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The drivers of change are many and have combined in a pressing call to action for the university sector. Shifts in demographics, needs of the labour market, and the internationalization of education, for example, all challenge us to respond. In order to remain relevant, we must keep pace in both the standard of quality education and our research agendas, and I am proud of the applied research being conducted by all our faculty and students at Royal Roads University in answer to that call.

For Royal Roads, research is an opportunity to connect answers to actions.

Since our inception in 1995 we have remained at the forefront of learning and change by creating an environment of transformation in career and life through our teaching and research applied to solve contemporary and emerging challenges. After an extensive consultative process, we have expanded our research themes: Sustainable communities, livelihoods and the environment; innovative learning; and thriving organizations.

Respecting the need to move forward, we can also learn from the past. Paramount in the teaching of such lessons is our most advanced area of research: sustainable communities, livelihoods and the environment. Innovative technology needs to be balanced with and complement the well-being and sustainability of individuals, communities and societies. Focusing on learning that creates opportunities to generate knowledge and empower individuals, the innovative learning research theme explores models of dissemination and ways of knowing and learning that is participatory and reflective and embraces emerging technologies. Our newest research theme considers thriving organizations and what they have to teach us. From a local to global context, the research explores issues such as resiliency, change and diversity.

Congratulations to all our researchers – their work embodies the spirit of ‘research in action’.

Sincerely,

Allan Cahoon, PhD
President and Vice Chancellor
When it comes to disaster recovery and resilience, Robin Cox believes youth are an untapped resource with the potential to act as powerful catalysts for change within their families and communities.

Cox is the program head for the Disaster and Emergency Management program at Royal Roads. She, along with her colleague Lori Peek, associate professor at Colorado State University, have launched one of the first major empirical attempts to understand disaster recovery from the perspective of youth. Cox received a $182,867, three-year Insight Grant from the Social Sciences and Humanities Research Council in order to pursue this cross-border collaboration.

“Societal factors such as age, dependency, and children and adolescents’ marginalization in most decision-making processes can put them at greater risk in disasters,” Cox says. “However, these same children and youth have tremendous potential to contribute to their own disaster resilience and that of their communities through involvement in preparedness, risk communication, response and recovery activities.”

Recognizing that the needs and voices of youth are often under-represented in disaster recovery models and policies, Cox suggests that a shift is required in how we research and build recovery models. “We need evidence-based, child- and youth-centred approaches to disaster recovery and risk-reduction if we are going to support children more effectively and ensure their safety. We need a clearer picture of how different domains of their lives – family relationships, peer relationships, educational outcomes, housing and neighbourhoods and overall quality of life – are affected by disaster and what specific resources and forms of social support they need to support their own recovery and that of their community,” Cox says.

To this end, Cox and Peek are seeking to contribute to the development of a child-centred socio-ecological theory of disaster recovery that will inform practice and also provide opportunities for youth as leaders in their communities. “In the process of this research, we really want to empower our young participants as agents of change in their recovery environments and create the possibility of transformation and greater resilience through the research process itself,” Cox says. “We believe that working with
young people can create new possibilities for how disaster recovery is done.”

The research team will use a blend of interviews, focus groups and expressive strategies such as photography, drama and writing to engage young people and their support systems in two communities devastated by catastrophic disasters within days of each other. On May 14, 2011, wildfires forced the evacuation of the small town of Slave Lake, in northern Alberta, burning through a third of the town and leaving more than 700 people homeless. A little over a week later, on May 22, 2011, an EF-5 tornado struck Joplin, Missouri, killing 160 people and injuring nearly 1,000.

“Recovering from a disaster is a long, complex and often painful journey. Paying forward the lessons learned in order to improve policies and help other survivors of disaster can be very healing, and there aren’t a lot of mechanisms that support that knowledge transfer,” says Cox, adding that her team will be investigating the potential of social media and other web-based tools to provide opportunities for youth in both communities to connect and share their stories and insights with each other and with youth in other communities around the world.

A psychologist by training, Cox’s research program focuses on the psychological and social aspects of disasters with a particular emphasis on disaster resilience and recovery. While researching the 2003 McLure fire in B.C.’s North Thompson Valley, she observed how young people were often left out of recovery decisions and activities. She also heard from parents and teachers about how they struggled to provide adequate support to children in the midst of trying to rebuild their lives. On the opposite end, she has observed in other disasters, such as the 2010 earthquake in Canterbury, New Zealand, how young people can mobilize in amazing and creative ways if given a chance.

“Following the Canterbury earthquake, a group of young people used social media and their ability to self-organize to mobilize recovery teams. It’s a lovely example of the potential in involving children and youth,” Cox says. “Disasters shatter people’s sense of control and their everyday expectations about how the world will unfold. Taking action is not only a great coping strategy, it also helps shape and strengthen the resilience of the community and all of society.”

“Before youth can be effectively engaged in disaster recovery, we need to know what support they need and what ideas they have. There’s a huge amount of creativity and potential that makes it really inspiring to work with youth on this topic. We are excited to see what emerges and to be part of forging new partnerships for disaster recovery and resilience.”
CV IN BRIEF

Dr. Robin Cox

- Associate Professor, School of Peace and Conflict
- Program Head, Disaster & Emergency Management
- Post-doctoral Fellow (2008-2009), Michael Smith Foundation for Health Research, Simon Fraser University
- PhD, University of British Columbia, 2007
- MA, University of British Columbia, 1996
- BA, University of British Columbia, 1993
- Broadcast Journalism, British Columbia Institute of Technology, 1986
- Canadian Counselling & Psychotherapy Association – Certified Counsellor

Selected Books or Book Chapters


“Women’s ways of coping with employment stress: A feminist contextual analysis.” In T. Cox & A. Griffiths (Eds.), Coping, Health and Organizations (pp. 109-123). (co-author)

Selected Journal Articles

Like a fish out of water: Reconsidering disaster recovery and the role of place & social capital in community disaster resilience. American Journal of Community Psychology (co-author)


Selected Grants

Social Sciences and Humanities Research Council, Insight grant: “Youth-centered disaster recovery.” $183,000, 2012.


Contact

robin.cox@royalroads.ca
CONNECTING AND COLLABORATING THROUGH TRANSDISCIPLINARY RESEARCH

When it comes to sustainable community development, we need to come together and learn from each other. That’s the philosophy of Ann Dale, who is exploring sustainable development in Canadian communities and identifying best practices and social innovations.

“I think place is very important and that’s where critical change happens,” says Dale, Canada Research Chair (CRC) in Sustainable Community Development and a professor in the School of Environment and Sustainability. “As far as I’m concerned, if you can’t get it right in your own neighbourhood, then how can we share our knowledge anywhere else?”

By creating diverse teams of researchers, community practitioners, civil servants and civil society leaders, Dale has forged critical partnerships and alliances to ensure her research is timely and contributes to the production of useful knowledge for diverse communities. Each of her research projects is supported by an advisory committee and her CRC research is advised by a board of directors.

“You’re only as good as your team. The team always outperforms the individual and diversity is key to social innovation,” Dale says. “I’m privileged to have wonderful students that bring a wealth of experience from their practical life to their learning, many of whom continue to be involved in my research following graduation and as authors in some of my books. I have also been privileged to work virtually with a number of post-doctoral scholars and my own mentors and close collaborators in the academy.”

One of Dale’s priorities is to share her research with diverse audiences and lead conversations on critical public policy issues, in particular climate change adaptation and mitigation. A leader in the development of research websites, online real-time e-dialogues and online case study tools, Dale has been experimenting with social media, which is being led by her former graduate student, Rob Newell.

“The idea is to connect with the general public, especially youth, and share our research outcomes,” says Newell, a graduate of RRU’s MA in Environment and Management. “In order to keep our social media research alive and inclusive, we also connect to other research and community innovations to connect the dots with what we’re doing.”
Dale says she looked to social media and other digital initiatives – including her CRC blog and a YouTube channel (HEAD Talks), produced by Newell – to answer critical questions: “Can we make sustainable development more real? Can we speed the exploitation of our knowledge within and between communities and communicate it in a way that appeals? Can we take complex scientific concepts and communicate them in a way that increases civic literacy?”

The answer is a resounding yes. Dale’s online community is active, with about 25,000 unique visitors a year coming from 75 per cent of the world’s nations.

“I’m focused on getting the positive out there, the local social innovations. There’s too much focus on the negative rather than the many innovations and actions that are out there,” Dale says. “Partnership and collaboration is also a tool I use first for transdisciplinarity and second to disseminate our research more widely and get it into the hands of people who need it.”

One of Dale’s major research projects is Meeting the Climate Change Challenge (MC³), which identifies and investigates innovative municipal approaches to British Columbia’s climate policy legislation and identifies best practices through 11 case studies. The results are shared through online conversations, webinars and face-to-face workshops where community leaders and decision-makers are brought together to share and learn from each other.

“My ultimate goal is to speed the exploitation of knowledge as rapidly as possible between the communities that are leaders with the ones that are smaller and don’t have access to the same resources,” says Dale, who brought together 19 sustainability planners from across the country for an e-dialogue and, out of that, published a municipal policy agenda that was shared across the country by the Federation of Canadian Municipalities.

Dale has also been bringing people together in person for workshops on critical policy issues. For example, she led a face-to-face and online workshop at Royal Roads, exploring the international de-growth movement that attracted about 100 decision-makers, practitioners and researchers.

The public, too, has been engaged in research as active participants. Dale’s community vitality project, for example, includes an online survey, co-designed with a team of community practitioners including some of her former students, in which people rate their community on six proxy indicators of vitality. Respondents are asked to contribute to the creation of new indicators.

“The survey is designed to make people reflect and think about their community in new ways with an emphasis on sustainable community development – the meaning of place, scale, diversity and limits,” Dale says. “The tools are not just a passive data instrument; they are about both mutual learning and research information.”

Like Dale, Newell is dedicated to building bridges across disciplines and has been working with students and faculty in the School of Communication and Culture. One project he leads involves BA in Professional Communication students taking themes from Dale’s research and translating them into videos on HEAD Talks.

Newell says working with his former professor has opened his eyes to the potential of academic research. “She fosters creativity and innovation and that’s incredibly important for creating significant, critical and breakthrough research.”
**CV IN BRIEF**

**ANN DALE**

- Canada Research Chair, Tier II, Sustainable Community Development, 2005 to present
- Professor, School of Environment and Sustainability
- PhD, McGill University, 1999
- MPA, Carleton University, 1994
- BA, Carleton University, 1975
- Bissett Alumni Award for Distinctive Contributions to the Public Sector, 2009
- Trudeau Fellow Alumna, 2004
- Fellow, World Academy of Art and Science, 2003
- Policy Research Initiative Award for Outstanding Research Contribution to Public Policy, 2001

**SELECTED BOOKS**

*At the Edge: Sustainable Development in the 21st Century*

*Urban Sustainability: Reconciling Space and Place* (co-author)

*A Dynamic Balance: Social Capital and Sustainable Community Development* (co-editor)

**SELECTED JOURNAL ARTICLES**


Community vitality: The role of community-level resilience adaptation and innovation in sustainable development. *Sustainability* (co-author)

All things counter, original, spare, strange: Why are we so bad at difference? *Canadian Journal of the Humanities and Social Sciences* (co-author)

**WEBSITES**

- www.mc-3.ca
- www.crcresearch.org
- www.accc.ca
- www.anndale.me

**SELECTED GRANTS**

Canada Research Chair in Sustainable Community Development: $500,000, awarded 2004, renewed September 2009.


Pacific Institute for Climate Change Studies: “MC’, Meeting the climate change challenge in BC.” $140,000, 2011.

**CONTACT**

ann.dale@royalroads.ca
Every time Phillip Vannini visits the home of a Canadian living off the grid, he is captivated by their creativity.

From the Manitoba man who keeps his milk cool and fresh by storing it underground and digging it up with a homemade pulley, to two off-grid dwellers in Ontario who have transformed stationary bikes into functional machines – one to generate electricity and the other to grind grain.

“What really keeps my attention up and my interest fuelled in this project is the fact that every time we go to someone’s house, I always see something that makes me go, ‘What the heck is that?’” says the Royal Roads University School of Communication and Culture professor. “It’s always incredible what people are able to stitch together with bubble gum and chicken wire, and just consume a couple of watts instead of 2,000.”

Vannini, Canada Research Chair (CRC) in Innovative Learning and Public Ethnography, hopes these stories of human ingenuity will also capture the attention of Canadians. His two-year cross-Canada research trip, which started in May 2011, is a case study within a broader research project exploring how to make ethnographic research as captivating and as easily accessible as popular culture.

To connect with a wide audience, Vannini and his research assistants – award-winning photojournalist Jonathan Taggart and public relations professional Lindsay Vogan (both MA in Intercultural and International Communication alumni) – have been reaching out to media across Canada as they pass through every province and territory. Vannini’s goal is to write one popular and one academic piece for every stop on the trip. He and Taggart have collaborated on articles for publications such as Canadian Geographic and The Tyee. Vogan has been helping the team earn additional media attention.

“Jon uses his eyes, I use my ears and Lindsay uses her mouth,” Vannini says. “Jon sees and takes amazing visuals, my job is primarily listening and taking notes and Lindsay, her job is to scream to the world, ‘Look what these guys are doing!’”

And people have looked. Vannini has done media interviews at every stop, sharing with curious Canadians the reasons people are going off the grid and how they are doing it.
Vogan says the research has been an easy sell to media because it’s a local human interest story at every stop, the topic is unique and the team has access to and insight from people living off the grid.

“It’s not something that you see every day,” she explains. “You only know about living off the grid if you know somebody who’s doing it.”

Vogan says one of the most rewarding parts of her role is getting academic research in the public eye.

“I think about all the theses and dissertations written every year – how much blood, sweat and tears go into them and how only a handful of people know about them because they are in the academic world,” she says. “I think if you do your research correctly, you can publish it in an academic journal and share it with the public.”

Vannini’s CRC grant is for five years and at the conclusion of his field work, he will work on a video documentary with Taggart. Canadian Geographic has already showcased a four-minute film produced by Taggart on its website. The film features three residents of Lasqueti Island, who speak fondly and proudly about life off the grid. The full-length documentary will focus on the lives and livelihoods of off-grid Canadians and will be driven by the travel stories Vannini and Taggart have collected.

“Using photos and video allows us to diversify our audience, accessing not just academics and students but also the regular viewership of magazines, blogs, news outlets and photography galleries,” Taggart says. “I think the greatest benefit of this approach is to make the research more accessible, and in doing so we’re able to share our message – that, as diverse as the experiences are, living off grid isn’t as hard as you might think – with as many people as possible.”

The final product of the research project will be a book in which Vannini weaves his academic research with his personal tale of self-discovery. Vannini became interested in exploring life off the grid when he moved to Gabriola Island, B.C. There, he lives off a few grids. He has his own water supply and septic tank and grows some of his own food. He doesn’t have a television or cellphone and isn’t on Facebook or Twitter. Vannini was eager to learn from other people living off the grid and better understand their motivations and methods. The book will also explore doing research in the public eye. The underlying theme is the meaning of comfort and convenience.

“People who live off the grid reinvent comfort and convenience and are able to define comfort and convenience on their own terms by adapting to different environments,” Vannini says. “To a great degree, the book will also be a chronicle of my personal challenges of what my own future will entail and in the book I will reveal feelings I have towards off the grid as a sustainable practice. It may be, it may not be, you’ll just have to read the book to find out.”
CV IN BRIEF

DR. PHILLIP VANNINI

- Canada Research Chair, Tier II, Innovative Learning and Public Ethnography, 2011-Present
- Professor, School of Communication and Culture
- PhD, Washington State University, 2004
- MA, Washington State University, 1999
- BA, Cesare Alfieri School of Political Science, University of Florence, Italy and City University, Seattle, 1998
- Nominated for 2008 Aurora Prize, presented to outstanding new researcher in social sciences

SELECTED JOURNAL ARTICLES

Disentangling the assemblages of Canada’s west coast island mobilities. *Social and Cultural Geography*

Constellations of ferry (im)mobility: Islandness as the performance and politics of isolation and insulation. *Cultural Geographies*

The Techne of making a ferry: A non-representational approach to passengers’ gathering taskscapes. *Journal of Transport Geography*

SELECTED BOOKS

*Mobility and Communication Technologies in the Americas.* (co-editor)

Ferry Tales: Mobility, Place, and Time on Canada’s West Coast

*Popularizing Research: Engaging New Media, Genres, and Audiences* (editor)

SELECTED GRANTS

Canada Research Chair in Innovative Learning: $500,000, awarded 2011.


CONTACT

phillip.vannini@royalroads.ca
GIVING CHILDREN A VOICE THROUGH RESEARCH

When Cheryl Heykoop invited children in a Northern Ugandan community to create a drawing, story or song about what makes them unique, she was surprised by what she saw.

“Many of the boys had images of members of their family, but also a lot of grave stones representing people that had died during the war,” says Heykoop, a Royal Roads Doctor of Social Sciences student. “In the community, there appears to be a lot of death and loss. It surprised me that it came out so quickly. I figured it would have taken more time.”

Heykoop was piloting research tools she’s using to complete her doctoral research, *Telling Alone, Best for Me?: Exploring Meaningful Child Engagement Methods for Post-Conflict Truth-Telling with Children in Northern Uganda*. Her pilot involved working with 36 youth ages 11 to 16, who have been affected by conflict.

Tens of thousands of Ugandan children were abducted by the Lord’s Resistance Army (LRA), a rebel group, and forced to be soldiers or sex slaves. The LRA is no longer active in Uganda, but continues to terrorize other African countries. A truth and reconciliation commission is likely to be established in Uganda and Heykoop is exploring alternative approaches to engage children, including art, drama and group activities. Along with her two Ugandan research assistants, Heykoop sought feedback from the children and used their input to inform their approach with the three target communities they are studying.

“The power of working with young people is just incredible,” says Heykoop, who lives on Salt Spring Island. “They really do have such a unique perspective on community and what’s happening in their lives. This perspective is often overlooked.”

Heykoop, a child participation and protection adviser with the International Institute for Child Rights and Development, is using participatory action research tools and approaches and has partnered with the Refugee Law Project, a national research organization specializing in transitional justice, human rights and sustainable peace.

“Research for research’s sake from my perspective isn’t enough. There needs to be some action associated with it,” says Heykoop, adding that she plans to get her findings – and the children’s perspectives – out to the broader Ugandan and international communities through academic and popular media, art displays and Ugandan public debates known as “kabake.”
Heykoop is a scholar-practitioner who has worked with children affected by violence and armed conflict for nearly a decade and has done research in Sierra Leone, where children were involved in brutal civil conflict from 1991 to 2002. After the conflict, the Sierra Leone Truth and Reconciliation Commission was established. It was the first truth commission to involve children in statement-taking and in hearings. It was a groundbreaking approach, but Heykoop questioned if it was best for all children.

Heykoop spoke to about 70 youth in Sierra Leone and many told her they were scared to share their story. They didn’t want members of their community to learn about the horrific things they were forced to do during the conflict. They didn’t want to open up to people they had never met before or hardly knew.

“If there was a process, or processes, that were more supportive, it may help in the healing journey – wouldn’t that be better for the children and the country?” Heykoop asks. “It just struck me that there must be better ways to do this.” And so she’s made it her mission to find better ways.

“I think this project is really exciting and important because it is an area where we just assume what we’re doing (involving children in truth and reconciliation commissions) is okay and we haven’t actually done the follow through to show how we are actually impacting the lives of children,” she says. “Is it making a difference? Is it making things worse? I really, really think we need to take the time.”

Heykoop is not the only one who sees value in asking the hard questions. She has received two awards from the Social Science and Humanities Research Council, a Joseph-Armand Bombardier Canada Graduate Scholarship and a Michael Smith Foreign Study Supplement, to support her research. She also received a Doctoral Research Award from the International Development Research Centre.

“Cheryl’s research is at the forefront of some really important work going on in the world,” says Bernard Schissel, Heykoop’s co-supervisor and head of the Doctor of Social Sciences program at Royal Roads.

“She’s devoted to finding a way to bring children’s stories forward and get the information out there without re-traumatizing the kids.”

Schissel says Heykoop’s approach is unique because she’s trying to communicate to the world through the voices of the children. Heykoop hopes her research will encourage policy changes that better support the rights and well-being of children in post-conflict truth-telling processes.

“Instead of being a typical outside researcher who goes in, she’s actually trying to see the world through their eyes and their knowledge base,” he says. “It’s such important work that needs to be done.”

Heykoop hopes to receive additional funding so she can visit more Ugandan communities. Faced with speaking with many more young people who have endured the unthinkable, what motivates hers to do the work?

“I see the hope in it,” she says. “I believe children deserve this.”
CV IN BRIEF

CHERYL HEYKOOP
- Candidate, Doctor of Social Sciences, Royal Roads University
- MSc, University of Liverpool, 2006
- BSc, University of Guelph, 2003

AWARDS
- Social Sciences and Humanities Research Council Joseph Bombardier Doctoral Research Award, 2011-2014
- Social Sciences and Humanities Research Council Michael Smith Foreign Study Supplement, 2012

PAST POSITIONS
- Research Associate, Refugee Law Project, Faculty of Law, Makerere University, Uganda, 2012
- Researcher & Child Rights and Protection Advisor, International Institute for Child Rights and Development, University of Victoria, 2007-present
- Researcher/Consultant, Plan International Thailand/Zambia, 2010-2012
- Researcher, UNICEF Timor Leste/Thailand/Sierra Leone, 2008-2012

SELECTED PUBLICATIONS
Action research exploring information communication technologies (ICT) and child protection in Thailand. Development in Practice (co-author)
CPP Circle of Rights workbook series: Reflective planning for social change. Report for International Institute for Child Rights and Development (co-author)

SELECTED PRESENTATIONS
Supporting the rights and dignity of children through Circle of Rights and Child Centred Community Development: Exploring opportunities for partnership between Plan International and IICRD. Presented at the Child-Centred Community Development Program Launch & Expert Meeting, 2011, United Kingdom.

CONTACT
cheryl.heykoop@royalroads.ca
A LEADER IN ACTION RESEARCH

It was one of the best nights of Eileen Piggot-Irvine’s life.

As the Royal Roads University professor of leadership watched children with physical and mental disabilities perform a concert as part of their music therapy program, she smiled knowing that research can improve lives.

“I saw the fun and the joy and the laughter,” says Piggot-Irvine, who led a team of researchers exploring ways they could improve the goal-setting component of the program. “What they were doing was incredible. It was really lovely.”

Piggot-Irvine and her team used action research methods in their two-year study of the New Zealand music therapy program. Piggot-Irvine – who’s originally from New Zealand and joined Royal Roads in 2012 – is a leader in action research, which she describes as a “multipronged philosophy which is inclusive, collaborative, responsive and practitioner-orientated.”

There are three phases of action research, Piggot-Irvine says: reconnaissance, action and evaluation. Taking the music therapy project for example, the research team worked directly with the organization, implemented recommendations and evaluated the success of their efforts.

“Authentic collaboration is imperative,” Piggot-Irvine says. “If you don’t have dialogue and openness with people, from my perspective action research has not happened.”

Piggot-Irvine first learned about action research at a course when she was working as a scientist. She recalls walking away from that course muttering to a colleague, “This is not real research.” However, upon further reflection, she came to believe action research is a rigorous and substantial process. While it’s a long way philosophically from pure science, it became a passion for Piggot-Irvine.

When she was promoted from a science senior lecturer at Northland Polytechnic to the manager of professional development at the institution in 1991, she started using action research. “I became more and more fascinated with leadership because a lot of leaders came to me for advice on how to work with their staff,” she recalls. “I used to joke that a track that was being worn through the carpet to my door.”
It was an approach Piggot-Irvine coined “compassionate confrontation” that kept leaders coming back to her office. “It’s about not avoiding and not controlling as a leader when you need to deal with problems, but actually engaging with the other person in what I call a compassionate dialogue, which is open, honest, evidenced-based and bilateral.”

For Piggot-Irvine, her approach is intuitive and grew from her upfront Irish tendency. “I am clear with people and I’m also a compassionate person,” she says. “I was looking for something which allowed me to combine being direct with people – with confidentiality and integrity – with allowing them the opportunity to buy into the process and work with someone.”

Today, Piggot-Irvine is best known for compassionate confrontation and the approach underpins all of her work. A true leader in her field, before joining Royal Roads, Piggot-Irvine was director of the New Zealand Principal and Leadership Centre and senior lecturer in leadership at Massey University. She directed 10 New Zealand government evaluation research contracts from 2005 to 2012, and ran a consultancy practice in leadership for a decade alongside her academic work (1997 to 2007), during which time she did more than 100 performance review contracts. Her work has been recognized with awards and national fellowships in New Zealand.

Today, Piggot-Irvine is the editor of an international action research monograph series and sits on the editorial board for two international journals, *Action Research* *Action Learning Journal* and *International Electronic Journal for Leadership Learning*. She has published four books, multiple book chapters and approximately 50 refereed journal articles. While more publications are very likely, she also is dedicated to helping others publish their work.

“I get much more joy out of helping others do research and publish than I do from increasing my own publication record,” she says, adding that a recent article about the music therapy project marks the first time the other six members of Piggot-Irvine’s team have been published. Community and collaboration, she says, are cornerstones of her work.

A career highlight for Piggot-Irvine was working on leadership programs for Indigenous peoples of the Pacific Islands. She would now like to do a study of the long-term impact of those research projects and extend that work to include Pacific Rim countries in partnership with other Royal Roads researchers.

Piggot-Irvine says coming to Royal Roads has invigorated and inspired her and she is pleased to have found a community of like-minded people.

“I keep saying to people, ‘How did I find this place?’ I feel a complete fit with Royal Roads and the people are just outstanding. I feel at home.”
CV IN BRIEF

EILEEN PIGGOT-IRVINE

• Professor of Leadership, School of Leadership Studies
• Adjunct Professor, Griffith University, Queensland, Australia
• Adjunct Professor, Unitec New Zealand, Auckland
• PhD, Massey University, 2001
• MEd (First Class Honours), Massey University, 1993
• BSc, University of Auckland, 1992
• Certificate in Teaching of Adults, Auckland Institute of Technology, 1991
• Diploma in Teaching (Secondary), Auckland College of Education, 1975

SELECTED BOOKS

Action Research in Practice
Evaluating Action Research (co-author)
Appraising Performance Productively: Integrating Accountability and Development (co-author)
Action Research: Stories from Schools (co-author)

SELECTED JOURNAL ARTICLES

Tackling problems with staff necessitates deep leadership development. Perspectives on Educational Leadership

Using blogging and laptop computers to improve writing skills on a vocational training course. Australian Journal of Educational Technology (co-author)

Evaluating a multiphase triangulation approach to mixed methods: The research of an aspiring school principal development program. Journal of Mixed Methods Research (co-author)

Building leadership capacity – sustainable leadership. Action Research Action Learning Association (ALARA) Monograph Series (co-author)

Aspiring principal development programme evaluation in New Zealand. Journal of Educational Administration (co-author)

SELECTED GRANTS


CONTACT

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CONNIE CARTER

REDUCING POVERTY WITH TRADE NOT AID

Connie Carter believes in the value of trade over aid, if it’s done right.

Her research into special economic zones (SEZs) has taken her from Asia to Africa as she explores their implications, corporate social responsibility and law and development. The three areas go hand in hand because when a country makes allowances, such as tax holidays and special labour laws, for foreign investment in the form of SEZs, there are always questions about which country’s regulations will be upheld in regards to environmental and labour issues. Carter’s work in law and development explores the role of legislation in both ensuring growth and protecting the best interests of all parties.

The bulk of her research has been focused on China, but with a changing political landscape, Carter is turning her attention, and curiosity, to Burma (also known as Myanmar).

“Potentially, and you have to stress it is only a potential, Burma could be the next China,” says the School of Business professor. “So much is happening in Asia. For instance, in China 30 or 40 years ago there were about 800 million people living in poverty. What has happened in the last 30 years … they have been able to take more than 700 million people out of poverty.”

China did that by opening up SEZs and adapting a lot of what happens in the West in terms of free market economy, but with restraint. Burma appears to be following suit by setting up three SEZs, similar to the zones China established in 1978 when the country opened to foreign investment. What remains to be seen is exactly how Burma will define its zones and how closely they will mirror China’s. The latter country had great economic success with its model, but some issues arose around corporate social responsibility, Carter says. Burma could also go another direction and adopt a similar approach to democratic India instead.

“It’s going to be interesting to see which way Burma will go because it is flagging that it wants to be a democratic country right now,” Carter says.

Regardless of the direction the country takes, foreign investors would be wise to pay attention. As investment opportunities grow in the country, business people, and countries should be mindful of the advantages of getting involved at the
outset. Canada’s commitment to opening an embassy in the country is a positive step in the right direction, Carter says.

“If you are going to be considered a credible partner later on, there is some sort of foot work that needs to be done up front and I don’t think they will forget who will do that,” she adds.

Carter’s ongoing research on Burma will look at foreign investment law and intellectual property law issues, such as trademarks, with a continued focus on corporate social responsibility.

Her research in Burma ultimately leads her back to China, though.

“The Chinese model has actually worked wonders, but can we learn anything from it or is it particular to China?” she questions. “Burma is the next candidate as they are very close to China and they have come out of the same sort of background as being authoritarian government for the last 60 years. Now we are saying, ‘OK, what are you going to do and why are you going to do it?’”

If Burma is successful, more developing countries could be inclined to follow suit, Carter says, noting she sees great opportunity for study in regards to the mining industry in particular. “What about all the other little countries that need to move in that direction as well to alleviate poverty? Could they be doing what China has done? If not, why not?”

China was successful in establishing SEZs with different regulations for labour laws in particular. That is where the value in studying, and enforcing, corporate social responsibility comes into play. It is vital that countries and investors respect the rights of workers and protect the environment while bolstering the economy, Carter says.

“That is the most fascinating part – if we really are helping to get people out of poverty and desperation that we read about all the time, instead of just saying we will send some money or charity this is a different way of helping,” she says. “It’s going to be trade, not aid.”
CV IN BRIEF

DR. CONNIE CARTER
- Professor, School of Business
- PhD, University of London, 1999
- Barrister, Inns of Court School of Law/Lincoln’s Inn, London
- LLB, University of London, 1987
- Humanistisk Datalogi, University of Aalborg, Denmark
- Teacher’s Certificate, University of London
- Bachelor of Education, University of Cambridge

SELECTED BOOKS
Special Economic Zones in Asian Market Economies (co-editor)
Eyes on the Prize: Law and Economic Development in Singapore
Fighting Fakes in China: The Legal Protection of Trade Marks and Brands in the People’s Republic of China

SELECTED CONFERENCE PRESENTATIONS
- CSR Footprints in Burmese SEZs: A case for responsible investment? Centre for Asian Legal Studies & National University of Singapore, 2012, Singapore
- CSR Footprints in China: Foreign companies in SEZs share best practices. West Lake conference on Small & Medium Businesses, 2011, China
- Meeting CSR challenges in Chinese SMEs [small & medium-sized enterprises] in Special Economic Zones. Xiamen University, 2011, China

SELECTED GRANTS
Royal Roads University Internal Research Award: “An analysis of Myanmar’s SEZ (Special Economic Zone) and FDI (Foreign Direct Investment) laws and their perceived socio-environmental impact on stakeholders.” $3,000, 2012.
Royal Roads University Internal Research Award: “Do the right thing: Is merging CSR initiatives into corporate governance compliance strategies the way forward in China?” $3,000, 2011.

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As the trucks rolled out of the Nakivale refugee camp, Jane Lawson reached out and held a stranger’s hand.

The Royal Roads University alumna was in Uganda gathering research for her thesis when the government conducted an illegal deportation of Rwandan asylum seekers. They were tricked and deported without their identification papers, belongings and in some cases their children.

“You have to take a moment and let yourself breathe and realize where you are and who you are working with,” Lawson says. “Even if you can’t help them all it doesn’t mean you can’t recognize them as humans. You can still hold their hand and mark the moment of what they are going through.”

Acknowledging refugees and giving them a voice is at the heart of Lawson’s MA in Human Security and Peacebuilding thesis. She spent seven months in Africa in 2010, first in Uganda then Liberia researching the impact of refugee camp peace programs, which address life skills such as conflict resolution, communication and self-esteem, on post-conflict reconstruction.

Aid in refugee camps is very focused on the immediate needs of people – food, water, shelter and health care topping the list, Lawson says. These are vital services, but you can’t discount the person’s long-term needs, she adds. When people are spending on average of 12 years in a refugee camp they lose out on opportunities for higher education and careers, placing them at a disadvantage when they are repatriated.

Her research revealed insight into program development and highlighted the long-term effects of refugee programming during a refugee/returnee cycle. Her work shows how innovative programming can address key challenges in building self-reliance and non-violent communities.

Through that research, and the experience at Nakivale, she learned the value of human connection and the importance of simple acts in empowering people to better their lives.

When the dust settled in Nakivale after the deportation, Lawson attended a meeting organized by the aid organizations running the camp. They were trying to determine how many children had been orphaned, but despite the fact they had been running the camp for years no refugees trusted them enough to talk, Lawson says. After
the meeting one of the community leaders approached her and said they were willing to work with her to compile a list of children’s names to be shared with the non-profit Save the Children. When the work was done, she asked the man who had approached her why they chose to work with her.

“He said, ‘because you came to see us in our homes over the course of the months you have been here’. It was because I was living in the camp, taking the time to go into the villages and meet with the leaders personally and just have a tea. I was somebody they recognized,” she says. “We underestimate the value of human interaction in these situations.”

Lawson recognizes the barriers to this approach – security, resources and otherwise – but she maintains the value of individual connections and peace programs within refugee camps. “It helps people towards working on their own, it brings out their self-reliance,” she says. “I don’t think money (towards basic needs) is good enough for the future development of refugees. Their psychosocial development, which is not a programming priority, is also extremely important. Peace programs help bridge this gap.”

The work Lawson undertook was groundbreaking and addressed a real gap in research, says Ken Christie, Human Security and Peacebuilding program head and Lawson’s thesis supervisor.

“Jane embodies what human security and peacebuilding is about,” he says. “She chose to work with refugees, which is one of the most difficult things to do as they are the most vulnerable.”

Her thesis, which won a 2011 Governor General’s Gold Medal, was shared with the United Nations Research Institute for Social Development, as well as the Ugandan, Liberian and German governments. In 2012, her work was published in the United Nations High Commissioner for Refugees’ Policy Development and Evaluation Service web-based series New Issues in Refugee Research, which highlights research papers focusing on refugee, humanitarian and migration issues.

Lawson learned a lot from the refugee camps, including insight into herself and how she wants to approach her work. The lessons that started in the classroom at Royal Roads were reinforced in the field as she learned the value of listening to the people who need help and allowing their insight to inform your approach, she says.

“If you are going to put yourself in foreign countries you really need to know your purpose, your intent and why you are there.”
CV IN BRIEF

JANE LAWSON
- MA, Royal Roads University, 2011
- BA, University of Calgary, 2001
- Teaching Peace in the 21st Century; Kroc Institute for International Peace Studies
- Peace Circle Facilitator Training; Initiatives of Change
- Working with Survivors of Torture: Level I and II; Calgary Catholic Immigration Society
- Nonviolent Conflict Intervention; Nonviolent Peaceforce
- Conflict Analysis; United States Institute of Peace
- Religious Peace Leader Facilitator Training; The Canadian Peace Initiative

PAST POSITIONS
- International Aid Consultant, Monrovia, Liberia/Calgary, Canada, 2012
- Planning Committee Assistant Director, University of Calgary Consortium for Peace Studies, 2008-2012
- Executive Director Intern, Liberian Refugee Repatriation and Resettlement Commission. Monrovia, Liberia, 2010
- Protection and Community Development Intern, BMZ/UNHCR/GIZ Partnership Program, Nakivale Refugee Settlement, Uganda, 2010

AWARDS AND DISTINCTIONS
- Governor General’s Gold Medal (2011) for most outstanding research thesis, Royal Roads University
- Royal Roads University Founder’s Award
- The Liberian Refugee Repatriation and Resettlement Commission Certificate of Honor
- The Helen Joy Russell Bursary from the Canadian Federation of University Women
- The Royal Roads University Staff Scholarship Fund
- The Asian Studies Grant from the Asian Studies Department at the University of Calgary

SELECTED PUBLICATIONS

CONTACT
jane.lawson@royalroads.ca
From Victoria to St. John’s, Matt Dodd is getting the dirt on soil.

Since 2007, the School of Environment and Sustainability professor has been collecting and analyzing soil samples from across the country as part of the North American Soil Geochemical Landscapes Project in collaboration with Health Canada and Geological Survey Canada. The project is the first multi-national (Canada, U.S. and Mexico), multi-agency collaboration of its kind and will provide continent-wide data on natural variations in soil geochemistry to support risk assessment and management.

Certain levels of some metals in soil can be dangerous to human and environmental health, Dodd explains, so it’s important to know what you’re working with – and playing with – in any given area.

“When kids are playing in dirt they inadvertently eat some of it. High levels of some contaminants such as lead and arsenic in soil can be dangerous. Lead affects almost all organs in the body and affects human development especially for kids,” says Dodd, who has been teaching and researching at Royal Roads University since its inception in 1995. “Inorganic arsenic can be carcinogenic and therefore high levels in soil or dust is not good for human health.”

Chemical elements originating in the earth enter the air we breathe, the water we drink and the food we eat. While some elements are essential to our health (think iron and calcium) others, even in trace amounts, may be toxic. By determining the natural levels of metals in any given area, people working on contaminated sites can better compare the levels to environmental soil quality guidelines for cleanup. The Canadian arm of the program was supported by Natural Resources Canada and Health Canada, but the government withdrew its funding in 2011. Despite that, Dodd is dedicated to continuing his portion of the project, albeit on a smaller scale.

“I feel that it’s important that I continue,” says Dodd, who brings in grad students from across Canada to help with sample collection and testing. He has so far analyzed more than 500 samples from across Canada and plans on completing sampling and analysis in all the major cities with the hope of providing a database of metal levels in soils from coast to coast.

After collecting soil samples, the next part of the study is determining total.
metals present in the sample and what percentage of each individual metal in the soil is harmful when ingested, which is called the bioavailability. Dodd does this at the Royal Roads lab through an in-vitro bioaccessibility test, which involves extracting the soil sample using fluids and conditions that mimic human stomach and intestines to determine what portion of the contaminated metal is absorbed in the gut and could potentially get into tissue and blood.

“You can have 1,000 parts per million of lead in a sample, but if that lead is not biologically available then the human health impact from exposure is minimal. That’s the very reason why you can touch a piece of solid metallic lead and it won’t have any impact on you because it’s not biologically available,” Dodd explains. “If you have the lead in a fine powdery compound form which is water soluble and you touch it, its effect would be very different. The bioavailability of the contaminant is therefore very important for human health risk assessment.”

Dodd is also exploring what can be added to soil to make metals less biologically available and is involving students in this work. Sometimes organic materials can react with metals to stabilize them, making the metals less bioavailable, Dodd explains. A Bachelor of Science in Environmental Science class has already tested bio-solids (the post-sewage treatment leftovers) and determined they were not very effective at stabilizing metals in samples of mine tailings and waste rock obtained from some mine sites in the Yukon. Dodd is also planning on testing clay obtained from a potable water filtration plant with another group of students.

Dodd often does bioavailability work for clients across Canada working on contaminated sites cleanup. He has also worked with the United States Environmental Protection Agency. The payment he receives is funnelled back into his research.

“The main objective of doing the bioavailability work is for policy development,” says Dodd who’s a member of the Bioaccessibility Research Canada working group. “The soil quality guidelines are usually based on total metals using a default bioavailability of 100 per cent. We want to make sure that people doing contaminated sites cleanup have the scientific backing for incorporating bioavailability testing into their site specific human health risk assessment. The use of bioavailability data can result in a significant difference in the level of effort for a site which has a large amount of soil that requires remediation.”
CV IN BRIEF

DR. MATT DODD
- Professor, School of Environment and Sustainability
- PhD, University of British Columbia, 1998
- BSc, University of Science and Technology, Ghana, 1981

SELECTED PUBLICATIONS
Comparison of the in-vitro bioaccessibility procedure to the toy safety extraction protocol for assessing metal bioaccessibility. Human and Ecological Risk Assessment (co-author)
Toxicity of methyl-tert-butyl ether to soil invertebrates (Springtails: Folsomia candida, Proisotoma minuta, and Onychiurus folsomi) and Lettuce (Lactuca sativa). Environmental Toxicology and Chemistry (co-author)
Do current standards of practice measure what is relevant to human exposure at contaminated sites? A discussion of soil particle size and contaminant partitioning in soil. Human and Ecological Risk Assessment (co-author)

SELECTED CONFERENCE PROCEEDINGS
Metal bioaccessibility in Canadian soils: using the North American soil geochemical landscapes project. Society of Environmental Toxicology and Chemistry (SETAC) 6th World Congress, 2012, Germany
Variation in metal bioaccessibility in the Canadian Maritimes. Society of Environmental Toxicology and Chemistry (SETAC) North America 32nd Annual Meeting, 2011, Massachusetts
Oral Bioavailability and Bioaccessibility in Human Health Risk Assessment. (SABCS), First Annual Science Advisory Board for Contaminated Sites in British Columbia Conference on Contaminated Sites, 2011, British Columbia

SELECTED GRANTS

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matt.dodd@royalroads.ca
The best research in modern learning theory suggests that fundamental change is needed to build relevancy beyond the traditional approach to teaching and learning. Royal Roads University is guided by two frameworks. We understand learning as a socially constructed activity and we conceptualize lifelong learning as a process of social and personal discovery beyond acquisition of knowledge.

We have adopted a teaching philosophy that supports these frameworks and articulated 11 key components of Royal Roads’ teaching and learning model.

<table>
<thead>
<tr>
<th>OUTCOMES BASED</th>
<th>Learning outcomes are used to make the purpose of programs and courses clear</th>
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<tbody>
<tr>
<td>BLENDED DELIVERY</td>
<td>Combination of face-to-face and online strategies aid in accessibility and participation</td>
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<tr>
<td>EXPERIENTIAL AND AUTHENTIC</td>
<td>Strategies employed to provide practical relevance</td>
</tr>
<tr>
<td>LEARNING COMMUNITY</td>
<td>Students stay together to support each other through a whole program</td>
</tr>
<tr>
<td>TEAM-BASED</td>
<td>Up to 50 per cent of course assignments are team-based</td>
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<tr>
<td>INTEGRATIVE</td>
<td>Subject matter from a variety of disciplines enables complex problem solving</td>
</tr>
<tr>
<td>APPLIED</td>
<td>Faculty are scholars and practitioners</td>
</tr>
<tr>
<td>ENGAGED LEARNING</td>
<td>Learning techniques that require active participation of students are employed</td>
</tr>
<tr>
<td>ACTION RESEARCH</td>
<td>Students engage in practical and participative research</td>
</tr>
<tr>
<td>SUPPORTIVE</td>
<td>Academic and student services are integrated to support engagement and success</td>
</tr>
<tr>
<td>FLEXIBLE</td>
<td>Strategies are put in place to enable access and the working lives of students</td>
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In so doing, we have looked at the integrated role research plays in the learning experience and in the creation of authentic learning environments. Guided by strategic research themes, i.e., innovative learning, thriving organizations, and sustainable communities, livelihoods and the environment – RRU integrates applied research and student learning, advancing the university’s mandate. Key to the realization of this integrated approach is the production of applied knowledge. This entails a curriculum that is solution-oriented and real-world focused, developed and guided by research conducted by faculty, students, and staff. Research is highly interdisciplinary, and often transdisciplinary, involving stakeholders integrally in its design and implementation. Students gain much of their knowledge, practical skills, and experience through applied research and action learning, through research projects, case studies, and other learning activities. The tremendous value of these competencies lies not only in their response to global, national and community-based problems, but also in their inherent capacity to transfer seamlessly to organizational settings.

As we move forward in our approach in an increasingly complex world through new ways of approaching learning and research, we invite you to review the examples of research in action we have selected and invite feedback and discussion.

Sincerely,

Dr. Stephen Grundy, Vice President Academic and Provost
Dr. Mary Bernard, Associate Vice President Research and Faculty Affairs
Dr. Deborah Zornes, Director, Research Services
Student research funding plays an important role as demonstrated in the table above. Research funding sources include the federal research councils: SSHRC CGSM, NSERC CGSM, NSERC PGSM, NSERC IPS, NSERC USRA, CIHR-CGS, AUCC SFD, CIDA SFD and the student led research grants. Student research awards are coordinated by the Coordinator of Student Aid and Awards, Student Services, in collaboration with the Office of Research.
The table displays the research funds received by RRU for the past five fiscal years. Research funding sources include the federal research councils (SSHRC, NSERC, CIHR); Canada Research Chairs; Canada Foundation for Innovation; BC Ministry of Health; BC Ministry of Agriculture and Lands; BC Ministry of Small Business and Economic Development; Health Care Leaders Association of BC; BC Public Service Agency; Canada Council for Learning; BC Open Campus; Canadian International Development Agency; Centre for International Forestry Research; Natural Resources Canada; Human Resources Development Canada; Health Canada; Western Economic Diversification; Toupin Foundation; Agriculture and Agri-Food Canada; Pacific Institute for Climate Solutions; Canadian Wildlife Federation; Canadian Heritage; Justice Institute of BC; various First Nations communities; BC Knowledge Development Fund; Health Canada; International Development Research Centre; BC Ministry of Advanced Education; BC Ministry of Aboriginal Relations and Reconciliation; BC Occupational Health and Environmental Research Network; Sustainable Forest Management Network; Forest Ethics Rainforest Association; Nuclear Waste Management Organization; First Nation Technology Council; Canadian Language and Literature Network; VanCity; TD Friends of the Environment; BC Ministry of Tourism Sport and Art; Canadian Medical Association; Canadian Health Services Research Foundation; Inukshuk; to name just a few.

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Research in action.

If you’re interested in other research initiatives at Royal Roads University, feel free to contact us at any time.

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