

QUFA VOICES

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PRESIDENT'S VOICE

Thanks for Your Ongoing Feedback, QUFA!

By Peter Dacin
President, QUFA



Thank you to all of our Members who continue to phone and e-mail us with your concerns, comments, suggestions, and updates of what is

happening in your units. We appreciate all of these communications and ask that you continue to send your comments and updates to the QUFA Office.

This issue of *QUFA Voices* contains a number of articles and news items that should be of interest to readers, including Audrey Kobayashi's (Geography and Women's Studies) address to the Canadian Association of University Teachers' (CAUT)

QUFA IMAGES

Herding Cats and Avoiding Catfights



Robert G. May

Bruce Parry of the Faculty of Law delivered this year's Annual QUFA Lecture on Academic Freedom, entitled "Herding Cats and Avoiding Catfights: Academic Freedom and the Deep Structure of the University," on 4 February 2009.

conference after she received the 2008 Sarah Shorten Award. This is a prestigious award presented annually by CAUT to women who have demonstrated leadership, served as models and mentors, developed innovative programs, and contributed significantly to the advancement of women in Canada's postsecondary community. Congratulations to Audrey for this recognition and thank you for allowing us to publish your address.

I would also like to draw your attention to the QUFA Opinion written by one of our Members, Leda Raptis (Microbiology and Immunology), who shares some thoughts on supervising foreign-language graduate students in the first of a three-part series on this topic, and to the In the News piece by another Member, Susan Lord (Film and Media Studies), about VP Rowe's response to concerns raised in connection with an e-mail sent by the Office of Research Services regarding research opportunities funded by the U.S. Department of Defence.

Finally, I would like to encourage anyone who is interested in helping QUFA make a difference to consider responding to the announcement from QUFA's Nominations Committee. As always, if you have any questions or comments, please contact me or the QUFA Office.

Peter Dacin can be reached at pdacin@business.queensu.ca.

ANNOUNCEMENT

Help QUFA Make a Difference Now!

By the QUFA Nominations Committee



There's never been a better time to get involved!

QUFA invites you to take an active role for the 2009-2010 academic year.

Working with colleagues all across campus, QUFA volunteers make new friends and learn how their University works.

And, for purposes of annual performance reporting, QUFA service is University service (as per Collective Agreement 7.6.4).

The commitment can be small or large, to suit your needs. You can choose from a broad range of activities to suit your gifts and interests. Any help is welcome! For instance, you might serve on:

- QUFA Council as Representative for your academic unit or membership group (such as Term or Continuing Adjuncts), or as Council Chair;
- Senate or University committees as a QUFA designate or observer;

- QUFA subcommittees for specific aims and issues;
- QUFA's Political Action and Communications Committee (PACC);
- QUFA's Committee to Manage the Collective Agreement (CMCA);
- QUFA's Advisory Committee to the JCAA;
- QUFA's Grievance Committee; or
- QUFA's Executive, whether as a member at large or as a QUFA officer.

Some roles require only a few meetings a year; those on standing committees and the Executive are typically more active. The most demanding roles, those of the chief officers, may be compensated by course relief. All QUFA work aims to maintain and improve the working environment at Queen's. The choice is yours!

If you are interested, or if you wish more information, please do not hesitate to contact Constance Adamson, Chair of the Nominations and Elections Committee, or Elaine Berman, QUFA Administrative Officer. QUFA is you!

Constance Adamson can be reached at adamsonc@queensu.ca, or at 613.533.6000 x74546.

Elaine Berman can be reached at qufa@queensu.ca, or at 613.533.3033.

QUFA Voices is published every two months by the Queen's University Faculty Association (QUFA), 9 St Lawrence Avenue, Kingston, Ontario, K7L 3N6, Canada (qufa@queensu.ca). It is distributed electronically to all QUFA Members via the QUFA-NEWSLETTER-L listserv. Past issues are archived on the QUFA Web site at <http://www.qufa.ca/publications/>.

QUFA Voices publishes QUFA-related news and information for QUFA Members and provides QUFA Members with a forum to express their QUFA-related ideas and opinions. We want to hear from you! Please send your QUFA-related story ideas, news items, opinion pieces, letters to the editor, photographs, and other submissions to the editor at mayr@queensu.ca.

QUFA Voices is edited by Robert G. May (English). He can be reached at mayr@queensu.ca.

QUFA PEOPLE

Audrey Kobayashi Wins Sarah Shorten Award, Addresses the CAUT Council

By Audrey Kobayashi
Department of Geography



The Sarah Shorten Award was established in 1990 in honour of Sarah Shorten, who served as Vice-

President (1982-83) and two terms as President of CAUT (1983-84 and 1984-85), to recognize outstanding achievements in the promotion of the advancement of women in Canadian universities and colleges.

She chose to speak about her experience fighting the government as one of the women academics protesting the discriminatory allocation of CRC chairs, which appears to have been a pyrrhic victory.

QUFA would like to thank Professor Kobayashi for permission to reprint her address in this number of QUFA Voices.

It is a huge honour to be here today and to address you in a context that honours the contribution of the late Sarah Shorten, who has been described to me as having "energy, vision, and commitment" to advancing the presence and the status of women in Canadian universities, and in associations such as the CAUT. In researching the background of the extraordinary women who have been recognized by the Sarah Shorten Award over the past two decades, I was struck over and over by the need to recognize that there are two fundamental principles to achieving equity. The presence of the Other as

a legitimate body in the academy is the first principle. But the second is to build upon such representation to advance fairness and to ensure that everyone in the academy is able to contribute to her or his fullest potential.

Achieving equity is by no means only about achieving a gender balance. Indeed, I am more than a little uncomfortable with any expression of equity in which gender might be in any way construed as taking precedence over any other form of discrimination. Gender is one of the grounds upon which inequities are recognized in Canadian human rights practice. The Canadian Human Rights Commission lists 19 grounds for systemic discrimination, and the Employment Equity Act focuses on four designated groups: women, members of visible minorities, Aboriginal peoples, and persons with a disability. Human rights scholarship and activism emphasize the multiplicity and the intersection of the grounds for discrimination. So it is not only a matter of fundamental justice, but also a matter of developing more effective scholarship and activism that we all become allies in recognizing how forms of social discrimination intersect.

I am one of the eight women who, with the support of the CAUT, undertook a human rights complaint (known as Cohen et al.) in 2003 because we saw evidence of systemic discrimination in the manner in which the Canada Research Chairs program had been adopted and implemented. Our request to Industry Canada was simple: to administer the program in such a way that the principles of employment equity, which include both the representation and the advancement of the equity-seeking groups, would apply to the entire process of seeking, appointing, and creating barrier-free working conditions for those appointed to the Chairs. Indeed, no less is required of any university that falls under the



Audrey Kobayashi

aegis of the Federal Contractors Program. Our complaint was initially broadly misunderstood by the media and stakeholders alike, as a complaint based on gender, and it took a great deal of insistent education to help some of those parties to get it that any quest for justice that privileges one form of equity over another is no quest for justice at all.

But Industry Canada, which administers the program, has failed to get it from the beginning, and that failure has continued through two rounds of mediation and a subsequent series of actions that we undertook in good faith to address the situation. We have encountered foot-dragging, obstinate refusal to acknowledge the principles upon which a mediated settlement was signed, and continued refusal to implement the terms of the agreement in a productive and effective manner. In the latest episode, Industry Canada has insisted, against our loud protestations, that they have developed a methodology that would meet the terms of the agreement. Their putative methodology, in our opinion, not only fails to meet those terms, but only provides the context in which universities can, if they so wish, continue to ignore the principles of equity in the ongoing CRC program. Moreover, they have recently moved to convey their version of that methodology to the universities, also conveying the misapprehension that said

methodology is in compliance with the agreement. Speaking on behalf of the eight parties that make up Cohen et al., I state unequivocally and emphatically that these moves on the part of Industry Canada do not comply, and have been undertaken only against our objections.

The CAUT, in exasperation, has undertaken to develop a report on the implementation methodology. Meanwhile, after repeatedly refusing to consult with us in good faith, Industry Canada has now taken the position that "further" consultation would only delay implementation, thus casting it upon Cohen et al. the responsibility for stalling equity implementation. At this moment, we face silence from Industry Canada and its lawyers. The vast majority of the Chairs have been allocated, or are in the process of allocation. Even if by some miracle we were able to effect an adequate recognition of the issues and compliance with the agreement, it would be much too little and much too late.

The passive-aggressive approach that we have experienced in the course of our human rights complaint is typical of the kind of behaviour that perpetuates systemic discrimination. Officials and administrators purport to be fully on board with the principles of social justice while at the same time doing everything in their vast power, whether wilfully or not, to ensure that we remain in a status-quo situation. As Frances Henry, one of Canada's foremost anti-racist scholars, would put it, the status quo is maintained by a number of discourses that include discourses of denial, discourses of blame the victim, and discourses of democratic process, all of which come into play through the cultural practices of institutions determined to maintain normative standards that perpetuate power and conformity.

In this respect, it is not only Industry Canada, but the universities, including the administration, faculty

associations, and our colleagues, to whom we have to look for the ways in which systemic discrimination is built into our culture. While Cohen et al. remain bemused by the obstinacy and obduracy of Industry Canada, who don't get it, their position could not be maintained without the complicity of the universities, which, at both administrative and departmental levels, continue to talk about issues such as merit and academic freedom, as though such principles are somehow either incongruent with equity, or upheld to trump equity, thus suppressing both the presence of equity-seeking groups, as well as their ability to contribute to their full potential.

I am constantly reminded of the occasion some time in 2001 when, upon hearing a presentation by the then President of the CRC program, I naively put up my hand to ask him if practices of employment equity had been built into the program. He replied defiantly, "This program is not about equity. It is about merit!". Well, he certainly had it right on the first point.

Despite the frustrations of this long battle, I have throughout the process been encouraged and inspired by the wisdom and the tenacity with which representatives of the CAUT, both staff and executive, the women who make up Cohen et al., and supporters and allies in universities across Canada have continued to push the case for social justice and to further the education of everyone involved in the process concerning how we might work together to make our universities more equitable places. Their contributions are testament to how far we have come and how much our presence has meant. The fact that we continue to struggle to meet the most simple and fundamental of equity goals is indicative how much farther we have to go.

Audrey Kobayashi can be reached at kobayashi@queensu.ca.

IN THE NEWS

Queen's Faculty Members Object to U.S. Department of Defence Funding

By Susan Lord
Department of Film and Media Studies



On 27 October 2008, forty-one Queen's faculty members wrote a letter to Principal Williams, VP

(Academic) Deane and VP (Research) Rowe petitioning the Queen's Administration to withdraw active support for "research opportunities" available through the US Department of Defence. The letter was responding to an e-mail sent by the Office of Research Services to a listserv entitled FUNDOPPS on 17 October 2008, with the subject line "Defence Advanced Research Projects Agency (DARPA) funding opportunities." The e-mail contains brief descriptions of "funding opportunities for SSHRC, CIHR, and NSERC researchers being offered by the Defence Advanced Research Projects Agency (DARPA), which is an agency of the United States Department of Defence." On 14 November 2008, VP Rowe sent a response on behalf of the Administration, stating that they would not withdraw the support, because "in the spirit of academic freedom, we must also ensure faculty members have the right to develop and transmit knowledge and opinion through research. In support of this concept, we also are compelled to do our best to ensure faculty are aware of and have the opportunity to pursue funding opportunities of their choosing, as long as such opportunities are acceptable according to University policies." I

wrote back and asked Dr Rowe if we could publish his letter in *QUFA Voices*. He wrote, “in response to your request, I made a few editorial corrections to what I had sent and I agree to your publishing the version below.”

Queen’s mission statement presents three priorities, among them to be recognized for: “exemplary service of the University and that of its graduates to the community and the nation and the community of nations.” Given the issue we address in this letter, the violation of this objective is particularly pressing. Surely, war-making for the nation or the community of nations is not the type of service we are encouraging for our faculty or students, nor is it the type we wish to be seen servicing.

The letter we wrote and the letter sent by Dr Rowe in response raise serious questions that deserve a forum. Given that the budget is currently absorbing a great deal of people’s time and attention, this semester may not be the best time to organize such a forum. For any who may be interested in organizing a forum for the Fall 2009, I encourage you to contact me.

Letter to Principal Tom Williams, VP (Academic) Patrick Deane, and VP (Research) Kerry Rowe from 41 Faculty Members (27 October 2008)

Dear Principal Williams, VP Rowe, and VP Deane:

We are writing with regard to an issue of the utmost seriousness. An e-mail was sent by the Office of Research Services to a listserv entitled FUNDOPPS on 17 October 2008, with the subject line “Defence Advanced Research Projects Agency (DARPA) funding opportunities.” The e-mail contains brief descriptions of “funding opportunities for SSHRC,

CIHR, and NSERC researchers being offered by the Defence Advanced Research Projects Agency (DARPA), which is an agency of the United States Department of Defence.”

From this e-mail emerge several political and ethical issues regarding the role of public universities and university researchers in times of war—an old set of issues, taking us back to eugenics, atomic bombs, and techniques of “truth seeking.” Thus, it may well be time for our campus to engage in a serious public discussion of these issues, as well as the matter of any military presence in the work of teaching, research, and learning at the University. In addition to the general discussion, questions should be asked about research that serves the war efforts of another sovereign

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nation, and its implications for us as Canadians, and as citizens of the world.

Most immediately, however, we are directing your attention to the fact that the (meagre) resources of the Office of Research Services are being used to assist the US Departments of Defence and Homeland Security in their research about how to engineer war and who to make war upon. We ask that you suspend assistance for this program immediately.

Sincerely,

Susan Lord, Dorit Naaman, Karen Frederickson, Dia Da Costa, Leda Raptis, Richard Day, Matt Rogalsky, Paul Kelley, Laura Cameron, Annette Burfoot, Karen Dubinsky, Elizabeth

Greene, Villia Jefremovas, Jennifer Hosek, Gary Kibbins, Sylvat Aziz, Magda Lewis, Clive Robertson, Jennifer VanderBurgh, Roberta Lamb, Karen Dubinsky, Sergio Sismondo, Joyce Davidson, Jacqueline Davies, Kip Pegley, Glenn Willmott, George Lovell, Jacalyn Duffin, Lynda Jessup, Ishita Pande, Susan Babbitt, Samantha King, Abigail Bakan, Christine Overall, Beverley Mullings, Patricia Rae, Adele Mercier, Elizabeth Hanson, Mary Louise Adams, Marcus Taylor, and Laura Murray.

Response to Susan Lord from VP (Research) Kerry Rowe (14 November 2008)

Dear Professor Lord:

Thank you for your communication regarding the posting of funding opportunities offered by the Defence Research Projects Agency (DARPA) on the Office of Research Services listserv. The Principal has asked me to respond.

As you may be aware, the Office of Research Services (ORS) routinely posts funding opportunities from a broad range of sources on the listserv to inform the research community at Queen’s of potential opportunities for research funding. Faculty and others may choose whether to sign up for the listserv and whether to review and pursue any of the funding opportunities advertised. Generally, it is a service that is well received and one which ORS is pleased to provide.

It was suggested in your e-mail that there may be political and ethical issues surrounding the role of public universities and university researchers in times of war and that it may be time for our campus to engage in a serious public discussion of these issues. In the spirit of

academic freedom, we fully support active engagement in discussion around this topic or any others felt to be of importance to members of the Queen's community. However, in the spirit of academic freedom, we must also ensure faculty members have the right to develop and transmit knowledge and opinion through research. In support of this concept, we are compelled to do our best to ensure faculty are aware of, and have the opportunity to pursue, funding opportunities of their choosing, as long as such opportunities are acceptable according to University policies.

It is important to note that the Queen's University Senate policy titled "Guidelines Concerning Publication of Research Results" restricts faculty from engaging in "classified" research that cannot be published. However, as noted in section 14.2 of the QUFA Collective Agreement "Academic freedom includes the following interacting freedoms: freedom to teach, freedom to research, freedom to publish, freedom of expression, freedom to acquire materials." It further states in section 14.2 (b), "Members have the freedom to carry out scholarly research without reference or adherence to prescribed doctrine." We embrace these concepts and support our faculty in pursuing research areas and funding opportunities consistent with their interests and values. We also fully support faculty in expressing their opinion regarding such opportunities and refusing to pursue such opportunities should they not align with their interest or values.

Kerry Rowe

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QUFA OPINIONS

Some Thoughts on Supervising Foreign-Language Graduate Students

Part 1 of 3

By Leda Raptis
Department of Microbiology and Immunology, Pathology and Molecular Medicine



Much has been written about the importance of cultural differences and adaptation difficulties for foreign-language graduate students at an English-speaking University. However, I found little research on language issues specifically and how to compensate for them. Most of what I read was about students in the Humanities, where language matters a lot more than in sciences like Cell Biology.

The following remarks are mostly from my experiences, but I think these experiences are common to almost any foreign-language student, or indeed to people in general who have tried to express themselves and to function in a language that is not their own. The key for foreign-language students is to find ways to communicate and function even if their English is not "perfect."

Many of today's professors would be rejected if they were judged exclusively on their accents. I am thinking of a very successful Biologist from Africa, who was once told that "he writes like a ten-year-old." Keep in mind that foreign-language students are bound to vary in their English language skills far more than Canadian students.

A person can learn written English (or many other languages) from books, which are highly portable. However, being able to understand the pronunciation of spoken English is another matter entirely. I remember an irate professor who once screamed at our class that something was not "salad science." I was confused until I realized that she was saying "solid science," but that her accent was making the word "solid" sound like "salad." Because my first language is not English, such verbal tics are far more significant and noticeable than they would be to a native speaker of English.

Therefore, a person's ability to understand spoken English is not at all the same thing as his or her ability to read and understand written English. A foreign-language student's ability to understand spoken English is very likely to improve gradually, but it is a much more involved process for that student to learn to read English with proficiency.

Choosing a Foreign-Language Student

To decide if a foreign-language student is sufficiently proficient in English to function effectively in your program, some researchers recommend a telephone interview. I do not think this strategy is useful because (a) it scrutinizes spoken, not written, English, (b) telephone conversations move too quickly for most non-native English speakers, (c) the telephone distorts voices, and (d) there is no possibility for the student to see the speaker's face or to lip-read.

Better ways to gauge a student's English proficiency include administering an English-language examination (such as the TOEFL), or finding out about the student's prior experiences (e.g., the student may have done English translation or teaching work in the past). In my view, the best way to see if a foreign-language student can do English-

language graduate work is to give him or her a page from a scientific paper and ask the student to translate it into his or her own language.

I have also read that in some countries, such as England, graduate programs sometimes provide translators to foreign students. This strategy is costly and of only limited effectiveness. Unless the translator were a scientist, his or her ability to translate technical or scientific terms and concepts would be just as limited, arguably, as the foreign student's ability to do so. More helpful, in my view, would be to have an English-speaking graduate student working in a similar area to assist the foreign-language student with his or her written work.

The difficulties will tend to vary with the student's first language. Native speakers of languages more closely related to English (e.g., French, German) may have fewer difficulties adapting to an English-language program than native speakers of languages further removed from English (e.g., Chinese, Arabic). This distinction is too often ignored. Even books for learning English are, for the most part, intended for a general audience, not for speakers of a specific language.

For example, the guidelines we were given to judge the "communication skills" of NSERC studentship applicants stated that we had to take into account how long a foreign-language student had been in Canada. However, the guidelines did not ask about the students' first languages, a distinction that some of us thought may have been more useful than asking how long the students had resided in this country.

Another factor is the age of the student. Younger people learn foreign languages more easily than older people. Accent is something that becomes fixed in a person very early on, by the time he or she is ten years

of age. Also, some studies have shown that women tend to be better at languages, although individual differences are much greater than gender differences.

In the next part of her article, Raptis will discuss the question of how to engage with foreign-language students when they arrive on campus. Watch for it in the next number of QUFA Voices.

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

IN THE NEWS

CAUT Calls on PM to Reverse Decision Barring William Ayers from Canada

By Penni Stewart, President, CAUT

and James L. Turk, Executive Director, CAUT



On 20 January 2009, CAUT President Penni Stewart and CAUT Executive Director James L. Turk wrote to

Prime Minister Stephen Harper to protest the PMO's decision to bar William Ayers from entering Canada.

CAUT's letter to the PM was also forwarded to Peter Van Loan (Minister of Public Safety), Michael Ignatieff (Leader of the Opposition), Jack Layton (Leader of the NDP), Gilles Duceppe (Leader of the BQ), David Naylor (President, University of Toronto), Jeff Kugler (Executive Director, Centre for Urban Schooling, OISE / U of T), Cary Nelson (President, American Association of University Professors), and William Ayers.

Dear Prime Minister:

We are writing to object in the strongest terms to the refusal of the Government of Canada to allow Dr. William Ayers, Distinguished Professor of Education at the University of Illinois-Chicago, entry into Canada. Professor Ayers had been invited by the Centre for Urban Schooling at the Ontario Institute for Studies in Education at the University of Toronto to give a public lecture at the University. He was also scheduled to meet with Toronto District School Board principals and senior staff, with youth community



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www.qufa.ca

workers at a school in Regent Park, and to be interviewed on CBC.

The actions of your border officials in denying entry to this eminent academic brings disrepute to Canada and shows that your government has little regard for academic freedom.

Professor Ayers is a controversial figure whom Sarah Palin demeaned in the American presidential election as part of her efforts to attack Barack Obama. While a student radical in the United States in the 1960s who challenged the American government and was arrested on various occasions, Professor Ayers was never convicted of a felony or any equivalent charge that could be used to justify his exclusion from Canada. He did, however, go on to achieve international acclaim as an expert in educational reform. His work has been recognized with the title "Distinguished Professor" at his own university, with honorary doctorates, and with invitations to be a visiting scholar at various American universities, including Vassar and the University of South Carolina.

It is wrong for the Government of Canada to decide which scholars universities can invite to their campuses. Too often, in recent years, this has been practice of the Bush Administration in the United States—a practice we and our American counterpart—the American Association of University Professors—have denounced. It is with shame that we now find our government is behaving in the same manner.

We call on you as Prime Minister to ask your Minister of Public Safety to launch an immediate public investigation into Professor Ayers' denial of entry into Canada on 18 January 2009. We also call on you to advise the University of Toronto that should it invite Professor Ayers again, your government will allow him to enter Canada for that purpose.

Universities serve the common good of society by fostering open discussion and robust debate. In the words of the University of Toronto's "Statement of Purpose," within the unique university context,

the most crucial of all human rights are the freedom of speech, academic freedom, and freedom of research. And we affirm that these rights are meaningless unless they entail the right to raise deeply disturbing questions and provocative challenges to the cherished beliefs of society at large and the university itself ... for there is no one else, no other institution and no other office, in our modern liberal democracy, which is the custodian of this most precious and vulnerable right of the liberated human spirit.

As Prime Minister of our country, you have an obligation to ensure that the federal government fosters academic freedom, not restricts it. We look forward to your prompt reply to our requests.

Sincerely,

Penni Stewart (President, CAUT),
James L. Turk (Executive Director,
CAUT)

*CAUT can be reached at
<http://www.caut.ca>.*



Spread the Word!

QUFA encourages you to print out and post *QUFA Voices* in a visible place in your department or unit.

QUFA EVENTS

QUFA Seeks Member Input for Annual Lecture on Academic Freedom

By Joyce Davidson
Department of Geography



QUFA has begun to plan its Academic Freedom Annual Lecture for the next few years and we would appreciate your

input regarding potential speakers to invite. Please pass on any suggestions you might have about individuals we might approach who have appropriate expertise in Academic Freedom and related areas. Please see the list of previous speakers below to remind you of how this event has shaped up in the past. Please contact the QUFA Office with your suggestions. Any and all ideas are welcome!

- **1999:** John Willinsky, UBC. "The Future of the Academic Journal."
- **2000:** Michiel Horn, York Univ. "The Harry Crowe Case."
- **2002:** David Healy, Cardiff Univ. "Let Them Eat Prozac."
- **2006:** Shemeem Abbas, Purchase College, SUNY. "Whose Islam Is It?"
- **2006:** Helen Tiffin, Queen's Univ. "Is there a Future for Curiosity-Based Research?"
- **2007:** John Sulston, Wellcome Trust, Sanger Inst. "Genetics and Society: What is Science For?"
- **2009:** Bruce Pardy, Queen's Univ. "Herding Cats and Avoiding Catfights: Academic Freedom and the Deep Structure of the University"

*The QUFA Office can be reached at
qufa@queensu.ca.*