

BRIDGES

THOMPSON RIVERS UNIVERSITY
SPRING 2020, Issue 17

THE LIMITLESS ISSUE

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Remembering 1970

CARIBOO COLLEGE BREAKS GROUND

THE FIRST JUNO AWARDS FOR CANADIAN MUSIC ARE HELD



CARIBOO COLLEGE OPENS AT TK'EMLÚPS TE SECWÉPEMC RESERVE DURING CONSTRUCTION OF THE FIRST BUILDING ON THE KAMLOOPS CAMPUS



THE FIRST EARTH DAY IS CELEBRATED ON APRIL 22

JUSTIN TRUDEAU'S FATHER, PIERRE TRUDEAU, IS PRIME MINISTER

THE WORLD POPULATION IS 3.63 BILLION

CANADA LOWERS THE VOTING AGE FROM 21 TO 18



THE BEATLES BREAK UP



THE VANCOUVER CANUCKS BECOME THE THIRD CANADIAN TEAM TO JOIN THE NATIONAL HOCKEY LEAGUE

CELEBRATING
50
YEARS
OF FULFILLING
POTENTIAL

This year marks 50 years of transformational change at Thompson Rivers University.

As a research university, we look to the future—to new ideas, innovation, discovery and exploration. In 2020, we also honour our past, because where we come from makes us who we are today.

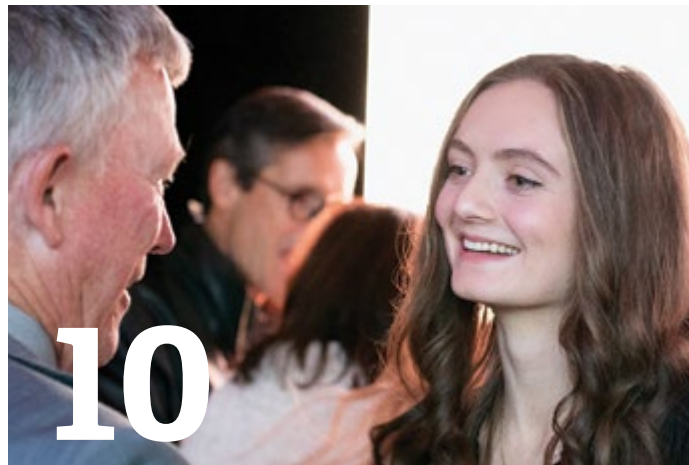
The changes this university has experienced go beyond the architectural evolution and expansion of our campuses; they extend right into the soul of the institution. This year, we celebrate five decades of transformation—of our students, our campuses and the communities we serve.

Please join us at anniversary events throughout this landmark year. We are a part of the community and the region, and we want you to be part of TRU's achievements and its future.



tru.ca/50

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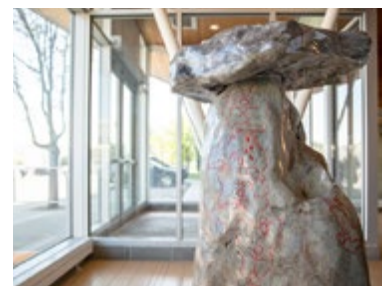
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TERRITORIAL ACKNOWLEDGEMENT

Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the Texelc (Williams Lake campus) within Secwepemc'uluw, the traditional and unceded territory of the Secwépemc people. Our region also extends into the territories of the St'at'imc, Nlaka'pamux, Nuxalk, Tšilhqot'in, Dakelh and Métis peoples.

Right: Territorial marker



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PRESIDENT'S MESSAGE

Our future is open to possibility

Universities are places of exploration; they are places where problems are investigated so they can be solved, where students can discover their passions and careers, and where communities can find resources for collaboration and culture.

As a research and learning institution, TRU encourages work that references the past, examines the present and innovates for the future. We are a source of impact, not just in the communities where we have buildings, but around the world, as our graduates and researchers share their insights and skills wherever they go.

We are always looking to the future.

That forward focus is behind the Envision TRU initiative. Hundreds of people have responded to numerous consultations held on the university's campuses and in communities in the BC Interior. The input we received is forming TRU's goals and vision for the next decade, providing an inspiration and guiding light.

And even as we create that vision for the future, TRU has demonstrated its foresight by making a long-term commitment to sustainability. That commitment

is so far reaching, it has made Thompson Rivers University the first university in Canada to achieve platinum ranking through the Association for the Advancement of Sustainability in Higher Education's global tracking and rating system. We were also named the Sierra Club's Coolest School for 2019, becoming the first Canadian school to take top spot. Such honours propel us to move further, reach higher, as we update the university's sustainability plan, charting a course for the next five years.

TRU recently celebrated another first: becoming the first institution in BC to achieve accreditation from the Northwest Commission on Colleges and Universities in less than three years instead of the usual five years. Our status as an accredited institution shows TRU's commitment to ongoing improvement so that our students benefit from the highest educational experience possible.

If all of this doesn't give us enough to celebrate, there's also the fact that 2020 marks TRU's 50th anniversary. We reflect on this milestone by looking back at our modest beginnings and marvelling at what we have become.



The number 50 has another significance for us. Thompson Rivers University is undertaking its largest-ever fundraising campaign: Limitless. We aim to raise \$50 million for student financial awards, research, equipment and buildings, and community collaborations.

While Limitless is called The Campaign for the Future of TRU, it is really about ALL of our futures. Universities serve an important purpose in society: educating future generations, researching to answer questions and solve problems, and interacting with community partners to build a better life for those around us.

Everything we do at TRU is aimed at fulfilling potential. Because potential is Limitless. ■

**TRU President and Vice-Chancellor
Brett Fairbairn**

Words from the wise

TRU'S ACADEMIC LEADERS FORECAST TRENDS IN THEIR FIELDS.

BY SAM EGAN

Universities must stay ahead of the curve to prepare students for a rapidly changing world. Who better than TRU deans to share their perspectives on what the future holds and how students can become successful?

FACULTY OF SCIENCE

“No matter where you look, you see an overwhelming influence of computing, machine learning and artificial intelligence on society, and TRU needs to be part of developing these disciplines and the accompanying technologies. Quantum computing promises to bring the capacity to acquire and process information at vastly faster speeds than currently exists. It will be an important tool to answer currently unanswerable theoretical questions, find more precise solutions to technically ‘impossible’ problems and more carefully manage environmental challenges.”

—Tom Dickinson, Dean

FACULTY OF ADVENTURE, CULINARY ARTS AND TOURISM

“Analysts of the tourism industry present two conflicting narratives: growth and vulnerability. The former predicts international tourism to double by 2030. The latter warns of overtourism and foretells of new taxes designed to reduce mass tourism and recalibrate the market toward luxury consumption. The most successful tourism businesses in the near future will be geared toward authentic and tailored experiences.”

—Doug Booth, Dean

FACULTY OF EDUCATION AND SOCIAL WORK

“In the future, more will be asked of our expertise in community centredness. Our graduates and scholars will serve as creative, critically engaged leaders. We will be genuine with First peoples, connecting globally, and will be innovators in using technologies to link learners with scholars. Our impact on student success and social well-being will be real and significant. Our inspiring facilities and research centres will redefine what it means to be together as a community, to belong here and to serve.”

—Airini, Dean



SCHOOL OF NURSING

“Ensuring nursing education is current and using the latest practices is critical, requiring programs to evolve with new technologies including robotics, artificial intelligence and advanced simulation learning. The ethics of future health care, given improvements in preconception care and extending life support for the critically ill, will require in-depth ethical conversations about what is life, what is advanced care and what is the nurse’s role in policy.”

—Donna Murnaghan, Dean (2014-2019)

FACULTY OF ARTS

“In arts, complex issues—like the impacts of technology, climate change or global geopolitics—are explicitly addressed every day. Here, you’ll find a weather station providing the best climate research data, have access to a Canada Research Chair offering insight into children’s needs and engage in narrative and symbol creation in visual arts. Why? Because this is what it takes to be an incubator for social change agents. This is what is required to graduate informed individuals who are well prepared to guide our species to a better tomorrow.”

—Rick McCutcheon, Dean

SCHOOL OF BUSINESS AND ECONOMICS

“I hope we see abundant tech sector growth within the school. We’ve got a virtual reality (VR) lab set up and initial research has yielded useful findings, including how engaged people are in the VR world. It’s a unique area. I would also love to see a live trading floor installed—students would learn to speak the language of the stock exchange and see real-time losses and gains.”

—Mike Henry, Dean

FACULTY OF LAW

“The future is integral to the practical legal education we give students so they can respond to ever-changing, real-world problems and client needs. We will build on our strengths in experiential learning and clinical initiatives to enhance access to justice in our community and beyond, and foster our graduates’ commitment to a more inclusive, just and democratic society. As we move forward, we are committed to implementing the recommendations of the Truth and Reconciliation Commission and to infusing intercultural understanding, dialogue and respect in our curriculum.”

—Dennis Acreman, Acting Dean*

SCHOOL OF TRADES AND TECHNOLOGY

“The trend is toward greater automation with a consciousness to minimizing the carbon footprint. In construction, there is a greater move toward manufacturing products in factories and installation on site. All vehicles could be autonomous, requiring minimal regular maintenance and running on renewable fuels. Repetitive, labour-intensive jobs will disappear and be replaced by those using newer technologies.”

—Baldev Pooni, Dean

*In collaboration with faculty members Charis Kamphuis, Jeffrey Meyers and Brad Morse



Layoffs lead to **opportunity**

DISPLACED FORESTRY WORKERS FIND HOPE THROUGH CONTINUING STUDIES.

BY DARSHAN LINDSAY

When communities experience economic downturn, the demand for education and training goes up. Such has been the case within BC's rural communities for the past year, as forestry companies have either shut down or curtailed operations, leading to hundreds of layoffs.

The ripple effect of these downturns is evident within Thompson Rivers University's (TRU's) Williams Lake campus and five regional centres: Ashcroft and Cache Creek, Lillooet and Lytton, 100 Mile House, Barriere and Clearwater.

TRU offers several options for unemployed workers, including certificates through continuing education ranging from first aid and health and safety to computer upgrading and trades training.

In fall of 2019, 100 Mile House Community Co-ordinator Robin Bercowski offered two safety certificate courses for people interested in working in the oil and gas sector. In the past, the course might have been offered once a year, if that.

"We work with communities, find out the need and, with training, build some capacity there, in terms of both skills and infrastructure."

—Baldev Pooni

"There's a huge demand for these one-day certificate courses—H2S Alive, Working in Confined Spaces, Fall Protection—these are prerequisites people need when applying for certain jobs," Bercowski

said, expressing gratitude that TRU is able to help displaced forestry workers navigate their next steps.

That sentiment is echoed by Heather Hamilton, manager of Industry and Contract Training for TRU's School of Trades and Technology.

"Quite often TRU is at the heart of these communities," she said. "We're the place to go for next steps, acting as a first point of access."

Hamilton visits affected communities and worksites to



“We want to continue to improve. With these programs, we will be in a better position to serve these communities.”

—Shawn Read

talk about TRU’s options for continuing education.

“We try to take away a bit of the fear of education, of continuing on a new career path or completing one that was started. We talk about retraining, upgrading and identifying current skills that may be transferrable.”

When forestry workers are laid off, TRU responds by working alongside other agencies to meet workers’ needs.

“We work with communities, find out the need and, with training, build some capacity there, in terms of both skills and infrastructure,” Baldev Pooni, dean of the School of Trades and Technology and dean for TRU’s Williams Lake campus, said.

For example, in 2019, students in TRU’s Residential Construction Foundation program completed a new facility for the Elders of the Williams Lake Indian Band. The year before, the university began offering construction and carpentry programs in Indigenous communities in Secwépemc territory.

TRU’s support includes establishing relationships with industry, business and communities through its Career and Experiential Learning (CEL) department.

“We have a long history of working with rural communities and placing students through various co-op work terms and other experiential learning opportunities,” Shawn Read, CEL chair and co-op co-ordinator for business and economics, said. “We have students from our natural resource science programs, other science programs and business programs working in these small towns.”

He anticipates more opportunities will develop from three recent initiatives: hiring an Indigenous experiential learning co-ordinator, hiring an employer liaison co-ordinator and a virtual reality (VR) project that exposes students to a variety of workplaces using VR.

The Indigenous experiential learning co-ordinator will increase

co-op and work-integrated learning opportunities for Indigenous students, with Indigenous communities and with non-Indigenous organizations. More than 30 Indigenous communities are in TRU’s geographical service area.

The employer liaison co-ordinator will diversify students’ co-op and experiential learning opportunities and establish stronger employer partnerships with more sectors.

The VR project builds more bridges between students and future employers, and even communities, as they virtually see what it’s like to work for an organization, or perhaps in an office setting, a lab or even in a certain community.

“We want to continue to improve,” Read said. “With these programs, we will be in a better position to serve these communities.” ■

Knowledge reawakens **tradition**

THE ALL MY RELATIONS CENTRE CREATES A FOCAL POINT FOR INDIGENOUS RESEARCH.

BY DANNA BACH

While the term “gathering medicine” might conjure up the image of someone in nature, hands in the earth, it means something very different within the All My Relations Centre.

Under the direction of Rod McCormick, BC Regional Innovation Chair in Indigenous Health, All My Relations/Xwexweyt'en kwselt'ken is designed to foster the gathering of medicine—but this medicine is knowledge. Knowledge that is to be used to improve community well-being.

“We are trying to create grassroots solutions that are culturally accessible and relevant,” McCormick said. “We had ways that worked for us in the past—let’s reclaim them.”

Community facilitators receive training from All My Relations, which encourages them to draw upon traditional Indigenous knowledge that normalizes family and community healing. The goal is to support 50 community facilitators who will work with about 40,000 community members.

“This centre is about creating a reawakening of traditional ways of healing and facilitating health for Indigenous families and communities,” he said. “Our job is to help our communities analyze their knowledge and mobilize it.”

Facilitators’ findings work in tandem with training, exploring best practices and sharing this knowledge globally. Current initiatives under the All My Relations umbrella include:

- **Ombaashi.** An Indigenous health-research mentorship network providing opportunities for Indigenous students to access international mentors through online workshops.
- **Knowledge Makers.** An Indigenous student research network bringing students together to create new knowledge.



- **Txexmin.** A community-based research project exploring traditional ceremonies including naming, fasting and hunting.

McCormick is an international expert in Indigenous mental health who has spent his career researching Indigenous youth suicide prevention, career and life counselling, and Indigenous mental health. He believes Indigenous researchers at TRU are being heard and having impact nationally and internationally. This increased capacity of faculty and student researchers has been key to moving policy and programming forward.

“All of this sends a message that our research can be grassroots, and anybody can be a researcher—we are all researchers,” McCormick said.

“Our overall goal is to move mental-health care from crisis response to prevention. We’re gathering medicine to prevent mental-health care crises in Indigenous communities and we’re doing this by empowering those communities and shifting attitudes about Indigenous mental health.” ■

All My Relations is an official research centre, designed to advance Indigenous community wellness by bringing together regional, national and international researchers to work in partnership with communities to address issues of immediate importance.



Leap of faith: learning for a better life

BY MICHELE YOUNG

Three years ago, Tabatta Butler Smith kissed her boat-captain husband, boarded a plane in the Bahamas and came to a new country, a new city and a new university. She was 40 years old, with three children in tow and one goal: a degree in social work from Thompson Rivers University (TRU).

In spring of 2019, she earned her diploma in human services—a stepping stone to her degree. With her family and friends proudly watching, Butler Smith savoured her walk across the stage.

“For me, coming here, from the very beginning, it was a leap of faith.”

—Tabatta Butler Smith

“I felt so proud,” she said. “It felt like something I’ve been working for and longing for, for so long.”

The first international student accepted into the Human Service Diploma program, she has laddered her diploma into the Bachelor of Social Work program.

“Coming back to school and bringing the kids with me, I knew it was going to be hard. But I also wanted growth and opportunity to

get my degree and further myself.”

In Nassau, Butler Smith was a hospital social worker. She did not have a degree but she did have the passion to further her education. She chose TRU, in part because she had a friend nearby in Vancouver.

She arrived in Kamloops in November 2016, with her children Summer, Jazmyn and Jaydian, then aged two, 11 and 14, respectively. Their first snow was magical, despite the cold.

“We were all excited. I felt like I was in a Hallmark movie or in a snowglobe... I’ve fallen in love with Kamloops,” she said. “Coming here was the best decision we ever made.”

Life, of course, is full of unexpected events, including some that made it heartbreaking to be so far from family.

Last summer, Hurricane Dorian pummelled the Bahamas. Although she was safe in Canada, worry about family and friends back home consumed Butler Smith’s thoughts. Several days later, she heard her family members were safe, but traumatized and coping with losses.

“Even being here, I felt that I was there. I felt the anxiety,” she said. “I was just anxious, on edge. Not being able to hear from family.”

Less than two months after the

hurricane, her adoptive father died. She interrupted her studies to fly back for the funeral.

Butler Smith said she and her husband knew they would have to make sacrifices. She is passing life lessons on to her children, such as how to take chances, how hard work pays off and how to believe in themselves.

“I’m a fighter, I’m very optimistic,” she said. “For me, coming here, from the very beginning, it was a leap of faith.” ■

Above: Tabatta Butler Smith

Below, clockwise: Tabatta Butler Smith and children Jaydian, Summer and Jazmyn



"It's a really exciting time to be a student at TRU. It's a time of growth."

—Kennedy Aberdeen



The future truly is **Limitless**

TRU'S LARGEST-EVER FUNDRAISING CAMPAIGN IS ABOUT POSSIBILITIES—
FOR STUDENTS, THE CAMPUS, THE REGION AND BEYOND.

BY JESSICA KLYMCHUK

Silence made the room feel empty as Kennedy Aberdeen approached centre stage. She stood confidently, facing the darkened room. Three. Two. One. Cue lights.

Aberdeen gave a student's perspective at the public launch of Thompson Rivers University's biggest-ever fundraising campaign: Limitless. She chose TRU because no other school would give her a dual degree in accounting and theatre arts. At TRU, she could take Income Taxation 1, audition for the production of *She Kills Monsters*, star in a one-act play and teach public speaking. In her spare time, she could initiate the Pre-Law Society.

"It's a really exciting time to be a student at TRU," Aberdeen said. "It's a time of growth. I've been part of new programs, new clubs. I was able to use my creativity and pursue things I would've never been able to somewhere else."

TRU's future is bright like Aberdeen's. She's graduating with a job at a respected accounting firm and boasts an impressive stage presence. TRU is in the midst of its largest-ever fundraising effort—a campaign for the future of TRU.

SUPPORTING STUDENTS

President and Vice-Chancellor Brett Fairbairn has been clear: TRU is primarily a student-funded institution relying on government assistance for basic operations. However, TRU's philanthropic support is what makes the university extraordinary.

TRU made its Limitless Campaign public in October 2019, announcing an ambitious goal to raise \$50 million by its 50th anniversary in 2020. Since 2012, private donors have given \$42.3 million. That includes years of \$10-a-month donations from staff and alumni, and new award endowments from donors like Gwyneth Lamperson. She and her late husband, retired judge George Lamperson, have given significantly to financial awards for law students, who pay the highest tuition fees.

"It's my hope that some financial aid will assist students in accessing first-year law by helping to defray the high tuition costs," Lamperson said. "It's also my hope

that entrance scholarships will be an encouragement to other high achievers to enrol at TRU, which will enhance the standard of the law school."



In 2019, Lamperson gave \$100,000 to create the George and Gwyneth Lamperson Law Bursary and support the already established George Lamperson Memorial Bursary.

Donors overwhelmingly choose to support students through scholarships and bursaries, recognizing the cost of education is increasing. But donors also fund capital projects, new equipment, labs and research, all of which contribute to shaping TRU's future.

"Through my work with Thompson Rivers University, I am able to help build strong communities and provide opportunities for students pursuing their dreams through education," Sherman Jen, who is responsible for TRU's largest-ever personal donation, said. The founder and president of Maple Leaf Educational Systems gave \$5 million in 2017 to support new student awards and fund new labs in nursing and trades.

"Because of the university's strong focus on regional growth combined with an international, forward-thinking outlook, I take pride in being a donor," Jen said.

Left page: The Brown Family House of Learning decorated for the Limitless launch; Kennedy Aberdeen at the launch

Above: Gwyneth Lamperson

INNOVATING FOR THE FUTURE

TRU's forward-thinking outlook is a by-product of its size and age.

Three faculty members—Dawn Farough, Ulrich Scheck and Wilson Bell—are spearheading the development of the university's first graduate program in the Faculty of Arts. Cutting-edge and in demand, TRU's Master of Human Rights and Social Justice will be the first in Canada and is the result of a collaborative effort among small departments in a tight-knit faculty. This atmosphere invites faculty members with different specialties to work together. The results are unique.

"We've always been an institution that doesn't fit neatly into a box. We have to be innovative," Farough said.

"There's no point in developing programs that students can take anywhere. And the province doesn't want to see that either. They want to see something different."

BUILDING CAPACITY

The Province of British Columbia is an important university partner that provides essential operating grants. Provincial and federal governments also provide grant funding for capital projects, which means priorities can often be influenced by the needs of Victoria and Ottawa.

TRU's last three major academic capital projects included the Industrial Training and Technology Centre, Nursing and Population Health Building and renovations to Old Main. For these, TRU's primary funding source was its own institutional surplus, while \$5 million in private donations accounted for five percent of the total.

"Philanthropy is important to all capital projects. Donations can often mean the difference in a project being shelved or getting off the ground."

—Matt Milovick

The university's surplus is a result of growth in international student enrolment over the past three years. Vice-President of Administration and Finance Matt Milovick said the university can't continue to grow at this rate. He anticipates surpluses will decline in the coming years as TRU manages the balance between stable enrolment and growing expenses.

"Philanthropy is important to all capital projects," Milovick said. "Donations can often mean the difference in a project being shelved or getting off the ground. It also means the university can use its own surpluses to either augment the project or redirect surpluses to critical maintenance projects or other strategic initiatives that TRU would not otherwise be able to afford."

High-priority construction projects include a STEM (science, technology, engineering and mathematics) building, and a building to be shared by the School of Business and Economics and the Faculty of Adventure, Culinary Arts and Tourism. Also in the lineup is the Knowledge Centre for the Library, while TRU's growing Indigenous research programs and student population are driving the need for an Indigenous Education Centre.

LIMITLESS

THE LIMITLESS CAMPAIGN FOR THE FUTURE OF TRU supports four priorities: **students, innovation and research, community collaboration and building capacity** to create a future of possibilities.

YOUR GIFT CAN BE ANYTHING.

It is worth everything.
Choose your cause or browse by faculty at tru.ca/limitless

IN **2018**, **1,030 STUDENTS** RECEIVED **\$1.6 MILLION** in donor-funded awards.

COLLABORATING WITH COMMUNITY

Internal demand dictates which projects come first. Now that the School of Nursing has a home (the Nursing and Population Health Building opens in fall 2020), the School of Business and Economics and the Faculty of Science have the greatest need due to growth in enrolments and new programs, Milovick said. New programs are a result of interest and public need.

“We would like to double the size of the nursing program, to double the size of the social work program,” Lisa Zetes-Zaatta, executive director of Interior Health West, said. “We could have double and we still wouldn’t have enough for what the health-care needs are going to be in our region.”

Initiatives like the Faculty of Law’s Community Legal Clinic—which has relied on grants from the Law Foundation of BC—are responding to urgent needs, while community-based research is looking at locally relevant problems and helping organizations find answers.

TRU faculty member Laura Lamb’s research on payday loan companies identified a gap in financial services that keeps people in poverty—an important insight for the United Way.

“I feel we need some real scholarly work done in this area [natural disasters and their impacts] so we can get better at it. It’s not going away.”

—Ken Christian

“The skills, the knowledge and the expertise to gather the data to answer the questions that are needed is just unparalleled,” Danalee Baker, executive director of the United Way Thompson Nicola Cariboo, said. “We just don’t have that capacity—none of us does.”

TRU faculty are working with the University of Northern BC and UBC Okanagan on disaster prevention research—something of interest to the City of Kamloops, Mayor Ken Christian explained. In 2017, wildfires forced 65,000 British Columbians to evacuate their homes. This crisis highlighted that climate change, extreme weather and emergency response are vital issues in BC. Three research teams examining natural disasters and their impacts received funding in May 2019. Results are expected over the next two years.

“I feel we need some real scholarly work done in this area so we can get better at it,” Christian said. “It’s not going away.”

TOGETHER, WE ARE LIMITLESS

Without donors, Kennedy Aberdeen’s education would look very different. She received more than \$15,000 in scholarships at TRU—money that allowed her to be involved on campus.



“It doesn’t just stop with the student,” she said. “It rolls over to the rest of the community because we are able to be peer mentors and leaders. I was able to do that.”

At the end of the day, the university is about people. It’s about the people who come to TRU so they can create better lives for themselves and a better world for all. It’s about the people who work at TRU to explore new ideas and ways of solving problems that affect the people in the surrounding communities and beyond. It’s about understanding that together, we are all stronger. And that together, we really are Limitless. ■

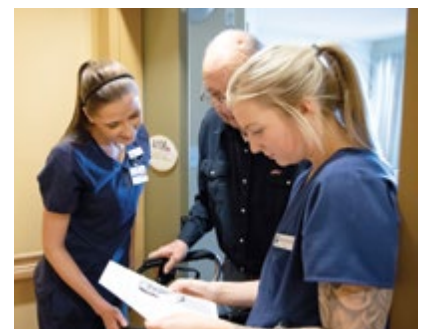
Above: Ken Christian; TRU supporters Nancy Greene Raine (right) and Stella Black at the Limitless launch



Revolutionizing **the classroom**

WHEN THE NURSING AND POPULATION HEALTH BUILDING OPENS IN FALL 2020, STUDENTS WILL GET HANDS-ON LEARNING IN HIGH-TECH LABS. HERE'S A SNEAK PEEK OF THE NEW SPACE.

BY KIM ANDERSON



“The new, state-of-the-art Nursing and Population Health Building will provide the heart and soul of learning for our students. Nursing students will experience a sense of place, where they can explore, ask questions, absorb knowledge and mentorship, challenge themselves and become excited for their future careers.”

—Donna Murnaghan, Dean, School of Nursing

HOME-CARE APARTMENT

This one-bedroom apartment provides a realistic environment simulating what it would be like to work in a real patient’s home, where the majority of health care is delivered. The patients are medical mannequins.

HIGH FIDELITY LAB

This eight-bed laboratory offers an advanced, high-tech learning space which presents students with complex-case learning scenarios of critically ill patients. Students will learn how to assess, prepare and deliver an emergency room treatment plan for:

- Patients suffering a major heart attack
- Advanced cancer patients admitted with organ failure
- High-risk mothers in premature labour
- An unconscious child suffering from an overdose
- An adolescent with a heart block as a complication to severe anorexia nervosa
- Other critical cases

The lab can generate endless high-level learning scenarios through state-of-the-art computerized mannequins, which simulate real patients by:

- Reflecting human body systems with critical, complex failures
- Talking, crying, breathing and having real heart rates, blood pressure and bowel sounds (all of which can change throughout the scenario)
- Being able to give birth, have heart attacks, and suffer from strokes, kidney failure, tumours, major wounds or mental collapse, or to even die

COMMUNITY AND PUBLIC-HEALTH CLINICS

These clinics allow nursing students to interact with real patients and build TRU’s community relationships while providing hands-on experience with:

- Flu shots
- Wound care
- Infant immunizations
- Prenatal classes
- Public health information education sessions highlighting foot health, general health, smoking prevention and sexual health



RESEARCH CENTRE

This area serves to encourage and strengthen student, graduate and faculty research, collaboration and interaction and foster advancements in the field of nursing and health care. It offers space for:

- Computer stations
- Meetings and interviews to conduct and enhance health research
- Students, faculty and research chairs to collaborate
- Research grant application processes
- Connecting with colleagues worldwide



Forecasting for **the future**

KAMLOOPS CAMPUS INSTALLS A STATE-OF-THE-ART ENVIRONMENTAL MONITORING STATION.

BY SAM EGAN

Students and researchers at Thompson Rivers University (TRU) now have a state-of-the-art environmental monitoring station on campus. Complete with meteorological, air-quality and eddy covariance systems—the latter measuring real-time evaporation and carbon dioxide concentrations—this isn't your grandfather's weather vane. In addition to providing valuable data for campus investigators, it also holds the key to understanding a unique ecosystem and fills a gap in international environmental monitoring.

"The data that we're going to get from this is not only rich in quantity, but very rich in quality."

—Darryl Carlyle-Moses

The new station lies on the outskirts of campus in Kamloops's bunchgrass ecosystem—grasses that grow in clusters with single root systems. The ecosystem covers less than one percent of BC and is significant for the tremendous wildlife diversity it supports, and much work remains to be done studying its physical geography.

Darryl Carlyle-Moses, TRU faculty member and project lead, expects the installation to spur a flurry of research that will contribute to a greater understanding of how this ecosystem operates.

For instance, TRU's eddy covariance station is the only one in Interior BC and will measure the role of the ecosystem as a source—or sink—for carbon dioxide. With the next closest station located in the Lower Mainland, it also fills a data gap for the Interior in global climate-change models.

"I think what's exciting is that there's a number of courses—in natural resource science, chemistry, geography and environmental studies, even economics—that teach lessons on climate change," he said. "We download data from other locations to teach our students about what's going on in Vancouver, or globally. But to be able to bring that home with local data is quite exciting."

Undergraduate and graduate students can now work with localized data in the classroom and labs. Those attracted to careers in meteorology, hydrology or climatology will benefit from the hands-on experience. They'll not only be able to understand and analyze results, but also troubleshoot if something goes wrong—

skills Carlyle-Moses said are otherwise gained on the job through external training.

The new station also has broader implications thanks to having meteorological and air-quality stations in the same location. Kamloops has both such systems in place, but they're in different parts of the city. A shared location allows more accurate comparisons between systems—such as understanding the role of meteorology on air pollution.

“What’s really cool about this is that it’s all state-of-the-art,” Carlyle-Moses said. “The data that we’re going to get from this is not only rich in quantity, but very rich in quality.” He further explained that all three systems meet or exceed requirements to plug into larger networks and data will be publicly accessible.



While TRU's components are the best available, they're also cost-prohibitive to deploy on a large scale—like across the city. But they can complement more affordable systems like those used by civilian networks for weather and air quality. Comparing data from these low-cost alternatives with TRU's results will determine their accuracy and limitations, to calibrate when they can be used predictably.

Carlyle-Moses also hopes this installation will drive the climate-change message home for the local community.

“Sometimes when we talk of climate change, people think that’s a problem happening somewhere else. Showing climate-change data that’s being collected right here on campus will be very impactful.” ■

Above left: The meteorological system measures temperature, relative humidity, atmospheric pressure, rainfall depths and intensities, snow levels, solar and atmospheric radiation and soil temperatures.

Above right: The air-quality system measures pollutants in the atmosphere, including the concentration of ozone at ground level.

Alumni

RICHARD KLAFKI

Earning a Master of Science in Environmental Science degree from TRU in 2013 led Richard Klafki to be where he always wanted to be. Working for the Nature Conservancy of Canada as director for the Canadian Rockies Program has allowed Klafki to follow his passion for working with nature and people. “Do not give up on the direction you want to go in life,” Klafki said. “Whether it be schoolwork, your career or tackling other hurdles in life, with persistence you can get there.”





A mother's love, a daughter's tribute

ADINA GRAY HONOURS HER MOTHER'S ENDURING SUPPORT FOR EDUCATIONAL SUCCESS.

BY JESSICA KLYMCHUK

Growing up in communist Romania in the 1980s meant Adina Gray saw firsthand how hard work is instrumental in changing life's circumstances. Gray's mother, Liliana Moldovan, toiled long hours in a small-town sock factory in the region of Transylvania where manufacturers eventually went bankrupt during economic reform. Moldovan dropped out of school at 14, laboured arduously all her life and, like most parents, wanted more for her children.

The Liliana Memorial Award at TRU is for her—and all great mothers out there.

"She had a pretty rough life and gave up a lot of things," Gray said. "When I think back now, there are many times where they couldn't pay the bills but still sent me money for university."

She recalled having few choices in Romanian post-secondary

programs—it was business, medicine or law—and there was stiff competition for limited seats in state-run universities. Gray's desire to study in North America in 2000 was a distant dream made real by her mother's relentless encouragement and sacrifice. Education offered a way out of poverty and Moldovan believed in its power to change lives.

"She had a really positive attitude toward life in general," Gray said.

"If it wasn't for her pushing and that initial help, I would have been in a different place."

Against the odds, Gray immigrated to Canada, completed her Master of Business Administration and now teaches as a continuing sessional instructor in TRU's School of Business and Economics. Her brother also pursued higher education with success. Their mother visited

Canada just once, when Gray was still a student. Moldovan's death in 2008 from cancer at age 51 was devastating, but her daughter wants the tradition of her memorial award to celebrate all the positive aspects of her mother's life.

Gray is donating \$1,000 per year to support the Liliana Memorial Award in honour of her mother. Students applying for the award are asked to write an essay on how their mother has inspired them.

"Despite the many hardships she personally endured, she always believed things would get better," she said. "There was nothing that made her happier than seeing us do well."

Gray is looking forward to reading award applications to learn how other mothers have played an important role in their children's educational journeys. ■

Risky business

DESIGN THINKING AT TRU FOSTERS FAST FAILURES AND PERFECTING PROTOTYPES.

BY KIM ANDERSON

Build a fully functional chair using only cardboard. It must be aesthetically pleasing and support the full weight of your professor. No pressure, right?

That's what students in Andrew Fergus's Creativity and Innovation class are expected to do. They tackle this assignment using design thinking, which he says is critical in crafting ideas and solutions.

Getting and giving feedback, and having confidence are key aspects of design thinking. They do not always come easily, Fergus explained. In today's rapidly changing workforce, creative problem solving is one of the top soft skills increasingly sought after by employers.

"Students would be engaged throughout their time at TRU by experiencing that way of working and thinking, while becoming creative problem solvers."

—Maggie Fung

"Design thinking is absolutely critical, in all areas," Fergus said. "TRU can make a name for ourselves by educating students in their specific areas of interest, and also giving them skills to be very good creative problem solvers. We have an awful lot of problems that need creative solutions."

Fergus said design thinking is valuable to the whole community and beyond.

That's where Associate Vice-President of Digital Strategies Maggie Fung comes in. Building a strong, competitive and comprehensive digital strategy for TRU involves more than having a responsive and effective IT department.

According to Fung, design thinking is a critical element of digital strategy, and TRU needs to adopt a "digital mindset" that embraces innovation, agility, creativity and collaboration.

"Design thinking is a strategy to foster innovation in a way that emphasizes human-centred design which, in our case, is student focused," Fung explained. "This means designing processes that are empathetic to students and their unique points of view."

A digital strategy outlines how an organization uses technology to support its mission, and keeps it relevant and competitive.

"I've worked in post-secondary for a long time and typically processes are designed based on what the institution *thinks* the student wants, not from the student's perspective. We need to focus on meeting their needs and design thinking will help us do that."

Fung and Fergus are also promoting design thinking via TRU's Employee Innovation Program. Teams of faculty and staff learn to use design thinking to solve problems and, hopefully, to enhance experiences for students, faculty and staff.

"We can make work more meaningful for every employee working collaboratively by supporting student success," Fung said.

She knows big change takes time, which is why she signed on with Digital Strategies in the first place: to make a meaningful and enduring difference at TRU. ■

Below: Andrew Fergus (left) teaches Creativity and Innovation





All sySTEMs go

HOW TRU PROGRESSED FROM TRADES TO TECH.

BY ANDREA HEATH

Thompson Rivers University (TRU) has come a long way since its inception as Cariboo College in 1970. Originally a grassroots trades school, TRU has transformed into a powerhouse of innovation and creativity and is now the school of choice in the Interior for science, technology, engineering and math (STEM).

Why is STEM important? The practical skills inherent in these disciplines can be applied in many different jobs. At TRU, faculty enhance the potential of STEM through hands-on learning, community

collaboration and co-operative education opportunities. Faculty members are committed to exceeding standard expectations surrounding education, and to delivering insights while supporting outside-of-class hours and valuable research opportunities.

This strong focus on students is key to ensuring high standards, and Faculty of Science Dean Tom Dickinson said it was small class sizes and investment in state-of-the-art resources that attracted him to TRU more than 30 years ago. Having spent many

of his early years at TRU carving out exceptional and unique opportunities for students, he has been instrumental in creating and supporting the evolution of STEM programming and opportunities for TRU students.

“We have always responded to environmental and industry needs by producing graduates who are knowledgeable and skilled problem solvers. Even though we were considered a small, vocational trades school, we soon became known for the ability to produce science grads who were able to fill the gaps



for local industry jobs as well as continuing on to professional programs,” Dickinson said.

“One advantage of being a grassroots university is the ability to collaborate with surrounding communities. Because of our strong history of forestry and mining, TRU was one of the first schools to offer a full Bachelor of Natural Resource Science degree.”

Not only is TRU recognized for its science programs, it is also the only institution in BC to offer diploma programs in respiratory therapy and animal health technology—the latter training students in treating large animals. Both of these programs produce graduates who score in the top one percent on national accreditation exams and whose employment prospects are 99 percent after graduation.

So what lies ahead for STEM at TRU? Dickinson is developing an array of professional engineering degrees to connect youth to abundant opportunities. A special effort is being made to indigenize programs, recognizing traditional ways and knowledge that have existed for millennia. Several faculty are leading research using advanced technologies. Under the direction of microbiologist

Jonathan Van Hamme, TRU is home to TRUGen, the first high-throughput genomic sequencing lab in BC outside the Lower Mainland. Van Hamme’s research in environmental remediation and land reclamation complements the research being carried out by Lauchlan Fraser, TRU’s Industrial Research Chair in Ecosystem Reclamation.

Recently, TRU was granted a Tier II Canada Research Chair in Fire Ecology. With the frequency of drastic climate-change issues and wildfire incidents in the BC Interior, the region is taking the lead to develop understanding on addressing and mitigating wildfire impacts. This research position will dovetail with work being done at the University of Northern BC and UBC

Okanagan, as part of a tri-university research coalition.

One final area of growth builds on existing strong programs in data science and information technology. Students will continue to see the integration of artificial intelligence automation and smart-tech woven into programs as TRU continues to be a leader in addressing industry needs and directly supporting the regional community with tech-savvy grads. ■

Left page: Limnology Instructor Jacqueline Sorensen works with students Aydan Coray (left) and Marissa Darbyson

Above: Science Dean Tom Dickinson discusses eagle identification with Thomas Webb and Gillian Spence

Below left: TRU observatory, 1979

Below right: science building under construction, 1979





Open for **change**

BREAKING DOWN BARRIERS AND IMPROVING ACCESS TO HIGHER EDUCATION.

BY ELISE FENWICK

Tuition is increasing and the cost of living is rising with it. The growing movement toward social equity means the goal of access for all in higher education must be paramount. But how does a university ensure accessibility in a costly economy?

Open Educational Resources (OER) offer an innovative solution in post-secondary education. The United Nations Educational, Scientific and Cultural Organization (UNESCO) describes OER as “teaching, learning and research materials in any medium—digital or otherwise—that reside in the public domain or have been released under an open licence that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.” These resources have a solid legacy at Thompson Rivers University (TRU) and exemplify TRU’s mandate to foster and expand open-education initiatives.

INNOVATING FOR STUDENT SUCCESS

Support for the growth and integration of OER at TRU is shown by the university’s Open Education Resources Grant program, which funds a selection of TRU faculty working toward integrating OER into their courses.

To date, the program has funded 12 projects, saving students \$508,440 annually. Current projects could impact 3,785 students per year with an investment of \$96,000 over two years, according to TRU’s OER Development Grant Co-ordinator Joe Dobson.

“The reduction or elimination of textbook costs in courses where an instructor uses OER is a huge benefit for many students who struggle with the cost of textbooks,” he said.

Open Education Librarian Brenda Smith said these open resources can be full courses, learning objects, tests,

course materials, textbooks, videos, lesson plans, software and games.

“Some students drop courses or don’t register in the first place because of the cost of textbooks,” Smith said. “OER means they don’t have to make the decision ‘Do I eat this week or do I buy my textbooks?’”

“OER projects open up a tremendous opportunity to be a creator and crafter of resources rather than just a consumer.”

—John Belshaw

INNOVATING FOR ENGAGEMENT

Open Education Resources are changing the way students learn and institutions operate. According to BC Open Education Librarians, OER offer significant benefits to faculty, including the freedom to modify or add content to a course, ability

to present more relevant materials for students and enhanced academic influence as OER are a viable way to self-publish.

“The ability to add or subtract material means a resource of this kind can be pruned, renewed and extended for years to come,” Open Learning Faculty Member John Belshaw said. “OER projects open up a tremendous opportunity to be a creator and crafter of resources rather than just a consumer.

“OER offers a new paradigm where information is more freely available and accessible.”

—Joe Dobson

“Whether it’s a single OER object—like an archival document for analysis in the classroom—or a whole textbook, the OER ethos creates a different relationship between the academic, the educational instrument, the students and the scholarly community.”

Open resources also allow universities to innovate. “We’ve had this paradigm of the traditional publishing industry for the last century,” Dobson said.

“OER offers a new paradigm where information is more freely available and accessible, offering interactivities through which students connect with content in different and rich ways that are not possible with traditional text.”

Smith said faculty can really engage in the content they are presenting to students as open resources allow them to “grow it, adapt it and customize it in a way that they think their students should learn.”

Whether that’s customizing a textbook to add a Canadian perspective or adapting content to incorporate video with closed captioning, OER give universities and faculty the ability to better meet student needs and create impactful learning.

“The world is changing and the OER movement is changing really fast right alongside,” Smith said. ■

Left page: Brenda Smith



“My research looks at those students who are using open education resources to see whether their outcomes are the same, and at how students are using different platforms to co-create knowledge. By using these new, open tools, students are becoming active participants in the learning process.”

—Michelle Harrison

THE OPEN EXPERIENCE

Michelle Harrison is an assistant professor of Instructional Design Learning, Design and Innovations for Open Learning. She is also one of three Open Education Advocacy and Research Fellows for 2019/20 who are conducting, presenting and publishing research on open educational practices at TRU.

Her research investigates learners’ perspectives of open educational practices. Specifically, she is exploring the enriched experiences of students who engage in open learning, as opposed to those learning in traditional settings.

For example, the work of students using blogs or social media, or those participating in Wikipedia edit-a-thons, is more visible and accessible, and has the potential to be shared more widely. Harrison is studying the student experience in this open space and how they perceive themselves as practitioners and knowledge creators.

Alumni

GREG STEWART

Since earning a Human Resources degree from TRU in 2012, Greg Stewart focused his efforts on a career in sport. After a successful stint as a volleyball player, Stewart began throwing shot put for Team Canada's paralympic team. A hopeful for the Summer Paralympic Games in Tokyo in August and September 2020, he has performed well at important meets around the world, including the World Paralympic Championships in Dubai in November 2019. A public speaker, Stewart shares his experience and insights with athletes and non-athletes of all ages and abilities on topics ranging from overcoming disability to the challenges and rewards of being a world-class athlete.



Coaching **beyond the court**

WE ARE DRIVEN TO VOLUNTEER BY A DESIRE TO HELP. AS WE INVEST MORE OF OURSELVES, WHAT DRIVES US MAY CHANGE.

BY BART CUMMINS



For decades, TRU's athletics program has woven its athletes into the community. Whether it's participating in events such as Run for the Cure, Paws for a Cause, Raise-A-Reader, Kidney Walk or the Terry Fox Run, TRU athletes are involved.

Emily Mann juggles her time among the midfield with the women's soccer team, her classes and coaching duties with Kamloops Youth Soccer Association, which includes an under-11 girls' select team.

Some weeks, she's rushing from one thing to another with barely enough time to think. But in the big picture, she says the pressure of coaching is worth it. It's a small way of thanking those who gave their time during her own youth soccer days, including WolfPack players who helped at her practices.

"I remember the feeling when I was the age of my players ... of how big those (TRU) players seemed at the time," Mann said.

"We wanted to listen to them, to work harder and to really take in what they had to say because they were playing at the level we wanted to play at. It's nice to be that person now, and to be doing the same thing those players did for me."

Mann remembers Laura Smylie, Emily Edmunson and Alanna Bekkering being at her practices. Bekkering is now a women's soccer assistant coach.

Like Mann, Joe Davis was familiar with the WolfPack program well before he signed on to play for the men's basketball team. While playing senior basketball at Westsyde Secondary School, Davis's head coach was Ryan Porter, a University College of the Cariboo (UCC, which became TRU in 2005) alumnus who was also a standout player in the

"I love to build a team, not just from the skills development side of things, but also building character, building kids and building people to be their best selves."

—Ryan Porter

early 2000s with the UCC Sun Demons—the predecessor to the WolfPack.

“I’ve modelled my game after him (Porter) and my philosophy and approach to the game as well,” he said. Last year, serving as one of the team’s designated captains, Davis demonstrated leadership by scoring 10 or more points in 14 games, including a season high of 24 against the University of Victoria Vikings.

“How Ryan treats his team is how I like to lead my team in a lot of ways as well,” Davis said. “Skills and fundamentals are the obvious part of his influence, but his influence goes deeper than that, that’s for sure.”

Personal fulfilment drives Porter to volunteer, but bigger still is having a part in shaping people into quality citizens.

“I’m a teacher, so I love seeing people improve,” Porter said. In 2002, he was named Canadian Colleges Athletic Association Player of the Year for men’s basketball. Additionally, earlier this year he created the King’s Court 3x3 League—a mechanism for boys and girls in Grades 4 through 12 to enhance their skills through extra practice and games.

“I love to build a team, not just from the skills development side of things, but also building character, building kids and building people to be their best selves,” he said.

Like Porter, volleyball alumna Morgan Kolasa graduated with a Bachelor of Education. Now teaching at Dallas Elementary School, she coaches a Grades 6/7 boys’ volleyball team because, as she puts it, “I am hoping to spark some passion in them as male volleyball is currently underdeveloped in Kamloops.”

She too is honoured to give time to an activity that encourages children to develop skills that not only serve them well on the court, but also in life.

“Their capacity for growth is absolutely incredible over such a short season,” Kolasa said. “Nothing makes me happier than seeing the joy on their face when they accomplish something they couldn’t at the beginning of the season.”

On the outside, these coaches are teaching people how to survive and thrive in short-term athletic activities. But dig a little deeper and it’s clear their role goes beyond what shows up on the scoreboard.

“Through sport, you find out who you are and where you can go in life,” Mann said. “Knowing that I had people who believed in me gave me more confidence to achieve my goals in life and to go further than where I thought I could go.” ■

Left page: Joe Davis

Below: Morgan Kolasa



Alumni **without limits**

BY RAJEEV KAPOOR, BART CUMMINS AND ANDREA HEATH



ILENE PRICE

Ilene Price always knew she was meant for a career most can only dream of. After completing the Adventure Guide program in 2010, she worked as a sea kayak guide in Alaska during the summers and spent her winters paddling the turquoise waters of Panama. "I chose TRU for the high calibre of professional instruction and course content," Price said. "I'm so grateful that I followed my heart all those years ago ... pursuing a unique career path that has led me to explore the world and share my passion for creating exceptional experiences."



BLESSING CHIDUURO

After graduating with a Bachelor of Business Administration degree from TRU in 2014, Blessing Chiduuro became the business operations manager at Steel Centre International, a family owned company that is the leading steel retailer in Zimbabwe. Three years later, he was promoted to a higher position in the company. "Your network is your net worth," Chiduuro said. "Network as much as possible. The people you meet and connect with will provide you with opportunities you could never access by yourself."



BENJAMIN MATTHEW

Benjamin Matthew grew up in the small BC Interior community of Chu Chua as a member of the Simpcw First Nation. Matthew received an undergraduate degree in biology from TRU, then completed the Northern Medical Program through UBC's Faculty of Medicine. "My advice to students would be to 'swing for the fences' when you are making academic goals and work hard to achieve them," Matthew said. He is one of two general surgeons in the city of Quesnel, BC.

CHELSEA SULLIVAN

Chelsea Sullivan aspired to be a professional skier but she needed a better foundation. In 2012, she graduated from the Adventure Guide program and became an apprentice ski guide in Whistler, BC. After several years of guiding, Sullivan returned to TRU to complete a bachelor's degree in Interdisciplinary Studies. "I came to British Columbia to live the dream of becoming a professional skier, and TRU changed what I view as success in the tourism industry," she said. "I am no longer tied to an identity as an athlete. Now I see success as a function of all I am capable of doing: guiding, competitive freeride skiing, administrative duties and expeditionary pursuits. I can reach success from many avenues."



GEORDIE MACLEOD

After graduating from TRU with a Bachelor of Business Administration, Marketing, in 2005, Geordie Macleod learned firsthand the power of pursuing opportunities and networking. In the third year of his BBA, he joined the Kamloops Blazers for game-day activities, which led to working with Hockey Canada when Kamloops co-hosted the 2006 World Junior Hockey Championships. Connections made at that event indirectly led to a position with the NHL's Calgary Flames and its parent organization Calgary Sports and Entertainment Corporation (CSEC). Macleod is now senior director of Game Presentation and Events for CSEC. "One thing I like to preach to my group here is that it's OK to get high with the highs," he said. "In professional sports that's kind of what it's all about."



Together, **we are stronger**

While TRU provides students with a global perspective, the university also collaborates closer to home with the communities where it has campuses and regional centres, as well as nearby towns and cities. This map illustrates some of the places and ways that TRU connects and impacts the region; there are too many collaborations to include them all.



KAMLOOPS AND SURROUNDINGS

City of Kamloops. TRU has a memorandum of understanding with the city. TRU shares use of the water treatment plant and Tournament Capital Centre and works with the city on research projects involving social planning, the opioid crisis and public transportation for people with disabilities.

School District 73. TRU has a memorandum of understanding with School District 73. Students tap into TRU programs such as Girls Exploring Trades and Technology, CanCODE, Mind the Gap, online science lab experiences, Peer Assisted UPrep Learning, upgrading courses and prep for Accuplacer entry tests.

Interior Health. Nursing students perform practicums at Royal Inland Hospital and other facilities.

Tk'emlúps te Secwépemc. TRU has a memorandum of understanding with the Tk'emlúps te Secwépemc. Band members access university prep courses. Continuing Studies offers courses with the Secwépemc Cultural Education Centre such as cross-cultural awareness and workplace certificate programs.

Neskonlith Indian Band and Tk'emlúps te Secwépemc. TRU offers mobile trades programs Building Capacity and Community Through Construction Trades.

Thompson Nicola Cariboo United Way. TRU engages in an annual fundraising effort and collaborates on projects such as studying the mental health impacts of wildfires. The agency and the university work closely at the TRU Exchange Space.

Community Legal Clinic. Law students offer free legal advice and help to people with limited incomes at the downtown Kamloops office. Satellite clinics are held in Ashcroft, Merritt, Salmon Arm and Barriere.

Venture Kamloops. TRU researchers examine why tech entrepreneurs are calling Kamloops home.

University of Northern BC/ UBC Okanagan. Two large watersheds in the Cariboo Chilcotin are part of a tri-university project studying the effects of wildfires and other disturbances on stream discharge in BC's Interior.

Nicola Valley Institute of Technology (NVIT). TRU's School of Social Work and Human Service collaborates on programs with NVIT in Merritt.

Highland Valley Copper/ New Gold New Afton Mine. TRU's Natural Sciences and Engineering Research Council Industrial Research Chair in Ecosystem Reclamation work with various industry partners to find ways of rejuvenating land disturbed by mining and other uses.

South Coast Bat Conservation Society/ Wildlife Conservation Society. These and other partners are working with TRU to find a solution to white-nose syndrome in bats.

Kamloops Innovation Council (KIC). The Office of Research and Graduate Studies is in partnership with KIC regarding the TRU Generator, an on-campus hub providing networking and mentoring support for students in tech.

The Spirit Warriors Breast Cancer Survivor Dragon Boat Team. With Royal Inland Hospital and the City of Kamloops, TRU is researching the financial burden of acute cancer emergencies.

Tulo Centre of Indigenous Economics. TRU works with the centre and area bands to develop curriculum around financial capacity for administrators.

Rangeland Meats. TRU's retail meat processing department works with Rangeland Meats near Knouff Lake to procure its beef. Students take an annual field trip to the ranch.

Monte Creek Ranch Winery. The meat processing program produces the winery's beef jerky.

WILLIAMS LAKE

100 MILE HOUSE

CLEARWATER

WILLIAMS LAKE AND REGIONAL CENTRES

WILLIAMS LAKE

School District 27. The district's Cataline school biomass exchange provides some heating for the TRU campus. The nursing program holds free handwashing clinics in the schools. Mind the Gap is a high-school transition program.

Cariboo Chilcotin Aboriginal Training Employment Centre Society. TRU sponsors and supports six students to prepare and complete the Practical Nursing Diploma.

Northern Shuswap Tribal Council (NSTC). TRU offers programs and initiatives, such as creating a dedicated Elders' parking spot on campus. NSTC recruits and supports Indigenous students in academic courses such as First Nations Language.

Thompson Nicola Cariboo United Way. The agency is provided on-campus office space.

Community health. The nursing program offers free blood-pressure clinics.

BARRIERE

LILLOOET/LYTTON

Community. The regional centre offers courses to meet community demand through Continuing Studies.

BARRIERE

Community. The regional centre offers courses to meet community demand through Continuing Studies.

Work BC. The centre delivers workplace certificates needed for employment.

Simpco Resources Group. The centre provides training for the Simpco Resources Group's projects.

CLEARWATER

Community. The regional centre offers courses to meet community demand through Continuing Studies.

Laid off forestry workers. TRU Continuing Studies is on the transition team to help displaced workers and people in the community affected by the Canfor mill closure.

Work BC. The centre delivers workplace certificates required for employment.

Wells Gray Education and Research Centre. Owned and operated by TRU, this centre is used for field studies for researchers from many universities as well as the Friends of Wells Gray Park.

The worth of education without barriers?



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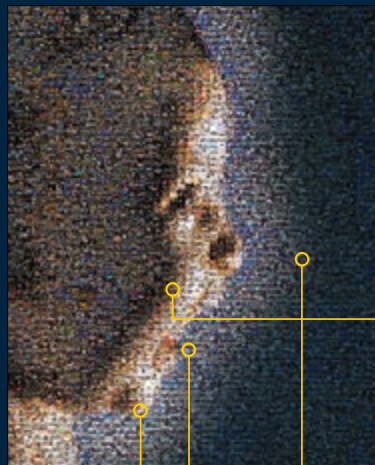
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**FUTURE OF TRU
CAMPAIGN**

BRIDGES THE LIMITLESS ISSUE



ON THE COVER:

Our photomosaic embodies the four pillars of Thompson Rivers University's Limitless Campaign. This unprecedented fundraising initiative is striving to raise \$50 million to enhance students' higher-education experiences and propel impactful research forward. The four pillars are:



Supporting students

A lack of funds should not be a barrier to a better life. The campaign will increase assistance for merit-based and needs-based awards to give all deserving students access to the best education possible.



Innovating for the future

TRU researchers have a global impact as they dig for answers some of the planet's most pressing questions. They approach research in ways that are unique from the larger and older Canadian universities.



Collaborating with community

Community goes beyond our classrooms, our region and our province. We are global citizens and, as such, our students, faculty and industry partners collaborate to contribute to make a better world.



Building capacity

With support from Limitless and the provincial government, we're building a progressive and adaptable campus. New facilities fast-track training for skilled labourers, management leaders and creative innovators.

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