

WELCOME BACK ISSUE: September 2018

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PRESIDENT'S VOICE

Welcome to the New Academic Year!

QUFA continues to be engaged with a number of issues of importance to its Members

By Kayll Lake
President, QUFA

On behalf of all of us here at QUFA, I would like to congratulate new Members who have recently joined QUFA, as term adjuncts, continuing adjuncts, tenure-stream and special appointments faculty, archivists, and librarians. We encourage you to familiarize yourself with your rights and benefits here at Queen's, as set out in our Collective Agreement (CA).¹ The CA is a great resource for learning about your own job, as it details duties, rights, and obligations, and it provides helpful information about the different kinds of appointments.

In this introductory *QUFA Voices* article for the 2018-2019 academic year, I would like to update Members on some of our current activities.

Recently, QUFA Members voted to approve changes to the Benefit Plan.² We all owe Rob Hickey a debt of gratitude for seeing this through. Last year, QUFA established a task force to review the activity-based budget model in response to Members'

QUFA IMAGES

Labour Day in Kingston



Joan Jardin

Members of QUFA and other Kingston community members gathered on the steps of Kingston City Hall following this year's annual Labour Day Parade.

concerns about how that model has affected our academic mission. Professor Emeritus and former QUFA President John Holmes was engaged to research the use of the model itself in various university contexts. This

project has concluded, and the report is now available with updates expected this fall.³ We all owe John a debt of gratitude for his very detailed report.

QUFA and Queen's have been engaged for some time in negotiations involving fundamental changes to our pension plan. Some background information and updates are available on the QUFA Web site.⁴ All Members of QUFA should be thankful to Paul Young and Rob Hickey for their considerable efforts on our behalf. QUFA Members can expect to see further information this fall with a vote expected early in 2019.

QUFA is instituting a number of special events to engage our Members. The first "QUFA Walk" took place on 23 August 2018 and was very successful. Whereas the walk scheduled for 21 September had to be cancelled owing to the inclement weather, another walk is scheduled for 12 October. The walks end with a "Quaff with QUFA" event at the University Club. This past September, QUFA held a very successful barbecue at Breakwater Park. Many more events are planned throughout the fall. Please consult the QUFA Web site for more information.⁶

If you have any questions or concerns, please feel free to contact me. You can also contact QUFA staff directly. Our organizational structure is given on our Web site,⁵ and our office is at 9 St Lawrence Avenue (near the lake, one block west of the University Club). Leslie Jermyn is our executive director. General inquiries can be directed to our administrative officer, Elizabeth Polnicky. One excellent way for you to serve QUFA is to serve as a

QUFA IMAGES QUFA Walks



Jordan Morelli

This past August, QUFA Members participated in the first QUFA Walk, a guided walking tour of Queen's campus with QUFA Interim Vice President Elizabeth Hanson. Elizabeth was aided in her work by other QUFA Members such as former QUFA Presidents Annette Burfoot and Paul Young, Jackie Davies, Archivist Deirdre Bryden, and others. The two-hour walk began at the Queen's Remembers plinth beside Douglas Library, and it ended at QUFA House on the south side of campus.

Sad you missed it? No worries! Another QUFA Walk is scheduled for 12 October 2018 at 2.00 p.m., weather permitting. The tour will begin at the Queen's Remembers plinth. We'll end with a "Quaff with QUFA" at the University Club. The first drink for QUFA Members is on the house! You are welcome to join either or both events. Please RSVP to ep43@queensu.ca.

council member. The list of council members and vacancies is on the QUFA Web site.⁵

Notes

¹<http://www.qufa.ca/collective-agreement/>

²<http://www.qufa.ca/benefits-review-process-ratification/>

³<http://www.qufa.ca/announcements/qufa-new-budget-model-report-2017/>

⁴<http://www.qufa.ca/member-services/pension-information/>

⁵<http://www.qufa.ca/about/contacts-and-organization/>

⁶<http://qufa.ca/announcements/qufa-member-events-in-september-something-for-everyone/>

Kayll Lake can be reached at lakek@queensu.ca.

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

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

FYI Teaching Assessment at Queen's and the Ryerson Arbitration Award

The Ryerson finding highlighted numerous problems with traditional evaluation methods

**By Elizabeth Hanson
Interim Vice-President, QUFA**

Student teaching evaluations and the uses to which they are put are controversial matters at universities, to put it mildly. At Queen's, the use of the University Survey of Student Assessment of Teaching (USAT) for the evaluation of teaching is authorized by Article 29 of the Collective Agreement (CA); USAT has been in use at least since QUFA certified as a union in 1995.

The parties to the CA—QUFA and Queen's—have long recognized that USAT has many shortcomings. The 2005-2008 CA provided for a review of USAT, a joint committee was struck, and an elaborate new system of teaching evaluation was proposed. The recommendations of that committee were ultimately rejected by QUFA because they included a requirement for annual peer review of teaching as well as a new survey. Our Members were concerned (rightly, in my view) about the additional work and possible biases that peer review of all teaching would entail, but the committee asserted that the survey could not be used without the peer review piece. So USAT lived on.

In the 2015-2019 CA, the parties agreed once more to review teaching evaluation and a joint committee, the Teaching Assessment Committee (TAC), was established, which considered possible models, questions, and methods of administration. TAC finished its work in late 2017 with recommendations

University Survey of Student Assessment of Teaching

FACULTY: COURSE: SECTION:

INSTRUCTOR: SESSION: TERM: OFFICE USE:

To indicate your views of this course and the way it has been taught, please select one of the five numbers in the column to the right of each item. If you are unable to make a judgement about a particular item, you should omit it. If the item does not apply, mark the not applicable box. Summaries of the results will normally be made available to student representatives and may be used for tenure and promotion purposes.

Please fill in bubble completely:
using HB pencil or blue ink
and pressing firmly.

• - correct
✗ - incorrect

Strongly agree 5 4 3 2 1 NA

Agree
Neither agree nor disagree
Disagree
Strongly disagree
Item does not apply

1 Overall, this is an excellent course.

2 Overall, this instructor is an effective teacher.

3 I learned a great deal from this course.

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

5 The workload in this course was reasonable and appropriate.

6 The instructor presented material clearly.

7 The instructor was available for discussion outside class.

8 I understand the reasons for the grades I earned in this course.

USAT

A pilot project to replace Queen's University Survey of Student Assessment of Teaching (USAT) with a new online assessment tool will begin this year.

that Queen's pursue online administration of the survey and a design principle for a new survey.

A new committee was established by the JCAA, the Teaching Assessment Implementation Committee (TAIC), co-chaired by me for QUFA and John Pierce (English) for the University. The TAIC has developed the new survey and guidelines for its use, has now run a usability test for online administration, and is preparing to pilot the new survey in November of this year. The pilot will use sample classes of graduate and undergraduate teaching (across disciplines) and teaching modalities (e.g. lecture, seminar, clinical and practical, classroom, and online). The instructors for the sample classes must be tenured or continuing faculty who are not immediately seeking promotion.

The first task TAIC undertook was to derive principles to guide its work from the CA. Article 29.1.3 establishes the indicators of teaching effectiveness that evaluators of teaching are supposed to consider. Some of these, such as "accessibility to students," are clearly matters that

students can reliably speak to; others, such as "familiarity with recent developments in the field," are much less so. Moreover, Article 29 describes the USAT as just one element to be considered in evaluation of teaching, with the two other specified items being a teaching dossier and a survey devised by the Member. Thus, Article 29 makes clear that the USAT is not equivalent to the evaluation of teaching. Only heads and deans are evaluators of teaching for CA purposes. Because students cannot speak to aspects of teaching that the CA requires evaluators of teaching to consider, student surveys cannot be used as a proxy for teaching evaluation, although this is now common practice at Queen's. USATs are surveys of student experience, not direct and sufficient evidence of teaching effectiveness, and can only be considered in relation to other materials such as those provided in teaching dossiers.

The survey the TAIC developed is designed to allow heads and deans to parse the elements that contribute to students' experience of teaching and thereby to ensure that Members are evaluated only on their teaching

practice and not conditions beyond their control. There are four sections: “Student,” “Instructor,” “Course,” and “Infrastructure.” Only responses to “Instructor” can be used in evaluating the Member; the other sections furnish context for the evaluator to use in interpreting student responses. “Student” asks students to reflect on their preparation for study at the level of the course and their commitment to the course; “Course” asks students to comment on materials, marking, and workload, matters that may or may not be performed by the instructor. “Infrastructure” asks about the room, the IT, and scheduling. Students are asked to plot their answer on a scale from 1 to 7, with NA as a possibility. (Because the questions are provisional pending the experience of the pilot, I am not providing them here.) Each section also allows students to amplify or explain their responses with written comments. Responses will be presented in their distribution, not as averages. Because the students are not evaluators of teaching for CA purposes and can only report their experiences, the new survey will be called the Queen’s Survey of Student Experience of Teaching (QSSET).

As the TAIC was finishing the survey design this past summer, an arbitration award was issued by Arbitrator William Kaplan in a dispute between Ryerson University and the Ryerson Faculty Association (RFA). This award, which has received a lot of press coverage, is an interest arbitration, which means that it settled matters that were outstanding in bargaining between Ryerson and RFA. Its core finding is, however, broad in implication:

Insofar as assessing teaching effectiveness is concerned—especially in the context of tenure and promotion—SETs [Student Evaluations of Teaching] are imperfect at best and downright biased and unreliable at worst.

The award specifically pertains to practices at Ryerson, but several of the impugned practices are also found at Queen’s. Chief among these are the use of student surveys as proxies for evaluation rather than as evidence of student experience, which has some, albeit limited, bearing on teaching effectiveness. But another is the use of averages rather than distributions of response values, and the comparison of these averages across courses at different levels and formats. Of this practice Kaplan observed: “the use of averages is fundamentally and irreparably flawed.” The TAIC was happy to see that most of the problems Kaplan identified had been already addressed in its proposals. The arbitration is short and an interesting read.¹

A couple of other matters deserve comment. A well-documented problem with student evaluations of teaching is gender bias.² While the questions in the proposed survey are designed to cultivate objectivity, it remains to be seen whether they can reduce this bias, which arises from student perceptions rather than from survey questions. The TAIC will propose measures to monitor responses for gender and other forms of bias.

Another problem that has been amply documented at Queen’s is the use by students of the valuable written comment areas to make racist, sexist, or otherwise inappropriate comments. The proposed survey carries a warning to students that such comments will cause the survey to be discarded. Implementing such a procedure requires that inappropriate comments be recognized in advance of tabulation—or for results to be re-tabulated at the Member’s request. To do so, and to allow for analysis of correlations in responses to different parts of the survey, something the TAIC also is going to recommend, the survey needs to be administered electronically. Moreover, the technology that supports the current

paper administration of USAT will be obsolete in two years. For these reasons, TAIC recommends electronic administration of the survey. However, TAIC is also aware of the substantial amount of evidence that online administration of such surveys makes response rates drop, sometimes precipitately, compromising further their already questionable validity. The TAIC therefore determined that, for the pilot, all the conditions of paper USAT administration be replicated—i.e., the survey is to be completed in class during time set aside for the purpose and only at that time. TAIC has already conducted a usability test to determine that the survey displays properly across all possible combinations of devices and browsers. The pilot will include courses where there are comparators using the paper USAT so that the effect of electronic administration on response rate can be assessed.

Teaching evaluation reform is a conceptually and technically challenging task, and many people have contributed to the process initiated in 2016. Student surveys of their experience of teaching are inherently problematic but if used properly are of some value to instructors and administrators. I am optimistic that the process we are engaged in is moving Queen’s towards better practices.

Notes

¹<https://www.canlii.org/en/on/onla/doc/2018/2018canlii58446/2018canlii58446.html>. Please also see <https://www.universityaffairs.ca/news/news-article/arbitration-decision-on-student-evaluations-of-teaching-applauded-by-faculty/>

²<http://activehistory.ca/2017/03/shes-hot-female-sessional-instructors-gender-bias-and-student-evaluations/>

Elizabeth Hanson can be reached at hansone@queensu.ca.

IN MEMORIAM

Kim Renders

(1955-2018)

Kim Renders, a pioneer in the Canadian theatre scene, passed away on 17 July 2018 in Kingston. Craig Walker, Director of the Dan School of Drama and Music, says her death is a loss beyond Queen's University.

Dr Walker says,

Our hearts go out to Kim's family in this difficult time. Kim was an extraordinary person. One of the many wonderful things about Kim was her extremely high level of generosity in sharing her talents wherever she happened to find herself. She had been doing this for decades, and was awarded the Maggie Bassett Award from Theatre Ontario in 2006 in recognition of those efforts. Kim's outreach was one of the aspects of her career that made her so attractive to us when we hired her at Queen's, and from the moment that she arrived here, she began to look for ways to work in the community.

Kim Loretta Maria Renders was born in Toronto on 14 January 1955 to Yolande and Jo Renders. She was the older sister of Micky and Peter Renders. She married her life partner, Robert Lindsay, at the Tarragon Theatre in Toronto in 1987, and they later had two children, Finn and Jill Lindsay.

Kim was a founding member of Nightwood Theatre, the oldest professional feminist theatre company in Canada. From 2007 to 2011, Kim was the artistic director of Theatre Kingston. From 2013 until her death, she was the artistic director of Chipped Off Performance Collective, a company that collaborates with local artists and community groups to create original performances that speak to the needs and concerns of



supplied

Kim Renders (1955-2018) taught in the Queen's Drama Department (now the Dan School of Drama and Music) from 2006, and was a Member at Large on the QUFA Executive from 2015 to 2017.

Kingstonians. She also managed the youth acting troupe, Barefoot Players.

She has directed works at Theatre Direct, Factory Theatre, Tarragon Theatre, and Nightwood Theatre in Toronto.

Some of her acting credits include *Goodnight Desdemona (Good Morning Juliet)* at the Belfry Theatre in Victoria and at the Manitoba Theatre Centre in Winnipeg; *Divided We Stand* at the Canadian Stage Company; *Desire* for Necessary Angel Theatre Company; *List of Lights* at LSPU Hall in St John's, Newfoundland; *Flowers* at the Grand Theatre, London; and *Building Jerusalem* with Volcano Theatre in Toronto.

Kim's one-woman show *Motherhood Madness and the Shape of the Universe* has been performed across Canada and Britain, and has been adapted for CBC Radio; and her other one-woman show *Waiting for Michelangelo* opened at the Baby Grand Studio in the Grand Theatre Kingston in April 2009.

For all her work, Kim was made an Honorary Member of the Association of Canadian Theatre Research.

In 2006, she joined the Drama Department (now the Dan School of Drama and Music) at Queen's University as an assistant professor and received tenure and promotion to the rank of associate professor in 2012. She was cross-appointed to the Departments of Gender Studies and Cultural Studies.

Kim was a Member at Large on the QUFA Executive Committee from 2015 to 2017 where her keen insights and gentle humour were much appreciated.

Kim was the winner of the 2018 Ban Righ Foundation Mentorship Award, which will be presented to her family at Ban Righ's Inspiring Women event at 7.30 p.m. on 25 October 2018 at the Isabel Bader Centre for the Performing Arts.

Donations in Kim's name can be made to Nightwood Theatre, or any Canadian group that supports women in the arts. On 21 October 2018 from 12.00 noon to 3.00 p.m. Kim's family will host a potluck party for her in the Rotunda Theatre of Theological Hall. All are welcome.

FYI

Upcoming Ranked-Ballot Referendum in the City of Kingston

Kingston will hold a referendum on ranked-ballot voting this election

By Amy Kaufman
Library and Archivists
Representative, QUFA

and Jonathan Rose
Department of Political Studies

Did you know that on 22 October 2018 the City of Kingston is holding a referendum on ranked-ballot voting?

Along with voting for mayor and your councillor, you will be asked if we should move to a ranked-ballot system for future municipal elections. In the lead-up to the referendum, you might be curious why the City of Kingston is considering a ranked-ballot system, and how it would work.

In recent years, cities have begun looking into whether there are better ways to elect their representatives. Cities that have decided to move to ranked-ballot elections include Berkeley, Oakland, and San Francisco, California; Cambridge, Massachusetts; Minneapolis and St Paul, Minnesota; and Santa Fe, New Mexico. In London, UK, a preferential ballot is used to elect the mayor.

In Canada, ranked-ballot voting is used by all four major political parties to elect their leaders, and in 2016, the Ontario government passed legislation that permits municipalities to choose ranked-ballot voting. London, Ontario is implementing this change for the 2018 election, and Cambridge and Kingston are holding referendums.

How Ranked Ballots Work

Ranked ballots are a type of preferential voting, where instead of just marking one choice for a candidate, voters rank the candidates in order of their preference: first, second, third, etc.

Once all first choices are counted, if a candidate has received a majority of the votes (50% + 1), that person is declared the winner, just like under our current first-past-the-post system. But, as we know from experience, once there are more than two candidates, it's possible that no one candidate will get a majority of the votes. If there is no majority, the candidate with the fewest votes is eliminated. Those votes are re-examined to see who their second choice was, and those the second choice votes are distributed to the remaining candidates. This process continues until there is a candidate who receives a majority of the votes. You can find the City of Kingston's one-minute video illustrating this process here:

<https://www.youtube.com/watch?v=tV8thl45izg>

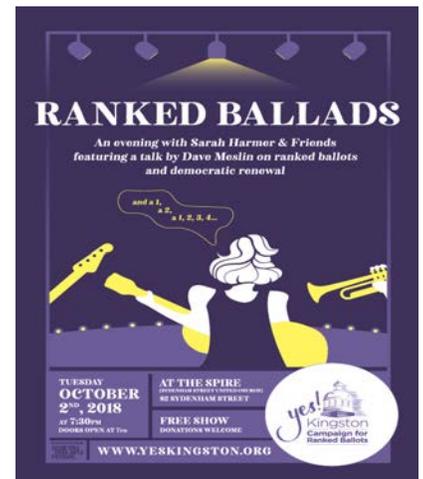
What Makes People Support Ranked Ballots?

While we are all familiar with first-past-the-post, we've probably had little experience with ranked ballots as a voting system, but we rank our preferences all the time in our daily lives. Like all elections, it's important to understand the issues and vote both in the municipal election of 22 October 2018, as well as the referendum which will provide advice to city council on whether to adopt a new voting system at the municipal level.

Learn More

Here are some places to go to learn more:

- **City of Kingston:** Information on ranked ballots and the referendum question:
<https://www.cityofkingston.ca/city-hall/elections/ranked-ballots>
- **Yes Kingston:** A non-partisan volunteer group formed to inform the public about the benefits of ranked-ballot voting:
https://www.yeskingston.org/ranked_ballads
- **Scott Foster:** A community member has created a Web site explaining why he opposes having a referendum as well as his opposition to ranked-ballot voting:
<http://kingston2018vote.ca/referendum.html>



All members of the community are invited to attend the Ranked Ballads Concert with Sarah Harmer and friends, featuring a talk by Dave Meslin on ranked ballots and democratic renewal. It's on 2 October 2018 at 7.30 p.m. at the Spire, Sydenham Street United Church (82 Sydenham Street). More information can be found here:

www.yeskingston.org/concert

Amy Kaufman can be reached at kaufman@queensu.ca.

Jonathan Rose can be reached at jonathan.rose@queensu.ca.

EDITOR'S VOICE

QUFA Voices Is For You!

Submit your ideas, opinions, or letters to your monthly faculty association newsletter

By **Robert G. May**
Editor, *QUFA Voices*

Because this is the first issue of *QUFA Voices* for the new academic year, I would like to offer a warm welcome to QUFA Members both new and returning. I hope you're all looking forward to another enjoyable and productive year!

I would also like to let you know that *QUFA Voices* is your official faculty association newsletter. *QUFA Voices* is so named because an important part of its mandate is to provide a forum for QUFA Members to express their opinions, to share their views, and to let their voices be heard. If you have an idea for a story or profile, if you have an opinion you wish to express, or if you have an announcement you think will be of interest to other QUFA Members, please send it to me. *QUFA Voices* appears once a month during the academic year.

I would also like to encourage you to print out and post a copy of *QUFA Voices* in a visible place in your department or unit. This will enable *QUFA Voices* to reach even more Members than the e-version alone.

If you have missed an issue of *QUFA Voices*, don't worry: you can always find back issues of the newsletter on the QUFA Web site (at <http://www.qufa.ca/publications/>). I invite you to go back and see what we've been up to for the past few years.

I look forward to hearing from you!

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

QUFA IMAGES

QUFA Barbecue



Jordan Morelli

QUFA hosted a welcome-back barbecue for Members this past September at Breakwater Park. Thanks to all QUFA Members who came out to spend the afternoon with us!

YOU ARE INVITED

Honouring John Smol

There will be a special lecture and reception to Honour John Smol (Biology), winner of the 2018 CAUT Lee Lorch Award for Excellence in Teaching, Research, and Service.

**24 October 2018
2.00 p.m.
George Teves Room,
University Club**

John will give a talk titled "A Crisis in Science Literacy and Communication: Does Reluctance to Engage the Public Make Academic Scientists Complicit?"

The talk will be followed by a "Quaff with QUFA" reception at 3.00 p.m. at the same location to kick off the new Fall Reading Break.

There is more information about the Award on CAUT's Web site:

<https://www.caut.ca/about-us/awards-scholarships/lists/awards-and-scholarships/distinguished-academic-award>

All QUFA Members are welcome!

ANNOUNCEMENT

Adjunct Fund for Scholarly Research, Creative Work, and Professional Development

The fall deadline to apply to the Adjunct Fund for Scholarly Research, Creative Work, and Professional Development is 9 October 2018.

More information can be found on the Faculty Relations Web site:

<https://www.queensu.ca/facultyrelations/faculty-librarians-and-archivists/professional-support-programs/fund-scholarly-research-and-creative>

QUFA VOICES

Spread the Word!

QUFA welcomes you to post a copy of *QUFA Voices* in a visible place in your department or unit. Thank-you!

Lunch and Learn with **QUFA** Queen's University Faculty Association

Join fellow QUFA Members over lunch to learn about financial planning, workplace issues, and more!

Lunch and Learn about Contract Rights	Lunch and Learn about Financial Planning	Lunch and Learn about Workplace Issues
	<p>Planting Seeds: Early-Career Financial Planning 11 Oct. 2018, 12 noon – 1 p.m.</p> <p>Growing Crop: Mid-Career Financial Planning 30 Oct. 2018, 12 noon – 1 p.m.</p> <p>Reaping Harvest: Late-Career Financial Planning 27 Nov. 2018, 12 noon – 1 p.m.</p>	<p>Cultivating Respectful Workplaces 27 Sept. 2018, 12 noon – 1 p.m.</p> <p>Providing Constructive Feedback 23 Oct. 2018, 12 noon – 1 p.m.</p> <p>Having Difficult Conversations 16 Nov. 2018, 12 noon – 1 p.m.</p>
<p>Contract Rights of Term Adjuncts 18 Sept. 2018, 12 noon – 2 p.m.</p>		

All Lunch and Learn events take place at The Conference Room, The University Club

Soup and beverages will be served. Please RSVP to ep43@queensu.ca

QUFA PEOPLE

QUFA Executive Committee 2017-2018

Here is your QUFA Executive Committee for the coming academic year

Kayll Lake	President
Stevenson Fergus (<i>on sabbatical</i>)	Vice President
Elizabeth Hanson (<i>interim</i>)	
Lynne Hanson	Past President
	OCUFA Director
Ken Ko	Treasurer
Donal Macartney	Secretary
Greg Wanless	Council Chair
Constance Adamson	Grievance Chair
Michael White	JCAA Co-Chair
Jordan Morelli	PACC Chair
Amy Kaufman	Library and Archivist Representative
(<i>vacant</i>)	Term Adjunct Representative
Anya Hageman	Continuing Adjunct Representative
Diane Beauchemin	Equity Representative
Laeque Daneshmend	Members-at-Large
Maureen Gauci	

QUFA VOICES

Voice Your Views!

If you have an opinion about anything you read in *QUFA Voices*, send us a letter to the editor!

mayr@queensu.ca



The image shows the cover of the September 2016 issue of QUFA VOICES. The cover features the title 'QUFA VOICES' at the top, followed by the subtitle 'Your Queen's University Faculty Association Newsletter'. Below this, there is a list of articles including 'September 2016', 'PRESIDENT'S VOICES: Welcome Back to the New Academic Year!', 'FPA Respects Working Women', 'GRIEVANCE: CONCRETE Recommendations of the Grievance Panel', and 'EDITOR'S VOICES: Welcome to the Newly Re-elected QUFA Council'. The main image on the cover is a photograph of a woman holding a blue flag with the QUFA logo during a Labour Day parade. There are also smaller text boxes on the cover providing information about the magazine's content and contact details.