



FAUW FORUM

Faculty Association Newsletter

November 2005 / Volume 130

PRESIDENT'S MESSAGE



Roydon Fraser, Mechanical Engineering

First let me welcome all new faculty to the University of Waterloo. It was a pleasure to meet many of you at the new faculty welcoming event in September. I hope everyone is settling in well. I always find that you, our new faculty, provide a rejuvenating influx of ideas, technologies, enthusiasm, insight and outlooks. I personally find that the rejuvenating aspect of new faculty, staff, and students each fall is one of the great perks to working at a place like UW.

I hope that members of the Faculty Association of the University of Waterloo (FAUW) will attend our Fall General Meeting (FGM) on Tuesday, December 6 at 3:00 p.m. in DC 1302. The FGM provides an excellent opportunity for you to meet or renew acquaintance with your FAUW Board of Directors, to learn about the work FAUW has been doing for you over the past year, to identify and discuss issues of concern to UW faculty, and simply to learn more about the FAUW.

Salary Negotiations: The FAUW will be entering into formal salary negotiations soon. The negotiating team is composed of Metin Renk-sizbulut who is continuing on as Chief Negotiator, past FAUW President Catherine Schryer and myself. There will be a confidential session at the FGM to discuss salary negotiations.

Policy 14 (Pregnancy, Adoption and Parental Leaves): Much progress has been made over the past year on draft improvements to Policy 14. The FAUW is in the process of reviewing the most recent draft of the policy from the Administration. On initial review, it provides for improved parental leave provisions and stronger equity in how both parents are treated in the parental leave provisions. I am hopeful that a new and improved Policy 14 will be in place soon. A new Policy 14 draft will be presented at the FGM.

Mandatory Retirement: The FAUW had been in informal talks with the Administration over the possible elimination of mandatory retirement prior to any future legislative requirements. These talks reached an impasse for a variety of reasons. The University is willing to eliminate mandatory retirement at UW in advance of legislation. The issue for faculty is the cost and benefit of entering an agreement

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2005 HAGEY LECTURE

Monday, 28 November, 8:00 p.m.
Humanities Theatre, Hagey Hall
(see pg 3 for ticket info)

TUESDAY, DECEMBER 6

MEETINGS

Council of Representatives

2:00 p.m. DC1302

Fall General Meeting

3:00 p.m. DC1302

RECEPTION

New Faculty Reception

4:30-6:00 p.m.

Davis Centre Lounge
(DC 1301)

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Inside: 5 Minute Survey

“Policies 40 & 45” and “FAUW Priorities”

Take 5 minutes and complete the enclosed survey to let us know what you think about the issues.

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early. Will we be committing to a pension that is less than what we would have if we had waited for the legislation? How long will it be until mandatory retirement is actually eliminated and hence how many valuable faculty colleagues, who wish to work past age 65, will be forced to retire in the interim? These and many other cost/benefit/risk assessment questions exist. At the FGM the faculty membership will be presented with a pro/con analysis of at least two possible positions for the FAUW to take with the Administration on the issue of eliminating mandatory retirement. All of us, not just those nearest to 65, will be affected by the changes an elimination to mandatory retirement will bring. I can truthfully say that from my perspective the task of making actuarial projections for pension plans is as much art as it is math.

Forum: The *Forum* mandate will be discussed at the FGM. It is in response to the resignation of the past two *Forum* editors, Edward Vrscey and Jeanne Kay Guelke, that the FAUW Board is bringing the mandate to the general assembly of the faculty association members. At issue was the role of the FAUW Board in relation to the *Forum* editor and the *Forum* Editorial Board. The FAUW Board has worked with assistance from Jeanne Kay Guelke on *Forum* guidelines to explicitly identify the roles of the *Forum* editor, *Forum* Editorial Board and the FAUW Board. Also at issue is the appropriate breadth or narrowness of the *Forum* mandate. For example, should the mandate include only FAUW business news or should it also include thought provoking articles? If you would like to have your say, please attend your FGM.

Policy 40 (The Chair) and 45 (The Dean of the Faculty) Appointment Discussions: You will find a 5 Minute Survey inserted in this issue of the *Forum*. The FAUW plans to

continue engaging the Administration on improvements to Policies 40 and 45. There is a perception of wide variation in the details of how Policies 40 and 45 have been and are being applied across our campus. Some of the procedural variations resulted in faculty satisfied with the Chair and Dean selection process, while others led to different results. To assist the FAUW to gain greater insight into this matter, we are hoping to identify best practices from across campus. These best practices identified by respondents to our survey would then hopefully form the basis for improving Policies 40 and 45.

Policy 76 (Faculty Appointments):

It was previously reported in the *Forum* that the FAUW has been working with the UW Administration to bring additional clarity and transparency to our faculty hiring policy (Policy 76), and that some of this goal had been achieved through Senate-approved changes to Policy 76: (1) through text changes for clarity purposes, (2) through the addition of an explicit policy for exceptional hires, and (3) through the addition of Section VI detailing the University's spousal hiring policy.

Discussions continued on other portions of Policy 76 in a search for improvements. Particular focus was given to the probationary-term reappointment process and to the UTPAC recommendation to change how teaching ability is to be judged during reappointments. Progress on this front has been very slow – so slow that the FAUW and Administration have mutually agreed to delay further discussions for a time. There are some philosophical disagreements. One major difficulty is trying to get the Administration objectives of streamlining policy and raising the teaching expectation bar at reappointment to mesh with the FAUW objectives of ingraining natural justice into policy and establishing better parallelism and continuity between Policy 76 and Policy 77 (Tenure and Promotion of Faculty Members). For example, the Admini-

stration would like to raise reappointment teaching expectations to or above that in Policy 77 while the FAUW's position is that reappointment teaching evaluations should include consideration of potential to meet the requirements of teaching at tenure review. Should the first probationary tenure track term be viewed as a contract and reappointment be simply another contract that one has to prove his/her worth for (in effect, treat the person as a definite term consultant), or, should the probationary term reappointment review be viewed as a checkpoint on the way to the tenure review process, at which point there is some obligation on the University to demonstrate failure if one is not reappointed (in effect, treat the person as fired)? As I hope you can see, there are some hurdles yet to be overcome before proceeding on Policy 76.

Discussion Board: It was mentioned in the last *Forum* that 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. Since nobody took up the offer to champion this activity the idea has been put on the backburner.

Finally, I hope that you will take no more than five minutes to complete and return the enclosed survey. As faculty members ourselves, the FAUW Board has a sense of what are important issues for faculty. However, given our small number, we can definitely use assistance in establishing priorities and in understanding what works and does not work in UW policy. Thank you in advance to all those who do complete and return the questionnaire. Take care.

2005 Hagey Lecture



- Speaker:** John Meisel, C.C., F.R.S.C.
 Sir Edward Peacock Professor of Political Science Emeritus at Queen's University
- Topic:** "The Curse and Potential of Greed:
 Social and Political Issues Arising from Acquisitiveness"
- Date:** Monday, 28 November 2005
- Time:** 8:00 p.m.
- Location:** Humanities Theatre, Hagey Hall of the Humanities
- Tickets:** Admission is free but tickets are required (please see below)

Of Czech origin, John Meisel is the Sir Edward Peacock Professor of Political Science Emeritus at Queen's University. He received his university training at the University of Toronto (B.A. and M.A.) and the University of London (Ph.D.), and he holds honorary degrees from Waterloo, Brock, Calgary, Carleton, Guelph, Laval, Ottawa, Queen's, Regina and Toronto. From 1980 to 1983 he was Chair of the Canadian Radio-Television and Telecommunications Commission (CRTC) and from 1995 to 1998 he served as the 103rd President of the Royal Society of Canada.

John Meisel was the founding co-editor of the *Canadian Journal of Political Science* and the *International Political Science Review*. He acted as President of the Canadian Political Science Association, the original Social Science Research Council of Canada, and the Data Clearing House. He was a member of Premier Robarts' Advisory Committee on Confederation and has acted as adviser to a number of federal, Ontario and Quebec commissions of inquiry, government departments, and international agencies. In 1995 he was involved in efforts by the United Nations to find solutions to the crisis in former Yugoslavia. The author and editor of several books and of over a hundred scholarly articles or chapters in diverse collections, he has pioneered research on electoral behaviour, political parties, and the relationship between politics and leisure culture, particularly the arts.

John Meisel is the winner of numerous prestigious scholarly awards and a Companion of the Order of Canada.

In the 2005 Hagey Lecture John Meisel will examine the "substantial increase in greedy behaviour – often obscenely greedy behaviour – in ever-widening spheres: business, finance, government, media, sports, entertainment, health care, and even education. This phenomenon undermines confidence in private and public institutions, contributes to a widening gap between rich and poor, weakens social ties, and frequently leads to breaches of the law and of acceptable behaviour. Often it inflicts severe economic hardship. Sometimes, however, beneficial by-products may occur. Even extreme acquisitiveness may be accompanied by desirable consequences and, through philanthropy and redistributive tax schemes, can enrich a wider public. The lecture seeks to explore ways in which the positive outcomes might be enhanced."

A student colloquium will be held on Tuesday, 29 November 2005, at 10:30 a.m. in NH 3001

Free tickets for the lecture are available from:

The Humanities Theatre Box Office (x4980)

The Faculty Association Office (x3787) / (x5158)

Hagey Committee Members:

- Gerd Hauck (Chair), Arts (x2169)
- Heather Carnahan, Applied Health Sciences (x5353)
- Robert Gibson, Environmental Studies (x3407)
- Vera Golini, St. Jerome's University (x8217)
- Wayne Oldford, Mathematics (x3037)
- Jake Sivak, Science (x3174)
- Hamid Tizhoosh, Engineering (x6751)

Salary Comparison

*by Metin Renksizbulut,
Mechanical Engineering
Chair, Compensation Committee*

The table below shows where UW salaries stand in relation to other universities in our comparison group. The last column reports institutional averages based on local salaries but using the number of faculty at UW in each age group, which is the proper way to compare average salaries. **The good news is** that there has been a slight improvement relative to Toronto, although the gap is still much larger than the 3% difference of 1995/96. **The bad news is** that Queen's have overtaken us by a very small margin overall, and the trend in the younger age groups is particularly alarming. Clearly, the UW Administration needs to take appropriate steps to reverse this trend if we are serious about attracting and retaining truly outstanding faculty across all disciplines.

SALARY COMPARISON BASED ON STATISTICS CANADA DATA (2004 - 2005)										
(non-medical/dental faculty only; excluding administrators above the rank of Dean; including lecturers)										
University	Age group:	30-34	35-39	40-44	45-49	50-54	55-59	60+	Institutional total and average	Avg using UW age cohort
McMASTER	Number of faculty:	69	111	90	105	90	99	84	648	
	Average salary:	72249	80252	86728	99288	106961	113288	114762	96614	96715
	Percent over UW:	-5.3%	-2.8%	-4.8%	-2.0%	-1.0%	-1.5%	-8.9%		-3.7%
OTTAWA	Number of faculty:	78	126	144	150	147	168	87	900	
	Average salary:	64787	70335	76725	89544	95580	105963	108151	88508	87725
	Percent over UW:	-15.0%	-14.8%	-15.8%	-11.6%	-11.5%	-7.9%	-14.2%		-12.7%
QUEEN'S	Number of faculty:	66	96	123	90	99	90	75	639	
	Average salary:	82894	84244	94790	101202	107389	113552	118437	100250	100815
	Percent over UW:	8.7%	2.1%	4.1%	-0.1%	-0.6%	-1.3%	-6.0%		0.3%
TORONTO	Number of faculty:	162	273	279	285	267	306	339	1911	
	Average salary:	90456	94552	102950	113017	115445	120696	131175	111787	110213
	Percent over UW:	18.6%	14.6%	13.0%	11.6%	6.9%	4.9%	4.1%		9.7%
WATERLOO	Number of faculty:	96	105	162	141	111	129	114	858	
	Average salary:	76253	82540	91072	101277	107995	115043	126017	100483	100483
	Percent over UW:									
WESTERN	Number of faculty:	72	114	168	156	129	147	132	918	
	Average salary:	77135	84066	86844	89207	99734	105016	115871	95034	94063
	Percent over UW:	1.2%	1.8%	-4.6%	-11.9%	-7.6%	-8.7%	-8.1%		-6.4%
YORK	Number of faculty:	81	129	168	174	195	216	288	1251	
	Average salary:	79656	85536	89282	94540	101582	105125	114087	99367	95880
	Percent over UW:	4.5%	3.6%	-2.0%	-6.7%	-5.9%	-8.6%	-9.5%		-4.6%

A MESSAGE FROM THE INTERIM EDITOR

The FAUW President's Message points to a number of considerations that are being reviewed at UW in conjunction with the Administration. Following are five reprinted articles that 'open a window' – so to speak – on significant academic topics as they are viewed by professors or as they unfold in other North American universities. We hope that these articles may be of interest to our *Forum* readers.

The following article is reprinted with permission from the 7 October 2005 edition of The Chronicle of Higher Education. Copyright 2005.

RIGID TENURE SYSTEM HURTS YOUNG PROFESSORS AND WOMEN, UNIVERSITY OFFICIALS SAY

by Robin Wilson

Officials of 27 major research universities who met here in late September to discuss ways to make the tenure track more flexible said the lock-step, up-or-out nature of academic careers not only leaves no room for young professors to enjoy their family lives, but also hampers women's efforts to advance in the profession.

When tenure policies were established on campuses, in the late 1930s and early 1940s, "the work force really had a single focus – on work," said Kathleen E. Christensen, director of workplace programs at the Alfred P. Sloan Foundation. "Now we have a work force with a dual focus – on work and family."

That shift has created a "profound mismatch," she said, between how young professors want to live their lives and how the academic workplace is structured.

Cathy A. Trower, a principal investigator at Harvard University's Graduate School of Education, described tenure as "a rigid, one-size-fits-all system, with hurdles that are getting tougher and tougher to clear." Academe, she said, emphasizes competition over collaboration, solo work over joint efforts, and basic research over applied.

"We have structured an academic workplace for men of a bygone era," she said.

The academic officials met here for a conference sponsored by the Sloan Foundation and the American Council on Education. It was the largest gathering yet of research-university officials, including provosts and vice presidents, interested in deal-

ing with the clash between academic jobs and family lives.

Already, lots of data show that for women, academic careers and babies don't mix. Tenured women are much less likely to become parents than are men, and women who do have babies advance more slowly than either women without babies or men with children.

Mary Ann Mason, dean of the graduate division of the University of California at Berkeley, said women in academe also are less likely to have babies than are women in medicine and law. According to data from the 2000 census, she said, only 18 percent of 32-year-old female faculty members had babies in their households, compared with about 25 percent of female doctors and lawyers of that age.

In fact, the census shows that from their mid-20s through their late 30s, female professors are less likely to have young children than are female doctors and lawyers.

Too Much Work

Officials here acknowledged that faculty jobs are perhaps more flexible than most. But the sheer volume of work that is expected makes faculty positions difficult to manage, they said.

"Flexibility is, in a way, part of the problem," said Ellen Switkes, assistant vice president for academic advancement in the University of California system. "The work is never-ending."

According to a survey of the 27 institutions represented at the conference, almost all allow young faculty members to stop the tenure clock after

the birth of a baby. Thirty-seven percent allow it to be stopped for one year, 41 percent for two years, and 22 percent for three years. Seventy-eight percent of the institutions offer paid maternity leave, and half give young mothers an additional break from teaching, according to the survey, which was conducted by the American Council on Education.

Those policies might be on the books, but that doesn't mean faculty members take advantage of them.

"We were shocked to find that we have all of these great policies, but nobody knew about them," said Ms. Switkes. "They were buried way down deep in some policy documents."

The officials discussed new ways to make faculty jobs more family-friendly, including offering part-time positions, longer stretches of time off from teaching, and ways for women to get back into the academic job market after taking time out to raise children. The University of California system already is considering such policies.

Unless faculty jobs become more friendly to families, women – particularly those in laboratory-intensive fields like chemistry – will continue to choose lower-paying, less secure, but more flexible jobs off the tenure track, people here said.

"Women in science with children who are unable to relocate choose non-tenure-track jobs," said Ms. Trower, "so they will somehow be able to put together a life and a career."

The following article is reprinted with permission from the 4 October 2005 edition of *Inside Higher Education* (www.insidehighered.com).

HAS SCHOLARSHIP BEEN RECONSIDERED?

by Scott Jaschik

Teaching vs. research. That divide – real or imagined – has shaped many a faculty career and many a debate over priorities in higher education. And the dichotomy continues to be discussed today.

In 1990, however, Ernest Boyer published one of the more influential of his later works, *Scholarship Reconsidered*, which contended that the dichotomy was false. Boyer, who died in 1995, argued that there were multiple forms of scholarship, not just the form that produces new knowledge through laboratory breakthroughs, journal articles or new books. Scholarship, Boyer argued, also encompassed the application of knowledge, the engagement of scholars with the broader world, and the way scholars teach.

By suggesting that there are multiple forms of scholarship, Boyer also created a philosophical framework to apply tools traditionally used to evaluate scholarship (such as peer review) to these other forms of scholarship. And Boyer set off a series of projects,

studies and conferences – many from his base at the Carnegie Foundation for the Advancement of Teaching – to promote this broader concept of scholarship. Supporters hoped that by providing more rigor to the evaluation of multiple forms of scholarship, Boyer's campaign could lead to real changes in how faculty members are evaluated and promoted – and a shift away from a model common at many institutions of rewarding only the traditional concept of scholarship.

For many faculty members seeking tenure, of course, the question about *Scholarship Reconsidered* is: Did it have an impact? Can one earn tenure or win a promotion on multiple forms of scholarship? A major effort to answer that question comes from *Faculty Priorities Reconsidered: Rewarding Multiple Forms of Scholarship* a book just published by Jossey-Bass. The book features essays about the ideas of *Scholarship Reconsidered*, reports from nine campuses on how they have changed tenure and

promotion policies, and a national survey of chief academic officers at four-year institutions on how their institutions changed in the decade following the publication of *Scholarship Reconsidered*.

The essays – by faculty members and administrators alike – show that many colleges have made real changes in tenure and promotion policies in line with Boyer's vision. But the essays come from a self-selected group of institutions: those that have embarked on changes in tenure and promotion policies and want to share their experiences. The survey suggests that the dominant change in tenure in the decade following the publication of *Scholarship Reconsidered* may have been more demands that faculty members be better in everything, including traditional models of research.

The survey was conducted of chief academic officers of four-year colleges nationwide, who were asked a series of questions about changes in their institutions' policies.

Chief Academic Officers' View of Shifting Emphasis of Faculty Evaluations in Last Decade

Criterion	% Saying It Counts More	% Saying It Counts Same	% Saying It Counts Less	N/A	Did Not Respond
Publication Productivity	51	40	3	2	4
Teaching	35	59	2	0	4
Engagement/Professional service	31	59	4	2	4
Service to institution	19	67	8	2	4
Service to profession	19	69	6	2	4

The chief academic officers were asked to classify their institutions as "reform" (those that were changing tenure and promotion policies) or "traditional" (those that weren't).

While the two groups differed in some respects, even the reform camp reported more emphasis on publications. In fact, the reform camp outpaced the traditional camp in placing more em-

phasis on just about everything, suggesting that reform may mean asking a lot more of faculty members across the board.

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Percentage of Chief Academic Officers Seeing Their Institutions Emphasizing Various Qualities in Last Decade

Criterion	% of Reform Institutions Where Emphasis Has Increased	% of Traditional Institutions Where Emphasis Has Increased
Publication productivity	54	45
Teaching	39	26
Engagement/professional service	39	12
Service to institution	23	9
Service to profession	23	10

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KerryAnn O’Meara, co-editor of *Faculty Priorities Reconsidered* and an assistant professor of higher education at the University of Massachusetts at Amherst, said she was “a little surprised” by how many colleges reported that they “simultaneously increased encouragement of multiple forms of scholarship and increased research expectations.”

O’Meara said that she feared that as colleges have faced increased financial pressure, more may be rewarding grant-related activities as opposed to those activities related to a broader concept of scholarship.

Despite those fears, O’Meara noted that many colleges, such as those offered as case studies in the book, are changing how they evaluate faculty members.

Another new book published by Jossey-Bass, *The Advancement of Learning*, also looks at the way professors and colleges are trying to carry out the ideas of *Scholarship Reconsidered*. Mary Huber, co-author of *The Advancement of Learning* and a senior scholar at the Carnegie Foundation for the Advancement of Teaching, said that she was not surprised about the “mixed news” that colleges are asking more of everything from faculty members.

The push at many colleges for more publications and evidence of traditional scholarship “can undercut” efforts to promote broader definitions of scholarship, Huber said. But she said that it was important to recognize how much the changes taking place right now are bubbling up from

faculty members irrespective of their institutions’ policies. “A good bit of what’s happening in teaching is going on without regard to the tenure and promotion system,” she said. “These are faculty trying to solve some problems and issues.”

While “real cultural change” is needed, Huber said, and the “contradictory picture” can frustrate some professors, those conflicts aren’t preventing progress. “If you look only at the contradictions, it can blind you to all of the changes going on.” Her book, for example, focused on the idea of the “teaching commons,” in which faculty members are sharing ideas about teaching and evaluating and helping one another in a way once recognized only as something that took place in a laboratory.

And in *Faculty Priorities Reconsidered*, a series of essays outline changes that have been taking place to align official policies with the growing interest in broader definitions of scholarship. Among the changes:

- Arizona State University, despite pushing hard to attract more research dollars and to raise its research profile, changed its criteria for tenure to require the pursuit of excellence in all activities, not just research. The changes, prepared by faculty members, also called for more sophisticated evaluation of teaching, and the need for “evidence and documentation” of teaching quality, not just anecdotal evidence.
- South Dakota State has revised a number of policies to stress Boyer’s concept of multiple forms of scholarship, not just the traditional

research model, in tenure decisions. Prior to these changes – and despite the strong sense at the university that teaching is a crucial mission – many reported that the traditional research definition had a dominant role. Surveys of deans and faculty indicate that the changes have been accepted by some, but not all, of those involved in evaluating faculty members.

- Albany State University, a historically black college in Georgia, revised its promotion criteria to specifically encourage faculty members to do research on the effectiveness of techniques they were using in the classroom. Many Albany State students arrive at the university poorly prepared, and so retention and graduation rates have been low, as have been passage rates on some state licensure exams. Professors were explicitly encouraged to test new classroom approaches to look for ideas that work, and that can be shared with others.
- Franklin College is a private, undergraduate institution in Indiana that has always treated scholarship as a secondary criterion (to teaching) in promotion decisions. But given that faculty members have always been told to focus on teaching, many did not actively pursue scholarship, which was seen through traditional research definitions. Franklin adopted a broader definition of scholarship, based on *Scholarship Reconsidered*, and reports greater faculty activity in that area.

The following editorial appeared in the 18 October 2005 edition of the Toronto Star.

BRAINS NOT AS VITAL AS A PASSION FOR THE SUBJECT

by John C. Polanyi

A typical university research group consists of 10 students – about the size of the crew of the earliest Viking ships. There is a similar peril of mutiny in either case, since the person in front is gambling with the lives of those behind.

If this leader does not set his sights high enough, the team endures hardship only to reach a barren shore. If, however, the leader sets his or her sights too high, they all drown. The leader drowns with them, but since he is old that is of little consequence. What matters is that the crew's future is forever tarnished.

As you can imagine, students watch their research director carefully, to see whether he knows where they are going. It is not an easy question to answer. And yet, recently, an incoming graduate student paid me the compliment of joining my research group. What could be the reason?

A similar decision is being made every day by young people throwing in their lot with faculty at all our universities. Their choice has much to do with the academic environment. But the environment is an abstraction; the faculty member is the reality.

There is something the students should not expect from their instructor, namely, to gain in intelligence. If intelligence were catching, the instructor would by now have caught it. No such luck. It is innate.

Happily, it is in varying degrees common, and is less critical than we suppose.

Take the case of Erwin Schroedinger, a scientist who ranked not with Einstein and Aristotle but, impressively, with the lesser lights of Archimedes and Copernicus.

By chance I holidayed with Schroedinger in the Austrian Alps. I arrived in Austria from Princeton, where I was studying, with a scientific

puzzle. Given five identical objects of which one is heavier, how can you identify the heavy one in a minimum number of operations, using a two-pan balance? (I can no longer vouch for the details.) My friend John M., a student at Princeton, had solved the puzzle in half an hour. I cheekily presented it to Schroedinger who, having nothing better to do, after a day-and-a-half solved it.

John M. – he of high intelligence – became a modest servant of the British crown, in the Foreign Office. Schroedinger, the slow learner, established himself as Archimedes' equal by discovering the equation that describes the wave-nature of matter. Perhaps Schroedinger was the less intelligent, but he had other qualities.

What are those qualities that a student might perhaps hope to learn from his instructor?

The first is a passion for the subject. That is worth encountering, since it is catching. The life of the catcher is then enriched. It may even be extended. Members of bodies that celebrate scholarship – like the French or the British Academies – live, on average, longer. Like infants, whom they happily resemble, they understand that life is about experience, about risk-taking, about questioning, and even, occasionally, about comprehending. Students also hope to learn a style of scholarship. This has to do with knowing what is important. It has to do, therefore, with how one sees the world.

There is, of course, plentiful evidence that the best learn their style from the best. This need for close association with a master indicates how subtle is the nature of style.

Central to this question of style, is the skill of asking questions that matter. This is something that only those who stand at the frontier of their

field can do. In trying to emulate the style of those lonely figures, we come to share their vision.

There is a third thing that advanced students take from their teachers. This is a degree of bloody-mindedness, called, less prejudicially, “strength-of-mind.” It evidences itself in a willingness to ask questions that may be foolish, and propose solutions that may shock.

By-and-large, all new ideas shock. This is true even within a tight professional community. Scientists do not go to meetings to applaud one another's ideas, but to tear them apart.

Every new idea must go through this test by fire. A student is in the right institution if it gives him the strength to stand the heat.

Passion, style and strength are different aspects of the need for daring. To have passion is to dare to commit. To have style is to embrace a vision bravely. To have strength-of-mind is to dare to be wrong, for only then does one stand a chance of being right. Daring is, however, something that must be carefully learnt, for in the absence of learning it is folly.

There is something else a good student seeks: a measure of responsibility. In choosing scholarship as a career, young people are not entering a monastic order. The world, they know, will press in on them, and they must attend to it.

The qualities of passion, style and toughness will help them to do so. Their university will have failed them if it does not encourage them to make this connection between knowledge and human betterment.

The academic life is of value in itself, paying dividends in terms of the understanding that distinguishes us as being human. Let us proclaim this,

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putting excellence ahead of relevance in our universities not only in rhetoric but in fact. Subsequently, the successes of academe can be brought to bear, by many of the same people, upon the world's problems. This involvement is not a burden but a satisfaction, since as scholars we seek to be alive not adrift.

John C. Polanyi, winner of the 1986 Nobel Prize for Chemistry, is being honoured at the University of Toronto today with the introduction by the Natural Sciences and Engineering Research Council (NSERC) of its John C. Polanyi Award, a \$250,000 research prize that will recognize a recent outstanding advance made by a Canadian researcher or team of researchers in any field of the natural sciences or engineering.

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 FAUW Forum, please contact the Faculty Association Office and your name will be removed from the mailing list. ISSN 0840-7320.

CAUT TRAVEL ADVISORY

Travelling to the United States: Your Rights at the Border (June 2005)

“When travelling by land to the United States, you have to enter into US territory before you arrive at the customs and immigration office. Once there, you are under exclusive jurisdiction of the laws of the United States. You are not subject to the Canadian Charter of Rights and Freedoms or to any other Canadian legislation...”

For more information on land borders, pre-clearance at airports, searches, detention and use of force, the entire document can be accessed from the FAUW homepage or at:

http://www.caut.ca/en/publications/traveladvisory/traveladvisory_ustravel.pdf.

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EVALUATION AND THE CULTURE OF SECRECY

by Leonard Cassuta

Last week I got a letter from a student requesting a law-school recommendation. The student had received a respectable B in my class two years ago, but she was no star of the show. I did what I always do in such situations: I suggested that she might get a stronger letter from a professor who had given her a higher grade. I said that I could write the letter, but it would be different from the letter I'd write for an A student.

Many students disappear after that caveat, but some persist. When one does, I write a B letter, and I do what I always do – I send the student a copy. It's not easy to share an evaluation that's less than fully positive, but I see it as my duty – not just to the student, but to the process of evaluation itself.

I think people deserve to see what's written about them, and I think they deserve to know who's doing the writing. When I was younger, I considered that a commonplace notion, but the longer I work in academe, the more radical it appears. Waivers of access and warnings of confidentiality fill our profession. Sometimes it seems that I can hardly evaluate anything without concerning myself with who shouldn't be allowed to see it.

Academics live in a culture of evaluation. As a professor of English, I spend most of my time evaluating. I evaluate the work of my students, naturally. I also observe my colleagues' teaching and write evaluations of their practice; I read and evaluate their work when they come

up for reappointment, tenure, promotion, and merit raises. I serve on hiring committees and evaluate applications to my department, and I evaluate the dossiers of tenure candidates at other colleges. I also evaluate article and book manuscripts for publication, and I write reviews of published books. And that doesn't even count my literary criticism – the evaluations of the books I read for research and as preparation for my teaching.

Most of the evaluation I just described is “confidential.” In other words, my identity, and in many cases my assessment, is kept from the person whose work is being judged.

That's not fair, and it's not right. As the word suggests, evaluation

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communicates values, our values. When we wall off our scrutiny from view, we invite unfairness and bad decisions. Perhaps worst of all, we open the door to suspicion of our professional work. Is it just coincidence that such suspicion is now widespread?

We all have to look more closely at the workings of our secret society. We need to do so for the sake not just of those at the bottom of that society, but for all of us who depend on the integrity of the system. As institutions that serve the public, colleges need transparency. The university works at its most basic level by propagating and exchanging information – in public. Its internal workings should be no different. The truth will sometimes sting, but it cools down in the open air.

Our students expect to know how and why we evaluate their classroom performance, and we regularly meet that expectation. Imagine a freshman composition class where the teacher evaluated the papers in secret, revealing only the students' final grades. The scenario is pedagogically absurd, of course, but it's also outrageous because students rightly expect to be able to see and understand the process that ranks them in class.

When it comes to our own review, we run a very different shop. Peer review – where professors evaluate the work of their colleagues – became the foundation of academic practice after World War II. The sciences adopted peer review first, not least because scientists had a lot of government money to give out and needed a fair way to do it. The humanities and social sciences followed, and by the 1960s peer review (sometimes anonymous, sometimes not) had entrenched itself in American universities. Inside and outside academe, peer review is viewed as the procedural bedrock that supports our culture of evaluation. But that culture has gradually become a culture of secrecy.

And with secrecy can come manipulation and deceit. A colleague at a prestigious university told me of a

senior professor who, at a confidential faculty meeting to decide which M.A. students would be admitted to his department's Ph.D. program, distributed a damning written evaluation of one prospect, effectively dooming that person's chances. At the end of the meeting, the professor walked around the table, carefully collecting everyone's copy of his memo. Such sleazy letters are not the rule, to be sure, but I've seen them often enough in dossiers when I've served on hiring committees.

That kind of secrecy threatens the very workings of peer review. When a prominent physicist faked his experimental results a few years ago, his peer reviewers were anonymous to one another and unable to share their suspicions – so they accepted his papers for publication.

Secrecy in tenure is especially egregious. Tenure amounts to a life-and-livelihood decision about someone. Making it “confidentially” is akin to conducting a covert trial. Moreover, the super secrecy surrounding tenure reviews has created procedural uncertainty for evaluators, with the result that the role tenure letters actually play has become an open question. I heard a dean say recently that he no longer trusts tenure letters because outside evaluators fear that confidentiality will be breached and they will be sued if they criticize a candidate's work. If such defensiveness exists now, I can hardly imagine what rhetorical convolutions would ensue if the writers' identities were a matter of public record. At the very least, universities should indemnify their tenure evaluators in the event of any possible prosecution.

But accountability does not just police the malicious and curb the corrupt. It also builds character. If I'm going to slam someone, I should have the probity – and the guts – to do it to that person's face.

Moreover, if I know that my name will be attached to my criticism, then I know that I need to be polite. I've gotten a lot of confidential reader's reports evaluating my own work over the years. Many of them have been positive, but not all. Of the negative evaluations, a few have been, well,

rude. I'll never forget one university-press reviewer who sneered that my writing style was “adolescent.” Years after the fact, let me finally reply to my anonymous critic: I certainly want to know why you don't like my work, but do you have to be so nasty?

Open access offers more advantages than a defense against bottom-dwelling character assassins. It also improves the quality of information. When I was applying to graduate school years ago, I met with the graduate director at one of the institutions I was applying to; let's call it Stuff University. The Stuff professor counseled me to waive my right of access to my letters of recommendation. I didn't take his advice. I refused to sign the waivers, read my letters, and was able to construct my personal statement to complement them; I filled in the details where my recommenders omitted them, and my application was stronger for it. (Incidentally, I got into Stuff with a fellowship, and the Stuff graduate director told me how impressed he was with my recommendations. I suspect he never noticed that they weren't confidential.)

Applying for academic jobs for the first time seven years later, I received similarly despotic advice (however benevolent) to waive my rights to my letters. Fearing unemployment, I relented that time, but one of my more subversive mentors offered me a copy of my dossier anyway. I didn't refuse it. Reading about the ways that others understood my work encouraged me to think about it from different angles myself – and that analysis helped me prepare for my interviews.

Open access can also help people become better scholars and teachers. In the case of readers' reports on manuscripts, writers will benefit when they know who's evaluating them. Everyone's coming from somewhere, and if I know the points of view of my critics, I can learn more from their assessment of my work

Recommendation writers wouldn't be able to be candid, however, the argument goes, if they knew that their judgments would be open to scrutiny

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from the people they're writing about. Indeed, some sociologists have shown that confidentiality can promote candor. But does that result from nature or nurture? If academe turns itself into a society that performs its evaluation in the open, isn't it possible that its members will then become acculturated to its ways? In any case, evaluators' opinions currently come at too high a cost – accountability.

In small fields and subfields, everybody already knows everybody, and anonymity is something of a polite fiction. Those fields are already partly open, and their practice offers a trail to follow toward change.

For years now, I've been waging a private battle against the unexamined practice of confidentiality. When I write readers' reports, I add a postscript requesting that the press or journal attach my name to the evaluation. Then I hope it does so. I add my request for openness to my tenure-evaluation letters too.

But as I try to live in the sunshine, locked doors keep getting in my way. I recently called a prospective graduate student to tell him that he wouldn't be admitted to our graduate program. The graduate director doesn't usually deliver such news personally, of course, but the applicant had been sending me e-mail messages to schedule a campus visit from out of town.

When I called the admissions office to get the applicant's phone number, its director didn't understand my request at first. "We'll take the heat for you," she assured me. She was puzzled that I actually wanted to take it myself. But the call proved frustrating. The applicant wanted to know why he hadn't gotten in, and I could only tell him part of the reason. His recommendations, it turned out, were confidential.

Leonard Cassuto is a professor of English and director of graduate studies at Fordham University.

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MOVING UP THE DIVIDE

by Ben Tryon

I spent nearly 25 years in higher education, first as a faculty member and then, for 17 years, as an academic administrator. During the last three years of my academic career, I was vice president for academic affairs at Upstart College, a small college in a rural area of the Northeast.

At Upstart College, I was finally making good money (the kind that junior executives in the Real World make before they turn 30). I also enjoyed the modest perks and social cachet associated with a vice-presidential title. As a member of the president's senior staff, I was positioned to influence the direction of the college in significant ways. And, as the president who had hired me often told me, with another year or two of senior-level experience, I'd be a shoo-in for a college presidency.

Instead, I decided to resign my position, knowing full well that I was, in all likelihood, ending my academic career.

I had spent eight penurious years in graduate school preparing for a career in higher education. Why

would I risk throwing that effort away when the payoff was just around the corner?

No decision that momentous is made for a single reason. Looking back, however, I realize that a major reason was that I had simply grown tired of the Divide.

The Divide is that almost unbridgeable, us-versus-them gulf between faculty members and those who would lead them. I discovered it on the day my first administrative appointment was announced. I had stopped in the hallway to say hello to a faculty colleague with whom I'd been on friendly terms for seven years. He responded with a suggestion that I attempt an anatomical impossibility. As a faculty member, I had earned a reputation as a hard-working idealist and a person of intelligence and integrity. As soon as I assumed an administrative position, however, my reputation crumbled. I was simply one of Them.

The Divide became more pronounced as I accepted higher-level administrative appointments and

moved from one institution to another. Because I had given up my role as a faculty member to become an administrator, many of my faculty colleagues automatically distrusted my motives. From their point of view, I could not possibly propose an initiative because I believed it would be good for our students. I had to be doing it either because someone higher up had told me to, or because I was a careerist fattening my résumé for my next move up the ladder. If I made an unpopular decision – and every decision is unpopular with someone – I was on a power trip.

My attempts to bridge the Divide were at best half-successes. For years, my wife and I held an annual party in our home, providing food and drink for 60 to 70 faculty members and their spouses. (No expense account paid for that party, mind you; the money came out of our pockets.) Some of my faculty colleagues seemed to genuinely appreciate our hospitality and enjoy the opportunity to mingle with their colleagues. Others couldn't

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shake their preconceptions. At a meeting with department heads a few weeks after one such party, the discussion turned to the (always fresh) topic of declining faculty morale. One chairman opined that I didn't do enough to bring faculty members together. In my mind's eye, I saw him standing in my living room a few short weeks before, a plate full of food in one hand, a microbrew in the other. (It goes without saying that I had never been invited to his home. Morale-building is an administrative responsibility.)

Over time, I thought I'd adjusted to the reality of the Divide. I tried to accept it as a regrettable but unavoidable fact of administrative life. At Upstart College, though, I found an institution where the Divide had reached its apotheosis, codified in a 300-page collective-bargaining agreement.

Communication across the Divide was by grievance. Faculty members with a complaint— or even just a concern or question — didn't e-mail, call, or stop by my office. Instead, they filed a grievance alleging a violation of the collective-bargaining agreement.

As the campus's designated step-one hearing officer, I reviewed two dozen grievances in my first year alone. With one or two exceptions, those grievances were trivial or frivolous. Nevertheless, I devoted hundreds of hours to conducting hearings, reviewing evidence, and writing opinions — followed almost

inevitably by step-two appeals, more hearings, threats of arbitration, conferences with the college lawyer, mediation meetings, and all the attendant paraphernalia of a quasi-legal process run amok.

If the only harm done to Upstart College by the collective-bargaining version of the Divide was the diversion of attention and energy from the real work of improving the quality of teaching and learning, it would have been bad enough. But the effect on the culture of the campus was far more insidious.

To be sure, some true believers were convinced that codifying the Divide levelled the playing field for faculty members who would otherwise be powerless before an indifferent or downright evil administration. More often, though, the faculty union served not the collective interests of the faculty — still less the interests of the college — but the selfish interests of disaffected, lazy, and incompetent faculty members.

Lest anyone think I'm exaggerating, consider this: In the decade before I joined Upstart College, and in the three years of my tenure as academic vice president, only one faculty member had been denied reappointment or tenure. And he, a junior faculty member universally regarded by his peers as a terrible teacher and a worse colleague, walked away from the college with a six-figure settlement and the full support of the faculty union. Under the distorting pressure of the Divide, voting against a colleague's application for retention, tenure, or

promotion was viewed not as an act of independent academic judgment in the best interest of the institution, but as anti-union and pro-administration.

It's perhaps not surprising, then, that of all the faculty members who served on committees constituted to review candidates for reappointment, tenure, and promotion during my years at Upstart College, only one had the temerity to vote against a candidate. Others who had doubts about a candidate but didn't want to endure the abuse that would inevitably follow a “no” vote simply declined to serve on personnel committees.

As the chief academic officer, I submitted personnel recommendations that, on occasion, were at odds with favorable recommendations from the personnel committees. Invariably, the union responded with grievances.

For all the Sturm und Drang that followed, my efforts were quixotic at best. At Upstart College, the Divide had fatally undermined the very foundation of academic quality: faculty self-governance.

In the end, I came to realize that when good faculty members aren't allowed to live up to their professional responsibilities, it matters little who holds the nominal leadership position. No matter how fancy the title or how good the compensation, I didn't sign on to warm a chair or tilt at windmills. The Divide had won. I resigned.

Ben Tryon is the pseudonym of a former vice president for academic affairs at a small college in New England. He is now exploring non-academic career options in the West.

UW BENEFITS: How do we compare?

The Board of Governors Pension & Benefits Committee will be holding information sessions on the benefits plan at the following times:

- Tuesday, November 29 from 10:00 a.m. – 11:30 p.m. in DC 1302
- Wednesday, November 30 from 3:00 p.m. – 4:30 p.m. in DC 1302
- Wednesday, November 30 from 9:00 p.m. – 10:30 p.m. in DC 1302

Please watch for further information from the Pension & Benefits Committee.

FAUW COUNCIL OF REPRESENTATIVES 2005-06

The following is a list of the Council of Representatives for the 2005-06 academic year. The primary role of council representatives is to provide two-way communication between the Association Board of Directors and the members in individual academic units. A joint meeting of the Council of Representatives and the Board of Directors will be held December 6th. Please let your rep know if there are issues you would like discussed.

Thank you to all of these representatives for serving their colleagues in this important role.

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Accountancy	Carla Carnaghan
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Environment & Resource Studies	Greg Michaelanko
Fine Arts	Paul Dignan
French Studies	Robert Ryan
Geography	Peter Deadman
Germanic & Slavic Studies	Paul Malone
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History	Karin MacHardy
Kinesiology	Stephen Prentice
Mechanical Engineering	Roydon Fraser
Optometry	Susan Leat
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Psychology	John Michela
Pure Mathematics	Frank Zorzitta
Recreation & Leisure Studies	Paul Eagles
Sociology	Ken Westhues
Spanish & Latin American Studies	Maria Sillato
Statistics & Actuarial Science	Jerry Lawless
St. Jerome's University	Nikolaj Zunic
Library	Jane Forgay

The following departments/schools do not currently have a representative. If you are interested in learning more about becoming a council representative, please contact Pat Moore at ext. 3787

- Applied Mathematics
- Architecture
- Biology
- Computer Science
- Management Sciences
- Planning
- Systems Design Engineering

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SEPTEMBER 2005 NEW FACULTY WELCOMING EVENT

Co-sponsored by TRACE, LT3 and FAUW

With support from Tom Carey, Associate VP Learning Resources & Innovation; Bruce Mitchell, Associate Provost Academic and Student Affairs; Amit Chakma, Vice-President, Academic & Provost.

An 'Amazing Race'



Panel Discussion



BBQ at Chatterbox Farm



Nominations are invited for the following:

OCUFA TEACHING AWARDS

ACADEMIC LIBRARIANSHIP AWARD

Each year OCUFA recognizes outstanding teachers and academic librarians in Ontario universities through its Teaching and Academic Librarianship Awards program. Since 1973 OCUFA has presented 328 awards.

Nominations are invited from individuals, informal groups of faculty or students or both and such organizations as local faculty associations, faculty or college councils, university committees concerned with teaching and learning, librarians, local student councils, departments, alumni, etc.

If you would like to submit a nomination, or obtain more information, pamphlets, guidelines and posters for the 2005 awards are available from Verna Keller, TRACE Office, ext. 3857, or the OCUFA website: www.ocufa.on.ca (under awards).

Deadline for receipt of nominations: 24 February 2006

UNIVERSITY OF WATERLOO DISTINGUISHED TEACHER AWARDS

The Distinguished Teacher Awards (DTA) program is administered by the Teaching Resources and Continuing Education Office, TRACE. Inquiries regarding the DTA program can be directed to: Verna Keller, TRACE Office, ext. 3857 or e-mail vkeller@admmail.uwaterloo.ca.

A listing of DTA winners can be found at: <http://www.trace.uwaterloo.ca/dtadate.html>

Deadline for receipt of nominations: 3 February 2006

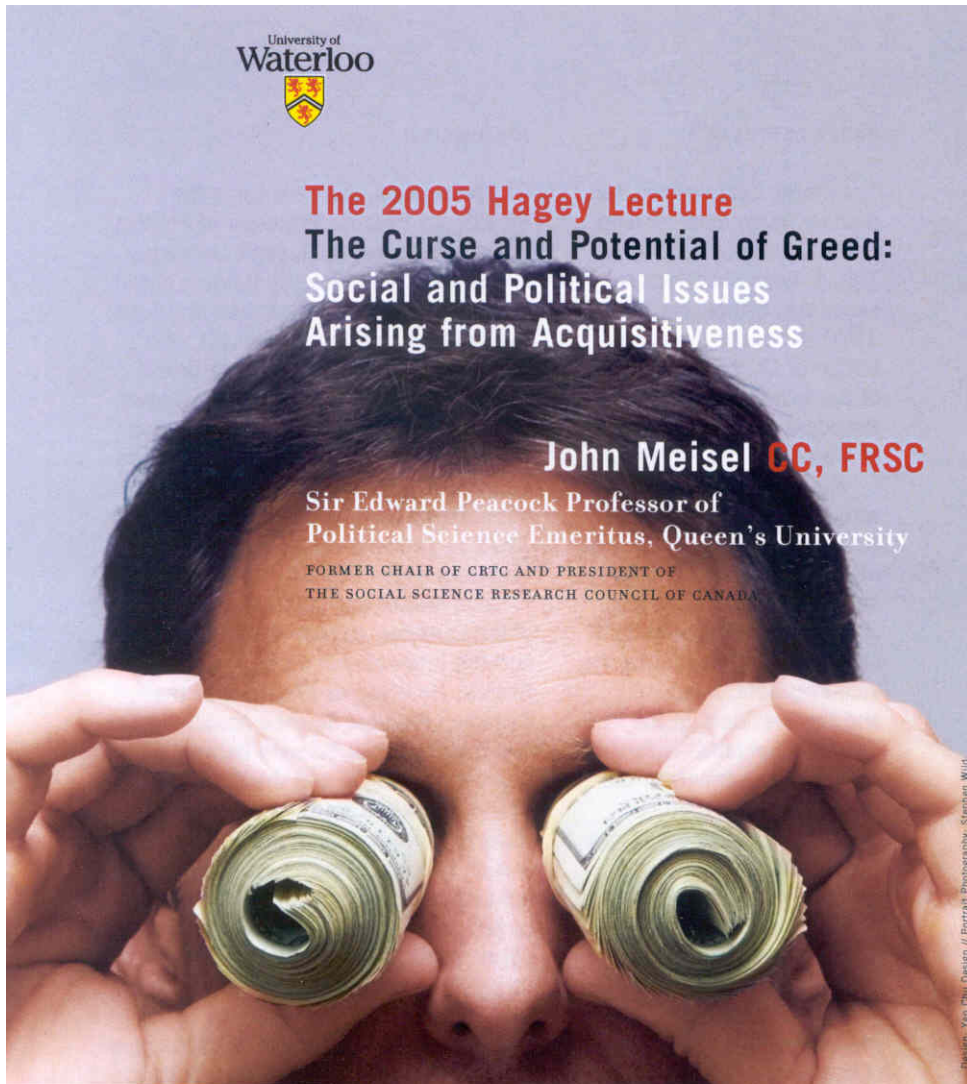


The 2005 Hagey Lecture
The Curse and Potential of Greed:
Social and Political Issues
Arising from Acquisitiveness

John Meisel CC, FRSC

Sir Edward Peacock Professor of
Political Science Emeritus, Queen's University

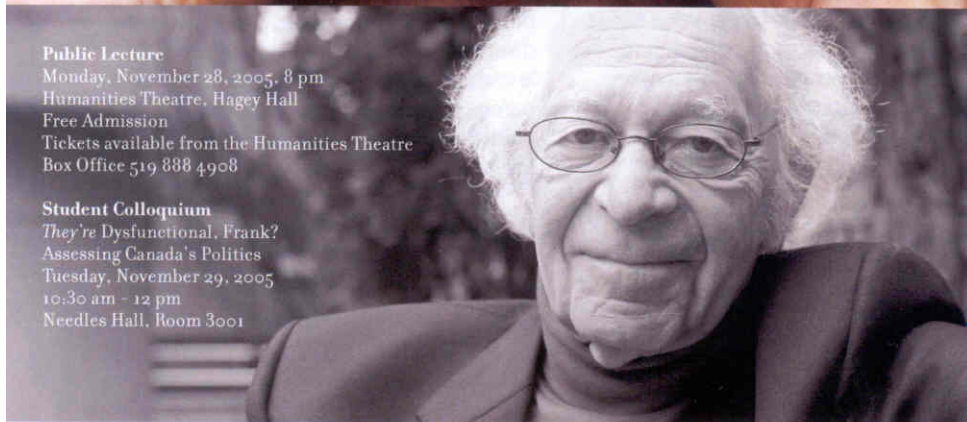
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Public Lecture
Monday, November 28, 2005, 8 pm
Humanities Theatre, Hagey Hall
Free Admission
Tickets available from the Humanities Theatre
Box Office 519 888 4908

Student Colloquium
They're Dysfunctional, Frank?
Assessing Canada's Politics
Tuesday, November 29, 2005
10:30 am - 12 pm
Needles Hall, Room 3001



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