



UA

University Affairs Affaires universitaires

Bearing the brunt

Relentless policy changes weigh heavy on Canada's education brand

De plein fouet

Les universités paient cher le prix des politiques coercitives

Red Dress Day retrospective

How campuses are raising awareness for MMIWG2S

Une nouvelle direction

Kathy Baig dévoile ses ambitions pour l'ÉTS

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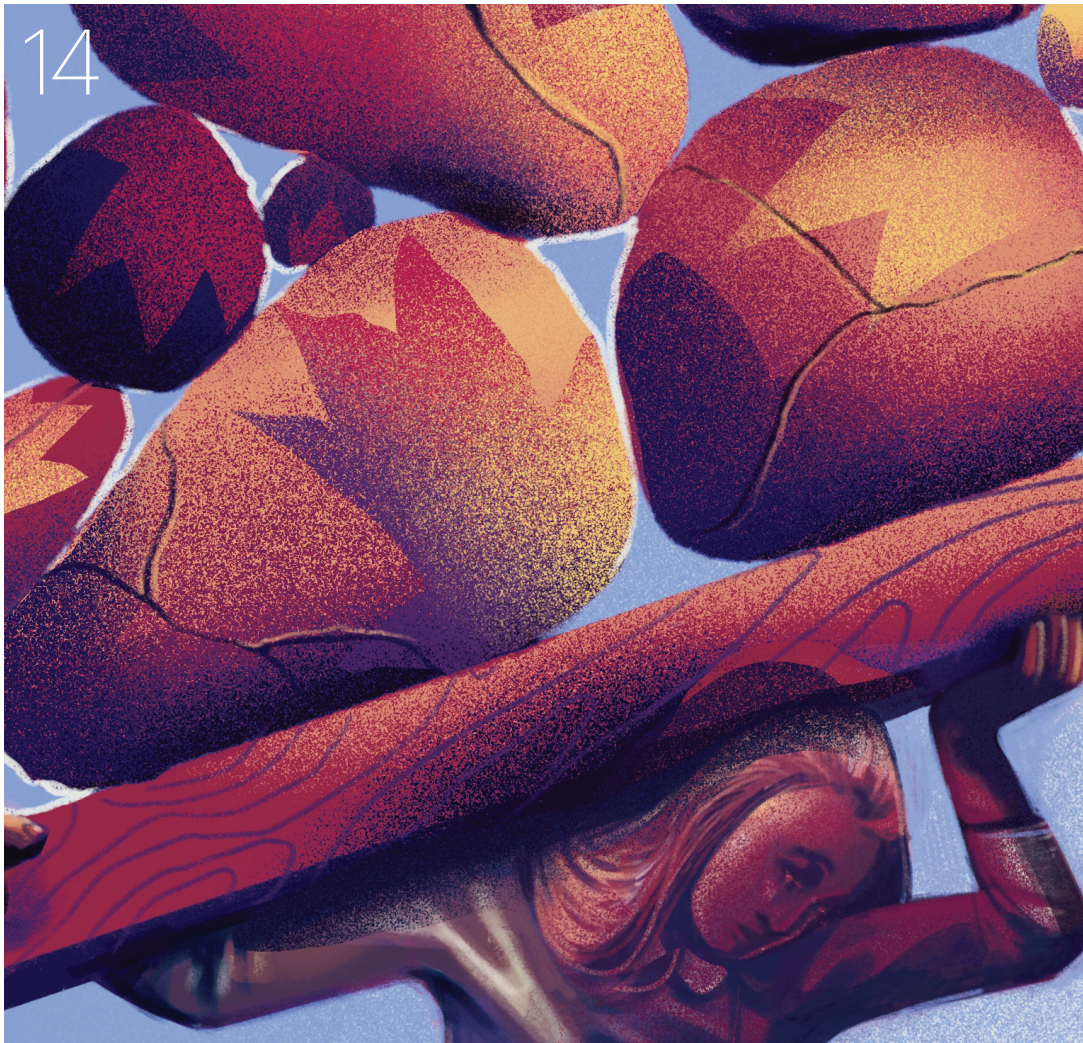
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Effective September 2024 *University Affairs* will be published four times during the academic year.

À compter de septembre 2024, *Affaires universitaires* sera publié à 4 reprises au cours de l'année universitaire.

Free subscriptions available.

See www.universityaffairs.ca for further information.

Abonnements gratuits disponibles.

Visitez www.affairesuniversitaires.ca pour obtenir un complément d'information.

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We acknowledge the financial support of the
Government of Canada.
Nous remercions l'appui financier du
gouvernement du Canada.

Funded by the Government of Canada
Financé par le gouvernement du Canada

Canada
ISSN 0041-9257

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COVER ILLUSTRATION - ILLUSTRATION DE LA PAGE DE COUVERTURE :
KATRIN EMERY

A steady stream of change

Increasing political scrutiny and eroding trust compound challenges facing higher education institutions

WELCOME TO THE NEW ISSUE OF *UNIVERSITY AFFAIRS* MAGAZINE! On behalf of the entire *UA* team, we are excited to bring you an updated version of our print edition based on your feedback from our readership survey. With four issues throughout the academic year, we've included a lot more content to keep you up to date on the topics and trends shaping Canada's higher education sector.

We begin with The view from here, a new column by political journalist and best-selling author Paul Wells. In this inaugural instalment, he assesses the growing divide between universities and broader society and why now, more than ever, institutions need to articulate a compelling value proposition.

To complement our Campus section and our feature articles, we have also added a new photo essay, a perspective from students, a book review and an editorial cartoon. In our ongoing effort to reflect the unique challenges facing Francophone institutions and faculty, you will also notice more French-only content, with translations moving online.

The past several months have been marked by increasing scrutiny of higher education as federal and provincial governments continue to announce new policies targeting international student enrolment. In our cover story, ("Collateral Damage", p. 14) award-winning writer Moira MacDonald explores the impact of these policy changes on institutions, and questions whether the damage to Canada's reputation as a global leader in higher education can be undone.

As part of *UA*'s ongoing state of postsecondary education series, Cailynn Klingbeil breaks down the highs and lows of Manitoba's education sector ("Manitoba's road to recovery," p. 42), and our own Francophone associate editor Mohamed Berrada dives into the world of engineering with an in-depth interview with the new CEO of École de technologie supérieure (« Repositionner l'ÉTS » : la vision de Kathy Baig pour l'avenir de l'ingénierie au Québec, p. 26).

In addition to our new print edition, there are many more exciting changes happening at *UA*. Don't miss the latest episode of The Academic Issue podcast and stay tuned for the launch of a brand-new *UA* website later this fall.



Daniel Halton
Editor / Rédacteur en chef

Un flot continu de changements

La surveillance politique accrue et l'érosion de la confiance donnent bien du fil à retordre aux établissements d'enseignement supérieur

BIENVENUE DANS LE PREMIER NUMÉRO DU TOUT NOUVEAU *AFFAIRES UNIVERSITAIRES*! L'équipe du magazine est fière de vous présenter une édition imprimée renouvelée qui s'appuie sur les résultats de son sondage auprès du lectorat. Les quatre numéros qui seront publiés au cours de l'année universitaire contiendront davantage de contenu afin de vous offrir une couverture complète des enjeux et des tendances dans le secteur de l'enseignement supérieur au Canada.

Vous y trouverez d'abord la nouvelle chronique En perspective de Paul Wells, journaliste politique et auteur à succès. Dans son tout premier article, M. Wells évalue le fossé grandissant entre les universités et la société en général et explique pourquoi, maintenant plus que jamais, les établissements doivent formuler une proposition de valeur convaincante.

À notre rubrique Campus et à nos articles de fond s'ajoutent aussi un photoreportage, un article présentant la perspective étudiante, une critique de livre et une bande dessinée. Dans le cadre de nos efforts soutenus visant à couvrir les défis propres aux établissements et aux membres du corps professoral francophones, nous avons bonifié l'offre de contenu en français seulement, dont les traductions pourront être consultées en ligne.

Depuis quelques mois, le milieu de l'enseignement supérieur fait l'objet d'une attention accrue alors que les gouvernements fédéral et provinciaux multiplient les nouvelles politiques ciblant l'admission d'étudiantes et d'étudiants étrangers. Dans l'article de fond du présent numéro (« Dommages collatéraux », p. 14), la rédactrice primée Moira MacDonald explore les répercussions de ces changements de politique sur les établissements et se demande si le tort causé à la réputation du Canada comme chef de file mondial en enseignement supérieur pourra être réparé.

Dans le cadre de notre série d'articles consacrés à l'état du secteur de l'éducation postsecondaire, Cailynn Klingbeil analyse les hauts et les bas de celui du Manitoba (« Un nouveau départ pour le Manitoba », p. 42), tandis que notre rédacteur en chef adjoint francophone Mohamed Berrada plonge dans l'univers de l'ingénierie pour un entretien en profondeur avec la nouvelle directrice générale et cheffe de la direction de l'École de technologie supérieure (« Repositionner l'ÉTS » : la vision de Kathy Baig pour l'avenir de l'ingénierie au Québec », p. 26).

La refonte de l'édition imprimée du magazine n'est qu'une des nombreuses nouveautés que vous réserve *Affaires universitaires*. Ne manquez pas le plus récent épisode du balado The Academic Issue, et surveillez le lancement du tout nouveau site Web du magazine plus tard cet automne.

Moving in the wrong direction

The notion that the future of Canada lies in, or through, its universities is an increasingly hard sell

by Paul Wells

HI, I'M NEW HERE. PERHAPS I SHOULD INTRODUCE MYSELF.

Can we divide the world into people who never went to university, people who arrived at university and never left, and people who went for a while? I'm in the last group. I'm aware that many of you are in the second group. Yes, I feel imposter syndrome writing for you.

I graduated from Western University in 1989 with a bachelor's in political science. It took a while, because first I had to flunk second-year chemistry, a task I performed with some enthusiasm. Later, it bugged me when people called what I was studying political "science." I thought: I've seen science, and this isn't it.

I never stopped thinking about university, but only after 2000 did higher education as a policy file enter my portfolio of journalistic interests. In 2000 Jean Chrétien ran his third campaign as the leader of the federal Liberal party. He had two main opponents: Stockwell Day, the youthful leader of the opposition Canadian Alliance; and Paul Martin, the charming leader of every Liberal who didn't like Chrétien. Chrétien called the election early, to take both men by surprise. He held many of his campaign events on university campuses. It was a classic contrast play. Stockwell Day is the past, he was saying in effect. He doesn't own a library card. I'm the future. I am surrounded by people in lab coats. In the end, Chrétien won an increased majority in the House of Commons. It might have been his greatest political triumph.

But it was more than talk and tactics. Chrétien had already been investing heavily in university research before the election, and he followed through after, with rapid growth in budgets for granting councils, scholarships and research chairs. Much of Canada's research effort today can trace its roots to programs that were introduced during the Chrétien era.

In 2003 I began working for *Maclean's*, which had a popular university-rankings issue and devoted resources year-round to covering higher education. Universities weren't my beat, but *Maclean's* was happy to publish anything I wrote about the sector.

It was an exciting time to be writing about universities. At first.

Chrétien was far from the only politician with his eye on higher ed. There was widespread support in Canadian society for a strong university sector. All kinds of governments hitched their wagons to this vision. In 2005 Indira Samarasekera agreed to become president of the University of Alberta because Ralph Klein told her he had a long-term plan for investment in Alberta universities. In 2007 the British Columbia government's Campus2020 plan set out to make B.C. "the best-educated, most literate jurisdiction on the continent" by 2020. Quebec's finance minister wanted to make Montreal "a global crossroads for photonics."

In 2001 Tom Courchene, the great Queen's University economist, delivered a kind of manifesto for the era when he published *A State of Minds: Toward a Human Capital Future for Canadians*. The book asked: "What happens when the world changes in ways that make Canada's physical capital, natural resources, and geography – once the ultimate competitive advantages – less important than knowledge, information, technological know-how and human capital? What happens to Canadians?"

The surprise answer is, we're not likely to find out anytime soon. Canada is probably further from that goal today than in 2001. And we're moving in the wrong direction.

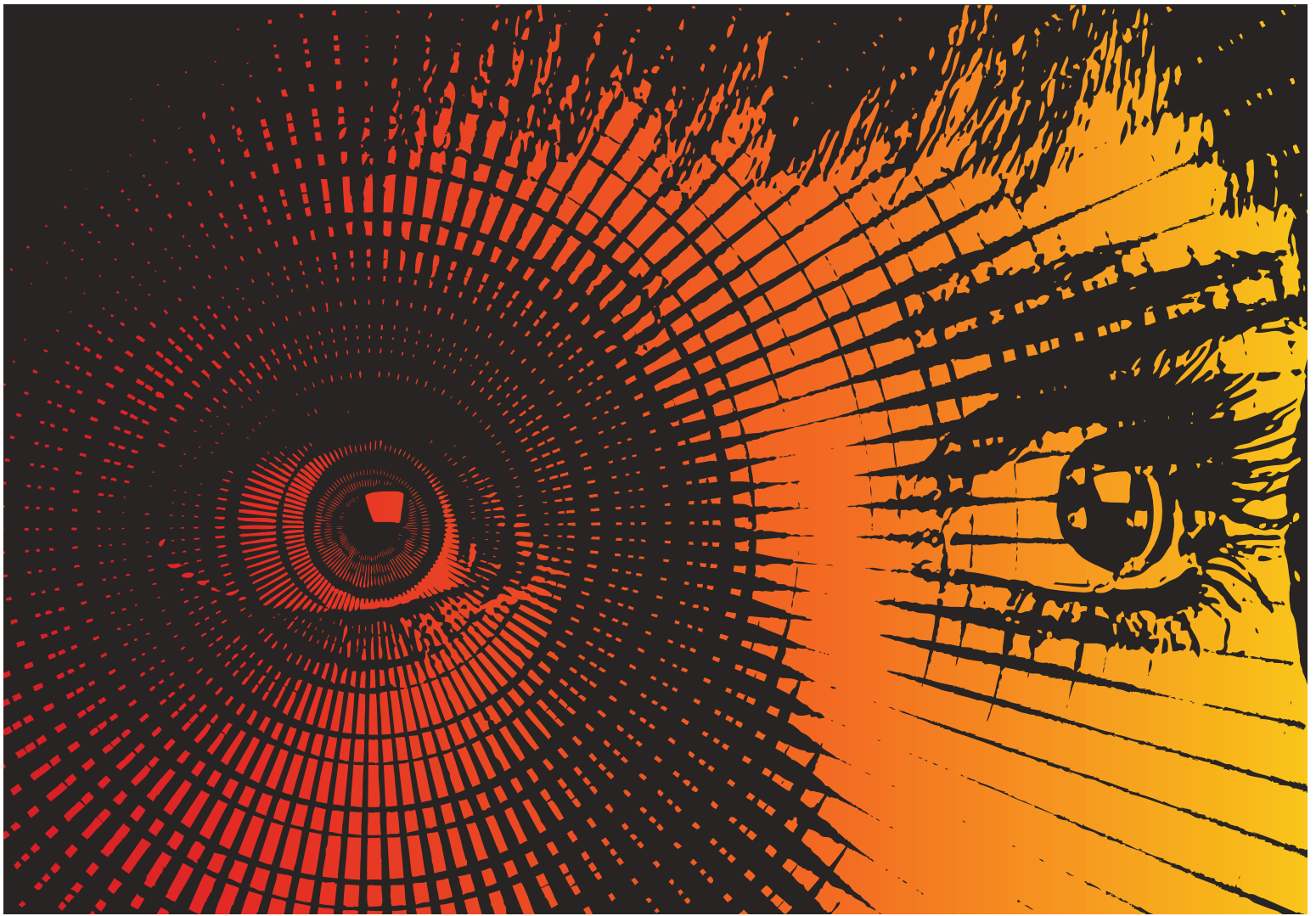
The momentum faded so slowly it took years to notice. Alberta cut its university budgets deeply in 2013. They haven't really recovered. In 2007 Stephen Harper created a Science, Technology and Innovation Council, with deputy ministers, university presidents, CEOs and a secretariat to produce biennial State of the Nation reports comparing Canada's science and technology performance against other countries. Increasingly, the reports said Canada was falling behind. So in 2016 Justin Trudeau shut the STIC Council down. No more bad news!

The bad news for university budgets keeps getting worse. Government grants are frozen or declining. Tuition fees for domestic students are often cut or capped, in a gesture of misguided populism. Some universities respond by letting enrolment skyrocket, especially enrolment by international students, who can pay higher fees. Not a perfect solution. And lately, no kind of solution at all, because policymakers have begun to curtail that option too.

But the bad news is not only budgetary. It's cultural. The notion that the future of Canada lies in, or through, its universities is an increasingly hard sell. Ask parents about their university-age children and you're likely to hear them talk about four undergraduate years as a questionable indulgence. The kid will probably need vocational training afterward, a lot of parents say mournfully, to teach them something useful. People have only the vaguest idea what happens in universities, but they're pretty sure they don't like it.

When I wrote about the budget crunch at Queen's last year, a lot of the comments from readers were celebratory. Let it rot, some said. They see nothing useful going on in universities – and they're pretty sure universities don't see anything useful going on in Canada.

I'm talking about something similar to what Larry Summers, the former Harvard president, meant when he spoke in February on Yascha Mounk's podcast *The Good Fight* about an "enormous estrangement between universities and the broader society." The Ivy League universities, Dr. Summers said, "have thumbed their nose at what is by far their largest donor" – the U.S. federal government.



Now, it's great for academics to have a cultural critique about the broader society. It's hard to imagine a university worth the name that could find no home for that spirit of critique. But monolithic disdain, endorsed by taboo, isn't a critique. And disdain can be reciprocated, by families and by governments that might otherwise be expected to send children, funding and esteem to institutions of higher education. In the U.S., four Ivy League universities have lost their presidents to resignation in the last year. In Canada, the inevitably wrenching debates over pro-Palestinian encampments might have been easier to weather if Canadians had a stronger pre-existing sense that useful things are happening on campuses besides the theatre of confrontation.

How far can this mutual estrangement between what we used to call Town and Gown go? In July Michelle Rempel Garner, the Conservative MP for Calgary Nose Hill, wrote an astonishing post on her popular Substack newsletter, with the headline, "Major screw-ups at universities should raise questions about their research funding eligibility." I don't endorse her argument, but given the company she keeps – a large parliamentary caucus that seems likely to grow in a year or so – it's probably worth some attention and concern.

"Some Canadian universities have demonstrated management paralysis when faced with no-brainer decisions, and seem incapable of managing basic, foreseeable risk," Ms. Rempel Garner writes. Exhibit A is the encampments, which she didn't like, but she has a long list of other grievances. The easiest way to "force" universities "to do better" is to

"review the eligibility requirements for the receipt of federal research funds to ensure strong university governance."

Perhaps, like me, you're inclined to point out flaws in this plan. Chief among them is the fact that the grants for research go to different people than the ones who decide how to handle a protest. If someday a protest goes poorly at the University of Calgary, for instance, I'm not sure a penalty should properly be lodged against somebody researching childhood cancer at the Alberta Children's Hospital Research Institute.

In fact, I would say the proposed remedy is terribly misplaced. But my opinion probably matters less these days to Ms. Rempel Garner than that of Pierre Poilievre, her party's leader. And in 2022, while he was running for the leadership, Poilievre promised to make federal research funding conditional on universities pledging to uphold Charter free speech guarantees.

A government that decided to make it harder for universities to obtain funding would, these days, have plenty of company. The enormous estrangement Dr. Summers described might yet have room to grow. Governments make decisions in the context of public opinion, which means any large institution is always in a battle for the esteem of the population. And for Canadian universities, that battle has already been going the wrong way. For years. **UA**

Ce texte est également disponible en français sur notre site Web : affairesuniversitaires.ca

Taking the time needed

Thank you for your story [“Navigating medical leave in academia”, online] and for being honest about navigating the scholarly expectations with your health priorities. This past year, I lost both my parents within a month – it hit me hard. I was forced to step away from my work obligations to manage my own health. I had no idea how hard that would/could be. Even though my leave was “supported” by the university, the guilt, the shame, and the ongoing “academic” priorities continued to loom heavy on me. I don’t think that I ever really took the time that I needed. In returning, I still feel the guilt and responsibility, particularly from my direct report. I so appreciate your story of healing and your journey of “slow academia” – but maybe not getting it right.

Laura Misener

Professor and Director, School of Kinesiology
Western University



Chercher les bourses

Efficaces ces informations. Merci pour cela. [Petit guide pour la demande de bourse parfaite, 2023] Elles nous seront très utiles pour aller chercher ces bourses. Parfois on s’y lance sans prendre en compte ces éléments que vous aviez relevés.

Frédéric Takuété

Assistant de recherche
École nationale d'administration public

Campus

The Vogue Charity Fashion Show features a cast of more than 180 Queen's University students.



Fundraising

Canada's largest student-run fashion show demonstrates the power of university clubs

Queen's students come together to showcase their creative talents and raise money for charity

THIS PAST SPRING, students from Queen's University took to the catwalk for the 27th annual Vogue Charity Fashion Show (VCFS) over three days at Kingston's Grand Theatre and raised \$70,000 for Extend-a-Family Kingston, an organization that supports people with disabilities and their families to connect with their communities.

The largest student-run club on Queen's campus, VCFS boasts more than 180 student members who help bring the show to life.

Each year, show planning begins by picking a theme. This year's was "Days of Being," which took audiences through the stages of life, from the innocence of early childhood with "Nightlight" to the enduring legacy of "Long Live." Each scene involved not just models, but also dancers and live musicians. "It's really more of an art experience," explained VCFS co-president Katarina Bojic. "That's something that's really cool about it, because it showcases dance and music in addition to design."

In recent years, VCFS has focused on greater inclusion and representation by welcoming a range of different body types onto the catwalk. That commitment is now woven into every aspect of the show, starting with the hiring process. As an example, Ms. Bojic points to the scene that once focused on men's wear, which is now open to anyone across the gender spectrum who identifies with masculinity.

"We want to make the show feel as authentic as possible, and representative of everybody, not just Queen's students, but the entire Kingston community that's coming out to support the show," said Ms. Bojic. "When you hire people who care about these values, it shows in the actual work." – ERIKA THORKELSON



Les membres du Réseau veilleur sont à l'écoute de leurs collègues

Santé mentale

L'UQAM pense aussi à son personnel

L'UNIVERSITÉ DU QUÉBEC À MONTRÉAL (UQAM) a mis en place le Réseau veilleur, composé d'employées et d'employés volontaires qui s'engagent à fournir un soutien, une écoute attentive et à référer leurs collègues vers les ressources appropriées en santé mentale. « Les collègues sont bien placés pour détecter les signes de détresse, étant donné le temps qu'ils passent ensemble » explique Marjorie Laberge, psychologue et coordonnatrice du réseau.

En un peu plus d'un an, 100 personnes ont manifesté leur intérêt pour rejoindre l'initiative, et 74 d'entre-elles ont déjà été formées aux premiers soins en santé mentale de la Commission de la santé mentale du Canada. Sur le terrain, les membres formés sont chargés d'identifier les personnes en difficulté ou en détresse psychologique, de les écouter attentivement, d'évaluer leur état et leurs besoins, et de vérifier la présence éventuelle d'idées suicidaires. Si nécessaire, elles sont orientées vers des ressources d'aide professionnelle appropriées : le Programme d'aide employé.es et à la famille de l'UQAM, le Centre de prévention du suicide de Montréal, les Services conseils à la vie étudiante, le service 811, ou vers M^{me} Laberge en sa qualité de psychologue sur le campus.

Carl Aksynczak, ambassadeur et membre du Réseau veilleur, a rejoint l'initiative pour contribuer à sa façon au mieux-être de ses collègues. Ancien employé du secteur privé,

il dit avoir côtoyé plusieurs cas de personnes ayant souffert d'un épuisement professionnel ou développé des problèmes de santé en raison d'un stress chronique subi au travail. « L'UQAM n'y échappe pas non plus. J'ai entendu parler du Réseau Veilleur, et je les ai contactés aussitôt. J'ai le sentiment que prendre soin des autres, écouter ceux qui en ont besoin, fait une différence et contribue à notre communauté », confie-t-il.

Les bénéficiaires peuvent choisir de se confier à un membre de l'équipe qu'ils ne connaissent pas s'ils se sentent plus à l'aise ainsi. Les veilleurs sont tenus de respecter la confidentialité et de signer un formulaire de consentement à cet effet. Les échanges doivent se faire sur les heures de travail et dans des lieux discrets.

M. Aksynczak, a également une pensée pour les autres membres du Réseau veilleur : « Il ne faut pas s'oublier dans tout ça. Même si nous écoutons les autres, ça ne doit pas affecter notre propre vie. Il faut penser d'abord à nous-mêmes pour pouvoir aider les autres. Et tout ça est possible entre veilleurs ».

Pour le futur, le Service du développement organisationnel de l'UQAM, créateur du Réseau veilleur, a l'idée de lancer un questionnaire pour évaluer sa notoriété et son utilité.

En avril dernier, le Réseau veilleur a remporté le Prix du mérite dans la catégorie Équipe innovation, décerné par l'UQAM.

— MOHAMED BERRADA

Person/Place/Thing



Maya Turner makes history in Canadian university football

Former soccer player kicks down barriers

CONFIDENCE AND THE ABILITY TO STAY CALM UNDER PRESSURE – those two attributes are what Maya Turner says make a good football kicker, and also what helped her make Canadian football history.

“If others see your confidence ... then they'll believe in you as well,” said the 21-year-old athlete.

Last September, Ms. Turner, a former NCAA Division 1 soccer player, became the first woman to not only play in a regular season university football game but also score points. The kicker scored two field goals for the University of Manitoba Bisons, with the second field goal in double overtime, earning the Bisons a 27-24 win over the University of Regina Rams.

“When it came down to it and it was my chance to kick, I was confident that I was prepared enough to do what I needed to do,” Ms. Turner said. “It was just so exciting being able to score the first points and then ending up scoring the points that would win us the game in overtime.”

Originally from Minneapolis, Ms. Turner was playing soccer at Loyola University Chicago when she decided to make a change.

“I was really burnt out, and I just really didn't enjoy it,” she said. “I knew soccer was only impacting me negatively at that point.”

She then decided to try football. After working with kicking coaches, she put together a tryout film and reached out to coaches at universities across North America.

Brian Dobie at UM was one of these coaches. After seeing her kick in-person, he immediately offered her a spot on the team.

“As outstanding an athlete as Maya is, what impressed me the most about her was who she is,” Mr. Dobie said. “She is highly motivated, driven, and approaches every day as a consummate professional. It's what she's about – her tremendous character – that tells me that she is an athlete who will do everything it takes to be the best that she can be. Who doesn't want that type of person on their team?” – KAITLIN VITT

"I came here to work hard and earn my spot," says Maya Turner, the first woman to play (and score points!) in a U Sports football game.





Students

Nipissing hosts inaugural fundraising gala

THIS PAST SPRING, Nipissing University hosted its first-ever fundraising gala.

The event raised approximately \$66,000 for the institution's Student Support Fund, which provides emergency financial support to help students cover expenses such as dealing with a family crisis or food or housing insecurity as the result of an emergency.

Access to this kind of aid, said Nipissing student union president Harikesh Panchal, can "make or break a student's ability to finish their studies."

The evening featured a stellar panel of speakers – many of whom have received honorary doctorates from Nipissing – included business leader and former Coca-Cola executive Penny McIntyre; former Nipissing vice-president, finance and administration, Victoria Paine-Mantha; WSP executive vice-president of transportation and infrastructure Corina Moore; and Jody Wilson-Raybould, former minister of justice and attorney general of Canada. They discussed strategies, inspirations, challenges, and issues at the core of their success as leaders in business, politics and industry.

Areas of support for future galas, said President Kevin Wamsley, may include research, scholarships and bursaries, student mobility, student co-ops or internships, or specific programs for academic support – all identified in the university's strategic plan.

– SUSAN GOLDBERG

Overheard



We are not really running programs based upon their profitability.



U of Windsor provost and vice-president Robert Aguirre, following the announcement that its theatre program would be cut.



Innovation

Researchers help fill information void on abortion options with new decision aid

WHEN SOMEONE CHOOSES to have an abortion, they should have all the information they need to make an informed decision. That was the thinking behind a new tool created by a pair of Canadian researchers.

"People are going to be much happier, much more satisfied with the process at the end if they actually have the information they need to make the right choice," said Melissa Brooks, assistant professor in the department of obstetrics and gynecology at Dalhousie University.

Dr. Brooks and University of British Columbia PhD candidate Kate Wahl are the creators of a new interactive, anonymous online tool called It's My Choice.

Users are provided information – written in easy-to-understand language – on the most common, safe and effective options for abortion in Canada. This includes a procedural abortion, which is usually done in a clinic or hospital, and a medication abortion, which involves taking oral drugs that prompt the body to expel the pregnancy. Neither option is healthier, better or clinically superior – what matters most is that patients choose the option that is best for them.

"When you look online for anything about abortion, it is very difficult to know what you're reading is legitimate and accurate," said Dr. Brooks. "There are many

anti-abortion groups that don't present themselves that way, and they present information which is misleading."

It's My Choice replaces navigating through that information landscape by providing verified information that is tailored to patients' unique needs.

"When you look online ... it is very difficult to know what you're reading is legitimate and accurate."

As a practicing OBGYN in Nova Scotia, Dr. Brooks began seeing patients who would have benefitted from more counselling before arriving to their health care provider to request an abortion method. The hope is that the tool can be shared with patients by their health care providers, as a means of providing counselling and guidance before they arrive for their appointment. "They could also choose to go through it with the patient at the time of their appointment if they wanted to," said Dr. Brooks.

The next step for the It's My Choice team is to conduct a study on how best to implement the tool across Canadian health care systems. "Hopefully we can take that information and find the best way to use the tool if you're a family doctor or if you're a big abortion clinic." – HANNAH LIDDLE

The Incubator

Interdisciplinary research

Creating Impact

Climate change through a health lens

The University of Alberta's Climate Change and Health Hub is bringing together researchers in the health sciences, natural and applied sciences, social sciences, arts and humanities to study and help mitigate the impact of climate change on human health.

The first-of-its-kind interdisciplinary network is led by Sherilee Harper, a professor in the U of A's school of public health and Canada Research Chair in Climate Change and Health. "When people think about climate change, they think of it as an environmental issue, but not always as a health issue," Dr. Harper told Folio, the university's journalism site. "It's about understanding how climate change impacts our health now in complex, intricate and maybe surprising ways we might not have thought of."

Studies have demonstrated one of the most effective ways to inspire people to make positive changes for the well-being of the planet is to link

the impact of climate change and human health.

In addition to its research, part of the Climate Change and Health Hub's mandate is to foster collaboration among researchers at other universities, communities and policymakers to advocate for evidence-based policies and actions that reduce the

effects of climate change on human and planetary health. A priority will be to communicate its research findings and adaptation strategies to the public by engaging in public awareness campaigns about climate action and health outcomes, holding public events and other outreach activities.



INVESTING IN UNIVERSITIES IS AN INVESTMENT IN CANADA'S FUTURE



Universities Canada. Universités Canada.

Canada's universities are places to learn, they are also vital engines of opportunity, job creation and economic growth. Investments in universities open doors for Canadians to earn higher salaries, find and create new jobs, strengthen communities, and contribute solutions to Canada's most important challenges.

Universities Canada is calling on the Government of Canada to:

- Boost Canada's productivity by investing in student work placements and facilitating the commercialization and application of research to address Canadian challenges.
- Reestablish Canada as a global leader in education and talent by modernizing the immigration system to improve data accuracy, transparency, and insights into immigration flows.
- Enable universities to better support Canadian learners, researchers, and communities by making post-secondary institutions eligible for federal investments in energy-efficient infrastructure and accessible retrofits.
- Support research excellence by enhancing funding for research security

INVESTIR DANS LES UNIVERSITÉS, C'EST INVESTIR DANS L'AVENIR DU CANADA

Les universités canadiennes sont non seulement des lieux d'apprentissage, mais des catalyseurs qui favorisent les possibilités, la création d'emplois et la croissance économique. Des investissements dans les universités permettront aux Canadiennes et Canadiens de toucher des revenus accrus, de trouver du travail, de renforcer leurs collectivités et de proposer des solutions aux problèmes les plus pressants du pays.

Universités Canada exhorte le gouvernement du Canada à :

- dynamiser la productivité du pays en investissant dans les stages étudiants ainsi qu'en facilitant la commercialisation de la recherche et ses applications concrètes pour remédier aux problèmes qui touchent le Canada;
- redorer la réputation du pays à titre de chef de file mondial en matière d'éducation et de talents en modernisant son système d'immigration afin d'améliorer l'exactitude et la transparence des données et de fournir des renseignements clairs en matière d'immigration;
- donner aux universités les moyens d'offrir un meilleur soutien aux apprenantes et apprenants ainsi qu'aux équipes de recherche et aux collectivités du Canada en assurant l'admissibilité des établissements postsecondaires aux programmes de financement fédéraux axés sur les infrastructures écoénergétiques et la modernisation des immeubles aux fins d'accessibilité;
- favoriser l'excellence en recherche en augmentant le financement consacré à la sécurité de la recherche.



Student Voice

Student-run AI clubs are filling a vital knowledge gap

How AI enthusiasts are disrupting linear learning



EVEN THOUGH NIMIT BHANSHALI has taken a handful of artificial intelligence-focused courses while studying computer science at the University of Toronto, he doubts what he's learned in class has prepared him for a machine learning engineering role at a top company.

"The unfortunate thing ... is that AI is developing at a very fast pace, and universities cannot keep up with it, especially at an undergraduate level," he said.

Luckily, Mr. Bhanshali also served as the director of partnerships at University of Toronto AI, which provides an alternative platform for students across disciplines to explore the growing field.

Fuelled by the challenges and constraints of implementing AI education within a linear post-secondary system that prioritizes theory before practice, student-run AI clubs are increasingly filling a vital knowledge gap for equipping the future workforce.

Queen's University's QMIND, which stands for Queen's Machine Intelligence and Neuroevolution Design, was founded in 2018 as a response to this lack of accessibility.

Rodrigo Del Aguila, QMIND's managing director of development, said the club aims to break

down barriers by offering research opportunities, consulting projects and its annual Camp QMIND, which attracted more than 180 attendees in 2023.

"People just want to get their hands on [AI] as early as possible. And we personally think that there shouldn't be a restriction," said Mr. Del Aguila, who studies computer engineering.

The experience he's gained through QMIND, he said, inspired him to envision a career in AI.

"In the future, I'm really set out to be a person who can take an idea and turn it into a product."

QMIND caught the attention of University of Waterloo software engineering student Leonardo Montes Quiliche, who serves as the club's director of external relations. He said he is keenly aware of AI's disruptive potential.

"I like to build, and AI – it's this amazing building block that's just so present," he said. "I know inevitably, wherever I want to go, AI will be right there by my side."

For these students, their club represents an alternative way for self-starters to reach their potential.

"It's ... all about passion. No one is paying us. We're doing this because we love it and because we want to help others," said Mr. Montes Quiliche. - OLIVIA GRANDY

The Issue



Interrupting complacency

An interview with Israel-Palestine relations expert Mira Sucharov, professor of political science at Carleton University

What struck you the most about the encampment protests that unfolded across the country?

They signal that the issue of Palestinian freedom from violence and occupation has really galvanized university students of all backgrounds. It's not unlike how Canadian students in the 1980s protested against apartheid South Africa, and how, in the U.S. especially, students in the 1960s and 1970s spoke out against the Vietnam War. With tens of thousands of Palestinians being killed — and more are being killed every day — by Israeli bombs, I think it's laudable that students are saying, "enough."

Some have said that the protests are cause for discomfort. What is your take on this?

Sure, encampments and protests like these can make people feel awkward and uncomfortable, but

being uncomfortable is different than being unsafe. Protests are, at their root, about interrupting complacency. And interrupting complacency — pushing each other to think about how we can reshape the world we find ourselves in — is, I think, part and parcel of what being on a university campus is all about.

I should add, though, that there is a degree of understandable disappointment — and even anger — on the part of some Jewish groups that the protesters haven't said nearly enough about the violence and terror of Oct. 7. This, despite the fact that some protesters are themselves Jewish. So in addition to the direct demands that they're placing on university administrations for divestment and academic boycott, it would be ideal for the emotional wellness of the campus community writ large, if protesters had actively included calls for dignity, freedom and humanity of everyone — Israelis and Palestinians

— between the river and the sea. I say this knowing that university administrations can decide whether to indirectly fund Israeli military might with their investments; they have much less leverage over Palestinian public opinion, and certainly no influence over a group like Hamas.

To what extent were the protests successful in achieving their goals?

I would say that overall they were successful on a basic level: they helped elevate the importance of an issue that many Canadians might simply prefer to turn away from. Whether they were successful in achieving their divestment goals, it's too soon to know, but we've seen at least one university president — at McGill — state publicly that they will be reconsidering the university's investments in weapons manufacturers. Whether the protesters will succeed in achieving a boycott of Israeli academic institutions is another story completely. Most universities see academic exchange and partnership as part and parcel of the principle of academic freedom. I think it's highly unlikely that universities will do anything to fundamentally change those relationships.

In the future, what can academic institutions do differently to address student concerns?

I hope that they will find more ways to engage students on these issues. They should meet with student leaders to hear their concerns. At minimum, they should host events on campus that help shed light on the situation in Israel/Palestine, events that are done in the spirit of open academic inquiry. I saw how nervous many Canadian campuses were to do that kind of programming this past year, and so I hope they'll realize that universities are the best place to have these kinds of difficult conversations. With the urgency of saving Palestinian lives from continued Israeli violence, and releasing Israeli hostages from Hamas captivity, the time for action is now. **UA**

Ce texte est également disponible en français sur notre site Web : affairesuniversitaires.ca



by/ par Moira MacDonald
illustration by/ de Katrin Emery



COLLATERAL DAMAGE

Canada's universities are struggling under the weight of the government's make-up-as-you-go approach to international students

DOMMAGES COLLATÉRAUX

Les universités canadiennes subissent de plein fouet les retombées de la gestion fédérale chaotique de l'admission des étudiantes et étudiants de l'international

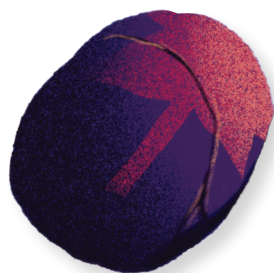
“We’re in a constant state of flux. We continue to see policy changes; every few weeks, every few days a new announcement, a new consultation, a new layer of consideration.”



VERSEAS EDUCATION FAIRS are typically busy places for recruiters and trade officials to get the message out about the many benefits of studying in Canada. But the last year has been one like no other, and the stories from the recruitment frontlines are very different. Canada, it seems, is missing in action.

“What we’re seeing are empty booths,” Nikki Macdonald, president of the B.C. Association of Institutions and Universities said in mid-June. Her association’s members have been asked by student recruiters, “where is Canada?”, while traffic to their own booths at those fairs has also declined. “Instead of having 40 people show up, they’re seeing 10,” said Dr. Macdonald.

Whether a similar scenario plays out on Canadian university campuses this fall is an open question. Solid figures likely won’t be available until October, when universities have confirmed enrolment numbers. An intermittent stream of changes from Immigration, Refugees and Citizenship Canada (IRCC) that started in October 2023, designed to rein in what was seen as out-of-control international student recruitment, has left many universities unsure about what to expect. The changes include the first-ever cap on study permit applications in 2024 and 2025 – announced during the busiest time for student recruitment – with universities bracing for tough financial decisions.



There may be “significant drops in the numbers of students coming,” says Julia Scott, vice-president, member services for Universities Canada (*University Affairs*’ publisher), based on a membership survey the organization conducted in May. “We now find ourselves, and I speak on behalf of our institutions, in a really challenging place where students have chosen to go elsewhere.” IRCC’s data seems to back that up, with a steep plunge in processed study permit applications from March on compared to 2023. For example, June’s numbers were cut by more than half from the previous year.

It’s not just the changes themselves that have left the sector reeling. Administrators and others involved in international education complain the new policies roll-out has been haphazard, cumbersome to implement, and poorly communicated – even, they say, to Canadian trade commissioners overseas whose job includes promoting EduCanada. It has left education leaders deeply frustrated by what they say is a blunt-force, under-coordinated and ill-timed host of changes that have unfairly impacted all institutions, regardless of their past record with international students, and, worse, tarnished Canada’s once gleaming education brand internationally.

“We’re in a state of constant flux,” says Larissa Bezo, president and CEO of the Canadian Bureau for International Education (CBIE). “We continue to see policy changes; every few weeks, every few days a new announcement, a new consultation, a new layer of consideration.”

The net effect is that the global news on Canada is negative, whether accurate or not. “What people are hearing around the world is: Canada is not open for business,” says Steve Orsini, president and CEO of the Council of Ontario Universities (COU), which had plans to survey its members in September about the impact they’re seeing.

« Tout bouge constamment. Les changements de politiques s'enchaînent; chaque semaine, chaque jour ou presque, il y a une nouvelle annonce, une nouvelle consultation et de nouvelles exigences. »

LES SALONS DE L'ÉDUCATION à l'étranger sont généralement des événements très sollicités, où les recruteuses et recruteurs ainsi que les représentantes et représentants commerciaux peuvent vanter les nombreux avantages d'étudier au Canada. Cette année cependant, les échos du terrain sont tout autres. Le Canada semble avoir disparu des radars.

« Les kiosques sont déserts », note Nikki Macdonald, présidente de la BC Association of Institutions and Universities à la mi-juin. Les membres de son association se sont faits interpellés par des recruteuses et recruteurs sur l'absence du Canada, tandis que l'affluence à leurs propres kiosques lors de ces salons a également diminué. « Au lieu de 40 personnes, on en voit dix » continue M^{me} Macdonald.

Il reste à savoir si les répercussions se ressentiront sur les campus des universités canadiennes cet automne. Les chiffres définitifs ne seront probablement disponibles qu'en octobre, une fois que les universités auront confirmé leurs inscriptions. Un flux intermittent de changements initiés par Immigration, Réfugiés et Citoyenneté Canada (IRCC) en octobre 2023, visant à juguler le recrutement jugé incontrôlé d'étudiantes et étudiants étrangers, a plongé de nombreux établissements dans l'incertitude. Parmi ces mesures, on note le tout premier plafonnement des demandes de permis d'études pour 2024 et 2025 – annoncé durant la période la plus chargée pour les bureaux d'admission –, qui fait craindre une chute drastique des inscriptions et des décisions budgétaires difficiles.

« Il pourrait y avoir une chute importante du nombre d'étudiantes et d'étudiants à venir », prévient Julia Scott, vice-présidente des services aux membres d'Universités Canada (éditrice d'*Affaires universitaires*), sur la base d'une enquête réalisée en mai auprès des membres de l'organisation. « Nous nous retrouvons aujourd'hui, et je parle au nom de nos établissements, dans une situation délicate où les étudiantes et étudiants ont choisi de se tourner vers d'autres destinations. » Les données d'IRCC semblent corroborer ce constat : on observe une chute marquée des demandes de permis d'études depuis mars par rapport à 2023. En juin par exemple, il y en a eu moitié moins que l'année précédente.

Mais les difficultés ne tiennent pas seulement aux changements eux-mêmes. Les cadres universitaires et les autres responsables de l'éducation internationale critiquent le déploiement désordonné des nouvelles politiques, leur mise en œuvre laborieuse et l'inefficacité des communications – même auprès des délégations commerciales canadiennes à l'étranger, qui ont pour mission de promouvoir EduCanada, la marque nationale pour l'éducation internationale. Les dirigeantes et dirigeants d'établissements expriment une profonde frustration face à ce qu'ils considèrent comme des changements brusques, mal coordonnés et mal planifiés, qui ont injustement pénalisé tous les établissements, quelle que soit leur expérience passée avec les étudiantes et étudiants étrangers. Pire encore, ces décisions ont terni l'image autrefois éclatante du Canada en tant que destination d'études.

« Tout bouge constamment, déplore Larissa Bezo, présidente et chef de la direction du Bureau canadien de l'éducation internationale (BCEI). Les changements de politiques s'enchaînent; chaque semaine, chaque jour ou presque, il y a une nouvelle annonce, une nouvelle consultation et de nouvelles exigences. »

Résultat : le Canada souffre d'une mauvaise réputation dans l'actualité internationale, à tort ou à raison. « Partout dans le monde, on entend dire que le Canada a fermé ses portes », explique Steve Orsini, président-directeur général du Conseil des universités de l'Ontario (CUO), qui prévoyait de sonder ses membres en septembre sur les conséquences observées.

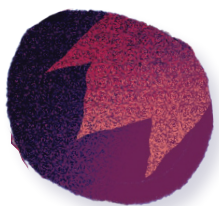
Declining enrolment

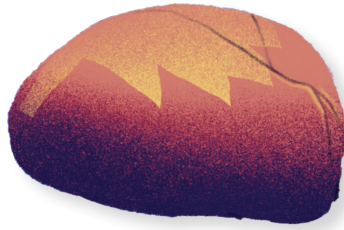
Even before Immigration Minister Marc Miller got going with his reforms, the Canada brand was already being pummeled in a high-value education market. In September 2023, Prime Minister Justin Trudeau accused the Indian government of involvement in the shooting death of Canadian Sikh leader Hardeep Singh Nijjar. The blowback was swift, with the Indian government issuing a travel advisory warning its students in Canada – Indian nationals represent Canada’s largest source of international students – to “exercise extreme caution and remain vigilant” due to a “deteriorating security environment.” IRCC data indicates that study permit applications from India had already been declining in 2023 but there was a marked drop from September on, including more than a 60 per cent decline in December alone.

The negative publicity became “highly problematic” for British Columbia’s University of the Fraser Valley, says James Mandigo, its provost and vice-president, academic. Administrators scrambled to reassure students enrolled at its Chandigarh, India campus who do the first two years of their undergraduate degrees in India and the last two in Canada. “It was important that they recognize that Canada is still very safe, you’re welcome in our communities [and] you will be well-supported when you come here,” says Dr. Mandigo.

Nevertheless, international applications to UFRV’s regular programs in B.C. were down for this fall, Dr. Mandigo said, and “drastically down,” by 65 per cent for the 2025 winter term as of early July. On the opposite coast, new international registrations at Saint Mary’s University in Halifax, N.S. were down by nearly half compared to early July 2023, although there was hope the number might improve. Given that international students pay nearly three times as much as domestic students and typically represent about 30 per cent of SMU’s enrolment, “that’s a significant amount of money,” said Robert Summerby-Murray, the university’s president. Set against a \$142-million operating budget for 2024-2025, “in our case, it’s probably approximately \$7 million.”

A financial impact was also expected at Cape Breton University, which had already been planning to bring international enrolment down from 75 per cent of its 9,100 total enrolment in 2023 to 60 per cent of a 7,000-strong student body by 2027. It is unclear how much of a financial impact this would have on the institution, with a \$132-million operating budget for this year, but “it could be anywhere from \$4 million, upward,” says Becky Chisholm, CBU’s associate vice-president, enrolment management and student experience. While IRCC’s policy changes “were well-intended,” they could have been implemented differently, she says, and “created a lot of disruption and confusion in the market.” Applications have slowed and the university reported in late July that it had only used about 25 per cent of its nearly 7,100 study permit application allotment for 2024, controlled through the issue of “provincial attestation letters” or PALs, whose distribution is decided by provincial governments. That figure, however, was slightly better than a report at the same time by Canadian Press that Nova Scotia had only used 4,000 of its roughly 20,000 PALs.





Baisse des inscriptions

Avant même que le ministre de l'Immigration Marc Miller n'entame ses réformes, la notoriété du Canada faiblissait déjà sur le marché très concurrentiel de l'éducation. En septembre 2023, le premier ministre Justin Trudeau a accusé le gouvernement indien d'être impliqué dans l'assassinat du militant sikh canadien Hardeep Singh Nijjar. La réponse ne s'est pas fait attendre : New Delhi a émis un avertissement à l'intention de ses étudiantes et étudiants au Canada, qui forment le principal contingent de la population étudiante étrangère dans le pays, les exhortant à « faire preuve d'une extrême prudence et de vigilance » en raison de « la détérioration des conditions de sécurité ». Les données d'IRCC montrent que les demandes de permis d'étude venant de l'Inde étaient déjà en baisse en 2023; mais depuis septembre, elles sont en chute libre, avec une diminution de plus de 60 pour cent en décembre seulement.

Cette mauvaise publicité a été « extrêmement problématique » pour l'Université de la vallée du Fraser en Colombie-Britannique, indique James Mandigo, vice-recteur principal et vice-recteur à l'enseignement. L'administration a dû rassurer les personnes inscrites au campus de Chandigarh, en Inde, où elles effectuent les deux premières années de leur programme avant de venir au Canada pour les deux dernières. « Il fallait absolument leur confirmer que le Canada reste un pays sûr, qu'on les accueillera volontiers [et] qu'on leur offrira un soutien adéquat à leur arrivée », déclare M. Mandigo.

Néanmoins, les demandes d'admission internationales pour les programmes réguliers de l'Université de la vallée du Fraser étaient en baisse cet automne, et avaient même « carrément dégringolé » de 65 pour cent pour le trimestre d'hiver 2025, selon les chiffres de début juillet. À l'autre bout du pays, à Halifax en Nouvelle-Écosse, l'Université Saint Mary's accuse une perte de près de 50 pour cent par rapport au début du mois de juillet 2023, bien qu'il reste un espoir d'amélioration. Comme les étudiantes et étudiants étrangers composent environ 30 pour cent des inscriptions et que leurs frais de scolarité sont près de trois fois supérieurs à ceux de la population étudiante locale, « cela représente une perte significative », a affirmé Robert Summerby-Murray, recteur de l'Université. Avec un budget de fonctionnement de 142 millions de dollars, « dans notre situation, cela pourrait se traduire par une diminution d'environ 7 millions de dollars » pour l'année 2024-2025.

L'Université du Cap-Breton avait déjà prévu de réduire sa proportion d'étudiantes et étudiants étrangers, passant de 75 pour cent (sur 9100 inscriptions) en 2023 à 60 pour cent (sur 7000 inscriptions) d'ici 2027. Il est difficile de quantifier les répercussions financières exactes sur l'établissement, dont le budget de fonctionnement est de 132 millions de dollars cette année, mais « cela pourrait représenter 4 millions de dollars, voire plus », estime Becky Chisholm, vice-rectrice à la gestion des admissions et à l'expérience étudiante. Bien que les changements de politique d'IRCC aient été « bien intentionnés », leur mise en œuvre aurait pu être mieux orchestrée, car ils ont « engendré de nombreuses perturbations et une grande confusion sur le marché », explique-t-elle. Le nombre de demandes a diminué, et l'Université a signalé fin juillet qu'elle n'avait utilisé qu'environ 25 pour cent de son quota de 7100 demandes de permis d'études pour 2024, un quota géré par l'émission de « lettres d'attestation provinciale », dites LAP, dont la distribution est décidée par les gouvernements provinciaux. Ce chiffre restait cependant légèrement supérieur à celui rapporté à la même période par la Presse canadienne, qui indiquait la Nouvelle-Écosse n'avait utilisé que 4000 de ses 20000 LAP.

“I think they know who the bad actors are in the sector. You’d have a hard time finding any public institutions on that list.”

While it’s too soon to know the reforms’ impact on programs, an early (and perhaps temporary) casualty in some cases has been one-year student exchange programs where a Canadian university exchanges its students with those from a partner foreign university. International exchange students in programs longer than six months require study permits. The University of Waterloo cancelled its one-year program for the current academic year, worried about conserving its limited study permit application allotment under the cap for international students committing to full degree programs.

Course correction

There’s been little argument that things needed to change, given mounting stories of a compromised international student system, including fraudulent acceptance letters, affordable housing shortages and scams, and students desperate for jobs and even food. The livelier conversation has been around what needs to change and how. Universities have argued that they weren’t the cause of things spinning out of control and have managed their international student recruitment and growth responsibly.

“We were collateral damage, unfortunately,” says COU’s Mr. Orsini, pointing to “other sectors of postsecondary education” that “ballooned” their international student enrolments.

Minister Miller acknowledged when announcing the study permit cap last January that his reforms were “blunt measures,” and that “we need to work with provinces to make sure they’re doing their jobs” in managing education. But Dr. Mandigo at UFV is not sympathetic, calling the immigration department’s approach “so unfortunate. I think they know who the bad actors are in the sector. You’d have a hard time finding any public institutions on that list.”

Canada’s current international education strategy, developed by Global Affairs Canada, expires this year, but has promoted diversification of source countries for international students, away from heavy hitters such as India and China and towards places like Brazil, Colombia and Vietnam. However, that plan is at risk, observers say, as institutions play it safe with their now-restricted study permit allocations, mindful as well of the recent doubling of the personal funds requirement to more than \$20,000 which may disadvantage students from lower-income countries. Instead, they are focusing on source countries where accepted students have proven likelier to receive a study permit and actually show up, a process called “conversion.”

“We’ve had to reorient elements of our recruitment and that has taken away from some of the directions the federal government had set,” says SMU’s Dr. Summerby-Murray, also chair of the Association of Atlantic Universities. “We’re not able to maintain that diversified approach. It means we have to return to a more traditional model with a higher likelihood of [student] financial stability and conversion.”

IRCC re-adjusted study permit allocations after complaints that initial limits were based on a national average conversion rate of 60 per cent, well above what it has been for some individual universities and provinces. Quebec, which has struggled against a high immigration department rejection rate of applicants from French-speaking African countries, ultimately received a higher allocation of applications under the federal cap than had been submitted by students previously. “We’re in the wait and see period,” said Annik Gélneau, registrar at Université de Montréal, in early July. “For the moment, enrolment may be good, but the real deal will be in September – will they come or not?” McGill University, one of two English language universities whose out-of-province fees have been subject this year to a Quebec government increase and redistribution policy, reported a 10 to 20 per cent drop in out-of-province applications, but attributed most of that to provincial versus federal changes.

« Je crois qu'ils savent qui sont les fauteurs de troubles dans le secteur. Et les établissements publics n'en font pas partie. »

Bien qu'il soit encore trop tôt pour mesurer l'incidence des réformes sur les programmes, on en aperçoit déjà les effets (peut-être temporaires) sur les programmes d'échange étudiant d'un an entre les universités canadiennes et leurs universités partenaires à l'étranger. En effet, il faut obtenir un permis d'études pour étudier à l'international durant plus de six mois. Craignant de dépasser ses quotas pour ces permis, l'Université de Waterloo a annulé son programme d'échange d'un an pour l'année en cours, préférant les réserver pour les étudiantes et étudiants inscrits à des programmes complets.

Une réorientation nécessaire

Il est indéniable qu'un changement était nécessaire. Les témoignages révélant les dysfonctionnements du système pour les étudiantes et étudiants étrangers se multiplient : lettres d'admission frauduleuses, pénuries de logements abordables et escroqueries, quête désespérée d'un emploi ou même de nourriture, etc. La question centrale demeure : que faut-il changer et comment y parvenir ? Les universités affirment qu'elles ne sont pas responsables de ce dérapage et qu'elles ont géré le recrutement et la croissance des effectifs de manière adéquate.

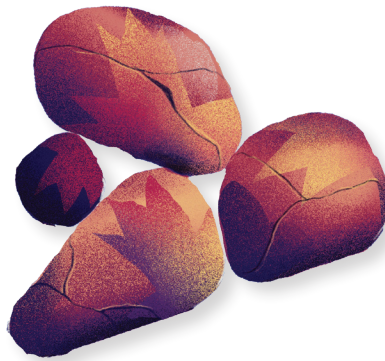
« Nous sommes malheureusement des victimes collatérales », déplore M. Orsini du CUO, pointant du doigt « d'autres secteurs de l'enseignement postsecondaire » qui ont « gonflé » leurs inscriptions d'étudiantes et étudiants étrangers.

Lors de l'annonce du plafond de permis d'études en janvier dernier, le ministre Miller a admis que les réformes étaient des « mesures brutales » et a insisté sur la nécessité de « travailler avec les provinces pour qu'elles remplissent leur rôle » de gestion de l'éducation. Mais M. Mandigo de l'Université de la vallée du Fraser n'est pas convaincu, qualifiant l'approche du ministère de l'Immigration de « très regrettable ». Il ajoute : « Je crois qu'ils savent qui sont les fauteurs de troubles dans le secteur. Et les établissements publics n'en font pas partie. »

La stratégie actuelle du Canada en matière d'éducation internationale, mise en œuvre par Affaires mondiales Canada, arrive à son terme cette année. Elle avait pour objectif de diversifier les sources d'étudiantes et étudiants étrangers afin de réduire la dépendance du pays envers des nations comme l'Inde et la Chine, en favorisant notamment des pays comme le Brésil, la Colombie et le Vietnam. Certaines personnes estiment cependant que ce plan est compromis, car les établissements préfèrent adopter une approche prudente face aux quotas désormais restreints de permis d'études. De plus, le récent doublement de l'exigence de fonds personnels, qui dépasse désormais les 20 000 \$, risque de défavoriser les candidates et candidats en provenance de pays à faible revenu. En conséquence, les universités privilégient les pays sources où les candidates et candidats sont plus susceptibles d'obtenir leur permis et de venir étudier ici, un processus appelé « conversion ».

« Nous avons dû modifier certains éléments de nos stratégies de recrutement, ce qui nous éloigne des orientations fixées par le gouvernement fédéral », explique M. Summerby-Murray de l'Université Saint Mary's, également président de l'Association des universités de l'Atlantique. « Nous ne sommes plus en mesure de maintenir cette approche diversifiée. Nous devons revenir à un modèle plus traditionnel qui privilégie la stabilité financière [des étudiantes et étudiants] et la conversion. »

IRCC a réajusté les quotas de permis d'études après des plaintes concernant les limites initiales, basées sur un taux de conversion national moyen de 60 pour cent bien supérieur à celui de certaines universités et provinces. Le Québec, qui a vu le ministère de l'Immigration refuser beaucoup de candidatures en provenance de l'Afrique francophone, a finalement reçu une allocation de quotas plus élevée que celle des années précédentes. « Nous sommes en phase d'observation, déclare Annik Gelineau, registraire à l'Université de Montréal. Pour l'instant, le taux d'inscriptions semble bon, mais il reste à voir si les étudiantes et étudiants viendront en septembre. » L'Université McGill, l'une des deux universités anglophones du Québec dont les droits de scolarité hors province ont fait l'objet d'une augmentation et d'une redistribution par le gouvernement provincial cette année, a signalé une baisse de 10 à 20 pour cent des demandes hors province, mais en attribue la majeure partie aux changements provinciaux plutôt qu'aux changements fédéraux.



Université Sainte-Anne in Pointe-de-l'Église, N.S. also draws many of its international students, who make up 30 per cent of its 500-student enrolment, from French-speaking African countries. Any downward pressures on their numbers threaten not only the university but the francophone minority communities in the province and beyond that look to francophone immigration to increase their populations, an effort even the provincial and federal governments have been on board with, says Rachelle LeBlanc, the university's director of communications and recruiting. "These changes have been implemented nationally to solve regional challenges but without taking into consideration regional or linguistic realities," she says. International recruitment to her university can be a three-year process so "when you introduce changes like this at the last minute, it can get a bit confusing ... we're planning for the worst and hoping for the best."

Given the concern, l'Association des collèges et universités de la francophonie canadienne (ACUFC), which represents francophone postsecondary institutions outside of Quebec, made a complaint against IRCC under the Official Languages Act. It argued that IRCC should have taken into account the particular needs and realities of minority language communities in making its policy changes, and that it needed to instead implement "positive measures" to mitigate potential consequences. In mid-August ACUFC acknowledged that a newly-detailed IRCC pilot project to retain international francophone students in minority communities by making exceptions to their study permit eligibility and fast-tracking them to permanent residency "could have concrete local effects."

More change to come

Even if Canada were to hit IRCC's cap limit for this year (there has been some speculation that this might happen once already-announced changes are absorbed into the marketplace), it would be against a backdrop of ongoing global competition for these students. Other leading receiving countries such as Australia and the United Kingdom have faced similar problems with their international student programs and are also retrenching their policies. But there are emerging markets nipping at Canada's heels too, such as Germany and China, says SMU economist Ather Akbari, who recently completed a report on international student experiences at Atlantic Canadian institutions. Even Kazakhstan has been developing partnerships with western universities to become an affordable regional student magnet. "The word is going around," says Dr. Akbari, a former international student from Pakistan.

Skeptical about the evidence behind the need to undertake so many changes at once, Dr. Akbari warns that Canada "could lose students for no good reason," a concern echoed by Ms. Scott. "The early impacts that we are seeing ... indicate to us that the cap was actually enough to be able to deal with an issue that has been creeping up over a number of years."

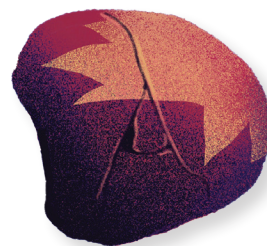
L'Université Sainte-Anne à Pointe-de-l'Église, en Nouvelle-Écosse, attire un grand nombre d'étudiantes et étudiants étrangers, qui représentent 30 pour cent d'un effectif de 500, principalement en provenance d'Afrique francophone. Les restrictions mettent en péril non seulement l'Université, mais aussi les collectivités francophones minoritaires de la province et d'ailleurs qui espèrent voir ces étudiantes et étudiants s'établir durablement au Canada; un objectif soutenu par les gouvernements provincial et fédéral, explique Rachel LeBlanc, responsable des communications et du recrutement de l'Université. « Ces changements ont été appliqués à l'échelle nationale pour répondre à des défis régionaux, sans prendre en compte les réalités régionales ou linguistiques », ajoute-t-elle. À l'Université Sainte-Anne, le processus de recrutement étranger peut prendre trois ans. « Introduire des changements de dernière minute peut semer la confusion ... Nous nous préparons au pire tout en espérant le meilleur. »

Face à cette préoccupation, l'Association des collèges et universités de la francophonie canadienne (ACUFC), qui représente les établissements d'enseignement supérieur hors Québec, a déposé une plainte contre IRCC en vertu de la Loi sur les langues officielles, affirmant qu'IRCC aurait dû tenir compte des besoins et des réalités propres aux communautés francophones en situation minoritaire lors de l'élaboration de ces nouvelles politiques, et qu'il devrait plutôt mettre en œuvre des « mesures positives » pour en atténuer les effets potentiellement nuisibles. À la mi-août, l'ACUFC a reconnu que le projet pilote récemment présenté par IRCC, qui vise à améliorer la rétention des étudiantes et étudiants francophones étrangers dans les communautés en situation minoritaire en leur accordant des exceptions d'admissibilité au permis d'études et en facilitant leur accès à la résidence permanente, « pourrait avoir des effets locaux concrets dans les communautés ».

Autres changements à venir

Même si le Canada atteignait le plafond imposé par IRCC pour cette année (ce qui pourrait se produire après l'absorption des changements annoncés par le marché), il devrait encore se démarquer de la compétition internationale. D'autres pays d'accueil de premier plan, comme l'Australie et le Royaume-Uni, ont rencontré des défis semblables avec leurs programmes et sont également en train de réviser leurs politiques. Cependant, des marchés émergents commencent à talonner le Canada, notamment l'Allemagne et la Chine, selon l'économiste Ather Akbari de l'Université Saint Mary's, qui a récemment publié un rapport sur les expériences des étudiantes et étudiants étrangers dans les établissements de l'Atlantique. Même le Kazakhstan a développé des partenariats avec des universités occidentales afin de devenir un pôle régional abordable pour les étudiantes et étudiants. « Le message commence à circuler », déclare M. Akbari, lui-même ancien étudiant étranger originaire du Pakistan.

Doutant de la nécessité d'entreprendre autant de changements simultanément, M. Akbari avertit que le Canada « risque de perdre des étudiantes et étudiants sans raison valable », une inquiétude partagée par M^{me} Scott. « Les premiers effets que nous constatons [...] montrent que le plafond était en fait suffisant pour traiter un problème qui s'est développé au fil des années. »



“There’s been little argument that things needed to change, given mounting stories of a compromised international student system, including fraudulent acceptance letters, affordable housing shortages and scams, and students desperate for jobs and even food.”

Partly for that reason, Universities Canada has pushed for a pause on further policy changes until institutions have a chance to adapt to the new requirements. CBIE has advocated for a “whole-of-government” approach to the sector federally and provincially, and there is a strong desire for better policy coordination and communication between IRCC and Global Affairs Canada, which promotes Canada’s education opportunities overseas as part of its trade portfolio. Global Affairs has been restructuring its international education department, including doing away with its executive director position, something that has further unsettled the sector. However, spokesperson Jean-Pierre Godbout wrote in an emailed statement to *University Affairs* that the changes are intended to “improve coordination and increase efficiencies,” while IRCC stated that it continues “to collaborate closely” on Global Affairs’ current international education strategy and is working towards its next iteration.

The sector is also awaiting news on changes to IRCC’s post-graduation work permit, including potentially tying eligibility to postsecondary programs aligned with deemed labour market needs. This has raised worries about further brand damage due to international students not wanting to commit to Canadian programs when they don’t know if they’ll lead to future Canadian work opportunities, as well as concerns about government meddling in and potentially miscalculating true labour market needs, which can vary region to region.

The launch of a promised “recognized institutions framework” has been delayed by IRCC until next year. It is supposed to be a set of criteria which will “reward” postsecondary institutions providing a superior level of international student service, including help with housing. While many universities continue to support that idea, there has been some pushback. Dr. Macdonald says B.C. could instead use its existing education quality assurance system, a set of provincial government quality and consumer protection standards that institutions must meet or exceed to host international students.

In the meantime, there are more question marks, with IRCC writing in an email to *University Affairs* that the number of study permit applications it will accept in 2025 “will be reassessed at the end of this year.” It also did not rule out changes to the current exceptions made under the cap.

This “continual parade of possible changes” is a worry for universities, says Mr. Orsini, expressing frustration at a lack of real-time data from IRCC to help postsecondary institutions track what’s happening with study permit applications as those changes play out. He is also concerned about a potential loss of higher quality students who may have more options for where they study in the world. Based on the low uptake of PALs he’s heard about among Ontario universities, “we’re going to see fewer international students than the federal government had initially planned. So that means a loss of top talent for the country. It’s going to exacerbate the financial challenges that universities and colleges are facing.”

Given the negative messaging politically and in the media about international students, Dr. Mandigo says he understands why families might think twice about Canada. “If one of my children studied internationally, I don’t know if I would have sent them to Canada.” It all makes for difficult planning ahead for universities. And with decreasing public support for immigration, what may be a temporary cap now may not be in future, Dr. Mandigo believes. “The cap isn’t going anywhere,” he forecasts. “The cap is here to stay.” **UA**

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[Editor’s note: This is a developing story with more policy changes expected. Please visit universityaffairs.ca for the latest updates.]

« Il est indéniable qu'un changement était nécessaire. Les témoignages révélant les dysfonctionnements du système pour les étudiantes et étudiants étrangers se multiplient : lettres d'admission frauduleuses, pénuries de logements abordables et escroqueries, quête désespérée d'un emploi ou même de nourriture, etc. »

C'est en partie pour cette raison qu'Universités Canada a demandé un moratoire sur l'introduction de nouvelles politiques, afin de donner aux établissements le temps de s'adapter aux nouvelles exigences. Le BCEI prône une approche « pangouvernementale » pour le secteur, tant au niveau provincial que fédéral, et milite pour l'amélioration de la coordination et de la communication des politiques entre IRCC et Affaires mondiales Canada, qui promeut l'offre éducative du Canada à l'étranger dans le cadre de son portefeuille commercial. Affaires mondiales a restructuré son service d'éducation internationale en supprimant notamment le poste de direction générale, ce qui a encore plus déstabilisé le secteur. Cependant, le porte-parole Jean-Pierre Godbout a expliqué dans un courriel à *Affaires universitaires* que les changements visaient à « améliorer la coordination et l'efficacité », tandis qu'IRCC dit continuer de « collaborer étroitement » à la stratégie actuelle d'éducation internationale d'Affaires mondiales Canada et travailler sur sa prochaine version.

Le secteur attend également des nouvelles relatives aux changements au permis de travail post diplôme d'IRCC, y compris la possibilité de lier l'admissibilité aux programmes postsecondaires répondant aux besoins présumés du marché du travail. On s'inquiète des répercussions possibles sur la réputation, car les étudiantes et étudiants étrangers pourraient hésiter à s'inscrire à des programmes canadiens sans garantie d'emploi au Canada, et on craint une ingérence gouvernementale et une mauvaise évaluation des besoins réels du marché du travail, qui varient d'une région à l'autre.

Le lancement du fameux « cadre pour les établissements reconnus » a été reporté à l'année prochaine par IRCC. Il doit établir des critères visant à « récompenser » les établissements d'enseignement supérieur offrant un service exceptionnel aux étudiantes et étudiants étrangers, dont une aide au logement. Bien que de nombreuses universités appuient le projet, des réticences subsistent. M^{me} Macdonald propose que la Colombie-Britannique utilise plutôt son système existant d'assurance de la qualité de l'éducation, un ensemble de normes provinciales de protection du consommateur que les établissements doivent respecter pour pouvoir accueillir des étudiantes et étudiants étrangers.

En attendant, de nombreuses questions restent en suspens, IRCC précisant dans un courriel adressé à *Affaires universitaires* que le nombre de demandes de permis d'études accepté en 2025 « sera réévalué à la fin de cette année. » Il n'a pas non plus exclu de modifier les exemptions actuelles du plafond – plusieurs spéculent que les étudiantes et étudiants aux cycles supérieurs, qui étaient exclus du calcul en 2024, pourraient aussi voir leur nombre limité en 2025 pour réduire le risque d'exploitation du système.

Ce « flux constant de changements potentiels » inquiète les universités, explique M. Orsini, qui déplore l'absence de données en temps réel de la part d'IRCC pour aider les établissements d'enseignement supérieur à suivre les demandes de permis d'études au fil des changements. D'après ce qu'il a entendu sur les LAP en Ontario, « nous allons accueillir moins d'étudiantes et étudiants étrangers que ce que le gouvernement provincial avait initialement prévu. Ça va se traduire par une perte de talents prometteurs pour le pays. Et ça va exacerber les difficultés financières auxquelles font face les universités et les collèges. »

M. Mandigo observe que, compte tenu de l'image négative véhiculée par les politiques et les médias à l'égard des étudiantes et étudiants étrangers, il hésiterait à envoyer un de ses enfants étudier au Canada si l'un d'entre eux le souhaitait. Tous ces éléments compliquent la planification pour les universités. Et avec le déclin du soutien public pour l'immigration, ce qui n'est actuellement qu'un plafond temporaire pourrait bien devenir permanent. « Le plafond n'est pas près de disparaître, prédit-il. Il est là pour rester. » **AU**

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[Note de la rédaction : Il s'agit d'une actualité en développement avec d'autres changements de politique attendus. Veuillez consulter affairesuniversitaires.ca pour les dernières mises à jour.]

« Repositionner l'ÉTS » :

la vision de Kathy Baig pour l'avenir de l'ingénierie au Québec

Sous la direction de Kathy Baig, l'École de technologie supérieure de
Montréal se prépare à un repositionnement stratégique majeur

par Mohamed Berrada
photographe Selena Phillips-Boyle



Ingénieure d'expérience, Kathy Baig a su se démarquer par son expertise en gestion de projets et son engagement envers l'innovation technologique. « Ce qui a vraiment fait une différence dans mon parcours, c'est le MBA que j'ai fait après mon baccalauréat en génie », confie-t-elle. Après avoir évolué en tant qu'ingénieure dans des entreprises de renom, elle a ensuite occupé des postes de leadership et dirigé des initiatives stratégiques dans le secteur des transports. Tout au long de son parcours, elle est restée investie dans l'amélioration continue de la profession d'ingénieur au Québec et au Canada.

L'École de technologie supérieure (ÉTS) de Montréal célèbre cette année son 50^{ème} anniversaire. Fondée le 6 mars 1974 en tant que projet pilote pour cinq ans, à la demande du gouvernement du Québec, l'ÉTS avait pour mission de former un nouveau modèle d'ingénieur, caractérisé par une approche plus pratique. Rapidement, elle a su s'imposer dans l'écosystème universitaire québécois, et cinq ans après sa création, le projet pilote a été levé. Aujourd'hui, l'institution s'impose comme un pilier essentiel de l'essor de l'ingénierie dans la Belle Province.

Cette année, l'ÉTS est entrée dans une nouvelle ère sous le leadership de Kathy Baig. Forte de son expérience en ingénierie et en leadership, M^{me} Baig est déterminée à renforcer la position de l'école non seulement au Québec, mais également à l'échelle nationale. Dans cet entretien, nous examinons en profondeur la vision de M^{me} Baig pour l'avenir de l'ÉTS, ainsi que sa perception du futur de l'ingénierie.

Affaires Universitaires : Vous êtes à la direction de l'ÉTS depuis deux mois. Quelles sont vos premières impressions ?

Kathy Baig : Ma première impression en arrivant à l'ÉTS, c'est que, même en connaissant déjà l'organisation, ce n'est pas évident de venir de l'extérieur. Ce qui m'a frappée, c'est la solidité de l'équipe en place. C'est une équipe qui a beaucoup d'expérience, et l'autre chose qui m'a marquée, c'est leur motivation. Ils ont une étincelle dans les yeux, ils sont très engagés dans les projets.

Ensuite, j'ai réalisé à quel point c'est une université dynamique. Quand on observe une université de l'extérieur, en tant que citoyen, on pense à un lieu où l'on vient étudier, obtenir un diplôme, faire de la recherche. Mais à l'intérieur de l'ÉTS, c'est une véritable fourmilière, avec une multitude de projets en cours. C'est très, très dynamique.



« J'espère qu'un jour on ne soulignera plus systématiquement les premières femmes dans des positions de leadership comme celle-ci. »

AU : Quels sont, selon vous, les principales opportunités et défis auxquels vous devrez faire face ?

M^{me} Baig : Premièrement, il y a énormément de projets en cours, et réussir à les mener à bien avec les ressources humaines et financières dont nous disposons nécessitera beaucoup d'agilité et d'optimisation.

Ensuite, le financement de ces projets est un autre enjeu majeur. Bien que l'ÉTS reçoive une partie de ses ressources financières du gouvernement, nos ambitions sont grandes et notre équipe est compétente et ambitieuse. Pour atteindre tous nos objectifs, l'apport du secteur privé sera essentiel. Dans des universités plus anciennes, le soutien des entreprises fait presque partie de l'ADN de l'organisation, avec des diplômés et des partenaires bien établis. Or, l'ÉTS est une jeune université, nous célébrons nos 50 ans. Il sera donc crucial de bâtir et solidifier une culture philanthropique pour aller chercher les fonds supplémentaires nécessaires à la réalisation de tous nos projets.

Enfin, bien que l'école ait connu une belle croissance et un meilleur positionnement ces dernières années, je pense qu'elle n'est pas encore reconnue à sa juste valeur, surtout au regard de ses talents. Un autre défi pour les prochaines années sera de mieux positionner l'ÉTS dans le contexte québécois, canadien et international.

AU : Vous êtes la première femme à diriger l'ÉTS. Que représente cette nomination pour vous ?

M^{me} Baig : C'est assurément un bel accomplissement, et je ne m'en cache pas. D'un autre côté, j'espère qu'un jour on ne soulignera plus systématiquement les premières femmes dans des positions de leadership comme celle-ci. Nous avons besoin de modèles, et moi-même, en tant que mère d'une fille, j'espère qu'à son époque, tous les plafonds de verre auront été brisés, et qu'il sera devenu naturel d'avoir des femmes dans des postes de leadership. Aujourd'hui, j'en suis fière, et je pense qu'il est important d'en parler et de montrer l'exemple, mais je souhaite sincèrement que dans quelques années, ce ne soit plus un sujet aussi important qu'il l'est aujourd'hui.

AU : Vous parlez de la place des femmes dans l'ingénierie. Avez-vous rencontré des défis particuliers en tant que femme dans ce milieu encore très masculin ?

M^{me} Baig : Oui, j'ai effectivement rencontré plusieurs défis. Cela dit, je pense que ce sont des femmes comme moi, et beaucoup d'autres, qui doivent ouvrir ces portes et changer les mentalités, pour que les

prochaines générations rencontrent moins d'obstacles. Quand j'étais à l'Ordre des ingénieurs du Québec, nous avons mené une étude sur les défis auxquels les femmes ingénieures sont confrontées dans leur parcours professionnel. Ce qui m'a rassurée, c'est que les femmes qui sont dans la profession depuis 30 ou 40 ans ont témoigné d'une amélioration par rapport au début de leur carrière. Toutefois, il reste encore des progrès à faire pour parvenir à une véritable équité entre les hommes et les femmes.

AU : Quelle est votre approche en matière de leadership et de gestion d'équipe ?

M^{me} Baig : Je suis une personne qui accorde beaucoup d'importance à l'écoute. Surtout en tant que nouvelle dirigeante, j'ai besoin d'écouter les gens pour bien comprendre les enjeux. Ensuite, j'aime que les décisions soient prises de manière consensuelle, après une discussion approfondie. Pour moi, un projet réussi est un projet où, à l'arrivée, toute l'équipe est encore soudée. Si, en atteignant nos objectifs, nous avons perdu une partie de l'équipe en route, ce n'est pas un succès.

Mon style de leadership repose sur la collaboration, l'écoute, et le travail d'équipe, mais aussi sur le courage de prendre des décisions difficiles lorsque c'est nécessaire. Je suis très orientée vers les résultats. Pour moi, il est essentiel que, même si nous réfléchissons, consultons, et discutons, à un moment donné, les décisions doivent être prises et nous devons avancer pour atteindre les objectifs que nous nous sommes fixés.

AU : Quel rôle l'ÉTS joue-t-elle dans le développement économique et industriel du Québec, surtout dans le contexte actuel de croissance économique et industrielle ?

M^{me} Baig : L'ÉTS a un rôle très important à jouer dans le développement économique et technologique du Québec, qui est au cœur de notre mission. Par exemple, nous travaillons à adapter nos programmes pour répondre aux besoins émergents de l'industrie, comme avec le génie de l'environnement dans le domaine de la construction, ou encore un programme en aérospatiale qui démarrera en 2025, en réponse aux besoins du secteur. Nous cherchons constamment à arrimer nos programmes académiques et de recherche avec les besoins du marché.

« Dans le futur, tous les ingénieurs devront maîtriser
l'intelligence artificielle et les technologies de
l'information pour les intégrer dans leurs projets. »



De plus, nous devons également soutenir ce développement par la recherche. Nous collaborons avec des partenaires industriels pour répondre à des besoins spécifiques, comme la résilience des infrastructures face aux changements climatiques. C'est pour cette raison que nous avons créé l'Institut AdapT relatif aux changements climatiques. Et bien sûr, en tant qu'université appliquée, nos étudiants doivent effectuer trois stages obligatoires, ce qui aide immédiatement les industries à combler leurs besoins en main-d'œuvre, tout en préparant nos diplômés à être opérationnels dès leur arrivée sur le marché du travail.

AU : Comment voyez-vous l'ÉTS évoluer au cours des cinq prochaines années ?

M^{me} Baig : Je vois l'ÉTS comme une institution qui doit poursuivre ses efforts en matière de diplomation, avec des objectifs clairs de doubler le nombre de diplômés pour répondre aux besoins du Québec. Cela signifie qu'il faudra ajouter les ressources nécessaires en termes de professeurs et de personnel administratif pour soutenir cette croissance. L'université est déjà très reconnue pour sa recherche, mais nous devons encore renforcer notre position, tant au niveau canadien qu'international.

Je vois également l'ÉTS développer plusieurs instituts, comme l'Institut AdapT ainsi que deux autres en préparation, l'un en technologies de la santé technologique et l'autre en quantique. Ces instituts devront être développés pour répondre aux grands défis sociétaux actuels. Il y aura aussi beaucoup de travail à faire dans le domaine de l'entrepreneuriat, avec des initiatives comme le Centech, notre incubateur de start-ups, qui soutient déjà une centaine d'entreprises par an. Nous allons continuer à développer cet écosystème pour en faire un véritable pôle de réussite pour le Québec.

Enfin, il y aura du travail à faire sur la notoriété de l'ÉTS, comme je l'ai mentionné, ainsi qu'une continuité dans ce qui fonctionne bien, comme nos clubs étudiants. Nous avons plus de 70 clubs étudiants, impliquant plus de 1 000 jeunes, et c'est une belle manière de se former au-delà de l'académique et du technique. Je vois donc énormément de travail et de potentiel pour les cinq prochaines années à l'ÉTS.

AU : Comment comptez-vous gérer cette croissance tout en maintenant l'excellence académique pour laquelle l'ÉTS est reconnue ?

M^{me} Baig : Avec mon arrivée, nous sommes en train de revoir notre plan stratégique pour prioriser les éléments les plus importants au déve-

loppement de l'ÉTS. Cela implique de s'assurer que nous avons les ressources financières, humaines, et technologiques nécessaires, et d'aligner tout le monde sur nos objectifs. Cette mise à jour du plan stratégique nous permettra d'identifier les risques associés à chaque projet et de nous assurer que d'ici cinq ans, nous aurons atteint tous nos objectifs.

AU : Quelles sont vos stratégies pour attirer davantage d'étudiants vers l'ÉTS et la profession d'ingénieur, en réponse à la pénurie de main-d'œuvre que vous venez d'évoquer ?

M^{me} Baig : La pénurie de main-d'œuvre est un enjeu majeur, et notre gouvernement a identifié que le domaine de l'ingénierie sera particulièrement touché. Notre objectif est de doubler la diplomation d'ici 2031. Pour cela, nous avons deux stratégies principales : d'une part, nous faisons beaucoup de recrutement local pour inciter les jeunes à choisir la profession d'ingénieur et à venir à l'ÉTS ; d'autre part, nous nous concentrons également sur le recrutement international. Les étudiants internationaux sont un atout précieux pour le Québec, car beaucoup choisissent de rester après leurs études. Ces deux axes sont essentiels pour atteindre notre objectif de doubler la diplomation.

AU : Quelles sont, selon vous, les tendances émergentes dans le domaine de l'ingénierie qui façonneront le futur proche ?

M^{me} Baig : Lorsque j'ai commencé mes études, la perception que j'avais de l'ingénierie était que c'était un domaine moins complexe qu'aujourd'hui. Les projets actuels sont de plus en plus multidisciplinaires, et nous travaillons avec un éventail de disciplines qui ne se limitent plus uniquement à l'ingénierie. On collabore désormais avec des chimistes, des biochimistes, des médecins, et bien d'autres encore. Cela exige que les ingénieurs soient formés à travailler dans ces environnements complexes et variés. C'est une tendance majeure que je vois se développer.

Un autre aspect est tout ce qui touche à la technologie, notamment l'intelligence artificielle. Dans le futur, tous les ingénieurs devront maîtriser l'intelligence artificielle et les technologies de l'information pour les intégrer dans leurs projets. Les changements climatiques constituent également un enjeu crucial. Je pense que cette question devrait être intégrée de manière transversale dans toutes les formations en ingénierie. C'est une autre tendance très forte que j'observe.

Une quatrième tendance que je note concerne les compétences dites *soft skills*. Avant, on formait des professionnels très forts techniquement, mais avec la complexité croissante des projets et leur dimension interna-



« Pour moi, un projet réussi est un projet où, à l'arrivée, toute l'équipe est encore soudée. »

tionale, les ingénieurs doivent désormais développer des compétences en communication, en collaboration, en négociation, en leadership, et même en psychologie. Ces compétences sont devenues indispensables pour être performant dans notre domaine. Ce sont donc, au minimum, quatre tendances que je vois évoluer ou émerger depuis mes débuts.

AU : L'intelligence artificielle est un sujet omniprésent aujourd'hui. Quels sont, selon vous, les principaux enjeux que les ingénieurs devront affronter dans ce domaine ?

M^{me} Baig : Le premier enjeu est de vraiment comprendre l'intelligence artificielle, notamment les nombreuses questions éthiques qu'elle soulève. Jusqu'où peut-on aller avec l'intelligence artificielle tout en respectant certaines limites ? C'est une question complexe à laquelle il n'y a pas encore toutes les réponses aujourd'hui. Il y a de nombreuses tables de travail, des réflexions, et des mémoires publiés pour définir les balises de son utilisation. L'intelligence artificielle reste en partie mystérieuse, même si des outils comme ChatGPT sont maintenant accessibles. La grande question est de savoir comment intégrer cette technologie dans notre pratique quotidienne, sans nuire à la protection du public, tout en conservant le rôle essentiel de l'ingénieur comme concepteur.

Je me souviens, lorsque je travaillais dans une firme de génie, nous envisagions d'utiliser l'intelligence artificielle pour automatiser certaines conceptions récurrentes. L'idée était de fournir des données existantes à l'intelligence artificielle et de la laisser produire une nouvelle conception que nous validerions ensuite. Ce type d'application soulève des questions sur la manière dont on utilise l'IA tout en respectant les aspects éthiques. Je n'ai pas encore toutes les réponses, mais c'est un domaine qui nécessite beaucoup de réflexion, tant dans les milieux universitaires qu'industriels, pour préparer nos jeunes ingénieurs à la pratique de demain.

AU : Serait-il exagéré de parler de révolution dans l'éducation en ingénierie aujourd'hui, ou assiste-t-on simplement à une évolution ?

M^{me} Baig : Je ne pense pas qu'il s'agisse d'une révolution. Je vais vous expliquer pourquoi. Nous travaillons déjà avec des logiciels automatisés pour la conception. Par exemple, lors de mes études, nous réalisions des simulations manuellement sur papier, avant d'utiliser des logiciels qui les faisaient pour nous. C'était déjà une forme d'automatisation. Aujourd'hui, nous allons simplement à l'étape suivante. Certaines professions, comme celles des avocats ou des comptables, pourraient voir une révolution plus

marquée, car elles utilisaient moins la technologie auparavant. Mais en ingénierie, nous étions déjà dans une dynamique d'intégration technologique.

AU : Quelle est, selon vous, la place de l'ingénierie au Québec par rapport aux autres provinces canadiennes et à l'international ?

M^{me} Baig : J'ai travaillé pour Ingénieurs Canada pendant près de huit ans, ce qui m'a permis de bien connaître les réalités de l'ingénierie à travers le pays. Les enjeux liés à la profession sont assez similaires d'une province à l'autre, en ce qui concerne la pratique professionnelle, le rôle des technologues, et le titre d'ingénieur. Là où je vois des différences, c'est dans la spécialisation des industries locales. Par exemple, en Alberta, les sables bitumineux dominant, tandis qu'au Québec, la filière batterie et tout ce qui touche à Hydro-Québec sont en plein essor. Ces particularités régionales influencent directement le bassin d'ingénieurs et leurs expertises.

En termes d'encadrement de la profession, je pense que le Québec est en avance par rapport au reste du Canada. Ici, les ordres professionnels sont régis par une loi-cadre sous le contrôle du gouvernement, ce qui n'est pas le cas ailleurs au Canada. Nos ordres effectuent plus d'enquêtes et d'inspections professionnelles, ce qui constitue une différence significative en termes de protection du public.

AU : Qu'en est-il des collaborations internationales ? Comment contribuent-elles au développement et à l'excellence de l'ÉTS ?

M^{me} Baig : Je pense que ces relations internationales sont mutuellement bénéfiques. Avec la pandémie, les barrières se sont encore plus décloisonnées grâce à la généralisation du virtuel. Partager nos expertises avec des partenaires internationaux permet de relever les grands défis mondiaux, qui sont de plus en plus complexes. Cela contribue non seulement à notre développement, mais aussi à celui de nos partenaires. De plus, ces collaborations permettent de mieux faire connaître l'expertise de l'ÉTS à l'échelle mondiale. Par exemple, notre récente entrée dans Horizon Europe nous ouvre un monde de possibilités pour promouvoir nos réalisations et positionner encore mieux l'ÉTS à l'international.

AU : Beaucoup d'ingénieurs aiment leur métier, mais peu osent s'aventurer vers des rôles de leadership. Quels conseils donneriez-vous à ces jeunes ingénieurs qui aspirent à des postes comme le vôtre ?

M^{me} Baig : C'est une excellente question, et je pense qu'on ne me la pose pas assez souvent. Mon conseil principal serait de se former en gestion. Nous avons parlé plus tôt de l'importance des compétences en



communication et en négociation, mais il est aussi crucial de se former en gestion des ressources humaines, en stratégie, et en gouvernance. Ce qui a vraiment fait une différence dans mon parcours, c'est le MBA que j'ai fait après mon baccalauréat en génie. C'était un programme de deux ans à temps partiel, que j'ai suivi en soirée, tout en ayant deux jeunes enfants à la maison et un emploi à temps plein. Cela m'a donné des outils inestimables pour me développer en tant que gestionnaire. Donc, mon conseil serait de compléter votre formation technique par une formation en gestion.

AU : En regardant vers l'avenir, quels sont vos principaux objectifs, tant personnels que professionnels, pour votre mandat à l'ÉTS ?

M^{me} Baig : Mon objectif principal pour ce mandat est de continuer sur la lancée de croissance que l'ÉTS a connue ces dernières années. Je souhaite soutenir l'équipe pour maintenir cette propulsion et même l'amplifier. Avec mon parcours, qui inclut une forte expérience dans l'industrie et une connaissance approfondie de la gouvernance et de la gestion, je pense pouvoir apporter une valeur ajoutée à l'ÉTS. Mon souhait est de mettre ces compétences au service de l'ÉTS, de ses partenaires, et de sa communauté pour continuer à faire grandir l'institution.

AU : Quelle marque espérez-vous laisser à l'ÉTS et dans le milieu de l'ingénierie en général ?

M^{me} Baig : J'aimerais que l'on puisse dire, dans quelques années, que l'ÉTS a atteint un nouveau niveau sous ma direction, que ce soit en matière de recherche, de formation, ou de développement de nos instituts et de la philanthropie. Nous allons bientôt mettre à jour notre plan stratégique, ce qui nous permettra de fixer des objectifs clairs. Mon souhait est qu'à la fin de mon mandat, nous puissions dire que nous avons atteint nos cibles et que l'ÉTS a continué de s'élever. **AU**

Mohamed Berrada est rédacteur en chef adjoint francophone pour Affaires universitaires.

Selena Phillips-Boyle est un-e photographe-vidéaste qui vit à Tiohtià:ke (Montréal, Canada). Des exemples de son travail peuvent être consultés à www.lifebyselena.ca





RED DRESS DAY

A look back at how campuses marked
National Day of Awareness for MMIWG2S

concept by Tara Siebarth
layout by Edward Thomas Swan

May 5 is the national day of awareness for Missing and Murdered Indigenous Women, Girls and Two-spirit people, or Red Dress Day.

Started in 2010 by Indigenous artist Jamie Black, the REDress project was created as a visual reminder of the staggering number of Indigenous women who have gone missing or have been murdered.



THOMPSON RIVER UNIVERSITY



FACULTY OF MEDICINE, UNIVERSITY OF OTTAWA

From coast to coast, Canadian universities acknowledge this day in a variety of ways. Some hang red dresses around campus – reminders of the lives lost – while others organize beading workshops, guest speakers, smudging ceremonies, or live music.



BRANDON UNIVERSITY INDIGENOUS PEOPLES' CENTRE



UNIVERSITY OF FRASER VALLEY



BRETT KIBBLER VIA MOUNT SAINT VINCENT UNIVERSITY



TORONTO METROPOLITAN UNIVERSITY'S
OFFICE OF THE VICE-PRESIDENT, EQUITY AND COMMUNITY INCLUSION



kihēw waciston VIA MACEWAN UNIVERSITY



MEDIA RELATIONS AT UNIVERSITY OF WATERLOO



FIRST NATIONS UNIVERSITY

Many institutions have Elders-in-residence available to their campus population. This important role provides spiritual support, encouragement and guidance to both students and staff. In addition to sharing traditional teachings and hosting cultural activities throughout the academic year, the Elder-in-residence is also frequently involved in Red Dress Day events.

The Final Report from the National Inquiry on Missing and Murdered Indigenous Women and Girls, released in 2019, concluded that the staggering rates of violence against Indigenous women and girls amounts to race-based genocide.



BRETT KIBBLER VIA MOUNT SAINT VINCENT UNIVERSITY



UNIVERSITÉ DE SAINT-BONIFACE

MANITOBA'S *road to recovery*

The oft-overlooked Prairie province's higher education sector is beginning to recover after several years of budget cuts, strikes and government interference

by Cailynn Klingbeil
Graphics by Edward Thomas Swan







TIMELINE *of events*

December 2019: The Progressive Conservative government issues its first-ever mandate letters to publicly funded colleges and universities to provide strategic direction.

April 2020: The government tells universities to figure out how to cut their budgets by as much as 30 per cent, to help the province survive the COVID-19 pandemic. The request leads to significant backlash.

October 2020: Manitoba's Office of the Auditor General releases a report into the oversight of postsecondary institutions, covering a period from 2010-2018. The report provides 22 recommendations – including 14 for government and eight for postsecondary institution boards – to improve system-wide oversight of Manitoba's postsecondary education system.



AT A COMMUNITY CELEBRATION THIS PAST SPRING, Manitoba's largest university announced its strategic plan for 2024-2029. With an emphasis on indigenization and actioning truth and reconciliation, the plan's launch included an Indigenous witness ceremony with four witnesses, representing Elders, faculty, students and staff.

The completion of the University of Manitoba's new plan, delayed because of the COVID-19 pandemic, wasn't the only reason to celebrate. Two days earlier, the New Democratic Party's majority government – led by Wab Kinew, Manitoba's first Anishinaabe premier – released its first budget. The government promised a \$43 million investment to support postsecondary students training for their careers, funding for child care centres in postsecondary institutions, an increase to the Manitoba Student Aid Fund, as well as money for training new doctors.

"I think the mood is really positive," says Michael Benarroch, president of UM. The institution saw a two per cent increase to its operating funding and \$26.6 million for more medical doctor training seats. "A new government has come in that has been open to listening and to hearing our needs, and to working with us to improve the situation here in Manitoba."

Faculty and students across the province share Dr. Benarroch's optimism, following a challenging period for Manitoba's five public universities: Brandon University, Université de Saint-Boniface, University College of the North, UM and The University of Winnipeg.

"This is a sector that took seven years of pretty consecutive hits from the ministry," says Alex Usher, president of Higher Education Strategy Associates (HESA), and co-author of the *Manitoba College Review*, a status report prepared for the Manitoba government in 2017. "I think what you get in the culture of institutions when it's cuts year after year after year is that people go into a crouch and they get very defensive."

That stance is now shifting. Under the NDP government elected last October, Manitoba has become one of the few provinces in the country actively investing in higher education. This overlooked Prairie province is also leading the way in reconciliation efforts, and the National Centre for Truth and Reconciliation is housed at UM.

"This feels like a fresh start," says Allison McCulloch, president of the Manitoba Organization of Faculty Associations (MOFA) and a professor of political science at Brandon. There's been a recalibration, she adds, involving relationships between government, faculty and administration. "It still feels like early days, but we're optimistic that our concerns are being heard."

Tumultuous time

Rookie Winnipeg member of the legislative assembly, Renée Cable, was sworn in as Manitoba's new minister of advanced education and training on Oct. 18, 2023. Her mandate letter outlined numerous priorities, including respecting universities as self-governing institutions, training more doctors and nurses,

January 2021: The provincial government pulls postsecondary education out from under the education ministry and creates a new department. Wayne Ewasko is named Minister for Advanced Education, Skills and Immigration.

February 2021: The government launches a new postsecondary education strategy, the Skills, Talent and Knowledge Strategy, to provide strategic direction to publicly funded postsecondary institutions. Minister Wayne Ewasko says the three-year plan will kickstart Manitoba's economy with the jobs and skills people need.

September 2021: Brian Pallister steps down as premier, a role he held since May 2016, amid plummeting popularity. Manitoba MLA and deputy premier Kelvin Goertzen takes over as premier and interim leader of the province's Progressive Conservatives.

November 2021: The University of Manitoba Faculty Association went on strike Nov. 2, with the union calling for wage increases to address recruitment and retention issues. The five-week strike ends in early December, after striking faculty voted to accept a deal with the university.

October 2021: PC Party members elect Heather Stefanson as their next leader by a slim margin. By extension, she becomes Manitoba's 24th premier and the first woman to lead the province.

January 2022: Following a major cabinet shuffle, Jon Reyes moves into the Advanced Education, Skills and Immigration portfolio.

January 2023: A renewal of Premier Heather Stefanson's cabinet sees Sarah Guillemard serve as minister of the reframed department of advanced education and training.



restoring international student health coverage, increasing funding for student bursaries and financial aid and repealing Bill 33, the Advanced Education Administration Amendment Act, to protect institutional autonomy.

Those priorities reflect the tumultuous time Manitoba's universities faced under the previous Progressive Conservative government. Under the leadership of premiers Brian Pallister, Kelvin Goertzen and Heather Stefanson between 2016 and 2023, funding for postsecondary education decreased every year, with the exception of 2023.

In 2020, universities were told to figure out how to cut their budgets by as much as 30 per cent, to help the province survive the COVID-19 pandemic, a request that led to significant backlash and was ultimately scrapped.

"At the maximum 30 per cent cut in provincial funding, two of the four public universities could cease to be full universities; the third university (U de Saint-Boniface) may have been forced to merge with the University of Manitoba. If Premier Pallister had succeeded in enforcing the maximum budget cuts, Manitoba may have been left with just one public university," wrote Scott Forbes and Jim Clark in *COVID-19 in Manitoba: Public Policy Responses to the First Wave*, in a chapter exploring the effects of the pandemic on the province's universities.

A funding reprieve came in Budget 2023, titled *Historic Help for Manitobans*, which saw an 11.5 per cent increase in funding from 2022-23 to support postsecondary education and the labour market.

Funding challenges were not the only struggles universities faced. University autonomy was encroached upon under the previous government, says Dr. McCulloch, through policies such as Bill 33 and the possibility of performance-based funding. The former, Bill 33, involved a proposed amendment to the Advanced Education Administration Act to allow the government to issue guidelines on tuition fees or student fees charged by universities, and to allow the government to reduce funding grants if guidelines are not followed.

The possibility of a performance-based funding model surfaced in 2020, after an auditor general's report said Manitoba must bolster oversight of the boards governing its public postsecondary institutions. A consultation process on what the government called "a postsecondary accountability framework" was launched in May 2022. But plans were ultimately dropped in April 2023 – marking Manitoba an exception, as provinces like Ontario and Alberta have gone ahead and adopted the controversial model.

"We have heard your concerns regarding linking performance-based metrics to funding," then-advanced education and training minister Sarah Guillemard wrote in a letter to university stakeholders. At the time, the PC government said they were still looking into accountability measures for institutions but would not tie funding to performance-based metrics.

April 2023: The Manitoba government drops its plans for some sort of performance-based funding model for postsecondary education. “We have heard your concerns regarding linking performance-based metrics to funding,” writes minister Sarah Guillemard in a letter to university stakeholders.

October 2023: The New Democratic Party wins a majority government, led by Wab Kinew. Manitoba becomes the first Canadian province to elect a First Nations premier. Weeks later, Winnipeg MLA Renée Cable is sworn in as Manitoba’s new Minister of Advanced Education and Training.

November 2023: Université de Saint-Boniface renews President Sophie Bouffard’s mandate for another five years.



Another area of government interference involved the ability of university administrations to freely bargain with their faculty. In 2022, a judge ruled the Manitoba government must pay the University of Manitoba Faculty Association (UMFA) \$19.4 million for covertly interfering with collective bargaining talks in 2016. That year, UMFA members were on strike for 21 days. Members went on strike again in late 2021 for five weeks, with the union calling for wage increases to address recruitment and retention issues. The provincial government appealed the ruling, but ultimately lost.

Feeling hopeful

Now, with the April release of the NDP’s first budget, a shift is underway. It includes a six per cent increase to advanced education and training, says Ms. Cable, to help the province recover from years of unpredictable funding from the previous government.

“What we’re hoping to bring is some stability, so that institutions know what they’re doing year to year, and that students also know that when they come here that they can enroll in the programs they want to be in and that they’ll get quality education,” Ms. Cable says.

Dr. Benarroch describes the investment in the operating side of the university’s grants as a positive, but adds there’s still quite a bit of work to do. He points to the need for greater investments from the province

in research, as well as a plan to deal with the capital infrastructure needs of the aging university.

He would also like to see the provincial government continue to make Manitoba’s interests known in Ottawa. “We’re a small province, we’re not one of the wealthier provinces, and so sometimes we get forgotten,” he says.

Dr. McCulloch, with MOFA, sees the provincial budget as a step in the right direction, but agrees there’s more that can be done. “The last seven years were difficult times ... and this begins the process of reinvigorating the sector, but there are still a few things that we really were hoping to see in this budget that weren’t there,” she says.

That includes stable, multi-year funding that gives universities certainty, allowing them to plan longer-term. Such certainty is especially important at smaller institutions, such as the only French postsecondary institution in the province, U de Saint-Boniface.

In a written statement to *University Affairs*, Sophie Bouffard, president of U de Saint-Boniface, said the province increased the university’s core grant by two per cent in the April 2024 budget, and the university also managed to secure a one-time funding of \$850,000 for deferred maintenance.

Another piece missing in the budget, says Dr. McCulloch, is restoring health care for international students. College and university students from abroad lost access to universal health care in September 2018, after

April 2024: The provincial budget is released on April 2. A total of \$949,730 million is tagged for advanced education and training – \$60 million more than what was forecasted. This includes \$43 million to support postsecondary students with training for their careers, \$26.6 million for more medical training seats at the University of Manitoba and \$78.9 million for federally funded child-care centres to increase child care spaces at schools and postsecondary institutions.

May 2024: Premier Wab Kinew pledges to provide Brandon University an additional \$7.4 million in funding over two years, on top of what was already promised in the provincial budget.

May 2024: The University of Manitoba releases its 2024-25 budget. A total of \$4.6 million is allocated to financial support for undergraduate and graduate students, as well as a \$540,000 specifically to support the financial needs of international students.

May 2024: The University of Winnipeg releases its budget. This included \$1.2 million in deferred maintenance funding, which will be used to address critical maintenance needs on campus. Tuition increase was also capped at 2.75 per cent for the upcoming academic year.



it was rescinded by the government, a move expected to save the province \$3.1 million per year.

Ms. Cable says she remains committed to restoring international student health care, adding not every priority could be accomplished in one budget. “Unfortunately, the previous Conservative government cut the coverage for students and it’s not as easy to put back together as we had hoped,” she says.

Despite the current absence of health care, Ms. Cable wants international students to know the doors are open for them in Manitoba. To that end, the province advocated for a bigger share of provincial attestation letters – a new requirement for undergraduate international students applying for study permits. Ms. Cable says Ottawa’s initial cap of 15,232 letters for Manitoba was increased to 18,652, though a letter does not mean a guaranteed spot for a student.

Tomiris Kaliyeva is the president of the University of Winnipeg Students’ Association and an international student from Kazakhstan, who moved to Winnipeg in 2021 to study international development and conflict resolution. Universities have been fighting for years to have health care for international students restored, Ms. Kaliyeva says, and it’s especially urgent now, given the affordability concerns students face. “Housing prices are rising and the prices for food, and it’s just hard to afford living, let alone also having to spend money on health care,” she says.

She adds the new government’s commitment to bring it back – even if the change hasn’t been made yet – has made people very happy. “I feel like since the NDP came in power, a lot, if not every university, has had hope,” she says.

Truth and reconciliation

One of the larger goals in the province is to increase the overall number of students who successfully graduate from university. “High level, if I have one goal, it’s getting as many students as possible successfully through postsecondary education,” says Ms. Cable.

She plans to do that by ensuring postsecondary education is affordable and accessible, and by looking at populations that haven’t participated as much, including the Indigenous population. Already, Manitoba’s average university yearly undergraduate tuition fees are below the national average of \$6,211, sitting at \$4,728 for 2023-24, according to Statistics Canada. Manitoba has also seen slow but steady growth in the overall number of university students in the province, from 25,000 in 2001 to 40,000 in 2020, according to HESA.

Still, increasing participation rates and graduation rates for all students has been an ongoing priority for multiple governments. The 2017 *Manitoba College Review* noted Manitoba’s participation and attainment rates in higher education rank near the bottom of the country, with 62 per cent of Manitobans between the age of 25-44 holding a postsecondary certificate, diploma



“The last seven years were difficult times ... and this begins the process of reinvigorating the sector, but there are still a few things that we really were hoping to see in this budget that weren’t there.”

or degree, compared to the national rate of 72 per cent. “In Manitoba, we need more students accessing and completing postsecondary education,” stated the government’s 2021 Skills, Talent and Knowledge Strategy.

“If you look at the values of us as a government, and where we see the opportunities for growth and really making Manitoba as good as it can be, it’s in ensuring as many people as possible are educated,” Ms. Cable says.

However, offering education to the Indigenous population goes deeper than getting them into classrooms. Reconciliation, decolonization and indigenization are priorities at institutions throughout the province. In 2016, for example, the University of Winnipeg became one of the first institutions in Canada to require every new undergraduate student to meet an Indigenous course requirement to graduate.

“Eighteen per cent of our population in Manitoba is Indigenous, and so the future of Manitoba is intrinsically tied to the future success of Indigenous populations within our province,” says Dr. Benarroch. He adds that having the National Centre for Truth and Reconciliation located at UM helps guide the university’s path: first truth, then reconciliation, then decolonizing the institution.

“We’ve started on a journey, but we’ve got a lot of work to do,” he says. “I think that it’s one of the areas where we can make the greatest impact.”

Angie Bruce, UM’s vice-president, Indigenous, assumed the position in February 2024, following in the footsteps of Catherine Cook, the first-ever to hold the position in 2020.

“I think the move to create an executive level position really shows that the university itself was ready to truly action reconciliation and bring it to the forefront and thought it was one of its key priorities moving forward,” Ms. Bruce says.

That commitment carries through to UM’s recently released strategic plan, which Ms. Bruce says truly integrates indigenization and reconciliation throughout, rather than leaving those pieces to the side for one group to be responsible for.

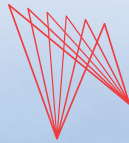
“It signals that everybody has a part, which I think is quite critical. So it’s not just my team, or it’s not just the Indigenous faculty, it’s not just the Indigenous students or employees. We all at the university have a role to play in the spheres that we work.”

Mr. Usher, with HESA, has also taken note of the work by universities in Manitoba to better serve Indigenous populations and prioritize indigenization. “The traditional values of the academy and the values of decolonization and indigenization are not easy to put together ... It requires some give and take on both sides to make that work. So all credit to everybody in Manitoba, who’s done that work already. There’s still lots of work to be done.” **UA**

Cailynn Klingbeil is a writer, editor and freelance journalist based in Calgary, Alta. Edward Thomas Swan is the art director for University Affairs based in Ottawa, Ont.



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Book Review



Career Advice

Success in graduate school and beyond: A guide for STEM students and postdoctoral fellows

By Nana Lee & Reinhart Reithmeier, published in 2024 by University of Toronto Press

SUCCESS IN GRADUATE SCHOOL AND BEYOND: A GUIDE FOR STEM STUDENTS AND POSTDOCTORAL FELLOWS offers graduate students and postdoctoral fellows a clear path to explore professional development opportunities alongside their scientific research endeavours. Nana Lee and Reinhart Reithmeier describe in conversational terms how these experiences help hone problem-solving skills, deductive reasoning and communication abilities. Aided by ample resources and workbook style exercises, the reader is guided towards understanding how

to reframe these core competencies as attractive, practical and industry-desired skills. The authors also encourage the reader to work through their own personal strengths and areas for development and share how this self-reflection can lead to a rewarding and bespoke career. Readers emerge with a more refined sense of their unique perspective and professional toolkit, as well as a roadmap for developing and fine-tuning core competencies and skills.

The authors' combined expertise in mentoring graduate students and postdoctoral fellows is clear in every section of this book. Dr. Lee is the

founding director of the graduate professional development program of the Temerty Faculty of Medicine at the University of Toronto and an associate professor in biochemistry and immunology. Dr. Reithmeier is a biochemist and expert in membrane biology and was a special advisor to the dean of graduate studies on graduate professional and leadership development at the University of Toronto. Their book is well crafted with themes divided into easily digested chapters, each of which can serve as a stand-alone in-class exercise or self-study exercise; all provide context, foundational information, exercises and end-of chapter questions to inspire discussion. The format makes this a natural study guide. The book even comes equipped with a list of professional development courses and resources for graduate students available across the country.

It should be noted that this is a second edition of their work titled *Success After Graduate School* (2016). Even if you own a copy of the first edition, this update is well worth the price and space on your bookshelf. It delves into topics such as equity, diversity and inclusion and works through complex issues of positionality and barriers to access in the academy. It also provides a thoughtful discussion on mentorship and dives into specifics of finding and cultivating mentoring relationships throughout one's career. While other insightful books, such as the popular *At the Bench* series, focus more squarely on following a "traditional" academic progression, Drs. Lee and Reithmeier set the stage for supporting scholars of all interests and leanings, and leave the reader feeling optimistic. As a graduate student or postdoctoral fellow in STEM, the world really is your oyster. **UA**

Reviewed by: Eden Fussner-Dupas, assistant professor of teaching, biochemistry and molecular biology at the University of British Columbia.

Ce texte est également disponible en français sur notre site Web : affairesuniversitaires.ca

In My Opinion

Malinda Smith is the inaugural vice-provost of equity, diversity and inclusion at the University of Calgary.
Julie Cafley is the executive director of Catalyst Canada.

Inclusion is not a passing trend

Senior administrators and university boards need to do a better job setting up Black leaders for success

By Malinda Smith & Julie Cafley

It has been nearly five years since the murder of George Floyd and the flurry of activity at Canadian universities that ensued: supporting, elevating and celebrating Black leaders, professors, students, staff and alums. Since this tragic event, it has become apparent that all of the steps being taken by institutions were done for both right and wrong reasons. Some of the efforts were short-lived and largely performative. Others were not. While this moment created important momentum and action, some universities have forgotten the why of their actions.

The U.S. named their first Black university president, Martin Henry Freeman, in 1856. Canada did the same thing in 2014 when Brandon University chose Gervan Fearon as its leader. The U.S. counts 13.6 per cent of their university presidents as Black, which is closely in line with their population breakdown. In Canada, the number of Black university presidents currently sits at one per cent, significantly lower than the total Black population of 4.3 per cent. Approximately 12 per cent of presidents in Canada are racialized, compared to one-quarter of our population.”

Currently, Canada has one Black university president: Rhonda McEwen, president and vice-chancellor of the University of Victoria, which is federated with the University of Toronto. She has successfully led the institution for the past two years. Dr. Fearon successfully led Brandon for three years and then Brock University for four before becoming president of George Brown College. In early 2025, the Canadian university community will welcome Wisdom Tettey as the president of Carleton University.

However, there is not one Black university president in Canada who has completed a full five-year term at a Canadian university.

While women still experience a glass ceiling in Canadian universities, representing under 30 per cent of presidential roles and primarily at smaller institutions, the term used to describe the reality for Black women is the concrete ceiling.

Black women, in particular, face misogynoir: discrimination caused by the intersection of racism and sexism. Coined by Moya Bailey, the term misogynoir highlights the fact that Black women regularly face multiple and compounding experiences of stereotyping and discrimination; tropes such as the “angry Black woman.”

KPMG’s recently released research of 1,000 Canadian professionals who identify as Black found that in the past year alone, 81 per cent endured some form of racism or microaggression in their workplace. We also know workplace racism intersects with gender, as this research found the number of Black Canadian women experiencing some form of workplace racism or discrimination climbed 10 percentage points from a year ago (versus seven per cent for Black men).

Because so many marginalized racial and ethnic employees are experiencing racism at work, they come to expect it. This expectation is called the “emotional tax” – the experience of being on guard against bias related to race or ethnicity.

To advance equity, diversity and inclusion, university senior leadership teams and boards must be intentional and strategic and consider how their organizational readiness, recruitment, retention and succession planning strategies and processes need to set up Black leaders for success. They need to proactively provide organizational support for leaders in senior executive roles when they are elevated during times of crisis. In addition, they must create a diverse leadership pipeline by identifying and promoting people from marginalized groups, eliminating bias in talent recruitment, embedding inclusive leadership values and practices throughout the organization and creating a culture of inclusion where everyone thrives.

Leadership matters. The tone and practices come from the top, including modelling inclusive governance and leadership. Research shows that positive perceptions around antiracism efforts and organizational policies correlate directly to fewer incidences of racial and ethnic harassment and discrimination.

This fall is a perfect time for your board and leadership team to renew your institution’s equity, diversity and inclusion strategy. Good intentions are insufficient to ensure the representation the Canadian university sector deserves. Representation of Black leaders in the university sector is not a passing trend. How is your university fairing? **UA**

Ce texte est également disponible en français sur notre site Web : affairesuniversitaires.ca

Droit international en tension !

Devant l'incapacité du droit international à apporter une solution claire au conflit au Proche-Orient, les personnes étudiantes jouent un rôle alternatif en utilisant les moyens à leur disposition.

par Ndeye Dieynaba Ndiaye



FACE AUX TRAGÉDIES HUMAINES, les réactions sont mitigées, souvent empreintes d'émotions, et tendent à polariser l'opinion. L'installation de campements propalestiniens depuis avril 2024 aux abords des campus en Amérique du Nord en est l'illustration parfaite. L'implication des personnes étudiantes dans ce conflit marque un tournant décisif car elle cristallise la mobilisation pour la justice sociale dans des universités nord-américaines et au-delà.

L'intervention israélienne dans la bande de Gaza à la suite des attaques du 7 octobre 2023 a intensifié les tensions déjà existantes, provoquant une vague de protestations et de condamnations internationales. Selon l'UNICEF, 39 699 personnes auraient été tuées à Gaza depuis ce jour-là. Côté israélien, on estime qu'encore 134 personnes sont retenues en otage, dont deux enfants. Le bilan s'alourdit car le conflit, dont la complexité est reconnue mondialement, s'étend alors que les tentatives de paix s'amenuisent.

S'il est unanimement reconnu que la paix est un gage de sécurité pour les peuples, le droit international peine à s'imposer.

La Cour internationale de justice (CIJ) a émis plusieurs avis dont celui rendu le 9 juillet 2004, où les juges ont conclu que « l'édification du mur qu'Israël [...] est en train de construire dans le territoire palestinien occupé, et le régime qui lui est associé sont contraires au droit international ». Vingt ans plus tard, suite au dépôt d'une requête introductive d'instance par l'Afrique du Sud contre l'État d'Israël en décembre 2023, des juges de la CIJ ont déclaré le 26 janvier 2024 que : « L'État d'Israël doit, conformément aux obligations lui incombant au titre de la convention pour la prévention et la répression du crime de génocide, prendre toutes les mesures en son pouvoir pour prévenir la commission, à l'encontre des Palestiniens de Gaza, de tout acte entrant dans le champ d'application de l'article II de la convention ». Ces mesures conservatoires ont été réaffirmées au mois de mai.

Le 19 juillet, la Cour a déclaré dans un avis consultatif demandé par l'Assemblée générale des Nations-Unies, que l'occupation par Israël de la Cisjordanie, de Gaza, et de Jérusalem-Est, ainsi que ses colonies, violaient le droit international. Ces avis, ainsi que l'enquête ouverte en mai 2021 sur la situation dans l'État de Palestine, l'adoption de plus de 230 résolutions

par les institutions de l'ONU dont le Conseil de sécurité, et les mandats d'arrêt émis par le Procureur en chef de la CPI contre le premier ministre israélien et le chef du Hamas pour crime de guerre et crime contre l'humanité en mai 2024, entre autres, marquent une avancée notoire mais sont loin de contraindre le gouvernement israélien à cesser les violations.

Face à l'inaction de la communauté internationale et l'échec des processus de paix, la communauté étudiante a décidé de jouer un rôle de premier plan dans ce conflit.

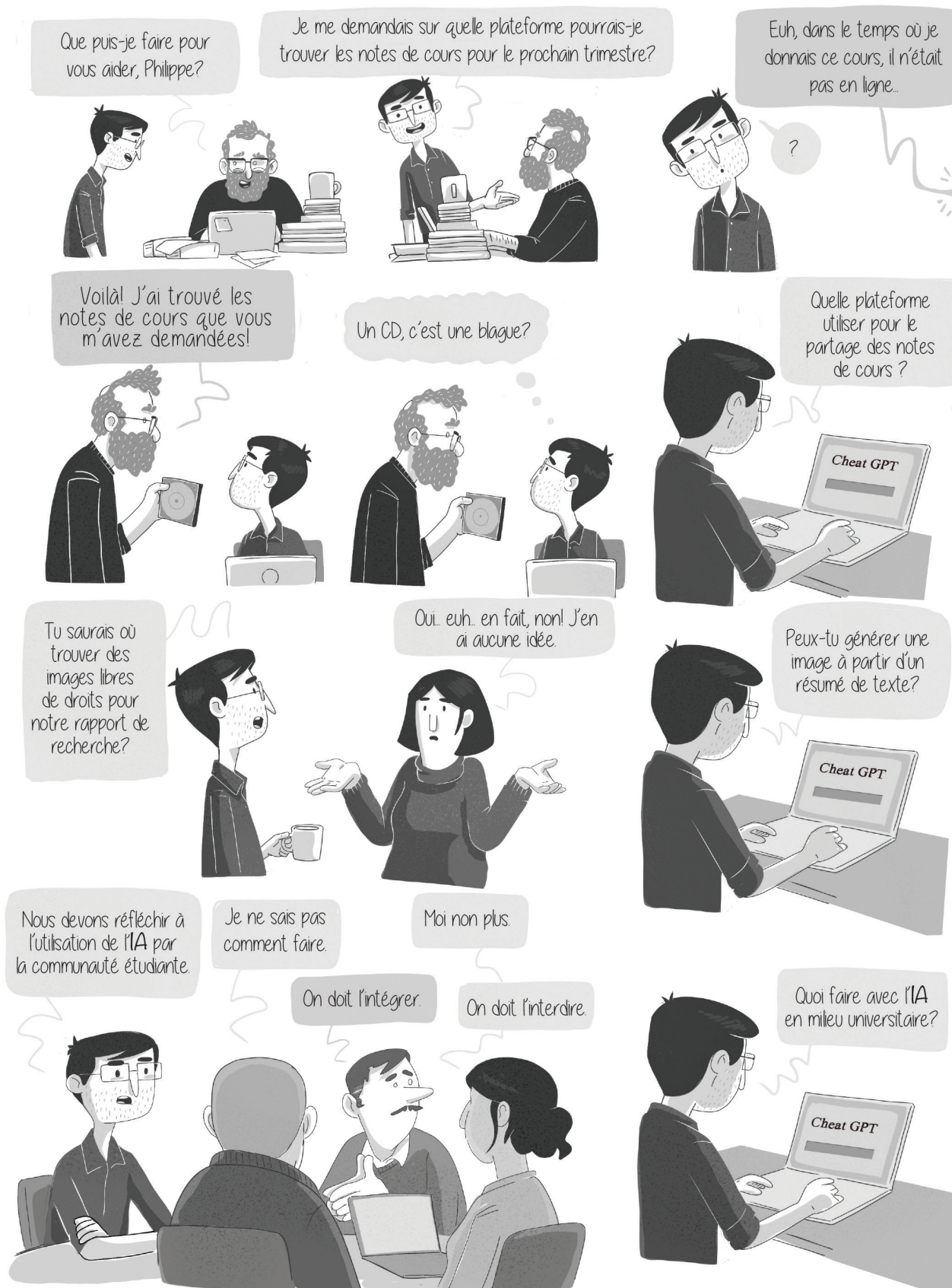
Au Canada, les campements propalestiniens ont d'abord été érigés à l'Université McGill. D'autres groupes étudiants à travers le pays se sont inspirés de ce mouvement. Les revendications s'articulent principalement autour du désengagement des entreprises qui ont un lien et qui contribuent, volontairement ou non, au désastre humanitaire en cours à Gaza. On exige également la reconsidération des accords conclus avec les institutions universitaires israéliennes.

Ces demandes ont reçu des réponses mitigées. Certaines universités ont choisi de procéder par la voie judiciaire et la mobilisation des forces de l'ordre afin de procéder au démantèlement des campements. Il est ainsi de McGill, qui, à la suite du rejet de ses demandes d'injonction par les tribunaux, a dû recourir à une agence privée pour démanteler le campement sans apporter des réponses concrètes aux demandes des personnes étudiantes. D'autres institutions, comme l'Université Queen's, l'Université McMaster et l'Université du Québec à Montréal, ont opté une démarche plus collaborative, préférant conclure des accords avec les personnes étudiantes afin de démanteler les campements.

Cette jeunesse plurielle, de croyances différentes, aspire à une paix durable pour le bien des peuples, israéliens comme palestiniens. Peut-être même sans le vouloir, ces voix portées par les personnes étudiantes, sont entrain de redimensionner le droit international en mettant l'humain au cœur des acteurs internationaux. **AU**

The full English translation of this article can be found on our website: universityaffairs.ca

Prof pas prof, j'y vais!



Andréanne Gagné
Geneviève Brisson
Jo Anni Joncas
Myriam Villeneuve-Lapointe
Claire Moreau

Illustrations de
Mathieu Lampron

International Spotlight

United States of America

Colleges in the crosshairs

U.S. lawmakers ramp up anti-higher education efforts

IN AN ONGOING EFFORT BY RIGHT-WING POLITICIANS to reshape academia to their liking, lawmakers in the U.S. continue to wage an aggressive campaign against public colleges and universities with legislation that would undermine academic freedom and university autonomy.

According to a May 2024 report from the American Association of University Professors, since 2021 state legislatures have introduced more than 150 bills that seek to impose partisan agendas on public higher education. Twenty-one of these bills have been signed into law.

The raft of legislation aims to limit teaching about race, gender and sexual orientation, weaken tenure protections, reduce the role of faculty in academic governance and cut equity and diversity programs at institutions of higher education. Most recently, University of Utah's LGBT Resource Center closed this June after 21 years of service to comply with a law that restricts Utah schools from incorporating equity, diversity and inclusion initiatives.

In the wake of last fall's U.S. House of Representatives hearing on antisemitism on campus, which spurred the resignations of the presidents of Harvard and the University of Pennsylvania, conservatives are preparing to expand their campaign against higher education, particularly top institutions. Republicans eager to win back control of Congress in November have opened investigations into 10 universities including Yale, MIT, Columbia, UCLA and Michigan.

Representative Dan Crenshaw from Texas has introduced a bill that would prevent universities from receiving any federal funding if they require students to write equity, diversity and inclusion statements. "Make no mistake — the DEI bureaucracy is directly responsible for a toxic campus culture that separates everyone into oppressor vs. oppressed," he said.

The escalating legislative attacks are happening when Americans are increasingly skeptical of higher education. According to a 2023 Gallup poll, only 36 per cent of Americans had "a great deal" or "quite a lot" of confidence in higher education. Critics contend the result will be a chilling effect in the classroom, ultimately discouraging more Americans from pursuing higher education. **UA**

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Career Advice

Meagan Auer is a PhD candidate in political science at the University of Alberta, as well as a community engagement facilitator at MacEwan University.

Navigating emotional labour in grad school



This work is often overlooked and can have negative impacts if students are not properly supported

By Meagan Auer

EMOTIONAL LABOUR IS THE MANAGEMENT OF EMOTIONS performed as part of one's role. It can relate to managing our own emotions or that of another person. Emotional labour is not necessarily a bad thing, but it does present many challenges.

Graduate students frequently engage in emotional labour as a core part of their work, but it often goes unnoticed and has disproportionately negative impacts on students with marginalized identities.

While doing my PhD research on the politics of higher education, I had the opportunity to have in-depth conversations with past and present doctoral students. Many of them spoke about the different types of emotional labour they found themselves shouldering:

Peer support. Students form strong bonds with each other that are crucial to their mental health. This community building isn't just for personal gain, it's greatly beneficial to our institutions. Said one PhD candidate about being a peer mentor: "[Students] are coming in and have the same fears and anxieties and stresses that I had ... They are now sharing all of those with me and asking for advice. I have to both relive my own trauma related to some of those experiences, and also find ways to try and make it seem more manageable for them."

Managing up. Students manage the expectations of their supervisors, committee members and others who can impact their progress. While interviewing a non-binary student, they described the emotional labour of working with a supervisor. The supervisor not only wouldn't get their pronouns right, but even went so far as to expect the student to write an article while recovering from gender-affirming surgery.

Professional development. Sometimes emotional labour is explicit, while other times it is communicated as an unwritten rule. At a practice presentation for her first conference, one student was asked an inappropriate question by an audience member. She was told by her supervisor, "sometimes you need to eat the s*** sandwich." Whether or not this was good advice, it's an example of how students learn norms and expectations for emotion management.

Teaching. We also manage emotion in classrooms as teaching assistants and principal instructors. One student reflected on changing their tone and demeanor to seem more likeable. Reflecting further on the

gendered nature of this performance, she said "I would hide how physically ill I was from anxiety. I even dressed a certain way because I didn't want to be accused of leading my male students on ... that's just the way it is."

Many higher education professionals are dedicated to improving the graduate student experience and engendering a future workforce with the knowledge and skills needed to succeed. So what can be done to support graduate students?

- **Make it visible.** Invite graduate students into reflective, ongoing conversations about their emotional labour. If you observe a student performing emotional labour, tell them that you recognize it. You can also share your own experience of emotional labour with students. This will require vulnerability, but the results will be worth it for everyone.
- **Be a good ally.** Work in partnership with students to understand how the norms, expectations and impact of emotional labour vary across diverse groups. Advocate for changes that will decrease negative health outcomes and make this work more equitably distributed. Offer compensation. Think creatively about how to compensate graduate students for this kind of work. It will not be a simple accounting procedure, but there may be more possibilities than you think.
- **Enhance training.** Increase programming to educate students about emotional labour and offer them skills to successfully do this work. This might include building existing programs with explicit content on emotional labour.
- **Talk about boundaries.** Taking care of others requires us to take care of ourselves. Ask students about what boundaries they need to maintain good health and continually encourage them to exercise those boundaries. You may also choose to share your boundaries with them.

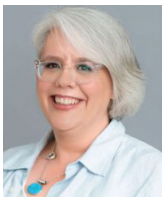
The ideas expressed here build on the insights of Loleen Berdabl and Christie Schultz, the stories shared with me over the course of my fieldwork and my own experience in higher education. UA

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People on the move – Que font-ils?



Wendy Rodgers has been appointed the seventh president and vice-chancellor of the University of Prince Edward Island. Dr. Rodgers brings years of teaching, research and administrative experience to the role. She began her postsecondary education career as an assistant professor in the faculty of human kinetics at the University of Windsor before moving to the University of Alberta, where she was a full professor and researcher for almost 20 years. After a number of leadership roles at the U of A, Dr. Rodgers moved to the University of Northern British Columbia, where she most recently served as the vice-president, academic and provost. Dr. Rodgers began her appointment on June 1.



Janet Antonio joined the University of the Fraser Valley on Aug. 6 as the director of relationship and fund development. Before joining UFV, Ms. Antonio was the executive director of the Metro Vancouver Regional Parks Foundation. She has also previously worked at Simon Fraser University and the BC Institute of Technology.



Linda Johnston has been appointed vice-president of the University of Toronto as well as U of T Scarborough principal, effective July 1. A professor in the Lawrence Bloomberg faculty of nursing, she has been serving as acting U of T vice-president and principal of U of T Scarborough since Jan 1. Previously, she led the school of nursing and midwifery at Queen's University Belfast.



Effective Jan. 1, 2025, *Laina Y. Bay-Cheng* will be taking on the role of York University's vice-president, equity, people and culture full-time, after serving in an interim capacity for a year. Dr. Bay-Cheng joined York in July 2022 following 17 years as a faculty member at the University at Buffalo, as well as associate dean for faculty development. Before that, she worked at Binghamton University in the state of New York.



As of Sept. 1, *Alain Simard* is Laurentian University's dean of graduate studies and international. Previously, he was assistant dean of graduate studies at NOSM University, where he also served as associate professor in the division of medical sciences. Before that, he was an associate professor at Université de Moncton.



Saint Mary's University has appointed *Ayo Makanjuola* as its vice-president, finance and administration, effective Sept. 1. Prior to joining Saint Mary's, Mr. Makanjuola served as the chief financial officer for the Millbrook First Nation and as CFO of the Black Business Initiative of Nova Scotia. A board member at the YMCA and the NSCC Foundation, he is also currently serving as chair of the Chartered Professional Accountants of Nova Scotia.



On July 1, *Jackie Rice* was appointed to a second term as the University of Lethbridge's associate vice-president, research and dean of the school of graduate studies and postdoctoral affairs. Before joining ULethbridge in 2002 as an assistant professor, she worked as a sessional instructor at the University of Victoria, an instructor at Camosun College in Victoria and a programmer/analyst for SHL Systemhouse.



Effective Aug. 1, *Danielle Dunbar* is the vice-president of university advancement at The University of Winnipeg. Previously she served as associate vice-president, engagement. Prior to joining UWinnipeg, she served as associate vice-president, advancement, as well as chief development officer at the University of Saskatchewan. Before that, she was executive director, alumni and advancement, and acting associate vice-president, alumni and donor relations, at the University of Manitoba.



Le 1^{er} juillet, *Kenneth Deveau* a pris ses fonctions en tant que recteur et vice-chancelier de l'Université Sainte-Anne. Ancien professeur de mathématiques à l'École secondaire de Clare, M. Deveau détient un doctorat en éducation de l'Université de Moncton. Son parcours à l'Université Sainte-Anne a débuté en 2004, d'abord en tant que professeur au département des sciences de l'éducation, puis en occupant le poste de vice-recteur à l'enseignement et à la recherche de 2011 à 2021, et enfin en tant qu'agent de développement des infrastructures de la recherche et de l'entrepreneuriat.



Kathy Baig a été nommée directrice générale et cheffe de la direction de l'École de technologie supérieure (ÉTS), pour un mandat de cinq ans, qui a débuté le 10 juin. Membre de l'Ordre des ingénieurs du Québec (OIQ), fellow de l'Académie canadienne du génie, diplômée de Polytechnique Montréal et titulaire d'un MBA de HEC Montréal, M^{me} Baig a notamment été présidente de l'OIQ de 2016 à 2022, en plus d'assurer différentes fonctions à la présidence d'Ingénieurs Canada de 2021 à 2024.



NSCAD University has appointed *Shawn Tracey* as its dean of students, effective July 3. He came to NSCAD from Saint Mary's University, where he was director of graduate student support and recruitment at the Sobey School of Business. Previously, he was director of advancement at the Halifax Grammar School and worked at Dalhousie University as an assistant registrar and a development officer.



Anastasia Kelekis-Cholakis has been reappointed dean of the University of Manitoba's college of dentistry, effective July 1. She first accepted the position in 2019. Dr. Kelekis-Cholakis started teaching as a part-time pre-clinical lab instructor in 1993 at the college and has since held several positions – including clinical instructor, lecturer and clinic manager of the Dr. Sam Borden Graduate Periodontal Clinic. She also previously served as program director of the clinic.



Richard Isnor has been appointed the new provost and vice-president, academic and research at Mount Allison University as of July 29. Dr. Isnor has held a series of senior roles over his career, including manager of the Atlantic Regional Office for the Natural Sciences and Engineering Research Council of Canada, before joining St. Francis Xavier University in 2015, where he served on the leadership team and is currently associate vice-president, research, graduate, and professional studies.



NOSM University has appointed *Melanie Langille* as its global health coordinator, effective July 1. A NOSM alumna, Dr. Langille previously worked as a hospitalist physician at Health Sciences North and as a palliative care physician at Maison McCulloch Hospice.



Todd F. Martin has been named interim president of Trinity Western University. He assumed the role on July 1. Since 2022, he served as provost for the university and before that as dean of the faculty of humanities and social sciences at TWU for five years. He also held the position of faculty association executive and assistant dean in the same faculty, where he was responsible for budgeting and financial planning.



Mathieu Lang est, depuis le 1^{er} juillet, doyen de la Faculté des sciences de l'éducation de l'Université de Moncton. M. Lang est professeur au Département d'enseignement au primaire et de psychopédagogie de la Faculté des sciences de l'éducation de la même université depuis 2004. Il a obtenu le doctorat en philosophie de l'Université Laval en 2010, la maîtrise en philosophie de l'Université de Poitiers en 2001 et le Baccalauréat en arts multidisciplinaire du campus d'Edmundston de l'Université de Moncton.

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Mount Allison University has named *Matt Maston* as interim vice-president, international and student affairs, effective July 1. He has worked at Mount Allison since 2012, first as a disability services advisor in the university's Meighen Centre and then as interim director, accessibility and student wellness before taking on the permanent role.



Redeemer University has appointed *Sophia Kusyk* as dean of business. She started her new position on Aug. 1. Previously, she worked at York University as a professor and course director. She has also been a faculty member and lecturer at Stockholm School of Economics, ESADE Business in Barcelona, Barcelona Management Institute and IESE Business School at University of Navarra.



L'Université du Québec à Montréal a nommé *Johanne Grenier* au poste de vice-rectrice à la Vie académique pour un mandat de cinq ans. Elle est entrée en poste le 1er juin. M^{me} Grenier était vice-doyenne aux études à la Faculté des sciences depuis 2021. Professeure au Département des sciences de l'activité physique depuis 2002, elle est détentrice d'une maîtrise en mesure et évaluation de l'UQAM et d'un doctorat en sciences de l'activité physique de l'Université de Montréal. Elle a été directrice des programmes de premier cycle (de 2009 à 2011) et de cycles supérieurs (de 2016 à 2019) en sciences de l'activité physique.



Sam Veres is the dean of the faculty of science at Saint Mary's University, effective July 1. Having joined Saint Mary's in 2013 as an assistant professor in the division of engineering, Dr. Veres has since served as graduate program coordinator for the MSc and PhD in applied science programs. In 2019, he assumed the role of associate dean, student affairs and supports, and most recently he stepped into the interim dean of science role in 2023.



Michael Green will be the new president, vice-chancellor, dean and CEO of NOSM University, effective Nov. 1. Dr. Green began his academic career at Queen's University, where he served as head of the department of family medicine and as a professor of public health sciences and policy studies, among other roles. In 2023, Dr. Green was elected the 70th president of the College of Family Physicians of Canada.



The University of Guelph has selected *Rene Van Acker* as its new vice-president, research and innovation. He first became a professor at the University of Manitoba, returning to U of G in 2006. He has since gained 18 years of experience within the Ontario Agricultural College as department chair, associate dean and most recently as dean.



As of July 1, *Dani Brittain* is the dean of the University of Saskatchewan's college of kinesiology. Previously, Dr. Brittain worked for the Colorado School of Public Health as associate dean for academic and student affairs, as well as a clinical teaching professor. Before that, she worked at the University of North Colorado as interim associate dean for the college of natural and health sciences and as a professor.



As of Aug. 1, *Peter Donahue* is the University of Manitoba's dean of the faculty of social work. Previously, Dr. Donahue was the director and graduate program chair of the school of social work at King's University College at Western University. He has also held positions at the University of Calgary as well as Renison University College at the University of Waterloo.



L'Université Laval a procédé à la nomination de la doyenne de la Faculté des lettres et des sciences humaines, *Pascale Fleury*, première femme à occuper cette fonction au sein de cette Faculté. M^{me} Fleury est détentrice d'un doctorat en littérature latine de l'École pratique des hautes études de Paris. Professeure titulaire depuis 2014 à la Faculté des lettres et des sciences humaines, elle est aussi directrice du Département de littérature, théâtre et cinéma depuis 2019. Elle a débuté son mandat le 1^{er} juillet.

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Mary-Louise Vanderlee has been appointed the dean of Brock University's faculty of education, effective July 1. Previously, she served as the inaugural chair of the department of educational studies, and as the chair of the graduate and undergraduate studies at the faculty of education.



Depuis le 1^{er} juin, *Hugo Ciaburro* agit à titre de doyen de la Faculté de médecine dentaire de l'Université de Montréal. Professeur au Département de dentisterie de restauration de la Faculté de médecine dentaire, M. Ciaburro était vice-doyen associé aux affaires cliniques. Il a auparavant occupé les postes de secrétaire de faculté, de vice-doyen aux affaires étudiantes et de chef du service clinique de dentisterie opératoire à la Faculté.



Arja Vainio-Mattila has been named provost and vice-president, academic at Brock University, effective July 22. Among her leadership roles, she has served as dean of the school of the arts and social sciences at Cape Breton University and provost and vice-president, academic and research at Nipissing University. She was also previously an assistant professor in Brock's Environmental Policy Institute.



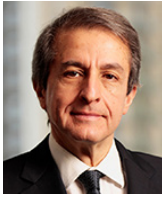
Leigh Scott has been named York University's chief human resources officer and assistant vice-president, human resources, effective July 1. She joined York from Grand River Hospital, where she was the interim vice-president of people(s), culture, and experience. Prior to that, she was the director of team member acquisition and rewards at the same hospital.



Emily Carr University of Art + Design has appointed *Justin Langlois* as associate vice-president of research and dean of graduate studies, a role he has held in an interim capacity since 2022. He also currently serves as an associate professor in the faculty of culture and community. He has held a variety of positions at ECU since first joining in 2013, including assistant dean of integrated learning, as well as associate dean of MFA programs in the faculty of graduate studies.



After serving in the role on an interim basis, *Trish Kelly* has officially been named president and vice-chancellor of Emily Carr University of Art + Design. Before that, she held the role of vice-president, academic and provost since 2019. Prior to that, she held a series of administrative roles, including associate dean of graduate studies at the university.



The Government of Canada has reappointed *Alejandro Adem* for a second term as president of the Natural Sciences and Engineering Research Council, effective Oct. 1. Before joining NSERC in 2019, he served as the chief executive officer and scientific director at Mitacs. Prior to that he was the director of the Pacific Institute for the Mathematical Sciences.



As of July 1, *Effrosyni Diamantoudi* is the interim vice-president of research and graduate studies at Concordia University. She assumed this role while also continuing to fulfill her duties as dean of graduate studies, which she has held since February 2023. This follows 13 years serving in administrative positions at the university, including interim dean of graduate studies, associate dean of recruitment and awards in the school of graduate studies and graduate program director in the department of economics.



Heidi Marx has been appointed dean of the University of Manitoba's faculty of arts, effective July 1. Dr. Marx has held various associate dean positions in the faculty of arts since 2016, most recently as associate dean (graduate studies, curriculum, and internationalization.)



Depuis le 1^{er} juillet, *Céline Surette* agit à titre de doyenne de la Faculté des sciences de l'Université de Moncton, et ce, pour un mandat de cinq ans. Titulaire d'un doctorat en sciences de l'environnement, M^{me} Surette était professeure titulaire au Département de chimie et de biochimie de la même université. Elle a également agi comme directrice de son département, et a assumé d'autres tâches administratives au cours de sa carrière, dont la direction du programme de maîtrise en études de l'environnement pendant six ans.



Capilano University has appointed *Brian Storey* to the inaugural role of associate vice-president, Squamish, effective May 6. Dr. Storey joins CapU from Douglas College, where he most recently served as director of global engagement and international student services. He holds a master's degree in educational psychology and special education from The University of British Columbia and a PhD in curriculum theory and implementation from Simon Fraser University.



Brandon University has appointed *Christophe LeMoine* as dean of science, a position he had been filling in an acting capacity since January 2023. He has served as a professor in the faculty of science since 2015. During his time at BU he has also served in many other roles, including chair of the department of biology, chair of the BU animal care committee, and on many other committees and bodies including senate, the senate research committee, the faculty of science tenure and graduate studies committees, and the senate executive committee.



Wisdom Tettey has been appointed president and vice-chancellor of Carleton University. Dr. Tettey joins Carleton from the University of Toronto, where he currently serves as a vice-president and has been principal of the Scarborough campus since 2018. Dr. Tettey has proven experience in leadership at a number of major Canadian universities and has convened the National Dialogues and Action for Inclusive Education and Communities since 2000. The first of those sessions led to the creation of the Scarborough Charter on Anti-Black Racism and Black Inclusion in Higher Education. He begins his appointment on Jan. 1, 2025.



Effective Sept. 1, *Melanie Stewart* is the University of British Columbia's vice-president of external relations. Previously Dr. Stewart held the position of associate deputy minister in the ministry of education and child care, in the BC provincial government. She has also held several other senior positions with other government departments, including the ministry of agriculture, the ministry of community, sport and cultural development, the ministry of children and family development, the ministry of mental health and addictions, the public service agency, the gender equity office, and the ministry of education and child care.



Vivian Lewis has been reappointed associate vice-president and university librarian at McMaster University. Dr. Lewis joined McMaster in 1991 as a government information specialist. She became associate university librarian in 2003 and university librarian in 2013.



Aurélie Lacassagne a été nommée rectrice de l'Université de Hearst. Titulaire d'un doctorat en science politique, elle s'est jointe à l'établissement franco-ontarien le 1^{er} mai à titre de rectrice désignée. Doyenne des Facultés des sciences humaines et de philosophie à l'Université Saint-Paul depuis 2022, M^{me} Lacassagne a d'abord été professeure agrégée durant 15 ans à l'Université Laurentienne où elle a aussi assumé les fonctions de vice-doyenne de la Faculté des sciences sociales et des humanités et de directrice de département.



Mireille Demers a été nommé doyenne des études au campus de Shippagan de l'Université de Moncton. Elle est entrée en fonction en juillet. M^{me} Demers enseigne la psychologie dans la même institution depuis 2016. Elle est titulaire d'une maîtrise en psychologie industrielle et organisationnelle de l'Université de Nottingham, en Angleterre, qu'elle a obtenue avec distinction en décembre 2012, et d'un doctorat en psychologie de l'Université de Moncton, qu'elle a obtenu en février 2016. De 2021 à 2023, elle a assumé les fonctions de cheffe de secteur en Administration, Arts et Sciences sociales.

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Fabrice Brunet a été nommé le 25 avril dernier vice-recteur associé au Développement des sciences de la santé de l'université du Québec à Montréal. De 2018 à 2023, il a occupé le poste de président-directeur général du Centre hospitalier de l'Université de Montréal, après avoir dirigé le Centre hospitalier universitaire Sainte-Justine de 2015 à 2018. Parallèlement, il a présidé le Réseau universitaire intégré de santé et de services sociaux de l'Université de Montréal de 2015 à 2023.



L'Université du Québec à Montréal a nommé Annie Dubeau au poste de doyenne de la Faculté des sciences de l'éducation. Elle est entrée en fonction le 1^{er} juin pour un mandat de cinq ans. Professeure au Département d'éducation et formation spécialisées depuis 2010, M^{me} Dubeau était vice-doyenne aux études de la Faculté des sciences de l'éducation depuis 2023. Elle a occupé la fonction de directrice du Département d'éducation et formation spécialisées de 2014 à 2017, et de directrice de l'Unité de programmes de premier cycle en enseignement en formation professionnelle et technique de 2018 à 2021.



Peter Hickey joined Brandon University on Sept. 1 as its new vice-president, administration and finance. He comes to BU from Toronto, where he served most recently as the director, finance and administration, as well as interim chief financial officer for the Children's Aid Society of Toronto. He also brings significant experience in the non-profit sector having served in the capacity of board director and finance chair with eCampus Ontario, One Kids Place Children's Treatment Centre and Children's Mental Health Ontario.



Bill Flanagan has been reappointed as the University of Alberta's president and vice-chancellor for a second term. Before joining the U of A in 2020, he was the dean of the faculty of law at Queen's University, where he led major initiatives elevating the delivery of education in law; the establishment of the faculty's PhD program; the founding of the Centre for Law in the Contemporary Workplace; a major expansion of the business law program; an online undergraduate certificate in law program; an online graduate diploma in legal services management, and a new online graduate diploma in immigration and citizenship law.



Pierre-Olivier Méthot est le nouveau doyen de la Faculté de philosophie de l'Université Laval. Il est entré en fonction le 1^{er} juillet pour un mandat de quatre ans. M. Méthot a fait des études doctorales à l'Université d'Exeter et à la Sorbonne. Arrivé à la Faculté de philosophie en 2013 après un stage postdoctoral à l'Université de Genève, il a été promu au rang de professeur titulaire en 2021. Il est également titulaire de la Chaire de recherche du Canada en humanités médicales et histoire de la pensée biologique.



Emilie L. Cayer occupe depuis le 15 juillet le poste de directrice générale de la philanthropie au Vice-rectorat aux relations avec les diplômés et à la philanthropie de l'Université de Montréal (UdeM). Avocate titulaire d'un baccalauréat en droit et d'une maîtrise en muséologie de l'UdeM, en plus d'une maîtrise en administration des affaires de HEC Montréal, M^{me} Cayer quitte le milieu de la philanthropie muséale après plus de 10 ans pour rejoindre les rangs de l'université.



Effective Aug. 12, Jeannie Bail is the university librarian for Mount Saint Vincent University. Previously, she worked at the University of New Brunswick, where she was the liaison to the faculty of management and Renaissance College (Leadership Studies). While at UNB, she also held the position of director of learning & research services. Before that, she worked at Memorial University's QEII Library, including as the information services librarian and business liaison librarian.



L'Université de Montréal a procédé à la nomination de Geneviève Saumier à la tête de la Faculté de droit. La nouvelle doyenne est entrée en poste le 1^{er} août pour un mandat se terminant le 31 mai 2029. M^{me} Saumier était professeure à la Faculté de droit de l'Université McGill, où elle a également occupé des fonctions de vice-doyenne à l'enseignement. Avocate reconnue en droit international privé, elle est titulaire de la Chaire Peter M. Laing Q.C. depuis 2016. Ses recherches portent sur le droit de la consommation, la résolution des litiges internationaux et les recours collectifs transfrontaliers.

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