

QUFA VOICES

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QUFA OPINIONS

QUFA Comments on the Henry Report

By Ramneek Pooni
 Member Services Officer, QUFA
 in consultation with QUFA Political
 Action and Communication
 Committee (PACC)



The Henry Report, *Systemic Racism Towards Faculty of Colour and Aboriginal Faculty at Queen's University*, was made

public last March, along with the response to it by the Senate Educational Equity Committee (SEEC). Because the basis of the Henry Report is the experiences of faculty at Queen's, it is important that QUFA engage its members in a conversation about its findings.

The Report points to the need for much more education and directed

CAMPUS IMAGES

The Future of Curiosity-Based Research



Robert G. May

Professor Helen Tiffin of the Department of English gave the fourth annual QUFA Lecture on Academic Freedom on 7 November 2006. Please see page 5 for a review of the lecture.

Please send your own original campus images to mayr@post.queensu.ca.

action at Queen's on issues of inclusiveness. On behalf of its members, QUFA has been firm in its stance on equity and diversity, ensuring that language exists in both the FLABU and the SABU collective agreements to benefit our members at every step in their academic careers. It is the only language on campus where equity concerns are expressed with a proactive obligation to work with equity offices to foster diversity on campus.¹

QUFA argues that the University could go a long way towards meeting the challenges listed in the Henry Report by simply making the offices and processes already in place at Queen's function properly.

In 2005, QUFA met with some success in persuading the University to agree to constitute a joint committee to undertake an Employment Systems Review (ESR) for all employment groups, an audit of policies and practices at Queen's to see what barriers exist to employment opportunities for designated groups. The ESR would examine details such as recruitment, hiring, training, promotion, accommodation, and termination with a view to identifying and then eliminating systemic and attitudinal biases and barriers, something that would benefit all employee groups on campus. The committee conducting this review was to have submitted its report by late last spring, but is only

now at the stage of choosing a consultant to undertake the review.

First, by finally carrying out the Employment Systems Review, Queen's University would go a long way towards defining employment-related systemic and attitudinal issues that it must address, both short-term and long-term. Second, with properly constituted and funded diversity offices, one focusing on proactive equity issues and another focusing on reactive human rights issues, there would be adequate resources for strategic planning to help address the concerns contained in the Henry Report.

The formal adoption of equity and human rights initiatives without adequate resources to see them through does not amount to implementation. The University must put its money where its mouth is and give high priority to these promises right now, else risk even greater erosion of credibility on these issues.

Credibility has most certainly been seriously eroded already. Faculty members have left Queen's because of the types of concerns outlined in the Henry Report. Their stories are out there, making it more difficult to recruit and retain a diverse faculty body. Some faculty members who participated in the SEEC focus groups reported that other Aboriginal faculty or faculty members of colour did not participate because they feared negative repercussions. This is not an embracing climate; in fact, it is clearly very chilly for some people on campus. Indeed, the Report describes Queen's as having an institutional "culture of whiteness." It explains that this concept comes from "whiteness studies," a new field of study that racializes white people into their own race category in order to examine critically their role in fostering exclusion.

An ongoing hurdle to achieving widespread equity and diversity on

campus is the seemingly cavalier attitude with which the University has been treating the Equity Office. An organizational chart on the Queen's HR Web site dated December 2005 (<http://www.hr.queensu.ca/pdf/orgchart/vphr.pdf>) shows both the University Advisor on Equity (UAE) and the Director of the Human Rights Office (HRO) reporting to the Vice-Principal (Human Resources). This structure is different from the as yet unchanged Senate policy governing the reporting lines, where the HRO reports to Senate and the UAE reports to the Principal, thereby avoiding the potential University-internal political constraints arising out of inclusion within another administrative office. Are there plans afoot to change the Senate policy to reflect this unfortunate new governance model? The organizational structure on the HR Web site would also place severe restrictions on the roles of each office, as their mandates were originally seen to be much broader than staff relations, anticipating and addressing concerns from all members of the Queen's community. What of the academic mission and the diversity goals to be achieved in the curriculum and in intellectual pursuits? or equity criteria in admitting students with excellent academic potential who can contribute their non-traditional and wide-ranging experiences and intelligences to the classroom and to research? These sorts of situations would certainly arise frequently in the future envisioned by the Principal's Strategic Initiative.

This year, QUFA put its foot down on two matters that affect expectations and procedures in the collective agreements: nobody may sit on hiring and RTP committees unless he or she has the appropriate equity training; the office of the University Advisor on Equity must finally be taken seriously by the Administration.

continued on page 4

PRESIDENT'S VOICE



John Holmes's "President's Voice" column will return.

Please see John's December report in the QUFA Fall 2006 General Meeting agenda package.



Come on over to our house!

<http://www.qufa.ca>

Robert G. May

continued from page 2

It is a fiasco that there has been no advertisement yet to hire a new UAE more than a year and a half after the retirement of Mary Margaret Dauphinée. Currently, the Director of the Human Rights Office is also UAE (Interim), which poses a serious risk of conflict of interest. It is entirely possible that the Human Rights Office could be caught in the untenable position of having to address a concern about the Equity Office. It could be something like a faculty member complaining that training or advice about accommodating a disability was inappropriate or inappropriately carried out. It could be something like irregularities in a unit's hiring or RTP

procedures leading to bias and, ultimately, to a human rights complaint. The list goes on, and there is no indication of how long "interim" will be.

It is vital to the good of our community that QUFA members understand and discuss the Henry Report, the SEEC response, and the 1991 Principal's Advisory Committee on Race Relations Report (PAC Report) referred to in the Henry Report and by SEEC. It would be ideal if we could suggest other concrete ways to make the Queen's climate embrace all faculty members. As a realistic goal for the near future, it would be interesting to know what at a minimum would have made the climate tolerable enough to have kept those who left, and to know what short-term actions would keep those who are now thinking about leaving. Retention is not simply about keeping people here, but it is also about making people want to be here. It would probably help to have an equity office and a human rights office with real power to promote and effect

necessary change, perhaps under the aegis of a V.P. (Equity and Diversity). Likely, there would be a more supportive atmosphere were the Joint Employment Equity Sub-Committee mandated with an active role rather than just a review function. Anomalies and Side-Table concerns continue to exist. Perhaps much simpler changes would have persuaded people to stay. We just do not know.

Queen's has a lot to offer everyone in this community. It is a great shame that the PAC Report is already a failed opportunity. Let us hope that the Henry Report will not be the same.

Please challenge the University to

It is vital to the good of our community that QUFA members understand and discuss the Henry Report, the SEEC response, and the 1991 Principal's Advisory Committee on Race Relations Report. . . . It would be ideal if we could suggest other concrete ways to make the Queen's climate embrace all faculty members.

live up to the high expectations you should have for Queen's. Please contact QUFA if you have any suggestions for action.

[The Henry Report: Some Background and Summary](#)

The Henry Report, *Systemic Racism Towards Faculty of Colour and Aboriginal Faculty at Queen's University*, was submitted to the University in 2004 and made public in March 2006. Frances Henry, Professor Emerita (York University), an expert on anti-racism, was engaged to analyze the data gathered by SEEC at the request of former Vice-Principal (Academic) Suzanne Fortier. The Henry Report

was preceded by another Queen's report submitted in February 1991 by the Principal's Advisory Committee on Race Relations, chaired by Professor (now Emeritus) John Berry, *Towards Diversity and Equity at Queen's: A Strategy for Change*. Where the Henry Report examines faculty experience only, the PAC (Berry) Report probed the experiences of the larger Queen's community: faculty, staff, and students. The PAC Report put Queen's at the forefront of university investigations into such issues, and at the time its progressive recommendations were lauded. Many members of the Queen's community held real hope that change would ensue.

The Henry Report makes specific mention of the PAC Report, praising the work done by the committee, and suggesting that had Queen's actually implemented the recommendations in it, the climate for Aboriginal faculty and faculty of colour would have been tremendously improved and not still

in almost the same dubious state it was fifteen years ago. The Henry Report criticizes the scope and pace of any positive change since 1991 and suggests that the dream of institutional inclusiveness at Queen's is still a long way off. It ends by challenging Queen's to create "Standards and measurement of progress . . . grounded in a more concrete and accountable framework for action."

The following recommendations emerged from focus group discussions conducted by SEEC for the study and are contained in the Henry Report:

- Acceptance of the reality that defines Canada
- Targeted recruitment of more diverse students
- Targeted recruitment of more faculty of colour and Aboriginal faculty
- Implementation of an employment equity strategy through better training
- Stronger leadership at senior administrative levels
- More training for heads and deans on issues of diversity
- Further training for administrative staff
- Improvement of institutional processes to deal with grievances

In its response, SEEC outlines major themes arising from the Henry Report--leadership, education, recruitment / hiring / retention, reward systems, and strengthening institutional culture--and recommends that the Henry Report (2004) and the PAC Report (1991) both be widely circulated across campus. SEEC presented its response at the Queen's University Senate meeting of 30 March 2006. In the Senate agenda for that date (http://www.queensu.ca/secretariat/senate/agendas/Mar30_06.pdf), you will find a live link to the SEEC Response, which contains both the Henry Report and the PAC Report.

¹The Senate Harassment / Discrimination Complaint Policy and Procedure refers to academic freedom (as defined in the QUFA collective agreement) and promotes educating the community about discrimination and harassment issues, but procedures with any real teeth are complaint based, and it is well known that victims of discrimination or harassment usually feel so vulnerable that they rarely come forward with an official complaint.

Ramneek Pooni can be reached at poonir@post.queensu.ca.

QUFA EVENTS

The Future of Curiosity-Based Research

By Robert G. May
Editor, *QUFA Voices*



The fourth annual QUFA Lecture on Academic Freedom took place on Wednesday 7 November 2006 in John Watson

Hall. Professor Helen Tiffin, the Canada Research Chair in English and Postcolonial Studies at Queen's University, gave a talk entitled "Is There a Future for Curiosity-Based Research?", in which she lamented the deteriorating state of academic freedom in her native Australia and provided a cautionary tale to anyone who is affected by issues of academic freedom here in Canada.

The Situation in Canada

Tiffin began her lecture by admitting that the deteriorating state of academic freedom is a worldwide phenomenon and a universal problem, but that the outlook in Australia is particularly bleak. Censorship, both direct and indirect, both intentional and unintentional, is a significant source of consternation throughout the Australian universities. It is therefore useful, she suggested, to examine the Australian situation closely to ensure that the same erosions to academic freedom are not beginning to occur in Canada. Tiffin pointed out that the academic freedom of researchers and academics are protected in Canada in four fundamental ways:

- The public attitude towards the humanities, arts, and sciences in Canada are generally more progressive than the attitudes of

many Australians towards these subject areas.

- The fact that the Canadian constitution places higher education under provincial jurisdiction rather than under federal jurisdiction enables greater transparency and immediacy in funding levels to university academic departments and research projects.
- There are far more external funding opportunities and endowments available to humanities and social science researchers in Canada than there are in Australia.
- Stronger tenure arrangements and more robust collective agreements in Canada prevent the arbitrary closure of programmes and the concomitant reduction in faculty numbers, a protection that is practically non-existent in Australia.

Tiffin pointed to the University of Queensland (where she used to teach before coming to Queen's University in 2003), whose English department faculty has shrunk by about half and whose European language departments have been amalgamated into fewer individual units owing to the John Howard government's deep funding cuts to higher education, as a particularly tragic example of what is happening in Australian universities in general. By directing money away from individual academic departments and towards so-called Centres of Excellence, curiosity-based research is under direct threat in Australia, since these Centres tend to be devoted to research in applied science and technology--what politicians and the majority of the public myopically see as the only "relevant" subject areas--rather than to curiosity-based research in the humanities and social sciences.

Three Major Forces

Tiffin asserted that if the University is to remain an active and accessible place for the critique and advancement of knowledge (i.e., a place for curiosity-based research), rather than a mere repository for the preservation and dissemination of information, it will have to come to terms with three major forces:

- **Inadequate government funding:** by redirecting its funding out of university departments and into Centres of Excellence, the Howard government enabled these Centres to operate financially independent of the University, and thus craftily effected the gradual privatisation of applied science and technology research under the guise of promoting a Unified National System of higher education.
- **The corporatisation of the University:** corporate donors are far less forthcoming in Australia than in Canada, and even when corporate donors are willing to fund research in Australia, it is almost always research in science and engineering disciplines, and it is almost always funding that is directed in such a way as to make its benefits flow back to the private corporation rather than to the University itself or to society as a whole.
- **“Mass education”:** Universities in Australia are rapidly becoming “degree factories” where every conceivable skill or trade now has a university degree associated with it, thus diminishing the value of traditional university degrees and reducing both the human and the financial resources the University is able to devote to all types of research.

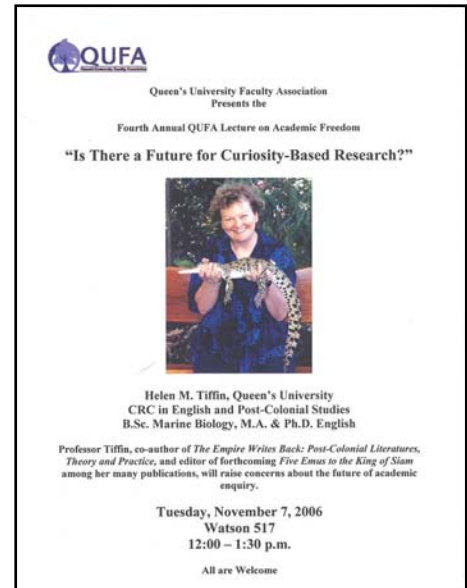
Inadequate Government Funding

Because of the Howard government’s shift in funding away from university departments and towards Centres of Excellence (which often function independently of the University), non-experts are fast becoming the arbiters of what are or are not “relevant” fields of research. Experts in the humanities, social sciences, and other curiosity-based disciplines consequently find it difficult to persuade the general public that their own research matters, since it is often more arcane in focus and it usually produces fewer tangible and immediate rewards than research in engineering, biotech, computer technology, and other applied (i.e., “money-making”) disciplines. Curiosity-based researchers begin to feel as if they need to alter the focus of their research to something more palatable or accessible to the public if they wish to secure any funding at all.

To make up for the Howard government’s funding cuts, Universities must take on more directed research in the financially lucrative science and technology fields and less directed research in the traditional fields of knowledge, resulting in an erosion of curiosity-based research projects across all university departments. Inadequate government funding also results in an increased teaching and administrative workload for university faculty (especially faculty in the traditional knowledge areas) and an attendant reduction in the amount of time professors can devote to active research endeavours.

The Corporatisation of the University

By fetishising a corporate, managerial model and set of principles, Australian university administrations increasingly view a university education as a service to sell on the open market and university students as consumers who are seeking



QUFA

An audience filled Room 517, John Watson Hall, to standing room only to hear Professor Helen Tiffin’s talk.

optimum value for their money. Australian universities aim to “maximise throughput” by admitting as many students as possible and ensuring that those students graduate as expeditiously as possible. By tying individual departmental funding levels to student enrolment numbers, departments become forced to adopt a “customer is always right” philosophy. “Contemporisation” and “popularisation” of subject matter ensure that students have a galaxy of choice in their academic pursuits, even if their acquisition of foundational knowledge consequently falls by the wayside. As an example, Tiffin described the decidedly pop-cultural content and appeal of an undergraduate music course at the University of Queensland called *From Elvis to Madonna*.

“Mass Education”

By creating a degree programme for every conceivable subject matter or occupation, and by aggressively promoting the idea that a postsecondary education is the only route to securing a good job in

Australia, the Howard government has created significant problems of scale throughout the Australian university system and has made necessary several sweeping cost-cutting measures. For example, a general reduction in academic standards combined with various forms of grade inflation enable students to enter and exit the system as quickly and efficiently as possible, thus saving costs to the university but potentially compromising the overall quality of education those students receive. Ever-increasing class sizes necessitate fewer faculty members on the payroll, but result in less individual contact time between students and professors, transforming the university education from a free exchange of ideas to the mere dissemination of facts and data.

Curiosity-based research consequently suffers. Australian universities, strapped for cash, are increasingly willing to fund only those research faculty members whose work it considers immediately lucrative or newsworthy. To illustrate her point, Tiffin cited a startling statistic: in Australian engineering and technology departments, 5% of faculty members are teaching faculty and 95% are research faculty, whereas in Australian humanities and social science departments, 95% of faculty members are teaching faculty and only 5% are research faculty.

Solutions

Tiffin maintained that the disturbing trends in Australia will be difficult to reverse, but she did propose a few solutions to improve the lot of curiosity-based research in Australia, and by extension, in universities in general where curiosity-based research is under threat.

- Universities must address the problems associated with “mass education” and combat the automatic assumption that “bigger is always better.”

- Universities should oppose unnecessary credentialing. The encouragement of enhanced apprenticeship programmes rather than the creation of many unnecessary degree programmes will result in less crowded universities and better trained people in the trades and service sectors.
- Universities must resist the shift towards a managerial paradigm and rhetoric, since it encourages a student-as-customer mindset and a commodification of higher education that is fundamentally at odds with the function of the university as a site for the free exchange of ideas and the promotion of knowledge.
- Universities should support, legitimise, and properly fund research in the “thinking professions”--physics, philosophy, the humanities, etc.--rather than allow politicians’ corporate and commercial agendas force them to focus solely on applied fields of research.
- Universities must address the worsening problem of growing class sizes towards establishing student / teacher ratios more conducive to the discussion of ideas rather than merely to the dissemination of information.

Professor Tiffin will be leaving Queen’s at the end of the current academic year to take up a post as Professor of English at The University of Tasmania.

We at QUFA Voices thank Professor Tiffin for a stimulating and informative lecture, and we wish her all the best in her future endeavours.

Robert G. May can be reached at mayr@post.queensu.ca.

FYI

Accommodating Students Who Observe Religious Holy Days

By **Monika Holzschuh Sator**
Department of German Language and Literature



Queen’s University attracts students from many different backgrounds who bring with them a variety of cultures, customs, and religious affiliations. Observing these traditions might at times present a conflict with students’ academic responsibilities.

The Office of the Registrar provides the only guidelines at Queen’s for religious observances, stating that a religious holiday represents an exam conflict (<http://www.queensu.ca/registrar/exams/xttinfo4.html#Special%20Exam%20Arrangements>). The site also has a link to a list of important faith dates during the academic year. Passover, for example, begins on 2 April in 2007, which is still term time, but presents no conflict with exams. An exam conflict did exist in 2005, however, and arrangements had to be made to deal with it.

However, conflicts might arise at times other than during major exams. Some assignments, especially in first year, have a very small window between learning the required material and the due date. In this case, and if requested, a professor might consider giving a short extension if a student’s religious observance conflicts directly with the short time allotted, something one might not want to do for an assignment that was given with a longer time to complete, and for

which the student should manage his or her schedule. This accommodation would be done out of fairness to all the students in the class.

Many other universities have a written policy to guide faculty in cases other than final exams. McGill, for example, suggests that where students cannot meet their academic obligations due to a religious holy day, an evaluation might have to be rescheduled, an alternative evaluation might have to be prepared, or the weight normally assigned to the evaluation might have to be shifted to other evaluations in the course.

(<http://www.mcgill.ca/student-records/dates/holydays/>).

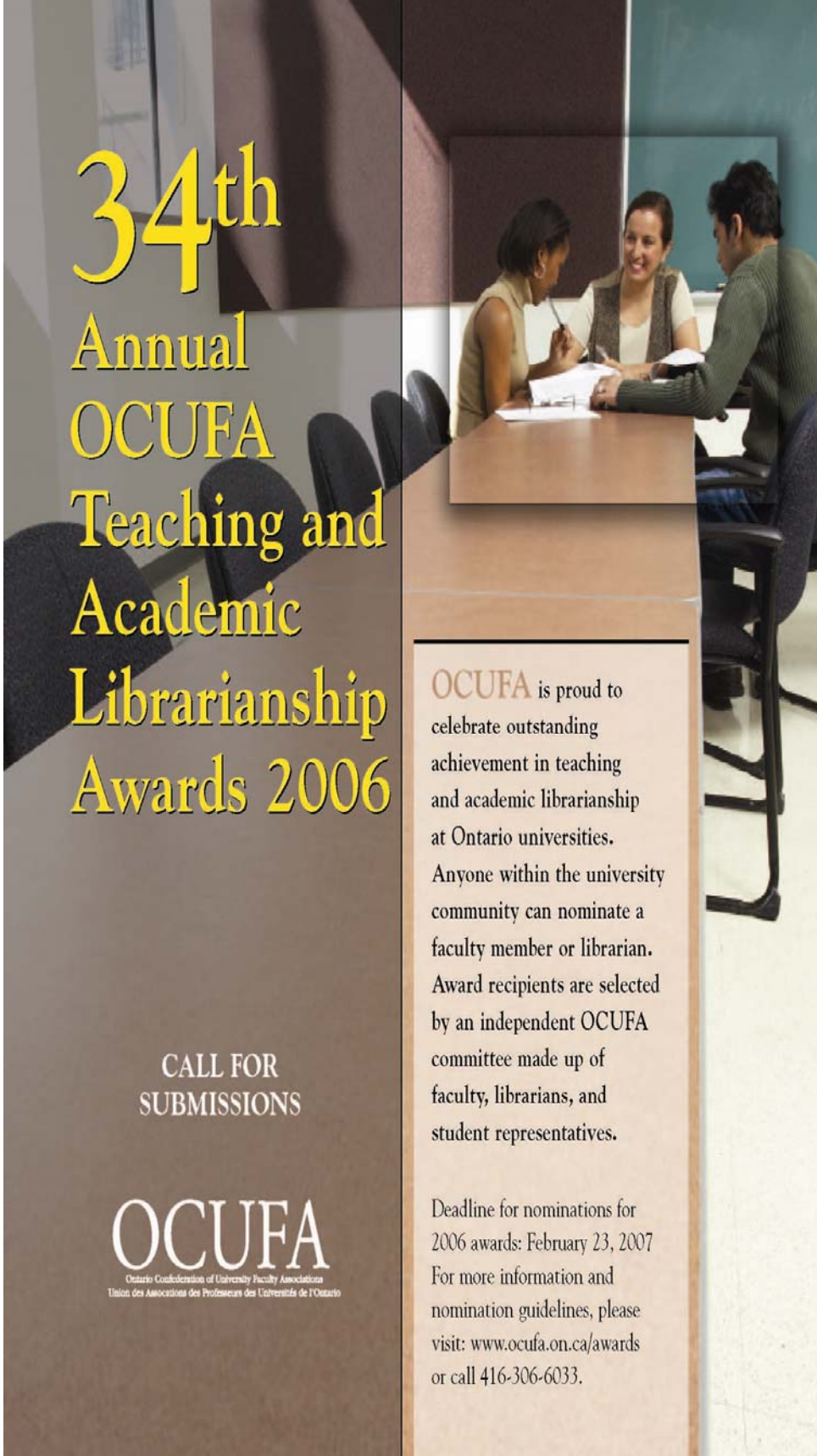
In general, students are responsible for planning ahead, handing assignments in early if needed, or if required, voicing a need for accommodation. We are responsible for creating an atmosphere where students feel comfortable in doing so and for evaluating each case carefully.

Concerns or questions regarding accommodating students who observe religious holy days can be addressed to Brian Yealland, University Chaplain (a denominational minister, serving as chaplain for the entire university community), or to Anita Davies at the Human Rights Office. Both Yealland and Davies consult with the Interfaith Council, a group made up of representatives of the religious groups active on campus. Happy Holidays!

Brian Yealland can be reached at 613-533-2186 or at yealland@post.queensu.ca.

Anita Davies can be reached at 613-533-6886 or at apd@post.queensu.ca.

Monika Holzschuh Sator can be reached at holzschu@post.queensu.ca.



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QUFA OPINIONS

On Comprehensive Examinations

(Part 1 of 3)

By Leda Raptis
Department of Microbiology and
Immunology
Department of Pathology



In July 2004, the OCGS appraisers of the Department of Pathology at Queen's-- and apparently the

appraisers of several other departments at Queen's-- recommended that the length of the Ph.D. program be shortened. One of the suggestions was to change the format and timing of comprehensive exams. The appraisers suggested that Ph.D. students should complete their comprehensive exams no later than during their second year, because if a student fails and must withdraw, he or she should do so before wasting several years in a program he or she will never complete.

The School of Graduate Studies at Queen's requires that Ph.D. candidates write a comprehensive exam, but it provides no guidelines or restrictions as to the format or type of questions that are to appear on it. After consulting the Centre for Teaching and Learning and reading up on the topic, I realized that there is very little published literature on the objectives, purpose, and format of comprehensive examinations. Therefore, I have put together some thoughts on the subject.

The Philosophy of Comprehensive Examinations

When I was growing up, I was told that mathematics is the basis for everything. The word comes from *mathima* which means "the lesson" in Greek. I was told that any course or program that did not have mathematics in it was not a serious course or program. Compared to mathematics, everything else was supposed to be easy: the hierarchy runs from mathematics > physics > chemistry > biology > humanities. I have heard this idea promoted even to this date. As an undergraduate student at the Agricultural University in Athens, Greece, I had two full years of mathematics, statistics, theoretical mechanics, etc. When I went to McGill as a graduate student, I knew far more mathematics than my

The School of Graduate Studies at Queen's requires that Ph.D. candidates write a comprehensive exam, but it provides no guidelines or restrictions as to the format or type of questions that are to appear on it.

classmates (if you know math, however, it does not necessarily follow that you know chemistry, and so I fell apart struggling to understand the nucleic acids course!).

Why does this perception prevail that mathematics is everything? We have to go back in history.

The ancients knew lots of mathematics: geometry started in Egypt very early, ca 1500 BC, and then Pythagoras popularized it. Euclidean geometry was formulated by Euclid, a student of Pythagoras, ca 390 BC.

The ancients also knew lots of mechanics and acoustics: they made amphitheatres in which 20,000 people could sit in the open air and

hear a dramatic performance clearly with no microphones of any kind.

When it came to biology, however, the ancients were out to lunch: they believed that water could be converted into fish, cheese into worms, etc. Such beliefs continued for almost 2000 years, until the time of Louis Pasteur in the nineteenth century (incidentally, Pasteur died in 1895, the same year the Bacteriology Department was founded at Queen's). Because so little was known about biology, when university programs began in earnest, they had to insert the study of mathematics in everything. By default, arithmetic became the quintessential tool to examine everything.

As late as 1967, a medical-student friend of mine in Paris, France had to take comprehensive examinations with lots of mathematics up to the sixth year because so little was known about biological science.

Things have, of course, changed dramatically and rapidly since then, with the discovery of viruses, etc. (for example, restriction enzymes were only discovered in 1973). Now, the volume of material is so great that it is very hard to keep up with it all. Thirty years ago, comprehensive examinations had to be extensive, because there was not much known altogether. Such extensiveness is no longer tenable.

I believe that such extensiveness is no longer tenable even though I may have the broadest background of anyone in Botterell Hall. As an undergraduate student, I took ten to twelve full-year courses every year, in subject areas as diverse as road construction, greenhouse studies, theoretical economics, soil science, agricultural engineering, animal

nutrition, entomology, plant pathology, animal husbandry, etc. The sheer volume of material I had to learn was far greater than, say, a Queen's Life Sciences or Biology undergraduate student.

Such a program may be very broad, but it is also shallow. Nobody with such a broad but shallow background would be able to work as a veterinarian, a topographer, an economist, etc. He or she would especially not be able to work as a researcher; to work as a scientist in any area, a person has to know a very narrow swath of material in great detail, rather than a broad range of material in superficial detail. Even when I teach about viruses now, I never try to cover the 56 different groups of viruses in a superficial way. Rather, I choose a few groups, each representing different universal biological concepts, and explain them in depth.

Therefore, although I have had very broad training, I do not favour the broad approach, because broadness necessarily means shallowness at the same time. Broadness may still be permissible in disciplines where there is not that much known yet, but in Life Sciences in general, the literature is vast and constantly expanding, and nobody knows more than a tiny fraction of it at any moment.

In short, to make our Ph.D. program into a serious one, there is no need for a comprehensive exam at all anymore, for the same reason that there is no need to inject the study of mathematics into every other subject area.

In Part 2 of her article, Leda Raptis will outline and challenge several rationales for keeping comprehensive examinations as part of Ph.D. programs. Watch for it in the next number of QUFA Voices.

Leda Raptis can be reached at raptisl@post.queensu.ca.

FYI The Faculty Recruitment and Support Program Helps New Faculty Members

By **Monica Stewart**
Coordinator, Faculty Recruitment and Support Office of the V.P. (Academic)



Relocating to a new position and a new community is an exciting time, but it can also be

exhausting and difficult. Since 2002, Queen's University has been offering a comprehensive support service to individuals joining the faculty through the Faculty Recruitment and Support Program in the Office of the V.P. (Academic). The program offers a confidential service which is entirely separate from the interview process, providing candidates with an opportunity to acquaint themselves with the University and the community and getting questions answered as they are making their decision. Once an offer has been accepted, the program assists newly appointed faculty members and their families with all aspects of their relocation. A comprehensive Web site, <http://www.queensu.ca/facultyrecruitment/>, contains practical, up-to-date information for new and prospective faculty.

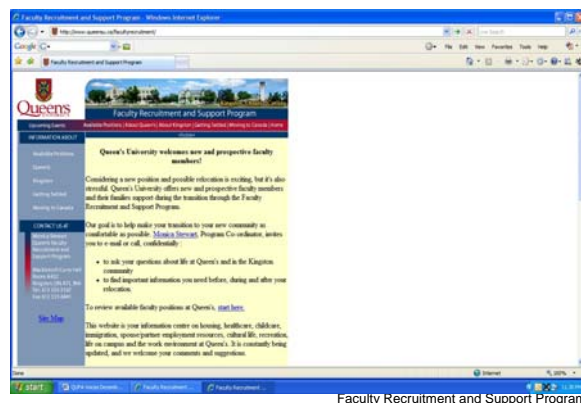
One of the frequently asked questions from international faculty appointees deals with the area of immigration. The official appointment letter provides basic instructions on how to obtain a work permit, but newcomers are often left

with many questions. Will I have to pay school fees for my children while I am on a work permit? What if my spouse wants to work in Canada? How should my same-sex spouse apply to accompany me to Canada? How do I bring my car to Canada? How about my children's guinea pig?

The way immigration regulations are interpreted can vary from one border crossing to another, and often information provided by visa posts varies by region. While it is not possible to draw firm conclusions from the experience of any one person who has entered Canada, it is helpful to gain an overview of the experiences of those new faculty members who have done so in the last year. If you can add to our store of information by sharing your experience, please contact Monica Stewart, Co-ordinator of Faculty Recruitment and Support. Messages both to her phone number and to her e-mail address will be kept in confidence.

If you are a new faculty member and you or your family members have questions about Queen's or Kingston, please do not hesitate to contact Monica.

Monica Stewart can be reached at 613-533-3167 or at monica.stewart@queensu.ca.



The Faculty Recruitment and Support Program's Web site provides complete information about the program and its services.

FYI

QUFA Tabulates Results of Recent SABU Online Survey

By Richard Linley
Co-Chair, Sessional Adjunct JCAA,
QUFA Executive Committee

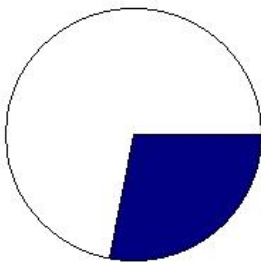


At the start of Fair Employment Week, members of the Sessional Adjuncts Bargaining Unit (SABU) participated in an online survey.

The response to the survey was excellent, by survey standards, with 97 members participating (almost one third of all Sessionals). The results were useful and occasionally surprising.

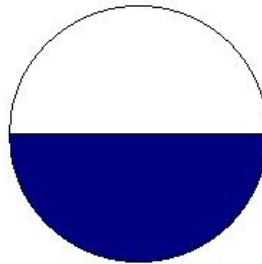
Here are some observations that I found particularly interesting:

The SABU Online Survey: By the Numbers



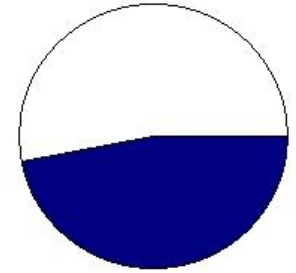
28%

report performing additional duties that arise from their appointments as Sessional Adjuncts without receiving additional compensation. Members should be aware that this practice could be in violation of the terms of the current and previous collective agreements.



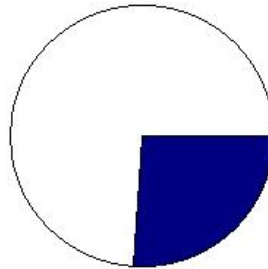
50%

report receiving follow-up on teaching evaluations infrequently or never.



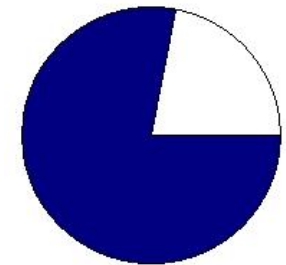
47%

report that they would apply for a tenure-track position, should any become available for which they were qualified.



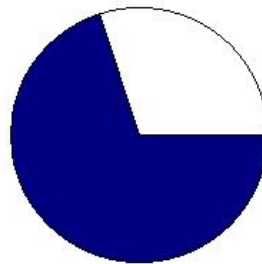
26%

report receiving their letters of appointment after they have started teaching.



78%

would prefer multi-year contracts to the current course-by-course arrangement.



70%

report having employment in addition to their work as Sessional Adjuncts.

Your QUFA representatives and staff members are still reading through and considering the many thoughtful comments that members took the time to add to their surveys.

Our membership is so scattered and varied that any information we can gather from you is illuminating and much appreciated. Ultimately, it helps us serve you better.

Thank you to all who took part, and to Colin Galinski who put the survey together on our behalf.

Richard Linley can be reached at linley@cs.queensu.ca.

ANNOUNCEMENTS

The QUFA Bullhorn



Sir John Sulston will be QUFA's 2007 Annual Lecturer on Academic Freedom



www.sanger.ac.uk

Sir John Sulston

Sir John Sulston, a geneticist from Cambridge University and 2002 winner of the Nobel Prize in Physiology or Medicine, will be QUFA's 2007 Annual Lecturer on Academic Freedom. He has been a major contributor to the international Human Genome Project. He will be presenting his keynote lecture on Monday 19 March 2007 at a time and venue which will be announced in early January.

Enter the QUFA Poster Contest!

What does QUFA mean to you? Design a poster advertising the services of the Queen's University Faculty Association, and you could win a prize! Your poster will appear in a future issue of *QUFA Voices* and on office doors and bulletin boards throughout campus!

Send your poster and/or slogan submission to qufa@post.queensu.ca.



Robert G. May

Robert G. May produced this QUFA poster. Please see page 3 for a larger version. What does QUFA mean to you? Send in your poster and slogan suggestions today!

Get Involved with the Positive Space Program!

Been wondering about the Positive Space Program?

The purpose of the Positive Space Program is to identify and encourage the development of positive spaces within the Queen's community.

Positive spaces are locations in which sexual and gender identity is affirmed and individuals can receive support and information on lesbian, gay, bisexual, trans, and queer (LGBTQ) issues.

An Information Session for instructors is scheduled for Wednesday 24 January, 12.00 pm - 2.00 pm. If you are interested in participating in the Program, just complete the on-line questionnaire at: <http://www.queensu.ca/humanrights/questionnaire.htm>. Details about the session will then be forwarded to you.

Positive Space does make a difference!

EDITOR'S VOICE

Let Your Voice Be Heard!

By Robert G. May
Editor, *QUFA Voices*



QUFA Voices is the only independent source of news and information on campus about the Queen's University Faculty Association. It is produced by QUFA Members, for QUFA Members.

QUFA Voices wants to hear from you, the Members of QUFA. If you have ideas for features, stories, or articles pertinent to the Membership of QUFA, please direct them to the attention of the editor.

QUFA Voices also welcomes letters to the editor, opinion pieces, and other thought-provoking commentary.

Robert G. May can be reached at mayr@post.queensu.ca.



Positive Space Program

Have you seen these stickers around campus? Would you like to get involved?