



# FAUW FORUM

## Faculty Association Newsletter

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### PRESIDENT'S MESSAGE



Roydon Fraser, Mechanical Engineering

Thank you to all those who attended the FAUW Fall General Meeting (FGM) and the Council of Representatives meeting on December 6. I hope that you found the reports and discussion informative. I repeat the more important, more interesting, or more relevant items below that were presented at the FGM.

**IMPORTANT: Do Not Waive Moral Rights.** There is a trend in government contracts to ask researchers to waive their moral rights to the work they do. *My very strong advice is not to waive your moral rights.* Consider this: if you waive your moral rights to a report then the government can change the conclusions of the report and still keep your name on the report, or the government could use the report without attributing the work to you. A major problem is that most people do not know the implications of waiving their moral rights. Be knowledgeable on this issue.

**RefWorks and Privacy Concerns.** RefWorks is a search tool made available through our library. Some of you may have noticed the recent flurry of articles in the newspapers

about RefWorks and concerns that the privacy of those using it is compromised by the U.S. Patriot Act. The concern expressed is that since RefWorks is a U.S. company, the U.S. government can monitor the type of searches you do without your knowledge and that this may create difficulties for you in the future. This is a privacy concern. For example, if you were to type the search words Iraq or Afghanistan, your name might be flagged and a profile made of you based on these searches. The good news is that the UW Library and its associates saw this difficulty before it broke in the media and have moved access to RefWorks to a Canadian based server. The possible bad news is that at the November 2006 Canadian Association of University Teachers (CAUT) Council meeting we were informed that this use of a Canadian based server may not be enough to protect your privacy. You will be updated should the FAUW learn that the bad news is real.

**Freedom of Information Test Case.** At the November 2006 CAUT Council meeting delegates were informed about an application of the new Freedom of Information access in Ontario that raises some serious concerns. I cannot inform you of all the details as a grievance is involved and I have not been provided with the details; however, I can outline the situation. In November 2006 at the University of Ottawa, a Freedom of Information request came through in which faculty had about a week to

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**Mark your calendar!**

**WATCH FOR THE FAUW CALL FOR NOMINATIONS for President and Directors**

*Please think about serving — FAUW needs the full support of its members to be a viable and effective organization.*

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respond. The nature of the request is unknown to me. What is known is that the University of Ottawa considers all e-mails university property. This includes e-mails on home computers should faculty do *any* work on their home computer. It does not seem to matter if it is a personal computer or a university owned computer. The University of Ottawa is also reported to have said that they would “be happy” to scan e-mails for faculty. Reading into the definition of university property being put forward by the University of Ottawa in this Freedom of Information request, one could reasonably conclude that *all* course notes are not the property of the professor but the university. Furthermore, the request seems to step beyond the bounds of existing policy. This will certainly be a test case on the depth to which a Freedom of Information request can go. On a more positive note, the University of Waterloo is working towards operational guidelines that should limit the impact and inconvenience of Freedom of Information requests.

**Asbestos Cancers.** With a latency of 30 to 40 years the expectation is for the incidences of lung cancer

from asbestos to dramatically increase among older university employees and retirees. There is evidence of that this increase has begun. The FAUW is interested in knowing of anyone who should fall ill or succumb to asbestos induced cancer as such statistics collected nationally will be vital to future information campaigns and policy initiatives. At UW there is an asbestos removal program and the location of major asbestos use is documented. UW’s asbestos plan removes asbestos as needed and as renovations demand. It is not the most aggressive plan but it is reasonable. Please note the asbestos is not only located in insulation, but there is also a good probability that it exists in floor tiles, plaster board, and ceiling tiles; many of these non-insulation sources of asbestos are not well known on campus.

**Policy 33 Anonymous Complaints.**

There is a directive from the University Board of Governors that whistle-blowing protections be formalized on campus. The first draft of this directive is to incorporate a formal procedure for anonymous complaints into Policy 33. This first draft has some difficulties that the FAUW, Staff Association, and Administration are working on. Some of the FAUW

concerns about the first draft are that only partial protection of a whistle-blower is provided, that there is the opportunity for abuse and unintended consequences, and that it extends the usual whistle-blower protections seen elsewhere for “disclosure” being applied to “complaints”. The FAUW will keep you informed of how things progress on the formal inclusion of whistle-blowing into policy.

**Student Course Critiques.** Given current privacy legislation it was reported at the November 2006 CAUT Council meeting that it may be the case that course critique scores that are made public cannot be used in merit evaluations for privacy reasons, particularly if they are the only or major source of teaching merit evaluation metric. The FAUW will not be acting on this suspicion at this time but we will be staying tuned to see if there are any developments. Such a ruling would have significant impact at UW. It is expected that if this is truly going to be an issue, a unionized faculty will be the first to deal with it through collective bargaining.

Finally, I hope everyone has an enjoyable and joyous holiday season.

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**FAUW FORUM**

*The FAUW Forum is a service for UW faculty sponsored by the Association. It seeks to inform members about current Association matters, to promote the exchange of ideas and to foster open debate on issues with a wide and balanced spectrum of views.*

*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.*

## EDITOR'S MESSAGE

by David Wang  
Electrical and Computer Engineering

At the risk of raising controversy, I'd like to wish everyone a "Merry Christmas!" I have been cautioned that I should really use the less offensive "Happy Holidays!" but, as I stated in my opening editorial in the last issue, I am all about getting more of you to actively respond to the *Forum*. If I can generate some feedback with this greeting, please email me at [dwang@uwaterloo.ca](mailto:dwang@uwaterloo.ca) and write your support/complaint in the form of a Letter to the Editor.

Personally, I am tired of being told that this greeting is politically incorrect. I was recently in a local coffee shop that was decorated to the hilt but had only "Happy New Year" on its window. To say that this was annoying would be an understatement. There is no dispute about this time of year historically having been a time to celebrate Christ's Mass, regardless of how pluralistic our society has become. Yes, I know that this holiday doesn't actually fall on the day of Christ's birth and was probably chosen so that Christians could have something to do other than the usual Winter Solstice celebrations. However, in the recent centuries, this time of year has been tied intimately with this holiday (or Holy Day, if you prefer). I am quite bewildered by all this fuss. After all, I would never dream of going to a Muslim country and demand that no one wish me a Blessed Ramadan. If someone greeted me warmly in that way, I would feel quite honoured. Similarly, I would be equally thrilled with a Happy Hannakuh or Happy Diwali.

It appears, however, that in our society, freedom of religion increasingly is equated with absence of religion. This is a very dangerous trend. So much of the turmoil in this

world revolves around religion. If we cannot discuss such issues openly at a university, then where can we in today's society? If we do not practice our faiths openly and learn from each other, how can we ever achieve the understanding of one another that could lead to peace? Contrary to popular belief, there is a significant number of academics that do believe in a purpose in life and a higher power (see article about "Not So Godless After All"). Perhaps it is time for the University of Waterloo to take the lead in open and honest dialogue between those who believe and those who do not.

In the media, where such discussions should be happening, there is instead a growing anti-religious bias. I was recently told that I could not refer to former President Clinton as being "pro-abortion" but instead to use "pro-woman's choice" in an opinion piece as the editor felt that my wording was not factual. Regardless of your stand on this contentious issue, one must certainly acknowledge that allowing or not allowing certain words can drastically colour an article. At other universities, things are equally bleak. There is a motion at Carleton University, for example, to ban all student groups that are pro-life on the assumption that they compromise the safety and well-being of female students.<sup>1</sup> In England, this repression has reached new heights with the banning of Christian student unions at several universities.<sup>2</sup>

I am proud to say that, at Waterloo, we have historically been much more open to all faiths and opinions. When UW Students for Life had posters censored a number of years ago, it was a professor who

was known to have pro-choice views who came to the defense of this student group, encouraging the administration to allow freedom of speech. In several talks and debates on this emotional issue at our university, I have seen proponents on both sides of the argument conduct themselves in a mature and academic fashion. This has been true of other talks that I have attended that have had religious subjects.

So in closing, I'd like to say that I am very proud of our university. We celebrate people of different faiths, as well as atheists and agnostics, and do not try to suppress their opinions. Thus, I wish everyone a Merry Christmas... and if you wish to greet me with Happy Hannukah or some other greeting of special significance to you, I thank you sincerely!

<sup>1</sup> "Carleton student group votes on abortion policy," *The Ottawa Citizen*, Tuesday, December 5, 2006.

<sup>2</sup> Richard Cunningham, "Since when did universities start banning things?" *The Guardian*, Tuesday, November 28, 2006.

**2006 HAGEY LECTURE**  
*Seymour Hersh*  
*US Foreign Policy in the Middle East*

SEYMOUR HERSH is widely acknowledged as the most influential and acclaimed American investigative reporter of the past 35 years, whose special focus continues to be the abuse of power in the name of national security. The visit to the University of Waterloo by this Pulitzer Prize recipient attracted an audience of approximately 550 people, including many students, to the Humanities Theatre on the evening of 8 November. The audience was captivated by his probings into the difficult military issues relating to US Foreign Policy in the Middle East, by his personal convictions and his personable style of conveying his ideas. When the concluding question asked why, of all reporters and journalists, *he* has taken on the difficult task of reporting most persistently on the conflict in the Middle East, Hersh answered that he believed that leaders and administrators should be held to the highest standards of conduct and accountability.

Mr. Hersh, who writes regularly for the *New Yorker*, has won a number of awards for his seven published books, which include *The Price of Power: Kissinger in the Nixon White House*.

As Chair of the Hagey Lectures Committee, I would like to thank the members of the committee for their suggestions and guidance. I would also like to thank the FAUW staff, Pat Moore and Cathy Paisley, for their invaluable assistance with ensuring the success of the Hagey Lecture and student colloquium. I am grateful to the Department of Political Science for their collaboration. Much gratitude is owed also to the staff and the many offices on the UW campus, who over the past 36 years of the lectures have collaborated in making this event possible.

This annual lecture series was established in 1970 to honour Dr. Gerry Hagey, one of the co-founders and the first president of the University of Waterloo. The lectures are sponsored jointly by the Faculty Association and the University. The purpose of the lectures is to bring to UW and the community an outstanding individual who has distinguished himself or herself internationally in some area of scholarly or creative endeavour. Each distinguished speaker leaves in the University Archives an autograph with one of his/her publications.

The committee invites and encourages faculty, staff, and students to suggest names for consideration by the committee as possible future distinguished speakers. You may send in your suggestions to Pat Moore (facassoc@uwaterloo.ca) or to me (vgolini@uwaterloo.ca).

*Vera F. Golini, St. Jerome's University  
Chair, Hagey Lectures Committee*

*Seymour Hersh  
at the  
University of Waterloo*



Seymour Hersh and David Johnston, UW President



Seymour Hersh, Vera Golini, Chair of Hagey Lectures Committee and David Johnston, UW President



Vera Golini, Chair of Hagey Lectures Committee, Seymour Hersh and David Johnston, UW President

**Calling all retirees and faculty! –  
Celebrate UW's 50<sup>th</sup> anniversary with a '50s-themed launch party.**

**Thursday, January 11, 2007**

**11:30 a.m. – 1:30 p.m.**

**Physical Activities Complex**

- \* Enjoy free lunch with the UW community!
- \* Receive a free commemorative gift!

On Centre Stage:

- \* Live '50s music performed by student band, *Whitewalls*
- \* Special performance by the Briefcase Varsity Drill Team
  - \* Hilariously funny '50s impersonators' skit
  - \* UW students in a retro fashion show
    - \* The spirited Warrior Band
    - \* The amazing UW Cheerleaders
- \* *Reach for the Top* game show with Quizmaster David Johnston

Fun things to do:

- \* Make a black and gold gimp bracelet
- \* Buy a raffle ticket to win phenomenal prizes
- \* Sign the Mennonite quilt for the time capsule
- \* Buy a raffle ticket to win phenomenal prizes
- \* Get your photo taken with your favourite '50s celebrity

Don't miss this unique opportunity to be part of UW history.

Find out more at [www.anniversary.uwaterloo.ca/50th](http://www.anniversary.uwaterloo.ca/50th)

## Help put the “F” back in FASS!

*FASS stands for Faculty, Alumni, Staff, and Students. We are an on-campus theatre troupe made up of these four groups and this year will be our 45<sup>th</sup> anniversary. Each winter, FASS puts on an original musical comedy. Auditions are during the first week in January and the curtain goes up the first week of February. The show has a variety of large and small parts, so you can be as involved as your schedule permits. Don't feel like acting? We can always use more people on the tech crew building sets and doing sounds and lighting.*

*No experience is required and everyone who auditions gets a part!*

*Auditions: Jan 3, 4, 5*

*Shows: Feb 1, 2, 3*

*For more information, see our website: [www.fass.uwaterloo.ca](http://www.fass.uwaterloo.ca)*

*Any questions? Email [info@fass.uwaterloo.ca](mailto:info@fass.uwaterloo.ca)*

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## OCUFA

### TEACHING AND ACADEMIC LIBRARIANSHIP AWARDS

*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 334 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 2006 awards they are available from at the OCUFA website: [www.ocufa.on.ca](http://www.ocufa.on.ca) (under awards).*

***Deadline for receipt of nominations: 23 February 2007***

The following article is reprinted with permission from the 9 October 2006 edition of *Inside Higher Education* ([www.insidehighered.com](http://www.insidehighered.com)).

## NOT SO GODLESS AFTER ALL

by Scott Jaschik

Listen to many critics of higher education, and you would think that faith had been long ago banished from the quad – or at least all those quads not at places like Notre Dame or Liberty or Yeshiva.

It turns out though, that there are plenty of believers on college faculties. Professors may be more sceptical of God and religion than Americans on average, but academic views and practices on religion are diverse, believers outnumber atheists and agnostics, and plenty of professors can be found regularly

attending religious services.

These are some of the findings of a national survey of professors at all types of institutions, conducted for a presentation sponsored by the Social Science Research Council. The survey was conducted and analyzed by two sociologists, Neil Gross of Harvard University and Solon Simmons of George Mason University.

In March, researchers at the University of California at Los Angeles released a study indicating

that more than 80 percent of college professors consider themselves spiritual. The new study focuses more on religious belief – whether professors believe in God, attend services, etc., and how they classify themselves within their faiths.

On the question of belief in God, the study notes the “common perception” that professors are atheists and suggests that this view is simply not true. The following statistics show how professors aligned themselves:

Positions of Belief	% of Professors
I don't believe in God.	10.0%
I don't know whether there is a God and I don't believe there is any way to find out.	13.4%
I don't believe in a personal God, but I do believe in a Higher Power of some kind.	19.6%
I find myself believing in God some of the time, but not at others.	4.4%
While I have my doubts, I feel that I do believe in God.	16.9%
I know God really exists and I have no doubts about it.	35.7%

While the study found no sector of higher education without believers, there are significant differences by type of institution and discipline. Faculty members at religious colleges made up about 14 percent of the sample in the survey and they were more likely to believe in God. While 52 percent of professors in non-religiously affiliated colleges believe in God either despite doubts or without doubt, 69 percent of those at religious colleges feel that way. Professors are most likely to be atheists or agnostics at elite doctoral institutions (37 percent) and less likely to be non-believers at commu-

nity colleges (15 percent).

In terms of disciplines, professors in psychology and biology are the least likely to believe in God (about 61 percent in each field are atheists or agnostics), with mechanical engineering not far behind at 50 percent. Professors most likely to say that they have no doubt that God exists are in accounting (63 percent), elementary education (57 percent), finance (49 percent), marketing (47 percent) and nursing (44 percent).

The survey found a “surprisingly high” proportion – 19 percent – of the professoriate that

identifies as “born-again Christian,” and they are not restricted to religious colleges. While very few professors (about 1 percent) have this identity at elite doctoral institutions, the share at secular institutions over all is 17 percent.

Professors are much less likely than members of the public to see the Bible as the literal word of God, but many academics do see the Bible as having been inspired in some way by God. Six percent of professors view the Bible as the “word of God,” 52 percent see it as

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“an ancient book of fables, legends, history and moral precepts,” and 42 percent see it as “the inspired word of God.”

The authors of the report note that Americans tend to over-report their attendance at religious services. But comparing data on the general public and professors, the authors write that significant numbers of academics do attend services regularly – even if they represent a slightly smaller share than that of the general public with this inclination. Asked whether they attend services once a month or more, 49 percent of all Americans and 40 percent of professors said Yes. Professors at elite doctoral institutions were the least likely so have that answer.

While professors’ responses indicated that they do take religion

more seriously than their stereotype, they are likely to take positions counter to those of the religious right on some issues that involve the intersection of faith and politics. For example, 75 percent oppose religion in the public schools in the form of school prayer. And just over 84 percent disagree with a statement that intelligent design is a “serious scientific alternative” to evolution.

In their paper, Gross and Simmons write that their findings challenge a widely held narrative of the history of American higher education. From Harvard’s founding in 1636, that story is one of religious institutions or ideas (Harvard was founded to train ministers) gradually becoming secular. It’s not that Harvard (and many other institutions) haven’t in fact abandoned their ties to religious groups or changed them, Gross and Simmons write. But the simple way that story is told – par-

ticularly by those criticizing higher education – “ignores many points of historical ambiguity, tension and conflict.”

They write that their research suggests a need for more study of the differing attitudes about religion in subgroups of academe: the relatively more secular elite universities and the relatively more religious community colleges.

In addition, they write that having established that many professors do take religion seriously, it’s time to study what that really means. “The fact that a higher proportion of professors are religious than the usual story of academic secularization would have us believe suggests that we need more research on the causal impact of professors’ religious value commitments on the formation of their ideas,” they write.

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*The following article is reprinted with permission from the 1 November 2006 edition of Inside Higher Education (www.insidehighered.com).*

## DID ASSIGNMENT GET TOO POLITICAL?

*by Elia Powers*

Lawyers at the Alliance Defense Fund have filed a complaint in federal district court on behalf of a former Missouri State University student who says that the university punished her for failing to take part in a class assignment that went against her beliefs as a Christian.

Emily Brooker, who graduated from the university’s School of Social Work last spring, took issue with a project in which students were asked to draft and individually sign a letter to Missouri legislators that supported the right of gay people to be foster parents, according to the complaint.

The assignment was eventually

shelved, but the complaint says officials in the social work school charged Brooker with the highest-level grievance for not following guidelines on diversity, interpersonal skills and professional behavior. According to the complaint, during a hearing before an ethics committee, faculty members asked Brooker: “Do you think gays and lesbians are sinners? Do you think I am a sinner?” and questioned whether she could assist gay men and women as a professional social worker.

David French, a senior legal counsel with the ADF and the director of their Center for Academic

Freedom, says the class assignment was more than a case of political role-playing – it amounted to a restriction of students’ free speech, he said.

“A person was forced to publicly state a position on a hot-button cultural issue to her own government that she disagrees with. You can’t get a more fundamental violation of the First Amendment than that,” French said. “[Brooker] objected, and then she was subject to investigation and punishment.”

That punishment, French said, included months of scrutiny and

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close faculty supervision by school officials. ADF attorneys are seeking punitive damages, but French said this case is less about collecting money than about setting a precedent.

The legal group has yet to serve Missouri State with a lawsuit. John Black, the university's general counsel, declined to comment on the facts presented in the complaint, saying that an internal investigation is just starting. He said only that the university "is committed to protecting the rights of all of its students, faculty and staff."

Don Hendricks, a university spokesman, said Missouri State has no official response. None of the faculty members mentioned in the complaint returned calls or e-mails for comment.

Brooker is working full-time and had intended on doing her graduate work at Missouri State, French said. After the months-long saga, she decided otherwise, largely because she felt her record at the university was tainted, he added.

Brooker, who began at Missouri State in 2002, took a required welfare policy and services class in spring 2005 taught by Frank G. Kauffman, an assistant professor of social work. During the class, the

complaint alleges that Kauffman stated that he is a "liberal" and that social work is a "liberal profession."

According to the complaint, Brooker spoke out against Kauffman's ideologies on numerous occasions. She received a 'C' in that course, a grade that, according to Booker, Kauffman was unwilling to reconsider. Brooker said the professor told her that she was marked down for tardiness and an unprofessional classroom demeanour. (Her grade was later changed to a 'B' upon appeal, the complaint says.)

Brooker took another course with Kauffman in the fall. As part of a social work advocacy project, Brooker joined a group that planned to focus on homelessness. But according to the complaint, after a class visit from a gay advocacy group, Kauffman suggested that the whole class work on the letter-writing project supporting the right of gay people to be foster parents.

Brooker told the professor that she was happy to learn about the topic, but that – along with other students was uncomfortable signing the letter because of her religious convictions, the complaint says. Kauffman allowed Brooker to write and sign a letter on an alternative subject, and the original project was later thrown out, according to the complaint.

About a month later, Brooker received notification that she had violated School of Social Work standards. In December, before an ethics committee, Kauffman said that Brooker "resisted instruction," the complaint says. Brooker said faculty members told her that her values conflicted with those articulated by a national social workers' association. After protesting, she agreed to write a response paper in which she promised to "lessen the gap" between her personal beliefs and the professional obligations to the national ethics codes, according to the complaint.

By doing this, the complaint says the college "deprived [Brooker] of her ability to freely express her ideas on issues of religious and political concerns at MSU and in the social work profession."

Last month, in a separate case, the Foundation for Individual Rights in Education asked the U.S. Department of Health and Human Services to drop ties with the Council on Social Work Education unless the council changes its evaluation standards that FIRE calls "politically loaded."

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### ***Call for members of Forum Editorial Board***

If you have an interest in providing a forum for discussion  
and helping to keep your fellow colleagues informed ...

then becoming a member of the *Forum Editorial Board* may be just the position you are looking for!

Contact the *Forum* editor (x33968 or [dwang@uwaterloo.ca](mailto:dwang@uwaterloo.ca)) or the  
FAUW Office ( x33787 or [facassoc@uwaterloo.ca](mailto:facassoc@uwaterloo.ca)) for more information.

*The following article is reprinted with permission from the 31 October 2006 edition of Inside Higher Education (www.insidehighered.com).*

## IN PURSUIT OF KNOWLEDGE

*by Scott Jaschik*

Deborah L. Rhode has joined the campaign against the role of status in defining what matters in higher education. Her new book, *In Pursuit of Knowledge: Scholars, Status, and Academic Culture* (Stanford University Press) questions why excellence is defined as it is today, and explores the impact that prestige has on the choices made by academics and scholars. Rhode, a professor of law and director of the Center on Ethics at Stanford University, responded to questions about the themes of her book.

**Q:** What drew you to explore the impact of status-seeking on academe?

**A:** I did not set out to write a book on status. I began with a desire to explore the problems facing academics. The more I read, the more it seemed that an arms race in reputation was distorting the priorities of both individuals and institutions.

**Q:** You were educated at one high status institution (Yale) and you work at another (Stanford). How does one step back to ask whether those institutions and others like them have the right qualities aside from their status and prestige?

**A:** One of the more disturbing developments in contemporary higher education has been the growing importance of reputational rankings. The most influential surveys, like U.S. News and World Report, depend partly on subjective perceptions of top administrators, which depend more on prior rankings than first hand knowledge. Past recognition creates a halo effect that per-

petuates prestige even if the evaluator has little current information. This explains why MIT's law school and Princeton's professional schools always rate so highly even though they don't exist. Rankings also affect the applicant pool and alumni giving, which are part of what rankings measure, and which adds to their self-reinforcing impact.

**Q:** How does the quest for status shape academic careers these days?

**A:** Pressure for recognition has led to an undervaluation of teaching and an overproduction of scholarship that is inconsequential and unintelligible except to a few specialists. In many fields, the pursuit of status has put a premium on esoteric theory and sophisticated models, and diverted attention from potentially more useful empirical and policy-oriented publications. Faculty subject to these pressures may have too little time for advising, mentoring, administration, and public service, as well as writing for general audiences. Self-promotion also leads to unattractive behavior in many academic settings, such as panels, conferences and meetings. Academic novels delight in parodying professors intent on proving to each other just how smart they really are. Life too often imitates art.

**Q:** You note the difference between accountability and status, and yet many academics fear accountability measures being proposed by some will have as little value as status. What sort of accountability would be positive?

**A:** Accountability needs to be based

on a broad set of criteria, both quantitative and qualitative, that are widely accepted as relevant gauges of performance. Too often, state-imposed requirements focus on a narrow range of measures such as graduation rates or test scores, which depend more on the quality of entering students than the quality of the learning environment. More useful systems include other factors including scholarly productivity, teaching effectiveness, student engagement, diversity, and contributions to the university and community.

**Q:** If a college president wanted to move away from status obsession and toward quality, what would be the first things to consider doing for his or her institution?

**A:** In partnership with the faculty and governing body, the president should develop evaluation systems, reward structures, and strategic planning processes that have widespread support and are responsive to the institution's distinctive mission.

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*The article 'Academic Integrity Gets A Bad Grade In Survey Of University Students In Canada' by Karen Birchard was originally re-printed with permission from the Chronicle of Higher Education. The Chronicle of Higher Education does not permit the posting of articles. This article can be found in its entirety in the paper version of the Forum newsletter.*

*Thanks and best wishes to Cathy Paisley*

*Cathy Paisley is leaving her position as Faculty Association Assistant. We would like to thank her for all her contributions to the Association and wish her well in her new position outside the University.*