Recent Conference Presentations continued

Francis, D. **Keynote Speaker**, June 2009 Saskatchewan Academic Advising Inaugural Conference, Saskatoon, Saskatchewan

Francis, D. Invited Speaker, May 2009 “**Forensic Advising: Solving the Mystery of Developing a Successful Probationary Student Program**” Presented at the British Columbia Academic Advising Association Annual Conference, New Westminster, BC

Publications

Francis, D. & Johnson, N. December 2008 “**Grounding the Helicopters: Moving Toward Proactive Partnering for Student Success**” Academic Advising Today (Online Journal)

Francis, D. December 2006 “**Advisors’ Role in Enrollment Management**” Academic Advising Today (Online Journal)

Francis, D. February 2006 “**Advising against pop-culture**” Academic Advising Today (Online Journal)


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**ORAL EXAMINATION**

Darren Ross Francis

FOR THE DEGREE OF

DOCTOR OF EDUCATION

EdD

Wednesday, March 23rd, 2016

SFU Vancouver, Room 2200 at 10 AM

EXAMINING COMMITTEE

Chair: Dr. Laurie Anderson

Senior Supervisor: Dr. Milt McClaren

Member: Dr. Allan MacKinnon

Member: Dr. David Kaufman

Internal/External: Dr. David Paterson

External Examiner: Dr. Ann Dale

School of Environment and Sustainability

Royal Roads University
This thesis describes the life experiences of 15 young people as they transitioned from being students in K–12 schools into university and college-level studies. The research was conducted at a regional university located in British Columbia, Canada. The thesis focuses on how the study and career plans of the participants changed directions from high school into university. Specific attention was paid to understanding the various factors that were perceived by the participants as having been significant influences on their plans for academic studies and for future careers. The participants in the study were recruited because they had initially intended to major or focus their studies in fields of science or science-related professions. The interview conversations also explored why some participants had persisted in their pursuit of sciences after entering university while others had decided to change emphasis from science to non-science programs. The interview conversations reveal the complex life spaces through which the students navigated as they developed their university programs and experiences. The interview data also demonstrates that many students currently enrolled in university also engage in significant part-time work and that they have various forms of engagement with their families and communities outside campus life and the academic curriculum.