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THOMPSON RIVERS UNIVERSITY ALUMNI MAGAZINE • FALL 2007



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In 2006/2007 TRU went through a strategic planning process that revisited the institution's mission statement and values and gave TRU an opportunity to set new strategic goals and objectives. The new strategic plan will guide TRU in the development of our university into 2012. TRU will seek to clearly establish itself as the University of Choice with six strategic goals. This issue features what the Alumni Association feels is an important sector of our community ... the University of Choice for Aboriginal students and First Nations. TRU has embraced being a community that is welcoming, supportive and

provides positive experiences for aboriginal students to achieve their educational goals. We tell the success stories of our graduates and explain what TRU is doing to incorporate aboriginal knowledge in the courses and programs currently offered.

Sincerely,

D. McBain

Norma Watts



Darlene McBain,
UT '95
Board Co-Chair



Norma Watts,
BSN '95,
Board Co-Chair

TRU President & Vice-Chancellor

The transition of Thompson Rivers University to full provincial university status in 2005 also marked the realization of the majority of goals set by the institution in its 2000/2005 Strategic Plan. Since that time, the university has developed a new strategic plan to guide it into the future.



becoming the 'The University of Choice for Aboriginal Students and First Nations.'

This initiative seeks to develop and ensure that our campuses, curricula and university community are welcoming, supportive and positive environments for aboriginal students to achieve

their educational goals. The recent dialogue we hosted on campus was a first step, and in the months and years ahead, we will work together with many partners to achieve our goal.

Roger H. Barnsley

Roger H. Barnsley
President and Vice-Chancellor

Our new strategic plan reflects both the dynamic nature of the communities we serve and the changing needs of our students, alumni, faculty and staff. Our new plan challenges us to become 'The University of Choice' through seven different strategic goals, including

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Cover: Standing (l-r) Rose Melynk, Erica Wawai; front row (l-r) Josselyn Keys and Eleanor Linklater

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Roger Barnsley and guest speaker Leroy Little Bear discuss Aboriginal students' issues.

Aboriginal Initiative plants solid roots for change

By Nicholas Allan

The goal to become “The University of Choice for Aboriginal Students and First Nations” is one of seven initiatives that Thompson Rivers University is vigorously pursuing within the next five years. TRU is committed to increasing the educational success of aboriginal students through the review and improvement of support systems, courses, and facilities.

With more than 700 First Nations students on campus, including Métis and Inuit peoples, TRU is already a provincial leader in aboriginal education but is taking the steps to retain and attract more indigenous students than ever before.

Just as TRU committed itself to becoming a University of Choice for Aboriginal students and First Nations, the provincial government announced two new initiatives

promoting aboriginal success at the post-secondary level.

The first proposed funding to universities willing to upgrade their First Nations services, and the second initiative allocated funding to increase the visual presence of First Nations on campuses.

In January 2007, the B.C. provincial government proposed funding to 11 post-secondary institutions, including TRU, willing to upgrade their First Nations services, and who were planning significant improvements in Aboriginal post-secondary retention and enrolment. A list of priorities must be submitted to the government this September before TRU can find out what type of funding it will be granted. “It could be in the area of \$500,000 to \$800,000,” said Dr. Roger Barnsley President and Vice-Chancellor TRU.

“We came up with the idea to hold a large conference-style consultation and to invite First Nation leaders to the Kamloops campus to help us establish the priorities,” said Barnsley. “We invited three people from each of over 50 different regions; Chiefs, Education officers, and students.” With such a broad perspective, Barnsley said June’s Aboriginal Partnership and Pathways conference produced many themes and ideas TRU can make into a reality.

“The conference was a good re-beginning,” said TRU Aboriginal co-ordinator Joanne Brown. “The main thing is to get Aboriginal people wanting to share in the university.”

First Nation post-secondary enrolment is one of the largest growing demographics in Canada. “The University of Saskatchewan

recognized that years ago and is now a model for us to follow,” she said, noting that when UNBC was founded, First Nations people sat at the table.

Having the university display token of thanks at the entrance signs, recognizing the Kamloops campus is on traditional Secwepemc land and by offering more courses reflecting Aboriginal content are steps towards greater indigenization Brown would like to see at TRU.

One immediate change will be the elder in residence offering support and leadership beginning this September at the Gathering Place.

Special Advisor to the president, Nathan Mathew’s goal is to identify gaps in Aboriginal needs here on campus. He is pleased that there are going to be in-house Elders coming to the Gathering Place to dispense advice and provide mentorship to students. He would also like to see community Elders have more input into First Nations matters at TRU. In addition, he would like to see signs representing First Nations culture, “like something that says hello” in Secwepemc. First Nations flags, photos of elders, chiefs, and maps hung in important places around campus would also provide a significant visual element.

First Nations Student Association president, Vernie Clement says TRU is going in the right direction, though he would like to see more involvement from the Aboriginal community. “More faculty and support for Aboriginal students will let them know they aren’t left in the dark,” he said.

Tria Donaldson, First Nations student advocacy rep with the TRU Student Union, hopes that TRU will become organized and strengthen its commitment to Aboriginal students because of the conference. “The Gathering

Place right now is insufficient. It has two computers and there are 700 First Nations students. It’s too much work for Joanne Brown (the TRU Coordinator for Aboriginal services).”

Part of the plan to turn TRU into the “University of Choice for Aboriginal Students and First Nations” means seeking new employees of Aboriginal backgrounds. Barnsley recognizes that TRU is “under represented right now,” in terms of First Nations faculty. The plan also means working to create programs and curricula that respond to First Nations needs, such as the Aboriginal Tourism Certificate, the Aboriginal Nursing project, and a variety of other courses.

By offering community-based cohort programs, TRU bridges the gap for students who can’t leave their support system. “A lot of students want the education but don’t want to move to a big city centre,” said Lillooet’s cohort co-ordinator Jane Byrson. Cohorts offer many credit courses for various degrees. The teaching style also reflects the needs of the students. Bachelor of Arts courses have a weekend format where the students take courses in consecutive six hour periods. Many organizations wanting training upgrades also use the facilities. Courses like Super Host, Food Safe, CPR level C, and other service sector courses are in high demand from local bands such as the Bridge River Band, the Lillooet Indian Band, and Cayoosh Fisheries.



Joanne Brown and Elder Mike Arnouse at the Partnership and Pathways Aboriginal conference

Aboriginal Nursing Project increases success

by Nicholas Allan

Thompson Rivers University's Aboriginal Nursing project is creating practical supports to meet the cultural need of students in the TRU nursing program. Its relevance has led to a large increase in recruitment, and also a high success rate for students.

"Every year there's a huge increase in applicants," said nursing professor Star Mahara. "This year there are two students graduating, five students in fourth-year, three in third, and eight students in first and second year. A further 12 have applied this year. That is a dramatic increase considering only four applied the starting year of the program."

Understanding the needs of the students is important. "One of the main problems is difficulty with the sciences and math," said Mahara. To resolve the issue "we've arranged for retired faculty members to volunteer to tutor students."

Another problem is students have difficulty expressing themselves in standard exams. "Sometimes if they're from a remote band, writing is foreign to them," said Mahara. "They may prefer oral presentation. Often the student clearly understands the material but would fail in a written exam situation." Two faculty members have experimented with alternate exam styles, oral and drawing tests to accommodate this different style of learning,

One exciting initiative is a 300 level practicum course. This year, two students flew into the remote community of Rivers Inlet for 10 days to experience the cultural differences between towns and rural isolation. As students worked in the community they learned from the Elders.

Closer to home, Rose Melynk did her practicum in child clinical health at the Upper Nicola band near Merritt, where she shadowed public health nurse Camellia Williams and community nurse Lilly Ned, meeting people in their own homes about their health concerns. Although initially shocked, she learned from the experience. "Most of my experience has been hospital based, I felt a little out of my element" she explained,

finding her practicum challenging at times. "First Nations people having to go find resources isn't working," she said, noting that at the Upper Nicola, "the chief, council, nurses, and community work together."

The project also encourages past graduates to maintain their connections and become mentors for students at TRU. Often a "pool of graduates come back," said Mahara.

Indigo Sweetwater has maintained her connection. From 1999-2004 she was the president of the Native and Inuit Nurses Association and was involved in their BC nursing mentorship mandate.

"Nursing's hard, but there are certain expectations that are critical. What isn't recognized is the cultural context to a person's life" she said. People need to look at the big picture. Nurses are focusing on the baby boomers right now. "Thirty-five per cent of Saskatchewan is over 65, but 40 per cent of the population is Aboriginal. The majority of that Aboriginal population is under 25 years-old," said Sweetwater. Nurses should be focusing on nutrition, immunization, substance, sexual, and violent abuse to see the holistic picture of health care.

The project is also researching an increase in Aboriginal course content, delivered by Aboriginal Instructors.



Indigo Sweetwater



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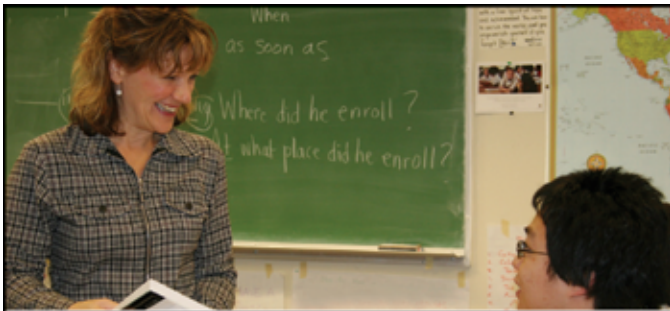
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The many faces of Chris Bose



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Creativity as Catharsis

By Nicholas Allan

Creativity has allowed Chris Bose to survive a cynical world. When he isn't writing about Aboriginal issues, the First Nations author and musician uses writing as his own escape. Bose's life travels down two paths; his street life winds down the hard road sparking creativity, and his academic road fuels his fire for social justice causes.

"I saw things that kids shouldn't see. It made me angry and turned me sour for a long time," Bose said, admitting to having a hard childhood. In Vancouver, at the age of 16, his cousin Jackie taught him to play guitar, awakening his creative spirit.

Years later came a different kind of pivotal moment, which happened at Thompson Rivers University. Linda Thomas, the Aboriginal student co-ordinator convinced him to go to a poetry reading on campus. The reading turned out to be by Secwepemc poet Gary Gottfriedson. "What he read was breathing fire. He humanized poetry and made it real. He was speaking about street poverty, and aboriginal politics. It was intense stuff." Inspired, Bose started writing and finally started to exorcise his demons.

For a while Bose ventured into student politics, "In a hostile, bloodless coup d'état I climbed up to president," Bose jokes. The experience taught him about human nature and what people working together positively could accomplish. However, he felt his Aboriginal voice wasn't being heard.

He went back to his voice; back to guitar. Bose remembers that in Katherine Sutherland's feminist literature class, he brought his guitar with him one day. "I sang two Leonard Cohen songs on the last day of class and one original," he said. "If only we allowed that creativity out more. People bottle up too much of that stuff up. Creativity is a release."

Having screamed metal, Bose has used up all his intense introspective dark side. He now enjoys playing fun upbeat grooves. "Having fun drives me now. It's nice to see the positive, I think that dark edge is gone now," he said.

Now the community arts co-ordinator for the Secwepemc Cultural Education Society, Bose finds local Aboriginal artists, bringing them in to hone their craft and promote them to venues. According to Bose, all his people skills, his negotiation skills, and all his education have led him to this point.



Jack Miller

Exercising body and mind

By Nicholas Allan

Thompson Rivers University Dean of Education, Jack Miller, has a unique insight into First Nations education. When the career educator left the Ministry of Education to work with rural Aboriginal Bands in the early 1990s he saw first hand the benefit of physical fitness on academic success.

As a former physical education teacher, Miller focused on health

when he went to work for the Cook's Ferry Band in Spences Bridge. After four years, Miller took up a position with the Skeetchestn Band, eventually becoming principal of the band school.

There was no mandatory physical education in the Skeetchestn's two-room schoolhouse. Kindergarten to grade 3 was taught in one room, and grades 4-7 were taught in the other. Miller, believing in a direct correlation between concentration, study, and behavioral habits and physical activity, made physical education compulsory for both classes, three times per week. "The benefits of physical activity addressed a lot of the needs of the First Nations community," said Miller, attributing the increase in physical activity to a discernable increase in academic performance. The self-confidence they achieved from gaining greater skills spilled over into the classroom. "There was a change in attitude towards work, and the physical activity also moderated the behavioral problems."

The increased fitness levels were also meant to address the already high levels of diabetes and obesity within the area. When Miller received a grant through the First Nations School Association he used it to buy gym strip. "We didn't have all the resources public schools had. I had to make sure kids had different shoes for all kinds of weather," he said. "... It was amazing to see how proud they were to see gym strip with the school's name on it."

Miller could see as the kids progressed through the grades that the increase in exercise was beneficial to their learning. They learned time management and self-confidence that could prepare them for a post-secondary education, possibly at TRU.

Education advocate advises TRU

By Nicholas Allan

As the Thompson Rivers University president's special advisor, Nathan Mathew's goal is to facilitate First Nations student success. As one of the most influential education leaders in the nation, Mathew is in a good position to change post-secondary education for First Nations students at TRU.

Mathew is proud of his past achievements, specifically his role as senior negotiator for the First Nations Education Steering Committee. It's there he exercised Charter rights and challenged the government to let First Nations organize their own education. The committee won the agreement that gave First Nations people the right to make their own educational laws. "Education is the means for Aboriginals to move ahead," the newly appointed advisor said.

According to Mathew the challenge is to ensure aboriginal services and curriculum improves, reflecting First Nations culture and needs at the university. By collaborating with the First Nations, students will feel part of the TRU community.

The Partnership and Pathways conference in June was a step in the right direction, and Mathew was pleased with the turn out because "... it was an accurate reflection of interest" from the community. In that



Nathan Mathew

regard, the conference was a success. The range of ideas and the participation of Aboriginals in the decision making process supporting students was effective.

Sorting out the themes of the conference, the elements of relevance and listening to the community's advice for change are the tasks ahead for Mathew. Some are easier to implement than others. More Aboriginal instructors and more Elders around campus, especially in courses, are at the top of his list. Specifically, he would like to see more Elders input on campus and even advising in order to represent the needs of all First Nations students.

Elder in the House

by Diana Skoglund

Elders from local First Nations communities have participated in TRU convocations and been guest speakers in sociology, nursing and education classes for many years. They've participated in socials at the Gathering Place and have been involved with First Nations Awareness week on campus.

Starting this October, TRU will begin scheduling elders for several hours each week on a regular basis. "The elders will act as surrogate grandparents, providing an important presence and support for our students at the Gathering Place," said Susie Safford, AVP student affairs.

According to Nathan Matthew, special advisor to the president,

the newly adopted TRU Strategic Plan has a clear goal to become the University of Choice for Aboriginal students and First Nations. Elders on campus will move toward ensuring that the campus, curriculum and the university community are welcoming and supportive providing positive environments for aboriginal students to achieve their education goals.

"More contact with Elders was one of the messages that came out loud and clear at the strategic planning session held by TRU administration, faculty and staff last spring, Matthew said. It was an idea reiterated at the Aboriginal Partnerships and Pathways conference in June.

"With more than 700 First Nations students attending TRU, elders on campus will provide the students with comfort and security, and it will be a positive step for recruiting additional students," Matthews said.

"Seeing elders more often on campus will mean they can participate in more classes, it will be an excellent way for non-First Nations students to become familiar with the traditions of the local First Nations. It's also a sign of respect from the university for the culture."

Letters have been sent to local First Nations communities asking them to participate in the program. "We hope to have two or three elders here on a regular basis by late October."



The Gathering Place

Native Indian Teachers get their start at TRU

by Diana Skoglund

This semester, a cohort of 20 first year students will step directly into the school of education preparing to become elementary and education teachers through the Native Indian Teachers Education Program (NITEP).

That's a different approach from the school of education's standard stream; education students aren't accepted until they have finished at least three years of undergraduate studies.

Not only is this the first time UBC's NITEP has been offered at TRU, it's the first time the program has been available for part-time studies.

Karen Blain, coordinator for the program says that although NITEP is a UBC credential, students earn 63 undergraduate credits in arts and science courses that relate to elementary or secondary school subjects, education courses, and education community placements at TRU before completing the remaining three or more years of their degree requirements at UBC Vancouver.

"Starting the program here at TRU gives students an opportunity to adjust to university," Blain said. "Often these students have come from very remote, small communities, so to combine moving to a larger centre plus start university, and be far from the support of family can be challenging."

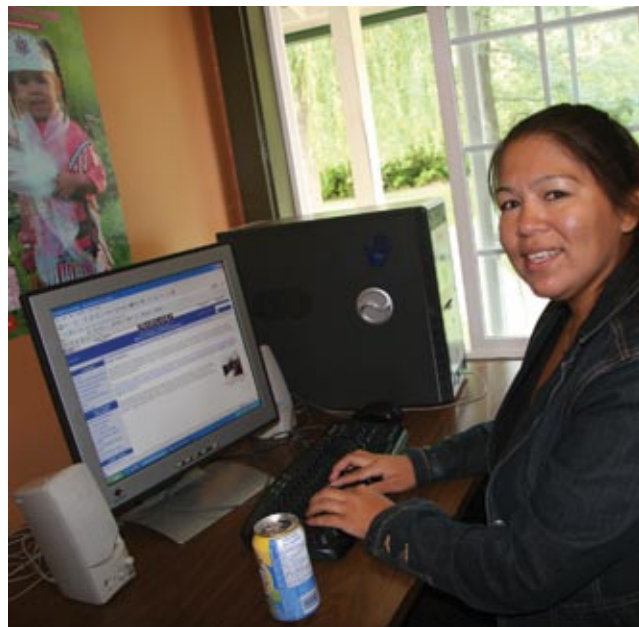
NITEP was established 33-years ago, in response to concern by the province's Aboriginal people for a more effective and relevant teacher education program. To address the shortage of Aboriginal teachers in B.C., and an increasing number of

Aboriginal people's desire to become teachers, NITEP was designed to meet these particular needs.

In Sept. 2004, a Secondary Option was added for those who wanted to teach Grades eight to twelve.

The intention of the program is to build upon and strengthen the cultural heritage and identity of the professionals in training. Using these strengths as a base, students develop the skills and academic knowledge expected of beginning educators.

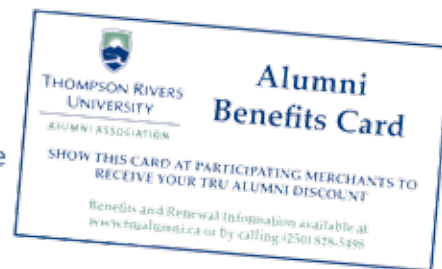
*Christine Johnson of
Alkali Lakes, studying at
the Gathering Place*



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Colin James retires

by Bronwen Scott

Faculty Update

There were teary eyes and a lot of hugs at Colin James's retirement social in June: Colin leaves a lot of friends who have fond memories of his antics and activities since he came to TRU in 1981. Colin has been an instructor, department chair, acting director, Dean of Science, Associate VP, Academic, Chief Operating Officer, Open Learning, and Associate Vice-President, Open Learning during his stay at TRU, and served on 45 internal and 12 external university liaison committees as well as with a number of community organizations. He received a TRU

Distinguished Service award in 1995. Now that he's retired, he can put more time into his hobby: he's been collecting Hot Wheels since the first one came off the assembly line in 1968.

The Welsh aren't known for their physical size, but Colin will leave some big shoes to fill. Luckily, nobody has to do so. His position as Associate Vice-President, Academic and Chief Operating Officer, Open Learning Division, aimed at ensuring that the Burnaby activities continued to function, with all managers reporting to him and their various superiors in Kamloops in a complex cross-functional structure, has been retired along with Colin.

Under the new structure, Associate Vice President, Open Learning Gordon Tarzwell has specific accountabilities and a reporting structure entirely different from Colin's.

"Generally the difference between Colin's job and mine is that I am not responsible for registration, admission, IT, library, finance, marketing, and the like," says Gordon, who came to TRU in 1991 after earning a PhD in economics from Queen's University.

He's got some heavy responsibilities: course and program delivery; all activities between students and tutors; the enforcement and creation, in consultation with the deans, of open learning academic policies; determining the direction of expansion of programs and courses within the OL structure; student assessments; ensuring that TRU-OL lives up to its educational contractual obligations with external academic agencies and corporations; ensuring that all program students

receive accurate and timely advising; ensuring that our PLAR system is credible, efficient, and cost effective; and ensuring that the credit bank is operational, efficient, and cost effective.

He's up to the challenge, though. In his 16 years at TRU, he's served as instructor, department chair, and interim academic director of business and economics with Open Learning before his appointment as AVP, where he is finding many practical applications for his areas of academic specialization, public finance and labour economics.

He also found time during a busy academic career to publish four articles in peer-reviewed journals, develop four working papers, make four presentations at scholarly conferences, serve as a reviewer for three academic journals, and consult for Indian bands, private industry, government, and the World Bank. Off-campus, Gordon has been active with and served as president of four community organizations.

But despite the major differences in their duties, Colin and Gordon may be more alike than they realize.

Not to be outdone by Colin's quirky Hot Wheels obsession, Gordon collects chandeliers.

"I like the funky, cheap ones. I get them at yard sales, second-hand shops, and such. I've never paid more than \$15 for one," he says.

And what does one do with all those chandeliers?

"Sometimes I take them out, put coloured lights in them, and hang them in trees when I have parties."

What? No chandeliers in the office?



Gordon Tarzwell and Colin James share a chuckle.



Dr. Roelof K. Brouwer

Dr. Roelof Brouwer came to TRU in 1986 to teach in the Computing Science department. Since coming to TRU, he earned a PhD in Electrical Engineering and received two scholarly merit awards, in 1998 and 2004, in recognition of the quantity and quality of the work he has contributed to his field. He has served on a number of TRU committees, has contributed substantially to curriculum development, and was instrumental in the establishment of two degree programs.



Dr. Linda B. Deutschmann

Dr. Linda Deutschmann came to TRU in 1994 to teach sociology. She was extremely competent in teaching and in her field of specialization: crime, deviance, and the criminal justice system. She emphasized proper sociological research techniques along with the course material in her classes, and the enthusiasm she displayed for learning and imparting knowledge was contagious. She received a teaching excellence award in 2001.



Dr. Ryszard Paweska

Dr. Ryszard Paweska came to teach computing at TRU in 1989, and was the only instructor in the department who had the breadth of knowledge in Computing Science to be able to teach all of the courses TRU offered in its two different degree programs. He was also an excellent teacher who made learning easy, and provided an easy conduit for help whenever problems arose. He received a teaching excellence award in 2003.

Dr. James E. Totten

Dr. James Totten came to Cariboo in 1979 from St. Mary's University in Halifax, where he was an esteemed lecturer and researcher and, until his retirement this year, he has been a vital part of the campus community. As well as teaching in the Mathematics department, he organized ring hockey, was actively involved in Science Night activities, Problem of the Week, TRU Math Contest, and other outreach activities to schools and youth groups. He received a merit award in 1987 and a teaching excellence award in 1993.



Dr. G. Alastair Watt

Alastair began his career at TRU in 1974 when he came to teach university-transfer English courses. He was well known in the early days for his passionate readings of Scottish poetry at the annual St. Valentine's Day Poetry Massacre. He served as Director of the department of Institutional Research and Planning since its inception, has been involved in key campus planning processes over the years, and served as TRU's Associate VP of Administration and Planning before his retirement in 2007.



TRU boy of summer drafted

By Nicholas Allan

Adam Arnold was frustrated changing from a third baseman into a pitcher but the move has paid off. This summer the 21-year-old Thompson Rivers University psychology major from St. Thomas, Ont., was the 41st draft pick out of approximately 1,000 other players, and he was signed by the Milwaukee Brewers in June.

While Arnold played third base Walt Burrows, head supervisor scout of Canadian Baseball, saw him throw the ball across the field. He advised Arnold to become a pitcher and take his game to the next level. Wanting to reach the Majors, Arnold took heed, and travelled to TRU to attend classes and to train under former Major League pitcher Ray Chadwick.

“It was too much too early. I needed to take the time to understand the new position,” said Arnold. “I had to put together 15 years of pitching in a short period of time to be ready to take that next step,” he said. “But I was up for the challenge, I learned more from Ray in two weeks than I had in the last two years.”

Now he’s ready, but like the batting line up the challenges keep coming. As the level of baseball increases, so to does the physical and mental wear and tear. The game is a grind, but Arnold realizes it just means that he has to work that much harder to follow his dreams. “I have a ball in my hand everyday,” Arnold said. “In college I would play 56 games in three months. In the big leagues I play 56 games in 56 days.” The schedule is exhausting. Arnold is on the Greyhound at 5 a.m., spends two hours practicing and then plays a game.

Mentally, Arnold said he has to work on throwing the right pitch at the right time. He needs to open with a variety of pitches and not depend so heavily on his 94 m.p.h. fastball. “I threw a lot of strikes, I just need to start with my slider more.”

Arnold is just finishing up a series in Arizona. Once he’s done spring training he plans on coming back to TRU to work with Chadwick in the off season.



Adam Arnold in action

Stacey Peterson is Hockeyville

By Nicholas Allan

Waking up at 5 a.m., getting her three-year-old daughter to daycare, going to work, school, then finally home to cook dinner and to study all night is a normal day for Stacey Peterson. She's a force to be reckoned with, as the CBC producers of Hockeyville well know.

The full-time mom and tourism student at Thompson Rivers University hasn't let her hectic schedule slow her volunteerism down. Her largest accomplishment to date—placing Smithers second in the Hockeyville contest.

Using skills she learned as a tourism student she promoted her hometown of Smithers as the greatest hockey-minded community in Canada for two years in a row. The winning community would win \$50,000 in

hockey arena upgrades, an NHL game held in their arena, and an episode of Hockeyville on CBC that would endorse Smithers with the prestigious title of Hockeyville

“What began as a luncheon amongst boys in an old Grand Trunk Pacific Station café soon became an epidemic of community spirit,” stated Peterson in a post-Hockeyville report. “We tried to knock the socks off of CBC, in the end we came up short, coming second to Salmon River, Nova Scotia.”

Four hundred and fifty communities vied for the top spot but only one could be crowned Hockeyville. That was 2006. This year Smithers has tried again, losing for the second time, but that isn't important, it's the effort of trying she says.



Stacey Peterson

“I come from a small town called Telegraph Creek, where few people ever leave, and even fewer are educated”, Peterson said. “Everyday is a struggle, but whether a student is aboriginal or any other background, we all have struggles. I just want to show future generations of people that they can do it.”

Last year she was one of 26 Aboriginal students who received a \$2,000 scholarship.

Tria Donaldson: The Rise of a Leader

By Nicholas Allan

Tria Donaldson, a strong leader for Aboriginal students, is on the cutting edge of First Nations advocacy at Thompson Rivers University in Kamloops. She is proud that TRU is committed to becoming the “Aboriginal university of choice” and hopes that “the university will transform Aboriginal students into great leaders.”

A full-time Bachelor of Journalism student, Donaldson spoke about the struggles Aboriginal students have, particularly how hurtful people can be without realizing it, at the Aboriginal Pathways conference hosted by TRU in June.

She is also heavily involved with the Aboriginal caucus within the Canadian Federation of Students. The caucus looks at First Nations problems

on campuses such as health care and day care, student fees, and violence and sexual abuse amongst Aboriginal women. Donaldson's strong sense of duty to Aboriginal rights on campus is due to the fact that there is a lack of an Aboriginal voice. “We need to stamp our feet. Only us (Aboriginal students) are fighting to make our lives better,” said Donaldson. “It is an important role of preserving culture that we can be involved in.”

The role of post-secondary education is important, because not only is there a shortage of aboriginal students, there is a huge demand for graduates in government, social agencies, and native bands. “We need leaders with degrees. We need to go back to the communities to preserve the culture.” One challenge she says, is overcoming the distrust of the education system

because of past history of residential schools. Its legacy she believes contributed to the fact that only five aboriginal students from her high school in Victoria went on to post-secondary institutions.



Tria Donaldson

Finding the pebbles to take on Goliath



Christopher Séguin

By Nicholas Allan

Newly appointed Vice-President of Advancement Christopher Séguin, hopes to be the catalyst of change for Thompson Rivers University. His mission is clear... raise the university's profile nationally to acquire funds for facilities, student assistance, operational funding and research.

According to Séguin, former director of advancement for athletics at Simon Fraser University, in some areas TRU has reached the same level of prominence as the province's big three; UBC, SFU and UVIC. It is time to make the country realize what Kamloops and region have known for years, TRU is a world class institution. "The bottom line is if TRU pretends to be Goliath it will be ground into the dust by older institutions. TRU needs to be David," said Séguin. Identifying and promoting the university's cutting edge programs, and

acknowledging areas that are pivotal to growth, he believes that TRU will acquire the best faculty, attract the best athletes, and the best minds "not in the province, not in the city, not in the region, but in the world."

"Every university is competing for national prestige," he explained, noting that aspects of TRU's trade and technical vocations are already the best in the province, and there are various centres of academic excellence throughout TRU.

The challenges will be intense. If TRU is to play on the same field as the big boys, then the university has to be able to adapt to survive. In order to do that, Séguin must gain access to funds for awards, bursaries, and scholarships as well as additional funding the other universities have been accessing for years.



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Several years ago the TRU Alumni Association sponsored a very successful mentorship program. Many alumni volunteered to mentor a student. The association would like to revive the program and so we are again asking for volunteer mentors.

If you would like to share your knowledge and experience with a student or recent grad please contact the Alumni office at 828-5498 or through e-mail at alumni@tru.ca. If you are a student who would like to be paired with a mentor, contact the Student Employment Centre at TRU.

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TRU Foundation

Former TRU Student Receives Award

By Nicholas Allan

In the morning he goes for a quick run, drops his kids off at school, commutes to the University of British Columbia campus from Coquitlam and studies as much as he can in the brief breaks of the day. That's a slow day for Ian Ashley, one of this year's Thompson Rivers University Foundation HR

MacMillan First Nations Training Fund recipients. The MacMillan fund is awarded to a deserving First Nations student who is actively involved in their community.

With his busy third-year law school schedule and three children, Ashley also enjoys participating in marathons, coaching, and volunteering his time to teach children about Aboriginal culture.

People always ask how he does it? Where does he get the time? His answer, "It's simple, you make time."

Always taking the initiative to help people is one of the reasons he became involved in an Olympic Sustainability Directed Research Project with the UBC Law Department.

Ashley's research related to the housing sustainability issues surrounding the Vancouver 2010 Olympic Bid. The project is unique because it focuses on three of his areas of interest: media and entertainment/sports, First Nation inner-city issues and business.

"The key to renewing and revitalizing Vancouver's inner-city neighbourhoods lies within this sustainability initiative," Ashley said.

"According to my research, it appears the inner-city housing sustainability initiative is well underway and heading in a positive direction" says Ashley. "The bid has created a dynamic spin-off of additional funding for the

development of low-income forms of housing which may not have been available otherwise. This type of funding is great for the homelessness, low-income residents, and single resident occupants of the inner-city, many of which are First Nations."

Ashley hopes that his chosen profession will some day allow him to jump on to the political stage where he can make a real difference in the development of Aboriginal policies, either as a lawyer or a future prime minister. He's not going to play the stereotypical First Nations' lawyer role, merely because he is Aboriginal. Rather than getting "pegged as an advocate for treaty rights" he'd prefer to gain a broader perspective of the law and help any individual he can, including First Nations people. "I want to represent Aboriginals in terms of real needs and wants."

Parent, educator, student; Ashley is deserving of this scholarship that rewards ambition.



Ian Ashley



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TRU Athletics

TRU FNSEA to co-host 2008 All-Native Junior Provincial Basketball Tournament

by Nicholas Allan

Native elders and children wearing traditional clothing energetically dance as the March of Champions – Opening Ceremonies commence. Jubilantly waving their team banners with pride, to the beat of the drums and chanting that surrounds the gym as they are introduced traditionally – one team at a time.

This isn't the 2010 Olympics, it's the 2008 Junior All Native Basketball Tournament, and it is coming to Kamloops. The TRU First Nations Student Association is in partnership with the Central Interior Aboriginal Sports Society (CIASS) of B.C to host 50 teams for the week-long tournament taking place during TRU First Nations Awareness Week on campus next March. The overwhelming community support energizes the community spirit, making the tournament the focus of native tradition and pride. Additionally, the tournament brings TRU to the spotlight as the crux of academia and athletics.

People will gather like an annual family reunion said CIASS Director of Operations, Vi Manuel. The tournament is a huge event, deeply laced with tradition so celebrated that entire communities travel to experience the event. The opening ceremonies are highly energetic and deeply spiritual.

"The native pride is phenomenal. The athletes are proud to represent their communities and families," said Manuel. "Wooden masks and woven blankets used in the opening

ceremonies have been passed down through the generations."

Vernie Clement, TRU First Nations Student Association president, says the tournament is a great opportunity to show off local First Nations culture and TRU's campus spirit.

Katie Gottfriedson has played on an All Native Jr. team for the last two years representing the Interior. She also plays in the local women's basketball league with her sister. "The tournament depends on community spirit," she said. Kamloops has a lot of First Nations support, but the tournament takes a commitment from the entire community.

Past the age to compete in the Under 17 tournament Gottfriedson is still involved. The former post-guard feels compelled to help. For the past few months she's been an assistant coach and she hopes to scorekeep or help out the tournament any way she can. Katie enjoys the connection she has with the other players in the tournament. It's a chance to meet other teams and listen to some really good basketball stories.

The competitive spirit of the tournament isn't lost on Manuel who is also a coach. "I'm bound and determined to see a team from the Interior become All Native Junior Champions," she said. "Then on to the Intermediate, Senior and Masters Divisions bringing home not only the banner but generating the next generation of academic athletes."

The competition is intense. For example, Ahoushat basketball program produces 10 teams and the population of the village is only 1,000 people. The winners of the tournament receive banners and trophies, but that isn't what they are playing for. It's all about bragging rights.

The kids work tremendously hard to even get to the tournament. The competition showcases the athletic and academic elite because the kids have to have a certain grade average to be a part of the team. Through academic prowess and a huge amount of fundraising, the athletes earn the right to play.

"The teams have perspective and discipline," said Manuel. "They are an intense calibre of athlete. Travel alone costs for any team can vary between \$25,000 - \$35,000 just to come to play, so they fundraise all year long." The games will be played in the newly built Field House and the TRU gym, highlighting the Tournament Capital of Canada and TRU facilities on the international webcast.

For Nathan Mathew the tournament is a win-win situation for First Nations and the university. "We get to showcase excellence in sports and the university gets to share its high level facilities. It's TRU and the Aboriginal community working together and the tournament fits with the direction the university is going," the TRU Presidential Advisor said.

Where Are They Now?

Bruce Stover

Bachelor of Science 2005

I completed the Adventure Travel Guide program at UCC in 1998 and pursued a short guiding career in Penticton and Squamish.

I started on the road to a BSc. in 2002, finished 3 years later and was accepted into the class of 2009 at the Western College of Veterinary Medicine (WCV) in Saskatoon. I have worked the past 2 summers at WCV, under 'interprovincial scholarships' that are awarded to students based on an application process. The scholarships pay a student to work under a professor at the college, either helping with the professor's research projects or heading up their own. My work during the summers has been in the area of Theriogenology (reproductive science), in cattle last summer, and horses this summer. This summer I'm studying the effects of equine follicle stimulating hormone (eFSH) and porcine follicle stimulating hormone (pFSH) during the transitional period (period from the winter months in which mares don't cycle until cyclicity returns in the spring) in mares.

There are many former TRU students attending the college. Tessa Baker graduated with a BSc in 2006, Lilly McCaig, and Rebecca Molnar and Tiera Machell are all from TRU.

This fall I will be heading into third year and another dark and cold Saskatchewan winter. I'll definitely be B.C. bound when I graduate.

Brendan Watkins

Bachelor of Arts 1996

I studied mainly History, Political Science, English, and Philosophy, graduating with a degree in 1996. The teachers were great, and studying these topics really opened up my horizons. I became interested in the major role played by business in the development of society and culture, and this led me to take a diploma in Business Administration from Okanagan

College. In 1999 I started working in accounting and entered the CGA program. It was great to be able to use my bachelor's degree to fulfill the degree requirement. Of course I spent the next several years attempting to convince commerce graduates of the value of history to business studies! I don't know if that made any difference - Enron still happened. Well, we seem to be learning from that experience. I qualified as a CGA in 2005, and this year I will graduate from Laurentian University with an MBA. The more work and study I do in other fields, and seeing how things in the world are shaping up, the more I appreciate the study of the liberal arts. The knowledge and experience gained from these fields underlies the success of everything that we do, now and in the future. That said, I would encourage anybody studying these topics to be open to using them as a learning experience for other areas as well.

Diana Hohne-Sinclair

Diana graduated from Cariboo College's bookkeeping program and has been working on the TRU campus since 1986. While working in the library she has obtained her Library Aide Certificate. When she transferred to Computing services, Diana completed her Micro Computing Certificate, as well as some desktop publishing courses. Currently, Diana works in the TRU-Open Learning Division in the PLAR (Prior Learning Assessment and Recognition) department as a credit bank assistant.

For years, Diana has been highly involved with the Aboriginal-specific Non-profit Agency, where she was the business and project manager, as well as the office coordinator. During this time she wrote several projects giving training opportunities to Aboriginal Métis. Through UCC's CSOM projects, Diana had a program created to manage population and demographics. The project would sort the demographics by postal codes allowing them to extract vital information about

Aboriginal needs regarding education, training and health.

Recently Diana has been involved in Union activism and continues to be a trustee for CUPE 900 and a member of CUPE's B.C.'s CARD (Committee against Racism and Discrimination). She is also involved with the B.C. coalition of people with disabilities, Aboriginal Disabilities Network, B.C. Civil Liberties Association, and the Canadian and American Diabetes Association.

John Jones

Fine Arts Diploma 2005

John Jones entered UCC in 1997, completed an Aboriginal Studies Certificate in 2002, followed it up with a Bachelor of Arts in history in 2004, and finished it all off with a Fine Arts Diploma in 2005. He is a world traveler, having been to Eastern Canada, France, New York City, and China. He has also toured Banff, Jasper, and the Kootenays in Canada.

Since then he has been editing for the Travel China guide. He spends a lot of time traveling in China with his wife as his guide. He has become very interested in Chinese art, architecture, culture and history. Now that he is back in Kamloops he and his wife will be working to promote art and cultural relations between Canada and China.





Lisa Jones

Bachelor of Science 2002

I Graduated in 2002 with a BSc in General Biology from University College of the Cariboo (now TRU). I then worked at the University of Las Vegas Nevada in an invertebrate physiology lab as a research assistant.

In January 2003 I started my masters in biology at McGill University with an NSERC scholarship. My research looked at factors that determine the distribution and abundance of two invasive mussel species in the St. Lawrence River, the zebra and quagga mussel. I graduated in 2005 (MSc in Biology, Invasion Ecology) with two publications and an outstanding TA award.

Following this I started my PhD at McGill University in January 2006 with a NSERC scholarship. My thesis deals with predicting invasion success and impact of aquatic exotic species. This involves both meta-analysis and experiments (field and lab) which takes me diving in the St. Lawrence River. I passed my qualifying exam a few months ago and I am in the midst of field work. Recently we had the American Museum of Natural History out to film people in our lab for a short documentary on threats to freshwater, which should be produced in the fall of this year.

I often travel back to Kamloops to see my parents and hope to move back to BC after the PhD is done.

**Nicole Dmetria Lockie
BSW 1998**

Nicole was born in Queen Charlotte City on Haida Gwaii and is a status Haida from the Old Massett Band Council. She spent her early childhood on Haida Gwaii immersed in her family culture. She moved with her family around the prairies as a child, before they finally settled in Kamloops. Following high school Nicole earned her Mental Health and Social Services certificates at UCC. She quickly entered the work force, employed by Kamloops Child and Youth and Westsyde Homecare.

Nicole returned to TRU and graduated in 1998 with a Bachelor of Social Work. She found a job in Hope, B.C at two Sto'lo Band Councils. Later she joined the Sto'lo Nations Child and Family Services. Seemingly always on the move, Nicole finally found her niche at the Royal Inland Hospital in Kamloops.

She works nights at the RIH which suits her well for raising her children. Nicole has just started her Child and Youth graduate studies and her goal is to achieve a Masters degree in Social Work.

Nick Bilbey

Bachelor of Science 2006

I completed my Bachelor of Science with Honours at TRU in 2006. My focus during my studies was cellular, molecular, and microbial biology. I completed my honours project under the supervision of Dr. Jon Van Hamme; Masters in Experimental Medicine at University of Alberta. My lab work is part of the MCBL (molecular and cellular biology of lipids) group which is focussed on studying lipids and lipid-related diseases. My research is specifically focussed on a lipid storage disease called Cholesteryl Ester Storage Disease. My supervisor, Dr. Gordon Francis, recently accepted a position at UBC so I will be completing the second half of my masters at UBC. My future plans are to complete my Masters project and apply for the MD program. As well, I am considering applying for the MD/PhD program which would allow me to obtain both an MD and PhD.

I really enjoyed volunteering at TRU. I got involvement in the Biology Undergrads society, taking Service Learning with Martin Whittles, and provided seminars/talks regarding volunteering internationally and how one can get involved in international volunteer programs. My extracurricular activities include soccer, biking, kayaking, kite surfing, and now recently sailing.

Shirley Goulet

BSW (UVic) 1999



After graduating as one of the last five students to receive their degree from UVic, I was hired to work in Kamloops as a Training Consultant by

the Ministry of Advanced Education. I

Where Are They Now?

later worked as a Training Consultant, Employment Counsellor and fund raiser in Prince George, Kamloops and Vancouver.

I am nomadic by nature and love moving around and meeting new people but again the Kamloops weather brought me back, this time to stay.

I now work at TRU Open Learning as one of eight Enrolment Services Officers. We are the front line staff for registrants from across Canada and beyond. We take registrations, advise, refer and consult. I love my job because it allows me to help people get where they want to be with their educational goals.

On a personal note I am a strong Metis woman and I love my Metis heritage.

Tania Funk

BFA 1998/Horticulture 2006

I first attended TRU in 1998 where I studied Fine Arts. When I was done, rather than pursuing a career in my field; I stayed home for a while to be a full time mother to my son and daughter. A love for the outdoors resulted in a return to TRU in 2005 when I enrolled in the Horticulture program. I completed the Horticulture certificate in 2006 and immediately went to work for Art Knapp's in Kamloops. I work with the maintenance crew and really love my job. Regardless of the weather, rain or shine, there is nothing I love more than the hands-on work of garden maintenance.

My fondest memories of TRU are of the great field trips taken by my Horticulture class and our wonderful instructors, Kevin Scollon and Ernie Phillips.

I urge everyone to follow their passion and find the career that makes them happy.



Renata Rehak

BSc 2001

I graduated from the University College of the Cariboo (now TRU) in 2001 with a BSc. My first glamorous job in science was working at the Bamfield Marine station for Dr. Louis Gosselin. Okay, it wasn't that glamorous measuring hatching snails but it was in a gorgeous location and we managed to get a few papers out of it.

In 2003, I finished my Master of Biomedical Technology from the University of Calgary. I got to spend time in a Level 3 laboratory so it was rather exciting. In January 2004, I moved to Boston and worked in a Harvard laboratory. I moved back to Calgary in 2005 and have been working in the same University of Calgary laboratory in the Department of Neuroscience ever since. I managed to put my name on a few more papers (one in Nature, yeah baby).

And now I must have lost my mind because, I've decided to start my PhD in the fall. Even after all the grad student suffering I've witnessed throughout the years. So there it is the highlights since leaving TRU to the best of my recollection.

Natalie Faulkner

Digital Art and Design Diploma 1997

After graduating from the Digital Art and Design Diploma program in 1997,



I moved to Vancouver and began working as a Production Assistant at a print shop/design studio called Just Your Type Graphics.

After three years in Vancouver I decided to move to Calgary, where I have been living since 2000. I have been working for the last five years as a Graphic Designer at an exciting and dynamic agency called LPi Communications Group, where I have been working on projects for clients such as Coca-Cola and Kraft.

Calgary has been a rewarding experience both personally and professionally, and I like living here very much. I have also done some traveling over the years; visiting Italy in 2002 and Ireland last summer, as well as seeing more of Canada. My future plans include running a home-based design business, starting a family and more traveling.



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