

LASER PULSES AND ANTIMATTER

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THE RING

APRIL/MAY 2021

The University of Victoria's community newspaper

ring.uvic.ca



University of Victoria

SPEED READ

AWARD NOMINATIONS

Nominate a colleague

Nominations are open for three awards that celebrate UVic leaders in social equity, community-engaged scholarship, and excellence in teaching and research. The Provost's Advocacy and Activism Awards in Equity, Diversity and Inclusion recognizes the achievements of individuals or groups who demonstrate dedication to the advancement of social equity. The Provost's Award in Engaged Scholarship recognizes tenured faculty members who have achieved distinction as community-engaged scholars. The Reach Awards honour extraordinary teachers and researchers who lead the way in dynamic learning and have a vital impact in the classroom and beyond. The nomination deadline for all of these awards is May 17. More info at bit.ly/21-nominate

WORKPLACE DIVERSITY

A decade of leadership

UVic has been named one of Canada's Best Diversity Employers for the tenth consecutive year. The national competition recognizes 70 employers that lead the way in creating inclusive workplaces for employees from five diverse groups: women, visible minorities, persons with disabilities, Indigenous Peoples and LGBTQ2 peoples. More: bit.ly/21-diversity



Hartz, at his lab at TRIUMF in Vancouver, showing a prototype and parts for the photosensor the research team is building.

\$7.4

MILLION IN NEW CANADIAN FOUNDATION FOR INNOVATION INVESTMENTS IN UVIC NEUTRINO OSCILLATION RESEARCH AND A NEW PHYSICS DATA STORAGE FACILITY.

Pieces of the grandest puzzle

UVic researchers advance knowledge of the universe

With powerful international partnerships, equipment and facilities, University of Victoria researchers are seeking answers to the universe's greatest mysteries, boosted by \$7.4 million in funding announced in March by the Canadian Foundation for Innovation (CFI).

"These UVic-led projects will significantly advance new knowledge in the field of physics—inspiring and guiding students and future scientists in their quest to understand the universe and the building blocks of human existence," says Lisa Kalynchuk, vice-president research and innovation at UVic.

The CFI Innovation Fund invests in infrastructure, across the full spectrum of research, from the most fundamental to applied through to technology development.

Neutrino shape-shifting

Led by UVic physicists Mark Hartz and Dean Karlen, the international project seeks to build a neutrino detector to study neutrino oscillations, which requires very sensitive photon detectors to study neutrino interactions that take place in about 800 tonnes of water—equivalent to about one-third of an Olympic-sized swimming pool.

Unlike other subatomic particles, neutrinos do not experience electromagnetic and strong forces and so they very rarely interact in particle detectors. In order to detect enough neutrinos, a very massive detector is required, and a water detector allows for particle detection while scaling to very large masses. Neutrino oscillations are a process by which one type of neutrino turns into another. This process implies that neutrinos have a mass, even though it is ultra tiny.

The \$5.4 million CFI investment to

UVic for the highly collaborative project (Intermediate Detector for the Hyper-Kamiokande Neutrino Oscillation Experiment) will be used to study the neutrino oscillations and how they may differ for matter and antimatter. Results from this experiment may help answer the question of why we live in a universe made out of matter rather than equal amounts of matter and antimatter.

"We want to understand the properties of these particles in order to advance our understanding of the most basic physical laws that govern our universe," says Hartz, a UVic adjunct professor and researcher at TRIUMF.

"While advancing our most basic knowledge of the world around us is itself a worthy goal, we also recognize that many of the most important technological advancements in the past 150 years in

SEE NEUTRINOS P.4

HUMANITIES RESEARCH

New public database a lasting document of dispossession



BY PHILIP COX

Laura Saimoto never met her grandfather, Kunimatsu Saimoto, or knew the details of his story until she recently accessed his 500-page case file through the University of Victoria's groundbreaking Landscapes of Injustice project.

Her grandfather, a Vancouver resident, lost his family home, as well as his possessions and livelihood including four commercial fishing vessels, when the government forcibly interned and dispossessed 22,000 Japanese Canadians during the Second World War.

One family's story, among thousands—accessible for first time

Saimoto wept when she saw his internee number—9609—assigned by the Office of the Custodian, the government authority that oversaw the internment and dispossession of Japanese Canadians from 1942 to 1952.

Now, for the first time, anyone interested in this dark history will be able to easily search tens of thousands of digitized government records, oral histories, land titles, individual case files and personal documents such as photographs

and letters that the Landscapes of Injustice team has digitized and organized into a comprehensive online database, revealing the inner workings of this chilling and racist chapter in Canada's past.

Repercussions of the internment and dispossession

The library contains records detailing more than 15,000 interned Japanese Canadians—at least one file for every Japanese Canadian family affected by the government's dispossession efforts—and includes Custodian Case Files, like

SEE DISPOSESSION P.5

Ebisuzaki and Morishita families. NIKKEI NATIONAL MUSEUM

around
the ring

Victoria Forum webinar
on brand trust

In partnership with the Senate of Canada, UVic is bringing together leaders in business and finance for the third Victoria Forum webinar, “A COVID-19 vaccine alone will not end the pandemic and the challenges facing for brand leaders, but renewed trust will undoubtedly help.” The webinar will present the results of the seventh annual Gustavson Brand Trust Index, as well as a panel discussion on how companies can earn trust authentically in a values-based economy during the global pandemic. The webinar will take place on May 6, from 10-11:30 a.m., hosted and moderated by Gustavson School of Business Dean Saul Klein, including a panel of leading executives from Vancity, CAA and Telus. Attendees will have the opportunity to ask questions and join a virtual networking session after the panel discussion. Register: bit.ly/21-vicforum

SHARE YOUR IDEAS

Climate and Sustainability Action Plan
to answer the call for global solutions

What are your ideas for addressing the global crisis of climate change? Consultations to develop UVic’s Climate and Sustainability Action Plan started in late March and continue until April 23. Students, faculty members and staff are encouraged to share their ideas during this first campus engagement, which will focus on shaping the vision for the comprehensive new plan.

The Climate and Sustainability Action Plan (CSAP) will respond to the urgent calls for action, including those signalled in the Intergovernmental Panel on Climate Change Special Report Global Warming of 1.5°C and the Paris Agreement. It will build on the university’s existing structures, expertise and activities, and identify new opportunities for innovation and collaboration across research, academics, operations and community relations.

“We want our plan to be creative

and ambitious, and to reflect the university’s commitment to global leadership in environmental, social and institutional sustainability,” says Cynthia Milton, co-chair of the CSAP integrated steering committee. “We know our campus community is passionate about climate and sustainability and we want those ideas to inform the development of this plan for transformative actions.”

Building on UVic’s Strategic Framework and anchored in the university’s deep commitment to climate and sustainability action, the initial five-year plan will offer a comprehensive and integrated approach, identify short, medium and long-term strategies and best practices, and include tangible, measurable outcomes to move toward our vision for a sustainable future. The plan will respect Indigenous knowledge and value Indigenous ways of knowing and being, particularly on Vancouver Island.



In the fall, the campus and broader communities will be asked to provide input on the goals and actions of the draft plan. The final plan will be reviewed and approved in spring 2022.

During the planning process UVic will continue to implement short-term, tangible climate and sustain-

ability actions—called Accelerated Actions—across research, academics, operations and community engagement. Visit the website at uvic.ca/csap to view selected Accelerated Actions and for more information.

Take the interactive survey before April 23 at uviccsap.ca/phase-1.

New management program for a changing economy

The Peter B. Gustavson School of Business will welcome its first students to a new master’s program this September.

Designed for students with a non-business undergraduate degree, the UVic Master of Management offers intensive, hands-on learning, focused on building career-ready graduates. The program fosters the management

skills to lead teams and keep organizations nimble in rapidly changing social and economic circumstances.

“As the economy recovers from the pandemic, there will be pressures on organizations to deliver and recover faster,” says Saul Klein, Dean of the Gustavson School of Business. “For students, this gives them an opportunity to upskill now to meet the future

demand for socially-conscious leaders across all sectors.”

Students can expect experiential learning designed to tackle complex societal issues, business disruptions, emerging disciplines and changing industry demand. The cross-disciplinary cohort model brings students with diverse perspectives and expertise to the business management

classroom.

Collaborations with local organizations allow hands-on skill development from the outset of the program, within groups striving to offer meaningful innovation.

The deadline to apply to the UVic Master of Management program is April 30, 2021. For more information, please visit bit.ly/gill-mm.

Equity Action Plan
committee members needed

The university’s planning process for an institutional Equity Action Plan has begun its first phase, opening the application process for a Reflection and Challenge Committee members. This committee will lead the co-creation of an equity-centred institutional action plan. The application process will work to ensure that equity-centred principles are followed including recognizing and eliminating barriers to participation.

Selected committee applicants will start their journey by participating in equity-centred design training. Once training is complete, they will begin engagement and consultation with the community to identify areas of focus for equity, diversity, inclusion and anti-racism initiatives.

Faculty, staff and students are invited to apply for committee membership. You can anticipate a time commitment of four to six hours a month for the next 18 months and need to have access to technology to participate in virtual meetings.



Committee members will have the opportunity to collaborate and engage with subgroups too design, test, refine and implement solutions to introduce transformational change at UVic. Action orientated subgroups will be formed throughout the life of the project—watch for more announcements.

Application deadline is Apr. 19. For more information on the process: bit.ly/21-equity

Fall parking changes

Following a year of remote learning and working, UVic will be introducing changes to its parking pass program in time for the fall return of students, faculty and staff.

Beginning in Sept. 2021, the cost for monthly parking and daily parking at certain lots will decrease, while semester parking passes will be discontinued. Monthly parking will decrease from \$114 to \$75 per month for general parking, and from \$199 to \$131 for reserve parking. Daily parking in lots further away from Ring Road, such as Ian Stewart Complex, Velox and Lam Circle, will decrease from \$9 to \$6 per day.

In Sept. 2021 the cost of an annual (12-month) parking pass will increase by 5%—to \$596 for general parking or \$1,043 reserved parking. The Flex 25 pass (\$150 for 25 single-day permits) will continue to be available, at the same cost as last year. Parking fee increases offset the rising costs of operation and maintenance while helping to support UVic’s sustainable transportation programs, including

subsidized student and employee bus passes, cycling facilities, and the Modo car share partnership.

The upcoming parking management changes will provide commuters with greater parking choice and flexibility, and are intended to reduce short-term parking pressures caused by campus construction while anticipating longer-term parking needs. The goal of the university’s Transportation Demand Management (TDM) program is to promote the use of active transportation and transit in order to reduce greenhouse gas emissions, improve air quality, support healthy communities and achieve the goal of 70% non-single occupancy vehicle travel to and from campus.

Pay parking is in effect on the Gordon Head Campus Monday through Saturday 24 hours a day. There is no charge for parking on Sundays or on recognized BC statutory holidays. The HonkMobile app is now available to pay for daily or weekly parking.

More about parking and transportation services: uvic.ca/parking



THE RING Vol. 48 No. 4

The University of Victoria’s
community newspaper
ring.uvic.ca

Printed using vegetable-based inks on
100% post-consumer recycled paper.

Next issue June 3, 2021

The Ring is published eight times a year by
University Communications + Marketing.

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Printed in Canada by Black Press

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Priorities are academics, student supports

On March 30, 2021, the Board of Governors approved the university's three-year Planning and Budget Framework, which outlines strategic investments and the budget framework for 2021/22.

Despite the challenges associated with COVID-19, we met our enrolment targets for 2020/21 and will end the fiscal year in good financial shape. For 2021/22, and assuming stable enrolments, the budget is balanced, with an operating budget of \$448 million. As a people-focused institution and consistent with previous years, 77 per cent of our operating budget goes towards salaries and benefits.

As we emerge from the pandemic, UVic will focus on key investments in academics, research and student supports as well as continued supports for online learning and campus safety measures. In this year's budget, we are investing \$17.8 million in new and renewed priorities across all Strategic Framework areas.

The impact of COVID-19

In the past year, in direct response to the pandemic, UVic invested nearly \$18 million in COVID-19 supports. Nearly all the investments were related to academics or student supports, with half going towards supporting the online delivery of courses. This included hiring sessional instructors, graduate students as additional teaching assistants, and staff in the Division of Learning and Teaching Support and Innovation to support all faculties. Helping our students in need through this challenging time was an important priority, and we provided an additional \$2.6 million in bursaries to students—totaling a record amount at UVic for this kind of support. We also invested in new teaching and learning software, which will be an ongoing investment.

When most classes and services transitioned to online delivery in

March 2020, there were fewer people on campus. As a result, we closed or reduced many of our on-campus services, including food and recreation services. The Division of Continuing Studies also had to pause some of its face-to-face programming. This unfortunately led to temporary layoffs, though staff were transitioned to other roles where possible. Staffing levels will increase along with the increase of in-person operations.

Strategic investments

A major focus of the budget is continuing to support the university's academic mission and our students during and following the pandemic. We want to build on what we've learned and what's working well. This includes new and innovative ways of teaching and learning that better integrates technologies, as well as enhanced resources and financial supports for students.

For example, the pandemic underscored the need for accessible health and wellness resources, and we are continuing to invest in student life programs, mental health initiatives, and campus health services.

Another priority for 2021/22 is to advance equity, diversity and inclusion. One way we will achieve this is through increased supports for the office of Equity and Human Rights. This office is currently developing a framework for the university to take action and create positive change.

To advance respect and reconciliation with Indigenous peoples, UVic has created a new Associate Vice-President Indigenous position, starting in April and reporting directly to the president. This role will advance Indigenous initiatives across the university and lead the renewal and implementation of the Indigenous Plan. UVic is also increasing funding within the Office of Indigenous Academic and Community Engagement

to strengthen partnerships and outreach programs. Major investments will also be made towards Indigenous student recruitment, retention and supports, including Indigenous graduate fellowships. Supports in this area total about \$1.8 million.

Research is also going to see some strategic investments, with approximately \$2.8 million in additional funding including for direct research support and start-up funds for faculty. New grant facilitators in faculties will help improve grant seeking and success. The UVic Health Initiative will be enhanced by a new term Special Advisory Health Research role, and we will also release a new strategic research and creative works plan this year.

Other initiatives being funded in 2021/22 include developing a Climate, Sustainability and Action Plan, improving our international rankings and reputation, enhancing cyber security, and strengthening our community and alumni outreach. We are also continuing to update our physical spaces through the Campus Greenway, Campus Cycling Plan, and new and renovated buildings.

Revenue sources and fee increases

Half of UVic's \$448 million operating revenue comes from provincial grants, based on number of domestic students. The Ministry of Advanced Education and Skills Training sets domestic enrolment targets every year and allocates funding based on our number of full-time equivalent domestic students.

Student fees, including tuition, make up the second-largest part of our operating revenue, at just over \$170 million. For 2021/22, domestic tuition fees will increase 2 per cent, in line with the provincial tuition limit policy. International tuition fees will increase 3.75 per cent, as per inflation,

which at UVic has been 3.5-4 per cent per year over the last five years.

Because tuition fees can present affordability challenges and barriers to access for some students, UVic invests heavily in supports for students in need. Investments include scholarships, needs-based and emergency bursaries, and the work-study program. During the pandemic, it has also included self-isolation and quarantining supports for incoming international students. We continue to revise our financial aid and award programs to meet needs and demand.

Ancillary services

Due to the pandemic and decreased on-campus activity, revenue from ancillary operations in 2020/21 is forecasted to be \$32 million less than in 2019/20. Ancillary services include on-campus housing, food, parking, child care and the bookstore. Some service areas were impacted more than others, and some will recover faster. Athletics and recreation and continuing studies are two additional areas that have been significantly impacted by the pandemic.

The budget includes supports and fee increases for some ancillary operations to offset the significant financial impacts of COVID-19 and support the ongoing mission of the university. As on-campus activity increases and we prepare to welcome students back to campus in September, we anticipate returning to long-term financial sustainability in these areas.

More information

UVic strives to take a principled and transparent approach to developing and sharing our budget. For more information on the process, investment priorities, and financial details, download the Planning and Budget Framework 2022–2024.

bit.ly/2022-plan

around the ring

Convocation update

Honouring our students' academic achievements is important to us. Unfortunately, public health orders continue to restrict our ability to celebrate together in person. In the absence of a spring convocation ceremony, UVic is offering Grad Boxes with the graduate's parchment (degree/diploma/certificate), a printed program, mortarboard and tassel, and an alumni gift. Read the full message from UVic Chancellor Shelagh Rogers and President Kevin Hall at bit.ly/21-convo.

Impact Day—a new UVic tradition

Cheering on the Vikes at a basketball game, sitting down by the fountain with *The Martlet* and a coffee, finding your go-to study spot in the library, recharging your batteries at the beach in Cadboro Bay. These are all UVic traditions. On April 7 we started a new tradition—Impact Day—to celebrate the acts of kindness, generosity, and engagement that make UVic more accessible and enriching. In lieu of an event this year, a video tour from two students showcases some of the many (and often surprising) ways philanthropy positively impacts their UVic experience—from the efforts of early visionaries, right through to donor contributions today. Watch the video at uvic.ca/impactday.

Virtual JCURA fair

The Jamie Cassels Undergraduate Research Awards (JCURAs) encourage undergraduate students to pursue innovative and original research to enhance their learning while at UVic. This year, 100 JCURA research projects are being shared virtually. Take the time to explore the students' work, including research posters, video presentations and a Q&A component at bit.ly/21-JCURA.

3D printing services return to the library

3D printing services are now up and running again. UVic Libraries has launched a new web app for ordering 3D printing projects from home, for pick up at the Mearns Centre for Learning—McPherson Library. Info: bit.ly/3D-21

University Drive pathway opens for spring cycling

The University Drive Connection Pathway is now open after undergoing major upgrades, including installation of a new two-way bike path, separate pedestrian path, new lighting and crosswalk improvements.

The project is the first of seven major active transportation network improvements to be completed as part of the Campus Cycling Plan (bit.ly/cycling-21), and the first step in developing an All Ages and Abilities (AAA) Cycling Network on campus.

"We're excited to see the implementation of the Campus Cycling Plan moving along at a steady pace," says Mike Wilson, director of campus planning and sustainability. "We've been working hard to support cycling as an enjoyable and healthy mode of transportation for student, faculty and staff, and this project will really enhance safety at this high-volume intersection."

The Connection Pathway links University Drive and Ring Road with the heart of the campus, and with Oak

Bay's Henderson Road bike corridor to the south. According to campus traffic surveys, it is the most heavily used cycling route on campus. On an average day in 2018, the path saw about 26% of all cycling trips to or from campus, and 6.8% of all pedestrian trips.

During the development of the Campus Cycling Plan in 2017-2018, consultations with more than 3,700 campus community members identified the University Drive entrance as a congested area and site of cycling-pedestrian conflicts.

The pathway upgrades will make the route safer for everyone, while supporting the goal of increasing the use of transit, cycling, walking and carpooling to 70% of all trips to campus. Supporting sustainable transportation choices is part of an overall strategy to help lower greenhouse gas emissions.

Construction is now underway on a new separated bi-directional cycling path along Ring Road between University Drive and the Engineering




New bike crossing at Ring Road and University Drive. PHOTO: ALI BAGGOTT

and Computer Science Building. This project will be phased in 2021 and 2023 in conjunction with plans for

expanded engineering and computer science facilities.

bit.ly/ECS-21

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Made-in-Canada laser first in world to manipulate antimatter

How does antimatter respond to gravity? Can antimatter help us understand symmetries in physics? These are some of the questions addressed by University of Victoria physicist Art Olin and the Canadian team of researchers who are the first in the world to manipulate antimatter using lasers.

Details of a Canadian-built laser system to cool a sample of antimatter down to near absolute zero are published today and featured as the cover story in the journal *Nature*.

Antimatter is not the opposite of matter, but more like a mirror image, and it’s as fundamental to understanding our universe as normal matter. Multiple international teams at CERN and the ALPHA (Antihydrogen Laser Physics Apparatus) collaboration are searching for answers to fundamental questions about antimatter.

Olin, an adjunct professor at UVic, TRIUMF and others are playing a key role as part of the Canadian team of

the broader ALPHA collaboration, which includes over 50 researchers from 22 institutions including Canada, the UK, the US, Denmark and Sweden.

ALPHA’s Canadian team (ALPHA-Canada) is racing to cool antihydrogen atoms using lasers developed by their collaborators at the University of British Columbia (UBC).

“This research reflects the power of international collaborations,” says Olin. “Developing this technically difficult laser with our UBC colleagues, and making it work at CERN, to address a cosmic mystery has been an amazing experience.”

Laser manipulation of antimatter

While laser-cooling (or trapping) of atoms was first demonstrated 40 years ago, ALPHA is the first to use this technique on antimatter.

By cooling antimatter, researchers will be able to perform a variety of precision tests to further investigate the characteristics of antimatter, in-

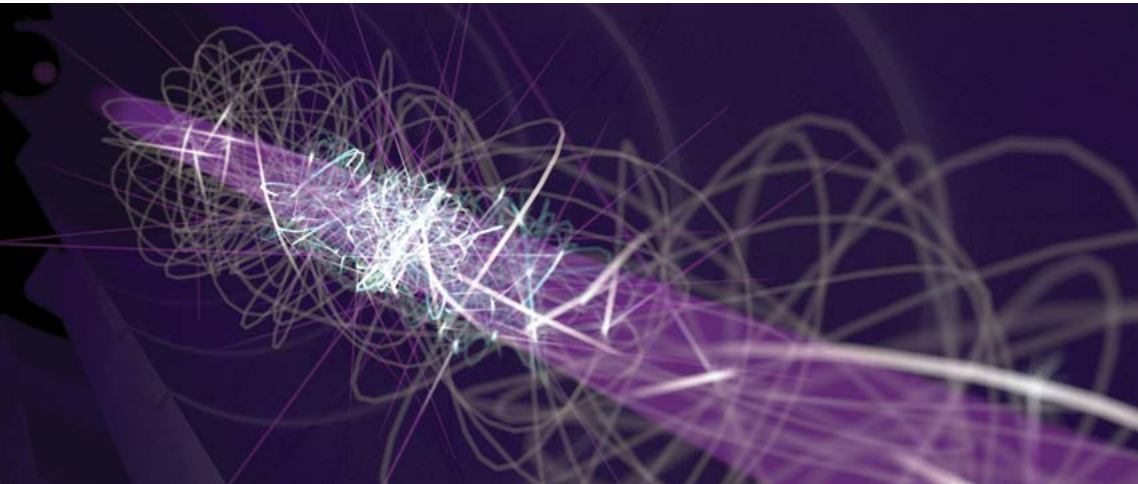


Illustration of the movement of an antihydrogen atom in the ALPHA magnetic trap. IMAGE: CHUKMAN SO/TRIUMF

cluding experiments that may shine a light on the fundamental symmetries of our universe. These tests could offer clues as to why the universe is made primarily of matter and not equal parts matter/antimatter as predicted by Big Bang models.

When matter and antimatter come

into contact, particles mutually annihilate. Lasers and complex magnetic fields are used to cool and confine the antihydrogen. Olin’s contribution is helping to determine the spectroscopy of antihydrogen to increasing precision.

As to the gravity question, ALPHA

hopes to know within the next year if antimatter falls down or up.

The Canadian effort was led by researchers and students from TRIUMF, UBC, Simon Fraser University, the University of Calgary, York University and contributors from UVic and British Columbia Institute of Technology.

Making higher education accessible to a global audience

BY ANNE TOLSON

It took a lot of time and effort, but George Tzanetakis says his quest to transform a popular UVic course into an online program accessible to a broad international audience was worth it.

The professor of computer science recently became UVic’s first faculty member to engage the university in a formal contract with a commercial massive open online course (MOOC) provider.

MOOCs—online courses available to anyone who has a computer and internet connection – are viewed by many as a way to make post-secondary education accessible to millions of people, including those in developing nations. Typically, MOOCs are taught by the same instructor who teaches the course at a university or college. MOOC providers are the large web portals that partner with the schools to offer these courses. Though many MOOCs are free, some—typically those offering certificates, academic credits or degrees—charge a fee.

“Being a first for UVic meant there was a lot of work getting the contract and privacy issues sorted out,” says Tzanetakis, who is cross-appointed to UVic’s School of Music and Department of Electrical and Computer Engineering. “But I think courses like this can increase UVic’s visibility around the world and I hope this work will pave the way for more faculty members to take a similar path.”

Tzanetakis, whose research focuses on the computer analysis of music, has been involved in the combined Computer Science and Music

program since 2005. Several years ago, in an attempt to share his work more widely and to attract prospective graduate students, Tzanetakis tried posting some of his lectures on Google Hangout and then on YouTube. A few hundred people showed interest, but Tzanetakis felt the overall video quality was poor and that he wasn’t reaching a wide enough audience.

“I wanted to do a better job of it and that’s how the Kadenze course came about,” he says.

Laying the groundwork

Tzanetakis says it took more than three years from start to finish to get his program launched on Kadenze, a California-based MOOC provider that partners with leading universities to offer online courses geared toward art, music and creative technology.

During the first year, he worked with UVic staff and Kadenze to iron out issues around a contract, privacy and IP. Over the next two years—and with support from UVic’s Technology Integrated Learning grant and its Community Engaged Learning grant—he developed the course content.

The multiple components of each course, which included brief promotional videos, had to be carefully scripted. Before the COVID-19 pandemic hit, Tzanetakis travelled to Valencia, California, to work with a team that used a green screen, teleprompter, and multiple mikes and cameras to produce the numerous video segments.

“It was quite a process, but these videos are much more professionally produced and polished than a typical lecture on Zoom,” he says.

Launching the UVic courses

In December, Kadenze officially launched Tzanetakis’ three-course program, which focuses on Music Information Retrieval, an interdisciplinary science of retrieving information from music using computers. The courses include topics such as digital signal processing, machine learning, programming, human-computer interaction and musicology.

The first course, Extracting Information From Music Signals, is free, though a good knowledge of programming, basic linear algebra, probability and statistics is recommended.

Those wishing to delve further into the subject can enrol in the other two courses, Machine Learning for Music Information Retrieval and Music Retrieval Systems. Together, the full program currently costs \$350 (US). Although the courses aren’t for academic credit, students who take the full program receive certificates endorsed by UVic and Kadenze for each course completed, providing they earn a grade of 65 per cent or higher.

To date, about 2,000 people have taken the courses—1,400 taking the first course and about 300 each of the other two. While most students are from North America, there have also been many from Europe, India, China and Iran.

Importantly, UVic students who enrol in Tzanetakis’ original for-credit course can take all three Kadenze courses for free. In fact, his plan is to use the Kadenze version of the course to provide his UVic students with important basic information, leaving more class time open for discussion and interactive exercises.



Tzanetakis. UVIC PHOTO SERVICES

Paving the way for others

Because the pandemic forced most post-secondary courses online, Tzanetakis says he hopes instructors who are now comfortable with online teaching will consider making the leap to MOOC delivery. He says any UVic faculty members interested in sharing their courses with a much wider audience are welcome to contact him to learn more about his experience.

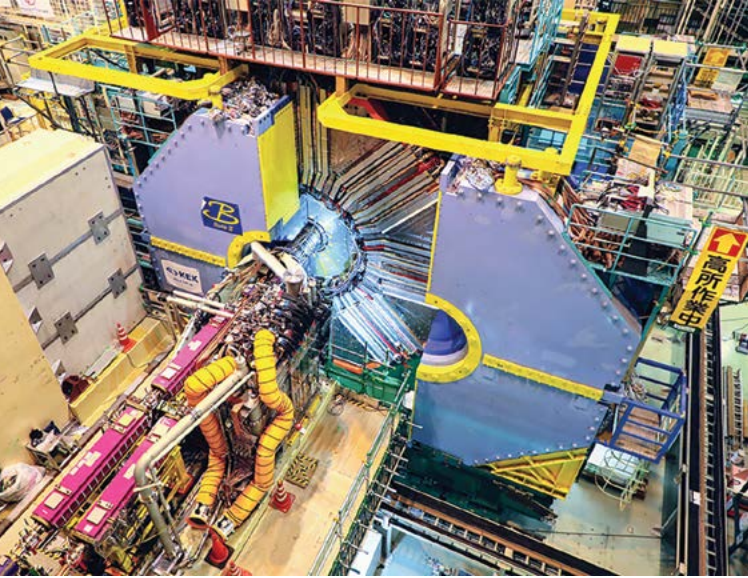
His first tip for anyone considering an MOOC is that the more unique your course is, the better. A prof who tries to offer basic calculus, for example, will be competing with a large number of universities and colleges that have occupied the MOOC space for years.

“If a course is more unique and specific to UVic, then an MOOC is an excellent way to put it out into the world,” he says.

Tzanetakis says it feels great to have the courses online now and that he’s glad to have used part of his study leave to focus on the project.

“It does take a lot of effort and it took some time away from my research and teaching for a while,” says Tzanetakis, who will be teaching at UVic again this September. “But it’s something you can be proud of. For me, just knowing that there are hundreds, maybe thousands, out there who are engaging at some level is amazing.”

NEUTRINOS CONTINUED FROM P. 1



Interaction region of SuperKEKB and Belle II. PHOTO: KEK

areas such as communications, energy, medicine and computing have arisen from discoveries in fundamental science. We hope that our research can eventually have a similar direct impact on society.”

The project partners include TRIUMF, British Columbia Institute of Technology, The University of Winnipeg, University of Regina and other research institutes in Italy, Japan, Poland and the United Kingdom.

Big data for big mysteries

The Belle II experiment is an international particle physics experiment that is designed to search and discover new physics phenomena that cannot be explained by current models. One of the key questions is to understand

why the universe is composed of matter rather than equal amounts of matter and antimatter.

The \$2-million CFI contribution to UVic will be used to construct a specialized computing facility—or the Belle II Raw Data Centre—on campus that will store and process Canada’s share of the particle collision data soon after it is recorded at the KEK Laboratory in Tsukuba, Japan, says UVic physicist Randall Sobie. The Canadian facility will be one of five centres distributed around the world and be part of a critical system to ensure that the unique and valuable collision data is stored in secure locations.

“Particle physicists use high-intensity particle beams to understand the nature of the universe, the particles

and the forces that make it up,” says Sobie. “New discoveries will also give scientists hints about where to look for the next, new physics.”

The Belle II experiment is located at the accelerator complex of the KEK Laboratory. The experiment includes 1,000 researchers from many countries around the world including Canada. The Canadian group includes researchers from UVic, University of British Columbia, McGill University and St. Francis Xavier University.

Prime Minister Justin Trudeau announced more than \$518 million to support the infrastructure needs of universities and research institutions across the country. UVic is also co-partnering on two additional projects supported by the CFI.

What makes democracy tick?

Students’ Dialogue on Democratic Engagement explores representation and participation

BY CARLOS CHICAS BERTI

How can we practice democracy in a way that captures and represents the varied interests of all those who rely on it? It’s a question with ramifications for societies and governments around the world. It’s also a question that students at UVic recently undertook to explore for themselves.

UVic’s recent Students’ Dialogue on Democratic Engagement sought to foster student engagement through an innovative technique known as a deliberative mini-public. A practice gaining traction around the world, a deliberative mini-public is a space that brings together a true cross-section of a particular community for the purpose of dialogue on a given topic.

Undertaken by UVic’s Community and Government Relations and Gustavson School of Business professor Simon Pek, in partnership with The Honourable Janet Austin, Lieutenant Governor of British Columbia and 24 students from across campus, the project was a true collaborative effort.

“I volunteered for the dialogue because I felt my knowledge about democracy, how it functions or doesn’t, and how we speak about it, was lacking,” says Isabelle Rutherford, an

undergraduate social sciences student who took part in the dialogue.

Part of what makes deliberative mini-publics like the Students’ Dialogue meaningful is the way in which participants are selected—a technique often referred to as a civic lottery. Over 7,500 randomly selected students across the university received an invitation to participate in the dialogue. Interested students completed a short, anonymous survey which gathered demographic data from applicants, after which a final random selection was conducted to pick the final 24 students that would take part as representatives of the student body.

“The idea behind the dialogue was to create a space where students could engage in honest conversations about important and sometimes controversial topics with an eye to ultimately making better decisions that work for everyone,” says Pek, who served as project lead on the initiative. “20,000 people gathered together can’t really have a thoughtful and inclusive dialogue about a topic. Deliberative mini-publics are great because if you select participants using a civic lottery you can convene a group of students that can give you a rough approximation of what the broader student body would think and say if they could all be together.”

While UVic has a long history of working with students and community members on and off campus, approaches to consultation have remained relatively unchanged, with

a tendency towards more traditional ways of inviting conversation and feedback. Open houses, surveys and workshops do have their merits; however, they also present limitations, especially when it comes to making sure that a full range of diverse perspectives are included in the conversation.

The dialogue presented an opportunity for UVic to involve a wide range of students. Through the civic lottery, students from various disciplines, years of study and life experience participated in the dialogue, contributing important perspectives in support of a diverse and inclusive conversation.

For Pek, this deliberative mini-public offers a process that can be used in the future of university democracy. “Universities by their very nature include various democratic systems, whether student unions, large clubs or individual faculties. Tools like deliberative mini-publics can be used in these systems in many different ways to provide thoughtful and reflective feedback and to include more voices in decision-making.”

So what did this decision-making tool look like in practice?

Students discussed two key issues in a series of four online forums: first, how to promote civil discourse; and second, how to foster more meaningful youth participation in democracy.

Each topic involved two stages: a learning stage, in which the students got to hear presentations from expert speakers and participate in an active Q&A, and a deliberation phase, in which they participated in a series of



Pek. UVIC PHOTO SERVICES

facilitated small-group discussions on the topics. The speakers included professors and activists from across Canada who shared their views on the issues being discussed.

“It was truly educational to be exposed to others’ perspectives on democracy and the ways with which we participate in it,” says undergraduate student Weam Abbas. Even online, the ability to discuss big ideas and help spur change in the university wasn’t lost on the students who participated.

UVic hopes the pilot will lead to more deliberative mini-publics to better engage students and the community on important topics on and off campus. “There are so many ways in which we could use this approach, whether as a means of involving stu-

dents in discussions around strategic priorities or collaborating with our community partners around new initiatives. It’s a very exciting time to be at a university that prioritizes this type of engagement,” says Associate Director of Community and Government Relations Julie Potter, project manager for the initiative.

There’s every reason to think such dialogues could become an integral part of campus life in the years to come. “The best part was the awakened sense of being able to make a difference in some way,” says Patrick Montgomery, an undergraduate social sciences student. “Discussing big ideas with such a diverse crowd makes me hopeful that positive changes can happen.”

Listening to the needs of vulnerable clients

UVic anthropologists respond to community need during pandemic

BY ANNE MacLAURIN

Anthropologists are usually found uncovering artifacts and pieces of history, but UVic anthropologist of sound Alexandrine Boudreault-Fournier instead applied her research skills to produce a report for the Doctors of the World mobile health clinic in Victoria.

The Doctors of the World mobile clinic moved into Victoria in 2018 during an opioid crisis and, more recently, a global pandemic. In her research, Boudreault-Fournier found that the Doctors of the World mobile health clinic goes “where no one goes” in providing basic health care services to vulnerable populations in a respectful and non-judgmental way.

“I was approached by Doctors of the World to conduct interviews and produce a report about the effectiveness of the mobile health clinic in Victoria,” says Boudreault-Fournier.

“We accepted the challenge based

on our knowledge of research methodologies and our sincere desire to respond to a need from the community to work on this project right during the peak of the pandemic,” adds Boudreault-Fournier.

Fellow researcher Anne Guichard, from the Université Laval Faculty of Nursing, and UVic anthropology grad student Mark McIntyre co-authored the report, which is based on 26 interviews the researchers conducted with past and current staff associated with the mobile health clinic. The interviews—including nurses, volunteers and partner organizations as well as people who use the services offered by the clinic—were all conducted to adhere to COVID-based health protocols.

As explained in the report, “Doctors of the World provides a broad range of primary care to vulnerable populations. They never stopped providing care and dispensing—in spite of the pandemic—basic necessities, such as hygiene products, nail clippers, toothbrushes, masks, shampoo, soap, bandages, granola bars, snacks, Tylenol and ibuprofen. Snacks allow



UVic grad student Mark McIntyre and anthropologist Boudreault-Fournier with the Doctors of the World mobile health clinic.

for rapport building; they help build trusting relationships and contribute to a sense that Doctors of the World and its staff are part of the community.”

Martine Bernier, of Doctors of the World, praised the work of the researchers, both for their methods and the report’s value to the organization. “Doctors of the World Canada/ Médecins du Monde Canada acknowl-

edges with great pleasure the excellent collaboration with UVic’s Department of Anthropology; the evaluators demonstrated a lot of engagement and sincere interest in the work done and developed a larger perspective on the different issues.”

Boudreault-Fournier says the experience was also valuable to the researchers themselves. “As an an-

thropologist specializing on sound and Cuba, I was never asked for help by an organization working with marginalized populations in the city where I live, here in Victoria. In order to respond to this call, I decided to apply the same research skills developed throughout the years, and with all due respect, to listen to what people had to share.”

DISPOSSESSION CONTINUED FROM P. 1

the one Saimoto accessed about her grandfather.

The Landscapes of Injustice database will give the public—and many Japanese Canadian families—the power to discover the full extent and repercussions of the internment and dispossession of Japanese Canadians.

“Like any government authority that aims to systematically erase a people while telling themselves they were doing nothing wrong, they took meticulous, detailed records,” explains Saimoto, of the Vancouver-Japanese Language School, a partner of the Landscapes of Injustice project. “The internment and dispossession of Japanese Canadians was a machine of organization and administration, and everything was documented.”

The culmination of a seven-year public history project

Since 2016, the Landscapes of Injustice collective has connected survivors and their descendants with researchers, students, partner organizations and community groups to share once and for all the untold stories of the forced dispossession and displacement of Japanese Canadians during the Second World War.

The digital archive launched this month is the capstone project of this seven-year, multimillion-dollar research and public history project, following the release in 2020 of an edited collection of essays, a narrative-based website, primary and secondary school teaching resources, and a national museum exhibit entitled

“Broken Promises.”

This free, open-access database contains over 500,000 pages collected from more than 20 archives and repositories across Canada, the US and the UK, offering researchers and the public an invaluable resource for investigating the records of this historical injustice.

“Exactly 79 years ago this month, the Canadian government opened offices to oversee the dispossession of Japanese Canadians,” says UVic historian and project director Jordan Stanger-Ross. “In repudiation of that choice, we are proud to share the hidden details of that process along with the brave responses of Japanese Canadians at the time.”

landscapesofinjustice.com



Grade 4 class, Strathcona Elementary School, Vancouver BC, ca 1941. NIKKEI NATIONAL MUSEUM

More than jobs: co-op workplaces build careers

BY KIM DIAS

All of us faced extraordinary challenges in 2020, including a pandemic that swept the globe. Throughout it all, co-op employers continued to provide UVic students with meaningful work, support, mentorship and invaluable experience. Each year, we recognize employers who have provided extraordinary learning opportunities to UVic co-op students.

The 2020 Employers of the Year are:

- More than 50 employees:
PCL Construction
- Fewer than 50 employees:
Oak and Orca Bioregional School
- International Employer of the Year: Western Digital Thailand
- New Co-op Employer of the Year: Trailmark Systems

PCL Construction

PCL Construction is a shining example of mentorship within the co-op program. They know that a co-op position isn't just a job—it's an opportunity.

PCL staff make a point to check in with co-op students to make sure their work is engaging, and that they're meeting their goals and developing their professional competencies. The work students do at PCL is applicable, relevant and meaningful. "PCL helped me to apply my classroom learning to interesting, complex projects where I could see theoretical concepts become real," one co-op student says.

As another student puts it, "Because the tasks were meaningful and the expectations were high, when I learned what to do and began to contribute meaningful work, I felt so much more confident in myself and the work I was able to produce."

This year, PCL's support of co-op students was particularly apparent in their response to COVID-19. They provided students with short-term contract work to tide them over until delayed co-op terms began and quickly switched students from on-site to remote work. The work they provided gave students safety and financial security in difficult times.

PCL has been dedicated to supporting co-op students since they hired their first UVic student in 2004. In the last three years, they have hired 87 UVic students for a total of 123 co-op placements. Over half these students were on their first co-op term, showing that PCL is dedicated to giving students their first break and supporting them every step of the way. They also support co-op



Western Digital Thailand

programs across Canada—in 2020, they hired over 440 students across all disciplines.

Oak and Orca Bioregional School

The co-op experience at Oak and Orca Bioregional School emphasizes student voices, mentorship and community. The school's core mission is to empower children to create fundamental social change towards more fulfilling and ecologically sustainable communities. Co-op students with Oak and Orca receive training and mentorship in curriculum development and design, with an emphasis on bioregional philosophies, freedom of student expression and choice, and Indigenous knowledge and perspectives.

From day one, co-op students are encouraged to seek help, support and guidance from all staff members in the school. Even during the COVID-19 pandemic, co-op supervisor and UVic alumna Eva Boucek made sure that there was a dedicated COVID-safe work area so students could spend part of their week working at the school, making them feel more connected.

Co-op students with Oak and Orca find that they're able to create their own roles and follow their own interests. They are given the opportunity to experience many different roles within the school and education system, including assisting teachers, writing subject-specific activities and curriculum, and hosting workshops. Even students who do not plan to follow a career in education have found the work valuable and inspiring.

One co-op student says, "The Oak and Orca team is a group of passionate, kind, and inspiring people who support you every step of the way. My supervisors and fellow co-op students are always open to giving feedback, discussing ideas and answering questions." Impressively, Oak and Orca in-

creased their hiring substantially during the COVID-19 pandemic. Despite funding challenges and other difficulties brought on by the pandemic, Oak and Orca accessed grant funding which enabled them to triple the amount of co-op students they usually hire per work term over the last year.

Oak and Orca knows the importance of supporting co-op students and building a community for them. Students are allowed the freedom to cultivate their own experience while also being encouraged to ask for help and support when needed. "The people who work there are the kindest people you will ever meet," one co-op student says. Oak and Orca shows that the co-op experience isn't just about the work and learning outcomes—it's about community.

Western Digital Thailand

Western Digital Thailand manufactures data storage solutions and makes a vital impact on students who are on international co-op work terms. They provide co-op students with international work experience, strong support from their employer and help adjusting to a new culture.

Western Digital Thailand offers positions to students in technical and non-technical fields. In technical positions, students are assigned a specific project that is tailored to their specific interests and expertise. Students in non-technical positions work in human resources. These positions are also tailored to the student—some work in recruitment, where they deliver orientation programs and intercultural training to new interns and local staff, while others work in community engagement.

Western Digital Thailand makes a vital impact not only on international students, but also within their own community. They don't just offer



PCL Construction

work-integrated learning (WIL) opportunities to students outside of Thailand—they create opportunities for Thai students, too. The company often participates in exchange programs, creating co-op placements for students from other countries and sending Thai students abroad for international WIL opportunities.

"I often thought that a career in the field of business was destined to be competitive and cut-throat," one student said. "But Western Digital Thailand has taught me that working for a large public company can be wholesome and fulfilling." Part of this is due to the care Western Digital Thailand takes to look after co-op students. Each student is mentored throughout their whole work term, the mentors offering everything from professional guidance to advice on Thai culture. Despite the language barriers, students often comment how their peers are their "cultural guides" on Thai culture and Thai business etiquette.

Perhaps there is no better example of how Western Digital Thailand cares for co-op students than the experience of one student in 2019. When they fell gravely ill and had to be admitted to hospital, the Vice President of the company, Dr. Sampan Silapanad, personally met the student's family when they arrived in Thailand to be with their son and offered his phone number to them so he could be the local support. He also personally contributed to the family's Go Fund Me campaign to help cover medical and other costs.

Western Digital Thailand is exemplary of how co-op positions are much more than jobs. They're opportunities for students to learn and grow. Western Digital Thailand's dedication to work-integrated learning across the globe shows their passion for helping students find their way.

Trailmark Systems

Trailmark Systems is a cultural and environmental consulting firm that works with Indigenous traditional knowledge and scientific understanding. With them, co-op students work directly with First Nations, resource management boards, government departments and commercial collaborators. Though Trailmark Systems hasn't been working with UVic co-op for very long, they've already hired students across a range of disciplines. Some co-op students have gone on to take permanent positions with them.

The Trailmark Systems team is small and diverse, and they value the fresh and unique perspectives co-op students bring. Co-op students are encouraged to interact frequently with senior staff, participate in brainstorming sessions and make decisions.

Students are trained to use the company's internal systems, software platform and various other tools. They work on consultancy projects and software development. Trailmark Systems also works closely with students and UVic to define learning objectives and support students to achieve meaningful goals during their time with the company.

One co-op student remarked on the support he received, even from the head developer, who is located in Germany. Distance and seniority do not keep Trailmark Systems team members from connecting with and supporting co-op students.

The company-wide values of kindness, understanding and flexibility shine in Trailmark Systems' dedication to the co-op program. Several team members were co-op students themselves, and their personal experience carries over to current co-op students. Co-op students have as much to share as they do to learn, and their perspectives and experience are valued greatly in Trailmark Systems.

Trans+ conference breaks new boundaries

Youth panel brings optimism to MTHF 2021

BY ANNE MacLAURIN

The first virtual gathering of the biennial Moving Trans History Forward (MTHF) was felt to be a resounding success by its participants, despite the challenges of shifting to an online format. The international conference, launched in 2014 and postponed last March due to the coronavirus, hosted 25 per cent more participants compared to 2018, tallying 379 attendees this year from 23 countries around the globe.

The MTHF conference—hosted by UVic's Chair in Transgender Studies—brings together some of the world's top researchers, opinion leaders, transgender community activists and students to explore the history of transgender activism and crucial issues which impact the lives of Trans+

people today, and into the future.

"In these times of COVID isolation and loss, Trans+ people have been especially hard hit," says Chair in Transgender Studies Aaron Devor. "A virtual conference like Moving Trans History Forward that brings together hundreds of Trans+ people to celebrate, collaborate and inspire is needed more than ever."

The virtual venue provided people with a sense of community for the four days of the conference, explains Devor, and there were spaces for private conversations before and after formal events—very similar to an in-person gathering.

The online format allowed people to overcome some of the isolation that Trans+ people have endured this year, and also allowed people with a variety of disabilities to attend, without the significant expense and disruption of travel.

A conference highlight was key-

note speaker Miss Major, a Black Trans activist who fought for over 50 years to uplift Trans women of colour. She shared her lived experiences as a veteran of the infamous Stonewall Riots and a survivor of Dannemora Prison and Bellevue Hospital's "queen tank." Miss Major was also in conversation with Toronto artist, Trans man and Black Lives Matter activist Syrus Marcus Ware and Vancouver Black Trans woman activist Kelendria Nation.

Over 100 presenters and four plenaries

The virtual conference exceeded Devor's expectations for how smoothly the fully online format was executed, with over 100 presenters and four engaging plenaries, including Blas Radi and Miss Major, as well as an Elders panel and a youth panel.

"Blas Radi, as world's second Chair in Transgender Studies, spoke from Argentina about the challenges of

doing Trans+ work in a university environment," says Devor. "His talk was densely intellectually stimulating."

The Elders Panel brought together five Trans+ elders: American Black Trans man lawyer and activist Kylar Broadus; American Trans woman, military veteran and environmental activist Joanna Clark; Toronto Trans woman Susan Gapka, who has been active in legislative change and union activism; Trans man Jude Patton, who started his activist career in the 1970s; and Two-Spirit Elder-in-training Chase Willier from Vancouver.

"It was just great to hear the weaving of the stories together," says Broadus. "It was important to hear about the humanizing of each person's experience."

"They exuded warmth and loving-kindness," adds Devor. "Their message was one of optimism."

The youth panel featured three art-based PechaKucha presentations

about gender euphoria by younger Trans+ teenagers, with a panel of older Trans+ teenagers responding to the presentations by the younger teens.

"They were remarkably articulate and insightful," describes Devor. "They closed the conference with much optimism for the future."

Looking ahead to 2023

Based on feedback and interest from this year's participants, Devor is considering a hybrid in-person and online event for 2023.

"The online platforms worked beautifully and allowed everyone to feel connected and engaged," says Devor. "All feedback so far has been very positive."

March was Pride Month at UVic. The university is committed to equity, diversity and creating a safe, supportive, inclusive environment for everyone who learns, teaches, works and lives at UVic.

Theatre restrictions create livestream learning opportunity

BY JOHN THRELFALL,
WITH FILES BY ADRIENNE
HOLIERHOEK

As with all live theatres nation-wide, pandemic health restrictions closed UVic’s own Phoenix Theatre last March. With a no-performance mandate and limited in-person classes, Department of Theatre faculty and fourth-year students grappled with the need to meet graduation requirements while still respecting safety protocols. But, in classic theatrical fashion, opportunity arose out of crisis when a whole new learning stream opened up, offering students invaluable career skills that would never have been explored had it not been for the pandemic.

Thanks to support from the university, and generous donor and long-time sponsor iA Financial Group, the theatre department was able to obtain professional-quality equipment to livestream two plays this spring: Caryl Churchill’s *Love & Information* and George F. Walker’s *Problem Child*. While *Love & Information* was more of a test run, viewable only to faculty and students, the March 24-27 public livestream of *Problem Child* was seen by nearly 700 households.

Running *Love & Information* first allowed staff and students the opportunity to familiarize themselves with the new equipment—including

cameras, gimbal and a livestream switcher—while managing both the rehearsal and production process, keeping everyone safely distanced and masked.

“True livestreaming for theatre—where the performance is filmed live while you are watching—is challenging,” says instructor and assistant technical director Simon Farrow. “We wanted the viewer’s expectation of the video production to be as polished as every other element of our usual Phoenix productions.”

But while the new equipment offers a broadcast-quality experience, there’s more to a good livestream than just a clear picture and crisp sound. “The set design needs to offer access for good filming angles and costumes need to translate over the screen,” Farrow explains. “The lighting needs to be adjusted for camera exposure, the sound design needs to integrate well and, of course, the actors need to adjust their blocking—already distanced for COVID guidelines—for the camera. All of the students working in these areas are reframing their work to the camera lens, rather than the auditorium.”

Students also had to quickly learn a whole new skill set, including filming, switching, video editing and live camera direction—career advantages for their futures in theatre.

For third-year student Branden



Behind the scenes during the livestream of *Problem Child*. PHOTO: SIMON FARROW

Sugden, directing the livestream team has been an immense and satisfying challenge. “I have learned so much in the past few months on this project, it will certainly be the most formative experience of my time at the Phoenix,” he says.

All these elements came together in George F. Walker’s gritty social comedy, *Problem Child*. Specifically chosen

by theatre professor and director Fran Gebhard—already teaching classes in acting for the camera—this single-set play was ideal: featuring only four characters, *Problem Child* allowed for two alternating casts, offering complex roles as well as on-stage distancing.

“A daunting challenge?” asks Gebhard. “Yes! Different? Certainly. But

we’ve loved every minute. We’re natural-born theatre-makers and neither hell nor high water—nor even a global pandemic—can stop us from carrying out our work with joy.”

Sugden agrees. “I feel really honoured to be helping the department bring work back to the stage. It is endlessly exciting to be making art in the same room as my colleagues again.”

VISUAL ARTS STUDENT WORK

BFA exhibit spotlights artwork created under COVID conditions

BY JOHN THRELFALL,
WITH FILES BY GRACE DILLON

Even during a normal year, it can be a challenge for visual arts students to complete their degree requirements and present a finished body of creative work while also planning the annual BFA grad show—a student-organized public exhibition which normally attracts hundreds to campus.

This year, however, graduating students have had to grapple with both creating work under strict COVID conditions and the uncertainty of whether a physical exhibition would be permitted. The bad news? Less than a month before the exhibit’s opening date, student curators were informed that a public show would not be possible—but the good news is, they’ll be shifting it online for viewing by anyone, anywhere.

While this year’s BFA exhibition is titled *The End*, don’t assume that’s a doom-and-gloom reflection on being the pandemic class of ’21. “It’s almost sarcastic calling this *The End*, but it feels like a specific kind of world has ended,” says exhibition chair Nick

Patterson. “We’re passing through the threshold into something new and different.”

Given the uniquely hands-on, often collaborative, nature of their program, Visual Arts was among the few departments permitted to run in-person this past academic year: 46 per cent of their classes were offered on campus from September to April, thanks to rigorous safety protocols.

“People have been working really hard to still make the work they want,” says graduating honours student Zoë Joyall. “There are many [of us] in the graduating class who make installations or performance-based work, which is directly impacted by COVID precautions and regulations. I feel really grateful that we do have the space to come together as a group, as a community . . . people who are doing school entirely on Zoom don’t have the same connections we are lucky enough to have.”

Patterson agrees. “There are fewer opportunities to work together because of the restrictions, and yet we are still putting forth our best—and that is really inspiring to me,” he says.

“There is definitely a feeling that we are part of something special.”

The online exhibition *The End* will feature work by 30 graduating students, ranging from painting, sculpture, photography and drawing to digital media, installations, multimedia and more.

“It has been a privilege and inspiration to see the students rally behind their vision with endless determination and a tremendous sense of community,” says supervising visual arts professor Jennifer Stillwell. “Any limitations have only inspired innovation.”

As with any exhibition, subject matter will vary by individual artist. “I think a lot of the work deals with not just COVID, but working through trauma,” says head of curation Jasper Van Alderwegen. “Identity and mental health are huge themes, [as are] the end of isolation or an exploration of identity.”

Rather than discouraged, recent JCURA recipient and head of documentation Jamie Oosterhuis feels “incredibly inspired” by the work being exhibited in *The End*. “If you want to feel a sense of creativity and optimism



Patterson in the studio. PHOTO: JOHN THRELFALL

during a time when everything feels very bleak—if you want to feel that connection to others in the arts community—that’s why you should view this show,” she says. “The end of a chapter means a new beginning.”

That’s a sentiment with which Stillwell agrees. “Even though the ex-

hibition marks ‘the end’ of their degree program, spotlighting that moment in time will allow them to start the next scene—I am more than confident this next generation of visual artists will do so.”

The End will run online starting April 27. See theendexhibition.ca

PHILANTHROPY

A reflection on giving — and sharing my local love

BY MARINA HADEN, UNITED
WAY CAMPAIGN ASSISTANT

From August 2020 to March 2021, I worked as a co-op student for UVic’s United Way campaign. I decided to apply for the job in July because one of United Way’s missions—supporting mental health—appealed to me. After I graduated high school, I struggled deeply with my mental health, and because my parents were involved in my life and could afford it, I got prompt access to high-quality, lifesaving care. Thinking about that time in my life is still painful, and I feel a bubble of anger when I consider all the people struggling in Victoria with their own demons, unable to access care due to systemic and financial barriers.

Working for the campaign seemed

like a logical first step in what I hope will be a lifetime of paying it forward and doing what small things I can to slowly and steadily address those barriers. I am so proud to have worked with the UVic United Way campaign, and to know that the funds we have raised will help my community in such a profound way. It has been a quietly amazing, inspiring experience.

The pandemic has changed everything, making even day-to-day functioning seem overwhelming at times. It is easy to get buried under a flood of email and forget the importance of what we are doing, what is driving us, why it matters. The UVic community has kept me going: every frustration was met with a kind, encouraging email from a stranger, and in every moment I was overwhelmed I could

find a new donor, an increase, \$10 extra from someone who was paying attention to what we were doing. We had 73 new donors this year, despite all the challenges of a raging pandemic.

I have been pushed out of my comfort zone, cold-calling donors and reaching out to local businesses, and I have several times been moved to tears by the warmth and generosity with which I was greeted, even six feet apart or over Zoom. I have watched United Way employees explain, with tears in their eyes, why they do what they do. I have watched people who accessed United Way-funded programs have their lives turned around and find support in the moment they needed it most.

I want to say thank you to this community for being part of something



so extraordinary with me. Right now, especially, it is easy to turn away, to sink into exhaustion and apathy, but that’s not what I’ve seen happening. There have been so many subtle kindnesses and thoughtful contributions.

We raised more than \$214,000, an amount that’s hard to even visualize. I can say with confidence, though: it matters. It means thousands of people are staying safe, getting help, eating a hot meal. Thank you, UVic.

A DAY IN THE LIFE of UVic Multifaith Chaplain Henri Lock begins with meditation—usually both yoga and sitting meditation. Since COVID restrictions began, he has taken that practice online to share with others. After that, his day might include preparing for Multifaith programming, meeting with students to talk about life’s big questions, hosting soup suppers and drumming circles, holding a multi-denominational Eucharist, organizing contemplative retreats or hosting a conscious dance event.

Henri was born in Holland and came to Canada when he was 12 years old, initially settling in Edmonton. He did his graduate work in Vancouver, where he met his spouse Leslie. They then worked in the Indigenous community of Anspa’yaxw, in the unceded Gitksan territories in northern BC for five years, where their first child was born. After this, he and his family came to Victoria and he began his chaplaincy at UVic Multifaith.

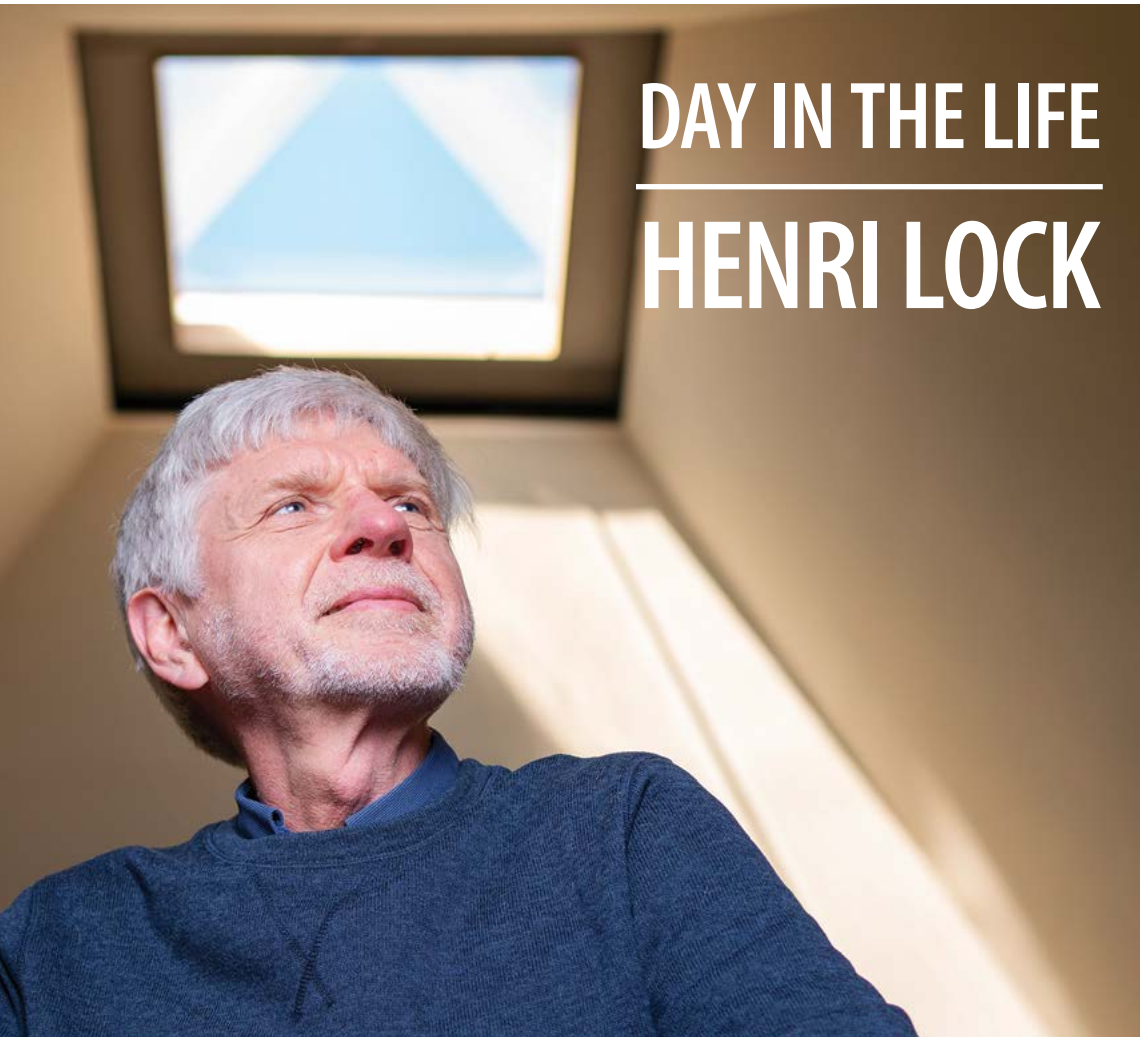
In 28 years at UVic, Henri has seen some radical changes to the meaning and practice of campus ministry. “When I first came here, I was assigned by my faith community to serve the people who identified with my faith community—the United Church.” But this more siloed approach has transformed into a much more collaborative and interconnected community; now 14 chaplains from 12 faiths place emphasis on programming that serves students from many traditions and faiths, as well as those from no faith background. Henri’s colleague at Multifaith, Anglican Chaplain Rev’d Ruth Dantzer, knows Henri has been a leader in this transformation: “Henri has been a colleague, a mentor, and a dear friend to me. He has been, and will continue to be, an inspiration to many. Henri led with his heart, and helped shape Multifaith into a rich and

meaningful resource at the University of Victoria. He poured love into his vocation as a campus chaplain, and through this, transformed many lives. The ripples of his ministry over these last decades will be felt for a long time to come.”

This focus on creating a welcoming, inclusive community to all has come partly from listening closely to what students want and need. These changes involved new and fresh ways of offering spiritual support—often around environmental awareness and connection with nature. Henri heard from students that they were increasingly identifying as spiritual, but not necessarily as part of a specific faith tradition. He heard that many students were finding a lot of meaning in spiritual experiences they had at festivals, which led to the creation of Momentum Festival at Multifaith, capturing some elements from festival culture—conscious or ecstatic dance, drumming, yoga, contemplation and meditation—in a substance-free space that attracted around 150 students each year.

These students are vocal about Henri’s impact on them and their profound experiences at Multifaith. Angus Townsend, a third-year student in the biology-psychology program, spoke about how Henri helped him find community. “I am deeply appreciative of Henri’s work and presence in the time I’ve known him. I arrived at the Multifaith Centre as an outsider, yet his kindness and authenticity erased any tentativeness I had and allowed me to enter the community and further the social aspect of meditation. Henri’s love of his work and his faith is ever apparent and boundless.”

Henri also sees a growing recognition across the university community of the integral role that spiritual wellness plays in students’ university



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experiences and in their personal and academic development. This recognition included Henri taking on an additional role at Multifaith, Coordinating Chaplain, which focuses on strengthening connections with faith groups in the community, deepening relationships with campus partners and administration of overall Multifaith programming. Henri was integral to the recent integration of Multifaith with Counselling and Health, as the Student Wellness Centre, with the aim of supporting students’ emotional, physical and spiritual health.

Henri’s identity has been very connected to his role at Multifaith; his children both attended UVic and integrated themselves with Multifaith while they were students. “It has been really great having part of my kids’ lives here at the university. My personal life has become woven into my role here.” His wife Leslie has also been very involved at Multifaith; for many years she offered energy healing workshops and she was a theme presenter at the last meditation retreat.

As he prepares to retire, Henri intends to continue with his volunteer

work with the Victoria Multifaith Society and the Contemplative Society. And he will have more time for his passion for cycling. “I love bicycling, maybe because I was born Dutch. We are born on bicycles.”

Reflecting on his time serving the community at UVic, Henri expresses gratitude for the privilege of working with students: “I have so appreciated being part of the university community and to work with students who are so open to exploring their connection with the universe, with one another, their idealism and profound insights.”

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