

FAUW FORUM

FACULTY ASSOCIATION OF THE UNIVERSITY OF WATERLOO NEWSLETTER

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

Number 97, November/December 1999

FALL GENERAL MEETING

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

RECEPTION FOR RECENTLY HIRED FACULTY MEMBERS

Tuesday, December 7, 1999
4:30 - 6:00 p.m., DC 1301

FAUW STANDING COMMITTEE CHAIRS

Academic Freedom & Tenure

Ray McLenaghan

Compensation

Mohamed Elmasry

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

Once again the end of a term arrives unbidden. I had mentioned in my message in the last issue of the *Forum* that this term was shaping up to be an extremely busy one for the Association and for me. It seems that, in this area as in others, such predictions have ways of fulfilling themselves. In any case, I would like to bring you up to date on some of the happenings in which the FAUW has been involved and some of the actions that it has taken on your behalf during this term.

FAUW has purchased a Group Membership in the Grad Club on campus. As a consequence everyone who has joined the Association as a member will now also be a member of the Grad Club, and can participate in its manifold activities. For some, the most important such activity may well simply be access to the bar without endangering the Grad Club liquor licence. In any case, your FAUW membership card will serve as proof of our Group Membership. If you don't have a FAUW membership card, it may be that you have assumed that membership in FAUW is automatic; it is not. As has been spelled out explicitly in Article 2 of the Memorandum of Agreement, membership in the FAUW has to be requested by each individual through the signing of a membership request form.

This issue of the *Forum* is devoted in large part to concerns about the commercialization of our universities and about the incursion of private "for profit" universities into the Canadian scene. The timing of this issue has also been sparked by a three-day symposium on this topic, sponsored by the CAUT, that was held in Ottawa during the weekend of October 29. Three Board members, Professors Vera Golini, Len Guelke and I, attended this symposium on behalf of FAUW. Professor Guelke has written up a report on the specific sessions for this issue of the *Forum*, so that there is no need for me to say more about this topic here. I also attended the Fall Meeting of the CAUT Council, held in Ottawa on the weekend of November 19, where the issue of privatization of Canadian universities came up again. To illustrate that such concerns are not merely

academic, I refer you to the vigorous espousal of the introduction of such institutions into Ontario in an article written by Martin Loney for the *National Post* under the title "Privatize the Academic Sand Box" (November 29, 1999) and the correspondingly vigorous defense of Ontario's public university system by OCUFA President, Deborah Flynn, in her letter to the editor of the *National Post*. My report on the CAUT Council meeting can be found on p.6.

The Faculty Relations Committee has just completed the first round of the redrafting process for the promotion and tenure policies that are to replace current UW Policies 46 and 53. The new Draft Policies, 76 and 77, are titled "Faculty Appointments" and "Promotion and Tenure", respectively, and have been sent on to Dean's Council and the FAUW Board of Directors, in accordance with Policy 1 for discussion and dissemination to all faculty members through the faculty councils and at a FAUW general meeting. They will also go forward in the near future to Senate for two readings, and then to the Board of Governors for final approval. These policies will be mounted at <http://www.adm.uwaterloo.ca/infosec/draft/dpols.html> from Friday, December 10, 1999. In my opinion, these draft policies represent both a significant repackaging of the material that was contained in Policies 46 and 53 and a substantive revision of some of the practices and procedures found there. A joint Administration-FAUW memorandum detailing the more significant revisions contained in these two draft policies will be sent out shortly by the VPA&P, Jim Kalbfleisch, and myself, as Co-Chairs of FRC.

Memorandum of Agreement negotiations have also continued apace this term. Those on Article 14, "Integrity in Scholarly Research", have essentially been completed, with only a few dottings of i's and crossings of t's to be finalized, while those on Article 13, tentatively titled "Faculty Salaries, Annual Selective Increases, and Member Evaluation Procedures", are still moving smoothly. The latter negotiations are expected to continue into January, but should be completed relatively early during the Winter Term. Once both articles have been completed, they will be sent out for ratification votes by all faculty members and by the UW Board of Governors, as is required for any substantive additions to the Memorandum of Agreement.

The University and FAUW have appointed their Salary Negotiating Teams for the next round of salary

negotiations, which should be initiated during December, and attain full engagement in January. The FAUW team members are Professors Mohamed Elmasry (Chief Salary Negotiator, E&CE), Ray McLenaghan (Applied Mathematics), and Metin Renksizbulut (Mechanical Engineering), and the Board of Governors team members are Professors John Thompson (Chief Salary Negotiator, Dean of Science), Bruce Mitchell (Associate Vice President, Geography), and Harry Panjer (Statistics and Actuarial Science). There are still some uncertainties and unknowns that both we and the Administration are attempting to fathom prior to the start of these negotiations – primarily brought on by the recent public musings of the Harris Government on upcoming budget cuts for Ontario. In a slight departure from what we traditionally have(n't) done, I have asked each of our team members to provide the *Forum* with a short biographical sketch so that you may all know a little more about them, both personally and as academics. As you may know, Professor Elmasry, as our Chief Salary Negotiator, also becomes Chair of the FAUW Compensation Committee, and as such, a (non-voting) ex-officio member of the FAUW Board of Directors. It happened that the Board was short a voting director and Professor Elmasry has therefore been appointed to fill that vacant position until the term of office ends in April 2000. Needless to say, I am most grateful to Professors Elmasry, McLenaghan and Renksizbulut for agreeing to take time from their busy schedules in order to serve their colleagues in such an important capacity.

I would like to remind you of our own Fall General Meeting, to be held on Wednesday, December 8, 1999, at 2:30pm in PHY 145. We have invited the President and Vice President, Education, of the UW Federation of Students, Christine Cheng and Veronica Chau, respectively, to tell us about the Federation of Students' proposal to introduce what is referred to as a "Course Companion" to the University of Waterloo. The Course Companion is intended to make statistical data obtained from course surveys available to students who are in the process of selecting courses. Your Board felt that all faculty members ought to be aware of what is happening and that many of you might wish to have an open discussion of the goals and methodology being proposed for the information to be provided by the "Student Companion" for Waterloo. The FAUW formed an ad hoc committee composed of Fran Allard (Applied Health Sciences), Catherine Schryer (Arts),

Bill Lennox (Engineering), Len Guelke (Environmental Studies), Prabhakar Ragde (Mathematics), Wing-Ki Liu (Science) and Gary Griffin (TRACE), to look into the whole issue of teaching evaluation and the use and potential abuse of course evaluation data. This committee has submitted a report to the FAUW Board of Directors. One recommendation that has been put forward is to strike

a university-wide committee that involves the Faculty Association, the Administration, Faculties, student associations and TRACE, to oversee the publication process. I urge those of you who have an interest in the issues surrounding the usefulness of such a Course Companion at UW to attend the meeting and contribute to the dialogue.

The FAUW Salary Negotiating Team

Mohamed Elmasry joined UW in 1974 where he is now Professor of Electrical and Computer Engineering and Founding Director of the VLSI Research Group. He was the holder of the NSERC/BNR Research Chair in VLSI Design from 1986 to 1996. He has published over 300 research papers and 14 books and supervised over 60 PhD and MSc students in the area of digital microchip design, and has several patents to his credit. Professor Elmasry is a Fellow of the Royal Society of Canada, a Fellow of the Canadian Academy of Engineers and Fellow of the Institute of Electrical and Electronics Engineers (IEEE). In 1993 he was awarded the NSERC \$50,000 award for his outstanding contributions to Information Technology.

Ray McLenaghan joined UW in 1970. He obtained his PhD from the University of Cambridge and is a Professor in the Department of Applied Mathematics, crossed appointed to the Department of Physics. His research is in the field of general relativity and differential geometry. He has authored numerous research papers and supervised a number of MMath and PhD students and postdoctoral fellows. He is a member of the International Committee on General Relativity and Gravitation. Professor McLenaghan has served on numerous committees at the departmental, faculty and university levels. He has been a member of the

FAUW Board of Directors and of various FAUW standing and ad hoc committees over the years. Currently he is Chair of the FAUW Academic Freedom and Tenure Committee and serves on the University Pension & Benefits Committee and the Faculty Relations Committee.

Metin Renksizbulut is a Professor in the Mechanical Engineering Department. He received his PhD in 1980 from Northwestern University, USA. Following three years of industrial research at Westinghouse Canada, he joined UW in 1983 as an Assistant Professor. His research and teaching activities are concentrated in Thermal and Fluids Engineering with particular interest in combustion related phenomena. Professor Renksizbulut received a Best Technical Paper award from ASHRAE in 1992, a Teaching Excellence award from the Faculty of Engineering in 1998, and the Distinguished Teacher Award from UW in 1999. A member of the Faculty Association since 1983, and currently a member of the Senate, the Senate Executive, and the Senate Undergraduate Council, he has served in numerous committees at all levels of university administration, including Appointments, Tenure, and Promotion committees, Chair and Dean selection committees, and UTAC. He has also served a three-year term as Associate Chair for Undergraduate Studies in Mechanical Engineering.

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CAUT Conference on Universities and Colleges in the Public Interest

At the end of October, the Canadian University Teachers Association (CAUT) held a special conference in Ottawa to address the problem of how to stop "the commercial takeover of post-secondary education." Conference announcements argued that, "The integrity and independence of Canada's universities and colleges are under threat from private commercial interests. In response to government cutbacks in public funding, university administrators are raising tuition fees and welcoming restrictive corporate partnerships. Governments are increasingly forcing researchers into relationships with private sector corporations as a condition of public funding. Business is pressing universities to be servants of corporate interests." The conference invited participants to engage in panels and workshops to "consider the impact of commercialization on research and education, and develop strategies to reclaim universities and colleges for the public interest." CAUT plans to publish conference proceedings in spring 2000. Professor Len Guelke, Chair of the FAUW Political Relations committee, offers a useful overview of the principal issues and concerns articulated by the speakers.

The commercialization of universities was the theme of a three-day Canadian Association of University Teachers (CAUT) conference on Universities and Colleges in the Public Interest held in Ottawa from October 29 to 31. A series of invited speakers elaborated on the dangers that increased levels of commercial involvement in university research posed to the independence and integrity of such research. Renowned Canadian physicist Ursula Franklin saw universities becoming "production sites" for the development of operational knowledge in the service of corporate interests. She asked pointedly: Why should a company have a research lab if universities can do its research for them with tax advantages? Governments are happy enough to promote such arrangements, because it saves them money. However, when universities become production sites, researchers lose control of the research agenda to funding institutions and agencies.

This theme was taken up by other speakers. CAUT President Bill Graham argued that the underfunding of universities was a deliberate strategy to promote more university-business partnerships with a view to bringing new products to the market. The potential danger of such partnerships to undermine the independence of research was highlighted by University of Toronto medical researcher Nancy Olivieri. She talked about her well-publicized case which pitted her research integrity against market and institutional forces.

A number of speakers argued that knowledge as a public good and knowledge-for-profit have fundamentally different objectives. A knowledge-for-profit agenda is concerned with patents, secrecy and money. A knowledge-for-wisdom agenda is concerned

with advancing understanding of nature and ourselves as objectives worthy of pursuit in their own right, and the sharing of this new knowledge as it is produced. The dangers of commercialization as they were discussed at the conference were well summarized in the title of Neil Tudiver's book *Universities for Sale*, which was launched as part of the conference proceedings.

This conference was essentially a pep rally for those people who were already convinced of the undesirability of university-business partnerships and concerned about the increasing commercialization of universities. There was not a great deal to learn that was new, but the speakers added urgency to oft-expressed concerns.

A missing element in the increasing divide that seems to be separating the professor entrepreneur from the professor scholar is dialogue between them. It would seem to me that even if there are fields that can benefit from collaboration with industry, there are others that can be compromised by such collaboration and yet others in which serious issues of research independence and ethics are involved. We need to insist on the autonomy of universities and the importance of noncommercial scholarship and research at the same time as we recognize that there are some individuals who can do useful work in cooperation with industry. The focus of attention should be on ensuring that universities protect their reputations as independent guardians of knowledge by not entering into agreements in which such independence is compromised. We must also be careful to protect the values of intellectual life: making it clear that the value of a university's contribution to society must be assessed using academic criteria, not commercial ones.

*Len Guelke
Geography*

Following are excerpts from a paper read at the CAUT conference. It is of special interest to universities because it addresses present and future possibilities of the inclusion of education services by Canada and the US at the World Trade Organization's round of negotiations. The paper has been excerpted for the FAUW Forum by UW Economics Professor Ramesh Kumar, with permission from CAUT.

Trading Away Our Autonomy: The Impact of Proposed Trade Rules on Canadian Post-Secondary Education

by Marjorie Griffin-Cohen, Simon Fraser University

The move to include specific rules about education and health in WTO regulations is a new event that is certainly something to consider seriously.

On their own, the new initiatives being discussed for trade in education would be cause for alarm. . . . If they succeed, they will certainly be a major impetus for the increased commercialization and privatization of universities. . . . The international trade agreements are market-creating agreements for the private sector. . . . [And] [t]he education market, the WTO term for providing education services, is a huge business. . . . In the last round of international trade negotiations which established the WTO, an enormous first step was made on a comprehensive agreement on international trade in service [GATS] . . . , including health and education services.

[T]he WTO has prepared a background paper which explains trade in education services and begins to identify some of the barriers to increased access to market by private education companies. . . . It is fairly clear from the WTO background paper that post-secondary education is the focus of trade liberation. . . . If Canada were to fully cover educational services under existing GATS rules, these rules would require that:

- i foreign educational service providers be granted access to the "Canadian educational market". . . .
- i governments provide foreign educational service providers with the same grants, financial assistance and other advantages that they provide to like Canadian educational service providers. . . .
- i governments give degree-granting authority to foreign educational service providers. . . .

It is highly unlikely that any countries would agree to direct attacks on public education systems, so. . . overall attacks on the funding of public education is a first step. . . . [I]n Canada, where publicly funded university education is relatively inexpensive, students will not rush to enroll in . . . expensive private universities. . . . The trick for them is to organize things in such a way that the governments are forced to provide subsidies for private

education. This is where the trade agreements get very handy.

The best strategy we have is to keep the public informed about what is going on and to continue to pressure the government to resist having a specific agreement on education.

The best news about GATS, as it is presently constructed, is that it is, in large part, a voluntary agreement. . . . So far twenty-one countries have agreed to accept free-trade in at least some aspects in higher educational services. Neither Canada nor the U.S. is one of these countries. . . . This is an area where organizations like CAUT can put pressure on the Canadian government. Canada has not entered into any GATS agreement on education – on any level. This government should continue to maintain this position, as the best defense of public education in Canada.

REFERENCES

- [1] "Quad Officials Agree to Explore New Approach to WTO Services Talks," Inside U.S. Trade, July 24, 1998, and The Commercial Education and Training Services Industry, Industry Canada, November 12, 1999, pp. 10-13, available on the Internet at <http://strategis.ic.gc.ca/SSI/sk/conseduc.pdf>
- [2] General Agreement on Trade in Services, Article VI, Paragraph 4, available on the Internet at <http://www.wto.org/services/2-obdis.htm>. Also see The Commercial Education and Training Services Industry, pp. 9-10, and "...which however is coming up against national regulations," The WTO and the Millennium Round: What is at stake for Public Education?, Education International and Public Services International, available on the Internet at <http://www.ei-ie.org/pub/english/epbeipsiwt.html>
- [3] General Agreement on Trade in Services, Article XV, and Anti-dumping, subsidies, safeguards: contingencies, etc., World Trade Organization, available on the Internet at: <http://www.wto.org/wto/about/agmnts7.htm>
- [4] Available on the Internet at <http://www.wto.org/services/1-scdef.htm>
- [5] Education Services: Background Note by the Secretariat (Document # S/C/W/49), World Trade Organization, September 23, 1998, p. 15, available on the Internet at <http://www.wto.org/wto/services/w49.doc>
- [6] For a more complete discussion of this see A Preliminary Analysis of the Effects of Multilateral Agreement on Investment (MAI) on Canadian Universities, Colleges and Institutes, Robert Clift, October 1998. Available on the Internet at: <http://cufabc.harbour.sfu.ca/briefs/mai.html>
- [7] One such interest group is the private providers of education and training services in Canada who, in 1997, reported \$110 million in offshore sales (The Commercial

Report on the November 19, 1999 CAUT Council Meeting

The President of CAUT, Professor Bill Graham (Toronto), mentioned in his opening remarks that the issue of subcontracted academic staff (mainly part-time and sessional faculty appointments) is becoming more contentious at a number of Canadian universities. As a large number of faculty associations/unions now include part-time and sessional faculty in their memberships, CAUT has established an ad hoc "Subcommittee on Subcontracted Academic Staff" with representatives from the Universities of Alberta, British Columbia, Calgary, Regina, Western Ontario, Windsor, and York, chaired by Professor David Clipsham (York). The FAUW is one of the faculty associations that does not represent part-time or sessional faculty members. This committee is to report back to CAUT Council at the April, 2000 meeting.

A very interesting workshop, "Analyzing University Finances", was presented by Ron Melchers (Professor of Criminology, Ottawa), who is a CAUT Visiting Fellow. Professor Melchers has carried out detailed statistical analyses of the finances of all Canadian universities using the Canadian Association of University Business Officers (CAUBO) database. This database has been set up in accordance with Statistics Canada requirements for fiscal reportage by university business officers, and has data from all Canadian institutions of higher learning. Each faculty association belonging to CAUT (I believe that only the University of Saskatchewan Faculty Association now does not) received a complete analysis of the financing of its home university, and Professor Melchers went over the analysis for Canadian universities as a whole during his presentation, inviting each individual association representative to compare the analysis of the financial data for his/her home university with the national analysis. Some very interesting trends emerged from these analyses, including a fairly strong indication that an increasingly large component of many university budgets is being used to fund

administrative operations. These data will prove to be very useful for comparison purposes, because the analyses conducted by Professor Melchers employ data that are on the same footing for all institutions of higher education.

Professor Bill Graham introduced the Acting General Secretary of the Ethiopian Teachers Association, Mr. Mulatu Mekkonen, who was invited to address Council on the deplorable state of affairs that exists in Ethiopia for all teachers. He cannot return to Ethiopia due to a death warrant that has been issued against him because he spoke out at a UNESCO meeting of educators in Austria in defense of the General Secretary of the Ethiopian Teachers Association, who is currently detained in a military prison by Ethiopian authorities. Council passed a motion condemning the action of the Ethiopian Government, made funding available to Mr. Mekkonen's association to help defray the costs of defending his colleagues. Council also urged member associations to consider providing some assistance to educational colleagues in Ethiopia. When we hear of such inhumane and atrocious treatment occurring in other countries, we must recognize just how lucky we are to be in a country that supports the rule of law and all that it entails.

This particular Council meeting had a number of policy statements and CAUT model clauses brought before it for discussion and approval. The model clauses have been drafted under the aegis of the Collective Bargaining and Economic Benefits Committee (CBEBC) of the CAUT, with input during the drafting stages from CAUT legal staff. In particular, Council was presented with, and adopted, model clauses on financial exigency; privacy and campus surveillance; internal amalgamation, merger or reorganization of academic units; outside professional activities; outside employment; redundancy; application of the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans; accommodation of disabled academic staff. It is my hope that some of these model clauses may help make

the task of preparing for our upcoming Memorandum of Agreement negotiations somewhat easier.

There was also a report presented to Council by the Study Group on Private Universities that had been set up at the April 22-25 CAUT Council Meeting with the mandate of "developing a policy on non-public, degree-granting institutions in Canada". The study group, with representatives from Manitoba, CUFA/BC, Augustana, Concordia, OISE/UT, St. Thomas, and York, with Ken Field (Trent) from the CAUT Executive as Chair, reached a consensus that its goal was to develop a national policy statement for CAUT on private universities, and that within that context, issues of pre-existing private institutions and provincial regulatory regimes would be discussed. As the report put it "and discussed they were"! The study group was able to reach a consensus on the existence of private universities in some provinces, but apparently on not much more than that. The group was irreconcilably split on what should be done with respect to the potential acceptance of the concept of private universities in Canada (even given that one or two are already in place).

The majority of the group members believed that there should be an unequivocal statement in favour of publicly-funded universities. The majority resolution presented to Council strongly opposed the dual effects of de-regulation and privatization of the university sector and the concomitant commercialization of teaching and research activities that would lead to the university sector becoming subject to current and/or future trade agreement provisions. As such provisions could potentially undermine the ability of our public institutions to achieve their public missions, it was proposed that CAUT position itself four-square against de-regulation and privatization of higher education institutions and services in Canada, and in particular that CAUT strongly oppose the establishment and accreditation of *any* private degree-granting higher education institutions.

A minority report from two members of the study group took a slightly milder position, partly based upon the observation that Canada already has one or two private degree-granting institutions of higher learning (though not what are referred to as "for-profit" institutions). They proposed also that CAUT strongly oppose the incursion of "for-profit"

institutions or, indeed, of any non-public degree-granting institutions that lack: public accountability, tenure or parallel terms of employment, academic freedom for all members of the university community, and/or collegial governance. After a great deal of discussion, some of it approaching heated, Council adopted the majority recommendation, and refused to consider the minority recommendation. Frankly, I thought that the minority recommendation was clearly the superior one, and FAUW was on the losing side on this issue. This was one of the rare instances in which I found myself in disagreement with the position taken by our OCUFA representative(s) at CAUT. The two reports are appended to this report for your examination.

We were notified that Phase Three of Copyright Legislation is now on the way, and that there would be additional intellectual property issues with which we will have to be concerned, though not much detail was presented at this point. It was also pointed out that higher education is being suggested by the USA as a topic for discussion at the upcoming (ongoing at the time of writing of this report) World Trade Organization General Agreement on Trade in Services conference in Seattle. (See also the synopsis by Professor Kumar on p5.) The President of CAUT was also given assurance by the director of CSIS that CSIS operands who take courses on a campus are not allowed to carry out any operations while they are registered as students. Further, CAUT was assured that CSIS has no operands on university campuses.

The remainder of the meeting was taken up by routine reports and activities of CAUT Council.

Fred McCourt

Majority Resolution of the Study Group on Private Universities (Passed at CAUT Council)

Whereas the public higher education system in Canada preserves the public interest by ensuring that knowledge is freely available to the public, and opportunities to pursue accredited university and college degree-granting programmes are widely accessible and affordable to all Canadians; and

Whereas current government policies toward public sector services have been pursuing the dual effects of

de-regulation and privatisation of these services; and

Whereas the de-regulation and privatisation of higher education, along with the commercialisation of its teaching and research activities, will render the services that it provides to be subject to current and trade agreement provisions and will undermine its ability to achieve its public mission;

BE IT RESOLVED THAT, notwithstanding CAUT's past recognition of the contribution of already and established group-related non-public degree-granting institutions, CAUT strongly opposes the de-regulation and privatisation of higher education institutions and services in Canada and, with the exception of existing and future First Nation institutions of higher education, CAUT strongly opposes the establishment and accreditation of private, for-profit and not-for-profit degree-granting higher-education institutions.

AMENDMENT

WESTERN/ALBERTA: THAT the following be inserted into the Majority Resolution of the Study Group on Private Universities in paragraph 4 after "...First Nations institutions of higher education.." add "and existing religious colleges or universities."

Proposed Minority Resolution on Non-Public Degree-Granting Institutions

1. BE IT RESOLVED THAT the CAUT affirms that:
 - public universities are the principal and preferred providers of university-level degree programs in Canada;
 - ii public universities are the best mechanism to ensure that degree programs are affordable and accessible to all Canadians;
 - i public universities are the best mechanism to ensure that research and other scholarly activity is conducted in the public interest; and
3. BE IT FURTHER RESOLVED THAT the CAUT recognizes the historical and contemporary contribution of group-related, non-public degree-granting institutions (e.g. church related,

aboriginal and women's colleges and universities); and

4. BE IT FURTHER RESOLVED THAT the CAUT Executive Committee be authorized to oppose the establishment or continuance of any non-public degree-granting institution that is for-profit or lacks:
 - ii public accountability
 - ii tenure or parallel terms of employment
 - i academic freedom for all members of the university community
 - i collegial governance; and
9. BE IT FURTHER RESOLVED that the CAUT Executive Committee be authorized to promote appropriate regulatory structures and processes to ensure the compliance of non-public degree-granting institutions to the principles of public accountability, tenure, academic freedom, and collegial governance; and
10. BE IT FURTHER RESOLVED THAT the CAUT Executive Committee be authorized to oppose the de-regulation and privatization of public degree-granting institutions and their programs of study; and
11. BE IT FURTHER RESOLVED THAT since regulation of post-secondary education is a provincial power exercised in distinct historical contexts, the CAUT Executive Committee consult with the affiliated provincial association, or where there is no provincial association the CAUT member local associations, in the relevant province before opposing the establishment or continuance of a particular non-public degree-granting institution, or promoting regulatory structures particular to a single province.

30th Annual Hagey Funspiel

**Beat the winter blues and join the University
Community on:**

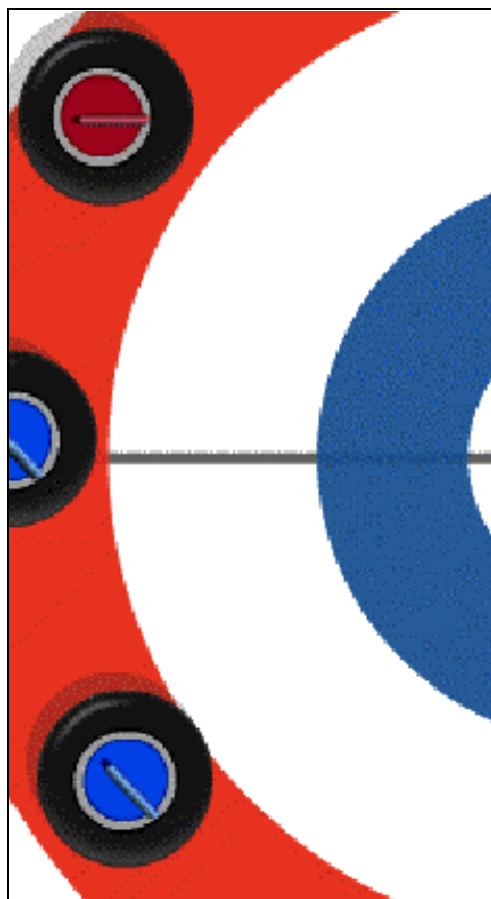
***Saturday, February 26, 2000
at the Ayr Curling Club!***

**If you have never curled before...
this is a great opportunity to try it!
(90% of the participants have never curled before or
only at the Hagey!)**

There are only 2-6 end games!

**There is a great lunch, a fabulous dinner
(around 5 p.m.), EVERYONE gets a prize
and you're home by 7:30!!**

**For more information: Pat Cunningham x5413,
<http://www.adm.uwaterloo.ca/infowast/hagey.html>**



Governmentality, the “now” university and the future of knowledge work

Jane Kenway and Diana Langmead
Deakin University

This article appeared in the Australian University Review, Vol. 2, 1998, and is reprinted with permission of the authors and the Review.

University education policies are entirely different from those which predominated in the 1970s and early 1980s. As a consequence, universities have been restructured and recultured. This identity transformation has been achieved by three particular forms of governmentality — what Foucault calls the ‘conduct of conduct’.

The first strategy of change is *rationalisation*. Reductions in government funding have led universities to ‘downsize’, to look for sources of ‘flexibility’ and for non-state sources of funds. Most universities seem to understand flexibility in both hierarchical and numerical terms. Rationalisation is seen to apply particularly to academic staff below the Professoriate and to faculty support staff. Increasingly, older tenured staff are encouraged to retire or are made redundant. The aim is to casualise and sessionalise a larger percentage of staff. The work of the core labour market however is intensified - less people do more work. We are all on the run, working harder, faster, ‘smarter’. The name of the game is lean production - unless we are talking of management levels, which apparently must be *upsized*.

The second strategy of change is *corporatisation*, key features of which include the application of business management principles to university management. University corporatisation usually involves the contradictory double moves of aggregation and disaggregation, decentralisation and recentralisation, and autonomy and accountability. Within centrally-devised frameworks and budget responsibility, stress and crisis are passed down the line, however the ‘flattened hierarchies’ still have a clearly hierarchical command structure within which accountability is either steeply upwards (Coleman, 1995:108) or outwards — to ‘clients’ via an increased emphasis on student assessment of teaching.

Individual academic work is subject to intensified

performance ‘appraisal’ through performance indicators. This has implications for worker relationships. The more academics’ inputs and outputs are measured, the more they are encouraged to understand themselves as autonomous workers, and their colleagues as their competitors, both at an individual and a group level. As a result of dramatically increased work loads and a wider range of expectations, teaching, research administration, entrepreneurial activities, consultancies etc etc, staff are split within themselves. They are also split from each other: management from worker, and core workers amongst each other and from casualised workers. To the extent that they existed, collegiality and trust are increasingly being replaced by cultures characterised by distrust and anxiety. Control is gained by edict, fear of reprisal and by internalisation of the discourses of governmentality.

Marketisation, the third strategy of governmentality in university education, proceeds hand-in-glove with corporatisation. Its modes include privatisation, commercialisation, commodification and residualisation. Under marketisation, user-pays schemes are multiplying and universities are going further and further afield for new sources of income. Academic entrepreneurs roam an increasingly wide range of ‘developing’ countries in search of the lucrative education export dollar. We now see a whole new set of developments: onshore, offshore and various partnerships, subsidiaries and subcontractors. Students now ‘invest’ in a university education. The payment of fees intensifies the notion of customer rights. This feeds into the corporate model and potentially shifts responsibility for learning from the student to the academic (Coleman, 1995:108).

Increasingly, too, universities are turning to business and industry as sources of revenue and relevance. These range from research sponsorship, to dedicated chairs, to the creation of specific programs. The effect of this particular turn is that universities often seek to redefine themselves according to the preferences and needs of business and industry: vocationalisation and commercialisation are the twin peaks of this agenda. Most universities now have commercial arms. Further, universities now regularly ‘benchmark’ against each other with regard not just to ‘productivity’ but also with regard to income (fees and other sources)(BJ, 1997). Income generation tends to be treated as a product in its own right: input = output. Merit is being redefined accordingly, for both academic staff and for managers. Teaching and research are coming to be regarded as *base-line* activities and staff are also expected to add

value by gaining various lucrative consultancies and doing other deals. Amongst the core academic staff, those who do not are almost implicitly seen as asset strippers—taking out their pay but not bringing in resources. Indeed, there is a definite sense that the university's 'core' workers are not its academic staff but its managers, marketers and its quality management staff/development staff: those who know how to Work Smart in the Real World.

Clearly, there is a great deal more to Australian universities than this. There are significant differences between them and between the campuses of amalgamated universities. But whatever their differences, the logics that we have described have taken hold of them in one way or another (Healy, 1997). How are these shifts best explained and what additional modes of institutional organisation do they bring into effect?

Fast capitalism, knowledge workers and intellectual capital

The usual explanations focus on the state, neo-liberal economics and philosophy, economic rationalism and the politics of restructuring. We will however, adopt a global analysis and attend to relationships between capitalism and new information and communication technologies. This discussion underpins the argument that additional modes of university governmentality now include *technologisation* and *globalisation*

Of interest is the literature on 'fast capitalism' or techno-capitalism and the techno-scientific and management knowledge apparatus that sustains it. Here, there is a fascination with the following: new configurations of time and space; images screens machines and virtual worlds; the porousness of borders and boundaries and global flows of trade, foreign investment, wealth, culture, information, images, labour and people (through tourism, migration, war and refugee status); 'fluid firms', 'flexible' management and labour and the technologies which permit such flexibility. Take for example the scholarship of Castells (1995).

Castells' main focus is on the new techno-economic system which he calls 'informational capitalism' (1995: 18). He argues that capitalism is the mode of production and informationalism is its mode of development. Castells makes a distinction between information society and informational society (ibid 21). To him information involves the communication of knowledge and, as such, it has been critical to change in all societies. But *informational* society is a specific form of social

organisation in which information generation, processing and transmission become the fundamental sources of productivity and power. Productivity and competitiveness depend on capacity to generate, process and apply efficiently knowledge based information to all sectors of the economy, to agriculture, industry and service, and of course to the information processing too.

To Castells information technology and capitalism operate in a virtuous circle. Information technology has shaped capitalism and capitalism has shaped information technology. To him, technology is central to capitalism's rejuvenation and expansion and is the new material base to capitalism (ibid: 17-22). It gives it its knowledge base and its global reach. As he indicates, production, consumption and circulation are now organised on a global scale, either directly or through networks or linkages. He makes the point however, that an informational economy is different from a world economy due particularly to its capacity to work *as a unit in real time on a planetary scale* (ibid).

A feature of these changes which is most pertinent here is the rise of the so-called knowledge worker (Drucker, 1995). With the decline of manufacturing, the expansion of the service sector and the rapid rise of the information sector and its increasing importance as a source of output, growth and wealth creation, the talk is now less of human capital and more of intellectual capital - the brain-based worker/organisation (Burstein & Kline, 1995: 274). What is required is people's knowledge and creativity with regard to applications and content, their capacity to manipulate, understand and make productive (commercial, exportable, transferable and licensable) use of symbols.

In his recent book, *Intellectual Capital*, (1997) Stewart argues that today's intellectual (knowledge) workers are strong and powerful in the labour force. Their work, working styles and requisite work conditions (informal, project-oriented work groups assisted by technology, especially computers) undermine the centralised and hierarchical power structures and practices of Taylorism— those still widely used, especially in manufacturing industries (1997: 183-5). In this neo-liberal information-based economy, employees have weakened job security and loyalty for employers, and employers offer employees less security and loyalty. Nonetheless, employers will increasingly depend on these particular forms of human capital. Indeed, knowledge workers are needed by organisations more than knowledge workers need the organisation (ibid:

106).

Clearly, techno-capitalism has helped to effect new organisational and institutional forms and philosophies which, virtuous circle again, make new technologies central. One brand of management philosophy is what Gee, Hull, & Lankshear (1996) call 'fast capitalist texts'. These incredibly popular texts are written by a new slick breed of management gurus, the icon of which is Tom Peters, the 'liberation manager'.

In fast capitalist texts, we meet the fluid, flexible firm that supposedly thrives on disorganisation and chaos, responds immediately to any market stimulus, and replaces hierarchies and lines of management with self-starting, fast paced teams, doing 'highly meaningful' work in collaborative environments. Small is beautiful, groups are never stationary and all 'just do it'.

With regard to the implications of the fluid firm for the power of knowledge workers, Gee et al (1996) have a less benign view than Stewart. They argue that such texts and the management practices which flow from them offer a particularly partial view of the world of work, which not only brackets out bigger driving forces but also private and personal relationships, stable communities, shared histories and long term commitments (ibid: 40). Further, they have no apparent morality but are driven by consumers' desires (ibid: 41). But let us return to the university.

Back to the future university

What do these discussions suggest about universities of the future? As public institutions, the fortunes of the Australian university are intimately tied to the fluctuations of the state. This is the case with regard to the state's guiding belief systems and its economy in the global and regional economy. To the extent that they continue to understand themselves as agencies of the state, universities can be expected to enhance the 'capacity building' work which the state is increasingly insisting upon. Predictably, as part of the productive infra-structure of the state, universities will increasingly gear their activities to supporting productivity gains, enhancing international competitiveness and to creating an ideological climate of support for such 'missions'.

However, as universities continue along the path of hyper-competitiveness and Continuous Improvement, *technologisation* and *globalisation* are becoming key features of the scenario; new modes of governmentality. It is also thus predictable that universities will understand

themselves as, and take on the features of, fluid firms and global corporations. Witness the following quotation from a promotional flier for a conference held at Royal Melbourne Institute of Technology in 1997.

In the context of a rapidly internationalising global economy presenting new challenges for cultures, economies and technology, the world's universities are being faced with decisions about how they operate in a borderless world... Easier movement of populations between countries, regional economic cooperation and new technologies are increasing competition to provide faster, better and more relevant education... In effect, universities are reinventing themselves as dynamic service providers as well as traditional teaching, learning and research centres. (R.M.I.T. University, 1997: 3)

Interestingly, the more universities see themselves as 'players' in global education techno-markets, the more their relationship to the particular territories and sovereignties of their origins becomes problematic. It may well be the case that in reinventing themselves internationally, universities move away from the state capacity building work which is expected of them. Perhaps they will orient themselves more towards regional interests or perhaps local. At this stage such matters are unclear but there are considerable tensions which are yet to be analysed let alone addressed. These trends are having significant implications for knowledge production, academic work and academic workers and thus for feminists and feminism.

Technologically-supported lean production methods go hand in hand with the widespread business practices of subcontracting, outsourcing, offshoring, consulting, downsizing and customising. Indeed, the deterritorialised virtual university is a popular fantasy amongst university managers who, as we indicated at the outset, see themselves, not academics, as the core workers. It is possible that place-bound, classroom-bound workers will be increasingly marginalised as esteem and money flows increasingly to the top end of the corporate university - the internationally connected producers of the knowledge most valued in the corporate sector (knowledge workers) and to those who manage and market that knowledge — smarter and faster.

And what are the implications for knowledge? Traditionally, universities were supported by society to pursue knowledge in a disinterested manner and to inform social progress (Filmer, 1997). In addition, as Lingard (1997) argues, under the previous 'welfare

economy', universities were implicated within public policies which involved some state intervention against the market and in the interests of social justice and the common good (Lingard, 1997:5). Further, historically, state funding and the state philosophies noted above ensured that universities had a certain autonomy and the authority to pursue knowledge according to their own designs.

Now, in contrast, there is less intervention from the state in the interests of justice and the common good and instead the state under-writes the market economy (ibid). Dependence on state funds and on new state philosophies has actually *compromised* universities' autonomy. The state expects universities to galvanise 'the economic potential of knowledge' (Symes, in McCollow & Lingard, 1996: 16). University education has come to be seen as an industry with attendant expectations of efficiency, utility and economic returns. Less and less is it seen as providing a public service with intangible social benefits, as a source of enlightenment, and as a contributor to the critical, cultural, aesthetic and liberal democratic sensibilities of the state. New state influences have meant that academics are to become corporate and market professionals (McCollow & Lingard, 1996: 12-16); in other words 'knowledge workers'.

Knowledge workers can be defined as those

...who apply established intellectual and scientific skills in work geared to the ends laid down by the owners or controllers of large scale industrial and administrative complexes (Sharp and White, 1968: 15)

In the general literature on knowledge workers academics are seldom identified as such even though generating various forms of intellectual capital is their stock in trade.¹ Certainly Drucker and Stewart ignore

¹There is however an emerging literature by academics themselves about intellectual property. Linda Heron (1996), for example, discusses the prospects for knowledge workers in the university, focussing on knowledge workers as "professionals who connect clients with information" (ibid: 26), and considers their interconnections with new information technology. Intellectual property rights are also being discussed, in the new technological and industrial context, in terms of protection and 'value', from copyright issues to 'ownership' to resource allocation issues (Spearitt & Thomas, 1996). This literature is growing as technological developments raise ownership and authorship questions for published research.

them. Nonetheless, as indicated, university academics are being reconstructed as knowledge workers, even if not all of them fit the description. Certainly, those academics who can function as conventional knowledge workers are most valued and rewarded by the university. They fit well Stewart's notion of a labour elite with bargaining power within the sector. A potential irony here is that universities' intellectual capital, depends on the critical interrogation of knowledge from a range of points of view and in many different sets of interests. This contributes to the growth of knowledge and without such critical friction, knowledge may well stagnate and the university may have less to offer its 'clients'.

It would appear that universities are no longer expected or expect to pursue disinterested knowledge for its own sake and for the greater good. It should be noted though that the status of such knowledge remains ambiguous. One could speculate that if such knowledge is able to assist the university to achieve some aspects of its corporate goals then it would have no 'in principal' objection to it. However, one could also surmise that the university would not go out on a limb to protect such knowledge and to the extent that it may be at cross purposes with its corporate goals it may well either let it languish or seek to repress it.

But of course many academics who remain in universities continue to hold views about knowledge as disinterested, for its own sake or for the common good or in the interests of what Giddens (1994) calls emancipatory and life politics. Stewart fails to take into account such workers with knowledge. Presumably, few corporate businesses include such workers in their stock of intellectual capital. Can they then be defined as knowledge workers? Should they be? Are they all now 'alternative' or 'oppositional' knowledge workers? Whose ends is their work geared towards? What happens to them in the new division of labour in academe? Let us pursue these questions a little with regard to feminist academics.

A future for feminist academics?

The university is remarkably absent from most of the feminist literature on contemporary global change. An associated absence is a feminist discussion of the changing nature of feminist workers and feminist knowledge in this current historical conjuncture. How are feminist 'knowledge workers' and feminist knowledge itself (within academia) going to hold up in the face of restructuring and globalisation and their underlying philosophies?

As women, feminists will no doubt be drawn yet

further into the vortex of the increasingly needy and greedy institutions of university and family, as welfare and service are reprivatised. Indeed, policies of reprivatisation are likely to intensify the emotional labour of feminists in the academy and elsewhere, as they struggle to undertake feminist work in conditions which are both increasingly hostile to it and increase the need for it. Feminism may thus be repositioned as a coping site for structural difficulties. In this sense then, ironically, feminism might be seen to be nurturing restructuring within the university.

Historically, feminism has best flourished in those faculties not easily tied to economic utility. However, it is predictable that such faculties will be residualised in the corporate university. This could happen in one of several ways which include intensified teaching and marginalised research; a return to the days of women teachers and 'men of knowledge' perhaps.

This is a dangerous scenario as knowledge production is crucial to keeping feminism alive and relevant. Indeed, as discussions of contemporary change indicate, a wide array of new lines of inquiry has emerged. Let us take some quick examples. Just as feminists reworked the notions of citizen and the state in the 1970s and 80s, so they must now rework notions of the market, the global, national, regional and the local. Just as feminists reworked notions of politics and activism in the 1970s and 80s, so too they must now rework such notions in alignment with new paradigms of governmentality, circumstances of the intensified individualism, the rise in significance of the 'third sector' (Rifkin, 1995), non-government organisations (NGOs) and supra national agencies and new configurations of time and space. Such reworkings will need to recognise both the demonstrable limits of legislation and litigation at state and institutional levels but also their potential, as Sassen indicates, in international law. Further, just as feminists deconstructed and reworked the academic canons of the 1970s, 80s and 90s so too must they now deconstruct those 'informational' canons which will predominate in the future. These include particularly those associated with screens and machines, bits, bytes and networks, digital entrepreneurialism and the management theories which are organic to it and the tyranny of the virtuous circle between capital and technology. It seems clear that the feminist globalisation literature on work, place, embodiment and experience, and migration flows would be complemented by a feminist analysis of flow and speed in networks of power, of the disembeddings and re-embeddings brought about by the collapsing of space and time and by studies

of the upper circuits of capital, hyper-productivity and knowledge workers.

While clearly then globalisation opens up very important lines for feminist research, it might well be the case that it simultaneously closes down feminists' opportunities to undertake such inquiry in universities. At this stage, it is not at all clear how feminism and which feminisms will survive the commercialisation and commodification of knowledge in the global intellectual/economic bazaar.

Given that the notion of knowledge as a basis of social progress is being marginalised, what price feminism? What economic utility is there for feminist knowledge which opposes economic rationalism and globalisation with all their attendant discriminatory and debilitating effects for women's economic, political, and citizenship rights. What economic utility is there for gender inclusive models of scholarship and management?

Clearly, if feminism and feminists align themselves with social-democratic philosophies and against economic rationalism and liberal-individualist philosophies, feminist knowledge is not likely to be popular in universities desperately seeking resources and funding from radically conservative governments and from commercial sources. How many private sponsors are likely to provide funds to ensure that feminist knowledge remains in the academy, challenging mainstream disciplines with its calls for equity and inclusion in all facets of life? Indeed, are such sponsors likely to withhold funds to those universities which 'harbour' such uncomfortable knowledge?

The current conjuncture puts feminism in an awkward position for other reasons too. Feminists helped to expose the interestedness of 'disinterested' knowledge and the gender, class, ethnic and sexual biases in notions of the common good. They showed how both could be connected to inequality and injustice. In a sense then, they have always been oppositional knowledge workers within universities, challenging the tenets of established and 'critical' disciplines and practices. There is a paradox here for feminists.

While on the one hand, many feminists have been very critical of the Enlightenment tradition within the university (for many different reasons), on the other hand, they have been somewhat dependent on the historical association of universities with such traditions. Indeed, for the post-post-materialist feminist work which we have outlined, the Enlightenment notion is a vital factor of production. Another important factor, also as noted, is the notion that the university must have a certain critical distance from society, economy and culture for it

to do its interpretive and critical work. Other important factors of production are the time and resources necessary for the leisurely pursuit of knowledge and the opportunity to develop rich pedagogies. All of these are at risk in the corporate university with its obsessions with speed and utility. It is not at all clear what meta discourses feminism has available to it to defend itself within the corporate university and the neo-liberal state and global economy. It cannot easily claim Enlightenment, has difficulty differently claiming utility; and the citizenship, needs, responsibilities and rights discourses that it once drew on so powerfully have been subsumed by market discourses of consumer citizenship.

These times and the contemporary university raise a host of new issues for academics. The implication of this paper is that those of us who do not wish to become knowledge workers of the sort so celebrated by Drucker must participate more actively in the politics of university knowledge.

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