

# CONSULTATION REPORT

VOLUME 2 • ISSUE 2 • NOVEMBER 20, 2019

INTEGRATED PLANNING AND EFFECTIVENESS

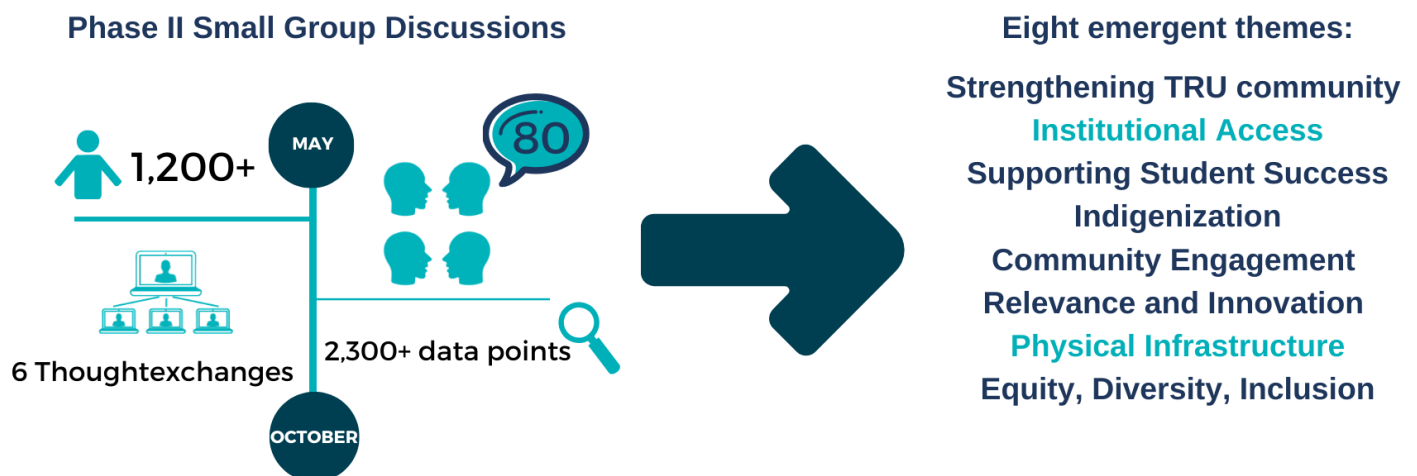
[www.tru.ca/envision](http://www.tru.ca/envision)

## Eight themes identified in 80 group discussions in Phase II

This report summarizes the results of Phase II of the Envision TRU consultation, which was conducted to inform a new vision for Thompson Rivers University. This process is guided by six principles: transparent, inclusive, shared learning, authentic, balanced, and efficient. The purpose of Phase II was to identify any previously-undiscussed topics and to confirm, clarify, and investigate the findings from Phase I. Phase II included 6 Thoughtexchange questions, 13 dedicated discussions groups that occurred during the transition period between Phase I and Phase II, 6 community-based discussions, and 61 dedicated small group discussions. **This report summarizes the results of those 80 group discussions; the Phase II Thoughtexchange results are reported separately and are available on the [Envision TRU website](#).**

### Emergent Themes Resulting from Group Discussions

Through these 80 discussions Envision TRU engaged with 1,200+ members of our communities who provided 2,327 comments. The internal group provided 1,769 feedback comments, the external group provided 111 comments, the community group provided 126 comments, and Williams Lake campus and community participants (83) provided 321 feedback comments. Phase II of the consultation showed that the emergent themes from Phase I continued to ring true with our external and internal communities. Six of eight themes that emerged from Phase II are consistent with the themes from the Phase I discussions, and two additional themes emerged in this phase (institutional access and physical infrastructure). The eight emergent themes are: strengthening the TRU community, institutional access, supporting student success, Indigenization, community engagement, relevance and innovation, physical infrastructure, and equity, diversity, inclusion.



## Discussion Structure

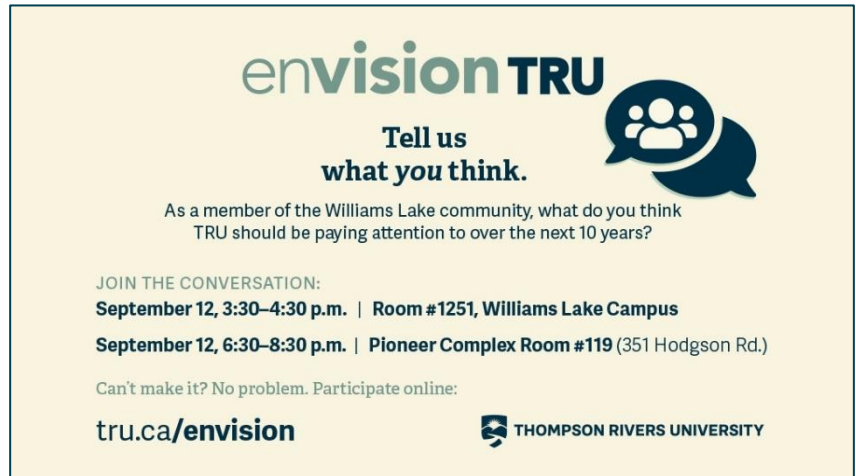
The discussions in Phase II were primarily focused on challenging participants to critically reflect on the Phase I findings and identify, “What does an ideal TRU look like to you?”. Discussions were held systematically for most employee departments and many student groups across TRU, with the intention of maximizing participation. 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 (see Appendix A Standard Handout). Directly and specifically asking participants to identify what was missing from the preliminary findings guarded against confirmation bias and allowed the discussion to move forward according to what was most important to 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 findings or a new idea) and to discuss in-depth what an ideal state would look like to them (see Appendix B Internal and External Small Group Discussion Questions). Discussion around specific language, the meaning of various topics, and what an “ideal state of TRU” looked like encouraged participants to explore and make meaning of various topics. In conclusion, 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?'



Graphic Recording from Kamloops Community Consultation. Artist: Marie Bartlett

It is important to note that this discussion structure was not suitable for all participants. The overarching priority of the discussions was to authentically hear and learn from participants; therefore, many discussions did not follow the established process of identifying what was missing and then focusing on one specific topic. Instead, open-floor discussion invited the introduction of any 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 personal storytelling. A period of reflection followed during which facilitators focused on connected themes and ideas that were shared. “Tabling” consultations were held at various locations on campus and in the community, and allowed for self-directed contributions to a number of thought-starter questions. 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. An inventory of engagement tools is included in Appendix C and World Café guidelines are included in Appendix D.



*TRU Marketing and Communications Promotional Material*

**“We have an opportunity to explore where we can take this university in the next 10 years. It means we are comfortable being a university in our space. (...)**

**Enough people willingly engage in this conversation not just because TRU is on a t-shirt. (...)**

**We have an opportunity to start fresh. We are a new [person] on the street and it is time for us to start our own journey.”**

TRU Risk Management Discussion



*Envision TRU at the Kamloops Farmers Market*



## Phase II Emergent Themes

Over 2,300 comments from Phase II semi-structured discussion notes documents were coded into 33 key themes. Open coding classified the comments into broad categories, and a data modelling technique called market basket analysis was applied on all the categorized themes to determine cross relationships (to produce an outcome similar to axial coding). A description of the qualitative analysis methods is included in [Appendix C](#) of Consultation Report Volume 2 Issue 1. Examining the relationships between themes identified underlying (or sub-) themes that were related to **eight larger concepts**: strengthening the TRU community, institutional access, supporting student success, Indigenization, community engagement, relevance and innovation, physical infrastructure, and equity, diversity, inclusion.



*Phase II Emergent Themes*

## 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 versus On Campus” lines. Affordability was an undercurrent to many themes, with recognition that students need information and assistance for financial aid.

### What’s Missing

Understanding the many student pathways from high school to admission, student retention, and the entire student experience. Increasing student access and understanding of financial aid and other supports. Clarifying the PLAR process. Preparing students to meet employer expectations on day one after graduation.

**“Employers love being in close proximity to universities; however, local students aren’t ready day one. (...) There seems to be a disconnect between credentials and student preparation upon completion of their credentials, but the big thing employers notice and acknowledge is that students are not ready on day one. We need to build up to that expectation.”**

Kamloops Community Discussion

**“Student success is important but there are other things to consider. Financial stressors: a lot of students don’t have financial support (...) students cannot concentrate on studies because of financial strains. If we want students to succeed ensure there are minimum stressors. Students are struggling to keep up with the education cost and cost of living. (...) We need to think more holistically beyond the education.”**

Cariboo Chilcotin Aboriginal Training Centre Discussion

### Ideal States

Student access and support are increased, and is balanced with academic quality and excellence. This includes all types of students (on campus, Open Learning, traditional, mature, etc).

**“What does that look like at TRU? Faculty having small classes, having opportunity to regularly meeting students.”**

TRU Student Union Discussion

**“Ideal TRU will be a vibrant community centre that will attract International students- that will appeal to International students with its program selection and campus life”.**

Williams Lake Chamber of Commerce Discussion

## 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. TRU's role in preparing students to meet the needs of the labour market was mentioned. 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). It was also related to actively participating in the community by taking a shared leadership role in local issues. It also mean finding better ways of engaging the public and inviting the community to events.

### What's Missing

Stronger connections with alumni and clearer pathways to career outcomes. Increased connection between community needs and TRU; TRU's ability to be a **hub** for discussion. Providing training solutions and economic development opportunities.

**“Williams Lake campus life is really flat (...). Bringing more campus life to Williams Lake TRU campus could have added some vibrancy.”** Williams Lake Chamber of Commerce Discussion

**“Williams Lake is a hub for ranches, logging, Indigenous communities and trading center... but we need more sustainable ways of lifestyle (...). It would be nice to be more visible in the community, to engage people in exploring options. We need to be out in the communities more. TRU should be seen as a good place to come and get advice and learn about your options. (...) Bringing TRU out to the community and letting people know that we are here to help with any questions they have or let them help us to make us aware what the needs of the communities are. Also, invite community members to utilize our facilities to ensure they have access to the education make it truly accessible for all.”**  
TRU Regional Centres Discussion

### Ideal States

The unique physical geography of TRU is used to create place-based applied research, problem solving, and experiential learning to serve the communities. The community is brought to TRU, which includes engaging alumni. TRU promotes post-secondary education through sporting events and by connecting with the community in new ways.

**“Honestly as much as we hear people are looking for jobs the reality is that sometimes no one applies for a position. I met people through career networking and job fair events on campus. I met this young man with whom I was able to connect with through one such event, and eventually I hired him. I think this is another proof that we need more of these events.”**  
Kamloops Community Discussion

## 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 communities 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.

## What's Missing

More flexibility to accommodate how students learn. More pathways to degree completion. Opportunities for student research in Open Learning programs. Ensuring there is equal access to learning opportunities through a variety of modalities (e.g. blended face-to-face and online). Accessible advising and enrolment services for all students, across all modalities. Being less risk-averse to new technologies that can improve service offerings to TRU and its community.

**“Flexible learning model: we have a capacity to look at this a little bit differently. At the end of the day we as a society, we, don’t want people to leave these communities and a part of our role [is to] provide supports for those students to stay in their communities. Better access: TRU has capacity and capability to be leaders in supporting students in their communities to access education from where they are so they stay in their communities.”**

TRU Regional Centres Discussion

## Ideal States

TRU continues to monitor industry needs and creates programs or courses to meet the needs of communities. Programs help students transition quickly and efficiently into the labour market. Faculty continue to be supported and have the resources to keep up with change and to develop innovative new programming.

**“In an ideal state we would coordinate partnerships with expert organizations do a proactive course design production vs reactive. We would ensure that there are no barriers. Absolute accessibility for all.”**

TRU Open Learning Discussion

**“Ideal TRU: agile. Because it doesn’t feel like anything is changing now, or maybe it is not communicating properly to students. (...). Class size: please keep small class sizes.”**

Student, World Café

## Strengthening the TRU Community

Participants recognized that mission fulfillment relies on TRU employees, who require training and resources to continue to address changes in our 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.

### What's Missing

Support for “growing pains”; growth in some areas has not allowed for timely training. Consistent and continued training for staff in the areas of diversity, equity and interculturalization (to strengthen individual intercultural competency in response to International enrolment growth). Support Open Learning Faculty Members (OLFM) and on campus staff with training and resources. Ensure that OLFM feel involved with on campus activities and opportunities. Work through the division between on and off campus so everyone feels like they belong to the TRU community.

**“... TRU becoming vibrant community? It involves staff, faculty and students collaboration, so we are not dead at 5 pm, because everything is closed.”**

Faculty of Adventure, Culinary Arts and Tourism Discussion

**“Take a look at our processes and improve efficiencies: building cohesion, removing siloes, and making them seamless. Evaluate what’s working and how can we move into a place where we provide the best possible experiences. Are we doing things because we always have done it this way, or we doing things that we want to do? We need to be visionary.”**

TRU Marketing and Communications Discussion

### Ideal States

TRU provides enough training for current and new staff to be proficient in organizational systems. An excellent learner’s experience results from any and all staff-student interactions.

**“Educate incoming and potential students on trends in labour market and what the labour market demands. Re-educate as the trends change and help to update the current workforce.”**

TRU Alumni Board of Directors Discussion

**“Open Learning and face-to-face enrolments are not separated for institutional accounting. By talking to students we learned that they don’t see themselves as “Open Learning students”. Comes from operational goal to harmonize face-to-face and Open Learning enrolments.”**

TRU Open Learning Discussion

**“In an ideal state we would have a greater sense of belonging. Understanding reciprocal relationships, more trained professionals, and more training.”**

TRU Library Discussion



## 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 was an important aspect of this discussion, but participants also mentioned equity in terms of access to programs and research opportunities for all employee and student groups.

### What's Missing

Distinct recognition of interculturalization, internationalization, and Indigenization, and understanding of how these separate concepts fit together. Employee training in various aspects related to this topic. Expanded definition of diversity that includes more than cultural diversity. Adequate funding and support for inclusion initiatives. A culture of collective or shared responsibility for equity, diversity, and inclusion (as opposed to a specific department or role).

**“We need to think about serving greater diversity. We have great successes but we need to do more for nontraditional students and address their needs. The future economy is characterized by those fast-paced changes. We need to be in front of the curve.”**

TRU Open Learning Discussion

**“We need to make a concerted effort to target those groups of students who are socially marginalized. (...) We have to be even more vigilant to respond and include marginalized students who may have fears and shyness to get beyond due to their area of diversity.”**

TRU Open Learning Discussion

### Ideal States

We celebrate and acknowledge our differences, and we ensure that we are creating accessible course materials for diverse abilities. Employees and students are trained and aware of how to ensure that equity, diversity, and inclusion are part of everything we do, and are aware of social, environmental, cultural, political, and equitable issues. A culture of inclusion and acceptance dominates, and TRU is even more diverse.

**“Fair representation of equity groups in faculty and administration entities at TRU and surrounding areas. Fair representation of equity groups in student population. Accessible and well-resourced support and services for equity groups. Services and supports to success.”**

TRU Student Union Discussion

**“Agency for all employees: administration and staff aren't treated the same as academic. Post-secondary education is a team sport; especially education of the future will recognize collaboration and working for the same purpose.”**

TRU Information Technology Services Discussion

## 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. Ideas included 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 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.



*Gathering Place, Williams Lake TRU Campus*

## What's Missing

Offering programs that meet the needs of the indigenous communities served by TRU. Inclusion of more Indigenous people in decision-making. Developing stronger relationships with the First Nations communities around TRU, and incorporating local knowledge into curriculum.

**“Something we are doing with our plan and trying to be more engaged with the First Nations for us [means] cultural sustainability and links to the Secwepemc stewardships values. We feel a potential there to do better we also learn a lot from our Indigenous people.”**

TRU Sustainability Office Discussion

## Ideal States

TRU is a place where everyone comes together. Secwepemc and Tsilhqot'in come together at TRU, which is at the crossroad of many different First Nations. TRU contributes to understanding different cultures and this is infused throughout the entire campus (as opposed to one building or department). Employees receive cultural sensitivity courses and professional development to know and learn about history and cultural differences.

**“What connects all of this, what makes us unique, is we are sitting in a very rich First Nation area. We are also in a mountain, grassland, and desert area. We want to have campus experiences that ties into the broader land we live in. We can make that experience unique to TRU.”**

TRU Indigenous Education Discussion

## 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 well as 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 among TRU departments and divisions.

### What's Missing

New programs that are more flexible and open to the community to enroll, with attention to needs of Indigenous communities located within TRU's catchment area. More understanding of the needs of employers, mature students, and rural communities (including Indigenous communities). A carefully considered approach to institutional access that considers how to support the diverse needs of students and what future needs will look like.

**“Technology: we cannot look 10 years out without taking into consideration the digital.”**

TRU Centre for Excellence in Learning and Teaching Discussion

**“The way we do open access right now is probably not conducive to student success. Students get thrown into open access without knowing how to swim; therefore, they sink in here. Given our mandate, we are doing it notoriously poorly.”**

School of Business and Economics Discussion

### Ideal States

Learners from all walks of life are aware of, and have equal access to, all of TRU's flexible program offerings. TRU goes the 'extra mile' to engage with learners in K-12 and our communities, and to help learners navigate university processes. We meet our community needs and nimbly respond to rapid changes in the labour market. TRU contributes to increased high school graduation rates and increased rates of post-secondary participation and completion among historically marginalized groups.

**“Enhancing all resources: all students have same opportunities (campus and Open Learning”).**

Open Learning Faculty Member Discussion

**“Add open to every element of student success; make it tangible and visible.”**

Open Learning Faculty Member 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, requires both physical resources and strengthening communication between the internal and external TRU communities.



## What's Missing

Affordable student housing and parking.

**“When students want to be on campus they are more willing to engage with other activities (...) and it will contribute to a sense of community and sense of belonging. Being drawn to a sense of community will help to [ensure] sustainable enrolment.”**

TRU Sustainability Office Discussion

**“Sleeping and rest areas on campus.”**

Student, World Café

## Ideal States

Community members are active participants of on-campus sustainability projects. TRU offers space for community engagements such as community organizations ,meetings and gatherings.

**“Have TRU mostly powered by renewable energy.”**

Student, World Café

**“Don’t compare our sustainability to other universities because we know they don’t “do” sustainability. Compare to how sustainable we should be or like the UN recommends.”**

Student, World Café

**“First-class infrastructure that is as our industry standards. If we are not going to keep up with that we will fall behind.”**

School of Trades and Technology Discussion



## 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. 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, 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; 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 this, 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 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](http://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:

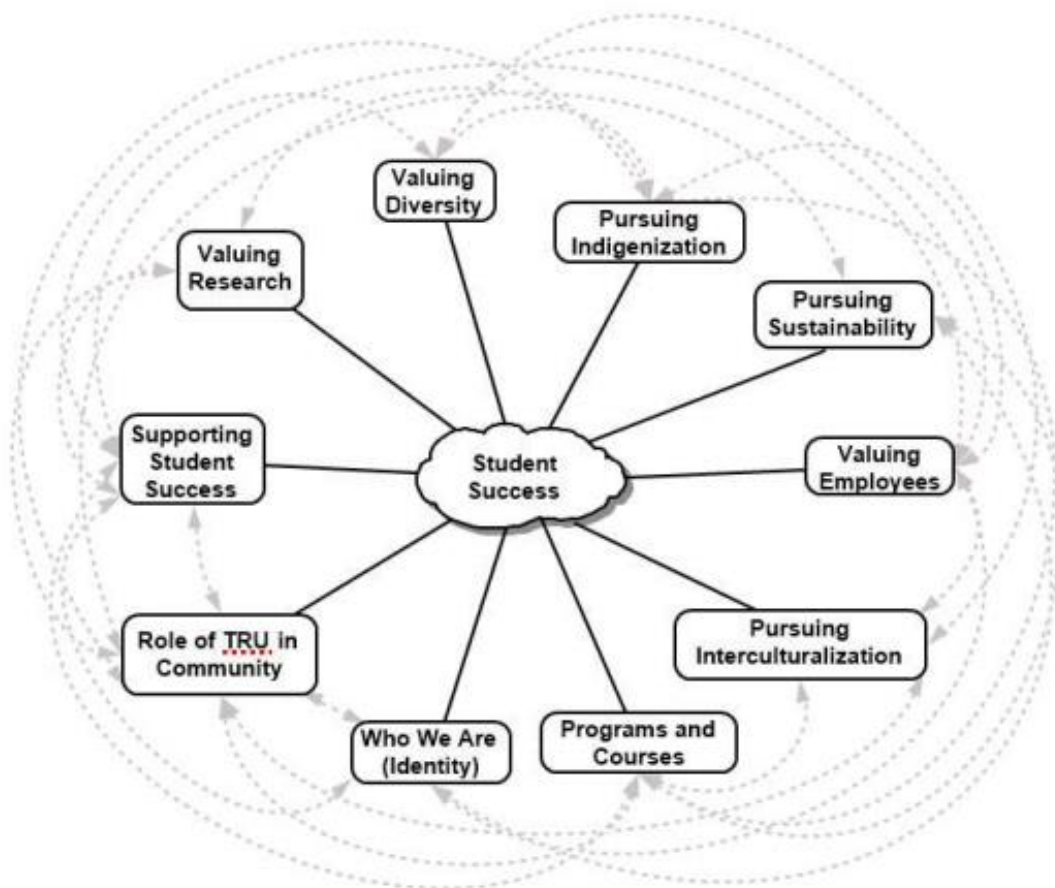
Plan for community consultations:

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, 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...), 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 question on the poster paper





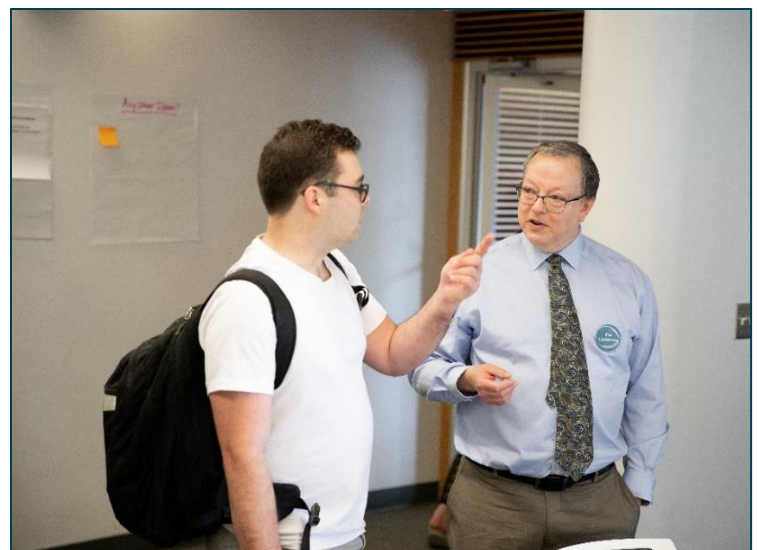
**During Tabling at major events and around campus,** members of TRU Community were able to:

- Learn about the Envision TRU. 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 TRU Williams Lake campus at the campus bookstore.
- Receive an invitation to the upcoming World Café drop-in 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 – World Café Guidelines

### World Café Guidelines

#### What is a World Café?

The World Café method is designed to create a safe, welcoming environment in which participants have an opportunity to connect multiple ideas and perspectives on different topics by engaging in small group discussions<sup>1</sup>.

#### Why am I here?

Envision TRU team wants to hear from YOU and what you think the future of TRU should look like. We have been collecting feedback since March 2019 and it would mean a lot to us if you could spend a couple of minutes with sharing your thoughts with us.

#### How does Envision World Café work?

There are six questions posted around the room. Go around, explore each question and leave a feedback on a post-it or on-line (use one of the iPads). Join us for a discussion at one of the tables and enjoy the refreshments! Below are some other suggestions:

1. Contribute your thinking. We want to see the ideal state of TRU through your eyes.
2. Facilitate yourself and others. Share your thought with a person next to you.
3. Speak with your mind and heart.
4. Focus on what matters.
5. Play, draw, doodle.
6. Listen together for patterns, insights and deeper connections
7. Link and connect ideas
8. Slow down so you have time to think and reflect.

RESOURCE: WORLD CAFÉ ETIQUETTE POSTER

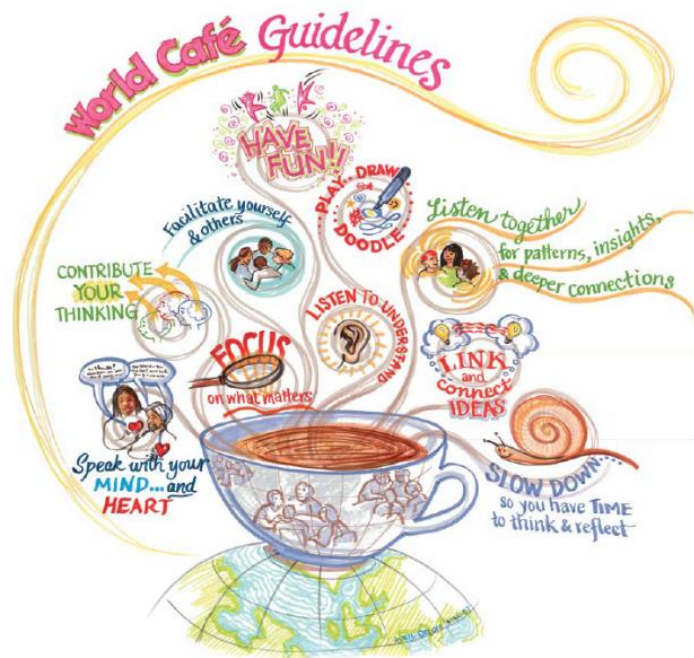


Illustration by Avril Orloff. © 2015 The World Café Community Foundation, [www.theworldcafe.com](http://www.theworldcafe.com)

<sup>1</sup> FSG. Remaining Social Change. (n.d.). [Guide to the World Café Method](#).