Jamie Brownlee, *Academia, Inc.: How Corporatization is Transforming Canadian Universities*. Halifax: Fernwood, 2015, 230pp., \$23.95.

Maggie Berg and Barbara Seeder, *The Slow Professor: Challenging the Culture of Speed in the Academy*. Toronto: University of Toronto Press, 2016, 128pp., \$19.95.

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With the recent Ontario college strike pushing labour conditions in higher education into the headlines, now would be a good time to brush up on the corporatization of higher education in Canada. Two recent publications, Jamie Brownlee's *Academia, Inc.* and Maggie Berg and Barbara Seeder's *Slow Professor*, offer excellent starting points.

Brownlee's *Academia, Inc.* provides a comprehensive study of the corporatization of the university, building on existing research by focusing specifically on Canadian higher education. Brownlee defines *corporatization* as both the adoption of business practices by universities (for example, prioritizing research that can be commercialized) and the increasing integration of corporate and academic interests (more privately funded research labs on campuses, to name one development). Brownlee demonstrates how, since the decrease in government funding of higher education beginning in the 1970s, universities have aimed to meet their financial needs in a number of ways that have contributed to corporatization: by relying on part-time, contract faculty for cheap labour, by raising tuition fees, and in particular by seeking out funding from private companies and individuals.

Brownlee amasses considerable evidence that these practices jeopardize the mission of academe, which Brownlee sees as aiming to add to the store of public knowledge and to engage critically with our society. To take just one example, a study by the Canadian Association of University Teachers published in 2013 found that of the 12 partnerships between universities and corporations the study examined, ten “clearly violated standards for academic integrity” (119). Moreover, the study had aimed to look at 20 such partnerships, but a number of university administrators “refused to make [these deals] public” (119)—a recurrent theme throughout the book

that seems to add further weight to Brownlee's claims. Ultimately, Brownlee argues that while the corporatization of universities has gone far enough, there are steps that can be taken to curtail this effect, including a prohibition on corporate research funding (among other measures).

This book offers a considerable addition to the literature on Canadian universities specifically. While Brownlee does draw on the much larger body of evidence based in the United States, there are key differences between the Canadian and American systems that make this book a worthwhile read. The numerous concrete examples that Brownlee points to in support of the main argument are also a definite strength; readers will find their eyebrows rising at least a few times each chapter. Understandably, Brownlee mainly focuses on the implications of corporatization for professors and students. It might be of interest to this journal's readership to expand on this by exploring the effects of corporatization on academic libraries specifically. While mostly of interest to those personally involved in academe, the language and material is highly accessible for anyone with a stake in higher education—which, as Brownlee argues, is everyone.

Though Brownlee offers some persuasive ideas for curtailing corporatization, the proposals are high-level measures demanding effective group effort and organization. In *The Slow Professor*, Berg and Seeder take a different approach. Taking the corporatization of the university as a given, and citing numerous previous studies that lend evidence to this assertion, the authors focus on what individual professors can do to combat corporatization in daily practice. To do so, they draw on the principles of the Slow Food movement to showcase "individual practice as a site of resistance" (6).

Some highlights of their recommendations include a dissection of the "curiously exploitative" (18) time management literature, which encourages professionals to download as much work as possible onto support staff and, in the case of professors, onto graduate students. Equally engaging is their discussion of the Western philosophical tradition that emphasizes a body/mind split, against more-contemporary neuroscientific evidence; Berg and Seeder argue that this contributes to a culture of overwork that encourages workers to push their body beyond what is healthy or even productive.

Though the title makes clear that this book is written for professors, the recommendations are broad enough that almost anyone could apply at least some to their own practice, whatever profession the reader may hold. Of particular interest for librarians is the fifth recommendation from the "Research and Understanding" chapter, "walk to the library," which encourages researchers to do more than just gather the online articles from a full-text link. For librarians with a teaching

mandate, this section and others could spark discussion of what librarians can do to encourage slow engagement in the academy. Furthermore, the book's conversational tone and short length make it a pleasant introduction to an otherwise emotionally fraught topic.

In their introduction, Berg and Seeder speak to the importance of studies such as Brownlee's in detailing the progress and effects of corporatization on the mission and stakeholders of the academy. However, by relating their own sense of powerlessness in the face of this evidence, the authors open up a space for those who similarly wonder whether it is possible to push for an alternative. This guide is their way of showcasing a path to resistance, a way for individuals to move forward without waiting for wide-scale social change. Readers looking to expand their knowledge of corporatization in higher education will certainly benefit from Brownlee's contribution; readers who are all too aware of the issue may want to turn to Berg and Seeder's manual instead.