

# QUFA VOICES

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### PRESIDENT'S VOICE

## Enrolment Increases While Faculty Renewal Stalls

**Administration advocates more online and blended courses despite concerns about accessibility and quality**

**By Diane Beauchemin  
President, QUFA**



### Wherefore Faculty Renewal?

The low morale that Leslie and I have repeatedly sensed during visits to units is

of serious concern. The climate across campus is indeed negative in several ways that ultimately point to the absence of faculty renewal.

While members of the Administration who leave or retire are promptly replaced, QUFA Members who retire or leave are not necessarily replaced. Hiring

three instead of two Queen's National Scholars (QNS) in the first round is not sufficient to compensate for the declining faculty numbers in numerous units. Indeed, the Principal announced at Senate that they were able to find money to fund the third QNS, as we had predicted at the 2013 Spring AGM when the Membership declined to use Anomalies money to this end, thus resulting in a new position each in Chemistry, English, and History.

When all is said and done, the university will have spent close to \$430,000 on the Campus Master Plan (CMP). In Senate, the CMP was portrayed only as a "vision document" for consultation when needed and when sufficient money is available to move building projects forward. However, at the Board of Trustees, where the CMP was approved on 7 March 2014, there was already talk of prioritizing capital projects. The only potential improvement, so to speak, is a new process for approving major capital projects, presently in draft form, which will be brought to the Board for approval in May. The process is to prevent the spending of more than \$150,000 before a full business case is built.

### QUFA EVENTS

## The QUFA Academic Freedom Lecture 2014

**The Critical Role of Evidence  
in Developing Public Policy**

**Dr Munir Sheikh**

Executive Fellow, School of Public  
Policy, University of Calgary

**Thursday 10 April 2014**

**2.00 p.m. – 5.00 p.m.**

**The Atrium, Agnes Etherington Art  
Centre**

Please see p. 10 for more information.

The university now has a CMP. A long-term strategic enrolment management framework will be up for approval by Senate in March. However, there is still no faculty renewal plan. With the new activity-based budget, such a plan is now in the Deans' domain, where sufficient revenue must be generated to justify new hires. This is certainly not a faculty renewal plan, in my view. There is no

“vision document” equivalent to the CMP for faculty renewal. Thus, the priorities of this university are very clear: new or improved buildings, and more students.

The new activity-based budget also puts the cart before the horse: the Administration pays itself first (i.e., their salary is immune to the budget), and then money goes down to departments. Nevertheless, it is QUFA Members who teach students, supervise graduate students, and bring in grant money. If the budget were genuinely “activity-based,” the people who bring in the money would be paid first, and then the remainder would go to the Administration.

#### **QUFA’s Online and Blended Learning Town Hall Was Well-Attended by Members**

The faculty renewal plan was supposed to be on the agenda of the Senate Academic Task Force, but the Task Force only prepared a report on online learning. While education experts who spoke at the 2012 OCUFA Conference on Ensuring Student Success agreed that online and blended learning courses were most suitable in upper years, they are being encouraged in first year at Queen’s, when students are least prepared for e-learning, as many of them lack the required discipline.

At the town hall on online and blended learning that QUFA hosted on 26 February 2014 (please see pp. 3-5), an attendee reported that the failure rate in a blended course appeared to be 2.5 times that of the equivalent lecture-style course. Despite this statistic, the Action Plan of the Provost’s task force on Teaching and Learning recommends university-wide support for online learning (not to mention several other recommendations that would require reopening the Collective Agreement). Fortunately, this task force has no jurisdiction: every recommendation has



## Teaching Loads and Research Outputs of Ontario University Faculty Members: Implications for Productivity and Differentiation

**Linda Jonker and Martin Hicks**

**Higher Education Quality Council of Ontario (HEQCO)**

March 11, 2014



[www.heqco.ca](http://www.heqco.ca)

**This HEQCO report recommends that research non-active faculty teach twice as many courses as research-active faculty, but its definitions of these terms are problematic.**

to be brought to Senate, the bargaining table, etc., as appropriate.

#### **HEQCO Recommends We Teach More**

To decrease our morale even further, the Higher Education Quality Council of Ontario (HEQCO) recently issued a

report<sup>1</sup> recommending that research non-active faculty teach twice as many courses as research-active faculty. Of course, this is being publicized by news media that faculty should teach more.

There are several problems with their analysis. There is an assumption that any faculty identified as Assistant, Associate, etc. on departmental Web sites is not an Adjunct, which is certainly wrong in the case of many departments at Queen's, where Adjuncts are listed among regular faculty without necessarily being labelled as Adjuncts. Very few units contain Members who are not "research-active." This contradicts the report's premise that every department have "research non-active" faculty.

There is also a major problem with how HEQCO counts teaching load: they do not take class size into account. To give one example, there is a substantial difference in workload between teaching 500 students and 20 students, in both cases without teaching assistant, as many QUFA Members do. While the number of *class* hours may be the same, the number of *contact* hours is much higher for the large class, not to mention the time required to answer numerous e-mail requests. Thus, recommending twice the number of courses taught by regular faculty irrespective of class size would mean far more than twice the teaching workload if they were all large classes. That is why the standard workload is determined by individual units in our Collective Agreement, as they can best determine what is equitable.

### Increased Federal Research Funding Barely Keeps Up with Inflation

On the research side, the increased federal research funding announced barely keeps up with inflation. There will be only \$39 million in new base funding for the three research councils, \$9 million for indirect costs, and \$50 million for a new Canada Research Excellence

Fund. The specifics of this new fund are not known at this juncture.

### Prorated Memberships at University Club Now Available for Adjuncts

On a small positive note, Adjunct faculty members who work at Queen's for only part of the year can now become members of the University Club if they wish. Their membership fee will simply be pro-rated to the number of months of employment at Queen's.

Anyone with a full-time appointment who joins the University Club for the first time gets the first six months of their membership free.

### We Want to Hear from You!

If Leslie and I have not visited your unit yet and you would like us to do so, please contact Leslie ([jermynl@queensu.ca](mailto:jermynl@queensu.ca)) to arrange a meeting. Our goal is to hear from everybody, especially in the current climate where everyone needs an opportunity to share their concerns.

### Notes

<sup>1</sup><http://www.heqco.ca/SiteCollectionDocuments/FINAL%20Teaching%20Loads%20and%20Research%20Outputs%20ENG.pdf>

***Diane Beauchemin can be reached at [qufapres@queensu.ca](mailto:qufapres@queensu.ca).***

## Spread the Word!

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

Thanks!

### QUFA EVENTS

## Perspectives on Online Learning

QUFA's "Computers and Classrooms" event brought together proponents and critics of online and blended learning at Queen's

By **Jordan Morelli**  
Co-Chair, Political Action and Communications Committee (PACC), QUFA



On 26 February 2014, QUFA hosted "Computers and Classrooms: Perspectives on Online Learning," the first in a

series of planned dialogues on blended and online learning. The event was well attended and, during the panel presentations and the discussion that followed, many interesting first-hand perspectives were shared by faculty, teaching assistants, and students who have had experience with the blended and online course formats at Queen's University.

The interactive community discussion was moderated by QUFA Executive Director Leslie Jermyn, and featured a panel consisting of John Carran (Department of Chemistry), Cory Laverty (Faculty of Education Library), Clarke Mackey (Department of Film and Media Studies), Virginia Walker (Department of Biology), and Allison Williams (AMS Academic Affairs Commissioner).

The panel discussion was opened by Clarke Mackey, who described how the Department of Film and Media successfully developed a blended course, FILM 110. In doing so, they sought advice and assistance from the Centre for Teaching and Learning (CTL) and from Information Technology Services (ITS). The blended model that was developed sought to deliver some content online, but maintained face-to-face student-

faculty interactions, which the Department of Film and Media hold to be fundamental. Mackey stressed that, because of this necessity, and because they did not want the course to be fully online or even to have online sections, they did not collaborate with Continuing and Distance Studies (CDS) in developing their blended course.

Virginia Walker discussed an “experiment” with a blended section and a traditional section of a course taught at the same time. Results showed that failure and drop-out rates for first-year students in the blended format version were considerably higher than for students enrolled in the lecture-based format. This theme was repeated during the community conversation that followed the panel presentation. Many participants expressed concern that successful course completion rates were substantially lower in online courses compared to students enrolled in their lecture-based counterparts, and that the academic standing of students enrolled in online versions of a course were, on average, substantially lower than students taking the in-class equivalent course.

Allison Williams provided the student perspective. She indicated that she and other students appreciated the flexibility that online courses provide. Williams acknowledged that, while there may be some “growing pains” associated with the development of blended and online courses, this approach is worth exploring because they may be suitable for students with a range of learning styles. She also stated that not every lecture-based course is pedagogically sound, and hence lecture-based courses ought not be held up as the gold standard against which other teaching methods are compared.

Cory Laverty presented perspectives from the librarians and archivists. One consequence that the recent move towards e-learning has resulted in is that



Cathy Christie

**QUFA’s community conversation, “Computers and Classrooms: Perspectives on Online Learning,” was well-attended by QUFA Members.**

textbook publishers are becoming increasingly unwilling, and in fact are often outright refusing, to sell hard copies of textbooks to University libraries.

John Carran discussed his experience teaching both blended and online courses. He described how his compensation was reduced by one-third for the first-year Chemistry course that he taught this term using two one-hour lectures and an online component to replace the third one-hour lecture that has traditionally been part of this course. The Faculty of Arts and Science has taken the position that this pay reduction is appropriate because he is only “teaching” two-thirds of the course, even though he is expected to facilitate the online component, which actually takes more time than preparing and delivering a third lecture.

A common theme that emerged from the

panellists and the audience members was that blended learning has been around for a long time and has long been successfully used in a variety of courses at Queen’s in different ways. The “one-size-fits-all” approach being mandated by CDS doesn’t actually “fit all.” Concerns were expressed that the CDS-imposed framework that mandates two hours of lectures per week instead of three results in students and instructors feeling rushed to complete the mandatory content at the expense of allowing instructors to introduce topical material or to follow the natural ebb and flow of a class’ interests, which may differ from term to term and year to year.

Furthermore, the increased reliance on teaching assistants in the CDS-imposed blended course framework was placing strain on the teaching assistants themselves. The teaching assistants and students in blended courses report that the tutorial sessions are often used to

make up for the missing lecture hour rather than exploring course concepts in greater depth. Teaching assistants often seem to be assigned tasks that, in reality, take considerably longer to accomplish than their contract permits, and there simply aren't enough qualified teaching assistants in many units to meet the demand of all courses with the increased reliance on teaching assistants in blended courses. To be most effective, teaching assistants require strong English-language communication skills.

In all, the event was very successful and resulted in many themes being explored. QUFA recognizes the increasing role that blended and online formats are likely to have at Queen's, and we wish to contribute to ensuring that these courses evolve to their fullest potential for our students, teaching assistants, and faculty. To this end, we are planning to continue the conversation by organizing a roundtable discussion in early April. Anyone interested in participating in this event should contact QUFA's Executive Director, Leslie Jermyn ([jermynl@queensu.ca](mailto:jermynl@queensu.ca)).

**Jordan Morelli can be reached at [morelli@physics.queensu.ca](mailto:morelli@physics.queensu.ca).**

FYI

## Workplace Stress and You

Instalment 4: Dealing with Abuse

By Leslie Jermyn,  
Executive Director, QUFA



In this final instalment of my series on workplace stress, we'll explore the effect of abusive working relationships and what to do about them. Dr David Posen<sup>1</sup> found, in his practice as a "stress doctor," that along with high volume and fast pace of work, abusive relationships with supervisors and colleagues were a major source of stress.

To review, a stress reaction is caused when we face danger in the world: a near miss on the road, a painful fall, an attacker. However, danger is also experienced when people are threatened psychologically. The two primary causes of psychological danger are a loss of control over your environment and low self-esteem. In the previous two instalments of this series (please see the January and February 2014 numbers of *QUFA Voices*), we looked at how increasing volume and velocity of work create a negative stress cycle, in part by leaving people feeling helpless. Failing to achieve goals when they are impossible also threatens self-esteem so that volume and pace of work threaten psychological well-being. Facing constant abuse at work results in direct attacks on our psychological well-being by undermining our self-esteem and stripping us of feelings of control over our lives.

Posen is careful to define abuse as a consistent pattern of conduct that demeans and humiliates a person. Abusive behaviour is often inappropriately personal, cruel, unpredictable, and offensive. People

subjected to it often feel fearful, powerless, and vulnerable. Bystanders and witnesses sometimes also experience fear—"when will it be my turn?"—making the effects of abuse contagious.

Posen is also careful to exempt the kinds of conflicts and tensions that are a normal part of people having to work together. Having a debate or disagreeing with a colleague are not, by definition, evidence of abuse. Socially awkward people or those who struggle with the finer details of polite interaction are not, by their nature, abusive. Someone having a rare bad day is not necessarily an abuser, though single, extreme outbursts can veer into abuse territory. The Ontario Human Rights Code defines harassing (abusive) behaviour as that which is known or ought reasonably to be known to be unwelcome. Posen offers the "YouTube Test": how would people react to a film of the interaction played on YouTube? Basically, if a reasonable person or outsiders would object to the behaviour, it is likely abusive or close to it.

Stopping abuse at work requires that everyone participate. Supervisors need to be watchful and ensure that abusers are counselled and corrected, and at the same time, provide a safe space for targets of abuse. We all have to monitor our own behaviour, but also step up and step in if abuse is happening around us. Being aware that abuse is any behaviour that demeans or humiliates another means watching out for forming cliques that exclude and prevent the full participation of others in discussions and decisions or that gang up on individuals in meetings. If the "workplace culture" has become toxic because abuse is normalized, having an outsider mediate or coach can break the pattern.

Managing conflict in the early stages is also helpful. QUFA negotiated a third-party conflict resolution service in the last round of bargaining. That service,

## The Discussion Continues

"Computers and Classrooms" was a great success. Many thanks to our presenters and all of you who participated! The discussion was so valuable and so wide-ranging that we are inviting anyone who is interested to participate in more focused roundtable discussions in April.

If you're interested, please contact QUFA's Executive Director, Leslie Jermyn, at [jermynl@queensu.ca](mailto:jermynl@queensu.ca).



**Stress Pyramid: a lack of control and self-esteem creates stress, and long-term exposure to stress can lead to illness, both physical and mental.**

Leslie Jermyn

the Queen's-QUFA Conflict Resolution Service, is now available to all QUFA members who want advice or training in dealing with conflicts with one another. Meaghan Welfare, the primary service provider, will be offering a lunchtime seminar on managing workplace conflict on 8 April 2014 (please see p. 11). There are more details about how to engage her services on QUFA's Web site.<sup>2</sup>

Abuse, harassment, and bullying create uncomfortable and hostile workplaces that most people prefer to avoid. If you are part of such a workplace, avoidance won't help. Targets of abuse as well as those who witness it are subject to continued assaults on their sense of control and self-esteem. As the diagram above illustrates, loss of control and self-esteem creates stress, and long-term exposure to stress can lead to illness, both physical and mental.

Getting the causes of workplace stress—volume, velocity, and abuse—under control is not easy, but it's well worth it in the long run. If you have concerns about your working conditions, don't hesitate to contact us at QUFA. All communications are confidential.

#### Notes

<sup>1</sup>David Posen. "Treating Workplace Stress: A Doctor's Prescription." *Is Work Killing You?: A Doctor's Prescription for Treating Workplace Stress*. Toronto: Anansi, 2013. Print.

<sup>2</sup>[http://www.qufa.ca/members/grievance/qq\\_Conflict\\_Resolution\\_Brochure.pdf](http://www.qufa.ca/members/grievance/qq_Conflict_Resolution_Brochure.pdf)

**Leslie Jermyn can be reached at [qufa@queensu.ca](mailto:qufa@queensu.ca).**

## GRIEVANCE CORNER

# Workload Standards

QUFA Members often contact us about workload and work assignment.

**By Ramneek Pooni**  
Grievance Officer, QUFA



As you know, QUFA has been surveying Members about their workload to get a sense of the current issues. We hear that

workload has increased, so it will be interesting to see whether the results of the survey support this anecdotal evidence.

Work assignment is only about teaching and service, as research cannot be assigned. The Collective Agreement has a whole article about workload norms and assignment, Article 37. I am often asked about equitable workload assignment (37.1.2(d) and 37.1.5(c)), transparency (37.1.4 and 37.1.5(b)), varying workload over time (37.2.4), teaching that supports research (37.1.5(d)), and much more. It behooves each and every one of you to read this article with care.

In it is a very important process, that of creating and maintaining a Workload Standard for the academic unit. When Members ask me things like why they seem to get no credit doing graduate supervision, or how they can get out of teaching the big first-year course every year, or where does the 40-40-20 ratio come from, I point them to the Workload Standard for their unit. A list of these standards can be found on the QUFA Web site.<sup>1</sup> There are also ideas on the Web site about how to develop or update your unit's Workload Standard.<sup>2</sup>

Whether I can help you in resolving your work assignment questions will depend on how good your Workload Standard is. Is it specific enough to allow you to

assert that graduate supervision should be given teaching credit? Does it anticipate a texture to the types of courses offered in the department? Does it specify a ratio (because the University does not; only these Workload Standards do) that can be linked to and help assess the actual work done? And so on. These concepts were explained in a *Know Your CA* from 2011.<sup>3</sup>

At some point, when you have a few idle moments (!), you should take some time to review your own Standard against others' to see if your own can be improved. Some are quite detailed, including changing ratios over a Member's early years, or how to determine openly whether a Member has a debit or credit workload to carry forward, or including a clause to review the Workload Standard every few years. Others, however, are so aspirational or vague that they provide nothing to rely on when addressing complaints.

#### Notes

<sup>1</sup>[http://qufa.ca/workload/qwk\\_ld\\_2007/workload.php](http://qufa.ca/workload/qwk_ld_2007/workload.php)

<sup>2</sup>[http://qufa.ca/workload/qwk\\_ld\\_2007/workload\\_issues.php](http://qufa.ca/workload/qwk_ld_2007/workload_issues.php)

<sup>3</sup><http://www.qufa.ca/ca/>

**Ramneek Pooni can be reached at [poonir@queensu.ca](mailto:poonir@queensu.ca).**

#### ANNOUNCEMENT

## Nominations Committee Seeks Volunteers

Volunteer your time on a QUFA committee in 2014-2015

The QUFA Nominations Committee is looking for Members who are willing to serve on QUFA committees, including the Executive Committee, in the 2014-2015 year (terms start 1 July).

If you're interested in serving on QUFA committees, please contact Lynne Hanson ([lh2@queensu.ca](mailto:lh2@queensu.ca)) or Leslie Jermyn ([jermynl@queensu.ca](mailto:jermynl@queensu.ca)). Please see the QUFA Web site for a full list of committees and positions (<http://www.qufa.ca/governance/qfolks.php>).

#### ANNOUNCEMENT

## QUFA Is Hiring

Office Administrative Assistant



QUFA invites applications for the position of Office Administrative Assistant at the Queen's University General Administration

Grade 4 level. Full details are on the Web site:

[http://www.qufa.ca/files/pdf/QUFA\\_AA\\_Job\\_Posting\\_2014.pdf](http://www.qufa.ca/files/pdf/QUFA_AA_Job_Posting_2014.pdf)

Applications (letter, résumé, and the names of three references) should be sent electronically to Leslie Jermyn, Executive Director. Please circulate this posting to your contacts who may be interested.

The deadline for applications is 30 April 2014.

#### ANNOUNCEMENT

## Income Tax Information

for New Faculty



If this is your first year filing taxes in Canada or Ontario or Kingston, or if you'd like a refresher on things to think about,

please refer to the Information Guide prepared by the Office of Faculty Recruitment and Support, available on the QUFA Web site, at <http://www.queensu.ca/provost/faculty/facultyrelations/qufa/support/adjunctfund.html>.

For tips on how to claim medical expenses, please see <http://www.qufa.ca/files/pdf/GreatWestLifetips2013.pdf>.

#### QUFA VOICES ■ MARCH 2014 ■ VOLUME 9, NUMBER 6, ISSUE 47

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

*QUFA Voices* publishes QUFA-related news and information for QUFA Members and provides QUFA Members with a forum to express their QUFA-related ideas and opinions. We want to hear from you! Please send your QUFA-related story ideas, news items, opinion pieces, letters to the editor, photographs, and other submissions to the editor at [robert.may@qufa.ca](mailto:robert.may@qufa.ca).

*QUFA Voices* is edited by Robert G. May (English). He can be reached at [robert.may@qufa.ca](mailto:robert.may@qufa.ca).

ANNOUNCEMENT

## QUFA Distinguished Service Award

Nominate a deserving QUFA Member for the Distinguished Service Award

QUFA has created an annual award to honour Members who have made a notable contribution to Queen's through service to improving the working lives of QUFA Members.

Any QUFA Member can nominate a current or former (retired) Member for the award. There is more information and a nomination form here:

[http://www.qufa.ca/about/policies\\_and\\_protocols/Distinguished\\_Service\\_Award\\_Form.pdf](http://www.qufa.ca/about/policies_and_protocols/Distinguished_Service_Award_Form.pdf)

Please submit nominations to Lynne Hanson, Chair of the Nominations Committee (lh2@queensu.ca), or to Leslie Jermyn, Executive Director (jermynl@queensu.ca) Please contact Leslie if you have any questions.

ANNOUNCEMENT

## OCUFA Teaching and Academic Librarianship Awards

Call for Nominations

Each year, OCUFA recognizes outstanding teachers and academic librarians in Ontario universities through its Teaching and Academic Librarianship Awards.

The recipients are selected by the OCUFA Teaching and Academic Librarianship Awards Committee, and approximately seven awards are presented each year.

The deadline for receipt of nominations is 23 May 2014. Nomination forms and more information is available at: <http://ocufa.on.ca/ocufa-awards/teaching-and-academic-librarianship-awards/>

NUMBER GAMES

## Workload Survey Results, Part 3

Graphs show workload commonalities across the Faculty of Arts and Science

By Susan Fitzgibbon  
Labour Relations Officer, QUFA

Carrying on from the summary results of the 2013 QUFA Workload Survey, these graphs (please see p. 9) deal with the teaching load responses for the Faculty of Arts and Science, separated into its individual divisions. Non-responses for individual questions were stripped out before the percentages were calculated. (Graphs for Applied Science, Business, Education, Graduate Studies, Health Science, and Law were shown in the February number of *QUFA Voices*).

There are some interesting variations in the response trends by Faculty or division, but I would caution once again that this was not a random sample. Nonetheless, I hope that these results give Members a better sense of workload commonalities across the University, as well as the very real variations in teaching workload based in disciplinary norms and requirements.

*Susan Fitzgibbon can be reached at [fitzgibb@queensu.ca](mailto:fitzgibb@queensu.ca).*

ON THE WEB

## QUFA Online

Members can interact online with QUFA in many different ways!

### 1. QUFA Web Site



[www.queensu.ca](http://www.queensu.ca)

### 2. QUFA Forum



[qufa.wordpress.com](http://qufa.wordpress.com)

### 3. QUFA on Facebook



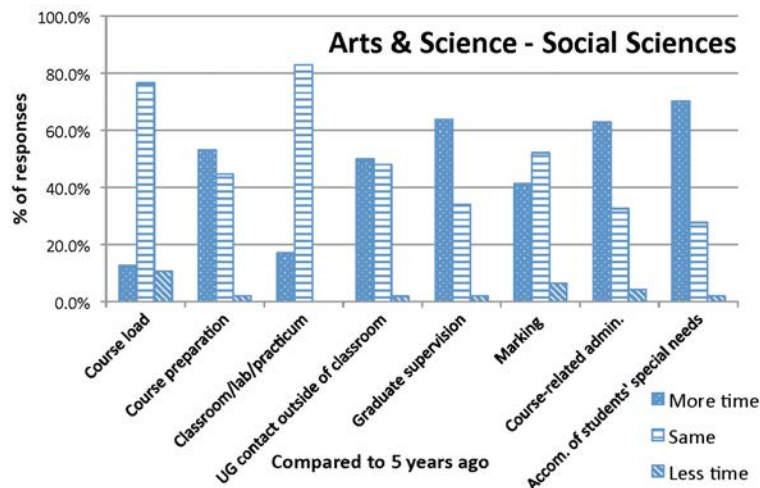
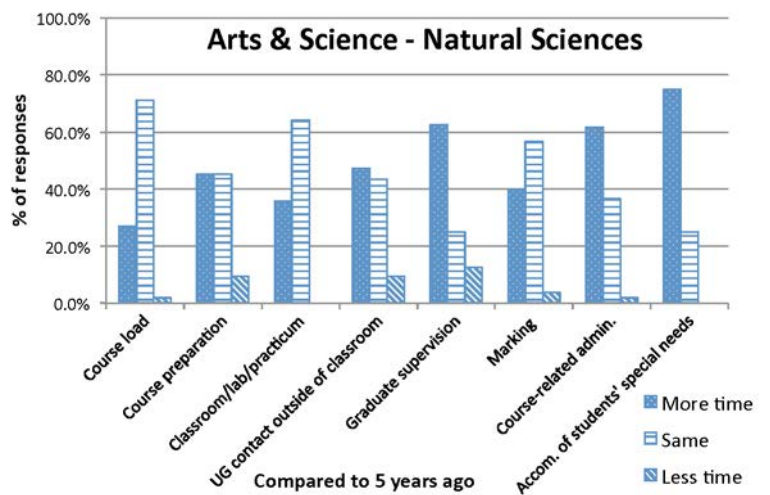
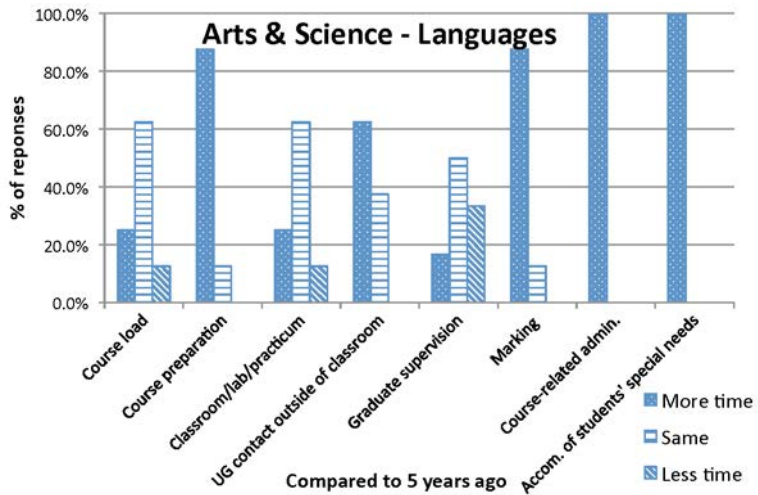
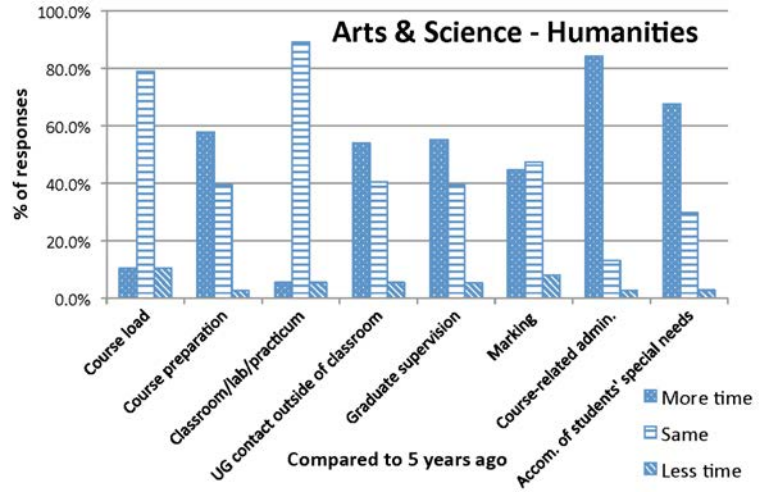
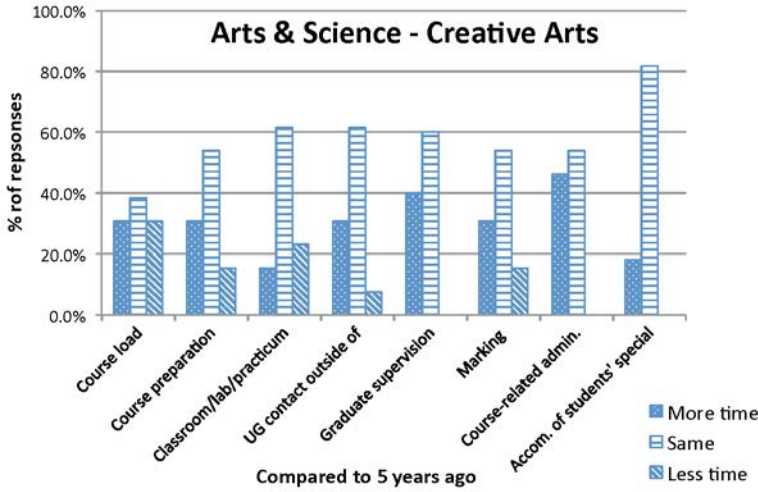
[facebook.com/groups/qufagroup](http://facebook.com/groups/qufagroup)

### 4. QUFA on Twitter



[@QUFAtweet](https://twitter.com/QUFAtweet)





## The QUFA Academic Freedom Lecture 2014

### The Critical Role of Evidence in Developing Public Policy

**Dr Munir Sheikh**



Join us to hear Dr Munir Sheikh, Executive Fellow with the School of Public Policy at the University of Calgary, talk about the need for evidence in policy formation. Using the specific example of pollution taxes, he will demonstrate that engaging in analysis backed by evidence results in better policies and outcomes.

Dr Sheikh is best known for resigning from Statistics Canada when the Government claimed that the elimination of the Long-Form Census had his support as Chief Statistician. Since then, he has been actively advocating for the importance of evidence-based policy.

**All are welcome**

**Thursday 10 April 2014**

**2.00 p.m. – 5.00 p.m.**

**The Atrium, Agnes Etherington Art Centre**

If you have accessibility requirements, please contact QUFA at [qufa@queensu.ca](mailto:qufa@queensu.ca).

A whiteboard with a silver frame and a grey eraser at the bottom left. On the bottom edge, there are several markers in white, green, blue, and red. The text on the whiteboard is written in red.

# Lunch & Learn: 5 tips to effectively manage workplace conflict

Brought to you by:

Queen's – QUFA Conflict Resolution Service

Tuesday, April 8<sup>th</sup>, 2014

12:00-1:00pm

Room 202, Robert Sutherland Hall

Pre-registration is appreciated

Bring your lunch and a friend to this FREE one-hour seminar

Intended for: QUFA members and Non-Member Academic Administrators

Coffee, Tea and Beverages will be provided

To register e-mail: [amanda.curran@queensu.ca](mailto:amanda.curran@queensu.ca)

*Please inform us of any special needs that require accommodation*