

*a warm welcome to
our international symposium*

WHAT ARE UNIVERSITIES FOR?

EXPLORING ROLES, CHALLENGES, CONFLICTING TENSIONS, AND PROMISING RE-IMAGININGS

MAY 4-6, 2023

UNIVERSITY OF REGINA, RI 119



PLEASE VISIT WWW.WHATAREUNIVERSITIESFOR.CA FOR MORE DETAILS AND FOR ARCHIVED MATERIALS.

PRE-SYMPOSIUM PANEL: *WHAT ARE UNIVERSITIES FOR?*

MAY 3, 2023 | WEDNESDAY EVENING: 7 – 9:00 PM.
FREE EVENT. ALL ARE WELCOME.

Darke Hall

University of Regina College Avenue Campus
2255 College Avenue
Regina, SK S4P 0S9

With remarks and welcome from

Dr. Jeff Keshen, President, University of Regina
and introductions from

Whitney Blaisdell, doctoral student, Faculty of Education, University of Regina

PANELLISTS

- **Dr. Jonathan R. Cole**, John Mitchell Mason Professor of the University & Provost and Dean of Faculties, Emeritus at Columbia University
- **Dr. Malinda Smith**, Vice-Provost and Associate Vice-President Research (Equity, Diversity and Inclusion), University of Calgary
- **Dr. Linda Tuhiwai Smith**, Former Pro-Vice Chancellor Māori University of Waikato and current Distinguished Professor at Te Whare Wānanga o Awanuiārangi
- **Dr. Joel Westheimer**, University Research Chair in Democracy and Education at the University of Ottawa



Photo by Whitney Blaisdell

Moderated by **Nahlah Ayed** and recorded for **CBC IDEAS**

Reception to follow hosted by the Alumni Engagement Office.

WHAT ARE UNIVERSITIES FOR? SYMPOSIUM FORMAT AND AGENDA-AT-A-GLANCE

The format of the *What Are Universities For?* symposium is unique. All presentations will take place in the Research and Innovation Centre Lecture Hall (RI 119), and our gathering, meals, and informal conversations will extend into the surrounding Atrium. The *First Nations University Panel* is exceptional in that it is hosted, on location, by the First Nations University of Canada. There are no concurrent sessions. Each speaker is allotted approximately 50 minutes which includes discussion time, with planned short breaks between all presentations and events. Morning, afternoon, and evening meals plus coffee and snacks will be provided each day in the Atrium, and long breaks are purposefully designed to highlight conversation, community, and a collaborative spirit throughout the 3-day symposium. We welcome you and wish you a memorable *What Are Universities For?* symposium.

SYMPOSIUM PRESENTER INTRODUCTIONS

Dr. James McNinch, former Dean of Education and Professor Emeritus, University of Regina; and
Whitney Blaisdell, doctoral student in the Faculty of Education, University of Regina

IMPORTANT PUBLIC NOTICE

Dear Presenters and Symposium Participants:

Please note the symposium and pre-symposium will be live-streamed and recorded for online dissemination through the <www.whatareuniversitiesfor.ca> website during and following the symposium.

Should you have any concerns please do not hesitate to contact Marc Spooner at any time:
marc.spooner@uregina.ca

 THURSDAY, MAY 4, 2023

TIME	<u>RESEARCH & INNOVATION CENTRE (RI 119), UNIVERSITY OF REGINA</u>
8:00am-9:20am	<i>REGISTRATION & BREAKFAST</i>
9:20-10:00	<p><i>Welcome to the University of Regina and Treaty 4</i></p> <ul style="list-style-type: none"> • Joseph Naytowhow, Knowledge Keeper • Dr. Jeff Keshen, President, University of Regina • Dr. Jerome Cranston, Dean of Education, University of Regina
10:10-11:00	<p><i>How Might We Understand Relations of Power in Worldwide University Science?</i></p> <p><u>Dr. Simon Marginson (virtual)</u></p>
11:10-12:00	<p><i>From Neoliberalism to Authoritarianism: Universities, Metrics, Regulation and Surrender to Governmental Control</i></p> <p><u>Dr. Liz Morrish</u></p>
12:10-1:40pm	<i>LUNCH</i>
1:40-2:30	<p><i>Reclaiming the University in the Service of Democracy</i></p> <p><u>Dr. Joel Westheimer</u></p>
2:40-3:30	<p><i>Within and Beyond the Plantation: Imagining Anticolonial Feminist Pedagogies, Otherwise</i></p> <p><u>Dr. Piya Chatterjee</u></p>
3:30-3:50	<i>BRIEF BREAK</i>
3:50-4:40	<p><i>Closing the Marketplace: Restriction, Repression, & Retrenchment in US Higher Education</i></p> <p><u>Dr. Gloria Ladson-Billings</u></p>
4:40-8:00	<i>HORS D'OEUVRES, DINNER, & RECEPTION</i>
6:00-8:00	<i>BUSES BACK TO HOTEL</i>

FRIDAY, MAY 5, 2023

TIME	RESEARCH & INNOVATION CENTRE (RI 119), UNIVERSITY OF REGINA
8:00am-9:00am	REGISTRATION & BREAKFAST
9:00-9:15	BRIEF ADDRESS Dr. Christopher Yost , Vice-President-Research, University of Regina
9:15-10:05	<i>Reimagining the Pedagogy of Truth</i> Dr. Sheila Cote-Meek (virtual)
10:15-11:05	<i>The University's Four Futures; or, the Real Humanities Crisis and its Cures</i> Dr. Christopher Newfield
11:15-12:05	<i>Higher Education Must Step Up, as Must Academics</i> Dr. Kevin Kumashiro
12:05-1:30pm	LUNCH
1:30-2:20	<i>The Changing Landscape of the University and Science</i> Dr. Sajeew John
2:30 – 2:45	BRIEF BREAK
2:45-5:00	WHAT ARE UNIVERSITIES FOR? A PANEL ON <i>THE CHANGING (CANADIAN) POST-SECONDARY CONTEXT</i> , FEATURING: Dr. Michael Strong , President, Canadian Institutes of Health Research (CIHR) Dr. Alejandro Adem , President, Natural Sciences and Engineering Research Council (NSERC) Dr. Ted Hewitt , President, Social Sciences and Humanities Research Council (SSHRC) Dr. Peter McInnis , President, Canadian Association of University Teachers (CAUT) Mr. Paul Davidson , President, Universities Canada Moderated by Dr. Shannon Dea , Dean of Arts, University of Regina
5:00-8:00	HORS D'OEUVRES, DINNER, & RECEPTION
6:00-8:00	BUSES BACK TO HOTEL

SATURDAY, MAY 6, 2023

TIME	RESEARCH & INNOVATION CENTRE (RIC 119), UNIVERSITY OF REGINA
8:00am-9:00am	<i>BREAKFAST</i>
9:00-9:30	<i>MAKE YOUR WAY TO FIRST NATIONS UNIVERSITY OF CANADA (BUSES AVAILABLE)</i>
9:30-9:50	<i>BRIEF TOUR OF FIRST NATIONS UNIVERSITY OF CANADA</i>
9:50-11:20	<p style="text-align: center;">A PANEL ON THE IMPORTANCE OF INDIGENOUS-LED, AND CULTURALLY RESPONSIVE, HIGHER EDUCATION, AT FIRST NATIONS UNIVERSITY OF CANADA, FEATURING:</p> <p><u>Lori Campbell</u>, Associate Vice-President (Indigenous Engagement), University of Regina</p> <p><u>Cadmus Delorme</u>, Chief of Cowessess First Nation (term ending May 1), Chair, federal Residential School Documents Advisory Committee</p> <p><u>Tammy Joan Ratt</u>, doctoral student at the University of Regina and lecturer in the Indigenous language department, First Nations University</p> <p><u>Dr. Blair Stonechild</u>, Professor of Indigenous Studies, First Nations University</p> <p>Moderated by <u>Dr. Angelina Weenie</u>, Program Coordinator, Indigenous Education - Undergraduate Programs & Associate Professor at First Nations University of Canada</p>
11:20-11:50	<i>MAKE YOUR WAY BACK TO RI 119 (BUSES AVAILABLE)</i>
11:50-1:10pm	<i>LUNCH</i>
1:10-2:00	<i>The Place of the Modern University Institution in the Colonial Matrix of Power</i> <u>Dr. Morgan Ndlovu</u>
2:10-3:00	<i>For What and for Whom Are Universities? A Latin-American Perspective</i> <u>Dr. Consuelo Chapela</u>
3:00-3:20	<i>BRIEF BREAK</i>
3:20-4:10	<i>Who Speaks in Higher Education</i> <u>Dr. Tom Sperlinger (virtual)</u>
4:20-5:10	<i>What We Can Learn From Developing Different Institutions in Higher Education</i> <u>Dr. Linda Tuhiwai Smith</u>
5:10-8:00	<i>HORS D'OEUVRES, DINNER, RECEPTION & FAREWELL</i>
6:00-8:00	<i>BUSES BACK TO HOTEL</i>

WHAT ARE UNIVERSITIES FOR? SYMPOSIUM ABSTRACTS

CONSUELO (CONI) CHAPELA

FOR WHAT AND FOR WHOM ARE UNIVERSITIES? A LATIN-AMERICAN PERSPECTIVE

From the Islamic to the Latin American, I will make a brief historical tour of different university models, focusing on what and for whom they were at the time, arguing that universities are functional to hegemonic power thus, their autonomy only relative, but also they can breed critical thinking and resistance. I proceed to map a constellation of problems linked to the loss of words. Then, I address the polarization of today's changing political world with some Latin American examples, arguing that autonomy, critical thinking, and community building threaten hegemonic power, thus, what remains of autonomy is in danger. I call then for a return to community service and the construction of research problems that benefit people. I propose to fulfill the responsibility of universities in the present historical turn, fighting, among others, the neoliberal bureaucratic-technocratic hooks, through the construction of academic communities of meaning.

PIYA CHATTERJEE

WITHIN AND BEYOND THE PLANTATION: IMAGINING ANTICOLONIAL FEMINIST
PEDAGOGIES, OTHERWISE

My talk is a promissory note, a radical dreaming of the possibilities of a more liberatory educational space within empires, and in its so-called hinterlands and peripheries. Building on almost three decades of working in the public university (the University of California) and a private liberal arts college (Scripps College, the Claremont Consortium), I consider what it means to “cultivate the margins” (to use bell hooks’ terrific phrase) through antiracist and anticasteist feminist lens, and the pedagogies that these engender. Whether public or private, factory or village, the public university and boutique liberal arts college reflect two sides of the same coin.

I will also weave some ethnographic stories of work we/i have done through antiviolence Freirian/feminist literacy circles in eastern India during these years—as an attempt to stitch together hemispheric differences which appear incommensurable. After all, what is the imagination for? I will use the “plantation” as a REALPOLITIK and a metaphor to think through the ways in which global crises are forcing us to radically revision what we “do” through capital, and maybe beyond capitalism. After sharing some stories about the alienations which shape both teaching and learning in these sites of white/brahminical-caste supremacies, I will share the generative insights of students/teachers as they design and act out different kind curriculum—whether this be the Nobody Fails at Scripps mutual aid movement that emerged during the Pandemic; or whether these rest within the acts, and dreams, of community leaders in the tea plantation belts of the eastern Himalaya.

SHEILA COTE-MEEK

REIMAGINING THE PEDAGOGY OF TRUTH

There is no doubt the world is changing at an unprecedented pace as we face the challenges of a global pandemic, climate change and the evolution of technology. Global crisis have impacted all our lives and have particularly impacted communities who have been traditionally marginalized in society where inequities and inequalities have been exacerbated. Within this environment Universities are challenged to maintain relevancy and are required to be attentive and responsive. Inevitably the question of *what are universities for?* is raised.

This presentation focuses on one aspect often associated with universities and that is the pursuit of truth, in essence the pursuit of knowledge. Through Debwewin, an Anishinaabe word describing truth, this presentation explores questions on *what is truth? Whose truth are we talking about? And How can universities confront difficult truths?*

SAJEEV JOHN

THE CHANGING LANDSCAPE OF THE UNIVERSITY AND SCIENCE

I discuss how universities, where I have studied and worked over the past 40 years, have helped facilitate my scientific work and the evolving challenges experienced. These include the tension between pure and applied science, the challenges in funding and their influence on the discovery process, the effects of artificial metrics in driving the direction of science, and the evolution of classroom teaching and student expectations.

KEVIN KUMASHIRO

HIGHER EDUCATION MUST STEP UP, AS MUST ACADEMICS

This presentation explores ten areas where colleges and universities are going wrong, particularly in the midst of several national and global crises; how such counterproductive actions reveal more fundamental and enduring problems; and what it means for academics to rise up in order to reframe and orient more decisively toward justice.

GLORIA LADSON-BILLINGS

CLOSING THE MARKETPLACE: RESTRICTION, REPRESSION, & RETRENCHMENT IN US HIGHER EDUCATION

US universities once prided themselves with the notion that they were the marketplace of ideas... even unpopular ideas. Through decades of public disinvestment, neoliberal policy schemes, corporate overreach, overtly political leadership and racial backlash, ideas that challenge rightist ideology are now considered “woke,” “anti-American,” and indoctrination. This paper examines the way forces are arrayed against academic freedom and the free exploration and exchange of ideas.

SIMON MARGINSON

HOW MIGHT WE UNDERSTAND RELATIONS OF POWER IN WORLDWIDE UNIVERSITY SCIENCE?

The capacity to conduct research and science is grossly unequal on the global scale and a duopoly of the Anglo-American countries and Western Europe (with the first in the stronger position) have long exercised worldwide hegemony in systems, agendas and contents. However, since 1990 scientific capability has become increasingly pluralised on a national basis – while at the same time, networked global collaboration between researchers has partly slipped from the control of national science systems. How are we to understand the mix of the global and the multilateral, and the horizontal and the vertical, in world science? Which conceptual framework or theorisation best grasps the relations of power at work: north/south, neo-imperialism/post-coloniality, the centre-periphery framing in world systems theory, the institutionalists’ world society, the Bourdieu-ian polarity, etc.? Should we understand world science in terms of one of these hierarchies, or as a market, an arms race between competing nations, or a network? What are the prospects of a weakening of hegemony and hierarchy?

LIZ MORRISH

FROM NEOLIBERALISM TO AUTHORITARIANISM: UNIVERSITIES, METRICS, REGULATION AND SURRENDER TO GOVERNMENTAL CONTROL

For several decades, UK governments have attempted to impose the ‘discipline of the market’ on higher education. To this end, a series of regulatory measures have been imposed on the sector designed to elicit accountability for state funding of research and teaching. These metrics are aligned with similar measures which drive university rankings.

This dirigisme has failed to stratify the sector in quite the Darwinian way the government had wanted and ministers now feel empowered to intervene on course provision, curriculum, modes of teaching delivery and student admissions. In turn, some university managers are feeling emboldened to launch their own assaults on the arts and humanities and subjects which manifest a critical approach to prevailing structures of power. This slide into authoritarianism must be opposed if universities are to function as pillars of liberal democracy.

CHRISTOPHER NEWFIELD

THE UNIVERSITY'S FOUR FUTURES; OR, THE REAL HUMANITIES CRISIS AND ITS CURES

The contemporary public university is not muddling through toward greater diversity, equity, inclusion, and educational quality, and its various difficulties have put it in direct competition with three other models of higher education. I'll sketch these out and identify how they offer attractive alternatives to many North American communities. Using literary criticism as a case study, I'll suggest a clear binary choice between fundamental transformation of existing universities or migration of many disciplines into other educational institutions.

MORGAN NDLOVU

THE PLACE OF THE MODERN UNIVERSITY INSTITUTION IN THE COLONIAL MATRIX OF POWER

Universities are extensions of the societies in which they are located. As social institutions, they reflect and serve the social, political, and economic interests of the societies that produce them. The modern university institution is a product of a modern/colonial society. It is, therefore, given that, apart from being a microcosm of this society, the modern university institution is relied upon to provide the ideological and pseudo-philosophical justification for the existence of this society. Thus, its purpose is to reproduce the modern/colonial society in synchrony and diachrony hence its meanings and purposes cannot be articulated outside of one's location and position within the structure of the modern/colonial society. In this presentation, I offer a decolonial perspective on the meaning and purpose of the modern university institution from the vantage point of my location on dominated side of the 'colonial power differential'; a scheme that regulates being and becoming a modern/colonial subject in the modern/colonial society. Thus, I offer a meaning of the modern university institution *arriving* in the 'zone of non-being' as part and parcel of the colonial project rather than *departing* from the 'zone of being' as part and parcel of the modernity project.

LINDA TUHIWAI SMITH

WHAT WE CAN LEARN FROM DEVELOPING DIFFERENT INSTITUTIONS IN HIGHER EDUCATION

New Zealand universities have a protected status over the use of the term University. No other institutions are allowed to use that term to name themselves. I work at Te Whare Wānanga o Awanuiārangi, an institution of higher learning that began 30 years ago and was founded by my tribe Ngāti Awa and by my father who was, at the time, both the leader of the tribe and a Professor of Māori Studies. Awanuiārangi offers a whole suite of learning opportunities and qualifications including doctorate qualifications. It is not able to call itself a University and yet it is required by Government to be like a University but without the funding of a University or the deep infrastructure and modes of capital that support Universities. What can we learn about building genuine educational and institutional alternatives to Universities which are so deeply implicated in colonialism and the on-going marginalisation of Indigenous knowledge, language, culture and people? I will share some thoughts on this question.

TOM SPERLINGER

WHO SPEAKS IN HIGHER EDUCATION?

This paper will begin with an account of a seminar I teach that is structured around two questions: Why would someone speak in class? Why would someone be silent? It will then explore my own involvement in two projects that, in different ways, imagine new beginnings in higher education: a new campus development in Bristol, which is part of a wider urban regeneration zone, and a new college in Wales dedicated to education during the climate emergency. By thinking critically about these examples, I will explore what forms of knowledge universities struggle to respond to or contain and whether they are still (in Adrienne Rich's terms) places where "people can find each other and begin to hear each other," including to find hope in the face of uncertain futures.

JOEL WESTHEIMER

RECLAIMING THE UNIVERSITY IN THE SERVICE OF DEMOCRACY

More than 100 years ago, the philosopher John Dewey wrote that democracy must "be born anew every generation, and education is its midwife." Today's universities are failing to deliver. Universities need to reverse the trend that has them focusing exclusively on workforce preparation and the commercialization of knowledge and resurrect higher education's public purpose in the service of democracy.

A NOTE FROM THE SYMPOSIUM CHAIR

Welcome to Treaty Four, the University of Regina, and to the symposium *What Are Universities For? Exploring roles, challenges, conflicting tensions, and promising re-imaginings.*

Regina, Saskatchewan is a special place. It is the birthplace of the first socialist government in North America, the first North American jurisdiction to enact universal health care, and the first jurisdiction in North America to create an Arts Board to support creativity and the arts. Today the collective aspirational ideals embodied in these “firsts” still guide us, though many would agree they find themselves in need of re-affirmation.

What’s more, it is quite fitting that we gather here in Saskatchewan on this 60th anniversary of the *Regina Beach Manifesto*, when, in 1963, a group of University of Regina founding scholars similarly gathered to collectively map out, re-affirm, and re-imagine the role of the university, and more specifically the role of *this very* university in our community and in society. The present discussions echo from the past as they ripple towards the future...

Our symposium aims to explore challenges, conflicting tensions, and promising re-imaginings in an ambitious pursuit to query: *What are Universities For?* It is vital for every generation of scholars to grapple with the fundamental question that cuts to the very heart of what we, as scholars, do and what we aspire to be.

A medieval institution at once steeped in tradition and yet ever-evolving to respond to current pressures and demands, the university is an entity like no other. Perhaps best described as a multiversity (Krucken, Kosmutzky, & Torka, 2007), it is at once elitist and populist, an engine of change and a staunch gatekeeper of knowledge, an incubator of innovation and a storeroom of dusty conventions. It is a training academy for workskills and a crucial locus for developing a well-rounded, critical and creative citizenry. As well, it is simultaneously colonial and de-colonial, Western and Indigenizing, pluralistic and monolithic.

Moreover, the university faces constant pressure to produce a return on investment, while balancing massification, internationalization, discovery-driven scholarship, and attempts to stay true to the 1960s demographic- and social movement-led demands to be an inclusive space. In a time of audit culture, anti-intellectualism, and the increasing calls for, and by, governments to employ short-term, narrowly applied labour and economic metrics with which to judge its success, dare we even ask what lies ahead?

And if fear locks the university into survival mode, how can it act as so many would still wish, not as an elitist ivory tower, nor a submissive lapdog, but as a fully-functioning lighthouse, striving to help society navigate the hazards of dangerous waters?

Questions that might help guide our discussions include:

- What is the real value and responsibility of the university in 2023 & beyond?
- What makes universities unique in society?
- What is the university's contribution to democracy?
- What is the university's role in discovery?
- What does the university fight to preserve or place in hospice?
- What is the future of work?
- How does the university survive?
- What people, knowledge, and discourses, are regularly excluded in both teaching and research?
- Can the university reconcile its own colonial, patriarchal, and elitist past with its current aims towards inclusivity, decoloniality, cultural responsiveness, and community engagement? And moreover, will the public be willing to accept such a reconciliation?

We hope that you take this opportunity to openly discuss, share, learn and teach in collaboration with one another in the spirit of furthering understanding and insight, and of breaking new terrain.

Please be kind and curious.

Warmly,

A handwritten signature in black ink, appearing to read "Marc Spooner". The signature is fluid and cursive, with a long horizontal stroke at the end.

Marc Spooner, Symposium Chair

USEFUL INFORMATION AT-A-GLANCE

FREE BUS SHUTTLE SERVICE:

For guests staying at the Hotel Saskatchewan

A chartered city bus from the *Hotel Saskatchewan* to the University of Regina will operate every morning with two pickups each morning at:

- 7:30 am and
- 8:00 am

A chartered city bus will leave the University of Regina to return guests to the *Hotel Saskatchewan* each evening at:

- 6:00 pm and
- 7:00 pm

WASHROOMS:

- Washrooms labelled men/women are in the Research Innovation Centre across from RIC 119.

All-gender and accessible washrooms can be found:

- South of the RIC in the College West building (CW 018.1),
- North of the RIC in the Lab Building accessible by lift (LB 138.2)
- Northeast past the Lab Building in the Dr. John Archer Library (LY 107.15, 107.16)

For a comprehensive list of on-campus accessible and all-gender washrooms, please visit <https://www.uregina.ca/contact/assets/docs/pdf/all-gender-washroom-map.pdf>

LOCAL TAXIS/UBER:

Regina Cabs: (306) 543-3333

COOP Taxi: (306) 525-2727

Uber is also an option

WIFI:

Delegates can access WIFI from the EDUROAM server

If you do not have access to EDUROAM by using your home institution login (log in with your full university email and your normal password); the WIFI guest option can be used

SYMPOSIUM HASHTAG:

#WAUF2023—please DO share on your social media of preference

PARKING:

Available in lot 2 (see campus map last page)

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THE *WHAT ARE UNIVERSITIES FOR?* INTERNATIONAL SYMPOSIUM (MAY 4-6, 2023)
IS SUPPORTED IN PART BY FUNDING FROM THE **SOCIAL SCIENCES AND
HUMANITIES RESEARCH COUNCIL.**



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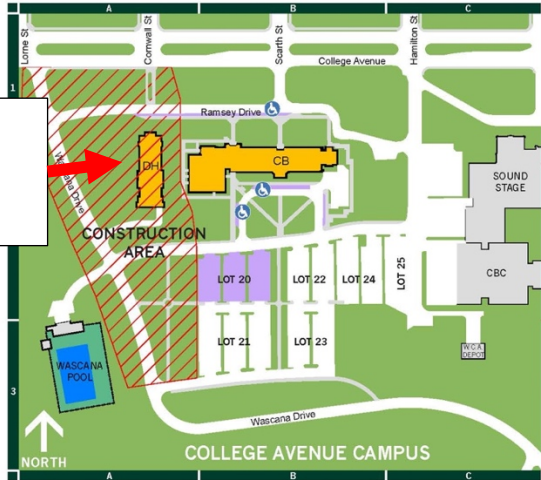
We are also grateful for the generosity of the **University of Regina** and the following affiliated colleges, faculties, departments, and units for their generous financial support:



- President's Office
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- Faculty of Nursing
- Faculty of Science
- Faculty of Social Work
- Department of Anthropology
- Department of Gender, Religion, and Critical Studies
- Department of Geography
- Department of Sociology
- Johnson Shoyama Graduate School of Public Policy

University of Regina Campus Map

Pre-Symposium takes place here:



Building Code	Building and Address	Map Grid
MAIN CAMPUS		
AH	Administration-Humanities, 3719 Winkaskoin Loop	C4
CM	Campion College, 3825 Lee Gren Avenue	C5
CK	Centre for Kinesiology, Health and Sport, 3925 Goldenrod Loop	C5
CL	Classroom, 3707 Sureau Loop	B4
CT	La Cité, 3727 Sagittaire Lane	C5
CW	College West, 3903 Wiyabazuka Road	B5
DC	Day Care, 3909 Wiyabazuka Road	B5
EA	Education Auditorium, 3919 University Drive South	C6
ED	Education, 3919 University Drive South	C5
FN	First Nations University of Canada, 1 First Nations Way	E4
GG	Greenhouse Gas Technology Centre (GGTC), 4029 cisternaw Court	C7
HP	Heating Plant, 4005 Innovation Loop	C6
KI	Kilik Towers, 3747 Lee Gren Avenue	C5
LB	Laboratory, 3711 Sureau Loop	B5
LC	Luther College, 3829 Lee Gren Avenue	D5
LY	Dr. John Archer Library, 3715 University Drive North	B5
PA	Paskiwaw Tower, 3817 Sagittaire Lane	C5
RC	Dr. William Riddell Centre, 3907 Buffaloberry Way	B6
RI	Research and Innovation Centre, 3805 Wiyabazuka Road	B5
TD	Technology Development Facility, 3303 Grant Road	C5
WA	Waskip Tower, 3827 Sagittaire Lane	C5
COLLEGE AVENUE CAMPUS		
CB	College Building, 2155 College Avenue	B1
DH	Darke Hall, 2255 College Avenue	A1
INNOVATION PLACE		
2R	2 Research Drive, 2 Research Drive, 5 Research Drive	B6
5R	Roy Romanow Provincial Laboratory, 5 Research Drive	B7
6R	Petroleum Technology Research Centre (PTRC), 6 Research Drive	B7
10R	The Terrace, 10 Research Drive	B7
ISM	ISM, 1 Research Drive	B6

Symposium takes Place here:



Sat. May 6, morning panel takes place here: