

# FAUW FORUM

FACULTY ASSOCIATION OF THE UNIVERSITY OF WATERLOO NEWSLETTER

<http://watserv1.uwaterloo.ca:80/~facassoc/>

Number 96, September/October 1999

## FALL GENERAL MEETING

Wednesday, December 8, 1999  
2:30 p.m., Physics 145

## COUNCIL OF REPRESENTATIVES

Thursday, November 25, 1999  
7:00 p.m., Needles Hall 3004

## FAUW STANDING COMMITTEE CHAIRS

### Academic Freedom & Tenure

Ray McLenaghan

### Compensation

To be filled

### Membership

John Wilson

### Pension & Benefits

Kirti Shah

### Political Relations

Len Guelke

### Status of Women & Inclusivity

Alicja Muszynski

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## PRESIDENT'S MESSAGE

BY FRED MCCOURT

In case you've been wondering why it has been so long since you've heard from me and/or received a new issue of the *Forum*, let me explain that for some fully unfathomable reason this particular term has been especially busy not only for the editorial board members but also for me. This combined issue has a number of interesting features, especially the interview with David Johnston, the new President of UW.

The continuation of our Memorandum of Agreement negotiations proceeds apace. I have the impression that the negotiations on Article 14, "Integrity in Scholarly Research", are nearing completion, and should easily be completed prior to Christmas. The negotiations on Article 13, which started simply as "Member Evaluation", have been expanded into discussions on an article that is to deal both with member evaluation and with the actual salary structure itself. The Board of Governors representatives have asked us to incorporate a revision of Policy 11 into the article, and we have agreed to consider their proposition. It is my impression that these talks are also going well, but that they will not likely be finished by Christmas, since there are still many potential ramifications of the new proposal that need to be worked out and discussed.

The Faculty Relations Committee is now actively discussing the second part of a proposed revision of Policies 46 and 53 on promotion and tenure. Here, too, I believe that significant progress is being made, and that some time before the end of the Winter term, we should be able to send the proposed revisions out on the normal route for approval of University policies.

The Status of Women and Inclusivity Committee (SWIC) held its welcoming reception for women faculty members on September 30. Those who came had the opportunity to spend some time meeting and talking with other women faculty members of whom they might otherwise be unaware, and with Jim Kalbfleisch (Vice President Academic & Provost, representing President David Johnston who had to be elsewhere), Michael Higgins (new President of St. Jerome's University), Kieran Bonner (new Vice President & Dean of St. Jerome's), and members of the FAUW Board of Directors. Perhaps some new friendships were started there, or so we may hope.

## WELCOME NEW FACULTY!

*The Faculty Association would like to welcome all new faculty members to the University of Waterloo. The list below includes those who have joined UW since our last welcome in October 1998.*

CAROL ACTON, FACULTY OF ARTS  
ANDRÉA AGUIAR, PSYCHOLOGY  
PHILIP BEESLEY, ARCHITECTURE  
IAN BELL, COMPUTER SCIENCE  
DANIEL BERRY, COMPUTER SCIENCE  
THERESE BIEDL, COMPUTER SCIENCE  
RAOUF BOUTABA, COMPUTER SCIENCE  
CALVIN BROOK, PLANNING  
TIMOTHY CHAN, COMPUTER SCIENCE  
CHARLES CLARKE, COMPUTER SCIENCE  
DAVID CLAUSI, SYSTEMS DESIGN ENGINEERING  
DOV COHEN, PSYCHOLOGY  
ERIC CROISSET, CHEMICAL ENGINEERING  
THOMAS DEVEREAUX, PHYSICS  
GARY DRAPER, ST. JEROME'S UNIVERSITY  
ANTHONY ENDRES, EARTH SCIENCES  
CHRISTINA FADER, ECONOMICS  
ROBERT FEICK, PLANNING/GEOGRAPHY  
XIANSHE FENG, CHEMICAL ENGINEERING  
BRENDAN FREY, COMPUTER SCIENCE  
ROLAND HALL, BIOLOGY  
MICHAEL HUDSON, PHYSICS  
VICTORIA LAMONT, ENGLISH  
GRIT LIEBSCHER, GERMANIC & SLAVIC  
SHOUFA LIN, EARTH SCIENCES  
PAUL MALONE, GERMANIC & SLAVIC  
RICHARD MANN, COMPUTER SCIENCE  
JOHN MCGARRY, POLITICAL SCIENCE  
ROBERT MCKILLOP, CIVIL ENGINEERING  
JOHN MCMINN, ARCHITECTURE  
ANDREW MCMURRY, ENGLISH  
MIKE MOSCA, ST. JEROME'S UNIVERSITY/C&O  
LEV PERELMAN, PHYSICS  
HOAN PHAM, ELECTRICAL & COMPUTER ENG.  
MICHAEL POWER, BIOLOGY  
BRUCE RICHTER, COMBINATORICS & OPTIMIZATION  
B.J. RYE, ST. JEROME'S UNIVERSITY  
JASON SCHREER, BIOLOGY  
ANINDYA SEN, ECONOMICS  
JOHN STRAUBE, CIVIL ENGINEERING/ARCHITECTURE  
MAY TAJIMA, MANAGEMENT SCIENCES  
SCOTT TAYLOR, CHEMISTRY  
MATT VIJAYAN, BIOLOGY  
ALAN WERKER, CIVIL ENGINEERING  
CHANGBAO WU, STATISTICS & ACTUARIAL SCIENCE  
DAVID YEVICK, PHYSICS  
PING ZHANG, ACCOUNTANCY

## NOVEMBER LECTURES THE CENTRE FOR CATHOLIC EXPERIENCE ST. JEROME'S UNIVERSITY

*The Centre for Catholic Experience will be presenting two lectures in November. Both lectures will take place in Siegfried Hall, St. Jerome's University.*

### THE INFORMATION REVOLUTION AND THE PUBLIC GOOD: THE UNIVERSITY'S ROLE IN BUILDING A CIVIC SOCIETY

DR. DAVID JOHNSTON  
PRESIDENT, UNIVERSITY OF WATERLOO  
THURSDAY, NOVEMBER 18, 1999, 7:30 P.M.

David Johnston, the new president of the University of Waterloo, argues that we are in the maelstrom of a revolution as great as the one that ushered in modern, industrial, and democratic societies. It is the knowledge and information revolution. He argues that never have we had access to so much information. But, he asks, how do we move from data to information to knowledge to wisdom? How do we build a more humanitarian society whose foundation is knowledge? How do we use the university to help build this society where wealth creation, social cohesiveness, and individual political liberty reinforce one another? This revolution presents us with the possibility of both liberation and failure. How do we maximize our chances of achieving the first and avoiding the latter?

### MUSIC THAT MAKES A DIFFERENCE: THE CONSORT CARITATIS

DR. HOWARD DYCK  
FRIDAY, NOVEMBER 26, 1999, 7:30 P.M.

A popular CBC music broadcaster, Howard Dyck is also Conductor and Artistic Director of the Kitchener Waterloo Philharmonic Choir and Chamber Singers as well as the Consort Caritatis Choir and Orchestra. He will discuss the creation of the Consort Caritatis, a uniquely Canadian musical group united around humanitarian ideals, and play samples from the two CDs that the Consort Caritatis has produced for charity. Dyck will discuss how the arts speak to us, using stories from performance situations that show the communicative power of music.

# THE INTELLECTUAL POWER OF THE PLACE

## A CONVERSATION BETWEEN TWO FRIENDS

*On September 10, 1999 Anu Banerji, Interview Editor of the Forum, met with Dr. David Johnston, President, University of Waterloo. Dr. Johnston has looked over this article, a shortened version of a taped discussion, to make sure it accurately reflects his views. The title of the interview was suggested by Dr. Johnston.*

AB: First of all on behalf of the university, the community and the Faculty Association I would like to welcome you to our campus.

DJ: Thank you. We feel very welcome, warmly welcomed.

AB: Does it already feel like home?

DJ: We feel like at home because in a sense it's a return to our roots for my wife and myself. We both grew up in Sault Ste Marie in Northern Ontario. I've lived in the United States and in the United Kingdom. Our first year of marriage was in Cambridge, England. We then lived in Kingston, in Toronto, in London, Ontario. Twenty years ago we went from London to McGill where we had twenty wonderful years. And here we are back in Ontario, so in a sense it's a return to roots.

AB: Have you had the opportunity to spend any time on this campus in the past?

DJ: I was on the Waterloo campus once or twice, never enough to appreciate the physical attractiveness of this campus, the thoughtfulness with which cornfields forty-two years ago have been organized into something that is functionally very powerful and impressive. The area we did not know well, but we live on a farm just on the edge of Heidelberg.

AB: You come from a very high profile university, McGill. From McGill to Waterloo, from Montreal to Kitchener-Waterloo. What motivated you to consider this move seriously? What gave you the incentive to relocate on this rather unhistorical campus?

DJ: The innovative spirit of the University of Waterloo.

AB: Within it there's a lot of urbanity on campus, but we are not even located in a dense urban situation as McGill is in Montreal. I think McGill is urban, within urban fabric of the whole city. Have you discovered that difference?

DJ: Yes, but each university is different. I think this is the last major professional responsibility I will undertake in my lifetime and to have the privilege of serving in a senior leadership position in a university of this kind is quite extraordinary and one for which I feel very grateful.

At my first university, Harvard, there is a saying above the gates in Latin, translated, "A part of you goes with me; a part of me remains with you." As Tennyson said: we are a part of everything we have met and experienced, and each is different. I arrived at Harvard as a young, very impressionable person. It left a substantial mark on me; I love the place. I went to Cambridge, England, again a very different kind of university in a different kind of community and culture. It left an enormous impression on me. I came as a student and a faculty member at Queen's in Kingston, another different kind of university; and then Toronto, another different kind of university; and then the University of Western Ontario, another different community and university. And then Montreal and now here. One learns from those comparative experiences. My children speak anywhere from three to six languages because they have an understanding of several different cultures.

AB: Do you think this move from McGill to Waterloo has been a move sideways and perhaps not necessarily forward?

DJ: I wouldn't use engineering or architectural terms for it, simply because each experience is new. For me this is an extraordinary challenge and a wonderful one simply because of what is Waterloo. It's the university that in forty-two short years has established a distinctiveness that is rare and attractive and wonderful. It has made such an important contribution to the advancement of learning in Canada and the advancement of learning on the global front and we have our next period ahead which I think will be equally exciting and wonderful, and I'm so pleased to be a part of it. I would not, I think, have undertaken a new administrative position had I not satisfied myself that I could become a teacher/scholar again – and that's what I did in the last five years.

AB: There is no question you have impeccable credentials and I'm very impressed by that.

DJ: That's only from the press reports. There are deeper truths to be got at!

AB: Are we going to see a different style in your leadership as president? I have witnessed three presidents here, Matthews, Wright, and Downey, and now you. If there is going to be any distinct style, how will it differ from those of your predecessors?

DJ: Of course, yes, there will be differences. Gerry Hagey was the president of this university in a very different time than Burt Matthews, Doug Wright, Jim Downey, or I am. I tend to diminish the focus on individualism. A university is a complex and precious place. Good leadership in its president is important, as is good leadership in its vice-presidents and good leadership in its deans and department chairs. The most important leadership of all, of course, is the leadership by the newest recruit, the newest junior professor, and the aspirations that that

individual brings to the university and the ability to grow. And so if there's anything distinctive about my leadership, it would be to recognize that the university is a remarkable collection of individuals. We function best as a community by working to ensure that each of those leaders can flourish intellectually and in terms of advancing the teaching/research mission of the enterprise.

AB: Do you have a vision, a working agenda to take this place to a higher level of significance and fame?

DJ: Several comments. Number one, my sense is that reputation lags reality in the University of Waterloo. This is, I think, today an even better university than it is regarded as being and certainly on the Canadian scale it's regarded as a very good, distinctive university. Secondly, I think Waterloo, in a relatively short period of time, has been quite innovative and distinctive in a number of areas, and I think that distinctiveness will become more important to the advancement of learning worldwide, not simply because we are more connected worldwide with information technology and electronic communication and globalization, but Waterloo has been involved in some noble experiments that have been very important to the world of learning: co-op and distance education clearly come to mind.

The third observation I would make is that I really think we should see the globe as our platform and that we should see ourselves as an advancement of learning enterprise for the entire world and not simply as a distinctive educational institution in Ontario and Canada.

AB: Are you satisfied with *Maclean's* ranking of our University? Do you think we are reaching our potential?

DJ: I don't think one should ever be satisfied, to answer the question seriously. I think institutions are either advancing or declining, and those institutions that advance are ones that keep a kind of healthy impatience about

satisfaction, that there's always a sense of continuous improvement, continuous innovation, etc., and that restless spirit should clearly be part of our enterprise.

I think the difficulty with *Maclean's* ranking is, number one, it's very hard to judge a university as a whole. I think we tend to judge individual parts, or disciplines or sub-disciplines and make measurements of that kind. Secondly, the kinds of methodologies that *Maclean's* uses are in some respects what we use in the Ontario Council of Graduate Studies. But I think they're very limited. While we should take great pride in the fact that *Maclean's* seems to judge us as the university with the best overall reputation in the country, I think we would make a mistake if we were satisfied with that and I think it would be better if we said: "How do we rank in terms of advancing learning on a worldwide basis and how do we compare ourselves with some of the most innovative and creative educational institutions worldwide?"

AB: This leads to the next question. What about the standing of the University of Waterloo in North America and internationally? Do we have the resources to compete with, say, Cornell, Syracuse, Carnegie Mellon, or Harvard, for example?

DJ: I think that's an extraordinarily important question, and one that not only should we be trying to answer here, but we should be attempting to answer in terms of aspirations for the nation. The reality is that we at Waterloo and at Toronto and at McGill and at other good Canadian institutions function with about one-tenth of the resources per student that MIT or Harvard or Stanford would function with. Our income per student, all things considered, is in the neighborhood of \$10,000 Canadian and Harvard's income would be in excess of \$100,000 Canadian. Very few people understand that the gap is one to ten between

the best Canadian institution and the best US institution. When I tell that to my business friends who are used to dealing with those kinds of ratios and statistics, they say, "Well, you are not comparing apples and apples" and I say, "Oh yes, I am." If you look at tuition fees, government grants, endowment income, private support, monies from contracts or other services and that's your total revenue stream, and dividing that by the number of students, it comes out to a 1:10 ratio between a good Canadian university and a first-class US private university.

In many disciplines, and yours would be one, architecture, we are able to hold our heads with the best in the world and say we are producing equivalent quality in some subjects and yet we are doing it with one-tenth of the resources. And that, to my mind, is the great challenge in the aspiration to excellence in Canada. Can we somehow begin to put together a more substantial pool of resources to compete on a more equal footing with those renowned institutions in the world?

AB: In other words, it seems to me that we have been doing more with less for a long, long time.

DJ: An extraordinary accomplishment.

AB: But surely this is a matter of great concern. What are we going to do about it?

DJ: We begin by having these conversations. The track record of accomplishment of Canadian universities first of all in accessibility is very good. We now have the highest participation rates in the world. Over 50% of high school graduates, 18 to 24 year olds in Canada, go to postsecondary institutions, either colleges or universities, each of which has a distinct mission. The American figure would be in the 40% area. The French figure would be in the 30% area. The UK figure would be in the 20 to 25% area.

So we have done well in equality of opportunity. We must now focus on excellence too.

AB: Where will this extra revenue come from, private endowment and the government? We all know

the budget is tight as far as the government is concerned.

DJ: All of the above. In fact, I had on my desk this morning a document from the Association of Universities and Colleges of Canada and the headline read: "Some Good News at Last for Canadian Universities." The second sentence then said: "For the first time since 1991 there have not been budget cuts to the operating grants to Canadian universities." I was so struck by the notion that we should take consolation in the fact that for the first time in nine years we have not had a budget cut and in fact the increase will not keep pace with inflation. So that means a ten-year period of declining resources here, 25% in real purchasing power, at a time when in the last five years alone the support in the United States for universities has increased by 20%. So, if they were more supportive in 1991 of their institutions, the gap between ourselves and the United States has grown in that eight or nine years and we accept the headline that says: "Good news at last: first year in ten in which there is not a budget cut." And that is where I think we should be very restless, very dissatisfied, and very relentless in saying, "That approach is not good enough."

So where do we go? I think we have to work very hard on the message that monies supplied to universities, to education and research, should not be regarded as expenditures but should be regarded as investments.

AB: Is anyone listening?

DJ: I think that if you look at individuals the answer is that there is much listening. The night before last at a retirement dinner for our chancellor I was seated across from Frank McKenna, former premier of New Brunswick, who came to pay tribute, and Michael Wilson, former minister of finance. One could not find two more thoughtful, engaged, or committed individuals to the

discussion we were just having. If they were with us in this room they would not differ substantially from what we are saying, and yet one was the premier of a province and one was the minister of finance and both had to deal with substantial constraints on budgets and deficit elimination and found themselves preoccupied with this business of trying to bring some health to our public finances when we were really dealing with a 25 or 30 year problem. So in the public sector we've had exceedingly difficult constraints to deal with which of course have translated themselves into cuts for universities because in times of dire crisis health will have a higher priority than education. It's more immediate, it's life threatening, and we haven't gotten ourselves to the sense of regarding monies for education as an investment rather than as an expenditure.

AB: So you aren't happy with the targeted funding. Can any president make a difference as an independent voice and not simply act as a kind of glorified go-between between the government and the professoriate?

DJ: The first thing that the president should say is that ours is a collective enterprise and that each of us has a role in trying to establish for fellow Canadians our vision of the importance of the educational enterprise and to do so in the same kinds of terms we use in our classrooms and in our discussions with colleagues: informed, thoughtful, reasonable, imaginative, and delivered with passion and conviction. I think we have done as good or better a job in Canada on equality of opportunity than any nation on the face of the earth and any nation in history. Now we must do the same job on excellence. We can have equality of opportunity and excellence too.

AB: Is there a perception here on campus that we are becoming rather top heavy on the computer science and engineering side?

DJ: I've heard that perception. My own view of it is quite different. I think we live in an extraordinary time in history. The pace of technological change is faster today than we

have ever seen. But if I look back in periods of history one that particularly fascinates me is 1500, 500 years ago, and there are three figures that I often refer to. I call it the John, Martin, and Fred story. John is Johannes Gutenberg and the technological revolution ushered in by the printing press, Martin is Martin Luther who brought about a social and cultural revolution by using that technology, the printing press, to make what Western Europeans regarded as the word of God available to everyone. The third figure is perhaps the most obscure: Frederick of Saxony. He provided the public policy framework. He in fact provided protection to Luther for one important year when he locked him up and provided safety for him in Gutenberg Castle.

So today, here we are with a wonderful new set of tools that we call “information technology”, symbolized by the Internet. We have a university that is a little further on the learning curve in how to use those tools and is helping to shape those tools with a little more distinction than most other places around the world. You say, alright, if we are in this kind of transformation which has deep and broad consequences not only for our economy but for our social and cultural human condition, how do we use it so that all of our disciplines are advanced, including poetry and art and architecture, which are so much a part of your interests?

AB: The printed word, or media as we know it today, could be tyrannical also.

DJ: Absolutely. But so could science and technology. Our challenge I think is how do we master science and technology and use it as a set of tools and not be mastered by it. Tame the tiger, so to speak.

AB: I am thinking about Marshall McLuhan’s words on the medium being the message. If we begin to emphasize the medium, and I think we have begun to do that, then we are beginning to lose the substance and the

content of the message.

DJ: Just like McLuhan who was a wonderful popularizer built on the intellectual foundations of Harold Innis, a political economist at the University of Toronto but a man who thought profoundly about change and I think provided a platform upon which McLuhan did his important work.

It seems to me we go from data, to information, to knowledge and, with any luck and a great deal of genius, to wisdom, and of course I think we’re beginning to understand that when today data is so abundant and wisdom perhaps is so rare.

AB: I’m beginning to find out that there is a metaphysician living with a scholar within you. Am I right?

DJ: You are flattering me.

AB: That’s a condition of wisdom, don’t you think?

DJ: I think you flatter me in suggesting that what I have to say is wise as opposed to perhaps knowledgeable and just a collection of data to make information. That’s what fascinates me about this job. I love the law, I’m a professor of law and I’ve spent many long hours working on the reform of the law. What fascinates me about being in a senior leadership position in a university is as a generalist one sees wisdom emerging in so many different places around a campus, and that’s very exciting. To try to liberate that spirit of enhancing and advancing and encouraging wisdom is really quite exhilarating.

AB: I have a question about the senate, its concept and the way it presents itself on the campus lately. In a bureaucratic managerial situation can the senate have a meaningful role?

DJ: To be sure. It’s the academic parliament of the university and as the parliament ultimately it must set the academic policy of the enterprise and it serves as an important educational or communication vehicle. That said, it’s not particularly neat, efficient, quick, expedient, but it isn’t designed to be. And indeed many of the

decisions, many of the initiatives, of a university are those that are made, and are best made, in the departments, in the classrooms, in the laboratories. I think one must exercise a degree of patience because senates won't turn out decisions based on ten minutes of discussion and ten minutes of passing resolutions.

AB: Some say the senate has probably lost its initial inspiration and original ambition as an institution when it was first conceived.

DJ: The senate certainly had a town meeting ethos, but remember the Athenians also had slavery and it was only a very privileged elite who participated in town meetings, and if we go to the Roman senate again it was an extraordinarily elitist body. That said, the Roman Empire was a marvelous creation. Our challenge is to capture the best of those ancient deliberative fora and yet ensure broad participation and inclusiveness.

AB: Do you think there is room to rejuvenate the concept of senate today so that it can go back to some of its original critical, discursive, and creative spirit with which it was born?

## Who's New at Waterloo?

*This monthly feature welcomes new faculty to our UW community.*

Dr. Monica Leoni, of the Department of Spanish and Latin American Studies, is very pleased to be a member of the University of Waterloo community, which she first joined in July of 1997. She has recently become a tenure-track faculty member.

Monica comes to Waterloo from the University of Toronto, where she completed her Bachelor of Arts, M.A. and Ph.D. degrees. As a young undergraduate student, Monica

DJ: It depends on when we mark its birth. If it were the senate in the first year of this university, the answer is probably not because we were then a collection of a very small number of people and one could assemble all of the full-time faculty, for example, in the senate. That's not possible today and therefore we have a representative form of government and we choose from amongst our colleagues those who will represent those views. So we don't have the same kind of participation that would have been possible in a much simpler place. That said, certainly it's important to ensure our senate has a sense of its responsibility as the academic parliament of our community.

AB: Obviously you have looked at this question: What do you think about the business-university linkages? Is it a good thing for the university in the long run? Can we still maintain our autonomy? *(continued on page 13)*

began her university career with the intention of specializing in Political Science, but her love of the Hispanic culture and language ultimately took her down a different path.

Before joining UW, Leoni was a course director at York University, and a part-time instructor at the School of Continuing Studies at the University of Toronto. She also helped to expand the Spanish division of the Continuing and Part-Time Studies department at Sheridan College in Oakville. At Waterloo Professor Leoni Monica has coordinated the Spanish courses for Distance Education. She is presently the coordinator of the first-year Spanish language program. She



teaches second-year language, and a third-year course in Spanish Golden Age theatre.

Monica's love for and interest in the performing arts inspired her to specialize, in fact, in the theatre of Golden Age Spain. The birth and influence of the Italian Commedia dell'Arte tradition of the 1500s fascinated her and led her to review the presence of the Italian travelling troupes in Spain. Her doctoral dissertation deals primarily with the politics of laughter. Her study traces the first appearances of the gracioso / comic stock type in the theatre of the time, comparing his function to the increasingly pivotal role played by the court jester in the courts of Europe.

Dr. Leoni's focus has recently turned to the communicative power of silence in the theatre – a significant feature of European theatre since Samuel Beckett. Leoni has found that it was not uncommon for female playwrights of the 16<sup>th</sup> and 17<sup>th</sup> centuries to use a subtle rhetoric of reticence in order to have their message "heard". Further research on the relationship between the withheld and the spoken would lead, in Dr. Leoni's estimate, to a fuller appreciation of the works of Spanish women playwrights of this period.

Dr. Leoni has published in international journals and is presently editing a manuscript being considered for publication.

Monica brings her love of the theatre right to the classroom. Last winter she proposed the idea of staging a class theatrical performance. The overwhelming interest from her first-year students led to the production, in March, of the First Annual Spanish Theatrical Interlude. The script was the result of a creative and committed collaboration between professor and students. The performance received rave reviews from the large Spanish-speaking crowd in attendance and several students have already expressed interest in putting on another production next March.

Professor Leoni's teaching style evidences her belief that the instructor is not the sole source of knowledge, but rather, is one who creates structure, delineates and elucidates issues precisely so that students can actively engage in the production, the assessment and the challenging of information and ideas. In the classroom Monica attempts to break down the dichotomies of teacher-student, expert-novice, viewing her students not as passive receivers, but more like partners in the continuous process of teaching and learning.

## **1999 HAGEY LECTURE OPTIMAL EXPERIENCE AND THE QUALITY OF LIFE DR. MIHALY CSIKSZENTMIHALYI**

Renowned psychologist Mihaly Csikszentmihalyi [pron.CHICK-sent-me-high-ee], Professor at the Peter F. Drucker Graduate School of Management, Claremont Graduate University, Claremont, California will present the 1999 Hagey Lecture on Wednesday, November 10 at 8 p.m. in the UW Humanities Theatre. He will also conduct a student colloquium on Thursday, November 11 (time and place to be announced).

Dr. Csikszentmihalyi's Hagey Lecture "Optimal Experience and the Quality of Life" is based on an

extensive research program spanning the past three decades. Csikszentmihalyi is the author of 13 books and over 180 scholarly publications focussed primarily on creativity and optimal experience. Notable among his numerous publications are his early works *Beyond boredom and anxiety* (Jossey-Bass, 1975) which is still in print in its fifth edition, *The Creative vision: A longitudinal study of problem-finding in art* (Wiley, 1976) co-authored with Jacob Getzels, his 1990 best seller *Flow: The psychology of optimal experience* (Harper & Row), and its academic predecessor *Optimal experience: Psychological studies of flow in consciousness* (Cambridge University Press) co-edited with his wife Isabella Csikszentmihalyi. His 1990 book *Television and the quality of life: How viewing shapes everyday experience* (Lawrence Erlbaum, Publishers), co-authored with Robert Kubey, also received critical acclaim and achieved best seller status.

Csikszentmihalyi's academic career has been spent

largely at the University of Chicago where he received his B.A. (1960) and Ph.D. (1965). Following a five-year stint on the faculty of Lake Forest College he returned in 1970 to the University of Chicago where he held numerous academic and administrative positions including Chair of the Department of Behavioral Sciences. He left the University of Chicago this past summer to accept a position with Claremont Graduate University. Dr. Csikszentmihalyi has travelled widely as a visiting professor including a term with what is now the Faculty of Applied Health Sciences at the University of Waterloo in 1975. He has also held visiting professorships with the University of Illinois, University of Milan, University of Alberta, Escola Paulista de Medicina (Sao Paulo, Brazil), Duquesne University (Pittsburgh), University of Maine, and University of Jyväskylä (Finland).

His research is recognised worldwide and some of his terms, such as flow, are now part of the common vernacular. Flow experiences, Csikszentmihalyi notes, may arise in the commonest of circumstances and are “the best moments of people’s lives” and “occur when a person’s body or mind is stretched to its limits in a voluntary effort to accomplish something difficult and worthwhile” (Flow, 1990, p. 3). Csikszentmihalyi’s research into flow, creativity, and optimal experience is noteworthy not only for its conceptual elegance but also for its methodological creativity. He and his colleagues have been credited with developing, in the late 1970s, the experiential sampling method, a technique now commonly used by a variety of disciplinary social scientists.

In addition to his academic work he has written extensively for public consumption in *Omni*, *Geo*, *The New York Times*, *The Los Angeles Times*, the *Chicago Tribune*, *The Washington Post*, *Die Frankfurter Allgemeine Zeitung*, *Psychologie Heute*, *Der Spiegel*, *Newsweek*, *US News and World Report*, and *The*

*Chronicles of Higher Education*. He has been interviewed in educational contexts by the BBC, PBS, RAI, Austrian Television, German Channel 1, Bavarian Television, and has featured in lighter contexts as well, including a November 1998 appearance on ABC’s *Monday Night Football*.

Dr. Csikszentmihalyi has served on the boards of the J. P. Getty Museum, the Center for the Study of Science and Religion, *Encyclopedia Britannica*, and on the U. S. Child Labor Advisory Committee and the U. S. Department of Education’s Center for Giftedness. He has been honored as a Senior Fulbright Fellow, a Rockefeller Fellow, been awarded the Carnegie Foundation’s Social Policy Prize, and is a member of the National Academy of Education and the U.S. Academy of Leisure Sciences. He has been awarded more than \$6,000,000 in research funding over the past 15 years.

TICKETS ARE FREE AND REQUIRED FOR THE NOVEMBER 10TH HAGEY LECTURE AND WILL BE AVAILABLE FROM MID-OCTOBER FROM:

- ï the UW Humanities Theatre (x6570)
- ï the FAUW Office (x3787)
- ï members of the Hagey Lecture Committee:
  - ï Steve Brown (Mathematics, x5500)
  - ï Morton Globus (Science, x2506)
  - ï Mark Havitz (Applied Health Sciences, x3013)
- ï Conrad Hewitt (St. Jerome’s, 884-8110 x228)
- ï Tod Rutherford (Environmental Studies, x3608)
- ï Barry Wills (Engineering, x2602)
- ï Judy Wubnig (Arts, x3548)

Tickets are not needed for the November 11th Student Colloquium titled “Problem Finding and the Creative Process” as the Colloquium operates on a walk-in basis (time and place to be confirmed).

## An Invitation to Get Involved!

*Maintaining the FAUW's web-based news site is an amazing way to stay on top of the changes in academia around the world. The number of articles we receive at the FAUW daily is astounding. Ours is also one of the best and current (believe it or not) news sites among Canadian faculty associations. It could be even better with some help! Anyone interested in helping me maintain this site by taking on a few articles a month or one subject area (a time commitment of about two or three hours a month), please contact me at:*

*ltaylor@watarts.uwaterloo.ca*

*Lynne Taylor, FAUW News Site Editor*

# FAUW News Site Update

Now that it feels like the summer never happened, it's time to get caught up on the news. Listed below are the titles of some of the articles that appeared over the summer months on a range of issues and news from around the world that might be of interest to academics, and are available on the FAUW News Site. Next update: watch for it in November!

- ï *Timing Is Everything: Academe's Annual Baby Boom: Female professors say they feel pressure to plan childbirth for the summer*
- ï *CUFA/BC Calls for Regulation of Non-Public Degree-Granting Institutions (CUFA/BC Wire)*
- ï *A Web 'Wizard' Helps Professors Put Their Course Information On Line*
- ï *Textbook Publisher Lays Plans for an Internet University*
- ï *Bookseller is Ready to Offer Textbooks Online*
- ï *Universities Developing Online Business Curriculum*
- ï *American 'Virtual University' has Quiet Start*
- ï *B of M's CEO says Canadians, firms give more because they realize governments can't*
- ï *A glance at the August/September issue of "Prospect": British universities need to become more American*
- ï *Report Calls for Raises of Up to 20% for British Professors*
- ï *European Nations Seek Compatible Degrees: A new effort attempts to 'harmonize' programs while preserving diversity of college systems*
- ï *Australian Academics Stage Protest Strikes Over Pay*
- ï *N.C. State U. Will Pay \$100,000 to Settle Suit Over Tenured Professor's Firing*
- ï *States Make Healthy Increases in Spending on Higher Education: Budgets for student aid and faculty salaries are up; accountability measures are also popular*
- ï *New Tuition and Budget Policies Force (American) Public Colleges to Compete for Students*
- ï *Canadian Government Tries to Cut Default Rate on Student Loans*
- ï *Gateses Merge Foundations to Create America's Wealthiest Philanthropy*
- ï *For New Graduates, Road to Riches Is Paved With Computer Skills: But some still struggle to find jobs, despite the booming economy*
- ï *High-tech battle for hearts, minds: Nortel, Lucent, IBM scout Canadian university campuses*
- ï *History: We're Losing It*
- ï *Teacher Shortages: A Global Phenomenon*

## **FAUW Forum**

The FAUW Forum is a service for the UW faculty sponsored by the Association. It seeks to promote 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. Please send items to the members of the Editorial Board, or to the Editor. Current and past issues of the Forum are posted on the FAUW Website. 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. **ISSN 0840-7320**

# Two-Headed Headlines

[COMIC RELIEF AT MID TERM]

by Richard Lederer

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As a veteran headline hunter I have in my trophy case a vast exhibition of two-headed headlines. The number of words in our sprawling English language that have two or more meanings is larger than the number of words in all other languages. These double meanings create delicious confusion in each of the following banner bloopers:

- ï CONCRETE STEP TAKEN
  - ï JUDGE PRESSES JACKSON’S SUIT
  - ï ASTRONAUT TAKES BLAME FOR GAS IN SPACECRAFT
  - ï BROADCASTERS TO LOOK INTO PLUNGING GOWNS
  - ï MARCH PLANNED FOR NEXT AUGUST
  - ï CASE OF STOLEN WHISKEY EXPECTED TO GO TO JURY
  - ï BLIND BISHOP APPOINTED TO SEE
  - ï LINGERIE SHIPMENT HIJACKED – THIEF GIVES POLICE THE SLIP
  - ï L.A. VOTERS APPROVE URBAN RENEWAL BY LANDSLIDE
  - ï OUTHOUSES AIRED AT COUNCIL MEETING
  - ï PATIENT AT DEATH’S DOOR – DOCTORS PULL HIM THROUGH
  - ï BOARD FILLS HOLE IN POST
  - ï BAR TRYING TO HELP ALCOHOLIC LAWYERS
  - ï MARIJUANA ISSUE SENT TO JOINT COMMITTEE
  - ï DOW HIGHER; HELPED BY DRUGS
  - ï FRENCH DAM SITE BETTER OFF WITH U.S. AID FUNDS
  - ï AUTOS KILLING 110 A DAY; LET’S RESOLVE TO DO BETTER
  - ï VERMONTNER SAYS MORE SKIING GOES ON IN WINTER
  - ï SANTA ROSA MAN DENIES HE COMMITTED SUICIDE IN SAN FRANCISCO
  - ï NONBELIEVERS GATHER TO SHARE THEIR BELIEFS
  - ï SEVERED HEAD OFFERS FEW ANSWERS
  - ï PLEA FOR CUT IN PRICE OF FREE MILK
  - ï FORECLOSURE LISTINGS: ENTIRE STATE OF N.J. AVAILABLE
  - ï CROUPIERS ON STRIKE – MANAGEMENT: “NO BIG DEAL”
  - ï MILLION WOMAN MARCH ATTRACTS THOUSANDS
- Fireproof clothing factory burns to ground

## Flu Clinics for Faculty and Staff

**TIME:**            **OCTOBER 29 9 AM - 1 PM**  
                          **NOVEMBER 12 9 AM - 1 PM**

**PLACE:**    **HEALTH SERVICES, ROOM 126**

Health Services will have serum available for faculty and staff who are not eligible for the free Public Health vaccine and who would like the injection. It is recommended that people who have family or friends whose immune system is already compromised because of chronic illness or over 65, should have the flu vaccine.

**For more information call Carole Hea @ 6264 or our administrative staff @ 6748, 6274 or visit our web site: [www.healthservices.uwaterloo.ca](http://www.healthservices.uwaterloo.ca)**

*In light of the comment in the President's message that FRC is currently in the throes of revising UW's promotion and tenure policies (46 and 53), the Forum Editorial Board felt that this recent article from the Chronicle of Higher Education would be of interest to Forum readers, raising, as it does, concern about the apparent increasing role of "collegiality" (a pseudonym for "political correctness"?) in tenure reviews at American universities. The closest that UW currently comes to such considerations is the role of "conduct as professional academics and colleagues" [found on p. 133 of the UW Policies, Procedures, and Committees (1995) book]. The role of professional conduct in tenure proceedings at UW is relatively benign, in the sense that unless there is documentable evidence of clearly unprofessional conduct, the tenure decision is based essentially upon the teaching, research and service components of the candidate's activities.*

## **Report Laments Rise of 'Collegiality' as a Factor in Tenure Reviews**

By Courtney Leatherman

Teaching, research, and service are the traditional triumvirate in faculty evaluations. But a new report from the American Association of University Professors says that all too often, professors are using a fourth criterion for judging their peers: collegiality.

The report, published in the September/October issue of the association's magazine, *Academe*, calls that development "highly unfortunate" and says that "an absence of collegiality ought never, by itself, constitute a basis for nonrenewal, denial of tenure, or dismissal for cause."

Increasingly, however, says Jonathan Knight, an associate secretary for the association, "we're seeing references to collegiality as the central concern for the action against the faculty member." He suspects that that increase may be "the residue of the culture wars"

or just "a lower threshold of tolerance of individuals."

Mr. Knight adds: "In the past, there have always been those unusual occasions when someone would be found wanting as a colleague because he made life in the department utterly intolerable. Now, it's not that the person makes life intolerable. It's that life would be better if the person weren't there."

Defining collegiality as the ability to collaborate and cooperate constructively makes sense, the report says, because those qualities matter. Candidates who lack those attributes, however, are likely to have trouble already in tenure deliberations, because "fundamental absence of collegiality will no doubt manifest itself in the dimensions of scholarship, teaching, or, most probably, service."

It adds: "The current tendency to isolate collegiality as a distinct dimension of evaluation, however, poses several dangers." For instance, invoking collegiality as a separate element can insure homogeneity and threaten academic freedom. Moreover, it can be confused with the expectation that a faculty member exhibit enthusiasm, dedication, a constructive attitude, and a willingness to defer to the judgments of superiors, the report says.

The report notes that putting a premium on collegiality may also chill faculty debate. "Critique and opposition do not necessarily conflict with collegiality. Gadflies, critics of institutional practices or collegial norms, even the occasional malcontent, have all been known to play an invaluable and constructive role in the life of academic departments and institutions. They have sometimes proved collegial in the deepest and truest sense."

The report was written by the association's Committee A on Academic Freedom and Tenure, and published to allow members to comment on it over the next few months. Mr. Knight said the association aims to make the resulting document one of its official policies.

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(continued from page 7)

DJ: Those are the right questions to ask as we look to linkages of any kind, be it business, be it government, be it our community. There I think Waterloo is well advanced. We've had a lot of experience with industry-university linkage and we have, I think, come to understand where objectives can compliment and where objectives can conflict. The university is a not-for-profit institution, educating people and advancing learning as freely and as openly as one can possibly muster. For-profit institutions are often closed and private. There is a conflict with respect to two kinds of things. When we speak about research and development – advancing learning that comes from research – having the opportunity to put that learning into some sort of practical framework, including a for-profit framework, is a purposeful way to advance that learning, but it should not direct it.

So, in summary, in ensuring that these linkages function to enhance the mission of the university, simply be vigilant to recognize where they complement and where they conflict, and where they do conflict have appropriate policies and decision making mechanisms that ensure that those conflicts don't cause damage to the institution or constrain its freedom.

AB: How do we enhance the role of independent critical thinkers on campus? How do we encourage them within the university system?

DJ: To go right back to our mission. "The University of Waterloo's mission is to advance learning and knowledge through teaching, research and scholarship." Then we get a little more specific: "nationally and internationally." So we're prepared to say we see ourselves on a global field and not simply on a country field. ". . . in an environment of free inquiry and expression." My, oh my, how precious are those phrases. If we hold to them all I don't think we'll get into any difficulty, and what we should do is try to encourage in every way the greatest degree of creativity and freedom consistent with civilized

discourse. That we have difference and enjoy difference, a very lively difference, that we treat one another as we treat our students, with respect and courtesy, and that we all learn to advance learning together.

AB: A personal question. You have hobbies, I am sure. You have also taught before. Can you still afford time to give attention to your hobbies and also be able to teach one or two courses?

DJ: I hope so. Most important of all, I'm a father of five wonderful daughters. There are many important things in my life, including of course this magnificent university, but my five daughters and my wife are the things that are immediate most precious to me. They ensure that I am more than a person who simply moves papers across a desk. They animate my life. I love to read and read voraciously. I desperately continue to try to write. I have a communication law treatise at the present time that I am working on with three other colleagues. A book that I finished several years ago with two other colleagues called *Cyber Law* has just come out in a Malaysian edition which pleased me very much.

Later this month I'll be involved in a half-day seminar in the Faculty of Applied Health Sciences where I have a teaching appointment. I came from the Centre for Medicine, Ethics and Law and will be looking at telemedicine and using information technology tools to enhance our understanding of health and the public understanding of health.

AB: Do you have in your mind an idealized version of a perfect university of which you would like to be a part? Does such a place exist? Is there one that comes to your mind as meeting most of these criteria?

DJ: I suppose first loves are most important loves. I arrived at Harvard University at age 17 from a small Northern Ontario community and for me it was an extraordinary experience and one that I guess has marked me indelibly. I think what impressed me most was the intellectual power of the place. The intellectual power came from so many different sources. For example, one of my

great teachers was the hockey coach. When he died there was a memorial service at the university church and it was overflowing, of course with young men and women who were interested in athletics, former players of his, but with a very large number of professors of Harvard University. It fell to my lot to give a eulogy and I said: "When the history of our civilization is written in a hundred years' time, historians will look back at this institution as one of the most powerful instruments of good in our society. Why is that so? It is because of great teachers, and we honour one today – our hockey coach." I think about other great teachers. The three courses that have been most indelibly impressed on my memory were not law or international relations courses, my areas of speciality. One was a course in music, the second was a course on the New Testament, and the third was a course in life sciences taught to non-science majors.

So what am I saying? I come back to the notion of high tech, high touch. We have some wonderful new tools for the advancement of learning, particularly in this university, that we're fashioning but we need to use them best to teach wisdom in as personal a way as we can. My ideal of the university would be the chancellor and a student at either end of a log.

AB: You are in a privileged situation because you technically span two centuries as the president here. How do you see it philosophically with regard to your leadership, your participation? Is there anything radical you can think of as your contribution?

DJ: I don't reflect very much on the issue of personal leadership. And, secondly, I think the movement from the 20<sup>th</sup> to the 21<sup>st</sup> century is kind of a mathematical mark in time. What interests me so much is I think we live in a remarkable period of history, as I mentioned earlier, where we have a pace of technological change that is faster than we've ever seen before, and our challenge is to relate that to the human condition so that individuals and societies in fact become enhanced and advanced or liberated with a greater share of

the richness of life.

AB: At the same time we have inherited an uncertain world. I think our existential foothold today is very uncertain, very ambiguous.

DJ: That's always been true in times of great change in history. When you have had periods of great change, accepted conventions and customs have been rendered more uncertain, shaken somewhat more, subject to greater scrutiny, criticism, etc, and therefore requiring an even more disciplined and zealous effort to find those things that are most meaningful.

AB: Where is it going to come from, the kind of leadership you are talking about? We have moved from Bacon and Descartes to Kafka and Beckett and therefore our world today is extremely unpredictable. What's next?

DJ: We mentioned earlier McLuhan and Innis as two great Canadian figures who have been helping us to try understand these changes. As I was driving in this morning I was listening to Beethoven; I think that would be a name that would commend itself as we look to those things that are important in life, a person, an artist, a creator of music that has lasted well beyond his lifetime and I think will last well beyond many others because it reached a level of depth and thoughtfulness and artistic taste that is enduring. And I think we look for those same enduring things. That is one test for meaningful contributions to the advancement of learning – things that deserve to endure.

The success of Waterloo as a rich and powerful intellectual community is very important to the progress of our nation. Our success here, I think, will help to mark and push the progress of Canada.

AB: I like the expression you have used, "intellectual power of the place." I think that is what we are all about on campus and we just have to enhance it, make it much more powerful.

DJ: I think we often judge places by the young. I'm now 58 years old and when I visit other institutions, and I always do, you tend to be brought into rooms with people who are about the same age and with about the same amount of grey hair as you have, and I try very hard to go and find the 30 year olds and the 20 year olds in that institution and try to look into their eyes and see what sense of excitement and passion and curiosity there is there. I think that often gives you a better indication of the quality of the place.

I look back to St. Augustine, for example, who said, "If you wish to judge the quality of a city, look to see what it cherishes." Our discussion has been around intellectual power and intellectual curiosity. That's the most important thing we can contribute to this nation, this society, this world, on the eve of the 21<sup>st</sup> century.

\* \* \* \* \*

### ***Editorial Board***

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