



FAUW Forum

March 2005

Volume 129

Mark your calendar!

A combined Annual General and Council of Representatives meeting will be held Wednesday, April 6, 2005 at 3:00 p.m. in Arts Lecture Hall room 105.

Light refreshments will be provided at the meeting (in lieu of a reception after the meeting).

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The Forum's mandate is truly to be a forum for discussion and debate. The status of faculty women, and the situation of faculty men who increasingly share the joys and demands of child care, have generated debate on campus.

The range of professorial attitudes towards "chilly climate" issues includes (but is by no means limited to) conservative members who argue that equity problems on campus, if any, relate to reverse discrimination against white males; and more liberal members who believe that female faculty did shiver through a chilly climate 20 years ago, but that the campus thermostat has since been corrected. Other professors believe that they are personally struggling with campus equity matters today.

This issue of the Forum contains four articles focused upon working conditions faced by faculty women, with attention to the concerns of faculty men who dedicate significant energy to child care. We lead off with FAUW past-president Catherine Schryer's piece on the discussions resulting from recent FAUW-sponsored luncheons. Distinguished physical scientist Meg Urry recalls her career experiences in an article reprinted from the Washington Post, followed by UW astronomer Gretchen Harris' reflections. A fourth article, reprinted from the Chronicle of Higher Education, promotes alternative tenure and promotion tracks as a means of helping faculty to balance their personal lives and careers.

UW CLIMATE FOR FACULTY WOMEN (AND MEN): ADVANCES AND ISSUES

*by Catherine Schryer
English Language and Literature
Chair, Status of Women and Equity Committee*

The Status of Women and Equity Committee (SWEC) has begun holding a series of consultation luncheons. One set is devoted to asking women faculty and professional librarians about their perceptions of their working conditions; the other set focuses on specific equity issues such as childcare. To date, we have held two luncheons and are in the process of planning a third.

In my response to Meg Urry's article and to Gretchen Harris' thoughtful comments (see pages 3

and 5), I would like to reflect on some of the concerns that we on the SWEC committee have been hearing during our luncheons.

To a large extent younger women faculty report that they have received a warm reception in their departments.

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their departments. Some report that their chairs have made a special effort to make them feel welcome. Others mentioned that faculty colleagues had expressed interest in their research and that they found the teaching support on campus useful and valuable.

“The tenure-track is not female or family friendly.”

For these young colleagues, both male and female, two areas of real concern emerged. The first involves childcare and the difficult task of balancing career and family needs. Some faculty families have delayed having children until one or both parents had jobs and are now faced with the prospect of working towards tenure at the same time as they are raising their children. Several had arrived in their positions expecting that childcare would be available on campus. They had been told during their interviews and through university promotional material that childcare would be available. But they were not told that they would have to wait 12 to 18 months for a spot in a centre.

Other faculty parents reported that they found themselves exhausted by the increasing demands of their careers and families. The parental and maternal leave policies just do not adequately cover the demanding first years of a young family's life. These same colleagues told us that chairs and colleagues were not always sympathetic. One young faculty woman wondered how her chair could ask her to attend evening and weekend events knowing that she had small children. Other faculty told us that members of their departments complained when they took

maternal and especially parental leaves. Several indicated that they would gladly take reduced pay for a year or so in order to cut back on their workloads. As one faculty woman put it “The tenure-track is not female or family friendly.” Certainly all agreed that the university needed to take much more leadership on childcare issues, especially since more and more faculty couples are occurring in academia.

The other area of concern that seemed to preoccupy our younger colleagues was a perceived lack of mentorship and transparency about expectations in their departments. Many reported that they did not understand how the university worked nor did they understand some of the expectation as to workload and administrative

Others observed that the University of Waterloo still has one of the lowest rates of hiring women of any university in Canada.

duties. They were searching for mentors who could guide them but were finding it difficult to locate senior faculty who could assist them. Several also wondered about the perceived mission of the university. As one young colleague put it, “This university should focus on scholarship rather than entrepreneurship.”

Senior women faculty attending our luncheon also agreed that the overall situation for women has improved over the last few years. However, they also shared some of their concerns with us.

Several noted that workloads, especially teaching workloads, have increased, particularly in areas where there are many

women faculty. Others observed that the University of Waterloo still has one of the lowest rates of hiring women of any university in Canada. This low rate is particularly worrisome since the latest statistics indicate that over 60% of university graduates are women. If academia, and particularly the University of Waterloo, does not do a better job attracting these graduates then all disciplines will suffer. Several also noted that the university has a weak track record in terms of promoting women faculty into senior positions. They wondered if the lack of mentorship experienced by their junior colleagues was related to this historical tendency. Finally, the abysmal record of the Canada Research Chairs program, in terms of promoting either women or their research programs, came under serious and scathing critique.

So, in short, although we have made some gains in terms of equity, we still face many challenges in terms of addressing the needs of our junior and senior colleagues.

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The following article appeared in the February 6, 2005 edition of the Washington Post and is reprinted with permission.

DIMINISHED BY DISCRIMINATION WE SCARCELY SEE

by Meg Urry

*Professor of Physics, Yale University
Director, Yale Center for Astronomy and Astrophysics*

I came of age when discrimination was a thing of the past, or so I thought. True, there were not many women in my college physics classes, but I figured that was just a matter of time. And although we had all heard horror stories about women being excluded because they were women, those predated the feminist movement of the '60s and the anti-discrimination legislation of the '70s. None of my peers or professors in the early '80s would ever have said out loud, "Women can't do physics as well as men" even though some think it and Harvard University President Larry Summers suggested as much last month.

Still, I can remember a few uncomfortable moments. As a physics grad student 25 years ago at Johns Hopkins University, I once found pictures of naked men on my desk. As one of the few women at professional meetings when I was a grad student, and then a postdoc, the attention I got from male colleagues wasn't always about science. One professor used to address the graduate quantum mechanics class as "gentlemen and Meg." So I knew that my gender identified me. I just didn't think the distinction amounted to discrimination. It wasn't until a few years ago, after I became a tenured professor at one of the world's top universities, that I finally realized it was discrimination all along.

That's the thing: Discrimination isn't a thunderbolt, it isn't an abrupt slap in the face. It's the slow drum-beat of being underappreciated, feeling uncomfortable and encountering roadblocks along the path to success. These subtle distinctions help make women feel out of place.

And some are not so subtle! When I was a young astrophysics postdoc at MIT (and the only female postdoc),

one weekly colloquium speaker began his talk about the importance of high resolution in optical imaging with a badly out-of-focus slide. As he sharpened the focus to make his point, a topless woman in a grass skirt on a Hawaiian beach gradually appeared. The male students laughed, while the one other woman in the room shared an appalled look with me before standing up and walking out.

No one ever told this speaker that his choice of slide was inappropriate. I intended to talk to him afterward, but I left the talk after about 20 minutes, having realized that I hadn't heard a word he'd said. Ironically, a few years later the speaker won the Tinsley prize from the American Astronomical Society, named in honor of a brilliant late-20th-century woman astronomer at Yale University.

I loved MIT, but it could be a harsh environment for women 20 years ago. (It's changed a lot!) I remember two professors having a dinner conversation in my presence about the inferiority of women scientists who had been hired because of affirmative action. (When I mentioned this to the man who'd hired me, he hastened to assure me that it didn't apply to me.) My ambition to be an academic was sometimes met with encouragement, but one male professor told me, "Oh, we would never hire you." And discouragement always makes a bigger impression than encouragement.

During my postdoc career, I started wondering why women weren't getting hired into faculty positions. I'd been told, from graduate school on, that I'd have no trouble getting ahead: I was a woman, people would come after me. When they didn't, I subliminally absorbed the idea that I wasn't good enough. But

was it possible that all the women getting physics and astronomy degrees from top institutions weren't good enough? I saw precious few being hired into faculty jobs.

For some reason, I hung in there. Maybe it was the strong support from my parents and from the fellow physicist I married, who took on half (and sometimes more than half) the responsibilities of child rearing. He doesn't "help" – we share. Our two daughters, Amelia (nearly 14) and Sophia (11) carry both our last names, as their middle and last names, but in alternate order. We made it equal, start to finish.

But work was never equal. When I told my thesis adviser I was pregnant, he said, "So, you want to have it all!" I smiled but later thought, Wait a minute, isn't that what all you guys have? Why is it "all" for me and "normal" for you?

Over the years, I saw women in the scientific world treated badly, being marginalized, mistreated, harassed. One woman manager I know was second-guessed, unlike any of the male managers, and when she pointed this out, was told she was depressed and should get professional help. Another told me it had become routine for her to cry while driving home from work. Every woman I know has had her suggestions ignored in a mainly male meeting, only to hear the same idea praised when later raised by a man.

Hey, bad things happen. But feeling out of place over and over again eventually soaks in; it did for me. About a decade ago, frustrated and alienated, I approached the director of my institution to ask about special management training for women: Maybe there were tips that would help me navigate the foreign waters in which I found myself. He

didn't seem to understand. I said, "You know, it's like being the red fish in the sea of blue fish – I want to understand the blue-fish rules." "Oh," he answered. "Maybe it's not your lack of training, Meg, maybe it's just your difficult personality."

After enough of this kind of thing, women feel beaten down and underappreciated, or worse, they feel incapable. That's the most insidious thing. After years of being passed over, ignored, and insulted, we start wondering what we are doing wrong. Maybe if I had made the suggestion differently, it would have been heard. Maybe if I lowered my voice and spoke more slowly, I would get more respect. Maybe – even though I published many papers, did seminal work in more than one field, brought in big grants, had successful students and postdocs – maybe I wasn't a good enough scientist.

It was easier to see what was happening to other women than to me. My good friend Anne Kinney (now "Director of the Universe" at NASA – how's that for a title?) said in an after-dinner speech to a conference on women in astronomy that she'd never had a five-year plan because there were no women five years ahead of her. Her speech was very funny and I laughed a lot, but I didn't think it applied to me, exactly. Weeks later, it dawned on me that I'd never had a five-year plan either – and for much the same reason.

I watched women around me, especially young women, who were smart and keen to work hard, but who, after a few years in grad school or after a discouraging spell as a postdoc, decided maybe they weren't cut out for science, or maybe they would find a non-academic job, or maybe they'd get married and have a family rather than a research career.

I have no problem with any of these choices. What troubles me, though, is that I rarely saw men making them, especially the choice to stay home with kids. I think some women use "family" as an excuse to leave science when science actually drives them away.

This is a huge loss for our country – these women PhDs are some of the

best scientists we train. We need their talent.

In my field, physics and astronomy, women still make up a small percentage of active scientists – about 7 percent of physics faculty are female and about 12 percent of astronomers. Those percentages are increasing, but slowly. So I grew up with almost no women professors. When I first heard of Beatrice Tinsley – who came to the United States in 1964 from New Zealand with a master's in physics, created an entire sub-field of astronomy, finished her thesis under adverse circumstances and by all accounts was an incredible person – I felt the kind of relief that a child raised by wolves must feel when she first sees a human being.

Physics has fewer women than other scientific disciplines. I think it may be because physics is more hierarchical, more aggressive than other areas. ("Combat physics," a friend of mine calls it.) Physicists act as if they are better and smarter than everyone else. The standard for excellence is to be the best in the world – and that seems pretty boastful to polite girls raised not to brag.

When I expressed ambition, though, I sometimes got put back down. I suggested I was ready to be tenured – "Be patient, Meg, it's too early for you." I mentioned I was interested in a high-level national committee – "Isn't that a bit ambitious, Meg?" I expressed interest in a promotion: "You're not a leader, no one would follow you."

Social scientists like Virginia Valian of Hunter College have developed a lot of evidence showing that women and men are treated and evaluated differently. Yet physicists reject the possibility that scientists are not objective. I learned about the lack of objectivity the hard way – through experience.

On hiring committees or tenure and promotion committees I served on, we'd evaluate men and women, and somehow the women seldom came out on top. They were "good," even "very good" but the men were always better. Some of this was caused by letters of recommendation. Every woman was always compared

to other women, as if every woman scientist is female first and a scientist second. Also, women's letters were somehow more pedestrian – the candidate "works hard" and she "has a nice personality," "gets along well with others." Once you see the patterns, you realize that these evaluations reflect people's expectations more than reality.

As I got more educated about the abundant social science research, I got more frustrated: The answers were there, if only physicists and astronomers would read the literature. So I made it easier. I organized conferences to talk about these issues. We held that first conference on Women in Astronomy in 1992 and wrote the Baltimore Charter, a kind of manifesto for change (www.stsci.edu/stsci/meetings/WiA/BaltoCharter.html). In 2003 we organized a second meeting, from which the Pasadena Recommendations have just been produced (www.aas.org/cswa/).

It's been slow, but we've made progress, and we're making a difference. More young women are flocking to science every year. It's a great life, after all, doing something you love, having control of your time, being paid pretty well.

And, however slowly, the barriers women face are being abraded. The American Astronomical Society and American Physical Society, my professional organizations, have been immensely forward thinking. As for me, Yale hired me with tenure four years ago and treats me wonderfully. My science has never been better. I bet some people say I got this job because I'm female. But now that I've been around awhile, I'm finally able to say, confidently, that I'm really great at this job. I'm lucky to be here at Yale, yes, but even more, they are really lucky to have me. The doubt is finally going away.

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The Forum thanks Dr. Urry for granting permission to reprint her article.

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A WOMAN'S EXPERIENCE IN SCIENCE AT WATERLOO

by *Gretchen Harris*
Physics

When I was asked to give my reactions to the article by Meg Urry I agreed even before I read it, because I knew her reputation both as a scientist and as a leader in issues related to the status of women in science. *Status*, the American Astronomical Society's quarterly publication on the status of women, has become a must read for AAS members – most of whom are not women. This success is in no small measure due to her leadership, and I strongly recommend the newsletter for its thoughtful and varied examination of the difficulties faced by women in science and the broader professional sphere. It and many other interesting links can be found at the website mentioned in her article: www.aas.org/cswa/

Then I read the article and was struck by how often what she said resonated with me, most strongly “feeling out of place”. I am a woman, an astronomer (not a physicist) and a half-time tenured faculty member in a physics department; any of those places me in a minority and the combination adds up. When I was hired here at UW I was the only woman in the department – now there are 3 others, giving our department an “exceptionally high” 13% of women faculty! I was a “mangled pancake” – the term Sheila Tobias uses to describe the first woman in an all male department: just like the first pancake on the griddle. The term felt right the moment she called me that and still does.

When I first came I had lots of things to adjust to: teaching physics (definitely not a strength), struggling to figure out how to do my job (no mentors), and dealing with the fact that people really didn't understand why I wasn't there every day. And

while the people in the department were perfectly pleasant, they made no attempt to get to know me or make my transition any easier. This was just not something that occurred to them. Moreover, many of my concerns were not ones in the “standard list”.

Another statement that resonated strongly was the almost universal experience of women in academia and other professional environments: “having her suggestions ignored ... only to hear them praised when later raised by a man”. I soon realized that my choices in dealing with this were: 1) give up and shut up, 2) address the issue directly and say when it was my idea first, 3) live with it and accept that, if my ideas were adopted regardless of attribution, the net result was good. I opted for the (3) – and decided that using humour whenever possible helped things along.

While I don't have as many anecdotes to tell I do remember one professor who, when teaching spectral classification and trying to illustrate what classification was all about, used female breasts and photos of them as an example of two-dimensional classification. Like Meg, I never said anything but I still wonder 30 years later what a penis classification scheme would look like.

Over the years I have worked to find my niche; this has mostly involved resetting my research focus and working on national committees in astronomy and the broader Canadian science scene. My research, though I seem to spend less time at it lately, has never been more rewarding. And this is in no small part due to the increasing number of younger astronomers with whom I collaborate. My committee work is

extensive and fulfilling because I focus on tasks that “go somewhere” and because my ideas are heard – though not always accepted.

Meg Urry talks about Beatrice Tinsley who was at Yale thirty years ago, but does not mention Dorrit Hoffleit who at 98 is still a force to be reckoned with but who had a very different path to travel in her astronomical career. Helen Sawyer Hogg, of the same generation as Dorrit Hoffleit, is better known to Canadian astronomers for her research and community leadership. But there are still not enough role models like these and, although the percentage of women in astronomy is slightly higher than in the past, at 12% it has a long way to go. At present roughly 40% of astronomy graduate students in Canada are women; I hope that will translate into 40% of female faculty in 20 years.

The physics department is a much more interesting and comfortable place for me today: there are other women, the influx of new faculty has added new energy and perspective. And I am doing a better job of meeting at least some of my department's expectations. People want to hear my opinions on a variety of academic and scientific issues, rather than looking at me as a shoulder to cry on about their personal problems. Administrators have come to recognize the importance of providing opportunities for spouses of prospective faculty members regardless of gender. The university is less of a monastery but change is slow. It will be interesting to hear from Meg Urry's counterpart and mine 30 years from now.

The article "Tenure System Should Be Made Less Rigid To Reflect Modern Lifestyles, Report By College Leaders Says" by Robin Wilson was originally in this issue of the Forum Newsletter. It was reprinted with permission from the Chronicle of Higher Education. However, the Chronicle of Higher Education does not permit materials to be reproduced on websites and it has therefore been removed for this purpose. The article can be found in its entirety in the paper version of the Forum newsletter (Issue 129) which can be obtained from the FAUW office.

In memoriam
MARILYN GRIFFITH

Department of Biology
February 19, 2005

Upon learning of Marilyn's stroke and subsequent death, my response, like that of most of her other colleagues and friends at the university, was shock and disbelief followed by a profound sadness. Sadness that Marilyn was taken from us before her time and, ironically, at the peak of her success as a scientist. And make no mistake about it, Marilyn was a scientist to her very core.

Let me tell you a little about Marilyn Griffith the academic and scientist. Marilyn was born in Boston in 1953; graduated, magna cum laude, from Mount Holyoke College, a small but prestigious liberal arts university in western Massachusetts, in 1975; received a Masters of Forestry from Yale University in 1977; and a PhD in Plant Physiology from the University of Minnesota in 1981. Marilyn came to the University of Waterloo in 1987 following sojourns at the University of British Columbia, the University of Western Ontario and the University of Alaska at Fairbanks. Marilyn specialized in universities located in relatively cold places.

At the time of her death, Marilyn had published more than 70 research articles and book chapters, mostly dealing with the mechanisms that plants utilize to survive freezing winter temperatures. She was widely recognized as one of the world's leading experts in her field, attracting visiting scientists from all over the world including Finland, Korea, Japan, Norway, Chile and Canada. At the same time, Marilyn was invited to give scores of lectures at universities, research institutes and scientific meetings all over the world. Moreover, she was the holder of a very prestigious Killam Fellowship which allowed her the luxury of

working full time on her research for the past two years without having to worry about the distraction of lecturing in undergraduate courses or serving on departmental or university committees.

Marilyn loved being a plant biologist. From her outstanding research program to the carefully constructed garden in her front yard, she



loved to think about plants, and issues related to plant biology; most of her adult life was spent trying to develop a more profound understanding of the many intricate and elaborate mechanisms that plants use to survive in an often hostile and stressful environment. And yet, despite her profound knowledge of plant biology, she was never patronizing or condescending when I, a novice when it comes to plant biology, would come to her with yet another naïve and simplistic question. I always left those discussions enlightened, impressed with her wealth of knowledge and thankful that she was there for me to be able to ask

her the question in the first place.

We live in a glib and superficial age where appearance is often substituted for substance. Marilyn was a person of substance. She was a scientist through and through. She demanded a lot, both of others and of herself; everything had to be done to a high standard. But beneath this sometimes tough exterior, was a kind, caring, warm individual. Who can forget Marilyn going around the Department of Biology at Christmas and other times sharing another batch of her fabulous and irresistible homemade cookies. Or her infectious giggle, which could often be heard and easily recognized halfway down the hall.

In Jewish tradition, it is said that the ultimate value of the life of a person can be measured by the deeds of their children. Although Marilyn didn't have any biological children, in her lab she had many undergraduate and graduate students, post-doctoral fellows and visiting scientists all of whom can be considered to be her scientific children. Marilyn had a tremendous influence on her children and through them and their work she will live on for many years to come. We will certainly miss Marilyn. But, more importantly, we are all better for the experience of having known her.

Bernard Glick
Chair, Department of Biology

(photograph by Barbara Elve)

In memoriam

CHRISTIAN DUFOURNAUD

Department of Geography
February 14, 2005

Dr. Christian Dufournaud, Professor of Geography at the University of Waterloo on leave of absence at the United Arab Emirates University, passed away on February 14 while in the UAE. Christian suffered a stroke and was taken to hospital, but never regained consciousness. He is survived by his wife Dolly; children Catherine, Daniel and Victor; and sister Monique.

Geography professor Mike Jarrett of McMaster University posted a detailed obituary on the Canadian Association of Geographers listserv, currently available in its entirety on the UW Geography Department website at <http://www.fes.uwaterloo.ca/geography/dufournaud/dufournaud.html>. Jarrett observes:

“... every bibliography of macroeconomic modeling of environment-economy relations cited his work from 1994 onwards. The intricate detail, mathematical rigor and geographic novelty were perhaps appreciated more outside Geography in the fields of Policy Analysis and Economics. Examined in total, his work represents a unique and striking contribution to our understanding of environment-economy relationships, particularly in the developing and newly industrializing regions of Southeast Asia. His recent book, *Measuring Environmental Quality in Asia*, which he coauthored with colleagues at Harvard University, constitutes a major advance in the measurement of environmental quality and the conceptualization of environmental problems in developing countries.” In the UAE Christian served as

Associate Dean for the Government, Policy & Urban Studies Unit at the UAEU. He was recruited through a process called “The New Vision” to assist the university in its transition from Arabic to English language instruction and to help its programs meet contemporary international standards.

Christian Dufournaud’s UW Geography chair, Philip Howarth, speaks for the department in recalling Christian as a teacher with “a soft spot in his heart for students.” Professor Dufournaud was a founding member of the Editorial Board that published the first *Forum* in October 1988.

Jeanne Kay Guelke
Geography



Kindness and Christian Dufournaud

During my lectures and workshops on workplace mobbing, I ordinarily distribute a handout summarizing the research. One section of it offers practical suggestions for what to do when a mobbing is underway. The last suggestion is the simplest: “Show kindness to the target. Instead of joining mobbers or bystanders, find ways to affirm the target’s humanity. The mob may

then turn on you, but you may possibly save another’s life.”

Is there too much melodrama in my phrasing of the point? Not according to a professor attending my workshop in New York last year. In the discussion period afterwards, she read the sentences aloud and added, “That says it all.”

Her reaction meant more to me than I learned who this woman is. No shrinking violet. A labour historian by trade, she had been the proud, assertive, elected president of a tough faculty union. Then administrators at her institution charged her with making racial slurs. The charges spread like wildfire across campus. Her name became mud and she was brought down.

When I heard the news of the death of UW geography professor Christian Dufournaud on February 14, the New York professor’s affirmation of the point about kindness on my handout came instantly to mind.

I did not know Christian well. We did not meet in a university context, but through our children’s attendance at the same school. For me, he became one of those colleagues you bump into from time to time, with whom you exchange quick, passing observations on politics and life. I was always glad to meet Christian. He could be counted on for insight and wry wit.

Those *Forum* readers who were at UW in the mid-nineties will remember that the administration of the day was running a number of professors out of the university on grounds of unethical conduct. The actions and sanctions against me at the time were not quite that severe, but even so, I was mired in what seemed a hopeless circumstance.

Enter Christian Dufournaud. He and another colleague phoned me out of the blue a couple of weeks after the then provost had published an open letter denouncing me. "You need a lawyer," they announced. "We're going to bring a good one to your house at noon next Thursday, and we're going to pay the first \$500 of her bill."

So it was that on July 14, 1994, these colleagues and the lawyer arrived at my door, the colleagues pumped with a kindly adrenalin, the lawyer excited by the prospect of a case, and me overwhelmed by so dramatic and generous a gesture of solidarity.

Christian's great gift to me that day was not of a practical kind. In fact it cost me money, since I refused the \$500 and paid the lawyer's bill myself, after she tried in vain to get the university to pay it. That surreal adventure reinforced my view that we academics are best advised to settle our disputes without lawyers, to the extent possible.

I have no doubt, however, that by the boldness of his compassion, Christian lengthened my life that day. I owe him thanks. Later that summer he and his wife Agnes invited me to lunch. My life was in such disarray I arrived at the restaurant a half hour late. I still feel badly on that account.

Christian's life ended too soon. It is unfair that he was given fewer years than most of the rest of us. His gift a decade ago remains with me, and by this tribute I am sharing it: an example of kindness to a beleaguered colleague, an example that beckons to us all and that perhaps excuses the melodrama of that line on my workshop handout.

Ken Westhues
Sociology

FAUW FORUM

The FAUW Forum is a service for UW faculty sponsored by the Association. It seeks to promote the exchange of ideas, foster open debate on issues, publish a wide and balanced spectrum of views, and inform members about current Association matters. Opinions expressed in the Forum are those of the authors, and ought not to be perceived as representing the views of the Association, its Board of Directors, or of the Editorial Board of the Forum, unless so specified. Members are invited to submit letters, news items and brief articles.

If you do not wish to receive the Forum, please contact the Faculty Association Office and your name will be removed from the mailing list.

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LETTER TO THE EDITOR

Upon reading page 2 of the February 2005 Forum my first thought was, what "controversial set of opinion pieces on European ethnic identity and immigration"?

What had I missed? Does Jeanne really mean "controversial" or is this a euphemism for offensive? Scanning past issues of the Forum lead me to the "controversial" articles. I was shocked and appalled! The articles certainly were "controversial", but so what? Isn't this exactly the kind of thing we should be able to discuss openly, rationally, and without censorship. I guess not, at least not in the FAUW Forum.

Later in the same issue of the Forum I came across two pages devoted to the "controversial" statements made on public television by Professor Elmasry. Comments that were well outside of his academic area of expertise, Electrical Engineering, and comments that were embarrassing to me as a UW faculty member because that is how he was billed, as a UW faculty member. A decanal investigation was certainly warranted.

The FAUW Forum appears to be spectacularly hypocritical regarding what "controversial" material it is willing to include in its pages and what it is not.

Glenn Heppler
Systems Design Engineering

A STATEMENT FROM THE ACADEMIC FREEDOM AND TENURE COMMITTEE

In light of a number of situations which have arisen at Canadian universities in recent months, the Academic Freedom and Tenure Committee of the Faculty Association passed the following motion:

The Academic Freedom and Tenure Committee of the Faculty Association would like to remind members of the UW community that:

1. "Freedom of thought, belief, opinion, and expression" is a core value of Canadian society, as enshrined in the Charter of Rights and Freedoms.
2. The UW Memorandum of Agreement states that "Academic freedom provides the possibility of examining, questioning, teaching, and learning, and involves the right to investigate, speculate, and comment without deference to prescribed doctrine" and "Academic freedom also entails freedom from institutional censorship".
3. Political discussions necessarily involve controversial issues and robust, open debate on those issues.
4. Robust, open debate cannot take place if professors are afraid that expressing their political views will subject them to disciplinary action.

Are there limits at UW to academic freedom?

Memorandum of Agreement, Article 6.4 (Academic freedom)

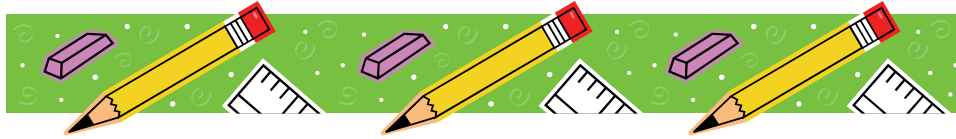
As the common good of society depends upon an unhampered search for knowledge and its free expression, and as academic freedom in universities is essential to the attainment of each of these purposes in the teaching function of the university as well as in the pursuit of its scholarship and research, those who are guaranteed academic freedom have also a responsibility in exercising it not to infringe upon the academic freedom and rights of other members of the university community. Indeed, academic freedom carries with it the duty to use that freedom in a manner that is consistent with the scholarly obligation to base research and teaching on an honest and ethical quest for knowledge.

Policy 33 sec. II. (Human rights)

Without limiting the generality of Section I above, the following shall be taken as violations of this policy, and may also be in contravention of the Ontario Human Rights Code:

Harassment is defined as engaging in a course of vexatious comment or conduct that is known, or ought reasonably to be known, to be unwelcome.

A '**poisoned environment**' (or one that is intimidating, hostile or offensive) can be created based on any of the prohibited grounds under the Ontario Human Rights Code, and can be described as comment or conduct that is contrary to the aims of maintaining a supportive, respectful and tolerant environment.



A LIGHTER LOOK AT “THE UNIVERSITY OF WATERLOO SIXTH DECADE PLANNING DOCUMENT, ACADEMIC UNITS”

In the Grooves of Academe

I strolled briskly down the corridor to my departmental mailroom, idly humming a few bars of a Handel chaconne while solving the riddle of the Vinland maps, when I darn near tripped over a pile of crumpled scratch paper outside the open door of my esteemed colleague, Professor Kerr Mudgeon. Thinking he might have merely missed the blue box stationed across the hallway, I was startled out of my analysis of the impacts of recycling upon global CO₂ emissions when another wad of wayward scrap paper impacted me squarely in the spectacles. I poked my head into his office door.

“Kerr,” I hailed collegially. “Reviving your ballistics research again, I see?” But a whiff of smoke startled me out of my pleasantries. Back in the old days when Mudgeon legally chain-smoked in his office, his fumes routinely passed unnoticed. But now that the only remaining smoking site on campus was located behind the Columbia Ice Field, I deduced that something was amiss. Indeed, Kerr Mudgeon’s wastebasket was on fire.

I immediately whisked the blazing fuel from its receptacle, and stamped on it to extinguish the flames. “Hello?” I exclaimed, as I gazed at the charred remains of *Maclean’s* latest university rankings

issue. “Mudgeon, don’t you realize we’re number one again?”

Mudgeon had been trying to quit smoking by chewing on pens and pencils, and a large fluorescent yellow highlighter marker protruded from his quivering lips. *Maclean’s*,” he choked, while shoving a sheaf of pages at me, “has driven us to . . . *this!*”

“University of Waterloo Sixth Decade Planning Document, Academic Units,” I perused, my own jaw beginning to shake like a 5.9 on the San Andreas Fault. “Kerr, surely it’s not”

“Yes,” he muttered thickly, “another long-range planning document! Our department chair wants each of us to fill in the blanks by next Wednesday, to be followed by a two-day retreat where we hash all this out, engage in team-building exercises and rewrite our mission statement!”

Ignoring Mudgeon’s misplaced preposition and apocalyptic forecast, I confessed that my own copy of the planning document languished on my desk beneath 47 undergraduate term papers, a late-draft grant proposal, two doctoral dissertations, and a ham sandwich. I glanced over Mudgeon’s shoulder. “Maybe I can help,” I suggested.

My colleague pointed to question number 3, under which he had inked an answer.

“State specific goals of the unit with a clear indication of where the academic unit should be by 2017 in terms of its rankings among peer institutions.”

Kerr’s response to number 3: In 2017 the unit should be in Cayo Coco. Thereby rankling its peer institutions.

I moved on to my colleague’s answer to question 6.

“Describe how application of the highest standards in annual performance reviews will be implemented in your unit.”

Response: All under-performing faculty will be tortured.

“Mudgeon,” I remonstrated, “don’t you think that’s in violation of our Memorandum of Agreement? And what about our mentoring system for untenured faculty?” A thin line of yellow highlighter ink inched down my colleague’s chin as he pointed to question 9.

“Describe how your unit plans to create a stimulating, varied, and challenging environment to students, conducive to the successful completion of their programs.”

Response: See question 3.

Question 13. “Why should undergraduate students prefer your academic discipline at UW?”

Response: Because it’s less harsh than the academic discipline at WLU.

I glanced at the four parts of question 18, followed by my colleague’s terse replies.

“What are the resource requirements for your unit to meet its aspirations to achieve excellence?”

- (a) Faculty: Definitely.
- (b) Staff: Yes.
- (c) Facilities: See question 3, above.
- (d) Scholarships, etc.: Need more faculty travel allowances. Expand Semester at Sea program for senior administration.”

I confess that question 11 momentarily lowered my morale to Mudgeon’s Stygian depths.

“Describe planning measures (academic and administrative), as well as academic and budgetary decisions you will undertake to achieve global leadership in your undergraduate and graduate cooperative and/or regular education

programs in partnership with the Registrar’s Office under a scenario of half of your unit’s current operating budget and faculty complement.”

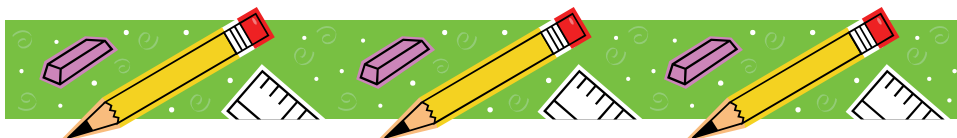
Question 16? It read: “Describe your unit’s 10-year plan to provide service to society through cultural enrichment and knowledge transfer while working collaboratively with all UW constituencies, including public and private sectors, through potential synergies arising out of academic integration with the affiliated universities/colleges and other units on campus through recruitment of the best faculty with national and international searches under a status quo budget with no new resources.”

The blood drained from my face as I stuffed the charred remains of the magazine and the shreds of Mudgeon’s Sixth Decade Planning Document into the wastebasket, and asked him for a Bunsen burner and the scotch he keeps hidden in his false-bottomed computer monitor. Suddenly our junior colleague, Dr. Sunny Twinkle, stopped by the open door. Immediately grasping the situation, she sniffed, “Oh, *that!* Don’t you know that nobody pays attention to those planning reports? You name me one that hasn’t simply gathered dust on the shelves of this university for the last 30 years. Relax, Mudge: you’re tenured!”

Mudgeon’s jaw released its pit-bull clamp on the highlighter pen. Dr. Twinkle continued, “I just stopped by to ask if you’d review the syllabus for my new field course on surveying beachfront development in the Dominican Republic. Plus the Dean says I can’t take an undergraduate class down there by myself without another faculty member of the opposite sex. Can we talk?”

Glancing at my Rolex, I realized I was almost late for my meeting at the Grad Club. The chair was buying. With any luck, I could convince him to resuscitate the department’s Fourth Decade Planning Report, which clearly spelled out our goals for 1995.

Watt R. Lu
Department of Ekistics and Actual Science



RESULTS OF *FAUW FORUM* READERSHIP SURVEY

Our previous issue included a survey of our readers in order to learn more about you, what you wish to read in the *Forum*, and in what format you would prefer to receive it. We received 39 replies out of a total of over 950 copies mailed to faculty, librarians, administrators, plus additional individuals who have asked to receive copies. Our thanks to readers who responded!

Thirty-three respondents are tenured or tenure-track faculty, three have definite-term appointments, two are professors emeriti, and one is a professional librarian. Arts was the most represented Faculty, with impressive showings from Engineering, Mathematics, and Science. No one responded from Environmental Studies, St. Jerome's or the church colleges. Every rank was represented, with full professors in a significant majority.

The "vote" in favour of continuing the *Forum* was unanimous, with one abstention. The great majority supported retaining it as a printed newsletter: some faculty commented that their e-mail in-boxes are too cluttered as it is. So the "ayes" have it!

The majority wished to read about basic employment issues: salary, pension, benefits, and topics that affect workload and daily working conditions. The editor will consequently redouble her efforts to encourage chairs of FAUW's standing and ad hoc committees and members of the FAUW board to inform you in these pages about developments in these important areas.

A slimmer majority also wished to read about senior administrators' goals, which clearly affect faculty working conditions. In the past the *Forum* published interviews conducted by professors Anu Banerji (now retired) and Vera Golini with senior administrators, but this possibility depends upon people

volunteering to conduct them. (*Anyone?*) The *Forum* is equally open to any administrators who wish to communicate directly with faculty and librarians through these pages. (*David? Amit? How about it?*)

Operations of the Academic Freedom and Tenure Committee drew the interest of 32 respondents. Some AF&T work in supporting colleagues involves basic employment issues of tenure, promotion, faculty with disabilities, and job security. Occasionally controversy over a UW professor's freedom of expression emerges, as in the Mohamed Elmasry case reported in our previous issue.

A majority of respondents, 23 of 39, did not identify equity as a topic they cared to read about. We are not sure whether this result means that the concept was too vague in our survey, whether readers view equity problems as passé, or whether they believe that equity is a current hot campus issue but they simply don't wish to read about it. With pieces on equity for female faculty by Meg Urry, Gretchen Harris and Cathy Schryer in this issue, we encourage readers to write back in the hopes of clarifying the meaning of equity issues on our campus.

Half the respondents expressed no interest in "what the FAUW has done for me lately." We're unclear whether this result indicates low expectations for the FAUW or disinterest in the routine operations of the association, given the strong positive response to the above issues in which the Faculty Association is deeply involved.

Twenty-five respondents did not indicate a wish to read about issues affecting other Faculties. We are unsure whether this means that UW faculty have a thriving grapevine in operation, whether we prefer working in separate solitudes, or whether we collectively view our colleagues

across campus as slightly boring.

Debates on major political issues of the day are well within the *Forum's* mandate, yet only 11 respondents wanted to read about them in this newsletter. Written comments include: "Keep the focus on Faculty Assoc. issues." and "I see no need for FAUW to debate political issues, I can get that by reading the paper, watching the news, or going into the lounge at my department." A few individuals encouraged off-campus news that concerned higher education generally, such as reviews of books on university life.

The "other" category for desired topics yielded scattered results: open letters, debates of academic issues, cross-disciplinary collaboration, research funding, campus news, eliminating the mandatory retirement age, child care, wellness initiatives, management of our pension portfolio, taxation of the tuition benefit, campus controversies, and faculty issues across Canada.

If you didn't respond to the survey (it's still sitting under those term papers?) please submit your opinions at any time, either privately to facassoc@uwaterloo.ca or via an open letter to the *Forum* (same e-address) for publication.

Most agreeable were the handwritten words of encouragement at the bottom of several survey forms. "Keep up the good work! We're counting on you." "I have really liked the general direction of FAUW Forum over the last couple of years. Keep pushing the envelope!" Trust us, dear reader, we're trying. The *Forum* is only as good as the contributions sent by you, the reader, so please dispatch your opinions, analyses, news, letters, reviews, illustrations, or what have you, whenever you can spare a moment.

The editor



ARE YOU A MEMBER OF THE FACULTY ASSOCIATION? That can be a confusing question!

Under the Memorandum of Agreement between FAUW and the University, all regular faculty members have Association deductions because we officially represent you with respect to terms and conditions of employment. However, membership in the Association remains voluntary.

You are a member if you have completed a membership form and sent it to the Association Office. If you're unsure about your status, please contact Pat Moore at extension 3787. If you are not yet a member and wish to join, the membership form is now available online (www.uwfacass.uwaterloo.ca) or from the Association Office.

Please check our web site for information about the Association and what it does for you. Becoming a member gives you a voice in how the Association is run. We need your input and participation!

(President's Message continued from page 16)

Wording changes primarily add clarity to hiring expectations. I believe it is important for UW faculty to know that there are those who would like your merit evaluation to be based on teaching, research, scholarship, and service. The implications of a recognition of four categories is unclear. Regardless, the FAUW believes scholarship includes research and hence resisted the explicit identification of research.

Policy 76 (Faculty Appointments) UTPAC Recommendation Discussions: The FAUW is in discussions on changes to Section III.B of Policy 76 following recommendations from the University Tenure

and Promotions Appeal Committee. I believe it is important for our untenured faculty to know that there are two philosophical views held by members of the Administration and faculty: one group believes that a candidate for reappointment should be striving to, or committed to, being a high quality or good teacher; another group believes that candidates must have demonstrated that they are *very* good teachers or high quality teachers at the time of reappointment. Current reappointment policy refers to being a good teacher. The reference to being a good teacher has a historical context. Before Policies 76 and 77 were implemented a few years ago, the minimum teaching standard for tenure was satisfactory teaching. The change to a minimum of being a good teacher is consistent with the

change that promotion to Associate Professor now coincides with the granting of tenure; this was not the case before Policies 76 and 77. Your views on the University's reappointment process are welcomed.

Discussion Board: The FAUW would like to pursue the possibility of an Internet discussion board or discussion forum for faculty to discuss issues of concern to them. To this end, the *FAUW is looking for someone to champion an investigation into how a discussion board might be accomplished*. At the moment the *FAUW Forum* is the only medium for faculty issues to be discussed with the greater faculty community. The *Forum*, however, has limited space and the timing of its publication may miss important tides in issue discussion and interest.

PRESIDENT'S MESSAGE



Roydon Fraser
Mechanical Engineering

I hope that Faculty Association members will be able to attend our Annual General Meeting on Tuesday April 6th at 3:00 p.m. in AL-105. The AGM provides an excellent opportunity for you to put faces to your FAUW Board of Directors, learn about the work FAUW has been doing for you over the past year, identify and discuss issues of concern to UW faculty, and simply learn more about the FAUW.

Mandatory Retirement: The Ontario government is in the process of eliminating mandatory retirement. In October 2004, Kevin Flynn, Parliamentary Assistant, Ministry of Labour, reported that the Ministry was encouraging employers to expand employment contracts in advance of legislative change. This month the University of Toronto announced that it had come to a mandatory retirement agreement with their faculty association. The FAUW is in favour of the elimination of mandatory retirement. Data from jurisdictions without mandatory retirement indicate that a large majority of faculty will retire at or before 65 years. The FAUW has been in discussions with the UW Administration about the elimination of mandatory retirement. With the expectation that mandatory

retirement will be eliminated soon, perhaps this spring, *FAUW would like to have your input concerning mandatory retirement* to assist us in our discussions with the Administration. You can direct your input to any FAUW Board member or the FAUW office, or attend the AGM where *a segment of the agenda has been set aside for mandatory retirement discussions.*

Policy 40 (The Chair) and 45 (The Dean of the Faculty) Appointment Discussions: The FAUW is currently engaged in discussions with the Administration on improvements to the Chair and Dean Appointment policies. There is concern in certain departments and Faculties about undue secrecy and there are vast differences between departments and Faculties in how the appointment and re-appointment processes are implemented. The FAUW believes best practices can be identified for more consistency and less faculty alienation. For example, some departments use the chair re-appointment process to provide the chair with feedback to which the chair responds before a reappointment vote is taken. Other departments simply vote with no feedback process. The FAUW would like to have your input concerning how Policies 40 and 45 can be improved. You can direct your input to any FAUW Board member or the FAUW office, or attend the AGM where *a segment of the agenda has been set aside for chair and dean appointment policy discussions.*

Policy 76 (Faculty Appointments) Senate Approved Changes: For about the past year the FAUW has been working with the UW Administration to bring additional clarity and transparency to our faculty hiring policy (Policy 76: Faculty Appointments). This has been

achieved by three major changes to Section V of Policy 76 through (1) text changes for clarity purposes, (2) the addition of an explicit policy for exceptional hires and (3) the addition of Section VI detailing the university's spousal hiring policy. These changes were approved at the last meeting of Senate.

Our discussion of changes to Policy 76 started with the FAUW's desire to have the University's spousal hiring guidelines transformed into policy. The purpose was to add clarity to the rules and considerations to be applied when hiring a spouse into a non-tenure track position, and to promote transparency, consistency and fairness in the spousal hiring process. Having a clear, transparent spousal hiring policy will also hopefully assist the University of Waterloo in competing with other universities for faculty.

Upon opening Policy 76, the Administration brought forward their problem of trying to compete for the so-called superstar faculty members within the constraints of existing policy. As an example, imagine that a short window of opportunity arises to hire a Nobel Laureate, a window too short for the full advertising cycle to be followed as per policy. In this case, it would be desirable to have a parallel process that would permit the university to act in offering the Nobel Laureate a position without the opportunity-killing delay of advertising. A new section in Policy 76 governs the hiring of exceptional candidates. The department and dean remain engaged in this process, equity is explicitly stated as a desired goal and transparency is ensured through a report to senate.

(Continued on page 15)