

CAUT Ad Hoc Investigatory Committee Report

on the situation and treatment of Dr. Michael Mason in
the Department of History at Queen's University

Respectfully submitted by:

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1. THE INVESTIGATION

In December 2011, the authors were asked to serve as an *ad hoc* investigatory committee into the situation of Professor Michael Mason at Queen's university under guidelines set out in Section 6 of the "CAUT Procedures in Academic Freedom Cases"(See Appendix 1).

As indicated in the Executive Director's letter of December 5, 2011 (See Appendix 2), the terms of reference of the committee were as follows:

- To investigate the University's handling of complaints made against Dr. Michael Mason in relation to his HIST 283 course in the fall of 2011;
- To determine whether there were any violations of substantive or procedural fairness in the investigation of Professor Mason and subsequent actions taken as a result of that investigation;
- To determine whether there were breaches of or threats to Professor Mason's academic freedom and other faculty rights;
- To make any appropriate recommendations.

The Executive Director provided the investigators with background correspondence between himself and Mr. Philip Goldman, Queen's University Faculty Association (QUFA) Grievance Officer, who requested CAUT's intervention. He also provided us with correspondence between Professor Mason and the relevant parties in the university administration, and other members of QUFA staff.

On January 11, 2012, the investigators invited Professor James Carson, Chair of History and Mr. Dan Bradshaw, Vice-Principal (Faculty Relations), representatives of the administration at Queen's most involved in Professor Mason's case, to participate in the investigation (See Appendix 3). Professor Daniel Woolf, Principal of Queen's, was written to ask if he would suggest others that he felt should be invited to participate. On behalf of those invited, Mr. Daniel Bradshaw declined the invitation on January 13, 2012, stating "CAUT simply has no jurisdiction to conduct any investigation into this matter." (See Appendix 4).

The investigators conducted a lengthy interview with Professor Mason on January 16, 2012. On January 17, they interviewed Professor Paul Young, President of QUFA, Mr. Phil Goldman, Grievance Officer, Ms. Ramneek Pooni, Grievance Officer and Ms. Elaine Burman, QUFA Administrative officer.

On February 6, 2012 the investigators re-issued their request to speak with representatives of the Queen's administration. Again, Mr. Bradshaw declined the invitation, citing the reasons already given.

The conclusions arrived at here are based on those interviews as well as on the documentation provided by the CAUT Executive Director, Professor Mason and the Queen's University Faculty Association.

2. BACKGROUND NARRATIVE

i) The Situation of Dr. Michael Mason at Queen's University

After several years as a high school teacher in Dawson Creek, BC and in Abuja, Nigeria, Professor Michael Mason earned his PhD in African Studies from the University of Birmingham in 1970. In 1971 he was hired by Concordia University and taught in the Department of History until 1997, retiring at that time as a tenured Associate Professor. At that point he followed his wife to Kingston, where she had been hired into a management position in the Queen's University Library. From 2000 to 2008 he taught as a sessional adjunct professor in Global Development Studies in the Department of History at Queen's University, when he again retired from teaching. In 2011 he was asked by that department to return for one term to teach History 283¹, a course in post-colonial history, replacing Professor Mark Epprecht who had recently received a grant to conduct research in South Africa. He agreed to do so.

Without consultation, Professor Mason was assigned 4 graduate students as TAs. He met with 3 of them for the first time on September 12, 2011. None had any significant experience in the areas covered by the course; in addition, one lived in Ottawa and was reluctant to attend Professor Mason's lectures. This led Professor Mason to joke that if he could not find enough work for them, he might ask them to wash his car, a comment that was later reported to the Department Chair as a complaint against him.

The class first met on September 14, 2011, with 140 students registered and continued to meet for 1.5 hours on subsequent Wednesdays and Fridays. According to Professor Mason he placed particularly heavy emphasis on lectures in this course because he faced certain challenges in getting supporting textual material to students, as follows: first, his own book, *Global Shift* which he had intended to use as a resource was not yet out with McGill-Queen's University Press (<http://mqup.mcgill.ca/book.php?bookid=2926>). Instead, he assigned an earlier book of his, one which pre-dated significant events post-9-11, and so was, by his own admission, not entirely satisfactory. Therefore, and second, Professor Mason decided to also make his notes available to students, via the online learning management system favored by Queen's, Moodle. He tasked one of his TAs with posting the notes to the system, but for some reason notes were never posted.

ii) The Interventions of Queen's University Administrators in HIST 238

During the week of September 26-30, Professor Mason was asked by an administrative assistant of the History department to meet with Professor Carson, Chair of the Department of History. On Friday, September 30, 2011 Professor Mason attended a meeting at the office of Dr. James Carson and was told that his TAs had accused him of using "racist and sexist" language in class. The meeting was attended by Professor Mason, Professor Carson and a departmental administrative assistant, Ms. Debbie Stirton, who took notes of the conversation. Professor

¹ History 283

The Making of the Third World II

The course discusses Asia, Africa and Latin America since 1945 with emphasis both on particular states (Argentina, South Africa, China for example), and on institutions such as the World Bank, the International Monetary Fund and the World Trade Organization. It also raises the question as to whether the role of the United States in the 'Third World' should be considered imperial or merely hegemonic. Will be offered in the fall 2011 (Queen's Calendar, 2011).

Mason had not been informed beforehand of the purpose of the meeting nor was he instructed of his right to be accompanied at the meeting. His subsequent requests to be provided with a copy of the notes taken by Ms. Stirton were denied by Professor Carson.

In a letter to Professor Carson dated October 2, 2011, Professor Mason responded to the accusations about him (See Appendix 5). He then contacted Ms. Elaine Burman, Administrative Office for QUFA who apprised the Grievance Officers of Professor Mason's situation. She also asked him to make a further request to Professor Carson for the notes of the meeting of September 30, 2011, which he did on October 4, 2011 (See Appendix 6).

Professor Carson finally responded to the request for the notes on October 18, 2011, stating that they were his and he would not be surrendering them (See Appendix 7).

After more than two weeks delay, Professor Carson asked for an urgent meeting with Professor Mason and informed him of his right to bring a QUFA representative with him. There followed several failed attempts to find a suitable time to meet that could accommodate Professor Mason, Professor Carson and the QUFA representative.

Professor Mason then received a letter from Professor Carson dated October 25, 2011 (See Appendix 8), which outlines the accusations against him and includes a reference to additional student complaints about discomfiting "borderline racist comments" by Professor Mason. He concludes his letter with the finding that Professor Mason's "words and actions" put him "in contravention of the University Senate's Educational Equity Policy."

On Wednesday, October 26, 2011, Professor Mason met with his class and, as requested in Professor Carson's letter, he raised the issue of the complaints and asked that if they thought he had made inappropriate comments that they should raise the matter with him.² A heated discussion ensued among students in which several students who raised objections to Professor Mason's use of irony were booed and about a half a dozen walked out of the class.

Subsequently, Professor Mason learned from QUFA that Mr. Bradshaw, Vice-Principal (Faculty Relations) had cancelled the class of Friday, October 28, 2011.

Professor Mason was then called to a meeting with Mr. Daniel Bradshaw, Professor Gordon Smith, Associate Dean, and Dr. Joy Mighty of the Centre for Teaching and Learning at Queen's on October 31, 2011.³ According to Professor Mason, the presumption of the administrators was that he had "failed to create a safe space" for students and the meeting was intended to ameliorate that situation. Dr. Mighty spoke of the need for "inclusivity" in the classroom. At the end of the meeting, Professor Mason requested that a notice be sent out to students that the November 2 class would resume, but says he did not receive a straightforward reply. A few hours after the meeting, he was informed by Mr. Phil Goldman, the QUFA Grievance Officer, that the November 2 class had also been cancelled.

² Interview with Professor Mason January 16, 2012

³ Ibid.

On November 1, 2011, in a letter to Mr. Goldman, (See Appendix 9), Mr. Bradshaw indicated:

- a) That the university intended to conduct an investigation under Article 20.3 of the Collective Agreement;
- b) That Professor Mason should agree not to teach while the investigation was being conducted; and
- c) That the parties would issue a joint communication indicating that Professor Mason had “voluntarily agreed to remain out of the classroom until the conclusion of the investigation”.

Failure to agree to these conditions would result in:

- a) Professor Carson visiting the class on November 4, 2011, to conduct a de-brief with the students while Professor Mason attended;
- b) Professor Mason would also have to submit to Professor Carson attending his classes from time to time until the end of term;
- c) In addition, if Professor Mason were to again use the ‘offending’ language, he would have to first meet with Dr. Mighty and the Associate Dean “to discuss the means by which this language can be appropriately contextualized so as to minimize the likelihood of the complaints that have been received to date”;
- d) In anticipation that some students would have concerns about fairness in grading, a meeting among Professor Mason, Professor Carson and Professor Smith was proposed to arrive at an alternative grading scheme;
- e) Finally, Professor Mason was not to discuss the investigation with students inside or outside of class.

Further, Mr. Bradshaw said that failure to comply with the latter conditions would result in the university moving to suspend Professor Mason with pay under Article 22 of the Collective Agreement.

On November 2, 2011, Professor Mason, on the advice of QUFA’s Phil Goldman, visited Stephanie Simpson in the Human Rights office who had been briefed by him of the ongoing events. This was her first knowledge of the matter; she did help him construct a plan to get the class back on track, but when he learned that the Friday class had been cancelled, he did not follow up with her.⁴

Both Professor Mason and Mr. Goldman deemed the above conditions unacceptable; however, subsequent events precluded the expression of their opposition to these restrictions to university officials. Professor Mason began to experience an exacerbation of pre-existing cardiovascular problems and he requested a medical leave on November 2, 2012, that was supported by his physician, Dr. Patricia O’Donnell when he saw her on November 8, 2011.

⁴ Interview with Professor Mason January 16, 2012

The university then suspended its investigation under Article 20 of the Collective Agreement and made alternative arrangements for the completion of History 283.

Meanwhile, Mr. Phil Goldman, QUFA's Grievance Officer approached CAUT requesting an investigation on the grounds that Professor Mason's academic freedom had been compromised.

3. THE ALLEGATIONS

Apart from the accusations that Professor Mason reported as having taken place in the meeting of September 30, 2011 with himself, Professor Carson and Ms. Debbie Stirton, the university's concerns are expressed in Professor Carson's letter of October 25, 2011 to Professor Mason (See Appendix 8):

In the course of our meeting, and subsequently in your letter to me you acknowledged using terms such as "rag head," "towel head," "japs," "little yellow bastards" and so forth in your teaching. You also acknowledged making remarks about having the female TAs wash your car, use their TA pay to go shopping, that male students in the class ought to marry female doctors to get both money and babies, that the female TAs were the "mistresses" of the class and so forth. Because you have acknowledged using these terms and making these remarks, we do not have to discuss any further what was actually said. What was said is not in dispute and nor is your intent in making such remarks in dispute.

And later in the same letter:

In the meantime as well, students in the course have now contacted me independently of what happened with the teaching assistants to lodge various complaints about the course, the most significant of which is that, as one wrote, sometimes the professor "[makes] borderline racist comments that make me (as well as some of my classmates) very uncomfortable." The irony is not working and it must stop.

No written complaints against Professor Mason were received from the TAs or students and, as far as we were able to ascertain, none were invited.

Professor Carson concludes his letter by saying that Professor Mason had contravened the University Senate's Equity Policy.⁵ Professor Carson says he had:

...simply hoped, as mentioned above, that we could arrive at a shared sense of what had happened and that an informal solution to a situation that, no matter your intent or justifications, put your words and actions in contravention of the University Senate's Educational Equity Policy.

Finally, in the letter of Mr. Bradshaw referred to above (Appendix 9), the accusation is made that in his talk to the class on October 26, Professor Mason's comments had "served to inflame rather than resolve matters."

⁵ www.qufa.ca/qufa/Bargaining05/final_with_links_moas.pdf

4. PROFESSOR MASON'S RESPONSE

Professor Mason admits to being at pains to try to find enough hours for the 4 TAs assigned to him, especially given their lack of expertise in the subject matter of the course and their reluctance to attend his lectures. This resulted in his joking reference to their washing his car.

As far as the “racist” language is concerned, he insists that he used potentially offensive terms with a pronounced critical distance, underscored by irony, and that should have been understood by any well-meaning audience listening to a lecture on imperialism and neo-colonialism around the time of World War II. For example, when he used the phrase, “little yellow sons of bitches,” Professor Mason was not just quoting but actually reading directly from John W. Dower’s book, *Cultures of War (2010)*, a work that documents American wartime racism with respect to the Japanese. Dower’s book reproduces transcripts of the court martial of US Admiral Kimmel. When asked why he had not moved the Pearl Harbor fleet, despite a warning from Washington several days before its bombing, Kimmel’s response was, “I never thought those little sons-of-bitches could pull off such an attack...” (p. 43). Similarly, when Professor Mason referred to NATO troops now fighting “the towel heads” in Afghanistan, he did so as a way of illustrating to role of colonial and racist attitudes, mediated in language, in shaping our Northern/Western relations to the peoples of locales like Afghanistan and Iraq. As a way of illustrating latent racist attitudes in American culture, Professor Mason also quoted South Carolina Senator Jake Notts’s use of the epithet “fucking raghead” in describing Mikki Haley, a Punjabi and Republican governor of South Carolina. Professor Mason took the quotation from an article called, “Good Ol’ Girl” in the *Atlantic Monthly*, January/February 2011, 62-86.

With respect to “sexist” language, Professor Mason denies saying that his TAs must be mistresses of the course. Instead what he said was that at the end of the course, he expected the students to be “masters and mistresses” of the course material. Professor Mason claimed that he cannot remember what he said about babies⁶, but declared that the accusation that he told a class composed of 70% women that the “male students in the class ought to marry female doctors to get both money and babies”⁷ is “simply ridiculous.”

Professor Mason claims that at no time was Professor Carson interested in hearing his point of view or of entertaining the possibility that his comments had a context and were meant to serve a pedagogical purpose. According to Professor Mason, Professor Carson’s first words to him at the first meeting on September 30, 2011 were, “You must stop using this language”.

At that same meeting, Professor Mason asked Professor Carson if he had discussed his teaching record with any previous department chairs and he said he had not. Professor Mason is of the opinion that Professor Carson knows little about the content of the course that he was teaching.

Professor Mason provided copies of his teaching evaluations at Queen’s from 2000 to 2008 (See Appendix 10). The results indicate that over that period of time, he had extraordinarily high teacher ratings and was judged to be a competent and popular professor.

⁶ Interview with Professor Mason, January 16, 2012

⁷ Professor Carson’s letter of October 25, 2011 (See Appendix 8)

Professor Mason also submitted 11 unsolicited letters from students in his cancelled class in History 283 all of which highly praise his teaching style and the content of the course (See Appendix 11).

5. INTERVIEWS WITH QUEEN'S UNIVERSITY FACULTY ASSOCIATION EXECUTIVE AND STAFF⁸

i) A culture of conflict

Generally speaking, it became clear from interviews with several members of the Queen's University Faculty Association and staff that the relationship between the QUFA and the administration of the university is seen to be fraught with conflict. One might go so far as to say that they described the relationship as toxic. And to some extent it appears that Professor Mason was likely a victim, at least in part, of this culture of confrontation.

According to QUFA, much of the fate of Professor Mason ensues from the administrative style of the two administrators most involved with the case: Professor James Carson and Mr. Dan Bradshaw.

QUFA personnel reported that Professor Carson, formerly an associate dean, is difficult to deal with, a poor administrator and a poor choice for department head. These judgments were offered as a way of explaining why Professor Carson initiated the meeting with Professor Mason without informing him of (1) what this meeting was about or (2) his right to be accompanied by a representative of QUFA and generally without following appropriate procedure in situations involving the allegations of "racism and sexism" (see below, "procedural fairness").

QUFA personnel also reported that, although trained in the human relations field, Mr. Bradshaw is seen as reluctant to problem-solve and much too prone to use discipline as a method of approaching conflict. Prior to his arrival a few years ago, the Committee was advised that disciplinary measures were relatively rare. Since his arrival, the Committee was told, however, there has been a proliferation of incidents in which discipline has been invoked as a way of addressing problems.

Apparently, these administrators represent a movement from the classical collegial style that used to characterize the administration of Queen's to an industrial relations style of management that is inimical to collegial governance and has little appreciation for the traditionally important role of academic freedom in the university. It's a style of administration that was characterized by one respondent as "people-eating as opposed to problem-solving".

ii) Specific Problems

Within this apparent general culture of dysfunctional conflict, the investigators found several specific problematic issues that compromised the efficient, equitable and fair handling of Professor Mason's case:

- a) There was general agreement on the part of those interviewed that the Harassment Policy is slow to respond and in need of revision. The version of the Harassment policy on the university web site does not appear to have been updated since May,

⁸ Professor Paul Young – President Queen's University Faculty Association; Mr. Phil Goldman, QUFA Grievance Officer (retiring); Ms. Ramneek Pooni, QUFA Grievance Officer; Ms. Elaine Burman, QUFA Administrative Officer

2000 (<http://www.queensu.ca/secretariat/policies/senateandtrustees/harassment.html>). While there have been suggestions of a new policy, it is not yet in place. Similarly, the Equity and Human Rights Policy does not function well. There is a lack of clarity on the part of administrators and the university community generally as to when these policies are to be followed and which of the policies is most appropriate to address specific cases. This problem was exacerbated by the introduction of Bill 168 (Harassment and Violence in the Workplace), now known as Section 32 of the Ontario Occupational Health and Safety Act (Ontario OHSA), which became law on June 15, 2010. QUFA members expressed the feeling that the new law is sometimes used when it shouldn't be and sometimes not used when it should be. While there has been discussion of articulating Bill 168 with existing policies, there remains much confusion about its application and there is still no clear policy defining when the law is to be applied.

- b) QUFA members expressed the feeling that the administration tends to be “panicky” when it comes to issues of “racism” as there have been a number of cases in the past few years that have proven embarrassing to the university.
- c) There appears to have been clear violations of the principal of confidentiality in the way Professor Mason’s case has been handled by Professor Carson. Specifically, he is reported to have met and discussed Professor Mason’s situation with the whole department. Had the situation been handled by existing policies, confidentiality would have been expected. Unfortunately, the details of Professor Mason’s situation were also reported to the university newspaper, *The Queen’s Journal*, which published an article on November 4, 2011, detailing the events surrounding History 283 (<http://queensjournal.ca/story/2011-11-04/news/concerns-about-professor/>).
- d) The article reports Professor Carson’s opinion that Professor Mason’s attempt to discuss the situation with his class on October 26, 2011, had rendered the class “an unsafe space”. If true, this is a finding that has not been established by any appropriate process (see below, under Narrative Analysis). To report it in the paper seems further inappropriate in several ways. First, the article reports Professor Carson’s statement that students had come to the department with “concerns”; “they weren’t complaints [i.e. formal]”. Elsewhere, Professor Carson is also reported to have said that these concerns were private and should not have been made the subject of a class discussion. However, it was an administrative directive that prompted Professor Mason to address the class on the issue. Second, it is quite disturbing, therefore, that, even while chiding Professor Mason for his address to the class, Professor Carson appears to have chosen to discuss what he himself now considered a confidential matter with the university paper before any resolution of the matter had been achieved. It is noted that both Professor Mason and the QUFA declined to comment when approached by the paper.

6. RELEVANT UNIVERSITY POLICIES

The investigators closely examined the following university documents in order to gain an understanding of expected and sanctioned university policy in dealing with incidents of the sort involving Professor Mason:

1. Queen's University Educational Equity Policy
<http://www.queensu.ca/secretariat/policies/senateandtrustees/educationalequity.html>
2. Prevention and Resolution of Harassment in the Workplace Policy
<http://www.queensu.ca/humanresources/policies/workplaceissues/harassment.html>
3. Collective Agreement between Queen's University Faculty Association and Queens University
http://www.qufa.ca/qufa/Bargaining05/final_with_links_moas.pdf

Section 20.3.1 of the Collective Agreement between Queen's University Faculty Association and the University states that the Principal or the Dean or their designate may conduct an investigation into an event that may be grounds for discipline:

The Principal or a Dean may investigate any allegation about a Member if she or he reasonably believes that a situation may exist that would warrant disciplinary proceedings against the Member. The conduct of all or any part of such investigations may be delegated to appropriate persons. In all cases, the person leading the investigation shall be an individual who has had no previous decision making authority respecting the allegation.

The Collective Agreement also specifies in Section 20.3.4, however, that:

As soon as practicable after commencing an investigation, the Principal or Dean shall

(a) promptly and fully advise the Member in writing of the nature and substance of the allegation and the scope of the investigation, including advising the Member of her or his right to seek advice from the Association, and inviting the Member to respond to the allegation by meeting or by submission of materials, or both, as the Member sees fit. If the Principal or Dean invites the Member to meet to discuss the allegation, the invitation must be in writing and must allow the Member at least two (2) full working days to obtain advice or assistance from the Association;

(b) give due consideration to any suggestions or evidence from the Member which might expedite or simplify the investigation, or render it unnecessary; it is understood that any statement made by any person at this stage is without prejudice;

Since members of the administration declined to be interviewed for this investigation, it is unclear whether Professor Carson was acting as a designate of the Principal or Dean.

Nevertheless, it is clear that Professor Mason was not accorded several of his rights under this section of the agreement. Specifically:

- i) He was not advised in writing of “the nature and substance of the allegation”;
- ii) He was not advised of “the scope of the investigation”;
- iii) He was not invited two days ahead of time in writing to discuss the allegation;
- iv) He was not advised of his right to seek advice from the Association; and
- v) He was not accorded the opportunity to respond to the allegation.

According to Professor Mason, as noted above, he was simply told, “You must stop using this language.”

Neither was Professor Carson interested in hearing an explanation of the context in which Professor Mason’s language derived its meaning: As noted above, he was simply told that his language, no matter what his “intent or justifications” put him “in contravention of the University Senate’s Educational Equity Policy”.

A quick perusal of the above policy indicates that like any such policy, its intention is to value equity and diversity in the university and to insure that institutional barriers do not frustrate the achievement of these values in the recruitment, promotion and day-to-day management of the students, staff and faculty. If professor Mason was being investigated for “racist and sexist” language, clearly Professor Carson was calling upon the wrong policy to address the issue and instead should have referred to the Prevention and Resolution of Harassment in the Workplace Policy <http://www.queensu.ca/secretariat/policies/senateandtrustees/harassment.html> . The latter policy also specifies, however, that complainants, respondents and witnesses are expected to provide information as required in the steps noted in the [Grievance Procedure](#). The first of those steps is that the complaint must be filed in writing. Since this did not happen, the principle of procedural fairness was violated. The adamant refusal of Professor Carson to provide Professor Mason with notes taken by his assistant during the course of the meeting in which allegations were reported grossly exacerbated the violation of this principle of procedural fairness.

7. VIOLATIONS OF FAIRNESS AND ACADEMIC FREEDOM

i) Violations of procedural fairness

As we have pointed out earlier, Professor Mason was not accorded his rights in terms of the procedures initiated by Professor Carson with respect to this incident. Specifically, when called to a meeting on September 30, 2011:

- a) He was not advised in writing of “the nature and substance of the allegation”;
- b) He was not advised of “the scope of the investigation”;
- c) He was not invited two days ahead of time in writing to discuss the allegation;
- d) He was not advised of his right to seek advice from the Association and to be accompanied to the meeting by a member of the Association;
- e) At the meeting, he was not accorded the opportunity to respond to the allegation;
- f) He was refused access to notes taken at the meeting;
- g) We were informed by QUFA staff that a copy of Professor Carson’s letter to Professor Mason of October 25, 2011, has been placed in Professor Mason’s file. This seems to us a further violation of procedural fairness as at that point the conflict had not been resolved and Professor Carson’s judgments had not been substantiated.

ii) Violations of substantive fairness and academic freedom

We are of the opinion that Professor Carson’s demand that Professor Mason stop using the language he admits to having used constitutes a violation of Professor Mason’s academic freedom as specified in the Collective Agreement between Queen’s University Faculty Association and Queen’s University

(http://www.qufa.ca/qufa/Bargaining05/final_with_links_moas.pdf).

Specifically, Professor Carson’s demands in the meeting with Professor Mason on September 30, 2011 that are repeated in his letter to Professor Mason of October 25, 2011 (Appendix 8) and the demands of Mr. Bradshaw in his email to Mr. Phil Goldman of November 1, 2011 (Appendix 9) violate Article 14.1 (a), (b), and (c) and Article 14.2 and 14.2 (a) of the agreement:

14.1 Generally,

(a) the unimpeded search for knowledge and its free expression and exposition are vital to a University and to the common good of society;

(b) Members have the right to academic freedom, which shall include the freedom, individually or collectively, to develop and transmit knowledge and opinion through research, study, discussion, documentation, production, creation, teaching, lecturing and publication, regardless of prescribed or official doctrine, and without limitation or constriction by institutional censorship; and

(c) the Parties agree to uphold and to protect the principles of academic freedom, not to infringe upon or abridge academic freedom as set out in this Article, and to use all reasonable means in their power to protect that freedom when it is threatened.

14.2 Academic freedom includes the following interacting freedoms: freedom to teach,

freedom to research, freedom to publish, freedom of expression, freedom to acquire materials. Academic freedom ensures that

(a) Members teaching courses have the right to the free expression of their views, and may choose course content, use teaching methods and refer to materials without censorship or reference or adherence to prescribed doctrine;

Had Professor Mason been given the opportunity to explain the context of his words and their pedagogical intent, it would have been clear that the principle of academic freedom protected his utterances. The only intervention should have been an explanation to the class that the utterances were quotations from primary sources, and were meant to illustrate past and existing racist attitudes, the understanding of which were germane to the content of the course. Mere mention of these words does not constitute “racism”. Instead, Professor Mason was simply told at the outset of the meeting and again in Professor Carson’s letter of October 25, that Professor Mason was not to use the language in question.

Professor Mason has denied using “sexist” language in the classroom and this investigation has failed to provide any evidence that he did so.

8. NARRATIVE ANALYSIS OF THE EVENTS, CAUSES AND RESPONSIBILITIES IN THE CASE

Part of our brief was to report more generally on the circumstances surrounding the alleged violation of Professor Mason's academic freedom, for the benefit of all members of CAUT. To that end, our findings are presented as plainly as possible, below.

It is our conclusion that administrative employees and officers of Queen's University abused their power and acted in disregard of the wellbeing of one of their teaching employees. We find further, that Professor Mason was denied basic rights, and that academic freedom, both as commonly understood and as defined in the collective agreement between QUFA and Queen's University, was seriously violated.

i) Professor Mason's Actions:

We find also, that while Professor Mason could obviously have conducted himself otherwise, in conducting himself as he did, he did nothing wrong. He discharged his duties diligently and in keeping with both disciplinary conventions and professional standards (and in the face of inadequate institutional support), as follows:

- Professor Mason's classroom use, in the second week of his course, of unedited and unexpurgated historical witness testimony is not only in keeping with the conventions of his discipline, History, but constitutes that discipline's defining practice. Without direct engagement with primary sources, however discomfiting, there would be no history.
- Professor Mason's classroom use of classical rhetorical devices like irony, along with his allusions to classical historiographical tropes (including to Cicero's famous dictum *historia magistra vitae* – history is the teacher [literally “mistress”] of life), were both justified not **despite** the challenges they posed some students, but precisely **because** they challenged students. Such challenge to student expectations and limits is a recognized dimension of pedagogy in the humanities. Indeed, both numerical and anecdotal student feedback on Professor Mason's teaching attest to his success as a teacher, both over the course of decades, and in this particular course (appendices 10 and 11).
- Finally, in joking with his TAs, Professor Mason was clearly attempting to humanize a well-known institutional absurdity in Canadian universities, namely: that TA-ships are frequently considered primarily a vehicle for distributing much-needed funds to graduate students, and only secondarily in terms of the actual instructional assistance they generate. Furthermore, in engaging the TAs as one might a colleague, Professor Mason was once again acting in accordance with current best practices. In addition to providing income to students, TA assignments are now commonly considered part of professional development in the course of graduate education. For this reason many Canadian institutions now provide TA training; for this reason, also, faculty working with TAs are frequently encouraged to treat TAs quasi-collegially, to mentor them as part of an instructional partnership or team. It is keeping with this trend that Professor Mason joked with the TAs assigned to his course. Whether he did so ineptly – i.e. whether his jokes were not all that funny – is an entirely subjective matter, and certainly not one that should have resulted in discipline.

In sum: History and its teaching depend on primary sources for a variety of reasons, and in this case precisely because as “time witnesses” these establish such differences as do exist between then and now and between us and them. The language of the past is not the language of the present; our values are not their values. By reading directly – and theatrically – from a volume containing his primary source, Professor Mason made the distance between his/our language and the language of the past abundantly clear. Secondly, ancient wisdom expressed in archaic language and classical rhetorical form has been part of the historian’s arsenal more or less since historiography began. Likewise, even in its darkest hours, the academy has never been an entirely humorless place. Of course, historians have also always disagreed over how best to write history (and in so doing have sometimes accused one another of not being true historians at all), but for the most part such disagreements have been contained within one profession, commonly within single academic departments and, occasionally, within otherwise close personal relationships. In short, Professor Mason was not acting unprofessionally when he quoted racists of the past. Nor was he doing anything other than his job when he attempted to use irony and bits of humanist discourse to challenge his students, or to encourage his TAs with humor, however lame.

ii) The Actions and Inactions of Queen’s University Administrators:

All the available evidence is that Professor Mason acted entirely appropriately in discharging his assigned duties; we have found no evidence that he acted inappropriately. And yet, Queen’s University administrators, eschewing a variety of available options, took actions that were threatening and punitive, culminating in the removal of Professor Mason from the classroom: censorship and censure at once. In the course of this extraordinary process Professor Mason was denied opportunity either to represent himself adequately or to be represented. He was given no warning to prepare for the meeting with his Department Chair, Dr. James Carson; he was subsequently denied a transcript of that meeting. His union representatives likewise never were given the transcript of that meeting. Nor did a meeting between Professor Mason and his representative, on the one hand, and Queen’s University administrators, on the other hand, ever take place. Finally, no investigation by a person or body at any significant remove from the administrative chain of command – for example, an equity officer or ombudsperson – was ever conducted. Once a complaint (or quasi-complaint) had been made, Professor Mason’s fate appears to have been all but sealed, the very last course of his long career wrecked, his reputation besmirched and his legacy tainted.

How could this have happened? Simply put, we find that it was no accident. Instead, we find that Professor Mason’s rights were violated not once, but persistently; we find that academic freedom at Queen’s University was violated not incidentally, but systematically as follows:

a) Lack of Material Support for Professor Mason’s course:

In key respects the situation in which Professor Mason found himself at the start of the Fall Term 2011 is all too common in Canadian universities. When a full-time faculty member went on a grant-supported leave, he left a key course un-covered. To the extent that such lack of coverage is also a consequence of the removal from the system of any overlap in academic position descriptions or “slack” in the assignment of teaching duties, subsequent events were partially systemic in origin. Presumably, there was nobody with suitable qualifications or time available on permanent staff to fill the gap in offerings left by Dr. Epprecht’s leave. Therefore, the department hired a sessional instructor already well known at Queen’s. Nevertheless, since

Professor Carson was new to his position, it appears that he did not know Professor Mason personally. Again, presumably Professor Mason was just one of a several sessional instructors hired to teach History courses that term, few if any of whom were known to the chair and few if any of whom would have been especially well integrated into the collegiality of permanent full-time faculty. Under such conditions it makes a certain sense – though not really administrative sense – that Professor Mason was not consulted when four TAs were assigned to his course. Further, it is not surprising under these circumstances that only two of these had any experience or qualification to do the job they were hired to do. One would assume, however, that the other two possessed other experience or competence – perhaps technical – that might have made them suitable choices for their assignment. This appears not to have been the case. For example, the TA tasked by Professor Mason with posting notes to accompany lectures to the web-based Virtual Learning Environment at Queen’s, Moodle, was unable to do so. At the time, Moodle was quite new and it is probable that she had neither first-hand experience nor training in its use. In any case, the notes prepared by Professor Mason were never made available to the students via Moodle. In a discipline like History (i.e. without labs) TA support and technical support (these days the latter largely supplanting Library support) are the main required additional resources for large lecture courses, apart from space. In this case, Queen’s University apparently failed to provide Professor Mason with adequate support of either kind.

b) Student-focused Administration:

While the administration appears to have neglected Professor Mason and his course, they evidently were extremely responsive to those students who communicated various degrees of displeasure. This reflects a general trend in Canadian universities, where administrators frequently merge ideals of a market-driven private university with the reality of government transfer funding linked to enrolments, which in turn are assumed to be sensitive to elusive factors like “reputation” and “brand.” Therefore, there are few things to move an administrator to action like student complaint.

In the case of the unknown number of undergraduate complaints, the situation is still more difficult to ascertain since little is known about the students who voiced dissatisfaction in class (according to Professor Carson’s interview with *The Queen’s Journal*, however, there were no actual complaints, only “concerns” brought to the History Department). By Professor Mason’s report, students who voiced displeasure in the classroom were part of a group of Australian exchange students at Queen’s. They expressed the opinion that as fee-payers they were entitled as a matter of principle to complain. This position was reportedly met by jeers and derision by other members of the class. This suggests that both political and, possibly, cultural differences might account, at least in part, for the divisions of opinion in the classroom. What is important, however, is the precise nature of the issue under debate in the class: as already noted, Professor Mason did not actually express racist opinions in class, but rather presented the racism of others (historical actors) in order to emphasize their distinction from contemporary norms (and his own views). To us this is an indisputable fact, and one that is obscured by the formulation, apparently precise but in fact quite ambiguous, “[Professor Mason] spoke the language of racism and sexism.” Still, whether or not Professor Mason was – or even appeared to be – a racist or a sexist does not actually appear to have been under discussion in the classroom of Hist 238. What was in dispute between students on that day was whether student concerns – regardless of their accuracy or veracity – might lead directly to action against a professor by the university administration. Clearly, it was the intervention of the administration up to that point, and especially the mode of

communication with Professor Mason and his class, both directly and indirectly (including via the interview given by Dr. James Carson to *The Queen's Journal*), that had divided the class and upset some students. Therefore, the deterioration of the classroom situation was more likely a consequence of inept administration than a result of things said or done by Professor Mason.

c) The Conflation of “Safe Space” and Personal Security:

As the situation evolved, Queen's University administrators, and especially Professor Carson, came to insist that Professor Mason's lectures had become an “unsafe learning environment.” This actually initiated a subtle two-step process whereby a commonplace of educational jargon was conflated with questions of public safety, eventually leading to the abrogation of Professor Mason's rights and the effective suspension of academic freedom. This happened because active participants and bystander-observers alike appear to have accepted both the concept of pedagogical “safe space” as well as the complex rhetoric that has accompanied the “securitization” of our society, especially post 9-11. Moreover, most ultimately failed to distinguish between the two. Thus there were no recorded direct objections when Queen's administrators shifted their actions from a pedagogical intervention (itself questionable) to a full-scale abrogation of Professor Mason's rights, including his Collective Agreement right to Academic Freedom, which were defended as safety concerns but clearly (see recommendations section, below). The key turning point, likely, was Professor Carson's appearance in Professor Mason's class, in which he declared the situation unprecedented and simultaneously pronounced the course dysfunctional. The message, as reported in *The Queen's Journal*, was clear: the HIST 238 had reached a state of crisis and Carson was there to declare a state of emergency.

Whether a vigorous and somewhat spontaneous debate amongst students constitutes the end of effective teaching, or whether it is in fact a sign of productive pedagogy and real student engagement is an open question. Moreover, in this case, clearly, the issue actually debated by students was how Queen's had handled and should continue to handle controversy occasioned by its own initial response to concerns about Professor Mason's course. Since university administrators had by their own actions caused the dynamics of Professor Mason's course to be brought to the class in a certain manner, and had then doggedly pursued their initial course, *IF* the classroom had indeed become an unsafe learning environment, it was clearly their fault and not Professor Mason's. To blame Professor Mason for this fraught situation, as Professor Carson's interview with *The Queen's Journal* clearly does, and as Mr. Bradshaw's letter at least implies, is patently unjust. To make Professor Mason bear the brunt of the difficult situation, as he clearly has, is to make him a scapegoat for both administrative zeal and negligence, at various levels. Much of what happened to Professor Mason in his final term at Queen's was the result of attempts to deny and shift responsibility on the part of various administrators.

No less worrisome to us, however, is the manner in which this was ultimately done: by transforming the issue from a pedagogical one (indicated most clearly by the involvement by the administration of Dr. Joy Mighty and her office) to a claim regarding public safety, an apparently unassailable warrant for unfettered exercise of power by administrators. As already indicated, the “safety” trope has two aspects, yet in neither case were Queen's administrators thereby justified in their actions. If the phrase “unsafe educational environment” was supposed to invoke a certain pedagogical jargon and so to impugn Professor Mason's teaching ability or effectiveness, then subsequent administrative action was clearly wrong. Courses and their instructors are subject to student evaluation using precisely established procedures and mechanisms, which cannot simply

by short-circuited by administration. Moreover – though this is speculative – had Professor Mason’s course been allowed to proceed without interference, it is likely, based on his past performance over many years at Queen’s, that he would have again been considered an effective teacher.

Professor Mason’s lecture hall was hardly dangerous – uncomfortable, perhaps, but still safe and secure. Professor Mason’s opinion, which based on decades of teaching experience, including on a campus perhaps better known for student activism and radicalism, Concordia University, is that the lecture hall remained well in his control, despite the fact that emotions clearly ran high. Indeed, there is no evidence that anybody in the classroom actually felt unsafe, as opposed to uncomfortable or unhappy. To our knowledge no calls to campus security were ever made from the classroom. Nor are we aware of any record of administrators alerting campus security officials to the evolving situation.

Thus we find that the claim of that the learning environment had become unsafe was at best an unwarranted prejudgment of Professor Mason’s pedagogy and at worst a last-ditch effort to divert attention from the real cause of the deterioration of his course, administrative interference. An incidental violation of Professor Mason’s academic freedom was thus disguised by – and so became the occasion of – a more general attack on the status of the principle itself.

Of course, there are many historical precedents, academic and non-academic, distant and more recent, for using the threat of public disorder and danger to abrogate basic liberties. In Canada, too, such tactics have been used by governments, both in the distant past and more recently in order to quash debates of controversial policies or questionable actions, and to quell dissent. It is our concern that if the actions of Queen’s University administrators vis-à-vis Professor Mason are allowed to stand it sends the message that similar strategies may now being pursued by un-collegial and increasingly dictatorial university administrators across Canada, even to the extent that they may thereby circumvent academic freedom clauses in collective agreements, and utterly undermine academic freedom both in long-established practice and in principle.

d) Administrative Irresponsibility and Chain of Command

We find that Queen’s University administrators, collectively, acted callously and irresponsibly in the case of Professor Mason, to both Professor Mason’s personal detriment, but also to the detriment of Queen’s University and the Canadian academy in general, neither of which can thrive, ultimately, when academic freedom suffers. Such actions were partly the fault of individuals, but were also caused by a failure of the administration as an integrated system of oversight or chain of command.

In the first instance, Professor Carson clearly acted inappropriately when he took what he later termed student “concerns” for complaints, and acted on them as if they were serious and substantial, which they were not. His decisions to act in a way that did not effectively differentiate investigation from remediation and discipline, and further did not even attempt to safeguard Professor Mason’s rights, are very difficult to explain. This is especially so when one considers that he had already served as an Associate Dean and should have been aware of the full range of administrative options available, as well as best practices. His failure to involve a designated unit of Queen’s University specialized in the investigation and management of equity concerns was a grave mistake. His unwillingness subsequently to acknowledge his error in

judgment is another matter altogether.

The concomitant failure to act appropriately and intervene at the next administrative level is likewise, very difficult to explain. Why didn't Associate Dean Gordon Smith initiate a corrective measure at an early stage and, at the very latest, when he was copied Professor Carson's letter to Professor Mason of 25 October? In that letter Professor Carson clearly overstepped both the limits of his ability to judge what had happened in Professor Mason's lectures, as well as his administrative competence or the authority of his office (for example, by claiming to know both specifically and categorically how much humor or irony were too much humor or irony). Regardless of his reasons for not acting earlier, at this point Dr. Smith should have intervened.

Similar questions must be raised about the failure of higher-level administrators to act or act appropriately in order to re-direct the course of events initiated by Professor Carson. As the Associate Vice-Principal in charge of Human Relations, Mr. Dan Bradshaw should have acted competently. For him this case should have been routine, since neither sessional instructors nor concerned students are a rarity in the Canadian university sector. Instead, he failed to direct either Professor Carson or Dr. Smith to appropriate procedures and offices, in order to ensure that issues with Professor Mason's course were investigated suitably and, if necessary, rectified both in accordance with Queen's University policy, and in a manner that would safeguard Professor Mason's rights and observe the Collective Agreement.

Every Queen's University administrator including Principal Daniel Woolf declined our invitation to meet -- twice. This is regrettable, not only because it impeded the investigation process, but also because it will have delayed whatever justice may yet be possible for Professor Mason.

Finally, the Queen's University's administration's collective and categorical refusal to meet with us, indicates a very difficult relationship with QUFA (and one which QUFA personnel who did speak with us plainly described as fraught), through which CAUT received the request to investigate. Indeed, it is conceivable that had the attitude of the administration to QUFA been less hostile, and the relationship more cooperative, that Professor Mason's situation would have been resolved expeditiously, without his removal from HIST 238, and without damage to his health and to his reputation. . The determined unwillingness to engage in productive problem solving – though it may well be at the advice of legal counsel – we find nothing short of shameful.

9. RECOMMENDATIONS AND REMEDIES

- i)** That Professor Carson’s letter of October 25, 2011 and any other material relating to this incident be immediately be removed from Professor Mason’s file;
- ii)** That Professor Carson and Mr. Bradshaw provide Professor Mason with a letter apologizing for the manner in which this matter has been administered and exonerating him of any allegations of “racism and sexism”;
- iii)** That this letter of apology be placed in Professor Mason’s file;
- iv)** That this letter of apology be published in the university newspaper, “The Queen’s Journal”;
- v)** That, in order to offset the damage done to Professor Mason’s legacy of four decades as a teacher, the Department of History at Queen’s University establish in his name a bursary of \$4,000 per annum, to be awarded annually to a enrolled student of post-colonial history;
- vi)** That, with a view towards preventing future violations of academic freedom, Queen’s University develop, by the end of 2013, appropriate administrative policies and mechanisms:
 - a. to deal with student complaints, and
 - b. to distinguish educational “safe space” from “personal security,” “campus safety.”; and
- vii)** That such policies be widely publicized to other Canadian university administrations and faculty associations.

10. APPENDICES

Appendix 1

Committee Mandate:

The committee operated under the guidelines set out in Section 6 of the “CAUT Procedures in Academic Freedom Cases”:

“6. Where an ad hoc investigatory committee (see 3c) is constituted, the following guidelines apply:

- a) The members will be appointed by the executive director in consultation with the president and the chair of the Academic Freedom and Tenure Committee. Normally, ad hoc investigatory committees will consist of two or three members, with one designated as chair.
- b) Members will serve without remuneration except for expenses. CAUT will hold the committee members harmless from any legal actions that arise as a result of their work on the ad hoc investigatory committee.
- c) The committee will be provided with terms of reference that pose specific questions to be addressed. The terms of reference will be developed by the president, the chair of the Academic Freedom and Tenure Committee and the executive director.
- d) The committee will seek to review fully and fairly the matters it has been appointed to investigate and will prepare a report to CAUT in a timely manner.
- e) The committee has no statutory powers and no authority to compel individuals to participate in its inquiry. To ensure that it is fully informed with regard to the matters under review, the committee will rely on the cooperation of everyone concerned. Anyone who chooses to be interviewed by the committee may be accompanied by a colleague or an advisor.
- f) The committee will begin by reviewing the documentary record available to it upon its appointment. Further relevant information from individuals will be sought by inviting them to meet with the committee and to submit documents.
- g) Persons interviewed by the committee will be provided with a statement of matters under investigation in advance of the interview. Persons interviewed will be permitted to make a statement to the committee and to raise issues that they consider relevant, subject to the right of the committee to decide, having been provided an opportunity for arguments to the contrary, that particular matters are not relevant to its terms of reference.
- h) Committee members will take notes during interviews and interviews may be recorded where the person being interviewed consents.

i) As soon as possible after receipt of the report of the ad hoc investigatory committee, the executive director will review it and communicate with the committee regarding any suggestions for revision.

j) To ensure fairness to persons potentially affected in a material adverse way by findings in the committee's report, the executive director will send a fair summary of the information upon which such findings could be based to such persons, allowing a reasonable time for them to respond. The executive director will then invite the ad hoc investigatory committee to revise its report in light of the comments received.

k) The committee's draft report will be transmitted to the Academic Freedom and Tenure Committee which may request further revisions. Following consideration of the Academic Freedom and Tenure Committee's request, the committee's final report will be submitted to the Academic Freedom and Tenure Committee for final review.

l) All documents received by, or produced by, the ad hoc investigatory committee shall be and remain the property of CAUT, and CAUT shall be responsible for arranging the safe keeping of all such materials.

m) Following the Academic Freedom and Tenure Committee's final review and authorization, CAUT will publish the report unless the nature of the case is one that could be resolved through discussions with the parties concerned.

n) In such a situation, CAUT will actively explore resolution of the matter with the parties concerned. A report of discussions with the parties will be made to the Academic Freedom and Tenure Committee that will determine if the report is to be published.

o) When a report is published, the members of the ad hoc investigatory committee will be listed as authors of the published report unless they withhold their names because of disagreement with changes requested by the Academic Freedom and Tenure Committee or as a result of comments from the parties potentially affected in a material adverse way.

7. The president and executive director will report on the status of all outstanding academic freedom cases at each meeting of the Executive Committee and at each meeting of the Academic Freedom and Tenure Committee.”

Approved by CAUT Council, May 2011

Appendix 2



Canadian Association of University Teachers
Association canadienne des professeures et professeurs d'université

 www.caut.ca
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December 5, 2011

Prof. Bernie Hammond
Coordinator
Social Justice and Peace Studies Program
King's University College
at The University of Western Ontario
266 Epworth Avenue
London, ON N6A 2M3

Dear Professor Hammond:

Thank you for agreeing to serve on the CAUT Ad Hoc Investigatory Committee looking into the situation of Dr. Michael Mason in the Department of History at Queen's University.

The terms of reference for the Ad Hoc Investigatory Committee are:

- To investigate the University's handling of complaints made against Dr. Michael Mason in relation to his HIST 283 course this fall;
- To determine whether there were any violations of substantive or procedural fairness in the investigation of Dr. Mason and subsequent actions taken as a result of that investigation;
- To determine whether there were breaches of or threats to Dr. Mason's academic freedom and other faculty rights;
- To make any appropriate recommendations.

The Ad Hoc Investigatory Committee should act in accordance with Section 6 of CAUT's "Procedures in Academic Freedom Cases" which are available on our web site <https://www.caut.ca/pages.asp?page=198&lang=1>

I have written to Dr. Daniel Woolf, President of Queen's University and to Dr. Michael Mason, advising them of your appointment and of the terms of reference of your committee. Copies of these letters have been sent to you and to the Queen's University Faculty Association.

I will be sending you the background documentation we have available, and encourage you to make arrangements to meet with Dr. Mason, representatives of the Queen's University administration, and representatives of the Queen's University Faculty Association to gather as much additional information as possible to allow a full and fair analysis of the situation and preparation of your findings and recommendations.

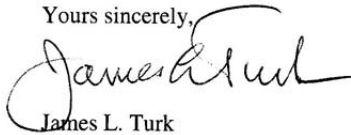


-2-

CAUT will cover all costs associated with the work of the Committee – travel, per diem, telephone, postage, administrative support, recording device for interviews, etc. As well, CAUT will indemnify and save harmless members of the committee against any harm they may suffer as a result of their activities on behalf of CAUT except in the case of gross negligence or willful misconduct.

Should you have any questions at any point, please feel free to contact me. My direct line is (613) 726-5176 and my cell is (613) 277-0488.

Yours sincerely,



James L. Turk
Executive Director

cc: Wayne Peters, President, CAUT
Len Findlay, Chair, CAUT Academic Freedom and Tenure Committee
Johannes Wolfart

Appendix 3.1

January 11, 2012

Dear Mr. Bradshaw:

I am one of a two-person investigatory committee appointed by the Canadian Association of University Teachers to look in to the situation of Dr. Michael Mason at Queen's University. The other member of the committee is Dr. Johannes Wolfart of Carleton.

Dr. Wolfart and I will be in Kingston on Tuesday January 17, 2012 to begin our investigation. I am wondering if you might be able to meet with us at some time that day, in the morning or afternoon.

If you could let me know your availability on that day at your earliest convenience, I would greatly appreciate it.

Thank you,

Bernie Hammond, PhD
Associate Professor of Sociology
and Social Justice and Peace Studies
http://www.kingscollege.net/sjps/sjps_website/sjps_homepage.html
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1-800-265-4406

Appendix 3.2

January 11, 2012

Dear Professor Carson:

I am one of a two-person investigatory committee appointed by the Canadian Association of University Teachers to look in to the situation of Dr. Michael Mason at Queen's University. The other member of the committee is Dr. Johannes Wolfart of Carleton.

Dr. Wolfart and I will be in Kingston on Tuesday January 17, 2012 to begin our investigation. I am wondering if you might be able to meet with us at some time that day, in the morning or afternoon.

If you could let me know your availability on that day at your earliest convenience, I would greatly appreciate it.

Thank you,

Bernie Hammond, PhD
Associate Professor of Sociology
Coordinator Social Justice and Peace Studies
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Appendix 3.3

January 11, 2012

Dear Dr. Woolf:

I am one of a two-person investigatory committee appointed by the Canadian Association of University Teachers to look in to the situation of Dr. Michael Mason at Queen's University. The other member of the committee is Dr. Johannes Wolfart of Carleton.

Dr. Wolfart and I will be in Kingston on Tuesday January 17, 2012 to begin our investigation. We will be asking Professor James Carson, Chair of the HIstory Department and Mr. Dan Bradshaw, Associate Vice-Principal (Faculty Relations) for an interview. Please let us know if there is anyone else in senior administration that you think we should see.

Thank you,

Bernie Hammond, PhD
Associate Professor of Sociology
and Social Justice and Peace Studies
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Appendix 4

January 13, 2012

Dr. Hammond:

I write on behalf of Principal Woolf and Queen's University in response to James Turk's letter to Principal Woolf, dated December 7, 2011, your email to Principal Woolf of January 11, 2012, and your email to me of January 11, 2012, all in connection to the above noted matter.

As you are aware, the Queen's University Faculty Association ("QUFA") is the sole and exclusive bargaining agent and has representation rights for members of the Queen's University's academic staff. There is a collective agreement currently in force between the University and QUFA. You can find the link to the collective agreement at <http://www.queensu.ca/provost/faculty/facultyrelations/qufa/collectiveagreement.html>.

Article 19 of the collective agreement provides a detailed and specific process for the parties to utilize if there is a dispute or difference arising out of the "application, interpretation, administration, or alleged violation of the provisions of this Agreement." Article 14 of the collective agreement specifies the parties' understanding about the nature and content of academic freedom, and a faculty member's right to academic freedom.

The issues involving Dr. Michael Mason were at all material times subject to the terms and conditions of the collective agreement between the University and QUFA. The University and QUFA professionally dealt with those issues and reached a resolution in this matter.

CAUT simply has no jurisdiction to conduct any investigation into this matter. As a result, neither Dr. Carson nor I will meet with you to review issues that have already been appropriately dealt with in accordance with the provisions of the collective agreement.

Sincerely,

Dan Bradshaw

Dan Bradshaw
Associate Vice-Principal, Faculty Relations
Office of the Provost and Vice-Principal (Academic)
Queen's University

Appendix 5

2 October 2011.

Jamey.

I am writing to indicate to you that I was dismayed and alarmed by your accusations against me in our meeting on Friday, 30 September. In demanding, without prior warning about the subject of the meeting that you requested, and in the presence of a member of the clerical staff, that I justify myself in the light of three TA's assertions that I had made sexist and racist remarks, you showed me neither professional respect nor collegiality.

Judging by the way that you raised the issue of the TAs' claims, and since you brought a secretary to the meeting to take notes, I can only assume that you see this as a potential disciplinary matter. Obviously this is very serious. Since you do not know me at all, I am surprised that you did not attempt a reality check by either speaking to former chairmen of the department, by considering my course evaluations or by looking at departmental assessments from the past. You might have asked yourself, in light of the course that I teach, why racist and sexist opinions and comments have never been noted by students before. I have, after all, a huge collection of course evaluations on file, dozens a year for 10 years that I might have shown you. Not only do none of them mention sexism and racism, the majority of them are quite glowing about my teaching. Further to the question of your diligence: did you know that I am retired and came back to teach this course only on the invitation of the History Department and Global Development Studies? Did not the fact that two different departments signaled interest in my teaching their students suggest that I have professional integrity?

The QUFA Collective Agreement states clearly in Article 20.1.5 that in all cases of discipline, the burden of proof is on the University. You approached the matter without significant proof and on the basis of hearsay. From this followed the presumption of my guilt. You read out your accusations from a scrap of paper but gave me neither written copies of the TAs' claims nor your own charges. When I asked you for a copy of the Secretary's notes you said that they could not be made available immediately because of the pressure of work.

As I commented on Friday, I use irony frequently in my conversation and in my teaching. Apparently the TAs that the Department has assigned to me this year, unlike those in the past are quite unfamiliar with this. I can't help, thus, but be shocked by one of the TA complaints that you addressed to me. As I mentioned on Friday, while working on the TA contracts and finding it difficult to justify the number of hours needed for them to get the pay to which they were entitled, I said that perhaps they might put in time washing my car. I would expect any person with a university degree to recognize that this was said facetiously. Alas, the students complained to you that I had requested that they wash my car and you repeated this to me with a straight face. When I heard this, among the other accusations, I gasped. Clearly, your reality-check mechanism failed you completely. Did you not wonder whether other of the TAs' comments may have been due to their naïveté rather than my malice?

The other remarks that you recited to me, regarding "towelheads" (a term taken from US and Canadian military jargon) and some business about either girls or fellows marrying doctors in order to get rich are obviously taken wildly out of context. Did you not wonder about the matter of context? Of course irony is a practice apparently more common among certain people than others, but among English-speakers it has a long and distinguished pedigree. Jonathan Swift used it in "A Modest

Proposal”, his suggestion that the rich should eat the children of the poor. He was pillorying the prevalent anti-Irish and anti-Catholic prejudices of his day. He was not advocating cannibalism, nor did he expect his readers in the 18th century, to take his proposal seriously. I’m glad I didn’t recommend the practice of eating the poor of the Third World to the three TAs although I did discuss Swift’s proposal with a Grade 8 class when I was a schoolteacher. My students seemed to understand its point. None reported me to their parents.

But to return to the matter at hand. Since you appear to have accepted the TAs’ claims without question and offered no defense on my behalf, I can only assume that they now feel absolutely vindicated in their allegations that I am unsuitable as a university teacher. This obviously makes it very difficult to work with them. Consider this: one of the three TAs asked if I could include the subject of “Women in the Third World” on my list of essay topics. I agreed. This puts me in the position that if I were to say that a certain essay that she marked generously generalized too much about the global condition of women and too little about specific situations in the Third World, given your acceptance of the claims against me, I might be laying myself open to criticism of sexist bias.

By accepting the claim that I used racist and sexist language (tantamount to saying that I am a sexist and racist) without any apparent hesitation; by accusing me in front of a member of the clerical staff of the university; by embarrassing me generally and by causing the TAs to feel that reporting on me was justified, you have undermined my reputation and opened the door to a host of claims by students against your colleagues. I feel justified in taking the manner of your handling of this issue and your complete lack of collegiality to QUFA, to whose executive I shall forward a copy of this letter. If you wish to address me further on this matter, I insist that the meeting take place in the presence of a QUFA representative. Any correspondence that you address to me will be copied to the QUFA office.

Yours truly

Appendix 6

QUFA

From: masonmd@queensu.ca
Sent: October-04-11 11:06 AM
To: James Carson
Cc: qufa@queensu.ca
Subject: Re: RE: Regarding Friday's meeting

Jamey. I have been in touch with QUFA and have been advised that given the shocking nature of our meeting on Friday that I should request from you a copy of Debbie Stirton's original handwritten notes. I am not interested in notes that you have revised or redacted in any way and would expect these to be sent immediately so that we can get on with the matter at hand.

Yours
Mike

----- Original Message -----

From: James Carson <jc35@queensu.ca>
Date: Monday, October 3, 2011 2:39 pm
Subject: RE: Regarding Friday's meeting
To: masonmd@queensu.ca

> OK.
>
>
>
> Jamey
>
>
>
> **From:** masonmd@queensu.ca [<mailto:masonmd@queensu.ca>]
> **Sent:** Monday, October 03, 2011 12:17 PM
> **To:** jc35@queensu.ca
> **Subject:** Regarding Friday's meeting
>
>
>
>
> Jamey,
>
> I am resending the letter to you regarding Friday's
> meeting, since I think
> there was an omission the first time round.
>
> Yours, Mike
>
>

Appendix 7

Email October 18, 2011 to Professor Mason:

On the other matter raised in your October 18 email, I asked Debbie to attend our September 30 meeting to take notes for me. They are my notes. I will not be providing them to you.

Regards, Jamey

Appendix 8



DEPARTMENT OF HISTORY

Watson Hall, Room 212
Queen's University
Kingston, Ontario, Canada K7L 3N6
Tel 613 533-2150
613 533-6931 Graduate Office
Fax 613 533-6298
www.queensu.ca/history/

October 25, 2011

Dr. Mike Mason
Department of History
Queen's University

Dear Dr. Mason:

I write in response to your letter dated 2 October 2011. In the letter you comment on our meeting of 30 September 2011 during which we discussed various allegations made by the teaching assistants in HIST 283 regarding your use of certain language in class and in a meeting you had with them.

Given the seriousness with which the University, Faculty, and Department take such issues, as I mentioned to you, I met with the teaching assistants to ascertain the scope and nature of their concerns. After hearing their concerns, I met with you, in the presence of Debbie Stirton, to discuss the allegations and to help me understand what exactly happened because I did not know your side of the story.

In the course of our meeting, and subsequently in your letter to me you acknowledged using terms such as "rag head," "towel head," "jap," "little yellow bastards" and so forth in your teaching. You also acknowledged making remarks about having the female TAs wash your car, use their TA pay to go shopping, that male students in the class ought to marry female doctors to get both money and babies, that the female TAs were the "mistresses" of the class and so forth. Because you have acknowledged using these terms and making these remarks, we do not have to discuss any further what was actually said. What was said is not in dispute and nor is your intent in making such remarks in dispute.

What is in dispute is whether or not the concerns expressed by the recipients of your remarks deserve to be dismissed, as you suggest in your letter, or taken seriously, which, as chair of the department is what I believe. It is my obligation, therefore, to inform you as to the Department's and the University's expectations regarding such comments in class and in other departmental settings.

PREPARING LEADERS AND CITIZENS FOR A GLOBAL SOCIETY

As you explained, you intended such comments ironically; as jokes to be taken in the spirit intended. In this department, however, no such jokes are acceptable and the ironical use of racial epithets as well have no place in the classroom to the degree to which it appears you use them.

While instructors of such courses must deal with historical racism and its attendant practices and legacies, to rely on humorous or ironical intent to qualify the use of racial epithets in a classroom setting crosses a line that risks transforming academic learning into burlesque. Satire, humor, and irony all have their place in teaching, but to pair them with words like "chink" or "raghead" runs the risk of undermining one's critical approach to language, cultural practice, and history.

In the meantime as well, students in the course have now contacted me independently of what happened with the teaching assistants to lodge various complaints about the course, the most significant of which is that, as one wrote, sometimes the professor "[makes] borderline racist comments that make me (as well as some of my classmates) very uncomfortable." The irony is not working and it must stop.

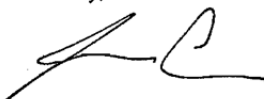
Your other use of humour or irony, as you admitted, was in the guise of what the teaching assistants felt to be demeaning comments about their status as women in academia and about their places in the classroom. Whether or not the teaching assistants "got" your sense of humour is beside the point. Let me be clear. There is no place in this department for such language no matter one's intent in uttering such remarks. Moreover, there is no context for such comments that would ever make them acceptable in this department.

In the meeting we had agreed that you would talk briefly to the teaching assistants about the difficulties that had occurred and that we might then all move forward and complete the course. I had expected that our agreement would have resolved the issue, but based on your letter to me it clearly has not. In any case, I do expect you to speak with the teaching assistants, if you have not done so already, and to inform me of the substance of such meeting so that I can get some assurance that you have dealt with this issue in a way that allows us to all move forward.

In your letter you mention Article 20 of the collective agreement because you assume that I intended to pursue some form of formal discipline. In fact, the reason I had asked you to meet with me on September 30 was to find out what, from your side of the story, had happened. Based on what I had heard to that point it had not occurred to me that I would need to pursue the disciplinary steps you allege in order for us to address the concerns that the TAs had raised. I had simply hoped, as mentioned above, that we could arrive at a shared sense of what happened and that an informal solution to a situation that, no matter your

intent or justifications, put your words and actions in contravention of the University Senate's Educational Equity Policy.

Sincerely,

A handwritten signature in black ink, appearing to be 'JC' with a stylized flourish.

James Carson, Chair
Department of History

Copy: Gordon Smith, Associate Dean
Personnel File

Appendix 9

Date: Tue, 01 Nov 2011 14:23:46 -0400
From: Dan Bradshaw <dan.bradshaw@queensu.ca>
Subject: Prof. Mason - Next Steps
To: 'philip goldman' <goldmanp@queensu.ca>
Cc: "'Gordon E. Smith'" <gordon.smith@queensu.ca>
Thread-index: AcyYw2TORfFz+9/bSqicWY3ST6/vYA==

Phil,

Further to our recent communications regarding the above noted faculty member, including our conversation earlier this afternoon, this is to inform you that an investigation regarding his role in events that transpired in the History **283 class of October 26 will be conducted in accordance with Article 20.3 of the Collective Agreement. Also, language alleged to have been used by Prof. Mason that led to complaints being made to James Carson** by students and Teaching Assistants, will be investigated. Prof. Mason will receive formal notification of this investigation.

When you met with Gordon Smith and me on Thursday, October 27 there was some discussion regarding not proceeding with such an investigation, as you had recommended, and in favour of such a recommendation you argued that Prof. Mason's intent and approach had been to resolve matters with students that had led to some complaints about the language he had used in History 283 classes. Since those discussions, information has come to light that on its face would suggest that regardless of intent, Prof. Mason's approach and behaviour in class on October 26 served to inflame rather than resolve matters. I cite as one example, an email you sent to me from a student in support of Prof. Mason in which the student quotes Prof. Mason as stating to the class that the complaints were "bullshit". This has also been reported by another student in attendance at the class.

Further, the University indicated to you that we may well need to meet with students about this matter regardless of a whether a formal investigation was undertaken, but then if we were subsequently to conduct a formal investigation, we would not necessarily want to put the same students through a second meeting. We asked if QUFA would agree to not challenge the use of such "first meetings" in an investigative process. An answer in support of what we proposed would have facilitated a potential delay in the commencement of an investigation. However, your answer was not supportive of this approach.

The University would prefer to reach agreement with QUFA and Prof. Mason that he not return to the classroom during the course of the investigation, with the parties issuing a joint communication to the students indicating that Prof. Mason has voluntarily agreed to remain out of the classroom until the conclusion of the investigation. The University believes that this approach would serve the best interests of both the students and Prof. Mason until this matter is resolved.

If the above approach is not agreeable, then Prof. Mason's return to the classroom will require the following:

- * An in-class debrief of the events of the class on October 26 is required. This will be led by Department Chair James Carson on November 4. Prof. Mason should attend and should ideally use whatever class time remains after the in-class debrief to continue on with course lectures.

- * Prof. Carson will attend Prof. Mason's class from time to time between now and the end of the term.

- * Prior to any further use of the sort of language that Prof. Mason is alleged to have used, he should meet with Prof. Joy Mighty and Associate Dean Smith to discuss means by which this language can be appropriately contextualized so as to minimize the likelihood of the complaints that have been received to date. You are welcome to attend such a meeting.

- * A meeting will need to be held between Prof. Mason, Carson and Smith to discuss plans for student grading for the remainder of the course. Given the events of October 26, it is anticipated that some students will have concerns about the fairness of grading.

- * Prof. Mason is not to reference student complaints or the Article 20.3 Investigation to students either in or outside of class.

- * The University will monitor all of the above to ensure the ongoing safety of all students in the class and will take additional steps as required.

The alternatives outlined above are intended to facilitate the parties in moving forward to a resolution of this matter without the necessity of suspending Prof. Mason, with pay, pursuant to Article 22 of the collective agreement. While we believe that feedback received to-date from individuals who attended Prof. Mason's class on October 26th would support an Article 22 suspension, the University believes the proposed alternatives to such action is a more constructive approach to this difficult and complex situation.

Please contact me directly once you have had the opportunity to discuss this with Prof. Mason. As a decision regarding next steps must be made and communicated well in advance of Friday morning's History 283 class, I need to hear from you no later than 3:00 p.m. on Wednesday November 2nd. Please note that I will be physically out of the Office on November 2 through 4. However, I will be checking email. If you wish to communicate your response to this matter by phone and/or discuss this matter, please email me and provide me with a number where I can reach you. I will get back to you as soon as possible. Otherwise, I will await your written response.

Thank you for your attention to these matters.

Regards, Dan

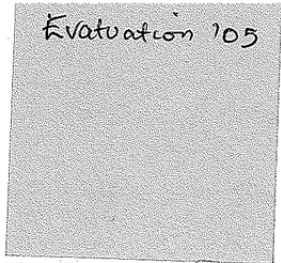
Dan Bradshaw

Associate Vice-Principal, Faculty Relations Office of the Provost and Vice-Principal (Academic)
Queen's University

Tel: 613.533.6000 ext. 77522

Dan.Bradshaw@queensu.ca

Appendix 10



Queen's University

Department of History

Evaluation of Sessional Adjunct Teaching

Fall/Winter 2004-2005, Winter 2005

Name: Mike Mason

Course/s taught: HIST 231 and Hist 232 (The Making of the Third World)

Evaluation: (This evaluation is required under Article 24 of the 2004-2006 Sessional Adjunct Collective Agreement)

The Department was very pleased to have you teach for us again in 2004-05 in the large core seminars HIST 231 and 232. I have no basis on which to make this evaluation of your teaching at Queen's other than your USAT scores. These scores, as I am sure you know, are hard to read and subject to influence by many factors, but I would judge on their basis that student opinion of your teaching was generally very favourable. The great majority of scores in both courses were thus in the 4.0's with almost all being at or above departmental means. Your availability for discussion and concern for students were obviously appreciated (as was the reasonable workload), but a score of 4.5 in questions one ("Overall this is an excellent course") and two ("Overall, this instructor is an effective teacher") for HIST 231, a class of almost 50, is certainly impressive. The only possible indication of minor concern might be in the areas of organization and clear presentation, but these are notoriously difficult to assess, especially in classes dealing with unfamiliar or 'different' material. We are fortunate to be able to offer our students the chance to study with such an excellent and experienced teacher, and are pleased that you will continue to teach for us into the future, albeit on a somewhat reduced load in 2005-06. Although research and publication do not form part of your assigned duties and so fall outside this evaluation I am delighted to note the publication of your undoubtedly very useful book, *Globalization and Development: A Glossary* (Fernwood Publishing: Halifax, 2005).

Chair's Signature: *Ann M. C. Smith*

Date: 10 / VIII / 05

Response by Member (please attach a separate page if necessary):

Member's Signature: *Michael Mason*

Date: 9 Sep^e 2005

Evaluation '04

Queen's University

Department of History

Evaluation of Sessional Adjunct Teaching

Fall/Winter 2003-2004, Winter 2004

Name: Michael Mason

Course/s taught: HIST 231*, HIST 232* (The Making of the Third World I and II)

Evaluation: (Please refer to Article 24 of the 2004-2006 Sessional Adjunct Collective Agreement)

Student opinion of your teaching in the two core seminars you offered was very high indeed, as indicated by the excellent USAT scores you received, some of which were among the very best in the Department. These scores are notoriously difficult to interpret without more context but consistently high evaluations, despite the difficulties of size under which you laboured in the 'seminar' HIST 231, surely provide a good indication of excellence. We are fortunate in having someone with your great experience and many qualities to teach these courses for our Department. Our students benefit enormously from the opportunity your availability provides. I am delighted that you will continue to offer these courses in the future and pleased to hear of your plans for revision of your own textbooks or adoption of a new text.

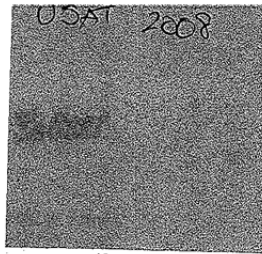
Chair's Signature: *M M Ceohill*

Date: *18/v/04*

Response by Member (please attach a separate page if necessary):

Member's Signature: *Michael Mason*

Date: *21 June 2004*



University Survey of Student Assessment of Teaching

Course Evaluation Report

INSTRUCTOR: Mike Mason

DEPARTMENT: HIST

COURSE: HIST-283

SECTION: -

YEAR: 2008

TERM: F

Number of students in course or section: 59
Number of returned evaluations: 43

Respondents for whom this is a required course: 13
Percentage of enrolled students responding: 73%

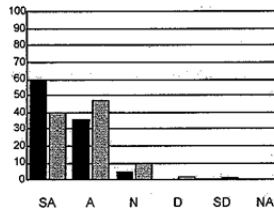
LEGEND: Individual course results are reported thus: [redacted]
Departmental results are represented thus: [redacted]
SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, NA = Not Applicable

- NOTES:
1. Departmental means and percentages have been calculated as the average of the individual course means and percentages (rather than from the individual responses for the department which would result in large classes unduly influencing the results).
 2. If the number of returns is less than 10, the responses are not aggregated into the departmental mean.
 3. The histogram bar represents the percentage of students rating each item.
 4. The numbers quoted are actual numbers of respondents.
 5. For response rates of less than 65% the results may not be representative of student opinion and should be interpreted with caution.
 6. The accuracy of the scanned data depends upon the legibility of the response marks. In some circumstances a small percentage of responses may be undetected by the scanner.

1. Overall, this is an excellent course.

Mean for this course: 4.5
Standard deviation: 0.59
Departmental mean: 4.2
Lowest mean for a course in this department: 3.1
Highest mean for a course in this department: 4.8

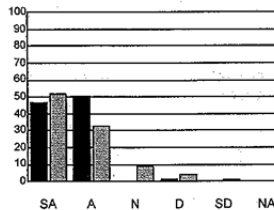
	SA	A	N	D	SD	NA
Number of respondents	25	15	2	0	0	0



2. Overall, this instructor is an effective teacher.

Mean for this course: 4.4
Standard deviation: 0.62
Departmental mean: 4.3
Lowest mean for a course in this department: 2.8
Highest mean for a course in this department: 5.0

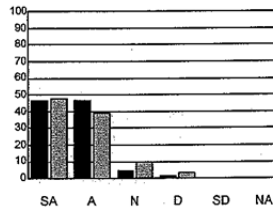
	SA	A	N	D	SD	NA
Number of respondents	20	22	0	1	0	0



3. I learned a great deal from this course.

Mean for this course: 4.4
 Standard deviation: 0.68
 Departmental mean: 4.3
 Lowest mean for a course in this department: 3.4
 Highest mean for a course in this department: 4.8

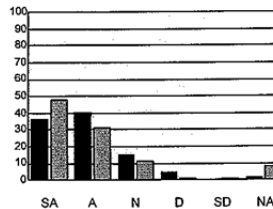
	SA	A	N	D	SD	NA
Number of respondents	20	20	2	1	0	0



4. The instructor showed sensitivity to the needs and interests of students from diverse groups.

Mean for this course: 4.1
 Standard deviation: 0.84
 Departmental mean: 4.4
 Lowest mean for a course in this department: 3.6
 Highest mean for a course in this department: 4.9

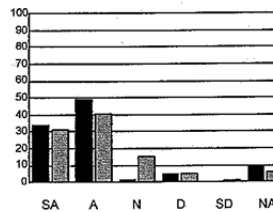
	SA	A	N	D	SD	NA
Number of respondents	15	17	6	2	0	1



5. Grading was a fair assessment of my performance in this course.

Mean for this course: 4.2
 Standard deviation: 0.75
 Departmental mean: 4.0
 Lowest mean for a course in this department: 3.4
 Highest mean for a course in this department: 4.7

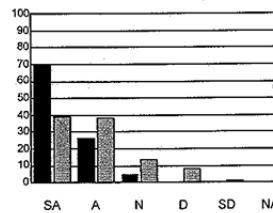
	SA	A	N	D	SD	NA
Number of respondents	14	20	1	2	0	4



6. The workload in this course was reasonable and appropriate.

Mean for this course: 4.7
 Standard deviation: 0.57
 Departmental mean: 4.1
 Lowest mean for a course in this department: 3.0
 Highest mean for a course in this department: 4.8

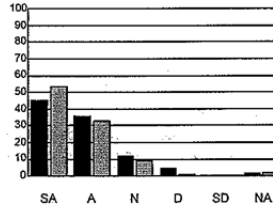
	SA	A	N	D	SD	NA
Number of respondents	30	11	2	0	0	0



7. The instructor in this course showed a genuine concern for students.

Mean for this course: 4.2
 Standard deviation: 0.85
 Departmental mean: 4.4
 Lowest mean for a course in this department: 3.6
 Highest mean for a course in this department: 5.0

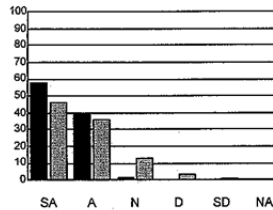
	SA	A	N	D	SD	NA
Number of respondents	19	15	5	2	0	1



8. My interest in the subject has been stimulated by this course.

Mean for this course: 4.6
 Standard deviation: 0.54
 Departmental mean: 4.2
 Lowest mean for a course in this department: 3.2
 Highest mean for a course in this department: 4.8

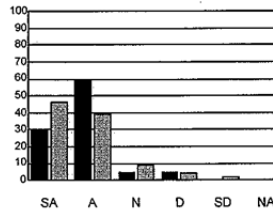
	SA	A	N	D	SD	NA
Number of respondents	25	17	1	0	0	0



9. The course was well organized.

Mean for this course: 4.2
 Standard deviation: 0.71
 Departmental mean: 4.2
 Lowest mean for a course in this department: 2.4
 Highest mean for a course in this department: 5.0

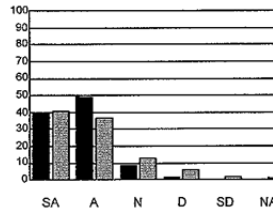
	SA	A	N	D	SD	NA
Number of respondents	13	26	2	2	0	0



10. The instructor presented material clearly.

Mean for this course: 4.3
 Standard deviation: 0.72
 Departmental mean: 4.1
 Lowest mean for a course in this department: 2.3
 Highest mean for a course in this department: 5.0

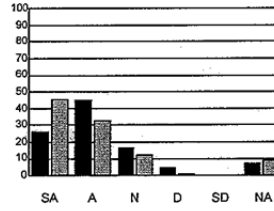
	SA	A	N	D	SD	NA
Number of respondents	17	21	4	1	0	0



11. The instructor was available for discussion outside class.

Mean for this course: 4.0
 Standard deviation: 0.82
 Departmental mean: 4.3
 Lowest mean for a course in this department: 3.5
 Highest mean for a course in this department: 4.8

	SA	A	N	D	SD	NA
Number of respondents	11	19	7	2	0	3





University Survey of Student Assessment of Teaching
Course Evaluation Report

INSTRUCTOR: **Mike Mason**

DEPARTMENT: **HIST**

COURSE: **HIST-282** SECTION: -

YEAR: **2006** TERM: **F**

Number of students in course or section: 57
 Number of returned evaluations: 46

Respondents for whom this is a required course: 18
 Percentage of enrolled students responding: 81%

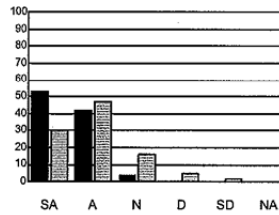
LEGEND: Individual course results are reported thus: ████████
 Departmental results are represented thus: ████████
 SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, NA = Not Applicable

- NOTES:
1. Departmental means and percentages have been calculated as the average of the individual course means and percentages (rather than from the individual responses for the department which would result in large classes unduly influencing the results).
 2. If the number of returns is less than 10, the responses are not aggregated into the departmental mean.
 3. The histogram bar represents the percentage of students rating each item.
 4. The numbers quoted are actual numbers of respondents.
 5. For response rates of less than 65% the results may not be representative of student opinion and should be interpreted with caution.
 6. The accuracy of the scanned data depends upon the legibility of the response marks. In some circumstances a small percentage of responses may be undetected by the scanner.

1. Overall, this is an excellent course.

Mean for this course: 4.5
 Standard deviation: 0.58
 Departmental mean: 4.0
 Lowest mean for a course in this department: 3.2
 Highest mean for a course in this department: 4.6

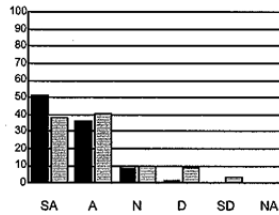
	SA	A	N	D	SD	NA
Number of respondents	24	19	2	0	0	0



2. Overall, this instructor is an effective teacher.

Mean for this course: 4.4
 Standard deviation: 0.74
 Departmental mean: 4.1
 Lowest mean for a course in this department: 2.8
 Highest mean for a course in this department: 4.9

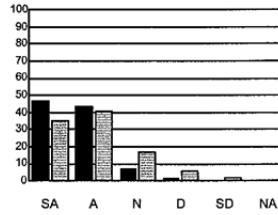
	SA	A	N	D	SD	NA
Number of respondents	24	17	4	1	0	0



3. I learned a great deal from this course.

Mean for this course: 4.4
 Standard deviation: 0.70
 Departmental mean: 4.0
 Lowest mean for a course in this department: 3.2
 Highest mean for a course in this department: 4.6

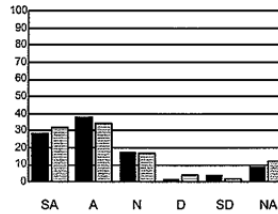
	SA	A	N	D	SD	NA
Number of respondents	21	20	3	1	0	0



4. The instructor showed sensitivity to the needs and interests of students from diverse groups.

Mean for this course: 3.9
 Standard deviation: 1.02
 Departmental mean: 4.0
 Lowest mean for a course in this department: 3.5
 Highest mean for a course in this department: 4.8

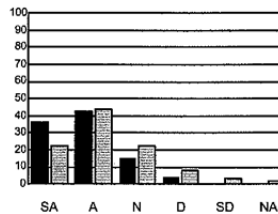
	SA	A	N	D	SD	NA
Number of respondents	13	17	8	1	2	4



5. Grading was a fair assessment of my performance in this course.

Mean for this course: 4.1
 Standard deviation: 0.82
 Departmental mean: 3.8
 Lowest mean for a course in this department: 3.3
 Highest mean for a course in this department: 4.7

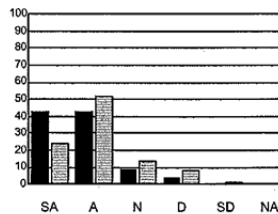
	SA	A	N	D	SD	NA
Number of respondents	17	20	7	2	0	0



6. The workload in this course was reasonable and appropriate.

Mean for this course: 4.3
 Standard deviation: 0.79
 Departmental mean: 3.9
 Lowest mean for a course in this department: 3.1
 Highest mean for a course in this department: 4.3

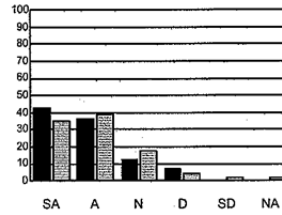
	SA	A	N	D	SD	NA
Number of respondents	20	20	4	2	0	0



7. The instructor in this course showed a genuine concern for students.

Mean for this course: 4.2
 Standard deviation: 0.89
 Departmental mean: 4.1
 Lowest mean for a course in this department: 3.4
 Highest mean for a course in this department: 4.9

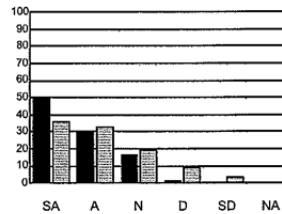
	SA	A	N	D	SD	NA
Number of respondents	20	17	6	3	0	0



8. My interest in the subject has been stimulated by this course.

Mean for this course: 4.3
 Standard deviation: 0.83
 Departmental mean: 3.9
 Lowest mean for a course in this department: 3.0
 Highest mean for a course in this department: 4.5

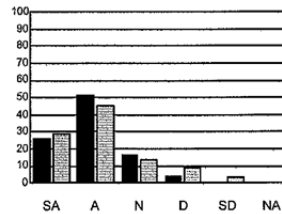
	SA	A	N	D	SD	NA
Number of respondents	23	14	8	1	0	0



9. The course was well organized.

Mean for this course: 4.0
 Standard deviation: 0.78
 Departmental mean: 3.9
 Lowest mean for a course in this department: 2.4
 Highest mean for a course in this department: 4.6

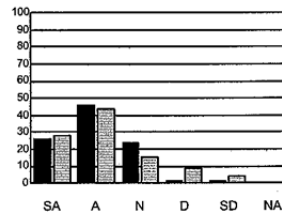
	SA	A	N	D	SD	NA
Number of respondents	12	24	8	2	0	0



10. The instructor presented material clearly.

Mean for this course: 3.9
 Standard deviation: 0.88
 Departmental mean: 3.9
 Lowest mean for a course in this department: 2.8
 Highest mean for a course in this department: 4.7

	SA	A	N	D	SD	NA
Number of respondents	12	21	11	1	1	0



University Survey of Student Assessment of Teaching
Course Evaluation Report



USAT '05

INSTRUCTOR: Mike Mason

DEPARTMENT: HIST

COURSE: HIST-232 SECTION: -

YEAR: 2005 TERM: W

Number of students in course or section: 33

Respondents for whom this is a required course: 17

Number of returned evaluations: 25

Percentage of enrolled students responding: 76%

LEGEND: Individual course results are represented thus: [Bar]

Departmental results are represented thus: [Bar]

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, NA = Not Applicable

- NOTES: 1. Departmental means and percentages have been calculated as the average of the individual course means and percentages (rather than from the individual responses for the department which would result in large classes unduly influencing the results).
2. If the number of returns is less than 10, the responses are not aggregated into the departmental mean.
3. The histogram bar represents the percentage of students rating each item.
4. The numbers quoted are actual numbers of respondents.
5. For response rates of less than 65% the results may not be representative of student opinion and should be interpreted with caution.
6. The accuracy of the scanned data depends upon the legibility of the response marks. In some circumstances a small percentage of responses may be undetected by the scanner.

1. Overall, this is an excellent course.

Mean for this course: 4.2

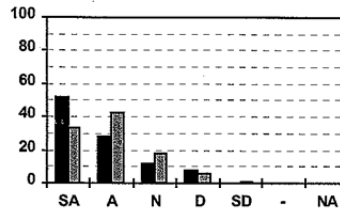
Standard deviation: 0.95

Departmental mean: 4.0

Lowest mean for a course in this department: 2.9

Highest mean for a course in this department: 4.9

	SA	A	N	D	SD	NA
Number of respondents	13	7	3	2	0	0



2. Overall, this instructor is an effective teacher.

Mean for this course: 4.4

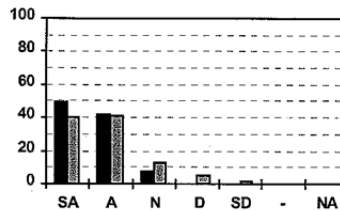
Standard deviation: 0.64

Departmental mean: 4.1

Lowest mean for a course in this department: 2.8

Highest mean for a course in this department: 4.9

	SA	A	N	D	SD	NA
Number of respondents	12	10	2	0	0	0



3. I learned a great deal from this course.

Mean for this course: 4.4

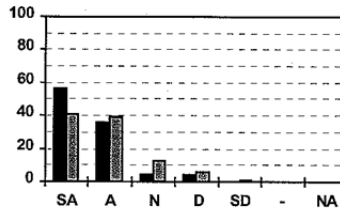
Standard deviation: 0.75

Departmental mean: 4.1

Lowest mean for a course in this department: 2.8

Highest mean for a course in this department: 4.9

	SA	A	N	D	SD	NA
Number of respondents	14	9	1	1	0	0



Mike Mason

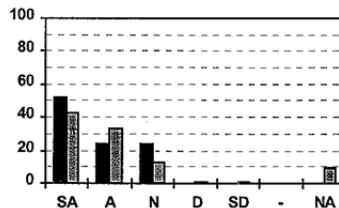
1

11-May-05

4. The instructor showed sensitivity to the needs and interests of students from diverse groups.

Mean for this course: 4.3
 Standard deviation: 0.83
 Departmental mean: 4.3
 Lowest mean for a course in this department: 3.3
 Highest mean for a course in this department: 5.0

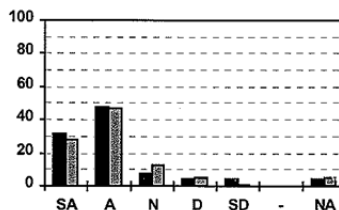
	SA	A	N	D	SD	NA
Number of respondents	13	6	6	0	0	0



5. Grading was a fair assessment of my performance in this course.

Mean for this course: 4.0
 Standard deviation: 0.98
 Departmental mean: 4.0
 Lowest mean for a course in this department: 3.1
 Highest mean for a course in this department: 4.8

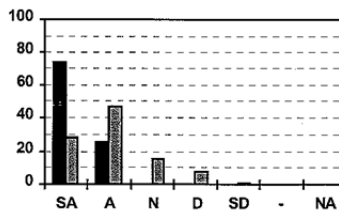
	SA	A	N	D	SD	NA
Number of respondents	8	12	2	1	1	1



6. The workload in this course was reasonable and appropriate.

Mean for this course: 4.7
 Standard deviation: 0.44
 Departmental mean: 3.9
 Lowest mean for a course in this department: 2.7
 Highest mean for a course in this department: 4.7

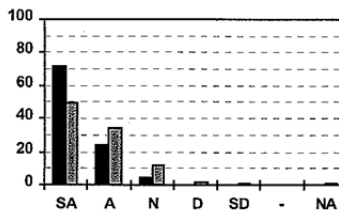
	SA	A	N	D	SD	NA
Number of respondents	17	6	0	0	0	0



7. The instructor in this course showed a genuine concern for students.

Mean for this course: 4.7
 Standard deviation: 0.55
 Departmental mean: 4.3
 Lowest mean for a course in this department: 3.3
 Highest mean for a course in this department: 5.0

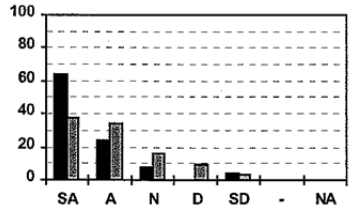
	SA	A	N	D	SD	NA
Number of respondents	18	6	1	0	0	0



8. My interest in the subject has been stimulated by this course.

Mean for this course: 4.4
 Standard deviation: 0.94
 Departmental mean: 3.9
 Lowest mean for a course in this department: 2.7
 Highest mean for a course in this department: 4.8

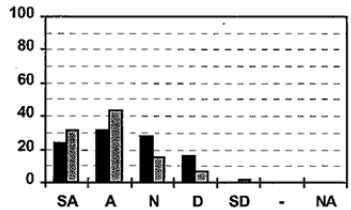
	SA	A	N	D	SD	NA
Number of respondents	16	6	2	0	1	0



9. The course was well organized.

Mean for this course: 3.6
 Standard deviation: 1.02
 Departmental mean: 4.0
 Lowest mean for a course in this department: 2.5
 Highest mean for a course in this department: 4.8

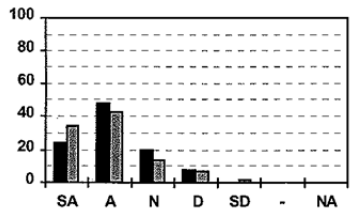
	SA	A	N	D	SD	NA
Number of respondents	6	8	7	4	0	0



10. The instructor presented material clearly.

Mean for this course: 3.9
 Standard deviation: 0.86
 Departmental mean: 4.0
 Lowest mean for a course in this department: 2.4
 Highest mean for a course in this department: 4.8

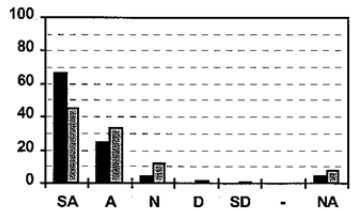
	SA	A	N	D	SD	NA
Number of respondents	6	12	5	2	0	0



11. The instructor was available for discussion outside class.

Mean for this course: 4.7
 Standard deviation: 0.56
 Departmental mean: 4.3
 Lowest mean for a course in this department: 3.4
 Highest mean for a course in this department: 5.0

	SA	A	N	D	SD	NA
Number of respondents	16	6	1	0	0	1



University Survey of Student Assessment of Teaching
Course Evaluation Report



INSTRUCTOR: Mike Mason

DEPARTMENT: HIST

COURSE: HIST-231 SECTION: -

YEAR: 2002 TERM: F

Number of students in course or section 53

Respondents for whom this is a required course: 23

Number of returned evaluations 46

Percentage of enrolled students responding: 87%

LEGEND: Individual course results are represented thus: [Bar]

Departmental results are represented thus: [Bar]

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, NA = Not Applicable

- NOTES: 1. Departmental means and percentages have been calculated as the average of the individual course means and percentages (rather than from the individual responses for the department which would result in large classes unduly influencing the results).
2. If the number of returns is less than 10, the responses are not aggregated into the departmental mean.
3. The histogram bar represents the percentage of students rating each item.
4. The numbers quoted are actual numbers of respondents.
5. For response rates of less than 65% the results may not be representative of student opinion and should be interpreted with caution.
6. The accuracy of the scanned data depends upon the legibility of the response marks. In some circumstances a small percentage of responses may be undetected by the scanner.

1. Overall, this is an excellent course.

Mean for this course: 4.3

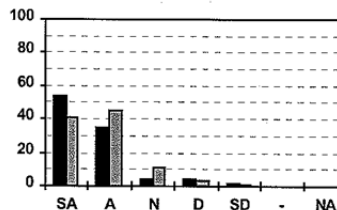
Standard deviation: 0.91

Departmental mean: 4.2

Lowest mean for a course in this department: 3.3

Highest mean for a course in this department: 4.9

	SA	A	N	D	SD	NA
Number of respondents	25	16	2	2	1	0



2. Overall, this instructor is an effective teacher.

Mean for this course: 4.5

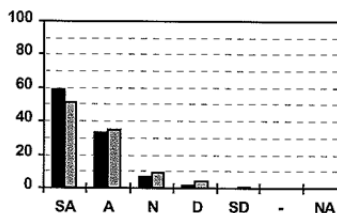
Standard deviation: 0.71

Departmental mean: 4.3

Lowest mean for a course in this department: 3.2

Highest mean for a course in this department: 5.0

	SA	A	N	D	SD	NA
Number of respondents	27	15	3	1	0	0



3. I learned a great deal from this course.

Mean for this course: 4.4

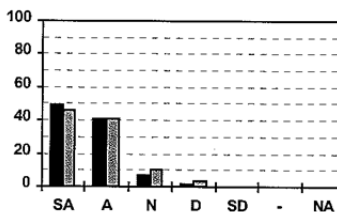
Standard deviation: 0.71

Departmental mean: 4.3

Lowest mean for a course in this department: 3.7

Highest mean for a course in this department: 4.8

	SA	A	N	D	SD	NA
Number of respondents	23	19	3	1	0	0



Mike Mason

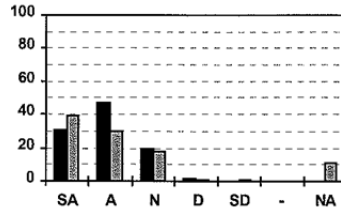
1

12-Dec-02

4. The instructor showed sensitivity to the needs and interests of students from diverse groups.

Mean for this course: 4.1
 Standard deviation: 0.77
 Departmental mean: 4.2
 Lowest mean for a course in this department: 3.7
 Highest mean for a course in this department: 4.7

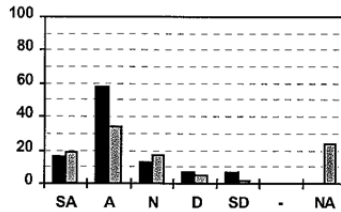
	SA	A	N	D	SD	NA
Number of respondents	14	21	9	1	0	0



5. Grading was a fair assessment of my performance in this course.

Mean for this course: 3.7
 Standard deviation: 1.03
 Departmental mean: 3.8
 Lowest mean for a course in this department: 3.1
 Highest mean for a course in this department: 4.6

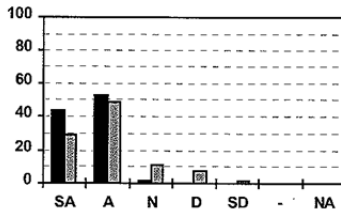
	SA	A	N	D	SD	NA
Number of respondents	7	26	6	3	3	0



6. The workload in this course was reasonable and appropriate.

Mean for this course: 4.4
 Standard deviation: 0.54
 Departmental mean: 3.9
 Lowest mean for a course in this department: 3.0
 Highest mean for a course in this department: 4.6

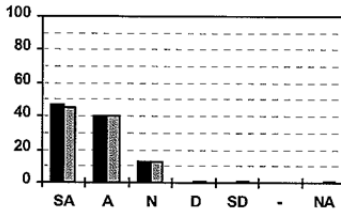
	SA	A	N	D	SD	NA
Number of respondents	20	24	1	0	0	0



7. The instructor in this course showed a genuine concern for students.

Mean for this course: 4.3
 Standard deviation: 0.7
 Departmental mean: 4.3
 Lowest mean for a course in this department: 3.7
 Highest mean for a course in this department: 5.0

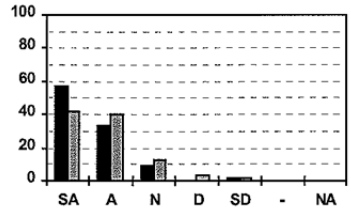
	SA	A	N	D	SD	NA
Number of respondents	21	18	6	0	0	0



8. My interest in the subject has been stimulated by this course.

Mean for this course: 4.4
 Standard deviation: 0.82
 Departmental mean: 4.2
 Lowest mean for a course in this department: 3.4
 Highest mean for a course in this department: 4.7

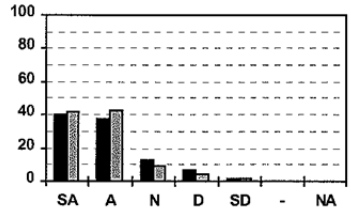
	SA	A	N	D	SD	NA
Number of respondents	26	15	4	0	1	0



9. The course was well organized.

Mean for this course: 4.1
 Standard deviation: 1
 Departmental mean: 4.2
 Lowest mean for a course in this department: 2.7
 Highest mean for a course in this department: 4.8

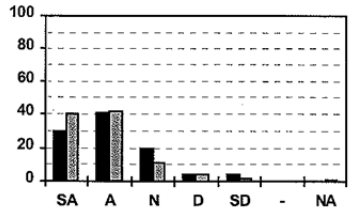
	SA	A	N	D	SD	NA
Number of respondents	18	17	6	3	1	0



10. The instructor presented material clearly.

Mean for this course: 3.9
 Standard deviation: 1.03
 Departmental mean: 4.1
 Lowest mean for a course in this department: 2.9
 Highest mean for a course in this department: 4.8

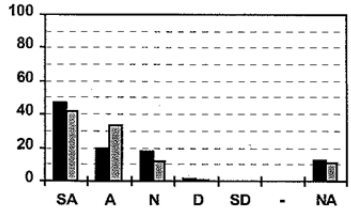
	SA	A	N	D	SD	NA
Number of respondents	14	19	9	2	2	0



11. The instructor was available for discussion outside class.

Mean for this course: 4.3
 Standard deviation: 0.88
 Departmental mean: 4.3
 Lowest mean for a course in this department: 3.5
 Highest mean for a course in this department: 4.9

	SA	A	N	D	SD	NA
Number of respondents	21	9	8	1	0	6



University Survey of Student Assessment of Teaching
Course Evaluation Report



USAT 204

INSTRUCTOR: Mike Mason

DEPARTMENT: HIST

COURSE: HIST-232 SECTION: -

YEAR: 2004 TERM: W

Number of students in course or section: 36

Respondents for whom this is a required course: 11

Number of returned evaluations: 24

Percentage of enrolled students responding: 67%

LEGEND: Individual course results are represented thus:

Departmental results are represented thus:

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, NA = Not Applicable

NOTES: 1. Departmental means and percentages have been calculated as the average of the individual course means and percentages (rather than from the individual responses for the department which would result in large classes unduly influencing the results).

2. If the number of returns is less than 10, the responses are not aggregated into the departmental mean.

3. The histogram bar represents the percentage of students rating each item.

4. The numbers quoted are actual numbers of respondents.

5. For response rates of less than 65% the results may not be representative of student opinion and should be interpreted with caution.

6. The accuracy of the scanned data depends upon the legibility of the response marks. In some circumstances a small percentage of responses may be undetected by the scanner.

1. Overall, this is an excellent course.

Mean for this course: 4.7

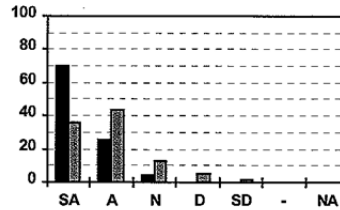
Standard deviation: 0.56

Departmental mean: 4.1

Lowest mean for a course in this department: 2.8

Highest mean for a course in this department: 5.0

	SA	A	N	D	SD	NA
Number of respondents	16	6	1	0	0	0



2. Overall, this instructor is an effective teacher.

Mean for this course: 4.9

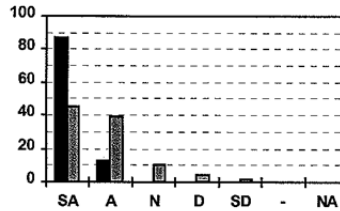
Standard deviation: 0.34

Departmental mean: 4.2

Lowest mean for a course in this department: 2.5

Highest mean for a course in this department: 4.9

	SA	A	N	D	SD	NA
Number of respondents	20	3	0	0	0	0



3. I learned a great deal from this course.

Mean for this course: 4.6

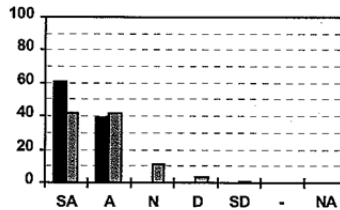
Standard deviation: 0.49

Departmental mean: 4.2

Lowest mean for a course in this department: 3.0

Highest mean for a course in this department: 5.0

	SA	A	N	D	SD	NA
Number of respondents	14	9	0	0	0	0



Mike Mason

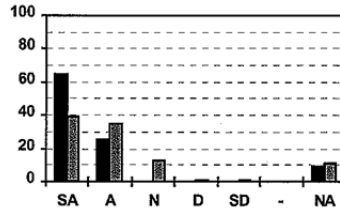
1

27-Apr-04

4. The instructor showed sensitivity to the needs and interests of students from diverse groups.

Mean for this course: 4.7
 Standard deviation: 0.45
 Departmental mean: 4.2
 Lowest mean for a course in this department: 3.4
 Highest mean for a course in this department: 4.8

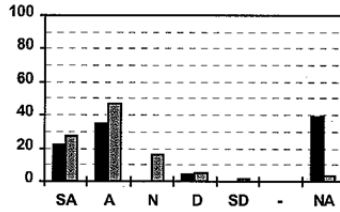
	SA	A	N	D	SD	NA
Number of respondents	15	6	0	0	0	2



5. Grading was a fair assessment of my performance in this course.

Mean for this course: 4.2
 Standard deviation: 0.77
 Departmental mean: 4.0
 Lowest mean for a course in this department: 2.9
 Highest mean for a course in this department: 4.7

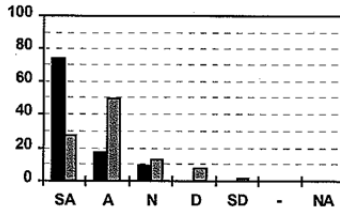
	SA	A	N	D	SD	NA
Number of respondents	5	8	0	1	0	9



6. The workload in this course was reasonable and appropriate.

Mean for this course: 4.7
 Standard deviation: 0.63
 Departmental mean: 3.9
 Lowest mean for a course in this department: 2.4
 Highest mean for a course in this department: 4.7

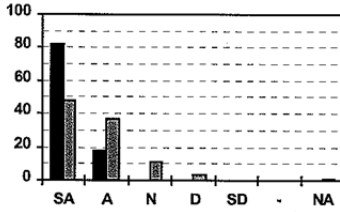
	SA	A	N	D	SD	NA
Number of respondents	17	4	2	0	0	0



7. The instructor in this course showed a genuine concern for students.

Mean for this course: 4.8
 Standard deviation: 0.39
 Departmental mean: 4.3
 Lowest mean for a course in this department: 3.5
 Highest mean for a course in this department: 4.9

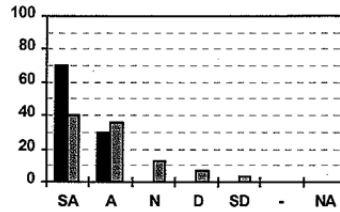
	SA	A	N	D	SD	NA
Number of respondents	18	4	0	0	0	0



8. My interest in the subject has been stimulated by this course.

Mean for this course: 4.7
 Standard deviation: 0.46
 Departmental mean: 4.0
 Lowest mean for a course in this department: 2.6
 Highest mean for a course in this department: 4.9

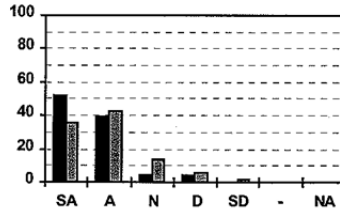
	SA	A	N	D	SD	NA
Number of respondents	16	7	0	0	0	0



9. The course was well organized.

Mean for this course: 4.4
 Standard deviation: 0.77
 Departmental mean: 4.0
 Lowest mean for a course in this department: 2.2
 Highest mean for a course in this department: 4.8

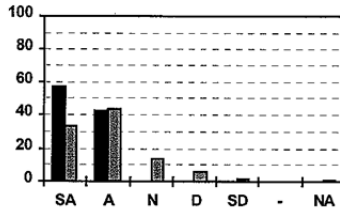
	SA	A	N	D	SD	NA
Number of respondents	12	9	1	1	0	0



10. The instructor presented material clearly.

Mean for this course: 4.6
 Standard deviation: 0.5
 Departmental mean: 4.0
 Lowest mean for a course in this department: 2.1
 Highest mean for a course in this department: 4.8

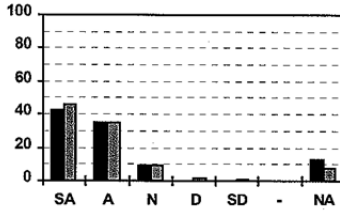
	SA	A	N	D	SD	NA
Number of respondents	13	10	0	0	0	0



11. The instructor was available for discussion outside class.

Mean for this course: 4.4
 Standard deviation: 0.66
 Departmental mean: 4.3
 Lowest mean for a course in this department: 3.2
 Highest mean for a course in this department: 4.9

	SA	A	N	D	SD	NA
Number of respondents	10	8	2	0	0	3



**University Survey of Student Assessment of Teaching
Course Evaluation Report**



USAT '04

INSTRUCTOR: **Mike Mason** DEPARTMENT: **HIST**
 COURSE: **HIST-231** SECTION: - YEAR: **2004** TERM: -
 Number of students in course or section: 49 Respondents for whom this is a required course: 21
 Number of returned evaluations: 39 Percentage of enrolled students responding: 80%

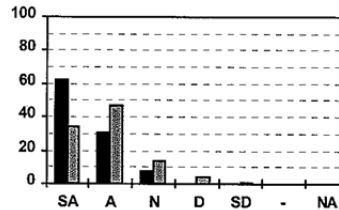
LEGEND: Individual course results are represented thus: █
 Departmental results are represented thus: █
 SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, NA = Not Applicable

- NOTES: 1. Departmental means and percentages have been calculated as the average of the individual course means and percentages (rather than from the individual responses for the department which would result in large classes unduly influencing the results).
 2. If the number of returns is less than 10, the responses are not aggregated into the departmental mean.
 3. The histogram bar represents the percentage of students rating each item.
 4. The numbers quoted are actual numbers of respondents.
 5. For response rates of less than 65% the results may not be representative of student opinion and should be interpreted with caution.
 6. The accuracy of the scanned data depends upon the legibility of the response marks. In some circumstances a small percentage of responses may be undetected by the scanner.

1. Overall, this is an excellent course.

Mean for this course: 4.5
 Standard deviation: 0.63
 Departmental mean: 4.1
 Lowest mean for a course in this department: 3.1
 Highest mean for a course in this department: 4.5

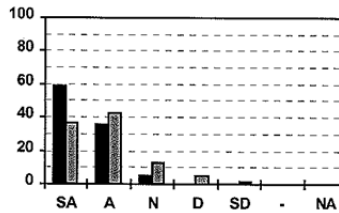
	SA	A	N	D	SD	NA
Number of respondents	24	12	3	0	0	0



2. Overall, this instructor is an effective teacher.

Mean for this course: 4.5
 Standard deviation: 0.59
 Departmental mean: 4.1
 Lowest mean for a course in this department: 3.2
 Highest mean for a course in this department: 4.7

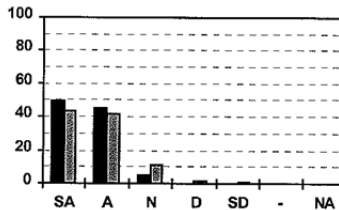
	SA	A	N	D	SD	NA
Number of respondents	23	14	2	0	0	0



3. I learned a great deal from this course.

Mean for this course: 4.4
 Standard deviation: 0.59
 Departmental mean: 4.3
 Lowest mean for a course in this department: 3.4
 Highest mean for a course in this department: 4.7

	SA	A	N	D	SD	NA
Number of respondents	19	17	2	0	0	0

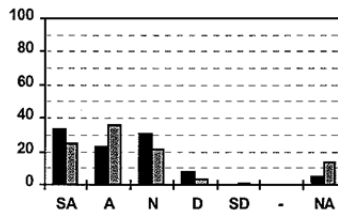


Mike Mason

4. The instructor showed sensitivity to the needs and interests of students from diverse groups.

Mean for this course: 3.9
 Standard deviation: 0.99
 Departmental mean: 3.9
 Lowest mean for a course in this department: 3.4
 Highest mean for a course in this department: 4.4

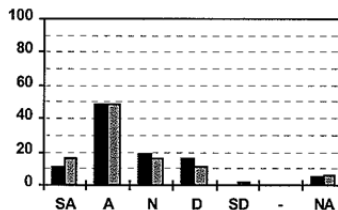
	SA	A	N	D	SD	NA
Number of respondents	13	9	12	3	0	2



5. Grading was a fair assessment of my performance in this course.

Mean for this course: 3.6
 Standard deviation: 0.9
 Departmental mean: 3.7
 Lowest mean for a course in this department: 3.1
 Highest mean for a course in this department: 4.3

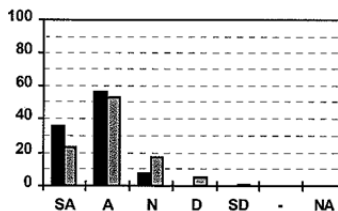
	SA	A	N	D	SD	NA
Number of respondents	4	18	7	6	0	2



6. The workload in this course was reasonable and appropriate.

Mean for this course: 4.3
 Standard deviation: 0.6
 Departmental mean: 3.9
 Lowest mean for a course in this department: 3.4
 Highest mean for a course in this department: 4.4

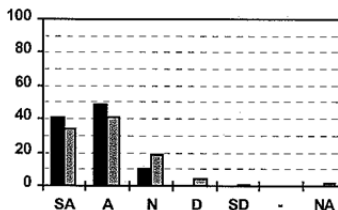
	SA	A	N	D	SD	NA
Number of respondents	14	22	3	0	0	0



7. The instructor in this course showed a genuine concern for students.

Mean for this course: 4.3
 Standard deviation: 0.65
 Departmental mean: 4.0
 Lowest mean for a course in this department: 3.3
 Highest mean for a course in this department: 4.5

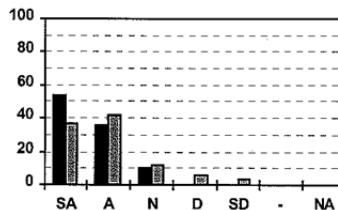
	SA	A	N	D	SD	NA
Number of respondents	16	19	4	0	0	0



8. My interest in the subject has been stimulated by this course.

Mean for this course: 4.4
 Standard deviation: 0.67
 Departmental mean: 4.1
 Lowest mean for a course in this department: 2.9
 Highest mean for a course in this department: 4.5

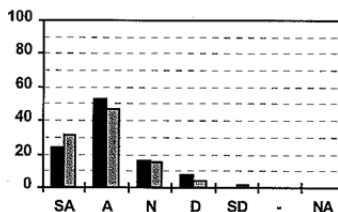
	SA	A	N	D	SD	NA
Number of respondents	21	14	4	0	0	0



9. The course was well organized.

Mean for this course: 3.9
 Standard deviation: 0.84
 Departmental mean: 4.0
 Lowest mean for a course in this department: 3.2
 Highest mean for a course in this department: 4.6

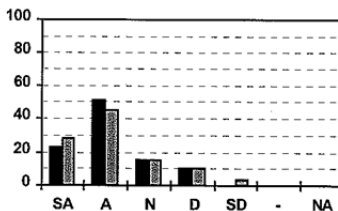
	SA	A	N	D	SD	NA
Number of respondents	9	20	6	3	0	0



10. The instructor presented material clearly.

Mean for this course: 3.9
 Standard deviation: 0.88
 Departmental mean: 3.8
 Lowest mean for a course in this department: 2.9
 Highest mean for a course in this department: 4.6

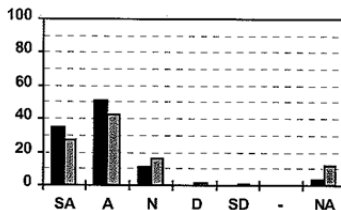
	SA	A	N	D	SD	NA
Number of respondents	9	20	6	4	0	0



11. The instructor was available for discussion outside class.

Mean for this course: 4.3
 Standard deviation: 0.64
 Departmental mean: 4.0
 Lowest mean for a course in this department: 3.4
 Highest mean for a course in this department: 4.5

	SA	A	N	D	SD	NA
Number of respondents	13	19	4	0	0	1



University Survey of Student Assessment of Teaching
Course Evaluation Report



INSTRUCTOR: Mike Mason

DEPARTMENT: HIST

COURSE: HIST-231 SECTION: -

YEAR: 2003 TERM: F

Number of students in course or section: 51

Respondents for whom this is a required course: 21

Number of returned evaluations: 41

Percentage of enrolled students responding: 80%

LEGEND: Individual course results are represented thus:

Departmental results are represented thus:

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, NA = Not Applicable

NOTES: 1. Departmental means and percentages have been calculated as the average of the individual course means and percentages (rather than from the individual responses for the department which would result in large classes unduly influencing the results).

2. If the number of returns is less than 10, the responses are not aggregated into the departmental mean.

3. The histogram bar represents the percentage of students rating each item.

4. The numbers quoted are actual numbers of respondents.

5. For response rates of less than 65% the results may not be representative of student opinion and should be interpreted with caution.

6. The accuracy of the scanned data depends upon the legibility of the response marks. In some circumstances a small percentage of responses may be undetected by the scanner.

1. Overall, this is an excellent course.

Mean for this course: 4.7

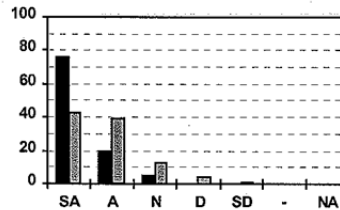
Standard deviation: 0.55

Departmental mean: 4.2

Lowest mean for a course in this department: 3.1

Highest mean for a course in this department: 4.8

	SA	A	N	D	SD	NA
Number of respondents	31	8	2	0	0	0



2. Overall, this instructor is an effective teacher.

Mean for this course: 4.8

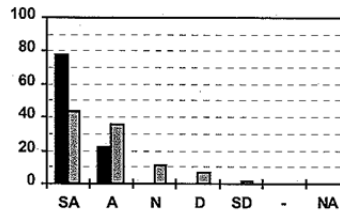
Standard deviation: 0.41

Departmental mean: 4.1

Lowest mean for a course in this department: 2.7

Highest mean for a course in this department: 4.9

	SA	A	N	D	SD	NA
Number of respondents	32	9	0	0	0	0



3. I learned a great deal from this course.

Mean for this course: 4.7

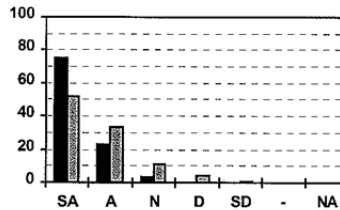
Standard deviation: 0.5

Departmental mean: 4.3

Lowest mean for a course in this department: 3.3

Highest mean for a course in this department: 4.9

	SA	A	N	D	SD	NA
Number of respondents	30	9	1	0	0	0



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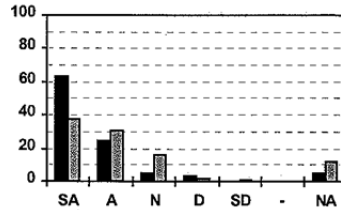
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13-Jan-04

4. The instructor showed sensitivity to the needs and interests of students from diverse groups.

Mean for this course: 4.6
 Standard deviation: 0.71
 Departmental mean: 4.2
 Lowest mean for a course in this department: 3.3
 Highest mean for a course in this department: 4.8

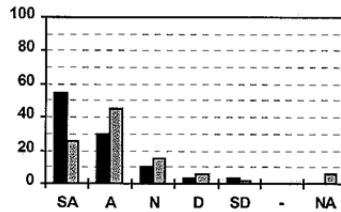
	SA	A	N	D	SD	NA
Number of respondents	25	10	2	1	0	2



5. Grading was a fair assessment of my performance in this course.

Mean for this course: 4.3
 Standard deviation: 0.93
 Departmental mean: 4.0
 Lowest mean for a course in this department: 3.3
 Highest mean for a course in this department: 4.4

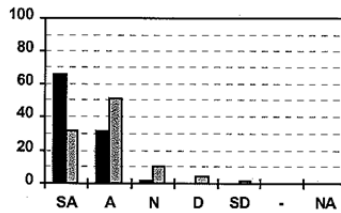
	SA	A	N	D	SD	NA
Number of respondents	22	12	4	1	1	0



6. The workload in this course was reasonable and appropriate.

Mean for this course: 4.6
 Standard deviation: 0.53
 Departmental mean: 4.1
 Lowest mean for a course in this department: 3.1
 Highest mean for a course in this department: 4.6

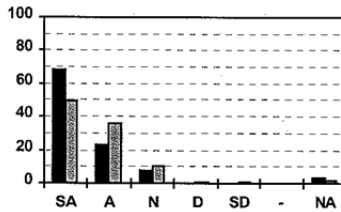
	SA	A	N	D	SD	NA
Number of respondents	27	13	1	0	0	0



7. The instructor in this course showed a genuine concern for students.

Mean for this course: 4.6
 Standard deviation: 0.62
 Departmental mean: 4.4
 Lowest mean for a course in this department: 3.7
 Highest mean for a course in this department: 4.9

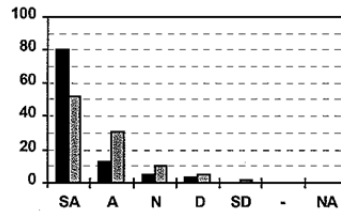
	SA	A	N	D	SD	NA
Number of respondents	27	9	3	0	0	1



8. My interest in the subject has been stimulated by this course.

Mean for this course: 4.7
 Standard deviation: 0.68
 Departmental mean: 4.3
 Lowest mean for a course in this department: 3.5
 Highest mean for a course in this department: 4.9

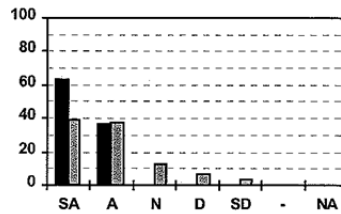
	SA	A	N	D	SD	NA
Number of respondents	32	5	2	1	0	0



9. The course was well organized.

Mean for this course: 4.6
 Standard deviation: 0.48
 Departmental mean: 4.0
 Lowest mean for a course in this department: 2.7
 Highest mean for a course in this department: 4.7

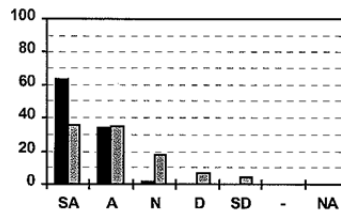
	SA	A	N	D	SD	NA
Number of respondents	26	15	0	0	0	0



10. The instructor presented material clearly.

Mean for this course: 4.6
 Standard deviation: 0.54
 Departmental mean: 3.9
 Lowest mean for a course in this department: 2.2
 Highest mean for a course in this department: 4.8

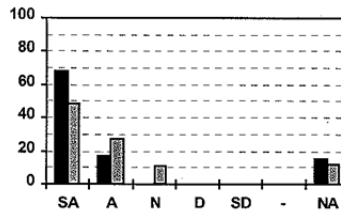
	SA	A	N	D	SD	NA
Number of respondents	26	14	1	0	0	0



11. The instructor was available for discussion outside class.

Mean for this course: 4.8
 Standard deviation: 0.4
 Departmental mean: 4.4
 Lowest mean for a course in this department: 3.6
 Highest mean for a course in this department: 5.0

	SA	A	N	D	SD	NA
Number of respondents	28	7	0	0	0	6



Queen's University Evaluation System for Teaching and Courses
Course Evaluation Report



CSJAT '01

INSTRUCTOR: **Mike Mason**

DEPARTMENT: **HIST**

COURSE: **HIST-231** SECTION: -

YEAR: **2001** TERM:

Number of students in course or section: 50

Respondents for whom this is a required course: 13

Number of returned evaluations: 28

Percentage of enrolled students responding: 56%

LEGEND: Individual course results are represented thus:

Departmental results are represented thus:

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, NA = Not Applicable

- NOTES: 1. Departmental means and percentages have been calculated as the average of the individual course means and percentages (rather than from the individual responses for the department which would result in large classes unduly influencing the results).
2. If the number of returns is less than 10, the responses are not aggregated into the departmental mean.
3. The histogram bar represents the percentage of students rating each item.
4. The numbers quoted are actual numbers of respondents.
5. For response rates of less than 65% the results may not be representative of student opinion and should be interpreted with caution.
6. The accuracy of the scanned data depends upon the legibility of the response marks. In some circumstances a small percentage of responses may be undetected by the scanner.

1. Overall, this is an excellent course.

Mean for this course: 4.7

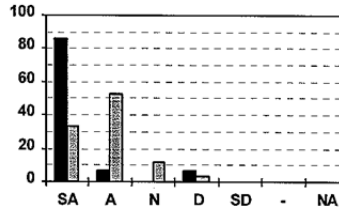
Standard deviation: 0.8

Departmental mean: 4.2

Lowest mean for a course in this department: 3.6

Highest mean for a course in this department: 4.8

	SA	A	N	D	SD	NA
Number of respondents	24	2	0	2	0	0



2. Overall, this instructor is an effective teacher.

Mean for this course: 4.6

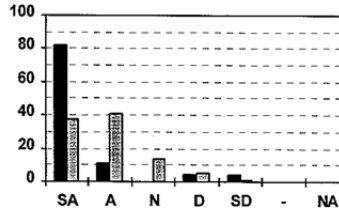
Standard deviation: 0.93

Departmental mean: 4.1

Lowest mean for a course in this department: 3.0

Highest mean for a course in this department: 4.9

	SA	A	N	D	SD	NA
Number of respondents	23	3	0	1	1	0



3. I learned a great deal from this course.

Mean for this course: 4.7

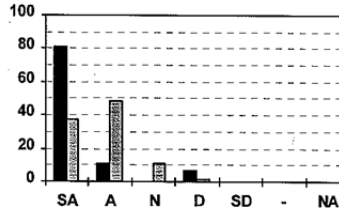
Standard deviation: 0.82

Departmental mean: 4.2

Lowest mean for a course in this department: 3.8

Highest mean for a course in this department: 4.7

	SA	A	N	D	SD	NA
Number of respondents	22	3	0	2	0	0



Mike Mason

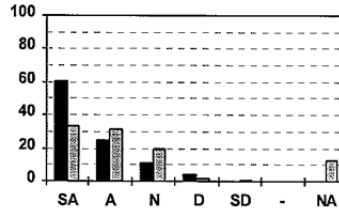
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14-Dec-01

4. The instructor showed sensitivity to the needs and interests of students from diverse groups.

Mean for this course: 4.4
 Standard deviation: 0.82
 Departmental mean: 4.1
 Lowest mean for a course in this department: 3.6
 Highest mean for a course in this department: 4.5

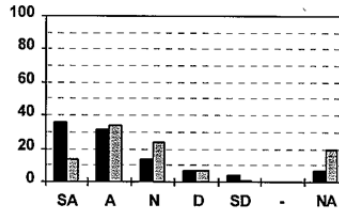
	SA	A	N	D	SD	NA
Number of respondents	17	7	3	1	0	0



5. Grading was a fair assessment of my performance in this course.

Mean for this course: 4.0
 Standard deviation: 1.09
 Departmental mean: 3.6
 Lowest mean for a course in this department: 3.0
 Highest mean for a course in this department: 4.0

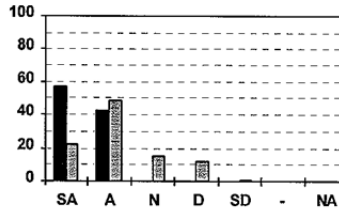
	SA	A	N	D	SD	NA
Number of respondents	10	9	4	2	1	2



6. The workload in this course was reasonable and appropriate.

Mean for this course: 4.6
 Standard deviation: 0.49
 Departmental mean: 3.8
 Lowest mean for a course in this department: 2.9
 Highest mean for a course in this department: 4.6

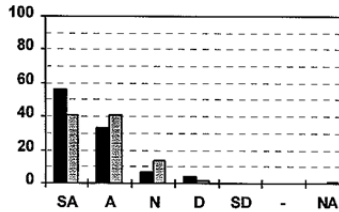
	SA	A	N	D	SD	NA
Number of respondents	16	12	0	0	0	0



7. The instructor in this course showed a genuine concern for students.

Mean for this course: 4.4
 Standard deviation: 0.78
 Departmental mean: 4.2
 Lowest mean for a course in this department: 3.7
 Highest mean for a course in this department: 4.7

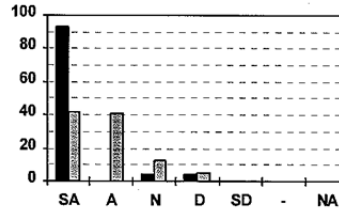
	SA	A	N	D	SD	NA
Number of respondents	15	9	2	1	0	0



8. My interest in the subject has been stimulated by this course.

Mean for this course: 4.8
 Standard deviation: 0.66
 Departmental mean: 4.2
 Lowest mean for a course in this department: 3.5
 Highest mean for a course in this department: 4.8

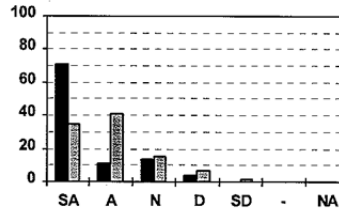
	SA	A	N	D	SD	NA
Number of respondents	26	0	1	1	0	0



9. The course was well organized.

Mean for this course: 4.5
 Standard deviation: 0.87
 Departmental mean: 4.0
 Lowest mean for a course in this department: 2.9
 Highest mean for a course in this department: 4.7

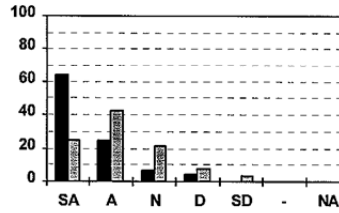
	SA	A	N	D	SD	NA
Number of respondents	20	3	4	1	0	0



10. The instructor presented material clearly.

Mean for this course: 4.5
 Standard deviation: 0.78
 Departmental mean: 3.8
 Lowest mean for a course in this department: 2.4
 Highest mean for a course in this department: 4.7

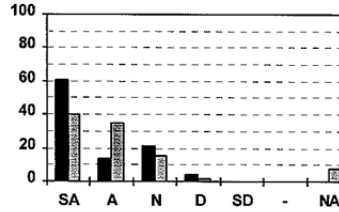
	SA	A	N	D	SD	NA
Number of respondents	18	7	2	1	0	0



11. The instructor was available for discussion outside class.

Mean for this course: 4.3
 Standard deviation: 0.93
 Departmental mean: 4.2
 Lowest mean for a course in this department: 3.8
 Highest mean for a course in this department: 4.7

	SA	A	N	D	SD	NA
Number of respondents	17	4	6	1	0	0



USAI 2W

Queen's University Evaluation System for Teaching and Courses
Course Evaluation Report



INSTRUCTOR: **Mike Mason**

DEPARTMENT: **HIST**

COURSE: **HIST-232** SECTION: -

YEAR: **2001** TERM: **W**

Number of students in course or section: 26

Respondents for whom this is a required course: 9

Number of returned evaluations: 17

Percentage of enrolled students responding: 65%

LEGEND: Individual course results are represented thus:

Departmental results are represented thus:

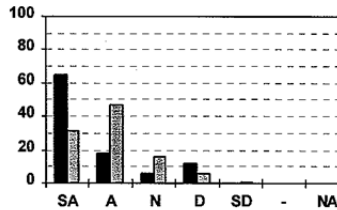
SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, NA = Not Applicable

- NOTES: 1. Departmental means and percentages have been calculated as the average of the individual course means and percentages (rather than from the individual responses for the department which would result in large classes unduly influencing the results).
 2. If the number of returns is less than 10, the responses are not aggregated into the departmental mean.
 3. The histogram bar represents the percentage of students rating each item.
 4. The numbers quoted are actual numbers of respondents.
 5. For response rates of less than 65% the results may not be representative of student opinion and should be interpreted with caution.
 6. The accuracy of the scanned data depends upon the legibility of the response marks. In some circumstances a small percentage of responses may be undetected by the scanner.

1. Overall, this is an excellent course.

Mean for this course: 4.4
 Standard deviation: 1.03
 Departmental mean: 4.0
 Lowest mean for a course in this department: 3.1
 Highest mean for a course in this department: 5.0

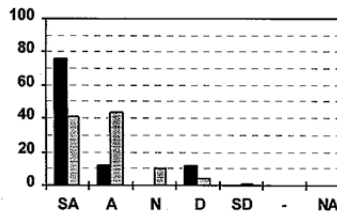
	SA	A	N	D	SD	NA
Number of respondents	11	3	1	2	0	0



2. Overall, this instructor is an effective teacher.

Mean for this course: 4.5
 Standard deviation: 0.98
 Departmental mean: 4.2
 Lowest mean for a course in this department: 3.0
 Highest mean for a course in this department: 5.0

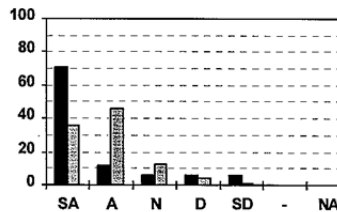
	SA	A	N	D	SD	NA
Number of respondents	13	2	0	2	0	0



3. I learned a great deal from this course.

Mean for this course: 4.4
 Standard deviation: 1.19
 Departmental mean: 4.1
 Lowest mean for a course in this department: 3.0
 Highest mean for a course in this department: 5.0

	SA	A	N	D	SD	NA
Number of respondents	12	2	1	1	1	0



Mike Mason

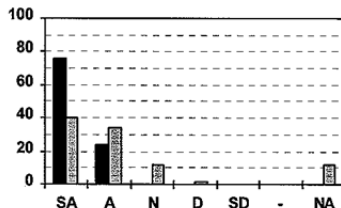
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27-Apr-01

4. The instructor showed sensitivity to the needs and interests of students from diverse groups.

Mean for this course: 4.8
 Standard deviation: 0.42
 Departmental mean: 4.3
 Lowest mean for a course in this department: 3.1
 Highest mean for a course in this department: 5.0

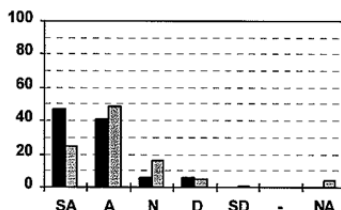
	SA	A	N	D	SD	NA
Number of respondents	13	4	0	0	0	0



5. Grading was a fair assessment of my performance in this course.

Mean for this course: 4.3
 Standard deviation: 0.82
 Departmental mean: 3.9
 Lowest mean for a course in this department: 2.9
 Highest mean for a course in this department: 4.8

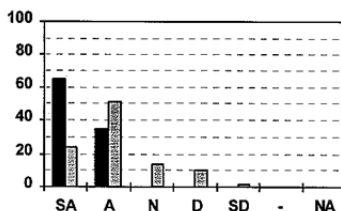
	SA	A	N	D	SD	NA
Number of respondents	8	7	1	1	0	0



6. The workload in this course was reasonable and appropriate.

Mean for this course: 4.6
 Standard deviation: 0.48
 Departmental mean: 3.9
 Lowest mean for a course in this department: 3.0
 Highest mean for a course in this department: 5.0

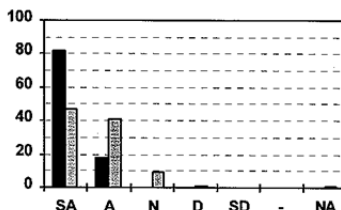
	SA	A	N	D	SD	NA
Number of respondents	11	6	0	0	0	0



7. The instructor in this course showed a genuine concern for students.

Mean for this course: 4.8
 Standard deviation: 0.38
 Departmental mean: 4.3
 Lowest mean for a course in this department: 3.3
 Highest mean for a course in this department: 5.0

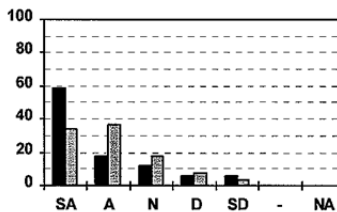
	SA	A	N	D	SD	NA
Number of respondents	14	3	0	0	0	0



8. My interest in the subject has been stimulated by this course.

Mean for this course: 4.2
 Standard deviation: 1.2
 Departmental mean: 3.9
 Lowest mean for a course in this department: 2.8
 Highest mean for a course in this department: 4.9

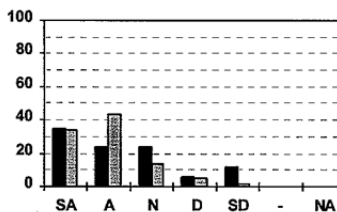
	SA	A	N	D	SD	NA
Number of respondents	10	3	2	1	1	0



9. The course was well organized.

Mean for this course: 3.6
 Standard deviation: 1.33
 Departmental mean: 4.0
 Lowest mean for a course in this department: 2.1
 Highest mean for a course in this department: 4.9

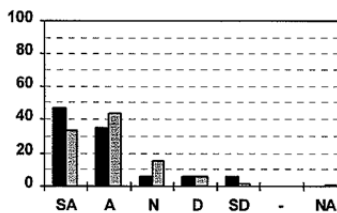
	SA	A	N	D	SD	NA
Number of respondents	6	4	4	1	2	0



10. The instructor presented material clearly.

Mean for this course: 4.1
 Standard deviation: 1.13
 Departmental mean: 4.0
 Lowest mean for a course in this department: 2.4
 Highest mean for a course in this department: 5.0

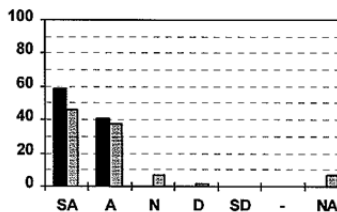
	SA	A	N	D	SD	NA
Number of respondents	8	6	1	1	1	0



11. The instructor was available for discussion outside class.

Mean for this course: 4.6
 Standard deviation: 0.49
 Departmental mean: 4.4
 Lowest mean for a course in this department: 3.6
 Highest mean for a course in this department: 5.0

	SA	A	N	D	SD	NA
Number of respondents	10	7	0	0	0	0



Queen's University Evaluation System for Teaching and Courses
Course Evaluation Report



USA 2000

INSTRUCTOR: **Mike Mason**

DEPARTMENT: **HIST**

COURSE: **HIST-231** SECTION: -

YEAR: **2000** TERM: F

Number of students in course or section: 50

Respondents for whom this is a required course: 16

Number of returned evaluations: 32

Percentage of enrolled students responding: 64%

LEGEND: Individual course results are represented thus:

Departmental results are represented thus:

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, NA = Not Applicable

- NOTES: 1. Departmental means and percentages have been calculated as the average of the individual course means and percentages (rather than from the individual responses for the department which would result in large classes unduly influencing the results).
 2. If the number of returns is less than 10, the responses are not aggregated into the departmental mean.
 3. The histogram bar represents the percentage of students rating each item.
 4. The numbers quoted are actual numbers of respondents.
 5. For response rates of less than 65% the results may not be representative of student opinion and should be interpreted with caution.
 6. The accuracy of the scanned data depends upon the legibility of the response marks. In some circumstances a small percentage of responses may be undetected by the scanner.

1. Overall, this is an excellent course.

Mean for this course: 4.6

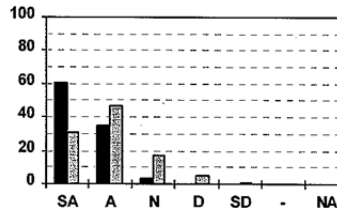
Standard deviation: 0.55

Departmental mean: 4.0

Lowest mean for a course in this department: 3.1

Highest mean for a course in this department: 4.6

	SA	A	N	D	SD	NA
Number of respondents	19	11	1	0	0	0



2. Overall, this instructor is an effective teacher.

Mean for this course: 4.7

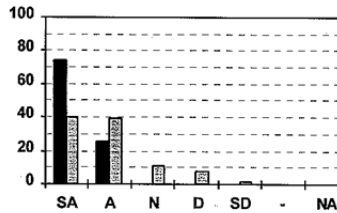
Standard deviation: 0.44

Departmental mean: 4.1

Lowest mean for a course in this department: 2.9

Highest mean for a course in this department: 4.9

	SA	A	N	D	SD	NA
Number of respondents	23	8	0	0	0	0



3. I learned a great deal from this course.

Mean for this course: 4.6

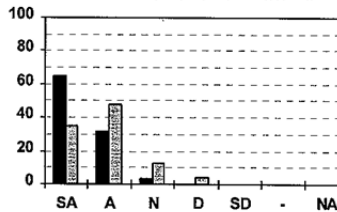
Standard deviation: 0.55

Departmental mean: 4.1

Lowest mean for a course in this department: 3.5

Highest mean for a course in this department: 4.6

	SA	A	N	D	SD	NA
Number of respondents	20	10	1	0	0	0



Mike Mason

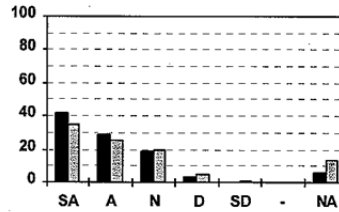
1

20-Dec-00

4. The instructor showed sensitivity to the needs and interests of students from diverse groups.

Mean for this course: 4.2
 Standard deviation: 0.87
 Departmental mean: 4.0
 Lowest mean for a course in this department: 2.6
 Highest mean for a course in this department: 4.8

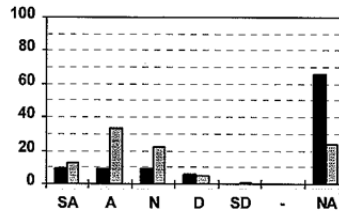
	SA	A	N	D	SD	NA
Number of respondents	13	9	6	1	0	2



5. Grading was a fair assessment of my performance in this course.

Mean for this course: 3.6
 Standard deviation: 1.07
 Departmental mean: 3.7
 Lowest mean for a course in this department: 3.3
 Highest mean for a course in this department: 4.2

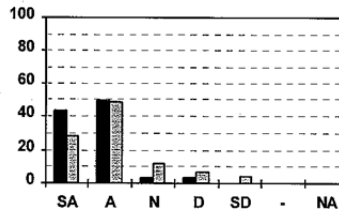
	SA	A	N	D	SD	NA
Number of respondents	3	3	3	2	0	21



6. The workload in this course was reasonable and appropriate.

Mean for this course: 4.3
 Standard deviation: 0.69
 Departmental mean: 3.9
 Lowest mean for a course in this department: 2.6
 Highest mean for a course in this department: 4.6

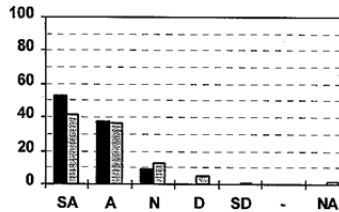
	SA	A	N	D	SD	NA
Number of respondents	14	16	1	1	0	0



7. The instructor in this course showed a genuine concern for students.

Mean for this course: 4.4
 Standard deviation: 0.66
 Departmental mean: 4.1
 Lowest mean for a course in this department: 2.6
 Highest mean for a course in this department: 4.8

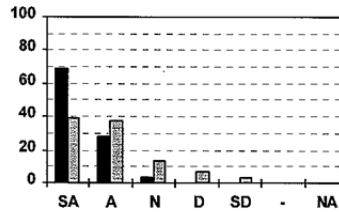
	SA	A	N	D	SD	NA
Number of respondents	17	12	3	0	0	0



8. My interest in the subject has been stimulated by this course.

Mean for this course: 4.7
 Standard deviation: 0.54
 Departmental mean: 4.0
 Lowest mean for a course in this department: 3.1
 Highest mean for a course in this department: 4.7

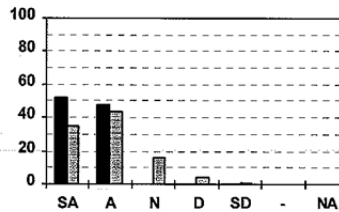
	SA	A	N	D	SD	NA
Number of respondents	22	9	1	0	0	0



9. The course was well organized.

Mean for this course: 4.5
 Standard deviation: 0.5
 Departmental mean: 4.1
 Lowest mean for a course in this department: 3.1
 Highest mean for a course in this department: 4.8

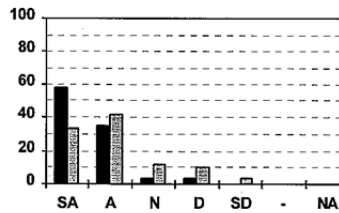
	SA	A	N	D	SD	NA
Number of respondents	16	15	0	0	0	0



10. The instructor presented material clearly.

Mean for this course: 4.5
 Standard deviation: 0.71
 Departmental mean: 3.9
 Lowest mean for a course in this department: 2.7
 Highest mean for a course in this department: 4.8

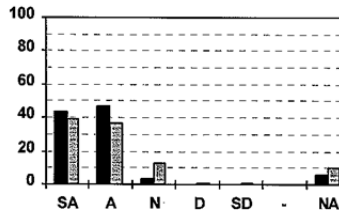
	SA	A	N	D	SD	NA
Number of respondents	18	11	1	1	0	0



11. The instructor was available for discussion outside class.

Mean for this course: 4.4
 Standard deviation: 0.56
 Departmental mean: 4.2
 Lowest mean for a course in this department: 3.2
 Highest mean for a course in this department: 4.8

	SA	A	N	D	SD	NA
Number of respondents	14	15	1	0	0	2



Appendix 11

----- Original Message -----

From: Aimee Gauthier <Aimee.Gauthier@mine.queensu.ca>

Date: Wednesday, October 26, 2011 2:36 pm

Subject: HIST 283- Today's lecture

To: "hist.undergrad@queensu.ca" <hist.undergrad@queensu.ca>

Cc: "masonmd@queensu.ca" <masonmd@queensu.ca>

To Whom it May Concern,

I am writing in response to events in today's HIST 283 Lecture with Mr. Mason. Apparently some of my classmates have expressed concerns over Mr. Mason's teaching style in class, and this was brought up today. I am not a student in your faculty. I am an engineering student taking this course an elective. It is my first ever arts course at Queen's University. As I feel like I have a bit of an outsider's perspective on the issue, I want to share why I think that these concerns were blown way out of proportion.

Mr. Mason is a fantastic teacher, and that I do not think the personal issues expressed by a small group of students represent the opinion of the whole class. I was present in the lectures in which complaints about Mr. Mason to the history department were raised. I personally feel like the suggested racist/sexist/politically incorrect ideas that were presented were properly paraphrased and in context. I do not understand how some students could have ever thought that these ideas were Mr. Mason's own, as I understood which historical figures said them and how these ideas fit into the discussion. After all, we were discussing colonialism and other related issues. The perspectives held by the implicated parties under study are fundamental to their actions and existed. Ignoring the motivation and perspective behind these events make the study completely pointless because nothing will ever be learned from them. If these biases are ignored, even though some may find them offensive, we might as well pretend that these events in history did not happen.

Mr. Mason is indeed an old fashioned professor, and he makes use of vocabulary that may have held a different meaning when he grew up as opposed to the meaning of the word today in certain literary circles. Apparently a female student was offended by his use of the word 'mistress'. Mr. Mason said " I want you to read the textbook and become the

masters and mistresses of my subject." There is nothing offensive about the use of that word in that context. I do not think that I have to explain that he was just using the female equivalent for the word master, which is just a person that has complete understanding of/power over a topic.

I feel like the more sensitive students are allowed to become to these issues, the bigger the issues are going to be. Given that studying history involves understanding the bigotry and motivations behind significant events, you cannot expect study history in an unbiased, unoffensive manner. It seems to have gotten to a point where the University is suggesting that we all walk on eggshells to avoid offending anyone. To an extent, we are learning about colonialism and the shaping of third world nations with the goal of being more aware of the historically racist/demeaning practices that put the world in the current state that it is today. There is a big difference between being aware of social issues and purposely trying to demoralize an individual of a minority in our society in this capacity. I find it fairly ironic that the offended students who seem to be so conscious of these issues seem to have completely blindsided the fact that Mr. Mason himself is a minority in our classroom in the context that he grew up in a completely different world compared to the one we live in today.

Like I mentioned earlier, this is my first class in the history department. I have talked to Mr. Mason on numerous occasions for help with my essay and other topics. I originally struggled with the transition from my regular engineering classes to this one and Mr. Mason was very understanding of this challenge. On every occasion I was impressed by his enthusiasm to share his knowledge on the course topic and his ability to effectively teach the curriculum. His occasionally theatrical methods of teaching enhance my learning experience in the classroom regularly.

He is one of the most exciting and approachable profs I have ever met. Mr. Mason's class is my introduction to post-secondary history studies and I have been very impressed with the quality of his teaching. If your faculty loses Mr. Mason, I think you will be losing one of the best profs that this university has to offer. If for whatever reason you feel like you need more defenses to Mr. Mason's character, please do not hesitate to contact me.

Sincerely,

Aimee Gauthier

----- Original Message -----

From: 8gk6@queensu.ca

Date: Wednesday, October 26, 2011 12:01 pm

Subject: Hist 283 class today

To: masonmd@queensu.ca

Hi Professor Mason!

I just wanted to email you about what happened in class today.

I'm sorry that everything has gotten so out of hand in terms of people complaining to the history department about what is going on in class. I just wanted to personally email you to express my support of your teaching styles. People reacted because they took your words out of context. I have not missed a class all semester because I find everything that we are learning about SO interesting.

I don't agree with the accusations at all and I am truly sorry that you have to go through all of this.

Gillian Kershaw

----- Original Message -----

From: victoria.lewis@queensu.ca

Date: Wednesday, October 26, 2011 2:56 pm

Subject: HIST-283

To: masonm@queensu.ca

Hi Professor Mason,

I just wanted to take a bit of time to thank you for all the work you have put into our class this semester. I realize that today's lecture was a bit chaotic and I just wanted to make sure you knew that us students appreciate everything you have done to make our Friday morning 8:30am classes so enjoyable.

Regardless, of what happened I really hope you do consider returning to Queen's and teaching more upper year classes. I can most certainly guarantee you that students will now gravitate towards your lectures. I think we have to realize that out of 120 students that are in your lecture 2 or 3 have complained,

there are still 118 students who look forward to your class and cannot thank you enough.

I'm currently a student in the concurrent education program here at Queen's (in History and Geography) and I have been inspired by your lectures. Hoping one day that I can be as good as a historian, leader and teacher as you. Please don't look past that.

Thanks for everything,

Vicky

----- Original Message -----

From: Roshan <8rt9@queensu.ca>
Date: Wednesday, October 26, 2011 7:09 pm
Subject:
To: masonmd@queensu.ca

Professor Mason,

I was just emailing you to say how much I appreciate the history 283 class you teach. I understand that the language you sometimes use is related to the particular context in which we are studying, and that it has no racist implication because your area of study is focused on the history of countries around the world. I'm sorry that you have had to deal with this issue for the past month, because you are an amazing prof and your style is very engaging, especially for university students.

I hope that everything goes well for you, and I guess I just wanted to thank you for teaching!

Sent from my BlackBerry device on the Rogers Wireless Network

----- Original Message -----

From: 9dlm3@queensu.ca
Date: Thursday, October 27, 2011 6:17 pm
Subject:
To: masonmd@queensu.ca

Hi Professor Mason,

My name is Duncan McKerron, I am in your class for History 283. With all the controversy surrounding the complaints filed against you, I thought it would be appropriate to say a few things. Firstly, I am in full support of you in the matter. The fact that these complaints were even made is, as you eloquently

put in class, bullshit. It shows the lack of maturity and respect in some students and just how sensitive our society has become. It's ridiculous.

Secondly, as far as I am aware, you are retiring at the end of this semester. It's a shame that the history department is losing such an intelligent and enthusiastic professor. This is my first year at the Kingston campus, as I was at the Bader International Study Centre for my first year of university. Before I had your first class this year, I was discouraged with all of my other courses, to the point that I was considering changing my major from history. Although I have only been in your class for less than two months now, I wanted you to know that you made a difference for a student. My sister, who graduated from Queen's last year, recommended that I start taking courses depending on which professor was teaching. I was planning on taking her advice by taking more of your courses, but unfortunately, this won't be possible.

In conclusion I would just like to say thank you for reassuring me on my choice to major in history and that I fully support you, no matter what course of action you choose. If I can at all be useful in your defence against these complaints, please do not hesitate to ask. I have been informed that class has been cancelled for tomorrow (October 28), but I hope to see you next Wednesday. Have a good weekend.

Sincerely,

Duncan McKerron

----- Original Message -----

From: 8esd@queensu.ca

Date: Saturday, October 29, 2011 1:18 pm

Subject: Professor Mike Mason (History 283)

To: jc35@queensu.ca

Cc: masonmd@queensu.ca

Dear Dr. James Carson,

I am a student in History 283, instructed by Professor Michael Mason, and it has come to my attention that fellow students have accused him of making both racist and sexist references in lecture. I am extremely upset and disappointed that such hurtful allegations have been made against such a wonderful professor who has dedicated his academic career to studying the histories of the developing world.

I have attended Professor Mason's lectures and not once have I felt that he personally expressed a derogatory statement in the classroom. If language was used that particular students felt was not politically correct, it was solely within a historical context or reference. Those who did not comprehend this, have clearly misunderstood the point he was trying to get across and have therefore misconstrued his use of language.

I feel that the students who have made such hurtful allegations against Professor Mason must understand that there is a very large distinction between having personal misunderstandings with the use of language versus labeling an individual as a racist or sexist. I feel very strongly about this matter, and I give my full support to Professor Mason as I fully respect him as one of the most inspiring and interesting speakers I have had the pleasure of studying under in my student career at Queen's University.

I was not entirely sure who to send this e-mail to and I hope that I have appropriately addressed it to you as the Department of History Chair. Please feel free to forward my e-mail onto any other parties involved with this situation.

Sincerely,

Emily Driscoll

Queen's University
Kingston, Ontario
Canada

Date: Sun, 30 Oct 2011 11:46:37 -0400
From: masonmd@queensu.ca
Subject: Fwd:
To: goldmanp@queensu.ca
Priority: normal
Original-recipient: rfc822;goldmanp@queensu.ca

Phil,

On Friday I lost my email inbasket; it has not yet been restored. However, there was a letter, now lost, from a student no name but # 06020520) - but I have a paper copy. S/he said :

"Hello Porfessor Mason,

I would like to add that the accusations made against you are idiotic and horrendous. As a "visible minority" myself, I have had to deal with my fair share of racist insensitivity and frankly one would have to be rather sensitive to find your comments racist. I truly believe that "context is all" (Margaret Atwood) and some of your students have clearly missed the point of your lectures.

Do not be disheartened sir, the majority is with you.

Thank you

06020520.

----- Original Message -----

From: 7pb2@queensu.ca

Date: Tuesday, November 1, 2011 8:02 pm

Subject: From a fan of your HIST 283 class...

To: masonmd@queensu.ca

Writing as a student who allocates about 40-50% total effort towards my studies, I have gotten pretty good at missing my fair share of classes while still avoiding guilt. However, your engaging teaching style and humor is what kept me coming back to HIST 283 time and time again...even on some Fridays where I otherwise wouldn't get up until the clock read PM. I just felt compelled to say that I think you really got a raw deal in this whole situation. I wished the students who did feel uncomfortable had the good sense and maturity to talk to YOU about their complaints rather than bring it up to the head of the department. I've had a lot of great teachers over my 4 years here and you are certainly up there with them; please don't change the way you teach, and do not doubt the way in which you presented the material to us. Hope to sit in on one of your great lectures again soon.

-Peter Boshyk

----- Original Message -----

From: 7tg@queensu.ca

Date: Tuesday, November 1, 2011 12:14 pm

Subject: HIST 283*

To: masonmd@queensu.ca

Hi Prof Mason,

I was sorry to hear about the ridiculous issues that have arisen. I genuinely enjoy your lectures and believe you to be one of the most passionate and capable teachers I have had at Queen's, to the point that you have actually motivated me to

wake up for every 8:30 lecture (no small feat, trust me). Though I have firsthand experience with how hypersensitive Queen's students can be to issues of political correctness, it honestly had never even occurred to me that people might take offense to anything you had said. In retrospect, I suppose I do remember you using those terms but probably had thought nothing of it because it was so blatantly obvious to me that you were referring to them to give context, citing someone else who had used them, or using them ironically. The fact that this was not only equally obvious, but that students are so incapable of making this simple distinction that they felt uncomfortable, is highly disconcerting to me and makes me wonder what will happen when they enter the real world and encounter REAL questions of judgment. I am also extremely appalled and embarrassed for my class in general that they wouldn't simply try to solve the perceived problem by talking to you. I can only assume that going "behind your back" to the department head was for some reason malicious, or, at the very least, cowardly.

In any case, I know the damage has been done and you are understandably turned off of teaching at Queen's. I just wanted to drop you a line to let you know that your work and passion is extremely appreciated by most and I hope this will not be what you take away from your time here. Please let me know if there is anything I can do to show the department that the complainants are most definitely in the minority.

Sincerely,

Tamara Gardner

----- Original Message -----

From: 7sam9@queensu.ca

Date: Tuesday, November 1, 2011 11:03 am

Subject: Thank-you!

To: masonmd@queensu.ca

> Professor Mason:

>

> I am writing simply to let you know how much I enjoy your HIST
> 283 class. Each lecture is a new and exciting story, making the
> material come alive. Your passion for history and teaching is
> truly contagious, projecting far beyond the lesson itself. It is
> so nice to have a professor who is engaged with the material and
> his students, instead of simply reading off lecture slides. As I
> am not a history student, I leave each lecture further intrigued

> to learn more. Thank-you for being a wonderful professor.
>
> Kindest regards,
> Stephanie Miner

----- Original Message -----

From: 0gsd2@queensu.ca
Date: Friday, November 4, 2011 10:04 pm
Subject: Re: From Jay, HIST 283 student
To: masonmd@queensu.ca

It is really unfortunate that you cannot complete this course. You were definitely one of the most engaging professors that I have had so far.

In any case, I truly hope that you will continue at Queen's or definitely continue teaching elsewhere if you can't. I think the world and my generation really needs the candidness, vision, and exceptional passion that you bring to lectures.

----- Original Message -----

From: masonmd@queensu.ca
Date: Thursday, November 3, 2011 12:28 pm
Subject: Re: From Jay, HIST 283 student
To: 0gsd2@queensu.ca

Jay. Sorry I can't meet you for reasons that I hope you will understand. Cheers
Mike

----- Original Message -----

From: 0gsd2@queensu.ca
Date: Thursday, November 3, 2011 11:54 am
Subject: From Jay, HIST 283 student
To: masonmd@queensu.ca

Hi Professor Mason,
I'm working on the essay regarding competing American and Chinese investment in Africa. I really wanted to meet up to discuss the United States intervention in Zaire back in the 1970s, as well as the politicization of food aid in Africa. If you can meet up anytime soon, that would be great.

All the best,
Jay