



**THOMPSON
RIVERS
UNIVERSITY**

Old Main
Faculty of Law
Career Education Department
Co-op & Career Services



Student Services

Faculty of Student Development

ANNUAL REPORT | May 1, 2016 - April 30, 2017

Table of Contents



4 On the Road

6 By the Numbers

9 Early Alert

10 Mentorship

11 Sexual Violence Prevention

12 Cplul'kw'ten

14 Writing Centre

15 Supplemental Learning

16 Disability Services

17 Counselling

18 Wellness Centre

20 Spirituality

21 Interculturalization

22 Career Education

26 Assessing our Services

27 Looking Ahead

Every student has a story

Alicia Ashcroft, Writer and Storyteller, and Meg Durvin, Communications Coordinator, have spent the last year collecting stories from students, faculty and staff.

"We've spent a lot of time reflecting on the student experience—all the physical, emotional, spiritual and academic factors that influence the campus life and beyond," Alicia remarked.

"From student narratives, the Faculty of Student Development can gauge what it takes to survive, thrive and succeed in university. Furthermore, we can assess how to reach, support and encourage—in fun, fresh and informative ways," Meg said.

Meg has developed a long-standing, pan-institutional collaborative approach for informing students about opportunities and initiatives. She has collaborated with individual units to create marketing and communication plans that align with the student lifecycle.

The plan identifies multiple layers of storytelling through avenues such as social media, newsletters, photography, posters, videos and podcasts.

By sharing a diverse collection of stories, the narratives heighten a sense of empathy and understanding. Storytelling educates, engages, activates and fosters a deeper sense of community on campus.



Dean's Message



Learning at the centre. In everything that the Faculty of Student Development does, we know that our central purpose is to support students in reaching their learning goals.

This document – our first annual report – highlights the many ways in which the FSD team of staff, faculty and student employees have identified and addressed student learning needs. In some cases, we have helped them figure out where they need to focus their learning efforts prior to or as they enter their studies. In others, we have helped them learn about themselves and how to better address their mental and physical wellness to support their study lives. In still others, we have helped them think about how their learning in the classroom and in co-curricular activities can tell a story about what they can contribute to current and future workplaces. And there are thousands of other points of contact each year where this work gets done.

We know that it is a privilege to do this work of walking alongside students in their learning journey. It's also an incredible responsibility, and so we make sure that we maintain professional connections across the TRU campuses and with our colleagues at other institutions. We are ever watchful of opportunities to improve our own learning in support of our students.

Reflecting on where we've been

The alignment process that took place in 2009/2010 at TRU brought together a number of units under one umbrella, creating a new Faculty of Student Development. In early 2012, we entered into a strategic planning process and identified the following 5-year goals to:

1. realize the "Discover, Connect, Engage, Become" framework by developing engagement programming for prospective, current and graduating students
2. promote the wellbeing for students and other members of the campus community
3. collaborate with external partners to prepare students for success
4. increase our collaborations with the Williams Lake campus and regional centres, Open Learning, and TRU World
5. support access to, and understanding of, supports and resources for academic success, especially for at-risk students
6. support other Faculties and Schools in their development of appropriate pedagogical supports and interventions
7. support the personal and academic success of Aboriginal students
8. support students as they transition into and through the 1st year of study
9. strive for excellence in our professional communities by seeking out opportunities for research, dissemination, and certifications and accreditations
10. support career development for TRU students and alumni

This report charts our progress in achieving these goals. The work of coming together as a team over the past five years has helped us to learn more about each other and to strengthen our collaborations. At the end of this report, we set a new course for the next five years.

On the Road



Kamloops, BC

- Chelsea Corsi presented *Sexual Violence Prevention and Education at TRU: Shining a Light on Violence: A Community Perspective* at the Kamloops Elizabeth Fry Society in May 2016.
- Evan Hilchey and Julie Taylor hosted the *Transition and Orientation Professionals of BC Conference* in May 2016.
- Christine Adam, Amber Huva and Skylar Sitka-Sage attended *Decolonizing Rape Culture: Indigenous Responses to Sexual Violence in Secwepemc'ecw* in March 2017.

Kelowna, BC

- Robin Arundel, Kathy Gaynor, Chuck Harris, Ginny Ratsoy, Elizabeth Rennie, Kathy Watmough, and Sara Wolfe presented *Building Community at 2am: Learning Engagement Throughout the Night* at the 12th Annual UBCO Learning Conference in May 2016.
- Brad Harasymchuk and Sarah Johnston attended *UBCO Curiosity Student Leadership Conference* in January 2017.
- Sarah Johnston attended *Breaking Boundaries Okanagan 2017* in March 2017.

Vancouver, BC

- Larry Iles attended and presented *Perspectives of B.C. Co-operative Education: How Employers Hire Students that Come to Post-Secondary Institutions from International Pathways: An Examination Using Q Methodology* at the Association of Co-operative Education Conference in September 2016.
- Christine Adam attended *Ideas to Action: Strategies for Systemic Change and Measuring Impact* in April 2017.
- Robbyn Bennett attended the *Disability Resource Network of BC for Post-Secondary Education Conference* in May 2017.
- Meaghan Hagerty, Evan Hilchey and Amber Huva attended the *Changing the Conversation on Sexual Violence at Post-Secondary Institutions Conference* in September 2016.
- Evan Hilchey attended the *Foundational Violence Risk Assessment and Management Workshop* in September 2016.
- Evan Hilchey attended the *Post-secondary Emergency Response Management Conference* in October 2016.
- Evan Hilchey attended the *Sexual Violence Risk Assessment Conference and Workshop* in February 2017.

Burnaby, BC

- Christine Adam presented *Sexual Violence Policy, Prevention and Response on Campus at Healthy Minds Healthy Campuses* in April 2017.
- Kyra Garson presented at the *Intercultural Competencies for Internationalization* at the Simon Fraser University Beedie School of Business Professional Development Day in July 2016.
- Marion Oke attended the *Summer Labour Market Conference* in July 2016.

Richmond, BC

- Kathy Gaynor, Elizabeth Rennie and Sara Wolfe presented *Creating Community at 2am: Lessons Learned from a Long Night* at the BC Library Conference in May 2016.

Surrey, BC

- Julie Taylor attended the *Transition and Orientation Professionals of BC Conference* in November 2016.

Victoria, BC

- Kyra Garson co-presented *Benchmarking Internationalization in Europe and Canada*, with Dr. Laura Howard, President of the European Association for International Education, at the *British Columbia Council for International Education Conference* in June 2016.

Calgary, Alberta

- Kyra Garson presented at the *Reframing Internationalization Distinguished Speaker Series* in May 2016.

Banff, Alberta

- Kathy Gaynor, Elizabeth Rennie and Sara Wolfe presented *Partnering for Late Night Engagement: Are Students Learning at 2am* at the Mount Royal University Symposium on Scholarship of Teaching and Learning in November 2016.

Medicine Hat, Alberta

- Kyra Garson was keynote speaker for *Interculturalizing the Institution* at the *Teaching and Learning Symposium* in April 2017.

Stockholm, Sweden

- Shawn Read attended and was a panel member with delegates from Germany, Hong Kong, Brazil, United States and South Africa at *The Future Talent Summit* in June 2016.

Oslo, Norway

- Susan Forseille and Arlene Olynyk attended the *International Education Business Partnership Network 2016 Conference* in September 2016.

*Awarded the Conference Board of Canada's Silver Global Best Award for Innovative and Creative Partnerships.

Toronto, Ontario

- Kyra Garson presented *International Intercultural Interface* at the *Ontario Colleges Committee for Human Resource Development* in December 2016.
- Evan Hilchey attended the *Association for Student Conduct Administration Drive-In* in March 2016.

Jacksonville, Florida

- Evan Hilchey attended the *Association for Student Conduct Administration Conference* in February 2017.

Palo Alto, California

- Sara Wolfe and Sarah Johnston attended the *Re-Envision Customer Service National Certification Conference* at Stanford University in March 2017.

*Both earned Silver Certification, Gold Certification and Trainer Certification for *Re-Envision Customer Service: Training for the Higher Education Professional*.

Las Vegas, Nevada

- Cindy James attended the *ACCUPLACER National Conference* in June 2016.

Corvallis, Oregon

- Evan Hilchey and Julie Taylor attended the *National Orientation Directors Association - Regional Conference* in February 2017.

San Antonio, Texas

- Sara Wolfe and Pamela Fry attended the *26th Annual AACRAO Strategic Enrollment Management Conference: Strategies for the Future* in November 2016.

Austin, Texas

- Amber Huva attended the *2017 NASPA Sexual Violence Prevention and Response Conference: A NASPA Strategies Conference* in January 2017.

Winnipeg, Manitoba

- Cliff Robinson and Elizabeth Templeman presented *The Power of Introversions in Student Services* at the *Canadian Association of College and University Student Services Conference* in June 2016.

- Chelsea Corsi presented at the *Canadian Association of College and University Student Services Conference* in June 2016:

Canadian Reference Group, National College Health Assessment 2016 with Charmène Brewer and Kandi McElary

Collaboration is Key: How Strategic Alliances and Curriculum Development Helped to Establish a Sustainable Tobacco Prevention/Cessation Program

Consent Education Downton Abbey Style

Improving access to HIV testing for students with Julie Cyr and Gaby Szabo

- Christine Adam, Evan Hilchey and Sara Wolfe attended the *Canadian Association of College and University Student Services Conference* in June 2016.

By the Numbers...

Student Services/Faculty of Student Development

20,000 students and clients supported on an individual basis

4,000 students attended workshops/seminars

88,000 emails, phone calls and in-person inquiries



Aboriginal Services

3541 one-on-one interactions and **19,671** emails and phone calls with students

Assessment Centre

2763 exams and assessments administered

Disability Services

194 unique students wrote **1327** accommodated exams

Counselling

2321 hours of one-to-one counselling and offered **227** hours of workshops

Job Fair

1300 students attended

Over **150** employer representatives

Student Affairs

643 student cases supported with **6398** contacts

Student Services Front Desk

Over **11,000** inquiries



Writing Centre

3224 appointments supporting **2063** unique students

PACE Program

20 PACE sessions and workshops held with an average of **56** student athletes



Long Night Against Procrastination

596 students wrote, studied and collaborated through the night



Supplemental Learning

1135 students participated in SL sessions with **5368** student hours provided

Storytelling

74 stories captured receiving over **7500** individual views

Orientation and Transitions

952 students attended Orientation



Intercultural

Over **50** workshops delivered with **1768** students and **128** faculty and staff



Career Education

48 career seminars delivered to over **1000** students

26 employer events

2114 one-to-one appointments

2239 jobs posted

Multi-Faith Chaplaincy

Over **1400** contacts with students and **9** faiths represented

Orientation and Transitions



Julie Taylor, Learning Strategist - Orientation and Transitions

Shaping the student experience

Following the winter semester Orientation Resource Fair, Evan Hilchey, Director of Student Affairs, said, "The first six weeks are the most critical time for a new student; it's essential for us to be available and to foster a connection by personalizing our programs."

When navigating your way through new classes, grappling with change, battling loneliness or academic anxiety, a support system is paramount. It might be difficult to keep track of the many options available on campus. If you meet the people behind the programming, you're more likely to remember the service or know who to connect with to seek more information. Student volunteers are at the forefront of these events, "We want them to be involved as much as possible, as they are the first point of contact for new and returning students." Friendship connections are a major component to personal satisfaction. "The peer-to-peer connection is very powerful and has a great impact."

University is more than attending class; there is a world of resources that will set you up for success reaching far beyond graduation. There is no need to struggle or suffer silently because there is a team of people behind you. "Events like Orientation are all about breaking down the barriers of communication for students. We care, and we want to see you succeed in all capacities," Evan said. "We want new and returning students to know, 'We are so excited to have you here and that we are here to support you!'"



The yearlong welcoming committee

Losing the battle of the work-play balance is a common plight that plagues the average new-to-TRU student. The challenge is far more complicated than getting lost on the way to class — it is about time management, nutrition, mental health, stress, sleep, part-time employment, socialization—in addition to a potentially daunting course load.

Julie Taylor, Learning Strategist - Orientation and Transitions, remembers focusing far more on sports than studies and having survived her own academic juggling act; she is keen to share her experience and offer year-round support for new-to-TRU students.

The summer of 2016 was consumed with planning for Orientation, as well as training 86+ student volunteers. Readjusting the Orientation layout was one of Julie's initiatives, "Instead of starting off the day by entering a packed auditorium, feeling intimidated, students were able to build up to the afternoon pep rally. The morning allowed for friendships to develop."

Communication continues in the form of bi-monthly newsletters featuring updates and upcoming events. Orientation has an on-going presence on BMO Student Street throughout the school year. Julie stated, "we're working in collaboration with various departments to highlight the 'just in time' information students need."

Questions and concerns are bound to crop up after the first day, the first week and beyond. Julie ensures that welcoming spirit for the new-to-TRU crew doesn't disappear after September.



Early Alert



Lonesome but not alone

Campus life is a hive of activity, a cluster of classes and a flurry of unfamiliar faces. It can be invigorating—or terrifying. Friendships might feel hard to come by. Sure, there are clubs, groups, teams and events, but if you lack the confidence to join, it hinders your chances to meet new people and make meaningful connections. You might catch yourself haunting the hallways like a ghost - feeling disconnected and far from home. For those accustomed to a tightly knit culture of family, homesickness can blindsides and debilitate. Losing your sense of regulation for essential daily practices such as clean laundry, fresh groceries and consistent sleep patterns is hazardous; without nutrition, hygiene, organization and time management at the foundation,

everything else tends to slide.

Failing to master the art of “adulting” can make academic failure seem inevitable. Feeling defeated and discouraged, giving up on your goals begins subtly: showing up late for class, skipping days altogether, avoiding assignments, ceasing study efforts for exams. It might seem easier to avoid the responsibilities, the crowds, the teachers, but there are consequences that will heighten those nagging feelings of disconnectedness and social isolation.

It’s okay to ask for help. That’s where Early Alert comes in. Pamela Fry, Learning Strategist, said, “The program is designed to act as a safety net for first and second year students who are academically at risk.”

Upon identifying those struggling

with academic setbacks and emotional issues, Pamela directs students in “simple and gentle ways to the best resources.”

Pamela has worked with staff and faculty who can refer students facing “mental stress, financial hardship, physical ailments and other obstacles to higher learning.”

Upon the first point of contact, Pamela’s mission is to gain trust, build relationships, follow up and check in. Whether it is legal aid, the writing or math centres, or counselling, there is a service available to support, empower and enlighten a student at academic risk. “The proximity of services makes it easy to support student persistence, so they can achieve all kinds of success. You can walk them there and chat along the way,” Pamela says. “This campus is so special; services are within arm’s length.”

Mentorship



Neil Russell presents Student Leadership award to Paolino Caputo

Student leader champions social change

As head of the selection committee for the Neil Russell Student Leadership Award, Susie Safford, said that recipient Paolino “Lino” Caputo stood out to the committee. “His ability to lead and mentor was incredibly noteworthy. He doesn’t do it as an impetus to self-aggrandize; he genuinely wants to perpetuate positive change, and his fellow students recognize the sincerity.”

The award is presented annually in recognition of Dr. Neil Russell, former VP Student Affairs and VP Academic, for his dedication to student achievement and leadership.

Lino said that the honour is humbling, but ultimately he wanted to focus on the creation of on-campus LGBTQ2 safe spaces. “Pride groups were not available in my hometown. Within my first week, I approached the TRUSU Pride Club to seek out a queer community I could belong to.”

Lino was part of the task force responsible for bringing

over 150 students to TRUSU’s Annual General Meeting to cast a unanimous vote in favour of an LGBT Representative for the TRUSU Board. Lino became president of the Pride Club the following year. Lino noted, “My education became entangled with my activism, shifting far into queer theory as I participated in the implementation of social change.”

Creating a safe space for the LGBTQ2 community would offer a dynamic, positive arena for students to ask questions and make connections. Without a community, those struggling to find their place in the world in regards to sexuality and gender identity can grapple with depression, anxiety, social isolation and suicidal tendencies as well as be in danger of discrimination and violence. Lino’s hope is to help facilitate the establishment of an on-campus centre for queer students to find the same community he once sought out for himself.



Brad Harasymchuk, Learning Strategist - Mentorship, with co-op student Sarah Johnston

Spirit of volunteerism

As Learning Strategist - Mentorship, Brad Harasymchuk facilitates training and provides logistical support to the multitude of TRU mentorship programs. He also handles the Global Competency and Leadership in Environmental Sustainability certificate programs, which provide a well-rounded experience that reaches beyond the scholastic realms and into real world learning. Participants accrue points, reflect on their services, and create a portfolio that highlights and summarizes their personal growth. In addition, Brad oversees the Neil Russell Student Leadership Award, which allows faculty and staff to nominate exemplary students that have made positive contributions to the university and their community.

Sexual Assault Prevention and Response Task Force

The British Columbia legislature recently passed the Post-Secondary Sexual Violence and Misconduct Policy Act, which requires all BC post-secondary institutions to have a stand-alone sexual violence policy by May 19, 2017. Thompson Rivers University (TRU) identified this as priority in 2015 by establishing the President's Sexual Assault Prevention and Response Task Force. The Task Force's work provided a strong foundation for policy development, educational initiatives, and response and reporting processes. This workshop will showcase TRU's commitment to fostering a safe and respectful environment as well as its collaboration process with campus and community partners across the province.



Amber Huva, Sexual Violence and Prevention Manager

Sexual Violence Prevention Manager provides safe haven

One out of four women will be a victim of sexual violence during their university years—often during the first semester.

"As women, we've been taught to look in the shadows for a monster," said Amber Huva, Sexual Violence Prevention and Response Manager. "Really, more often than not it is perpetrated by someone they knew or just recently met."

Determining the definition of consent is a priority for the President's Task Force on Sexual Assault Prevention and Response, ensuring that policies and plans are in place to educate students and provide support for those impacted by sexual violence. "We need to stop thinking of this as a woman's problem—this is everybody's problem," Amber insisted.

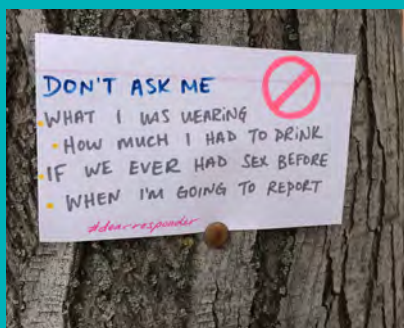
Within Amber's first year, her mission was to connect with students, and serve as a trusted resource and support system. The timeline of an assault is not a concern.

"Whether this happened last night or a

year ago," she said, her office is a safe place to discuss feelings and devise a plan for moving forward. "My hope is that trust and rapport is built over time... I want students to know I'm taking their lead—they get to decide how they share their story."

Beyond the legal and physical ramifications, the emotional health of the survivor is paramount; returning to studies and solace is a challenge. Support is essential, guidance a necessity when dealing with the painful aftermath. The thread of violence and preventative recourse runs deep; the work lies in continuous sexual education and developing what Amber referred to as "collective on-campus wisdom."

In the meantime, survivors of sexual violence can be assured there is unending care, sympathy and understanding to be found at TRU. "There are a lot of choices in how students can receive support," Amber said.



#DearSurvivor

In partnership with Kamloops Sexual Assault Counselling Centre and Ending Violence Association of BC, faculty and staff participated in a Responding to Disclosures training workshop. The March 2017 seminar explored strategies and approaches towards appropriately supporting survivors of sexualized violence. In honor of April's Sexual Assault Awareness Month, participants penned positive and encouraging messages as part of the #DearSurvivor initiative.

Cplul'kw'ten

Holistic approach, individualized support, accessible services

Known for its bustling atmosphere and homey environment with a family feeling, Cplul'kw'ten is a comfort to over 1,000 Aboriginal students here at TRU. Learning Strategist Melody Markle notes Cplul'kw'ten "fosters a healthy household so that students can exhale and de-stress; it is very much a home away from home."

When it comes to supporting students, Melody remarked, "there are no cookie cutter methods used here; we apply individualized approaches, providing one-on-one services with customized care."

Melody's method is to utilize a holistic approach. "It's a mental, spiritual, physical balancing act with the pupil at the center," she explained.

Overall, the collective goal of Cplul'kw'ten is to provide guidance and assistance to students. "Indigenous students must feel they can access services through Cplul'kw'ten with ease, understanding, and without judgment. This is especially important for first generations who need access to mental health counseling for the new stressors they encounter, essential financial supports, or additional help to move to the next level of their academic journey," Melody said.

Melody believes that culturally relevant activities further connect students to their university experience; moreover, they can also inspire others who may be amid a process of cultural reclamation and revitalization. She offers "cultural support, providing a safe space to smudge with sage and other traditional medicines if the student needs to clear their mind and heart before an exam, or to start their day in a positive way."

Often referring students to tutors or private peer tutoring from other Aboriginal students, Melody also encourages the use of the Writing and Math Centres. While providing the tools to seek services independently, Melody strives to develop and strengthen the bond with the university community. "I want to ensure that adequate support services are available to address the specific needs and expectations of Aboriginal students."

Another element of Melody's job is to liaise with sponsorship sources and Bands from across Canada. "We also empower students with financial planning tools, so those with limited funds will be able to stretch their dollars throughout the semester."

From the development of study skills to muscle reading techniques, Melody invites students to visualize their goals, set achievement timelines and ultimately build confidence while seeking self-exploration. Melody "provides the expertise needed for particular academic supports and Aboriginal learning styles."



Elder in the House Program

Aboriginal students can converse and consult with the Elders, who gladly share traditional Aboriginal life skills perspectives and philosophies. Joanne Brown, Supervisor, Services for Aboriginal Students said, "Elders act as surrogate grandparents; they provide answers by asking questions, and they share their own stories."

Melody, like all team members at Cplul'kw'ten, stands in solidarity with those moving towards their educational goals. "I like to think of the role as walking alongside a student on their academic journey."



Aboriginal Student Services team. From left to right: Joanne Brown, Vernie Clement, Melody Markle and Shawna Walker



Marcus Scherer, Aboriginal Mentor and Natural Resource and Indigenous Studies major

Strength in numbers at Cplul'kw'ten

Marcus Scherer, Aboriginal Mentor and Natural Resource and Indigenous Studies major said, "University has been the best experience of my life—it has shaped who I am as a person. It's not just a path to a secure job; it's about self-exploration."

Marcus applies the knowledge that others have shared with him. "Having role models is important to me, and now it's about passing along the wisdom. Being a mentor has given me the authority to increase my confidence; it is in this sanctioned role that I feel empowered to help."

Marcus' welcoming nature embodies the spirit of Cplul'kw'ten. "First Nations students have similar struggles. There is strength in numbers. I don't know what I would do without that community spirit and sense of belonging."

Vernie Clement, Aboriginal Mentor & Community Coordinator, said, "I was happy when he came on board as a mentor. I believe in the power of mentorship, as does Marcus. I see him going far."

Perserverance and healing through Cplul'kw'ten

Shortly before fall semester started in 2014, Kayla Coutlee's father unexpectedly passed away. Following the funeral service, a relative asked, "Will you still be attending school?"

"Of course I am," Kayla responded.

Despite her anguish, the Bachelor of Social Work student was committed to continuing her education.

Upon arrival at Cplul'kw'ten, Kayla remembered how the staff approached and embraced her "with so much love, support and condolences."

"My educational pursuits felt more challenging than ever,



but I was 100% more determined to graduate. Cplul'kw'ten helped me every step of the way."

Through Cplul'kw'ten, Kayla was able to heal and persevere in both traditional and Western ways. "I had regular counseling sessions and smudging rituals. I came to think of the grieving process as a growing process."

Writing Centre



Jenna Goddard, Writing Centre Coordinator

Writing Centre Coordinator awarded prize for exemplary academic record

Jenna Goddard, Writing Centre Coordinator and Student Success Lecturer, was the recipient of the 2017 Audrey Fenwick Memorial Award for Studies in Adult Education at St. Francis Xavier University.

During her Master's, Jenna "sought to understand what contributes to and what detracts from an authentic practice, so that I might locate and address the gaps in my own practice for the ultimate benefit of learners and contribute to the body of knowledge on authentic practices in adult education."

The TRU community includes 52% Open Learning students, 45% mature students, 10% Aboriginal students and 16% international students—that collectively comes from over 80 different countries. "I recognized the importance of supporting a diverse student population," Jenna said.

"Creating a learning environment that reflects and supports a multiplicity of educational and cultural experiences is essential. I was interested in finding balance between institutional requirements, one's own teaching philosophy and a variety of student learning preferences."

Above all, Jenna believes that "no amount of research into techniques or strategies matters without genuine care for one's students. Establishing relationships built on mutual trust is at the foundation of facilitating student success."

Applying the research in a direct and practical way to both the Writing Centre and the classroom is a reward in itself. In addition, making the Writing Centre services and Student Success courses increasingly accessible is key to academic excellence.

Jenna is planning further research initiatives regarding authenticity as well as presenting at conferences, giving workshops, further developing the tutor training program and revising Student Success curriculum. Finally, Jenna continuously seeks to improve the student experience so that all can find success when navigating through the academic, physical, emotional, cultural and financial demands of university life.

Long Night Against Procrastination reignites academic spark

Hosted by the Library and the Writing Centre, Long Night Against Procrastination (LNAP) encourages community connectedness and good study practices in a positive and productive environment. LNAP creates opportunities to catch up, get ahead and connect with academic support and discover the thrill of writing.

LNAP co-organizer Jenna Goddard said, "We encourage participants to consider what they hope to achieve, and then we help them accomplish those tasks."

Tutors, library staff and faculty were on hand to support the completion of assignments. Various writing, research and health-related workshops took place throughout the night.

Julia Wells, Student Success Librarian, said LNAP "not only is it a night against procrastination, it's a night against loneliness and isolation. This event also helps foster an intercultural understanding and develops friendship connections."





TRU Graduate, Jasica Munday

Supplemental Learning

Attitude adjustment: self-awareness in education

In her CACUSS article “Mindset Matters,” Jasica Munday cited Psychologist Carol Dweck’s Growth versus Fixed Mindset Theory, which argued that a positive attitude is the crown jewel to success.

According to the theory, those harboring a fixed mindset believe that intellectual or athletic qualities are instinctive and inflexible. Individuals

with a growth mindset believe that change is possible through effort, persistence and repetition.

First introduced to Dweck’s Growth Mindset Theory during her Supplemental Learning (SL) training, Jasica discovered that student success was directly related to their attitude or self-perception. “Our attitude has a major impact on how we see our potential and respond to challenges,” Jasica said.

When individuals are praised for their intelligences, they are more reluctant to challenge themselves for fear of failure. Instead of expanding their knowledge base and skill set, they would focus solely on their pre-perceived successes. “While there is little risk, over time there is little reward or growth,” Jasica concluded. With a healthy dose of self-awareness, both Jasica and Dweck believe that it is possible to adjust one’s mindset.

Bright light and strong leader balances science and music

As a volunteer for Biology Undergrads Society (BUGS) and Supplemental Learning (SL), fourth-year chemical biology major Braedon Paul stated, “SL Coordinator Elizabeth Templeman always says ‘you learn what you teach,’ and it’s true. In SL there are opportunities to re-educate yourself and apply that knowledge in other courses. It’s quite humbling to relearn a subject.”

Organization and time management is key; Braeden believes in taking advantage of every available moment. He often challenges himself with a flash card app on his phone while standing in line for coffee or waiting at the bus stop. “Every second counts,” he said. “Also, it’s



wise to vary learning styles and take pressure off the process. In SL, we have fun with learning through games such as Jeopardy, Head-bandz and Trivial Pursuit.”

Disability Services



Achievements through accessibility

Through the facilitation of student independence, self-advocacy and personal responsibility, Disability Services (DS) provides support, guidance and academic accommodations for individuals with documented mental or physical accessibility needs. In line with TRU's educational mandate and academic principles, students can seek an equitable education, grounded in their academic skills and abilities.

For students faced with functional limitations due to a physical, mental or episodic disability, DS works to reduce academic barriers that may impact the student's ability to equally participate in post-secondary academic demands. DS supports a wide spectrum of disabilities such as chronic or systemic health impairments, blindness or low vision, deafness or hard of hearing, mobility, neurological disabilities or disorders, learning disabilities, autism spectrum disorders and mental health issues such as clinical depression and anxiety disorders. Additionally, DS can also provide accommodations to students recovering from temporary conditions resulting from injuries or surgeries if necessary.

"Equal access to education is achieved through the provision of accommodations that neutralize barriers in the academic environment. It's about equity, about leveling the playing field—it's not about advantage; it's about accessibility," Robbyn Bennett,

DS Manager, remarked.

Accommodations involve the removal of academic and instructional barriers and are unique to each student. Depending on the student's needs and requirements, accommodations might include the adaptation or alteration to the physical and instructional environment, the inclusion of alternate formats and communication methods, adaptive technology as well as adjustments to the examination environment. Accommodations do not include the modification of curriculum or evaluation; a student is required to meet course objectives and requirements.

Above the efforts to assist and confidentially support approximately 650 students per year, "Our office is committed to upholding TRU's academic standards and integrity," Robbyn noted.

Informed by documentation provided by an approved and qualified health care professional, academic accommodations and services are tailored to meet a student's needs. At the start of each semester, the student reconnects with their advisors. "There's a measure of consistency that follows students to graduation," Robbyn continued.

Robbyn explained, "Advisors field questions, offer suggestions, provide education and give support—they play a critical role in the student's academic journey."

Guided by human rights legislation along with tapping into Universal Design for Learning concepts, part of the work offers support to faculty members as well as to students. "We work collaboratively with faculty and programs to support their implementation of accommodations," Robbyn stated.

There is an educational component to their work, raising awareness of what it means to live and thrive with a mental or physical disability. The concept of disability and disability support services can be plagued by misconceptions. Often, the expectation is that disabilities are sensory based, and "visible", when "invisible" disabilities make up approximately 90% of the collective supported by DS. Educational initiatives that explore perceptions of different disabilities influence stigmatization towards physical and mental limitations, which is part of the barriers that DS are working to overcome.

"The successes of these students are emotional and exciting for the DS team. We love the work, and the students—the strength, tenacity and the resiliency students demonstrate are completely inspiring," Robbyn smiled.

Counselling

Tempering stress triggers

For students managing deadlines and exams dates, in addition to various off-campus responsibilities, anxiety and stress can create a domino effect that impacts sleep, physical fitness and productivity.

Skylar Sitka-Sage, Counsellor, practices a holistic approach to wellness. For stress management “we focus on breathing or mindfulness as well as consider the environmental, social, political and historical factors that can contribute to stress.” Whether it’s achieving personal, career or academic based goals, the “members of the counselling team are working with students to find the best strategies to calm nerves and build confidence. “Whatever your vision, we’ll work towards it together,” Skylar assured.

The stigma around mental health issues may cause reluctance to connect with a counsellor—that shouldn’t be the case. Mental health is the foundation of our lives. There’s no question about seeing a doctor for an infection or broken bone. If plagued by depression, anxiety or any kind of emotional stress, help is within reach. Counsellors listen, support and work alongside students to develop skills to successfully deal with all of life’s woes. Skylar believes prevention is an important part of self-care. “If something is standing between you and your ability to get the most out of your life, that’s reason enough to see a counsellor.”

Skylar is passionate about seeking answers to life’s biggest existential questions, and guiding those she meets to find peace, happiness and stability. “Imagine the life, workplace and community you want and strengthening your capacity to step towards that vision every day,” she concluded, “We are here if you would like some extra support to reach your goals.”



Unicorns and Rainbows

While academic life isn’t all unicorns and rainbows, the Counseling Department is always available to help students see the bright side of life and that light at the end of the tunnel.

Cliff Robinson, Counselor, is one of many team members offering support when dealing with courses, assignments and exams—in addition to varied responsibilities stretching far beyond the TRU grounds.

Wellness Centre



Supplemental Learning leader and Student Wellness Leadership Team Ambassador, Alex Wilson

When opportunity knocks, be sure to answer

As a Student Wellness Leadership Team Ambassador (S.W.A.T.) for the Wellness Centre, Alex Wilson helped plan and facilitate Wellness events like Stress Busters and Healthy Living Week. Meaghan Hagerty, Wellness Centre Coordinator, described Alex as a “very driven and genuinely thoughtful leader. She brings this influential energy to all events and to the team and is always willing to support others.”

As Alex approaches graduation she advises other students, “You have to set goals, chase leads and take advantage of those office hours. Volunteer. Participate. Reach out to your professors, express your interest and that will make an impression.”

Consent to a Tea



From left to right: TRU students Manpreet Dhaliwal, Emiko Ohama and Sadie Achen

The Wellness Centre hosted the 2nd Annual Consent Tea on November 15 in BMO Student Street. Amber Huva, Sexual Violence Prevention and Response Manager, thought the tea was a great way to encourage non-confrontational dialogue, “There’s so much discomfort, fear, guilt and shame that arises when talking about sexualized violence. We need to create space for these conversations about issues that are very real and happening in our community.”

Statistically speaking, first-year students, generally aged 18-22, are most commonly at risk for incidences of sexual violence. Overconsumption of alcohol and drugs are among primary factors.

Amber concluded, “this work doesn’t always happen in loud, immediate, sweeping changes—it often takes place one step at a time, over a cup of tea on Student Street.”



All is well at the Wellness Centre

When Wellness Coordinator Chelsea Corsi took a semester off for a refreshing and recharging leave of absence, Meaghan Hagerty stepped in to “hold down the fort.” Chelsea, whom Meaghan referred to as “superwoman extraordinaire,” decided to expand her leave into the winter semester. Meaghan’s efforts gave Chelsea the confidence to continue her wellness journey. “I left the reins in capable hands. Meghan brought tremendous energy and enthusiasm to the role and did a fabulous job.”

As part of her personal “Year of 40” health and wellness initiative, the mother of two felt it was important to step back, take a breath and enjoy life. “I’ve been working for as long as I can remember, and I needed a break,” Chelsea said. “Above all, I like to walk my own talk. I want to encourage healthiness in others, and it’s something I needed to practice for myself.”

Meaghan said, “There has been an incredibly supportive network in place to assist me. I was excited to continue in this position, building on the lessons from the initial learning curve.”

Ultimately, Meaghan wanted students to know that they don’t have to walk the road alone. “I want to help foster the attitude that nobody has to get through university on their own and that asking for help is the key to success in life – help with health and wellness is no exception to that.”

The Wellness Centre has been bursting at the seams as a well-loved safe space. “Students are welcome to partake in the tea station or make a hot chocolate, do homework, have a one-on-one chat, take a nap, talk or not talk—whatever they need at the moment.”

Responding to the fentanyl crisis

Fifty times stronger than heroin and up to 100 times more potent than morphine, dealers and suppliers are cutting fentanyl into their products to make it more powerful. With the increased presence of fentanyl found in many street drugs, dabbling with cocaine, ecstasy, heroin and pharmaceuticals becomes an even deadlier game of recreational Russian roulette.

“Danger lies in that ‘it won’t happen to me’ attitude. It can happen to you,” said Wellness Centre Coordinator Meaghan Hagerty.

The Wellness Centre worked on prevention, response and awareness initiatives so students could better understand the dangers of drug use. “We want the TRU community



CARRY A NALOXONE KIT **CALL 911** **#STOPOVERDOSE**

to be educated on their risks and options if they choose to use.” Meaghan said.

The BC Coroners Service reported, “264 illicit drug overdose deaths were detected from January 2016 to July 2016. This is a 222 percent increase from 2015.”

Spirituality

Finding meaning at the Multi-Faith Chaplaincy

University is more than assignments, exams and career preparedness; it is also a time of personal growth and self-reflection. "At some point in their educational lifespan, many students find themselves searching for a higher purpose, existential meaning and a sense of belonging," said Adele Huculak, Multi-Faith Chaplaincy Chair and Roman Catholic representative.

The Chaplaincy offers a spiritual and religious support system for TRU's diverse community. Whatever spiritual needs require tending, representatives from Alliance, Ahmadiya Islam, Baptist, Centre for Spiritual Living, Lutheran Christian, Unitarian Universalist, Church of Jesus Christ of Latter-day Saints and Roman Catholic are available throughout the year.

In times of concern, conflict or crisis, the Chaplaincy provides encouragement, guidance and resources through the power of companionship, prayer, study

and service. The Chaplaincy also collaborates with the Counselling Department, Wellness Centre and other Student Service providers. They provide a valuable connection with local and regional faith communities and events hosted off campus, and offer opportunities to celebrate holy days and commemorative occasions.

"People want to be valued, validated—but not evaluated. They need to be recognized individually. I want staff and students to know that they are seen," Adele said. "I often start my day by standing in the hallway, saying hello and smiling at passersby—that's my way of saying 'I see you, I acknowledge you.'"

In regards to the media-based anxiety and day-to-day stresses, it is possible to be swept away by negativity. Without grounding friendships or spiritual guidance connections, there is potential to feel lost on a much deeper level. "Surface connections are happening, but we often lack a deep and honest connection with others," Adele remarked.

Instead of seeing the world as a dangerous and lonely place, "We need to focus on the 'can'—what we can change, and the change needs to happen here," Adele said, pointing to her heart.

"Students can experience challenges in a number of ways. If they require a spiritual connectedness, we can help with that. Coming together as a community, finding your place within that collective, helps you find your way back to spiritual wholeness," Adele said.

For those wanting to connect with the religious community, Adele stated that the Chaplaincy helps students feel better connected, more present and allows them to feel that they are "being of service to others."

Students can often lose their sense of spiritual connectedness if they are separated from their family ties, have moved away from their local church, or have become overwhelmed by their academic responsibilities. On the other hand, students might want to explore a new faction of spirituality once in their new academic environment. Guidance, support and a religious community are within reach, nestled in the heart of Old Main.



Jeff Torrans, Multi-Faith Chaplaincy

Interculturalization



Dr. Kyra Garson, Interculturalization Coordinator

What is Intersectionality?

The term pertains to critical theories about the interconnectedness of social identity and oppressive institutions such as racism, sexism, homophobia and xenophobia.

...

Intercultural Intersections was designed as a resource-sharing website for educators and researchers as well as an arena to facilitate discussion regarding issues surrounding intercultural teaching and learning.

There are six distinct categories: Research & Scholarship (SoTL), I-Cubed, Culturally Inclusive Pedagogies, Online / Blended Learning, Resources, Faculty Development and Mobility. Indigenization, reconciliation and decolonization. These are the themes intersecting throughout the website.

Discovering and deconstructing intercultural intersections

Scholars and practitioners joined forces to explore concepts concerned with the intersectional and intercultural aspects of educational growth and connectivity. As part of TRU's mission to increase cross-cultural awareness, the ongoing process remains closely tied to campus and community.

Supported by the Office of Aboriginal Education and held in conjunction to TRU IDays, the Learning at Intercultural Intersections Conference was hosted at TRU from March 7-9, 2017.

Dr. Kyra Garson, Interculturalization Coordinator, said, "TRU researchers established the first conference in 2015, when revisiting the concept for the 2017 conference, we wanted to connect the collective conversation to the Truth and Reconciliation Commission (TRC)."

The academic gathering invited participants to converse, reflect and explore concepts as well as current research and practices that influence learning processes concerning indigenization, internationalization and

intercultural learning.

The conference included three half-day workshops, 34 sessions, six presentations, two keynote speakers and one storytelling session. Students, staff, faculty, Elders and renowned speakers presented on subjects ranging from "Indigenous Teaching Techniques in Intercultural Higher Education" to "Decolonization through the Ceremony of Self-Witnessing."

Dr. Cindy Blackstock presented *Reconciliation: The Children's Story*, which deconstructed Canada's relationship with First Nations children. The discussion addressed contemporary injustices and asked how individuals could fulfill the promise of the TRC.

The interdisciplinary connectedness that brought faculty, staff, students and community members together allowed for constructive conversation and networking opportunities.

Career Education



TRU Graduate, Nic Zdunich, and Co-op Coordinator, Marion Oke

Award-winner shares the key to success

Nic Zdunich, recipient of the 2016 TRU Co-op Student of the Year Award noted, “Dreams don’t work unless you do.” He credited creativity, communication and a strong work ethic as keys to making personal success a reality.



Co-op students support service and safety net initiatives

Known for their contemporary perspectives and unique ideas, co-op students offer a breath of fresh air to the workplace. The Faculty of Student Development welcomed Dale Drozda and Sarah Johnston to assist with the development of Early Alert and the Mentorship Programs/ Excellence in Service initiatives.

“We value their generational insights, especially when creating programs to develop educational growth,” noted Learning Strategist Brad Harasymchuk.



Co-op Coordinator Sarah Ladd

Finding your voice on the job front

Recently named TRU’s first Engineering Co-op Coordinator Sarah Ladd, advised that students welcome the learning opportunities that come along on the great quest to professional advancement. “The career path is not a straight line; it’s not an endless road. I prefer to think of it as a tree—sometimes the branches break or bend, but there is always room for growth and new directions to explore.”



Job Fair

The 2017 Job Fair attracted 66 employers, 150 representatives and 1300 students to the Grand Hall at the Campus Activity Center. The Career Education Department featured companies currently offering part-time, full-time and summer employment. Volunteer positions were also available to students and alumni. The Job Fair is educational, interactive and inspirational; the benefits are bountiful. In a concentrated timeframe, participants explored current labour market trends, polished communication skills, practiced networking abilities and discovered new opportunities.



Co-op an investment into future dream jobs

Natural Resource Science graduate Jake Bradshaw noted that his highly developed skill set is a result of Career Education. "Co-op is a wise investment—working and learning all summer long is an ideal situation."



Co-op position an eye opening experience

Co-op student Emma Read described her term at Agriculture and Agri-Food Canada as an eye-opening experience. The cellular, molecular and microbial biology major said, "I'm grateful for the opportunities that undergrads get with actual hands-on research. Not only can you develop your skill set, you're navigating your way through a professional environment."

"The 'sink or swim' aspect was the best experience. There is freedom to make decisions, but you know that you're being supported along the way."

Emma advises students to connect with the Career Education Department. "Join co-op; that's all there is to it. I'm 100% more confident in myself, my abilities, and my communication skills."

Highlights

Long-standing employees recognized for years of service

A number of Faculty of Student Development team members reached significant milestones and were celebrated at the President's Annual Merit & Staff Awards on April 13.

- Donna Taylor received a 10K white gold pin for *25 Years of Service*.
- Among those awarded a 10K gold pin for *20 Years of Service* were Larry Iles, Cindy James and Sharon Munk.
- Sandy Devick, Donna Easton, Linda Giddens and Lora Sartori received a polished brass pin for *10 Years of Service*.

Congratulations to all recipients for your commitment, hard work and exemplary efforts over the years. We are fortunate to have you as part of the FSD team.



The Career Education team. From left to right: Dr. Nancy Bepple, Mitch Clingo, Larry Iles, Shawn Read, Donna Taylor, Jackie Mullen, Carly Royer, and Marion Oke



Student Employment Coordinator, Susan Forseille

Mapping the pathway to employment

During her yearlong sabbatical, Susan Forseille, Student Employment Coordinator, interviewed TRU alumni to illustrate their career transition stories using a "draw-talk" approach, which breaks down their personal journey route from graduation to employment to settling into a satisfying career.

After coding and assessing these findings, Susan transcribed the individual career transition stories into master maps. "There are over 50 variables that guide the transition from TRU degree to meaningful career choices." It is rarely an A to B scenario; it's A to C to B, back to A or straight to Z.

The future of work requires flexibility, versatility and professional experiences. Educational ventures promises a higher level of post-graduate success. Students can learn the art of networking, develop self-awareness, identify key skills, and accept feedback. Susan concluded, "In regards to professional development, TRU could be a world leader."



Sandy Devick Retires

After ten years at TRU, Divisional Secretary Sandy Devick announced her plans to retire. "I'm so glad the majority of my time has been spent in the FSD. I loved getting to know the other staff members, and had a lot of fun."

Promotion and Tenure

Kyra Garson has been granted tenure and promotion to Instructional Support II (Interculturalization Coordinator).

Susan Forseille has been promoted to Instructional Support II (Cooperative Education Coordinator).

Congratulations to the graduating class of 2017

Three Writing Centre Tutors were recognized for their incredible academic accomplishments and excellence. HUGE congratulations to Polina, Brayden and Alison.

Polina Denisova, recipient of the Governor General's Gold Medal.

Brayden Wilson, recipient of the Governor General's Academic (Silver) Medal and TRU Medal in Arts.

Alison Hodgins, recipient of the TRU Medal in Journalism.

Three cheers for peers

On April 12, the Peer Recognition Event honored volunteers, mentors, advisors and tutors from a number of campus organizations.

Peer mentorship programming provides opportunities for students to develop skill sets, access valuable training support, partake in professional development

and contribute to the campus community. Shared experiences with common-interest groups enriches the educational experience.

"There is such diversity of reach across campus; these peer mentorship teams create impactful academic, personal and social support networks for other TRU students," host Sarah Johnston remarked.



PACE Leaders. From left to right: Kaily, Tom, Ryan, Sara Wolfe, Brad and Marissa

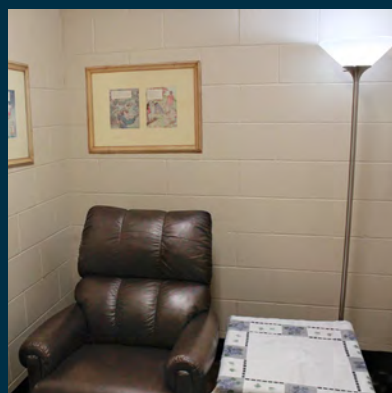
The TRU Assessment Centre earns national recognition



In July 2016, the Assessment Centre was awarded Test Certification by the National College Testing Association (NCTA). The Centre is amongst a growing number of test centers in the US and Canada to have completed this intensive certification process. Dr. Cindy James, along with the Assessment Centre staff, were praised for maintaining exemplary test administration standards and for providing excellent service to students and community members.

Breastfeeding and Parenting Room

TRU was pleased to announce the opening of the Breastfeeding and Parenting Room. The room is exclusively for pumping, breastfeeding and diaper changing. The private room is clean, secure and equipped with a comfortable chair, a change table and a sink.



Student Services haunts the halls

The Halloween spirit was alive and well at Student Services. Dean of Students Christine Adam (as Gru from Despicable Me), posed with her many "Minions" from Aboriginal Services, Assessment Centre, Career Education, Counselling, Communications, Disability Services, Early Alert, Orientation, Peer Mentoring, Student Affairs, and Wellness.

Assessing our Services and Impact

We regularly assess and evaluate our programs and services by requesting student feedback through online and in class surveys, and focus groups.

Services for Aboriginal Students

"I don't think I would have made it as far as I have without people there to encourage me."

"It's a place where people...will share their culture and experiences."

"It is a second home."

"Having the House helped me figure out who I was."

Supplemental Learning



"Putting the material into practice with interactive activities is a great way to learn."

"I would be lost without my SL."

"Without the SL I would be failing this class instead of getting B+."

PACE Program

"It's helped me get better study habits."

"Everyone was there to study, so it helped to stay focused."

"It allows me to catch up, and there is help here if I need it."

Writing Centre

"Provides great tips for future writing."

"I definitely recommend the WC to friends and classmates."

"As a first year student, I was amazed at how much I learned in such a short period of time."



Career Education

"Co-op broadens your horizons; it's there to expose you to all the professional possibilities."

"Thank you for encouraging me to apply for Co-op. I'm positive I wouldn't have been considered for this position without it. I'm excited to take everything that I have learned and apply it to my position."

"Career Education gave me many opportunities to network and build relationships in a professional environment."

98%

of students reported being satisfied or very satisfied with services offered by Cplul'kw'ten

97%

of students reported their Writing Centre session as good – excellent

98%

of Orientation attendees were enrolled in the winter semester

Looking Ahead



During the summer of 2017, the Faculty of Student Development will be creating a new five-year strategic plan. In initial meetings, we have identified six priority areas to address in this plan:

- Students' sense of belonging
- Experiential learning opportunities
- Health and well-being
- Equity and inclusion
- Indigenization
- Communication and visibility

In each of these areas, we see opportunities to collaborate among our own departments and to partner with colleagues across the institution. We will do all this to further our support of student learning and to increase the impact that we have in helping them achieve their goals.



**Student Services
Faculty of Student Development**

Thompson Rivers University
805 TRU Way, Kamloops, BC V2C 0C8

tru.ca/services

© 2017 | Printed in Canada



**THOMPSON
RIVERS
UNIVERSITY**