

ONTARIO PUBLIC SERVICE EMPLOYEES UNION  
ON BEHALF OF THE COLLEGE ACADEMIC EMPLOYEES

AND

The College Employer Council for the College of Applied Arts and  
Technology

UNION PROPOSALS 10 – PREAMBLE

August 11, 2021



*The Union is forwarding the following proposals without prejudice*

*The Union reserves the right to alter, amend, change, expand or withdraw any and all proposals*

Tabled \_\_\_\_\_

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ADD NEW [prior to Article 1]

PREAMBLE:

The Colleges are committed to securing equity for members of marginalized groups disproportionately excluded from full participation in the college system. The commitment to equity begins with the acknowledgement of inequity and demands proactive redress for the effects of systemic discrimination. The identification and elimination of barriers that prevent the full participation of all individuals and groups must be addressed in the College system.

For members of equity seeking groups, equity is the guarantee of fair treatment, access, opportunity, and advancement without discrimination; for Indigenous peoples, equity requires recognition of their distinct Indigenous and treaty rights, as well as the historical injustices which have resulted from longstanding Canadian colonial practices. It is acknowledged that colonialism in the Ontario Colleges also exists and must be simultaneously addressed.

To address the structural issues underpinning systemic discrimination and colonialism in the Colleges, we must also consider that social categorizations (such as race, class, and gender) overlap, creating a cluster of interdependent systems of oppression and discrimination that have a compounding and disproportionate impact, generally referred to as intersectionality. Structural change to address inequity in the College system is necessary and must occur using an intersectional approach.

The Colleges (defined here as the Employer and the Union) commit to the following, within the confines of the language of the Collective Agreement:

- The goal of equity is to achieve inclusiveness and social and economic justice through recognition, transparency, respect, numerical representation, accountability, responsibility and the development of balanced, healthy, and harmonious working environments.
- The Colleges affirm the importance of Indigenous perspectives that see equity as a continuing struggle to achieve and maintain balance between living things.
- When assessing qualifications for salary calculations and career decisions, recognition must be given to different and diverse experiences of marginalized groups. Diverse substantive contributions to knowledge must

**be welcomed in the college. Diversity demands representation of difference in terms of vision, values, cultural mores, lived experience, methodologies, and epistemologies in critical analysis.**

- **The attainment of equity requires vigilant monitoring and action to address restrictions to the realization of full participation of all members of the college community. Such restrictions include systemic discrimination, employment and education inequities, lack of accommodation, and institutional structures, policies, and practices that perpetuate systemic discrimination and may enable a climate of hostility or other adverse effects. An inclusive college is one that is active in eliminating these restrictions and promotes collegial governance and the full democratic participation and academic freedom of all its members, both regular and contract faculty.**
- **Realizing equity is both an individual and a collective responsibility. The Colleges commit to providing leadership in the work of combating systemic discrimination, removing barriers, and promoting inclusivity.**
- **The Colleges shall take a leadership role in the realization of equity by negotiating equity provisions in their policies and governance structures. Success requires openness, transparency, and accountability in all aspects of institutional life including but not limited to anti-discrimination, anti-harassment, employment equity, accommodation, and salary equity.**