

# Bridges

THOMPSON RIVERS UNIVERSITY  
ALUMNI & FRIENDS

SPRING 2014  
ISSUE 11

## Partners in Sustainability:

Local industries support  
environmental research

14

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22 Out of the  
Comfort Zone



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## ON THE COVER

Graduate student Jo-Anne Hales is studying the habitats of spadefoots. "One look into those big eyes, and I was captivated," she says. Story page 14.



# Bridges

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## Where are you now?



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Photos are welcome and must be high resolution (300dpi).

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

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



# Welcome

**THE WARM WEATHER** may have been late to arrive but spring started with gusto at TRU this year, with all the signs of fresh new growth. A redesigned Bridges brings you an inside look at some of the big transformations on campus, as well as a taste of the rich variety of projects, programs and personalities on the go this season.

The most visible transformation on campus this past year has been the award-winning renovation of Old Main. We reveal the stunning new home of TRU Law, which celebrates its first graduating class this June (p. 4), and check in on some initiatives by law faculty and students (p. 11, 12).

Our Inside TRU feature talks to students and alumni about the importance of research, field schools and co-op placements that take them out of their familiar lecture halls for hands-on learning in unique community settings (p. 22). When it comes to research, sustainability is the theme this spring, from environmental (p. 14, 16) to cultural (p. 18) to economic (p. 20).

With spring also comes TRU's annual recognition of alumni who have made a difference in their communities (p. 32). Far-flung alumni sent in their updates, and locals gathered at a Kamloops festival (p. 28, 30). Cariboo College alums can take a walk down memory lane with our historical segment (p. 26).

This issue also highlights TRU's new Strategic Priorities, which set a vision for the next five years (p. 36). Arts student Mackenzie Cassells shares her perspective on the five priorities and breaks down the consultation numbers (p. 13). "I no longer want to earn a degree," she says. "I want to earn an education."

It's a sentiment that sums up many of the stories in this issue. Students come to TRU for opportunities that start here, not just after they cross the convocation stage. Applying knowledge gained in the classroom to solving real world problems—in the lab, the field, the workplace, the community, or around the globe—is what a TRU education is all about.

If you have a TRU story to share, contact us at [bridges@tru.ca](mailto:bridges@tru.ca) ■

*Niki Remesz*

Chair, TRU Alumni  
& Friends Association

## Contact the Alumni & Friends Office

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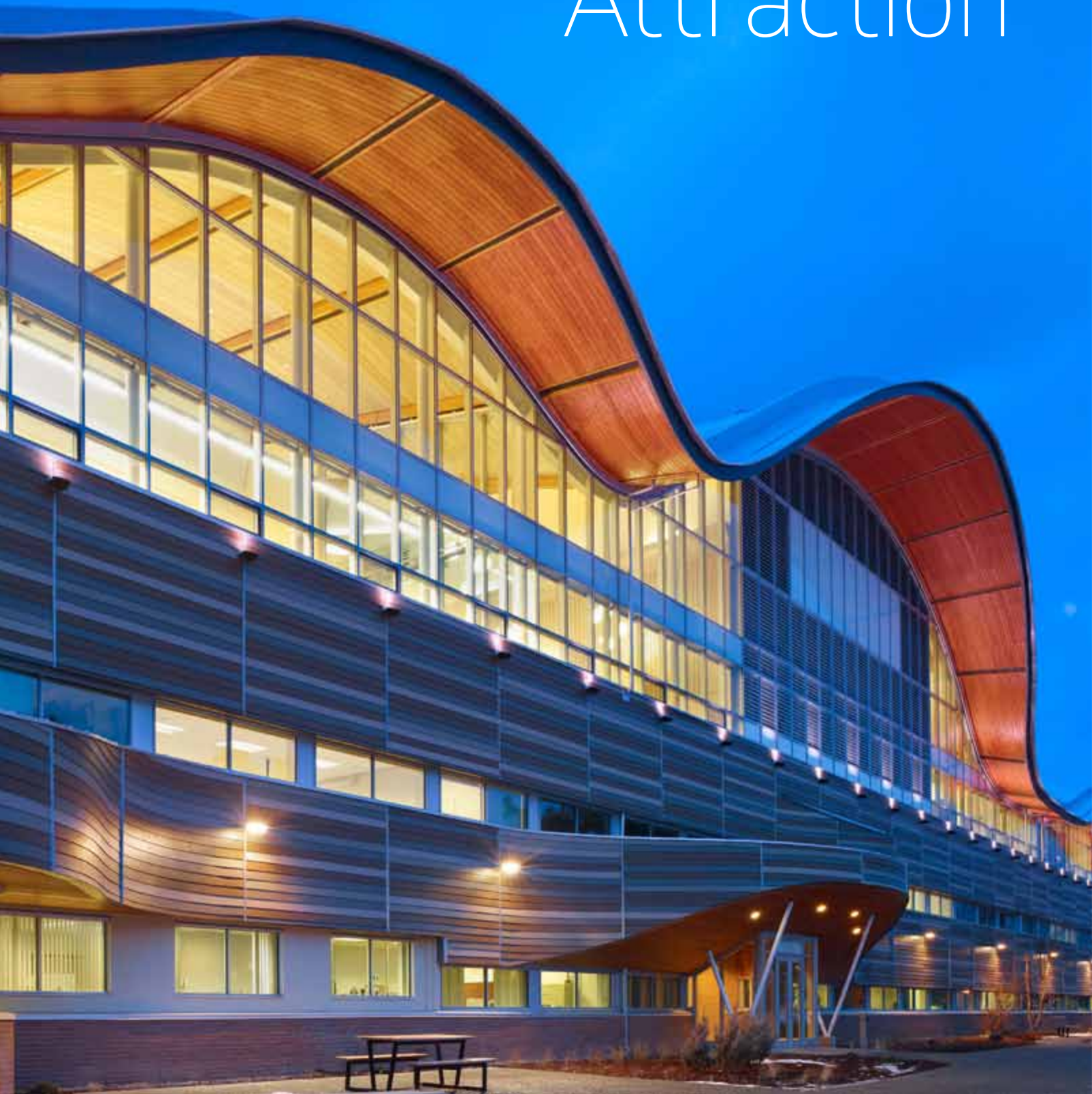


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# The **Main** Attraction





By Diana Skoglund

**FOR MORE THAN FORTY YEARS** the T-shaped utilitarian structure of Old Main has been the cornerstone of post-secondary education in Kamloops. It's where WAC Bennett fired up a welding torch, industrially cut a steel beam and declared Cariboo College open.

This month TRU's Faculty of Law officially opened its space atop Old Main, replete with a law library, law clinic, and moot court in an award-winning renovation best described as inspirational.

The splendour of Mt. Peter and Mt. Paul was the muse for the architects at Diamond and Schmitt who created the undulating, curving design. Not only does the roofline mirror Kamloops' natural landmarks sacred to local First Nations bands, the curvature has a practical purpose. The shape unifies the east and west ends of the new building and disguises the third floor penthouse that housed the university's human resource department and network servers for many years.

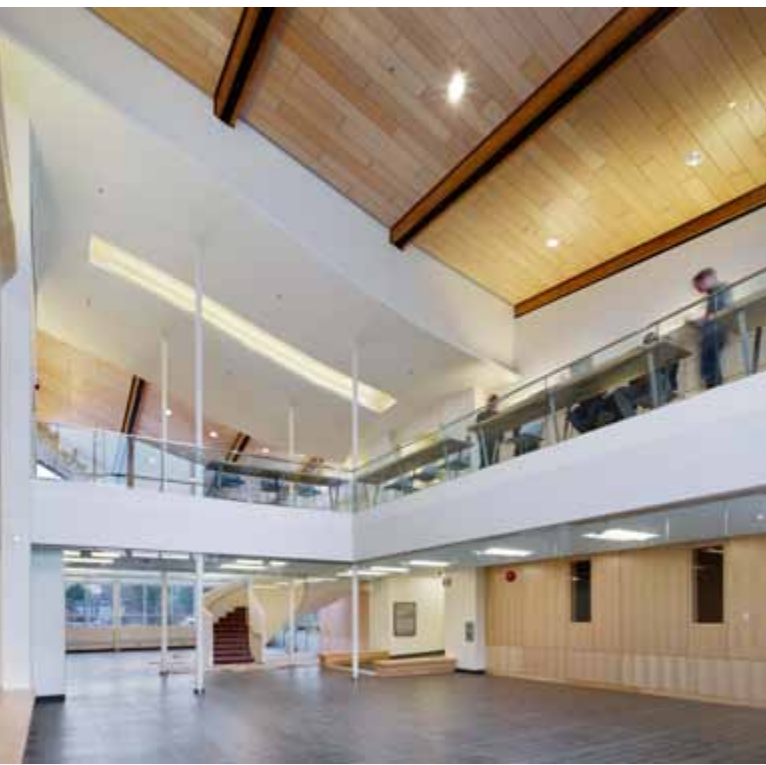
Started in May 2012, the extensive reconstruction of the exterior and the addition of a third and fourth floor make the 1970s structure virtually unrecognizable. It required significant reinforcement

of the existing building columns, presenting a monumental challenge as the work took place while classes were in session. Once the building envelope was opened unprecedented rains fell, causing damage to the first and second floors that needed to be addressed in the midst of a tight construction schedule.

The challenges were all but forgotten in December 2013 when students, faculty and staff moved into the 44,000 square foot addition, which is dedicated to the Faculty of Law and administrative space for the Master of Business Administration program. Featuring light hardwoods, ample natural light, and spectacular views overlooking the city, the re-imagined building received an Honour Award of Excellence for 2014 from the Society of College and University Planning and the American Institute of Architects.

"This award has some considerable prestige," noted Diamond and Schmitt's architects, "and is a testament to the vision of the Building Committee and that of the university as a whole".

The addition includes classrooms with acoustics designed to accommodate modern teaching methods, dedicated student study spaces, a reading room and student lounge, multipurpose rooms and offices. Many



Inside the centre foyer of the Faculty of Law the sweeping ceilings afford well lit and gracious spaces for quiet study or receptions. The original exterior with third floor penthouse is now an undulating echo of Mt. Peter and Mt. Paul, with new third and fourth floors totalling 44,000 square feet and new entrances on the south (shown) and north faces.

finishing touches were suggested by the students, from accent colours to storage lockers and a dedicated space for the TRU Society of Law Students (SLS).

“The new space is amazing. The sheer change in size will offer the law students so much,” says Patrick McIlhone (former SLS President and second year student). For the past three years the nearly 300 law students have been accommodated in the Brown Family House of Learning, which was also designed by Diamond and Schmitt. McIlhone anticipates it won’t take long for students to feel at home. “The curve of the ceiling, the lines, beautiful light fixtures and the natural light are very welcoming—not to mention it’s going to be a while before we get used to the view.”

Every touch has been part of constructing an environment that interim Dean of Law Anne Pappas says is as singular and remarkable as the faculty itself. “This unique setting in the Interior, with the support from the local and provincial bar and judiciary, allows us to offer our students unparalleled opportunities for the study of law.”

“This unique setting in the Interior, with the support from the local and provincial bar and judiciary, allows us to offer our students unparalleled opportunities for the study of law.”

With the founding class of 71 students about to graduate, TRU President and Vice-Chancellor Alan Shaver is pleased that the class of 2014 was a part of the launch of this striking home of Canada’s newest law school.

“This is an important expression of TRU’s vision for the future,” says Shaver. “These graduates will carry this sense of place with them as they move forward with their careers.”

The Law Class of 2014 has also benefited from a close connection to Kamloops. “We have been shown ongoing support by members of the bar, the bench, and the wider community,” Pappas says. “Our students have benefited immensely by this, and in return have given back by participating in as many opportunities as possible to contribute to the community and volunteer.”

TRU Law throws open its doors to the community with the official opening of the Old Main space on June 13, 2014. Students, faculty and staff will be joined by local, provincial and national lawmakers—including the Premier, provincial ministers, and honorary degree recipients Gordon Campbell and the Honourable Lance Finch—for a two-day celebration that culminates in the conferring of the Juris Doctor degree to the inaugural TRU Law class of 2014 on June 14 in the TCC. ■



# Supporting Women in Trades

By Diana Skoglund

**WOMEN OFTEN FACE** financial challenges that can affect their decision to pursue training in the trades. The combined high costs of daycare, food, rent and tuition often deter them from furthering their education.

To support women enrolled in trades programs at TRU, as well as address the shortage of skilled tradespeople in British Columbia, the RBC Foundation has committed \$700,000 to create the new RBC Women In Trades training program. The program will help women overcome barriers to succeed in their trades training through both financial assistance and mentorship.

Each year, seven students will be awarded the RBC Bursary for Learning Success—a \$3,000 bursary based on need, academic performance and commitment. RBC's donation will provide 70 bursaries over the next ten years.

The RBC Leadership Training program for volunteer mentors and an RBC Mentorship Coordinator position will help guide women enrolled in TRU trades programs on an ongoing basis. Supported by the new coordinator Pam Fry, a team of six women comprising students, apprentices, and journeypersons, will be trained as volunteer mentors.

“Now, thanks to RBC, I don't have to sacrifice any more. I can concentrate on what is important: my family and bettering our future.”

– Kayla Goertzen

For Kayla Goertzen, one of the first four recipients of the bursary, the support from RBC means that instead of worrying about her family's future, she can concentrate on learning the principles of the piping trade.

“Now, thanks to RBC, I don't have to sacrifice any more. I can concentrate on what is important: my family and bettering our future,” says Goertzen. “But RBC isn't just helping me out, they are helping many other women in their trades journey and in turn, making great strides for equality of men and women in the Canadian trades industry.”

This donation, the largest RBC has made in BC outside of the Lower Mainland, will build the economic capacity of women, improving their lives and supporting their families and communities. ■



The first recipients of the RBC Women in Trades Training bursaries (left to right): Tina Malkie (metal fabrication), Jamie Gainsforth (commercial transportation mechanics), Kayla Goertzen (pipefitting), and Kelly Roshinsky (automotive mechanics).



## Doing well in school matters

This is why United Way funds in-school mentoring programs for children like Avery. Statistics show that children perform better in school after spending time with a mentor, so when Avery and Jenn hang out at the playground Avery is more likely to pass Monday's math test!

**Learn more and donate to a child's bright future:**

 [unitedwaync.ca/give-now](https://unitedwaync.ca/give-now)

  
United Way

# Clemantine Wamariya

## at International Days

**AROUND THE WORLD** commemorative events are marking the 20th anniversary of the Rwandan genocide wherein one million Rwandans—mostly ethnic Tutsis—were murdered in less than 100 days. Human rights activist and genocide survivor Clemantine Wamariya visited TRU to kick off International Days in March, giving an impassioned keynote address about the importance of getting involved in the world. We asked Wamariya about her fight for human rights and how she inspires others to make a difference. Read the complete Q & A online.

**TRU:** What advice can you give to students who have a cause or challenge, but don't know how to get started?

**CW:** I can't tell anyone to do something, I can only encourage. To be able to make impacts starts within, and asking oneself, what is the one thing keeping you awake at night? What is the last thought that sometimes gets in your head? When you have discovered that in you, use it as a tool.

Literally take two pieces of paper and write down your powers—all your powers. Your education is your power, your voice is your power, the Internet is power, having a family is power. The ability to love others is a power, the ability to speak two or three languages is a power. Dig down, deep inside of you. What are your advantages? Be clear, be aware of them. See the power in them and those advantages might make you stay up late at night.

“As young people, we need to know about our powers, our abilities.”

Think about not only doing for yourself, but doing for others. Because when you try solving that thing that makes you angry or keeps you up at night for others, it's going to be a fuel for those powers. Take those powers you have as a tool to get further and further. Start in your school, ask other people, join people who are already using those powers. As young people, we need to know about our powers, our abilities.

*This summer TRU will announce the details of a new scholarship in Clemantine's honour. The full scholarship will be awarded based on financial need to a graduate student in the Master of Education program.*



**TRU:** How do you impassion people to get involved?

**CW:** I share my stories and other people's stories to bring humanness to the challenge. It's not just a cause and not just an issue, it's a mother, a child, a brother. I use my own stories as an introduction for others to understand my position and situation, but also for people to understand there are people in those situations currently.

I use stories to connect voids, to connect emotions so that if someone is going to tackle the challenges, they have a face, a story, an image of what that challenge looks like. You have to name what you're tackling, so I try to give a face, give a name in order to really awaken people to realize we're in trouble. We're losing our brothers, our sisters.

**TRU:** How do celebrations of diversity, such as TRU's International Days, help promote human rights?

**CW:** Events like this help us to be more mindful. Being together on the same stage, to see others celebrating their cultures and be invited to celebrate with them, it's not just another dance, the events get us intrigued about one another and the whole experience. The singing, dancing, cooking, the presenting is to show each of us that we're alive, we're here, we're existing. Honour that. Cherish that. Come and join us. It's a beautiful human invitation. It's an invitation to be more mindful of others. ■

### WEB EXTRA →

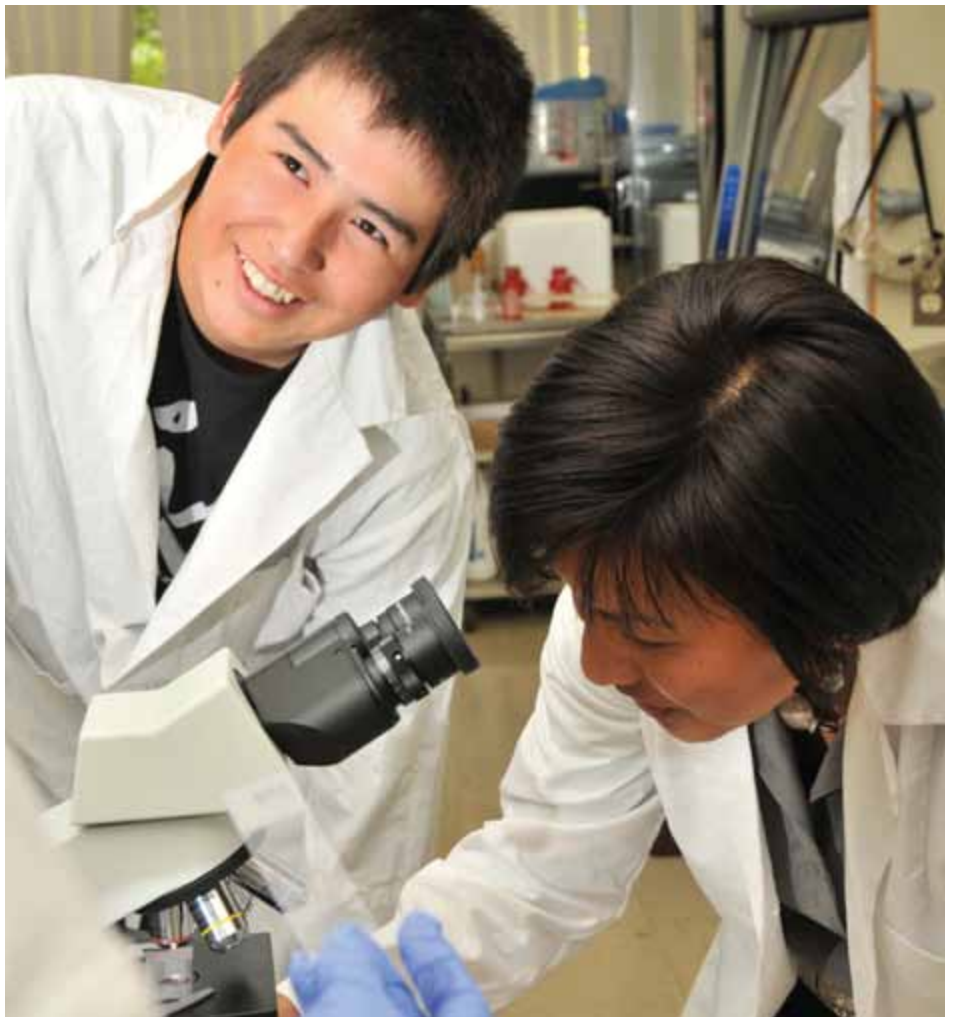
Read more of our Q & A with Clemantine at [inside.tru.ca/q-a-with-clemantine-wamariya](https://inside.tru.ca/q-a-with-clemantine-wamariya)

# Aboriginal Science Camp

Each summer, Aboriginal high school students from all over BC stay on campus for a week to experience university life and learn about careers in science.

Students attend hands-on science classes—such as this microbiology class with faculty member Dr. Naowarat (Ann) Cheeptham—and other activities, and interact with Aboriginal staff and Elders, Science faculty and students, and Aboriginal role models in academic and professional settings.

**WEB EXTRA** → Find out how you can support this program:  
[tru.ca/foundation/funding/aboriginal-student-camps.html](http://tru.ca/foundation/funding/aboriginal-student-camps.html)



# A Sustainable Education

Samara Sonmor was the first recipient of TRU's Cameron Beddome Endowment Award for Open Learning students in 2013, and was also awarded the Rosemary Keene Zonta Club Bursary, funds she says have made a great difference to her and her family.



By Elise Fenwick

**SELF-SUFFICIENCY** is Samara Sonmor's approach to life—from family and community to environment and education.

Days are full for the independent 40-year old mother of two young children, supporting her family, running her small hobby farm and actively volunteering in her community. Sonmor is a member of the Land-use Advisory Planning Committee and her local community garden, advisor for the official community plan and contributing writer and assistant editor for the local paper. It doesn't leave a lot of time for education.

"It's really different returning to school as an adult," says Sonmor, who is completing a General Studies degree through Open Learning. "I think I work a lot harder at it. Perhaps that's because I have a goal and want to learn the material for a distinct purpose."

Parenting and unemployment had pulled her away from her education over and over again through the years, but when both she and her husband found themselves out of work in 2008, Sonmor saw an opportunity to increase her marketability and follow her passions for the environment and sustainable living. Balancing education with her other responsibilities meant she had to look beyond traditional post-secondary studies.

"TRU has allowed me to return to school while caring for my daughter and remaining on our hobby farm," explains Sonmor. "If Open Learning was not available I would probably never have gone back to school."

Open Learning's flexibility also allowed her to change her degree program to suit her career goals. "By switching from a BA with an English major to a General Studies degree, I am able to use previously earned credits and concentrate on environmental studies, social issues and sustainable community development."

Not only do Sonmor's studies inform her passions, their adaptability also allows her more time to incorporate volunteerism and sustainable living into her schedule. She has already created a social enterprise, which she hopes to launch after her degree is finished, that will provide both locally grown food and social development education to the community.

She may even pursue graduate studies, now that she has found a flexibility to match her self-sufficiency. ■



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# Where Education Meets the Internet

By Larkin Schmiedl

**IMAGINE YOU JUST DISTILLED** a semester's worth of research, thought and insight into a great term paper. You hand it in, your professor reads it, and you celebrate that 'A' you worked so hard for. Then what? Most likely, that paper goes in the recycle bin, or perhaps the digital abyss of your backup drive, never to be read again.

Brian Lamb asks, "Do we really want students to just have only one or two people reading that work?" As Director of Innovation at TRU's Centre for Teaching and Learning, he supports faculty to create course projects that put student work online, outside the boundaries of web-based learning management systems like Blackboard or Moodle, accessible to anyone with an Internet connection. Lamb sees an opportunity for students to engage with the world, and to have their writing and research live on as a public resource.

"There's something to be said for higher education engaging in the world," he says, "being out on the open web, putting out ideas, fostering knowledge and promoting inquiry."

TRU Law faculty member Margaret Hall's Legal Perspectives course is one example. Using TRU's Kumu Wiki, her students work online in groups to analyze a legal case from the perspective of each of the legal philosophies she covers in the course. Working on a wiki—a collaborative, easily edited and structured website—means all students can view one another's work as well as the contributions of past students.

"At the end you have this public resource of interesting legal thinking that is readily accessible," says Lamb. "We have an opportunity to create a more informative, richer, more scholarly web."

Another benefit of embracing the web in education is cultivating practical skills students can take with them after graduation. In Dr. Ken Simpson's Literature of Utopia course, students were assigned a project to create online representations of their utopias, from fictional newspapers to videos.

"They created fantastic websites, and also made really impressive videos," says Lamb, who provided Simpson with the technological support to make the multimedia assignment possible. "Besides the fact that the students were really engaged and satisfied and proud of what they did... these students, if they go out and apply for a job, they're going to be able to say look at this website I built, I can do this."

**"There's something to be said for higher education engaging in the world—being out on the open web, putting out ideas, fostering knowledge and promoting inquiry."**

– Brian Lamb

Lamb encourages educators to embrace the possibilities. "If this thing called the Internet is a profound change in how we receive and consume and collaborate and communicate with one another, I think we have an obligation to try to understand it and take it on." ■

## WEB EXTRAS→

Literature of Utopia student site:  
[abetopia.wordpress.com/](http://abetopia.wordpress.com/)

Legal Perspectives course:  
[kumu.tru.ca/Course:Law3020/2014WT1](http://kumu.tru.ca/Course:Law3020/2014WT1)

## Composting Pilot Program

By Mackenzie Cassels

**IN DECEMBER**, TRU's Office of Environment and Sustainability launched its six-month compost pilot project on the Kamloops campus.

Located in the lobby of the Culinary Arts building, the state-of-the-art Jora 5100 in-vessel composter handled kitchen waste from the Culinary Arts Cafeteria and from 20 large and 20 small compost bins set up around campus. The project began as a way to encourage everyone to practice sustainability on campus and at home.

The first batch of garden-ready compost was harvested in late February, and given away on March 5 by the gallon tub, along with donated vegetable and flower seeds, to TRU students, staff and faculty.

Jim Gudjonson, Director of Environment and Sustainability, says the composting program will be extended throughout the summer with the goal of establishing a campus-wide, permanent composting program in the near future. ■



# Difference-Makers

## *TRU Law in Action*

Research by Larkin Schmiedl

### Building Aboriginal connections

**FROM GAINING OFFICE SPACE** for Aboriginal law students, to beginning the process of installing a territorial marker according to Secwepemc protocols, Law class of 2014 students Miranda Schmold and Chris Albinati of the Indigenous Law Students Association (ILSA) are making change on the ground at TRU.

Schmold says recruitment and retention of Aboriginal students is key and notes that ILSA wants to be innovative in developing new ideas, spaces and supports for Aboriginal law students. In line with TRU Law's mandate to focus on environmental and Aboriginal law, Schmold hopes to see courses on customary law systems that were in place before colonialism.

Albinati was one of three students representing TRU Law at the 20th Annual Kawaskimhon National Aboriginal Law Moot in Toronto in March, where the applied knowledge gained through TRU's Secwepemc community partners helped the team excel at the negotiating table. He says having Indigenous space in the law school is important legally and constitutionally, a recognition that TRU Law is on Secwepemc territory.



### Legal clinic gives back

**RUBY DHAND'S PASSION** for giving back to the community, for helping people overcome barriers to access the help they need, dates back to her childhood in Saskatoon and is evident in her classes in mental health and human rights law in Kamloops. Even as she completes her doctoral dissertation in Toronto at Osgoode Hall, her heart lies back in the classrooms of the Faculty of Law at TRU—because here, with her students, Dhand could make the biggest difference of all. The young law professor is the driving force behind TRU Law's new Legal Information Service, launched January 30. She is engaging students in active community support as they provide general legal information and referrals to the Kamloops community and TRU students. The clinic will also assist TRU students involved in appeals.



### Bringing attention to an international issue

**LISA NIRO WILL BE GRADUATING** with TRU Law's class of 2014 this June with a prestigious international prize to her name, for a paper she co-authored with faculty member Dr. Richard Frimpong Oppong. The James Crawford Prize is awarded to the best article accepted for publication in the *Journal of International Dispute Settlement*. "Enforcing Judgments of International Courts in National Courts," which looks at an emerging issue in international law that has not been explored to date, was published in the journal's second issue of 2014.

"When we presented at a conference in Madrid this past summer, the excitement and interest in our research was palpable," says Niro. "We had highly-skilled law professionals from all over the world asking us for more detailed opinions and information." The prize comes with £500 worth of Oxford University Press books and a one-year subscription to the journal. ■

# My Definition of a Modern University

“I no longer want to earn a degree;  
I want to earn an education.”

By Mackenzie Cassels

**WHEN I STARTED** at TRU three years ago, I had no idea what I wanted out of university. My plan was to race into the workforce as quickly as possible by finishing a history and political science degree in less than four years. I am only now discovering all that TRU has to offer students, thanks to my co-op term as research assistant for the President’s Office.

Being a research assistant has been a great learning experience. This term offered something entirely different than the history-related job I had been seeking: I’ve had a chance to work one-on-one with administrative and communications staff, and to challenge myself in new ways, writing articles, reports and social media posts, performing in the “It’s All TRU” video, and attending a Strategic Priorities Town Hall consultation.

As President Alan Shaver put it, in introducing TRU’s Strategic Priorities for the next five years, TRU is redefining the modern university. To me, “modern” means the opportunities TRU offers undergraduates to expand learning inside and outside the classroom. TRU has co-ops, undergraduate research programs, service learning, study abroad, sustainability leadership certification and other ways to engage, with an emphasis on intercultural understanding, sustainability, entrepreneurship and research.

Co-op positions like mine are unheard of at most other post-secondary institutions. My older sister, who is studying at another university, was amazed that I had been offered a research job in the President’s Office. TRU doesn’t just reward the best of the best, but gives all students who express a genuine interest to learn the chance to do so. “Increasing Student Success” is the first of TRU’s five Strategic Priorities because TRU is putting students first in everything they do.

This position has given me a new perspective on university. I no longer want to earn a degree; I want to earn an education. The challenge is no longer getting a piece of paper in the shortest amount of time, but finding time to explore so many exciting opportunities; these will only increase over the next five years.

I cannot wait to see how the Strategic Priorities impact the creation of new student opportunities and am proud to be continuing my education at an institution dedicated to building student success. I hope to be a student here for the next several years and be able to experience TRU’s ongoing redefinition of the modern university. ■

## Strategic Priorities by the numbers

 7 months of development

2,810  survey responses

 13 town hall consultations

100s  of social media and email messages

 35 Advisory Committee members

24  submissions and presentations to the committee

 >3000 people provided input

### WEB EXTRA →

See what the Strategic Priorities can mean to you.  
[tru.ca/president/strategicpriorities/priorities](http://tru.ca/president/strategicpriorities/priorities)

Watch “It’s All TRU”  
[inside.tru.ca/tru-videos/](http://inside.tru.ca/tru-videos/)

# Partners in Sustainability

Local industries support environmental research



Highland Valley Copper Mine near Logan Lake, BC

By Anita Rathje and Linda Komori

“It’s in the best interest of the community that we are investing our research dollars in the local university, and ultimately we derive a benefit from that. It’s very symbiotic.”  
– Chris Dechert,  
Highland Valley Copper

**RESEARCHERS AT TRU ARE COLLABORATING** with two local mining operations on unique environmental sustainability projects that benefit the university, community and industry.

The arid grasslands and scattered ponds at New Gold’s New Afton mine site south of Kamloops are home to the tiny subjects of a wildlife conservation research project: the Great Basin spadefoot (*Spea intermontana*). New Gold approached Dr. Karl Larsen in the Natural Resource Science department for help to learn more about these at-risk amphibians, providing the funding for graduate research. Master of Science (Environmental Science) student Jo-Anne Hales is studying how spadefoots use the grassland landscape.

“It amazes me how such a small creature can adapt and survive in this harsh environment,” says Hales. Her project focuses on the habitat selection of spadefoots within the disturbed landscape at New Afton, an underground gold and copper mine. She is using radio-telemetry and pond surveys to determine how the spadefoots select water bodies for breeding and terrestrial sites for foraging and aestivation, to find out what elements of the arid ecosystem around the mine site are important for the animals.

“Knowing that I’m making a difference and contributing to the conservation of the spadefoot is exhilarating,” says Hales. “New Afton has been extremely supportive of my project. They have gone well over and above what I would expect from a financial partner.” Her work and that of future graduate students will help understand the spadefoots’ needs and assist in the development of regional conservation management plans and policies.



At one of the world's largest copper mining operations, Teck Highland Valley Copper (HVC) processes 130,000 tonnes of ore per day at its open pit mine near Logan Lake, using up to \$40 million worth of energy per year. From the large amounts of data the mine site collects on its energy use, HVC asked Dr. Roger Yu of TRU's Centre for Optimization and Decision Science (CODS) to find a way to extract useful and concise information to help the mine increase efficiency in its energy usage and reduce greenhouse gas emissions.

"We have different energy inputs throughout the production chain," says Chris Dechert, General Manager at HVC. "Where do we get the most value by applying energy?"

Yu, a professor in the department of Mathematics and Statistics, evaluated key performance indicators for energy consumption in the mining industry and developed a set of indicators specific to HVC's operation and goals. The model he presented to HVC in December will help management determine the optimal amount of energy to dedicate to each of its processes, from drilling and blasting to grinding and flotation.

Dechert says Yu's model will help HVC make energy usage decisions based on fact rather than on assumption, and take a novel look at the data they collect. He sees a potential for more research into ways that HVC can operate more efficiently, and looks forward to continuing work with Yu and other TRU researchers.

"We certainly see the value of having TRU in our back yard," says Dechert. "It's in the best interest of the community that we are investing our research dollars in the local university, and ultimately we derive a benefit from that. It's very symbiotic."

See Katie Bennett's first-person account of joining Hales in the field for more spadefoot research on [page 16](#).



"New Afton has been extremely supportive of my project. They have gone well over and above what I would expect from a financial partner."  
– Jo-Anne Hales

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# Catching Spadefoots

## Wading into the research pool

By Katie Bennett

**IT'S WELL AFTER DARK** on a summer night in the grasslands, and I can hear what sounds like 200 spadefoots croaking to each other. Even with the sound to help locate them, I've only captured a couple.

Spadefoots are toad-like amphibians that are very difficult to find; camouflaged earth-brown, about the size of a golf ball, they are a unique, at-risk species that spend much of their lives in underground burrows, emerging in the spring during heavy rainfalls to breed. I joined graduate student Jo-Anne Hales in the field for the summer to spend days and nights—often between 9:30 pm and 2:30 am when their mating calls and nighttime foraging made them easier to find—searching for spadefoots around ponds and in the grasslands of New Gold's New Afton Mine operating region south of Kamloops.

In a third-year Introduction to Research course, I realized that doing my own research would allow me to apply the skills and knowledge I had acquired in my Bachelor of Science program to hands-on experience in the field or laboratory—preferably both. I approached Dr. Karl Larsen, a professor in Natural Resource Sciences, for ideas on what to study.

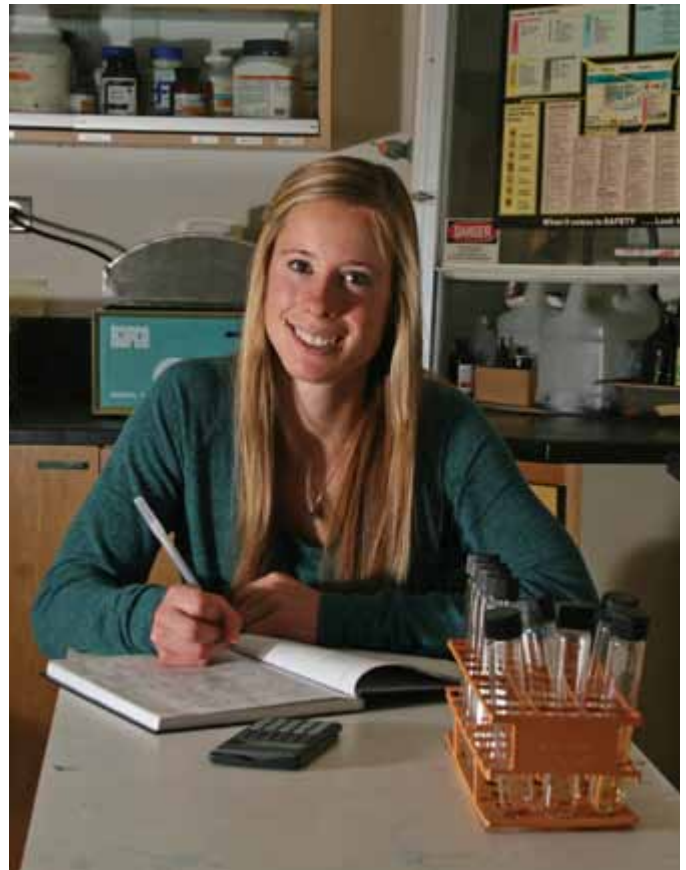
He suggested I investigate whether chytrid, a fungal pathogen responsible for the rapid decline or extinction of over 200 amphibian species worldwide, is present on spadefoots. I jumped at the opportunity to do fieldwork with Jo-Anne, funded by her graduate research project with New Gold and an NSERC Undergraduate Student Research Award (USRA). And starting in the fall, I did DNA testing in Dr. Jonathan Van Hamme's microbiology lab, supported by TRU's Undergraduate Research Experience Award Program (UREAP). This project turned out to be one of the greatest experiences of my life.

Each time I catch a spadefoot, I run a fine cotton swab repeatedly over its underbelly to collect possible evidence of the fungus. Releasing the animal, I store the skin swabs in small tubes on ice. To date, the relationship of spadefoots with chytrid is unknown, making this research a more exciting topic than I ever imagined I would be involved with.

In the microbiology lab, I am using molecular techniques to test for chytrid DNA on my swabs. Laboratory work has taught me to adapt and persevere when things don't go as planned; many methods I intended to follow have proven more challenging than catching spadefoots in the dark. I was nervous initially, but now I am confident working independently, and feel both prepared and excited to do a master's or PhD in the future.

With the spadefoots I have only dipped a toe in the pool of research, but the skills, knowledge and friendships I have gained are irreplaceable. ■

*Katie Bennett ('14) turned this project into her thesis for a Bachelor of Science Honours degree.*



“Laboratory work has taught me to adapt and persevere when things don't go as planned; many methods I intended to follow have proven more challenging than catching spadefoots in the dark.”



# Cool Tools

By Bart Cummins

**FROM SIMULATORS TO ANALYTICAL INSTRUMENTS,** learning and research tools come in all shapes and sizes. Equipping students with the practical skills they need on the latest technology is essential. Browse our catalogue to see what TRU students are working with today.


## CATALOGUE FOR STUDENT SUCCESS

### SIMMAN G5



Programmable doll exhibits various respiratory and cardiac events from a routine assessment to trauma.

**Other models include:** SimMan, SimNew B (baby), and Resusci Anne  
**Dept:** Nursing, Respiratory Therapy


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depending on options

### CAPILLARY ELECTROPHORESIS (CE)



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**Applications:** the mechanism of action of linear antimicrobial peptides, the determination of inorganic ions in petroleum process water samples, profiling of fatty acids in food, and the signal enhancement and binding of

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Biological Sciences, Natural Resource Science

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### LEICA EM UC7 ULTRAMICROTOME



Cuts ultrathin samples of biological materials to view using transmission electron microscopy.

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**Dept:** Chemistry, Biological Sciences

 **\$73,000**


### LIQUID CHROMATOGRAPH-MASS SPECTROMETER (LC/MS)



LC-MS Agilent 1200 Series HPLC system analyzes environmental, clinical, biological and other samples.  
**Applications:** antibiotic-metal interaction studies, characterization of sulphur compounds and quantification of tea catechins.

Shown coupled to an Agilent 6530 Accurate-Mass ESI Q-TOF MS.

**Dept:** Chemistry, Biological Sciences, Natural Resource Science


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**Dept:** Chemistry, Biological Sciences

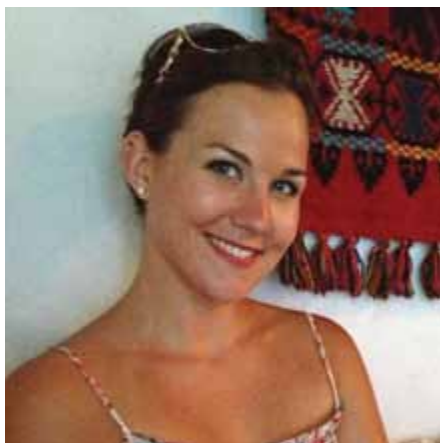
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# New Perspectives in Practice

By Anita Rathje



“Through both curricula and practical experience I was able to expand my views as well as develop a passion for the health care of First Nations people.”

– Caitlin Keebaugh ('14)

**WHEN CAITLIN KEEBAUGH ('14) STARTED THE NURSING PROGRAM** she thought her studies would focus on patient care; what could make people ill and how to make them better. Aboriginal history and culture were not on her course list.

This month the new graduate is about to launch a career well prepared for a sector that is striving to address great disparities in the health outcomes of Aboriginal communities across the country, thanks in part to a BC Academic Health Council project to guide the development of clinical practice placements in Aboriginal settings.

“Our goal was increased exposure, knowledge development and awareness of the influences on health for Aboriginal peoples, for all students and faculty who participate in a practice experience,” says School of Nursing faculty member Vicki Holmes. Funded by Health Canada’s Aboriginal Health and Human Resources Initiative, Holmes and other health educators from across BC joined health care and Aboriginal stakeholders to identify what Aboriginal practice education could look like, where it happens, and who is involved.

Out of this collaboration came “An Aboriginal Practice Education Framework: Steps Towards Increasing Aboriginal Health Human Resources Capacity” in 2012. A year later with the launch of a companion Guide and Toolkit came an invitation for Keebaugh and fellow nursing students Jana Jakes ('14) and Kirsten Roche to address project stakeholders about the benefits of these practice experiences. At a provincial forum last fall, the three students shared insights about their Aboriginal practice placements with some of TRU’s community partners.

Jakes was placed with a community health nurse serving three rural First Nations communities in the BC interior. Immersed in First Nations culture, she began to understand some of the health challenges faced in Canadian Aboriginal communities. Now working at Royal Inland Hospital, Jakes says the insights she gained will stay with her.

“I engaged in nursing care that revealed and challenged my own biases, and probably most importantly, I developed an awareness of just how deeply context can impact people’s lives.”

Roche was part of a group of students in a clinical placement through the Conayt Friendship Centre in Merritt, learning from Elders how history has affected Aboriginal health.

“Each of us emerged with a new appreciation for and understanding of the many factors that contribute to both the difficulties that Aboriginal Canadians face and the strengths that they draw upon,” she says. “I wish that every nursing student (really, every Canadian) got the opportunity to undergo this experience.”

Keebaugh’s two clinical practice experiences introduced her to cultural safety and Aboriginal health practices, and gave her an opportunity to learn directly from First Nations youth and Elders. “Through both curricula and practical experience I was able to expand my views as well as develop a passion for the health care of First Nations people,” she says.

The project leaders hope that by inspiring such passion, Aboriginal practice education will draw more practitioners to serve Aboriginal communities and improve care.

“The time was right,” says Holmes. “We had been talking about Aboriginal education for years; people said we’ve talked enough, now let’s do it.” ■

# Life-long Learners Unite

Story and photo by Amy Reinitz

## AS VOLUNTEER INSTRUCTORS

at the Kamloops Adult Learners Society (KALS), TRU professors see life-long learning in action in a rewarding relationship with senior and retired learners, combining community outreach with intellectual stimulation.

“The students are such positive role models because they’re involved in so much,” says Ginny Ratsoy, who teaches in the English and Modern Languages department at TRU, and usually one Canadian Literature class per year at KALS. “They live such rich and diverse lives. That’s been inspirational to me.”

KALS has had a long connection with TRU.

An advertisement in the paper brought history professor Dr. Anne Gagnon to the Society’s inaugural meeting in 2005, and from KALS’

inception she took the opportunity to develop a relationship between the Society and the university. TRU professors have taught KALS classes every year since then, and the number of faculty members volunteering is continually growing.

“It opens up people’s understanding in ways they were completely unaware of,” says Roland Cobb, one of several retired TRU professors who volunteer at KALS. The former physics professor teaches a 20-week-long astronomy course, and also attends classes. “I’ll keep teaching here as long as I’m healthy enough to do so.”

Program coordinator Dorian Lemon describes the classrooms as a place of keen interest. “You’re learning because you’re fascinated, so the questions and interactions are really good.” She says TRU instructors bring expertise in a variety of disciplines, and the chance to learn from them is invaluable. “Where else can you get first-hand knowledge like that?”

Craig Jones, QC, a professor from the Faculty of Law, was asked to give a guest lecture on his knowledge of Bountiful, a polygamist community in British Columbia. “I personally take every opportunity I can to speak,” he says, noting that the chance to develop a community connection is particularly valuable to faculty who relocated to join TRU’s new law school. “I think outreach is important as a way of integrating into the community.”

Pauline Braaksma has been attending KALS classes since she moved to Kamloops five years ago. “It’s a great way to meet people, especially if you’re new to the community,” she says. “The instructors help you think differently than you would on your own, with a different perspective. They do it for free which is really wonderful.”

Ratsoy’s involvement has led her to research the Society as a model of “third-age learning”, a growing global phenomenon. Using surveys and interviews of KALS members, she investigated questions such as whether students were there primarily for socialization, or for the intellectual stimulation.

“My expectation was that they were there to socialize. But even the responses about social aspects indicated they were there for the intellectual stimulation. ‘I find that by talking with other people my intellect is more stimulated’ was a typical comment.”

As part of a TRU Arts collective that is investigating leadership and learning in the small city, Ratsoy plans to publish her findings in a TRU-based journal. She is also presenting on third-age learning at the Society for Teaching and Learning in Higher Education in Kingston, Ontario in June. At KALS, the relationship she calls an “organic collaboration” will continue to benefit learners and professors for years to come. ■



Life-long learners say they attend KALS classes for intellectual stimulation, in a growing trend called “third-age learning”.

“The instructors help you think differently than you would on your own, with a different perspective. They do it for free which is really wonderful.”  
– Pauline Braaksma

# Interior Settings

**DR. LAURA LAMB** is an associate professor in the School of Business and Economics. Her specialty in community economic development has drawn her to several local projects including a research partnership with the Homelessness Action Plan (HAP), a study of TRU's economic impact on Kamloops, and the United Way's Changing the Face of Poverty project.



**1.** Her students started a tradition of adding to her display of foreign currency, representing their home countries of Tanzania, Paraguay, Korea and Saudi Arabia to name a few.

**2.** "Give me ten minutes and then check Wikipedia," says this Dilbert cartoon. It illustrates why Laura's students aren't allowed to cite the online encyclopedia on term papers.

**3.** In addition to multiple journals, her research has been published in the three books shown here, and won this best paper award at an international conference.

**4.** Each student in her research experiment with co-investigator Dr. Peter Tsigaris receives \$20 to allocate between their private savings and a global climate change account.



6

7

8

**5.** At the Elizabeth Fry Society's annual conference on May 9, Laura presented on solutions to poverty, including an economic perspective on proposed policies such as the living wage and guaranteed annual income.

**6.** Souvenirs and gifts like the camel, fan, fish, pen, and euro notepad (from a colleague's trip to the EU) give her office a global flair and reflect SoBE's internationalized students and faculty.

**7.** Shown here with Associate Vice-President of Research Will Garrett-Petts and partners from the United Way and HAP, Laura gives back with community-driven research and volunteers her expertise on the Changing the Face of Poverty microfinance committee.

**8.** Collaborating with HAP, Laura is studying fringe financial institutions—companies offering services like payday loans—to find out who uses them, why, and how they differ from banks or credit unions.

# Out of the Comfort Zone

## Experiential learning wakes up education

By Bart Cummins and Anita Rathje

“I learned that I am capable of thinking about and applying my classroom knowledge to a real world project, which has substantially boosted my confidence when contemplating my future as a scientist.”  
– Kate Strangway

**KATE STRANGWAY SPENT MUCH OF LAST SUMMER** in a field in the Kamloops community of Rayleigh, analyzing how well grazing goats kept down invasive weeds like knapweed and thistle.

Her fieldwork—quite literally, in this case—to find out how effective grazing animals are as an alternative to traditional, herbicide-based weed control methods was a project the fourth-year biology student proposed to TRU’s **Undergraduate Research Experience Award Program (UREAP)**. Through the program students can propose research projects for \$4,500 or more in UREAP awards, working independently with guidance from a faculty supervisor and experiencing the ins and outs of research first hand.

“I definitely learned more in that one summer doing the fieldwork than I think I learned in the classroom that year,” says Strangway, who was supervised by plant ecologist Dr. Lyn Baldwin. “The learning is reinforced in the field: now a random sample made sense, and I fully understood why you’d take one. It can be tough to get something like that across just in the classroom.”

Though the thoroughness required for each plant was time consuming, she says the payoffs were numerous. “I learned that I am capable of thinking about and applying my classroom knowledge to a real world project, which has substantially boosted my confidence when contemplating my future as a scientist.”

Strangway’s presentation of her findings at TRU’s Undergraduate Research and Innovation Conference in March received the Undergraduate Student Regional Award from the Canadian Botanical Association. Her report has also been passed along to the Southern Interior Weed Management Committee, the Ministry of Transportation and Infrastructure, the City of Kamloops and the owners of the goatherd.

“It’s amazing that something that I did, that I wrote, is going to impact the whole project of goat grazing in Kamloops, and that someone cares about it,” she says.

Whether they are studying the economics of happiness or investigating how watercraft affects the common loon, UREAP winners say research has taught them to think critically, be adaptable and determined when problems arise, and troubleshoot on the fly.

For those who want to venture further afield for experiential learning opportunities, **international practica and field schools**, sometimes as brief as two weeks, immerse students in new, global perspectives and intensify learning through hands-on community projects.

Electrical trades student Kristian Nielsen spent two weeks in the Mexican village of Puerto Escondido this spring, installing solar panels in a community without electricity. This is the third year that Foundation Electrical students and faculty members Dana McIntyre and Bruce Campbell have partnered with volunteer organization Esperanza International on solar power projects in small Mexican communities, applying their skills and sharing their knowledge with residents.

“Most of us got to accomplish things in an unorthodox way, be it because of a lack of electricity, someone else using the tools we needed, or just simply not having the tools we’re used to,” says Nielsen. The students installed nine solar panels and infrastructure like wiring to power light bulbs, and showed residents how to maintain the system.





Kate Strangway's hands-on research project pitted a herd of goats against the region's toughest roadside weeds.



“I’d recommend an international practicum to any student with an opportunity to do so; it was one of the best experiences of my life.”

– Rosemary Ritcey ('10)



“We also got the chance to pull together with a team of people we may not have worked with before to try and work successfully together,” says Nielsen. Students had to be creative to get around the language barrier. “I think it’s a great thing to know how to do.”

Nursing students have gone to countries such as Thailand, Samoa, Lesotho, Nicaragua and Nepal to put their training to the test for the benefit of communities in need. Lesotho was battling HIV/AIDS and tuberculosis when Rosemary Ritcey ('10) did a four-week international clinical practice in the small African nation in 2009.

“I was lucky enough to incorporate my passion for pediatric nursing and gain experience on a few different children’s wards there,” she says. “I think about my experience in Lesotho all the time.”

Ritcey, faculty member Wendy McKenzie, and four other students delivered culturally appropriate oral and respiratory hygiene education in four villages. To illustrate how germs pass from person to person, they used coal dust on their hands and played a local clapping game. Their sessions attracted over 80 children, as well as community elders.

“I look at the healthcare that Canadians receive and feel lucky to be here,” says Ritcey, who has been a nurse at BC Children’s Hospital since graduating from TRU four years ago. “After seeing some of the challenges that families in other parts of the world face when trying to access quality healthcare, I’m able to stay positive and maintain perspective on many of the daily challenges I deal with at work.”

“I am so glad that I had the opportunity to experience nursing in another country, especially one like Lesotho.” She hopes to nurse overseas again, with an organization like Operation Smile. “I’d recommend an international practicum to any student with an opportunity to do so; it was one of the best experiences of my life.”

Nursing students are in Samoa this May, and other field schools happening this summer include the anthropology trip through eastern and central Europe led by Dr. David Scheffel, now in its 21st year, and a Geography course in Japan, led by Dr. Tom Waldichuk and Cara Cadre. Biology, English and Modern Languages, Adventure Studies and Social Work are just some of the other programs offering students hands-on learning that goes far beyond the classroom.



From far left: Rosemary Ritcey demonstrates basic first aid techniques to youth in Lesotho. Electrical Foundation students Paul Bodner and Kristian Nielsen prepare to install one of nine solar panels. Katie Fougere turns on a light bulb, an amenity most Canadians take for granted. The field school class also had a chance to witness sea turtles hatching.

**Co-operative education** work terms provide students with the widest range of opportunities—from positions with top employers to cutting edge research labs and community organizations—to gain practical skills and apply classroom learning, all while earning wages towards the next study term. Much like conducting research, co-op can offer students a glimpse of what life after graduation could look like. For Amy Berard ('13), a co-op experience at the United Way launched her on an entirely new career path.

“Before, I had always worked and then become involved in the community after-hours, but now I had a way to bring my passion to work,” says the Business Administration graduate. During her term at the United Way, Berard connected TRU students to the United Way’s youth advisory, facilitated the Youth Day of Caring, and coordinated the annual community carnival. She continued to work with the United Way part-time after her co-op term ended, and was a research assistant for the Homelessness Action Plan. But when graduation loomed, she says she spent months trying to figure out her next move.

“I wrote lists of job titles I wanted, skills I had or wanted to develop, and places I wanted to work. Then I had an ah-ha moment when it hit me how in love I was with my job at United Way and how much I believed in the vision we are trying to achieve. I made a decision at that point to pursue careers within United Way Canada.” Berard was hired immediately after graduation as Events Associate in the Marketing and Engaging department at the Winnipeg United Way, and couldn’t be happier.

“It has changed my life because many people work for a long time, even their entire career, without finding a way to make their professional and personal interests intersect. Without my first summer at United Way—to truly get to know the stories of the community—I would not have found the place I was meant to be.”

Opportunities to transform learning from understanding the concepts to solving real world problems are what make university a life-changing experience. Embracing just one of the many chances for experiential learning at TRU offers lessons to reflect on for a lifetime. ■



“Before, I had always worked and then become involved in the community after-hours, but now I had a way to bring my passion to work.”  
– Amy Berard ('13)

## WEB EXTRA→

Read about another UREAP project on page 16, and visit [inside.tru.ca/2014/02/18/bring-learning-to-life/](http://inside.tru.ca/2014/02/18/bring-learning-to-life/) for more stories of undergraduate research.

# The Way We Were

By Sherry Bennett



**FOR OVER FOUR DECADES** TRU has responded to the needs of the Kamloops community through the creation of innovative programs. But at few times in its history has local industry changed as drastically as the 1970s, a decade when residential and commercial construction thrived and left employers clamouring for skilled labourers, and consumers demanded fast food, convenient shopping and personal electronics. TRU's career and vocational training programs partnered with industry advisors to develop several new programs to fill the gap.

In 1971 the college introduced an eight-month Beef Production program in partnership with an advisory committee of the BC Cattlemen's Association, with courses ranging from accounting to cattle nutrition

to small machinery repairs. But with competition from retail sector opportunities, the program could no longer attract aspiring ranchers and was dropped in 1976.

With more local entertainment retailers outfitting rumpus rooms with eight track tape decks and colour televisions, Electronics Technician program developers worked with locally-owned Kamloops Sight and Sound and Giddens Services to create the curriculum for an education in Home Entertainment Servicing in 1975.

The construction of three new shopping malls between 1976 and 1981 created high demand for trained retail personnel. In response, a new two-year Retail Management diploma offered courses in modern marketing and retail business practices, and a diploma in Retail Fashion Arts prepared students as fashion managers, buyers and supervisors. 1976 also saw the addition of a 12-week Short Order Cook option in the cook training program to prepare students to enter the growing fast food service industry.

These programs and others soon went the way of the eight track and the VCR, but throughout the years, TRU has remained committed to providing a broad range of programs to serve its various communities, which now span the globe. ■

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B.A., LL.B.



**Margaret R. Payne**  
LL.B., L.L.M.  
(Also of the Alberta  
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Kamloops Daily News

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# Shepherd of the 'Pack

By Mackenzie Cassels

**WAKING BEFORE THE SUN RISES** and going to bed long after it sets is not just the life of a scholar-athlete, but the life of those working to make TRU athletics possible. Behind the scenes, Jon Shephard has been backing the 'Pack for the past 18 years.

A love of sports brought Shephard to TRU as a Bachelor of Science student, badminton player and trainer for the men's volleyball and women's soccer teams. His passion landed him a job as athletics and recreation assistant facility coordinator, and he has played a vital role in every WolfPack game since.

At 7 am Shephard arrives at the TRU Gymnasium to prepare for tonight's game between men's volleyball rivals, the WolfPack and the Saskatchewan Huskies. On a given day Shephard might be found sweeping floors, organizing away games, setting up equipment or scheduling WolfPack practices. Tonight he will keep score during the game, but he also keeps track of 250 athletes' grades and compiles athletic scholarship information.

During the game, Shephard makes sure the teams have everything they need. "My goal is to create the best environment to have a good game," he says. "I want TRU teams and audience



Photo: Andrew Smucins

Jon Shephard enjoys the pre-game excitement as his preparations end and the WolfPack takes to the court.

members to have a good time but I also want the teams coming to TRU to feel like they are playing in their own gym." Visiting coaches regularly tell Shephard how much they like playing at TRU because they are always taken care of.

After the game, WolfPack players are keen to talk about how Shephard makes their lives as athletes better. "Jon does everything you don't see that makes these games possible," says Nic Balaz, third-year player on the men's volleyball team.

"Jon forms a personal connection with each athlete and is always willing to help you out," says third-year women's volleyball player Carly Nelson. Shephard stays long after the game to talk to players from both teams and continues to smile despite having worked a twelve hour day.

His job doesn't end until midnight on most late game days, and tonight is no exception, as he still has to take down nets and clean the gym. "The hours might be long but they are fun hours," he says. "I do what I do because the athletes deserve it." ■



Jon Shephard gives **Deanna Ries** a farewell hug at a party in her honour. A fellow champion of athletes at TRU since the UCC days, much-loved gym attendant Ries was presented with a framed testament of appreciation written by dozens of current and former students to mark her departure from the Athletics and Recreation department.

# CLASS notes

'87 & '93 **Renee Anderson MacDonald, RN, BScN**, worked as a registered nurse and backpacked around Europe for a year, then returned to UCC to complete her bachelor's degree. Several years as an RN in acute care, a husband, two kids and a dog later, Renee began teaching a TRU clinical practice course at Royal Inland Hospital, and completed her master's in nursing. She now enjoys teaching nursing students full time.

'93 **Victoire Hanemaayer, BSc**, is part of a project funded by the Ministry of Natural Resources Canada, to try to make medical isotopes (Tc-99m) through non-reactor-based technology. To date Vicky's team has demonstrated that commercial quantities can be produced with existing medical cyclotrons in Canada. They are heading into clinical trials, and hope to make this a reality in the near future. The technology has garnered much local and international interest.

'95 **Don Sutherland, Community Support Certificate**, worked part-time for the local school district and various support groups after graduation. He relocated to Calgary in 1997 to



take a position as a home and residential supervisor until his retirement in 2006, then moved to Merrit, BC. His years of employment in community support were the most rewarding of his 45 years in the work force.

'01 **Dougald (Doug) Knowles, BA**, earned a Masters in Interdisciplinary Studies (MAIS) from Athabasca University, AB. He co-instructs the Men's Education and Career Alternatives (MECA) and Career Orientation and Personal Empowerment (COPE) programs at TRU and volunteers in the community. His accomplishments include academic studies, community support, and writing. His work with the underprivileged includes youth and correctional centre inmates, giving them alternatives for their lives.

'02 **Alice Joe, BFA**, is a graphic designer, art director and self-made "thousandaire". She obtained a diploma in graphic design from Vancouver Island University in 2007, and specializes in print production, advertising and publication design, exhibition displays and brand identity. A former communications manager and freelance graphic designer, Alice is currently the art director/production manager for a publishing and event management company in Nanaimo, BC.



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'10 **Nicole Rushton, BEd**, began her career as a teacher on call in Williams Lake. She taught a single class of grades K to 10 in the isolated First Nations community of Wuikinuxv (Rivers Inlet) for the 2010/2011 school year, then returned to her hometown of Clearwater as a teacher on call. Nicole had her second child in 2012, and now has her own grade five classroom at a wonderful school. She wishes her fellow new teachers similar success.



'11 **Lisa Weatherhead, BEd**, originally from Upper Rawdon, NS, was hired following graduation at a BC Offshore School in Doha, Qatar, where she has taught Grade 1 for three years. Most of the students are Qatari Muslims who value the Western teaching

style and education, coupled with the school's Arabic and Islamic programs. Lisa has enjoyed the challenges and personal growth she has experienced since moving to the small, conservative Gulf country.

'12 **Christine Allen, General Studies (OL)**, is an artist who has shown her work in the Cowichan Valley, Toronto and New York. She won an award of merit at the Chianciano, Italy Biennale in September 2013 and participated in Art Monaco in April 2014, giving half the proceeds of sales of her artwork to the Leonardo DiCaprio Foundation to help protect endangered animals and their habitats.



'12 **Samantha Parobec, BA**, was hired right after completing her geography major to work for the Ministry of Transportation and Infrastructure through the Technician Entry Level Program. Now she is a full-time project management technician with the ministry, living in Kamloops with her partner of four years and her two children. In her free time, she is active in the trail and road race community in the Interior.

'12 **Michael Wheadon, BHS**, lives in Grand Prairie, AB. His degree in health sciences has opened many doors, first with a position as an infection prevention and control practitioner. For a couple of years he has been a healthcare quality improvement/patient safety consultant, a position with a great deal of autonomy where he can see his work come to fruition, challenge the paradigm and motivate and support others to do the same.

'13 **Christina Drescher, BSc**, lives in Coquitlam, BC and is currently attending SFU's teacher education program. As part of the international module she taught in Oaxaca, Mexico for her short practicum, and this semester will be teaching secondary chemistry in her long practicum in Burnaby, BC. She looks forward to being a certified secondary chemistry teacher by September 2014.

'13 **Brandy Elizabeth Pfeil, BA**, completed online certification to become a support assistant in the UK after graduation. She made the choice to move to Scotland on a whim, applying for an ancestry visa through her grandmother's heritage, and signed her first contract in November 2013 to work in a small Scottish village called Lochgilphead. She is exploring a childhood dream and it has been a wild ride so far.

'13 **Kevin Sherman, BSc**, was featured in Bridges Magazine's Spring 2012 issue when he won a prestigious Japanese government scholarship to do a master's in applied microbiology at Hokkaido University in Sapporo, Japan. Two years, five wilderness fishing trips, 50 hours of language lessons, and 72 trillion bacteria cells later, Kevin will present his master's thesis this August, about a bacterial enzyme used as a food additive for livestock. He is enjoying life in Japan and plans to stay to complete his PhD, a continuation of his scholarship. This photo shows Kevin dressed as a samurai warrior. ■



## Let's Remember

*TRU community passings since November 2013*

**SHARON SIMPSON, PROFESSOR EMERITA**, was a TRU pioneer who contributed to the development of the nursing program from its early days in 1973 until her retirement in 2008. She was a respected mentor for new faculty and a lifelong learner, completing a doctoral degree in Educational Leadership in 2013. As a teacher, Sharon integrated real life experience into class scenarios to make learning meaningful, and demonstrated how effective design and development of educational materials could enhance students' experience. She received a Master Teacher Award in 2000, and was named an Honorary Distinguished Alumni and Professor Emerita in 2008 for her contributions to the TRU community.

# Tomato FEST

Story and photos by Diana Skoglund







Last September 14, the Kamloops Farmer's Market was the site for the Kamloops Tomato Festival, a fundraiser for TRU Friends of the Gardens and a tribute to the major role tomatoes played in the city's agricultural history. 70 tomato varieties were on display with prizes awarded for biggest, most bizarre, most perfect, most colourful and most fruit per stem. Kaity Clement ('11) prepares a sample for Terra, while Ian Robertson ('04) TRU Floriculturist samples the Dungeness crab BLT prepared by second year TRU culinary students Lisa Alec, Matthew Nunes and Sarah Warren.

**THE CELEBRATION OF ALL THINGS TOMATO** at the Kamloops Tomato Festival is part workshop and part country fair. Master Gardeners and TRU Friends of the Gardens (FOG) volunteers sold heirloom tomato seeds and displayed and judged the harvest of local home gardeners who tried to garner acclaim for their colourful, bizarre or perfect tomatoes. The volunteers pooled their years of horticultural wisdom to share growing advice, seed saving tips and stories.

With more than 70 varieties to see and taste, it's clear there is more to growing tomatoes than the supermarket-variety Beefsteak, Roma and Cherry. Black Krim, Green Zebra, Hssiao His Hung Shih and Copia were just a few of the varieties to sample. And if the taste was satisfactory, small packets of seeds could be purchased.

Underlying the bright cheeriness of the multi-coloured orbs was the deeper message of food security. By encouraging backyard growers to plant their own, FOG and the Master Gardeners are

exposing the local citizenry to a heritage that extends beyond the tomato variety. A century ago, Kamloops was touted as an agricultural Eden. In 1924, 75,000 cases of produce—primarily tomatoes—were packed at Kamloops Canneries, which employed 200 people on a property that eventually became the City Public Works Yard. Today, growing heritage varieties and saving seeds is a safeguard if there were ever a massive failure of mono-cropped commercial tomatoes.

The Tomato Festival is one of the signature events hosted by FOG and the Master Gardeners. The others include the Horticulture Horizons workshop in April, the plant sale in early May and the ever-popular campus garden tours that run each Wednesday evening until mid-August. Tours meet behind House 10, starting at 6:30 pm.

For more information about becoming a TRU Friend of the Gardens, email [kscollon@tru.ca](mailto:kscollon@tru.ca) ■

# Distinguished Alumni Awards 2014



## LARISSA PEPPER

### *Neil Russell Student Leadership Award*

Bachelor of Business Administration, in progress

Larissa Pepper has demonstrated passion, enthusiasm, organizational skills and a desire to positively influence those around her throughout her studies at TRU. The third year business student worked two co-operative education work terms coordinating TRU's Career Mentoring programs; a term at an exploration company in the Yukon, and most recently, an HR position at Arrow Transportation Systems. She was recognized with the Association for Co-operative Education (ACE) BC/Yukon University Co-op Student of the Year Award for 2013. Larissa has also volunteered her time giving presentations in classrooms and organizing many student events. As President and founding member of the TRU Students' Union Human Resource Management Club, she has helped the club organize and host a TRU Human Resources Industry night, and take groups of students to tour HR departments around Kamloops. She sits on the advisory council of the BC Human Resource Management Association, with which the club is planning a conference and case competition. With Larissa's leadership, this student club is enabling members to gain practical experience in their fields.



## SKYE BUCK

### *Lifetime Achievement Award (Awarded Posthumously)*

Bachelor of Education, 2010

Skye Buck was a teacher in Clearwater before his tragic passing in December of 2012. While completing his Bachelor of Science ('07) and Bachelor of Education ('10), he was also an exceptional athlete, winning UCC Male Athlete of the Year, BCCAA Player of the Year, CCAA College Player of the Year, and CCAA All-Canadian in 2004. Skye was part of the bronze medal winning team at Nationals, and went on to play professional basketball in London for the Essex Leopards. He then returned to his hometown of Clearwater to teach and coach volleyball and basketball for both men's and women's teams. Skye wanted to make sure that every athlete at every level was given a chance. A community leader, he ran an after school program for at-risk students and made every student feel accepted. It was his goal to be as good as he could be in every aspect of his life. His legacy lives on in the community of Clearwater through the Courtney and Skye Buck Memorial Courtyard at Raft River Elementary.

Know of a TRU, UCC, or Cariboo College graduate who is doing amazing things to make the world a better place?

[Nominate them for a TRU Distinguished Alumni Award.](#)

[tru.ca/alumni](http://tru.ca/alumni)



## KEN SALTER

***Grace Chronister BSW Award***  
Bachelor of Social Work, 2000

Ken Salter distinguished himself in the Bachelor of Social Work program for his commitment to inclusion, equality and participation for all members of society, and for his desire to work at the front lines of the social work profession with severely disadvantaged people. After graduation Ken joined the Aids Society of Kamloops (ASK), then a small grass-roots social service agency, and has helped ASK grow to 65 full-time and 35 part-time staff working for social justice for many of Kamloops' most disadvantaged residents. While primarily responsible for outreach services, Ken consults and works in every service area including housing, health, harm reduction, services to people exiting the sex trade, mental health, and life skills. He is a past member of the board of the Kamloops Food Bank and a founding member of the PIT Stop food program at the Kamloops United Church. For many years Ken has shared his expertise as a field instructor for social work students completing practicums at ASK, as well as in TRU classrooms and at Thompson Nicola BC Association of Social Workers events.



## JASON PAIGE

***Professional Achievement Award***  
Computer Automated Systems Technician, 2005

Jason Paige started his career in construction at age 16, and spent his summers during university working as a pipe layer with Acres Enterprises. After graduating from the Computer Automated Systems Technician program in 2005, he made the decision to pursue the opportunity he saw in the construction industry. Over a six year period, he continued to take courses and certifications while quickly working his way up through the ranks of Acres Enterprises. His work ethic, determination and drive enabled him to enter into management as a project manager, estimator and safety officer. In 2012 he achieved his goal, purchasing Acres Enterprises to become its President and CEO. He currently strives to lead the company in their mission statement, "constructing pride". Jason has worked on numerous key industry projects and has contributed to the trades industry on many levels, including developing secondary and post-secondary curriculum, providing apprentice opportunities, funding industry courses, and career mentoring TRU students. He also sponsors more than a dozen projects and events by non-profit organizations.

## CIBC KAMLOOPS BRANCHES

### ***Milestone Achievement Award***

CIBC has supported TRU for many years, contributing student financial awards, providing co-operative education experiences for students, and offering employment and training positions within its branches. CIBC staff have also volunteered their time as guest speakers and mentors to TRU students, and have provided advice on curriculum development in the School of Business and Economics (SoBE). Among them Rick Sallis, District Vice-President for CIBC and a resident of Kamloops, currently sits as Chair of SoBE's advisory board and is a passionate supporter of the community and TRU. Along with his own participation through the CIBC Run for the Cure and the TRU Foundation, Rick has three children who have graduated from or are currently attending TRU. Continuing its philanthropy in 2014, CIBC presented TRU with \$150,000 for financial awards to students in the School of Business and Economics. This contribution will provide 70 renewable bursaries and scholarships in the Bachelor of Business Administration program over the next five years, "supporting today's business students and tomorrow's business leaders".

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# The time is now

A gift 25 years in the making

By Diana Skoglund

**SOMETHING QUITE REMARKABLE** happened in our little city amidst the spectacle of the TRU Foundation's annual gala.

A quiet, elderly guy stood up and gave away \$2.25 million. It was a moment of generosity that shone brighter than the finery of the city's nearly 350 glitterati in attendance.

Ken Lepin had been giving to TRU for decades, starting with \$200 way back when TRU was Cariboo College. Over the years he has supported a myriad of local causes from the hospital to the Salvation Army.

On February 15, his gift, when added to the \$250,000 he had already donated, made him the single most generous philanthropist in Kamloops, and the largest private donor to TRU.

It's a great story of giving. Lepin is modest, old-fashioned and isn't looking to have his name put on a building. His donation goes directly to support student access and excellence across the university—carpentry and culinary, nursing and social work, business and law.

Lepin started his career as a chartered accountant and branched into sand and gravel supply before settling into property development. "I have always found that location and timing is everything in real estate," he says, "and I believe now is a critical time to help this well located, good university become a great university."

In part, Lepin said, his gift is a thank you to Kamloops and all the men and women who have contributed to his success. "I am making this donation to help educate, among others, your children, grandchildren and succeeding generations, and to provide money for much-needed research in several areas."

Lepin has spent a lifetime building Kamloops and TRU is honoured to be part of his legacy. His gift will improve thousands of lives and strengthen the community. ■



Photo: Dennis Owen, The Globe and Mail

"I believe now is a critical time to help this well located, good university become a great university."

—Ken Lepin

## The Lepin Gift:

- Increases his earlier Prizes of Excellence and creates new awards in the Master of Business Administration, Veterinary Tech, Law, Arts and Adventure Tourism.
- Creates a \$250,000 Innovation Endowment to support students that will enter trades that do not exist yet, letting the university build new and innovative programming to meet the evolving needs of students and industry.
- Finds a \$500,000 Research Endowment to support awards for students participating in research at TRU. This is the first major endowment to support student research and will acknowledge, celebrate and support TRU's growing research portfolio.
- Completes the Wells Grey Research Centre.
- Buys equipment needed for the Nursing Simulation Lab.
- Creates a President's Initiative Fund, to support future special projects.

# The Modern University

**AFTER MONTHS OF CONSULTATIONS** five strategic priorities for the next five years have been determined which remain true to TRU's foundations—our provincial Mandate, our Mission, our previous Strategic Plan and our Academic Plan—while driving TRU to new and better ways to serve our students and our communities.

Conceptualizing TRU as redefining the modern university collects our traditional foundations and our historical trajectory into a vision for the future which is authentic and aspirational.

In 2005 we became a university like no other. Our combination of programs including trades, certificates, diplomas and baccalaureate degrees, professional and post-graduate programs such as Masters and law degrees, is unique. We redefine the concept of being “comprehensive” by offering something for everyone rather than trying to offer everything to everybody. It's not about us... it's about our students. It's about serving the needs of the wide range of students we serve. We are comprehensive in the sense of providing an opportunity to every student that comes to us.

We offer Open Learning online and flexible course delivery because we understand one size does not fit all of our students. We welcome a highly diverse and thus stimulating student community that includes Aboriginal students, local students, and international students because we believe in the power of inclusion and diversity.

We engage in relevant scholarship, research and creative activities for the benefit of our students and their communities.

We focus on sustainability as a university and in our partnerships with industry, business and communities.



**ALAN SHAVER**  
PRESIDENT AND VICE-CHANCELLOR

We have an entrepreneurial culture and embrace risk to generate alternative revenue streams to enable us to serve our students and communities better.

We are focused on access to excellence in teaching, learning, scholarship, research and creative activities in the service of all people in our communities.

In the diversity of our programs, in the many learning paths and choices we offer and in our dedication to accommodating—and embracing—the unique circumstances, needs and aspirations of each student who comes to us, we are a full service university.

We get the sense of what tomorrow's modern university will look like... namely us! I believe that investing in these five priorities will take the TRU model to the next level and ensure we realize our full potential to lead as Canada's modern university. I am very excited by what lies ahead as we work with students, faculty and staff to choose our next steps to address the priorities, and I look forward to sharing our progress with you in future issues of Bridges. Until then I wish everyone a great summer. ■

## 5 PRIORITIES FOR 5 YEARS

- Increasing **Student Success**
- Increasing **Intercultural Understanding**
- Increasing **Research Capacity**
- Increasing **Entrepreneurial Capacity**
- Increasing **Sustainability**

[tru.ca/strategicpriorities](http://tru.ca/strategicpriorities)



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