APPENDIX 1: Program Outcomes Curriculum Map
<table>
<thead>
<tr>
<th>Program Courses and Corresponding ILOs</th>
<th>Demonstrate Information competency</th>
<th>Analyze critically and imaginatively</th>
<th>Use knowledge and skills proficiently</th>
<th>Initiate inquiries &amp; develop solutions to problems</th>
<th>Communicate effectively</th>
<th>Engage in collaborative leadership</th>
<th>Pursue self-motivated and self-reflective learning</th>
<th>Engage in respectful and professional practice</th>
<th>Contribute regionally and globally</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACS 100: Introduction to Peace &amp; Conflict Studies</td>
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<td>HSER 120: Interpersonal Communication or CMNS 180: Introduction to Intercultural Communication</td>
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<td>PACS 200: Conflict Analysis and Peacebuilding in the Fraser Valley</td>
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<td>PACS 310: Conflict Transformation</td>
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<tr>
<td>CCR 100 (JIBC): Foundations of Collaborative Conflict Resolution</td>
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<td>CCR 172 (JIBC): Balancing Empathy and Assertion</td>
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<td>CCR 173 (JIBC): Dynamics of Power</td>
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<tr>
<td>PACS/GEOG 346: Geography of Religion and Peacebuilding</td>
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<tr>
<td>PACS 390: Directed Study (with colloquium) or PACS 391: Field Work (with colloquium)</td>
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<tr>
<td>PACS 400: Capstone Seminar</td>
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</table>
The following table illustrates which **core required courses** for the Peace and Conflict Studies (PACS) Major and Minor have specific outcomes that contribute to a student's ability to meet the program outcomes. Students exiting PACS will have met all of the program outcomes through their course work, but it is also recognized that other program elective courses, and student activities, such as volunteer work, establishing a co-curricular record, co-op experience, etc. may further contribute to students' ability to meet the program outcomes.

<table>
<thead>
<tr>
<th>1. Identify and interpret the relationship between social conditions and conflicts.</th>
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<tbody>
<tr>
<td>Core Requirements:</td>
</tr>
<tr>
<td>PACS 100: Introduction to Peace &amp; Conflict Studies</td>
</tr>
<tr>
<td>PACS 200: Conflict Analysis and Peacebuilding in the Fraser Valley</td>
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<tr>
<td>PACS/GEOG 346: Geography of Religion and Peacebuilding</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Apply the current theories and methodologies in the field.</th>
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<tbody>
<tr>
<td>Core Requirements:</td>
</tr>
<tr>
<td>PACS 310: Conflict Transformation</td>
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<tr>
<td>CCR 173 (JIBC): Dynamics of Power</td>
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<tr>
<td>PACS/GEOG 346: Geography of Religion and Peacebuilding</td>
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<thead>
<tr>
<th>3. Evaluate the roots of conflict in the Fraser Valley region, and in numerous other realms</th>
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</thead>
<tbody>
<tr>
<td>Core Requirements:</td>
</tr>
<tr>
<td>PACS 100: Introduction to Peace &amp; Conflict Studies</td>
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<tr>
<td>PACS 200: Conflict Analysis and Peacebuilding in the Fraser Valley</td>
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<td>PACS 310: Conflict Transformation</td>
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<tr>
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<tr>
<td>PACS/GEOG 346: Geography of Religion and Peacebuilding</td>
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</table>

<table>
<thead>
<tr>
<th>4. Demonstrate conflict transformation skills and mediation skills</th>
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<tbody>
<tr>
<td>Core Requirements:</td>
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<tr>
<td>PACS 310: Conflict Transformation</td>
</tr>
<tr>
<td>CCR 100 (JIBC): Foundations of Collaborative Conflict Resolution</td>
</tr>
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<td>CCR 172 (JIBC): Balancing Empathy and Assertion</td>
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<tr>
<td>CCR 173 (JIBC): Dynamics of Power</td>
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</tbody>
</table>
### Peace and Conflict Studies (PACS) Major and Minor

#### Program Learning Outcomes and Corresponding Courses

**University of the Fraser Valley**

<table>
<thead>
<tr>
<th>5. Employ strategies for reconciliation</th>
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<tbody>
<tr>
<td><strong>Core Requirements:</strong></td>
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<tr>
<td>PACS 310: Conflict Transformation</td>
</tr>
<tr>
<td>CCR 100 (JIBC): Foundations of Collaborative Conflict Resolution</td>
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<tr>
<td>CCR 172 (JIBC): Balancing Empathy and Assertion</td>
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<tr>
<td>CCR 173 (JIBC): Dynamics of Power</td>
</tr>
<tr>
<td>PACS 390: Directed Study or PACS 391: Field Work</td>
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<tr>
<td>PACS 400: Capstone Seminar</td>
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<tr>
<th>6. Interact in a culturally responsive manner</th>
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<tbody>
<tr>
<td><strong>Degree Core Requirements:</strong></td>
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<tr>
<td>PACS 310: Conflict Transformation</td>
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<tr>
<td>PACS 390: Directed Study or PACS 391: Field Work</td>
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<tr>
<td>PACS 400: Capstone Seminar</td>
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</tbody>
</table>

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<tr>
<th>7. Design strategies for developing the social, political, economic, and ecological conditions for peacebuilding</th>
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<tbody>
<tr>
<td><strong>Degree Core Requirements:</strong></td>
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<tr>
<td>PACS 200: Conflict Analysis and Peacebuilding in the Fraser Valley</td>
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<tr>
<td>PACS 310: Conflict Transformation</td>
</tr>
<tr>
<td>PACS/GEOG 346: Geography of Religion and Peacebuilding</td>
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<tr>
<td>PACS 390: Directed Study or PACS 391: Field Work</td>
</tr>
<tr>
<td>PACS 400: Capstone Seminar</td>
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<tr>
<th>8. Reflect critically on their own positionality and its implications during conflict and peacebuilding contexts.</th>
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<tr>
<td><strong>Core Requirements:</strong></td>
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<tr>
<td>CCR 100 (JIBC): Foundations of Collaborative Conflict Resolution</td>
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<td>PACS 390: Directed Study or PACS 391: Field Work</td>
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<tr>
<td>PACS 400: Capstone Seminar</td>
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</tbody>
</table>
APPENDIX 2: Labour Market Information
<table>
<thead>
<tr>
<th>Link/Report Location</th>
<th>Source</th>
<th>Quotes/Notes</th>
</tr>
</thead>
</table>
| Skills, Networks & Knowledge Report | 2005, Alliance for Conflict Resolution report “Skills, Networks & Knowledge: Developing a Career in International Peace and Conflict Resolution” | • “In the past five years, peace and conflict resolution programming has become an increasingly important component of international assistance work funded by various US government agencies, international intergovernmental organizations, foundations and individual donors” (p.5)  
• “It is clear that the peace and conflict resolution field is growing rapidly, both in terms of academic programs and job opportunities” (p.5)  
• “Conflict-related positions will be open in a consulting, development, or governmental organizations. In addition to full-time openings, several organizations indicated they have temporary part-time and/or summer options available. The majority of participants also think that the number of positions related to conflict resolution will increase in the future” (21).  
• “While degrees and/or expertise in conflict resolution is helpful, the majority of the conflict related positions also require additional skills and expertise in another sector (economics, development, health, gender etc.” (22).  
• “Salaries vary given the type of organization, the skill level and experience of the particular individual, the nature of the position and the funding source...Some respondents identified entry-level as someone with a Bachelor’s degree and very limited work experience, while other organizations indicated entry level is someone with a Master’s degree and two or more years’ experience. The salaries ranged from $25,000 for an entry-level position with a Bachelor’s degree and 1-2 years experience to over $100,000 for a senior-level person with eight or more years of” |
• “Overall there is a trend for an increasing number of conflict-related positions, particularly those that integrate some other skills set and sector...people seeking careers in international peace and conflict resolution need to develop multiple skill sets and expertise to compete successfully for conflict-related work.” (p. 26).

**Summary of Findings (p. 50)**

- International peace and conflict resolution is growing as a field with many of the employers having hired staff to work on conflict programming.
- Many of the positions related to peace and conflict resolution involve cross-sectoral work in which the skills are integrated into other sectors such as civil society, environment, health, etc.
- While expertise and experience in peace and conflict resolution is valuable, employers place a very strong emphasis on the importance of general project management skills: including budgeting, writing, research and interpersonal skills.
- Having overseas experience and strong cross-cultural skills are essential requirements for almost all employers.
- For most organizations there is no specialized career track for peace and conflict resolutions careers it is still evolving.
- Salary ranges for the field vary significantly between different types of employers, and for local national employees vs. internationals.
- To advance to a mid-level position in the field, it is necessary to have a graduate degree.

<table>
<thead>
<tr>
<th><a href="http://www.usip.org">www.usip.org</a></th>
<th>United States Institute of Peace: Special Report</th>
<th>Summary</th>
</tr>
</thead>
</table>
| http://www.usip.org/publications/graduate-education-and-professional-practice-in-international-peace-and-conflict | | • Overseas experience is, for employers the most valuable asset  
  • General project management skills – program planning and design, monitoring and evaluation, computer skills. |
literacy, report writing skills, budgeting, staff management, research skills, grant writing, and knowledge of the funding and policy world – and cross cultural competencies and language skills are critical.
- International peace and conflict management practices increasingly overlap with more traditional work, specialized knowledge and skills, practical know-how, and political savvy
- To better prepare themselves for the field, recent graduates and alumni are seeking to increase their applied education, field experience, project management skills, mentoring and career guidance.

PDF attached.

Career Paths in Strategic Peacebuilding – Kroc Institute

Careers include the following areas:
- Law
- Restorative Justice
- Transitional Justice
- Trauma Healing
- Humanitarian Action
- Government/Multi-lateral Efforts
- Nonviolent Social Change
- Dialogue
- Education
- Development
- Dealing with Threats

http://kroc.nd.edu/

Kroc Alumni Profiles

Selected Positions of Kroc Alumni:
- Human Rights Officer
- Project Officer
- Ambassador of Romania to Croatia
- Researcher and International Relations Expert
- Economics Correspondent
- Conflict Transformation Advisor
- Director, Complaints and Legal Services
- Senior Associate, International Centre for Transitional Justice
- Legal Officer, UN International Criminal Tribunal
Canada’s Higher Education & Career Guide

Employment Resources and Professions Available to Peace Studies Graduates:
“Depending on their preferences, graduates of peace studies programs can pursue careers dealing with civil rights, counseling, economic development, human rights, social justice, public education, conflict resolution, law, social work, religion, Foreign Service, civil liberties, and the empowerment of disadvantaged/indigenous peoples. Humanitarian organizations are increasingly recognizing the need for conflict resolution when pursuing community building through improvements in health, education, political representation, and economic participation. Since it is a relatively new discipline, students are usually encouraged to pursue a second major simultaneously in order to broaden their area of expertise and marketability”

Examples of Current Employment Opportunities in Fields Related to Peace Studies:
- University Academic Positions: Professor, Associate Professor, Lecturers
- Fundraising and Development
- Mediators
- Mediation in arenas of government agencies, courts, nonprofits, schools and private practices.
- Restorative Justice Mediators
- Dispute Resolution Specialists
- Ombudspersons
- Violence Prevention Programs
- Victim-Witness Advocates
- Conflict Resolution Specialists
- Environmental Conflict Resolution Specialists
- Community Restorative Justice Coordinator
- Off-Campus Life Community Liaison
- Arms Control and disarmament
- Growth & Activism Coordinator, Amnesty International
- Campaign Coordinator, Amnesty International

2 [http://peace.fresno.edu/rjjobs.php](http://peace.fresno.edu/rjjobs.php)
3 [http://www.sipri.org/about/vacancies](http://www.sipri.org/about/vacancies)
<table>
<thead>
<tr>
<th>Position</th>
<th>Organization/Role</th>
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<tbody>
<tr>
<td>Supervisory Attorney</td>
<td>Equality Centre</td>
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<td>Health Communications Managers</td>
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<tr>
<td>Work/Family &amp; Fairness Program Coordinators</td>
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<tr>
<td>Global Health Researchers</td>
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<tr>
<td>Oxfam Sustainable Livelihood Leads</td>
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<tr>
<td>Corporates and Natural Resources Officers</td>
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<tr>
<td>Amnesty Regional Growth Coordinator – Americas</td>
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<tr>
<td>Amnesty International Capacity Building Coordinator</td>
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<td>Greenpeace International, Deputy Unit Head: Climate</td>
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<tr>
<td>UNICEF, Executive Director: Fundraising</td>
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<tr>
<td>IIED, Public Policy Climate Change Researcher</td>
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<tr>
<td>Parent Revolution, Community Organizer</td>
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<tr>
<td>Asian American Institute, Civic Engagement Organizer</td>
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<tr>
<td>HIV Prevention &amp; Social Behavioral Change Specialist</td>
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<tr>
<td>Women for Women International, Grants Writer</td>
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<tr>
<td>Outreach and Community Coordinator</td>
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</table>

It is evident that job opportunities vary widely in areas of International Development, Conflict & Peace, Foreign Policy Issues, Environment, Sustainable Development, Global Human Rights, Domestic Human Rights, Academics, Teachers and Activists in Peace, Conflict and Justice Studies, Peace and Security Issues, Arms Control and Disarmament, Opportunities in International NGO’s, UN, bilateral & multilateral agencies, foundations, non-profits, charities, consultancies and government institution, Economic Development, and Peacekeeping fields.

### Additional Resources

#### Helpful Books and Websites

- **Working World: Careers in International Education, Exchange and Development**, an excellent book on international careers, is co-authored by a ND alumnus.

- **The BIG Guide to Living and Working Overseas** (with companion website). A massive international career guide with 3,045 career-building resources.

- **Idealist Guide to Nonprofit Careers** provides links to free books, online chats and other career guidance.
The Peace and Collaborative Development Network is a free professional networking site for members from around the world to foster dialogue and sharing of resources in international development, conflict resolution, gender mainstreaming, human rights, and social entrepreneurship. It offers an extensive set of Resource Guides to jobs, internships, academic programs, funding, scholarships, networks, and research in conflict resolution and related fields.

JobHuntersBible.com is the official website for the well-known book What Color is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers. The site offers many resources that focus on job-hunting and career advice.

Resources by Type of Job

Academic
The International Studies Association lists open positions.

Conflict and Peace

Alliance for Peacebuilding has a comprehensive listing of job openings in the field. There is a fee for access to its job openings.

ConflictJobs, run by the Alliance for Conflict Transformation, a forum available to paid subscribers, is a leading source for jobs in conflict and overseas development.

CRInfo lists some individual job openings and links to useful career resources. Click on "Jobs and Careers."

Conflict Resolution Employment and Career Information is provided by the Northern Virginia Mediation Service, hosted by the Institute for Conflict Analysis and Resolution at George Mason University.

Peace and Justice Studies Association, a nonprofit organization of academics, teachers and activists in peace, conflict and justice studies, lists jobs on its resources page. The site also directs users to helpful search tip pages.

Restorative justice, mediation, and peacebuilding jobs are posted by Fresno Pacific University’s Center for Peacemaking and Conflict Studies.

Scoville Peace Fellowships provides funding for college graduates to intern at non-profit, public interest organizations addressing peace and security issues in Washington, D.C.

SIPRI, the Stockholm International Peace Research Institute, lists employment and internships opportunities especially in arms control and disarmament.
Human Rights

**Human Rights Jobs** lists job and internship opportunities related to human rights throughout the world.

**Human Rights Resource Center** lists jobs and internships/fellowship opportunities as well as training for global and domestic human rights work.

**Human Rights Internet** lists current job and internship opportunities related to human rights throughout the world.

**OneWorld Jobs** lists job opportunities around the world in human rights, environment, and sustainable development.

International Affairs and Public Policy

On the [Foreign Affairs Job Board](#), you can search jobs, internships, grants or fellowships in international affairs, or post a resume.

[Foreign Policy Association](#) global jobs board lists jobs and internships involving international development, conflict and peace, foreign policy issues.

Current ND students can check the [ND Career Center](#) website for internship and full-time opportunities posted by the nearly 70 public policy organizations in Washington, D.C.

International Development

[**Catholic Relief Services**](#) offers a list of employment opportunities searchable by location and department.

**Chemonics International, Inc.** offers positions spanning five continents and all sectors of international development.

[Directory of Development Organizations](#) provides contact information for organizations by region worldwide. [DevNetJobs](#) posts international development jobs and consultancies, including opportunities in international NGOs, UN, funding, bilateral and multilateral agencies, foundations, non-profits, charities, consultancies, and government institutions.

Eldis, maintained by the Institute of Development Studies at the University of Sussex (England) lists opportunities with organizations focused on economic development.
InterAction, an umbrella organization for international humanitarian and development organizations, lists jobs for its more than 160 members. InterAction also publishes Monday Developments, a bimonthly newsletter containing many job ads.

ReliefWeb, published by the United Nations Office for the Coordination of Humanitarian Affairs, lists hundreds of current humanitarian vacancies around the world.

Nonprofit and Nongovernmental Organizations

Idealist.org, a project of Action Without Borders, offers an extensive list of internships and job opportunities in the non-profit sector around the world. Free daily e-mails available.

Philanthropy Careers is the job section of The Chronicle of Philanthropy, listing opportunities in fundraising, grant-making, and nonprofit management. Early Career Opportunities, a special section of the site, lists jobs that require less than three years of experience.

USA Jobs is the U.S. federal government jobs search engine. Search on particular terms to find relevant jobs (for U.S. citizens).

NGO Global Network lists links to nongovernment organizations that work with the United Nations.

Coalition of Human Needs posts job and internship opportunities at U.S. organizations working to address public policy and human needs.

Directory of Development Organizations gives links to and brief descriptions of organizations by region worldwide.

United Nations and International Organizations

United Nations Jobs lists opportunities throughout the world, including peacekeeping and other field positions.

United Nations Development Program Jobs posts positions in civil society, governance, and related areas.

UN Headquarters Internships lists opportunities in New York City.

The UN Program on Youth lists internship programs offered by UN Agencies around the world.
APPENDIX 3: Comparable Programs
<table>
<thead>
<tr>
<th>Institution/Department</th>
<th>Program/Level</th>
<th>Entry/Program Requirements</th>
<th>Program Focus /Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Alberta</td>
<td>Peace &amp; Post Conflict Studies</td>
<td>Students must fulfill existing requirements in their respective disciplines</td>
<td>Program aims to equip students from a number of Faculties and disciplines with knowledge of the complexity of instituting measures that address underlying sources of conflict and provide [students] with hands-on practical approaches to sustaining peace.</td>
</tr>
<tr>
<td>Office of Interdisciplinary Studies – Faculty of Arts</td>
<td>Certificate Program</td>
<td>Students must complete 27 credits (21 of which must be at senior level) from the following courses: PPC Required Courses</td>
<td>The peace and post-conflict studies certificate is especially useful for those seeking a career in government, international governmental organizations (IGO), non-governmental organizations (NGO) and legal and business firms.</td>
</tr>
<tr>
<td>Royal Roads University, British Columbia</td>
<td>Human Security and Peacebuilding</td>
<td>Undergraduate Degree</td>
<td>Graduates will have a deeper insight into issues affecting human security and the factors that contribute to creating conditions for sustainable peace.</td>
</tr>
<tr>
<td>School of Social and Applied Sciences</td>
<td>MA, PhD level</td>
<td>Relevant work experience</td>
<td>Graduates will be able to:</td>
</tr>
<tr>
<td>School of Peace and Conflict Management</td>
<td></td>
<td>Flexible Admission</td>
<td>- Identify sources of conflict and threats to human security</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Language Requirements</td>
<td>- Apply theoretical knowledge of human security and peacebuilding in diverse conflict or post-conflict contexts.</td>
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<td></td>
<td></td>
<td>Program Link: <a href="http://www.ois.ualberta.ca/CertificateinPeacePostConflict/AbouttheCertificate.aspx">http://www.ois.ualberta.ca/CertificateinPeacePostConflict/AbouttheCertificate.aspx</a></td>
<td>- Develop networks to advance your work</td>
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<td>- Work effectively in local, national, and international systems, and with various actors</td>
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<td>- Work effectively and confidently in multi-cultural environments</td>
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<td>- Apply various conflict resolution strategies at the personal, organizational, and community levels</td>
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<td>- Assume an effective leadership role to set the path towards peaceful conflict resolution where necessary and appropriate</td>
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<td>- Apply critical thinking skills in highly complex situations and formulate an informed and effective response</td>
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<td>- Apply appropriate research methodologies for program assessment and evaluation purposes, with a special emphasis on action research, data gathering, interpretation, and qualitative methods.</td>
</tr>
<tr>
<td>Institution</td>
<td>Program</td>
<td>Requirements</td>
<td>Program Focus</td>
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<td>-------------------------------------------------</td>
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<td>-------------------------------------------------------------------------------</td>
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</tbody>
</table>
| Selkirk College, British Columbia               | Peace Studies        | Admission to the program requires the completion of English 12 with a grade of “C” or better. Other pre-requisites depend on the electives you choose to make up your program. Program Requirements include: 2-year program, core courses and 14 electives | - Program themes include: Environment, Restorative Justice, Leadership, International Development, Social Justice, Human Rights, Non-Violence  
- Program focus includes building cultures of peace through interdisciplinary study, conflict analysis and transformation and service learning.  
- Program combines course in humanities and social sciences |
| Langara College of Higher Learning, British Columbia | Peace & Conflict Studies | Successful completion of a BC secondary program (Grade 12) or the equivalent, or  
- Be at least 19 years of age by the first day of the first semester of attendance, or  
- Successful completion of an A.B.E or G.E.D program | - Program Focus:  
- Program studies: human conflict, violent and destructive conflict, and means by which it can be constructively resolved.  
| University of Toronto, Ontario                  | Peace and Conflict Studies, Bachelor of Arts | Must be a University of Toronto undergraduate Student or in the process of transferring to U of T, and have completed 4.0 FCE by June 1st  
- While not a prerequisite for program admission, students in their first year who are interested in the program in Peace, Conflict, and Justice are advised to take three introductory courses in History, Economics, Psychology, Sociology and/or International Relations. | - The Peace, Conflict, and Justice program provides undergraduates with an interdisciplinary education covering three main pillars: the meanings and causes of conflict, peace, and justice; the experience of living in the context of conflict and peacebuilding; and approaches to resolving conflict and producing peace and justice.  
- Topics studied are wide-ranging, allowing students to address some of the world’s most urgent humanitarian problems, and train students to deeply analyze these issues. |
| University of Toronto, Ontario                  | Community Healing and Peacebuilding, Graduate Certificate | The certificate program is available to qualified applicants with or without formal eligibility for admission to graduate degree programs. It offers both day-time and evening courses for maximum flexibility. | - Program Focus:  
- The Certificate program offers a solid grounding in the emerging field of Peacebuilding. Students in the certificate will have the opportunity to critically examine the conceptual frames and contexts of healing, reconciliation, and peacebuilding, as well as to explore diverse cultural and communitarian approaches to dealing with these issues.  
- Program Structure:  
- consists of four half-courses:  
- one required course, AEC1190 Community Healing & Peacebuilding |
<table>
<thead>
<tr>
<th>University of Toronto, Ontario</th>
<th>International Relations and Peace and Conflict Studies, Bachelor of Arts</th>
<th>Students request entry after successful completion of at least one year of study in the Faculty of Arts and Science (minimum 4.0 credits). In addition to completing a statement of interest, students must achieve the minimum average grades in the prerequisite courses listed below to be considered for the program. Admission Requirements: <a href="http://web.trinity.utoronto.ca/current/programs-courses/international-relations/program-requirements.html">http://web.trinity.utoronto.ca/current/programs-courses/international-relations/program-requirements.html</a></th>
<th>Program Focus: The Peace, Conflict and Justice studies is offered in combination with the International Relations program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinity College, University of Toronto, Ontario</td>
<td>Trinity College, University of Toronto, Faculty of Arts</td>
<td>- three additional courses chosen from the AECD program in consultation with the certificate coordinator</td>
<td></td>
</tr>
<tr>
<td>University of Waterloo Department of Peace and Conflict Studies</td>
<td>Peace and Conflict Studies, Bachelor of Arts level.</td>
<td>Must be admitted to University of Waterloo. Can be taken as a Honours, 4-year general or 3-year general major program. It can be combined with another discipline to make a joint major. Program Link: <a href="https://uwaterloo.ca/peace-conflict-studies/">https://uwaterloo.ca/peace-conflict-studies/</a></td>
<td>Program Focus: Peace and Conflict studies explores why conflict and violence occur. It studies how conflict can be managed, utilized, and transformed by collaborative decision-making to accomplish constructive ends. This program seeks to facilitate real-life, hands-on “in the field” learning through internship placements as well as practical components in each course. Peace and Conflict Studies is an interdisciplinary program that requires a combination of PACS courses and courses approved from other disciplines.</td>
</tr>
<tr>
<td>University of Winnipeg, Manitoba Faculty of Arts</td>
<td>Peace and Conflict Studies, Master of Arts level.</td>
<td>Admission Requirements include: High standing in previous university work with a minimum GPA of 3.0 in the last 60 credit hours. Four-year BA in: peace and conflict students or related discipline. Proficiency in English Language Required by Faculty of Graduate Studies. Appropriate research capability demonstrated in major research paper/thesis. Program Requirements Include: Thesis Option: 12 credit hours of core courses*</td>
<td>Program Focus: Joint Masters in Peace and Conflict Studies. Analysis and resolution of social conflicts, divisions, and social inequalities and strategies for building community and promoting social justice. This program is intended to be rigorous in developing research and intervention skills for resolving conflicts, peace-building, and creating a sustainable culture of human rights, requiring a high standard of commitment, scholarship, and professional competence.</td>
</tr>
</tbody>
</table>
| McMaster University, Ontario | Peace Studies  
- Bachelor of Arts, Combine Honours Minor | Admission to McMaster University  
- Note: Admission to the program in Level II requires the completion of Peace Studies Level I | Program Focus:  
- Themes include: Peace through Health, Human Rights, Peace Education, and Peace Activism/Advocacy  
- The core Peace Studies courses introduce the concepts, skills and values of Peace Studies and shape the student’s capacities in later inquiry, research and applied courses.  
- Particular emphasis on nonviolence as an overarching value and practice area, and it has developed expertise which it shares with students in the program on health as an arena for practical peacebuilding.  
- Classes encourage problem-based and inquiry learning processes in small groups.  
- More information on program structure: [http://www.humanities.mcmaster.ca/~peace/about.html](http://www.humanities.mcmaster.ca/~peace/about.html) |
| Kings University College, London, Ontario | Social Justice and Peace Studies  
- BA, Honours, Major, Minor | Completion of first-year requirements with no failures. Students must have an average of at least 70% in the | Program Focus:  
- Encourages critical reflection on oppression and injustice, |
<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Details</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sault College (Sault Ste. Marie, ON)</td>
<td>Offers a 2-year diploma in Peace and Conflict Studies.</td>
<td><a href="http://www.saultcollege.ca/Programs/Programs.asp?progcode=1102&amp;cat=overview&amp;groupcode=HSV">http://www.saultcollege.ca/Programs/Programs.asp?progcode=1102&amp;cat=overview&amp;groupcode=HSV</a></td>
</tr>
<tr>
<td>Conrad Grebel University College (University of Waterloo, Waterloo, ON)</td>
<td>- B.A. in Peace and Conflict Studies; Certificate Program in Conflict Management; Centre for the Study of Religion and Peace; Master of Peace and Conflict Studies (MPACS); under construction: MSCU Centre for Peace Advancement</td>
<td><a href="http://uwaterloo.ca/grebel/academics/continuing/institute-peace-and-conflict-studies">http://uwaterloo.ca/grebel/academics/continuing/institute-peace-and-conflict-studies</a></td>
</tr>
<tr>
<td>University of Calgary</td>
<td>Peace Consortium</td>
<td><a href="http://www.ucalgary.ca/peacestudies/">http://www.ucalgary.ca/peacestudies/</a></td>
</tr>
<tr>
<td>Simon Fraser University (Burnaby, BC)</td>
<td>The Centre for Restorative Justice is a resource and research centre dedicated to promoting the values and principles of restorative justice through education, research, and dialogue with academics, practitioners and</td>
<td><a href="http://www.sfu.ca/crj.html">http://www.sfu.ca/crj.html</a></td>
</tr>
</tbody>
</table>
U. S. Programs:

University of Notre Dame du Lac (South Bend, IN) is a major Catholic university founded by the Congregation of the Holy Cross. Through Notre Dame’s Kroc Institute for International Peace Studies, the university offers a B.A. and a minor in Peace Studies, an M.A. in Peace Studies, and a Ph.D. in Peace Studies.

University of San Diego (San Diego, CA) is a Roman Catholic university in the Jesuit tradition. It hosts the Joan B. Kroc School of Peace Studies which contains both an Institute for Peace with Justice and a Trans-Border Institute. It offers an undergraduate Minor in Peace and Justice Studies. Also offers an M.A. in Peace and Justice Studies.

University of Southern California (Los Angeles, CA) USC I a peace and conflict studies minor and a human rights minor.

Eastern Mennonite University (Harrisburg, VA) is a Mennonite university with a B.A. in Peacebuilding and Development and a Minor in Peacebuilding. EMU’s Graduate School offers both a Certificate and an M.A. in Peace and Conflict Transformation. EMU runs a Center for Justice and Peacebuilding which also offers a Summer Peacebuilding Institute.

American University (Washington, D. C.): School of International Service offers a Certificate in Peacebuilding with any undergraduate major. Also offers a Certificate in International Peace and Conflict studies. It also offers an M.A. in International Peace and Conflict Studies. Hosts a Peacebuilding and Development Institute. Also, AU’s Ph.D. program in International Studies offers a doctoral concentration in International Peace and Conflict Resolution. Also offers an M.A. and a Ph.D. in Ethics, Peace, and Global Affairs. AU also has several research centers which promote peacebuilding, including a Human Rights Council, a Center for Global Peace, Nuclear Studies Institute, Justice Programs Office, and Center for Islamic Peace.

Arcadia University (Glenside, PA): M.A. in International Peace and Conflict Resolution.
Arizona State University (Tempe, AZ): ASU’s School of Social Transformation has a B.A. and a B.S. in justice studies as well as a minor in justice studies and a certificate in human rights. ASU’s Graduate School offers both an M.S., a Ph.D., and a joint J.D./Ph.D. (in cooperation with ASU’s law school) in Justice Studies. Also offers a graduate certificate in Socio-Economic Justice.

Columbia University’s Teacher’s College (New York, NY), the graduate school of education at Columbia University, offers a Peace Studies concentration that helps teachers to spread peace education programs in secondary schools.

Cornell University (Ithaca, NY), a research university founded by industrialist Ezra Cornell, has a peace studies concentration in its international studies program

University of Colorado at Boulder (Boulder, CO) a certificate in Peace and Conflict Studies.

University of Denver (Denver, CO) has a Joseph Korbel School of International Studies that offers M.A. degrees in International Development, International Human Rights, International Security, Conflict Resolution, as well as the traditional International Studies degrees.

University of North Carolina at Greensboro (Greensboro, NC): M.A. in Conflict and Dispute Resolution.

University of North Texas (Denton, Texas) a Certificate and a Minor in Peace Studies, plus a Peace Studies concentration in the B.A. in International Studies.

DePauw University (Greencastle, IN) : B.A. in Conflict Studies.

Emory University (Atlanta, GA) : a Ph.D. in Religion, Conflict, and Peacebuilding

George Mason University (Fairfax, VA) : B.A., B.S., M.S. and Ph.D. degrees in Conflict Analysis and Resolution. Also has an M.S. in Peace Operations.

Georgetown University (Washington, D.C.) : an M.A. in Conflict Resolution.

Boston College (Boston, MA) : a minor in “Faith, Peace, & Justice.”

Brandeis University (Watham, MA) : an M.A. in Coexistence and Conflict.

Bryn Mawr College (Bryn Mawr, PA) : a concentration in Peace and Conflict Studies that can be added to any major
Abilene Christian University (Abilene, TX) :: M.A. in Conflict Resolution and Reconciliation

Associated Mennonite Biblical Seminary (AMBS) (Elkhart, IN) offers a peace and justice studies concentration in its Master of Divinity degree as well as an M.A. in Peace Studies. One can also earn a dual degree M.A. in Peace Studies with a Master of Social Work (MA/MSW).

Chapman University (Orange, CA) :: At its Wilkinson College of Humanities and Social Sciences, Chapman offers both a B.A. and a Minor in Peace Studies.

Colgate University (Hamilton, NY) :: a B.A. and a Minor in Peace and Conflict Studies.

College of St. Benedict (St. Joseph, MN) & St. John’s University (Collegeville, MN) :: combined, they have a peace studies department that offers a B.A. in peace studies and a peace studies minor.

Fresno Pacific University (Fresno, CA) is a university of the Mennonite Brethren that offers an undergraduate minor in Peace Studies, as well as an M.A. in Peacemaking in Conflict Studies; the graduate department of Fresno Pacific University also offers certificates in Church Conflict and Peacemaking, Mediation, Restorative Justice, School Conflict Resolution and Peacemaking, and a Personalized Certificate in Peacemaking and Conflict Studies.

Goshen College (Goshen, IN) is a Mennonite college and offers a B.A. in Peace, Justice, and Conflict Studies. It also has minors in both Peace and Justice and Conflict Transformation studies. Also offers a certificate for teachers in conflict transformation.

Goucher College (Baltimore, MD) :: a B.A. (and minor) in Peace Studies.

Guilford College (Greensboro, NC) is a Friends/Quaker college with a B.A. and a minor in Peace and Conflict Studies. It also offers a B.A. in International Studies and one in Justice and Policy Studies.

Hamline University (St. Paul, MN) is a United Methodist university. It offers a B.A. in Social Justice. Hamline University’s Law School has a Center for Dispute Resolution which offers several certificates in conflict resolution.

Hampshire College (Amherst, MA) is the base for the Peace and World Security Studies (PAWSS) B.A. of the Five College Consortium (Amherst College, Hampshire College, Mount Holyoke College, Smith College, University of Massachusetts at Amherst [UMASS-Amherst]).

Hastings College (Hastings, NE) :: Through its Sociology Department, Hastings College offers a B.A. in Peace, Justice, and Social Change.
Juniata College (Huntingdon, PA). It has a Department of Peace and Conflict Studies that offers Programs of Emphasis (i.e., majors) leading to a B.A. in Peace and Conflict Studies; Communication and Conflict Resolution; or Peace and Conflict Studies as a secondary emphasis (second major).

Manchester College (North Manchester, IN) has a B.A. in Peace Studies housed at the Peace Studies Institute and Program in Conflict Resolution. The discipline of Peace Studies began at Manchester College with the first B.A. in Peace Studies offered in 1948.

Manhattan College (Riverdale, NY) is a small Catholic college that offers a B.A. in Peace Studies.

Marquette University (Milwaukee, WI) B.A. in Peace and Conflict Studies.

Michigan State University (East Lansing, MI) specialization in Peace and Justice Studies under the College of Social Sciences.

Nazareth College (Rochester, NY) a B.A. in Peace and Justice Studies.

Ohio University (Athens, OH). Offers a B.A. in War and Peace Studies.

Southern Methodist University (Plano, TX) an M.A. in Dispute Resolution.

Tufts University (Medford, MA) Certificate and B.A. in Peace and Justice Studies.

University of St. Thomas (Saint Paul, MN) a B.A. in Justice and Peace Studies.

Villanova University (Villanova, PA) Center for Peace and Justice that offers both a certificate and a minor in Peace and Justice Studies.

Wellesley College (Wellesley, MA) a B.A. in Peace and Justice Studies.

Whitworth University (Spokane, WA) a B.A. in Peace Studies through the Political Science Department.

University of Wisconsin, Milwaukee (Milwaukee, WI): Master’s in Sustainable Peacebuilding.
International Programs (14 countries)

Australia:
University of Melbourne offers an M.A. in International Politics with an emphasis on Global Justice and Peacemaking.

University of New England (New South Wales) offers both a Master of Letters and a Ph.D. in Peace Studies.

University of South Australia (Adelaide) offers an M.A. in Conflict Management.

University of Sydney has a Centre for Peace and Conflict Studies which offers both an M.A. and a Ph.D. in Peace and Conflict Studies.

New Zealand
University of Otago (Dunedin): National Centre for Peace and Conflict Studies

Austria
Austrian Study Center for Peace and Conflict Studies: M.A. in Peace and Conflict Studies.

Costa Rica
University for Peace/Universidad para La Paz [UPEACE] M.A. degrees in: Environmental Security and Peace (and one with a specialization in Climate Change and Security); Gender and Peacebuilding; International Law and Human Rights; International Law and the Settlement of Disputes; International Peace Studies; Media, Peace, and Conflict Studies; Natural Resources and Peace; Peace Education; Sustainable Urban Governance and Peace.

France

University for Health and Law/Université Lille 2: Droit et Santé (Lille Cedex). Offers an M.A. in Management and Peacekeeping Within the United Nations Program.

United Kingdom
Coventry University (England) has a Center for Peace and Reconciliation which offers both a postgraduate certificate in Conflict Resolution Skills and an M.A. in Peace and Reconciliation Studies.

University of Bradford (West Yorkshire, England) has both an M.Phil. and a Ph.D. in Peace Studies.
University of Lancaster (Lancaster, England) has a B.A. in Peace Studies and International Relations; M.A. in Conflict Resolution and Peace Studies; Ph.D. in Peace Studies.


**Germany**
Alice-Salomon University of Applied Sciences (Berlin) offers an English-language M.A. in Intercultural Conflict Management.

**Northern Ireland & Republic of Ireland**
Queen’s University (Belfast) offers an M.A. in Comparative Ethnic Conflict.

Trinity College (Dublin) offers an M.Phil. in International Peace Studies

University of Limerick (Limerick) offers an M.A. in Peace and Development Studies.

University of Ulster (Magee & Derry/Londonderry) offers an M.A. in Peace and Conflict Studies.

**Israel**
Tel Aviv University offers an M.A. in International Conflict Resolution and Mediation.

**Lebanon**
Lebanese American University (Byblos). Institute for Peace and Justice Education, minor in peace and conflict studies.

**Norway**
University of Troms: M.A. in Peace Studies.

**Spain**
Bancaja International Centre for Peace and Development, Castellón offers an M.A. in Peace and Development Studies in both English and Spanish.

**Sweden**
University of Gothenburg: M.A. and Ph.D. in Peace and Research Development Research, both in English.
APPENDIX 4: Full course outlines for required courses
APPENDIX 5: Student-Centred Teaching Philosophy for Peace & Conflict Studies
Peace and Conflict Studies is an interdisciplinary field of study that analyses conflict and pursues the development of strategies to prevent conflict and to build peaceful societies that are sustainable long-term. More than merely avoiding violence (establishing negative peace), the Peace and Conflict Studies program at UFV aims to construct positive peace in society (social justice). Naturally, a student-centred teaching philosophy for this program is rooted in alleviating pervasive social inequities and unfair resource management through constructing society into a more just social order.

The goal of the student-centred teaching philosophy in the Conflict & Peace Studies program is to facilitate students in an intrinsic learning process, in which students inherently understand the core components of inequality and their ties to conflict, and how to address these inequalities in a robust manner. In order to do this, students will require creativity and an appetite for new ideas and for the discovery of different ways of approaching issues. Thus, spaces in the major are required where ‘big’ human questions are addressed, and where the discussion is wide-ranging, safe, and respectful of differences.

The role of faculty in the teaching process is to acquire distinct competencies, inform students of the context and intellectual framework, to guide students in their conflict analysis, and to suggest a range of possible solutions to the problems. Faculty competencies include knowledge of the field of Peace and Conflict Studies, and knowledge of the subject matter and research in the specific area of study for which he/she is responsible in the program. Instructors require excellent teaching skills, particularly the abilities to facilitate student-led investigation, to assist in resource acquisition, and to suggest approaches and methods in problem-solving. The aim is for program faculty to meet regularly, perhaps once per term, to consider ‘pedagogies for peace,’ i.e., teaching strategies that encourage debate, creativity, and respect for diverse perspectives.

Students form the focal point of the teaching philosophy at all times. Faculty members facilitate the student-led investigations of social inequities and other problems, unfair control and distribution of resources, and wars, and offer suggestions for how students could proceed to analyse and solve these kinds of problems. Using the methods of conflict analysis, students analyse the problems under investigation and expand their scope to include alternate perspectives in problem-solving, i.e., peacebuilding. Ideally, faculty members would model the principles of democratic processes and objectivity, and students would incorporate these models in their decision-making processes. To achieve this, a colloquium has been built into the PACS major (see Program Content grid in the PACS program proposal). All PACS students will participate in the colloquia during the major, and an evaluative component has been incorporated into the Practice (PACS 390/391) and Capstone (PACS 400) courses. The outcome of this training will be graduates who possess the requisite knowledge and skills to identify the conditions in which conflicts emerge, and the most effective approaches that foster the development of peaceful relationships, and sustainable peaceful societies.
APPENDIX 6: Faculty CVs
Curriculum Vitae

Date: March, 2014

1. **SURNAME:** Schroeder  
   **FIRST NAME:** Steven

2. **DEPARTMENT:** History

3. **FACULTY:** Arts

4. **POSITION:** Associate Professor (B Faculty)

5. **POST-SECONDARY EDUCATION**

<table>
<thead>
<tr>
<th>University or Institution</th>
<th>Degree</th>
<th>Subject Area</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Notre Dame</td>
<td>PhD</td>
<td>European History</td>
<td>2001-2008</td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>MA</td>
<td>European History</td>
<td>1999-2001</td>
</tr>
<tr>
<td>Regent College</td>
<td>MCS</td>
<td>History of Religion</td>
<td>1995-1998</td>
</tr>
<tr>
<td>University of Winnipeg</td>
<td>BA</td>
<td>Psychology</td>
<td>1992-1994</td>
</tr>
</tbody>
</table>

Special Professional Qualifications

6. **EMPLOYMENT RECORD**

(a) *Prior to coming to UFV*

<table>
<thead>
<tr>
<th>University, Company or Organization</th>
<th>Rank or Title</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinity Western University</td>
<td>Sessional Instructor</td>
<td>2004, 2006</td>
</tr>
<tr>
<td>University of Notre Dame</td>
<td>Teaching Assistant</td>
<td>2001-2004</td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>Continuing St. Instructor</td>
<td>2000</td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>Teaching Assistant</td>
<td>1999-2001</td>
</tr>
</tbody>
</table>

(b) *At UFV*

<table>
<thead>
<tr>
<th>Position or Title</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator of Mennonite Studies</td>
<td>2010 - ongoing</td>
</tr>
<tr>
<td>B Faculty, History</td>
<td>2006 - ongoing</td>
</tr>
</tbody>
</table>
7. **TEACHING**

(a) **Areas of special interest and accomplishments**

20th Century Europe; Germany; Holocaust; Israel/Palestine; Peacebuilding

(b) **Courses Taught at UFV**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Year(s) taught</th>
<th>Student enrollment</th>
<th>Contact hours</th>
<th>Descriptive Title of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 335</td>
<td>Since 2009</td>
<td>24/term</td>
<td>5 hrs/wk</td>
<td>History of the Israeli-Palestinian Conflict</td>
</tr>
<tr>
<td>HIST 320</td>
<td>Since 2006</td>
<td>36/term</td>
<td>5 hrs/wk</td>
<td>The Holocaust</td>
</tr>
<tr>
<td>HIST 318</td>
<td>Since 2008</td>
<td>27/term</td>
<td>5 hrs/wk</td>
<td>Modern Germany</td>
</tr>
<tr>
<td>HIST 210</td>
<td>Since 2006</td>
<td>36/term</td>
<td>4 hrs/wk</td>
<td>Europe Since 1914</td>
</tr>
<tr>
<td>HIST 209</td>
<td>Since 2006</td>
<td>27/term</td>
<td>4 hrs/wk</td>
<td>Revolutionary Europe, 1789-1914</td>
</tr>
<tr>
<td>HIST 419</td>
<td>Since 2010</td>
<td>17/term</td>
<td>5 hrs/wk</td>
<td>European Dictatorships</td>
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</table>

(c) **Courses Taught Elsewhere**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Year(s) taught</th>
<th>Student enrollment</th>
<th>Contact hours</th>
<th>Descriptive Title of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 112A</td>
<td>2006</td>
<td>74</td>
<td>5 hrs/wk</td>
<td>History of Western Civilization</td>
</tr>
<tr>
<td>History 390</td>
<td>2004</td>
<td>12</td>
<td>5 hrs/wk</td>
<td>History of the Holocaust</td>
</tr>
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</table>
(d) Other kinds of student supervision

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Program Type</th>
<th>Year</th>
<th>Supervisory Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Start</td>
<td>Finish</td>
</tr>
<tr>
<td>One</td>
<td>Directed Studies - Religion in the German Democratic Republic</td>
<td>9/2010</td>
<td>12/2010</td>
</tr>
<tr>
<td>Two</td>
<td>Directed Studies – Churches in Nazi Germany</td>
<td>6/2008</td>
<td>7/2008</td>
</tr>
<tr>
<td>Four</td>
<td>Directed Studies – Nazi Propaganda</td>
<td>6/2008</td>
<td>7/2008</td>
</tr>
</tbody>
</table>

(e) Continuing Education Activities

UBC Continuing Studies - Instructor: “History of Jerusalem” (June, 2000)
UFV Elder College – Instructor: “Arab-Zionist Relations 1880-2009” (March 2009). Elder College, UFV, Chilliwack, B.C.

(f) Visiting Lecturer (indicate university/organization and dates)

“Christians, Antisemitism, and the Holocaust,” Presented at Nexus, Abbotsford, B.C.
“Mennonite Pioneers in the Fraser Valley,” November 2010. Presented to students at Upper Sumas Elementary School, Abbotsford, B.C.
“Christians and the Holocaust,” November 2009. Presented at Bakerview MB Church, Abbotsford, B.C.

8. RESEARCH AND RESEARCH LEAVES

(a) Research Projects

Compromise for Goodness’ Sake: Rainer Eppelmann, the GDR Truth Commissions, and the Re-Formation of German National Identity
Reconciliation in Occupied Germany, 1944-1955
Religion in the American Zone of Occupation in Germany, 1945-1949
Jews in Occupied Germany, 1945-1949
The MCC in Eastern Europe, 1945-1950
Prussian Mennonites in the Third Reich and Beyond
(b) Research or equivalent grants (indicate under COMP whether grants were obtained competitively (C) or non-competitively (NC)).

<table>
<thead>
<tr>
<th>Agency</th>
<th>Subject</th>
<th>COMP</th>
<th>$ Per Year</th>
<th>Year</th>
<th>Principal Investigator</th>
<th>Co-Investigator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAAD (German Academic Exchange Service)</td>
<td>German History</td>
<td>C</td>
<td>$30,000</td>
<td>2005</td>
<td>Prof. Philipp Gassert</td>
<td>Prof. Doris Bergen</td>
</tr>
<tr>
<td>GHI (German Historical Institute)</td>
<td>German History</td>
<td>C</td>
<td>$5,000</td>
<td>2003</td>
<td>Prof. Daniel Mattern</td>
<td>Prof. Doris Bergen</td>
</tr>
<tr>
<td>Conway Scholarship in German History</td>
<td>German History</td>
<td>C</td>
<td>$3,000</td>
<td>2000</td>
<td>Prof. John Conway</td>
<td>Prof. Chris Friedrichs</td>
</tr>
</tbody>
</table>

9. **SABBATICALS AND SECONDMENTS**

(a) **Sabbatical Projects**

*Peace and Conflict Studies (UFV) - program development*

Research project on the leadership of the Truth Commissions of the former German Democratic Republic

(b) **Sabbatical Leave**

<table>
<thead>
<tr>
<th>Type of Leave</th>
<th>Focus</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sabbatical</td>
<td>Peace &amp; Conflict Studies Major, UFV Internationalization &amp; GDR Research Project</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>

10. **SCHOLARLY AND PROFESSIONAL ACTIVITIES**

(a) **Invited Presentations**

*Abbotsford Community Services (2013-ongoing) - Interfaith Dialogue Group*

*Centre for Indo-Canadian Studies (2013) - Interfaith Dialogue: Presentation on the Mennonites, and discussion facilitation*

*Elder College UFV (see above)*

*Upper Sumas Elementary School (see above)*
(b) **Conference Participation (Organizer, Speaker)**
- **On-site Lead Conference Organizer:** “Reassessing Contemporary Church History,” University of British Columbia, 25-27 July 2013. The conference was a gathering of international scholars, including: board members of the Contemporary Church History Quarterly, and alumni of the Humboldt Foundation and the German Academic Exchange Service.
- “Beyond Guilt and Victimhood: Reconciliation in Occupied Germany, 1945-1952.” After Fascism Conference, University of Vienna, Vienna, Austria, 19-21 May, 2005.

11. **PROFESSIONAL DEVELOPMENT ACTIVITIES**

(a) **List courses, seminars, upgrading, or other relevant PD activities.**

<table>
<thead>
<tr>
<th>PD Description</th>
<th>Year</th>
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<tbody>
<tr>
<td>Voices for Justice and Peace in the Holy Land Conference</td>
<td>2014</td>
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<tr>
<td>Peace and Justice Studies Association Conference</td>
<td>2013</td>
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<tr>
<td>Reassessing Contemporary German Church History Conference</td>
<td>2013</td>
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<tr>
<td>Truth and Reconciliation Canada Conference</td>
<td>2013</td>
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<tr>
<td>German Studies Association Conference</td>
<td>2012</td>
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<td>Learning Tour of Israel/Palestine</td>
<td>2012</td>
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<tr>
<td>German Studies Association Conference</td>
<td>2011</td>
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<td>German Studies Association Conference</td>
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<td>German Studies Association Conference</td>
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<tr>
<td>German Studies Association Conference</td>
<td>2007</td>
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<tr>
<td>American Historical Association Conference</td>
<td>2007</td>
</tr>
</tbody>
</table>
12. **SERVICE TO THE UNIVERSITY**

(a) *Memberships on committees, including offices held and dates*

Chair - Peace and Conflict Studies Program Working Group
Chair - Mennonite Studies Curriculum Working Group
Master of Arts in Teaching History (History) – Curriculum Committee
College of Arts Certificate Advisory Committee
Department Research Ethics Committee, History Department, September 2006-2012.

(b) **Administrative Service**

Coordinator: Mennonite Studies, UFV, 2010 -ongoing

(c) **Curriculum contributions**

Chair: Program Working Group, Peace and Conflict Studies, UFV, 2012- ongoing
*Peace and Conflict Studies Major and Minor Development*

Chair: Program Working Group, Mennonite Studies, UFV, 2009-ongoing.
*Mennonite Studies Certificate Development & Delivery*

*Mennonite Studies Course Development*: MENN 100, HIST 213, MENN 300, HIST 393
*History courses*: HIST 320, HIST 335, HIST 318, HIST 419 (revised), HIST 417 (2014)
*Peace and Conflict Studies Courses (2014)*: PACS 100, PACS 200, PACS 390, PACS 400

(g) **Other service**

Peace and Conflict Studies Speaker Series (2013 – ongoing)
Fundraising – Peace and Conflict Studies Program (2012 – ongoing)
Fundraising – Mennonite Studies Program (2009-2011)
Mennonite Studies Speaker Series (2010)
Co-Organizer: Distinguished Speakers Series, History Department (2007)

13. **SERVICE TO THE COMMUNITY**

(a) *Memberships on societies or committees, including offices held and dates*

Abbotsford Community Services Interfaith Dialogue Committee (2013 – ongoing)
Mennonite Faith and Learning Society (2007- ongoing)

(b) **Presentations**

“Christianity and the Holocaust,” March 3, 2013. Presented at Nexus Church, Abbotsford, B.C.
“Mennonite Pioneers in the Fraser Valley,” November 2010. Presented to students at Upper Sumas Elementary School, Abbotsford, B.C.
“Christians and the Holocaust,” November 2009. Presented at Bakerview MB Church, Abbotsford, B.C.
14. **SERVICE TO THE SCHOLARLY OR DISCIPLINARY COMMUNITY**

(a) **Memberships on scholarly societies, including offices held and dates**
- Peace and Justice Studies Association
- German Studies Association
- Mennonite Faith and Learning Society (MFLS) – Board Member
- Contemporary Church History Quarterly – Editorial Board

(b) **Editorships (list journal and dates)**
- German History (2013 – ongoing)
- Contemporary Church History Quarterly (2009 – ongoing)

(c) **Reviewer (journal, agency, etc. including dates)**
- German History (2013 – ongoing)
- Contemporary Church History Quarterly (2009 – ongoing)

(d) **External examiner (indicate universities and dates)**
- Trinity Western University, Interdisciplinary MA program (2012)

15. **AWARDS AND DISTINCTIONS**

(a) **Awards for Scholarship (indicate name of award, awarding organizations, date)**

**Publications Record**

16. **REFEREED PUBLICATIONS**

(a) **Journals**

• Program and Conference Report: Mennonite Studies at the University of the Fraser Valley, British Columbia, Association of Contemporary Church Historians Quarterly Vol. 17, No. 3, September 2011, 29-30.

17. BOOKS

(a) Authored

18. WORK IN PROGRESS (including degree of completion)

(a) Research Project (early stage): Compromise for Goodness’ Sake: Rainer Eppelmann, the GDR Truth Commissions, and the Re-Formation of German National Identity
EDUCATION:

PhD in Education – Curriculum and Theory Implementation (Candidate - 2014)
*Dissertation topic: Comparative Study of Canada’s Bilingual Policy and India’s Three Language Formula*
Simon Fraser University, Burnaby, British Columbia,

Masters in Education M.Ed. (Curriculum Development)
*Modern Language Development in BC*
Simon Fraser University, Burnaby, British Columbia, 2004

Bachelors of Arts B.A. (Political Science)
Himachal Pradesh University, St. Bede’s College, Simla, India, 1975

Senior Cambridge (Humanities)
Auckland House School, Simla, India, 1972

Various courses in Mediation, Conflict Resolution, Critical Incidence Debriefing, Proposal Writing, Decision Writing, Evidence Based Hearings, Fund Development, Volunteer Management, Community Development, Financial Management, Leadership Training, Public Speaking, Advocacy, Creative Writing and Forum Management.

WORK EXPERIENCE:
Jan 2004 to Present: **ASSOCIATE PROFESSOR**
UNIVERSITY OF THE FRASER VALLEY
ABBOTSFORD, BC, FACULTY OF ARTS
Social Cultural and Media Studies and Teacher Education Program
INCS 392 Immigration and Social Integration
INCS 396 Identity, Cultural politics and social service
INCS 390 Field Study India

ASSOCIATE PROFESSOR
FACULTY OF PROFESSIONAL STUDIES
Teacher Education Program
TEP 540 - Second Language Learning
Sessional Instructor
FACULTY OF EDUCATION
SIMON FRASER UNIVERSITY BURNABY, BC
Bachelors of Education

Nov 2006 to present
DIRECTOR - Centre for Indo Canadian Studies (CICS) at the University of the Fraser Valley (UFV)
April 2013 to present
DIRECTOR UFV India
June 2012 to present UNIVERSITY ADVISOR ON CANADA INDIA RELATIONS

June 2010 to Present:
BENCHER
LAW SOCIETY OF BC, VANCOUVER, BC
LGIC appointment
Committees: Equity and Diversity, Complainants Review, Credentials Review, Ethics Committee

Sept 2012 – present
DIRECTOR
FRASER BASIN COUNCIL, VANCOUVER, BC

TEACHING EXPERIENCE:

Simon Fraser University, Burnaby, BC
Fall 2010 – Session Instructor
Designed Course
EDUC 382 Diversity in Education

University of the Fraser Valley
2004 – Present
Designed Courses
INCS 390 – India Field Study
(Undertook two successful India Study Tours 2008 and 2010)
INCS 392 – Immigration and Social Integration
INCS 396 – Identity, Cultural Politics and Service
TEP 540 - Second Language Learning
SCHOLARLY ACTIVITY

Fellowship
Fellow at Indo Canadian Studies Centre, University of Mumbai Feb 2012.

Student academic supervisor
Arts 280 – 4 International Diaspora Studies student internships Jan – April 2012
Geography Honors: Second Reader Cassandra Brien March 2012

Peer Reviewed - Books and Journals


Book: Diverse Spaces: Examining Identity, Heritage and Community within Canadian Public Culture. Editor: Susan Ashley. October 2013


**Published Research**


**Articles in Conference Proceedings**


**Website Development**


**Conferences/Presentations**


Bains, S. Presenter: *Dialogue and Debate on Transnational Immigration of South Asians: A Continuous Journey. 100 Years of South Asian Presence in Canada Colloquium*. UFV. November, 2008


Bains, S. Presenter. *Multilingualism as a Tool for the Construction of Knowledge*. 7th International Imagination and Education Conference SFU. July 2009


Bains, S. Presenter *There’s a Canadian Diaspora in India eh?* Microlecture Series, University of the Fraser Valley, Abbotsford, BC. Sept 2010.


Bains, S. Presenter. *Living in the margins: finding the Centre.* Language and Literacy Education Graduate Conference at UBC, Vancouver, BC. May 2011.


Bains, S. Presenter. *Dimensions of Sikh feminism and spirituality in sangat and seva.* SAFAR. Our Journeys Conference, Vancouver, October 2012


Bains, S. *Sikhs in the community.* Bridges of Faith Forum, Abbotsford Community Services. May 2013

**Invited Presentations:**


Bains, S. Keynote address. *100 Years of Indo Canadian presence in Canada.* YWCA Annual General Meeting, Vancouver, BC. June 2008


Bains, S. Presenter. *From Different Perspectives: Photographs from the Agricultural Landscape.* The Reach Gallery Museum Abbotsford. May 2010

Bains, S. Presenter. *There is a Canadian Diaspora in India eh?* Microlecture Series at UFV. Sept. 2010.


Bains, S. Keynote Address. *Women hold the past, we mould the present and we predict the future.* International Women’s Day. Abbotsford, BC. March 2011.

Bains, S. *South Asian women – violence in the home, a crying shame.* International Day to Eliminate Racism. UFV March 2011.


Bains, S. *Diversity in special needs.* Community Living of BC. Oct 2011.


Bains. S. *Staff Training on Diversity.* Mission Correctional Institution. Feb 2012


Bains, S. *Indo Canadian Studies Development Model.* European Union's Constructions of Home and Belonging (CoHaB) Project. Muenster University, Germany, Feb 2013.

Bains, S. *Weaving a Sustainable Web: Prospects for the future - India Canada Studies.* Shastri Conference Vancouver BC. Feb 2013


Bains, S. *Interviewer: Reluctant Rebellion - Shauna Singh Baldwin*. Indian Summer, SFU. July 2013


Bains, S. *Instructional Skills Development in India*. Panjab University, Chandigarh, Oct 2013.

**Exhibition Curator**


Bains, S. *100 years: Settlement and Integration of Sikhs in Abbotsford*. Gur Sikh Historic Site Temple, Sikh Heritage Museum. Abbotsford, BC June 2012.

Bains, S. *Punjab: the people, the places, the legacy*. Sikh Heritage Museum. June 2012.


**Media Interviews**
Harpreet Singh Show: Joy TV. Dec 4. *CICS and Sikh Heritage Museum: Community Institutions and their role*

Global TV BC1 – April 2013. *Domestic violence against south Asian women.*

Global TV BC 1 – April 2013. *Politicians and access to ethnic communities – Vaisakhi.*


CBC TV. Afternoon Show with Lisa Christensen. August 2011. *100 years of heritage celebrations for Sikhs.*


CBC Radio. Sept 2010 – Afternoon Show with Steven Quinn – *Diversity in the City of Abbotsford.*

CBC Radio. May 2009 - Mark Forsythe Afternoon Show – Immigration and Citizenship reform


**Undergraduate/Graduate Student Research Advisor:**

Kaur, H. Sikh Diaspora in North America and the Punjab Crisis. Guru Nanak Dev University, Amritsar, Punjab, India. (PhD Dissertation) April, 2008


Dembicki, C. Schultz, L. Baseline data collection of child protection issues with Indo-Canadian families. MCFD. June 2008


Dembicki, C. Isolated seniors from ethnocultural communities. UFV, March 2009


Dhatt, H. *Heritage archives as a cultural tool for South Asian families*. Fall research intern 2010.

Dhami, A. *South Asian migration trajectory – 100 years*. One year research intern 2010 – 2011. (Research Excellence Award)


Gomes, D. *Vancouver Province Newspaper Archival Project 1906-1918*. June- Aug 2013
Pannu, J. Museum archives – multilingual project April – Aug, 2013


**Expert Advice:**


Expert Advice: Provincial Assaultive Husbands Project 2009

Expert Advice to Dhindsa Palmer Law Offices, August 2011.

Expert Advice: RCMP Honour Based Violence Training April 2012


**Adjudication:**

Adjudicator: Shastri Indo Canadian Institute India Studies Fellowship Grants 2008

Adjudicator: Shastri Indo Canadian Institute Seed Development Grants 2008


Adjudicator: Shastri Indo Canadian Institute: Dual Country Special Programs and Language Programs Dec 2008.

Adjudicator: Shastri Indo Canadian Institute: Fellowship Grants 2011- 2012


Book Prize Adjudicator: Best Book in Canadian Studies Canadian Studies Network-Réseau d'études canadiennes Prize for the Best Book in Canadian Studies - 2013 Competition Pierre Savard Award

**Professional and Academic Service:**

**SERVICE WITHIN THE UNIVERSITY**

Selection Committee: Research Coordinator, UFV.
Selection Committee: English Dept. South Asian Diaspora Professor UFV Mar 11
Selection Committee: History Dept. Mennonite Studies Professor UFV Apr 11
Selection Committee: Diversity Coordinator. Oct 2010. City of Abbotsford June10
Selection Advisory Committee: Research Chair Assistant – Sept 2010 UFV
Selection Advisory Committee: Manager, Student Life Housing and Campus. August 2010 UFV
Selection Advisory Committee: Canada Research Chair on Canada India Business Economic Development May 2012/13 UFV


Host: Malalaya Joya: Afghanistan Member of Parliament 2008
Host: Hedy Fry: Member of Canadian Parliament 2008
Host: Chief Minister of Punjab, India – Captain Amarinder Singh 2007
Host: Visiting Scholar Dr. Harinder M. Sandhu – Delhi University 2009
Host: Visiting Scholar Dr. Satya Sharma, University of Saskatchewan – 2010
Host: Writer in Residence: Dr. Kuldip Gill – 2007
Host: Writer in Residence Program: Jaspreet Singh – 2009
Host: Prime Minister Stephen Harper at the Centennial Celebrations 2011

Planning Committee for Professional Development Day on Anti-Racism at UFV (May 4, 2010), organized by Racism and Anti Racism Network

Organizer, Host. *An Evening with M. G. Vassanji*. Sponsored by the Centre for Indo-Canadian Studies and the Department of English

Organizer, Host, and Reader. *Writer-in-Residence Gala Event: Jaspreet Singh*. Sponsored by the Centre for Indo-Canadian Studies, the Department of English, the UFV Bookstore, and the Office of the Dean of Arts

Committee Member: International Academic Mobility Program for the Diaspora Consortium (DEC). Special Initiatives Program, Human Resources and Social Development Canada. Project proposed by the International Office, UFV

Organizer, *Ehsaas* South Asian Film Festival: Featuring three films on Partition, in conjunction with the course English 245: Partition Literature and Film. Sponsored by the Centre for Indo-Canadian Studies

Member: Internationalization Committee, University of the Fraser Valley
Member: Centre for Social Science Research Committee and Social Research Centre Task Force, University of the Fraser Valley


Organizer: *Sept 11, 2001 – 10 years later. Islamophobia – what has changed.* Race and Anti Racism Network

Organizer: *Ehsaas Film Festival.* Sikh documentaries - Nov 2011.


Host: *It’s a Man’s Problem.* Gary Thandi, MSW reports on research findings on domestic violence in the South Asian community. April 2013

Discussant - *Dalit Poetics and Politics conference,* UFV. April 2013.

IPEC’s member 2011-2013: Dr. Rajnish Dhawan and Dr. Prabhjot Parmar


Organizer: *Ehsaas Readers and Writers Festival*. Nov 2013

Host: Book Launch – *A Soldier Remembers*. Surrey/Newton Nov 2013

**Internal UFV Committees:**
Indo Canadian Community Advisory Committee
Undergraduate Education Committee
South Asian Peer Network Association – Student Association
Racism and Anti-Racism Network (RAN) 2011-present
Teaching and Learning Advisory Group
Academic Leaders Group
Research Advisory Committee
Internationalization Committee
Arts Dept Heads
Arts Curriculum Advisory Committee
Indo Canadian Heritage Advisory Group
Chair Canada India Study Program Curriculum Committee
Can-EU Diaspora Group
Member Educators without Borders
Member Human Services Diploma Advisory Committee
MA Migration and Citizenship Working Group 2010 to Present
Chair MA Curriculum working group Migration and Citizenship 2012
Member Peace Studies Working Curriculum Committee 2012-present
Global Development Institute – Senior Associate
Senate Graduate Studies Committee – Member 2012-present
Undergraduate Education Council – Member 2012-present
Chair Racism and Anti-Racism Network – 2013
Co-Chair: Language, Identity and Migration Research Group
Member: Punj-aab Research Group 2012-present
Diaspora Studies Certificate Committee 2011
Panel member: Senate Graduate Committee Appeal Panel June 2013
UFV Research Review 2013 – Special Issue: Gadhar Conference papers
M.A. /M.Ed. Education and Community Studies Program Working Group 2013

**External committees:**
UFV representative Shastri Indo Canadian Institute 2012-present
Abbotsford Social Development Advisory Council – City of Abbotsford 2009-present
Canadians Abroad Advisory Committee – Asia Pacific Foundation 2010
South Asian Early Childhood Committee 2009-2011
Fraser Valley Indo Canadian Business Association 2007 -present
I CARE Mental Health Advisory Committee 2010-2011
Reach Gallery Centennial Advisory Committee 2010-2012
Abbotsford Building Connections City of Abbotsford Partnership Group 2010-2013
Khalsa Diwan Society, Abbotsford Centennial Advisory Committee 2010-2012
South Asian Film Festival 2011 – present
Canada India Agriculture and Food Processing Forum 2012 Vancouver
Fraser Valley Coalition for Women 2011 to present
Member: CSN-RÉC book prize committee for 2013 - International Council for Canadian
Studies Pierre Savard Award for the best book on a Canadian subject
Canada India Networking Initiative: Member of Scientific Program Committee 2014
Komagata Maru Consortium Committee 2012 – 2013 Member

Professional Membership:
Asian Canadian Studies Network 2009- present
Canadian Studies Network 2011- present
Canadian Asian Studies Association 2010 - present
Canadian Society for the Study of Higher Education
Sikh Diaspora Group
South Asian Studies Association
Senior Associate: Centre for Indo Canadian Studies, UFV
Senior Associate Centre for Social Research, UFV 2011- present
Senior Associate Global Development Institute 2011- present
Senior Researcher Metropolis British Columbia 2010 - present
Researcher Academics for Higher Education and Development
Academic Council Council for Advanced Studies in India 2011 - present
Opinion Panel Member Points of View Asia-Pacific – Asia Pacific Foundation 2011-
present
Member of Editorial Board Inderscience Publishers 2013
Member of Editorial Board International Journal of Border Security and Immigration
Policy – 2013
Member of Review Board Journal of South Asian Studies 2013

PhD SCHOLARSHIPS:
Pacific Century Scholarship SFU $ 10,000.00 Dec 2007
Commonwealth Scholarship BCIE $ 17,000.00 Dec 2008
Graduate Fellowship SFU $ 6,720.00 June 2010
Scholarly Activity Scholarship UFV $ 3,000.00 August 2010
Dean of Graduate Studies Scholarship $ 6,250.00 Jan 2011
Graduate Fellowship SFU $ 6,720.00 Sept 2011
**ACADEMIC RESEARCH PROJECTS/GRANTS**

National Heritage Site “Cultural Recovery Program”
Canadian Heritage – 2007 $35,000.00
Ministry of Children and Family Development 2008 $100,000.00
SSHRC ASU: Indo Canadian History Projects 2007-2009 $25,000.00
BC 150 Heritage – Udaari: The Pioneer Story- 2008 $10,000.00
International Development Fund 2008 $4,500.00
International Fund 2009 $5,000.00
BC Child and Youth Health Research Network 2009 $4,500.00
City of Abbotsford 2009 – Seniors study $10,000.00
Canadian Heritage 2010-13: City of Abbotsford $64,000.00
BC Ministry of Health 2012- 2015 $50,000.00
Shastri Indo Canadian Institute 2012-13 PDIG $7,000.00
Shastri Indo Canadian Institute 2013 PRG $10,200.00
Multiculturalism BC 2013 $2,500.00
Internationalization Fund 2013 $3,000.00

Joint funding:
EU Canada Higher Education Diaspora Prgm 2009 (HRDC) $199,683.00
City of Abbotsford Building Connections 2010 $434,000.00
Wash with Care: Vancouver Foundation 2010 $32,000.00
Canadian Heritage: Sikh Centennial 2011 $26,000.00
ICARE Team – Canadian Innovations Grant 2011 $20,000.00
Canadian Heritage: Legacy Grant 2011 $122,000.00
SSHRC Connection Grant 2013 $23,838.00
Canadian Heritage – Anniversaries Grant 2013 $5,400.00

**OTHER RELEVANT WORK EXPERIENCE:**

1993 - 2004

**DIVERSITY EDUCATOR/TRAINER:**
Corrections Canada – Staff College – Fraser Valley
City of Abbotsford
Justice Institute
Armstrong School District
Abbotsford School District
Mission School District
Langley Memorial Hospital
MSA Hospital
Fraser Valley Health Authority
Mission Hospital
BC Council of Administrative Tribunals
Women’s Resource Society of the Fraser Valley
RCMP – E division
Mission Community Services
ICBC – Abbotsford
UFV – Student Counseling Services
UFV – Continuing Education
UFV – Staff and faculty diversity training
Human Resources Development Canada
Social Services/Human Resources of BC
BC Vegetable Growers Association
BC Horticultural Short Course
Silviculture Organizations of BC
New Directions – Health Framework for BC
FH Mental Health/Continuing Care/Psychiatric Care
BC Coalition to End Abuse of Seniors BCCEAS
Affiliation of Multicultural Agencies and Societies
Provincial Steering Committee on New Directions
Provincial Policy Committee on Equity in Health
Provincial Interfaith Advisory Committee
United Way of the Fraser Valley Board
Understanding the Early Years – United Way Fraser Valley
Dasmesh Punjabi School
Punjabi Language Development Committee SD #34
Child Development Centre
Disability Network of Fraser Valley
Various seniors’ organizations in Abbotsford and BC

Sept 04 – Dec 04  INTERIM EXECUTIVE DIRECTOR
WOMEN’S RESOURCE SOCIETY OF THE FRASER VALLEY,
ABBOTSFORD/MISSION
Directing human resources, financial management and
supervision of feminist organization: two transition houses,
various outreach programs and counseling services. Management
of proposal development, budgets, conflict resolution – employee
grievance and government (Ministry) liaison.

2001 – 2003  SESSIONAL INSTRUCTOR
KWANTLEN UNIVERSITY COLLEGE - LANGLEY
Horticulture Diploma Program: Diversity Training for Managers

1997- July 2005  DIRECTOR – LGIC Appointment
FARM INDUSTRY REVIEW BOARD - GOVT OF BC
Provide supervisory and appellate duties as a LGIC
member of a legislative administrative tribunal of BC.

2003 – 2007  MEMBER OF BOARD OF GOVERNORS–LGIC Appointment
UNIVERSITY COLLEGE OF THE FRASER VALLEY
Member of Governance Board for the University.

1994 – 2006

**PRESIDENT - (Private business)**
**MULTICULTURAL RESOURCE MANAGEMENT**
Provide consultation on diversity and cross cultural issues to local, provincial and national organizations on human resource management.

1996 – 2004

**EXECUTIVE DIRECTOR**
**SENIORS RESOURCE CENTRE OF THE FRASER VALLEY - ABBOTSFORD**
Management of seniors’ centre activities, financial management, staff and volunteer supervision, non-profit society and charitable organizational management. Areas of expertise: health, education, prevention of elder abuse, social programs, community events, fundraising, partnership building, strategic planning, government lobbying. Work with 5 Partner Organizations on establishing and maintaining protocols, asset/capacity building, project development and implementation, community planning and development, City of Abbotsford liaison, funding proposals, needs assessments and research, UCFV student practicum supervision and leadership development. Public awareness campaigns on seniors issues.

1999- 2002

**PROGRAM DEVELOPER**
**MISSION COMMUNITY SERVICES – MISSION, BC**
Initiated, designed, implemented and facilitated diversity programs for community service organization and provided outreach services. Supervised staff and managed budgets. Expertise in program development, proposal writing, partnerships and community development around race relations and immigrant settlement issues. Established community task forces, City of Mission partnerships, Provincial Ministry liaison, forums, public education, School District Mission liaison, RCMP Mission diversity initiatives, volunteer development, professional interpretation and translation program, and ESL classes.

1993-1996

**PROGRAM MANAGER**
**CULTURE AND HEALTH 2000 – ABBOTSFORD, BC**
Managed and implemented a provincially mandated cross-cultural mental health program as a pilot project in community outreach to immigrant families in Abbotsford, BC. Secured funding,
designed programs, advocacy training, mental health consumer education and involvement, community development and solution based service delivery. Supervised staff and implemented training modules. Two years of community based research on mental health needs of culturally diverse populations. (Report generated)

1982–2002 Initiated and coordinated various community development programs in Abbotsford/Vancouver/BC
Race Relations Committees – Mayor’s Task Force & Interface
Public Inquiry/Response – School District 34
Human Rights community development
Media Relations with ethnic communities
Conferences/seminars/forums/educational sessions
Interfaith dialogue – Fraser Valley and beyond
School District and City of Abbotsford partnership projects
Interface between immigrants and community members
Cross-cultural Parenting Courses
Needs Assessments for Community Development
Development and implementation of programs based on needs
Project management and administration
Cross-cultural education for public and private organizations
United Way of the Fraser Valley – Volunteer Leadership Development Trainer – Strategic Development, Team Leadership
Forums, seminars, conferences - various

RELEVANT VOLUNTEER EXPERIENCES:
Educator (15 years) on diversity issues as they relate to community experiences.
Community advocate, volunteer and advisor to organizations, media, public and institutions (20 years). Writer on diversity issues (15 years). Community mentor, coach and advisor to women, youth and families (20 years).

* Denotes current status
Member Board of Governors-University College of the Fraser Valley
*Member Abbotsford Social Development Advisory Committee
*Chair Multicultural Diversity Working Group, City of Abb.
Member SD #34 Superintendent’s Advisory Circle
* Member Imagine Abbotsford Steering Committee
Member MCFD BC Transformation Reference Group
Advisor/Fundraiser Centre for Indo Canadian Studies and Research
 University of the Fraser Valley
Board Member/Chair Women’s Resource Society of the Fraser Valley
Advisor Youth Connect of UCFV
Member   Arts and Heritage Committee – City of Abbotsford
Member   Arts and Culture Committee – Spirit of Abb. Olympics ‘10
Vice Chair   United Way of the Fraser Valley
Founding Member   Abbotsford Youth Commission
Treasurer   Canadian Network Against Abuse of Seniors
Member   BC Coalition to End Abuse of Seniors Multicultural Advisory Committee
Principal   Guru Nanak Punjabi School, Mission BC
Founding Member   Fraser Valley Indo Canadian Business Assoc.
Founding member   Dasmesh Punjabi School, Abbotsford BC
Member   Community Response Network (CRN)
Member   Critical Incident Stress Debriefing Team Abbotsford
Member   School District 34 Investigation Team on Racism
Member   W.J. Mouat Senior Secondary Community Advisory Cttee
Chair   Multicultural Health Advisory Committee – Fraser Valley
Co-Chair   Provincial Multicultural Health Committee AMSSA
Secretary   National Multicultural Health Committee CCMH
*Member   UFV Human Services Advisory Committee
Member   Abbotsford Community Development Committee
Member   Second Language Heritage Advisory Committee
Director   Abbotsford Hospice Society
Member   Healthy Communities
Member   Abbotsford Area Mental Health Advisory Committee
Director   SPARC BC
Chair   Mayor’s Committee on Race Relations – Abbotsford
Member   City of Abbotsford Healthy Communities
Member   City of Abbotsford Council/Mayor remuneration task force
Member   Citizen’s Advisory Committee at Matsqui Prison
Founder   Interfaith Dialogue Group - Abbotsford
*Reviewer   Canadian Literature Review
Member   MSA Hospital Cross-cultural Task Force
Founder   Indo Canadian Women’s Organization
Director   Western Canada Summer Games 1995
Director   BC Disability Games 2003
Liaison   BC Summer Games 2004
Member   Adult Guardianship Legislation Community Advisory -BC
Mentor   Sahara Group of Women, Abbotsford

RECOGNITION:

2012 - 100 Most Influential People in Abbotsford

Nomination for Woman of the Year, 2002
Business and Professional Women’s Assoc., Abbotsford, BC
Service to Youth 2002, 2003, 2004
Punjabi Heritage School, Mission, BC

Women of Distinction, 1999
School of Social Work UBC

Community Advocacy Award 1992
Affiliation of Multicultural Agencies and Societies, Burnaby

**LANGUAGES:** English, Hindi, Punjabi – excellent fluency - oral and written. Urdu: verbal only.
Irwin Marc Cohen

#10 - 18868 69th Ave.
Cloverdale, British Columbia, V4N 5K7, Canada

Home Phone: 604-575-9334
Work Phone: 604-557-4081
Cell Phone:  778-808-4817
Email: irwin.cohen@ufv.ca

ACADEMIC AND PROFESSIONAL POSITIONS

2013 - Associate Professor Rank
2013 - Senior University Research Chair, RCMP Crime Reduction, University of the Fraser Valley
2013 - Director, Centre for Public Safety and Criminal Justice Research, University of the Fraser Valley
2013 - Board Member, Abbotsford Restorative Justice and Advocacy Association
2010 - 2013 Director, School of Criminology and Criminal Justice, University of the Fraser Valley
2003 - Faculty, School of Criminology and Criminal Justice, University of the Fraser Valley
2013 Director, UFV Centre for Safe Schools and Communities, University of the Fraser Valley
2005 - 2013 Research Director, BC Centre for Social Responsibility and BC Centre for Safe Schools and Communities, University of the Fraser Valley
2008 - Research Associate, Centre for Public Safety and Criminal Justice Research, University of the Fraser Valley
2011 - Research Associate, Centre for Criminal Justice Research, Mount Royal University
2004 - Faculty Research Fellow, Centre for Addiction Research, British Columbia

EDUCATION

2001-2003 Post Doctorate Fellow, School of Criminology, Simon Fraser University
1995-2001 Ph.D., Criminology, Simon Fraser University (Burnaby, BC, Canada)

1994-1996 M.C.A., Criminology, University of Ottawa (Ottawa, Ontario, Canada)

1993-1994 M.A., Criminology, University of Toronto (Toronto, Ontario, Canada)

1991-1993 B.A. (Honours), History, Concordia University (Montreal, Quebec, Canada)
  Thesis: This is my Body: The Position of the Eucharist in Medieval Theology.
PROFESSIONAL AWARDS/HONOURS
2007 Recipient of the National MADD Citizen of Distinction Award (Research, Prevention, and Education).

TEACHING EXPERIENCE

Lecturer/Instructor/Professor

2003 - Professor of Criminology and Criminal Justice, University of the Fraser Valley
   • Crim 100 (Introduction to Criminology)
   • Crim 104 (Sociological Explanations of Criminal and Deviant Behavior)
   • Crim 210 (Youth Crime and the Youth Criminal Justice System in Canada)
   • Crim 240/460 (Comparative Criminal Justice Systems)
   • Crim 700 (Crime, Criminals, Victims, and the Criminal Justice System)
   • Crim 755 (Special Topics: Violent Political Crimes)

1997 - 2003 Sessional Instructor, Simon Fraser University
   • Crim 131 (Introduction to the Criminal Justice System)
   • Crim 210 (Law, Youth, and Young Offenders)
   • Crim 310 (Young Offenders and Criminal Justice: Advanced Topics)
   • Crim 413 (Terrorism)
   • Crim 418 Special Topics (Violent Political Crimes)

1998 - 2000 Sessional Instructor, Kwantlen University College
   • Crim 1101 (Introduction to the Criminal Justice System)
   • Crim 2330 (Psychological Explanations of Criminal Behavior)

Teaching Assistant/Tutor-Marker

1995 - 1999 Teaching Assistant, Simon Fraser University
   • Teaching Assistant for Crim 103 (Psychological Explanations for Criminal Behavior)
   • Teaching Assistant for Crim 104 (Sociological Explanations for Criminal Behavior)

1995 - 1999 Tutor-Maker, Simon Fraser University
   • Distance Education Instructor for Crim 103 (Psychological Explanations for Criminal Behavior)
   • Distance Education Instructor for Crim 413 (Terrorism)

1994 - 1995 Teaching Assistant, University of Ottawa
   • Crim 211 (Canadian Criminal Law)
   • Crim 320 (Violence in Society)
## PUBLICATIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>Authors</th>
<th>Title</th>
<th>Journal/Book Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Cohen, I.M. and Corrado, R.R.</td>
<td>“Counterterrorism in Canada from the Cold War to the War on Terror.”</td>
<td>Counterterrorism: From the Cold War to the War on Terror.</td>
</tr>
</tbody>
</table>


2002 Corrado, R.R., Odgers, C., and Cohen, I.M. “The Incarceration of Female Young Offenders: Protection for Whom?” (REPRINT) in Thomas Fleming, Patricia O’Reilly, and Barry Clark (eds.) Youth Injustice: Canadian Perspectives. Toronto: Canadian Scholars’ Press Inc.


RESEARCH REPORTS


CONFERENCE PAPERS/WORKSHOPS (Presented or Co-Authored)


2014 “Criminal Profile of Offenders Committing a Hit and Run Offence.” Presented at the Annual Western Criminology Conference, Honolulu, Hawaii, USA, February.

2013 “Auto Theft and other Criminal Behaviour Trends among Serious and Violent Young Offenders.” Presented at the Annual Meeting of the Academy of Criminal Justice Sciences, Dallas, Texas, USA, March.


2013 “Reducing Crime in British Columbia.” Presented at the Annual Western Criminology Conference, Newport Beach, California, USA, February.

2012 “The Sentencing of Repeat Offenders in British Columbia.” Presented at the Annual Western Criminology Conference, Newport Beach, California, USA, February.

2012 “So Much for a Commitment to Evidenced-Based Policing: The Case of Crime Free Multi-Housing.” Presented at the Annual Western Criminology Conference, Newport Beach, California, USA, February.


2011 “Auto Theft Participation Among Serious and Violent Incarcerated Young Offenders.” Presented at the Annual Meeting of the Western Society of Criminology, Vancouver, British Columbia, February.
2011 “Aboriginal Status, Mental Health, Educational, and Abuse Risk Profiles of Serious and Violent Young Offenders and their Reactions to Incarceration”. Seminar presented at the Australian Institute of Criminology, Canberra, Australia, February.

2011 “Aboriginal School Performance and High Drop-Out Rates, School Based Intervention Strategies, and Disproportionate Aboriginal Youth Serious and Violent Offending: Is there a Relationship?” Presented at the 2011 Seminar Series for the Key Centre for Ethics, Law, Justice and Governance, Griffith University, Brisbane, Australia, February.


2010 “Predictive Validity of the Psychopathy Checklist: Youth Version Compared to Other Versions.” Annual Meeting of the American Society of Criminology, San Francisco, United States of America, November.


2010 “Merging A Student-Centered, Criminal Justice Agency-Centered, and Discipline-Centered Approach to Teaching and Researching in Criminal Justice.” Annual Meeting of the Academy of Criminal Justice Sciences, San Diego, United States of America, February.

2010 “An Exploratory Analysis of Factors Associated with Repeat Homicide in Canada.” Annual Meeting of the Academy of Criminal Justice Sciences, San Diego, United States of America, February.


2010 “Perceptions of Public Safety and Satisfaction with Police Among Two Canadian Samples.” The 37th Annual Meeting of the Western Society of Criminology, Hawaii, United States of America, February.


<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Conference/Event</th>
<th>Location</th>
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<tbody>
<tr>
<td></td>
<td>“Intergenerational Transmission of Risk Factors Related to the Impact of Residential Schools and their Possible Consequences on Federal Corrections.” Presented at the Mental Health Symposium: Advancing Solutions to Offender Mental Health</td>
<td>Ottawa, Canada, May.</td>
<td></td>
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<tr>
<td></td>
<td>“The Significance of Non-Prolific Offenders in Influencing Crime Rates.” Criminal Justice System Fraser Valley Conference, Abbotsford, Canada</td>
<td>April.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Misconceptions and Missed Opportunities: Auto Thieves and the Criminal Justice System’s Response to Offenders in a Canadian Context.” Western Society of Criminology 35th Annual Meeting</td>
<td>Sacramento, United States of America, February.</td>
<td></td>
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<tr>
<td></td>
<td>“An Exploration of the Relationship Between Aboriginal Youth and Adult Drug Use and Youth Incarceration and Childhood Sexual Victimization.” The 2nd Biennial Forensic Mental Health Conference</td>
<td>Vancouver, Canada, October.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Comprehensive Assessment of Psychopathic Personality Disorder and the Psychopathy Checklist: Youth Version.” The International Association of Forensic Mental Health Services Conference</td>
<td>Montréal, Canada, June.</td>
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</tr>
<tr>
<td></td>
<td>“Prolific Offenders.” The International Association of Law Enforcement Intelligence Analysts Annual Training Conference</td>
<td>Vancouver, Canada, April.</td>
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<tr>
<td></td>
<td>“Characterizing Prolific and Priority Offenders.” Western Society of Criminology 34th Annual Meeting</td>
<td>Arizona, United States of America, February.</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>“Psychopathy and Institutional Violence: A Six-Year Study with Serious and Violent Young Offenders.” The American Society of Criminology Annual Conference</td>
<td>Los Angeles, United States of America, November.</td>
<td></td>
</tr>
</tbody>
</table>
2006 “Comprehensive Assessment of Psychopathic Personality Disorder: Initial Results with a Serious and Violent Youth Sample.” The Annual Conference of the International Association of Forensic Mental Health Services. Amsterdam, The Netherlands, June.


2005 “Profiles of Serious and Violent Incarcerated Young Offenders.” Presented at the Youth Gangs and Violence” What’s Happening in BC? Workshop, Vancouver, Canada, October.


2005 “Early Onset of Alcohol and Drug Use, Alcohol/Substance Abuse, and Serious and Violent Young Offenders.” The 31st Annual Western Society of Criminology Conference. Hawaii, United States of America, February.


2004 “Serious and Violent Incarcerated Young Offenders: Profiles, Needs, and Attitudes towards Incarceration.” The Provincial Meeting of Youth Custody Services, Vancouver, Canada, November.


2004 “Housing Discrimination Among a Sample of Aboriginal People in Winnipeg and Thompson, Manitoba.” The Aboriginal Housing Research Conference, Saskatoon, Canada, October.


2003  “Criminal Victimization, Mental Health, and Service Access.” The Annual International Association for Mental Health Conference, Miami Beach, United States of America, April.


2002  “Conduct Disorder and Serious and Violent Aboriginal Young Offenders: Examining the Role of Ethnicity.” The 29th Annual Western Society of Criminology Conference. San Diego, United States of America, February.

2002  “Conduct Disorder and Serious and Violent Female Offenders: Examining the Prevalence and Co-Variance of this Disorder.” The 2002 American Psychology and Law Conference, Austin, United States of America, March.


2001 “Psychopathy, Recidivism, and Serious and Violent Young Offenders.” The Violence Risk Assessment and Management Conference, Sundsvall, Sweden, November.

2001 “Youth on the ‘Outs’: Serious and Violent Young Offenders Following their Release from Secure Custody.” The Annual Meeting of the American Society of Criminology, Atlanta, United States of America, November.

2001 “Mental Disorder in Serious and Violent Young Offenders.” The International Association of Forensic Mental Health Services. Vancouver, Canada, April.

2001 “Conduct Disorder in Serious and Violent Young Offenders: Examining its Prevalence and Relationship to Young Offending.” The 28th Annual Western Society of Criminology Conference. Portland, United States of America, February.

2001 “Secure Care and Female Young Offenders: The Benefits of Transparency in Processing Female Youth in Conflict with the Law.” The Restoring Justice for Women and Girls Conference. Vancouver, Canada, April.

2000 “The Road to Offending: Serious and Violent Young Offenders and Their Pathways to Crime.” The American Society of Criminology Conference. San Francisco, United States of America, November.


1999 “The Deterrent Effect of Incarceration on Serious Young Offenders’ Intentions to Recidivate.” The 1999 Annual Meeting of the American Society of Criminology, Toronto, Canada, November.

1999 “Serious Young Offenders’ Attitudes Toward Restorative Justice Principles.” The 1999 Conference Psychological Perspectives on Young Offenders: Identity, Mental Disorder, and Violence, Dublin, Ireland, July.


1997 “A Profile of State Torture and Its Sustainability in the Contemporary Period.” The Annual Meeting of the American Society of Criminology, San Diego, United States of America, November.


1995 “Stress in Recent Immigrants to Canada Manifested as Psychiatric Illness and Criminal Behavior.” The Annual Canadian Psychiatric Association Conference, Victoria, Canada, October.
MA Criminal Justice Graduate Student Supervisor


Lori Pruce. Examining the Role of Culture in Rehabilitation Programs for Aboriginal Offenders in Canada. Senior Supervisor. Graduated 2010.


Gabriel Theron. The Role of Email in Cybercrime with Specific Reference to Canada. Senior Supervisor. Graduated 2012.


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<tr>
<th>YEAR</th>
<th>POSITION</th>
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<tbody>
<tr>
<td>2013</td>
<td>Member, SAC for Director of the School of Business, University of the Fraser Valley</td>
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<tr>
<td>2012-2013</td>
<td>Member, Research Option Advisory Committee, University of the Fraser Valley</td>
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<tr>
<td>2012</td>
<td>Member, SAC for Canada Research Chair on Immigration, Citizenship, and Refugee Protection, University of the Fraser Valley</td>
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<tr>
<td>2012 –</td>
<td>Member, Peace Studies Program Development Team</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Member, SAC for Vice-Provost – Associate Vice President Academic, University of the Fraser Valley</td>
</tr>
<tr>
<td>2012</td>
<td>Presentation – Causes and Explanations for Domestic Abuse – Elder College Series, University of the Fraser Valley</td>
</tr>
<tr>
<td>2011</td>
<td>Member, SAC for Associate Dean of Students – College of Arts, University of the Fraser Valley</td>
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<tr>
<td>2011</td>
<td>Member, SAC for Associate Dean of Faculty – College of Arts, University of the Fraser Valley</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Member, Research Option Advisory Committee, University of the Fraser Valley</td>
</tr>
<tr>
<td>2011-2013</td>
<td>Chair, School of Criminology and Criminal Justice, University College of the Fraser Valley Instructor Probation Committee – Hayli Millar</td>
</tr>
<tr>
<td>2010-</td>
<td>Chair, School of Criminology and Criminal Justice Graduate Program Committee, University of the Fraser Valley</td>
</tr>
<tr>
<td>2010-</td>
<td>Chair, School of Criminology and Criminal Justice Sessional SAC Committee, University of the Fraser Valley</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Member, Research Option Advisory Committee, University of the Fraser Valley</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Chair, School of Criminology and Criminal Justice, University College of the Fraser Valley Instructor Probation Committee – Amanda McCormick</td>
</tr>
<tr>
<td>2005 -</td>
<td>Senior Supervisor for 14 MA Major Papers, School of Criminology and Criminal Justice, University of the Fraser Valley</td>
</tr>
<tr>
<td>2005 -</td>
<td>Second Supervisor for 11 MA Major Papers, School of Criminology and Criminal Justice, University of the Fraser Valley</td>
</tr>
<tr>
<td>2009 -</td>
<td>Member, UFV, Research Advisory Council.</td>
</tr>
<tr>
<td>2010 -</td>
<td>Chair, School of Criminology and Criminal Justice, Selection Advisory Committee for Faculty, University of the Fraser Valley.</td>
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<tr>
<td>2004 - 2010</td>
<td>Member, School of Criminology and Criminal Justice, Selection Advisory Committee for Faculty, University of the Fraser Valley.</td>
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<tr>
<td>2010 -</td>
<td>Chair, School of Criminology and Criminal Justice, Selection Advisory Committee for Sessional Instructors, University of the Fraser Valley.</td>
</tr>
</tbody>
</table>
2004 - 2010  Member, School of Criminology and Criminal Justice, Selection Advisory Committee for Sessional Instructors, University of the Fraser Valley.

2006 - 2008  Chair, School of Criminology and Criminal Justice, University College of the Fraser Valley Instructor Probation Committee – Amy Johnson


2006  Moderator, Chilliwack Law Commission. “Sentencing and the Criminal Justice System.”

2005  Guest Speaker, University-College of the Fraser Valley Practicum Advisors Appreciation Day. “The Threat of Anti-State Terrorism in Canada.”

2004  Chair, Department of Criminology and Criminal Justice, University College of the Fraser Valley’s Graduate Program Development Committee

2004 - 2005  Member, Interim Graduate Studies Committee, University-College of the Fraser Valley

2003  Reviewer for the International Journal of Mental Health

2002  Conference Panel Chair. Moderator and chair for the session on terrorism at the 29th Annual Western Society of Criminology Conference. San Diego, United States of America, February.

2006 -  External Supervisor, 3 MA Dissertations for the School of Criminology, Simon Fraser University

1996 – Present  Member of Simon Fraser University’s Institute of Mental Health, Law, and Policy
HAYLI MILLAR, PH.D.

PERSONAL DETAILS

Name: Hayli Anne Millar
Address: Unit 406 – 33065 Mill Lake Road, Abbotsford, B.C., Canada, V2S 8E6
Telephone: +1.604.744.8811
Cellular: +1.604.226.0659
Skype: Palaverbar2
Email: hayli.millar@ufv.ca; hayli_millar@hotmail.com

EDUCATION AND TRAINING

DEGREES


M.A., Criminology, Simon Fraser University, Canada, 1990. Specializing in the application of Canadian criminal law in remote northern and predominantly indigenous communities. Field research conducted in the Northwest Territories.

B.A., Criminology, Simon Fraser University, Canada, 1985. Focusing on criminal justice.

PROFESSIONAL TRAINING COURSES

NVivo 10; Filing Freedom of Information Requests; Peace Operations Negotiation Course; Conflict Resolution and Mediation Courses; Instructor Development Training; Cross-cultural Awareness Training.

PROFESSIONAL AFFILIATIONS

West Coast LEAF member (2011); BC Civil Liberties Association member (2007-2008); Elizabeth Fry Society member (2007-2008); American Society of International Law member (2006-2007); Mediation Yukon member (1994); Northern Justice Society Board of Directors (1989-1994).

RESEARCH INTERESTS

International and comparative criminal law; international and transnational crimes; international and domestic criminal justice policy and criminal justice reform; diversity and criminal justice; rights-based approaches to development.
CURRENT RESEARCH PROJECTS

In the Best Interests of the Child: Strategies for Recognizing and Supporting Canada’s At-Risk Population of Children with Incarcerated Parents (McCormick (author), Millar (lead investigator and report contributor on international law and Canadian policy and practices) and Paddock (report contributor on American risk factors, policy and practices); UFV School of Criminology and Criminal Justice and the UFV Centre for Safe Schools, 2013; Fraser Fund Grant $25,000)

The Palermo Protocol and Canada Ten Years On: The Evolution and Human Rights Impacts of Anti-Trafficking Laws in Canada (Co-investigator with O’Doherty and SWAN Vancouver, 2013-2015; Law Foundation Grant $20,000)

Criminal Justice Decision-Making and the Best Interests of Children Whose Parents are in Conflict with the Law, Research Notes and Policy Briefing Series (2014-2016) examining Canadian and comparative international best practices in relation to whether a child’s best interests are taken into account at various criminal justice decision-making stages, arrest through to release and reintegration.

Canadian Youth Online And Cyber Safety, including a ($7600 CAD) Social Sciences and Humanities Research Canada (SSHRC) Aid to Small Universities Grant to support A Scoping Study on our Current State of Knowledge and Promising Practices to Respond to the Internet-Initiated Exploitation of (High-Risk) Canadian Youth and contributor to the co-development of a School of Criminology and Criminal Justice SSHRC Insight Grant Application (2013-2015).

COUNTRIES OF EXPERIENCE

Australia—living, field research and volunteer work; Bangladesh—research consultation; Canada—living, research and professional work; Guatemala—field research; Jordan—living and professional work; Nepal—research consultation; Philippines—living and professional work; South Africa—field research; United States—field research.

LANGUAGE PROFICIENCY

English—excellent verbal and written; French—basic verbal and written; Spanish—basic verbal and written; Arabic—slight verbal only

PROFESSIONAL, CONSULTING AND RESEARCH EXPERIENCE

2011 to present 

Faculty, School of Criminology and Criminal Justice, University of the Fraser Valley, Abbotsford, Canada, August 2011 to present

Develop curriculum and instruct criminoÑogy and criminal justice courses with a particular focus on human rights, diversity and the criminal justice system. Develop and teach undergraduate courses including Comparative Criminal Justice Systems (CRIM 240); Multiculturalism, Conflict and Social Justice (CRIM 311); Terrorism (CRIM 400); and, Techniques of Crime Prevention (CRIM 418). Supervise Master of Arts Criminal Justice students’ major papers in relation to comparative international law reform and transnational crimes (human smuggling, human trafficking, criminal sentencing and alternatives to incarceration).
2010  
**International Gender and Law Writer/Editor, Asian Development Bank (ADB), Manila, Philippines**, February to September 2010 (intermittent)

Working with ADB headquarters in Manila, Philippines, researched and wrote gender case studies on ADB funded projects across diverse investment sectors with an emphasis on the identification and analysis of promising practices and lessons learned. Also, researched, wrote, and edited specific segments of the *Gender and Development Cooperation Fund 2009 Progress Report*.

2009-2010  
**International Gender and Law Writer/Editor, Asian Development Bank (ADB), Manila, Philippines**, June 2009 to March 2010 (intermittent)

Working with ADB headquarters in Manila, Philippines and the International Organization for Migration Mission with Regional Functions in Dhaka, Bangladesh, substantially re-researched through desk research and re-wrote for publication three country studies (Bangladesh, the Maldives, Nepal) and an unpublished regional study (Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka) assessing states parties progress in implementing their obligations under the *South Asian Association for Regional Cooperation (SAARC) Convention on Preventing and Combating Trafficking in Women and Children for Prostitution*. Presenter at two regional consultation meetings in Kathmandu, Nepal (mid-June 2009) and Dhaka, Bangladesh (end-January 2010). The reports generated joint regional recommendations that were used to advocate for a comprehensive inter-governmental review of the SAARC Trafficking Convention with a view to improving its effectiveness at the SAARC Summit in Bhutan in April 2010. In July 2010, the SAARC Governments agreed to revisit the Convention.

2007 to 2013  
**University-College Professor of Criminology, Vancouver Island University (VIU), Nanaimo, Canada**, January 2007 to July 2013 (.5 permanent position; on leave August 2011- July 2013)

Developed and instructed a broad range of undergraduate criminology, criminal justice, law and human rights courses emphasizing the connections between theoretical knowledge, empirical research, policy and practice and the acquisition of employability skills.

2004-2005  
**Sessional Instructor (part-time), Department of Criminal Justice, Camosun College**, Victoria, Canada, September 2004 to April 2005

2000-2005  

2002  
**Research Consultant, UNDP–Jordan** reporting to the Secretary-General, Ministry of Planning, Amman, Jordan, May to June 2002

On behalf of the Ministry of Planning, researched and formulated two briefing documents for a high-level diplomatic development cooperation meeting seeking multilateral and bilateral donor inputs to support the Government of Jordan’s nationally developed strategies for economic growth (Social and Economic Transformation Program) and poverty alleviation (Enhanced Productivity

Conducted qualitative interviews and site visits with approximately 50 representatives of human rights organizations, diplomatic missions, truth commissions, government, academic and research institutions concerning state accountability and the effective redress of past serious violations of international human rights and humanitarian law.


Worked as part of a voluntary legal-human rights research team to gather baseline data for an advocacy campaign on the treatment of gender persecution claims by Refugee Tribunal decision-makers.

Special Advisor to the UN Resident Coordinator in Jordan, Office of the UN Resident Coordinator, Amman, Jordan, July 1997 to December 1999

As the first appointed Special Advisor pursuant to the UN Secretary-General’s 1997 A Programme for Reform, developed and managed the Resident Coordinator’s office providing support to the Resident Coordinator and 14 resident UN agencies to improve the effectiveness of inter-agency programming and common premises/shared services at the country-level, including follow-up to global conferences, development cooperation assistance, and UN system advocacy. Conceptualized, contributed to, and managed project-specific research consultancies, visiting international research missions, in-house research, and publications. Served as inter-agency focal point for heads of UN agency meetings and thematic working groups on the common country assessment; community development; education; gender; human rights; mine action; and UNAIDS. Prepared and administered the annual workplan and budget accomplishing successive budget increases. Developed a successful $70,000 (United States Dollars) inter-agency human rights funding proposal.


Researched and wrote a project document on ‘Enhancing Technical and Vocational Training and Employment Opportunities for Jordanian Women’. The project document advocated a gender and development skills-based model of community college technical education linked to labor market needs to enhance technical-vocational educational opportunities and employment for young Jordanian women.

Research Consultant, National Center for Human Resources Development, Amman, Jordan, January to April 1997; July to November 1996

Reporting to the President of the National Center for Human Resources Development (NCHRD), conducted statistical research, prepared research reports, and contributed to the preparation of funding proposals to support the World Bank supported national education program of reform. Lead author of a research study and funding proposal to promote young women’s access to and
retention in post-secondary social work education in the kingdom.

1996  
**Research Consultant, Queen Alia Fund for Social Development Small Business Development Center**, Amman, Jordan, November to December 1996

Developed an action plan to support the acquisition of resources for a Canadian International Development Agency (CIDA) supported small business development database and library of informational and training resources to empower women engaging in micro-enterprise.

1994-1996  
**Instructor, Department of Criminal Justice, Camosun College**, Victoria, Canada, September 1994 to August 1996

Developed and instructed a variety of first and second year university-level criminal justice courses. Served as acting program Chair for one semester while the Chair was on leave.

1992-1994  
**Chair of Humanities and Social Sciences, Yukon College**, Whitehorse, Canada, January 1992 to July 1994

As the first appointed Chair of Humanities and Social Sciences, assisted the Dean with management of the Arts and Science Division including the recruitment and co-supervision of full and part-time faculty, budget preparation, program planning, and student advising. Contributed to the research and design of new academic programs including a four-year social work degree program for First Nations students and a two-year women’s studies program. Served rotationally as acting Dean while the Dean was on leave.

1989-1994  
**Program Developer and Convenor-Instructor, Northern Justice/Criminology Program, Yukon College**, Whitehorse, Canada, July 1989 to July 1994

Designed and implemented a two-year university-transfer Northern Justice and Criminology program. Developed and instructed seven of twelve Northern justice and criminology courses. Collaborated with criminal justice agencies and non-governmental organizations concerning the development of applied justice training initiatives, including Justice of the Peace Level I, the RCMP First Nations Special Constable program, a Conflict Resolution Certificate program, and, a Corrections Officer Basic Training program. Developed a successful $57,500 (Canadian Dollars) funding proposal supported by the Yukon Law Foundation for the establishment of a permanent Northern Justice library collection.

1994  
**Research Consultant, Kwanlin Dun First Nation**, Whitehorse, Canada, March 1994

On behalf of the Kwanlin Dun First Nation, conceptualized, researched, and wrote a project document and funding proposal for the establishment of an alternative community justice project. The funding proposal was successful and the Kwanlin Dun First Nation entered into a two year, $680,000 (Canadian Dollars) tripartite funding agreement with the Yukon and federal governments.

1992  
**Research Consultant, Mediation Yukon**, Whitehorse, Canada, March 1992
On behalf of Mediation Yukon, conceptualized, researched and wrote a successful project document and funding proposal for a ‘Comprehensive Conflict Management Programme’ encompassing a territory-wide, multi-dimensional strategy of staffing and conflict resolution training, public advocacy, and service delivery. A Toronto-based philanthropic organization funded the $93,000 (Canadian Dollars) proposal.

1987

Master’s Thesis Field Research, Northwest Territories, Canada, September to December 1987

With the support of the Territorial Court of the Northwest Territories, gathered and content analyzed sentencing transcripts, interviewed judges, and observed circuit court proceedings in relation to judicial sentencing practices vis-à-vis accommodating the unique cultural and geographic circumstances of Northern and Indigenous offenders in relation to sexual assault offences.

1985-1988

Teaching Assistant and Tutor Marker, Simon Fraser University (SFU), Burnaby, Canada, September 1985 to June 1988.

Provided in-class and distance education instructional assistance for various undergraduate courses.

PUBLICATIONS AND TECHNICAL REPORTS


UNPUBLISHED THESSES


ACADEMIC AWARDS

International Post-Graduate Research Scholarship, University of Melbourne, 2000-2003; Melbourne Abroad Postgraduate Travelling Scholarship, University of Melbourne, 2001; Northern Affairs Canada Northern Scientific Training Grant, 1986-1988; Simon Fraser University Graduate Research Fellowship, 1987; British Columbia Post-Secondary Scholarship, 1986-1987; University Scholarships of Canada Post-Graduate Award, 1985; Simon Fraser University Undergraduate Open Scholarship, 1984.

COURSES DEVELOPED AND/OR INSTRUCTED

300-400 LEVEL COURSES

Canadian Human Rights and Civil Liberties (SFU teaching assistant)

Crime Prevention (UFV; VIU)

Criminal Justice Systems: An International Perspective (VIU)

Law and Human Rights (VIU)

Law and Society (VIU)

Minorities and Criminal Justice (SFU tutor marker)

Multiculturalism, Conflict and Social Justice (UFV)

Philosophy of Law (SFU teaching assistant)

Political Terrorism (UFV; VIU; SFU tutor marker)
**100-200 Level Courses**

*Comparative Criminal Justice* (UFV)

*Indigenous Peoples and the Canadian Criminal Justice System* (Yukon College)

*Introduction to Canadian Law and Legal Institutions* (SFU teaching assistant)

*Introduction to Criminology* (Camosun College; Yukon College)

*Introduction to the Canadian Criminal Justice System* (VIU; Camosun College; Yukon College)

*Issues in Criminal Justice* (Camosun College)

*Law Enforcement* (Yukon College)

*Law, Youth and Young Offenders* (VIU; Camosun College)

*Psychosocial Explanations of Criminality* (VIU; Yukon College)

*Research Methods in Criminology* (Yukon College)

*Sociological Explanations of Crime and Deviance* (VIU; Yukon College)

*The Administration of Justice* (Camosun College; Yukon College)

*Women, Crime and the Criminal Justice System* (VIU)

**REFERENCES**

References and a portfolio are available upon request.
Marcella LaFever, Ph.D.
Communications Department
University of the Fraser Valley
33844 King Rd. Abbotsford, BC V2S 7M8
604-504-7441x4392/707-896-4200
Marcella.LaFever@ufv.ca

Education

Dec. 2005  Ph.D. Communication
Area of specialty: Intercultural issues in group process, planning and public decision-making
University of New Mexico, Albuquerque

May 2002  M.A. Communication Studies
Primary area: Intercultural & International/Development Communication
Secondary area: Media & Technology
California State University, Sacramento

May 1977  B.A. Sociology / Minor - Social Welfare
San Francisco State University

Doctoral Dissertation

Master’s Project

Publications


M. LaFever, Ph.D.; Curriculum Vitae


**Academic Involvement & Achievements**

- Program Working Group; Professional Communications Major; University of the Fraser Valley
- Program Working Group; Peace Studies Degree; University of the Fraser Valley
- Indigenous Studies Advisory Committee; University of the Fraser Valley
M. LaFever, Ph.D.; Curriculum Vitae

- Research Advisory Council, representative to Library Advisory Committee; University of the Fraser Valley
- Information Literacy subcommittee, Library Advisory Council, University of the Fraser Valley
- Panelist, Bridges of Faith Conference: City of Abbotsford & Abbotsford Community Services
- From Challenge to Change: Write Your Story; Project developed with Abbotsford Multicultural Society and English Corner Club at University of the Fraser Valley.
- Human Dignity Coalition, Abbotsford Community Services
- Bahá’í Global Forum at UFV; Faculty Advisor to student organization
- Diaspora Certificate working group; University of the Fraser Valley
- Reader; Honors Thesis Melissa Kendzierski; "Imagine UFV: A look at sustainable campus community development"; University of the Fraser Valley.
- Mentor; Faculty Mentor Program, California State University Stanislaus
- Faculty Advisor; Upsilon Kappa Delta, Multicultural Sorority, CSU Stanislaus
- Outstanding Teaching Assistant, Division of Developmental and Instructional Communication, International Communication Association, New Orleans, LA, May 2004
- Sally M. Casanova Pre-doctoral Scholarship 2001-2002. California State University
- Graduate Equity Fellowship 2001-2002. California State University, Sacramento

Current Research

Culturally responsive classroom practices and assessment tools for working with aboriginal students.

Intercultural public dialogue: Use of 9P planning model.

Instructional Experience

Faculty: University of the Fraser Valley
Communications Department; January 2010 - present

- Introduction to Workplace Communication
- Oral Communication
- Advanced Oral Communication
- Intro to Academic and Workplace Communication

- Professional Report Writing
- Instructional Skills for the Workplace
- Intercultural Communication
- End User and Technical Documentation

Full-Time Lecturer: California State University Stanislaus
Department of Communication Studies; Sept. 2005 - December 2009

- Intercultural Communication
- Group Discussion Processes
- Honors Communication

- First Year Experience Seminar
- Professional Interviewing
- Public Speaking
M. LaFever, Ph.D.; Curriculum Vitae

Advanced Interpersonal Communication

*Instructor:* Bahá’í Institute of Higher Education (BIHE)  
Online Course; Elementary Writing; Department of Linguistics; October 2007 - present

*Sessional Instructor:* University of Calgary  
Department of Communication & Culture; Winter 2005; Summer 2006  
International & Intercultural Communication – Spoken & Written Discourse

*Instructor:* University of New Mexico, Albuquerque  
Department of Communication & Journalism; Aug. 2002 - Dec. 2004  
Interviewing – Public Speaking – Small Group Process

*Instructor:* University of New Mexico, Albuquerque  
Teaching Assistant Resource Center; Center for the Scholarship of Teaching and Learning  
*Assistant Instructor* - Teaching a Basic Course; Fall 2003; Spring 2004  
*Organizer* CASTL/Preparing Future Faculty Conference  
*Workshop Design & Facilitator* - Activating Students in the Classroom; April 2004

*Guest Lecturer:* Solano Community College, Fairfield, CA  
Department of Criminal Justice; February 2003  
Intercultural Communication Issues in Police Interviewing  
Intercultural Issues in Community Policing

**Professional Presentations & Community Service**

Student responses to persuasion: Motivations for engaging in research outside the sciences at a teaching-intensive university. Presentation for the Scholarly Sharing Initiative October 30, 2013; University of the Fraser Valley

Values loss and impact on identity. Facilitated workshop as part of the UFV Indian Residential School Day of Learning, September 18, 2013

*Education Under Fire: An Introduction.* Presentation for the Reach Gallery Spring Film Series, Abbotsford, BC. March 2013.


Bloom’s Taxonomy vs. the Medicine Wheel. Session presenter for Indigenizing by Design: teaching and learning workshop. University of the Fraser Vally June 7, 2011.


Iran today: The dynamics of peace and change. Recruited speaker, Dr. Michael Karlberg from Western Washington University and worked with UFV student organization to develop display for Human Rights Day, December 10, 2010.


Building bridges between generations of scholars: Midlife entry into the professoriate, or “I’m too old to be a young star!” Panel member, National Communication Association Annual Conference, San Francisco, CA. November 13-16, 2010.


Challenge to change: Write your story. Writing project for UFV students in collaboration with Abbotsford Multicultural Society (AbbyFest). Organized and coordinated with English Corner Club - UFV student organization.
M. LaFever, Ph.D. ; Curriculum Vitae

Children affected by HIV/AIDS. Consulted on speech development for Maryam Farzanegan (UNICEF, Innocenti Research Center, UCLA), Presented for Global Health Seminar; San Diego State University, Oct. 29, 2009.

Setting the Table: Group communication workshop for the Golden Community Food Bank Board of Directors. August 2008.

A kindly tongue: Greetings around the world. Course designed for age 6 - 14 for the Kootenay Bahá’í Spring School, Selkirk College Campus, Castlegar, British Columbia. May 2008.


Women of the Maquiladores: Movers in Community Development; Co-presented with Christine Hollis, M.A., MPH. Sponsored by the Golden Women’s Resource Center, Summer 2003.

Competitively Selected Conference Papers

Indigenizing the academy: Instructor-learner communication theory @ the edge. Presentation for Canadian Communication Association at the Canadian Federation for the Humanities and Social Sciences, Congress 2013. Victoria, BC. June 6, 2013.


Spirituality effects: Talking about the spirit in classroom instruction research. Presentation at Qualitatives annual conference, St. Johns, NL; June 2012
Bloom's Taxonomy vs. the Medicine Wheel: Balancing Knowledge, Emotion, Physical and the Spirit in Instructional Communication. Workshop delivered at the Communications Articulation Committee conference host at University of the Fraser Valley. May 2012.

Modifying Bloom's taxonomy of learning domains to include spirituality: Is it possible? Presented at Indigenizing our academy: From the inside out. University of the Fraser Valley conference. February 2012.

9P Planning: Action research for increasing representation of diverse groups in the Abbotsford public dialogues. Presented for Scholarly Sharing sessions; University of the Fraser Valley. March 2012.

Planning for social change: Advancing community diversity dialogues with the 9P planning model in Abbotsford, British Columbia. Presented at Western States Communication Association annual conference, Albuquerque, NM; February 2012

Bloom's taxonomy vs. the medicine wheel: Indigenizing instructional practices to support social change. Presented at Western States Communication Association annual conference, Albuquerque, NM; February 2012

Updating instructional theory: Indigenizing Bloom’s taxonomy of educational objectives. Presenter People of the River Conference, Chilliwack, BC. April 2011


A model for crossing borders in community development: Hearing marginalized voices. Borderlands division, Western Social Sciences Association Annual Conference, Calgary, AB, Canada April 2007


Uses of the Internet in Culturally Isolated Communities, Media Gratifications, and Participation in Public Decision Making. Selected for the Western States Communication Association 2001 Annual Conference. Long Beach, CA
Competitively Selected, Co-authored Papers


Enright, K. & LaFever, M. *The construction of the female in the climacteric advertising genre: Where are we after 100 years?* Presented at the New Mexico Women’s Studies Conference, Socorro, New Mexico, March 1, 2003.

Conference Panels (Panel Coordinator and/or Presenter)


*Bloom’s taxonomy vs. the medicine wheel: Indigenizing instructional practices to support social change.* Presented at the Western States Communication Association conference, Albuquerque, NM. February 2012.

*Building bridges between generations of scholars: Midlife entry into the professoriate, or “I’m too old to be a young star!”* Presenter, National Communication Association Annual Conference, San Francisco, CA, November 2010.


*Planning for economic development: Changing public decision-making processes to be culturally inclusive.* Presenter and Panel Coordinator: *Intercultural communication in the*
**M. LaFever, Ph.D. ; Curriculum Vitae**


**Poster Presentations**


*Forget the retreat: Habitat for Humanity an effective alternative for team-building,* Scholarship and Creative Activity (RSCA) Week, 2008. California State University Stanislaus.

APPENDIX 7: Library Resources
A. Library Facilities

The Abbotsford campus library is located in the Peter Jones Learning Commons, close to the Writing Centre, Instructional Media Services, food services, and a computer lab with more than 70 stations. The Abbotsford campus library is a bright and attractive facility, offering quiet and group study rooms, audio-visual viewing stations, numerous study carrels, wireless computer access, and computer workstations for student research. A 26 seat instructional lab with printing facilities is available for teaching library classes and is used by students when not reserved for instruction.

The Chilliwack campus library is located in the Canada Education Park. Surrounded in glass, the new library is an attractive learning space with plenty of bright and natural light as well as a variety of informal learning spaces for students and faculty to use, such as: 2 bookable group study rooms, 22 quiet-study carrels, 4 group work tables, 2 areas of soft-seating, an instructional computer lab that will act as a drop-in lab for students when not booked by Learning Commons partners (Library, Writing Centre, Math Centre, Teaching & Learning) as well as 16 desktop computer stations and wireless access throughout the entire space.

Library Hours

The Abbotsford campus library is open year-round. In response to student requests, the library expanded its weekend hours in Fall 2006. Hours for the Abbotsford campus library from September to April are:

- Monday - Thursday ..................  8 am - 10 pm
- Friday .......................................... 8 am - 6 pm
- Saturday ................................... 10 am - 6 pm
- Sunday .............................................. 12 pm - 6 pm

Hours for the Chilliwack campus library from September to April are:

- Monday - Thursday ..............  8 am – 8:30 pm
- Friday ..................................... 8 am – 4:30 pm
- Saturday .................................... 10 am - 4 pm
- Sunday .................................................. Closed

Both libraries offers reduced evening and weekend hours May through August.

B. Reference Services

The UFV Library provides excellent reference services to students, faculty and staff at UFV. We pride ourselves in our service levels, providing students with a high level of individual attention. Our 2005
LibQual+ survey results identified two of our strongest areas as “Employees who instill confidence in users” and “giving users individual attention.”

Reference librarians are available to answer in-person questions during almost all of our opening hours. In addition, we offer reference service by telephone, fax, and email. We also offer 30-minute appointments with our reference librarians on request. To view our online request forms, see:

   Email: http://www.ufv.ca/library/contact_us/request.htm
   Reference appointment: http://journals.ufv.ca/library/extendedref/

From April 2011-March 2012, we answered 28,672 reference questions, and this is typical of the volume of questions we handle annually.

Since September 2006, our reference services and hours have been greatly enhanced by our participation in a Collaborative Virtual Reference service called Askaway, which provides online reference service using web-based software. Askaway is coordinated by the BC Electronic Library Network and its partner libraries. The current hours for this service are:

   Sunday - Thursday .................... 10 am - 9 pm
   Friday - Saturday ....................... 11 am - 5 pm

Students and faculty are able to chat with a librarian both on and off campus and receive synchronous assistance with their library and research needs.

AskAway statistics are up over 95% over last year, primarily because of the introduction of the new AskAway Qwidget (see image at right). Qwidgets are mini-chat boxes that participating libraries can place anywhere on their web site, putting AskAway right where patrons need it. UFV added Qwidgets to the Library web site in Spring of 2008. UFV Librarians answered 877 questions from April 1, 2012 - March 31, 2013 (245 days of actual service).

C. Internet Services

1. Library Web Site

http://www.ufv.ca/library

The UFV library has an extensive web site which provides a gateway to our library collections and services. Our online catalogue (SIRSI I-Link) is available on the internet with such enhanced features as book jacket photos, tables of contents, bestseller lists, brief synopses and much more.
Students may view their own library accounts to review checkouts and fines, renew materials they have
checked out, and place their own online holds and campus-to-campus transfer requests. The web site
also provides access to our online journals and databases, research guides, helpful tutorials, and
information on our services and policies.

2. LibGuides

UFV Library has recently added the LibGuides application to our list of resources. LibGuides enables us
to create attractive, multimedia subject guides, share knowledge and information, and promote library
resources to the UFV community. Librarians have created Libguides for Peace Studies, Political Science,
Philosophy, Religious Studies, Psychology, American, Canadian and British and European History, as well
as one to highlight our Heritage Collection.

*Peace Studies*

This is an example of how information is organized in the Peace Studies LibGuide. Please note the tab titled “Dr.
John and Erna Friesen Donation”, which highlights the generosity of a local family, the Friesens, and their support
of the Peace Studies collection in the Abbotsford campus library (more details about this donation are available
under section E titled “Collections”.

3. Services to Students at a Distance

Students at a distance get the same high level of access to collections and services as on-campus
students. Full details about services to students at a distance are available on our web
site: http://www.ufv.ca/library/online.htm

D. Library Instruction

1. The library has a strong program of providingintroductory and research skills classes for
students. In the 2012/13 academic year we conducted 262 library instruction sessions. These
classes introduce students to the library’s collection and resources; emphasis is placed on
concepts, strategies, and skills necessary for finding and evaluating information in a particular
subject area or discipline. The Abbotsford library has a computer lab with 26 workstations,
providing a hands-on learning experience and the Chilliwack library has 22 workstations in their
new lab.

2. Librarians meet with each section of BIO 111, BUS 100, CMNS 125, CMNS 155, and ENGL 105.
Students in the first two courses receive a seminar focusing on resources and strategies that will
help them successfully complete their labs (biology) and semester-long research project
(business). For the latter three courses, librarians meet with each section twice: the first time
students receive a tour of the library, after which they complete our Online Library Assignment; and the second time students participate in a seminar focusing on research concepts and strategies related to a particular assignment. These opportunities lay a foundation for further instruction within the disciplines.

3. We view our library instruction efforts as part of a larger, institutional goal toward developing information literate students, a developmental process that takes place over a student’s entire academic career, with multiple opportunities to develop and demonstrate competencies. As such, we rely on and work toward cultivating collaborative relationships with classroom faculty in the pursuit of this goal, and welcome discussions with individual faculty and with departments.

E. Collections

1. Books and Videos

The UFV Library collection has been developed over a number of years to support all the programs offered by the university. The overall library collection statistics are summarized below. These counts represent materials in a variety of formats, and in all subject areas.

Collection Overview (All Subjects) May 2013

<table>
<thead>
<tr>
<th>Item Type</th>
<th>Count of Holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio-Visual (VHS, DVD, etc)</td>
<td>10,176</td>
</tr>
<tr>
<td>Books (Circulating, Reference, Heritage, etc.)</td>
<td>174,614</td>
</tr>
<tr>
<td>Electronic Books (ebrary, Netlibrary, myilibrary, Springer, Sage, etc)</td>
<td>138,355</td>
</tr>
<tr>
<td>Periodical Barcoded issues</td>
<td>135,006</td>
</tr>
<tr>
<td>Full Text Electronic Journal titles</td>
<td>67,737</td>
</tr>
<tr>
<td>Licensed Databases</td>
<td>111</td>
</tr>
</tbody>
</table>

1 This is an integrated tutorial and assessment designed to introduce students to basic research tools (the UFV Library Catalogue and Academic Search Premier) and concepts (keyword and subject searching, Boolean connectors). Results for each student completing the assignment are emailed to the course instructor. See it in action at http://journals.ufv.ca/library/first_year/ (you can complete it as a guest). Any UFV instructor may request access for their students and view the results of their students.

2 Information literacy is “knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner” (Chartered Institute of Library and Information Professionals, 2005). Information literacy is related to a number of broad educational outcomes, such as critical thinking, problem solving, numeracy, and ethical reasoning.
a. **Dr John and Erna Friesen Peace Studies donation:**

The Friesens gave a substantial gift to UFV Library to build a Peace Studies collection in 2009. This gift has allowed us to purchase approximately 115 monographs to support the proposed program. A variety of topics are covered in this collection such as nonviolence, civil societies, peacemaking and peace building, cultures and the psychology of peace, reconciliation, religion and conflict resolution among others. A complete bibliography can be found on the Peace Studies Libguide: [http://libguides.ufv.ca/content.php?pid=346071&sid=2834794](http://libguides.ufv.ca/content.php?pid=346071&sid=2834794)

b. **Number of Items in the Library Collection by Subject Area**

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peacekeeping</td>
<td>104</td>
</tr>
<tr>
<td>Conflict management</td>
<td>449</td>
</tr>
<tr>
<td>Peace-building</td>
<td>122</td>
</tr>
<tr>
<td>Civil society</td>
<td>136</td>
</tr>
<tr>
<td>Reconciliation</td>
<td>102</td>
</tr>
<tr>
<td>Forgiveness</td>
<td>34</td>
</tr>
<tr>
<td>Christianity and politics</td>
<td>73</td>
</tr>
<tr>
<td>Peace Research</td>
<td>8</td>
</tr>
<tr>
<td>Peace - Psychological aspects</td>
<td>7</td>
</tr>
<tr>
<td>Dispute resolution (Law)</td>
<td>52</td>
</tr>
<tr>
<td>Mediation</td>
<td>72</td>
</tr>
<tr>
<td>Intercultural communication</td>
<td>287</td>
</tr>
<tr>
<td>International relations and culture.</td>
<td>30</td>
</tr>
<tr>
<td>Nonviolence and Christianity</td>
<td>5</td>
</tr>
<tr>
<td>Mennonites and Peace</td>
<td>7</td>
</tr>
<tr>
<td>Mennonite Central Committee</td>
<td>5</td>
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<tr>
<td><strong>Peace Studies collection total:</strong></td>
<td><strong>1,493</strong></td>
</tr>
</tbody>
</table>

2. **E-Books**

The library collection now contains more than 74,000 electronic books from Netlibrary, ebrary, MyiLibrary, Ebsco and Early Canadiana Online (ECO).
These e-books are accessible by students and faculty both on and off campus. Recent e-book titles in the collection relating to Peace Studies include:


### 3. Reference Collection

The library’s print reference collection offers a number of resources to support courses in this program, including these recent acquisitions and classic reference titles:

*Aggression and conflict: a cross-cultural encyclopedia* ................................................ HM 136 L46 1994

*The encyclopedia of peace psychology* ........................................................................... JZ 5533 E634 2012 V.1-3

*Literary themes for students—war and peace: examining diverse literature to understand and compare universal themes* ................................................. PN 56 W3 L48 2006 v.1-2


*Nonviolent action: a research guide* .................................................................................. HM 278 M33 1997

*The Oxford international encyclopedia of peace* .............................................................. JZ 5533 O95 2010 V.1-4

*The Palgrave international handbook of peace studies: a cultural perspective* .......... JZ 5538 P358 2011

*The state of the Middle East: an atlas of conflict and resolution* ................................. G 2205 S6 2008

*The state of war and peace atlas* ....................................................................................... G 1046 R1 S65 1997

*Women, peace and security: at a glance* ............................................................................ HQ 1233 W674 2003

This collection is complemented by our subscription to quality electronic reference sources such as *Sage Knowledge, Blackwell Reference Online, Oxford Reference Online Premium and the Gale Virtual Reference Library*, which provide 24/7 access to a growing collection of several hundred electronic

4. Journals

The UFV Library has approximately 74,000 journals in our print and online collection, of which the vast majority is available online from any location via our proxy server. The size and breadth of this journal collection was at one time undreamt of by most academic institutions. Print and online journals are listed in our online journal list (http://cufts2.lib.sfu.ca/CJDB/BCLF/browse). Our collection of journals specifically related to Peace Studies includes:

- Peace Studies .................................. 100 titles
- Political Science .............................. 144 titles
- History ............................................ 522 titles
- First Nations ..................................... 28 titles
- Philosophy ........................................ 94 titles
- Christianity...................................... 138 titles

<table>
<thead>
<tr>
<th>Title</th>
<th>ISSN</th>
<th>UFV Holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict Management and Peace Studies</td>
<td>0738-8942</td>
<td>FT³: 1973-4</td>
</tr>
<tr>
<td>Journal of Conflict Resolution</td>
<td>0022-0027</td>
<td>FT: 1957-</td>
</tr>
<tr>
<td>Journal of Peace Research</td>
<td>0022-3433</td>
<td>FT: 1964-</td>
</tr>
<tr>
<td>Political Psychology</td>
<td>0162-895X</td>
<td>FT: 1979-</td>
</tr>
<tr>
<td>African Affairs</td>
<td>0001-9909</td>
<td>FT: 1996-</td>
</tr>
<tr>
<td>Human rights quarterly</td>
<td>0275-0392</td>
<td>FT: 1979-</td>
</tr>
<tr>
<td>Journal of Political Philosophy</td>
<td>0963-8016</td>
<td>FT: 1997-</td>
</tr>
<tr>
<td>Ethics</td>
<td>0014-1704</td>
<td>FT: 1938-</td>
</tr>
<tr>
<td>International Journal of Intercultural Relations</td>
<td>0147-1767</td>
<td>FT: 1977-</td>
</tr>
<tr>
<td>Journal of community &amp; applied social psychology</td>
<td>1099-1298</td>
<td>FT: 1996-</td>
</tr>
</tbody>
</table>

5. Research Databases

The UFV Library provides access to more than 100+ research databases and 51 open access databases, which provide indexing for journals, books and book chapters, government documents, statistics, conference proceedings, and more. Many of these databases provide at least some full text for journal articles, but we also take advantage of OpenURL link resolver technology. With the “Where Can I Get This” feature, students and faculty can find out with one click if an article is available from any of our databases, whether the journal is held in print at UFV, and which other post-secondary libraries have holdings of this journal, at which point they can easily place a request to get a copy of the article from one of these libraries.

³ FT = Full-text holdings
⁴ 1973- : the dash after the year indicates we have current holdings.
The following databases are relevant to the Peace Studies program.

a. **Primary Databases**

   **Humanities Full Text**
   This database provides full text plus abstracts and bibliographic indexing of the most noted scholarly sources in the humanities, as well as numerous lesser-known but important specialized magazines.

   **Taylor & Francis Online Journals**
   This database includes the full text of over 1300 scholarly journals published by Taylor & Francis. All subjects, including social sciences, humanities, science and technology.

   **Sage Journals Online**
   This database provides full text of peer-reviewed journals published by SAGE; coverage includes criminology, health sciences, business, history, sociology, and psychology; with a U.S. focus.

   **SocINDEX with Full Text**
   This database offers comprehensive coverage of sociology and related social sciences disciplines.

   **Cambridge Journals Online**
   This database provides full text access to Cambridge University Press journals in the sciences, social sciences, and humanities; with an international focus.

   **DOAJ: Directory of Open Access Journals**
   This database provides access to thousands of free, quality-controlled scientific and scholarly journals from academic, government, commercial and non-profit organizations. The focus is international and all languages are covered.

b. **Secondary Databases**

   **Academic Search Premier**:
   This multi-disciplinary database provides full text for a multitude of journals, including many which are peer-reviewed.

   **Historical Abstracts with Full Text**
   This database covers the Peace Studies of the world (excluding the United States and Canada) from 1450 forward, including world Peace Studies, military Peace Studies, women's Peace Studies and the Peace Studies of education. This database provides selective indexing of historical articles from more than 1,800 journals back to 1955, and access to the full text of more than 316 journals and more than 138 books.

   **JSTOR**
   This is a multi-disciplinary database of archived scholarly journals. Subjects include: business, political science, philosophy, Peace Studies, life sciences, literature, music, art Peace Studies, health sciences and more. UFV subscribes to these JSTOR Collections: Arts & Sciences I, II, III, IV, V, VI, VII, VIII.

   **Project Muse**
   This database covers the fields of literature and criticism, Peace Studies, the visual and performing arts, cultural studies, education, political science, gender studies and economics.
Oxford Journals
This database includes over 240 full text journals in a broad range of disciplines. UFV subscribes to the current file, with coverage usually starting in 1996.

Philosopher's Index
This is a bibliographic database with informative, author-written abstracts covering scholarly research in all areas of philosophy from more than 50 countries, dating back to 1940.

PsycINFO
This database provides abstracts of scholarly, peer-reviewed journal articles, book chapters, books, and dissertations in psychology and related disciplines.

6. Course Consultations
Library consultation is a required component of all new course approvals at UFV. Each new course outline is reviewed by the liaison librarian and detailed recommendations for collection development are given. We also analyze student interlibrary loan requests by course and circulation statistics and use this to inform our acquisition decisions.

7. Interlibrary Loans
If an item is not available from the UFV Library, students and faculty may request it from another library. For journal articles, the “Where Can I Get This” feature within our research databases offers easy access to our request forms. This system of direct requesting provides a very quick turn-around time for students and faculty (1-3 days for articles, and 1 week for books). We combine this with an online delivery system called Relais, which delivers scanned articles to our ILL department. Recently, we have been able to deliver articles directly to the student or faculty member’s desktop.

Students and faculty may also take advantage of our online book, article and video request forms at http://www.UFV.ca/library/services_policies/ill.htm

We offer students and faculty 100 free interlibrary loans per year, but will increase this number as needed. Although most requests can be filled from within B.C., they have obtained items from as far away as Japan, Germany, Iceland and Great Britain.

8. Reciprocal Borrowing Agreements
UFV students and faculty may also take advantage of direct borrowing from other postsecondary libraries in B.C. and across Canada.

a. COPPUL
The UFV library is part of the Council of Prairie and Pacific University Libraries (COPPUL). COPPUL is a consortium of 22 Western Canadian post-secondary libraries, which in turn has collaborative agreements with 3 other Canadian university library consortia. One direct benefit for faculty and students is the ability to obtain a library card and borrow material from virtually any public post-secondary library across Canada.
b. South of Fraser Agreement

Since 2005, UFV has enjoyed a partnership with Simon Fraser University, Douglas College, and Kwantlen Polytechnic University to provide free reciprocal borrowing privileges to students and faculty from our institutions.

9. Consortial Memberships

UFV library is a member of a number of library consortia. This membership provides a variety of benefits to our students and faculty such as participation in consortial licensing of databases and electronic collections, reciprocal borrowing agreements, and access to library best practices and expertise.

- Canadian Research Knowledge Network (CRKN)
- Council of Prairie and Pacific University Libraries (COPPUL)
- British Columbia Electronic Library Network (BCELN)
- British Columbia Electronic Health Libraries Network (BCEHLN)

Prepared by Mary-Anne MacDougall
November 2013


APPENDIX 8: External Peer Review
APPENDIX 9: Student Survey
PEACE & CONFLICT STUDIES
STUDENT INTEREST QUESTIONNAIRE

The purpose of this survey is to assess the level of interest of UFV students in a proposed new program in Peace and Conflict Studies.

This survey is voluntary, and it should take only a few minutes to fill out. Please be assured that your privacy will be fully protected and all your responses will remain confidential.

Please do not fill out this survey more than once. We need to make accurate projections based on student responses.

If you have any questions about this survey, please contact Steven Schroeder, Program Working Group Chair, at Steven.Schroeder@ufv.ca or Sylvie Murray, Program Development Coordinator, at Sylvie.murray@ufv.ca.

What is Peace and Conflict Studies? Peace and Conflict Studies is a well-recognized interdisciplinary program of study that examines the root causes of violence, and peacebuilding methods that foster enduring, positive change. Over 400 Peace Studies programs exist in colleges and universities throughout the world and many of those programs are at the graduate level (i.e., Master’s and PhD).

What will you study in the Peace and Conflict Studies courses? In this program you will study, in classroom settings, how factors such as personal viewpoints, social injustice, and territorial claims contribute to conflicts at the personal, communal and international levels. A colloquium and practicum component will supplement academic learning, and provide skills and hands-on experience in conflict transformation and reconciliatory work.

What will you do with a Peace and Conflict Studies degree? Upon graduation, you will have acquired the intellectual and practical tools required to address the widespread violence in our world today. These tools will be applied in your personal relationships, and your vocation. Particular careers that require these skills regularly are: education (teaching), law, government, relief work, development, counseling and mediation. If you go on to serve in the police force or the military, you will find it absolutely necessary to have at your disposal a wide range of options when dealing with threats to individual and public safety and security.

1. Including the courses you are taking this semester, how many credits have you completed?
   a. Fewer than 30 □
   b. 31-60 □
   c. 61-90 □
   d. 91-120 □
   e. 120+ □

2. What credential are you currently pursuing?
   a. Bachelor of Arts □
   b. Bachelor of Arts, Criminal Justice □
   c. Bachelor of General Studies □
   d. Bachelor of Arts, Global Development Studies □
   e. Associate of Arts, general or specialization in: __________________________
   f. Diploma/Certificate in: __________________________
   g. Other: __________________________
3. What specialization(s) are you currently pursuing (declared or intended)?

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Major</th>
<th>Minor</th>
<th>Extended Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Ethical and Political Philosophy</td>
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<td></td>
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<tr>
<td>Communications</td>
<td></td>
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<tr>
<td>Criminal Justice</td>
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<td>Economics</td>
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<td>English</td>
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<td>Major</td>
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<td>Major</td>
<td>Minor</td>
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<td>Media and Communications</td>
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<td>Philosophy</td>
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<tr>
<td>Psychology</td>
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<td>Sociology</td>
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<td>Minor</td>
<td>Extended Minor</td>
</tr>
<tr>
<td>Other:</td>
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</tbody>
</table>

4. A. If a Peace & Conflict Studies degree became available at UFV, would you take it?

<table>
<thead>
<tr>
<th>Definitely</th>
<th>Probably</th>
<th>Maybe – not sure</th>
<th>Probably Not</th>
<th>Definitely Not</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   B. Please specify which option you would select:
   a. Major
   b. Minor
   c. Extended Minor

5. If a Peace & Conflict Studies degree had been available when you began studying at UFV, would you have chosen it?

<table>
<thead>
<tr>
<th>Definitely</th>
<th>Probably</th>
<th>Maybe – not sure</th>
<th>Probably Not</th>
<th>Definitely Not</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

6. If you were planning to complete your degree elsewhere, would you consider staying at UFV if a Peace & Conflict Studies degree were available?

   a. Yes
   b. No

7. Do you have any comments for us?

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

Thank you for your participation in this survey.
Q1. Including the courses you are taking this semester, how many credits have you completed? Mean: 3.04

<table>
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<th>Percent</th>
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<td>13.15</td>
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<td>61-90</td>
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<td>91-120</td>
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<td>Greater than 120</td>
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Total Valid 402 99.75
Missing 1 0.25
Total 403 100.00

Q2. What credential are you currently pursuing? Mean: 3.23

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<tr>
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Total Valid 400 99.26
Missing 3 0.74
Total 403 100.00
3. What specialization(s) are you currently pursuing (declared or intended)? (To select more than one option per field, please hold down your "Ctrl" button on your keyboard and click the options that apply to you)

<table>
<thead>
<tr>
<th>Response</th>
<th>Value</th>
<th>Frequency</th>
<th>Percent</th>
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</thead>
<tbody>
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<td>0.50</td>
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<td>0.00</td>
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<td>5.71</td>
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**Graph**

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3. What specialization(s) are you currently pursuing (declared or intended)? (To select more than one option per field, please hold down your "Ctrl" button on your keyboard and click the options that apply to you)

<table>
<thead>
<tr>
<th>Response</th>
<th>Value</th>
<th>Frequency</th>
<th>Percent</th>
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<tr>
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**Graph**

<table>
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<tr>
<th>Response</th>
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</thead>
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</tbody>
</table>
4. If a Peace & Conflict Studies degree became available at UFV, would you take it?  

<table>
<thead>
<tr>
<th>Response</th>
<th>Value</th>
<th>Frequency</th>
<th>Percent</th>
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</thead>
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<tr>
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<tr>
<td>Definitely not</td>
<td>5.00</td>
<td>28</td>
<td>6.95</td>
</tr>
</tbody>
</table>

**Total Valid** | 403   | 100.00   |

5. If a Peace & Conflict Studies degree had been available when you began studying at UFV, would you have chosen it?  

<table>
<thead>
<tr>
<th>Response</th>
<th>Value</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely</td>
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<td>47</td>
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<td>Probably</td>
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<tr>
<td>Definitely not</td>
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</table>

**Total Valid** | 397   | 98.51   |

**Missing** | 6     | 1.49    |

**Total** | 403   | 100.00  |
Q6. If you were planning to complete your degree elsewhere, would you consider staying at UFV if a Peace & Conflict Studies degree were available?

<table>
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<tr>
<th>Response</th>
<th>Value</th>
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<th>Percent</th>
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Mean: 2.09

Total Valid | 403 | 100.00