

BRIDGES

THOMPSON RIVERS UNIVERSITY
FALL 2020, Issue 18

50TH CELEBRATION ISSUE



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ON THE COVER

This 50th anniversary sculpture was installed on University Drive at the TRU Kamloops campus in the fall of 2020. Forged by Okanagan artist Braden Kiefiuk, each wolf is made of hand-cut pieces of steel fur.

Read more about the wolves at inside.tru.ca



TERRITORIAL MARKER

Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc people. Our region also extends into the territories of the Stat'imc, Nlaka'pamux, Nuxalk, Tsilhqot'in, Dakelh and Métis peoples.



Greenhouse gas emissions from the paper lifecycle, the transport, and the printing of this item have been offset through investments in energy efficiency and non-fossil fuel energy technologies.



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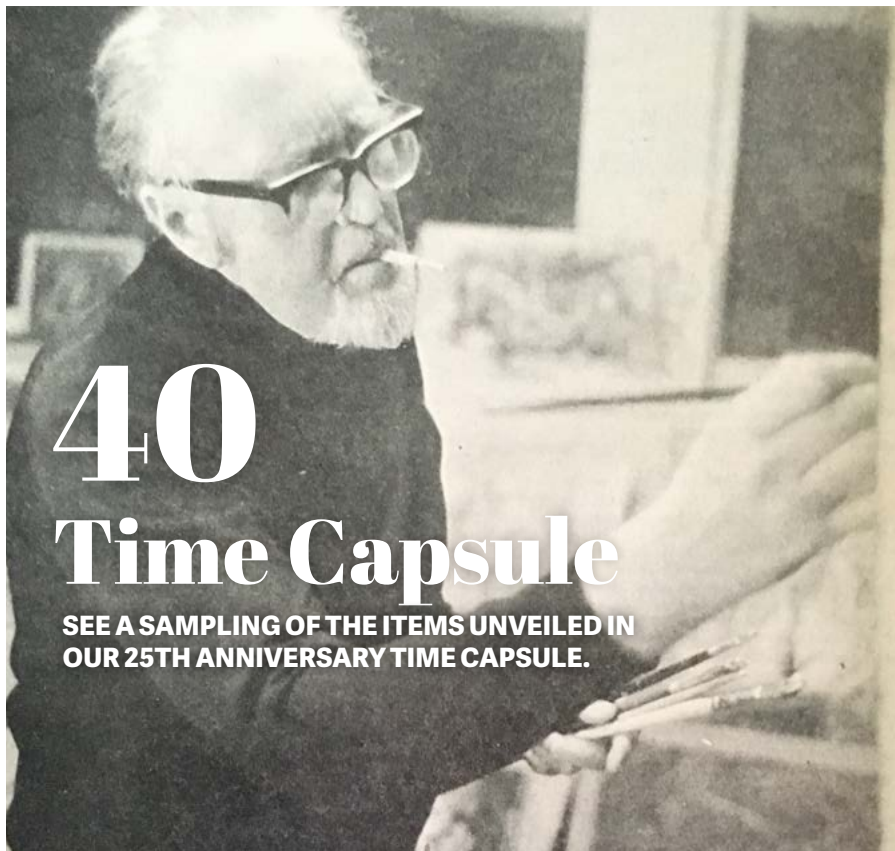
**TRU
INFLUENCERS**
MEET THE PEOPLE WHO
HELPED CREATE THE TRU
WE KNOW TODAY.

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BRIDGES

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PRESIDENT'S MESSAGE

Marking 50 years of change in an unprecedented time

This was a year unlike any other for Thompson Rivers University and, indeed, for the entire world. While we entered 2020 to celebrate a major milestone—our 50th anniversary—we quickly shifted to navigate a global pandemic that moved most of our university operations online.

Typically, a university's 50th year is full of reflection on how far it has come, and TRU is no exception. We have grown and changed since 1970, when we opened as Cariboo College in a portable beside the Tk'emlúps te Secwépemc administration offices. A year later, the college settled into its McGill Road campus and opened the campus in Williams Lake, in the territory of the T'exelc (Williams Lake Indian Band).

Over the decades, we have built respectful relations with the Indigenous peoples within Secwépemc'ulucw, the traditional and ceded territory of the Secwépemc people. Our region also extends into the territories of the Stat'imc, Nlak'apamux, Nuxalk, Tsilhqot'in, Dakelh and Métis peoples.

Cariboo College soon amalgamated with the Kamloops Vocational School, while in Vancouver, the Open Learning Institute was established—another cornerstone of our collective history. The 1980s were a decade of expansion, to the point where, in 1989, Cariboo College became the University College of the Cariboo. Academics and research propelled UCC to higher levels of accomplishment and finally, in 2005, Thompson Rivers University amalgamated with the Open Learning Agency and became the institution we know today.

This landmark year, 2020, was to be a year of many planned celebrations around our past, present and future. COVID-19 overshadowed events and gatherings but didn't quash our spirit or our ability to adapt.

TRU's staff, faculty and students have demonstrated their strength and innovative attitude. Faculty and staff turned courses created for the classroom into exceptional virtual educational experiences. They

pulled out all the stops so students in health-care programs could qualify early and fill much-needed jobs during the pandemic. Students, staff and faculty gave back to their communities in numerous ways that didn't make headlines but did make lives better.

While we came into 2020 expecting to celebrate 50 years of becoming the university we are today, we end it acknowledging so many people in the TRU community stepped up during a worldwide crisis. All of this has made our new university Vision Statement, adopted earlier this year, more relevant than ever, as it dedicates TRU to the concept of Kw'seltknéws: "We are all related and interconnected with nature, each other, and all things." Just as outside events affect us, we are serving students and communities by putting our knowledge and research to work during COVID-19.

We can't know what the future has in store, but we do know that universities play an important role in our society to equip the leaders of tomorrow with the tools and knowledge they need to solve the problems of their time. This year, TRU showed it can provide the leadership, innovation and spirit we need not just now, but for an uncharted future. ■

*TRU President and Vice-Chancellor
Brett Fairbairn*





Research brief

RESEARCH THAT MADE HEADLINES IN 2020.

BY DANNA BACH

From finding novel ways to prevent the spread of COVID-19 to exploring the ethics of our leisure activities, the student and faculty research conducted at TRU is wide-ranging, with impacts directly in our own communities and beyond. We picked a sampling of some of the current research projects underway at TRU that we predict will go down in history.

PREVENTING VIRAL SPREAD

Can the spread of COVID-19 be prevented with mouthwash? Supported by a \$50,000 Natural Sciences and Engineering Research Council (NSERC) Alliance Grant, Drs. John Church, Joanna Urban and Kingsley Donkor are exploring the possibility of developing an antiviral nasal spray and mouthwash using high-cannabidiol (CBD) extracts, terpenes, and nitric oxide.

"I envision a device—a nasal spray or a mouthwash—that you can put in every purse or pocket... you could use this this pre-treatment to potentially block the infection."

—John Church

The scientists have partnered with SaNOTize Research and Development, a life science biotech firm based

in Vancouver, and Avicanna Inc., a Canadian biopharmaceutical company that develops medical cannabis-based products. The research at TRU will be conducted using state-of-the-art 3D tissue models to simulate human testing.

"We've always had silos where we look at diseases in isolation, but we need to take a multidisciplinary approach and start to combine

veterinary medicine and human medicine," says Church, who is the BC Regional Innovation Chair in Cattle Industry Sustainability. "Many of these new viruses start in animals first and

transfer to humans."

While Church brings knowledge of veterinary medicine to the team,

Donkor, a professor of chemistry, uses ultra-high performance liquid chromatography and capillary electrophoresis to conduct the chemical analysis of the CBD extracts and terpenes, while Urban conducts molecular and microbiological tissue testing to measure effectiveness.

Church sees this project as an extension of the research he began with Donkor several years ago to prevent shipping fever in cattle.

"I envision a device—a nasal spray or a mouthwash—that you can put in every purse or pocket. If you have been in close contact with someone who has the virus you could use this pre-treatment to potentially block the infection," he says.

PRESERVING ENDANGERED LANGUAGE

Dr. Gloria Ramirez has been awarded more than \$300,000 over five years for research that aims to develop an intergenerational Secwépemc language (Secwepemctsin) learning model. Ramirez, an expert in children's biliteracy and bilingual development, leads an impressive team of scholars, including co-applicants Drs. Janice Dick-Billy, Natalie Clark, and Tania Willard (of University of British Columbia). Key collaborators also include Garry Gottfriedson and Elder Flora Sampson.

Ramirez arrived at TRU more than a decade ago, and one of her first cultural experiences in the city was the annual Kamloopa Powwow. Since then she has been passionate about Secwépemc culture and Secwepemctsin.

"I feel language is the best way to really get to know the people, history and culture," she says.

Secwepemctsin is severely endangered, with fewer than two percent of Secwépemc people fluent speakers.

"Those who are fluent are often of advanced age, and with few people learning the language, and with even fewer children raised in the language, each community in the Secwépemc Nation is facing language extinction," Ramirez says.

The learning model that her team intends to pursue is one identified for its potential by Janice Billy, who was a language specialist at the Skelep School of Excellence.

"Children go home and don't have anybody to practise with. The children in the daycare speak so beautifully and learn so quickly,



but by the time they reach Grade 2 they do not speak it anymore," Ramirez says. "This new model would include language immersion for whole families."

*Left page (left-right): Drs. John Church, Joanna Urban and Kingsley Donkor.
Above: Dr. Gloria Ramirez
Below: Dr. Jonathan Van Hamme*

SEARCHING FOR COVID-19—IN SEWAGE

If there is a COVID-19 outbreak in Kamloops, TRU researchers should be able to spot it early.

Supported by an NSERC Alliance Grant and working with the City of Kamloops and engineers at Urban Systems, TRU microbiologists Dr. Jonathan Van Hamme and Dr. Eric Bottos are about to begin sampling the city's sewage to monitor for the genetic material shed by the virus.

Van Hamme is the director of TRUGen, the first high-throughput genomic sequencing lab in BC outside of the Lower Mainland, and the tools at his disposal make this research project possible. Van Hamme's research assistants

are collecting weekly samples from various wastewater collection and analyzing them looking for the ribonucleic acid (RNA) fragments from the virus that are shed in feces.

Testing sewage to track disease is not new. Scientists in several countries have been monitoring sewage for other diseases, including polio, for years. However, testing for the genetic material shed by carriers of SARS-CoV-2—the virus that causes COVID-19—is new, specifically in Canada.

"We have a lot of questions. Even if you detect RNA in the sewage, what does that mean?"



You can't directly correlate it to how many people in a population are ill, because they may be asymptomatic spreaders. It's a good way to monitor entire populations, cost effectively," Van Hamme says.

By sampling weekly and developing a baseline, Van Hamme

expects this research will spot the genetic material as soon as six days before an outbreak.

"The City of Kamloops has been a great partner," he says. "They are giving us access to the treatment plant and we should be able to sample from different collection

points. So, theoretically, we can sample outside of a school or even a long-term-care facility."

FIND THE FULL STORIES of each of these research projects, along with more stories about current research underway at TRU in our Newsroom: inside.tru.ca.

EXPLORING THE ETHICS OF TRAVEL

Tourism is a complex industry. While some communities embrace it as an economic engine, others recognize there are consequences to unimpeded travel, especially for those who live in popular destinations.

"What kind of ethical issues are arising in tourism practice? We know we can do tremendous harm when we travel."

—Kellee Caton

Dr. Kellee Caton, a renowned expert in advancing critical tourism studies, has long investigated the

complexities of tourism. She leads a partnership of researchers at 10 international universities to ensure this area of study flourishes.

Supported by a Social Sciences and Humanities Research Council (SSHRC) Partnership Development Grant, the Critical Tourism Studies Network aims to engage a new generation of scholars and to formally expand the existing network established in 2005.

"We are now all aware of the communities that are over-toured, in which people cannot use the amenities in their own cities because of so much tourism," Caton says.

There is a greater awareness of the unintended consequences

of international travel during the COVID-19 pandemic than there has been in any time in recent memory.

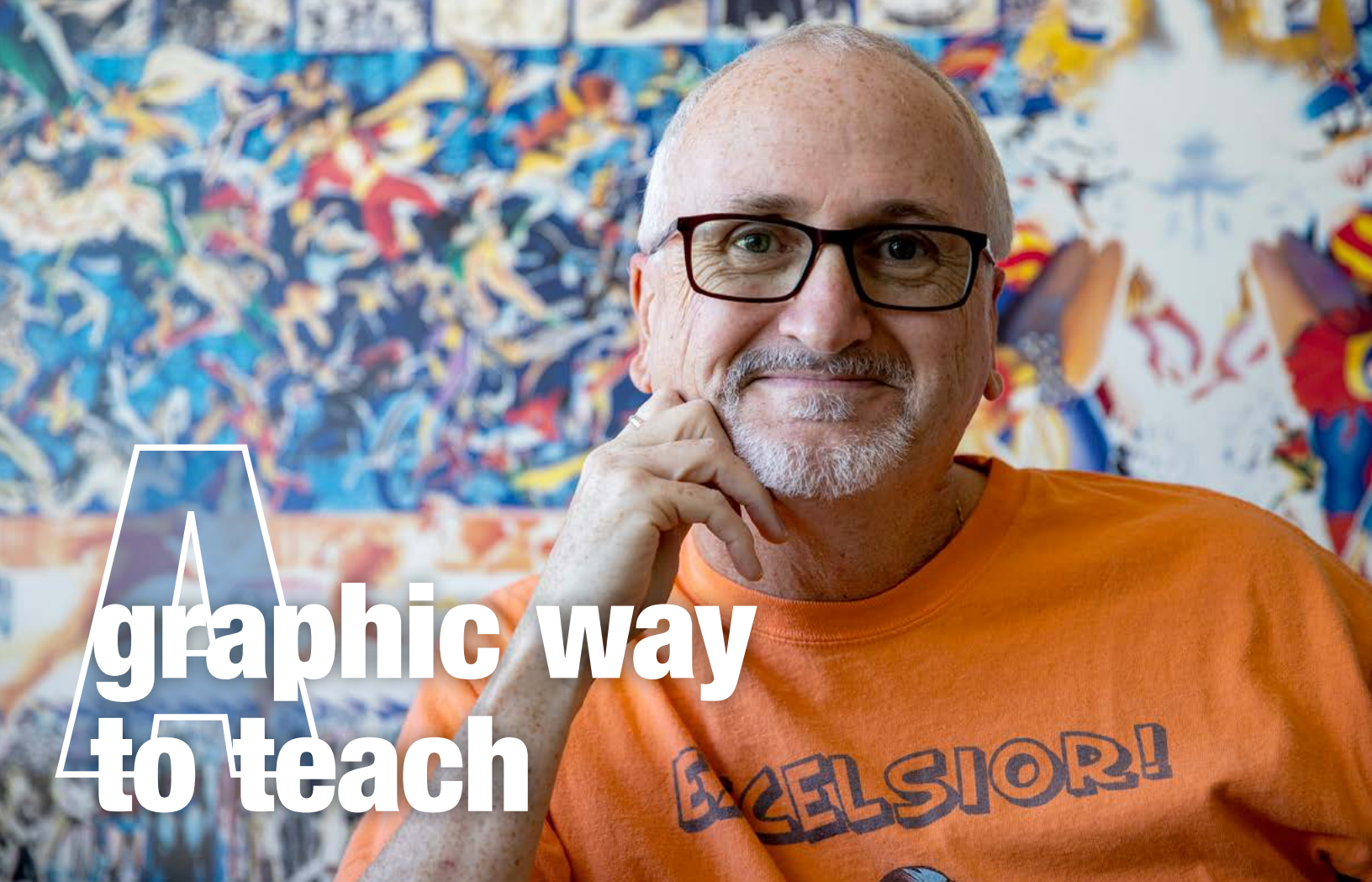
"What kind of ethical issues are arising in tourism practice? We know we can do tremendous harm when we travel," she says, noting the spread of COVID-19 and the reluctance of some remote communities to accept visitors as an example.

While the industry boasts incredible employment opportunities for those with education and skill, there are many more employees earning low wages and struggling to afford housing in expensive destination cities. ■



Left: Visitors form a queue at the Acropolis of Athens in Athens, Greece.

Above: Dr. Kellee Caton



A graphic way to teach

BY MICHELE YOUNG

When Cariboo College was established five decades ago, the courses those first students had to choose from was pretty typical, especially at a new institution that offered vocational programs along with academics.

How times have changed. TRU's Faculty of Arts course list today shows faculty members teaching everything from rock and roll philosophy to sports literature to comic books and superheroes.

Philosophy professor Jeff McLaughlin has taught at TRU for more than half of the institution's 50 years. He has always been an innovator; he brought computers in the classroom before some students knew how to work a mouse, sparked discussions about internet ethics before we had the world wide web and used comic books as reference materials to teach philosophical concepts.

The walls of his third-floor office in the Arts and Education Building attest to McLaughlin's passion for the comics that illuminate his classes. He changes the artwork from time to time, but they are all important to him as they were drawn by artists closely associated with comic characters. Currently, there's a black and white drawing of Scrooge McDuck, a vivid rendering of The Fantastic Four and the classic Green Arrow.

His exploration of the deeper meaning found within comic books resulted in him writing and editing books about the relationships between comics and philosophy. And it led to friendships with writers, artists and others associated comic books and superhero storytelling, including a deep friendship with Marvel's creative head, Stan Lee.

McLaughlin believes that as TRU has evolved from Cariboo College to University College of the Cariboo to Thompson Rivers University, it has also grown up.

"We have finally lost our inferiority complex. For a long time, there was this sense that we were being ignored and left...No one would be caught wearing a UCC shirt unless it was something you'd paint in," he says. "The fact that I now see students in my classroom and even high school students wearing TRU sweatshirts is amazing." ■

DID YOU KNOW YOU CAN find TRU stories year-round online? Read more about McLaughlin's novel way of teaching at inside.tru.ca

Giving way back

HOW THE TRU ENDOWMENT GOT ITS START.

BY JESSICA KLYMCHUK

"Being a doctor has been a goal ever since I was little. Financial support was a big reason I went to TRU and I was very, very fortunate."

—Taiysa Worsfold, TRU graduate

Decades later, the memory brings tears to Harry Harker's eyes.

It was a student awards night for Cariboo College. A donor rushed up to Harker, insisting the entire five-figure endowment she bestowed to TRU be given to a student she had just met. The award, created in memoriam of the donor's daughter who had passed suddenly in her early 30s, was originally to be handed out in small amounts to a different respiratory therapy student each year. But that night, inspired, the donor changed this plan.

"She told me, 'I want to give it all away right now. If I can help this girl, I want to do it.' So we did," Harker says.

Harker recalls many pivotal moments he experienced during his 33 years as the first executive director of the Cariboo College Foundation. Originally a land planner and project developer, Harker found a natural fit in fundraising while coaching the Chiefs basketball team at Cariboo College. He was a founding member of the Sports Task Force and first fundraised for athletic scholarships to attract top student athletes to Cariboo College.

When Cariboo College named Harker the executive director of the Foundation, it created the endowment fund and set an initial fundraising target of \$1 million. Today, the endowment sits at more than \$25 million and about \$1.5 million is distributed every year in student awards funded by donors.

Harker himself is one of the original donors to the Foundation. In 1987, Harker's family made a donation in celebration of his mother's legacy as a nurse and their mutual love for basketball.

"I felt really close to Cariboo and I was there when it became the University College of the Cariboo," Harker, now a planning consultant in Calgary, says. "That was a really formative time for me in my career and, now that I have family in Kamloops, it's really rewarding...It means a lot to me that the Harker Award is still there."

To this day, the Shirley T. Harker Memorial Award is given to players on the WolfPack women's basketball team who show persistence, courage, sportsmanship and academic excellence. Some of them now work in health care like Shirley did.

*Today, the endowment sits at more than **\$25 million** and about **\$1.5 million** is distributed every year in student awards funded by donors.*



Taiysa Worsfold is currently a medical student working at Royal Inland Hospital, a progression she says is partly thanks to the Shirley T. Harker award she received in 2014 while pursuing her Bachelor of Science at TRU.

"Being a doctor has been a goal ever since I was little," she says. "Financial support was a big reason

I went to TRU and I was very, very fortunate. Without that support, I wouldn't have been able to play basketball while going to school."

Without family money, Worsfold knew she would need bursaries and scholarships in order to save and pay for medical school. Relying on loans for 10 years of education would be financially crippling and

if Worsfold had to work during her undergraduate degree, she would have had to give up basketball.

"I'm very grateful because the lessons I learned from playing basketball and being on a team are like nothing else in life," she says. "There's nothing it can't help you in." ■

Above: Harry Harker, inaugural director of the TRU Foundation, shown here with the Cariboo College men's basketball team.



TRU'S LONG-SERVING FACULTY GO OFF SYLLABUS TO ENRICH THE STUDENT EXPERIENCE.

BY BART CUMMINS

Be curious. Be flexible. And always be open to new opportunities.

If there's a common thread between the careers of Elizabeth Templeman, Les Matthews and Ron Lakes—three faculty members who have been with the university since the 1980s—it might be this. They share how they took their careers into new and unplanned directions while forever shaping the student experience at TRU.

ELIZABETH TEMPLEMAN

It all began in the wrong workshop at the right time.

Templeman attended a teaching conference in the lower mainland, with the intention to learn more about her newfound specialty—English as a Second Language (ESL).

Supplemental Learning continues to run to this day and has helped thousands of students over the past 16 years.

“There was a special pre-conference workshop that was described as an international program,” Templeman recalls. “I thought it was related to ESL.”

“When I went into the room, I immediately realized the mistake, but I was becoming enthralled.”

Upon returning from the conference, Templeman began writing proposals for Supplemental Learning (SL)—a mentorship program providing course-specific support for all students and the focus of the workshop she had just mistakenly attended.

SL provides academic support in which upper-level students help learners succeed in rigorous first- and second-year courses such as accounting, biology, chemistry, physics, philosophy, psychology and constitutional and tort law.

Templeman describes the workshop as a “really lucky mistake.”

Lucky, indeed. The SL program continues to run to this day and has helped thousands of students over the past 16 years. SL sessions are held in a drop-in, group format that is led by senior students who have completed the courses themselves. Activities and games are incorporated to boost engagement and reinforce key concepts. And for Templeman, who is now TRU's SL Coordinator, it was the start of an entirely new career.

Above: Elizabeth Templeman still appreciates the benefits of international travel and enjoys visiting far-off locales.

LES MATTHEWS

How does a respiratory therapy professor develop a passion for sleep science? And how is that passion transformed into a community clinic and field school addressing the importance of proper sleep? Through research, attending conferences, and gaining an understanding of the importance of sleep on our health, according to Les Matthews, TRU's Associate Professor of Respiratory Therapy and Curriculum Coordinator of the Anaesthesia Assistant program.

"In the late 90s, I became interested in sleep as I started attending conferences, working on research projects and gaining an understanding of the importance of sleep on our health."

—Les Matthews

Respiratory therapists specialize in cardiopulmonary disease prevention and education. They work alongside doctors and nurses in intensive care, emergency, operating rooms and community centers. But another important role for respiratory therapists is in the community, helping people with sleep apnea, pulmonary rehabilitation, asthma and many other heart and lung ailments.

"In the late 90s, I became interested in sleep as I started attending conferences, working on research projects and gaining an understanding of the importance of sleep on our health," recalls Matthews.

Matthews came to Cariboo College in 1983 after working as an assistant manager/clinical instructor at St. Joseph's Hospital in London, Ontario. Ten years later, Matthews and Dr. Ron Cridland began developing a sleep clinic, initially as a

house-call service but soon finding a permanent space in TRU's science building.

As part of TRU's respiratory therapy program—the only one of its kind in BC—students work in the sleep clinic. Adults can access the clinic through a doctor referral, and children with sleep issues also have the opportunity to visit Dr. Allyson Davey, a pediatrician who works at TRU's sleep clinic once a week.

Matthews himself began working neonatal and pediatric respiratory care in the late 1970s, working for over 30 years with respiratory therapists at BC Children's Hospital.

In addition to playing a pivotal part in the success of TRU's sleep clinic, Matthews also organized and hosted a sleep science conference from 2009 to 2013 which attracted practitioners, academics, researchers, students and vendors from across Western Canada. His sights also extended past Canadian borders with Matthews, in cooperation with Dr. Carlos Linares, helping to establish a respiratory therapy field school in Peru.



Above: Les Matthews keeps his own respiratory health in top shape on the West Coast Trail.

RON LAKES

Ron Lakes is one of the longest-serving and most beloved faculty members in Open Learning, TRU's online and distance studies division. For 40 years, Lakes has taught the principles of business and management to thousands of students. In class reviews, his students offer praise regarding his quick response to questions and his clear class material.

Perhaps part of his dedication to his students is that he was driven to teach for some of the same reasons many students choose to study at TRU.

"I realized that we were not only in the business of education, but in the business of changing lives."

—Ron Lakes

"I originally got into teaching for the practical reason that I needed to supplement my income because I was working in the not-for-profit sector and salaries were low," Lakes says.

He started teaching part-time but soon began full-time. It wasn't the money that prompted the change, it was what he saw happening with his students.

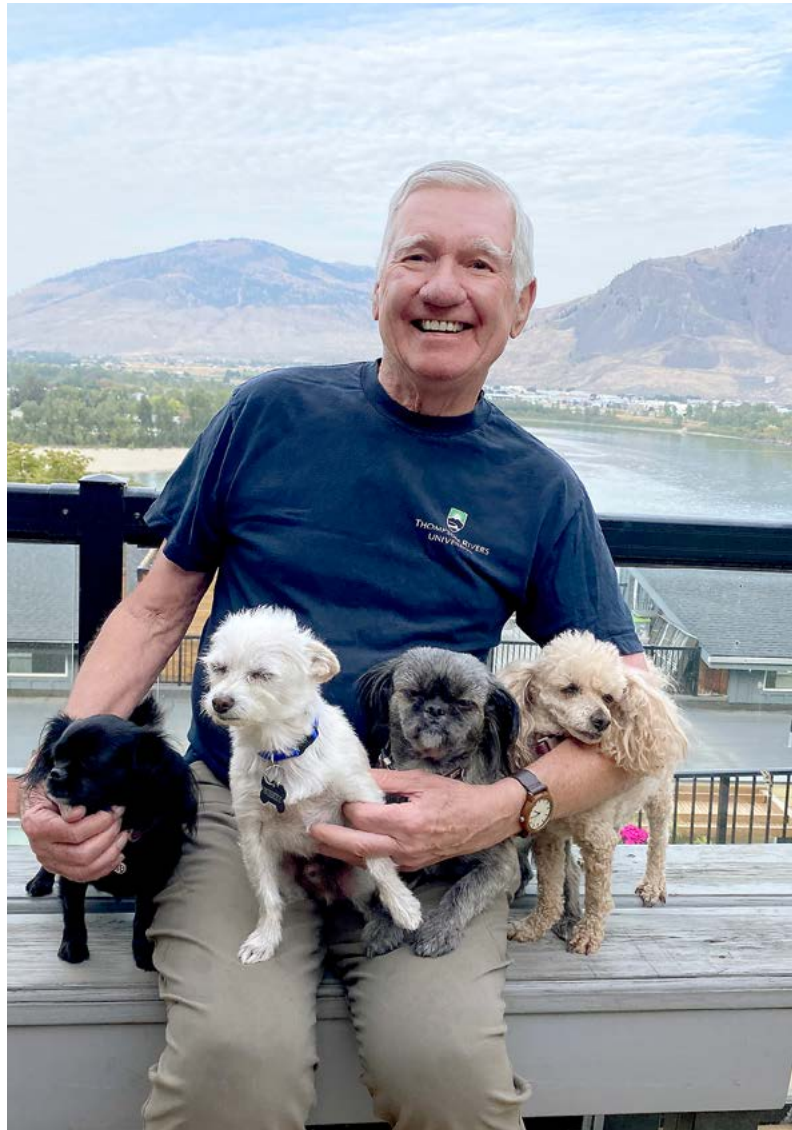
"I realized that we were not only in the business of education, but in the business of changing lives," Lakes says. "Students were coming to us because they hoped education would improve their situations.

"I also realized while I was giving them hope, I was learning from them as well."

Lakes has watched the organization change from the Open Learning Institute to the Open Learning Agency to BC Open University and finally, to its amalgamation with TRU to become the Open Learning division. Lakes also watched as course delivery evolved from print-based—with textbooks and VHS tapes shipped by mail across the country—to mostly online through platforms such as Blackboard and Moodle.

"One change I'm happy to see is that courses are no longer strictly print-based," Lakes says. "Before the Internet, students would have to wait weeks to receive feedback on assignments because everything was sent by mail."

"They now hear back within hours or days. Same goes for questions. We used to communicate a lot by phone, but now most of the communication can be done by email or video chat, which has reduced the turnaround time significantly." ■



Above: Ron Lakes enjoys walking his dogs in scenic Kamloops between teaching and grading papers.



A higher ed calling

THINKING OUTSIDE CLASSROOM WALLS AND CRUSHING BARRIERS TO LEARNING.

BY ÉLISE FENWICK

As a child the possibilities are boundless. A superhero, astronaut, dinosaur hunter. If you dream it, it's possible.

Too quickly, reality squashes childhood dreams. Perhaps when it came time to actualize your dreams, money was too tight, life too pressing or the distance too far. Maybe this meant you simply couldn't get the education you needed to make your dreams come true.

Historically, Canadian universities have held elitist undertones. From application and requisite fees to the admission selection process, people from low-income families—especially immigrants, ethnic minorities and First Nations'—have persistently been blocked from a post-secondary education. However, from its inception in 1970 as Cariboo College, Thompson Rivers University (TRU) has broken from tradition by supporting the

dreams of the underrepresented. By offering programs enabling transfer to university as well as vocational training for local industry from mining to forestry, TRU has served the non-traditional student. And, in March 2005, when the University College of the Cariboo (UCC) became TRU incorporating the newly created Open Learning (OL) division, education truly became accessible to all. It was at this pivotal moment that TRU's ethos was established—university is a place of belonging where all people have equal access to learning.

So, how is TRU dismantling the stereotype of a traditional student and breaking down barriers to post-secondary education?



REDEFINING THE STUDENT

Through OL, a “real student” is no longer someone who formally learns in a classroom, on a specific day, at a specific time. Don Poirier, Associate Vice-President of OL, says instead a student is someone engaged in learning. Whether they are learning face-to-face, online or by distance through dial-up Internet or mail, full- or part-time, paced or self-paced, within a cohort or independently, they are a student.

“The power of TRU’s approach is in the commitment of educators to bend to the needs of learners,” Poirier says.

REDEFINING PLACE OF LEARNING

The reality is learning happens everywhere, through a multitude of people, places and experiences.

“A system that only recognizes ‘real learning’ as taking place within fixed places, over a set number of hours and weeks, does so at the expense of what is possible for many,” Poirier says.

Whether a student attends lectures on-campus, joins virtually from their dining room table, watches a series of pre-recorded lectures or learns from DVDs and textbooks, knowledge remains the same. Students eager to learn, will learn despite the form of delivery.

OL enables access to education by accommodating learning at a place and pace that fits into a student’s life. OL students can:

- maintain the part- or full-time work they rely on to fund their education
- raise their family while earning their degree
- work towards personal growth and rehabilitation while incarcerated

INCREASING DELIVERY METHODS

Critics suggest there’s an uneven distribution of access to post-secondary education delivered through digital technology. But, by offering various delivery methods, OL removes barriers to participation.

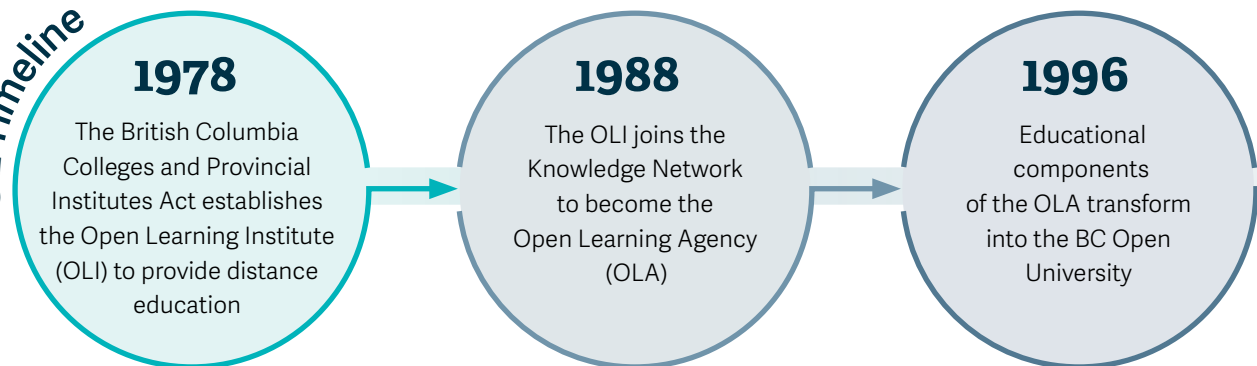


Bob Byrne began his studies at TRU in 2011, taking a couple of graduate courses through OL while working as a Curriculum Media Producer at the university. While Byrne developed educational media to engage TRU students, just like himself, he also completed two online elective requirements towards a Master of Education at TRU.

“Furthering my education was always the plan, but life kept getting in the way,” Byrne says. “Finally, everything aligned to allow me to devote to my own learning.”

Shortly after completing his MEd at TRU in 2015, Byrne began working as a Learning Specialist at The World Bank Group in Washington, DC. He is now a Senior Learning Specialist and has led training missions in Belgrade, Cairo, Tanzania, Nairobi and Ho Chi Minh city.

OL Timeline



RE-ENVISIONING KNOWLEDGE

Through the introduction of Prior Learning Assessment and Recognition (PLAR), OL helps support students who perhaps entered the work force straight from high school rather than pursuing a post-secondary education.

Through the PLAR process, knowledge, skills and abilities students acquire outside of post-secondary education are assessed and applied toward academic credits. This can be anything from volunteer and paid work to industry-based training, professional development and seminars as well as private study.

OL also created a Credit Bank by partnering with many organizations and employers to pre-assess training and studies that count as credit toward a credential at TRU. Similarly, OL established Partnership Transfer Agreements with many institutions and organizations allowing students to take a current credential and ladder it into a TRU degree.

REIMAGINING STUDENT SUCCESS

Through its many practices and initiatives, OL helps students succeed in their post-secondary studies despite a non-traditional pathway to graduation. Like Mathew Sympovsky, who spent seven years working as a Diesel Technician on commercial ships before pursuing a Bachelor of Commerce through OL by gaining transfer credits for his previous university and college courses.

“I decided to enrol in courses through OL because of their flexibility,” Sympovsky says. “This flexibility allowed me to study at my own pace, as well as prepare for the LSAT, write all of my law school applications and work part-time.”



2005

Under the Thompson Rivers University Act, the University College of the Cariboo and BCOU amalgamate to form TRU, including the Open Learning Division

Shortly before completing his degree through OL, Sympovsky was accepted into TRU's Juris Doctor program. Just four years later, he took his barristers and solicitors oath, fulfilling his dream of becoming a lawyer.

FREEING UP EDUCATION

Post-secondary education in Canada is expensive and a barrier to many. TRU is innovating ways to help cut student costs. Not only is OL making education more affordable through PLAR and transfer credit, but also by supporting a movement of free education and resources.

OL is a founding partner of the Open Educational Resource University (OERu), an international network providing students with access to free or reduced fee courses.

TRU also contributes to the Open Educational Resources (OER) movement. OERs are teaching, learning and research resources that are freely available to users and include textbooks, readings, multimedia files, software, assessment tools, entire courses and more. TRU faculty using OERs in their courses reduce and even eliminate the hefty cost of textbooks. TRU's Open Education Librarian Brenda Smith, the Centre for Excellence in Learning and Teaching and OL support faculty and students in accessing and utilizing OERs. ■

Course Delivery formats

PRINT, SELF-PACED: Printed materials, DVDs and textbooks are mailed to students to be completed from anywhere.

WEB, SELF-PACED: Completed using an Internet-based learning management system. Other printed materials, DVDs and textbooks may also be delivered.

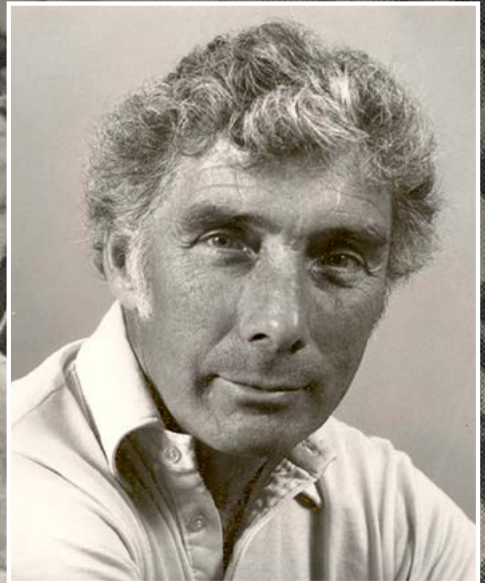
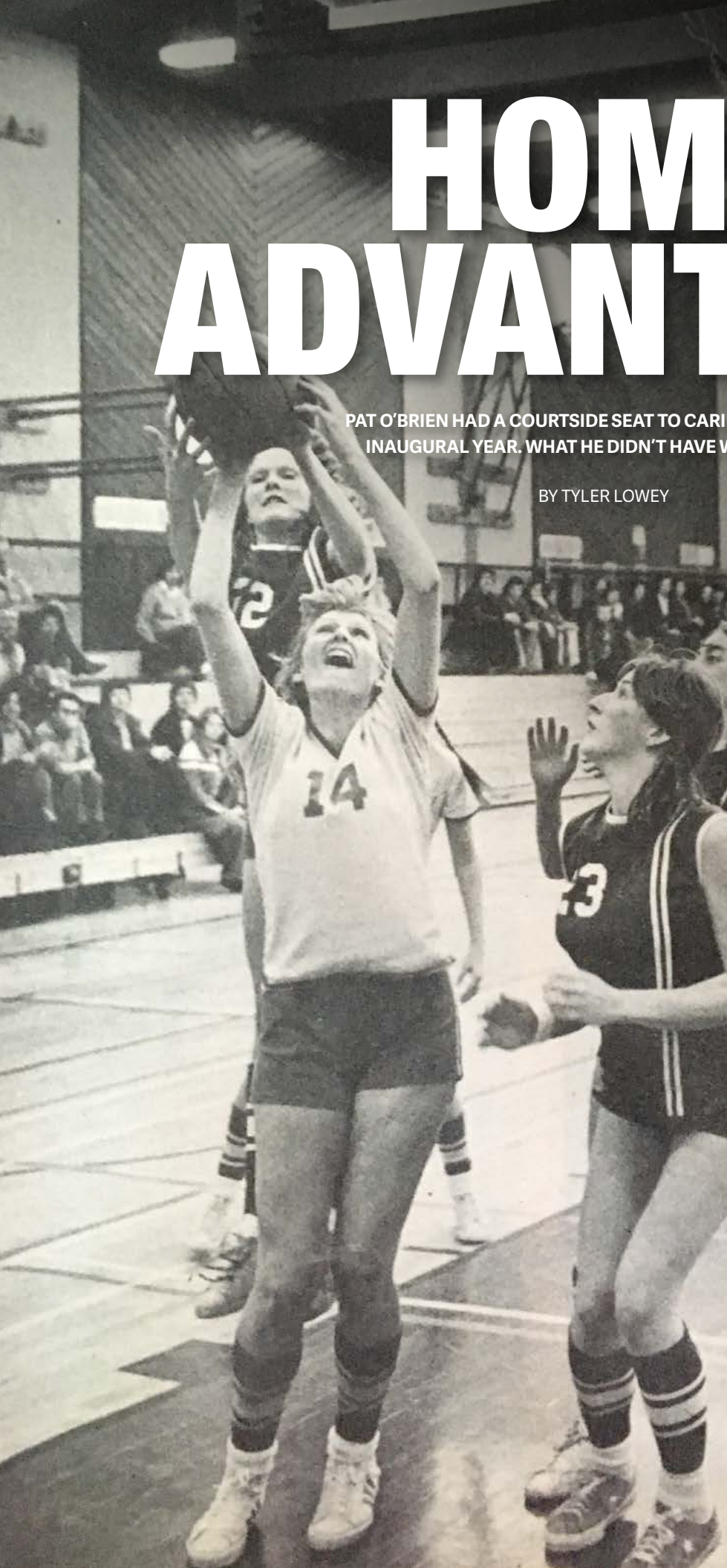
ONLINE, PACED: Completed using an Internet-based learning management system in a cohort of learners. Requires collaboration within the group and has specific start and end dates.

*Left page (left-right): Don Poirier, Bob Byrne;
Above: Mathew Sympovsky.*

HOME ADVANTAGE

PAT O'BRIEN HAD A COURTSIDE SEAT TO CARIBOO COLLEGE'S INAUGURAL YEAR. WHAT HE DIDN'T HAVE WAS A COURT.

BY TYLER LOWEY



IMAGINE STARTING A COLLEGE ATHLETICS DEPARTMENT WITHOUT HAVING A COURT OR FIELD TO CALL YOUR OWN.

It was one of the biggest challenges Pat O'Brien faced when he was named Athletics Coordinator (Director) of Cariboo College in 1970.

"We had to beg, borrow and steal facilities around the city so our teams could practise. We had teams playing and practising all over the place," said O'Brien. "Each year, I pushed to get our own place built on campus, but I kept getting told that vocational students didn't need an athletic program."

O'Brien persevered, and eventually, the Chiefs got their facility when the Old Gym was constructed on the heart of campus in 1975. They finally received their first real home court advantage.

"Every student-athlete, coach, and staff member who has worn one of our institution's logos has Pat to thank for his dedication and commitment."

—Curtis Atkinson, Director of Athletics and Recreation

Helping break in the new digs was the women's basketball program led by Diane Jennings. She was the only player on both B.C. Provincial championship teams in 1975 and 1976, as well as the Western Canadian Championship-winning squad in 1976.

In 1980, the athletic department really began to pick up when it added women's soccer in 1980 in addition to men's soccer, basketball and hockey.

With a new facility intact, the program needed funding to keep their teams afloat. The 1970s and 1980s were difficult on athletic programs in BC, as some made cutbacks to save money and others, such as the College of New Caledonia and UBC Okanagan, folded due to lack of funding.

That's where Sports Task Force came in.

In 1980, O'Brien, with the help of local businesspeople, created the program to raise funds for Cariboo College Athletics.

"The Sports Task Force was the best thing that ever happened while I was with the Chiefs," says O'Brien. "We had the best business people in town

who knew how to politically say and do the right things that kept our teams afloat. But it also required a lot of volunteer work by a lot of unnamed individuals that helped get this program off the ground."

With those two foundational pieces in place, the program flourished.

"I'm really proud of this institution and how far it's come. It's great to see the fruits of your labour pay off. We had a Mickey-Mouse program back then compared to what they are working with now," says O'Brien, who retired in 1994.

"It's incredible to hear about how hard Pat had to work to get our athletic program off the ground. Decades later, we continue to recruit and develop incredible athletes, build championship calibre teams, host national championships and offer a memorable student-athlete experience. None of that could have been accomplished without his vision and efforts," says Curtis Atkinson, current WolfPack Director of Athletics and Recreation. "Every student-athlete, coach, and staff member who has worn one of our institution's logos has Pat to thank for his dedication and commitment."

Teams were added (TRU now has nine, with 126 student-athletes and 30 coaches at the varsity level, along with 64 student-athletes and six coaches at the club level), the program rebranded, and eventually grew into the athletic department we know and cheer for today: an iconic part of student life, which wouldn't be the same without Wolfe and the presence of the 'Pack's orange and black jerseys on campus. ■

Left page (clockwise): The women's basketball team in the 1970s; Pat O'Brien pictured when he was Athletics Coordinator; the men's soccer team in the 1970s.



"I'm really proud of this institution and how far it's come. It's great to see the fruits of your labour pay off."

—Pat O'Brien

Blast from the past: a TRU photo journey

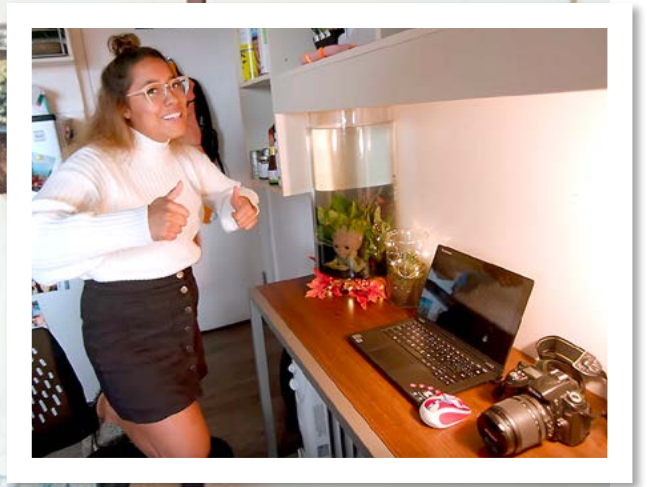
BELL-BOTTOM JEANS, TYPEWRITERS AND CARIBOO COLLEGE LOGOS.

BY KIM ANDERSON

The memories may be fading, but the film negatives still exist, along with the student spirit and community at TRU. Get lost in nostalgia and enjoy this retro journey into our photo library.

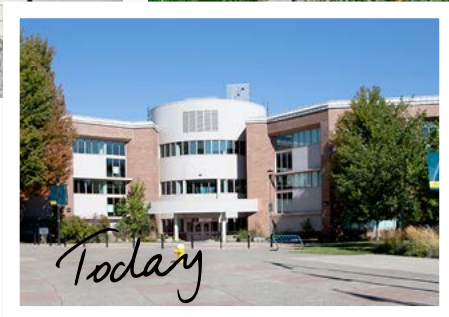


OLD MAIN WAS THE FIRST building constructed on campus. It's not clear what was used to get this dramatic historical photo, but we used a drone for the updated campus shot.



MCGILL RESIDENCE: Tape-deck radios and landline telephones were popular items in McGill Residence rooms of the past.

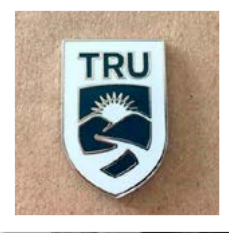




ARTS AND EDUCATION

OBSERVATORY: the wooden observatory built in 1972 was replaced by a new version in 2005. Situated on the top of the three-storey International Building, it includes an outdoor observation platform and a six-metre dome housing a reflector telescope.

ARTS AND EDUCATION: students used to enter on the second floor with a sloped sidewalk. Now, that's cleared away and a solar compass sidewalk is in its place.



A NEW NAME AND LOGO: the same institutional pride to wear on your lapel.

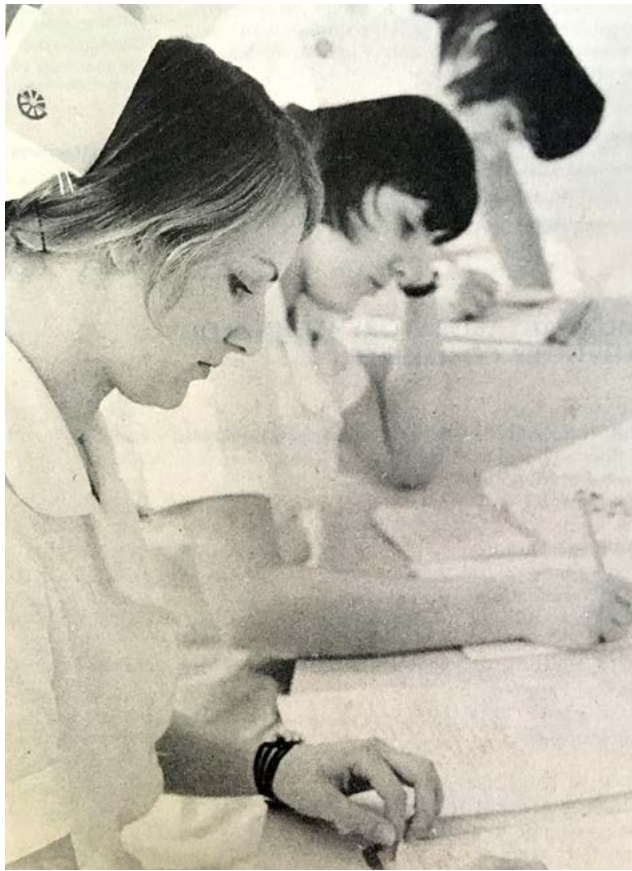
GROUNDBREAKING: the long-awaited Gymnasium opened in 1976-77.





WE'VE COME A LONG WAY
from 6" floppy disks and
typewriters. TRU programs
include a Bachelor of Computing
Science and a Bachelor of
Software Engineering.







50TH INFLUENCERS

MEET THE PEOPLE YOU NOMINATED TRU'S MOST INSTRUMENTAL CHARACTERS.

BY SAM EGAN

Many people have been influential in TRU's evolution. So for our 50th anniversary, we asked you—our students, staff, faculty and community—to tell us about those who have had the biggest impact for you. The community response to this callout was tremendous, and the individual experiences of each of your submissions enrich our collective story as Cariboo College, University College of the Cariboo (UCC) or TRU.

Get a taste of the first 50 years of that story through the lenses of four TRU Influencers, each from different areas of the university, and find the comprehensive list at tru.ca/50.

Charles Mossop



Charles Mossop joined Cariboo College as an anthropology instructor in the very beginning, in 1970, and was instrumental in internationalizing the school during his 30-year tenure.

“Even in its earliest years, I saw no reason why it should not serve the world as well as its local community,” Mossop says.

Mossop retired in 2000 from his post as Executive Director for the university’s international education department—what would later become TRU World. His vision is to see TRU expand its reach and become a leader in the field of international development.

“I would like to see TRU return to the role which, along with the recruitment of international students, formed part of the original mandate of my department—contributing to international development through projects and programs in education and training, implemented in partnership with institutions in developing countries,” he says. “I see TRU embracing such work as the responsibility of a university to the world.”

Legally blind since the age of nineteen himself, Mossop would also like to see TRU become a post-secondary leader in providing fully-accessible education to blind or partially-sighted students.

“Even in its earliest years, I saw no reason why [TRU] should not serve the world as well as its local community.”

—Charles Mossop

Above: Charles on a beach near his home in Parksville, on Vancouver Island.



Christine Wihak

In 2005, TRU Open Learning (TRU-OL) had just moved from Burnaby to Kamloops, and it was an exciting and chaotic time when Christine Wihak accepted a position that would prove to be the highlight of her career.

As the first Director of Prior Learning Assessment and Recognition (PLAR), she and her team expanded and enhanced the transfer credit process that was integral to TRU-OL's approach to increasing access for mature learners. PLAR allows people to complete their programs sooner, and at a lower cost, by earning academic credits for life and work experience they've gained outside the university system. Things like volunteer work, industry-based training and professional development seminars can all be assessed.

"I was well-supported by senior administration to build a strong team of PLAR researchers, assessors and advisors who collectively created a robust process at TRU, gaining international recognition and raising quality and awareness of PLAR within and beyond the university," says Wihak.

She's proud of the program her team created and the awareness it's received. Looking to the next 50 years, she is realistic about the economic and social changes that climate change will bring, and she hopes to see TRU continue to innovate in response to these changes.

"I was well-supported by senior administration to build a strong team of PLAR researchers, assessors and advisors."

—Christine Wihak

Above: Christine outside the Open Learning building on the Kamloops campus.

Joanne Brown



First as a student and later as Supervisor of Indigenous Student Development, Joanne Brown has seen many changes in academia and society regarding Indigenous education.

Brown says she quickly and effortlessly became immersed in the TRU community when she started as a student, and after graduation was happy to find a position that kept her on campus. She enjoyed getting to know the students she mentored, and working with them on cultural topics that facilitated learning more about their heritage—like the master’s student she worked with to develop a thesis:

“She was considering lateral violence [a term to describe violence that is directed against one’s peers rather than adversaries] in Indigenous communities, and I noticed her last name could be Irish. When I mentioned I had first heard of lateral violence in North American Irish communities, she was happy to switch her subject to a personal history.”

Over the next 50 years, she hopes to see TRU find more ways to allow everyone to get a toehold into post-secondary education.

“An enriched university preparation program would be in order, where counsellors and accessibility are plentiful for people who have not had an easy go in life,” says Brown. “TRU has the brainpower to do whatever it wishes; the staff and faculty are infinite resources.”

“TRU has the brainpower to do whatever it wishes; the staff and faculty are infinite resources.”

—Joanne Brown

Above: Joanne outside Cplul'kw'ten, the Indigenous centre on the Kamloops campus.



Grace Simpson

If Grace Simpson wasn't already destined to be a pillar of the TRU Williams Lake (TRU-WL) community, then her coordination of all three campus moves in 1985, 1997 and 2007 cemented her position.

Over her 35-year career, she worked alongside seven deans and directors and served as Campus Co-coordinator and Acting Director on two occasions. But she says those campus moves were both the most challenging and rewarding times of her career.

"The latter move to the current campus entailed working collaboratively with ministries, executive, deans, directors, numerous contractors, various utility companies and city hall staff, as well as accommodating all faculty, staff and students," says Simpson.

By that 2007 move, she'd seen TRU-WL grow exponentially since starting 27 years earlier as Secretary/Receptionist in a four-person office.

Simpson says she nearly didn't get that first job, receiving the offer only after the successful recipient had to decline—"and the rest is history."

Like Christine Wihak, Simpson believes that TRU's future in 50 years will be shaped by the realities of climate change. And she sees TRU-WL as being uniquely situated to help manage some of these challenges.

"In addition to leading research and development of technologies—from desalination to fire suppression—this campus could test and implement revolutionary ranching, farming and logging processes to ensure global food and employment security."

"This campus could test and implement revolutionary ranching, farming and logging processes to ensure global food and employment security."

—Grace Simpson

Above: Grace in front of the Williams Lake campus entrance.

Live like an expert in 2021

BY SAM EGAN

For half a century now, TRU has shared knowledge and inspiration about the latest developments in the classroom and the community. We're continuing that trend here, sharing pro tips from faculty experts to help you live your best life in 2021.



DON'T WASTE YOUR GOOD FORTUNE DRINKING BAD BEER,

BIOLOGISTS DR. ERIC BOTTOS AND DR. JON VAN HAMME SAY:

Beer brewing and beer drinking culture is better than ever. We have a good understanding of the science of brewing and this knowledge is driving experimentation with new yeast strains, hop varieties, brewing methods and beer styles. An explosion in craft breweries has brought these to a pub and store near you, so don't be intimidated by the range of beers out there—try something new! Bottos recommends a dry hopped sour; Van Hamme a hazy IPA.



SAVE A DOLLAR, **EARN A DOLLAR**, CARPENTER BRYCE COOMBS SAYS:

Solar panels are becoming more cost effective and are a smart choice for south-facing properties. However, it's just as important to conserve the energy you're already using. Building with insulated concrete forms—think life-sized foam Lego blocks filled with concrete—is becoming a popular way to add tons of insulation right out of the gate. While double-studded walls and exterior insulation panels are great ways to minimize heat loss for new homes or renovations.




BE A CONSERVATIONIST IN YOUR OWN BACKYARD, BOTANIST LYN BALDWIN SAYS:

We're spending more time in our gardens and what you choose to plant really impacts the insects our ecosystems need to survive. Many of Interior BC's 350 species of bees, for example, have lifecycles revolving around the flowers they evolved with like the original arrow-leaved balsamroot, mariposa lilies and milk-vetch, which are now largely displaced by our cultivated favourites. But what was once planted can be replanted and we can learn to support other species with our gardens. If you don't know where to start, Baldwin suggests licorice mint, bee balm, purple coneflower, black-eyed susan, sea holly, catmint and lacey phacelia.



EAT AT HOME (AND CLOSER TO HOME) MORE OFTEN, BUTCHER COREY DAVISON SAYS:

Grocery businesses have experienced a major resurgence this past year, even as restaurants reopen. Buying trends at the butcher counter have shifted towards bulk purchases of fresh meats, like sides of beef and ground meats, with specialty items like charcuterie slowing. We're getting back to basics and cooking with pantry staples and sourcing products raised and grown close to home to support local farmers and food security.



TRU'S FACULTY SHARE PRO TIPS TO HELP YOU LIVE YOUR BEST LIFE.

REMEMBER THE BENEFIT OF DAILY DINNER **TABLE CONVERSATION**, PSYCHOLOGIST DR. HEATHER PRICE SAYS:

Strike up regular conversations with your kids and encourage them to contribute. This helps them learn to regulate their emotions, develop secure relationships and feel emotionally connected to family. They'll be able to articulate themselves better in the future—you'll appreciate this when they begin airing opposing political views over dinner—and their recollections of past experiences will be more detailed and coherent. This implies enhanced memory capacity, which you can improve by asking questions like "how" and "why do you think X?"

MAKE TIME FOR **YOUR ANIMALS**, VETERINARIAN DR. JAMES SUDHOFF SAYS:

Make time in your daily routine to be active and engage with your animals. You'll find this strengthens your bond while also improving physical and mental wellbeing for you both. Also, with wait times to see your vet and shop for supplies likely taking longer in 2021, it is important to be proactive with grooming needs, stocking specialty foods or medications and scheduling appointments.



Negotiating the rule of law

PERSPECTIVES FROM THIRD-YEAR LAW TO THE BC SUPREME COURT.

BY LINDSEY NORRIS

Fifty years before #MeToo, the future honorable madam Justice Hope Hyslop was told by her male classmates the Common Area was no place for women, and she and her two female colleagues sat separately, in UBC's basement.

Hyslop went on to become a BC Supreme Court Justice, and now, as TRU Law's Judge-in-Residence, she mentors future legal professionals, such as third-year student Larissa Donovan. Donovan co-led the 2018 and 2019 "Law Needs Feminism Because..." campaign alongside fellow student Jasdeep Malhi. These efforts contributed to Donovan becoming a finalist in the 2020 Women General Counsel Canada Scholarship Award.

Despite huge advances in the legal system and profession, a host of inequalities remain in law: from over-representation of Indigenous people in prison to a lack of women in private practice. We spoke with Donovan and Hyslop about how to create a more equitable legal system.

#LawNeedsFeminismBecause

Generations of
women worked to
place me here —
earning my place
means furthering
that work.

Judge Hyslop, you started your career when family law legislation was in its infancy. How did you come to specialize in that area?

HH: At that time, women whose relationships had broken up owned nothing. Even when a family home was registered in both their names, a woman had to fight to get her half. When I started my own legal practice, family law was really coming to the forefront, and ladies' organizations would call me and ask me to speak to it. The first act that dealt with property had two sections, one was for the wife and one was for the children; the Family Law Act is now over 250 sections.

Do you think there are lessons we can learn from that evolution?

LD: Absolutely. In the 1960s, I don't think it was news to anyone that women weren't getting their fair share in divorce. I think the lessons we have to learn from activists and trailblazers like Judge Hyslop is that we don't get to the point where our law classes have gender parity without people fighting for changes.

HH: At that time, women were becoming more educated, joining the workforce and gaining more ability to ask for changes. What's also interesting about those cases is that most were not wealthy people who could afford to take a case to the Supreme Court of Canada on their own, yet all those cases got there.



LARISSA DONOVAN'S SUBMISSION TO THE
"LAW NEEDS FEMINISM BECAUSE" CAMPAIGN.

LD: That raises an interesting point. Do you think the law changes first or does society change first?

HH: I think it's a good area of discussion. There were court decisions and changes in justices that contributed to legislation. But when you see something that is totally unfair, I would say society changes it. There was one case, Murdoch vs Murdoch, that created an outcry when Mrs. Murdoch, who was married to a rancher, lost her case in the Supreme Court of Canada. More cases were put forward with people saying, "I devoted my time to you, you benefited from my labour and I ought to receive something from it." And people and politicians would look at what was happening in the courts and see the need for legislation.

Larissa, in the "Law Needs Feminism" campaign, many spoke about the need for changes in law as a profession.

LD: We do see a lot of comments from participants who feel this career does not reflect their needs and in many ways they're right. In my undergraduate degree in gender and interdisciplinary studies, I looked at not just gender but dynamics of power. The law is the highest power in the land in a lot of ways and it's a system that was built on prejudices, white supremacy and it was not designed with women, people of colour or single parents in mind. And we're not wrong to feel a little bit out of place in this legal world. Even though on the surface we're at gender parity, there is still a lot that is unwelcoming.

HH: There was a paper published recently by The Law Society of British Columbia entitled *Retrospective Analysis of Gender in the Legal Profession in BC (1992–2017)*. Women entering practice has now reached gender parity, but that begins to decline over time and the gender disparity becomes larger as year of call increases. [Women represent 34 percent of practising lawyers in BC and only 29 percent in full-time private practice.]

"I would like to see a more equal representation of people across the board and really making the systemic changes that law—and society—need."

—Larissa Donovan

LD: High-performing women are filtering out of the system and it's a systemic problem. It's also not just that the traditional legal career is unwelcoming to women, it's unwelcoming to a lot of people. Work-life balance and an affordable legal education would benefit everyone. And I think with COVID we're seeing what radical changes are possible when different priorities are in place.

What might be different in law 50 years from now?

HH: Look at what has happened in 50 years. We had two major world wars and that was hugely disruptive. So, the type of law we have will depend on what kind of a country we have. Will the rule of law and democracy—they go hand in hand—still exist? Or will someone decide we can do away with the court system? I think we can also look at what happened with COVID and I think we will find that in Law, there are things that we spend time on that we don't need to.

LD: At the risk of sounding too radical, I would like to see some big changes. I don't want that to mean disassembling the rule of law or democracy, but I think a lot of people are done with figuring out how women, minorities and oppressed people can squeeze into the mould of law. I would like to see a more equal representation of people across the board and really making the systemic changes that law—and society—need. ■

"People and politicians would look at what was happening in the courts and see the need for legislation."

—Hon. Madam Justice Hope Hyslop (Ret.)

The worth of education without barriers?



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THOMPSON
RIVERS
UNIVERSITY

FUTURE OF TRU
CAMPAIGN



Health care in a crisis

NEW NURSES ENTERING THE PROFESSION DURING A PANDEMIC ARE ENCOUNTERING A STEEP LEARNING CURVE—AND AN OPPORTUNITY TO IMMEDIATELY MAKE A DIFFERENCE IN THEIR FIELD.

BY ANDREA HEATH

Trading classroom education for real-world pandemic experience wasn't the transition Arman Gill anticipated when he graduated from his TRU Bachelor of Science in Nursing program in the spring of 2020. But keen to help, he sought a position where it was needed most: long-term senior care.

"Being able to transition from controlled learning environments to real-world care is an important part of preparing TRU students' to transition from their last semester."

—Tracy Hoot, School of Nursing Faculty Member

"I know COVID-19 has been devastating for seniors. There are many facilities and families in the Lower Mainland that have faced tragic losses. I just want to help any way I can," says Gill. "I know launching a nursing career can be intimidating at the best of times, but I'm not discouraged."

He knew the risks. Canada's long-term care (LTC) sector has been especially hard hit by the COVID-19 pandemic. According to the Canadian Institution for Health Information, by May of 2020 more than 840 outbreaks had been reported in LTC facilities and retirement homes, accounting for more than 80 percent of all COVID-19 deaths in the country.

In March, Gill accepted a contract position on Vancouver Island as a Registered Nurse with a

private company. In non-pandemic times, he normally would have shadowed a nurse. However, resources were tight, and Gill was soon working independently.

Gill did well and after his contract was over, he applied, and was hired, as a Director of Care at another care facility with approximately 150 residents. There, he was tasked with implementing and managing infection control guidelines, educating a team of licensed practical nurses and care aides, and coordinating daily with the Provincial Public Health Office.

"In my fourth year, I took a leadership class that trains registered nurses to be leaders in their scope of practice. I found that I referred to the concepts from that class many times throughout my time as a

Director of Care,” Gill says. “It was a very stressful role, but I felt confident in my nursing education and experiences to help me tackle daily challenges. I’m grateful for my experience and, even though I contracted COVID-19 due to an outbreak in long-term care, I recovered quickly and am looking forward to my new role in a position in children’s mental health at Vancouver General Hospital.”

Being able to transition from controlled learning environments to real-world care is an important part of preparing TRU students’ to transition from their last semester, says School of Nursing faculty member Dr. Tracy Hoot.

“Testing positive for COVID-19 was scary and challenging.”

—Mackenzie Byers

“To help our nursing graduates transition into their nursing careers successfully, we require that they complete their final clinical practicum in an area of interest that they would like to pursue,” says Hoot. “We provide mentors in that area that support them in improving clinical competence and act as a guide through challenging circumstances that they may face early in their career.”

Mackenzie Byers, now a fourth-year Bachelor of Science in Nursing student, completed a rotation in long-term care in her first year at TRU. From then on, she knew that was the direction she wanted to take her career.

“I knew that families were hurting during the pandemic,” Byers says. “Not being able to spend time with loved ones, often at the end of their life. I wanted to be there. To sit with them as they passed.”

She found a summer job as a student nurse at a care home in the Lower Mainland, where she has family ties. Her facility experienced an outbreak of COVID-19, and after a few months of working with patients who tested positive for the virus, Byers herself tested positive.

“Testing positive for COVID-19 was scary and challenging,” she says. “My symptoms were mild, but I was still scared and really missed my patients. I worried about them. Were they OK? Waiting out the isolation period was hard; I wanted to get back to work.”

Byers spent her quarantine in housing organized by Vancouver Coastal Health specifically for health-care workers who tested positive for the virus. After quarantine was over, she began her fourth-year leadership clinical rotation in community mental health nursing in Kamloops.

For both Gill and Byers, there is a sense of pride in knowing they had a direct impact and that they will likely continue to be in demand.

“My work at the long-term care facility during this outbreak was stressful and humbling, but I felt privileged to be a part of it,” says Byers. And as she prepares to graduate, she knows there is little she can’t handle. ■

Left page (right side): Arman Gill and Mackenzie Byers.

Frontline

MAPPING THE RESILIENCY OF FRONTLINE HEALTH-CARE WORKERS

Dr. Bala Nikku, assistant professor of social work, is leading a team of researchers in mapping the social epidemiology of frontline care workers during COVID-19.

Researchers know frontline health-care workers often suffer from anxiety and depression as a result of their work, and that this can lead to poor job performance and burnout. This research aims to discover how gender, race, age and geographic location intersect to impact occupational well-being and resiliency.

“We want to know what is happening with our frontline workers and their lives. Some are in organized and unionized positions; others work for private employers. We want to know more about their well-being and how are they managing their critical care work and lives, especially during the COVID-19 pandemic,” Nikku said.



Read more about this research at inside.tru.ca



Behind the scenes

A DAY IN THE LIFE OF FOUR TRU STAFFERS.

BY KIM ANDERSON

At TRU, we have people in high profile and public facing roles who make big decisions for and speak on behalf of TRU. Alongside them are hundreds of staff members behind-the-scenes, making sure all the pieces are in place to keep the university running smoothly. From the first day of class, to graduation, there's no telling how many members of this community played a role in one student's success. Here's how four different staffers do their part to keep us moving forward.

GOING VIRAL

Snappy shorts on social media, campus tours on YouTube and institutional announcements: they all pass through the eyes, lens and desk of the video gatekeeper: Joseph McGarry.

A busy day of shooting for TRU's Digital Media Producer begins with an equipment check: battery charged, memory card in camera, microphone check, double-check card isn't full, tripod, location and meeting details, and go!

"Every project that I make is for TRU, it's not for a single person, or several different companies: it's for one lasting institution."

—Joey McGarry

Today he's filming a video for the official opening of the Chappell Family Building for Nursing & Population Health. He arrives early and sets up in the parking lot.



There's an interviewer to ask the questions today, meaning that's one less thing to juggle.

He says the key to a successful video is to make the subject feel relaxed and take their time.

"It's my job to make them look good, sound good, and edit it well! And I do. Making people feel comfortable is an art that you can't learn in a book. The only way to get better at that is practise," McGarry says.

Aside from the actual shooting, McGarry is usually working on anywhere from two to five different videos in distinct stages from concept, script, storyboarding, review and final edits. For someone who often works in solitary, he places an immense value on contributing to a collective legacy for TRU, and knows what these videos can mean to potential students.

"I love contributing to something that will always be here and always grow. Every project that I make is for TRU, it's not for a single person, or several different companies: it's for one lasting institution. The range of projects is huge and I'm building something that's going to be here for a long while," he says.

EVERYTHING DIGITAL

In trying to log in to the campus WiFi, McGarry was locked out of his account. Enter: IT Services.

Chance Binder is used to handling fairly straightforward requests like password resets, email issues and the like. But that all changed in March 2020. Everyone able was asked to work from home, including Binder and the entire IT Service Desk team.

They are now tasked with ensuring the digital office and learning space functions for thousands of people, including staff, students and faculty members. Sometimes it seems like they are putting out digital fires all day long.

"We really appreciate that almost everyone we talk to has been extremely patient over the summer. While they are frustrated, they've been patient, and it's helped a lot."

—Chance Binder



Today, Binder starts with logging into the ITS help desk phone. Calls to the ITS general help desk are sent in rotation to four team members. From there, he logs into email and checks voicemail: time to attack the help tickets. The most of requests come in by email and are addressed in the order they arrive. Password resets appear to be the bulk of the issues today, but with so many TRU community members working remotely, email and other home working issues also need attention.

LONGER THAN AVERAGE phone queues and delayed ticket response times have kept them on their toes, but Binder and team take a lot of pride in doing whatever they can to help.



Surprisingly, the team gets plenty of directory-type requests from students. Some are looking for advising, where to pay tuition, or are looking for a transcript from 1985. Binder and the team are happy to direct when these queries arrive.

Longer than average phone queues and delayed ticket response times have kept them on their toes, but Binder and team take a lot of pride in doing whatever they can to help.

"We really appreciate that almost everyone we talk to has been extremely patient over the summer. While they are frustrated, they've been patient, and it's helped a lot. This is the busiest I've ever seen at this job, but we are here to help," he says.

MOVING MOUNTAINS

As Binder closes out McGarry's help ticket, he opens a new email: this time a request to add a new user on a work order management mobile application (app) for Facilities. While he's diving into the app, Facilities staff are busy making sure new faculty offices are completely moved and set up properly.

Moving houses is an ordeal—can you imagine moving entire buildings?

Facilities Utilities Coordinator Rose Gountas can, and she's gotten very good at it. She works behind the scenes scheduling a complicated and high stakes game of chess involving moving contents of offices, event set up and take down, dispatching some tasks to other departments, new furniture installs, emergency clean up and more. She's soft spoken and unassuming—definitely not one to seek the spotlight, but she thought getting her crew recognition was reason enough to take part in this interview.

"There's always a bit of anxiety between moves, especially for that time when you are out of your office. But once they're back, they are very happy with the change."

—Rose Gountas

Normally August is the busiest time of year: classrooms need to be set up properly and offices must be moved with big campus events right around the corner. This year crews had their hands full moving: the entire contents of the Main Library, to its new home in the Brown Family House of Learning; heavy Nursing mannequins and full labs into the Chappell Family Building for Nursing & Population Health; Math and Computing Science offices from House of Learning to Ken Lepin Science building; Research and Graduate Studies from the Clock Tower to the Main Library; and additional tasks like installing hand sanitizing stations, physical distancing signage and safety barriers. Confused yet?



“Some days are very, very busy. But I wouldn’t change a thing. I love making people happy and that’s what my crew does,” she says. “They are very hardworking, and we’d be stuck without them.”

Gountas has mastered the art of moving and offering a calm, reassuring presence when things are rocky and these times are no different.

“Moving can be difficult. You just have to be gentle with people and assure them things will be back to normal in no time. There’s always a bit of anxiety between moves, especially for that time when you are out of your office. But once they’re back, they are very happy with the change,” she says.

At the end of the day, the Facilities crew takes great pride in moving mountains—for everyone.

“We’re here for the staff, faculty and students: whatever they need, we try and help out and make that happen,” she says.

PLAN FOR SUCCESS



As Gountas parks the Facilities warehouse forklift, Jason Blair signs into a virtual one-to-one chat with a student. Blair is a Learning Strategist, (Indigenous) Student Development at Cplul’kw’ten.

“For students coming from faraway places like Labrador, Yukon or Northwest Territories, establishing a relationship here is key. Students need to know they are safe.”

—Jason Blair

Blair is Nlaka’pamux and grew up in Vancouver, and he knows the value of having community at your side as an Indigenous student during the transition to post-secondary.

Most days involve establishing strong relationships with students. For some students, it’s talking about sports, music, or hobbies, for others, it’s talking about what’s going on in class or career aspirations.

“For students coming from faraway places like Labrador, Yukon or Northwest Territories, establishing a relationship here is key. Students need to know they are safe,” he says. “I’m there for students, for whatever they need. I get to see them be successful and overcome adversity and challenges. From the first day they visit the office to the last day, it just feels good.”

He can help with anything from housing, food, classes, tutors, scholarships or bursaries, connecting with cultural or community resources like counsellors, rent banks and more. He’s happy to provide letters of support and assistance during funding application processes—whatever he can do to help them get to where they want to be.

“It’s important for me to not limit myself to current students. Former students, prospective students, if there’s something I can do to assist them, I will. Their success is what’s important to me. If I need to move a lunch hour, or a personal appointment, I can do that,” he says. “It’s like planting seed when you work with people. You aren’t going to know the results right away. But, then, time passes and you see it come to fruition. That’s the most rewarding part.”

Everyone in the TRU community has distinct day-to-day tasks, but what unites us all—and what we should never forget—is our collective pride in helping students get to where they want to be, by making sure our ship stays the course. ■

Page 36 (left-right): Jason Blair, Joey McGarry

Page 37: Rose Gountas

Left page: Chance Binder

Above: Jason Blair

25 years ago,

the students, staff and faculty at the University College of the Caribou handpicked objects and wrote personal letters for unveiling in 2020.

“The UCC time capsule is about partnerships. People past, people present, and people in a future providing quality educational opportunities to students. It represents pride in our accomplishments in the first 25 years and it speaks to the dreams and hopes for the next 25 years. It is our 25th anniversary gift to the community of the University College of the Caribou.”

— Letter from Jim Collingridge, UCC Counselling Department and time capsule coordinator



MOUNTED CARIBOU

This caribou still hangs on campus and can be found in the Ken Lepin Science and Health Sciences Building.



“Do we have ‘working’ computers and what is their configuration? I presently have an IBM 486 with Word Perfect. I am just beginning to understand Internet. There are other programs such as Microsoft Word and Excel and PowerPoint but I am not in the habit of using them that much. How much easier is it to access information, or is it a question of too much information to access effectively?”

— Philip Schettini, Chair, UCC Tourism Department

Today:

TRADES STUDENTS MUST SUPPLY THEIR OWN GLOVES, JACKETS, GOGGLES, HELMET AND SAFETY BOOTS.

TRU offers Welder Level 1 and 2, along with welding included in the sampler trades programs.

Significant changes in the career include: greater emphasis on safety, more automation, greater range of materials and new ways to weld, including electron beam, friction stir, laser beam and plasma arc.



WELDING GOGGLES

and cap which was worn backwards with the brim shielding the neck.





FIRST OFFICIAL TEAM CREST
Used by 1970-71 hockey club team.

TRU'S EFFORTS TOWARD INDIGENIZATION took shape in the late 1990s and gained momentum in the 2000s, especially after the Canadian government made a formal apology in the House of Commons on June 11, 2008 to Indigenous peoples of Canada for the abuse and suffering that resulted from the residential school system. Increased steps followed with the release of the Truth and Reconciliation Commission's 94 Calls to Action in 2015 and the creation of TRU's Coyote Project.



CHIEFS: The name for all men's teams until the 1991-92 season, when the institution became the University College of the Cariboo and all teams became the UCC Sun Demons.



GOLD RUSH: The name for all female teams until the 1991-92 season when the institution's name changed to University College of the Cariboo and all teams became the UCC Sun Demons.



HOCKEY TEAM'S SUCCESS: Of the 15 seasons Cariboo College played in the BC conference—then known as the Totem Conference Athletic Association—Cariboo won the provincial title 12 times and finished top three numerous times at the western regional championships. Their longest streak as BC champions was nine seasons (1976-77 to 1987-88).



WOLFPACK
All teams were renamed WolfPack for the start of the 2005-06 academic year.

Today:
THE AWARDS CEREMONY CONTINUES with about 700 students sharing in about \$1 million each year. Though the ceremony has grown in size, the core principle of linking donors with students has remained the same.

"The Financial Aid & Awards staff of 1995 sends greetings and good wishes to the Financial Aid & Awards(?) staff of 2020!"

In our day, here are the top five things students had to say:

1. *I have just one quick question.*
2. *I really believe I have a unique situation.*
3. *Do they expect me to live on this?*
4. *Someone must have made a mistake!*
5. *I think I need something for the Bank.*

Have fun!! No matter how tough the day, remember, you may be making a big difference in someone's life."



EMBOSSING SEAL:
Used to mark legal papers.



DOOR HANGING KIT
According to the note included with this kit, a good carpenter could hang eight doors in a day!



Today:
SMOKING IS NO LONGER PERMITTED indoors, but rather in designated smoking areas located outside. These areas also include vaping. The smoking of cannabis on campus remains prohibited.



THE BACHELOR OF NATURAL RESOURCE SCIENCE PROGRAM started in fall 1992 and today, offers students the opportunity to pursue careers in resource management, the environment, land-use planning and restoring land.

"As you get caught up in the daily grind of University assignments, midterms, labs, finals... It's easy to forget that you are also a member of a larger community. What you do on a day-to-day basis as a student has impacts both regionally and globally. Take the time to integrate environmental awareness into your daily routine."

— Trudy Anne Taylor and Connie Crystal Larochele, Bachelor of Natural Resource Science students



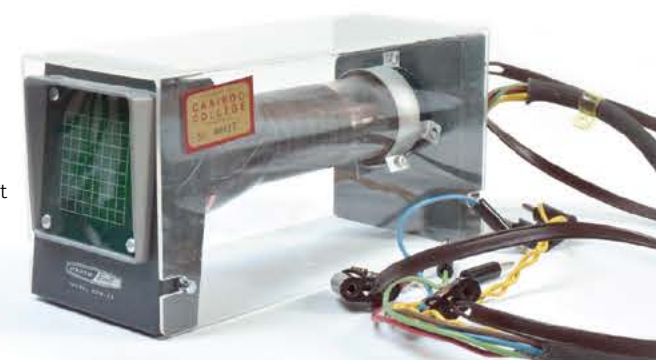
FALL 2020 MARKED THE OPENING OF THE CHAPPELL FAMILY BUILDING for Nursing and Population Health, a \$37.2 million project. Some of the building's features include high-tech labs for the simulation mannequins, break out rooms, seminar rooms, 60-person classroom, a home-visit lab, student lounges and enough lab space to accommodate 48 beds.

Today:
THOSE INTERESTED IN A NURSING CAREER have a range of options at TRU, from Health Care Assistant to a Master of Nursing. The Bachelor of Science in Nursing started in 1992 and now admits 80 students each semester.

IS GENDER PARITY IN NURSING ON THE HORIZON? According to the Canadian Nursing Association, 91 percent of nurses in Canada were female in 2019. However, from 2015 to 2019, the supply of male nurses grew faster (an increase of 15.4 percent) than female nurses (3.9 percent).



CATHODE-RAY TUBE
Consisting of an electron gun, deflecting plates and a fluorescent screen that served as the display component of an oscilloscope. Oscilloscopes are used to graphically display voltage signals as a function of time.



Watch the opening of the 25th anniversary time capsule: tru.ca/50

CELEBRATING
50
YEARS
OF FULFILLING
POTENTIAL

This treasure trove from the past, which includes VHS tapes, theatre programs, personal letters and even chocolate chip cookies, was buried under the sundial in TRU's Campus Commons and left undisturbed for 25 years. Here, we highlight a few items that show how much has changed—and what hasn't changed a bit.



OPEN FOR MORE

THE DESCRIPTION FOR THE BUSINESS ADMINISTRATION PROGRAM

from the 1979–80 academic calendar states: "Within the increasing specialized nature of modern business, young persons about to enter business

must not only be eager, intelligent, and hardworking, but must have specialized training as well."



TEST YOUR TRU VISION

BY KIM ANDERSON

Who are we? And where are we headed? Nearly a year of extensive consultation aimed to answer those questions—and many others—about what the future of TRU should look like. Folks shared conversation, debate, comments, ideas, and feedback online and in person and what resulted is a comprehensive guiding star that belongs to everyone. We are all TRU, and this is our Vision Statement.

Most of the answers are related to TRU's Vision Statement (read about it at TRU.ca/vision), but you'll also find historical tidbits and general TRU trivia.

ACROSS

- Secwepemctsin word meaning we are all related—all living things, the environment, ecosystem, etc. This invokes English ideas of collegiality, friendship, teamwork, taking care of each other and the land.
- In addition to the Secwépemc we also acknowledge and serve other nearby Indigenous peoples such as the Stat'imc, Nlaka'pamux, Tsilhq'otin, Nuxalk, Métis and communities.
- The name of the TRU WolfPack's friendly mascot.
- _____ change goals. Major steps, TRU's focus for university-wide change, informing planning and decisions for the next decade.
- Once the Vision Statement is finalized, an Integrated Strategic Planning process will follow to translate our _____ goals into concrete plans and specific projects that we can accomplish in shorter time frames.
- We will earn recognition as the most committed and innovative university in Canada for _____ and scholarships.
- Seeking out new ideas and embracing change that may involve risks. Breaking paths with creative, critical yet thoughtful purpose.
- TRU department that tackled compiling consultation information, including trends and emerging themes (abb.).
- Intentionally brief and bold—it characterizes the kind of university TRU aspires to be.
- Honouring these rights are integral to nurturing a flourishing relationship with the Secwépemc people on whose lands we reside.
- TRU is built on this access principle, one that brings education to many. Admission to these programs is based on a first-applied, first-qualified basis.
- TRU's fourth president and Vice-Chancellor, installed in 2019.
- Articulates TRU's inherent purpose as a university that will remain in place despite the internal and external changes. However, the new vision will reinforce and enhance TRU's capacity to fulfill this. This is not changing.
- Adapting and combining modes of learning, teaching and practical experience to create educational offerings that meet changing needs of learners from early childhood to elderly years. Designing _____ learning.
- Canadian-made online platform that allows users to post easily and anonymously, while also seeing and rating how others are adding to the conversation used extensively during this process (2 words).
- We embrace differences of thought and people.
- Understanding of TRU's obligations to the Secwépemc peoples on whose territory we are located, is informed by guidance provided by interior BC Indigenous leaders to _____ in 1910.

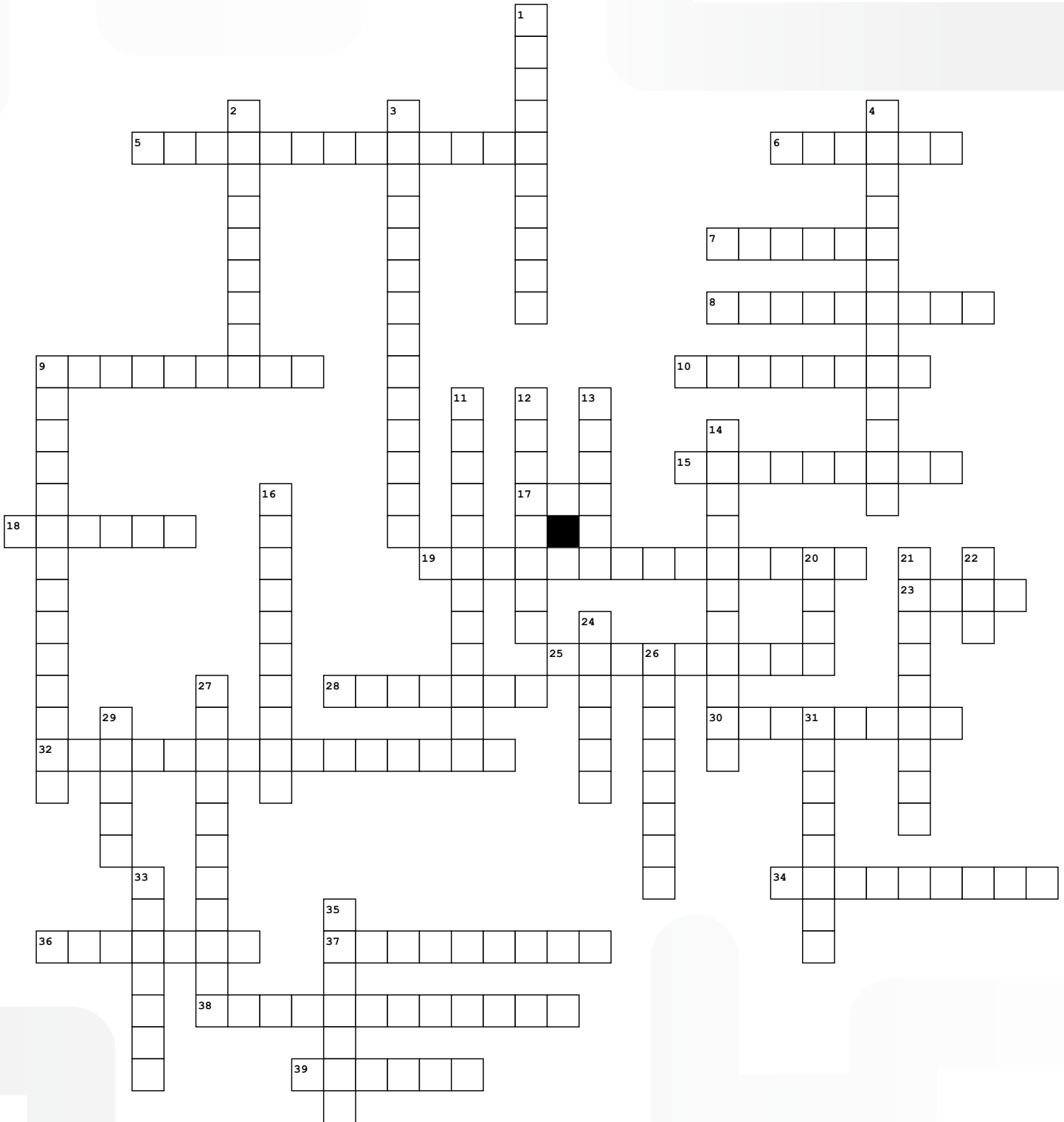
- Access is open: we welcome students, faculty, staff and communities to share in our university.
- One of six guiding principles—wherein all comments posted are accessible to anyone visiting the public website.
- Major _____ that emerge from each Envision TRU question influence subsequent questions and small group discussions.

DOWN

- The first part of this Secwepemctsin word refers to "huge", or "big". The second part of the word refers to "self", and the c (shh sound) on the end refers to soul. Together, this means recognizing the soul that is within you. In English, we call this concept "respect", and it is also related to collaboration, openness, and a culture of care.
- When people join TRU, they join a community. They meet a solid network of support where they are valued, cared for and encouraged during every step of the learning journey—central to TRU's vision.
- Both TRU locations lie within this, the land from which the Secwépemc people come.
- The language of the Indigenous nation on whose territory we are located _____.
- TRU earned a STARS Platinum rating by the Association for the Advancement of Sustainability in Higher Education in 2018 for green efforts in _____.
- Distance education institution TRU established in 1978 (2 words)
- Network of 14 volunteers where each person represents a unique area of individual interest, professional experience, lived experiences, or ability.
- TRU's Second House, the Indigenous nation located in Williams Lake.
- Updated from "environmentally responsible institution"
- Gathering Place opened in Kamloops in 2010.
- Office of Environment and Sustainability established under inaugural director Dr. _____.
- Coming together to help one another. Connecting meaningfully with people in areas we serve, while contributing to an interconnected world. _____ - mindedness.
- The number of years TRU's Vision Statement is meant to guide us.
- These express TRU's identity, the things that will always be important to us, and our expectations of each other—how we want to be and work together.
- Equity Coordinator for TRUSU, part of Envision TRU Advisors Network.

- 27. Supporting students and future students of all backgrounds, so all groups in our region will be successful in higher education on par with others by eliminating gaps in _____.
- 29. Number of small group discussions in Phase 1.
- 31. Year-long conversation where 2,800 people shared what they valued about TRU, where TRU should focus in the future, and the "must haves" of a made-in TRU vision statement.

- 33. TRU was originally founded as _____ College.
- 35. TRU is a comprehensive, learner-centred, sustainable university that serves its regional, national, and international learners and their communities through high quality and flexible education, training, research and scholarship.





Crème brûlée

WHAT TO EAT WHEN YOU WANT TO CELEBRATE.

Let's be clear. The best way to mark a special occasion is by visiting Accolades, the fine dining restaurant staffed by the aspiring Michelin-star chefs and hospitality pros of TRU's Culinary Arts programs. But if celebrating at home is on the table, you can't go wrong with this crème brûlée. Prepare ahead of time, pull it out of the fridge and add some sizzle (by blowtorch or broiler) and enjoy.

MAKES 6 SERVINGS

INGREDIENTS:

1/3 cup brown sugar

3 cups (750 ml) heavy cream*

1 tsp (5 ml) vanilla extract

1/3 cup (67 g) granulated sugar

6 egg yolks

*Swap with canned coconut cream/milk for a dairy-free option.

PRO TIP!

Infuse Earl grey or chai tea into the cream while it's heating for a delicious flavour addition.

1. **Spread the brown sugar on a sheet pan** and allow to dry in a low-temperature oven or at room temperature for 24 hours. Once dry, crush and sift the sugar. Set aside.
2. **In a saucepan over medium-high heat**, combine the cream and vanilla. Cook until bubbles form at the edges.
3. **Whisk the egg yolks and granulated sugar** together until well combined.
4. **Strain the vanilla and hot cream mixture** (don't skip this step: this will ensure a smooth custard).
5. **Very gradually stir the hot cream** into the yolk and sugar mixture. Stir continuously.
6. **Set 6 shallow crème brûlée dishes** or ramekins into a larger baking dish capable of holding about 3 cm of water to create a Bain Marie (water bath).
7. **Fill each dish to the top** with the strained custard, leaving approximately a 1 centimetre gap from the top.
8. **Transfer the baking dish to the oven** and pour enough hot water into the larger pan to come halfway up the sides of the brûlée dish or ramekin. Bake until the custards are set but the centres jiggle slightly when the dishes are gently shaken, about 30 minutes. Insert a knife into the center of the custard: if it comes out clean, the custards are set.
9. **Remove the dishes from the hot water** and cool to room temperature. Cover and refrigerate for at least 4 hours or up to 2 days.
10. **Just before serving, dab moisture away** from the top of the custards with a clean towel. Sprinkle a thin, even layer of brown sugar over the top of the custard.
11. **Caramelize the sugar under the broiler** or carefully with a blowtorch. Let the sugar cool before serving.



**DON'T MISS
OUT ON
THE BENEFITS
OF BEING
A TRU ALUM.**

Your alumni perks — an update away **DO YOU KNOW?**

- TRU alumni everywhere can access exclusive services and discounts.
- Keep your contact information up-to-date so we can let you know about events, deals and reunions in your area.
- Update your contact information or request your access card at tru.ca/alumni.
- And get the latest alumni news by subscribing to our e-newsletter or following us on Facebook, Instagram and Twitter: [@alumnitru](https://www.facebook.com/alumnitru).



CROSSWORD KEY

DOWN:

1. xyemstwécw 2. belonging 3. secwepemcúlcw
4. secwepemctsin 9. sustainability
11. openlearning 12. advisors 13. texelc
14. sustainable 16. cplulkwten 24. values
26. Robinson 20. Owen 21. community 22. ten
27. achievement 29. forty 31. envision
33. cariboo 35. mission

ACROSS:

5. kwseltktenéws 6. dakelh 7. Wolfie 8. strategic
9. strategic 10. research 15. curiosity 18. vision
19. reconciliation 23. open 25. Fairbairn
28. mission 30. lifelong 32. thoughtexchange
34. diversity 36. Laurier 37. inclusion
38. transparency 39. topics

The world needs you

To find out. "Why" is one of the first questions we ask. Start looking for answers.

findyourtru.ca

Steven is a Master of Science in Environmental Science student and uses drones, along with other technology, in his cattle range management research.



Environmental Benefits Statement

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140	41,640	59	213	27,488
fully grown	litres	million BTU	kilograms	kilograms

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