a barrier, the next two reinforce negative stereotypes.

And the barrier is that there are still people who are and will be racist and against the idea of accepting.

Although it isn't always positive experience, such as smoking habits/driving fast on campus. etc.

Those stereotypes, especially when some of them become obvious true, e.g., lack of consciousness, respect for others, etc. This type of aspects can interrupt my intercultural learning and understanding.

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.	65.8%	Not available this cycle	
2.1 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding.	Consistent monthly offerings from over 15 units, all campuses, local to global community.	Consistent monthly offerings from 24 units, all campuses, local, provincial, national, and global. Alignment with Vision and Change Goals: Community Research, Eliminate Achievement Gaps, Honour Truth, Reconciliation, and Rights, Inclusion and Diversity. Social media views from 600- almost 7,000.	Achieved
2.2 Narratives of engagement in and impact of intercultural learning.	Evidence of Impact. Some evidence of Engagement. Some identification of Barriers.	Evidence of Impact: Knowledge and attitudes, some skills, limited praxis. Evidence of Engagement: Curricula and diversity at TRU most prominent. Identification of Barriers: Communication, lack of exposure or opportunity, reluctance or avoidance of difference, witnessing, experiencing, or expressing discrimination and no perception of barriers	Achieved
3.1 Students participate in curricular programming with an Indigenous, international, or intercultural focus.	2,503	2597	Achieved
3.2 Percentage of baccalaureate degree students completing Local to Global Theme ILO courses with a minimum C+ grade or better.	82.9%	85.6	Achieved

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 is achieving mission fulfilment for this core theme in many areas of the institution. However, there is still room for improvement.
Identify strengths and successes
We are seeing increases in the number of students enrolling and successfully completing courses related to the local to global ILOs for Indigenous Knowledges and Ways and Intercultural Understanding. The qualitative indicators illustrate that an increase in engagement and opportunities for intercultural learning reaches across the institution and beyond and that these initiatives align with our Vision and Change Goals. The narrative and workshop data indicates impact and engagement but also identifies the learning as more cognitive than praxis oriented. The data also identifies barriers to intercultural learning as students still witness and experience discrimination.
List opportunities and areas in need of improvement
Indicator 1.1: We need an annual survey to monitor student perceptions more consistently. Indicator 2.1: We need to find a way to visually represent the scope and reach which will help us identify gaps and areas for improvement over time. Indicator 2.2: We need to diversify the participants by engaging more faculty (potentially those who teach courses with local to global ILOs). We also need to find ways to collect this data from faculty and staff. We also need to ensure that Indigenous workshops consistently collect survey data.
Overall, the analysis provides evidence that we have achieved mission fulfillment for the core theme of Intercultural Understanding; however, the qualitative data also shows that the learning predominantly cognitive or knowledge based. TRU will need to support programming that supports intercultural development in the behavioral and affective domains that lead to praxis. Moreover, the narratives revealed that students witness and experience discrimination, this should be explored more fully and ideally lead to processes and policies that aim to eliminate ethnocentrism and racism on campus.
Dissemination & Actions IUSC is committed to sharing our findings more broadly on campus so that we can increase both awareness of, and engagement in, intercultural learning at TRU. We intend to present to a variety of committees in the fall semester 2022,

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	
3.1 Students participate in curricular programming with an Indigenous, international, or intercultural focus.	Y	
3.2 Percentage of baccalaureate degree students completing Local to Global Theme ILO courses with a minimum C+ grade or better.	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.

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 in the next NSSE cycle.
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,	Evidence does not demonstrate intercultural (attitudes, knowledge, skills, praxis)	

Indicator #	Threshold Ranges			Rationale for Change (if applicable)
	Achieved	Minimally Achieved	Not Achieved	
		knowledge, skills, praxis)		
3.1 Students participate in curricular programming with an Indigenous, international, or intercultural focus.	>1% increase	0 - 1% increase	0 or decrease	
3.2 Percentage of baccalaureate degree students completing Local to Global Theme ILO courses with a minimum C+ grade or better.	>1% increase	0 - 1% 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	Students participate in curricular programming with an Indigenous, international, or intercultural focus.	Y	
3.2	3 year rolling average; C+ or better	Y	

Appendices

Appendix 1: MarCom Newsroom Stories & Events

NEWSROOM STORIES		
Date	Associated School/Faculty/Department	Link
April 12, 2021	Current Students	Indigenous student mentors reflect on leadership roles Students and alumni share the impact of being mentors in the Indigenous Student Mentor Program

April 22, 2021	Applied Sustainable Ranching (Williams Lake)	<p>TRU joins unique Indigenous agriculture partnership</p> <p>TRU's Applied Sustainable Ranching program partners with Skeetchestn band and Tk'emlúps te Secwépemc.</p>
April 22, 2021	Bob Gaglardi School of Business & Economics	<p>Student's research has important implications for Indigenous governance</p> <p>MBA thesis connects First Nation investing policies and well-being</p>
May 7, 2021	School of Nursing	<p>Finding answers for Indigenous mental wellness</p> <p>Also news release: TRU nursing student searches for answers to Indigenous mental-wellness gaps</p> <p>Master of Nursing student Nikki Hunter-Porter receives national grant for Indigenous mental health research</p>
May 13, 2021	Student Awards	<p>TRU and Tk'emlups te Secwepemc unveil new student awards</p> <p>Tk'emlúps te Secwépemc students will be closer to achieving their educational dreams with the new Indigenous Students Awards program announced by TRU.</p>
May 28, 2021	President's Office	<p>Sharing in sorrow and truth</p> <p>President's message in response to remains found by Tk'emlúps te Secwépemc at the Kamloops Indian Residential School.</p>
May 31, 2021	President's Office	<p>An invitation to support healing and action</p> <p>President's message with events, supports and resources, calling on TRU community to learn more about truth and reconciliation</p>
June 4, 2021	School of Nursing	<p>Researcher joins Indigenous health-care task force</p> <p>Nursing faculty member Dr. Sheila Blackstock appointed to the province's In Plain Sight task force.</p>
June 15, 2021	Research and Graduate Studies	<p>TRU researcher receives national recognition, funding extension</p> <p>Courtney Mason's Canada Research Chair renewed to study rural and Indigenous land use.</p>
June 17, 2021	TRU-wide.	<p>TRU celebrates outstanding leaders at Spring Virtual Convocation</p> <p>+ Video: Marvin Storrow, Doctor of Laws</p>

		(see also Spring 2021 Convocation videos) Lawyer Marvin Storrow receives TRU honorary doctorate for ground-breaking litigation in Indigenous rights and land titles
June 18, 2021	President's Office	Connecting with words + Vision Statement (includes <i>Secwepemctsin</i> audio) TRU's <i>Vision Statement</i> is translated into <i>Secwepemctsin</i> , language of the Secwépemc people, TRU's "host house."
Oct. 1, 2021	TRU-wide.	First woman Indigenous provincial judge in BC honoured at convocation + Video: Marion Buller, Doctor of Laws The Honourable Marion Buller awarded a TRU honorary doctorate at Fall 2021 Virtual Convocation (event Oct. 8)
Oct. 12, 2021	School of Nursing	TRU nursing leaders honoured for influence TRU nursing dean and Indigenous research chair are inducted into the Canadian Academy of Nursing Fellowship.
Nov. 3, 2022	TRU World	TRU new Global Skills Opportunity project New funds for international opportunities for students
Nov. 10, 2021	Faculty of Science	Student wins scholarship for Indigenous women in STEM TRU physics major Sophie Collins awarded Indigenous Women in Technology Scholarship.
Nov. 20, 2022	Student Development.	Reflecting on Transgender Day of Remembrance Student storyteller Nicole Stanchfield raises awareness about gender on campus.
Dec. 6, 2021	School of Nursing	Award supports Indigenous health-care professionals Grant awarded to TRU researchers for Participatory Indigenous Nursing Knowledge Translation project
Jan. 12, 2022	Research and Graduate Studies, Faculty of Education and Social Work	TRU researchers receive funding extension Canada Research Chair in Indigenization of Education Shelly Johnson is noted for her indigenization work.

Jan. 12, 2022	Research and Graduate Studies	Researchers awarded Insight Development Grants Bonnie Fournier looks at Uganda's traditional practices
Jan. 21, 2022	President's Office	What is TRU's role in the pandemic recovery? TRU President Brett Fairbairn discusses the university's role after the pandemic. Including the role in society and culture.
Jan. 26, 2022	President's Office Message and flag lowering event on TRU campuses	Standing in support with T'exelc President's message with mental health supports in response to burial site findings by Williams Lake First Nation (T'exelc)
Feb. 28 to March 4, 2022	TRU-wide	Indigenous Awareness Week (IAW) IAW provides opportunities to learn about Indigenous people, cultures, histories and stories.
Feb. and March, 2022	TRU World	Online language and culture program for international students. TRU World's language and culture programs provide students with the English skills needed to fully participate in all activities.
March 8, 2022	Faculty of Adventure, Culinary Arts and Tourism	Top chef cooks up lessons for TRU students + Video: Chef Bernard Casavant visits Guest chef visits Culinary Arts during Indigenous Awareness Week
March 17, 2022	TRU Foundation	Day of Giving 2022 TRU's annual Day of Giving was moved to spring, and raised more than \$36,000 for students, Ukraine support and other causes.
March 29, 2022	Bob Gaglardi School of Business & Economics	Ch'nook Scholars: Connecting Indigenous students with business leaders Provincial Indigenous student mentoring/networking program
Ongoing	TRU-wide	The Coyote Project While monthly meetings have gone virtual, all of TRU's faculties and schools, as well as the Library, TRU World and Open Learning, continue to work at indigenization of the university.

EVENT LISTINGS

Date	Associated School/Faculty/Department	Link or Description
Ongoing	Indigenous TRU, The Gathering Place	Indigenous Virtual Soup Circle Wellness Circle Indigenous Students bi-weekly circle
Ongoing	Indigenous TRU	Indigenous mentor program. The Indigenous Mentor Program assists new students with a successful transition into Thompson Rivers University.
Ongoing	Indigenous TRU	Knowledge Makers Knowledge Makers is a Canadian award winning Indigenous research network. We are dedicated to transforming universities by engaging Indigenous students across disciplines in research and publication.
Ongoing	Indigenous TRU	Elder in the House program In the Elder in the House Program, elders are available at the TRU Kamloops and Williams Lake Cplul'kw'ten. They provide personal consultation, conversation, guidance and mentorship to Indigenous students.
Ongoing	Current Students, Multi-Faith Chaplaincy	Multi-Faith Chaplaincy Multi-Faith Chaplaincy respects individuals of all faith traditions and spiritual expressions.
May 13, 2021	Office of Indigenous Education	TRU Indigenous Book Club Skin Like Mine, by Garry Gottfriedson, TRU Cultural Advisor.
June 21, 2021	Office of Indigenous Education	TRU National Indigenous People's Day Event Online event to honour First Nations, Metis and Inuit Peoples.
June 25, 2021	Office of Indigenous Education	TRU Indigenous Book Club Behind Closed Doors: Stories from the Kamloops Indian Residential School
July 30, 2021	Office of Indigenous Education	TRU Indigenous Book Club Unsettling Canada: A National Wake-Up Call
Sept. 17, 2021	Student Development.	Intercultural education opens a world of growth Participants learn about intercultural communication and the intercultural mentor program.
Sept. 21, 2021	Multi-Faith Chaplaincy	Day of Peace Day of Peace gathering on campus.
Sept. 24, 2021	Office of Indigenous Education	TRU Indigenous Book Club Join Indigenous Education and Indigenous Student Development for a review of some books related to residential schools in Canada.
Sept. 24, 2021	Research and Graduate Studies.	Equity, diversity and inclusion in research virtual session

		This workshop explores why it's important to include EDI in research.
Sept. 29, 2021	CELT.	CELTalks: Indigenous pedagogy Laura Grizzlypaws talks about Indigenous teaching and learning
Sept. 29, 2021, annual	Office of Indigenous Education	Orange Shirt Day An event to recognize Orange Shirt Day & the National Day for Truth and Reconciliation (Sept. 30)
Oct. 4, 2021	Student Development.	TRU LEADership series: what problems do you want to solve in the world? Students learn to better understand themselves and apply knowledge in their place of work.
Oct. 4-15, 2021	Office of Indigenous Education/Faculty of Arts/TRU Art Gallery	The Red Dress Project honouring Missing & Murdered Indigenous Women & Girls Opening ceremonies with guest speaker Dr. Mukwa Musayett
Nov. 2, 2021	Student Development	Cultural dimensions and intercultural communication Intercultural co-ordinator Kyra Garson talks about intercultural theory.
Nov. 3, 2021	Office of Indigenous Education	Introduction to Indigenization at TRU — virtual Office of Indigenous Education Intercultural education speaker series. Indigenous Education Director Tina Matthew talks about TRU's initiatives.
Nov. 12, 2021	Office of Indigenous Education and Faculty of Student Development	Indigenous Movie Night: The Grizzlies Free screening of <i>The Grizzlies</i> , with wellness supports onsite
Nov. 18, 2021	The TRU Chinese Students and Scholars Assn.	The causes and effects behind the competition between the USA and China The TRU Chinese Students and Scholars Assn. and political scientist Derek Cook share their knowledge.
Nov. 18, 2021	CELT.	CELTalks: Indigenous pedagogy Laura Grizzlypaws talks about Indigenous teaching and learning
Nov. 19, 2021	Student Development.	Being inclusive of gender identity and sexual orientation Gender rights advocate Nicole Stanchfield talks about 2SLGBTQIA+.
Nov. 24, 2021	Student Development.	Indigenous student development and intercultural learning open house Virtual Open House series presents an information session.
Nov. 25, 2021	Future Students Office	Indigenous Student Development and Intercultural Learning virtual open house

		Virtual open house session for potential students to learn about Indigenous and Intercultural learning at TRU.
Nov. 26, 2021	Office of Indigenous Education	Traditional Indigenous Rattle Making Workshop Free Indigenous rattle making workshop, supplies provided.
Nov. 26, 2021	Office of Indigenous Education	TRU Indigenous Book Club Five Little Indians by Michelle Good
Dec. 15, 2021	CELT.	CELTalks: Indigenous pedagogy Laura Grizzypaws talks about Indigenous teaching and learning.
Jan. 28, 2022	Office of Indigenous Education	TRU Indigenous Book Club Calling My Spirit Back by Elaine Alec
Feb. 2, 2022	Multi-Faith Chaplaincy	Spiritual Care: A practical approach. Interfaith Harmony Week The Multi-Faith Chaplaincy holds a virtual panel discussion on faith and spirituality for life's problems.
Feb. 8, 2022	Office of Indigenous Education	Beading as a cultural practice Elder Doe shares her beading practice with us.
Feb. 10, 2022	Office of Indigenous Education	Introduction to Smudging and Protocols with Doe Thomas Elder Doe Thomas from Tk'emlups to Secwepemc gave an introductory session on smudging.
Feb. 11, 2022	TRU World	Study Abroad Information Session Student information session on applying for Study Abroad opportunities
Feb. 15, 2022	Faculty of Student Development	The Medicine Wheel: Learning from this Indigenous Model of Wellness Elder Doe Thomas shares her perspectives on the Medicine Wheel (student wellness event, part of wellness centre series).
Feb. 25, 2022	Office of Indigenous Education	TRU Indigenous Book Club Embers by Richard Wagamese
March 1, 2022	Office of Indigenous Education	Dreamcatchers: The true cultural significance The true history of the dreamcatcher lies with the Anishinaabe people. We are creating dreamcatchers and discussing their ties to health and protection.
March 25, 2022	Office of Indigenous Education	TRU Indigenous Book Club Jo-Ann Archibald joins the group to discuss her book, Decolonizing Research: Indigenous Storywork as Methodology.
Feb. 11, 2022	TRU World	Study Abroad Information Session Student information session on applying for Study Abroad opportunities

March 2, 2022	Research and Graduate Studies	Flash Teach-In on Ukraine Faculty and guests frame the historical, political and cultural context shaping the current war.
March 3, 2022	TRU World	Rally to Support Ukraine Student-led rally on Kamloops campus to show support for Ukraine.
March 12, 2022	Student Development.	Ethics bowl Students analyze and discuss ethical dilemmas.
March 29, 2022	TRU-TRUFA	Exploring the strength of diversity TRU-TRUFA EDI grant. Students and faculty learn organizational behavior.
March 31, 2022	TRUFA Gender Equity Committee	Flag raised for Transgender Day of Visibility TRU raises the flag for TDV on campus and shares information about a movie event.
March 31, 2022	Research and Grad Studies.	EDI Cultural Mapping A team of TRU researchers are capturing experiences of belonging using cultural mapping.

Appendix 2: Student Development Social Media Feed



Copy of
Intercultural Content

Appendix 3: Course Enrolment in courses for Intercultural Awareness and Indigenous Knowledges & Ways Institutional Learning Outcomes

Term Summary

	Undergraduate		
	Domestic	International	Total
Summer 2014	99	5	104
Fall 2014	544	107	651
Winter 2015	657	137	794
Summer 2015	106	32	138
Fall 2015	628	133	761
Winter 2016	559	133	692
Summer 2016	131	48	179
Fall 2016	667	122	789
Winter 2017	575	141	716
Summer 2017	178	55	233
Fall 2017	850	214	1,064
Winter 2018	623	273	896
Summer 2018	271	91	362

Fall 2018	777	394	1,171
Winter 2019	671	253	924
Summer 2019	199	58	257
Fall 2019	735	396	1,131
Winter 2020	831	357	1,188
Summer 2020	261	83	344
Fall 2020	855	380	1,235
Winter 2021	883	261	1,144
Summer 2021	317	83	400
Fall 2021	822	333	1,155
Winter 2022	618	320	938

Fiscal Year Summary

	Domestic	International	Total
2014-15	1,300	249	1,549
2015-16	1,293	298	1,591
2016-17	1,373	311	1,684
2017-18	1,651	542	2,193
2018-19	1,719	738	2,457
2019-20	1,765	811	2,576
2020-21	1,999	724	2,723
2021-22	1,757	736	2,493

Three Year Rolling Averages

	Domestic	International	Total
2014-15 to 2016-17	1,322	286	1,608
2015-16 to 2017-18	1,439	384	1,823
2016-17 to 2018-19	1,581	530	2,111
2017-18 to 2019-20	1,712	697	2,409
2018-19 to 2020-21	1,828	758	2,585
2019-20 to 2021-22	1,840	757	2,597

Appendix 4: Local to Global ILO with C+ or Greater Grade Rate by Academic Year

	2016-17	2017-18	2018-19	2019-20	2020-21
Success	1,496	1,952	1,910	2,135	2,339
Success - below	157	275	331	268	205
Complete	28	31	79	55	86
Fail	131	149	175	180	203
Withdrawal	98	143	146	172	193
Other	0	0	1	1	1

Completions	1,812	2,407	2,495	2,638	2,833
C+ and greater rate	84.1%	82.4%	79.7%	83.0%	85.6%

Notes:

Grades are categorized as:

A+, A, A-, B+, B, B-, C+ are Success

C, C-, D, D+ are Success - below

COM are Complete

W are Withdrawal

F, DNC are Fail

Other grades include PLAR, Audits, and other less used grades

Completions are defined as Success, Success - below, Complete, and Fail Grades

