CONSULTATION SUMMARY REPORT

Executive Summary

This report summarizes the results of Phase I and Phase II of the pan-institutional Envision TRU community consultation. The initial phases of the consultation ran from March 27 to October 5, 2019 and sought to include all members of the TRU community, from alumni and current students to employees, donors, advisory boards, Indigenous groups, employers, community organizations, and many more.

2,800+ participants   **107** small group discussions   **10** Thoughtexchange sessions
15 individual written submissions   **15** consultation summaries   **4** cities

The goal of this report is to authentically represent the multitude of diverse, thoughtful input that came from all corners of the TRU community and to serve as a touchstone that will assist TRU in developing a new institutional Vision. These findings are inherently general and are intended to help encompass the wealth of feedback that was received through the first two phases of the Envision TRU consultation. Among the thousands of data points were many operational, practical, and strategic suggestions that will be referenced as TRU moves through the next steps of creating and enacting a new Vision.

The collection and analysis of the consultation feedback was informed by the Envision TRU Guiding Principles. Input from across spectrums, both in terms of diversity of thought and perspective and in terms of the specificity of participant Vision and goals, is included here. The Overall Findings model presented here was the result of an exhaustive, multi-phase analysis of every piece of input that was provided through the consultation process.

en**vision**
TRU

Transparent
Inclusive
Shared Learning
Authentic
Balanced
Efficient

Envision TRU Guiding Principles

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Overall Findings

The Overall Findings model represents the results of the first two phases of the Envision TRU community consultation. The model has two main components: functions ("what" we aspire to do) and values ("how" we aspire to do it). A TRU Vision statement (the "why") can be developed from these findings in the next phases of the Envision TRU process. The three functions (or thematic areas) emerged from the first two phases of consultation feedback: co-creating student-defined pathways to success; intentional community engagement for learning, research, and development; and embracing innovation and continuous improvement. Each theme that was found in the analysis of all of the stages of consultation thus far falls into one of these overarching thematic areas. The analysis also showed four values that could represent ideals, lenses, or principles through which TRU should approach these thematic areas or functions. A foundational word graphic, created directly from the words shared by participants, contextualizes the model.
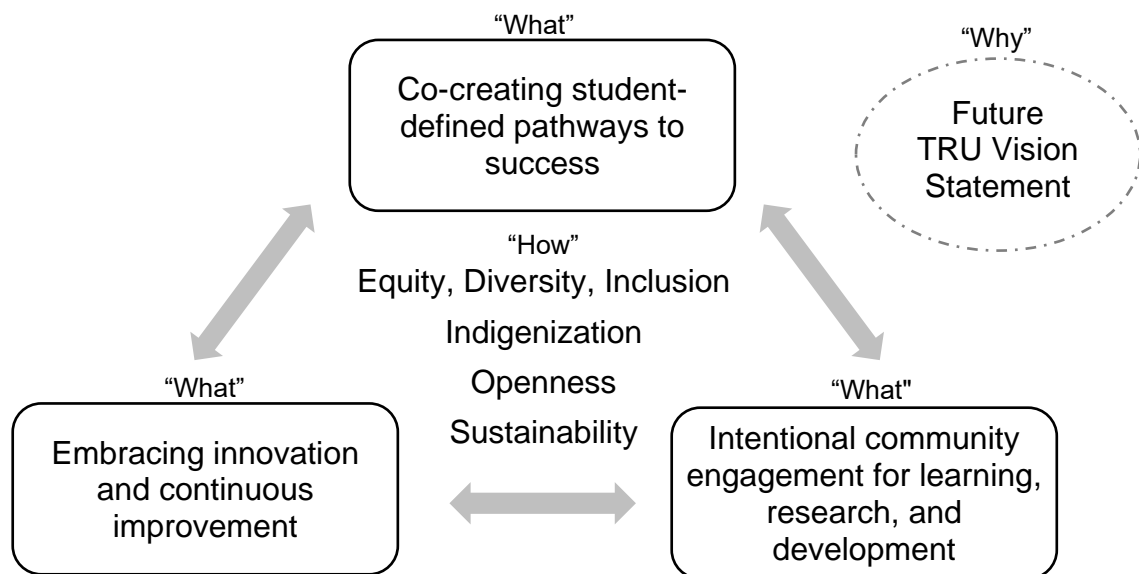
i. **Overall Findings model of Envision TRU community consultation feedback**

Quotes " "

ON STUDENT SUCCESS...

The journey of student success starts before a student enters TRU and continues after a student leaves TRU.
TRU Faculty Discussion

Student voices (…) achievement and movement towards their goal – fulfillment in a personal way – is one of the ways we can define success.
TRU Faculty Discussion

Look at student success also in terms of transition from being a student to the workforce.
TRU Faculty Discussion

A culture of caring could be directed toward meeting the needs of researchers, and students, and teaching faculty… and everyone. A culture of caring would ask that we all care for the people who provide and partake of the services of this institution.
TRU Faculty Discussion

Co-creating Student-Defined Pathways to Success

There is no one single result or outcome that defines success for TRU *learners*. TRU meets *learners* where they are and supports them through their journey. In this context, "*learner*" refers to prospective students, current students, and alumni. Student success is understood to be whatever the *learner* chooses to define as 'success' for themselves. While supporting students and student success were very strong themes, participants also expressed a desire to go further and co-create pathways to success with *learners*. *Learners* are part of the TRU community not only while enrolled, but as external community members, prospects, and alumni. TRU should be an active participant in the lives of *learners*, and *learners* should be active participants in shaping their educational pathways to achieve their specific goals. Co-creation means learning from students while they learn from us. Participants said that student success is our reason for being—it's who we are.

"TRU is my door to the future. I get to explore and learn, but at the same time have fun and enjoy what I do."
Student, TRUSU Back to School BBQ

Quotes " "

IN TEN YEARS I WANT TRU TO BE...

A university that is engaged with the community in solving the economic, social and environmental problems we face.

Thoughtexchange

More connected to local organizations that can help to support students and provide different experiential learning opportunities.

Kamloops Farmer's Market

TRU IS IMPORTANT TO ME BECAUSE...

It is leading our community in a "right direction" of tomorrow.

Kamloops Farmer's Market

It gives me an "edge" to learn more about myself and other communities. It teaches me to view the world holistically.

Student, TRUSU Back to School BBQ

TRU transforms Kamloops. It brings people together to have interesting and meaningful conversations.

Kamloops Farmer's Market

Intentional Community Engagement for Learning, Research, and Development

The TRU community is an integral part of the communities in which we live and serve. TRU itself exists because of our communities, and our communities have been shaped by TRU. Participants consistently expressed that TRU should focus on creating responsive, mutually beneficial relationships with each community we serve. This idea was expressed as a constant state of growth and development, as opposed to a state at which we could arrive or complete. The desire to be more embedded in the community was expressed through various topics; co-created or mutually beneficial research, community-based learning experiences for students, guidance from community groups, and providing a space for innovation (social, academic, or other) were all discussed as areas of opportunity where TRU could create positive change in our world.

"Being responsive to community needs and being flexible. Not setting a path, but being flexible to the community and industry. Being responsive to the world that is changing. Being flexible in course delivery methods and courses we offer. Contribute and encourage to develop innovation research. Being open to different kind of researchers."

Williams Lake Society Planning Council

Quotes " "

MY IDEAL TRU IS...

A place of learning, research and empowerment... for social change and innovation.
<div align="right">Student, World Café</div>

An institution which respects, shows compassion, and provides support to staff and students so that they can achieve their goals and objectives.
<div align="right">Thoughtexchange</div>

A leader in giving work and study experiences. I would like to see more innovative course designs and e-learning opportunities.
<div align="right">Thoughtexchange</div>

I AM PROUD OF...

Being student-centered. (…) We need to celebrate and embrace it and build structures around it.
<div align="right">TRU Faculty Discussion</div>

I am proud of our dedication to sustainability.
<div align="right">Student, Pizza with the President</div>

Many of our students go on to dental school, medical school, veterinary school.
<div align="right">Open Discussion:
Programs and Courses</div>

Embracing Innovation and Continuous Improvement

Innovation, or being innovative, was one of the strongest themes that participants mentioned when they were asked to describe their ideal TRU. Throughout the consultation, participants expressed a desire to be at the forefront of flexible and open education, sustainability, access to education, Indigenization, and community leadership, and indeed to find innovation in the very fundamentals of what we do. TRU has the opportunity to demonstrate proactive response to the many changing factors in the world around us and to find ways to adjust to our changing realities that reflect our values and serve our institutional mission. Continuous improvement in academic and operational areas was a strong desire, which included: specific processes, internal bureaucracy, or impediments to the ideal workings of the institution. While participants expressed an overall drive to optimize TRU's many roles, an overall approach suggested that TRU could lead the way to a better world through bravely embracing risk, change, and new ideas.

> **"Teacher" and "Learner" in Maori is the same word: 'ako'. Everybody is a teacher on campus. If everybody is a teacher, everybody is a learner; everyone has something to offer, and that creates a learning culture."**
> <div align="right">TRU Centre for Excellence in
Learning & Teaching Discussion</div>

Values

The four values presented in the Overall Findings model are described in this section. Descriptions and meaning are drawn from Envision TRU participant contributions rather than additional research from published literature. A limited number of quotes are included to contextualize these descriptions. The values are highly interrelated and codependent. Each value is described as such because they describe both an ideal state for a future TRU and a perspective or set of principles by which we should approach all activities. In the Overall Findings model, these values are "how" we aspire to achieve the "what" of TRU's overall functions.

Equity, Diversity, Inclusion

Equity, diversity, and inclusion are three distinct (yet highly related) topics that were present throughout the consultation. Diversity was mentioned in terms of culture, language, gender, orientation, socio-economic status, and academic experience and applied to TRU employees, students, alumni, and the communities we serve. Diversity of thought and opinion was also mentioned in the context of both academic pursuits (teaching and research) and of TRU as "hub" for debate, social engagement, and community advancement.

"[TRU needs to] ensure that Diversity and Inclusion, Internationalization and Indigenization are not just the responsibility of a particular office - must be embedded throughout the institution."

Open Discussion: Diversity & Indigenization

Inclusion was related to ensuring that all of the diverse groups involved with TRU were participants in decision making and that diverse interests were taken into account in institutional and operational strategy. This meant ensuring that diverse people are part of leadership and advisory groups and taking care to recognize and celebrate the inherent value of diversity within TRU and its effect on external communities.

"Decolonize systems in the university; remove barriers for people in minority and poverty; give power to multiple forms of knowledge."

Student, Pizza with the President

Equity was discussed primarily in terms of ensuring that all diverse groups had access to education and related resources; this involved ensuring that all students (whether Open Learning, on campus, or non-traditional) and all faculty (whether sessional, Open Learning Faculty Members, or located outside of Kamloops) had equitable access to opportunities such as: research, mentorship, leadership, and flexible programming.

"Equity and equality ties into diversity, but we need to recognize it in balance, not segregating it from each other. No superior or inferior difference whether it is in OL, WL, regional centres or Kamloops, but recognize them all as equal: they are all our students."

TRU Integrated Planning & Effectiveness Discussion

Indigenization

Indigenization was described as both a state of being and a perspective from which to evaluate TRU's activities as an institution. Goals included (but were not limited to) incorporating First Nations language and cultural teaching into curriculum, inclusion of Indigenous people in leadership positions and decision-making, and physical representations of diverse cultures on campus. It also meant supporting everyone in their learning and developing partnerships and alliances.

"[We need] More opportunities for members of our Indigenous community to speak / participate in TRU discussions."
Open Discussion: Diversity & Indigenization

"Cater courses to Indigenization decolonizing our courses and programs. We need a central hub and central building for Indigenous faculty they are currently are scattered around the campus."
TRU Student Union Discussion

Indigenization was also described as an approach and an intention: to carry out TRU's activities in an Indigenized way meant holistically considering our relationships with the land and environment, valuing relationships with people from all walks of life, and doing these things in a way that authentically recognizes and celebrates the contributions and resilience of Indigenous peoples.

"Indigenization is not only about Indigenization for Indigenous students, but also Indigenization for non-Indigenous students: while Indigenization for Indigenous students is to create all the supports to help with their journey, Indigenization for non-Indigenous learners is to create allies and partners."
TRU Indigenous Education Discussion

A conversation with TRU Elders in Residence provided insight into what "Indigenization" means to them. Personal stories described Indigenization as a process of healing, resilience, and reconciliation that can involve every individual in the TRU community.

"The truth of the matter is that we come from trauma and racism but the truth is also that we don't have to live it. We can be allies and partners."
TRU Elders in Residence Discussion

Openness

A state of openness describes both access and mindedness. The concept of accessible higher education was rooted in the belief that everyone should be able to pursue education regardless of their life circumstances. Enabling access meant providing affordable, flexible program pathways (especially through technology and scheduling) through multiple modes of delivery, and also low-barrier, open-admissions programs.

> *"Add 'open' to every element of student success. Make it tangible and visible."*
> Open Learning Faculty Member Discussion

> *"Continuing studies is an essential service to our university: customized learning opportunities. (…) With all customized learning opportunities we offer, we need to reach out to those who are in need to re-enter the job market."*
> Regional Centres Discussion

Open-mindedness encompasses an approach to internal and external relationships, seeking out and embracing new ideas for research, teaching, or scholarship, and supporting innovative efforts across the institution. Open educational practices encourage knowledge and resource sharing, and open-minded scholarship encourages risk-taking and developing new ways to teach and learn.

> *"Blended learning is the norm; how do we do align what's happening in the next 10 years between OL and on-campus?"*
> TRU Centre for Excellence in Learning and Teaching Discussion

This concept also applies to recognizing and valuing the diverse perspectives that employees, students, and community members bring to TRU, and encouraging thoughtful debate and co-development. Openness recognizes the inherent value of diverse life experiences and that TRU is enriched by those perspectives.

> *"We need to feel proud, less disconnected, and [we need to] learn how to be more inclusive."*
> TRU Student Union Discussion

Sustainability

The concept of sustainability is similar to the other values in that it encompasses both achievable goals and a process or perspective through which TRU should evaluate future decisions and direction. It includes (but is not limited to) environmental, social, cultural, financial, and enrolment sustainability. Environmental sustainability was discussed as a source of pride for TRU and as part of our identity as an institution. Comments about environmental sustainability were celebratory and challenged how TRU could do better in this area.

> *"Sustainability is not a catch phrase, sustainability is the way of doing business moving forward for TRU."*
>
> TRU School of Business & Economics Discussion

> *"Sustainability: ensuring that there is a good space for connecting the human side and expressions with the other things. It brings together social, financial and environmental sustainability. But we also need to bring cultural sustainability."*
>
> TRU Faculty of Arts Discussion

While the majority of comments directly referencing sustainability were about environmental practices, other strong themes spoke to the viability of TRU into the future. These included the relevance of programs and courses, intentional community engagement, and strengthening TRU's internal community.

> *"In the next 10 years, the programming will be definitely changed. Combine OL courses and on-campus courses, more blended delivery methods, so we can better accommodate mature students."*
>
> TRU Finance Department Discussion

Participants observed that TRU is sustained by its communities and its employees, and both require due consideration and investment. The overall intention of sustainability is to increase the likelihood of a healthy and stable future for TRU.

> *"Strive to be a learning organization that is innovative and responsive. Something infused within TRU culture: we learn and adapt and change from that learning."*
>
> TRU Centre for Excellence in Learning and Teaching Discussion

Introduction

Consultation feedback (data collection) occurred in two main phases. Phase I was an exploratory phase that included open discussion through online, asynchronous methods (*Thoughtexchange*; Stages 1 and 2a) and through face-to-face small group discussions that were either open (Stage 2b) or dedicated to certain groups (Stage 3). Phase II was a mixed phase that included identification of new topics and confirmation or clarification of the findings from Phase I. Phase II included *Thoughtexchange* (Stage 4), community consultations (Stage 5a), and dedicated small group discussions (Stage 5b). An independent method allowed any participant to send written submissions directly to TRU President Brett Fairbairn at any point throughout Phase I and Phase II (Stage 6).
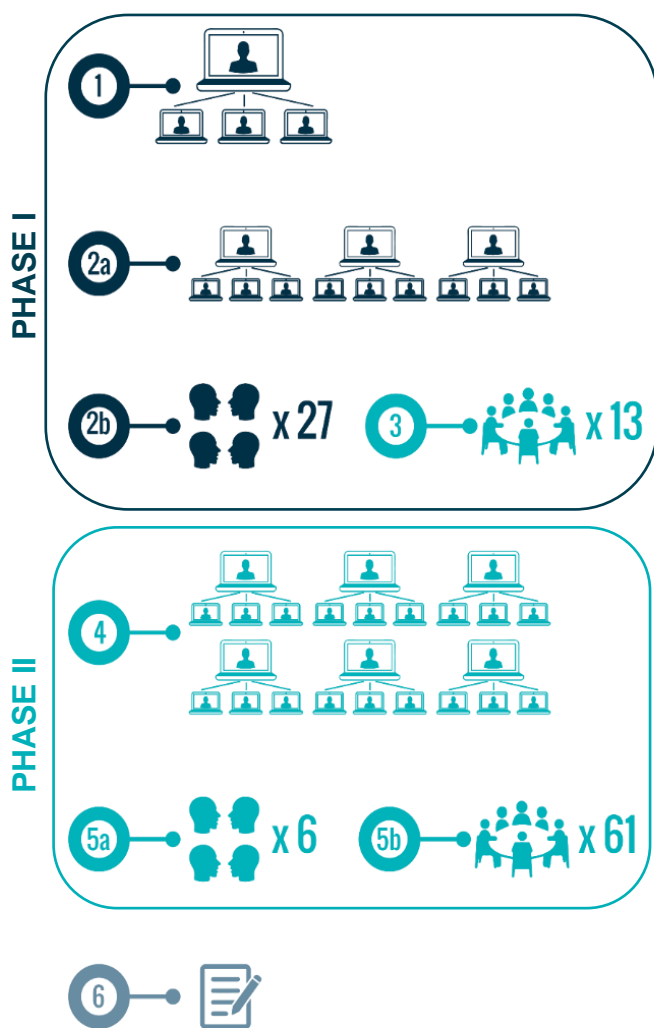
ii. Consultation input Phase I and Phase II

The consultation process was iterative; the discussion questions, facilitation methods, and methods of engagement were selected by the Resource Team based on the findings at each stage in the process. The use of multiple methods of participation was intended to maximize opportunities to take part. Using a *grounded theory* approach allowed continuous reflection and *reflexive* practice in order to design each step of the consultation to be as relevant, authentic, and inclusive as possible.

"This conversation is very refreshing. In the past it has been top down."
Open Discussion: Programs and Courses

"How do we take action and how do we do better as an institution? The Vision should tell us."
TRU Marketing & Communications Discussion

Data Collection and Analysis Methods Summary

Participants

This report includes the input from approximately 2,840 participants. Estimates[1] indicate that the primary roles of participants were as follows: 37% TRU staff and administrators, 23% TRU faculty, 24% TRU students, 13% community and alumni, and 3% TRU OLFM. Individuals may have participated more than once through various stages, and may be counted more than once in these figures. The data were collected via 107 small group discussions, 10 Thoughtexchange sessions, and 15 individual written summaries. The detailed results of each stage of analysis were shared through 15 consultation summaries that are available at tru.ca/envision/consultation-summaries. The consultations took place in four cities and also online.

Phase I included 1,220+ participants: 408 in small group discussions and 821 in Thoughtexchange online sessions. Overall, Phase I participant groups are estimated at 41% TRU staff and administrators, 23% TRU students, 21% TRU on campus faculty, 7% alumni and community members, 4% TRU OLFM, and 4% who chose not to identify.

Phase II included 1,600+ participants: 1,217 in small group discussions and 396 in Thoughtexchange online sessions. Overall, Phase II participant groups are estimated at 33% TRU staff and administrators, 23% TRU on campus faculty, 23% TRU students, 17% alumni and community members, 2% TRU OLFM, and 1% who chose not to identify.

	Phase I	Phase II
Overall Participation	1,220+	1,600+
TRU Staff and Administration	41%	33%
Students	23%	23%
Faculty	21%	23%
Community and Alumni	7%	17%
OLFM	4%	2%

iii. Participant Metrics

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[1] Participant counts and groups are estimated due to flexible participation options, including the option not to identify one's role or group. Several consultation methods did not include collection of demographic data. Many stakeholders have multiple roles (for example, a community member of an advisory board may also be an alumnus of TRU, and many employees belong to multiple groups and are also TRU students).

Participants Infographic

envisionTRU

Phase I   **Phase II**

Small Group Discussions

40   📍 Williams Lake
            📍 Kamloops
    67   📍 Vancouver
            📍 Merritt

Face-to-Face Participants

400+   1,200+

Thoughtexchange Questions & Online Participants

❓ 4   6 ❓

🧍 821   396 🧍

Written Submissions

4   11
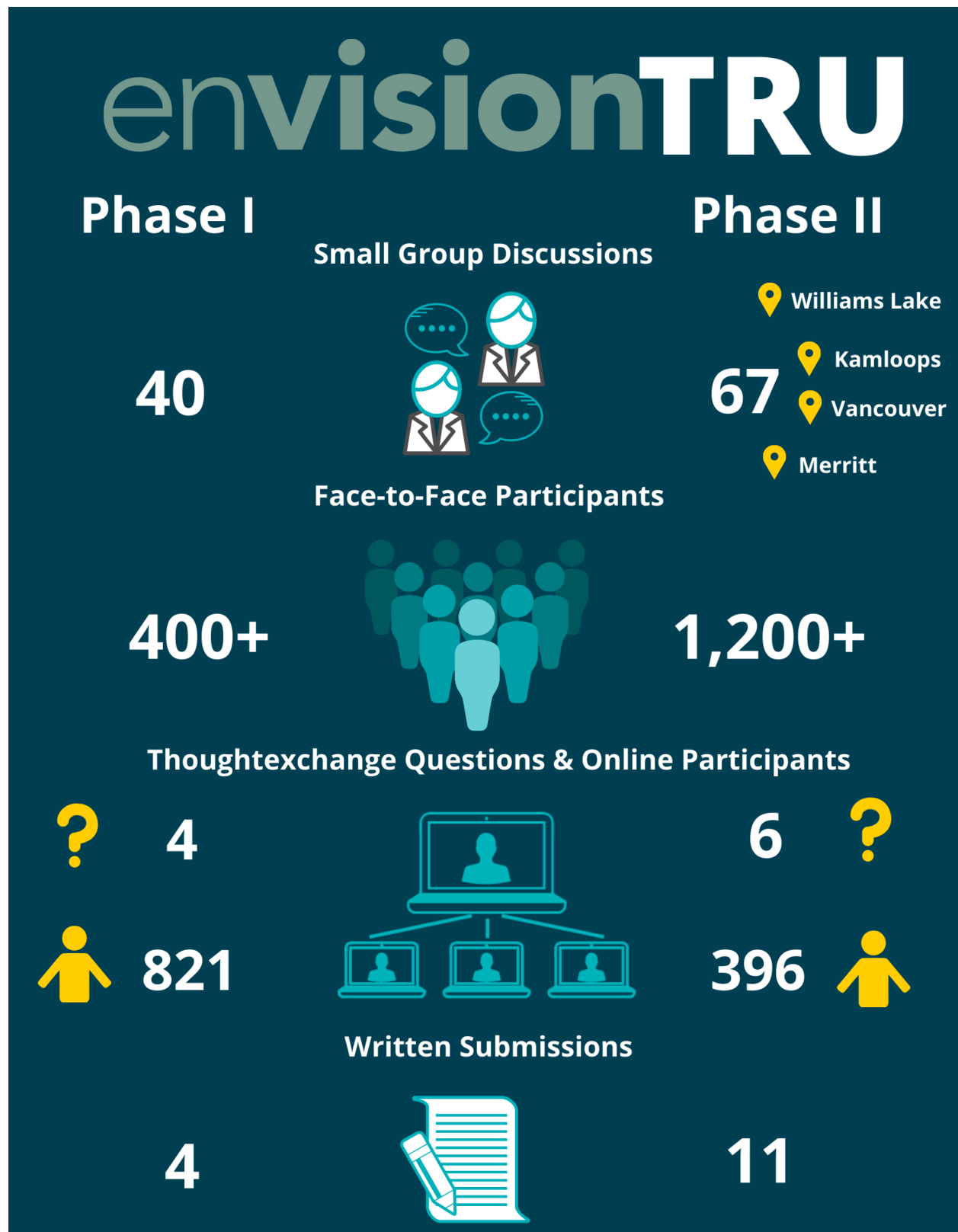
Small Group Discussions

Small group discussions were led by trained facilitators and were designed to allow for the free flow of ideas and for the collaborative discussion of various topics. Two types of discussion groups were included in Phase I: open small group discussions (Stage 2b), wherein important themes from the ongoing analysis were developed into questions and stakeholders were invited to participate in the discussions of interest (akin to *theoretical sampling*); and dedicated discussion groups (Stage 3) who were consulted as part of the overall consultation framework (*purposeful sampling*). The Stage 2b open discussion notes were provided to Integrated Planning & Effectiveness, and team members used a combination of *open coding* and the *constant comparative* method to create and refine overall themes. A description of the analysis method is included in [Appendix C](#) of Consultation Report Volume 2 Issue 1.

While chronologically grouped into Phase I, the Stage 3 dedicated discussion group notes were analyzed with the Phase II discussion notes (Stages 5a and 5b). The discussions in Phase II were primarily focused on challenging participants to critically reflect on the Phase I findings. In addition to open, community-based discussions (Stage 5a), discussions were held systematically for most employee departments and many student groups with the intention of maximizing participation (Stage 5b). Notes from these discussions were also grouped into themes. Artificial intelligence was used to help identify key patterns and concepts and to enhance *axial coding* through the application of *market basket analysis* to determine overlapping themes. Facilitator training, data collection, and data analysis methods are included the Appendices of the [Consultation Report Volume 2 Issue 2](#).

iv. Visual recording of Williams Lake consultation. Artist: Marie Bartlett

Thoughtexchange

Envision TRU participants also had the option to participate in up to ten *Thoughtexchange* sessions. *Thoughtexchange* is an online platform that creates a structured interaction for users wherein they are invited to provide written responses ("thoughts") to open-ended questions and to rate the thoughts that were submitted by other users. IPE team members used *inductive coding* to manually categorize each submitted thought into various theme sets. User rankings assisted prioritization of the thoughts and themes and provided insight into group differences and areas of dissenting opinions.

Individual Submissions

At any point during the consultation (up to October 5, 2019), any participant was able to submit an individual written response to the Envision TRU consultation. The only requirement for posting on the TRU website was that submissions were respectful and did not name any individuals or institutions (aside from TRU). Participants had the option of submitting anonymously or under their own name. The fifteen submissions were each considered directly by President Fairbairn and the Resource Team and were not edited or altered. While they were not thematically analyzed, the topics, issues, and concerns raised in the individual submissions were cross-referenced to the results of the Phase I and Phase II analyses to ensure that these topics were represented in the results.

v. Pizza with the President

PHASE I

Phase I of the Envision TRU consultation was an open, exploratory opportunity for members of the TRU community to share what was important to them. The primary objective for this stage was to take a *grounded theory* approach to allow a freely forming and open discussion absent of any preconceived outcome.
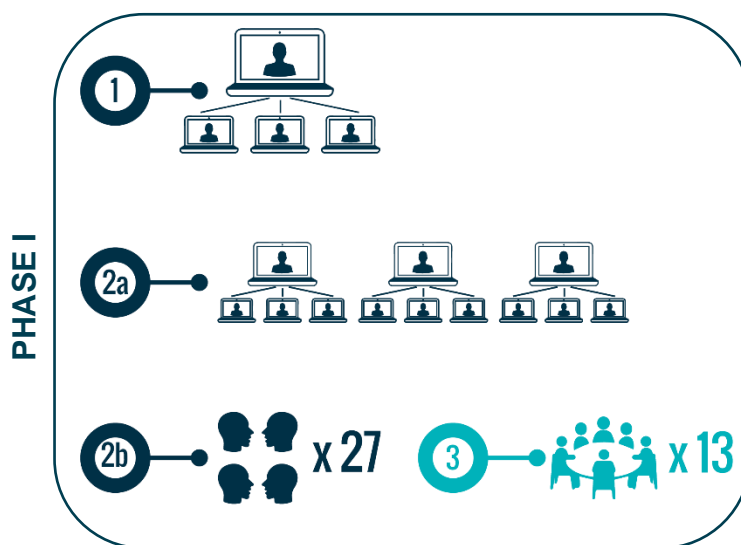
vi. Phase I Elements

Stage 1 kicked off the Envision TRU consultation with a single, broad *Thoughtexchange* question. Stage 2a comprised another four *Thoughtexchange* questions that were chosen based on the results of Stage 1. Stage 2b included 27 topic-based, open small group discussions (suggested discussion questions for which were also derived from the results of Stage 1). Stage 3 included 13 dedicated discussion groups. These groups were chosen for consultation by the Resource Team, and the format of these meetings was led by the participants themselves (either addressing the suggested discussion questions from Phase I or otherwise exploring relevant topics and concerns).

The goal for Phase I was to allow ideas to develop freely. Diversity of perspectives was very evident in this stage (and indeed, throughout the entire consultation), and discussion questions were designed to query for differences of opinion in many areas. In addition to coding for common themes and shared values, analysis looked for dissenting voices and conflict. Areas of unique perspective or even fundamental disagreement helped to shape an understanding of the diversity of TRU and the communities we serve.

Stage 1: What do you value most about TRU and what can we do better to prepare for the challenges and opportunities of the future?

553 participants, 682 thoughts, 21,865 ratings
February 27 – March 13

Stage 1 invited all stakeholders to participate in a general *Thoughtexchange* question intended to open discussion on any topic, for any member of the TRU community. The top themes are included below.   Access the full report: Volume 1 Issue 1.

Identity. TRU is learner-centered, open, accessible, and creates positive change in our world. TRU is in the process of defining its identity and should remember its history.

Community. TRU supports and is supported by the external community. TRU leads innovation and creates economic opportunity.

Student Success. TRU exists for students and therefore provides access through flexible learning options, support services, and preparation for future endeavours.

Employee Success. TRU employees are the reason that students are successful, and they need to feel valued through a supportive environment and development opportunities.

Diversity. TRU is a diverse, inclusive community that values and supports people from all backgrounds. Academic freedom and a culture of inclusion reflect the diversity of the world around us.

Physical Environment. Campus greenspace is inviting, while parking is challenging for students and employees.

Sustainability. TRU demonstrates a commitment to environmental sustainability, which is part of our identity as an institution.

Research. TRU is uniquely positioned to offer undergraduate research opportunities and to engage with community stakeholders to solve challenges.

Stage 2a: Additional Thoughtexchange Questions

Est. 263 participants
April 29 – June 21

The next *Thoughtexchange* questions in Phase I were designed to elicit more information about three main topics of concern that emerged from Stage 1. The top themes from each question are included in this section.

How can we make TRU most accessible to non-traditional students – what barriers can we remove to ensure everyone has access to a TRU education? (108 participants, 96 thoughts, 2,364 rankings)　　Access the full report: Volume 1 Issue 2.

Diversity, Equity, Inclusion. Create an inclusive culture that celebrates diverse perspectives and attracts students and employees from various backgrounds.

Indigenization. Build and/or maintain relationships and incorporate Secwepemc language into faculty instruction.

Open Learning. Integrate on-campus and Open Learning departments by helping employees work together seamlessly to offer more blended programs.

Faculty and Staff. Support them in their support of students, and allow flexibility in their schedules.

Course Scheduling. Offer a variety of scheduling options to allow students to balance work and family demands.

> *"Non-traditional students need to see and hear the stories of other non-traditional students to see their challenges & struggles and their [successes]. This will help potential (…) students envision themselves as students, plan for challenges, and feel that they belong in postsecondary."*

Financial Support. Provide support for domestic and International students, and clarify processes for accessing this support.

What activities, initiatives, or strategies will create mutually beneficial relationships between Williams Lake staff/faculty and other TRU employees? (78 participants, 30 thoughts, 528 rankings)   Access the full report: Volume 1 Issue 3.

Raise Awareness. Share about the daily goings-on of both campuses and be sure to consider the concerns of Williams Lake staff. Continue recruitment efforts for Indigenous students.

Work Together. A collaborative culture strengthens all ties between campuses, promotes close relationships, and enhances student learning.

Increase Resources and Offerings. Direct students to supports and services available, and increase opportunities for joint training and professional development.

Improve Technology. Leverage technology to promote collaboration and build dynamic learning environments.

Raise Service Standards. Unify procedures to decrease misunderstandings and improve teaching quality.

Recognize Diversity. Work to explore and deliver on TRU's commitment to service the educational needs of various students.

> *"It would be highly beneficial if a real effort is made to keep Williams Lake staff aware of all of the issues that arise on campus and vice versa. Often decisions seem to be made that do not take the concerns of WL staff into account, and this is because they are not well known."*

What does a positive TRU community impact look like? Describe the community and relationship. (77 participants, 55 thoughts, 1,016 rankings) Access the full report: Volume 1 Issue 4.

Collaborate in reciprocal relationships with the community, and open discussion between faculty and students.

Support and reflect the needs of the local community by partnering with stakeholders, empowering First Nations, and giving back.

Lead local communities by sharing expertise and providing innovative technology and programs.

Research and share with local communities and address local interests. Involve local industry and government professionals in cooperative research, and publicize what TRU faculty and students are doing with research.

Build relationships on campus, locally, and globally, especially with local businesses.

Bring local community on campus by increasing the number of on-campus events, and make TRU campuses a welcoming place for the public.

Involve students in the local economy by increasing student research, field opportunities, and host family programs.

Increase community presence and create a positive impact by being more involved in local community events and increasing sponsorship of events or sport teams.

> *"Working collaboratively with the community to solve issues in our own backyard. TRU is uniquely positioned to invent and scale solutions working along side of community partners to build a stronger community."*

Stage 2b: Topic-Based, Open Small Group Discussions

Est. 254 participants
March 28 – May 3

These small, face-to-face group discussions (27 sessions) were based on seven topics and suggested questions. These topics were chosen based on the interim results of the first *Thoughtexchange* consultation (detailed suggested discussion topics and "example thoughts" are included in Appendix A of the Phase I small group discussions report). There were 21 open focus-group type events, along with 4 faculty lunches with the TRU president, a student Pizza with the President event, and a student caucus session. The results generally confirmed the emergent themes from Stage 1. However, the rich input from these discussions resulted in a more detailed understanding of each topic and informed Phase II.   Access the full report: Volume 2 Issue 1

Confirming our identity: learner-centered, open and accessible. This means listening to students and ensuring that they feel a sense of place at TRU. Students choose TRU for a personalized, supported experience. TRU is also an employer and can show leadership in sustainability, inclusivity, and supporting employee success. Creating TRU community includes connecting various geographic and functional areas into a universal collaborative environment. The TRU Act and Mission Statement are central in the planning process.

Supporting students: it's who we are. This means providing high-impact, high-quality, flexible learning options. A supportive environment starts with first-year transitions and includes academic, technological, and advising support for a diverse student population, including historically disadvantaged groups (such as Indigenous students, *learners* with disabilities, or those who struggle to afford the cost of education). Recognizing and supporting non-academic needs includes addressing housing, financial, and mental health concerns. Adequate resourcing is essential.

Diversity as a guiding principle. TRU has the opportunity to show leadership in diversity through its organizational structure, hiring practices, curriculum design,
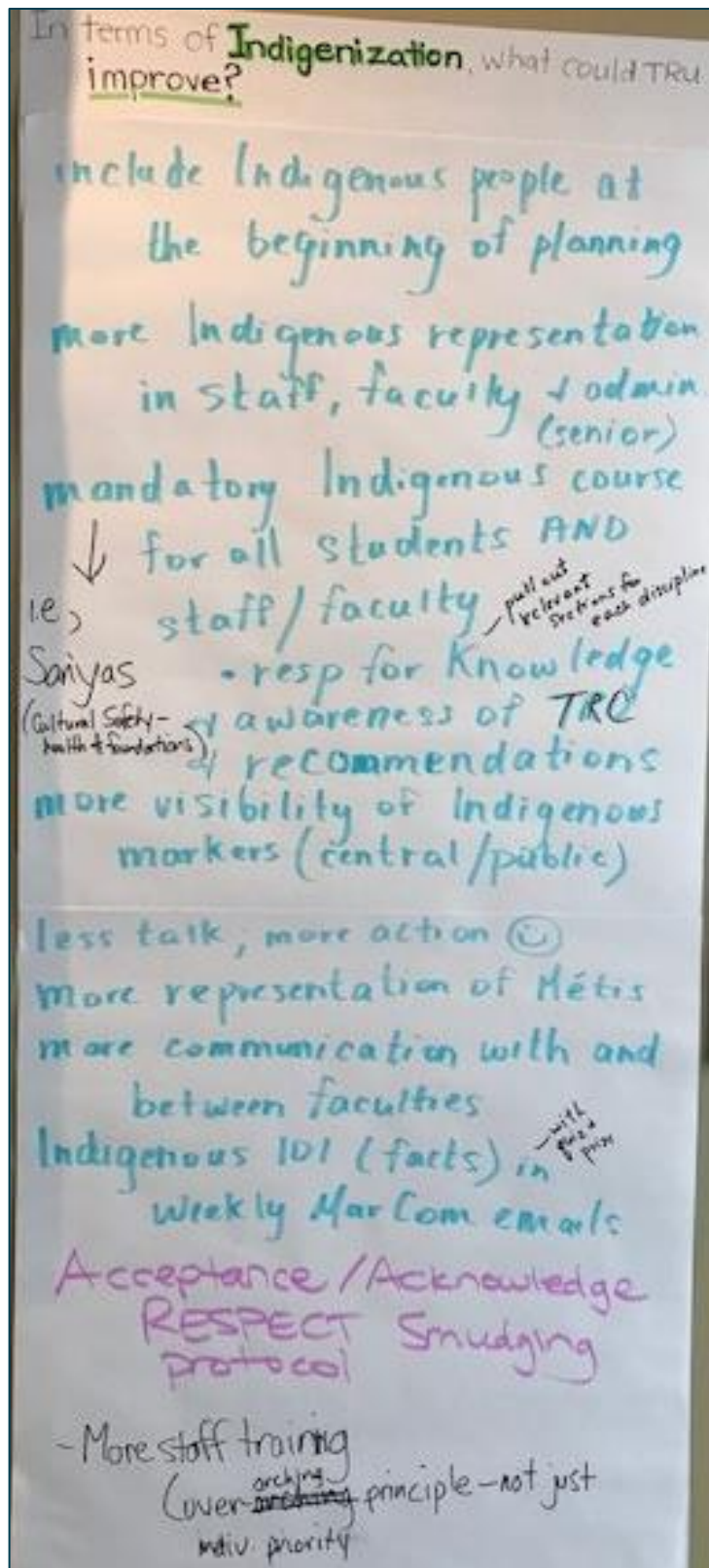
vii. Internal Discussion on Diversity and Indigenization

and learning opportunities. Diversity as a state of being, a goal, and a subject of learning was discussed, as were equity and inclusion for diverse genders, cultures, religions, orientations, socio-economic backgrounds, and academic experiences.

Pursuing Indigenization.
Strengthening relationships with Indigenous people through continued shared learning, community partnerships, and representation in employee groups was emphasized. Opportunities for Indigenization also exist in curriculum and extra- and co-curricular activities, and in responses to the Truth and Reconciliation Commission Calls to Action. The goals and values of Indigenization were conceptualized distinctly from interculturalization and diversity.

Valuing Research. Research was valued in terms of its potential for positive outcomes for students and communities. Student research opportunities were linked with positive student outcomes, and community-based research was viewed as an opportunity for TRU to take a leading role in solving real-word problems.

> *"Move beyond the glossy veneer of research to practical support for teaching and research that aligns with the university's aspirations, and have upper administration dedicated to empowering faculty and that upper admin understand, value and respect their jobs and 'hear' their voices."*
> TRU Faculty Discussion

Programs and Courses. This broad heading encompasses the quality and relevance of TRU Programs. TRU can lead the path into the future by proactively responding to predicted community and student needs, and this includes increasing the flexibility and efficiency of new program development. Aligning Open Learning and on-campus programming and delivery will make TRU stronger in this area.

Pursuing Interculturalization. Participants challenged TRU to think beyond the transactional inclusion of diverse student cultures and to consider the best way to support International students, domestic students, and employees to create a truly integrated learning space. Employee training and curriculum division were included in ways in which TRU can demonstrate this value or priority.

> *"Interculturalization needs to be a part of the culture of TRU"*
> Open Discussion: Student Focus and Experience

Role of TRU in the Community. TRU's role in community is one of advancement, inspiration, and leading change. Participants described the tremendous responsibility that TRU carries to create positive impacts in the communities it serves. The role of TRU in community spans a spectrum of individual, societal,

economic, and practical considerations and includes the role of *learner* as well. TRU has the potential to impact the health and future of communities, and TRU is also responsible for learning from communities and developing intentional reciprocal relationships.

[There should be a] "Citizenship and sustainability component to every course required for graduation."
Open Discussion: Community Relations

Pursuing Sustainability. TRU's successes in environmental sustainability were a source of pride, and this focus is integral to our identity. Particular areas of improvement for environmental sustainability were mentioned. These came from the perspective that TRU can and should continue to lead other post-secondary institutions in environmental sustainability. Financial and enrolment sustainability were also mentioned.

"Sustainability push and more environmental efforts. In particular, TRU's sustainability efforts extending beyond just TRU into the greater Kamloops community."
Open Discussion: Employee Experience, Leadership, Collaboration

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Valuing Employees. TRU cannot achieve its mission without dedicated, trained, and engaged employees. Participants acknowledged that TRU plays an important role as an employer, and that several areas for improvement can impact the lives of employees and therefore improve the student experience.

*"Funding provided by the institution for health and wellness as well as other things that make employees feel valued and increases their enjoyment at work."*
Open Discussion: Employee Experience,
Leadership, Collaboration

[*Author's note: Stage 3 (Dedicated Small Group Discussions) will be presented together with Stages 5a and 5b in the Phase II section of this report.*]

PHASE II

The purpose of Phase II was to identify any previously undiscussed topics and to confirm, clarify, and investigate the findings from Phase I. Participants were challenged to critically reflect on the Phase I findings and identify, "What does an ideal TRU look like to you?" Thorough and intentional inclusion was a primary objective. Phase II included several methods of engaging stakeholders. Stage 4 comprised six *Thoughtexchange* questions that queried the meaning of important Phase I emergent topics and in some cases asked participants to connect their contributions to the IPE environmental scan findings. Stage 5a included 6 community-based consultations.
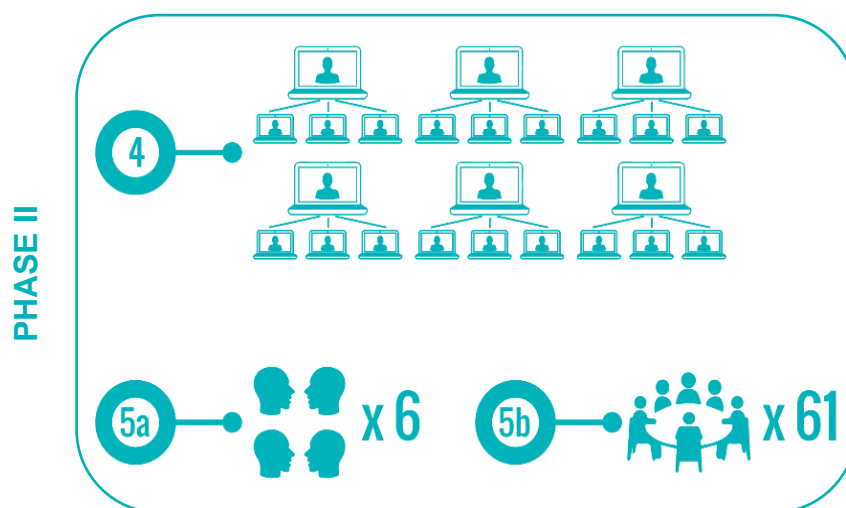
viii. Phase II Elements

Stage 5b was a dedicated discussion series that sought to systematically include all stakeholders while allowing maximum flexibility in contribution methods. This stage included structured discussions with employee departments in Kamloops and Williams Lake, online discussion, three sessions in Vancouver, and student collaboration at the TRUSU Back to School BBQ, TRUSU Clubs Day, two drop-in World Café events and Pizza with the President, for a total of 61 group discussions.

Stage 3: Dedicated Discussion Groups (Phase I)

Stage 5a: Community Consultations (Phase II)

Stage 5b: Dedicated Discussion Groups (Phase II)

Est. 1,389 total participants
June 19 – October 5

This section summarizes the results of 80 consultations: 13 dedicated small group discussions (Phase I, Stage 3), 6 community consultations (Phase II, Stage 5a), and 61 dedicated discussion groups (Phase II, Stage 5b). In the Phase II discussions, the largest participant group was TRU staff (35%), followed by students (23%), community members (22%), and faculty and support staff in academic units (19%). This analysis section includes the contributions of an estimated[1] 1,389 participants.

Discussion Framework

Most of the dedicated discussion groups (Stage 5b) followed a framework that included presenting the preliminary findings of Phase I, introducing the summary results of the IPE environmental scan series, and asking participants to critically reflect on the findings and to expand or add to them. Presenting the Phase I findings to those groups allowed facilitators to specifically ask participants what topics might be missing, what was unclear, and how the preliminary findings aligned with their own views. Directly and specifically asking participants to identify what was missing from the preliminary findings guarded against confirmation bias and ensured that discussion moved forward according to what was most important to these participants. After an open discussion about what might be missing from the Phase I findings, participants in the dedicated groups were asked to focus on one topic (either from the Phase I findings or a new topic) and to discuss in-depth what an "ideal state" would look like to them. This structure encouraged participants to explore and operationalize various topics and to carefully consider word choice and

language. In a final step, participants were asked to use one word to describe "How would you like to see TRU described in 10 years from now?" or "What TRU should stand for in 10 years from now?" The group handouts and discussion questions are included in Appendices A and B.

Diverse Participants and Multifaceted Consultation Techniques

It is important to note that a structured discussion was not suitable for all participants, and in these cases an unstructured discussion occurred. The overarching priority was to authentically listen to, and learn from, each participant. Where appropriate, open-floor dialogue invited the introduction of any and all ideas. Adaptive and flexible approaches to facilitation allowed the Envision TRU team to respond to each group's needs. For example, a consultation with the TRU Elders focused on the idea of Indigenization at TRU, and the Elder participants chose to make their contributions through round-table personal storytelling. Online consultations were inclusive of Open Learning Faculty Members and regional centre representatives. "Tabling" consultations were held at various locations on campus and in the community: booths or table setups allowed for self-directed contributions to a number of "thought-starter" questions. Additionally, two four-hour, drop-in World Café sessions were held to give students flexible opportunities to engage with the Phase I findings in ways that worked for them. All forms of discussion were welcomed, and the results are included in this report. During the six community-based consultations, live graphic recordings allowed participants to see their conversations take shape in visual form.
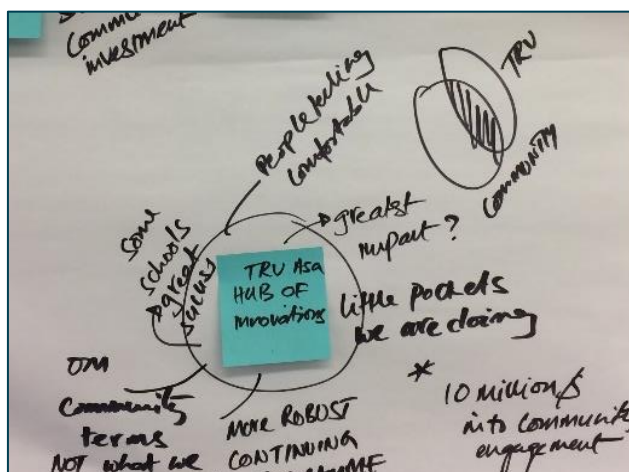
ix. Internal Discussion on Community Relations

Results

In recognition of the many stakeholder groups and unique perspectives resulting from various geographical locations, roles at TRU, and life experiences, the results of all 80 discussions included in this stage were grouped for separate sub-analyses. Independently examining each group or section of feedback for themes ensured that areas specific to a certain section (for example, all Williams Lake consultations) were not overpowered by the majority voice. An overall thematic analysis of the entire dataset, with a comparison between those section-specific findings, confirmed areas of common interest and highlighted unique perspectives.

	Internal Dedicated Discussions	External Dedicated Discussions	Community-Based Consultations	Williams Lake Specific Consultations
Supporting Student Success				
Institutional Access				
Community Engagement				
Indigenization				
Equity, Diversity, Inclusion				
Strengthening TRU's Internal Community				
Relevance and Innovation				
Physical Infrastructure				

x. Phase II Thematic Comparisons. Colour intensity represents comment saturation.

Supporting Student Success. Supporting students was discussed in terms of empowering *learners* to achieve their own conceptualizations of success. Success could include career outcomes, academic achievements, personal fulfillment, or improved health and wellbeing. Supporting students included understanding why students choose TRU as an institution and why students choose specific educational options. The idea of partnering with students to work collaboratively to achieve success was defined as a separate idea from simply providing the

supports and options that students might require. Prior Learning Assessment and Recognition (PLAR) was identified as a key opportunity to engage with external partners and to benefit mature students. Supporting students and their learning pathways also meant supporting employees by providing adequate training and resources and by creating one TRU community that is not divided along "Open Learning – On Campus" lines. Affordability was an undercurrent to many themes, with recognition that students need information and assistance regarding financial aid.

Institutional Access. Participants discussed accessibility and open access in terms of pan-institutional goals (that is, this topic was not specific to the Open Learning division of TRU). Creating an open and accessible institution was related to ensuring students from all walks of life have access to (and are aware of) flexible programming. Specific attention to the needs of Indigenous communities to increase participation was mentioned, as was the ensuring that openness and accessibility apply equally for all *learners* (whether they are studying at a distance or on a campus). Paying attention to the special needs of regional communities was identified as an important part of enhancing access, as was increasing intra-institutional collaboration.

Community Engagement. Community engagement included acknowledging TRU's physical places and spaces. Serving the communities in those spaces through applied research, problem solving, and experiential learning was complemented by receiving guidance and teachings from those communities.

*"I want us to be a **community-minded university** (not community college), innovating how a university can work with/for/help/ bridge gaps with the community at large. I believe this will be "the" new trend to solving the world's problems. Kamloops + TRU is prime for this."*
Open Discussion: Employee Experience, Leadership, Collaboration

Research was an underlying theme in terms of connecting with the community to create learning opportunities for students and to work together on local issues.

TRU was described as a potential gathering place for community members and alumni, which could then result in shared learning and scholarship. Increased community engagement was related to creating a more open and accessible TRU (physically and figuratively) and actively participating in the community by taking a shared leadership role in local issues.

Indigenization. Indigenization as a theme emerged as a process, a goal, and a value or philosophy. The many-layered concept of Indigenization included balancing *learner* needs, integrating Indigenous knowledge and thinking into courses and programs, and opening TRU as a meeting place at the crossroads of many cultures. Partnering with Indigenous communities to offer relevant programming and increase access connected the themes of community engagement and equity, diversity, and inclusion. A consultation with TRU Elders revealed, through personal storytelling, that Indigenization can be understood as a process of acknowledging historical trauma, celebrating and supporting Indigenous strength and resilience today, and looking to a future of collaboration, diversity, and support across all nations. This process was not

Words from TRU Elders – What does Indigenization mean for TRU?

"We had a bad history … but now we try to reverse that and add knowledge of diversity instead of separating that knowledge."

"Choosing peace… acknowledging respect to all other people and sharing the knowledge."

"I survived. We are meant to be here. We will help our children accomplish what they want, because we never had that chance."

"Choosing to be on the path of healing and progress."

"Maintaining a balance of history in all the *four colours*, so we learn more about each other."

"Really integrating the cultures and understanding each other."

"Artwork and visuals are a powerful way to identify and acknowledge Indigenous culture."

"Indigenous youth being proud of what they are and non-Indigenous respecting Indigenous youth."

exclusive to First Nations or other Indigenous people; rather, all members of the community have a role in collectively (and personally) working through these steps to progress toward an optimistic future.

Equity, Diversity, Inclusion. Discussed both in terms of an overall goal (with observations for specific areas of the institution that should have more diverse representation) and as a philosophy or approach to the work we do, equity, diversity, and inclusion was an overarching theme in many discussions. Although these three terms represent distinct concepts, comments and discussions tended to address aspects of all three simultaneously. Participants recognized the inherent value that international diversity brings to the institution and local communities. Intercultural training and cultural diversity were important aspects of this discussion, but participants also mentioned equity in terms of access to programs and research opportunities for all employee and student groups.

> *"There is an intersection between diversity, Indigenization, and wellness. If there is a sense of exclusion, there is a wellness impact. We have to acknowledge that our roots are patriarchal and colonial and founded on a certain worldview."*
> TRUFA Equity Committee Discussion

Strengthening TRU's Internal Community. Participants recognized that Mission fulfillment relies on TRU employees, who require training and resources to continue to address a changing environment. Collaboration across departments or functional areas and celebrating the accomplishments of TRU community members were identified as aspects of internal community development. Several discussions highlighted a strong desire to address silos between the Open Learning division and the rest of the institution as well as division between the Kamloops and Williams Lake campuses. A strong TRU community that collaborates and learns together was strongly related to supporting student success.

Relevance and Innovation. The need for maintaining and increasing relevance and innovation was an undercurrent in many discussions. Discussions showed that relevance (to community needs, student needs, and TRU's internal needs) could be achieved through innovative academic and operational practices. One area of relevance was program alignment with labour market needs, which was described as being important for successful career transitions. Relevance for non-traditional students could be achieved by providing open and flexible program options for both credentialing and life-long learning. Creating those program offerings was related to leveraging digital technologies. In Williams Lake, providing relevant options also meant allowing *learners* to stay in their home community by offering the programs that the community needs and by partnering with local businesses.

The overall concept of innovation was discussed in terms of encouraging employees, community members, and students to seek out new and better ways of teaching, learning, and doing at TRU. Participants shared that innovation should focus on program quality and emphasize experiential learning opportunities. Enabling innovation included supporting TRU community members to develop new ideas, providing adequate resources to pursue them, and removing barriers.

"Explicitly stating innovation as a core theme says that we are not okay with status quo. We had that technology for ages, but how can we lead that in the future of classroom technology? How can we promote that and be champions?"
Information Technology Services Discussion

Physical Infrastructure. While inherently operational in nature, discussions around physical infrastructure were driven by the desire to create more opportunities for community integration at TRU. Participants identified the importance of physical infrastructure in enabling an open and accessible learning space. Encouraging interaction between community members and students and creating a social hub require both physical resources and a strengthening of communication between the internal and external TRU communities.

"TRU is leading our community in a right direction of tomorrow. REACH housing and the campus plan is a way to go for Kamloops. It is a smart campus. Makes me proud as a Kamloops resident."

Kamloops Farmer's Market

Stage 4: Additional Thoughtexchange Questions

Est. 396 participants

June 19 – October 5

The six *Thoughtexchange* questions asked in Phase II were designed in response to the cumulative results of Phase I (which included the first four *Thoughtexchange* questions and small group discussions). Five of the questions asked for clarification and more in-depth exploration of important topics that emerged in Phase I; the final question asked participants to "Describe your ideal TRU 10 years from now". The top themes and/or thoughts from responses to each question are included below.[2]

You've told us that TRU should be a "hub of innovation". We'd like to understand more about what that means from the diverse perspectives of all TRU stakeholders. What does being a "hub of innovation" mean to you, and why is it important to TRU? (117 participants, 62 thoughts, 1,343 ratings)   Access the full report: Volume 1 Issue 5.

Research. Research was discussed primarily in relation to the role of a university in conducting innovative research that addresses community and student needs, brings recognition to TRU, attracts students, and results in innovative teaching methods.

Growth and Development. In addition to supporting students, growth and development applies to creative and impactful activities that are helpful in solving the real-world problems that individuals and communities face.

Originality. Being creative and recognizing what makes an institution, like TRU, unique when compared to all the others.

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[2] Due to low participation, a report for "How should TRU harness technological advances to enhance our ability to support student success, taking into account future trends in student needs?" was not produced.

Synergy. A centre that encourages collaboration (with communities, between International and local students) and cultivates a reputation for creative thought.

"Innovative, original research is fundamental to a modern university In order to grow its reputation, TRU must emphasize research, and provide (…) support to help researchers succeed."

We've heard that research is important for students and communities. How can we leverage TRU strengths in open education, international partnerships, interculturalization, community-based research, undergraduate research, and community programs to enhance our research capacity in the next 10 years? (73 participants, 52 thoughts, 1,142 ratings)   Access the full report: Volume 1 Issue 7.

Leadership and Management. Leaders can demonstrate support for TRU researchers by focusing on hiring tripartite faculty members and placing value on the creation of new knowledge and fundamental research.

Curriculum and Programming. Graduate program offerings could be improved, and co-researching with the community could enhance student opportunities.

Grants and Funding. Continuing to provide funding opportunities, including sponsoring more undergraduate research, may help eliminate some of the perceived challenges in balancing the workload of being both a researcher and an instructor.

"We must also value knowledge-generation and the contribution of TRU researchers to the national and international research community. Supporting innovation and knowledge creation will enhance TRU's reputation, desirability, and will bring energy and vitality to the campus."

By 2040, BC's dependency ratio (non-workers to workers) is projected to be 4 to 1. The BC population is aging (especially in the Interior) and is increasing demand on health and social services. How should TRU address the future needs of BC's population and the resulting labour market challenges? (47 participants, 25 thoughts, 360 ratings) Access the full report: Volume 1 Issue 6.

Indigenization. Support Indigenous students pursuing careers in healthcare, human services, and education, especially in Williams Lake. Emphasize inclusion of Indigenous professionals and graduates, along with other under-represented groups.

Nursing and Health Care. Focused effort to improve the current situation and address short term needs through more nursing and healthcare programs could also benefit in the longer term.

> *"TRU WLK needs more support for Indigenous students perusing careers in healthcare, human services, and education. The 15 bands in the region (…) have a critical need to "grow there own" professionals in these areas."*

You've said that TRU's leadership in sustainability is a source of pride and is important to our identity. Environmental scans show many trends that will challenge institutions and greater society. How can TRU enhance leadership in all areas of sustainability as student and community needs change? (27 participants, 27 thoughts, 161 ratings) Access the full report: Volume 1 Issue 8.

Public Transportation. TRU should work together with the community to push for a change and improve public transportation in Kamloops.

Research: The highest-ranked thought in this discussion recommended hiring researchers who specialize in sustainability and environmental concerns.

We've heard from many Envision TRU participants, and we want to make sure we hear from YOU: describe your ideal TRU 10 years from now (in one sentence or less). (102 participants, 54 thoughts, 1,216 ratings)

While the contributions to this *Thoughtexchange* were generally consistent with the responses to similar questions in other stages of analysis, the results from this particular stage had a stronger emphasis on research, and included a more traditional definition of academic research. Overall, participants identified that they desire for TRU to be supportive, comprehensive, progressive, competitive, interactive, and proactive.   Access the full report: Volume 1 Issue 9

Top Thoughts:

"Become a national centre of excellence for undergraduate research training and community-based research. This is an area of existing strength, and an aspiration we can achieve. Commitment to undergraduate research is in our DNA."

"Foster a learning ethos by supporting staff and admin as scholar practitioners (e.g., encourage research and knowledge dissemination). Supports research-informed practices across TRU, at all levels, and creates opportunities for innovation."

"My idea TRU is a place where research, like teaching, is taken for granted as central to what we do and who we are. Support for research that is globally impactful will enhance TRU's reputation and benefit grad/undergrad students (enhance training opportunities)."

xi. Thoughtexchange word cloud Volume 1 Issue 9

Appendix A: Standard Handout

Envision TRU Session – Standard Handout

Launched by President Brett Fairbairn in March 2019, Envision TRU is a year-long project dedicated to developing a new 10-year vision and priorities for TRU.

Our Mission: TRU is a comprehensive, learner-centred, environmentally responsible institution that serves its regional, national, and international learners and their communities through high quality and flexible education, training, research and scholarship.

Phase I Findings
In Phase I of Envision TRU, we asked TRU students, faculty, and staff what they value about TRU and where TRU should focus attention in the next decade. Here is what we learned:

- Participants shared a strong sense of **Identity**: learner-centered, open, and accessible.
- **Student Success**: it's who we are. Closely linked to identity and includes removing barriers, supporting student transitions, and high-quality, flexible learning options.
- TRU's role in the **Community** is one of advancement, inspiration, and leading change.
- **Diversity** is a guiding principle, and can be reflected in leadership, organizational structure, employees, curriculum, learning opportunities and students.
- The pursuit of **Indigenization** must continue, and can include learning from and with Indigenous communities, providing learning opportunities for the TRU community, and ensuring representation.
- **Research** opportunities for students, faculty, and community create positive outcomes, including career preparation and mutually beneficial community partnerships.
- The quality and relevance of the **programs and courses** TRU offers is central to student success, and can help meet community needs.
- **Sustainability** is a source of pride and leadership but should extend beyond environmental sustainability into financial and enrolment sustainability as well.
- Moving from diversity to inclusion through **interculturalization** increases student success and has a positive impact on the TRU community.
- Supporting **employees** supports student success and enables mission fulfillment.

Insights from Environmental Scanning
We also conducted Environmental Scans of 10 areas (including economic, demographic, labour market and higher education trends; open education; cybersecurity; artificial intelligence; career education; student transitions; and Williams Lake), for insights that may influence TRU's vision. Following are some relevant data points:

- Students require more support than ever before (diversity, equity, mental health, etc.)
- A focus on **sustainability** is becoming an expectation, not an exception.
- For students, **preparation for careers** and **the labour market** is a primary reason to go on to higher education. Supportive, **flexible learning options**—along with **academic rigour and reputation**—are also important.
- BC will continue to lead in economic growth with low unemployment. The tech sector in BC surpassed the combined total employment of forestry, mining, and oil/gas in 2006. Locally, agriculture (beef), forestry, mining, tourism/outdoor recreation, and growing green industries influence the economy.
- There will be 900,000 new jobs in BC over the next 10 years, 77% of which will require post-secondary education. Top industries are healthcare and social assistance, professional, scientific and technical services, and retail trade.
- The BC population is aging, and increasingly fewer workers will care for more dependents in our local region. Demand for healthcare and social services will grow.
- Career-related education is an important part of student engagement and success.
- About **45% of SD73** high school graduates move directly to PSE. Of these, 80% choose to attend TRU. This is lower than the BC average of **52%**.
- Cybersecurity is a growing concern for all stakeholders and will require more resources and attention as technology evolves.
- Relatively new technologies such as augmented reality, AI, and cloud computing are enhancing learning experiences.
- Open educational practice is a growing field with high potential (and competition).
- About **40% of SD27** high school students move directly to post-secondary, with just over half of those moving to TRU.
- TRU's programs in Adventure Tourism, Trades, Nursing and Applied Sustainable Ranching are positioned to help new Grade 12 graduates and adult workers gain the education, skills, and training they need to succeed in the changing economy in Williams Lake.

To read the full scans, go to tru.ca/envision/environmental-scans

Thought-starter Questions:

What should TRU respond to or lead in the future to fulfill our mission?

- What's missing from our list of Phase I Findings?
- Are there gaps between the current state and the ideal state? What would it take to close these gaps? What is the ideal state?
- What will be important in the future that TRU should keep in mind?

Appendix B: Internal and External Small Group Discussion Questions

The standard handout (Appendix A) was used for both internal and external small group discussions.

After walking the participants through the standard handout, they were engaged in two activities, unless a facilitator had chosen to divert from the approach based on the group needs.
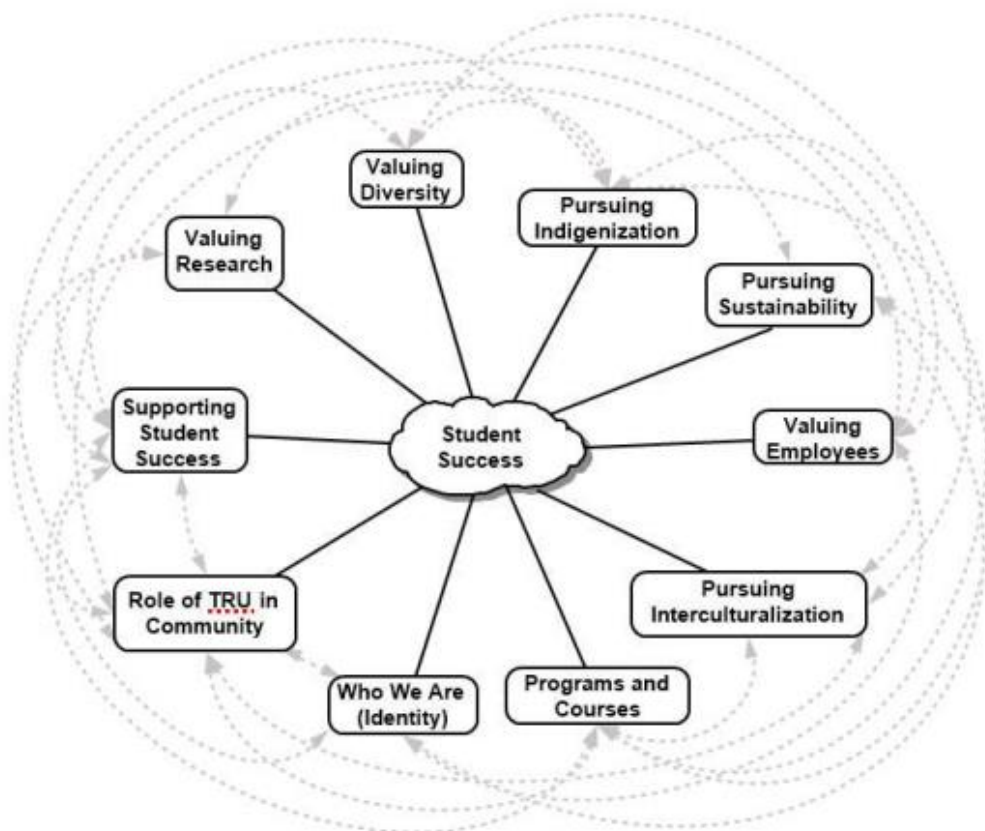
Plan for community consultations:

1. What's missing from the list of findings from Phase I?
2. Look at each Thoughtexchange question, pick one and discuss it with your group.

Plan for dedicated consultations:

1. What's missing from the list of findings from Phase I?
2. What does an ideal TRU look like to you?

Phase I Emergent Themes Concept Map (analysis as of May 2019)

Appendix C: Inventory of Stakeholder Engagement Tools

In order to increase internal and external stakeholder awareness of progress, current status, and upcoming activities, and to maximize their interest, the Envision TRU team employed a diverse range of engagement tactics, which are described below.

During three Farmers Market sessions held during the summer months, community members were able to:

- Ask questions about the Envision TRU process
- Learn about ways to participate in the process
- Learn about the upcoming community consultations in Kamloops and Williams Lake
- Participate in one of the activities at the Farmers Market table ("Finish a statement" activity: "TRU is important to me because…"; "In 10 years I want TRU to be…"; "What's missing?"), share their thoughts with the Envision TRU Resource Team members, share their feedback about the Phase I findings, and share one word that TRU should stand for in the future.

At the Drop-in World Café, TRU students were able to:

- Learn more about the Envision TRU process
- Answer the six Thoughtexchange questions using the iPads available in the room
- Engage in the discussion with their peers about the six Thoughtexchange questions
- Share their feedback to one or more Thoughtexchange questions on the poster paper

During Tabling at major events and around campus, members of TRU Community were able to:

- Learn about the Envision TRU process. In Fall 2019, TRU welcomed new students, staff, and faculty members. The Envision TRU team aimed to ensure that the newcomers were aware of the process and participation channels. Answer the six Thoughtexchange questions on iPads available at the table
- Participate in "Finish a statement" activity ("TRU is important to me because…"; "In 10 years I want TRU to be…"). This activity was also available to students at the TRU Williams Lake campus bookstore.
- Receive an invitation to the upcoming drop-in World Café sessions and Community Consultations.

At *Pizza with the President*, students were able to:

- Review and answer the six Thoughtexchange questions
- Ask President Brett Fairbairn about the Envision TRU process
- Meet the Envision TRU Resource Team
- Share their thoughts on post-it notes and flip-chart paper

During the Long Night Against Procrastination (LNAP), students were able to:

- Participate in the Thoughtexchange question
- Ask any questions about the process and the future steps

During four *Lunch with the President* events, TRU faculty were able to:

- Ask questions about the process and the next steps in the Envision TRU process
- Participate in Thoughtexchange questions and discuss with their peers
- Meet President Fairbairn and share their thoughts directly with him

Appendix D: Description of Facilitator Training

All facilitators underwent the facilitator's training provided by Catharine Dishke, Carolyn Ives and John Churchley from the TRU Center of Excellence in Learning and Teaching (CELT). Some of the techniques used in Phase II small group discussions were drawn from the Liberating Structures. One of the main questions asked in Phase II, *"What does an ideal TRU look like to YOU?"*, was a result of a reverse engineering approach. This question was asked to prompt a participant to think about what steps are needed to get from where we are to where we want to be and what does an "ideal TRU" looks like to them. Each session in Phase I and Phase II lasted for about 1.5 hours.

The Envision TRU Community consultations were graphically recorded by Marie Bartlett, and one of the session's artifacts is displayed on the Student Street at TRU Williams Lake campus. Graphic recording is a technique where the participants' thoughts are visually depicted and the conversation is translated into text and pictures as it happens.

Glossary

Axial coding – the second step in grounded theory data analysis (following open coding), where a researcher forms central categories from the data and explores the connections between these groupings (Creswell, 1998). The main emphasis in this step is on the inductive and deductive thinking process of relating subcategories to a category (Kolb, 2012).

Constant comparative method – the process of taking information from data collection and comparing it to emerging categories (i.e., simultaneously analyzing and coding) until new information provides no further insight into the category and a clear theory has been formed (Creswell, 1998; Kolb, 2012).

Grounded theory – a qualitative strategy in which a researcher derives a general, abstract theory of a process, action, or interaction grounded in the views of study participants (Creswell, 2009). In grounded theory, a researcher uses multiple stages of collecting, refining, and categorizing data in order to obtain a theory that is grounded in the data (Kolb, 2012).

Inductive coding – the process of closely reading text and considering all of its potential meanings to assign meaningful text segments to different categories. These categories are often created from actual phrases or meanings within text segments (Thomas, 2006).

Learners – all people who take part in learning activities on- and off-campus, whether they identify as traditional students or not. Includes prospective students, current students, and alumni.

Market basket analysis – a modelling technique used to discover associations or patterns of co-occurrence between ideas or items. It is based on the theory that customers buying certain items are more (or less) likely to buy other categories of items (Albion Research, 2019).

Open coding – the first, inductive step in grounded theory data analysis, in which a researcher forms initial categories of information. These categories are further subdivided

into subcategories that the researcher uses to identify the extreme ends of a continuum of these subcategories (Creswell, 1998).

Purposeful sampling – selecting specific units (such as people or groups) based on a specific purpose (e.g., sampling for maximum variation) rather than randomly (Tashakkori and Teddlie, 2003).

(Reflexive) reflexivity – the practice of reflecting on how a researcher's own biases, values, and personal background (e.g., gender, culture, socioeconomic status) may shape their interpretations during a study (Creswell, 2009).

Theoretical sampling – the process of selecting additional interview participants in order to help the researcher best form a theory, i.e., to gather new insights or expand and refine ideas already discovered within the data (Creswell, 1998; Kolb, 2012).

Thoughtexchange – a tool that creates a structured interaction for users where they provide written responses to open-ended questions and then rate the responses of other users in the "exchange". Natural Language Processing (NLP) is applied along with custom algorithms to prioritize the distribution of thoughts to maximize information gain and equalize the distribution of responses while minimizing potential bias and repetition of topics. These algorithms allow researchers to digest large volumes of data quickly and take meaningful action on the most relevant topics (K. Kafrissen, personal communication, November 8, 2019).

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