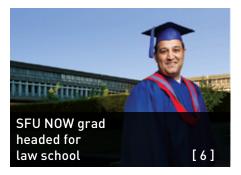**SFU** SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

SFU LIFELONG LEARNING
2011/2012 Community Report

As part of the
engaged university,
SFU Lifelong Learning
takes pride in
helping people in our
community enhance
their lives through
education.

We achieved so much during 2011/2012: established programs grew, exciting new certificates launched, and special projects advanced the well-being of many community members. But as much as we're proud of these accomplishments, we derive the most satisfaction from hearing about how our programs have assisted the people we serve reach their goals.

This report is a selection of stories about our students, staff, instructors, and partners. Their journeys are often not easy. Some have had to overcome self-doubt, adversity, lack of support, or the challenge of finding the time for continuing their education. But all of them have succeeded, each in their own way, to promote change within themselves and their communities.

I hope you'll enjoy their stories and celebrate their achievements.

Sincerely,

Helen Wussow
Dean, SFU Lifelong Learning

SFU Lifelong Learning 2011/2012 Community Report
CONTENTS

Aboriginal woman
EXCELLING AT SFU
after a strong start with Lifelong Learning

Jessica Humchitt, from the Heiltsuk Nation of Bella Bella on the central coast of BC, is living her dream today—and it began with SFU Lifelong Learning's Aboriginal Pre-Health Program.

In September 2012, she'll begin her third year of an undergraduate degree in health sciences from Simon Fraser University. She'll also continue a research internship—which she loves—in a neuroscience lab.

Young woman dreams of more

Five years ago, Humchitt was doing administrative work she enjoyed at a health clinic in Bella Bella, but she dreamed of going to university so she could do more—for her career, her family, and her community.

A university tour convinced her it was time to take the next step. Shortly afterward, she received an email about the eight-month Aboriginal Pre-Health Program at SFU.

It is designed specifically to help First Nations, Métis, and Inuit students who are considering careers in health care. When they finish, they receive conditional acceptance to the university.

"It just fit," she says.

Having an environment that's supportive and encouraging is really key.

— Jessica Humchitt

Jessica Humchitt (left) and Evelyn Locker (right), an Aboriginal Elder at SFU, on Burnaby Mountain.

A new start in Vancouver

She applied, got in, and, in August 2009, she and her three children moved to Vancouver.

Humchitt completed the program with 14 other Aboriginal students. They took courses with support from an Aboriginal Elder and other Aboriginal health sciences students and professionals.

In addition to teaching science and study skills, her professors prepared her and her classmates for the unfamiliar, often overwhelming world of a large public university. For example, during her undergraduate work, Humchitt found that Aboriginal worldviews and voices are often missing.

"There's a considerable amount of interdisciplinary research out there that directly pertains to us, our health, our origins, and our lands," she says. "It's important that we as First Nations people are included in these discussions as a critical piece of the puzzle."

She and her classmates also learned to deal with classroom debates—something they weren't used to.

"It's hard not to personalize things—especially things that are close to your heart."

The professors encouraged them to step back and not take criticism of their ideas personally, explaining that debate in university classrooms is common.

Humchitt doesn't think she could have done her first year at SFU without the Aboriginal Pre-Health Program. "It's just such a different world," she says. "Having an environment that's supportive and encouraging is really key."

Humchitt wins research award

Thanks to her strong start and hard work, Humchitt is excelling. In the spring of 2012, she was awarded the Natural Sciences and Engineering Research Council of Canada (NSERC) Undergraduate Student Research Award for her work.

The awards are meant to stimulate undergraduate students' interest in research in natural sciences and engineering. They're also meant to encourage students to pursue graduate studies and research careers.

"I'm beyond grateful to have been granted a recent NSERC award that will allow me to extend my invaluable lab experiences this summer through the Training of Aboriginal Youth in Biomedical Labs program," Humchitt says.

"I have successfully tackled my second year as a health sciences undergraduate. It's been a good semester with lots of ups and downs and the usual struggle to balance all upon my path."

Ultimately, Humchitt hopes to make a difference in her home community of Bella Bella one day. She hopes to either continue with cancer research or work in policy development for maternal health care.

"I want to help people somehow," she says. "That was my main goal for going to school—reaching out."

SFU NOW grad headed for
LAW SCHOOL

Thanks to SFU NOW: Nights or Weekends, a Vancouver sales manager is pursuing his dream of advocating for others.

Reza Nazarinia has built a successful sales career in the medical devices field—but a few years ago, he decided it was time for a change.

"I have a lot more to offer," Nazarinia says. "You want to affect people's lives."

After a lifetime of standing up for the "little guy"—Nazarinia stands at a towering 6'2"—he decided to pursue a career in law.

The next step was simple: finish his undergraduate degree so he could apply to law school.

SFU NOW offered flexibility

His wife suggested SFU NOW because of its flexibility and because it would allow him to go to class—he wanted interaction he couldn't get through Athabasca courses.

Nazarinia applied, was accepted, and transferred several business courses he'd completed at Langara College several years prior.

He started his Bachelor of Arts in the fall of 2010, and, taking four courses per semester while balancing his job and his family, he graduated in only two years with a double minor in political science and sociology.

Dream kept Nazarinia going

He admits it was tough sometimes—but his dream of becoming a lawyer kept him from quitting.

"You have to have a goal," he says. "You've got to know why you're doing something."

One thing Nazarinia didn't mind at all was being older than some of his classmates. "You're going to age with or without a degree," he says. He stressed that he didn't want to be 40 years old and look back with regrets.

What's more, his life experience and discipline—something he would have lacked at 18—helped him excel. Unlike some young university students, "I was there because I wanted to be there," he says.

Today, Nazarinia is preparing to write the Law School Admission Test (LSAT), and he's feeling prepared because of the writing and critical thinking skills he sharpened at SFU.

He admits with a smile that he has a few more grey strands of hair than when he started, but he's excited to begin using his sales skills for a noble cause.

"There are 1,000 reasons not to do what you want and only one why you should—it's what you should do!" exclaims Nazarinia.

Thanks to his hard work, his dream is within his grasp.

"It was definitely worth it."

Reza Nazarinia at SFU Burnaby.

You have to have a goal.
You've got to know why you're doing something.

— Reza Nazarinia

I think this program just pushed me. You need to constantly read and learn to be a good translator and interpreter...
I can keep on learning basically non-stop.

— Rose Jen

Rose Jen outside St. Paul's Hospital in downtown Vancouver.

Lifelong Learning grad hopes to **BRIDGE THE LINGUISTIC GAP** between doctors and patients

SFU Lifelong Learning's Diploma in Interpretation and Translation provided a way for a young woman from Richmond to combine her love of language and learning with her desire to help people.

Since spending several years in South Africa, Rose Jen has dreamed of giving relief to those who have been silenced by post-traumatic stress disorder. She decided she would start by helping people like them learn to speak. In university, she enrolled in a psychology program, planning to pursue speech pathology.

Student chooses language over medicine

When Jen graduated, she considered medical school, but a friend had told her about SFU's diploma program, which sounded intriguing. Fluent in Taiwanese, Mandarin, English, and Japanese, Jen had done some informal translation work in high school, and the career possibilities called to her. She could be working—and helping—in less than a year.

In 2011, Jen made the move from Toronto, where she had attended university, to Vancouver to start the eight-month Mandarin-English interpretation and translation program. She graduated in April of 2012.

Jen deeply values her time with SFU Lifelong Learning. The lectures, assignments, interpreting field trips, and memory drills have helped her become a better translator and interpreter—and also a more skilled learner.

Jen has always been passionate about learning—her father taught her that knowledge is the only thing that no one can take away from you.

"I think this program just pushed me," she says. "You need to constantly read and learn to be a good translator and interpreter…I can keep on learning basically non-stop."
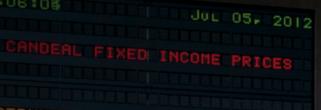
Student hopes to set up her own practice

Jen hopes to set up her own practice one day. In the meantime, she says, the hope and encouragement of her instructors drives her forward. She's excited about her plans to translate for medical and scientific journals and interpret at medical conferences.

"To be immersed in that kind of environment—swimming in the pool of knowledge—it makes me really happy just thinking about it," says Jen with a smile.

She also plans to use her new skills to help people, as she's always dreamed of doing—albeit a little differently than she once planned. She wants to be the bridge between patients and doctors who don't speak the same language.

"Misinformation can be devastating," Jen says. "I take this very seriously. If I can be a good interpreter—and really get the information across—I think, in a way, I'm helping."

Local lawyers
GIVE BACK TO VANCOUVER
business community through SFU

For almost two decades, a financing course at SFU Lifelong Learning has helped hundreds of Vancouver businesses thrive.

The course is called Public Companies: Financing, Governance, and Compliance. SFU offers it semi-annually with the support of the Toronto Stock Exchange, the TSX Venture Exchange, and the BC Securities Commission. Participants learn how to comply with Canada's complex system of securities regulation—that is, how to avoid legal trouble when going public with their businesses.

Course in high demand
The course is almost always full to capacity. Many participants, who include chief financial officers, chief executive officers, and other business leaders from throughout the city, take the course more than once to keep up with changing regulations.

Charlotte Bell and David Toyoda, both established corporate lawyers, coordinate the course.

Bell says she sees the course as a valuable contribution to Vancouver's business community.

"It's an efficient way to learn the rules [of running a public company]," she says. "Not one participant has ever said the course was a waste of time."

Students give positive feedback
After each course, Bell and Toyoda receive glowing feedback from students. "It really is quite gratifying," Toyoda says. "It seems like we're addressing the market."

Rand Buhler, a former student and the director and president of Tasu Global Resources, agrees.

"As part of corporate planning, advance learning of the regulatory policies of the Toronto Stock Exchange is essential," Buhler says. "I found

the course of real value, providing an interesting opportunity to listen to expert legal and public sector regulatory opinion."

Bell is an associate counsel who specializes in securities, mergers, and acquisitions law at Fasken Martineau DuMoulin LLP. Toyoda is an associate counsel from Boughton Law Corporation who specializes in securities law and corporate governance.

Fourteen other instructors, the majority of whom have backgrounds in corporate law or work with the securities commission or stock exchange, help teach the course. Additionally, John McCoach, the president of TSX Venture and a former instructor, delivers a presentation, after which he fields questions.

Both Bell and Toyoda enjoy the opportunity to teach and help people make their businesses successful.

"It's a lot of fun," Toyoda says. "It's good to give something back to the community."

It's a lot of fun.

It's good to give something back to the community.

— David Toyoda

You have to give back.

The community is only as good as you make it.

— Scott Ricker

Scott Ricker in Vancouver's West End.

SFU's Seniors Program helping West End retiree
INVEST IN THE COMMUNITY

SFU's Seniors Program is allowing a West End man to pursue a passion he discovered only after a long career in public health: giving back to the community.

Scott Ricker got his first taste of community work a few years after he'd retired and moved to Surrey, BC. He joined the Surrey Planning Commission, the Cloverdale Community Association, and other community groups, which showed him how much he enjoyed making a meaningful difference.

"You have to give back," he says. "The community is only as good as you make it. If you sit back and let things happen, you're a part of the problem."

Ricker and his wife later purchased a ranch in Lytton, BC, where he joined the town council. After returning to Vancouver, Ricker continued his community involvement—and the more active he became, the more he thought he should learn. His son, an SFU graduate, recommended the Seniors Program, and as soon as Ricker took his first course, a six-week lecture series on economics with Ted Cohn, he was hooked.

"I just love his courses—he's a walking encyclopedia."

Ricker gets involved with SFU

One course turned into several, Ricker says, and he was soon asked to join the SFU Seniors Program advisory council, which helps advise and set the vision for the Seniors Program. Recently, Ricker was part of the program decision to begin offering seminars, which involve smaller class sizes and more reading and discussion than regular courses.

Ricker has already taken one of these seminars—on Thomas More's *Utopia*—and he says it was very eye-opening.

Later, Ricker was asked to serve on the executive board of the SFU Seniors Lifelong Learners Society, which helps foster communication between its members and the university.

In the fall of 2012, Ricker plans to take two Seniors Program courses, audit an undergraduate course, attend Philosopher's Cafés, and finish Lifelong Learning's online Certificate in Restorative Justice.

His work in municipal politics drew him to the restorative justice program. As a community leader, he'd like to participate in more conflict resolution.

"I believe the community should take responsibility for what goes on," he says.

Starting a new community post

One of the most important things he's learned in his studies with Lifelong Learning is how to be a good listener.

"I think that's the key to any successful negotiation," Ricker says. "You can't get to 'yes' if you don't know what the problem is."

Ricker is preparing to put his listening and leadership skills to work yet again: in September 2012, he'll start a new post as president of the SFU Seniors Lifelong Learners Society. As a true lifelong learner himself, it's a natural fit.

"I'm really looking forward to it," he says.

AWARD-WINNING VANCOUVER AUTHOR now directing The Writer's Studio

Wayde Compton, an award-winning Vancouver author, creative writing instructor, and a co-founder of Western Canada's first and only black literary press, has taken over as director of The Writer's Studio, a creative writing certificate program at SFU Lifelong Learning.

Compton's work includes *After Canaan: Essays on Race, Writing, and Region*; *Performance Bond*; *Blueprint: Black British Columbian Literature and Orature*; and *49th Parallel Psalm*.

In a review of Compton's most recent book, David Chariandy, a colleague, said that Compton is "among the most brilliant and accomplished black Canadian writers of his generation."

Those words struck a chord with the search team at SFU Lifelong Learning— they knew they should take notice of the soft-spoken writer and teacher.

"Wayde is the perfect blend of experienced mentor, leader in education, and writer that we need," says Katherine McManus, the director of the Writing and Communications Program, which houses The Writer's Studio.

The Writer's Studio is a one-year program that provides emerging writers with writing workshops, mentors, and a supportive community in which to work.

Compton has a history with SFU

Compton is well acquainted with both the university and the Studio. He did both his undergraduate and master's degrees in English at SFU.

He was also a group mentor for The Writer's Studio from 2006 to 2009, during which he worked with several aspiring authors, including Ayelet Tsabari, who will publish *The Best Place on Earth,* a collection of short fiction, with HarperCollins in 2013.

"When I began The Writer's Studio, I was filled with doubt and trepidation," Tsabari says. "As a writer who was just starting to write in English, I felt as though I didn't belong in the program. Under Wayde's guidance and support, I rediscovered the joy of writing and regained my confidence. The experience changed my life."

Compton also worked with Gurjinder Basran on her first novel, *Everything Was Good-bye*.

"As a new writer, I was tentative and uncertain about myself and my work, and his encouragement was paramount to my success," Basran says. "He believed that my voice and writing was important, and it was his faith in the manuscript that helped me move it forward."

In 2011, *Everything Was Good-bye* won the Ethel Wilson Fiction Prize, and in 2012, Penguin Canada published it.

Books take on a life of their own

Compton first wanted to return to The Writer's Studio a year ago when he saw Basran at a festival where both he and she were scheduled to present their work. He realized something while Basran read from the story he'd helped her draw out.

"This is what happens to books," he says. "They get away from you. They take on a life of their own. They become part of the people who read them."
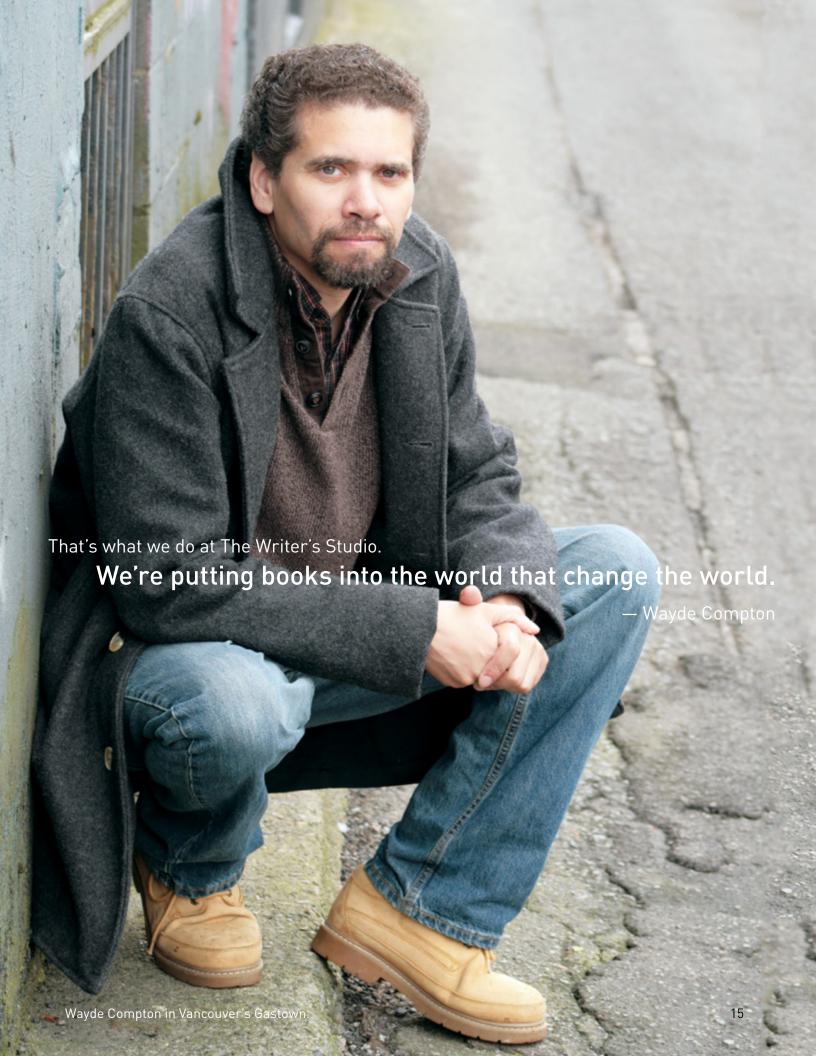
As he directs the Studio, where he took up his new post in January 2012, Compton continues to work on his own writing. In June 2012, he won a national writing award for a short story called "The Instrument."

The story, one of seven best fiction nominees for the 35th annual National Magazine Awards, focuses on a young man trying to come to terms with his family's history as he creates a documentary about his father, a failed musician.

The story won a silver medal in the fiction category.

"I love the process of watching manuscripts go from a really early form— sometimes ideas—to something that people can respond to," Compton says.

"That's what we do at The Writer's Studio. We're putting books into the world that change the world. It's the most exciting lab for creating work that I've ever seen."

That's what we do at The Writer's Studio.
We're putting books into the world that change the world.

— Wayde Compton

Wayde Compton in Vancouver's Gastown.

WOMAN HOPES TO EMULATE

her English language teachers at SFU

When Gloria Guo decided to study teaching instead of economics, she had one goal: to become the kind of teacher she'd had at SFU Lifelong Learning.

Guo completed her undergraduate degree in English language education in Shanghai, but her English wasn't where she wanted it to be—so she decided to pursue further education in Canada.

She enrolled in SFU Lifelong Learning's English Language and Culture (ELC) Program, which is known for preparing international students for success in university.

In addition to improving their English, students learn to thrive in the Canadian education system by engaging with current, authentic materials from Canadian culture, including electronic and print media, television, and film.

Student learns to thrive in English at ELC

During her three months in ELC, Guo soaked up as much as she could—she asked dozens of questions, and her instructors accommodated every one of them, sometimes even staying after class to help her.

"I was a very demanding student!" she exclaims.

Her efforts—and her instructors'—led to results. She learned to understand not only the English language, but also how North Americans use it to communicate. She applied the things she learned every day.

Guo never forgot her instructors' dedication and professionalism—even after beginning an undergraduate program at SFU months after leaving ELC.

At her family's prompting, she majored in economics instead of education. As she studied, however, she struggled. Eventually, she realized she could never work in the financial industry.

Guo finds her calling

Having come from three generations of teachers, she could pursue only one career.

"I was born to give the gift of education," she says.

More specifically, Guo wanted to pursue her longtime passion for English language education. Through volunteering with international students at SFU, she recognized her unique ability to help: as an international student herself, she understood their challenges.

Guo's time in the English Language and Culture Program made her even more certain of her career path—it showed her the potential of the Canadian education system.

In August 2011, Guo enrolled in SFU's Master of Education in Teaching English as a Foreign/Second Language—and it was like coming home.

When the time came for Guo to complete her teaching practicum, remembering how much she admired the teachers in ELC, she asked to be assigned there for her practicum, which she began in June 2012.

It was a natural fit—learning from the teachers she wanted to be.

"Teaching is my destiny," she says with certainty.

I was born to give the gift of education.
Teaching is my destiny.
— Gloria Guo

Gloria Guo at Harbour Centre in downtown Vancouver.

An instructor in SFU's Centre for Online and Distance Education (CODE), part of Lifelong Learning, is demonstrating that it's never too late to revitalize your teaching methodology.

Barry Worsfold, an adjunct professor in SFU's Department of Gerontology, has been teaching since 1972. He's no stranger to distance education, having completed some of his own academic work that way. Much like everyone else in the ever-changing world of Web 2.0, however, he learns and changes tactics as he goes.

CODE instructor
LEADING THE WAY
in online education

Worsfold, who has also taught at a handful of other Canadian universities, joined CODE in 2002, when print-based distance education was the norm. Today, he's not just thriving in an educational landscape where students expect everything to be online—he's leading the way.

He's written three CODE courses in the last ten years, and he's always searching for ways to make his courses more effective.

"I've become very much engaged with distance. It's a wonderful way to approach learning if you need flexibility," he says. "I've always found SFU to be very advanced in its distance education approach. I really feel we've broken a lot of ground."

Distance instructors are more creative

It's common to say that distance education requires a great deal of discipline on the part of the student. But Worsfold believes it also requires a lot from the instructors.

It takes patience and creativity, he says, to anticipate the needs of students you may never see or meet. Classroom teachers have the benefit of continuous feedback—they can adjust their lectures based on students' body language and questions. Distance educators must work without all of that.

They also have to devise new ways of allowing students to engage with one another. Worsfold came up with the idea of asking his students to participate in in-person exercises with others so they could benefit from the feedback.

He's also working on other ideas to make his courses even more interactive— he'd like to start using online chat rooms and webinars, and incorporate more media, like video clips, into his courses.

"I think you can really be quite creative with that," he says. "It requires you to have a really open mind with how you can use different media."

Worsfold hopes to connect students and employers

In addition to building more interactivity into his courses, Worsfold would like to build a stronger bridge between students and employers by tailoring his courses— which are primarily in gerontology—to what employers are looking for.

Worsfold, who has two bachelor's degrees, a master's degree, and diplomas in gerontology as well as hospital organization and management, believes strongly in what he calls the medical model, which says that those who do should teach.

The model allows instructors to bring their practice into their teaching, which Worsfold has always done. He consulted for several different nursing homes until he retired in 2010, and he still keeps in touch with his colleagues.

He's eager to keep learning, so his CODE students can keep learning— because he knows that the potential of his courses is limited only by his own creativity.

I've always found SFU to be very advanced in its distance education approach.

I really feel we've broken a lot of ground.

— Barry Worsfold

Barry Worsfold preparing a course at his desk.

Philosophers' Café provides a town hall model where people can not only give, but take.

I think it's a vital part of civic life.

— Rebecca Gonzalez-Tobias

Rebecca Gonzales-Tobias at a café in North Vancouver.

Interfaith, intercultural advocate
FINDS A PLACE TO SHARE AND LEARN
at Philosophers' Cafés

A North American trustee for the United Religions Initiative (URI), a global interfaith network, has found a group of like-minded people at SFU Lifelong Learning's Philosophers' Cafés: like her, they're curious, open-minded, and eager to share ideas.

Rebecca Gonzalez-Tobias has spent most of her adult life advocating for collaboration and understanding between people of different cultures and faiths.

"I believe that fostering relationships that hold a deep and abiding reverence for the other is the recipe for a successful society," she says.

As a member of a dual-faith family, Tobias has long held this reverence. She learned from a young age that people are all part of one family—the human family.

Care for humanity is key

She shares a personal story that embodies this conviction: At 17, she boarded a bus in Israel to return to the kibbutz where she was studying and working. She was the only woman among a group of Israeli soldiers—and they welcomed her. Then an elderly Palestinian woman boarded the bus. Not finding a place to sit, the woman began to teeter—and none of the men moved to offer her a seat.

"They couldn't see her humanity," Tobias says.

Tobias rose and offered the woman her hand and her seat—and she's remembered the old woman's words of thanks ever since.

Today, through the URI, Tobias travels and researches global best practices for programming that fosters this respect for humanity. Allowing others to have their voices heard is paramount for her.

Upon moving to Vancouver, Tobias began searching for a group of like-minded people—she wanted a space where she could share her ideas and learn from others through dialogue.

Philosophers' Cafés have provided exactly what she was looking for.

Cafés allow people's voices to be heard

SFU Lifelong Learning organizes the cafés, which are informal discussion groups that meet at libraries, cafés, and restaurants throughout Metro Vancouver. Each café has a set topic and a moderator—many are SFU faculty members. Thousands of different people meet to learn and share ideas at dozens of cafés throughout the year.

Tobias has been impressed by the breadth and scope of the subject matter that people discuss in the cafés, as well as the number of locations. "People all over Vancouver can have their voices heard," she says.

A café on Utopia was particularly memorable for Tobias. She was able to share her thoughts about "reverence for the other" being a part of the ideal society—and then hear from 27 other people on the subject.

"Philosophers' Café provides a town hall model where people can not only give, but take. I think it's a vital part of civic life. That's why I'd like to see it grow," she says.

"I think everyone who comes to Philosophers' Cafés wants to share good ideas from their life experiences—and knowledge is the first step toward change."

Sustainability certificate helps city councillor
BUILD A BETTER COMMUNITY

SFU Lifelong Learning's Sustainable Community Development Certificate, which the City Program offers, is helping a city councillor in New Westminster make his community more environmentally and socially sustainable.

Jonathan Cote was elected to council seven years ago, at only 26 years old. He'd always been passionate about cities—how people work and live, and how they deal with urban issues.

He saw the potential of New Westminster, and wanted to revitalize the downtown area and restore it to its "former glory."

"There was a real desire for someone to come forward and talk about cities differently," Cote says.

Sustainability has always been part of Cote's platform—but a few years ago, he felt compelled to dig deeper into the issues he was facing around the council table.

"When I found out about the City Program, and looked at the different courses that were offered, every single one of them was highly applicable to the work I was doing as a city councillor," Cote says.

"Sustainability is a word that is often overused, but rarely truly understood. The program helps you dig down to what it really means and allows you to genuinely apply the principles of sustainability to urban issues."

Sustainability studies deliver results in New Westminster

Cote's work in the program has helped him achieve results. He used to chair New Westminster's community and social issues committee, and he currently chairs the parks and recreation committee as well as the bicycle and pedestrian advisory committee.

In the last seven years, he's watched his city transform. Thanks to a project called "Housing First," homelessness has decreased by 45 percent in New Westminster. "You can't deal with the complex issues that surround homelessness, like addiction, until you provide people with a home," Cote says.

Pointing to a beautiful building in New Westminster's downtown core, Cote notes that low-income people aren't segregated from the rest of the city—most people likely don't even know that the building houses low-income units.
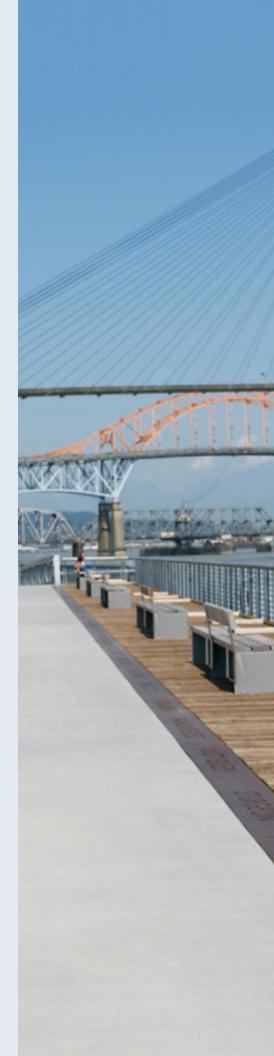
Crime has also decreased, the city has become more walkable, a beautiful waterfront park and a new outdoor pool have opened, a civic centre is in progress, and plans are underway to change a parkade that will open up the waterfront view and breathe new life into small businesses along the water.

Over seven thousand new people have moved to New Westminster in the last seven years—even Cote has moved downtown with his wife and two young daughters.

"Seven years ago, I wouldn't have felt comfortable moving into this neighbourhood…now, it's much more family-friendly."

Cote, who found the Sustainable Community Development Certificate so rewarding that he decided to enrol in SFU's MA in Urban Studies, highly recommends the certificate program to other people engaged in municipal politics and community development.

"In my mind, Metro Vancouver would be a better region if more municipal city councillors took the lectures in the City Program."

Sustainability is a word that is often overused, but rarely truly understood.

The program helps you dig down to what it really means.

— Jonathan Cote

Jonathan Cote looks out at downtown New Westminster.

7th Floor Media helps Aboriginal students achieve academic success

Klahanie R. Rorick, of the Tahltan Nation of the Tses' Kiya Clan from Dease Lake, BC, has several goals: one is to help other Aboriginal students be as academically and professionally successful as she is.

So when 7th Floor Media, part of SFU Lifelong Learning, approached her about contributing to a website that would help Aboriginal students succeed in their post-secondary studies, she said yes.

7th Floor Media developed the website, called Finding Your Gifts, alongside Lifelong Learning's Community Education Program with support from the Inukshuk Fund.

Website offers encouragement and resources

In addition to relevant links and resources that offer students strategies for success and maintaining a balanced lifestyle, the site features a collection of video testimonials by Aboriginal students, graduates, and Elders who have been affiliated with SFU, UBC, BCIT, and the Native Education College. They offer viewers advice and encouragement about planning their educational journeys, finding support, and nurturing the spirit of learning in order to excel.

Rorick's voice is only one among many. One testimonial from Angela Semple, a board member of SFU's First Nations Student Association, encourages students to begin by simply applying.

"Send the letter and see where it takes you. You have nothing to lose, really," she says.

Gary George, SFU's indigenous student life coordinator, talks about the importance of balance in a student's life. "Because studying is so top-heavy, you're using your mind a lot," he says. "You have to balance it out with physical things."

A place for everyone

Rorick begins one of her videos by exclaiming, "There were points where I did look at the hill and go, 'Oh my God, this is not a mole hill—this is an enormous task!'" Then she laughs.

"Everybody has an inner path inside of them, and I strongly believe that everybody has somewhere that they need to be," she continues.

"For me, that was getting out of the situation I was in. I didn't want to be a secretary all my life. I didn't want to be a high school dropout. I didn't want to be a failure. I didn't want to starve anymore. I wanted an actual place that had more than one bedroom. So I think that for me it was the belief in myself that there is somewhere that I need to be."

"After that, all the other little things, all the nagging doubts, all the little voices in your head saying, 'Oh my God, what are you doing?' they kind

of just fell away—because I just knew right here," she says, pointing to her heart, "there is somewhere I need to be. I have to go somewhere and this is how I'm going to get there. So once you've figured out what all the steps are, you just follow the steps."

Lifelong Learning facilitates balance

Rorick's steps led her to study at a few different post-secondary institutions in BC. She found the best fit at SFU Lifelong Learning, where she completed courses at her own pace. In the last three years, she's finished the Certificate in Business Communication and Professional Writing, as well as the Certificate in Management.

The course schedule allowed her to integrate classes effectively into her life, which was vital. Rorick explains that Aboriginal students can't focus exclusively on school— they need to make it fit with their family and community responsibilities.

"When you're Aboriginal, you're expected to do community work," she says. "It's not something you can ignore. If an Elder asks you, you say yes. You have to make time."

Rorick's work and vision have helped her on her journey to where she needs to be. Today, she works as an administrative assistant in SFU's Office for Aboriginal Peoples. She loves what she does—so much so that she hopes to help lead the department one day.

"I have a plan," she says.

Everybody has an inner path inside of them, and I strongly believe that
everybody has somewhere that they need to be.
— Klahanie R. Rorick

The dialogue certificate was

where the seeds of change began.

— Murray Mollard

Cheryn Wong (left) and Murray Mollard (right) discuss a project at Strathcona Community Garden in Vancouver.

Lifelong Learning grads
engage Vancouver residents
in recycling initiative

Two graduates of SFU Lifelong Learning's Certificate in Dialogue and Civic Engagement are helping Vancouver residents make their city more sustainable through an organic recycling project.

Murray Mollard, a lawyer, and Cheryn Wong, who works in the non-profit sector, met as students in the certificate program in the fall of 2011.

In their conversations, they learned that recycling organic matter was important to both of them. Mollard, who lives in a detached home, already composted for his family's garden. Wong wanted to compost—but as a resident of a high-rise in False Creek, there was no infrastructure in place for her or her neighbours.

Students look for organic waste solution

Mollard and Wong decided to find a solution to the problem. Nearly 40 percent of household waste is made up of organic matter, and most ends up in plastic bags in landfills. The same "waste" becomes a rich resource if people compost it and feed it back into the soil.

Using the dialogue and engagement tools they learned in the program, Mollard and Wong organized a community event for residents of Wong's building in False Creek. They called it Talking Trash: A Community Conversation on Recycling Organics.

Their objectives were to bring people together to get to know one another, determine whether a recycling project was feasible, and figure out how to proceed.

Thirty people came to the event on February 19, 2012, and 10 came from beyond the building where they'd spread the word. Several community businesses offered donations for the event.

"The point of dialogue is to create some kind of positive action," Mollard says—and it did. After the Talking Trash conversation, Mollard and Wong decided to organize a weekly drop-off spot for organic waste in the Olympic Village area.

Once a week, volunteers host the drop-off spot with signage, a tent, and the appropriate containers. A local company called Recycling Alternative brings the organic matter to a compost location in Delta, BC.

"It's getting quite lively," Wong says.

Mollard and Wong acknowledge that there is much more to do. Building infrastructure is one thing. Getting people to use it is another.

"Behaviour change is the most challenging part," Wong says.

Project champions seeing change

Fortunately, they're seeing change happen. Citizens from as far as Kitsilano and the West End have come to the drop-off location to recycle their organics.

Mollard and Wong also realize their solution is temporary—relying on volunteers to operate the once-weekly drop-off station isn't a sustainable solution in the long-term.

Their next step is to apply for funding from Vancouver's Greenest City Fund to replicate their model elsewhere, support early adopters, and continue to encourage changes in behaviour— like separating household waste for recycling—through dialogue.

Goal: Zero waste

They would like to help Vancouver achieve the zero waste goals in the Greenest City Action Plan, which foresees a bylaw banning organic waste from landfills by 2015. Rather than disposing of their organics, Mollard and Wong hope to see residents of multi-unit residential buildings process their compost on-site for use in community gardens or elsewhere.

Until then, Mollard and Wong will continue to enjoy the progress they've seen, engage with the community members involved in the project, and ultimately help build a more sustainable city.

The Certificate in Dialogue and Civic Engagement has helped equip them to do this work, and they're excited about where it will lead.

"The dialogue certificate was where the seeds of change began," Mollard says. "Dialogue and engagement are buzzwords, but people don't always know what that means—they don't have training. The program is a very rich program for teaching practical tools to engage citizens."

SFU Lifelong Learning
ORGANIZATIONAL STRUCTURE

Dean's Office/ Administration	Degree Completion/ Credit	Continuing Studies/ Non-Credit	Community Engagement
Enrolment Services	Centre for Online and Distance Education	City Program	Community Education Program
Finance		English Language and Culture Program	
	Integrated Studies Program		Continuing Studies in Science and Environment
Human Resources and Administration		International Teaching Assistants Program	
	SFU NOW: Nights or Weekends		Philosophers' Café
Marketing and Communications		Interpretation and Translation Program	
			7th Floor Media
		Management and Professional Programs	
		Seniors and Liberal Arts Programs	
		Writing and Communications Program	

2011/2012 **ENROLMENT**
IN SFU LIFELONG LEARNING
COURSES, PROGRAMS, AND EVENTS

Program	Fee-Based Registrations	Free and Sponsored Registrations
DEGREE COMPLETION		
Centre for Online and Distance Education	14,646	
Integrated Studies Program	464	
SFU NOW: Nights or Weekends	2,496	
NOW student enrolment (621)		
Daytime student enrolment (1,875)		
CONTINUING STUDIES		
City Program	615	1,914
English Language and Culture Program	1,367	
International Teaching Assistants Program	112	
Interpretation and Translation Program	151	
Management and Professional Programs		
Justice and Conflict Resolution	52	
Business and Management	2,256	161
Career and Life Planning	559	
Seniors and Liberal Arts Programs	3,465	1,519
Writing and Communications Program	2,211	921
COMMUNITY ENGAGEMENT		
Community Education Program	843	292
Continuing Studies in Science and Environment		828
Philosophers' Café		3,036
TOTAL CREDIT AND NON-CREDIT ENROLMENT	**29,237**	**8,671**

SFU Lifelong Learning
FINANCE REPORT

SFU Lifelong Learning posted a surplus of $344,865 for the fiscal year-end, March 31, 2012. This fell short of the targeted surplus for two primary reasons: First, the English Language and Culture program experienced a dip in enrolment as some international students were unable to secure student visas. Second, Continuing Studies saw demand soften for some non-credit certificates due to general financial uncertainty, resulting in a tightening of budgets for employer-supported professional development.

SFU Lifelong Learning provided diverse learning opportunities through its Centre for Online and Distance Education and Centre for Integrated and Credit Studies. These credit courses took place online and at the Vancouver and Surrey campuses (see Table 2) and generated over $14,600,000 in tuition revenue. These revenues flowed directly to the university and are not reflected in Table 1.

In addition, SFU Lifelong Learning expanded SFU's community connections by engaging 8,671 members of the community through various free lectures and forums such as the popular Philosophers' Cafés, which take place in venues throughout the Lower Mainland (see page 20).

Table 1
Year Ended March 31, 2012
Unaudited Condensed Financial Statement
As at March 31, 2012

	2011/2012 Budget	2011/2012 Actuals
Revenues		
VPA Funding	$8,454,406	$8,610,901
Non-Credit	$8,087,004	$7,143,393
Total Revenues	$16,541,410	$15,754,294
Total Expenses	$15,951,344	$15,409,429
Surplus/(Deficit)	**$590,066**	**$344,865**

Table 2
Financial Benefits to the University Generated by Lifelong Learning

	Enrolments	Activity FTE's	Weighted Activity FTE's	Tuition Fees
Centre for Integrated and Credit Studies [1]	9,024	1,036.6	1,401.3	$5,280,820
Centre for Online and Distance Education	14,646	1,597.7	1,944.2	$9,332,873
Total Benefits	**23,670**	**2,634.3**	**3,345.5**	**$14,613,693**

Note 1: Includes SFU NOW: Nights or Weekends, Integrated Studies Program, and credit enrolment at SFU Vancouver.

ENDOWMENTS

Endowments support the quality and quantity of SFU Lifelong Learning activities and are possible through the generosity of the community. The Lifelong Learning Endowment Committee adjudicates two endowments through established terms of reference. Management and Professional Programs also manages two endowment funds, and others have been created for specific program areas.

FUNDS ADJUDICATED BY SFU LIFELONG LEARNING

Community Partnership Fund

This important endowment allows us to provide communities and low-income individuals in the East Vancouver area, the Downtown Eastside, and any inner-city community related to SFU with more opportunities to become economically self-sufficient.

The David and Cecilia Ting Endowment for Education for Public Responsibility

This valuable endowment supports an annual lecture or special seminar in public affairs education or leadership development. It also supports the School of Criminology Ting Forum on Justice Policy and Lifelong Learning's Interpretation and Translation Program.

The funds allocated toward public forums supported the following events in 2011/2012:

- *Planning and Evaluating for Social Change: An Evening with Dr. Michael Quinn Patton*. The Community Education Program organized this lecture and workshop.
- *A Planet Under Pressure: Citizens and Scientists Taking Action on Global Warming and Other Threats*. Continuing Studies in Science and Environment developed this film and lecture series.

FUNDS ADMINISTERED BY MANAGEMENT AND PROFESSIONAL PROGRAMS

BMO Bank of Montreal Endowment Fund

This fund was established in 1988 to bring distinguished academic and business leaders to SFU to give public lectures and conduct seminars in economics and business administration.

The Salvation Army Development Endowment Fund

This fund was established in 1989 by a generous gift from the late Dr. J.L. Wighton to assist Salvation Army officers and personnel with pursuing advanced educational opportunities through SFU.

This $3.3 million endowment supported various initiatives in 2011/2012:

- Financial support for The Salvation Army officers and staff to take part in SFU's online Certificate in Restorative Justice
- Planning for a new online Certificate in Non-Profit Management

PROGRAM ENDOWMENTS

Several organizations have also created endowments to support the work of specific program areas within SFU Lifelong Learning.

The City Program Endowment Fund

This fund was established in 1995 through a lead grant from The Real Estate Foundation of British Columbia and subsequent grants from the Earl and Jennie Lohn Foundation; VIA Architecture, Inc.; and the Ministry of Community, Aboriginal, and Women's Services. The fund's mandate is to support the City Program's activities, including courses, programs, and lectures on land use and urban issues.

The Seniors Program Directors Endowment Fund

This fund was established in 2010 by a generous bequest from the late Alan Aberbach to support staff salaries and related Seniors Program administrative activities to ensure the continuation and expansion of courses for seniors.

COMMUNITY **CONTRIBUTIONS**

Throughout 2011/2012, SFU Lifelong Learning established new university-community connections while continuing to build on existing partnerships. Our staff members are committed to outreach and engagement; they make meaningful community contributions by participating in various initiatives and engaging with several organizations and community partners.

AWARDS

Wayde Compton, Director, The Writer's Studio (from January 2012)

Wayde Compton's short story "The Instrument," which appeared in *Event* magazine, was shortlisted for a National Magazine Award. (In June 2012, it received a Silver Medal in the Fiction Category.)

FUNDED PROJECTS

Centre for Online and Distance Education (CODE)

Online and Face-To-Face Versions of a Math Course: Student's, Instructor's, and Course Designer's Perspectives. Developed in collaboration with the Department of Mathematics. Funded by the Institute for the Study of Teaching and Learning in the Disciplines.

Online Business Writing Mechanics Course. Developed in collaboration with the Beedie School of Business. Funded by the Beedie School of Business.

Office of Research Ethics Online Application Tutorial. Developed in collaboration with the Office of Research Ethics. Funded by the Dean of Graduate Studies.

City Program

Connecting People and Places—2011 Civic Election Candidates Discuss Metro Vancouver's Transportation Future. Funded by PIBC Vancouver Island (South) Chapter, Connecting Environmental Professionals, Stantec, and Halcrow Consulting.

Creating Places for People—The Melbourne Experience with Rob Adams. Funded by Metro Vancouver.

The Crowdsourced City. Funded by CrowdFlower, PlaceSpeak, and Crowdbrite.

Human Transit, the Book. Funded by SFU Urban Studies.

Transportation Funding Stakeholders Symposium. Funded by Architecture Canada, BEST, MODO, Voter's Taking Action on Climate Change, IBM, PIBC, and Halcrow Consulting.

The Warren Gill Memorial Lecture with Witold Rybczynski. Funded by McCarthy Tetrault LLP, Univercity, and ParkLane.

What's Up With the Viaducts? A Forum on Possibilities. Funded by City of Vancouver.

Community Education Program

Aboriginal Bridge Programs—Aboriginal University Prep and Aboriginal Pre-Health. Funded by SFU's University Priority Fund.

Finding Your Gifts Website—Support for Aboriginal Post-Secondary Students in British Columbia. Developed in collaboration with 7th Floor Media. Funded by the Inukshuk Fund.

Literacy Lives: An Integrative Model for Applied Community Based Literacy in Inner-City Environments. Funded by the Government of Canada's Office of Literacy and Essential Skills.

Planning and Evaluating for Social Change: An Evening with Michael Quinn Patton. Funded by the David and Cecilia Ting Endowment for Education for Public Responsibility.

Public Relations Certificate Program with Advanced English Training for Immigrants. Funded by the Canada-British Columbia Labour Market Agreement.

Stepping Stones: A New Model for Online Literacy and Essential Skills Development in Rural Aboriginal Communities. Funded by the Government of Canada's Office of Literacy and Essential Skills.

Continuing Studies in Science and Environment

Canada Ocean Lecture: Consequence to Canadian Marine Biodiversity of Climate Change, Fisheries, and Aquaculture: The Findings of the Royal Society of Canada Expert Panel. Funded by the Faculty of Science, the Faculty of Environment, Vancouver Aquarium Marine Sciences Centre, Shorefast Foundation, Memorial University of Newfoundland and Labrador, the Government of Newfoundland, and the Royal Society of Canada.

Renewable Energy Dialogues: Communities Taking Action for a Low Carbon Future—An Invitational Dialogue. Funded by the Faculty of Science, the Faculty of Environment, the David and Cecilia Ting Endowment for Education for Public Responsibility, the District of West Vancouver, and Creus Engineering.

Focus Group on an SFU/BCIT Joint Graduate Program in Ecological Restoration. Funded by the Faculty of Environment and the British Columbia Institute of Technology.

A Planet Under Pressure: Citizens and Scientists Taking Action on Global Warming and Other Threats—A David and Cecilia Ting Film and Lecture Series. Funded by the Faculty of Science, the Faculty of Environment, and the David and Cecilia Ting Endowment for Education for Public Responsibility.

Public Presentation of the Findings of the Scientists' Think Tank on Managing for Uncertainty: Pathogens and Diseases in Pacific Salmon. Funded by the Faculty of Science and the Faculty of Environment.

Scientists' Think Tank on Managing for Uncertainty: Pathogens and Diseases in Pacific Salmon. Funded by Anonymous Donor, the Faculty of Science, the Faculty of Environment, the Watershed Watch Salmon Society, Willow Grove Foundation, Liber Ero Foundation, and Canadian Fisheries, Oceans, and Aquaculture Management, University of Ottawa.

Management and Professional Programs

BMO Bank of Montreal Lecture in Economics: The U.S. Economy in the Aftermath of the Financial Crisis—Dr. James Bullard, President, Federal Reserve Bank of St. Louis. Funded by the BMO Bank of Montreal Endowment Fund.

Building a High Quality Team—Professional Development Program for The Salvation Army, BC Divisional Headquarters. Funded by The Salvation Army Development Endowment Fund.

Management: Tourism Sector—Certificate. Funded by Air Transat.

Principles of Restorative Justice: Pre-Conference Workshop, The Salvation Army Territorial Social Services Conference. Funded by The Salvation Army Development Endowment Fund.

7th Floor Media

Blue Economy Initiative Website. Funded by The Walter & Duncan Gordon Foundation.

Chinese Canadian Stories: Uncommon Histories From a Common Past Kiosk. Funded by SFU Library, UBC Library, and Citizenship and Immigration Canada.

Enemy Aliens Website. Funded by the Department of Canadian Heritage and Virtual Museum of Canada.

Finding Your Gifts Website—Support for Aboriginal Post-Secondary Students in British Columbia. Developed in collaboration with the Community Education Program. Funded by the Inukshuk Fund.

Substance-Impaired Driving Website and Educational Program. Funded by Health Canada.

Supiki iPhone Application. Funded by LinguaComm Enterprises Inc.

Toronto in Time iPhone Application and Website. Funded by Cultural Services and City of Toronto.

Writing and Communications Program

Writers' Jamboree—Writing and Editing Workshops for the Downtown Eastside Writing Community. Funded in part by the Vancouver Public Library and Carnegie Community Centre.

PRESENTATIONS

Shanthi Besso, Program Coordinator, Community Education Program

Literacy Lives—HIV/AIDS health allies training: The dynamics of community-university collaborations. Community-University Expo. Kitchener-Waterloo, ON: May 12, 2011. (Co-presented with J. Lemay, C. Neapole, and J. Smith.)

Community Capacity Building Certificate: Skills for strengthening community health (update on Literacy Lives project). World AIDS Day Event at Carnegie Community Centre. Vancouver, BC: December 1, 2011.

Community capacity building frameworks: Enhancing community-driven action and reciprocal learning. Celebrating Lifelong Learning in our Communities Conference. Edmonton, AB: March 29–30, 2012. (Co-presented with N. Maté and J. Smith.)

Pat Graca, Manager, Enrolment Services

If you're big, think small; If you're small, think big: What continuing education organizations of all sizes can learn from each other. Jenzabar Annual Meeting. Nashville, TN: June 1–4, 2011. (Co-presented with K. Baker, J. Epps, C. Hopkins, and T. Santarcangelo.)

Kanthi Jayasundera, Program Director, Centre for Online and Distance Education

Leading change in the innovative virtualization of the classroom experience (Lessons learned from the design and evaluation of online and face-to-face versions of Calculus I). Symposium on Teaching and Learning. Burnaby, BC: May 16–17, 2012. (Co-presented with G. Hum, V. Jungic, and J. Mulholland.)

Roz Kaplan, Program Director, Seniors and Liberal Arts Programs

Stepping up, moving forward: Hallmarks in lifelong learning for people 55+. UPCEA 2012 Annual Conference. Portland, OR: March 28–30, 2012. (Co-presented with S. Garfinkel, M. Nichols, and R. Price.)

Kon Li, Program Director, Career and Life Planning

Workplace cultural competency. Surrey/North Delta Settlement Alliance. Surrey, BC: February, 13, 2012.

Noni Mate, Director, 7th Floor Media

Community capacity building frameworks: Enhancing community-driven action and reciprocal learning. Celebrating Lifelong Learning in our Communities Conference. Edmonton, AB: March 29–30, 2012. (Co-presented with S. Besso and J. Smith.)

Katherine McManus, Program Director, Writing and Communications Program

Something of value: Things writers treasure. Surrey Reads and Writes Panel. Surrey, BC: February 25, 2012.

Rob McTavish, Program Director, Centre for Online and Distance Education

Collaboration as a path to transformation. Learning Together. Vancouver, BC: May 4–6, 2012. (Co-presented with O. Darojat.)

Investigating the use of learning objectives as aids to self-regulating learning in online study and restudy activities. ICDE World Conference on Open and Distance Learning. Bali, Indonesia: October 2–5, 2011. (Co-presented with O. Darojat.)

Using tools to enhance achievement in online study. AACE World Conference on E-Learning in Corporate, Government, Healthcare & Higher Education. Honolulu, USA: October 17–21, 2011.

Gordon Price, Program Director, City Program

Legacies, lessons, and the future: Harland Bartholomew's master plan. Bing Thom Architects and SCARP (School of Community and Regional Planning, UBC). Vancouver, BC: April 26, 2011.

Vancouver: Growth and development. BC Housing. Burnaby, BC: May 9, 2011.

Tour of downtown Vancouver. Portland State University MURP (Master of Urban and Regional Planning) Class. Vancouver, BC: May 21, 2011.

Teaching the city: The city as text. NAFSA Pre-Conference. Vancouver, BC: May 30, 2011.

Vancouver: Making paradise green. NAFSA Conference. Vancouver, BC: June 2, 2011.

Fifty years of development bike tour. Velopalooza. Vancouver, BC: June 5, 2011.

Tour of West End. Heritage Vancouver. Vancouver, BC: June 5, 2011.

Downtown Vancouver tour. Action Canada. Vancouver, BC: June 18, 2011

Spacing Vancouver. Vancouver Transportation Panel. Vancouver, BC: June 28, 2011.

Does Metrotown work? Philosopher's Café. Burnaby, BC: July 20, 2011.

City in 2050: Mike Harcourt interview. Urban Land Institute. Vancouver, BC: September 22, 2011.

Vancouver's urbanism: The other players. Council for Canadian Urbanism. Vancouver, BC: October 1, 2011.

Vancouver: The little metropolitan area that could. Walk 21 Conference. Vancouver, BC: October 3, 2011.

Vancouver briefing. Auckland Council, Auckland Transport and Waterfront. Auckland, New Zealand: October 10, 2011.

Cycling in Vancouver. Keynote Address. Bike Futures Conference. Melbourne, Australia: October 14, 2011.

Elected officials' forum. Bike Futures Conference. Melbourne, Australia: October 14, 2011.

The Bartholomew Plan for Vancouver. ENDS (Environmental Design) UBC. Vancouver, BC: October 25, 2011.

Motordom and Vancouver. Portland State University and City of Portland Transportation Class. Portland, Oregon: November 10, 2011.

At the end of the road. BC Construction Association. Vancouver, BC: December 14, 2011.

Unknown knowns: The challenges of planning in uncertain times. Keynote Speaker. Canadian Association of Planning Students (CAPS) National Conference. Vancouver, BC: February 2, 2012.

North Vancouver: Ideas for city shaping. City of North Vancouver. North Vancouver, BC: February 9, 2012.

Ruth Price, Program Director, Integrated Studies Program

Stepping up, moving forward: Hallmarks in lifelong learning for people 55+. UPCEA 2012 Annual Conference. Portland, OR: March 28-30, 2012. (Co-presented with S. Garfinkel, R. Kaplan, and M. Nichols.)

Judy Smith, Program Director, Community Education Program

Literacy Lives—HIV/AIDS health allies training: The dynamics of community-university collaborations. Community-University Expo. Kitchener-Waterloo, ON: May 12, 2011. (Co-presented with S. Besso, J. Lemay, and C. Neapole.)

Community capacity building frameworks: Enhancing community-driven action and reciprocal learning. Celebrating Lifelong Learning in our Communities Conference. Edmonton, AB: March 29–30, 2012. (Co-presented with S. Besso and N. Maté.)

Peter Walton, Associate Director, Writing and Communications Program

Closing the job gap: Creating credentials and partnerships for the 21st-century workplace. UPCEA 2012 Annual Conference. Portland, OR: March 28–30, 2012. (Co-presented with B. Green.)

PUBLICATIONS

Gordon Price, Program Director, City Program

Shanghai: Placemaking in the New and Old City. The Urbanist (505). Retrieved July 20, 2012, from www.spur.org/publications/library/article/placemaking-new-and-old-city.

John Whatley, Program Director, Centre for Online and Distance Education

Gothic crime. In D. Punter and A. Smith, (Eds.), *Wiley-Blackwell encyclopedia of the Gothic* (pp.10–14). Chichester, West Sussex: John Wiley & Sons, Ltd.

Gothic cults. D. Punter and A. Smith, (Eds.), *Wiley-Blackwell encyclopedia of the Gothic* (pp.3–6). Chichester, West Sussex: John Wiley & Sons, Ltd.

Gothic self-fashioning in Gibson's *Neuromancer*: Identity, improvisation, and cyberspace. In C. Crow (Ed.), *A Companion to American Gothic.* (pp. 6–8) Chichester, West Sussex: John Wiley & Sons, Ltd.

COMMUNITY INVOLVEMENT

All program directors and senior administrative personnel are members of the Canadian Association for University Continuing Education.

Shanthi Besso, Program Coordinator, Community Education Program

Member, Downtown Eastside Literacy Roundtable

Member, Four Pillars Coalition

Member, Sex Work Evidence-Based Policy Project Advisory Committee

Senior Advisor, Vancouver Initiative for AIDS Innovation

Susan Burgess, Program Director, Management and Professional Programs

Executive Committee Liaison, Marketing Awards Committee, Canadian Association for University Continuing Education

Executive Committee Liaison, Program Awards Committee, Canadian Association for University Continuing Education

Member, Grants Committee, The Salvation Army Development Endowment Fund

Member, Canadian Association of Management Consultants

Western Canada Representative, Executive Committee, Canadian Association for University Continuing Education

Wayde Compton, Director, The Writer's Studio (from January 2012)

Co-founding Member, Hogan's Alley Memorial Project

Publisher, Commodore Books

Patricia Gallaugher, Program Director, Continuing Studies in Science and Environment

Member, Board of Directors, Coastal Zone Canada

Member, Canada Ocean Lecture Advisory Board

Member, Education Committee, Iris Griffith Interpretive Centre

Member, Science Advisory Committee, Natural Sciences and Engineering Research Council of Canada, Canadian Healthy Oceans Network

Kon Li, Program Director, Career and Life Planning

Member, College of Vocational Rehabilitation Professionals

Member, Education Advisory Committee, British Columbia Career Development Association

Member, Vocational Rehabilitation Association of Canada

Katherine McManus, Program Director, Writing and Publishing Program

Member, IC Clear, International Consortium on Plain Language

Member, Organizing Committee, Plain Language Conference

Brian Naicker, Director, Centre for Online and Distance Education

Member, Grants Committee, The Salvation Army Development Endowment Fund

Gordon Price, Program Director, City Program

Advisor, PlaceSpeak, Urban Land Institute British Columbia

Board Member, Sustainable Cities International

Board Member, Sightline Institute

Board Screening Panel Member, TransLink

Columnist, Editorial Board Advisory Member, Business in Vancouver

Commentator, CBC Civic Election

Enhancing Planning Capacity Steering Committee Member, Asia Pacific Gateway Skills Table

Member, Sustainable Transportation Coalition

Member, Climate Justice Project Team

Places That Matter Review Committee Member, Vancouver Heritage Foundation

Transportation Plan Stakeholder Advisory Group Member, City of Vancouver

Steering Committee Member, Walk 21 Conference

Studio Reviewer, Consultant, UBC School of Architecture and Landscape Architecture

Webster Awards Jury Member, Jack Webster Foundation

Judy Smith, Program Director, Community Education Program

Member, Aboriginal Community Initiatives Steering Committee, Simon Fraser University

Member, Centre for Dialogue Steering Committee, Simon Fraser University

Member, Downtown Eastside Literacy Roundtable

Yvonne Tabin, Associate Dean, Lifelong Learning

Member, Grants Committee, The Salvation Army Development Endowment Fund

Natalie Wood-Wiens, Program Coordinator, Indigenous Programs, Community Education Program

Member, Aboriginal Advisory Committee, Kwantlen Polytechnic University

Member, Aboriginal Community Initiatives Steering Committee

ADVISORY **COMMITTEES**

SFU Lifelong Learning builds connections between the university and the community. Our advisory committees bring some of our best minds together to craft programs that are informed by current university research and community needs. We are grateful for the expertise and commitment of our advisors.

LIFELONG LEARNING

Senate Committee on Continuing Studies

Charles Eckman, University Librarian; Dean of Library Services SFU Library

Robert Gordon, Professor and Director, School of Criminology

Daniel Laitsch, Assistant Professor, Faculty of Education

Tracey Leacock, Adjunct Professor, Faculty of Education

Benjamin Lee, Student Senator

David Paterson, Associate Dean (Administration), Faculty of Education

Christopher Pavsek, Assistant Professor of Film, School for the Contemporary Arts

Peter Ruben, Professor and Associate Dean (Research and Graduate Studies), Faculty of Science

D'Arcy Warner, Convocation Senator

Helen Wussow, Dean, Lifelong Learning

Lifelong Learning Endowment Committee

Roz Kaplan, Program Director, Seniors and Liberal Arts Programs

Allan MacKinnon, Associate Professor, Faculty of Education

Katherine McManus, Program Director, Writing and Communications Program

Tom Nesbit (Chair), Associate Dean, Lifelong Learning

Wendy Steinberg, Program Director, International Teaching Assistants Program; Program Director, Interpretation and Translation Program

CENTRE FOR ONLINE AND DISTANCE EDUCATION

Faculty Advisory Committee

Craig Asmundson, Senior Lecturer, School of Kinesiology

Heesoon Bai, Professor, Faculty of Education

Greg Baker, Senior Lecturer, School of Computing Science

Elaine Fairey, Director, Student Learning Commons; Associate University Librarian, Bennett Public Services

Brian Naicker (Chair), Director, Centre for Online and Distance Education

Joan Sharp, Senior Lecturer, Department of Biological Sciences

Richard Smith, Professor, School of Communication

SFU Publications Board

Paul Delany, Professor Emeritus, Department of English

Robert Gordon, Professor and Director, School of Criminology

Scott Mackenzie, Head, Access Services, SFU Library

Katherine McManus, Program Director, Writing and Communications Program

Brian Naicker, Director, Centre for Online and Distance Education

John Whatley (Chair), Program Director, Centre for Online and Distance Education; Associate Member, Department of English; Associate Member, School of Criminology

SFU NOW

Advisory Committee

Alison Beale, Director, School of Communication

Tony Botelho, Manager, Career Services, Work Integrated Learning

Paul Budra, Associate Professor, Department of English; Academic Director, Integrated Studies; Associate Dean, Faculty of Arts and Social Sciences

Kim Hockey, Program Coordinator, SFU NOW

Yvonne Tabin (Chair), Associate Dean, Lifelong Learning

ENGLISH LANGUAGE AND CULTURE PROGRAM

Advisory Committee

Cliff Burgess, Senior Lecturer, Department of Linguistics

Kathleen Graham, Program Director, Language Services, S.U.C.C.E.S.S.

Catherine Mutis, Program Coordinator, English Language and Culture Program

Jacqueline Sinclair, Marketing Coordinator, English Language and Culture Program

Judy Smith, Program Director, Community Education Program

Michele Valiquette, Senior Lecturer, Department of English

Colleen Wood (Chair), Program Director, English Language and Culture Program

INTERNATIONAL TEACHING ASSISTANTS PROGRAM

Advisory Committee

Kumari Beck, ITA Issues Researcher and Assistant Professor, Faculty of Education

Moninder Bubber, Librarian Liaison, Bennett Public Services, SFU Library

Diana Cukierman, Senior Lecturer, School of Computing Science

Mary-Ellen Kelm, Associate Professor and Canada Research Chair, Department of History; Associate Dean, Graduate Studies

Dianne Jamieson-Noel, Program Director, Centre for Online and Distance Education

Steve Marshall, Assistant Professor, Faculty of Education

Wendy Steinberg (Chair), Program Director, International Teaching Assistants Program; Program Director, Interpretation and Translation Program

INTERPRETATION AND TRANSLATION PROGRAM

Advisory Committee

Steven Chang, Alumnus, Diploma in Interpretation and Translation

Cindy Cheng, Translation Coordinator, Provincial Language Services, Provincial Health Services Authority

Winnie Chiang, Head Instructor, Diploma in Interpretation and Translation

Tiffany Lee, Regional Coordinator, Vancouver Law Courts, Justice Education Society of BC

Wyn Roberts, Professor Emeritus, Department of Linguistics

Wendy Steinberg (Chair), Program Director, International Teaching Assistants Program; Program Director, Interpretation and Translation Program

MANAGEMENT AND PROFESSIONAL PROGRAMS

Business and Management Steering Committee

Susan Burgess (Chair), Program Director, Management and Professional Programs

Dianne Cyr, Professor, Beedie School of Business

Andrew Gemino, Professor and Associate Dean, Undergraduate Program, Beedie School of Business

Member (vacant), Department of Economics

Raveen Sanghera, Program Director, Business and Management

Mark Wexler, Professor, Beedie School of Business

Peter Williams, Professor, School of Resource and Environmental Management; Director, Centre for Tourism Policy and Research

Career and Life Planning Steering Committee

Anne-Kristina Arnold, Lecturer, Department of Biomedical Physiology and Kinesiology; Chair, Ergonomics Stream

Susan Burgess, Program Director, Management and Professional Programs

Susan Chow, District Principal, Career Education Department, Surrey School District

Muriel Klemetski, Director, Work Integrated Learning

Kon Li (Chair), Program Director, Career and Life Planning

David Paterson, Associate Dean, Administration; Academic Coordinator, Counselling Psychology Graduate Programs, Faculty of Education

Justice and Conflict Resolution Steering Committee

Susan Burgess (Chair), Program Director, Management and Professional Programs

Robert Gordon, Professor and Director, School of Criminology

Brenda Morrison, Assistant Professor, School of Criminology; Co-Director (to February 2012) and Director (from February 2012), Centre for Restorative Justice

John Whatley, Program Director, Centre for Online and Distance Education; Associate Member, Department of English; Associate Member, School of Criminology

WRITING AND COMMUNICATIONS PROGRAM

Business Communication and Professional Writing External Advisory Committee

Margaret Hope, Consultant

Vlad Konieczny, Consultant

Katherine McManus (Chair), Program Director, Writing and Communications Program

Kevin Stewart, Senior Lecturer, School of Business Administration

Dianne Warnick, Consultant

Ruth Wilson, Editor and Partner, West Coast Editorial Associates

Digital Communications Advisory Committee

Kirsten Bailey, Director, HootSuite University

Jonathan Becker, Consultant

Kelsey Dundon, Consultant

Liv Hung, Consultant

Natasha Netschay-Davies, Director of Social Media, Peak Communicators

Richard Smith, Professor, School of Communication; Director, Master of Digital Media Program, Centre for Digital Media, Great Northern Way Campus

Peter Walton (Chair), Associate Director, Writing and Communications Program

Editing External Advisory Committee

Theresa Best, Editor, Whitecap Books

Cheryl Hannah, Alumna, Editing Certificate

Katherine McManus (Chair), Program Director, Writing and Communications Program

Barbara Tomlin, Editor, West Coast Editorial Associates

Ruth Wilson, Editor and Partner, West Coast Editorial Associates

New Media Journalism External Advisory Committee

Ross Howard, Consultant

George Orr, Consultant

Don MacLachlan, Director, Public Affairs and Media Relations

Gary Mason, Columnist, *The Globe and Mail*

Richard Smith, Professor, School of Communication; Director, Master of Digital Media Program, Centre for Digital Media, Great Northern Way Campus

Roberta Staley, Journalist

Peter Walton (Chair), Associate Director, Writing and Communications Program

Public Relations External Advisory Committee

Amanda Haines, Manager of Marketing, Earls Restaurants

Gary McCarron, Associate Professor, School of Communication

Fawn Mulcahy, Head, Major Sponsors, RBC

Natasha Netschay-Davies, Director of Social Media, Peak Communicators

Daniel Savas, Adjunct Professor, School of Public Policy

Peter Walton (Chair), Associate Director, Writing and Communications Program

Technical Communication External Advisory Committee

Susan Andrews, Unit4 Business Software

Ellen Ashdown, MaxHire Solutions

Inez Gowsell, Technical Writer, SAP

Duncan Kent, Duncan Kent and Associates, Ltd.

Katherine McManus (Chair), Program Director, Writing and Communications Program

Ariel Vergara, Alumna, Certificate in Technical Communication

The Writer's Studio External Advisory Committee

Kate Braid, Author

Stephen Collis, Author; Associate Professor, Department of English

Anne-Marie Metten, Editor, Talonbooks

Alan Twigg, Owner and Publisher, *BC Bookworld*

Hal Wake, Director, Vancouver Writers and Readers Festival

Betsy Warland (Chair), Author; Director, The Writer's Studio (to January 2012)

COMMUNITY EDUCATION PROGRAM

Aboriginal Pre-Health Program Advisory Committee

Jennie Blankinship, Indigenous Recruitment Coordinator

Felix Breden, Professor and Chair, Department of Biological Sciences

Lee Hanlan, Senior Lecturer and Associate Chair, Department of Chemistry

Veselin Jungic, Senior Lecturer, Department of Mathematics

Jenna LaFrance, Director, Indigenous Student Centre

William Lindsay, Director, Office for Aboriginal Peoples

Evelyn Locker, Resident Elder

Gerry Oleman, Guest Elder

John O'Neil, Professor and Dean, Faculty of Health Sciences

Judy Smith (Chair), Program Director, Community Education Program

Natalie Wood-Wiens, Program Coordinator, Indigenous Programs, Community Education Program

Eldon Yellowhorn, Associate Professor, Department of Archaeology

Aboriginal University Prep Advisory Committee

Jennie Blankinship, Indigenous Recruitment Coordinator

Marianne Ignace, Associate Professor, First Nations Studies and Anthropology

Inez Jasper, Community Health Nurse, Stó:lō Nation Health Services

Veselin Jungic, Senior Lecturer, Department of Mathematics

Jenna LaFrance, Director, Indigenous Student Centre

Evelyn Locker, Resident Elder

Gerry Oleman, Guest Elder

Gayle Sayese, Program Coordinator, Employment and Training, Métis Nation of BC

Judy Smith (Chair), Program Director, Community Education Program

Natalie Wood-Wiens, Program Coordinator, Indigenous Programs, Community Education Program

Eldon Yellowhorn, Associate Professor, Department of Archaeology

Certificate in Dialogue and Civic Engagement Advisory Committee

Nadia Chaney, Dialogue Associate

Genevieve Fuji Johnson, Dialogue Associate

Angela Ko, Community Engagement Facilitator, City of Vancouver

Rhonda Margolis, Principal, RLM Learning Innovations Inc.

Shaheen Nanji, Director, International Development

Lorene Oikawa, Vice-President, British Columbia Government Employees Union

Judy Smith (Chair), Program Director, Community Education Program

Jody Sydor Jones, Director of Community Engagement, Vancouver Coastal Health

Mark Winston, Fellow and Academic Director, Centre for Dialogue

Literacy Lives Project Advisory Committee

Shanthi Besso (Chair), Program Coordinator, Community Education Program

William Booth, Project Community Liaison Manager, Community Education Program

Susan Burgess, Faculty of Medicine, University of British Columbia

Jennifer Evin Jones, Executive Director, Pacific AIDS Network Society

Irene Goldstone, Board Member, Dr. Peter AIDS Foundation

Joanna Lemay, Instructor and Curriculum Developer, Community Education Program

Carolyn Neapole, Music Therapist, Dr. Peter AIDS Foundation

Judy Smith, Program Director, Community Education Program

Daphne Spencer, HIV Nursing Leader, BC Centre for Disease Control

Diana Twiss, Director, Adult and Workplace Learning, Decoda Literacy Solutions

Stepping Stones Project Advisory Committee

Lorna Andrews, Skills and Outreach Supervisor, Stó:lō Aboriginal Skills and Employment Training

Ernest Armann, Advisory Resource, Lower Stl'atl'imx Tribal Council

Leanne Boschman, Instructor and Curriculum Developer, Community Education Program

Joanna Lemay, Instructor and Curriculum Developer, Community Education Program

Scott Leslie, Client Services Manager, BC Campus

Noni Maté, Director, 7th Floor Media

Dennis Smith, Creative Director, 7th Floor Media

Judy Smith (Chair), Program Director, Community Education Program

Diana Twiss, Director, Adult and Workplace Learning, Decoda Literacy Solutions

Natalie Wood-Wiens, Program Coordinator, Indigenous Programs, Community Education Program

Colleen Yamamoto, Aboriginal Essential Skills Guiding Team

CONTINUING STUDIES IN SCIENCE AND ENVIRONMENT

Program Committees

Leah Bendell, Professor, Department of Biological Sciences; Director, Environmental Studies

Claire Cupples, Dean, Faculty of Science

Larry Dill, Professor Emeritus, Biological Sciences

Patricia Gallaugher (Chair), Program Director, Continuing Studies in Science and Environment

Arne Mooers, Professor, Department of Biological Sciences

Jonathan Moore, LiberEro Chair in Coastal Science and Management, Biological Sciences

John Pierce, Dean, Faculty of Environment

Mark Roseland, Professor, School of Resource and Environmental Management

Rick Routledge, Professor, Department of Statistics and Actuarial Sciences

Members of the external community also served in an advisory capacity for all projects. They included representatives of the federal, provincial, and municipal governments; First Nations; NGOs; other academic institutions; and industry. Advisors included the following:

Ken Ashley, Director, Ecological Restoration Program, British Columbia Institute of Technology

Catherine Emrick, Senior Associate Aquaculture Innovation, TIDES Canada

Pamela Goldsmith-Jones, Mayor, District of West Vancouver

Jeff Hutchings, Professor, Department of Biology, Dalhousie University

Craig Orr, Executive Director, Watershed Watch Salmon Society

Brian Riddell, CEO, Pacific Salmon Foundation

David Schindler, Professor, Biological Sciences, University of Alberta

Hans Schreier, Professor, Institute for Resource and Environment, University of British Columbia

Paul Snelgrove, Professor, Biological Sciences, Memorial University of Newfoundland and Labrador

Andrew Weaver, Professor, School of Earth and Ocean Sciences, University of Victoria

Andrew Wright, Save Our Salmon Conservation Foundation

Howie Wright, Biologist, Okanagan First Nation

Mark Zacharias, Assistant Deputy Minister, Environmental Sustainability and Strategic Policy, BC Ministry of Environment

7TH FLOOR MEDIA

Advisory Committee

Kosta ChatziSpiros, CEO, LinguaComm Enterprises Inc.

Chuck Hamilton, Learning and New Media Program Manager, IBM Canada

Gerri Sinclair (Chair), Strategic Technology Consultant & Corporate Director

Richard Smith, Professor, School of Communication

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