

FACULTY OF ARTS

NEWSLETTER



FEATURED ARTIST

Ronald Chan, Wilson School of Design Student

Ronald is a current KPU student in the Wilson School of Design and will be entering his fourth year this fall. The artwork featured here, *collage 190508*, was the first of three projects Ronald created for the studio portion of the London and Venice Fine Arts field school, responding to in-class topics and discussions. Referencing fashion imagery and the natural/built environment, the piece depicts a textural, dystopian landscape with a minimal palette and composition.

"Something I explore as a design student is the relationship between art and design, which I was adamant on incorporating into my work for the studio course. On top of travelling to Europe for the first time, seeing some of the most important artworks today, and developing new friendships, this field school experience encouraged me to continue investigating the "in-between" spaces in my practice and push toward new creative directions." – Ronald Chan

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ZTC PROGRAMS LAUNCHED IN 2019

AA in General Studies | AA in Sociology | Diploma in General Studies | Foundations in Design Certificate | BA in General Studies.

Message from Associate Dean, Shelley Boyd



Dear Faculty of Arts,

Spring brings the anticipation of new beginnings and opportunities. Working collaboratively with faculty, staff, and administration to provide KPU students with meaningful and supportive learning experiences will be my focus over the next three years as Associate Dean. I'm delighted and grateful to serve KPU and the Faculty of Arts in this role.

Having joined KPU in 2010 as a Canadian literature specialist in the English Department, I have been involved with many changes at the university. Over nine years ago, my service began as a departmental representative on, and later as chair of, the then Faculty of Humanities Curriculum Committee. In my new role, I'm looking forward to serving on the Arts Standing Committee on Curriculum and to supporting the dedicated work of faculty who are developing and maintaining compelling programs for KPU students. My

portfolio will also include working closely with a number of departments and programs, including Creative Writing, Criminology, Education Assistant Program, Fine Arts, Indigenous Community Justice, IDEA, and Music. My door is always open, and I look forward to hearing about your teaching, scholarship, and research initiatives and to exchanging ideas with you.

Many thanks are due to Dean Diane Purvey, Associate Deans Wade Deisman and Greg Millard, Divisional Business Manager Christy Jahn, and the incredible team in the Dean's Office for making me feel so welcome.

Dr. Shelley Boyd

Associate Dean, Faculty of Arts

WELCOME TO OUR NEW FACULTY

- Antew Dejene**, Educational Studies
- Bev Wake**, Journalism
- Briar Schulz**, Educational Studies
- Bryn Jones Square**, English
- Chris Hyland**, History
- Conrad King**, Political Science
- Craig Meadows**, Criminology
- Curt Petrovich**, Journalism
- Diljot Kaur**, Psychology
- Eiji Okawa**, History
- Gulidana Shalimujiang**, Asian Studies
- Jennifer Armstrong**, Criminology
- Jess Portfleet**, Fine Arts
- Jessica Gnyp**, Fine Arts
- Judith Scholes**, English
- Justin Stein**, Asian Studies
- Kirsten Alm**, English
- Leanne MacDonald**, English
- Mary Stankevicius**, Fine Arts
- Michelle Walks**, Anthropology
- Nahanni Pollard**, Criminology
- Neelu Dhaliwal**, Sociology
- Robert Pasquini**, English
- Ryan Higgitt**, Sociology
- Sim Badesha**, Sociology

SAY HELLO

WELCOME TO OUR NEW AND NEWLY APPOINTED STAFF

- **Shelley Boyd, PhD** | Associate Dean
- **Greg Millard, PhD** | Associate Dean
- **Christina Fung, BAA** | Arts Degree Advisor
- **Adam Berger, BSc** | Administrative Assistant
- **Samantha Dutton-Jones, BA** | Coordinator, Communications & Events
- **Teyler Callies, BA** | Administrative Assistant
Music, Education Assistant, Geography
- **Brandon Justus, BA Honours** | BSc Psychology Lab Instructor
- **Zahra Mohamud, BA** | Arts Deans Assistant
- **Ikjyot Rehal, BA** | Arts Degree Advisor
- **Natashia Devji, BA** | Administrative Coordinator
- **Jill Cowan, BA** | Administrative Coordinator
- **Fernando Cilento** | Administrative Assistant – Practicum
- **Lina Melo** | Administrative Assistant – Search
- **Christy Jahn, BA** | Divisional Business Manager
- **Jennifer O'Brien, BA** | Administrative Assistant, Practicum (on Leave)
- **Christina Neufeld, BBA** | Administrative Assistant Practicum (on Leave)

- **Assal Khamsi, BA** | Administrative Assistant
Fine Arts, Asian Studies, History
- **Kadi Rae, BA** | Administrative Assistant
Anthropology, NGO, Language & Cultures, Policy Studies
- **Robin Curry, BA** | Administrative Assistant
Educational Studies, Philosophy, Political Science
- **Anna Rucker** | Administrative Coordinator
- **Desiree McLeod, BBA** | Administrative Coordinator (on Leave)
- **Christina Taylor, BSc** | Administrative Assistant
Anthropology & Philosophy (on Leave)

BEST WISHES TO OUR OUTGOING STAFF

- **Faith Auton-Cuff, PhD** | Associate Dean
- **Sony Obregon, BA** | Administrative Assistant - Asian Studies, History, Language & Cultures, Policy Studies
- **Anthea Pasin, BA** | Arts Degree Advisor
- **Peter Warren, MA** | Arts Degree Advisor
- **Sumer Bhachu, BA** | Communications & Events Assistant
- **Melody Mercado, BSc** | Administrative Assistant – English
- **Betty Chinda, BSc** | BSc Psychology Lab Instructor
- **Niclas Banquero** | Administrative Assistant

Rockfish Habitats Sculpted by Fine Arts Students in UBC/KPU



KPU Fine Arts students helped in creating nine sculptures meant to produce an ecological and aesthetic boost to the waters near Porteau Cove Provincial Park. The sculptures, which are made from clay

and concrete and were created by arts students from both UBC and KPU, have been installed with the hope of increasing the rockfish population in the Howe Sound area. Rockfish in the area previously had their numbers dwindle in the early 1980's before catch limits and management actions were introduced to stop the decline. The project used an artistic approach to the habitats, looking to engage the public in the subject of rockfish conservation. The sculptures have been placed in a popular diving area to provide recreational divers with an opportunity to view the sculptures and also report on the rockfish activity around the artificial reefs.

Youth Aging Out of Care Program

The Faculty of Arts is piloting a new mentoring initiative between faculty members and students who have aged out of government care. Former foster children between the ages of 19 and 24 are now eligible for tuition waivers at all B.C. public post-secondary schools, and KPU now has dozens of these students in our programs. Along with other government funding initiatives, the tuition waiver program has allowed students to attend university who might not otherwise have been able to do so.

Young people who have aged out of care often face barriers at a rate higher than students who haven't lived in care. Campus life may be unfamiliar to these students, who may not have family members who attended university. A connection to a significant adult, such as a faculty mentor, could make a difference for any student, and former foster children are often missing these types of connections.

The pilot is the product of individual initiative, collaborative effort, and faculty support and buy-in. Journalism instructor Tracy Sherlock, who has worked with former foster children in the past, was interested in mentoring one of the former foster children studying at KPU. Sherlock took the idea to Wade Deisman, Associate Dean in the Faculty of Arts. Deisman saw the potential to take it one step further by extending the opportunity to other instructors. Together, they decided to create a network of faculty mentors. An email was sent out to the Faculty of Arts distribution list to see if faculty were willing to help develop the network and to act as mentors once it was developed. More than 20 expressions of interest were received within the first week.

The Faculty of Arts is working with Student Affairs, including Laura Vail, Director of Student Success, to pilot the project with the idea of expanding it to other faculties. After several months of planning, the mentoring initiative was launched in Fall of 2019 with a small group of faculty and students.

CONGRATULATIONS TO FAEAF AWARD RECIPIENTS

Fall 2018, Spring 2019 & Fall 2019

Alana Abramson, Dan Lett, Gregory Simmons, Lisa Monchalin and Shereen Hassan, Criminology

Ann-Marie McLellan and Dianne Simmons, Educational Studies

Asma Sayed, English

Brian Pegg, Anthropology

David Sadoway, Geography

Dorothy Barenscott, Fine Arts

Ellen Pond, Policy Studies

Gordon Cobb and Jocelyn Lymburner, Music and Psychology

Jason Ramsey and Sarah Fessenden, Anthropology

Jocelyn Lymburner, Psychology

Kira Wu and Kyle Jackson, Fine Arts and History

Kristie Dukewich, Psychology

Kristina Wijnsma and Nicola Harwood, Criminology and Creative Writing

Lilach Marom, Michael Ma and Seema Ahluwalia, Educational Studies, Criminology and Sociology

Lisa Monchalin, Criminology

Liz Toohey-Wiese, Fine Arts

Maria Anna Parolin, Fine Arts

Michael Ma, Criminology

Mungandi Nasitwitwi, Geography

Nancy Norman, Education Assistant

Shelley Boyd, English

Tara Lyons, Criminology

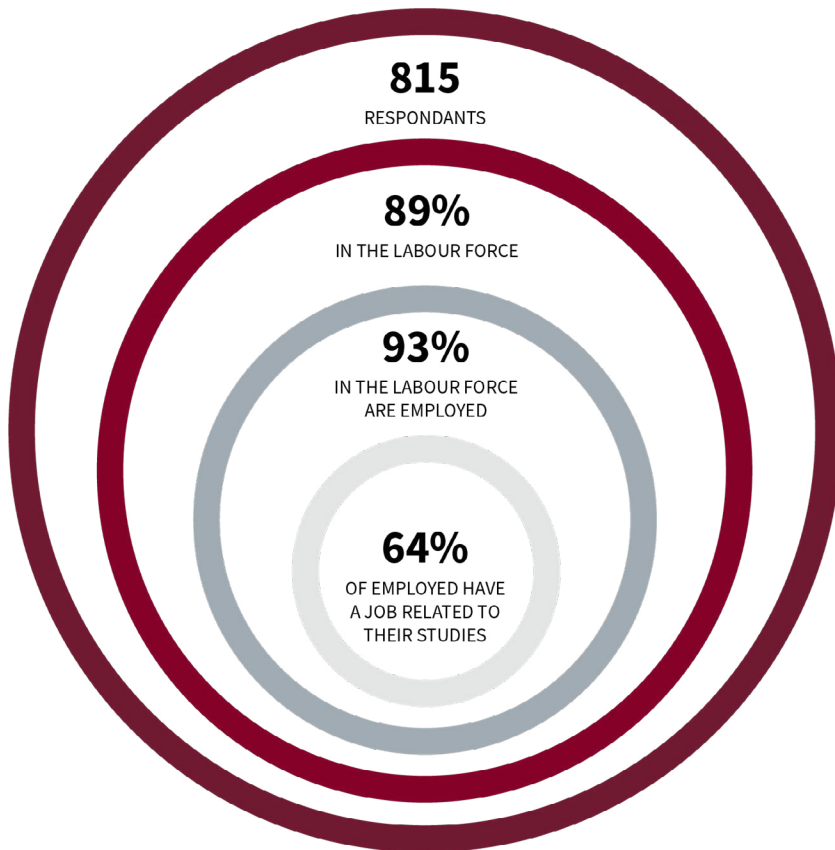
The Criminology Department

Tracy Sherlock, Journalism

Valérie Vézina, Political Science

Arts Graduates in the Labour Force

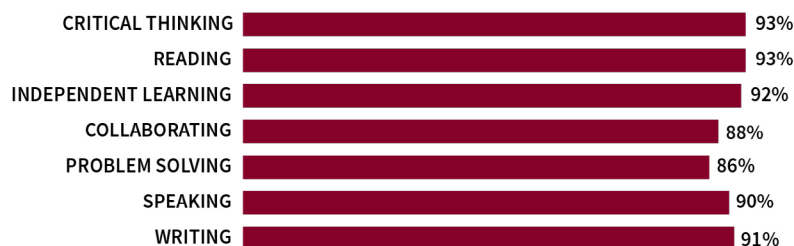
From BC Student Outcomes Survey:
Labour Force Participation of Arts Graduates



Arts Graduates who Experienced the Following Outcomes



Arts Graduates who Developed the Following Skills Through Their Education at KPU



⁷ Responses are three-year averages of graduates surveyed between 2015 and 2017. Data are consolidated from the Baccalaureate Graduates Survey (BGS), and the Diploma, Associate Degree, and Certificate Student Outcomes Survey (DACSO), as applicable to Arts programming.

CONGRATULATIONS TO 0.6% PD RECIPIENTS

Summer 2018, Fall 2018, Spring 2019, Summer 2019 & Fall 2019

- Alana Abramson**, Criminology
- Dorothy Barenscott**, Fine Arts
- Lee Beavington**, Interdisciplinary Expressive Arts
- Adrienne Boulton**, Educational Studies
- Shelley Boyd**, English
- Carroll Boydell**, Criminology
- Greg Chan**, English
- Gordon Cobb**, Music
- Heather Cyr**, English
- Farhad Dastur**, Psychology
- Kristie Dukewich**, Psychology
- Lisa Freeman**, Criminology
- David Froc**, Psychology
- Mariana Gatzeva**, Sociology
- Mark Glouberman**, Philosophy
- Colin Green**, History
- Jennifer Hardwick**, English
- Nicola Harwood**, Creative Writing
- Jack Hayes**, Asian Studies
- Candy Ho**, Educational Studies
- Aislinn Hunter**, Creative Writing
- Kyle Jackson**, History
- Victoria Johnston-Hatch**, Education Assistant
- Leonora King**, Geography
- Puqun Li**, Philosophy
- Jocelyn Lymburner**, Psychology
- Dave Lyon**, Criminology
- Tara Lyons**, Criminology
- Lilach Marom**, Educational Studies
- Kyle Matsuba**, Psychology
- Keiron McConnell**, Criminology
- Ranjini Mendis**, English
- Robert Menzies**, History
- Amir Mirfakhraie**, Sociology
- Lisa Monchalin**, Criminology
- Julia Murphy**, Anthropology
- Kamala Nayar**, Asian Studies
- Levente Orban**, Psychology
- Cory Pedersen**, Psychology
- Ross Pink**, Political Science
- Pamela Post**, Journalism
- Yanfeng Qu**, Language and Cultures
- Anis Rahman**, Journalism
- Jason Ramsey**, Anthropology
- Constanza Rojas-Primus**, Languages & Cultures
- David Sadoway**, Geography
- Asma Sayed**, English
- Ashiq Shah Syed**, Psychology
- Tracey Sherlock**, Journalism
- Doran Smolkin**, Philosophy
- Cathy Stonehouse**, Creative Writing
- Daniel Tones**, Music
- Liz Toohey-Wiese**, Fine Arts
- Valérie Vézina**, Political Science
- Katie Warfield**, Journalism
- Fiona Whittington-Walsh**, Sociology
- Jennifer Williams**, English
- Rebecca Yoshizawa**, Sociology

Honours: Instructor Shayna Rusticus and Psychology Lab Instructor Brandon Justus

Shayna Rusticus: “In the fall of 2018, I was very excited to have the opportunity to work with my first honours student – Brandon Justus. Brandon was very motivated to get an early start on his research and would request to meet with me to discuss honours ideas and topics. In our meetings, Brandon would present his ideas around topics and methodology, and we would work together to discuss the feasibility of the ideas. By the time September came, Brandon had a good idea of what he wanted to do for his honours project.

For his project, Brandon chose to focus on the effects of self-talk on video game performance. He looked at two dimensions of self-talk: valence and function. Valence refers to whether the self-talk was positive or negative, and function refers to whether the self-task was motivational or instructional. Brandon completed three studies in total; two were pilot tests to select a video game and assess the feasibility of the research design and then the final main study. While there were some hiccups along the way, such as needing to make design modifications and challenges in recruiting participants, our regular meetings allowed us to discuss and problem-solve these issues. The real advantages of the honours program, and the ability to work closely with a student, are in these opportunities where problems and issues come up. Students learn that these kinds of problems surface when you conduct real research, and they have opportunity to propose potential solutions or modifications under the guidance of an instructor who is able to provide feedback and support on the best course of action.”

Brandon Justus: “Honours is a mentorship that expands the classroom setting. Throughout our individual lives, we seek the influence of a mentor to show us our true aspiration and goals in the world. For example, Luke Skywalker had Obi-wan Kenobi bestow the Jedi way upon him, or another being Robin who had the survival skills and tactical teaching from Batman to fight crime on a daily basis. Although these mentors are based in fiction, the mentor that I had during honours was similar to Obi-wan Kenobi or Batman in my eyes. When I think back to the honours, the whole situation about mentorship felt like a comic book. In a typical comic book setting, the protagonist has moments of achievements and failures, and for myself, I had three moments similar to a protagonist: the rise, the fall, and the conclusion of honours.

Through my own research and engagement with program speakers from Kwantlen Polytechnic University (KPU), I thought that the honours project would be a good chance to develop real experience with research and to work alongside an experienced researcher. For an honours journey to begin, a student will need to select a supervisor, or in my case, a mentor that is willing to take on an honours student. I knew from the start that my mentor had to be someone I could get along with and be able to work alongside since we will be working together for one year on a project. Many of the psychology professors at KPU are amazing people and instructors, yet one individual stood above the rest with regards to matching my own aspirations and talents: Shayna Rusticus. After a brief discussion with Shayna about potential research ideas and receiving my notice of acceptance into honours a few months later, I was ready to begin my journey, but like most journeys, there are always moments or points where the protagonist faces hardships or falls.

During my honours project, I had moments where it felt as though all my work was going to amount to nothing, and the whole honours project was going to be a waste of time. However, unlike a regular class where the professor can only allocate a set amount of time with students, the honours supervisors are just focused on helping their student. This 1 on 1 mentorship with Shayna was able to help me overcome these tribulations of limitations by being a supportive figure who shared her own experiences on my issues. These shared experiences and positive outcomes from Shayna have made the journey and honours experience a billion times better. I believe this would have only been possible with a 1 on 1 type of situation as the professor has more time to discover who you truly are unlike a regular classroom setting.

The whole journey of honours was inspiring and downright fun while working alongside Shayna since the honours program's way of teaching is about nurturing and helping a single student grow. From start to end, there were bumps and hiccups along the road, but with the assistance from Shayna, I was able to overcome areas of weakness and limitations due to her mentorship. Now, even though honours has ended, Shayna and I will continue to work on projects together in the foreseeable future. For those wondering if the teaching approach or honours is worth your time, I have one question for you: wouldn't you like to work alongside Batman?”

Mentorship Experiences: **Daniel Bernstein, *Psychology***

At any given time, the Lifespan Cognition Lab has anywhere from 8-15 members. Some of these members are current KPU students; some are past KPU students; and others come to us seeking research experience from other schools. My approach to mentorship is simple: Model best practices in research, while involving lab members in all aspects of the research endeavor. These aspects include reviewing the literature, hands-on experience generating hypotheses, designing experiments, applying for Research Ethics Board approval, testing participants, analyzing data, presenting work at academic conferences, and writing and submitting manuscripts for publication. Along the way, lab members collect and analyze data from experiments that we conduct in the lab and in the community (e.g., schools, senior centres, community centres). Experimental participants range from preschoolers to older adults. Lab members learn how to use valuable research tools that will aid them in their careers. These tools include computer programming, working with various software packages, and eye tracking. Lab members learn to manage projects, work in teams, and develop critical thinking skills. Thanks in large



part to generous funding from the Canada Research Chairs Program and the Social Sciences and Humanities Research Council over the last five years, I have supervised five honours students and over 50 other research assistants in the Lifespan Cognition Lab. Many of these lab members have pursued graduate work in diverse fields, ranging from Education to Library Sciences, Neuroscience, Psychology, Public Health, and Urban Planning in Canada, the United States, Australia, and New Zealand. Many past lab members have obtained provincial and federal awards to pursue graduate work. Other past lab members have pursued jobs in industry. I aim to train rigorous scientists whatever their career goals, and I delight in watching lab members succeed in their work.



Kwantlen Psychology Student Journal: **Arleigh Reichl, *Psychology***

A year-long collaboration of KPU Psychology faculty and students came to fruition with the publication of the inaugural issue of the Kwantlen Psychology Student Journal (KPSJ) in July. KPSJ is a peer-reviewed, open access, online journal featuring outstanding empirical and analytical papers from KPU Psychology students. Among the topics in this issue are the relationship between video games and learning, the divergence of human cognition from that of other primates, and perceptions of couples who engage in bondage/domination and sadomasochism. KPSJ was created with the vision of showcasing the exceptional work being done by students in Psychology and, at the same time, providing students with valuable experience as journal editors, reviewers, and authors. Faculty members provided guidance and mentoring while collaborating with student members of the KPSJ team on all aspects of the journal, including editorial decisions and tasks, training in the Open Journal Systems (OJS) platform, and manuscript reviews. Student work on the journal was generously supported by an Open Educational Resources (OER) Grant from KPU (thanks to Dr. Rajiv Jhangiani, Associate Vice Provost, Open Education, and the OER Grant Committee). Special thanks also to Karen Meijer-Kline, Scholarly Publications Librarian, for support and training with the OJS platform.

The KPSJ team includes faculty members Dr. Arleigh Reichl, Dr. Patricia Coburn, and Dr. Danica Parfyonov, and students Amanda Dumoulin (Journal Manager), Gurjot (Joey) Chhina, Kirandeep (Kiran) Dogra, Devinder (Dave) Khara, Jonathan Lau, and Jamie Christiaanse (with new members Manmeet Chhina and Brandon Justus).

View the first issue of KPSJ at journals.kpu.ca/index.php/KPSJ

Mentoring at KPU and the Including All Citizens (IAC) Project: Fiona Whittington-Walsh, *Sociology*



Paulo Freire (1997) states that instructors need to “understand the concrete conditions” of students' lives and without this understanding, “we have no access to the way they think, so only with great difficulty can we perceive what and how they know” (p. 58). In order to truly understand the conditions of students' lives as Freire insists, one must develop relationships with students. As instructors we develop relationships with students and other instructors by mentoring. Mentoring is a key aspect to the Including All Citizens (IAC) project here at KPU. Using a qualitative research methodology, IAC is investigating and assessing the teaching strategies and techniques used in university courses that support student learning. This is one of the first fully inclusive for credit university opportunities and includes students with intellectual disabilities into Faculty of Arts courses for credit and on equal basis. The project is a collaboration between the Faculty of Arts and the Faculty of Academic and Career Advancement with community partners Inclusion BC and Inclusion Langley. Including All Citizens was launched in 2016 and has been awarded numerous internal and external grants including a three-year Vancouver Foundation Grant and a three-year Irving K Barber Grant.

Mentoring in the IAC is a two-fold process between instructor and student, and between instructors. Mentoring involves an active relationship where individuals receive guidance and modelling that helps them to enhance their professional growth and development (Cokley, 2000; Mertz, 2004; DeFreitas, 2007). Norma Mertz (2004) recognizes three functional categories in her hierarchy of mentoring framework that are associated with different roles: (1) modeling, (2) advising, and (3) brokering. Modelling involves the roles of peers as well as teachers with psychosocial development. It has well been documented that undergraduate students who have a relationship with a mentor experience a greater sense of belonging and being connected to the university which further facilitates academic success (Cokley, 2000; Lundberg & Schreiner, 2004). For students from marginalized and underrepresented groups, including those who have not excelled in academics, the relationship they develop with a faculty member becomes central to their learning and success, (Leggett, 2003; Stocks, Ramey, and Lazurus, 2004) superseding even the influence of their past experiences on their learning (Lundberg & Schreiner, 2004; Tillman, 2005). Including All Citizens is involving all three categories and subsequent roles. The instructor-student relationship is transferred into the classroom and provides the foundation for student-peer relationship building and mentorship. Relationship building becomes a key learning outcome and is an important aspect to the IAC.

In mentoring faculty, advising is associated with professional development, and brokering is with career advancement. Mentoring teachers has been identified as an important part of teacher education, recruitment, and retention (Wang and Odell, 2002; Tillman, 2005) and can become a “catalyst for transformative leadership” (Tillman, 2005: 614). The IAC project is offering what Wang and Odell (2002) call a critical constructivist mentoring relationship where together, the instructor/mentors are actively challenging existing teacher practices with the goal of teaching transformation. Instructors are mentored by Whittington-Walsh in the IAC's inclusive pedagogy that includes how to transform their teaching in order to be able to reach a wide range of learners. These instructors will then become instructor/mentors for other faculty, therefore having the potential for influencing wider systems change. Cathleen With, MFA, Creative Writing, was the first instructor to be mentored in the IAC's inclusive pedagogy and says the following about the mentoring process: “Fiona taught me to make my Course Presentation clearer and easier to understand, she also provided an audio recorder and we practiced audio—which the students benefitted from. She went over my rubrics with me and helped me to make sure they were fair. There were several times we “debriefed” about some of the students in the class—and often they weren't even about students in the IAC project. As there are always other students who could benefit from Inclusive practices, we discussed some of those students and ways to help them. What I love most about Fiona is that she was there for me and never made me feel like I was doing anything wrong—that she was there as a resource for me and not to judge me. Though I did know her a bit before the class started, and felt comfortable with her, it is still a little hard to have another instructor in the room. But I always, always felt supported, and felt I could tell her about anything I was feeling, encountering, changing, or keeping the same. I feel so privileged to have a mentor like Fiona. We are still talking about it, and the class was over last December!”



Honours Program: Instructor Kyle Matsuba and University of Massachusetts – Amherst Masters Student Andrea Mah, *Psychology*



Andrea Mah: “Kyle became my mentor in late 2017 in preparation for the honours program, and over the next two years, Kyle taught me how to generate research ideas, how to carry out that research, and how to then present that research. But the mentorship went beyond that, including guidance for my career, collaborations with his colleagues, and included all sorts of opportunities I would not have known about. Throughout the mentorship, Kyle was always available to help, be it answering simple methodological questions, or giving advice about which grad program to choose. Also, having someone to support me in achieving my goals who was as invested in them as I was made it easy to persevere. Although my time at Kwantlen has come to an end, I have no doubt that I will still be asking Kyle for advice and to collaborate with me in my work for the rest of my career. Having a mentor who shows genuine care for their mentees is something all students could benefit from.”

Kyle Matsuba: “In a research methods class I taught a few years back, Andrea conducted a study on earthquake preparedness. Her ideas were interesting and novel, which could be applied to environmental awareness, one of my research areas. Knowing this, I approached her to see if she was interested in collaborating with me on projects of mutual interest. This led to a fruitful collaboration, which included conducting a program evaluation for the City of Richmond on their emergency resilience workshops and my supervision of her honours thesis, which is currently under review for publication. So it’s been a fruitful collaboration in large part due to our shared interests and common research goals, our highly conscientious natures, and our openness to learn from each other. I’m excited that Andrea will continue on working in the same area, and that we will continue to collaborate on current and new projects.”

Honours Program: Jocelyn Lymburner and Connor Mitchell

The Honours program in Psychology is an intensive, 12 credit program which gives students the opportunity to develop, conduct and report on a research project under the supervision of a faculty member. As a faculty member, I treasure these opportunities to serve as a mentor to students as they embark on their first major piece of independent research.

Last year I had the great pleasure of supervising Connor Mitchell in his research with a local Big Brothers (BB) agency. Working with a research population outside of KPU is exciting but of course presents its own set of challenges. Connor did a magnificent job of fostering a respectful and productive relationship with the staff at the Big Brothers agency and working closely with them to establish the framework for the project.

In early conversations, the staff at BB identified their high withdrawal rate during the volunteer application process as a critical issue, and Connor agreed to tackle this in his Honours research. Connor ambitiously undertook two distinct studies. In Study 1, he analyzed application data, independently coding over 200 files to identify potential predictors of withdrawal. In Study 2, Connor developed an online survey targeting applicants whom had chosen to withdraw from the program.

As my own doctoral research had been completed with the Big Sisters agency (examining predictors of match termination), I was able to provide Connor with specific guidance on the development of a coding manual for application data and on the critical importance of obtaining interrater reliability. Over the fall semester, Connor reviewed the relevant literature and worked diligently to develop the coding manual and other research tools, always in close collaboration with the Big Brothers agency. Connor successfully obtained REB approval, and as we shifted into the Spring Semester, Connor moved into data coding and data analysis. We met weekly in person, over Skype and via email to address issues and questions that arose, to work through data analyses, to interpret findings, and to provide feedback on early drafts of the final thesis. The semester culminated in an excellent Honours defence in front of a large KPU audience and a presentation of the research findings to the staff at Big Brothers.

It has been a real privilege to supervise Connor as he tackled “real world” issues and navigated his way through the murkiness of collecting data outside a controlled setting. Connor was awarded the CPA Certificate of Excellence for his Honours thesis and went on to develop a mentoring manual for the new KPU Mentor Program for Youth Formerly in Care.

Alexander Stark – Bachelor of Applied Science in Sustainable Agriculture, Minor in Language & Culture

Bon Matin, Alexander Stark dishnikawshon. Ni mama Michif Fraansay egwa Canadjien Fraansay wiya. Pi ni papa Naanglay egwa Zhwif Polonay. Good morning, my name is Alexander Stark. My mother's family is French Métis and French Canadian. My father's family is English and Polish Jew. These are the places I come from, although I represent my Métis ancestors by speaking Michif and wearing this sash (motion to sash). Today, I am honoured and privileged to deliver the student address to all of you, my fellow graduates. I would like to tell you about what brought me here, and highlight some of my experiences at KPU, following a thread of names that I have been granted along the way.

After graduating high school, I apprenticed on an organic fruit and vegetable farm in Cawston, BC for a whole season. We had one other Alex on the farm, so we decided that I would be called by my last name, Stark. Following the Apprenticeship, I volunteered on organic farms in France for a year, herding goats and working with fruit and vegetable crops. My name during that time was Alexandre or Alex. These two experiences propelled me towards the Sustainable Agriculture and Food Systems Bachelor of Science here at KPU.

In my first year, I asked my peers to call me Stark in honour of my first season farming. Outside of agriculture classes, people would call me Alex –causing confusion at times when non-agricultural classes had agriculture students in addition to myself. In my second year, I began studying Spanish in anticipation of doing my internship requirement abroad in Cuba. In Spanish classes, I asked people to call me Alejandro. Near the end of my second year, I went to Cuba for 7 months to intern at an organopónico (an urban farm) as a farm hand, and at a plant health lab as field technician. There I had two names, Alejandro, and a signed name (demonstrate) in reference to my glasses and beard, given to me as I developed connections with the deaf community of Sancti Spíritus. In my third year, I declared a minor in Language and Cultures. I also started two research projects: one for my bachelor on everbearing strawberry season extension, and another as a collaborative interdisciplinary research project on climate change and agriculture in Southern Mexico. The former which brought me to the Yucatan Peninsula region of Mexico twice. The first time, people from the community where I did research called me Chak Mex, a nickname in Maya language which means red beard. The second time, I studied Maya in Pisté, and my host family called me Alux or Aluxito, which unfortunately I will not be able to explain right now. When I went back to the research community, people started to call me Sak Chak Mo'ol, which means white jaguar. More recently, I studied some Mandarin, and have a Chinese name, Shǐdá, meaning experiences and attainment. I am currently studying Punjabi - I am missing a class right now – and they call me Sikander, which is derived from the name of Alexander the Great.

I thought it important to mention these names, because each one of us has our own parallel yet unique journey at KPU. We have acquired new skills, knowledge, perspectives and perhaps even a few names. We also have stories of our struggles, joys and accomplishments, many of which we have shared with each other. We have worked hard to get to this point. At the same time, we must acknowledge that alongside our own hard work, we were supported by an uncountable number of beings: by our families and friends, our peers, the staff and faculty at KPU, Lekeyten, for me the gathering place, our ancestors and the land. I know that you will take all that you have learned and will use it to do good by your communities, by your families and by yourself. Congratulations, I raise my hands to each and everyone of you, and in the language of this land I say: Huycep:ca siyam, thank you honored ones!



Nida Valiani – Bachelor of Arts in Policy Studies, Minor in *Sociology*

Nida graduated this spring with a bachelor's degree in policy studies with a minor in sociology and a certificate in NGO and non-profit studies. During her time at KPU, Nida took part in Kwantlen Polytechnic University Model U.N. (KMUN) as a delegate from Egypt. Nida also joined Kwantlen Public Interest Research Group (KPIRG), a society that focuses on social and environmental justice where she was appointed as Board Director. Toward the end of her degree, Nida completed a work-study for Policy Studies, where she was part of planning a "Sustainability Week" event, as well as revamping the Policy Studies webpage. Through the NGO and nonprofit certificate, Nida took part in organizing the annual Think Global, Link Local event, which allowed students to network with local non-profits. For her final project for the certificate, Nida created a presentation on addressing intersectionality within non-profits. In the upcoming year, Nida has plans to travel to Central and South America, and when she returns, she plans to look for work in an organization with a social and environmental focus.

"Good morning and welcome all. Wow! I can't believe we're here at convocation. The moment I truly realized that I had just graduated was when I was at the dentist. I was talking to the hygienist and lying about my flossing habits, as I'm sure everyone does, when the receptionist came over and let me know that I'm no longer covered under my health plan and that I would have to pay for this cleaning I didn't want. I knew this day was coming. I graduated, was definitely not 21, and my dad's health plan decided it was over between us. But knowing doesn't make it any easier. We stopped getting compass cards last month and I still refuse to think about how much I'm going to be spending on transit. It's frightening to think of being in the adult world where we have bills and no more student discounts.

I remember graduating from high school thinking I was becoming an adult then. Feels like ages ago but that was where, for many of us, we realistically thought about our future for the first time. I remember researching different careers and thinking about what I wanted to be. But I wonder how many of us are sitting here exactly where we planned. See, I felt like I had my life mapped out then and I felt pretty excited to graduate and begin the adult phase of my life. But of course like many of us, I realized that there was a lot more to being an adult than having a 5 or 10-year plan.

The first few years here at KPU were definitely influential. I'm thankful my program gave me lots of room for electives because I was able to take courses that I thought were interesting like fine arts, horticulture and archaeology – which I learned very quickly was not about dinosaurs – but was still really cool! I learned a lot those first few semesters. For example, while we were allowed to eat in class and leave without raising our hands, did not mean we would be able to grab that egg and cheese on an English muffin and a coffee and make it back to class before break ended. Most likely you waited in the incredibly long Timmy's line just to walk into the middle of the lecture awkwardly. And with our small class sizes, professors really noticed when you walked in late, especially with coffee.

As the semesters went by and we got into our upper level courses, things got more serious. We knew what we were passionate about, we had plans for what we were going to do after graduation, and the people we sat next to in class became people we are likely to work with soon. There were many moments though, despite having a plan, I was still learning to keep my mind and my doors open. For example, I originally came to KPU and chose a degree in Policy Studies because I wanted to do something about climate change. But after taking a few sociology courses as electives, I realized how connected environmental issues are to social justice ones and this eventually led me to pursue a minor in sociology and later a certificate in non-profit studies. I'm incredibly thankful to those who helped me develop those passions and this new path.

Where we plan to end up and where we actually end up might be the same place and it may also be completely different. And that's okay. We all plan for our futures at such a young age but we forget that we're still growing and learning who we are and we don't stop once we go into university. It doesn't even stop when we graduate. Yes, we may feel like adults, but that doesn't mean you have to have things figured out. We're still learning new things every day like making your own dentist appointments BEFORE your health coverage ends, or realizing you can't afford Timmy's every day and actually making your own breakfast. Being an adult means that you're willing to alter your 5 or 10-year plan when necessary because you're willing to keep growing and educating yourself.

So, let's all take a moment to alter our path a little bit right now. Let's aim to not stop being students. Let's continue to learn and fight ignorance. Let's seek to gain new skills and interests.

Faculty, friends, and family, on behalf of my peers, thank you for your support. Without you, we wouldn't be who we are.

To Kwantlen Polytechnic University's class of 2019, congratulations. To quote Elle Woods in the greatest movie about persevering through an alternate path, "We did it!"

CONVOCATION CEREMONIES



Faculty of Arts graduate, Jordan Buna, members of the Surrey RCMP and Criminology Instructor, Keiron McConnell.



Faculty of Arts graduates walking to their Convocation Ceremony.



Dean Diane Purvey, congratulating Faculty of Arts graduates.



Associate Dean, Wade Deisman, congratulating Faculty of Arts graduates.



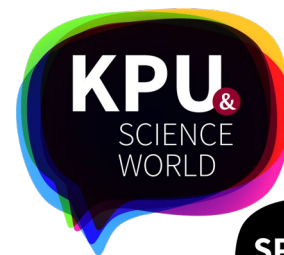
Fine Arts graduates



English graduates with faculty.

UPCOMING EVENTS

KPU-Science World Speaker Series



**SPEAKER
SERIES**

UPCOMING TALKS:

February 25, 2020

Believing is Seeing: An Artist and a Scientist Discuss Perception

**Speakers: Dr. Farhad Dastur, Psychology
& Nicoletta Baumeister**

June 9, 2020

Healing Nature: Forest Bathing and the Wisdom of Trees

Speaker: Lee Beavington, Biology

April 29, 2020

*"One morning you wake up sick": addiction, reward,
and the brain*

Speaker: Dr. Jay Hosking, Psychology

› For more details, please visit: kpu.ca/speakerseries

KPU-Arts Speaker Series

UPCOMING TALKS:

February 12, 2020

Seeing Sound, Hearing Story

Speaker: Dr. Daniel Tones, Music

March 25, 2020

Vancouver to the Mexican Bahia: Sensing Cities, Sensing Space

Speaker: Elizabeth Barnes, Fine Arts

March 11, 2020

Creative by Nature: When Art and Science Collide

Speaker: Lee Beavington, Amazon Field School & IDEA

› For more details, please visit: kpu.ca/arts/speakerseries