

# THE OPEN STANDARD

The Newsletter of the Open Learning Division of Thompson Rivers University

Summer Issue

July 2010

## Spring Convocation 2010

Graduates urged to use their education to make a difference.



**G**o out into the world and try your very best to make a difference," these words, expressed by Thompson Rivers University (TRU)'s Interim President and Vice-Chancellor Dr. Roger Barnsley, reverberated through the crowd of hundreds of graduating students gathered at one of TRU's spring convocation ceremonies. The words spoke of an ideal Dr. Barnsley hoped all of TRU's approximately 1,640 graduates (about 258 of which are Open Learning students) would take with them as they moved away from their post-secondary education with credentials in tow.

*"Commit yourselves to achieving more,"* Dr. Barnsley instructed, predicting that if they worked hard and with confidence and took a few risks, each student would *"prosper beyond their expectations,"* perhaps even reach the outstanding level of accomplishment achieved by the four recipients of TRU's honorary doctorates.

Throughout this spring's convocation ceremonies, TRU proffered doctorates to Claude Richmond, Richard Wagamese, Dr. Elspeth McDougall and Ruth Williams for the unique contributions each one of them has made to the community and the province.

At the June 3 ceremonies, former provincial Cabinet Minister Claude Richmond received an Honorary Doctorate of Laws degree in recognition of the over 20 years of public service he provided to Kamloops, the Kamloops-Thompson region and the Province. Even after his retirement from legislature, Richmond has served the public by: increasing employment and accessibility for persons with disabilities in BC; changing BC's Adoption Act; and introducing the Super Host program.

Later on June 3, Author Richard Wagamese received an Honorary Doctorate of Letters degree in recognition of his award-winning career, which he realized without the benefit of a formal education beyond grade nine. Wagamese, who has published five novels and two memoirs, is the only Aboriginal Canadian to be honoured with the National Newspaper Award for Column Writing.

At the June 4 convocation ceremonies, both Dr. Elspeth McDougall and Ruth Williams were awarded Honorary Doctorate of Laws degrees. Dr. McDougall was recognized for her outstanding achievements in the field of medicine; most notably her work to develop new techniques in laparoscopic renal surgery. A graduate of Kamloops Secondary School in 1972, Dr. McDougall completed her first year of sciences at Cariboo College before going on to universities in Alberta and Ontario. Dr. McDougall was recently identified as one of the top ten American physicians by her peers.

Williams was recognized by TRU for her 25 years of leadership in social and economic development for Aboriginal people in

British Columbia. Currently, Williams is the Chief Executive Officer of the Kamloops-based All Nations Trust Company, a company with 200 Aboriginal shareholders including several First Nation communities, Métis and urban Aboriginal organizations.

With Dr. Barnsley's words of advice in mind and the inspirational ethos of the four honoured individuals in heart, TRU's graduates move on to either continue their post-secondary studies at the next level or commence their professional careers. It is with hopes that some day any one of these graduates may return to TRU to be recognized for their contribution to society. Perhaps it will be Open Learning student Anoop Mann (page 4) who graduated with a Bachelor of Commerce degree or Heather Carrell (page 5) who graduated from the Social Service Worker Certificate program. With a *"first class education"* behind them, it is certain that any of the 1,640 students has the opportunity to succeed in answering Dr. Barnsley's challenge to commit some of their time to *"improving the world in which we live."*

## THE OPEN STANDARD

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## IN THIS ISSUE

- › Spring 2010 Convocation
- › OL Staff Funded
- › CANDO
- › New President Announced
- › TRU-OL Tops in its Class
- › Student Success Stories
- › Compete to Complete Winner Announced
- › Bachelor of Public Administration Program Unveiled
- › French Scholarship Program Planned
- › WTPP Makes Headlines
- › Life in OL
- › What's News in OL



THOMPSON RIVERS  
UNIVERSITY  
OPEN LEARNING

## Now Presenting

Funds for speaking engagements now available for OL staff.

Thompson Rivers University, Open Learning employees interested in presenting at conferences, workshops or other speaking engagements may be eligible to receive funds for their endeavours as a result of a new initiative announced by the Office of the Vice President.

The OL Presentation Fund is intended to provide financial support to OL staff interested in making formal presentations on topics relevant to open, distance and online education.

This initiative is intended to raise the profile and reputation of TRU's Open Learning Division as an innovator and leader in the field of open, distance and online education.

The fund is open to all TRU-OL staff, excluding OL faculty members and the Director of Prior Learning Assessment and Recognition, provided they remain a member of staff at the time of the event/presentation. In addition, individuals interested in accessing the fund must be accepted to present at an external conference, workshop or an unfunded invited speaking engagement.

For more information regarding the Regulations for the Administration of the OL Presentation Fund and to access the OL Presentation Fund Application Form, email the Office of the Vice President, Open Learning at [OLPresentationFund@tru.ca](mailto:OLPresentationFund@tru.ca).



## What's in a Name

Course codes get revamped to achieve institution-wide consistency.

Big changes are slated for Thompson Rivers University, Open Learning (TRU-OL) this fall and this is not just talk, these amendments represent an overhaul which OL will and CANDO.

The Course Acronym Number Designation Orientation (CANDO) project was implemented as a result of TRU Senate's initiation and approval of an institutional-wide review of course acronyms and numbers, resulting in a new policy.

As of fall 2010, when the policy is effective, some acronyms and all numbers of courses delivered by TRU-OL will be changed.

"Many of the acronym changes are intended to reflect common conventions across TRU, regardless of how the course is offered," Kristine Smalcel Pederson, Director, Admissions and Enrolment Services, TRU-OL, said. "For example, most administrative courses will be prefixed as BBUS by the fall."

The big change with numbers, Smalcel Pederson explained, is a move from three-digits to four-digits for all TRU courses.

"Adding an additional digit allows for greater number variations at TRU and can also be used as a quick reference for course level, as well as delivery details," Smalcel Pederson said.

As an example, Smalcel Pederson said that HUMN 3991 is a course designation for a third year university level humanities course, delivered by the Open Learning Division. She explained that all course codes with uneven numbers represent courses that are delivered by either TRU-OL or by its consortium partners, Simon Fraser University or the University of Victoria.

"Early student feedback about this change has been positive and we anticipate that we will be well-prepared to make this transition coincidentally with the implementation of our new student information system," Smalcel Pederson said. "Feedback on CANDO is welcome and can be sent to [student@tru.ca](mailto:student@tru.ca)."

A detailed cross-referencing tool is being developed and will be posted online soon. In the meantime, basic information is available at:

[www.tru.ca/distance/programs/coursecodes.html](http://www.tru.ca/distance/programs/coursecodes.html)

ADMIN 1048  
HIST 1221  
PHIL 1021



## TRU Welcomes New President

Prominent academic innovator slated to lead TRU.



By Diana Skoglund

On June 2, 2010, staff, faculty and students of Thompson Rivers University (TRU) gathered at the Grand Hall of the Campus Activity Centre for some much anticipated news - the announcement of TRU's newest President and Vice-Chancellor.

Mr. Karl deBuijn, Chair, TRU Board of Governors, and Dr. Roger Barnsley, President and Vice-Chancellor (Interim), TRU, introduced Dr. Alan Shaver, an accomplished academic and administrator with senior leadership experience at two of Canada's best known universities, to a crowded house.

Dr. Shaver, the Vice-President Academic and Provost at Dalhousie University since 2006, will begin his new position as President and Vice-Chancellor of TRU starting December 1, 2010.

Announcing the end of the successful, six-month presidential search, deBuijn described Dr. Shaver as having a highly student-centric approach to leadership and decision-making.

"We look forward to the leadership of Dr. Shaver and his vision for TRU," deBuijn said. "He has the academic qualities to lead and a proven administrative record. The Board and the search committee are confident Dr. Shaver is the ideal candidate to define, articulate and navigate TRU's position in the Canadian university landscape."

Unable to attend the media conference in person due to his key role in Dalhousie's convocation ceremonies, Dr. Shaver spoke via videoconference to students, faculty and administrators in TRU's Grand Hall.

"There is a pioneering spirit in Kamloops and in the past 40 years it has built an innovative and dynamic institution," Dr. Shaver said. "Many of the great Canadian universities are founded upon the vision of pioneers such as fur trader James McGill and British colonial administrator Lord Dalhousie, both believed that society must be built on education and free thought. That legacy of vision and spirit continues at TRU. It is time to take that legacy onto the global stage and continue innovating strategically to build a better world."

At Dalhousie, Dr. Shaver is responsible for providing leadership in the planning, management and evaluation of Dalhousie's academic activities and the development of institutional budget, strategy and policy. His start date at TRU has been delayed until December because he is committed to stepping in to serve as the acting president of Dalhousie over the summer.

### Dr. Alan Shaver background

#### Professional History:

##### Dalhousie University (2006 – present)

- Vice-President Academic Provost (2006-Present)

##### McGill University (1975-2006)

- Dean, Faculty of Science (1995-2005)
- Chair, Department of Chemistry (1991-1995)
- Professor (1989-2006)
- Associate Professor (1979-1988)
- Assistant Professor (1975-1979)

##### University of Western Ontario (1972-1975)

- Department of Chemistry Teaching Fellow (1974-1975)
- National Research Council Postdoctoral Fellow (1972-1974)

#### Education:

##### Massachusetts Institute of Technology (1969-1972)

- Doctor of Philosophy: Organometallic Chemistry

##### Carleton University (1965-1969)

- B.Sc. (Hons) First Class: Chemistry

#### Publications:

Dr. Shaver has published over 125 papers on a variety of research topics including the chemistry of soluble metal complexes with small sulfur containing molecules. He has also investigated the insulin mimetic properties of peroxovanadium compounds.



## EDUCATIONAL ADVANCEMENT

After marching in TRU's June 2010 convocation procession and receiving the Bachelor of Commerce degree she took through Open Learning, Anoop Mann is excited at the opportunity to continue her education in London, England where she was accepted into Law School. ☞



Photo: Anoop Mann

# Making the Grade

Students give TRU-OL top marks for helping them learn on their own.

The verdict is in. Programs offered through Thompson Rivers University, Open Learning (TRU-OL) successfully help students develop independent learning skills.

According to the annual *B.C. Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey*, which interviewed 15, 856 former students from all over the province, TRU-OL programs scored 4.34 on a scale of five to one (the higher value indicates a more favourable rating). TRU-OL landed the highest percentage of all B.C. institutions (see Table).

The "Institution as % of B.C. Average" column, which takes the scores and adjusts them to account for the different program mixes at each school, represents a more accurate and fair comparison among different types of institutions. TRU-OL scored 5% above the provincial adjusted score, which represents how it would have placed if all other institutions had the same program mix.

*Macleans* magazine published the results of the DACSO Survey its May 13, 2010 article entitled "Program helped develop skills to learn on your own." ☞

A+

Program Helped Develop Skills to Learn on Your Own		
	Score (Scale of 5 to 1)	Institution as % of B.C. Average (Standardized Index)
TRU - Open Learning	4.34	105%
Northern Lights College	4.41	104%
College of the Rockies	4.35	103%
Nicola Valley Institute of Technology	4.19	102%
North Island College	4.25	102%
Selkirk College	4.28	102%
University of the Fraser Valley	4.22	102%
Capilano University	4.21	101%
College of New Caledonia	4.26	101%
Northwest Community College	4.25	101%
Thompson Rivers University (TRU)	4.29	101%
British Columbia Institute of Technology	4.17	100%
Okanagan College	4.17	100%
Vancouver Community College	4.22	100%
Vancouver Island University	4.21	100%
Camosun College	4.13	99%
Douglas College	4.08	99%
Langara College	4.07	99%
Kwantlen Polytechnic University	4.04	98%
Justice Institute of British Columbia	3.85	92%

Source: <http://outcomes.bcstats.gov.bc.ca>

# Determination through Self Discovery

By finding her passion in learning, one student was able to enjoy her studies through OL.

"Procrastinator," "unmotivated" - two words you would not expect to associate with a university graduate working towards a second BA. However these are words that Heather Carrell says would, in the past, have described her relationship with education. That is until this recent graduate experienced education through Open Learning at Thompson Rivers University (TRU).

"My plans for the future have changed in a positive way as a result of my OL education," Carrell said of the Social Service Worker certificate she recently achieved. "It has allowed me to have such a positive experience that has caused me to be happy to go back to writing long papers and working on assignments."

Carrell however did not always find her post-secondary studies quite so positive. While she decided to try online and distance education because she wanted to set her own pace and schedule it was in fact a negative experience at a different institution that ultimately led her to enrol in TRU-OL.

"I had an experience at a previous school where the teacher was not fulfilling their obligations and I thought 'Why am I paying money for a teacher that isn't doing their job?'" Carrell recalls. "I decided to enrol in TRU-OL as a result of that experience and it ends up that the support I received from all the TRU-OL staff was amazing."

"The Tutors and staff are extremely supportive, informed, educated and provide such a positive learning environment even though they are not in the same room as their students. I think that this shows just how great the calibre of the staff is ... even though you're not in the same room as your Tutor, the counsellor or any other staff member you still receive the same amount of kindness and support as if you were right there."

And this support couldn't have come at a better time for Carrell who was not only juggling either part- or full-time work and volunteering while she was studying at TRU-OL but was also dealing with a serious heart health issue.

"The health problem with my heart landed me in the ER more times than I care to count and doctor's appointments, appointments with specialists and so forth took up a lot of my time and energy," Carrell explained. "I kept TRU-OL informed about what was going on and I received lots of support from my tutors and the school as well. Without TRU-OL, friends and family, I wouldn't have been able to complete my program and I am very lucky that I was able to do so."

For Carrell, gone are the days of dreading homework and going to school, so much so that her mother used to have to chase her around to finish schoolwork. Instead, Carrell is using the Social Service Worker certificate credential she received at the June 4, 2010 Convocation at TRU to further her educational goals and enrol in the BA in Child and Youth Care program through the University of Victoria (UVic).

"With the help of TRU-OL, I will be able to meet all the entrance requirements into UVic's school program for a BA in Child and Youth Care," Carrell said. "My credential through TRU-OL is helping me realize my goals as it has enabled me to have experiences that confirm that this is what I want to do with my professional life. It has been a significant piece of the puzzle that will allow me to do what I love doing - helping others." ☞



# Hook, Line and Sinker

Winner of the Compete to Complete contest lands the prize of her dreams.

On May 11, 2010, after 80 days of enticing cyber friends to join her online plight for education, April Vokey found out from a room full of zealous, horn-blowing and noise-maker-making Thompson Rivers University, Open Learning (TRU-OL) employees that she won the Open Learning Division's first ever tuition credit contest.

In her hometown of Chilliwack, BC, through the power of the web-cam, Vokey was able to thank the messengers of her good fortune face-to-face (to view the video highlighting the award winning announcement to April Vokey visit [www.tru.ca/distance/contest.html](http://www.tru.ca/distance/contest.html)).

As the winner of TRU-OL's *Compete to Complete* contest, which ran from January 29-April 18, 2010, Vokey, who was randomly selected out of 151 contestants, receives full sponsorship of fees related to up to 60 TRU-OL credits that can be used towards the completion of her post-secondary credential, a prize valued at up to CAN \$9,500.

In order to increase her chances of winning, Vokey spread the word about the contest by inviting friends to join both the Facebook Contest page she created, entitled *The Importance of Education as Learned by April Vokey - A Contest*, as well as TRU-OL's Facebook profile page. Vokey's call for support echoed the goal of the contest which is to recognize the importance of post-secondary education and the difference it can make to one's life and future.

"For almost ten years I have been plagued that I never finished my Business degree upon leaving high school," Vokey writes on her Facebook Contest Page. "It has been an obstacle for me in more ways than I ever could have imagined and I vowed to one day to complete it."

Cameron Beddome, Chief Recruitment Officer, TRU-OL, said that Vokey's story perfectly exemplifies the fact that the need to follow through with educational goals can greatly impact an individual's life. This is exactly what Open Learning addresses by offering open access to education that allows learners to study at a pace and place that suits them regardless of their lifestyle and obligations.

"I would like to thank everyone that competed in this contest," Beddome said. "The stories that were shared clearly articulate the difference that a post-secondary education can make in one's life and future."

"I would like to congratulate April on winning the contest," Beddome added. "I personally look forward to following April's learning experience with TRU, Open Learning and seeing the difference it makes in her life."

Every friend that Vokey's contest page had in common with TRU-OL's Facebook profile page equalled one contest entry for the random draw. She was more than successful at enticing Facebook friends to support her in the contest. By April 18, Vokey had a following of 1,390 group members, just shy of the 1,500 maximum entries allowed per contestant.

Countless of Vokey's *Compete to Complete* fans and friends know her as the "steelhead stalker" through FlyGal, the company where she teaches fly-fishing and hosts fly-fishing adventures. In addition to working as a fishing guide and certified casting instructor in the Fraser Valley, Vokey is the West Coast Editor for the *Canadian Fly Fisher* magazine and a fly-fishing columnist for several other fishing magazines.

It was in part through this celebrity in the world of fly fishing that Vokey gained much of her very enthusiastic support. Whether from fishermen and women or friends who have experienced the power achieved by returning to education, Vokey's Facebook wall is filled with words of encouragement.

"As fishermen, all of us will gladly support you (Vokey) as you work to achieve this endeavour," Steve Ayers, one of Vokey's Facebook friends, writes. "Good Luck, and don't ever hesitate to ask us for favours - people are put in people's lives for a reason."

Lisa Rice writes "as someone who has returned to school recently to finish a degree I started over nine years ago and never finished, I have never felt better in my life. You go girl! Sky's the limit. Best of luck to you!"

Well Vokey was "born with an unexplainable passion for fishing" and has "made it her mission to encourage and introduce aspiring anglers to the sport in hopes that it will bring them as much pleasure as it has brought her," guiding the sport is not something that she sees herself doing forever.



"There are days when my body feels old and I ache with pains in my feet, back and knees. It is during these days that I question where my future will lead me," Vokey writes on her Facebook contest wall. "Can I be a fishing guide forever? Probably not. Can I be a business owner as long as I'm alive and breathing? Well, I sure hope so!"

Studying towards the business degree that she began years ago, with the help of the funds she receives from this contest, will give her a "fighting chance" at completing her education and gaining the future that will lead her to the perfect destination where passion, work and health flow together.

## New BPA Unveiled

Managers and leaders benefit from TRU-OL's newest program.



Thompson Rivers University, Open Learning (TRU-OL), in collaboration with the University of Victoria (UVic), recently launched a new Bachelor of Public Administration (BPA) program in order to fill a niche for education in both the public and non-profit sectors. The program responds to the unique and distinct educational requirements of managers and leaders working in these constantly evolving fields.

"We're excited to be able to offer the Public Administration degree online to managers anywhere in the country," Andrew McKay, Academic Director, Business, TRU-OL, said. "This is a great opportunity for people to get the education they want without having to quit work or attend face-to-face classes. Students get to interact and learn with fellow managers from across the country from the comfort of their own home."

The BPA program provides students with the knowledge and skills necessary to become effective leaders and managers in both government

and non-governmental/non-profit organizations.

Students graduating from the BPA will meet the specific needs required of today's managers working in federal, provincial, municipal and First Nations government, as well as the non-profit sector.

This degree program can be laddered into from either UVic's Public Sector Management diploma or its Local Government Manager Diploma programs. Therefore, TRU-OL recommends but does not require, students to complete one of these UVic diplomas prior to enrolling into the BPA program as all 11 courses taken in either diploma fully ladders into the degree. Many other certificates and diplomas may also ladder into the new BPA.

Further information can be found on the on the TRU-OL website at [www.tru.ca/distance/programs/bus\\_mgmt](http://www.tru.ca/distance/programs/bus_mgmt).

## Funding French

TRU-OL program receives scholarship funds.



The Government of Canada under the Canada-CARICOM Virtual University Scholarship Program (CCVUSP) has allocated funding for one French program offered through the Open Learning Division of Thompson Rivers University.

In addition, Athabasca and the University of New Brunswick will receive funding for two programs each.

Over the life of the scholarship, 24 to 30 months for most students, the Government will pay approximately \$1 million in tuition and other fees to the three universities. Thompson Rivers University, Open Learning will be awarded about \$250,000.

Funding for scholarships for French programs was in part inspired by the current priorities in Haiti.

Last year, 100 students were admitted to five English Programs, including TRU-OL's Certificate in Information Technology program, through the CCVUSP. This year however, no new funding has been allocated for English distance programs. The Government will continue to fund students who have already commenced their English distance programs.

The CCVUSP, which is offered in partnership with the Canadian Virtual University and the West Indies Open Campus, offers programs delivered entirely at a distance to learners from CARICOM (Caribbean Community) countries (see list of CARICOM countries below).

The program "serves to enhance the skill sets required to advance the development and sustainability of CARICOM and seeks to strengthen institutional linkages between Canadian universities and colleges and those in the region," according to the Government of Canada website.

### CARICOM Countries



Anguilla  
Antigua and Barbuda  
Bahamas  
Barbados  
Belize  
Bermuda

British Virgin Islands  
Cayman Islands  
Dominica  
Grenada  
Guyana  
Haiti

Jamaica  
Montserrat  
Saint Kitt's  
Saint Lucia  
Saint Vincent and the Grenadines

Suriname  
Trinidad and Tobago  
Turks and Caicos

# Positive Press

## A Water Canada article explains the impetus behind Water Treatment Technology at TRU.

The Water Treatment Technology diploma program offered through Thompson Rivers University, Open Learning, received some good press as it was featured in the May-June 2010 edition of *Water Canada* magazine.

Read an excerpt from the article entitled "Operator Assistance," written by freelance writer Tina Chu, below:

### Excerpt: Operator Assistance

Thomson Rivers' (TRU's) program is one that hopes education will help water operators do and be more.

Established in 2004 in response to the O'Connor Inquiry, TRU designed the program to facilitate increasing demand for the mandatory and ongoing education and certification of water operators. In its present form, the program is the result of consultations with INAC, First Nations water operators and the British Columbia Water and Wastewater Association, to better target the needs of First Nations.

"As with all operators, First Nations or otherwise, it is very difficult to work full-time while maintaining your certification," says program director, Satwinder Paul, who further remarks that operators simply do not receive enough opportunities to keep up with their certification.

To address challenges of training and certification and to minimize disruption to the personal lives and the professional duties of its students, the program combines distance delivery learning and in-class, face-to-face instruction.

Structurally, the program divides the semester into three delivery units where students meet six times a year. Being a diploma program, students learn, not only the necessary technical skills in chemistry and technology, they learn fundamentals such as why water is being treated.

"INAC says, 'we have a mandate to train them,' but training is very short term," says Paul. "This is getting educated, getting a diploma no one can ever take away, a diploma that will hold anywhere in North America."

"When you're getting training, it happens sporadically. You only take whatever is available, it is not comprehensive," says Paul.

"With an education, [operators] should be able to deal with any issue."

Darrell Bennett, water treatment plant supervisor at Kamloops Indian Band and an alumnus of the first semester at TRU's program, agrees with Paul's emphasis on higher education.

"A lot of that infrastructure money is good to update [the facilities]," Bennett says, "but it's only as good as the fella that's running that plant and what his knowledge is."

"It's knowing how to run your plant efficiently," Bennett says, adding that education "leads to the operator being self-sufficient, not having to depend on the circuit rider and being able to handle things on his own." For Bennett, this confidence as a water operator is where education has its impact.



# LIFE in OL

On April 8, Dr. Norm Friesen, Canada Research Chair in E-Learning Practices, Thompson Rivers University, spoke at the Media Transatlantic Conference. A set of online resources from the Conference, which were supported by an OL research grant, is available for viewing at [www.mediatrans.ca](http://www.mediatrans.ca). The purpose of the Conference, which was held April 8-10 at the University of British Columbia, was to deepen and expand transatlantic dialogue between North America and German-speaking Europe (Germany, Austria and Switzerland) in the area of media theory.

Donna Daines, Academic Director, School of Nursing, TRU-OL, revealed that a teleconference with the Educational Program Review Committee of the College of Registered Nurses of British Columbia (CRNBC), confirmed that the Return to Registered Nurse Practice Certificate program has achieved maximum recognition for a Phase Two review - full recognition without conditions until July 2013. The Phase Three review will commence as of July 2013.

As a result of continued hard work by the Project SAGE Student Team and IT Services, Banner campus student registrations went live on May 17.

The Intellectual Property department welcomes Marjorie Serack to the team. Serack, who began March 17, has a Bachelor of Science (Honours) and is also a Professional Geoscientist for the Province of BC.

The Curriculum Services department welcomes Chris Ward to his new position as Course Editor. Ward, who began on March 22, graduated from the University of Alberta with a Bachelor of Arts Degree. Ward joins TRU-OL on a temporary full-time basis.

On April 7, Business Intelligence welcomed Jaime Jung to their team of Business Analysts. Jung is helping the Business Analyst team with their workload and will assist the Budget Officer with Curriculum Lifecycle costing. Jung joins TRU-OL on a temporary full-time basis.

The Media Team welcomes Courtney Moore to her position on the team as Graphic Designer. Moore, who is a graduate of TRU's Digital Arts and Design Program, is working on TRU-OL course development and is providing support to Marketing and Communications.

The Business Intelligence group welcomes Laszlo Nemes to his new position as Data Analyst. Nemes, who began on June 14, brings to his position a strong background in Information Technology making him a positive addition to the metrics management team with data gathering, information management, reporting and analysis.

The Production team welcomes Carolyn Teare to her new position as Development Support Officer. Teare, who began June 23, has extensive experience as an Instructor and as Lab Faculty for Geography here at TRU as well as at Selkirk College both in Castlegar and Nelson. Teare brings to her position a Masters of Science in Geography from Simon Fraser University and a Bachelor of Environmental Studies from the University of Waterloo.

Open Learning welcomes **Irwin DeVries** to his position as Director, Instructional Design. DeVries, who joined OL on July 2, has a rich professional background including his past positions as: Vice President, Accreditation Programs with the Certified Management Accountants of B.C.; Director, Learning and Information Services Division with the Justice Institute of British Columbia; and Instructional Designer, Open Learning Agency with the Ministry of Education.

Once again this summer, the Business Intelligence and Operations team are happy to welcome TRU co-op students. **Melissa Schuurman** has returned this summer along with a new addition to the co-op student team, **Shahrukh**. Schuurman is in her fourth year at TRU taking her Bachelor of Business Administration. Shahrukh is continuing his studies towards a Bachelor's degree in computers.

The Admissions and Enrolment Services department welcomes **Tina Rende** to the team. Rende, who will be with TRU-OL until mid-September, will be assisting on an array of work on a "need to" basis.

Open Learning welcomes **Eric Youd** to his temporary position as Senior Data Management Records Coordinator. Youd brings to this position a Business degree and a Computing Science degree, both from TRU, as well as extensive programming, database and business management work experience. Youd, who will be filling this position from May 31 until the end of April 2011, will be focusing on the transition from Banner3 to Banner8 and all the accompanying challenges.

The entire Open Learning Division gives its best wishes to **Lauren Jensen** who is expecting her first child on July 1. **Rhoda Verduin** will fill in for Jensen as Manager, Business Metrics when she begins her maternity leave on June 25. **Moragh MacAulay** will take over as the team's Market Research Analyst during this time. Previously, MacAulay had been temporarily filling the position of Web Manager. She will temporarily be working as Operations Coordinator until her new position begins.

The Production team is happy to announce that **Sean Mauricio** has accepted the full-time position of Development Support Officer and joined the team as of April 21. Mauricio graduated from TRU with a Bachelor of Science.

The Instructional Design department congratulates **Melissa Jakubec** on her re-election for a second three-year term as Chair of the Instructional Design department.

The Curriculum Services department has implemented some new position titles. **Naomi Cloutier's** title has changed from Project Administrator to Curriculum Administrator. The Project Assistant title has now also changed to Curriculum Assistant.

**Hilary Parsons**, Coordinator, External Agreements, with Strategic Partnerships, has taken up a four month position as Enrolment Services Officer. This position as an ESO is scheduled to end September 30, 2010.

**Joanne Moores** has left Curriculum Services on a one-year temporary assignment as Administrative Assistant in the Office of the Provost, Dr. Ulrich Scheck.

TRU-OL congratulates **Janet Maskell** who, as of April 12, began her new position as Assistant to the Vice President Open Learning. She will continue to provide administrative support for the Program Market Analysis Committee as well as the Delivery Student Advisory Committee. Prior to taking her new position, Maskell was the Assistant to the Associate Vice President Open Learning. Specific duties Maskell had been providing to the Associate Vice President, and other members of Open Learning, will be reallocated to others within the Open Learning building.

TRU-OL bids a fond farewell to **Jennifer Callow** who has left her position as Acting Manager Admissions and Advising to enjoy the Lakes Country in the Okanagan with her family. This position will be overseen by Troy Hanschen and Kristine Smalcel Pederson until Leena Niemela, who is currently dedicated to the SAGE project, returns to the position of Manager Admissions and Advising.

## TRU held its annual Staff Service Awards reception on April 22, 2010 in the Campus Activity Centre rotunda. TRU-OL congratulates the following staff, and OL faculty members who were recognized:

### 10 Years of Service

Janyse Hrynkow, OL Faculty  
Sheila Lindfield, OL Faculty  
Robert Swanson, Media Producer/Director

### 20 Years of Service

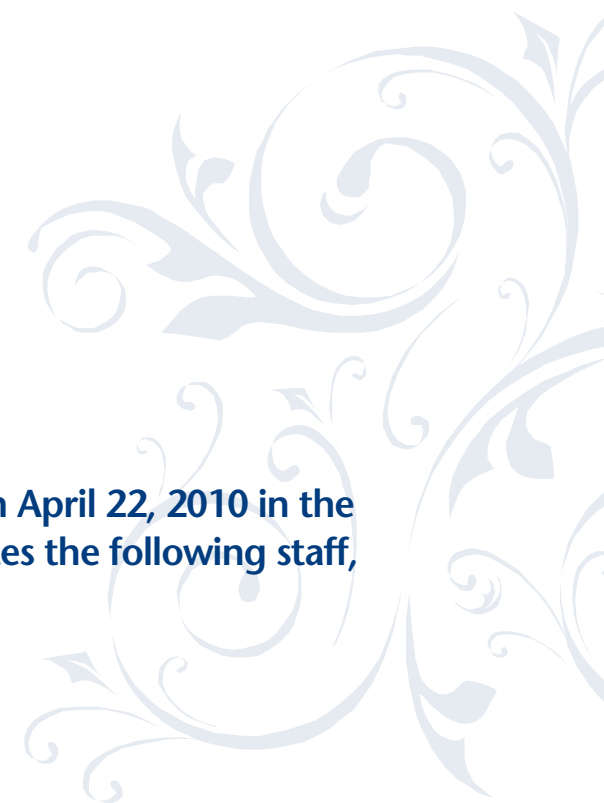
Linda Bruneau, OL Faculty  
Kearnon Kanne, OL Faculty  
Yolande Morin, OL Faculty  
Maureen Smith, OL Faculty  
Trudy Temple, OL Faculty  
Jill Wade, OL Faculty  
Dale Wik, OL Faculty  
Mahmoud Ziaei, OL Faculty

### 15 Years of Service

Robert Drislane, OL Faculty  
Mary Ann Peressini, Enrolment Services and Advising Assistant

### 30 Years of Service

Michael Edgell, OL Faculty  
Ronald Lakes, OL Faculty  
Rocky Mirza, OL Faculty  
Gordon Rudolph, OL Faculty  
Donald Stanley, OL Faculty



# What's NEWS in Open Learning



## ICDE President Releases Report

On May 19, 2010, the President of the International Council for Open and Distance Education (ICDE) presented his report to the Executive Committee highlighting key activities of the ICDE. In his report, President Frits Pannekoek explained that a proposal to change the constitution of the ICDE is currently being discussed to ensure that when current terms expire in 2011, there is some continuity. In addition, Dr. Pannekoek explained that as open and distance learning morphs into e-learning, the ICDE is constantly discussing the quality agenda and trying to define those criteria that are the hallmarks of best practices. "Consistent with its strategic plan, ICDE will further develop quality studies or audits as one of its services to members," Dr. Pannekoek writes in his report. "The concept of a quality audit is to have institutions learn from one another with a goal of implementing best practices."

Two institutions now part of this audit system, are recent ICDE members: Beirut Arab University and the National Academy of Management Studies (NAMS), India. For information regarding the ICDE's planned activities going forward, read the ICDE Strategic Plan Feedback.

## ICDE Conferences Announced

The International Council for Open and Distance Education (ICDE) will hold its annual Standing Conference of Presidents (SCOP) on the Unisa Campus in Pretoria, Tshwane, South Africa. SCOP 2010 Pretoria is open to Rectors, Presidents, Vice-Chancellors and Chief Executive Officers from around the world in an "in camera" setting designed to ensure a confidential environment where chief executives can speak freely on a wide range of important and sensitive topics in a peer-to-peer environment.

This year's theme is *Bridging the Development Gap*. A Policy Forum on September 13 will precede this year's SCOP. In addition, ICDE will be holding its World Conference, as hosted by Universitas Terbuka, on the island of Bali from October 2 to 5, 2011. The theme of the 24th World Conference is *Expanding horizons – new approaches to ODL*. Calls for expressions of interest for the 25th ICDE World Conference will go out in August /September 2010.

## BCCAT 2009-10 Annual Report Published

The BC Council on Admissions and Transfer Credit (BCCAT)'s 2009-10 Annual Report, which was submitted to the Ministry of Advanced Education and Labour Market Development in April 2010, is now available online at [www.bccat.ca/pubs/ar09-10.pdf](http://www.bccat.ca/pubs/ar09-10.pdf). The report provides an overview of the work the Council has conducted throughout the past year, including research highlights and updates on regular and ongoing activities of the Council. Dr. Frank Gelin, Co-Chair and Executive Director, BCCAT, and Dr. Dan Birch, Co-Chair, BCCAT, preface the report by explaining that the Council's main work this past year was "characterized by examination and re-evaluation of past work in order to help inform future goals and objectives." In 2009, BCCAT contracted John Waterhouse (former Vice President, Academic at Simon Fraser University) to undertake a comprehensive review of BCCAT research to assess the overall effectiveness of the BC Transfer System. In addition, BCCAT revisited its existing framework for student mobility research and based on a one-day forum with key system contacts, future directions for this research were identified. BCCAT is going forward using a collaborative approach and is forging relationships

with other provinces. This year, BCCAT finalized a policy allowing the inclusion of Alberta post-secondary institutions in the BC Transfer system (see <http://bccat.ca/pubs/albertapolicy.pdf>). Gelin and Birch write that "the new BC-Alberta policies allowing institutions from the neighbouring province into each other's transfer systems are evidence of this collaboration." Other projects BCCAT undertook in 2009 include: Website redesign; the implementation of a one-year time limit for all pending articulation requests; and partnership development with the Industry Training Authority to include trades and apprenticeship programs in Education Planner. For more information on BCCAT's 2009-10 activities please read the full 2009-10 Annual Report.

## Canadian Internet Use on the Rise

In 2009, 80% of Canadians aged 16 and older used the Internet for personal reasons, up from 73% in 2007, according to new figures from Statistics Canada. Among those living in communities with a population of 10,000 or more, 83% used the Internet, compared to 73% of Canadians from communities with lesser populations. The figures indicate that 89% of individuals with at least some post-secondary education used the Internet in 2009, compared to 66% among those with no post-secondary education. Statistics Canada's research shows that 98% of individuals aged 16 to 24 went online in 2009, up from 96% in 2007. Of those 45 or older, 66% went online during 2009, up from 56% two years earlier.

## Ghana Government to Establish Open University

Alex Tettey-Enyo, Minister of Education, Ghana, announced in May 2010, that the Government of the Republic of Ghana has discussed the establishment of an open university as part of its "agenda to widen access to tertiary education." This facility, according to Minister Tettey-Enyo, would serve as a measure to solve infrastructural problems at the public universities and enable qualified students to pursue tertiary programs wherever they might be in the country. The Government would, according to the Minister, encourage authorities of polytechnics to introduce distance education. Minister Tettey-Enyo made the announcement at a two-day retreat, focusing on *Accreditation and Quality Assurance: An Introspection*, for members of the National Accreditation Board in Accra, Ghana.

## Canadian Universities Help African Universities

On May 27, during the week that marks Africa Day, the Association of Universities and Colleges of Canada (AUCC) announced that it has formed a new partnership with the Association of African Universities (AAU) to strengthen African universities' relationships with local and regional industries. This project will create 27 new university-industry partnerships, with about 250 AAU member institutions benefiting. Through this partnership, financially supported by the Canadian International Development Agency, African universities will be linked more closely with the private sector, positioning them to better develop the skills and knowledge to meet Africa's economic needs. AUCC and Canadian universities, in turn, will gain enhanced relationships with African universities. These new relationships help reinforce the role higher education plays in Africa's economic growth and poverty reduction.

## Access to Foreign Grads Helps BC Businesses

Businesses will gain improved access to highly skilled, in-demand foreign graduate students with a new expansion to BC's Provincial Nominee Program (PNP), according to Moira Stilwell, Minister of Advanced Education and Labour Market Development. Stilwell said highly skilled foreign graduates are vital to helping BC succeed in the global economy. "With over 950,000 job openings anticipated by 2020, attracting international post-secondary students is one way we can meet the future needs of BC business for well trained, highly educated employees," Stilwell said. A three-year pilot program will enable graduates from BC Masters and PhD programs in natural, health and applied sciences to apply for immigrant status in advance of receiving and accepting a full-time offer of employment, eliminating the need to wait for a job offer. This pilot will help BC attract and retain recent graduates, meeting the needs of BC employers and universities as they attract high-quality students from around the globe to sustain research capacity. Other changes to the PNP will expand opportunities to include foreign graduate students with degrees or diplomas from any eligible institution across Canada, extend the application deadline from one to two years and broaden the range of employment options that qualify candidates for resident status. These changes will help fill critical employer needs, expanding their opportunities to find new and talented employees.

## Labour Tool Maps Job Futures

A new tool, developed in BC, will help students and job seekers choose the right career path and therefore, contribute to the Province's economic growth. BC is leading Canada's economic recovery by attracting investment and increasing jobs, according to Moira Stilwell, Minister of Advanced Education and Labour Market Development. The BC Labour Market Outlook is a web-based, interactive report that provides users with reliable labour market information, such as the projected number and type of job openings in a given area. The Outlook will help citizens, employers, educators and government to accurately forecast occupational demand and supply on a regional and provincial basis over a 10-year period from 2009 to 2019. Fourteen industries and 140 occupations are profiled in seven economic development regions of the province. For example, a high school student can use the tool to see which careers are projected to be in demand and in which regions, and tailor their educational decisions to match. This can help ensure that the education choices made now will result in employment in the future. Through this tool, users can answer questions such as which occupations are expected to face the greatest shortages, or which are the highest growth industries. Post-secondary institutions will be able to use this tool to help tailor their courses and programs to suit demand based on labour forecasts for their region and the province. The BC Labour Market Outlook was developed by the Ministry of Advanced Education and Labour Market Development in collaboration with the Ministry of Finance and BC Stats, along with 15 ministries and agencies across government. In addition, 18 industry and professional organizations contributed their expertise to its development. Funded in large part through the Canada-BC Labour Market Agreement, the BC Labour Market Scenario Model is available at [www.workbc.ca/labour\\_market\\_statistics/labour\\_market\\_projections.htm](http://www.workbc.ca/labour_market_statistics/labour_market_projections.htm).

# What's NEWS in Open Learning



## Expansion of Fair Dealing for Education

On June 2, 2010, the new Canadian copyright legislation, Bill C-32, was unveiled by the Minister of Heritage, James Moore, and the Minister of Industry, Tony Clement. Among the proposed changes to the copyright law is a significant and important expansion of fair dealing to include the category of 'education' as an enumerated user right under the Act. During extensive consultations for this bill, the Canadian Alliance of Student Associations expressed the need to reform copyright in a manner which supports creators, while providing strong protections for the education and research community, including the need to expand fair dealing to better support education, research and learning.



## Distance Physiotherapy Courses in Question, India

The University Grants Commission (UGC) of India has started sending notices to universities asking them to stop physiotherapy distance learning courses following a Delhi High Court order banning such courses. The High Court has ordered a ban on all distance education courses in physiotherapy running without approval or prior consent of the approved statutory bodies. Indian Association of Physiotherapists (IAP), which grants practising licences to physiotherapists and oversees education and training for physiotherapy, had opposed the course stating that distance education in physiotherapy was not possible since it involved a lot of practical training. A case was filed by IAP in 2004 against Allahabad Agricultural University, Allahabad, Janardan Rai Nagar University, Udaipur and Sikkim Manipal University, Sikkim for offering courses in physiotherapy through distance education.

## Education Conference Features Open Access

Apple and MacLearning.org co-sponsored a virtual conference entitled *Academix 2010*, which focused on the theme *Open Access*. The second annual conference, which was held on May 14 at both Northwestern University and MIT, featured six 20-minute talks about changes in education, best teaching practices, open access, podcasting and mobile learning, distance education, and innovations in research and scholarship. Presentations included: This is How We Think: Learning in Public After the Paradigm Shift; Commons-Based Licensing and Scholarship: The Next Layer of the Network; New Channels for Learning: Podcasting Opportunities for a Distance University; Education for a Mobile Generation; Innovation and Open Access in Scholarly Journal Publishing; and The Digital Natives Are Getting Restless: the Student Voice of the Open Access Movement. For more information visit: <http://academix.macllearning.org>



## Open University of Nepal in Development

In a response to the growing need in Nepal for access to higher education, the Non-Resident Nepali Association (NRNA) and the Canada Foundation for Nepal (CFFN) have joined hands in an initiative to support the Government of Nepal in building the first Open University of Nepal. The Government of Nepal has long identified an Open University of Nepal (OUN) as a means to bridge the gap between the surge in demand for higher education, brought on by the country's exposure to new technology and the severely limited access to it for rural residents, women and marginalized groups. A workshop entitled *Open and Distance Education in Nepal* was held on May 28 in Houston,

Texas, as a part of the Fourth NRR Regional Conference. It was organized to bring together prominent academics and institutional thinkers to deliberate the academic, management and business aspects of creating the OUN. The objective of the workshop was to deliberate a proposal for the institution, more specifically on: content and academic development governance; management and administration; developing a business plan to organize financial and human resources for the proposal. For more information visit: <http://cfn.ca/conf/2010/Invitation.php>



## E-Learning Russia

E-Learning Russia, held from June 3-4 in Moscow, Russia, focused on the theme *e-Learning Russia: e-Learning Opportunities Today*. Organized by the State Duma (Russian Parliament) Committee on Education, the Expert Council for e-Learning and Information Technologies in Education, the project featured an international education forum, an exhibition and a magazine publication. The main themes and key questions of the Forum were discussed at plenary sessions, sections and 'round tables.' The international education forum considered the technical component of e-learning and included sections for the discussion of various applications and free tools. For more information visit: [www.elearning-russia.ru/eng/index.php](http://www.elearning-russia.ru/eng/index.php)

