THINGS WE LOVE
ABOUT UNIVERSITY

Leave the nest, get a degree, expand your mind, discover your true passion, become employable… and much more
AT YORK, WE THINK BEYOND THE ORDINARY.

We empower students to think beyond their program, beyond the classroom and beyond borders.

York offers exceptional programs in business, science, health, fine arts, the social sciences, engineering and the environment. Our interdisciplinary teaching and research prepares students to deal with real world issues seen up close and in a global context.

Find out how York students think beyond

yorku.ca
As Wilfrid Laurier University marks a century of progress and innovation, we also look ahead to the world’s new social, economic and environmental challenges. Our students, faculty, staff and alumni will tackle these issues as they always have – as a community of integrated and engaged learners with increasing partnerships around the world.

Inspired by those who came before us, we believe in the transformative power of education and research, and we look forward to a future full of promise.

Ten years on campus

Universities in Canada seem to be forever under fire these days. They are too expensive, they are too vocational, they are too obsessed with research kudos, they are too generalist – and then there’s the hottest topic of all: that a BA no longer gets you ahead in life.

While there’s some truth in many of these points – because universities are as flawed as any large public institution – they overlook the fact that they are also multi-faceted, complicated bodies that serve many different masters. In Canada, they have to pander to the whims of whoever holds political power in the provinces and Ottawa, they are strictly limited in what they can charge for services; there’s always the heady campus brew of faculty, unions and senates jostling for influence over decision-making, and then of course, the institutions are obliged to satisfy their paying customers – not least when publications such as this keep ample evidence to the contrary in the results of this year’s student survey, starting on page 75 – we feel our anniversary edition is a perfect time to celebrate everything that is good on campus. For the fraction of the price of universities in say, the U.S. or Britain, Canadian schools provide an excellent experience. Great things happen when students meet teachers who inspire them to learn and harness their creativity; make friends or discover extracurricular activities that spark a new passion; when their campus life nudges them into a career that matches their goals, not their parents’; or when they discover extracurricular activities that spark a new passion; when their campus life nudges them into a career that matches their goals, not their parents’; or when they feel so comfortable with their peers and the physical spaces that they know they’ve met teachers who inspire them to learn and harness their creativity; make friends or discover extracurricular activities that spark a new passion; when their campus life nudges them into a career that matches their goals, not their parents’; or when they feel so comfortable with their peers and the physical spaces that they know they’ve chosen a campus that is right for them.

That final feel-good factor has always been the guiding principle behind this magazine: to help applicants make the right choice. For those that do, university holds endless opportunities.

For those that do, university holds endless opportunities.

Simon Beck
Students have seen a growth in the number of efforts to evaluate and rank universities both in Canada and internationally. I want to acknowledge the 10th anniversary of the Globe and Mail’s Canadian University Report (CUR), which aims to be a resource for university-bound students by offering helpful articles and conveying student concerns and views fairly, honestly and openly.

CUR offers students one helpful resource among several that they can use to make crucial decisions about institutional fit. The process is different for each person and the CUR Campus Navigator tool, which allows students to select their own criteria, is an interesting effort to recognize that complexity. We know that the key to selecting a university is to find a good fit between the student and the institution in all aspects of university life. See resources such as CUR as one more tool available to prospective students in obtaining as complete a picture as possible, along with campus visits, academic advising, discussion with students, faculty, and staff, and use of the vast resources provided by the universities themselves.

CUR is part of a trend that has helped to bring to the fore the importance of the student experience. The University of British Columbia’s strategic plan places considerable emphasis on enriching the undergraduate experience, and draws upon the comprehensive National Survey of Student Engagement, and the associated research on “High Impact Undergraduate Experiences” to substantially change the nature of undergraduate education. This has been important to me, and it is why UBC has taken steps to improve teaching and learning, and is encouraging the growth of activities like community service learning, co-op education, undergraduate research, study abroad programs and integrated learning. We have set a goal to provide all students with at least two such enriched educational experiences during the course of their studies.

I welcome the Canadian University Report for its part in helping shine a light on Canadian universities.

INDIRA SAMARASEKERA
University of Alberta

The past decade has seen an ever-increasing appetite among parents and students for information and analysis related to higher education. Many organizations are responding to this demand, but the Globe’s survey offers insights into areas other organizations do not address. Notable among these are items that matter to students’ on-campus experience, such as food services, residences, and buildings and facilities. However, our general approach is to look for consistency of responses across related surveys. This year, for example, we participated in the National Survey of Student Engagement (NSSE) for the fourth time since 2004. NSSE surveys every first- and fourth-year student at the University of Toronto. The response in 2011 was about 40% or almost 27,000 students. (The latest Globe results are based on the opinions of roughly 2,500 students.) We are very encouraged that the most recent NSSE results reveal a much better student experience and improvement in the full range of areas measured at U of T.

In short, by combining broad student perceptions from NSSE with the focused feedback on student services from the Globe survey, we are able to allocate our scarce resources more wisely and give students an even better experience in future.

AMIT CHAKMA
University of Western Ontario

We participate in the National Survey on Student Experience (NSSE) for the fourth time since 2004. NSSE surveys every first- and fourth-year student at the University of Toronto. The response in 2011 was about 40% or almost 27,000 students. (The latest Globe results are based on the opinions of roughly 2,500 students.) We are very encouraged that the most recent NSSE results reveal a much better student experience and improvement in the full range of areas measured at U of T.

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DAVID NAYLOR
University of Toronto

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ROBERT CAMPBELL
Mount Allison University

Mount Allison focuses on the individual student by providing an immersive learning community. We strive to provide an environment that encourages students to learn, think and understand the world by engaging with each other, their professors and the wider world. This experience is unique in Canada and the Canadian University Report (CUR) effectively captures our distinct experience by measuring student satisfaction.

We encourage our students to participate in the National Survey of Student Experience (NSSE) for the fourth time since 2004. NSSE surveys every first- and fourth-year student at the University of Toronto. The response in 2011 was about 40% or almost 27,000 students. (The latest Globe results are based on the opinions of roughly 2,500 students.) We are very encouraged that the most recent NSSE results reveal a much better student experience and improvement in the full range of areas measured at U of T.

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There’s a lot more to university than a piece of paper declaring you a bachelor of arts, science, commerce or engineering. The degree matters, but more importantly, these three or four years could—and should—be the best of your life.

University marks the transition from adolescence to adulthood and from dependence to independence; it’s the perfect environment for growth, whether you’re ambitious and career-driven, an academic dynamo or haven’t the slightest clue what you want to do with your life.

It’s an opportunity that is, simply, just too good to waste. And to mark our tenth year, we at the Canadian University Report have singled out 10 aspects of university life in Canada that will help you put into perspective what it’s all about. You’ll discover, among other things, why university (as expensive as a degree might seem) is cheap at the price; how freshman year is the perfect stepping stone to adulthood; why extracurricular activities and the campus environment will expand your mind and possibly change your life; how easy it is to find the school that suits you best; and how you can find academic fulfillment in the classroom.

Photographs by Andrew B. Myers
BY ERIN MILLAR

Tuition is too high in Canada, right? Actually, no.

3 so soon as Talia Varoglu first stepped foot on the University of British Colum-
bia campus two summers ago, she fell in love. She pictured herself devouring literature on UBC’s sprawling grounds, explor-
ing beaches and mountains and pursuing her favourite hobby, horseback riding, at nearby stables. Vancouver seemed a world apart from her hometown in Colorado where she was about to start Grade 12. Wisely, her parents scheduled a second campus tour in January 2011, so that she experienced Vancouver at its worst (and wittest). But for Varoglu, the trip was a mere formality; she was so set on UBC, she didn’t apply to any other school.

That UBC offered high-quality education at what for Americans is a cut-rate price was the icing on the cake. Even with international stu-
dent fees (which, at $22,000 a year, are nearly five times higher than what domestic students are charged), first-year arts student Varoglu paid around the same amount as her older brother who enrolled in his home state at the University of California, Santa Barbara. “But the problem is, of course, that Canada starts to look even more affordable. In a ranking of the education affordability in 15 countries authored by Usher and his colleague Jon Mooallem, Canada rose to seventh place once indirect subsidies were included. “When it comes to affordability, we are solidly in the middle of the pack,” says Usher. “But we can hold our head up high because the quality is much more diverse group of students and it’s

Although it may not seem like it to those students and parents who have just finished digging deep into their pockets to pay this semeester’s tuition, Varoglu has a point. When compared to countries around the world, postsecondary education in Canada is a great value. Not only is tuition here dirt cheap compared to American, Japanese or British schools, but the quality of education delivered by Canada’s publicly funded universities is consistently excellent.

However, cheap tuition doesn’t necessarily guarantee quality education. Policy makers have long debated this tricky balancing act. Charge too much tuition and higher educa-
tion becomes inaccessible for low-income stu-
dents; charge too little and resource-starved schools struggle to maintain quality. “If you look at what our universities actually spend per student, the value is extraordinary,” says Alex Usher, president of the consulting firm Higher Education Strategy Associates. Accord-
ing to a September report from the Organization for Economic Co-operation and Devel-
opment (OECD), Canada spends more than $20,000 (U.S.) a year on each post-secondary student, 50% above the OECD average, ranking us third among OECD countries in per-student expenditures after the United States and Swit-
zerland.

Of course, tuition isn’t the only expense stu-
dents struggle to pay. Sarah Kain, a master’s student in environmental science at UBC, was shocked by the cost of living when she moved to Vancouver from Salmouth, Maine. But after crunching the numbers, she came to the conclusion that tax credits range from 20% to 30% noting that tax credits range from 20% to 30% back right away in tax rebates,” says Usher, but “the problem is, of course, that when you provide different price points, you also get different quality points,” says Usher. Canada, for the most part, offers high quality across all of its publicly funded insti-
tutions. “This makes us genuinely, open, not exclusive.” Kain has experienced UBC’s open-
ness firsthand through the diverse student body. Having completed her undergraduate degree at the prestigious Reed College in Port-
land, Oregon, she noticed immediately how her new classmates differed from her former college peers. “Half of the students at Reed College were on financial aid, like me, and the other half came from extremely wealthy fami-
lies,” she explains. “At UBC, I’m exposed to a much more diverse group of students and it’s really positive. It has contributed so much more to my thinking.”

The aim of the relatively affordable Cana-
dian system is accessibility. By contrast, the

6. Maximize awards. Research scholarships and bursaries, keep an organized application folder containing essays, references and your résumé and apply for as many awards as possible.

5. Create a reasonable budget. Monthly budgets will help you make informed choices about your expenses. But make it realistic; if you pledge never to spend a dime on going out for a beer or other indulgences you’re sure to blow the budget.

4. Maximize income. Use your part-time job to pay for textbooks, housing, food and social activities, or save for university.

3. Consider alternatives. Can you start your degree at a college where tuition is usually cheaper? Is there a school closer to home so you can live with your parents for the first year or two?

2. Consider discounts. Many universities offer special deals to students with financial needs. Check their websites for student discounts on housing and food. To avoid overspending, keep track of your budget.

1. Start saving early. Ask your parents if they have contributed to a RESP. Put aside a portion from your summer job income—saving even $500 can save you hundreds in interest.

The 10 things to do to graduate nearly debt-free

Forget about tuition and the cost of books—the hidden cost of a university education doesn’t start adding up until after convocation, when student-loan interest kicks in.

Take for example, Jack, who graduated with $200,000 in student loan debt. His friend Jill racked up $30,000 in debt. After graduating they both scored decent jobs and were able to pay $4,000 annually against their loans. But because the government began charging 10% interest as soon as they graduated, it took Jack seven years to pay off his $200,000 in principal, which cost him an additional $9,128 in interest. Jill, who only borrowed $10,000 more than Jack made loan payments for more than twice as long as he did and for less over $28,228 in interest.

Here are 10 tips for minimizing student loan debt.

1. Start saving early. Ask your parents if they have contributed to a RESP. Put aside a portion from your summer job income—saving even $500 can save you hundreds in interest.

2. Consider alternatives. Can you start your degree at a college where tuition is usually cheaper? Is there a school closer to home so you can live with your parents for the first year or two?

3. Plan your education carefully. Over 50% of undergrads change their major or university. Plan ahead so you don’t end up paying for unnecessary classes.

4. Maximize awards. Research scholarships and bursaries, keep an organized application folder containing essays, references and your résumé and apply for as many awards as possible.

5. Create a reasonable budget. Monthly budgets will help you make informed choices about your expenses. But make it realistic; if you pledge never to spend a dime on going out for a beer or other indulgences you’re sure to blow the budget.

6. Save on textbooks. Hit up cheaper alternatives to the campus bookstore such as online sellers, used book-stores or libraries. Some universities offer cheat flashcard deals. The reality is that cars might be meant for people richer than you.

7. Learn about cash flow. Avoid wasting money on credit card interest. Phone-

8. Ask your police if your school will accept prepaid tuition payments in installments instead of one lump sum. This makes it easier to budget and pay your bills.

9. Ask your parents if they have contributed to a RESP. Put aside a portion from your summer job income—saving even $500 can save you hundreds in interest.

10. Be a savvy gourmet. Working on your cooking skills can save you loads of money. Experiment on cheap dishes and bring leftovers to school to avoid pricey cafeteria lunches

10 THINGS WE LOVE

IT’S A BARGAIN

Tuition is too high in Canada, right? Actually, no. Our universities offer top-flight education on the cheap, compared to global competitors
When Ashley Margeson graduated from high school, she was nervous about leaving her family home for her new life as an undergraduate at Acadia University in Wolfville, Nova Scotia. She didn’t know how to live on her own, manage a household or stick to a budget. “I had no idea what I was doing,” she says. However, within weeks of moving into residence, Margeson’s fears had largely abated. She found that she was part of a community of 100 other students, which included residence advisers who could help her deal with any difficult issue. “Residence was definitely the place I wanted to be,” she recalls. “It felt like a home, not just a place to sleep.”

This May, almost three years after she first arrived at Acadia, the fourth-year nutrition-science student moved into an apartment off-campus. Margeson’s experience living in residence—she eventually became a residence advisor—taught her to be aware of how her actions affect others, how to resolve conflicts, and, most importantly, the value of knowing her neighbours. “I don’t think I could be pulling this off without first living in residence,” she says, adding that “everyone should live at least one year in residence. You learn so much about yourself.”

Her sentiment can be applied to undergraduate life in general. With so many support services, opportunities and mentors, university is a safe place to make the transition from high school to adulthood. For example, students can access co-operative education programs, which provide an intermediate step between the academic world and full-time employment. Daniel Finnis, a third-year engineering student at Simon Fraser University in British Columbia has participated in co-ops at three different companies. He worked at B.C.-based Surrey Fluid Power (a manufacturer of hydraulic parts). He then programmed a computer system to control vehicle headlights for Mercedes in Stuttgart, Germany. And, most recently, he was a software tester at LMI Systems in Delta, British Columbia. “Co-op is a chance to test-drive potential...
The University of New South Wales (UNSW) is one of Australia’s leading international universities.

- UNSW main campus is located in Sydney, Australia, approximately 15 minutes from the famous Bondi Beach and 20 minutes from the city centre.
- Ranked 49th in the World in the 2010 QS World University Rankings.
- Ranked Australia’s 4th most research-intensive university in the Excellence in Research for Australia Report.
- A comprehensive teaching and research university offering premium professional programs in business, science, architecture, engineering, medicine, law, arts, social sciences, fine arts and design.
- Foundation member of the prestigious Group of Eight Australian leading research universities and active member of Universitas 21, an international alliance of 23 leading universities in 15 countries.
- More than 52,000 students including 11,000 international students from over 120 countries are part of the UNSW student cohort.

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10 Things We Love

You’re Spoiled for Choice

It’s hard to find a bad Canadian university—and it’s easy to find one in a niche that matches your needs. Here’s a selective guide to the types of school our nation has to offer.

Illustrations by Tanya Lam

Evolution

University of Toronto
Brand power, unexcelled research, grand tradition, college system—all nestled snugly in the big city.

McGill University
Big name globally, top reputation, attractive campus and who doesn’t want to live in Montreal?

Queen’s University
Sandstone oasis, Oshawa ambience, very smart (and occasionally overexcited) students.

University of Western Ontario
Bucolic campus, high-achieving students and a bustling tech-hub setting, grads highly prized.

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University of Alberta
Consistent top performer in the Canadian University Report student survey.

University of Victoria
Queen of the West Coast, quality teaching and research—and all of this in beautiful Vancouver.

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Global Education
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Global Opportunities

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Southern Ontario has such a high concentration of schools, it’s hard to stand out. But the University of Guelph has done pioneering work on improving the undergraduate experience, while students in our annual survey repeatedly praise the education at Wilfrid Laurier University and Trent University.

NEW KIDS ON THE BLOCK

University of Ontario Institute of Technology Boasts sparkling facilities and is known for preparing students for careers in tomorrow’s industries.

Mount Royal University and Grant MacEwan University The Alberta upstarts recently broke away from the college pack and are aiming to prove their worth by bringing applied-teaching discipline to the ivory towers. In British Columbia, it’s Capilano University and others who are giving the heavyweights a run for their money.

URBAN AND HIP

Ryerson University Making waves by emphasizing its digital-age cred and transforming the landscape around its expanding, downtown Toronto campus.

Concordia University Cramped and drab compared to neighbour McGill, but way cooler, boasting some cutting-edge programs.

York University Commuter-campus criticisms aside, it boasts best-in-class programs in many humanities and science fields.

University of Winnipeg Yes, we know what you’re thinking, but president Lloyd Axworthy is thinking big and increasing the school’s relevance.

REGIONAL HEAVYWEIGHTS

Dalhousie, New Brunswick, Manitoba, Saskatchewan, Memorial, Victoria and others. Although they largely serve the local community, many boast high-quality and unique programs as well as excellent research facilities.

Mount Allison University Undergrad-focused jewel of New Brunswick, with high name recognition among employers.

St. Francis Xavier University Excellent reputation, strong alumni network, vibrant school spirit and located in lovely Antigonish, Nova Scotia.

Acadia University The archetypal small, leafy campus with an intimate ambience and strong academic tradition.

Quest University If your folks can afford $26,000 a year for tuition and fees, this private British Columbia campus is getting good reviews for its liberal arts degrees.

University of King’s College Dalhousie’s debonair cousin is rightly renowned for its Foundation Year program. And it’s located in Halifax, an energetic student town.

I AM A TRAILBLAZER.
Roland Stull
Professor of Earth and Ocean Sciences, University of British Columbia

Stull, 61, is a world-renowned expert in numerical weather prediction and also specializes in weather-related disasters in mountainous coastal regions. He has been teaching at UBC for 16 years and, before that, he was a faculty member at the University of Wisconsin. A native of Baltimore, Stull has a bachelor’s degree in chemical engineering and a PhD in atmospheric science, both from the University of Washington. In his spare time, he likes to fly planes and is also a flight instructor.

Why he’s good
Stull has a gift for making science compelling even to those without a background in it. His first-year course, called The Catastrophic Earth: Natural Disasters, has no prerequisites and is a popular choice for non-science majors. Each session draws between 300 and 400 students, half of them female. Every two weeks, Stull brings in a different professor to teach in his or her area of expertise—the topics can include everything from volcanoes to earthquakes. “[The students] enjoy when each of us comes in with our own stories. They see the human side of doing science,” Stull says.

What makes a great professor? A commanding knowledge of their field is a given. But just as key is a passion for students and a respect for the journey these young adults are taking. Some are so devoted to undergraduate teaching that they choose to do it exclusively. Others maintain a commitment to undergrads while carrying out research and graduate-level teaching. A great professor is engaged—and it doesn’t matter if his class has 30 students or 300. And while it doesn’t necessarily mean they’ll go out for beers every Friday night, it does mean that they will be available during their office hours and ready to answer questions. Often, they will have a sense of humour and demonstrate a desire to learn from their students, as much as their students learn from them. And they will have a willingness to change and adapt their teaching and evaluation methods, whether by embracing new technologies or using old-fashioned networking techniques to pick up teaching tips from other colleagues. The four educators we profile here exemplify these qualities and that’s why they deserve to be called great profs.
Teaching style
He is an advocate of staying on top of technological innovations that boost the effectiveness of his teaching. Between lectures, students are given online questions about that week’s reading assignments, including one that asks what topic gave them the most difficulty. This allows Stull to tailor the next class to respond to how the class is progressing, as opposed to just memorizing the syllabus says it should be. During the lecture, students use wireless clickers to respond to multiple-choice questions about the topic they just covered. “I instantly see whether they get it or not,” Stull says. If there are difficulties, he’ll segue into a micro-lecture to clarify them.

On engaging students
“I love interacting with the students,” Stull says, “to see their eyes light up. To see them evolve and mature. To see the joy of learning.” He was very keen to take part in the university’s Carl Wieman science education initiative, a project launched in 2007 by the Nobel laureate in physics to improve how science is taught to undergraduates. “Although there are many different teaching methods, it’s a reality that not all are effective,” says Stull. “The best way to do it is to gather a lot of data and to see where the students are learning. The bottom line is to approach scientific teaching scientifically.”

Elizabeth Wells
Associate Professor in Music History, Mount Allison University

Wells, 46, grew up in Toronto in a family where there was a lot of music and many teachers. After graduating with a BA in music history at the University of Toronto, she worked at a radio station as a classical music programmer. She chose to go back to university to do graduate work in musicology at the Eastman School of Music in Rochester, New York, because she “wanted to go deeper” in her knowledge of the art form. She has been teaching at Mount Allison for 10 years and says that being appointed a National 3M Teaching Fellow in 2010 felt like winning an Oscar.

Why she’s good
Wells has developed a number of cool courses—there’s one devoted to The Beatles. Another, Music and Difference, comes with a warning label about the R-rated content. Wells is part of a growing movement called the scholarship of teaching and learning, which advocates that professors constantly refine their methods of how to engage students. So, for example, instead of a 15 percent participation grade, Wells now awards students a 15 percent professionalism grade—a more important benchmark.

Teaching style
“Because I’m a very organized person, I used to design courses that were very tight, very focused,” Wells says. “Now I am much more spontaneous because that’s where the real moments of learning happen.” Even people who aren’t registered in her class drop by because of her gregarious reputation.

On engaging students
She is empathetic to students who don’t feel comfortable speaking in front of others and will tell them a story about a painfully shy woman she knew at university—herself. Students are often impressed and touched by her candor. “The journey from a place of uncertainty to a place at the front of a classroom seems a very long journey indeed,” Wells says. It’s important for “us to always be mindful, with gratitude, of our students—their journeys, their struggles, their victories, their stories—which are ours as well.”

Deborah Schnitzner
Professor of English, University of Winnipeg

Deborah Schnitzner, 61, has been teaching at the University of Winnipeg since 1988. She did an undergraduate degree in English and philosophy at the University of Western Ontario and graduate work at the Universities of Calgary and Manitoba. She is also a published poet and novelist, a filmmaker and a social activist. She is a National 3M Teaching Fellow.

Why she’s good
Schnitzner loves that students in her classes are not just English majors but come from all disciplines. She welcomes the use of multimedia for assignments, “anything that a student conceives of”—be it a quilt, a picture, a music composition, a dance, a video or a sculpture. Schnitzner is a big believer in learning by doing and started a program where students get hands-on experience through university-community partnerships. In one of these practicum courses, students commit themselves to working four to six hours a week for a non-profit organization, in addition to their time in the classroom. In the second half of the course, they develop a collective community building class project.

Teaching style
The first thing Schnitzner does in all of her classes, even if there are dozens of students, is to make a circle with the desks. “In a circle, people can’t hide in the back with their laptops,” she laughs. Regarding the distraction of iPads and smart phones, she chooses to be upfront about the very beginning and asks the students to make a collective decision about where place the devices have in the classroom. She calls it a bill of rights. “We don’t pretend it’s not going on. We deal with it with humour, warmth, generosity and authenticity.”

On engaging students
Schnitzner is devoted to undergraduate teaching and says that she found her very first experience dramatic and exciting. She loves sharing epiphanies with her students, “watching people fall in and out of love with literature.”

John Basso
Undergraduate Laboratory Co-ordinator, Department of Biology, University of Ottawa

Basso, 51, has been teaching molecular biology and microbiology at the University of Ottawa since 2000. Growing up in Montpellier, he wanted to be a vet but, ironically for an award-winning educator, he felt he wasn’t a good enough student. He has an MA and PhD from Concordia University, and held two postdoctoral research fellowships before turning to teaching. He was a professor at Washington and Lee University in Lexington, Virginia, and then moved to the University of Ottawa where he teaches in both English and French.

Why he’s good
Basso’s open-door policy is so well known that even students who aren’t in his class drop by his office to see him—“their friends who are in Basso’s class assure them: ‘Go see John. He will help you.’” Basso offers assistance with everything from deciphering scientific jargon to helping students figure out job applications to prepping them for interviews for medical school. “Students are often intimidated by professors,” he says. “Unless you make it really clear to them that you are available, they won’t [come to see you].”

Teaching style
He tells students: “My name is John,” and asks them to avoid calling him “Dr. Basso.” “I want to show that I just like one of them. Not better than them.”

On engaging students
He finds interacting with students more gratifying than scientific research and has chosen to commit himself exclusively to teaching, rather than trying to juggle both. “With teaching, you have an immediate impact. You can change minds. Independent of the size of the class, you just want to show the students that you care about what makes them unique, you care about what they’ll do and that you’ll guide them.”

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It’s not every class that has its own movie trailer. To be fair, Sidneye Matrix, a professor of media and mass communications at Queen’s University in Kingston, Ontario, is a bit of a pioneer when it comes to harnessing the power of social media and technology for her courses. Matrix uses an online chat program called Cover it Live for office visitation hours, often to remind students about important dates and assignments via text message and post all of her lectures onto YouTube and iTunesU, a store for free audio and video podcasts.

She even has an app—Class Cadillac—which is free for Apple and Android devices. It provides just about all the resources her students need for her class, including lecture videos, reading lists and a schedule. And if students can’t make it to Kingston for September? No biggie. As long as they have Internet access, they can take the course from home—sitting in their housecoat and bunny slippers—just like 400 other online (in addition to 700 offline) students registered for her class, Film2104: Media and Pop Cult, for the fall.

“Technology and education have a symbiotic relationship between technology and learning. It wasn’t that long ago that lap-tops, and cellphones were banned from lecture halls and students were bused before disciplinary committees for organizing Facebook study groups. Some universities have blocked Wikipedia while others even shunned Wi-Fi networks.”

But things have changed. Today, connectivity is ubiquitous, information is limitless and the ability to communicate anytime, anywhere, with anyone has opened vast opportunities for peer-to-peer learning and collaboration. Attitudes about everything from smartphones to virtual classes are not only changing acceptance in the gilded halls of academia, a growing number of educators view social media and technology tools as indispensable.

But it’s not professors and administrators driving the change. “Moments come from the students,” says Matrix. “When I wasn’t creating podcasts, students were taping my classes. When I wasn’t creating RSS feeds of lecture notes, students were trading lecture notes on Facebook. If you don’t create a mechanism for them to collaborate, they will do so on their own,” she adds.

“It’s not that students are different in their nature, it’s that they live in a different environment so the same sorts of drives are expressed in different ways.”

That’s the challenge and the opportunity, says Wesch, where technology can play a role. A lot of the technologies we see today, especially in social networking, were created to explore the search for meaning and are based on the ability to connect with others. While having a course Facebook page may seem like it’s just pandering to the “tech-savvy” youth of today, it’s important to remember that Facebook was born on a college campus and was meant to make connections between people says Wesch.

But anthropology aside, can something like Facebook or Twitter contribute to the academic side of university? “Absolutely,” says Peter Carr, who teaches courses on the impact of information systems on society and social media for business at the University of Waterloo. “The new modern philosophies of education would say it’s important to have students working in groups, interacting with each other and the professor and learning the content together.”

Carr is one of the growing number of professors who spend more time online than in the classroom. Recently, Carr had a group of 30 students work with the Red Cross in Geneva as part of a project to investigate how the organization set up franchise operations and delivered services such as health education. Students connected with Red Cross workers at offices in Uganda, Colombia and India using Skype. During the week, students would be on the “phone” with Africa and whenever they had a question to ask or if they had something interesting to share, they would buzz Carr at his computer.

“The way I like to think about it is that we can make the outside world more visible to the students and have them interact more with the outside world around their subjects. That, I think, is where there is a lot of opportunity for us to really make education better.”

• Facebook through most of my class
  “On some fundamental level [students] are not any different than they were 20 years ago,” says Wesch. “Most students are still at school mostly to figure out who they are and who they’re going to be. It’s not that students are different in their nature, it’s that they live in a different environment so the same sorts of drives are expressed in different ways.”
  That’s the challenge and the opportunity, says Wesch, where technology can play a role. A lot of the technologies we see today, especially in social networking, were created to explore the search for meaning and are based on the ability to connect with others. While having a course Facebook page may seem like it’s just pandering to the “tech-savvy” youth of today, it’s important to remember that Facebook was born on a college campus and was meant to make connections between people says Wesch.

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BEYOND THE CHALKBOARD

Facebook Every course should have a Facebook page. Students can crowdsource—that is, share relevant information with the group and post links to resources. Some professors come up with inventive ideas, such as having students create profile pages for historical figures, replete with extensive bios.

Twitter Some professors take questions via Twitter during class or display running commentary on a big screen monitor.

Cover It Live The online chat tool is used by some professors for their office hours rather than managing a queue of bodies lined up outside the door. Students ask questions and everyone can read the replies. Chats are saved and links can be posted online for future reference.

Skype The communication tool runs on computers and smartphones and can be a free source of audio or video messaging.

YouTube/iTunesU Either is good for recording and uploading audio or video of class lectures. Both are accessible on mobile and desktops and are great for catching up on classes one might have missed.

REMIND101 An SMS service lets professors remind and announce text messages or emails to students.

Webex A webinar service that livestreams video up to 1,000 remote online viewers. Sessions can be recorded and offer text reminders, detailed reporting on attendance and participation and live polling features.

TECHNOLOGY HAS TOPPLED THE IVORY TOWER

Course content on smart phones, study notes on Facebook, professors on Skype—and it’s a classroom revolution that’s been driven by students

BY MICHAEL SNIDER Illustration by Liz Emerzian

10 THINGS WE LOVE
**IT WILL HELP YOU GET A BETTER JOB (REALLY)**

The mix of ideas and the skills to put them in action is what’s giving fresh value to undergrad degrees

**BY JENNIFER LEWINGTON**  
**Photography by Hudson Hayden**

Record numbers of first-year university students flocked to campus this fall—but that hasn’t stopped nagging questions about the value of a bachelor’s degree. Despite persuasive statistical evidence that graduates find careers related to their studies and earn more than others over a lifetime, Canadian universities are under the gun to demonstrate what it means to have a degree.

Prodded by rising expectations of students, parents, government demands for greater return on investment and a push from within to rethink undergraduate education, Canadian universities are expanding efforts to link academic studies to the “real” world. “We know the [degree] credential has value and that employers are looking at it and making hiring decisions based on the credential,” says Glen Jones, a professor of higher education at the Ontario Institute for Studies in Education. “Universities now are trying to expand the notion of what is associated with the credential that could be helpful to the student, make a better educational experience and yes, maybe have down-the-road implications for employability.” In addition to co-op education and internships, universities offer co-curricular records that recognize work-relevant skills such as communication and leadership, developed through volunteer activities either on- or off-campus.

Some universities have started pilot projects to include résumé writing and career exploration in the curriculum, while others spell out course-level learning outcomes—such as the ability to think critically and work with others—valued by employers. The idea is to help students develop knowledge and skills that will apply whatever their chosen career. “You don’t want to equip students to be bankers; you want to equip them to do whatever they might be inclined to do,” says McMaster University professor Patrick Deane, a leading advocate of reforming undergraduate education. His university and others have embraced “experiential learning”—such as undergraduate research projects that offer learning opportunities outside the classroom—as integral to the academic experience.

Melding theory and practice is old hat for professional schools, such as business and medicine, but new as a campus-wide phenomenon. “It’s a relatively recent thing for universities across the board to think in terms of the outcome of the learning process to reasonably equip students for what they want to do,” says Deane.

Since 2002, McMaster’s faculty of social sciences has offered undergraduate research awards to a dozen or so top students. Over the summer, they can work on a project of their choice, in collaboration with a professor, an experience designed to provide insights into potential future employers. “We know their lobbying arm unveiled a new website, MyEducationHasValue.ca, to explain financial assistance and employment trends. “We need to get the whole concept of a career and a job at or near the top of the priority list of students and parents,” says David MacMurdo, vice president of student affairs at Wilfrid Laurier University.

At Laurier, which promotes student engagement and is expanding the menu of academic programs that blend theory and practice, a global studies course with a for-credit component on career development will be piloted this fall.

Students will be expected to integrate soft skills normally acquired outside the classroom into their academic studies. “The ‘aha’ moment comes when they say ‘I see how those skills I learn in the classroom transfer into the real economy,’” says Laurier director of learning services Gail Forsyth.

At the University of Alberta, experiential learning is also a priority. For example, the university introduced a campus-wide undergraduate research initiative last month for students to take part in projects, in and outside the classroom and for-credit or not, that develop skills of inquiry, analysis and collaboration. “Students are clearly asking for these things because they are learning skills that make critical, informed citizens,” says Connie Vanhagen, academic director for the initiative. “They don’t just want a pile of facts in their heads. They want to do something with it and that is exactly what employers want, too.”

The U of A Students’ Union, which has campaigned for the initiative for two years, will put on a two-day symposium next month to show off current collaborations between students and professors. “I think it will improve the perception of the value of having an undergraduate degree,” says Emerson Csorba, academic vice-president for the students’ union. He is also on a university task force to identify the desired attributes of a U of A graduate. A third-year student in political science at the university’s Francophone campus, and the first in his family to attend university, Csorba has not settled on a career yet. But he has no doubts he wants a degree. “The expectation of education is to instill critical thinking skills and a sense of engagement in students,” he says.

But the rise of degree-granting colleges, the expansion of credit transfers that smooth pathways between higher-education institutions and colleges, and bragging rights about the employability of their graduates has universities honing their pitch.

Last month, as Ontario’s 20 universities accepted a record 90,000 first-year students, their lobbying arm unveiled a new website, MyEducationHasValue.ca, to explain financial assistance and employment trends. “We need to get the whole concept of a career and a job at or near the top of the priority list of students and parents,” says David MacMurdo, vice president of student affairs at Wilfrid Laurier University.

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“University can be either as big as you want or as small as you let it”

Arshad Ahmad, a business professor at Concordia University and president of the Society for Teaching and Learning in Higher Education, is among the first to admit that all is not well in the world of postsecondary education, and he has plenty of ideas to fix what ails it: smaller first-year classes to start, introducing more co-operative, community-service and problem-based learning; encouraging more student-faculty interaction; and getting undergraduates involved in research. But, he adds, the situation is far from the doomsday scenario that some critics would have you believe. Universities, he notes, are more accessible now than they have ever been. Despite its drawbacks, he says, a university education can be a “game-changer” for young people, and not solely because it can help them land a good job. “I would say the glass is definitely half full,” he says.

Eh Ovitt, a master’s student at the University of Guelph agrees. “University can be either as big as you want or as small as you let it,” he says. Over the course of his undergraduate career, he encountered the odd professor too busy or uninterested to talk to students. But by and large most of them seemed thrilled when a curious student showed up at their office door. “They will share their expertise quite willingly,” he says.

Fellow students can be another source of inspiration. Making connections can be difficult in the early years when the classes are big but by the time students reach third and fourth year, there are opportunities for collaboration. “You start to see the world from their perspective and that fuels your growth,” he says. “In every university regardless of how down trodden it is or how low it scores in the rankings, you can find a spring or well of inspired thinking,” adds Ron Marken, professor emeritus at the University of Saskatchewan. The trouble is, it may not be at the forefront of the curriculum. “But you can find places if that’s indeed what you want,” he says.

Claude Lamontagne, a psychology professor at the University of Ottawa and the recipient of numerous teaching awards, is a strong critic of a postsecondary system that, in his view, emphasizes rote learning over critical thinking. Even so, he concedes, it is still the best place for critical self-discovery. Students, he says, “are capable of incredible insight” but are hampered by a system that all too often doesn’t allow them to express their ideas. Education should be an “awakening,” he says. His advice to students: Take advantage of opportunities like directed-reading courses that allow for independent study and one-on-one interaction with faculty; opt for classes with low student-to-faculty ratios; and don’t fall into the trap of believing that the sole purpose of a university degree is to get a good job.

“When used creatively, I think university is the best thing that can happen to anyone,” says Roger Moore, professor emeritus at St. Thomas University in New Brunswick. As he sees it, one of its many benefits is that it can help young people discover hidden talents and interests. Moore, a former professor of Spanish, recalls one student asking his permission to create a painting instead of writing an essay as the course required. It was an unorthodox request. Reluctantly, he agreed to it on the condition that she should present it to the class in Spanish. The painting was an intricate and stylized depiction of the 16th century conquest of Mexico at the hands of the Spaniards. It took him aback. After many lengthy discussions with the student, he advised her to pursue a degree in the arts rather than try to master the proper technique of essay-writing. The student went on to study architecture; the painting still hangs in his home.
It’s an extracurricular wonderland

By Eggle Procuta Photograph by Amanda Coleman

Classes might lead you down a certain path, but it’s the myriad campus opportunities that help you discover who you really are.

Victoria Saigle (centre) is a member of Effusion, an a cappella ensemble at McGill University.

It’s the myriad campus opportunities that help you explore your interests. Classes might lead you down a certain path, but it’s outside the classroom where the real learning happens.

“Extracurricular is misleading because it suggests an à la carte choice,” says Chambers. “University changes lives,” he says, “and that theory into practice: what we love.”

Memorable moment

This came in first year when she was among the 180 students auditioning for one of 20 spots in Effusion. Saigle chose Sara Barrilés’s Fairytale, because it showed off her range. Although she had studied classical music at high school, she had never performed pop before. “I’m not going to lie,” she says, “it was nerve-racking.”

How she pulls it off

Saigle devotes about five hours a week to Effusion, going to rehearsals two evenings a week. Rehearsals get more intensive when they’re getting ready for their two big concerts each year or a tour. She finds it easy to strike the right balance between Effusion and her school work because she knows at the beginning of the year when all her assignments are due and can plan her schedule accordingly. She finished her second year with a B+ average.

The payoff

Saigle says Effusion has made a huge difference in enriching her university experience. The other members in the group are like her family and provide an important support network while she’s away from home. “Everyone wants to do as much as possible together,” she says. “It’s really a lot of love. It doesn’t seem intensive at all. It’s just fun.”

Word of advice

Saigle says that because McGill is so big, it’s hard to be aware of the range of extracurricular activities available. What’s missing is cohesion in how information is communicated to students.


Getting a university education conjures up images of students poring over textbooks, cramming for exams and attending lectures. But more than ever, a degree—even an undergraduate one—comes with time spent in a lab. Experts say that hands-on experience is becoming necessary to compete for jobs in the real world. And the opportunities for research are as endless as a student’s imagination. Some don traditional white coats and work on campus while others go abroad or trek up north to study the environment. While lab work was once the domain of master’s and PhD students, it’s becoming more common for undergraduates to do research as part of their study, said Christine Taussig Ford, vice-president of the Association of Universities and Colleges of Canada. “Universities are making sure they’re taking innovative approaches and incorporating meaningful research experiences for undergraduate students,” adds Ford. And lab work at all levels provides many benefits because students improve their critical thinking and analytical skills. We talked to three students about what they’re researching.

Jacqueline Richelle, BSc in Biological Sciences, University of Manitoba

Jacqueline Richelle didn’t imagine that doing research as an undergraduate science student at the University of Manitoba would lead her to India, but that’s exactly what happened. Her journey began after her second year, when Richelle applied to do research work as part of her goal to enter the faculty of medicine. “I felt research experience would be valuable to me if I could find an area that was related to health care.” Luckily, Richelle was awarded a summer research position in biological sciences in 2010. She found her supervisor whose work she admired—department head Judy Anderson—and worked with her team to isolate specific individual muscle fibres in mice and zebra fish, which are activated to generate new muscle when it is damaged or exercised.

The goal is to look at the activation process causing these muscle cells to divide and make new muscle if it is exercised or damaged, she says. It’s hoped that Anderson’s research could help slow muscle atrophy in those suffering from disorders such as muscular dystrophy, or in elderly populations.

This past May, Anderson invited Richelle to India for two weeks to help teach the technique at the Institute for Stem Cell Biology and Regenerative Medicine (iristem) in Bangalore. That experience was amazing, said Richelle. “Everyone there was so interested to hear what you had to say and it was really nice to be able to collaborate with people on the other side of the world.”

Nathan Wilbur, Masters in Civil Engineering, University of New Brunswick

As a boy, Nathan Wilbur lived to fish. Fast forward some 20 years, and he’s literally swimming with the fish as part of his lab work. The 26-year-old student at the University of New Brunswick is completing his thesis on how changes to the environment are affecting water temperatures and fish populations. “I just love anything to do with salmon and trout and their habitat and that’s what this project was all about.”

Wilbur was asked to take part in the research by one of his professors, Dr. Allen Curry, when he was completing his BSc degree at UNB. Under the supervision of Curry, who’s also the director of the Canadian Rivers Institute, he started his master’s thesis on the project in 2009. The research was, according to Wilbur, a perfect combination of high-tech computer work and field research. Researchers wanted to find cold-water regions in the Miramichi River basin where salmon and trout gather if the water temperature climbs past 23°C. Since fish can’t endure such high temperatures, they will seek out cooler areas. (Because of environmental changes and human activity, they will seek out cooler areas.)

The team gathered information on the rivers using a helicopter with an infrared camera, then mapped the cold patches using a computer program. The next step, said Wilbur, was to conduct dives. “Basically I worked with the fish and took measurements on where they were and other conditions, like how deep was the water, how fast was the flow.”

One goal of the study is to help forestry or watershed groups understand how fish are using the cold water zones so that they can avoid building roads or clear-cutting camps nearby, says Wilbur. The other is to provide them with resources to help them restore cold water areas. Wilbur is completing his thesis and hopes to eventually publish the work in an environmental journal. He may also do a PhD on the same subject. Being able to conduct his research in the field is one reason Wilbur is so enthusiastic about his studies. “We get to observe what the fish were doing with our own eyes, and actually see it right in front of us. I think that’s so important. It’s not the typical lab experience.”

IDA FOSTER, BA in Psychology, Concordia University

Ida Foster hopes her research in psychology at Concordia University could some day prevent many children affected with Attention Deficit Hyperactivity Disorder (ADHD) from taking up smoking. After her first year, Foster began volunteering at several labs to boost her research experience. One was Dr. Jennifer McGrath’s Pediatric Public Health Psychology (PPHP) lab. McGrath’s work examines cardiovascular precursors in children as part of a longitudinal study known as the Healthy Heart Study. Now in her third year, with McGrath as her supervisor, Foster chose the topic of ADHD and smoking for her honours thesis. Using data from the Healthy Heart Study, she examined the attitudes toward smoking in children with inattentive or hyperactive forms of ADHD. She found that those with inattention-type were more likely not to notice the consequences of smoking, such as lung cancer, while those with hyperactive forms were more likely to notice perceived benefits, such as helping them calm down.

The hope is that the research will help health educators to customize smoking prevention programs for children with ADHD. “What we have found is that the literature that is out there is that those with ADHD are more likely to smoke. So we are targeting kids before they start.”

Foster is currently completing a manuscript of the thesis to submit to a journal. She is applying for graduate studies in 2012 in a combined clinical and forensic psychology and law program and hopes to become a clinical psychologist.

Research isn’t just the domain of grad students. Undergrad opportunities can lead to lifelong intellectual journeys

by Allison Dunfield

Nathan Wilbur started fish-population research during his undergrad degree at University of New Brunswick.

10 Things We Love
Cool, architecturally-distinguished new academic buildings are sprouting up coast to coast, thanks to bold new thinking on the part of Canadian universities. They've been able to raise money, and get approval for common spaces that many institutions believe their money should only go toward classrooms and labs. Michael Heaney, whose firm Ring Thom helped integrate a university and office tower into an existing shopping mall in Surrey, British Columbia, to create a new vibrant Simon Fraser University campus, says “students like to be where the action is and not be segregated in an ivory tower.”

Functionally, there have been many changes among the spate of new buildings: flex rooms that can act as a classroom one semester and a TAs' office the next, a building that despite its high tech equipment no longer takes on a windowless fortress identity, lecture halls designed to not put students to sleep, libraries that share warehouse collections and make space for breakout rooms and research pods, and architecture that invites the city to walk freely through its public spaces.

The building boom can be traced back to the announcement in January 2009 of the Knowledge Infrastructure Canada program. The gold standard for sustainable buildings is actually a platinum certification, and that’s what Lakehead University received for its Orillia campus. It’s the first Canadian university to get the award. Opened last fall, the $43 million Moriyama and Teshima designed Academic Building (officially known as 500 University Avenue) was the first new structure erected on the five-year-old campus. It boasts a geo-thermal system, a green roof and a rain-water retention pond. 

Architects talk of making campuses more livable, including peaceful courtyards, offices exposed to natural light, windows that let in fresh air, more green space, common areas that offer colleagues from different disciplines the opportunity to bump into each other and places to step into so that conversations might turn into rich debates.

“Some of the most important conversations in learning are not in the classroom,” says Kuwabara, who says it has been difficult to try and get approval for common spaces when many institutions believe their money should only go toward classrooms and labs. Michael Heaney, whose firm Ring Thom helped integrate a university and office tower into an existing shopping mall in Surrey, British Columbia, to create a new vibrant Simon Fraser University campus, says “students like to be where the action is and not be segregated in an ivory tower.”

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Working Knowledge

Working Knowledge is back again this year. It’s a careers-focused look at the links between undergraduate degrees and employment, arranged by seven fields of study: Engineering and Technology, Arts and Humanities, Education, Sciences and Math, Health and Medical Sciences, Fine and Performing Arts, and Business and Commerce.

This section draws from interviews with employers and recent graduates to guide you on how to turn your university degree into a career. We’ve also suggested some examples of niche programs to help you tailor your degree to suit the type of job you’re interested in.

Working Knowledge has been created in partnership with TalentEgg, Canada’s leading job site and career resource for students and new graduates. TalentEgg features co-op, internship, summer, and entry-level job postings from some of Canada’s top employers, plus industry guides and career tips in its online magazine, the Career Incubator. Find out more at www.talentegg.ca.
Education

With an average income of more than $54,000 per year, as well as summers off, teaching offers a stable public-sector job. But with an increase in the number of teachers graduating from university and with baby boomers putting off retirement, the unemployment rate for new graduates was a staggering 66% in 2010. And it’s likely to remain at that level for another five years. While there are employment opportunities in Canada’s northern aboriginal communities, other options for new graduates include teaching English abroad but salaries vary greatly based on experience and country. ESL teachers can expect to make between $35,000 and $80,000 per year, and many teach in private institutions or in postsecondary institutions. Education majors can also try for jobs in institutions such as art galleries and museums.

What Employers Want

When we consider potential teaching candidates, we look at a number of factors, including educational background and work experience. We look for individuals who share our values and our vision for public education. We aim to help each student succeed in learning at every stage of life. We teach students to be lifelong learners but this mission applies to our staff as well. Our staff shares a common vision of a school system that is a progressive leader in education. We all take pride in our individual and collective achievements. We value contribution and talent. We respect differences. Strength comes from learning, teaching and working together and we provide a secure, supportive environment that adapts to changing needs.

Education programs you may not know about...but should:

- Psychology
  A senior-year internship allows students to work with children and adults with disabilities.
  - University of Toronto at Mississauga

- Adult Education
  Introduces students to theories of adult learning and development.
  - University of the Fraser Valley

- Brock University, University of New Brunswick, University of Regina

- Recreation and Health
  Students learn to plan, implement and evaluate health and wellness policies and programs.
  - University of Victoria

- Integrated Science
  For those who want to teach science at the primary or secondary school level.
  - Carleton University

- Outdoor Adventure Leadership
  Combines academic classes with courses on white water rafting, rock climbing and wilderness emergency first response.
  - Laurentian University

- Artists in Community Program
  Designed for those already trained in the fine and performing arts.
  - Queen’s University

- Music Education
  Focuses on vocal or instrumental training at either the secondary or elementary level.
  - University of Western Ontario

- Paul Woodley
  Staffing Officer, Human Resource Support Services, Peel District School Board

- From Class to Career

Crystal Young, 26, says that she worked and volunteered with youth organizations and student groups while completing her degree. “It gave me hands-on experience before I spent one hour in the classroom,” she says. She adds that students need to understand the teaching job market because it’s extremely competitive. “I knew I needed to not just limit myself to working in junior high and high school.”

Crystal Young, Communications Instructor, College of the North Atlantic, Bachelor of Education, Memorial University, 2009

Jacalyn Armstrong, Teacher, Dawson Alternative College of the North Atlantic, Bachelor of Education, McGill University, 2008

Jacalyn Armstrong, 26, believes trying new experiences makes you a better teacher. That’s why she teaches in an international baccalaureate program and a Sport Etudes program, and works closely with students with behavioural difficulties and special needs. “If there’s a chance that an experience will make you a better teacher, then do it.”

Landen White, 23, knew he would be suited for a career in education when he worked as a kids’ sports coach after high school. Now, after completing his BA and BEd at Brandon University, White works as a grade 8 teacher at Carberry Collegiate in Manitoba. It’s a small school with just over 300 students enrolled from grades 5 through 12. White suggests that those looking into the education field should always keep learning and pursuing opportunities to build their skills. “The dream teaching job won’t always be available right out of the gate; it may take some time,” he says. “But the best thing to do is teach and gain experience any way you can.”

Landen White
Middle Schools Teacher, Beautiful Plains School Divisions (Carberry Collegiate), Bachelor of Arts and Bachelor of Education, Brandon University, 2010

CRISTAL YOUNG
Communications Instructor, College of the North Atlantic, Bachelor of Education, Memorial University, 2009

Jacalyn Armstrong
Teacher, Dawson Alternative College of the North Atlantic, Bachelor of Education, McGill University, 2008

LANDON WHITE
Middle Schools Teacher, Beautiful Plains School Divisions (Carberry Collegiate), Bachelor of Arts and Bachelor of Education, Brandon University, 2010

McGill University, 2008

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**Working Knowledge**

Sciences & Math

Since there are many different disciplines to choose from it’s never been easier for science and mathematics graduates to start a successful career. In 2011, the average annual salary of an employee working in the sciences and mathematics was about $60,000. But the numbers can vary greatly, depending on what discipline you’re in. For example, starting wages for cytotechnologists begin at $40,000 but can go up to $70,000. Ecologists, however, can expect to receive a starting salary of $25,000, although that number can eventually rise to $100,000. Environmental consultants can expect a starting salary of $35,000 but that will then rise to over $80,000. Statisticians, who can also start at $35,000 but can go up to $70,000. Ecologists, starting wages for cytotechnologists begin at

From Class to Career

**What Employers Want**

Most of our entry-level positions are in two core areas: software engineering and financial engineering. Creativity and innovative thinking are incredibly important, as are flexibility, a driven attitude, a strong team-orientation, time management skills and most importantly, an appetite for learning. It’s sometimes difficult for new graduates to transition their thinking from purely theoretical, which is often the approach at university, to a more practical approach. Our industry is about solving complex risk problems in a practical way. We encourage graduates to look for opportunities to get involved in practical problem solving and take a variety of courses. This helps them to round out their skill sets by developing their communication and teamwork skills.

The co-op program at Maple Leaf started over 10 years ago with only a handful of students. Now we have over 25 students at any one time. We recruit across multiple disciplines—marketing, finance, engineering, information technology, and product development, across multiple businesses. One of our entry-level programs that we are very proud of is the Product Development Co-op Program. We hire Food Science co-op students for four and sometimes eight-month work terms for both our Protein and Bakery business units. Besides education we want self-starters who take initiative and have strong leadership abilities. We are looking for people who value transparency, communication and collaboration.

**Science programs you may not know about...but should:**

- **Environmental and Conservation Sciences**
  - Students develop solutions to issues such as decreasing renewable energy resources, global climate change and wildlife conservation.
  - **University of Victoria**/Vancouver Island University joint degree program

- **Forestry**
  - Students get a combination of science, engineering and business courses. They also have the option for a minor in commerce at the Sauder School of Business. Students can also complete five co-op terms, allowing them to graduate with nearly two years of paid work experience.
  - **University of British Columbia**

- **Geocomputational Science**
  - Students will utilize computer science, geography and mathematics to develop tools and theory to prepare them for careers in mining, oil and gas government.
  - **University of Toronto**

- **Terrestrial and Aquatic Ecology**
  - Provides a background in field ecology.
  - **Laurentian University**

- **Water Resource Science**
  - Water quality and adequate supply are important issues and this program focuses on finding the solutions.
  - **Lakehead University**

- **Early childhood education and science**
  - Focuses on the social, emotional, cognitive and physical development of young children.
  - Allows students to graduate with a university degree and a college diploma in only four years.
  - **Guelph University/Humber College joint degree program**

- **Photronics**
  - This program helps students develop an understanding of the technical applications of light and lasers.
  - **Wilfred Laurier University**

- **Bilingual Environmental and Conservation Science**
  - The only program of its kind in Canada allows students to complete half of their course work in each of the two official languages, so they may obtain a fully bilingual degree.
  - **University of Alberta**

Laura Maclean is a graduate dietitian on a regional diabetes team in Manitoba. She says pursuing a degree and career in nutrition isn’t easy—like most jobs in science and healthcare, it requires a lot of dedication and hard work. But she attributes much of her success to her experience interning in the field.

“A classroom can only teach you so much, but it was my on-the-job experience that really helped to build my knowledge and confidence in my abilities as a nutrition professional.”

Ryan Kazmerik designs and develops software for companies, primarily in Calgary’s energy field. Kazmerik suggests that those interested in computer science “try to get involved in another discipline such as business, medicine or communications.” He adds that “computers are a powerful force but only if used in conjunction with something that gives the technology purpose.”
### Health & Medical

As Canada’s population ages, demand for medical imaging technicians, cardiovascular technicians, medical sonographers, ultrasonographers and other jobs that are essential to the diagnostic end of the medical industry will continue to grow. Depending on a few factors, diagnostic technicians can earn more than $80,000 each year. The relatively new field of genetic counselling is also fairly lucrative with counsellors making an average of $65,000 to $85,000 annually. Doctors are among the highest paid professionals in the healthcare industry with an average starting salary of around $100,000. That amount can go as high as $500,000 depending on the type of specialty but the road to becoming a doctor—an MCAT, medical school and long work hours—can be extremely demanding for many students. Other careers for those graduating with a health sciences degree include neuropathic doctor, psychiatric nurse, gerontologist, midwife, athletic therapist, chiropodist, coroner, allergist or speech language pathologist.

<table>
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<tr>
<th>Healthcare programs you may not know about…but should:</th>
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<tr>
<td><strong>Bilingual Nursing Program</strong> Combining a standard nursing curriculum, which is taught in English with class work that is conducted in French, this program’s students are fully bilingual by the end of their degree. It allows graduates to work as nurses in any province or territory in Canada. —University of Alberta</td>
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<td><strong>Addictions Counselling</strong> In the only program of its kind in Canada, students learn theoretical knowledge, clinical expertise and practical skills to treat, prevent, and promote issues related to addiction. —University of Lethbridge</td>
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<td><strong>Adaptive Movement Science</strong> Students use theory and practical applications to learn how to develop sports and exercise programs and policies for people with disabilities. —University of Regina</td>
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<td><strong>Fitness and Health Promotion</strong> Using practical experience through workplace internships, graduates can explore career possibilities in clinical environments as well as in health and fitness fields. Students can earn a Bachelor of Applied Science as well as a diploma in health and fitness promotion in only four years. —Guelph University/Nunavut College joint program</td>
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<td><strong>Health in Society</strong> Determining how the environment impacts our health is the focal point of this program. —McGill University</td>
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<tr>
<td><strong>Clinical Exercise Physiology</strong> Through study and research, students develop specialized physical activity programs for individuals with diseases or chronic illnesses. Students can become clinical exercise physiologists after graduation or pursue graduate education in physiology. —Concordia University</td>
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<tr>
<td><strong>Radiation Sciences</strong> Using x-rays and other diagnostic imaging technology is crucial to the health sciences field. Students learn about general radiography, mobile and operations room radiography, fluoroscopy, specialized contrast procedures, mammography, and computer tomography or CT scans. —University of Prince Edward Island</td>
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### What Employers Want

**Northern Health** searches for individuals who are genuinely passionate about the career paths they have chosen. We recruit to fill vacancies that span a wide range of professions, which include nursing, health sciences, support, and management and leadership roles. Considering there is a range of professions, minimum qualifications and certifications will differ; however, there are crucial core traits that we look for in all candidates. We actively recruit individuals who are committed to providing exceptional health services. Top attributes that Northern Health looks for include: the desire to be a part of an outstanding healthcare team whose goals include building healthier communities, coming aboard with a positive attitude, willingness to embrace cultural diversity, respect for yourself and others and a desire to make a positive difference in the lives of others.

**Lynne Chamelot**, National Director, Human Resources, LifeLabs

LifeLabs will recruit recent graduates of laboratory science programs for many roles. In addition to a medical laboratory science diploma or degree, some technologists may need additional certification or registration with a regulatory body or college. Our medical science staff will have Ph.Ds in the laboratory science discipline they practice while pathologists are also medical doctors. Successful completion of the required programs is important, but we also look for a depth of technical knowledge through testing, passion for the role and for working in healthcare.

In the end, it’s all about the patient and helping them. In addition to technical knowledge, LifeLabs looks for individuals with strong problem-solving skills and a dedication to quality and teamwork. What the potential hire brings to the table holistically is important as there are many career opportunities within LifeLabs that could exist down the road, as the organization and the individual learns and grows.

**Stephanie Walker**, Registered Nurse, Health Force Ontario, New Grad Initiative, Trillium Health Centre

Stephanie Walker, a 22-year-old registered nurse who works in the birthing suite unit at Trillium Health Centre in Mississauga, says her first experience in the field was during her practicum placement at Trillium in January. After graduating in April, Walker came back through the Health Force Ontario New Grad Initiative, which includes a six-month orientation. “I wanted to come back to Trillium to start my career because I had a wonderful placement here,” she says. “My role as an RN in the Birthing Suite Unit is to assess and triage pregnant women who come into the hospital, provide supportive and assistive care in all stages of labour for the pregnant woman and her family, and care for mother and baby post-delivery recovery period.” The unit also includes an operating room to perform caesarean section deliveries in which the RN is the scrub and circulating nurse.

**Kirsten Fiest**, Research Assistant, University of Calgary

Kirsten Fiest worked to develop her research skills in the medical field by engaging in extracurricular activities that connected her with professors. One of them even ended up as her honours degree supervisor. “My class to career transition was made easy because I had fostered relationships with many professors and students,” she says. “Research experience early in your degree is invaluable when looking for a job once you have graduated.” Fiest, now works as a research assistant at the University of Calgary in epidemiology, specifically focusing on seniors’ mental health. She knew she wanted a career in the medical field after volunteering in research labs in different disciplines. “I generate research questions, conduct literature reviews and searches in that area, perform the relevant statistical analysis and write the results for publication in peer-reviewed journals. I have the opportunity to present my results at academic conferences, as well as to industry partners and specialists in the academic world.”

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**From Class to Career**

**Stephanie Walker**, Registered Nurse, Health Force Ontario, New Grad Initiative, Trillium Health Centre

**Lynne Chamelot**, National Director, Human Resources, LifeLabs

**Stephanie Walker**

**Kirsten Fiest**

**University of Calgary**
In 2007, the Canadian arts and culture industries contributed $46 billion to the country’s GDP and employed over a million people. However, the average wage in 2010 for those employed in the fine and performing arts was $28,793, which is comparatively lower than other industries. But not all graduates of the fine and performing arts end up in cultural industries. Indeed, 40% work in sectors such as business and manufacturing. Many of those employed in the fine and performing arts industries are entrepreneurs who set their own hours; thus, their salary varies in range. For example, photographers can make an average of $38,835 per year depending on their skill level, location, and how much they charge per shoot. On the other hand, some graduates can find jobs as art and museum curators whose salaries in large cities can be $88,000 or more.

The current motion designer for CTV discovered design by accident in Grade 10. It was then that Bernal learned that design itself is less about the arts and more about the idea. Now, Bernal’s job includes designing and animating graphics that you typically see on television. She’s been able to work on the Marilyn Denis Show, So You Think You Can Dance Canada, and even the Royal Wedding. Bernal says she still continues to learn each day. “I learned that ‘Career’ is just like an extended classroom. You still keep learning, minus the B’s and the A’s.”

The Belfry Theatre hires for a wide range of entry-level positions, which include: stage management apprentices, stage crew and technician positions, box office assistants and actors (should the plays in the season include young characters). It is typical for us to seek out a recommendation for a new grad from one of their instructors, or from a theatre professional who has worked with them. Performance and production students can always seek outside experience to enhance the training and experience that they receive at school. A strong sense of theatre etiquette, discipline, and a positive attitude cannot be overestimated when working in a creative and collaborative business.

**From Class to Career**

**EDELINE BERNAL**  
Motion Designer  
CTV, Bell Media  
Bachelor of Design, York University/Sheridan College, 2010

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**ADAM CLARK**  
Location Sound Recordist,  
Adam Clark Sound  
Bachelor of Fine Arts (Film), York University, 2011

Adam Clark, 2L, intended on being a director in his first year of film studies at York University. It wasn’t until he started experimenting with sound editing on one of his first films that he realized that maybe directing wasn’t what he wanted to do. “The sound courses and the way they were taught really ignited my imagination and passion,” he says. “Since then, I have continued to learn, stretch and hone my skills. I invested my life savings in a state of the art sound kit, which I continue to add to and develop to keep up with industry demands.”

**ROB KRAZEWKSI**  
Coordinator, Board and Executive Relations, TIFF  
Bachelor of Arts Honours (Theatre Studies), University of Guelph, 2009  
Master of Arts (English), University of Guelph, 2010

Rob Kraszewksi knew he wanted to have a career in the arts after playing the Cowardly Lion in his Grade 7 production of The Wizard of Oz. “There’s something about communicating with people that’s always gotten to me,” says Kraszewksi. It turns out that his theatre degree ended up being far more practical than he had ever imagined. Now working for the Toronto International Film Festival and its board of directors, a typical day for Kraszewksi can involve everything from setting up a meeting room to getting a phone call from Francis Ford Coppola to researching how the organization can work to be even more efficient. “It’s a truly varied job that keeps me on my toes,” he says. If you’re looking to make use of your fine arts degree, Kraszewski suggests doing research—the fun kind. “Watch a ton of films. Good films, bad films, funny films, difficult art films, watch as many as possible.”

**What Employers Want**

There are approximately seven people working behind the scenes for every performer on stage, which means there are lots of opportunities at the Stratford Shakespeare Festival. We often hire graduates as assistants in design and as apprentices in our production shops including props, wardrobe, crafts and scenic art. We hire arts administration graduates in assistant roles in marketing, fundraising, and administration. Rather than grades, we focus on the candidate’s experience through school, community theatre or other professional arts organizations. Extracurricular involvement in theatre is essential and all staff are expected to be flexible, adaptable and have good organizational skills.

**Michael Shamata**  
Artistic Director  
The Belfry Theatre

Michael Shamata is the Artistic Director of The Belfry Theatre. The Belfry Theatre hires for a wide range of entry-level positions, which include: stage management apprentices, stage crew and technician positions, box office assistants and actors (should the plays in the season include young characters). It is typical for us to seek out a recommendation for a new grad from one of their instructors, or from a theatre professional who has worked with them. Performance and production students can always seek outside experience to enhance the training and experience that they receive at school. A strong sense of theatre etiquette, discipline, and a positive attitude cannot be overestimated when working in a creative and collaborative business.

**Robby Wilde**  
Film and Integrated Media  
York University, 2011

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Create Possibilities:
Despite the recent global economic slowdown, engineers and technical graduates remain in demand, particularly by multinational technology and resource extraction firms. The median salary for new graduate engineers is around $46,000 and depending on the level of education acquired, professional certification and experience, graduates who specialize in agricultural, aerospace, or environmental engineering can expect to earn $100,000 or more as they advance in their careers. With employment rates for engineering graduates averaging 90% after two years, students can tailor their degrees around their strengths and interests, confident that there will be jobs after graduation.

What Employers Want

For the majority of our entry level roles, we look for a business or engineering degree. Most of these roles are engineer-in-training positions for a variety of disciplines including mechanical, chemical and civil engineering. Good academic standing is important but the ability to balance multiple priorities in your personal life is a good indicator of your future success with us. In other words, we’re looking for the whole package—you perform well academically, have prior work experience, come to the interview prepared, and have interests outside work and school. We get really excited by candidates who already know all about our health and safety, sustainable development and community investment practices and are eager to be a part of our culture.

BHP Billiton Canada offers an entry-level graduate development program across a number of disciplines. This three-year rotational program provides graduates with the opportunity to work in multiple locations and support our different assets and projects. When recruiting, we look for graduates who perform well academically and who demonstrate they are active members of their community through volunteer activities, arts and cultural pursuits, sporting teams, and community service. Graduates who have a global vision and are keen to embrace the learning, mentoring and development offered to them are those who are most successful in our program.
From Class to Career

ANDY ZHANG
Software Developer, Intel of Canada Ltd, Bachelor of Applied Science, University of Waterloo, 2010

Software developer Andy Zhang says the six co-op terms he completed while he was a computer engineering student at the University of Waterloo—through which he accumulated two years of work experience in a number of fields—contributed greatly to getting an eventual offer of employment from Intel after graduation.

“One major advantage of studying at a university that offers a co-op program is the ability to graduate with real-world job experience,” says Zhang, now 23. “When competing against other university graduates, having work experience gives you a significant competitive advantage.”

It also helped that in much of those two years, he worked with the same programming language—Array Building Blocks—used to develop the project he works on now. It’s a programming model that helps developers speed up intensive mathematical computations by allowing them to fully utilize available CPU resources.

“The Array Building Blocks development team is a talented, high-energy group with a wide range of backgrounds. They are eager to help out with any issues that may come up,” Zhang says. “I’ve learned a lot in my 10 months here at Intel.”

SHANNON O’KEEFE
Engineer In Training, Sustainment Investment Planning, Hydro One, Bachelor of Applied Science, University of Toronto, 2011

Shannon O’Keefe knew she wanted to work for Hydro One as soon as she went for a job interview. “Everyone was so friendly and welcoming. I knew it would be a great place to work,” the 23-year-old says. She completed a 16-month internship with the company between her third and fourth years at the University of Toronto and says the experience complemented her education so much that her grades actually went up.

Upon graduation, she decided to return to Hydro One. O’Keefe says she sees the opportunity as a great way to expand her knowledge and skill set. “There are training sessions and tours of transformer stations, and there’s even the opportunity to complete your master’s in engineering.”

She’s currently enrolled in the Masters of Engineering in Electric Power Engineering program being offered by the University of Waterloo in conjunction with Hydro One.

LYNDSEY THOMAS
Reservoir Engineer in Training, Nexen Inc, Bachelor of Applied Science in Mechanical Engineering, Queen’s University, 2009

Lyndsey Thomas, 24, works in Calgary, but she is responsible for 2,600 barrels of oil production per day from about 40 wells in Yemen, a country she recently visited to see Nexen’s field operations first hand. “In a short time I have gone from being a university student who was only responsible for my own grades, to playing an important role within my team,” she says. While a student at Queen’s, Thomas maintained her honours-level grades and participated in a variety of extracurricular activities, such as being a teaching assistant for a first-year engineering course, teaching dance classes, and organizing welcome events for new students. “This demonstrated that I had the academic abilities to work at Nexen and was a well-rounded candidate who would work well in teams. Thomas also completed two summer internships with Nexen where she was able to prove her technical ability. “I showed an eagerness to build a career in the oil and gas industry.”

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engineering.uwaterloo.ca
**Engineering and technology programs you may not know about...but should:**

- **Interactive Media and Design**
  
  Interactive Media and Design students earn a bachelor’s degree in this joint program and a college diploma. 
  
  – Algonquin College/Carleton University

- **Interactive Systems Design**
  
  Interactive Systems Design students study the role of human cognition, development, memory and perception, students design web applications and games and test and implement these systems. 
  
  – University of Saskatchewan

- **Bachelor of Technology in Computing and Solid-State Device Technology**
  
  The practical aspects of computing and the manufacturing, control, and research of electronic gadgets are integral to this program and students can expect to clock countless hours in the lab. 
  
  – Brock University

- **Bachelor of Technology in Automotive and Vehicle Technology**
  
  Graduates of the degree/diploma program, which has numerous four-month co-op placements, are highly sought after by automotive companies. 
  
  – McMaster University/Mohawk College joint program

- **Bachelor of Science in Chemical Engineering, Oil Sands Stream**
  
  The Alberta Oil Sands contain more than 17 trillion barrels of oil. This program offers site-specific training and knowledge that can’t be obtained anywhere else in the country. 
  
  – University of Alberta

- **Energy Systems Engineering**
  
  Students develop the skills to ensure that energy consumption can occur economically and without environmental harm through courses on hydrogen power systems, solar technologies, windpower and sustainable energy systems. 
  
  – University of Toronto Institute of Technology

- **Environmental Design in Interior Environments**
  
  Constructing a program around studio design, this third and fourth year degree option allows students to explore the relationship between natural and man-made environments. 
  
  – University of Manitoba, OCAD University

- **Building Engineering**
  
  The only Canadian building engineering program is an interdisciplinary program that incorporates courses from different engineering streams like civil, mechanical and electrical. 
  
  – Concordia University

- **Engineering and Society**
  
  This five-year program aims to help students understand how their future engineering activities will impact communities. Graduates go on to work in city planning, environmental assessment, international development and safety engineering. 
  
  – University of Guelph

- **Engineering and Management**
  
  This five-year program is an interdisciplinary program that incorporates courses from different engineering streams like civil, mechanical and electrical. 
  
  – McMaster University

- **Environmental Engineering**
  
  This program gives students a comprehensive understanding of the environmental effects of engineering practices. It explores topics like air and ground pollution, renewable energy, hazardous waste management and air quality. 
  
  – Dalhousie University

- **Biomedical Engineering**
  
  Biomedical engineering is one of the hottest new fields and this program will help students apply their engineering knowledge to health sciences. Students eventually specialize in one of three fields: biomechanics, bioimage processing or pharmaceuticals. 
  
  – University of Waterloo

- **Nanotechnology Engineering**
  
  This program focuses on four core themes: nano-engineered materials, nanoelectronics, nanobiosystems and nano-instruments and prepares students for this new fast-growing industry. Co-op is compulsory for all engineering programs at Waterloo to ensure students gain adequate work experience. 
  
  – University of Waterloo

- **Space Engineering**
  
  In this unique program—the only one of its kind in Canada—students acquire a comprehensive knowledge in the design, manufacture, integration and management of the hardware and data systems in space projects. Along with taking traditional science courses, students also learn about wireless communication systems, orbital mechanics and electrical power systems. Graduates go on to work in the space industry, robotics and automatic telecommunication and biomedical instrumentation. 
  
  – York University

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**Engineer a sustainable future**

Are you eager to help solve the world’s most pressing problems? Concerned about the environment? Sustainable energy sources? Clean water? Global development?

If you are ready to make a difference, consider McMaster’s Faculty of Engineering. You’ll learn about the world’s most urgent environmental, societal and global development challenges. And you’ll be given the tools and the leadership skills to help solve them.

www.eng.mcmaster.ca
**Arts & Humanities**

Arts and humanities degrees may not seem like the most practical degree to get—especially with the rising cost of tuition and the increase in youth unemployment. But it’s actually one of the best career moves a student can make. That’s because arts and humanities usually produce well-rounded individuals, and employers know how crucial those types of people can be to the success of an organization. Arts and humanities graduates often excel at critical analysis, problem solving, teamwork and effective communication—all attributes that are vital to companies seeking to redefine themselves and be more competitive. When it comes to the softer skills, I look for high achievers with balance—people who demonstrate great initiative, have some customer service or sales experience, and enjoy working in a team environment, whether their experience has been in school, work or volunteer work. They should also enjoy giving back to their school and community because one of our most important mandates at TD is to find ways to give back to the community.

**What Employers Want**

NANCY MOULDAV Manager, TD Business Banking

In TD Business Banking, we have an 8-10 month associate program, which is a combination of in-classroom training, online learning and mentoring. I look for individuals who have an undergraduate or a master’s level degree, but the great thing is that they don’t need a business degree. They could have a degree in anything as long as they have taken some accounting and finance courses. When it comes to the softer skills, I look for individuals who demonstrate great initiative, have some customer service or sales experience, and enjoy working in a team environment, whether their experience has been in school, work or volunteer work. They should also enjoy giving back to their school and community because one of our most important mandates at TD is to find ways to give back to the community.

DOUG SPOONER Human Resources Associate, Toronto 2015 Pan/Parapan American Games

The Toronto 2015 Pan/Parapan American Games Organizing Committee hires across a broad range of roles within our eight departments. We’re looking for high achievers with balance across their lives. Sport participation is valued, but so are other activities such as part-time work in a related field, the arts, clubs, tutoring, event planning, student associations. When hiring for entry-level roles, we look for demonstrated leadership ability, strong interpersonal skills, some communication skills, self-motivation and the ability to be confident without being arrogant.

**Arts programs you may not know about...but should:**

- **Industrial Relations**
  - Focuses on the social and economic factors that impact labour management practices and institutions
  - McMaster University

- **Distinct and Diverse Communities**
  - Combines theory, practical coursework and training from three different institutions. Graduates are well suited to careers working with indigenous communities
  - Brock University, Sauder College and Anishinabek Educational Institute joint degree program

- **Sport Psychology**
  - Students learn about sport and health psychology, rehabilitation and occupational therapy, sport research and coaching
  - University of New Brunswick, Laurentian University, Acadia University

- **Music Cognition**
  - This specialization within the Department of Psychology, Neuroscience and Behaviour allows students to understand how the brain processes music and how this can affect cognitive development
  - McMaster University

- **Knowledge Integration**
  - This program is for those unique individuals who can’t be categorized—they’re artists and scientists. In their third year, students design a museum exhibit
  - University of Waterloo

- **Communication, Culture and Information Technology, Digital Enterprise Management Specialization**
  - This joint honours bachelor’s degree and college certificate specialization encourages students to develop a portfolio that might include websites, short films, advertisements and games
  - University of Toronto at Mississauga and Sheridan College joint degree program

- **Geographic Analysis**
  - Using a variety of tools, students learn to assess and analyze different geographic issues. Geographic Analysis students get a global perspective through annual field trips in each of the first three years of the program
  - The first year trip examines the urban, rural, agricultural, tourism and environmental aspects of the Niagara Peninsula, while the third year trip allows students to either stay in Canada or spend a week in the Caribbean, the United States or Europe
  - Ryerson University

- **Circumpolar Studies**
  - Taking courses offered through Yukon College and several Canadian universities, students learn about a host of circumpolar issues
  - University of the Arctic/Yukon College

**From Class to Career**

REBECCA KASTER
Analyst, Accenture
Bachelor of Arts in Arts and Business, University of Waterloo, 2012

As an arts graduate working in a technology-driven company, Accenture analyst Rebecca Kaster knows a thing or two about landing the right job. Kaster joined the global consulting firm in February after earning a degree at the University of Waterloo for German language and international business. She now uses these specialties on an Ontario public service IT infrastructure project she’s working on where the vendor is a German company. Although only 23, Kaster has already travelled to Germany and Paris for business. “You can pick a new project, a new industry, and as long as you have the soft skills, you can pick up the knowledge and run with it,” said Kaster. “At Accenture, I’m impressed with how open people are.” Before joining Accenture, Kaster completed several co-op placements including positions at a major Canadian technology firm, and in finance and process engineering at a major Canadian bank.

VICTOR MA
Financial Advisor, Sun Life Financial
Bachelor of Arts in Psychology, University of British Columbia, 2010

As Victor Ma, 24, sees it, a degree in arts and humanities can take you many places—even finance. After completing his degree, Ma moved to his current job as a financial advisor with Sun Life Financial in Burnaby, British Columbia. “The goal when going into my psychology major in university was to give myself the opportunity to help others; this job gives me that,” says Ma. Every day, Ma helps Sun Life Financial clients navigate through the complex and often confusing world of finance. “As a financial advisor at Sun Life Financial, I feel like I make a difference by giving myself the opportunity to help people every day, which lucky for me, is my job,” he says.
In 2010, half of Canadian employees worked in business-related industries. Although typical commerce disciplines like accounting, finance and marketing are key employers, so are businesses such as consultancy, corporate communications and human resources. Indeed, graduates with a business degree can find work in a variety of sectors such as arts and culture, natural and applied sciences, government, mining, education and healthcare.

If you are interested in accounting, graduates should obtain a designation, becoming a Certified General Accountant, a Certified Management Accountant or a Chartered Accountant. A mixture of courses, work hours and an exam or exams must be completed in order to gain the designation. Annual salaries are generally high for all three designations, ranging from $98,600 to a whopping $186,543. Other possible career opportunities include market researcher, financial analyst, branch manager, payroll and human resources. Indeed, graduates with a business degree can find work in a variety of sectors such as consultancy, corporate communications and human resources.

What Employers Want

PricewaterhouseCoopers is best known as an accounting firm, but we’re also one of the world’s leading professional services firms. While most of our hiring is in accounting, we do hire students from different business backgrounds such as Tax and Consulting & Deals.

Grades are important but we look at the whole person—their involvement in their community, student government and team sports. We appreciate people who bring varied experiences.

I would like to encourage students to attend our recruitment events on campus during the year. These events are opportunities for students to build a relationship with us, and to get to know what it’s like to work at PwC. We also offer a number of summer internships and co-op positions where people can get work experience in their second or third year. If they’ve done well, a student could go into their fourth year with a full-time job already secured.

We’re interested in meeting students from varied backgrounds—everything from business and finance to computer science and mathematics. We’re looking for students who have a keen interest in the financial markets and are intellectually curious to learn more. Students should learn as much as they can about different areas and companies. It would also be helpful for them to meet with many people within the field who might help with possible internships.

From Class to Career

Michael Costas
Underwriter
Chubb Insurance
Bachelor of Commerce, Queen’s University, 2010

As a student, Costas was interested in a myriad of disciplines—finance, business law, sales and negotiations. But after he participated in orientation week and a golf tournament that paired students with recruiters in his third year, Costas met representatives from Chubb Insurance Company and spoke with them about the opportunities in the insurance industry.

"Despite never considering a career as an underwriter, I applied for a summer internship and was fortunate enough to get the job," he says. Now 23, Costas works full-time in the Commercial Lines department where he evaluates and analyzes prospective clients from a financial and risk management perspective to determine if and how we can provide them with insurance.

Stephanie Tacconelli
Assistant Brand Manager, Proctor & Gamble Canada
Bachelor of Commerce, Queen’s University, 2010

After completing an internship with a consumer packaged goods company the summer after her third year, Tacconelli gained a real passion for marketing and brand management. In her final year, she applied to several companies and landed a job as an Assistant Brand Manager at Procter & Gamble in Toronto. She advises students to truly “find something you’re passionate about, take ownership over it and use that experience when you’re going through the interviewing process,” as she did when applying for jobs. The interview process also works both ways, she says. “I was completely inspired by the two women who interviewed me and that’s what sold me.”
Business programs you may not know about…but should:

- **Bachelor of Arts in Professional Communication**
  This program examines media, language, culture and technology and prepares graduates for jobs in advertising, marketing, public relations and journalism.
  – Royal Roads University, University of Western Ontario, York University, Trinity Western University

- **Bachelor of Science in Food Market Analysis**
  For those students who would like to combine food science with economics and business management.
  – University of British Columbia

- **Bachelor of Commerce in Marketing Logistics**
  Students develop expertise in areas such as e-commerce, e-business, transportation, purchasing and customer service.
  – Dalhousie University

- **Bachelor of Commerce in Co-Op International Degree Program**
  Students spend two and half years in Canada and the other one and half years in Germany. Graduates get a Bachelor of Business Administration from Brock and a Bachelor of Science in Management from the European Business School in Germany.
  – Brock University/European Business School joint program

- **Bachelor of Science in Agribusiness**
  Gain skills for a career in the $95-billion Canadian agribusiness industry.
  – University of Saskatchewan, University of Manitoba

- **Bachelor of Commerce in Community Development**
  Brings together economics, the environment and culture.
  – University of Manitoba, Acadia University, Dalhousie University

- **Administration in Aquatic Resources**
  Teaches students how to use and manage aquatic resources—an ever important field in Canada. A field camp and work term complement classroom learning.
  – St. Francis Xavier University

- **Professional Communication**
  This program examines media, language, culture and technology and prepares graduates for jobs in advertising, marketing, public relations and journalism.
  – Royal Roads University, University of Western Ontario, York University, Trinity Western University

- **Recreation Management and Sport Tourism**
  The only one of its kind in Canada and one of six programs worldwide. The program concentrates on training students in legal agreements, resource exploration and energy analysis. The median wage for 2009 program graduates was $65,410.
  – University of Calgary

Knowledge builders

Canada’s universities are known for being dynamic. Over the past two years, however, the pace of work on Canadian campuses across the country has been particularly brisk thanks to 183 projects that transformed outdated, inadequate campus infrastructure into state-of-the-art, world-class facilities.

Universities across the country are getting ready to open their doors as a gesture of thanks to Canadians. Open Doors, Open Knowledge is the university community’s way of saying thank you to Canadians, as well as federal and provincial governments, for their investment in university-based infrastructure.

Under the radar of many Canadians, a total of 183 projects have transformed outdated, inadequate campus infrastructure into state-of-the-art labs, world-class facilities, contemporary classrooms, green buildings and projects that meet the needs of specific student groups such as First Nations.

The Knowledge Infrastructure Program (KIP), a part of Canada’s $12-billion Economic Action Plan, was a two-year, $2-billion measure to support infrastructure enhancements in post-secondary institutions – $1.3 billion of which went to university-based projects.

“Science drives our economy. When our government was doing its consultations for the Economic Action Plan, the number one request we received from Canada’s universities and colleges was to help them rebuild and expand their labs and research facilities,” says Dr. Gary Goodwin, Minister of State.

“The Knowledge Infrastructure Program was created to fight the effects of the global economic recession by creating jobs immediately and, at the same time, laying the foundation for future economic growth.”

This fall, Open Doors, Open Knowledge will provide Canadians with the opportunity to see the impact of their investment on students, faculty and the broader community.

“Open Doors will take place from November 4 to 13, thanking Canadians by inviting them in to see the results of their transformational investment. There will be campus tours, grand openings and a chance to see the new labs and equipment first-hand,” says Paul Davidson, president of the Association of Universities and Colleges of Canada (AUCC).
Superior space, superior learning

With $32.9 million in funding from the Knowledge Infrastructure Program, Ryerson University is transforming its School of Image Arts into a superior facility for new media, documentary media, and cutting-edge film and photography teaching and research. The completely renovated building will provide a state-of-the-art space for students and faculty to learn, research and create, and will also be home to the Ryerson Gallery and Research Centre. With our partners, we’re building an outstanding facility for a promising future.

www.ryerson.ca
Veterinarians, as the first line of response to diseases that threaten animal health, food safety and public health, need the tools, facilities and support to do the job.

Thanks to $9.1 million from the Knowledge Infrastructure Program (KIP), the University of Saskatchewan’s Western College of Veterinary Medicine is now home to the most comprehensive diagnostics laboratory complex in Western Canada for all animal species. The state-of-the-art facility allows veterinarians to rapidly diagnose high-risk cases of animal disease and infectious pathogens, and provides space to study diseases such as BSE and chronic wasting disease. The result is reduced risk to public health and minimized economic impact on Western Canada’s livestock industry.

Because of the support of the governments of Canada and Saskatchewan through KIP, the U of S is protecting Canada’s animal and public health and training the next generation of veterinarians and specialists to do the same.

Good bang for the buck – What government investments in university campuses really mean for Canadians

By Paul Davidson
President, Association of Universities and Colleges of Canada

There was no shortage of shovel-ready projects on Canada’s university campuses when the federal government announced its stimulus funding plans back in 2009. With significant needs in deferred maintenance and ambitious plans for campus renewal, our universities were more than ready to partner with the federal and provincial governments in undertaking major construction projects near the beginning of the economic downturn. A total of $3.2 billion from federal, provincial and other sources was invested in our university campuses. The federal contribution was $1.3 billion.

The immediate impetus, of course, was to kick-start significant economic activity. In that, the Knowledge Infrastructure Program (KIP) was a tremendous success, but Canadians got so much more from this investment of their tax dollars. The KIP program strengthened Canada’s research, innovation and education capacity in ways that will benefit Canadians for generations to come. Because of this investment, students across Canada are learning in new, technologically enhanced classrooms. They’re conducting research in modern labs. And they’re pursuing their studies in more sustainable campuses. Their learning experience has been enhanced by universities’ ability to attract the best and brightest minds from around the world to work in state-of-the-art facilities. Top researchers are developing cancer treatments and physical rehabilitation techniques in new facilities made possible through this stimulus funding.

Today’s world is one of rapid change with much uncertainty. We look to our universities to produce the leaders of tomorrow and drive prosperity. We need our universities to help address challenges such as sustainability in health care, changing labour-market needs, the looming demographic shift and economic uncertainty. And in doing so, our universities are strengthening Canadian quality of life.

The recent stimulus spending on Canada’s university campuses responded to the immediate pressures of the global recession and laid the foundations for future prosperity. To learn more about these investments, please visit www.aaucc.ca and watch for events at universities across the country November 4-13, 2011.

Knowledge builders

Discovering solutions and protecting health

Many emerging diseases are transmitted between humans and animals

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Dr. Steve Hendrick and John Campbell, members of the Western College of Veterinary Medicine’s disease investigation unit.

www.usask.ca/wcvm
knowledge builders

In Saskatoon, foundations laid for future of education

roof renewal and replacing a buried steam distribution service on campus might not seem like the most exciting ways to invest public money.

But Knowledge Infrastructure Program (KIP) investment is not just about bricks and mortar and the associated construction jobs, says Karen Chad, vice-president research at the University of Saskatchewan.

“It’s about laying the foundations for the future for education, research and innovation,” says Chad. She points out that construction of a concrete steam tunnel six football fields long is critically important to the work of two of Canada’s major science projects – the Canadian Light Source synchrotron and VIDO-InterVac (Vaccine and Infectious Disease Organization-International Vaccine Centre).

These two U of S centres advance world-class research, teaching and training in areas critical to Canada’s future – such as creating new and improved materials and developing vaccines to protect animal and human health.

“You can’t readily see this investment, but it’s critical all the same,” she said. “The existing steam lines had become so unreliable, they were disrupting critical research activities.

And roof leakages in some of our core buildings were threatening to disrupt classroom and lab activities and cause safety issues.”

At the Western College of Veterinary Medicine on campus, $9.1 million in KIP funding provides veterinarians and researchers with Western Canada’s most comprehensive diagnostics laboratory complex for all animal species.

“This new state-of-the-art centre will result in faster responses to emerging diseases to protect Canada’s food chain, as well as innovations in diagnostic and clinical techniques and specialized training for the next generation of veterinarians.”

at the university of manitoba, we are reshaping our physical environment by building new spaces while preserving our rich heritage.

With the financial support of the Government of Canada’s Knowledge Infrastructure Program (KIP), and the Province of Manitoba, we are improving the places where we learn, explore and discover.

ARTLab

The stunning new ARTLab facility will be a hub for creativity and discovery on campus. Building artists, multimedia creators, photographers and designers will thrive in this space, enjoying 70,000 sq ft of art galleries, sound stages, workshops, art collection vaults, digital media labs and studio space.

Neil John Maclean Health Sciences Library

Students, faculty and researchers have access to a larger collection of research, additional group study areas and extra conference rooms, as well as more opportunities to connect with healthcare professionals in our community. The improvements have added 12 research group study rooms, a 24-seat boardroom and six staff offices.

Other KIP-funded projects on campus include:

- Biological Sciences Building upgrades
- Butler Building Science Labs and infrastructure renovation
- Eau Claire Incubator expansion
- Regenerative Medicine Program space renovation
- Smartpark (Lake 2 excavation and naturalization)

To learn more about the transformation taking place on the University of Manitoba campus, visit umcommunityreport.ca/infrastructure

BE PART OF THE THINKING

Funding for these research initiatives is made possible in part by a $69 million investment from the Government of Canada and the ministère du Développement économique, de l’Innovation et de l’Exportation du Québec through the Knowledge Infrastructure Program.
Knowledge builders

Efforts strengthening Canada’s role in changing global economy

With an aim to helping Canada further its prospects in an increasingly global economy, Canadian universities are building bridges in some of the world’s fastest-rising nations.

Recognized for excellence in inter-university partnerships, Canada’s universities are fostering international research collaborations and recruiting foreign students and researchers. The Association of Universities and Colleges of Canada (AUCC) has made partnerships with countries such as India and Brazil a key priority.

“It is extremely important to provide students with international experience. Graduates of tomorrow will be working in a much more global world and need the skills to function in a global economy,” says Gail Bowkett, assistant director of international relations with AUCC. “Education and research-based exchanges result in the development of those competencies and the building of those linkages.”

This year, AUCC is focused on international engagement efforts with Brazil that are modelled after its successful outreach to India in 2010.

In June, AUCC held a two-day workshop called “Advancing Excellence in Strategic Engagement with Brazil,” which was attended by over half of its member institutions.

Set to be the fifth largest economy in the world, it is no wonder Brazil is a focus of AUCC’s initiatives to strengthen Canada’s engagement with economic world powers. Brazil will showcase its burgeoning economy when it plays host to the World Cup in 2014 and the Olympics in 2016.

In the spring of 2012, an AUCC-led Brazilian mission of over 20 Canadian university presidents will be led by Governor General David Johnston.

Last year’s mission to India involved 15 presidents from Canadian universities.

“The November 2010, seven-day mission to India was about establishing a brand of excellence for Canadian universities in the Indian market and promoting the depth of opportunities available at Canadian universities that makes them partners of choice for the Indian higher-education sector,” says Bowkett, adding that the mission to Brazil has the same underpinnings.

Currently, nearly 20 Canadian universities have India-specific initiatives underway.

Students prepare for a world of opportunity

In recognition of the global economy, the University of Western Ontario is investing heavily in creating international opportunities for its students.

“We need a new generation of explorers,” says Dr. Lorna Jean Edmonds, Western’s newly hired executive director of International Relations. “Our young generation needs to be out in the community in an environment where they can learn either through research or work experience, not only in Canada, but internationally.”

Edmonds says today’s students are competing with a global workforce and preparing them can’t solely take place on a campus in Canada.

“What makes students marketable is if they have a resume that says they have worked somewhere else. For example, they’ve done undergraduate-level research in a place like India,” says Edmonds.

Western currently offers just over 1,100 students the opportunity to go abroad, but less than 10 per cent of those involve work experience or research-based internships. This is poised to change.

“Students want internships because it enables them to explore their future interests in another country while gaining work experience in a company, think tank, NGO or government organization internationally,” says Edmonds. “This allows them to be intellectually, professionally and culturally enriched in their understanding of the opportunities in the global knowledge economy.”

Western is focusing on building relationships with countries such as China, India, Brazil, Kenya and Singapore – countries with which Edmonds says economic connections have geopolitical timeliness.
Knowledge builders

In Saskatoon, foundations laid for future of education

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With the financial support of the Government of Canada’s Knowledge Infrastructure Program (KIP), and the Province of Manitoba, we are improving the places where we learn, explore and discover.

University of Saskatchewan

When the University of Windsor’s Centre for Engineering Innovation opens its doors in the fall of 2012, it will literally live and breathe the theories taught within its state-of-the-art classrooms. Catch our vision for this new address of discovery. Visit www.uwindsor.ca/cei
At the University of Guelph....

Sustainability Matters!

University of Guelph has renovated a 50-year-old building to house a cutting-edge environmental teaching and research centre that will benefit students for years to come.

Thanks to a $33.6-million investment from the federal and provincial governments, the retrofit will reduce the University’s deferred-maintenance costs, increase energy efficiency and provide barrier-free access to 300 labs, classrooms and offices. The project employed 670 people in the architectural/construction industry and its indirect impact on the Ontario economy was estimated at $72.3 million. Officially opening Nov. 10, Alexander Hall will also help us attract more research support from other agencies and the private sector as the University of Guelph continues to build a better planet.

What Was Old Is New Again

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www.uoguelph.ca/kip/
Knowledge builders

Spectacular learning centre to grace Toronto’s Yonge Street

The spectacularly designed Ryerson Student Learning Centre will be eight storeys of dazzling glass on Toronto’s famed Yonge Street. What goes on inside, however, is what will truly dazzle.

Every floor of the centre will carry its own unique and inspiring learning environment. Some will be open and interactive, some will offer enclosed study rooms that accommodate groups, and others will facilitate independent study.

The new centre is expected to be complete by the winter of 2014, and will be home to Ryerson’s Student Learning Support services.

“We’re going to be on the fourth floor. There will be a large reception area where students can ask for help getting connected with the learning support service that best suits their needs,” says Dr. Christina Halliday, director of Student Learning Support at Ryerson.

Students will be able to access Ryerson’s Writing Centre, English Language and Communication Support, the Math Assistance Centre, Access Centre for Students with Disabilities, and the Learning Success Centre all in one location.

“The Learning Support units on campus are about helping students learn the skills they need to become successful students,” says Halliday. “For instance, the Learning Success Centre offers workshops on effective note taking, time management, how to read a text book effectively, how to prepare for an exam, and how to manage test anxiety.”

With full digital support in the new building, Halliday says students accessing Learning Support services will be able to use their everyday modes of communication such as iPods, iPads, the Internet and smartphones to register for services, complete skill-learning modules and get one-on-one help.

The new centre is expected to be complete by winter 2014. Photo supplied

Quebec school hones microelectronics R&D expertise

Often it’s finding a niche area of expertise that can lead to the greatest success. That’s what the MiQro Innovation Collaborative Centre (C2MI) has done.

Sherbrooke University will have C2MI online this fall, carrying out research and development on the packaging of micro systems and electronic microchips.

Close to 250 scientists are expected to be active in the MiQro centre when the Bromont, Quebec, facility opens.

“We worked on an international basis with other groups in Europe and the U.S. to make sure this centre was complementary to what is out there. As a result, C2MI is a world-leading research centre in this area,” says Dr. Jacques Beauvais, vice-president of research at Sherbrooke.

The focus of C2MI will be to develop new technologies for cutting out microchips, linking them electronically to innovative packages, managing heat dissipation, testing them and preparing them for shipment. The centre will also work on designing packages for future generations of microelectromechanical systems.

C2MI is equipped with $135 million of equipment and was $83 million to build.

“The benefits are many. Given that this is industry driven, our students have access to real problems and work with industry on real solutions in a state-of-the-art facility,” says Beauvais.

“Canada has a lot of knowledge in materials research and in microelectronics in general. At this centre, we will make the connection between industry and its challenges and the academics that have the solutions.”

Funding for C2MI came from Industry Canada’s Knowledge Infrastructure Program, Quebec’s Ministère du Développement économique, l’Innovation et l’Exportation among other partners and equipment suppliers.

KIP projects add heft to Montreal innovation capacity

Through the Knowledge Infrastructure Program (KIP), Concordia University’s quest for research excellence got a boost when it became home to three new and highly innovative research facilities.

Dr. Louise Dandurand, Concordia’s vice-president of research and graduate studies, says the investment is an important development for the entire Montreal area, given the multidisciplinary and multi-institutional nature of today’s research activities.

Concordia’s new 26,000-square-foot PERFORM Centre – an acronym for Prevention, Evaluation, Rehabilitation and FORMation – is home to an athletic therapy teaching clinic, a cardiovascular evaluation suite, a clinical analysis suite, a conditioning and rehabilitation centre, a functional assessment laboratory, a nutrition suite and a medical imaging suite.

“PERFORM is uniquely equipped to open up the research agenda in population health and the prevention of some of today’s greatest challenges to health and longevity,” says Dandurand.

The university’s new Centre for Structural and Functional Genomics opened in August.

“Most of the current research activities focus on microbial genomics to monitor and predict environmental changes, harness the genetic potential of micro-organisms to develop biomass-derived fuels and materials, and develop environmentally sustainable processes for the forestry and agricultural industries,” says Dandurand.

Finally, the Solar Simulator and Environmental Chamber is one-of-a-kind in the world.

Dandurand says, and will enable experiments over a matter of days that would take months to complete outdoors.

The chamber, with its integrated solar simulator, facilitates research into gathering and storing solar energy, and the optimal use of natural light in buildings. Building envelopes will be tested on their ability to store heat and resist freeze/thaw damage, air infiltration, condensation and other adverse conditions. Composite materials and structures such as floors and windows will also be tested.

Concordia University’s PERFORM Centre focuses on multidisciplinary population health research and teaching. Photo supplied

Quebec’s Ministère de l’Économie, de l’Innovation et de l’Exportation among other partners and equipment suppliers.

Finding a cure for Type 1 diabetes

Thanks to major funding from Industry Canada’s Knowledge Infrastructure Program, the U of A attracts the best scientists — including Canada Excellence Research Chairs—who are tackling some of Canada’s and the world’s most pressing challenges. U of A people, working in places like the Li Ka Shing Centre for Health Research Innovation and the Katz Group Centre for Pharmacy and Health Research, transform lives every day.

At the University of Alberta, KIP funding fuels the public good every day.
Knowledge builders

Windsor-Essex region’s industrial R&D power to get a boost

The University of Windsor is in phase one of a two-phase plan to complete a new Centre for Engineering Innovation by next summer.

The centre will not only be home to the university’s Faculty of Engineering, the 300,000-square-foot, LEED (Leadership in Energy and Environmental Design) gold-certified building will have an economic impact throughout the region.

“The Windsor-Essex region has been a manufacturing heartland in Canada and, as such, was linked to the automotive sector. With the changes in the economy and challenges of the automotive sector, we need to diversify our manufacturing capacity into things such as alternative energy, environmental sustainability, lighter materials and more efficient manufacturing systems,” says Dr. Alan Wildeman, president and vice-chancellor of the University of Windsor.

Wildeman says the Centre for Engineering Innovation helps address the opportunities in the region and enables the Faculty of Engineering to work with industry, create jobs and help companies innovate.

The project will cost an estimated $112 million, but is expected to have a total direct and indirect economic impact of $270 million over three years in addition to creating 1,632 construction jobs.

The centre will be a living building, where students can learn from the electrical, mechanical, civil and environmental engineering systems throughout. “Over all areas of engineering, this facility is designed to make it easier to work with industry inside our building and provide training and experience to our students,” says Wildeman.

An Industrial Courtyard will team the university's talent, research and technological resources with the private sector, serving as a place where ideas can be developed into market-ready solutions.

State-of-the-art facility a forum for artistic advancement

Winnipeg’s vibrant arts community is about to get a boost. The University of Manitoba’s ARTLab (Art Research Technology Lab), a multidisciplinary art and technology centre, is poised to open this November. The $30-million, 70,000-square-foot, LEED-silver facility will house the School of Art, bringing together art, multimedia and design facilities in a structure that is in itself a work of art.

“It is very transparent, so the activities in the building can be viewed from the outside, with gallery space, studio space and a glass curtain wall on the north side of the building,” says Dr. David Barnard, president and vice-chancellor at the University of Manitoba.

ARTLab will also house a soundstage, workshop space, digital labs, a lecture theatre and state-of-the-art storage vaults.

University of Windsor

New facility fosters global dialogue, education

Royal Roads University (RRU) is home to a new Learning and Innovation Centre that was specially designed to support the unique interactive learning model that accommodates RRU’s average age student.

“They are, on average, 40 years old, working full-time and tend to be on campus for short residencies,” says Dr. Alain Cahoon, president and vice-chancellor of RRU.

The $20-million, LEED (Leadership in Energy and Environmental Design) gold-certified centre has been open since last May, and its fourth-floor Centre for Dialogue has already hosted many university presidents at an Association of Universities and Colleges of Canada meeting.

“This building is a tangible indication of the value of our use of technology and unique learning model to foster dialogue nationally and internationally between students, faculty and business leaders around the world,” says Cahoon.

University of Manitoba

University of Windsor

Royal Roads University

Research

is part of the program

Based on several university-industry partnerships, the MiQro Innovation Collaborative Centre (C2MI) will be an international pioneer in packaging the next generation of microchips and will play an essential role in the microelectronics ecosystem of the North-East Continent.

Succeeding

by shaping the future of technology.

UNIVERSITÉ DE SHERBROOKE

USherbrooke.ca/c2mi-en
Knowledge builders

Sustainability initiatives aim to foster greener community

Although the University of Guelph has been committed to environmental initiatives since the 70s, its passion for conservation has not quelled over the years. The university has undertaken some Canadian firsts, such as a 2007 student referendum that resulted in a student body commitment to give $10 each per semester for 12 years to an Energy Conservation Fund.

The University of Guelph’s Community Energy Plan guides its campus-based conservation efforts. “As the largest employer in the city, we are a huge user of energy and belong, front and centre, in these issues,” says Dr. Alastair Summerlee, U of G’s president. In honour of that responsibility, the campus agreed to be charged for its water consumption based on use. “That created a sharp imperative to reduce our water use. By 2013, we’ll be at 50 per cent less than 2003,” says Summerlee. The university has retrofitted four of its main buildings and all of its residences; it is in talks with Guelph Hydro about a co-generation, waste-to-energy facility, and is on the verge of opening a permanent sustainability office.

As well, students are engaged in researching the effectiveness of the solar panels and wind turbine in use atop the engineering building. Ø

Alberta innovators tackle infectious disease

The World Health Organization estimates that one-third of deaths annually are due to infectious diseases, many of which are viruses. Researchers at the University of Alberta’s new Li Ka Shing Institute of Virology are addressing the issue, working to get new antiviral drugs to market. Dr. Lorne Tyrrell, director of the institute, developed the world’s first oral antiviral drug for hepatitis B, and recent recruits Dr. Michael Houghton led the team that discovered the hepatitis C virus and developed the diagnostic test that keeps Canada’s blood supply hepatitis C free.

“With the upshot of all this is that universities are listening to their students more than ever before. The upshot of all this is that universities are listening to their students more than ever before. The upshot of all this is that universities are listening to their students more than ever before. The upshot of all this is that universities are listening to their students more than ever before. The upshot of all this is that universities are listening to their students more than ever before. Ø

WHAT IT TAKES TO MAKE THE GRADE

Ten years of our student survey have shown that the best-liked schools make their students feel that they are in a modern, nurturing learning environment.

BY ALEX USHER

When the Canadian University Report survey was introduced a decade ago, it was not to universal acclaim from the universities themselves. A major criticism at the outset was the sample selection process, which involved finding students from each school via a scholarships website database. Over time, we worked to address this criticism by working with institutions to get a better sample of their students directly through their own databases. Now, close to 95% of our sample comes through such partnerships.

Another criticism was that student views on institutional services weren’t valid, many said, as they had no idea what was available at any school other than their own. That’s true to some extent—but if year after year a particular institution gets results which are particularly good or particularly bad compared to other institutions of its type, then the results start to gain in validity. And so it has proved—CUR results are highly reliable, year-on-year, and schools that have invested heavily in the student experience (hello, Western!) have been consistently rewarded accordingly.

A final criticism was that institution-wide rankings were too broad to be useful, given how much of the student experience is specific to an individual program or faculty. That’s a fair point, so last year, armed with the much larger survey samples available to us from our partnerships with institutions, we began publishing some results by field of study.

Though some schools have risen and others fallen over time, overall, students report being mostly satisfied with their institutions. There are differences, of course, notably that students at smaller schools tend to report much higher levels of satisfaction than students at larger ones. That’s something that most social scientists would have predicted—people like feeling like “connected insiders”, and that’s much easier to achieve at small schools than at big ones—but even controlling for size, there are some significant differences between institutions. That’s one of the reasons we portray schools by size, to better show institutions against each other.

Of course, small schools don’t have everything their own way. When it comes to things like teaching, school spirit and (for reasons we don’t completely understand) campus buildings and facilities, they have a clear advantage over their larger brethren. But when it comes to things like information technology and career preparation, small schools lose their advantage. Though the schools that come top in these rankings aren’t necessarily the ones with long histories and illustrious alumni. Rather they’re the ones that make their students feel that they are in a modern, nurturing learning environment.

And that’s really what we want from our schools— isn’t it?

Alex Usher is president of Higher Education Strategy Associates

GLOBAANDMAIL.COM/EDUCATION

2012 CANADIAN UNIVERSITY REPORT 75
### MOST SATISFIED STUDENTS

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### INSTRUCTORS' TEACHING STYLE

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### STUDENT-FACULTY INTERACTION

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This approach to grading was developed from analyzing the distribution of mean scores from an index variable, which was developed from an aggregate score based on each of the measurements of satisfaction about the university experience examined in the survey. The grid was then applied to the mean score of the responses received from each university, for each variable, and grades were assigned based on the mean score received. Because sample sizes are significantly smaller when comparing one university to another, there may be statistically significant differences separating universities that receive different letter grades, although their mean scores are different.
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### Recreation and Athletics

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**THE RESULTS**
## THE RESULTS

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### CITY SATISFACTION

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## THE PERSONALITY TEST

This year's Canadian University Report survey added some new questions designed to discover what students thought about various aspects of their institution's "personality." Are the schools undergrad-focused or research-inclined? How diverse are they? Do teachers nurture students or just let them get on with it? Here are the top ten for some of the questions we asked. The complete set of personality test results can be found at globeandmail.com/education

### Academically, is your university nurturing and supportive?

1. Redeemer University College
2. Trinity Western University
3. The King's Univ. College (Edmonton)
4. Acadia University
5. Concordia University College of Alberta
6. University of Western Ontario - Brescia
7. University of Western Ontario - Huron
8. Mount Royal University
9. Grant MacEwan University
10. St. Francis Xavier University

### Academically, does your university expect you to be self-sufficient?

1. McGill University
2. University of Toronto - St. George
3. University of Waterloo - Mississauga
4. University of Calgary
5. University of Alberta
6. University of Ottawa
7. University of Toronto - Scarborough
8. York University
9. University of Waterloo
10. University of Manitoba

### Is your university's curriculum more theoretical than applied/practical?

1. University of Toronto - St. George
2. University of Ottawa
3. University of Toronto - Mississauga
4. University of Toronto - Scarborough
5. York University
6. University of Western Ontario - Kings
7. St. Thomas University
8. McGill University
9. University of Western Ontario - Huron
10. Carleton University

### Does your university have a diverse student body?

1. Concordia University
2. Carleton University
3. Ryerson University
4. University of Windsor
5. University of Winnipeg
6. Saint Mary's University
7. University of the Fraser Valley
8. York University
9. Thompson Rivers University
10. McGill University

### Does your university have a homogenous student body?

1. Redeemer University College
2. Nipissing University
3. Queen's University
4. University of Guelph
5. The King's Univ. College (Edmonton)
6. Wilfrid Laurier University
7. Lakehead University
8. Trinity Western University
9. Vancouver Island University
10. Concordia University College of Alberta

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**THE RANKING**

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At the University of Guelph....

Fighting Hunger Matters!

Learning Outside the Box

University of Guelph students are hunger fighters. Champion donors to the Meal Exchange food bank program. First Canadian hosts of the Universities Fighting World Hunger International Summit. And now, destined to set the first world record for packaging the most famine relief meals in one hour.

On Sept. 17, more than 800 volunteers from campus and the greater Guelph community joined forces to box 159,840 meals for schoolchildren in Haiti and Somalia.

That’s making a difference.
That’s building a better planet.
Join us!

WHAT I’VE LEARNED

BRIANNA LOWE

Fifth-year student, Drawing and Painting (with a minor in Printmaking), OCAD University, Toronto

Photographed by Elise Windsor on campus, September 29, 2011

What will you do after you graduate?

I will most likely continue my catering jobs to pay my rent, but will pursue my artistic endeavours through self-promotion and group shows. Like any career in the arts, it’s all about making connections and hustling. I would love to jump into a gallery job or an artist co-op, but those are hard to come by. Like most art-related jobs, they offer more in experience than money.

Does the current job market worry you?

Will your university experience and degree help you land a job that you want?

It does worry me, but it won’t make me stop pursuing what I want to do with my life. My university experience has helped me, more so in that it has helped create a supportive base with professors and students/friends to help pursue making art.

What do you think you’ve learned from your university experience? Overall, was it worth it?

I’ve learned something new each year I attended university, as well as how to survive in today’s art market, which is invaluable. Yes, at this point I don’t regret anything, though I haven’t had to pay back my student debt yet.

What advice would you give somebody about to start university?

Take your time. There is no rush and education isn’t a race. If you want to get the most out of your education, take it at your own pace and give it your all.
Always stood at the head of the class?
Why take a back seat now?

START HERE. Go anywhere.

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