

FSD ANNUAL REPORT

2023
2024



THOMPSON
RIVERS
UNIVERSITY

Faculty of
Student
Development

This project was cultivated on Tk'emlúps te Secwépemc Territory - within the unceded traditional lands of the Secwépemc Nation.

Thompson River University campuses are on the ancestral lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemcúl'ecw, the unceded territory of the Secwépemc. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, T'silhqot'in, Nuxalk, Dakelh and Syilx.





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ABOUT THIS REPORT

The Annual Report provides a general overview of the various challenges and achievements experienced by the Faculty of Student Development (FSD) between May 1, 2023, and April 30, 2024. This report is available in print and on the FSD website.

Sara Wolfe

What a year it has been!

September 2023 kicked off with a surge of events and special programming. The Student Life Office hosted Orientation and facilitated the TRU LEADership Series. Indigenous Student Development celebrated with the Le7 re7 tskitsc – Welcome Home Breakfast and the First Friends Feast, with Soup Circles happening every Wednesday in Cplul'kw'ten. Sexualized Violence Prevention and Response raised awareness for Red Zone Campaign and Consent Week; Career and Experiential Learning started off strong with TRU Accounting Night and Forestry Night. The Multi-Faith Chaplaincy honoured International Day of Peace; the Writing Centre fostered community with Creative Writing Fridays; and the Office of Student Affairs supported a practicum student in the facilitation of the Body Sovereignty Workshop.

Services are provided by a powerful, professional team of 75+ staff and faculty, and about 100 students, plus the Elders, Doctors, and Multi-Faith Chaplains.

- The accommodations that are being put in place to support student success.
- The Medical Clinic folks who promote student's physical health.
- The testing that has taken place and continues to take place in the Assessment Centre to get students into programs and where they want to be.
- The counsellors who provide care for the personal well-being of students.
- The case managers busily meeting with students to answer questions and help navigate situations, policies and procedures.
- The Elders in Cplul'kw'ten who have returned to campus to provide us with grounding and connection.
- The academic advisors who help students reach their goals through course planning.
- The courses offered in FSD (COOP and STSS).

And that was just September. We then said goodbye to the team lead for 13 years- Christine Adam and welcomed Daleen Millard, Sarah Walz and Sarah Ellis into interim/acting positions. Thank you for taking this work on with such grace!

The winter had us working through separate Service Plans and Requests for Budgets; participating in an External Student Services Review; experiencing changes in direct reports and reporting structures - all the while trying to ensure a consistent, timely, holistic, supportive student experience. Through all that we are experiencing, I am continually inspired by all members of FSD/Student Development.

Looking forward, I am excited and invigorated by the student-centered changes that may be on the horizon. When we continue to put students at the center of the work we do, we are heading in the right direction. For now, we will continue to follow the student life-cycle to meet students where they are at with a just-in-time approach and repeating that no door is the wrong door- JUST ASK!



When I was first asked to step into the shoes of Dean Chris Adam for an interim period

I knew that I was venturing into a very different world. As the Faculty of Law's current Dean, I interact with students around law-specific interests and academic activities. Student Services, however, support so many students on so many levels. The task was daunting, but it was my way of reciprocating as Dean Adam acted as the interim Dean of Law before I was appointed. I also felt honoured to be part of a faculty where the well-being and success of students are prioritized. It has been a demanding year indeed. Although I have only been with you for six months, I see all the excellent work being done. Thank you so much!

Here are some highlights from each area's service plans:

- **Assessment Centre:**
Continued high demand for the makeup exam service that was successfully piloted in 2022.
- **Career & Experiential Learning:**
Held its largest Job Fair to date in February 2024 with over 100 employer booths.
- **Counselling:**
Expanded delivery of counselling workshops, including Yoga for Recovery, Find your Path, Mental Health Matters, and Sense of Belonging.
- **Intercultural:**
Engaged 2,500 students, faculty and staff in the successful intercultural learning series of workshops and guest lectures.
- **Supplemental Learning:**
Allowed for more flexibility in program scheduling to better meet student needs with the largest team of SL Leaders, Mentors, and Peer Academic Coaches to date.
- **Wellness Centre:**
Developed and delivered the Xpqrwellen (Attained Knowledge): Strengthening Connections to Truth and Reconciliation Practices through Elder and Community Partnerships program.
- **Writing Centre:**
Expanded offering of services, including Creative Writing Fridays, after-hours tutoring, national Procrastination Awareness Week activities, and training for tutors and faculty on AI and Generative AI tools.



By the Numbers



541

PEOPLE
received naloxone training

1st

The Wellness Centre made TRU the first university in Canada to train student leaders to dispense naloxone in 2017.



Indigenous Emergency Assistance Funding

44

STUDENTS supported



778

NAPPERS
in the Quiet Room



56

TURNT AWAY
due to capacity

Peer Academic Coaching



71

APPOINTMENTS

Supplemental Learning

5,130

COURSE REGISTRANTS
in multiple sections

30

COURSES

22

LEADERS



2,726

ACCOMMODATED EXAMS

↑ 62%

INCREASE
from 2012 - 2022



@trustudentlife

SOCIAL MEDIA statistics



49.8K

THE REACH OF
SOCIAL ACTIVITIES

On Instagram and Facebook



14.3K

INTERACTIONS



17%

INCREASE IN FOLLOWERS



EMAIL
OPEN RATES



International Day of Peace

300

STUDENTS

Friday Prayers

150+

STUDENTS
each week

OSA Case Managers



1,345

APPOINTMENTS



4,430

POINTS OF CONTACT
emailed

Assessment Centre

Emails

17,450+

INQUIRIES
responded to

Drop-ins

Phone calls

Indigenous Counsellor, Andrea Brassard
delivered

40

WORKSHOPS

520

PARTICIPANTS

Intercultural Learning

51.5%

↑ INCREASE

in students receiving
in-class intercultural
workshops

On Campus & In the Community

FSD Services for Trades Students

Meaningful collaborations between the Faculty of Student Development and the School of Trades and Technology have provided centralized personal, academic, and professional support online and in TT173.

Indigenous Student Development offered a centralized hub of services for Indigenous trades students, providing a comprehensive safety net for the academic journey. Trades classes typically finish around 2:30 p.m., which limited access to Cplu/kw'ten, so Indigenous Learning Strategists spent every Thursday afternoon at the Trades & Technology (T&T) building. Students received support ranging from liaising with Band Education Coordinators to applying for emergency funds.

The **Student Life** team developed the Trades Student Survival Guide to assist students in navigating their foundations and apprenticeship programs. New students also received two orientation newsletters with information on logistics and resources.

Counselling collaborated with Dwayne Gieger, Partnerships Transitions Coordinator with the School of Trades and Technology. Shyann Vosper set up a satellite counselling office in the T&T building, increasing access to counselling services and serving as a gateway for students to connect with Student Services.

Career & Experiential Learning (CEL) provided job search resources, posted jobs in Career Connections and assisted students in tailoring effective resumes and cover letters for specific industries. CEL also provided one-on-one coaching to explore and identify possible career options and goals.

Sexualized Violence Prevention and Response facilitated educational, prevention-based training and info sessions geared toward trades students, faculty, and staff.

Learning Strategist Attends Convention as a Young Delegate

Kayla Sanford, Orientation & Transitions Learning Strategist, recently attended the 2024 CUPE BC Convention in Vancouver as a young worker delegate for the Southern Interior District Council, a collection of 18 CUPE locals in the interior of BC. She gathered with over 500 delegates across British Columbia, including seven others from local 4879.

Topics ranged from workers' rights to social services to political action in advance of the BC election. Among the many highlights of the convention were listening to talks from April Sims and Premiere David Eby, learning about labour history in BC during a rainy walking tour, and connecting with other

young workers at a social event. "Though overwhelming at times, this was an incredible way to learn about and feel connected with our union."

After hearing debates from other delegates who care deeply about these issues, I was able to vote on a variety of resolutions that would shape the work of CUPE BC over the next year.

- Kayla Sanford



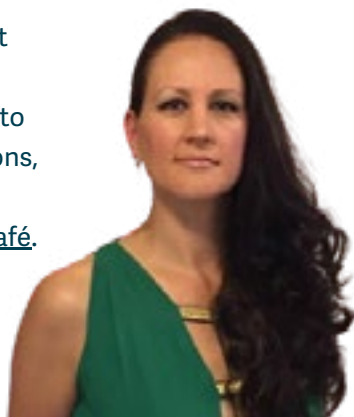
On Campus & In the Community

Consent Cafe Awarded Social and Community Development Grant

 **\$10,176**
AWARDED

In October 2023, the City of Kamloops called for grant applications to fund special projects, operational costs, or capital expenditures that address specific social problems and/or issues identified in the [City's Social Plan](#). After a thorough evaluation process facilitated by City staff, and based on the recommendations of the Social Planning Engagement Group, the Community and Culture Department awarded Social and Community Grants to the nine organizations, including \$10,176 to the [TRU Consent Café](#).

Chelsea Corsi,
Senior Wellness Centre
Coordinator



Our Consent Café team is extremely proud to live in a city that supports consent education. This grant provides our team with the opportunity to continue working with our Consent Café Indigenous Stakeholder's Group, initiate and build relationships with other key stakeholders, and work to develop and pilot a Consent Café Train-the-Trainer curriculum to finally meet the numerous provincial requests we have received to share our program. We also plan to formally develop a Consent Café program for parents and caregivers to increase and enhance their literacy about consent, communication, relationships, and sexualized violence prevention and response.



SVPR Screening at KFF 2024

Sexualized Violence Prevention and Response (SVPR) partnered with the Kamloops Film Festival (KFF) to screen Barbie for the 23/24 Consent Film Series. SVPR has hosted on-campus screenings of romcoms from the 90s and 00s, like *10 Things I Hate About You* and *Love Actually*, and participants used bingo cards to track toxic traits and outdated romantic tropes. It's a unique approach to explore consent education and sexualized violence prevention because it's fun, playful, and social. There's enough distance between viewers and the narrative that allows them to explore what is or isn't acceptable, safe or healthy when engaging in sex and romance.

Many people attended the film, and stayed for the After Barbie, an informal discussion about the film's cultural impact and critical responses. Writer & Storyteller Alicia Ashcroft led an hour-long discussion about rape culture, Barbie's historical impact, how the film was perceived in the award season and using popular culture and cinema as a learning tool.



250+
ATTENDED



75
STAYED for After Barbie

Student Recognition

Co-op Student Shares Recipe for Success

Ahana Ahluwalia, a fifth-year Bachelor of Software Engineering student who worked four co-op terms at Telus Business Solutions, was awarded the 2023 Co-op Student of the Year (COSTY). She was also awarded an honourable mention for Co-op University 2023 Association for Co-operative Education and Work-Integrated Learning BC.

Ahana felt supported as she applied for jobs, referring to Leanne Mihalicz,

Co-operative Education Coordinator, as her “co-op person,” who supported her in a myriad of ways. Mihalicz said, “Ahana embraced her co-op experience with grace, courage, and ambition.

In addition to her technical accomplishments during co-op, Ahana demonstrated authentic leadership and sought-after human skills. She positively represented Thompson Rivers University, showcasing her passion for mentoring new co-op students. She also inspires women in STEM, helping to empower as a strong leader for underrepresented groups in engineering.”

I had a great co-op experience, partly because my employer treated me like a team member from day one. It felt good to be trusted; what I did mattered.

- Ahana Ahluwalia



Congratulations to the Class of 2024

WRITING CENTRE TUTORS

Abigail D'Souza

Azmaeen Aupar

Jacob Boisclair Valedictorian

Naushin Tarannum

STUDENT STORYTELLERS

Amna Qazi

Paige Kidder

Samiul Khan

Taryn Walter

Taylor Patton

INTERCULTURAL AMBASSADORS

Brenna Barley

Laiba Qureshi

Monalisa Hazarika

Shannon Lopes

Vilmary Pura-Murillo

Yujie Jiang

SL LEADERS

Loghan Eskritt

O&T MENTORS & AMBASSADORS

Parth Bavishi

Shelly Garg



Student Recognition



Given in recognition of Neil Russell, former TRU VP of Student Affairs and VP Academic, for his dedication to student achievement and leadership. This award honours TRU undergraduate students who have demonstrated leadership skills and made outstanding contributions to TRU, their communities, and society.

Neil Russell Student Leadership Award

Gavin Edwards was named winner of the Neil Russell Student Leadership Award for being "an exemplary planner, developer and student leader."

As an active member of the TRUSU Computing Science Club, the Game Development Club, the Gaming Club, and the Anime Club, Gavin has volunteered countless hours to support student orientation, recruitment, and other initiatives from the Computing Science department. He has also worked with the wider academic community, setting himself apart from other students.

Gavin organized two to four student events each month, with 40 to 80 students attending each event. One of the most significant feats was a weeklong game

development workshop for 40 students. He also coordinated logistics and took five students to a Game Development Conference.

He is currently organizing a student trip to the Game Development Conference in San Francisco; this trip has ten students attending the conference. Gavin's impact on his fellow students is outstanding. He sets an excellent academic standard, provides outstanding leadership in the clubs he belongs to, and organizes numerous educational workshops and social events each term.

Ambassador Conducting Ground Breaking Research

Yujie Jiang, Intercultural Ambassador and research assistant, is helping to make a difference to improve student learning as part of the BCcampus Research Fellows program.



Yujie Jiang

Ken Lepin Award Recognize Excellence

Along his academic journey, Casey Hopper was rewarded for his hard work and commitment to excellence with several achievement awards. In 2021, he received the TRU Foundation Undergraduate Achievement Scholarship and in 2023, the Magdalen Mak Award and the Stollery Charitable Foundation Bursary.

His crowning achievement came in April 2024, then he was awarded a Ken Lepin Prize of Excellence, which is given to the top graduating BA student. The selection considers academic achievements, research accomplishments, leadership activities, and active involvement in the university and/or general community.

"I was super amazed and very thankful when I found out I got the award. I feel really thankful that all the work I have put in is recognized," says Hopper, adding that receiving the award became even more impactful when he was able to meet his benefactor, Ken Lepin, in person.

"Meeting him inspired me to continue working hard and continuing on this journey."

Student Recognition

TRU PEER LEADER OF THE MONTH



LEFT TO RIGHT Michelle Raglin, Casey Hopper, Perry Erickson, Anzhelika Mostovshchikova, Shannon Lopes, Anneka Spice, Geordie Stenner, Corbin Ockerman

Michelle Raglin (September)

Supplemental Learning Leader and Peer Academic Coach

Known for leading her sessions and workshops enthusiastically, Michelle excels at every leadership position she is in and is a great support to her team and coordinator by bringing forth creative ideas. Michelle continually strives to find new and better means to support her peers, and the SL/PAC team is delighted to have her return this year.

Casey Hopper (October)

Student Wellness Ambassador

An incredibly valuable member of the team. During hiring gaps, Casey stepped up to take charge of tasks that needed to be done, including giving tutorials and answering questions for team members navigating new systems. Casey's inclusive and welcoming nature allows everyone to comfortably and freely ask him questions, knowing he is always willing and able to help.

Perry Erickson (November)

Indigenous Peer Mentor

Took the initiative to lead cultural activities and actively participated in numerous events. Perry is a role model to other Indigenous students and sets a strong example for other Indigenous Peer Mentors. Perry's proactive approach and willingness to create connections and foster positive change within the mentorship program demonstrate his strong leadership qualities.

Anzhelika Mostovshchikova (December)

Resident Advisor

Exhibits passion and care for her community, which shines through in her interactions with the residence community. Anzhelika's creativity was demonstrated when she organized programming on healthy relationships and "everythingships" which focused on teaching students about healthy relationships and common red flags. Anzhelika combines her passion for harm reduction and mental health in her position and uses her outside interests and knowledge to her advantage in the RA role.

Shannon Lopes (January)

Intercultural Ambassador

Took the lead on acquiring funding to create the opportunity for fellow Intercultural Ambassadors and Indigenous Peer Mentors to attend the IDEA conference on equity, diversity and inclusion and persisted through multiple barriers. Shannon builds meaningful bridges between the intercultural team, the TRUSU Equity Committee, Cplul'kw'ten, and Indigenous Education. While continually demonstrating humility, empathy, and determination in their work.

Corbin Ockerman (April)

PACE Leader

Exemplifies many leadership characteristics, such as enthusiasm, empathy, and resiliency. Corbin is the resident physics and math guru. He consistently helps first and second-year student-athletes tackle their homework during and outside PACE sessions. When lending a hand, Corbin is patient and dutiful about checking in with the students he has helped in the past. Asking an upper-level student for help can be daunting; however, Corbin is warm and friendly, and no question is off-limits with him.

Anneka Spice (February)

Writing Centre Tutor

Exceeds expectations in every way. Anneka actively and creatively contributes to an inclusive community. One example of this is how she created and implemented a new procedure that prioritizes the emotional and psychological safety of tutors. As she developed relationships with her colleagues, Anneka reviewed upcoming appointments for any potentially harmful language or content within the student's draft that might trigger the tutor and then moved the appointment accordingly. This seemingly small action highlights Anneka's ability to build relationships, her commitment to creating an environment of safety and inclusion, and her creativity and care.

Geordie Stenner (March)

Makerspace Ambassador

Celebrated for his curiosity and love for learning, Geordie has helped shape the Makerspace in countless ways, from helping learn and troubleshoot technologies, to designing 3D printing custom tools for the space, and advocating for new resources. He is also currently supporting a faculty member in integrating virtual reality into their curriculum. Geordie's curiosity helps make your interests feel more legitimate; in doing this, he helps people feel welcome and valued.

FSD Administrative Support

This team provides inclusive, trauma-informed, confidential and knowledgeable service and support for students, staff, faculty and admin who work within the Faculty of Student Development.

Admin Team 'Center of the Univers(ity)'

Val Jacobs has been a Student Support Receptionist for 13 years and has witnessed much growth and change in the department. Here, she shares what she's learned and loves about the role.

The front desk area is a Student Services hub, which requires a wealth of knowledge and a pan-institutional

understanding. "Our desk fields multiple queries, most related to the FSD, but many requests are related to TRU in general, like Open Learning. We field several questions regarding awards queries, advising, and student benefits. People ask about volunteering, help centers for specific courses, housing and course extensions."

"The level of information our area holds is incredible," Jacobs said. Being in a high-traffic area, continual interruptions and external variables can be difficult at times. "Reception cannot close the door to our office space, and when confidential conversations are happening, it is hard to maintain privacy and confidentiality with so much happening in the background. The emotional aspects of these front-facing jobs can be challenging to navigate, and believe me, there are days where a debrief is needed!"

The admin team shares a connectedness to the work and sees the importance of prioritizing student support. Jacobs shares, "Taking the time to support one another during good and not-so-good days is essential. We are all trying to balance our work with our personal lives."

Jacobs takes pride in going the extra mile to support and assist students as they navigate campus life and all its challenges. "I want to ensure that students are looked after, feel important, and know they matter." Not only does Jacobs go the extra mile for students, but she is also known for encouraging her colleagues. "I'm always happy to answer questions and provide correct information so staff, faculty, and administration can share it with the student population. I also like to check in to see how they're coping and offer support when needed."



Val Jacobs

FSD Front Desk Often the First Point of Contact at TRU

As a Student Support Receptionist, Kaitlyn Cecchini values the many opportunities she has to connect with students, staff, and faculty. "Being one of the first points of contact for students and helping them in any way I can is such a joy. I like the interactions, meeting students, and hearing their stories."

Given the diverse nature of the front desk inquiries, Cecchini appreciates that her colleagues are supportive and knowledgeable. "If I don't have an answer to a question, I know that

someone close to me can help me find that information. Everyone works together as a team, and it's amazing to experience."

As a self-described "go-with-the-flow" gal, Cecchini rolls easily through each day's uncertainties. However, in the event of a stressful occurrence, she said, "People can best support me by being a calm and inviting person to talk to. I typically process a situation by unpacking it with a trusted person, and having someone who can listen is so helpful."



Kaitlyn Cecchini

FSD Administrative Support

Admin Coordinator Shares Insights on the Value of Support Networks

Allysa Gredling, Student Development Administrative Coordinator, supports the administrative needs of FSD as a whole, the Faculty's leadership, teams at the front desk of OM1631 and the TRU Medical Clinic.

Gredling notes that engaging with different departmental units makes her "more adept at navigating our institutional structures, which improves the support I can offer to our teams. It's a great cycle to get caught in! It also ensures I can provide helpful and accurate information to my counterparts across campus when questions arise."

"I could sing the praises of many teams across our Faculty," Gredling said, "but the smaller teams I support hold a special place in my heart. Their level of kindness, compassion, and commitment to their roles inspires me. Each team member genuinely cares about the students we work with and the teams we support, and this is evident in all their interactions, whether on the phone, through email, or in person. They do an incredible job of finding the balance between protecting colleagues' personal time (be it for admin tasks, PD, or breaks) while still meeting the urgent student needs that walk through our doors."



It's a great privilege. I always enjoy working with and learning more about the individuals and their roles within our Faculty; it provides a bigger picture of the diverse range of services we offer and the work being done to support students and our colleagues.

- Allysa Gredling

Role Allows for Departmental Interconnectedness

As Divisional Secretary II, Tana Bray appreciates the role's variety and versatility. "I have many opportunities to assist multiple programs in different ways. One day, I'll provide information or schedule sessions for Supplemental Learning; the next, I'm creating a survey or supporting Val and Kaitlyn as they deal with a lineup at the desk and the phone is ringing off the hook."

When students inquire, Bray notices that their concerns relate not only to academics but also to housing, childcare, and employment. As she grows in this role, so does her knowledge of campus and community services. "I am surrounded by brilliant minds, kind hearts, problem solvers, and curious characters. They are such an uplifting, supportive group that continuously seeks ways to anticipate the needs of our students. I learn something new every day."



Tana Bray

Bray notes that Student Development Administrative Coordinator Allysa Gredling "teaches technical processes that allow me to work more efficiently." She credits Val and Kaitlyn, her colleagues behind the front desk, for "showing patience as they teach their process to support and schedule the students for appointments. This team has taught me the true meaning of humanity."



STUDENT LIFE

Academic Advising

Communications, Storytelling & Events

Mentorship & Leadership

Orientation & Transitions

Student Affairs



Student Life helps students make the most of their university experience by encouraging and supporting student growth while promoting the large variety of services available at TRU.

Academic Advising

Academic Advisors help students create a customized academic plan that aligns with their educational and career goals.



Charlene Munro

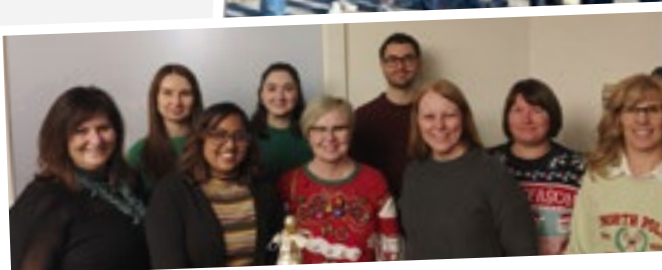
New Position to Prioritize Student-Centric Approaches

After 30+ years at TRU, Charlene Munro transitioned from Supervisor to a new position, Manager of Central Advising. In this role, Munro is responsible for supporting the Central Advising

team and spearheading a revamp of advising services that provides a student centered hub-and-spokes structure with a holistic advising approach. This project is in the early stages of discussions with Faculty, Deans, Associate Deans, and Chairs. The initial phase will involve piloting the program with the Faculty of Science & Arts. Central Advising will assist with advising requests throughout the process.

Objectives of the revamp:

- Solidify a comprehensive mission and goals that align with the strategic priorities of TRU.
- Create clear roles and responsibilities for central and program advising teams.
- Develop central campus-wide support in consultation with pan-campus partners, including Deans, Enrollment Services, TRU World, TRUSU, and others.
- Support diverse student populations (e.g., Indigenous, international, mature, athletes, first-generation, students formally in care) with working group coordination and training.
- Streamline pan-campus advising documentation and processes through central support and technology solutions.
- Provide professional development and training for a holistic advising approach.
- Utilize evidence-based decision-making processes for service delivery and equitable caseload management.



36,631

STUDENT CONTACTS

includes in-person, virtual and phone appointments, kiosks, front desk enquiries and department emails



30 - 45 mins

AVERAGE APPOINTMENT LENGTH



Holistic Advising Approach

Academic Advisors are professionals with a strong foundation in student development theory and advising practices. They work in partnership with students to foster critical thinking, proactively seek out resources, and formulate a strategic plan for attaining educational and career objectives. Advisors embrace a holistic approach and recognize students' unique individuality, including their diverse interests, aspirations, experiences, and backgrounds. Through meaningful and supportive dialogues, advisors provide constructive feedback to nurture student growth and personal development.

Academic Advising

Top Tips from Academic Advising

Academic Advisor Marnie Storie, Writer & Storyteller Alicia Ashcroft and Student Storyteller Pree Rodrigues collaborated on a [blog post](#) and video to provide 4 helpful tips for navigating the advising experience:



Befriend the Website

Advising is the go-to resource for exploring academic options. DegreeWorks, a web-based degree audit tool, allows students to track their academic progress throughout their certificate, diploma, or degree. The academic calendar is easily accessible on the [website](#), so students can explore program requirements at a more robust level.

Connect With an Advisor (and Stay in Touch)

Booking an appointment with an advisor sets each semester up for success! While students can create a strategic academic plan for fall and winter simultaneously, advisors recommend checking in halfway through the semester to assess progress, needs and options.

Contribute to the Conversation

The average appointment is 30 to 45 minutes, so students are encouraged to make that time count! Providing context about concerns helps the advisor develop specific plans and reduce the detective work.

Book Early

Getting clarity and guidance from an expert without waiting until the last minute allows for calm and rational decision-making. Advisors recommend that you check in once a semester or when you feel concerned or overwhelmed with your course load. Ideally, they suggest between April and May to plan for the following year.

A House That Feels Like Home

It started by attending Soup Circle regularly, and then Thriza Kennedy, Academic Advisor, started working out of Cplul'kw'ten more often. "I'll check in with students in the computer lab, then hang out in the kitchen with my laptop - just to be a presence and to get to know peer mentors and staff in addition to providing students with more access to advising."

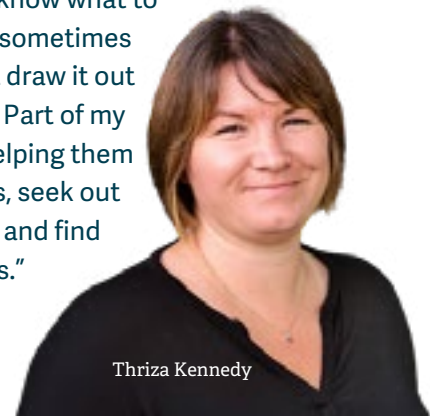
Spending this quality time at House 5 cultivated a stronger relationship with Elders, Indigenous Student Mentors,

and Learning Strategists, which deepened Kennedy's connection to her own Indigenous ancestry. "The more I got to know them, the more I wanted to be there."

Kennedy works closely with the Indigenous Student Development staff, who often connect her to students. Referrals are essential in the development of a student's support network. "There's almost always a suggestion or recommendation connected to a campus or community service. Students have a lot of life beyond the classroom, balancing work,

family and real-world issues can be complex."

Students don't always need to have the answers, but there's a lot of pressure to do so, which resonated with Kennedy. "Students think they need to know what to ask, but sometimes we must draw it out of them. Part of my role is helping them set goals, seek out services and find solutions."



Thriza Kennedy

Communication, Storytelling & Events

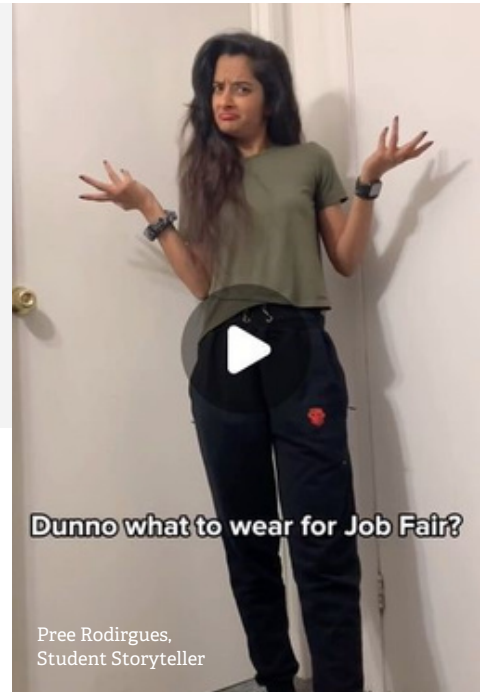
Student-centered, accessible, concise, relevant, timely, authentic, and responsive information that raises awareness of existing services and the student's experience.



Taylor Patton

How to Survive Your First Day at Work (and Beyond)

Taylor Patton, student storyteller completed three marketing co-ops; one with TRU World and two with Career and Experiential Learning (CEL). As she wrapped up her third and final co-op term, Taylor reflected on all the advice she received about [how to survive your first day at work \(and beyond\)](#).



Dunno what to wear for Job Fair?

Pree Rodrigues,
Student Storyteller

Pinpointing your Professional Pathway

Student storyteller Taryn Walter is in her fourth year of the Bachelor of Business Administration degree with a

To diversify my degree and gain pre-graduation experience, I enrolled in the Co-operative Education Program (co-op). Co-op is a great way to apply what you've learned in the classroom to the workplace. In this most recent eight-month term as a digital account manager at Castanet Kamloops, I've assisted local businesses in meeting their specific marketing needs to help grow their audience.

major in marketing. She has completed two marketing co-ops, one with Cutting Edge Consulting and one with Castanet Kamloops. Taryn [describes her thoughts](#) before, during and after completing her work term with Castanet Kamloops.



Taryn Walter

Putting your Skillset to the Test through Volunteerism

Joining a committee provides limitless opportunities to work alongside people with unique professions and skill sets. While some might dread group projects, working well in a team can benefit educational and professional growth.

I enjoyed working in a team setting, and seeing how everyone optimizes their strengths within the committee was insightful. Witnessing our combined efforts come to life throughout the planning process and watching the community show up, participate in the events and love the films was so rewarding.



Jenna Marshall,
Student Storyteller



Writer & Storyteller Alicia Ashcroft with some of the 23/24 Storytellers at the Peer Mentor Appreciation Lunch.

Communication, Storytelling & Events

Pinpointing Your Professional Pathway

Having completed his MBA in Dec. 2023, Samiul has already noticed how peer leadership roles benefited his professional experience.

During his time at TRU, Samiul was a Student Storyteller, Student Wellness Ambassador (SWAT), Resident Advisor, and Vice President (Internal) of the TRU Student's Union's Entertainment Committee. Looking at his trajectory from a post-graduation perspective, he notices how each position led to increasingly complex roles. "I probably wouldn't have gone into student leadership without being

a storyteller first. I developed confidence behind the scenes and in front of the camera, learned about services and resources, and was encouraged to participate in and report on all aspects of student life."

While still engaged in storytelling, Samiul became a SWAT leader. He appreciates the "incredible depths of learning" from the Wellness Centre's highly sophisticated training, which explored equity, diversity, inclusion, Indigenization, harm reduction, consent education and destigmatizing addiction, which ultimately taught him about empathy and community building.



Samiul Khan

The breadth of knowledge I absorbed from my time with different coordinators, mentors, and peer leaders sharpened my skill set in many practical ways. Everyone was so helpful and genuinely cared which supported the growth of my emotional intelligence.

Exploring Read&Write: Key Insights

Student storyteller Amna Qazi wanted to learn more about the features and benefits of Read&Write, so she connected with an Assistive Technology Specialist to make the most out of this platform. Read what she learned in this [blog post](#).

PD a Priority for the Storytelling Squad

One key goal of the Student Storyteller program is professional development. Writer & Storyteller Alicia Ashcroft supports students in projects that build and boost their resumes. Helping students recognize and develop their transferable skills adds an additional dimension to the assignments.



Robin Eccleston,
Student Storyteller

Storytelling was invaluable for me as a student at TRU. The program allowed me to explore many campus resources, develop my leadership skills and network with amazing people who valued student wellbeing and wraparound supports. Meeting and working alongside these supportive leaders, like Charlene Munro, Amber Huva and Alicia Ashcroft, fueled my intention to work with students as part of my profession. Now, I work at TRU, I wouldn't be where I am without Alicia's support. I will pass my knowledge on to the next generation of students and show them the same level of compassion I have experienced.



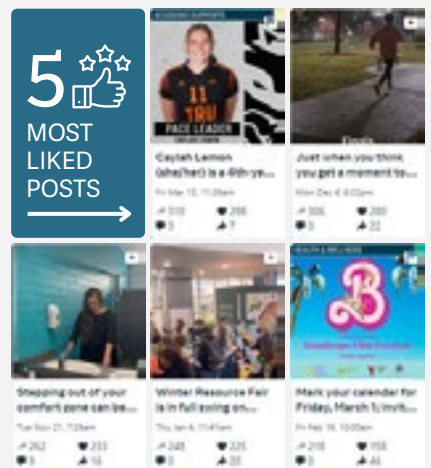
338

POSTS ON SOCIAL MEDIA



500

STORIES SHARED on Instagram



Mentorship & Leadership

Mentorship & Leadership supports opportunities for students to get involved in peer mentoring and receive additional training opportunities in leadership, collaboration, academic and personal well-being.

FSD's Peer Mentor Programs support, encourage and develop student leaders and equip them with the training they need to engage others confidently. WorkStudy, co-op and practicum students also engaged in professional learning experiences.

Career Ambassadors

Indigenous Mentors

Intercultural Ambassadors

Orientation and Transition Mentors

Pack Academic Edge (PACE)

Student Storytellers

Student Wellness Ambassadors

Supplemental Learning Leaders and Mentors

Writing Centre Tutors

Celebrating Peer Leadership at TRU

The annual Peer Mentor Appreciation Lunch on April 2 celebrated all the peer mentor programs at TRU. Between students and coordinators, 87 attendees represented 21 groups. Learning Strategist, Mentorship, Umme Mansoori hosted the event in the Campus Activity Centre. She said, "The highlight of my year is celebrating the accomplishments of all our peer mentors at TRU. It's a great way to kick off the summer and say goodbye to all our friends graduating this year."



Peer Mentor Extravaganza

The Extravaganza took place on March 5. Student Street was packed with students wanting to make the most of student life. Being a peer mentor, leader, ambassador, tutor, academic coach, or storyteller provides compensation, training and experience, so students can develop their skill sets and build their resumes.



Mentorship & Leadership

Steps Towards Success Series

There were 39 students who participated in three workshops over three weeks in January 2024. The workshops aimed to empower student success, cultivate a sense of belonging, boost student well-being, and equip students with practical skills they can apply in their academic and personal life. The objectives aligned well with TRU's 10-year Strategic Change Goals to eliminate achievement gaps, wherein this program aimed to

Growth in Global and Environmental Stewardship

The one-credit credential courses grew significantly this year, with 10 Leadership in Environmental Sustainability and 17 Global Competency credentials completed.

Umme Mansoori,
Learning Strategist



It's really neat going through the student e-portfolios for Global Competency and Leadership in Environmental Sustainability. It's amazing to see the breadth of students' involvement and the experiences they share with us. The e-portfolios give us a window into the students' lives and, by extension, their future possibilities. It's a beautiful keepsake for students to use in multiple ways, whether to add their links to their resumes or LinkedIn profiles for future employers to browse through or as a repository of their experiences for themselves.

"support students of all backgrounds to access and succeed in higher education" (TRU, 2022). This year's chosen workshops were relevant to the student lifecycle. They were goal setting, study skills and succeeding in group work.

Thank you very much for the wonderful sessions. I am currently adapting some of the learnings from your sessions into my studies and semester planning, and it has provided some much-needed structure for the current semester. I am looking forward to upcoming workshops from you both.

- Steps Towards Success participant

Peer Mentor Training Day

Seventy-one students from 15 different groups participated in this one-day conference-style training with an icebreaker to get the students mingling, a morning presentation and four breakout sessions to choose from. Objectives of the day were:

- Foster a sense of collectiveness and belonging among Peer Mentor groups at TRU.
- Alleviate training pressure on Peer Mentor coordinators.
- Streamline and standardize overall training offered to TRU Peer Mentors.

Topics covered in the training:

- Peer Mentor overview
- Navigating Power Dynamics through (Radical) Active Listening
- Tabling and Facilitation Skills
- Early Psychosis Intervention Training
- Digital Marketing Strategies

TRU LEADership Series

Aspiring and active student leaders explored their knowledge, skills, and values related to leadership in six sessions, once every two weeks, through the fall and winter semesters. Participants engaged in interactive, skill-building activities, connected with peers, and discovered unique perspectives on leadership from TRU community members.

I loved the team, and Umme guided me in a friendly way, motivating me to attend the sessions. It was nice to meet new people, and I loved our activities in the sessions together.

- LEADership cohort participant



Digital marketing strategies training was so good. It was explained so interestingly that I thought of changing my major...

- Peer Mentor Training Day participant

Orientations & Transitions

Orientation & Transitions (O&T) offers a multitude of educational experiences for new-to-TRU students, providing insights into all aspects of university life.

New-to-TRU Orientation

Since Orientation Day focuses on broader concepts such as building community and learning about campus supports, this year, the orientation team added four virtual pre-arrival workshops that allowed students to learn about more specific topics to ease their transition to TRU.

Navigating the TRU Survival Guide


High School vs. University

What to expect in your labs, lectures, and seminars

Budget like a pro:
Your path to financial success

In late August, the team also added group campus tours for registered students. Over 225 students attended the workshops and tours throughout August.

Supporting New-to-TRU Student Transitions

 **140+**
STUDENTS ENGAGED

 **5**
WORKSHOPS



Speed Friending allowed students to interact and get to know fellow students in small groups. This event was scheduled at the start of the semester with the goal of providing students with the opportunity to make friends and build community in a low-pressure environment.

The **Get Organized** workshop provided information to support students in prioritizing tasks, finding time for activities within their weekly schedule, planning out their semester, breaking down assignments, and strategies to make the most of their time.

The **Study Smarter, Not Harder** workshop was offered at the end of September when students may begin to feel more aware of their midterms and looming deadlines. It provided information to help students identify their preferred learning style and personalized study strategies depending on that style.

The **Get Hired** workshop provided students with information about improving their job application skills. This included evaluating their skills, learning to write accomplishment statements, formatting their resumes, and polishing their cover letters, and more.

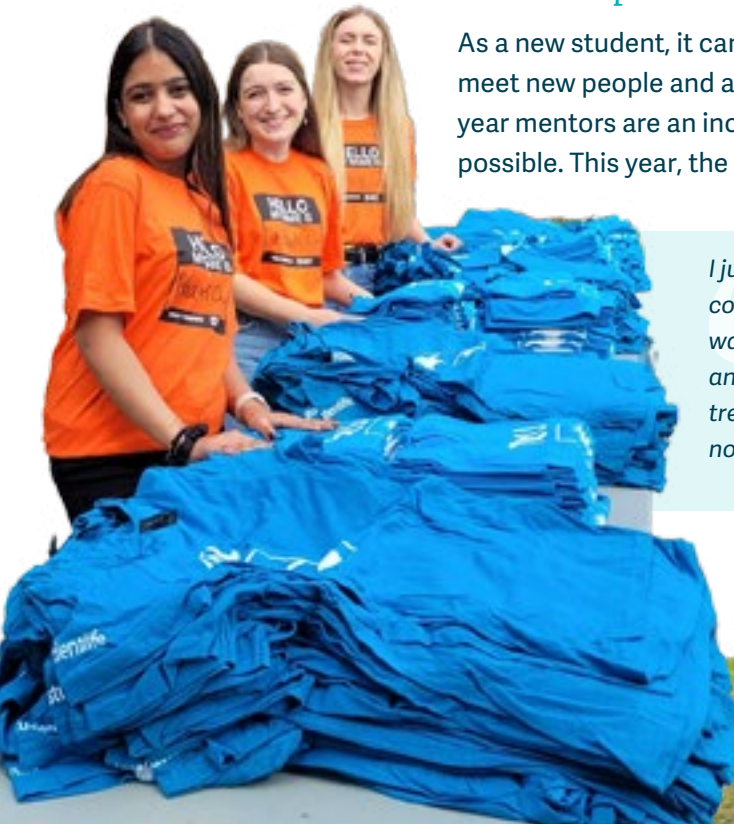
The **New Student Social** was an event that offered new students the opportunity to make friends and connect with the O & T Mentors and Ambassadors. Eight tables were set up with different activities for students to choose from. These activities included games such as Telestrations and Get to Know You Jenga and other activities such as colouring.

Mentorship Matters

As a new student, it can be overwhelming to come to a new school, maybe even a new city, meet new people and adapt to a new level of education. Orientation & Transitions upper-year mentors are an incredible support to help make students' first year as successful as possible. This year, the O&T Mentors supported 160 students.

I just wanted to express how brilliant a job Emily did as a peer mentor and contact. As a mature student returning to post-secondary after a decade, it was invaluable to have her as a support. She was often the most prompt to answer my questions than other channels through the school. Again, such a tremendous help! I want to ensure this is known as Emily demonstrated nothing but the best support and clearly cared.

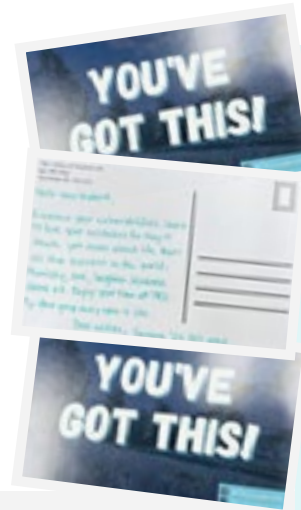
- O&T Mentee participant



Orientations & Transitions

Postcards of Encouragement

This fall, 360 postcards were mailed out to new-to-TRU students in mid-October, when students are in the midst of midterm exams and assignments. These postcards contained words of encouragement and wisdom from TRU grads and current upper-year students. The goal is that students will read these postcards and feel like they are not alone and able to conquer the rest of the semester with optimism.



Student Street Fun

The O&T Mentors and Ambassadors were on Student Street every week with a fun game and academic information to support students through their studies.

Amongst the many learning activities enjoyed by over 900 students in the fall and winter semesters were:

Fishing for Final Exam Tips

Have Your Ducks in a Row

Discover Opportunities Skee Ball

Organize Your Time Ring Toss

Manage Your Stress Bags

Spin to Learn from Peers

Learning How to be Part of (and Give Back to) the Community

Gabriela Jimenez Angulo knew she wanted to be a student leader when she saw a peer mentor group working together at a resource table on Student Street. "I thought, I want to be where you are," and she was successful in getting a role.

She cites Kayla Sanford, Learning Strategist, Orientation & Transitions, as being "so much more than a boss to all of us. Kayla was fantastic; she became a good friend."

"Having the opportunity to work more closely with Gaby as the Learning Strategist gave me a fuller picture of

her impact", Sanford said. "Gaby mentored 52 students while in her role and actively engaging in personal and professional development."

As a supportive point of contact for new TRU students, Angulo would often share her own experiences with first year students, so they could better understand how services at TRU can improve student life. She once accompanied an overwhelmed student to a nerve-racking appointment: "It can be scary asking for help. I offered to go because I didn't want them to feel alone."

"I only have positive things to say about my Student Life experience," Angulo said, "Time goes by so fast; I wish I could live it all over again."

Student Life Karaoke



This year, the O&T Mentors and Ambassadors hosted a karaoke night for students. The team, along with the Learning Strategist, organized the event, giving their students a chance to shine and show everyone what they've got.

Students Spoke, Student Life Listened

After hearing from many students about struggling with class presentations and feeling confident that they were delivering engaging class projects, O & T delivered two workshops on Public Speaking and Presentation Design. They also heard from students that test anxiety was a major concern, so the team stepped into action and held a workshop on Taming Test Anxiety. These workshops were well attended, and students discovered the tools they needed to succeed.

Student Affairs

The Office of Student Affairs (OSA) assists the TRU community in navigating institutional processes and policies by providing various resources and connecting individuals to available support.

Practicum Student Reflects on Time Spent with OSA

During Karlie Clarke's practicum (her third term in total, her first with FSD), the third-year Bachelor of Social Work student shadowed case managers and observed their day-to-day activities. Academic Integrity was one of the focal points of Karlie's work term, and she worked alongside Student Affairs Assistant Julia Hedge in the AIC Office. "Julia was so computer savvy. I learned a lot about the AIC policy and how to organize stats and data."

Director of Student Affairs, Cassie Greenough was Karlie's first point of contact, who then set her up with various projects and mentors. "There's such a high opinion of her on campus," Karlie said. "She trusts people and ensures that folks feel that trust through empathy and care. I've seen Cassie navigate tough situations, holding her own and standing in her integrity with such grace."

Because Greenough generally deals with tragedies, emergencies, crises,

and challenges, regularly mentoring practicum students provides a healthier balance. "The frequency and intensity of student affairs can be draining. Working with students lightens the weight of those challenges. I look forward to these work terms."

Greenough also finds joy and pride in seeing a student project come to fruition, watching their presentations, reading their work, and hearing about their processes, experiences, and outcomes. Working with students keeps her deeply rooted in the emotional landscape of the student experience. The student's curiosity ensures that she also questions systems and processes. "It's important to ask, 'Why?' 'Who does this benefit?'"

These interactions and collaborations Greenough affirms also have a grounding effect. "I'm thankful for the students." Greenough said, "Seeing their growth, skillset development, and successes really affirm our purpose."

OSA supported

 **34**
STUDENTS

in applying for emergency bursaries for immediate financial need.



OSA and Residence Management developed and implemented a referral process to request temporary emergency housing stays for students.

OSA defined and streamlined a process to assess and provide grocery cards to students in need.

 **60+**
GROCERY CARDS
PROVIDED

 **\$3,000**
WORTH OF SUPPORT



Student Affairs

A Warm Welcome to A Way Home

On Feb. 12, the Office of Student Affairs (OSA) welcomed a small group of youth and support staff from [A Way Home Kamloops](#), a community organization committed to ending youth homelessness by providing a safe place to call home and the support necessary to sustain wellness.

The gathering provided an opportunity for these high school students to learn more about TRU as they prepare to graduate.

The group met at the Student Services office for snacks and swag, with Cassie Greenough and Sara Wolfe introducing Student Services supports. After the presentation, they enjoyed a guided tour by Dwayne Geiger, TRU Partnership Transitions Coordinator, School of Trades and Technology. Geiger shares co-organization credit alongside Holly Winzey, Student Affairs Case Manager and A Way Home Executive Director, Tangie Genshorek. Thanks to Corey Wiwchar and Robyn Hollas, who provided some fantastic gifts to the special guests who helped this group of youths continue their education journey at TRU.



Academic Integrity Website Launched

OSA launched its new [Academic Integrity website](#); this centralized hub provides awareness, education, and resources for students, staff, and faculty. The new website serves as a platform to provide all stakeholders with information related to academic integrity. The primary goal of this website is to establish a framework that empowers all individuals within our academic community.

Reaching Out, Reaching In: Fostering Connections with Community Supports in Service of Students

Student Case Manager, Holly Wizney reflects on her role, "I think about the incredible community I am a member of."

The work of a Student Case Manager is complex and ever-changing and cannot be done in a silo. This work is done with a focus on collaboration to provide students with the best support possible. Daily work with students involves holding a space for them to articulate their needs and problems to find effective ways to navigate university policies and processes. The

role might involve helping a student understand a TRU policy and proceed with a process such as complaints, withdrawals, and academic appeals. It may also involve supporting someone in crisis and needing support from campus and community alike.

Supporting students effectively involves those on campus and community partners; it involves recognizing the value of our colleagues' wide range of knowledge and skills, the ability to share resources, having an open heart and being compassionate.

Body Sovereignty for All

The Office of Student Affairs and All My Relations held space for an [empowerment-centred workshop](#) on Sept. 21. Ellis Rondquist, a Bachelor of Social Work practicum student, prepared and facilitated a fascinating exploration of the connections between the land, the body, and sovereignty, drawing on Indigenous ways of knowing and engaging in dialogue. Both Cassie Greenough and Alicia Ashcroft supported the process.

"I am so proud of our team, as we all value collaboration, helping one another and thinking creatively about how to serve our students."

Holly Winzey



ACADEMIC SUPPORTS

Accessibility Services

Assessment Centre

Pack Academic Edge

Peer Academic Coaches

Supplemental Learning

Writing Centre



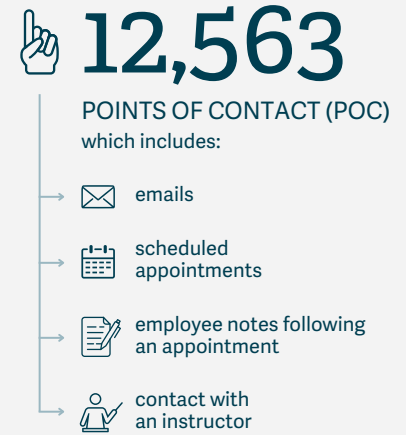
Academic supports help students succeed academically through peer support, resources and workshops that foster learning and educational planning.

Accessibility Services

Accessibility Services (AS) provides academic accommodations and services to all eligible TRU students. AS facilitates equitable access to educational opportunities by reducing physical, attitudinal, and systemic barriers.

Types of Services and Accommodations

- Classroom and/or exam accommodations
- Access to alternative and accessible formats for textbooks
- Access to technical aids and adaptive equipment
- Access to assistive technology and the Assistive Technology Specialist
- Access to a Learning Specialist
- Assistance with applying for disability-related financial aid
- Referral to other TRU services and community resources



↑ 65% INCREASE FROM 2021-2022

Helping Students is at the Heart of the Role

After ten years with Accessibility Services, Advisor Joanne Salituro reflects on the complexities of the work. Each case is different and requires a great deal of nuance, expertise, collaboration, and detective work.



Joanne Salituro

A Day in the Life of an AS Advisor

- ✔ Respond to student emails
- ✔ Review students' medical documentation
- ✔ Set up academic accommodations during and after student appointments
- ✔ Refer students to other student services as needed
- ✔ Meet with the AS team to debrief and share best practices
- ✔ Help students apply for disability-related funding and access grant funding for services and equipment
- ✔ Liaise with faculty and staff regarding student academic accommodations
- ✔ Take part in professional development whenever schedules permits



The best part of my job is meeting students, partnering with them to develop an accommodation plan that helps mitigate their disability-related barriers, and seeing them succeed. It is so exciting to watch students grow and reach their academic goals. I love running into former students and hearing about their post-graduation accomplishments.

Accessibility Services

Meet the Assistive Technology Specialist

As an Assistive Technology Specialist, Emily Talerico is a keen, lifelong learner. "I often work face-to-face with students, exploring Read&Write or various apps, and I'm always learning alongside them. There's so much unique technology out there, so if someone asks a question, and I don't know the answer, I will find out!"

In her research, training and interactions with students, Talerico recognized disproportionate mathematics options and strives to make math more accessible for students. "While many programs and software support reading, writing, and studying, there's a gap in math-to-speech and speech-to-math tools. I'm exploring what we can offer to bridge that gap." →



Emily Talerico

Most recently, Talerico launched a new online intake form on the student portal, streamlining the registration process for students who want to register with the AS Office. "With the influx of students we support, minimizing admin time, so we have more time to support students is critical. For AS, the online intake will help AS Advisors get more information prior to the appointment with a student, so that they can better prepare and minimize the time required for intake appointments and

admin time for charting. For students, it allows them to use their own words to describe their impacts and needs at their own pace."

Talerico notes that work is all the more rewarding because of her colleagues. "I am so grateful to be part of a team that genuinely cares about one another and our students. Every day, I see them go above and beyond for our students. It doesn't matter how tired we are or what's happening in our personal lives, our dedication to the students always comes first."

Testing Hub

The Accessibility Test Centre creates a distraction-reduced environment for students to take exams based on their approved exam accommodations. The 4 staff members in the Test Centre also invigilate exams for students registered with Accessibility Services.



TOTAL EXAMS BOOKED:

577 + 619

FALL 2023 WINTER 2024

↑ 7% INCREASE
in 1 semester

Supporting the Test Centre As it Grows

In the temporary role as the Exam Support Specialist, Melinda Gouschuk has found the experience both rewarding and challenging. "I enjoy the daily face-to-face interaction with students and faculty, providing a warm welcome and quick assistance. The Test Centre has seen more students accessing accommodations through the office, particularly Open Learning and Law."

Gouschuk appreciates the "unique dynamics of each department and the individual needs of all students. Our team is supportive, and communication is key during the heavy exam periods; we are all driven by the same need to be of service."

Melinda Gouschuk



Assessment Centre

Assessment Centre is open year-round to facilitate appropriate placement in courses and programs, coordinate or invigilate exams for other educational institutions and outside agencies, and administer entry assessments for admission to TRU programs.



Dr. Cindy L James
Principal Coordinator

Nichole Baker & Tasha Baker
Assessment Centre Clerks

Christene Hubbard
Part-Time Coordinator



NUMBER OF EXAMS ADMINISTERED

2,322

on Kamloops campus

576

off-campus or virtually

17,450

inquiries via



emails



phone calls



office visits

Supervising Makeup Exams

Recognizing the increased demand for makeup exams due to the pandemic, in the fall of 2021, the Assessment Centre began offering makeup exam services in which faculty could arrange for course and/or final makeup exams (paper-based or online) to be administered by the TRU Assessment Centre at no cost to the student or faculty.

This service has become very popular, with 805 exam sessions being supervised between October 2021 and April 2024. Of these sessions, the vast majority were paper-based (93%). To date, most students writing the makeup exams were from the Faculty of Science (45%); followed by the Gaglardi School of Business and Economics (36%); Faculty of Arts (17%); and Faculty of Adventure, Culinary Arts and Tourism (2%). The Assessment Centre staff are currently exploring ways to improve this service's efficacy so more faculty and students can access it.

The students will never know how much you all are helping them by making this service available.

- Faculty feedback

External Testing Activities

The TRU Assessment Centre is certified to provide testing services for over 110 different agencies and institutions. This service allows students and community members to take their academic/certification exams locally rather than travelling afar to be tested. In 2023-24, the Centre supervised 244 external exams and/or certifications for post-secondary institutions such as Athabasca University, Douglas College, Northern and Southern Institutes of Technology and for agencies such as the Applied Science Technologist and Technicians of BC, BC Food Safe, BC Housing, Canadian Association of Occupational Therapists, Canadian Board of Examiners for Professional Surveyors, Canadian National Institute of Health, Canadian Professional Counselling Association, Canadian Securities Institute, Chartered Professional Accountants, College Board, Environmental Operators Certification Program, Federation of Dental Hygiene Regulators of Canada, Insurance Brokers Association of BC, Investment Funds Institute of Canada, Pacific Rim Early Childhood Institute, Reflexology Association of BC, Registered Psychiatric Nurses of Canada, and Skills Trades BC.



Assessment Coordinator Facilitates CHETA Conference

As President of Canadian Higher Education Testing Association, Dr. Cindy James facilitated the CHETA 2023 Conference held at Toronto Metropolitan University (TMU) from June 22 - 23, 2023. It was a huge success, with 80+ testing professionals from various post-secondary institutions across Canada and representatives from seven different testing vendors participating.



Pack ACADEMIC Edge (PACE)

PACE provides student athletes academic support through informal study sessions led by upper-year WolfPack athletes.

Between classes, labs, group projects, studying, writing, taking exams, travelling, training and game days, student-athletes face full schedules and experience unique challenges. It's critical to balance academic and athletic responsibilities, and that's where the Pack ACADEMIC Edge (PACE) comes in. This program provides peer-to-peer support, campus resources and a sense of belonging, and it also acts as an informal study hall.



The community drew on many FSD offices for support during a devastating tragedy involving WolfPack student-athletes in November 2023.

Owyn McInnis will live on through a Memorial Men's Volleyball Athletic Award. "At a time of heartache, your love and support has been felt," said a statement from the WolfPack.

Making Advising Services More Accessible to Student-Athletes

Academic Advisor Thomas Copeland attended PACE sessions every month to ensure that add/drop and withdrawal deadlines didn't sneak up on first-year student-athletes.



Thomas Copeland

"Scheduling appointments around class and athletic obligations can be difficult," Copeland said. "This is my way of meeting them where they're at. It also helps to see advisors around, so they have a clearer idea of what we do and how we can help."

Both Copeland and his wife were student-athletes at TRU (he played baseball for two years, and Kanesha played basketball for five) and understand the complexities of the experience. "We've been in their shoes before. We go to most of the Wolfpack home games, so I enjoy working with this student group to follow their progress academically and within their sport."

Program Helps Student-Athletes Keep PACE



As a student-athlete at TRU, Erin Pincott competed on the curling team and is a three-time U Sports silver medalist. Now a Learning Strategist for PACE, Erin is excited to support and give back to WolfPack athletes because she relates to their unique experiences and challenges as they navigate student life.

Erin competed in the Scotties Tournament in Calgary, representing British Columbia with Team Brown, where she made her third trip to the National Championship in five years. The team had a strong tournament and tied for the playoffs' last spot. However, they did not move forward due to their last stone draw ranking.

Women's Volleyball with their PACE Attendance Award for 2023/2024.



Pack Academic Edge (PACE)



MEET THE PACE Leaders

BACK Caylah Lemon, Caitlin Larrigan, Olivier Jumeau, Jost Hausendorf
FRONT Kelsey Cruz, Kennedy Love, Noah Wonnick, Corbin Ockerman, Asher Mayan

Kelsey Cruz *she/her*

is a women's basketball shooting guard and is in the fifth year of her Bachelor of Science (Honours) in Biology. She graduated from St. Francis High School in Calgary, Alberta.

PACE provides a comfortable environment for student-athletes to seek help from their peers in social, academic, and athletic challenges they may be facing. PACE holds students accountable for getting study hours in. The best part of PACE is getting to know other student-athletes and sharing stories.

Noah Wonnick *he/him*

is a 3rd year accounting major and plays in the outfield and first base on the men's baseball team.

PACE is a place where athletes can receive help with their classes and get directed to other people if they can help them more effectively.

Caitlin Larrigan *she/her*

is known by most people in WolfPack as Larry, but she goes by either name. Larry is a 3rd-year chemical biology major and middle blocker for the women's volleyball team.

PACE helps teach time management, provides easily accessible academic help, and allows athletes to bond and socialize with other athletes from other teams.

Caylah Lemon *she/her*

is a 4th-year psychology student working towards a Bachelor of Arts degree and is the defensive anchor in midfield for the women's soccer team.

PACE supports student-athletes by creating a space where athletes can get their homework done, receive help or ask for clarity. All the PACE leaders have different strengths, which gives a variety of options for students to obtain help depending on their class or degree.

Olivier Jumeau *he/him*

is a 5th-year student-athlete and is studying woodland caribou with the Ulkatcho First Nation in Anahim Lake as part of his Master's of Environmental Science. He is the goalkeeper of the men's soccer team.

PACE supports student-athletes by providing 1st-year students with a supportive environment for adapting to university and life away from home.

Kennedy Love *she/her*

is a third-year nursing student and a backspot on the cheerleading team.

PACE supports student-athletes by providing a designated space for upper-year students to learn from and ask questions about academics or athletics, student life, and campus resources.

Corbin Ockerman *he/him*

is a 5th-year Bachelor of Science student and physics major and is a middle blocker on men's volleyball.

PACE supports student-athletes by providing a safe space to seek help with any subject without the pressure of being a professor or instructor. It's also a space where people can get their studying done in a quiet environment. PACE sessions can also be a social space where student-athletes can meet new people and create lasting relationships.

Jost Hausendorf *he/him*

is a 3rd-year Bachelor of Arts student and psychology major and is a forward for the men's soccer team.

PACE provides a comfortable and direct link to academic support.

Asher Mayan *he/him*

is a 5th-year Bachelor of Science student majoring in computer science and math.

PACE allows first-year athletes to learn and collaborate alongside more experienced student-athletes. It's a program that focuses on academics but also with the changes many athletes experience moving away from home.

Peer Academic Coaches (PAC)

PAC is a collaboration between Supplemental Learning and the Writing Centre. PAC offers students the opportunity to have a one-to-one session with another student who has both experienced success and understands what it is like to struggle academically.

Coaching Benefits First Years to the Nearly Graduated

No matter the course load, year, or program, every student can benefit from a supportive peer network (whether they think they do or not). Full-time fourth-year Bachelor of Business Administration student Taryn Walter said, "My first impression of PAC was that it sounded useful for others but not necessary for me. I've always had good grades and done well in my jobs, so I didn't know what I would even talk to a coach about.

My perspective completely changed after I left my first appointment. I felt calm and ready to take on the semester. The tips I received were constructive, especially about taking time for self-checkups. I highly recommend these coaching sessions. Everyone can use a different perspective and a knowledgeable peer to talk to."

PAC Focal Points

Time Management

Goal-setting

Strategizing Study Methods

Preparing for Presentations

Taking Notes

Test-Taking

Dealing with Exam Anxiety

Distinction between SL and PAC

"SL is all about the group dynamic, whereas in PAC, the focus is on the individual. Each appointment is unique and tailored to the specific needs of the student. Whether troubleshooting coursework, initiating a project, managing time, assessing challenges or creating solutions, the goal is to address the student's specific challenges and support their academic journey. Sometimes, it's about simply providing a listening ear."

With a key goal being centered on self-knowledge, Manuel Centeno Duque notes that PAC helps students understand their 'why' more clearly. "It's more like you're there to learn, have an open mind and learn other people's viewpoints. While I have received training, I'm not a professional at

studying, but I have my own experiences and understand how to plan, execute and navigate academics. We're providing methods that support learning and boost confidence. We invite students to try something like the Pomodoro technique or share our favourite study hacks, I often recommend Google Calendar for time management."

A PAC session is an opportunity to explore ways to engage in academics more effectively or efficiently, but Duque notes it's also a chance to "stop, sit down, and reflect on your life, your goals, and the barriers that impact those aspirations. It's a chance for self-discovery and empowerment, where you can take control of your academic journey and make the most of your potential."

Imparting Wisdom from Lived Experience

Lohan Eskritt, SL Leader and Peer Academic Coach, shared, "I was talking with a student about study strategies and ways to navigate a classroom setting;

then, I asked if they had questions or wanted to talk about anything else. They said, 'Actually, yeah. I'm in the middle of moving, I'll be

living alone for the first time in my life, and I'm nervous.' The conversation shifted from student life to living independently, which I have experience with, so I shared some challenges, tips and suggestions.

Each student resides in their own internal world, so while going to classes A, B, and C, they might also be feeling anxious about finding a new place, paying rent, and trusting themselves with responsibility. They are dealing with some very human

realities alongside those learning expectations.

In the spirit of being a student who has succeeded in a challenging course, you may be a few steps ahead in your personal growth. There might be a shared experience or challenges and an opportunity to impart wisdom that helps them strike a balance. Finding those sites of connection is challenging to do sometimes. It's a challenge for any institution. That's why SL and PAC spaces are so important."



Supplemental Learning

Supplemental Learning (SL) is an academic support linked to challenging introductory courses. Sessions are led by a student who previously mastered the course. Sessions integrate how-to-learn (study skills) with what-to-learn (course content) in a collaborative setting.

Core Principles of SL →

Celebrating the biggest SL team ever, SL Coordinator Elizabeth Templeman shares some of her learning frameworks and philosophies that are the foundation of the program.

I care so much about my leaders; they're so cool. My whole job revolves around supporting, nourishing and encouraging them, so they can do the same for hundreds of their peers.

- Elizabeth Templeman



4,638.5
CONTACT HOURS

provided to



1,045
STUDENTS



4.5 out of 5
STUDENT
SATISFACTION

INTEGRATION OF SKILLS AND STRATEGIES WITH CONTENT

Introducing study skills in the context of the discipline. Making content the what and why; strategic study the how; and then reviewing course material by applying effective study skills. Study skills and strategies are more meaningful when targeted to the specific challenges of the content and the course context. Course instruction tends to focus on content exclusively, overlooking the study skills that support mastery.

ACTIVE AND COLLABORATIVE LEARNING

Working together to improve understanding and recall by engaging with and manipulating the content. Applying concepts, generating ideas, and practicing. We learn faster, deepen comprehension, and remember best when we do something with material. Collaboration increases involvement, fosters social engagement, and provides exposure to more ideas and perspectives.

SCAFFOLDING TOWARD GRADUAL AUTONOMY

Structure and support for a student's mastery of subject matter. As the knowledge base and skill level increase, guidance is gradually removed, and learners become more independent. University students are expected to learn independently. Scaffolding

enables success by modelling a progression toward independent learning.

CRITICAL THINKING

Actively conceptualizing and elaborating on content. Using criteria to assess possible options in light of relevant factors. Higher engagement with learning leads to better and more transferable learning, broadens perspective, and fosters life-long learning.

SELECTIVE FOCUS ON CORE CONTENT

Dedicating most of the time to identifying and reviewing the essential material and content required to succeed in the course. This ensures struggling students can succeed without becoming overwhelmed. It is important to model (and have students practice) the skill of identifying those essentials.

SAFE AND OPEN ENVIRONMENT FOR LEARNING

An environment where students don't feel threatened when they don't yet understand or can't demonstrate competency; a space where errors are a normal part of the learning. Students will participate more freely and learn better if they feel assured that they won't be judged or shut down for struggling or making errors. A friendly and relaxed atmosphere encourages effort.

Growth Mindset

The belief that intelligence can be developed. Students with a growth mindset understand they can get smarter through hard work, the use of effective strategies, and help from others when needed. It is contrasted with a fixed mindset, which is the belief that intelligence is a fixed trait set in stone at birth.

Supplemental Learning



Manuel Centeno Duque,
SL Leader

SL Leader Shares the Value of Genuine Leadership

Manuel Centeno Duque has never had a Supervisor like SL Coordinator Elizabeth Templeman. "She's more of a steward of the students than a boss, a peer mentor for peer mentors. She remembers everything about you and is interested in your humanity. Elizabeth is so proud and cares so much about the group and each individual.

SL makes you see who you are and what you want to be, and I want to be a leader like Elizabeth. She walks alongside you in your journey—and it's not a formulated leadership technique; it's just Elizabeth. She's so genuine. SL is almost like your family."

The Six Strategies for Effective Learning

The first two items below help students take in new information

1. Pairing graphics with words

(DUAL CODING)

We all receive information through two primary pathways: auditory (for the spoken word) and visual (for the written word and graphic or pictorial representation). Learning increases when we convey new material through both.

2. Linking abstract concepts with concrete representations

(CONCRETE EXAMPLES)

Tangible examples will illuminate overarching ideas, especially if connections are made between the examples and big ideas.

These two ensure that students connect information to deepen their understanding

3. Posing probing questions

(ELABORATION)

Asking "why," "how," "what if," and "how do you know" requires learners to clarify and link their knowledge of key ideas.

4. Repeatedly alternating problems with their solutions provided and problems that must solved

(INTERLEAVING)

Explanations accompanying solved problems help learners comprehend underlying principles, taking them beyond the mechanics of problem-solving.

The final phases help students to remember what they learned

5. Distributing practice

(SPACED PRACTICE)

Learners should practice material several times after learning it, with each practice or review separated by days, weeks, or even months.

6. Assessing to boost retention

(RETRIEVAL)

Beyond the value of formative assessment (to determine what needs to be learned) and summative assessment (exam type, or formal testing, to determine what's been mastered), frequent opportunities to self-assess allow learners to recall material, which helps information "stick."

SL was very useful to me as a first-year student. I was able to connect with others, and I was able to understand and feel a lot more comfortable about the material I was learning about. I felt less confused and more confident going into my quizzes and exams.

- BIOL 1110 SL Participant

It has been helpful for me to review topics that were not clear to me in class.

- ECON 1900
SL participant

All of the activities both leaders put together are super helpful and allow me to truly understand the material. Additionally, all the practice problems they post online are great!

- BIOL 1592 SL participant

I found the group dynamic helpful, sitting together and talking about our solutions and how we got there.

- ACCT 2210 SL participant

Writing Centre

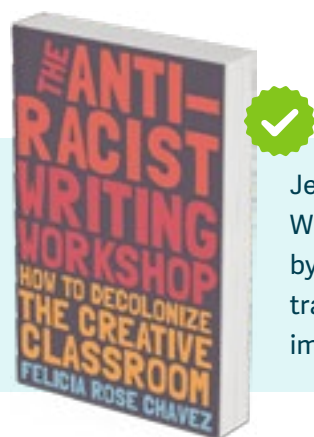
The Writing Centre assists undergraduate and graduate students by providing feedback on their writing during any stage of the writing process. The centre's goal is to encourage students to realize their strengths, make critical choices about their writing, and discover their authentic voice.

Building an Inclusive Environment at the Writing Centre

The Writing Centre was featured in an Omega article about the ever-evolving efforts to support international students and cultivate an anti-racist academic space.

Reporter Mitali Tilve wrote, "TRU's Writing Centre is changing how they help student writers, taking an anti-racist approach by encouraging inclusivity and incorporating other languages while tutoring."

"Academic writing is not solely about the final paper or the grade," TRU Writing Centre Coordinator Jenna Goddard said, "but rather it is more focused on growth and success."



Jenna recommends *The Anti-Racist Writing Workshop: How to Decolonize the Creative Classroom* by Felicia Rose Chavez, which provides a three-part training approach aimed at reducing the power imbalance between tutors and students.

Writing Centre tutors are trained to actively listen, validate students' choices and instruct in concrete terms, thereby dismantling the deficit perception that often shadows these students. They also promote the various languages they speak on their tutor profiles and use them in sessions to aid in explanation and to heighten the student's understanding and comfort.

Sessions "encompasses active listening to students and giving them autonomy to make choices, inquiring extensively, accentuating strengths in their written assignment and instructing on essential writing components in concrete terms rather than abstract language," she said.

Students are encouraged to try new things!

I appreciated Mercedes' recognition of my passion for English Romantic poetry, and her suggestion that I look into creating independent research. As a result, I'm applying for The TRU Research Rookies Award.

Relationships are a top priority.

I can not thank this amazing tutor enough. I've known them since my first year of NURS school and always appreciate their timely, wonderful feedback.



3,787

APPOINTMENTS



1,274

NEW CLIENTS



6

TUTORS

presented at the CWCA/ACCR
National Writing Centres
Conference May 2023

MOST COMMON REQUESTS

- Organization
- Grammar
- Clarity
- Tone
- Structure
- APA citations



Jenna Goddard
Writing Centre Coordinator

Student Feedback

Helping students grow their confidence, skills, and autonomy is key.

Alana's feedback is phenomenal! She brilliantly identified what was going on with my thesis and provided lots of helpful, clear, and kind suggestions to improve it. She answered my questions very thoroughly and provided additional comments that related to the issues I was having. My feedback file has so many excellent insights and tips; I will be saving it to help me with many future essays!

Service standards go above and beyond!

Julye was amazing! She helped me keep my workflow/momentum going. I appreciated her amazing mind when brainstorming and bouncing ideas around.

I am grateful to the Writing Centre for accommodating my last-minute request to take my appointment online. Azmaeen clearly read my request, paper, and instructions and offered helpful feedback.

Writing Centre

Working hard to make you feel welcome:

The staff are friendly, helpful and welcoming. I had an appointment with Juliana, who was very friendly and a good listener. She provided practical answers to my many questions. Thank you so much for providing us support and information. It was an amazing experience.

The space felt very welcoming. I was quite shy at first, but it was very easy to become calm and open. I felt like it was a great experience, and I got a lot out of it. It got me thinking about improvements for my writing and I absolutely will be back soon!

Regular appointments make a difference!

Before seeing my tutor, I was not able to do well in my exams. I got only 46 for my first mid term. But after seeing him my marks improved from that to 55, 78 and 84. He really helped me a lot in improving both my communication and also my CMNS subject.

And sometimes, the tutors write their own survey feedback 😊 (Maga):

The tutor is an absolute legend, helped me with my assignment, and I got an A+. What an absolute G. Also, very handsome.

Procrastination Awareness Week (PAW)

The Writing Centre was an active partner of the national [Anti-Procrastination event](#), which offered accessible programming and supported healthy sleep habits by offering workshops, resources, and study halls from March 4 - 8. PAW provided free, open, virtual, and inclusive procrastination-related programming from participating institutions. Writing Centre Coordinator Jenna Goddard facilitated Real versus Ideal: Attention Management Strategies When You Don't Have Time for Time Management on March 5.

Tutor Motivated by Student-Centered Approach to Learning

When Mercedes Settle first joined the Writing Centre in 2022, she had no idea just how transformative her experience as a tutor would be. "Not only did I gain work and educational experience, I saw a dramatic increase in my writing ability and quality of my work. I also found a work family that prioritizes compassion, empathy, and consideration in the workplace. After the first month of face-to-face tutoring, the Writing Centre became my favourite place on campus."

After the pandemic, Mercedes felt disconnected from her peers and reclaimed the Writing Centre as her place of belonging. "I made friends and

found a community there. The tutors, staff, Creative Writing Friday participants and even some of the students I tutored became some of the most important people in my day-to-day life."

The beauty of working with students and mentors is in the exchange of knowledge. Everyone has an opportunity to develop skillsets and learn about themselves. "Being exposed to wonderful people and such methodologies has unlocked greater confidence within myself." Mercedes said, "Anyone who's known me from my first day at the Centre would confirm that through this process they've seen an immense transformation in me."

Creative Writing Fridays

Tutor Palmer Vaughn hosted these drop-in [creative writing sessions](#), fostering a community of fellow writers. Offering tea, snacks, and encouragement in an informal setting, made it a comfortable space to write a prompt, work on writing projects, and receive feedback.

TRAINING SESSIONS TUTORS TOOK PART IN

- ✍ Working with GenAI in the Writing Centre (2 part training)
- ✍ APA Refresher
- ✍ Accessibility and Neurodiversity
- ✍ MLA Refresher
- ✍ Working with Indigenous Students and Content



I never thought I'd have so many life-changing experiences in an office of all places, but working as a tutor has been the best experience I've had since starting university. And I would advise anyone wanting to maximize their university experience to try the same.

- Mercedes Settle

HEALTH & WELLNESS

Counselling

Medical Clinic

Sexualized
Violence
Prevention and
Response

Wellness Centre



Health & Wellness supports provide personal, emotional, and spiritual care; ensuring access to medical services, creating safe spaces, and promoting support systems.

Counselling

TRU Counsellors promote and support the career development, academic success, and personal growth of all TRU students. This office provides a respectful, safe, and affirming atmosphere for students of all races, abilities, ethnicities, sexual orientations, gender identities, religion, age, culture, and socioeconomic status.

Branching Beyond OM1631

The Counsellors are working to expand hub-and-spoke services to traditionally underserved areas of campus. The team continued to offer services at Cplul'kw'ten, with students attending 35 group sessions held in House 5. More recently, they piloted a counselling space this year at the TRU Gym. Counsellors have also delivered services at TRU World and the Faculty of Law.

Strategizing to Meet Overwhelming Demand

Post-secondary counsellors are challenged by increasing demands for mental health services, including responses to traumatic events such as accidents, regional disasters, and global conflicts. Counselling is exploring ways to reduce pressure on our services with their provincial colleagues. "We're exploring ways to reduce the one-in-four late cancellation and no-show rates in all our counselling centres as well as low participation in workshops and groups," said Cliff Robinson, Counsellor and CASA Chair.

"Counselling has expanded its offerings of psycho-educational workshops and therapeutic groups to complement one-to-one sessions," Robinson continued. "Counsellors run groups because they help reduce the isolation and stigma endemic to mental health struggles. Groups are effective, and our students tell us this."



Cliff Robinson

Mark Zhang

Creating a Sense of Belonging on Campus

In a multitude of one-to-one appointments, Counsellor Mark Zhang recognized significant patterns. "Friendships, or lack thereof, is a big issue," Zhang noted. I wanted to create opportunities for students to connect and share experiences in a structured space." He collaborated with TRU World International Student Advisor Stephanie Tate on this programming, hoping a group setting would provide some comfort and community. "We wanted the students to know that they aren't alone with their struggles, and that there are many ways to cope."

One of the challenges many services face, including counselling, is inconsistent attendance for group sessions. While students have reported an interest in programming, their availability is limited due to schedules packed with classes, extracurriculars, studying and part-time employment. Furthermore, if the students never get a chance to attend, they might not fully comprehend the value of these gatherings. Yet it's critical for students to engage, especially since individual appointments are booked 4-6 weeks in advance. "We understand that there may be fear or discomfort in entering a group social wellness space, but we'll keep exploring ways for students to learn from each other and diversify their support network," Zhang said.

Counselling

Surviving a Break-up 101

For some people, Valentine's Day is a time for cards and chocolates, presents, love and romance, but for those grappling with a breakup (recently or otherwise), TRU Counsellor Kristin Robinson held space on Feb. 14. Participants learned how to move through the heartbreaking losses of partners or friends.



Recovery Toolkit

FEEL IT TO HEAL IT

- Ignoring or suppressing feelings will likely prolong the grieving process
- Identify emotions and allow yourself to experience them

TALK IT OUT

- Don't isolate yourself or withdraw from people who can support you
- Find healing in community

WRITE IT OUT

- Creative expression changes the perspective and provides new insights
- Cathartic experience to explore the relationship or express emotion

Mental Health Matters

Over the fall and winter semesters, TRU Counsellors Shyann Vosper and Susan Butland facilitated a multi-part series for students that explored strategies like mindfulness, nervous system regulation, and self-compassion. In a recent news story by [The Omega](#), Vosper and Butland spoke to the purpose of the programming.

"Often times, we'll be meeting one-to-one with students, and they think they're the only ones navigating whatever struggle they might be navigating," Vosper said. "Then if you have a group together, there's just an opening up of 'I'm not alone,' 'it's not just me,' and then there's peer-to-peer learning that is really helpful."



Shyann Vosper & Susan Butland

Walking Together: Survivor Group Counselling

TRU Counselling and Sexualized Violence Prevention and Response provided group counselling sessions for survivors of intimate partner and sexualized violence. The facilitators upheld safety and confidentiality to create a safer space for survivors to make connections while having the opportunity to learn and share their experiences and the healing journey.

Counsellor Kristin Robinson, who shared facilitation responsibilities with Susan Butland, spent every Monday through the winter semester with Nicole Greenstreet, who said, "There are still some barriers to overcoming the stigma around attending a sexual violence support group. Still, it's essential to have the space and time consistent and accessible if needed by survivors."

Kristin Robinson



Andrea Brassard

Creating Wellness Space on Campus

Counsellor Andrea Brassard facilitated a Wellness Circle following every Soup Circle at Cplu'kw'ten. She started, Yoga for Recovery and Self-Regulation weekly which are movement sessions that tapped into the power of community connections, relationships, self-compassion, and self-love. Andrea utilized the creative arts to guide the healing journey; her approaches to wellness are varied and diverse, and her worldview is holistic. This practice evolved from the Indigenous Students Weekly Recovery Group.

Medical Clinic

The TRU Medical Clinic services registered students who require medical support during their studies in Kamloops. Three physicians fill the full-time position on a rotating basis, supported by a medical office assistant.

Influenza Clinic

Fall 2023 marks the fourth year of nursing students delivering influenza immunizations to TRU students, faculty and staff. In accordance with Interior Health directives, the priority populations to immunize are [health profession students](#).

The ongoing partnership with the Faculty of Student Development, specifically through the TRU Medical Clinic, enabled the School of Nursing to qualify as a community site for influenza immunization and to continue this valuable health

promotion service on campus. The Clinics were in NPH 160 and the TRU Medical Clinic nursing students connected with different populations at each location, including vaccine-hesitant clients. There is a lot of competing interest in the NPH 160 space, so booking early for next year's influenza clinics will be critical.



600

INFLUENZA VACCINE DOSES

allotted by Interior Health Public Health, and during the 2023 campaign



12

CLINICS offered in October/November



6

NURSING FACULTY MEMBERS participated

How to Prepare For a Doctor's Appointment

Student Storyteller and Nursing student Amna Qazi understands that visiting a doctor can be an overwhelming experience. "If you feel rushed, nervous, intimidated, or embarrassed you might leave the appointment feeling like you didn't get what you need. Preparing for your appointment can lessen anticipatory anxiety; it also ensures that your care provider receives all relevant information so they can recommend appropriate treatment."

Your Health is Important and Being an Active Participant in Your Care is Vital

Writing down a list of questions can facilitate clear communication between you and the provider. Some clinics only make appointments for one concern at a time; ask the medical office assistant what their policy is. Gather your thoughts with this easy-to-use [planning form](#).

Include a List of Your Symptoms (and Don't be Shy)

If you are experiencing pain or noticing changes in your body, the doctor needs to know about it! Try to be as specific as possible and include when the symptom began, how often it occurs, if you've ever experienced it before, what helps relieve the symptoms and what makes them worse. Tracking patterns and triggers can be helpful, and communicating your symptoms' severity, frequency and duration can inform your provider's recommended treatment.

Come Prepared

The doctor might ask you what medications you are taking or if you have any previous or ongoing health conditions. Keeping track of medication names can be confusing, so take a picture of your prescription bottles or bring them along. If you experience any chronic (ongoing, long-term) health conditions, note them and any treatments you are currently undergoing.

Be Honest and Open

Doctors and healthcare providers are used to asking people for "extremely" personal information. Don't be afraid to share information that may feel embarrassing; your doctor is there to help, not judge.

Offer Your Suggestions and Reflections

If you have ideas on what might help, diagnostic tests you'd like to explore or what condition you might be experiencing, let your doctor know. The doctor can help guide you on what diagnostics are medically indicated or whether your symptoms match up with a possible diagnosis.



Sexualized Violence Prevention and Response (SVPR)

SVPR delivers educational opportunities to members of the TRU community, supports the ongoing implementation of policy, and provides direct support to victims/survivors of sexualized and intimate partner violence.

Reflections on the Red Zone

TRU is among many North American post-secondary institutions that recognize the first 6-8 weeks of the fall semester as the Red Zone, a time in which approximately 50% of sexualized assaults occur. Students in their first year of university are most at risk. (Campus Sexual Assault Study, 2007; Matthew Kimble, Andrada Neacsiu, et al., 2008).



Once the Red Zone awareness campaign wrapped on October 8, SVPR Manager Amber Huva said, "This campaign has been the result of some meaningful collaborations with various campus and community partners. While we're moving away from this timeframe, work is still needed to maintain that momentum through outreach, support, educational initiatives, and creative collaborations."


Sexualized Violence Policy Review 2024

TRU engages in a collaborative and inclusive process every three years to review the Sexualized Violence Policy BRD-25-0, which the TRU Board of Governors first passed on March 31, 2017. This policy results from a robust collaborative process involving TRU campuses and the Kamloops community stakeholders. It outlines the university's plans to address sexualized violence, examines the support available to


victims/survivors, the university's commitments to education and prevention work, and formal reporting and investigation procedures.


Between February 12 and March 4, students, staff, faculty, and community members were encouraged to participate in the 2024 review to shape revisions that guide programming, support, reporting, and investigation procedures.


 **60**
STUDENTS
attended the Deconstructing Student Life Movie Night

 **6**
TABLING SESSIONS
during Consent Week

 **4**
SOCIAL MEDIA PARTNERSHIPS
TRUSU, TRU World, Residence and Thompson Rivers University

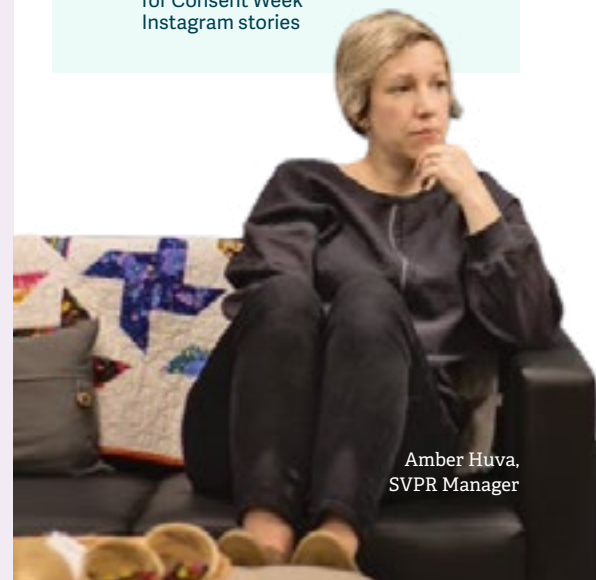
 **250**
educational postcards

 **MATERIALS**
handed out to students

 **200**
Consent Week stickers

 **100**
RED FLAGS
placed across campus

 **3,000**
TOTAL STORY VIEWS
for Consent Week Instagram stories



Amber Huva,
SVPR Manager

Sexualized Violence Prevention and Response

Knowledge of Self Essential to the Practicum Experience

In their 280 hours as practicum students in the Sexualized Violence Prevention and Response Office, Jayden Scherbarth and Karlie Clarke engaged in public outreach initiatives for the 2024 review of Policy BRD-25-0.

Together, Jayden and Karlie:

- Co-designed and co-facilitated a Healthy Relationships workshop with Residence staff, which 40+ students attended.
- Developed some new facilitation materials for a Responding to Disclosures training that SVPR delivered to the entire TRU Security team.
- Attended a half-day training at the former Residential School, facilitated by the Kamloops Aboriginal Friendship Society called "Let's Talk About Racism," exploring the roots of gender-based violence and its connection to colonialism.

Huva said, "Working alongside practicum students is such a reciprocal relationship."

As my practicum was research and reflection-based, much of my learning was about understanding myself as a burgeoning professional and developing skills I will use as a social worker. Through shadowing education and prevention and the emotional support side of the work in this role, I learned about the importance of boundaries and being passionate about the role you are working in. My supervisor, SVPR Manager Amber Huva, made it easy to ask questions, comment, and seek clarification.

- Jayden Scherbarth,
Practicum student

Their enthusiasm and excitement for the work is contagious, and they bring fresh ideas to the table that benefit our programming. Their curiosity reminds us to stay humble and question the thinking and patterns that guide our own practice. They bring hopefulness and light to our office's work, and we're lucky to have them."

Clarke also observed Huva facilitate some presentations and training sessions.

When it comes to challenging concepts around violence prevention and consent education, group responses can vary; she witnessed everything from "awesome and engaged participants" to more hostile circumstances in which Amber navigated disrespect with dignity, bringing attention back to the subject matter, calling out the behaviour with a compassionate, constructive approach. "Amber would meet people where they were at, with her head held high. I was grateful to watch and learn."

Karlie appreciated the opportunities to unpack situations after the fact, where Amber made space to discuss and decompress. "She would ask us: 'What did you notice? What went well?' I gained a lot of knowledge and wisdom from those conversations."

Zahra Ghoreishi



Providing Survivor Support to TRU Students

Zahra Ghoreishi provided trauma-informed, strengths-focused care to 116 students last year. As SVPR Manager, Ghoreishi is the first point of contact for faculty, staff, students, and people of all genders and sexual orientations who have experience with recent or historic violence.



The Wellness Centre

The Wellness Centre builds respectful, caring, and authentic connections with students, employees, and community members to build trust and create a genuine sense of belonging.

Mandate

We are committed to enacting the Truth and Reconciliation Commission's Calls to Action and the Murdered and Missing Women, Girls, and Two Spirit Peoples (MMIWG2S) Calls for Justice. Our practice is informed by, and rooted in, various frameworks including, but not limited to, intersectional feminism, trauma-informed practice, survivor-centered care, social determinants of health, the socio-ecological model of health promotion, person-centered practice, and strengths-based practice. We engage in ongoing professional development and seek reciprocal collaborations to enhance our literacy, skills, and confidence. We also increase our action, advocacy, and activism toward decolonization, Indigenization, equity, diversity, and inclusion.

Celebrating a Decade of On-Campus Canines

100+ students flocked to Student Street every Thursday for unconditional and non-judgemental love (and a boost of dopamine, serotonin, and oxytocin levels) from the therapy dogs. Generally, 3 - 5 dogs and their handlers from St. John's Ambulance were present. This beloved program has been in operation for 11 years, but with the disruption of COVID-19, this year marked the 10th anniversary of Therapy Dog Thursday.



Red Dress Beading Series

To honour the National Day of Awareness for Missing and Murdered Indigenous Women, Girls, and Two-Spirit People, those in attendance learned the traditional art of Indigenous beading by making beaded red dresses, facilitated by Wise Women Doe Thomas and Dory Laboucane with guest speaker Viola Thomas.

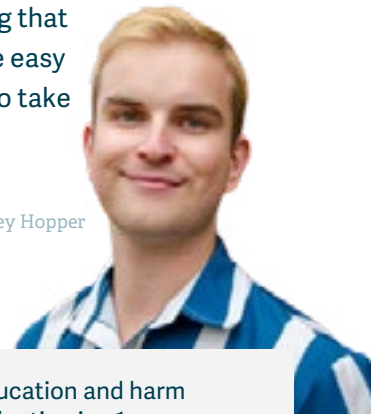
Amazing! Viola is such a powerful storyteller. My attention was beautifully captivated during her whole speech/ teachings. I am very lucky to have participated.

- Student participant

Peer Leader on SWAT Experience

SWAT leader Casey Hopper notes that this peer leadership experience sparked a particular interest in harm reduction, destigmatization, naloxone training, and empowering folks to have agency in helping others and themselves. "Chelsea showed me how to show up and hold space for the social detriments of health and acknowledging that it might not be easy for someone to take action."

Casey Hopper



Recipe for Programming Popularity

The Wellness Centre team are prolific event planners who have reported excellent attendance numbers for its many workshops, art therapy groups, and awareness-raising sessions. In particular, 218 folks, including staff from Royal Inland Hospital, attended the Eating Disorder Awareness event. Corsi shares some key aspects of supporting SWAT leaders in creating safe spaces for their peers.

- ✓ Education and harm reduction is #1
- ✓ Cultivate safer spaces to reduce shame or judgement
- ✓ Make fun a priority
- ✓ Meet students where they are at
- ✓ Mentorship can provide a clearer vision of purpose
- ✓ Offer support with logistical aspects
- ✓ Listen to different voices and perspectives

The Wellness Centre

Sleep Hygiene a High Priority for Students

All visits to the Wellness Centre (including appointments, workshops, event attendance, and what was requested or accessed) are tracked. In doing so, the team noticed that many students were being turned away from the nap/quiet room because it was at capacity.

In April 2024, Wellness rolled out a sleep survey as part of advocacy efforts for a bigger centre and more sleep spaces across campus.

146
RESPONSES



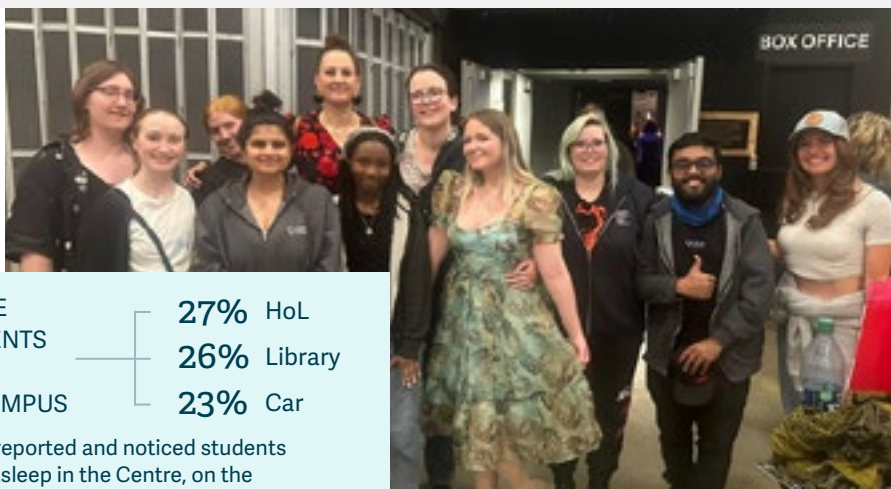
82.9%
STUDENTS

91.5%

said they would benefit from more sleep spaces on campus that are open to all students and employees

80%

strongly agree/agree that their student experience would be improved with more sleep spaces on campus



WHERE
STUDENTS
SLEEP
ON CAMPUS

27% HoL
26% Library
23% Car

others reported and noticed students falling asleep in the Centre, on the beanbags in the hallway, and during class

Reducing Shame in Sex-Positive Spaces

In a workshop designed by students for students, SWAT leaders welcomed 33 participants to a discussion about sexuality, culture, and consent through a sex-positive and pleasure-centered lens.

"It was inclusive, non-shaming, non-judgmental, the language they used, the activities they prepared; I was blown away," said Chelsea Corsi,

Senior Wellness Centre Coordinator. "It was a proud mama moment. The effort was evident. When you mentor students, support skill building, trust in them and help channel their energy, amazing things can happen. I am very proud."

Co-facilitator Samikshya Paudel said the response was "thrilling. Taking a thought and turning it into an event resulted from everyone adopting different pieces, making it their own and bringing the concept into reality."



Taking Pride in Wellness' Advocacy Efforts

Since 2004, the Wellness Centre has been committed to supporting students' overall well-being. Wellness Support Specialist Payton Hiebert (they/them) spoke at the TRUSU Pride Parade in September 2023 about the Wellness Centre's value to be a safe space for all students who can receive encouragement, support, and resources to "reach their fullest potential of wellness."

"The Wellness Centre is a space on campus where students can hang out and destress, find resources, play games, get creative on the colouring wall, receive emotional support from a peer worker, or take some space in our quiet room while ensuring that everyone feels welcome doing so."

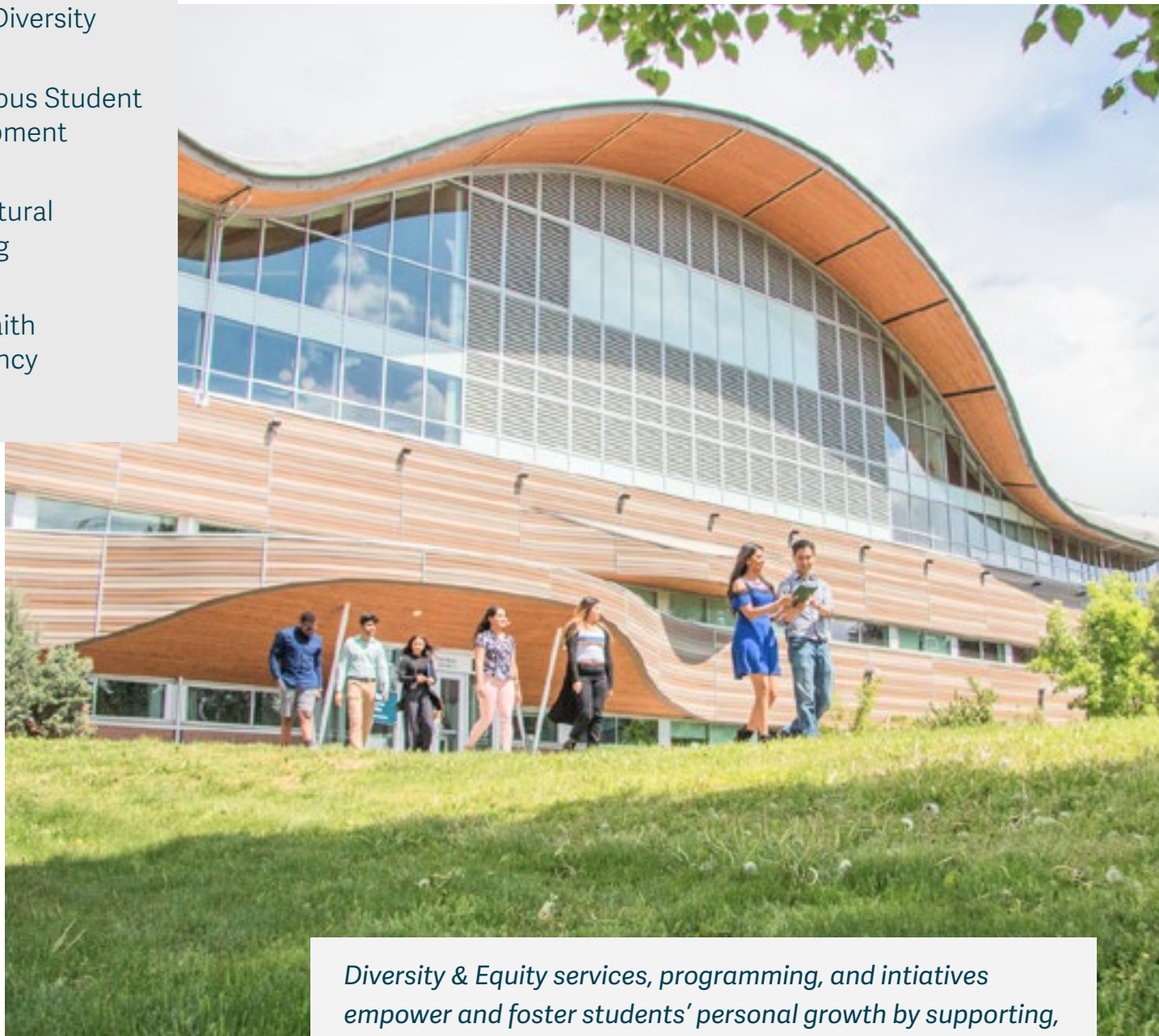
DIVERSITY & EQUITY

Gender &
Sexual Diversity

Indigenous Student
Development

Intercultural
Learning

Multi-Faith
Chaplaincy



Diversity & Equity services, programming, and initiatives empower and foster students' personal growth by supporting, including, and catering to different perspectives and experiences at TRU.

Gender and Sexual Diversity

Gender and Sexual Diversity strives to foster an inclusive, intersectional, and diverse environment through a focus on student support, 2SLGBTQPIA+ programming, and a continually evolving sense of belonging for queer students on campus.

Support Available for 2SLGBTQIA+ and Allies

Students can access one-on-one support and requests are varied and unique. As wait times for counselling services can take time, a student might need a safe space to share. Students may be grappling with complex circumstances, such as needing emergency funding or requiring safety intervention that necessitates collaboration with other services like Counselling Services and Sexualized Violence Prevention and Response.

Campus & Community Collaborations

- Co-facilitated a presentation with SVPR for Trades students in Williams Lake
- Facilitated presentations for Vet Tech and Nursing Faculty

- Provided informal presentations to FSD units
- Collaborated with Ask Wellness and Queer Connections
- Collaborated with the Wellness Centre on special programming
- Engaged with Residence on a kindness event

Advocating for Pride Spaces

Noah Fischer and Sara Wolfe engaged in site visits at Pride spaces at UBC and SFU in May as part of ongoing research efforts to explore Pride offerings at post-secondary institutions.

Queer Connections (QC)

This bi-weekly two-hour gathering originated with the TRUSU Pride Club and currently represents the only regularized programming for queer students on campus. With the implementation of the role of Manager of Gender and Sexual Diversity, QC has transitioned to being funded by the Faculty of Student Development. QC typically hosts about six gatherings each semester (Fall and Winter), with the last gathering of each term being a larger celebration with pizza, snacks, and fun activities.

Defining Gender & Sexual Diversity

When it comes to advocacy, allyship and self-exploration, understanding terminology is a vital part of fostering safe spaces and inclusive communities for 2SLGBTQPIA+ folks. With this in mind, Fischer created a [glossary](#) to add to the roster of Gender and Sexual Diversity resources at TRU.

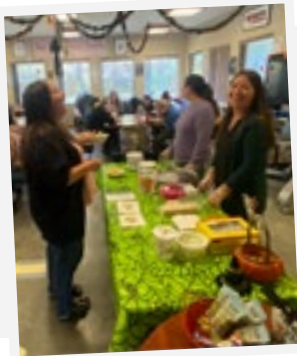


Exploring Dimensions of Sexuality, Pronoun Usage, and Allyship

Noah Fischer, Manager- Gender and Sexual Diversity, facilitated An Introduction to Foundations of Gender and Sexual Diversity for the Intercultural Speaker Series on Feb. 13. The session examined some foundational concepts of gender and sexuality, and Fischer engaged the audience in open conversation and discussion surrounding respectful and productive incorporation of this knowledge in practice.

Indigenous Student Development

Indigenous Student Development (ISD) supports Indigenous students at Cplul'kw'ten through resource sharing, social gatherings, workshops, programming, peer mentorship and outreach.



Winter Feast

Indigenous students were invited to embrace the spirit of community and celebrate the season with Cplul'kw'ten! Folks gathered for good food, games, and a chance to connect with fellow students on Dec. 1.

Part of the Community at Cplul'kw'ten

Indigenous Peer Mentor Brian Burciaga understands that asking for help can be tough, so he makes himself available wherever he is needed, particularly in software engineering, tech, or math. He also led the planning for the Long Night Against Procrastination Circle.

"When I heard there wasn't a Long Night Against Procrastination anymore, I thought hosting one at House 5 would be great! I partly wanted it because it was a busy final

year to cram, but I also thought other students would be open to it. There was a lot of planning to get it going with tutors, resources, and working with other mentors. However, it was a success, with about 25 students attending.

It was great being a part of the community at Cplul'kw'ten. I got to engage in Back to School BBQ, Soup Circle, and a Halloween Movie Night and helped gather information for students at the ASETs job fair. I learned more about others' Indigenous culture from other students or Elders and got closer to my own."



Supporting Students with Care and Authenticity

Known for his humour, wisdom and friendly face on campus and in the community, Learning Strategist Jason Blair said, "Everything I do, every role I play, is an extension of me which comes from knowing who I am. Being my authentic self is important to me as a community builder, especially in the support of students. After all, we are raising them together."

Jason Blair



Indigenous Awareness Week (IAW)

Many fun and interactive events were planned throughout the week of March 4 - 8 such as Honouring Our Elders Luncheon, Powwow Night, Annual Stick Game tournament and much more. IAW encouraged a greater understanding of Indigenous peoples and provided learning opportunities about First Nations, Métis, and Inuit topics and perspectives.

Indigenous Student Development

TRU, Truth, Reconciliation and Joanne

Joanne Brown, a longtime employee of TRU and now one of TRU's Indigenous Elders, shared her personal and professional perspectives on how TRU is moving towards reconciliation as part of the [Intercultural Speakers Series](#) on Feb. 27. With the digital media support from Open Learning's Leon Racicot, this powerful presentation is now available [online](#) for the TRU community.



Joanne Brown

Joanne Brown is a member of the Cheslatta Carrier Nation, L'silu clan, born and raised in her home territory near Burns Lake, British Columbia. She moved to Secwépemc'ulucw from Prince George in 1996. Joanne's previous work with Employment and Immigration Canada and her studies in geography and anthropology (TRU) made her a natural fit for an occupation in Indigenous post-secondary education. She is grateful for her amazing community, especially working with neighbours and friends. Joanne strives to make sure that everyone is welcomed and that they feel special in a unique and unforgettable way.

On-Campus Cultural Collaborations

Throughout this academic year, the Indigenous Peer Mentors (IPMs) and the Intercultural Ambassadors (ICAs) forged a strong partnership to cultivate relationships and build inclusive communities across campus. This collaboration has not only enriched the experiences of our student leaders but has also extended its impact to the broader campus community.

Support at Indigenous Events:

Collaborations extended to active participation and support at Indigenous events hosted in coordination with the TRUSU Drum Club and TRUSU Culture Club. The ICAs and IPMs played a pivotal role in these TRU events, providing logistical support, cultural guidance, and representation. Their involvement demonstrated solidarity with the Indigenous community and strengthened intercultural bonds within the university setting. The IPMs and ICAs showcased a commitment to fostering inclusivity and cultural awareness on campus by working together across student clubs and organizations.

Culture-Sharing Movie Nights:

The IPMs and ICAs screened *Bone of Crows*, which was open to all students and aimed to promote cross-cultural dialogue and awareness. Through film and discussion, participants gained insights into various cultural perspectives.



The Elder in the House Program

Elders are available at Cplul'kw'ten and provide personal consultation, conversation, guidance, and mentorship to Indigenous students. They engage with students using a variety of traditional Indigenous life skills, including the 'talking circle' and Elder knowledge.

An Elder is an older Indigenous person who adopts the surrogate grandmother or grandfather role. Elders possess a wealth of knowledge and life experiences with specific expertise in Indigenous culture that they are eager to share with the younger generations.

Intercultural Learning

Intercultural Learning vastly expanded the breadth and scope of intercultural education provision at TRU. Research and scholarship contributions continue to support and inform both locally specific and pan-institutional initiatives addressing the complexities and synergies of internationalization, indigenization, and inclusion in higher education.

Intercultural Coordinators Dr. Kyra Garson and Dr. Amie McLean work to advance intercultural capacities in support of TRU's Mission Fullfilment. Specifically, to:

- Enhance students' sense of belonging through experiences of diversity and inclusion.
- Faculty, staff, and students intentionally and reflexively increase their awareness of sociocultural diversities, including their own.
- Expand intercultural learning through curriculum by promoting the recognition of and respect for Indigenous knowledges and ways and diverse cultures and worldviews.

While academically informed, intercultural work is praxis oriented. It involves responding to issues of inequity, discrimination, and cultural exclusion, and engaging proactively to address conditions out of which these issues emerge.



Intercultural Speakers Series

Student, staff, and faculty speakers provided perspectives on various aspects of sociocultural diversity.

- *Culture is not a Costume: Exploring Cultural Appropriation on Halloween:* Alicia Ashcroft and Amna Qazi
- *Cultural Dimensions and Intercultural Communication:* Dr. Kyra Garson
- *Anti-Discrimination Response Training: Bystander Intervention:* Dr. Tehmina Khwaja
- *Introduction to the Foundations of Gender and Sexual Diversity:* Noah Fischer
- *TRU, Truth, Reconciliation, and Joanne:* Joanne Brown
- *Consent in Cross-Cultural Contexts:* Laiba Qureshi, Stephanie Tate, Dr. Amie McLean with Dr. Kyra Garson moderating

Instructional Support

Coordinators provided over 45 student-facing workshops and presentations across 7 distinct faculties and schools, as well as supporting faculty-led field schools and international mobility programming. Additionally, coordinators provide individual consultations to faculty and staff to provide training, materials and resources that support intercultural development on campus.

Student Supervision & Mentorship

Jiang Yujie

Research Assistant, Master of Education

Tristan Manak Muhr

Practicum Student, Master of HRSJ

Nandita Adhikary

Master of HRSJ

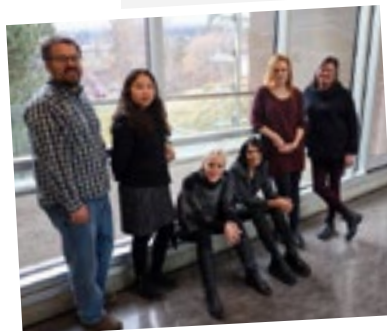
UNESCO Story Circles

Dr. Garson facilitated story circles for Indigenous Peer Mentors and Intercultural Ambassadors, TRUSU Anti-discrimination training in collaboration with the EDI Fellows. Story circles are a powerful intercultural methodology that encourages listening for understanding while exploring experiences of diversity, inclusion, and intercultural learning.

Innovative, Student-Centred Research

Intercultural Coordinators initiated an interdisciplinary research study "Exploring students' experiences of diversity, inclusion, and intercultural understanding." The research team consisted of 5 faculty and 3 graduate student research assistants. Over winter 2024, 350+ students from across faculties and schools

participated in providing qualitative responses about their experiences at TRU.



Intercultural Learning

Intercultural Ambassadors (ICA) Program

The Intercultural Ambassador Team are student advocates for intercultural development, empathy, human rights, and anti-racism who work to promote these values and practices at all levels of the university.

 **10**
INTERCULTURAL
AMBASSADORS
2023/24
GROUP

8
PROGRAMS
7
COUNTRIES
4
CONTINENTS

25
LANGUAGES
collectively spoken
20s - 40s
AGE RANGE

2023-2024 Intercultural Ambassadors

Bhavika Jain
Brenna Barley
Doan Nyugen Phat
Jiang Yujie
Laiba Qureshi
Monalisa Hazarika

Ndulue Esther
Shannon Lopes
Sourajita Panda
Vilmary Perea Murillo



Giveback Projects

Contributing to campus and community in meaningful ways is a key part of the ambassador experience. Projects included:

Name Inclusion Initiatives at TRU

ICAs educated themselves and others about the equity issues associated with name discrimination. The team promoted name inclusion through community outreach, engagement, and a conference presentation.



Expressing my deepest gratitude for the incredible journey I've had under the mentorship of Amie and Kyra, alongside such wonderful peers. The experience has been transformative, profoundly shaping my understanding of cultural diversity and personal and professional growth.

- Intercultural Ambassador

Intercultural Tea Time

ICA's hosted weekly tea times at House 4, creating a safe and brave space for everyone on campus to connect and foster intercultural understanding.

Decolonization and Reconciliation

Empowering students to take up their Reconciliation responsibilities is a program pillar. The ICAs learned from Indigenous Leaders through workshops, developing relationships with the Indigenous Peer Mentors, developing and delivering Territorial acknowledgements, hosting culture-sharing movie nights with the Indigenous Peer Mentors and volunteering to support Indigenous-led events.



Peer to Peer Leadership

As senior ICA's, Jiang Yujie, Laiba Qureshi, and Sourajita Panda mentored incoming Ambassadors and led give-back projects. Yujie handled administrative tasks, program sustainability initiatives, presentations and liaised between the Ambassadors and Senate's Intercultural Understanding Subcommittee. Panda led the planning of IDays' Storytelling and Potluck event, encouraging folks to "engage with individuals from diverse backgrounds, seek resources and support, actively listen... cultivate meaningful connections, intercultural understanding, and personal and professional growth." Qureshi modelled vulnerability, empathy and courage in *Consent in Cross-Cultural Contexts*, empowering participants to understand the complex power dynamics associated with consent in culturally diverse and unequal social contexts.

Multi-Faith Chaplaincy

TRU Multi-Faith Chaplains respect individuals of all faith traditions and spiritual expressions and serve them equally without discrimination.

Interfaith Harmony Week

From Feb. 6 to Feb. 9, the Multi-Faith Chaplains hosted enriching meetings and mingles. Over one week, 150 participants asked meaningful questions, explored different faith practices and engaged in prayer demonstrations.

"I think more and more that we need to consider spirituality when we're thinking about our mental health, the chaplains can help you identify the meaning and purpose of your life when you're feeling lost or alone"

- Student feedback



606 STUDENT VISITS
73 STAFF VISITS
38 FACULTY INTERACTIONS
55 COMMUNITY INTERACTIONS



Reasons for One-on-One Engagement



Chaplaincy Support Can be Customizable

Pastor Jane Gingrich, Multi-Faith Chaplain Chairperson, shared the unique ways students connect with the on-campus spiritual service. "I think the chaplaincy might be a misunderstood resource if a student expects a deeply serious, reverent conversation about God. While it can absolutely be that, there's also room

for laughter, silliness and chatter that has everything and nothing to do with faith. Sometimes, a student just wants to talk something out in front of me," Gingrich smiled. "Then they'll say they feel so much better, ask for a hug and thank me for my help, when in reality, they've figured out the problem on their own. Sometimes all we provide is a safe and supportive environment for a student to find the way forward."



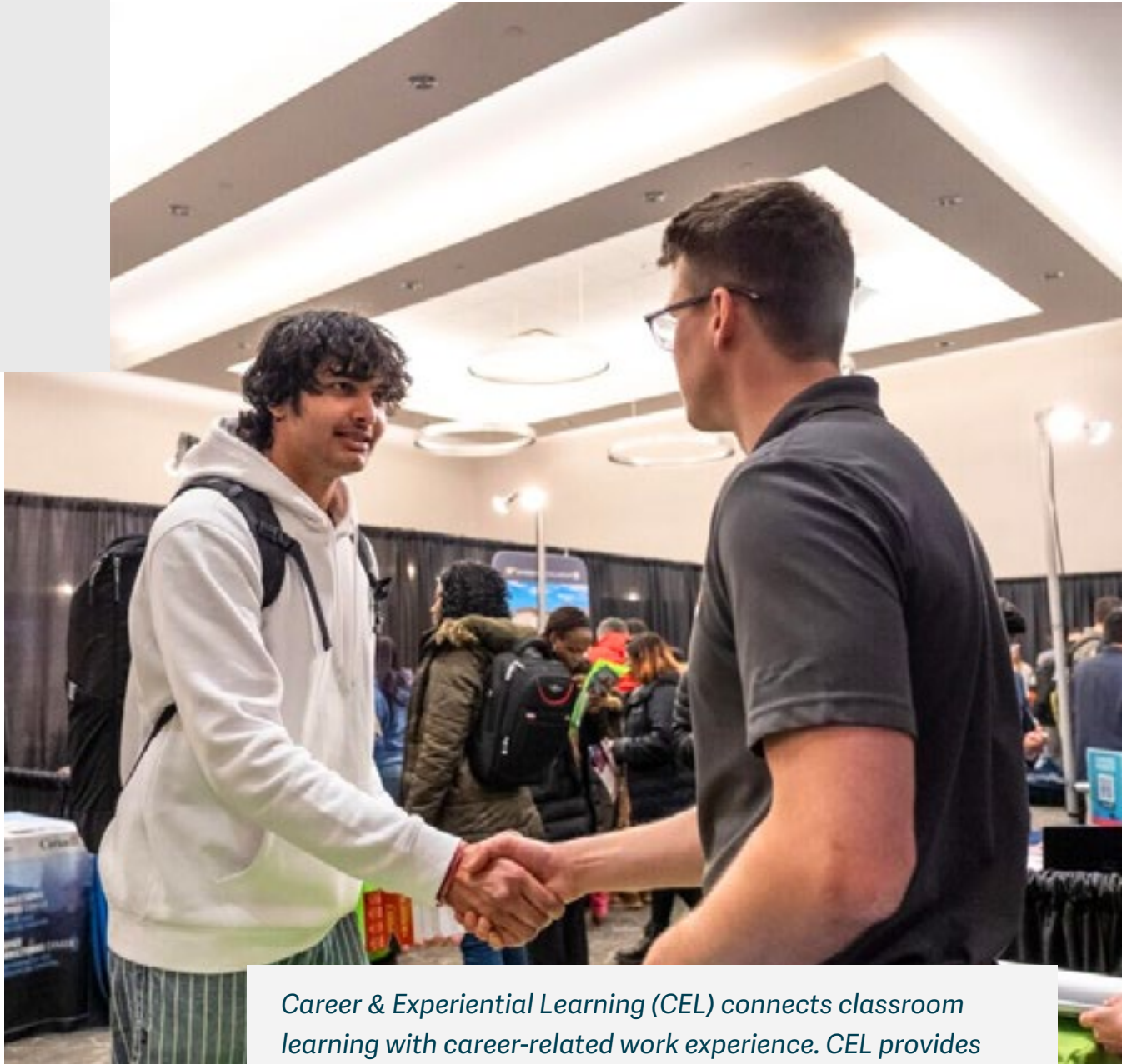
Pastor Jane Gingrich

CAREER & EXPERIENTIAL LEARNING

Career
Development

Co-operative
Education

Experiential
Learning



Career & Experiential Learning (CEL) connects classroom learning with career-related work experience. CEL provides resources, info sessions, networking events, experiential learning opportunities, and peer-to-peer mentorship.

Career Development

Career development supports students in connecting their education to the career they want. Enhancing education with career-related work experience in the classroom or the community.

Job Fair 2024 a Success

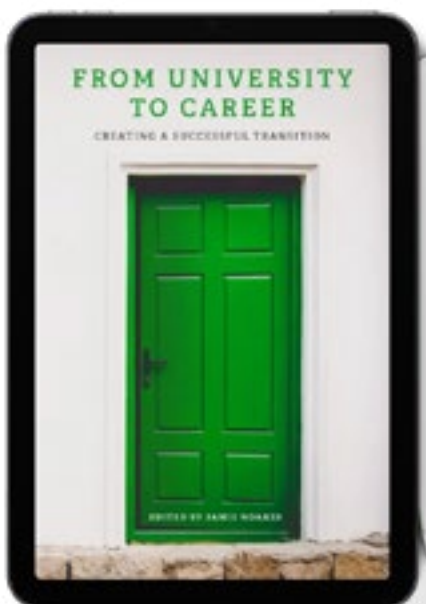
Thanks to all the students, staff, faculty, employers and community members who joined and supported the 2024 Job Fair. With 110 employers and more than 3000 students in attendance, this year made it one of the largest job fairs in British Columbia and the best-attended Job Fair in its history. Watch this CFJC broadcast featuring Career Jedi Larry Iles and the stats infographic below to learn more.



Read this blog post from CEL Events Assistant Jordyn Gronskei to learn about her experiences and insights regarding Job Fair.

Co-op Trials Makerspace for an Innovative Class

For Harshita Dhiman and Katelin Pietrusinski, a journey to combine education and innovation for co-op students began with Makerspace. Read about how this project helped students cultivate transferable skills, including communication, team building, and problem-solving.



From University to Career: Creating a Successful Transition

Career & Experiential Learning presents "From University to Career: Creating a Successful Transition," an interactive career education resource. More than a digital textbook, it offers activities, videos, an interview guide, and a volunteer action plan. This guide can help you with employment opportunities, application documents, interviews, and job search strategies. It can also help students with employment opportunities, application documents, interviews, and job search strategies. Embed it in your programming and Moodle to enhance student access and support their career.

Co-operative Education

Through co-operative education (co-op), students can alternate study terms with paid, monitored work terms in a professional setting.



Alum Sees Co-op Placements through Students' Eyes

As she approached the final stretch of her one-year work term at Raptor Integration, Brianna Pham, a third-year Bachelor of Computer Science student, sat down with her Supervisor, Lorelei Guidos. As a former TRU Co-op Student of the Year with five work terms on her resume, Guidos, who could relate to Pham's position, understood the extraordinary value of co-op and used those experiences to inform her leadership style.

Paying Wisdom Forward through Co-op

Gurjit Kaur, a fourth-year Bachelor of Science in Data Science student from Uganda, recently completed a co-op term as a Technical Services Analyst contracted by the BC Wildfire Service (BCWS). In this role, she worked alongside TRU Alumni Mwansa Kaunda as her Supervisor. Kaunda, now a Team Lead in Technology Services for the Natural Resource Information & Digital Services (NRIDS) and for BC Wildfire's field IT Department, was an international student from Zambia who received his Bachelor in Computing Science with a co-op designation in 2019. In this post, they discuss the value of co-op, mentorship, patience, and Career & Experiential Learning.



Co-op Study Abroad a "Positive, Eye-Opening Experience"

Mesha Naiker, a third-year Tourism Management student and Future Student Ambassador is working as the first foreign teaching assistant at the Industrial University of Ho Chi Minh City. She shares her experience in the Co-op Abroad program, saying, "Now that I've been here for about two and a half months, I can honestly say that this co-op abroad has been a positive, eye-opening experience. Not only am I developing my skillset as an educator, but I'm also gaining a deep understanding of cultural and societal differences in the world."



5 Key Ways to Enhance Indigenous Student Career Supports in Post-Secondary



Robbi Davey, Indigenous Experiential Learning Coordinator, penned an article on Indigenous student support in Career Education in the CareerWise Weekly newsletter. This piece is part of a featured series on Indigenizing Career Development.

Experiential Learning

Experiential Learning gives students the opportunity to learn through hands-on practical experiences in their field of study.

Finance Night a Success

Career & Experiential Learning recently partnered with the Gagliardi School of Business and Economics to host Finance Night. With 179 students in attendance and 10 financial organizations participating, the Nov. 7th event was an outstanding success.

This interactive networking event provided a platform to foster financial

education, encourage networking, and create mentorship opportunities. It showcased TRU and the finance sector's shared values of collaboration and partnership.

As one of the financial partners stated, "This event is a wonderful example of the university and industry working together to inspire and educate the next generations of financial leaders."



Important Research on TRU Indigenous Student Experiences

Robline Davey, Indigenous Experiential Learning Coordinator, is conducting a research study to serve as a program review for Career & Experiential Learning departmental programming. The study is entitled Experiences of TRU Indigenous Students with Career and Experiential Learning Opportunities: A Survey of Barriers, Challenges, and Opportunities. Davey is of Métis ancestry and is particularly passionate about student transitions to employment and increasing the accessibility of career education at TRU.

This research aimed to explore the challenges, barriers, requirements and opportunities that First Nations, Métis and Inuit students experience when accessing the Career and Experiential Learning Department (CEL) for career planning and co-op opportunities at TRU. One of the aims of this project is to better understand what Indigenous students would like to see offered and to use a survey and interviews to create more awareness of CEL services to Indigenous students, with overall goals to improve CEL programming and design culturally relevant opportunities for Indigenous students at TRU.

Students Can Experience More

Experience More is geared towards students who do not have practicums built into their program. It allows students to gain work experience through volunteering and involvement in short terms projects across Canada that are funded by Riipen. It helps students gain practical experience related to their field of study and 'test-drive' occupations and tasks. Students earn digital badges along the way (7 career badges), which they can share on LinkedIn, their resume and to employers.

Three main offerings:

1. Volunteering
2. Short terms projects throughout Canada (funded by Riipen)
3. Service Learning 3000

Awards & Recognition

Excellence in Innovation

Canadian Association of Career Educators and Employers (CACEE) awarded Larry Iles, Career Jedi, for Excellence in Innovation, Student Engagement and Tourism Co-op Coordinator Jamie Noakes, won Excellence in Innovation, Campus Recruitment Strategy & Employer Branding.

CACEE values and honours its volunteers and innovators through a longstanding Awards and Recognition program.

Celebrating Forty Years of Service at TRU

Jackie Mullen, Career Education Program Assistant, recently celebrated 40 years of service. On behalf of everyone at Career & Experiential Learning, congratulations to Jackie, thank you for all you do at TRU.

As for Jackie, she says: "It's been an absolute honour and a privilege to work at the university all these years in supporting our students in the start of their hopes and dreams of their futures! It's been the main reason I get to work every day over all these years! I was humbled by all my friends' love and support, especially my CEL colleagues, they are TRULY the best team you could ever hope to work



with. I have had the pleasure of working with some amazing faculty and support staff from various departments, who have made our workdays more meaningful, and we have all contributed to making a difference together!"

Tenure Promotions

- ✓ Jamie Noakes was granted tenure and promotion to the rank of Instructional Support II (Senior Co-op Coordinator) in a bipartite appointment.
- ✓ Jenna Goddard was granted tenure and promotion to the rank of Instructional Support II (Senior Writing Centre Coordinator) in a bipartite appointment.
- ✓ Susan Butland was granted tenure and promotion to the rank of Counsellor II in a bipartite appointment.



Dr. Kyra Garson and Dr. Amie McLean co-received a TRU Honours College Course Development Bursary for \$9,000.

Intercultural Coordinator Celebrated in TRUSU Campaign

Dr. Amie McLean, Intercultural Coordinator, was named one of the Women of TRU and nominated by her colleagues for being an extraordinary human, advocate, and educator. She is described as wise, thoughtful, intentional, and generous with her knowledge. Currently, she engages in teaching, research, service, and advocacy to promote equity, inclusion, and intercultural

understanding at TRU. One part of her job is supporting the intercultural ambassador team, which works to make TRU a more equitable and inclusive place for folks from all cultural backgrounds. On behalf of Amie, the TRU Students' Union made a donation to People in Motion at the recent Women of TRU Celebratory Lunch on International Women's Day.



Awards & Recognition

Long Service Awards

40
YEARS

Jackie Mullen
Career & Experiential Learning Assistant

25
YEARS

Evelyne Penny
Learning Specialist
Lee-Gaye Hicketts
Medical Office Assistant

20
YEARS

Chelsea Corsi
Senior Wellness Centre Coordinator

15
YEARS

Joanne Salituro
Accessibility Services Advisor
Leanne Mihalicz
Engineering Co-op Education Coordinator
Jenna Goddard
Writing Centre Coordinator

10
YEARS

Lesley DeRose
Academic Advisor
Shyann Vosper
Counsellor



Annual Merit, Staff Awards & Long-Term Recognition

These awards reflect the recognition earned from peers and the positive impacts made at TRU through outstanding service. TRU President Brett Fairbairn presented these awards at the President's Annual Merit and Staff Awards and Long-Term Service Ceremony on Wednesday, April 24, in the Grand Hall, Campus Activity Centre.



Val Jacobs
2024 Distinguished Service Award

Kathy Lauriente
2024 Distinguished Service Award

Shyann Vosper
2024 Faculty Excellence Award



Retirement News

- ▶ Career & Experiential Learning Assistant Carly Royer retired after 20 years at TRU.
- ▶ Chris Adam resigned after 13 years in the Faculty of Student Development.

I came into this role at TRU accidentally, and I am forever grateful for the journey that brought me here. When I applied for the role of Dean of Students at TRU, it truly felt like an opportunity to work with all the offices and roles I had learned so much from and with over the years. I couldn't possibly have dreamed up a better career experience than I've had for the past 13.5 years here in Student Development. I often say universities are great places to work because we all get to be learners. I've loved learning along with you.

- Chris Adam,
Former AVP Students & Dean, FSD



Committees

CUPE Meetings

The FSD CUPE staff meetings provide time and space to:

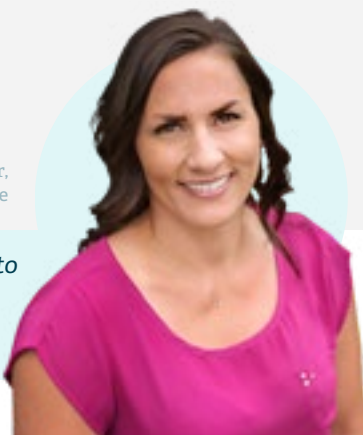
- Share information and announcements across departments and service areas
- Foster professional development and training
- Develop collaboration across department and service areas

This year we had the opportunity to invite individuals from other areas across campus.

- Marina Sparks presented a session on Privacy & Confidentiality
- Sam Nielsen from P&C presented on workplace well-being and benefits for CUPE staff

Julie Taylor,
Manager, Student Life

It's been so nice gathering all our staff together again to in person meetings to chat amongst each other, learn, ask questions and enjoy some light snacks and coffee.



Other sessions presented from within FSD were:

- An introduction to the Hybrid Work guidelines
- Overtime and CTO guidelines - FSD unified approach
- CUPE PD overview and FSD MS Teams communication best practices
- Brainstorming activity about the student life-cycle
- Updates on the FSD leadership structure and review process

Faculty Council

A new Faculty Council highlight was that land acknowledgements were rotated amongst members.

At the request of members, there were a number of presentations:

FAST training

CELT presentation

Learning Technology & Innovation

Honours College

PLAR

Tips for engagement with technology:



Mentimeter



Hot seat



Kahoot



Decolonization and Indigenization Working Group

They met monthly through 2023-2024. The monthly meetings involved a welcome and check-in, brainstorm about initiatives and discuss about Coyote Project funds, which supported events like Learning from the Land as well as:



- FSD gathered for a Brunch and Learn on January 18 for a waffle and breakfast bar at the Scratch Café, followed by a Secwépemc History and Culture Workshop with Ted Gottfriedson.
- Career & Experiential Learning finished their videos for their online course openings as part of a Coyote project from last year that was delayed due to unforeseen circumstances. Elder Doe Thomas provided an especially nice presence in the clips.

- Intercultural Learning provided collaborative opportunities between their Intercultural Ambassadors, Elders, Mentors and the Indigenous Mentors.
- The Wellness Centre provided workshops with Doe Thomas regarding holistic Indigenous wellness.
- Indigenous Counsellor Andrea Brassard provided a weekly Wellness circle and provided weekly Yoga for Self-Regulation and Recovery sessions.

Social Engagement Committee



Back-to-School Social

On Aug. 31, Kayla Sanford from the Office of Student Life presented on the first-year experience and the Thrive Guide as well as facilitated a Speed Friending event, which is one of the most popular student offerings. After a boxed lunch, there was a singing bowl and movement session with Kate Fagervick.

Spring PD Day

Learning from the Land: Exploring Nature's Classroom, was a collaboration between the Decolonization and Indigenization Working Group and the Social Engagement Committee, which took place at Isobel Lake on April 26.

Facilitator Laura Grizzlypaws led the nature walk, exploring ecological concepts, sharing Indigenous knowledge, and reflecting on the cultural significance of the land. 44 staff and faculty members joined the excursion, enjoying each other's company while connecting with nature. Thanks to all who participated and supported this event!



FSD Winter Social

We wore our ugliest holiday sweater and headed over to ROMEOs on Thursday, Dec. 7, for some activities, nibbles, and good times!

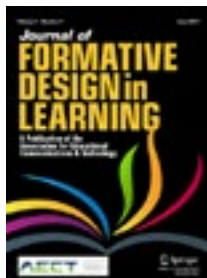
As a member of the Social Engagement Committee, Val Jacobs says the experience "with this fun group has been an adventure." She notes that collaborating to provide an enjoyable, accessible time for such a large, diverse group of people can be challenging, "but we handle it well and learn more about inclusiveness and Indigenous Education at TRU and beyond."



Publications

Career & Experiential Learning

Career & Experiential Learning's co-op team actively participated in TRU's Strategic Assessment of Institutional Learning (SAIL) projects for several years and has completed pilots 1 and 2 with Alana Hoare and Carolyn Hoessler. They received ethics approval and presented findings at an international assessment conference. The final product of this work, called Faculty in Action: Researching a Community of Practice Approach to Institutional Learning Outcomes Assessment | Journal of Formative Design in Learning, was recently published as a journal article in the Journal of Formative Design in Learning.



Faculty in Action: Researching a Community of Practice Approach to Institutional Learning Outcomes Assessment

Published: 04 December 2023
Journal of Formative Design in Learning

Carolyn Hoessler, Alana Hoare, Lorry-Ann Austin, Harshita Dhiman, Sarah Gibson, Crystal Huscroft, Lindsey McKay, Blair McDonald, Leanne Mihalicz, Jamie Noakes & Robin Reid

Elizabeth Templeman

Publications authored or co-authored:

- Literary non-fiction (individual essays)
- "Missing Pieces" in MER Print Edition (2024)
- "Donuts and Donair, Happiness and Despair" in Rosethorns on-line journal (2023)
- "Highs & Lows: An Overthinker's Guide to Mood Swings," in Réapparition Journal (Issue 7, 2023)
- "Getting My Head around Migraines," in Two-Thirds North (2023)



Missing Pieces

Published: 2024
MER

Elizabeth Templeman

Dr. Kyra Garson

Garson, K. (2023). Exploring the rationales and motivations for internationalization in the Canadian context. In S. Kamyad & R. Raby (Eds). Internationalization of Higher education Practices and the Unintended Consequences. Routledge.

Lee-Amuzie, G., Ditta-Holgate, H., Acheson, K., & Garson, K. (2024). Underrepresented voices in intercultural competence scholarship: exploratory analysis of an annotated bibliography. World Council for Intercultural and Global Competence.

Vertesi, J. & Garson, K. (2023). Culture clash! How culture trips up engineering collaborations—and how to fix it. IEEE Aerospace Conference Proceedings.

Dr. Cindy James

Rieder-Bennett, S. & James, C.L. (Eds.) (2024). The NCTA Proctor Certification Exam Handbook. National College Testing Association (NCTA)

Since 2019, Dr. Cindy L. James has served as the Co-Chair of the NCTA Proctor Certification Committee, along with Dr. Sara Rieder-Bennett (Director of Testing & Licensed Psychologist, University of Akron, OH). Last year, they worked with teams of Subject Matter Experts, item writers and reviewers to create the NCTA proctor certification exam. The NCTA Proctor Certification Exam provides a process to evaluate and certify proctors who understand and adhere to proctoring best practices. As a part of the process, James and Rieder-Bennett co-edited the NCTA Proctor Certification Candidate Handbook (2024). The first testing window for this exam took place in March 2024, with two more scheduled in the coming year.

Presentations & Dialogues

Elizabeth Templeman

LSAC National Conference, Prince George, BC (May 17-19, '23): with a colleague from Wilfred Laurier: "Establishing a Strong Team of Student Leaders in Peer-led Academic Support Programs" (90 minutes, hybrid)

ASLE-AESS Conference, Portland, Oregon (July 9-12, '23) "Reclaiming the Commons with Creative Collectives" (90-minute panel, in person)

Canadian SI Webinar (March 14, '24) "An evidence-based approach to group study and metacognitive development in SI" (virtual, recorded)

Dr. Cindy James

Rieder-Bennett, S. & James, C.L. (2023). The NCTA Proctor Certification Exam. National College Testing Association (NCTA) Annual Conference, Las Vegas, NV: August 15-18

Greenfield, M., Montognese, K. & James, C.L. (2023). A Conversation about Conversations – Holistic Reflections on Managing Online Delivery. National College Testing Association (NCTA) Annual Conference, Las Vegas, NV: August 15-18

James, C.L. (2023). The NCTA Proctor Certification Exam. Canadian Higher Education Testing Association (CHETA) Conference, Toronto, ON: June 22 & 23

Payton Hiebert

Facilitated a casual and informative Lunch & Learn, Connecting in Classrooms - Queer Inclusion for Educators. They explored pedagogical and collective care needs for queer students and the resources available to students on campus (April 2, '24)

Jenna Goddard

Presented at 3 national conferences: (CWCA/ACCR (2) and LSAC)

Presented at 1 international conference (IWCA) in Baltimore

Dr. Kyra Garson

Lee-Amuzie, G., Ditta-Holgate, H., Acheson, K., & Garson, K. (2023). Underrepresented voices in intercultural competence scholarship: exploratory analysis of an annotated bibliography. World Council for Intercultural and Global Competence webinar.

Wilson, J., Brin, E., & Garson, K. (2023). Intentional conversations on DRI and EDI initiatives in international education – a pathway for action? Canadian Bureau for International Education Conference.

Co-presented, Ambassadors for Transformation: Critical and Decolonial Pedagogies for Student Empowerment at Hawaii International Conference on Education (January, '24)

Dr. Amie McLean

Maclean, A. (2024). Invited speaker, TRU Gender Equity Conference. Topic: "Gender Equity: Research, Reflections and Roadmaps," Hosted by the Elizabeth Fry Society.

Dr. McLean facilitated Impoverished Education: Reflections of an Excluded Scholar on Exclusion, Exploitation, and Personal Crises in Higher Education, (January '24)

Looking Ahead

Student Development Plans for the Future

On January 17th, 2024, Student Development (SD) met with all members to review TRU's Vision, FSD's 2017-2022 Strategic Priorities and share current and future plans. People were asked to discuss (1) What is still relevant? (2) What is missing or where are the gaps? (3) Where would you like to go in the future?

Following this meeting, the SD Leadership Team had a strategic priority planning meeting to set priorities for the next few years based on what they heard in the larger meeting, the current transitional period, and institutional data.

A draft of the priorities was refined and shared with all members of Student Development with an invitation to provide feedback. The Student Development Leadership Team considered and actioned the feedback as was deemed fit. A final copy of the SD Strategic Priorities document was sent out in February 2024.

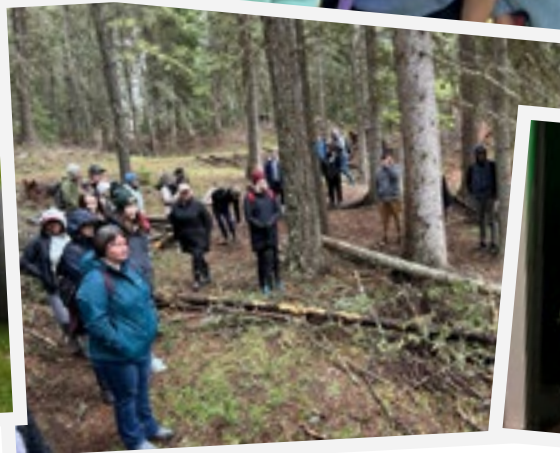
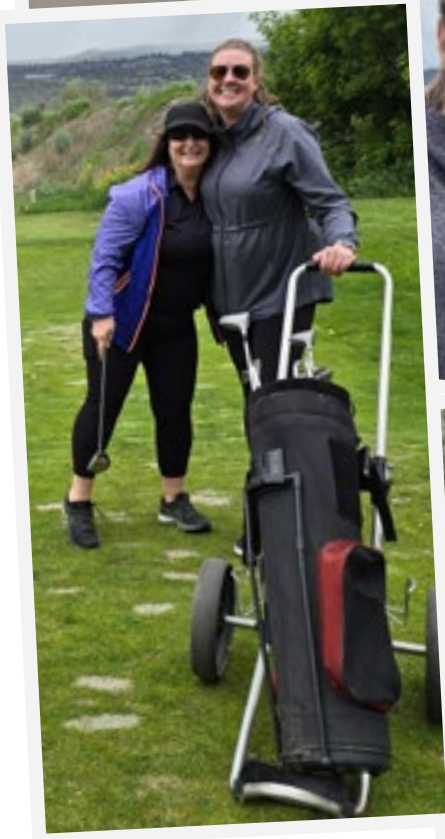
Strategic Plan 2024-2029

Student Development is committed to supporting student success, in all its individual, multifaceted forms. Success can be academic, personal, or social. We promote these different forms of student success by fostering autonomy, worth, and belonging. We do this by providing high quality, evidence-based, sustainable services, and programming.

Priorities

- ✔ **Ensure sustainable service delivery, positions, processes and practices.**
Creating consistent, clear, and cohesive services and practices ensures a positive student experience. Supporting the stabilization of programming, positions, and staffing through efficient and streamlined processes and procedures.
- ✔ **Embed truth, reconciliation and rights.**
Focusing on the TRC Calls to Action (specific TRC 7, 10i, 10ii, and 10iii) and continuing the work of the Coyote Project and the SD Decolonization and Indigenization Committee, all services and programs will advance truth, reconciliation, and rights.
- ✔ **Improve students' wellbeing and belonging.**
With an increasing focus on mental health, having a holistic approach to support students that promotes wellbeing and belonging impacts academic success, student life, and overall health.
- ✔ **Further equity and dignity.**
Ensuring procedural fairness and community safety through continuing to review and update processes, policies, and procedures to promote equity and rights of all students.
- ✔ **Increase student engagement and access.**
Having wrap-around academic supports and student life programming increases student engagement and access.

Photo Album





ANNUAL REPORT

2023 - 2024

Aboriginal Cultural Centre



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