



University  
of Victoria

# Human and Social Development QUARTERLY

Volume 6 / Fall 2017



In addition to teaching Social Work online, **Jennifer King** (left), MSW '16, works with **Cindy Blackstock** (right), executive director of The First Nation Child and Youth Caring Society in Ottawa. Together, they travel the country leading education workshops on reconciliation and rights to services for FN children and youth.

## A DREAM JOB REALIZED INSPIRED BY A BOOK

**Jennifer King** is Anishinaabe from the Wasauksing First Nation. Born on Vancouver Island and now living in Ottawa, she completed her online Indigenous master's degree in Social Work (MSW) in 2016. Her inspiration? A book she read edited by two of the school's professors.

While attending Carleton, she recalls reading a textbook titled *Research as Resistance: Critical, Indigenous, and Anti-Oppressive Approaches* by Leslie Brown and Susan Strega. "I fell in love with the work I saw coming out of this school, and the critical approach toward social work in general," says King.

"The research, the policy, the learning on how to think critically about social systems... it was just fantastic. It was 2008 and I had never been exposed to critical research methodologies, let alone Indigenous methodologies. The work of Indigenous scholars like Maggie Kovach and Robina Thomas—had such a profound impact on me. I felt so motivated, I made it a dream of mine to learn from and work with people like this."

King realized that dream this year when she became an online educator for the school. She also landed a dream job as a result of her MSW practicum and now works as a

Reconciliation and Policy Coordinator with the First Nations Child and Caring Society (aka The Caring Society), alongside Dr. Cindy Blackstock, Executive Director.

"My Social Work education prepared me very well for this role," she says. "It's such a gift."

While theirs is a small team of five who's roles overlap, King focuses on research, policy, and public engagement in support of First Nations children and families. Here, King is immersed in critical education and research on promoting justice, equity and meaningful reconciliation in Canada.

"In contrast to strategies that focus on political gains and legal or state recognition, we focus on critical public education, child and youth engagement, and grassroots mobilization as that's where we see transformation beginning."

In fact, King's thesis was based on a concept she developed around family-based research, which focuses on the family as an important site of resistance, remembering and change.

Robina Thomas of the Lyackson people with the Coast Salish Nation serves as Director of Indigenous Academic and Community

Engagement and is an Associate Professor with the School of Social Work. When asked what it was like having King as a student, Thomas was happy to comment.

"Every once in a while, we are blessed to cross paths with students who take us on a journey that is life changing. Jennifer was one of those students," said Thomas, who described King as "an amazing human being who lives her values and beliefs."

"This was evident in her course work," added Thomas. "I am thrilled she is now teaching with us because she truly is a teacher."

King says she, too, feels fortunate to learn from so many accomplished Indigenous women, beginning with the women in her own family. "It's these relationships that have led me to the place I am today."

*Leslie Brown is retired and volunteering within the community.*

*Susan Strega continues as a professor and researcher with the School of Social Work.*

*Maggie Kovach is an Adjunct Assistant Professor with the School of Social Work.*



## DEAN'S MESSAGE

### HOLDING EACH OTHER UP IN A GOOD WAY

On June 6, 2017, Truth and Reconciliation Commissioner Marie Wilson expressed to CBC's Jennifer Geens the hope that Canadians would someday proudly celebrate "...the fact that we are on the homelands of some of the oldest peoples on the planet, and that we would feel enriched and blessed by that, and that we would all find ways to hold each other up in a good way."

Within those words, I hear the purpose of HSD faculty, staff and student work: to discover, learn and hold each other up in a good way.

The speakers at Camosun College's August 2017 S'TENISTOLW Pre-Conference and Conference offered many good ways to hold each other up. S'TENISTOLW is a Sencoten word that means to walk or move forward. At a session on Culture and Community led by Florence Dick and Cecilia Thomas of Songhees First Nation, we learned how their initial vision of a gym for their children transformed over several years of committed, values-driven work into the amazing Songhees Wellness Centre of today.

The next day, I attended HSD faculty presentations by Drs. Allan, Hackett and Mucina with U Penn colleague Dr. Gooden on *Indigenous and Black Perspectives on Decolonizing Education*, and another session by Drs. Corntassel, Green and Sangster-Gormley on HSD's decolonizing learning outcomes work. At both sessions, I witnessed our colleagues draw packed classrooms of people into thoughtful conversations about what real change might look like in post-secondary institutions, and what each of us could do *to keep walking forward*.

What is your vision for holding each other up in a good way? How can we best work within our faculty and university, with the Elders who patiently guide us, and with our community, agency and post-secondary partners to raise each other up and move forward on our shared vision of a more just world?

Over the coming year, committed HSD faculty, students, staff and partners will keep working together to realize our vision of the university's Indigenous Plan, our faculty's new Research Strategic Plan, and our commitments to achieving a more decolonized academic environment. I hope you will contribute to this work often and however you can.

Together, we can walk forward towards a better world.

Tricia Marck, Dean  
Faculty of Human and Social Development

## GIVING IS GOOD



**Chantal Adams** School of Child and Youth Care  
Recipient of the Ramona Williams Memorial Scholarship

"Haw'aa (thank you). I feel so blessed to have the opportunity to be offered this great gift. It has honestly been a struggle financially and this award allows me more peace and less stress and also the feeling of support by community. School can be isolating and difficult and it is very reassuring when people are so generous in supporting me.

I wouldn't be where I am today without the great mentors, guides, and the generous people that are supporting me financially. I couldn't do it without the strong Indigenous females who are facilitating our learning in the Indigenous stream. I will always remember the community and various supports that I have been gifted on my academic journey.

My future goals are to incorporate both my tradition and spiritual practices with my academic practice. I want to help others in whatever capacity I can hold for them. I am lucky to have such an amazing organization and community supporting me. Haw'aa. Haw'aa. Haw'aa."

**The Ramona Williams Memorial Scholarship** was set up by the Cowichan Tribes on Vancouver Island, the largest First Nations community in B.C. The scholarship awards \$1,000 to an academically outstanding Indigenous student enrolled in the School of Child and Youth Care. Established four years ago, the award is named in honour of Ramona Williams, a beloved and respected Elder in the community who served on the tribal council from 1984 to 1999.

**Scholarships, bursaries and awards for Indigenous students** are listed on the UVic website under the Office of the Registrar.

# TO SUMMON A GREAT GATHERING

## 2017 S'TENISTOLW CONFERENCE LIGHTS THE PATH AHEAD



Instructors, educators and allies gathered at Camosun College for a customized Indigenous education event which included those who lead Indigenous and Black programs in adult education. The conference is designed to build relationships and networks of reciprocity—to share, learn and exchange with each other.

Staff and faculty with Camosun and with HSD have a long history of collaborative work through several schools and cooperative education programming. Here, we shared the work we have in common in responding to the Calls to Action with comments and observations from HSD and Camosun faculty who presented and attended this important forum on Indigenous Education.

ATTENDANCE	
Pre-conference:	110
Welcome dinner:	300
Two-day conference:	350
Majority of presenters were Indigenous	
Delegate participation: 60% Indigenous	
Non-Indigenous delegates attending on behalf of Indigenous groups: approx. one third.	

The S'TENISTOLW logo was designed by ?Uu-Kwa-Qum (James Swan). We gratefully acknowledge his ongoing generosity in allowing us to share and engage with his artwork.



**Todd Ormiston**, Chair, Indigenous Studies, Camosun College, Conference Co-chair

“My biggest reward was meeting people who wanted to improve their teaching skills to include Indigenous ways of knowing. A new awakening is coming. People are waking up to their own stories and learning that this is a form of who you are, this is what you bring to the world. People are building alliances around what we’re doing. They recognize

the need for diversity, that diversity can be celebrated. I believe as instructors we have an important role to play in ensuring that learning is not just an obligation but a form of liberation towards walking in a good way on the land and with others.”



**Jeff Corntassel**, Director, Indigenous Governance\*

“The large number of people attending demonstrated widespread interest in developing innovative, community-grounded curriculum on Indigenous education for future generations. These new opportunities will deepen our commitments to Indigenous education in ways that challenge and transform students through decolonizing training and practice.”



**Esther Sangster-Gormley**, Associate Dean, HSD\*

“A participant told me I needed to tell my story so other non-Indigenous people could hear it. I realized I have a story to tell of how I learned to become an ally and to trust my heart to guide me to work in a good way. Maori scholar Dr. Graham Smith mentioned that “no one dances alone,” the ancestors and others are always there to work with us.

I believe it is important to keep moving forward, to show the “blisters on our hands”, another take-away from Dr. Graham.”



**Devi Dee Mucina**, Graduate Advisor and Assistant Professor, Indigenous Governance

“The conference was an awesome opportunity to connect with old and new colleagues while critically questioning the position of Indigenous education and the changing face of colonial postsecondary institutions. For me the conference was evidence that Indigenous education was gaining ground within post-secondary

institutions but there was a lot more critical work to be done.”

\* Note: Esther and Jeff facilitated a session titled *Decolonizing = Indigenization: a Transformative Approach and Response to the TRC Recommendations* with Kundoqk Dr. Jacquie Green (Haisla), Director of the School of Social Work, and Estrella Whetung, a PhD student, on ways HSD has decolonized and Indigenized the education experience. Starting with ‘self’ and locating our own identities, we examine how we ‘live’ decolonization. This approach informs us on how we respond to recommendations of the Truth and Reconciliation Commission.

# CALLS TO ACTION

## FIVE WAYS TO BECOME INFORMED!

About 120 staff and faculty attended our **Together in Struggle** decolonizing event held at First Peoples House in February 2017. This is just one of many actions where HSD is supporting calls to action from Canada's Truth and Reconciliation Commission.



### 1. LEARN ABOUT THE CALLS TO ACTION FOR CANADA

Download the document prepared by the commission and read each of the 94 calls to action. While there is a section on education, many other sections relate to the work of HSD, such as health, governance, youth and children. All are interconnected and will help you understand the extent of this historic change we are supporting.



Elder May Sam from the Cowichan Tribes helps announce UVic's Indigenous Plan.

### 2. LEARN ABOUT UVIC'S INDIGENOUS PLAN

Jamie Cassels, President of the University of Victoria, told about 100 people attending the unveiling of the university's inaugural Indigenous Plan that the intent is to help reverse the legacies of colonialism. "The history of colonization, the associated attitudes, policies, laws and institutions," created barriers for Indigenous people to access higher education. "And we are committed to removing and resolving these barriers as best we can," he said.

"Our Elders-in-residence remind us to be guided by the foundational teachings common to Coast Salish peoples, particularly to 'bring in our good feelings' when implementing this plan so that our work is done with a good mind and heart."  
—Jamie Cassels, UVic president.

### 3. EXPLORE WAYS HSD IS RESPONDING

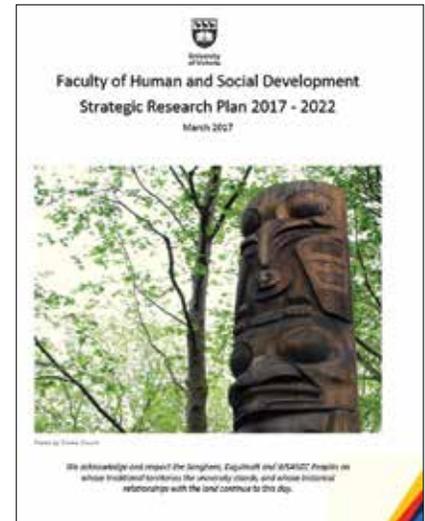
Attend decolonizing learning events available for all UVic staff, faculty, and students. Follow us on social media—Facebook and Twitter—for event announcements. Read up on the many Indigenous programs we offer across our schools. [www.uvic/hsd](http://www.uvic/hsd)

### 4. VISIT THE INDIGENOUS STUDENT SUPPORT CENTRE

Talk to Shauna Underwood, Indigenous Advisor for HSD Undergraduate Students, and Tracy Underwood, Academic Coordinator and Indigenous Advisor for HSD Graduate Students, about the work they do and gaps they help bridge facing Indigenous students in pursuit of post-secondary education. They welcome your visit.



HSD Indigenous Student Support Centre



### 5. READ THE HSD STRATEGIC RESEARCH PLAN—2017 TO 2022

Learn about our goal to create an Indigenous Settler Relations Research Chair and Elder Co-Chair for our faculty and become familiar with our research priorities, initiatives and how they impact the wide range of research and learning across our seven schools and programs. Here's a quick overview—

#### Our Vision

We are leaders in the generation and mobilization of knowledge for social change, health and well-being.

To respond to the challenges of our time, we integrate outstanding scholarship, inspired teaching, and community engagement to impact policy, practice, and technologies.

#### HSD Faculty Priorities

- Indigenous knowledges
- Quality professional programs
- Community-engaged scholarship

#### HSD Strategic Research Priorities

- Indigenous ways of knowing/inquiry
- Knowledge-based practice
- Community-engaged research and knowledge mobilization

#### HSD Strategic Research Initiatives

- Indigenous-settler relations co-chair
- Partnerships
- HSD research culture

# IMAGINING A DIFFERENT CANADA

## Observations from Evert Lindquist, Acting Director—School of Public Administration



I was recently asked by the Canada School of Public Service to identify key governance and public administration trends that will be challenging governments and public service institutions in Canada for the foreseeable future. An important one was Reconciliation and Indigenization.

Not only does reconciliation require fully acknowledging Canada's history and mistakes, it means imagining a different

Canada, one with an active fourth order of government. It will necessitate developing new governance repertoires on the part of the other three orders of government, learning how to more systematically and meaningfully engage and collaborate with Indigenous governments and communities on areas of overlapping jurisdiction, and stepping aside as First Nations and Indigenous communities take full responsibility for their affairs.

The August 28, 2017, announcement by the Prime Minister to replace Indigenous and Northern Affairs Canada (INAC) with two entities—one focusing on improving Crown-Indigenous Relations with the goal of accelerating self-government and self-determination agreements, and another focusing on improving Indigenous Services

with an emphasis on improving delivery and achieving results—is simultaneously exciting and daunting. Replacing the reviled Indian Act with something entirely new will take time and not be easy, involving hard negotiations on principles, language that all parties can live with, new approaches to funding, flexibility for every First Nation and Indigenous community, and a shared sense of the time horizons for governance transition.

We need to get our expectations in order: when Prime Ministers announce 'machinery of government' changes (such as splitting and re-conceiving the mission and ethos of departments), it can take years to work through and realize the goals underpinning those changes. The debates and negotiations will be hard and protracted.

"What is different here, and cause for hope, is that these changes are long overdue and there is a strong, vocal, and sophisticated external constituency of Indigenous leaders and communities anxious to take up this opportunity."

We are at the start of an era of fundamental change, one that has been called for over many decades. As the Government of Canada—along with provincial and municipal governments—change how they relate to and govern with Indigenous peoples, it promises to more generally transform how we think of Canada and create new possibilities and lead to better outcomes for Indigenous communities.



## B.C.'s new Minister of Advanced Education

### Ten things you should know about the Hon. Melanie Mark—

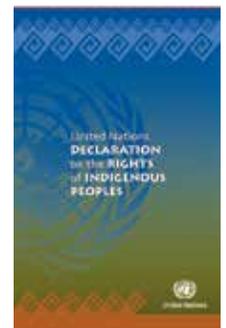
1. First Indigenous woman to serve in the B.C. Legislature and in a cabinet position.
2. Of the Nisga'a, Gitksan, Cree and Ojibway people and a proud mother of two girls.
3. First elected in the Mount Pleasant riding by-election in February 2016 with the New Democrat Official Opposition. Re-elected on May 9, 2017.
4. Served as Deputy Spokesperson for Housing, then as Official Opposition Spokesperson for Children and Family Development.
5. Raised in East Vancouver by her single mom.

6. Former president of the Urban Native Youth Association and co-founder of the Vancouver Aboriginal Community Policing Centre.
7. Worked for eight years advocating for the rights of children and youth in care alongside Mary Ellen Turpel Lafond with the BC Office of the Representative for Children and Youth.
8. Served as Associate Deputy Representative responsible for Advocacy, Aboriginal and Community Relations and Youth Engagement throughout the province.
9. Earned a Political Science degree at Simon Fraser University.
10. Started her education with a Criminology Diploma from Douglas College.

### Did you know?

In reading the 2017 provincial throne speech on September 8, 2017, Lt.-Gov. Judith Guichon announced the Province will embrace the United Nations Declaration of the Rights of Indigenous Peoples, which opens with the following affirmation—

*"Affirming that indigenous peoples are equal to all other peoples, while recognizing the right of all peoples to be different, to consider themselves different, and to be respected as such."*



# WELCOME

## RECENT PHD GRAD TAKES ON TEACHING ROLE

First, she's going to travel to First Nations communities. She wants to meet people and talk face-to-face with tribal councils and band administrators. "It's out of respect" says new Assistant Teaching Professor **Dr. Terry Poucette**, of the Stoney Nakoda people in Alberta, "to communicate in a way Indigenous people prefer." Poucette also wants to share why they should pursue this diploma, why higher education matters especially now.

"Even though education was used to colonize First Nations people, we can use education to decolonize our learning, too," says Poucette, overseeing the diploma program in Indigenous Community Development and Governance as one key to unlocking colonized ways of learning.

Poucette knows this to be true, given her own 33-year journey from grade one to PhD graduate, which included dropping out of high school for a time. But she went back thanks to her mother, Elder Fox, who pushed all her children to finish and to carry on. Elder Fox was convincing as all four of her children have post-secondary degrees.

After completing her GED in 1984, followed by a social work diploma from Mount Royal University in 1990, Poucette obtained a BA in First Nations Studies at Vancouver Island University in 1998 and her MPA from Uvic in 2001. Her PhD in Public Administration was completed this spring.

"I think my doctorate is a testament to the strength of First Nations people—it shows what we can withstand and still come out on the other end," she said. "Plus, we need this education to recover, to rebuild, and to contribute to our communities."

Her dissertation, titled *Effective First Nations Governance: Navigating the Legacy of Colonization*, talks about the importance of higher learning. Poucette says so much of this thinking relates directly back to her mother, Elder Fox.

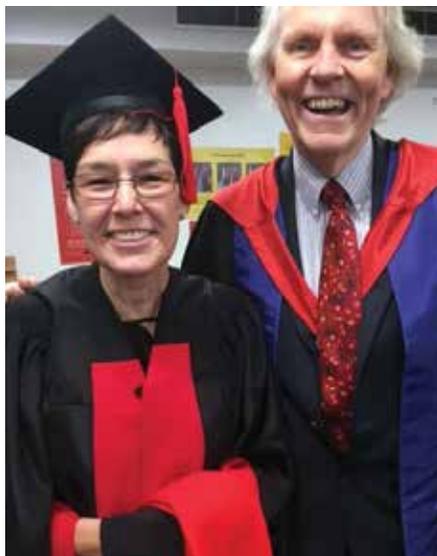
Elder Fox served as a native court worker, was director of the Eagle's Nest Women's Shelter, and worked as a member of the Stoney Tribal Council for six terms. She earned her BA in Aboriginal and First Nations Counselling from the University of Brandon, and is currently retained as Elder and counsellor at Nakoda Elementary in Morley, AB.

For all of her mother's learning and activities, Poucette recalls her emphasis on the core of Stoney Nakoda traditional teachings. "Respect," says Poucette, "is vital." Respect of self, of the Creator, of Mother Earth. In Stoney language, respect is known as wa'ahogipabi, pronounced wah-ah-ho-gee-PAH-bee.

"Decolonization is all about respect, as well as healing and wellness. For me, that's also about my mother as she did a lot of that work with us, too, as a family. I've seen what the residential schools have done and it only strengthens my determination. You have to be in a better place if you really want to help others."

Applications for the next intake of this diploma program have been extended to November 15, 2017, with classes starting in January 2018. This is a two-year program which consists of 12 courses. Coursework is completed primarily online with some intensive face-to-face components.

**Contact Dr. Terry Poucette** for more information. Email: [diploma\\_ICDG@uvic.ca](mailto:diploma_ICDG@uvic.ca)



Upon completing her Doctorate in Public Administration, Dr. Terry Poucette was hired as an Assistant Teaching Professor for her school, shown here with grad supervisor, Dr. Michael Prince, at convocation last June.

## DR. ASTRID BROUSSELLE NEW DIRECTOR FOR SCHOOL OF PUBLIC ADMIN

Currently a full Professor with the Faculty of Medicine and Health Sciences at the University of Sherbrooke, Dr. Astrid Broucelle will make the move west to join HSD as Director of the School of Public Administration starting December 1, 2017.



Dr. Broucelle holds a B.Sc. in Economics (Montreal), M.Sc. in Health Administration (Montreal), and Ph.D. in Public Health (Montreal). She held a post-doctoral appointment at McGill University specializing in evaluation theories and methods and was then appointed as an Assistant Professor in the University of Montreal's Department of Health Administration.

On November 23, 2017, the Association pour la santé publique du Québec (ASPQ) will award her the Prix Jean-Pierre Bélanger: Mention coup de coeur in recognition of her contributions to improving Quebec's public health system and promoting the principles of universality, comprehensiveness, and accessibility. Dr. Broucelle has earned several awards and research grants as a principal investigator and co-investigator, and also holds an impressive track record of peer reviewed publications.

Her research focus is on influencing the implementation of more sustainable, equitable, and healthy societies in the context of the climate change challenge, an agenda informed by her long-time interest and practice in health system analysis, engaged scholarship and community-based research. Her teaching is centred on evaluation theory and methods, economic evaluation, and contemporary issues in health systems.

Welcome, Astrid! We look forward to working with you.

# CELEBRATIONS

## CHILD AND YOUTH CARE

**Dr. Nevin Harper**, Associate Professor

National Research Coordinator for Outward Bound Canada and Chair of the organization's Research Advisory Committee, Dr. Nevin Harper has worked as a wilderness guide, youth counselor and outdoor skills instructor in Canada and abroad for more than 20 years. Since joining our School of Child and Youth Care, Harper has taught outdoor adventure, leadership, and environmental health courses.



## INDIGENOUS STUDENT SUPPORT CENTRE

**Tracy Underwood**, Academic Coordinator

Married with eight children and six grandchildren, Underwood has achieved a bachelor's and master's degree in Child and Youth Care here at UVic. She is from **WSÁNEC'** living on **STÁUTW** First Nation and assists Indigenous graduate students with a range of supports. Underwood encourages integration of Indigenous knowledge and teaching methods into all HSD programs and also collaborates with the Office of Indigenous Affairs. You will find her also helping at student events like Soup Days and Land Based Outings. Come to HSD Room B211, Monday through Friday from 8:30 to 4:30 p.m., phone at 250-472-5431, or email her [acissc@uvic.ca](mailto:acissc@uvic.ca). "Come by for a visit!" **O SIÁM NE SC'ÁLE C'E**.



## PUBLIC ADMINISTRATION

**Evert Lindquist**, acting director, and **Rich Marcy**, assistant professor of Organizational Behaviour, wrote a paper on *The competing values framework: Implications for strategic leadership, change and learning in public organizations*, published in the *International Journal of Public Leadership* (v.12:2, 2016) which was selected by the journal's editorial team as the Outstanding Paper for this journal in the 2017 Emerald Literati Network Awards for Excellence.



## PUBLIC HEALTH + SOCIAL POLICY

**Natalie Frandsen MN**, Assistant Teaching Professor

Keenly interested in human health, health promotion and community health, Frandsen's academic background includes an Honours BSc in Health Studies and Gerontology from the University of Waterloo, a bachelor's in Nursing with Distinction from the University of Calgary, and a master's in Nursing from UVic. Before joining the School of Public Health & Social Policy, Frandsen taught at UBC, Kwantlen Polytechnic University, and at UVic's School of Nursing.



**Nathan Lachowsky**, Assistant Professor, received the Michael Smith Health Research Foundation scholar award for 2017. Intended to support early-career researchers, Lachowsky will use his award to study the current epidemic of HIV and other sexually transmitted infections in Metro Vancouver and elsewhere in B.C.



New HIV diagnoses are 71 times higher among men who have sex with men (MSM) compared to the general population. Lachowsky's research will study risk behaviours, shifting attitudes toward HIV, treatment challenges and changes in sexual negotiation and practices. This work will inform public health policy and interventions aimed at reducing the incidence of HIV, and is part of a larger national research program examining health disparities among MSM.

Lachowsky was also awarded two new grants from the Canadian Blood Services for their MSM research program totaling \$450,000 over the next two years:

- \$400,000 for *Sex Now 2018: A National Survey on Blood Donation and Undiagnosed Blood Borne Infections*, a two-year grant 2017-2019.
- \$50,000 for *A Longitudinal Analysis of Behavioural and Biological Risk Among MSM in Metro Vancouver*, a one-year grant 2017-2018.

**Charlotte Loppie**, professor, and director of the Centre for Indigenous Research and Community-Led Engagement, was named as a member of the Royal Society of Canada. Loppie's work focuses primarily on Indigenous health inequities, Indigenous HIV/AIDS, and the social determinants of Indigenous health. She's committed to patient-oriented research, which she reframes as something that is done by, for and with the people with lived experience who are the focus of the research.



"I'm grateful that the Royal Society of Canada is acknowledging the contributions made by Indigenous peoples, knowledge systems and cultures," says Loppie. She was also one of only three Canadian researchers awarded \$100,000 research prizes this year from the Canadian Institutes of Health for patient-oriented research.

# CELEBRATIONS

## HEALTH INFORMATION SCIENCE



(From l to r) Jochen Moerhr, Elizabeth Borycki, Andre Kushniruk, and Denis Protti.

Four of UVic's Health Information Science faculty members were named to the top 100 biomedical and health informatics researchers in the world by the International Medical Informatics Association (IMIA). **Jochen Moerhr** is Professor Emeritus, **Elizabeth Borycki** is a Professor, **Andre Kushniruk** is the school director, and **Denis Protti** is also Professor Emeritus.

Andre Kushniruk was also appointed VP for North America and COACH representative to the IMIA, of which he is also a founding member. "We are fortunate to have someone of the caliber of Dr. Kushniruk stepping into this crucial role," said COACH CEO Mark Cassleman, noting that Kushniruk possesses an impressive range of experience working with organizations from around the world including the U.S., Denmark, Sweden, Norway, Germany, France, the U.K., Hong Kong, Japan, and Australia.

## NURSING

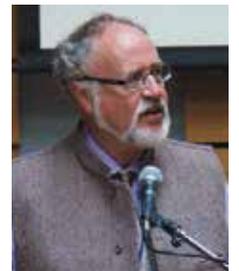
**Lenora Marcellus** has recently been named the new Associate Director of Undergraduate Programs and Partnerships. She has also secured a \$25,000 grant from Island Health to lead research on women who are pregnant or new to parenting and how they respond to receiving a diagnosis that their unborn or new born infant has Fetal Alcohol Syndrome Disorder. In this study, Marcellus proposes to examine women's experiences of receiving a diagnosis and explore the impact that it has on their quality of life, including their capacity to parent. FASD is considered the leading global cause of developmental disability.



## SCHOOL OF PUBLIC ADMINISTRATION

**Dr. Budd Hall**, a professor with the School of Public Administration, was inducted into the Academy of Community Engagement Scholarship, a U.S. based organization that recognizes leadership in the field of community engaged scholarship.

At the induction ceremony held in Birmingham, Alabama, on Sept. 27, 2017, Dr. Hall was recognized for his pioneer work in the field of participatory research, for his leadership with the International Council for Adult Education, for his founding of the University of Victoria's Office of Community Based Research and Community Based Research Canada, and for his global leadership as a member of the team of the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education.



## GIVING IS GOOD

Your donation can encourage HSD students to achieve amazing things and inspire researchers to solve big questions. Your donation, quite simply, can change the world. Learn more by contacting our development officer, Lynne Milnes, at [lmilnes@uvic.ca](mailto:lmilnes@uvic.ca) or call 250-472-5031.

## PLANNING A REUNION?

The UVic Alumni Association can help by promoting your event to classmates, arranging speakers or providing door prizes. Network and keep involved by exploring the list of groups and upcoming events find something right for you [alumni.uvic.ca/events/reunions.php](http://alumni.uvic.ca/events/reunions.php).

## OUR AUDIENCE

HSD Quarterly is published four times a year to share our faculty goals, priorities, and activities. Story ideas are welcome. Contact Kate Hildebrandt, our communications officer, at [katehild@uvic.ca](mailto:katehild@uvic.ca) or call 250-472-4389.

Help UVic reduce waste by switching to our e-news format. Update your email and address by visiting [alumni.uvic.ca/connect/preferences.php](http://alumni.uvic.ca/connect/preferences.php)  
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