



**University
Affairs**
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Chasing more vets

Schools respond to a national shortage

**Vétérinaires
recherchés**

Les universités mettent la main à la pâte pour atténuer la pénurie

**Visualizing reconciliation:
Indigenous art on campus**

**Pleins feux sur l'art autochtone
exposé sur les campus**

**U
A
U**

Estrogen [Estradiol]

Depression in the period leading up to menopause is common for women. Yet we know very little about how perimenopause affects mental health. The University of Regina's Dr. Jennifer Gordon is on a mission to change that.

Gordon is a Canada Research Chair specializing in determinants affecting Women's Mental Health. She says women want to understand what's happening to their bodies during the transition to menopause. That's what's driving her to solve the mystery of perimenopausal depression and then to share her findings with women everywhere.

It's happening here.



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How universities are responding to a country-wide shortage.

by Moira MacDonald

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Indigenous artists are reclaiming space on university campuses, threading history and storytelling through creative works in a variety of mediums that enrich the student experience.

by UA staff

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Canada needs more veterinarians.

COUVERTURE:
Le besoin de vétérinaires se fait sentir.

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Change is the new normal

The current economic predicament is a case in point

OUR COLLECTIVE RESPONSE to the pandemic has given way to a new problem: high inflation. One result for postsecondary institutions is a growing pressure to hike tuition. The University of Manitoba, for example, announced in late May it was raising tuition rates by an average of 3.7 per cent for the 2022-23 academic year, partly to “support rising educational delivery costs, including salary increases.” Inflation has also been cited by a number of faculty associations in recent labour disputes, and has led to calls for long-awaited increases in federally funded graduate scholarships. The list goes on.

The Bank of Canada raised its benchmark interest rate in June for the third time in months to help tame rising prices. But it's unclear how much our inflation woes are due to domestic causes rather than international ones, so universities may have to continue to adapt.

One area that seems so far to have been spared from the economic tumult, at least in the higher-education sector, is philanthropy. As Mark Cardwell notes in his feature in this issue, Canadian postsecondary institutions raised a whopping \$1.7 billion in 2021 (an annual total that fell only slightly during the pandemic). But what does the focus on fundraising mean for our universities?

Moira MacDonald's cover story on veterinary schools expanding to deal with a national shortage of vets also speaks to the disruption of the last few years, insofar as the pandemic pet boom has exacerbated the problem. And rounding out our trio of features, we have a photo essay showcasing some of the many works by Indigenous artists that have been added to Canadian campuses within the last decade – which to me is an important reminder of some of the more hopeful changes underway.

Wherever this issue finds you, I hope the summer months provide an opportunity to relax, reconnect with friends and family, and step back from the whirlwind that seems to have become our new normal.

Le changement s'installe

La situation économique actuelle en est d'ailleurs un bon exemple

LA STRATÉGIE COLLECTIVE employée pour endiguer la COVID-19 a donné lieu à un nouveau problème : une forte inflation. En corollaire, une pression croissante pousse les établissements postsecondaires à augmenter leurs droits de scolarité. L'Université du Manitoba, par exemple, a annoncé à la fin mai une augmentation moyenne de 3,7 % de ses droits de scolarité pour la prochaine année, en partie pour « pallier la croissance des coûts liés aux activités d'enseignement, notamment la hausse des salaires ». L'inflation a également été citée dans le cadre de conflits de travail par de nombreuses associations de professeurs et est à la source des demandes réclamant l'augmentation de la valeur des bourses fédérales accordées aux étudiants des cycles supérieurs. Et la liste est loin d'être terminée.

En juin, la Banque du Canada a procédé à une troisième hausse de son taux directeur en l'espace de quelques mois afin de freiner la hausse des prix. Comme il est difficile d'attribuer les causes des tensions inflationnistes à des facteurs nationaux plutôt qu'internationaux, tout semble indiquer que les universités devront continuer de s'adapter.

Un secteur semble toutefois avoir été épargné par la tempête économique, du moins dans le milieu universitaire : la philanthropie. Comme le souligne Mark Cardwell dans le présent numéro, les établissements postsecondaires canadiens ont récolté l'impressionnante somme de 1,7 milliard de dollars en dons en 2021 (un total annuel n'ayant que très peu diminué durant la pandémie). Mais que signifie cet engouement des universités canadiennes pour les collectes de fonds?

Dans l'article de fond qu'elle signe, Moira MacDonald traite des efforts déployés par les écoles de médecine vétérinaire pour faire face à la pénurie nationale de vétérinaires, ce qui est une autre facette des bouleversements des dernières années. Et pour couronner ce trio d'articles de fond, *Affaires universitaires* vous présente une sélection d'œuvres d'art réalisées par des artistes autochtones dont les universités du pays se sont dotées au cours de la dernière décennie. Voilà qui constitue d'ailleurs un important rappel des changements prometteurs en cours.

Où que vous soyez au moment de lire ces lignes, j'espère que cette saison estivale vous permettra de décompresser, de vous retrouver entre amis ou en famille et de prendre un pas de recul face à ce tourbillon qui s'impose en tant que nouvelle normalité.

Ici et là / Here and there

Campus



A scene from NSCAD alumna and award-winning filmmaker Heather Young's feature film *Murmur*.

Alumni affairs

NSCAD launches film festival to showcase graduates

Organizers hope this annual event will raise awareness of the blossoming talent entering the Canadian film industry

NSCAD UNIVERSITY RECENTLY launched a new film festival to showcase the school's award-winning alumni. The NSCAD University Film Festival was held in Halifax on April 4-5.

"It's time. Let's get everybody back into the cinema, get everybody excited about the idea of going to watch movies again, and I think it worked out quite well," said Sam Fisher, an associate professor at NSCAD.

"Canada's new talent, a lot of it is coming through our program and they're becoming central figures in the Canadian film industry. I don't think the public is aware of that," he said. "It would be nice if the public recognizes our position in the industry, as opposed to just in education."

With support from TD Insurance, six short films and two feature films produced by grad-

uates of NSCAD's media arts division were screened over the two nights, both in person and online. Collectively, the films had garnered 35 awards and were created by alumni spanning from 2004 to 2021.

Sunil Sarwal, president of the NSCAD Alumni Association and the person who initiated the festival, said it is part of a larger goal to promote and celebrate the work of NSCAD graduates, as well as to shift public perceptions around fine arts degrees. "I want to work to counter this idea that somehow an art school degree does not lead to a career, does not lead to financial resource success," he said. "This film festival was one of the ways that we are able to show that you can get an excellent-quality arts education at NSCAD."
- SPARROW MCGOWAN



En après-midi, la vingtaine d'étudiant.e.s se retrouvaient pour participer à des ateliers sur les droits.

Équité, diversité, inclusion

Une école d'été sur les droits des personnes en situation de handicap

PROPOSÉE DEPUIS 2017, l'école d'été Droits, citoyenneté et handicap : stratégies d'émancipation fait désormais partie du nouveau programme court de 2^e cycle Handicap et sourdité : droits et citoyenneté qui est offert à l'Université du Québec à Montréal (UQAM) depuis l'automne dernier. « On veut ramener le handicap à l'avant de la scène, parce que, malheureusement, la notion de handicap ne fait pas toujours partie intégrante d'une pratique en enseignement supérieur », explique Sylvain Le May, chargé de cours responsable de l'école d'été qui a réuni 20 étudiant.e.s et 35 intervenant.e.s des milieux de l'action communautaire et des services publics.

La formation intensive qui s'est déroulée du 16 au 20 mai derniers avait pour objectif de mieux comprendre les droits des personnes en situation de handicap de même que les stratégies d'intervention et de recherche afin de soutenir leur émancipation. « J'ai construit l'école d'été dans une perspective de droit, d'inclusion et de diversité afin de passer d'un modèle médical à un modèle social de handicap », poursuit M. Le May, qui est commissaire à la Commission des droits de la personne et des droits de la jeunesse et le premier enseignant en situation de handicap à donner le cours.

À la fois pratiques et théoriques, les journées de cours se divisaient en deux parties. En

matinée, des conférences ouvertes au public visaient à favoriser le dialogue social sur des sujets tels que le handicap en emploi, l'exercice des droits, l'éducation et les pratiques inclusives ainsi que les droits politiques. « L'objectif avec ces matinées était de briser les plafonds de verre par des prises de parole et aussi d'aller chercher des expert.e.s complémentaires à ceux de l'UQAM », précise-t-il. La vingtaine d'étudiant.e.s se retrouvaient par la suite en après-midi pour participer à des ateliers portant sur les grandes catégories de droits.

« **Sylvain Le May a réussi à créer un espace bienveillant favorisant l'apprentissage et la participation de tout un chacun.** »

Marie Houzeau, directrice générale du GRIS-Montréal, s'est inscrite à l'école d'été dans le cadre de sa maîtrise sur mesure en équité, diversité et inclusion à l'Université Laval. « Le cours m'apparaissait extrêmement riche, dit-elle. Il y avait une diversité dans les approches, les invités et les sujets abordés. » L'expérience a dépassé ses attentes. « Sylvain Le May a réussi à créer un espace bienveillant favorisant l'apprentissage et la participation de tout un chacun, ce qui a permis de créer des liens et des conversations à l'intérieur du groupe-classe ainsi qu'un partage d'expériences. » — AMÉLIE COURNOYER

Person / Place / Thing



Big canoes, small world

Lakehead project aims to restore one of several decades-old boats that are 'catalysts for community building'

THIS PAST WINTER, the city of Thunder Bay, Ont., was blanketed under record amounts of snowfall, and residents were driven inside for weeks on end by bone-chilling temperatures (not to mention COVID-19 restrictions). But in a marine garage on the frozen shores of Lake Superior, five Lakehead University students — outfitted in N-95 masks and respirators — were engaged in an activity that held out hope for brighter days ahead: restoring a 36-foot, 700-pound canoe.

The project was an upper-year, directed-study course in Lakehead's Outdoor Recreation, Parks & Tourism program. Under the direction of the program's technologist Rodney Swatton, the students came together to research materials and restoration techniques, sand and grind away the vessel's damaged finish, rebuild the keel, reinforce the hull and gunwales, and redesign seats and thwarts.

The "big canoes," as they're known, have been part of the program since 1983. Students planned and executed weeks-long summer trips in the boats, paddling throughout northwestern Ontario. Mr. Swatton recalled staffing a two-week trip from Rainy River to Sioux Narrows. "It was a pretty amazing opportunity for teamwork, with 14 people in a huge boat, plus all their gear, portaging through the wilderness."

But over the years, the canoes, which were stored outside, fell into a state of disrepair. In 2021, Mr. Swatton restored one of the boats with help from a local organization, Sail Superior, which offered up space and expertise. He was eager to share the skills he gained from that experience, and pitched the restoration project as a directed-study credit.

The course, said program director Leigh Potvin, "really represents the values of our program, in terms of hands-on, experiential learning, skills-building, and sustainability." At a larger level, she noted, "the boats are catalysts for community building. They're a real curiosity, and they bring people together."

— SUSAN GOLDBERG





Student housing

Capilano U greenlights first on-campus housing complex

ISHITA SHARMA, a third-year business student at Capilano University, knows the value of living in student residence in British Columbia. “Access to student housing improves quality of life,” she said. “It brings people together.”

Securing a space at some B.C. university residences can involve being waitlisted for years. Fortunately for future students of Capilano, the university has recently announced its first on-campus student housing complex.

The six-storey building will provide 362 beds for first- and second-year students and is expected to be completed by 2024. Ryan Blades, director of facility services and campus planning, said the new residence is a major milestone for the university, which has always been a “commuter campus.”

“We believe it will have a significant impact on a number of things, including campus life,” he said. “It will add vitality with students living 24/7 on campus, which will be a significant change for the university.”

The building, he noted, will also include a 250-seat dining hall, expanding food options for those commuting to campus, and the new complex will provide more space for social activities outside of the classroom. Other features of the residence include student study areas, lounge space, kitchen areas on each floor, and an Indigenous reflection space for cultural events. — HANNAH LIDDLE

Overheard



The first recommendation we’re going to make to you is to use the definition of university freedom as we gave it to you in the report.



Alexandre Cloutier, vice-rector of the Université du Québec à Chicoutimi and chair of an expert committee on academic freedom, speaking to Higher Education Minister Danielle McCann during consultations on Quebec Bill 32, an Act Respecting Academic Freedom in the University Sector.



Research

Laurier professor studies how language lights up our brains

BEING MULTILINGUAL IS MORE than a skill, it’s the foundation of the human experience. That’s one of the messages renowned linguistics expert John Schwieter is trying to spread through his research.

“People don’t see bilingualism as an exercise that the brain is powerfully taking control of as a benefit – but that’s one of the biggest reasons why I believe bilingualism matters,” Dr. Schwieter said. It’s also the namesake of the centre at Wilfrid Laurier University – Bilingualism Matters – that Dr. Schwieter helps run, the only Canadian branch of an international organization that studies language. One of the goals is to dispel misconceptions. For example: sending a child to a bilingual program will harm their development. Dr. Schwieter argues that apart from potential self-consciousness in the early stages of learning a language, there’s really no downside for your brain.

“There are these cognitive control mechanisms at the core of the bilingual mind, this turning on and off, and having to suppress and activate languages,” Dr. Schwieter explained.

The benefits of multilingualism have long been known, though an increasingly globalized world, coupled with an aging population, have brought heightened interest in the search for more evidence. At Debra Titone’s multilingualism lab at McGill University, researchers investigate factors that dovetail

with the cognitive benefits, like an expanded social network. “We ask [bilinguals], ‘Who are the 12 people you interact with most of the time, and what languages do you use?’” Dr. Titone said. “We’re working hard to think not only about the interpersonal level of how people use languages, but finding ways to quantify those societal factors.”

“There are these cognitive control mechanisms at the core of the bilingual mind, this turning on and off, and having to suppress and activate languages.”

Dr. Schwieter said some of his research is also deepening this understanding, by looking closer at cognitive control. He referenced a recent study with colleagues in China which featured students who spoke only Mandarin. After being taught words in both Japanese and German, the students were asked to recall them when shown different pictures, all while having their brain activity tracked. “The fact that they had switched between these two new languages – even as monolinguals – showed a significant increase in their general cognitive control abilities,” Dr. Schwieter said.

“It’s very difficult to stay in one theoretical or disciplinary silo when one studies bilingualism,” said Dr. Titone. “You’re never going to get a complete picture that way.”

– SHAUNA MCGINN



Photo: Getty Images

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How universities are responding
to a country-wide shortage.

by Moira MacDonald Photography by Jaime Hogge





FOR MORE VETS



TWENTY-ONE-YEAR-OLD Stephanie Juhary has been doing everything she can to get into veterinary school. The fourth-year University of Guelph zoology student has volunteered at animal shelters since she was a teenager. In second year, she worked as a pathobiology department assistant at the university's Ontario Veterinary College (OVC), which she hopes to attend.

Restrictions imposed during the pandemic limited opportunities to gain more experience. So, the push was on last fall to make up for it. Ms. Juhary took an overnight on-call position as a surgical assistant at OVC in her first semester, prepping for surgeries in the middle of the night, then struggling the next morning to stay on top of her schoolwork. She volunteered at a local vet clinic, is a member of the university's Future Vets Club, and worked with OVC's fundraising arm, Pet Trust.

Despite the hours and hard work, she knows it may not be enough. OVC's admitting average was 93 per cent last year. The school gets more than four applications a year for every seat it offers Ontario residents (other vet schools in the country receive as many as 10 applications per entry seat). Besides high grades, the school looks for a wide range of animal care experience among applicants.

The whole process has been "really, really tough," says Ms. Juhary, who has opted for a fifth undergraduate year to boost her application grades. "I want this career so badly. But sometimes it feels like the career doesn't want me."

Except the career does want more veterinary graduates. Lots more. Even before the pandemic and its pet boom, half of all Canadian veterinary clinics were searching for new vets, as shown in a 2020 Canadian Veterinary Medical Association (CVMA) survey. Quebec, British Columbia, and Saskatchewan were particularly challenged. A 2021 Alberta vet workforce study reported a job vacancy rate of nearly 17 per cent, in a province known for its cattle industry. Vets not only provide service to companion animals, they are integral to the food animal industry, government food safety oversight, scientific research using animal subjects, and research into animal-borne diseases – including those that can infect humans.

"I've been in practice for 16 years. We have a four- to six-week wait for new patients to be seen. In my career, I've never seen that," says Nicole Jewett, registrar of the New Brunswick Veterinary Medicine Association and a practising veterinarian in Fredericton. "I know of some clinics that are no longer accepting new patients because they are at capacity."

Canada's university-based veterinary programs are graduating enough vets to cover those retiring from the profession – about three per cent, or 375 a year. But that does nothing to manage the surging demand for vet services. Where household pets are involved, that's because of a growing Canadian population, increasing disposable income leading pet owners to demand more vet service per fur baby, and rising pet ownership. Pooches are winning the popularity contest, with the CVMA forecasting a 45 per cent growth in dog ownership by 2030, up from about 7.7 million dogs in 2020. The association has recommended adding about 700 new vets a year across the country over the next decade.

Growth plans

Facing down that task are Canada's five university-based veterinary colleges. The youngest school, at the University of Calgary (UCVM), was created in 2005, fast-tracked by an economically devastating outbreak of mad cow disease. Most significant recent growth has come from the addition of undergraduate seats for international students, who pay close to full fare for their education – hovering around \$70,000 a year – and only at schools that accept them: OVC, the University of Saskatchewan's Western College of Veterinary Medicine (WCVN), and the University of Prince Edward Island's Atlantic Veterinary College (AVC). Most international students come from the United States though, and generally don't stay past graduation.

"Everybody is thinking about expansion," says Gillian Muir, WCVN's dean, referring to seats for Canadians in particular. Much depends on provincial funding, which has moved only a little until recently. Veterinary education is expensive because students must be trained in all aspects of animal medical care, from diagnostics to anesthesia and surgery, for animals large, small, winged, legged or not, in just four years (or five years in Quebec). And there's no publicly funded hospital for them to do their clinical training the way medical students do. Universities must therefore equip and maintain a full-service, private veterinary hospital themselves, with room for a year's class of students, which most do, or find enough private vet clinics willing to host students for that training, as UCVM does.

But several colleges received good news this past spring, reflecting a growing recognition among governments that there's a problem. Alberta's government announced a \$59 million investment over the next three years to create additional facility space at UCVM so that the school may double its seats, citing "concern over the growing shortage of large animal veteri-

narians” and the risk it poses to the province’s agricultural sector. The province subsequently announced an additional \$8.4 million over three years to support the planned enrolment expansion.

Facing growing pressure from its veterinarians, a private citizen’s petition, and calls from opposition politicians such as Liberal agriculture critic and dairy farmer Ian Paton, the government of British Columbia announced in April it would be subsidizing another 20 available seats for its students, adding to the 20 existing seats at WCVM.

The Quebec government is not only planning to expand Université de Montréal’s program by 25 seats as early as 2024, it is building a \$40 million satellite facility to be housed at Université du Québec à Rimousk, with a focus on training students who are more likely to practise in underserved regions. The government’s research found an alarming decline in veterinarians for the agricultural sector since at least 2017, with a 17 to 18 per cent drop in western and parts of northern Quebec.

Students in the new program will do their first three years in Rimouski, a fourth year at U de M, and a fifth clinical year split between U de M and regional practitioners. Work toward the new program has been “a very unifying experience for our profession in Quebec because we’re all suffering tremendously from the workforce shortage and the prospect is not good if we don’t do anything about it,” says Christine Theoret, dean of U de M’s program.

OVC has submitted a similar proposal to Ontario’s Ministry of Colleges and Universities, where OVC would collaborate with Lakehead University to offer a vet program between Thunder Bay and Guelph for 12 to 15 students. The proposal was still under Ontario government review as of early June, as was a request for the government to subsidize an additional 15 to 20 seats at OVC this fall. If the subsidy does not go through, those seats will go to international students.

AVC would “absolutely” like to grow too, but its dean, John VanLeeuwen, points out that requires infrastructure funding. His smallest classroom has just enough room for a single year’s cohort. And the vet shortage affects the number of faculty AVC can secure. “We hire specialists. But there are fewer of those specialists around and it’s getting harder to fill those positions, so we’re having to become creative in how we recruit them and how we retain them,” Dr. VanLeeuwen says.

Although making more seats available to domestic students by deregulating fees may be an option, the appetite for that seems low. WCVM has experimented with deregulation by making some seats available to western

Canadian students at full cost. And Jeffrey Wichtel, OVC’s dean, says a similar approach “should be on the table.” But at his college, he says there is more discussion about diversifying the curriculum and student body to recognize that low-income and racialized pet owners represent a significant segment in need of service (which is a conversation taking place at other schools too). “Whilst we could charge more for the degree, we would also want to match that with programs that could provide support for students who don’t come from a privileged background,” Dr. Wichtel says.

Other solutions

Even recent expansion announcements won’t begin to help until the first cohort graduates four or five years later, so schools are working on other ways to alleviate shortages. They’re thinking about improving vet retention, by recruiting less for marks and more for resilience, and preparing students via a changed-up curriculum for the profession’s sometimes tough realities – which are reflected in above average rates of depression, burn-out, and even suicide.

For the last two years, U de M has reserved 15 seats a year for students with a significant background in the food-animal industry and large-animal vet practice (rising demand for companion-animal vets has been blamed for worsening a chronic large-animal vet shortage by drawing those people away); Saskatchewan does this for three of its 20 WCVM seats. U de M also has a growing food-animal internship program for its students, paid for by the provincial government. And the University of Calgary is planning an outreach drive to underserved rural communities. “We know that people are more likely to work and live in rural communities if they come from rural communities,” says Renate Weller, UCVM’s dean. “I want to have a more diverse application pool and I want to have applicants from those underserved communities.”

Vet colleges can also help in the licensing of vets trained at unaccredited foreign schools, but again, resources are a problem. The WCVM is the only Canadian location for these professionals to do clinical proficiency exams under the CVMA’s National Examining Board, which adds 54 more vets to Canada’s workforce annually. Dr. Muir calls it “quite an undertaking,” spanning four days, three times a year, which is why AVC bowed out of offering the exams several years ago. U de M is working on a special entry category into its final year of clinical training for this same group, which would allow three or four foreign-trained vets a year to take the same licensing exams as Canadian students.

“We hire specialists. But there are fewer of those specialists around and it’s getting harder to fill those positions, so we’re having to become creative in how we recruit them and how we retain them.”





“I get advertisements on my Facebook saying that Canada is recruiting vets from across the world. Well, you’ve got many, many young people who want to be vets back home, without the opportunity.”

As the shortage continues, so too does the exodus of Canadians to accredited schools overseas. About 150 return home for licensing each year after studying abroad. Sydney Hunt of Kelowna, B.C., aims to be one of them. She attends an accredited veterinary medicine program at privately owned Ross University on the island of St. Kitts. (About 40 of the program’s annual intake of 400 students are Canadian.)

Ms. Hunt was unsuccessful getting into WCVN, despite having worked in a local vet hospital since age 16, and despite having secured an employment offer if she can get licensed. She says it’s “dumbfounding” that she’s had to leave Canada and turn to her family and the vet practice for financial support to pursue her dream. “I get advertisements on my Facebook saying that Canada is recruiting vets from across the world,” Ms. Hunt says over Zoom, with the bright blue Caribbean sky behind her. “Well, you’ve got many, many young people who want to be vets back home, without the opportunity.”

Louis Kwantes, the CVMA’s president, agrees more must be done. His association held a summit in June where stakeholders – educators, government, the agriculture industry, and provincial vet associations – discussed a “workforce paradigm shift.” That will include looking at how to better use veterinary technicians, the profession’s nursing equivalent, to better care for all the animals who are part of our human world.

“The increasing number of students is great, but it probably only comes to about 10 per cent of the additional need,” Dr. Kwantes says. “There are additional steps that should be taken, and the best way to do that is in a collaborative and mutually supportive way.” **UA**

Moirra MacDonald is a Toronto-based journalist and editor specializing in stories on education.

Stiff competition for admission

Canada’s five veterinary colleges are the only places in this country where students can earn a doctor of veterinary medicine degree through a program accredited by the American Veterinary Medical Association’s Council on Education. There were 375 seats available to Canadians annually, before recent expansion announcements. Competition for undergraduate admission is further restricted by the number of seats reserved for residents of each province, as determined by provincial subsidies.

Atlantic Veterinary College, University of Prince Edward Island

Atlantic residents: **41 seats**

- New Brunswick (13)
- Nova Scotia (16)
- Prince Edward Island (10)
- Newfoundland and Labrador (2)

International students: 26 seats

Admission average: 86.7%

Faculté de médecine vétérinaire, Université de Montréal

Quebec residents: **96 seats**, plus 25 more as soon as 2024

Minimum admitting CEGEP average:
R score of 33,808

Ontario Veterinary College, University of Guelph

Ontario residents: **105 seats**

International students: 15, plus 15-20 more possible for September 2022

Admission average for subsidized seats: 93%

Western College of Veterinary Medicine, University of Saskatchewan

Western Canada residents (except Alberta):
83 seats

- British Columbia (20, plus another 20 announced in spring 2022)
- Saskatchewan (20)
- Manitoba (15)
- Territories (1)

Indigenous students (2, although they may also be accepted via other seats)

Open seats not covered by interprovincial agreement support (5)

International students: 5

Admission average for interprovincial agreement seats: 79-95%

Faculty of Veterinary Medicine, University of Calgary

Alberta residents: **50 seats**, plus an additional 50 after 2025

Admission average: 3.58 to 3.7 (high B+ to A-)



EN QUÊTE DE VÉTÉRINAIRES

Les universités tentent de remédier à la pénurie
de main-d'œuvre pancanadienne.

par Moira MacDonald

STEPHANIE JUHARY FAIT des pieds et des mains pour être admise en médecine vétérinaire. L'étudiante de 21 ans, qui en est à sa quatrième année du baccalauréat en zoologie à l'Université de Guelph, fait du bénévolat dans des refuges pour animaux depuis l'adolescence. À sa deuxième année d'études, elle a travaillé comme assistante au Département de pathobiologie du Collège de médecine vétérinaire de l'Ontario (CMVO), hébergé par l'établissement qu'elle fréquente, où elle rêve de poursuivre ses études.

À l'automne dernier, M^{me} Juhary était assistante en chirurgie au CMVO. Après ses quarts de nuit sur appel, où elle préparait des interventions, elle peinait à garder le rythme dans ses travaux scolaires. Ce n'est pas tout : membre du Club des futurs vétérinaires de l'Université, elle était aussi bénévole dans une clinique vétérinaire locale et travaillait auprès de Pet Trust, qui amasse des fonds pour le CMVO.

Mais le temps et les efforts investis ne suffiront peut-être pas, et M^{me} Juhary le sait. Chaque année, le CMVO reçoit plus de quatre demandes pour chaque place qu'elle réserve aux résidents de l'Ontario (dans d'autres écoles canadiennes, le ratio peut dépasser 10 pour un). Au-delà des notes élevées, le CMVO recherche des candidats ayant déjà une expérience diversifiée dans les soins des animaux.

Tout le processus est « très, très exigeant », dit M^{me} Juhary, qui a choisi de faire une cinquième année de baccalauréat pour améliorer sa moyenne avant de présenter sa demande. « Je veux plus que tout faire carrière dans

ce domaine. Mais on dirait parfois que le domaine ne veut pas de moi. »

Et pourtant, de nouveaux diplômés en médecine vétérinaire, il en faut. Beaucoup! Avant la pandémie et le boom des adoptions d'animaux de compagnie qu'elle a entraîné, la moitié des cliniques vétérinaires canadiennes étaient déjà à la recherche de vétérinaires, comme le montre une étude de l'Association canadienne des médecins vétérinaires (ACMV) réalisée en 2020. La situation était particulièrement critique au Québec, en Colombie-Britannique et en Saskatchewan. En 2021, selon une étude menée en Alberta, le taux de postes vacants frôlait 17 % dans cette province connue pour son industrie bovine. La profession est loin de se limiter aux soins des animaux de compagnie. Les domaines d'activité des vétérinaires recouvrent aussi l'industrie animale (élevage destiné à l'alimentation), la surveillance de la salubrité des aliments, la recherche scientifique et la recherche sur les maladies transmises par les animaux, dont celles qui peuvent se transmettre aux humains.

Les programmes de médecine vétérinaire du pays forment actuellement juste assez de nouveaux professionnels pour couvrir les départs à la retraite, qui se chiffrent à environ 375 par année, ce qui représente 3 % des effectifs. Le problème des goulots d'étranglement causés par l'explosion de la demande reste donc entier. L'ACMV recommande la formation de quelque 700 vétérinaires par année à l'échelle nationale au cours des 10 prochaines années.

« Certes, nous pourrions exiger des droits plus élevés, mais nous voulons aussi que nos programmes puissent accueillir des étudiants ne provenant pas de milieux aisés. »



Accroître les effectifs

La tâche de combler ces besoins en personnel revient donc aux cinq universités canadiennes offrant un programme de médecine vétérinaire. La plus jeune d'entre elles, la Faculté de médecine vétérinaire de l'Université de Calgary, a été mise sur pied rapidement en 2005 dans le contexte d'une crise sanitaire devenue catastrophe économique : la crise de la vache folle.

« Tout le monde réfléchit aux moyens d'augmenter les effectifs », dit Gillian Muir, doyenne du Collège de médecine vétérinaire de l'Ouest, en pensant aux étudiants canadiens en particulier. L'évolution de la situation dépend beaucoup du financement provincial, qui stagnait jusqu'à récemment. Les études en médecine vétérinaire sont onéreuses parce que les étudiants doivent être formés à tous les aspects des soins des animaux, du diagnostic à la chirurgie en passant par l'anesthésie, et ce, pour les petits comme pour les grands animaux, à plumes, à poils ou autres, en seulement quatre ans (cinq au Québec). Et le réseau public ne compte pas d'hôpitaux pouvant les accueillir pour leur formation clinique, comme c'est le cas pour les étudiants en médecine. Les universités doivent donc équiper et entretenir elles-mêmes des hôpitaux vétérinaires privés qui offrent tous les services et qui peuvent accueillir une cohorte complète (c'est ce que font la plupart) ou trouver suffisamment de cliniques privées prêtes à accueillir des étudiants pour cette formation, comme le fait la Faculté de médecine vétérinaire de l'Université de Calgary.

Plusieurs établissements ont cependant reçu de bonnes nouvelles ce printemps, signe que les provinces reconnaissent de plus en plus l'existence d'un problème. Ainsi, l'Alberta investira 59 millions de dollars au cours des trois prochaines années pour doter la Faculté de médecine vétérinaire de l'Université de Calgary d'espaces additionnels, ce qui lui permettra d'admettre deux fois plus d'étudiants. Le gouvernement albertain a par la suite annoncé un autre investissement de 8,4 millions de dollars sur trois ans pour soutenir le plan d'expansion du recrutement.

Devant les pressions croissantes de ses vétérinaires, une pétition de citoyens et les appels à l'action de politiciens de l'opposition comme Ian Paton, critique libéral en matière d'agriculture et producteur laitier, la

Colombie-Britannique a pour sa part annoncé en avril qu'elle subventionnera désormais 40 places plutôt que 20 au Collège de médecine vétérinaire de l'Ouest.

Quant au gouvernement du Québec, outre planifier d'ajouter 25 places au programme de l'Université de Montréal dès 2024, il finance à hauteur de 40 millions de dollars la construction d'un établissement satellite à l'Université du Québec à Rimouski, afin de former des vétérinaires qui aimeraient s'établir dans des régions mal desservies. Des études montrent que le nombre de vétérinaires pratiquant dans le secteur agricole de la province baisse de façon alarmante depuis au moins 2017, la chute atteignant 17 à 18 % dans certaines régions du Québec.

Les étudiants du nouveau programme feront leurs trois premières années d'études à Rimouski, une quatrième année à l'Université de Montréal et une cinquième année clinique partagée entre cette dernière et des cliniques régionales. L'élaboration de ce programme a été « une expérience très rassembleuse pour la profession au Québec, parce que nous souffrons tous énormément de la pénurie de main-d'œuvre et il est impératif de faire quelque chose », commente Christine Theoret, doyenne du programme de l'Université de Montréal.

Le CMVO a présenté une proposition similaire au ministère des Collèges et Universités de l'Ontario; le Collège, situé à Guelph, offrirait un programme de 12 à 15 places en collaboration avec l'Université Lakehead de Thunder Bay. Le projet était toujours à l'étude au début de juin, tout comme une demande d'ajout de 15 à 20 places subventionnées au CMVO à l'automne.

La déréglementation des droits de scolarité pourrait être un moyen d'offrir plus de places aux étudiants canadiens, mais cette option semble susciter peu d'intérêt. Le Collège de médecine vétérinaire de l'Ouest en a fait l'essai en proposant des places pour lesquelles des étudiants canadiens paieraient les pleins droits de scolarité. Et Jeffrey Wichtel, doyen du CMVO, pense que ce genre d'approche « devrait être sur la table ». À son établissement, toutefois, le débat porte davantage sur la nécessité de diversifier le programme et la population étudiante pour tenir compte du fait

que les ménages à faible revenu et racialisés représentent un segment important de la clientèle à servir (débat qui a également cours dans d'autres collèges). « Certes, nous pourrions exiger des droits plus élevés, mais nous voulons aussi que nos programmes puissent accueillir des étudiants ne provenant pas de milieux aisés. »

D'autres solutions

Comme les solutions récemment annoncées ne commenceront à atténuer la pression que lorsque la première cohorte sera diplômée, soit dans quatre ou cinq ans, les collèges cherchent d'autres moyens de pallier la pénurie. Pour tenter d'endiguer les départs de la profession, elles envisagent de miser moins sur les notes et davantage sur la résilience à l'admission, et de remanier leurs programmes pour qu'ils préparent mieux les étudiants aux réalités parfois difficiles de la pratique, qui se traduisent par des taux de dépression, d'épuisement professionnel et même de suicide supérieurs à la moyenne.

Depuis deux ans, l'Université de Montréal réserve chaque année 15 places à des étudiants ayant un important bagage dans les champs de pratique de l'industrie animale et des grands animaux; la Saskatchewan fait de même pour trois de ses 20 places au Collège de médecine vétérinaire de l'Ouest. L'Université de Calgary mènera quant à elle une campagne de recrutement dans des collectivités rurales où l'offre est déficiente.

Parallèlement à la pénurie de main-d'œuvre, l'exode d'étudiants canadiens vers des écoles agréées à l'étranger se poursuit. Bon an mal an, quelque 150 d'entre eux rentrent au bercail pour obtenir leur permis. Sydney Hunt, de Kelowna en Colombie-Britannique, espère un jour faire partie de ce groupe. Elle a fait son doctorat à l'Université Ross, établissement privé accrédité de Saint-Kitts-et-Nevis. (Des 400 étudiants admis annuellement au programme de médecine vétérinaire de cet établissement, environ 40 sont canadiens.)



M^{me} Hunt n'a pas réussi à entrer au Collège de médecine vétérinaire de l'Ouest, bien qu'elle travaille dans un hôpital vétérinaire de la région depuis l'âge de 16 ans et qu'un emploi l'attend déjà. Elle trouve « ahurissant » d'avoir dû quitter le Canada et compter sur l'aide financière de sa famille et du milieu professionnel pour réaliser son rêve.

Les collèges de médecine vétérinaire peuvent aussi contribuer à l'agrément de vétérinaires formés dans des écoles étrangères non accréditées, mais là encore, le manque de ressources pose problème. Le Collège de médecine vétérinaire de l'Ouest est le seul établissement au Canada où ces professionnels peuvent passer les examens d'agrément du Bureau national des examinateurs de l'ACMV, qui font entrer 54 vétérinaires dans la profession chaque année. La procédure, qui se déroule sur quatre jours, trois fois par année, « nécessite toute une logistique », aux dires de M^{me} Muir. C'est d'ailleurs pour cette raison que le Collège vétérinaire de l'Atlantique a cessé de proposer ces examens il y a plusieurs années. À l'Université de Montréal, on envisage une catégorie spéciale d'admission à la quatrième année de formation clinique, grâce à laquelle trois ou quatre vétérinaires formés à l'étranger passeraient, chaque année, les mêmes examens d'agrément que les étudiants canadiens.

Louis Kwantes, président de l'ACMV, convient qu'il faut en faire plus. En juin, au sommet annuel de l'Association, les participants – représentants du milieu de l'enseignement, des pouvoirs publics, du secteur de l'agriculture et des associations provinciales – ont échangé sur « le changement de paradigme à opérer dans la profession ». Il faut notamment réfléchir au rôle accru que peuvent jouer les techniciens en santé animale, l'équivalent du personnel infirmier dans nos hôpitaux.

« C'est très bien qu'on annonce de nouvelles places, mais elles ne représentent probablement qu'environ 10 % des besoins additionnels à combler, déplore M. Kwantes. Il faut mettre en place d'autres solutions, en collaborant et en nous épaulant mutuellement. » ■

Spécialisée en éducation, Moira MacDonald est à la fois journaliste et réviseuse. Elle est établie à Toronto.

What the growing role of
charitable donations means
for higher education.

by Mark Cardwell

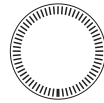
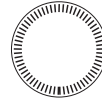
ON
THE
MONEY
ESPECES
SONNANTES ET
TREBUCHANTES

Illustration by/par Matt Murphy

Que signifie le portrait changeant
du financement philanthropique
pour les universités?

par Mark Cardwell





BILL TATHAM SAYS the most meaningful gift he's made to the University of Waterloo isn't the \$4 million he donated to help build the largest co-operative services building at a Canadian university, which bears his name. Nor is it the \$1 million he later gave for a new student lounge.

It's the \$1,000 he provided a few years ago to a student-led fundraising drive to restore study carrels in the arts library of his alma mater. "That gave me great personal pleasure," said Mr. Tatham, a U of Waterloo graduate who found his vocation – designing and building computer business information systems – during a co-op term at IBM in the early 1980s. He went on to found Janna Systems, a financial services software company that he sold for more than \$1.76 billion in 2000.

As a student, Mr. Tatham spent countless hours at a particular study desk that all three of his children later used when they attended U of Waterloo. "It was my refuge on campus, especially on cold winter days when I had classes that were hours apart," he recalls. "It saved me from having to make the long walk back to my apartment along an abandoned railway track."

For Mr. Tatham, giving is a way to reinvest in places, institutions and causes that benefit society and touch people's lives, including his own. "My focus is on making a difference," he says. "I get tremendous joy when I see the positive impacts and reactions that a gift can bring."

Seeking financial contributions from donors like Mr. Tatham has become a growing priority in the postsecondary sector. Gifts, grants and donations of money, property, art or equipment from private donors, charitable trusts, foundations and funds have come to play a key role in helping to sustain and enhance an academic community where learning and knowledge can flourish.

More than 250,000 individual Canadians, foundations, trusts, corporations and other groups gave more than \$1.7 billion to the country's postsecondary institutions in 2021, which works out to nearly \$1,700 for each full-time student. That's according to a survey on charitable giving to higher

education in Canada by the Canadian Council for the Advancement of Education and the Washington, D.C.-based Council for Advancement and Support of Education.

The survey, which involved 54 Canadian universities, colleges and institutes (including many of the largest postsecondary institutions), is the most recent and comprehensive study on the issue of philanthropic funding for education in the country. The results also show that donors designated a quarter of the funds for student financial aid, another quarter for research programs, and yet another for capital projects.

According to Statistics Canada, government funding still accounts for the largest share of revenue for universities and degree-granting colleges, at 46 per cent, followed by student tuition fees at 29 per cent. But a shrinking pool of public money and higher education costs have put a premium on private donations.

And in an age of unheralded wealth in Canada, which is home to more than 50 billionaires and 1.7 million millionaires, most universities have established teams of advancement staff who are responsible for identifying, cultivating and soliciting donations from potential benefactors of all stripes. Especially those capable of making mega-donations that can have a major impact.

"We have 330 people across the university spectrum involved with advancement. It's a huge team," says David Palmer, vice-president of advancement at the University of Toronto. "Government and tuition funding help to sustain the institution in its core activities. But gifts help on the margins in the pursuit of excellence and the very high level of quality our institution is famous for. Fundraising at U of T, like at all Canadian universities, is a service to our academic mission."

U of T received a record \$445 million in charitable donations in 2021, an amount that Mr. Palmer calls "unprecedented" for a Canadian university. Roughly two-thirds of that amount came from more than 21,000 donors, he says, and the vast majority of them gave between \$5 and \$5,000 on either a recurring or one-time basis.



DON DE QUATRE MILLIONS DE DOLLARS de Bill Tatham qui a servi à la construction du bâtiment qui porte son nom, et qui abrite le plus important service d'enseignement coopératif universitaire au Canada, n'est pas, aux yeux du donateur, le plus beau cadeau qu'il ait fait à l'Université de Waterloo. Pas plus que le million de dollars qu'il a donné plus tard pour l'aménagement d'un nouveau salon étudiant.

Ce titre revient plutôt aux 1 000 dollars versés il y a quelques années, dans le cadre d'une campagne de financement étudiante visant à rénover les postes d'étude de la bibliothèque des arts de son alma mater. « Ça m'a absolument ravi », assure ce diplômé de l'Université de Waterloo, qui a fait carrière dans la conception et le développement de systèmes informatiques pour les entreprises après avoir trouvé sa vocation lors d'un stage coop chez IBM au début des années 1980. Il a ensuite fondé Janna Systems, une entreprise de logiciels pour les services financiers, qu'il a vendue pour plus de 1,76 milliard de dollars en 2000.

M. Tatham se souvient avoir passé un nombre incalculable d'heures à un espace de travail précis à la bibliothèque de l'établissement. Ce même espace a par la suite été utilisé par ses trois enfants lors de leurs études à l'Université de Waterloo. « C'est là que je me réfugiais sur le campus, surtout par les grands froids de l'hiver, quand j'avais des cours à plusieurs heures d'intervalle, se rappelle-t-il. Il m'a épargné de longues marches le long d'un chemin de fer abandonné pour rentrer chez moi. »

Pour lui, la philanthropie permet d'investir dans des lieux, des établissements et des causes qui profitent à l'ensemble de la société et améliorent la vie de nombreuses personnes, dont la sienne. « Je veux apporter ma contribution, confie-t-il. Ça me remplit de joie de voir les retombées et les réactions positives suscitées par mes cadeaux. »

Le milieu de l'enseignement postsecondaire met de plus en plus d'énergie à la recherche de financement auprès de philanthropes comme M. Tatham. Les subventions et les dons provenant de particuliers ou d'organisations, qu'ils soient en argent, en biens, en œuvres d'art ou en équipement, sont devenus essentiels pour appuyer et stimuler la vitalité de l'enseignement et de la recherche.

Au Canada, en 2021, plus de 250 000 donateurs privés, fondations,

fiducies, sociétés et autres groupes ont versé plus de 1,7 milliard de dollars à des établissements d'enseignement postsecondaire, ce qui représente environ 1 700 dollars par étudiant à temps plein. C'est ce qui ressort d'une enquête réalisée par le Conseil canadien pour l'avancement de l'éducation, en collaboration avec le Conseil pour l'avancement et le soutien en éducation, son équivalent américain.

Mené auprès de 54 universités, collèges et instituts canadiens (dont plusieurs des plus grands établissements), ce sondage est le plus récent et le plus complet sur la question du financement philanthropique de l'enseignement supérieur au pays. Il nous apprend aussi qu'un quart de cette somme était destiné à l'aide financière pour les étudiants, un autre quart aux programmes de recherche, et un troisième quart aux projets d'immobilisations.

Selon Statistique Canada, les fonds publics constituent toujours la plus grande part des revenus des universités et des collèges décernant des grades universitaires, soit 46 %, suivis des droits de scolarité, qui comptent pour 29 %. Mais dans le contexte d'une diminution du financement public et d'une augmentation des coûts de fonctionnement, les dons privés deviennent plus cruciaux que jamais.

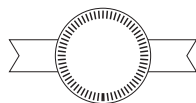
Comme le Canada d'aujourd'hui recèle une richesse méconnue, on y dénombre plus de 50 milliardaires et 1,7 million de millionnaires, la plupart des universités ont donc mis sur pied des services de développement, qui tissent et entretiennent des liens avec des donateurs de tous les horizons, en particulier ceux qui ont les moyens d'investir de très grosses sommes pour financer des projets d'envergure.

« Notre université a affecté 330 personnes à cette tâche, précise David Palmer, vice-recteur au développement à l'Université de Toronto. C'est énorme. Le financement public et les droits de scolarité financent nos activités principales, mais ce sont les dons qui nous permettent de maintenir la qualité d'enseignement qui fait notre renommée et de poursuivre notre quête d'excellence. Comme dans toutes les universités canadiennes, la recherche de financement appuie directement notre mission. »

En 2021, l'Université de Toronto a récolté 445 millions de dollars en dons de bienfaisance, une somme que le vice-recteur qualifie de « sans précédent » dans le milieu universitaire canadien. Environ les deux tiers proviennent de plus de 21 000 donateurs, dont la grande majorité a donné entre 5 et 5 000 dollars par versements ponctuels ou réguliers.

« Le financement public et les droits de scolarité financent nos activités principales, mais ce sont les dons qui nous permettent de maintenir la qualité d'enseignement qui fait notre renommée et de poursuivre notre quête d'excellence. Comme dans toutes les universités canadiennes, la recherche de financement appuie directement notre mission. »

“Donors love funding students to help make university as accessible as possible. Many were themselves recipients of scholarships and bursaries as students and they want to give back.”



Last year’s record performance came on the heels of the \$2.64 billion the university raised with its “Boundless” campaign, which ran from 2011 to 2018. There was also an eye-popping individual gift of \$250 million secured in 2020 from non-alumni philanthropists James and Louise Temerty to fund, among other things, a new centre for artificial intelligence in health care at the newly renamed Temerty Faculty of Medicine. That gift is the largest of its kind in Canadian history, surpassing a \$200 million donation made to McGill University in 2019.

In the last few months, Université de Montréal has also been making headlines thanks to two back-to-back record-breaking donations. It received \$40 million in February and \$159 million in April. The most recent comes from the Courtois Foundation and is the largest donation given for the natural sciences in Canada. It will also help create the Courtois Institute, which will support materials research.

Building relationships

For Mr. Palmer, the key to netting larger and repeated donations is engaging and building relationships with both alumni and potential donors who have personal or business ties to an institution.

“The data is clear,” he says. “You must take the time to get to know them and develop a relationship that results in gifts, especially nine-figure ones. I think people give to create change, and donors are intellectually or personally engaged in subjects like climate change, or the future of cities, or social equity, that are big and complex problems that require equally complex solutions. Big universities like ours are ideal places to engage and address these issues because they have multiple areas of strength and talent and resources and international leadership and expertise. If you can find alignment and demonstrate to donors the impact that is possible, you can find common ground for a significant gift.”

Heather McCaw agrees. As vice-president of development and alumni engagement at the University of British Columbia, she says most of the private donors who give some \$210 million to her school each year are eager to help drive research and support students in areas that intersect with their philanthropic goals. “Donors want to be part of change,” she

says, “so about 40 per cent of that money goes to research.”

The other big winner, she adds, is financial aid to students, which accounts for around 45 per cent of the overall number of gifts. “Donors love funding students to help make university as accessible as possible. Many were themselves recipients of scholarships and bursaries as students and they want to give back.”

Ms. McCaw points to several initiatives that are supported by donations, such as a new scholarship pilot program that provides financial aid and a range of other supports to Black undergraduate students. The goal of the renewable program, which was seed funded by an estate gift, is to support 100 students over the course of four years. “Part of our mission is to provide opportunities for all through equity, diversity and inclusion,” she says. UBC also provides reports to its donors to update them on how their money is being used. “We talk to them regularly,” she says. “Existing donors are our best prospects for future gifts.”

Navigating potential pitfalls

Problems can arise, however, if and when misunderstandings occur regarding the use and expectations of large donations.

Vancouver lawyer Peter Allard gave UBC \$30 million in 2014 in return for a number of agreed conditions, including having the school’s law faculty renamed in his honour. Five years later, he filed a petition in B.C.’s Supreme Court to ensure his name appears on all UBC law degrees. Ms. McCaw says the case, which the court dismissed in 2021, is “a big reminder” about the need for clarity on both the expectations and the implementation of gifts. “We need to remember that different parties come into discussions with different focuses,” she says. “It’s important to spend time and energy on the details of donations to avoid misunderstandings down the road.”

David Robinson, executive director of the Canadian Association of University Teachers, says there is a long tradition of charitable donations and giving to universities in Canada. But problems can arise for academic freedom and university autonomy and integrity if donors think their gifts can buy them influence.

Ce résultat record s'inscrit dans la foulée de la campagne *Boundless*, qui a permis à l'Université d'amasser 2,64 milliards de dollars entre 2011 et 2018. C'est sans compter la somme faramineuse de 250 millions de dollars remise en 2020 par James et Louise Temerty, deux philanthropes qui n'ont pas fréquenté l'établissement. Leur contribution servira, entre autres, à la création d'un centre de recherche sur l'intelligence artificielle dans le secteur de la santé au sein de la faculté de médecine rebaptisée en leur honneur. Il s'agit du plus important don du genre dans l'histoire du Canada, dépassant le don de 200 millions de dollars reçu par l'Université McGill en 2019.

Au cours des derniers mois, l'Université de Montréal a également inscrit son nom au tableau des bénéficiaires de dons de grande envergure. En février et avril derniers, coup sur coup, l'établissement a reçu deux dons qualifiés d'« historiques » s'élevant respectivement à 40 millions de dollars et à 159 millions de dollars. Provenant de la Fondation Courtois, le plus récent don, qui est aussi le plus important jamais accordé en sciences naturelles au Canada, servira à créer l'Institut Courtois qui se concentrera sur la recherche portant sur les propriétés de la matière.

Nourrir les relations

Selon M. Palmer, c'est en nouant et en entretenant des relations avec les diplômés et les donateurs potentiels attachés à l'établissement (pour des raisons personnelles ou d'affaires) qu'on crée les meilleures conditions pour récolter des dons importants et répétés.

« Les données sont éloquentes, soutient-il. Il faut prendre le temps d'apprendre à connaître nos donateurs potentiels, et entretenir ces liens pour recevoir des dons, en particulier pour les dons qui atteignent les centaines de millions. Quand on donne, c'est qu'on veut faire changer les choses. Les donateurs sont souvent intellectuellement ou personnellement attachés à des causes comme la lutte contre les changements climatiques, l'avenir des villes ou l'équité sociale, autant de problèmes complexes qui nécessitent des solutions tout aussi complexes. Les grandes universités comme la nôtre, qui regorgent de talents et de ressources dans de nombreux domaines, et dont l'expertise est reconnue dans le monde, constituent des pôles idéaux pour s'attaquer à ces questions. Si on arrive à être sur la même longueur d'onde et à démontrer aux donateurs l'étendue des retombées potentielles de leur financement, alors on peut s'entendre sur des sommes importantes. »

Heather McCaw abonde dans le même sens. Vice-rectrice au développement et aux relations avec les diplômés de l'Université de la Colombie-Britannique, elle constate que la plupart des particuliers qui contribuent

aux quelque 210 millions de dollars de dons reçus annuellement par l'établissement sont poussés par le désir de faire avancer la recherche et de soutenir la communauté étudiante dans des domaines qui correspondent à leurs objectifs philanthropiques. « Ces personnes veulent contribuer au changement, assure-t-elle. Environ 40 % des dons vont donc à la recherche. »

L'aide financière à la population étudiante n'en profite pas moins : elle obtient 45 % des sommes recueillies. « Les donateurs qui soutiennent la communauté étudiante sont emballés par l'idée de rendre les études supérieures accessibles au plus grand nombre. Souvent, ils ont eux-mêmes bénéficié de bourses au cours de leurs études et veulent rendre la pareille. »

M^{me} McCaw cite plusieurs initiatives financées par des dons, parmi lesquels un projet pilote de programme de bourse, qui offre une aide financière et d'autres formes de soutien à 13 personnes noires inscrites au premier cycle. Né d'un don testamentaire, ce programme renouvelable viendra en aide à 100 étudiants sur une période de quatre ans. « Notre mission consiste aussi à offrir des chances égales à toutes les personnes, en favorisant l'équité, la diversité et l'inclusion », rappelle la vice-rectrice. L'Université de la Colombie-Britannique transmet également à ses donateurs des rapports détaillant l'utilisation de leurs dons. « Nous maintenons un contact régulier avec eux, poursuit-elle. Le donateur d'aujourd'hui est souvent celui de demain. »

Savoir éviter les écueils

Cela dit, il arrive que les attentes du donateur par rapport à un don important soient mal comprises, et que ce malentendu se mue en problème.

Ce fut le cas en 2014, lorsque Peter Allard, avocat à Vancouver, a fait à l'Université de la Colombie-Britannique un don de 30 millions de dollars assorti d'un certain nombre de conditions, notamment celle de renommer la Faculté de droit en son honneur. Au bout de cinq ans, il a présenté une requête à la Cour suprême de la Colombie-Britannique afin que son nom apparaisse sur tous les diplômes en droit de l'Université, requête finalement rejetée en 2021. Néanmoins, M^{me} McCaw voit dans ce litige une mise en garde contre le manque de clarté relativement aux attentes et à l'affectation des fonds. « N'oublions pas que les parties ont des points de vue différents, prévient-elle. Nous devons prendre le temps de régler les moindres détails du don pour lever toute éventuelle ambiguïté. »

David Robinson, directeur général de l'Association canadienne des professeurs et professeurs d'université, affirme qu'une relation de longue date s'est établie entre philanthropie et universités. Or, les dons peuvent compromettre la liberté académique, l'autonomie et l'intégrité universitaires lorsqu'ils sont motivés par le désir d'influence.

« Les donateurs qui soutiennent la communauté étudiante sont emballés par l'idée de rendre les études supérieures accessibles au plus grand nombre. Souvent, ils ont eux-mêmes bénéficié de bourses au cours de leurs études et veulent rendre la pareille. »

“With public funding being cut, institutions are looking for increased revenues from foreign students and philanthropy to substitute for core funding. Small regional universities risk getting left behind.”

“There need to be proper policies and procedures in place,” says Mr. Robinson, citing several donation-related issues that have arisen at Canadian universities over the past several decades. To avoid problems, he recommends that schools develop guidelines that protect academic freedom and university autonomy, such as those published by the U of T’s provost office last November.

Mr. Robinson is also concerned that the lion’s share of university donations in Canada go to the biggest schools with the highest public profiles. “With public funding being cut, institutions are looking for increased revenues from foreign students and philanthropy to substitute for core funding,” he says. “Small regional universities risk getting left behind.”

Brigitte Alepin, a taxation professor with the Université du Québec en Outaouais, says that risk is very real in Quebec. Charitable donations secured by the 18 universities in la belle province are not taken into account when funding envelopes are divided between them.

“It creates and deepens inequalities and disparities,” says Ms. Alepin, who has long called for a public inquiry into the issue. It’s made worse, she adds, because the Quebec government matches university donations, which can bring a tax credit for donors (or a tax deduction, if they are corporations) to the tune of about 50 per cent. Those tax incentives represent an important form of indirect public funding, Ms. Alepin says, and until now they haven’t been considered when universities and the province are discussing how to divvy up public money.

For many French-language universities in Quebec, however, which traditionally looked to government and the Catholic Church for funding, private philanthropy is a relatively new and untapped resource that is starting to pay big dividends. Quebec’s Minister of Economy and Innovation Pierre Fitzgibbon recently hinted at this, when he commented on the “very generous” \$159 million donation made to the Université de Montréal. He said he hopes to share more of this type of “good news” in the future.

Meanwhile, at Université Laval, the millions of dollars it has raised in seven major fundraising campaigns since its creation has helped to transform the 170-year-old institution into a world-class research university. “To stay in the avantgarde, Université Laval must continue to reinvent


and re-imagine, especially through the development of new teaching and research programs,” says Alain Gilbert, general manager of the university’s non-profit foundation, which handles advancement activities.

According to Mr. Gilbert, charitable donations help ULaval, the oldest French-speaking university in the Americas, to build and equip the modern facilities it needs to attract and retain top talent. “That is even more crucial since 2020 and the advent of the pandemic,” he says. “Our research community contributed greatly to finding solutions to control and diminish the spread of COVID-19 and to understand and evaluate the effects of the crisis on our public health system, our economy and the general population.”

Lisa Browne, a veteran fundraiser who was named the first vice-president of advancement at Memorial University last June, says both the alumni and people of Newfoundland and Labrador have a similar respect and fondness for their province’s lone university. She hopes that will translate into an increase of charitable donations under her watch.

“Our job is to excite the donor by letting them know where and how their money is going to be used, whether it’s scholarship money or on an entrepreneurial centre,” she says. “We work hard to make that match [and] to engage alumni, so they have the chance to participate as donors and introduce us to other potential donors.”

It was a similar alumni outreach effort that led to the first of Mr. Tatham’s donations to his alma mater, after what he calls his “liquidity event” – the billion-dollar sale of his software company – left him with no job but a ton of money. “Fortunately, I had a friend on U of Waterloo’s board and an uncle who was very community minded,” he says. “They helped me to understand the importance of giving back.”

The reaction he received to his speech at the dedication ceremony of the William M. Tatham Centre only added to his philanthropic zeal. “My old professors said they were proud that one of their former students had done this,” recalls Mr. Tatham, who later began hosting dinners at his Toronto home that helped bring about a \$60 million grant for a project at York University. “That gave me a great sense of pride and a desire to do more.” 

Mark Cardwell is a veteran journalist and author based in the Québec City area.

« Il est essentiel d'établir des politiques et procédures spécifiques aux dons », souligne-t-il, citant plusieurs différends ayant opposé des universités canadiennes à leurs bienfaiteurs ces dernières décennies. Il recommande aux universités, pour éviter tout problème, d'élaborer des lignes directrices protégeant leur liberté académique et leur autonomie institutionnelle, comme l'a fait le bureau du provost de l'Université de Toronto en novembre dernier.

M. Robinson déplore par ailleurs que les grands établissements d'enseignement supérieur, qui jouissent d'une forte notoriété, se taillent la part du lion du financement privé. « Face à la baisse du financement public, les universités cherchent à combler le manque à gagner par les revenus issus des étudiants étrangers et des dons. Les petits établissements régionaux risquent de ne pas pouvoir suivre la cadence », regrette-t-il.

Brigitte Alepin, professeure en fiscalité de l'Université du Québec en Outaouais, reconnaît que cette menace est bien réelle au Québec. Les dons de bienfaisance que recueillent les 18 universités de la province ne sont pas pris en compte dans la répartition de l'enveloppe de fonds publics.

« Cette injustice creuse les écarts entre les établissements », fait remarquer celle qui réclame depuis longtemps une enquête publique à ce sujet. Selon elle, le gouvernement du Québec empire les choses en versant aux universités l'équivalent du montant des dons recueillis, dons qui procurent aussi aux donateurs un crédit d'impôt (ou, dans le cas d'entreprises, une déduction fiscale) à hauteur d'environ 50 %. Ces avantages fiscaux représentent un important financement public indirect, qui n'a jamais été pris en compte jusqu'ici dans les pourparlers entre le gouvernement et les universités pour la distribution des fonds.

Dans le milieu universitaire francophone du Québec, il était d'usage de trouver du financement auprès du gouvernement et de l'Église catholique. La philanthropie est une source de revenus relativement nouvelle et peu exploitée, qui commence toutefois à rapporter beaucoup. Un sujet qu'a d'ailleurs abordé le ministre québécois de l'Économie et de l'Innovation, Pierre Fitzgibbon, lors du dévoilement de l'important don de la Fondation Courtois à l'Université de Montréal. Celui qui a qualifié le don de 159 millions de dollars de « geste d'une grande générosité » s'est empressé de préciser qu'il aimerait que « ce genre de bonne nouvelle » arrive plus fréquemment. « Je souhaite que cette pratique encore trop peu répandue se propage et fasse des petits », a-t-il affirmé sans détour.

Même si la philanthropie se fait encore rare, l'Université Laval a amassé depuis sa fondation des millions de dollars dans le cadre de sept grandes campagnes de financement, qui ont servi à propulser l'établissement vieux de 170 ans en un pôle de recherche de classe mondiale.

« Pour rester à l'avant-garde, l'Université Laval doit continuellement se réinventer, notamment en créant de nouveaux programmes d'enseignement et de recherche », note Alain Gilbert, président-directeur général de la Fondation de l'Université Laval, qui gère les activités de développement.

Selon lui, les dons de bienfaisance aident son établissement, la plus ancienne université francophone en Amérique du Nord, à moderniser ses installations et son équipement, en vue d'attirer et de fidéliser les meilleurs talents. « C'est d'autant plus vital depuis le début de la pandémie en 2020, précise-t-il. Notre communauté de recherche a grandement contribué à trouver des solutions pour limiter la propagation de la COVID-19 et à évaluer les conséquences de la crise sur le système de santé public, l'économie et la population. »

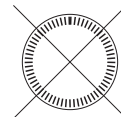
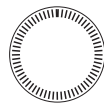
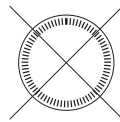
Rompue aux campagnes de financement, Lisa Browne a été nommée première vice-rectrice au développement à l'Université Memorial en juin dernier. Elle soutient que l'unique université de Terre-Neuve-et-Labrador inspire du respect et de l'attachement à toute la population de la province, et pas seulement aux personnes qui l'ont fréquentée. Elle espère pouvoir transformer cette affection en financement.

« Notre mission consiste à soulever l'enthousiasme des donateurs, en leur expliquant ce à quoi servira leur argent – une bourse d'études, un centre d'entrepreneuriat ou autre chose, dit-elle. Nous déployons beaucoup d'efforts dans nos relations avec les diplômés, pour leur donner la chance de s'impliquer et de nous mettre en contact avec d'autres donateurs potentiels. »

C'est d'ailleurs dans le cadre d'une initiative du même genre que M. Tatham a fait un premier don à son alma mater, après ce qu'il appelle sa « liquidation » – la vente de son entreprise pour plus d'un milliard de dollars – qui l'a laissé sans emploi, mais fabuleusement riche. « J'ai eu la chance d'avoir un ami au conseil d'administration de l'Université de Waterloo et un oncle particulièrement altruiste, explique-t-il. Ce sont eux qui m'ont fait comprendre l'importance de redonner à la communauté. »

De plus, sa fibre philanthropique a particulièrement été titillée par l'accueil réservé à son allocution pour l'inauguration du Centre William M. Tatham. « Mes anciens professeurs m'ont souligné toute leur fierté de voir un ancien étudiant poser un tel geste. » Par la suite, il a contribué aux quelque 60 millions de dollars recueillis pour un projet de l'Université York en organisant des soupers à sa résidence torontoise. Des expériences qui lui ont inspiré une grande fierté, et le désir d'en faire encore plus. ■

Journaliste chevronné et auteur, Mark Cardwell est établi dans la région de Québec.



The Art of





Photography by Ian Patterson

Indigenous artists are reclaiming space on university campuses, threading history and storytelling through creative works in a variety of mediums that enrich the student experience. by UA staff

WHEN THE TRUTH AND RECONCILIATION COMMISSION released its 94 calls to action in 2015, several of them referenced institutions of higher education. In response, there have been changes to curriculums, more Indigenous-focused administrative and faculty positions have been created, and the number of scholarships and bursaries for Indigenous students has increased. Many universities also started to commission and unveil new Indigenous artworks in a wide range of mediums.

While we don't have the space to highlight the vast array of striking pieces found on Canadian campuses, what follows is a selection of eight works that highlight the diversity of styles Indigenous artists employ, and the powerful messages their work often conveys.

Reconciliation

The 26-tonne granite sculpture at the entrance to York University's Lions Stadium was carved using traditional sculpting techniques with help from a team of students and young artists.



York University. "Ahqahizu." Ruben Komangapik and Koomuatuk Curley. 2016.

A 26-TONNE GRANITE SCULPTURE by two Nunavut artists rests at the entrance of York University's Lions Stadium, welcoming spectators with an expression of Inuit mythology. The piece, which was unveiled in 2016, depicts a young Inuk soccer player in an Alaskan high-kick position with a walrus skull.

Ruben Komangapik and Koomuatuk Curley assembled a team of students and young artists to help them carve the granite using traditional sculpting techniques, which eschew calibration tools or lines drawn onto the rock. The artists hope the piece will inspire Inuit students to persevere through their studies and bring attention to Inuit traditions. "This is a great example for Inuit people that we can accomplish anything if we are determined," Mr. Curley said at the unveiling ceremony.

In Inuit mythology, the aurora borealis represents the souls of the dead. Mr. Komangapik, who was featured in a short documentary on soccer in the Arctic in 2019, said that in his culture "when the lights dance across the sky, it is the spirits playing soccer with a walrus skull." In Inuktitut, the word for aurora is "ᐱᓄᓐᓂᓐ," or "askarniq," which translates to "ball player" in English.



Algoma University. "Children to Children." Shirley Horn. 2014.

AT THE TENDER AGE OF FIVE, Shirley Horn was taken from her family and sent to a residential school to learn the "white man's ways," as she describes it. Ms. Horn was severed from her language, culture, land, and community – along with an estimated 150,000 other Indigenous children – as part of the federal government's decades-long assimilation policy. Two years after she was taken, Ms. Horn was transferred to the Shingwauk Indian Residential School, the site of what is now Algoma University. She went on to study at Algoma, graduating with a bachelor of fine arts and later becoming the university's first chancellor.

An accomplished artist and advocate, Ms. Horn and two colleagues applied their talents to honour the former students at the Sault Ste. Marie, Ont., residential school through an installation that now stands in one of Algoma's main buildings. Titled "Children to Children," the rusted steel and plexiglass structure is adorned with documentary evidence and artistic renditions of the lived experiences of Indigenous children. Each of the four panels signifies a generational evolution to the present day: from living in peace, to the harm of assimilation, organizing to heal from injustices, and finally establishing the foundation for a hopeful future. Each panel features hundreds of tiles painted by Ontario students that communicate their understanding of the residential school system. "We've come all this long way so that this generation can have a better future," says Ms. Horn.

Former chancellor of Algoma University Shirley Horn (left), and two colleagues created this sculpture to honour students who attended the residential school that operated in what is now the university's main building.

This granite sculpture in the quad on the University of Alberta's North Campus is one of four that signify the institution's commitment to reconciliation.



University of Alberta.
“Sweetgrass Bear.”
Stewart Steinhauer. 2016.

FOR THE PAST SIX YEARS, a granite bear sculpture has stood in the quad on the University of Alberta's North Campus. Carved by Indigenous stone sculptor Stewart Steinhauer, it was the first of four instalments at the U of A signifying the institution's commitment to reconciliation. “The Sweetgrass Bear reminds us that we are all treaty people,” then-president David Turpin said at the unveiling. “She is a symbol of our relationships. On her side is an inscription that reads, ‘We are all related.’”

The sculpture weighs over six tonnes and took two summers for Mr. Steinhauer to complete. “I work outside, using a very different method than most other carvers, called the ‘attack method.’” Since I don’t start with drawings or miniatures, I am able to finish projects fairly quickly,” he says, adding that he uses intuition and emotion to determine when a piece is complete.

Engraved on the front of the sculpture are the four “sweetgrass laws”: humble kindness, sharing, honesty, and strength. “These teachings are significant in Treaty 6 territory, where I am located,” Mr. Steinhauer explains.



Mount Allison University.
“She Lights the Way.”
Pauline Young. 2019.

THE RED DRESS HAS become a powerful symbol for missing and murdered Indigenous women and girls in Canada. Universities will often hang red dresses from trees or fences on May 5, which the federal government has declared a national day of awareness. The red dress was the symbol of choice for Mi'kmaq artist Pauline Young when she was commissioned by Mount Allison University to create an installation for their student centre. “She Lights the Way” is meant to commemorate the many lives lost to violence, but also to inspire hope and healing.

“It is my dream that one day, every person will know what the symbol of the red dress means and someday, every person will realize that we are in a crisis with missing and murdered Indigenous women and girls across Turtle Island,” said Patty Musgrave-Quinn, Mount Allison's Indigenous affairs co-ordinator, at the unveiling. “I hope that one day, people will be sitting at dinner talking about it, joining the Facebook pages on MMIWG and sharing the pictures, and pressuring law enforcement everywhere to take this seriously. It is time to read, learn, and speak up with us so that we can decrease the numbers of missing and murdered and eliminate it altogether.”

This installation in the student centre at Mount Allison University is meant to commemorate the many Indigenous women and girls lost to violence, but also to inspire hope and healing.

This mural in the University of Manitoba's Active Living Centre by Anishinaabe-Oyate artist Kristin Flattery depicts a creation myth involving a great flood.



University of Manitoba. Mural. Kristin Flattery. 2022.

A GYM MAY seem like an odd place for a large, brightly coloured mural. But that is exactly where you can find Anishinaabe-Oyate artist Kristin Flattery's work at the University of Manitoba. Located across from the customer service desk in the Active Living Centre, the mural is a visual re-telling of an Indigenous creation story passed down in Ininew (Cree), Anishinaabe and Oyate (Dakota) cultures through oral traditions. Ms. Flattery used vibrant colours and references to traditional sports such as lacrosse, re-imagining conflict as regenerative and placing relationships at the core of creation.

"We wanted to create something that inspired a movement in healthy living for everybody," she explains. "So, not only was I trying to promote healthy living and insert our traditional knowledge... I want [the community] to be motivated toward teamwork and helping each other."

The creation myth her mural draws on is about a great flood, like the biblical story of Noah's Ark, she explains. But it differs greatly from the Christian story in that the world is constructed from a tiny piece of earth through the combined efforts of several different animals, foregrounding the importance of relationships in the process of creation.



University of Saskatchewan. "anohc kipasikôhaw / we rise / niipawi." Vanessa Hyggen, Sandy Bonny, Lyndon Tootoosis. 2020-2021.

THE LUNAR CYCLE is an important guide to mark the passage of time in many Indigenous cultures. That was the inspiration for a set of stone carvings that now adorn the foyer of Gordon Snelgrove Gallery at the University of Saskatchewan. Thirteen slate stairs reclaimed from the century-old Thorvaldson Building were carved with Cree syllabics, denoting the traditional names of the 13 moons in the lunar calendar of Indigenous peoples.

The piece was the brainchild of three artists at the university: Vanessa Hyggen, executive assistant to the vice-dean, Indigenous; Sandy Bonny, team lead, Indigenous student achievement pathways and STEM access initiatives; and Lyndon Tootoosis, the 2020 Indigenous artist in residence. Discussions got underway back in 2019 but the pandemic delayed the work, says Ms. Hyggen, who is Norwegian and Cree, and a member of the Lac La Ronge Indian Band in Treaty 6 territory. Each carved step was unveiled on the day of the corresponding full moon, between October 2020 and September 2021. The response to the installation of the steps has been "really positive," she says. "People are appreciative of the stories that they tell, and that they were part of campus for over 100 years."

The Cree syllabics carved into these century-old slate steps were the brainchild of three Indigenous artists at the University of Saskatchewan.

This land marker by three artists from the Secwépemc Nation is located in Thompson Rivers University's Old Main building, which is home to the law school.



Thompson Rivers University.
Secwépemc territorial marker.
Rod Tomma, Ron Tomma and
Mike Peters. 2014.

THE KAMLOOPS CAMPUS of Thompson Rivers University is situated on the traditional and unceded territory of the Secwépemc people (which extends across much of the B.C. Interior). To commemorate that fact, in 2013 two graduates of the university's law school proposed installing a land marker used by the Secwépemc to denote territorial boundaries or places of mythological significance. Three artists hailing from the Secwépemc Nation – Rod Tomma, Ron Tomma and Mike Peters – were commissioned and the fruits of their creative labour have been on display since 2014.

The marker stands inside one of the entrances to the Old Main building, which became the new home of the law faculty following a major renovation. It's made from a rare type of quartz rock and is emblazoned with pictographs. Alan Shaver, who was TRU's president and vice-chancellor when the marker was unveiled, said at the time that it would "inspire an appreciation of the land in which we live and learn in partnership with Aboriginal people."



First Nations University of Canada.
Buffalo sculptures.
Lionel Peyachew. 2018-2019.

EIGHT PAIRS OF STEEL mother-and-calf buffalo stand on the lawn in front of the main building on the First Nations University of Canada's campus in Regina. The sculptures are part of an effort by the institution to create a living art gallery with a focus on works by faculty and alumni, says Peter Brass, the university's art collections manager. In this case, the pieces were created by Lionel Peyachew, a Cree artist from the Red Pheasant First Nation who is an associate professor of Indigenous fine art at FNUniv. Installed in 2018 and 2019, each buffalo features a carving of a teepee that corresponds with the towering glass structure that's a defining part of the campus' main building.

"Pre-contact, there were millions and millions of buffalo in North America. That was the main staple... Everything was made out of buffalo: your teepees, your implements, basically your clothing. It was sort of a survival thing to have buffalo around," Mr. Peyachew says of the sculptures' symbolism. "Today, the most important thing to Indigenous people is education." UA

The sculptures of mother-and-calf buffalo are part of an effort by First Nations University of Canada to create a gallery featuring works by faculty and alumni.

L'art de la réconciliation

Les œuvres d'artistes autochtones se taillent une place sur les campus universitaires. Elles enrichissent l'expérience de la population étudiante grâce à l'histoire et l'imaginaire qu'elles véhiculent. **par Affaires universitaires**

EN 2015, la Commission de vérité et réconciliation annonçait ses 94 appels à l'action dont plusieurs se rapportaient à l'enseignement supérieur. Les universités ont depuis répondu présentes : modifications aux programmes, création de postes axés sur l'identité et le savoir autochtone au sein de l'administration et du corps professoral, et augmentation du nombre de bourses destinées aux étudiants autochtones. Bon nombre d'établissements ont également mis de l'avant des œuvres réalisées par des artistes autochtones qui travaillent avec divers médiums.

Faute de pouvoir présenter l'ensemble de ces créations exceptionnelles, en voici quelques-unes que nous estimons représentatives de la diversité des approches artistiques autochtones et des puissants messages qu'elles évoquent.



Université de Moncton
« Pawakan »
Edward « Ned » Bear – 2012

DEPUIS 2012, UN ARBRE du Parc écologique du Millénaire, situé à proximité du Pavillon Pierre-Amand-Landry de l'Université de Moncton, arbore un grand masque sculpté à même le tronc par l'artiste Edward « Ned » Bear. L'œuvre « Pakawan », réalisé il y a 10 ans par l'artiste wolastoquiyik et cri des Plaines dans le cadre du Symposium d'art nature qui a eu lieu à Moncton, serait l'incarnation « d'un guide spirituel, êtres incorporels du folklore autochtone qui guident par le biais de voyages spirituels dans des mondes cachés, aperçus parfois en vision, en rêves ou par expériences aux frontières de la mort ».

D'ailleurs, l'interprétation contemporaine de la tradition spirituelle autochtone de M. Bear est un trait distinctif de ses masques sculptés à la main ou ses silhouettes de marbre et de calcaire. Reconnu à l'échelle internationale, M. Bear a notamment occupé un poste d'enseignant-chercheur à l'Institut Smithsonian de New York en 2006.

Version française de l'article « The art of reconciliation » débutant en page 26. La sélection complète sera disponible en français sur notre site Web : affairesuniversitaires.ca



Université du Québec en
Abitibi-Témiscamingue
« Tshiashinnuat... L'Ancêtre »
Ernest Aness Dominique – 2012

ON N'A QU'À S'ARRÊTER un instant devant l'architecture du Pavillon des Premiers-Peuples du campus de l'Université du Québec en Abitibi-Témiscamingue (UQAT) à Val d'Or pour prendre la mesure de l'importance qu'accorde cet établissement à la collaboration avec les peuples autochtones. On risquerait toutefois de se méprendre sérieusement en croyant que cet édifice dont la forme rappelle celle d'un tipi est l'unique représentation artistique d'inspiration autochtone dans l'enceinte de l'établissement. C'est plutôt le contraire puisque l'UQAT regorge d'œuvres réalisées par des artistes autochtones ou rendant hommage à cette culture.

Signée par l'artiste innu Ernest Aness Dominique, la sculpture « Tshiashinnuat... L'Ancêtre » fait notamment partie du répertoire de l'UQAT. Celle-ci représente un chef ancêtre de la grande famille algonquienne, courageux chasseur, guerrier de la vie et brave nomade, dans ses habits traditionnels. Pour l'artiste, ce chef regardant au loin le lever du jour incarne l'espoir. Sculpté dans le bronze, ce buste symbolise les liens étroits qu'entretiennent l'UQAT et les Premiers Peuples depuis maintenant quatre décennies.



Université de Sherbrooke
« De l'importance de bien
apprendre à voler »
Christine Sioui-Wawanoloath – 2021

C'EST À L'OCCASION de la toute première Journée nationale de la vérité et de la réconciliation le 30 septembre 2021 que l'Université de Sherbrooke a dévoilé l'œuvre qui orne désormais le hall principal de sa Faculté d'éducation. Christine Sioui-Wawanoloath, artiste visuelle, conteuse et poétesse abénakise-wendat, signe la toile qui s'intitule « De l'importance de bien apprendre à voler ». Abordant le thème de la transmission, le tableau montre des enfants qui déploient leurs ailes sous le regard attentif d'adultes – une symbolique qui ne risque pas d'échapper à ceux dont les yeux se poseront sur le bleu lumineux et les couleurs vives de l'œuvre.

« Pour nous, il n'y a aucun doute que les voies de la réparation avec les Premiers Peuples passent par l'éducation », a soutenu la doyenne de la Faculté d'éducation, Anne Lessard, lors du dévoilement de l'œuvre.

En plus d'être un rappel permanent de l'importance des relations avec les Premiers Peuples, le tableau a également servi de source d'inspiration pour l'environnement visuel du Plan d'action 2021-2026 pour et avec les peuples autochtones qu'a rendu public l'établissement en novembre dernier. AU

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The bridge to possible



Nota bene



Students march through the streets of Montreal to mark the tenth anniversary of the Maple Spring protests.

Activism

What's left, 10 years after Quebec's Maple Spring

Young leaders reflect on the legacy of the province's largest-ever student protests

IN 2012, QUEBEC STUDENT organizations including the Fédération étudiante collégiale du Québec (FECQ), the Coalition large de l'Association pour une solidarité syndicale étudiante (CLASSE) and the Fédération étudiante universitaire du Québec (FEUQ) joined forces to reverse the Liberal government's decision to raise tuition fees by \$1,625 over five years. After several months of protests, the student movement was successful. The government backed down.

A decade later, *University Affairs* took the pulse of Quebec student movements to see how they have evolved.

Alexandre Guimond was on the frontlines of the Maple Spring protests as they unfolded. He attended many demonstrations, including more than a few that turned violent. Today, he is the chief executive of the Université de Sherbrooke Master's, Diploma and Doctoral Student Association. He said that 2012 was a

turning point in his involvement in student movements.

"The 2012 strike really sowed the seeds of my awareness. It was my political awakening. Without it, I'd still be a hockey-playing douche-bag! I attended a couple of protests every day," he said.

A hibernating movement

Mr. Guimond believes student activism has bottomed out since then. "With the pandemic, it really fell off a cliff. Aside from environmental protests, it's really tough to mobilize students. And at the graduate level, our members are even harder to mobilize," he added. He also believes that putting social activities on hold due to the pandemic has had an impact, since in normal →

times they serve as springboards to activism.

Mr. Guimond added that the student movement is divided between two branches: research and lobbying on one side, and activism on the other. While the former is doing relatively well thanks to the professionalization of student associations, the latter is somewhat less active. “It would take a major move from the government, like increased tuition, to bring them back together,” he said.

Samy-Jane Tremblay, president of the seven-year-old Quebec Student Union (UEQ), has also observed a drop in student involvement. Despite that, she remains optimistic. “The return of in-class learning gives me hope. The student movement is very strong and continues to thrive. As ever, it can improve conditions for students,” she said.

Ms. Tremblay also feels that students today would mobilize to fight a new threat to their interests.

However, according to Mr. Guimond, it is easier to rally students to react to government actions. “It’s harder to mobilize students to go on the offensive for new gains. But I don’t think it would be hard to mobilize them to defend past gains.”

These two differing branches have led to division within the student movement, Mr. Guimond said. Although the UEQ provides strong support for research and lobbying, he thinks that students would also benefit from another organization focused on activism.

Tuition: a perennial issue

Mr. Guimond and Ms. Tremblay both agree that while tuition remains a key issue for the movement, its concerns have evolved to include fighting climate change and other priorities.

“The student movement is a reflection of society’s current issues,” Ms. Tremblay said. “The environment is one that UEQ has been working on since its founding. You quickly understand how the student movement is involved when you look at fossil fuel use by the university sector. It is Quebec’s third-largest greenhouse gas emitter.”

The president of the FECQ, Samuel Vaillancourt, agrees that there has been a diversification of the positions taken by students. “Student movements have broadened the range of subjects they address. For example, we added climate justice and a number of other social trends that may less directly impact students but still affect the society young people live in,” he said.

Lessons from 2012

According to Mr. Guimond, if there is a lesson to be learned from the Maple Spring, it’s the use of social networks to organize protests. The pandemic also helped popularize platforms like Zoom and, by extension, rapid meeting planning.

Although he was just 12 years old during the events of the Maple Spring, Mr. Vaillancourt believes that its events can have considerable influence on his student organization. “Internally, when we talk about various issues, we sometimes compare them with what they did in 2012,” he said. “We look at what was effective and what can be done differently. It’s a point of reference for how we carry out actions.”

For Ms. Tremblay, while the Maple Spring may have influenced some aspects of the UEQ at the time of its founding, it no longer really has an impact on its daily operations. But the events of a decade ago are certainly not forgotten. “It’s always important to remember our history and learn from the past. The 2012 student-led protests were the largest of their kind in the province’s history. And they produced results,” she said. “There are lessons there for a post-2012 world.” – ÉMILE BÉRUBÉ-LUPIEN



University Affairs / Affaires universitaires

Wins 4 National Magazine Awards: B2B



Meilleure direction artistique : article ou double-page d’ouverture pour l’article

« Un laboratoire secret tiré de l’oubli »



Best cover

November-December 2021: “Alone at the top”

Best feature article: professional category

“Where truth and reconciliation stand at Canadian universities”

Best series of articles

UA’s coverage of EDI – “Canada’s nursing programs address racial prejudice in the profession”; “Weaving Indigenous and western knowledge”; “Set up for failure”

Activisme

Mouvement étudiant québécois : que reste-t-il du Printemps érable?

Des jeunes leaders brossent un portrait du mouvement étudiant tel qu'il est devenu 10 ans après la plus grande manifestation étudiante de l'histoire du Québec

EN 2012, DES ORGANISATIONS ÉTUDIANTES comme la Fédération étudiante collégiale du Québec (FECQ), la Coalition large de l'Association pour une solidarité syndicale étudiante (CLASSE) et la Fédération étudiante universitaire du Québec (FEUQ) se réunissaient afin de renverser la décision du gouvernement libéral d'augmenter les droits de scolarité de 1 625 dollars sur cinq ans. Une bataille que le mouvement étudiant a remportée après une mobilisation de plusieurs mois.

Une décennie plus tard, *Affaires universitaires* prend le pouls des mouvements étudiants québécois et de leur évolution.

Alexandre Guimond a 28 ans aujourd'hui. Il y a 10 ans, il était de tous les combats lors du Printemps érable. Il a participé à de nombreuses manifestations, dont beaucoup ont dégénéré. M. Guimond est aujourd'hui directeur général du Regroupement étudiant de maîtrise, diplôme et doctorat de l'Université de Sherbrooke (REMDUS). Et il convient que 2012 a marqué son engagement au sein des mouvements étudiants.

« C'est vraiment la grève de 2012 qui a été l'éclosion de ma conscientisation et de mon éveil politique. Sans 2012, je serais resté un *douchebag* qui joue au hockey! Je faisais à peu près deux manifestations par jour », lance-t-il.

Un mouvement au ralenti

M. Guimond note toutefois qu'aujourd'hui, un certain creux de vague peut être observé sur le plan du militantisme étudiant, en comparaison avec cette période il y a 10 ans. « La pandémie a vraiment creusé le fossé. À part pour les manifestations pour l'environnement, c'est difficile de mobiliser les étudiants. Et aux cycles supérieurs, c'est encore plus difficile de mobiliser nos membres », explique-t-il. La suspension des activités sociales (en raison de la pandémie), un tremplin vers l'engagement militant, pourrait aussi avoir pesé dans la balance, selon lui.

Le directeur général du REMDUS ajoute que le mouvement étudiant est en quelque sorte

divisé en deux branches : la recherche et le lobbyisme d'un côté, et le militantisme à proprement dit de l'autre. Si le premier se porte assez bien, alors que les associations étudiantes se sont professionnalisées, le second est un peu moins actif. « Ça prendrait un gouvernement qui veut hausser les droits de scolarité ou quelque chose de majeur pour que ça se ressoude », estime-t-il.

Si elle a également constaté une baisse de l'implication étudiante, Samy-Jane Tremblay, présidente de l'Union étudiante du Québec (UEQ) – une association étudiante qui a vu le jour en 2015 –, demeure toutefois optimiste pour la suite des choses. « Avec le présentiel qui revient, j'ai bon espoir. Le mouvement étudiant est encore très fort, vigoureux. Il est capable d'améliorer, comme toujours, la condition étudiante », affirme-t-elle.

M^{me} Tremblay juge aussi que si une menace aux intérêts des étudiants devait se profiler, ceux-ci se mobiliseraient.

« Une lutte offensive, pour aller faire des gains, c'est plus dur à mobiliser. Mais une lutte défensive, pour défendre des acquis, je ne crois pas que ça serait difficile à mobiliser. »

Pour M. Guimond, les étudiants demeurent cependant plus faciles à mobiliser lorsqu'il s'agit de réagir à des interventions du gouvernement : « Une lutte offensive, pour aller faire des gains, c'est plus dur à mobiliser. Mais une lutte défensive, pour défendre des acquis, je ne crois pas que ça serait difficile à mobiliser. »

Ces deux visions entraînent toutefois une division dans le mouvement étudiant, constate M. Guimond. Si le côté de la recherche et du lobbyisme est bien appuyé par l'UEQ, d'après lui, les étudiants bénéficieraient aussi d'une autre organisation plus axée sur le militantisme.

Les droits de scolarité, toujours aussi importants

M. Guimond et M^{me} Tremblay s'entendent pour dire que si la question des droits de scolarité demeure toujours importante pour le mouvement, les préoccupations de ce dernier ont également évolué, notamment pour intégrer la lutte aux changements climatiques.

« Le mouvement étudiant, c'est le reflet des enjeux de société qu'on vit, affirme M^{me} Tremblay. L'environnement est un enjeu social sur

lequel l'UEQ travaille depuis le début. La façon dont ça implique le mouvement étudiant, c'est quand on s'attarde à ce que font nos universités, qui utilisent des énergies fossiles. C'est le troisième secteur qui émet le plus de gaz à effets de serre au Québec. »

Le président de la FECQ, Samuel Vaillancourt, juge aussi que les prises de position des étudiants se sont diversifiées. « Il y a eu un élargissement des sujets qui sont traités par les mouvements étudiants. Par exemple, on a ajouté la justice climatique et divers sujets qui sont plus à tendance sociale, au sens où ça va moins concerner l'étudiant, mais le jeune qui évolue au sein de la société », explique-t-il.

Leçons de 2012

Selon M. Guimond, s'il y a une leçon à tirer du Printemps érable, c'est l'utilisation des réseaux sociaux, notamment pour organiser des manifestations. La pandémie a également permis de populariser des plateformes comme Zoom et donc de planifier plus rapidement des réunions.

S'il n'était âgé que de 12 ans au moment des événements de 2012, M. Vaillancourt admet aussi que le spectre du Printemps érable plane parfois sur les délibérations de son organisation étudiante. « À l'interne, lorsqu'on parle de différents dossiers, des fois, on fait le comparatif avec ce qui a été fait en 2012, souligne-t-il. On regarde ce qui a été efficace, qu'est-ce qui peut être fait de façon différente. C'est une forme de référence sur la façon dont les actions sont menées. »

« L'histoire est toujours importante à garder en tête, d'apprendre du passé. En 2012, c'était la plus grande manifestation étudiante qu'il y a eue et ça a donné des résultats. Il y a certainement des choses qu'on doit garder en tête dans l'après 2012. »

De son côté, M^{me} Tremblay explique que le Printemps érable peut avoir influencé certains aspects de l'UEQ lors de sa création, mais n'a plus vraiment d'impact au quotidien. Le combat de 2012 n'est toutefois pas oublié. « L'histoire est toujours importante à garder en tête, d'apprendre du passé. En 2012, c'était la plus grande manifestation étudiante qu'il y a eue et ça a donné des résultats. Il y a certainement des choses qu'on doit garder en tête dans l'après 2012 », conclut-elle. – ÉMILE BÉRUBÉ-LUPIEN



Located in a rural town 145 kilometres north of Edmonton, Athabasca University finds itself at the centre of a debate over economic development and university autonomy.

Governance

Athabasca U's 'near virtual' plan worries town residents

The Alberta government is supporting the community's fight to keep university jobs local

OVER THE PAST five decades, Athabasca University (AU) has grown into an online institution with about 43,000 students, headquartered in the northern Alberta town of Athabasca. But tensions are growing between university executives, townspeople and the provincial government over how rooted in Athabasca the online school should be, and who should decide that.

AU's new president, Peter Scott, has advanced plans predating his tenure for a "near virtual" work environment that would see most staff work remotely on a permanent basis, with such a virtual workforce considered a way to recruit top talent. Meanwhile, residents in the town of about 2,800 have mobilized to keep university jobs in their community, arguing the near virtual strategy would be disastrous for the region.

In late March, more than 300 people crowded into the lounge at the Athabasca Regional Multiplex to hear Alberta Premier Jason Kenney and

two of his ministers share their government's plans for the university. They announced directives for AU to strengthen its presence in Athabasca — the boldest step yet in the ongoing saga over the institution's future.

Bolstering a rural economy

Rob Balay, Athabasca's mayor and a former member of AU's board of governors, led the proceedings at the multiplex on March 24. He remembers the jam-packed room erupting when Mr. Kenney announced that AU was staying put. "There was the largest roar in that crowd you could ever imagine," Mr. Balay said.

Mr. Kenney first reminded the crowd of AU's origins: how it was relocated 145 kilometres from Edmonton to Athabasca in 1984 because the premier of the day believed "we can do big and important things in rural Alberta." Mr. Kenney said his government wanted to ensure that such rural economic development continued. "A post-secondary institution is a community and it needs a heart," he said in a video of the event. "It needs to be able to have a culture, and you can't replicate that virtually online."

Mr. Kenney and Advanced Education Min-

ister Demetrios Nicolaides said they were amending legislation to ensure permanent representation of Athabasca residents on the school's board. They announced they were asking the institution to develop a strategy by June 30 to maintain and grow the number of people it employs in Athabasca, along with a reopening strategy so that local employees could resume working onsite and the public could access registries, student support and specialized services.

Peter Scott, the university's president since January 2022, was not in the room. While he declined to be interviewed by *University Affairs*, he previously told *The Tyee* he views the government's instructions as a request, not a directive, and one he will not abide by. "We will have a virtual campus," he told the Vancouver-based online news magazine. "And our strategy to deliver the virtual workforce, to make the virtual campus work, has also been agreed to in a long-standing way."

Dr. Nicolaides said bringing jobs and economic opportunity to Athabasca was part of the school's founding mission, and his government wants to ensure that is not lost. "I have no concerns with the academic priorities of the institution," he told *University Affairs*. "I believe they can and should continue to excel as an online delivery institution and reach learners where they're at. But the main concern is that the near-virtual strategy appears to also be decreasing the number of individuals that could potentially live and work in the community."

Requiring people to live in Athabasca hampers the school's ability to lure prospective employees, Dr. Scott told the *Globe and Mail*.

The issue of local job losses dates back to 2015 when the Athabasca University Faculty Association (AUFA) identified positions that were gradually leaving the area. The AUFA and the union representing support staff at the university campaigned to keep jobs in the town, but the issue didn't gain broader traction until a community group called Keep Athabasca in Athabasca University took up the cause a few years ago.

Mr. Balay was involved with the community group, which has been raising awareness about the issue through a letter-writing campaign, among other measures. The town council and Athabasca County council also contributed \$22,500 each to help hire a lobbyist from Canadian Strategy Group, Mr. Balay said,

while additional funds were raised by the community group.

David Powell is president of the AUSA, which represents more than 400 faculty and professional staff members at the university. Some of those members live in Athabasca while others don't; AU's academics have worked remotely across the country since the mid-2000s. A self-described data nerd, Mr. Powell has dug into the local job-loss numbers. He found that 18 out of 25 senior leaders at the university were living in Athabasca in 2016, while today only five out of 35 do. All told, there were 415 AU positions located in Athabasca in 2016; in 2021 there were 299 positions.

Since the premier's announcement, Mr. Powell has heard questions about government overreach. The government went on to rescind AU board chair Nancy Laird's appointment in May, naming Byron Nelson instead. But to Mr. Powell, the location of a university's buildings and jobs are not within the spirit of institutional autonomy. "A university does not have a unilateral right to pack up shop and leave town," he said.

"We will have a virtual campus. And our strategy to deliver the virtual workforce, to make the virtual campus work, has also been agreed to in a long-standing way."

Drifting from the community

AU has operated a "semi-virtual" work environment since 2006, according to its most recent annual report, with more than half of its staff working remotely. In December 2018, the board of governors approved a proposal toward "optimizing" that environment.

By March 2020, prior to any pandemic lockdown, 54 per cent of AU's staff were home-based. In response to COVID-19, all employees that could work remotely were required to. Satellite offices in Calgary and Edmonton were closed permanently, which Dr. Scott has said reaffirms the school's primary physical location in Athabasca. In May 2020, AU's board approved the shift to a "near virtual" organization post-pandemic. As a board member from 2014 to 2020, Mr. Balay had voted for the "near virtual" plan. But he said he was told at the time that the university's Athabasca footprint would increase, as positions previously located in Calgary and Edmonton moved back to the town. "I don't

know how we got from that to the point we are today," he said. As of mid-May, Mr. Balay said the university's buildings in Athabasca were still sitting empty.

Mr. Powell said as jobs leave, the quality of life for AUSA members still in town suffers and the fabric of the community changes. "For a small Albertan town, it's a vibrant, interesting place with a lot going on. And a lot of that has to do with the fact that the university is here as the top employer," he said. The AUSA wants to see the university maintain or expand its presence in Athabasca, with decisions on whether to work in-office left up to individuals, and inducements tied to required in-office hours on campus.

Mavis Jacobs, a member of the Keep Athabasca in Athabasca University group, worked at the institution for 20 years in various roles, including director of administration and director at the school of business. She worries about the impact of the "near virtual" plan on staff and students, and feels the university's fixation on moving everyone virtual, regardless of staff preference, flies in the face of the open, flexible culture that existed previously. "They're on this mission, which I call an experiment, because it's really unknown how well organizations will survive in a totally virtual environment," she said, adding there are also local "trickle-down" effects, from lowering public school enrolments to problems recruiting doctors.

Ms. Jacobs, Mr. Balay, Mr. Powell and many other Athabasca residents will be watching the next stage in the saga closely, eager to find out what's next for the future of the school and their town. "We want the university to succeed," said Mr. Balay, "because if the university succeeds and they're in our community, we succeed."

— CAILYNN KLINGBEIL

Gouvernance

Des résidents inquiets du plan « quasi virtuel » de l'Université Athabasca

Le gouvernement fait front commun avec la population pour conserver les emplois dans la région

LES 50 DERNIÈRES ANNÉES ont vu l'Université Athabasca se métamorphoser pour embrasser le numérique. L'établissement, qui a ses bureaux à Athabasca, dans la partie nord de l'Alberta,

accueille aujourd'hui 43 000 étudiants. Mais la tension monte entre la direction, les résidents et le gouvernement provincial. Tous cherchent à définir le degré d'enracinement dans Athabasca que devrait avoir l'établissement dont l'enseignement se fait à distance et tentent d'identifier qui devrait trancher la question.

Recteur depuis janvier dernier, Peter Scott maintient le cap sur le plan d'adopter le télétravail pour les activités administratives de l'établissement, dans une optique « quasi virtuelle » permanente. L'objectif : attirer les meilleurs travailleurs. Les résidents d'Athabasca ne voient pas l'initiative du même œil et se mobilisent pour conserver les emplois dans la région, avançant que cette stratégie entraînerait des conséquences désastreuses pour leur localité de 2 800 personnes.

Plus de 300 personnes se sont entassées au Athabasca Regional Multiplex à la fin mars pour entendre les allocutions du premier ministre de l'Alberta, Jason Kenney, et de deux de ses ministres sur l'avenir de l'Université. Ils ont alors présenté des directives pour renforcer la présence de l'établissement à Athabasca – l'intervention la plus audacieuse jusqu'ici dans ce débat qui s'étire depuis quelques années déjà.

Faire fleurir l'économie rurale

Rob Balay, maire d'Athabasca et ancien membre du conseil d'administration de l'Université, était responsable du rassemblement du 24 mars. Il se souvient du rugissement dans la salle lorsque le premier ministre a annoncé que l'établissement ne se déroberait pas à la ville. « C'était le plus gros soulèvement de foule imaginable », raconte le maire.

« Un établissement postsecondaire, c'est une communauté, et ça lui prend un cœur. Il doit faire vivre sa propre culture, et on ne peut pas reproduire ça dans l'univers virtuel. »

Après avoir rappelé aux personnes rassemblées les origines de l'Université Athabasca – en 1984, le premier ministre de l'époque a déménagé l'établissement d'Edmonton à quelque 145 km de là, convaincu de « pouvoir réaliser de grandes choses en région dans notre province » –, M. Kenney a affirmé vouloir perpétuer cette mission. « Un établissement postsecondaire, c'est une communauté, et ça lui prend un cœur », soutient-il dans une vidéo de l'événement. « Il

doit faire vivre sa propre culture, et on ne peut pas reproduire ça dans l'univers virtuel. »

En compagnie du ministre de l'Enseignement supérieur, Demetrios Nicolaidis, il a annoncé que les lois seraient modifiées pour garantir la représentation des résidents d'Athabasca au conseil d'administration de l'établissement. Le gouvernement demande à l'Université de présenter d'ici le 30 juin une stratégie pour maintenir, et même augmenter, le nombre d'employés à Athabasca, et pour rouvrir ses locaux afin d'accueillir son personnel et de permettre l'accès aux registres, aux services de soutien aux étudiants et aux services spécialisés.

De son côté, M. Scott brillait par son absence. Le recteur a refusé de nous accorder une entrevue, mais a auparavant déclaré à *The Tyee*, en parlant des directives du gouvernement, qu'il s'agissait pour lui de demandes et non d'obligations – et qu'il ne comptait pas s'y conformer. « Notre campus sera numérique, a-t-il affirmé au magazine Web vancouverois. Et la stratégie pour arriver à ce campus en mode virtuel, appuyé par une équipe en mode virtuel, est établie depuis belle lurette. »

M. Nicolaidis explique que la mission initiale de l'Université était également de stimuler l'emploi et l'économie à Athabasca, et que son gouvernement veut s'assurer que cette mission ne soit pas perdue de vue. « Je ne m'inquiète pas du tout des objectifs pédagogiques de l'établissement, nous confirme-t-il. Je crois que l'Université peut – et doit – continuer d'exceller dans l'enseignement en ligne, et rejoindre les étudiants où qu'ils soient. Ce qui m'inquiète, c'est que la stratégie "quasi virtuelle" semble prôner une diminution du nombre de personnes qui vivraient et travailleraient dans cette communauté. »

M. Scott a expliqué au *Globe and Mail* que selon lui, l'obligation de vivre à Athabasca limite la capacité de recrutement de l'Université.

Le problème de la perte d'emplois remonte à 2015. L'Association des professeurs de l'Université Athabasca (AUFA) avait noté que des postes étaient progressivement mutés à d'autres régions. L'AUFU et le syndicat représentant les employés administratifs s'étaient mobilisés pour retenir ces emplois à Athabasca, mais la question n'avait pas réellement fait les manchettes avant que le regroupement communautaire Keep Athabasca in Athabasca University en fasse sa cause, il y a de cela quelques années.

M. Balay faisait partie du regroupement

communautaire, qui a fait connaître sa cause grâce, entre autres, à une campagne épistolaire. Le conseil municipal et le conseil de comté ont chacun donné 22 500 dollars qui, jumelés aux fonds récoltés par le regroupement, ont permis l'embauche d'un lobbyiste du Canadian Strategy Group, se réjouit-il.

David Powell, président de l'AUFU, représente les quelque 400 professeurs et professionnels de l'Université. Certains habitent à Athabasca, mais pas tous. Des employés font leur travail à distance depuis le milieu des années 2000. S'autoproclamant as de la statistique, M. Powell a sorti les chiffres sur les pertes d'emploi dans la ville. Sa conclusion : seulement cinq des 35 directeurs principaux de l'Université vivent à Athabasca aujourd'hui, contre 18 sur 25 en 2016. En tout, ce sont 299 postes qui étaient rattachés à la ville en 2021. Il y en avait 415 en 2016.

« Notre campus sera numérique. Et la stratégie pour arriver à ce campus en mode virtuel [...] est établie depuis belle lurette. »

Depuis l'annonce du premier ministre, la question des tactiques interventionnistes du gouvernement a été abordée avec le président de l'AUFU. En mai dernier, le gouvernement a révoqué la nomination de Nancy Laird à titre de présidente du conseil d'administration de l'Université pour la remplacer par Byron Nelson. Mais reste que selon M. Powell, l'emplacement des bâtiments et des emplois rattachés à un établissement n'appartient pas au domaine de l'autonomie institutionnelle. « Une université ne peut pas décider unilatéralement de plier bagage », maintient-il.

De plus en plus loin de sa collectivité

L'Université Athabasca favorise un mode de travail « semi-virtuel » depuis 2006, si l'on se fie à son dernier rapport annuel. Plus de la moitié de son équipe travaille à distance. En décembre 2018, le conseil d'administration a approuvé une proposition visant à « optimiser » cet environnement de travail.

En mars 2020, avant même le confinement lié à la pandémie, 54 % du personnel travaillait de la maison. Et quand la COVID-19 a frappé, on a demandé à tous les employés en mesure de télétravailler de le faire. Les bureaux secondaires à Calgary et Edmonton ont fermé leurs portes

pour de bon, ce qui, selon le recteur, ancre de plus belle l'établissement à Athabasca. En mai 2020, le conseil d'administration a approuvé le passage au mode « quasi virtuel » après la pandémie. M. Balay, qui a siégé au conseil d'administration de 2014 à 2020, avait voté en faveur de cette mesure. Toutefois, il affirme qu'à l'époque, on lui avait assuré que l'Université s'enracinerait davantage à Athabasca vu le rapatriement des bureaux de Calgary et d'Edmonton. « Je ne vois pas comment on en est arrivé là », déplore-t-il. À la mi-mai, les bâtiments de l'Université étaient toujours vides, selon lui.

Au fil de la décentralisation, la qualité de vie des membres de l'AUFU qui restent à Athabasca se détériore, et le visage de la ville change. « Pour une petite localité albertaine, il se passe beaucoup de choses, il y a de la vie, c'est un endroit intéressant. Le fait que l'Université soit le plus gros employeur y est pour beaucoup », soutient-il. L'Association aimerait voir l'Université conserver ou accroître sa présence dans la ville, en remettant le choix du télétravail à la discrétion de chaque employé, et en ajoutant des incitatifs qui seraient liés à des heures de travail sur place obligatoires.

Membre du regroupement Keep Athabasca in Athabasca University, Mavis Jacobs a travaillé 20 ans pour l'établissement dans diverses fonctions, notamment comme directrice de l'administration et directrice de l'École de gestion. Les répercussions de l'objectif « quasi virtuel » sur le personnel et les étudiants l'inquiètent. L'obsession de l'Université pour le passage à l'intégralité numérique, en faisant fi des préférences du personnel, est à l'antithèse de la culture ouverte et flexible qui régnait lorsqu'elle y travaillait, dit-elle. « Ils ne pensent qu'à cet objectif, ou à cette expérience, plutôt, parce qu'on ne sait pas vraiment encore comment les organisations vont s'adapter à l'univers virtuel », lance-t-elle, ajoutant que l'initiative provoque aussi un effet domino complexe, comme la baisse des inscriptions à l'école publique et la difficulté de recruter des médecins.

La saga se poursuivra sous l'œil attentif de M^{me} Jacobs, M. Balay, M. Powell et nombre de résidents d'Athabasca, impatients de voir le sort réservé tant à l'Université qu'à la ville. « On veut que l'Université ait du succès, dit M. Balay. Parce que si elle a du succès, enracinée dans notre collectivité, eh bien c'est notre collectivité qui a du succès. » – CAILYNN KLINGBEIL

Advice for sessionals

A part-time professor's most important lesson: survival
by Stuart Chambers



**“It is better to fail
developing your own
voice than to succeed
mimicking someone
else’s.”**

FROM AN ECONOMIC perspective, part-time professors are treated poorly. In fact, the entire non-tenure-track system has been characterized as exploitive. Sessional instructors are not only underpaid, but they receive no pension, benefits, or job security. The reality is that most aspiring professors will never receive tenure. Therefore, contingency plans are required for those who still want to teach at the undergraduate level.

I speak from experience. For the past 12 years, I have specialized as a part-time professor, and to be honest, I love my job. But, like any occupation, there are times that are more demanding than others, circumstances that will almost certainly test your resolve. More than anything, sessionals must learn how to survive in a competitive environment that can be unpredictable. What I offer here are specific lessons I have learned along the way to help mitigate problems for other part-timers who have chosen this career path.

Take any class offered to you

Sometimes, the only classes available result in scheduling nightmares. For example, three-hour lectures may start as early at 8:30 a.m. or as late as 7:00 p.m. Often, several courses land on the same day, or are crammed into one semester. If you encounter any of these scenarios, accept them willingly. Moreover, be ready to adopt another colleague's course. If you are asked to step in, grab the opportunity. You may be given only a couple of days, or perhaps a few hours, to decide

because a department is under duress to fulfill the contract. Over time, seniority will build up to the point at which you may receive upwards of seven to eight courses annually.

Focus on teaching skills

Since the classroom is where sessionals develop a reputation, they are expected to become master teachers. Lessons must be directly related to a course's major themes, on target according to the syllabus, and interesting enough so that students will engage with the material. PowerPoint, YouTube, and various forms of social media will aid with visual appeal, but they are no substitute for professors who own the subject matter. Be organized, speak with authority, and provide an abundance of feedback, especially on exams and essays.

Publish if you have time

Although not mandatory, publishing is recommended for two reasons. First, it helps establish a sessional as someone with expertise in a specific discipline. Once enough confidence grows, lecturers can showcase their ideas by writing opinion pieces for major dailies, websites, or academic forums. From there, part-timers can publish magazine pieces, peer-reviewed journal articles, or books (both popular and academic). Second, publishing enhances editing skills. Appropriate word choice, a good turn of phrase, proper sequencing of ideas – these elevate with each subsequent publication. When sessionals

correct essays with more precision, students' writing abilities improve.

Assess your evaluations honestly

If a course goes badly, you need to find out why, and quickly. With no job security, a sessional employee cannot afford a string of poor assessments. It is important to examine repeated comments, especially those related to the use of technology, lecturing ability, feedback on assignments and availability after class. Professors may not like to hear it, but students are revealing hard truths about our ability to conduct a class professionally.

Protect your academic freedom

Sessionals may experience interference from other professors, deans, or directors who want courses “harmonized.” That is, they want to make the readings, the marking schemes, and the themes in one course mirror those of another. Keep in mind that *all* professors enjoy academic freedom – a freedom that prevents any authority from meddling in the design of a course. One cannot establish an identity by imitating someone else's ideas or style. Crafting your own pedagogical methods and selecting your own material – these are what make a course distinct. My advice: it is better to fail developing your own voice than to succeed mimicking someone else's. If genuine respect is what you seek, it can only be earned by taking risks. It starts with carving out your own niche within the classroom. **UA**

New president appointed at UNBC



The University of Northern British Columbia has appointed **Geoffrey Payne** as the institution's sixth president and vice-chancellor. Dr. Payne has served as UNBC's interim president since February 2020, helping to guide the university through the COVID-19

pandemic and ratifying a collective agreement with the UNBC faculty association. He first came to UNBC in 2004 to teach physiology, following a postdoctoral fellowship at Yale University in the department of cellular and molecular physiology and John B. Pierce Laboratory. Since then, he has held a variety of roles, including vice-president, research, and went on to be one of the founding faculty members of the northern medical program at UNBC. He holds a PhD in cardiovascular and renal physiology, a master of science in neuroscience and pharmacology, and a bachelor of science in behavioural neuroscience from Memorial University.



Thompson Rivers University has appointed **Gillian Balfour** as vice-presi-

dent academic, effective July 1. Dr. Balfour was previously vice-president and academic dean of King's University College, affiliated with Western University. She holds a PhD in sociology from the University of Manitoba, where she focused on critical socio-legal studies and feminist criminology. Dr. Balfour has also served as associate dean of teaching and learning at Trent University, where she taught sociology and was a member of a community organization that provides prison-based learning for incarcerated and non-incarcerated students.



Monique Sedgwick is the new interim dean of the faculty of health science at the

University of Lethbridge, after serving as interim associate dean since June 2020. Dr. Sedgwick has been a registered nurse since 1983, and worked in several clinical settings before launching her teaching career. She has taught in both the public health and graduate programs at the U of Lethbridge over the last 15 years.



Mount Saint Vincent University has appointed **Keltie Jones** associate

vice-president of student experience, effective May 2. Prior to

that, Dr. Jones served as dean of Algonquin College's Pembroke campus, where she provided operational and academic leadership and oversaw campus strategic planning and enrolment management. Dr. Jones holds a doctorate in business administration, a juris doctorate, and a bachelor of arts.



Debbie Martin began serving as acting vice-president, university advancement at

McMaster University on May 1. Prior to her appointment, she served as McMaster's assistant vice-president and chief facilities officer, and she will continue those duties as well. Ms. Martin holds a bachelor of commerce

and a master of business administration from McMaster, and also has both a CGA and CPA designation. In her new position, Ms. Martin will oversee the development, stewardship, alumni engagement and advancement services areas in the university advancement portfolio.



Carleton University has announced that **Maria DeRosa** will serve as dean of the

faculty of science for a five-year term ending June 30, 2027. Dr. DeRosa previously served as interim dean for the faculty. She is a professor in the department of chemistry and the institute of biochemistry, as well as principal investigator in the laboratory for aptamer discovery and development of emerging research (LADDER). Dr. DeRosa was previously associate dean, recruitment and retention in the faculty of science and chair of the department of chemistry. Dr. DeRosa has received a number of awards throughout her career, including the John Charles Polanyi Research Award.



Le collège électoral de l'Université Laval a réélu **Sophie D'Amours** au poste de rectrice

pour un second mandat de cinq ans qui a débuté le 1^{er} juin dernier. Celle qui est rectrice de l'établissement depuis 2017 a entamé sa carrière de professeure au Département de génie mécanique de l'Université en 1995. Elle a également agi à titre de vice-rectrice à la recherche et à la création de l'établissement de 2012 à 2015 et de présidente du conseil d'administration d'Universités Canada de 2019 à 2021.



On July 1, **Betina Appel Kuzmarov** began serving a five-year term as associate

vice-president, international at Carleton University. Prior to her appointment, she served as chair of the department of law and legal studies. Dr. Kuzmarov has been a faculty member at Carleton since 2006 and is one of four co-chairs for the university's current strategic integrated plan. She is a trained lawyer with research interests in international law, and law and religion.



Shailoo Bedi is the new executive director, division of learning and teaching

support and innovation at the University of Victoria, as of July 1. Dr. Bedi previously served as director for the office of student and academic success, and has held a number of senior roles at UVic. She is an expert in instructional design and has a proven commitment to EDI, anti-racism, reconciliation and decolonization. Dr. Bedi holds a PhD in curriculum and instruction from UVic.



Moussa Magassa is the first associate vice-president, equity, diversity and

inclusion at Mount Royal University, where he will advise and make recommendations on the university's overall EDI structure, including strategic change. Dr. Magassa spent the past 15 years at the University of Victoria, where he worked to advance anti-racism, anti-oppression and human rights education programs in progressively senior roles. Prior to his career at UVic, Dr. Magassa was an EDI and anti-

racism consultant for schools and private sector companies in British Columbia. He holds a PhD in curriculum and instruction from UVic.



David Danto has been appointed dean, faculty of health and community studies at

MacEwan University. His five-year term began June 1. Dr. Danto will hold concurrent appointments as a professor in the department of public safety and justice studies at MacEwan. He was previously a program head at the University of Guelph-Humber, a position he held since 2010. In his new role, Dr. Danto will help guide the faculty of health and community studies as the university implements its strategic vision for 2030.



Robert Ventresca has been appointed interim academic dean of King's

University College, affiliated with Western University, for a two-year term. Dr. Ventresca received his undergraduate degree from King's in 1989 and is now a widely published history professor, author, educator and media commentator. He is a member of the Royal Society of Canada's College of New Scholars, Artists and Scientists and serves on the Committee on Ethics, Religion and the Holocaust at the U.S. Holocaust Memorial Museum in Washington, D.C.



Verity Turpin has been appointed vice-provost, student experience at the University of

Calgary for a five-year term, effective July 1. Ms. Turpin has more than 20 years of experience in the postsecondary sector.

She previously served as acting vice-provost, student affairs at Dalhousie University, where she held progressively senior roles. Ms. Turpin recently sponsored the development of an equity admissions framework for Dalhousie, helping to improve diversity on the student affairs team. She holds a bachelor of public relations from Mount Saint Vincent University, a master of electronic commerce from Dalhousie, and a chartered professional accountant designation.



Memorial University of Newfoundland has appointed **Peter Ride** as dean of the school

of fine arts. His five-year term began July 1. Dr. Ride previously served as a principal research fellow at the University of Westminster, a position he had held since 2007. He has served in various leadership roles with the Arts and Technology Centre-London, the Cambridge Darkroom Gallery and The Photographers Gallery. He is a former adjunct faculty member in the master of arts in museum studies program at Johns Hopkins University.



On April 1, **Greg Smith** was appointed vice-provost, academic planning and

programs at the University of Manitoba. Previously, Dr. Smith served as the associate dean of graduate studies, curriculum, space and internationalization while also fulfilling the duties of acting department head of economics. Dr. Smith has been a key member of the U of M's COVID-19 recovery steering committee throughout the pandemic. He holds a doctorate and

a master's degree in history from the University of Toronto, and was the recipient of the faculty of arts' outstanding achievement award in 2010.



Depuis le 1^{er} juin dernier, **Simon de Denus** agit à titre de doyen de la Faculté

de pharmacie de l'Université de Montréal, et ce, pour une durée de cinq ans. Professeur titulaire de la faculté dont il a été nommé doyen, M. de Denus est également chercheur pharmacien à l'Institut de cardiologie de Montréal, titulaire de la Chaire en pharmacogénomique Beaulieu-Saucier et directeur de la pharmacothérapie au Centre de pharmacogénomique Beaulieu-Saucier.



Barry Wright began serving as interim dean of the Goodman School of Business

at Brock University on July 1. Dr. Wright has been a faculty member at the business school since 2003. He previously served as interim dean from 2015 to 2017, as well as interim associate dean. He holds a PhD in organizational behaviour, as well as a master in psychology of sport from Queen's University.



Todd Anderson has been appointed dean of the Cumming School of Medicine at

the University of Calgary, effective July 1. Previously, Dr. Anderson was a full professor of medicine in the department of cardiac sciences, and vice-dean of the medical school. He has held many leadership roles at the university since 1994, including as department head of cardiac sciences and director of the Libin Cardiovascular Institute.

Dr. Anderson earned his medical doctorate in 1985 and was made a fellow of the Royal College of Physicians of Canada in 1990.



Cathy Bruce has been appointed vice-president of research and innovation at Trent

University, where she has been serving as interim vice-president since 2020. Dr. Bruce is a respected researcher with a 20-year history at the university. In her new role, she will assist with developing strategic research priorities for the university, oversee all research activity, and form research partnerships between the university and the wider community. Dr. Bruce is a full professor in the school of education with a research focus in mathematics learning.



Bryce Traister has been reappointed as dean, faculty of creative and critical

studies at the University of British Columbia's Okanagan campus. His second five-year term begins Feb. 1, 2023. Dr. Traister is a professor of English at the university and holds a PhD in English from the University of California, Berkeley. During his first term, Dr. Traister led the reorganization of the faculty structure and the restructuring of a number of academic programs, including the revised bachelor of arts.



Jérémie B. Dupuis a été nommé chercheur institutionnel de l'Université de

Moncton. Titulaire d'un doctorat en éducation de l'établissement acadien, M. Dupuis a travaillé en

tant que directeur général et scientifique du Centre de recherche et de développement en éducation de l'Université de Moncton avant d'accéder à ce nouveau poste. Il enseigne également des cours de méthodes quantitatives en recherche à la maîtrise en sciences interdisciplinaires de la santé et au doctorat en éducation.



Barbara Fallon has been appointed to a five-year term as associate vice-president,

research at the University of Toronto. Dr. Fallon is a professor in the faculty of social work at U of T and holds a Canada Research Chair in child welfare. She is a long-standing community member at the university, having taken on various teaching, research and administrative roles since 1997, including associate dean of research for the faculty of social work from 2015 to 2019. Her research focuses on the child welfare system, and she is the current scientific director of the First Nations/Canadian Incidence Study of Reported Child Abuse and Neglect.



The University of the Fraser Valley has reappointed **Joanne MacLean** as president

and vice-chancellor for a second term, ending June 30, 2028. She first joined UFV in 2012 as dean of the faculty of health sciences, and was appointed president in May 2018. As president, Dr. MacLean has led the university through the pandemic and historic flooding incidents. Dr. MacLean is the chair of the British Columbia Association of Institutes and Universities, and chair of U Sports' board of

directors. She holds a PhD from Ohio State University in human resource management in sport and recreation, and administration in higher education.



The University of Calgary has appointed **Nick Holt** as dean, faculty of

kinesiology for a renewable term of five years, beginning Jan. 1, 2023. Dr. Holt was previously a professor and interim dean for the faculty of kinesiology, sport and recreation at the University of Alberta, where he also served as vice-dean and associate dean research. He holds a doctorate in physical education from the U of A and has a master of science in exercise and sport psychology from Exeter University.



Steve Greene will serve as interim vice-president, administration and

finance at Memorial University of Newfoundland. Mr. Greene previously held the roles of chief information officer, and chief data officer at Memorial. He began working at the university in 2015 as the director of information and technology services. He holds a master's degree in education (information and technology) and a bachelor of science in computer science and statistics from Memorial.



The University of British Columbia's Okanagan campus has named **Greg**

Garrard as dean pro tem for the faculty of creative and critical studies. Dr. Garrard is the associate dean, research and

graduate studies and a professor of environmental humanities. He joined UBCO in 2013 and is the co-designer of its interdisciplinary graduate studies sustainability theme and the bachelor of sustainability degrees. Dr. Garrard is renowned worldwide for his book *Ecocriticism*, which is widely used as an introduction to the field of environmental criticism.



The University of Manitoba has named **B. Mario Pinto** as its next vice-president,

research and international. His appointment will begin on Oct. 1, 2022. Dr. Pinto currently serves as the director of the Gold Coast Health & Knowledge Precinct in Queensland, Australia, and previously held the role of deputy vice-chancellor, research at Griffith University. He holds a doctorate from Queen's University, and served as vice-president, research at Simon Fraser University. He is also the former president of the Natural Sciences and Engineering Research Council of Canada, where he championed EDI, youth STEM education and investment in creative, critical and adaptive thought.



À compter du 1^{er} juillet 2022, **Sébastien Deschênes** agira à titre de vice-recteur

au campus d'Edmundston de l'Université de Moncton. Doyen de la Faculté d'administration de l'Université de Moncton depuis 2016 et professeur de comptabilité depuis 19 ans, M. Deschênes a siégé à divers comités de l'établissement, il a notamment contribué au Sénat académique, au comité d'attestation des études, au comité

paritaire pour l'évaluation des promotions et permanences, au comité de retraite (professeur.e.s) et au banquet de la Faculté d'administration.



David Alexander has been appointed as Vancouver Island University's next university librarian, where he will lead the development of library services and advocate for the library's community of users. Mr. Alexander most recently served as acting vice-president of collections and research at the Royal BC Museum, where he spent 12 years in various leadership roles. Mr. Alexander holds a master of applied communication from Royal Roads University and a bachelor of arts in Pacific and Asian studies from the University of Victoria.



Erica Walker has been named dean of the Ontario Institute for Studies in Education at the University of Toronto, beginning Jan 1, 2023, where she will also become a full professor in the department of curriculum, teaching and learning. Dr. Walker is an award-winning researcher, educator and professor of mathematics education. She is the current director of the Edmund W. Gordon Institute for Urban and Minority Education at Columbia University's Teachers College.



The University of the Fraser Valley has welcomed **Audrey Ackah** as its new general counsel. She will serve as the principal legal officer, reporting to the president and

vice-chancellor. Ms. Ackah has extensive experience as a trusted adviser in the education sector, most recently serving as legal counsel and privacy officer to the BC School Trustees Association. Ms. Ackah earned a law degree from the University of Toronto and a master of arts in political science from the University of British Columbia.



Alexandra Bayne has been appointed as managing director, human resources at UBC's Okanagan campus, effective June 1. Ms. Bayne has over 20 years of human resources experience at UBC and was one of the initial members to open its Okanagan campus. Since 2017, she had served as managing director of human resources, responsible for strategic workplace initiatives, learning and engagement. Ms. Bayne holds a master of business administration in human resources management from Royal Roads University and a bachelor of arts from the University of Victoria.



Matheus Grasselli has been appointed as deputy provost at McMaster University. He first arrived at McMaster in 2001 as a postdoctoral fellow and served as chair of the mathematics department for the past four years, working to make it one of the top three departments of its kind in Canada. His administrative experience includes acting director of the school of computational sciences and engineering at McMaster and deputy director of the Fields Institute for Research in Mathematical Sciences in Toronto. Dr. Grasselli holds a PhD in

mathematics from King's College London, England and a bachelor of science from the University of São Paulo.



Former running back for the Calgary Stampeders **Jon Cornish** has been named the University of Calgary's 15th chancellor. His four-year term began on July 1. Mr. Cornish was inducted into the Canadian Football Hall of Fame in 2019 and he founded the Calgary Black Chambers, which provides scholarships to university students. He is an active volunteer in the Calgary community, championing BIPOC and LGBTQ2S+ groups, and has an eponymous annual award given to the most outstanding Canadian student athlete in NCAA Football.



Depuis le 4 avril dernier et jusqu'au 30 juin 2022, **Olivier Picard** agit à titre de directeur intérimaire du Services des ressources matérielles de l'Institut national de la recherche scientifique (INRS). À compter du 1^{er} juillet, il débute officiellement son mandat de deux ans. Avant de se joindre à l'équipe de l'INRS en 2020, M. Picard a été chargé de projets dans des firmes d'architecture reconnues, telles que le Fonds immobilier de solidarité FTQ et l'Université du Québec.



Cape Breton University has named **Kimberley Lamarche** as the first dean of its school of nursing. Dr. Lamarche began her career as a registered nurse in Cape Breton, N.S., and

has held various roles in clinical practice within the Canadian Forces and in primary care as a nurse practitioner. She completed her doctor of nursing practice degree with a concentration in clinical leadership at Case Western University in Ohio.



Serge J. Larivée a été nommé doyen par intérim de la Faculté des sciences de l'éducation de l'Université de Montréal. Il a amorcé son mandat le 1^{er} juin dernier. Professeur titulaire au Département de psychopédagogie et d'andragogie de la Faculté des sciences de l'établissement montréalais depuis 2001, M. Larivée occupe les fonctions de vice-doyen aux études supérieures et à la recherche depuis 2016, et ce, après avoir été vice-doyen associé durant une année et demie à ce même vice-décanat.

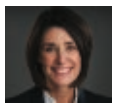


Gord Hunchak has joined the First Nations University of Canada as its first vice-president, university relations. Mr. Hunchak has three decades of leadership experience, and most recently held the roles of associate vice-president, strategic communications and chief communications officer at the University of Saskatchewan. Mr. Hunchak began his career in postsecondary education at Niagara College in 2007.



Kim Dej has been appointed vice-provost, teaching and learning at McMaster University. She previously served as acting vice-provost, faculty, a role she held for three years. In her new position, she will be

responsible for enhancing the quality of teaching and the implementation of McMaster's teaching and learning strategy, which she helped develop. Dr. Dej holds a PhD in biology from Johns Hopkins University and bachelor of science from the University of Toronto.



Adrienne Skinner has been appointed executive director, development and

alumni engagement at University of British Columbia's Okanagan campus as of May 15. Ms. Skinner joined UBCO in 2006 as a development co-ordinator and has since held multiple positions in the development and alumni engagement office. She most recently served as the interim executive director in the office, helping to bring in significant donations and boosting alumni engagement. Previously, Ms. Skinner worked as a broadcast journalist.



David Peters has been appointed dean, faculty of health at York University,

where he will serve a five-year term beginning on Jan. 1, 2023. Dr. Peters is currently a professor and chair in international health at Johns Hopkins University, cross-appointed to the school of medicine's division of infectious diseases and the school of nursing. Dr. Peters is also director of Johns Hopkins' Alliance for a Healthier World. He holds a doctor of medicine degree from the University of Manitoba and a doctorate in public health from Johns Hopkins Bloomberg School of Public Health.



Le 22 avril dernier, **Chantal Arbour** a été nommée présidente du conseil d'admini-

stration de l'École nationale d'administration publique. Celle qui est directrice générale du Cégep de Limoilou œuvre dans le réseau collégial depuis plus de 25 ans. Titulaire d'une maîtrise en éducation de l'Université du Québec à Rimouski, M^{me} Arbour siège au conseil d'administration de l'établissement universitaire depuis 2019.



The University of Victoria has appointed **Lindsey Fair** as its inaugural associate

vice-president, university communications and marketing, effective May 2. Ms. Fair most recently served as associate vice-president of marketing at the Southern Alberta Institute of Technology, and previously held the role of director of marketing, communications and recruitment at Queen's University. Ms. Fair submitted the final chapter of her doctoral dissertation at the University of Victoria in March.



Human rights lawyer and University of Windsor alumna **Sukanya Pillay** has

been appointed interim associate vice-president of human resources at the university. In her new role, Ms. Pillay reports to the vice-president, equity, diversity and inclusion in an effort to embed human resources leadership and expertise in the university's EDI strategy. Ms. Pillay previously held the position of acting human rights manager in the office of human rights, equity and access-

ibility. She earned her LLM from New York University and is a Law Foundation of Ontario Scholar and sessional professor.



Cynthia Holmes has been named interim vice-provost, academic at Toronto Metropol-

itan University. Dr. Holmes has been at the Ted Rogers School of Management since 2010. Since 2019, she served as associate dean, faculty and academic of the business school, where she prioritized advancing innovation in learning and teaching. Dr. Holmes is the founding chair of the real estate management department, and teaches real estate management courses. She holds a PhD in urban land economics with a focus on real-estate finance from the University of British Columbia.



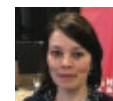
Sheril Hook has been appointed associate dean for teaching and learning for the York

University libraries. Ms. Hook recently held the position of chief librarian at University of St. Michael's College, affiliated with the University of Toronto, where she served as director of archives starting in 2014. She has a background in pedagogy, curriculum development and teaching at both the graduate and undergraduate levels, and has been published extensively in the fields of teaching and information studies. Ms. Hook holds a bachelor of arts and a master of arts in English from the University of Missouri-Columbia, and a master of library science from the same university. She is currently a PhD candidate in information studies at the U of T.



Professeur à l'École de psychologie et chercheur au Centre de recherche CERVO

de l'Université Laval, **Charles Morin** a été nommé président de la Commission de la recherche de l'établissement pour un second mandat. Au fil de sa carrière qui couvre trois décennies, le professeur Morin a acquis une vaste expérience en recherche interdisciplinaire et une fine connaissance des protocoles de recherche et des enjeux éthiques de la recherche.



Memorial University of Newfoundland has named **Rayna Luther** as associate

vice-president, facilities, beginning July 1. Ms. Luther was the director of facilities management and ancillary services at Grenfell campus. She holds undergraduate and graduate degrees in civil engineering and has experience in building construction, project management, municipality operations and leadership within the university community.



Rhonda McEwen is the new president and vice-chancellor of Victoria University,

affiliated with the University of Toronto, effective July 1. Dr. McEwen was the vice-principal, academic and dean at the University of Toronto Mississauga, where she had oversight of all academic programs, planning and policy, faculty, teaching and learning and academic experience. Dr. McEwen is a Canada Research Chair in tactile interfaces, communication and cognition and holds a PhD from U of T's faculty of information.

Sensibiliser par une approche muséale

Récit d'une expérience visant à promouvoir l'équité, la diversité et l'inclusion

par Maxime Plante, Julie Frédette, Amélie Bourdeau et Claudia Champagne



« Les échos informels – massivement positifs – suggèrent que l'exposition a atteint son objectif de sensibilisation. »

AL'INSTAR DES AUTRES universités canadiennes, l'Université de Sherbrooke est engagée dans un processus de longue haleine en faveur de l'amélioration des pratiques d'équité, de diversité et d'inclusion (ÉDI) sur ses campus. Dans ce cadre, l'équipe du vice-décanat à la recherche de l'École de gestion souhaitait apporter sa contribution et s'impliquer concrètement en offrant une activité de sensibilisation à l'intention de sa communauté facultaire.

Les « ateliers ÉDI » qui fleurissent un peu partout dans le milieu universitaire nous fournissaient une pléthore d'exemples à suivre...ou pas! Puisque la participation à un atelier est volontaire, nous avons cru que ce format risquait de ne rejoindre par défaut que les membres de la communauté qui sont *déjà* convaincus de la pertinence de la mise en œuvre des pratiques ÉDI en milieu universitaire. Comment alors sensibiliser notre communauté efficacement?

Une de nos certitudes était que nous souhaitions focaliser l'activité sur les obstacles systémiques à la diversité, dont le concept forme la clé de voûte et la justification terminale dans l'argumentaire en faveur de l'implantation des processus ÉDI dans le milieu universitaire. Ce choix nous paraissait posséder une vertu pédagogique susceptible d'éclairer la réflexion facultaire.

La notion d'obstacle systémique est fréquemment illustrée par la métaphore du tuyau qui fuit, représentant le cheminement inégal de certains groupes à travers le parcours universitaire, des études supérieures jusqu'à la promotion au rang de professeur.e titulaire.

L'idée germe alors d'organiser notre activité de sensibilisation sous la forme d'une exposition scientifique éphémère, où les visiteurs se déplaceraient en suivant un parcours au sol, soit une représentation du tuyau percé. Au long du parcours seraient représentés les goulots d'étranglement qui font « fuir » le pipeline (obstacles au recrutement, à la rétention et à la progression dans la carrière universitaire). Les lieux de « sorties » dirigeraient physiquement les personnes visiteuses vers des affiches qui documentent les obstacles systémiques prévalents selon le stade d'avancement en carrière (p. ex., isolement professionnel chez les professeur.e.s adjoint.e.s).

L'activité illustrerait les obstacles systémiques de manière concrète, statistiques et données à l'appui. Pour maximiser la force de persuasion de l'exposition, il nous semblait primordial que les données présentées soient *représentatives* de notre contexte (québécois, disciplinaire, etc.) afin qu'elles « parlent » à notre communauté, pour se défaire du préjugé – parfois tenace en sciences humaines et sociales – que l'ÉDI, « c'est juste une affaire de science et génie ».

Notre équipe n'ayant aucune expérience préalable en muséologie, notre projet nous paraît en rétrospective avoir bénéficié de conditions favorables qui en ont facilité la réalisation. La condition primordiale – nulle surprise ici – est celle de la disponibilité des ressources (humaines, matérielles, financières). À ce niveau, le soutien de notre direction facultaire et du Secrétariat à la condition féminine du Québec s'est avéré décisif dans la poursuite du projet.

Par un mélange de chance et d'opportunisme, nous pouvions aussi compter sur les résultats d'une recension des écrits sur les obstacles systémiques en sciences de la gestion accomplie en 2020 dans le cadre du soutien à une demande de subvention de grande envergure. En réutilisant les résultats de cette recension dans le contexte de l'exposition, le fastidieux travail de recherche se trouvait donc limité.

Avons-nous gagné notre pari? Puisque l'exposition avait lieu dans un endroit public et librement accessible, nous n'avions pas de moyen simple d'en mesurer la fréquentation. Les échos informels – massivement positifs – obtenus de la part de collègues suggèrent que l'exposition a atteint son objectif de sensibilisation, mais la portée de ce constat est limitée, et sa fiabilité faible, en raison d'un probable biais de sélection. Leçon apprise pour la prochaine fois...

Compte tenu du caractère éphémère de la manifestation (21 jours), l'investissement (temps, énergie, fonds) en valait-il la peine? Ne serait-ce que pour les discussions de corridor impromptues générées par l'exposition et pour la réponse enthousiaste de la communauté, la réponse ne fait pas de doute pour nous. Il n'en reste pas moins que le concept retenu pose un enjeu de pérennisation évident. Heureusement, notre exposition *éphémère* peut facilement être transformée en exposition *itinérante*; déjà, une autre faculté de l'Université de Sherbrooke a témoigné son intérêt pour accueillir l'exposition en ses murs. Pourquoi ne pas en profiter pour la transformer en exposition numérique? L'idée chemine. **AU**

Consider a PhD co-op

Where non-academic work can help you cross the bridge back to the professoriate.

by Sharon Engbrecht

“To be competitive in the current academic job market, we need to be excellent at all aspects of our work.”



AS OUR UNIVERSITIES are changing, so too are the skills we need as researchers, writers, and mentors. If being successful as a tenure-track faculty member ever simply meant being a great researcher, then that world is now gone. To be competitive in the current academic job market, we need to be excellent at all aspects of our work. A PhD co-op is just one way to make the work that we do better.

If a co-op is to be imagined as building a bridge to working beyond the professoriate, then we as academics must also consider how those bridges enable two-way flows of movement. For myself, a PhD co-op provided me with experience and knowledge that has made me a better academic. I came away from my first placement armed to be a better researcher, writer, and teacher. I came away more resolute that my place could be in academia and that my experience had given me important skills in marketing and communication that would make the classroom a better space for learning.

It took a while for me to find my first placement. I wasn't overly ambitious in my job hunting, and I had internalized an adviser's skepticism about co-op placements at the PhD level. (“Do you need the money?” they'd asked.) Work terms would distract from the real work I was meant to do as a doctoral student: researching and writing. I told myself I signed up to keep my options open, yet deep down, I was telling myself the same story many would-be PhD candidates

tell themselves: I would be the exception and get a tenured research position after graduation.

Now, my dedication to the story that I belonged in academia might seem strange. I know I'm not an ideal candidate: I'm a single mother, with dyslexia, doing a PhD in English literature; I'm older and a first-generation student. In signing up for the co-op program at the University of British Columbia, I intended to take advantage of the training they offered for translating my academic skills beyond the university setting. Just in case.

But after sitting down and discussing my goals with my co-op co-ordinator, I soon had an interview with the Vancouver International Film Festival (VIFF). VIFF had worked with undergraduate co-op students before but had struggled with their schedule constraints (the festival takes place in the middle of the fall semester). A PhD co-op was the answer. They hired me for a full-time, four-month role.

I soon learned that the “inside” of academia and the “outside” of the arts and culture sector are a lot alike. The skills I'd learned teaching and TAing as well as researching and writing translated into skills in short supply outside of my discipline and the university setting. Doing a PhD co-op at VIFF also taught me about skills I could bring back to the classroom: crowd management, marketing, and engagement. Since the position at VIFF was remote, I learned a lot about facilitating online spaces. In the last two months of my co-op, I was also teaching two online

classes. Learning from VIFF, I discovered it's not only important to have lecture notes and well-produced slide presentations. But in digital spaces, it also helps to have go-to scripts on hand to engage your audience, whether that's prompts to clap, questions for discussion, or a heads-up about timing. I was captured by the possibility of using the chat function to foster informal, accessible spaces in which students feel comfortable openly sharing their questions and responses.

Working with VIFF, I learned about high-production value, audience management, and strategic marketing, keeping in mind complex stakeholders – all things that applied to both my scholarship and teaching. Rather than simply being a bridge out of academia, work-integrated learning experiences like a co-op can make PhD candidates better mentors and researchers. It's a way to build a connection that makes that bridge not only one that leads out, but one that leads back – giving us skills that many departments in the arts and humanities don't feel qualified to offer or have little interest in teaching.

After my first co-op placement, I had a renewed sense of my desire to pursue a career in the professoriate, knowing full well that I'm not an ideal candidate – yet. But, we need faculty, advisers, administrators, and deans to stress the importance of graduate students gaining diverse learning experiences, as we are pushed toward ever-narrower areas of expertise, in order to become better candidates for the future professoriate. **UA**

FAMINE THREATENS MILLIONS IN YEMEN



World Food Programme

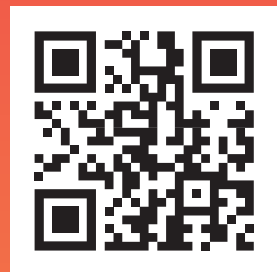
Around **50% of children** under 5 are at risk of malnutrition.

That's **2.3 million children** like 16 month old Afnan.

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