Profile

I am an active and energetic eco-social-justice educator-scholar who mobilizes faculty, teachers, and students through innovative research to drive positive change. I strive for relational accountability and operate through the lens of radical hope and social justice.

Academic/Educational Appointments

2025 - present	**Associate Director** W̱SÁNEĆ College, W̱SÁNEĆ School Board
2019 - 2026	**Associate Professor** College of the Environment, Environmental Studies Graduate Advisor, M.Ed., Faculty Leader on Education for Eco-Social Justice Western Washington University
2023 - 2024	**Visiting Senior Lecturer** Faculty of Education Southern Cross University, Australia
2014 - 2019	**Assistant Professor** College of the Environment, Environmental Studies Western Washington University
2015 - 2022	**Co-director** Redfish School of Change, Social Justice Field School University of Victoria and Western Washington University
2010 - 2014	**Instructor** Faculty of Education, University of Victoria
2011- 2014	**Graduate Research Assistant** Transformative Inquiry SSHRC-funded Research Project Faculty of Education, University of Victoria
2011 - 2013	**Coordinator and Instructor** Get Outside British Columbia (youth leadership development) BC Parks, Canadian Parks and Wilderness Society
2008 - 2012	**Instructor** Summer Graduate Courses in Environmental Education University of British Columbia Okanagan
2007 - 2008	**Department Head** Environmental Art, Ethno-ecology Research The Island School, The Bahamas

Adjunct Professor Appointments

2019 - present	**Adjunct Associate Professor** School of Environmental Studies, University of Victoria

Degrees and Diplomas

2010 - 2014	**Doctor of Philosophy (Curriculum Studies)** Supervisor: Dr. Jason Price Department of Curriculum and Instruction, University of Victoria Dissertation title: *(Re)placing ourselves in nature: A multimedia exploration of how transformative childhood places foster emotional, physical, spiritual, and ecological connectedness*
2005 - 2007	**Master of Arts (Environmental Education and Communication** Supervisor: Dr. Rick Kool and Dr. Robin Hood School of Environment and Sustainability, Royal Roads University Thesis title: *Youth and Environmental Art: The Effects of The Island School on Ecological Literacy in The Bahamas*
1997 - 2002	**Bachelor of Science (Natural Resources Conservation)** Supervisor: Dr. Peter Arcese Faculty of Forestry, University of British Columbia Thesis title: *Comparison of Temperate Old-Growth Forest Epiphyte Communities: Western New Zealand and Western Canada*

Scholarships, Honours, Awards, and Grants from all Agencies

Total Research Grants and Awards: $5.2M

Period	Role	Project Title and Funding Agency	Amount Awarded
2025 - 2026	Co-Lead	FNESC - Coop Education Grant	$70,000
2025 - 2026	Co-Lead	FNESC - BC Indigenous Language Fluency Degree	$350,000
2025-2027	Co-Principal Investigator	MITACS - ÁLEN̲ENE₵ Restoration, Education, and Resurgence Program	$195,000
2025-2026	Collaborator	Southern Cross University SEED grant - Climate justice in Australia: Global South youth transforming environmental education	6,000
2024 -2027	Co-Principal Investigator	Willow Grant BC Law Foundation - ÁLEN̲ENE₵ Restoration, Education, and Resurgence Program in Legal Studies for High School	250,000
2023 - 2024	Co-Principal Investigator	Island Health – Resilience and Safety Grant – Relational Restoration and Connection: The Living Lab Indigenous Youth Stewardship Project	38,000
2022 - 2025	Co-Investigator	Growing Indigenous Resurgence, Stewardship Systems in the Salish Sea: A Living Lab Community – Campus Capacity Building and Research Project. Real Estate Foundation of British Columbia.	225,000

2022 - 2025	Collaborator	Building Canadian Studies. Title VI U.S. Department of Education for a National Resource Center grant with the Center for Canadian-American Studies at Western Washington University (WWU)	2,500,000
2022 - 2025	Collaborator	Infusing Climate Education into the BC Curriculum. Pacific Institute for Climate Solutions.	75,000
2021 - 2022	Co-Investigator	The Living Lab Indigenous Land Stewardship and Educational Resurgence Project. PromoScience NSERC.	250,000
2020 - 2023	Co-Principal Investigator	Indigenous Resurgence on the Salish Sea: A collaborative study of tribal and settler schools. SSHRC Partnership Development Grant.	200,000
2019 - 2020	Collaborator	T̲ET̲ÁĆES: Climate Action Project. Vancouver Foundation.	150,000
2018	Principal Investigator	Establishing Partnerships - Indigenous Resurgence on the Salish Sea. Western Washington University Pilot project grant.	3000
2018	Co-Investigator	Big Ideas for Environmental Education Major. Western Washington University Summer development workshop.	6000
2016	Principal Investigator	Indigenous and environmental refugees' place attachment and their significance to adaptations in environmental education. Western Washington University project development award.	6000
2015	Principal Investigator	Canadian Association for Curriculum studies Dissertation award.	
2015	Principal Investigator	Displaced (trans)formation: The development of environmentally displaced persons' sense of place. Western Washington University Pilot project grant.	6000
2014 - 2017	Co-Investigator	Building the Child and Nature Alliance of Canada and Forests School Training Program. Lawson Foundation	1,000,000
2012 - 2014	Principal Investigator	Social Sciences and Humanities Research Council Doctoral Scholarship	60,000
2012 - 2013	Principal Investigator	UVic Presidents Graduate Research Scholarship	15,000
2011 - 2013	Co-Investigator	Nature-based Youth Leadership in British Columbia. BC Parks and CPAWS	70,000
2007	Principal Investigator	Founders Award. Royal Roads University	
2002	Principal Investigator	Epiphytes as Indicators of Old-Growth Characteristics in Temperate Rainforests. NSERC Undergraduate Research Grant	5000

2001	Principal Investigator	Epiphytes as Indicators of Old-Growth Characteristics in Temperate Rainforests. Mountain Equipment Co-op	4000

Consultant Work

2024 **W̱SÁNEĆ School Board,** ÁLEN̲ENEȻ Capacity Support

202 **Hope Matters Conference,** Robert College, Istanbul

2022 **Environmental Learning Experience,** Ministry of Education British Columbia

2022 **The Island School Educators Conference,** The Bahamas

2018 **Educational Consultant**, Salish Sea Minor

2013 **Conference Chair**, EECOM National Conference

2012 **Education and Faculty Leadership Consultant,** U.S. Fish and Wildlife Service

2010 **Curriculum Developer,** Robert Bateman Centre Environmental Education

2008 **Curriculum Developer,** Royal Roads University, Sierra Club, Turning Point Initiative

2006 **Instructional Designer,** LE'NONET Aboriginal Awareness curriculum at UVic

Organizational Work

2020 **Mgmt Committee Member**, Living Lab Network, University of Victoria (2020 -present)

2012 **Chair**, Child and Nature Alliance of Canada (2012-2015)

2008 **Development Consultant**, Royal Roads University Foundation (2008-2010)

2003 **Senior Project Officer,** The Land Conservancy of British Columbia (2003-2007)

2002 **Koeye Trail Coordinator,** Heiltsuk First Nation, Koeye Camp (2002 - 2006)

2000 **Forest Biologist Contractor and Canopy Researcher,** Weyerhauser BC (2000-2004)

Membership and Offices Held

2020 **Board Member**, International Beliefs and Values Institute (2020-present)

2017 **Organizing Member**, World Environmental Education Congress in Vancouver BC

2015 **Member**, Institute for Environmental Learning, United Nations RCE, (2015-present)

2005 **Board Member,** Friends of Nemaiah Valley (Xeni Gwet'in First Nation) (2005-2010)

2012 **Director,** Canadian Environmental Education and Communication (2012-2015)

2011 **Member,** Canadian Society for Study of Education - Curriculum Theory

2011 **Member**, North American Association for Environmental Education

2010 **President,** Association of Graduate Education Students, UVic (2010-2014)

2009 **Director**, Child and Nature Alliance Society of Canada (2009-2012)

Other Credentials

2026 **Intermediate First Aid and CPR/AED Level C,** St. John's Ambulance exp. Jan 2029

2025 **Information Officer,** Elections Canada

2024 **Ground Search and Rescue,** qathet Search and Rescue

2024 **Open Water Diver Level 2**, PADI

2023 **Certificate II in Public Safety (Aquatic Rescue),** Surf Life Saving New South Wales

2023 **Bronze Medallion**, Surf Life Saving New South Wales

Scholarly and Professional Achievements

Books and Manuscripts

Stanger, N.R.G. & Tanaka, M. (2012, 2017). *Transformative inquiry*, 4.7 edition. iBook in Apple Bookstore for iPad. iBook available at www.transformativeinquiry.ca.

Stanger, N.R.G. (2014). *(Re)placing ourselves in nature: An exploration of how (trans)formative places foster emotional, physical, spiritual, and ecological connectedness.* PhD, University of Victoria, Victoria, BC. Retrieved from http://hdl.handle.net/1828/5240 and iTunes: https://itunes.apple.com/us/book/re-placing-ourselves-in-nature/id858329456?ls=1&mt=11

Refereed Journal Articles and Chapters

Stanger, N.R.G. (In press, 2026). Garla-ngarraynaygu and ÁTOL: Respect is central to learning with Indigenous knowledges. In J. Mann & A. Clark (Eds.) *Indigeneity and the British World: Settler Colonialism, Resistance, and Self-Determination.* Peter Lang Publishing. 33 pages.

Stanger, N. R. G. (2025). Excerpts from Inbetweenness: Joanne and SPÁ,E₮ on Death and Hope. Australian Journal of Environmental Education, 1–17. https://doi.org/10.1017/aee.2025.10062

Crinall, S. M., & Stanger, N. R. G. (2025). Earth's Love Letters: Locating loving pedagogies. *Australian Journal of Environmental Education*, 1–23. doi:10.1017/aee.2025.29

Keyes, T., McLane, L. & Stanger, N.R.G. (2024). Can students engage in meaningful reconciliaction from within a settler-colonial university system?. *Higher Education*. https://doi.org/10.1007/s10734-024-01262-6

Stanger, N. R. G., Engelfried, N., Clement, S., Kunz, A., R., G., & Brine, E. S. (2020). Can We Teach the Earth Charter Anymore? A critical examination of the Earth Charter's Role in education. *Canadian Journal of Environmental Education*, 23(3), 31-53.

Stanger, N.R.G., & Claxton, X. N. (2018). The Nick-Squared test for Indigenous Education's "goodness of fit" with environmental education in Canada. *American Review of Canadian Studies*, 1-13. doi:10.1080/02722011.2018.1502797

Stanger, N.R.G. (2016). When despair grows in us: Emotional learning in (trans)formative places. *Canadian Journal of Environmental Education,* 21, 145-162.

Gray, C., Gibbons, R., Larouche, R., Sandseter, E., Bienenstock, A., Brussoni, M., Chabot, G., Herrington, S., Janssen, I., Pickett, W., Power, M., Stanger, N., Sampson, M., & Tremblay, M. (2015). What is the relationship between outdoor time and physical activity, sedentary behaviour, and physical fitness in children? A systematic review*. International Journal of Environmental Research and Public Health,* 12, 6455-6474.

Brussoni, M., Gibbons, R., Gray, C., Ishikawa, T., Sandseter, E., Bienenstock, A., Chabot, G., Fuselli, P., Herrington, S., Janssen, I., Pickett, W., Power, M., Stanger, N., Sampson, M., & Tremblay, M. (2015). What is the relationship between risky outdoor play and health in children? A systematic review. *International Journal of Environmental Research and Public Health,* 12, 6423-6454.

Stanger, N.R.G., & Beauchamp, J.V. (2015). Panarchy, transformation, and place: Exploring social change and resiliency through an ecological lens. *The Trumpeter*, 31(1).

Tanaka, M. T., Tse, V. V., Stanger, N.R.G., Piché, I., Starr, L., Farish, M., & Abra, M. (2014). The edge of counselling: Mindful negotiation of emotions towards transforming learning~teaching. In L. Thomas (Ed.), *Becoming teacher: Sites for development of Canadian teacher education* (pp. 469-502). https://sites.google.com/site/cssecate/fall-working-conference: Canadian Association for Teacher Education. http://dx.doi.org/10.11575/PRISM/38782

Stanger, N.R.G., Tanaka, M., Tse, V., & Starr, L. (2013). Winter counts as transformative inquiry: The role of creative imagery as an interpretation of adaptive change. *Complicity: An International Journal of Complexity and Education*, 10(1/2), 87-110.

Stanger, N.R.G. (2011). Moving “eco” back into socio-ecological models: A proposal to reorient ecological literacy into human developmental models and school systems. *Human Ecology Review*, 18(2), 167-173.

Stanger, N.R.G. (2011). The intertextuality of environmental art in childhood special places: How play, flow, and pedagogy of place can reform education. *Journal of Artistic and Creative Education*, 5(1), 73-89.

Edited Volumes

Keyes, T., McLane, L., and Stanger, N. (2025). Reconcili-action in Higher Education: A Case Study from the Northern Salish Sea. Emerging Issues in the Salish Sea, Issue 9, C.R. Elliser (Ed.). Salish Sea Institute, Western Washington University. https://cedar.wwu.edu/salish_pubs/41/

Stanger, N.R.G. (Ed.). (2021). C18. *Summit to Salish Sea: Inquiries and essays, 6.*

Graeme, M., Beauchamp J., Stanger, N., & Hilperts, R. (2020). *Redfish School of Change 10th anniversary journal.* Western Washington University.

Stanger, N.R.G., Myers, G., Porter, J., Beauchamp, J. Burdick, A., Rossiter, D., Olson, S., Willis, G., and Loviska, J. (Eds.). (2020). C17. *Summit to Salish Sea: Inquiries and essays, 5.*

Stanger, N.R.G., Myers, G., Porter, J., Beauchamp, J. Burdick, A., Rossiter, D., Olson, S., Willis, G., and Loviska, J. (Eds.). (2019). C16. *Summit to Salish Sea: Inquiries and essays, 4.*

Stanger, N.R.G., Myers, G., Porter, J., & Beauchamp, J. (Eds.). (2018). C15. *Summit to Salish Sea: Inquiries and essays, 3.*

Stanger, N.R.G., Myers, G., Porter, J., & Renz, K. (Eds.). (2017). C14. *Summit to Salish Sea: Inquiries and essays, 2.*

Stanger, N.R.G. (Ed.). (2016). C13. *Summit to Salish Sea: Inquiries and essays, 1.*

Stanger, N.R.G. (Ed.). (2012). *Healthy by nature conference proceedings.* Vancouver, BC: BC Parks, The Child and Nature Alliance Society.

Conference Proceedings

Stanger, N.R.G., Mathews, D., & Claxton, N.X. (2022). Cultural fisheries resurgence in the Salish Sea: Revitalization through education with the W̱SÁNEĆ and Lhaq'temish Nations. Paper presented at *Salish Sea Ecosystem Conference* online.

Stanger, N.R.G., Harris, J., Jones, D., Joseph, J., & Taylor, F. (2022) Youth eco-stewardship summer program: Learning from the land and sea. Paper presented at *Salish Sea Ecosystem Conference* online.

Stanger, N.R.G., Joseph, L., & Jones, D. (2021). Education and Indigenous futures: Collaborating with First Nations and Tribes in education. Paper presented at *Northwest Aquatic Marine Educators Conference* online.

Stanger, N.R.G. & Hilperts, R. (2018). Redfish School of Change: An international field school focused on socioecological movements in the Salish Sea. Paper presented at *Salish Sea Ecosystem Conference* in Vancouver, BC.

Stanger, N.R.G. (2017). The case for environmental refugee inclusion in environmental education. Paper presented at *World Environmental Education Congress* 2017 in Vancouver, BC.

Stanger, N.R.G. (2017). Raising children in this time of eco-socio-political distress. Paper presented at *World Environmental Education Congress* 2017 in Vancouver, BC.

Hilperts, R. & Stanger, N.R.G. (2016). Learning to lead in the Salish Sea: The Redfish School of Change. Paper presented at *Salish Sea Ecosystem Conference* in Vancouver, BC.

Stanger, N.R.G. (2015). Environmental refugees, resiliency, and a sense of place. Paper presented at *Earth Matters and Canadian Network for Environmental Education and Communication* joint conference, Canmore, AB.

Stanger, N.R.G. (2014). (Re)placing ourselves in Nature: How (trans)formative places might foster connectedness. Paper presented at the *North American Association of Environmental Education,* Ottawa, ON.

Stanger, N.R.G. (2013). (Re)placing ourselves in (trans)formative nature. Paper presented at the *2013 Canadian Network of Environmental Education and Communication*, University of Victoria, Victoria.

Stanger, N.R.G., & Claxton, X.N.L. (2013). The Nick-squared test for indigenous education's "goodness of fit" with environmental education. Paper presented at the *2013 Canadian Network for Environmental Education and Communication*, University of Victoria, Victoria.

Stanger, N.R.G. (2012). Place as panarchy: Transformation, ecological identity, environmental, and Indigenous education. Paper presented at the *North American Association of Environmental Education,* Oakland, CA.

Stanger, N.R.G. (2012). (Re)placing ourselves in nature: How transformative childhood places communicate through our lives. Paper presented at the *Environmental Knowledge: People and*

Change - Canadian Network of Environmental Education and Communication Annual Conference, University of Waterloo.

Tanaka, M., Farish, M., Starr, L., Stanger, N.R.G., Abra, M., & Tse, V. (2012). Transformative inquiry: Welcome to the awkwardness / une recherche qui transforme : Bienvenue hors de la zone de confort. Paper presented at the *Canadian Society for the Study of Education Annual Conference 2012*, Wilfrid Laurier University.

Stanger, N.R.G. (2012). Gardening the Mind: Transdisciplinary Veggie Burger + Fries. Paper presented at *Gala: Research Connections of Ideafest*, Victoria.

Stanger, N.R.G. (2009). Daily dose of nature: Increasing ecological literacy through digital and physical environmental interaction. Paper presented at the *World Environmental Education Congress 2009*, Montreal.

Stanger, N.R.G. (2009). Hope in this time of environmental despair. Paper presented at the *World Environmental Education Congress 2009*, Montreal.

Peart, B., Stanger, N.R.G., & Hoskins, B. (2009). Children, families, and nature. Paper presented at the *World Environmental Education Congress 2009*, Montreal.

Stanger, N.R.G. (2007). Youth, ecological literacy, and environmental art in The Bahamas. Paper presented at the *World Environmental Education Congress 2007*, Durban.

Stanger, N.R.G. (2006). We the peoples and plants and birds and insects and soil and rocks and cultures and...:A contemplation for the future of the United Nations. *In The Architects of the Future: Reforming the UN to meet the Millennium Development Goals. International Symposium conducted by ATHGO International,* United Nations, New York.

Book Reviews

Stanger, N.R.G. (2025). Book Review: The Sunshine Coast: From Gibsons to Powell River, 3rd edition by Howard White with photography by Dean Van't Schip. *BC Studies*, 225 (Spring 20251), 107-108.

Stanger, N.R.G. (2021). Book Review: Complicated simplicity: Island life in the Pacific Northwest by Joy Davis. *BC Studies*, 208 (Winter 2020/21), 144-145

Stanger, N.R.G. (2021). Book Review: In nature's realm: Early naturalists explore Vancouver Island by Michael Layland. *BC Studies*, 208 (Winter 2020/21), 145-147

Stanger, N.R.G. (2018). Film Review: UNINTERRUPTED by Nettie Wild. *BC Studies*, 198 (Summer 2018), 198-199.

Stanger, N.R.G. (2014). Book Review: Re-rooting the learning space: Minding where children's mathematics grow., by J. S. Thom]. *Canadian Journal of Environmental Education*, 18, 196-198.

Web-based Publications

Stanger, N.R.G. (2014). *Transformative inquiry.* http://www.transformativeinquiry.ca.

Stanger, N.R.G. (2010). *(Trans)formative places:* http://www.transformativeplaces.com.

Other Publications

Keyes, T., McLane, L., and Stanger, N. (2025). Reconcili-action in Higher Education: A Case Study from the Northern Salish Sea. *Emerging Issues in the Salish Sea*, Issue 9, C.R. Elliser (Ed.). Salish Sea Institute, Western Washington University. https://cedar.wwu.edu/salish_pubs/41/

Stanger, N.R.G. & Good, J. (August 2, 2021). Nick Stanger and Jennifer Good: A love letter to a community on fire. *Vancouver Sun*. [Editorial]. Retrieved from https://vancouversun.com/opinion/nick-stanger-and-jennifer-good-a-love-letter-to-a-community-on-fire

Stanger, N.R.G. (2010). *Robert Bateman Centre environmental education guidebook: Tsaritsyno edition*. Victoria: Royal Roads University.

Stanger, N.R.G., Lefort, N., & Hood, D. R. (2009). *Going Wild! Teaching about wild products from BC's coastal rainforests: A guidebook for educators for grades 4 - 7.* Victoria: Sierra Club of British Columbia, Costal First Nations Turning Point Initiative, Royal Roads University.

Stanger, N.R.G. (2004). *Edge and age effects on epiphytes in a lowland Douglas-fir forest.* Forest Inventory Account: Weyerhaeuser Canada.

Stanger, N.R.G. (2003). *Analysis of an epiphyte-monitoring programme in CWH old-growth and second-growth forests.* Forest Inventory Account: Weyerhaeuser Canada.

Invited Keynotes

Stanger, N.R.G. (2025). What on Earth makes you hopeful? Invited workshop at Simon Fraser University's Faculty of Education. Vancouver, Canada.

Stanger, N.R.G (2024). What on Earth makes you hopeful? Invited lecture at Robert College, Istanbul, Türkiye.

Stanger, N.R.G. (2022). Cultural fisheries resurgence in the Salish Sea: Revitalization through education with the W̱SÁNEĆ and Lhaq'temish Nations. Invited lecture at *Cape Eleuthera Institute.* The Island School, The Bahamas.

Stanger, N.R.G. (2021). Learning with Indigenous cultures through transboundary environmental field schools. Invited lecture at the *Institute for Innovative Global Education.* Kansai University, Japan.

Stanger, N.R.G. (2020). Salish Sea and the problem of intellectual colonization. Invited lecture at the *Salish Sea Lunchtime Series*. Salish Sea Institute at Western Washington University, Bellingham, WA.

Stanger, N.R.G. (2020). Sustainability, Settlers, and Indigenous resurgence in the Salish Sea. Invited lecture at *ṮEṮÁĆES: Climate Action Project – Climate Change in the Salish Sea Archipelago* at Poet's Cove in Pender Island, BC.

Stanger, N.R.G. (2018). Transformative Inquiry in French language schools in BC's Capital Regional District. Invited lecture at *Simon Fraser University's Field Programs* at John Stubbs Secondary School in Colwood, BC.

Stanger, N.R.G. (2017). The relational accountability of (Trans)formative Learning. Keynote Address to *Symposium on Teaching and Learning: Place, Community, and Experience: Creating Local and Global Connections* at St. Martin's University in Lacey, WA

Stanger, N.R.G. (2017). Urban issues in environmental education. Invited keynote address at *Ten years back, ten years forward: Child, families and nature* at Royal Roads University in Victoria, BC.

Stanger, N.R.G. (2014). Transformative places and Indigenous storytelling. Invited lecture at *Tsawout First Nation*, Saanich, BC.

Stanger, N.R.G. (2013). Open space technology and faculty training. Invited training of annual *Student Climate and Conservation Congress*, a US Fish and Wildlife Service and Green Schools initiative in Harper's Ferry, West Virginia.

Stanger, N.R.G. (2012). Natural Leaders Network Legacy Camp. Invited coordination of the *Children and Nature Network's youth leadership camp* in Harper's Ferry, West Virginia.

Stanger, N.R.G. (2012). Open Space Technology introduction and coordination. Invited presentation to the *Children and Nature Network's Grassroots Gathering*, Shepardstown, West Virginia.

Stanger, N.R.G. & Beauchamp, J. (2010). *Robert Bateman Centre environmental education guidebook: Tsaritsyno Edition Training*. Invited presentation to Tsaritsyno Museum Interpreters, Moscow.

Stanger, N.R.G. (2010). Global Education's role in environmental education. Invited presentation in *EDCI 575 Global Education Graduate Class* at the University of Victoria.

Stanger, N.R.G. & Hoskins, B. (2009). Leadership facilitation for youth. Invited presentation for the *Natural Leaders of Children and Nature Network* at the Grassroots Gathering, Keystone, CO.

Stanger, N.R.G. (2008). Environmental ethics. Invited presentation at the *Cranbrook Education World Conference*, Detroit.

Stanger, N.R.G. (2006). New media and environmental education. Invited presentation at the *British Columbia Teachers Federation Environmental Education Conference*, Vancouver.

Other Conference Activity

Stanger, N.R.G. (2017). Earth is home to us all: Honouring Indigenous, Refugee, and Urban Children and Youth. Panel member at *Children and Nature Network International Conference* 2017 in Vancouver, BC.

Stanger, N.R.G., Hilperts, R., Wood, A. (2016). Learning to lead in the Salish Sea: The Redfish School of Change. Paper presented at the *Curriculum for the Bioregion: Inquiring into an Ethic of Place Conference,* Olympia WA.

Stanger, N.R.G. (2015). (Re)placing ourselves in Nature: How (trans)formative places might foster connectedness. Paper presented at the *Curriculum for the Bioregion: Fostering Ethic of Place Conference,* Olympia, WA.

Stanger, N.R. G. (2012). *Nature at the Centre: A project to enact "brilliant by nature" through cultivating synergy among research, teaching, and service at UVic*. Organized and presented at the University Club, University of Victoria, Canada.

Exhibition/Performance of Creative Work

Stanger, N.R.G. (2012). *Ecology of marks.* Creative Process Research, University of Victoria, Canada.

Stanger, N.R.G. (2010). *Familia - artwork created by the family*. Art Educators, University of Victoria, Victoria, Canada.

Stanger, N.R.G. (2009). *It's right here - dualistic nature and built imagery.* Phillips Gallery, Victoria, Canada.

Stanger, N.R.G. (2006). *War and peace - images from the Great War and the great outdoors*. The Culture Crawl - The ARC, Vancouver, Canada.

Stanger, N.R.G. (2006). *The Great War - CBC Documentary - production stills.* The Culture Crawl, Montreal, Canada. (www.greatwar.ca)

Stanger, N.R.G. (2003). *Ology*. Contact Festival of Photography,Toronto, Canada.

Editorial Duties and Reviewing

2024 Peer reviewer for *Australian Journal for Environmental Education*
2021 Peer reviewer for *Alberta Journal of Educational Research*
2015 Editor-in-chief for *Summit to Salish Sea: Inquiries and Essays*
2015 Peer reviewer for *Journal of Human Behavior in the Social Environment*
2015 Peer reviewer for *BC Studies*
2015 Peer reviewer for *Environment, Development and Sustainability*
2011 Peer reviewer for *Journal of Environmental Education Research*
2011 Peer reviewer for *Canadian Journal of Environmental Education*

Graduate Student Advisees - (14 on-campus)

Student (year)	Degree, School, Thesis/Project
Maureen Jack-LaCroix (2025)	Ph.D. Simon Fraser University. Transformative ecosocial education for the Great Turning. *(external examiner)*
Daniella Roze des Ordons (2025)	Ph.D., Simon Fraser University. Ecopsychology-informed land-guided education for co-liberation and collective flourishing (*external examiner*)
Pippa Hemsley (2022)	M.Ed., Western Washington University. Somatic Learning and Eco-Anxiety in Environmental Education Teacher Preparation
Andie Gemme (2021)	M.A., Western Washington University: Assessing energy justice: The case of Xwe'chi'eXen, Cherry Point
Amy Fitkin (2020)	M.Ed., Western Washington University: Land, Body, Liberation: An Ecofeminist Pedagogical Approach to Place-Based Education
Ali Burdick (2020)	M.Ed., Western Washington University: Sun, Sand, & Afternoon Showers: Creating nature-based, outdoor classroom curriculum for a central Florida preschool
Sarah Olson (2020)	M.Ed., Western Washington University: Interdisciplinary Interspecies Pedagogies for Educating in the Anthropocene: Bringing Critical Animal Studies to Huxley College of the Environment
Sarah Kellogg (2019)	M.Ed., Western Washington University; Not Just Nature
Kona Ongoy (2019)	M.Ed., Western Washington University; When Dark Flakes Fall: Realizing An Indigenous Visionary Origin Story
Maeve Pickus (2018)	M.Ed., Western Washington University; A Call for Anti-Racism in Environmental Education: Institutional Change and Personal Transformation within a Graduate Program
Ciera Mead (2018)	M.Ed., Western Washington University; Integrated Food Systems Education: A Network Assessment of Bellingham, WA
Betsy Jardine (2017)	PhD in Philosophy of Educational Studies, Acadia University; Cultural ways of forming ecological identities and factors affecting their ontologies *(external reviewer)*
Tanisha Gobert (2017)	M.Ed., Western Washington University; Mother's Roots Curriculum Project
Paul Kearsley (2017)	M.Ed., Western Washington University; Program Development at the Outback: Exploring Place-Based, Experiential Education through a Campus Farm
Mary Kiesau (2016)	M.Ed. Western Washington University; Creating a Community Hub for Natural History in the Methow Valley and Beyond
Nick Sky (2016)	M.Ed. Western Washington University; Wisdom of the Ancient Forests: Stories in the Living Thread

Graduate Student Advisees - MEd (69 students - Cohort-based residency)
These projects can be viewed in the journal - Summit to Salish Sea: Inquiries and Essays

Cohort 18 (final cohort)	**Thesis Title**
Adam Brayton	*Type II Fun: When fun should be fun, then isn't fun until it is fun*
Matt Ferrell	*Eco-grief: A two act play*
Nicola Follis	*Ecojustice poetry: An emotive transgression*
Spencer Gee	*The Nature of Children's Stories*
Dianna Green	*The Art of a Bulletpoint*
Thumper Ormerod	*Imagining Hope, Believing Hope: breaching dire dialogues through play*
Christine Sanderson	*Hope: An Exploration of Positive Emotions in Life and Education*
Chris Williams	*Gettin Wild With Chris: Black Nature Film-making*
Carson Yach	*Sharing our Story: Elevating Voices to Strengthen Communities*

Cohort 17	**Thesis Title**
Marissa Bluestein	*Photography as Education: Using photovoice to create community and change*
Eric Buher	*Past as prologue: Stories of a disordered education*
Charlee Corra	*The Queer Agenda: A Fluid Education*
Elizabeth Grewal	*Why Not Write a Play?*
Ashley Hill	*Pedagogy of Tarot: simultaneity of past, present, and future*
Tanner Johnson	*Nourishing Solidarity: Critical Food Pedagogy and Storytelling for Community*
Brendan McGarry	*Exploring relationships with nature through art and inquiry: The Field Journal Launch*
Montana Napier	*Re-Imagining a Master's in Environmental Education*
Darcy Page	*Ecopsychology in Education: A K(new) Cosmology*
Nate Trachte	*Collecting: A Process of Learning, Growth, and Forming Identity*
Gina Roberti	*What Makes the Mountains? Peter Misch and the Geology of the North Cascades*
Amy Sánchez	*Cuentos de Chisme in Silent Landscapes*
Kira Taylor-Hoar	*Bubbles*

Zoe Wadkins	*What To Make of a Diminished Thing: Re-envisioning Spirit and Relation in Environmental Education*

Cohort 16	**Thesis Title**
Melissa Biggs	*We are all temporarily Able-bodied*
Emily Brine	*Shalom Y'all*
Angela Burlile	*A Radical Transformation: Racial Justice and Environmental Education Reimagined*
Sarah Clement	*It's Not All About Climbing Rocks: Reorienting Outdoor Educators toward Social Justice*
Hanna Davis	*Searching for Balance: Stories of community action*
Alexei Desmarais	*(w)here is here?: variations on voice and location in ee*
Daniel Dubie	*The Heron and the Catfish*
Nick Engelfried	*White Guy Hiking: How I learned to think critically about my ecological identity*
Kay Gallagher	*Stop. Collaborate and Listen: How creative thinking is critical thinking*
Rachel Grasso	*Lessons & Landscapes: Lived experience in the outdoors*
Jihan Grettenberger	*Moving Beyond LEDs to Collective Action*
Ash Kunz	*W♀MXN: an evolution of identity*
Becky Moore	*Farm Camp Fun*
Jenny O'Toole	*Yes, and...? A letter to my future students*

Cohort 15	**Thesis Title**
Emily Baronich	*Uniting Passions: A Journey*
Adam Bates	*Now What?*
Tyler Davis	*My Seven meditations on Environmental Education*
Emma Ewert	*Holding the Center: Story and Community*
Emily Ford	*The Greater Unconformity*
Alyson Gourd	*BEING : FXMINIST*
Rob Healy	*Remembering to Love the Process*
Ben Kusserow	*How to make an orchestra alone*
Joseph Loviska	*The Death of a Naturalist*

Zachary Lundgren	*Ground Truthing Education*
Ginna Malley Campos	*la womb de mi labor*
Hannah Newell	*Braiding Identities in Nature Preschools*
Sasha Savoian	*Querencia*
Holli Watne	*A Search for the Answer to Life, the Universe, and Everything!*
Annah Young	*Quinoa Salad and Nut Butter Sandwiches*

Cohort 14	**Thesis Title**
Elizabeth Blackman	*ROOT.ED: A Story That Reconnects*
Chelsea Ernst	*Embodied Inner-Knowing*
Rachel Gugich	*Sensitivity and Learning in Environmental Education*
Petra LeBaron Botts	*Dividing by Too: Extremophilia and Environmental Education*
Lauren Ridder	*Awakening to Place*
Michael Rosekrans	*All My Relations: The Journey of Discovering My Ecological Identity*
Kelly Sleight	*Not My Story: Honoring diversity through multicultural environmental education*
Kevin Sutton	*Perceptions in (Outdoor) Education: Using openness and vulnerability as learning tools*
Gavin Willis	*All It Contains: Biblical Perspectives on Environmental Care*

Cohort 13	**Thesis Title**
Katherine Renz	*Rare or Well Done? A Waitress Wonders How to Best Serve Environmental Education*
Katie Komorowski	*Interconnectedness: The Roots of Inspiration*
Sarah Stephens	*A Francophile in the North Cascades*
Elissa Kobrin	*The Red Pill: Environmental Education Wakes Up to the Real World*
Kaci Darsow	*Doing. Myself. Justice.*
Annabel Connelly	*Finding Wonder in the Everyday*
Samantha J. Hale	*What Came First, the Love or the Learning?*
Tyler Chisholm	*Mudpies & Dragonflies: The Value of Unstructured Play in Environmental Education*