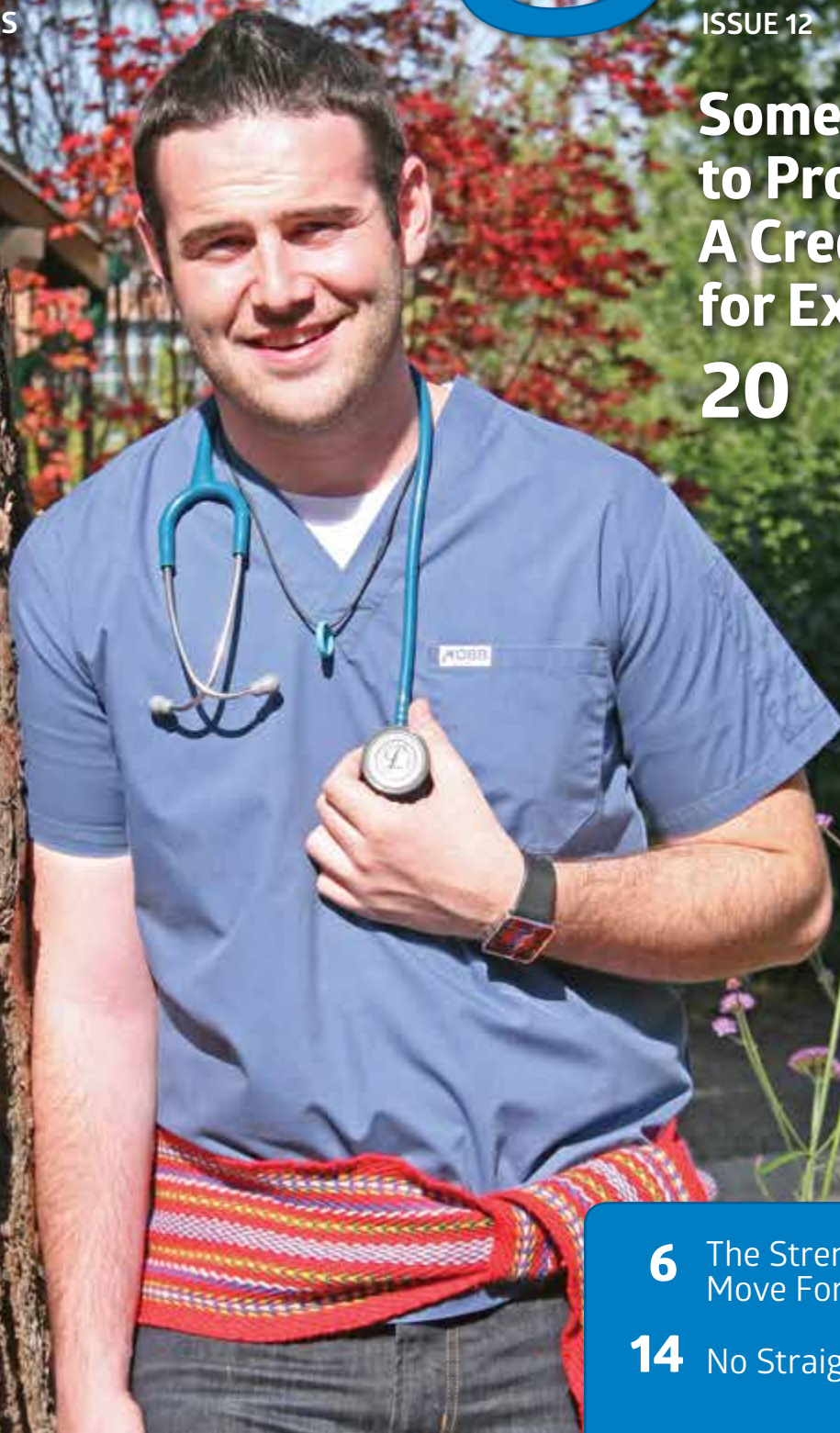


Bridges

THOMPSON RIVERS UNIVERSITY
ALUMNI & FRIENDS

FALL 2014
ISSUE 12

**Something
to Prove:
A Credential
for Experience
20**



6 The Strength to
Move Forward

14 No Straight Lines



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ON THE COVER

Jessy Dame will graduate with two unique credentials on his Bachelor of Science in Nursing transcript: the Global Competency and Leadership in Environmental Sustainability certificates. Cover-story page 20. Photo by Bart Cummins.

Bridges

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CHERRY AU is a TRU alumna, having graduated from the Bachelor of Social Work program in June 2014. She is particularly enthusiastic about animals, biking and working with children, and plans to pursue graduate studies in Occupational Therapy.



MACKENZIE CASSELLS is a third year history and political science major, currently working as a co-op student recruitment officer at TRU. She looks forward to continuing her education and taking many planes, trains and automobiles to see the world.



LISA HODGSON believes learning comes in two forms: academia and adventure. She is a fourth-year psychology major with an interest in research psychology. She plans to attend graduate school in 2016 after taking a year off to explore.



LARKIN SCHMIEDL is a freelance journalist and a housing support worker in Vancouver's Downtown Eastside. He loves to write about social and environmental justice, food systems and queer issues. He graduated TRU's journalism program in 2012.

Stay connected through TRU's YouTube channel: www.youtube.com/user/truwebbies



Throughout Bridges Magazine, former iterations of the institution including UCC, Cariboo College and Open Learning Agency are assumed in use of "TRU".

This Thompson Rivers University magazine is issued twice a year in spring and fall and distributed free of charge to approximately 22,000 alumni and friends. The views and opinions expressed in the magazine are those of the authors and do not necessarily represent the views of Thompson Rivers University or the TRU Alumni and Friends Association. All material copyright ©. Bridges cannot be held responsible for unsolicited manuscripts or photographs.



Welcome

IN THE BRIGHT SUNNY DAYS of September, the hint of fall sets the tone for change. A change in routine, maybe even a change in attitude. This issue of Bridges reflects a subtle change, perhaps unnoticeable to our readers, but no less a milestone.

Like Thompson Rivers University, Bridges has matured and serves a broader audience than it once did. This magazine reaches some 25,000 people, many

of those alumni, and many of them students, faculty, staff and community members. Its stories have broadened as well, connecting alumni to both their peers and the current campus community.

Connection to community is a point of pride for TRU, whether that is through alumni like the Law Class of 2014 (p. 26) or through research projects such as those on homelessness (p. 14) and traditional knowledge (p. 12). We are proud of our local and international partnerships—from the Interior Nations Research Forum (p. 8) to the Open Education Resource University (p. 9) and our support of community causes like the United Way. Bridges reveals the individuals and ideas at the heart of these connections, showcasing initiatives for our community, by our community, alumni included.

The TRU Alumni and Friends Association is proud to have taken Bridges this far and we are pleased to be passing the masthead to TRU, as a university publication. We are excited for this change, knowing our readers will continue to engage with the exploits and achievements of alumni as well as current students, faculty and other members of the TRU community.

If you have a TRU story to share, contact bridges@tru.ca ■

Niki Remesz

Chair, TRU Alumni
& Friends Association

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Staying at Home to **Experience the World**

A homestay travelogue *Photos by Anita Hovde*



Antonio and Andrea (Mexico) on a trip to Kelowna.



Andrea and Nanami (Japan) enjoy Helmcken Falls in Wells Grey Park.

"I enjoy travelling, but don't always have the opportunity. Homestay is a way for me to experience other parts of the world without leaving town or taking time off from work. I'm proud of TRU and its international students and what they add to Kamloops. This is the world coming to Kamloops and adding some diversity to the city."

—Anita Hovde ('85), TRU homestay host



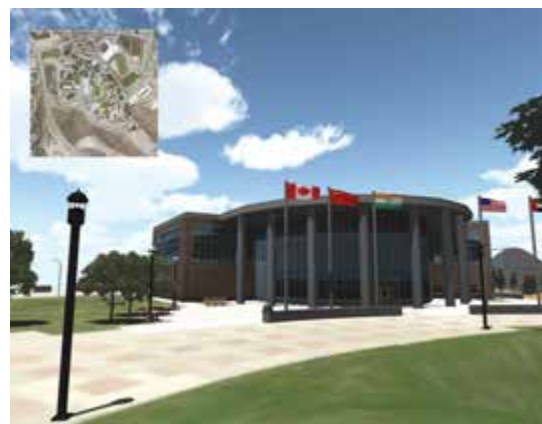
Satomi (Japan) and host mother Anita Hovde on a ferry to Vancouver Island.



New friends Satomi (left) and Suet-Ling (Hong Kong).



Andrew Park and Alex Touchet in front of their virtual rendition of the Arts and Education building. With virtual tours, out-of-town students can get familiar with campus buildings like the International Building (top right) and House of Learning (bottom right) before they even arrive at TRU.



Virtual TRU

By Bart Cummins

THE SUN IS SHINING, and I am walking the centre pathway from TRU's Campus Activity Centre towards Old Main for a meeting with a faculty member in Computing Science.

To my right is the Brown Family House of Learning, the lettering suspended above its glassy main entrance. As I pass the International Building, the flags lightly flap in the afternoon breeze.

All of this is quite ordinary until I'm reminded that none of it is real. I'm walking a facsimile of TRU—a virtual reality (VR) made of stitched photos and powered by advanced gaming software. This virtual campus is the creation of Computing Science professor Andrew Park and his research assistant Alex Touchet ('12).

"Twenty years ago it was impossible to do something so realistic," says Park. "It's a real-time navigation and interaction."

Virtual reality is gaining a foothold in tourism, infrastructure planning and design, various training situations from safety to heavy equipment and airplanes, psychological therapy, and other applications. VR will likely revolutionize the way we learn in school. Instead of reading about life on the molecular level, we could experience it up close in a virtual environment.

Park and Touchet are working to create an outdoor tour geared for out-of-town students so they can familiarize themselves with the campus before arriving. The technology could also allow three-dimensional, recognizable representations of TRU staff, using a handheld 3D scanner that looks something like the

metal-detecting wands used at airports. (Replicating indoor spaces would be trickier because more attention to detail is required.)

Park's research uses VR to learn how safe or unsafe people perceive an environment to be. His graduate project took 60 people on a virtual walk through Vancouver's Downtown Eastside, which led to some interesting discoveries. He realized environments need more detail than most people would feel necessary, from vegetation to smaller man-made objects like lamp posts, fences, benches, and passageways.

"When we've found that some environmental features make people feel very uncomfortable or unsafe, we should probably modify the environment," says Park. "But before we change the physical environment, we can change the virtual environment to confirm if it makes people feel safer."

For Touchet, who also assisted Park on a project to recreate a few blocks of downtown Kamloops in 2013, the research has given him a better appreciation for the work that goes into creating an environment as well as the potential of the technology. "I learned some specifics about modeling rather than generalized modeling, and a lot more about game engine technologies and some of the thought process that goes into creating something like this," he says.

"Through these experiments, we find out how people behave," says Park. "The ultimate goal is making a better and safer environment." ■



Artist Tristan Miller creates a graphic record of the forum discussion. Photo by Danna Bach



Wayne Christian, chair of the Secwepemc Health Caucus and a TRU honorary degree recipient. Photo by Bart Cummins

The Strength to Move Forward

By Danna Bach

“This isn’t about being sick, this is about how to create wellness in our communities. We need to build capacity and service standards and build the strength we need to move forward.”
—*Kukpi7* (Chief)
Wayne Christian

PREPARE THE FOOTINGS BEFORE BUILDING THE HOUSE—a fitting analogy for the goals of the groundbreaking Interior First Nation Research Forum co-hosted by the Secwepemc Health Caucus, the First Nations Health Authority and TRU.

“You have to transform the relationship before you jump right into changing policy,” said speaker and workshop facilitator Gwen Phillips, the Interior Region representative for the First Nations Health Council. The forum brought chiefs, academics, researchers, community members, partners and Indigenous knowledge keepers together to define meaningful research and create effective and innovative ways for research partners to work together with First Nations.

The focus of research is often placed on what the outcomes will be instead of the steps taken to achieve those outcomes, said *Kukpi7* (Chief) Wayne Christian of the Splotsin First Nation and chair of the Secwepemc Health Caucus.

“The history of research with our people has not been a good one. Research was done to us for many years,” he said.

The forum aimed to change that, by building relationships that will allow Aboriginal people to engage in research in a respectful way—community-driven and Nation-based, said Phillips, with research directed by, and useful to, Aboriginal partners. Bands are collecting information about themselves and their environments, she noted. Research creates meaning from that observation.

The forum, held from Sept. 12 to 13, offered participants workshops on topics such as First Nations data governance, respectful engagement, research ethics and capacity building. While the Secwepemc Health Caucus and the First Nations Health Authority co-hosted the event, the focus was not on developing specific health-related research programs, explained Christian. “This isn’t about being sick, this is about how to create wellness in our communities. We need to build capacity and service standards and build the strength we need to move forward.”

Dr. Rod McCormick, TRU’s BC Innovation Chair in Aboriginal Child and Maternal Health, outlined the First Nations research journey. Historically, research was conducted on First Nations people, and later done at the behest (and expense) of their communities.

Eventually, research was conducted with Aboriginal communities and paid for by federal grants. Now, he said, the research needs to be done by First Nations people, by increasing research capacity. “Before we move forward on that journey we need to gather knowledge.”

The forum impressed Dr. Will Garrett-Petts, Associate Vice-President of Research and Graduate Studies, who said that while the goal was to develop and foster relationships, the forum accomplished much more.

“What we were engaged in was an important and necessary prelude to any formal collaborative research framework agreement we might achieve—that’s clearly what we’re working toward,” he said, adding that a lot of very positive dialogue focused on ownership, control, access and possession (OCAP—see below), and the communal ownership of intellectual property.

As a result of the forum, Garrett-Petts and the research community at TRU committed to hosting another forum in 2015, and also made several other commitments including one from Dr. Airini, the new Dean of the Faculty of Human, Social and Educational Development.

Airini committed to working with her faculty to engage in capacity building, including developing an Aboriginal staffing action plan and beginning a curriculum inventory, which involves investigating where traditional knowledge is being conveyed with the goal of strengthening the curriculum.

While the forum was vital in starting a dialogue, momentum must not be lost, said Phillips. “We can create a virtual community and maintain the conversation.” ■



“What we were engaged in was an important and necessary prelude to any formal collaborative research framework agreement we might achieve—that’s clearly what we’re working toward.”
—Will Garrett-Petts

What is OCAP?

The First Nations Principles of OCAP™ (ownership, control, access, and possession) guide how research on First Nations people should be conducted and how the information, once gathered, is used and stored. TRU researchers respect the right of First Nations communities to own, control, access, and possess information about their peoples, for the self-determination, preservation and development of First Nations culture. OCAP™ allows a community to make decisions regarding why, how and by whom information is collected, used or shared.

WEB EXTRA → More on OCAP at the First Nations Information Governance Centre fnigc.ca/ocap.html

Generating Innovation

THE GENERATOR is TRU's new hub for venture acceleration, connecting students, recent graduates and faculty with professionals in the technology field to learn, network, collaborate and create. Developed by Lincoln Smith, Director of Research Partnerships and Enterprise Creation at TRU and Executive Director of Kamloops Innovation, with a \$50,000 programming grant from the BC Innovation Council (BCIC), the Generator will focus on student development and engagement, encouraging innovation and entrepreneurship through hands-on learning and mentoring support. Located in the basement of the House of Learning, the venture acceleration centre hosts drop-in events like H4CK Night, for the technology curious to meet and share ideas. ■

WEB EXTRA → For upcoming events see kamloopsinnovation.ca



Going the Distance: An Open Learning pilot project makes history for the OERu

By Lindsey Norris

TRU STUDENT MICHELLE ARAGON ('14) had a study abroad experience without ever leaving home—and made history to boot, becoming the first student to receive academic credit for completing a course through the Open Educational Resource Universitas (OERu).

TRU is a founding anchor partner of OERu, a growing network of 35 post-secondary institutions and educational agencies around the world which aims to make high quality education affordable and available to anyone with an internet connection.

Aragon, a student in Open Learning's General Studies Diploma program, enrolled in AST1000: Regional Relations in Asia and the Pacific, a course created by the University of Southern Queensland in Australia. Using free, open educational resources (OERs), and without leaving her home in Penticton, she wrote a paper on child poverty in the Philippines and created a travel brochure on Bali's eco-tourism industry. As an OERu course, the only fees were to have her assignments and exams graded.

"It was also quite freeing not to be tied to a textbook and able to follow what I wanted to learn about and what I wanted to write about."
– Michelle Aragon



"I learned so much about Bali, Indonesia, eco-tourism and the impacts of tourism in Asia from accessing a variety of sources on my own," says Aragon. "Having to find all my own resources that are accessible (and credible) online improved my research abilities. It was also quite freeing not to be tied to a textbook and able to follow what I wanted to learn about and what I wanted to write about."

The OERu partners are currently in the process of determining how universities, with their detailed program requirements and accreditation standards, can award program credit for OERu courses. So Open Learning held a pilot project. Aragon was contacted by her program advisor about the opportunity, and though international relations was new to her, she readily agreed.

"I was excited to be offered something different and to be part of a pilot project," says Aragon, noting the course was highly interactive and incorporated Twitter, video and open educational resources, using hashtags to link things together. "It wasn't like Blackboard or BLearn."

As an online learning veteran with certificates from TRU, Mount Royal University and Humber College, she enjoyed the new format but thinks it may be harder for those new to the process.

"I do feel a course like this requires a higher level of technological and research skills," she says. "The expectation is for the student to access open resources online. That can be challenging but it's part of what makes taking this course a great experience."

Since the pilot Aragon has completed her General Studies diploma, and is now enrolled in Open Learning's Bachelor of Commerce and Advanced Certificate in Management programs. ■

WEB EXTRA→

Current courses at OERu can be found at www.OERu.org



Difference-Makers

Architects of change



Arts alum Will George promotes the vote.

"I feel blessed to have this experience. It gave me a new look at life... New Life Mission may be seeing more of me as a volunteer."

– Christopher Frederick

Charles Mossop honoured for lifetime achievement.



A spotlight on democratic process

WILL GEORGE ('14) has put the activism he learned as a student to good use on behalf of the greater Kamloops community. The Bachelor of Arts graduate is the campaign coordinator for Kamloops Vote 50, a non-partisan group which aims to boost the Nov. 15 municipal election's voter turnout from 29 percent in 2011 to 50 percent. A vocal participant on campus in numerous clubs, committees and the TRU Students' Union, George is using that experience to organize events and forums, give presentations and rally a group of enthusiastic volunteers with the intent of getting more people to take an interest in local issues.

WEB EXTRA→ Read more:
inside.tru.ca/2014/11/03/making-a-difference-by-getting-out-the-vote/

Teamwork translates to a job well done

By Cherry Au

COLLABORATIONS BETWEEN THE HUMAN SERVICE DIPLOMA (HUMS) and Education and Skills Training (ESTR) programs at TRU illustrate how successful learning can be when teaching comes together with meaningful experiences within the community. For the past two years, HUMS students joined forces with ESTR students and faculty on service learning projects to organize successful community events.

The Spring Fling Dinner in 2013 brought students and seniors together at the New Life Mission. "I feel blessed to have this experience. It gave me a new look at life... New Life Mission may be seeing more of me as a volunteer," says ESTR student Christopher Frederick ('13). For 2014, students hosted a play on disability inclusion called *Re-Calculating*, which attracted an audience of 400 people. All aspects of the events—planning, fundraising, decorating, catering and hosting—were delivered by these students within a timeframe of ten weeks.

"The transferable employment skills that students in both programs obtained are immeasurable," says HUMS student Wayne Mernickle ('14).

Investing in student support

CHARLES MOSSOP, THE ORIGINAL ARCHITECT of TRU's international program, was honoured with a Lifetime Achievement Award in June for his contributions to the development of TRU World. The British Columbia Council for International Education (BCCIE) recognized his pioneering work over the past 30 years as Mossop (now retired) worked collaboratively with TRU's executive, academic departments, and the registrar's office to establish admissions and advising services dedicated solely to serving the needs and qualities of international students. He recognized the importance of investing in specialized, culturally sensitive support, which led to the creation of TRU's renowned International Student Advisor (ISA) team. ■



Schmalz (left) and Henry paddle ahead during the Amazing Race Canada Season 2 finale, Sept. 22 on CTV. Photo courtesy of mickeyandpete.com

An Amazing Adventure

PETE SCHMALZ IS WEARING A BIGGER SMILE than usual these days. The Bachelor of Tourism Management student and his best friend Mickey Henry were the first team to cross the finish line in the finale of CTV's Amazing Race Canada Season 2 in September.

Guided by their motto, "Long hair, don't care", the two 24-year-olds from Parry Sound, Ontario exhibited the right amount of calm under pressure throughout the gruelling season. Schmalz drew on his river rafting experience to take the lead early in the finale during a paddle across the Ottawa River, and the pair made it to the finish ahead of Olympians Natalie Spooner and Meaghan Mikkelsen who had been hard to beat in previous challenges.

Schmalz and Henry will split \$250,000 in prize money and each receives free flights on Air Canada for a year, a Chevrolet truck, and free gas for life from Petro-Canada. The pair are planning a new round-the-world adventure.

Tourism department chair Ross Cloutier taught Schmalz in a number of third- and fourth-year classes and believes more good things are ahead for him.

"Pete is an excellent student and to win Amazing Race Canada is no surprise to anyone at TRU," says Cloutier. "He is an original, friendly, outgoing visionary and will accomplish much within the Canadian adventure tourism industry." ■



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Cool Tools

By Bart Cummins

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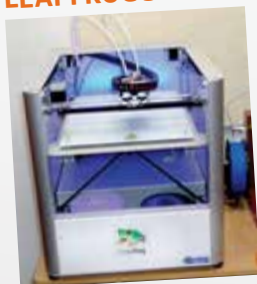


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Biodiversity, Traditional Knowledge and Secwepemc Territorial Authority



A Secwepemc territorial marker by artists Rod and Ron Tomma and Mike Peters, installed in Old Main in June.

TRU tops grant winners list

This year out of 51 applications to the Aid to Small Universities (ASU) grant, TRU was once again ranked first, awarded \$87,556 over three years. The grant is being used to develop a research centre for community and cultural engagement, with a focus on two key areas: homelessness in small cities, and traditional knowledge, language and cultural resource management in small city and rural settings. Funded by the Social Sciences and Humanities Research Council (SSHRC), the ASU impacts 12 TRU faculty, five faculty from partnering universities, eight community research partners, and 21 undergraduate and graduate students. Three projects are profiled on this and the following pages. TRU also topped the list of universities funded by the last ASU competition three years ago.

By Larkin Schmiedl

PROTECTING BIODIVERSITY, guarding access to cultural knowledge, and community decision-making are at the heart of new research by TRU law faculty in collaboration with the Secwepemc people.

“The landmark declaration of Aboriginal Title in the recent *Tsilhqot’in* case at the Supreme Court of Canada is a first step towards Aboriginal jurisdiction over land and resources,” says faculty member Nicole Schabus, who represented interveners Secwepemc, Okanagan and Union of British Columbia Indian Chiefs at the hearing in June. “Our research into territorial authority is about building a governance structure that facilitates Secwepemc control over access to knowledge and biodiversity in their territory.”

Schabus and fellow Law faculty member Dr. Tesh Dagne are co-leading the project, called “Community Participation in the Utilization of Biodiversity and Traditional Knowledge,” alongside Secwepemc leaders, elders and land users, with funding from TRU’s 2014 Aid to Small Universities (ASU) grant.

“Our proposal specifically focuses on traditional knowledge and genetic resources,” says Schabus. Indigenous territories are home to the highest levels of biodiversity in the world, and Indigenous practices, grounded in traditional knowledge, work to increase biodiversity.

Schabus defines traditional knowledge as the knowledge Indigenous people hold about their territory. “It’s usually collectively held, in the sense that different people will know different things about different parts of the territory, so they have to come together as a group and make decisions about access,” she says. “And it’s also intergenerational.”

It is recognized internationally that Aboriginal peoples have to provide their prior informed consent for access to their knowledge. Having a body to seek consent from is what implementing territorial authority is about.

Aboriginal peoples only have jurisdiction on reserve: rights to larger territories are held collectively by the people of a nation. By setting up a territorial authority, Secwepemc people—whose territory, called *Secwepemculew*, is the largest in the BC Interior—will have a structure by which to make decisions regarding access.

The two-year project will provide research opportunities for students, increase community engagement, and contribute knowledge with social impact in the world. ■



One of Lisa Hodgson's favourite views of the city, from Kenna Cartwright Park.

Engaging in Nature

Story and photos by Lisa Hodgson

AS A CHILD SPENDING TIME IN NATURE always had an essence of magic about it. I grew up hiking, swimming, riding horses and camping, and still spend time outdoors almost every day. On a recent hike in the hills behind my house, I started to wonder why I never see kids exploring there, the site of all the “secret spots” of my childhood. I wondered if children today are missing out on an important experience, one which has cultivated a lifelong curiosity in me and has led me to many adventures.

With this question in mind, I approached my psychology professor, Dr. Catherine Ortner, about doing a research project on children's engagement in nature. The first step was to apply for funding from the Undergraduate Research Experience Award Program (UREAP), which allowed me to focus my attention on research over the summer instead of waiting tables—a big step in the life of an undergraduate.

The next step, whittling “Why don't I see kids running in the hills?” down to a researchable question, proved more difficult than I had imagined. Luckily I had help in the form of Dr. Ortner. Together we constructed a survey that focused on parents' beliefs and attitudes about having their children engage in nature, and how these factors influence parents' decisions to have their children participate in nature-based activities.

Survey in hand, I began canvassing the city to find participants for my study. Recruiting parents in city parks was my first taste of working as a researcher in the community and I was met with many different attitudes. Some people were very excited and interested in the research while others were more reserved or declined. Overall, the Kamloops community was very willing to help me in my research.

I am now in the midst of sorting and analyzing the data collected over the summer. I hope my research findings will be beneficial for the scientific understanding of human-nature relationships and of value to the local community. Understanding the factors that promote or restrict parents' decisions to have their children spend time in nature can be useful for community groups and educators who focus on encouraging healthy lifestyles for children and families.

As for me, I will graduate with my Bachelor of Arts in the spring of 2015 and plan to feed my continuing curiosities about the world with a year spent travelling and exploring before I start graduate study in the field of research psychology. ■



Lisa and her dog, Hunter, explore the woods together.



“I started to wonder why I never see kids exploring there, the site of all the 'secret spots' of my childhood.”
– Lisa Hodgson



Clockwise, Home/Less/Mess performers Tammy Caza, Robert French, Denis Lee and Brian Berube. Photo by Bart Cummins

“I think what affected me most about the project was observing various groups and individuals uniting for an important cause. People from different departments of TRU, agencies, concerned individuals, the amazing cast, all these diverse people came together to make this project work. I had never worked in a collective before and I found it fascinating.”
– Pamela Erickson

English major Pam Erikson had a transformational service learning experience, recording the collective development of the Home/Less/Mess script. Photo by Kelly Funk

No Straight Lines:

Theatre to help end homelessness

By Mackenzie Cassels

THE KAMLOOPS COMMUNITY came together this summer to envision, create and share a ground-breaking theatre production called *Home/Less/Mess: Bringing Stories of Homelessness Out of Darkness*.

Through the community-based TRU research project “No Straight Lines”, *Home/Less/Mess* raised public awareness that there are no straight lines in and out of homelessness, and provided individuals who had experienced homelessness with an opportunity to tell their stories. TRU project leads Robin Nichol, Theatre, Ginny Ratsoy, English and Modern Languages, and Dawn Farough, Sociology collaborated with other Arts faculty and students, the Kamloops Homelessness Action Plan (HAP), 12 community agencies and six brave individuals to illuminate homelessness through a live performance which ran Aug. 13 to 16 at the Kamloops Players’ Stage House Theatre.

“Theatre has the power to not only entertain and inspire audiences but also to engage and even transform those who create it,” says Nichol.

Throughout the spring, she and fellow Theatre faculty member Heidi Verwey held workshops through various community agencies with individuals who had experienced homelessness, finding volunteers willing to share their stories in a performance. Using collective creation, a method of shaping participants’ real stories into theatre, Nichol, Verwey and HAP Executive Director Tangie Genshorek then facilitated the development of a cohesive script out of the performers’ experiences.

Undergraduate sociology students Justin Potestio and Shalyn Pigeon took ethnographic notes during the rehearsals as part of Farough’s research into the impact of the collective creation process on the performers. Potestio studied how performing arts can benefit both the performers as well as the audience.

“The journey I had this summer and the course of the project had no straight lines,” he says. “I learned a lot from the participants but I believe they learned a lot from each other as well.”

“Theatre has a therapeutic value and is a good avenue for the voice of homelessness to be heard,” says *Home/Less/Mess* performer Brian Berube. “You feel the fear and you do it anyways.”

Performers’ stories were recorded by fourth-year English student Pamela Erikson, who acted as a scribe for her service learning course with Ratsoy. She helped keep the evolving script up to date, and also worked with the actors to edit their stories and write their bios.

“I think what affected me most about the project was observing various groups and individuals uniting for an important cause,” says Erikson. “People from different departments of TRU, agencies, concerned individuals, the amazing cast, all these diverse people came together to make this project work. I had never worked in a collective before and I found it fascinating.”



No Straight Lines researchers Ginny Ratsoy, Dawn Farough and Robin Nichol. Photo by Danna Bach

Following her service learning course, Erikson worked as a research assistant on Ratsoy’s study of audiences’ responses to the play and their changing perceptions of homelessness. This fall, she took on another service learning course to continue the research, giving a presentation with Ratsoy as part of the Experiential Learning Seminar Series.

Potestio, Pigeon, and Theatre student researchers Robin Arundel and Taran Waterous, who acted as stage manager and technical director for the unique production, also presented seminars this fall.

Audience members were given an anonymous community survey before the production, completing half of the survey before the show and the other half afterward. “It was important for us to tie the academic circle into our project so we are able to map our results and prove that the collective creation process has met our intended goals,” says Genshorek.

Audience member Nick Braun says it was a powerful production. “It makes you look at homelessness in a whole new light. I loved how two of the performers brought their children on stage and talked about how their kids give them the strength to break the cycle of homelessness; I don’t think there was a dry eye in the audience.”

Each performance ended with the actors thanking friends, family members, health care workers and organizations that have helped them throughout their journey.

“My hope for this play is that some of the opinions and views of the homeless are challenged and that maybe people will not be so quick to blame the victims,” says performer Tammy Caza.

No Straight Lines was partly supported by funding from the Aid to Small Universities grant and a TRU Internal Research Fund.

WEB EXTRA → More ASU-funded research at TRU examines rent banks as a solution to homelessness. inside.tru.ca/2014/09/08/rent-bank-research-lends-hope/

Technology & Tradition: Using **Mobile Apps** to **Teach Aboriginal Language** *By Kim Anderson*

HOW DO YOU REVITALIZE and preserve an Aboriginal language that has less than 10 fluent speakers remaining in the community?

In a project which pairs traditional language and storytelling with cutting-edge mobile app technology, TRU researchers and Aboriginal community members are working to address that question.

Education faculty members Dr. Patrick Walton and Dr. Gloria Ramirez teamed up with Dr. Haytham El Miligi of Computing Science on a Secwepemctsin language revitalization project in partnership with the Sk'elep School of Excellence and members of the Secwepemc (Shuswap) community.

"If you don't have language, you don't have culture," says Walton. Aboriginal language has traditionally been passed down through oral stories and songs preserved by Elders and family members. But for generations, Aboriginal children were forcibly taken from their homes and communities and put in euro-centric residential schools, where they were forbidden to speak in their native tongues. Now among the Shuswap, only a handful of fluent Secwepemctsin speakers remain.

The Revitalizing and Teaching the Secwepemctsin Language Using Gamification on Mobile Tablets project envisions a series of educational apps that will teach and reinforce Secwepemctsin. Primary school students at Sk'elep will practice language lessons through traditional songs and vocabulary games, in an app customized with photos and audio clips of family members.

By personalizing the software, the likelihood of retention of the vocabulary lesson increases.

"There is limited time to learn the language, so our efforts need to be aggressive," explains Ramirez. "Every time a language disappears, it's not just a language; it's a whole wealth of culture and traditional knowledge."

This use of technology differs radically from traditional language teaching methods, so the researchers are collaborating with community partners to negotiate and respect traditional Secwepemc culture and to maintain data security. Through community partnership, leadership in research and preservation of Aboriginal language and culture, the project also aims to foster strong ties between TRU and the surrounding community.

"It's a very good message from TRU. It shows that we care about the community," says El Miligi, who believes this project has the potential to help on a wider scale. "Once we evaluate the progress of the students and examine the learning outcomes, we could share the app with other Aboriginal communities across BC."

The Secwepemctsin language revitalization research received an Aid to Small Universities grant of \$14,760, which will be used to purchase mobile tablets and to fund programming and game design.

As work begins, the researchers and community members alike are optimistic about the long-term benefits this project will provide for the Secwepemc people, TRU and the community of Kamloops. ■

"Every time a language disappears, it's not just a language; it's a whole wealth of culture and traditional knowledge."

– Gloria Ramirez

Patrick Walton, Haytham El Miligi and Gloria Ramirez are helping to preserve Secwepemctsin, a language almost lost due to the repercussions of residential schooling.



Mentoring Discovery



Catherine Ortner encourages her undergraduate psychology students to discover the rewards of research.

By Cherry Au

UNIVERSITY IS A TIME FOR EXPLORATION, for students to unearth new passions or to reaffirm past interests. These few years are usually when we experience the most personal growth and find out what makes us tick.

Similarly, Dr. Catherine Ortner discovered the fascinating subject of psychology through an elective while studying biological sciences at the University of Edinburgh. She made the decision to switch her focus and has never looked back, completing her master's in clinical psychology, followed by a PhD in experimental psychology at the University of Toronto in 2006.

Ortner joined TRU's Faculty of Arts six years ago after two years working in mental health counselling in a small BC community. In addition to teaching all levels of psychology she also supervises undergraduate student researchers, providing one-on-one support for honours theses, directed studies coursework and UREAP projects.

"Being able to help students through the process of learning about and engaging in research is really rewarding," she says. "It's a mentoring relationship, and these are people I look forward to hearing from even after they've left TRU. It's really nice to see how they've developed and the career paths that they've gone on to."

Ortner is involved in several committees at TRU, including helping to plan the 2015 Undergraduate Research and Innovation Conference March 27-28, a unique annual event that allows students to showcase their work in front of peers and community members.

"Being able to help students through the process of learning about and engaging in research is really rewarding."
– Catherine Ortner

"The process of discovering something new is exciting," she says. "When students get involved in a research project, they're not just repeating someone else's findings; they're asking new questions that haven't been studied in this way before. It's a very rich intellectual experience—for me and my students."

Ortner has recently received a SSHRC Insight Development Grant to study the diverse ways in which people regulate their emotions and how these behaviours subsequently influence their well-being.

"I hope this research will help us understand why people regulate their emotions in different ways, and in turn, enable us to develop tools to help people regulate their emotions more effectively." Her research team includes collaborator Haytham El Miligi, Computing Science, as well as a number of student research assistants.

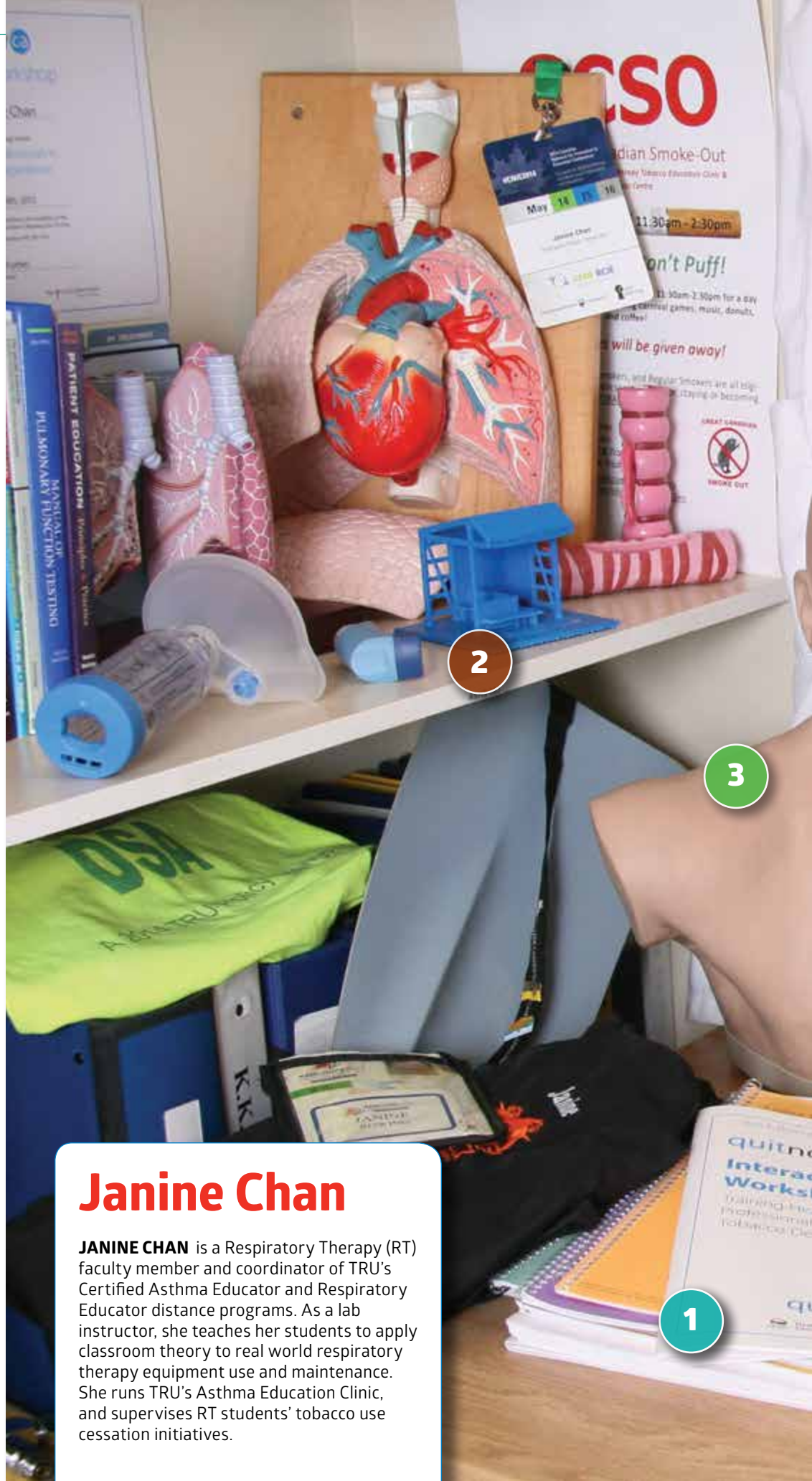
Ortner urges all students to take the leap and talk to their professors about research and seek out opportunities to get involved. "We are lucky at TRU to have many special resources that may not be available elsewhere," she says. "Take advantage of the fact that TRU is in a prime position to support undergraduate students in conducting research." ■

INTERIOR SETTINGS

1. Smoking cessation services for the TRU community are provided by RT students with Chan's guidance. She applies current knowledge gained at Quit Now (BC Lung Association) counselling support workshops to RT's collaborations with the Wellness Centre.
2. Chan and her students partnered on TRU's Clean Air Campaign to roll out a revised smoking policy in September. Nine designated smoking areas were established—modeled after this 3D printed prototype—and RT students are running education kiosks across campus.
3. Dubbed Mr. Pickles, this tracheostomy manikin allows RT students to practice airway maintenance and care.
4. Student therapists at the asthma clinic gain practical experience diagnosing and educating patients with asthma, as illustrated by this poster, and using various asthma medication devices.
5. The BC Lung Association and the Heart and Stroke Foundation named TRU a BC Champion for Tobacco-Free Living in 2013 as a result of Respiratory Therapy's collaboration with the Wellness Centre on tobacco cessation programs on campus.
6. This sculptural clear plastic paperweight is an exhalation valve from an older infant ventilator, commonly used in neo-natal intensive care in the '80s.
7. Outside the lab, rowing is Chan's passion. A coach of TRU's former rowing team, she was recognized with a Queen Elizabeth Jubilee silver medal for her contributions as Rowing Sport Chair at the 2011 Western Canada Summer Games.
8. Using these textbooks and media such as live video feeds, she instructs and evaluates practitioners by distance for asthma and COPD educator certification.

Janine Chan

JANINE CHAN is a Respiratory Therapy (RT) faculty member and coordinator of TRU's Certified Asthma Educator and Respiratory Educator distance programs. As a lab instructor, she teaches her students to apply classroom theory to real world respiratory therapy equipment use and maintenance. She runs TRU's Asthma Education Clinic, and supervises RT students' tobacco use cessation initiatives.





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Something to Prove: A credential for experience

By Anita Rathje

“When new nursing students and Aboriginal mentees ask me how I balance school and extra-curricular activities, I explain that it takes dedication, but I reassure them that it is do-able and encourage campus involvement. At TRU there are so many options for learning outside the classroom.”
– Jessy Dame



JESSY DAME HAS ONE MORE SEMESTER of classes, clinical practice, research projects and evaluations to go before he graduates with his Bachelor of Science in Nursing degree, but the fourth-year student is already sharing his expertise on a critical subject: getting the most out of your education.

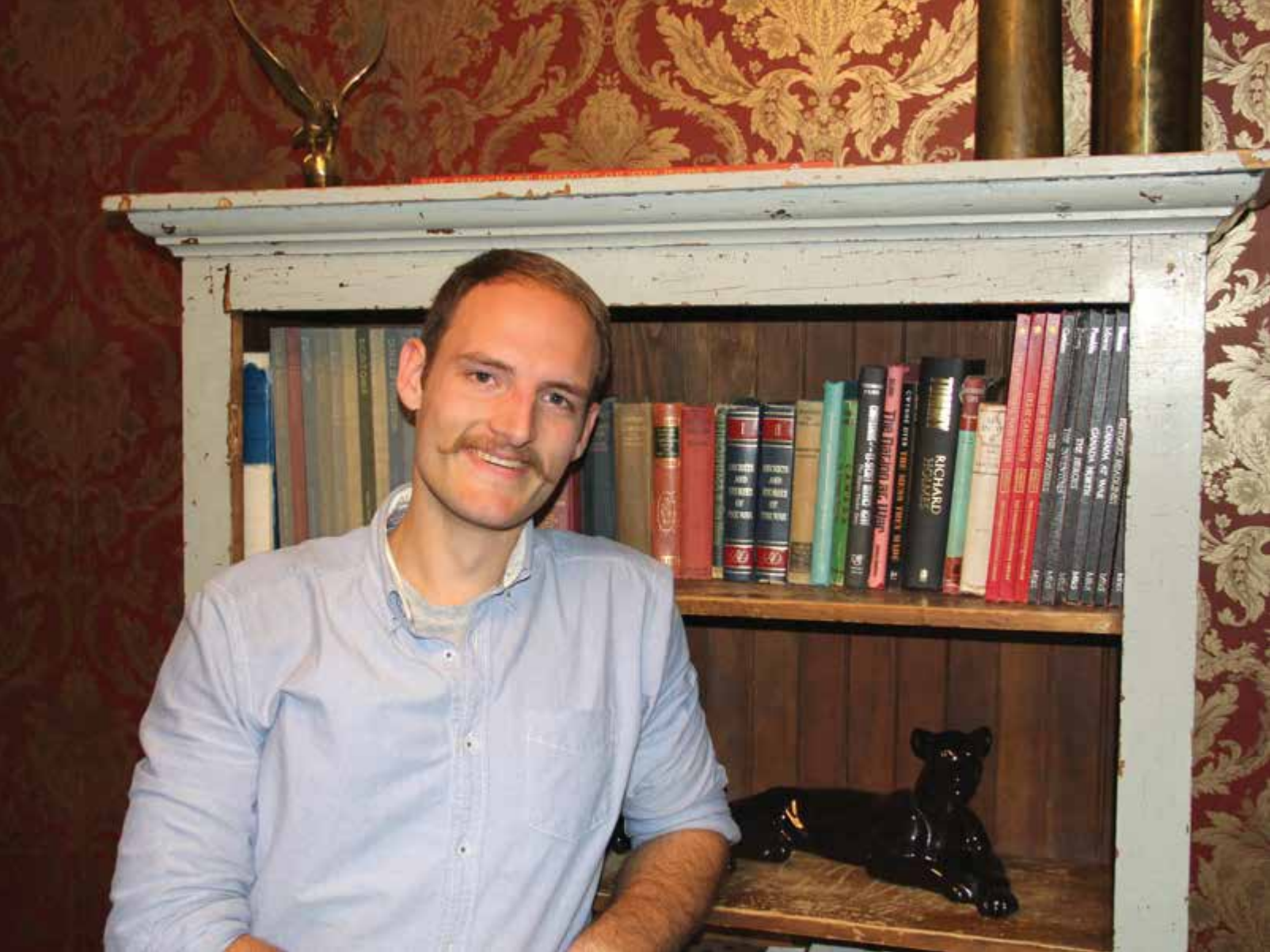
“When new nursing students and Aboriginal mentees ask me how I balance school and extra-curricular activities, I explain that it takes dedication, but I reassure them that it is do-able and encourage campus involvement,” says Dame. His learning transcends lectures, labs and assignments through experiences like clinical practice, undergraduate research, volunteering, and getting involved in committees and clubs with others who share similar passions. “At TRU there are so many options for learning outside the classroom.”

Universities across the country are prioritizing student engagement, and increasing experiential learning opportunities as a result, because research shows students involved in such activities are more engaged with their studies and their communities, and better prepared for employment. TRU has taken the commitment to experiential learning one step further by enabling students to formally document the pedagogical value of this learning and earn a credential on their transcripts: the Global Competency and Leadership in Environmental Sustainability certificates.

When he graduates next spring, Dame’s Global Competency certificate will recognize the knowledge, skills and attitudes of a global citizen that he has acquired through a variety of courses and co-curricular activities, from his clinical practice to his work on the executive of the Canadian Nursing Students Association Club. Leadership in Environmental Sustainability will document projects such as his research into the environmental and economic sustainability of breast-feeding. With transcript and portfolio in hand, Dame will be able to highlight the soft skills, values and hands-on experience that employers and graduate or professional programs are looking for.

Advancing experiential learning

Undergraduate or graduate students enrolled in any credit program at TRU can apply to complete one or both certificates anytime during their program. Spearheaded by Lian Dumouchel, TRU World (Global Competency), and Dr. Peter Tsigaris, Economics (Leadership in Environmental Sustainability), the certificates each require completion of a one-credit course and a total of 12 points awarded for experiential learning in multiple categories. The 23 students who graduated with the Global Competency certificate at convocation this spring all took the requisite GLBL 1000 course, but beyond that their experiences diverged.



For Preston Arens, it's not just about expanding his skills—it's about making the world a better place. Photo by Darby Arens

“To be flexible and inclusive of everyone was the whole focus of the working committee,” explains credential coordinator Julie Taylor from the Centre for Student Engagement and Learning Innovation. “They decided on the point structure based on whether it would be accessible for most students across any discipline.”

Volunteer hours, service learning, research projects, co-op or other work experience, field school or study abroad, and credits in relevant courses are all assigned between one and five points. Prior Learning Assessment and Recognition (PLAR) also comes into play as students may be awarded points for experiences completed prior to entering their credit program, as Dame has done with his pre-TRU travel to volunteer in Brazil. The requirement to obtain points in at least two of four categories for Global Competency, or in three out of six categories for Leadership in Environmental Sustainability, ensures students broaden their scope while allowing a huge variety of options on the path to earning the certificates.

Points for paying it forward

“For an involved student on campus, the work needed to complete these credentials is mostly the formality of documenting what you have already done,” says Bachelor of Arts alumnus Preston Arens ('14), who completed both Global Competency and Leadership in Environmental Sustainability. “After attending an information session, I was surprised at how many relevant projects I was already working on.”

Global Competency, with its intercultural focus, was a natural extension of Arens' history studies at TRU and two semesters abroad.

“Studying abroad has had the greatest impact on me overall,” he says of an impressive portfolio of experiential learning activities. In particular, being among a diverse group of international exchange students broadened his perspective. “It taught me a lot, and contextualized a lot more. Upon my return to TRU, I became much more active on campus, sharing all that I had learned.”



“For an involved student on campus, the work needed to complete these credentials is mostly the formality of documenting what you have already done. After attending an information session, I was surprised at how many relevant projects I was already working on.”
– Preston Arens



“Completing the Global Competency certificate along with my science degree has been the perfect combination for my learning at TRU.”
– Carlee Poleschuk

Arens’ Global Competency points include volunteering as a Study Abroad Ambassador and serving on TRU’s Intercultural Council, undergraduate research positions and a work study placement with Tsigaris. The insights he gained from increasing his global literacy led him to the sustainability credential.

“With the mentality of making the university a better place, increased sustainability quickly comes to mind as something that benefits the entire institution rather than just a select group,” he says, “and something that is a step in the right direction as far as solving global environmental problems.”

He joined the TRUSU Eco Club and volunteered for the Office of Environmental Sustainability, working on a successful proposal for the TRU Sustainability Grant. “Getting more involved was a logical step in the context of becoming globally competent.”

Bachelor of Science student Carlee Poleschuk is majoring in chemical biology with a minor in psychology. She just completed her second co-op term as orientation coordinator in the office of Student Engagement, and looks forward to getting involved in undergraduate research and student committees. Unlike the majority of applicants to date, who have waited until their final year, Poleschuk began earning her Global Competency certificate in second year.

“I am extremely passionate about experiencing other cultures whether it is travelling abroad or experiencing the diverse cultures on campus. I love what I do in the sciences but during my first year I felt as if I was missing out on this other aspect of myself that I enjoyed so much,” says the pre-med student. “Completing the Global Competency certificate along with my science degree has been the perfect combination for my learning at TRU.”

Her portfolio so far includes work with Kamloops Immigrant Services and a semester abroad in Veracruz, Mexico, studying Spanish. Poleschuk sees personal growth as the chief benefit.

“My family was always a host family for international students, but it was experience in Mexico that really made me appreciate the different cultures that I grew up with,” she says. “Although I didn’t realize it at the time, it is when I really gained my independence. It also made me appreciate my home and being Canadian.”

Connecting knowledge to action

The Global Competency certificate encompasses both international and Aboriginal intercultural experience, and Taylor notes that with such a diverse community at TRU, including a student body that is over 14 percent international and 10 percent Aboriginal, study abroad or other international travel isn’t necessary for intercultural experiences.

A proud Métis whose family is originally from Manitoba, Dame volunteers on campus with the Aboriginal mentorship program, connecting what he learns in the classroom to the real world, and sharing that knowledge with new students.

“The nursing experiences I had at White Buffalo Aboriginal and Métis Health Society and the Conayt Friendship Centre combined with the mentoring experience I’ve had on campus have prepared me with intercultural skills to help Aboriginal students transition to university,” he says. In turn, the reflection Global Competency requires about these experiences, in both an essay and a “giving-back” component, prepare him to express skills and values learned to prospective employers.



Science student Carlee Poleschuk discovered her intercultural experiences on campus and abroad were a skill-boosting complement to her pre-med studies. Photo by Bart Cummins

“The certificates give these students the extra edge to differentiate themselves from other graduates and thus succeed in finding employment and career opportunities,” says Tsigaris. “Beyond the explicit recognition of the activities undertaken on their quest toward environmental sustainability or global competency, benefits include personal development and the collective good of our society at large.”

Approaching graduation and a competitive process to get into medical school, Poleschuk values the opportunity to stand out from other graduates.

“As a science student, Global Competency really diversifies my learning. Because my end career goal is to become a doctor, it adds invaluable transferable skills that I will be able to speak to in my application,” she says. “The credential is extremely valuable regardless of your program.”

Arens says his credentials paid off in his applications for graduate study. He was accepted into the Tri-University Master of

Arts in History program coordinated between the University of Waterloo, University of Guelph, and Wilfrid Laurier University.

“The sum of all the activities begun with study abroad has made me a better global citizen and I hope has helped make TRU a better place,” he says. He encourages students to attend an information session and see how the credentials can enrich their studies.

“Whether planning from first year, or finding the competencies already present in their experience,” he says, “any student can achieve these credentials and will reap the benefits as they progress with their education and career.” ■

WEB EXTRA→

For more information on Global Competency
tru.ca/services/beyond/global.html
 and Leadership in Environmental Sustainability
tru.ca/services/beyond/les.html

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WolfPack Athletes Compete at Highest Varsity Level

By Larry Read

THE WOLFPACK CELEBRATES another milestone this fall. For the past nine years, TRU's basketball and volleyball teams have competed at the highest varsity level nationally, in Canadian Interuniversity Sport (CIS). Joining them for 2014/15 are men's and women's soccer, cross country running and a new addition to the WolfPack family: swimming.

"The move to CIS will be quite the step up for us," says men's soccer head coach and former Vancouver 86er John Antulov. "We will have a small pocket of returning players from the team which won the silver medal at the 2013 CCAA Nationals so it will be a rebuilding year for sure."

Women's soccer also has a few returning players this season from the team which took bronze at the nationals last year. "It is going to be a huge task but we will all work hard to achieve our goal of continuing to be a solid quality soccer program," says head coach Tom McManus.

The new swim program is led by Brad Dalke, a three-time CIAU (now CIS) champion from the University of Calgary. "It's been a long time coming. For us in Kamloops, having a team allows us to keep our swimmers at home rather than have them move to the coast, Calgary or the United States to compete."

Professor Emeritus Jack Miller will remain as the cross country coach. "I'm excited about the move up but at the same time mindful of the anticipated increase in the calibre of the competition," he says. "Eventually, this will turn out to be a good thing for TRU WolfPack cross country running because it will be easier to recruit athletes from around the province when they know we compete at the CIS level." ■

WEB EXTRA→

For more information, updates, game schedules and more:
tru.ca/athletics

Kelly Olynyk of the Boston Celtics came home to Kamloops in September to deliver the keynote address at the WolfPack Scholarship Breakfast. The son of TRU Athletic Director Ken Olynyk and Alumni Association Coordinator Arlene Olynyk, he told the packed house that much of his success in getting to the NBA can be attributed the people in his "village" —the community that he grew up in. In all, the event raised \$120,000 for athletic scholarships.



WolfPack vs UBCO in CIS soccer Oct. 18. Left to right, Jacob Kaay, Emily Edmundson, Satinder Dhaliwal. Photos by Andrew Snucins.



First Class

Photos by Kelly Funk and Diana Skoglund

At turns solemn and ecstatic, the first graduating class of TRU's Faculty of Law celebrated with family, friends, faculty, staff and special guests at spring convocation on June 14.

1. Chris Albinati crosses the stage with his son to receive his degree from Chancellor Wally Oppal. **2.** The Class of 2014 waits to be called to the stage. **3.** Winning the prestigious James Crawford Prize was a TRU highlight for Lisa Niro (right). **4.** "We had hurdles to overcome and we did it," says Kamloops local Lisa Scruton. **5.** Honourable Justice Lance Finch receives his honorary Doctor of Laws. **6.** Top of her class, Law Society of BC gold medal winner Taylor-Marie Young meets His Excellency Gordon Campbell, TRU Honorary Doctor of Laws. **7.** Past president of the TRU Indigenous Law Students' Association Debra Febril (Nisga'a). Watch the ceremony again: www.livestream.com/livetrue



The Bonds of Friendship

Two Adventure Studies alumni take on the Yukon River Quest

By Larkin Schmiedl

WHEN SHARMAN LEARIE ('01) and Matt Kellow ('95) decided to take on one of the world's toughest endurance races in a tandem kayak, their longstanding adventuring dynamic was tested in a situation that could prove to be the end of any relationship.

The pair, who became friends in their twenties while roommates and classmates in TRU's Adventure Studies program, have faced plenty of risk together over the years, but never anything as gruelling as the Yukon River Quest. The 715 kilometre race is set up to be paddled in as little time as possible, and the first mandatory break comes after 24 hours straight of paddling—and that's only the half of it.

"We've both been involved in adventure long enough," said Learie. "We had a good sense of what the other person was made of. I really couldn't think of another person to do something like this with."

Both are familiar with what happens when a body is pushed to its limits. Testing their endurance at a new level, the pair backed each other up in harrowing conditions and had fun doing it.

"At three o'clock in the morning, we're laughing away to ourselves, basically because you're dead tired, and you're not even thinking straight," says Kellow. After 24 hours of paddling came



Sharman Learie (back to the camera above, in foreground at right) and Matt Kellow paddle the Yukon River.



a sorely-needed seven-hour rest, 18 more hours of paddling, then a three-hour break. "We'd just howl at the craziness of even taking this on."

Now 41 years old with young families, the two share similar job descriptions. Kellow co-ordinates outdoor recreation at Nanaimo's Vancouver Island University, and Learie chairs TRU's Adventure Studies department. He hopes what he learned on the Quest will make him a better instructor.

"One of my primary focuses at TRU is teaching white-water kayaking, and we're often in isolated, challenging areas with the students," he says. "It rarely goes as planned." The unexpected happened two-thirds of the way through the race. Learie's wrists were so inflamed with tendonitis he could no longer paddle. With 160 kilometres to go, the two crafted a makeshift paddle he could use with different muscles.

Paddling all night under June's midnight sun, testing their minds and bodies to the extreme, Learie and Kellow completed the trek from Whitehorse to Dawson City in 12th place out of 66 teams, just minutes out of the top 10—and found their friendship to be a force that sustained them.

Their race raised \$5,975 for a new TRU adventure studies bursary, to be given to a second-year student with financial need and a passion for paddling. ■



Edward "Fast Eddy" Dostaler intends to convert his passion for running into funds for Alzheimer's and breast cancer research. The Arts alum plans to run across Canada and back, starting in Victoria in March 2015. Pushing his supplies along in a rugged baby stroller, he plans to cover about 40 kilometres each running day. His training has so far included a 48-hour run/walk in September to raise awareness and money. Circling the Hillside Stadium track, he logged 254 kilometres and raised over \$1,000 to support his cross-country run.

CLASS notes

'74 **Mark Zuehlke, Communications Media Certificate**, received the prestigious 2014 Pierre Berton Award from Canada's National History Society for bringing Canadian history to a wider audience with his best-selling books, the Canadian Battle Series. The award and \$5,000 prize were presented by the Governor General of Canada on Nov. 3 in Ottawa.



'97 **Yanni Giftakis, BSc**, graduated in '89 from the CSOM program, then completed his degree in Math and Computing. He taught math and computing overseas in Singapore, then returned to TRU to teach computing until 2006, when he completed his MSc in Computing in the US. Yanni is currently employed at the

BC Lottery Corporation. He grew up in Kamloops and feels fortunate to have been able to learn and work in his home town.



'99 **Marian Anderberg, BSW**, worked in Merritt, Ashcroft and Kamloops as a professional social worker. She earned her master's in '06, followed by a Diploma in Family Therapy and a Graduate Certificate in Child & Youth Mental Health (TRU-OL). In 2011 Marian joined the School of Social Work and Human Service first as a sessional instructor, then as OL program coordinator. Now coordinating BSW field education, she is also doing doctoral study in Educational Leadership.



'02 **Rob Williamson, BBA**, owns and operates LMG Finance, one of Canada's premier finance and insurance outsource companies. A former collegiate hockey player, he has been actively involved with TRU for many years as a student mentor and member of several boards, and contributes to the community at large. Rob currently employs 19 TRU alumni and provides a number of student co-op positions.

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'05 Nikki Crawford, BEd, has held full-time teaching positions since 2007 in Mackenzie, Lillooet, Ashcroft, and Cache Creek, teaching grades 3 through 12. Currently she has a grade 3/4 class in Lillooet, but would love to secure a teaching position in her home town of Kamloops. A fitness enthusiast with a martial arts background, she spends her spare time at the gym and dirt biking.



'06 Jennifer Billingsley, BA & Post-Baccalaureate Diploma in Human Resource Management, met **Matthew Tarzwell ('06)** in the post-bac diploma program. Jen is a human resources consultant at TRU, and Matthew is manager of web strategy in the Marketing and Communications department. They tied the knot this summer with many TRU friends and their son Parker in attendance.



'06 Lai Wing Lun, BBA, majored in human resources management as an international student. After graduation he moved back home to Hong Kong and has been working in the HRIS field. He is currently working in a consulting firm as a consulting manager. He will never forget Kamloops—he loved living in Kamloops and studying at TRU.

'08 Amanda Johnson (née Blyth), Digital Art and Design, married fellow alumni **Wade Johnson ('10, Electrician)** in September. Amanda is now a graphic designer in TRU's Marketing and Communications department.



'09 Shalen Curle, BBA, is an entrepreneur, visionary, writer and health enthusiast. After graduation she worked for Investors Group of Kamloops but quickly realized she needed to find a career that would fuel her passion. In October of 2012 she took over Let's Move Studio, which had been operating in Kamloops for 16 years. Shay now teaches dance and fitness along with a team of 15 instructors, and continues to give back to the community and inspire people to get active.



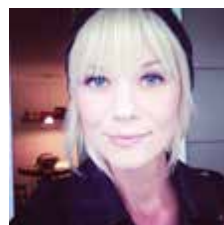
Let's Remember

LYNSIE TAYLOR SCHMIDT, JULY 2014 was a Bachelor of Science student and a member of the cross-country running team. While balancing courses, part-time work and practices she was always one of the first to volunteer for WolfPack events, and travelled to races to cheer on her teammates. She will be remembered for her determination in striving to compete at the national level for TRU.

JAMES LINDFIELD, JULY 2014 taught visual arts with Open Learning for the past 20 years. A passionate teacher, he developed his students' technical skills as well as their creative responses to their subjects and their interests. His expertise and encouragement were invaluable to the recent project to revise the Introduction to Colour course. He was also a committed, prolific, often-exhibited artist.

SAMUEL PRICE, OCTOBER 2014 was a third year Bachelor of Science in Nursing student whose spirit touched the School of Nursing community. Inspired to become a nurse by his own battle with cancer, Sam showed great passion for his future profession and brought humor to the classroom and clinical setting. In the spring he spoke publicly about his experience living with cancer, exemplifying how to appreciate life and live in the moment.

JIM COLLINGRIDGE, OCTOBER 2014 was a counsellor and one of the pioneering staff in the early days of Cariboo College. A veteran of the Royal Canadian Navy, he obtained a Bachelor of Education from the University of Calgary and a Master in Counseling Psychology from Gonzaga University, WA. His long and rewarding career at TRU spanned 30 years before he retired in 2006.



'10 Malin Otmalm, Digital Art and Design, came to TRU as an international student from Sweden. After graduation she worked for the Tk'emlups te Secwepemc and TRU as a graphic designer. She is now living in Vancouver, working as a graphic artist for cutting-edge digital gaming start-up A Thinking Ape, and also operates a modern freelance design company.

'11 Kali Ellis, BScN, played WolfPack basketball while completing her nursing degree. After graduation she worked in a pediatric private care home on Vancouver Island. A year ago she obtained her dream job at Canuck Place Children's Hospice in Abbotsford, BC, the first free-standing children's hospice in North America and a global leader in pediatric palliative care. She gets to make an impact on the lives of very special children and families every day.

'13 Gail Rutledge, BA, is a self-employed peer educator in Quesnel, BC. Since graduation she has been doing work for the BC Schizophrenia Society and is preparing to start a National Alliance on Mental Illness peer support group. She plans to start her own non-profit for individuals with mental illness and/or addiction issues to provide support, education, resources and advocacy to those in need.



Soon Young Jang arrives in Toronto to start the next chapter in her education.

Alumni Profile: Soon Young Jang

SINCE MOVING TO CANADA from Korea 10 years ago, Soon Young Jang ('13, MEd) has never backed down from a challenge.

An English language teacher in Seoul, recently widowed, she brought her two young sons to Kamloops to start afresh—juggling single parenthood and student life. Soon Young completed the Early Childhood Education program at TRU in 2005, and in 2010 she completed Teaching English as a Second Language (TESL). Teaching as a part-time sessional in both programs since 2011 enabled her to support her family and work on her thesis for her Master of Education, completed last year.

While presenting her thesis research at the Interdisciplinary Approaches to Multilingualism conference at the University of Calgary in August, 2013, Soon Young was encouraged to complete her PhD at the Ontario Institute for Studies in Education (OISE). She hadn't planned doctoral study so soon, but she applied, and received an offer of a research fellowship and graduate assistantship-funding package of over \$25,000 to continue her research.

She and her sons have packed up and moved cross-country to Toronto, where she is now embracing a new life all over again. ■

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A Vision for the Trades

By Colleen McClean

DUNCAN AND MARIE MACRAE WERE RECENTLY INDUCTED into the President's Circle in recognition of their extraordinary contributions to TRU. Generous donors to the TRU Foundation, their cumulative giving since 2005 has now reached over \$100,000. And Duncan MacRae has been a visionary promoter of trades and technical training at TRU and throughout BC for almost 40 years.

Starting in 1975, in his role promoting and managing the implementation of training programs for the BC Ministry of Education, MacRae supported TRU's growth in trades and health sciences, including the development of its unique Animal Health Technology and Respiratory Therapy programs. He also promoted access to trades training for high school students through career-technical centres, encouraging young people to explore a broad spectrum of trades and career programs. After retiring from public service, he contributed to the development of TRU's Bachelor of Technology-Trades and Technology Leadership program.



Duncan (left) and Marie MacRae were inducted as members of the President's Circle in September.

TRU recognized Duncan MacRae's distinguished career with an Honorary Doctor of Technology in 2005.

The MacRaes established an endowment in honour of Ralph Finch, friend and former Dean of the School of Trades and Technology, for his strong advocacy of trades training at the provincial level. The \$2,000 Ralph Finch Bursary will be awarded for the first time in the fall of 2016. This generous endowment will ensure continued opportunities for Trades and Technology students. ■

The TRU Foundation Professional Partner Program

When experts sit down to discuss the intricacies of estate planning and charitable giving with clients, presenting TRU as a beneficiary is top of mind.

The TRU Foundation Professional Partner Program links estate and planned giving professionals directly to the philanthropic opportunities at TRU with information for their clients as they plan their estates.

Designed for accountants, lawyers and financial advisors, the program gives partners access to gift information sheets explaining the many options available for charitable giving to TRU, informing those in the planning state of mind not only of the diverse ways to give to TRU, but of ways to make a lasting impact in their community.

Professional partners are also invited to estate planning seminars hosted by the TRU Foundation. These sessions provide information relevant to changes in the field as well opportunities to learn more about the university and the giving opportunities at TRU for dissemination to clients for their consideration.

The following financial and legal advisors have joined the TRU Foundation Professional Partner program:

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 Eric Davis, TD Wealth
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 David Hughes, Forward Law LLP
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 Surander Singh, Investors Group

To learn more about the program, contact Karen Gamracy, Director Advancement, at 250.371.5715 or kgamracy@tru.ca

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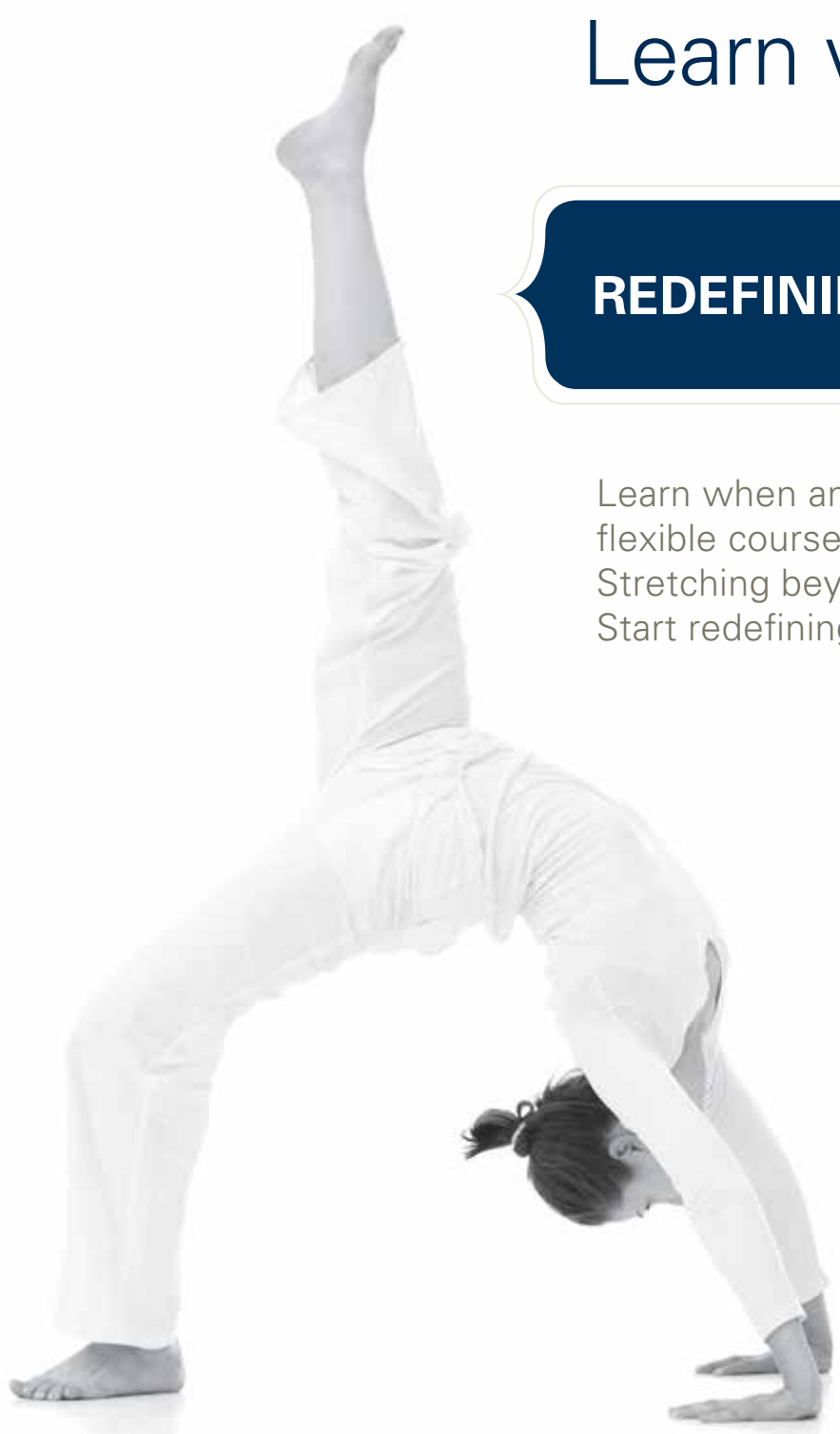
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Badger Clan

on Campus

By Bart Cummins

REMOTE LOCATIONS AND ROUGH TREKS are the norm for researchers studying the flora and fauna of the wild, and further compounded when the animal is endangered with a mere 350 left in the entire province.

So imagine Karl Larsen's surprise when a female badger (*T. taxus jeffersoni*) burrowed a den in the embankment across the road from his office window in early May.

"I could actually see her burrow from my window before the vegetation leafed up," Larsen recalls. A faculty member in Natural Resource Sciences whose office is in the Faculty Annex by the Gathering Place, Larsen was thrilled to have a front row seat to observe the badger's comings and goings as Trudy, as she affectionately became known, had a litter of three youngsters.

A motion-sensitive wildlife camera placed close to the den caught frequent visits from a coyote, and recorded Trudy bringing small mammals like mice, a juvenile marmot and a pocket gopher back to her cubs.

After a last sighting at that den on May 22, the family reappeared a few days later in the parking lot between the Science building and McGill student housing—a hub of foot and vehicle traffic. Trudy and her cubs started gaining attention when photos of them were posted to social media, and left on May 29.

Photos: Karl Larsen



A few days later a Dufferin homeowner reported a badger living under her deck, just a two-minute drive from Larsen's home. Based on its markings stretching from forehead to nose, Larsen concluded it was one of Trudy's sons. The whereabouts of the others is not known.

With time for the badger to get accustomed to living on its own, the Dufferin home was an ideal location, Larsen says, for the ready food supply of marmots and whatever else lived in the wild green space bordering the home, as well as the room to safely walk about. That said, the green space also borders the highway.

"The number one killer of badgers in BC is vehicles," he says, but he remains optimistic. "I hope this is a sign that badger numbers are recovering somewhat on the landscape, and not some reflection of a loss of natural habitat." ■

WEB EXTRA→

View video and more photos: inside.tru.ca/2014/07/17/badgers-on-campus-gain-some-attention/



It Takes a University

THE BACK TO SCHOOL BARBECUE on the first Friday of fall semester is one of this university's most loved and anticipated traditions. It has grown larger every year with hundreds of students milling around the Campus Commons at booths offering on- and off-campus services and resources. For the 27th year, TRU administrators and other visitors such as governors rolled up their sleeves to cook burgers and hot dogs for thousands of new and returning students, faculty and staff.

As I flipped burgers and then wandered through the throng I was energized by the enthusiasm. Despite an economic recession and challenges in the job market, students continue to arrive on campus optimistic about their futures, and they should be.

The impending retirement of the baby boomer generation alone will drive demand. BC government numbers show that 78% of job openings in BC over this decade will require some form of post-secondary education, with over 45 per cent of these requiring a university degree. We have all heard of the skills gap, but it goes beyond the trades: provincial labour market studies forecast that 8,400 high-paying jobs requiring a university degree will go unfilled in the province by 2020. Highly qualified graduates from all of TRU's programs will be in great demand in the future.

The increased respect for trades professionals is long overdue. Tradespeople have literally built British Columbia and there is an ongoing demand for skilled trades in the province's new economic

"We have all heard the saying, it takes a village to raise a child, and I think it takes a university to build and nourish a village."
– Alan Shaver



ALAN SHAVER
PRESIDENT AND VICE-CHANCELLOR

plan. The trades will continue to be an excellent career choice for thousands of young people. Graduates from bachelor's degree programs also remain highly sought after in their fields of study; 92 per cent of our baccalaureates have obtained employment within 18 months of graduation and their employment rates and salaries are among the highest in BC.

We have all heard the saying, it takes a village to raise a child, and I think it takes a university to build and nourish a village. We need tradespeople, health professionals, lawyers, accountants, artists, philosophers, biologists, physicists and other highly qualified graduates of hundreds of other programs to keep our society strong. More than ever before, the way to a successful and rewarding career is through post-secondary education.

In our rapidly changing economy it is important that we plan for the future, for BC to become an even more prosperous and stable province. History suggests that investment in our post-secondary education system by students, donors and government is a crucial step in ensuring BC's long-term economic prosperity. Our colleges and universities, our students and innovators are the best investment the province can make for the people of BC. ■

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His mantra: *"If you give, you begin to live".*



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