

Thompson Rivers University  
Student Development  
**Strategic Plan**  
**2024- 2029 (fiscal April-March)**

As student affairs and services professionals, we acknowledge that TRU Kamloops is situated on the traditional lands of the Tk'emlúps te Secwépemc within Secwepemcúl'ecw, the traditional territory of the Secwépemc people. TRU Williams Lake is situated on the traditional lands of the T'éxelc (Williams Lake First Nation) within the traditional territory of the Northern Secwépemc people. Today, the communities in which TRU campuses are located are home to many Indigenous people from across Turtle Island, and we are grateful to have the opportunity to work in these communities. These territorial acknowledgements, while essential, are only the beginning of our work to support reconciliation efforts that will deepen our own understanding of the Indigenous communities on whose land we work and live. We strive to do more and to do better.

### **Our Mission**

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.

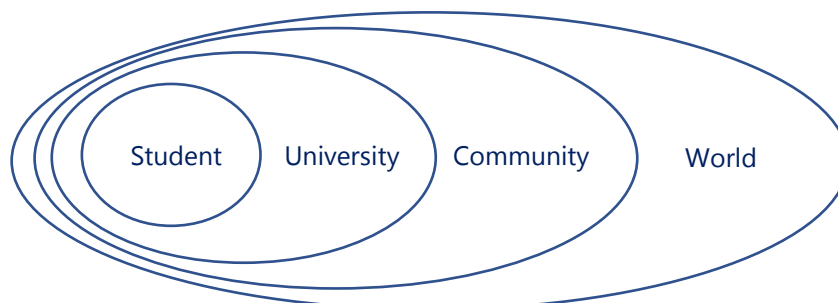
### **Our Values**

Student Development operates according to six core values, which we attempt to model in our work with students, our colleagues, the institution, and the communities in which we work:

- collaboration
- curiosity
- flexibility
- accountability
- accessibility
- inclusion

### **Student-Centredness**

Student-centredness means that students are at the centre of an ever-widening circle of meaning and engagement. Student Development facilitates connections between the student and every other circle of meaning which fosters well-being and success.



## **Our Priority Areas for 2024 and beyond**

On January 17<sup>th</sup>, 2024, Student Development (SD) met with all members to review the 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 within a week. 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.

These are SD's **five** priority areas to address:

- Ensure **sustainable** service delivery, positions, processes, and practices.
- Embed **truth, reconciliation, and rights**.
- Improve students' **wellbeing and belonging**.
- Further **equity and dignity**.
- Increase student **engagement and access**.

## **Year One: 2024-2025**

Student Development is seeing changes with an up-and-coming review in Winter 2024 and shifts in leadership as faculty report to the Dean of Law and Student Development staff and administrators to the AVP-Students.

The goals of 2024-2025 are to:

- Set strategic priorities that all Student Development services and programming can identify with.
- Develop a service plan that considers sustainable services at a time of change.
- Continue to develop services and programming that align with TRU's mission and values while meeting the changing needs of students in a shifting social, cultural, economic, and political landscape.
- Continue to support a blend of decentralized, centralized and a mix (hub and spokes) of student services and programming depending on the specific programming and service, and student affairs best practices.

## **Priority Areas**

April 1<sup>st</sup> to March 31<sup>st</sup>: Activities will commence prior to the year indicated with the goal of being completed within the year identified.

- Year 1= 2024-2025
- Year 2= 2025-2026
- Year 3= 2026-2027
- Year 4= 2027-2028
- Year 5= 2028-2029

### ***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.

Objectives:

- ✓ Maintain current service levels in time of change (Year 1).
- ✓ Move auxiliary funding to core funding to stabilize positions (Year 1).
- ✓ Develop operational and training guides as well as templates and resources (Year 2).
- ✓ Create consistent assessment metrics and data collection to measure services use, satisfaction, and impact (Year 2).
- ✓ Use evidence-based trends and industry standards when considering staffing requests (Year 2).
- ✓ Continue to foster processes and procedures to ensure efficiencies (Year 3).
- ✓ Investigate technology solutions (Year 4).
- ✓ Build succession planning and career pathways for all Student Development services and programs (Year 4).

### ***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.

Objectives:

- ✓ Review literature for practices that contribute to improving a sense of belonging for Indigenous students (Year 1; TRC 7).
- ✓ Establish departmental strategies and tactics to encourage the use of services and programming for Indigenous students (Year 2; TRC 7, 10i, 10ii).
- ✓ Develop structures for staff and faculty to access on-going professional development around Indigenous awareness and Indigenization (Year 3; TRC 7, 10iii).

### ***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.

Objectives:

- ✓ Increase spaces on campus and programming for 2SLGBTQ+ students (Year 2).
- ✓ Explore expanding supports for students in Medical Clinic (Year 3).
- ✓ Explore expanding the services of the Multi-Faith Chaplaincy to increase spiritual programming and connection (Year 4).

### ***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.

Objectives:

- ✓ Develop procedural fairness in policies to support students' rights: work with pan-campus partners and TRUSU to update student policies (Year 1).
- ✓ Ensure basic needs are being addressed: implement food security initiative (Year 2).
- ✓ Promote community safety through education and programming (Year 3).
- ✓ Support students in distress with a holistic approach: visit Faculty Councils, hold workshops, and triage effectively (Year 4).

### ***Increase student engagement and access.***

Having wrap-around academic supports and student life programming increases student engagement and access.

Objectives:

- ✓ Revamp Academic Advising to student-centered, hub and spokes holistic approach (Year 2).
- ✓ Collaborate with the Williams Lake campus to provide seamless student supports and annual connection (Year 2).
- ✓ Explore the possibility of a student services after hours support hub (Year 3).
- ✓ Collaborate with Open Learning to provide TRUly flexible services (Year 4).