

12/15

Old campus buildings get a facelift
The advent of mad studies

De vieux édifices remis à neuf sur
les campus

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First-generation students

Being the first in your family to go to university can be a heavy load

Les étudiants de première génération

Être le premier de la famille à fréquenter l'université peut être lourd à porter



Our commitment to research that has impact



Dr. Aram Teymurazyan, the newest member of our Physics Department, is one of the people in Saskatchewan taking nuclear innovation beyond uranium mining. The recently named **Fedoruk Chair in Nuclear Imaging Technologies** is advancing knowledge towards betterment in medicine and agriculture at the University of Regina.

In the field of medical physics he is working on the development of cost-efficient Positron Emission Tomography (PET) block detectors that can be used to build organ specific and whole-body PET scanners. He is also working to improve the outcome of cancer patients' radiotherapy treatment by enabling state-of-the-art image guidance that will minimize potential risks and complications while exploring advanced detector concepts for x-ray imaging for external beam radiotherapy.

In the area of agriculture he is focused on the development of nuclear imaging detectors dedicated to plant imaging. In collaboration with University of Regina physicist Dr. Zisis Papandreou as well as biologists and radio-chemists from across Saskatchewan, he is using these detectors to study plants at a molecular level to improve the understanding of plant productivity; nutrient and water use efficiency; plant microbe interactions; and their responses to environmental stress and injury.

The University of Regina received \$1.475 million from the **Sylvia Fedoruk Canadian Centre for Nuclear Innovation** to purchase equipment and establish the Fedoruk Chair in Nuclear Imaging Technologies.



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12/ First-gen students find their way

University can be overwhelming for those who are first in their family to go, but a little support at the right time can smooth the transition

by David Hayes

12/ Les étudiants de première génération se débrouillent bien

Un peu de soutien au bon moment peut faire toute la différence pour les étudiants de première génération d'aller à l'université

par David Hayes

20/ The case for rehabilitation

While many universities focus on shiny new buildings, others opt to refurbish and revitalize existing structures, giving them a new lease on life

by John Lorinc

Voir le sommaire en français « À la défense de la restauration », à la page 25.

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A new academic discipline challenges our ideas of what it means to be “sane”

by Alex Gillis

Voir le sommaire en français « Études de la folie », à la page 31.

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A little help can go a long way for first-generation students.

COUVERTURE :

Les premiers d'une famille à fréquenter l'université ont besoin d'un peu de soutien.

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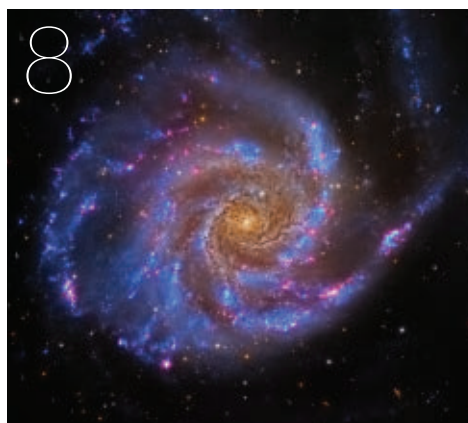


“

That's an entire childhood or a generation missing out on evidence-based findings that could make a significant difference, especially for children in pain.

”

Christine Chambers, a clinical psychologist at Dalhousie University, commenting on the fact that it takes an estimated 17 years for research findings to make it from a journal publication into common use, p. 7



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First in the family

Helping first-gen students succeed

IN CANADA, WE KNOW from numerous studies that young adults with at least one parent who completed a university degree are themselves much more likely to go to university. In fact, parents' education level has an even greater impact than their income level on the probability of their children pursuing and completing a degree.

According to researchers, better-educated parents generally provide their children with a more favourable learning environment, increasing the likelihood that they'll pursue higher education. These parents also have higher educational aspirations for their children, reinforcing this dynamic. On the other hand, "first-generation" youth – those whose parents haven't attended a postsecondary education institution – are "less likely to plan for higher education, to be convinced of its benefits or to have above-average high school grades," according to a report from the defunct Canadian Millennium Scholarship Foundation.

There is not much that universities can do for first-generation youth at the primary and secondary school levels. But, as our cover story recounts, universities are stepping up to help ensure first-gen students succeed once they've enrolled. Some universities have initiatives targeted specifically at first-gen students, such as University of Toronto's First in the Family peer-mentor program, while others offer more general support programs that can particularly benefit first-gen students. There are no good estimates of exactly how many university students are first generation – many students don't voluntarily identify themselves as such – but they may represent as many as one-third of undergrads at some institutions, our writer David Hayes reports.

Elsewhere in this issue, we have an interesting opinion piece by lawyer Brent Davis, corporate counsel at McMaster University, on the importance of ... university lawyers. This may sound like a set-up to a joke, but his argument is persuasive. As Mr. Davis writes, "there is nothing that can properly prepare one for the awe-inspiring, terror-inducing panoply of legal issues confronting a university."

Finally, after an interminable campaign, the federal election is over and we have a new party in power. What exactly this means for postsecondary education is too early to tell, but academics will almost certainly notice a change in tone. As for any new policy initiatives by the Liberal government, we'll keep you posted as they're announced.

Le premier de la famille

Appuyer des étudiants de première génération

AU CANADA, DE NOMBREUSES études ont montré que les jeunes adultes dont au moins un des deux parents est titulaire d'un grade universitaire ont plus de chances de fréquenter l'université. En fait, le niveau de scolarité des parents exerce une plus grande influence que leur revenu sur la probabilité que leurs enfants entreprennent des études universitaires et les terminent.

Selon les chercheurs, les parents plus instruits offrent généralement à leurs enfants un meilleur milieu d'apprentissage, ce qui augmente la probabilité qu'ils poursuivent des études universitaires. De plus, ses parents entretiennent de plus grandes aspirations pour leurs enfants en ce qui a trait aux études postsecondaires, ce qui vient renforcer cette dynamique. À l'opposé, les jeunes de « première génération » – c'est-à-dire ceux dont les parents n'ont pas fréquenté d'établissement d'éducation postsecondaire – auraient moins tendance à planifier des études universitaires, à y voir des avantages et à obtenir des notes supérieures à la moyenne à l'école secondaire, selon un rapport de la défunte Fondation canadienne des bourses d'études du millénaire.

Les universités ne peuvent pas faire grand-chose pour les jeunes de première génération lorsqu'ils sont au primaire et au secondaire. Toutefois, lorsqu'ils sont inscrits à l'université, elles intensifient leurs efforts pour appuyer leur réussite, comme le rapporte notre article-vedette. Certaines universités ont lancé des initiatives qui ciblent les étudiants de première génération. C'est le cas de l'Université de Toronto et de son programme de mentorat par les pairs « First in the Family ». D'autres offrent des programmes de soutien généraux dont peuvent bénéficier les étudiants de première génération. Il est difficile de savoir exactement combien d'étudiants sont de première génération, car beaucoup ne se déclarent pas comme tels, mais ils pourraient représenter jusqu'au tiers des étudiants au premier cycle dans certains établissements, indique David Hayes, qui signe l'article.

Enfin, après une campagne électorale interminable, un nouveau parti a pris le pouvoir. Il est encore trop tôt pour prédire les répercussions de ce changement sur le secteur de l'éducation postsecondaire, mais les universitaires remarqueront sûrement un changement de ton. Pour ce qui est des nouvelles initiatives politiques du gouvernement libéral, nous vous tiendrons informés à mesure qu'elles seront annoncées.



An alternative perspective on alt-ac careers

Your ongoing series on alternative academic careers (“Don’t make me feel ashamed of my career aspirations,” by Erin Clow, August-September; and “Awakening to alt-ac careers,” by Suzanne Bowness, October) seems to largely reflect the angst of a particular subset of scholars in the arts, humanities and social sciences. In the biophysical sciences, a PhD is considered the entry-level credential for work as an independent researcher, not just for work as a tenure-track professor. A preferred career option for many science PhDs can be to work in industrial labs, government research arms, or as an independent consultant. While this may not be an option in all disciplines, I think we also tend to ignore the most noble of graduate students: those who are motivated to complete a PhD out of love and commitment to the subject matter, to complete a life goal much as mountaineers choose to summit a peak.

Phil Burton

Dr. Burton is a professor of ecosystem science and management at the University of Northern British Columbia and regional chair of its Northwest Campus.



Fellowships and work

I SUPPORT THE perspective in recent articles in *University Affairs* about encouraging graduate students to look outside academia for their future careers (“What does the future hold for PhD students,” by Martha Crago, October issue). However, I see one significant barrier to this that I haven’t heard discussed, which is Canada’s tri-council policy related to how much other work/money a student can bring in while they are holding tri-council PhD fellowships. The amount of money provided in tri-council fellowships is not sufficient to live on and yet students are restricted to it.

This has the unintended consequence of students not prioritizing career-related thinking and relationships until after they have finished their doctoral studies. (This policy also discourages students with dependents and other respon-

sibilities, like me, from even applying for tri-council graduate support.) If governments and others are really interested in seeing students look outside academia for postgrad careers, working while you are studying should be encouraged rather than restricted.

Michele Patterson

Ms. Patterson is a PhD candidate in geography at the University of Victoria.

Writing support

I’M GLAD TO see this report (by the Higher Education Quality Council of Ontario) and its thoughtful recommendations get the attention it deserves (“Study finds a lack of structure and cohesion in how writing is taught at university,” online at universityaffairs.ca, Oct. 14). Writing specialists,

whether located in writing centres or writing-across-the-curriculum programs, have an important role to play in supporting disciplinary faculty by directing them to evidence-based teaching methods such as the importance of providing students with timely and effective formative feedback. All too often faculty and TA hours are squandered making extensive comments on end-of-term papers that languish (unread) in filing cabinets instead of giving students feedback on work in progress when it still matters. We know a great deal about how students learn to write, but we need to ensure that faculty are given the support they need to do so.

Andrea Williams

Dr. Williams is an assistant professor of writing instruction, teaching stream, and co-ordinator of writing instruction for TAs in the faculty of arts and science, University of Toronto.



Elementary errors

I HAVE JUST finished reading the most recent issue (November 2015) of *University Affairs*; it is an interesting and useful publication. Being of pedantic disposition, a vice not infrequent among professors, I was rather disturbed to find some elementary mistakes of syntax and even spelling. This is troubling enough in an ordinary publication, but in a journal aimed at academics it is particularly lamentable.

I draw your attention to the following cases: (1) pg. 25, in red letters, “idealistic students continue to affect change ...” This would mean that they make some sort of difference to change, but

not that they actually accomplish it. Yet the perfectly acceptable French version, pg. 29, implies that the author meant “effect.” This is a common error but not one would expect from UA.

(2) pg. 34, left column, last paragraph, the phrase “this disinterest” is a common error for “lack of interest.” “Disinterest,” of course, means “impartial.” “Désintéret,” on the other hand, in the French version is acceptable.

(3) On the same page, in the central column, last paragraph, there is the more minor matter of a rather inelegant split infinitive, “to truly cooperate,” which sounds rather awkward, especially given the reference again in the last line

of the paragraph to “truly compelling proposals.”

I might just add that there is, perhaps, an overuse of buzzwords, e.g., on pg. 19 in the section in red, referring to “core values”; or pg. 40, “transformative teaching and learning.” What exactly are these things? They do rather carry the whiff of *la langue de bois*, I might suggest.

Geoffrey Greatrex

Dr. Greatrex is a professor in the department of classics and religious studies at the University of Ottawa.

Editor's note: we love pedants and thank Dr. Greatrex for his pointed but polite feedback.

What's new online! / Nouveautés en ligne!

BLOG

From PhD to Life

Grad school is part of your career, too.

OPINION

The perceived disconnect between the classroom and the ‘real world’

A liberal arts degree is still the best preparation for a rewarding career.

NEWS

Quebec at the centre of the emerging field of circus studies

Concordia prof Patrick Leroux acts as ringmaster.

The McGill prof behind ‘Shit Academics Say’

A Q&A with Nathan Hall about his wildly popular Twitter account.

CAREERS

57 ways to screw up in grad school

Q&A with the authors of the cheeky new guide for grad students.

CONSEILS CARRIÈRES

Comment préparer des exposés captivants

Il vaut mieux éveiller la curiosité du public que de le voir soulagé que vous ayez terminé.



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Excellence Canada says we're a role model for our innovative approaches to making Carleton a great place study, work and conduct research.

We couldn't agree more.

Thank you to everyone at Carleton for making us a national leader in excellence in the post-secondary sector.

Ici et là
Here and there

Campus



Pain research

Prof partners with parenting website to help ease children's pain

"It Doesn't Have to Hurt" initiative aims to spread evidence-based research quickly through social media

A CHILDREN'S PAIN SPECIALIST has partnered with a popular parenting blog in a campaign to disseminate pain research more quickly. Christine Chambers, a clinical psychologist and professor at Dalhousie University, launched the "It Doesn't Have to Hurt" initiative in September in Halifax.

The project, which received a Canadian Institutes of Health Research partnership grant, brings together Dr. Chambers and her colleagues at Dalhousie's Centre for Pediatric Pain Research

with one of Canada's top online magazines for parents, YummyMummyClub.ca.

Dr. Chambers, a mother of four, says by some estimates it takes 17 years for research findings to trickle slowly from a journal publication into common use by the medical profession or parents. "That's an entire childhood or a generation missing out on evidence-based findings that could make a significant difference, especially for children in pain," she says.

Dr. Chambers' research looks at ways to alleviate children's pain, including the pain from needles or surgery. Concerned that such research findings weren't making their way to parents of children who were suffering, she made a YouTube video two years ago that has been viewed more than 150,000 times.

The global success of that video and feedback from thousands of parents sparked the idea for the It Doesn't Have to Hurt initiative. Dr. Chambers will provide fact-based research information to YummyMummy, whose team will produce the online content and promote it through their various social media channels. The content will be given the stamp of approval by Dr. Chambers so that parents know it's evidence-based information. – KAREN BIRCHARD



Études interdisciplinaires

Le maître de piste de la recherche sur le nouveau cirque

PROFESSEUR, DRAMATURGE, artiste et directeur de théâtre, Patrick Leroux compte également parmi les plus éminents spécialistes du nouveau cirque au Canada. Il s'est penché sur l'utilisation du cirque comme outil de promotion de l'activité physique chez les jeunes.

Conscient que tous n'ont pas les mêmes habiletés physiques, M. Leroux, professeur agrégé d'études anglaises et françaises à l'Université Concordia, cherche à savoir si l'enseignement des arts du cirque peut permettre aux jeunes de voir au-delà du modèle sportif afin qu'ils bougent « sans toujours avoir l'impression d'être dans un cours d'éducation physique ».

Il collabore avec une équipe de chercheurs d'Halifax et de Winnipeg de même qu'avec des collègues de l'Université de Montréal qui voyageront à travers le pays pour examiner les programmes de formation aux arts du cirque destinés aux enfants, et évaluer s'ils favorisent ce qu'il appelle la « littérature physique », la créativité et la résilience.

« Le cirque a acquis un capital culturel insoupçonné », explique M. Leroux, qui occupe également le poste de chercheur en résidence et d'associé de recherche à l'École nationale de cirque de Montréal, le seul établissement de formation de niveau élite financé par les deniers publics en Amérique du Nord. En plus d'être la

province d'origine du cirque le plus connu au monde, le Cirque du Soleil, le Québec voit naître, grâce à M. Leroux, un champ d'études interdisciplinaires sur le cirque.

Il y a quelques années, le chercheur a constaté que des spécialistes du théâtre, de la danse, de la littérature physique, de la kinésologie, de génie et de l'économie et d'autres disciplines encore s'intéressaient de façon isolée au nouveau cirque. Souhaitant les réunir pour favoriser la collaboration et les échanges, il a fondé en 2011 le Groupe de travail de Montréal sur le cirque. Le groupe compte aujourd'hui une vingtaine de membres actifs qui se rencontrent plusieurs fois par année.

En plus de travailler à un projet d'envergure sur le Cirque du Soleil à Las Vegas au cours des prochains mois, M. Leroux passera du temps en Équateur dans le cadre d'un autre projet de recherche consacré au modèle de cirque utilisant les arts comme vecteur de changement social mis de l'avant dans des collectivités défavorisées de différentes régions du monde par le programme Cirque du Monde, le volet philanthropique du Cirque du Soleil. – SHAWNA WAGMAN

« Le cirque a acquis un capital culturel insoupçonné. »

Person / Place / Thing

A place to meet under the stars

And to view the stars, at SFU's new Trottier Observatory and plaza

WHEN YOU SPEND A LOT OF TIME gazing up into the sky, it can take you places you never imagined. That's all in a night's work for physics professor Howard Trottier, who played a key role in the creation of the new \$4.4-million Trottier Observatory at Simon Fraser University, which opened in April.

Dr. Trottier says it was gratifying to watch the project gather support since the idea was first floated around the physics department a decade ago to become something much bigger than anyone expected. It's not just an observatory, he says, but "the anchor of a very public site on campus."

Dr. Trottier, who is also known as Mr. Starry Nights, a nod to the name of the popular public stargazing program he runs at SFU, attributes his unapologetic geeky passion for science to his oldest brother Lorne. A "science nutcase," Lorne is the founder of Montreal-based Matrox, a developer of computer graphics cards and passionate supporter of science education. Through the Trottier Family Foundation he runs, Lorne contributed \$2.7 million towards the observatory.

The outdoor gallery, which features illuminated seasonal star charts and two huge concrete walls that recreate the impression of an ancient observatory, was a collaboration involving students, staff and faculty, along with local astronomers and an architectural team that took the project through several iterations. "The idea is that people come here, they are puzzled, they ask questions, and it really engages them," says Dr. Trottier.

Last but not least, when the weather co-operates visitors can get a glimpse of distant galaxies through the observatory's telescope, which is nearly double the size of one typically found at a university. Dr. Trottier loves to demonstrate the richness of detail, complex structures and colours that can be seen through the wonders of astrophotography. "When you think about what you're looking at," he says, referring to an image of the Pinwheel Galaxy, "you realize that the light that's landing on your eye has been travelling for 20 million years." – SHAWNA WAGMAN

A photo of the Pinwheel Galaxy taken over three nights at the Trottier Observatory. The galaxy is 20 million light years away, says Howard Trottier, but “right next door as far as galaxies go.”





Sustainability

UBC umbrella sharing brightens gloomy days

CALL IT MURPHY'S LAW of umbrellas. Carry one around all day and you'll never see a drop of rain; forget it at home and you're sure to get soaked. For the weather-weary folks at the University of British Columbia, an umbrella-sharing service has come to the rescue.

Founded by UBC alumni Amir Entezari and his business partner Babak Asad along with the university's Alma Mater Society, UmbraCity launched in September as a pilot project. It borrows from the bike- and auto-sharing movements to add convenience to our lives while considering sustainability issues – in this case, reducing the number of broken, poor-quality umbrellas that wind up in landfills.

Umbrella seekers can sign up using a credit card which gives them access, for free, to one of 500 durable, windproof, bright yellow umbrellas available at strategically placed automated kiosks. Small computer chips keep track of who has borrowed one and when it's returned. If all goes well, Mr. Entezari says his plan is to expand the project to downtown Vancouver and beyond. He hopes to create a revenue stream by selling ads on the umbrellas. – SHAWNA WAGMAN

Entre guillemets



A-t-on encore besoin d'insister sur la contribution essentielle des universités à l'essor de la société canadienne ? Manifestement – et malheureusement –, il semble que le rôle vital des universités au Canada demeure sous-estimé, sinon carrément négligé.



Robert Proulx, recteur de l'Université du Québec à Montréal, dans une opinion dans *La Presse*, le 19 octobre.



Empathy

Physicians work with actors to get better at breaking bad news

THE PATIENT IS STUNNED, then furious. “A mistake? You made a *mistake*?” he thunders before breaking down in ragged sobs. The surgeon, a urology resident, has just told the patient that the pathology report indicating no evidence of prostate cancer had been misfiled in “Mr. Smith’s” chart. The patient’s actual report shows aggressive prostate cancer.

The surgeon is shaken and momentarily at a loss for words. This, in spite of the fact that the charts are fictitious and Mr. Smith is an actor. It’s all part of the Ottawa Hospital’s Breaking Bad News, a training program devised by Fraser Rubens,

“When things go wrong, doctors have to be able to empathize and help people deal with the situation.”

a cardiac surgeon at the University of Ottawa Heart Institute and a professor in U of O’s faculty of medicine.

Dr. Rubens says all physicians will have to deliver some bad news – a death, a mistake, a surgical slip – and how they deliver that news can affect overall patient outcomes. He acknowledges the perception that surgeons tend to lack empathy in their interactions with patients and patients’ families. This led to the idea of putting surgical residents into scenarios with professional actors, using sto-

ries culled from patient advocacy groups and files from the Ottawa Hospital.

Making doctors forget it’s just an exercise is key, according to Ottawa actor John Koenigen who has played numerous roles, including half of a pair of warring siblings dealing with their mother’s unexpected death on the operating table. “The doctors are not gods so when things go wrong, they have to be able to empathize and help people deal with the situation,” he says.

The role-play program is among the new ways faculty are implementing the CanMEDS initiative created by the Royal College of Physicians and Surgeons of Canada that focuses on seven overlapping roles of a physician that includes being a good communicator.

“If you understand how important it is to look someone in the eye, to get at their level, to appropriately hold their hand, to use the right tone of voice, you can’t help but bring that over into day-to-day dealings with patients,” says Dr. Rubens. “Utilizing some of those same behaviours can certainly lead to an improvement in patient compliance and outcome, and patient satisfaction. I think every hospital is striving for that.” – BECKY RYNOR



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FIRST-GEN STUDENTS

FIND THEIR WAY



University can be overwhelming for those who are first in their family to go, but a little support at the right time can smooth the transition

LES ÉTUDIANTS DE PREMIÈRE GÉNÉRATION

SE DEBROUILLENT BIEN

Il peut être angoissant pour les étudiants de première génération d'aller à l'université, mais un peu de soutien au bon moment peut faire toute la différence



WHEN EMZHEI CHEN MOVED INTO RESIDENCE at the University of Waterloo about 10 years ago, she found the experience nerve-racking. Her parents supported her, but her dad was a machinist who had never gone to university and her mom hadn't finished high school, so they were as unfamiliar with universities as she was. She saw a reference to "first generation" on the application form (a term that meant your parents hadn't attended a postsecondary education institution or had done so abroad), but she doesn't remember checking the box. "It didn't seem to be a pressing characteristic," she says. "I didn't think it was important."

And yet, without parents or older siblings to help familiarize her with how universities worked, she became overwhelmed sorting through a confusing array of course options and developing a self-directed study plan. She brought a heavy backpack filled with all her books to campus, as she'd done in high school, not realizing at first that she only needed to bring books for the courses she had that day. She also assumed there wasn't any homework since the professors weren't writing it on the blackboard. In another blow to her confidence, she sensed that many fellow students seemed to have arrived understanding how everything worked.

Today, at 28, Ms. Chen has her MEd from the Ontario Institute for Studies in Education at University of Toronto and her job is coordinator of first-year programs at U of T's Scarborough campus, where she deals with so-called "first-gen" students on a daily basis. Two of them joined us one day in an office in the department of student life.

Faria Khandaker started her studies at U of T Scarborough in 2013 and almost immediately struggled with the workload. "My parents had gone to university a long time ago, in Bangladesh, where postsecondary education isn't the same as here," she explains. A petite 20-year-old wearing a black jacket over a white tunic and purple hijab, she says that her parents could offer little practical advice about the world in which she found herself at U of T.

"In the first few weeks I was having trouble figuring out how to manage my time. I was really struggling with a physics course and didn't want to have a bad grade on my transcript."

Fortunately, she'd attended a "Get Started" session in the summer, where a volunteer told her about resources available for first-gen students. She met with a peer academic coach, a fourth-year student who was first generation, too. Her coach showed her a time management tool and told her she could drop physics if she wanted to. "I wasn't aware that you could drop a course," says Ms. Khandaker. "I thought you were just stuck with it."

For the rest of the year, her coach was like a surrogate parent, keeping in touch, meeting to discuss concerns, messaging her about events and encouraging her to get involved in campus life so her university experience wouldn't only be about workloads and stress.

Now Ms. Khandaker is herself a peer academic coach assigned to Adela Zeng, an 18-year-old international student from China who started at U of T last September. "When I met Faria," says the younger woman, "she told me about her experiences and helped me calm down. I was having a lot of trouble with a sociology course so she showed me time management strategies. My parents are both in China so my peer academic coach is like my friend and a family member, always there to help me."



Although it's hard to quantify the number of first-generation students – not all identify themselves as such or seek assistance – some studies indicate they represent up to one-third of all students at some Canadian universities. They skew slightly older than the average undergraduate age of 18 to 25 and often come from lower-income families where English is a second language.

But finances aren't the most important issue. According to a 2011 Statistics Canada study, "Intergenerational Education Mobility: University Completion in Relation to Parents' Education Level," having no family members who attended college or university was a significantly higher obstacle to higher education than family income.

Other statistics are even more worrying. Although most jobs in coming decades will require a degree or diploma, only 53 percent of young people whose parents did not attend university or college will participate in postsecondary education. According to a 2009 report by the former Canadian Millennium Scholarship Foundation, participation is not the same as successfully completing a program. In 2009, just 23 percent of Canadians whose parents didn't attend university earned a degree, compared with a 56-percent graduation rate for those whose parents hold at least one degree. "First-generation youth are less likely to plan for higher education, to be convinced of its benefits or to have above-average high school grades," the report noted.

Danielle Lorenz, 30, who is completing a PhD in educational policy studies at the University of Alberta, is the first in her immediate family to go beyond high school. In 2009, she wrote about her experience and those of first-gen colleagues on TalentEgg, an online job board for Canadian university students and recent grads. (Among the many challenges, she listed "being confused by the application process; no knowledge of

A SON ARRIVÉE À LA RÉSIDENCE POUR ÉTUDIANTS de l'Université de Waterloo, il y a environ 10 ans, Emzhei Chen a éprouvé beaucoup d'angoisse. Malgré le fait qu'ils l'appuyaient dans sa démarche, ses parents, qui n'avaient jamais fréquenté l'université, n'en savaient pas plus long qu'elle sur le milieu universitaire. Elle avait vu la mention « première génération » (un terme qui signifie que les parents de l'étudiant n'ont pas fréquenté d'établissement postsecondaire ici ou à l'étranger) sur le formulaire de demande, mais ne se rappelait pas avoir coché la case. « Il ne me semblait pas nécessaire de le faire, explique-t-elle. Je n'en voyais pas l'importance. »

Or, sans parents ni frères et sœurs aînés pour l'aider à se familiariser avec le fonctionnement de l'université, elle s'est retrouvée accablée par les nombreuses options de cours et l'élaboration d'un plan d'apprentissage autonome. Comme au secondaire, elle a d'abord traîné tous ses livres dans un lourd sac à dos pour s'apercevoir ensuite qu'elle n'avait qu'à apporter ceux dont elle avait besoin pour la journée. Elle supposait, aussi, n'avoir aucun devoir puisque les professeurs n'inscrivaient rien au tableau. Histoire de miner sa confiance encore davantage, elle sentait que bon nombre d'étudiants connaissaient d'emblée tous les rouages de l'université.

À 28 ans, M^{me} Chen est aujourd'hui titulaire d'une maîtrise en éducation de l'Institut d'études pédagogiques de l'Ontario, de l'Université de Toronto. Coordinatrice des programmes de première année sur le campus de Scarborough de cette université, elle interagit quotidiennement avec les étudiants que l'on dit « de première génération ». Deux d'entre eux se sont d'ailleurs joints à nous dans un bureau des Services à la vie étudiante.

Faria Khandaker a eu de la difficulté à composer avec sa charge de travail à son arrivée à l'Université de Toronto en 2013. « Mes parents ont jadis fréquenté l'université au Bangladesh, où l'éducation postsecondaire est bien différente », indique la menue jeune femme de 20 ans, au manteau noir, à la tunique blanche et au hidjab violet, en précisant que ses parents n'ont pas pu guider ses premiers pas dans le monde universitaire canadien.

« J'ai eu beaucoup de difficulté à gérer mon temps les premières semaines. Un cours de physique m'était particulièrement pénible et je craignais d'obtenir une mauvaise note. »

Elle avait heureusement participé à une séance de familiarisation pendant l'été, où un bénévole avait abordé les ressources offertes aux étudiants de première génération. Elle a donc fait appel à une mentore, une étudiante de quatrième année également dite de première génération, grâce à qui elle a appris à se servir d'un outil de gestion du temps. Elle a également su qu'il lui était possible d'abandonner son cours de physique. « J'ignorais tout de l'abandon de cours. Je me pensais tenue de le terminer. »

La mentore a pris M^{me} Khandaker sous son aile tout au long de cette première année : communications régulières, rencontres pour discuter des

préoccupations et textos sur la tenue de certaines activités. Elle l'a surtout motivée à prendre part à la vie étudiante afin que l'expérience universitaire ne se résume pas aux charges de travail et au stress.

M^{me} Khandaker sert aujourd'hui de mentore à Adela Zeng, une étudiante de 18 ans, originaire de Chine, qui a commencé ses études à l'Université de Toronto en septembre dernier. « À notre première rencontre, Faria m'a parlé de ses expériences et a apaisé mes craintes. Un cours de sociologie me causait beaucoup d'ennuis. Elle m'a donc proposé diverses stratégies de gestion du temps. Mes parents demeurent en Chine, ma mentore joue donc le rôle d'une amie ou d'une parente toujours prête à m'aider. »



Il est difficile de dénombrer les étudiants de première génération : plusieurs ne se déclarent pas comme tels et n'utilisent pas les services d'aide. Selon certaines études, ils représentent près d'un tiers des étudiants dans certaines universités canadiennes. Ils sont légèrement plus âgés que la moyenne des étudiants au premier cycle (de 18 à 25 ans) et proviennent souvent de familles à faible revenu où l'anglais est une langue seconde.

Toutefois, le principal obstacle aux études n'est pas d'ordre financier. Selon l'étude *Mobilité intergénérationnelle en éducation : l'achèvement d'études universitaires selon le niveau de scolarité des parents* réalisée par Statistique Canada en 2011, le fait qu'aucun membre de la famille ne soit allé au collège ou à l'université est un facteur plus important que le revenu familial.

D'autres statistiques soulèvent de profondes inquiétudes. Bien que la plupart des emplois exigent un grade ou un diplôme au cours des prochaines décennies, seuls 53 pour cent des jeunes dont les parents ne sont pas allés à l'université ou au collège participeront à un programme d'études postsecondaires. Il y a une différence entre participer à un programme et terminer ce programme avec succès, selon un rapport publié en 2009 par l'ancienne Fondation canadienne des bourses d'études du millénaire. En 2009, le taux de diplomation atteignait seulement 23 pour cent chez les étudiants dont les parents n'avaient pas fréquenté l'université, contre 56 pour cent chez ceux dont les parents étaient titulaires d'au moins un diplôme. Toujours selon ce rapport, les jeunes de première génération auraient moins tendance à planifier des études postsecondaires, à y voir des avantages et à obtenir des notes supérieures à la moyenne à l'école secondaire.

Danielle Lorenz, 30 ans, termine un doctorat en politiques de l'éducation à l'Université de l'Alberta. Elle est la première de sa famille immédiate à entreprendre des études postsecondaires. En 2009, elle a fait part de son expérience et de celle d'autres étudiants de première génération sur le site TalentEgg, un site d'emplois à l'intention des étudiants et des nouveaux diplômés des universités canadiennes. Elle cite au nombre des difficultés auxquelles elle a été confrontée des processus de demande et

« Mes parents ont jadis fréquenté l'université au Bangladesh, où l'éducation postsecondaire est bien différente. »

“My parents had gone to university a long time ago, in Bangladesh, where postsecondary education isn’t the same as here.”

academic expectations; confusing jargon by the institution; lack of information regarding support systems on campus; not having support of parents and family; guilt in regards to the postsecondary experience.”

While her parents (a hydro lineman and a stay-at-home mom) encouraged her to go to university, they couldn’t provide any practical guidance. While she muddled her way through her first couple of years, she had classmates whose parents helped them navigate the registration process and even helped to write their essays. Her experience isn’t unique: a 2012 study in the *Journal of College Student Retention* reported that lack of parental support meant first-generation students experience higher levels of stress and anxiety.

“Things have improved,” says Ms. Lorenz. “I did my undergrad at McMaster [University] and back then I couldn’t find resources to help me. Today Mac has a first-gen program.”



Over the past half-dozen years, many universities have begun addressing first-gen students in some way. Full-scale programs are mainly at Ontario universities, which perhaps isn’t surprising since the largest number of new immigrant families also settle in that province. (These include U of T’s First in the Family; Algoma University’s First Generation Project; Ryerson University’s Tri-Mentoring Program; and University of Ottawa’s First Generation program.)

Rather than using targeted programs, universities in other provinces may offer all qualifying students resources that can be particularly useful for first-gen students. Examples include University of Regina’s UR Guarantee and University of New Brunswick’s Work-Study Program.

Neil Buddel, as a graduate student in educational policy at the University of Alberta, developed a program called TURN (for Transition to University: Residence Network) to help first-gen students fine-tune their academic skills, build self-confidence and develop social networks, often with peer support. TURN was replaced by BaseCamp, a program that aims to help all first-year students, including first generation, adjust to the university experience.

Dr. Buddel, who was once a first-gen student himself, is now dean of students at Toronto’s Centennial College. The research, he says, points to social class being a key influence on how students see themselves in relation to postsecondary education. In the case of first-gen students, the “story” that many tell themselves is that they’re missing advantages that other students enjoy. This accounts for why (based on Statistics Canada data) more first-gen students are likely to apply to community colleges or

to universities that are perceived as being less prestigious. Says Dr. Buddel: “You apply to institutions that you see as being more like you.”

While peer-support programs seem to be the most effective solution on a day-to-day basis, the challenge facing first-gen students, and anyone who sees themselves as disadvantaged in some way, is early intervention, says Dr. Buddel. In Scandinavian countries, which have high pedagogical standards for early childhood education, “the social class of children is not as tied to their parents,” he says. Children from poorer backgrounds show “a measurable increase in postsecondary success.”

In Canada, too, a school-support program called Pathways to Education has had resounding success in helping students from less privileged backgrounds graduate from school and continue on to college or university. The program began in 2001 in the poor Regent Park neighbourhood of Toronto where, in less than a decade, the dropout rate plummeted to 10 percent from 56 percent and where an astonishing 80 percent of students who took the program enrolled in postsecondary education. The early intervention program has now expanded to communities across the country.



Of course, some first-gen students make a seamless transition from high school to university. Christine Le, a doctoral candidate in organic chemistry at U of T, is an academic star – she is the sole Canadian named to *Forbes* magazine’s Top 30 Under 30 list earlier this year. Raised by her single mom, a beautician who emigrated from China, Ms. Le earned top grades in high school. Encouraged by some of her teachers, she had no problem adjusting to the undergraduate program at Western University. “I was first generation,” she says, “but I didn’t feel a need to identify myself that way.”

That’s why Krista Kermer, Trent University’s student success co-ordinator, uses a holistic approach. Trent has about 1,000 first-gen students among its 8,000 undergrads, and Ms. Kermer says many of them dislike the label because it comes with the stigma of being lower class and unsophisticated. They prefer to blend in. “We don’t want first-gen students who aren’t having a problem to say to themselves, ‘Am I supposed to be having a problem?’” she explains.

Although it does offer a first-gen panel during summer orientation, Ms. Kermer’s team relies on extensive but informal programming and outreach. A peer-to-peer support group called Rebound offers help to all students who are struggling academically. It also has an off-campus network of young staff who meet with students who self-identify as first gen.

Identifying oneself that way can open up a wealth of resources. When

le jargon déroutants de l'établissement, le manque d'information concernant les attentes universitaires et les systèmes de soutien du campus, l'absence de soutien de la part des parents et de la famille, et un sentiment de culpabilité par rapport à l'expérience universitaire.

Ses parents (monteur de lignes électriques et mère au foyer) l'ont encouragée à poursuivre des études universitaires, mais ils n'ont pas été en mesure de la guider concrètement. Elle a dû se démener pour réussir ses deux premières années, tandis que certains de ses compagnons de classe obtenaient le concours de leurs parents pour le processus d'inscription et parfois la rédaction de leurs travaux. Son expérience n'est pas unique. Selon une étude publiée en 2012 dans le *Journal of College Student Retention*, les étudiants de première génération doivent composer avec un niveau de stress et d'anxiété plus élevé que les autres en raison d'un soutien parental insuffisant.

« La situation s'est améliorée, explique M^{me} Lorenz. J'ai fait mon baccalauréat à l'Université McMaster. À cette époque, je n'ai pas trouvé de ressources pour me guider. Aujourd'hui, l'Université est dotée d'un programme à l'intention des étudiants de première génération. »



Au cours des dernières années, bon nombre d'universités ont pris des mesures pour accompagner les étudiants de première génération. Il n'est pas étonnant que les programmes d'envergure touchent principalement l'Ontario, qui compte davantage de familles de nouveaux immigrants que les autres provinces. Pensons aux programmes First in the Family de l'Université de Toronto, First Generation Project de l'Université Algoma, Tri-Mentoring Program de l'Université Ryerson et au Programme pour les étudiants de première génération de l'Université d'Ottawa.

Sans implanter de programmes ciblés, certaines universités d'autres provinces offrent des ressources particulièrement utiles pour les étudiants de première génération admissibles, par exemple le programme UR Guarantee de l'Université de Regina et le Work-Study Program de l'Université du Nouveau-Brunswick.

Neil Buddel a élaboré le programme TURN (Transition to University: Residence Network) pendant ses études aux cycles supérieurs à l'Université de l'Alberta, en politiques de l'éducation. Ce programme aidait les étudiants de première génération à perfectionner leurs compétences universitaires, à accroître leur confiance en soi et à tisser de nouveaux réseaux sociaux, souvent grâce à un soutien des pairs. Aujourd'hui, c'est le programme BaseCamp qui facilite l'adaptation au milieu universitaire de tous les étudiants de première année, dont ceux de première génération.

M. Buddel, jadis étudiant de première génération, est maintenant directeur des services étudiants au collège Centennial de Toronto. La classe sociale jouerait un rôle décisif sur la façon dont les étudiants abordent l'enseignement postsecondaire. Les étudiants de première génération se

disent souvent qu'ils n'ont pas les mêmes avantages que les autres étudiants. C'est pour ce motif (selon les données de Statistique Canada) que les étudiants de première génération ont une tendance plus marquée à s'inscrire à un collège communautaire ou à une université jugée moins prestigieuse. « Les étudiants s'inscrivent à des établissements qu'ils estiment leur ressembler », ajoute M. Buddel.

Selon lui, même si les programmes de soutien par les pairs sont efficaces au quotidien, l'intervention précoce est le meilleur moyen d'épauler les étudiants de première génération ou toute personne ayant l'impression d'être en situation de désavantage. Il précise que dans les pays scandinaves, où les normes pédagogiques sont élevées en matière d'éducation préscolaire, la classe sociale des enfants n'est pas aussi intimement liée à celle des parents. Les enfants issus de milieux défavorisés réussissent nettement mieux leurs études postsecondaires.

Au Canada, le programme Passeport pour ma réussite a eu un succès retentissant. Il a motivé des élèves issus de milieux moins favorisés à terminer leurs études secondaires et à entreprendre des études collégiales ou universitaires. Mis en œuvre en 2001 dans Regent Park, un quartier pauvre de Toronto, le programme a eu des répercussions incroyables. Le taux de décrochage a chuté radicalement (de 56 à 10 pour cent) en moins de dix ans, et 80 pour cent des élèves inscrits au programme ont entrepris des études postsecondaires. Le programme d'intervention précoce englobe maintenant des collectivités de partout au pays.



Évidemment, certains étudiants de première génération n'ont aucune difficulté à faire la transition de l'école secondaire à l'université. Christine Le, doctorante en chimie organique à l'Université de Toronto, est une star du milieu universitaire; elle est la seule Canadienne à figurer au palmarès des 30 étoiles de moins de 30 ans du magazine *Forbes* cette année. Élevée par sa mère, une esthéticienne originaire de Chine, M^{me} Le était première de classe au secondaire. Motivée par ses professeurs, elle n'a eu aucun problème à s'adapter au premier cycle à l'Université Western. « J'étais une étudiante de première génération, mais je ne voyais pas la nécessité de m'identifier comme telle », précise-t-elle.

Même son de cloche du côté de Krista Kermer, coordonnatrice de la réussite scolaire à l'Université Trent, qui préconise plutôt une démarche globale. L'Université Trent compte environ 1 000 étudiants de première génération parmi ses 8 000 étudiants au premier cycle. Selon elle, bon nombre d'entre eux n'aiment pas ce terme en raison des stigmates de classe inférieure ou de milieu modeste qui y sont attachés. Ils préfèrent se fondre dans le groupe. « Nous ne voulons pas que les étudiants de première génération dont la transition se fait facilement commencent à se demander pourquoi ils n'ont aucun problème », explique-t-elle.

Même si le programme estival d'orientation comporte un volet pour



**“I didn’t have anyone
when I first started here,
so I feel like I can be
that person for others.”**

22-year-old Danielle Plumpton moved from a small southeastern Ontario town to Peterborough, she had no friends and had trouble registering – she didn’t know the difference between a major and minor or what an honours degree meant. But because she had ticked the box on the application form that said “first generation,” a month or so into her first year she got an email from one of Ms. Kermer’s staff inviting her to talk to someone her own age who could answer questions.

She ended up switching from a BEd program to a double major in psychology and business because she loved psychology, and now she plans to apply to a master’s program. She also joined the off-campus network of advisers to help other first-gen students. “I didn’t have anyone when I first started here,” she says, “so I feel like I can be that person for others.”

Farther north, Algoma University has a diverse student population of approximately 1,600, including First Nations and international students, many of whom qualify as among the campus’s roughly 300 first-gen students. Melissa Ouimette, who works in student services as the “first-generation assistant,” created and now co-ordinates the First Generation Project, funded by the province. “It’s a dream job,” says Ms. Ouimette, herself a former mature student and first-gen student at Algoma. “We focus on retention through the four years of their degree and I love seeing them graduate. We give them a first-generation pin when they walk across the stage.”

One of those she mentored was Kimberly Pelletier, a 48-year-old mother of two young adults from a tiny Anishinaabe reserve. When she enrolled in a bachelor of social work program at Algoma three years ago, she was the first of 13 siblings to go to university. She worried about being too old to relate to her young classmates, but right away she met Ms. Ouimette, who was close in age and had grown up in the area. Soon she began helping with weekend events and meeting other students, where she found that being first generation was what they all had in common. Last year, she presented a paper about her life as a first-gen student at a national social work conference in Ottawa. In describing the role she has taken on at Algoma, she basically sums up the best-practices approach to working with first-gen students.

“It all ties into my interest in social work,” says Ms. Pelletier, “and it relates to the Anishinaabe part of me. I can use my experience and wisdom to help people younger than me with guidance and direction.” **UA**

les étudiants de première génération, l’équipe de M^{me} Kermer canalise surtout ses efforts sur de multiples activités informelles et sensibilisatrices. Un groupe de soutien entre pairs appelé Rebound aide l’ensemble des étudiants à surmonter leurs difficultés scolaires. Un réseau hors campus favorise également l’interaction entre de jeunes employés et les étudiants qui se qualifient d’étudiants de première génération.

Les étudiants qui se réclament de ce statut peuvent en effet avoir accès à une myriade de ressources. Venant à peine de quitter sa petite ville du sud-est de l’Ontario, Danielle Plumpton, 22 ans, n’avait pas d’amis à son arrivée à Peterborough. Sans connaître la différence entre une majeure et une mineure ni la teneur d’un baccalauréat spécialisé, elle a trouvé le processus d’inscription ardu. Par chance, elle a coché la case « première génération » du formulaire. Ainsi, environ un mois après le début des cours, elle a reçu un courriel de l’équipe de M^{me} Kermer l’invitant à discuter avec une personne de son âge pour obtenir des réponses à ses questions.

Férue de psychologie, elle a décidé de quitter le programme de baccalauréat en éducation pour s’inscrire à une double majeure en psychologie et en gestion. Elle compte maintenant s’inscrire à un programme de maîtrise. Elle s’est également jointe à un réseau de conseillers hors campus qui offre du soutien aux étudiants de première génération. « Je n’avais personne sur qui compter à mon arrivée, explique-t-elle, alors je peux maintenant devenir la personne-ressource de quelqu’un d’autre. »

Plus loin au nord, l’Université Algoma accueille environ 1 600 étudiants de toutes origines, notamment des étudiants des Premières nations et des étudiants étrangers qui, dans bien des cas, font partie des quelque 300 étudiants de première génération à fréquenter le campus. Melissa Ouimette, qui travaille aux services étudiants comme préposée aux étudiants de première génération, a créé le First Generation Project, un projet qui est financé par la province et dont elle est maintenant la coordonnatrice. « C’est un travail de rêve, explique cette ancienne étudiante adulte de première génération à l’Université Algoma. Nous visons principalement le maintien aux études pendant quatre ans. J’adore voir les étudiants de première génération à la collation de grades. Nous leur remettons alors une épinglette d’étudiants de première génération. »

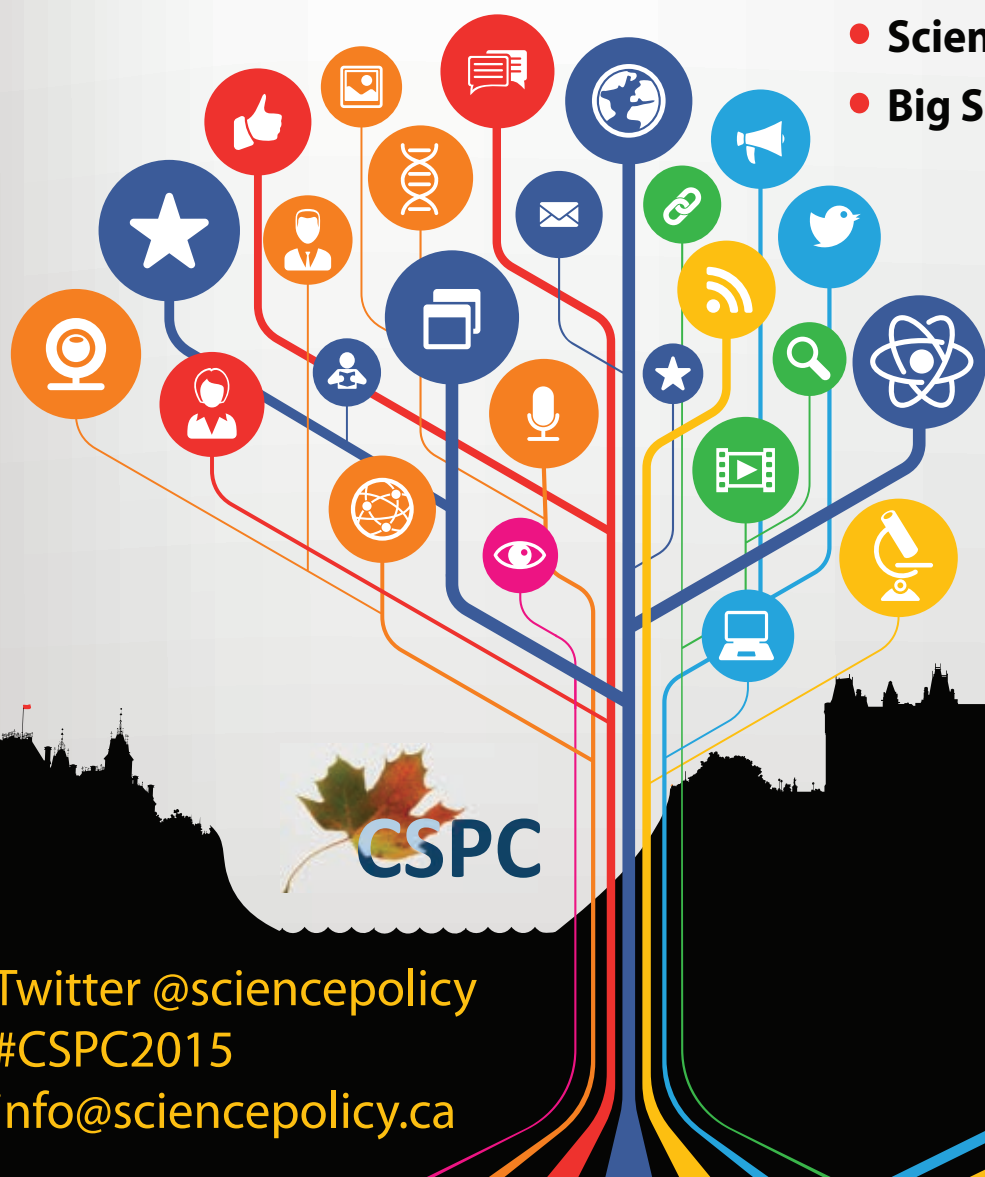
M^{me} Ouimette a servi de mentor à Kimberly Pelletier, une femme de 48 ans, mère de deux jeunes adultes, issue d’une minuscule réserve anichinabée. Lorsqu’elle s’est inscrite au programme de baccalauréat en travail social de l’Université Algoma il y a trois ans, M^{me} Pelletier était la première d’une famille de 13 enfants à fréquenter l’université. Elle craignait n’avoir aucun point en commun avec les jeunes étudiants. Elle a presque aussitôt rencontré M^{me} Ouimette, qui avait presque le même âge qu’elle et venait de la région. En un rien de temps, M^{me} Pelletier contribuait à l’organisation d’activités de fin de semaine et faisait la rencontre d’autres étudiants qui, comme elle, étaient de première génération. L’an passé, elle a présenté un exposé sur son expérience d’étudiante de première génération dans le cadre d’une conférence nationale sur le travail social, à Ottawa. En décrivant ses réalisations à l’Université Algoma, elle a pour ainsi dire résumé les pratiques exemplaires qu’il convient d’adopter dans toute démarche auprès des étudiants de première génération.

« Tout est lié à ma passion du travail social et à ma fibre anichinabée. Je peux me servir de mon expérience et de ma sagesse pour conseiller et guider les jeunes. » **AU**

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OTTAWA, ON

While many universities focus on shiny new buildings, others opt to refurbish and revitalize unloved existing structures, giving them a new lease on life and saving money, too

by John Lorinc

THE CASE FOR

REFURB

ITATION

LAURENTIAN UNIVERSITY'S Alphonse Raymond Building, named for a prominent Quebec businessman, has stood for years as an imposing monolith on a hill at the eastern end of the sprawling Sudbury, Ont. campus. It was built in the 1960s in the so-called Brutalist style, a boxy, precast concrete building lacking light and intimacy.

But quite apart from the aesthetics, it had another shortcoming: the building contained so much asbestos that Laurentian officials seriously considered simply demolishing it. "A difficult building," says Brad Parkes, Laurentian's executive director for facilities services. He points to a third deficiency: accessibility. While the building had a capacious theatre, students in wheelchairs had to be shunted in through a rear freight elevator. "We were taking away people's dignity," he says.

Some universities regard such decrepit architectural monuments as an opportunity to start afresh, drawing up plans to build new state-of-the-art facilities that feature contemporary design and enjoy the backing of a major capital campaign. Laurentian, however, decided to give this unloved asset a second lease on life. Indeed, when the Alphonse Raymond Building reopened this fall, following a year-long closure, students and staff would likely have been pleasantly surprised by an ambitious facelift that has created spacious new common areas, brought loads of natural light into the building, and recast its gloomy interiors with wood surfaces and brighter colours. The front entrance has been lowered to street level and accessibility obstacles have been eliminated. And, the building is no longer a health trap.



An artist's rendering of the renovated Alphonse Raymond Building at Laurentian University, featuring a new entranceway and other amenities.

"There are many things happening in that building," says Sydney Browne, a principal at Diamond Schmitt Architects, in Toronto, which oversaw the rehabilitation project. Diamond Schmitt has a long history of design work for postsecondary education institutions, including not just shiny new buildings but also complex renovations and heritage reconstructions. Recent examples among its lengthy list of rehab projects is the imaginative addition to the Old Main Building at Thompson Rivers University, and the recent transformation of a 19th-century factory into Brock University's Marilyn I. Walker School of Fine and Performing Arts, which opened its doors in September.

At Laurentian, the remake of the Alphonse Raymond Building is merely one piece of the university's far-ranging \$51-million campus renewal program that will see a total of seven existing structures rehabilitated and revitalized. The program, which grew out of a 2010-2011 strategic plan, encompasses 23,000 square metres of existing campus space, and ranges from overhauling entire buildings to more surgical interventions, such as refurbishing individual classrooms. The construction began last year and will take until 2017 to complete. "We wanted to build in, not out," says Mr. Parkes. "If we were going to build that much [new] space, it would have cost hundreds of millions of dollars."

Among university and college facilities managers, it's no secret that Canada's postsecondary education institutions are not only aging rapidly, but many are showing signs of distress. According to a 2014 study by the Canadian Association of University Business Officers, or CAUBO, Canadian campuses have accumulated about \$8.4 billion worth of deferred maintenance.

Many buildings, the report noted, date back to the campus construction boom of the 1960s and '70s, but those structures have not aged well. Mechanical systems are failing more frequently. Roofs are leaking. And, as with the Alphonse Raymond building, they often fail to comply with contemporary air quality and accessibility legislation. The study also noted that Canadian campuses are spending about \$500 million to \$750 million per year on "stewardship" – i.e., routine upkeep – a figure that the study suggested should probably be twice that amount in order to keep buildings in a state of good repair.

The evaluation had other bracing revelations: compared to a 2000 study on deferred maintenance, forbodingly titled "A Point of No Return," the accumulated maintenance backlog more than doubled over the course of a dozen years, partially due to better reporting, but also because of continued neglect. The latest CAUBO assessment predicts that the aging of the '60s-era campus buildings will be more acutely felt over the next de-

“You pick the buildings with the strongest architectural character to fit the program, and that’s how you spend your budget.”



The Old Main Building at Thompson Rivers University, built in 1970, was expanded and extensively refurbished inside and out, reopening in June 2014.

cade, with a quarter of built space at universities reaching the point where building systems become so outdated that they are almost unusable.

“Universities really need to turn their attention to addressing this problem,” says Duncan Watt, Carleton University’s vice-president of finance and administration. If older buildings continue to be neglected, he says, universities may need to shutter them. “It’s not a viable option to say we’re going to kick this ball down the road.”

Some universities are responding to the situation. CAUBO found that, between 2009 and 2013, there was “a significant amount of focused renovation” representing about 850,000 square-metres of floor space across Canada, compared to 1.4 million square-metres of new construction.

While refreshing older buildings may be less costly, the challenges of projects like Laurentian’s ambitious modernization plan can be formidable. Facilities managers have to work intimately with registrars, program administrators and architects to stage the renovations, plan closures, and find temporary digs for classrooms, offices and labs. Development officials, meanwhile, don’t have much luck attracting philanthropic support for outlays such as new furnaces and ventilation systems. As Mr. Parkes says, “It’s not something that’s appealing to donors.”

When Sydney Browne of Diamond Schmitt began working with Laurentian, she drew heavily on the company’s involvement in groundbreaking campus renewal projects launched within the past decade, particularly a major renovation at McGill University. “The lessons learned at McGill were essential to [our] work on any of these [other] campuses,” she says.

McGill’s facilities renewal campaign focused on confronting the deferred maintenance issues associated with some of the university’s oldest structures, among them several 200-year-old limestone mansions that housed bits and pieces of programs in fields like medicine, which would best be consolidated and run out of better-equipped facilities. Ms. Browne says Diamond Schmitt had to work with the university to undertake a far-ranging space planning exercise. “You pick the buildings with the strongest architectural character to fit the program, and that’s how you spend your budget,” she says. “It’s almost like setting up a matrix of needs and characteristics. You need to understand a lot about the whole place.”

With Laurentian, Ms. Browne and Mr. Parkes’ team determined what was missing on campus, and then looked for retrofit and renovation opportunities where they could tick off several boxes on their “needs” list within a single building. For example, the campus lacked a “front door,” so the renewal involved creating a new connecting space between two existing structures that will serve as a student common space, an indoor waiting area for transit users and a venue for an indigenous learning centre.

Other universities that have awoken to the risks of deferred maintenance have adopted similarly systematic strategies, both with ongoing

repairs and more far-reaching revitalization projects. Jeff Lamb, Dalhousie University's assistant vice-president of facilities management, says his administration has likewise pursued a policy of increasing budget allocations for maintenance and renovation by meticulously prioritizing projects according to need. The repair backlog is estimated at \$350 million.

Dalhousie, Mr. Lamb says, has tracked the condition of its buildings and their mechanical systems for many years, but adds that the software for evaluating and timing retrofits has become more sophisticated as the university recruited specialized consultants to do this kind of work. Dalhousie now relies on a commercial tracking system that generates a benchmark known as the "facilities condition index." The index is a ratio of deferred maintenance to replacement cost for individual buildings, and can be used to identify facilities in pressing need of attention, as well as those that may not be worth saving.

Seven years ago, Dalhousie embarked on a campus master planning process that identified the need for additional space and focused on buildings which had high facilities condition index scores, indicating the highest priority projects. However, a \$250 million capital campaign fell short of its target, forcing administrators to scale back the scope of greenfield projects, such as a new engineering building. Despite this setback, Mr. Lamb points out that the renewal program followed through on significant upgrades and renovations of existing facilities, such as the university's dental clinics, which received a \$26 million refurbishment.

Undeterred by others' experiences, the University of Regina has made its massive revitalization plan the focus of its capital campaign this year. The university's College Avenue Campus Renewal project, which has been the institution's top fundraising priority for the year, aims to refurbish the oldest part of the campus, including several heritage buildings. The 30-month project includes renovations to classrooms, lecture halls and performance space, as well as a large concourse with common-area seating for up to 300 students.



An 1880s factory was repurposed to become Brock University's Marilyn I. Walker School of Fine and Performing Arts, opened in September.

According to the CAUBO study, some campuses with a high concentration of buildings of roughly the same vintage – especially 1960s structures – face more difficulty financing their facilities renewal efforts because the aging issues materialize in a concentrated period. Yet Mr. Watt at Carleton, an institution which saw major campus development in the 1960s and '70s, has managed to find the money. Thanks to a strong balance sheet and healthy reserves, Carleton has been able to draw on its annual operating budget and some provincial government refurbishment grants to finance several renewal projects, starting with a pair of large buildings – the Tory Building and the MacOdrum Library – that were stripped down to the beams and completely rebuilt in the past three years.

More recently, the university's board approved a \$140-million budget over 10 years to address other pressing capital improvements. This should "significantly reduce the level of deferred maintenance on our campus," says Mr. Watt.

Money, it should be said, isn't the only hurdle with rehabilitation efforts. As with Laurentian's Alphonse Raymond complex, structures from the 1960s and '70s are often difficult to renovate and require extensive internal refurbishment to add contemporary elements now regarded as standard: lots of natural light, generous common areas, good seating, warm finishes and surfaces. Ms. Browne adds that, as designers, Diamond Schmitt also tries to respect the original architecture, a goal that can be achieved by carefully excising years of ad hoc renovations.

The modernization process, in Laurentian's case, also sought to deliver on the university's long-standing commitment to sustainability. As an example, Ms. Browne points to the introduction of natural ventilation in the Parker Building, an 11-storey concrete tower that will become part of the campus's new gateway. That move reduces energy use, and thus cost, while improving air quality. "The whole project is about chipping away at these goals in a sustainable way."

The project also required a lot of creativity. Mr. Parkes and other senior administrators had to problem-solve their way through a process that included 400 public meetings, extensive program and space allocation planning, and a detailed examination of the opportunity to revitalize, in ways large and small, a campus that doesn't expect significant enrolment growth or relatively much in the way of philanthropic support (\$7 million came from benefactors). Ms. Browne came away from the project impressed. "It's so good to see a client who is thinking about their campus as a whole, compared to institutions trying to reinvigorate campuses through expansion," she says. "They take the mindset that you work with what you have." UA

À LA DÉFENSE DE LA RESTAURATION

Certaines universités redonnent un second souffle aux vieux bâtiments décrépits, au lieu de les raser

par John Lorinc

DEPUIS DES ANNÉES, le pavillon Alphonse Raymond, ainsi nommé en l'honneur d'un éminent homme d'affaires québécois, se dressait droit et fier au sommet d'une colline sur le vaste campus de l'Université Laurentienne, à Sudbury. Construit dans les années 1960, dans le soi-disant style brutaliste, l'édifice en forme de boîte de béton préfabriqué manquait cruellement de lumière et d'intimité.

Ses lacunes transcendaient néanmoins les considérations esthétiques : l'édifice contenait tellement d'amiante que les responsables de l'Université Laurentienne ont longtemps songé à le démolir. « Un édifice inquiétant », explique Brad Parkes, directeur général des services aux installations de l'Université Laurentienne, qui mentionne aussi une troisième lacune : l'accessibilité. L'édifice est doté d'un grand amphithéâtre. Or, pour y accéder, les étudiants en fauteuil roulant devaient utiliser un monte-charge situé à l'arrière du bâtiment. « Nous dépouillions les gens de leur dignité », confie-t-il.

Pour certaines universités, la désuétude de tels monuments architecturaux évoque la possibilité de tout recommencer à neuf. Elles dressent alors des plans en vue de construire des installations de pointe au design contemporain et de tirer parti d'une immense campagne de financement. L'Université Laurentienne a plutôt opté pour revitaliser ce mal aimé. Ainsi, à la réouverture du pavillon Alphonse Raymond cet automne, après un an de travaux, les résultats de l'ambitieux projet ont ravi étudiants et membres du personnel : nouvelles aires communes spacieuses, lumière naturelle à profusion ainsi que revêtements de bois et couleurs vives ponctuant un intérieur autrefois morne. L'entrée principale s'ouvre désormais au niveau de la rue et les problèmes d'accessibilité ont été résolus. Enfin, l'édifice n'est plus une menace pour la santé des gens.

« Beaucoup d'éléments entrent en jeu », précise Sydney Browne, directrice à la firme Diamond Schmitt Architects de Toronto, qui a supervisé le projet de restauration. Cette firme réalise depuis longtemps des travaux de conception pour les établissements d'enseignement; qu'il s'agisse de tout nouveaux bâtiments, de rénovations complexes ou de restauration du patrimoine.

La revitalisation du pavillon Alphonse Raymond s'inscrit dans le cadre d'un vaste programme de réfection du campus qui vise sept structures de l'Université Laurentienne. D'une valeur de 51 millions de dollars, le programme comprend la remise en état de bâtiments complets et des interventions plus ciblées, comme le réaménagement de certaines salles de cours. Amorçés l'an dernier, les travaux se poursuivront jusqu'en 2017. « Nous souhaitons améliorer nos installations et non en ajouter, poursuit M. Parkes. Construire à neuf aurait coûté des centaines de millions de dollars. »

Il ne fait aucun doute pour les gestionnaires d'installations universitaires et collégiales que les établissements d'enseignement postsecondaire se détériorent rapidement, voire de façon alarmante. Selon une étude menée en 2014 par l'Association canadienne du personnel administratif universitaire, l'entretien différé accumulé des campus canadiens s'élève à près de 8,4 milliards de dollars.

Le rapport révèle aussi que de nombreux édifices ont été construits dans les années 1960 et 1970, lors d'une explosion de projets de construction, et qu'ils n'ont pas bien toléré l'usure du temps. Les systèmes mécaniques font souvent défaut. Les toits coulent. Et, à l'instar du pavillon Alphonse Raymond, ils contreviennent souvent aux lois actuelles en matière de qualité de l'air et d'accessibilité. Le rapport indique aussi que les campus canadiens consacrent de 500 à 750 millions de dollars par année à l'entretien régulier, mais qu'il faudrait probablement doubler cette somme pour maintenir les édifices en bon état.

« Les universités doivent résoudre ce problème, explique Duncan Watt, vice-recteur aux finances et à l'administration de l'Université Carleton. Elles devront condamner leurs vieux bâtiments si elles continuent de les négliger. On ne peut plus repousser le problème. »

Bien que moins coûteuse, la revitalisation de vieux bâtiments peut soulever de nombreux défis, comme en fait foi l'ambitieux projet de l'Université Laurentienne. Les gestionnaires d'installations doivent ainsi collaborer étroitement avec les registraires, les administrateurs de programme et les architectes pour échelonner les rénovations, planifier les fermetures et aménager des salles de cours, des bureaux et des laboratoires provisoires. Les responsables du développement ont beau se démener, l'achat de nouveaux systèmes de chauffage ou de ventilation ne soulève aucun zèle philanthropique. « Ce ne sont pas des travaux qui séduisent les donateurs », précise M. Parkes.

D'autres universités ont également adopté des stratégies de réparation continue et de restauration à grande échelle pour contrer les risques de l'entretien différé. Jeff Lamb, vice-recteur adjoint à la gestion des installations de l'Université Dalhousie, mentionne que son administration affecte maintenant des sommes supplémentaires à l'entretien et à la rénovation, tout en hiérarchisant minutieusement les projets en fonction des besoins. Les réparations différées représentent environ 350 millions de dollars.

L'Université Dalhousie utilise un système de suivi commercial qui génère un « indice de l'état des installations ». Cet indice exprime le rapport entre l'entretien différé et le coût de remplacement des édifices, et il peut cibler les installations qui exigent une intervention immédiate et celles qu'il n'est pas rentable de conserver. **AU**





by Alex Gillis

Illustration by Jimmy Turrell

A new academic discipline challenges
our ideas of what it means to be “sane”

Mad Studies



AT THE END OF TERM LAST SPRING, Jijian Voronka stood before 120 people at Ryerson University and clicked the play button for a short video made by a former student in her History of Madness course. Ms. Voronka watched the audience of mainly Ryerson staff and faculty as the student's over-sized words scrolled across a video screen: "I only got four hours of sleep again" and "I'm not depressed." The student had made the film about herself and titled it "A little slice-of-life video about madness and why a girl isn't looking for the light at the end of the tunnel," tracking herself on camera as she spiralled into exhaustion. When Ms. Voronka clicked the stop button at the end of the video, no one said a word.

Ms. Voronka, a sessional instructor in Ryerson's school of disability studies and a PhD candidate at the University of Toronto's Ontario Institute for Studies in Education, had faced challenging audiences during events like this one; she was hoping this audience wouldn't "pathologize" the student. The talk, offered with two colleagues, was called "Making Mad Studies," and it was part of a series on diversity at Ryerson.

Mad studies is an emerging, interdisciplinary field, mainly in the social sciences and humanities, that expresses a radical new voice in academe about madness. Ms. Voronka often speaks to academics and professionals about mad studies and says she expects most listeners to be steeped in 150 years of psychiatric biases about madness, or as a colleague puts it, "clogged with sanism."

After Ms. Voronka finished, Jennifer Poole, an associate professor in Ryerson's school of social work, defined sanism for the audience this way: "A belief system that makes it okay to pick on, make fun of, discriminate, reject, silence, discredit, pathologize, de-centre, kindly undermine and commit violence against the mad. Sanism is an oppression, it is the reason for stigma, and it can happen even with the best of intentions."

That day, the audience was receptive to the definition and presenters. Instead of asking "patronizing" questions about people with mental ill-

nesses, such as "Why do they go off their meds?," this audience focused on how to create safe environments and better supports for students, faculty and staff. In Ms. Voronka's opinion, this was progress.

Mad studies is based on a simple idea: listen to mad people and look at madness from their points of view. More than 10 years ago, Ryerson's school of disability studies and York University's graduate program in critical disability studies pioneered mad studies. It's not yet a program, but a series of courses that deconstructs medical models of "schizophrenia," "psychosis" and madness in general and puts them in historical context. The courses look at different concepts of madness, surveying social, medical, political, economic, cultural and religious factors that influenced madness from ancient times to the present.


"Mad studies doesn't reject medical models of madness [but it puts] them into a historical trajectory, one that shows that psychiatry isn't an absolute interpretation of human mental states," says Kathryn Church, an associate professor of sociology and director of Ryerson's school of disability studies and the third speaker at the presentation.

Afterwards, Ms. Voronka disclosed in an interview that she was a "mad professor," the same description she uses when she introduces herself to her students in the History of Madness course. She offers this label to summarize a part of her identity that started in her 20s when she was poor, living in a rough neighbourhood and seeing a psychiatrist every second day. Madness is still part of her identity, she says.


"Some students immediately have a problem with the word 'mad,'" she says. "Students will ask, 'Why do you use that word? It's so negative.'" The word changes how she teaches and also highlights one of the purposes of the course: to offer knowledge from mad people themselves.

Students, says Ms. Voronka, "start to think about their own bodies, genders, races, sexualities, and if they're sane or mad." They start to think about the power dynamics and language around madness as a social issue, rather than madness as only a medical problem within an individual.

"The language *is* political and represents a radical new voice," offers Dr. Church. Mad people are reclaiming the word "mad" the way gay



“People with PhDs had oppressed mad people throughout history. I wanted to help liberate this history from the shackles of the medical model.”



people did with “queer” and “gay” in the 1970s and 1980s, showing the context, history and oppression surrounding human distress and extreme mental states, she says. “Mad’ makes you stop and say, ‘What?’ And in that space of sudden confusion, there’s a chance we could change the subject.”

Soon after Ryerson and York launched mad studies courses in the early 2000s, similar courses began in Simon Fraser University’s department of sociology and anthropology, and more recently at Memorial University’s school of social work, Queen’s University’s school of kinesiology and health studies, and the history departments at Trent University and the University of Winnipeg. A few universities in England, Scotland and the Netherlands launched courses in the past two years, using Canadian courses as models.

“Students are asking for [mad studies],” says Pam Cushing, associate professor in disability studies at King’s University College, affiliated with Western University. “There’s a cultural change. Students are much more comfortable with mental-health topics,” she says, adding that roughly one-third of university students will experience a mental health issue and want to find out more about it.

At Ryerson, 300 students enrol annually in the history of madness course from a wide variety of disciplines, including political science, economics, dance, cultural studies, journalism, social work, nursing, and a disproportional number of students from accounting and business, says Dr. Church.

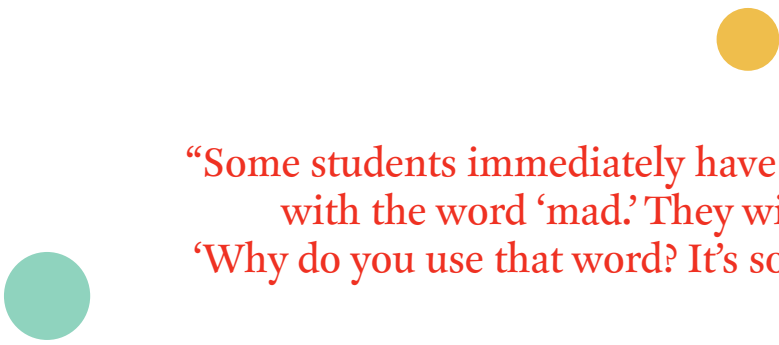
Mad studies grew out of civil rights, identity politics, cultural studies and anti-psychiatry movements in the 1960s, explains Dr. Church, and this was especially so after the publication of works like Ken Kesey’s *One Flew Over the Cuckoo’s Nest* in 1962 and Michel Foucault’s *Madness and Civilization: A History of Insanity in the Age of Reason* in 1964. Kesey’s novel follows characters in a mental hospital as the staff torment them, and Foucault’s book shows how the meaning of madness changed since the Middle Ages. Both authors drew on their experiences of working in asylums and both depict mental wards as instruments of oppressive forces in society.

Back then, Mel Starkman, a former archivist at the University of Toronto who spent 12 years in and out of asylums, became one of the first people in Canada to write about madness from the perspectives of mad people. Dr. Church says that mad studies instructors usually ask their students to read his 1981 essay about Dr. R. M. Bucke who, in Canadian asylums in the 1890s, performed gynecological operations on women to relieve them of hysterical symptoms. (“Hysteria” derives from “hysteron,” the Greek word for “uterus.”) In those days, when women were rebelling against prescribed social roles, a “wandering womb” left you vulnerable to being called mad, and as a result, women were five times more likely than men to be locked away.

There had always been mad men and women in Canadian universities, but they had hidden their histories for fear of losing jobs and credibility. Their voices became louder in the 2000s. Dr. Church wrote about her own breakdown as part of her sociology PhD, defended in 1993. She began as a research associate at Ryerson in 2002, around the time her institute hired historian Geoffrey Reaume, the first academic in Canada to start a university history course from the point of view of mad people. The course, *Mad People’s History*, drew from his experiences as a psychiatric patient in the 1970s and his frustration at the near absence of patients’ voices in the history of psychiatry.

“Once I had my PhD, I had the cachet to teach the course,” says Dr. Reaume, now an associate professor in York’s faculty of health. “People with PhDs had oppressed mad people throughout history. I wanted to help liberate this history from the shackles of the medical model.”

He faced resistance immediately. At U of T, a well-known scholar in the field of the history of psychiatry told him that the writings of patients were nothing more than a sign of their pathologies. Dr. Reaume, who at the time was researching his PhD at U of T, thought it was arrogant “to conduct research on people with psychiatric histories and dismiss their views as not having any meaning, other than as psychoses.” He describes U of T as “conservative” at that time but, to his surprise, Ryerson’s and York’s disabilities studies programs (not their history departments) accepted the



“Some students immediately have a problem with the word ‘mad.’ They will ask, ‘Why do you use that word? It’s so negative.’”

course in 2002 and 2004 respectively as a permanent part of their curriculums. The courses were about mad people – their experiences, viewpoints and lives – and he says that the first-hand accounts in the courses constructed “radically creative ways of thinking about matters of the mind.”

In 2008, he joined dozens of academics and activists at a conference at Simon Fraser University about madness. It led to a groundbreaking book, *Mad Matters: A Critical Reader in Canadian Mad Studies*, published in 2013 by Canadian Scholars’ Press. Many of the 30 academics and activists in the book, including Dr. Reaume and Ms. Voronka, met at the conference, and *Mad Matters* is now required reading in many mad studies courses.

A dominant theme in the book and in courses is how psychological oppression is part of modern capitalism and, more specifically, how “societies are identifying more and more of their citizens as abnormal and defective, while being less and less prepared to spend money on supporting them in their difficulties,” write the editors of the book.

As an example, “complicated grief disorder” and “persistent complex bereavement disorder” identify as abnormal someone who grieves too much. Kwame McKenzie, a psychiatrist, professor and co-director of the division of equity, gender and population in the department of psychiatry at U of T, says he understands why mad studies questions such disorders: “I would prefer to create spaces for people to be people, rather than be on the side of trying to tell people that there’s not time for their grief.”

There are similar controversies around attention deficit hyperactivity disorder. Dr. McKenzie notes that some psychiatrists argue that ADHD is a label applied mainly to disruptive boys, and other psychiatrists say there’s an over-diagnosis of ADHD among disruptive African-American boys.

“Psychiatric diagnoses are concepts,” Dr. McKenzie explains. “They are observations of symptoms, what we think may cause the symptoms, how long they last, and what works to improve them.”

The problem, he adds, “is that psychiatry is descriptive. People have taken a long time trying to describe schizophrenia, work out the symptoms, and then work out how to train people accurately to make the diagnosis.” The diagnosis is far from perfect, he says.

On the other hand, Don Addington, a professor of psychiatry at the University of Calgary and board chair of the Canadian Psychiatric Association, says that there have been critiques of psychiatry for decades, mainly from people who had been committed to mental institutions. “There’s


nothing new about looking at the sociological, religious, historical and current attitudes and ideas about mental illness,” he says. “And there’s nothing new about criticism of psychiatry, either critiques in the treatment of mental illness or the more recent critique in respect of diagnostic criteria.”

He distinguishes between treatments of madness in the classic sense (for schizophrenia, bi-polar disorder and other mental illnesses that may require medication and hospitalization) and treatments for a broader range of problems (such as ADHD and other struggles that don’t require hospitalization). He says he understands why there are controversies with the latter, but he believes the former are more serious and that psychiatrists do their best as they work with police and governments to help those in jail and on the streets. He objects to people blaming psychiatry for 150 years of incarceration and other accusations. “We get Scientologists demonstrating at the annual Canadian Psychiatric Association meeting,” he says, “marching up and down with banners saying ‘Psychiatry kills.’”

Comments like those rile mad studies researchers, because the words dismiss anyone critical of psychiatry by lumping mad studies with Scientology, whose adherents oppose psychiatry. “I’ve been working in the field for 20 years now, and for 20 years I’ve heard, ‘Oh, never mind them, they’re Scientologists,’ and, of course, it’s not true,” says Brenda LeFrançois, a professor in the school of social work at Memorial and an editor of *Mad Matters*. Even worse, she says, are the connections to jails and street violence, both of which have little to do with madness.

A lot of the disagreements between psychiatrists and mad studies scholars revolve around how to define sanity, especially when faced with extreme human experiences. In fact, the term “sanity” itself might be at the root of the disagreement. “How do we work against this?” asked Dr. Poole during the presentation at Ryerson last spring. Each year, the students in her courses respond with answers similar to what she relayed to her colleagues:

“Get involved,” Dr. Poole recited. “Educate yourself. Share your experiences of madness, of pride, of shame, of strength. Listen deeply. Don’t critique or fix, just listen. Believe your students. Believe their realities. Change the language. Be flexible. Offer the incomplete grade. And be kind.”

Everyone faces extreme distress at some point in their lives, she says. This is part of life for every human. “It’s not if, but when.” 



Études de la folie

Une nouvelle discipline universitaire remet en question notre perception de ce que signifie être « sain d'esprit »

par Alex Gillis

AU PRINTEMPS DERNIER à l'Université Ryerson, Jijian Voronka a présenté devant 120 personnes une courte vidéo réalisée par une ancienne étudiante de son cours sur l'histoire de la folie. Intitulée *A little slice-of-life video about madness and why a girl isn't looking for the light at the end of the tunnel*, cette vidéo montrait l'étudiante en train de sombrer dans l'épuisement. À la fin de la projection, le silence régnait.

Chargée de cours à la School of Disability Studies de l'Université Ryerson et candidate au doctorat à l'Institut des études pédagogiques de l'Université de Toronto, M^{me} Voronka ne voulait pas que l'auditoire considère le cas de l'étudiante comme « pathologique ». L'exposé de M^{me} Voronka et de deux de ses collègues s'inscrivait plutôt dans une série axée sur la diversité intitulée « Making Mad Studies » à l'Université Ryerson.

L'étude de la folie est un domaine interdisciplinaire émergent principalement rattaché aux sciences humaines, qui véhicule une perception radicalement nouvelle de la folie. M^{me} Voronka traite fréquemment de l'étude de la folie devant des universitaires et des professionnels. Elle s'attend chaque fois à ce que la majorité de l'auditoire soit prisonnier de 150 ans de préjugés sur la folie issus de la psychiatrie, ou, comme dit l'une de ses collègues, obsédé par le « sanisme ».

Au terme de l'intervention de M^{me} Voronka, Jennifer Poole, professeure agrégée à la School of Social Work de l'Université Ryerson, a proposé la définition suivante du « sanisme » : « Un système de valeurs selon lequel il est admissible de s'en prendre aux fous, de les rejeter, de les discréditer et de les violenter. Le «sanisme» est une forme d'oppression, et la cause de la stigmatisation. Il peut se manifester en dépit des meilleures intentions. »

L'étude de la folie repose sur un principe simple : écouter les fous et envisager la folie de leur point de vue. Il y a plus de 10 ans, la School of Disability Studies de l'Université Ryerson et le programme de maîtrise et de doctorat en études critiques sur la situation des personnes handicapées de l'Université York ont été les premiers à proposer de telles études. Elles ne font pas encore l'objet d'un programme, mais d'une série de cours destinés à déconstruire les notions de schizophrénie, de psychose et de folie, et à les situer dans un contexte historique. On y examine les diverses perceptions de la folie à la lumière des facteurs sociétaux, médicaux, politiques, économiques et culturels qui les ont influencées depuis l'Antiquité.

« Les études sur la folie ne rejettent pas les perceptions médicales de la folie, mais les situent dans un contexte historique qui montre que

la psychiatrie n'est pas le seul moyen d'interpréter les états mentaux », explique Kathryn Church, professeure agrégée de sociologie et directrice de la School of Disability Studies, et troisième intervenante dans le cadre de l'exposé de M^{me} Voronka.

Après l'exposé, M^{me} Voronka s'est elle-même qualifiée en entrevue de « professeure folle » – expression qu'elle utilise pour se présenter aux étudiants de son cours sur l'histoire de la folie. Elle se qualifie ainsi pour résumer une part de son identité, apparue alors qu'elle était dans la vingtaine et voyait un psychiatre tous les deux jours. Elle affirme que la folie fait toujours partie de son identité.

« Le mot «fou» pose tout de suite problème à certains étudiants. Ils me demandent pourquoi j'emploie ce mot «tellement négatif» », précise M^{me} Voronka. Ce mot influe sur sa manière d'enseigner et met en lumière un des objectifs de son cours : apprendre des fous eux-mêmes. Selon elle, les étudiants commencent à réfléchir à la dynamique et au langage associés à la folie plutôt que de ne voir en elle qu'une pathologie.

« Le langage de la folie est politique et porteur d'une voix radicalement différente », soutient M^{me} Church. Selon elle, les « fous » revendiquent ce qualificatif comme les homosexuels avaient revendiqué ceux de « queer » et « gay » dans les années 1970 et 1980, car il témoigne du contexte, de l'histoire et de l'oppression associés à la détresse humaine et aux états mentaux extrêmes.

Peu après l'introduction des cours sur l'étude de la folie à l'Université Ryerson et à l'Université York, au début des années 2000, des cours similaires ont vu le jour au département de sociologie et d'anthropologie de l'Université Simon Fraser, et plus récemment à la School of Social Work de l'Université Memorial, à la School of Kinesiology and Health Studies de l'Université Queen's, ainsi qu'aux départements d'histoire de l'Université Trent et de l'Université de Winnipeg. Depuis deux ans, quelques universités d'Angleterre, d'Écosse et des Pays-Bas proposent de tels cours en s'inspirant du modèle canadien.

« Les étudiants réclament ces cours sur l'étude de la folie, affirme Pam Cushing, professeure agrégée d'études sur le handicap au Collège universitaire King's affilié à l'Université Western. C'est un changement culturel. Ils sont bien plus à l'aise qu'avant avec les sujets qui touchent la santé mentale », dit-elle, ajoutant qu'environ le tiers des étudiants vivront un problème de santé mentale et souhaitent donc être informés sur le sujet. **AU**



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Refugee crisis

Universities step up to aid Syrian refugees

Institutions are working to privately sponsor refugee families and to help bring student refugees here to study

AS THE CIVIL WAR in Syria continues to displace the country's citizens at an alarming pace, Canadian universities are launching efforts to help alleviate the growing refugee crisis. Several institutions are working to privately sponsor refugees while dozens more are partnering with the World University Service of Canada to support student refugees.

"This is a global tragedy and all institutions, all Canadians, should respond," said Paul Davidson, president of Universities Canada. It's particularly important for universities to do so when it comes to student refugees, he added. "Universities are the pathway of opportunity and the chance for new beginnings," he said. "It's tremendously important to give those opportunities to

student refugees."

The United Nations High Commissioner for Refugees estimates that there are more than four million Syrian refugees registered in camps in nearby Egypt, Turkey, Jordan and Lebanon. More continue to flee with an average of 6,000 a day arriving on European shores, often on dangerously overcrowded boats and flimsy vessels. Almost 500,000 have arrived by sea this year alone. Millions more are displaced within Syria.

In Canada, among the first to respond to the crisis was Ryerson University. It partnered with Lifeline Syria, a community organization that aims to privately sponsor and resettle 1,000 refugees in the Toronto area over the next two years. Members of the Ryerson community – including President Sheldon Levy – agreed to →

lead 25 sponsorship teams, which must raise \$27,000 each to support a Syrian refugee family for a year.

The University of Toronto, York University and OCAD University have also joined in. The combined efforts of the four institutions should be enough to reach the Lifeline Syria target, said Wendy Cukier, vice-president of research and innovation at Ryerson and a founding member of Lifeline Syria. Hundreds of student volunteers are also involved, looking at possible housing options for the refugees and helping to update a refugee settlement handbook.

The situation offers students not only the chance to help out but also provides “an enormous opportunity” for experiential learning and applied research and ties in closely with Ryerson’s commitment to social innovation, Dr. Cukier said. She expects the refugees will begin arriving in early 2016, although it’s possible the process may be accelerated with the election of the new Liberal government. Prime Minister designate Justin Trudeau reiterated to the news media after the election that he would deliver on his promise to bring 25,000 Syrian refugees to Canada by the end of this year.

Dozens of other Canadian universities and colleges are partnering with World University Service of Canada, a non-profit agency that has been sponsoring student refugees since 1978. The response “has been absolutely incredible,” said Chris Eaton, WUSC executive director. This year the organization has sponsored 86 students including 10 from Syria. An additional 19 Syrian students have been pre-selected and are awaiting resettlement, he said. But Mr. Eaton expects that number to increase substantially given the enthusiastic response from universities and colleges in the face of the escalating crisis. He says WUSC expects to bring in more than 200 students next year from Syria and other conflict zones where the organization has long been active, including camps in northern Kenya and in Malawi.

Since its founding, WUSC has sponsored more than 1,500 refugees from 37 countries. The organization has officers working in refugee camps to identify and select qualified students. Once the students obtain official refugee status they can immigrate to Canada as permanent residents, entitling them to pay domestic tuition fees, apply for student loans and grants, and work.

WUSC’s Student Refugee Program is financed through participating institutions. At some universities it is supported through the fundraising

efforts of student-led local committees while at others it is funded through a student levy usually approved by referendum. Some university administrations also contribute to the effort through tuition waivers, scholarships and bursaries, and housing support. The schools must pledge to sponsor a student for a minimum of one year although each institution determines how long to continue the support beyond the initial 12 months. For many of them, it comes down to choosing to support one student for a longer period of time or supporting more students for shorter periods, Mr. Eaton said.

WUSC issued a call in September to universities and colleges asking them to increase their support for the student refugee program and many responded including the following:

- The University of Alberta created the President’s Award for Refugees and Displaced Persons that will cover the tuition and living costs for up to 10 Syrian refugees starting in January 2016.
- The University of Regina committed to matching a pre-existing student levy for refugee sponsorship that will allow the school to accept six students a year.
- Western University plans to establish student awards for 10 Syrian refugees that will cover tuition and living expenses. It is also working with a community-based organization in London, Ont., to privately sponsor a refugee family. And it is working with Scholars at Risk, an international network of institutions that supports scholars who face human rights abuses, to identify Syrian scholars and bring them to Western.
- In addition to creating five new scholarships for refugees, the University of Ottawa, through its faculty of law launched the Refugee Sponsorship Support Program, which will provide free legal help to Canadians wishing to privately sponsor refugees. It also launched a new 16-month postsecondary certificate program on community mobilization to be offered at the American University of Beirut in Lebanon. The hybrid (online-onsite) program will accept 30 students and will be open to refugees and other students. It will be tuition free for all participants in Lebanon. Applicants without official documents will be accepted through an equivalency testing process and those that require it will receive English language support.

Student refugees awaiting resettlement face many hurdles, said Christina Clark-Kazac, director of York University’s Centre for Refugee Studies. They often lack official transcripts and other aca-

demic documents, which means their previous education may not be recognized by sponsoring institutions, she said. Language may also be a problem.

The civil war that sparked the refugee crisis has had a devastating impact on the higher education system in Syria where universities have virtually shut down, said Dr. Clark-Kazac. It isn’t clear how many of the displaced are of university age. But, despite the efforts of universities in Canada and elsewhere, access to postsecondary education remains out of reach for many of the refugees living in camps. “It’s a major problem because you have a situation where people can’t continue with their education even if they have a will and desire to do so,” she said. Syria was a country with a well-educated population, she added. “The longer that people are in exile and the longer the instability lasts, that’s going to have an impact on the education system in the long-term,” she said.

One area where Canada and Canadian universities could do better is in accommodating asylum seekers already in Canada who haven’t had their refugee claim assessed, said Dr. Clark-Kazac. Without permanent residency status, their only option of accessing postsecondary education is by paying international student fees, which for many people “is completely prohibitive,” she said.

While students and faculty members have reacted to the refugee crisis “in extraordinary ways,” efforts by the former federal government fell short, according to an open letter dated Oct. 13, which was signed by more than 400 university and college faculty members and researchers. The letter to the government noted that Canada has an important history in refugee resettlement including Hungarians in 1956, Czechs in 1968, South Asians from Uganda in 1972, Chileans in 1973 and some 60,000 Vietnamese between 1978 and 1980. But this time Canada’s efforts lagged compared to those of other countries. “The international refugee regime is based on the principle of burden-sharing,” the letter said, while the government of Canada was “burden shirking.”

The letter called on the government to increase significantly the number of refugees to be resettled in Canada; to speed up the resettlement process to have the refugees here by the end of 2015; and to increase the amount of government financial assistance provided to resettle refugees, including those assisted through private sponsorships.

— ROSANNA TAMBURRI

La crise en Syrie

Les universités au secours des réfugiés syriens

Des établissements s'affairent à parrainer des familles de réfugiés à titre privé et à faire venir ici des étudiants réfugiés

ALORS QUE LA guerre civile continue de déplacer les habitants de la Syrie à un rythme alarmant, des universités canadiennes prennent des mesures afin d'aider à atténuer la crise des réfugiés qui s'aggrave. Plusieurs établissements ont entrepris de parrainer des réfugiés à titre privé, tandis que des dizaines d'autres s'associent avec Entraide universitaire mondiale du Canada (EUMC) pour accueillir des étudiants réfugiés.

« Il s'agit d'une tragédie mondiale à laquelle l'ensemble des établissements et des Canadiens devraient réagir, affirme Paul Davidson, président-directeur général d'Universités Canada. C'est particulièrement important de la part des universités, surtout en ce qui concerne les étudiants réfugiés, ajoute-t-il. Les universités ouvrent une voie vers des possibilités, vers un nouveau départ. Il est crucial d'offrir ces possibilités aux étudiants réfugiés. »

Selon le Haut-Commissariat des Nations Unies pour les réfugiés, il y aurait plus de quatre millions de réfugiés syriens inscrits dans des camps situés en Égypte, en Turquie, en Jordanie et au Liban. D'autres continuent de fuir, et 6 000 par jour en moyenne atteignent les rivages européens, souvent dans des bateaux dangereusement bondés et des embarcations de fortune. Près de 500 000 sont arrivés par la mer cette année seulement. Des millions d'autres sont déplacés en Syrie même.

Au Canada, l'Université Ryerson a été parmi les premières à réagir à la crise. Elle s'est associée à Lifeline Syria, une organisation communautaire qui vise à parrainer 1 000 réfugiés à titre privé et à les réinstaller dans la région de Toronto au cours des deux prochaines années. Les membres du personnel de l'Université, y compris son recteur Sheldon Levy, ont accepté de diriger 25 équipes de parrainage qui doivent chacune recueillir 27 000 \$ pour subvenir aux besoins d'une famille syrienne pendant un an.

L'Université de Toronto, l'Université York et l'Université de l'École d'art de design de l'Ontario participent également au projet. Les efforts concertés des quatre établissements devraient suffire à atteindre l'objectif de Lifeline Syria, selon Wendy Cukier, vice-rectrice à la recherche et à



Loujin Houdaihed, une ancienne étudiante du Programme d'étudiants réfugiés de l'EUMC parrainée en septembre 2013, étudie actuellement en sciences pharmaceutiques à l'Université de Toronto. Elle a grandi dans un camp de réfugiés palestinien en Syrie.

l'innovation de l'Université Ryerson et membre fondatrice de Lifeline Syria. Des centaines d'étudiants bénévoles cherchent des solutions d'hébergement pour les réfugiés et s'occupent de la mise à jour d'un manuel d'aide à l'installation des réfugiés.

Outre l'occasion d'aider les autres, le projet offre aux étudiants une possibilité extraordinaire d'apprendre par l'expérience et de faire de la recherche appliquée, et il rejoint l'engagement d'innovation sociale de l'Université Ryerson, soutient M^{me} Cukier. Elle attend l'arrivée des premiers réfugiés pour le début de 2016. Il est toutefois possible que, en raison de l'élection d'un gouvernement libéral, le processus soit accéléré. Le premier ministre désigné Justin Trudeau a réitéré aux médias, après les élections, son intention de tenir sa promesse d'accueillir au Canada 25 000 réfugiés syriens d'ici la fin de l'année.

Des dizaines d'autres universités et collèges canadiens s'associent à EUMC, une organisation à but non lucratif qui parraine des étudiants réfugiés depuis 1978. La réaction « a été absolument incroyable », déclare Chris Eaton, directeur général d'EUMC. Cette année, l'organisation a parrainé 86 étudiants, dont 10 originaires de la Syrie. Dix-neuf autres étudiants syriens ont été présélectionnés et attendent d'être réinstallés,

explique-t-il. Cependant, M. Eaton s'attend à voir ce nombre augmenter considérablement en raison de la réaction enthousiaste des universités et des collèges devant l'intensification de la crise. Il affirme que l'an prochain, EUMC prévoit faire venir plus de 200 étudiants de la Syrie et d'autres zones de conflit où l'organisation exerce depuis longtemps ses activités, y compris des camps situés dans le nord du Kenya et au Malawi.

Depuis sa fondation, EUMC a parrainé plus de 1 500 réfugiés originaires de 37 pays. Des agents de l'organisation travaillent dans des camps de réfugiés afin de cibler et de sélectionner des étudiants qualifiés. Une fois que les étudiants ont officiellement obtenu le statut de réfugié, ils peuvent immigrer au Canada comme résidents permanents, ce qui leur permet de payer les mêmes frais de scolarité que les Canadiens, de demander des prêts et bourses et de travailler. (Les règles révisées du gouvernement fédéral ont assoupli les exigences relatives aux visas pour les réfugiés syriens.)

Le Programme d'étudiants réfugiés d'EUMC est financé par l'entremise des établissements participants. Dans certaines universités, des comités locaux dirigés par des étudiants organisent des collectes de fonds, tandis que dans d'autres, une cotisation étudiante, généralement approuvée

par référendum, est prélevée. Certaines administrations universitaires contribuent également à ces initiatives en offrant des dispenses de frais de scolarité, des bourses d'études et un soutien à l'hébergement.

Les établissements doivent s'engager à parrainer un étudiant pendant au moins un an, et chacun détermine combien de temps il maintiendra ce soutien après la période initiale de 12 mois. Pour bon nombre d'entre eux, il s'agit de choisir entre soutenir un seul étudiant plus longtemps que demandé ou parrainer plusieurs étudiants moins longtemps, selon M. Eaton.

En septembre, EUMC a lancé un appel aux universités et aux collèges pour leur demander d'accroître leur soutien au Programme d'étudiants réfugiés et nombreux sont ceux qui y ont répondu, entre autres :

- L'Université de l'Alberta a créé la bourse President's Award for Refugees and Displaced Persons qui permettra de couvrir les frais de scolarité et de subsistance de 10 réfugiés syriens à compter de janvier 2016.
- L'Université de Regina s'est engagée à égaler le montant d'une cotisation étudiante préexistante destinée au parrainage de réfugiés, ce qui lui permettra d'accueillir six étudiants pendant un an.
- L'Université Western prévoit instaurer des bourses d'études qui permettront de couvrir les frais de scolarité et de subsistance de 10 réfugiés syriens. Elle collabore également avec une organisation communautaire de London, en Ontario, afin de parrainer une famille de réfugiés, ainsi qu'avec Scholars at Risk, un réseau international d'établissements qui aident les chercheurs dont les droits sont bafoués, afin de repérer des chercheurs syriens et de les accueillir dans ses rangs.
- En plus de créer cinq nouvelles bourses d'études destinées aux réfugiés, l'Université d'Ottawa a lancé, par l'intermédiaire de sa faculté de droit, le Programme d'appui au parrainage de réfugiés, qui offrira une aide juridique gratuite aux Canadiens souhaitant parrainer des réfugiés à titre privé. Elle a aussi lancé un nouveau programme de certificat d'études postsecondaires en mobilisation communautaire, d'une durée de 16 mois, qui sera offert à l'Université américaine de Beyrouth, au Liban. Ce programme hybride (en ligne et sur place) acceptera 30 étudiants, réfugiés ou non. Les frais de scolarité de tous les participants qui le suivent au Liban seront supprimés. Les candidats sans

documents officiels seront acceptés au moyen de tests d'équivalence et ceux qui en ont besoin recevront un soutien en anglais.

Les étudiants qui attendent d'être réinstallés se heurtent à de nombreux obstacles, explique Christina Clark-Kazac, directrice du Centre for Refugee Studies de l'Université York. Il leur manque souvent des relevés de notes officiels et d'autres documents scolaires, ce qui peut nuire à la reconnaissance de leur formation antérieure par les établissements parrains, explique-t-elle. La langue peut aussi poser problème.

La guerre civile à l'origine de la crise des réfugiés a eu un effet dévastateur sur le système d'enseignement supérieur de la Syrie, où les universités ont pratiquement fermé, poursuit M^{me} Clark-Kazac. On ignore exactement combien de personnes déplacées sont d'âge universitaire. Toutefois, malgré les efforts déployés dans les universités canadiennes et étrangères, les études postsecondaires demeurent inaccessibles pour de nombreux réfugiés vivant dans des camps. « C'est un problème majeur parce qu'il y a des gens qui ne peuvent poursuivre leurs études, malgré leur volonté et leur désir de le faire, dit-elle. Auparavant, la Syrie comptait sur une population très instruite. Plus l'exil et l'instabilité dureront longtemps, plus le système d'éducation en souffrira à long terme. »

Bien que les étudiants et les professeurs aient réagi « de façon extraordinaire » à la crise des réfugiés, les initiatives de l'ancien gouvernement fédéral, elles, ne répondaient pas aux attentes, d'après une lettre ouverte adressée au gouvernement le 13 octobre et signée par plus de 400 professeurs et chercheurs collégiaux et universitaires. La lettre fait état des importants antécédents du Canada en matière de réinstallation de réfugiés, entre autres des Hongrois en 1956, des Tchèques en 1968, des Asiatiques du Sud en provenance de l'Ouganda en 1972, des Chiliens en 1973, ainsi que quelque 60 000 Vietnamiens entre 1978 et 1980. Mais cette fois, les initiatives du Canada présentaient des lacunes par rapport à celles d'autres pays.

La lettre enjoint au gouvernement d'accroître considérablement le nombre de réfugiés qui seront réinstallés au Canada, d'accélérer le processus de réinstallation afin que les réfugiés puissent arriver au pays d'ici la fin de 2015 et d'augmenter l'aide financière gouvernementale versée pour la réinstallation des réfugiés, y compris ceux qui sont aidés par un parrainage à titre privé.

— ROSANNA TAMBURRI

Our digital lives

Researchers concerned by the rise of 'big data' surveillance

Much of this information being used without our consent or knowledge, say SSHRC grant recipients

A CONVERSATION WITH David Lyon can be unsettling, even when the subject is as positive as a \$2.5 million Partnership Grant from the Social Sciences and Humanities Research Council. And to be fair, the Queen's University sociology professor is pleased that he and his colleagues with the Surveillance Studies Centre have just received such generous support from the funding agency, the latest of three major grants his work has received since 2003.

Nevertheless, this new funding will be dedicated to studying one of the more uncomfortable and elusive realities of our contemporary life: the growing prominence of "big data," massive computer archives full of the mundane miscellany of our digital lives, from grocery store purchases to cell phone records. This wealth of information we provide is increasingly being exploited as a resource by governments and private interests, often without our knowledge or consent.

Dr. Lyon speaks passionately about this form of subtle, seemingly innocuous surveillance and its profound implications for our daily lives. As an example of what concerns him, he pointed to the "smart" meters many homeowners have installed in their homes. These wireless devices report electricity use and eliminate the need for anyone to obtain a manual record of this activity. "It's not that the smart meter itself is somehow a negative item," he explained. "It's a matter of what you do with the data it provides."

Patterns of electrical use, said Dr. Lyon, can shed light on what sorts of appliances a household contains and how they are being used. Police can readily use this data to locate marijuana growing operations that are using large amounts of high-intensity lighting. However, much less obvious conclusions can also be drawn, such as which dwellings companies might target as prospective purchasers of new appliances. Vendors regularly pay for the privilege of obtaining this data while the homeowners who provide it likely never give their smart meters a second thought.

This is just the latest in a long line of surveil-

lance trends that Dr. Lyon began exploring in the early 1990s. The research evolved into a formal undertaking known as the Queen's Surveillance Project and then became the Surveillance Studies Centre in 2008 with a SSHRC Major Collaborative Research Initiative grant for a project called The New Transparency: Surveillance and Social Sorting. This support brought together a team of researchers from across Canada and in other countries who delved into nine distinct ways in which surveillance is changing and affecting all of us.

The latest funding milestone, announced at the end of September, is called the Big Data Surveillance Partnership Grant from SSHRC. "These shared partnership projects are expressly awarded to groups of scholars who are doing socially relevant work which is supported by outside organizations like the privacy commissioner or NGOs," explained Colin Bennett, a University of Victoria political science professor who was co-applicant with Dr. Lyon. "It's an endorsement of the importance of looking at the social risks, the social harms in advance of technological development."

Dr. Bennett said big data represents an emerging frontier of surveillance. Computer programs fish this sea of arcane numbers for nuances in our behaviour that might otherwise have remained invisible. His favourite example of such surveillance is voter relationship management, a technique widely employed by political parties which examines the exchanges that take place on social media platforms such as Twitter. Like smart-meter users, the individuals who take part in these exchanges might never reflect on what happens to this information. However, in light of the extraordinarily long federal election campaign that just wrapped up, Dr. Bennett has written a series of articles for iPolitics.ca to showcase the kind of valuable political fodder these electronic tidbits have provided to campaign strategists.

Among the partners in the centre's big data research is the Office of the Information and Privacy Commissioner of British Columbia and the International Civil Liberties Monitoring Group, both of which are on the front lines of addressing the impact that surveillance is having on people. For her part, B.C. Information and Privacy Commissioner Elizabeth Denham welcomes an opportunity to interact with academic researchers. "This research project will also identify new policy and legislative approaches to ensure citizens retain their privacy rights in the face of new technologies," she said.



Even more important, said Dr. Lyon, is making the centre's findings available to the widest possible audience so that Canadians begin to realize that surveillance has emerged as a primary feature of our society that everyone should be aware of. For just this reason, he was eager to see The New Transparency project become the basis of a book, *Transparent Lives: Surveillance in Canada*, published by Athabasca University Press in 2014.

— TIM LOUGHEED

Nos vies numériques

Des chercheurs préoccupés par l'exploitation des mégadonnées pour la surveillance

Selon des bénéficiaires de subventions du CRSH, une grande partie de ces données est utilisée sans notre consentement ou à notre insu.

DISCUTER AVEC David Lyon peut être déstabilisant, même d'un sujet aussi réjouissant que l'obtention d'une subvention de partenariat de 2,5 millions

de dollars du Conseil de recherches en sciences humaines (CRSH). Ce professeur de sociologie à l'Université Queen's est cependant ravi que lui et ses collègues du Surveillance Studies Centre aient obtenu cette troisième généreuse subvention en appui à ses travaux depuis 2003.

Les nouveaux fonds seront consacrés à l'étude de l'une des réalités actuelles les plus dérangeantes et surnoises : l'importance croissante des mégadonnées, à savoir de cette masse de données liées à nos activités numériques (allant des achats à l'épicerie au domaine de téléphonie mobile). Véritable mine d'information, les mégadonnées sont de plus en plus exploitées par les gouvernements et le secteur privé, souvent à notre insu ou sans notre consentement.

M. Lyon parle avec passion de cette forme subtile et apparemment inoffensive de surveillance, ainsi que de ses profondes répercussions sur nos vies quotidiennes. Pour illustrer ce qui l'inquiète, il cite le cas des compteurs intelligents installés par beaucoup de propriétaires résidentiels. Ces dispositifs sans fil communiquent au fournisseur la consommation d'électricité des ménages, sans que quiconque doive procéder à leur relevé. « Ce qui pose problème, ce ne sont

pas ces compteurs; c'est ce qu'on fait des données qu'ils communiquent », explique M. Lyon.

Selon lui, les données relatives aux habitudes de consommation d'électricité peuvent permettre de présumer du type d'électroménagers de la maison et de leur utilisation. Les autorités policières peuvent également exploiter ces données pour repérer les cultures de marijuana, qui exigent un éclairage très intense. Ces données permettent même de tirer d'autres conclusions plus étonnantes. Elles peuvent, par exemple, permettre aux sociétés de prospection de cibler les acheteurs potentiels d'électroménagers. Les marchands paient régulièrement pour avoir le privilège d'exploiter ces données, sans que les propriétaires résidentiels ne s'inquiètent de la présence chez eux de compteurs intelligents.

Il s'agit de la dernière d'une longue série d'études sur les tendances en matière de surveillance effectuées par M. Lyon depuis le début des années 1990 : Ses travaux ont évolué pour devenir officiellement le Queen's Surveillance Project, puis le Surveillance Studies Centre, créé en 2008 grâce à une subvention pour les grands travaux de recherche concertés, décernée par le CRSH pour le projet The New Transparency : Surveillance and Social Sorting. Cette subvention a permis de constituer une équipe de chercheurs du Canada et de l'étranger, qui se sont penchés sur neuf des manières dont la surveillance transforme nos vies et touche chacun de nous.

En matière de financement, la plus récente annonce, faite à la fin de septembre, vise la création d'une subvention de partenariat pour la surveillance des mégadonnées par le CRSH. « Cette subvention est accordée aux groupes de chercheurs qui accomplissent un travail socialement pertinent avec l'appui d'organisations tierces, comme le Commissariat à la protection de la vie privée ou diverses ONG, explique Colin Bennett, professeur de sciences politiques à l'Université de Victoria et codemandeur de cette subvention aux côtés de M. Lyon. Elle montre que le CRSH juge important d'étudier les risques du progrès technologique pour la société et les préjudices qu'il peut lui causer. »

Selon M. Bennett, la surveillance des mégadonnées représente la toute dernière évolution en matière de surveillance. Des logiciels fouillent cette énorme masse de données pour cerner, dans nos comportements, des nuances qui autrement resteraient indécélables. Le meilleur exemple de cette forme de surveillance est selon lui la « gestion des relations des électeurs », une technique largement utilisée par les partis politiques pour étudier les échanges sur les réseaux sociaux, comme Twitter. Comme dans le cas des compteurs intelligents, beaucoup des participants à ces échanges ne s'inquiètent nullement de ce qu'il adviendra de ces données. Pourtant, au fil de la campagne électorale fédérale exceptionnellement longue qui vient de s'achever, M. Bennett

a rédigé pour iPolitics.ca une série d'articles destinés à mettre en lumière les indications fournies par ces données aux stratèges des partis en lice.

Parmi les partenaires du Surveillance Studies Centre figurent le Commissariat à l'information et à la protection de la vie privée de la Colombie-Britannique, ainsi que la Coalition pour la surveillance internationale des libertés civiles, tous deux en première ligne de l'étude des conséquences de la surveillance pour les populations. La commissaire à l'information et à la protection de la vie privée de la Colombie-Britannique, Elizabeth Denham, se réjouit d'avoir la possibilité d'interagir avec les chercheurs universitaires. « Ce projet de recherche permettra également d'élaborer de nouvelles démarches stratégiques et législatives garantes de la protection de la vie privée des citoyens à l'ère du progrès technologique », a-t-elle déclaré.

Le plus important selon M. Lyon, est toutefois de veiller à ce que les résultats des travaux de recherche du Centre soient accessibles au plus grand nombre, pour que les Canadiens puissent enfin comprendre que la surveillance est devenue l'une des principales caractéristiques de notre société, et qu'elle concerne chacun de nous. C'est pour cette raison que M. Lyon avait hâte que le projet New Transparency soit à l'origine d'un ouvrage. C'est chose faite : *Transparent Lives: Surveillance in Canada* est paru en 2014 chez Athabasca University Press. – TIM LOUGHEED

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A valuable voice

The underappreciated role of university lawyer

by Brent Davis



“Nothing can properly prepare you for the terror-inducing panoply of legal issues confronting a university.”

If you want to kill an idea without being identified as the assassin, suggest that the legal department take a look at it.

– Scott Adams, *Dilbert Gives You the Business*

DURING A SECOND interview for a job that turned out to be my first as a university lawyer, the dean at a university in the United Kingdom made it quite clear that, while he was all for legal review and evaluating risk, such inconvenient formalities shouldn't stand in the way of a good deal. Such was my introduction to higher education law.

Happily, this inauspicious beginning turned out to have nothing in common with my future experiences as a university lawyer. Quite apart from being made to feel that I am a perpetual roadblock, the people I'm fortunate enough to work with every day have accepted the role of university lawyer as a valuable facilitator for their work.

It's safe to say no one grows up wanting to be a university lawyer. Survey law students and likely not one wants to follow in my steps. No higher education law courses exist in Canadian law schools. Legal professional development organizations don't offer university lawyer training. Most of the university lawyers I know had to make their way to their universities through serendipity. But once they've arrived, they almost always stay for a very long time.

So what makes a lawyer want to work at a University? I haven't conducted any focus group research, but I have observed that university

lawyers tend to be different than other lawyers in one crucial regard: they are comfortable with (and, in advanced cases, thrive on) variety.

Rarely is a university legal position a lawyer's first job right out of law school. We tend to have diverse experiences, successes and failures, before finding the right fit for us at a university. Some will have had private practice experience in corporate or employment law; others will have worked at in-house positions for government ministries or corporations. Some will have navigated more than one of these settings and multiple areas of law.

These multi-factored experiences provide a valuable foundation of practical legal knowledge for the prospective university lawyer. It will also assist in building relationships inside the university, with external legal providers, and with academic and business collaborators. But there is nothing that can properly prepare one for the awe-inspiring, terror-inducing panoply of legal issues confronting a university.

To have any hope of even the smallest measure of success, the university lawyer must be a generalist at a very high level. Not currently a real-estate lawyer? Get ready to become one because the university is opening a new mixed-use building and the food-service tenants all need leases. Not only that, but the student union wants to hold a new end-of-term block party; a spin-off company wants to use the university's logo on its marketing material; a donor has bequeathed her art collection to the university gallery; and the co-op program has questions

about unpaid internships. Maintaining a drive to learn new things is a minimum requirement of the university lawyer which, given the scholarly setting, is entirely appropriate.

Gone are the days when every public dollar could be spent with little scrutiny. Also gone is the freedom for anyone on campus to pick up the phone to the university's long-tenured, eye-wateringly expensive external counsel and have that bill paid with no questions asked. With no billable-hour targets, the university lawyer can be an effective cost-saver in a time of tight budgets. That being said, there is also no doubt that university lawyers will exist only so long as they are seen to be adding value to the university.

Universities are highly complex places with such a large scale of activity at any one time it is impossible to keep track of it all. Yet, for the reasons expressed above, I am confident that when these activities run into legal questions or problems, the university lawyer will be equal to the challenge. The ability to pivot between a multitude of issues has become second nature to them. Such a lawyer, who has spent time getting to know the needs of your department, can be a valuable addition to your project. I encourage everyone, if they have the need, to seek out their university lawyer and see what they've got. They're ready.

This is the first instalment in a series by Mr. Davis on universities and the law. Subsequent instalments will appear exclusively online at universityaffairs.ca as the column “Legally Speaking.” UA



HEC researcher wins international lifetime achievement award



HEC Montréal researcher **Danny Miller** has received the 2015 Distinguished Scholarly Contributions to Management Award from the Academy of Management, an international association of management and organizational scholars. The prize recognizes the achievements of a scholar who significantly contributed to the development of new concepts or theories, the dissemination of new knowledge, and the overall advancement of management practice and research. Dr. Miller, an expert in strategy and family business, has authored or co-authored more than 150 scientific papers and five books. He is currently director of the Research Center for Business Families at HEC, where he has worked since 1981. “This is a richly deserved tribute to Danny’s extraordinary scholarship and professional service,” said HEC Director Michel Patry. “Prior recipients of this extremely competitive prize include Nobel Prize winners Oliver E. Williamson and Herbert Simon, as well as Henry Mintzberg. As distinguished a group as this is, it is now even more eminent with Danny’s inclusion.”

the Ministry of Training, Colleges and Universities.



Martin Pochurko was named vice-president, finance and administration, at Simon

Fraser University, effective Oct. 15. He joins SFU from the Fraser Health Authority, where he was chief financial officer. From 2007 to 2012, he was SFU’s associate vice-president, finance. Before that, he worked at the University of British Columbia and was in senior management at the Insurance Corporation of British Columbia.



Concordia University of Edmonton has appointed **Steven Muir** director of its

new Institute for Christian Studies and Society. Dr. Muir is a professor of religious studies and department chair of philosophy and religious studies at Concordia, where he has taught since 1992.



Laurentian University has appointed **Carol Kauppi** director of research at the

university’s Centre for Research in Social Justice and Policy. The centre currently manages the six-year research project Poverty Homelessness and Migration, led by Dr. Kauppi. Her work also examines girlhood, adolescence and motherhood in northern communities.



Ali Dastmalchian was appointed dean of the Beedie School of Business at Simon

Fraser University. His appointment at SFU will begin Jan. 1, 2016. Dr. Dastmalchian is currently professor of organization studies and international business at the University of Victoria’s Gustavson School of Business. From 2002 to 2012, he was dean of the Gustavson School, where he oversaw the launch of its PhD program. He was also dean of the faculty of management at the University of Lethbridge from 1997 to 2002.



Queen’s University appointed **A. Scott Carson** executive director of the

School of Policy Studies. His three-year term came into effect July 1. Dr. Carson holds the Stauffer-Dunning Chair of Policy Studies and was director of the Monieson Centre for Business Research in Healthcare at Queen’s. He has previously served as dean at the school of business and economics at Wilfrid Laurier University, and at the Sobey School of Business at Saint Mary’s University in Halifax.



The University of British Columbia appointed **Philip Steenkamp** to the

role of vice-president, external relations and communications. Dr. Steenkamp was appointed for a five-year term, beginning Dec. 1. He comes to UBC from Simon Fraser University, where he was vice-president of external relations. Before his time at SFU, he held senior roles in the governments of B.C. and Ontario, including the posts of B.C. deputy minister of advanced education and Ontario deputy minister in



In September, Mount Saint Vincent University announced the appointment of **Jolene Mahody** as the new chair of the university’s board of governors. Ms. Mahody is chief



operating officer at Jazz Aviation LP. Ms. Mahody has been a member of the board of governors since 2009. She also sits on the board of directors at High Liner Foods Inc.



Catherine Riggins was named associate vice-president, marketing and

alumni relations, at Royal Roads University, effective Sept. 1. Ms. Riggins joined Royal Roads in 2010 as director of branding, marketing and recruitment. She was previously director of marketing communications, sponsorship and brand at the Canada Post Corporation.



Paul Dagg has been appointed chairperson of the board of governors at

Thompson Rivers University. He is medical director of tertiary mental health at the Interior Health Authority's Hillside Centre in Kamloops, B.C., and a clinical professor of psychiatry at the University of British Columbia. Dr. Dagg also chairs the specialty committee in psychiatry of the Royal College of Physicians and Surgeons of Canada, and sits on its education committee.



H.E.A. (Eddy) Campbell, president and vice-chancellor of the University of

New Brunswick, was appointed chair of the Association of Atlantic Universities for a two-year term. Dr. Campbell also serves as chair of the board of directors at Atlantic University Sport. Prior to joining UNB, Dr. Campbell served as acting president and vice-chancellor, and vice-president, academic, at Memorial University.



Teri Shearer, an associate professor at the Smith School of Business at Queen's

University, has been appointed the university's deputy provost, effective Jan. 1, 2016. Dr. Shearer is currently the associate dean of faculty at the business school. She joined Queen's in 1996.



At the University of Guelph, **Wayne Caldwell** has been named interim dean

of the Ontario Agricultural College, effective Nov. 1. Dr. Caldwell is director of the university's School of Environmental Design and Rural Development and has been at U of Guelph since 2000. From 2010-2012, he served as president of the Association of Canadian University Planning Programs and the Ontario Professional Planners Institute.



The University of Guelph appointed **Jeff Wichtel** dean of the Ontario Veteri-

nary College. He joins OVC from the Atlantic Veterinary College at the University of Prince Edward Island, where he was associate dean. His five-year term began Oct. 1.



Christopher Smeenk was named director of Western University's Rotman Institute

of Philosophy, a centre for the investigation of ethical and epistemological issues in contemporary science. From 2012-2013, Dr. Smeenk was the institute's interim director. He has been an associate professor in the department of philosophy at Western since 2007.



Diana MacKay was appointed executive director of the

Carleton University Global Academy, which was created to increase the university's globally oriented programming. Ms. MacKay's career has included senior roles at the Conference Board of Canada, the World Bank and a major Japanese manufacturing firm, JSR Corporation. She is an expert in education policy and higher education reform in Canada, as well as migration policy and practice.



Alastair Summerlee, president of the University of Guelph from 2003 to 2014,

has been appointed chair of the Higher Education Quality Council of Ontario board of directors for a three-year term that took effect Oct. 13. Dr. Summerlee served as associate dean of U of Guelph's Ontario Veterinary College in 1992, dean of graduate studies in 1995, associate vice-president, academic, in 1999 and provost and vice-president, academic, in 2000.



MacEwan University has named **Margaret Leathem** chief-of-staff. She comes to

MacEwan from the Ministry of Innovation and Advanced Education with the Government of Alberta, where she was director of legislation and governance. In this role, she worked closely with public postsecondary institution boards on governance-related initiatives. Her long career in provincial government included high-level work with Campus Alberta and with the Council of Ministers of Education, Canada.



**THE UNIVERSITY OF
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DR. ERASMUS OKINE
AS VICE-PRESIDENT
(RESEARCH)**

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Risk-taking

Let's dare to think and act
boldly in our universities

by Martha Crago

**"In five years' time they
expect to have 25,000
students on this very large
campus built from scratch."**



A COMBINATION OF EVENTS set me thinking about "boldness" this summer and early fall. Just before summer started, one of our researchers at Dalhousie University, Jeff Dahn, signed a contract with U.S. electric-car manufacturer Tesla Motors. This led to a visit by Tesla's chief technical officer, JB Straubel, complete with a bright red Tesla that was flown in for the occasion. Tesla's vision as laid out by Mr. Straubel was bold and dynamic.

After his visit, some of us read a biography about Tesla's founder, *Elon Musk: Tesla, SpaceX, and the Quest for a Fantastic Future*, by Ashlee Vance. I took it on my vacation in July and could not put it down. The expansiveness of Musk's vision, boldness and risk-taking were astounding and very instructive to think about. I wondered what the university equivalent of such boldness has been and could be.

Later in the summer, I accompanied the premier of Nova Scotia on a trip to China where we visited a new campus of Shandong University in Qingdao. This new, not yet completed campus, located in a port city a few hundred kilometers from the main inland university, will focus on marine science. In the next five years the plan is to build a campus with over 20 academic buildings, a sports stadium, numerous tennis courts, a major museum and library, and several student residences. It will be located near to two large new government institutes for ocean sciences and a 10-storey tank of ocean water for experiments. Nearby, five research ships are stationed. The campus will be co-located with a very large

number of housing units for professors and their families and with an innovation centre that is expected to have several high-rise office towers.


This is but one of the elements in the Chinese government's Maritime Silk Road strategic initiative to increase its ocean-based economy. There are at least two other universities building similar campuses in other cities along the South China Sea. As our Nova Scotia delegation stood in one of the first four buildings looking at a model of what was to come, our mouths fell open and we muttered in unison, "What a remarkably bold plan." In five years' time they expect to have 25,000 students and a thousand professors on this very large campus built from scratch with the help of some international partners.

This set me to wonder if Canada had ever put a new university in place so rapidly and so boldly. In fact, yes, this has occurred. Simon Fraser University, which is celebrating its 50th anniversary this year, was reportedly built in 18 months – a bold space-age building located on the top of a mountain.

The Université du Québec system, modelled after the state systems in the United States, is another striking example that has happened in the last 50 years. Université du Québec à Montréal, part of that system, situated in the heart of downtown Montreal, was constructed around the façade and remnants of a cathedral, an iconoclastic symbol of the church giving way to the Quiet Revolution. Moreover, UQAM adopted a bold new academic structure that does not have traditional faculties and departments.

Finally, while I was in China, the body of Alan Kurdi focused the attention of the world on the plight of the Syrian refugees that are part of the mass migration to Europe. In the midst of this international crisis, German Chancellor Angela Merkel and her country, in a bold act of political courage and humanity, opened their border to several hundred thousand refugees. I have wondered what acts of courage and boldness universities will undertake in relation to these refugees? Ryerson University was the most proactive of the Canadian universities when it had the vision to begin its Lifeline Syria Challenge a few months ago.

Thinking about bold acts and ideas has reminded me of when I was pregnant with my third child and the other two were under the age of four, and I found this quote by Goethe while I was walking past a church on Sherbrooke Street in Montreal: "Whatever you do or dream, begin it. Boldness has genius, power and magic in it." I wrote it down on a slip of paper and immediately went to the graduate studies office at McGill to apply to do my PhD, which I completed in the next four years, taking my children with me on my fieldwork in the Arctic.

I have often wondered if it was bold or crazy to do so. With time, I have decided it was the former. Those words of Goethe's sit near my desk at home even today as I am writing this, urging me – and all of us students, professors and staff – to think bold thoughts and take bold actions in our universities. They could have power and magic in them. 

Listes d'emplois Job listings

Careers Carrières

Accounting

Saint Mary's University - The Department of Accounting in the Sobey School of Business at Saint Mary's University invites applications for two tenure track positions. The appointments will commence July 1, 2016 or as soon thereafter as may be agreed. The department is supportive of any active research program but candidates whose scholarship activities are closely linked to the mission of the Sobey School, which states in part, that the "creation and mobilization of scholarship, prepares citizens of the world to lead sustainable, entrepreneurial businesses and communities", would be preferred. Currently the department's teaching needs are primarily in the areas of financial reporting and management information systems. The successful applicants

will have strong research credentials and teaching potential, with an earned doctorate in hand or nearing completion at the time of appointment. A professional accounting designation is also desirable. To be considered for a rank above Assistant Professor a significant record of scholarship is required. A commitment to research excellence and student engagement at both the undergraduate and graduate level is expected. The Department of Accounting has a full-time complement of sixteen faculty members, supported by several part-time professional instructors. Faculty research spans a wide range of topics and methodologies including behavioural experimental, archival, qualitative and field based approaches. The Department also hosts the Centre of Excellence in Accounting and Reporting for Co-operatives (CEARC) and its associated

Journal of Co-operative Accounting and Reporting (JCAR). A wide range of courses in Financial and Managerial Accounting, Auditing, Management and Accounting Information Systems, and Taxation are offered at both the undergraduate and graduate level. The Department currently has over 400 undergraduate accounting majors and has graduated another 400 students from our very successful MBA-CMA program over the last 12 years. The recently accredited MBA (CPA Stream) will begin admitting students beginning in the 2015-16 academic year. Saint Mary's is one of Canada's oldest universities (founded in 1802) with a rich history and tradition. Now a modern public university with more than 7,500 students and 270 full-time faculty, it offers a variety of undergraduate and graduate degrees, including a PhD program in Business Administration with a specialization in Management. The Sobey School of Business is housed in an up-to-date facility, fully compatible with the latest advances in information technology. With 75 full-time faculty members and an enrolment of approximately 3,000 students pursuing undergraduate, masters, and doctoral degrees, it is the largest and most comprehensive business program in Atlantic Canada. In addition to being nationally known for its excellence in teaching, the Sobey School has also established an outstanding record of research and a reputation for international outreach. The Sobey School is fully accredited by AACSB. Saint Mary's is located in a quiet residential section of Halifax close to downtown and all the amenities of city life. Halifax is a cosmopolitan city of over 400,000, and is widely regarded as the centre of education, health care, commerce and the arts for Atlantic Canada. Nova Scotia offers an exceptional quality of life. All qualified candidates are encouraged to apply; however, Canadians and permanent residents should indicate their status on their application and will be given priority. Saint Mary's University is committed to the principles of employment equity. Applicants should submit a letter of application, curriculum vitae, a sample of recent scholarly writing, and the names and full contact information of three referees to: Dr. Jeffrey Power, Chair Department of Accounting, Sobey School of Business, Saint Mary's University, Halifax, N.S. B3H 3C3; or by e-mail to jeff.power@smu.ca. More

Publisher's Statement

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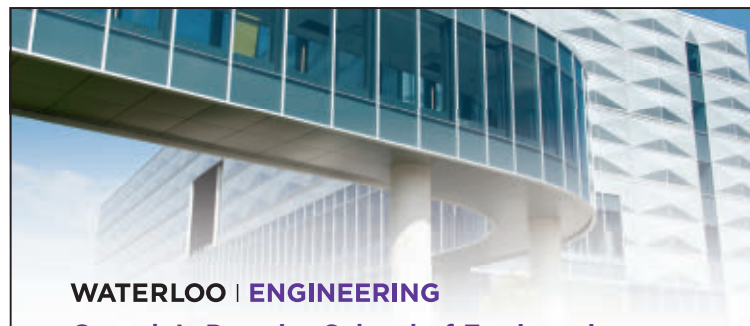
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information about Saint Mary's University and the Sobey School of Business is available at www.smu.ca and www.sobey.smu.ca.

[33804]

Administration des affaires

Université York/Collège universitaire Glendon - Le nouveau programme d'Administration des affaires du Département d'études internationales sollicite des candidatures pour un poste au rang de professeur(e) adjoint(e) menant à la permanence, avec nomination conjointe au Département de science économique. Entrée en poste prévue le 1er juillet, 2016. Nous recherchons les titulaires d'un doctorat en économie ou en finance, préférablement avec spécialisation en finance internationale, ainsi qu'en finance corporative ou en économie financière. Ce poste est sujet à l'approbation budgétaire de l'Université. Pour lire la description complète du poste et faire une demande, veuillez consulter le site www.yorku.ca/acadjobs. York est un employeur qui a adopté un programme d'action positive et préconise la diversité dans sa communauté, notamment celle de genre et de sexe. Le programme d'action positive s'applique aux autochtones, aux minorités visibles, aux personnes ayant un handicap et aux femmes. Pour plus de renseignements sur ce programme, veuillez consulter le site www.yorku.ca/acadjobs, ou demander un exemplaire du programme

auprès du Bureau d'action positive au (416) 736-5713. Toutes les personnes qualifiées sont encouragées à poser leur candidature; toutefois, la priorité sera accordée aux personnes de citoyenneté canadienne ou détenant le statut de résident permanent au Canada. [34219]

Anthropology and Biological Sciences

MacEwan University - Competition #15.10.124. The Faculty of Arts and Sciences invites applications for an interdisciplinary (Anthropology and Biological Sciences) full-time probationary appointment at the rank of Assistant Professor, commencing July 1, 2016, subject to final budgetary approval. Candidates must have expertise in one or more areas within biological anthropology and biology; however, priority will be given to applicants specializing in anthropological genetics. The successful candidate will teach a range of junior and senior courses in each discipline, including Human Variation and Adaptation (Anthropology) and Principles of Genetics (Biology), as well as develop and deliver a third-year population genetics course for Biological Sciences that incorporates examples from a range of organisms. Preferred candidates will hold a Ph.D. in a relevant area of expertise and will demonstrate a primary commitment to undergraduate teaching and an ongoing research program. Applicants should submit a cover letter, curriculum vitae, teaching dossier (including recent teaching evaluations), statement of research interests, sample of scholarly work, and academic transcripts. Three letters of reference, quoting the competition number, should be sent directly from referees to careers@macewan.ca. Questions about this opportunity may be addressed to Dr. Shahid Islam, Chair, Department of Anthropology, Economics and Political Science, at IslamS@macewan.ca and/or Dr. Ross Shaw, Chair, Department of Biological Sciences, at shawr@macewan.ca. This position is included under the Faculty Association collective agreement. Effective July 1, 2016, the annual salary range for a Ph.D. is \$76,148 to \$121,252. A review of applications will begin January 1st, 2016 and will continue until shortlisting is complete. How to Apply: Only applications received electronically will be considered. To apply, go to <http://www.macewan.ca/careers> and select the job posting. Thank you for your interest in employment with MacEwan University. We will be reviewing all applications to select the candidates whose qualifications and experience most closely meet our needs. Only applicants selected for interviews will be contacted. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. For general enquiries, please contact us at careers@macewan.ca. [34236]

riculum vitae, teaching dossier (including recent teaching evaluations), statement of research interests, sample of scholarly work, and academic transcripts. Three letters of reference, quoting the competition number, should be sent directly from referees to careers@macewan.ca. Questions about this opportunity may be addressed to Dr. Shahid Islam, Chair, Department of Anthropology, Economics and Political Science, at IslamS@macewan.ca and/or Dr. Ross Shaw, Chair, Department of Biological Sciences, at shawr@macewan.ca. This position is included under the Faculty Association collective agreement. Effective July 1, 2016, the annual salary range for a Ph.D. is \$76,148 to \$121,252. A review of applications will begin January 1st, 2016 and will continue until shortlisting is complete. How to Apply: Only applications received electronically will be considered. To apply, go to <http://www.macewan.ca/careers> and select the job posting. Thank you for your interest in employment with MacEwan University. We will be reviewing all applications to select the candidates whose qualifications and experience most closely meet our needs. Only applicants selected for interviews will be contacted. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. For general enquiries, please contact us at careers@macewan.ca. [34236]

Art History, Visual Art and Theory

The University of British Columbia - The Department of Art History, Visual Art and Theory invites applications for a tenure-track appointment at the rank of Assistant Professor in the field of the History of First Nations Art and Cultural Practices. Ability to teach the history of indigenous arts from the Pacific Northwest is required. The successful candidate will be an active scholar in the most advanced theoretical and methodological concerns of the field. UBC, one of the largest and most distinguished universities in Canada, has excellent resources for scholarly research. The Art History program partners with a strong Visual Art and Critical and Curatorial Studies programs (www.ahva.ubc.ca). This position in Art History also presents an opportunity to engage with an interdisciplinary group of scholars within the larger academic community, including the First Nations and Indigenous Studies program, the Museum of Anthropology, the Law Faculty, and the Institute for Gender, Race, Sexuality and Social Justice. In addition there is an active community of First Nations artists working in Vancouver. The successful candidate must have a PhD and is expected to provide strong evidence of active and excellent research, and to demonstrate a record of, or potential for, high quality teaching at the undergraduate and graduate levels. He or she will be expected to maintain an active program of research, publication,

WATERLOO | ENGINEERING

Canada's Premier School of Engineering

invites applications for the following Faculty of Engineering positions:

Civil and Environmental Engineering

» **DEPARTMENT CHAIR** The successful applicant will have a PhD and the academic qualifications required for an appointment as a tenured full professor; a distinguished record of teaching, research and university service; and demonstrated leadership, communication, and administration skills.

» **GEOTECHNICAL ENGINEERING** Applicants should have expertise in the application of quantitative methods to problems in one or more of the following research areas: computational geomechanics, dynamic soil characterization, subsurface energy resources, soil and/or rock mechanics including micromechanics and coupled processes, tunnelling, soil/rock structure interaction, earth structure engineering, bio-geotechnical engineering, or other emerging research areas involving geomechanics.

Electrical and Computer Engineering

» **COMPUTER HARDWARE ENGINEERING** Applicants are required to have a developing research program with emphasis on computer hardware engineering. Duties include research, teaching at both the undergraduate and graduate levels, and supervising graduate students.

» **COMPUTER SOFTWARE** The department is particularly interested in candidates with a demonstrated research record in big data, data analytics, deep learning, artificial intelligence or machine learning. Consideration will also be given to exceptional candidates in computer software.

» **DEPARTMENT CHAIR** The successful applicant will have a PhD and the academic qualifications required for an appointment as a tenured full professor; a distinguished record of teaching, research and university service; demonstrated leadership, communication and administration skills; and an appreciation of Waterloo's inherent entrepreneurial spirit.

» **SOFTWARE SYSTEMS** The department is particularly interested in candidates with a demonstrated research record in systems software, operating systems, dependable systems, embedded systems or real-time software systems. Consideration will also be given to exceptional candidates in computer software.

» TIER-1 CANADA RESEARCH CHAIR — COMPUTER SOFTWARE

The successful candidate must have a PhD in Electrical and Computer Engineering, Computer Science, or a related discipline. Evidence of an outstanding research program with emphasis on computer software is required. Duties include research, teaching at both the undergraduate and graduate levels, and supervising graduate students.

Management Sciences

» **DATA ANALYTICS** Applicants are required to have research and teaching interests at the interface of operations research and information systems. In particular, individuals are encouraged to apply who specialize in the areas of business and data analytics, statistical analysis, data mining, and data-driven decision making.

» **ORGANIZATIONAL BEHAVIOUR, ORGANIZATIONAL THEORY, TECHNOLOGY MANAGEMENT** Candidates are required to have demonstrated research and teaching potential in areas such as organizational behaviour, organizational theory, technology/innovation management, or social aspects of technology. Ability to conduct rigorous research is essential and interest in practical problems arising from the workplace is highly desirable.

Mechanical and Mechatronics Engineering

» **MATERIALS AND WELDING METALLURGY** Preference will be given to candidates with expertise in the general areas of phase transformations, physical metallurgy and material properties as applied to welding and joining and related manufacturing processes. A strong background in experimental methods in materials science is an asset.

» **THERMAL ENGINEERING AND ENERGY** The department is particularly interested in candidates with a background in multiphase/multiscale thermal-fluid transport processes and/or nano/microscale thermal sciences. Applicants must have excellent communication skills and a dedication to both teaching and research.

All qualified candidates are encouraged to apply; however Canadians and permanent residents will be given priority. The University of Waterloo encourages applications from all qualified individuals, members of visible minorities, native peoples, and persons with disabilities.



For complete job descriptions and application details visit uwaterloo.ca/engineering

Three reasons to apply: uwaterloo.ca/watport/why-waterloo



UNIVERSITY OF
WATERLOO



Dean, Faculty of Health

York University invites nominations and applications for the position of Dean, Faculty of Health.

Established in 1959 and now the 3rd largest university in Canada with 52,000 students, 5,190 international students from 171 countries, and 7,000 faculty and staff members, York University has two campuses in the Greater Toronto Area and will be adding a new state-of-the-art campus to its existing network. As a globally recognized research centre committed to academic excellence, the University is fully engaged in critical discussions that lead to innovative solutions to the most pressing local and global challenges. The University, home to 11 Faculties, 24 research centres, and possessing partnerships with 280 universities worldwide, is also recognized for its commitment to collegial self-governance, social justice, equity, access, and diversity.

Since its inception in 2006, the Faculty of Health has achieved tremendous success. The Faculty has undergone major enrolment growth and is now home to over 10,000 students. Through impactful research, its community, public and private sector partnerships, and by graduating over 2000 'Agents of Change' each year from its academic programs, the Faculty is able to realize its compelling vision of 'keeping more people healthier longer'. Offering undergraduate and graduate degree programs spanning Psychology, Kinesiology & Health Science, Nursing, Health Policy & Management, Critical Disability Studies (MA/PhD), and Global

Health (BA/BSc), the Faculty is committed to teaching and learning excellence. Its professors are nationally and internationally recognized scholars in their fields, and the Faculty is engaged in five major research centres: LaMarsh Centre for Child and Youth Research, Muscle Health Research Centre, Centre for Aging Research and Education, Centre for Vision Research, and York Institute for Health Research. The Faculty is currently engaged in a planning exercise to complete its five-year 2015-2020 Academic Plan entitled 'Health@2020'. For more information on the Faculty's strategic planning initiatives, visit <http://health.info.yorku.ca/health2020/>, and for further information about the Faculty, visit <http://health.info.yorku.ca/>.

Reporting to the Vice-President Academic & Provost, the Dean of Health is the senior officer of the Faculty and a member of the university's senior leadership team. Responsible for all aspects of its operations, including budget and funds development, the new Dean will maintain and enhance strong and productive partnerships with external constituencies—including federal and provincial governments, industry, other universities, and community groups—and will work in partnership with this outstanding Faculty to achieve even greater levels of excellence. The successful candidate must possess a doctoral degree in a relevant discipline, have a proven track

record of successful leadership in a university setting, and a deep commitment to excellence in research and teaching. He/she must be a motivated team player, a highly collaborative colleague, and should be drawn to the idea of working with the York University community as it continues to make its mark. This appointment, which is renewable, is for five years and is expected to commence July 1, 2016 or as mutually agreed.

The University welcomes applications from all qualified individuals, including individuals within the University's employment equity categories. York University is an Affirmative Action (AA) employer and strongly values diversity, including gender and sexual diversity, within its community. The Affirmative Action Program, which applies to Aboriginal people, visible minorities, people with disabilities, and women, can be found at <http://yorku.ca/acadjobs> or by calling the AA office at 416-736-5713. All qualified candidates are encouraged to apply; however, Canadian citizens and Permanent Residents will be given priority.

Consideration of candidates will begin in November 2015. Inquiries or applications should be directed in confidence to Gerri Woodford or Jason Murray at yorkuhealth@odgersberndtson.ca.



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Executive Search



Executive Interim



Leadership Assessment

teaching, graduate supervision, and service. Applicants should apply through the UBC Faculty careers website: <http://facultycareers.ubc.ca/22012>. Submissions should include a letter of application; a detailed curriculum vitae; statement of research and teaching philosophies; a sample dissertation chapter or scholarly paper; evidence of teaching potential and effectiveness. Appli-

cants should arrange to have three confidential letters of reference submitted by email to: ahva.head@ubc.ca, or by mail to: Professor Scott Watson, Chair, Art History Search Committee, Department of Art History, Visual Art and Theory, University of British Columbia, 400-6333 Memorial Road, Vancouver, B.C., V6T 1Z2, Canada. The anticipated start date of employment is

as early as July 1, 2016. UBC hires on the basis of merit and is committed to employment equity and diversity within its community. All qualified persons are encouraged to apply. We especially welcome applications from members of visible minority groups, women, Aboriginal persons, persons with disabilities, persons of minority sexual orientations and gender

identities, and others with the skills and knowledge to engage productively with diverse communities. Canadian citizens and permanent residents of Canada will be given priority. This position is subject to final budgetary approval. Salary will be commensurate with qualifications and experience. Deadline: Applications and all supporting materials must be received by

January 5, 2016. Review of applications will begin soon after this date and will continue until the position is filled. [34338]

Biology

MacEwan University - Competition #15.10.129. The Department of Biological Sciences in the Faculty of Arts and Science at MacEwan University invites applications for a full-time probationary appointment in plant biology at the rank of Assistant Professor, commencing July 1, 2016, subject to final budgetary approval. Candidates must have expertise in one or more areas within plant biology; however, priority will be given to applicants specializing in the areas of plant systematics, plant anatomy and morphology, plant physiology, or plant ecology. The successful candidate will teach introductory courses in Biology, including Fundamentals of Plant Biology, as well as develop and deliver a senior-level plant biology course that complements existing course offerings. Preferred candidates will hold a Ph.D. in a relevant area of expertise, and will demonstrate a primary commitment to undergraduate teaching and an ongoing research program that provides opportunities for undergraduate research projects. Applicants should submit a cover letter, curriculum vitae, teaching dossier (including recent teaching evaluations), statement of research interests, sample of scholarly work, and academic transcripts. Three letters of reference, quoting the competition number, should be sent directly from referees to careers@macewan.ca. Questions about this opportunity may be addressed to Dr. Ross Shaw, Chair, Department of Biological Sciences, at shawr@macewan.ca. This position is included under the Faculty Association collective agreement. Effective July 1, 2016, the annual salary range for a Ph.D. is \$76,148 to \$121,252. A review of applications will begin January 1st, 2016 and will continue until shortlisting is complete. How to Apply: Only applications received electronically will be considered. To apply, go to www.macewan.ca/careers and select the job posting. Thank you for your interest in employment with MacEwan University. We will be reviewing all applications to select the candidates whose qualifications and experience most closely meet our needs. Only applicants selected for interviews will be contacted. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. For general enquiries, please contact us at careers@macewan.ca. [34233]

MacEwan University - Competition #15.10.126. The Department of Biological Sciences in the Faculty of Arts and Science at MacEwan University invites applications for a full-time probationary laboratory instructor, commencing July 1, 2016, subject to final budgetary approval. The successful candidate will have expertise in one or more areas in biology that will support laboratory instruction for courses offered in

WATERLOO | SCIENCE Department of Chemistry

Tenure-Track Assistant Professor Positions Inorganic Chemistry and Nanotechnology

The Department of Chemistry in the Faculty of Science at the University of Waterloo invites applications for two tenure-track Assistant Professor positions, in Inorganic Chemistry and in Nanotechnology, respectively. Exceptional candidates at a more senior level may also be considered.

Inorganic Chemistry

Applicants should have outstanding training and demonstrated excellence in inorganic chemistry, with research interests that complement existing departmental strengths in inorganic functional materials, electrochemistry and bioinorganic chemistry. The successful candidate is expected to establish a strong independent research group and be able to develop interdisciplinary collaborations with other researchers in the Department of Chemistry, the Waterloo Institute for Nanotechnology (WIN) and other departments and centres at Waterloo. Successful candidates will be able to provide evidence of potential for high-quality teaching in inorganic chemistry at all levels. Postdoctoral experience, in addition to a Ph.D. degree in any area of inorganic or materials chemistry, is essential.

Nanotechnology

Applicants should have outstanding training and demonstrated excellence in areas related to nanotechnology, especially nanoscience, that complement existing strengths, ranging from computational studies and fundamental properties of materials to novel applications and devices. The successful candidate is expected to establish a strong independent research group and be able to develop interdisciplinary collaborations with other researchers in the Department of Chemistry, the Waterloo Institute for Nanotechnology (WIN) and other departments and centres at Waterloo. Successful candidates will also have established outstanding teaching records or will be able to provide evidence of potential for high-quality teaching in nanotechnology at all levels. Postdoctoral experience, in addition to a Ph.D. degree in any area of chemistry or related fields, is essential.

The salary range of these positions at the Assistant Professor rank is \$95,000 to \$120,000 for 12 months. Negotiations beyond this salary

range will be considered for exceptionally qualified candidates. Anticipated starting date for these positions is September 1, 2016. The University of Waterloo has an excellent reputation in both Inorganic Chemistry and Nanotechnology. It offers outstanding research and teaching environments, including unique on-campus facilities for materials characterization and device fabrication (<http://uwaterloo.ca/institute-nanotechnology/research-waterlooinstitute-nanotechnology/facilities-equipment>), as well as access to machining and electronics shops, and instrumentation and computation facilities. The Department is in close proximity to the Canadian Centre for Electron Microscopy (<http://ccem.mcmaster.ca>). Nanotechnology academic programs at Waterloo, both undergraduate and graduate, are unique collaborative efforts that draw on academic departments from across the Faculties of Science and Engineering, uniting a variety of disciplines in a common educational and research initiative.

Inquiries and applications should be directed to:

William P. Power, Chair
Department of Chemistry
University of Waterloo
200 University Avenue West
Waterloo, ON, N2L 3G1, Canada
Email: wppower@uwaterloo.ca

Applicants should submit a complete curriculum vitae, a research proposal (maximum five pages in length) and arrange for three letters of recommendation from professional references to arrive before December 15, 2015. Additional information about the Department of Chemistry and the University of Waterloo can be found at <http://uwaterloo.ca/chemistry>.

The University of Waterloo respects, appreciates and encourages diversity. We welcome applications from all qualified individuals, including women, members of visible minorities, Aboriginal peoples and persons with disabilities. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.



Three reasons to apply:
uwaterloo.ca/watport/why-waterloo



UNIVERSITY OF
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YORK UNIVERSITY is helping shape the global thinkers who will define tomorrow. Our unwavering commitment to excellence reflects a rich diversity of perspectives and a strong sense of social responsibility that set us apart. As an internationally recognized research university, York's 11 Faculties and 27 research centres have well-established partnerships with 280+ leading universities worldwide. Located in Toronto, York is the third largest university in Canada, with a strong community of 53,000 students, 7,000 faculty and administrative staff, and more than 275,000 alumni.

For more information,
visit our website at
yorku.ca/acadjobs

York University's **Faculty of Health** has an ambitious mission to be an integrative force for promoting health and improving health care - locally and globally. Our vision is to educate future global leaders who will redefine and advance health and human science. The Faculty consists of five integrated units encompassing: Health Policy and Management; Kinesiology and Health Science; Nursing; Psychology; Global Health and our Health Leadership and Learning Network for continuing education and professional development. We have over 9,000 students and 400 faculty members.

Faculty of Health

The following positions will commence **July 1, 2016** and are subject to budgetary approval. **The deadline for applications is January 5, 2016.** Salaries will be commensurate with qualifications and experience. Successful candidates must be suitable for prompt appointment to the Faculty of Graduate Studies.

School of Nursing

Applications are invited from highly qualified individuals for two (2) full-time professorial tenure-stream positions - one (1) at the rank of Assistant or Associate Professor in the area of Innovations in Nursing Education, and one (1) at the rank of Assistant Professor in one of the following areas: Oncology, Paediatrics, or Nurse Practitioner - Primary Health Care. Responsibilities will include teaching and supervision in the undergraduate and/or graduate programs, conducting a program of research, and academic service.

Successful candidates must have a master's degree in Nursing; a doctoral degree (PhD or equivalent) in Nursing or a related field (preference given to a PhD in Nursing), completed by the commencement of appointment; demonstrated alignment with the School of Nursing's commitment to human science and to multiple perspectives in nursing discourses, knowledge, and research; and demonstrated alignment with the School of Nursing's commitment to social justice and health promotion. A scholar at the level of Associate Professor will have an established program of research, graduate supervisory experience, substantive research funding, and a strong publication record. A scholar at the level of Assistant Professor will demonstrate evidence of a

beginning program of scholarship, including research and publications, and is eligible for external research funding and grants. In addition, consideration will be given to candidates with experience in teaching in university undergraduate and graduate nursing programs; providing technology-enhanced, experiential learning; and participating in academic governance at the unit, faculty, and/or university level.

Candidates must be registered in good standing or eligible for registration with the College of Nurses of Ontario and provide their registration number when applying. In addition, Nurse Practitioner candidates must provide evidence that they are registered in the Primary Health Care Extended Class. Proof of academic credentials is required prior to appointment. Applicants should submit a letter of application, up-to-date curriculum vitae, three signed letters of reference, and separate statements of philosophy of teaching and research plan to: **nursrch@yorku.ca**. Address your application package to: **Dr. Janet Jeffrey, Interim Director, School of Nursing, Room 313, HNES Building, York University, 4700 Keele Street, Toronto, ON Canada M3J 1P3.**

*York University is an Affirmative Action (AA) employer and strongly values diversity, including gender and sexual diversity, within its community. The AA Program, which applies to Aboriginal people, visible minorities, people with disabilities, and women, can be found at **www.yorku.ca/acadjobs** or by calling the AA office at **416.736.5713**. All qualified candidates are encouraged to apply; however, Canadian citizens and Permanent Residents will be given priority.*

health



our cellular and molecular biology specialization. All applicable areas of expertise will be considered; however, priority will be given to applicants specializing in the areas of genetics, molecular biology, microbiology, or cellular biology. In addition to teaching the laboratory components of introductory courses in Biology, the successful candidate must be able to teach labs for senior cellular and molecular biology courses. Preferred candidates will hold, at minimum, a BSc in a relevant area of expertise and will demonstrate a commitment to excellence in undergraduate teaching. Applicants should submit a cover letter, curriculum vitae, teaching dossier (including recent teaching evaluations), and academic

transcripts. Three letters of reference, quoting the competition number, should be sent directly from referees to careers@macewan.ca. Questions about this opportunity may be addressed to Dr. Ross Shaw, Chair, Department of Biological Sciences, at shawr@macewan.ca. This position is included under the Faculty Association collective agreement. Effective July 1, 2016, the annual salary range for a Full-Time Lab Instructor is \$51,226 to \$73,007. A review of applications will begin January 1st, 2016 and will continue until shortlisting is complete. How to Apply: Only applications received electronically will be considered. To apply, go to www.macewan.ca/careers and select the job posting. Thank you for your interest in

employment with MacEwan University. We will be reviewing all applications to select the candidates whose qualifications and experience most closely meet our needs. Only applicants selected for interviews will be contacted. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. For general enquiries, please contact us at careers@macewan.ca. [34235]

Business Administration

York University/Glendon College - The new program in Business Administration in the Department of International Studies, invites applications for a tenure-

stream position at the rank of Assistant Professor, with a cross-appointment to the Department of Economics, commencing July 1, 2016, subject to budgetary approval. Candidates with a PhD in Economics or Finance, preferably with a specialization in international finance, and either corporate finance or financial economics, are sought. For a complete job description and application details, visit www.yorku.ca/acadjobs. York University is an Affirmative Action (AA) employer and strongly values diversity, including gender and sexual diversity, within its community. The AA Program, which applies to Aboriginal people, visible minorities, people with disabilities, and women, can be found at www.yorku.ca/acadjobs or by



Faculty of Education Tenure-Track Appointments

The Faculty of Education, Memorial University of Newfoundland, invites applications for tenure-track positions at the Assistant Professor rank, in the areas of Educational Technology, Post-Secondary Education and Educational Leadership Studies beginning September 1, 2016 (subject to budgetary approval).

Educational Technology (EDUC-2015-002)

Candidates should have a doctorate relevant to Educational or Instructional Technology with teaching experience at the K-12 level. The candidate should demonstrate a record of excellence in teaching graduate and undergraduate courses in Educational Technology. The candidate should also have a strong record of research capabilities and scholarly productivity recognized provincially, nationally and internationally that aligns with Memorial's focus on the use of technology in the delivery of education at the K-12, post-secondary, and/or professional level. The candidate should demonstrate a record of obtaining, or potential to obtain, external funding, and initiating and leading collaborative work with K-12 and higher education partners. Experience with mentoring graduate students would be considered an asset.

Post-Secondary Education (EDUC-2015-001)

The successful candidate for this tenure-track position will be expected to teach, conduct and publish research, seek opportunities for internal and external grant funding, and supervise graduate students. The required qualifications are a doctorate relevant to adult learning and post-secondary contexts; evidence of successful online and face-to-face teaching; and evidence of scholarly activity, such as grants or publications in professional journals and presentations at national and international conferences. Preferred candidates will have research expertise and/or teaching experience in several of the following areas: adult education, post-secondary student development, and/or post-secondary administration and leadership; knowledge of, and experience with, instructional technology and distance education; experience of working with adults with wide-ranging backgrounds and educational levels; and experience in advising graduate students or working in other situations with adult learners.

Educational Leadership Studies (EDUC-2015-003)

Candidates should have a doctorate relevant to Educational Administration and Leadership with teaching and administration experience at the K-12 level. The successful candidate should demonstrate a record of excellence in teaching graduate and undergraduate courses in Educational Administration and Leadership. They must also have a demonstrated commitment to research and scholarship in Educational Administration and Leadership; a demonstrated record of obtaining, or potential to obtain, external funding; and a demonstrated record of initiating and leading collaborative work with K-12 and higher education partners.

Experience with mentoring graduate students is considered an asset. Doctorates in such related fields as Comparative and International Education are welcomed.

Candidates are invited to submit a letter of application, including a current curriculum vitae, the names of three referees (two of whom should be academic references), a description of a research agenda, and a writing sample. Please include the reference number (EDUC-2015-xxx) with your application.

Applications should be sent by December 15, 2015, to:

**Dr. Kirk Anderson, Dean
Faculty of Education
Memorial University of Newfoundland
St. John's, NL A1B 3X8
E-mail: educdean@mun.ca**

Memorial University of Newfoundland is the one of the largest universities in Atlantic Canada. As the Province's only university, Memorial plays a pivotal role in the education and cultural life of Newfoundland and Labrador. Offering diverse undergraduate and graduate programs to almost 18,000 students, Memorial provides a distinctive and stimulating environment for learning with campuses in St. John's, Corner Brook, Labrador and Harlow, England.

All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. Memorial University is committed to employment equity and encourages applications from qualified women and men, visible minorities, Aboriginal people and persons with disabilities.

www.mun.ca or www.mun.ca/educ

calling the AA office at 416-736-5713. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.
[34218]

Chemistry

MacEwan University - Competition #15.10.128. The Department of Physical Sciences in the Faculty of Arts and Science at MacEwan University invites applications for a full-time probationary appointment in chemistry at the rank of Assistant Professor, commencing July 1, 2016, subject to final budgetary approval. The successful candidate will have a proven record of excel-

lence in environmental chemistry, materials chemistry, or industrial chemistry. Preferred candidates will hold a Ph.D. in a chemistry-related field, and will demonstrate a primary commitment to undergraduate teaching and an ongoing research program. Applicants should submit a cover letter, curriculum vitae, teaching dossier (including recent teaching evaluations), statement of research interests, sample of scholarly work, and academic transcripts. Three letters of reference, quoting the competition number, should be sent directly from referees to careers@macewan.ca. Questions about this opportunity may be addressed to Dr. Jonathan Withey, Chair, Department of Physical Sciences, at WitheyJ@macewan.ca. This

position is included under the Faculty Association collective agreement. Effective July 1, 2016, the annual salary range for a Ph.D. is \$76,148 to \$121,252. A review of applications will begin January 4, 2016 and will continue until shortlisting is complete. How to Apply: Only applications received electronically will be considered. To apply, go to <http://www.macewan.ca/careers> and select the job posting. Thank you for your interest in employment with MacEwan University. We will be reviewing all applications to select the candidates whose qualifications and experience most closely meet our needs. Only applicants selected for interviews will be contacted. All qualified candidates are encouraged to apply; however, Canadian

citizens and permanent residents will be given priority. For general inquiries, please contact careers@macewan.ca. [34234]

Chinese Buddhist Studies

Emmanuel College - Emmanuel College announces the creation of the Shi Wu De 釋悟德 Professorship in Chinese Buddhist Studies and invites applications. This full time tenure stream or tenured appointment is open to all ranks. Qualifications must include a Ph.D. in Buddhism, with specialization in Chinese traditions. The successful candidate will possess an excellent record of scholarship and teaching, and the ability to teach in Chinese Buddhism, history of



FACULTY OF EDUCATION Tenure-Track Positions

The University of Lethbridge is a comprehensive university that values excellence in teaching, research, and scholarship. The Faculty of Education invites applications to fill two tenure-track positions at the rank of Assistant or Associate Professor to commence July 1, 2016, one in Educational Leadership and one in Counselling Psychology.

Each appointment carries the following expectations:

- Fluency with current theories and practices in areas of expertise
- Engagement in scholarly or creative work
- Contribution to the undergraduate and graduate programs, including teaching, supervision of student research, and student supervision in practica

Educational Leadership

Qualifications include a doctoral degree completed or near completion in Educational Leadership; a minimum of five years successful K-12 classroom teaching and administrative experience; eligibility for teacher certification in Alberta (B.Ed. or equivalent); and a broad background in school leadership. Interest in integrating communications technology into the teaching and research repertoire will likewise strengthen applications for this position. School district- and school-based leaders who aspire to an academic career are encouraged to apply.

Applicants are encouraged to apply early as the first review of applications will begin after February 2016. Applications will be accepted until the position is filled.

Counselling Psychology

Qualifications include a doctorate in Counselling or Clinical Psychology from a major research university. Applicants must be eligible for registration with the College of Alberta Psychologists.

Applications from graduates of a CPA or APA accredited program are especially encouraged. Previous professional experience in the areas of health psychology, marriage and family counselling, qualitative research methods, or life span development is an asset.

Applicants are encouraged to apply early as the first review of applications will begin in November 2015. Applications will be accepted until the position is filled.

For further details regarding these positions, please visit: <https://uleth.peopleadmin.ca>
Applications, which must be accompanied by a curriculum vitae and the names of three references, should be sent to Dr. Craig Loewen, Dean, Faculty of Education, University of Lethbridge, 4401 University Drive, Lethbridge, AB, T1K 3M4. Electronic applications are welcomed and may be sent to darcy.mckenna@uleth.ca. For further information about the Faculty of Education visit our website at <http://www.uleth.ca/education>.

These positions are open to all qualified applicants although preference will be given to Canadian citizens and permanent residents of Canada. The University is an inclusive and equitable campus encouraging applications from qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal persons. Applications from persons of First Nations, Métis, or Inuit descent are encouraged.

Buddhist traditions, and tenets and practices of Buddhism. Expertise in one or more of the following teaching areas is desirable: Buddhist mindfulness, contemplative care, perspectives of psychotherapy and mental health, and ethics. Emmanuel College is strongly committed to diversity and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to further diversification of ideas. All qualified candidates are encouraged to apply. Canadians and permanent residents will be given priority. Emmanuel is a college of Victoria University in the University of Toronto (U of T), a member institution of the Toronto School of Theology (TST) and a theological school associated with the United Church of Canada that provides educational programs (all offered jointly with U of T) designed for Christians, Muslims, Buddhists and others preparing for a variety of vocations. Information about the college and a detailed description of the position can be viewed at www.emmanuel.utoronto.ca. Review of applications will begin 01 December 2015 and will continue until the position is filled. The appointment is to commence on or after 01 July 16. Please send c.v. and letter of application (indicating qualifications and experience related to this position), and arrange for three confidential letters of reference to be sent separately to: The Principal, Emmanuel College, 75 Queen's Park Crescent, Toronto, ON M5S 1K7. (34334)

Communications

York University/Glendon College - The new program in Communications at Glendon College invites applications for three tenure-stream positions at the rank of Assistant Professor, commencing July 1, 2016, subject to budgetary approval. We seek candidates who hold a PhD in Communications or another relevant discipline and can teach in one of the following areas: (1) communication, culture, and society; (2) organizations and communication; (3) technology and communication. For complete job descriptions and application details, visit www.yorku.ca/acadjobs. York University is an Affirmative Action (AA) employer and strongly values diversity, including gender and sexual diversity, within its community. The AA Program, which applies to Aboriginal people, visible minorities, people with disabilities, and women, can be found at www.yorku.ca/acadjobs or by calling the AA office at 416-736-5713. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. (34222)

Communications

Université York/Collège universitaire Glendon - Le nouveau programme en Communications de l'École de traduction au Collège universitaire Glendon sollicite des candidatures pour trois postes au



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In academic excellence and research performance,
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Vice-Principal (Academic) & Dean

The University of Toronto Mississauga invites applications, nominations and expressions of interest for the position of Vice-Principal (Academic) & Dean. The appointment will be effective January 1, 2016, or as soon thereafter as possible. The standard term of a Vice-Principal (Academic) & Dean is five years, with the possibility of renewal for an additional term. The successful candidate would also hold a tenured faculty position at the University of Toronto.

Established in 1827, the University of Toronto (U of T) is the largest and most prestigious research-intensive university in Canada, located in one of the world's great urban centres. The University has more than 19,800 faculty and staff, some 84,500 students enrolled across three campuses, an annual operating budget of \$2.2 billion, \$1.3 million in externally funded research, and one of the premier research university libraries in North America.

The University of Toronto Mississauga (UTM), one of three U of T campuses and the University's second-largest division, was established in 1967. The campus has 15 academic departments; an Institute for Management and Innovation with its distinct emphasis on sector-oriented interdisciplinary management education; and an Institute of Communication, Culture, Information and Technology. Its 147 programs cover 90 areas of study. The campus is also home to the Mississauga Academy of Medicine – a medical education and research facility involving collaboration among UTM, the Faculty of Medicine and three major hospitals. The campus population numbers approximately 13,700 undergraduate students and 575 graduate students, along with 2,300 full- and part-time employees, including 915 permanent faculty and staff. In accordance with the University's strategic vision outlined in Towards 2030, UTM is expected to see substantial further growth in undergraduate and graduate programs and enrolment within a differentiated campus model.

The campus is situated in the city of Mississauga on 225 acres of protected greenbelt along the Credit River, 33 kilometers west of U of T's downtown Toronto campus. The modern campus boasts a number of award-winning facilities, including the Hazel McCallion Academic Learning Centre (library and information complex), and the Recreation, Athletics and Wellness Centre.

The Vice-Principal (Academic) & Dean is the senior academic officer of the University of Toronto Mississauga, and is responsible for all aspects of academic administration, vision and leadership on the campus. She/he reports directly to the Vice-President & Principal (campus chief executive) and also works closely with the Vice-President (Academic) & Provost of the U of T. She/he is also the leading academic ambassador of UTM across the university and externally. Her/his direct reports include two Vice-Deans, an Assistant Dean, 17 heads of departments and institutes, and the Director of the Mississauga Academy of Medicine. She/he will be a distinguished leader and communicator, with outstanding academic and professional achievements and a record as an exemplary administrator.

Candidates must have a PhD and must be able to receive tenure at U of T upon commencement of this role. The successful candidate will have a background in academic leadership.

The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups and others who may contribute to the further diversification of ideas. Please note that all qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

The Search Committee will begin its consideration of individuals immediately and will continue until the position is successfully filled. Please email Colleen McColeman (colleen.mccoleman@utoronto.ca) for copies of the position profile, Towards 2030, UTM academic plan, and other information. Applications including a letter of introduction, curriculum vitae and five references (who will not be contacted without the consent of the applicant) should be forwarded to her, in confidence, at the following address:

Ms. Colleen McColeman
Office of the Vice-President & Principal
University of Toronto Mississauga
3359 Mississauga Road, Mississauga, ON L5L 1C6
Email: colleen.mccoleman@utoronto.ca

www.utm.utoronto.ca

rang de professeur adjoint ou professeure adjointe menant à la permanence, débutant le 1er juillet 2016. Ces postes sont sujets à l'approbation budgétaire de l'Université. Nous recherchons des titulaires d'un doctorat en Communications ou dans une discipline connexe pouvant enseigner en : (1) communication, culture et société; (2) communication organisationnelle; ou (3) technologie et communications. Pour lire la description complète de ces postes et faire une demande, veuillez consulter le site www.yorku.ca/acadjobs. York est un employeur qui a adopté un programme d'action positive et préconise la diversité dans sa communauté, notamment celle de genre et de sexe. Le programme d'action

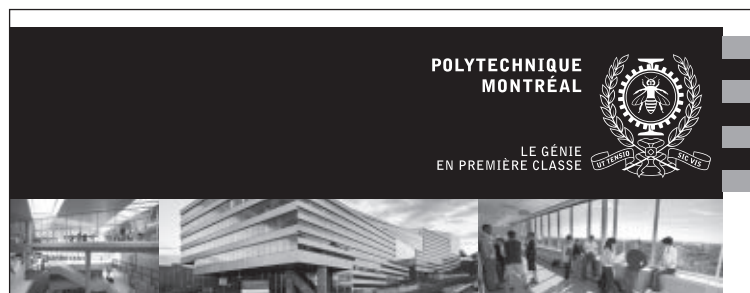
positive s'applique aux autochtones, aux minorités visibles, aux personnes ayant un handicap et aux femmes. Pour plus de renseignements sur ce programme, veuillez consulter le site www.yorku.ca/acadjobs, ou vous adresser au Bureau d'action positive au (416) 736-5713. Toutes les personnes qualifiées sont encouragées à poser leur candidature; toutefois, la priorité sera accordée aux personnes de citoyenneté canadienne ou détenant le statut de résident permanent au Canada. [34223]

Humanities

MacEwan University - Competition
#15.10.123. The Department of Humanities

in the Faculty of Arts and Science at MacEwan University invites applications for a full-time probationary appointment at the rank of Assistant Professor, commencing July 1, 2016, subject to final budgetary approval. The Department is looking for an expert in late antiquity or the medieval world, who has teaching competence in both of these areas and is, accordingly, capable of teaching both classics and history courses. The successful candidate will have a demonstrated record of integrating digital technology in teaching, research, and the dissemination of research. Although all specializations fitting the above criteria will be considered, the ideal candidate will be a cultural historian specializing in religion or

art. Preferred candidates will hold a Ph.D. in a relevant area of expertise and will demonstrate a primary commitment to undergraduate teaching and an ongoing research program. Applicants should submit a cover letter, curriculum vitae, teaching dossier (including recent teaching evaluations), statement of research interests, sample of scholarly work, and academic transcripts. Three letters of reference, quoting the competition number, should be sent directly from referees to careers@macewan.ca. Questions about this opportunity may be addressed to Dr. Edvard Lorkovic, Chair, Department of Humanities, at LorkovicE@macewan.ca. This position is included under the Faculty Association collective



L'École Polytechnique de Montréal, l'un des plus importants établissements d'enseignement et de recherche en génie au Canada, comptant plus de 8 000 étudiants et plus de 1 000 personnes à son emploi, est à la recherche de candidats pour combler trois postes de directeur ou directrice de département.

Directeur ou directrice Département de mathématiques et génie industriel

Le département de mathématiques et de génie industriel de l'École Polytechnique de Montréal gère l'année préparatoire, tous les cours de mathématiques et de sciences humaines et sociales des différents programmes de baccalauréat, le programme de baccalauréat en génie industriel et les programmes de DESS, maîtrise cours, maîtrise recherche, PhD en génie industriel, management de la technologie, gestion de projets et mathématiques appliquées. Avec 45 professeurs et 10 chargés d'enseignement, ce département est responsable d'environ le tiers des enseignements de l'école, il a environ 400 étudiants au baccalauréat et 400 étudiants aux grades supérieurs, entre autre autour de 7 chaires de recherche, dont la chaire d'excellence du Canada en sciences des données pour la prise de décision. Nos professeurs sont majoritairement affiliés aux centres de recherche GERAD, CIRRELT, CIRROD et CIRANO.

Directeur ou directrice Département de génie physique

Le département de génie physique de l'École Polytechnique de Montréal est reconnu pour la qualité de ses activités de formation et de recherche, principalement dans les domaines de l'optique et de la photonique, des matériaux et dispositifs de pointe, du génie biomédical et du génie nucléaire et énergétique. Le département est responsable d'un programme de baccalauréat en ingénierie (B.Ing.) en génie physique ainsi que de programmes d'études supérieures en génie physique, en génie nucléaire et en génie énergétique. Il compte environ 20 professeurs, 250 étudiants de premier cycle et 130 étudiants de cycles supérieurs. Le département est réputé pour la qualité et l'envergure de ses installations pour la recherche expérimentale et numérique. Ses membres participent à d'importants réseaux de recherche et d'innovation.

Directeur ou directrice Département de génie mécanique

Le département de génie mécanique de l'École Polytechnique de Montréal a la responsabilité des programmes de premier cycle en génie mécanique et génie aérospatial. Il a une responsabilité partagée dans le programme de génie biomédical, particulièrement en ce qui concerne la biomécanique. Parmi ses axes importants de formation en ingénierie et en recherche, on retrouve le design de machines, la mécatronique, l'intégration des systèmes aérospatiaux et l'énergie. Des projets intégrateurs en relation avec l'industrie permettent aux étudiants de concevoir des systèmes mécaniques complexes dans un contexte authentique de la pratique de l'ingénieur.

Pour une description détaillée des responsabilités et des exigences de ces postes, veuillez consulter notre site internet à l'adresse :

www.polymtl.ca/rensgen/offresempl/

L'École Polytechnique de Montréal souscrit à un programme d'accès à l'égalité en emploi et un programme d'équité en emploi pour les femmes, les membres des minorités visibles et ethniques, les autochtones et les personnes handicapées. Conformément aux règles d'immigration, nous encourageons tous les candidats qualifiés à postuler; la priorité sera toutefois accordée aux Canadiens ainsi qu'aux résidents permanents.

agreement. Effective July 1, 2016, the annual salary range for a Ph.D. is \$76,148 to \$121,252. A review of applications will begin December 14, 2015 and will continue until shortlisting is complete. How to Apply: Only applications received electronically will be considered. To apply, go to <http://www.macewan.ca/careers> and select the job posting. Thank you for your interest in employment with MacEwan University. We will be reviewing all applications to select the candidates whose qualifications and experience most closely meet our needs. Only applicants selected for interviews will be contacted. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. For general inquiries, please contact us at careers@macewan.ca. [34208]

Law and Society

Wilfrid Laurier University - Brantford Campus - The Law and Society Program at the Brantford Campus of Wilfrid Laurier University invites applications for a tenured or tenure-track faculty position at the Assistant or Associate Professor level in Law and Society. While the Program is open to all substantive and theoretical areas of expertise in the field, the successful candidate will employ critical and interdisciplinary approaches in their research and teaching in ways that add to the program's existing strengths. The successful candidate must have a PhD in a discipline related to Law and Society by the date of the appointment, and a research program with a socio-legal focus. The appointment will begin July 1, 2016, subject to budgetary approval. The successful candidate must have established records of success in both research and teaching appropriate to their career stage. Special consideration will be given to candidates with demonstrated or potential leadership skills that are required of a future Program Coordinator. The deadline for applications is 11:59 pm on January 8, 2016. A complete application package will include: 1) a letter of application describing the candidate's qualifications and research agenda, 2) a curriculum vitae, 3) up to two recent publications or works in progress, 4) a teaching dossier (including official teaching evaluations for courses taught, a statement of teaching philosophy, and a sample course outline for one of the Program's required courses or a related course that the candidate has previously taught), and 5) three letters of reference sent directly to the address below. Please direct any questions to Dr. Andrew Robinson, Acting Co-ordinator of Law and Society, at arobinson@wlu.ca. Interested applicants should forward their application packages electronically to lblyhires@wlu.ca or by mail to: Krista Sperberg, Administrative Assistant, Law and Society, c/o Wilfrid Laurier University, 73 George St., Brantford, Ontario N3T 2Y3. Laurier Brantford is located in Brantford's downtown area with over 70 full-time faculty and more than 3000 undergraduate and graduate students. It hosts four

different Faculties (Liberal Arts, Human and Social Sciences, Business and Economics, and Social Work) and 18 different programs (including three graduate programs). The Law and Society Program is located within the Faculty of Liberal Arts. Additional information on the Law and Society Program can be found at <https://www.wlu.ca/programs/liberal-arts/undergraduate/law-and-society-ba/> and at <http://legacy.wlu.ca/calendars/departement.php?cal=1&d=1470&s=699&y=65>. Wilfrid Laurier University is strongly committed to the principles of equity and diversity in employment and community partnerships. We especially welcome applications from visible minority group members, women, Aboriginal persons, persons with disabilities, and members of sexual and gender minority groups. Members of the designated groups must self-identify to be considered for employment equity. Candidates may self-identify, in confidence, to the Dean of Liberal Arts, Heidi Northwood hnorthwood@wlu.ca. Further information on the equity policy can be found at: https://www.wlu.ca/page.php?grp_id=2465&p=10545. Applicants are encouraged to address any career interruptions or special circumstances that may have affected their record of research and teaching, in accordance with SSHRC and NSERC definitions and guidelines. To obtain a copy of this job description in an accessible format, please contact Krista Sperberg at ksperberg@wlu.ca. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. In accordance with the requirements of Human Resources Skills Development Canada and Citizenship and Immigration Canada the successful applicant will be required to prove they are legally able to work in Canada. [34142]

Political Science

University of Victoria - The Department of Political Science at the University of Victoria invites applications for a tenure track position in International Relations. The appointment, effective July 1, 2016, will be made at the rank of Assistant Professor. Applicants should have completed a PhD in Political Science (or related program with a strong political science element). Applicants should have an established publication record which indicates promise of research excellence appropriate to their stage of career, and a well-developed research program in International Relations. The candidate will be expected to teach at the undergraduate and graduate levels and be prepared to build and expand the Department's offerings in International Relations. The successful candidate will be joining an active department with vibrant MA and PhD programs. Applicants are encouraged to consult the department website at <http://www.uvic.ca/socialsciences/politicalscience/> for information on the research interests of department faculty and programs it offers. Potential applicants who



Faculty of Education Tenure-Track Appointment Music Education

The Faculty of Education, Memorial University of Newfoundland, invites applications for a tenure-track position, at the Assistant Professor rank, in the area of Music Education (EDUC-2015-004) subject to budgetary approval.

Candidates should have a completed Doctorate; ABD candidates with a documented plan of completion may be considered. Preferred qualifications include university level teaching, a minimum of 3-5 years successful teaching experience at the K-12 school setting; expertise in choral music education; and, competency with current and emergent technologies in music/music education. Certification and/or proficiency in approaches to general music such as Kodály, Orff, Dalcroze, and/or Gordon would be an asset. An active research agenda, scholarly/creative activity and community/public engagement should be evident in the application file.

Memorial University is situated in a rich and vibrant musical culture and community. The Faculty of Education and School of Music work closely and collaboratively together and with the province's musical organizations to provide academic, musical and experiential learning opportunities that are comprehensive and meaningful for students. The Bachelor of Music Education Degree program is offered in two delivery formats – conjoint with B. Music, and B. Music Education as a Second Degree. This undergraduate degree prepares music specialists for all levels and contexts within K-12 schools. Graduate study in music education is offered through the M.Ed. Degree (Curriculum, Teaching and Learning – Music Education) as well as the Ph.D. program (Education and/or Interdisciplinary).

The successful candidate will be expected to teach both graduate and undergraduate courses in music education and supervise graduate level projects and theses/dissertations. The focus

of undergraduate teaching may include primary/elementary, intermediate/secondary general music, choral methods, and the supervision of interns. Other responsibilities include research, university service and community engagement such as building and maintaining positive relationships with K-12 music educators, community-based organizations, and professional associations (local-international). The successful candidate will have demonstrated evidence of strong communication and interpersonal skills and a desire to work in a team-based, interdisciplinary, collaborative environment.

Candidates are invited to submit a letter of application, including current curriculum vitae, a sampling of recent teaching and research activity, and three letters of reference (professional and academic). The reference number, EDUC-2015-004, should be included in your letter of application.

Applications should be submitted by January 15, 2016, to: Dr. Kirk Anderson, Dean, Faculty of Education, Memorial University of Newfoundland, St. John's, NL, Canada A1B 3X8; E-mail: educdean@mun.ca.

Memorial University of Newfoundland is one of the largest universities in Atlantic Canada. As the Province's only university, Memorial plays a pivotal role in the education and cultural life of Newfoundland and Labrador. Offering diverse undergraduate and graduate programs to almost 18,000 students, Memorial provides a distinctive and stimulating environment for learning with campuses in St. John's, Corner Brook, Labrador, and Harlow, England.

All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. Memorial University is committed to employment equity and encourages applications from qualified women and men, visible minorities, Aboriginal people and persons with disabilities.

www.mun.ca or www.mun.ca/educ

have questions about the position are encouraged to contact the Chair, Avigail Eisenberg, at chairpol@uvic.ca. The University of Victoria is an equity employer and encourages applications from women, persons with disabilities, visible minorities, Aboriginal Peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the University. All qualified candidates are encouraged to apply; however, in accordance with Canadian Immigration requirements, Canadians and permanent residents will be given priority. Faculty and Librarians at the University of Victoria are governed by the provisions of the Collective Agreement. Members are represented by the University of Victoria Faculty Association (<http://www.uvicfa.ca>). The deadline for the application to reach the department is November 16, 2015. Please send letters of application, CV, writing sample, and confidential letters from three referees (the latter sent directly under separate cover) by e-mail to poliapps@uvic.ca or by mail to: Professor Avigail Eisenberg, Chair, (Re: Job application International Relations), Department of Political Science, University of Victoria, PO Box 1700 STN CSC, Victoria BC V8W 2Y2, Canada. [34149]

Psychology

MacEwan University - Competition #15.10.122. The Department of Psychology in the Faculty of Arts and Science invites

applications for a full-time probationary appointment at the rank of Assistant Professor, commencing July 1, 2016, subject to final budgetary approval. The successful candidate will have expertise in learning and behaviour, and will be able to teach courses in basic conditioning theory as well as advanced and applied courses in the field. The Department of Psychology emphasizes the importance of undergraduate research opportunities, and the successful candidate will demonstrate the ability to supervise honours thesis students and to engage in research that facilitates student involvement. Preferred candidates will hold a Ph.D. in a relevant area of expertise and will demonstrate a primary commitment to undergraduate teaching and an ongoing research program. Applicants should submit a cover letter, curriculum vitae, teaching dossier (including recent teaching evaluations), statement of research interests, sample of scholarly work, and academic transcripts. Three letters of reference, quoting the competition number, should be sent directly from referees to careers@macewan.ca. Questions about this opportunity may be addressed to Dr. Lynne Honey, Chair of the Department of Psychology, at HoneyL@macewan.ca. This position is included under the Faculty Association collective agreement. Effective July 1, 2016, the annual salary range for a Ph.D. is \$76,148 to \$121,252. A review of applications will begin January 4, 2016 and will continue until shortlisting is complete. How to Apply:

Only applications received electronically will be considered. To apply, go to <http://www.macewan.ca/careers> and select the job posting. Thank you for your interest in employment with MacEwan University. We will be reviewing all applications to select the candidates whose qualifications and experience most closely meet our needs. Only applicants selected for interviews will be contacted. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. For general inquiries, please contact us at careers@macewan.ca. [34209]

Sociologie

Université York/Collège universitaire Glendon - Le Département de sociologie sollicite des candidatures pour un poste au rang de professeur(e) adjoint(e) menant à la permanence, débutant le 1er juillet 2016. Ce poste est sujet à l'autorisation budgétaire de l'Université. Le domaine de spécialisation est ouvert. Les candidat(e)s doivent être bilingues (français-anglais) et doivent démontrer des capacités d'enseignement dans ces deux langues. Pour la description complète du poste et pour faire une demande, veuillez consulter le site www.yorku.ca/acadjobs. L'Université York a adopté un programme d'action positive et est très attachée aux valeurs de diversité, y compris celles fondées sur le genre et le sexe, au sein de sa communauté. Le programme d'action positive s'applique aux

autochtones, aux minorités visibles, aux personnes ayant un handicap et aux femmes. Pour plus de renseignements sur le programme d'action positive, veuillez consulter le site www.yorku.ca/acadjobs ou demander un exemplaire du programme auprès du Bureau d'action positive au numéro (416) 736-5713. Toutes les personnes qualifiées sont encouragées à poser leur candidature; toutefois, la priorité sera accordée aux personnes de citoyenneté canadienne et aux résidents permanents du Canada. [34221]

Sociology

York University/Glendon College - The Department of Sociology invites applications for a tenure-stream position at the rank of Assistant Professor, commencing July 1, 2016, subject to budgetary approval. The area of specialization is open. Qualified applicants must be fluent in English and French, and must be able to teach in both languages. For complete job description and application details, visit www.yorku.ca/acadjobs. York University is an Affirmative Action (AA) employer and strongly values diversity, including gender and sexual diversity, within its community. The AA Program, which applies to Aboriginal people, visible minorities, people with disabilities, and women, can be found at www.yorku.ca/acadjobs or by calling the AA office at 416-736-5713. All qualified candidates are encouraged to apply; however, Canadian



Killam Visiting Professor of Canadian Studies

Bridgewater State University is seeking a Canadian scholar or person of prominence to spend one or two semesters in residence at the University and be appointed Killam Visiting Professor of Canadian Studies during that period. The appointment may be made in any discipline.

This endowed professorship has been established to infuse new and exciting Canadian content into the University curricula in areas of current or future importance; elevate the understanding of Canadian issues and culture in the Southeastern Massachusetts region; provide opportunities for interaction between students at the University and a person of expertise and stature in Canadian issues; and provide opportunities for collaboration between Bridgewater faculty and Canadian scholars on an extended basis.

The Killam Visiting Professor will be expected to teach one course per semester at Bridgewater State University, make presentations to the University community and local organizations as appropriate, and participate in research in collaboration with Bridgewater faculty and/or students as appropriate. The term of appointment will normally be one semester, but two semesters may be arranged by mutual agreement between the University and the awardee. A stipend will be negotiated at a competitive level.

Potential awardees will be considered through nomination by a colleague; self-nomination will not be considered. Selection will be based on the nominee's stature, campus intellectual needs, timeliness of the person's expertise, and overall benefits to Bridgewater students and faculty and the region.

Nominations are now invited for the 2016-17 academic year. Nominations and inquiries should be directed to:

Dr. Andrew Holman
Director of Canadian Studies
112 Hunt Hall
Bridgewater State University
Bridgewater, Massachusetts 02325
508-531-2288
a2holman@bridgew.edu

Bridgewater State University is an affirmative action/equal opportunity employer, which actively seeks to increase the diversity of its workforce.

citizens and permanent residents will be given priority. [34220]

Statistics

MacEwan University - Competition #15.10.125. The Department of Mathematics and Statistics in the Faculty of Arts and Science at MacEwan University invites applications for up to two full-time probationary appointments in statistics, at the rank of Assistant Professor, commencing July 1, 2016, subject to final budgetary approval. The successful candidates will be comfortable teaching a wide range of undergraduate courses in statistics. While not a requirement, experience in statistical con-

sultation or computational statistics is considered an asset. Preferred candidates will hold a Ph.D. in statistics and will demonstrate a primary commitment to undergraduate teaching and an ongoing research program. Applicants should submit a cover letter, curriculum vitae, teaching dossier (including recent teaching evaluations), statement of research interests, sample of scholarly work, and academic transcripts. Three letters of reference, quoting the competition number, should be sent directly from referees to careers@macewan.ca. Questions about this opportunity may be addressed to Dr. Karen Buro, Chair, Department of Mathematics and Statistics, at BuroK@macewan.ca. This position is

SFU

SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

Faculty of Education Tenure-Track Position Teacher Education

The Faculty of Education, Simon Fraser University, seeks applications for a tenure-track position in Teacher Education and Teacher Development. The appointment will be at the rank of Assistant Professor and will begin September 1, 2016.

Candidates must possess a doctoral degree in Teacher Education or closely related field, and identify teacher education as their primary area of scholarly expertise. Applicants must have established or show strong promise to develop an original, externally-funded program of research, related to pre-service teacher education and/or ongoing professional development, either solo or in collaboration with partners in scholarly or professional roles. Candidates must have experience in working with teachers or in K-12 educational setting. Applicants will be expected to teach courses and contribute to program development at both the undergraduate and graduate levels, working with pre-service and in-service teachers, and to supervise graduate students.

For a complete job description and application details visit <http://www.sfu.ca/education/work-with-us.html>. Deadline for applications is December 1, 2015.

All qualified applicants are encouraged to apply; however, Canadians and permanent residents will be given priority. Simon Fraser University is committed to employment equity and encourages applications from all qualified women, men, including visible minorities, aboriginal people, and persons with disabilities.

The position is subject to availability of funding and final approval by the SFU Board of Governors.

included under the Faculty Association collective agreement. Effective July 1, 2016, the annual salary range for a Ph.D. is \$76,148 to \$121,252. A review of applications will begin January 1st, 2016 and will continue until shortlisting is complete. How to Apply: Only applications received electronically will be considered. To apply, go to <http://www.macewan.ca/careers> and select the job posting. Thank you for your interest in employment with MacEwan University. We will be reviewing all applications to select the candidates whose qualifications and experience most closely meet our needs. Only applicants selected for interviews will be contacted. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. For general inquiries, please contact us at careers@macewan.ca. [34207]

Theology

Emmanuel College - Emmanuel College announces an opening in Practical Theology, with expertise in one or more of the following teaching areas required: spiritual care, counselling, religious education, and professional ethics. This full time tenure stream or tenured appointment is open to all ranks. Qualifications must include a Ph.D. in an area generally identified with practical theology, with preparation appropriate for membership in the Canadian Association for Spiritual Care and/or the College of Registered Psychotherapists in

Ontario. The successful candidate will possess an excellent record of scholarship and teaching. Emmanuel College is strongly committed to diversity and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to further diversification of ideas. All qualified candidates are encouraged to apply. Canadians and permanent residents will be given priority. Emmanuel is a college of Victoria University in the University of Toronto (U of T), a member institution of the Toronto School of Theology (TST) and a theological school associated with the United Church of Canada that provides educational programs (all offered conjointly with U of T) designed for Christians, Muslims, Buddhists and others preparing for a variety of vocations. Information about the college can be viewed at www.emmanuel.utoronto.ca. Review of applications will begin 01 December 2015 and will continue until the position is filled. The appointment is to commence on or after 01 July 16. Please send c.v. and letter of application (indicating qualifications and experience related to this position), and arrange for three confidential letters of reference to be sent separately to: The Principal, Emmanuel College, 75 Queen's Park Crescent, Toronto, ON M5S 1K7. [34349]



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Teaching large classes

One professor's story of trial and error (and cursing)

by David Smith

**“‘Shit,’ I say again, but this
time no one hears me:
the batteries are dead in
my microphone.”**



IT'S THREE IN THE MORNING. I can't sleep. I'm sweating and anxious. In three hours I have to stand in front of 600 undergraduate students and try my best not to pass out. Like an athlete before the big event, I'm envisioning my lecture slide by slide, which takes my heart rate into overdrive. How did I – an introverted genome geek – find myself in this predicament?

Six months earlier, the chair of my department had cast this course in a different light. “Dave,” he said, “second-year genetics is a piece of cake and perfect for you. It's part of the biology core curriculum, will look great on your tenure application, and is an excellent opportunity to hone your teaching skills” – which up until this point had only been tested in the arena of a tiny seminar course.

“Sign me up,” I said, and then confidently walked out of the office right before my knees got weak thinking about Natural Science 145, the biggest lecture hall on campus.

I arrive at my lab an hour before my first class and gulp a large coffee as I go over my slides one final time. (I'll soon discover that too much coffee and too much practice result in a shaky, stale performance.) I make my way to the main doors of lecture hall 145 and watch countless bodies funnel in.

This bull ring of a lecture hall is more complicated than I anticipated. I fiddle with the intricate lighting system, getting loud applause when the room descends in darkness. I then successfully project my email inbox onto two humongous high-definition screens. “Shit,” I exclaim

through the surround-sound audio system as I struggle to find the PowerPoint presentation, which I should have left open or at least easily accessible on my MacBook desktop. Once the laughter subsides, I start my lecture.

Perched in front of me on the podium are dozens of smartphones recording my every stutter and bad joke. “Shit,” I say again, but this time no one hears me: the batteries are dead in my microphone. A student in the front row points to a small cardboard box full of batteries and after a bit of fiddling I'm soon back on track, but I finish my talk a full 15 minutes early. The combination of fear and Tim Hortons has made me the Usain Bolt of biology lecturers.

Before I can take solace in the fact that I'm one lecture closer to the finish, I'm swarmed by a large group of students who bombard me with questions. I direct the swarm outside of the classroom, but still I hold up the next class.

Back in my office, I try to work on a manuscript. It's no use. Later, I'll figure out that it's best to go for a walk or to the gym immediately after a large lecture, rather than try to be productive. But for now I stare blankly at my computer screen contemplating that in less than 24 hours I'll be delivering the same lecture to another section of 600 students. To take my mind off this fact, I reply to some emails. My goodness, I have 42 new messages!

Over the coming months, the emails will continue to pour in and I'll recognize that my inbox is an instrument of torture rather than of communication. I'll learn that online course management

systems are designed to infuriate teachers but are as important and central to the course as the lectures themselves – who would have thought that a frequently asked questions page could be so useful?

The mid-term exam teaches me a whole new set of lessons, not the least of which is how to rotate among nine different rooms in four different buildings at opposite ends of campus. But no matter what the room, within minutes of the exam starting I'm quickly informed of every grammatical and logical error that I managed to introduce into a few dozen multiple-choice questions, each of which took blood, sweat and tears to design.

Soon I starting thinking: a) quit my job, b) turn to the bottle, c) move to California, or d) all the above.

By the end of the semester, the students stop laughing at my inexperience and start listening to my lectures, which improve. I'm now an expert at changing batteries, illuminating auditoriums and herding young adults into hallways. Every final exam question is vetted twice.

In June I received a thick folder of course evaluations. There are hundreds of comments, ranging from cruel to hilarious to constructive. “Dr. Smith lacks the wisdom and experience of older profs.” This is true. But it's the ones like this: “You've made me love genetics, which I never thought could happen,” that keep me going and make it all worthwhile.

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ENGAGEMENT GLOBAL

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Knowledge is beautiful.

Our researchers in the College of Engineering are developing a next-generation endoscopy system, using vitamin-sized capsules containing a video camera, battery, light-emitting diode and transmitter. Once swallowed, wireless image compression software and custom microchips transmit superior images using multi-spectral imaging.

In other words, U of S researchers are designing a tiny camera that you swallow to take high-quality pictures of the inside of your body, helping doctors diagnose and treat conditions like internal bleeding, Crohn's disease, ulcers and colon cancer.