SFU

SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

SFU LIFELONG LEARNING
COMMUNITY REPORT
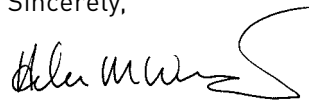2013/2014

Contents

Celebrating Lifelong Learning

I feel proud as I reflect upon our work in 2013/2014. Over the past year, we've tapped into the transformative power of online and continuing education in important ways. We've also made strides in fulfilling SFU's community engagement vision.

Our enrollment has grown, we've launched new professional development certificates and diplomas, and we've improved the experience and reach of our online education programming. We've also organized and participated in a variety of community engagement initiatives.

I'm especially pleased with the accomplishments of our students and graduates, who are effecting change in their own lives and throughout the world. They include citizens of all ages and backgrounds, and they live throughout Vancouver, Canada and the world. What they have in common is this: They came to SFU to realize their visions for the future, whether by publishing an award-winning novel, changing Canada's political landscape or joining Doctors Without Borders.

In this report, we share some of their stories with you. We hope you'll celebrate with us.

Sincerely,

Helen Wussow
Dean, SFU Lifelong Learning

Lifelong Learning Grad Helps Gen Y Realize 'Hero' Potential

Tara Mahoney, a Dialogue and Civic Engagement Certificate graduate who went on to do her PhD at SFU

An SFU Lifelong Learning graduate thinks Canadians are ready for a new kind of politics—and she's going to be part of it.

Tara Mahoney, 31, sees particular potential in a group sometimes criticized for being disengaged: Generation Y. Her interest in the younger demographic began while reading about a generational theory that sees a hero in Generation Y. Every four generations, it says, a "hero" archetype is born in response to increasing social decay. The last hero generation lived through the Depression, fought in World War II and put a man on the moon.

Generation Y, Mahoney believes, is capable of just as much. A few years ago, her interest turned into a documentary that explored the potential of Generation Y, and later into Gen Why Media, an organization dedicated to using engagement projects to effect social change.

Shortly after co-founding Gen Why Media, Mahoney realized she needed to know more about civic engagement to truly excel in her work.

Gen Why Media co-founders Fiona Rayher (left) and Tara Mahoney (right) at TEDxVancouver in 2010

Gen Why Media at Connect Vancouver in 2014

"If we are a 'hero generation,' what kinds of 'impossible feats' can we accomplish?"

"I wanted to be grounded in sound theoretical and practice-based skills and understanding," she says. This desire led her to Lifelong Learning's Dialogue and Civic Engagement Certificate, which taught Mahoney to plan and implement civic engagement processes that tackle complex social issues.

When she finished the program, she was inspired to dig deeper, so she enrolled in SFU's PhD in Communication, in which she's exploring how political participation is changing and what it might look like in the future.

Her engagement skills and research are helping her advance the goals of Gen Why Media, as well as a project called Civic Renewal Lab, which began as part of her Lifelong Learning coursework. She envisioned a mobile civic participation space that could move around the city and help different groups of people participate together in public life.

Mahoney hopes that these kinds of initiatives will help a new kind of politics emerge.

"People want politics that involve community, that reflect their values, that are interesting, that are fun, and that have tangible outcomes," she says. Mahoney doesn't believe Generation Y is disengaged; they simply want a new kind of political system—one that will inspire them.

"There are all these unprecedented factors that are at play with Generation Y," she says. "It's the largest generation in history. It's the most educated. It's the most diverse. It's the first generation ever to have a real-time global consciousness thanks to the Internet…If we are a 'hero generation,' what kinds of 'impossible feats' can we accomplish?"

More Grads Having an Impact in B.C.

Taking a Deep Dive into Civic Engagement
Claire Havens (2014) brought together 60 practitioners to create a dialogue and engagement community of practice.

Cat Overpopulation in Surrey
Lubna Ekramoddoullah (2014) held a forum to help address Surrey's stray cat problem.

Trashtalk
Cheryn Wong and Murray Mollard (2012) began Trashtalk, a civic engagement project to help high-rise residents reduce organic waste.
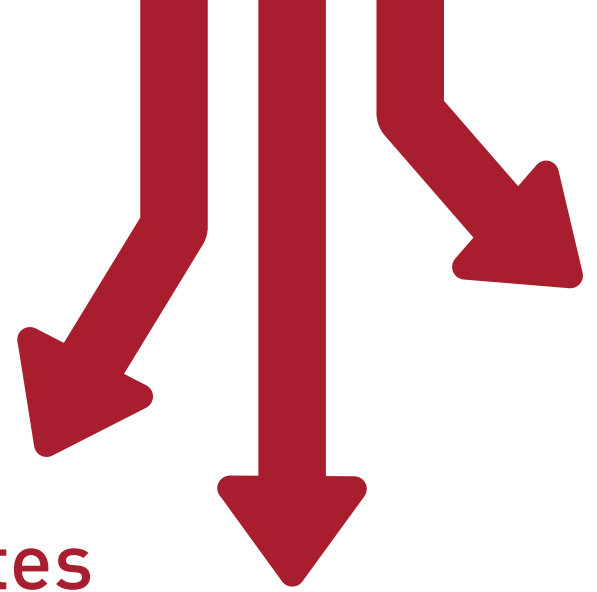
The Beginning
of City Conversations:
A Forum for Vancouverites

Michael Alexander, a seasoned urban planner, loves the city of Vancouver. To him, it doesn't just work. It thrives.

A few years ago, however, the graduate of the City Program's Urban Design Certificate began to notice a problem: There weren't enough voices in public decision-making.

Alexander has spent years working to make cities better—first in San Francisco and later in Vancouver. "I thought, 'What do we do about this?'" he says. "There was so little discourse about really key events that were going on in Vancouver."

His time in the City Program, part of SFU Lifelong Learning, affirmed the need to imagine what could be while building a more livable city. Public participation was part of that; the question was what kind of participation would allow all voices— not just the loud ones—to be heard. After observing a similar model in San Jose, Alexander came up with

the idea of lunchtime consultations where presenters would speak for a few minutes each on an important urban issue, and participants would respond with questions and dialogue.

"We needed to give Vancouverites an opportunity to talk in public," he says. "To ask questions in public. To give opinions in public. To question each other in public. Because that's what wasn't going on."

Alexander's experience with the Urban Design Certificate told him SFU Lifelong Learning was the place to begin to turn his idea into reality. He spoke with Gordon Price, the director of the City Program, and within 40 days, he had partnered with SFU Public Square and hosted the very first consultation, which he called City Conversations.

Since then, City Conversations has welcomed over 2,000 people to more than 40 discussions in downtown Vancouver.

"We needed to give Vancouverites an opportunity to talk in public."

Alexander would like to see more conversations throughout the city, and he hopes that the conversations will culminate in public actions such as voting.

"If we can get people talking more about public affairs and realizing that they can influence public decisions—that they *are* the public— then I'll be really happy with what we're doing."

Learn more about our community engagement work on page 30

The Point Grey-Cornwall Controversy: Who Is This Road For?

140 Participants

A New Future for Granville Island?

115 Participants

TOP CITY CONVERSATIONS EVENTS

84 Participants

Where is Big TOO Big? Vancouver High Rises

65 Participants

Are You Listening to Me? Public Participation in City Decisions

65 Participants

Is the Agricultural Land Reserve Under Attack?

Aboriginal Programs Help Students Envision Bright Futures

Patrick Canning (left) and Janelle Dobson-Kocsis (right), Aboriginal Pre-Health Program

SFU Lifelong Learning's Aboriginal Bridge Programs have helped dozens of Aboriginal students to pursue successful futures.

The Aboriginal Pre-Health Program and the Aboriginal University Prep Program, both supported by the University Priority Fund, have served more than 50 students since receiving credit status in 2011.

The Aboriginal Bridge Programs are unique in the educational landscape for a few reasons: Students have the opportunity to prepare for university through academic credit courses delivered in partnership between SFU Lifelong Learning and the Faculties of Science, Health Sciences, and Arts and Social Sciences. Additionally, after completing a program, students are granted conditional acceptance to SFU and receive academic credit toward their undergraduate studies upon admission. The programs also affirm and integrate Indigenous knowledge and perspectives.

"Students tell us that the blend of Indigenous and Eurocentric ways of knowing give them an empowering learning experience," says Judy Smith, who directs the programs. "A well-known literature review by Dr. Marie Battiste supports that view; she shows that culture and a strong cultural identity among Indigenous students are critical for building resilience and academic success."

Darren Rivet, Aboriginal Pre-Health Program

Alex Wightman-Daniels, Raven Wright, Taylor Theodore and Summer Warrior (left to right) completed our Aboriginal University Prep Program

"The way we learn...is different. What the program taught us is exactly how we can use our ways of learning in university."

The Aboriginal perspective was one of the reasons Reanne Percival, currently an SFU health science student, chose the pre-health program. "I was pretty in touch with my Aboriginal culture, and I wanted to stay that route," she says.

Learning activities rooted in Aboriginal culture include sharing circles, Aboriginal speakers, support from a resident Elder and more. Josh Milanese and Summer Warrior, who completed the Aboriginal University Prep Program in 2013, say they appreciated that the program incorporated storytelling, visualization and experiential learning into the curriculum.

"The way we learn...is different," Milanese says. "What the program taught us is exactly how we can use our ways of learning in university."

Joyce Schneider, one of the program instructors, brings as much Aboriginal pedagogy into her teaching as she can. One tool she uses with students is a guided visualization of the future.

"We had to close our eyes and envision what our future would be like if we went this path or this path," says Percival. "That really did help with seeing myself in that part and knowing that the hard work I'm going to do for the next four to seven years will pay off."

Percival is preparing to enter her second year at SFU. "I feel quite confident," she says. "After having your first semester out of the way, you're just ready to keep going."

"I want to be better equipped to help people. That's why I'm going into psychology."
—*Summer Warrior*
University Prep

"I want to go into politics. I've always been interested in it."
—*Taylor Theodore*
University Prep

"I envision working in First Nations health."
—*Jessica Humchitt*
Pre-Health

"I'm going to be a doctor. Doctors Without Borders is my dream."
—*Patrick Canning*
Pre-Health

"I'd like to go work in public health and do something that promotes wellness."
—*Courtney Dick*
Pre-Health

SFU NOW Engages Thousands of Working Adults

SFU NOW: Nights or Weekends has welcomed over 4,000 students.

Developed to meet the needs of adults who work full-time, SFU NOW, part of Lifelong Learning, offers evening and weekend courses in Vancouver and Surrey. Since 2008, 424 SFU NOW students have been able to graduate from SFU while maintaining their work and family responsibilities.

"More and more, we're finding that students in Metro Vancouver are working full-time or almost full-time because they've got to pay the bills," says Yvonne Tabin, the SFU NOW program director. "This can make finishing a degree difficult. We began SFU NOW to help make sure this key demographic has access to the education they need."

Jeffrey McCloy is an SFU NOW student who balances his studies with child care and running a business. "Without it, I wouldn't have gone back to school," he says.

SFU NOW reserves its evening and weekend courses for students like McCloy so they can work their class schedules around full-time jobs.

"Ultimately, working adults are able to fit a degree into their lives that they wouldn't be able to otherwise," says Tabin.

To make SFU NOW even more focused on student needs, this year,

> ## "Without it, I wouldn't have gone back to school."
> -Jeffrey McCloy

SFU NOW
BY THE NUMBERS

12,036
enrollments since 2008

4,000+
students

624
total information
session attendees

87
courses annually

6
faculty partners

staff organized several new events that allowed SFU NOW students to access key student services that are typically available only during the day, while they're at work.

STUDENT SERVICES WORKSHOPS

An afternoon with Student Services, Career Services, Student Learning Commons, the Library and Health and Counselling helped SFU NOW students learn new study skills and gain a better understanding of available services.

STUDENT LEARNING COMMONS WORKSHOP

SFU NOW sponsored a workshop called Concentration Strategies designed especially for adult students, who often face different study challenges than traditional students. Attendees left equipped with new techniques that they could apply to their studies immediately.

ACADEMIC OPTIONS EVENING

During this event, representatives from each of SFU NOW's partner departments spoke with students about their programs and what a major or minor in that area might mean. Over a dozen students declared a specialty that evening.

McCloy expressed appreciation for being able to spend one-on-one time with a program representative at the event. He was able to make a degree plan in 45 minutes.

"If time management is a key part of your existence, then that kind of stuff is really important," he says.

SFU staff members are planning to organize even more student-focused events in the future.

Writing Community Turns Dream into Celebrated Novel

It's a common refrain for Janie Chang, who completed a novel manuscript during her studies at The Writer's Studio, part of SFU Lifelong Learning.

Chang decided to study creative writing at SFU when, after years of putting off her dream of writing a novel, a family health issue made her realize that life is short.

She wanted to honour her grandmother, who grew up in China in the 1920s and entered an arranged marriage instead of pursuing the career she wanted. "It's a story that's haunted me all my life, and I really felt my grandmother and other women like her deserved some recognition."

Chang's novel begins with a ghost sitting in the rafters of a temple, looking down at her own funeral. Her three souls sit beside her.

Workshops with other Studio writers helped Chang revise the souls from red sparks to distinct personalities. Courses taught her how to fold writing into her daily life.

One-on-one conversations with her mentor, Shaena Lambert, taught her about structuring a compelling story. Slowly, her book took shape, and the Writer's Studio community helped guide Chang as she sought to publish it.

> "It's the most worthwhile thing I've ever done for myself."

Her classmates came to her readings as she shared the beginnings of her story with the world. At a writing conference, they stood with her as an established author who liked her writing approached an agent on her behalf.

When the agent asked for her manuscript, Chang says, "I was thrilled, but I felt sick! My classmates said 'It's because you know your life is about to change.'" It did. Within a year of meeting her agent, Chang had contracts with HarperCollins Canada, William Morrow (U.S.), and Fabbri (Italy). *Three Souls* has been on bookshelves since the fall of 2013, and it was shortlisted for a prestigious B.C. Book Prize in 2014. Chang's Canadian and U.S. publishers have already bought her second novel-in-progress.

Chang says she "absolutely" would not be where she is without The Writer's Studio. "It changes you from someone who is hopeful to someone who has delivered," she says. "It's the most worthwhile thing I've ever done for myself."

Photo: Janie Chang, a graduate of The Writer's Studio and the author of Three Souls

This year's books from the Writer's Studio alumni

Almost Criminal: A Novel
E. R. Brown

*A Recipe for Disaster &
Other Unlikely Tales of Love*
Eufemia Fantetti

In the Dog House
Wanda John-Kehewin

*The Stonehenge Letters:
A Novel*
Harry Karlinsky

Dream Street Details
Linda King

The Delphi Room
Melia McClure

Lake of Two Mountains
Arleen Paré

*children of air india:
un/authorized exhibits
and interjections*
Renée Sarojini Saklikar

*The Best Place on Earth:
Stories*
Ayelet Tsabari

CODE Gives SFU Partnership National Footprint

The Centre for Online and Distance Education (CODE) is helping give national reach to a partnership between SFU and The Salvation Army.

CODE and the Community Education Program, both part of SFU Lifelong Learning, have partnered with Booth University College (Winnipeg) and The Salvation Army of Canada to develop and deliver an online Non-Profit Management Certificate that will serve both Salvation Army officers and non-profit professionals throughout Canada.

"Working together really brings together the best of both organizations," said Donald Burke, the president of Booth. "The expertise that's housed at SFU is able to help Booth support The Salvation Army in its efforts to serve people across Canada."

Photo: A Salvation Army officer talks to a community member

"We're using this program and this partnership for a greater good—a national good."

"The goal is to strengthen leadership in the non-profit sector, building the professional capacity and practice necessary to help effect positive social change in communities," says Judy Smith, a Lifelong Learning program director who is managing the program development.

The online program for Army officers at Booth College launched in May 2014. It will begin at SFU in September 2015.

"The implications of offering the program online are profound," says Brian Naicker, the director of CODE, who is leading the team of online course developers. "Offering the program online means that any Army officer, and later, any non-Army employee in the non-profit sector—from Halifax to Whitehorse—can access it. Countless more Canadians will benefit from the expertise of program graduates."

The Salvation Army, Canada's largest non-governmental direct provider of social services, has thousands of employees and is represented in all of Canada's provinces and territories.

Funding is coming from the $3.3 million Salvation Army Development Endowment Fund, one of SFU's largest endowments. The university is mandated to use the endowment to develop programming that will benefit society as a whole.

"There is a clear achievement of those terms of reference," says Naicker. "We're using this program and this partnership for a greater good—a national good."

A contributing factor in SFU's ability to offer the program nationwide is SFU's adoption of a new, open-source learning management system called Canvas.

"The new system helps us achieve SFU's online education objectives of openness, flexibility and malleability," says Naicker, explaining that unlike SFU's previous system, Canvas will allow CODE staff to easily customize courses to serve different students across the country and beyond.

SPOTLIGHT ON CANVAS
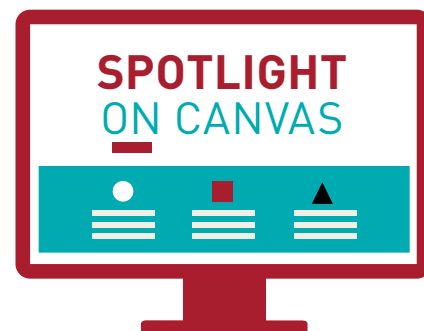
SFU is the second post-secondary institution in Canada to adopt Canvas

SFU's platform is the largest self-hosted Canvas installation in the world

450
online courses delivered in Canvas every year

16,000+
course enrollments

Newcomer Launches Canadian Career After SFU Certificate

Claudia Gamboa's communications career is climbing after graduating from a specialized SFU Lifelong Learning program for new Canadians.

The young Peruvian woman came to Canada in 2012 with a degree in communication and media studies (University of Lima), a few years' professional experience, and the hope of moving forward in a digital marketing career. But with no Canadian education or work experience and somewhat limited English language skills, Gamboa found the Vancouver job market a challenge to navigate.

"It was hard," Gamboa says. "I didn't know how it actually worked when you apply for jobs here." Cover letters, for example, were new to Gamboa. In Peru, employers require only a résumé.

Within a few months, Gamboa stumbled across a Facebook ad that would change everything.

It invited her to apply to an SFU program especially for Canadian newcomers who wanted to master a variety of digital communications skills. Thanks to funding from the Canada-British Columbia Labour Market Agreement, Lifelong Learning was able to offer the Digital Communications Certificate with advanced English training to 20 qualified immigrants.

A total of 180 people applied, but Gamboa, along with 19 others, got in. She was thrilled.

In March 2013, Gamboa and her classmates began 14 weeks of classes that included digital communications training in social media, search-engine optimization, and pay-per-click advertising, as well as education in Canadian job search, presentation skills, and English writing and grammar.

By the time Gamboa finished classes, three different organizations had offered her practicum placements. She took one at a video promotion company and helped them with social media marketing, video production, and more. After finishing her placement, they offered her a paid contract, and two more contracts followed soon after.

Gamboa believes that the skills she learned at SFU are key. "I definitely have seen a change," she says.

Photo: Claudia Gamboa, a graduate of the Digital Communications Certificate with advanced English training

CAREER SKILLS
FOR NEWCOMERS

2

customized certificates for Canadian newcomers

580

applicants

72

students

26

countries represented

75%

of grads found work within a year

Lifelong Learner Teaches Others to be Engaged Citizens

Dean Gingrich, an Adults 55+ Program student and instructor

Linda Johnston

Dean Gingrich has always enjoyed learning and sharing his expertise with others—even more so post-retirement.

After moving to Vancouver five years ago, Gingrich began to notice a need he wanted to meet: Public knowledge about oil and gas issues such as extraction, fraction and transportation was lacking.

"It's always spun one way or the other. You never get all the information," says Gingrich, who spent 30 years working in the oil industry. "I just think that [people]—especially British Columbians—need to know what all the topics mean. What are the pitfalls? What are the strengths? And then make more educated decisions."

The question was this: How could he share what he knew with the public? SFU Lifelong Learning's Liberal Arts and Adults 55+ Programs gave him the answer: a university course.

Having taken several of Lifelong Learning's 55+ courses himself, he realized he was more than qualified to teach one. He loved the idea of discussing the issues and the facts with his peers. He pitched the idea to SFU staff, and in the fall of 2013, he taught Buried in the Sands: Canada's Energy Policy to more than 50 people.

Donald Faulkner and Tricia Sirrs

"Our local community as well as the province, the country, and the world are better off the more that we participate in it."

"It was a lot of fun," says Gingrich. "And I learned probably more than the students did."

His next foray into teaching will be a how-to course on community work for adults who want to volunteer, but aren't sure where to begin. Gingrich has been involved in community work for decades.

"The biggest problem with people who want to help out and volunteer is they stop themselves from doing it for various reasons," he says. "One common reason is that they think too narrowly about what community involvement means—it has many possible facets. You are limited only by your imagination."

He hopes to help people think through the best way *they* can contribute, whether it's behind the desk, helping the homeless or contributing to policy.

Gingrich believes it's vital for people to be engaged citizens. "Our local community as well as the province, the country, and the world are better off the more that we participate in it," he says. He's also passionate about the personal benefits of engagement: "People take away from it a lot more than they ever give. You feel good about yourself, you feel good about your community, and you meet lots of interesting people."

ENGAGING
OLDER ADULTS

69
**average age
of our students**

105
courses

3,767
registrations

24%
growth since 2010

Appendices

Organizational Structure

Dean's Office/ Administration	Degree Completion/ Credit	Continuing Studies/ Non-Credit	Community Engagement
Enrollment Services	Centre for Online and Distance Education	City Program	Community Education Program
Finance, Human Resources and Administration	Aboriginal Bridge Programs	English Language and Culture Program	Interdisciplinary Programs
Marketing and Communications	Integrated Credit Studies	Interpretation and Translation Program	Philosophers' Café
	SFU NOW: Nights or Weekends	International Teaching Assistants Program	
		Management and Professional Programs	
		Liberal Arts and Adults 55+ Programs	
		Writing and Communications Program	

2013/2014 SFU Lifelong Learning Enrollment

SFU Lifelong Learning is meeting the unique needs of mature learners. In cooperation with SFU faculties and departments, we offer part-time degree completion, online and distance education, and professional and personal development opportunities.

Credit

Program	Registrations
Centre for Online and Distance Education	16,355
Aboriginal Bridge Programs	104
Integrated Studies Program	55
SFU NOW: Night or Weekends	2,377
Total Enrollment	**18,891**

Non-Credit

Program	Fee-Based Registrations	Free and Sponsored Registrations
Continuing Studies		
City Program	561	3,680
English Language and Culture Program	783	
Interpretation and Translation Program	126	
International Teaching Assistants Program	74	
Management and Professional Programs	2,968	307
Liberal Arts and Adults 55+ Programs	3,767	1,096
Writing and Communications Program	2,268	1,470
Community Engagement		
Community Education Program	584	30
Interdisciplinary Programs/Philosophers' Café		3,158
Total Enrollment	**11,131**	**9,741**

Degree Completion

Attending classes full-time during the day isn't an option for many students, who are often limited by their schedules or their geography. The Centre for Online and Distance Education (CODE) and SFU NOW: Nights or Weekends are designed to help them.

The Centre for Online and Distance Education

The online and distance education programming in various academic departments is delivered by CODE and allows students to learn wherever they are. An increasing number of learners are taking advantage of this opportunity.

CODE's enrollment has grown by **10%** over the last five years.
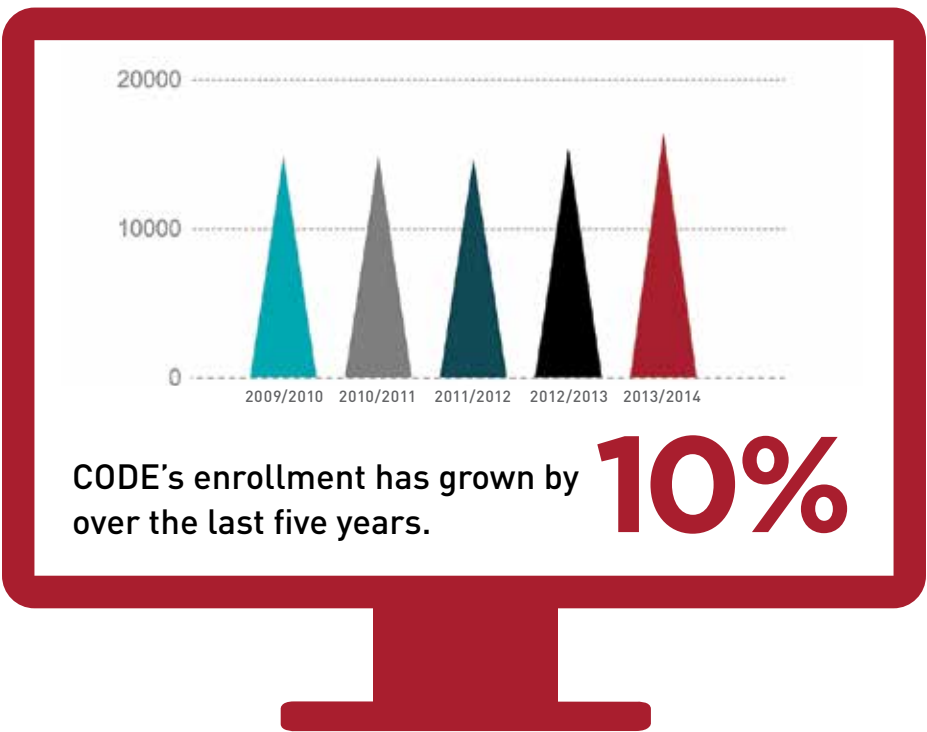
50% of all SFU students between 2003 and 2013 enrolled in at least one distance or online course

From 2003 to 2013, SFU students took online courses offered by the following faculties:

Applied Sciences
1,457

Arts and Social Sciences
16,652

Business
3,668

Communication, Art and Technology
3,956

Education
2,005

Environment
1,371

Health Sciences
1,131

Science
3,777

Simon Fraser University graduates at convocation

SFU NOW

SFU NOW: Nights or Weekends offers working students the opportunity to take courses in the evenings and on weekends. Students have responded by taking these courses whether they work full-time or not.

55%
of surveyed undergraduates work either full-time or part-time. This and other factors make enrolling in courses a challenge.

SFU NOW: Nights or Weekends was designed to meet the unique needs of these students, who receive priority access to SFU NOW courses.

2,377
total SFU NOW enrollments in 2013/2014

76%
regular SFU students, many of whom work part-time

24%
designated SFU NOW students, who work 30+ hours per week

32%
average annual enrollment increase since 2008

347
courses at SFU's Vancouver campus

63
courses at SFU's Surrey Campus
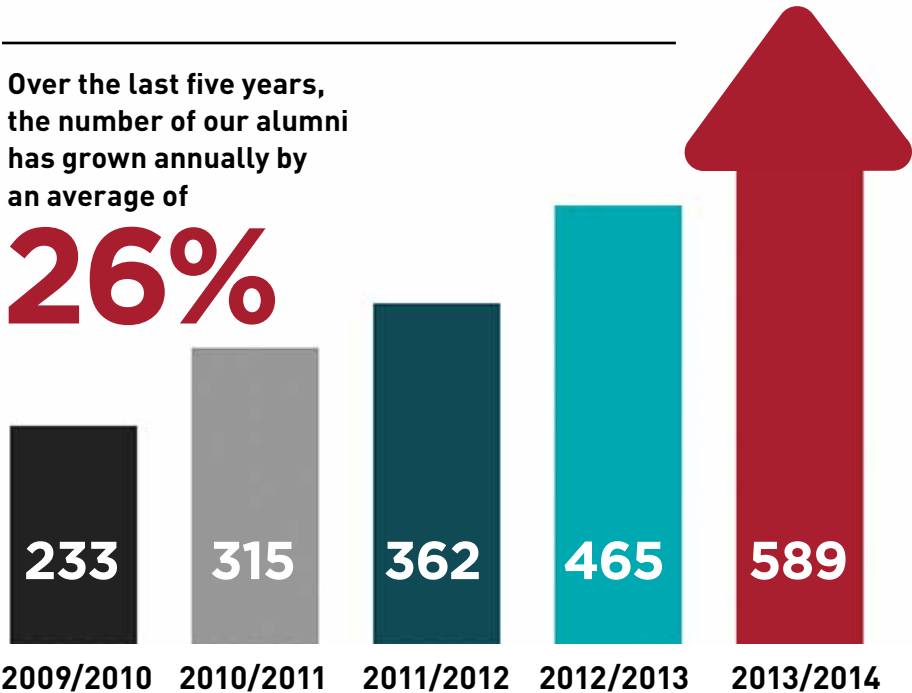
4 majors 7 minors
in the Faculty of Arts and Social Sciences and the Faculty of Communication, Art and Technology.

Four additional faculty partnerships allow students to choose a variety of electives.

Continuing Studies

Growth Based on Demand

Learners of all ages choose Continuing Studies because they want greater opportunities in the job market. This demand drives the development of new programming.

Number of certificate and diploma programs

19 2009/2010

27 2013/2014

Over the last five years, the number of our alumni has grown annually by an average of

26%

233 2009/2010

315 2010/2011

362 2011/2012

465 2012/2013

589 2013/2014

We offer students a variety of learning opportunities in these areas:

Business and Management

Writing and Communications

Interpretation and Translation

Community Building

Liberal Arts

English as an Additional Language

Career and Life Planning

Career-Focused and Experiential Learning

We emphasize career-focused, experiential education, which employers and students alike find invaluable.

20+
professional associations accept our courses and programs for certification and continuing education.
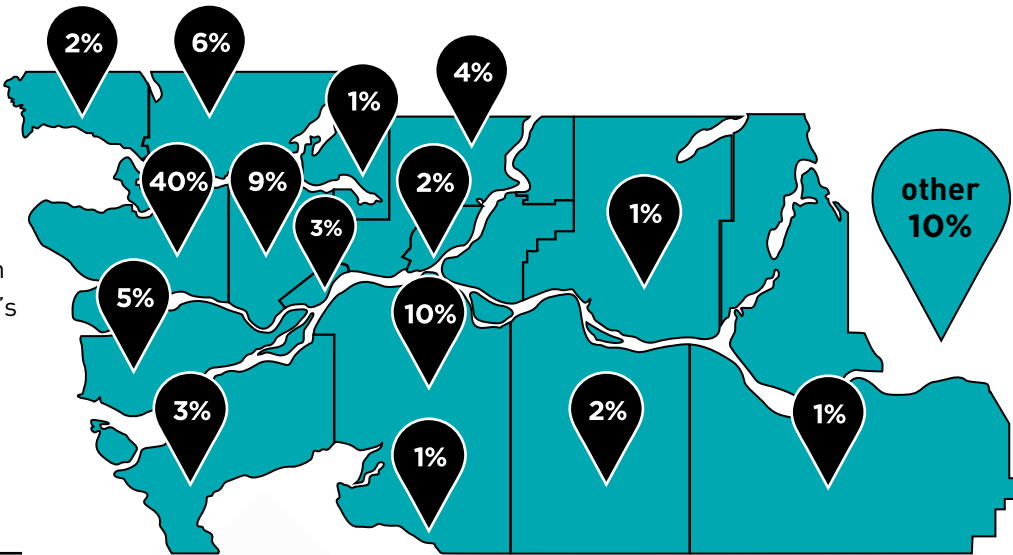
60+
local employers from the public sector, non-profits, and corporations provide experiential learning opportunities to our students.

100+
occupations use our courses for career entry and professional development.

Reaching Across Metro Vancouver*

Our education brings students from all over the Lower Mainland to SFU's Vancouver and Surrey campuses.

Campus-based courses only

2% · 6% · 1% · 4% · 40% · 9% · 2% · 1% · other 10% · 3% · 5% · 10% · 3% · 2% · 1% · 1%

Engaging Lifelong Learners of All Ages

This year, our youngest student was
14

and our oldest was
97

7%	14-24
23%	25-34
30%	35-54
13%	55-64
27%	65-97
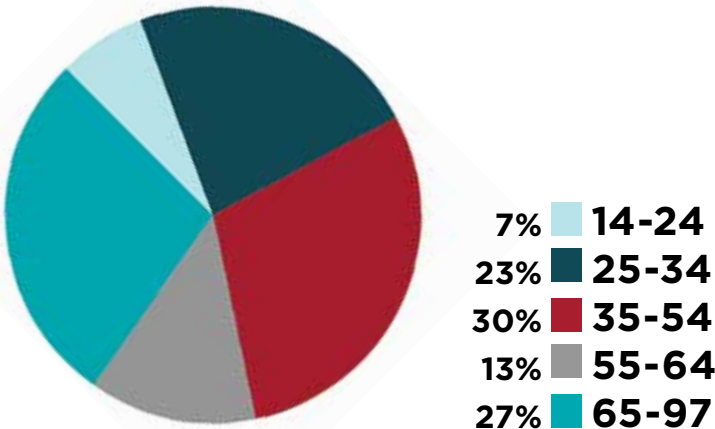
Community Engagement

Community engagement is at the heart of what we do at SFU Lifelong Learning. We offer education beyond the classroom by inviting the public to a variety of events, many of which are joint initiatives with community partners.

Philosophers' Café

The award-winning Philosophers' Café organizes informal public discussions about key issues in our communities.

56
Moderators
Include

187
Cafés

3,158
Participants

27
Venues

6
SFU Alumni

8
SFU Graduate
and PhD Students

15
Community
Members

27
SFU Professors

Special Philosophers' Café Series

Art Salons   Book Salons   Teen Salons

Community Summit   Philosophy on Film

Public lecture at SFU Lifelong Learning

Public Lectures and Events

6,500+
Participants

80
**public lectures
and events**
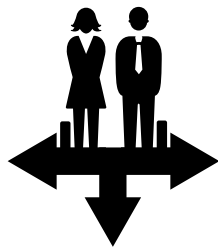
3
**Career and
Life Planning**
Workshops

13
**Liberal
Arts**
Forums

30
**Community
Building**
Events

34
**Creative
Writing**
Events

Financial Report

SFU Lifelong Learning recorded a surplus of $784,955 for the fiscal year ending March 31, 2014.
This was mainly due to non-credit revenue exceeding the budget by $248,153.

Year Ending March 31, 2014
Unaudited Condensed Financial Statement

	2013/2014 Budget	2013/2014 Actuals	Variance
REVENUE			
VPA Funding	$8,551,572	$8,672,307	$120,735
Non-Credit	$7,293,963	$7,542,116	$248,153
TOTAL REVENUES	$15,845,535	$16,682,697	$837,162
TOTAL EXPENSES	$15,451,934	$15,897,742	$445,808
Surplus/(Deficit)	**$393,601**	**$784,955**	**$391,354**

The $120,735 increase in Vice-President, Academic (VPA) funding is largely attributed to retroactive pay increases to instructional and support staff following the settlement of expired wage agreements ($370,386), and offset by net return of funds to the VPA and other projects ($249,651). Salary settlements also contributed to the increase in expenses. The increase in non-credit revenue reflects higher enrollments in some areas.

University Impact
SFU Lifelong Learning also contributed **$13,292,401** in tuition revenue to the university, generated by online credit course offerings through the Centre for Online and Distance Education (CODE) and face-to-face offerings through the Centre for Integrated and Credit Studies (see Table 1).

These revenues flowed directly to the university and are not reflected in the financial statement above.

An additional **$3,878,776** was contributed to the university, due to differential tuition fees paid by international students. SFU Lifelong Learning also contributed **$713,406** to the university through space and equipment rental (see Table 2).

Community Impact
A considerable amount of SFU Lifelong Learning's expenses and resources are committed to helping achieve the university's vision of community engagement. We have helped the university maintain and expand its community connections by providing hundreds of opportunities for both practical and experiential learning. Every year, we reach and engage thousands of participants at free events on all of SFU's three campuses and beyond. For example, SFU Philosophers' Café, a series of informal public discussions in the heart of our communities, speaks directly to SFU's strategic vision as the Engaged University. Other community contributions are highlighted in Appendix 5.

Table 1

SFU Lifelong Learning's financial contributions to the university through credit enrollments
offered online, through SFU NOW, and extension credit courses at SFU's Vancouver campus

	Enrollments	Activity FTE's	Weighted Activity FTE's	Tuition Fees
Centre for Integrated and Credit Studies*	7,172	846.8	1,212.2	$4,321,046
Centre for Online and Distance Education	16,355	1,766.4	2,152.8	$8,971,355
Total Benefits	**23,527**	**2,613.2**	**3,365.0**	**$13,292,401**
International Tuition Differential				$3,878,776
Total Benefits with International Tuition Differential				**$17,171,177**

Includes SFU NOW: Nights or Weekends, the Integrated Studies Program and credit enrollment at SFU's Vancouver campus.

Table 2

SFU Lifelong Learning's financial contributions to the university through space and equipment rental

Location	Rent Paid
SFU's Vancouver Campus—variable classroom space	$305,088
SFU's Vancouver Campus—fixed classroom space	$85,332
SFU's Surrey Campus—fixed rent	$70,000
Surrey City Centre Library—fixed rent	$80,344
Audio-Visual Equipment—variable	$172,642
Total Paid to University	**$713,406**

Endowments

Endowments support the quality and quantity of SFU Lifelong Learning activities and are possible through the generosity of the community. The impact of this support reaches thousands of people locally, nationally and internationally.

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 fund supported this event in 2013/2014:

Fundraising and Social Media Boot Camp
The Writing and Communications Program organized this one-day intensive workshop featuring five social media fundraising panelists who shared social media techniques and tools to boost fund development and public awareness.

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 2013/2014 funds were allocated toward supporting the following public forums:

Deep Time, Global Change and You: The Past as a Guide to the Future
Continuing Studies in Science and Environment organized this lecture series featuring top international experts in the field of paleoecology.

Housing Alternatives for an Aging Population: Moving Toward Solutions
The Liberal Arts and Adults 55+ Programs sponsored a free public lecture on *The Power of Community*. This lecture was part of the 23rd John K. Friesen Conference hosted by SFU's Gerontology Research Centre.

The Salvation Army Development Endowment Fund
Administered by our Community Education Program, this $3.3 million endowment fund was established in 1989 by a gift from the late Dr. J.L. Wighton to assist Salvation Army officers and personnel with pursuing advanced educational opportunities.

In 2013/2014, the fund supported participation of Salvation Army officers and staff in the Restorative Justice Certificate as well as development of a new Non-Profit Management Certificate. Both programs are online. These initiatives, as well as future work with The Salvation Army of Canada, have the potential to benefit thousands of Canadians through the increased capacity of Salvation Army employees and non-profit professionals throughout the country.

Rob Adams, the director of city design in Melbourne, speaks at a public lecture hosted by the City Program, part of SFU Lifelong Learning

PROGRAM ENDOWMENTS

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

The Annie Watson Bursary Fund
This fund was established in 2011 with the help of the family of the late Annie Watson, a student of the Seniors Program (now the Adults 55+ Program). The goal of this discretionary fund is to provide financial support for those who cannot otherwise participate in the program.

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 (now the Adults 55+ Program) administrative activities and to ensure that courses for adults 55+ continue and expand.

The Seniors Program Endowment Fund
This fund was established in 2000 by members of the SFU Opsimath Club (Seniors Lifelong Learners Society) to support program operations and ensure that courses for adults 55+ continue and expand.

Community Contributions

Throughout 2013/2014, SFU Lifelong Learning established new university-community connections while continuing to build on existing partnerships. Our staff members make meaningful community contributions by participating in various initiatives and engaging with several organizations and community partners.

AWARDS

Wayde Compton, Program Director, Creative Writing, Writing and Communications Program
The short story "The front: A selected reverse-chronological annotated bibliography of the Vancouver art movement known as 'rentalism,' 2011–1984" was awarded the Fiction Honourable Mention in *The Fiddlehead* 2014 Annual Contest.

Marketing and Communications
SFU Lifelong Learning won two silver 2013 University Professional and Continuing Education Association Marketing Awards in the mixed-media campaign and most improved categories.

Nick Zap, Program Director, Centre for Online and Distance Education
The paper "Assessments for learning, of learning, and as learning in 3D immersive virtual environments," co-presented with J. Code, won an outstanding paper award at EDMEDIA 2013.

The paper "The status of web accessibility of Canadian universities and colleges: A follow-up study 10 years later," co-presented with C. Montgomerie, won an outstanding paper award at EDMEDIA 2013.

CONFERENCE HOSTING

Katherine McManus, Program Director, Writing and Communications Program
Volunteer committee chair, 20th Anniversary Conference of PLAIN Language Association International.
Vancouver, B.C.

Helen Wussow, Dean, Lifelong Learning
Conference organizer, Twenty-Third Annual International Conference on Virginia Woolf: Virginia Woolf and the Common(wealth) Reader.
Vancouver, B.C.

FUNDED PROJECTS

CENTRE FOR ONLINE AND DISTANCE EDUCATION
CODE partnered with the Burnaby School District 41 to offer online courses during the academic year. Funded by SD41.

CITY PROGRAM
Tubes and exchanges: Discovering the real places of the Internet. Funded by British Columbia Internet Exchanges, BCNet.

PlanTalk: Agriculture, food security and climate change adaptation: Planning for the future of food in B.C. Funded by the Planning Institute of British Columbia.

How to increase walking and cycling: Lessons from around the globe. Funded by Urban Systems, City of Vancouver and TransLink.

The Minnesota series: Original thinking from the American Midwest. Funded by the City of Surrey, TransLink and SFU Urban Studies.

The same, only different: Australian planners compare Vancouver and Brisbane. Funded by Metro Vancouver.

Warren Gill lecture: Own your city. Funded by UniverCity, McCarthy Tetrault, Polygon, AECOM and SFU's Vancouver campus.

Breaking the political gridlock to address the transportation challenge: Lessons learned from the Greater Toronto and Hamilton area. Funded by TransLink.

Easing congestion in Metro Vancouver: Prices without subsidies. Funded by TransLink.

Choosing the happy city. Funded by TransLink.

Next-Generation Transportation Certificate curriculum development. Funded by Real Estate Foundation of B.C., City of Surrey and TransLink.

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

Non-Profit Management Certificate for The Salvation Army. Developed in collaboration with the Centre for Online and Distance Education. Funded by The Salvation Army Development Endowment Fund.

Community Capacity Building workshop series. Funded by SFU's Community Engagement Fund. Offered in partnership with Carnegie Community Centre and the Carnegie Community Action Project.

Digital Communications Certificate Program With Advanced English Training for Immigrants. Funded by the Canada-British Columbia Labour Market Agreement.

WRITING AND COMMUNICATIONS PROGRAM
Fundraising and social media boot camp. Funded by the Lifelong Learning Community Partnership Fund.

PRESENTATIONS

Shanthi Besso, Program Coordinator, Community Education Program
"History and work of the Downtown Eastside Literacy Roundtable." Arbutus Rotary Club. Vancouver, B.C.

"Strengthening community health: Lessons from SFU's Certificate in Community Capacity Building, a collaborative model for literacy work with socially excluded communities. Decoda Literacy Conference: Connecting Communities Through Innovative Practice. Richmond, B.C. (Co-presented with J. Smith.)

Wayde Compton, Program Director, Creative Writing, Writing and Communications Program
"Elegies in prose: Writing death and loss in the short-form essay." Surrey International Writer's Conference. Surrey, B.C.

"Vancouver versus Hogan's Alley: Urban renewal, Negro removal, and the myth of livability." The State of Blackness: From Production to Presentation conference. Toronto, Ont.

Kon Li, Program Director, Career and Life Planning, Management and Professional Programs
"Employment strategies for diverse groups." 10 radio talk series at AM 1320 CHMB. Vancouver, B.C.

Gordon Price, Program Director, City Program
"A region in threat." UBC SCARP lunchtime lecture. Vancouver, B.C.

"Auckland transport staff session." Auckland, New Zealand.

"Bike lanes and motordom." Langara College, Recreation. Vancouver, B.C.

"Building the city—*Suburban* cities in context." ULI BC Young Leaders Conference. Vancouver, B.C.

"Challenges of change: Why a bike lane can make some people hysterical." B.C. Recreation and Parks Association. Whistler, B.C.

"Constraints as a catalyst for creativity." Creative Mornings. Vancouver, B.C.

"Cycling action forum." New Westminster, B.C.

"Embracing complexCity: Leadership panel." SCARP student conference. Vancouver, B.C.

"Global urban livability and resilience learning exchange panel." Vancouver, B.C.

"Housing in Vancouver." Housing policy course, University of British Columbia. Vancouver, B.C.

"Implications of transit referendum." Unifor. New Westminster, B.C.

"Introduction to Vancouver." University of Oregon. Eugene, Oregon.

"Long-term plan scenes-setting workshop." Auckland, New Zealand.

"Ryerson University planning students briefing." Vancouver, B.C.

"Suburban sprawl: Exposing hidden costs, identifying innovations." Canadian Urban Institute. Vancouver, B.C.

"Transportation and community." City of Colwood. Colwood, B.C.

"Transportation class annual lecture." PSU/City of Portland. Portland, Oregon.

"Transportation infrastructure in the GVRD panel." Science Policy Congress. Vancouver, B.C.

"Unexpected allies in post-sustainable times." Auckland Conversations. Auckland, New Zealand.

"Urban design champions." Local boards seminar. Auckland, New Zealand.

"Vancouver and motordom." ARUP University, Cities as Systems module. Vancouver, B.C.

"2013 remaking cities congress." Pittsburgh, Pennsylvania.

Judy Smith, Program Director, Community Education Program
"Building welcoming communities: Knowledge exchange roundtable dialogues." Four dialogues for the Surrey Welcoming Communities Committee on topics related to building welcoming communities. Surrey, B.C.

"Strengthening community health: Lessons from SFU's Certificate in Community Capacity Building, a collaborative model for literacy work with socially excluded communities." Decoda Literacy Conference: Connecting Communities Through Innovative Practice. Richmond, B.C. (Co-presented with S. Besso.)

"Strategies for community engagement in welcoming communities." Surrey Service Providers Welcoming Communities Conference. Surrey, B.C.

"'Taking their place' at health forum: Pre-university students share stories and innovative ideas." Aboriginal Health and Human Resources Initiative (AHHRI) National Knowledge Translation Forum 2013. Calgary, Alta.

Yvonne Tabin, Associate Dean, Lifelong Learning
"Mining for UCE 'gold' within the academy." Canadian Association for University Continuing Education conference. Montreal, Que. (Co-presented with S. Burgess.)

Peter Walton, Associate Director, Writing and Communications Program
"Accelerated learning for a two-speed labour market." UPCEA Western Regional Conference. Tucson, Arizona.

Nick Zap, Program Director, Centre for Online and Distance Education
"Assessments for learning, of learning, and as learning in 3D immersive virtual environments." EDMEDIA 2013. Victoria B.C. (Co-presented with J. Code.)

"The status of web accessibility of Canadian universities and colleges: A follow-up study 10 years later." EDMEDIA 2013. Victoria, B.C. (Co-presented with C. Montgomerie.)

PUBLICATIONS

Wayde Compton, Program Director, Creative Writing, Writing and Communications Program
"The front: A selected reverse-chronological annotated bibliography of the Vancouver art movement known as 'rentalism,' 2011–1984." *The Fiddlehead*. Fredericton: University of New Brunswick.

Michael Filimowicz, Faculty Director, Interdisciplinary Programs
"Aesthetic challenges of sonified video gestures." *Empirical Musicology Review*. Online.

"Peircing Fritz and Snow: An aesthetic field for sonified data." *Organised Sound*. Cambridge University Press.

"The plane of mediation." *NmediaC: The Journal of New Media and Culture*. Online.

"Signal: An expanded semiotics of periodicity, parts 1 and 2." *Parsons Journal for Information Mapping*. Online.

Gordon Price, Program Director, City Program
"Optimale combinatie groen, blauw en rood." [Optimal combination green, blue and red] (with Constance Winnips). S+RO Stedenbouw + Ruimtelijke Ordening [Urban and Regional Planning]. *The Hague*: Platform 31.

Amy Robertson, Coordinator, Marketing and Communications
Review of "Spreadable media: Creating value and meaning in a networked culture," by Henry Jenkins, Sam Ford and Joshua Green. *International Journal of Communication.* Los Angeles: University of Southern California.

Peter Walton, Associate Director, Writing and Communications Program
"Accelerated learning for a two-speed labour market." *The EvoLLLution*. Online.

"Social media and job satisfaction: The best thing to happen to the workplace." *The EvoLLLution*. Online.

John Whatley, Program Director, Centre for Online and Distance Education
"Crime" entry in *The Encyclopedia of the Gothic*. Online: Wiley-Blackwell.

"33. Gothic self-fashioning in Gibson's novels: Nature, culture, identity, improvisation, and cyberspace." *A Companion to the American Gothic*. Ed. Charles Crow. Online: John Wiley & Sons, Ltd.

Voicing the essay: Reading and writing for depth. Burnaby: SFU Publications.

Helen Wussow, Dean, Lifelong Learning
Virginia Woolf and the common(wealth) reader: Selected papers from the twenty-third annual international conference on Virginia Woolf. Eds. Helen Wussow and Mary Ann Gillies. Clemson, South Carolina: Clemson University Digital Press.

Nick Zap, Program Director, Centre for Online and Distance Education
"The utility of using immersive virtual environments for the assessment of science inquiry learning." (with J. Code, J. Clarke-Midura, & C. Dede) J*ournal of Interactive Learning Research*. Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

COMMUNITY INVOLVEMENT

Shanthi Besso, Program Coordinator, Community Education Program
Downtown Eastside Literacy Roundtable

Board of Directors, Vancouver Initiative for AIDS Innovation

Kon Li, Program Director, Career and Life Planning, Management and Professional Programs
Advisory Committee, Labour Market Legacies Immigrant Lens Research Project

College of Vocational Rehabilitation Professionals

Education Advisory Committee, British Columbia Career Development Association

Vocational Rehabilitation Association of Canada

Brian Naicker, Director, Centre for Online and Distance Education
Board of Directors, Canada's Collaboration for Online Higher Education and Research (COHERE)

Grants Committee, The Salvation Army Development Endowment Fund

Elena Ouliankina, Director, Marketing and Communications
Business Council for Peace

Gordon Price, Program Director, City Program
Board Screening Panel, TransLink

Editorial Board, *Business in Vancouver*

PlaceSpeak, Urban Land Institute British Columbia

Selection Panel for Executive Director, Vancouver Heritage Foundation

Sustainable Cities International Sightline Institute

Sustainable Transportation Coalition

Transportation Plan Stakeholder Advisory Group, City of Vancouver

UBC School of Architecture and Landscape Architecture Advisory Board Studio

Vancouver Heritage Foundation

Webster Awards Jury, Jack Webster Foundation

Raveen Sanghera, Program Director, Business and Management, Management and Professional Programs
Program Awards Committee, Canadian Association for University Continuing Education

Judy Smith, Program Director, Community Education Program
Grants Committee, The Salvation Army Development Endowment Fund

Surrey Welcoming Communities Committee

Wendy Steinberg, Program Director, Interpretation and Translation Program, International Teaching Assistants Program
Community Interpreting Standards Committee, Canadian Translators, Terminologists and Interpreters Council

The National Coalition on Community Interpreting

Translation and Interpreting Program Advisory Committee, Arbutus College

Yvonne Tabin, Associate Dean, Lifelong Learning
Executive Committee, Canadian Association for University Continuing Education

Grants Committee, The Salvation Army Development Endowment Fund

Peter Walton, Associate Director, Writing and Communications Program
Elections B.C. and Elections Canada

Natalie Wood-Wiens, Program Coordinator, Indigenous Programs, Community Education Program
Aboriginal Advisory Committee, Kwantlen Polytechnic University

Helen Wussow, Dean, Lifelong Learning
Conference Steering Committee, Canadian Association for University Continuing Education

Conference Steering Committee, University Professional and Continuing Education Association

Vancouver YWCA Connect to Success Mentorship Program

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.

CENTRE FOR ONLINE AND DISTANCE EDUCATION

SFU Publications Board
Robert Gordon, Professor, Director, School of Criminology; Director, Applied Legal Studies Program

Scott Mackenzie, Head, Document Delivery Services, SFU Library

Katherine McManus, Program Director, Writing and Communications Program (until December 2013)

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

CITY PROGRAM

Next-Generation Transportation Certificate
Tim Barton, Transportation Planner, Bunt and Associates Engineering

Dale Bracewell, Manager, Active Transportation, City of Vancouver

Andrew Curran, Manager, Strategy, Strategic Planning and Policy, TransLink

Jane Farquharson, Principal, Bunt and Associates Engineering

Lawrence Frank, Professor, Director, Health and Community Design Lab, University of British Columbia

Claire Gram, Policy Analyst, Vancouver Coastal Health

Tom Lancaster, Planner, VIA Architecture

Clark Lim, Principal, Acuere Consulting Inc.

Todd Litman, Executive Director, Victoria Transport Policy Institute

Margaret Mahan, Executive Director, Better Environmentally Sound Transportation

Kobus Mentz, Director, Urbanismplus

Brian Patterson, Principal, Active Transportation Planning Leader, Urban Systems

Anthony Perl, Professor, Political Science; Director, Urban Studies Program

Gordon Price (Chair), Program Director, City Program

Tamim Raad, Director, Strategic Planning and Policy, TransLink

Joe Sulmona, Principal, Sky Blue Sea Enterprises Ltd.

Jeffrey Tumlin, Principal, Director of Strategy, Nelson\Nygaard Consulting Associates

Gregg Vann, Director, Buckley Vann Town Planning Consultants

COMMUNITY EDUCATION PROGRAM

Aboriginal Pre-Health Advisory Committee

Jennie Blankinship, Indigenous Recruitment Coordinator, Office for Aboriginal Peoples

Felix Breden, Professor, Department of Biological Sciences

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

Ronald Johnston, Director, Office of Indigenous Education, Faculty of Education

Veselin Jungic, Senior Lecturer, Department of Mathematics

Malcolm King, Scientific Director, CIHR Institute of Aboriginal Peoples' Health; Professor, Faculty of Health Sciences

William Lindsay, Director, Office for Aboriginal Peoples

John O'Neil, Dean, Faculty of Health Sciences

Susan Rhodes, Director (Acting), University Curriculum and Institutional Liaison, VP Academic

Gordon Rintoul, Associate Professor, Department of Biological Sciences

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

Malcolm Steinberg, Program Director, Public Health Practice, Faculty of Health Sciences; Director, Graduate Programs (MPH Program)

Ken D. Wong, Undergraduate Admissions, Student Services

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

Eldon Yellowhorn, Chair, Department of First Nations Studies; Associate Professor, Department of Archaeology

Aboriginal University Prep Advisory Committee

Blair Bellerose, Director of Employment Services, Aboriginal Community Career Employment Services Society (ACCESS)

Jennie Blankinship, Indigenous Recruitment Coordinator, Office for Aboriginal Peoples

Ron Johnston, Director, Office of Indigenous Education, Faculty of Education

Mary-Ellen Kelm, Canada Research Chair, Professor, Department of History

Jenna LaFrance, Director, Indigenous Student Centre

William Lindsay, Director, Office for Aboriginal Peoples

Jane Pulkingham, Associate Dean, Faculty of Arts and Social Sciences

Deana Reder, Associate Professor, First Nations Studies; Associate Professor, Department of English

Susan Rhodes, Director (Acting), University Curriculum; Institutional Liaison, VP Academic

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

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

Eldon Yellowhorn, Chair, Department of First Nations Studies; Associate Professor, Department of Archaeology

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

Billeh Nickerson during a reading at Lunch Poems, a joint initiative between SFU Public Square and SFU Lifelong Learning

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, 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, 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, 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 B.C.

Wyn Roberts, Professor Emeritus, Department of Linguistics

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

Graduate Diploma and MA Program in Translation and Interpretation Advisory Committee

Jiri Adler, Former Director, MOSAIC; Member, various committees, Canadian Translators, Terminologists and Interpreters Council

Jane Francis, Director, MA Interpreting & Translating Programme (Chinese Stream), Department of Politics, Languages and International Studies, University of Bath

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

Clement Tong, Board Member, Society of Translators and Interpreters of B.C.

LIFELONG LEARNING

Lifelong Learning Endowment Committee

Roz Kaplan, Program Director, Liberal Arts and Adults 55+ Programs

Allan MacKinnon, Associate Professor, Faculty of Education

Katherine McManus, Program Director, Writing and Communications Program (until December 2013)

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

Yvonne Tabin (Chair), Associate Dean, Lifelong Learning

Senate Committee on Continuing Studies

Charles Eckman, University Librarian, Dean of Library Services, SFU Library (until November 2013)

Robert Gordon, Professor, Director, School of Criminology; Director, Applied Legal Studies Program (until September 2013)

Daniel Laitsch, Assistant Professor, Faculty of Education

Tracey Leacock, Adjunct Professor, Faculty of Education

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

Lynne Quarmby, Chair, Department of Molecular Biology and Biochemistry, Faculty of Science

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

D'Arcy Warner, Convocation Senator

Helen Wussow (Chair), Dean, Lifelong Learning

MANAGEMENT AND PROFESSIONAL PROGRAMS

Career and Life Planning Steering Committee

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

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, Management and Professional Programs

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

Professional and Executive Education Coordinating Committee

Susan Burgess (Co-Chair), Program Director, Management and Professional Programs (until June 2013)

Colleen Collins, Associate Professor, former Associate Dean, Graduate Programs, Beedie School of Business

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

Kristina Henriksson (Co-Chair), Executive Director, Executive Education, Beedie School of Business

Brian Naicker, Director, Centre for Online and Distance Education

Raveen Sanghera (Co-Chair), Program Director, Business and Management, Management and Professional Programs

SFU NOW: NIGHTS OR WEEKENDS

Advisory Committee

Alison Beale, Director, School of Communication

Tony Botelho, Manager, Career Services, Work Integrated Learning

Kim Hockey, Program Coordinator, SFU NOW

Rummana Khan Hemani, Director, Student Success

Rella Ng, Associate Registrar, Records, Registrar and Information Services

Noriko Plimley, Student Representative

City Conversations special event in downtown Vancouver

Jane Pulkingham, Professor, Department of Sociology and Anthropology; Associate Dean, Faculty of Arts and Social Sciences

Yvonne Tabin (Chair), Associate Dean, Lifelong Learning

WRITING AND COMMUNICATIONS PROGRAM

Business-to-Business Communications Advisory Committee

Fawn Mulcahy, Head, Major Sponsors, RBC

Natasha Netschay-Davies, Consultant

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

Business Communication and Professional Writing Advisory Committee

Margaret Hope, Consultant

Vlad Konieczny, Consultant

Katherine McManus (Chair), Program Director, Writing and Communications Program (until December 2013)

Kevin Stewart, Senior Lecturer, Beedie School of Business

Ruth Wilson, Editor, Partner, West Coast Editorial Associates

Digital Communications Advisory Committee

Kirsten Bailey, Director, HootSuite University

Jonathan Becker, Consultant
Kelsey Dundon, Consultant

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 Advisory Committee

Theresa Best, Editor, Whitecap Books

Katherine McManus (Chair), Program Director, Writing and Communications Program (until December 2013)

Elizabeth Rains, Editor and Publisher, Ocean Cove Media

Barbara Tomlin, Editor, Partner, West Coast Editorial Associates

Ruth Wilson, Editor, Partner, West Coast Editorial Associates

New Media Journalism Advisory Committee

Gary Mason, Columnist, *The Globe and Mail*

Vanessa Richmond, Columnist

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

Jackie Wong, Editor and Journalist

Public Relations
Advisory Committee

Amanda Haines, Consultant

Gary McCarron, Associate Professor,
School of Communication

Fawn Mulcahy, Head,
Major Sponsors, RBC

Natasha Netschay-Davies,
Consultant

Daniel Savas, Adjunct Professor,
School of Public Policy

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

Technical Communication
Advisory Committee

Susan Andrews, Latitude
Geographics

Ellen Ashdown, Project Manager
and Technical Writer, D3 Security
Management Systems

Inez Gowsell, Technical Writer,
SAP Business Objects

Duncan Kent, Duncan Kent
and Associates, Ltd.

Katherine McManus (Chair),
Program Director, Writing
and Communications Program
(until December 2013)

Ariel Vergara, Alumnus,
Certificate in Technical
Communication