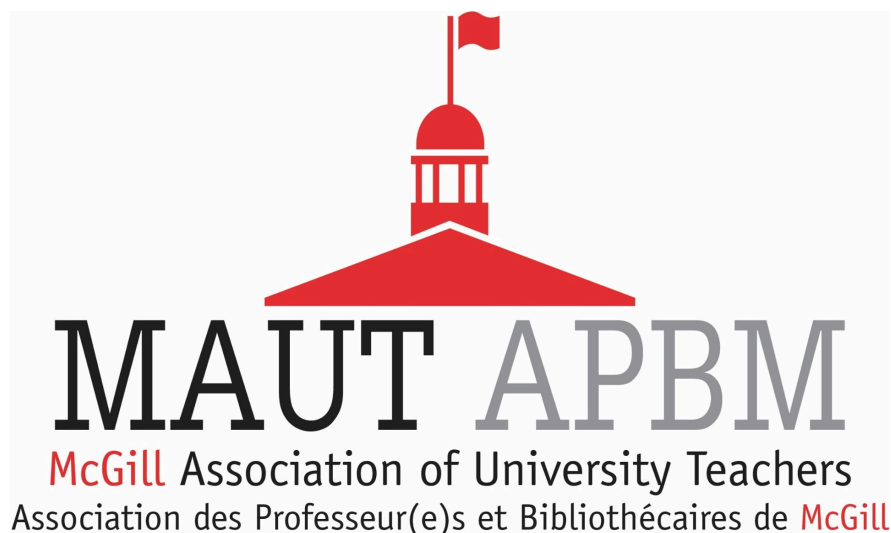


MAUT Newsletter

January 2025



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Introduction

By Renee Sieber, VP Communications

Welcome to the Winter Newsletter 2025 for MAUT. Fall was a busy semester for MAUT. In addition to our regular meetings, a special [general meeting](#) was called by our members and a special [Council meeting](#) was called by some of our Council members. Peter Grutter and I have been responding to questions posed by our members about unionization or association of faculty at McGill. A fourth faculty union has formed, this time in Continuing Studies. We'll continue to update you through the newsletter and MAUTForum.

As always, if you have a work-related concern, you can access MAUT for assistance, advice and support. Joseph Varga, MAUT's Professional & Legal Officer, can be contacted confidentially at 514-797-3089, weekdays (9am-5pm). Last year Varga considered approximately 116 dossiers involving subjects like academic freedom, appointment/reappointment, benefits, conflicts of interest/commitment, collegiality, discipline, grievances, harassment, research misconduct, tenure and salary. Reach out for these and other issues.

Also remember that the posts are opinions of the contributing authors. Lastly, don't forget to [register](#) for our [Winter Brunch](#)! It's filling up fast and space is limited.



MAUT Resolution Responding to the email on Event Bookings

By MAUT Council

MAUT Council members called a special meeting on November 25, 2024, to respond to the email from Interim Deputy Provost (Student Life & Learning) Angela Cambell and Vice-President (Administration and Finance) Fabrice Labeau on November 25, 2024, titled "Event Bookings". We passed the following resolution:

The MAUT Council is deeply concerned by the blanket ban on booking extracurricular speakers announced in email sent by Interim Deputy Provost (Student Life & Learning) Angela Cambell and Vice-President (Administration and Finance) Fabrice Labeau on November 25, 2024, titled "Event Bookings".

The MAUT Council considers extracurricular events a central part of the University's academic and civic mission protected by the principles of academic freedom.

Curtailing the ability of the McGill community to organize academic events by withholding space is an extraordinary and draconian measure. Such an abridgment of academic freedom requires a high bar of justification, for example concrete and imminent threats against the physical safety of members of the University community.

The email by Interim Deputy Provost Campbell and Vice-President Labeau fails to provide evidence that would warrant such a sweeping measure.

The MAUT Council believes that decisions to refuse space to extracurricular speakers must be exceptional; they should be made on a case-by-case basis and only in response to specific threats to the physical safety of McGill community members rather than as a blanket policy. When the University refuses usual access to campus spaces, it should make concrete evidence of such threats available to Senate, MAUT, SSMU, and other stakeholders.

The MAUT Council reaffirms the position, from our statement from March 15, 2024, that

MAUT considers peaceful protest and civil disobedience to be potential sites of teaching and learning.

MAUT recognizes that protest and civil disobedience involve difficult trade-offs between the rights and freedoms of several constituencies. Nonetheless, we believe that participating in and encountering these forms of political engagement offers important lessons for our students and the McGill community at large.

MAUT rejects an unqualified right to a campus without disruption and calls for moderation and restraint in the University's response to disruptive protests.

Unless the University administration can provide and share concrete evidence that would warrant this extraordinary action, the MAUT Council therefore calls on Interim Deputy Provost Campbell and Vice-President Labeau to:

- 1. Reverse the decision announced to the McGill community in the email from November 25. MAUT Council requests that such a reversal be communicated to the McGill community by email as soon as possible.*
- 2. Increase the transparency of risk assessments.*
- 3. Consult with the three MAUT Presidents (past, present and elect) on time sensitive issues prior to announcing any policy directives that may adversely impact academic freedom on campus.*

Update 1: On December 5, the Provost replied that he was unable to accept our three requests.

Update 2: Steve Jordan, President-elect of MAUT alerts members to a procedure hidden in the January 7 What's New email about [booking campus space](#). He believes that the administration seems to be using 'safety' in this procedure to monitor/surveil potentially controversial talks with the right to cancel if deemed unsafe for the community.

Unplanting the Great White Pine Tree on Campus

By Margaret Levey, MAUT member

On November 17, I was among the 200 or so individuals who attended a Haudenosaunee Peace Ceremony held on lower campus. The ceremony, carried out by members of the Kanien:keha'ka (Mohawk) nation, centered on planting a Great White Pine sapling in the row of trees beside the field on their unceded traditional lands as a symbol of peace and reconciliation. Notably absent from the ceremony were any members of McGill's upper administration, who had been invited to attend.

The Ceremony was perfect. It was grassroots and genuine. The sun shone, drums were beaten, Kanien:keha'ka elders spoke about Kaianera'kó:wa – the Great Law of Peace and the significance of the Great White Pine, and then McGill students and Kanien:keha'ka elders dug the earth, planted the sapling, and decorated the planting site with purple and white stones representing the colours of the Kanien'kehá:ka flag. I felt a sense of peace and hope that I have not felt in more than a year on our fractured and divided campus.

On Monday morning, when I arrived on campus, hoping to hold on to the peace and hope that I had felt the day before, I went to go visit the tree. It was gone. No tree. No stones. Just a tidy

bare patch in the scrubby grass remained from where McGill had uprooted the tree. Gone too were my feelings of peace and hope, replaced with feelings of outrage and violation.

McGill's response to the planting was that its reconciliation initiatives "are carried out in partnership and consultation with the traditional and elected leadership of local Indigenous communities" and also that it against McGill's rules to "unilaterally modify campus property." In a communique from Kanien:keha'ka women responding to McGill, they decry McGill's snub and its failure to live up to its stated commitment to reconciliation. McGill's response in uprooting the tree, they say, "has been anything but reflective of reconciliation. This is not reconciliation – it is a praxis of colonialism."

My own quick perusal of the report from the Provost's Task Force on Indigenous Studies and Indigenous Education turns up multiple mentions of McGill's putative commitment to "heeding the TRC's calls to action, specifically through educational and institutional efforts aimed at redressing historical legacies of injustice and restoring relationships with Indigenous peoples" and "to demonstrate its own commitment to both truth and reconciliation by critically examining its history."

Indeed, the preamble of the report states: "To begin, the physical space of our campuses must exhibit recognition of the traditional territory on which McGill sits through representational symbols such as artwork, flags, ceremony, language, and a meaningful territory recognition statement."

Sadly, McGill's commitment to reconciliation appears purely rhetorical and lacks physical commitment to the land. Going forward, I know that I will cringe every time I hear a territorial recognition statement (land acknowledgement) at the beginning of a McGill event as I question how "meaningful" they actually are, given McGill's failure live up to its own stated commitment to reconciliation, even when they were specifically invited by the local indigenous community to do so.

Report on the General Meeting held on Friday, November 1st, 12-2 pm, at the Faculty Club

by John Galaty, MAUT Member

Date: November 25, 2024 In accord with the MAUT Constitution, which allows for Members to submit a petition requesting that MAUT call a General Meeting, a petition signed by 17 members was sent to MAUT on October 11, 2024, requesting it convene an Extraordinary General Meeting to discuss matters arising from the faculty unionization movement. This meeting was held on Friday, November 1st, 2024 from 12-2 pm. The meeting resulted in two Motions being discussed and passed (see below).

Background

MAUT has experienced two previous campaigns for unionization of academic faculty members, in the early 1980s and mid-1990s. In both cases, MAUT carried out studies examining the status of McGill faculty salaries, benefits, and pensions, compared to other universities, and, in light of that information, convened meetings of academic faculty members to discuss the options and weigh support for unionization. During the current process of unionization, MAUT has neither requisitioned comparative studies nor informed and convened faculty members to deliberate together about the relative merits of unionization. To the contrary, the drive towards unionization has occurred within several Academic Faculties in the absence of any general forums convened for open discussion and debate by the entirety of McGill's academic faculty. Nor has information on this process been disseminated widely within McGill, leaving many academics unaware even that unionization has been occurring. This approach has led to groups of academics in three Faculties - Law, Arts and Education - seeking accreditation as unions. In the view of some of the petitioners, this process might lead to the unfortunate outcome of McGill faculty members being represented both by an internally divided set of faculty unions and MAUT, thus losing an important benefit that the current association (MAUT) has enjoyed: the strength of numbers and the power of unified negotiation with the administration.

Whatever the outcome of the current process, the hallmark of an academic institution is that serious decisions should be based on accurate information and arrived at through informed, open and transparent deliberation. This has not been happening to date; the motions below are designed to drive an informed and well-considered path forward.

Motions presented to the General Meeting

Accordingly, the Petitioners called for MAUT to convene a General Meeting of all members, open to all McGill Faculty members, to discuss taking steps to gather the information all members should have at their disposal when considering the question of Unionization. The meeting considered two motions that, after discussion and amendments, were passed:

Motion 1 passed with quorum:

1. *That, following past precedent, studies should be undertaken by an ad hoc committee of MAUT that would provide accurate information including but not limited to utilizing the resources of CAUT and FQPPU on the comparative status of McGill, over time, regarding academic staff salaries, benefits, pensions, and other indicators of the standing of McGill in relation to other major Canadian, including Quebec, universities.*

Motion 2 passed without quorum:

2. *The survey announced on Oct. 1st 2024 to gather MAUT member sentiment on faculty unionization/restructuring be postponed until the studies under Motion #1 be received and disseminated and discussed in a general forum. The report from Motion 1 should be completed by April 1st.*

Ad Hoc Committee

Accordingly, the *ad hoc* committee mentioned in Motion 1 has been struck, with the following members: Tim Elrick (Chair), Meyer Nahon, Bill Coish, Gerbern Oegema and Bernard Robaire.

The *ad hoc* committee is now gathering comparative information on academic salaries, pensions, benefits, and governance. Given the apparent lack of full information in hand on the implications of maintaining a Faculty Association (MAUT) or the implications of pursuing faculty-based Unions, it would appear judicious for those pondering the question of unionizing to consider both the comparative information now being gathered by the *ad hoc* committee, called for by the General meeting, and the discussions that will take place in meetings convened by MAUT once the report has been completed, with a target date of no later than April 1, 2025.

Why I Support Strong Faculty Unions

by Sandra Hyde, MAUT Council Member

I have been a MAUT member since 2004 and an elected council member since 2018, foremost to represent the Faculty of Arts. As council and executive members of MAUT, we devote our university service to building forms of governance that foster collegiality as we tackle weighing in on new policies, administrative rules, and merit pay scales. MAUT Council and the Executive are important for administrative decision-making in the life of our university and, most importantly, in the lives of any single faculty member.

Given that I devoted six years to the MAUT Council, *why did I support the Faculty of Arts unionization drive?*

MAUT is supposed to be an organization that aims to work in concert with the administration. However, since before COVID, MAUT has become increasingly ineffectual. As it was the only participatory faculty-wide organization at McGill, I chose to continue running for a Council seat based on my commitment to upholding and fighting for better rights, privileges, and care for all faculty.

During COVID, the upper administration began to focus on the needs of our students over the needs of faculty, particularly more vulnerable faculty who had multiple medical conditions that made teaching in person a threat to their lives. The administration could have adopted Concordia's public health practices. For example, McGill could have allowed individual faculty to petition their department chairs for accommodations to teach over Zoom. Instead, McGill set in motion strict rules that limited what faculty could do based on classroom size, (e.g., less than 100 students must teach in-person, over 100 students could teach online over Zoom). Under the threshold of 100 enrolled students, one had to teach face-to-face in front of the class with students in seats. This was not merely a metric, it also broadly prioritized undergraduates who were feeling alienated by curfews established by the province and the fact they rarely met one another or their professor face-to-face. Why, in the context of a global pandemic, was there no

space to accommodate teaching staff who needed a different or slightly altered set of rules? We make extensive accommodations for our students all the time in concert with the Office of Student Accessibility and Achievement.

As a member of MAUT's faculty advocates, I helped adjudicate a disciplinary case where a senior professor asked to teach online for medical reasons and was flatly and repeatedly denied. This was not a simple case of outright denial; it was argued that we needed to encourage said faculty member to retire. When the Associate Provost of Academics, the Dean of Arts, the professor and I met over Zoom, it was obvious not all parties had all the facts. Human Resources, under the guise of confidentiality, chose to stand by strict principles of nondisclosure, whereas none of the parties knew all the details of the case until the day of the hearing. Fortunately, once all the facts came to light, the case was briskly resolved by a compassionate Dean, including provisions for alternate accommodations. At the time, I was mildly shocked that the case ever went to a hearing when resolving it simply meant sharing information up front that the professor was more than willing to disclose. There was no signed non-disclosure agreement.

Turning to the post-pandemic, post-tearing down the students' encampment, many at McGill now speak about how trust has broken down. Lack of trust is now the zeitgeist of our university: faculty don't trust the administration; the staff don't trust faculty; students don't trust either the faculty or the administration; and the administration doesn't trust anyone. MAUT has brought up declining trust levels to the Provost repeatedly and nothing has been done. Many of us are left at a standstill, breathing out exasperation.

How might this look different if a faculty association with no bargaining power gave way to a certified union with collective bargaining rights? I can give you an example from my days as a graduate student.

As a graduate student at UC Berkeley, every faculty division had different rules and regulations for hiring teaching assistants, known as graduate student instructors (GSIs). In the fall of 1993, graduate students came together and voted to change the rules of engagement to build one set of employment rules instead of balancing multiple pay scales and widely different workload conditions. It took another few years to finalize a collective bargaining agreement, including a semester-long strike in the fall of 1993. That strike was one of the pivotal moments in my graduate career because I learned more that semester about academic worker's rights and the internal politics of UC as an academic institution than I had at the four previous colleges/universities I attended across the United States. Once the union was ratified, we changed the face of how graduate student instructors, as a collective of the lowest-paid academic employees, bargained for wages, hours, concessions and caring for our undergraduate students in large lecture halls of 600+ students.

Jumping three decades to McGill

In the past two years, the upper administration has tried many union-busting tactics. This time, they challenged the denominator, meaning we could unionize but only if we united through one union across all McGill faculties. However, challenging the denominator is a classic union busting technique. "We don't challenge your right to unionize; we're only challenging who you claim are in your bargaining unit." McGill's Law faculty of 45 professors set in motion the idea that none of us are united in terms of needs, demands, or the types of academics and research work we perform. For example, in a faculty that also has a professional school, like the Faculty of Education, some faculty are both full-time professors and part-time working professionals. There are also unequal relationships where faculties like Science already have secured better working conditions and wages versus the Faculty of Arts (the largest faculty), which has the lowest wages and highest student-to-faculty ratios. Unionization drives are not new in Québec, and we remain the last large research university to unionize its faculty. When other universities unionized in the 1970s, McGill, in a faculty-wide unionization drive, narrowly voted it down. But that was 50 years ago.

Times have changed since the 1970s, and instead of using the same campus-wide organizing strategy, the Faculty of Law came up with an ingenious idea that they would unionize as a small faculty and then help usher in other faculties, allowing for a domino effect toward unionization across the campus. Currently, four faculties have run card drives and met the legal threshold of more than 51% voting for a union - Law, Education, Arts and Continuing Studies. More will likely follow.

In conversation with senior faculty and those already retired, unionization evokes the failure of collegial governance; others argue that scholars cannot possibly be workers, like front-line employees at Starbucks or Walmart. Speaking of Walmart, McGill hired the largest union-busting firm in the province, *Borden, Ladner and Gervais*, to challenge the Faculty of Law, using not their internal legal team but this expensive private firm that litigated cases against unionization at Québec franchises. That same law firm represented Walmart against its employees' unionization drive. How does one foster collegiality by undermining the legal right to organize and by spending hundreds of thousands of dollars, in a time of austerity, on union busting?

I am a strong supporter of unionization because I want all faculty to have a true seat at the table, not just an advisory role like we have at MAUT. I also have represented MAUT on the Human Resources-run Staff Benefits Advisory Committee (SBAC) where, as MAUT representatives, we have had almost no voice nor influence. Therefore, I want a union that aims for transparency in policy combined with accessibility to traceable documents for all to review in our publicly funded university. For example, I want faculty to have the right to remedy the wrongs of the past, such as inequitable salaries based on gender (research more than a decade ago pointed out these inequities, and little was done), provide equitable pension plans for all faculty, not a two-tier defined benefits and contributions system, and redress the insidious chipping away at our benefits. I want a place that manages grievances where everyone's voice

is heard. I want the right to bargain in good faith with teeth rather than a handshake. I want the right to strike if and when the administration doesn't bargain in good faith.

Circling back, could McGill treat those at the bottom, faculty lecturers, as well as they treat Canada Research Chairs on the top? A union allows us to build our international reputation in line with basic Québec labour laws. This means the four new faculty unions, the Association of McGill Professors of Law (AMPL), Association of McGill Professors of Education (AMPE), Association of McGill Professors in the Faculty of Arts (AMPFA), and Association of McGill *Academic Staff of the School of Continuing Studies* (AMASCS) allow all ships to rise where we collectively meet individual faculty needs combined with an across-the-board semi-federation. To settle the law school strike, McGill and AMPL agreed to bargain in conjunction with other upcoming unions on university-wide policies like pensions and benefits. It is the best of both worlds – a unique union, beholden to no large existing unions, with a small semi-federation that collectively bargains for basic monetary benefits.

In a time of extreme austerity due to CAQ policies against Anglophone Universities, and our administration's continuing backlash, what are the consequences of shelling out hundreds of thousands of dollars for union-busting? Can we not come together to support all our faculty at our celebrated and highly ranked Anglophone university? We cannot go back; four faculty unions now exist. The rising number of unions are chipping away at an orthodox stone so that we no longer remain the last large research university in Québec without a faculty union.

I thank Kim Kupperman, Alejandra Melian-Morse and Catherine LeClerc for their generous comments.

Presentations organized by the MAUT Retiree Affairs Committee

By Frank Ferrie, RAC rep to MAUT Council

1. January 30 2024, 1 pm

Alina Chan and Matt Ridley gave a presentation on the topic "The Case for a Laboratory Origin of COVID-19". This presentation was accessible via Zoom and [recorded](#).

Alina Chan received her Ph.D. in Biochemistry and Molecular Biology at the University of British Columbia in 2014. She then moved to the Broad Institute of MIT and Harvard, where she works on developing virus vectors for treatment of neurological diseases in humans.

Matt Ridley received his Ph.D. from Oxford University on the mating system of the Common Pheasant. He then joined The Economist as a science writer and editor, and worked for several British newspapers and more recently for The Wall Street Journal as a columnist. He is a bestselling author of numerous books on scientific subjects, beginning with *The Red Queen: Sex and the Evolution of Human Nature*, and more recently, *The Evolution of Everything*.

Alina and Matt joined forces soon after the beginning of the Covid-19 pandemic to examine theories about how the virus, called SARS CoV-2, arose. They wrote a book, published in 2021, called "Viral; the search for the origin of Covid-19". It is a fascinating story, reads like a thriller, and goes into detail about the science and politics of the pandemic.

More recently, Alina wrote an [article](#) for the New York Times (June 3, 2024), in which she outlined the reasons why she believes the lab-leak hypothesis is a probable explanation for the origin of the virus.

Many scientists, and a number of US government intelligence agencies, strongly disagree that the lab-leak hypothesis is valid. They propose that the virus originated from an animal in the Huanan Seafood Market in Wuhan, which had probably been infected by what was originally a bat virus. Transmission from animals to humans has been proven for a number of viruses, including strains of influenza virus and the two previous coronavirus epidemics, caused by SARS CoV and by MERS viruses. Here are two articles in which scientists argue that the hypothesis of transmission from an infected animal to humans is strongly supported by the [available evidence](#).

Unfortunately, the "smoking gun" that would provide definitive evidence for or against these two competing hypotheses for the origin of SARS CoV-2 has not yet been found and may never be found.

2. May 22 2024, 1 pm.

Professor Jon Sakata, Department of Biology, McGill University gave a presentation entitled "Researching Songbird Communication to Gain Insight into Speech and Music." This was held in the Billiard Room at the McGill Faculty Club.

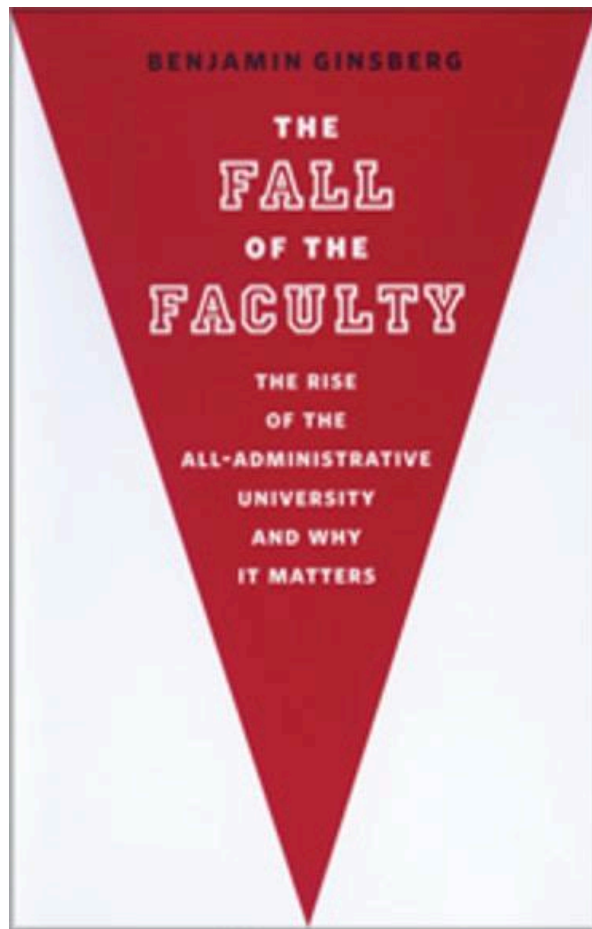
Jon Sakata received his PhD in Neuroscience from the University of Texas at Austin, where he researched the neural basis of social behavior. He then did post-doctoral training at the University of Texas and at the University of California, San Francisco, where he started researching songbirds and the neural basis of vocal learning and performance. He joined the Department of Biology at McGill in 2010 and has worked primarily on birdsong using Zebra Finches as a model system.

A short summary of one of his recent articles is available at [YouTube](#).

Review of the book, the Fall of the Faculty

Via Dan Guitton, VP External

Dan wanted to remind us of this [review](#), published in the CAUT newsletter in 2012 of the book [The Fall of the Faculty: The Rise of the All-Administrative University and Why it Matters](#) that he views as more important than ever given the activities of the administration.



[The Fall of the Faculty: The Rise of the All-Administrative University and Why it Matters](#) by Benjamin Ginsberg. New York, NY: Oxford University Press

Reviewed by Hans Skott-Myhre, President of Brock University Faculty Association

Benjamin Ginsberg's book is a well-articulated scholarly polemic against the increase in the scope and influence of administrators and bureaucrats within the academy. It is an important book for anyone interested in issues such as the importance of faculty governance, academic freedom, and faculty control over their own teaching and research. Ginsberg tells us his book sounds a warning cry that could signal actions to avoid the calamity of what he terms, "administrative blight." However, he warns that it may "come too late for some victims."

Although the book is written from an American context, there is a definite resonance for the Canadian academy. His claim that institutions are "mainly controlled by administrators and staffers

who make the rules and set the priorities of academic life," has not fully taken hold in Canada, but appears to be well on the way. Indeed, there is no doubt that administrative growth at Canadian universities and colleges has far outstripped growth in the ranks of faculty.

Ginsberg traces the gradual erosion of direct faculty involvement in the management of the academy in the United States. He notes that, until the last 20 years or so, faculty members held administrative functions on a short-term basis. It was assumed such faculty would return to the professoriate in short order, having fulfilled their service as administrators.

As a result, the author argues that presidents and provosts were highly dependent on the faculty to manage the university. This dependence insured that faculty had a voice in the development

and vision for the institution. The short-term nature of their involvement kept their focus on the centrality of quality teaching and research. Ginsburg argues the fact that faculty, as short-term managers, never lost sight of their own pedagogy and scholarship led to the development of U.S. universities as premier institution of secondary education.

He contends this focus has been lost for many U.S. universities in the shift from a faculty perspective to a managerial perspective. This difference in perspective is central to his overall argument that faculty should control and lead universities and colleges. Ginsburg proposes that for faculty, the university exists as an institution that promotes their teaching and research. Alternatively, administrators and managers see teaching and research as a way to fund and support the institution. In short, for faculty, the university is a means by which teaching and research are accomplished, while administrators see teaching and research as a means to sustain the university as an institution.

Ginsberg traces the development and growth of the managerial class in the academy illustrating both its influence and tactics through numerous empirical examples. Again, while the context is largely U.S. (there are some Canadian examples), the trends and issues brought to light are relevant for North American and European institutions of higher learning. In particular, the author explicates strategies for the growth of administrative influence and its impact on faculty governance and voice. The fascinating and horrifying aspect of this section of the book is that I recognized each tactic being deployed both at my home institution and elsewhere.

The tactics outlined include the use of budget crises as a justification for significant restructuring of the institution. He makes the case that these budget crises may have some basis in fact, but that they seldom reasonably link to the “reforms” being implemented. In fact, the administrative solutions proposed often exacerbate the underlying budget problems.

Ginsberg points out that costs for administration and capital expenditures almost always grow, while funding for the core mission of teaching and learning almost always shrinks. He suggests this growth is a logical outcome. Administration will always seek to grow itself if it is staffed by people whose career path is management. This is why he feels shared governance structures cannot function under current conditions in which management and administration is no longer the province of faculty. If administration is largely self-sufficient in having the personnel and the budget to manage and administer the university, they have no motivation to take faculty concerns into account.

This is the foundation for what the author terms the all-administrative university — one in which faculty have no significant role except as contract labour who produce piece work, such as on-line courses, and then move on. If this is the goal of ever-expanding administration then there is no need for shared governance.

The author also notes strategies such as study commissions and strategic plans are largely borrowed from managerial business models. As these exercises have little to do with research, scholarship or pedagogy, their deployment by administration gives them an arena in which

managerial expertise trumps the centrality of the academic core mission. While such plans pay lip service to the academic mission, their true function is the spread of hierarchical corporate models of management in which faculty take the role of workers subjugated to the will of management.

For anyone whose university has experienced a branding campaign, Ginsberg's demonstration of the importance of image polishing to the administratively focused university will be disturbingly familiar. Similarly, the use of managerial buzzwords and the overarching importance of the administrative fad of the moment as the core of a university provost's or president's address to the faculty will strike a chord.

Unfortunately, the book is marred, at times, by Ginsberg's obvious disdain and profound dislike of managers and administrators as a class. Although he goes to some length to note that he has known good managers and administrative staff, his anger about the incursion of administrative values and practices into the academy can lead to excessive polemic. This colours two main chapters in unfortunate ways.

The first is a chapter on what Ginsberg claims is an appropriation of the academic left by administrative forces. What he then delineates is what he feels is an inappropriate expansion of identity politics and the agendas of women, people of color and sexual minorities into the world of pedagogy. This is dicey territory and the case he might make here is tainted by his annoyance about aspects of what he terms the academic left and the rule of administration. The second problematic section touches on corruption in the ranks of administrators. Unfortunately this trend, while disturbing, doesn't warrant the length of exposition and detracts from his main argument.

The next chapter on academic freedom and the history of the development of the tenure system in the U.S. is excellent and well worth a careful reading. The close ties between tenure and academic freedom and the recent assaults on tenure by administrators are empirically supported.

In the opening to the book, Ginsberg states that he intends for this book to offer a prescription against the disease of administrative bloat. In the final section he offers detailed suggestions for boards, the media, alumni and faculty as well as parents and students. His suggestions are pragmatic, including having an elected faculty member on the board of trustees, enforcing conflict of interest provisions vis-a-vis board members and the university, vigorously resisting administrative accountability measures of faculty pedagogy, and ensuring that media analysis includes administrative bloat as a factor in coverage of struggles in higher education, to name a few.

In the end, the author leaves us with the possibility that it may be too late to reverse this process in some places. He also offers hope that if we can become aware of how this is occurring we can resist the trend and maintain the core mission of the university. This book is clearly an important tool in the latter process.