OUR STORY:
COMMUNITY AND COMMUNITY-ENGAGEMENT
IN SFU SURREY’S FACULTY OF EDUCATION
## Table of Contents

### Part One: Our Scholarship Stories
- Rebecca Cox
- Engida Gebre
- Alanaise Goodwill
- Sharalyn Jordan
- Gillian Judson
- David Kaufman
- Dan Laitsch
- Masa Hiro Minami
- Michelle Nilson
- Patricia Nitkin
- Michelle Pidgeon
- Gillian Smith
- Celeste Snowber

### Part Two: Our Centres & Institutes
- Centre for Education, Law & Society (CELS)
- Centre for Imagination in Research, Culture and Education (CIRCE)
- Centre for Studies in Educational Leadership and Policy (CSELP)
- Institute for Environmental Learning (IEL)
- Surrey Counselling Centre (SCC)

### Part Three: Our SFU Surrey Staff
- Our Staff
My research focuses on issues of postsecondary access, opportunity, and equity. Across this body of research, I explore the instructional, organizational, and institutional contexts that perpetuate and/or mediate postsecondary educational inequality. I am also concerned about the enactment of educational reforms in relation to postsecondary access and opportunity. A key context for my research into these issues has been the community college sector in the United States, where I lived until 2013, when I took the position at SFU and moved to British Columbia.

The primary goals of my ongoing research agenda are to examine students’ opportunities to learn and succeed in postsecondary education, particularly at the classroom level; to identify the organization’s influence on those opportunities; and to understand how the organizational policies and practices are shaped by socio-cultural forces embedded in the broader institutional environment. In exploring these issues, I draw on interpretive, qualitative strategies of inquiry, in order to most effectively explore the perspectives and experiences of the various participants within postsecondary organizations.

Given my concern with less advantaged groups of postsecondary students (e.g. members of racial/ethnic minorities, students from lower-income families) and my interest in understanding (and minimizing) educational inequality, I have conducted most of my research at the community-college level, the site where such students are most likely to enroll, and where the gap between postsecondary aspirations and degree attainment is at its widest.

**CLASSROOM-LEVEL STUDIES**

Inside community colleges in the US, I have conducted classroom-level research studies of first-year writing courses and remedial math in order to understand the conditions that lead to successful course completion. Through these classroom studies, I have gained insight into the conflicting perspectives of professors and their students, as well as into the dynamics among instructor and students that develop over the duration of the course. At the same time, I have also explored how organizational practices and institutional norms shape what happens inside postsecondary classrooms, most often in ways that undermine less advantaged students’ opportunities.
The writing that I have produced from these studies include my book (The College Fear Factor), which has become a core reading for community college faculty across the US, as well as a number of academic articles. In the case of the remedial math study, my observations at the classroom-level offer insights into the current and widespread efforts to reform developmental education across US community colleges.


**HIGH-SCHOOL TO POSTSECONDARY TRANSITION STUDY**

I have written one article based on my longitudinal, qualitative study of the postsecondary paths pursued by a sample of Black and Latinx students from two inner-city high schools in the Northeastern US. Analyzing these students’ postsecondary plans and trajectories beginning in grade 11 until one year after high school graduation, I critique the typical studies of postsecondary access and argue for a new approach to studying less advantaged students’ paths into and through higher education.


**COMMUNITY COLLEGE STUDENTS WITH CHILDREN**

I conducted a comparative case study of two urban-serving community colleges, one in the US and one in Canada. This was a collaborative, qualitative research project designed to explore how national and state or provincial policies, as well as organizational policies and resources affect the opportunities afforded students with children. My American colleague (Margaret Sallee) conducted research at a community college in the US, while I investigated a college in the Lower Mainland. We have co-authored two articles, one of which has been published, and one which will be published later this year. I am continuing to work with the data from the Canadian college, including a piece about the experiences of Indigenous student-parents, which I am co-writing with Michelle Pidgeon, and an article about the distinct experience of immigrant student-parents.


ENGINA GEBRE
Assistant Professor,
Faculty of Education, SFU Surrey

I am an Assistant Professor in the Faculty of Education. My research focuses on learning technologies and contexts, designing learning environments, and STEM/Data literacy for young adults. Before coming to SFU, I was a postdoctoral researcher in the School of Education at the University of Colorado, Boulder. I received my PhD in Learning Sciences from McGill University and my MSc. in Information Technology and B.Sc. in Education from Addis Ababa University (Ethiopia).
I came to SFU in 2017 with a very full research program that divided me between former students at UBC, newer students at SFU, and my community partners. As I am a geographically mobile Indigenous woman who has worked in Coast Salish Territory for some time, my partnerships are near and far, some mature and some more recent.

The two main community research partnerships that I want to talk about, that are most relevant to Surrey, are the Surrey Safe Schools Program (partnership since 2014) and the Aboriginal Head Start Association of BC (AHSABC), which have 9 sites all throughout the province, one of which is located in Surrey.

With the above two partners, I engage in service research that generates scholarly and social outputs. I regularly publish in the area of gang prevention and intervention, which informs my knowledge translation work with Surrey Safe Schools. I am invited to speak at events to translate recent cutting edge intervention research with their staff and parents. I incorporate neuroscience-based research in child developmental trauma as one lens for engaging in gang prevention/intervention planning for students with the staff, teachers, and principals at Surrey Schools. This summer, I will also help the Surrey Safe schools develop a risk assessment strategy specific for Indigenous students based on my research background in Indigenous men's experiences getting into and out of gang life.

In terms of my community-engaged research with the Aboriginal Head Start Association of British Columbia (AHSABC) I served as a data analyst, research writer and presenter, and policy analyst for their efforts to engage with the 2018 Federal Government’s Indigenous Early Learning and Childcare Framework. This framework has 1.7 billion dollars worth of funding attached to it, to be spread over the next 10 years. The framework is committed to strengthening early learning and childcare programs and services for Indigenous children and families starting in 2018-2019. The implications for research to drive decisions based on community-identified needs is essential to these efforts, and I am honoured to be continually invited to serve this community during this exciting time for Indigenous early learning. In 2017, I authored one government report synthesizing the findings from a nationwide qualitative survey (n=1845) assessing Indigenous early learning and childcare needs. In 2018, I helped AHSABC engage with policy material as a content specialist researcher and child psychologist. I remain current with the changing and exciting field of child neurodevelopmental and complex trauma research, and offer this expertise to both partners mentioned above.
SHARALYN JORDAN

Associate Professor, Faculty of Education
Faculty of Education, SFU Surrey

As a scholar–practitioner and educator in Counselling Psychology, I work at the nexus of mental health and social justice. My recent and current projects explore the implications of homophobic and transphobic stigma, trauma, and intersectional oppressions for refugee protection, settlement, and mental health.

My research uses critical, interpretive, and collaborative qualitative inquiry methods, and I strive to involve communities and participants in active, respectful, knowledge co-production. Results of these projects include academic and practitioner publications, policy briefs, public advocacy, and knowledge exchanges.

In parallel, I am working with community agencies that support LGBTQ and refugee mental health as they develop and assess their counselling practices and programs.

I conduct community-based research on the mental health of refugee survivors of homophobic or transphobic persecution with knowledge mobilization goals for refugee policy, mental health practice, refugee studies, trauma studies, gender and sexuality studies.

KEY THEMES, LITERATURES AND METHODS

- Sociocultural, relational, dialogical, social constructionist and psychological constructivist theories of self, identity and human change in dialogue with critical social theory
- Sexualities & genders, LGBTQ, queer and trans studies
- Identity and community formation in contexts of globalization, hybrid geographies, mobilities & diaspora
- Narrative Inquiry, dialogical analysis, ethnographic, collaborative and participatory inquiry strategies
For the past 12 years, my work has focused on the role of imagination in learning (preK through post-secondary), with particular attention to ecological and Place-based teaching practices. About two years ago, my scholarship expanded to include the role of imagination in leadership. I am currently serving as the Executive Director of the Centre for Imagination in Research, Culture and Education (CIRCE) at SFU and I am supervising and teaching in graduate programs in Imaginative Education/Imaginative Leadership. This “chapter” in my scholarship story describes three of my community-engaged projects: first, my work introducing an imagination- and inquiry-focused approach to learning called The Walking Curriculum to local schools, second, a collaborative inquiry with teachers in seven Surrey elementary schools that fuses Imaginative Ecological teaching practices with Indigenous principles for learning, and, third, the creation of an Imaginative Schools Network that involves a range of local partners and participants.

THE WALKING CURRICULUM: EVOKING WONDER AND DEVELOPING SENSE OF PLACE

The simple act of taking a walk—a walk with a curricular focus or purpose—can have multiple positive consequences—many of which are much more profound than we ever imagine. For example, walking can support students’ health and wellbeing by getting them moving. It can also emotionally and imaginatively engage learners by changing the “context” of learning (“context” meaning both location and the form of attention and involvement required of students). On a deeper level, walking-based practices connect curriculum topics with/in the real world. A new level of curriculum relevance can emerge for students as a result. Going even deeper, walking-based practices can support students in developing a sense of Place. Sense of Place, here, refers to an emotional connection to some aspect of the wildness in the world that surrounds them. Sense of Place can change how our students understand the world of which they are part—it can help them re-imagine their relationship with the natural and cultural communities they live in (see Judson, 2010, 2015).

The Walking Curriculum challenges teachers to re-imagine how they teach and encourages them to personally re-connect to Place and community. It breaks down concepts of “school” that keep students inside and inactive. It aims to empower teachers to “getoutside” (physically outside and, figuratively, “outside” by rethinking how they engage their students). Educators are ready for this challenge; they want teaching approaches that make learning more meaningful, that are inquiry-based, innovative and that can deepen and support Aboriginal learning.

Over the past two years, I have led 25 local workshops focusing on The Walking Curriculum and other Place-based, imagination-focused teaching practices. Following our walk-shop sessions, educators often join me in an active online community of K-12 imaginative ecological educators who connect and share through Twitter (#walkingcurriculum #getoutside). I’ve hosted two online live discussions and a 6-week book study. In April,
hundreds of students engaged in a 30-day Walking Curriculum challenge as their teachers committed to 30-days of imagination-focused outdoor learning (if you are on Twitter check out the #walkingcurriculum thread). I also collaborated with Heidi Wood, a Surrey school district Curriculum and Instruction Helping Teacher in Aboriginal learning, to offer a workshop that connects the Walking Curriculum and Indigenous ways of knowing/teaching.

The educators I have been working with teach in pre-K through graduate school and in urban, suburban and rural contexts. They want pedagogy that engages their students’ emotions and imaginations. Theoretically and practically, the Walking Curriculum aligns with the Imaginative Ecological Education, or IEE, approach to teaching (Judson 2010, 2015). IEE is an imagination-focused practice that employs “cognitive tools” and taps into the distinctive nature of students’ imaginative lives. Evoking feeling and imagination is paired with engagement of the body in local natural and cultural contexts. While increasing learning and making it more meaningful, an imagination-focused approach to teaching aims to make school more enjoyable for all learners.

Educators using the Walking Curriculum tell me they appreciate how the approach creates a new “space” for their teaching—they are experimenting, collaborating and discussing these ideas in ways that can support their professional growth. They note how the approach aligns with the B.C. curriculum’s emphasis on competency-focused learning and how it offers them practical activities that they can readily implement. Educators find the Walking Curriculum to be a powerful bridge connecting traditional, “Placeless” ways of teaching with an Aboriginal worldview that acknowledges human beings learn from the relationships they experience within their human/more-than-human communities.

Teachers are noticing the observational skills of their students improving. The walks take longer as students more deeply engage. Teachers tell me about the positive impact outdoor learning is having on their students’ mental wellbeing and their ability to regulate their emotions. They note the spill-over of ideas generated through the walking-based activities to other curricular topics. Teachers are telling me they are seeing the curiosity of their students increasing—more learners are asking more questions more often.

I am eager to continue my work with local teachers and schools—innovating the box (the conventional vision of “school”) in order to take learning into schoolyards, playgrounds and parks in ways that support inquiry and grow imagination.

**DISTRICT INQUIRY ON IMAGINATIVE ECOLOGICAL TEACHING PRACTICES AND FIRST PEOPLE’S PRINCIPLES FOR LEARNING (2019-2020)**

Starting in September I will be involved in a 10-month collaborative inquiry project with educators in seven schools across Surrey. The project aims to bridge the Imaginative Ecological Education (IEE) approach with Indigenous ways of knowing and being, providing educators with more resources and support for their outdoor teaching. The project will connect CIRCE/SFU with the Surrey School District (Contact: Heidi Wood, Curriculum and Instruction Helping Teacher in Aboriginal Learning for the Surrey School District) and the Network of Inquiry and Indigenous Education (NOIIE). The research will explore collaborative narratives, First People’s Principles for Learning and the Spirals of Inquiry model to deepen educators’ understanding of their ecological and teaching practices. The aim is to share participants’ voices and experiences in teaching that connects land, Place and the outdoors to create a resource that can support all educators’ work in infusing Indigenous principles throughout their practices.
AN IMAGINATIVE SCHOOLS NETWORK (ISN)

Far too many children leave school less curious and less imaginative than when they began. I believe this is wrong and also avoidable. The fast-paced information age in which we are living requires graduates from our schools to be highly adaptable and imaginative—that is, they need to be able to envision the possible and have the knowledge and skills to bring that possibility into reality. They need to be strong leaders and demonstrate self-efficacy. They need to understand that social and ecological justice issues are everyone’s concern. None of this is possible without imagination.

The long-term aim of this project is the development and launch of an Imaginative Schools Network (ISN) with local schools and districts. In Phase One of the ISN project CIRCE members will be working closely with leaders in a range of disciplines and contexts to better understand and articulate the role of imagination in effective and sustainable leadership. Our new MEd in Imaginative Leadership program and our partnership with the Langley School District are exciting features of this work. Phase One of this project will also focus on teacher education; we are seeking approximately 15 teachers to be champions for imaginative pedagogy in their schools. I’m happy to announce our new partnership with Envision Financial! Envision Financial is sponsoring an Imagination Champions learning series designed to equip participating teachers with knowledge and resources to implement the Learning in Depth program, Imaginative Education pedagogy and, in collaboration with the Charles Chang Institute for Entrepreneurship, practices that supports entrepreneurship K-12.

In the long-term CIRCE will work in collaboration with our partners to develop some guidelines for a network for schools in which imagination is acknowledged and grown in leadership, in teaching and within school-community partnerships. We envision the ISN to be a diverse and international professional learning community that provides space for all educators to develop their imaginative practices. We want to positively impact all learners’ experiences in schools. To this end, the ISN will connect imaginative and inspiring teachers and schools, share examples of members’ imaginative teaching and learning practices, and invite members to learn together through professional learning opportunities.

REFERENCES


BACKGROUND

During my academic career, I have been involved continually in community-based research. In my early years, my funding was used to support applied research on French Immersion and core French programs in BC and across Canada. My team conducted our research in schools and community settings. This was followed by a period of research and development in distance education at the Open Learning ‘Institute’ (later ‘Agency’) and then ten years working in Medical Education at Dalhousie University medical school. All my work occurred in community-based contexts. After joining SFU in 2001, I was successful in obtaining an SSHRC INE Collaborative Research Initiative grant for $3 million to study Simulations and Digital Games for Learning. This five-year project involved my collaborators and myself in conducting research in schools and universities across Canada. For more information, visit SFU Research Hub: Simulations and Advanced Gaming Environments (SAGE) for Learning.

During this period, I began teaching the EDUC351 course entitled ‘Teaching the older adult’. My work in preparing and teaching this course inspired me to work with older adults as I learned that social engagement and cognitive stimulation are key factors required for successful aging. It seemed that a natural transition in my research focus was to study the benefits of digital games for older adults. My primary colleague in Quebec (Dr. Louise Sauve) and I continued the collaboration we had initiated in 2003 and received SSHRC funding for three years to study the impacts of digital games on older adults. This project immersed me even more deeply in my work with older adults and I decided to do a project that would involve older adults in sharing the wisdom they had gained throughout their lives. I looked for a way to do this so that they could leave a life ‘legacy’. I invited Dr. Andrew Sixsmith, Professor in the Gerontology department to be my co-investigator and together we received an SSHRC Partnership Development grant for two years to study digital storytelling with older adults. My work with Dr. Sixsmith led to an invitation to co-lead one of the eight ‘workpackages’ in the AGE-WELL National Centre of Excellence application. Our application was successful and this National Centre of Excellence project received close to $40 million for five years. (https://agewell-nce.ca/)

I was very fortunate in being able to conduct research and development in two projects: digital games and digital storytelling for older adults. The first phase of AGE-WELL will end on March 31, 2020, concurrent with my retirement (April, 2020).
PROJECT DESCRIPTION: DIGITAL GAMES FOR OLDER ADULTS

Research has shown that digital games are able to provide benefits to older adults such as cognitive improvement, increasing social connectedness and reducing loneliness and depression. The overarching objective of this project is to examine the use of both face-to-face and online digital games to enhance older adults’ quality of life. The research questions being addressed are: (1) How can older adults’ socio-emotional lives and cognitive functioning be enhanced through the use of digital games? and (2) What are the key implementation factors for effectively using digital games with older adults? (For more information visit our website here and here.)

A secondary objective is to expand and commercialize the Educational Games Central digital games software platform which has evolved over the past 15 years through multiple sources of funding, e.g., CANARIE. (More information here and here.)

We have developed five products in the AGE-WELL project. (1) A tablet-based online educational solitaire game called ‘Solitaire Quiz’ for seniors with the capability of including customized learning questions, to be used at home or in seniors’ community settings (homes, centres etc.). (2) Single- and multiplayer, tablet-based, online versions of Tic Tac Toe with customized learning questions. (3) A game development environment that will support creation of customized educational, tablet-based online board and card games. This will allow individuals and facilitated groups such as those in seniors’ centres and organizations with educational goals such as health promotion, to build and distribute question-enhanced games for entertainment, social engagement, or learning purposes, and (4) an online Escape Room prototype developed by the Faculty of Education at SFU in collaboration with the Centre for Digital Media in Vancouver. This game can be played online by seniors or intergenerational teams. Field testing has been ongoing and will be completed soon, resulting in several peer-reviewed publications. During the development process, we conducted several research studies with seniors and intergenerational groups in seniors’ centres and published our process of creating our games designed with seniors for use by seniors.

We have conducted pretest - posttest quasi-experimental studies and qualitative case studies with several digital games in more than a dozen seniors’ facilities as well as online through seniors’ social media sites. We have shown positive socio-emotional benefits in our studies with Wii Bowling and our online Bingo game. We are also conducting research with older adults and inter-generational teams in our online Escape Room game as well as doing research to test our newly developed tablet-based games with older adults. Our research is demonstrating the socio-emotional and cognitive benefits of digital gameplay for seniors and with their younger partners (family members and high school students).
PROJECT DESCRIPTION: DIGITAL STORYTELLING FOR OLDER ADULTS

New methods and technologies are helping older adults and their caregivers share their knowledge, wisdom, and experiences through digital stories. Our project seeks to provide new opportunities to older adults for creating, sharing, and acquiring information via the development of innovative technological platforms. Our work addresses the important topic of social connectedness and lifelong learning. Using existing video and audio tools, we have offered our 10-week digital storytelling course at more than 30 libraries, community centres, and long-term care facilities across Greater Vancouver. We also have conducted research in First Nations context (Nak’azdli First Nation community), seniors caregivers, and older adults with early dementia. Each course has ended with a public event including family members, friends and others (some with as many as 90 attendees). We have collected approximately 150 digital stories viewed in community events by 500+ invited family members and friends. Our research is showing that these courses, using a group format with support from student facilitators, build social and emotional connection, self-efficacy, confidence in technology use, and intergenerational communication. We have received very positive feedback from students, elders, and the community. This page shares that feedback as does Hausknecht, S., Kaufman, D., & Vanchu-Orosco, M. (2018).

Digital storytelling offers a unique means of communication and can be used to share life experience in an enjoyable, meaningful, and life-affirming way. Our research has investigated both themes emerging from the stories created as well as the socio-emotional and cognitive benefits gained from the digital storytelling process. We have done content analysis of the stories to better understand the significant events in the lives of older adults, the meaning these events have for them, and what they value most. We have also conducted studies with respect to the impacts, if any, that the stories are having on viewers. Our research has demonstrated the benefits to participants and to viewers of the stories. In order to make our digital storytelling course more accessible, we created an online version in the SFU Canvas learning management system. We have pilot tested this course with older adults and the results have been very encouraging. Our next step will be to conduct larger-scale field tests.

CONCLUSION

My research journey has taken me to many different places over the years, but the common thread has been the community-based nature of the work. I have strived to conduct interventions with various target audiences with the goal of adding value to the lives of the participants. The purpose of the research has been to test these interventions to determine whether they are making a difference and to contribute new knowledge and understanding. This final chapter of my work has been with older adults which is totally appropriate as I am at this stage of my life.

REFERENCE

I have greatly enjoyed the work I do at SFU. It has been exciting to watch the Surrey campus grow and mature during my time here. Surrey has been my home since 2005, literally and figuratively, and I greatly respect the decision of the University to build a presence on this campus, and the Faculty of Education to build what I believe are the strongest programs on the campus—from PDP to the EDD. I have seen how the growth of the University has changed the face of a community, and how much stake the Surrey school district has placed in SFU as a partner in revitalization. My story is firmly rooted in the Surrey community in partnership with the residents, students, and faculty.

My story at SFU is encompassed in the concept of research utilization (or research use). As part of my commitment to research utilization, it is important to my story that research informs and empowers all of my work in scholarship, teaching, and service, which is why I reference research, even in storytelling.

At a basic level, the field of research utilization focuses on the study of how research is conducted, disseminated, and applied, with a particular emphasis on process rather than content (e.g., how is research conducted in such a way that the results can be effectively applied in policy and practice). It is a field that is constantly evolving as scholars and practitioners add new terms and definitions to describe what it is we do and study. These terms include knowledge translation, knowledge transfer, knowledge exchange, implementation, diffusion, and dissemination (Graham, Logan, Harrison, Straus, Tetroe, Caswell, et al., 2006), as well as evidence-based practice or policy (among others).

The move toward “scientifically-based research” in the United States has further muddied the waters while also reigniting a debate within the broader field related to the extent to which we can apply and generalize research findings in policy and practice. The field of research use has been criticized as colonial and hegemonic by some stakeholders who worry that we privilege certain types of knowledge while rejecting professional knowledge, craft, and art (Watkins, 1994). Yet as Watkins points out, by adopting a critical realist perspective within research use we can begin to build a theory that allows us to bridge the gap between researchers and practitioners.

For the purposes of my story, I have chosen to adopt such a framework for research utilization. While embracing the research done in education and related fields, I believe it is important that we understand the limits of generalizability and the power of context. My work accepts that at best, research identifies what we know about defined variables at particular points in time and in specific contexts. That understanding is likely to change by degree over time and under further study, and as such, research should inform and empower (not control) our policies and practices. Ultimately the power to apply research rests with the practitioners in their embedded contexts (Laitsch, 2007a). This framework has focused all of my work at SFU.
My story as a scholar revolves around understanding the barriers and facilitators to educator use of research and ways to break down those barriers while also supporting institutionalization of facilitators. As part of this work, I am continuing to examine the basis for using research in educational practice and actively working to build the capacity to support that utilization. My scholarly work also seeks to apply current research and understanding to issues of policy and practice and has led me to close connections within the field, in Surrey and across the province. The results of my work and these relationships have helped guide school district policy as well as informed provincial and professional policy and decision-makers in BC (Brayne, Laitsch, Lewis, Renihan, Sackney, & Southern, 2010; BCTF, 2010), across Canada (Laitsch, 2007b), and internationally (Laitsch, 2006).

As an instructor, I have adopted a research use perspective for all my classes, seeking to help students find current research in their areas of study and work toward an understanding of how they might best apply that research in their own professional context. As a result, my goal is to empower professional learners to find and apply research to challenges faced in their own professional context. As explained later, this has led me to embrace problem-based learning (adapted to our local context) as a teaching method for most of my classes (Colliver, 2000; Evensen & Hmelo, 2000; Hmelo-Silver & Barrows, 2006). Additionally, my interest in using research to inform practice has led me to research my own practice (Laitsch, 2008).

In service activities this perspective has led me to focus on building professional dissemination systems, working to empower professional learning networks, and ensuring that our service work is based on research and data. As such, I embrace the open access movement—editing an open access journal (using open source software) and community-based service-research. By ensuring my service to SFU and professional communities rests in current scholarship and is informed by local data, I hope to help communities make better decisions about how they organize, socialize, and work together in advancing their missions. The Faculty’s recent work in revising of our Tenure and Promotion criteria is one example of how research and data can help guide our decision making.

My work in research utilization has led me to focus on the democratization of knowledge, and as such I actively work to expand the view of universities and researchers through supporting greater sharing of institutionally located knowledge and power by building the capacity of our constituents and the broader community to access and construct knowledge and make change within their own needs and contexts.
REFERENCES


WHY BOTHER? SO WHAT? FOR WHOM?

‘SPIRIT’ OF MENTAL HEALTH SERVICES RESEARCH (MHSR)

My scholarship is situated under the broader and general framework of mental health services research (MHSR). Services Research is an applied area of research, where interdisciplinary teams of professionals, together with the members of the community, approach issues with a goal to make the lives of people better. Research agendas or needs are often generated/sourced ‘from the ground up’ in close partnership with people in the community struggling with various challenges. MHSR then is also an applied area of research where various types of issues related to the psychological or psychosocial well-being of individuals in communities are identified and resolved through either existing or new services and ongoing research evaluations. It is an area harmonizing research methodologies/methods with implementation science, services knowledge, and clinical counselling skill-sets to resolve critical mental health issues existent in communities. In the field, we constantly question ourselves--“Why bother?”, “So what?” and “For whom?”--when generating our services-research agenda. The field emerged and continues to flourish in order to serve needs in the real world.

Guided by the ‘spirit’ of services research, I engage in a wide range of services-research activities such as (a) community needs assessment, (b) user-stakeholder consultation, (c) clinical intervention and program development, (d) services systems engineering, (e) training of service/research professionals, (e) program piloting and feasibility and acceptability testing, (f) process/formative evaluation, (g) routine outcome monitoring and evaluation, (h) outcome evaluation and impact assessment, (i) continuous quality assurance and enhancement, (j) policy development, (k) improving access/removing barriers to services, (l) public education in mental health literacy, (m) publishing, (n) academic education and training, and (o) community development. MHSR is wedded to the fields-engaged, community-nested, interdisciplinary, holistic-systemic, and evidence-based/research informed approaches to tackle complex issues of our communities today.

PRACTICE AS RESEARCH, AND RESEARCH AS PRACTICE

Under the MHSR framework, ‘research’ is conceptualized as identical to services/practices. In sharp contrast to more traditional directionality (of conducting research in academia with an intent to translate/mobilize the knowledge in communities), MHSR carries out knowledge generation (research), translation and mobilization in an orchestrated manner in service of others in need. One key factor prompting this practical focus is simply that the issues people face in the real world cannot, do not and will not wait for the gradual-sequential steps of
knowledge generation, translations and mobilization typically followed in the academia. It follows that the field of MHSR as a discipline has been advancing its paradigmatic stance and rigor, conceptual guidelines/theoretical frameworks, strategies for intentional/systematic orchestrations of methodological rigors, wealth and diversity of research methodologies and methods, and efficacious interdisciplinary team approach with a broad array of specialized knowledge and skill sets to meet the needs of communities. Under this framework of services-research, my scholarship currently encompasses 3 major areas of focus and they all embrace both the principles and spirit of MHSR.

**SERVICES RESEARCH PROJECT 1: POST-GENOCIDE RURAL COMMUNITY PSYCHOSOCIAL RECONCILIATION PROJECT IN RWANDA**

Since 2012, I have been supporting interpersonal reconciliation between survivors and perpetrators of the 1994 Genocide against the Tutsi living in the same villages in remote areas of Rwanda. Together with local professionals and villagers, I have developed, implemented, and continue to evaluate the effectiveness of the Action-Based Psychosocial Reconciliation Approach (ABPRA) (Minami, 2014, 2018). *Ubwiyunge mubikorwa* (or “reconciliation in action” in English) is the beloved nickname local villagers gave to this approach. With the motto of “Actions speak louder than words,” ABPRA does not use or force verbal forgiveness-seeking as a medium of interpersonal reconciliation. Rather it invites reconciliation dyads (consisting of a survivor and a perpetrator) to engage in purposeful and meaningful activities in service of the survivor. More specifically, perpetrators offer their weekly labour as a concrete expression of their apology to the very survivor they once attempted to murder. For the dyad, ABPRA literally serves as the act (or activities) of reparation, restoration and reconciliation. My longitudinal study follows the course of change through post-session semi-structured interviews.

In advancing this services research project to the next step, I am currently leading two projects as the Principal Investigator. Project 1 aims to develop and conduct a preliminary validation study of a scale/measure to monitor and evaluate process as well as outcome impact of ABPRA as a psychosocial reconciliation support. Project 1 is jointly funded by a SSHRC Small Grant and a SSHRC Insight Development Grant. Project 2 is to be conducted from 2020-2021 in the Republic of Rwanda, and aims to test the feasibility and acceptability of ABPRA employing standard clinical trial methodology, combined with qualitative process evaluation. Project 2 is fully funded by a SSHRC Insight Development Grant. Both projects are conducted through close partnerships with Prison Fellowship Rwanda, the Rwanda National Unity and Reconciliation Commission, and the University of Rwanda.

In order to develop research capacity of local Rwandan professionals, I co-founded the Prison Fellowship Rwanda-Morita Centre for Peace and Reconciliation Research together with Bishops Deo Gashagaza (Executive Director of Prison Fellowship Rwanda and Commissioner for Rwanda National Unity and Reconciliation Commission) and John Rucyahana (Chairman of Rwanda National Unity and Reconciliation Commission) in order to help support a national effort for community reconciliation. I currently serve as a senior research partner/advisor for the Prison Fellowship Rwanda, and the Rwanda National Unity and Reconciliation Commission (NURC). I also serve as the co-director of research department (termed PFR-Morita Centre for Peace and Reconciliation Research) under PFR. What is expected of me in my role is to provide ongoing consultations for the delivery of services as well as the promotion of research activities in both PFR and NURC.
I care about psychosocial reconciliation processes in rural communities of Rwanda. Thousands of individuals affected by the Genocide are still awaiting support in terms of reconciliation as well as educational and occupational training for personal development. Through my services research activities I wish to continue serving people in Rwanda and to contribute to their recovery, growth and development.

**SERVICES RESEARCH PROJECT 2: IMPROVING ACCESS TO INDIGENOUS JAPANESE MORITA THERAPY IN THE UK**

Morita therapy is an indigenous Japanese therapy often characterized as natural, ecological, purposeful, and action-based psychotherapy developed by the late Dr. Shoma Morita, around 1920. Just shy of a 100-years old, Morita therapy invites people to approach so-called “negative” feelings as a natural human capacity. It welcomes people to refrain from judging what is natural (e.g., feeling sad or anxious) as good or bad, or positive or negative, just as we would not judge an angle of a mountain or a speed of river flow in the same way. I have been involved in Mortia therapy for the past 15 years. I am one of the only two bilingually qualified, Certified Psychotherapist registered with the Japanese Society for Morita Therapy (JSMT) in Japan. I was also elected to serve as the incoming Secretary General of the International Committee for Morita Therapy.

I have been engaged in providing consultation services to clinical research projects, in order to develop Morita therapy into an evidence-based intervention for the treatment of common mental health issues such as anxiety and depressive disorders, in collaboration with colleagues in the UK. Prior to coming to SFU, I joined the University of Exeter (UK) Mood Disorders Centre for a year, as a visiting scholar/clinician, in order to engage in the development of Outpatient Morita Therapy Treatment Protocol and an outcome measure specifically designed to measure unique effectiveness of Morita therapy. Both the protocol and the measure were adopted with modifications by UK mental health services researchers to conduct the first pilot randomized controlled trial of Morita therapy in the UK. The majority of my projects in Morita therapy is funded by the Mental Health Okamoto Foundation, a non-profit philanthropic organization established for the promotion of Morita therapy.

Morita Therapy is one of the rarest forms of psychotherapy that features our natural capacity to heal and change. I am convinced that this Eastern age-matured traditional approach offers something powerfully unique for helping those who do not benefit from more conventional Euro-Western forms of psychotherapies. I am passionate and committed to helping individuals around the globe improve their access to this therapy.

**SERVICES RESEARCH PROJECT 3: IMPROVING SERVICE EFFECTIVENESS FOR YOUTHS AND FAMILIES IN CARE IN BC**

In B.C., I work in close partnerships with the Milieu Children and Family Services, and the Ministry of Children and Family Development (MCFD) to develop, implement and evaluate a model of staff training as well as service delivery systems for the Community Complex Care Residential Resources (CCCRR). CCCRR was introduced by the Ministry to help improve quality of care services for children and youth with multiple and persistent mental health challenges, including complex trauma in childhood, under the Ministry’s (residential) care. I have developed and implemented a model of staff training, termed the CORE© Model of staff competence, in partnership with the Milieu and am currently evaluating the program.
I also developed a research-informed and holistic system of care for families referred by the Ministry, termed the integrated family services program (iFSP), in partnership with the South Vancouver Youth Centre (SVYC)/the Milieu. The iFSP integrates research-informed/evidence-based systemic intervention approaches into a coherent system of care from initial referral to exit. As a system of clinical services delivery, the iFSP also features a five-stage stepped-care model in order to reduce waitlist and waste, and to maximize its efficacy and cost-effectiveness. The iFSP also features interdisciplinary team approach (collaborative-care) to approach one of the most challenging clinical cases on a systemic level. I have developed a battery of assessment and screening procedures to improve efficacy, reliability and validity in allocating each family to an appropriate level and type of services depending on the nature and severity of their issues. I am currently evaluating the iFSP in partnerships with the SVYC/Milieu. This project is fully funded by the Milieu Children and Family Services.

Here in the Lower Mainland, our system of mental health care for youth and families in care is far from adequate. I care about and am passionate about improving the quality of services for the underprivileged youth and families facing often unintended tragedy.

**IN CLOSING**

As exemplified by three of my services-research projects, my scholarship is uncompromisingly founded on real, lived, day-to-day needs of people facing challenges. “Why bother,” “So what” and “For whom” questions are at the heart of my scholarship, passionately beating on each ‘cell’ of my scholarship. Because we are in a privileged position, we also have a social responsibility to generate, translate, and have our knowledge relevantly available and readily accessible to help make the lives of our fellow community individuals better.
Community campus partnerships that I’m involved with have grown out of a passion for planning and making connections between resources and people. While involved in community campus partnerships long before starting at SFU, my first partnership as a faculty member at SFU was with the Surrey School District and the Cmolik Foundation, and has been an active partnership that has grown over the past 10 years. Through that partnership on the Expanding Horizons project, I have learned from the students about the development of youth aspirations for their futures and the crafting of their understandings of the relationships between their future education and future careers. As a result of that partnership, I have been invited to participate in several other community projects that focus on the antecedents of postsecondary participation, preparation, and access and am continuing to work with community partners towards building national networks and communities of practice in support of education and community schools.

In 2017, I served as the co-chair for the C2UExpo conference in Vancouver, where I learned more about the scope of community campus engagement and scholarship that is taking place across Canada and the world. I was exposed to a wide variety of approaches to community engaged scholarship, in addition to the numerous fields that draw on community engaged approaches to understanding critical social issues. I also learned more about the wide variety of resources, tools, organizations, and networks that are working in support of community engaged approaches to scholarship. By serving as the program chair for the conference, I was able to also see the ways in which communities were critical of the academy and our focus on workforce and entrepreneurial programs, and their hope to shift the conversation towards civil society and non-profit partnerships for social benefit. This critical perspective brought me to work with the Communities First: Impacts of Community Engagement (CFICE) project team, led by Peter Andrée, and the Aligning Institutions for Community Impact (AICI) working group co-led by David Peacock (UAlberta) and Maeve Lydon (UVIC). This working group evolved into what is now an emerging network and non-profit organization called Community Campus Engage Canada, which represents over 350 members comprised of individuals from postsecondary institutions, non-profits, and civil society agencies. In doing this work, I have also been engaged in securing funding for a Mitacs PostDoctoral Fellow who is working to build a national community of practice in support of fostering a national repository and connecting place for community campus engaged practitioners, students, communities, and scholars. Similar networks and communities exist in many other countries across the world, but nothing like it exists here in Canada. We hope that this community of practice will be able to bridge the silo effects that the Canadian geography and community campus engagement work can lead to, both within and across campuses.
In the future, I look forward to our emerging work continuing to build on the relationships and capacities that have been fostered through these previous partnerships and research. There are three ways in which I hope to continue this work. First, I am working to develop and deepen my scholarship about community engaged research through an examination of private and non-profit funding mechanisms for these kinds of partnerships. My collaborators and I recently presented this work at Congress 2019 and are planning on developing further analyses. I am also actively working with a team to submit a SSHRC application for this fall, working to develop a pan-Canadian community of practice for community schools practitioners, teachers, and families. This builds on previous work that was done in collaboration and with support from the United Way Lower Mainland, a small SSHRC grant, and a VPA conference fund award. Finally, I am working with a group of colleagues and practitioners to develop a proposal for extending the work that was developed in the youth career and postsecondary aspirations partnership research.
HEALING AND PRESENCE IN HUMAN AND NON-HUMAN ANIMALS

“Compassion, in which all ethics must take root, can only attain its full breadth and depth if it embraces all living creatures and does not limit itself to mankind.”
_Albert Schweitzer

It has been my honour and life’s work to be present and caring where there is suffering. I have explored the myriad and diverse ways in which one can support a being that is suffering, and I have come to believe that a steady, warm presence remains one of the greatest healing agents. In my efforts to nurture this presence through the natural processes of love, compassion, empathy and kindness, I have found that two of the greatest facilitators are music and animals. In my life and work, especially during times of suffering, music and dogs have been my closest companions. They help me keep contact with connection, compassion, and loving-kindness. And as such, much of my clinical practice, research and personal interests have focused on these mysterious and amazing phenomena.

As a music therapist in palliative care during the 1990’s I experienced the astonishingly beautiful healing and connective properties of music when it entered spaces words could not. In my work as a counsellor in psychosocial oncology during the early 2000’s, and as a person living with depression since adolescence, I have, over and over again, experienced and observed the magical soothing salve of the human-animal bond (HAB). In 2008 I began my doctoral research at UBC where my research explored the unique relationships between people with cancer and their companion animals. It was during this time that my SFU chapter began. I was fortunate to accept a counselling internship at SFU Health and Counselling Services (HCS) where the team was already interested in the HAB. HCS was just starting the dog therapy program to offer support before exams to students through the comfort and touch of pups. Similarly, in my research I observed that non-human animals melt away barriers by offering immediate and unquestionable unconditional love, touch and care - the fundamental need of all living creatures.

In my private practice I am assisted by my dog George, who is a loving, gentle big mutt, and a lump of love who lives to cuddle, eat, and swim. Clients regularly voice the benefits they experience from his loving steady presence. It is my hope that counselling as a profession and psychology as a discipline will incorporate more companion animal and animal-assisted considerations over time. There is much work to be done at many levels for this to happen. I am part of the group working on a position statement on Emotional Support Animals from the Human-Animal Interactions Division 17, Section 13 of the American Psychological Association. I am also a trained Mindful Self-compassion teacher (Germer & Neff, 2018) and believe that compassion in all its forms is at the root of healing.
To my good fortune in 2013 I began at SFU as a sessional instructor teaching Helping Relationships (EDUC 423), Counselling Theories (EDUC 323) and Multicultural Foundations of Counselling (EDUC 324) to students interested in counselling as a profession and/or in learning about the literature and skills of relationship science and interpersonal communication. Sharing and exploring the richness of these topics with students who had such broad and diverse life experiences was profoundly fulfilling. I was hooked on counselling and teaching and remain so.

Today I work as a Clinical Professor in the SFU Counselling Psychology program and am fortunate to be part of a team that is passionate about contributing to the betterment of the world. For me, being a counsellor and an educator are important aspects of who I am and how I try to live in the world. My theoretical stance is Relational Cultural Therapy- RCT (Jordan, 2010, 2018). A central tenet in RCT is ‘mutually-growth-fostering relationships, ones where both or all parties feel that they matter. This is what I seek to cultivate in my interpersonal interactions, clinical counselling and course instruction. The relational dynamics, challenges and bonds amongst people working together in counselling and education are always unique and quite frankly, amazing and awe-inspiring to me even after nearly 30 years of work in the field. Every moment brings a full mix of humanity, love, hardship, marginalization, injustice, courage, hope, tragedy and overcoming. No doubt, studying to be a counsellor is a unique mind and heart-bending undertaking. The opportunity to experience learning, growth and healing in the emotional, cognitive, spiritual and physical domains is both wonderful and daunting. It is quite extraordinary and requires constant inward looking and a willingness to grow.

This is a major reason why I so value the SFU Surrey Counselling Centre (SFUSCC), where I am Director and Clinic supervisor. Counsellor-trainees in the SFU Masters of Counselling Psychology program offer free counselling to community members who could not otherwise afford the service. The dire need for affordable mental health services in Canada is a serious problem that people with mental illness face daily. The SFUSCC offers a desperately needed service and we are inundated with calls from people seeking help. The SFUSCC is a superb place. SFU instructors supervise and guide the hard work of dedicated counsellor-trainees. There is an ongoing interface of students learning the craft of counselling while discovering more about themselves and life as they offer services to clients who are humbly seeking support and understanding. In my role I constantly endeavour to bring transparency and mutuality to the process. I believe that systems work best when they are collaborative and transparent, especially when there may include acts of power or difficult decisions necessary to provide ethical and effective service.

Being transparent about what one is doing and why, is a brave act, and crucial to efficacious clinical counselling - we know this from Common factors research. But to be successful at being transparent, we must actually come to know and understand what it is we are doing and why. And much of the time we human beings operate from places of natural tendencies. So it is a rich and arduous journey to examine one’s own actions, words, feelings and intentions. This process necessitates an ongoing cycle of trust and respect. Counsellor-trainees need to trust in their instructors and cohort to feel safe as they explore this honestly and effectively. Clients need to trust in their student- counsellors to share and explore the hope and agony of being human. Instructors need to trust counsellor-trainees, clients and the team to complete the circle. It is a deeply mutual human and vulnerable place for us all. As such, safety, compassion and kindness are paramount in counsellor education. I am regularly moved by the courage and dignity of student counsellors, clients, colleagues and the team as a whole.
We are called, or call ourselves ‘counsellor’, ‘student’, ‘client’, ‘patient’, ‘instructor’, ‘pet owner’, ‘trainee’ and ‘supervisor’. And these roles are real and important. They do not, however, represent the fullness of who we are and how we interrelate. And these terms deemphasize connectedness and the shared experience of being alive. I hope to emphasize connections, respect and interest in differences, compassion and fundamental shared experiences. I remain grateful for the opportunity to endeavour to do so at SFU in the Counselling Psychology program.

REFERENCES


SFU Surrey Counselling Centre (SFUSCC)
https://www.sfu.ca/education/centres-offices/sfu-surrey-counselling-centre.html
I am currently an associate professor in the Faculty of Education at SFU and Director of CSELP, the Centre for Studies in Educational Leadership and Policy. I teach in the educational leadership graduate program and undergraduate programs in the Faculty of Education at SFU.

My scholarship spans the fields of K-12 education, post-secondary education, student affairs & services, and Aboriginal education and aims to make stronger connections between research, theory, policy, and practice in higher education. I use an Indigenous wholistic framework in my research to investigate post-secondary institutions’ accountability and responsibility to Indigenous peoples in Canada and internationally. My research moves away from the common convention of attributing failure to the student by focusing on how post-secondary institutions can become more successful places for Aboriginal peoples through Indigeneity. A central tenet of my work is that success should be defined and articulated through an Indigenous wholistic framework. Therefore, I use an Indigenous research process grounded in the 4Rs of respect, relationships, relevance, and reciprocity (Pidgeon, 2016) to guide my research projects from the generation of ideas to the sharing of results with the communities involved.

I'm currently involved in two passion projects with my team of indigenous and settler research assistants at SFU. The first is called Looking Back & Looking Forward: Empowering Indigenous Pathways with the 4Rs. This project looks at Indigenous access and retention in higher education from a community perspective. Specifically, it connects the Truth and Reconciliation Commission's 94 Calls to Action to the SFU Walk This Path With Us initiative. My second major project is supported by a SSHRC Insight Grant and involves an international comparative study between Canada and New Zealand. It explores Indigenous ethics and wholism.

A core intention of my work is to mentor the next generation of scholars who are taking up the work of decolonization and Indigenous methodologies.

REFERENCES

I am a former student of SFU; I completed the PDP program, an MA in Counselling Psychology and a PhD in Curriculum Theory and Implementation with a Philosophy emphasis. As a Limited Term Lecturer at Simon Fraser University, I have been serving the counselling program by teaching a number of undergraduate and graduate courses for the past thirteen years (EDUC 423 Helping Relationships, EDUC 328 Career Education and Career Counselling, EDUC 877 School Counselling, EDUC 878 Group Counselling, EDUC 799 Counselling Clinic, EDUC 801 and EDUC 802 Counselling Practicum). I am registered with the Canadian Counselling and Psychotherapy Association (CCPA) as a CCC-S (Canadian Certified Counsellor–Supervisor) and I serve as secretary/treasurer for the CCPA Counsellor Supervisor and Counsellor Educators chapter. Working across the three Universities (SFU, Adler, UBC), I have supervised and taught well over eight hundred graduate students and over one thousand undergraduate students. I have participated in graduate student advising for dozens of students and served as an examiner on graduate counselling exams (Master of Counselling Comprehensive Exam).

As practicum coordinator of the counselling psychology program at SFU Surrey, I assist students in finding clinical practicum placements within the community. These community partnerships with counselling agencies and schools are at the heart of showcasing the counsellor education and training our students have undergone prior to practicum. Our students work closely with Faculty members and on-site supervisors to refine their counselling skills and develop their clinical practice as beginning professional counsellors. The community-based practicum experience is how students participate in the counselling program in their final year of study.

One of the core principles of the SFU motto is “engaging the world”. The mental health and wellness services our students provide to their communities are at the crux of the work of the SFU Faculty of Education’s Counselling Psychology Program at SFU Surrey. As community-engaged practitioners, much of the counselling work we do is of no cost or of little cost to our clients. (Read more about the Counselling Clinic later in this document.)
I am currently developing a program of research in clinical supervision, and I continue my study of trauma-informed practice. I recently presented at the Canadian Counselling and Psychotherapy Association Conference in May 2019 on “Trauma-informed Practice in the School Setting”. The conference was an international forum that took place in Moncton, New Brunswick. Another goal of mine is to integrate social justice and social responsibility into my curriculum and teaching, and I am pleased with the receptiveness of the students on these issues. I am planning a workshop and film presentation of the documentary “We Were Children” in tandem with the Indian Residential School Survivors Society. The focus of the workshop is to promote understanding of Indigenous issues and the impact of residential schools when working alongside Aboriginal clients.

In summary, I have served educational institutions through being a collegial team player, organizer of symposiums and workshops, and through my own continued professional development in service to students and universities. I have made a unique contribution to my field as a community-engaged practitioner by developing and contributing to new syllabi and viewing my work through the lenses of social justice and social responsibility.
CELESTE SNOWBER

Professor,
Faculty of Education, SFU Surrey

I am committed as an artist, scholar and educator to bring my work to the wider community, and to blur the boundaries of my research to have an audience in a variety of contexts. I mentor a large amount of graduate students, and teach across programs in graduate, undergraduate and PDP. My work increasingly has had an intent to reach wider communities, and it is my performative scholarship that has had the greatest potential for impact.

EMBODIED WAYS OF KNOWING

Over the last two decades my research has been dedicated to bringing embodied ways of knowing into my scholarship, teaching, mentoring and performing. Embodied ways of knowing encompass ways of being that emerge from and return to the body as a site of knowing, discovery, learning and inquiry. It refers to research and related practices that consider our bodies as overlooked yet central agents of knowledge production. In my scholarship these include body pedagogy, writing from the body, movement as method, and embodied inquiry. My emphasis on dance has been a way to connect myself, my students and the community to the body, mind, heart and imagination and more deeply understand and question ourselves and the world around us.

SCHOLAR/PERFORMER/POET/EDUCATOR

From this paradigm, I come to my work from multiple vantage points: as a scholar, a poet, and as a performing artist. The interconnections among these roles are central to my philosophy, pedagogy, and research activities. My scholarship has been centered on integrating embodied ways of learning, knowing and inquiry within education. Working outside the traditional disciplinary boundaries, my work has roots in phenomenology, curriculum theory and arts-based research. The focus of my research is in exploring the body, dance, movement, and aspects of physicality as a way of embodied inquiry and a body-based pedagogy. My philosophical underpinning has sought ways to connect the personal and universal, private and public and my scholarly, performative and poetic work have been rooted in the tradition of the lived curriculum and the soil of autobiography.

The shape of my scholarship is not only interdisciplinary but polytextual, blurring boundaries of the creative and the scholarly. As a dancer and poet, my interests in arts-based forms of inquiry support both academic and artistic ways of writing and knowing. I have theorized processes of writing from the body and perform and write through and with the flesh, allowing for a visceral, sensual and poetic articulation of knowledge. As an interdisciplinary artist my site-specific performances of dance and poetry in the natural world have become central to my research for bringing the arts and ecology together.
SITE-SPECIFIC PERFORMANCE AND PERFORMANCE SCHOLARSHIP

I conduct site-specific performances as scholarship. Over the years, my research and artistic practice has blended together in the creation of site-specific performances of dance and poetry in various locations in the natural world. These sites have included:

The Port Moody Inlet, Shoreline Park, Port Moody, B.C., Montague Harbour Provincial Marine Park, Galiano Island, B.C. and the UBC Botanical Garden, Vancouver, B.C.

With this work I explore a pedagogy of place where the invisible and visible become partners, where the earth, sea, heron and eagle became lessons and where I am recreated in soil and sky, salt, and rain. I offer my performances with the community, which may include members of the public or my own undergraduate and graduate students. These are generally walking performances, where I interpret the ecology through dance and poetry and the audience walks with me for about an hour and a half, in a more physical contemplative space.

UBC BOTANICAL GARDEN

I have extended this work in collaboration with the UBC Botanical Garden as Artist in Residence from 2015-2017, and still create and share performances there. The Garden provides a generative site to explore the connections between nature, sustainability, ecology and the arts, through arts-based forms of inquiry. During my residency at the UBC Garden, I created seven seasonal 75-minute length public performances of dance/poetry entitled Incarnatas. This work explored the connection between botany, ecology and the arts. It continues to be a rich place for blending what I hold most dearly: combining my research, artistic practice and teaching. My collaborations and work with botanists, sustainability educators and curators of the garden have deeply enriched my research creation. I also bring the graduate classes I teach as well as my PDP students to the garden for a performance and a place to foster their own writing in connection to poetics and botany. I am deeply grateful for this unique experience as it has pushed my work forward creatively and provided me with opportunities for sharing my research, poetry and performance with the public in ways I could never have imagined. (Watch a brief performance on YouTube here.)

All of my site-specific performances are a way for my research to reach the community in multiple forms. (I have also written about this extensively. Links are provided to articles at the end of this piece).
PERFORMANCE IN THEATRES/OTHER VENUES

Another aspect of my performance scholarship entering the community is in my performances shared in theatres. I have also given a wide variety of performances working predominantly as a solo dance artist, and at times in collaboration with other musicians, visual artists, and poets. Two examples of these performances are:

“Woman giving birth to a red pepper.” (2013) This performance was an example of how I bring my storied life into art. A 4-minute trailer produced after the show of highlights can be found here.

The second performance called, “Perfect Imperfections: The Art of a Messy Life” premiered at The Vancouver East Cultural Centre in June 2018 and ran to sold out audiences for all three performances. This show explores the themes of what it means to live a vibrant, creative life in the midst of imperfections. Themes explored in the performance include body image, sensuality, living multiple and complex lives, loss, letting go, worry and wonder threaded through this show. This was done in collaboration with three musicians - bassist Jodi Proznick, harpist, Alexa Reimer and vocalist Katherine Penfold. Here is the trailer of the show. To learn more read “Create, don't clean: Multi-generational artist trio embrace life's mess” or this interview about the work.

April 7, 2017. Feature performer in Salon Speaker Series, Place des Arts, New Westminster, B.C. An entire evening of body stories exploring creating from the inside out. (Read about it here.)

November 2-5, 2016. Meet in the Middle: Stations of Migration between Art and Film, Norman MacKenzie Art Gallery, Regina, Sask. Opened and closed symposium connected to Atom Egoyan. Performed “Spirituality of Worry,” and “Marrow of Longing.” Artist Panel on Nov. 4th at Meet me in the Middle Symposium.

WIDER COMMUNITY SERVICE

I have been thrilled to be part of the City of Surrey Public Advisory Committee over the last five years. In our monthly meetings, I work with other members, including City Councilor, Judy Villeneuve, representatives from the Surrey Art Gallery, and others from the wider community to advise the Council on the implementation of policy on matters concerning Public Art. I represent SFU Surrey as part of the committee and I continue to be impressed with the vision of Surrey to bring Public Art of high quality to this growing area. This committee has been very formative for me to grasp the importance of Surrey as a major centre in the coming years and the possibilities for the Faculty of Education to be part of this trajectory of growth and development. (https://www.surrey.ca/culture-recreation/1650.aspx)

I have been very involved in the poetry community across the Lower Mainland and consistently give readings of poetry, and connect my poetry and dance within these venues. Some of these include, Poetry in the Park in New Westminster, Poetic Justice in Vancouver and Word Whips at the Jewish Community Centre and my work in the UBC Botanical Garden. I believe these venues are a meeting of both the arts and community, where my vision to bring the arts to as many places as possible is a vehicle for community engagement. My love for ecological awareness, site-specific work and poetry/performance came together in the Han Shan poetry project, where poems were hung in the McLellan Forest in Langley in order to save the forest from development. It continues to be important to me that the arts are a location for raising awareness for reimagining our relationship to the earth and raising ecological awareness. (Learn more in this Globe & Mail article or this article in The Tyee.)
RESOURCES OF POETRY (SELECTED)

All had launches in the community and many readings:


Research in Focus SFU [https://www.youtube.com/watch?v=luqgOir9oko](https://www.youtube.com/watch?v=luqgOir9oko)

The Centre for Education, Law and Society (CELS) is an endowed centre, established in 1984 and given formal approval by the Simon Fraser University Board of Governors in 1994. The primary funders to the endowment are: The Law Foundation of British Columbia, the Real Estate Foundation of British Columbia, The Notary Foundation of British Columbia, the Simons Foundation, and several law firms and private donors. CELS is based in the Faculty of Education and is located at the Surrey campus, although work is done at all three campuses: Surrey, Burnaby, and Vancouver.

The central purpose of the Centre is to improve the legal literacy of children and young adults through a program of research, teaching, curriculum development and community initiatives. Legal literacy encompasses: an understanding of the role of law in society and its impact on the individual; the interrelationship between law, democracy and citizenship; social justice issues and human rights; conflict and dispute resolution; school law, policies and culture. CELS works with teachers and prospective teachers, school administrators, and educational and legal organizations to help fulfill its mandate. Projects range in scope from research into social responsibility and the ethics of care and justice, to publications that assess the educational benefits of mock trials, to conferences on topical legal issues, to the formation of a website that helps educators address the legal content in the school curriculum. Projects vary from year to year, depending on identified needs, the Centre’s priorities, and funding opportunities. For further information about the Centre, please visit our webpage.

Some recent areas of research in which we have engaged include:

- Several research projects on cyberbullying at the K-12 and post-secondary levels at the local, national, and international levels. We have presented these research findings in various conferences, public lectures, and to school audiences and we have published many reports, chapters, and articles on this topic. In particular, in 2019, we published a book titled Cyberbullying at University in International Contexts (Routledge), bringing together cutting-edge research from around the world to examine the issue of cyberbullying at university through a multi-disciplinary lens, offering an array of approaches, interpretations, and solutions. (see image at end of CELS contribution)

- Research in schools examining the extent to which the goals of citizenship education, including students’ understanding of the Canadian Charter of Rights and Freedoms, are being met in BC schools.
Some recent areas of teaching and curriculum development in which we have engaged include:

- Justice, Law and Ethics in Education MEd cohorts in 2011 and 2014 attracting students from the K-12 school system, the police, probation, advocacy and human rights agencies, EAL schools, and other non-profit organizations.

- Equity Studies in Education MEd/MA program, with five intakes from 2015 to 2019, co-developed by CELS-affiliated faculty working towards fostering a more just society.

- The development and offering of graduate and undergraduate courses on topics relevant to law-related education.

- Working with the Law Foundation of BC to provide a Legal Capabilities theoretical framework for future curriculum development on law-related topics for BC schools;

- The updating of K-12 curricular materials available on the CELS website in order to align with the new BC Ministry of Education Curriculum.

Some recent areas of community initiatives include:

- The development of a film series titled Scholars and the Law exploring issues related to the mandate of CELS. These films are disseminated on the CELS website in order to make them accessible to the wider community. The first film featured Dr. Robin DiAngelo discussing the relationship between race, racism, and government policies. The film is highly popular and has been viewed several hundreds of times. Two more films are planned for this year.

- A documentary film on the contributions of Dr. Isidore Starr, high school teacher, lawyer, and university professor, who is credited with revolutionizing the teaching of civics and the promotion and development of law-related education programs across the United States and elsewhere. The film debuted at the American Bar Association, Public Education Conference, in Philadelphia in October 2015 to a standing ovation. The film is posted on the CELS website and on YouTube and continues to be viewed regularly.

- The increase of traffic to the CELS website. The website has been a focus for the dissemination of teaching resources, bilingual op-ed pieces, and current news items of interest to educators and others interested in law-related education.

- The development and delivery of a range of workshops and presentations on social justice, human rights, and cyberbullying.

- Involvement with the media to help inform the public about work being done at CELS and to provide a research-based perspective on current educational topics.
CELS also cultivates **partnerships and collaborations** with:

- Schools and school districts
- ClickLaw – an online portal for law-related information and teaching materials
- Public Legal Education Association of Canada (PLEAC)
- The Law Foundation of BC
- Justice Education Society
- People’s Law School
- Canadian Safe Schools Network
- Whytecliff Agile Learning Centres
- Law for Life UK
- Public Education Division of the American Bar Association
- Washington State LRE Project
**THE CENTRE FOR IMAGINATION IN RESEARCH, CULTURE AND EDUCATION (CIRCE)**

www.circlesfu.ca

**CIRCE** [sur-see] is an international network of researchers, educators and other practitioners dedicated to investigating and showcasing the multifaceted ways in which imagination shapes our communities, workplaces and schools. We believe that the imagination is crucial to the building of societies characterized by empathy and solidarity, societies genuinely inclusive of people from different backgrounds, of different abilities, and with different ways of seeing the world. We believe imagination is at the heart of all learning and vital to positive and effective learning experiences at all ages.

**OUR MISSION**

*Growing engaged minds: imagining and making better worlds.*

**WHAT WE DO**

CIRCE is committed to:

- fostering dialogue and collaboration across professional, disciplinary, and cultural boundaries;

- improving all learners’ experiences of school and maximizing learning through programs and practices that grow the imagination and support creativity and innovation;

- participating in community-engaged research/projects that support equity, diversity, Indigeneity, and social/ecological justice;

- partnering with educational entities (schools/districts/teachers) and other organizations working in the fields of imagination, innovation, and creativity and interested in developing their imaginative practices;

- collaborating on research related to innovation/engagement/imagination/creativity in education;

- generating a range of online resources and interactive format in order to enable international professional community development and sharing of our work.
WHY IMAGINATION?

At CIRCE we believe that imagination is as important for learning in the sciences as it is in the arts. We believe that the imaginative engagement of students is as important at the post-secondary level as it is in primary classrooms, and as central to adult and community education as it is to online learning. We know that successfully navigating and thriving in the dynamic and transformative world we live in requires graduates from schools that are not only motivated and engaged with their communities, but who have the capacity to envision what is possible and to creatively, critically and constructively act upon these ideas and inspirations.

We share Maxine Greene’s conviction that imaginative development is crucial to the building of societies characterized by empathy and solidarity, societies genuinely inclusive of people from different backgrounds, of different abilities, and with different ways of seeing the world. And we also see imagination as deeply interwoven in the relationships between human beings and the rest of the living world.

A FEW OF OUR PROGRAMS & PROJECTS

Certificate and Degree Programs in Imaginative Education at Simon Fraser University (SFU) include diploma, online graduate certificate, and Masters of Education (MEd) programs (focusing on curriculum and imaginative leadership). Our 10th cohort of graduate students studying Imaginative Education begins in September at SFU Surrey in addition to our first cohort of Imaginative Leadership students. Learn more about research on Imaginative Education and its impact on learning on the CIRCE Research Page.

Learning in Depth (LiD): Successfully implemented in more than a dozen countries around the world, the Learning in Depth program engages children in the long-term study of a single topic alongside the regular curriculum. This innovative program is designed to ensure that all students become experts about something during their school years. Ideally, each child is given a particular topic to learn about through her or his whole school career, in addition to the usual curriculum, and builds a personal portfolio on the topic. To the surprise of many, children usually take to the program with great enthusiasm, and within a few months LiD begins to transform their experience as learners. The program usually takes about an hour a week, with the students working outside school time increasingly.

CIRCE provides ongoing support for teachers and schools involved in LiD and its further expansion. Stay tuned this Fall for stories on our local and international LiD programs and for free learning opportunities.

The Walking Curriculum: An innovative interdisciplinary approach for K-12 education that takes student learning outside school walls. Based on the principles of Imaginative Ecological Education, the Walking Curriculum provides easy-to-use activities for any context that are designed to develop students’ Sense of Place and to enrich their understanding of curricular topics. The 60 interdisciplinary activities outlined in the resource engage students’ emotions and imaginations with their local natural and cultural communities, broaden their awareness of the particularities of Place, and evoke their sense of wonder in learning. Ultimately, the intention of the work is to inspire teachers to create their own imagination- and inquiry-focused walking themed activities. The Walking Curriculum website or this feature on hundred.org (a site showcasing educational innovations https://hundred.org/en/innovations/1-the-walking-curriculum) provides more information. Educators around the globe completed a
30-day Walking Curriculum challenge in the Spring of 2019. Another challenge is launching this Fall. Learn more about this event here.

The imaginED Mentoring Program began in 2017. Graduates from our MEd programs in Imaginative Education (IE) mentor current MEd students/other teachers, deepen their knowledge of imaginative practice, and share their knowledge with other educators. Our first group of “CIRCE Imaginative Education mentors” are finishing their program in the summer of 2019. We will be launching a new group in September 2019.

Our On-Line Learning Communities provide free professional learning opportunities through monthly Twitter chats (the #imaginEDchat and an Imaginative Leadership Learning Group #ILLG slow chat), a podcast series and ongoing conversations in online forums in collaboration with our partner voicEd radio (voicED.ca). Our website and blog (imaginED http://www.educationthatinspires.ca) also provide teachers around the world with a wide range of free resources for imaginative cross-curricular teaching (K-12; Post-secondary). We are committed to the ongoing development of free resources and informal learning opportunities for professionals, parents, and the public at large.

The CIRCE Academic Council connects institutions worldwide in active and collaborative exploration of imagination in a range of contexts. Our educational foci include Science, Technology, Engineering, Arts and Mathematics (STEM), Early Childhood Care and Education, Ecological & Place-Based Education, Dance, Museum Education, International Education and more. Storytelling and other imaginative and arts-based approaches to understanding are integral to our teaching, learning and research. Are you an imagination “accomplice”? Get in touch!

OUR HISTORY

CIRCE began with the founding of the Imaginative Education Research Group (IERG) in 2001 by Professor and Canada Research Chair Dr. Kieran Egan. Dr. Egan, recipient of the 1991 Grawemeyer Award in Education and a fellow of the Royal Society of Canada, was one of the first recipients of a Tier 2 Chair at Simon Fraser University (SFU), and the IERG was dedicated to studying and extending his approach to understanding the imaginative lives of children and using those insights to make teaching moreimaginatively engaging. From 2001 to 2015, the IERG built an extensive network of researchers, educators (from pre-K to post-secondary), graduate students, parents, educational leaders, and others interested in making education more effective, both across Canada and in many other countries. The International Conferences on Imagination and Education, hosted by the IERG in Vancouver from 2003 to 2015, played an important role in these efforts, as did the numerous workshops and Master’s programs developed and delivered by IERG members. A number of externally funded research projects explored the potential of Egan’s ideas to improve outcomes for Aboriginal students, for literacy and science teaching, for environmental and place-based education, and so on. IERG members also produced several MA and PhD theses on issues in imaginative education over this period. (Visit our Researching Imagination page).

The creation of CIRCE—the Centre for Imagination in Research, Culture, & Education—was sparked by discussions among some of the long-term leaders of IERG and the Dean and Associate Dean of the Faculty of Education at SFU. CIRCE will continue to promote Dr. Egan’s work and encourage others to use and build on it. At the same time, CIRCE seeks to engage educators and scholars who have been drawn to imagination through other forms of theory, research and practice. We anticipate much fruitful cross-fertilization among these different perspectives and approaches in the years to come.
LEARN MORE

Check out our website (www.circesfu.ca). Click here to get on the CIRCE mailing list (2-3 updates per year) and here to get our monthly imaginED update. Or send us an email at circe-info@sfu.ca.

Gillian Judson
Executive Director, CIRCE
Contact: gcj@sfu.ca
The Centre for the Study of Educational Leadership & Policy seeks to facilitate and extend theoretical and applied research into educational leadership and policy by developing long-term collaborative relationships within the education system in British Columbia, and with other research institutes and institutions of higher education, across Canada and internationally.

To further its mandate, CSELP:
- Supports a community of affiliated scholars as they conduct education research in BC (and beyond).
- Works with SFU students to build BC’s capacity to engage in research-informed leadership.
- Supports a research network of policymakers, practitioners, and scholars.

ACTIVITIES

CSELP strongly supports open access and open archives initiatives. As part of our efforts to strengthen the scholarly dialogue in education policy and leadership, CSELP is currently engaged in five project streams:

1. Professional Development and Consultation
   Centre scholars work with government, schools, school districts, colleges and universities, and other public and private education stakeholders to build leadership capacity; review and evaluate programs; and enhance the functioning of educational systems.

2. Instruction
   The Centre is associated with SFU’s MEd and EdD programs in Educational Leadership and provides students with support for research opportunities, professional networking, and research dissemination.

3. Outreach
   The Centre supports scholarly outreach efforts like the International Journal of Education Policy and Leadership, an open access journal for the scholarly community. The Centre offers online outreach to include support for academic and professional conferences through the Open Conference System.
4. Community Building and Partnerships

CSELP scholars are part of university and organizational partnerships designed to strengthen research and practice. The International School Health Network (ISHN) is an informal network bringing together UN agencies, organizations and research centres concerned with school health promotion, safety and social development. CSELP links to the network and is part of its Collaborating Centre on Community & School Health recognized by the World Health Organization. A World Education Research Association International Research Network, “Teaching, Learning & Literacy for Health Safety, Life Skills, Inclusion, Social & Sustainable Development” is housed a CSELP.

5. Research

Beyond individual researcher efforts, CSELP is home to multiple research collaborations and activities, including initiatives around research use, prevention of violent extremism, advancing school health promotion and social development, a compendium of Canadian postsecondary education data sources, and work assessing multi-level and multi-actor coordination bodies for policy-making in federal systems in Canada and Germany.

CSELP's story is ongoing and ever evolving. Researchers, students, and members of the community are invited to become an active part of our story.

Michelle Pidgeon
Director of CSELP
Contact: michelle_pidgeon@sfu.ca
The Institute for Environmental Learning (IEL) is a cutting edge educational research group working towards a sustainable future for British Columbia.

OUR MISSION

Creating a vibrant, active research and education network working towards a sustainable future for British Columbia.

The IEL was created by the SFU Senate to develop and support environmental learning and community-engaged research in British Columbia communities, schools and post-secondary institutions. IEL is a BC based partnership among researchers, educators, and government stakeholders, facilitating education and action-oriented research around environmental learning and sustainability and was chartered by the United Nations as a Regional Centre for Expertise on Education for Sustainable Development representing BC and the North Cascades (UN BC RCE).

The Institute is well positioned to play a leading role in the development of environmental learning curriculum and practice with the following objectives:

- Promote multi-sectoral collaboration, community based problem solving and a network of research into effective teaching practices;
- Develop and support research and programs on environmental learning in communities, schools and post-secondary institutions;
- Focus on an interdisciplinary approach to research with multi-institutional involvement and expertise;
- Coordinate research and development activities; and
- Increase private and public involvement in Environmental Learning and related research, fund distribution and policy development
OUR GOVERNANCE

The IEL consists of a steering committee and advisory council representatives from member organizations and includes the director, who serves as the steering committee chair. Steering committee members manage research and other activities in consultation with the advisory council. The IEL’s steering committee includes representatives from a variety of stakeholders.

OUR HISTORY

The Institute for Environmental Learning (IEL) was created in December 2010 and is a research and educational network working towards a sustainable future for British Columbia. In partnership with local researchers, educators, government and community stakeholders, the IEL facilitates educational reform and action-oriented research on environmental learning and methods of teaching about sustainability.

Before 2010, the IEL consisted of the BC Working Group and Network on Sustainability Education and the Web 2.0 Walking the Talk Network. In December 4, 2009, this group was officially chartered by the United Nations as a Regional Centre of Expertise (RCE) on Education for Sustainable Development, representing British Columbia in the UN’s global network of RCEs as the “BC North Cascades UN-RCE”.

As an inter-institutional partnership, the IEL has persisted over the years despite the need for increased capacity funding. In addition we have struggled with various governance models and in developing a distinct identity that acknowledges all partnerships equitably. While we have had many successful projects, the branding and visibility of the institute is a recurring problem. We have currently developed working partnerships with the Vancouver Aquarium (Oceanwise), Van Dusen Botanical Gardens and City of Surrey and we hope to soon have designated research space at the Surrey campus.

PROJECTS & INITIATIVES

The projects the IEL undertakes with its partners are varied and diverse. For example with Oceanwise the research program will be developing detailed Case studies of K-12 programs in four coastal communities in BC. The partnership with VanDusen Gardens is just beginning but will feature evaluation research on their extensive (subsidized) educational programming in the garden. With the City of Surrey we are experimenting with two locations: the Surrey Nature Centre and the Godwin Biodiversity reserve as dynamic and innovative sites for Teacher Education programming.

For more information visit the IEL website or contact David Zandvliet dbz@sfu.ca
The SFU Counselling Psychology Program (CPP) is based at the Surrey campus, where we engage in community-nested clinical education through student service learning and research. We have embarked on the eleventh year of its operation of the SFU Surrey Counselling Centre. The SCC is a joint initiative of the SFU Faculty of Education and the Surrey School District (SD 36), and is currently located within L.A. Matheson High School. The SCC provides no-cost counselling services to students and their family members in SD 36, and also extends its reach to residents of Surrey. Between year 2018 to 2019, for example, 11 Counsellor-Trainees provided a total of 601.5 hours of free counselling to 46 individuals (2018-19 SCC Annual Report). The counselling services are provided by our second-year graduate students in the CPP under the supervision of qualified and registered faculty members.

The SCC offers a model of an integrated clinical education and community engagement/services through student service learning for course credits (EDUC 799/800; Supervised Clinical Training I/II). The clinic component of the program is one of our program components that our graduates and current students identify as the cornerstone of their professional development. The clinic component is uniquely integrated into our program and serves a key role in preparing our students for their field practicums. Upon completion of the clinic, our students seek practicum placements in various locations such as school districts, community agencies, and health authorities, the Ministry of Children and Family Development, and higher education institutions. The clinic offers an invaluable step to ensure student readiness to advance to their practicum as well as strengthen competitiveness of our students. As a result, our students have been consistently successful in receiving offers from potential placements post-clinic.

Our students are highly regarded by their practicum supervisors and employees in terms of their solid entry-level clinical competence. All course work that students complete in the first year is geared towards the clinic. Cognate faculty members employ diverse pedagogical methods (e.g., video-recorded counselling...
skills practices with peers, video-assisted supervision sessions with faculty members, reflective practices through personal and professional journaling throughout the program, and experiential exercises designed to enhance clinical as well as personal self-reflections under the close guidance and mentorship of the cognate faculty members), to prepare our graduate students to support individuals from our community under extremely challenging circumstance ‘in person’ at the clinic, and then at their practicum sites. Our graduates typically share that the clinic is one of the most rewarding components of the program.

SAFE AND TRUSTING RELATIONSHIP AT THE HEART OF OUR SCIENTIST PRACTITIONER MODEL

Literatures consistently show that an effective counselling and psychotherapy interventions be founded on so-called ‘common factors’ (that are employed regardless of any specific therapeutic approach). One example of such a common factor is the role of trusting, safe, and genuine quality or ‘climate’ of a professional therapeutic relationship between counsellor and client. At the SCC, we place the foremost importance on our trainees’ understanding and putting into their practice, how they can co-nurture such therapeutic relationships with their clients. Cognate faculty members offer intensive and supportive mentorship to our students, in order to model and experientially share the importance of this key factor in therapeutic change. Our graduate students and faculty work closely from the beginning of the program to our life-time engagement as future colleagues.

We intentionally create cohort-based programs where the 12 students support one another as they progress through the program altogether. The cohort system fosters collegiality, peer support, and synergetic professional development in our graduate students, and is also one of the highly desired features of our program. At the admissions interview for incoming graduate students every year, the vast majority identifies the cohort feature as their major reason for choosing our program. Clinical counselling and training can be extremely demanding, self-confronting and challenging. The cohort system together with close faculty mentorship provides maximum support to ensure optimal climate for student growth as a professional as well as a person. Relationship and/or relationality is at the heart of our clinical education and training. For further information, visit SFU SCC official website.
OUR STAFF

From left to right (Outside our offices 5th floor Galleria)

Mantaj Bains, Departmental Secretary
Alexis Vanderveen, Advisor/Recruiter, Special Programs, Professional Programs
Carley Hayes, Manager of Community Graduate Programs
Mariella Ocampo, Program Assistant, Special Programs, Professional Programs
Candice Chic, Program Assistant, MA/MEd Programs, Graduate Programs
Irene Burrell, Program Assistant, Community Graduate Programs
Trina Zindler, Program Assistant, Community Graduate Programs
Ryan Ostonal, Program Assistant, Professional Programs and Undergraduate Programs

Missing from staff photo:

Leonard Thong, Senior Manager, Administration of the SFU Surrey office
Amy Wiebe Lau, Administrator, Graduate Studies
Nancy Green, Assistant to the Associate Dean, Academic & Research