

# Bridges

The Art of **Reconciliation**

Easy as 1, 2, 3

“Jo2”: The Name in the  
Sportscasting Game



SO YOU WANT TO BE AN  
**ASTRONAUT**



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## On the cover:

Students Justin Erickson, Jackie Rechenmacher, Nic Zdunich, and Heather Pratt-Johnson celebrate TRU as a pride positive space with a stroll across the permanent rainbow crosswalk installed on September 16 at the junction between the Gym (background), BC Centre for Open Learning, House of Learning, and Old Main buildings. *Photo by Bart Cummins.*



## Bridges

### Publisher:

Lucille Gnanasiamany  
Office of Marketing  
and Communications

### Associate Publisher:

Christopher Séguin  
Office of University Advancement

### Editor

Diana Skoglund ('90, '04)

### Managing Editor

Anita Rathje

### Contributing Editors

Sherry Bennett ('04)  
Fearon Blair  
Bart Cummins ('07)  
Elise Fenwick  
Linda Komori ('01)

### Photography

Bart Cummins ('07)  
Tony Puerzer  
Larry Read ('93)  
Diana Skoglund ('90, '04)  
Hugo Yuen ('13)

### Graphic Design

Amanda Blyth ('08)

### Distribution

TRU Alumni & Friends Association

### Contact Us

#### Class Notes:

Email [alumni@tru.ca](mailto:alumni@tru.ca)  
Phone 250.828.5264  
[tru.ca/alumni/updates](http://tru.ca/alumni/updates)

#### Comments/Contributions:

Diana Skoglund  
Email [bridges@tru.ca](mailto:bridges@tru.ca)  
Phone 250.371.5897

#### Advertising:

Karen Gamracy  
Email [kgamracy@tru.ca](mailto:kgamracy@tru.ca)  
Phone 250.371.5715

#### Mail:

Bridges Magazine  
TRU Marketing and  
Communications  
900 McGill Road  
Kamloops, BC V2C 0C8

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## Student & Alumni Contributors



Heather Osborne is in her final year of Bachelor of Business Administration. She has enjoyed sharing her Study Abroad experiences as an Ambassador, and working during a co-op term at Grande Cache Coal, Alberta, where she will return after graduation.



Larkin Schmiedl ('12) is a journalist who graduated from TRU's program and started work for the local daily paper. His main areas of interest are food systems and environmental and social justice. He plans to write and live on the land.



Karlene Skretting ('13) is a graduate of TRU's Journalism program. She has returned home to Alberta and is working with a not-for-profit organization in Lethbridge. As project coordinator she is working to help rebrand the organization and expand its reach.



Jessica Wallace ('12) is a graduate of TRU's Journalism program and works as a full-time mobile journalist for InfoTel.ca, an online news publication. Journalism is her way to learn about the world and explore creativity in writing.

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

*It would be great to hear from you.*

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

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

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# Welcome



**T**his time of year as the light dwindles and the quiet of winter approaches, many of us find an opportunity for introspection. It is the season to look within, expand our minds, learn a new skill, or give something of ourselves to others. The activities, initiatives and research projects we highlight in this issue of Bridges show TRU's alumni, students, staff and faculty at their most creative, compassionate, determined, and inspired.

Researchers at TRU are exploring the nature of creativity with a look back at history and across the boundaries of art and science (Inspiration, page 9, Inside the Box, page 16). Canada Research Chair Ashok Mathur coordinates a national artistic inquiry into Reconciliation (Art, page 12) with the help of modern technology.


Astronaut Chris Hadfield delivered the President's Lecture to a rapt audience on October 4. Bridges shares his question period with students earlier in the day (So You Want to Be

an Astronaut, page 6), and this issue includes many other stories that reveal how a little travel—or a lot—can broaden our understanding of society and culture or give us a new perspective on life (Heritage, page 11, Curiosity, page 14, Clear Sailing, page 30).

Bridges also showcases the diverse ways that the TRU community is making the world a better place at home and abroad (Breaking Ground, page 4, Score!, page 24, Gringos, page 28), and fostering community on campus (Instrument of Learning, page 10).

As in past issues, we also turn our introspection on TRU itself: our photographic feature, Interior Settings, introduces the unique world of Natural Resource Science (Heise, page 22), and Inside TRU gives you the big picture on the three-year process of creating the new and improved tru.ca (Easy as 1, 2, 3, page 20, A Browser History, page 35).

And finally, don't miss our Alma Matters feature on Journalism and Performing Arts alumnus Joseph Otoo, putting all his passion into a chance at his dream job on reality TV show Drafted (Jo2, page 26). Go online with all our WebExtras to watch how this budding sportscaster fares, see the work of artists as they reconsider reconciliation, and read more of Hadfield's Q & A.

The days will lengthen again soon and we'll begin thinking about growth, renewal and reconnecting. If you have a story or idea you'd like to share in Bridges, contact us at [bridges@tru.ca](mailto:bridges@tru.ca). 

*Niki Remesz*

*Chair, TRU Alumni and Friends Association*



# BREAKING GROUND

## at Wells Gray

By Larkin Schmiedl

**W**ells Gray Park is shaped like a leaf. That's because it was designed to encompass an entire watershed, its boundaries drawn connecting the tops of surrounding mountains.

That's significant, according to Dr. Tom Dickinson, TRU's Dean of Science.

"The Clearwater River from its origins is one that's absolutely pristine. Nobody's had permanent settlement in this area that we know of. It's one of the last places you can actually see a viable population of mountain caribou."

Wells Gray's wilderness diversity is why Dickinson is working with renowned naturalist Trevor Goward to make the park a UNESCO World Heritage Site.

"It's probably a 15-year process," says Dickinson. "We began by coordinating a number of courses, special lectures and other events to specifically draw attention to Wells Gray and its current situation and importance." Acclaimed writer and filmmaker Wade Davis spoke in May, some of Canada's most noteworthy authors gathered in September for "Speak to the Wild", on the value of wilderness, and some of BC's foremost bird experts visited to talk birds.

"It's an important thing to do for the park, and an important thing to do for the university."

Immediately impressed with the half-million hectare wilderness of Wells Gray when he arrived at TRU in 1990, Dickinson accepted the Clearwater school board's offer of an unused one-room schoolhouse bordering the park for a research station, and worked to make TRU's Wells Gray Wilderness Research Centre a reality.

Since 1994, when the Centre ran its first three-week field course in ecology, students in biology, natural resource



Painter Robert Bateman breaks ground for a new facility at the Research Centre.

science and other programs from TRU and other universities have attended courses at Wells Gray annually. Researchers visit from all over the world to study the park's diverse and pristine habitats.

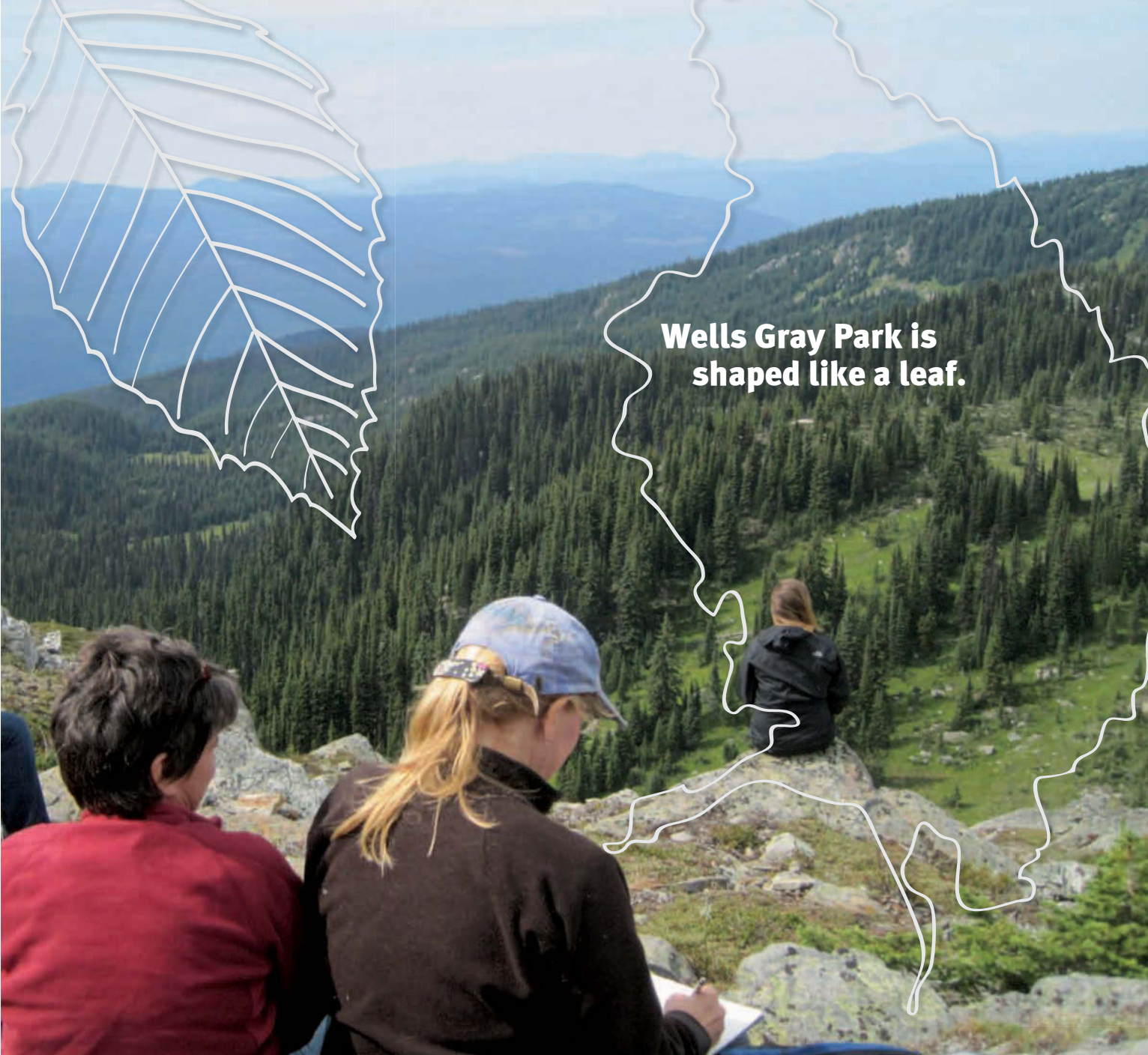
Now the Centre is getting an update.

Well-known naturalist and painter Robert Bateman was on hand with Dickinson and Goward on October 5 to officially launch TRU's new 2,100-square-foot research station with a lecture, hike, and ground-breaking ceremony. The new

building, scheduled for completion in the spring, will add accommodations for 20 and include a modern kitchen, dining room and living room/seminar area for staging workshops, conferences, research activities and field schools. Its design originated from a competition between TRU's architectural engineering students.

"It's a good building with good bones in it that will be able to withstand a lot of weathering over a long period of time," says Dickinson.





**Wells Gray Park is shaped like a leaf.**

*Field School: Students and faculty study and experience the biological diversity of Wells Gray Park.*



*Model of the Centre's new building, designed in 2012 by Architecture and Engineering student Blake St. Peter ('13).*

He emphasizes many faculty members are involved in making this happen, because of the value they place on being able to practice science outside.

“Hands-on experiences are irreplaceable in terms of learning,” he says. “You can know the theory, but sometimes it just makes more

sense when you can touch it, taste it, smell it and feel it. At the Centre, instead of talking about birds and their distributions, you could walk out at five in the morning and listen to about 30 different species singing.” **B**

**web**extra»

[wellsgrayworldheritage.ca](http://wellsgrayworldheritage.ca)

# SO YOU WANT TO BE AN ASTRONAUT

## Q & A with Chris Hadfield

**C**hris Hadfield is back on Earth after five months commanding the International Space Station. The retired astronaut shared his insights from life in space with students of all ages at TRU's Alumni Theatre on October 4, prior to delivering the President's Lecture to an audience of over 1,300 people. The following is a brief excerpt—see the Web Extra to read more.

### Q: What made you want to be an astronaut?

When I was just about to turn 10, on the news was the very first three astronauts to go to the moon. Mike, Neil, and Buzz. ... I thought Neil was the coolest guy in the world, for having been able to do that, and Buzz also. I knew I was going to grow up to be something, why don't I grow up to be that? ...

At the time, it wasn't just hard, it was impossible. There was no Canadian astronaut program... But I figured I'm 9, what do I know ... until this morning, it was impossible to walk on the moon. Things change. So I'm just going to start getting myself ready, and see what happens. ...

You are the product of your decision-making, to a very large degree, and what you decide to do today helps shape what you're going to wake up as tomorrow. If you decided, today I'm going to eat 15 pounds of ice cream, you would have to deal with the consequences of that tomorrow, or maybe slightly sooner. Or if you said, today I'm going to do a hundred push ups. ... This week I'm going to learn that. At the end of the week, you would have slightly changed who you are, even if you don't mean to.

So I just decided I was going to slightly change myself into an astronaut. And maybe someday

Canada would say, "Hey, we're looking for someone who we think would be a good astronaut, let's pick from whoever's ready." And that's how it worked for me.

### Q: What kind of personality traits make a good leader?

... Personality traits I think are very specific to the task you're trying to lead the people to do. I was the leader of the group of people living on the space station. ... At any given moment, the space station—if we got hit by a little meteorite—would have a leak. Or, if our cooling system failed, we could have an ammonia breakthrough and contaminate the atmosphere, where you've got to get on masks within a breath. Or we could have a fire, and because it's a closed environment, fire will kill you right away. So at any given moment I had to be ready to be that leader... there's no discussion going on, we are all going to do these things right now to stay alive... we know I'm making the decisions and you're going to do what I say. ... You need that type of leadership sometimes.

But I was on the station with five incredibly competent people. For normal times all I had to do was watch...and make sure we knew what we were all doing, and that we were all sort of headed the same direction with our plan, and let people buy into it... When you're in a leadership

position I would recommend this as well. As soon as you are given the task of leading another human being to do something, or a group of people, do your best to build a basis of experience with them, as early and as deep and as broad as you can. ... It's sort of like a pyramid. If things go badly, it all comes to a point all of a sudden, and you don't have time to discuss everything.







Left: Chris Hadfield visits the TRU observatory.

Right: Inspired by Hadfield's mission, retired faculty member David Charbonneau (left) painted *Floating in a Tin Can* (acrylic, 2013). Hadfield signed it, "Boldly into the unknown". Charbonneau donated it to the Faculty of Science—see it in the Bean Me Up café.

You have to do things right as a group, so the broader you can make the base of your pyramid, the better your chances of succeeding when problems go badly. And that's why the shared experience.

Sometimes you've got 10 minutes to do it. Like if you and I were in an elevator, and the elevator failed—or a group of any random citizens—you might have few minutes to talk with the other people around you... see who has a certain skill base, look at people's personalities, recognize everybody's strengths, weaknesses... and then make a plan and go forwards. Or you can all just scream and panic and do whatever you like. But if a leader is in that group, they will try and do those things. ...

Get a common agreed-to goal, and then establish roles within the group that will get you to that goal. And get people to buy into the common goal as your fundamental precept of leadership. ...

## Q: How has your body changed being in space for that long?

*[Hadfield asks the speaker, Arisson, to come up front as a model]*

... There's Arisson, tens of thousands, millions of years on Earth, beautifully evolved and now suddenly—*[lifts*

*Arisson off the ground and upside down]*—he's weightless, floating around. ... His head doesn't need to be on top, there is no on top, there's no up or down... His body has to make almost no effort at all to move the blood from his feet to his head. ... He's got this beautifully regulated balance system that uses gravity to tell him where he is... You take away gravity and that's completely wrong, useless information from his balance system. So, all these systems stop working. ...

The first time Arisson pees in space, into that nice collection tube, his pee is actually full of his skeleton. Because by the first time you pee in space, your body has already said, "forget the last million years, I'm now weightless, I don't need that calcium and minerals, I don't need to hold my head up any more, so I'm going to start getting rid of my skeleton," and it starts to evolve you to space flight immediately. His heart will start to shrink, because it doesn't have to work nearly as hard. After six months in space, his heart will be smaller like the Grinch. ... He's going to start turning into a Spaceling immediately, and after five months in space, he's well on his way to adapting to a creature that doesn't need gravity—which is fine if he never comes back.

But, now he comes home, and it's a disaster. All the blood goes down

to his feet, and his body has forgotten how to pump it up to his head. ... His balance system has completely forgotten what to do with gravity, so now he's getting these horrible, dizzy, spinning conflicting messages from his balance system. And he's got a weak skeleton, which is really fragile when he comes home. So then he has to completely readapt...

So we've learned this over the last fifty years and we fight almost all of those things. ... We can maintain everything except the density of the bones in the hips and upper femur, and I lost about eight percent of that. ... I've got advanced osteoporosis in the lower part of my body, but it's growing back. My body is reversing osteoporosis as I'm standing here crooked, it's going "oh, you need bone, ok, I'll grow bone for you"...

About a year after you get back, your bones are back to normal and you're completely adapted, and you're back to being an Earthling again.

*A recording of the President's Lecture by Chris Hadfield is available from the TRU Library. His new book, *An Astronaut's Guide to Life on Earth*, will be released in November. **B***

webxtra»

<http://inside.tru.ca/hadfield-q-a/>

# Paris, Beirut, Kamloops

By Jessica Wallace

A Kamloops-born chef who has travelled around the world learning the art of cuisine has come full circle—back to the university at which he studied—to help students begin their own paths in culinary arts.

Brody White started his food journey at TRU in 2003, completing his professional cook level one certificate. After finishing his apprenticeship and Red Seal trade certification, he moved to Paris to learn in one of the best-known culinary cities in the world.

“When you want to learn how to cook, Paris seems like a good place to do it,” says White with a chuckle. However, the journey didn’t start as planned. The opportunity he had lined up prior to his overseas move fell through when the chef who had hired him over the phone realized he was not fluent in French. White was undaunted. Determined to gain the Paris experience he sought, White earned a place at one of its best culinary establishments: L’Atelier de Joel Robuchon in the St. Germain district.

After a year, just as his work visa ran out, the restaurant’s owners asked him to relocate to Lebanon and a new restaurant, where a dream job awaited him.

As executive chef, White moved to the 3,500 year-old Mediterranean port city of Beirut in 2009, to build the foundation of Burgundy restaurant, known for its contemporary French cuisine and international inspiration.

“As a young man with no ties, I gladly accepted the position,” White says. “The restaurant was the best in Lebanon.”

He spent three years working and learning in Beirut, but on a visit to Kamloops last year, his path shifted again. White joined TRU as chef instructor and chef at Accolades Dining Room, and this January he returned to the place where it all began.

White finds significant contrasts between working in the industry and teaching the trade. The chef is using his experiences abroad and as a TRU student to guide him through a new and different adventure, his first year of teaching.

“After a life of working extremely hard and focusing on my career and path as a chef, it has been a great experience watching students hold a knife for the first time,” he says. “Coming back, it’s a completely different world.”

White wants to show students that there is more to the industry than

a minimum-wage job. “You have to help each individual,” he says. “There is opportunity for more than you’d expect.”

He says students will have questions for him that he can’t answer, but he continues to learn with them. “It’s a truly rewarding experience.” **B**

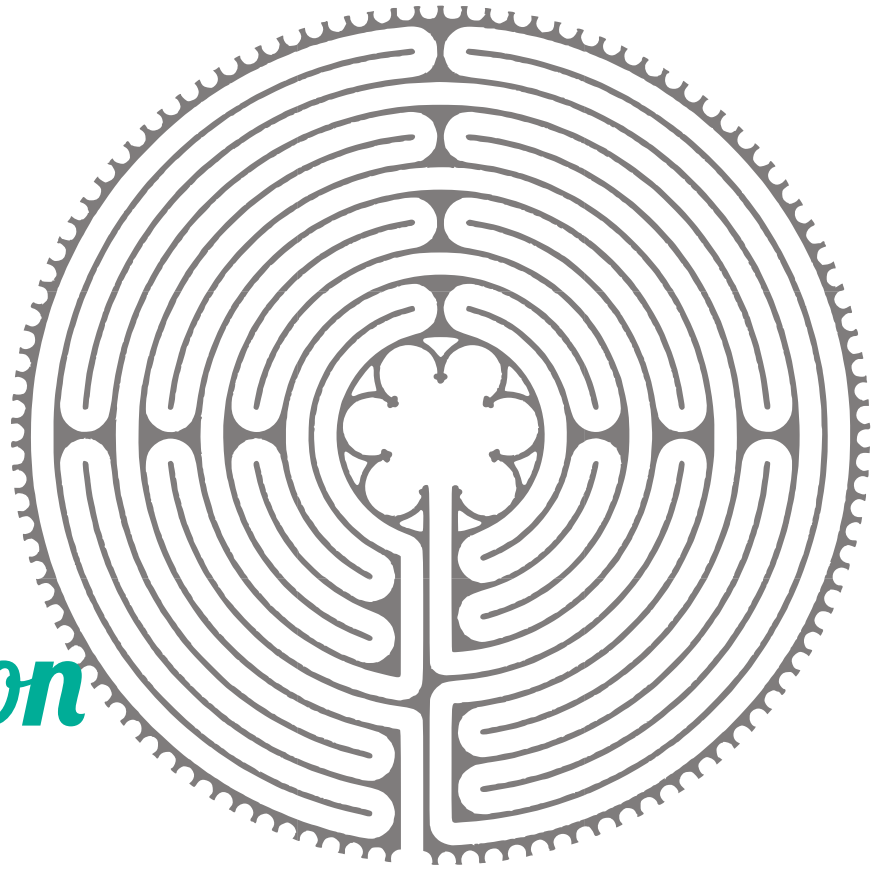


Brody White at the Kamloops Tomato Festival. Photo by Diana Skoglund.



# Inspiration at Every Turn

By Anita Rathje



**N**ina Johnson's creative writing students often complain of writer's block. From the distractions of mobile devices to the pressures of deadlines and grade point averages, mental static can get in the way when students try to put ideas into words. In a new research project, Johnson hopes to help them past the block with a unique mindfulness exercise: the finger labyrinth.

"When we're blocked, it begins with anxiety," says Johnson, a lecturer in the English and Modern Languages department and a Labyrinth Facilitator. "The labyrinth asks you to slow down and experience the moment, which then opens up opportunities to reflect in a very deep way and make connections."

Unlike a maze, which has dead ends and visual obstructions to make you lose your way and induce excitement or panic, a labyrinth has a single, non-linear path to its centre and out again, providing a sense of security even though you may not know how close you are to the end as the path twists and turns. In the tradition of other contemplative practices like meditation, yoga, or tai chi, walking a labyrinth cultivates relaxation, lessens

anxiety and improves focus. Research has shown that such practices create both physical calm and mental alertness, which Johnson believes enhance creative inspiration.

*"A mindfulness practice like the labyrinth enables you to enter a relaxed, receptive state where metaphoric and associative thinking can flourish." – Nina Johnson.*


Her research project, Labyrinths and Student Learning: the Effects of Contemplative Practices on Anxiety, Concentration, and Creativity, will investigate whether students can not only get past their writer's block, but find greater creativity.

"A mindfulness practice like the labyrinth enables you to enter a relaxed, receptive state where metaphoric and associative thinking can flourish," says Johnson.

*Above: Finger labyrinth design based on the Chartres Cathedral labyrinth.*

For this project, her participating ENGL 2060 students trace a finger labyrinth prior to writing a journaling exercise each day, and complete a survey on their anxiety and creativity levels at two-week intervals. Johnson has also proposed installing a full-sized walking labyrinth on campus.

"There are so many benefits to walking a labyrinth," she says. "They're being used institutionally in hospitals, prisons, art centres and university campuses, for treating stress, ADHD, trauma and autism. There's a huge application for wellness and quality of life." She hopes her research will show it is also a valuable practice to support student learning. "It's an experiential, transformational way of learning."

In her own discovery of the labyrinth, Johnson has found the changing directions of the path very much a metaphor for life, and at each turn, she says, come moments of creative insight. 

# An Instrument of Learning

Story and Photo by Bart Cummins

In eye-catching chartreuse, finished with fuchsia, white and blue polka dots, Jody Wells' piano was an intriguing sight for students crossing the campus grounds this summer.

Inspired by a Speech 1500 assignment, and borrowing the idea of a piano in a public space from projects in Vancouver and Toronto, the first year Arts student transformed an old upright and placed it in Visual Arts' outdoor installation space to create a venue for students to interact with each other and the campus.

Written across the lid is "Play", and the bench reads, "Sit". Over the course of the summer installation, the piano drew curious onlookers to tentatively

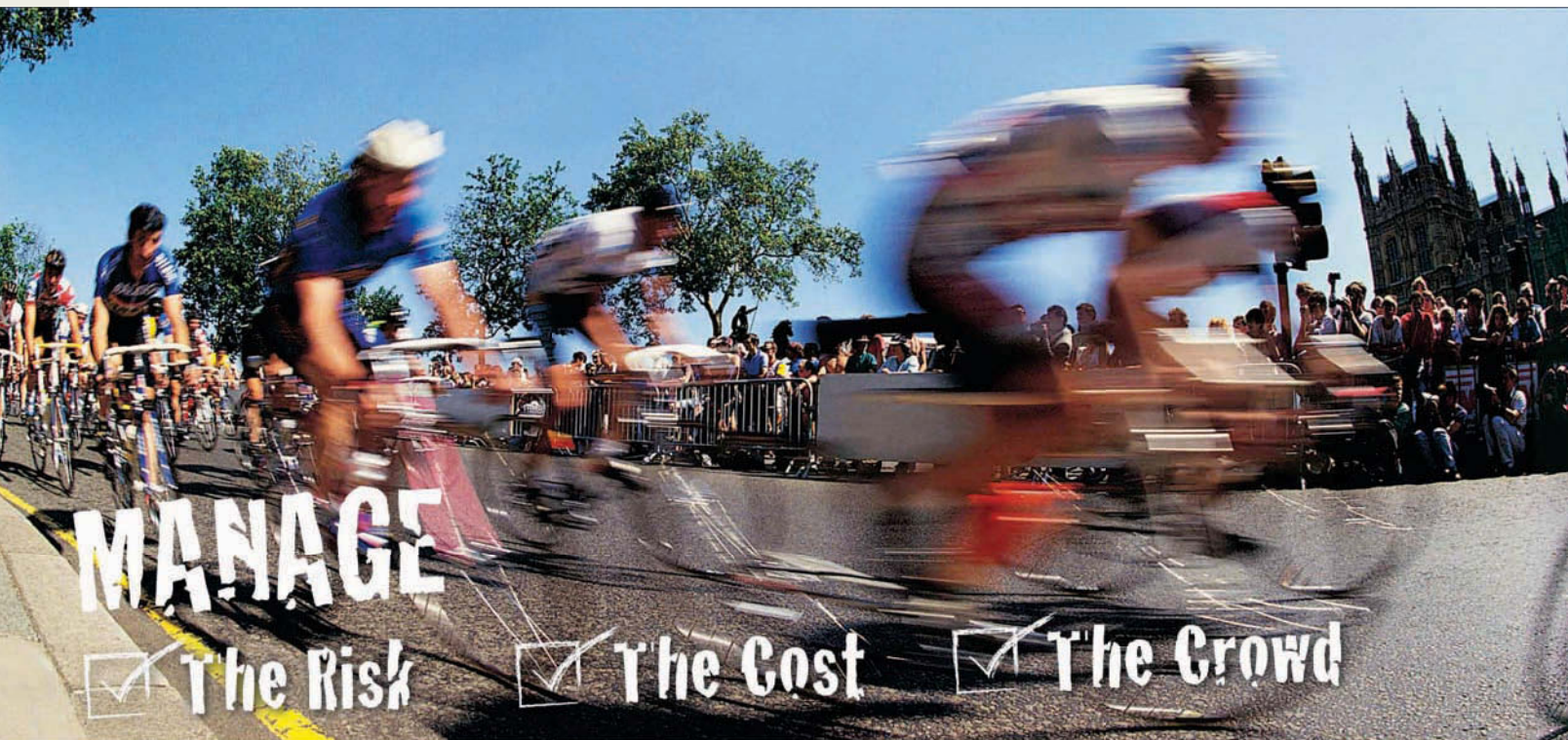
explore, find that it worked, and play. Wells hoped it would appeal to both seasoned performers and those who have never played a note.

"The first thing I thought was, 'Wow, I wish that was real,' and then it turned out to be real," says Kuziva Mujakachi. "I've never played outside in such a serene environment. This was a very creative idea."

Wells persevered through various hurdles to place the piano outside. "It was a risk

worth taking," she says. "I believe the world is a better place when people engage with music."

Her employer, Pan West Contracting, donated the bright body shop paint job. The installation ran until August 31, and Wells has begun discussions to make the outdoor piano a permanent part of the TRU community. **B**



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# A Heritage of Discovery

## Study abroad kindles quest for world culture

By Heather Osborne



As the sun rose over the largest city in the world, I made the last push of a 14-hour climb to reach the summit of Mt. Fuji. It was a majestic beginning to my semester at Bunkyo Gakuin University in Tokyo, Japan, and the start of two years of Study Abroad experiences and my passion for World Heritage.

Immersed in Japanese lessons, international business courses, and extracurricular classes in brass band and ballroom dancing, I improved my organizational skills and found new confidence in myself. Then a professor gave a lecture on UNESCO's World Heritage Center, an organization that protects natural and cultural heritage sites like Mt. Fuji around the world. I felt like I was back on the mountaintop, above the clouds. I knew I had to see more.

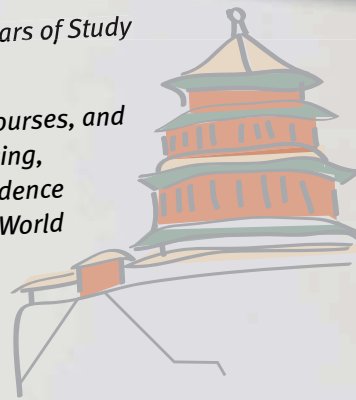
That chance came in 2009, during two more terms abroad in Japan's cultural heart, Kyoto. Between classes I continued my quest for cultural understanding, exploring the many World Heritage sites in the region, from Kyoto to the temples of Nara and the memorial at Hiroshima's Genbaku Dome, where I could feel the weight of that moment in history.

Home again, I knew I wanted to major in International Business, and obtain my Global Competency Distinction and Certificate in World Languages and Cultures, but I hadn't had enough of Study Abroad. I signed up for TRU's accredited program with Tianjin University of Technology and embarked for China.

In Tianjin I was able to take the same courses within my Business degree program that I would have taken at home, even with the same TRU professors. But I struggled with the language, the bureaucracy, the cultural differences, even my health.

Then as I was meandering through the Summer Palace in Beijing, another World Heritage site, I found myself in front of a 5,000-year-old artifact. I took a deep breath and realized I just needed to go with the flow.

Between my time in Asia and other travels abroad, I've visited 58 World Heritage sites, and my dream is to see them all. Study Abroad has given me the courage to take on new challenges, even a co-op work term outside of my field and away from home. Now, with a job offer after graduation, I find myself with more determination, more confidence, and an appreciation for world cultures that has changed my outlook on life. **B**



# The Art of Reconciliation

By Larkin Schmiedl

One of the questions at the very heart of Canada is its relationship with Indigenous people. When the Truth and Reconciliation Commission was created in 2008, it began a five-year process to learn the truth about what happened in residential schools, and inform all Canadians about it.

The question of reconciliation between Indigenous and settler Canadians is one with a burning need for answers and new ways forward. Dr. Ashok Mathur, director at the Centre for Innovation in Culture and the Arts in Canada at TRU, has taken this up in the arts.

“Art production helps us to vision our histories. As soon as you have a sense of your history, you have a better idea of where it can go,” says Mathur. “How

can we as non-Aboriginal Canadians, for instance, have productive and proactive relationships with Aboriginal Canadians? There is a legacy from contact to colonialism to residential schools. How do we develop beyond that?”

To tackle this question from an artistic perspective, Mathur put together a national project that ran throughout summer 2013.

A free not-for-credit online course called Art + Reconciliation, or rMOOC, provided an online learning space for artists and the general public to contribute art, reflection, commentary and more. A 12-artist residency, *Reconsidering Reconciliation*, contributed video, images and documentation of their ongoing

creations to the site, and university classes could draw on rMOOC's resources, all addressing the complicated issue of reconciliation.

“We can address it through artistic practice in a way that exceeds what we can do through policy or through simply reading that history... seeing it in a new way,” says Mathur. He facilitated the residency and rMOOC with a wide range of collaborators, including artists Tania Willard, Secwepemc, Chris Bose, N'laka'pamux and Secwepemc, and Adrian Stimson, Siksika (Blackfoot), who all contributed art, helped coordinate, and offered guidance.

“The artists aren't producing work that guilts people into feeling bad about their history,” says Mathur. “What



*The Kamloops Residential School in 1923, [www.secwepemc.com](http://www.secwepemc.com)*



they're trying to do is get people to see it, so the next steps can be more progressive."

Métis new media artist Cheryl L'Hirondelle helps women in prison write songs. She brought this project to the residency, and since prison rules prevented the women from recording their songs themselves, solicited participation from all the women at the residency.

"Cheryl said she wanted all the women to help her with this, using the technical skills of residency videographer and Secwepemc artist Gabe Archie to record the women while they were singing the song," says Mathur. L'Hirondelle combined the results into a video installation, which opened as part of Mohawk curator Steve Loft's "Ghost Dance" exhibition at Ryerson University's Ryerson Image Gallery in Toronto in

September, reflecting the voices, many of them Aboriginal, who wrote the songs. "It's like this solidarity sisterhood from inside and outside the walls."

The TRU Art Gallery showcased the breadth of the residency in August, leading up to Truth and Reconciliation Week September 16 to 22, when the Truth and Reconciliation Commission held the sixth of seven national gatherings. The artistic inquiry hopes to examine the history of residential schools, increase awareness of histories from Indigenous perspectives, critically inquire about the commission itself and ask, fundamentally, how art can be a driving force in moving forward.

The collaborators hope to build the art of reconciliation over the next year or two. The potential ways in which it could manifest are virtually limitless, as inspired participants continue to network

online, gaining ideas and perspectives from one another.

"What we have to do as a collective of people working together from whatever position, is to first find new ways of thinking about and taking responsibility for our histories and deciding what to make of those histories," says Mathur.

Earlier work by Mathur, TRU's Tier 2 Canada Research Chair in Cultural and Artistic Inquiry, includes editing the Aboriginal Healing Foundation's book, *Cultivating Canada*, on how non-white settlers deal with the question of reconciliation, and helping to coordinate Shelagh Rogers' 2012 visit TRU to talk about reconciliation. [B](#)

webxtra >> [rMOOC.ca](http://rMOOC.ca)

## Focus on Aboriginal health

Mathur is also excited about TRU's newest research chair, Dr. Rod McCormick, who was appointed BC Regional Innovation Chair in Aboriginal Early Childhood Development in July.

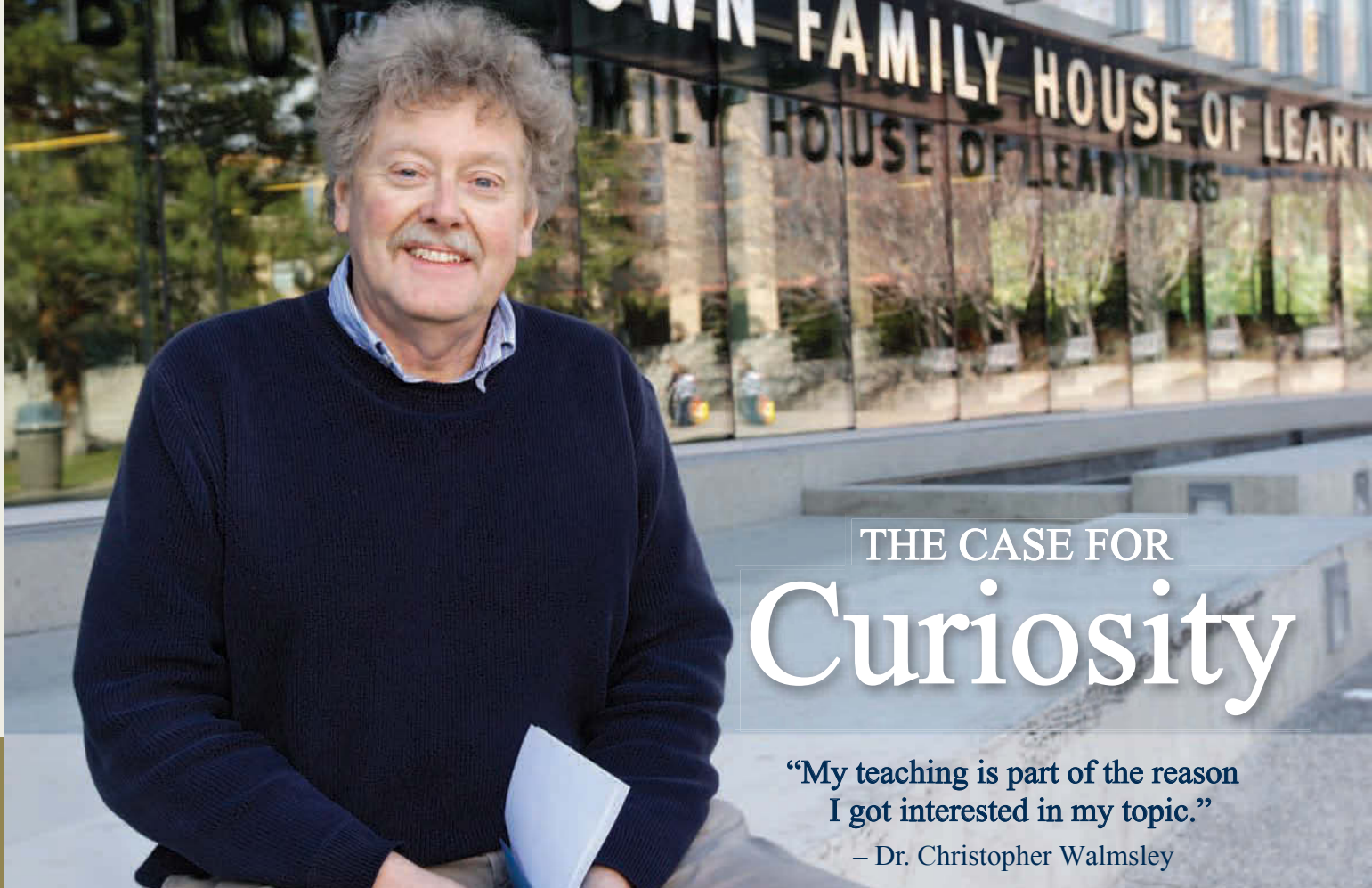
"Dr. McCormick's projects will be much more based in the community, in health sciences," says Mathur. "I'm very keen to work with him because all our disciplines need to come together."

McCormick, a national expert in First Nations mental health, will lead teams of researchers who will work with Aboriginal communities directly on maternal and child health. The new Chair position, based in TRU's Faculty of Human, Social, and Educational Development, was funded by the Province through the Leading Edge Endowment Fund (LEEF).

"He's doing remarkable work," says Mathur, "and he's very much embraced by the community, so that's a very good thing."



*Rod McCormick, new Chair in Aboriginal Early Childhood Development, receives a traditional gift from Elder Estella Patrick Moller of TRU's Elder In the House program.*



## THE CASE FOR Curiosity

**“My teaching is part of the reason  
I got interested in my topic.”**

— Dr. Christopher Walmsley

### Child welfare questions inspire international research

By Jessica Wallace

**E**ven after 17 years of opening the eyes and minds of Social Work students at TRU, Dr. Christopher Walmsley is still inspired by his students' curiosity.

Walmsley has spent his career exploring issues such as child welfare and social policy in interdisciplinary, collaborative ways that bring new knowledge to the field and larger community, and new perspectives to his students. While he explores child welfare throughout his curriculum in discussion with students, he's always looking for opportunities to bring first-hand knowledge back into the classroom.

"My teaching is part of the reason I got interested in my topic," Walmsley says of his newest project. The Social Work professor and 2013 TRU Master Scholar is planning to travel to Scandinavia in the spring. His project, "Supporting the Families of Child Welfare Involved Children in Nordic Countries: Policies, Programs and Practices", is a topic both he and his students are curious about.

"I want to look at what these countries do," he says, noting that BC has one of the highest numbers of children per population living in poverty out of the Canadian provinces, and the Nordic countries are comparatively much lower. "One of my hunches is that it is lower because of the Nordic countries' more generous child benefit policies, as well as their universal daycare and social housing policies."

With support from TRU's Internal Research Fund, Walmsley will travel to Norway, Sweden, Denmark and Finland to interview practitioners, academics and policy leaders. He says access to research on Nordic practices is limited as most is written in the researcher's first language, such as Swedish. "Only a fraction of their research material is available in English."

Walmsley intends to share the findings from his research trip in peer-reviewed journal articles, a paper for the Research to Practice Network of the Federation of

Community Social Services of BC, as well as through articles and workshops for provincial and local organizations involved in child welfare.

He also looks forward to bringing his findings back to the classroom with revisions to the curriculum in his Family and Child Welfare Policy course, which compares child welfare in 10 developed nations.

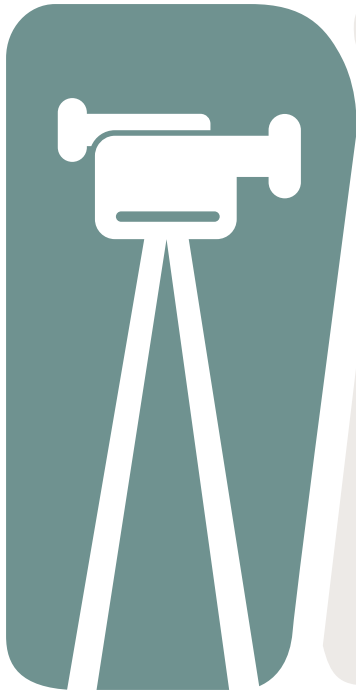
"My students are interested in the Nordic countries; they can see the differences between how they approach child welfare and how we do," he says. "When we get into discussion, there are always unanswered questions."

When he completes his research, Walmsley will have first-hand information to enrich class discussions, quench his students' curiosities, and continue learning with them. **B**



# Difference-Makers

Undergraduate Research *By Linda Komori*



## Bridging generations

Before she started studying social work at TRU, Jessica Gates was a filmmaker.

“The things that interest me in film are the same things that interest me in social work,” she says. “I used film as a tool to advocate for people, and as a way to understand other people from their own perspectives.”

Gates’ interests led her to research by Social Work professor Dr. Wendy Hulko, focused on understanding the way dementia is experienced in Indigenous communities. As an undergraduate student research assistant, Gates was involved in collaborative work with First Nations Elders to improve the cultural safety of health care, and development of a children’s book intended to help Aboriginal children understand and support Elders with memory loss. A parallel video project, created for teenagers in First Nations communities, gave Gates a chance to apply her film-making skills and earn a co-producer credit.

*Jessica Gates displays a book resulting from Hulko’s project.*



## Protecting BC’s bats

Several common species of hibernating bats are now endangered due to a fungus that causes White Nose Syndrome. With the help of an Undergraduate Research Experience Award Program (UREAP) grant, microbiology student Baylee Out spent her summer working collaboratively with Parks Canada in Glacier National Park to determine whether the fungus has arrived in BC caves used by hibernating bats. Out collected samples in the Nakimu caves and is now doing preparatory work in order to run DNA tests on the samples. Parks Canada will use the results of Out’s research to determine best measures for protecting hibernating bats in the park. Out will present her work at the BC Parks and Protected Areas Research Forum in December.



## A little perspective on science

Biology student Spencer Morran spent her summer at science camp—but not as a student. Morran used her UREAP grant to study student experiences at The BIG Little Science Centre in Kamloops, which runs summer science camps for elementary school students. Morran wanted to find out which mechanisms of learning were used at the camp, the extent to which students increased their knowledge of science, and how student attitudes toward science changed as a result of attending camp. Morran is currently analyzing her data and plans to develop her research into an Honours thesis. She will also present her work at TRU’s annual Undergraduate Research Conference. **B**



# Inside the Box

## Don Lawrence shares the magic of the camera obscura

By Linda Komori

Digital images. They're on our smartphones, computer monitors, digital cameras and webcams. We make and view photographic images all the time, without much effort. So why, with all these sophisticated and easy-to-use imaging technologies, is Don Lawrence using the camera obscura, a technology from the Middle Ages?

"Despite the antiquity of the technology, the experience of a camera obscura image continues to be magical and captivating."

— Don Lawrence

"Despite the antiquity of the technology, the experience of a camera obscura image continues to be magical and captivating," says Lawrence, an associate professor in Visual and Performing Arts. "People immediately see a magical transformation of the space they're viewing." He adds that, with its otherworldly quality, a camera obscura image pushes the viewer to look at things in a different way. "When I'm seeing through its lens, my sensory perceptions become more highly attuned," he explains.

In its simplest form, a camera obscura is a pinhole camera. Light passes through a hole into a box, projecting an image from outside the box onto an interior surface. Used for everything from safely viewing solar eclipses to projecting images for tracing, the camera obscura served for centuries as a scientific aid and artist's tool. With the advent of modern photographic techniques,

however, the camera obscura—which can range in size from a small box to a large room—has become a rare curiosity.

It is the curious nature of the camera obscura that attracts Lawrence. As with his work designing and constructing cameras for underwater pinhole photography, Lawrence's work with the camera obscura lives at the intersection of art

and science. "It's half practical and half fictional," he explains. "It goes back and forth between these two realms."

Since first exploring its potential as an artistic tool during graduate studies, Lawrence has undertaken a number of projects involving the camera obscura. In 2011, during a residency in Tasmania, Lawrence used a camera obscura mounted on his kayak to navigate the Tamar River and to experience the ancient optical technology in a new way.

This fall, in a series of projects supported by a Social Sciences and Humanities Research Council (SSHRC) Insight grant of \$296,700, Lawrence is bringing together historians, scientists, and artists for explorations of the historical use and current artistic practice of the camera obscura, art-making in wilderness settings, and other themes that run through his work.



Lawrence displays his model of a portable large-scale camera obscura

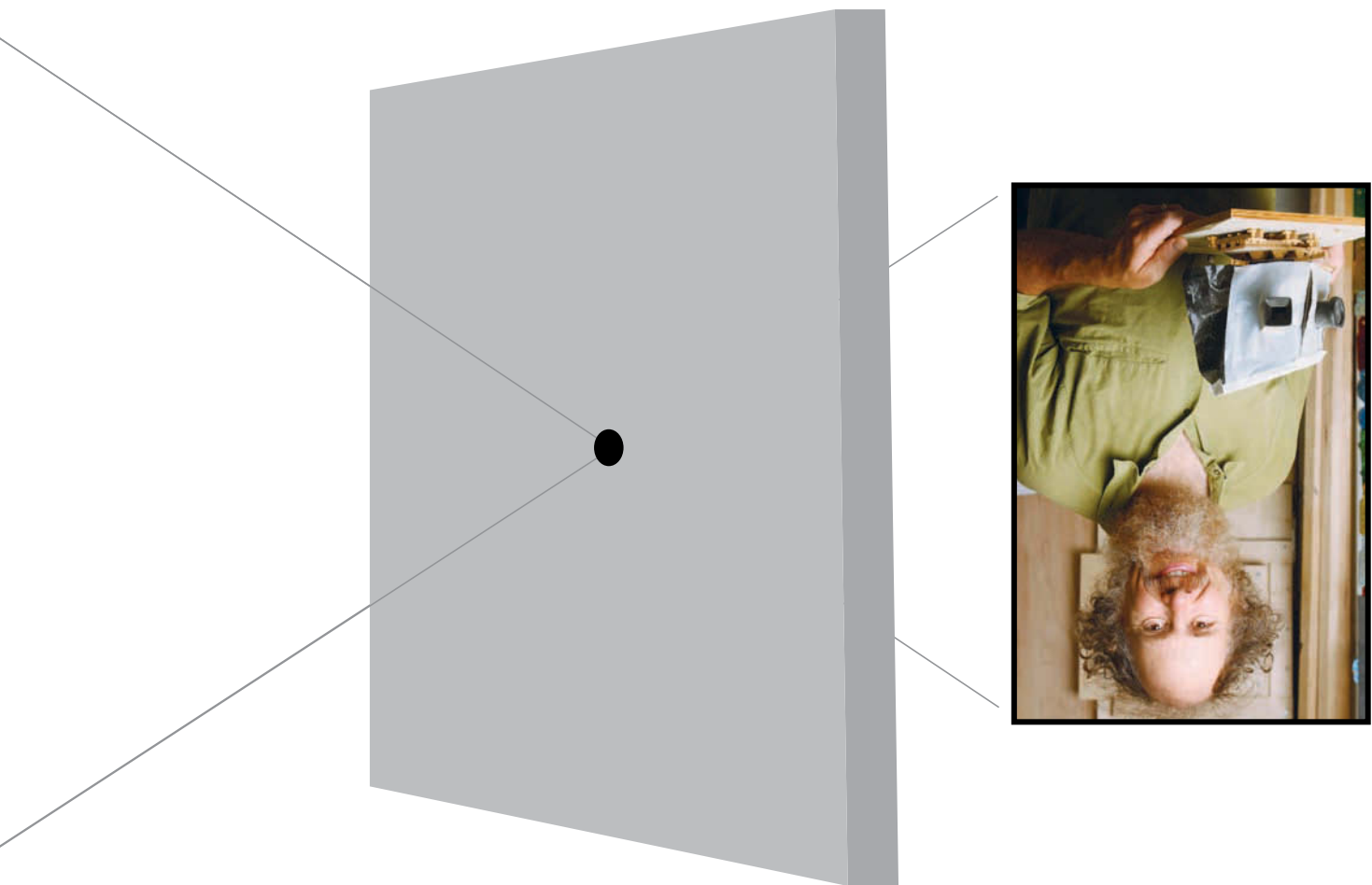
The various strands of research will be brought together during the Midnight Sun Camera Obscura Festival, planned for the summer of 2015 in Dawson City, Yukon. The festival will involve a symposium, seminars, workshops, gallery exhibits, and a portable camera obscura for the public to experience. Lawrence will also draw on TRU's relationship with the Yukon School of

"It's half practical and half fictional," he explains. "It goes back and forth between these two realms."

— Don Lawrence

Visual Arts and hopes to involve students of that institution in projects related to the festival. Exhibits and workshops at the Yukon Art Centre and Ontario's Tom





Thompson Art Gallery are planned for the two years following the festival.

Lawrence has also begun work on a portable, walk-in camera obscura, one of only a handful around the world. It's a technology few people have had a chance to experience. By allowing the viewer to see an image projected on a table, his portable camera obscura will give Lawrence a chance to introduce the technology to a wider audience—and to see their wonder at the way the ordinary can be transformed. [B](#)

web  
extra»

How to create a Camera Obscura – from the Paul J. Getty Museum

<http://bit.ly/HrwHRk>



*Lawrence pilots his floating camera obscura kayak.*

# Easy As 1 2 3

By Anita Rathje

A modern design and improved navigation may be the first features to grab the attention of visitors to TRU's new website. But the tru.ca homepage and new top-level pages launched this August are the first examples of a comprehensive reimagining of TRU's web properties that began three years ago. Beyond the new look, the redesign strives to achieve two main goals: to better recruit and serve students, and to represent TRU as a whole.

"Our website was far past its expiration date," says web redesign project manager Matthew Tarzwell. "This is the first time we have taken a serious look at the site architecture, design, and features since UCC merged with BC Open University in 2004/2005."

The interdisciplinary project team started in November of 2010, by consulting with stakeholders representing every division and department on campus and engaging the services of Dare, an external agency.

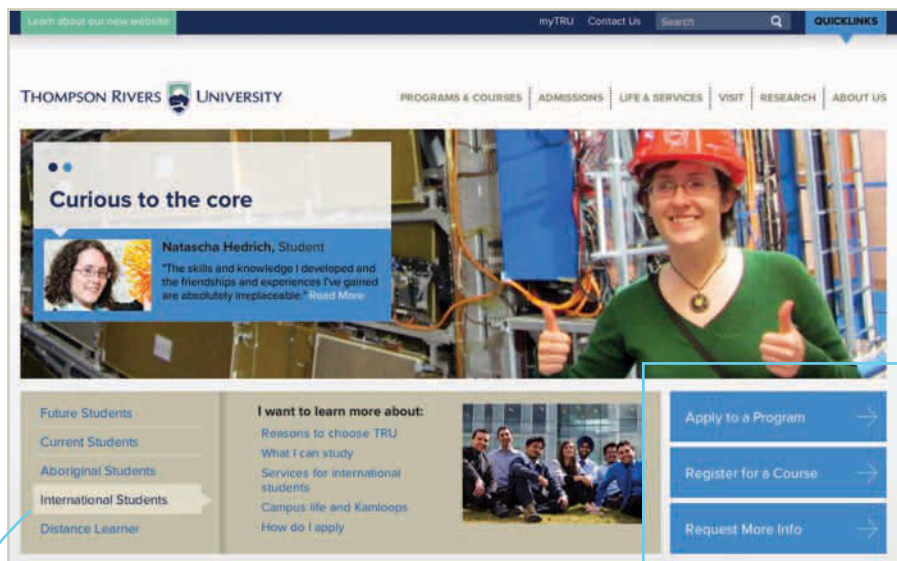
"There are about 6,000 pages in our content management system, and over 10,000 total documents that make up our online presence," says Tarzwell. "For a project of this scope, it's good to get an outside view and expertise we may not have had—project managers, information architecture experts, web designers, and developers to code it all."

Find what you're looking for with three bars of menus that appear on every page: the Search bar, main menu, and footer. Click the green "Learn about our new website" button for a tour of new features.



Take the tour of the new site's features and send us your feedback, at [tru.ca](http://tru.ca).





Key actions for students appear in three blue buttons on the homepage and in subpages like Admissions. The menus in this section are customized to various student groups.

From an inventory of the existing site architecture to the final stages of template design, the team and Dare worked back and forth with multiple drafts of navigation menus, layouts, and features like Quicklinks, refining the look and feel of the site as well as dramatically changing the structure to separate student content from staff and faculty pages.

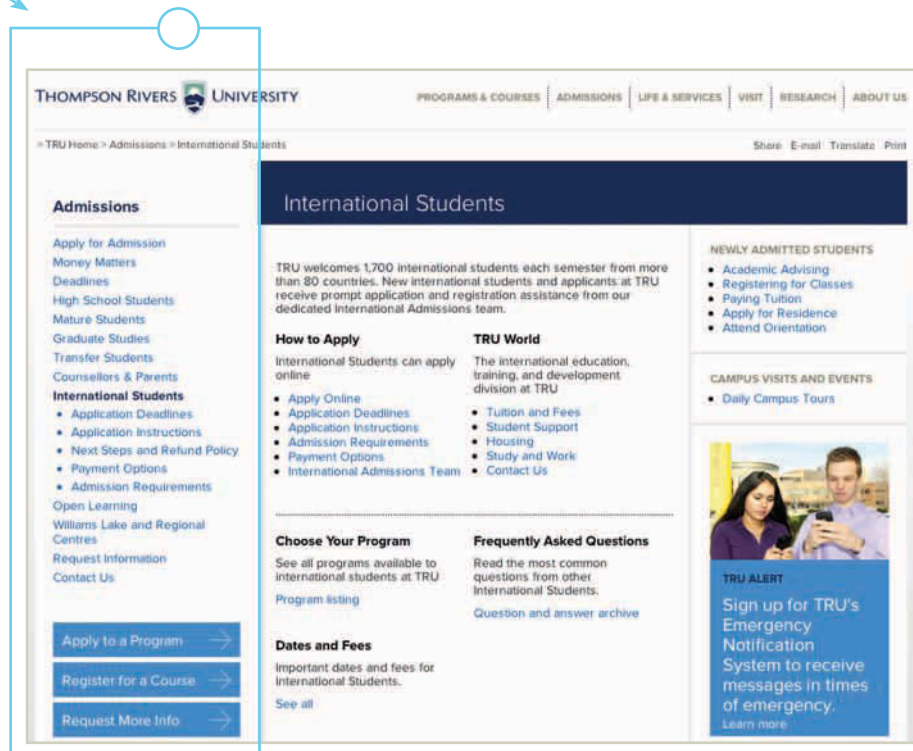
One of the main goals was to ensure the public face of the site is directed at students.

"Our website has historically been very departmentalized, reflecting the structure of TRU," says Tarzwell. "But this doesn't make sense to students." The new site separates student tasks, such as how to pay tuition or where to find the Campus Cashier, from a department site like Finance. "We reorganized our content based on our audiences and the tasks they want to complete when they visit our site."

*continued >*

The flexibility and modern design of the new site templates enable more consistency in the look of various departments, such as the Research and Graduate Studies office, while feeds from the TRU Newsroom, Events, blogs, and social media are customized for the department.

Consultations and updates to the Admissions site continue as we enter Phase II of migration, to offer students the simplest, most efficient routes to the information they need for applications, registration, fee payments and other processes.



Web Redesign Project  
Management Team Formed  
**November**

RFP for External  
Vendor Concludes  
**June**

2010

2011

Project Charter

**January**

*continued >*

continued >

With the traffic from mobile devices growing each semester, the redesign team also took on a new goal midway through the project: one site, many devices.

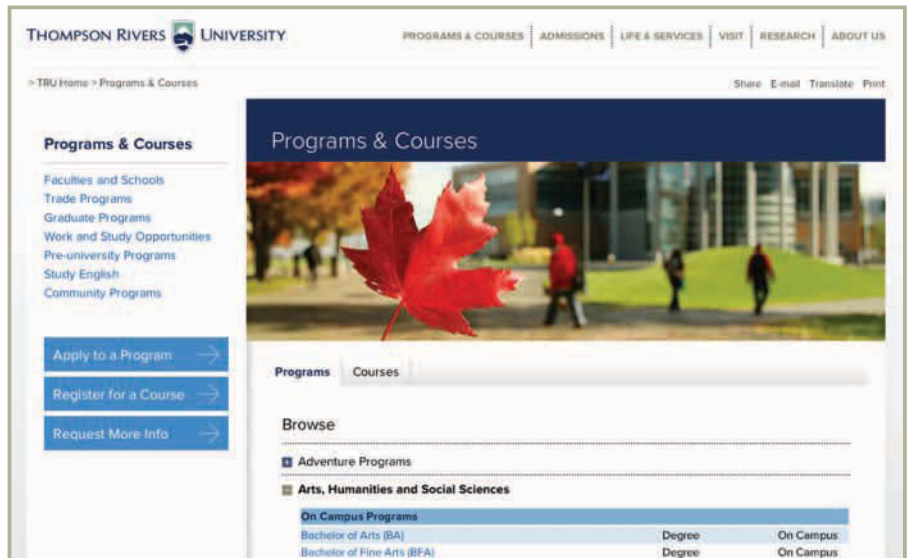
“We went from designing a single layout to designing three, to specify how the site looked on a desktop computer, a tablet and a smartphone.” The results are worth the extra effort: regardless of the size of your screen, the new site adapts automatically to your device for easy reading and navigation.

While the layouts tripled, the team began integrating the university’s three former sites—tru.ca, truopen.ca, and truworld.ca—into one unified website so all students can see everything TRU has to offer. The majority of TRU Open Learning pages are now a seamless part of the new site, with TRU World’s content migration in progress.

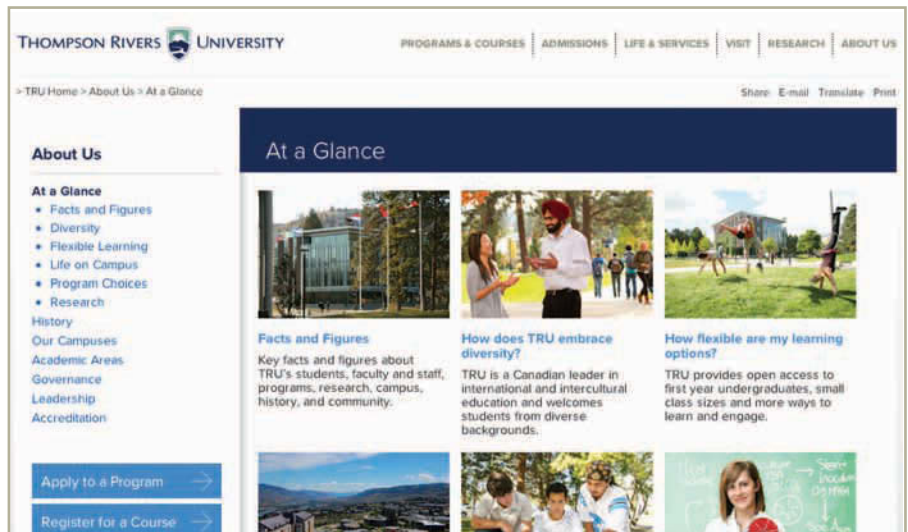
Phase one of content migration, though the most complicated logistically, was the tip of the iceberg at around 870 pages. The team has about five more phases to go, starting with the migration of TRU World and faculty and school sites—each with 200 to 300 pages—to complete the transformation of all pages on the site by the end of 2014. **B**



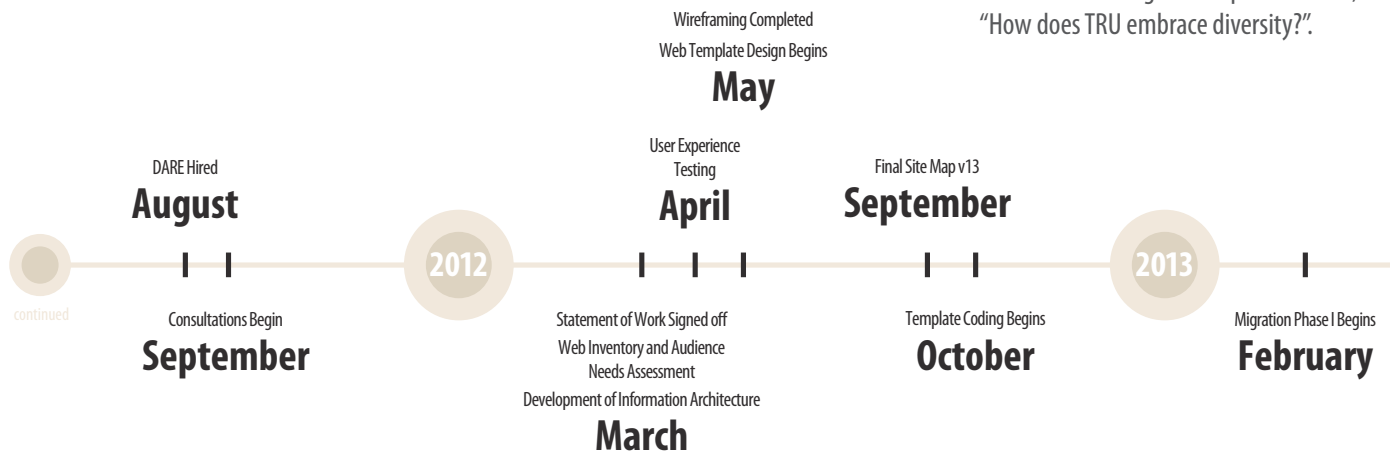
The project site has kept the TRU community informed on the process and timelines, at [tru.ca/redesign](http://tru.ca/redesign)



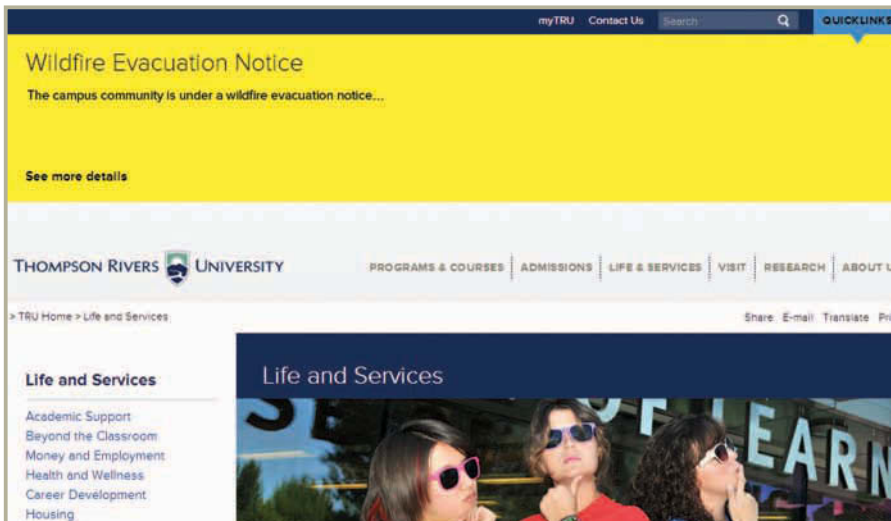
One goal of blending the three websites is that prospective and current students—on campus, online, domestic, international—can see all of the approximately 600 courses and 200 programs TRU has to offer in this easy-to-navigate section.



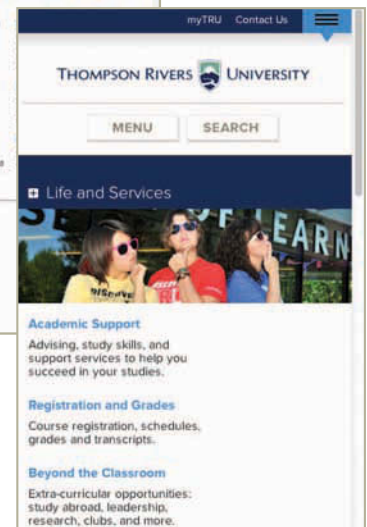
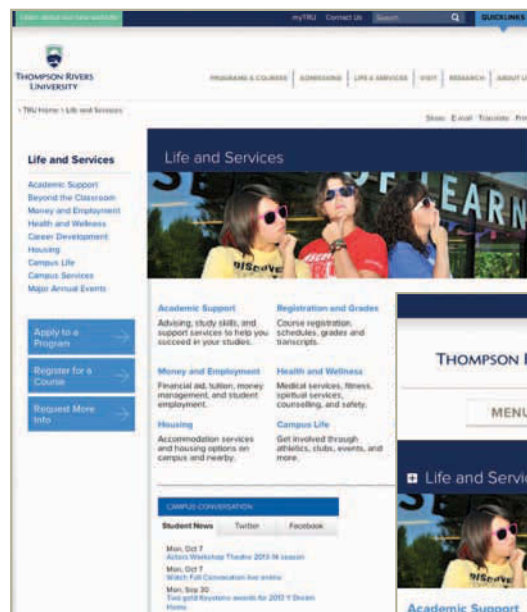
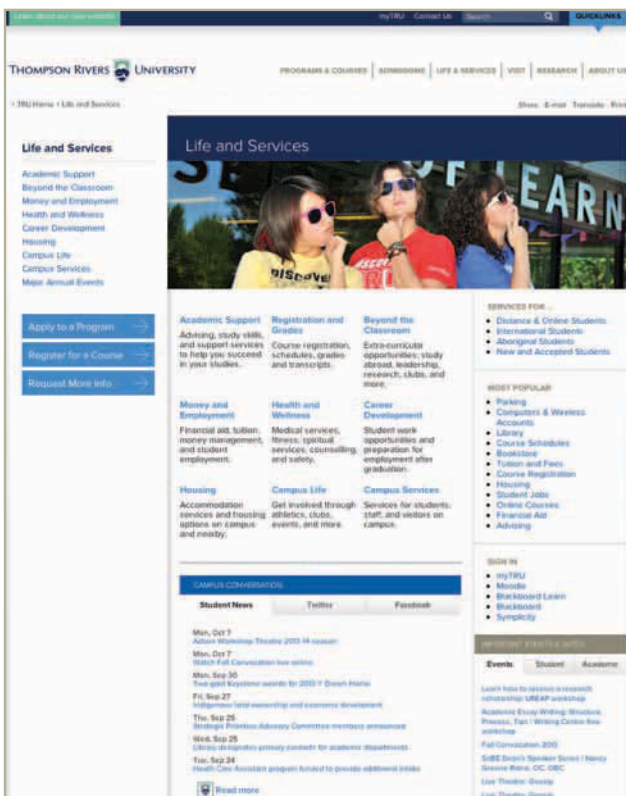
In About Us you’ll find an overview of TRU, from history to governance, basic facts and figures to questions like, “How does TRU embrace diversity?”







TRU has a new emergency notification system, which will rapidly display alerts on the website in addition to alerting by e-mail and text message.



Site Launched  
**August**

Migration Phase III Begins  
**January**

Tentative  
Completion  
**Fall 2014**

Migration Phase II Begins  
**September**

2014

Arguably the best feature, the new site responds to the device used to view it with three different layouts for desktop, tablet or cell phone. See how it works from your desktop by making your browser window narrower.

# Interior Settings

*featuring* Brian Heise

Brian Heise is an associate professor and chair of Natural Resource Sciences. His NRS students enjoy getting their feet wet—literally—in his courses on aquatic ecology and fisheries, and participating in his research on the effects of land use practices like logging, fishing and cattle grazing on freshwater ecosystems.

1. A water sampler is a critical tool in his research on fish and aquatic insects. The green netting nearby is a gill net; Brian and his Fisheries Management students catch fish to provide stock data to the provincial government.
2. Souvenirs from an exchange to the Swedish University of Agricultural Sciences (SLU) balance out the wet and fishy with wood samples from forest management, a mushroom harvester's utility knife, and an SLU Wildlife, Fish and Environmental Studies department mug.
3. The Pacific Salmon Foundation, one of the sponsors of Brian's research, presented TRU with this painting at the Adams River Sockeye Run in 2010 in honour of TRU's 40th anniversary.
4. Hiding in the corner of the fish tank, 'Scar' is a plecostomus, an algae eater. He's also a rescue fish: one of Brian's students spotted a fish in a plastic bag lying in a snowbank and called Brian, who nursed Scar back to health.
5. Life jackets, hip waders and a D-frame net are a must for Brian and his students. In the winter, snowshoes help them reach lakes and streams covered in ice and snow. He brings bear spray and a radio when research takes him to headwater streams in logging areas.
6. Among books on ichthyology (pronounced "ick", the study of fishes), limnology (lakes and rivers) and fisheries management, is a copy of British Columbia's Inland Rainforest, to which he contributed sections on aquatic environments.
7. Invasive species such as yellow perch (large jar) threaten salmon and other indigenous fish species in the Interior. Brian's research explores ways to control perch populations and keep them out of other lakes. He leant his expertise on destructive species like zebra mussels (small jar) and the algae known as "rock snot" to the development of BC's Invasive Species Strategy.
8. When he's not looking at wetland bugs under a microscope, he reaches the general public through classes for the Wetland Institute and Wetlandkeepers and columns for popular press like BC Sports Fishing Magazine. **B**







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# SCORE!

## A win for community

By Karlene Skretting

Conspicuous in their bright orange team gear, WolfPack athletes have become a symbol of community service in Kamloops.

"When a student athlete comes to TRU, we offer them an opportunity to develop in terms of athletics, leadership and academics, but we also try to develop their sense of community," says Scott Clark, head coach of the men's basketball team. All the teams get out into the community to assist at or organize at least three events, and many athletes take part in eight or nine activities a year.

This September marked the third year of a rivalry between the men's volleyball and basketball teams to raise the most funds for the Postmedia/Kamloops Daily News Raise-a-Reader Day.

"The event is an early wake-up day so it is always a bit of a struggle getting up and out the door, but it just makes it that much better," says basketball player Kevin Pribilsky. The two teams are out at dawn selling copies of a special Raise-a-Reader edition of the Kamloops Daily News for donations to local literacy programs.

WolfPack basketball raised just over \$1,000, but volleyball outdid them for the third year in a row with \$1,493. The friendly competition to make a difference has proven to be a good bonding exercise within and between teams, and the support lasts all season long.

Tom McManus, head coach of women's soccer, recalls watching WolfPack athletes assist at one of the Terry Fox Runs organized every September at local elementary schools. One of the biggest contributions by the athletes is running alongside the kids to keep them motivated.

"A youngster was straggling behind, tired and unable to keep going during one of the runs," says McManus. "One of our players picked the child up to ride on the player's shoulders to the finish." The coaches at the event still remember the big smile on the child's face and attachment to the athlete after the run ended. "The kids will recognize players walking down the street. Their smiles and enthusiasm mean so much to the athletes."

Every April the women's soccer team runs a soccer skills clinic for girls age 5

to 18. Admission is by donation, and all funds go to local charities. The young players often come out to WolfPack games and show their support.

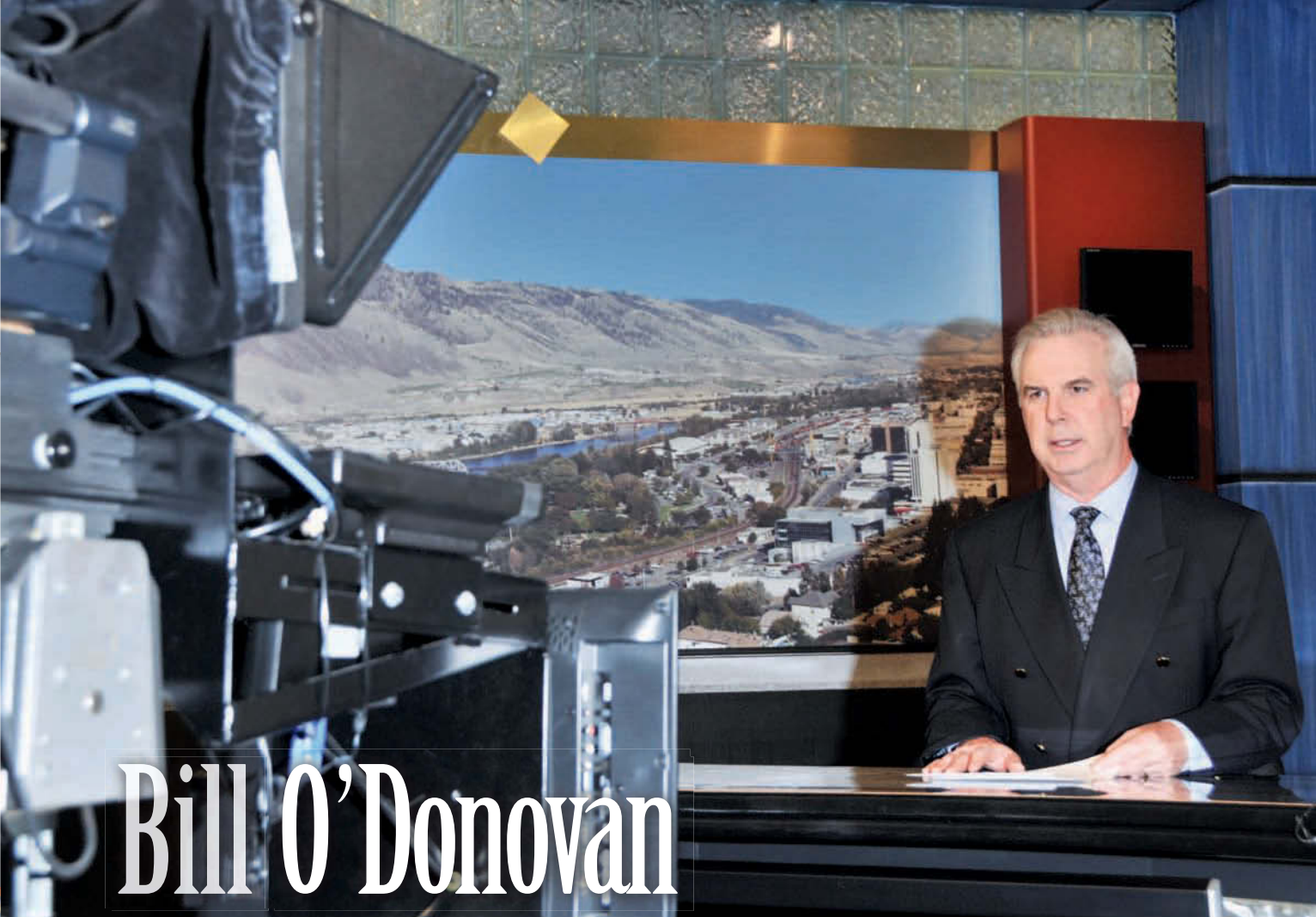
"I have learned to give back as much as possible because it will always come back to you," says team member Kelsey Martin.

Being an athlete at TRU is much more than just winning trophies and scoring points. Making a difference through community service is the number one goal. **B**

*Extra, extra—Mike Zayas sells another paper at Raise the Reader September 28. Photo by Larry Read.*







# Bill O'Donovan

## Finding his calling play-by-play

By Bart Cummins

Growing up in Williams Lake, CFJC TV 7 news anchor and producer Bill O'Donovan ('76) was a sports fan: a regular at Stampeders' hockey and other sporting events, a loyal viewer of Hockey Night in Canada, and avid listener to Vancouver Canucks games on the radio. During epic bubble hockey games in the basement of the family home, he called the play-by-play. O'Donovan knew he would make his living through sports. He just didn't know how.

In the Winter semester of 1975, when O'Donovan was enrolled in general studies at Cariboo College, a professor by the name of Dr. Les Koritz asked him what he wanted to do. Surprised by the question, O'Donovan replied, "I'm really interested in journalism and broadcasting," though he hadn't given it

much thought. Koritz suggested he apply to the communications media program, a decision that would pave a career path that's nearing 40 years. "Once the program got underway, I realized this is what I want to do."

After graduating, O'Donovan landed a broadcasting position in Dawson Creek, followed by stints in Williams Lake, Penticton, Kamloops—where among other things, he did play-by-play for the Kamloops Jr. Oilers in their final year before the team was sold and renamed the Kamloops Blazers—and Regina, where he moved from sports to news in 1999. He returned to Kamloops to join CFJC in 2001.

Attending TRU has become something of a family tradition. Inheriting his passion for sports, his son Patrick ('10) is a Bachelor of Tourism Management

graduate and works at Tourism Kamloops, helping bring tournaments to town, and Tim ('09), Bachelor of Business Administration, joined the Kamloops Blazers as Director of Hockey/Media Administration. His wife Audry ('03) and daughter Sinéad ('12) are also TRU graduates.

O'Donovan still has his hands in sports, working the public address at Blazers home games. Despite the uncertainty of the business, he thinks his dream of broadcast journalism is still a viable one today.

"I think the biggest thing is your passion and commitment... you have to pay your dues, you have to put your time in, you have to be prepared to put in a lot of hours," he says. "But if you really enjoy it, you'll realize it's well worth the effort." **B**

# “Jo2”

## ● The Name in the ● Sportscasting Game

By Karlene Skretting

### “Creative. Passionate. Fresh,”

is how Joseph Otoo ('11) described his sportscasting style in his online audition for the chance to be heard in more than 6.8 million homes across Canada.

His three-minute video won the Journalism alumnus a spot on Sportsnet's reality TV show, Gillette Drafted, vying for the job of a lifetime—a one-year contract as the newest sportscaster on Sportsnet, plus a one-year term as a spokesperson for Gillette.

“When you allow yourself to be quirky and be you, the passion almost emanates from your pores,” says Otoo. He has drawn on that passion and on the journalism and theatre skills learned at TRU throughout the competition.

Otoo says he maximized his learning opportunities outside the classroom. He hosted a weekly sports talk show on The X campus radio, did commentary play-by-play for WolfPack basketball and volleyball game webcasts, and wrote for the Omega, TRU's student newspaper. As part of his Theatre minor, he took on a starring role in the TRU Actors Workshop Theatre production of Antigone. His experience helped him edge his way to the top of the popular vote during Boot Camp—pitting his sports knowledge and broadcasting skills against 24 other competitors—to win one of six finalist spots on the show airing this fall.

“Finishing first in the popular online vote was no accident, Joseph touches everyone he comes across,” says Heidi Verwey, a Visual and Performing Arts faculty member and Otoo's director for Antigone. “Theatre is about observation,

looking deeper than the surface, seeing differently and reacting quickly with empathy. I think these skills are indispensable for a sportscaster.”

Otoo says the role of King Creon gave him confidence and taught him how to carry himself as a leader, one of the biggest building blocks to his success. “The Actors Workshop Theatre taught me some fantastic techniques to get myself ready to perform.”

His formal journalism classes also instilled him with assurance. He says it all comes down to writing. “If you can put words on a piece of paper you are capable of speaking those words.”

The competition has also required him to think on his feet. “On this Gillette Drafted journey, I learned that I'm adaptable, and my potential outweighs my mistakes,” he says. “In fact when I make a mistake, I use it as growth, it becomes a life lesson. Learning never stops for me.”

On the half-hour season five premiere of Gillette Drafted on Sportsnet 360 on October 4, “Jo2” was the second of six finalists chosen from the 25 Boot Camp contestants. Winning the press conference assignment on the second episode gave him the opportunity to interview former NHL player Matthew Barnaby one-on-one, and his Get Your Start profile in episode five aired on Sportsnet for a week. Otoo remains a fan favourite going into the final episodes.

“I am ready to work, to do whatever it takes,” says Otoo. “I know I am capable. I just need to be given the stage to perform.”

Otoo has high hopes he'll come one step closer to his dream of being the voice Canadians hear at the Stanley Cup, World Cup and Olympics. The winner will be announced in the Gillette Drafted finale on November 22 on Sportsnet. [B](#)



Photo courtesy of Sportsnet



Visit [Drafted.ca](http://Drafted.ca) to watch episodes of the show and find Otoo on Facebook.



# A 22 day challenge to **BE KINDER**

By Diana Skoglund

**E**xcessive media use can be linked to obesity, lack of sleep, school problems, aggression and other behaviour issues among children, according to new research in the US.

What the Researchers of the American Academy of Pediatrics (AAP) could not have considered is the social benefits of a new app that encourages kids to do a good deed a day for 22 days.

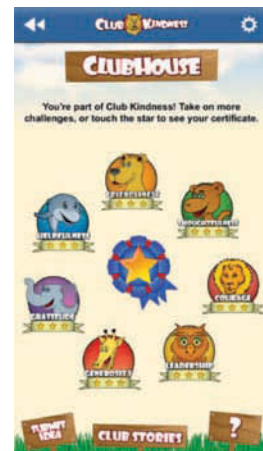
The Club Kindness app, developed by Natalie Peace ('13) and Carrie Neal takes the virtues of helpfulness, friendliness, gratitude, generosity, thoughtfulness, leadership and courage and delivers them to children under the age of 12. Building on the 21-days-to-change-your-

habit theory, the app encourages users to complete one act of kindness each day for 22 days and join other kids from around the world as a member of the Club.

Peace, a Master of Business Administration alumna, is no stranger to random acts of kindness. While she was the franchise owner of the Kamloops' Booster Juice, she paid her staff to wash windows of neighbouring businesses and to hand out flowers to strangers.

The app is available in Apple's App Store as well as in Google Play. Selling for \$3.99, it's already generating revenue.

There have been downloads from as far away as Australia, and many more in Canada and the US. **B**



*The Club Kindness app for iPhone and iPad inspires kids to perform daily good deeds and share their stories.*



## Doing well in school matters.

It's why United Way funds in-school mentoring programs for children like Seth.

Learn more about our work and donate to a child's bright future:

[unitedwaytnc.ca/give-now](http://unitedwaytnc.ca/give-now)



**United Way**

# Class Notes



## GRINGOS in the Garbage

By Diana Skoglund

**A**fter Hurricane Mitch devastated Nicaragua in 1998, thousands of displaced villagers were temporarily relocated to live on the margins of the city of Chinandega, Nicaragua in the 'circle of death' between a garbage dump, a cemetery and a sewage plant.

Dozens of charitable projects have tried to help improve the health care and education of the community of El Limonal. Fifteen years later, the people stay, making a living from what they can scavenge from the dump.

In an effort to find out what the community really needs, gringos and fellow Master of Business Administration alumni Jess Rothenburger ('05) and filmmaker Douglas Barill ('05) have teamed up with British author Warren Fitzgerald to make *Gringos in the Garbage*. They will spend two weeks in El Limonal with the locals, climbing mountains of burning trash amid toxic fumes, human waste, body parts and collapsing walls of garbage, in search of recyclables to sell to earn enough to eat as they capture their experience on video.

"The first time Douglas and I worked together with video was for a business project during our MBA at TRU," says

Jess Rothenburger and Warren Fitzgerald with residents of El Limonal.

Rothenburger. "And here we are, years later, leveraging not only our education, but the connection we made at school."

Rothenburger met Fitzgerald while leading volunteers in Rwanda, as Fitzgerald was researching his first book, *The Go-Away Bird*. They volunteer as a way to more authentically experience living in developing nations. With this project, they hope to truly consult the El Limonal community themselves about what they want, if anything, in the way of outside help.

Scheduled for independent production in Feb 2014, the film will be available for network distribution in August 2014.

"An equal share of earnings from the film's distribution will go back to the community, but this isn't about charity, it's about making compelling film," says Rothenburger. "We believe the people's story, and our challenge, can serve to inform, enlighten and entertain viewers." **B**

web  
extra»

[gringosinthegarbage.com](http://gringosinthegarbage.com)

**'80 Annette Glover**, Kamloops, BC, was a Medical Laboratory Technologist for over 33 great years at Royal Inland Hospital laboratory. In 2012 she left RIH to pursue her passion for quality management systems, as a QMS coach for businesses interested in increasing their productivity and efficiency. She enjoys contributing to the quality of life in the Kamloops region.

**'89 & '97 Yanni Giftakis**, Kamloops, BC, completed a Computer Systems: Operations and Management diploma, followed by a Bachelor of Science in Math and Computing. He taught in Singapore and then joined the Computing faculty at TRU. In 2006 he completed his master's in computing and is now a senior systems analyst at BC Lottery Corporation. He feels fortunate to have been able to learn and work in his home town.

**'96 Derek Rein**, Kamloops, BC, followed his Bachelor of Arts with a career in insurance.

He is also co-founder and artistic producer of

Project X Theatre Productions, the host of Kamloops' "X Fest", and enjoys working with TRU theatre students and faculty at the festival every summer in various roles, including directors, actors, stage managers, technicians, and designers.

**'96 Cindy Trarup**, Vancouver, BC, followed her Bachelor of Arts with law school at UBC, and went on to get her dream articling position. From there, she attained the goal she started out with; she is now Crown Counsel for the Province of British Columbia.

**'01 Sylvia Gropp**, Kamloops, BC, obtained her Bachelor of Arts degree with concentrations in Archaeology and Geology and has just published a book

in collaboration with the Thompson Rivers History and Heritage Society and the Kamloops Museum and Archives. She continues her research on historic brothels and women of the night while also documenting homestead cemeteries in the Kamloops area.



'96 Derek Rein



'01 Sylvia Gropp



## Let's Remember



TRU community passings since  
May 2013.

**Kimberly Hiebert** was a Bachelor of Arts student who overcame tremendous obstacles to pursue her educational goals. Despite many challenges as a result of her health, she remained positive and persevered to enroll at TRU Open Learning. She had just begun a major in English in 2013. She will be remembered by her family, friends, faculty and fellow students for her strength, courage and optimism.

**Carol Kerr** became TRU's first full-time international admissions officer in 1991, developing the role into a pivotal aspect of the International division. Students quickly began to rely on her as a resource as they adjusted to study in a new country, and post-admissions support became a hallmark of Carol's work. To her colleagues she was an invaluable mentor. She and her husband George were also a host family; after her retirement in 2001 they took the opportunity to visit their former students overseas. She will be remembered for her expertise, passion and generous spirit.

**Michaline Novak ('98)** returned to the Faculty of Arts about three years ago to work directly with students as the Bachelor of Arts program advisor, following roles in institutional research, enrolment management, institutional planning and analysis, Open Learning curriculum services, and as faculty in the Sociology department. As an advisor her door was always open. Described by colleagues and students as selfless and compassionate, Michaline always went above and beyond the call of duty to improve the student experience.

**'02 Manoj Jasra, Sr.**, Calgary, AB, graduated from the Computer Systems Operations, Management program and began a career in digital marketing, specializing in digital/mobile strategy, web analytics, and online marketing. From Enquiro Search Solutions he moved to Shaw Communications as a senior strategist in 2008, and has been with WestJet since 2011. He is currently the airline's Director of Digital Strategy.

**'05 Melissa Thomas**, Kamloops, BC, went on to obtain her Master of Fine Arts in directing after graduation. Active as a director and performer in Kamloops' theatre community, she most recently directed *Fantastic Mr. Fox* for Project X Theatre Productions. Passionate about teaching performance skills to young people, she is a sessional theatre instructor at TRU and has been a Stage One Theatre School instructor since 2010.



'05 Melissa Thomas

**'06 Ryan Kerr**, Kamloops, BC, graduated with a Social Work degree and was immediately hired by Big Brothers Big Sisters of Kamloops. After a great experience there, he went on



'06 Ryan Kerr

to found Solutions for Life – Coaching and Consulting, combining his passions for entrepreneurship, basketball, and working with youth. He and his wife recently began a rewarding role as foster parents.

**'09 Bronwyn Hall**, Salmon Arm, BC, has been teaching grade one/two in Salmon Arm for the past four years since obtaining her Bachelor of Education.



'09 Bronwyn Hall

To Bronwyn, teaching is a passion; a desire to love, nurture, and inspire children. She plans to continue teaching at the elementary level and one day obtain her master's degree. Family is an important part of her life: her husband, baby daughter, two cats, and a horse.

**'10 Lucy Pratt-Johnson** travelled to Europe after graduation on a Contiki tour of England, Ireland and Scotland before becoming a stage manager in professional theatre. Her work for Western Canada Theatre, BellaLuna, Bard on the Beach, Theatre Melee, Arts Club Theatre, Theatre Northwest and the Kelowna Summer Theatre Festival continues her travels, between Kamloops, Vancouver, Prince George and Kelowna. She joined the Canadian Actors Equity Association in January 2013.

**'11 Angela Adigo Achoba**, Kamloops, BC, was interested in geriatrics when she graduated from Nursing, but ended up in the mental health field and has been enjoying her work at Hillside Centre since 2011. She also works at the Phoenix Center as a casual Detox Nurse. She married in 2011 and had a baby in 2012, and is now back to school this fall to take an online substance use certificate course. **B**



Brad Anthony ('01) and rescued baby Chacma Baboon "Bella" go adventuring in the Western Cape, South Africa.

**'01 Brad Anthony**, Bali, Indonesia, wrote 25 strategy books for Random House and worked in environmental consulting after obtaining his Bachelor of Natural Resource Science degree. He recently founded a non-profit organization, Global Animal Welfare Development Society (GAWDS), and travels the world donating his skills to animal sanctuaries while creating innovative high-tech solutions for raising cause awareness worldwide. Brad was recently in South Africa, helping run a private nature reserve and primate sanctuary, and is now in Southeast Asia monitoring the illegal wildlife trade.



Story by Elise Fenwick. Photo by Tony Puerzer

**L**ike many other students, Mariah McCooey began university fresh out of high school. After a semester, however, she realized that the bricks-and-mortar experience was not for her.

“I decided to take correspondence courses that interested me, while working, until I really knew what I wanted to go for,” she says. From Mass Communication to Macroeconomics, she has been taking online and distance courses through TRU Open Learning for the past ten years. Her rule? Follow your interests and go with your instincts.

McCooey’s original intention was to enroll in a Communications program through Royal Roads University, but her interests and instincts soon landed her a job on a sail-training ship. She developed a love of the sea, and applied to the Coast Guard Officer Training program based out of Sydney, Nova Scotia.

Lacking a couple of prerequisites required for acceptance into the program, McCooey enrolled in Open Learning again. “The process was easy, fluid and flexible,” she says of her engagement with online and distance studies through TRU. “Student services was amazing and the course formats and delivery were simple and uncomplicated.”

“I finished them in a matter of weeks and gained acceptance into the four-year bachelor’s degree and Watchkeeping certification program.”

After graduating in 2011, McCooey enjoyed working as a Navigation Officer in the Canadian Coast Guard aboard a 200-foot Fisheries Patrol/Search and Rescue Vessel, but once again found herself following her interests and instincts back to the virtual classroom.

“I felt like I would only find the challenge I was looking for in a shore-side,

maritime policy or operations position,” she explains. In order to get there, she returned to TRU-OL to work on the prerequisites she needed for Memorial University of Newfoundland’s Master’s in Maritime Management program.

“Every step of the way, Open Learning has made my next move possible,” says McCooey, adding that one Open Learning Faculty Member took the time to write her an academic reference that she is certain was a big part of her successful acceptance into the graduate program. “Looking back over the past decade of my life, I have to say TRU has been hugely instrumental in bringing me to the position I am in today, both educationally and professionally.” **B**



# The Blairs' *Bequest*

By Fearon Blair

**S**ince moving to Kamloops in 1974, we have been regular contributors to TRU. More recently, we decided to assist the TRU Foundation in the form of a bequest from our estates.

We view TRU and the TRU Foundation as important assets to the Kamloops community. With its large student body, faculty and staff, TRU plays an increasingly significant role in our community's economic well-being. It also enriches our city's culture with the diversity of the student population from across Canada and around the globe.

We recognize that some students struggle with the costs of attending university. We believe the TRU Foundation is crucial in helping students overcome these kinds of financial difficulties.

We have both spent years at university obtaining various degrees, education that has helped us acquire the

financial means whereby we can support TRU. In a sense, we feel we are returning to our community some of what we have gained from it, as a result of our own university educations.

Growth and change in our society depend largely on the education of our younger generations. Education is what will allow them to contribute in a meaningful manner to all aspects of our society, responding to needs in fields as varied as education, nursing, environmental studies, law, journalism, and heavy-duty mechanics—to name but a few.

We are pleased to support the TRU Foundation as a means of ensuring that TRU remains able to assist its students, expand its programs, and play a significant role in enriching the Kamloops community.

We encourage others in our community to make a similar commitment. **B**



Richard and Fearon Blair



## Leave a legacy to TRU

Giving to others is a natural impulse, and many of us are moved to help family and friends. But we may also want to give to people we have never met, knowing that what we give can make a real difference in their lives. This is the power of a legacy.

A legacy gift is a simple and thoughtful way to give something back to the community for the benefit of future generations while realizing tax savings for your estate.

Gifts to TRU can be designated for student assistance, or be directed to infrastructure or research initiatives.

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- Donate stocks and avoid capital gains tax
- Name TRU as the beneficiary of a life insurance policy

### To find out more about legacy giving, contact:

Karen Gamracy, Director, Advancement

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*\*Donors are encouraged to contact their legal and financial advisor with regard to any estate or planned gift decision*

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# A Browser History

By Sherry Bennett



## 1999 UCC Home Page

In what was still an emerging medium, websites of the 1990s were nothing more than glorified search engines, though they did provide people with an ease they had never experienced before. While UCC's minimal home page—suited to downloading over those old dial-up modems—would offer little appeal to today's viewer, it provided an effective platform to communicate important information and highlight events.

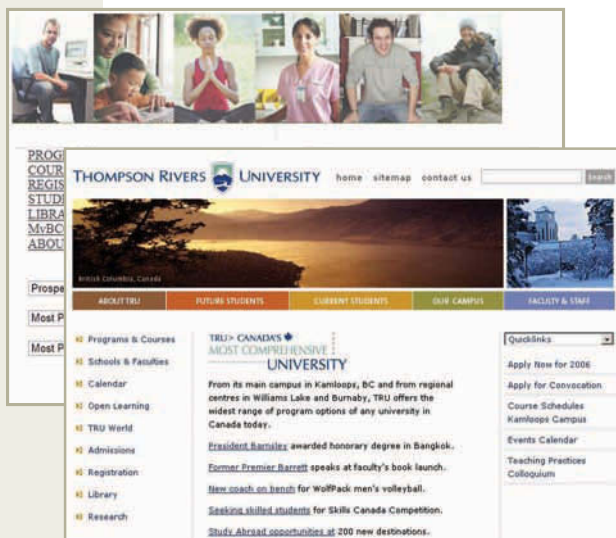
In this screen shot from 1999, the site highlights the Biology and Management of Species and Habitats at Risk Conference, which featured papers on over 60 different species and Bear Brewery's special run of Northern Spotted Ale.



## 2000 UCC Home Page

On the eve of the new millennium, a cross-campus web committee worked with web design contractor McAlpine and Associates to create a functional and engaging website. In these days before active content management, new webmaster Ruth Hughes and web assistants Lois Rugg and Brant Leigh maintained the site, working with 31,000 files and directing 24,000 requests per day.

Working with new technologies like cascading style sheets and broadband connections, UCC entered the 21st century with a vibrant new look that showcased the institution's unique brand.



## UCC + BCOU = TRU

In the fall of 2004, the Province announced UCC would be given a new mandate as Thompson Rivers University, and assume the responsibilities of the BC Open University (BCOU)—presenting UCC and BCOU's web designers with the herculean task of merging the two sites into a new TRU website in time for a March 2005 launch.

Designers developed a new look for tru.ca, with a plan to move UCC pages into BCOU's active content management (ACM) system, but in January 2005 they still needed templates to house 6,300 pages of content. The task was split into two phases, with 2,200 pages modified and moved by March, and the rest as OL merged with the TRU template, during the summer of 2006.

"The BCOU/UCC merge to tru.ca was an exciting web launch with very complex logistical details," says Hughes, who is part of the web redesign management team that has just launched the first phase of TRU's brand new site. Read about the current project on page 18. **B**



# Message

from Alan Shaver

## President and Vice-Chancellor

Since we began the consultation process to determine TRU's Strategic Priorities for the next five years, almost 3,000 people have accepted our invitation to provide their input. Through emails, social media posts, responses to two online surveys, verbal comments and hundreds of handwritten notes from our Town Halls, one message is coming through loud and clear: this university means a lot to a lot of people.

And with good reason. At Thompson Rivers University, we accept students for who they are, and work hard to get them where they want to go through access to a variety of innovative learning paths, services and opportunities. In fact,

I think we're experts at it. I was reminded of this at the recent launch of a new pilot program at TRU connected to the BC government's Skills and Training Plan.

This "Front End Loaded" accelerated diploma program offers apprentice Commercial Transport Mechanics an opportunity to maximize their skills while minimizing time away from the workplace. For 16 students with dreams to move ahead and the drive to work hard—and for the four employer partners providing new vehicles and equipment for the training period—this program just makes sense.

It's an example of what can happen when good ideas and good people come

together. At TRU, this has led to initiatives as wide-ranging as the establishment of an Endowed Chair in Aboriginal Early Childhood Development, and a rainbow crosswalk to celebrate our commitment to diversity, and even the recent national medal wins by our WolfPack soccer teams. I think it also explains why this Strategic Priorities consultation is not some dry, intellectual exercise but a very human and hands-on endeavor.

On January 15 and 16, there will be two more Town Halls to review the draft Strategic Priorities document. I invite you to participate and be part of shaping the future of our university for the important years ahead.





# PAINT THE TOWN ORANGE

Support TRU Student Athletes

## Join us in:

- The establishment of a legacy fund designed to support the TRU student athletes in all sport disciplines represented at TRU.
- Providing options to high level student athletes to pursue higher education in conjunction with their preferred sport.
- The effective recruitment of student athletes to TRU / Kamloops.
- Keeping our hometown student athletes in Kamloops!

## Become an Honourary Pack Member:

- Individual Club Member \$100
- Business Club Member \$250
- WolfPack Varsity Member \$1,000
- WolfPack Partner Member (Advertising package)
- WolfPack Champion Member (Advertising package)

**Get involved — get in touch today.**

For more information contact Camilla Dahl  
at 250.828.5009 or email [cdahl@tru.ca](mailto:cdahl@tru.ca)



**VOLLEYBALL GOLF HOCKEY BASKETBALL BADMINTON SOCCER XCOUNTRY RUNNING BASEBALL CHEERLEADING**

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

# Distinguished Alumni Awards

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

**Nomination deadline December 13, 2013**

Awards dinner April 11, 2014

For more information contact:

250.828.5264

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

## James McCreath

*BJour 2002 – Community Service Award 2012*

An Ironman athlete, journalist, and businessman, James McCreath devotes much of his time to youth, whether bringing affordable organized sports to kids, speaking at youth groups, or raising funds for school programs.

His mantra: *"If you give, you begin to live".*



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