

## FACULTY OF ARTS STUDENT ENGAGEMENT ACTIVITIES INVENTORY

Date: April 30, 2011

To: Student Engagement Subcommittee of Senate

From: Will Garrett-Petts, Associate Dean, Faculty of Arts

Re: Faculty of Arts Student Engagement Activities Inventory

The following inventory offers a snapshot of high impact learning activities highlighted by departments contributing to this survey. The list is both extensive and comprehensive, detailing broad Faculty of Arts initiatives (such as the Day of Arts and Science) and individual faculty initiatives (such as fieldwork components of courses). Many of these activities are annual and ongoing; all were conducted during the last 12 months. It should be noted that this report offers “raw responses” proffered by departments and faculty; no attempt has been made at this point to standardize the format of the responses or to analyze trends and evaluate best practices. That said, this Activities Inventory offers a valuable listing (indeed, the first listing attempted) of the many ways Arts engages students. The Inventory focuses on three priority areas: (1) applied learning in & out of the classroom, (2) community involvement, and (3) campus social activities. Those contributing to the Inventory noted some overlap among the three areas—that is, some classroom units may involve community participation, and campus social activities may be tied to classroom work, and so on.

### APPLIED LEARNING IN & OUT OF THE CLASSROOM

	<b>Initiative</b>	<b>Start Date</b>	<b>Leading Party</b>
	<i>Major Research Project Supervision:</i> IDIS 498 students: Two students became working members of the TRU Undergraduate Student Conference Organizing Committee. Although the project was one semester in duration, both students continued on the committee in a volunteer capacity. One of them coordinated a team of over a dozen volunteers and the other performed major programming duties.	Sept. 4, 2010	Ginny Ratsoy (EML)

<p><i>Anthropology: Field School in Eastern Europe</i>-30 days/ 6 credits</p> <p><i>Anthropology: Local Engagement in Faiths</i>- Field work with religious institutions</p> <p><i>Archaeology: Field School in Archaeology</i>- Field work with local agencies</p>	<p>Summer</p>	<p>David Scheffel</p> <p>David Scheffel</p> <p>Anth. Faculty</p>
<p><i>Sociology: Local Engagement with Small City/ Rural Interface</i>- field trips/Bus tours</p> <p><i>Sociology: Local Engagement in Non Profits</i>- field work/research methods</p> <p><i>Sociology: Local Engagement in Community Services</i>- Research Methods</p> <p><i>Sociology: Local Engagement with Criminal Justice- Court/ Corrections</i> field trips</p>	<p>2010/11</p>	<p>David MacLennan</p> <p>John Bratton</p> <p>Nan McBlane</p> <p>Ron McGivern</p>
<p><i>Annual PHP Undergraduate Student Conference</i></p> <ul style="list-style-type: none"> <li>- organized and hosted by student committee</li> <li>- presentations by undergraduate student</li> <li>- mandatory participation by some PHP classes (students write reports evaluating presentations they attended)</li> </ul> <p>Latest Event - Jan. 13-15, 2011 – 30+ sessions &amp; 252 attendees</p> <ul style="list-style-type: none"> <li>- student organizing committee (promotions, fundraising through special events, organizing)</li> <li>- Guest Speaker – Dr. John Sandlos (Memorial University) - “Scholarship and Citizenship: History, Memory, and the Environment in the Public Realm”</li> <li>- Banquet Address – Dr. Jeff McLaughlin (TRU) - “Ten Cent Seductions and Other Comic Book ‘Issues’”</li> <li>- develop conference organizing and promotion skills</li> </ul>	<p>Since 2007</p>	<p>Faculty Co-ordinators:</p> <p>E. Hutchison and</p> <p>J. Woodrow</p>

<ul style="list-style-type: none"> <li>- network with students and faculty</li> <li>- develop speaking and presentation skills</li> <li>- opportunity for students to attend conference and become more familiar with variety of research themes, presentation styles, and the process of academic inquiry</li> </ul>		
<p><b><i>Annual Qualicum Student-Faculty History Conference</i></b>, Parksville, B.C. – presentations by TRU History majors</p> <ul style="list-style-type: none"> <li>- opportunity to present research papers for feedback and assessment in a larger regional forum</li> <li>- develop speaking and presentation skills</li> <li>- opportunity to submit conference paper for consideration in <i>Preteritus: a Graduate Student History Journal</i></li> </ul>	2008	M. Gorman, A. St. John, Tina Block
<p><b><i>Philosophy in the Aegean</i></b> – Field School to Turkey (bi-annual)</p> <p>Explores the ideas of the Greeks in Asia Minor, including the Mileisians, Heraclitus, Anaxagoras, Herodotus, Aristotle, Galen, Alexander of Aphrodisias to name but a few.</p> <ul style="list-style-type: none"> <li>- support student interest in Ancient Philosophy through intensive field school experience</li> </ul>	2008	G. Bowe
<p><b><i>Heraclitus Symposium</i></b> (annual)</p> <ul style="list-style-type: none"> <li>- student participants choose 2 - 3 Heraclitus fragments (a list of these fragments are provided) that they find particularly interesting, and be able to discuss them with the other participants. The conversation has a sort of organic structure, and begins with every participant leading a discussion of their fragment in turn, and soon thereafter becomes one extended discussion of how the different fragments relate to each other.</li> </ul>	Since 2008	G. Bowe

	- help students develop analytical and speaking skills		
	<p><b><i>Lessons on Ancient Greek</i></b> – (intro &amp; intermediate) with student-mentoring component</p> <ul style="list-style-type: none"> <li>- supplement student interest in Ancient Greek studies</li> <li>- opportunity for advanced students to instruct newer students interested in learning Ancient Greek</li> </ul>	2009	G. Bowe
	<p><b><i>History Class (Hist 3390)</i></b> – student role-playing</p> <p>Patriots, Loyalists, and Revolution in New York City, 1775-76. Students adopted the persona of a historical character—we had patriots, loyalists, moderates, and crowd members (women, laborers, slaves). In seminars, they replicated the political and social chaos of revolutionary New York City and competed for control of the city</p> <p>*Reacting to the Past* is a series of elaborate games, set in the past, in which students are assigned roles informed by classic texts. Class sessions are run entirely by students</p> <ul style="list-style-type: none"> <li>- the games seek to draw students into the past, promote engagement with big ideas, and improve intellectual and academic skills</li> </ul>	2011	M. Gorman
	<p><b><i>Phil 231 – Health Care Ethics</i></b> – active student involvement in class evaluation</p> <ul style="list-style-type: none"> <li>- students create questions for possible inclusion in tests and discuss these in class groups</li> <li>- promotes reading of class materials and better preparation for test</li> </ul>	2010	J. McLaughlin
	<p><b><i>Phil 111 – Critical Thinking</i></b> - extensive online component to the course</p> <ul style="list-style-type: none"> <li>- self-test practice questions, and discussion board to encourage student success</li> </ul>	2010	J. McLaughlin

<p>- allows the students to be more confident in their grasp of the material and be more relaxed when they had things to do that were worth marks – having been exposed to the sorts of questions and layout beforehand.</p>		
<p><b><i>Phil 228 – Popular Culture</i></b> – interaction with creative artists / authors of class texts.</p> <p>- students participated in Q and A with individuals whose work they had read in class. Guests used videoconferencing to discuss their work live with the students.</p> <p>- allowed the students the rare opportunity to speak with the creators of the works we used in class, and to become familiar with the creative and publishing process as a profession</p>	2010	J. McLaughlin
<p><b><i>Philosophy Classes</i></b> – in-class student engagement techniques:</p> <p>- “Joke of the Topic ” - for each topic, I research a Philosophical or Logical Joke that exhibits something amusing about the readings assigned. Those who have read the material will get the joke; those who have not will want to, and so will do their readings.</p> <p>- Peer-Mentoring Program (Logic and Critical Thinking classes) where logically masterful students pair up with less logically adept students and assist them. The benefits are mutual, as teaching is a very useful way to learn, and learning from peers enables less adept students to practice without inhibitions. All students are paired, and students evaluate their partners’ helpfulness throughout the semester.</p>	2009	J. Woodrow
<p><b><i>PHILOSOPHY 1010</i></b> – in-class student engagement techniques</p> <p>- Philosophical Poem Contest - prize (a pen) awarded to the best philosophical poem of the class. The poem MUST centre on a philosopher/philosophical system we have covered. (Winner was a poem on Plato’s Cave.)</p> <p>- Paper-Writing Workshop</p>	2009	J. Woodrow

<ul style="list-style-type: none"> <li>- In-class Final Paper Peer Edit</li> <li>- In-class Heraclitus Symposium - last week of classes comprised a Heraclitus Symposium as an end of the semester celebration. For the Symposium, students choose 2 Heraclitus fragments (a list of these fragments are provided) that they find particularly interesting, and be able to discuss them with the other participants. The students must 1) related the fragment to one of the other philosophical issues we have covered, 2) outline Heraclitus’s stance on the issue, and 3) evaluate his position. The conversation has a sort of organic structure, and begins with every participant leading a discussion of their fragment in turn, and soon thereafter becomes one extended discussion of how the different fragments relate to each other.</li> </ul>		
<p><b><i>PHILOSOPHY 2220: Elementary Formal Logic.</i></b></p> <ul style="list-style-type: none"> <li>- Weekly Additional Meetings of the Class - once a week, directly after class, students were encouraged to stay for an additional hour of problem based logic.</li> <li>- monthly in-class Logic contest - students pair-off to “Derive and Conquer” derivations of increasing difficulty until there is a winner. Note: non-winners become judges, so that the activity continues to be intellectually engaging.</li> <li>- Special Logic Awards Ceremony: The Logic Award is “Frege’s Cigar” - any student receiving 100% on a logic test gets a Cigar. (It is a real cigar, though I discourage recipients from really smoking it. Frege is known as the ‘father of modern logic’.)</li> </ul>	2009	J. Woodrow
<p><b><i>PHILOSOPHY 2010</i></b> – in-class student engagement techniques</p> <ul style="list-style-type: none"> <li>- organized in-class debates</li> <li>- Paper-Writing Workshop. Prior to first Paper, a paper-writing workshop is conducted outlining exactly how to write a philosophy paper.</li> <li>- Peer Edit Days - for both major papers, there is an in class Peer Edit performed.</li> <li>- Food-Sharing Week - along with topic of Global Poverty and Ethical Egoism, each student</li> </ul>	2009	J. Woodrow

<p>brings shareable food to class.</p> <p>- Class in the Courtyard - class on the Tragedy of the Commons is held out-of-doors where we look at our campus as a microcosm of our planet, and investigate the repercussions of the current individualistic conception of rational self-interest relative to its inevitable result in the degradation of the environment. (Some Class Members are Cows; Some Ranchers. The commons is the grassy area on campus, and the question is: Should I add a cow?)</p> <p>- A Class in One Act - groups of students were to pen and then act out a (5 minute) play that exhibited the central point of the ethical theory under discussion. E.g. The Rights of the Individual as an Objection to Utilitarianism.</p>		
<p><b>PHILOSOPHY 1110: Critical Thinking</b> – in-class student engagement techniques</p> <p>- Mid-Term and End of Term Student Participation Awards - prizes include highlighters for top recipients; pens for honourable mentions.</p> <p>- Stable Semester Working Groups – groups of 4-5 students for in-class group work, engaging in debates against other groups, and for extra-curricular study groups.</p>	2009	J. Woodrow
<p><b>PHILOSOPHY 3160: Modern Continental Philosophy</b> – in-class student engagement techniques</p> <p>- Week of “Workshopping” Final Papers - after first submitting papers and receiving a (Blind) Peer Editor’s Evaluation, class was placed into Groups of 5 students based on topic of paper. The week was then spent in which each author gave a 15 minute presentation on her or his paper. Thereafter, each group-member 1) criticizes the paper by pointing out a flaw in the thesis or argument, and then 2) the group offers a way for the author’s paper to surmount the objection. (Each student must have a different objection, or elaborate on an earlier student’s objection.) All group members write down their criticisms and submit to the author/presenter so that she or he may then incorporate these into her final revisions. The objective of the whole group is the betterment of the paper on the block.</p> <p>- Field Exercise in Radical Translation - class held in the Grove in Campus Quad. Students to</p>	2009	J.Woodrow

<p>invent a private language which bears no similarity to any known language (being certain to pay attention to body language as a part of language). Then each is to bring a notebook and try to develop a translation manual for other students' private language. Objective: the study of meaning and language.</p> <ul style="list-style-type: none"> <li>- The Telephone Game - to exhibit what is lost in translation.</li> <li>- Walking Philosophy – one seminar held while students (and professor) were walking. To highlight the corporeality of being and cognition.</li> <li>- Poetry Writing Contest (optional) one of Weekly Reading Responses can be a poem, which thereafter gets entered into the Poetry Contest. The Philosophy of Mind/Body/Language award is a Feather.</li> <li>- Magic Box - almost every class, a Box was brought to class with different items which were elucidatory of a central (or peripheral) point in one of the readings for that week. Students were encouraged to place something in the box, and the box then gets passed around for discussion. E.g. Orange Scarf in bottom of Red Box to highlight the role of “Ideal Viewing Conditions” for determining the ‘properties’ of Objects.</li> <li>- Philosophy in the Dark – classes were held in the dark for one of the weeks in which we were covering the Philosophy of Perception.</li> </ul>		
<p><b><i>Annual PHP Undergraduate Student Conference</i></b> (next planned for January, 2012)</p>	<p>Jan. 2011/ 2012</p>	<p>Faculty Co-ordinators: J. Woodrow, M. Gorman</p>
<p><b><i>APS (American Psychological Association) Conference Annual trip:</i></b> This year 16 current TRU Psyc students, 1 alumnae, and 3 TRU psyc faculty will attend. Funding from TRUSU and CUEF—as well as fundraising events by the students.</p>	<p>May 2011</p>	<p>Sandra Vermeulen</p>
<p><b><i>October Psychology Student Reception:</i></b> Held annually at the Plaza Inn to showcase student research and activities.</p>	<p>Oct. 2010</p>	<p>Psychology Faculty</p>



	Donald Lawrence taught <i>Special topics course</i> , on building parade floats for public display (fall 2010)	2010	Donald Lawrence
	Ila Crawford and Marnie Blair took a group of students to Toronto for a <i>workshop in print making</i> (fall 2010).	2010	Ila Crawford, Marnie Blair
	Doug Buis and visual arts students contributed to <i>Art In the Park</i> (summer 2010).	2010	Doug Buis
	Student Natasha Costello worked with Lloyd Bennett, in a <i>directed studies course</i> , on contacting Canadian war artists who had worked in Afghanistan.	2010	Lloyd Bennett
	Terryl Atkins worked with BFA students to present the <i>2011 BFA Exhibition</i> to local community, April 2011.	April 2010	Terryl Atkins
	Ashok Mathur brought in <i>visiting artist</i> Henry Tsang from Emily Carr College of Art to speak to arts students.	2010	Ashok Mathur
	Ernie Kroeger gave talk on CURA project on <i>walking and art</i> .	2010	Ernie Kroeger
	Shima Iuchi gave 4 <i>book making workshops</i> (65 students).	2010	Shima Iuchi
	<i>Visiting Artists Committee</i> brought in mountaineer and photo journalist Pat Morrow for presentation for visual art and tourism students.	2010	Ernie Kroeger and Ashok Mathur
	<i>Qilgelt: Celebrating Interior Salish Art &amp; Crafts</i> , Ken Favrholt/Lloyd Bennett curators	2010	Lloyd Bennett
	<i>THTR 1100 field trip</i> to see THUNDERSTICK at Western Canada Theatre, plus meet members of cast.	2010	Wesley Eccleston
	<i>Theatre Department Christmas Party</i> , held in the TRU theatre: games, food, fun.	2010	Wesley Eccleston
	<i>Dinner Theatre performance of THE TEMPEST</i> (Shakespeare) in conjunction with TRU culinary arts.	2010	Jim Hoffman

Student cast and crew of <i>THE TEMPEST</i> celebrated <i>Thanksgiving dinner</i> at J. Hoffman's home.	2010	Jim Hoffman
CURA students proposed the popular " <i>Share A Mug</i> " program: <i>public proposal and video</i>	2010	CURA
CURA student research assistants helped organize and run 4 <i>RESEARCH CABARETS</i> , featuring professors, and student researchers discussing their recent, ongoing research, in a public setting.	2010-11	Jim Hoffman, Will Garrett-Petts
<i>GEOG 4230</i> : invited guests Warren Asuchak and Dr. Tom Owen  I asked Mr. Asuchak to speak about parking issues on campus. Dr. Owen gave feedback on student projects related to the environment on campus and in the Kamloops area.	Feb 2010	Tom Waldichuk
<i>GEOG 3610</i> – Economic Geography – Problem Based Learning  District of Barriere	Jan 2011	Ross Nelson
<i>GEOG 3200</i> – Cultural Geography – Problem Based Learning  City Planning	Jan 2011	Ross Nelson
<i>GEOG 1200</i> – Intro Human Geography – Problem Based Learning  Smaller Applied Activities	Jan 2011	Ross Nelson
<i>GEOG 4990</i> – Summer 2010 – Hydrology Experimental Design and Fieldwork course	May 2010	Darryl Carlyle-Moses
Supervision of the <i>fieldwork of two MSc in Environmental Science</i> grad students	May 2010	Darryl Carlyle-Moses
Supervision of two <i>NSERC Undergraduate Student Research Award Holders' field work</i>	May 2010	Darryl Carlyle-Moses
<i>Bunkyo Gakuin</i> – Our psychology students had an opportunity to meet with the Japanese students at lecture sessions and social (with lectures given by Psyc faculty)	March 2011	Psychology Faculty

	Supervision of a <i>directed studies</i> for one senior undergraduate student	Jan 2010	Darryl Carlyle-Moses
	<i>Supervision of M.Ed student</i> (Catherine Dallaire)  Title: The power of choice – exogamy and the francophone minority education system: the intricate dance of culture, identity and language	Ongoing	Gilles Viaud
	<i>GEOG 3500</i> Introduction to Urban Geography  Working in teams, students produce a scientific report for the social sciences on an urban issue of their choice. Skill based project: problem identification; critical thinking; development of an appropriate methodology; data collection, analysis and interpretation; use of GIS to produce choropleth maps; report writing; oral presentation.	Fall 2010	Gilles Viaud
	Joint poster presentation at the <i>Western Division of the Canadian Association of Geographers</i>	March 2011	D. Carlyle-Moses
	<i>GEOG 3700</i> Field Course in Geography  Deliver a 1 week field course in the community of Ashcroft where students will look at issues of community and environmental sustainability.	Sept 2011	Geography Faculty
	<i>GEOG 4810</i> Geography of Small Cities  Students will be required to present at a mini CURA conference in November	Sept 2011	Gilles Viaud
	<i>GEOG 3610</i> – Economic Geography - Problem Based Learning	Sept 2011	Ross Nelson
	<i>Service Learning 3000</i> : Leadership in Student Engagement; one student.  In conjunction with his work recruiting students as presenters and volunteers for the TRU Undergraduate Conference, this student produced a manual for the use of subsequent organizing committee members.	Sept 2010	Ginny Ratsoy (EML)

	<i>English 4470</i> : Several students participated as volunteers, performers, and audience members, in a collaborative celebration with Western Canada Theatre of Canada's Inaugural Culture Days.	Sept 2010	Ginny Ratsoy (EML)
	<i>English 4470</i> : Several students organized a public reading, social, discussion, and book signing by local Aboriginal poet Garry Gottfriedson.	Oct 2010	Ginny Ratsoy
	<i>English 4470</i> : Class cultural field trip to Secwepemc Education Centre and Museum	Oct 2010	Ginny Ratsoy
	<p><i>English 2270</i>: Class trip to a Western Canada Theatre production of John Gray's Billy Bishop Goes to War.</p> <p><i>Service Learning 300</i>: Experiential Introduction to Arts Administration: Community Outreach and Education; one student .</p> <p>Working with the facilities manager and other WCT personnel, the student played an instrumental role in publicizing the company's young people's acting classes and assisting with their implementation. Major outcomes included increasing school involvement, larger class numbers, and a research report on best practices in professional theatre educational outreach across Canada.</p>	Fall 2010	Ginny Ratsoy
	<p><i>History Club</i> – annual “International Women’s Day Conference”</p> <p>– “Female Roles and Representation, Past and Present” (March 8, 2011)</p> <p>- opportunity for student research presentations and roundtable discussion</p> <p>- feedback for presenters on ongoing research</p>	2010	PHP Students
	Organizing of Canada Council sponsored <i>Literary Readings</i> series in conjunction with TNRD Library, Kamloops Art Gallery, CiCAC	Fall and Winter 2010-11	Karen Hofmann and Ashok Mathur

	<i>SD 73 English teachers liaison dinner</i> , presentations, roundtable, including 3 student presenters	Mar 2011	Karen Hofmann and Ginny Ratsoy
	<i>Visits to SD 73 High School English classrooms</i> to give information about English programs	Spring 2010	Jan Duerden
	<i>Liaison meeting with SD 27</i> (Williams Lake) English teacher to discuss academic transition	Apr 2011	Nick Pawliuk
	<i>Visits by TRU English Majors</i> to SD 73 English classes	Spring 2011	Karen Hofmann, Chelsea Tutyens, student
	<i>Inuit Games/Arctic Sports</i> – introduction into schools  Instructor and (sometimes) students go to schools to aid/assist SS unit and or Phys. Ed. Units with Inuit Games	Ongoing	Brian Goehring
	<i>“Climate Change in Canada”</i> – Barrier High School presentation(s)  (Mike Tashme, teacher)	May 2011	Brian Goehring
	<i>Service Learning 3000</i> : Editorial assistance to the Japanese Association on Geographical Space; one student.  The student has been helping the association translate information from their home page into English.	Jan 2011	Tom Waldichuk
	<i>Building Biography</i> – Plaza Hotel, Kamloops Heritage  By Kelly Shea (for Historical Geography 3280 project)	Jan 2011	Brian Goehring
	<i>Heritage Study</i> : St. Lukes Church, Westwold  Sarah Doucet	Jan 2011	Brian Goehring

	<b><i>Building Heritage Study</i></b> – Revelstoke Court House Katrina Bertel	Jan 2011	Brian Goehring
	<b><i>Pictorial/Architectural History</i></b> – Stuart Wood School Kamloops – Amanda Aldrich	Jan 2011	Brian Goehring
	<b><i>GEOG 3610</i></b> – Project for Barriere – involved students with City Council	Jan 2011	Ross Nelson
	Bringing Students to the <b><i>Western Division of the Canadian Association of Geographers Conference</i></b> in March of every year (20-40 students each year).	Ongoing	Geography Faculty
	<b><i>Parks proposal project</i></b> - Zuckerberg Island, Castlegar Rebecca Nazaroff	Jan 2011	Brian Goehring
	<b><i>GEOG 3601</i></b> – Community Project TBA	Sept 2011	Ross Nelson

#### CAMPUS SOCIAL ACTIVITIES (EVENTS, CLUBS, ORGANIZATIONS, ETC)

	<b><i>TRU Undergraduate Student Innovation and Research Conference</i></b> : over a dozen students from across disciplines (including Biology, Chemistry, English, Philosophy, and Psychology) volunteered for positions such as bookseller, registrant, greeter, and room overseer over a two-day period.	Apr 2011.	Ginny Ratsoy
	The student members of the <b><i>Arts Student Engagement Committee</i></b> organized an end-of-term "Show & Tell" Event in the TRUSU boardroom. The Show & Tell employed an open mic format: Arts students (and faculty, and staff) invited to show or tell a story drawn from their university experience or work accomplished during the last semester.	Apr 2011	Arts Student Engagement Committee
	<b><i>“Go to Work with the Arts” Drop-In event</i></b> , organized by the ASEC: involved 40 students, and	Feb 2011	Arts Student

	4 guest speakers on employment opportunities for Arts students.		Engagement committee
	One English 4470 student acted as a volunteer (guide and information expert) for <i>Aboriginal Days</i> .		Ginny Ratsoy
	<i>Arts Student Shadowing Pilot Program</i> , introduced during the high school Spring Break period, in collaboration with the Welcome Centre. The pilot involved 10 classes, a dozen high school students, and 7 TRU student hosts. All parties reported a positive response—and plans are in place to introduce Student Shadowing more generally in September, 2011.	Mar 2011	Associate Dean's Office
	<i>Arts Lecture (Colloquium) Series</i> - presentations by various Arts faculty on latest research - encourage student attendance  - opportunity for students to familiarize themselves with latest research in the Arts	2009 - ongoing	T. Block, E. Hutchison, J. Woodrow
	<i>Classics Club</i> – student- faculty Reading Group  Series of readings discussing ancient and medieval understandings of the "soul" from Homer to Aquinas, taking into account psychology, spirituality and epistemology in Greece, Rome, Christianity, Judaism and Islam. This is a movable bi-weekly intellectual and culinary feast.	2010	Geoff Bowe
	<i>Politics Club</i>  - roundtable discussions on relevant political issues  - film presentations and discussions  - faculty-led presentations and discussions  - all-candidates forum for 2011 Federal Election	2010	PHP Students

	<i>English Majors Social/English Club kickoff party</i> with the help of three students: Danna Pierlot, Chelsea Tutyens, Brittany	Dec 2010	Karen Hofmann, Ginny Ratsoy, Liz Reimer
	<i>English Club</i> initiated and status attained as official TRU club	Dec 2010	Liz Reimer and students
	<i>Creative Writing Fiction Club</i> , long run by George Johnson (since 1991) reincorporated as student club with TRU Club status	Fall 2010	George Johnson
	<i>Japanese Club</i> Activities	Fall 2009	Cara Cadre
	<i>Supervision of student presentations</i> at Undergrad Conference	Apr 2011	Annette Dominik, Ginny Ratsoy, Karen Hofmann
	<i>International Days</i> participation via Displays and Presentations	Fall 2010	Cara Cadre, Annette Dominik
	Presentations at <i>Day in Arts and Science</i>	Apr 2011	Arts Faculty
	<i>Sharing of culture foods</i> in classroom	Fall and Winter 2010-11	M.C. Rey-Bilbey and Josie Fischer
	Organizing <i>Day in Arts and Science</i>	Ongoing	Faculty of Arts
	Support for <i>Thompson Rivers University Geography Society</i> (TRUGS): this includes liaison with the club, sponsoring of CUEF grant application to attend an academic conference; career night, graduate studies night; steak night, hiking excursions, etc.	Ongoing	Gilles Viaud and Geography Faculty
	<i>Geography career night:</i>  Faculty attended the latter half of the career night and introduced former students who are now working in geography-related positions to a current student.	Mar 2011	TRUGS  Waldichuk
	Attend <i>TRUGS meetings</i>	Ongoing	Geography Faculty



	<i>Sessions on Swedish Languages (volunteer)</i>	Sept 2010	Ross Nelson
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**ADDITIONAL: ACTIVITIES NOT ALIGNED TO THE IDENTIFIED PRIORITY AREAS**

	<i>PHP Appointments Committee – student selection committee</i> - student committee to interview all candidates selected for on-campus interview for tenure-track position in Philosophy and confer with PHP Appointments Committee as to evaluations  - opportunity for students to participate in a university hiring process and become familiar with the range of skills required for appointment at a university	2010	B. Baugh
	<i>Day of Arts &amp; Science Participants</i>	May 2011	Arts Faculty
	<i>Undergrad Conference Mentor</i>	Apr 2011	Ross Nelson
	<i>Double Degree Info Sessions: Presentations to Students</i>	Sept-Feb 2010-11	Ross Nelson
	<i>Grade 12 portfolio Days: students explain their activities preparing them for education and life after secondary school while participants offer guidance/suggestions</i>	May 2010	Williams Lake Faculty
	<i>Recruitment:</i> Barbara Bearman, member; chair R.Higgins: outreach to community by handling all Arts inquiries by personal contact.	Dec 2010	Williams Lake
	<i>International Days:</i> chair B. Bearman; responsible for liaison with Kamloops and setting up events	Dec –Feb 2010-11	Williams Lake

	<i>Science World</i> : Chair, B. Bearman, included Arts re: display & staffing for Open House	Jan, Mar 2011	Williams Lake
	<i>CSI Murder Mystery Night and Open House</i> : Barbara Bearman, with R.Higgins	Jan, Apr 2011	Williams Lake