

Volume 16, numéro 4
hiver 2009
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Volume 16, Number 4
winter 2009
Editor: Valerie Shoffey

COMMENTARY

Promoting geographic understanding in the public domain

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The main question for any organization at a meeting like this is: “Why are we here?” In his 1987 presidential address to the AAG, Ron Abler asked: “What shall we say? To whom shall we speak?” In his past presidential address to us in the CAG, Chris Sharpe ponders why we do geography and for whom. His predecessor, André Roy, had commented: “Among geographers, there seems to be an implicit understanding of what we are and what we do. But what about observers from the outside?”

This address is therefore concerned largely with image – of ourselves as geographers, of our association the CAG, and of our subject as it is presented in the public domain. All three bear important implications for the future of geographical education in Canada and the role of CAG. The address highlights the importance of the school-university interface as a venue for initiatives by the CAG. It does not report ongoing research, as an academic paper might do, but it is germane to the questions that have been posed by Ron Abler, Chris Sharpe, and André Roy.

The address also assumes an holistic view of geography that embraces both the physical and the human in understanding place. For some, that view will be contestable; but it is not the topic of this presentation. Others might contest the idea of academic engagement in promoting popular geography in the public domain. But on that issue we need to turn to the Mission Statement of the CAG itself:

The CAG is committed to providing the highest level of service possible to all geographers regardless of whether they are students, teachers, professors, employed in the public or private sector, retired or non-waged.”

The importance of geographic communities

To grasp the potential of this mission, we should recognize that Canada has many “geographic communities” extending far beyond the academic; but

they are diverse in composition, dispersed in location, and not well coordinated. Overall, we have a problem of identity that confronts us with three tasks: (1) how to articulate and project a geographic viewpoint and image at the national level; (2) how to marshal resources in its support; and (3) how to maintain effective liaison among the “geographic communities.”

We need to present a coherent view of our subject that grips the *public’s* imagination; and CAG has an important role in doing this. The truth of it may be seen in the successful promotion of compulsory courses in Canadian history for school students by a consortium of four interest groups: history enthusiasts linked to the Dominion Institute, academic historians, the Bronfman Foundation, and key politicians. Historians understand very well: whether it be Vimy Ridge, the Dieppe landing, or the Winnipeg general strike, they have analyzed *events that are seared in the public mind and yet beg wider understanding*. We need to show that geography, and not only compulsory courses in history, can help growing numbers of Canadians with their daily challenges of urban living. We really need to make this point. What is holding us back?

The CAG meeting of 2001 in Montréal suggests that we could learn from the historians. Some two years before, Montréal had been stricken by an ice storm and its consequences were still to be seen. It was for geographers continued...

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an event that was seared in the public mind and yet begged wider understanding. We could have invited the public to open plenary sessions on the topic; those sessions might also have fostered bridge building between our physical and human geographers, our academic and applied geographers. Overall, CAG might have been presented as an organization well able to help the public achieve a deeper understanding of such events. But we missed a golden opportunity – and did so again later with the flood in Peterborough and the fires in Kamloops and Kelowna (which had interesting parallels and similar issues to those that burned in Canberra, Australia). The CAG could have raised issues like hazard, risk, vulnerability, impact, response, adaptation, and adjustment: these, after all, have widespread impact on the public domain, ranging from CMHC loans to home insurance, building ordinances, town planning, and emergency measures organizations. It is by analyzing those events that the CAG could uniquely offer that *wider understanding* needed for a well-informed public. Instead, it was left to the media to produce endless repeats of the event, with very little explanation and virtually no analysis that might have prompted a deeper understanding.

CAG and geographic education

Any attempt at wider contact with the public domain needs to be in partnership with the Royal Canadian Geographical Society, for the RCGS is the largest and most broadly based geographic organization in Canada. CAG members already serve on its executive and important committees; but at least several areas are promising for further cooperation, and none more so than the society's education committee, the Canadian Council for Geographic Education (CCGE).

- *CAG and National Competitions*

Without doubt, the Great Canadian Geography Challenge is the most prominent, largest, and far-reaching of the CCGE's activities. Its potential for outreach in the public domain is to be encouraged. However, young people today are building robots and even designing prosthetic limbs. A second CCGE competition, oriented toward creative activity, could be complementary to the present Challenge and a valuable means of promoting geography. By inspiring young people in the use of technology, its potential for recruiting future geographers might well be greater. The obvious means for doing this is GIS –indeed the many fields of geomatics – and its wide range of applications.

We should therefore revisit the American Express Geography Competition that was organized by Richard Baine, of CAG, and which attracted hundreds of entries from across Canada, many of them as models, even working ones. The competition could easily be adapted to modern technology, for the power of GIS is vital to our discipline; its technology appeals to the

young. Perhaps through the office of the CAG Program Director of Geography Awareness Week, the CAG could work with CCGE to select a new task or problem relevant to the theme of GAW that year, devise criteria and constraints, and arrange the judging of entries. Regional CAG Divisions, like ACAG, could judge local entries and send the winners on to a national competition. This would help to strengthen CAG Divisions' links with local school geography and might attract external funding from bodies like ESRI. It could also strengthen the focus on Geography Awareness Week.

- *CAG and Teacher Education*

We need to address the matter of teacher education, for it is now almost impossible for a B.Ed. student to take a full credit course in teaching geography at secondary school level in Canada.

For some years after the CCGE was founded in 1993, Dick Mansfield led national summer institutes for teachers at Queen's University, and others offered some at regional level. They were highly successful but funding for them has shrunken dramatically. For that reason, CAG should consider liaison between its geography departments and faculties of education, of the type that we enjoyed for many years between the Department of Geography at Saint Mary's and the School of Education here at Dalhousie. Overtures to faculties of education might well be rebuffed in some instances and CAG members might also have to wrestle with their own perception of faculties of education. But there can be no doubt that any effort to improve the quality of geography teaching will require input from those familiar with geography as a discipline. This could take the form of short-term summer institutes of the type that Michael Fox led last year at University of New Brunswick, Fredericton, and one that my friend and colleague at Saint Mary's, Douglas Day, had endeavoured to arrange through Mount Saint Vincent University some years ago.

- *CAG and School Linkages*

A recent initiative at Mount Allison shows how a university department can revitalize geography in a local high school, even in a province like New Brunswick, where geography has had little place in its social studies program. Our chair, Michael Fox, has a provincial teaching license and one of our Mount Allison graduates had been appointed to the school staff. Mount Allison Geography Majors serve as interns to deliver lab sessions, assist individual students, provide content area lectures, and design course curriculum documents. In return for this, they register for credit in a special topics course at Mount Allison. To date, all have pursued either graduate work in Geography or B.Ed. programs, or are working in teaching-related occupations.

In a province where fewer than 2 per cent of high school students take Canadian Geography, the figure for our local high school in Sackville, NB is 25 per cent of

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Prix de l'ACG 2010-Appel de Candidatures

Veillez prendre un moment au regard de cette appel de candidatures et considérez les quels de vos collègues méritent l'identification nationale. Échéance : avant le 31 janvier, 2010.

Le prix pour distinction universitaire en géographie

Ce prix vise à souligner le travail exceptionnel accompli en géographie par un membre de l'ACG pour des contributions soutenues pendant plusieurs années ou une contribution majeure. *

Le prix pour services rendus à la profession de géographe

Ce prix est décerné en reconnaissance de plusieurs années de services professionnels exceptionnels à un membre de l'ACG chargé de la formation universitaire des géographes, au titulaire d'un poste de nature administrative ou autre dans la fonction publique, à un cadre de société savante ou à quiconque a grandement contribué à l'avancement et à l'exercice de la profession de géographe au Canada. *

Le prix de géographie au service du gouvernement ou des affaires

Pour reconnaître l'importance primordiale de l'excellence de la géographie au service du gouvernement ou du monde des affaires, l'Association canadienne des géographes (ACG) décerne ce prix à quelqu'un qui a réalisé d'importants projets pour le secteur public ou privé. Le candidat doit s'être illustré par la mise au point ou l'application de techniques ou d'instruments géographiques utilisés au service du gouvernement ou du monde des affaires, ou avoir plusieurs réalisations en géographie au service du gouvernement ou du monde des affaires à son actif. *

Le prix d'excellence pour l'enseignement en géographie

Pour reconnaître l'importance primordiale de l'excellence des professeurs de géographie, l'ACG décerne ce prix à un membre de l'ACG qui enseigne dans un établissement reconnu, que ce soit une université, un collège, un cégep ou une école secondaire. Le candidat doit être au moins professeur à temps plein ou à temps partiel, chargé d'enseigner un cours d'une année et être le premier responsable de l'organisation et de la présentation de la matière en classe cours. Normalement, le candidat est un professeur qui s'est illustré dans des cours suivis par un effectif restreint ou nombreux, à différents niveaux du curriculum universitaire, depuis plusieurs années dans l'établissement qui propose sa candidature. *

*Pour les noms des anciens lauréats voir notre site web à www.cag-acg.ca ou l'annuaire de l'ACG. Pour les modalités de mise en candidature voir http://www.cag-acg.ca/fr/nominations_procedures.html

2010 CAG Awards - Call for Nominations

Please take a moment to look over this year's Call for Nominations and consider whose efforts deserve national recognition. Deadline: Nominations must be received electronically by January 31, 2010.

Award For Scholarly Distinction In Geography

The purpose of the award is to recognize a member of the CAG for outstanding scholarly work in geography either in the form of sustained contributions over a number of years or as a single major research contribution. *

Award for Service to the Profession of Geography

This award is intended to recognize a member of the CAG for exceptional professional service over a period of years - for example, in the university training of geographers, in administration or similar activities in the public service, as an officer of a learned society, or in such other ways as have significantly advanced the profession and practice of geography in Canada. *

Award for Geography in the Service of Government or Business

Established in 1997 in recognition of the primary importance of excellence in geography in the service of government or business, the Canadian Association of Geographers (CAG) offers this award to someone who has carried out major work for or in the public or private sector. Normally a nominee would have distinguished himself or herself through the development or application of geographic techniques or tools used in the service of government or business or has a record of achievement for geography in the service of government or business over a long period of time. *

Award For Excellence In Teaching Geography

In recognition of the primary importance of teaching excellence in geographic education, the Canadian Association of Geographers (CAG) offers, since 1997, this award to a member of the CAG who teaches in a recognized university, college, CEGEP or high school. At a minimum, a nominee must be the member of the teaching staff, full or part-time, hired to teach a course in any one year, who has primary responsibility for organizing and presenting course material. Normally, a nominee would be a member of the teaching staff, who has distinguished herself or himself in courses with small and large enrolments, at different levels of instruction, over several years of teaching in the nominating institution. *

*For a list of former recipients see our website at www.cag-acg.ca or the CAG Directory. For nomination procedures see our website at http://www.cag-acg.ca/en/nominations_procedures.html

Le prix Julian M. Szeicz

L'Association canadienne des géographes (ACG) décerne ce prix annuellement pour souligner une réalisation importante d'un géographe canadien qui débute. Le but de ce prix est de favoriser les études en géographie au Canada et de mettre en valeur le travail des nouveaux géographes.

Échéance : Les mises en candidature doivent parvenir par courriel avant le 31 janvier, 2010. Pour tout les detail voir nos Site web à www.cag-acg.ca.

The Julian M. Szeicz Award

The award is presented annually by the Canadian Association of Geographers in recognition of a significant achievement by a Canadian geographer at an early career stage. The purpose of the award is to foster the development of geographical studies in Canada and to provide recognition of recently established geographical practitioners.

Deadline: Nominations must be received electronically by January 31, 2010. For complete details see our website at www.cag-acg.ca.

Le prix Starkey-Robinson

Le prix d'excellence de Starkey-Robinson est octroyé en reconnaissance de la qualité de la recherche d'un étudiant ou d'une étudiante de maîtrise ou de doctorat qui stimule la connaissance de la géographie du Canada. L'admissibilité au concours pour ce prix suppose que le ou la candidat(e) ait terminé son mémoire ou sa thèse à l'intérieur des deux années précédentes.

Échéance : Les mises en candidature doivent parvenir par courriel avant le 31 janvier, 2010. Pour tout les detail voir nos Site web à www.cag-acg.ca.

The Starkey-Robinson Award

The Starkey-Robinson Award gives recognition to high quality graduate research that furthers understanding of the geography of Canada. The Award is adjudicated annually by the Awards Committee of the CAG. Eligibility for the Award is based on the completion of a thesis or comparable work at the Masters or Doctoral level at a Canadian University within the preceding 2 years.

Deadline: Nominations must be received electronically by January 31, 2010. For complete details see our website at www.cag-acg.ca.



Gisèle Jacob, RCGS President, Graham Tompkins, Peter Brandt, Chris Shiovatti and Beth Dye, RCGS Governor at the RCGS Fellows Dinner

Future Geographers

Graham Tompkins, Peter Brandt and Chris Chiavatti, the three students who won Gold for Canada at the World Geography Championship in July, were honoured by the Royal Canadian Geographical Society at the Society's 80th Anniversary Dinner at the Château Laurier in Ottawa on Thursday, November 5, 2009.

Photo by David Barbour

student ZONE d étudiant

We want to hear from you!

Over recent years CAG has made a concerted effort to include students in more meaningful ways in the Association and to increase participation in CAG activities. Two notable ways that has been done is by increasing the amounts available for student travel grants and the formation of the CAG Student Advisory Committee. At the last CAG National Meeting there was a discussion of how student involvement and services could be further improved. We decided that the best way to start would be to ask the students!

Over the next month we are inviting all student members to complete a survey so we can better understand which CAG member benefits that you currently take advantage of, and what student-oriented topics you would like to see included in future CAG events. We would like to hear your reasons for joining CAG, what you see as the most important benefits from the Association, and get your advice for future programming and services. Watch your e-mail for an invitation to participate in the survey. If you don't see one, write me at: jwall3@connect.carleton.ca for the link.

Also, this is the time of year when students who are thinking of pursuing graduate studies (or further graduate studies!) are looking ahead to next September. The CAG Directory is a wonderful resource when examining programs and potential advisors across the country. The directory, available in PDF on the CAG website includes listings geography departments across the country, including the academic programs offered, the specialties of faculty members, and contact information for graduate program supervisors. You can use this as a first step in exploring potential programs and advisors and follow up with visits to departmental websites and in-depth review of a short-list of advisors and their publications. Contacting potential advisors with a specific

knowledge of their recent work and a good idea of how your research interests might mesh with theirs makes a great impression that can help you find a good academic home. Deadlines for most programs are coming up fast, so it pays to get ahead.

Another student note that I wanted to offer is on the information technology front. How confident are you that you could easily survive a hard drive crash or laptop theft? Last semester a deskmate in my office faced the horror of total computer meltdown. Fortunately she kept most of her original research material on an external drive. However she lost two years of journal articles that she had collected for her course work and literature reviews. I've also heard some horror stories of students who decided to abandon their programs after losing several years of work. While these may be urban legends, I was inspired me to spend some money on two external drives, one that keeps a 'versioned' backup that I can 'flip' through to bring back a file from last week or last month (suppose my 'improvements' turned out to not be what I hoped they might) and a second that keeps an exact bootable copy of the drive. This was fortunate for me – I actually needed to use this – my computer crashed hard and went away for a week. I rented the same model from the shop, plugged in my bootable back up and found everything just the way I like it. After a week I got my baby back from the shop (with a clean hard drive) and loaded everything (including my new work) back onto my machine in an hour or two. Do you have a backup strategy? The cost of external hard drives is coming down fast and their capacity is going up. Most drives come with backup software. Check out your options and be proactive on this – you will be glad you did.

John Wall, CAG Student Councilor

Subvention de voyage 2010

Tous les membres étudiants de l'ACG peuvent en demander un formulaire de demande de subvention de voyage à valerie.shoffey@cag-acg.ca en citant leur nombre d'identification d'adhésion de l'ACG. La date limite de dépôt des demandes de subvention est fixée au **15 février 2010**.

Voir http://www.cag-acg.ca/fr/student_travel_grant.html pour les détails.

Pour renouveler votre adhésion, accédez à Mon Profil à www.cag-acg.ca/fr/online_renewal.html. Vous devez utiliser Windows Explorer ou Mozilla Firefox.

2010 Travel Grant

CAG student members may request a copy of the Travel Grant application from valerie.shoffey@cag-acg.ca by quoting their CAG Membership ID number. The deadline for travel grant applications is the **15th of February 2010**.

See http://www.cag-acg.ca/en/student_travel_grant.html for complete details.

To renew your membership for 2010 go to My Profile at www.cag-acg.ca/en/online_renewal.html. You must use Windows Explorer or Mozilla Firefox.



The Prairie Summit
La sommet des Prairies
Regina 2010
June 1-5



<http://prairiesummit.uregina.ca>

Annual meetings of the Canadian Association of Geographers, the Canadian Cartographic Association, the Canadian Geomorphology Research Group and the Canadian Remote Sensing Society

Les congrès annuel de l'Association Canadienne des Géographes, l'Association Canadienne de Cartographie, le Groupe Canadien de Recherche en Géomorphologie et la Société Canadienne de Télédétection

The Department of Geography at the University of Regina invites you to participate in the first joint meeting of the Canadian Association of Geographers (CAG), the Canadian Cartographic Association (CCA), the Canadian Geomorphology Research Group (CGRG) and the Canadian Remote Sensing Society (CRSS). As the first joint meeting of these groups, the 2010 Prairie Summit promises to be a unique and special event. The symposium will provide a forum for sharing current research findings, and new research challenges and directions. We seek contributions presenting novel research in all aspects of cartography, geography, geomorphology, GIS and remote sensing.

We invite proposals for special-theme sessions focused on any topic of interest. We particularly encourage proposals that span cross-disciplinary themes of the sponsoring associations, for example climate change, H1N1, etc.

Note the following deadlines

- Special session proposals: February 1, 2010
- Abstract submission: March 1, 2010
- Author registration: April 1, 2010

(At least one author must register by the author registration dead-line to prevent their abstract from being removed)

All abstracts (in either English or French) of 200 words or fewer must be submitted electronically. For more details, please refer to the abstract submission instructions on the conference's website at <http://prairiesummit.uregina.ca>. Papers and posters may be presented in either English or French; however, simultaneous translation will not be provided.

Travel subsidies are available to students to attend the 2010 Prairie Summit. See http://www.cag-acg.ca/en/student_travel_grant.html for details.

A very special part of the Prairie Summit will be field trips highlighting the unique human and physical geography of Regina, Moose Jaw, the Qu'Appelle Valley, the Avonlea Badlands, the Cypress Hills and the Great Sand Hills.

See <http://prairiesummit.uregina.ca>

Le Département de géographie de l'Université de Regina vous invite à vous joindre à la première rencontre commune de l'Association canadienne des géographes (ACG), de l'Association canadienne de cartographie (ACC), du Groupe canadien de recherche en géomorphologie (GCRG) et de la Société canadienne de télédétection (SCT). Ce Sommet des Prairies 2010 promet donc d'être un événement exceptionnel et la tribune idéale pour partager les derniers résultats de recherche, les nouveaux défis et de nouvelles voies de recherche. Nous recherchons des communications présentant des recherches novatrices dans tous les aspects de la cartographie, la géographie, la géomorphologie, des GIS et de la télédétection.

Nous vous invitons à soumettre des propositions de séances thématiques portant sur tout sujet d'intérêt. Nous encourageons tout particulièrement les propositions abordant des thèmes transversaux des associations organisatrices comme par exemple, le changement climatique, H1N1 et autres.

Dates limites importantes

- les propositions de séances thématiques : 1^{er} février 2010
- la soumission des résumés : 1^{er} mars 2010
- l'inscription de l'auteur : 1^{er} avril 2010

(Au moins un des auteurs doit s'inscrire avant cette date sous peine de voir le résumé soumis retiré)

Tout résumé, en français ou en anglais, de 200 mots maximum, doit être soumis par courrier électronique. Pour en savoir plus, veuillez vous référer aux directives fournies à ce sujet à <http://prairiesummit.uregina.ca>. Les communications et affiches peuvent être présentées en français ou en anglais, mais il faut noter qu'aucun service d'interprétation simultanée ne sera disponible lors du colloque.

Des subventions de voyage sont disponibles pour aider les étudiants à assister au Sommet des Prairies.

Voir http://www.cag-acg.ca/fr/student_travel_grant.html.

Des visites mettant en valeur la géographie humaine et physique exceptionnelle de Regina, Moose Jaw, de la vallée Qu'Appelle, des badlands d'Avonlea, des collines Cypress et des Great Sand Hills constitueront des temps forts du Sommet des Prairies.

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senior students. The teacher has received several Innovative Teaching Fund awards and the school has been designated one of the province's Schools of Excellence for its studies of the environment.

- ***CAG and a Survey of School Geography***

There is yet another aspect of CAG involvement that would be pertinent and helpful to the work of CCGE. In spite of tight budgetary constraints, CCGE is producing resources and lesson plans of high quality. Its links with the Atlas of Canada, among others, are inspiring and imaginative, and the membership of teachers seems to have remained fairly stable. Regional representatives on the CCGE Executive do a splendid job.

The impact of its work at grassroots level, however, is harder to judge. There can be a great difference between the courses *authorized* by a provincial curriculum, and those actually *offered* by decision of a board or school administrator. Moreover, geography may be strongly present or barely visible in classrooms, depending upon teachers' openness to geography in social studies, the soundness of their own knowledge of geography, and their skill in teaching it. Any one of those three can determine whether the resources developed by CCGE are actually employed. Close to 20 years have passed since Richard Baine surveyed the status of geography in Canadian schools for the CAG. A follow-up is about to be done at Queen's University by Dick Mansfield and should provide CAG a much needed profile of what is actually happening to Canadian school geography. This should be of value to the CAG's Geographic Education Study Group.

CAG and Grassroots Involvement

Underpinning everything, however, is the need to develop in Canada those "geographic communities" that can offer a supportive atmosphere; it is essentially a call for grassroots involvement in developing a critical mass for support of geography.

The CCGE came into existence in 1993 as the education committee of the RCGS and a member of the Geographic Alliance network - which was developed in the US by the National Geographic Society in conjunction with the American Geographical Society (AGS), the Association of American Geographers (AAG), and the National Council for Geographic Education (NCGE). It was, and remains, an inspired step that has brought a wide range of benefits and financial resources to geographical education in Canada. But the concept of Canada as a single "state alliance" presents some practical problems. In the US, each alliance covers only a single state, deals with one state education jurisdiction, and has a coordinator who in most cases is an academic at a university within that state. Several alliances have

developed powerful, university-based, and well-funded research units in their own right. The Canadian alliance, however, covers the territory of the second largest country on earth, must deal with 13 education jurisdictions, and in no instance is linked to a specific university. Its only formal link to university or college level is through the CAG's representative on the CCGE Executive. Using the work of OAGEE as a model, attempts had been made earlier to support geography teaching in other provinces through the formation of local chapters: all of them failed.

Nevertheless, the value of grassroots involvement through geographic communities was to be seen in the successful campaign by CAGONT, OAGEE and others to defend geography in Ontario, during the time of the Harris government. While the outcome might not have been all that was wished, it was still more than pertains in some other provinces. Easily overlooked, however, is one critical element; namely, that it is the unions that negotiate the terms and conditions of teachers' employment, and it is OAGEE that is responsible for their professional growth as geography teachers. That is not so in other provinces and the case of Nova Scotia is instructive in this regard, where the Social Studies Teachers' Association (SSTA) is a sub-unit of the Nova Scotia Teachers' Union. Its membership does not include teachers in private schools and it has no formal or ongoing liaison with geography faculty at Saint Mary's or Dalhousie Universities, or with other geography-related institutions, that might give teachers the type of long-term professional support that OAGEE provides in Ontario.

That said, the "geographic community" of Halifax is potentially a very substantial one and might well contain people with political and corporate links. Its membership embraces the academic and school communities, subscribers to the *Canadian Geographic* and Fellows of the RCGS; the Bedford Institute of Oceanography (which is now mapping the sea bed of the Beaufort Sea for the federal government's boundary claim); other geographic and GIS agencies, and the many people engaged in geography and navigation-related activities associated with a naval and commercial port like Halifax. But not once between 1968 and 1995 did it state a geographical viewpoint or come to the defence of the subject in school, as happened in Ontario: it simply lacks an organizational framework for doing so. Connections like these have been valuable to the historians. We need to explore similar ones for geography.

Coordinating our effort

I return to my earlier comment about opportunities lost during the CAG meeting of 2001 in Montréal. It is certainly not the case that academics are not engaged in research into risks and hazards: their papers have been presented at CAG meetings. Moreover, the Canadian Risks and Hazard Network was established

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in 2003, in response to a growing demand to promote and strengthen disaster reduction and emergency management in Canada. It is an active, inter-disciplinary and cross-sectoral network of researchers, academics, and practitioners. Yet how can the fruits of its work, like others, be shared across the education spectrum and diffused throughout the public domain?

In the United States, questions like this led to the formation in 1985 of GENIP (Geography Education National Implementation Project), to facilitate coordination among the four major geographical organizations in the United States. From modest funds contributed by the four organizations it provides a small stipend for a coordinator, and devotes most of its expenditure to new projects, publications, and workshops; but a major task for GENIP is the making of connections with organizations and government agencies that might assist its work. The Americans are not alone in this initiative. In the United Kingdom, a similar body, the Council of British Geography (COBRIG) was formed in 1988. Its 1996 publication *Geography into the Twenty-First Century* (Wiley) should be required reading for its treatment of issues relating to the school-university interface. Is it not time for a similar initiative in Canada, a catalyst to enhance the impact of our collective effort for geography in schools, colleges, and universities, and to project it in the public domain?

Here in the Maritimes the CAG, CCGE, and RCGS might work with ACAG to form such a geographic community in Halifax, and in other centres. The boundaries of CAG divisions and CCGE regions are fairly congruent in the west and totally so eastward from the Ontario-Manitoba border. They are also congruent with the four national regions of school curriculum making in geography. The RCGS for its part sponsors regional lecture tours. All three organizations serve their respective constituencies well; but a catalyst along the lines of GENIP would help maintain liaison among geographic communities and project their collective work in the public domain. In this way, CAG could give practical help to the RCGS mission of "Making Canada known to Canadians." The sharing of regional membership lists by all three organizations would be an initial step toward such broader communities of geographic interest.

Recent developments support such moves: CAG now benefits from our president's initiative in establishing GeogNews. Posted regularly online, it is helping to engender a sense of common purpose and image of what geographers are doing, even in the wider public domain beyond the academic and applied. A second development has been the hive of activity developed by Barry Wellar as Program Director for Geography Awareness Week. The GeoSkills Showcase was developed as the second showcase element of Geography Awareness Week 2008 and it has continued in 2009. Overall, this development

has been a direct and impressive contribution by CAG to geography in the school and public domain: it is vital that it continue. Indeed, the venture has been the type that would be keenly fostered by a body like GENIP or COBRIG. Finally, there is to be the follow-up of the survey of Canadian school geography that was done for the CAG in 1991 by Richard Baine. All told, these three developments have the potential to strengthen the projection of geography in the public domain; but their impact would be enhanced if coordinated through a Canadian equivalent to GENIP.

Future possibilities

Let me conclude by suggesting what a future meeting of ACAG might be like if these linkages were to be developed. The public would be invited to an opening plenary on the Friday evening. Ideally, its topic might be chosen from a local geographical issue - or one being promoted nationally, as with the work for GAW. Or it might be one in the RCGS regional lecture series. ACAG sessions would continue to be academic settings for faculty and our students to present their latest research; but teachers would be welcome and indeed encouraged to attend. The regional representative for the CCGE Atlantic region would be invited to arrange a session or sessions specifically designed for teachers; but these sessions would also offer academics an opportunity to learn about the school setting and be invited to contribute to some of the sessions. Overall the meeting would be designed to engage as many as possible from the Halifax geographic community and to foster channels of communication with academic geographers. As ACAG meetings circulate annually throughout the region, so too there would be a change in the host geographic community. Cities like St. John's and Moncton, and even a smaller town like Sackville, have their own geographic communities that need to be developed.

Why are we here? What shall we say? To whom shall we speak? To repeat, we have a problem of identity that confronts us with three tasks: (1) how to articulate and project a geographic viewpoint and image at the national level; (2) how to marshal resources in its support; and (3) how to maintain effective liaison among the "geographic communities." The answers begin with us here today.

Stuart Semple ssemple@mta.ca

Presented at the 2009 ACAG Annual Meeting in Halifax

Editor's note:

The *President's Column* will resume with our next issue.



The CAG newsletter is printed on 100% recycled paper.

ROBERTSON V. PROQUEST - End of Case Summary
by Rowland Lorimer, Director, Master of Publishing
Program and Canadian Centre for Studies in Publishing,
Simon Fraser University

To CALJ members:

As some of you will already know, Davis LLP was successful in its bid to have scholars excluded from the class of authors being represented by the plaintiff, Heather Robertson. Peter Jervis of Davis did so on the foundation that scholars are "volunteer authors." The motion to exclude was supported by Robertson's lawyers. Jervis argued that survival of the journals was of greater importance to scholars than the likelihood of being awarded damages. Jervis also made reference to the inability of (noncommercial) journals to defend the action and to the disparate interests of freelancers and scholars.

My view is that this is the right decision even if it casts scholars, somewhat peculiarly, as volunteer authors. It is lucky that it was in no one's interest to review all the journals involved with reference to their commercial character and their ability to defend themselves. It is also lucky that a scholar did not stand up and say that he or she did not consider him or herself a volunteer author and sought recompense from the commercial exploitation of his or her work.

The judge noted that none of the parties "requested an order for costs of the motion" which, I take it, means that Davis did not seek costs from Proquest for putting journals through this ordeal and expense. Who knows why not.

My view is that this escape does not address some very fundamental elements in the roles and the relationships involved in scholarly journal publishing, particularly the role of commercial aggregators of not-for-profit journals which the journals indemnify and to whom authors assign all rights. I hope to encourage the scholarly community to address these issues.

Rowland Lorimer, PhD
Director, Master of Publishing Program and
Canadian Centre for Studies in Publishing,
Simon Fraser University

 **DON'T FORGET TO RENEW**

YOUR CAG MEMBERSHIP FOR 2010

Membership period is from January 1 to December 31

CAGLIST server - electronic mail distribution list

Please note that you are **NOT** automatically entered on the CAGList server when you become a CAG member. To join go to <http://lists.uvic.ca/mailman/listinfo/caglist> and follow the instructions.

Happy New Year / Bonne Année
from the

CAG Executive Committee

✱

President

Dan Smith, University of Victoria

✱✱

Vice-President

Anne Godlewska, Queen's University

✱✱✱

Secretary-treasurer

Mary-Louise Byrne, Wilfrid Laurier University

✱✱✱✱

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Nadine Shuurman, Simon Fraser University

Guy Vincent, Université de Moncton

William Crumplin - Laurentian University

Bernard Thraves - University of Regina

Gilles Viaud, Thompson River University

John Wall, Carleton University

✱✱✱✱✱

GeogNews - News Digest

You are invited to send your or your colleagues latest "geographical" awards, accomplishments, accolades, news releases, etc. for inclusion in forthcoming issues of GeogNews directly to cag@geog.uvic.ca

CAG COMMENTARY SERIES Submissions

Submissions to the CAG Commentary Series (800 words max.) which address an issue of public interest from a geographical perspective are invited, in English or French, and should be sent to the editor at: valerie.shoffey@cag-acg.ca.

Where material that has already appeared in the press is submitted, the author must ensure that permission has been obtained from the original publishers for the CAG to reprint their commentary.

Submission does not guarantee publication.

JOB OPPORTUNITIES IN GEOGRAPHY

CAGLIST Job Postings Webpage can be found at <http://office.geog.uvic.ca/dept/cag/jobs.htm>

***NEW**

***ALGOMA UNIVERSITY**

Algoma University invites applications for a contract limited appointment or tenure-track appointment at a junior level of Lecturer or Assistant Professor, beginning July 1, 2010. The successful candidate must have completed a PhD, have a demonstrated commitment to research and undergraduate teaching in either human or physical geography, and must possess research expertise in geomatics. Demonstrated ability to develop an independent research program and secure external research funding is an asset. We encourage applicants to explore all that Sault Ste. Marie has to offer at <http://www.city.sault-ste-marie.on.ca/>.

Candidates should submit electronically: a letter of application, a CV, a research plan (up to two pages), a statement of teaching philosophy, and reprints of their three most significant publications to Dr. Arthur Perlini, Dean and Assoc. VP, Academic & Research, via deanapps@algomau.ca. Application materials should be submitted as a single combined PDF file with the file name identifying the applicant. Applicants must also arrange for three letters of reference to be sent electronically. Applications will be accepted until February 28, 2010, or until the position is filled. This position is subject to budgetary approval.

The position is open to all qualified applicants, although preference will be given to Canadian citizens and permanent residents of Canada. The University is an inclusive and equitable campus encouraging applications from qualified women and men including persons with disabilities, members of visible minorities and Aboriginal persons.

***UNIVERSITY OF GUELPH**

The University of Guelph invites applications, nominations and expressions of interest for the position of Dean of the College of Social and Applied Human Sciences.

The University of Guelph has achieved prominence in Canada and around the world as a research-intensive and learner-centred university. Approximately 16,200 undergraduate and 2,000 graduate students attend the University of Guelph to pursue 11 undergraduate and 45 graduate degree programs housed within its seven colleges. With 800 full-time faculty and approximately 2,000 full-time staff, Guelph's annual operating budget exceeds \$500 million.

The College of Social and Applied Human Sciences is the largest college on campus, consisting of 4,600 undergraduate students, 300 graduate students and 125 faculty members. It consists of five departments - Family Relations and Applied Nutrition, Geography, Political Science, Psychology, and Sociology and Anthropology - offering undergraduate degrees, some co-op, in Arts, Applied Science, Commerce and Sciences. The College has a variety of departmental Master's and Doctoral programs, large interdisciplinary programs in International Development Studies and Criminal Justice and Public Policy, and is also a contributor to a Bachelor of Arts and Sciences. In addition to these programs, the College hosts the Centre for Work, Family and Well-being, as well as the Initiative on Community Engaged Scholarship. For more information please see www.csahs.uoguelph.ca/

The new Dean of this College will be an exemplary academic leader with a strong commitment to serving the needs of students and promoting research, teaching and the overall reputation of the College. He/she will possess a record as an outstanding administrator, preferably with an interest in advancement, building collaborative teams, and in relating to a range of external partners. Through dynamic leadership the Dean will facilitate and enhance the endeavours of all areas of the College.

The University of Guelph is committed to equity in its policies, practices, and programs, supports diversity in its teaching, learning and work environments, and ensures that applications for members of underrepresented groups are seriously considered under its employment equity policy. All qualified individuals who would contribute to the further diversification of the University community are encouraged to apply.

The search committee will begin reviewing applications in January 2010, with the appointment effective July 1, 2010. Applications, including a letter of introduction, curriculum vitae and the names of five references (who will not be contacted without the consent of the candidate), should be submitted electronically, in confidence, to: Laverne Smith & Associates Inc. 1 Yonge Street, Suite 1801, Toronto, Ontario M5E 1W7 guelphCSAHS@lavernesmith.com

***MOUNT ALLISON UNIVERSITY**

The Department of Geography and Environment at Mount Allison University invites applications for a nine-month full-time sessional position at the Lecturer or Assistant Professor level, commencing August 1, 2010,

subject to budgetary approval. This sabbatical replacement position seeks a candidate with teaching and research expertise in economic geography and other areas of human geography, such as urbanization, cultural, resource management, development, or a regional specialty. Specific courses are subject to the needs of the Department and the candidate's preferred teaching areas. The successful candidate would teach five undergraduate-level courses (2 in one term, 3 in the other). Applicants should possess a Ph.D., or be nearing completion, and be committed to teaching and research within the framework of a dynamic undergraduate program in Geography and Environment.

Mount Allison University has earned a national reputation for its excellent undergraduate programs. This has enabled the University to recruit highly motivated students drawn from a diversity of origins and backgrounds. Enrolments in the Geography and Environment department are extremely healthy. An application should include a cover letter indicating the courses or areas in which the applicant is prepared to teach, a curriculum vitae, teaching philosophy or portfolio, the names/contact information of three referees, and should be sent in electronic format to:

Dr. Michael Fox
Professor & Chair of the Search Committee
Department of Geography and Environment
Mount Allison University
144 Main Street, Sackville, NB E4L 1A7
E-mail: mfox@mta.ca

Consideration of applications will commence on February 1, 2010.

Mount Allison University welcomes diversity in the workplace and encourages applications from all qualified women and men, including aboriginal peoples, persons with disabilities, and members of visible minorities. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Canadian and permanent residents should indicate their citizenship status in their application.

***MOUNT ROYAL UNIVERSITY**

The Faculty of Science and Technology invites applications for a tenure track faculty position in General Science, to be housed in the Department of Earth Sciences, which will commence August 15, 2010 subject to final budgetary approval.

The Department of Earth Sciences currently offers courses for the Bachelor of Science Degree Program and the Geology Major of the Bachelor of Science Degree Program. The department is seeking new faculty with a main focus on the skills and abilities to teach courses for the general science population. We are particularly interested in individuals that can teach courses in both geology and geography. These courses require the ability to teach introductory and senior courses

in at least three of the following areas: Biogeography; Weather and Climate; Natural Hazards and Disasters; Environmental Geology: Minerals and Rocks; and/or; Geological History of Life. The ability to teach other courses in geology or geography and to teach courses in the General Education Program Cluster 1: Numeracy and Scientific Literacy will be considered an asset.

New faculty is hired into one of two work patterns. The teaching/scholarship/service pattern has a focus on teaching with the requirement that the faculty member be involved in a research program as well as service to the Mount Royal community. The teaching/service pattern has a focus on teaching and service only. There is an option to change work patterns after tenure.

A Ph. D. in earth science, geology or geography is required. Applicants interested in the research stream should have an established research program while those interested in the teaching/scholarship/service pattern should have the ability and intent to pursue a research program in teaching and scholarship.

A complete dossier including curriculum vitae, the names and contact information for three (3) references, evidence of teaching excellence and, if the teaching/scholarship/service pattern is desirable, evidence of intent to pursue a research program should be submitted quoting competition #6245BA to:

Mount Royal University, Dept of Human Resources
4825 Mount Royal Gate SW , Calgary, AB T3E 6K6
Fax: 403.440.6629
Email: webapply@mtroyal.ca

For information, contact Dr. Barbara McNicol at 403.440.6175 or bmcnicol@mtroyal.ca.

Applications must be sent to the address above. If applying by email, please send your résumé as an attachment, in either Microsoft Word format or RTF.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

***MOUNT ROYAL UNIVERSITY**

The Department of Earth Sciences invites applications for a tenure track faculty position which will commence August 15, 2010 subject to final budgetary approval.

The Department of Earth Sciences currently offers courses for the Bachelor of Science Degree Program and the Geology Major of the Bachelor of Science Degree Program. The department is seeking new faculty with a main focus on the skills and abilities to teach senior courses in Hydrogeology and Geomorphology. The position will target individuals that also can teach Introduction to Geology; Soil Sciences and; Geology Field Methods. Other areas of physical geography and geology specializations will be considered

as long as the candidate can teach courses in hydrogeology and geomorphology.

New faculty is hired into one of two work patterns. The teaching/scholarship/service pattern has a focus on teaching with the requirement that the faculty member be involved in a research program as well as service to the Mount Royal community. The teaching/service pattern has a focus on teaching and service only. There is an option to change work patterns after tenure.

A Ph. D. in earth science, geology or geography is required. Applicants interested in the research stream should have an established research program while those interested in the teaching/scholarship/service pattern should have the ability and intent to pursue a research program in teaching and scholarship.

A complete dossier including curriculum vitae, the names and contact information for three (3) references, evidence of teaching excellence and, if the teaching/scholarship/service pattern is desirable, evidence of intent to pursue a research program should be submitted quoting competition #6246BA to:

Mount Royal University, Dept of Human Resources
4825 Mount Royal Gate SW, Calgary, AB T3E 6K6
Fax: 403.440.6629
Email: webapply@mtroyal.ca

For information, contact Dr. Barbara McNicol at 403.440.6175 or bmcnicol@mtroyal.ca.

Applications must be sent to the address above. If applying by email, please send your résumé as an attachment, in either Microsoft Word format or RTF.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

***UNIVERSITY OF SASKATCHEWAN**

The University of Saskatchewan (U of S) invites applications for a Tier I Canada Research Chair (CRC) in the field of Water Policy. This opportunity is a joint initiative among three new interdisciplinary schools (School of Environment and Sustainability, Johnson-Shoyama Graduate School of Public Policy, and School of Public Health) created at the U of S to foster growth in interdisciplinary and collaborative research and graduate training in areas of strategic importance to the institution.

The Chair will provide leadership to the Schools by developing a prominent research and graduate student training program that addresses some major element(s) of water policy with a focus on freshwater resources, including but not limited to: water policy development or assessment; links of water policy to environmental and human health considerations; policy regarding sustainable water use, including water allocation and trans-boundary issues; links among energy policy/initiatives, climate change and water policy, or agriculture and water policy;

policy concerning water valuation and trade; and policy in relation to national and international water governance, incl. multi-level governance structures. The Chair will also play an important role within larger, interdisciplinary water initiatives under development at the U of S.

The ideal candidate will have a PhD or equivalent qualification, be a nationally/internationally recognized scholar with a strong record of attracting competitively awarded research funding, and have experience or interest in developing interdisciplinary research partnerships and approaches. Applications are welcome from strong candidates in all fields related to water policy. The successful candidate will be appointed to a tenured or tenure-track position at the Associate or Full Professor level commensurate with qualifications within one or more of the three Schools. The Chair will be awarded for a seven-year period and is renewable.

Review of applications will begin immediately and continue until a suitable candidate is found.

For information about the University of Saskatchewan, please visit www.usask.ca. For information about the three Schools, please visit www.usask.ca/sens, www.schoolofpublicpolicy.sk.ca, & www.usask.ca/sph. Questions related to this CRC opportunity should be directed to Dr. Karsten Liber at karsten.liber@usask.ca.

The University of Saskatchewan is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals, including women, members of visible minorities, Aboriginal persons, and persons with disabilities. All qualified candidates are encouraged to apply.

To be considered for this opportunity, please send your CV, a letter of introduction, the names of three referees, and a summary of your proposed research program and graduate training philosophy, in confidence, to: Dr. Karsten Liber, Acting Director
School of Environment and Sustainability
University of Saskatchewan, Room 230, Law Building,
15 Campus Drive, Saskatoon, SK, Canada S7N 5A6
Fax: (306) 966-5900
E-mail: karsten.liber@usask.ca

***UNIVERSITY OF SASKATCHEWAN**

The School of Environment and Sustainability at the University of Saskatchewan invites applications for a Tier 2 Canada Research Chair (CRC) in Environmental or Sustainability Science. The school conducts interdisciplinary research and focuses on graduate student education. Our vision is to create and integrate multiple understandings of natural and human environments, and to be internationally known for innovative, provocative and wide-ranging approaches to environmental sustainability.

Allocated to support the new School of Environment and Sustainability, the CRC in Environmental or Sustainability Science will provide leadership to the school by developing a prominent and rigorous research and graduate student training programme that addresses some major element(s) of environmental and/or sustainability science. Examples of strategic science issues for which the school wishes to be known include, but are not limited to: climate change, water security, alternative energy, and ecosystems science, including biodiversity. The CRC will also play an important role in shaping the directions and initiatives of the new school, and will ideally connect their research in an interdisciplinary fashion with that of other scholars within and beyond the school.

The ideal candidate will have a PhD (obtained within the last ten years), be a nationally or internationally recognized scholar with a strong record of attracting competitively awarded research funding, including funding from the Natural Sciences and Engineering Research Council of Canada (NSERC) or a similar national granting agency, and have experience or an interest in developing interdisciplinary research partnerships and approaches involving graduate students. Applications are welcome from strong candidates in environmental and/or sustainability science in all fields eligible for funding through NSERC (www.nserc-crsng.gc.ca). Canada Research Chairs are awarded by the CRC Secretariat in Ottawa after a rigorous evaluation (www.chairs-chaires.gc.ca). The candidate who is successful in both institutional nomination and CRC Secretariat evaluation will be appointed to a tenured or tenure-track position at an assistant or associate professor level commensurate with qualifications. The CRC will be awarded for a five-year period, renewable once. The position is available on July 1, 2010. Review of applications will begin on December 7, 2009, and continue until a suitable candidate is found.

For information about the University of Saskatchewan, please visit www.usask.ca. For information about the School of Environment and Sustainability, please visit www.usask.ca/sens.

To be considered for this opportunity, please send your complete CV, a letter of introduction, a summary of your proposed research program and graduate mentoring philosophy, and the names of three referees, in confidence, to: Dr. Karsten Liber, Executive Director School of Environment and Sustainability University of Saskatchewan, Saskatoon, SK, S7N 5C8 E-mail: karsten.liber@usask.ca

The University of Saskatchewan is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals, including women, members of visible minorities, Aboriginal persons, and persons with

disabilities. All qualified candidates are encouraged to apply.

***SIR WILFRED GRENFELL COLLEGE**
MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Sustainable Resource Management: A specialty in one of forestry, mining, energy, and terrestrial environments is desirable. A demonstrated teaching interest in sustainability is required. Course responsibilities will include areas such as Environmental Planning, GIS, Remote Sensing, and a number of Special Topics courses. A Ph.D. or nearly completed Ph.D. in resource management or a cognate discipline is required. Linkage of research interests to local and global issues relevant to climate change would be an asset. The college has close ties to researchers at the Corner Brook office of the Atlantic Forestry Centre of the Canadian Forest Service as well as researchers at the Department of Fisheries and Oceans, Newfoundland and Labrador Department of Environment and Conservation, Geospatial Research Facility at College of the North Atlantic, and Gros Morne National Park. Individuals whose research and teaching interests will foster strengthening of these linkages, and who have potential to interact with local resource-based industries would be at an advantage. VPA: GRSS-2009-002.

Sir Wilfred Grenfell College is a small (1300 students) liberal arts and science institution and the Corner Brook campus of Memorial University of Newfoundland. At Sir Wilfred Grenfell College, our emphasis is on a small-class environment and teaching excellence in distinctive multi- and interdisciplinary programs with four-year Bachelor's degrees in Arts, Fine Arts, Science, Resource Management and Nursing. We are currently working to increase enrolments, build new degree programs, acquire new infrastructure and enhance our research profile and activities.

Corner Brook (population 22,000) is a safe and friendly city with excellent recreation and cultural facilities, situated in an area of great natural beauty. The city is some 80 kilometers from Gros Morne National Park, a UNESCO World Heritage Site and 10 kilometers from Marble Mountain, one of Eastern Canada's premier downhill ski resorts.

Tenure Track Positions at the rank of Assistant Professor commencing August 1, 2009.

We seek candidates who are or who show promise to be exceptional teachers and scholars and who will become engaged in our community.

A completed earned doctorate is required for the appointee to receive the rank of Assistant Professor and to be in a tenure-track position. If a successful candidate has not completed an earned doctorate, he or she shall be appointed to a regular term, non-renewable three-year appointment at the rank of Assistant Professor. If the candidate completes all the requirements for the doctorate

during the first 24 months of his or her term appointment, he or she shall begin a tenure-track appointment following completion of the requirements of the degree.

All positions are subject to budgetary approval.

For details about this position and application procedures, visit our website: www.swgc.mun.ca

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

Deadline for receipt of applications is January 31, 2010.

A letter of application along with a curriculum vitae, teaching dossier, and the names of three references should be sent to: The Vice-Principal
Sir Wilfred Grenfell College
Memorial University of Newfoundland
Corner Brook, NL A2H 6P9
Phone: (709) 637-6231
Fax: (709) 637-6218
Email vice-principal@swgc.mun.ca

***UNIVERSITY OF WATERLOO**

The Department of Geography and Environmental Management at the University of Waterloo invites applications for a tenure track SHARCNET Research Chair in Geomatics at the assistant professor level. Preference will be given to applicants with expertise in climatology and climate modelling, and with teaching experience in physical geography (Earth system science). Candidates must have a Ph.D. and a proven research record in one or more of the following areas: coupling of ocean-atmosphere processes, especially related to sea ice, within the global climate system; the application of heritage and state of the art Earth observation measurements in climate models; cryospheric, microclimatic and/or hydrological feedbacks at local to regional scales in the climate system. Expertise in the impacts of climate change on natural and human systems will be an added advantage. The successful candidate will have a research program that requires high-performance computing (HPC) facilities, such as those provided by SHARCNET.

SHARCNET is a consortium of colleges and universities that share a network of high performance computers, linked by advanced fibre optics. The SHARCNET Research Chair in Geomatics will be expected to enhance research, using HPC to promote interdisciplinary studies in interaction with departments, the newly established Interdisciplinary Centre on Climate Change (IC3) and partner institutions.

The Department of Geography and Environmental Management is part of the Faculty of Environment, which also includes the Department of

Environment and Resource Studies, School of Planning, School for Environment Enterprise and Development, and Centre for Knowledge Integration. For additional information see: <http://www.environment.uwaterloo.ca/>.

The anticipated starting date is July 1, 2010. Applications must include statements of career objectives, research interests, and the applicant's approach to teaching and learning. Applicants must include with the letter of application a C.V. and the names (with contact information) of four referees. Referees will be contacted for those included in the short list after an initial review of applications that will commence on February 28, 2010 and continue until the position is filled. The appointment is subject to budgetary approval.

Applications should be sent to:

Chair, SHARCNET Research Chair Search Committee
Department of Geography & Environmental Management
Faculty of Environment, University of Waterloo
Waterloo, ON, N2L 3G1.

The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native persons, and individuals with disabilities. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. This appointment is subject to the availability of funds.

***UNIVERSITÉ DU QUÉBEC À TROIS-RIVIÈRES**

Activities: Teaching, research, community services and administration

Requirement: Ph.D. in geography or related areas.

Experience: Teaching and research with peer review publications. Some experience in groundwater management at a private or public level will be an asset. Other: Quantitative analysis and geomatics.

At the bachelors level, the selected candidate will teach fundamental courses (groundwater hydrology, environmental analysis and rehabilitation, dry-area hydrology), in the geography program. The professor will complete the multidisciplinary research areas integrated in the Master and Ph.D. programs in environmental sciences.

The additional expertise in groundwater hydrology will complement the research team in the areas of watershed management, geomatics applied to environment analysis and ecosystems studies. The selected candidate will contribute to the development of key research activities in water related studies performed by professors from the geography and ecology departments and will add to the ongoing research development of the Center for watershed management and aquatic ecosystems studies (Centre de Recherche sur les Interactions bassins Versants-Ecosystèmes aquatiques) (RIVE).

- a functional knowledge of French is a requirement ;

- all qualified candidates are encouraged to apply; however, Canadian and permanent residents will be given priority ;

Commencing : June 1, 2010

Salary: according to the university professor collective agreement

Applications, including two (2) copies of the curriculum vitae, two (2) confidential letters of recommendations, should be sent, by mail, e-mail or fax, directly, but no later than January 30, 2010 at 17 h to:

Monsieur Éric Hamelin, Directeur
Service de la gestion des personnels
Université du Québec à Trois-Rivières
3351, boul. des Forges, C.P. 500
Trois-Rivières QC G9A 5H7
E-mail : SGP@uqtr.ca
Fax : (819) 376-5103

The UQTR is committed to an employment equity program that includes special measures to achieve diversity among its faculty and staff. We therefore particularly encourage applications from qualified aboriginal Canadians, persons with disabilities, members of visible minorities and women

*UNIVERSITY OF VICTORIA

The Department of Geography, University of Victoria, invites applications for a full-time Senior Instructor position. The appointment may begin as early as May 1, 2010

Primary responsibility includes teaching the Geography of Canada, and the Geography of British Columbia. Preference will be given to candidates with expertise in coastal studies and having the ability to bridge the physical and human sides of Geography. Ability to develop and teach field courses is also an asset. The normal teaching load is 8 courses per year.

The initial term of the appointment is three years. For reappointment, a Senior Instructor must meet the performance standard specified in the Faculty Framework Agreement. There is a normal expectation of a subsequent 4 year term. At the time of the second reappointment and normally in the seventh year of service the incumbent must be considered for a continuing appointment.

The successful applicant should have a PhD (or close to completion) in Geography. Exceptional applicants with a Master's degree may also be considered. He or she will have experience teaching undergraduate courses, an outstanding or promising teaching record, and demonstrate a firm commitment to teaching.

Letters of application should include a curriculum vitae and a teaching dossier (or equivalent documentation that outlines the candidate's teaching experience and philosophy, and evidence of teaching effectiveness). Applicants should arrange for three letters of reference to be sent prior to the closing date.

Applications will be reviewed starting 1 February 2010. E-mailed and faxed applications will not be accepted.

All queries and applications should be directed to: Dr Philip Dearden, Professor and Chair
Department of Geography, University of Victoria
P.O. Box 3060, Victoria, BC V8W 3R4 Canada
Telephone: 250-721-7325
E-mail: chair@mail.geog.uvic.ca
Web: <http://www.geog.uvic.ca/>

The University of Victoria is an equity employer and encourages applications from women, persons with disabilities, visible minorities, Aboriginal Peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the University.

All qualified candidates are encouraged to apply; however, in accordance with Canadian Immigration requirements, Canadians and permanent residents will be given priority.

This position is subject to budgetary approval.

CAREER DEVELOPMENT WEBSITE

Located at www.cchrei.ca/ee *EnviroEmployment* features sixty environmental occupations, which allow users to explore job descriptions, education and skill requirements and working conditions of some of Canada's hottest environmental careers. The site is designed for experienced workers currently employed in the environment sector, experienced workers in other industries who have the transferable skills for the environment industry, and newcomers to Canada who have the credentials for a mid-career position within this industry. Guided through four career development steps: Self-Assessment, Career & Industry Research, Job Preparation and Professional Development, users can access the entire website free of charge.

“Job Opportunities in Geography” for publication in the newsletter must be submitted to the editor at cag@geog.mcgill.ca (No formatting) by the deadlines listed on the back page of this newsletter. Inclusion is subject to availability of space. There is no charge to universities for this service.

CAGLIST Job Postings Webpage - To list your job on the webpage of the “CAGLIST Job Postings” send your copy directly to Dan Smith at smith@uvic.ca .

CAGLIST Job Postings - For a complete listings go to <http://office.geog.uvic.ca/dept/cag/jobs.htm>

