

ISSUE 14

Fall 2018

FACULTY OF ARTS

Newsletter

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FEATURED ARTIST

Deeksha Chabra, Fine Arts Student

Deeksha is a KPU Fine Arts student who presents a work which uses gestural and abstracted techniques in order to express the idea of internationalization. The work deals with the idea of liminal space which shows a shift from one place to another (one nest to another nest) and things which cause transition and how transition looks as an end result.

ZED CRED

Fall 2018

› 228 sections

› 153 courses offered
by 23 departments

› 55 instructors

› an estimated savings
of \$700,000

Message from Dean, Diane Purvey



Hi everyone –

I hope the Summer has been enjoyable, whether you have been teaching or you are on your PD/accountable term.

The focus of this newsletter is International – international scholars and scholarship, international initiatives in regard to curriculum and committees, and international students.

Many of our faculty are engaged in research that addresses international issues and subject areas. This newsletter spotlights a few of these faculty members, and highlights some of their recent thinking and scholarship. As well, the 2017-18 academic year saw three international scholars come to KPU as scholars-in-residence. They represented the fields of Music, Language and Cultures, and Psychology, and they worked with students and faculty alike, giving public presentations and performances and collaborating with faculty and students on research.

As you know, this past year has seen a profound increase in international students at KPU. This groundswell has created challenges to be sure, but it has also provided important opportunities for pedagogical reflection and curricular innovation. This Fall we are debuting two new courses: Reading and Writing for University (WRTG 1100) and Global Competency (GLBL 1101-4). We are also offering double the number of Introduction to Higher Education for International Students sections (EDUC 1150).

As a response to our increase in the number of international students the Provost provided a one-section release for a faculty member to lead a committee to research and develop ideas for responding to the growth. Dr. Heather Cyr took on this challenge and the AFC Ad Hoc Sub-Committee on Faculty and International Student Success, representing leaders from across our Faculty, developed a tremendously valuable report that was sent to faculty in May. We are implementing many of the suggested recommendations and we welcome the opportunity to further discuss these recommendations and develop new ones at the August AGM.

Before closing, I would like to note several recent initiatives – not discussed in this newsletter - which I expect will extend and strengthen our ability to support our international students. These include: new wait-listing processes, an online reporting form for Faculty of Arts Academic Integrity Violations, strategic enrolment management initiatives aimed at finding the right balance of domestic and international students, and increasingly better data resources. We look forward to future discussions around these initiatives and welcome your feedback

All the best for a fruitful Fall term!

Diane Purvey

SAY HELLO

WELCOME TO OUR NEW AND NEWLY APPOINTED STAFF

- › **Nina Mosallaei, BA** | Dean's Assistant
- › **Lina Melo, BA** | Administrative Assistant – Geography and Sociology
- › **Dervla Hagan, BA** | Administrative Assistant – Philosophy and Anthropology
- › **Nicolas Banquero** | Administrative Assistant - Educational Studies, Fine Arts and Political Science (Interim)
- › **Kirsten Confectioner, BBA** | Administrative Assistant – Educational Studies, Fine Arts and Political Science

WELCOME TO NEW ARTS FACULTY

- Anis Rahman** – Journalism and Communication Studies
- Tony Edwards** – Educational Studies
- Leonora King** – Geography
- Richard Wolfe** – Theatre
- Geoff Reith** – Geography
- Christina Behme** – Philosophy
- Marc Champagne** – Philosophy
- Patricia Coburn** – Psychology
- Kurt Klotz** – English
- Nathan Szymanski** – English
- Lesley McCannell** – Global Competencies (currently Business, new to Arts)
- Maria Timm** – Educational Studies
- Valerie Vezina** – Political Science
- Danica Parfyonov** – Psychology
- Aman Bassi** – Psychology
- Sarah Farstad** – Psychology
- Azar Pakdaman Savoji** – Psychology
- Earl Andersen** – Criminology
- Asad Asadullah** – Criminology
- Tracy Sherlock** - Journalism and Communication Studies
- Pamela Post** - Journalism and Communication Studies
- Lubna Moosa** - Journalism and Communication Studies

GOODBYE TO

- › **Nancy Hodgson, BA** | Administrative Assistant, Educational Studies, Fine Arts, and Political Science
Retiring after 18 years at KPU.
We wish her success on her new endeavors!
- › **Gillian Dearle, MA** | Interim Associate Dean
It's been a glorious six months!
- › **Tracey Bowles** | Administrative Coordinator
- › **Carla Deresh, BComm** | Divisional Business Manager
We wish her all the best as she embarks on a new adventure!



The Climate Change Crisis

Published March 28th by Palgrave Macmillan, Ross Pink's *The Climate Change Crisis* explores how the world community will respond to the unfolding humanitarian crisis caused by climate change. It recognizes climate change as the greatest threat to human development in the 21st century,

bringing with it: flooding, drought, extreme temperatures, health crises, threats to human security and severe harm to economic development.

The Climate Change Crisis, authored by Dr. Ross Michael Pink, addresses climate change and its impact as a major threat for countries around the world. Through a collection of interviews with leading environmentalists and exploration into new innovations that can offer hope and protection for billions of people, this book presents an interdisciplinary approach towards understanding the paramount health and development challenges of climate change.

This timely and informative book cuts across several disciplines, including human rights, public policy, international relations, national refugee policy, and migration studies.

KPU hosted a Book Launch on June 7th that was attended by Dr. Alan Davis, who is among 21 Expert Interviews in the Book, Students, Faculty, Dr. Greg Millard, Political Science Department Chair, Dr. Wade Deisman, Dr. Diane Purvey and other Administration Staff.



The Music of Leoš Janáček

Zdenek Skoumal (from MUSI) is completing a book about the music of Leoš Janáček (1854–1928), a Czech composer best known for his operas and chamber music. He lived at the time of realism and wanted to make his music realistic to represent life situations as closely as possible. He is well known for collecting “speech melodies” and other natural motives, notations of sound fragments from everyday life which he used as models for musical ideas. The book is a study of Janáček's compositions from the early works to the late masterpieces and attempts to demonstrate their structure and its relationship to the natural motives that he collected. Its detailed analyses focus on melody, harmony, rhythm, texture, as well as text/music relationships. It also considers reasons for its inherent interest and growing popularity.

CONGRATULATIONS TO FAEAF AWARD RECIPIENTS

- Katie Warfield**, Journalism and Communication Studies
- Cory Pedersen**, Psychology
- Dianne Simmons**, Educational Studies
- Joe Koch & Dorothy Barenscott**, Geography and Fine Arts
- Alana Abramson, Simon Beck, and Evelyn Zellerer**, Criminology
- Zdenek Skoumal & Jane Hayes**, Music
- Kira Wu**, Fine Arts
- Michael Ma**, Criminology
- Levente Orban, Daniel Bernstein, Roger Tweed & Arleigh Reichl**, Psychology
- Ellen Pond & Heather Harrison**, Policy Studies and Philosophy
- Fiona Whittington-Walsh, Tracey Kinney, Jan Thompson, Kyle Mitchell**, Sociology, History, Geography, Policy Studies

CONGRATULATIONS TO 0.6% PD RECIPIENTS

- Alana Abramson**, Criminology
- Heather Cyr**, English
- Mariana Gatzeva**, Sociology
- Colin Green**, History
- Kyle Jackson**, History
- Victoria Johnston-Hatch**, Education Assistant
- Tara Lyons**, Criminology
- Lisa Monchalin**, Criminology
- Cory Pedersen**, Psychology
- Ashiq Syed Shah**, Psychology
- Katie Warfield**, Journalism and Communication Studies



The "ASEAN Way": The Structural Underpinnings of Constructive Engagement

Logan Masilamani's article, "The "ASEAN Way": The Structural Underpinnings of Constructive Engagement", explores the foundations for ASEAN's constructive engagement policy with Burma. ASEAN stands for the Association of Southeast Asian Nations. It separates the policy into economic and political components. The economic aspect was driven primarily by the pragmatic self-interests of ASEAN members seeking to gain greater access to Burma's rich natural resources and cheap labour force. The political element was more consistent with the "ASEAN Way", a cautious and informal decision-making process style within the organization. ASEAN was careful not to meddle in Burma's domestic

affairs, as most members were themselves struggling to achieve genuine democratic progress.

In general, pragmatic concerns took precedent over normative goals in engaging Burma. While improving Burma's respect for democratic processes and human rights were the normative goals of constructive engagement, reducing China's economic influence in Burma, maintaining regional stability, enhancing economic relations with Burma, and assuaging pressure from the West were crucial. Constructive engagement served as a rhetorical tool that ASEAN utilized to show the international community that it was taking action on Burma, while affording it the space to pursue its principal economic goals in Burma. Political and economic engagement were not appropriated in tandem to improve Burmese democracy, but worked separately to advance ASEAN member states' economic interests. Masilamani's article has been published in the Foreign Policy Journal and The Indonesian Quarterly.

International Student Success

In May, you received a recommendations report on behalf of the Arts Faculty Council Ad Hoc Sub-Committee on Faculty and International Student Success. This document was the result of a semester of meetings, outreach, and discussions, during which it has been my privilege to work with the fantastic members of this sub-committee. While the ad hoc committee has wrapped up, our work as a faculty continues. As you may recall, Arts Faculty Council voted to endorse the report and to strike both a working group on internationalization and an ad hoc committee specifically dealing with academic honesty.

Later in the summer, the faculty will receive calls from Nominations and Governance for these two important committees, and I hope you will consider taking part in these crucial ongoing discussions by joining the committees or offering your input. Our ad hoc committee will also be leading a panel at the Arts Fall meeting day in August. Look out for information about this event coming soon!

All the best for your summer whether you are teaching or enjoying your PD and vacation semester,

Dr. Heather Cyr

Chair, Arts Faculty Council Ad Hoc Sub-Committee on Faculty and International Student Success
Vice-Chair, Arts Faculty Council
Faculty, English

| | 2018 Summer | 2017 Summer | % Change |
|-------------------------|-------------|-------------|----------|
| Total Seats Offered | 10,021 | 7,941.50 | 26% |
| Total Seats Filled | 8,988 | 7,117 | 26% |
| Fill Rate | 90% | 90% | 0% |
| Number of Courses | 145 | 142 | 2% |
| Number of Full Courses | 56 | 34 | 65% |
| Number of Sections | 332 | 271 | 23% |
| Number of Full Sections | 172 | 99 | 74% |
| Average Section Size | 27 | 26 | 3% |
| Waitlist Count | 709 | 808 | -12% |
| International Students | | | |
| Seats Filled | 3,695 | 1,384 | 167% |
| % of Seats Filled | 41% | 19% | 111% |
| Average per Section | 11 | 5 | 118% |
| Waitlist Count | 237 | 157 | 51% |

| Age | 2018 Summer | 2017 Summer |
|------------|-------------|-------------|
| 18 & below | 15% | 10% |
| 19 to 22 | 56% | 54% |
| 23 to 29 | 24% | 30% |
| 30 to 39 | 4% | 4% |
| 40 & above | 2% | 2% |

| | 2018 Summer | 2017 Summer | % Change |
|--------------------|----------------------------------|----------------------------------|----------|
| | as of May 14, 2018 - Stable Date | as of May 15, 2017 - Stable Date | |
| Unique Headcounts | 4,537 | 3,850 | 18% |
| Full-time students | 2,784 | 2,035 | 37% |
| Part-time students | 1,753 | 1,815 | -3% |
| % International | 38% | 20% | 95% |
| % New | 11% | 7% | 58% |

Dr. Daniel M. Bernstein, Psychology

Much of Daniel's work in cognitive psychology involves international collaboration. From September 2017 to June 2018, he published six papers with international colleagues, including those in Great Britain, Germany, and the United States. He has three additional manuscripts currently submitted for publication and under review. These manuscripts include colleagues from Germany, the Netherlands, and Israel. Also during this period, his colleagues and him presented four papers at international conferences. These papers included colleagues from Great Britain, Germany, Israel, and the United States. Aside from this published, submitted, and presented work, he has ongoing collaborations with colleagues in Australia, Great Britain, Germany, Hungary, New Zealand, and the United States.



Dr. Ashiq Shah, Psychology



Ashiq Shah's research was done to investigate what challenges international students face as well as the way in which they respond to those challenges during their studies at KPU. Specifically, there was a focus on language, study related issues, financial, and adjustment to life in BC. The participants were 25 female and 38 male students in the age range of 18- 35 years including 22 Chinese, 26 Indians and 15 Middle Eastern nationals. The materials used included three scales: a challenges questionnaire, a coping scale and a religiosity scale. In addition, questions were asked relating to the participants' adjustment in Canada and religious involvement as well as a demographic questionnaire.

The results showed that Indians scored highest on the challenges scale followed by Middle Eastern and Chinese students. The challenges reported by the international students were high tuition fees, desire to work part-time to finance their education, problems finding affordable accommodation, lack of accommodation on campus, missed their families and countries, however, they liked small class sizes, were satisfied with the education they received, felt comfortable communicating with their professors, were supported by their families, welcomed by their peers and had adjusted to Canadian culture. The results also showed that those using problem focused coping successfully faced challenges. Among the internationals Middle Eastern students were more religious and were involved in religious practices. The religiously involved internationals used both emotion-avoidance and problem focused copings and were better at facing everyday challenges.

In addition, the following papers Ashiq Shah contributed to was presented at the "24 the International conference of Cross-cultural Psychology" held at the university of Guelph (ON) from July 1-5, 2018:

Challenges faced by International students at Kwantlen Polytechnic University

Ashiq Ali Shah, Alex Lopes & Linah Kareem
Department of Psychology, KPU

Perceived discrimination and well-being among women in a majority Muslim country: Religious identity as moderator

Ashiq Ali Shah, Department of Psychology, Kwantlen Polytechnic University & Noraini M. Noor, Department of Psychology, International Islamic University, Malaysia

Dr. Asma Sayed, English

Dr. Asma Sayed, a faculty in the English department, has published a co-edited volume titled *The Transnational Imaginaries of M. G. Vassanji: Diaspora, Literature, and Culture*. This project is a result of an international collaboration between Sayed and her colleagues in the U.K. Released in June 2018, this collection of scholarly articles engages with, analyzes, and appreciatively critiques the fiction and non-fiction writing of M. G. Vassanji, a multiple award-winning Canadian author. Vassanji's works have a sense of multiple connections across four continents: Asia, Africa, Europe, and North America. He challenges the imperial centers of Western powers through the content of his work and his deeply-felt humanist engagements with the politics of displacement, settlement, partition and postcolonialism. Ranging across his entire oeuvre, the essays in this book argue that Vassanji's work should be read as one emerging from a transnational space that connects people, places and issues across the world.



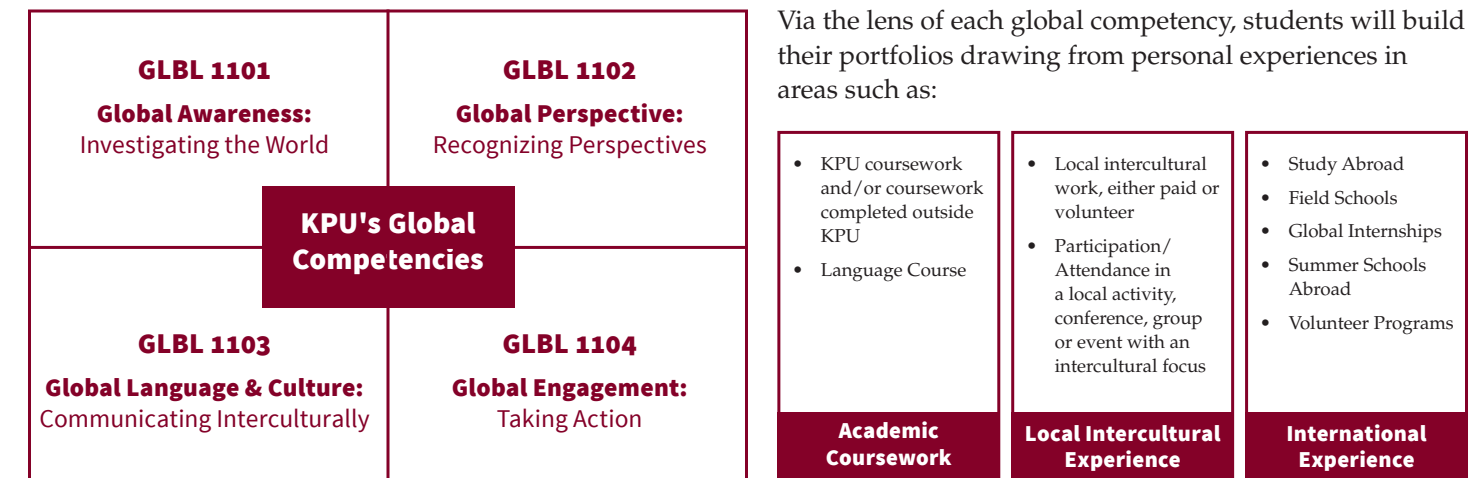
KPU Global Competencies

GLBL Courses

"Global competence is the capacity and disposition to understand and act on issues of global significance. Globally competent individuals are aware, curious, and interested in learning about the world and how it works. They can use the big ideas, tools, methods, and languages that are central to any discipline (mathematics, literature, history, science, and the arts) to engage the pressing issues of our time. They deploy and develop this expertise as they investigate such issues, recognizing multiple perspectives, communicating their views effectively, and taking action to improve conditions."

The KPU Global Competencies are an adaptation of the Asia Society's Global Competence Matrix. The definition of global competence has not been modified. (Source: asiasociety.org/education/global-competence)

A working group from all faculties and various service areas worked to identify KPU's Global Competencies and they determined the following:



These courses were developed to help students adapt to the ever changing world. Each course is worth 1-credit and can be used towards elective credits. Once a student completes all four courses, they will receive a certificate of completion for KPU's Global Competencies.

We will be piloting these courses in Fall 2018.

For more information, go to: kpu.ca/arts/global-competencies

First Year Writing Labs

Since 2015, the English Department has offered First-Year English Writing Labs, approximately 40 sessions each Fall and Spring term, to provide additional support to first-year English students. The labs focus on fundamental writing skills broken down into small steps. Our goal is to give practical tools to students who need extra writing help outside of ENGL1100, ENGL1104, and ENGL1202/ ENGL1204. Students register for a series of weekly labs that run for five weeks.

The key to the labs is the focus on Supplementary Instruction (SI), a model that privileges a voluntary, low-stakes, and welcoming learning environment. As one of our students explained it, "Adapting to the university environment can be tough. These workshops have a more high school environment where everyone is struggling with basics just like you. So, asking for help is easy." Our students benefit from the in-person attention of an experienced English faculty member without the pressure of grades or assignments.

In the fall we will be piloting a day-long series of labs for students whose employment schedules make attending weekly lab sessions difficult. We will also be welcoming our first students from the newly developed WRTG 1100 classes geared to international students. In the last year we have seen some changes, including a marked increase in international students (from 10% per lab to over 50% and, in some cases, more than 75% of those students attending). This spring we surveyed this year's participants and 96% of those who replied said the labs had helped their writing and that they would recommend the labs to their friends.



WRTG 1100: Reading and Writing for University

The Kwantlen English department is pleased to announce a new course designed to support international students. *WRTG 1100: Reading and Writing for University* is a three-credit undergraduate course that will help students work on the language skills needed to succeed in university. Although its primary emphasis is on reading and writing, the course will also focus on listening, note-taking, and oral communication. Students will also be instructed in the appropriate use of secondary sources and taught the basic principles of MLA and APA. If you have questions about the course, contact robert.dearle@kpu.ca.

EDUC 1150: Introduction to Higher Education for International Students

With the increase of international students coming to KPU in the last year, the Educational Studies Department has put on 23 of EDUC 1150 sections. We hope that opening these new sections will help transition international students into university life in Canada.



Leah Martin – Bachelor of Arts Major in Applied Geography

We all came to university anticipating what we would learn. Whether we knew what we wanted to pursue in our studies or not, we knew that in coming to university we would be increasing our knowledge by diving deeper into our understanding of different subjects. However, what we may not have known are all of the things that university would teach us that go beyond the scope of the curriculum. These are a few things that I learned during my undergraduate experience that I'm sure most of you can relate to.

First, I learned that it's okay to not always have a plan. I am one of those people who likes to plan things out and know where I will be at the end of a journey but when it came to my "plan" for university, well I didn't have one. I came to KPU fresh out of high school without a career path in mind, without any real sense of what I wanted to learn and without a thought as to where I wanted my university education to take me.

Soon enough I learned that one of the beauties of pursuing post-secondary education is that you don't need to have an initial plan in order to succeed. It took two geography courses over the span of four semesters for me to realize that this, out of the plethora of topics that I explored, was the subject that I was going to specialize in. Although I didn't have a plan in my first year, I discovered my passion through a process of trial and error so to speak and here I am at my graduation, confident in my choice of pursuing a geography degree. As it turns out, the plan is the journey.

Second, I learned the importance of recognizing and separating the things that I can control and the things that I can't. For example, I had control over the amount of time that I spent studying or working on various assignments and the level of effort that I put into those assignments. Therefore, by completing my assignments to the best of my ability within a reasonable time frame, I ultimately reduced the stress that I felt and as we know, stress is one of the most important things that all of us need to monitor in our lives. Sometimes, it's the smallest things that we take control of that make the biggest difference.

Finally, I learned that university isn't about coming out of it with a degree, diploma or certificate, but it is about learning and experiencing everything in between. As much as we need the book stuff, what really prepares us for the real world are the situations that we are put in as students that teach us self-discipline, respect and honesty. What we learn through our education becomes tools in our toolbox that we can use when opportunities arise.

Fellow graduates, today marks the completion of our undergraduate experience. However, the end of our degrees is evidently not the end at all but is just the beginning. We are now faced with the opportunity to go out into the world and use the knowledge that we have gained to positively impact those within our reach and oftentimes even beyond it. In the words of Oprah Winfrey, "The meaning of life is to find your gift. The purpose of life is to give it away." So, let's all choose to go out into the big, wide world and give our gifts to others.

CONVOCATION CEREMONIES



This past Spring 2018, we saw over 400 Arts students cross the stage (which means many more actually graduated!). We know that our grads are onto great things and it was great to see a lot of faculty come out to support their students!

| Number of Graduates that Attended Convocation | |
|---|-----------------------------|
| Double minor | 5 |
| Anthropology | 7 |
| Asian Studies | 3 |
| Creative Writing | 8 |
| Fine Arts | 6 |
| Sociology | 16 |
| Criminology | 75 |
| Psychology | 78 |
| Double Major | 2 |
| Geography | 5 |
| History | 7 |
| Journalism | 16 |
| Music | 4 |
| NGO | 1 |
| Philosophy | 1 |
| Policy Studies | 3 |
| Political Science | 7 |
| General Studies | 135 |
| English | 22 |
| Arts Certificate/Diploma | 3 |
| Education Assistant | 102 (In their own ceremony) |

CONVOCATION CEREMONIES



English graduates with faculty



Fine Arts graduates with faculty



Dean Diane Purvey congratulating Psychology grads



Education Assistant graduates



Criminology graduates



Journalism graduates with faculty

KPU-Science World Speaker Series

The KPU-Science World Speaker Series is continuing through the 2018-2019 season beginning in August. This partnership with Science World has been a very positive experience as we have been able to showcase our faculty and their interesting research as well as gain a new audience in the Metro Vancouver area.

UPCOMING TALKS:

August 29, 2018

Pipelines in British Columbia: What's Behind the Controversy?
Andrew Frank, Environmental Protection and Public Relations

March 12, 2019

Kids These Days: Media Representation vs Lived Reality
Katie Warfield, Journalism & Communication Studies

November 27, 2018

The Unexamined Life Is Not Worth Living: Science, Skepticism and Evidence in the Age of 'Alternative Facts'
Dr. Jay Hosking, Psychology

May 29, 2019

Moths, Monkeys & Missing Links: Ten Myths about Evolution
Dr. Farhad Dastur, Psychology

January 29, 2019

Arts, Science and Nature: In Conversation
Sylvia Grace Borda, KPU Fine Arts Artist in Residence

July 10, 2019

Optimism in an Era of Climate Change
Dr. Paul Richard, Environmental Protection and Policy Studies

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

