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La voix des universitaires canadiens



bulletin

Canadian Association of University Teachers
Association canadienne des professeures et professeurs d'université

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Do you know who sits on your board?
Qui siège à votre conseil d'administration?

bulletin

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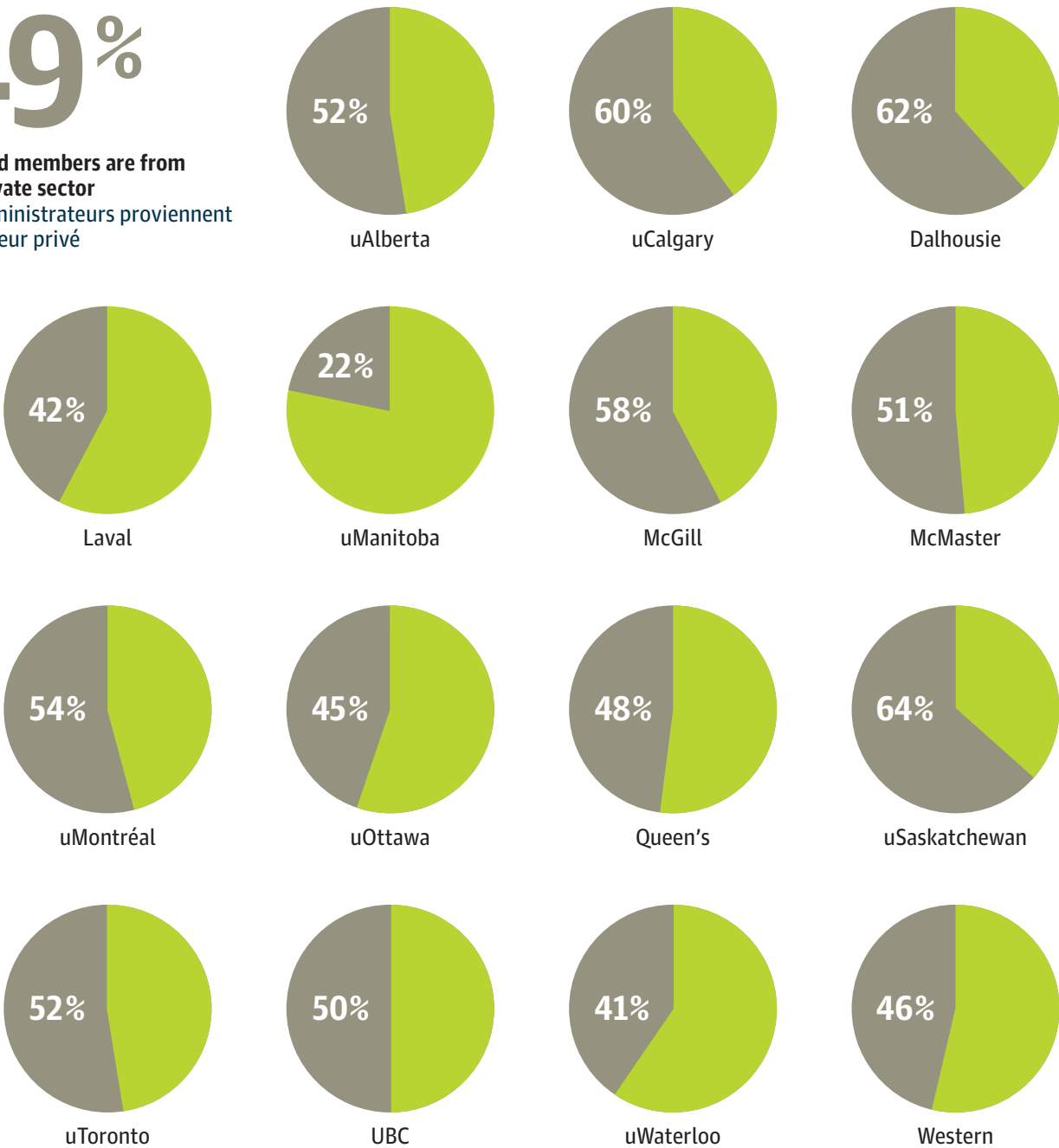
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Private sector grip on university boards[†]
L'influence du secteur privé aux conseils d'administration des universités[†]

49%

of board members are from
the private sector
des administrateurs proviennent
du secteur privé



[†] As of / En date du May 1 mai 2016

In praise of scandal



by JAMES COMPTON
A scandal can sometimes be like eating your broccoli – you may not like it, but it just might be good for you ... and for your university.
Sounds crazy, I know. How can a campus scandal possibly benefit the university? Let me explain.

Scandals are often the stuff of tabloid journalism, replete with screaming headlines and unflattering pictures. Think Mayor Rob Ford or the unfortunately named Anthony Weiner. But scandals may also bring moments of accountability to institutions that seek to keep their actions secret. “Sunlight,” U.S. Supreme Court Justice Louis Brandeis famously said, is “the best of disinfectants.”

The frequency of scandals in our media-saturated political, institutional, and social environments has increased over the years. Indeed, clever journalists have provided us a modern short form based on the iconic Watergate scandal. In the USA there’s been Monicagate, Bridgegate, and more recently Emailgate and Deflategate. At home in Canada, we’ve had: Shawinigate, Peppergate, Duffygate and in the university sector, what became known at Western University as Chakmagate.

Big or small, what all of these scandals did was to expose, in a very public way, failures of governance that those in power would have preferred to keep hidden.

And so too with recent scandals that have swept Canadian universities. University governance, and the question of who is fit to participate in it, is being debated on campuses across the country. At UBC, the sudden resignation of president Arvind Gupta was initially shrouded in secrecy, until faculty and local media started asking tough questions about the need for transparency and a collective desire for a renewed collegial governance. Ditto at Carleton Univer-

“

Scandals can bring moments of accountability to institutions that seek to keep their actions secret.

sity, where the board of governors voted to rewrite their code of conduct to ban governors from commenting on the public portions of their meetings. This, after professor Root Gorelick posted critical comments to his personal blog. Professor Gorelick no longer sits as a governor having been “invalidated” by the board for refusing to sign the revised code.

It’s ironic that university administrations keen to impose corporate tools of workplace surveillance and control in the name of transparency are not so keen when the spotlight is turned on them. A case in point: Dr. Ilene Busch-Vishniac was dismissed as president of the University of Saskatchewan during the so-called “Transform US” scandal after firing professor Robert Buckingham. The former dean of health sciences was “frog marched” off the campus by security personnel after writing a critical commentary entitled “Silence of the Deans.” Similar strong-arm tactics were deployed at Western University during an extraordinary meeting of senate held to conduct a non-confidence vote on president Amit Chakma’s leadership after his one-million-dollar double salary was disclosed. A photo of a large plain clothed security officer removing a protest sign with the message: “Administrators don’t Attract Research Funding; Researchers DO: #noConfidence UWO,” made the front page of *The London Free Press* Apr. 18, 2015.

What these scandals make public, and dramatically crystal clear, is how university

boards and administrations are acting in contradiction to the core values held by members of the academy – academic freedom and collegial governance. The personal actions of individuals are, in my view, not the key issue. Vilifying individuals should not be the aim of activists. Instead, we should put the focus where it belongs, on the logic of corporatization. Universities are not private businesses; they are public institutions created to serve the broader public interest. Scandals make this contradiction visible.

University boards and administrations have enormous fiduciary power invested in them by provincial legislation. However, this power is not unlimited and is always subject to public scrutiny. Scandals are important precisely because they erode the symbolic capital of boards and administrations. When those administrations resort to strong-arm tactics to reinforce compliance and quell dissent, it’s a sure sign that their symbolic capital is in jeopardy, a serious problem for university managers who seeks to project and protect their corporate brand at all costs. The managed university needs broad public consent to function. It requires a social licence – a licence that can be withdrawn by a public informed about indiscretions and malfeasance.

That’s what is good about scandals. They push – perhaps sensationally – wrongdoing into the harsh light of public scrutiny, for us all to see. ■

Éloge au scandale

par JAMES COMPTON

Un scandale, c’est comme du brocoli. Il vous laisse un goût amer dans la bouche, mais peut parfois être bon pour vous... et bon pour votre université.

Je divague? Comment un scandale peut-il se révéler un bienfait pour une université? Je m’explique.

Un scandale est souvent synonyme de grosses manchettes et de photos peu flatteuses dans les tabloïds. Pensez au maire Rob Ford ou à l’ex-membre du Congrès américain Anthony Weiner. Cependant, un scandale peut aussi contraindre une institution qui préfère généralement rester dans l’ombre à rendre compte de ses actes et décisions. Pour reprendre les paroles célèbres du juge à la Cour suprême des États-Unis Louis Brandeis : « La lumière du soleil est le meilleur désinfectant. »

Au fil des ans, les scandales ont de plus en plus envahi l’espace politique, institutionnel et social, sous le regard scrutateur constant des médias. Des journalistes inventifs se sont même inspirés de l’emblématique scandale du *Watergate* pour qualifier toute affaire honteuse de « ... gate ». Il y a eu, aux États-Unis, le *Monicagate*, le *Bridgetate*, et dernièrement, l’*Emailgate* et le *Deflategate*, et au Canada, le *Shawinigate*, le *Peppergate*, le *Duffygate* et le *Chakmagate* (à l’Université Western).

Gros ou petits, ces scandales ont permis d’exposer très publiquement des mauvaises pratiques de gouvernance que les responsables en place auraient préféré garder secrètes.

D’autres scandales ont secoué récemment les universités canadiennes, ce qui a eu pour effet de déclencher une discussion sur le modèle de gouvernance des universités et sur la représentation appropriée des organes de gouvernance. À l’Université de la Colombie-Britannique, le mystère entourant la démission soudaine

du recteur Arvind Gupta a été dissipé lorsque les professeurs et les médias locaux ont posé de sérieuses questions sur le besoin de transparence et la volonté collective de renouveler la gouvernance collégiale. À Carleton, la publication de commentaires critiques sur le blogue personnel du professeur Root Gorelick a incité le conseil d’administration à inclure une interdiction de commenter les séances publiques dans le code de conduite des administrateurs. Le refus du professeur de signer la nouvelle mouture du code de conduite a signé son retrait du conseil.

Il est ironique de voir que les administrations empressées de mettre en place des mécanismes empruntés au secteur privé pour surveiller les milieux de travail au nom de la transparence ne font pas preuve du même empressement quand elles sont directement visées. Un exemple : dans le soi-disant scandale du plan « Transform Us » à l’Université de la Saskatchewan, Ilene Busch-Vishniac a été relevée de sa charge de rectrice à la suite du congédiement du professeur Robert Buckingham. Cet ex-doyen des sciences de la santé a été expulsé du campus par des agents de sécurité parce qu’il avait écrit un commentaire critique intitulé *Le silence des doyens*. L’Université Western a, elle aussi, eu recours à des tactiques musclées de ce genre lors d’une séance extraordinaire convoquée par le sénat pour tenir un vote de défiance à l’endroit du recteur Amit Chakma dans la foulée des révélations selon lesquelles il avait touché un double salaire d’un million de dollars. Une photo d’un imposant agent de sécurité en civil confisquant une pancarte proclamant « Les administrateurs n’attirent pas de fonds pour la recherche, les chercheurs, OUI : #censure UWO » a fait la Une de l’édition du 18 avril 2015 du *London Free Press*.

Ces scandales montrent on ne peut plus clairement la contradiction entre les gestes posés par les conseils et leurs administrateurs et les valeurs fondamentales — la liberté académique et la gouvernance collégiale — du personnel académique dans les universités. Les agissements de l’un ou de l’autre ne sont pas, selon moi, le nœud du problème. L’action militante ne devrait pas cibler les personnes, mais plutôt dénoncer la logique de la transformation des universités en entreprises privées. Les universités ne sont pas des entreprises privées; elles sont des institutions publiques ayant pour mission de servir l’intérêt public général. Les scandales nous éclairent sur cette contradiction.

Les lois provinciales confèrent un grand pouvoir fiduciaire aux conseils et aux administrateurs universitaires. Toutefois, ce pouvoir est balisé et continuellement exercé sous l’œil vigilant du public. Les scandales jouent un rôle important précisément parce qu’ils minent le capital de sympathie des conseils et des administrateurs. L’emploi de tactiques musclées pour imposer la conformité et étouffer la dissension est une indication certaine qu’il y a péril en la demeure. Cette situation est grandement problématique pour les cadres universitaires qui tiennent à projeter une image de marque d’entreprise et à la protéger coûte que coûte. L’université sous la gouverne d’administrateurs ne peut exister sans une large adhésion de la population. Elle doit aussi recevoir le soutien de la société, que celle-ci peut lui retirer si elle a connaissance d’indiscrétions et d’actes illicites.

Les scandales ont parfois du bon. Malgré leur petit côté sensationnaliste quelquefois, ils font apparaître des actes répréhensibles sur le radar du public et de chacun d’entre nous. ■

News Actualités



UK researchers face uncertainty over EU grant applications

by DAVID MATTHEWS
TimesHigherEducation.com / 29 June 2016

UK academics could face dwindling chances of winning European research grants following the vote to leave the European Union last week, according to the former president of the European Research Council.

Helga Nowotny made the comments as it became clear that the Brexit vote has thrown future UK participation in multibillion-euro research programmes into doubt, with some European researchers saying that they would now no longer launch joint applications with UK colleagues.

For now, no rules have changed, and UK academics are still able to bid for grants as part of the EU’s €70 billion (\$102 billion) Horizon 2020 programme.

But with the prospect of the UK leaving the EU in the next few years and no certainty over the terms, Professor Nowotny said that “given the lengthy procedure of applications being evaluated, negotiated ... it might well be that the willingness to deal with UK applications just as before, might be on the wane.”

“In any case, Brexit is bad for UK science, for European science and for all of us. Like in sports, once a high-level competitor is lost, the game also suffers. Overall quality may decrease, and it will also be less fun to compete,” she said.

The uncertainty has already prompted some European researchers to state that they would not now risk a joint grant bid with UK academics. Björn Brembs, a neurobiologist at the University of Regensburg, said that he had “plenty of friends and colleagues in GB with whom even the potential of a collaborative grant now seems gone.”

Pasi Vahimaa, a physics professor at the University of Eastern Finland, said on Twitter: “Just in case it might be better to exclude UK partners in near future H2020 applications.”

Cameron Neylon, a professor of research communications at Curtin University, said that he was now having doubts about putting in a bid for a grant this summer.

“In the end, any proposal is a judgement call; success rates are not high so you’ve got to judge whether it’s worth the effort for the chance of success. Uncertainty weighs pretty heavily in that calculation,” he said.

It has been suggested that the UK’s future participation in EU research programmes may turn on whether a new deal with

the EU allows for free movement of people, a crucial campaign issue that has split victorious pro-Brexit politicians.

Iain Gillespie, pro vice-chancellor for research and enterprise at the University of Leicester, said: “Certainly we at Leicester and many of our colleagues in other universities are urging our researchers to continue to engage in Europe and in European bids. That’s a message that we will keep pushing at.”

But he added: “The challenge is going to be getting researchers who have not much engaged in Europe so far to do so now under these conditions of uncertainty. Nailing European grants can be an awful lot of work, which can pay off in the end, but if the end is very uncertain then why make the investment?”

A spokesman for the European Research Council said that “for the time being ... nothing changes.”

“EU law continues to apply to the full to the UK and in the UK until it is no longer a member. Regarding the future impact on research funding, it is far too early to speculate on this question,” he continued. “That will be addressed in due course, once negotiations with the UK begin on its withdrawal agreement as well as on the agreement concerning its future relationship with the EU.” ■

La candidature incertaine des chercheurs du Royaume-Uni aux subventions de l'UE

par DAVID MATTHEWS
TimesHigherEducation.com / 29 juin 2016

Les universitaires du Royaume-Uni pourraient voir leurs chances réduites de bénéficier des subventions de recherche européennes à la suite du vote en faveur de la sortie de l’Union européenne la semaine dernière, selon l’ancienne présidente du Conseil européen de la recherche.

Helga Nowotny a fait cette déclaration lorsqu’il est apparu que la victoire du Brexit allait remettre en cause la participation future du Royaume-Uni aux programmes de recherche de plusieurs milliards d’euros, certains chercheurs européens affirmant qu’ils ne soumettraient plus de candidatures conjointes avec des collègues du Royaume-Uni.

Pour l’instant, les règles restent inchangées, et les universitaires du Royaume-Uni peuvent continuer à poser leur candidature aux subventions du programme européen Horizon 2020 doté de 70 milliards d’euros (102 milliards de dollars).

Mais compte tenu de l’éventuel retrait du Royaume-Uni de l’Union européenne dans les prochaines années et de l’incertitude entourant les conditions de départ, la professeure Nowotny observe que « compte tenu de la longue procédure qu’impliquent l’évaluation et la négociation des candidatures [...], il se peut fort bien que la volonté de continuer à considérer les candidatures des chercheurs du Royaume-Uni aille en s’estompant ».

« Quoi qu’il en soit, le Brexit est mauvais pour la science britannique, pour la science européenne et pour nous tous. Comme c’est le cas dans les sports, lorsqu’un concurrent de haut niveau quitte la partie, le jeu perd inévitablement de son dynamisme. La qualité globale s’en ressentira peut-être, et la concurrence ne présentera pas autant d’attrait », explique-t-elle.

Face à ce climat d’incertitude, certains chercheurs européens n’ont pas tardé à faire savoir qu’ils ne prendraient désormais plus le risque de soumettre une candidature commune à une subvention avec des universitaires du Royaume-Uni. Björn Brembs, neurobiologiste à l’Université de Ratisbonne, a déclaré avoir « plusieurs amis et collègues en Grande-Bretagne avec lesquels il ne serait même plus envisageable de présenter une demande de subvention de projet de recherche concertée ».

Pasi Vahimaa, professeur de physique à l’Université de l’Est de la Finlande, a indiqué sur Twitter que « juste au cas où, il pourrait être plus avisé d’exclure dans un proche avenir la participation des chercheurs britanniques au programme Horizon 2020 ».

Cameron Neylon, professeur de communication des résultats de recherche à l’Université Curtin, a confié ne plus savoir s’il allait poser sa candidature à une subvention cet été.

« Au bout du compte, la décision de présenter une proposition est une affaire de jugement. Les taux de succès au programme de subventions n’étant pas élevés, il vous faut déterminer si le jeu en vaut la chandelle. Le facteur incertitude pèse particulièrement lourd dans cette appréciation », fait-il observer.

D’aucuns laissent entendre que la participation future du Royaume-Uni aux programmes de recherche européens pourrait dépendre de la question de savoir si une nouvelle entente avec l’Union européenne permettrait la libre circulation des personnes – un enjeu crucial qui, lors de la campagne référendaire, a divisé les politiciens victorieux du Brexit.

Iain Gillespie, pro-vice-recteur (recherche et entreprise) à l’Université de Leicester, y est allé du commentaire suivant : « Évidemment, nous, à Leicester, et bon nombre de nos collègues dans d’autres universités conseillons fortement à nos universitaires de continuer à s’engager dans la recherche en Europe et à soumettre leur candidature à des programmes de subventions européens. C’est le message que nous sommes déterminés à maintenir. »

Et d’ajouter cependant : « Le défi sera d’inciter des chercheurs qui n’ont guère jusqu’ici participé à des projets en Europe à le faire maintenant dans les conditions actuelles d’incertitude. Certes, réussir à mettre la main sur une subvention européenne nécessite un travail énorme qui peut porter ses fruits au final, mais à quoi sert d’investir dans une telle démarche si le résultat est si incertain? »

Un porte-parole du Conseil européen de la recherche a fait savoir que « pour l’instant, rien ne change ».

« Le droit de l’Union européenne continue à s’appliquer pleinement au Royaume-Uni et dans le Royaume-Uni jusqu’à ce que celui-ci ne soit plus membre de l’Union. Pour ce qui est de l’impact futur sur le financement de la recherche, il est beaucoup trop tôt pour avancer des hypothèses sur la question, poursuit-il. Ce point sera traité en temps voulu, une fois que s’amorceront avec le Royaume-Uni les négociations sur son accord de retrait ainsi que sur l’accord concernant ses relations futures avec l’Union européenne. » ■

Turkish academics targeted after failed coup

CAUT is calling on Turkish authorities to end the crackdown on academics and teachers following the failed coup attempt in late July.

“We respectfully urge Turkish authorities to exercise restraint, observe the rule of law, and fully uphold the civil liberties and academic freedom of educators,” CAUT executive director David Robinson stated in a letter issued on July 20 to the Turkish ambassador to Canada. “Those teachers and academics who have been suspended or were forced to resign should be immediately reinstated.”

According to reports, approximately 15,000 educators have been suspended. “The sheer number of arrests and suspensions is nothing short of alarming, and suggests that purges are now being used to censor anyone, including academics, who is critical of the government,” added Robinson. ■

Les universitaires turcs ciblés à la suite du coup d’État raté

L’ACPPU demande aux autorités turques de cesser les manœuvres de répression à l’égard des universitaires et des enseignants à la suite du coup d’État raté de juillet dernier.

« Nous demandons respectueusement aux autorités turques de faire preuve de retenue, de préserver l’état de droit et de respecter pleinement les libertés civiles et la liberté académique des professeurs, a écrit le directeur général de l’ACPPU, David Robinson, dans une lettre adressée le 20 juillet à l’ambassadeur de la Turquie au Canada. Les enseignants et les universitaires qui ont été suspendus ou bien forcés de démissionner devraient pouvoir réintégrer immédiatement leurs postes. »

Selon les informations qui ont été rapportées dans les médias, quelque 15 000 enseignants auraient été suspendus. « Le nombre d’arrestations et de suspensions annoncées est tout simplement alarmant et laisse à penser que cette purge est utilisée pour censurer tous ceux – y compris les universitaires – qui critiquent le gouvernement », d’ajouter M. Robinson. ■



In mid-July Turkish armed forces attempted a military coup sparking anti-coup demonstrations throughout Turkey.

Feds to consult on basic research

The Liberal government will spend the next few months reviewing the 5.6 billion in federal funding for basic research.

The consultation will be led by a nine-member panel chaired by former University of Toronto president David Naylor. Other members of the panel include Mike Lazaridis, the co-founder of BlackBerry and Quantum Valley Investments; Martha Piper, former president of UBC; Nobel laureate Art McDonald; and Rémi Quirion, Quebec’s Chief Scientist.

In launching the consultation, Minister of Science Kirsty Duncan insisted on the importance of funding basic scientific inquiry. “Our scientists really have been ignored for 10 years and they are looking for solutions,” said Duncan.

CAUT encourages its members to participate in these consultations. Feedback can also be submitted online at www.sciencereview.ca. The panel will release a final report by the end of 2016. ■



Le gouvernement fédéral lance une consultation sur la recherche fondamentale

Le gouvernement libéral procédera au cours des prochains mois à un examen du soutien fédéral de 5,6 milliards de dollars à la recherche fondamentale.

La consultation sera menée par un groupe de neuf experts dont le Dr David Naylor, ancien recteur de l'Université de Toronto, assumera la présidence. Le groupe est composé, entre autres membres, de Mike Lazaridis, cofondateur de BlackBerry et de Quantum Valley Investments, Martha Piper, ancienne rectrice de l'Université de la Colombie-Britannique, Art McDonald, titulaire d'un prix Nobel, et Rémi Quirion, scientifique en chef du Québec.

Lorsqu'elle a lancé la consultation, la ministre des Sciences, Kirsty Duncan, a souligné l'importance de financer un examen de la science fondamentale. « Nos scientifiques ont bel et bien été ignorés pendant dix ans et ils sont à la recherche de solutions », a dit la ministre.

L'ACPPU encourage ses membres à participer à cette consultation. Les commentaires peuvent être soumis en ligne à www.examen science.ca. Le groupe d'experts doit remettre son rapport final d'ici la fin de 2016. ■

Universities missing equity targets in CRC program

The Canada Research Chairs program is examining why many universities and colleges are failing to meet equity targets for chairholders.

In a letter sent this spring to the university presidents who participate in the program, the steering committee for the CRC program asked the institutions to make a concerted effort to address the under representation of the four designated groups in nominations for CRC positions.

“We are especially concerned by the very slow progress being made in this regard,” wrote Ted Hewitt, president of the Social Sciences and Humanities Research Council. “For example the representation of women among chairholders has not increased at the same rate as the representation of women in academia.”

The program's equity targets are set using the “availability” approach. According to the federal government, availability is determined by estimating the representation of a designated group within the pool of potential nominees so that the percentage of the estimated representation becomes the target to meet for each of the four groups.

For women, the target is at 30.6%, but only 28.9% of research chairs are held by women; for visible minority, the target is 15% and the actual number is 13.1%; the target for Indigenous scholars is 1% and the actual number is 0.59%; and finally the target for persons with disabilities is 4 % but the actual representation is 0.59%.

The president of SSHRC has warned the participating institutions that the results of the current evaluation of the CRC program will be analyzed this fall with an “equity lens” to consider what program changes may be necessary to address equity.

“We would encourage your institution to conduct a similar review to see what changes are necessary within your own organization to affect substantive change,” added Hewitt. ■

Les universités n'atteignent pas les cibles en matière d'équité du Programme des CRC

Le secrétariat du Programme des chaires de recherche du Canada (CRC) fait présentement enquête pour savoir pourquoi plusieurs universités et collèges du pays n'ont pas atteint les objectifs en matière d'équité établis pour ses titulaires de chaire.

Dans une lettre envoyée le printemps dernier aux recteurs des universités qui prennent part au Programme des CRC, le comité directeur du programme a appelé les établissements à

unir leurs efforts pour régler la question de la sous-représentation des quatre groupes désignés dans les mises en candidature pour les chaires de recherche du Canada.

« Nous sommes particulièrement préoccupés par la grande lenteur des progrès à cet égard, écrit le président du Conseil des recherches en sciences humaines (CRSH), Ted Hewitt. Par exemple, la représentation des femmes parmi les titulaires de chaire n'a pas augmenté au même rythme que dans le milieu universitaire. »

Les cibles en matière d'équité du Programme des CRC sont établies au moyen d'une approche fondée sur la « disponibilité ». Selon le gouvernement fédéral, celle-ci est déterminée en estimant la représentation d'un groupe désigné au sein d'un bassin de candidats potentiels, de sorte que le pourcentage de représentation estimée est la cible à atteindre pour chacun des quatre groupes.

La proportion de femmes titulaires d'une CRC s'élève à seulement 28,9 % comparativement à l'objectif de 30,6 %. Le pourcentage de membres de minorités visibles est de 13,1 % alors que l'objectif est fixé à 15 %. La cible établie de 1 % pour les universitaires autochtones se limite à 0,59 %. Enfin, le pourcentage réel de représentation des personnes handicapées atteint seulement 0,59 % par rapport à l'objectif de 4 %.

Le président du CRSH a prévenu les établissements participants que les résultats de l'évaluation en cours du programme seront analysés cet automne selon un « éclairage axé sur l'équité » afin d'établir quels changements potentiels permettront de mieux aborder la question de l'équité. « Nous incitons votre établissement à effectuer un examen semblable pour connaître les changements à apporter en ce sens », a ajouté Ted Hewitt. ■

Concordia professor imprisoned in Iran

Canadian academics continue to put pressure on the federal government to press the Islamic Republic of Iran to free Concordia professor Homa Hoodfar.

Professor Hoodfar was imprisoned in Iran after being indicted in July on unknown charges. Dr. Hoodfar, an Iranian-Canadian, was first arrested in her Tehran residence in March by the counter-intelligence unit of the Iranian Revolutionary Guards just before she was scheduled to come back to Canada. The authorities seized her personal computer, cellphone and passport and she was forbidden to leave the country.

Dr. Hoodfar is a professor in the department of sociology and anthropology at Concordia University, in Montreal. She specializes in anthropology and women studies, and has published widely on gender and development, Islamic family law, refugees, informal economies, Muslim dress codes, and women's political participation. ■

Une professeure de Concordia emprisonnée en Iran

La communauté universitaire continue de faire pression sur le gouvernement fédéral pour qu'il exhorte l'Iran à libérer la professeure Homa Hoodfar de l'Université Concordia.

M^{me} Hoodfar est emprisonnée dans ce pays depuis qu'elle a été inculpée en juillet d'accusations dont on ne connaît pas la nature précise. La professeure iranienne-canadienne a fait l'objet d'une première arrestation en mars dernier dans sa résidence de Téhéran. Les autorités ont confisqué son ordinateur personnel, son téléphone portable et son passeport.

M^{me} Hoodfar est professeure au département de sociologie et d'anthropologie de l'Université Concordia à Montréal. Spécialiste de l'anthropologie et des études féminines, elle a publié de nombreux écrits sur le genre et le développement, le droit islamique de la famille, les réfugiés, les économies parallèles, les codes vestimentaires musulmans et la participation politique des femmes. ■

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Canadian campuses in the Middle East



by DONALD C. SAVAGE

When oil prices were high and rulers in the Middle East were wealthy beyond the dreams of avarice, some western universities and colleges decided that it might be very far-seeing to establish “for profit” campuses in these countries particularly since many western governments were engaged in vigorous cost reduction and were strongly encouraging their institutions to transform themselves into business-oriented corporations. Although this process of creating such campuses in the Middle East has waned in recent years, it is still very much alive. What could possibly go wrong?

In 1974-75 New York University decided to create a campus in Abu Dhabi. The *New York Times* investigated and found that the campus was being built by thousands of virtual slave workers from Bangladesh and other parts of South Asia. The university said that it had nothing to do with the construction and blamed everything on the contractors. It nevertheless was forced to issue an apology. Hands were duly washed.

A story in the *Chronicle of Higher Education* revealed that the chair of the company building the luxury campus, Khaldoon Khalifa Mubara, was a member of the board of NYU and was a policy adviser to the royal family of the emirate. NYU did not explain how, when the campus was operational, academic freedom and critical free speech would be protected in a fundamentalist dictatorship. In March 2015 the *New York Times* reported that one of the authors (Sean O’Driscoll) of its exposé claimed that he was summoned by the authorities, offered immunity from prosecution plus high pay if he would write pro-government articles. Professor Andrew Ross, a labour policy specialist on the home campus of NYU was refused entry to the emirate. “The lack of respect for freedom of speech per-

“

In the Middle East, the problem is there is no notion in the oil autocracies of academic freedom or free speech as understood in Canada.

meates the entire enterprise,” commented one spokesperson for the American Association of University Professors.

Those creating such campuses may find themselves turned into public defenders of the dictatorship and its values. When Algonquin College in Ottawa created a campus in Saudi Arabia at Jazan, it accepted and defended regulations that all faculty had to be male. It justified this by announcing that it had put forward plans for a separate but equal female campus specializing in food production, health and beauty/fashion. Premier Wynne of Ontario described this discrimination as unacceptable.

What else could go wrong? Libya may not be in the Arab Gulf but it certainly was another oil-rich dictatorship under Col. Gaddafi. The London School of Economics decided to make educational arrangements with the dictator. The go-between was his son, Saif al-Islam who became a PhD student at LSE. This provoked vigorous debate with allegations that LSE was selling its degrees and sanitizing the regime. The link with Libya was very profitable, netting some 2.2 million pounds. Libyans were to be trained in modern governmental practices of a vaguely liberal persuasion. The Director of LSE, Sir Howard Davies, with the encouragement of the UK government, became an advisor to the Libyan Sovereign Fund, created by the Gaddafis to deal with their oil profits. Under the supervision of

LSE, Libya was going to become the Norway of North Africa. Libya also helped finance an academic PR firm, the Monitor Group, which subsidized meetings between leading Anglo-American academics with Col. Gaddafi in Libya. The dictator himself was invited by LSE in 2010 to give the prestigious Milliband lecture where he was addressed as “brother leader” and compared to Nelson Mandela.

The whole enterprise collapsed in 2011 with the civil uprising against the government. Davies resigned in March 2011: “We took a risk and I think it’s right to say that risk backfired on us.” The former Lord Chief Justice, Lord Woolf, was appointed to examine the links between LSE and Libya. Lord Woolf found that the extent of the link was such that LSE had effectively tied part of its reputation to that of Libya, and more particularly to the dictator’s son. Roger Cohen’s epitaph sums it up: “It may be possible to sink to greater depths but right now, I can’t think how.”

Another problem is there is no notion in the oil autocracies of academic freedom or free speech as understood in Canada. Any criticism by faculty or students of the established authorities would be met by the severest penalties. An example of Saudi law in this regard is the case of the blogger Raif Badawi who was sentenced and re-sentenced to 10 years in prison and 1,000 lashes for insulting Islam. His wife

and children are in Canada and the federal government and the European Union have protested.

The Board at Algonquin College was told not to worry about such matters since its policy was to engage rather than to isolate. This common justification implies that the Canadian presence will gradually by example convert the faculty and students in the oil autocracies to Canadian views of academic freedom. This seems unlikely but, if it were to happen, it would be irresponsible in the extreme to persuade the Saudi and emirates faculty and students to practice free speech given the huge risks of imprisonment or worse.

Overseas campuses do not always make money. Even before the price of oil collapsed, Algonquin College lost \$1.5 million in its first two years when it had projected a profit of \$19.9 million over five years. This can be awkward to explain when it is clear that the Saudi college was set up as a business exercise to offset declining revenues on the Ottawa campus in the hope that Saudi princes and students would subsidize the Canadian campus. Eventually Algonquin gave up and closed the campus because it was losing money. What happened to engagement? In the end, the Saudis stuck the College with a closure bill of \$4.3 million.

In practice, it is very difficult to guarantee effective and honest business methods, much less academic integrity and freedom from thousands of miles away especially since many of these ventures are franchises. Canadian colleges and universities should think twice before committing to international money-making fads in the oil dictatorships – if it is too good to be true, it probably is. ■

Donald C. Savage is a former executive director of CAUT and a retired professor of history.
The views expressed are those of the author and not necessarily CAUT.

Academic advisor Au cœur de la question

B.E. of EDMONTON writes

I’ve been asked to sign a contract waiving my “moral rights” in material I created for an online course. Bad idea?



DAVID ROBINSON answers

Yes, it’s a bad idea. Here’s why. Copyright provides *economic rights*, such as the right to sell a work. But it also grants *moral rights* protecting the personal connection between you and the works you author. Specifically, moral rights protect *au-*

thorship rights (your right to claim authorship, remain anonymous, or use a pseudonym); *integrity rights* (your right to prevent a work from being modified in a way prejudicial to your honour/reputation); and *association rights* (the right to prevent the use of your work in association with a product, service, cause, or institution that is similarly prejudicial). Moral rights are so important they cannot be sold. To be extinguished, they must be voluntarily waived by contract. What could happen if you waive them? Your course material could be shoddily revised without your approval and your name still listed as the author, making you look bad. It could be left as is, and your name taken off, denying you credit. Even worse, it could be shoddily modified, with your name still on it, and included in the curriculum of the likes of Trump University. Everyone from university administrations to private schools are trying to gain complete control of course content. In this environment, your moral rights are the last line of defence against total exploitation. The upshot is – never sign them away. ■

B.E. d’EDMONTON écrit

On m’a demandé de signer un contrat dans lequel je renoncerais à mes « droits moraux » sur du matériel que j’ai créé pour un cours en ligne. Est-ce déconseillé?

DAVID ROBINSON répond

Oui, c’est totalement déconseillé. Voici pourquoi. Le droit d’auteur comprend des *droits économiques*, comme celui de vendre une œuvre. Il comprend aussi des *droits moraux*, qui protègent l’auteur et son œuvre. Plus précisément, les droits moraux protègent la *paternité* (le droit de revendiquer la création de l’œuvre, ou d’exiger l’anonymat ou l’utilisation d’un pseudonyme); l’*intégrité* (le droit de prévenir une modification ou une utilisation de l’œuvre d’une manière préjudiciable à l’honneur ou à la réputation de l’auteur); et la *liaison* (le droit de prévenir l’utilisation de l’œuvre en liaison avec un produit, un service, une cause ou une institution d’une manière tout aussi préjudiciable). Les droits moraux sont si importants qu’ils ne peuvent être cédés. Pour les abolir, l’auteur doit signer un contrat dans lequel il renonce à les exercer. Que pourrait-il arriver si vous renonciez à vos droits moraux? On pourrait modifier grossièrement le matériel que vous avez créé sans votre approbation, mais en laissant votre nom à titre d’auteur, ce qui pourrait nuire à votre réputation. On pourrait le laisser intact, mais enlever votre nom à titre d’auteur, vous privant de la paternité de l’œuvre. Pire encore, on pourrait modifier grossièrement votre œuvre, y laisser votre nom à titre d’auteur et l’intégrer dans le programme d’une institution. Partout, des universités aux écoles privées, on essaie de s’arroger le contrôle complet des contenus de cours. Dans ce contexte, vos droits moraux demeurent la seule protection contre l’exploitation totale. Résultat : n’acceptez jamais d’y renoncer. ■



ON THE COVER

Do you know who sits on your board?

An investigation spearheaded by CAUT shows how the private sector is increasingly dominating boards of governors across Canada's research universities.

EN COUVERTURE

Qui siège à votre conseil d'administration?

Une enquête de l'ACPPU démontre que le secteur privé prend de plus en plus de place aux conseils d'administration des universités de recherche du Canada.



The private sector holds a tight grip on the governance of top Canadian universities. Bankers, lawyers, corporate executives and other players in the business world make up 49.1% of the membership of the boards of governors at Canada's 15 research universities.

CAUT's investigation has revealed that 194 of the 395 governors listed as of May 1, 2016 came from the corporate sector. This contrasts with 165 governors hailing from the academic community (administrators, academic and support staff, and students) – representing 41.8% of the total membership. The remainder of the membership is made up of 32 individuals from within the public service (8.1%) and four positions were vacant (1%).

“The critical question is to what extent the corporatization of governance shifts the priorities of universities and colleges to reflect those of the corporate sector, with fewer voices from students and staff heard at the highest levels of decision-making,” says CAUT executive director David Robinson.

According to Robinson, the consequences of this corporatization of boards of governors show up in many ways: institutions become more secretive, generous contracts with confidentiality clauses are awarded to senior managers, codes of

conduct and gag orders are imposed on governors, and meetings are increasingly held in camera.

Carleton University, for instance, is waging war on biology professor Root Gorelick, who served on the board of governors as an elected faculty representative while blogging about issues that came up during open sessions.

The board tried to gag Gorelick by imposing a code of conduct banning all governors from commenting publicly on any part of their meetings. Not to be intimidated, Gorelick refused to sign which ultimately led to the board of governors rejecting his bid to seek re-election.

“The problem is that we're now managing the university like a private corporation,” professor Gorelick says. “In this sense I find it quite revealing how the new code of conduct uses the word ‘CEO’ in reference to our president. It's hidden in the small print, but it's still there and that's what's worrying.”

The CAUT analysis found that insurance and finance executives and professionals and senior officers of public- and private-sector corporations occupy a significant number of seats on the boards of governors of Canada's 15 research universities. All in all, these subsectors account for two-thirds of private sector governorship.

tialité à leurs administrateurs et multiplient le recours au huis clos pour leurs séances.

À l'Université Carleton, par exemple, les administrateurs ont livré un véritable bras de fer au professeur de biologie Root Gorelick, qui était alors le représentant du personnel académique au conseil d'administration et qui bloquait sur les discussions qui avaient lieu lors des séances publiques.

On a essayé de faire taire le professeur Gorelick en imposant un code de conduite interdisant à tous les administrateurs de discuter publiquement de tout ce qui était abordé au conseil. M. Gorelick a refusé de se laisser intimider, il a également refusé de signer tout document qui l'aurait bâillonné, ce qui a finalement amené au rejet du renouvellement par l'administration de son poste au conseil.

« Le problème est que l'on gère maintenant l'université comme une entreprise privée, raconte Root Gorelick. En ce sens, je trouve assez révélateur que le nouveau code de conduite utilise le mot PDG en référence à notre rectrice. C'est écrit en tout petit, mais c'est quand même là et c'est inquiétant. »

En analysant le profil professionnel des administrateurs venant du secteur privé, on s'aperçoit que le monde des finances et de l'assurance, des professionnels et de la haute direction de compagnies publiques et privées occupe une place importante

For example, 15 of the 26 seats on the board of governors at McGill University are held by individuals from the private sector. Of these 15 governors, seven are lawyers by training, while the university's chancellor – an ex officio member – is also a lawyer with a major Montreal law firm.

Similarly, 19 of the 37 seats on the board of governors at McMaster University are held by members from the private sector, six of whom are bankers. At the University of Calgary, 12 out of 20 governors hail from the private sector, seven of whom have ties to the energy industry. Finally, at the University of British Columbia, 10 of the 20 governors hail from the private sector, and three of those individuals, including the chair of the board, are significant players in the real estate market.

“Theoretically, the fact that a governor is materially independent and does not depend financially on the university is a good thing. But the lack of a process for selecting these people and making sure they properly reflect society means there has been a homogenization in the profiles of these governors,” Alexandre Beaupré-Lavallée, assistant professor of education administration at Université de Montréal, points out.

aux conseils d'administration des 15 universités de recherche. Au total, ces sous-secteurs représentent les deux tiers des membres du secteur privé.

À titre d'exemple, le conseil d'administration de l'Université McGill compte 15 personnes du secteur privé sur un total de 26 membres. De ces 15, sept sont des avocats de formation, en plus du fait que le chancelier (membre d'office) est, lui aussi, avocat dans un grand cabinet de Montréal.



La vraie question est de savoir à quel point la corporatisation de la gouvernance a adapté les priorités des universités et des collèges au modèle du secteur corporatif.

According to Beaupré-Lavallée, blindly adopting private sector management models is hurting universities. “There's a reason why most universities are managed on a bicameral system, and that's because the university needs both points of view in order to properly fulfil its teaching mission,” he says.

It's a point of view echoed by his colleague, Dr. Abdoulaye Anne, assistant professor in the faculty of learning sciences at Laval University. He points to three factors as having contributed to the corporatization of governance: the drop in government grants that has forced universities to diversify their income; the broad influx of new governors from the private sector who bring a different mentality and fail to grasp the concepts of academic freedom and collegiality; and the wave of neoliberalism sweeping across society as a whole.

“If nothing is done, we'll end up with a university more heavily oriented to catering to the specific needs dictated by the invisible hand of the market,” Dr. Anne insists. “Some fields are going to end up paying the price. We're already seeing how disciplines like humanities, social sciences, and philosophy are the first to lose out when there's a drive for efficiency and a need to balance the books,” he explains.

Dans la même veine, le conseil d'administration de l'Université McMaster compte 19 membres du privé sur 37 sièges dont six banquiers. Quant à elle, l'Université de Calgary compte 12 personnes du privé sur un total de 20 et sept d'entre elles sont liées au secteur de l'énergie. Enfin, à l'Université de la Colombie-Britannique, on compte 10 membres du privé sur un total de 20 et trois de ces personnes, dont le président du conseil, sont des joueurs importants du secteur immobilier.

« En théorie, le fait qu'un administrateur soit indépendant de fortune et qu'il ne dépende pas de l'université financièrement est une bonne chose. Mais l'absence de processus pour sélectionner ces gens et pour s'assurer qu'ils sont réellement représentatifs de la société a fait en sorte qu'il y a eu une homogénéisation du profil de ces administrateurs », souligne Alexandre Beaupré-Lavallée, professeur adjoint en administration de l'éducation à l'Université de Montréal.

Le chercheur constate que l'importation aveugle des modèles de gestion du secteur privé nuit aux universités. « Il y a une raison pour laquelle la plupart des universités ont une gestion bicamérale et c'est parce que l'université a besoin de ces deux points de vue pour remplir adéquatement sa mission d'enseignement, de recherche et de service public », tranche le professeur Beaupré-Lavallée.



“

The critical question is to what extent the corporatization of governance shifts the priorities of universities & colleges to reflect those of the corporate sector.

But the mass presence of the private sector isn't the only guilty party here. Critics have been saying that even the representatives of the university community sitting on the boards of governors are not all independent and free.

According to the compilation spearheaded by CAUT, members of university administration account for 17% of the 165 governor positions held by the university community. In al-

Son collègue Abdoulaye Anne, professeur adjoint à la Faculté des sciences de l'éducation, abonde dans le même sens. Il identifie trois phénomènes qui ont contribué à la corporatisation de la gouvernance : la baisse des subventions gouvernementales qui a forcé les universités à diversifier leurs revenus; l'arrivée nombreuse de nouveaux administrateurs du privé qui ont une mentalité différente et ne comprennent pas les concepts de liberté académique et de collégialité; et la vague de néo-libéralisme qui frappe la société dans son ensemble.

« Si rien n'est fait, on aura une université plus orientée et qui répondra à des besoins précis dictés par la main invisible du marché, insiste le professeur Anne. On va se retrouver avec des domaines qui vont payer le prix. On voit déjà que les disciplines des sciences humaines, les sciences sociales et la philosophie sont les premières perdantes quand on veut aller vers l'efficacité et qu'on veut balancer les finances. »

Mais la présence du secteur privé en grand nombre n'est pas la seule coupable. Des voix s'élèvent également pour dénoncer le fait que les représentants de la communauté universitaire aux conseils d'administration ne soient pas tous indépendants et libres.

Selon la compilation menée par l'ACPPU, les membres de l'administration comptent pour 17 % des 165 postes d'adminis-

most all institutions, the president and chancellor are ex officio members of the board of governors. It is also common for another senior management figure to sit on the board of governors — such is the case, for instance, at Laval University, where the executive vice-president is also an ex officio member of the board.

“Heads of university boards of governors are essentially making sure they appoint people who toe the line with proven business models,” Dr. Anne adds. “They're training management technicians who are not there to ask questions, only to make sure the machine runs smoothly. They're not looking for people with critical minds who are going to spark debate.”

That's what Gorelick found during his time as a governor. “If we have collegial governance, if the board of governors truly is collegial, then all of the members should be colleagues and be treated as equals. On our board of governors, the chair, the vice-chair, and all the committee chairs sit on the steering committee. There are no rules saying that has to be the case, but two-thirds of the governors on the board hail from outside and that's what happens. The dice are loaded,” he says.

trateurs provenant de la communauté universitaire. Dans la quasi-totalité des institutions le recteur et le chancelier sont membre d'office du conseil d'administration. Il est également fréquent qu'un autre membre de la haute direction siège au conseil, c'est le cas notamment à l'Université Laval où le vice-recteur exécutif est, lui aussi, membre d'office.

« Les dirigeants des conseils d'administration des universités font en sorte qu'on nomme des gens qui adhèrent à des modèles reconnus dans le milieu des affaires, ajoute le professeur Anne. On forme des techniciens en gestion qui ne sont pas là pour poser des questions, mais pour s'assurer que la machine roule bien. On ne cherche pas des gens qui ont un esprit critique et qui vont susciter des débats. »

C'est en effet ce qu'a constaté Root Gorelick comme administrateur. « Si on a une gouvernance collégiale, si le conseil d'administration est véritablement collégial, alors tous les membres devraient être des collègues et être considérés comme égaux. À notre conseil d'administration, le président, le vice-président et tous les présidents de comité sont des membres du comité de direction. Il n'y a pourtant pas de règle qui oblige ça, mais les deux tiers des membres du conseil viennent de l'extérieur et c'est ce qui arrive. Les dés sont pipés », croit le biologiste.

“The culture of secrecy is growing in the administration of our universities and it boils down to the fact that our universities are increasingly being managed according to private business models. The administration wants to make decisions alone and isn't interested in hearing what students or faculty think about things,” says Jamie Brownlee, the author of *Academia, Inc.: How Corporatization is Transforming Canadian Universities* and an instructor at Carleton University.

According to Brownlee, addressing the issue of who sits on these boards and who doesn't is of little significance. “If you take a look at what's happening on the board of directors of a private corporation, you'll quickly see things are not that different. Most of the time directors end up endorsing the decisions made by senior management; otherwise they'll lose their seat.”

Brownlee believes we need to speak out against the crux of the problem, which is an opaque governance system that allows a small number of individuals to make decisions in a vacuum — decisions that will have an influence on academic life — without regard for the principle of collegiality. “The administration is increasingly being isolated from the rest of the university community, and that's a dangerous thing,” he adds.

« La culture du secret est de plus en plus présente au sein de l'administration de nos universités et c'est dû au fait que nos universités sont de plus en plus administrées selon les modèles des entreprises privées. L'administration veut décider seule et elle ne veut pas savoir ce que les étudiants ou le personnel académique en pensent », signale Jamie Brownlee, auteur du livre *Academia, Inc.: How Corporatization is Transforming Canadian Universities* et chargé de cours à l'Université Carleton.

Selon ce spécialiste de la gouvernance, il est donc peu important de se pencher sur qui siège ou non à ces conseils. « Si on regarde ce qui se passe au conseil d'administration d'une entreprise privée, on se rend vite compte que ce n'est pas si différent. Les administrateurs vont la majeure partie du temps endosser les décisions des hauts dirigeants de l'entreprise, sinon ils vont perdre leur siège. »

Ce spécialiste de la gouvernance croit qu'il faut dénoncer le véritable problème, qui est le nouveau mode de gouvernance opaque qui permet à un petit nombre de gens de prendre des décisions en vase clos qui auront une influence sur la vie académique sans égard au principe de la collégialité. « L'administration est de plus en plus isolée du reste de la communauté universitaire et c'est ce qui est dangereux », ajoute M. Brownlee.

“The problems we're seeing have been growing for decades,” notes CAUT's David Robinson. “But there has been a renewed resistance on the part of staff and students to demand greater transparency, openness, and responsiveness to the educational mission of the institution.”

As an example, Robinson points to when the academic staff association at Western lifted the veil on the million-dollar double salary paid out to president Amit Chakma last year. The money was part of a contract awarded by the board of governors. The enduring scandal galvanized the academic community, and the chair of the board of governors Chirag Shah, a partner in the firm PricewaterhouseCoopers LLP, opted to step down from his duties before the end of his term.

According to Beaupré-Lavallée, provincial governments need to realize the urgency of the situation and understand they have every interest in stepping up regulations for appointing governors to the boards of public universities. “The selection process should guarantee diversity in our society. It's the lack of process that has led to the over-representation of the private sector compared to other sectors of our community.” ■

« Les problèmes ne sont pas nouveaux. On les observe depuis des décennies, signale David Robinson. Mais il y a un nouveau mouvement de résistance de la part du personnel académique et des étudiants qui exigent une plus grande transparence, une plus grande ouverture et qui veulent défendre la mission éducative de nos institutions. »

M. Robinson souligne que le travail de mobilisation sur le campus de Western a permis de lever le voile l'an dernier sur la double rémunération de un million de dollars accordée au recteur Amit Chakma. Ce montant faisait partie intégrante d'un contrat qui avait été accordé par le conseil d'administration et qui avait même été renouvelé. Le scandale qui a suivi a galvanisé les forces de la communauté universitaire et le président du conseil d'administration Chirag Shah, un gestionnaire de la firme PricewaterhouseCoopers LLP, a choisi de quitter ses fonctions avant la fin de son mandat.

Le professeur Beaupré-Lavallée croit que les gouvernements provinciaux doivent réaliser l'urgence et comprendre qu'ils ont tout intérêt à mieux encadrer la nomination des administrateurs de nos grandes universités publiques. « Le processus de sélection devrait être garant de la diversité. C'est l'absence de processus qui a fait en sorte que le privé est aujourd'hui surreprésenté par rapport aux autres secteurs de notre communauté. » ■

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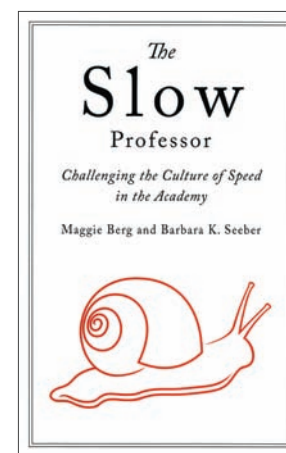
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Book review
Coin des livres

The slow professor

Challenging the culture of speed in the academy



Maggie Berg & Barbara K. Seeber.
Toronto, ON: University of Toronto Press, 2016;
136 pp; ISBN: 978-1-44264-556-1.

by HOWARD A. DOUGHTY

As corporate practices and the neoliberal ideology that sustains them increasingly and seemingly inexorably alter the organization and social function of colleges and universities, professional educators are witnessing and suffering profound changes in their working conditions.

New business models with ever greater reliance on contingent faculty are undermining collegiality. New expectations of entrepreneurship in pursuit of customers (formerly known as students) compel teachers not only to become involved in marketing, fundraising and “branding,” but also to accept new methods of faculty assessment and measures of accountability.

Even research, so desperately sought as public funding diminishes, is now held to standards of commercial utility, not scholarly excellence. So, the comic image of the rumpled, absent-minded professor is being replaced by the frantic reality of a pressurized workplace housing the third most stressful occupation in Canada.

In *The Slow Professor*, authors Maggie Berg and Barbara Seeber neither describe nor endorse procrastination and lethargy; instead, they offer a personalized account of life in the no longer idyllic, other-worldly and cloistered academy. They acknowledge that their impulse to write emerged from long sessions in which they had already been “unflaggingly playing therapist” for each other. They see the need and advocate for deliberative, imaginative and reflective thought as definitive of a professor’s work and life. Creativity and contemplation, they understand, can’t be multitasked.

After an engaging introduction wherein they set the problem of survival in the corporate environment, they address four main areas of angst: time management, pedagogy, research and collegiality, before closing with a consideration of collaboration bordering on solidarity as an essential element of employment in any institution of advanced learning worthy of the name.

Each chapter combines anecdotes and analyses drawn from mainly familiar writers who have studied the woes of contemporary post-secondary teaching and learning. Added to their complaints and lamentations, Berg and Seeber identify the predicaments and perpetual crises (post)modern academia and connect them to intimations of deprival, professional anxieties and explanations of the effects of the corporate culture on lives lived in the classroom as well as the loss of desperately needed time for reflection, course preparation, independent research and just living. Also salted and peppered throughout are references to critical pedagogues who have written extensively and astutely about what the authors have experienced.

The Slow Professor is unabashedly a “self-help” book, but not in the hideous style of big chain bookstore merchandise attend-

ing to the needs of semi-literate viewers of Dr. Phil. Instead, it is reminiscent of the era of consciousness-raising that grounded second-wave feminism a half-century ago. A dust-jacket endorsement advises that the book should be given to newly hired faculty and freshly minted PhDs seeking employment in the fast-paced, frenetic academic world today. It gently and good-humouredly reassures the novice and the veteran alike that their fears, their feelings of futility and their fretful excursions into sometimes damaging self-criticism are not entirely their fault.

The book is both aspirational and redemptive. It allows newcomers to imagine workable alternatives to a mendacious managerial ethos, and helps the nearly burned-out to “reclaim some of their sanity.” It makes us all realize that, if we strive to restore some time for deliberation and some space to renew the enjoyment of teaching, to reorient research toward understanding more than monetizing, and to embrace whatever remains of our community of scholars, then tonic change can be made possible. Faintly echoing Gloria Steinem’s mantra that “the personal is political,” Berg and Seeber leave the rest to us.

The Slow Professor recognizes the psychological strains of academic work, but subtly points toward explicitly political responses to the emotional toxins we absorb; but, it also avoids the fate of most subject-centred therapeutic exercises which are mainly courses in adaptation and resignation. Although it is no call to arms, no manifesto, nor a shout of defiance at the authorities, for insightful readers, the next step beyond self-awareness will be obvious. ■

Howard A. Doughty is a professor at Seneca College located in Toronto.

Alison Hearn

Tell us about yourself. What are your teaching and research interests?

I'm an associate professor in the faculty of information and media studies at Western University in London, Ontario. My research focuses on television, social media, and new forms of labour and economic value. I have also written about the university and the structural changes it has gone through over the last several decades. I've been interested in the university as a cultural and political space for a long time.

Last year, Western University made the headlines after the Ontario Sunshine List revealed president Amit Chakma earned nearly \$1 million salary in one year, later known as "Chakmagate." How did faculty respond?

Well, news about Chakma's double dip spread fast after the release of the Sunshine List. I think it's fair to say that faculty members were really angry, and there was real outrage right across the campus community in general. Coincidentally, a general meeting of the faculty association was scheduled just after the list was published. I was the faculty association president at the time, and at least two to three times more members showed up to that meeting than usual. At the meeting, a member from the floor moved that the association hold a no-confidence vote in the university president and the board of governors chair, which we did and 94% of our members voted non-confidence.

Was it all about the money?

Our concern was not about the money per se, but about what the president's million dollar payout signified – a massive disconnect between the views of senior administration and the board, and the realities we were all facing on the ground every day. Chakma's double dip was so egregiously out of step with what everyone else was

experiencing on campus, we saw it as symptomatic of a real erosion of collegial governance. Collegiality had clearly withered to such an extent that the president and board really believed no one would object to the payout. They thought we would swallow it quietly.

Why do you say that?

These days, faculty are so busy and stressed, many don't have the energy to get involved, or they feel as though service isn't valued anymore so they don't step up. Because senior administrators tend to want to run the show in a top down way, those faculty members who want to participate often feel dismissed and alienated. They think "what's the point of serving on committees when the administration just wants a rubber stamp? My voice doesn't matter." But, amazingly, the campus came together to speak out against Chakmagate because the contradictions were just too obvious to ignore. Of course the issues Chakmagate revealed are not unique to Western. They exist at every university across the country.

In your view, what were some of the most significant lessons learned from last year's governance scandal?

Never assume, always mobilize. Never decide that you know in advance what people believe, or that people are not ready to act. What I discovered was a common thread among my colleagues. Everyone just wants to do the very best job they can, and everyone is dealing with "austerity" conditions on the ground every day. It took Chakma's bad decision to illustrate the contradictions of "austerity" – it exists for some, but not for others. Chakmagate also showed that faculty, students and staff really are committed to the university, really want to be involved, and really do care about having their voices heard.

Is there a future for collegial governance?

Some say that unions have come to supplant traditional collegial governance structures, like senates; they argue senates can't be fixed and they blame unions for it. I disagree. Unions didn't kill collegial governance. Bad management and wrong-headed priorities are killing collegial governance. Today, faculty need to get involved in senate and their union. Administrators like to hold themselves above accountability, as they demand accountability from everyone else. Faculty associations need to hold them to account, as do members of senate.

How can such accountability be restored on university campuses?

To restore collegial governance, we need to change the culture. Everyone across the university needs to recommit to its processes, and work towards revamping governance structures like senates by making them as representative and democratic as possible. They can start by working to fairly include all academic staff – tenured, contract faculty, and librarians and archivists. Administrators need to vociferously support collegial governance. Deans and colleagues should value and respect faculty who participate in senate. The faculty union should encourage a robust governance structure and make sure their members are properly treated when they engage in these forms of service. In the end, collegial governance and academic freedom go hand in hand; you can't really have one without the other. Robust collegial governance protects academic freedom by ensuring that the people who are directly engaged in the core mission of teaching and research get to determine the parameters of that mission, and academic freedom protects the rights of faculty members to speak out when they fear the university's core mission is being threatened. ■



Alison Hearn

Parlez-nous un peu de vous. Quels sont vos domaines d’enseignement et de recherche?

Je suis professeure agrégée à la faculté de l’information et des études médiatiques de l’Université Western. Mes recherches sont axées sur la télévision, les médias sociaux ainsi que les nouvelles formes de travail et de valeur économique. J’ai aussi rédigé des articles sur l’université et les changements structurels dont elle a fait l’objet au cours des dernières décennies.

L’an dernier, l’Université Western a fait les manchettes après que la liste « Sunshine » des employés du secteur public de l’Ontario eut dévoilé que le recteur Amit Chakma avait touché un salaire de près d’un million de dollars en un an. Comment le personnel académique de votre établissement a-t-il réagi à la nouvelle?

Eh bien, la nouvelle concernant la double rémunération du recteur Chakma s’est vite répandue. Je crois pouvoir dire que le personnel académique était vraiment furieux et qu’une vague de colère a déferlé sur le campus. Par un concours de circonstances, une assemblée générale de l’association du personnel académique avait été prévue juste après la publication de la liste. J’étais présidente de l’UWOFA à l’époque, et deux à trois fois plus de membres que d’habitude se sont déplacés pour assister à la réunion. Au cours de la séance, un membre a déposé une motion appelant l’UWOFA à tenir un vote de défiance à l’endroit du recteur et du président du conseil de l’Université. Le vote a été tenu et la motion a été adoptée par 94 % des membres.

Était-ce une question d’argent?
Notre préoccupation ne portait pas sur l’argent proprement dit, mais sur ce que signifiait le versement d’un million de dollars au recteur – un profond décalage entre les

points de vue de la haute direction et du conseil et les réalités quotidiennes auxquelles nous sommes tous confrontés sur le terrain. Sa double rémunération était tellement déphasée par rapport à ce que vivent tous les autres membres de la communauté universitaire que la situation nous est apparue comme symptomatique d’une véritable dégradation de la gouvernance collégiale. De toute évidence, la collégialité devait s’être grandement effritée pour que le recteur et le conseil pensent réellement que personne ne s’opposerait au paiement versé. Ils croyaient que nous goberions ça sans broncher.

Pourquoi dites-vous cela?
À l’heure qu’il est, les membres du personnel académique sont très occupés et stressés, bon nombre d’entre eux n’ont pas l’énergie de s’impliquer, ou ils n’agissent pas, convaincus que les activités de service ne sont plus valorisées. Parce que les hauts dirigeants ont tendance à privilégier l’approche descendante dans leur mode de gestion, les membres du personnel académique qui souhaitent participer se sentent souvent rejetés et aliénés. Mais, étonnamment, tout le campus s’est mobilisé pour dénoncer le scandale « Chakma » parce que les contradictions étaient tout simplement trop évidentes pour qu’on puisse les ignorer.

Quels sont, selon vous, quelques-uns des principaux enseignements à tirer de ce scandale de gouvernance?
Ne jamais rien tenir pour acquis, toujours mobiliser ses troupes. Ne jamais présumer savoir ce que les gens pensent ni supposer que les gens ne sont pas prêts à agir. Chacun veut simplement faire le meilleur travail possible; chacun affronte tous les jours les conditions d’austérité sur le terrain. Il a fallu une mauvaise décision du recteur Chakma pour illustrer les contradictions de l’« austérité » : celle-ci existe pour cer-

tains et non pour d’autres. Le scandale « Chakma » a également mis en évidence le profond engagement des membres du corps académique, des étudiants et des employés envers leur université.

Quel est l’avenir de la gouvernance collégiale?
Certains disent que les syndicats en sont venus à supplanter les structures de la gouvernance collégiale traditionnelle, comme le sénat; ils soutiennent que le sénat est irrémédiablement défaillant et ils en impu-tent la faute aux syndicats. Je ne suis pas d’accord. Aujourd’hui, les membres du personnel académique doivent s’impliquer tant dans le sénat que dans leur syndicat. Les administrateurs aiment penser qu’ils sont au-dessus de toute responsabilité tout en exigeant des comptes à tous les autres. Les associations de personnel académique doivent les obliger à rendre des comptes, tout comme le font les membres du sénat.

Comment peut-on rétablir la collégialité sur nos campus?
Pour rétablir la gouvernance collégiale, il nous faut changer la culture. Tous et chacun de nous dans l’ensemble du cam-pus devons réitérer notre engagement envers les processus de l’université et tra-vailer à la refonte des structures de gou-vernance, telles que le sénat, de sorte à les rendre le plus représentatives et démocratiques. Une solide gouvernance collé-giale protège la liberté académique en faisant en sorte que les personnes directe-ment engagées dans la réalisation de la mission fondamentale de l’université, à savoir l’enseignement et la recherche, soient appelées à en définir les paramètres, et que la liberté académique protège le droit des membres du personnel académique de faire valoir leur point de vue lorsqu’ils craignent que la mission fondamentale de l’université ne soit menacée. ■

Aging & Health TIER 1 CANADA RESEARCH CHAIR SIMON FRASER UNIVERSITY

The Faculty of Arts and Social Sciences (FASS) at Simon Fraser University invites applica-tions for a Tier 1 Canada Research Chair in Aging and Health funded by the Canadian Institutes of Health Research (CIHR). We seek a candidate who is an internationally recog-nized leader in social/behavioral sciences, social epidemiology, and/or health sciences with an outstanding record of high-impact publications and sustained research funding from national and international foundations, research councils, and development agencies. We are looking for an innovative researcher with a proven track record in one or more areas in aging and health with expertise in quantitative research methods and an inter-est in interdisciplinary research and know-ledge translation. The successful candidate will have the opportunity to develop a pro-gram of research harnessing the Canadian Longitudinal Study on Aging (CLSA) data, as well as other major population data initia-tives in aging research. The Canadian Longi-tudinal Study on Aging (CLSA) (<https://www.clsa-elcv.ca/>) is a large, national, long-term study that will follow approximately 50,000 men and women who are between the ages of 45 and 85 when recruited, for at least 20 years. The successful candidate will also be expected to play a leadership role in develop-ing collaborative research clusters and net-works at Simon Fraser University, nationally and internationally. The chair-holder is ex-pected to build research strength at SFU in aging and health and foster effective link-ages amongst the Department of Gerontol-ogy, the Gerontology Research Centre, and other SFU units, as well as external agencies with mandates in aging and health research. The position requires an individual who will promote a trans-disciplinary team approach to problem-solving through research, teach-ing and service to aging and health problems facing a rapidly aging population. The suc-cessful candidate will also have demonstrated excellence in teaching, and the ability to attract, supervise and mentor graduate stu-dents and post-doctoral fellows. To apply, candidates should submit a full curriculum vitae, a letter of application, and a brief des-criptive statement of a proposed research program, as well as teaching and leadership plans for the next five years. These materials, along with the names of six academic refer-ees should be addressed to: Dr. Robert Gor-don, Associate Dean and Professor, Chair: Aging and Health CRC Search Committee, Faculty of Arts and Social Sciences, Simon Fraser University. The materials should be sent, electronically, to: Ms. Anne Marie Bar-rett at geradmin@sfu.ca. The deadline for applications is October 15, 2016. Screening of applicants will commence on November 1, 2016. The search will remain open until the position is filled. Simon Fraser University is committed to employment equity and en-courages applications from all qualified women and men, including visible minorities, abori-ginal people, and persons with disabilities. All qualified applicants are encouraged to ap-

ply; however, Canadian citizens and perma-nent residents will be given priority. The po-sition is subject to the availability of fund-ing and final approval by the SFU Board of Governors. Under the authority of the Uni-versity Act, personal information that is re-quired by the University for academic appoint-ment competitions will be collected. For fur-ther details of this policy see: http://www.sfu.ca/vpacademic/Faculty_Openings/Collection_Notice.html. Information about the Canada Research Chair program can be found at <http://www.chairs-chaires.gc.ca/>. For information about the Department of Gerontology visit <http://www.sfu.ca/gerontology.html>. For in-formation about faculty benefits see: <http://www.sfu.ca/policies/gazette/academic/a21-01.html>.

Psychology SOCIAL PSYCHOLOGY / INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY WESTERN UNIVERSITY

The Department of Psychology at the Univer-sity of Western Ontario invites applications from exceptional early or mid-career resea-rchers to fill a cluster of four positions in the areas of Social Psychology and Industrial and Organizational (I/O) Psychology. The positions will be probationary (tenure track) appoint-ments at the rank of Assistant Professor. De-pending upon qualifications and experience, consideration for an appointment at the rank of Associate, probationary or tenured, or Pro-fessor in a tenured appointment will be made for exceptional candidates for at least one of the four positions under recruitment. Two of the positions will be in the Social Psych-ology area, one will be in the I/O area, and one position will bridge the two areas and will contribute to research, teaching, and train-ing in both areas. Applicants whose research program could create a bridge between these areas should indicate that they are applying for the Social/IO position. Western’s Depart-ment of Psychology is consistently ranked as one of the top psychology departments in Canada and internationally. We are a research-intensive department with a strong commit-ment to graduate and undergraduate educa-tion, and have outstanding research facilities. We invite you to visit our website: <http://www.psychology.uwo.ca>. Qualified applicants must have a PhD and an outstanding research re-cord of publishing in high quality journals, evidence or potential for a fundable research program, and should have a strong commit-ment to graduate and undergraduate teach-ing. Candidates are expected to provide evi-dence of excellence in research and teaching, as demonstrated by an outstanding record of publication in the discipline’s leading jour-nals, presentations at academic conferences, teaching accomplishments, and strong en-dorsement by referees. Social Psychology: The successful applicants will be joining the new Social, Social Development, and Person-ality Psychology Cluster, which includes re-search in social psychology, social develop-ment, and personality and individual differ-ences. The positions are in social psychology but candidates whose research interests cross social psychology, social development, and

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personality are also encouraged to apply. For the positions in Social Psychology, applicants must demonstrate evidence of an active program of research that utilizes innovative approaches to social behaviour that will attract external funding. Applicants are also invited to describe their approach to open science, interdisciplinarity, new methods and analytic procedures in social research, and teaching interests. Industrial & Organizational Psychology: Individuals with expertise in any of the core areas of industrial and organizational (I/O) psychology are invited to apply. Applicants for the position in I/O Psychology must be prepared to teach I/O courses at the undergraduate (introductory and advanced) and graduate levels and engage in graduate student supervision. With annual research funding exceeding \$220 million, and an international reputation for success, Western ranks as one of Canada's top research-intensive universities. Our research excellence expands knowledge and drives discovery with real-world application. Western also provides an exceptional employment experience, offering competitive salaries, a wide range of employment opportunities and one of Canada's most beautiful campuses. Applicants for any of the four positions are invited to submit a letter of interest, a Curriculum Vitae, statement of research interests, statement of teaching philosophy, three publications, the names

and contact information of three references, and completed Application for Full-Time Position at <http://www.uwo.ca/facultyrelations/pdf/careers/Faculty/Application-FullTime-Faculty-Position-Form.pdf>. in confidence to: Prof. Scott MacDougall-Shackleton, Chair, Department of Psychology, Department of Psychology, Social Science Centre, Rm 7412, Western University, London, Ontario, Canada, N6A 5C2. Applications will be accepted until the positions are filled. Review of applications will begin on September 15, 2016. Positions are subject to budget approval. Applicants should have fluent written and oral communication skills in English. The University invites applications from all qualified individuals. Western is committed to employment equity and diversity in the workplace and welcomes applications from women, members of racialized groups/visible minorities, Aboriginal persons, persons with disabilities, persons of any sexual orientation, and persons of any gender identity or gender expression. In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents. Accommodations are available for applicants with disabilities throughout the recruitment process. If you require accommodations for interviews or other meetings, please contact Dianne McCormack, dlmccorm@uwo.ca or 519-661-2065.

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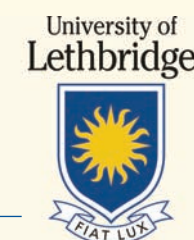
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UNIVERSITY OF LETHBRIDGE

Faculty of Health Sciences Tenure-Track Faculty Positions



The University of Lethbridge, a comprehensive university with approximately 8500 students from 37 countries, aims to foster the spirit of free inquiry and the critical interpretation of ideas. The University is a vital part of Lethbridge, a community of nearly 100,000 located beside the Oldman River and close to the Rocky Mountains. An excellent place to raise a family and enjoy the many recreational and cultural amenities of the area, you will discover a wonderful quality of life that is second to none.

If you are open to innovation and committed to the creation of an environment that excites and ignites learning, we welcome your application. The Faculty of Health Sciences is dedicated to excellence in teaching, research, and community service together with novel approaches to health, addictions and human services.

Faculty of Health Sciences

The Faculty of Health Sciences offers undergraduate degree programs in Aboriginal Health, Addictions Counselling, Nursing, Public Health, and Therapeutic Recreation. Our Faculty also offers Masters programming in Health Sciences (MSc), Nursing, Counselling Psychology in Addictions (in collaboration with the Faculty of Education), and a PhD in Population Studies in Health. For additional information about the Faculty of Health Sciences, please visit our website at www.uleth.ca/healthsciences/

Remuneration

You will receive an excellent salary commensurate with your experience, as well as benefits package and relocation assistance. Your research will be facilitated by a start-up research allowance and an initial release from some teaching duties. Please visit the University of Lethbridge website to view the economic benefits package outlined in the University of Lethbridge Faculty Association Handbook.

Employment Equity

This position is open to all qualified applicants, although in accordance with Canadian Immigration Regulation, first preference will be given to Canadian citizens and permanent residents of Canada. The University is an inclusive and equitable campus encouraging applications from qualified women and men including persons with disabilities, members of visible minorities and Aboriginal persons. All positions are subject to Board approval.

How to Apply

To apply please include a cover letter which states specifically which position you are applying for, a current CV, evidence of research and a teaching dossier, and arrange for three letters of recommendation to be sent directly to **Dr. Christopher Hosgood, Dean, Faculty of Health Sciences, The University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, Canada T1K 3M4**. Electronic applications are welcomed at: dean.hlsc@uleth.ca. The closing date for applications for both positions is **October 31, 2016**. These positions will commence on July 1, 2017.

Assistant/Associate Professor Public Health

Position/Qualifications

We invite applications for a full-time (1.0 FTE) tenure-track faculty position in Public Health at the rank of Assistant/Associate Professor. If you possess a PhD or PhD near completion in the field of Public Health your application is of considerable interest to us. Demonstrated training and expertise in at least one core area of public health scholarship is required (environmental health sciences, epidemiology, biostatistics, health policy and management, and/or health promotion). Duties include methodological and substantive research, teaching in public health, and university/community service.

Academic Setting

The Bachelor of Health Sciences degree program in Public Health offered by the U of L prepares graduates for varied careers in public health and/or additional training in graduate studies.

Assistant/Associate Professor Therapeutic Recreation

Position/Qualifications

We invite applications for a full time (1.0 FTE) tenure-track faculty position in the Therapeutic Recreation Program at the rank of Assistant/Associate Professor. If you possess a Ph.D. or Ph.D. near completion in Leisure/Recreation Studies or Therapeutic Recreation or related discipline your application is of considerable interest to us. At least one degree in Therapeutic Recreation/Leisure Studies is required and an active program of research. National Council for Therapeutic Recreation Certification (CTRS) by date of appointment is preferred; candidates who can acquire Certification within one year will also be considered. We encourage applications from scholars who will relish the challenge of influencing and guiding the implementation of this new degree. The Faculty has a dynamic and collaborative research culture. The successful candidate will have a proven track record in research and teaching.

Academic Setting

The Bachelor of Therapeutic Recreation is a post-diploma degree and we welcomed our first cohort of students in the Fall of 2015. The degree will provide course work, practicum experience and faculty advising that meets requirements for eligibility for CTRS certification by the National Council on Therapeutic Recreation. The Therapeutic Recreation program has been developed to meet the Committee on Accreditation of Recreation Therapy Education (CARTE) standards for potential accreditation.



DEPARTMENT CHAIR / CHIEF Otolaryngology – Head & Neck Surgery

The Schulich School of Medicine & Dentistry at Western University, the London Health Sciences Centre and St Joseph's Health Care London are seeking a Chair/Chief for the Department of Otolaryngology – Head & Neck Surgery.

Together, the hospitals provide comprehensive care to a large and geographically extended population of approximately 1.6 million people across Southwestern Ontario. The Schulich School of Medicine and Dentistry has a long tradition of excellence, beginning with the founding of the medical school in 1881, and the dental school in 1964. Schulich's reputation has been built by dedicated teachers, breakthrough discoveries, and a commitment to social responsibility and strong strategic partnerships.

As an academic department, Otolaryngology-Head and Neck Surgery has always valued above all else, an outstanding surgical training program and exceptional residents. The Department of Otolaryngology-Head and Neck Surgery's reputation as a training program is strong, including full accreditation as a surgical residency.

The new Chair/Chief will be an exceptional leader with the vision and scholarly profile to understand and develop the complex interrelationships between the clinical, teaching and research strengths of the Department in an evolving health care system. He/she must have a strong record of clinical service, quality improvement, and leadership in both clinical and research activities. Furthermore, the successful candidate will have demonstrated competency in scholarship and the vision to expand the strengths of integrated teaching and research programs of the department. He/she will be an excellent communicator, able to advocate for the departmental mission and goals to its partners and to the community. The successful candidate will be an MD or equivalent and eligible for licensure in Ontario. The successful candidate will hold an academic appointment in the Department of Otolaryngology – Head & Neck Surgery, Schulich School of Medicine & Dentistry. The appointment will be made at the rank of Full Professor with a Continuing Appointment. Anticipated start date is July 1, 2017 or as negotiated. Compensation for this position will be commensurate with qualifications and experience and will be composed primarily of the following sources: fee for service, alternate funding plan, and academic support.

Western University is located in London, Ontario, with a metropolitan census of 530,000. London boasts an extensive educational and health care community including three teaching hospitals, two research institutes, an ICES (Institute for Clinical Evaluative Sciences) node, and an academic health sciences network across Southwestern Ontario.

With full time enrollment of 32,000, Western graduates students from a range of academic and professional programs. Details about Western University's Schulich School of Medicine & Dentistry may be found at www.schulich.uwo.ca; Western University at www.uwo.ca; London Health Sciences Centre at www.lhsc.on.ca; and St. Joseph's Health Care at www.sjhc.london.on.ca.

Interested candidates should submit an application including a letter of interest, curriculum vitae, names and addresses of three references, and please ensure that the form available at: uwo.ca/facultyrelations/physicians/Application_FullTime_Clinical.pdf is included with your application to:

Dr. Michael Strong, Dean
Schulich School of Medicine & Dentistry
Western University
London, Ontario N6A 5C1
Fax: (519) 850-2357
selection.committee@schulich.uwo.ca

Applications will be accepted until the position is filled. Review of applicants will begin after **October 30, 2016**.

Business Addresses: **Western University:** 1151 Richmond Street, N., London, Ontario N6A 5B8, www.uwo.ca; **London Health Sciences Centre:** 800 Commissioners Road E., London Ontario, N6A 5W9, www.lhsc.on.ca; **St. Joseph's Health Care London:** 268 Grosvenor Street, London Ontario, N6A 4V2, www.sjhc.london.on.ca

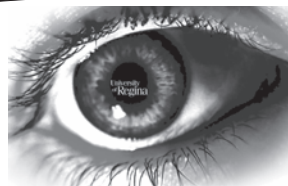
Positions are subject to budget approval. Applicants should have fluent written and oral communication skills in English. The University invites applications from all qualified individuals. Western is committed to employment equity and diversity in the workplace and welcomes applications from women, members of racialized groups/visible minorities, Aboriginal persons, persons with disabilities, persons of any sexual orientation, and persons of any gender identity or gender expression.

In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents.

Accommodations are available for applicants with disabilities throughout the recruitment process. If you require accommodations for interviews or other meetings, please contact Brigitte Neale at Brigitte.Neale@Schulich.uwo.ca phone 519-661-2111 ext. 82698.

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FACULTY OF ARTS

Assistant Professor - Term, Sociology & Social Studies

FACULTY OF EDUCATION

Tenure-Track - Tier 2 Canada Research Chair (CRC) in Reconciliation Education

FACULTY OF ENGINEERING

Tern Instructor Position in Electronic Systems Engineering

FACULTY OF NURSING

Bilingual Professorial Tenure-Track Position

Two Tenure-Track Bilingual Instructors

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Regina is committed to achieving a representative workforce and qualified diversity group members are encouraged to self identify on their applications.



Tenure-Track Appointments Faculty of Humanities and Social Sciences



Offering diverse undergraduate and graduate programs to nearly 18,000 students, Memorial provides a distinctive and stimulating environment for learning in St. John's, a safe, friendly city with great historic charm, a vibrant cultural life, and easy access to a wide range of outdoor activities. With over 185 regular faculty members in 15 academic departments and a wide variety of interdisciplinary major, minor and diploma programs, the Faculty of Humanities and Social Sciences offers breadth, depth and diversity. Counting around 5000 students with declared majors or minors, and with strong graduate programs, the Faculty is committed to providing solid teaching and research support to new appointees. The Faculty of Humanities and Social Sciences houses, among other units, the Institute of Social and Economic Research (ISER), ISER Books and the Digital Research Centre for Qualitative Fieldwork. It is also home to outstanding archival collections, including the Maritime History Archive, the Folklore and Language Archive and the Aboriginal Languages Archives. Memorial's Queen Elizabeth II Library has excellent holdings with the most extensive collection of journals in the region. Please see www.mun.ca/hss/.

The tenure-track positions listed below will normally commence July 1, 2017, subject to budgetary approval, and will be made at the rank of Assistant Professor. The positions normally require a completed doctoral degree in the appropriate discipline. A completed earned doctorate (or recognized terminal qualification in the discipline) is required for the appointee to receive the rank of Assistant Professor and to be in a tenure-track position. (If a successful candidate has not completed an earned doctorate, he/she shall be appointed to a regular term, non-renewable three-year appointment. If the candidate completes all the requirements for the doctorate during the first 24 months of the term appointment, he/she shall begin a tenure-track appointment following completion of the requirements of the degree.) Letters of application should be sent to the Head of the department, accompanied by a current curriculum vitae, a teaching dossier, three referee names with contact information and such additional materials as may be specified below. The application must provide evidence of excellence in teaching and research. Applications should reach the Head no later than **October 28, 2016**.

Note: All applications should quote the appropriate position number as listed in each case.

Archaeology

Position#: VPA-ARCH-2016-001

The Department of Archaeology (www.mun.ca/archaeology/) invites applications for a tenure-track position with a specialization in pre-contact Indigenous foragers. The successful candidate will have a Ph.D. at the time of hire. You will be expected to implement an active program of research in Newfoundland and Labrador, obtain external funding, demonstrate a strong commitment to teaching at the undergraduate and graduate levels, and have an excellent publication record. Additional expertise in Geographic Information Systems and/or archaeological/geophysical prospection would be an asset. The Department of Archaeology has a strong and diverse program of research with specific emphasis in North Atlantic archaeology, economic and social archaeology, historical archaeology, biomolecular archaeology, applied archaeological science, ethnoarchaeology, aboriginal studies, and archaeological history and theory. Only short-listed candidates will be notified. Candidates should submit a letter of application, curriculum vitae, an example of scholarly work, evidence of teaching experience, and the names, addresses and email of three referees. Please include with your application a detailed statement outlining your proposed program of research on pre-contact Indigenous foragers in Newfoundland and Labrador. Your application should be sent via mail or email to:

Dr. Barry Gaulton, Head, Department of Archaeology, Memorial University of Newfoundland, St. John's, NL, A1C 5S7, Canada. Phone: (709) 864-8192; Fax (709) 864-2374; Email: fbanfield@mun.ca.

English

Position#: VPA-ENGL-2016-001

The Department of English invites applications for a tenure-track position. The area of specialization is Communication Studies, and applicants must be able to demonstrate extensive knowledge of core theories and methodologies in the field. A completed Ph.D. in Communication Studies or a cognate discipline is required at the time of appointment. We welcome applicants with teaching specialization and an active research program in any area of the discipline, including but not limited to: digital cultures, critical media and technology studies, media history, media and ethics, communication and performance studies, alternative media or intermedia practices. The successful candidate will take an active role in growing the interdisciplinary Major in Communication Studies and in developing a graduate program in Communication Studies. Ideally the candidate will also be able to contribute to other areas of departmental strength and/or growth, such as literary history, ecocriticism, energy humanities, studies of visual narrative, Creative Writing, and film and/or television production. For an overview

of departmental research clusters, applicants are encouraged to consult the departmental research page (www.mun.ca/english/research/). Please send a letter of application, CV, an example of scholarly work, evidence of teaching excellence, and three letters of reference to: **Dr. Jennifer Lokash, Head, Department of English, Memorial University of Newfoundland, St. John's, NL, A1C 5S7, Canada. Phone: (709) 864-8277; Fax (709) 864-4528; Email: tmpower@mun.ca.**

Folklore

Position#: VPA-FOLK-2016-001

The Department of Folklore at Memorial University of Newfoundland is seeking an outstanding individual with an established record of excellence in teaching and research for a full-time position. Applicants should have a Ph.D. in Folklore or a closely related discipline. The successful candidate will have expertise in oral narrative, including legend and folktale, as well as narrative theory with both regional and global perspectives. Candidates will also be expected to demonstrate knowledge and experience in other areas of folklore theory and methodology. They will be required to teach at all levels of the Department of Folklore's well-established B.A., M.A., and Ph.D. programs, as well as contribute to our annual ethnographic field school. Letters of application, accompanied by a current CV, a teaching dossier, and the names and addresses of three persons who can supply letters of reference to: **Dr. Cory Thorne, Head, Department of Folklore, Memorial University of Newfoundland, St. John's, NL; A1B 3X8, Canada. Phone: (709) 864-8402; Fax: (709) 864-4718; Email: folklore@mun.ca.**

Sociology

Position#: VPA-SOCI-2016-001

The Department of Sociology invites applications for a tenure-track position in the area of Sociology of Policing. The person appointed will demonstrate excellence in both teaching and research, and will have a strong record in scholarly achievement. The successful candidate will take an active role in the growing interdisciplinary Major in the Police Studies program and be prepared to teach undergraduate, honours and graduate students in Police Studies and Sociology. Please forward a letter of application, a curriculum vitae, a teaching dossier and the names and addresses of three persons who can supply a letter of reference, as well as two examples of written work (either published or unpublished, but at least one example single authored) to **Dr. Ailsa Craig, Head, Department of Sociology, Memorial University of Newfoundland, St. John's, NL, A1C 5S7, Canada. Phone (709) 864-7457; Fax (709) 864-2075; Email: sociology@mun.ca.**

YORK UNIVERSITY is known for championing new ways of thinking that drive teaching and research excellence. Our students receive the education they need to create big ideas that make an impact on the world. Meaningful and sometimes unexpected careers result from cross-discipline programming, innovative course design and diverse experiential learning opportunities. York students and graduates push limits, achieve goals and find solutions to the world's most pressing social challenges, empowered by a strong community that opens minds. York U is an internationally recognized research university - our 11 faculties and 26 research centres have partnerships with 200+ leading universities worldwide. Located in Toronto, York is the third largest university in Canada, with a strong community of 53,000 students, 7,000 faculty and administrative staff, and 295,000+ alumni.

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

Consistently ranked in the top tier of the world's best business schools and #1 in Canada, the **Schulich School of Business** is known for its global reach, innovative programming and the diversity of its student body, faculty and staff. Schulich enrolls some 3,000 students in undergraduate, graduate and postgraduate business degree programs leading to careers in the private, public and not-for-profit sectors. Located in Toronto, Canada, the School's multimillion-dollar, award-winning complex is on York University's main campus. Schulich's downtown Miles S. Nadal Management Centre is situated in the heart of the city's financial district.

Schulich School of Business Tenure-Stream Appointments

The Schulich School of Business invites applications for tenure-stream positions effective **July 1, 2017**, or as soon as possible thereafter. All positions are subject to budgetary approval. Salary and benefits are competitive. Successful candidates must be eligible for prompt appointment to the Faculty of Graduate Studies. **Applications must be sent by November 1, 2016, and addressed to the appropriate contact person and area co-ordinates specified under each listing.**

Marketing

The Schulich School of Business seeks an outstanding scholar and educator for a tenure-stream position in Marketing at the rank of Assistant, advanced Assistant, or Associate Professor. Candidates will have a doctorate in a field relevant to consumer psychology. Preferred candidates will have an extensive familiarity with current consumer psychology theories and methods; a significant track record of published work in top-tier marketing and consumer research journals; evidence of a very active consumer psychology research program with clear and demonstrable potential for future top-tier publications; the willingness and ability to teach in the doctoral program; and evidence of high-quality teaching at both graduate and undergraduate levels. Applicants should send an application letter, a curriculum vitae, samples of research papers, three signed letters of reference and information regarding teaching, to: **Professor Markus Giesler, Marketing Area Coordinator, Schulich School of Business, Room N304C, York University, 4700 Keele Street, Toronto, Ontario, Canada, M3J 1P3. E-mail: mgiesler@schulich.yorku.ca.**

Organization Studies

The Schulich School of Business is seeking an outstanding scholar and educator in Organizational Behaviour for a tenure-stream position at the rank of advanced Assistant or Associate Professor. Applicants should have a research focus at the micro or meso level. The micro/meso research interests of faculty in the Organization Studies area include organizational justice, ethics, negotiation, teams and groups, organizational behaviour, CSR, and culture. Candidates will have a PhD in Organization Studies or a related field. Preferred candidates will have an outstanding and ongoing program of academic research and publishing in top-tier journals in organizational behaviour; evidence of outstanding teaching within a business school, preferably including the graduate level; a willingness and an ability to contribute to the doctoral program and help build the area; held a full-time academic position for at least 3 years, with previous experience in advising

and supervising doctoral students; and clear evidence of active involvement in the field. Applicants should send an electronic application, including an application letter, a curriculum vitae, samples of research papers, three signed letters of reference, and information regarding teaching (including ratings), to **Professor Chris Bell, Organization Studies Area Coordinator**, at **cbell@schulich.yorku.ca**.

Real Estate and Infrastructure

The City of Toronto enjoys the benefits of a large and robust real estate and infrastructure sector and is recognized internationally as home to among the largest global investors in real estate and infrastructure. Toronto consistently ranks among the top cities in the world in overall quality of life measures.

The Brookfield Centre for Real Estate and Infrastructure, Schulich School of Business, seeks an outstanding scholar and educator for a tenure-stream position. The rank is open, depending on qualifications. The successful applicant will have a PhD in a field related to real estate or infrastructure. We seek an individual with a proven track record of outstanding teaching and applied research in real estate at the graduate level. The teaching and research shall reflect a sound understanding of real estate from both an academic and an industry perspective. Preference will be given to those applicants who have a proven ability to link theory and practice; have established close relationships with industry through their research and teaching; and are resourceful in creating extra-curricular learning opportunities for their students. Applicants must have the ability to design and deliver courses from a global perspective that will enrich the experience of students in the Brookfield Centre. This individual will take a leadership role in the one-year Master of Real Estate and Infrastructure degree as well as be involved in the MBA specialization. Applicants must present an active record of applied research or related accomplishments in the real estate industry, in addition to published papers in recognized journals in their field. Applicants should send an electronic application, including an application letter, a curriculum vitae, and three signed letters of reference, to **Professor James McKellar, Academic Director, Program in Real Estate and Infrastructure**, at **jmckellar@schulich.yorku.ca**.

York University is an Affirmative Action (AA) employer and strongly values diversity, including gender and sexual diversity, within its community. The AA Program, which applies to Aboriginal people, visible minorities, people with disabilities, and women, can be found at www.yorku.ca/acadjobs, or by calling the AA Office at 416-736-5713. All qualified candidates are encouraged to apply; however, Canadian citizens and Permanent Residents will be given priority.



Join our faculty. Change the world.

Deeply committed to the quality of the built and natural environment, we are a close-knit school of architecture and landscape architecture at one of the world's top 20 public universities.

We are located in Vancouver, an ideal laboratory to prepare the next generations of architects, landscape architects, designers, and planners to respond to the urgent human and environmental issues of our times. We are looking for new colleagues to teach students to become intellectual and creative leaders, articulate spokespersons, and progressive agents of change for society.

Assistant Professor in Environmental Systems

You will investigate environmental systems in architecture and connect environmental sciences across scales. You'll also pursue a related area of research and scholarship or creative practice, and integrate technical issues into design curricula. You must enjoy teaching technical courses and design studios, and supervising graduate students.

Assistant Professor, Landscape Architecture

You'll study contemporary issues in landscape architecture and engage in a related area of research, scholarship or creative practice, and teaching. You must be committed to quality design teaching and have amazing abilities in digital representation. You must enjoy teaching courses and design studios, and supervising graduate students.

Instructor, Landscape Architecture

You will develop innovative curricula in landscape technology and representation courses. You'll take on a leadership role in the materials and structures area of the curriculum and have opportunities to participate in design-build projects. You must enjoy teaching undergraduate and graduate courses.

For the full details, please visit
sala.ubc.ca/careers

UBC hires on the basis of merit and is committed to employment equity. We encourage all qualified persons to apply. Canadians and permanent residents of Canada will be given priority.



THE UNIVERSITY OF BRITISH COLUMBIA
School of Architecture + Landscape Architecture



DEPARTMENT CHAIR Physiology & Pharmacology

The Schulich School of Medicine & Dentistry, at Western University, London, Ontario, Canada is inviting applications for the position of Chair in the Department of Physiology and Pharmacology.

The Department of Physiology and Pharmacology is the largest basic science department in the Schulich School of Medicine & Dentistry at Western University, serving as the academic home for about 84 full-time and cross-appointed faculty members, 80 graduate students, 40 postdoctoral fellows, and 45 administrative and research staff. The Department fosters productive academic and research collaborations with other Departments at Western, affiliated hospitals and research institutes in London and worldwide. It has strong ties with the Division of Clinical Pharmacology in the Department of Medicine, through recruitment of faculty members, collaborative research and education programs.

A distinctive strength of the Department is the comprehensive focus on biological processes from the cellular-molecular to systems levels, and on the effects of drugs on these processes. The areas of research excellence include clinical and basic pharmacology; cardiovascular sciences; cell, development and cancer biology; reproductive biology and endocrinology; and neuroscience. Faculty members in this Department are leaders in Western's Clusters of Research Excellence: Cognitive Neuroscience and Musculoskeletal Health. The Department has access to state-of-the-art infrastructure for research and teaching (www.schulich.uwo.ca/physpharm/about_us/index.html). The Department of Physiology and Pharmacology has a strong commitment to graduate and undergraduate education, offering degrees at the BMSc, MSc and PhD levels.

The successful candidate should have a demonstrated record of success as an independent scientist, as indicated by peer-reviewed publications and grants, demonstrated excellence in teaching, including graduate student supervision at the doctoral level, and evidence of effective interpersonal, administrative and leadership skills. The new Chair will be expected to champion the research and education initiatives of the Department and to develop new scholarly initiatives. The successful candidate must have a PhD, MD, DDS or equivalent, and would be appointed at the rank of Associate Professor or Professor with tenure as appropriate. The position of Chair is for a five year term, normally renewable once.

Western University is located in London, Ontario, with a metropolitan census of approximately 530,000. As Canada's 11th largest city, London boasts an extensive educational and health care community including three teaching hospitals, two research institutes, an ICES (Institute for Clinical Evaluative Sciences) node, and an academic health sciences network across Southwestern Ontario.

With full time enrollment of 32,000, Western graduates students from a range of academic and professional programs. Further information about the Schulich School of Medicine & Dentistry and Western University can be found at www.schulich.uwo.ca, and www.uwo.ca. Western's Recruitment & Retention Office is available to assist in the transition of successful applications and their families. Details about the Department of Physiology and Pharmacology can be found at www.schulich.uwo.ca/physpharm/.

Interested candidates should submit a CV outlining their research, teaching, and administrative experience and interests, including future directions, together with the names and addresses of three referees to:

**Dr. Michael Strong, Dean
Schulich School of Medicine & Dentistry
Room 3701A, Clinical Skills Building
Western University
London, Ontario N6A 5C1
Fax: (519) 850-2357
selection.committee@schulich.uwo.ca**

Please ensure that the form available at www.uwo.ca/facultyrelations/faculty/Application-FullTime-Faculty-Position-Form.pdf is completed and included in your application submission. Applications will be accepted until the position is filled. Review of applicants will begin after **October 30, 2016**.

Positions are subject to budget approval. Applicants should have fluent written and oral communication skills in English. The University invites applications from all qualified individuals. Western is committed to employment equity and diversity in the workplace and welcomes applications from women, members of racialized groups/visible minorities, Aboriginal persons, persons with disabilities, persons of any sexual orientation, and persons of any gender identity or gender expression. In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents.

Accommodations are available for applicants with disabilities throughout the recruitment process. If you require accommodations for interviews or other meetings, please contact Brigitte Neale at Brigitte.Neale@Schulich.uwo.ca phone 519-661-2111 ext. 82698.

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