

# UOITFA *Express*

Please send all correspondence for this newsletter to:  
UOIT FA Chief Editor:  
Hannah Scott (VPUOITFA@gmail.com)  
Faculty of Criminology, Justice & Policy Studies.  
*Guest Editors Welcome*

*A University of Ontario Institute of Technology Faculty Association Publication*

## Chief Negotiators Report: April '09

Volume 2, Issue 2

April, 2009

The pace of bargaining has picked up since the new UOIT Human Resources Director, Murray Lapp, came on board in March replacing Brian Marshall. The bargaining environment, so far, feels very collegial. January to mid-March were largely



Jan. 8, 2009: Initial bargaining team of 2009 (from left to right): Brian Marshall, Bill Goodman, Ed Waller, Joanne Wolff, Brian Campbell, and Ron Hinch.

taken up with our sides' clarifying our full set of non-monetary proposals, which we had presented to the Employer back in mid-December. The Employer is now countering with a set of non-monetary counter-proposals, which we expect to be completed by mid-April. In the meantime, our negotiating team is drafting preliminary versions of our own, next responses.

By the employer's numbering, there would be 24 numbered, non-monetary articles, of which, to date, they've tabled 16. They've also had the opportunity to clarify all these proposals, so we know clearly how, or to what extent,

*Continued on p. 8.  
See "Bargaining..."*

### Your UOITFA Executive

#### PRESIDENT

Dr. Raymond Cox  
raymondcox3@gmail.com  
905-721-8668 X2878

#### VICE-PRESIDENT

Dr. Hannah Scott  
vpuoitfa@gmail.com  
905-721-8668 X2653

#### TREASURER

Dr. Shirley Van Nuland  
svannuland@rogers.com  
905-721-8668 X3419

#### SECRETARY (Interim)

Dr. Ronald Hinch  
Ronald.hinch@sympatico.ca  
905-721-8668 X 3810

## 9 Books for Academics about Academia

1. *A Professor's Work* (Matthew Melko)
2. *Career Strategies for Women in Academia: Arming Athena* (Lynn H. Collins, Joan C. Chrisler, & Kathryn Quina, eds.)
3. *Giving Much, Gaining More: Mentoring for Success* (Emily Wadsworth)
4. *Lifting a Ton of Feathers: A Woman's Guide to Surviving the Academic World* (Paula J. Caplan)
5. *Ms. Mentor's Impeccable Advice for Women in Academia* (Emily Toth)
6. *On the Market: Surviving the Academic Job Search* (Christina Boufis & Victoria C. Olsen, eds.)
7. *The Woman-Centered University* (Melanie McCoy & JoAnn DiGregorio-Lutz, eds.)
8. *Mama, PhD: Women Write About Motherhood and Academic Life* (Elrena Evans and Caroline Grant)
9. *How to write a lot* (Paul Silva)

### *Inside this issue:*

<b>ExpressOH! Revise &amp; Resubmit</b>	<b>2</b>
<b>CAUT: Safeguards on research</b>	<b>3</b>
<b>2 Studies from Stats Canada</b>	<b>3</b>
<b>OCUFA: on the provincial budget</b>	<b>4</b>
<b>OCUFA Campaign: Quality Matters</b>	<b>5</b>
<b>CAUT: Occupational Stress of Academics</b>	<b>6</b>
<b>Faculty Reps</b>	<b>8</b>

## ExpressOH! This Issue: Revise and Resubmit (Now!)

by Dr. Brian Cutler\*, Faculty of Criminology, Justice, and Policy Studies

\*Brian Cutler is Professor of Criminology, Justice & Policy Studies and serves as Editor-in-Chief of Law and Human Behavior, the primary journal of the American Psychology-Law Society (Division 41 of the American Psychological Association). This article is a slight revision of a column he wrote for the American Psychology-Law Society Newsletter, Summer 2008 Edition.

Science moves along at a sluggish pace. As scientists, we face numerous obstacles that result in the delay of our work. It takes many federal funding agencies, for example, about five months to review proposals for research funding. Data collection in many disciplines can be laborious and time-consuming for all sorts of reasons. In short, we have many good excuses for the long time it takes from project origination to publication.

There is one aspect of this process that I would like to see sped up, and that is the time from original manuscript submission to publication. By the time a manuscript is submitted, the data are collected and analyzed. Delays in the publication process typically reside with the authors, reviewers, and editors. Many journals (including LHB) have streamlined their review processes -- and others are attempting to streamline theirs -- with the goal of minimizing delays associated with communicating research results to the disciplines and general public. The purpose of this column is to motivate authors to do their part to speed up the publication process.

What can you as author do to reduce the time between completing and publishing your research? The answer is two-fold: make the time to write and do it well. Making the time

to write is a time-management issue. If you are having trouble making the time to write or would like advice on how to improve your writing, invest \$15 and purchase Paul Silvia's *How to Write a Lot: A Practical Guide to Productive Academic Writing* (APA Press). Silvia's book is filled with useful advice, and it's a fun read! If you follow Silvia's advice, you will write more, more quickly, and more effectively.

As Editor, I have little information about how long it takes between study completion and manuscript submission, but I do know more about the time between major revision and resubmission. Roughly speaking, of every ten authors who submit manuscripts to Law and Human Behavior (LHB), six will receive rejection letters, and four will receive major revise and resubmit (MRR) letters. Of the fortunate four, two will eventually receive acceptance letters, and the other two rejection letters. Almost all published manuscripts begin with a MRR decision. Currently, I have 24 manuscripts in MRR status. The amount of time for which these manuscripts have been in MRR status can be summarized as follows:

Less than one month: 3

One to two months: 4

Two to three months: 3

Three to six months: 2

Six to twenty-eight months: 12

Depending on the extent of the revisions requested, one to two months seems reasonable (we tend not to use the MRR decision and instead invite new submissions when additional data collection is necessary). Taking more than one or two months has several repercussions. First, one of the factors that we consider in deciding whether to publish a manuscript is its importance. If you put the revision on your back burner, you are sending a message to reviewers and editors that the manuscript is not high on

your priority list. If it is not very important to you, how important is it to the LHB audience? Second, when we choose to send revisions out for review, we often rely on some or all of the original reviewers. It is helpful to the reviewers if they have some memory of the original manuscript. It is in your interest as author to facilitate the work of reviewers. Third, the novelty of your findings may wear off quickly. A substantial delay could turn your manuscript from a report of novel and unique findings to a conceptual replication of another published study (you've been scooped!), and that will not improve the chance of an acceptance letter. Clearly, stuff happens that requires putting a manuscript on the back burner. Health issues, promotion and tenure applications, and relocations are good reasons for setting work aside for some time, but absent really good excuses such as these, get back to work on the revision!

Delays in the MRR to acceptance link (or breaks in the link) are influenced by the quality of the revision and accompanying letter describing the revisions. When revising your manuscript, pay particular attention to the direction provided by the action editor. Our action letters should provide guidance regarding the most important changes to make and how to address conflicting recommendations of reviewers. Sometimes our action letters ask you to address all of the suggestions made by one or more reviewers, and other times we ask you to consider all of the recommendations but pay particular attention to certain points. Editors and reviewers sometimes make mistakes. If you think a suggested revision is a bad idea, decline the suggestion and explain in

*Continued on p. 7. R&R (now!)...*

## CAUT proposes three ways to safeguard academic research

(March 2, 2009)

The group representing academic researchers and scientists across the country is stepping up calls on the federal government to invest in research through Canada's granting councils and ensure that scientists, not politicians, decide where research funding is spent.

The Canadian Association of University Teachers (CAUT)

wrote an open letter to Prime Minister Harper in February to warn about the impact of underfunding of basic research provided through the granting councils, and about the dangers of the government attempting to steer what research is conducted. Since then, more details have emerged about which programs are being discontinued or are in jeopardy, and many more scientists are speaking out against the

government's policies.

"One immediate danger is that lack of funding and increasing government micro-management means we could lose a lot of our top researchers," said James Turk, CAUT's executive director. "We've made some constructive proposals in a letter to Prime Minister Harper about how to fix the problem, and we hope he is seriously considering those proposals."

CAUT is urging the federal government to: Increase basic research

*Continued page 4. See CAUT....*

## Two More from Stats Can on Enrolment and Salaries

**From:** EDUCATION NEWS

### UNIVERSITY ENROLMENT, 2006/2007; UNIVERSITY DEGREES, DIPLOMAS AND CERTIFICATES, 2006

Data on university enrolment, 2006/2007 and university degrees, diplomas and certificates, 2006 will be released on Wednesday, March 11, 2009 in the Statistics Canada Daily. The Daily can be downloaded at no charge from the Statistics Canada website ([www.statcan.gc.ca](http://www.statcan.gc.ca)).

University enrolment data for 2006/2007 are obtained using information from the Postsecondary Student Information System (PSIS), formerly the Enhanced Student Information System, and the University Student Information System (USIS). The data are subject to revision.

Data for the University of Regina are not included in estimates of counts for 2005 and 2006. National trend analysis involving years prior to 2005 compared to 2005 or 2006 will be affected insignificantly by this absence.

For Quebec institutions, microprograms and attestations are not included. The 2006/2007 data for University of British Columbia are preliminary. Enrolment counts for certain universities are based on estimates.

Data will be available on CANSIM: tables 477-0013 and 477-0014. Data tables will also be available in the "Summary tables" module of the Statistics Canada website. (Education News, Issue: 2009.10 Date: March 9, 2009)

### SALARIES AND SALARY SCALES OF FULL-TIME TEACHING STAFF AT CANADIAN UNIVERSITIES: 2006/2007 AND 2007/2008

A final report for the academic year 2006/2007, containing information on the salaries of full-time teaching staff for Canadian universities that have more than 100 staff, will be released

on Monday, March 9, 2009 in the Statistics Canada Daily. The Daily can be downloaded at no charge from the Statistics Canada website ([www.statcan.gc.ca](http://www.statcan.gc.ca)).

Supplementary data for the academic year 2007/2008, containing information on the salaries of full-time teaching staff for three institutions (Dalhousie University, University of Saskatchewan and University of Victoria), will also be released on March 9, 2009. Preliminary data for 50 Canadian universities were released on April 9, 2008 and supplementary data for additional institutions were released on December 10, 2008.

This information is collected annually under the University and College Academic Staff System and has a reference date of October 1. Therefore, the data reflect employment in universities as of that date. Each university must authorize Statistics Canada to release their information.

The bulletin "Salaries and Salary Scales of Full-Time Teaching Staff at Canadian Universities, 2006/2007: Final Report" (81-595-MIE2009073, free) will be available on Statistics Canada's website ([www.statcan.gc.ca](http://www.statcan.gc.ca)), beginning March 9, 2009. In the Publications module, search on "Culture, Tourism and the Centre for Education Statistics - Research papers".

Also available are special requests from the full dataset of information collected under the University and College Academic Staff System for 2006/2007. Unlike the bulletin, this dataset includes information on all institutions, including those with fewer than 100 staff. (Education News, Issue: 2009.09 Date: March 6, 2009). \*\*

## OCUFA: ONTARIO BUDGET HELPS UNIVERSITIES TO MAINTAIN QUALITY EDUCATION

**March 26, 2009**

Despite the difficult economy, the 2009 Ontario Budget gives university presidents the tools they need to ensure that students continue to receive the quality university education they need, according to Professor Brian E. Brown, President of the Ontario Confederation of University Faculty Associations (OCUFA).

“The sense of panic created by many university presidents over the past few months created unfortunate and completely unnecessary anxiety among student, faculty, librarians and staff,” Brown said.

The OCUFA president called on universities to reconsider their stated policy of eliminating courses of study, and increasing class sizes even beyond their already untenable levels. “The quality of education for university students would be compromised if

these measures are implemented,” Brown said.

A number of initiatives giving universities the tools required to continue providing a quality education were included in the budget including:

\$150 million of one-time money to ensure that all undergraduate and graduate students were fully funded in the 2008-09 fiscal year.

\$780 million over two years in provincial contributions to cost-shared postsecondary education infrastructure funding. The university share of combined provincial and federal infrastructure stimulus amounts to \$1.1 billion, two-thirds of the current deferred maintenance backlog.

Significant changes in pension solvency extensions which should reduce the pension difficulties faced by universities in the current

financial crisis.

“The money is there,” Brown said. “University presidents should now do the right thing and commit to maintaining programs and hiring new faculty and librarians.”

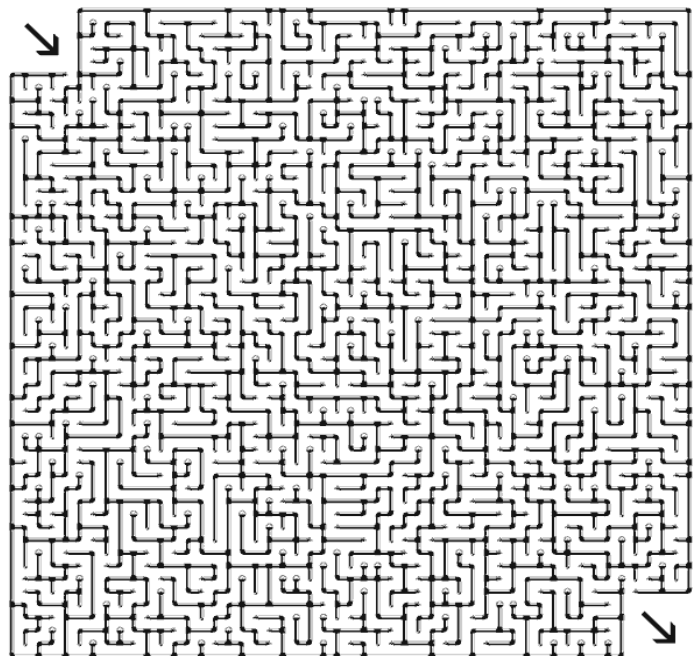
One major disappointment for OCUFA in the budget was the failure to address the important issues of student debt and student aid. “This was a lost opportunity to ensure that financial barriers do not prevent qualified and interested young Ontarians from attending university,” said Brown.

OCUFA represents more than 15,000 university professors and academic librarians across Ontario. For more information on the organization and its activities, please visit <http://www.quality-matters.ca>. \*\*

**CAUT.... Continued ...** funding for Canada’s three granting councils over the next two years to match, on a proportional basis, that being introduced by the U.S. government. Based on the relative size of Canada’s economy, that would translate into a boost of \$1 billion.

- Ensure that programs and scholarships funded by the granting agencies are judged on the basis of merit by the scientific community and are not restricted to specific fields.
- Ensure that infrastructure funding provided through the Canada Foundation for Innovation or through the university and college infrastructure initiative are similarly judged on the basis of their scientific merit by the research community.

CAUT represents more than 65,000 academic and general staff in 121 universities and colleges across Canada. \*\*



## Ontario universities are key to economic future: Professors While parents worry economic crisis means they can't afford university

TORONTO— The Ontario Confederation of University Faculty Associations has launched a campaign urging the Ontario Government to bring in a Budget on March 26 that will invest more in Ontario universities.

“Our recent polling shows that Ontarians, especially parents with children in high school, are concerned the economic crisis will mean they won't be able to afford university for their kids,” said OCUFA's president, Professor Brian E. Brown. Brown was citing a poll OCUFA released last Friday.

“Most people know it takes a university education to get a good job in the new economy, so parents are worried their children may not have that opportunity,” he said.

OCUFA is using on-line advocacy as one element in its campaign. Visitors to the web site — [www.quality-matters.ca](http://www.quality-matters.ca) — can send a message directly to Premier Dalton McGuinty about the need for a high quality university system in Ontario.

“Ontario's per capita funding of universities is the lowest in Canada,” explained Brown. “One immediate result is a doubling of tuition costs in the last two decades. This is troubling enough in good times, but in bad times it could rule university out for many young people.”

“Economic strength cannot happen without a well-educated workforce,” he said. “And in a recession, it just makes good sense for the otherwise unemployed to attend school and be trained for the new economy.”

“High tuition is a barrier to this,” he said. “The government has to return to funding universities adequately so that students don't have to bear so much of the cost.”

Moreover, Brown warned, chronic provincial under-funding threatens the quality of university education in Ontario.

Ontario's student-faculty ratio, a key indicator of quality, has soared in the last decade, from 18 students per professor in the 1990s to 27 students per professor to-



**Overcrowded classrooms. Skyrocketing tuition.**

**Underfunding is pushing Ontario universities to the edge.**

Government underfunding of Ontario universities is hurting students and putting our future at risk.

More and more university classrooms are overcrowded. Tuition fees are causing student debt to pile up. Students don't get enough time with professors. And buildings are getting old. It's not the kind of quality education our students deserve.

**You can help change that.** Please take two minutes to tell government to stop underfunding Ontario universities. **Visit [quality-matters.ca](http://quality-matters.ca) to find out how.**

**How can we move our economy ahead when we're leaving our students behind?**

**OCUFA**  
Ontario Confederation of University Faculty Associations  
Ontario des Associations des Professeurs des Universités de l'Ontario

day, meaning less time with professors, larger classes, and fewer course offerings. “We are seeing hiring freezes, so overcrowding in classrooms will get worse and students will have even less contact time with their professors,” he said.

To ensure a quality education for our students, OCUFA is urging the Government to raise Ontario's investment in its universities to the national average, meaning a further \$1 billion in provincial government support. For more information about this campaign please visit the website, or contact : Henry Mandelbaum, Executive Director, 416-979-2117, Ext. 229 [hmandelbaum@ocufa.on.ca](mailto:hmandelbaum@ocufa.on.ca), or Mark Rosenfeld, Associate Executive Director, 416 979-2117, Ext. 233. [mrosenfeld@ocufa.on.ca](mailto:mrosenfeld@ocufa.on.ca) . \*\*

## CAUT stress study reveals academics suffer from occupational stress.

A recent study on occupational stress at Canadian academic institutions, conducted by CAUT (Canadian Association of University Teachers), of which UOIT is a member, recently noted some interesting findings. Below are some excerpts from the study. The full study can be found by going to <http://www.caut.ca/pages.asp?page=425> and clicking on the link "stress study."

"Academic staff in post-secondary institutions now appear to suffer from occupational stress. Recent national surveys in the United Kingdom (Tytherleigh, Webb, Cooper & Ricketts, 2005) and Australia (Winefield, Gillespie, Stough, Dua & Hapuararchchi, 2002) have reported a serious and growing problem of academic work stress with several deleterious consequences; including decreased job satisfaction, reduced morale and ill health for academic staff. These issues are aggravated by restructuring, use of short-term contracts, external scrutiny and accountability, and major reductions in funding. These factors have also affected Canadian post-secondary institutions over the last decade. Since different political cultures may modulate generally observed phenomena, it is important to examine the incidence of work stress and its strain related outcomes among Canadian academics." (p.2)

There were four purposes for conducting the study: "1) determining stress levels in academic staff, 2) determining variability in academic stress over academic and demographic variables, 3) determining the work related predictors of health outcomes in academic staff, [and] 4) determining the work related predictors of job satisfaction and other outcome variables in the academic

population.

### Major Findings

1. "The overall level of stress in Academic Staff employed in Canadian Universities is very high, consistent with the findings from the UK and Australian academic stress studies. A majority, in most cases a large majority, of respondents reported a high level of agreement with stress indicators on seven of the ten measures we used to assess stress: Work Load (85%), Work Scheduling (73%), Role Conflict (82%), Role Ambiguity (71%), Work-Life Balance (76%), Fairness-Administration (55%), Fairness-Rewards (51%). Job Control (14%), Skill Use (3%), and Fairness-Chairperson (20%) were not sources of stress for the sample respondents, in general." (p. 2)

2. "Senior administrative staff are perceived to act unfairly to a much greater degree than unit chairpersons. The difference in perceived fairness of senior administration (37%) compared to unit Chairpersons (77%) parallel those found in Australia where only 19% of respondents agreed that senior administration was trustworthy, while about half (53%) agreed that their Department Head was trustworthy. Academic staff see their immediate supervisor as more supportive and trustworthy than senior administrators. In part this may reflect the fact that at almost every university, chairpersons are members of the same bargaining unit as academic staff and subject to the same requirements. In almost all collective agreements, even where the chairperson is called a "Head", the chairperson is seen more as a *primus inter pares* rather than as someone who has significantly more authority than other academic staff in the unit." (pp.2-3)

3. "Overall, study participants

were satisfied with their jobs (65%) and committed to their institutions emotionally (60%). These results were very similar to those reported in the Australian study of stress in academia for job satisfaction (58%) and commitment (52%).

4. Demographic Factors. Groups of academic staff that are most at risk of stress and strain are women and individuals between the ages of 30 and 59, faculty in tenure-track positions and those whose first language is neither English nor French." (p.3)

a. *Gender*. "There were differences between male and female respondents on eight of the ten stressors. On seven of the measures, females reported higher levels on the stressors than males. The strongest effect occurred on the Work-Life Balance measure. ...Females, however, reported more physical health symptoms and use of stress-related medications." (pp.3-4)

b. *Age*. "The youngest and oldest respondents seemed to perceive stressful events more like one another than those between 30 and 59 years of age. They had the lowest levels of workloads and work schedules and the lowest levels of stressors due to role conflict, role ambiguity, and work-life balance. They also had the fewest concerns over the fairness of the rewards they received. ...." (p.4)

c. *Faculty Rank*. There was an ordered relationship for Faculty across ranks for Job Control and Skill Use in that the lowest scores were reported by the lowest ranks and increasing in order to the Full Professor rank. ... Full professors had the most control over their work and made most use of their skills but also reported the least clarity with respect to their jobs. Associate and Full Professors expressed the least amount of strain in terms of physical and general health symptoms and had the highest levels of job satisfaction.

Continued next page. See *Stress*"

## R and R (now!) . . . . Continued from page 2.

your letter why you think the revision is not needed. If you are not sure whether or how to address a suggested revision, consult the action editor. Last, a well-written letter to the editor describing the changes made (and the changes suggested but not made) can facilitate the review process for both reviewer and editor and sometimes may avert the need for additional peer review. A well-written letter is one that concisely explains the changes made in response to the suggestions by the editor and reviewers. Kirk Heilbrun (Associate Editor) suggests the use of a table to summarize revisions. The table would include columns for the sug-

gested revision, author's response, and, if revised, page number where the revision can be found.

We experience a lot of guilt from sending so many rejection letters. We do not feel the need to bring more guilt upon ourselves by enforcing arbitrary deadlines for revisions (though we begin sending reminders after a month). Thus, we leave these deadlines to you as authors, and we strongly encourage you to move quickly. Treat the MRR letter like a narrow window of opportunity that closes more as time passes. And, if your study is really important, your colleagues will want to see it in published form sooner rather than later. \*\*

## Stress . . . (Continued . . .)

faction. Assistant professors and faculty in tenure track positions were worst off in terms of work-life balance.

d. *Librarians*. "There were differences among the Librarian ranks on only one measure- Work Scheduling. Here, both Librarian III's and Librarian IV's reported more concerns over their work schedules than more junior Librarians." (p.4)

e. *Employment Status*. "Not surprisingly, tenured academics had more control over their teaching and research than did academics in tenure track positions, who in turn had greater control than did contract academic staff. What was surprising was that contract academic staff expressed less concern about their workloads, and reported less role conflict, role ambiguity and work-life imbalance than either tenure track or tenured academic staff. Tenured academic staff, despite the imbalance between work and family, expressed greater satisfaction with their jobs than did the other types of academic staff. Job Satisfaction increased with job security. Academic staff in tenure track positions reported the most physical and general health symptoms. . ." (p.4)

f. *Language*. "The most significant differences among the three lan-

guage groups were with respect to those respondents whose first language was neither French nor English. This "Other" group perceived lower Job Control and Skill Use than English and French speakers. . ." (p.4)

5. "The reported incidence of psychological strain was very high with 13% of respondents exhibiting signs of distress in the number of symptoms reported on the general health questionnaire. . ." (p.4)

6. "A significant proportion of the Academic Staff in our sample (22%) reported relatively high rates of physical health symptoms that are typically associated with stress" (p.4)

7. Predicting Job and Health Outcomes:

a. Gender was the most consistent demographic predictor of work and reported health symptoms. It significantly predicted Affective Commitment, psychological strain and use of stress-related medicines. . ." (p.5)

b. Language was a significant predictor of the three health measures: physical symptoms, psychological strain and use of stress-related medicine. Both Academic Rank and Employment Status predicted Job Satisfaction; Academic Rank also predicted positive well-being while Employment Status predicted workplace health and safety issues. Age predicted physical health symptoms. . ." (p.6)

c. Work-life balance was the most consistent stress-related measure pre-

dicting low job satisfaction and negative health symptoms. Work-Life Balance significantly predicted six of our seven outcome measures. The only variable it did not predict was Affective Commitment to the academic staff members' institutions. . ." (p.6).

In summary, this study shows that academic staff working in Canadian universities, like those in Australia and the U.K., are stressed to a high degree. In most cases a large majority, of respondents reported high levels on seven of ten stressors: Work Load, Work Scheduling, Role Conflict, Role Ambiguity, Work-Life Balance, Fairness-Administration, Fairness-Rewards. Job Control, Skill Use, and Fairness-Chairperson were not sources of stress for the sample respondents, in general. Overall study participants were satisfied with their jobs and committed to their institutions emotionally; however, a significant minority of the respondents reported a relatively high occurrences of stress-related physical and psychological health symptoms and the use of stress-related medications over the past twelve month period. These results warrant consideration of contemporary academic work by both academic staff associations and university administrations with respect to the implementation of changes in policies and procedures that might lead to reductions in work-related stress and strain. " (p. 6) \*\*

UOIT Faculty Association  
University of Ontario, Institute of  
Technology  
UB 4034  
2000 Simcoe St. N.  
Oshawa, Ontario, Canada. L1H 7K4

Phone: 905-721-8668 X 2878  
E-mail: UOITFA@gmail.com

Please note for that information about existing membership status or becoming a member, please contact your faculty representative, or contact Shirley Van Nuland at X 3419.

**Business & Information  
Technology**  
Ali Grami  
Ext: 2433 Office: UB3004

**Criminology, Justice &  
Policy Studies**  
Brian Cutler  
Ext: 3807 Office: UA2033

**Education**  
Janette Hughes  
Ext: 2875 Office: EDU522

**Energy Systems &  
Nuclear Science**  
Anthony Waker  
Ext: 3441 Office: UA3032

**Engineering & Applied Science**  
Scott Nokleby  
Ext: 2664 Office: ENG2025

**Health Science**  
Robert Weaver  
Ext: 3060 Office: UA3060

**Science**  
Franco Gaspari  
Ext: 2980, Office: UA4013



## Bargaining....

Continued from page 1.

they correspond to our original, tabled offers. It should be noted: There are some gaps between the two. We expect that some articles could be negotiated to the point of signing relatively quickly; others not so much.

Without getting inappropriately specific, I can note that, as a general pattern, whereas our initial proposals tended to list more detail about possible cases and issues, their proposals tend to favour a more general, global approach.

To give a simulated example: Suppose we elaborated a list of elec-

tronic supports that every member should receive; Administration's typical response would be 'Every member shall get adequate supports'—period. This pattern was discussed in our most recent Association meeting, and I appreciate the feedback from our members, present: Namely, you advised to allow for *some* degree of the Administration's style of taking general approaches—but *not* to give in or give up on some highly important specifics, where they really matter to us. We must carefully balance the trade-offs between the time to bargain extensive lists of criteria, and the importance of defining and fighting for our bottom lines—e.g., regarding workload and intellectual property. \*\*



**The first session of the  
New Year: Jan. 8, 2009.**



From the top, working clockwise: Bill Goodmann (Chief negotiator) and Ron Hinch (UOITFA Interim Secretary and bargaining team member), Joanne Wolff (HR) and Brian Campbell (negotiator for the Administration).

Don't forget to use your UOITFA card at the Bookstore and receive 10% off on purchases such as logoed items (clothing, mugs, etc.), gifts, computer peripherals, cards, stationary, pens, etc. Textbooks, software, and confectionary items are not included. Presentation of the UOITFA membership card and UOIT ID card are required for the discount.