

THE OPEN STANDARD

The Newsletter of the Open Learning Division of Thompson Rivers University

Fall/Winter (Volume 8, Issue 1)

December 2014



Who is Kate?

"I believe the most important component of open is being open to all learners....Open learning is more than a specific space or unit on campus. It's part of what defines our entire university."



An interview with TRU-OL's new (interim) Vice-Provost 2

Enter for a Chance to Win
see back cover

THE OPEN STANDARD

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THOMPSON RIVERS
UNIVERSITY
OPEN LEARNING



TOS (The Open Standard):
What do you consider to be the most important strategic priority for Open Learning?

KS (Kate Sutherland):
I think it is the concept of *open*. When I worked on the academic plan, we expressed this with the word “access.”

So, open, not just in the sense of flexible delivery models, but open in the sense of university preparation for students, non-traditional pathways for students, prior learning assessment for students. Essentially, getting non-traditional students through non-traditional pathways into the university, into the trades, into whatever it is they want to study, but at the same time maintaining a gold standard of education. And also to have students taking really traditional pathways into really traditional programs.

To me, that’s what *open* is.

TOS: And what is the gold standard?

KS: I define it as quality assurance – ensuring a student’s credential maintains its value. Value for the student in the context of going on to further education or in the marketplace. In other words, the value of the student’s credential is immediately recognized in the marketplace and in the academy, the larger community of universities and academic practice. Provincially, nationally and internationally, ideally. So when a student is carrying a TRU parchment, it means something. That student has invested time and money in that parchment and that investment is going to pay off for the rest of the student’s life.

TOS: How far do you think we as a university are along that path toward meeting the gold standard?

KS: There are different parts of the university that are really far along and other parts that are still developing. OL’s reputation, especially in the context of flexibility, is very well established. TRU World has established a niche internationally. In both of those things I think we have really been ahead of the curve but our more traditional academic offerings still have a way to go. The way that reputation is established is through a research agenda.

Another strategic priority is to enhance our research opportunities at TRU. If you look at the world, what you’re really looking at is the reputation of the professoriate. That differs from a customer satisfaction like NSSE (National Survey of Student Engagement) and that’s where we need to do some catching up.

TOS: Just to backtrack here, what do you mean by the traditional student?

KS: One way I would define it is this: students for whom it is the tradition in their family that they go to university, which is different than students who are first-in-family learners. You can look at it in terms of traditional pathways, like a Bachelor of Arts. Not to say that you can’t do innovative things in the context of those pathways. That’s another way that TRU can establish a niche.



TOS: *And is that what draws you to distance education and to OL in particular?*

KS: Distance education is to me just one component of what open means. It's an important component, but I believe the most important component is being open to all learners. Distance can allow learners to study in situations where they feel very supported, especially learners who are first-in-family learners, who live in small Aboriginal communities and who want to feel supported in their territories while they study.

Other forms of being open are prior learning assessment, not requiring students to pay twice for the same learning outcomes, being open to mature learners articulating and credentialing the learning that they already have and being open to COPE/MECA [Career Orientation and Personal Empowerment/Men's Education and Career Alternatives] and ESTR [Education and Skills Training] lifelong learners.

Open learning is more than a specific space/unit on campus. It's part of what defines our entire university.

TOS: *Open learning is part of TRU's overarching...mission?*

KS: Yes. The strategic priorities document begins with some value statements. One is about having open minds and open hearts. Being open to all learners. And supporting them to be successful. We can't receive students into our institution and not support their success.

TOS: *That resonates with me...What excites you the most about your current role?*

KS: The fact that I have no idea about what I am doing? [Kate, Jon and I all laugh] I love learning about a new part of the university! Prior to this role, I spent about 16 months as Vice Provost, Students, with the Office of the Registrar... but I confess, as an academic, I had not a hot clue what that office did! A year into that, I had such profound respect for what that office does, what the advisors do, the support they provide to students.

I feel privileged to have been given this current opportunity. Privileged, and totally intimidated.

TOS: *And how does this fit with not only your professional but also your personal goals?*

KS: I went here as a student to Cariboo College when there were only 2,000 students. If this had not been an open institution, I would not have gotten in: my grades were abysmal...I then went to UVic and on to York and ended up doing a doctorate. I came back to UCC for my very first job, and so I have been at this university through all its different iterations. My personal and professional evolution as an academic has been in lockstep with the evolution of this university. So I am a passionate supporter of this university. If we can go as far in the next 25 years, how amazing will we be?

TOS: *How can we share your vision in the next 25 years?*

KS: People in the academy used to regard the concept of open with suspicion. I believe profoundly that open is the future of the academy, in the world. The right to higher education is becoming a shared global value. That's what open education is all about. My key message for the entire TRU community is to understand the value of open and get behind it.

TOS: *And your call to action is...?*

KS: Either get behind it or get left behind. If you don't support open, you don't support the future of the academy.

TOS: *Who inspires you?*

KS: My husband and my kids. They have always supported me. They say, "Good for you! That sounds interesting." They make me feel I can do anything!

TOS: *And that's inspiring!...Now, final question, what is your favourite dance move?*

KS: The Moonwalk! [Gets up and demonstrates the move]

TOS: *Wow. If your execution of that move is an example, you really can do anything!*

– As interviewed by Dawn-Louise McLeod

Editor's Note

Better communication. Shared values and goals. Making connections between colleagues, students, campus and systems. The concept of *open* learning.

In this issue, we explore these key themes as we celebrate the potluck of contributions we, as educational practitioners in our various areas of expertise, bring to the table that is OL and TRU.

Our shared energies, talents, skills, knowledge – and, yes, humour – help make this university a great place to work, play and learn.

The LOL Club gratitude leaves we made and gathered this fall revealed that we have much for which to be thankful.

Our colleagues. The work we do each day. Our good health. Fitness (and, yes, hockey!). Sun and snow. Life itself, and the present moment. And, especially, our friends and families, who give us so much support and love and faith.

And, yes, we face challenges. We experience loss and uncertainty. Sometimes, these difficulties and the changes they herald seem overwhelming. But our open hearts and open minds will see us through transformational times and enable us to meet those challenges.

May joy and peace be with you this Christmas. Let us share in the abundance!

– Dawn-Louise McLeod

LOL: What's it to ya?

By Dani Collins, Ambassador of Joy

I didn't know what to expect when Carolyn Hawes, my sassy new BFF, asked if I wanted to join the LOL Club. I was all fresh and dewy-eyed and grateful to have finally secured a position at TRU.

"So, uh, what does 'LOL' stand for, anyway?" I asked.

"I dunno," she said, "maybe 'Lots of Laughs' or 'Learning On Line'..." After brainstorming for more possibilities, we found our way, via GPS and a whole lotta courage, to the staffroom downstairs – like giggling high-school freshmen eager to make new friends and fit in.

Let me tell you, they had me at "hello."

Many people seem to have a preconception, or maybe no conception, of what the LOL Club is about. It is not merely a social club, in which older ladies with reindeer sweaters try to plan the next bake sale – *not that there's anything wrong with that*. But it is so much more.

The LOL Club, formerly known as the Joy Club, was founded in March 2012 by Jennifer Read in response to a priority set by Open Learning leadership – that of celebrating joy in the workplace. Says Jennifer:

"Several events in OL, including loss, change and turnover, contributed to an atmosphere of uncertainty, and [the OL leadership] recognized that. I committed myself to making a change and spearheading this priority because I felt passionate about it."

I so wish I had been there when the Joy Club's founding members acclaimed Jennifer the "Czarina of Joy" chairperson. That lady was born to rock a crown!

The LOL Club is where we spitball ideas about how to raise funds for charities that are dear to our hearts, raise awareness for various causes and bring joy, through fun activities, to the people we work with. By sharing our talents and passions and sometimes our jokes, we help make BCCOL a better place to be. The club even has its own logo and letterhead to make it all legit!

Ghandi once said, "Be the change you want to see in the world." In LOL, you can be that change – channel your inner Mother Theresa or Chris Farley. Or you can simply soak up the positive energy. There are no expectations and no strings attached. Even if the change you want to see means *more interpretive dancing*, your input is always appreciated – or, at least, members of the LOL Club will make you feel that way.

In addition to raising thousands of dollars for a variety of causes, LOL's greatest hits include:

- LOL launch event – where all present received an LOL mug
- Lunchroom makeover décor – colourful paint, Joy Wall and coveted cozy furniture
- Joy Awards ceremony – during which the club's clay owl mascots, Ollie and Lolly, are presented to someone who represents joy by sharing joy with others
- Family get-togethers, such as the Spring 2013 McGivern farm event
- Build-your-own-sandwich and other food-themed days
- Thanksgiving leaves – celebrating all we have to be thankful for
- 2012, 2013 and 2014 OL Halloween extravaganzas – see photos at <https://barabus.tru.ca/halloween2014/index.html>
- Club-sponsored silent auction for the Cameron Beddome Endowment Fund

This Christmas season's festivities include hot chocolate Friday; the cookie exchange and wine raffle; the deck the halls event; the food bank and family sponsorship; and the giving trees (trim them with gloves, toques and scarfs to be donated to Christmas Amalgamated).

So, what's LOL to me? *Living our love*. What's it to you? Whatever you want it to mean.

This may sound corny, but here goes – LOL *almost* sums up the empowering feeling of belonging to and being a part of something meaningful and much bigger than ourselves, when so often we get caught up in day-to-day frustrations of not moving fast enough, cutting through bureaucratic tape and feeling like we never have enough caffeine or time.

I feel so grateful and humble to be a part of this amazing group, and I'm always thankful when they laugh at my jokes! ■

Watch for an upcoming event – Valentine candygrams.



We invite you to join the LOL Club.

To find out more, see

O:\OpenLearningShare\Common\8 - LOL CLUB.

Kudos!



TRU-OL recognizes the passion and dedication of the following members of Open Learning (staff members, administrators and Open Learning Faculty Members) in achieving professional and academic excellence.



Delivery Support Associate **Hedy Buktaw** leaves the workforce on January 30, 2015, after a career with OL (and the Open Learning Agency) that has lasted 17 years. Hedy also held the positions of Enrolment Services (Registrar's), Administrative Assistant (IT), Financial Administration Clerk (Workplace Training) and Program Clerk (Business Programs Area). She plans to write an autobiography for her nieces and nephews about what she has done since leaving Manila, Philippines, for Canada.



Peter Chevrier won the Outstanding Service Award for Open Learning Faculty Members in August 2014. For part of the award, he won an \$75 gift certificate at the restaurant of his choice.



Open Learning Faculty Member **Dr. Carol Rees** received an SSHRC Insight Development Grant in July 2014 to help fund her research study, "Transitioning to Student-Centred Science Inquiry: Investigating Classroom Talk." Dr. Rees and her graduate research assistants are using video analysis to study interactions between teachers and students when conducting science inquiry in classrooms.



Open Learning Faculty Member **Dr. Ravjiv Jhangiani** co-authored *Principles of Social Psychology* (first international edition) as part of the BC Open Textbook project, and this textbook was published online in September 2014. See <http://opentextbc.ca/socialpsychology/>. Many students will no doubt benefit from the authors' thoughtful and conceptual approach to the discipline of social psychology.



Besides carrying the distinction of having the longest beard ever in OL (as of this writing), **Colin Madland** not only received his M.Ed. from Athabasca University (June 2014), but also won a \$1,000 scholarship for his thesis: have a look at <http://bit.ly/1mmcyG>.



And, finally, kudos to **Karen Nicols**, Enrolment Services Supervisor, for noticing and writing about a heartwarming incident she recently witnessed: "A n(ice) act of kindness in Kamloops." Read the story online at *Kamloops This Week*: <http://www.kamloopsthisweek.com/nice-act-kindness/>.



Graduates

April 2014:

Zac Cox: Bachelor of Tourism Management (TRU)

Irwin DeVries: Ph.D. in Education: Curriculum Theory and Implementation (SFU)

Lauren Jensen: M.A. in Organizational Leadership (Gonzaga University)

Gail Morong: Graduate Certificate in Online Teaching and Learning (TRU-OL)

Tracy Wallbank: Paralegal Program (Capilano University)

Eric Youd: M.B.A. (TRU)

June 2014:

Colin Madland: M.Ed. (AU)

July 2014:

David Wells: Bachelor of Computing Science (TRU)

Bob Byrne: M.Ed. (TRU)

Veda Persad: Ph.D. (SFU)

OL Awards:

Date	Category	Winners	Area
June 2014	Non-OL Award	Julie Orobko	Payroll
	Peer to Peer	Jennifer Gulak	Exams
	OLFM	Peter Chevrier	OLFM
	Leadership	Jon Fulton	Curriculum Media Development
February 2014	Non OL Award	Donna Petri	Nursing
	Peer to Peer	Shannon James	Planning & Effectiveness
	OLFM	Bernadette Harris	OLFM
	Leadership	Corey Wiwchar	MarCom

More kudos?

Please email us at OLMarketing@tru.ca with the names and achievements of fellow OLers you would like to see acknowledged in an upcoming issue of *The Open Standard*.



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This Poet Energy Will Travel



when all has been said in words
this poet energy will travel
drift over the land
rest in the sky spaces
between willow branches

ignited by rising sun
this poet energy will travel
trace an evolution
of words pushed
to the misty edges of language
rhyming and free

perhaps some other season
some other poet
will take up
these mystical-fragile edge words
spin and tumble and sing them
after we're gone
vibrate them
through a hundred generations
create an ephemeral, living latticework
for flesh and blood and bone
for coyote's breath
for seashell's wave-rippled backs
for hummingbird's tongues
for red tailed hawk's eyes
for geese wings seeking thinner air
for wolf paws on the damp earth
of a crisp autumn morning

By Wayne Egers
Sept 9, 2013

MOVEMBER



By Corey Stumpf

While October is the month for all things scary, the month that follows embraces all things hairy with the nose-tickling movement that has been gaining traction throughout the world: Movember. This year, several of Thompson Rivers University's staff and students participated in fundraisers to raise money for prostate cancer research and awareness.

One such campaign was the annual Moustache Bash put on by PCMA-TRU. This year the bash was held at Kamloops' Shark Club, with ticket sales and coat check donations going toward prostate cancer research efforts. The night's festivities included awards for best moustache (real or fake), and general discussion of a topic that some people might find uncomfortable to acknowledge.

"Prostate cancer isn't something that people like talking about," said Courtney Motzek, a TRU tourism student and one of the lead organizers of this year's Moustache Bash. "Now, with Movember, everyone likes talking about it and it's actually shown a huge increase in Canada of men that get their checkups regularly."

Her group is taking additional steps to further the momentum, with community involvement and a bake sale fundraiser. She elaborated on the significance such activities.

"I think that it's super important for people to always be thinking about not just the health of themselves but the health of others, and to make sure that you're keeping a healthy lifestyle and to educate yourself on facts about this kind of thing. And, you know what, if you can have fun doing it, why not?"

Back on campus, other efforts were underway to engage people in an upbeat way to bring attention to a dismal subject. TRU Recreation offered a "Moustache Movement" yoga session by donation, while members of Open Learning's LOL Club joined forces with a few of the division's men willing to pick up the cause and put down the razor. The club's Movember initiatives included a "Shave or Save" event, encouraging people to exchange donations for votes on whether staff members Corey Wiwchar and Colin Madland should keep their facial hair or have it shaved off, before an audience, by volunteers from Hilltop Barber.

"At the very least, I'll be happy and proud that we've definitely raised awareness and that people come together and have some fun for a good cause," said Dani Collins, a member of the OL's LOL club.

Brian Scrivener, also an OL employee, understands firsthand the importance of prostate cancer awareness, having lost his own father to the disease.

"In my dad's case, he refused to have the digital examination until it was too late, and his cancer was inoperable," said Brian. "Had he done that, he might still be alive today."

Brian grew a moustache of his own to gather funds, and would encourage others to get their prostates checked.

"It's only sensible. Men are typically not particularly proactive about their health. This is one part of our health that we really should be proactive about."

For more information about Movember, visit <http://ca.movember.com>. It will be Movember again before you know it! ■

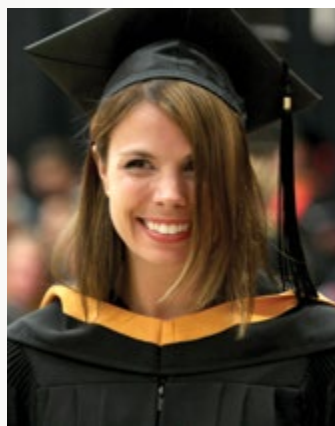


CELEBRATING CONVOCATION 2014

By Lindsey Norris

For many Open Learning students, Convocation is the first time they see the TRU campus and meet the program advisors they've grown to know over the months and years they worked towards their credential.

Each year, President Alan Shaver tells the graduates, "This is your day." We couldn't agree more.



Special thanks to the Open Learning program advisors, who attend each convocation ceremony to meet the students and offer their support during the months and years ahead of graduation.



Student Spotlight

Open Learning students have often learned to be master jugglers of career, family and coursework – though even master jugglers have to drop down a ball now and then.

Sanddip Basra knows a little something about juggling. He completed his Bachelor of Commerce degree through Open Learning and was set to attend convocation in June 2014. Unfortunately, the Convocation ceremony for the School of Business was planned for Wednesday, the same day as Basra's teenage daughter's high school graduation ceremony.

So he wasn't able to attend his own ceremony. Instead, he and his family drove from their home in the lower mainland to attend Convocation on Friday. Sanddip did not cross the stage, but he rented a gown and met his program advisors, Gerry Fink and Tony Kuczma, who introduced him to Vice-Provost Gord Tarzwell, President Alan Shaver and Chancellor Wally Oppal – making his experience perhaps one of the day's most unique. ■



TRU-OL Offers Cutting-Edge Education:

Interview with Chris Glover

By Dawn-Louise McLeod

The Open Standard (TOS) caught up with recent graduate Chris Glover, and learned about how the support he received from OL and TRU helped him land a dream job in New York City.

TOS: How did TRU and Open Learning helped you earn your B.Sc. (Major in Computing Science)?

CG: I was able to keep working while finishing my graduation requirements. I already had 117 credits of post-secondary education toward a B.Sc. in Computing Science. So I entered the workforce, fully intending to eventually complete my degree. Before I knew it, 10 years had passed and I had become fairly recognized in my field but was lacking the official documents.

TOS: What have you been doing since graduation?

CG: I moved from Vancouver to NYC to pursue my dream job – the opportunity to work with a world-class team of international engineers in an absolutely amazing city. My exact title is “senior software engineer” at a company called Avalanche Studios. My work involves cutting-edge technology and am very excited to be a part of that.

TOS: Did you consider other educational institutions before choosing TRU and OL?

CG: I reviewed several options, including night classes at schools in Vancouver and other distance options all across Canada.

TOS: And why OL?

CG: TRU-OL looked like the best option for several reasons: First, I needed distance education because I couldn't find night classes that fit my schedule. TRU-OL offered exactly what I needed, with a completely flexible schedule. Further, I could talk to someone at OL about applying the credit to my degree. The person I talked to was very friendly and helpful and made me feel like a welcome customer. Finally, OL's online distance technology was attractive to me, since I am a technical person involved with high tech on a day-to-day basis.

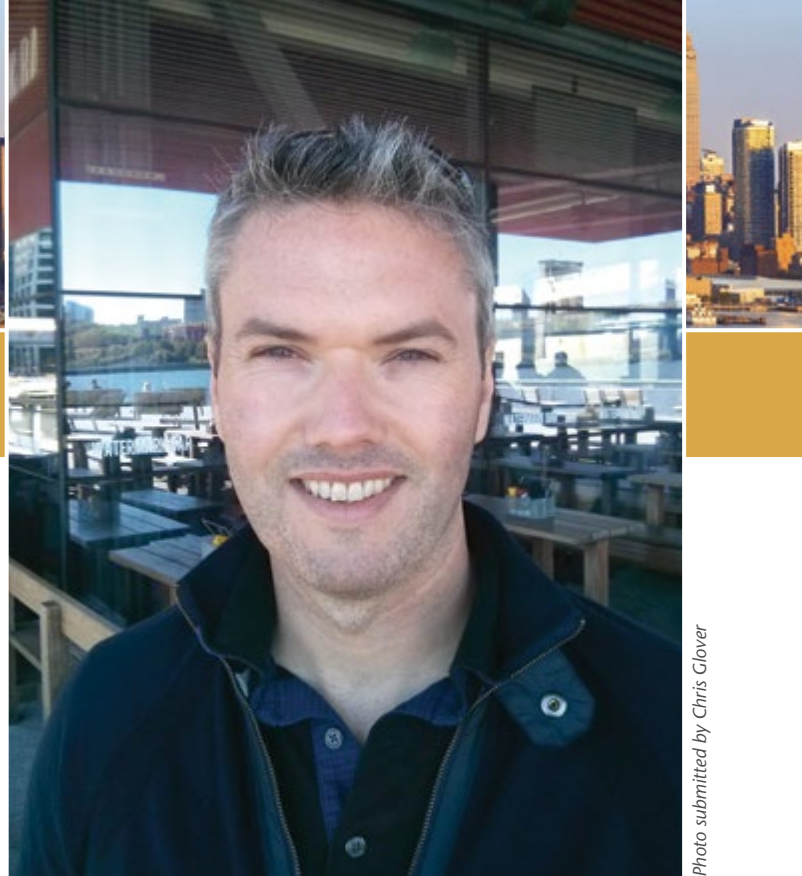


Photo submitted by Chris Glover

TOS: That's good to hear. How did you balance the demands of work and your courses?

CG: This was actually tougher than I thought, as distance courses are surprisingly dense. At first, I was trying to dedicate a weekend day each week to study but found I would reach a saturation point by mid-afternoon, which wrote off the remainder of the day. After a few weeks, I switched to spreading the work out between the week nights and weekends so I was doing a little bit of work each week night and a little more on both weekend mornings. This worked really well and before I knew it 6 months had gone by and I was nearly done.

TOS: Did your B.Sc. help you land your current job?

CG: Absolutely. First, I could not have entered the field I'm in without significant education. Second, immigration would have been impossible without a degree.

TOS: Is there anything particular that you learned in your coursework with OL that you currently use in your job?

CG: I feel like I have retained more of the course content than I ever did in a traditional classroom. The system really does work, as I gained essential knowledge for my job that I could not have obtained in any other way.

TOS: What did you like best about your OL courses and educational experience?

CG: I loved how dense the content was. I felt like I was learning more than I did during my previous years at university.



Interestingly, getting back into a formal educational environment reminded me that these days, it's easy to just Google something, but the reality is that the best information still comes from a proper education – school and textbooks. The whole experience rekindled my appetite for learning, and I have since ploughed through about six technical books directly related to my field.

Above that, my whole experience with OL was extremely positive. Everyone was always friendly and helpful, from my Open Learning Faculty Member, to the people who went above and beyond when I needed to graduate out of phase with the typical schedule.

TOS: *Did face some educational challenges?*

CG: Yes. I started with TRU in 1997 when it was still called UCC. I didn't know what I wanted to do, but since I was pretty good at math and physics, I started there. In my second year, I enrolled in a first-year computer programming course, which was really intimidating because, though I was computer literate, the whole programming side of things was, I thought, completely beyond me.

It turned out that I excelled at it, absolutely loved it. So I turned my attention from math and physics to computer science. The next 3 years were reasonably smooth, but between changing programs, dropping a few courses and having to repeat some others, I found myself in the fall of 2002, after 5 years at TRU, out of money and only needing 6 more credits to graduate. So, I decided to not return for the final semester and to get a job instead. I promised myself that I would finish my degree through distance education and did the first 3 credits through Athabasca University.

TOS: *Chris, what happened next?*

CG: The work picked up and I found myself swept up in the flurry of the high-tech world. Over the next few years, I became a recognized expert in an area of computer science called real time networking but still hadn't completed school. So, in January of 2013, 11 years after first leaving TRU, I enrolled through TRU-OL in BIOL 1213, the last 3 credits I needed to graduate.

TOS: *How did TRU-OL shine for you in all of this?*

CG: Well, ironically, in the fall of 2013, I had nearly completed the course when I was approached about the opportunity in NYC. This was unexpected and a little ill-timed, as there was a snag; in order to be given credit for BIOL 1213, I needed to complete a lab component, which is a week long and only offered once per year in the summer. I needed to graduate in order to fulfill the visa requirements, so I thought I was going to have to walk away from the opportunity.

But TRU-OL came through for me – thanks to the hard work of some very special people, I was able to come to Kamloops to do the lab and graduate in time to be able to accept the position in NYC. It was amazing.

...these days, it's easy to just Google something, but the reality is that the best information still comes from a proper education – school and textbooks.

TOS: *Who helped you to solve these challenges?*

CG: I think there were probably more people involved than I know about because I am certain it was a stretch to make that lab happen in the winter. But these are the people that I know for sure that I am forever grateful to – Eric Littley, Susan Purdy, Jean Crowe, Kevin O'Neil and Mary Taitt.

TOS: *I'm sure they will be happy to hear that! If you hadn't chosen TRU-OL, what would you be doing now?*

CG: Certainly I would still be in Vancouver and while I would still be doing similar work, it wouldn't be as cutting edge and it wouldn't be with this world-class team!

TOS: *And it wouldn't be in NYC! Chris, thanks for sharing with us.*



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New – and Improving!

By Andrea Rhodes

TRU's new Systems Team is one incarnation of the university's goal to connect the dots between students, campuses and systems.

Reporting to Marion Hannaford, Associate Registrar, Systems and Reporting, the Systems Team merges student systems expertise into one powerful unit. Composed of data coordinators, a web strategist, a solutions architect, a business analyst and various other technical specialists and process experts, the team works with IT and other TRU systems end-users in a continuous effort to maintain and improve TRU's student-related systems.

The formation and deployment of the team is the result of an ongoing effort to merge registrarial functions. The team provides support for many of TRU's systems, including:

- Banner (student information system)
- CurricUNET (curriculum management system)
- Argos (Reporting)
- Infosilem (course and exam scheduling, room booking)
- The TRU Registrarial and Student Services website

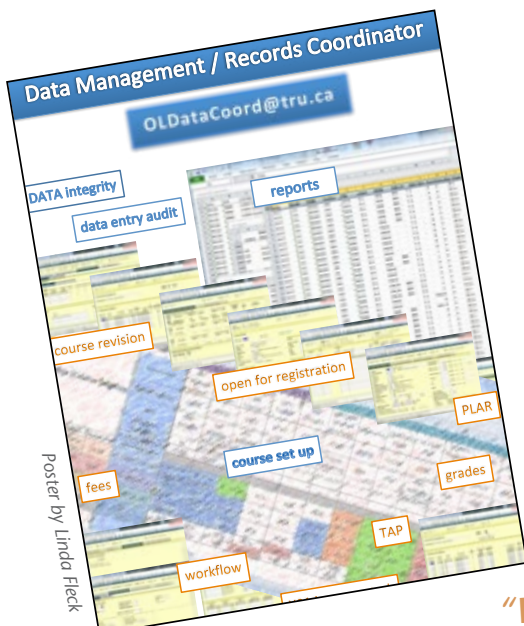
When asked specifically what they do, one team member replied, "It's complicated." Another helpfully explained, "We feed the gnomes that live in the walls."

Rest assured, our new and improving systems are in good hands.

Feel free to visit the team on the second floor of the BC Centre for Open Learning (BCCOL) to check out the new office that is home to many of the team members. But don't forget to bring a treat for the gnomes when you go. I hear they like Diet Coke and chocolate. And Panda black licorice.

The Systems Team:

- Data Coordinators: Linda Fleck, Brant Leigh
- Senior Data Coordinator: Razu Mann
- Student Systems Operations Specialist: Dawn Lamore
- Solutions Architect: Eric Youd
- Web Strategist: Brianna Senner (on leave), Mark Rogers
- Business Analyst: Andrea Rhodes
- EPC & CurricUNET Support: Joanne Moores (on leave), Amanda Laughton



Poster by Linda Fleck



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"We keep Banner from becoming self-aware." (Youd, 2014)



“KAMLOOPY” SHARES ITS Secrets for Success *By Jean Crowe*

A book club is a wonderful way for like-minded people to get together and share their love of literature and to gain more insight than reading alone can provide.

Thus, in April 2008, six Open Learning employees formed a book club, instigated by Irene Kennedy. Current OL members are Scott Walker, Janet Maskell, Jean Crowe and Kristin Webb; other members work elsewhere in Kamloops or are retired.

Initially, the members didn't want to name the club. Having to create an account on Goodreads, which helps book clubs decide what to read, track their reads and share recommendations, forced Scott to name the club. He chose “Kamloopy,” which is a fun name, and somewhat describes the club members.

Since 2008, Kamloopy has read and discussed 50 books. See our list of these books at <https://www.goodreads.com/user/show/27580580-kamloopy-book>. Along the way, we have learned a few secrets for success:

- A thriving book club must choose titles that are easy to borrow or purchase.
- Members must actually read and discuss the books, otherwise the point of the club is lost.
- When joining or forming a club, members must reach agreement on acceptable genres and book lengths so that people don't get discouraged and drop out.
- Having an open and curious reading mind is important, particularly in clubs like ours where the variety may range from *Bossy Pants* to the *Book of Negroes*.

For other “secrets,” see LitLovers at <http://www.litlovers.com/start-a-book-club>.

What do we love about Kamloopy?

- Variety of books, even though we may complain about some of the choices
- Most books we never would have chosen ourselves
- We always like the book much better after the discussion
- Everyone always reads the book, or most of it (some book clubs focus on socializing)
- We stick to the same structure every time – 15 minutes social, then a roundtable, followed by a discussion based on questions from the Internet
- Rotation of hosting; the host welcomes members to their home, provides the snacks and chooses the selection for next time, which is agreed upon by the group (more or less)
- Everyone gets equal time to express their thoughts
- Snacks and the social aspect are also important, especially Irene's Christmas spread

Although our club is not looking for new members at this time, we welcome your questions about and thoughts on starting a book club. Feel free to email any or all of us.

And, please, send Jean your recommendations for a book of short stories by a female author.

Happy reading!

Haiku

*starfish leaves fall down
sun sliding low on horizon
crows waiting in snow*

– Wayne Egers



CUPE Local 4879: TRU Works Because We Do

By Lois Rugg, Local 4879 President

Several support staff members in OL currently serve or have been recently acclaimed to positions on the CUPE Executive and various CUPE committees. Watch for the CUPE General Meeting January agenda, which will be posted on Cupe-I and on www.cupe4879.ca in late December for the January meeting. During this meeting, there will be elections for some of the committee positions, such as Second Vice-President.

Once acclaimed or elected, members represent other members of the bargaining unit in OL on issues that affect them – selection decisions on job postings and questions about benefits and hours of work, for example. Serving on these committees is also one way to experience first hand what the Collective Agreement is all about.

The Job Evaluation Manual was recently updated and ratified. The changes will help make the job-evaluation process more transparent and easier for all members of the JJEC (Joint Job Evaluation Committee). The changes will not substantially affect current positions or incumbents in the positions.

CUPE Local 4879 is looking forward to meeting the employer at the bargaining table in the new year to discuss the collective agreement and bargaining. However, no specific dates have yet been set. CUPE members will need to ratify proposals prior to anything being presented to the employer. The negotiation committee plans to bring those forward this month (December) or early in 2015.

A key concern affecting not only Local 4879 but also locals at other post-secondary institutions throughout BC is the reduction in the three year total operating grant for post secondary. This grant will drop by almost \$50 million as per the 2014 budget and, by 2016, per student operating grants will have dropped by more than 20%.

To draw attention to this cut, UCBC (Universities Coordinated Bargaining Committee) ran a public campaign, Universities Work, that urged CUPE members to take action toward restoring full funding to post secondary education. In support of this campaign, some of our OL members, including Debbie Wasylyshyn and Jon Fulton, agreed to appear on billboards, postcards buses and transit shelters. Find out more at universitieswork.ca.

MOOCs:

A Disruptive Innovation? *By Dawn-Louise McLeod*

The concept of *disruptive innovation* was first posited in 2003 by Harvard Business School professor Clayton Christensen, who used it to describe the displacement of the old with the new in the marketplaces of business, technology and health care.

It became a concept of some interest in the educational sphere with the emergence of a new development in distance learning – MOOCs (massive open online courses), a progression from the OER (open educational resources) initiative. This development raised a question: could MOOCs and other OERs (open educational resources) replace traditional higher education?

Consider that the concept of disruptive innovation is not synonymous with disruptive technology. The former has the *power* to radically change how we solve problems, learn, behave, conduct business and live our daily lives. The latter merely has the *potential* to do this. For a new technology to be considered disruptive and innovative, it must meet the following criteria: it must be more affordable and effective, of higher quality and, even, more fun than the old one. If it meets those criteria, it becomes the basis for the creation of a new market and value network* and gradually eradicates the market's demand for the technology it replaces.

Certain innovations can virtually wipe out markets for the technologies they replace. Imagine, for example, what happened one day in the ninth century when some Chinese alchemists got together and mixed charcoal, sulphur and saltpeter. The application of the result – gunpowder – raised the bar in the arena of warfare and seriously undermined the market for slingshots.

You may be thinking, “Disruptive innovation sounds bad.” But imagine where education itself would be today without two disruptive technologies: papermaking and the printing press.

We might revise the earlier question to read, “Do MOOCs and other OER have not only the potential but also the power to disrupt the market for traditional higher education?”

Join us in the February 2015 issue of *The Open Standard* when we ask Irwin DeVries and Brian Lamb that billion-dollar rhetorical question.

*The network of tangible and intangible deliverables of which the overall worth of any given product or service consists

Copyright: Get Connected

By the Intellectual Property Office

IPO (the Intellectual Property Office) is offering “Get Connected” sessions for faculty and staff regarding copyright practices. These sessions occur on the third Tuesday of every month in HL201B. For information about these sessions and about copyright resources in general, see the public pages on the IPO wiki at http://kumu.tru.ca/Documentation:Intellectual_Property_Office.

TRU has implemented a Fair Dealing policy as a result of recent changes in the *Copyright Act*. A copy of the policy is at http://www.tru.ca/_shared/assets/faFairDealing23287.pdf.

Essentially, Fair Dealing provides the right to use certain third party materials without the need for permission from the copyright owner. There are restrictions in its application which are outlined in the Fair Dealing policy. Fair Dealing is one of many ways we are able to use third party material in our courses. Another resource we have is the Access Copyright License.

Again, there are restrictions and rules which have to be adhered to when using the Access Copyright License, and therefore, all material cleared via Access Copyright should be referred to the IPO department for tracking and compliance purposes. A copyright request form is located on the front page of the IPO wiki and on the TRU web at <http://www.tru.ca/ipo.html>.

IPO staff are available for questions and assistance anytime at copyright@tru.ca.



What is CurricUNET?

By Andrea Rhodes

CurricUNET is the definitive source for course and (to some extent) program descriptions. It replaces the various forms, review steps and approval processes that were previously carried out manually by TRU faculty and staff. It provides TRU with web-based curriculum management capability and facilitates more accurate and expedient data entry, processing, review and approval. The system also acts as the go-to storage source for curriculum course and program information, historical, active and proposed.

An automated workflow process permits curriculum approvals by curriculum committees and administrators. An email notification system notifies authorities when curriculum is in queue for their approval. The system also permits tracking of curriculum proposals, which means that at any given time we can pinpoint what level of approval a proposal is at and how long it is taking for proposals to move from conception to implementation.

You do not need to log in to access basic course and program information, so feel free to go to www.curricunet.com/tru and take a look around.

Send your questions and your requests for training to curricunet_admin@tru.ca.



CAMERON BEDDOME Endowment Award

By Lindsey Norris

Often, our student stories focus on people who come to Open Learning for the flexibility – the ability to balance schoolwork with the competing demands of work and family.

The winner of this year's Cameron Beddome Endowment Award is in a very different situation. After 10 years in the workforce, Dave Sahadeo decided to enrol in the Respiratory Therapy program and is now balancing his on-campus schedule with additional OL courses, which he's taking to prepare for the MCAT (the Medical College Admission Test).

"Open Learning has enabled me to complete the courses I need on the accelerated timeline I want," he says. "I can complete the courses at my own (fast) pace at the same time as my Respiratory Therapy courses, and, if I have a timetable conflict, I just take the extra class through OL so I can still get everything done."

He's completely focused on higher education, maintaining at least an "A" in all of his courses. His schedule is packed, to such an extent that his program advisors have warned him about burnout. But he says being so busy helps, in a way: he remains highly focused on his goals, without other distractions.

Sahadeo plans to take eight courses through Open Learning over the summer terms. Ultimately, he would like to enrol in medical school at UBC Okanagan in 2017 and specialize in surgery. This would require a further seven years of higher education, so the Cameron Beddome Endowment Award will help a lot towards financing the long journey ahead!



Photo by Bart Cummins

Don Poirer, Director of Strategic Partnerships, and Ronda Olds, Administrative Assistant (not shown), presented Sahadeo his award at the Foundation Awards on November 21, 2014.



In Memory of James Lindfield

James Lindfield, who taught visual arts with Open Learning since 1994 and at the Emily Carr Institute of Arts, passed away on June 21, 2014.

A passionate teacher, James focused primarily on developing his students' technical skills as well as their creative responses to their subjects and their interests. In addition, James most recently worked to completely revise the course VISA 1101: *Introduction to Colour*. Those with whom he worked on the revision remember his extensive contributions to the project and acknowledge his encouragement to all involved as they worked on the materials and textbook components of the course.

James was also a committed, prolific, often-exhibited artist. His art explored the intersection between human constructions and nature and the living world, including humans. The process of capturing his art involved direct observational drawing and painting, with occasional references to photographs. His most recent work continued his series on rollercoasters, and he was also beginning a series of figure works.

James will be remembered as a devoted father, and as a perceptive and loving husband, brother, uncle and friend. Our thoughts are with his family at this time. Sincere condolences to James Lindfield's family, friends, colleagues and students.

Standard Style: Dialing up Dashes

By Mark Rogers

I'm working on copy for a web page, and I write, ". . . for more information, call 250.828.5000."

Wait a minute – what did I just do there? Dots in a phone number?

I must have temporarily lost my sanity because what I really meant to do was use dashes – as in 250-828-5000. There, that's better.

Believe it or not, dots and dashes are duking it out for a place of prominence in phone numbers, and dots have been gaining the upper hand for the past 10 or 20 years. You see them on business cards, posters, brochures and websites.

How did we get into this mess?

It's certainly not an attempt at emulation. I at first thought that dots were an import from Europe, but a bit of research soon revealed that Europeans favour spaces between the groups of digits in their phone numbers.

Here in Canada, the federal government has decreed that we should use dashes, although obviously not everyone pays heed. In Quebec, the style straddles the Atlantic with a space after the area code, then a dash after the exchange. And yes, if you're a student in Quebec, you'd better know that because universities will count it as an orthographic error if you don't.

It may be that the real culprits are graphic designers influenced by the dots used in Internet protocol numbers – the addresses hidden behind the domain names we see at websites. The web is hip and happening, so if IP numbers have dots, why not phone numbers?

It's only natural to want to look modern, so I don't blame designers for their indulgence with dots. Unfortunately, what looks state-of-the-art today might appear shabby a few years from now, and in the meantime we lose the good old-fashioned practicality of dashes.

Look at it this way: dashes, like hyphens, join things together. In the case of phone numbers, they join groups of digits representing the area code, the exchange and the subscriber (or line) number. Good work, dashes!

Dots might stand out nicely in a big poster banner, but they shrink to insignificance and illegibility in regular body text. Steadfast dashes maintain their composure and look sharp at any size.

Where we really appreciate the work of dots in numbers is when they act as decimals. Everything after the dot is a fraction of the size of what comes before. It's smaller – just like a dot.

I understand that it's hard work for designers to keep their work fresh and up-to-date. So if they want to use dots in phone numbers for advertising that's here today and gone tomorrow, then go ahead.

But for serious work that stands the test of time, it's dashes all the way.

General Inquiries:

Phone: 250-828-5000

Fax: 250-828-5086

VS

Phone Student Services:

1.800.663.9711 (toll-free in Canada) or
250.852.7000 (Kamloops and International)



UPDATES in OL

Life

Justin Frudd, B.A., M.A., joins Enrolment Services as an Enrolment Services Officer. Justin taught English in Asia for many years.

Hedy Buktaw in Program Delivery retired at the end of November 2014. See "Kudos!" for more about Hedy.

Danielle Collins, B.Ed., B.F.A., joins Curriculum Services as an interim Course Editor. Dani, in her recent guise as Curriculum Auditor, worked on the year-long, campus-wide Academic Plan initiative to audit and update print and web course calendar descriptions. Dani also has seven years as an elementary school teacher and another five as a technical writer for an oil and gas company. She likes to paint (pictures, not houses), and enjoys "pina coladas and getting caught in the rain."



"He was born on a full moon...during a thunderstorm on Friday the 13th."

Another athlete in the making: **Elise Fenwick, B.A.**, Writer/Editor for TRU-OL MarCom, gave birth to son Hudson on June 13, 2014. Hudson weighed 7 lb 3 oz, and was 19 inches long. Says Elise, "He was born under a full moon (a honey moon) during a thunderstorm on Friday the 13th (scary stuff)!" She reports, "L'il H loves being pushed in the stroller and going for runs with mom; it's his favourite place/way to catch a few z's!".

Inspiration

Corinne Peterson, CPA, GPA, joins Planning & Effectiveness as the Budget Officer after six years as the TRU Budget/Audit Officer. Past experience also includes five years as the Budget Analyst for Interior Health, prior to which she was the budget analyst for Interior Health. She says, "I love working with people and have a passion for investigative accounting." As Ronda Olds puts it, "She doesn't look at you like you're daft when you...need to get to the bottom of specific charges!"

Health

Dawn-Louise (D-L) McLeod, B.A., M.Ed., joined MarCom as the interim Writer/Editor in May 2014. D-L's positions with TRU include Course Editor, Copy Editor, Development Support Officer and Exams Liaison Officer. She enjoys cross-country skiing at Stake Lake and stirring things up at City Hall.

Roz Flockhart returned to the Admissions team in March 2014.

Christina Viefhues joined the Records team in November 2014 after several years in Delivery Support.

Friends

Tanya Elias, PBDID, M.Ed., joins Planning and Effectiveness as the Manager after working as a senior learning and quality manager for a global customer contact company. In addition to taking courses related to predictive analytics, she likes hitting the slopes at Sun Peaks with her five kids.

Jackie Enders rejoins TRU-OL, this time in a 10-month auxiliary position as an Admissions & Records Assistant. Jackie previously worked on campus in Finance and in OL as a Development Support Officer. She is pursuing a Bachelor of Commerce degree.

Family

UPDATES in OL continued

The Data Coordinators (**Linda Fleck, CSOM; Razu Mann, B.Sc.;** and **Eric Youd, B.Sc., B.B.A., M.B.A.**) joined the TRU-OL/TRU Systems Team in June 2014.

Nicole Singular, B.Ed. is a recent addition to Kamloops and to TRU and TRU-OL, where she is now with Production as an auxilliary Development Support Officer. Previously, Nicole taught at a high school in Edmonton as her practicum in Education. She is a nature photographer and "a huge fan of anything art-related!"

Dr. Wendy Nordick joins the School of Social Work and Human Service as the Open Learning Coordinator for the graduate certificate in Child and Youth Mental Health and the Certificate in Social Work.

Karen Nichols, formerly a Service Coach, became an Enrolment Services Supervisor.

Danielle Johnston, Program Advisor, had a baby girl in April 2014.

Michelle Yavasgel, B.A., joins Enrolment Services as an Enrolment Services Officer.

Thomas Sandhoff, Bachelor of Awesomeness, secured an ongoing position in Production as a Development Support Officer. Previously, he worked in the design/publishing industry for seven years and was the production manager at *Kamloops This Week*. He's a father of two young (and beautiful) children, enjoys long moonlit walks on the beach, plays a mean rhythm guitar and was (briefly) a Correctional Officer at KRCC (Kamloops Regional Correctional Centre). And he doesn't like onions.

Laurie Robinson, M.A., joins MarCom as the Digital Marketing Manager. Laurie has been with TRU since 2007 in various roles: Manager of Web Services, Manager of Recruitment Communications, Acting Director for Community U and instructor for communications and journalism. She teaches online courses in web development and design accessibility for BCIT and has done so since 2003. Before TRU, Laurie garnered nine years as a web supervisor: seven at Douglas College and two at Kwantlen Polytechnical University. Besides cross-cultural web design and marketing, Laurie enjoys hiking, skiing, kayaking and mountain biking.

Corey Stumpf, B.Journ., is continuing with Production in an ongoing position as a Development Support Officer. Prior to working at TRU, Corey managed a flooring warehouse for 3½ years and enjoyed a brief stint as a bingo hall announcer. In keeping with his passion for writing, Corey is pursuing a B.A. (English) degree at TRU, and maintains a variety blog.

Kim King, Program Advisor, recently returned from parental leave.



Snow

Coffee

Smiles

Gratitude



Get your Christmas

ON!

Impress your friends and family this holiday season!

For your chance to win this cosy TRU toque and matching ear muffs:

- 1 Correctly answer this question: What lives in the walls of TRU's newest operational team? Hint: The team is located on the second floor of BCCOL.
- 2 Send your answer to OLMarketing@tru.ca by 4:30 p.m. on December 15, 2014.

TRU-OL MarCom will randomly select a correct entry and contact the winner on December 17, 2014.

Call for Submissions

Whether it's a installation from your latest novel, an excerpt from the academic article you're submitting to a peer-reviewed journal, a photograph you took while snowshoeing or a poem written while waiting in the Starbucks lineup, TRU-OL MarCom invites you to submit it for possible inclusion in an upcoming issue of *The Open Standard*. Send your story ideas, questions, inquiries and creative artefacts to us at OLMarketing@tru.ca.

The deadline for submissions to the February 2015 issue (and your chance for fame) is **Friday, January 30, 2015**. So bring it on. We know you want to.

Acknowledgements

Many thanks to the entire TRU-OL MarCom team, the Czarina of Joy and the following contributors:

Danielle Collins, Wayne Egers, Linda Fleck, Jon Fulton, Dawn-Louise McLeod, Lindsey Norris, Andrea Rhodes, Mark Rogers, Marjorie Serak, Corey Stumpf