**THOMPSON
RIVERS
UNIVERSITY**

Mission Fulfilment
Planning and Evaluation

SUSTAINABILITY

2022 Workbook

Core Theme	*Sustainability*
Submitted by	*Environmental Sustainability Advisory Committee*
Signature, Chair	CMiller
Date	June 15, 2022

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Overview

The annual evaluation of the core themes in relation to Mission Fulfilment involves four steps:

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

Timeline for Submissions

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

March 1 - June 30	Standing Committees of Senate conduct the annual evaluation of Mission Fulfilment.
June 30	Core Theme Workbook is submitted to the ALO at ahoare@tru.ca
July 1 - July 31	The ALO compiles Core Theme Workbooks into TRU's Institutional Mission Fulfilment Report (IMFR).
August 20 – 31	Chairs of the Standing Committees of Senate present the findings to the Accreditation Steering Committee (ASC). The ASC reviews the IMFR and recommends it to TRU's governing bodies for approval.
September 1 – October 15	Broad distribution of IMFR through TRU's collegial governance process. The report is brought forward by the Provost and Vice President Academic and Research to APPC, Senate, PCOL, and the Board of Governors. The report is then posted publicly to the TRU website.

Sustainability Mission Fulfilment Framework

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal (2025)	Historical
			Achieved	Minimally Achieved	Not Achieved		Values
1 Lead in Sustainability The natural world inspires us with wonder and reverence. We recognize how the health of our societies, cultures and ecosystems rests upon the wellness of people, biodiversity, and wise stewardship of precious and finite resources. As a world leader in sustainability, we know that the well-being of generations to come is shaped by what we do today.	**1** TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres	**1.1** STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)	>1	1	<1	55.06 (max 58)	2015: 31.22 2018: 50.27 2019: 53.7 2020-22: not available
		1.2 Plan for Carbon Neutral and Net Zero Campus (Greenhouse Gas Emissions)	2021: >5% 2022: >5% 2023: >5% 2024: >5% 2025: >50%	Y1: 2-5% Y2: 2-5% Y3: 2-5% Y4: 2-5% Y5: 20 - 50%	Y1: <2% Y2: <2% Y3: <2% Y4: <2% Y5: <20%	90% reduction carbon emissions in connected buildings and carbon offset fees	2017: 3,485 ($80,850) 2018: 3,715 ($92,750) 2019: 3,715 ($92,750) 2020: 3,379 ($83,625) 2021: 3,341 ($83,525)
		1.3 Eliminate single-use, non-compostable items	>2 eliminated	1 - 2 eliminated	0 eliminated	Eliminate 10 single use plastics	2018: 1 (stir sticks) 2019: 1 (straws) 2020: 0 2021: 1 (bags) 2022: 1 (cutlery)
		1.4 Integrate Sustainable Purchasing Throughout Campus Operations measured by the number of Sustainable Purchasing Workshops delivered	>7 workshops delivered	1-7 workshops delivered	0 workshops delivered	Every department (~35) has completed the Sustainable Purchasing Workshop and committed to following guidelines	2021: 8 2022: 8
		1.5 Conserve Potable Water measured by water use	>2% reduction	1-2% reduction	0% reduction	10% reduction of water consumption	A full audit of the system is in progress.
		1.6 Building Design and Construction is mindful of Biodiversity and protecting native species measured by application of 3M Feather Friendly window film	>2	1 - 2	0	100% of campus buildings are assessed to determine "Bird Strike Hot Spots"; hot spots receive 3M Feather Friendly window film.	2020: 0 2021: 1 (Clock Tower) 2022: 1 (OLARA)
	2 Members of the TRU community are sustainability ambassadors on and off campus.	**2.1** STARS score (Engagement category: campus engagement and public engagement)	>1	1	<1	39.53 (max 41)	2015: 29.53 2018: 36.93 2019: 39.12 2020-22: not available
		2.2 Student Ambassadors are stewards of sustainability on campus and share knowledge with community members	>2	1 - 2	0	20 student ambassadors	2019: 0 2020: 11 2021: 0 2022: 9

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal (2025)	Historical
			Achieved	Minimally Achieved	Not Achieved		Values
		2.3 Staff Ambassadors are stewards of sustainability on campus and share knowledge with community members	>1	1	0	10 staff and faculty ambassadors	2017: 7 2018: 0 2019: 0 2020: 0 2021: 0 2022: 14
	3 TRU is recognized as a leading academic institution advancing sustainability education and research.	**3.1** STARS score (Academic category: curriculum and research)	>1	1	<1	51.23 (max 67)	2015: 40.06 2018: 55.21 2019: 49.75 2020-22: not available
		3.2 Percentage of undergraduate baccalaureate degree students who complete the Social Responsibility Institutional Learning Outcome course with a minimum of C grade or better.	>4% increase	0-4% increase	<1% increase	80% of baccalaureate degree students who completed with a C grade or better	2016/17: 88.9% 2017/18: 86.6% 2018/19: 86.4% 2019/20: 87.6% 2020/21: 87.6%
	4 Sustainability is a core value in TRU's institutional and administrative framework	**4.1** STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)	>1	1	<1	26 (max 32)	2015: 24.33 2018: 20.59 2019: 24.36 2020-22: not available

Assess

Review of Previous Year

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

Table 1: Identification of Mission Fulfilment Range

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)			
1.2 Plan for Carbon Neutral and Net Zero Campus (Greenhouse Gas Emissions)	3,379 ($83,625)	3,341 ($83,525)	Not achieved
1.3 Eliminate Single-Use Plastics and Other Single-Use Items	1	1	Minimally achieved
1.4 Integrate Sustainable Purchasing Throughout Campus Operations measured by the number of Sustainable Purchasing Workshops delivered	8	8	Achieved
1.5 Conserve Potable Water measured by water use			
1.6 Building Design and Construction is mindful of Biodiversity and protecting native species measured by application of 3M Feather Friendly window film	1	1	Minimally achieved
2.1 STARS score (Engagement category: campus engagement and public engagement)			
2.2 Student Ambassadors are stewards of sustainability on campus and share knowledge with community members	0	9	Achieved
2.3 Staff Ambassadors are stewards of sustainability on campus and share knowledge with community members	0	14	Achieved
3.1 STARS score (Academic category: curriculum and research)			
3.2 Percentage of undergraduate baccalaureate degree students who complete the Citizenship Institutional Learning Outcome course with a minimum of C grade or better.	87.6%	87.6%	Minimally Achieved
4.1 STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)			

Analyze

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

Definition of Mission Fulfilment
Mission Fulfillment occurs when 70% of the indicators for each of the four Core Themes are in the *Achieved* or *Minimally Achieved* threshold ranges.

Note: TRU acknowledges that not all indicators carry the same weight in terms of their impact on outcomes. The impact of indicators may become evident through this analysis, and may inform future decision-making, including the relevance of tracking certain indicators.

Table 2: Summary of Core Theme

How successful was TRU in achieving mission fulfilment for this core theme?

During the 2022 reporting cycle, 6 of the 7 indicators were achieved or minimally achieved, equating to **86% rate of mission fulfilment** for the core theme Sustainability.

It should be noted that this does not provide a comprehensive or fulsome picture of the extent of sustainability at TRU as we were unable to report on five indicators in this reporting cycle. As TRU continues to expand its definition of sustainability to address the elements identified in its vision and values— *We recognize how the health of our societies, cultures and ecosystems rests upon the wellness of people, biodiversity, and wise stewardship of precious and finite resources*—we will continue to seek out performance measures that accurately reflect TRU's aspirations to be a leader in sustainability. This will require us to conduct audits, engage in research, and collect new data to track performance into the future. Note that STARS reporting will occur in the 2023 reporting cycle.

Identify strengths and successes in relation to the core theme outcomes Members of the Environmental Sustainability Advisory Committee (ESAC) participated in a Collaborative Analysis Activity on May 3, 2022. During the activity they were asked to comment on the following questions regarding TRU's strengths: 1) Considering the results of the Sustainability outcomes, what did TRU do well in 2022 regarding sustainability? 2) What sustainability initiatives are we most proud of from the past year?

Outcome 1
TRU's commitment to sustainability is evident in how it develops, operates, and maintains its campuses and regional centres.

Carbon Emissions: In 2009, the BC government has mandated that all institutions be carbon neutral. TRU submits an annual carbon emissions report (TRU, 2020), which includes our paper use, fuel burned in all fleet vehicles, and energy from natural gas and electricity in all campus buildings, including our regional campuses. Several activities support the reduction of carbon emissions including TRU's Continuous Optimization Program and annual Strategic Energy Management Plan, which include several priorities (e.g., all overhead lighting in campus building is on occupancy sensors, and the NPH Building (2020) is TRU's first no-fossil fuel building).

TRU is a member of the BOMA Canada environmental assessment and certification program for existing buildings, and all TRU buildings are BOMA certified.

Members of ESAC also noted the positive benefits of working from home and hybrid models. For example, there has been a reduction in commuting to work, which has a positive impact on the environment.

Eliminate Single Use Items: Members of ESAC noted pride in the fact that TRU is no longer purchasing a variety of single-use non-compostable items (e.g., bags, cutlery) and, therefore, we are maintaining elimination of previously stated items. In addition, ESAC has a Zero-Waste Subcommittee that continues to explore methods for encouraging the reduction of single-use plastic items on campus.

Bird Strikes: Members of ESAC expressed pride in the results of the student-led Bird Strike Research Project, which has resulted in the university's prioritization of reducing

bird strike hot spots on campus. In 2022, funding was approved to spend $40,000 to apply the 3M Feather Friendly Film to OLARA, OM, and A&E. We anticipate that the film will be applied during the warmer months of 2022. In the future, TRU will ensure that the file is installed on all new builds, as per recommended best practice.

Outcome 2
Members of the TRU community are sustainability ambassadors on and off campus.

Student Ambassadors: TRU provides financial supports for students engaging in sustainability research, and provides education and training to faculty, staff, and students. These important initiatives help to build the capacity of TRU community members as sustainability ambassadors on and off campus. For example, a recent graduate of TRU's Master of Science, Environmental Economics Management, received recognition through the BC Small Business Awards for their Friendly Composting company.

Staff Ambassadors: Launched in March 2022, the staff ambassador program provides multiple options for faculty and staff to participate, including a pledge associated with a month-long program. TRU is striving to have at least one representative from each department. We note that we faced challenges with sustainability programming during the pandemic; yet we are optimistic for the outcomes of the new programs.

Outcome 3
TRU is recognized as a leading academic institution advancing sustainability education and research.

Sustainability Education and Research: As previously mentioned, TRU provides sustainability research grants for students and faculty. In 2021, one $5,000 was awarded to a student and no grants were provided to faculty members. However, in 2022, two students were awarded $5,000 grants, and four faculty members received $5,000 grants. Other notable research projects include the Solar Table Design Competition. Nine submissions were received, and one table will be built by Trades instructors and students in 2022. The Carbon Accounting program through the TELUS Fellowship is another example of a sustainability project that engages students. One student investigated Monte Creek Winey and made suggestions to improve the organization's footprint. In 2022, we have four students advising four companies as part of the Fellowship program. Finally, in 2022, TRU will launch the Master of Arts, Human Rights and Social Justice, which will provide numerous opportunities for faculty and students to advance sustainability goals.

Social Responsibility ILO: In Fall 2021, first year students began enrolling in baccalaureate degree programs with the requirement to complete a Social Responsibility course. These courses immerse students in learning related to social, environmental, and ethical practices. As of May 4, 2022, there are 77 courses designated as meeting this institutional learning outcome (ILO).

Outcome 4
Sustainability is a core value in TRU's institutional and administrative framework.
In 2020, the Board of Governors approved a new vision statement which includes *Sustainability* as a core value of the institution. TRU's mission fulfilment planning, and evaluation process ensures that sustainability remains a priority of the university through annual reporting and continued dialogue among members of ESAC.

List opportunities and plans for improving the results of the core theme outcomes

Members of ESAC participated in a Collaborative Analysis Activity on May 3, 2022. During the activity they were asked to comment on the following questions regarding TRU's strengths: 1) What internal and external forces or trends impacted the 2022 results? 2) Considering the results of the *Sustainability* outcomes, what opportunities exist for improving the results of the indicators for sustainability in 2023?

Outcome 1
TRU's commitment to sustainability is evident in how it develops, operates, and maintains its campuses and regional centres.

Carbon Emissions: TRU has started the process to build the Low Carbon District Energy System. The developer, Creative Energy, is estimating a time of completion in 2030. Once fully functional, the system will reduce emissions for heating and cooling in all campus buildings by 95% compared to 2020 levels. However, provincial, and municipal regulatory requirements may impact the timelines for implementation. Members of ESAC proposed additional measures for tracking TRU's carbon emissions. For example, measuring the number of students who opt out of the Bus Pass program, and the number of bike rentals.

Single-use Items: During the pandemic, we faced challenges with eliminating single-use items due to restrictions placed on TRU by the Health Authority (e.g., reusable coffee mugs and Tupperware containers were paused); however, we are maintaining items previously eliminated. Furthermore, we recognize the social and cultural challenges that can hinder environmentally responsible behavioural change. We also note the level of education and training, and relationship building associated with maintaining and reducing single-use items, particularly with the franchises operating on campus. Discussions are ongoing to find strategies to address the persistent purchasing of single use items on campus, in particular by our Franchise partners (e.g., Tim Hortons, Starbucks, Subway). We encourage the university to consult with the Office of Sustainability when considering new franchise development on campus; and propose the development of a strategy for engaging with franchises to ensure that this indicator is supported.

Finally, the Reusable Containers program was not as successful as hoped due to a lack of consistent buy in, available drop off centres as many containers were never returned; therefore, we did not reach a critical mass. This provides an opportunity for revisiting and reconceptualizing the program in future years.

Potable Water: TRU experienced delays in conducting the audit of potable water use on campus, as a result we are unable to set a baseline for potable water use and targets for improvement.

Biodiversity: Members of ESAC proposed several additional areas for measuring TRU's impact on biodiversity, such as conducting a tree inventory, healthy biodiversity levels (e.g., animals, plants), use of hazardous products (herbicides, pesticides, salt and ice melt), and noise and light pollution. Looking ahead, we propose investigating ecofriendly products, and advocating for a Kamloops ban on fireworks, as the noise is detrimental to animals and insects.

Outcome 2
Members of the TRU community are sustainability ambassadors on and off campus.

Student Ambassadors: During the 2021/22 reporting cycle, 20 student ambassadors and mentors enrolled in the student ambassador program. At the time of reporting, Spring 2022, nine students are still active in the program. We acknowledge the challenges presented by the pandemic in impacting co-curricular retention rates and commend those students who continued to participate.

Staff Ambassadors: It was suggested that TRU create ways for staff, faculty, and student ambassadors to be more visible. For example, wearing shirts with logos that identify them as sustainability ambassadors to promote the programs. It was also suggested that there is a need to formalize and strengthen the sustainability office volunteer program by offering certificates of completion, giving shirts, and more fully engaging students alongside staff.

Outcome 3
TRU is recognized as a leading academic institution advancing sustainability education and research.

The wildfires and floods have been devastating to the region yet provided the impetus for investments in research and the establishment of a research centre. Of note, is the new BC Research Chair in Predictive Services, Emergency Management and Fire Science and the Canadian Research Chair in Fire Ecology at TRU, as well as the research cluster in environmental sustainability.

Outcome 4
Sustainability is a core value in TRU's institutional and administrative framework.

Members of ESAC noted a need to better communicate and celebrate the education and research activities related to sustainability at TRU, in addition to TRU's standing as a STARS platinum institution. For example, members suggested putting TRU's electric cars in the City's car show, promoting the TRU bike program, and considering adding a City representative to the committee. In addition, members noted the importance of recognize and awarding sustainability ambassadors. For example, members proposed that positioning the Sustainability Awards among the President's Merit and Service Awards (ADM 7-0) through a formalized process could enhance the visibility of sustainability.

Review of Objectives, Outcomes, and Indicators

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

Table 3: Review of Objectives and Outcomes

Objective and Outcomes	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
Objective 1 Lead in Sustainability The natural world inspires us with wonder and reverence. We recognize how the health of our societies, cultures, and ecosystems rests upon the wellness of people, biodiversity, and wise stewardship of precious and finite resources. As a world leader in sustainability, we know that the well-being of generations to come is shaped by what we do today.	Y	

Objective and Outcomes	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
Outcome 1 TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres	Y	
Outcome 2 Members of the TRU community are sustainability ambassadors on and off campus.	Y	Note, it is challenging to measure or evaluate the impact of sustainability ambassadors **off** campus. Future considerations should explore projects that students and faculty do within the community (e.g., TELUS fellowship, partnership with City of Kamloops to promote community climate action plan). Consider methods for inventorying impact (e.g., conversations with Office of Research and Graduate Studies and Researcher-in-Residence; investigate feasibility of reviewing faculty APARs or an employee and student survey on community impact and volunteerism; explore what other STARS/AASHE institutions).
Outcome 3 TRU is recognized as a leading academic institution advancing sustainability education and research.	Y	
Outcome 4 Sustainability is a core value in TRU's institutional and administrative framework	Y	

Indicators

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

Table 4: Review of Indicators

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)	Y	
1.2 Plan for Carbon Neutral and Net Zero Campus (Greenhouse Gas Emissions)	Y	
1.3 Eliminate Single-Use Plastics and Other Single-Use Items	Y	Rephrase statement "single-use ~~non-compostable items~~ plastics and other single use items~~ no longer ~~used~~ purchased"
1.4 Integrate Sustainable Purchasing Throughout Campus Operations measured by the number of Sustainable Purchasing Workshops delivered	Y	
1.5 Conserve Potable Water measured by water use	Y	
1.6 Building Design and Construction is mindful of Biodiversity and protecting native species measured by application of 3M Feather Friendly window film	Y	
2.1 STARS score (Engagement category: campus engagement and public engagement)	Y	
2.2 Student Ambassadors are stewards of sustainability on campus and share knowledge with community members	Y	Consider ways to measure impact
2.3 Staff Ambassadors are stewards of sustainability on campus and share knowledge with community members	Y	Consider ways to measure impact
3.1 STARS score (Academic category: curriculum and research)	Y	

Indicator #	Still relevant (Y/N)	If not, provide rationale
3.2 Percentage of undergraduate baccalaureate degree students who complete the Social Responsibility Institutional Learning Outcome course with a minimum of C grade or better.	TBD	Concerns were raised with how meaningful it is to track the percentage of students who complete the ILO courses with a minimum of C grade or better due to differences in grading practices across instructors and how much we can control the outcome. During the 2023 reporting cycle, we should consider modifying the indicator to align with the other Mission Fulfilment committees (i.e., C+ or greater). In addition, we need to change annual threshold ranges because the ranges do not align with the 5-year target, particularly because we will hit a ceiling at some point.
4.1 STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)	Y	

New Indicators and Emerging Indicators

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

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

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

Finally, consider if a qualitative performance indicator would be beneficial. "Although quantitative indicators show trends and uncover interesting questions, they cannot by themselves provide explanations or permit conclusions to be drawn. Additional research will always be required to diagnose the causes of problems and suggest solutions" (Canadian Education Statistics Council, 2006, p. x). If you see no need to add or replace indicators, leave Table 5 blank.

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

Table 5: New and/or Emerging Indicators

Indicator	Rationale and Data Source	MF Threshold Range			Five Year Goal	Historical Values	Identify: New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
Community involvement of **staff and faculty** beyond and/or within TRU	Average volunteer hours, self-reported and collected through annual survey						Curious to run a trial year and investigate further

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Indicator	Rationale and Data Source	MF Threshold Range			Five Year Goal	Historical Values	Identify: New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
Community involvement of **students** beyond and/or within TRU	Average volunteer hours, self-reported and collected through annual survey						Curious to run a trial year
Natural environment versus the built environment to track the protection of wild areas on campus	Ratio / inventory of campus						Emerging
	Tree inventory (built environment)					2022: 1700 trees	Emerging
	measuring the number of students who opt out of the Bus Pass program						Emerging
	number of bike rentals						Emerging
Relationships with franchises For example, periodic survey to assess their commitment to reducing single-use items; new initiatives or improvements	Regular monthly sustainable meetings						Emerging
Greening the campus For example, the number of trees and greenspace added; For everyone 1 tree removed, 2 trees are planted	51 trees planted in 2021; 52 trees planted in 2022						Emerging

Levels of Achievement

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

Achieved
What does achievement look like? For example:
- an increase in retention rate of 2%; or, perhaps, 5%
- an increase in Indigenous students' sense of belonging, as evidenced by a sampling of Indigenous students' narratives

Minimally Achieved
What would be considered maintaining the status quo? For example:
- a 0% increase in intercultural activities delivered; or, perhaps, a range of -1 to +1%
- little change in students' ability to navigate university processes (e.g., admissions, advising, degree progression, etc.), as evidenced by a representative sample of students' journey maps.

Not Achieved
What would be considered problematic? For example,
- a decrease in tri-agency research dollars awarded by 2%; or, perhaps, 5%
- a decrease in the level of satisfaction with student support services, as evidenced by qualitative student responses to the NSSE survey.

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

Table 6: Indicator Threshold Ranges

Indicator #	Threshold Ranges			Rationale for Change (if applicable)
	Achieved	Minimally Achieved	Not Achieved	
1.1	>1	1	<1	
1.2	2021: >5% 2022: >5% 2023: >5% 2024: >5% 2025: >50%	Y1: 2-5% Y2: 2-5% Y3: 2-5% Y4: 2-5% Y5: 20-50%	Y1: <2% Y2: <2% Y3: <2% Y4: <2% Y5: <20%	
1.3	>2	1-2	0	
1.4	>7	1-7	0	
1.5	>2%	1-2%	0%	
1.6	>2	1-2	0	
2.1	>1	1	<1	
2.2	>2	1-2	0	
2.3	>1	1	0	
3.1	>1	1	<1	
4.4	>85%	80 – 85%	<80%	Based on historical values, the annual threshold ranges have been adjusted to reflect in-year targets rather than increases/decreases (see Mission Fulfilment Framework on page 4).
4.1	>1	1	<1	

Review the Five-Year Target (2020-2025)

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

Table 7: Five-Year Targets

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
1.1	55.06	Y	
1.2	90% reduction	Y	
1.3	Eliminate 10	Y	
1.4	All departments	Y	
1.5	10% reduction	Y	
1.6	100%	Y	
2.1	39.53	Y	
3.1	51.23	Y	
4.1	29.33	Y	
4.2	20	Y	
4.3	10	Y	
4.4	80%	N	Based on historical data, 85% is a more appropriate 5-year target.