

CUPE 3902
Special Membership Meeting - Unit 1
Bargaining Platform
6 November, 2020

How do we build a strong, inclusive, and bold union?

Our THESIS: Transparency, Health, Equity, Safety, Inclusion, and Security

All students at U of T face multiple challenges in the form of student debt, financial precarity, housing insecurity, mental health crises, and more. Each of these conditions worsened under COVID-19, leading to increased socio-economic stress and difficulty managing day-to-day workload. Our students are in crisis, and we are in crisis too. Public institutions like U of T have a responsibility to tackle the internal, inequitable impact of COVID-19.

This round of bargaining is an opportunity to pressure U of T and make gains for our members. Unit 1 members are in frequent contact with students and play a vital role in ensuring high quality education. When we win secure and inclusive working conditions for ourselves, we can win quality learning conditions for our students. As workers and students, we share far more in common with each other than we do with the employer.

This bargaining platform provides a vision for U of T to function in accordance with the public image it projects: as an excellent institution with high quality learning, teaching, and research.

Our next Collective Agreement will be impacted by the compensation caps imposed by [Bill 124](#). [Let us know](#) if you want to work with the Bargaining Committee to make gains regardless.

Here is the link to the current [Collective Agreement](#), expiring 31 December 2020. Compare our platform against current provisions!

1. Workload Standards

Parameters

- **Transparent parameters** on job duties, responsibilities, and hours (and hours of work) associated with any given course before signing a contract
- **Fair, standardized (re)scheduling** of hours for Invigilators, Services to Persons with a Disability, CPOs, Peer Assistants and Assistant Invigilators
- **Increased insurable hours for CIs**
- **Right of refusal** if an appointment that will count towards 'base funding' misaligns with academic interests

Dual-delivery & Remote

- **Transparent parameters** on the job duties, responsibilities, and hours (and hours of work) associated with any given dual-delivery or remote course before signing a contract (e.g., whether TAs can be asked to record tutorials)
- **Increased hours** for dual-delivery and remote work
- **Support for technology and/or equipment** needed to perform dual-delivery and remote work (e.g., compensation for additional purchases/rentals or equipment provided by the university)

Regular Review

- **Structured DDAH form** with mandatory tasks (e.g., mid-point DDAH meeting) automatically appearing on the form
- **Right to refuse to work until DDAH has been signed**
- **Clear, flexible workload review procedures** that take place at the mid-point DDAH meeting (mid-point defined as the point at which half the hours of the appointment are projected to be used); as needed in the appointment process; and allow for review after the fact in instances where an employee may have not been able to raise an issue right away (e.g., due to stress, family issues, illness, crisis support)

2. Inclusion & Anti-oppression

Fair Hiring

- **Accountability and transparency** in hiring policy and practice/procedure (e.g., central parameters on departmental hiring policies, enforcement mechanisms, grievance provisions)
- **Not constrained or approved** by academic supervisor or dependent on academic progress (e.g., academic supervisors cannot set maximums on members' hours or sign off on members' appointments)
- **Identity-based data** to explore the impact of systemic racism, (hetero)sexism, and ableism on hiring and appointments

Institutional Checks

- **Transparent process to report, navigate, and seek redress** for discrimination, harassment, workplace violence, and/or inappropriate behavior at work (e.g., clear mechanism to report, steps to grievance)
- **Course evaluations** from students do not factor in to hiring processes and decisions, and are not retained in personnel files

Training & Supports

- **Pre-approved, paid training** for workers to access regularly (to the maximum number of hours allowed per appointment) in areas related to systemic racism, (hetero)sexism, and ableism (e.g., indigenous cultural competency; decolonizing academia; trainings put on by offices at UofT dedicated to anti-racism, equity, cultural competency, accessibility, and inclusive pedagogy; how to seek redress for discrimination at work; supporting students in crisis; and pedagogy)
- **Access to the Employee Family Assistance Plan** for members making a grievance based on these grounds
- **Protected time off** for members who have reported discrimination, harassment, and/or inappropriate behavior at work

3. Compensation & Job Security

Compensation

- **Increased wages**
- **Improved benefits**
- **Decreased CUPE 3902 work that can be counted as ‘base funding’** in the funding package
- **No clawbacks** following on decreased CUPE 3902 work that can be counted as ‘base funding’ in the funding package (e.g., no reduction in funding, or increased expectation of non-bargaining-unit work such as RAships)

Subsequent Appointments

- **Subsequent appointments for all Masters’** students in their second year
- **Improved, additional right to defer** for PhDs
- **Guaranteed right to work** after subsequent appointments expire (minimum hours of work to access Union healthcare)

Unit 1 Funds

(Note that fund decisions are not bargained with the employer, but recommended by our Collective Agreement Implementation Committee in accordance with priorities identified in bargaining.)

- **Streamlined tuition and funding assistance funds**
- **More equitable distribution** of tuition assistance funds, not dependent on program kind
- **Equity fund for BIPOC workers** in emergency financial situations related to their experience as BIPOC workers

4. (Mental) Health & Safety

Crisis Supports

- **On-campus crisis supports** centred in harm reduction
- **Access to Employee Family Assistance Plan** for members in crisis or supporting students in crisis
- **In every offer letter:** a list of mental health resources to help members guide students and information on members’ duty to report
- **Address climate crisis** (e.g., via divestment)

Sick Days & Leaves

- **Paid sick days for all** regardless of hours of work, or job category
- **Paid sick days for those with dependents**
- **Increased sick days for all under pandemic conditions**
- **Better access to leaves**, especially pregnancy and parental leave

Accommodations

- **Information about how to access accommodations** included in letters of offer, at DDAH meetings, etc.
- **Clear, widely available access to accommodations in pandemic conditions** for those who are or live with someone who is immunocompromised and for those who need accommodation for family care reasons