



**THOMPSON
RIVERS
UNIVERSITY**

**Faculty of
Student
Development**

ANNUAL REPORT
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Student Storytellers the key to authentic communications

In October 2018, through the CUPE PD Fund, Alicia Ashcroft, James Matthews and Vince Watson visited three institutions in Toronto to connect with various Communications and Student Life teams. While the learning was abundant and inspiring, the most significant takeaway was that the TRU Communications team would be better served through the inclusion of more student voices.

Through connections with PACE, WorkStudy and Co-op students, there was an established awareness of the student-penned narrative's value. Still, the visit to the University of Toronto, Ryerson University and University of Ontario Institute of Technology affirmed this direction. Upon the team's return to TRU, they immediately worked to expand the collection of diverse storytelling avenues. To cultivate stories about authentic experiences, the Communications team hosted a couple of one-on-one and group brainstorming sessions that centered on the student-life cycle, individual goals, as well as solutions to obstacles.

Students not only shared their stories, but they also promoted the Faculty of Student Development, encouraged experiential and extracurricular learning, and provided lists of study hacks and wellness tips. Above all, the underlying message of each piece was to destigmatize the utilization of services and to inspire others to redefine success.

The content created by the student storytellers intersected with the Faculty of Student Development's many services: Wellness Centre, Writing Centre, Career & Experiential Learning and Mentorship & Leadership. Co-op student Amy Sparkes covered introversion in a networking event; WorkStudy student Nicole Stanchfield discussed the Consent Tea from the lens of a survivor; and PACE Leader Connor McKenzie reflected on the importance of balance and mindfulness from a student-athlete perspective.

The benefit of this work is that the students teach us about their experiences and highlight how Student Services can support them through the complexities of academic life.

Following the success of these blogs, the team worked closely with Sara Wolfe, Assistant Dean of Students, to create a Student Storyteller Squad for the 2019/2020 academic year. This venture is an organic continuation of the FSD's Communication strategy.

The creation of this team will allow for authentic insights from the student experience. It also creates a platform to share stories of resilience and accomplishments – as well as tips for success.

This initiative promotes student engagement, identifies personal, social and academic obstacles and offers solutions through Student Services. Through humorous, accessible, relatable and informative content, the Faculty of Student Development can promote recruitment and retention by allowing students to share their stories, and readers see all that is possible with appropriate supports.

A Student Storyteller program:

- promotes student engagement
- identifies personal, social and academic obstacles
- identifies solution-seeking through Student Services
- fosters a sense of community
- creates conversational access points
- demystifies aspects of the student experience
- creates space for reflection

Look for the Squad's stories in 2019/20!

Dean's Message

To Student Development colleagues:

As we enter our tenth year as (this incarnation of) the Faculty of Student Development, it's an excellent time to reflect on the journey we've been taking over the past decade. Our first meeting as a full team in Student Development was in June 2010. At that time, we talked about ways in which we could deliver services to students in ways that were integrated, intentional and intrusive. (I remember because we focused on the three I's.) Over the intervening nine years, we've shifted our focus slightly. As our services have indeed become more integrated (e.g., we know much more about what our colleagues do), intentional (e.g., just-in-time communications to students) and intrusive (e.g., the Early Alert program), we've been able to move onto new priorities.

Thank you all for the work each of you has done to develop your own competencies, particularly in equity, diversity and inclusion. We serve students from diverse backgrounds; we ourselves come from diverse backgrounds. Our continuing commitment to increase students' sense of belonging is ultimately about every member of Student Development learning more about who they are, what biases they hold, and how they move beyond those biases to create a welcoming and supportive learning environment for all students here.



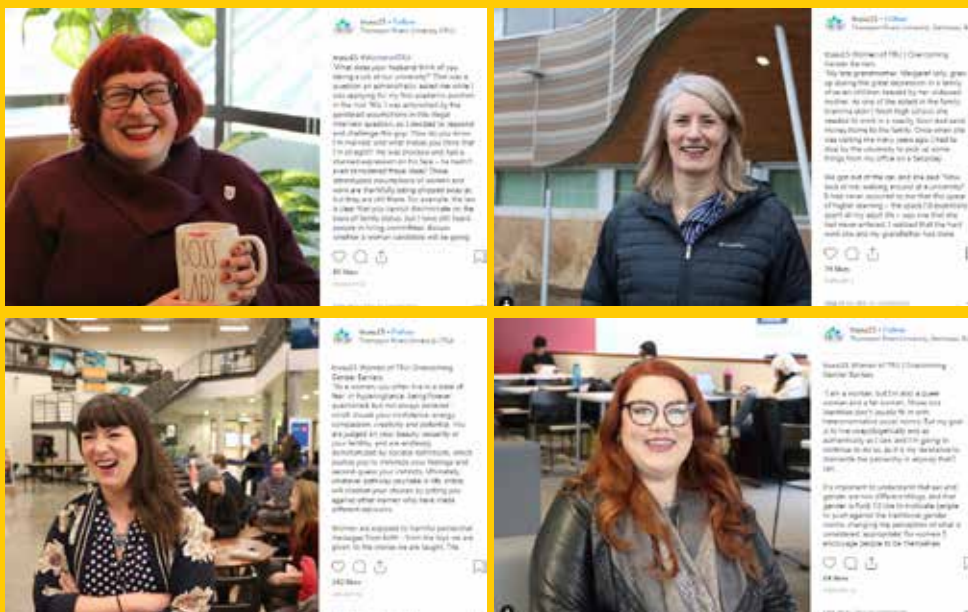
Women of TRU: Overcoming Gender Barriers

Through January and February 2019, Thompson Rivers University Students' Union (TRUSU) ran a small social media campaign leading up to International Women's Day.

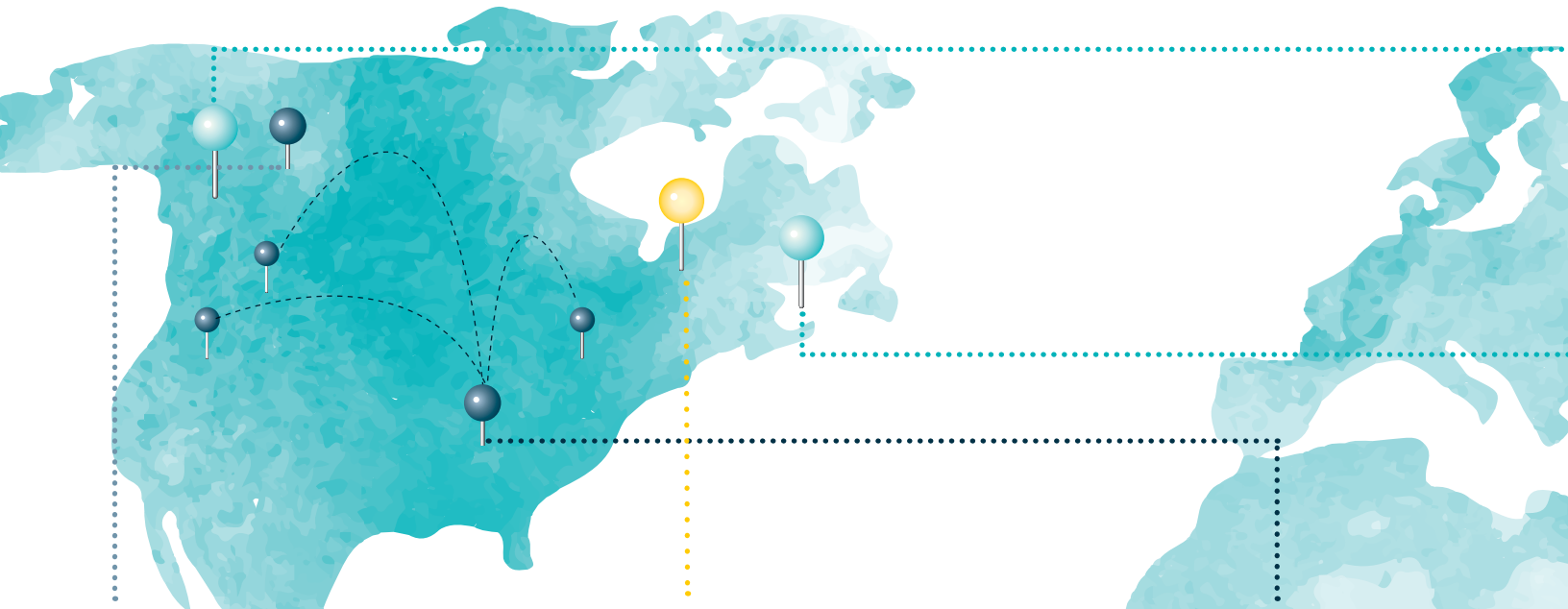
TRUSU Equity Committee Vice President Sierra Rae said that the project "focused on women in positions of research, leadership or community outreach and provided several different viewpoints from faculty, staff, students, and alumni."

Provost and Vice-President Academic Dr. Christine L. Bovis-Crossen, Dean of Students Christine Adam, Writer & Storyteller Alicia Ashcroft and WorkStudy student Nicole Stanchfield were among the participants who shared stories and reflections on any gender-related barriers they have faced in their lives.

#womenofTRU



On the Road



Victoria, BC

- Kyra Garson facilitated a workshop at *Developing Intercultural Capacities* in September, 2018
- Kyra Garson facilitated a workshop at *Intercultural Learning and the New BC Curriculum* in February, 2019

Vancouver, BC

- Nancy Bepple and Shawn Read represented TRU at the #BCTECHSummit in May, 2018
- Meaghan Hagerty attended the *Ending Violence Association of BC Annual Training Forum* in November, 2018

New Westminster, BC

- Chelsea Corsi co-presented *Curbing the Tide: A Wellness Centre's Response to British Columbia's Opioid Overdose Public Health Emergency* at Douglas College in April, 2019

Kelowna, BC

- Kyra Garson was keynote speaker at *BC TEAL* in July, 2018
- Chelsea Corsi was an invited participant at *UBCO's Opioid Dialogue with students and employees* in October, 2018

Calgary, AB

- Nancy Bepple presented *Experiences of International Students in the Workforce* at the *National Metropolis Conference* in March, 2018
- Meaghan Hagerty attended the *Western Canada Community of Practice Symposium* in September, 2018

Yellowknife, NT

- Kyra Garson facilitated a workshop at *Learning, Teaching and Intercultural Development* in February, 2018

Saskatoon, SK

- Jenna Goddard presented *In Pursuit of Authentic Spaces: Addressing Inclusivity, Individualization, and Positionality* at the *University Writing Centre and Classroom* at the *CWCA/ACCR Conference* in May, 2018
- Chris Lindsay attended the *CWCA/ACCR Conference* in May, 2018

Toronto, ON

- Kyra Garson was keynote speaker at *Intercultural Learning and the New Normal* in June, 2018
- Chris Adam attended *Cannabis on Campus* in October, 2018
- Alicia Ashcroft, James Matthews and Vince Watson conducted site visits at the *University of Toronto, Ryerson University and the University of Ontario Institute of Technology* in October, 2018
- Chris Adam, Brad Harasymchuk and Shawn Read attended the *Conference Board of Canada - Education and Skills Symposium* in November, 2018
- Cindy James presented *Professional Testing Associations in North America* at the *ECHETA Annual Meeting* in November, 2018
- Umme Mansoor participated in *Ryerson University's Thriving in Action Training Institute* in December, 2018

Oshawa, ON

- Kyra Garson facilitated a workshop at *Culture in the Classroom* in June, 2018

London, ON

- Kyra Garson was keynote speaker at *Internationalization and Intercultural Learning: What are Students Learning?* in May, 2018
- Kyra Garson was keynote speaker at *Internationalization: Inclusion and Intercultural Learning* in May, 2018
- Kyra Garson was keynote speaker at *Diversity, Inclusion, and Equity: Promising Practices using Technology* in May, 2018

Ottawa, ON

- Nancy Bepple presented *International Student Experience: The Journey from Student to Worker to Immigrant* at the *Canadian Bureau of International Education Conference* in November, 2018

Denver, CO

- Shawn Read attended *Leading and Influencing as a Department Chair* in February, 2018

Scottsdale, AZ

- Cindy James presented *How Can a Small Testing Centre Survive and Thrive?* at the *NCTA Conference* in September, 2018
- Brad Harasymchuk attended the *Education and Skills Symposium* in October, 2018

Washington, DC

- Meaghan Hagerty attended the *NASPA Strategies Conference* in January, 2019
- Sara Wolfe attended the *AACRAO Strategic Enrollment Management Conference* in November, 2018

Kamloops, BC

- Chelsea Corsi facilitated the half-day workshop *Let's Tszui it up TRU: Creating Classroom Environments that are Responsive to the Health and Wellness Needs of Students* at the TRU CELT Instructional Development Week in May, 2018
- Cindy James organized and hosted the first Canadian meeting of the *Canadian Higher Education Testing Association (CHETA)* in May, 2018
- Larry Iles facilitated a Module of the *National Career Educator Certificate* in June, 2018; October 2018; and February, 2019
- Sarah Ladd presented *Purposeful Leadership* at the TRU Leadership Conference in September, 2018
- Sarah Ladd presented her Master of Education project *Arts Pedagogy in Poetic Form* in December, 2018
- Cindy James presented *Publishing in the Journal of NCTA* during the NCTA Webinar in January, 2019
- Cindy James presented *Cheating on Tests: The Adventure Continues* at the TRU Teaching Practices Colloquium in February, 2019
- Alicia Ashcroft and Jenna Goddard co-presented *Multimodal Adventures in Teaching: Individualized Learning, Relationship-building, and Nurturing a Sense of Belonging through FSD's Student Life and Writing Centre Videos* at the TRU Teaching Practices Colloquium in February, 2019
- Kyra Garson and Brad Harasymchuk co-presented *Reconciling Place* at the TRU Teaching Practices Colloquium in February, 2019
- Amie McLean presented *Humble Beginnings: Developing a Supportive Program for Students to Mentor Faculty in Equitable and Inclusive Teaching Practices* at the Teaching Practices Colloquium in February, 2019
- Alicia Ashcroft attended *Theatre for Living: A Group Exploration through Theatre Games and Image Theatre* at Learning at Intercultural Intersections Conference in March, 2019
- Ashley Berard and Brad Harasymchuk co-presented *A Cross-Canada Dialogue on Post-Secondary Intercultural Certifications* at the Learning at Intercultural Intersections Conference in March, 2019
- Alicia Ashcroft and James Matthews co-presented a CACUSS Storytelling Webinar entitled *Storytelling in Student Affairs: A Cautionary Tale* in April, 2019

Charlottetown, PEI

- Kyra Garson was invited to speak for *Beyond Performances and Potlucks: Actualizing the Learning Opportunities of Internationalization* at the *Canadian Association of Public Schools International Conference* in May, 2018.
- Chelsea Corsi co-presented *Curbing the Tide: A Wellness Centre's Response to British Columbia's Opioid Overdose Public Health Emergency* and presented *Eat, Paint, Love: The Year of 40* at the CACUSS Conference in June, 2018
- Chris Adam presented a *Pechu Kucha on Mental Health* at the CACUSS Conference in June, 2018
- Chris Adam, Alicia Ashcroft, Robbyn Bennett, Chelsea Corsi, Pamela Fry, Brad Harasymchuk, Jenn Mei, Julie Taylor, and Sara Wolfe attended the CACUSS Conference in June, 2018

New Kid at CACUSS: Reflections from an Academic Amazing Race

The following is an excerpt from a piece written by Alicia Ashcroft that featured in the Spring, 2019 CACUSS Communique:

...The cross-country conversations with Chelsea Corsi, Wellness Coordinator; Pamela Fry, Learning Strategist – Early Alert; and Jenn Mei, Accessibility Services Advisor, covered a wide array of avenues: the personal and the professional, the historical and the hysterical. Though topics varied and wandered all over the map, every conversation came back to passion for our work at Thompson Rivers University. Throughout the conference, we returned to those narratives, layering our learning with our experience. The family vibe meant so much to me – and was a salve to my jet lag-infused disorientation.

To be honest, when perusing the volunteer schedule, BC-based Alicia did not consider the four-hour time difference when signing up for a slew of 7 am sessions. Getting up at 6 am meant that the alarm on my body clock was aggressively awakened at 2 am. It is a wholly unpleasant feeling: that underwater sensation, that fog, that slow motion slog. Appropriate bed times are also out the window. There's a world of exhilarating people and fascinating discussions, and you can't possibly miss a moment. Even if it means the kind of exhaustion that coffee can't touch. Caffeine laughs in the face of your foolish insolence.

All routines are out the window. As are all the things that ground you: creature comforts, family time, recharging solitude. Jet lag + routine instability x first CACUSS = emotional upheaval. Excited. Exhausted. Enthusiastic. Homesick. Anxious. Overwhelmed. Scared. Nervous. Exhilarated. Intimidated.

At a low point, I was positively steeped in vulnerability - stewing feverishly in the boiling liquid of self-doubt, burning with agitation, the tea of my temperament black and bitter. At that moment, there was no amount of milk and sugar to soften the flavor of my emotion.

Then, suddenly, an epiphany hits me like a tidal wave – cue Celine Dion's *It's All Coming Back To Me Now* – (baby, baby, BA-BY!)

This. Is. The student experience. That new kid feeling. That loneliness in a crowded room. That lost sense of self-regulation. That crippling, confidence-crushing bout of self-doubt. Imposter Syndrome. Talent dysphoria. I remember it all.

Clearly, I haven't outgrown the hideous anguish of awkward youthfulness....



By the numbers...

Faculty of Student Development

27,322 one-on-one interactions

9,066 group interactions

Early Alert

Provided a safety net for **367** students in difficulty

CUPE Professional Development

15 staff members shared their experiences at CUPE Staff Meetings

Accessibility Services

7,370 individual consultations | **1,595** accommodated exams

Counselling

2,508 individual appointments

Job Fair

1,500 students attended

Over **82** employers

Student Affairs

1,182 student cases supported with **3,151** contacts

Student Services Front Desk

Over **17,000** inquiries



Long Night

Against Procrastination

589 students wrote, studied and collaborated through the night

Writing Centre

3,671 appointments including **1,433** students for the first time



PACE Program

99 hours across **22** PACE sessions and workshops held with an overall attendance of **825+**

Indigenous Student Development

2,805 one-on-one interactions and **10,310** emails and phone calls to support students

Sexualized Violence Prevention & Response

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

48 individuals utilized supports, including survivors and those supporting survivors



Supplemental Learning

4,692 students hours provided in **511** SL sessions with **1,032** students participating

Storytelling

20,000+ views for videos and blog posts across YouTube, Facebook, Instagram and WordPress

Orientation and Transitions

1,247 students attended Orientation

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

46 IDI's debriefed

Intercultural



50+ workshops delivered with

1,268 students and **190** faculty and staff

Career & Experiential Learning

50 career workshops delivered to over **1,500** students

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

1,861 one-to-one appointments

2,831 jobs posted

65 students attended the Career Night in Canada Recognition Event

285 co-op placements

Mentorship

75 students attended the TRU LEADership Conference in September 2018

39 students completed a TRU credential: Global Competency or Leadership in Environmental Sustainability

Multi-Faith Chaplaincy

29 Faith Dialogues on Student Street in the fall and winter semesters

Orientation and Transitions

Registration to Orientation to Convocation (and everywhere in between)

1,014 touch points with students during tabling outreach on Student Street



Steps Towards Success Conference

The inaugural Steps Towards Success Conference was held January 19, 2019. The Student Experience team - Julie Taylor, Ashley Berard, Tawni Ormrod, Canyon Sinclair and Stephanie Tate - conceptualized and organized this half-day interactive program in the House of Learning.

The conference focused on student success, empowerment, belonging, health and well-being, and inspired the fifty students in attendance to re-imagine their definition of holistic success.

Keynote speaker Skylar Sage encouraged students to overcome fear and failure and to fight for their dreams. A student panel provided advice about achieving a meaningful university experience through acts of engagement.

Learning Strategists Brad Harasymchuk, Pamela Fry and Umme Mansoor were on hand to support the event, along with presenters Jenna Goddard, Susan Butland, Kyra Garson, Amie Mclean, Elizabeth Rennie, and Student Wellness Ambassadors Rachel Cantin and Angela Kadar.

Students left feeling nourished, supported and reinvigorated. The Student Experience team collectively noted that they all had an exceptional experience and are already making plans for the 2020 conference.

TRU
**STEPS
TOWARDS
SUCCESS**
CONFERENCE

Free workshops and lectures to empower you towards student success. Gain confidence and tools to tackle the winter semester!

January 19, 2019
8 am-1:30 pm

All TRU Students welcome
Lunch + snacks included

Register by Jan. 11, 2019
tru.ca/studentexperience



Mentorship



Truly becoming: learning intersections in leadership

As she approaches completion of her Interdisciplinary Studies degree, Payton Comazzetto has a collection of academic experiences that are so rich and diverse that future employers will have to open her resume like an ancient and lengthy scroll. Comazzetto is a volunteer, work study student, research assistant, undergraduate research ambassador, service learning student, vice-president and Wilderness Wellness Weekday co-ordinator for the Adventure U Club and a directed studies student working with the Office of Research and Graduate Studies.

Now, Comazzetto can add another accolade to the list: winner of the Neil Russell Student Leadership Award. Nominated by Sukh Heer Matonovich and Will Garrett-Petts from Research and Graduate Studies who beamed with enthusiasm while discussing Comazzetto's efforts and contributions.

"Payton is a role model and the mentor that students look to for inspiration. She helps others identify their passions," Sukh.

"Payton is someone to celebrate. We need to applaud these students—it's not just about engaging, it's about truly becoming," Will.

Showing no signs of slowing down, Comazzetto is a volunteer organizer and presenter at the TRU Undergraduate Research and Innovation Conference. She's also working on an opioid mapping project through the City of Kamloops' Community Action Team. She plans to work on her thesis over the summer. As always, Comazzetto is on the lookout for her next volunteer opportunity.

Lead to Change

The 2018 TRU LEADership Conference encouraged aspiring and active student leaders to explore their knowledge, skills and values as they relate to leadership.

Over 75 students had the opportunity to network with their peers, connect with staff and faculty, and hear from Kamloops and TRU community members as they offered unique perspectives on leadership.

Event organizers Canyon Sinclair, Co-op; Brad Harasymchuk, Experiential Learning Coordinator; and Julie Taylor, Manager of Student Experience later reported that the conference would continue to flourish in regards to reflection and intention setting. The hope for 2019 is to heighten student participation, not just in the planning process, but creating space for student presentations as well.

TRU LEADership Conference | Learn
Emerge
Amplify
Develop
LEAD to Change

"It was an amazing experience. I am looking forward to it next year with lots of new speakers with their own experiences in leadership" - student attendee

Early Alert



How can a student get back on track?

Early Alert offers optional, confidential support. Learning Strategist Umme Mansoori assesses students' needs and connects them to TRU resources or support services.

"It's as easy as reaching out or accepting an invitation."

"University is a challenging time; many students are new to adulthood and are without a fully-formed support system."

Alternatively, adult learners have a different set of obstacles when trying to juggle professional and family obligations in addition to their studies.

What does success mean?

Achievement isn't just about convocation or career; it's about overcoming obstacles, repairing damages and learning from failure. Through Early Alert, students can discover the wide net of opportunities to ensure that they can establish a toolbox of coping mechanisms to face stressors easily.

"Success can happen in small day-to-day increments and that looks different for everybody."

Don't wait; don't hesitate.

The sooner students in difficulty connect to the Early Alert process, the more time they have to improve their academic performance and complete their course or program.

As an academic safety net, it's about identifying issues, offering solutions, reinforcing success and building confidence. Part of the work is accepting that overcoming these challenges is a part of the educational experience.



What does it mean to be "in difficulty?"

- Incomplete assignments
- Irregular attendance
- Consistent lateness
- Lack of participation
- Constant isolation
- Low marks

If you notice a student in difficulty, connect them to Early Alert:

250-828-5213
earlyalert@tru.ca
OM1242

Pack ACademic Edge (PACE)

Many PACE Leaders were award recipients! Read about their silverware on page 25.

The Communications team was unpacking the critical components of time management skills and attempting to answer the age old question: how can a student schedule for personal, social and academic success? In what Oprah refers to as an 'ah-ha' moment, there was a thunderclap of realization: "What can we learn from student-athletes?" As it turns out, a boatload. By working with the PACE Leaders, we got the inside scoop on how they make every moment count. As athletes, they realized just how unique their roles and routines were and how impactful it was to share their tips.



*Gwen Freeze,
Soccer*

"Our soccer team travels by bus everywhere we go, and almost every second weekend is spent traveling. These trips can be as short as three hours or as long as ten. These bus rides are perfect for napping, admiring scenery, or catching up on Netflix. But it's an exceptional time to get some studying done. When I pack for the weekend, I bring along assignments and readings and then reward myself with self-care-based study breaks."

"Small class sizes allow for robust interactions between students and the teacher. I typically sit in the first two rows to reduce the temptation of drifting off into my own little world. I like to force myself to ask questions or participate in group discussions because I HATE it when the teacher asks questions and there is that awkward silence because no one answers. If I don't understand a concept, or want additional clarity, I don't hesitate to ask questions. I've asked the same question in a multitude of ways just to make sure that it's clear in my mind. By doing so, I may help clarify it for someone else in the class who doesn't feel comfortable asking."



*Anton Napolitano,
Volleyball*

*Connor McKenzie,
Baseball*



"What athletics and academics have taught me is that mindfulness is a crucial component to success. Whatever I'm doing at the moment requires 100% of my attention at that time. If I'm thinking of an upcoming midterm in the middle of a game, my performance on the field will suffer. If my mind starts wandering between the two worlds, I have to pause, take a breath, and guide my thoughts back to the present."

"If you wait for your circumstances to be perfect, you'll be waiting for a very long time. My first year was tough. I was sore, tired and sick. I was living alone for the first time. My practice schedule, training routine and my academic workload were far more strenuous than I had experienced in high school. I rarely felt fully healthy and injury free, and as a result, didn't always play my best in practice. Frankly, this imbalance impacted all aspects of life. I was waiting for a time where everything was perfect and put together, but that time never came. It's not about waiting for the ideal time; it's about pushing through whenever possible."



*Avery Pottle,
Volleyball*

Accessibility Services

Accessibility Services a partner in Education

Melissa Little's educational pathway was lined with supporters. Diagnosed with a learning disability in kindergarten, she was bolstered by her pro-active mother and supportive instructors. Little attended Holy Cross Elementary School in Penticton, where she worked with the same learning strategist until the eighth grade. "Teachers told me that anything was possible, but that it might take a little more time and effort."

After thoughtful consideration, Little chose TRU because of the abundance of supports and services. "I explored other options closer to home, but from the Open House onward, Kamloops felt like the right fit for me. I couldn't have had this experience at a bigger university."

Before graduating from Penticton Secondary School, Little met with Accessibility Services (AS) to arrange for accommodations. "Before I even started classes, I already felt on track – the staff alleviated so many of my anxieties."

Her eye on a future in education, the history major said, "I always wanted to be an elementary school teacher – I want to pay it forward." She now works with Accessibility Advisor Jeff Dineley: "His effort and accountability is on point. He is always one step ahead of the game." Dineley said, "Melissa is a very enthusiastic and dedicated student. Her positive energy makes her such a joy to be around. She will make a great teacher someday."

In regards to positive study habits like time management, organization, brainstorming and planning, Learning Strategist Evelyne Penny, helps build Little's skill set and confidence. "Each assignment, exam and presentation leads to stronger outcomes."

"Evelyne is the most non-judgmental, open-minded, supportive, helpful person. She's the reason I haven't dropped out of university. I can talk to her about anything. I learn something new in every appointment."

Penny reflected on Little's drive and commitment to excellence. "Students with learning disabilities have to work longer hours, which comes at a cost in terms of the time and energy spent on course work. Melissa's perseverance, determination and positive outlook are beyond admirable."

When it comes to booking tests, there are many requirements and complexities to consider. "Erin McCarthy is the perfect person for that role in the Testing Centre. As an Accommodations Coordinator, she helps calm my nerves before an exam; she double checks my schedule to mitigate errors and amends any issues."



McCarthy said, "Melissa is a real sweetheart, always so eager to learn. She often expresses her gratitude for the work we do, which we appreciate." Little pauses to reflect on those who helped her along the way.

"My experience with AS has made me feel comfortable and confident. I feel valued, respected and humanized. We are partners in learning."

Assessment Centre

The objectives of the Assessment Centre at TRU are to facilitate appropriate placement in courses and programs, to coordinate or invigilate exams for other educational institutions and outside agencies, and to administer entry assessments for admission to TRU programs. Last year, the Assessment Centre staff administered and/or facilitated over 3,300 tests.

To ensure quality and excellence, the Assessment Centre is a member of provincial, national and international testing associations, and adheres to various Professional Standards and Guidelines for Post-Secondary Test Centers.

BCHETA



Tasha Baker, Cindy James, Linda Giddens, Christene Hubbard

Faculty member awarded promotion, receives various accolades

Dr. Cindy L. James, Principal Coordinator, Assessment Centre & Chair, Counselling, Academic Support and Assessment (CASA) had an affirming year of achievements.

In May 2018, Dr. James organized and hosted the first meeting of the Canadian Higher Education Testing Association (CHETA). In attendance at this inaugural meeting were twenty-eight testing professionals from four provinces and one territory, representing twenty-one different higher education institutions. Among the many topics on the agenda were testing activity, staffing issues, security concerns, virtual proctoring, accommodations and privacy. Dr. James, who was also elected founding president for a four-year term, said, "Forming CHETA is a dream come true. It has been an energizing, rewarding experience. It's a real homecoming." Dr. James further reflected, "In Assessment, we often work in isolation; this kind of work provides a sense of community."

At the 2018 National College Testing Association conference in Arizona, Dr. James received the NCTA President's Award for outstanding service and contributions. As an active member of NCTA for over a decade, Dr. James spent the past three years serving on the Governing Council.



Dr. James was also awarded promotion to Instructional Support III (Principal Assessment Centre Coordinator) in March 2019. Notably, James is the first Student Development faculty member to receive such a distinction. Chris Adam, Dean of Students, said, "This promotion reflects Cindy's international impact in the field of post-secondary assessment and her tremendous service to her professional colleagues."

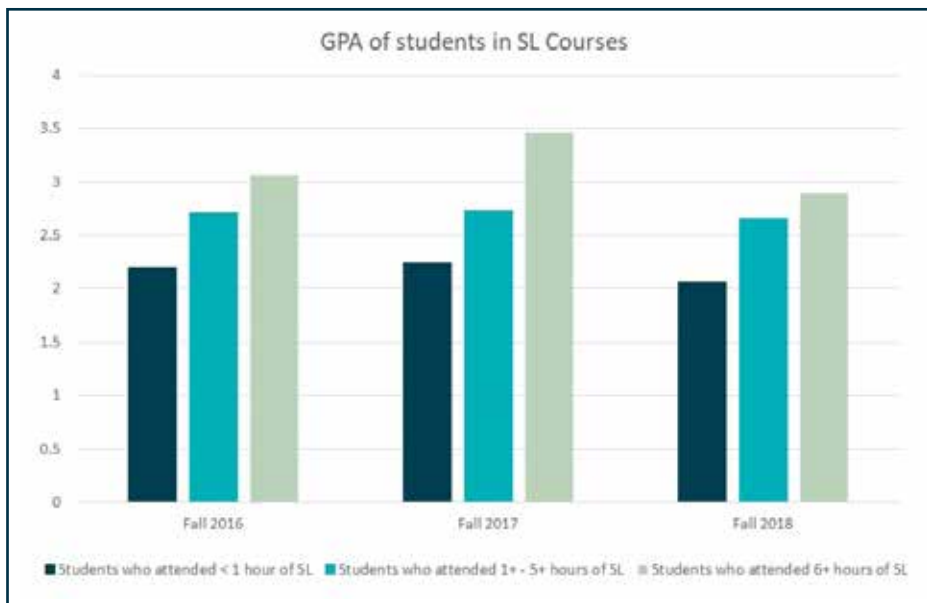
With a smile, Dr. James said, "It's not about seeking validation. It's about contributing, sharing knowledge and leaving a legacy, but knowing that peers from around the world recognize your work is gratifying."

Supplemental Learning

Supplemental Learning = SL

SL = course specific support for all students

SL: It's all about the learning.



Students who spend more time in SL sessions have higher GPAs.

Guiding students back to the light

When Supplemental Learning (SL) co-ordinator Elizabeth Templeman first met Ndumiso Makunura, he was a regular attendee in biology and chemistry sessions. "He is a dedicated, eager and gracious participant, and was keen to become a leader. His story is worth sharing and knowing."

Makunura, who hails from Zimbabwe, credits music, positive affirmations and prayer as cornerstones to success. Whenever he feels the pinch of time constraints and intense workloads, he looks to the lessons he learned as an SL leader.

"There is a power in acknowledgment, kindness and genuine interest. I apply that philosophy when building relationships with students in my SL sessions."

An advocate for resilience, he said, "failure is just a bump in the road – it's how we learn. Failure is good. It's humbling; it's educational. It's not the end of the world."



His mentality fits into the growth mindset theory that SL is built upon. Understanding and affirming the "yet" is powerful and comforting. Makunura describes "witnessing someone's eureka moment" as his favorite part of SL leadership.

"Student leadership wasn't even on the radar when I first started school. To me, it's all about guiding students back to the light."

As far as the commonly shared barriers to learning – Makunura said, "The stigma surrounding learning difficulties can hinder you from moving forward. A disappointing mark feels like rejection, which can lead to a crisis of faith. When a student is deep in that hole, mentors, leaders and fellow students can

drop a ladder of encouragement to help them out."

Makunura notes that it's not just about the GPA, a resume packed with extra-curricular activities can also be an expression of knowledge. "There are many avenues and access points to education. SL accommodates and encourages different styles and approaches."

Laughing, Makunura admits that he initially thought that SL was mandatory, but even after realizing sessions were voluntary, he felt the benefits were far too significant to deny. "When I first used SL as a resource, I was floored by how fun it was. I made friends and appreciated the multitude of perspectives that came from group work and collaboration."

Writing Centre



In TRUSU's Student Budget Consultation Report for 2019/2020, the Writing Centre was one of three areas of student support "recognized for excellence as represented by significantly above average levels of student satisfaction in this and previous Student Budget Consultations."

A collaboration between the Writing Centre, Student Affairs and the Communications to Students Team resulted in *APA in a Nutshell*, a video explaining the American Psychological Association (APA) style, which is used across many disciplines. Writing Centre Coordinator Jenna Goddard noted that the video has "been positively received by faculty, who can easily play the video in class at their convenience, rather than having to schedule a face-to-face presentation. This way, the information is clear, consistent, and accessible."



tru.ca/writingcentre

The Writing Centre aimed to make services more accessible and varied in the past year through:

- Increased and discipline-specific graduate student support, offered by Writing Centre Co-coordinator Aksa Mughal.
- Collaboration with Supplemental Learning to offer Peer Academic Coaching and an Supplemental Learning / Writing Centre hybrid model to support English 1100.
- Collaboration with Words Alive Kamloops to offer creative writing workshops and a creative non-fiction writing contest.
- Increased satellite tutors at Cplu'kw'ten, H.O.L, TRU Residences, and Graduate Commons.

Counselling Department

The Counselling Intake System

Due to increasing demands for services, Counselling has tried a number of different strategies over the last year to better address students' needs.

Through a new intake system, all students new to Counselling are offered an intake appointment, during which needs are assessed, goals set and a plan made. This plan may include self-help resources, psychoeducational workshops & groups, individual counselling and community referrals. During the fall and winter semesters, there are three same-day intakes and one urgent appointment available each day.



Another way the increasing demand was met was by offering different workshops and groups, including the very successful new Y-Mind series:

Counselling, the Wellness Centre and the Kamloops Y offered a 7-week psychoeducational support group for students aged 18-30 who were experiencing anxiety. Participants learned healthy coping skills, connected with other students at TRU, and got support in a safe and friendly environment. The participants practiced evidence-based mindfulness techniques, were introduced to Acceptance & Commitment Therapy (ACT), and were provided with take-home resources to help manage anxiety each week. The Y-Mind series received rave reviews from students:

"The best part of the group was meeting people who were facing the same struggles as me. It was also comforting to have understanding counselors who allowed us to express ourselves freely..."

"...I loved everything about this group (including free dinners), and I am going to miss attending sessions each week. The things I learned in the sessions I will take with me on my journey to become more mindful, self compassionate and healthy in all aspects of my life."

Wellness Centre

Exploring the Cultures of Smoking on Campus

Wellness Centre Coordinator Chelsea Corsi alongside Respiratory Therapy faculty member Aaron Ladd received a \$10,000 grant from the Canadian Institute for Substance Use Research.



The purpose of this grant is for post-secondary institutions to seek insight into the factors and influences that shape smoking cultures beyond and within campus settings; explore the most appropriate ways a campus community might reflect together on the diverse experiences and perspectives among its members; and develop resources collectively to identified issues. This grant was offered in partnership with The BC Lung Association and the Ministry of Health.

Wellness Centre picks up award

The TRU Wellness Centre and Human Resources won a 2018 Canadian Cancer Society of BC/ Yukon Healthy Workplaces Extra Mile Award entitled "Health Educator Award". The Health Educator Award recognizes an organization that goes above and beyond to provide employees with health information in a variety of approaches.

From the Canadian Cancer Society:

"Your application stood out above the rest due to your multifaceted approach of sharing information through many innovative ways, including, digital and in person information sharing, documentary screenings and an annual health fair for all employees."

Wellness Centre

September 2018 - March 2019

41 one-on-one meetings with students | **5,854** total drop-ins | **35** total workshops reaching **323** students | **36** total campus-wide events reaching **8,026** students | **14,244** face-to-face interactions

Multi-Faith Chaplaincy



Reverend Jane Gingrich

500+ students grabbed a cookie, hot chocolate or milk as a mood booster during the fall and winter exam periods

Spiritual Stability in Uncertain Times

On February 6, 2019, the TRU Multi-Faith Chaplaincy presented Spiritual Stability in Uncertain Times - a panel dialogue with multi-faith perspectives. The event had over 90 students and community members present and started with a blessing from Elder Estella Patrick Moller. Several of TRU Chaplains attended, and former FSD counsellor David Lidster moderated the conversation.

The panel discussion approached the necessity of spirituality in uncertain times. The speakers were quick to note that each generation has its experience with political, religious and cultural upheaval and that aspects of faith have always played a role in soothing existential anxiety.

The event offered thoughtful, respectful dialogue, and shared diverse perspectives, which aligned well with World Interfaith Harmony Week, a global initiative to reflect on the universalities of religion. There was time for a Q&A following the discussion, which allowed for further exploration of the subject matter.

According to the HappyOrNot station that collected feedback from event attendees, approximately 85% of participants felt welcomed, comfortable and spiritually enlightened.

Facilitation of this event was truly a team effort: Multi-Faith Chaplains took the initiative to create this event, with Reverend Pat Davies at the helm of the planning process; Vince Watson, James Matthews, Amy Sparkes and Alicia Ashcroft helped with marketing, planning, photos, set up and take down; and Matty Chillihitzia was present to support Elder Estella throughout the event.

A promotional poster for the event. The title "SPIRITUAL STABILITY IN UNCERTAIN TIMES" is in large, bold, dark blue letters. Below it, in smaller text, it says "PRESENTED BY MULTI-FAITH CHAPLAINCY". Further down, it reads "A panel dialogue with multi-faith perspectives with a question and answer period." The date and time are listed as "Wednesday, February 6, House of Learning Room 109, 7:00-8:30 pm". At the bottom, it says "Doors open at 6:45 pm" and includes the website "tru.ca/chaplaincy". The background of the poster is a light blue sky with clouds.

**SPIRITUAL STABILITY
IN UNCERTAIN TIMES**
PRESENTED BY MULTI-FAITH CHAPLAINCY
A panel dialogue with multi-faith perspectives
with a question and answer period.
Wednesday, February 6
House of Learning Room 109
7:00-8:30 pm
Doors open at 6:45 pm
tru.ca/chaplaincy

Sexualized Violence Prevention & Response



Nicole's Notes: Spilling the tea about consent

Nicole Stanchfield -
Communications and Marketing
WorkStudy Student, Fall 2018

In collaboration with the Student Wellness Ambassador Team (SWAT) and Sexualized Violence Prevention and Response, the Wellness Centre hosted their annual Consent Tea on November 7, 2018.

Originally inspired by the video Consent: It's as Simple as Tea, which uses the concept of offering, serving and consuming tea as a metaphor for consent,

the event creates space for a dialogue around the nuances of rape culture and consent.

As a participant and a survivor of sexualized violence that has spanned from childhood into my adult life, I approached the event with caution. I prepared myself emotionally for this conversation, but admittedly, I was going in guns blazing. I feared encountering individuals who would not align with my belief system. There's always that one person hash-tagging #notallmen. On the contrary, I was pleasantly surprised at how civilized the experience was.

Diverse experiences were exchanged; the common

denominator was about consent or lack thereof. The tenor of conversation was steeped in questioning about consent education. Understanding consent is the cornerstone to sexualized violence prevention, and it must be taught from an early age.

Wellness Centre Coordinator Chelsea Corsi states,

"By increasing the knowledge around consent, these perspectives can be shifted. Listening with empathy to people's experiences helps us to make more informed decisions in the future."

As we navigate through our daily struggles surrounding our traumatic experiences, we must push forward as best we can through coping strategies, mental health support and community outreach. Stories about our thriving, healing and sharing, count as great acts of resistance.

Through the blending of art and conversation, this tea party provided a safe and supportive space. Events like this are essential to understanding our collective responsibility to engage in an ongoing conversation about consent, sexualized violence, feminism, body autonomy, and the dismantling of my arch nemesis, the patriarchy.

Culture of Respect: Ending Campus Sexual Violence - A NASPA Initiative

Over thirty individuals from the TRU campus and community have committed to an ambitious two-year program dedicated to ending sexualized violence on campus and beyond. Staff, faculty, students, union representatives and survivors participated in a rigorous collaborative process of self-assessment and targeted organizational change. As the first Canadian institution to join the American based initiative, TRU is well placed to support other institutions wanting to review their programs in the future.

Through intersections of an expert-developed public health framework, cross-campus collaboration and peer-led learning, programmatic and policy changes will help inform efforts to heighten survivor related support systems. Sexualized Violence Prevention and Response Manager Meaghan Hagerty noted that participating institutions "receive strategic support and technical assistance throughout the process, as well as detailed documentation of campus-initiated changes that support survivors, prevent sexual violence, and communicate that violence is unacceptable."

Cplul'kw'ten Indigenous Student Development



Vernie Clement, Matty Chilihitzia, Shawna Walker, Denise Dunstan



Juanita said. "This kind of shift can open the door to any number of emotions from all parties: resentment, anger, hostility, disappointment, shame and feelings of inadequacy."

Juanita's mission is to help bridge the gaps between treatment, recovery and sobriety. The Hub Centre for Healing would foster a continuum of care that socializes individuals as they transition back into the community, in a space that provides all services under one roof.

How do we, as a community, do a better job to support those in recovery? To Juanita, there's a collective responsibility. "If you want to see your community change, you have to embody that change. We talk about wanting to have strong, healthy communities, and that starts from within. No one is exempt from having healing work to do."

A regular at Cplul'kw'ten, Juanita was well known amongst staff and students. Shawna Walker, Learning Strategist – Indigenous Connections reflected: "Juanita is a powerful, traditional, Indigenous woman. This project has been her dream for some time to develop this work in Merritt."

When it comes to breaking down stigma, there is a hierarchy of acceptable addictions. "There are obvious addicts versus those hiding behind socially acceptable addictions such as alcohol, food and gambling – those have a place in daily life – and yet drug use has very little leeway in regards to support."

Watching friends and loved ones grapple with addiction is frustrating and heartbreaking. "We want to be saviours – and yet, we end up creating more stress. You can't save anyone you can only heal yourself. And you can't save someone that doesn't want to be saved. We as the loved ones want the addict in question to go from point A to point B, but that's not the way that goes. The individual is going to ricochet all over the map," Juanita cautioned.

Anyone who has dealt with addiction can appreciate the rollercoaster of emotions. Anger, hope, grief, disappointment, vulnerability, fear, resentment, it's a cycle that repeats itself. Trying to ask for help in the face of judgment or stigma can deter someone from reaching out. As she looks forward to the future, Juanita reflects on the immense power of optimism. "Hope mobilizes us – it can pull us upwards from our rock bottom moments and move us forward."

On the other side of resilience: addiction, recovery and reclamation

Nearing the end of her Master's in Education, Juanita Lindley received an Indigenous Research Capacity and Reconciliations Connections Research Grant from the Social Science and Humanities Research Council (SSHRC). The \$50,000 prize is for the implementation of her research project, "Envisioning a Hub Centre for Healing."

Juanita, who has been in recovery for over a decade, studied addiction during her undergrad at Nicola Valley Institute of Technology (NVIT) in Merritt. "I can't wish that it was anything different than it was because of what it taught me. I believe that this is my purpose work – which fosters my healing."

An overarching issue following treatment is the lack of aftercare, which can lead to a relapse. "The individual might have had this transformative experience, but returning to a community that doesn't necessarily reflect that change is deeply problematic," Juanita said.

Being confronted by the habits, patterns and accepted social norms (for example, you've stopped drinking, but your friends continue to do so) can be challenging and triggering.

"You may have changed, but your rules don't apply to anyone else,"



Interculturalization

Conference shines spotlight on equity, inclusion and reconciliation

Kim Anderson - Content Specialist, Marketing and Communications, TRU



Harminder Padda, Amie McLean, Kyra Garson

Microaggressions in the classroom, Indigenization and internationalization in Canadian higher education, and South Asian students' experiences with Canadian health care were just a few of the discussion topics at the biennial Learning at Intercultural Intersections Conference (LII).

For social work student Jill Coulter, this was a chance to share her research poster Providing Culturally-Safe Sexualized Violence Response Services to International Students, and answer questions from conference attendees.

"A former international (TRU) student from China approached me to talk to me about my research. She told me this was a very important topic, and that the information I had gathered regarding risk factors to experiencing and reporting sexualized violence that international students face was very accurate. She was happy that I was pursuing this research," she said.

Coulter left the conference with an overwhelmingly positive experience as an undergraduate researcher. She heard constructive, enthusiastic and encouraging feedback, and was invited to collaborate on a similar project with a staff member at a different institution.

TRU staff members Brad Harasymchuk and Ashley Berard spoke about TRU's Global Competency certificate.

"LII is a great experiential learning space for students to come out and consider different perspectives about Indigenization, internationalization and intercultural learning in higher education. It's also a great space to network and meet people from Canada and other countries," Harasymchuk said.

Speakers and attendees from across Canada, USA, Brazil, New Zealand and many other places added diverse viewpoints and a broad array of perspectives – some of which can be applied locally.

"The issues and content presenters are talking about are community-based issues. It's important to hear from people from different places and bring some of that knowledge back to your local community," he said.

Kyra Garson has been the main organizer for all three LII conferences, and she stressed that many TRU faculty, staff and students—across disciplines—have contributed to this year's conference and the ongoing success of the initiative.

This year, the core committee consisted of Amie McLean, Stephanie Tate, Harminder Padda and Saloni Dalal. Other contributing committee members included Robline Davey, Brad Harasymchuk and Tanvir Alam.

STSS 1060: Intercultural Perspectives

This half-term, one-credit student success course was re-vamped with new resources and shifted to a blended face-to-face/online model. It was piloted in Winter 2019 with 12 students.

Career & Experiential Learning

Career and Experiential Learning receives accreditation, national recognition

The Career and Experiential Learning department has been granted Co-operative Education Accreditation by Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada).

Chair and BBA Co-operative Education Co-ordinator Shawn Read explained that accreditation provides national recognition and an affirmation that the co-op program complies with standards and guidelines. This recognition, as an approved Co-operative Education program in the country, will enable the program to potentially expand opportunities for students and access experiential learning funding at the provincial and federal level.

“Ultimately, the benefits trickle down to the

students through better programming, curriculum and experiential learning possibilities for students.”

Read referred to the four-year accreditation process as a “360-degree review to ensure that the department is meeting stringent guidelines in regards to programming and student support systems.”

Drawing a parallel from the reflective process that is encouraged throughout co-op work terms, Read noted, “We continually encourage students to reflect on their personal and educational growth. It isn’t just about the development of technical skills; it is about polishing interpersonal skills and being receptive to feedback

that allows for growth to occur. This process turned the tables on us for our inward reflection, and it’s only fair that we do the same.”

During the accreditation process, the department thoroughly assessed its processes and procedures, which inspired the team to revise and regenerate how they offer co-op to students and to the employers they collaborate with. “It’s not just about reflection; it’s about elevation,” Read said.

What feels particularly exciting now that this audit and accreditation process is in the rearview mirror is that the entire department is pushing forward with renewed vigor and forethought.

“We are a small but mighty department, and it never ceases to impress me what we can achieve.”



Be a storytelling STAR: top 5 tips for job search success

Marketing & Communications Strategist Co-op Jean-Luc Lemire (second from left) shared five tips about storytelling that just may land you your dream job: 1. Prepare in advance, 2. Show-don't tell, 3. Use the STAR plot structure, 4. Take your listener on a journey and 5. Align your narrative with industry standards.

Career Talks with local high schools: **6** sessions with **140** students

Bachelor of Education Career Fair: **12** School Districts with **70** students

Career Week: Oct 22 - Nov 2: over **400** students participated in the many events



Experience More Volunteerism Program Launch:

19 students completed the full program, **30** attended the first workshop **22** attended the first and second workshops

10 CEL staff and faculty completed an evening of volunteering at the Christopher Seguin Rotary Dinner

Interfor Hires Record Number of Co-op Students in 2018

Interfor, one of the world's largest lumber providers, recently announced that they employed forty co-op students in 2018—the most ever in a single year—and will be recruiting again this fall to develop their program for 2019.

Interfor recruits from post-secondary institutions across North America - including the University of New Brunswick, Georgia Southern University, Clemson University, Oregon State University, University of British Columbia and Thompson Rivers University.

Co-op Coordinator Marion Oke was thrilled to share the news: "TRU is one of three Canadian universities mentioned, which is pretty sweet."

Award-winner shares the key to success

Francesca Ramunno, 2018 TRU Co-op Student of the Year, sung the praises of stepping outside of your comfort zone: "Once you start getting involved with companies, going to workshops, doing all of that... it really improves your chances of success" Fransesca also credits Dr. Nancy Bepple, Co-op Coordinator for Bachelor of Computing Science, with helping her secure her co-op placement at Greenspace Mental Health.

Student Affairs



Marian Anderberg, Lora Sartori, Holly Winzey, Umme Mansoori, Cathy Auld

Supporting student academic integrity

In January 2019, the Office of Student Development hired a Learning Strategist on a temporary basis. The Learning Strategist assisted with the development of a new Academic Integrity Committee (AIC) web page for students (tru.ca/aic). Additionally, resources to support student awareness of academic integrity were developed including print materials, promotional materials, a logo for the AIC and workshop materials.

The Student Academic Integrity Policy ED 5-0 is currently under review. Once the revised policy has been approved, the Committee's Terms of Reference will be reviewed, with particular attention to how quorum is attained.

The Office of Student Affairs is undertaking a review of all processes related to Academic Integrity case files, including the adoption of SharePoint as a secure site for case files.

The Office of Student Affairs is leading the revision of the Case Report Forms for both campus and Open Learning. Print materials produced by the Learning Strategist are being translated by staff in TRU World to enhance student knowledge and provide clarity of process.

A collaboration between the Writing Centre, Student Affairs and the Communications to Students team resulted in Academic Integrity at TRU in a Nutshell, a video explaining TRU's Academic Integrity Policy and how students can keep their academic integrity intact.



tru.ca/aic

Awards and Recognition

A quintet of FSD team members were celebrated at the President's Annual Merit & Staff Awards for their contributions at TRU.

- Jenna Goddard, 10 years & Faculty Excellence Award
- Chelsea Corsi, 15 years
- Evelyne Penny, 20 years
- Lee-Gaye Hicketts, 20 years
- Jackie Mullen, 35 years

Other Award Recipients included:

- Sarah Ladd, Ken Lepin Graduate Student Award
- Larry Iles, Canada West Regional Recognition Award & the Excellence in Innovation Student Engagement Award

It was also a banner year for PACE Leaders:

- Tim Edge, volleyball, Director's Award & USPORTS Academic All-Canadian
- Mike Rouault, basketball, Cliff Neufeld Leadership Award, Roger Barnsley Male Scholar Athlete of the Year & USPORTS Academic All-Canadian
- Thomas Lantmeeters, soccer, USPORTS Academic All-Canadian
- Emily Vilac, USPORTS Academic All-Canadian
- Avery Pottle, Roger Barnsley Female Scholar Athlete of the Year & USPORTS Academic All-Canadian



Jenna Goddard, last on right



Chelsea Corsi, middle centre



Jackie Mullen, left

**Congratulations to
all recipients!**

Publications

Garson, K., Dimitrov, N., & Bourque Bearskin, L. (Eds). (2019). Editor's Notes. [Special Issue]. *New Directions in Teaching and Learning*, 157, 7-12. Wiley Periodicals.

Harasymchuk, Brad, and Chris North. "Urban Physical Activity." In *Physical Activity: A Multi-Disciplinary Introduction*, edited by Nick Draper et al., Routledge, 2018.

James, Cindy L. (2018). Exploring Changes in the Emotional Intelligence of Law Students, *Legal Education Review*, 28 (1), Article 3.

Assessing Services and Impact

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

Faculty of Student Development

"There is such a positive energy and compassion that radiates in our hallways. We are in the business of helping to foster the growth and development of human potential in every student who sets foot on our campus; helping them navigate their own challenges and successes, ultimately with a goal of building capable and confident community champions! It has been inspiring to work in this environment over the last 5 months."

- Eryn Barrett, Learning Strategist - Transitional Support

Indigenous Student Development

Vernie Clement, Supervisor and Matty Chilihitzia, Mentor & Community Coordinator worked closely with students to host the 8th Annual TRU Traditional Powwow to much acclaim from attendees:

"This was our first attendance at TRU Powwow — gotta say that I thoroughly enjoyed myself. The specials were great, and the treasure hunt for the drummers was the best. See you next time. From our family to yours." - Powwow attendee

"I had an amazing time at the TRU Powwow, and I am so thankful for everyone who was there to laugh and smile with us." - Powwow attendee

Writing Centre

"It's really easy to book an appointment, and everyone there is very friendly! It made me feel very comfortable even though it was my first time meeting a tutor, and I was a bit nervous."

"This is such a wonderful service. This is how I am becoming a better writer, with expert peer help. I am so grateful. Thank you. Where were you 25 years ago when I did my first undergrad degree?!"

- students who benefitted from the Writing Centre

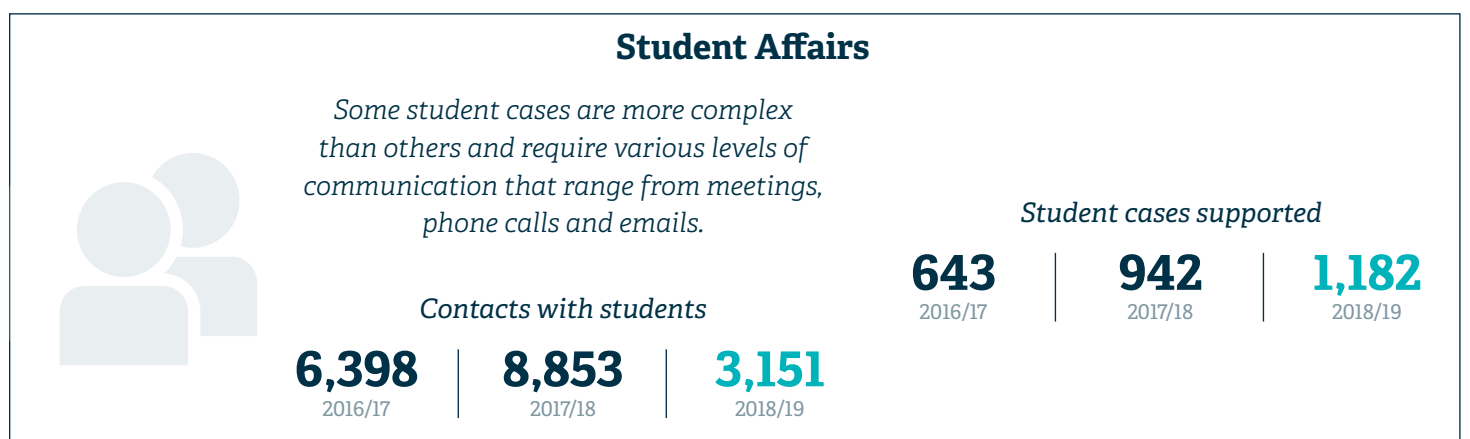
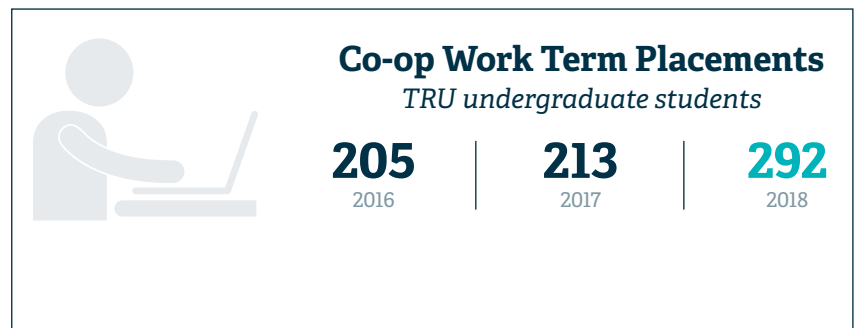
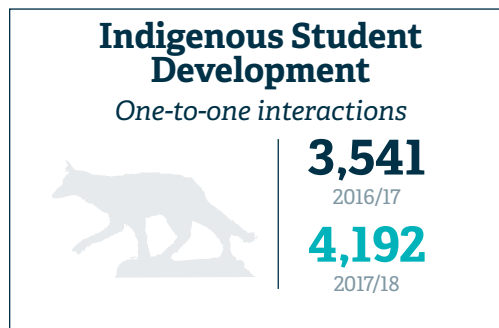
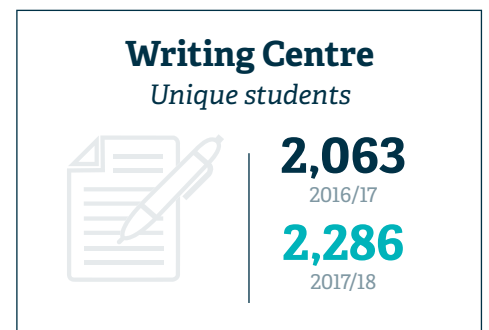
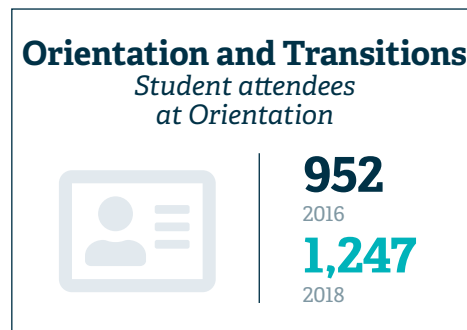
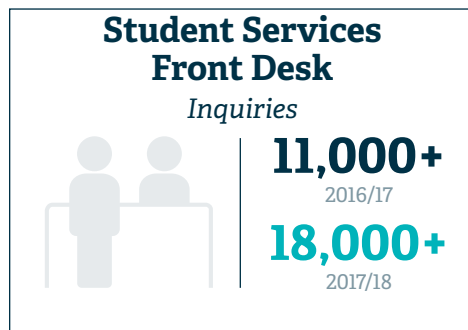
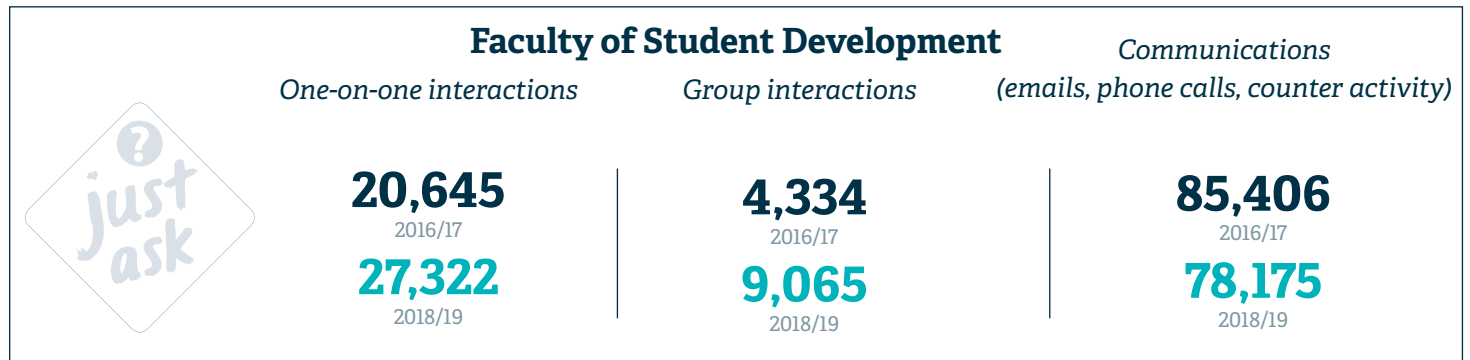
Counselling

"This group definitely helped. It makes me feel less weird because I hear that other people are going through similar things. It has been an anchor for me and something to look forward to."

- student who participated in a Healing Through Connections workshop

Assessing over Time

Looking at changes over time informs services, planning and practices:







Ongoing Initiatives

Diversity and Inclusion Lunch and Learns

The Sense of Belonging Working Group (Chelsea Corsi, Jenna Goddard, Cindy James and Sara Wolfe) presented a unique professional development opportunity for staff and faculty in the FSD: Diversity and Inclusion Lunch and Learns.

The Diversity and Inclusion Lunch and Learns were in response to the emerging themes from the Sense of Belonging survey that was sent to students in March 2018. The goal was to raise awareness about the diversity on our campus and increase our capacity for inclusive practices. This improved understanding will filter into our work and throughout the department, creating a deeper sense of belonging for students.

Four presentations were made: Kirstin McLaughlin, LGBTQ2S+; Sarah Walz, Accessibility/Universal Design; Amie McLean, Interculturalization/Racism; and Skylar Sage, Indigenization

Improving the TRU Student Experience

Staff gathered for CUPE staff meetings twice per semester with all CUPE members in the Faculty of Student Development.

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 in 2018-2019 were:

Alicia Ashcroft, Writer & Storyteller
Vince Watson, Events and Marketing
James Matthews, Communications Coordinator
Umme Mansoor, Learning Strategist – Early Alert
Donna Scott, Writing Centre Clerk
Chris Lindsay, Writing Centre Assistant
Sara Wolfe, Assistant Dean of Students
Ethan Panasiuk, Communications and Marketing WorkStudy
Val Jacobs & Judy Macdonald, Student Support Receptionists
Canyon Sinclair, Learning Strategist, Mentorship - Co-op
Stephanie Tate, Learning Strategist Orientation & Transitions - Co-op
Meaghan Hagerty, Sexualized Violence Prevention and Response Manager
Coby Fulton, Human Resources Manager, Learning and Engagement
Sarah Naismith, Human Resources Advisor

An update on the Coyote Project

From 2017-19, Student Development has engaged in TRU's Coyote Project to support Indigenous student success. In the context of this project, we have started a journey down two distinct paths that we hope will converge to improve services to Indigenous students at TRU and contribute to the goals of the larger project.

One path addresses the intercultural capacities of staff and faculty working in FSD. After completing and reviewing our results on the Intercultural Development Inventory, we've been able to identify professional development opportunities for the team, including lunch and learn topics, self-study and future site visits. The second path involves a mixed methods study conducted by student researchers to learn more about the experiences and perspectives of Indigenous students with our services and programming. As the Coyote project continues into the next two years, we will use the results to identify opportunities to improve Student Development offerings so they better meet the needs of Indigenous students.

Looking Ahead



To our colleagues at TRU and elsewhere:

Thanks for taking some time to learn more about the work we do. We're proud of it, and we're also aware that we are uniquely placed to keep learning how to serve students better. We welcome conversations with you that help us improve. Reach out to me or any of the amazing professionals I work with for a coffee and conversation any time.



**THOMPSON
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**Faculty of
Student
Development**

Faculty of Student Development

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