Into Music ([00:00](https://www.rev.com/transcript-editor/shared/gEG4dDfBgB05EUqIjijTQe1oFUSqq0fGn2iKcJoacTNfXxHsqVKEaHHpMoc5BRtX-nXzV4yAuNKV7b6n2SWDQRuajJk?loadFrom=DocumentDeeplink&ts=0.21)):

5, 6, 7, discover, connect, engage, become, discover, connect, engage, become, discover, connect, engage, become.

Host ([00:15](https://www.rev.com/transcript-editor/shared/0lVvUEH0tzK-G3gyt-_z_JBIiZC2lMeKMrtoauuxmdLbdiFsYKZ5QwofI78XbJgbvI2-Yn2Or7oaDF-uy7s58pJ8TOo?loadFrom=DocumentDeeplink&ts=15.51)):

Hello and welcome to the CURN Cast, a podcast where we are breaking down the barriers to research. I'm your host and research friend Lauren Okano, and I can't wait to get into today's episode. Let's check it out. [00:00:30] I would like to acknowledge that the CURN cast is being recorded and created on the traditional and unseated territory of the Tk'emlúps te Secwépemc within Secwepemcúl’ecw. I'm very grateful to be able to learn, play, and create on these beautiful lands. Welcome to our special guest of this episode, director of Student Research and Public Engagement, Sukh Heer Matonovich. I'm so [00:01:00] excited to have you on the podcast today, just because I know that you are, are instrumental in developing undergrad research at T R U, and I've gotten to witness that firsthand, and I've had the pleasure of working with you. So yeah, it's good to have you on the podcast.

Sukh (Guest) ([01:17](https://www.rev.com/transcript-editor/shared/JGK2d1PBeNebLL7ojoHL6ZT8h2zWq2peP8GphYHOZr1l7gTXe-5dmOx93LG-MYWudGBOyNzHOv_EWK2CjY3Tmy9V2Q8?loadFrom=DocumentDeeplink&ts=77.64)):

<laugh>. Thanks Lauren. And thank you for the compliment. I'll start with that, but I, I would just like to add that it's been the students and working with them as co-creators and, and also the, um, faculty and staff and the university's willingness [00:01:30] to really put student research training at, at the center of what we do. So it's, it's just a pleasure to be part of that team

Host ([01:37](https://www.rev.com/transcript-editor/shared/sDNHjzOqvPUmXaCwZpDTxSekahYrSGgPvOjtvf-VWCL8zOBP_Y4gTOpuLYI_ijhMHCF96PcKTjurrNBIGv8mkQnmkzU?loadFrom=DocumentDeeplink&ts=97.11)):

As you know, you're, you're oh, so humble, but that's, I think part of why you are doing such an amazing job is because we are looking at students at the center of things and, and students really get to see themselves in their work. And that's so important in research and, and in learning in general. So that's something I truly value and it's something that I hope more people will start to see after this episode.

Sukh (Guest) ([02:00](https://www.rev.com/transcript-editor/shared/RKo_eLMzBE--PmZQzRq12jqnRvFvGhNOt4w83pPo3z-6O7KG8VtGq7B7dwrJ34Mtgsm4QbXFp0uvjYFu0gtNgWn1EFw?loadFrom=DocumentDeeplink&ts=120)):

[00:02:00] <laugh>. Awesome. Thanks Lauren.

Host ([02:02](https://www.rev.com/transcript-editor/shared/NtP30Pss45yewTl65QFykdQ3DlGdDX7IeoeNphKThMUg4AtzQ26xzn3mXXdKhGhMK4Sr7uOGfYAz5GVEi-OMbH06gB4?loadFrom=DocumentDeeplink&ts=122.55)):

So, to get us warmed up a little bit, I want to start with some lightning round questions. And basically how this works is I'm going to say the question and then you're going to respond with the first thing that comes to mind. Try to keep it short and sweet.

Sukh (Guest) ([02:17](https://www.rev.com/transcript-editor/shared/42mxXgMuN_96QxQCO4pkQv5eUvCHyr4MsJ88u4FD0vkqXxxmuGI4cndDMNa_Mr_vAHSXGbmh25zum0n_RNMUeOc_w94?loadFrom=DocumentDeeplink&ts=137.52)):

Oh my. Okay. Here's a test. So it's a competition fast and quick. Yeah. Okay. All up for it. <laugh>.

Host ([02:23](https://www.rev.com/transcript-editor/shared/avRFE1z8LCikpBj4i3vJDhFt_WpmzYzQZv9_E5sTL7_blRbl_Q9byQoFl_-H9uC_m_QEK3MI3Ixq9uvqT6qFimWoAug?loadFrom=DocumentDeeplink&ts=143.11)):

A little bit of a challenge to get us started this morning. All right, so let's do this. First question is, what was the last thing that you researched?

Sukh (Guest) ([02:30](https://www.rev.com/transcript-editor/shared/aXAcpqRVG9a4SoW13ZT0nR_mimlqW0BMgbGnEr2h0ERZxxhktBmdQVjU_z3Mt5A3auxeg0vTJO8HNIx1b4ZMDxDsPf4?loadFrom=DocumentDeeplink&ts=150)):

[00:02:30] Undergraduate research.

Host ([02:31](https://www.rev.com/transcript-editor/shared/RaJ4WB-0JqEWi37Q8tqZ3FLNLi7ygJAYEsyNHFWi-ud4UXOA7nsy-ZiMVnIYMxHIEe_s_jzulRPlWGOAS0JddEhACiU?loadFrom=DocumentDeeplink&ts=151.83)):

Great answer. <laugh>, what is a current research interest of yours?

Sukh (Guest) ([02:36](https://www.rev.com/transcript-editor/shared/U3Dj7hdSkM5tuLUboG7GesdkSIeN2PS5dC4qWrNXfG5wE0g1r7Yr1hrwhEYcyn1Jhds0s4Wgg_ERqLwFCSjiSZ-KjAY?loadFrom=DocumentDeeplink&ts=156.96)):

Current research interest is really the role of students who have not participated in research and why.

Host ([02:44](https://www.rev.com/transcript-editor/shared/g-dZBENUkxJYRFfseXC0WwsOm07uX1mno7ptnk3lGjVdlIuXJFBR1gmPEDZwu6F2UPvM3bB7IAAo3zYYR_zH37lVBcI?loadFrom=DocumentDeeplink&ts=164.58)):

Hmm. That's a great one. And we'll probably get into more of that later. <laugh>, who is your research muse?

Sukh (Guest) ([02:51](https://www.rev.com/transcript-editor/shared/AYExT2IcLJcEHm0ad_acToLj6lj58npDXAkMaSxg56uyMXjOsuHZjfFL7-nkH6rZXmf6q3nMcrajz95RCT31Lh--viE?loadFrom=DocumentDeeplink&ts=171.69)):

Dr. Will Garrett Petts.

Host ([02:53](https://www.rev.com/transcript-editor/shared/oWlCIJ50-22LIksqaH7AOIO70sdeGWnttzu5ye_8dSekqr2MfDJ-L8K1PIw9dB06DA9571c1HX-vGivJsSQnvcWELXg?loadFrom=DocumentDeeplink&ts=173.16)):

Uh, what is your research superpower?

Sukh (Guest) ([02:55](https://www.rev.com/transcript-editor/shared/BtE_zmmJ-t5TmGAlqR1XUxfR1ZcV_-RE_shDE9EP8tgt1JASxtG5h3zXYMsXuBTEfVt73uKjIj7suAJ_ilV54XlpSmc?loadFrom=DocumentDeeplink&ts=175.56)):

Collaboration.

Host ([02:56](https://www.rev.com/transcript-editor/shared/Z9RrL9vETwNlUtrqx4vvRzUFeJEMtmXWC_jtc7TAj6tNBUS0Vd692E0jQvA4RVwjRv7O1hiwmqpu4pxoGkAQ8kGc3E8?loadFrom=DocumentDeeplink&ts=176.88)):

What do you wish more people knew about research?

Sukh (Guest) ([03:00](https://www.rev.com/transcript-editor/shared/Iyu9eylLfnoim3Vql5eslqp5w4KSm81w-R1Pd2KdpaBAP-RrJBGPe3qS54zfF7fDwQs9iwiya-KqB1-p-BpUxzcBZxk?loadFrom=DocumentDeeplink&ts=180)):

[00:03:00] Anyone can do it.

Host ([03:03](https://www.rev.com/transcript-editor/shared/3pSBGUzDHDDqv-M99RekOGXz0-9q9jEqLoq7gqlxgEPFOlx6SaFP3liVNiFRQE9c2e2fFp4UyJiAFFVICeUz9Gz40Go?loadFrom=DocumentDeeplink&ts=183.37)):

Who and what inspires you?

Sukh (Guest) ([03:06](https://www.rev.com/transcript-editor/shared/zecoCXk28keoSamodDqH0WKOaOJFRyVShRaCj7cHzN_kW8AX1RlerufBL1wn6y7mvS-TmfOF6fjdoqiVsB7wL3Glrzo?loadFrom=DocumentDeeplink&ts=186.61)):

Students.

Host ([03:08](https://www.rev.com/transcript-editor/shared/4_g6UCkcspyqf1CCrAsMWqR8bYf9PvyycWePWcKOVgRzaZDdKm8vHwOMyZW7lKLhU1-4zU-yJrC9eRoLBohTJ_znUaw?loadFrom=DocumentDeeplink&ts=188.2)):

Next one. Do you have a favorite quote and what is it?

Sukh (Guest) ([03:12](https://www.rev.com/transcript-editor/shared/aOpXekvpNqdUgWrSfWAUPQyaLhmTeaNqNpmGS5ZxkAcmeFu2GZQiAXwAa1dxoSFRB5Dc5PdP1H0ZShYqKacAPVbv2b8?loadFrom=DocumentDeeplink&ts=192.28)):

No, human is limited.

Host ([03:13](https://www.rev.com/transcript-editor/shared/JG783AK2P-q8pNkEj8ImlrX8EyzVlVpEo-dlE1-yPMrGvgwoDqNcAiXwjF0z5WV9-840KdC6g5izAUlNIzz5NA99W64?loadFrom=DocumentDeeplink&ts=193.99)):

I love it. <laugh>. Okay. And final question, message to future t r u student researchers.

Sukh (Guest) ([03:21](https://www.rev.com/transcript-editor/shared/ISZEtcwJA2lzYcgs7VQWVTGFQAJm6M1vkcvwm-zlqfl571TLvosNDAmW7cK1PgIhIggNn8zp1X8SgUF9mw5kf1D5c88?loadFrom=DocumentDeeplink&ts=201.82)):

To future researchers?

Host ([03:23](https://www.rev.com/transcript-editor/shared/AIk7pbWzZV4UsoFvG3XrLwR-F8k5I76VcBbxVZtzifpuerCUh7_Ma8IdpXhqgnHhT_0hs645UdYCE-oRymgI8EI0RXo?loadFrom=DocumentDeeplink&ts=203.32)):

Yeah.

Sukh (Guest) ([03:23](https://www.rev.com/transcript-editor/shared/xD6wz9dtTmnOb5a6nBeHg85sXiyfCEjuSPgHpeDzOq74XYwT5VF8eAccG4shr1EZYiTK1ouWNYWdaAie8VFbs-87PPE?loadFrom=DocumentDeeplink&ts=203.83)):

To know that you are researchers.

Host ([03:25](https://www.rev.com/transcript-editor/shared/4CPnZKWkOpSvZEJB9GokBQeeKB0YA3sK66tR0CILhGpclxdE5lPPfV4wubLN1jOOdI2XTnFubGGZuN6sxai3URRe3Xc?loadFrom=DocumentDeeplink&ts=205.69)):

Cool, cool. I love that These are all sticking very closely to [00:03:30] the theme of what I want to talk about today. So it it's almost the perfect segue into the why of this episode. I really thought back to my own research journey. I completed my undergraduate degree at TRU in sciences, and I had the pleasure of doing a lot of undergrad research in both chemistry and, and then also on the student side working as a research ambassador in the office. And so I have witnessed all of the benefits and, and great things that research has [00:04:00] to offer, but at the beginning of that journey, there is a lot of these barriers and kind of unknowns surrounding a lot of things. For me, it was not knowing who to talk to, um, a little bit of imposter syndrome, not feeling like I could do research.

Host ([04:16](https://www.rev.com/transcript-editor/shared/uNqpYkgzeTj9oxxu6XFf6_Fs41pJ9bVLkhCRJP-cWohGKK7Qxk6GPf_dcmxRS7CLvMCi4kmYZqb9D_j0g2S4ILbf6BM?loadFrom=DocumentDeeplink&ts=256.8399999)):

And so that's what I really wanted to tackle in this episode is looking at what, what can we pass on to students about research? How can we get more students involved in research? And how can we get more students to see themselves in [00:04:30] research? Because I think everyone has the potential to, to do it in some capacity, and we want to inspire people to do that. So I would love it if you could describe, uh, your research journey a little bit. What is your background? Are you traditionally a researcher? And how did you come to end up in the position you are now?

Sukh (Guest) ([04:51](https://www.rev.com/transcript-editor/shared/IuRHHUBlIQdDkrYl3N4AyEArcO4VyCXiRSE48dFYyrI0ZL1_h5l2pHRq3iUaDcPCMSyB_EO_16LtnbRxcLNrv7smZrQ?loadFrom=DocumentDeeplink&ts=291.58)):

Sounds good. Well, thanks so much, Lauren. It's, it's a real privilege to be here and to answer these questions in, in a way that, um, I think makes sense for, [00:05:00] for hopefully for students for ourselves, for our office, for the institution, and anybody else who, who may be listening. So my research journey, I'm a first-generation learner that came from a place that possibly didn't see themselves graduating from, from university, but knew that they wanted to go there and, and sport was my vehicle to do that. I'm a, a former athlete here at T R U, distinguished alumni for athletic achievement. So, sport was my vehicle to, to get an education and, and somewhere along the line, um, [00:05:30] things shifted where it wasn't about sport, it became about the journey. So my research journey did not start in undergraduate research.

Sukh (Guest) ([05:37](https://www.rev.com/transcript-editor/shared/HQu-I-56cgECgMfk3b8csb0YqBWCz5ObinMW0_wxJM6-lKRsMSj71bB-EIZkYDJJ4od7Ua_E4od8YawtmIavqeMsukg?loadFrom=DocumentDeeplink&ts=337.57)):

It's not something that I saw myself doing. I did not see myself as a researcher very similar. We'll talk a little bit about later. It was something that I only saw that scientists and sciencey people do it. And I'm, I'm from the social sciences. I have an undergrad in social work. So never even touched upon research, but, many years later there were certainly skills that I had developed that, that did speak to it. So [00:06:00] I would say research for me started when I began to use the word was probably when I did my graduate work. And it was focused on a research question that really looked at what academic engagement is at, in particular at T R U. And, and it was interesting what came of it. Um, in terms of the research, my methods that we used was focus groups, a lot of focus groups. So interview skills were important, but something that I had developed at my undergrad level. And, so those transferable skills [00:06:30] that you, that you don't recognize that you're you're building are extremely important. And I think that was the, the tipping point for me around the transformation how research can, can be brought to life in so many ways.

Host ([06:41](https://www.rev.com/transcript-editor/shared/Dfu_8zFx1W-Izqh7wylc5Q8o431obSX12nBYmyecETJHKCbUWgx5tnxkll1FP48YtVDCoopYB_TS-qlNX6URoXuyEaw?loadFrom=DocumentDeeplink&ts=401.81)):

And you touched on this a little bit, but initially you didn't consider yourself as a researcher. And then when did you really start to adopt that identity?

Sukh (Guest) ([06:51](https://www.rev.com/transcript-editor/shared/1mIhLbRxxCh-nMumBp7ENqSERCEVxImQVEMdD8SyiNc6Qv-jkA60vDsCD1lehtZZ0rExGDsZhXKx8hBYpsU1RYJ41AI?loadFrom=DocumentDeeplink&ts=411.41)):

I'll be really honest, it probably wasn't until I came into the <laugh> research office. So even my graduate work, I still never put that that hat on as a researcher. [00:07:00] I think it changed in the moment when we started to look at a research project that looked at undergraduate research at T R U. And in that moment is, um, when we started to see how research can inform and drive change in ways that are transformative.

Hit the Streets Segment ([07:21](https://www.rev.com/transcript-editor/shared/H84AST2mUJUPz0y8LDulFalsvR-j_wj-x_8q-5RqDroYUXqoiTvBhJWHcf4RbDOn2Q_XSHruBYPA5mrRXyhkdFSCsOc?loadFrom=DocumentDeeplink&ts=441.02)):

Welcome to Hit the Streets. I'm Hannah and I'm Julye-Anne. This is a segment where we ask strangers weirdly specific questions about research. Now let's hear from our first victim. [00:07:30] What is research?

Interviewee 1 ([07:35](https://www.rev.com/transcript-editor/shared/nf2RkL4eBr9i5LjDSubHbcanfTFtnpTr9GJ6assSXFBWHcHUp9SgyenVB1y_mvdf1pfwRVKE3NBpJxzZR993PXKG7Hw?loadFrom=DocumentDeeplink&ts=455.09)):

I would say exploring the field, getting to know it better and like kind of, uh, finding discrepancies in it.

Interviewee 2 ([07:42](https://www.rev.com/transcript-editor/shared/drPF40YzGNqUZMI2VclX5S45ZMfmLoLANIhwmm_SiPmEUMOSi5svOxa--JNo1FFgBofyTZtX2kSgY10qeDcqoP6eVWc?loadFrom=DocumentDeeplink&ts=462.71)):

I would say research is like coming up with new conclusions to questions that you don't know the answers to.

Interviewee 3 ([07:50](https://www.rev.com/transcript-editor/shared/mSm82jyCcu-B3ErMVk5MaEtjtaHNABHOqgHQ_r1lyucNh4H9LUC1oCgj_YGGB_7DFY4PQigv00GoYfBTXtGHG-7rsXs?loadFrom=DocumentDeeplink&ts=470.66)):

Finding solutions to problems.

Interviewee 4 ([07:52](https://www.rev.com/transcript-editor/shared/pUwktoxeEH2t5Ru8paLF8OMxYzZsxm1SUrbK5WOWCvgMihiSH74glFaHIKSkmyjeQyBEgat4myCg151Ql4SBJLijH3g?loadFrom=DocumentDeeplink&ts=472.91)):

Looking into something that you don't already know stuff about.

Interviewee 5 ([07:56](https://www.rev.com/transcript-editor/shared/HlxXFnLJKRGx3tSK6PFWWSx3RTPDlyhoDBEiudjUNBNZpGTPuQAnGBheFFN45FrHVa1Kira4psPBLbimCc0CfGOu_y8?loadFrom=DocumentDeeplink&ts=476.57)):

Oh, learning something that is not what we know. Or something [00:08:00] like getting more knowledge on things.

Interviewee 6 ([08:02](https://www.rev.com/transcript-editor/shared/szuW6luBK0Z42dIjKb2Lp9_GE2Bn2M76te2RBbybNLeEsY75eMZN49ET1bpDM7q30EHAixct0jI4qEHTnSsm6q33lO0?loadFrom=DocumentDeeplink&ts=482.99)):

Research is exploration into a question or idea or, um, series of thoughts. It is working with people, it is reflecting on yourself and your values and it's really fun.

Interviewee 7 ([08:19](https://www.rev.com/transcript-editor/shared/P2P56aasUj0vjwJtGHy2Rm_YB1YzV4AER2h9zJQgY5RRU6Yn29RoX89cqIu4N4Kv-C2XWRkywJj4PYRUJNOdwfdMY8E?loadFrom=DocumentDeeplink&ts=499.79)):

Research is something that you kind of look into on a topic that you kind of wanna learn more about.

Interviewee 8 ([08:26](https://www.rev.com/transcript-editor/shared/_Ncl8ZdEbCyPvYIYrm6Au3F4rUjA-F3UkiILLcDOiBaiy8CPC698FsZGA6fHKLHATxytjbR_l5NIfarR68KUHZ9qTNU?loadFrom=DocumentDeeplink&ts=506.57)):

It's like when you try to understand [00:08:30] something like from a different perspective compared to like how other people would have interpreted. And you find your own interpretation.

Interviewee 9 ([08:41](https://www.rev.com/transcript-editor/shared/jBQN8wmQiIwMu8jafHXw7Nytz-fceM5dFmTZcn6jyomp4wAdZYHU4Vu9UlhqMT_EI4Iat00Xs44tz7gcGged81QS7Co?loadFrom=DocumentDeeplink&ts=521.51)):

Honestly, on the spot. I can't give you an answer. Um, finding out things in a scientific way, I suppose.

Interviewee 10 ([08:49](https://www.rev.com/transcript-editor/shared/neN7CCDVy1G9fW12qML3StqZ2a3m5NwZqY89F8cUDbpqUSsM2OQ5WNCGC2l69ZTaPfj_zCCkp_3CESlCXj-qHUs0tBs?loadFrom=DocumentDeeplink&ts=529.49)):

Oh my gosh. Research. It's like I feel like people get the wrong idea when they're like, I've done research on topic, but like, I feel like it's not just doing a quick Google search, it's like actually doing [00:09:00] your own studies and like with usually real people or real things that actually back up your statement, not just other people's sources.

Interviewee 11 ([09:10](https://www.rev.com/transcript-editor/shared/VExyBjH5z1S7x2hotdwhFW9Y5jllPQ4FNCJcgbUSMs1NCxl2wqkrR48ATZMRKgOKdlIxE7-K_nHCBwbZbSuPt4WndUg?loadFrom=DocumentDeeplink&ts=550.17)):

Well, like when I think of research, I think of a more detailed and accurate collection of data, whether it's quantitative or qualitative, and an analysis of the effects of that data.

Hannah (Segment Host) ([09:21](https://www.rev.com/transcript-editor/shared/6j8lRK1yT45cQvY1YMDI_xTm6bmoQqx-sB4Yhl_hAMJWz7Nh_xsLF1z_2u07RCijDhyaVNVIFTOcT2EfXn1XAzgXIpY?loadFrom=DocumentDeeplink&ts=561.21)):

And that's it for question one. Now, back to our regularly scheduled programming.

Host:

Um, I'm curious to know [00:09:30] what your personal definition of research is, I know this can look slightly different for a lot of people, but um, I'd love you to share that with us.

Sukh (Guest) ([09:39](https://www.rev.com/transcript-editor/shared/-xQgIl2T1TlMvhhff21SUo-Vr8FRDZd7lyk3jA8WqAQy6nCpUaMktVRecTmS7-5LZ69g-I2QceVT5n36ebdvA_lIz1o?loadFrom=DocumentDeeplink&ts=579.24)):

Sure. So, so my, my definition is it's, it's the ability for the researcher to create new knowledge. And in the last few years, I've, I've added a word in there to, to tweak the definition. Um, and, and it's really the ability to create or attempt to create new knowledge. [00:10:00] And I think knowing and under, yeah, knowing and understanding the process in, in how we do that 'cause sometimes it's, it's not, but, but knowing how you go about that and attempting to do it, um, that's what research is all about.

Host ([10:17](https://www.rev.com/transcript-editor/shared/xOPvQGrfqf7-uAa9d08-9gPykyQ0w7Esw-1rxlJgN21PtorlWuLF7wxnXFuINR53D44TwgLcVGvbPTJkCFpBNyQiVaA?loadFrom=DocumentDeeplink&ts=617.7)):

So now that we've talked about your personal definition of research, I'm curious to know what the research landscape currently looks like at T R U.

Sukh (Guest) ([10:26](https://www.rev.com/transcript-editor/shared/WVJSRM4M1e0n6bXNwnctTcD-McI_V7kYY6aZpuZbA7hrz1kbD4saxyEuaTRzQ4Kz-vxe571omhQtY7FMO1qqXGuq8lU?loadFrom=DocumentDeeplink&ts=626.88)):

Yeah, so I think, um, what we've been doing in the last [00:10:30] five years in particular, we took the programs that we've had great success with. And so, folks are familiar with the UREAP which is the undergraduate research award program. It's a $6,000 scholarship for students to do their own research. It builds some really good skills for students to scaffold into grad school. So for example, going into a portal and putting an application together that includes the different components of the application that are tied to research. And then they're building in a budget. And there was only, you know, 10 awards in [00:11:00] the fall and somewhere between 24 to 28 of those awards kind of in awarded in the winter. And so what, in order to build capacity, we need to be able to see how else we can get students engaged in different things.

Sukh (Guest) ([11:14](https://www.rev.com/transcript-editor/shared/FMAON-80_k1wm8t6agOuw54opXW_XF7UQnKOnRqC_5IBvufB7n4qkOMXUDveFJoY4UAYhgZHUPeArxsy1MblZMvM_dU?loadFrom=DocumentDeeplink&ts=674.765)):

So about, I think it was 2018, we wanted to go out and talk to students, not just those students that were in upper level because those students that know that they need research to go to med school, to grad school, and all those are finding ways and, and [00:11:30] those opportunities that exist 'cause they do at TRU. Um, but how do we just bring them to the forefront? So we decided to go out and, and ask the questions because our data really, if we wanted to look at what our data looked like, it was very much, well, most of our students that are getting the awards within our office, high g p a, they were, they were tagged to other, um, research programs that were on campus. But we didn't see a depth in a variety of programs. So as a comprehensive university, [00:12:00] we've got visual arts to trades, to a law school, to business degrees, to professional degrees, you know, how is that represented in, in how we, um, you know, are, are looking at student research.

Sukh (Guest) ([12:14](https://www.rev.com/transcript-editor/shared/KTrpWQXhn0Q9u2xUV245_mE-ItvQGjSTs-XhWChtxrl_28INJBWfSXrx27TyU5mdmJwH1-Jn0aMhFJ9xP60I2cMUJyQ?loadFrom=DocumentDeeplink&ts=734.8)):

And so we went out and did a research question and asked students to define some simple questions. What is their definition of research? Where do they see the opportunities are and where are their barriers? And we asked them to use a methodology that we called cultural mapping where students [00:12:30] have their lived experience and they use a draw talk protocol to be able to share that with us. We collected well over a hundred maps, not just from students, but faculty as well because the perceptions of faculty were really interesting to hear as well in terms of what they thought. And then the perceptions of students, but from students from a variety of backgrounds. So not just, um, science, but also from arts, from from trades, just from different spaces and places we can acquire visual arts [00:13:00] first year all the way to fourth.

Sukh (Guest) ([13:02](https://www.rev.com/transcript-editor/shared/LTsFD24ztRVDmBPYgLFJHwHuQzbFQO7okhYTvVhauD8zZeUFoilNMo4qf8KUcBNwpdcIzFkXTqDLae4wVf5p6VLITcw?loadFrom=DocumentDeeplink&ts=782.62)):

And what was telling to us was the gap between lower level and upper level students in, in first and second year didn't see themselves as researchers. They, their definition of researcher and, and we have maps that show this is very sciencey, where does it happen? Was an where does research occur was very much in labs in the library at a computer. And so very narrow perspective of what their thoughts of research are. And [00:13:30] so when we use the definition around the attempt to create new knowledge, there was a gap around, um, what does research look like? Yet when we went to the upper level students, even those that may not have participated, they had a really good sense of, um, where it occurs, you know, and, and, and what are the opportunities because the sophisticated students can, can walk through the opportunities and a map of how they're gonna get them to get them to their goal.

Sukh (Guest) ([13:55](https://www.rev.com/transcript-editor/shared/CuC4nDsMDvRo0DYL1F6KPPQY_DqcrzIKdesuH_VNQS9a5AsGnLPNxf3ar3-Y-UFZDjG3dnI_F79hJIWh3KEm6aLouhQ?loadFrom=DocumentDeeplink&ts=835.99)):

Um, they identified the leader, [00:14:00] the leaders on campus, the mentors, the faculty mentors where research is, is truly a relational piece because it can't be done without that integral role of the faculty. And they identified those faculty mentors to them. And so, but those gaps we're missing on the first and second year. And so to your question, and along narrative is that we've, we've now scaffolded opportunities at the lower level too, um, to allow students to come in and get some of that research training. And [00:14:30] I think when we look at the landscape of research, then if we allow some training early on, it gives faculty an opportunity to have students that are built in and, and ready and have had some training around methods and, and then faculty get the, the, the privilege of then just putting their disciplinary lens to some of that basic training.

Sukh (Guest) ([14:50](https://www.rev.com/transcript-editor/shared/gcaNjTJCL5jalAFqX7tzLzpM6xJJ2OiqmtjBsZ0UjIgrp-9mxR70HVwU5DUvCDChDTFdZ45kncpo_8oOvIdkx8AW8lE?loadFrom=DocumentDeeplink&ts=890.77)):

Because we do know with research, there is that disciplinary lens that need to be added in terms of different methods and how questions are asked and how methods are applied and, and then also [00:15:00] how that knowledge is mobilized. So, um, I think that's been kind of the telling point for us is the gaps. So scaffolding those programs to be able to address that and we continue to do that in, in the office. And, and lastly, 'cause this has been a long response to your question, <laugh>, 'cause I'm really passionate about it, is that we could not have done this without the voice of students. And so students informed what were the gaps, and then we identified students [00:15:30] to work with us to co-create what those programs would look like because it's one thing to hear it, but then to apply it is can only be done by those that know how to with that have been through that lived experience with students who have, um, such as yourself, Lauren, as you have mentioned, um, who have been through the experience and, and know strategically how to, but then also the students who haven't and engaging them in a process to say, here are the gaps and here here's how we can do that.

Julye-Anne (Segment Host) ([16:00](https://www.rev.com/transcript-editor/shared/C23N1Yd6_EscOF8PZdo_dgVpS8jbC5cmPHF-SE7biQEtqGrsabAzWJhl9kSu3E8rcU5LSyVmpuXIlAYv15jnr-v6q4g?loadFrom=DocumentDeeplink&ts=960)):

[00:16:00] Hey, welcome back to Hit the Streets. Hear that Funky Music Beat. Let's hear from question two. Now, would you consider yourself a researcher?

Interviewee 12: Probably not.

Interviewee: 13 ([16:10](https://www.rev.com/transcript-editor/shared/89J_FJS_amYqoe8wcf3G4AmL0WI9VplbrEYB21_7cLEZVEbZiv1TvixxHVpTJWIir2v-7NNNX3oNy0XRq-BUm-IwRsk?loadFrom=DocumentDeeplink&ts=970.5)):

No.

Interviewee 14: ([16:14](https://www.rev.com/transcript-editor/shared/zukb4lrU44AWR0XGQRTr5njeIYKrjHoE6BO11nxQYDqaQhJNJIE36jJLLM8LJhdRsXfFXPQOTQ5_DtlTkEI_1JaBx34?loadFrom=DocumentDeeplink&ts=974.06)):

Uh, yeah, in a way, but not like as like a PhD student or anything actually researching something.

Interviewee 15: ([16:20](https://www.rev.com/transcript-editor/shared/91OAdN4ANEz5bvWWsnTRno4aIR4qFa7FmV0LGJH0m9xk7TOjGOwWoiRRL3wI9I6WhZy0Id-X6UzJhqbn-qhZu_Bb7zA?loadFrom=DocumentDeeplink&ts=980.42)):

Yeah, I mean, I guess so,

Interviewee 16 ([16:23](https://www.rev.com/transcript-editor/shared/C83j8rkeenAjBtbfKsOvNjkLfGyHf7_YGvoXhAm810ngkzEiousNDuDDk6LIiyy-pucfJWDv4KHMC6LB3LMnVAcQ0qM?loadFrom=DocumentDeeplink&ts=983.24)):

Uh, I would consider myself a researcher because, uh, I'm passionate about uncovering the truth of [00:16:30] the universe.

Interviewee 17 ([16:31](https://www.rev.com/transcript-editor/shared/WI1_8evBJi57Ky--gtEHbFipM4tGCDs0SvFvQxYQ5hhMXUZVO-PSm3krGHzRyEh32RscGHpTwObkLueoZ7AVLv01fvc?loadFrom=DocumentDeeplink&ts=991.79)):

Um, yeah, I would say so for certain things. Yeah,

Interviewee 18 ([16:35](https://www.rev.com/transcript-editor/shared/ZMOVg1SqYGnfxlKT9a7ZsvMXLIQ6WNd1MQQ7krYQ8gKV9WR7Bf27b-XNW3vy6BPgpCIklv6oxFcDsfVAwVo-3aZ01K0?loadFrom=DocumentDeeplink&ts=995.24)):

A hundred percent. Because we are always studying something.

Interviewee 19 ([16:37](https://www.rev.com/transcript-editor/shared/j0LdXXwkr6GpHIWd31AOOdyN0uNb7TU-vo7T_pDi4dszEp1Aqo30WV1kBD2w_kP6sbT0BP8V8ZOK5C8t7lPcTJq8vbU?loadFrom=DocumentDeeplink&ts=997.91)):

Yes. When I'm writing a research paper

Interviewee 20 ([16:40](https://www.rev.com/transcript-editor/shared/eoUlKNrGC6o9sDSTpXv2wfLRv0amzLr4o6jQAh9mMOs9Ldz-aOn-t8IK7kStl-Ef4zx7mSo2fJkBQbjpiLvUSzjFSrM?loadFrom=DocumentDeeplink&ts=1000.82)):

Once

Interviewee 21 ([16:41](https://www.rev.com/transcript-editor/shared/GO9tat3l36Uymyi50cwN7o_yp6XR7TT5eRbWvkvJTcM92BXy6YWQFS1wJ2IKVOdc07MDVTTLMv8kqEhsSTliXtAjKDI?loadFrom=DocumentDeeplink&ts=1001.09)):

Upon a time. No, Now. Yes. Yeah. <laugh> the ability to go out and explore, um, different ways of how you assess and do things. You're a researcher

Interviewee 22 ([16:51](https://www.rev.com/transcript-editor/shared/zv2dz6C1GIJVzmhdiJ948_oZi_nviJ_7lZt03Z_IxQWEqo9qvKQRRp3RroH2NxuyDQtJ3f3VzXLM4d1WtloHWQAInLg?loadFrom=DocumentDeeplink&ts=1011.44)):

Every day, week gets new knowledge or decisions. I think if a topic interests me enough, I will like fully go out of my way to find [00:17:00] out every single tiny detail about it. So occasionally I, I would, I would, uh, for like many courses and stuff, I've researched a lot, wrote three research papers this semester. So yeah, I would

Hannah (Segment Host) ([17:14](https://www.rev.com/transcript-editor/shared/eSrSXUCi6W0ttEGGXE4_eJJJWufMPqHeZS-907gBJjrUaVZpAyCbTD2r6BI0k0OyWU_Mv3NhuDnEJepH5oYKgYQlN-A?loadFrom=DocumentDeeplink&ts=1034.24)):

Well that's it for question two. See you next time on Hit the Streets folks.

Host ([17:21](https://www.rev.com/transcript-editor/shared/AOsw-iXvQMf3RUEwqVA8k2d8rUc_cxgmzjFvHp0fH5-bVvUYm9iap6QC9wyc56s7DAKkPPJm0OAFxIRDhJuV_odqrxk?loadFrom=DocumentDeeplink&ts=1041.5)):

So I'm curious to know now, what do you think the most common misconception about research?

Sukh (Guest) ([17:27](https://www.rev.com/transcript-editor/shared/rwEMhCkClyiZH-yUi-xWPdcorjdhhz-FKKCom11bt4k0GBehiEd71nIr0aRy3jv-wKp04ywLvvf2A01HguosEJBug-k?loadFrom=DocumentDeeplink&ts=1047.47)):

I think what it is right now, the misconception [00:17:30] is, is that it's not for me. I, oh, I can't do that. And so we, we launched a program this year and we called it, they're this our student research innovators and, and we call them innovators because we want them to, to help recreate innovative programming for, for new student researchers. And the criteria of that was that we wanted them to have no knowledge of research. And multiple students have individual meetings with me before they apply to say, I don't think I can [00:18:00] do this. And I said, well, the criteria is you don't need to know anything <laugh>. And and I think sometimes the, the, that word research, you know, gets people to go, no, no, it's not me. And I think the misconception that the word research is something that I don't do is, is something we, we want to debunk and we want people to see that when you come to TRU every student can have a chance at doing it in, in a different way.

Host ([18:24](https://www.rev.com/transcript-editor/shared/3Qt1oStW43fKx9KRybnUtwLTpQ1zMl55Xl1_pnh3Hz-Ikxu6OmrAZqXRTKRC1AfnCO-ENlk690KOKOeEGcYomPBCHdc?loadFrom=DocumentDeeplink&ts=1104.24)):

And that's kind of a message that I like to try and tell any undergrad or someone who asked [00:18:30] me for advice is like, what do you do in your undergrad? Like, what should I be working on? And I, I like to say that you should treat it as your playground to try things out, to take opportunities that you normally wouldn't and to do something different and see what comes out of it. And that's when some really cool stuff can happen. Now that we've talked about the common misconception, which is a lot of people don't see themselves in research. [00:19:00] Um, I wanna switch to and flip to the other side who can do research and who should be doing research?

Sukh (Guest) ([19:07](https://www.rev.com/transcript-editor/shared/idfZQOtZdlzxgU5hRzxNuTnVmboPeim2TvZUCFdEG8PvYb1Y-fEh9QVAeod8A_ELs0cFItppYHVeYCDLTPgXfI8eIDA?loadFrom=DocumentDeeplink&ts=1147.5)):

I love it. Who can and who should? Um, I think every student, I think every student should have the opportunity, but also, um, being part of a university environment, I believe research is something that students should understand. Um, you know, we're not gonna say that everybody needs to do it, but it being part [00:19:30] of you know, a post-secondary institution, knowing and understanding the role that research plays and the role that universities play with research I think is fundamental. And, and I think also developing those skills when students leave post-secondary, that they know how to critically look at things analytically. Knowing that things sometimes are not just because it's said this way, like it came from somewhere someone did research, somewhere that informed that this is the practice and the process that should be used. And I think, [00:20:00] you know, to build a, to train the next generation is to be able to critically look at these and, and these attempts and an ability to create new knowledge and new processes and, and really that's what innovation in very specific fields is all about.

Sukh (Guest) ([20:13](https://www.rev.com/transcript-editor/shared/-9Q9DB1S9nz1kStwW0aDaQy6fyBoBFC-_AC2n9_7cPRNYOT6K6tx7Wz5-aJBzG3z39O1zHvbLaqHM9LKRfBOIarLl1k?loadFrom=DocumentDeeplink&ts=1213.8599999)):

So whether it's not just in sciences, but it's also in social sciences, it's in our communities, it's within municipalities. So I think allowing students to be able to see that research is, goes beyond just what you use the theory in the classroom and, and then how you can apply that [00:20:30] disciplinary thinking into our research project and into the real world and how research can inform housing and home homelessness, the opioid crisis. And there's, there's lots of real issues that are going on in our own backyard. And I think being able to leverage research to be able to look at ways of how communities are structured. And so these are all things that go into, you know, what the question is and then what method you apply and then how you share that, like how it can change or [00:21:00] inform policy in, in how it can change your own practices, how it can develop best practices. That's, that's where research becomes critical. And I think for students to, even if they don't do it, to understand the impact of what it can, but what we hope is that every student's at some point in their undergraduate degree will at Thompson Rivers University, will get an opportunity to be engaged in some type of research.

Host ([21:24](https://www.rev.com/transcript-editor/shared/viYWt_i-aU1bJKneRMEoAM4eU_oKYcG2W-RMFAImLWlG7FZch01httsJvYZjUe76aqyF4HtXZ-Pgif-w4dpsufeR4q4?loadFrom=DocumentDeeplink&ts=1284.94)):

So I guess people who should do research, it could be, you know, just a [00:21:30] small simple curiosity or someone who really wants to get involved in making change and, and being involved in community. So that's, that's really cool. Okay. So now I think you touched on it a little bit, but why should we be engaging in research?

Sukh (Guest) ([21:46](https://www.rev.com/transcript-editor/shared/SiQsNIKHL3kaD2Pu5aKUO8sVRvd9w-5ii00644smA9-qjzLZ9MpvvaKs7QaMQDG-uFoE5NFvDRRYmzhzi6qdQwPUGUc?loadFrom=DocumentDeeplink&ts=1306.96)):

You know, what I, I think at the heart of it is we want students, and students want this as well. They're looking for transformative learning experiences, experiences that are tied to their passions, you know, experiences that are [00:22:00] tied to something that they believe that they've been part of. And, and I think that's just the bottom line around what research can do. It, it provides you an ability to come up with something that you're passionate about, like that that's, you know, we should even add that as part of the research arc. You know, what is the question is something that, you know, identify something you're passionate about. 'cause that really, when it's, when you're not passionate about it, then it feels like work.

Host ([22:25](https://www.rev.com/transcript-editor/shared/ECjDeUfSlXBvljjE7yAa0jMhKrYIFGS42ohwg12mgTUQ4BB8o2kB5RefKMvpyGXI2lNgSXDorT9cmOrPX98g7l7hCuA?loadFrom=DocumentDeeplink&ts=1345.3)):

Yeah. Right. But that can be hard too sometimes.

Sukh (Guest) ([22:28](https://www.rev.com/transcript-editor/shared/CKsKTiF8dIFsTCvSjf8g3RSR9Pax1hSD1ok1Ja1m79t0FB4_sKgWLswjaILp9DQpA5ZteRg_gvDIGZvKoCcSFiLCaTg?loadFrom=DocumentDeeplink&ts=1348.3)):

Totally.

Host ([22:30](https://www.rev.com/transcript-editor/shared/4G1-t17ZJlRSfWV2QGnAVA-W9sRiHbUq1lj02QSgh9AySr7ovnDt6iu8iDbY5GMKE05MP15BMkCEcverf1B8EqtIl10?loadFrom=DocumentDeeplink&ts=1350.58)):

Learning and giving yourself permission to, to do that mm-hmm. <affirmative> and figure out what you are interested in. So,

Sukh (Guest) ([22:36](https://www.rev.com/transcript-editor/shared/3ZLdsrvyyUz-aFXt8gbg9oAgWEjlAOlXc_2oLTd5bu3qzysMKaCN-TJiC4ljyBRLBD48Y4HHANcKnUgYx4C0j2FbZZI?loadFrom=DocumentDeeplink&ts=1356.91)):

And that's what universities are for, right? It's, it's that space to be able to explore that. And, and I think that's just that form of student engagement to say that yep, there's these requirements that you need to, to, you know, get your degree, but within those requirements, there's this wonderful space in place to be able to try new things [00:23:00] and, and leverage different ways of looking at it. And you know, we know of the traditional ways that students will volunteer with groups and organizations and whatnot. And, um, but we're also saying that one naturalized way that we would like to see it is that it becomes natural. Is, is that research, is that that mechanism that can be used in a way to help you explore what those passions are.

Host ([23:24](https://www.rev.com/transcript-editor/shared/MVljMxI_h8ZukhSbJj8yoaxevk8U_XQgW3UAvrdIeq20bYktpuiYM8nLU2SolA-vkG1auEme3XLgpN1NIQbxlb9nTdk?loadFrom=DocumentDeeplink&ts=1404.675)):

I think that's, that's super beautiful and really highlights the uniqueness and, and the special [00:23:30] thing that T R U has going. I could never quite put my finger on it, but I think that describes it really well. So my last question for you, Sukh, is if students are listening to this podcast, if they're thinking, Hmm, maybe I'm, I am, I can start to see myself in research, um, where should they go? How should they start to get involved?

Sukh (Guest) ([23:54](https://www.rev.com/transcript-editor/shared/cOdkcWRp7meDaWvzanZawLhTgKwAo0I5QBuhm5Z69wVbL8coBNt-jpdFtPIy9LisMPQpQLaW7famcbnU1yQoeQrZouo?loadFrom=DocumentDeeplink&ts=1434.2)):

Awesome. Well we are, so when we say we <laugh>, it is the, the Office of the Vice President [00:24:00] research, and within that is the Office of Student Research and Public Engagement. Um, can visit us on the second floor of OLARA, so that's the old library and research annex, um, which is at the kind of heart of the campus next to the clock tower and across from Old Main. So come visit us there. Um, we are also online at tru.ca/research and for those of you that might have imposter syndrome and want to check out like, okay, before I go talk to him, I wanna see what's going on. You can certainly talk about the, uh, go to the site. It's, [00:24:30] CURN or help me out. Lauren.

Host ([24:32](https://www.rev.com/transcript-editor/shared/4ZgekHxUTCMyQo3lTyDHwi5VG1H0j-40fcMnBHJzvALx4FzIfGMZMhRK4DOWdgAPp68XzwmZIZlXdgCWBK5fi_cbsv8?loadFrom=DocumentDeeplink&ts=1472.515)):

Yeah, CURN. So curn.trubox.ca. I'll put it in the link in the description of the podcast and it'll be easy to just click on. Um, but yeah, that's a great place to start as well.

Sukh (Guest) ([24:46](https://www.rev.com/transcript-editor/shared/tYN-ip3fOGCmAXhmZR3R4UWvg6y-kQath0sLV7m7Mu6KNcygyh__F8Wh-6ElqpmwR3RK5Ega_aI8QzzHOa7f20-wOBM?loadFrom=DocumentDeeplink&ts=1486.67)):

Yeah, that site in particular, I think for students, 'cause it's been developed by students, based on their own journeys around what they felt that they needed to know before they had the confidence to go tap, uh, a faculty mentor on the shoulder. Um, but I think [00:25:00] what you'll find on the second floor of OLARA with us is, is that we want you to come in with not knowing anything. And that's what we're here to do is by the end of when you leave talking to us, is that there's a sense of, okay, I can do this.

Host ([25:19](https://www.rev.com/transcript-editor/shared/nGuTQbepT8ds_eCVSc5CukKFAuovQrtcAS0IRWj4M07bOBb9ts94-h9QwZ5v7wWYtacuVz-Yo9H_3eO6ZFSWtgeZhI0?loadFrom=DocumentDeeplink&ts=1519.58)):

Thank you to our special guest Sukh for sharing all that knowledge and wisdom about research. You definitely debunked some research myths for me. And I also want to thank you as a listener for tuning [00:25:30] into the CURNcast. Join us again for the next episode where we'll continue to break down more barriers to research!