



FACULTY OF STUDENT DEVELOPMENT

ANNUAL REPORT
May 1, 2017 - April 30, 2018



THOMPSON
RIVERS
UNIVERSITY

Table of Contents

Image on reverse page: FSD staff and students who gathered for the 2018 Peer Mentor Recognition Event

- 4 On the Road
- 6 By the Numbers
- 8 Orientation and Transitions
- 9 Early Alert
- 10 Mentorship
- 11 Interculturalization
- 12 Cplul'kw'ten
- 14 Writing Centre
- 15 Pack ACademic Edge (PACE)
- 16 Supplemental Learning
- 18 Accessibility Services
- 20 Wellness Centre
- 22 Sexualized Violence
- 23 Multi-Faith Chaplaincy
- 24 Career Education
- 26 Highlights
- 31 Looking ahead

TRU campus turned film set

In collaboration with Orientation and Transitions and Writer/Storyteller Alicia Ashcroft, a ten-part video series was produced in June 2017. The pilot project covered a diverse variation of all the internal and external forces that a student might face during their educational life cycle. The mission was to create opportunities for students to experience spaces and programs in advance, as well as anticipate and troubleshoot issues before even arriving on campus.

Following overwhelmingly positive feedback from staff, faculty and students — the FSD Communications team created "On Campus with TRU Student Life," a bi-monthly video newsletter. In the spirit of the original series, the videos blended slapstick comedy with just-in-time information, delivered by a daffy persona, played by Alicia. This form of comedy-laced communications intends to reach students on an emotional level. "University life is rife with holistic challenges. We want to connect through authentic, genuine, encouraging and friendly communications. We created a character that experiences confusion, frustration and exhaustion - but also learns from mistakes," Alicia said.



Dean's Message



What a year in Student Development at TRU! Thank you for taking the time to learn more about the work done by our team in 2017-18. I'm proud to serve with a group of dedicated professionals who spend their days making sure that TRU students have the supports and services they need to succeed in the classroom and beyond. The stories and other information in this annual report reflect the broad array of ways in which we have had an impact on students' experience here. We are honoured to have students invite us to walk alongside them in good times and bad, and ultimately in celebration of the learning that comes from both.

It's really all about the learning, isn't it? It's a tremendous privilege to work in a university – a workplace where we get to not only support student learning, but also engage in our own learning. As I reflect on 2017-18, I think about the many ways in which our team sought professional growth opportunities through conferences, service training, institutes, meetings, and private study. This learning bears fruit as we find ourselves better equipped to serve a diverse student body, to support our colleagues, and to find meaning in our days here.

Spinning anticipatory anxiety into peaceful productivity

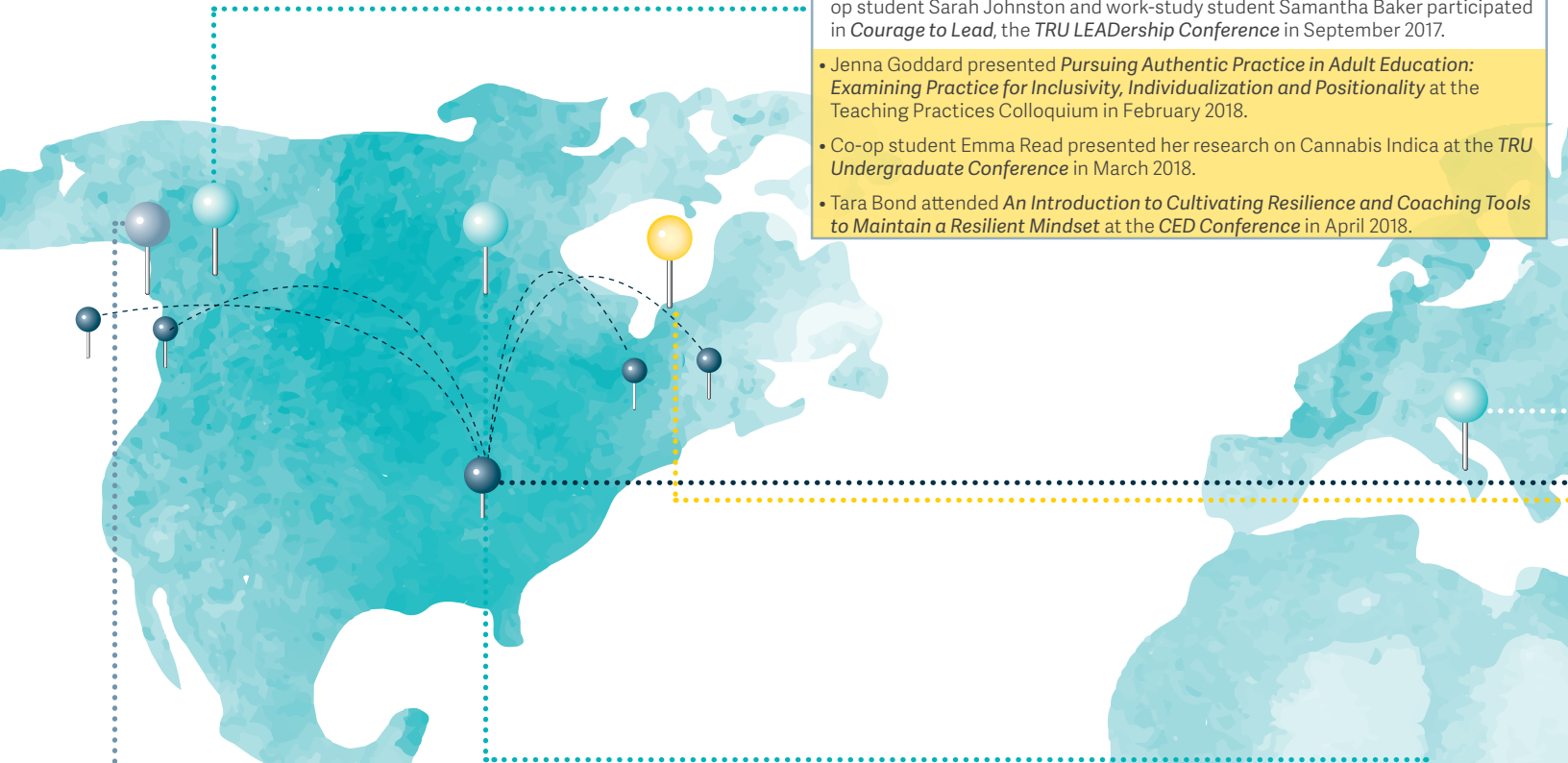
Nearly one year after a smoky summer of evacuations, destroyed landscapes and emotional trauma, one must wonder - what can we learn from a natural disaster? To Kathy Lauriente, Counselor and Interim Associate Dean at the Williams Lake TRU campus, "As summer approaches, it's important not to get caught in the drama when it comes to imagining worst case scenarios in regards to displacement, upheaval, loss and compromised air quality."

As anxiety levels increase in the face of rising temperatures and media releases, Kathy recommends that we spin our worry into action. "Focus on what you can control. Do not invite anticipatory stress. It takes mental discipline, but ultimately, productivity can replace that sense of helplessness that accompanied last year's experience."

Don't wait until you're in a panic to prepare – be proactive and plan ahead.

- Write an evacuation checklist by reflecting on your packing from last year.
- Pack a bag and make sure everything is clearly labeled. In a hurry, Kathy grabbed her husband's basket, and drove all the way to Kelowna with 43 of his Harley Davidson t-shirts.
- Organize documentation: identification, passports, birth certificates, important paperwork.
- Prepare for insurance purposes by taking pictures of every room in the house.
- Identify irreplaceable items: consider safety deposit boxes or fireproof safes for heirlooms, art, photo albums. Kathy recommends scanning family photos, as well as paperwork.
- Fireproof your property: reduce risk, cut shrubbery back, and have a fire hose ready.
- Maintain your sense of humor: "keep yourself open to the absurdity of it all".
- Keep everything topped up: ensure that mobile devices are charged and there is gas in the tank. Also, have cash and supplies stockpiled aside.

On the Road



Kamloops, BC

- Brad Harasymchuk, Sara Wolfe, Sarah Ladd, Alicia Ashcroft, Christine Adam, co-op student Sarah Johnston and work-study student Samantha Baker participated in *Courage to Lead*, the TRU LEADership Conference in September 2017.
- Jenna Goddard presented *Pursuing Authentic Practice in Adult Education: Examining Practice for Inclusivity, Individualization and Positionality* at the Teaching Practices Colloquium in February 2018.
- Co-op student Emma Read presented her research on Cannabis Indica at the TRU Undergraduate Conference in March 2018.
- Tara Bond attended *An Introduction to Cultivating Resilience and Coaching Tools to Maintain a Resilient Mindset* at the CED Conference in April 2018.

Vancouver, BC

- Kyra Garson was invited to speak on *Internationalizing the Campus and Classroom: Issues and Actions at the BC Senior Academic Administrator's Forum* in April 2017.
- Sarah Ladd attended the ACE/CACEE/CAFCE - Better Together Conference's Best Practices, Upcoming Trends, Employer and Student Perspectives on Hiring/Recruitment in May 2017.
- Kyra Garson was a keynote speaker for *The International – Intercultural Interface* in May 2017.
- Kyra Garson presented the *BC Council for International Education Summer Conference* in June 2017.

* Kyra Garson was awarded the Distinguished Leadership Award from the BC Council for International Education.

- Evan Hilchey attended the *CLEBC Sexual Violence and Misconduct Policies for Post-Secondary Institutions Webinar* in June 2017.
- Kyra Garson was invited to speak for the *Intercultural Symposium for the British Columbia Council for International Education* in September 2017.
- Shawn Read attended the *Association for Co-operative Education of British Columbia Conference* in November 2017.

* Shawn Read was awarded the Board Recognition Award for Service and Leadership at the National Level from CACEE.

- Kyra Garson presented at the *Canadian Bureau for International Education Conference* in November 2017.

- Evan Hilchey attended the *Canadian Conference on Student Leadership* in November 2017.
- Julie Taylor provided guidance for *With Authenticity We Lead* at the *Canadian Conference of Student Leadership in November 2017*. Event presenters included Orientation and Transition Ambassadors Sam Baker, Stephanie Tate and Tarika Shastry.

- Marion Oke Association for Co-operative Education (ACE) in November 2017.
- Larry Iles presented the *Career Resources Webinar for CACEE* in November 2017 & March 2018.

* Larry Iles was awarded the 2018 Excellence in Innovation Student Engagement Award and the 2018 Canada West Regional Recognition Award, both from CACEE.

- Pamela Fry and Evan Hilchey attended *LSAC Pacific Region Conference, Measuring and Messaging Impact* in December 2017.
- Nancy Bepple attended the *BC Labour Market's Labour Market in Review Seminar* in January 2018.
- Cindy James presented *Quantitative Methods* with five other assessment professionals at the *CACUSS Assessment Institute* in April 2018.
- Sara Wolfe and Christine Adam attended the *CACUSS Assessment Institute in April 2018*.

* Chelsea Corsi, along with the TRU Wellness Centre and Human Resources was awarded the Health Education Extra Mile Award from The Canadian Cancer Society BC and Yukon Division.

Burnaby, BC

- Kyra Garson was a keynote speaker for *Internationalization and Intercultural Learning* at the *Teaching & Learning Symposium* in May 2017.

New Westminister, BC

- Kyra Garson was keynote speaker for *Intercultural Learning and the New Normal* at Douglas College in August 2017.

Victoria, BC

- Melody Markle presented *Aboriginal Student Support - A Circle of Care Life Model* at the *S'tenistoww Conference* in August 2017.
- Jenna Goddard attended the *Director's Day Out: WC Coordinators Bi-annual Meeting* in February 2018.

Chase, BC

- Counselling Services hosted the *BC Post-Secondary Counsellor's Association's Annual Conference* entitled *People, Place and Perspective: Indigenization in Post-Secondary Services* in May 2017. Mary Ann Mochizuki, Cliff Robinson, Susan Butland, Skylar Sitka-Sage, Sharon Munk, Rod McCormick, Kyra Garson and Shelly Johnson participated in the event.

Kootenay Region, BC

- Sarah Ladd planned and conducted a marketing trip throughout the Kootenays in summer 2017 to promote TRU Career Education, Co-op and the new expected Engineering Co-op program(s). She conducted 16 meetings, including six work-term site visits in Vernon, Kelowna, Trail, Castlegar, Cranbrook and Sparwood. She also met with the Kootenay Association for Science and Technology (KAST).
- Kyra Garson was invited to speak for *Intercultural Symposium* at the *British Columbia Council for International Education* held in Cranbrook in February 2018.

Calgary, Alberta

- Nancy Bepple presented her research on on international students' transition to career related work in small cities at the *20th National Metropolis Conference* in March 2018.

Colle Val d'Elsa, Italy

- Kyra Garson was invited to speak at the *8th Forum on Intercultural Learning and Exchange* in November 2017.

Toronto, Ontario

- Jenna Goddard and Chris Lindsay attended *From Far and Wide: the Imagining the Futures of Writing Centres Conference* in May 2017.

Ottawa, Ontario

- Evan Hilchey presented the *Programming Development Chair* at the *Canadian Association of Colleges and University Student Services (CACUSS) Conference* in June 2017.
- Christine Adam, Robbyn Bennett, Brad Harasymchuk, Julie Taylor, Meg Durvin, Nicole Bartella, Jennifer Mei, Joanne Brown, Sara Wolfe and Amber Huva attended *Our Past. Our Future*, the *Canadian Association of Colleges and University Student Services (CACUSS) Conference* in June 2017.
- Kyra Garson was a keynote speaker for *Weaving Webs for Women in the World* at the *Global Women in Education Conference* in November 2017.

Cincinnati, Ohio

- Cindy James attended *How to Get Published in the NCTA Journal: Tips for the Editor, a Reviewer and an Author* in September 2017.

Honolulu, Hawaii

- Evan Hilchey presented at the *NASPA Region V Conference* in November 2017.
- Sara Wolfe attended the *NASPA Region V Conference* in November 2017.

Portland, Oregon

- Evan Hilchey and Amber Huva attended the *NASPA Sexual Violence Prevention and Response: NASPA Strategies Conference* in January 2018.

Philadelphia, Pennsylvania

- Robbyn Bennett and Sara Wolfe attended the *100th Annual NASPA Conference of the Student Affairs Administrators in Higher Education* in March 2018.

Brandon, Manitoba

- Kyra Garson was invited to speak for the *Supporting Indigenization through Intercultural Learning* at Assiniboine College in September 2017.

By the Numbers...



Indigenous Student Development

4,192 one-on-one interactions and **10,248** emails and phone calls with students

Early Alert

53 responses from students connected with the program

CUPE Professional Development

80+ scones and muffins, **8** coffee travelers, and a plethora of fresh fruit was consumed

Assessment Centre

3,560 exams and assessments administered

Accessibility Services

210 unique students wrote **1,018** accommodated exams

Counselling

2,133 hours of one-to-one counselling

Job Fair

1,832 students attended

Over **160** employer representatives

Student Affairs

942 student cases supported with **8,853** contacts

Student Services Front Desk

Over **18,000** inquiries



Long Night

Against Procrastination

592 students wrote, studied and collaborated through the night.

Writing Centre

3,071 appointments supporting
2,286 unique students



PACE Program

20 PACE sessions and workshops held with an average of **51** student athletes

Sexualized Violence Prevention & Response

38 workshops, events and presentations offered on various topics related to sexualized violence



Supplemental Learning

4000+ students hours provided in SL sessions

Storytelling

18,712 views for Student Life videos

across YouTube and Facebook

Orientation and Transitions

980+ students attended Orientation

137 Intercultural Development Inventory's (IDI's) completed

81 IDI's debriefed



Intercultural

53 workshops delivered with

1,187 students and **107** faculty and staff

Career Education & Co-op

43 career seminars delivered to over **1,100** students

32 employer events with over **980** students attending

2,516 one-to-one appointments

2,753 jobs posted

250 co-op students

215 co-op placements in BC, AB, ON and China

Mentorship

85 students attended the *TRU LEADership Conference* in September 2017

41 students completed a TRU credential, Global Competency/Leadership in Environmental sustainability

Multi-Faith Chaplaincy

671 contacts with students, faculty and the community in the winter semester

Orientation and Transitions



Success lies ahead for work-study students

Samantha Baker and Ben Froese, Orientation and Transitions work-study students, are both graduating this June with Bachelor of Arts degrees. Named valedictorian, Ben was also accepted into the Master of Divinity program at McMaster Divinity College. Samantha was accepted into the TRU Education program. She recently won a TRUSU position as VP of Services.

"I realized the importance of work experience in my third year. How could I get the experience I needed without getting in on the job? I came across the Work Study Program through the TRU financial aid board for Bursary applications. The list of possible opportunities seemed endless and I immediately selected one with a professor I knew. After volunteering for the September orientation, I landed a Work Study position with the Orientation & Transitions department. Not only am I gaining experience for my future career, I'm also getting paid to do so." - Samantha

"I had first gotten connected with TRU Orientation last September [2016] when I volunteered to help introduce first-year students to the university. At that time, I never thought that this volunteering experience would have led into the opportunity that I now have, and I am truly thankful for the Work Study program and the chance to work for TRU's orientation department." - Ben

A ceremonious start to the school year

Nearly 1000 students attended the Welcoming Ceremony in September. Alicia Ashcroft hosted the event, working alongside co-op student Samantha Baker, who helped plan the large-scale event with Orientations and Transitions.



Early Alert

"I was dealing with poor grades, anxiety and depression. My quality of life was at a breaking point. I was close to giving up and dropping out. Pamela helped me organize my study schedule and encouraged me to be more positive. No matter how busy she was, Pamela always made time to help me."

- a student connected with Early Alert



On the other side of the struggle: showing care through the safety net-work

To Pamela Fry, Learning Strategist for Early Alert, the best part of her work is "seeing students on the other side of the struggle."

At the helm of a program designed to act as a safety net for first and second-year students who are academically at risk, Pamela works with staff and faculty who can refer students dealing with obstacles to higher learning.

On top of their academic concerns, many students are facing intense issues that are affecting their university experience on a holistic level: mental health concerns, financial and housing insecurity, family stress and pressure, suicidal ideation and social isolation.

International students are experiencing a specific set of

challenges. Homesickness and culture shock can be quite disruptive to academic success. "That fish out of water feeling makes it difficult to dive into academic or social activities or outlets," Pamela noted.

These issues often manifest through the student's behavior: irregular attendance and participation, consistent lateness, constant isolation, or low marks. If they notice these indicators, professors can connect with Pamela to reach out to the student. Students are also free to chat with her on their own if they feel trapped in their current academic circumstances.

With Early Alert, it's all about identifying issues, offering solutions, reinforcing success and building confidence. "Part of the work is grounded in relationship - building and safe space creation. I help provide a context in which they understand and appreciate that every student is combating external forces that impact their studies. Overcoming those challenges is

a part of the education."

With Pamela's support and assistance, students are able to tend to their educational challenges on a holistic level. Once they have gotten a stronger grip on nutrition, hydration, sleep habits, organization and time management, they can reclaim that lost sense of regulation for essential daily practices, and function on a more productive level.

Not only is it okay to ask for help, there is no need to fear if you receive a text or email from Pamela. Sometimes we don't recognize just how far gone we are and don't know how to reach out. The message behind Early Alert is that it's never too late to start again.



Mentorship

Courage to Lead

On September 23rd, the first TRU LEADership Conference was hosted. Lesra Martin was the keynote speaker and started the day off engaging with students in the Irving K. Barber Centre. Lesra shared his story which brought out laughter, a message of resilience and a call to lead. The morning concurrent sessions were themed with three speakers at each: Courage to Learn;



Courage to Emerge; Courage to Amplify; Courage to Develop. The speakers were a combination of community members, and TRU faculty and staff. Lunch was served and the afternoon saw two more workshops. The group gathered at the end of the day at the Irving K Barber Centre where Alicia Ashcroft invited students to set some goals for the future.

Eighty students spent a Saturday on campus learning about leadership. The event was infused with curiosity, enthusiasm and energy. The conference offered a broad range of community-based presenters who mingled with the TRU community. Afterwards, volunteers reflected on the many ways that leadership can manifest locally and globally. It was also a pleasure to interact with new-to-TRU students who are just beginning to find their way.

Following the conference's success, plans were set in motion for the 2018 version. Brad Harasymchuk, Learning Strategist - Mentorship, is at the helm of a student input committee to receive feedback and insights.

Trick or Eat initiative takes a big bite out of hunger

Partnering with the Kamloops Food Bank, Meal Exchange and a number of TRUSU clubs, the Omicron Theta chapter of Kappa Sigma Fraternity continued their support of Trick or Eat Kamloops. Chapter President Amos Moffatt and Chapter Vice President-External Jaime Ferreira were at the helm of this year's efforts. According to the Kamloops Food Bank; 2700 lbs of food and almost \$200 dollars were collected during the 2017 Kappa Sigma Trick-or-Eat event.



Interculturalization



This is the Coyote Project

Under the direction of the Dean of Students, the Faculty of Student Development (FSD) has engaged in the Coyote Project along two distinct paths that we hope will converge to improve services to Indigenous students and contribute to the retention and completion goals of the larger project:

In the fall of 2017, 44 FSD members completed the Intercultural Development Inventory. A group profile was created and 43 participants attended the first intercultural workshops where we discussed the developmental model and our collective profile. During the workshops, faculty and staff participated in an anonymous poll to determine how people understand indigenization, their level of understanding of historical and contemporary settler-indigenous relations, familiarity with the Truth and Reconciliation Commission (TRC) and United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), any related professional development (PD) they may have engaged in, and any suggestions for future PD needs. Participants were invited to debrief their profile with a Qualified IDI Administrator and were provided with an individual development plan unique to their IDI profile.

Project facilitators recruited three Indigenous student research assistants (RAs) who all participated in the Knowledge Makers program. Throughout the fall semester, they reviewed relevant literature including Indigenous research methodologies, student retention, Indigenous student experiences in higher education, student services, and qualitative analysis. After being granted REB approval in January 2018, Kelsey Arnouse (Social Work) and Sandra Bandura (Computing Science / Math) interviewed students in small groups regarding their experiences with, and perceptions of, the FSD services and programs. To date, 33 participants have shared their perspectives. The RAs were trained in NVivo software and began data analysis in March. From there, recommendations regarding enhancements to or gaps in services and programming will be made. Following the dissemination of results, the plan is to publish the study as a contribution to promising practices.

**Kyra Garson,
Interculturalization
Coordinator,
published two works
over the past year:**

Garson, K. (2017). Internationalization and Intercultural Learning: A Mixed Method Inquiry. In Pérez, G. M. G. & Rojas-Primus, C. (Eds.) Promoting Intercultural Communication Competencies in Higher Education. IGI Global: Hershey, PA.

Garson, K. (January, 2018, online first). "Practitioner-Oriented Journals". In J. I. Liontas, (Ed.). The TESOL Encyclopedia of English Language Teaching, First Edition, Organizational and Administrative Issues. [M. DelliCarpini (Project Ed.); Salas, S. (Volume Ed)]. Boston, MA: Wiley-Blackwell. DOI: 10.1002/9781118784235

Cplul'kw'ten

Indigenous Student Development

Far beyond numbers: Indigenous Mentor calculates the formula for success

As he approaches the completion of his master's in Environmental Economics and Management, Ed Blakeborough reflected on his harrowing journey to stand out as being among the top 1% of mathematicians. A Kamloops resident since childhood, Ed's band is the Leqá:mel First Nation, which is a part of Stó:l Nation in Deroche, BC.

Ed, 51, started university in 2012 and lost access to his children ten years earlier when their mother took them to a reserve in Regina. That devastating loss drove him down some "wrong routes," leading to homelessness and an influx of addiction and in 2003. "I was buried under layers of helplessness; this was a time when I was in my worst shape."

Eventually, through the support of a friend who took him in, Ed was able to reach stable ground. "I'll never wind up there again. I will never go back to that place. I've put myself in terrible places. My choices brought me there. But, if I'd never been there, I might not have made it here."

His children also eventually returned to him and Ed shared his story with them. "They have absorbed the lessons of my experience. How else are children to learn from mistakes, without having to make them themselves?"

Now an Indigenous Mentor at Cplul'kw'ten, one of the greatest joys for Ed is connecting with fellow students. "I keep an eye out for patterns. If a student is changing their habits, I'm happy to check in, and provide insights and advice."

Through his work at Cplul'kw'ten, Ed provides what he received in abundance: "The staff believed

in me, which helped me believe in myself."

Joanne Brown, Supervisor of Indigenous Student Development (currently on leave) said,

"Ed's one of the most humble people I know. He never flaunts his intelligence; he uses it to strengthen the community of learners."

Recognized across campus as a mentor and math tutor, Ed is motivated to offer support whenever possible. "I have to help, even if it's to my detriment. My grade might go down, but if their grade and confidence goes up—it was worth it. I love seeing others succeed."

Set to graduate in August, Ed wants to open an economic development-consulting firm. Not much for public speaking, Ed prefers one-on-one interactions. "I've been asked to present. I'm happy to share my story, but I prefer to be quiet in the back," he smiled.



TRU meets NAU

Northern Arizona University (NAU) strives to remain committed to providing educational opportunity to Native Americans. They certainly convinced Cplul'kw'ten staff with their accomplishments as the team went down to Flagstaff, Arizona to learn from NAU. The visit showcased the spirit of partnerships both within and throughout the university by ensuring the nations and communities work together to advance educational pathways for Indigenous learners.





Art, poetry and other acts of self-preservation

Upon meeting Tristen Wybou and Tess Gagnon, one might get the impression that they were longtime friends with deeply intertwined histories. Like music never skipping a beat, the two rattled off personal anecdotes and artistic visions. In actuality, they were unknown to each other until International Days in March, when Tess attended the Indigenous Drumming & Story-Telling Showcase where Tristen recited her poetry.

Tristen, a psychology major and Indigenous Peer Mentor, is Tsmshian from Northern BC. The poem spoke of Tristen's experience as an Indigenous woman and explored stereotypes, colonization, the fetishization of culture and race, as well as systemic and institutional racism.

At the time, Tess, who is Cree from Saskatchewan, had been working on an art installation piece that also served as a safe space. The concept germinated from "a nest under the stairs" that Tess, a fine arts major, would go to if ever she needed to take a reprieve from the outside world.

Impacted by Tristen's performance, Tess felt a connection to the

poetry and to the poet. After an official introduction, they unpacked their separate and collective experiences, which led to a collaboration on Tess's safe space enclosure, which now includes a soundtrack featuring Tristen's poem. Tristen's voice is layered over Round Dance music, which connects the content to an inclusive ceremonial healing practice. "The final result is cleansing. It's confronting - but comforting," Tristen said.

Jana Chouinard, Cultural Coordinator, Aboriginal Education noted, "The work speaks to the social othering of not-your-average-Indigenous-persons. Where one visually embodies an Indigenous person, and the other does not, they were able to relate to each other's experiences."

"One artist was ridiculed for not having an upbringing of strong cultural ties and is now seeking to discover a heritage that she was deprived of. The other was raised in an environment that thrived on culture and language as a means of survival, yet experienced extreme racism regarding the perceived Indigenous aesthetic due to a pale complexion. Their collaborative art

piece deconstructs the intricacies of their separate but shared experiences."

The intimacy of the project evokes an intense emotional reaction. "Head Space" invites conversation and education while challenging colonial perspectives. A blanket covers the entranceway of the safe space, and white fairy lights illuminate the darkness. "The experience is reminiscent of pillow forts of childhood, where we can whisper our darkest secrets," Tess shared.

This liminal space -characterized by uncertainty and instability- forces participants to sit with their discomfort and be exposed to challenging truths in a contained way.

By combining their strengths and experiences, Tristen and Tess contribute to an unsettling space that allows for listening and reflection. The tension between safe/unsafe materials insists participants confront their contributions to casual racism and micro-aggressions. "Head Space" is a living, breathing entity that ignites empathy and precipitates change where one can explore destigmatization and begin to build their own bridge toward reconciliation and decolonization.

Writing Centre



Campus connectedness and the cycle of support



After receiving her Master's in English Linguistics and Literature from National University of Modern Languages in Pakistan, Aksha Mughal ventured to TRU to pursue her Master's of Education. Upon arrival, Aksha soon became an active volunteer.

She participates in international and domestic orientations, tutors at the Writing Centre and helps with summer camps at Immigrant Services. Aksha joined the Student Union in 2016, and was a part of the Caucus graduate studies committee, which

identified and addressed student issues and concerns. Though she remains diligent when it comes to carving out study time, Aksha relishes the time spent in service, "Volunteering is important to me. The work connects you to the community and provides so many opportunities and benefits."

Aksha aims to heighten the positive student experience and encourages that welcoming spirit in others. She believes that everyone could benefit from accepting a collective responsibility to create campus connections.

Aerobatics & 3-D freedom: full circle of flight, growth and perseverance

As the recipient of the Undergraduate Research Experience Award Program (UREAP), flight instructor Jonny Davis is forever in pursuit of aviation-related research and innovation.

As he nears completion of his Bachelor of Interdisciplinary Studies (BIS) degree, Jonny's educational quest is to further aviation safety and foster training renewal initiatives in regards to off-airport landings; the UREAP project creates a "full circle situation in the way my education and training all tied in together."

His pathway brought him to TRU, where he has been an active participant on campus and is seen regularly at Cplul'kw'ten and the Writing Centre. "TRU is ahead of the game in many ways. I cannot express how much I love and care about this place. I've got to move on, but I wish I could stay and contribute more, but I'm running out of time."



Pack ACademic Edge (PACE)



Through peer mentorship and institutional resources in an informal academic environment, the PACE program supports WolfPack student-athletes to ensure that their grade-point-averages don't suffer.

The Monday night study sessions are designed specifically for first-year student-athletes. Hosting PACE sessions at the start of the week sets a precedent, creates structure and generates study times in group or one-on-one study sessions. PACE leaders are senior student-athletes who have trained in referral and academic success strategies. Upon graduation, coaches and PACE leaders nominate other student-athletes to take their place.

Leadership lessons learned from the sidelines

On the heels of winning the 2018 Neil Russell Student Leadership Award, Kaitlin Lomas is not only approaching her undergraduate finish line, she's also catching her breath after a school year jam packed with complications and challenges. After suffering a concussion in October 2017, Kaitlin's academic and athletic timeline was completely upended. "This was my last year to play for TRU. By being benched for half of the semester, I missed so many final moments—like my last home opener game. I came to realize how much my identity was rooted in being an athlete."

Athletic culture is ingrained in Kaitlin's DNA, and she credits her teammates and coaches for support, encouragement: "The team was behind me the whole way."

Kaitlin reflected on the shift in perception that took place while watching the action from the sidelines game after game. "I had assumed that I would always be able to play. I know now that those kinds of privileges aren't

guaranteed."

The week following her injury, she, along with Rachel Windhorst, were voted team captains by the other players for the 2017-2018 season.

Due to her injuries, Kaitlin minimized her workload, and managed to move forward as a Student Leader with the Pack ACademic Edge (PACE) and the Student Wellness Ambassador Team (SWAT). "I had a plan, and then that plan changed. What you think is important suddenly isn't. I stopped, took a step back and assessed what was most important to me."

"To me, it is about contributing to my team, campus and community. Creating an impact. Sharing my experiences. Lending my support. That's what matters most to me, now more than ever."

Recently, through a collaboration with the Kamloops Sexual Assault Counseling Centre and TRU's Sexual Violence Response and Prevention Manager, Kaitlin, along with Kendra Finch, spearheaded

a student-driven #IBelieveYou – Supporting Survivors of Sexualized Violence" campaign. Campus and community alike have embraced the process and the outcome of this project. "I can't speak to that experience alone, and it was essential that the message was inclusive and diverse," Kaitlin affirmed.

Robbyn Bennett, Interim Director, Student Affairs & Accessibility Services, and Assistant Coach, remarked, "As a student-athlete, Kaitlin exemplifies resilience, dedication and commitment to her studies, the TRU community, and to the WolfPack. She is constantly engaged in different initiatives that make our campus a better, more inclusive place for others."

Kaitlin's leadership style is very "behind the scenes." She believes that it's about placing individuals in environments where they can succeed. "Although, a lot of learning takes place when we step out of our comfort zone," Kaitlin smiled.



Supplemental Learning

Breaking out of your comfort zone: introversion in an extroverts' world

Having enjoyed teaching and tutoring in high school, Daveen Panasar joined Supplemental Learning (SL) even though she would have to facilitate sessions for large numbers. The biology major and self-described introvert, said, "As an SL leader, I wanted students to feel comfortable. That was important to me. In order to create an effective environment that was relaxed, quiet and yet productive, I would be welcoming and accommodating."

In her own experience with case-based learning scenarios, small group sessions, she noted, "the bulk of the marks were participation-based. I kept receiving feedback: 'You need to talk more, contribute more.' I feel like I am engaging and absorbing the material. I'm just more a listener than a speaker. It's challenging, actually."

She managed the issue by communicating her own learning processes to others, which has opened the door to conversations and self-reflection. "I think that everyone has a little bit of introvert inside them, and I encourage people to consider that, because it may change the perception of the word."

Daveen's own awareness about introversion drew from workshops Counsellor Cliff Robinson provided for SL leaders. She learned the value and pleasure of collaborating with those who balance another's own tendencies. She came to recognize her partnership with fellow student and SL Leader Jasica Munday in that light. Besides being SL leaders and mentors together, the two co-presented at the 2015 CACUSS in Winnipeg.

"Introverts can be misunderstood or misread. Just because I'm a quiet person doesn't mean I don't have something to say. I love talking to people, sharing ideas and even going to large group gatherings. It is in the way I vocalize my thoughts that are different."

Daveen continued, "There's a lot of missed opportunities if something is holding you back and keeping you on the outskirts of a situation."

Daveen graduated in 2016 with a Bachelor of Science and is now in her first year in the UBC Medical Program. SL Coordinator Elizabeth Templeman remarked, "Daveen was the quintessential quiet leader. At first, I worried that SL might be too much for her, but as determined as she was quiet and thoughtful, she proved to be an effective and well-respected leader."



Education into action: how onstage lessons translate offstage

Accounting major, Study Abroad Ambassador and Supplemental Learning (SL) leader Kennedy Aberdeen credits her theatre training as being a key component to academic success. “Through performance, you develop a better sense of your body, mind and spirit—as well as a sense of self-awareness and expression. You develop soft skills with theater that you don’t get in business.”

Theatre Coordinator Robin Nichol noted, “Theatre is about listening, responding, reacting and relationship building, which is applicable both on and off the stage.”

Armed with the ability to adapt, Kennedy has benefited from her theatre training when supporting students during study sessions. “SL has shown me that there are so many avenues to explore information.”

Primarily a self-described “lone wolf” when it comes to her study practices, Kennedy said, “I was closed off to the idea



of collaborative study methods. I now appreciate the importance of exchanging different perspectives regarding the same subject.”

Set to graduate in 2020, Kennedy continues to put her education into action. “I’ve learned how to act and react accordingly. Always have a plan but be prepared to roll with the punches.”

The benefits of team spirit

Born and raised in Kamloops, Supplemental Learning (SL) leader David Gore originally aspired to become a doctor, but as he approached the end of his undergrad, the chemical biology major discovered that his direction was starting to shift. In fact, on route to his Medical College Admission Test (MCAT) exam in Calgary, the vehicle broke down in Golden. He and a friend hitchhiked—and picked up a fellow named Jose who got them to the exam with only minutes to spare. “Obviously, with those circumstances, I did not excel at that test,” David laughed. Not passing the MCAT provided the impetus to confront the fact that David’s heart wasn’t in medicine anymore, “It just wasn’t meant to be.”

At the time, David was working in a lab at Gibraltar Mine in Williams Lake—but felt as though the role did not have a lot of room for advancement. After having what he described as a “midlife crisis at 27,” he left his job, got married and honeymooned in Europe for a month before settling into the TRU law program.

As an SL leader, David strives to make the learning environment comfortable, fun and friendly. “I want to impart my wisdom and experience, help others shift study habits.” SL Coordinator Elizabeth Templeman remarked, “David’s combined skill set as an athlete, scientist and strong leader is such an inspiration. To have the same young man approaching me to apply to lead our pilot experience with SL support for law students was such a welcome surprise.”



Accessibility Services



One chapter in an ongoing success story

During his first two years of university, Justin Bourke struggled with math, language and formal reasoning. The sociology and political science major said, “I was easily distracted and had trouble focusing. The world can be such a noisy place.”

Raised by his adoptive parents, he met his birth family during his university years, which further heightened his stress levels. After grappling with low marks and morale, he discovered Accessibility Services (AS), and the rest was history. He met with an advisor, who arranged an appointment with a psychiatrist. Following an attention deficit disorder diagnosis, Justin was able to apply for funding to bolster his academic support system so he could move forward with his studies.

As part of his personal wellness strategy, Justin spent some time with Counselor Cliff Robinson. “I felt welcomed every time I went into the Student Services office.”

He also worked closely with DS Learning Strategist Evelyne Penny. “She offered constructive feedback and focused on my creative strengths, which impacted my confidence in a positive way.”

Evelyne remarked, “Justin is so bright and has such a great sense of humor. He made presentations fun and approached projects in unique and interesting ways.”

Justin combated every challenge thrown in his direction with optimism, resilience, commitment and diligence. “I didn’t want to use my disability as a crutch. I wanted to earn distinctions on my own merits. I’ve been reluctant to reveal my disabilities at times, but I want others to be inspired. “No” is not an acceptable answer. Yes, you can—you CAN...believe that.”

His future geared towards helping others, Justin welcomes the opportunity to champion for students with visible and invisible disabilities. “I want to use my life experiences to improve the lives of others. There is still a stigma, whether it’s staring, discrimination or negative uses of language. More advocacy and education is necessary.”

Justin welcomes the opportunity to champion other students with visible and invisible disabilities. “I want to use my life experience to improve the lives of others.”

Now a Youth Employment Advisor with the YMCA, Justin acknowledges the magnitude of his successes. Justin smiled, “I thought it was cool that AS considered me a ‘success story’—but this is just one chapter. There is so much more to come.”

Education within reach through Accessibility Services

When strategizing a name change that signified Disability Services' (DS) next chapter, the motivation was to focus on possibilities instead of limitations.

Manager Robbyn Bennett reflected, "We were drawn to Accessibility Services (AS). The action-driven verb "access" spoke to us as a department. The name embraces a positive, creative and open direction and reflects our purpose."

The department is also expanding physically: "The new Testing Centre is a bright space that helps mitigate stress, reduce distractions and provide opportunity for students to deepen their focus. The Testing Centre is a key component in providing robust services and enhancing our students' educational experience," Accessibility Services Advisor Jenn Mei noted.

With the addition of a new Assistive Technology Specialist position, students will receive more autonomy and more independence on their educational journey.

With guidance from Accessibility Advisors, Accommodations Coordinators and Learning Strategists, AS provides academic accommodations and services to eligible on-campus and Open Learning students. Collectively, the department facilitates equal access to educational opportunities by reducing physical, attitudinal and systemic barriers.

Through support and assistance are tailor-made to student's needs, access to educational accommodation increases retention and success rates, bolsters confidence and an enthusiasm for learning—on the student's own terms.



Success, self-advocacy and sharing your story

Having already earned degrees in both Social Work and Journalism, as well as a Certificate in Aboriginal Studies, Lisa Coriale is moving on to her next educational pursuit. Now a graduate student in the Master of Education program, Lisa affirms, "I love learning and spending time on campus."

Accessibility Advisor Katie Thomson said, "Lisa is always a pleasure to work and collaborate with. She is well versed in the world of academia and is an engaged student."

Also a contributor to the newsletter, "The Kamloops Self-Advocate: A Newsletter for People with Diverse Abilities," Lisa shared her message and mission in "Self-Advocacy: Standing Up for Yourself and Others".

"I don't like talking about myself. I prefer to discuss challenges, create solutions and advocate for issues that affect individuals with diverse abilities."

That being said, Lisa believes that sharing your own story bolsters others to believe in themselves. To her, the secret to success is a "collaboration of elements: family, friends and a higher power." In the article, the future counselor shares her wisdom in hopes

to inspire others.

Through her writing, she explores her own experiences and personal growth in the face of adversity. Lisa argues that self-advocacy is a major component to personal success. She believes one must concentrate on their attributes, not their limitations. "Focus on the abilities that you have—not what you don't have."

Additionally, Lisa insists, "Self-advocacy is partly about knowing what you need and how to ask for it. It is important to know how to advocate for yourself but know when somebody else needs to step in. In order to get results, ask someone you know and trust to help you articulate and organize your thoughts and intentions.

"Speak on your own behalf to improve quality of life, effect personal change or correct inequalities."

Robbyn Bennett, Accessibility Services Manager, remarked, "Lisa's drive and commitment to education is remarkable. She has multiple degrees and is a dedicated learner. Her enthusiasm for accomplishing her goals is inspiring."

Wellness Centre



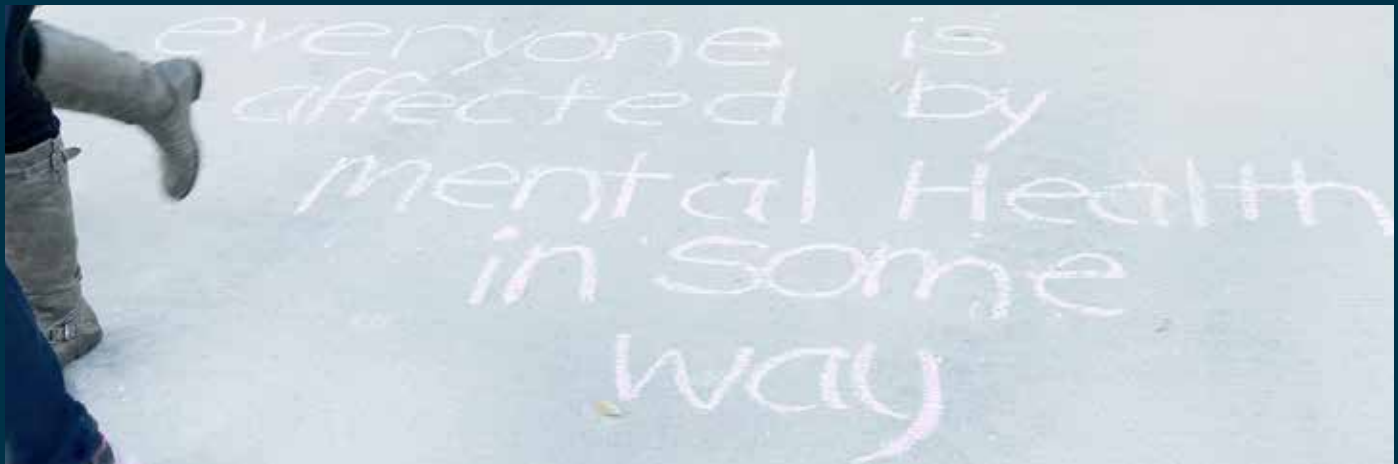
Therapy Dogs celebrate fifth anniversary

The TRU Wellness Centre recently celebrated the fifth anniversary of their partnership with the St. John Ambulance Therapy Dog Program.

Wellness Coordinator Chelsea Corsi said, “Students and employees often approach me to express their love of the program. Many say that Thursday is their favourite day on campus because the dogs are there!”

“One student shared that she actually chose TRU because of the program.”

Dogs are good for our health! Stave off depression, reduce stress, prevent loneliness and isolation, improve your social life, provide unconditional, non-judgmental love.



Reducing stigma through courageous conversations

The TRU Wellness Centre offered all kinds of workshops (and a smore making station!) in participation with Bell’s “Let’s Talk” campaign. During these events, the TRU community was encouraged to openly discuss mental health concerns and coping strategies.



Responding to the realities of the opioid crisis

In light of the pervasive opioid crisis causing tragic ripple effects across the province, and with the impact deeply felt on campus and within the community, TRU representatives are seeking to provide support, education and preventive measures.

Chelsea Corsi, TRU's Wellness Centre Coordinator, worked closely with Kirstin McLaughlin, School of Nursing Lecturer, to implement TRU's Take Home Naloxone program. "This initiative allows us to move beyond substance use education and provide preventative resources," Chelsea affirmed.

Staff, faculty and the Student Wellness Ambassadors team (SWAT) received extensive training. "We want to empower all student development representatives with education and experience in the event concerns around drug use arise," Chelsea said.

Chelsea and Kirstin worked alongside Kim Meijerhof, 4th year nursing student, who spent National Addictions Week providing tutorials. She also offered information about the Good Samaritan Act, which "decreases the fear of calling 911."

"Not only is there a risk of an overdose, but there is also a risk of witnessing an overdose. At this point, that's all of us," Kirstin cautioned.

Responding to the opioid crisis and fentanyl epidemic in this interactive manner allows for constructive conversation and swift action. Understanding the necessary stages of an overdose helps strip away the layers of helplessness one might feel in the event of crisis. The kit provides a systematic approach with the acronym SAVE ME to guide administrators through the process. Familiarizing oneself with the information in a controlled environment better prepares the individual to act accordingly in the event of an emergency.

Fentanyl is powerful. No one is immune. Make Naloxone part of your first aid kit.

"Supporting the individual at that moment is paramount and can potentially save a life," Chelsea insisted.

Sexualized Violence Prevention & Response

Kamloops Sexual Assault Counselling Centre support available on campus

Every Tuesday morning, Jody Beesley could be found in the Student Services meeting room, providing on-campus support to victims of sexualized violence.

As a Community-Based Victim Services Worker at Kamloops Sexual Assault Counselling Centre (KSACC) for nearly twenty years, Jody is the only person in Kamloops who can support victim/survivors who wish to submit an anonymous Third Party report of sexualized violence to the RCMP.

Jody also provides information and emotional support to victims/survivors who are engaged in court processes related to sexualized abuse, sexualized assault or domestic violence. Jody's on-campus presence decreased barriers or deterrents to receiving support, and while Jody's services were separate from TRU, in that it isn't reported back to TRU in any way unless the victim/survivor wants to be connected to campus supports.

It is important to note that individuals could seek support whether the experience was recent or historic.



At the annual Consent Tea, the conversation focused on how consent is active, an ongoing process, a choice and based on equal power (pictured left). Workshops, events and groups such as Consent Tea or Men's Circle - where men can have conversations to help define masculinity in a way that affirms identity, creates meaning and facilitates roles in the equity processes - sought to draw attention and resolution to sexualized violence.

Student leader fosters anti-violence initiatives in rural areas

Human Services and Social Work major Alysha Piva is especially interested in Child Welfare, particularly for those residing in rural settings. According to Alysha, "rural dwellers, with finite service, communication, and transportation options, often face a

unique set of challenges, as well as a heightened sense of isolation."

Alysha recently co-piloted the educational anti-violence initiative Respectful Relationships, a program developed through the Anti-Violence Advocates Society in Barriere, BC. Respectful Relationships focuses on youth between the ages of 12 and 16 that are living in the North Thompson Valley. The work can be challenging, but as Alysha noted, "It's essential for violence prevention to be taught in the school system. Working through resistance is part of the process."

As a facilitator, Alysha takes a whole school approach to gender-based violence. "Within the context of the academic environment, students engage in group work, role-plays, discussions, scenario work and empathy-based reflection components. The content explores a range of topics: personal boundaries, effective communication, violence, emotional regulation, conflict resolution, assertive communication and all other aspects of interpersonal relationships."

Alysha believes that it's essential to have the students guiding the conversation. "In a recent session, the participants wanted to discuss intimate relationships, and we followed their lead," Alysha recalled.

In addition to her experience as an SL leader, Writing Centre tutor and Respectful Relationships facilitator, Alysha has also worked with TRU World, assisting international exchange students, and Family Tree Resource Centre, supporting mothers in recovery. "Volunteerism and practicum work has prepared me for a professional role in the social work arena," Alysha remarked.



Multi-Faith Chaplaincy

Muslim Students Association fosters community and combats Islamophobia

Designed to build a foundation and community for over 150 Muslim students on campus, TRU Muslim Students Association (MSA) is developing on-campus services and initiatives. Along with other MSA representatives, Vice-President Inayat Ur Rehman strives to connect with students and inform them about where to find the Multi-Faith Room and local Mosque. "Prayer takes place five times a day. If students don't know where to go for these rituals or where to turn for support, it can add to their struggles."

Sharing holidays, rituals and cultural events allows students to remain connected, stay grounded and prevent homesickness. Last year, Inayat felt impacted by the absence of an Eid celebration, so when the time came to celebrate earlier in the summer, MSA worked alongside the TRUSU Pakistan Club, TRUSU Bangladesh Club and the Saudi Club. "It was amazing to work together. We had one goal—to create a successful Eid celebration," Inayat reflected on the sold-out, family-friendly event.

To better connect with the Muslim student population, the board will continue to cross-promote and plan events through the many groups. "I strongly believe in the power of collaboration," Inayat remarked.

Beyond the intention to unite Muslim students, Inayat works to promote anti-Islamophobia initiatives. "Islam is a religion of peace. Misconceptions in the media and a lack of knowledge contribute to harmful prejudices and stereotypes."

As for those seeking a broader sense of understanding about Islam, Inayat welcomes respectful inquires.



"I encourage people to engage in conversation. I have infinite patience when the questions come from a good place in their heart. Knowledge is everything."

Islamophobia is not something he has often encountered on campus or in Kamloops. However, Inayat admitted that he was recently the subject of a racial slur, which was delivered in the form of a backhanded comparison to a negative stereotype. The comment was defended and dismissed as being "just a joke."

"My father always told me: 'think 100 times before you speak.' Bruises heal, but words stay with you. Words cannot be taken back," Inayat said.

Ultimately, when faced with Islamophobic rhetoric and attitudes, Inayat strengthens his resolve with his religion. "We cannot return that anger. We must reach for stories from the Quran, which teaches you how to act, react peacefully and forgive."

Following the January murders of Muslims in Québec—which followed the US travel ban on people from seven Muslim majority countries

– TRU responded by inviting Muslim students and colleagues to an Information Session. Representatives from TRU World, the Multi-faith Chaplaincy, Student Counselling services, the Ayesha Mosque, the RCMP, and senior TRU leaders were in attendance. Inayat praised the diversity of individuals in attendance, and members of the MSA appreciated the outpouring of support.

In addition to his MSA role, Inayat—who is completing his Post-Baccalaureate Diploma in December 2017, is also the President of the Pakistan Club and is a social media ambassador for TRU World. He recently received a Certificate of Recognition from the TRU Board of Governors. He and the MSA team are planning more events including social gatherings, a cricket tournament and other anti-Islamophobia initiatives; all are invited to participate, collaborate and contribute.

Inayat concluded, "I have a passion for my community and a responsibility to my community. I want others to feel safe and supported, so they can find success off and on campus."

Career Education



Michelle Davies, 2017 TRU Co-op Student of the Year

Award-winner shares the key to success

Michelle Davies, 2017 TRU Co-op Student of the Year, credits the program with assisting her personal growth. “Co-op allowed me to sharpen my professional skills, expand my experiences, discover my career interests and undoubtedly made me a more competitive force on the job market.”



A Cole’s Notes guide to Career Education

During his time as a co-op student with Career Education, Cole Weber documented his experiences through co-operative education in a three-part series Cole’s Notes: one student’s journey through co-operative education.

The series covered the classroom -to-workplace transition, the fundamentals of job searching and the power of networking.



First puck drop for Career Night in Canada

“The event is an opportunity for us to celebrate our loyal and supportive employer base who hire our TRU students, attend job fairs, participate in mentoring and networking activities and share their expertise and advice with students on a regular basis,” said Sarah Ladd, co-op coordinator with TRU’s Career Education Department.



Job Fair

The 2018 Job Fair saw impressive growth to last year's offering. This year's event attracted 73 employers, 160 representatives and 1832 students to the Grand Hall at the Campus Activity Center, all up from 2017. The 2018 Job Fair also grew vocational aspirations with 85% of students surveyed indicated they gained an increase into their career awareness. The Career Education Department featured companies currently offering part-time, full-time and summer employment. Volunteer positions were also available to students and alumni.



Career Education an ally to students

Natural Resource Science graduate Amelia Galuska was greatly appreciative of Career Education's role in her journey. "I can't thank Marion Oke enough, she helped shape my priorities and make my decisions."



Real world impact: on-campus sustainability practices

During the summer of 2017, co-op student Aaron Wiebe facilitated and coordinated the installation of biofilters that he developed for the on-campus composters. The project was so massive that a large crane was utilized to install the filters.

Measuring the biofilters' success is difficult. "No one knows it's there—which is a good thing. It's designed to be invisible—you just set it and forget it. The absence of smell, the lack of concerns and complaints from compost neighbours is the reward," Aaron remarked.

They were noticed, however, by Co-op Coordinator Marion Oke. "Aaron has worked on some very cool projects. He is very enthusiastic about the great initiatives coming out of the Sustainability Office."

Highlights

Recognizing long-standing employees and upcoming students alike

A pair were celebrated at the President's Annual Merit & Staff Awards on April 26 for their profound contributions.

- Joanne Brown
- Cliff Robinson

The event also recognized faculty and staff members for Long-Term Service Awards for 10 to 40 years. A quintet of Faculty of Student Development team members also reached those milestones and were celebrated:

- Erin McCarthy, 20 Years
- Tasha Baker, 15 Years
- Shawn Read, 15 Years
- Carly Royer, 15 Years
- Meg Durvin, 10 Years

At other celebratory affairs nationwide, Chris Adam was elected Director at Large of the Canadian Association of College and University Student Services Board of Directors and Kathy Lauriente, Williams Lake of the Counselling Department was awarded the TRUFA Academic Governance Award in December 2017.

It was also a banner year for students:

- Vera Wu was nominated for the Governor General Gold Medal and received the 2018 Nan Poliakoff Memorial Award from BC TEAL in May 2018.
- Evan Choy and Cole Weber each received a \$5000 Ken Lepin Award in April 2018.
- Anna Horst, BA Psychology Co-op student, received the Arts Co-op Student of the Year at the annual Faculty of Arts Awards in February 2018.

Congratulations to all recipients!



Service Excellence Initiative

To enhance the student experience, in support of TRU's mission to serve learners, TRU is committed to ensuring student-centred work and excellence in services. The Service Excellence Initiative, jointly led by Student Services and Human Resources, aims to develop an Excellence in Service Statement and a training program for all faculty and staff to support understanding and implementation of service excellence.

Drafting an Excellence in Service Statement has been a campus-wide collaboration. The Creating Excellence in Service Committee, co-led by Assistant Dean of Students Sara Wolfe and Associate Director of Human Resources Amanda Ellison, was struck in September 2016 with three students and 15 employees. The committee met three times to review and address service excellence at TRU.

The project leads, along with their respective co-op students, began gathering feedback from the TRU community in the winter 2017 semester:

- 400 cupcakes were distributed on BMO Student Street in exchange for students' perspectives
- Project leads visited eight faculty/school council and department meetings to present the initiative and welcome comments
- The Service Excellence Initiative web page was developed, with an online feedback form for students, faculty and staff to provide comments on the themes
- Information and calls for feedback were communicated via TRU list serves and bulletins

From the feedback received, three themes have emerged: open, collaborative and empowering. Moving forward with this commitment to student-centred service standards, the Service Excellence Initiative has since piloted a training program, which are now available to all staff and faculty.



Engaging with the community

Over the past year, FSD staff participated in many community and campus centered events. On November 25, over 175 TRU team members gathered as a contingent of trees in the Annual Kamloops Santa Claus Parade, with Alicia Ashcroft hosting the pre-parade party.

Improving the TRU Student Experience

Staff gathered for CUPE staff meetings twice per semester with all CUPE members in Student Development. Meetings took place in August, October, November, February and May.

The purpose of the staff meetings are to:

1. Share information and announcements across departments and service areas.
2. Foster professional development and training.
3. Develop collaboration across the departments and service areas.

To provide more in-depth contexts to the work within the departmental units, individuals presented on their work. By understanding how the different sections work separately and collectively, the entire FSD is better equipped to serve the student population. The meetings also created a space to share updates, announcements, as well as opportunities to laugh and learn together.

Presenters

Alicia Ashcroft, Writer & Storyteller
 Jenn Mei, Nicole Bartella and Katie Thomson, Accessibility Services Advisors
 Meg Durvin, Communications Coordinator
 Brad Harasymchuk, Learning Strategist – Mentorship
 Melody Markle, Cplul'kw'ten Supervisor
 Vernie Clement, Indigenous Mentor and Community Coordinator



The Giving Tree

The inaugural TRUSU Engineers Without Borders Club meeting took place on October 27, 2017.

The first initiative brought to order was the Giving Tree, an invitation to donate new or gently used hats, mittens, scarves and other warm winter clothes. Items were collected at the Student Services office.

Drum Making Workshop

During Aboriginal Awareness Week, Elder Norman Retasket shared his traditional expertise with TRU students, faculty and staff. Norman is a Kamloops Indian Residential School survivor, and comes from St'uxtews (Bonaparte). He has a passion for teaching his self-taught skill in traditional hand drum making. His style is unique in that he has developed a technique for dyeing hides to create bright, beautiful colour saturation.





Photo Album



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.

PACE Program

"The leaders are easy to talk to and super helpful."

"The feeling of grinding and achieving with your fellow student athletes."

"The welcoming feeling about it."

"Having time to work on tasks alongside others."

- student-athletes on their favourite facet of PACE

Writing Centre

"Absolutely fabulous. The tutors were helpful, addressed my concerns and taught me so much about technology."

"I was amazed at how much I learned in such a short period of time. After that day, I believe that going to the Writing Centre is a necessary thing if wanting to succeed in TRU."

"I was able to quickly and easily identify a major roadblock between me and successful essay writing."

- students who benefitted from the Writing Centre

Indigenous Student Development

"The staff and friends of Cplul'kw'ten have helped immensely through my educational journey. I know I would not be as successful as I have been without the love and support from the Gathering Place."

"Cplul'kw'ten has helped me through my university experiences with huge emotional support from staff. Whenever I needed to debrief, they always put down whatever they were doing and listened which was a tremendous help!"

- students who found a home away from home at Cplul'kw'ten

Career Education

"I couldn't have gotten the jobs that I wanted to without the Career Education department and Co-op."

"The Career Education Department helped me express who I am as a person, on paper and through interviews, so I can be attractive to the employers. I have gained a lot of confidence by working with the staff."

"The CED organized a mock interview with one of the companies I had previously interviewed with so I could self-reflect and receive immediate feedback from a potential employer – this was so beneficial!"

- takeaways from co-op students

Supplemental Learning

"SL stops me from losing sight of prior material. Also, my understanding of the course as a whole has improved by going to SL."

"The SL Leader really cares about our learning."

"The interaction between students really helped me work out answers to problems. We worked as a team and reminded each other of concepts one or two of us might have forgotten. Everyone had a chance to help out!"

- comments from students who participated in SL programming

Looking Ahead



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

Over the past year, we have engaged in some interesting learning about TRU and our students in the context of these six strategic priorities. We have reviewed survey results; conducted interviews, focus groups and learning circles; and identified our professional development opportunities. 2018-19 will begin with the setting of strategic goals and objectives. We're excited to get to work addressing these priorities in the service of student learning at TRU.



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