

# BRIDGES

THOMPSON RIVERS UNIVERSITY  
SPRING 2018, Issue 15

*THE MOMENTUM ISSUE*

**12** An App for Emotional Health

The Coyote Project:  
A path to reconciliation **16**

**13** Hope for Homelessness

**20** Lower Cost Higher Ed





Photo: Julie Hall

ON THE COVER

*The Coyote surveys all of TRU from its perch on the Brown Family House of Learning. An iconic symbol on our Kamloops campus, Coyote now takes a leading role in the university's journey to reconciliation through The Coyote Project.*

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# BRIDGES

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# IT'S OUR MOMENT

**When Thompson Rivers University was formed in 2005**, it was a university unlike any other in Canada. The changes in the needs of society over the last 13 years have treated TRU well! The renaissance of trades training not only validated TRU's trades school but also led to investment by the province and the federal government in the new Industrial Training and Technology Centre presently under construction at TRU. The explosion in student demand for access to web-based instruction and open academic content validated TRU's unique Open Learning unit and spurred us to become leaders in the global Open Educational Resources universitas (OERu). And the region's need for access to a full service university has driven TRU's research mandate to create new knowledge and understanding that impacts our local, regional, national and international communities. Once Canada's newest university, TRU continues to blaze trails.

This issue of Bridges shows how the momentum we've created has helped us realize so many of our goals and informed our path for new ones such as playing a significant role in supporting local economies.

For example, our new Bachelor of Software Engineering will allow our talented engineering students to complete their degree here in Kamloops, support the city's growing tech sector, and increase

opportunities for our excellent graduates to stay in the city and work in a dynamic and growing field.

Technology will continue to be a significant force in our society, and TRU is responding by integrating technology within the curricula of many faculties such as the Faculty of Law, where professor Katie Sykes and students are exploring a computer application called Apps for Access to Justice to increase access to justice. In Arts, Dr. Catherine Ortner and her students are researching how computer apps can provide real-time data to assist in emotion regulation strategies.

At our Williams Lake campus, the next generation of ranchers is learning how to grow their businesses along sustainable environmental and economic lines via face-to-face and online instruction and hands-on apprenticeships.

As our programs and curricula adapt to the future, so does our physical campus environment. With three new major construction projects underway, our Kamloops campus will look very different 10 years from now. These projects are more than new buildings; they will provide a foundation for student success for generations to come.

With our eye on the future, we can never forget what we must learn from our past. We are embarking on The Coyote Project, which charts a course for TRU to meet its

commitments to the Calls to Action from the Truth and Reconciliation Commission of Canada. Coyote is pulling together people from all faculties and departments, so that everyone at the university can be involved in the journey to reconciliation.

This year, there is more change ahead: TRU will welcome a new president as my term ends in August. It has been a deeply fulfilling privilege to serve TRU and the people of Kamloops as their university president. I know that TRU's students, faculty and staff will continue to ensure that TRU is a university like no other and will blaze trails to newer, better and greater achievements in its service to the people in the years to come.

Thank you.

Alan Shaver,  
President and Vice-Chancellor



# RESEARCH OPENS A NEW PATH

BY DANNA BACH

## **Pate Neumann bought a fat bike.**

Then he started to wonder where he could ride it, which led to questions about recreational trail design and user conflicts.

These questions got Neumann started on the undergraduate research path, and he quickly found out that once you start, it's hard to stop.

After graduating with a Bachelor of Interdisciplinary Studies in 2017, Neumann is now pursuing his Master of Science in Environmental Science, continuing to work alongside his original Undergraduate Research Experience Award Program (UREAP) supervisor, Dr. Courtney Mason.

"If I hadn't done the UREAP I wouldn't be here right now," he says. "I was able to see the opportunities available for future research, and it's opened up a lot of opportunities that I didn't realize were there."

Neumann arrived at TRU as a 26-year-old, originally from Ontario,

who had trained out of Alberta and raced with the national cross-country ski team. He was drawn to TRU for its Adventure Guide program and stayed to complete a degree.

It was a desire to get outside and keep active through the winter that prompted him to buy a fat bike, and he immediately saw an opportunity for the bikes on cross-country ski trails. Fat-tired bikes, or fat bikes, have tires with a wider surface area and lower inflation than a traditional mountain bike, making them ideal for riding over sand, snow and mud.

Conflict between different recreational groups is nothing new. There's conflict on rivers and lakes between motorized and non-motorized boats, and on trails between hikers and mountain bikers. Neumann was curious to find out if, in a new sport like fat biking, there had been any documented cases of conflict.

His research project, "Managing Conflict Among Recreational Trail Users: A Sustainability Study of Cross-Country Skiers and Fat Bikers," led him to interview the managers of various trail systems, including the Overlander Ski Club, the Canmore Nordic Centre and Nipika Mountain Resort.

"In reality, there hasn't been one documented collision. The common perception is that fat bikers are going to travel too fast, and that there's no room on the trail. But the actual source of conflict is more an aesthetic one—people don't want to see tire tracks," he says.

Neumann polled best-practices at Nordic facilities to find out what they're doing to reduce trail conflict, and some solutions include signage and trail design—better sightlines, fewer blind corners, and shallower grades.

While his original plan had been to complete his degree and go back to guiding, Neumann says he got a taste for research.

"I was taking a real problem, one that is currently unfolding, and helping to develop some best practices for the industry."

His graduate research expands upon what he's already uncovered and explores the sustainable use of alpine environments for recreation. While he still intends to continue guiding, he hopes to add his expertise to larger conversations about trail design, construction and management.

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*Left: Pate Neumann.*





# HOME ADVANTAGE

TRU'S NEW SOFTWARE ENGINEERING DEGREE IS EQUIPPING STUDENTS TO TAKE ON THE WORLD, RIGHT FROM THEIR OWN BACKYARD.

BY ANITA RATHJE

**Lorelei Guidas has a plan.** A big, bright future she sees unfolding far beyond that magic point of earning the initials “PEng” after her name. The first-year Engineering Transfer student is brimming with excitement and the confidence to change the world, and it’s all because of something called universal co-op, in TRU’s new Bachelor of Software Engineering.

*Universal co-op:  
“It’s the longest job interview  
you’ll ever have.”*

—Lorelei Guidas

Hands-on learning experiences like co-op are a cornerstone of TRU’s undergraduate programs. In the existing engineering transfer program, the mandatory second-year co-op term is the main

draw, Guidas explains. Students get the chance to apply and test their classroom learning in the workplace for a semester, guided by professionals in their industry.

The four-year degree will take this one step further, committing every engineering student to an entire year of co-op placements before the final year of the program.

“That means that we get to go into the workforce, we get to meet employers and make those connections, and we really get to work on what we’re going to school to do,” she says.

Guidas was one of a group of Engineering Transfer students on stage on Jan. 16, 2018, when Minister of Advanced Education, Skills and Training Melanie Mark announced provincial funding for the engineering program to welcome its first intake of third-year students in the fall of 2019. For Guidas and other transfer students from the

BC Interior, staying close to home is another advantage—for her and her community.

“Being able to keep people and their jobs in the Interior, I think that’s a big part of it,” she says. Her plan involves gaining not just experience, but contacts in her region who will welcome back locally-trained graduates as junior engineers to contribute to the Interior’s emerging tech industry.

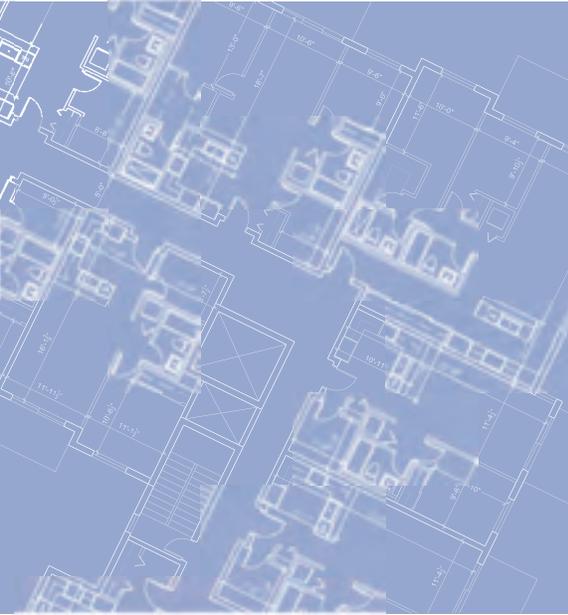
“This is home. I would love to see the industry here grow. There’s already a lot of growth in the tech sector but even in renewable energies—solar, wind power—we’re in a great area to develop that kind of thing.”

*Above left: Lorelei Guidas speaks at the launch.*

*Above right: Engineering Transfer students showcased their projects for Minister Melanie Mark, at left with Dean of Science Tom Dickinson.*

# BLUEPRINTS FOR A GROWING CAMPUS

BY BART CUMMINS



**New structures provide new classrooms and meeting spaces,** and modern research labs able to accommodate the most sophisticated instruments. Here are three multi-million-dollar projects changing our campus and shaping the direction of TRU for decades to come.

## INDUSTRIAL TRAINING AND TECHNOLOGY CENTRE (ITTC)

- Opens in Fall 2018
- 550 new student spaces
- 57,500 square feet

Nestled between the existing School of Trades and Technology building and the hill overlooking it, the three-storey ITTC will provide more space and that's great news for foundation programs, women in trades, continuing studies, Red Seal apprenticeships and engineering studies. From a course standpoint, that means expansion and creation of such programs as industrial process technician, power engineering, HVAC/refrigeration technician and machinist trades. The ITTC will also serve as the new home of the Architectural and Engineering Technology (ARET) program.



*Above left to right: Creston House blueprints, The Reach conceptual drawing, The Reach, phase 1 ground breaking event with Cape Construction.*

*Right: ITTC conceptual drawings and map.*



### NURSING AND POPULATION HEALTH BUILDING

- Construction begins May 2018
- Seats: 570+
- 49,000 square feet

This three-storey structure will allow the nursing school to move its three major programs—Health Care Assistant, Bachelor of Science in Nursing and Master of Nursing—into its own space from its existing home in the Ken Lepin Science and Health Sciences building, which is also home to the Faculty of Science and its numerous programs, labs and offices.

*“This represents so much more than a building. This will provide a sense of place for nursing students, a place for them to learn, grow, work and play. TRU will attract the brightest students in nursing and health to a learning environment that incorporates high-calibre advanced technology, equipment and resources.”*

—Donna Murnaghan,  
Dean of Nursing

### THE REACH DEVELOPMENT

- 3,500 residential units
- 42,600 square feet of retail space
- 40,000 square feet of office space

This multi-year project is a 90-acre planned community and is the first of its kind on a university campus in the Interior of British Columbia. It follows examples at UBC, SFU and others across Canada that are walkable and where shopping and services are steps away.

Now underway is Creston House, a four-storey market condominium development scheduled to be move-in ready in 2019. Overseen by Cape Construction out of Vancouver, Creston House will be 56,000 square feet and nearly 60 units.

# PAST AND FUTURE FRONTIERS

BY DAWN-LOUISE MCLEOD



**The pioneering spirit is alive and well in the Cariboo-Chilcotin,** one of Canada's oldest ranching regions and the last intact temperate grassland in the world. From ecosystem management to sustainable business practices, students in TRU's Applied Sustainable Ranching (ASUR) program are learning to adapt traditional ranching and agricultural practices to modern expectations.

Headquartered at the university's Williams Lake campus, ASUR students are learning new skills on campus and in the field (literally). Sisters Sam and Natalie Ballan, who operate Chub Lake Ranch in the 111 Mile House area, are two such students.

"My grandparents homesteaded my family farm and cleared all the

fields by hand. My sister and I are the third generation," says Natalie. "I have a deeply ingrained respect and passion for nature and biology and want to be a steward of the land... that means taking care of it in a way that is sustainable."

TJ Walkem, an ASUR grad who runs 60 Ranch, a small grass-fed beef operation in Spences Bridge, agrees. "Becoming more sustainable allows us to use less and gain more, preserve what we have while growing and improving it for the future."

ASUR, which is the first program of its kind in British Columbia, encourages students to develop resilient practices through examining current and past ones. Students learn the principles of business strategy, financial and human resource management, land management,

marketing and agritourism. In face-to-face and online classes, its students build their knowledge of biodiversity, grazing management, urban/agriculture interface and archeological considerations. Then they complete apprenticeship placements and begin to transpose knowledge into practice.

"We [the Ballans] plan on implementing rotational grazing techniques to improve biodiversity, soil health and forage production," says Sam.

Walkem talks about how principles taught in ASUR echo how family ranches and farms work.

"One of the biggest things I have thought about while working alongside my father is why we do what we do. My grandpa's vision was to pass the ranch down through the



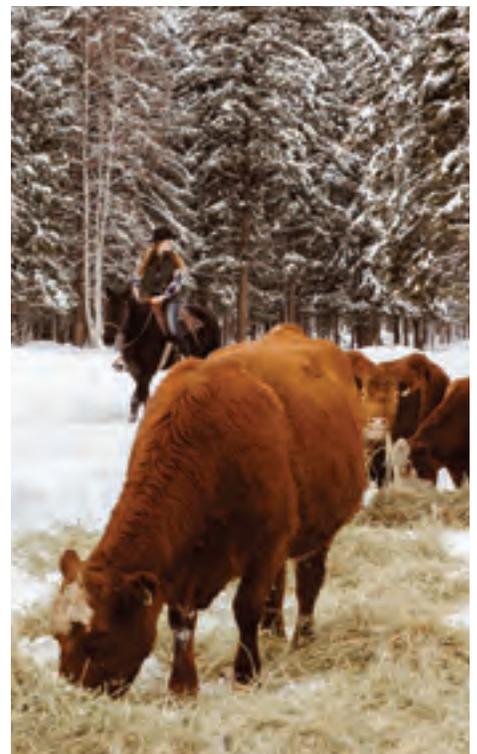
generations. What I do on the ranch isn't for me. I'm putting in the work for the next generation to have something to come home to and add to. No one person gets benefit from the land...they make it better for the next generation," he says.

A challenge for Walkem is how to invest in new equipment. Since his ranch is located on the on-reserve land of his ancestors, he cannot borrow against the property to buy new equipment, and must think creatively. For example, he wants to raise ducks, not only for their eggs but also because they are a form of natural pest control: ducks eat grasshoppers, and are a sustainable, practical way to manage a costly problem.

Walkem concludes, "Training eager people how to successfully run a ranch can and will rejuvenate the community. Acquiring the skills to look at your operation and see where you can improve and possibly implement a new enterprise is why the program is really important and has come at a great time."

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*Top left to right: Sam and Natalie Ballan, at home on Chub Lake Ranch in 111 Mile House, BC.*



# WHERE ARE THEY NOW?

BY SOPHIA DE ZEEUW

**They are TRU's highest achievers: the students who excelled** academically, in sport, or in the community, and received TRU's largest scholarships for first-year students. We talked to them about what the scholarships meant to them at the time, and the impact it has had on the trajectory of their careers.



*"Debt-free undergrad meant that all opportunities were open upon graduation."*

**Steven Holm** was a recipient of the Ambassador's Entrance Scholarship in 2009. After graduating with a Bachelor of Business Administration, he earned his MBA as well as his Doctor of Law at York University. Today Holm works as an associate at Shearman & Sterling, LLP, a capital markets group in London, United Kingdom and credits his TRU scholarship for giving him the freedom to pursue higher education.

"The Ambassador's Scholarship rewards high school kids for being well rounded, which is important in our increasingly specialized world. TRU scholarships also help to keep the best and brightest from local schools in the Interior—otherwise I think I would have felt pressured to go to UBC/U of A /Queens/McGill."



*"I think donors should understand that their contributions actually make a positive change for students."*

**Ryan Khunghay** earned his Bachelor of Social Work in 2014 with help from the Leadership Entrance Scholarship. He then earned his Master of Social Work from University of Victoria, and worked as a forensic social worker. Today, Khunghay works as a child and youth mental health clinician with Interior Health Authority.

"Donors should donate to TRU because they are investing in individuals that will ultimately have a positive impact on our community. I now work with a number of children and youth with mental health concerns in Kamloops, and I might not have stayed here if the scholarship was not available."



*"Winning this scholarship meant a great deal to me because it allowed me to pursue post-secondary education, and it meant that TRU believed in my capabilities."*

**Daveen Panasar** was a 2012 recipient of the Ambassador's Entrance Scholarship. Since graduating with her Bachelor of Science from TRU in 2016, Panasar is now pursuing her Doctor of Medicine in UBC's Northern Medical program.

"Not having to worry about paying tuition meant I was able to fully focus my energy on my education. Applying to medical school came with many costs, and my scholarship definitely helped in that respect as well. It provided me the opportunity to pursue a bachelor's degree, which I believe was an invaluable experience in my life. It showed me that hard work will be rewarded."



*"Any TRU scholarship can transform a student's life, heart and mind."*

**Michael Hildebrandt** is a Diploma of Respiratory Therapy graduate and a 2009 Leadership Scholarship recipient. He has since been working full-time at BC Children's Hospital as a respiratory therapist, but he recently finished his Bachelor of Health Science through TRU Open Learning. Hildebrandt is currently training at BCIT to become a cardiovascular perfusionist.

"Providing recognition for a prospective student's academics, leadership or community engagement tells that student that what they are doing matters, and it helps to foster growth in these promising individuals. As someone who has received one of these scholarships, I can't thank TRU enough for the ability it gave me to focus on my goals."

THE GOAL WAS TO RAISE

**\$36,000** in  
**36 HOURS**

It was TRU's first ever giving day: an online campaign for alumni and donors to contribute to scholarships, bursaries and programs at TRU. And our donors made it a bigger success than we expected—achieving our goal in just six hours.

GOAL

**\$36,000**

RAISED

**\$62,545.88**

REACHED

**174%**

DONORS

**92**

TIMELINE

**NOV. 2-3**

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

#TRUGIVES

# PSYCHOLOGY OF WELLNESS

WANT TO GET A BETTER HANDLE ON YOUR EMOTIONS? IF DR. CATHERINE ORTNER HAS HER WAY, THERE WILL SOON BE AN APP FOR THAT.

BY SAM EGAN

**Dr. Catherine Ortner wants to better understand** how people choose to regulate their emotions, and is turning to technology for help. Emotion regulation is the cornerstone of her psychology research, a topic she's probing along with a bevy of undergraduate psychology students and the university's Computing Science department.

"I have such a great group of students and working with undergrads is fantastic," Ortner says. "Bigger universities don't offer students these opportunities in the same way to work closely with faculty, so I'm really glad we're able to do that here at TRU."

Previous lab studies have been constrained to participants reflecting on past experiences to

evoke emotions. One of her UREAP-funded students—awarded \$4,500 for original research—and one of her honours students are developing a new method to directly induce emotional responses.

Ortner has seen apps being introduced over the past few years to measure emotions in real-world scenarios. She is working with computing science faculty member Dr. Haytham El Miligi and one of his undergraduate research assistants, developing an app to collect emotion regulation data, and another of her students worked on refining its questions.

Social sciences technology applications now extend far beyond self-report measures with the growing availability of portable psychophysiological recording

devices, which measure things like heart rate, perspiration and respiration to determine stress levels.

Studies indicate that flexible emotion regulation strategies are healthiest in the long-run—distracting yourself when cut off in traffic will keep your blood pressure from rising, but re-evaluating your merging behavior may prevent recurrence. An undergraduate research apprentice is studying strategic combinations that optimize benefits. Data collection is the *raison d'être* behind these initiatives, but Ortner's end goal is to improve mental health by helping us choose the best emotion regulation strategies.



*"Bigger universities don't offer students these opportunities in the same way to work closely with faculty, so I'm really glad we're able to do that here at TRU."*

—Dr. Catherine Ortner



# IN FROM THE COLD

DR. EHSAN LATIF'S RESEARCH SUPPORTS THOSE AT RISK OF HOMELESSNESS.

BY ROBIN PHELAN

**An emergency, low-interest loan can be the first line of defence** to keep vulnerable people from losing their housing and entering a cycle of poverty that is nearly impossible to escape.

Dr. Ehsan Latif, the chair of TRU's Department of Economics, researches how low-interest loans can help lower eviction rates. His community-based rent bank research played an instrumental role in New Westminster city council's recent decision to spend \$60,000 over a three-year period on the development of a rent bank in that city.

Now in its fourth year, Latif's Social Sciences and Humanities Research Council Project, Homelessness: Is Rent Bank a Solution?, found high client satisfaction and high loan repayment, but more importantly,

it found that all clients of the Kamloops Rent Bank—which is operated by the Kamloops and District Elizabeth Fry Society—were still housed one year after receiving a loan.

*"This model should be adopted in more places, particularly in areas where homelessness is a big issue but also very preventable."*

—Dr. Ehsan Latif

Rent banks provide small loans at low interest rates in an effort to prevent evictions or help pay utility bills. To qualify for a loan, clients must prove that they are capable of

paying it back, and they must attend financial literacy counselling.

"We were able to build upon Dr. Latif's report information through conversations with the Elizabeth Fry Society in Kamloops to help us build a solid evidence base for a rent bank in New Westminster," wrote planning analyst Tristan Johnson.

"This model should be adopted in more places, particularly in areas where homelessness is a big issue but also very preventable," added Latif.

Work is currently being completed to adopt his models in other BC cities, including Kelowna and Nelson.



# KNOWLEDGE MAKERS: A TRANSFORMATIVE JOURNEY

BY DANNA BACH

**For design student Lyle Paul, it was an opportunity** to spend two days exploring a topic he's passionate about—the accurate representation of Indigenous ways of knowing in modern communication and graphic design.

For nursing student Jayne Wenlock, it was a chance to learn how to incorporate Indigenous methodologies within research that explores access and advocacy for First Nations patients in palliative care.

For social work student Roxie Defant, it was a difficult choice to make—to spend two days focused on her own research and learning—despite having so many competing demands for her time and energy. But as difficult as it was, it was worth it.

“I had to make this last semester my own. I had to commit myself to this,” says Defant, who intends to pursue graduate school.

“I feel like I belong here. It's such a rare opportunity.”

Now in its third year, the Knowledge Makers program takes place annually during Reading Week and is designed to inspire Indigenous students to participate in research. Each year a new cohort of 10 to 15 students takes part in two days of workshops, enriched by Indigenous Elders, scholars and mentors. Students develop e-portfolios (personal websites detailing their learning journeys) while also developing a research article, which will be published,

following peer review, in the *Knowledge Makers Journal*.

“Your way of thinking belongs in the university and the world, and can expand our knowledge. There are as many approaches to research and writing as there are stars in the sky,” Airini, dean of the Faculty of Education and Social Work, told the 2018 Knowledge Makers. Airini founded the program, along with Sereana Naepi, PhD candidate and associate director of All My Relations: An Indigenous Wellness Research Network.

“We want to increase Indigenous research because it’s transformative, not just for the university, but for those who take part,” says Naepi.

Paul, who is completing his fourth year of TRU Open Learning’s Bachelor of Design, says he wants to take what he learns from this experience and bring it to his professional career, as marketing coordinator for Tkemlúps te Secwépemc.

“We’re a visual community. We pass on morals and ethics through our stories, and that needs to be

incorporated visually. I’d like to ensure Secwépemctsin is passed down and heard using the skills that I’ve been taught.”

Defant, who grew up in East Vancouver and identifies as Haida, is using the Knowledge Makers opportunity to explore the connection between violence against Indigenous lands and resources, and physical violence against Indigenous people, and against cultures and ancestry.

*“We want to increase Indigenous research because it’s transformative, not just for the university, but for those who take part.”*

—Sereana Naepi

“So many of us are fragmented and disconnected from our culture. They don’t know where to start.”

Wenlock, meanwhile, grew up in Treaty 7 territory in southern

Alberta, but moved to Kamloops to be closer to her Indigenous roots as a member of the Simpcw First Nation. Wenlock’s first career took her into public health research, which opened her eyes to nursing.

“I really recognized that there were a lot of things that concerned me about access and advocacy for Indigenous patients,” she says, explaining that she connected with the healthcare system when family members became ill.

“I have a lot of questions about what family-centred care means to Indigenous people, especially in regards to palliative care, and how these conversations happen, or why they are not happening.

“Aboriginal knowledge is given, shared and received. I was excited to take part in research that didn’t have the typical academic hierarchies. This program is wonderful. It’s a welcoming space, and one that respects and honours all our knowledge.”

*Above left: Dean Airini.*

*Below: Knowledge Makers in session.*





# TRUTH AND EDUCATION

BY MICHELE YOUNG

*"It was the education system that has contributed to this problem in this country. It is the education system, we believe, that is going to help us to get away from this."*

— Truth and Reconciliation Commission chair Murray Sinclair

**Truth and Reconciliation has become a national conversation** for Canadians since former Chief Commissioner Murray Sinclair called the country to action in 2015. The commission mapped out 94 calls to action—many of them involving some element of education—changes that are necessary to create a new future for Indigenous and non-Indigenous Canadians.

The education system is a vital part of those calls to action. Sinclair wants to take the system that tried to efface Indigenous culture and history and turn it around so it is a

system of empowerment. Through education, Indigenous students develop skills to move themselves, their people and their communities forward. And non-Indigenous students develop a fuller picture of their country, face the past and open their minds to a better future.

Founded in 1970 as Cariboo College, Thompson Rivers University spent its first year at the former Kamloops Indian Residential School, then moved to its present location on McGill Road. In the decades since, the college grew into a university, the residential school closed and

Indigenization has become a term associated with efforts to reverse some of the injustices of the past.

Now a sprawling, Ponderosa pine-shaded campus approaching its 50th anniversary, TRU is remembering its past while committing to a better future by addressing Sinclair's calls to action. The university is building on existing Indigenization endeavours and consciously accelerating efforts to close education gaps.

This is The Coyote Project.



**In the centre of TRU's campus**, on the rooftop of the Brown Family House of Learning building, the rust-coloured figure of a coyote shaped from metal stars looks down on all who pass. The sculpture was created by Canadian artist John McEwen and serves as a reminder that this is Secwépemc territory. Coyote is watching.

In Secwépemc storytelling, Coyote is a trickster with magical powers and an infinite life. He is often characterized as self-mocking, adventurous and curious.

The story of Coyote Brings Food from the Upper World is the focal point of The Coyote Project. It tells how Coyote brought to Earth the plants that the Secwépemc people use for food and medicine, and how animals and fish got their unique shapes and features. The legend

closes with Coyote gathering all the people together and reminding them to share what they have, including their environment, and to not damage or destroy.

"It is your job to care for the land and to protect all living things. You are its caretaker," he tells them.

In October of 2015, TRU President Alan Shaver stood to address the room and conclude a presentation by Sinclair. In his younger days, Shaver said, there was an adage that you are either part of the problem or part of the solution. He paused, looked at the audience and said, "Tonight I am saying TRU is part of the solution."

The solution has been to follow in the footsteps of Coyote.

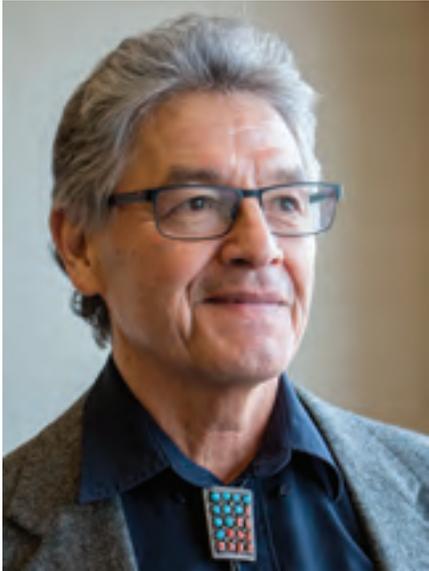
"Coyote represents a powerful transformer for Secwépemc and Coyote's message brings forth

stories that help people understand values, philosophy, and wisdom. Coyote helps transform the World and brings forth nourishment and knowledge that helps in our life's journey," says Paul Michel, executive director of Aboriginal Education.

And so the university united all nine faculties, the library, TRU World and Open Learning to share in building a campus where everyone is welcomed and supported. Deans and department heads sit together regularly with Elders and Michel to plan their actions for change.

"It was a meeting of the minds at the right time. We all knew there was more work to be done and we all wanted it to be done," says Dr. Airini, dean of the Faculty of Education and Social Work.

Coyote has gathered the caretakers.



**The Coyote Project is a two-year plan** with funding for each faculty or department to invest in Indigenous-focused initiatives, to advance current efforts and build new ones.

“It’s accelerating the pace of change across the institution,” Airini says.

The Faculty of Education and Social Work is reviewing and rewriting parts of its curriculum to include Indigenous readings, content and learning outcomes, and adding new courses.

The Faculty of Law is taking first-year students back to TRU’s roots, spending a day at the former Kamloops Indian Residential School building to hear from survivors and Indigenous leaders. Second-year law students go to Pipsell Lake, a site of historic significance to area bands that was threatened by a proposed mine.

The School of Nursing is researching how to integrate Indigenous knowledge in nursing, exploring racism in health care and creating mentorships. The Faculty of Science is building mentorships for students in elementary and high schools. The library is adding Secwépemctsin to its signage, augmenting its Indigenous

collections and designing spaces for storytelling and reading.

Other Coyote projects support recruiting more Indigenous students, research, resources and course content, as well as hiring more Indigenous faculty.

University chancellor Nathan Matthew says Indigenous students can have difficulty visualizing themselves being at university. Often they have moved away from home for the first time and are suddenly on their own. The more support TRU provides, the better their chances of graduating, says Matthew, who was TRU’s executive director of Aboriginal Education from 2008 to 2014.

“The first contact with Indigenous students is really important,” he says.

While the university recognized the need for Indigenous inclusiveness long before the TRC—with Elders on campus, prefacing all official events with a territorial acknowledgement, a mentor program, a gathering place and Indigenous courses and programs—The Coyote Project is galvanizing those efforts.

“The efforts are making a difference, especially the supports we give Indigenous students when

they get here,” says Matthew, who has been chief of the Simpcw First Nation for two decades.

Coyote is prompting more self-awareness and discussion throughout the university community. Shelly Johnson, a Canada Research Chair with the Faculty of Education and Social Work, says hard questions need to be asked.

“Education, since the time of treaty, has really been used as a weapon against Indigenous people,” she says. “We have to be able to talk about shortfalls, as educators, as an institution.”

According to Johnson, the conversation has to examine retention and graduation rates for Indigenous students that are markedly low at universities across Canada, racism that persists in the classroom and other uncomfortable realities.

Sometimes, Johnson says, non-Indigenous people are unaware how Indigenous people can be impacted. When she came to TRU, for example, she was troubled to find that Indigenous support services were housed in an old military barracks building. Her people are from Keeseekoose First Nation in Saskatchewan, where, more than a



century ago, uniformed Northwest Mounted Police forced them to sign treaties at gunpoint.

Understandably, Johnson says, history has left Indigenous people with a mistrust of education. To indigenize the university, there must be trust.

“The TRC recommendations were for all Canadians, not just

Indigenous people,” she says. “It starts in dialogue. It starts in discussions. . . . It’s our responsibility as educators to bring students together, to talk about their histories.”

Indigenization won’t change things overnight, she says; there needs to be lots of critical thinking and open, honest talk.

“Coyote is one way to point to change we’d like to see in this institution, and our roles and responsibilities in that. We’re in this together.”

**Even TRU’s motto is symbolic** of the willingness to do better. Where many institutions opt for guiding words in Latin, TRU chose Secwépemctsin: T7ETSXEMÍNTE RE STSELXMÉM, which means to strive ahead.

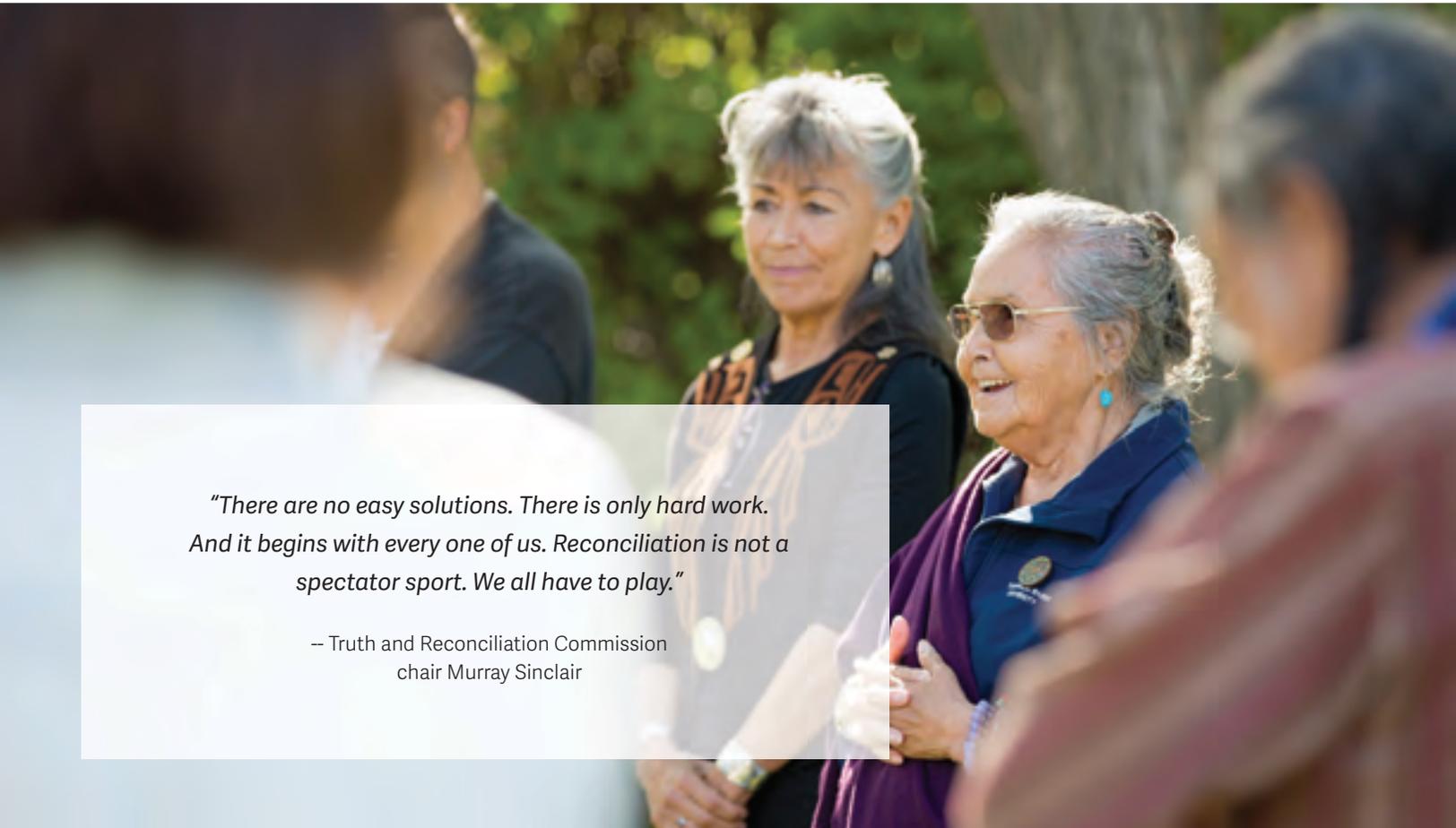
“It’s in our DNA to strive ahead,” says Airini. “I’d love to get to the point where Indigenous students feel this is the best university for them on the planet.”

Coyote is pulling everyone together. To strive ahead.

Read more about  
The Coyote Project at  
[tru.ca/coyote](http://tru.ca/coyote).

Far left to right: Nathan Matthew, Airini, Shelly Johnson, Paul Michel.

Below: Elders Margaret Vickers Hyslop and Estella Patrick Moller.



*“There are no easy solutions. There is only hard work. And it begins with every one of us. Reconciliation is not a spectator sport. We all have to play.”*

— Truth and Reconciliation Commission chair Murray Sinclair

# HIGHER EDUCATION. LOWER COSTS.

BY LINDSEY NORRIS

## **A university education for free.**

It's a big, bold idea. One that could make education available to people all over the world, regardless of their circumstances, their location or their means.

It's closer than you think.

TRU has an open access mandate, and its Open Learning division is a pioneer in online and distance education. But open education is not just about flexible or online options—it means reducing barriers, and cost is still one of the highest barriers to education for people around the world.

Seven years ago, TRU became a founding partner of the Open Educational Resources universitas (OERu), a consortium of institutions from around the world that came together to make a bold idea tangible.

“What excites me most about the OERu is that TRU and Open Learning can take its mission, mandate and expertise on serving the open learning needs of British Columbia and expand that to a global context, where we are improving access to education to learners around the world,” says Matt Dyck, acting associate director of program delivery at Open Learning.

The consortium has now grown to more than 30 members, with institutions from Canada, the United States, United Kingdom, Africa, New Zealand, Spain and the Middle East. The goal is for each institution to contribute courses, built entirely with free, open resources (no textbook costs), which learners can combine to earn enough credits to complete a program. If students want to receive the credential, they can pay for challenge exams or assessment fees, at a fraction of the cost of completing the program through traditional pathways.

*“I think institutions are sensing a tectonic shift in what students need and are looking for in education.”*

—Donald Poirier

Soon, TRU's online Certificate of General Studies may be completed this way, as will Scotland's University of the Highlands and Islands' Certificate Higher Education Business (more institutions have programs in the works).

“Our values at Open Learning revolve around access to education, so we're not doing anything we haven't done before,” says Don Poirier, Open Learning's interim associate vice-president. “I think institutions are sensing a tectonic shift in what students need and are looking for in education, and the OERu represents a scalable opportunity, a chance to prove that institutions can work together. Institutions are built to deliver education in a certain way, and no single institution can address these changing needs alone.”

Getting to this point has been complex. OERu members had to find a way to offer exams to anyone in the world, and are now able to do so through a ProctorU, an online invigilation system. More work lies ahead in the series of articulation agreements required to allow learners to build a program—creating a system for recognizing course credits is difficult across provincial borders, never mind international ones.

As OERu founding director Wayne Mackintosh said at the October OERu Summit in Toronto, “It was a revelation that even open institutions have quite rigid processes and procedures.”

There are still other obstacles confronting open-access champions. There is no faculty support in a free OERu course, so students must be independent learners with strong English language skills, as courses are currently delivered in English.

Key, though, is that the groundwork laid with the OERu may have future, unforeseen dividends that we're not anticipating yet.

"What does society gain when we open up education to those that may not have had an opportunity before? Which leaders and what insight will emerge? Who will these previously overlooked learners be? Will they help solve the problems of the world in ways that none of us could have imagined? The fact that an initiative like the OERu allows me to ponder these possibilities gives me hope and excitement for the future," says Dyck.

A decade ago, flexible education meant online, part-time options. A decade from now, flexible education may look very different.

## OERu Timeline

### 2011:

TRU becomes a founding anchor partner. Institutions from four countries—Canada, Australia, New Zealand and the United States—make up the initial membership base

### 2013:

TRU hosts the official launch of the OERu

### 2014:

OERu's first course graduate: Open Learning student Michele Aragon completes *AST1000: Regional Relations in Asia*, offered by the University of Southern Queensland

### 2017:

Agreement with ProctorU allows for online exam invigilation

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### UP NEXT:

Soon, OERu students will be able to complete the Certificate of General Studies through OERu courses

# INTERIOR SETTINGS

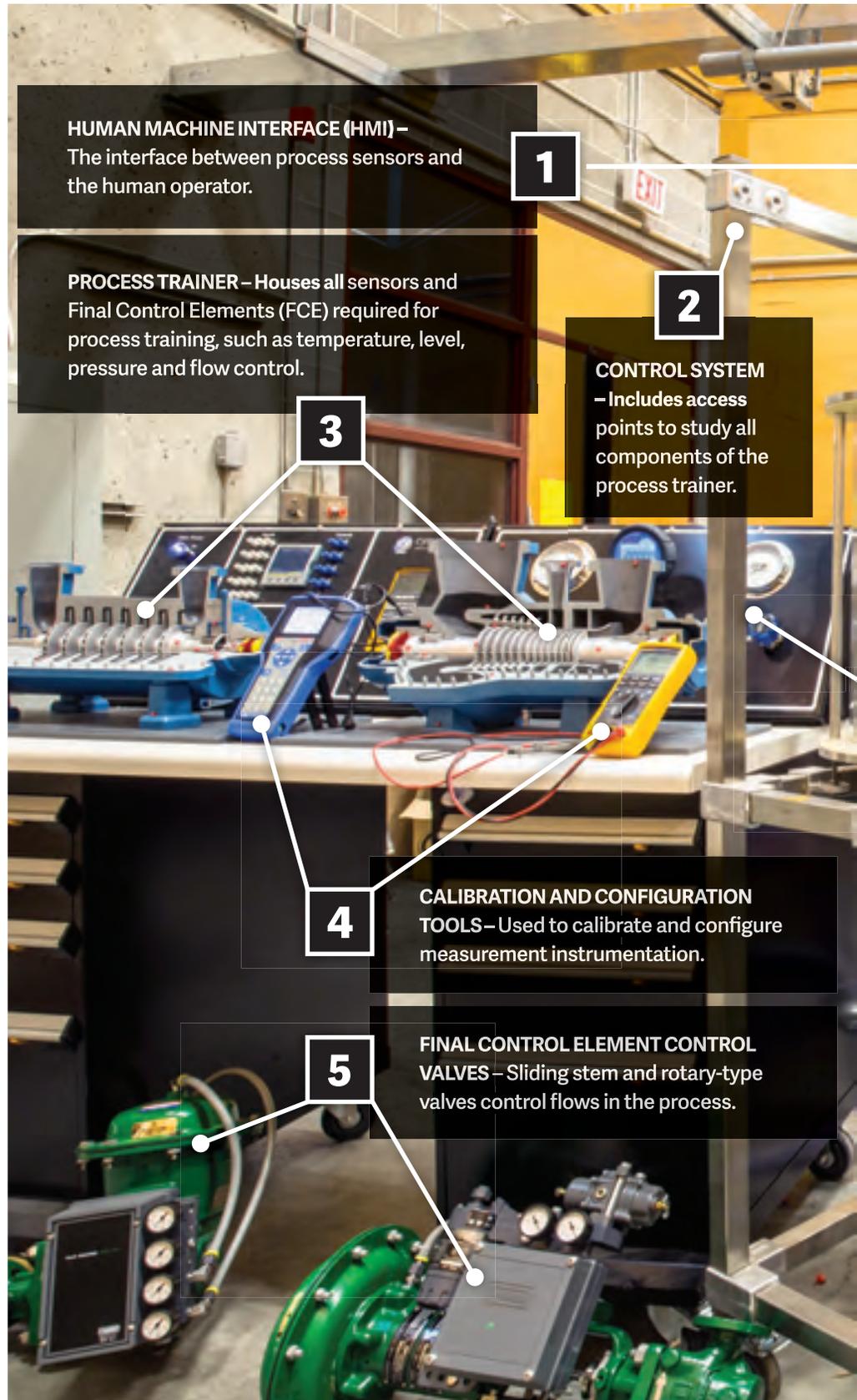
HUGH "MAX" TINSLEY'S  
INSTRUMENTATION AND CONTROL  
TECHNICIAN SHOP

BY SAM EGAN

**Bright hues and data-crunching** screens lend Max Tinsley's training lab a futuristic and delicate appearance, but there's no flux capacitor hiding under the hood here and the housing is explosion-proof.

This industrial instrumentation training equipment boasts burlier specs than the common varieties found in hospital ICUs, ships and in your car, but the skills learned here are transferable.

TRU's Instrumentation and Control Technician shop features the latest and greatest training technology available. The program received a major boost in 2017—with the introduction of BC's second four-year apprenticeship program—and is slated to move into the university's new Industrial Training and Technology Centre upon its completion.



**HUMAN MACHINE INTERFACE (HMI) –**  
The interface between process sensors and the human operator.

1

**PROCESS TRAINER –** Houses all sensors and Final Control Elements (FCE) required for process training, such as temperature, level, pressure and flow control.

2

**CONTROL SYSTEM –** Includes access points to study all components of the process trainer.

3

4

**CALIBRATION AND CONFIGURATION TOOLS –** Used to calibrate and configure measurement instrumentation.

5

**FINAL CONTROL ELEMENT CONTROL VALVES –** Sliding stem and rotary-type valves control flows in the process.



**6** **INDICATING FLOW TRANSMITTER** – Monitors and sends the flow signal to the HMI.

**8** **LEVEL SENSOR AND TRANSMITTER** – Uses radio wave technology to detect the level and send to the HMI.

**7** **PROCESS CONTROL VALVE** – Works with the flow transmitter to control the pipe's flow.

**9** **ELECTRONIC/PNEUMATIC CALIBRATION BENCH** – Supplies appropriate pneumatic and electric power for calibrating process instrumentation.

**10** **PRESSURE TRANSMITTER** – Used as a level sensor for the glass tank above transmitter.

**11** **PUMPS** – Ubiquitous in a process plant as the prime mover of process material through the pipes.

**12** **COMPRESSOR CUTAWAY DEMONSTRATION UNITS** – Display and label the internal working components of two compressor types.

# FOURTH TIME'S A CHARM

FOR JAMES MCCREATH, A SMALL UNIVERSITY  
WAS A BIG FACTOR IN HIS FUTURE.

BY MICHELE YOUNG

**University wasn't working for James McCreath.** The Calgary man was so disengaged, he wasn't even aware he had missed a major exam—by a full week. He had studied at three universities and earned some credits, but he just felt like a number. He certainly wasn't following in the footsteps of his parents and brother, all of whom were alumni of the University of Saskatchewan.

"It took me four years to do my first two years of undergrad," he recalls. "I just wasn't a focused person at the time."

University number four—TRU or, at the time, University College of the Cariboo (UCC)—gave him a focus and a degree. And more.

It was in 2000, at a small university in Alberta, that he saw a poster for the Journalism program at UCC (which became TRU five years later). He was intrigued.

"I called and submitted an application without even visiting Kamloops," he says.

It was the right place at the right time.

McCreath found a mentor, English faculty member Ron Smith, and thrived in the university's small classes. He felt connected.

"My dream was sports writing. But what in fact the teachers teach you is how to communicate effectively and efficiently. Those skills will never go out of favour," he says. "At TRU, I know that people knew my name and it made a huge, huge difference for me."

And he graduated.

He returned to Calgary and worked for the Western Hockey League managing their online content. It was a one-year job, and getting another after was tough in an industry that's highly competitive. He shifted gears, but still drew on his writing and communication skills. He started a small investor relations business with his dad, whose expertise was investing and finance. While they were getting established, he took his Master of Business Administration.

Flash forward to the present and McCreath has numerous letters after his name from university as well as financial certifications and memberships. He is now a portfolio manager for The McCreath Group with BMO Nesbitt Burns.

He's married, and he and his wife Amber have two energetic boys, Henry, 6, and Edward, 4. He'd be thrilled if they attended TRU, where he gives back through scholarships for students with dreams of sports journalism, outstanding international students in the school of business and outstanding part-time Master of Business Administration students.

"I'm so passionate about TRU that all I can ever do is find a way to give back. Whether it's through time, talent or treasure, I'll never be able to pay the debt in full. It changed the trajectory of my life."

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*Right: James McCreath and his sons.*





# SHERMAN JEN ON THE VALUE OF EDUCATION

BY MICHELE YOUNG

**Education lifted Sherman Jen from life in a poor farming village** in China's Hebei province to becoming a successful businessman and TRU's largest personal donor. Ever.

And it's through education that he is helping others to better their lives, too.

In October 2017, Jen posed with TRU President Alan Shaver holding a ceremonial cheque for \$5 million for scholarships and research. The man behind those millions credited his parents with teaching him that education makes a difference.

"Education was important in my family and at a time when many children left school to go to work in the fields, my parents supported all of my brothers and sisters to go to school," he recalls.

"I loved learning and I was a

very good and competitive student, always first or second in my class. My parents' support of my education is one of the deepest impressions of my childhood."

Jen went on to study business and English at the Beijing Foreign Languages University—skills that led to his success in business.

"This was the turning point in my life. I was the only one from my family and my village to go to university. It was a great opportunity and a great responsibility."

He moved to Hong Kong, then Vancouver, where he saw how the Canadian school system operated. When he returned to China, he established Maple Leaf Education Systems, the first certified BC offshore schools. This opened the door to lasting relationships



between Canada and China, and Maple Leaf and Canadian universities and colleges, including TRU. The company started in 1995 in Dalian, China, with one school and 14 students and has grown to 74 schools, from pre-school to high school, serving over 28,000 students in 18 cities in China and two in Canada.

As his company expanded, Jen developed relationships with Canadian institutions, establishing a school on campus at TRU and other locations. He says TRU appealed to him because of its focus on welcoming international students, supportive environment and community connectedness.

The partnership with TRU lets graduates follow their post-secondary goals, and gives high school students a unique experience on campus, Jen says. And as partners, TRU and Maple Leaf will continue to thrive. Together.

*Above: Sherman Jen and TRU President Alan Shaver.*

*Left: Maple Leaf School on TRU's Kamloops campus.*



# ACCESS TO JUSTICE

LAW + INNOVATION = IMPROVED ACCESS TO JUSTICE.

BY CHRISTINE ANDERSON

**TRU's law school is the newest in Western Canada**, and it shows. New ideas infused into the curriculum and classroom are driving new ideas for legal services and the courtroom. By merging digital technologies with traditional legal concepts, TRU Law students receive an education that benefits them and the community at large.

## DIGITAL COURTROOMS

Students in law faculty member Katie Sykes' new directed studies course are becoming engineers. Legal knowledge engineers, that is, on an innovative online dispute resolution project.

The students have been building and mapping legal content in the Solution Explorer feature of BC's new Civil Resolution Tribunal, or CRT. The online portal, designed by the BC Ministry of Justice, shifts small claims and strata complaint matters out of the courtroom into an e-space.

"The Solution Explorer is a self-help tool in which users can try to resolve their own legal problem. The students worked with legal experts to create the information and resource pathways," explains Sykes.

"The CRT is internationally recognized as a cutting-edge innovation," she adds. "It's an excellent opportunity to provide our students with practical training in sophisticated legal skills that will enhance their readiness for a rapidly changing legal marketplace."

## THERE'S AN APP FOR THAT

In another course of Sykes', called Designing Legal Expert Systems: Apps for Access to Justice, students develop apps in partnership with non-profit organizations to enhance access to justice for the masses.

"The idea is to automate the application of legal knowledge," says Sykes, who recently developed the course, modelling it on a Georgetown Law (Washington, DC) offering.

Meanwhile, Sykes' progressive curriculum in yet another course, Lawyering in the 21st Century, fostered the development of an app that has the potential to revolutionize the courtroom scheduling system.

In 2015/16, a group of students in L21C created SUMMONS, an app that

acts as an interface between court registries, the public and lawyers.

"We had to come up with a way to challenge something in the legal profession and a way to improve it," says then third-year student Nawel Benrabah (now Izard).

Izard says the group now has a website ([www.summonstheapp.com](http://www.summonstheapp.com)) and is in a consultative development stage with plans for a pilot program launch in BC Supreme Court in 2020.



## New Networks

**A LEGAL SYSTEM AS ACCESSIBLE** as our health care system?

If TRU Law faculty member Andrew Pilliar has his way, the courtroom will one day be as accessible as a walk-in clinic.

Pilliar studies how people experience the legal system and founded the Access to Justice Research Network, which allows members to share research, resources and materials related to access to justice.

"Increasing awareness is important, so that people understand when they are facing a legal issue and know what to do about it. Fundamentally, we have to understand how legal services are provided and whether we can dramatically improve access," he says.

# OVERTIME WITH KEN OLYNYK

BY BART CUMMINS



**Over 15 years of service** as TRU's athletics and recreation director, Ken Olynyk oversaw the formative years of the WolfPack. During his tenure, the WolfPack moved from the college leagues to USPORTS; the

Men's Volleyball team achieved a gold-medal win at the 2010 national championships; volleyball player Iuliia Pahkomenko was named the 2016 CIS Player of the Year; and the Men's Soccer team won bronze at the

2017 national championships—on home soil, no less. Olynyk retired in 2017 (his plans: golf in summer, ski in winter) and we asked him for a few reflections on his time with the 'Pack.



1



3



4

1. "From the time I was six I wanted to be a teacher. My older brother was one and I thought that was pretty cool. I probably decided to make sport my career when I returned to school to take my master's degree at UVic and worked with Ken Shields as an assistant basketball coach. The next year I took the head-coaching job at the University of Lethbridge."

2. "By hosting great championships, we tell people we are proud of TRU and tell TRU we are proud to be part of the organization. We enjoy spreading the word that Kamloops and TRU are great places."



4. "The alumni tie the community to the university. They are beacons for current student athletes and are reminders that they will get through university and be in the world one day. It is through our alumni that we build strength. As they say: there is strength in numbers."



3. "Instincts are developed over time and it really is trial and error, but when you have to make many decisions, you begin following your gut and when you do so, you're generally in pretty good shape. But, prior to any decisions where I do have time, I will do research and try to be principle-based on the decision. For example: Is this best for student athletes?"



5



2



5. "This is a phrase I have used for a long time and at first it was to do with training for sport: *Am I willing to put in the work without a guarantee of making it?* It is the same in the workforce because so many people want to be guaranteed that if they do this, then this will happen. The only guarantee is: if you do not, most assuredly you will not."

## Evolution of a Team

### 1970s

In the 1970s, the school's athletes were represented by the Cariboo College Gold Rush and the Cariboo College Chiefs.



### 1991

In 1991, the Sun Demons are born when Cariboo College becomes the University College of the Cariboo (UCC).



### APRIL 2005

UCC becomes Thompson Rivers University and the Sun Demons are renamed the WolfPack. The team's red and purple colours are replaced with black and orange.



### APRIL 2017

The 'Pack gets an update with a new (dare we say fiercer?) logo. Now with three wolves instead of two, the emblem represents wolf pack characteristics: teamwork, unity, family and territory.



# MEET THE NEW 'PACK

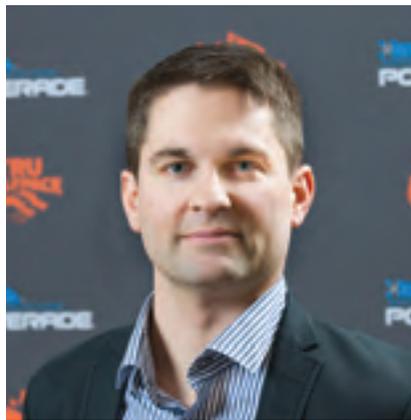
With new members, a new logo and a new sport in the lineup, 2017-2018 has been a season of change for the WolfPack. Here, the highlights.

### NEW ATHLETICS DIRECTOR

Taking the helm from Ken Olynyk, Curtis Atkinson is TRU's new director of athletics and recreation. Before coming to TRU, Atkinson was associate director of sport for the Canada West Universities Athletic Association.

*"TRU has shown an ability to recruit some of the best athletes in the country and to field teams that have competed at a high level in Canada West and nationally."*

– Curtis Atkinson

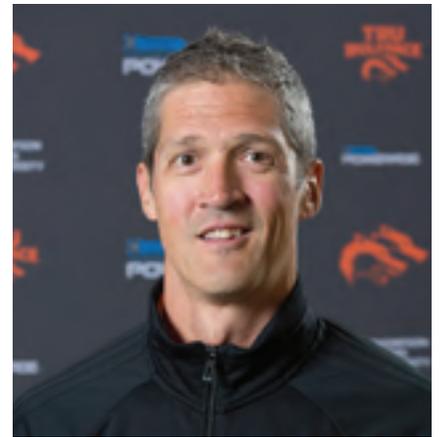


Curtis Atkinson, TRU Athletics and Recreation Director

### NEW ATHLETIC PERFORMANCE ADVISOR

Peter Soberlak is the WolfPack's first athletic performance advisor,

and his role—believed to be the first of its type in USPORTS—is to support the coaches in the area of sports psychology. Previously, Soberlak worked with the Western Hockey League's Kamloops Blazers and Kelowna Rockets, and plans to continue as an instructor in TRU's Physical Education department.



Peter Soberlak, TRU Athletic Performance Advisor

### WOMEN'S RUGBY SEVENS DEBUT

In early 2018, TRU joined a new sport on a trial basis: women's rugby sevens. Four other schools—the universities of British Columbia, Lethbridge, Calgary and Alberta—also participated. Says head coach Derek Pue, "We see this program at TRU being a great first step for student athletes from the Interior of BC to get on the national team radar."



Photo: Sun Peaks Independent News (SPIN)

## Responding to the Wildfires

A MESSAGE FROM THOMPSON RIVERS UNIVERSITY

**SOMETIMES, THE WORST TRAGEDIES CAN** bring out the best of humanity. So it was in the summer of 2017, the most severe fire season in BC's history. Throughout July and into August, wildfires devastated the homes and lives of thousands across the BC Interior, sometimes reducing entire communities to ashes in mere hours. The names in the shocking news reports were familiar to many of us at TRU... Ashcroft. Barriere. Cache Creek. Canoe Lake. Williams Lake. These were the home towns of generations of students, served by TRU for decades.

It is worth noting that “serve” is the only verb in TRU’s mission statement. And, while our usual mode of service is education, we had the privilege of being able to serve in different and meaningful ways last summer. For a few intense weeks, hundreds of TRU staff, faculty, students and alumni volunteered their time to help comfort, feed and house hundreds of evacuees arriving in Kamloops, many still traumatized by what had just happened to them.

TRU quickly became the headquarters for all emergency operations and logistics related to wildfire evacuee and firefighter support. Most of the activity was centered in Old Main, where office and planning spaces were quickly cleared and allocated for Thompson Nicola Regional District, City of Kamloops Emergency Social Services, BC Disaster Psychosocial Services, Four Paws Animal Rescue, St. John Ambulance and Canadian Red Cross personnel.

For evacuees, the greatest need was often simply for a place to rest—and the TRU Gym, converted to a dormitory of sorts, with dozens of mattresses, provided it. TRU Food Services prepared and delivered food for those in need, and cases of bottled water and carts of food were trundled in and out of Old Main, the TRU Gym and other locations on campus almost round the clock, to sustain both victims and workers. Nursing faculty and students spent time with evacuees, extending physical and mental health care as needed. Sometimes, all that was needed was a hug or a willingness to listen. At other times, playing with young children so parents could catch a crucial hour of sleep was the prescription. Later, food and accommodations were provided through the Residence and Conference Centre, not just for evacuees but also for shift upon shift of tired firefighters.

TRU owes our very existence to the communities we serve, near and far. In the summer of 2017, giving back was a way to show gratitude to the hundreds and thousands who have given us the privilege of supporting them through education. While we cannot predict the future, we know that if community calls, TRU will always respond.

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*Above: Volunteers greet evacuees at TRU.*

# CANADA 150+

BY SAM EGAN

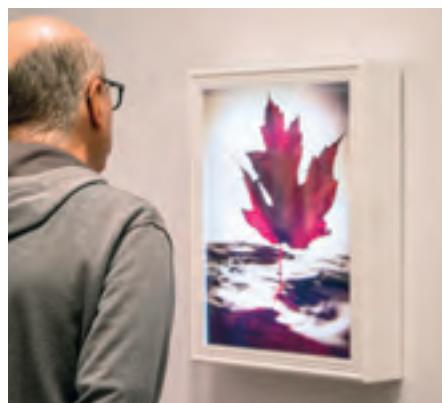
We embraced our nation's 150th anniversary with events in Kamloops and Williams Lake throughout 2017. TRU's campuses are located on the traditional lands of the Secwépemc people, so we

celebrated Canada 150+, to honour the fact that their history here goes back thousands of years.

We attended Canada Day festivities in Kamloops' Riverside Park and asked the community:

"What does Canada mean to you?" Students, faculty and staff also responded by entering diverse mediums and perspectives into a special art exhibit.





**What does Canada mean** from an intercultural or Indigenous perspective? Students in TRU's English as a Second Language department entered a contest to answer, and the winning group travelled to Vancouver to explore and share stories of cultural diversity.

We created a student award to document stories of loss and resilience in BC communities shaken by the 2017 wildfires, and hosted an event in March to display all Canada 150+ projects.

*Visit [tru.ca/canada150](http://tru.ca/canada150) for a complete list of awards and projects inspired by Canada 150+*

*Left page: Kamloops' Riverside Park Canada Day celebration.*

*Right page: Participants at TRU's Canada 150+ art exhibit.*

# BRIDGES

THE MOMENTUM ISSUE



## T7ETSXEMÍNTE RE STSELXMÉM

*Means "to strive ahead" in Secwépemctsin. It is the motto of Thompson Rivers University and indicates that the journey of learning is enduring and unremitting.*

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