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Book Review

THE EXCHANGE UNIVERSITY: CORPORATIZATION OF ACADEMIC CULTURE. By Adrienne S. Chan and Donald Fisher. Vancouver: UBC Press. 2008 ISBN: 9780774815703 (cloth) $85.00. 2009 ISBN 9780774815703 (paper) $34.95. 224 pp

This volume consists of nine edited versions of papers presented during a symposium organized by the Centre for Policy Studies in Higher Education and Training, University of British Columbia. This symposium took place in May 2003 at the annual meeting of the Congress of Humanities and Social Sciences/Canadian Federation for the Humanities and Social Sciences. In the introduction, the editors Adrienne Chan and Donald Fisher argue that several external factors are influencing the reshaping of the university system and leading to the creation of the exchange university, "where exchange is linked to commodity production and capitalist production in the education system" (p. 2). In particular, they discuss four structural trends that are significant to post-secondary education in Canada, including globalization; the commodification of knowledge and the knowledge economy; science policy; and federal funding and public-private linkages. This book provides an important exploration of the impacts of these shifts on higher education in Canada, including the increasingly complex and porous boundaries between the public and private sectors. It is through research conducted with faculty and administrators that the tensions within universities and concerns regarding the form of this new academic culture are explored.

Sheila Slaughter and Gary Rhoades introduce the concept of the "academic capitalist learning/knowledge regime," building on earlier work on academic capitalism (Slaughter and Leslie 1997) in considering the extent to which market behaviours have become associated with the internal workings of universities and colleges. As part of this process, the boundaries between public and private institutions are being reconfigured. Important to this transformation are policy, copyrighting, and patents, each of which falls under the heading of "circuits of knowledge." Slaughter and Rhoades discuss how circuits of knowledge are influencing public/private relations and displacing the public knowledge regime. Yet, as they also note, there are several fault lines in this regime as contradictions, such as those that emerge as universities pursue both public and private funding, persist in the relationship between universities and the market.

In a case study of the University of Ottawa, a research-intensive university, Adrienne Chan and Donald Fisher explore academic culture through six dominant themes, including research, science, commercialization, changing roles among faculty and administration, collegiality, and generational differences. In part, they note shifts in hiring priorities and competition tied to research, an escalation in the level of commercialization of research, and visible generational differences with respect to research objectives. Related to these findings is a perceived imbalance between "hard science" and social science. A managerial culture has emerged along with increased pressures associated with time and space shortages.

The relationships among faculty and administrators have become increasingly complex and issues of collegiality have influenced faculty roles and solidarity. In examining these themes and their significance for academic culture, Chan and Fisher acknowledge important linkages between the state, academia, and the private sector.

Shifting the focus from administration and faculty, Brigitte Gemme and Yves Gingras explore the impacts of academic capitalism through the case of graduate students in Quebec. Their focus is on students, many of whom are in the natural sciences and engineering, who received funding through partnerships with private enterprise. Through this approach, Gemme and Gingras provide a valuable look at disciplines with industry linkages and perceived commercial value. In this context, they describe a new generation of researchers who are adept at responding to both academic and industry demands.

In an historical analysis, Paul Axelrod describes university and government relations from 1945 to the present. After the 1995 election of the Conservative Government of Ontario led by Mike Harris, universities experienced an increase in both government and market involvement. In general, Axelrod finds that universities in Ontario have enjoyed relatively stable levels of autonomy, despite the increasing integration of universities into national and provincial policy agendas, which have been impacted by economic interests. In this insightful assessment, it is argued that while some oversight by the Ontario government should be expected, the form of this involvement needs to be carefully considered.

Through a focus on university faculty, Linda Muzzin utilizes the concept of "accounting logic" (Broadbent, Dietrich, and Roberts 1997) to explore the increase in contingent faculty, or Contemporaries, in universities as part of this logic. She finds that once a temporary solution to labour shortages, contingent faculty may now come to serve as members of a reserve army of labour. This discussion is situated in terms of gender and ethnic equity. While recognizing that some equity gains have been made, Muzzin argues that this process has been faced with many challenges posed by limited tenure-stream positions. She notes that this is particularly true in sociology and anthropology, which "have been limited in their ability to accommodate minoritized groups because of restructuring" (p. 119).

In their chapter on academic autonomy, Janice Newson and Claire Polster stress the importance of faculty autonomy to universities and to the public. Despite this, Newson and Polster argue that faculty members are not only experiencing decreased autonomy at the institutional, national, and international levels, but that they also contribute to this erosion. For example, faculty may support the use of performance measures despite the possible outcomes of decreased autonomy and influence on research initiatives as faculty members select topics that will enhance their performance reviews. Among Newson and Polster's suggestions is a shift in focus from an individual to a collective strategy in resisting the erosion of academic autonomy.

Focusing on one specific university discipline, Jo-Anne Dillabough and Sandra Acker argue that teacher education, or the faculty of education, is a complex site where gendered individuals are defined. Through a focus on women teacher educators, they examine the role of female work in three studies in the UK and Canada. They consider the role of gender in influencing the effects of certain "regulatory controls cross-nationally and their impact on the construction of female work in a professional discipline with a history of institutionalizing female labour" (p. 147). In part, they seek to ascertain "the process through which women are repositioned and reconfigured as gendered workers in a globalizing/marketizing academy" (p. 148).

Theresa Shanahan provides an insightful case study of the University of British Columbia's Faculty of Law using a political economy perspective. Acknowledging that the costs of post-secondary education are being shifted to both the private sector and to the student "consumer," she explores the significance of market-driven pressures on academic culture and legal scholarship. Shanahan notes that, thus far, the law school has retained a high level of professional autonomy, academic freedom, and immunity to scientism and commercialism. This is despite challenges that have emerged surrounding increased workloads and revised expectations for

research. In general, she finds that the Faculty of Law is underfunded, relies on financial support from the private sector, does not follow the same research structure as other disciplines within the university, and engages in research of limited commercial value.

In an apt final chapter, Jennifer Sumner discusses the enclosure of the university commons. She argues that through the commodification of knowledge and an increased relationship with private partners, access to higher education is limited. In this chapter, Sumner explores the process by which this is occurring and possible forms of resistance. She suggests that faculty should play an important role in developing a new knowledge commons.

Chan and Fisher conclude by revisiting key issues raised throughout the book, emphasizing the process of commercialization and marketization of universities. In this conclusion they agree with Sumner's call for establishing universities as common public spaces with unobstructed access.

Throughout this book, structural changes and the impacts of these changes on Canadian universities and colleges are addressed. Faculty, administration, and students navigate within and also play a part in establishing this new academic culture. A sense of the uneven development occurring within the university system is provided, perhaps most strikingly through the examples of the struggles that are ensuing between (and often within) academic disciplines as they are subjected to various levels of funding, research demands, commercialization, and autonomy.

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