



*A Union of Professionals*

AFT Higher Education



# Collective Bargaining



# Toolkit

TAKING ON THE ACADEMIC STAFFING CRISIS



*A Union of Professionals*

## AFT Higher Education

A Division of the American Federation of Teachers

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# Preface

**YOU UNDOUBTEDLY ARE AWARE** that the loss of full-time tenure faculty positions along with the overuse and financial exploitation of contingent faculty (part-time, full-time nontenure track and graduate employees) are roiling higher education around the country. We call it the academic staffing crisis. You undoubtedly are also working through the bargaining process to improve the pay, benefits, and job security provisions that your members receive. In the pages that follow, you will find advice on how to take the important bargaining work that you already are doing, incorporate into it an effective campaign to improve academic staffing, and in the process build a stronger, more active local union organization.



## The National FACE Campaign

AFT's Faculty and College Excellence (FACE) campaign is a national effort to combat the deteriorating state of the academic workforce through political action, public education, and collective bargaining. Along with the other FACE elements, we believe that developing effective collective bargaining campaigns around FACE has advantages for locals and multiple benefits for our unions.

**Improved solidarity within our unions**—It is no secret that there have been internal divisions among union members and higher education constituent groups in general. This has left us vulnerable to the very trends we oppose.

**Greater strength for the union and power at the table**—As hard as internal organizing and member mobilization can be, the bottom line is that those unions that invest in this process come out stronger as a union with more power at the bargaining table.

**Leadership development and diversity**—So the union has long-term stability and a “deep bench” of activists to call upon.

**Strengthening the institutions where we work**—And building support with students, parents and the community who benefit from a stable workforce both educationally and economically.

**Connecting the work of the local to other locals, the state and national AFT around a common cause**—That will in turn provide more connections and strength on a variety of issues.

We are working vigorously to do that at the state and national level under the FACE campaign through legislation, research and public education. This toolkit adds something new to the FACE campaign—it is designed, as we've said, to show local leaders how to incorporate coordinated long- and short-term academic staffing goals into their collective bargaining campaigns and it offers assistance in doing that. As you read the toolkit, we hope you will find many ideas and helpful hints to help you bargain about academic staffing in a way that fits your own institution.

Ultimately, we believe the fight to reverse course on academic staffing is about the strength of our unions and our system of higher education. We hope you will join us in this fight and we hope this toolkit gives you good ideas for doing so.

# Background

## The Academic Staffing Crisis

For the last three decades, colleges and universities have methodically moved from staffing their institutions with full-time tenure-track faculty to relying on contingent faculty, such as part-time/adjunct faculty and graduate employees, who are paid unjustifiably low salaries for the professional work they do on behalf of their students and institutions. This has been exacerbated by a move away from tenure in the full-time ranks. This trend can be traced to two different, but related, structural changes in higher education:

**Declining funding for public higher education**—Even before the onset of the 2008-09 financial crisis, and even as student enrollment has been growing, state support for higher education has been dropping for the last 15 years, both as a share of the total state budget and as a share of the institutional budget. The impact of this declining support is felt directly at the table, where the “pie” to be divided up is far smaller than the institution needs. It also manifests itself indirectly. As public support for higher education declines, students will bear the burden of rising tuition costs.

**Corporatization of higher education**—The last 30 years have seen a dramatic change in how the role and function of higher education has been perceived. Using the business world as their model, policymakers are demanding that institutions demonstrate how they are imparting “value” through their educational programs. Policymakers are focusing on institutional graduation rates and job placement rates, and in some quarters there is a clamoring for No Child Left Behind-style standardized testing. Competing for the “business” of educational “consumers,” colleges and universities more and more are viewed as education factories and managed like a business. Institutions are focused on efficiency in “delivering” educational opportunities, leading to the rise of on-line distance education courses with pre-packaged syllabi and reducing the role of the professor to one of glorified customer support. The power of democratic institutions like faculty senates is eroding in favor of a more unitary “top down” approach to the management of academic affairs.

The result is that the vast majority of the instructional workforce is now off the tenure track in temporary positions, most part-time without job security or access to a career ladder or meaningful academic freedom. In addition, a greater burden is being placed on the shrinking cadre of tenure-track professors who are being expected to shoulder even more of the governance, advising, and mentorship duties that used to be shared among a greater number of their colleagues. In short, today’s model of academic staffing de-professionalizes the position of faculty in the institution and creates a condition where faculty members are not structurally connected to, or supported by, the institution, the community or students.

## The AFT FACE Campaign

During that same 30-year period, our union has worked hard to grow and protect the profession. Addressing the issue of academic staffing has been a policy priority of the AFT since our first convention resolution resolving to organize and bargain on behalf of part-time faculty in 1979. AFT state and local affiliates have worked through collective bargaining, and sometimes through political and legislative action, to protect full-time positions and improve the working conditions of contingent faculty. There are many fine examples of what has been accomplished in those areas. But frankly, **despite those efforts, we are losing the battle and in danger of losing the profession as we know it.**

Consequently, in 2005, the AFT Higher Education program and policy council (PPC) determined that our union—at the national, state and local level—must redouble our efforts in every possible area—organizing, legislative advocacy, collective bargaining, political action, public education and research—to address the crisis we face in academic staffing. Based on recommendations from the PPC, the AFT executive council forwarded a resolution to the 2006 AFT convention that called on the union to:

*develop a national campaign to demonstrate to the public and to elected officials that American higher education is at a crossroads and that the academic quality and research capacity for which American colleges and universities are internationally respected requires a strong, secure, full-time faculty corps and fair, professional treatment of the existing contingent faculty.*

The resulting campaign is what was launched in 2007 as the Faculty and College Excellence (FACE) campaign, which aims to simultaneously create more equitable compensation and job security for contingent faculty and a higher percentage of full-time, tenure track faculty teaching at our colleges and universities. AFT president Randi Weingarten announced that the FACE campaign would be not just a top priority of AFT Higher Education, but a top priority for the union as a whole.

Contingent faculty members make an amazing effort to be professionals, stay connected and provide students with a quality education, despite the lack of institutional investment. But the cost to our institutions, our profession and our union is terribly high. Recognizing this, AFT members have called for AFT Higher Education to put academic staffing at the center of our work, not only to improve the working conditions of contingent faculty and create better jobs, but for the sake of the profession and for our system of higher education.

**“Contingent faculty members make an amazing effort to be professionals, stay connected and provide students with a quality education, despite the lack of institutional investment.”**

# Gearing up for the campaign

**THIS PORTION OF THE TOOLKIT** will help you assess your local's capacity and your contract and, using that information, develop goals that will help strengthen both the union and the contract. We are not in any way pretending that we know all the answers that will work best for you but we are going to try to raise the right questions and tell you about directions that seem promising.

## Assessing the local's capacity and contract

Before undertaking a campaign of this nature, many locals will find it useful to take stock of their organization. In particular, before incorporating the Faculty and College Excellence campaign into their collective bargaining efforts, locals will want to assess:

- the local's organizational structures and capacity and
- the local's collective bargaining agreement and how it squares with the local's long-term goals.

## Assessing the union's capacity and structure

The preparation for an ambitious campaign—especially one with as many “moving parts” as a FACE campaign—requires the local to know what pieces of the campaign are in place and what pieces may need to be added. Locals should not be deterred if all of the structures are not equally developed at the outset of the campaign, or not there at all yet! The key thing to remember is that both the FACE campaign and union-building are long-term and complementary projects. If certain pieces are not in place, the FACE campaign provides an opportunity to construct them and put them in to action.

What follows is a checklist for locals to evaluate their current mobilizing capacity and where it can be augmented for running a FACE campaign.

### **Are the key leadership and committee positions filled?**

Empty positions can create gaps in the campaign that leave critical tasks unfulfilled. They can also create holes in the communication structure among members, activists, and other leaders. If there are unfilled leadership positions in the local, it will be necessary to organize and train effective activists to fill those posts (through the processes that the local constitution and by-laws designate for filling those positions).

### **Does the local have an accurate membership list?**

It is difficult to know who still needs to join the union and who is to be mobilized if the local lacks an accurate record of its membership. This will require the local to acquire a list of the entire bargaining unit, and then to cross-reference that list with a record of who has signed a

dues-authorization card (in many instances, this can be accomplished by referencing the local's database, through Membership Suite, or by examining payroll deduction records, but in some cases, it may have to be done by going through the union's authorization cards by hand).

### **Is the local's membership mapped?**

Knowing where the members are is as important as knowing who they are. Locals should take the time to learn the members' work locations (offices, labs, etc.) and general times when they can be found in those locations in order to formulate effective communication and organizing strategies. On top of this, mapping can also be used to track member needs in different locations as well as levels of commitment to your local's program.

### **Is there an effective worksite representative structure in place?**

Representation structures are integral to the day-to-day functioning of the union. The representative structure allows for communication between the members and leaderships on policy, for the effective handling of grievances, as well as for mobilizing members. An effective representative structure will:

- Provide opportunities to train activists and future officers.
- Be based on a representation scheme that makes sense – this may be based on campus buildings, academic departments and divisions, or some other meaningful means of devising constituencies.
- Comprised of elected representatives.

### **Does the local have an effective record-keeping system in place?**

Keeping records on which members have been contacted, what sorts of issues have been raised, which and how many members have shown up for meetings and other mobilizations, etc. is absolutely essential for the local to conduct an effective campaign. Good record-keeping provides the information with which to evaluate the campaign – what has worked, what hasn't, who current and potential activists are, and how member attitudes about the issues are changed – and also to ensure accountability – what tasks are and aren't getting done by whom.

### **Does the local have effective mechanisms for communicating with the members?**

It may be relatively easy to negotiate some fine points of the contract at the table, or away from the table, with just one or two people talking on each side. But achieving broader goals, including goals related to FACE, may require broader buy-in, and then activism, from the membership. We know how hard and frustrating that can be to achieve, but we also know that a local can be stymied in all kinds of ways, especially on issues that have a public and political dimension, by the absence of an involved and active base.

### **Do you need help in addressing these issues?**

Your state and national AFT will be happy to give you ideas and assist you if you need help with building these basic structures. If you contact the national AFT staff—[highered@aft.org](mailto:highered@aft.org) or 800/238-1133, ext.4426, we will be happy to help you ourselves or connect you to someone who can.

**“Achieving broader goals, including goals related to FACE, may require broader buy-in, and then activism, from the membership.”**

## Assessing the contract: Conducting a “FACE Audit”

Before undertaking a FACE contract campaign, we suggest that you undertake a serious and comprehensive assessment of the local’s current collective bargaining agreement and institutional policies and compare them to the principles of FACE. To this end, you may want to conduct a “FACE Audit” so that your local leadership and members understand where your contract stands in relation to where you want it to be. Conducting a FACE Audit involves three distinct phases:

**Step One**—Enumerate academic staffing goals related to the FACE campaign that could apply to your institution. This toolkit includes a comprehensive list of AFT goals related to academic staffing. The list can include everything from pay, office hours, fringe benefits, job security, academic freedom protections, staffing ratios and more.

**Step Two**—Review the contract and personnel practices at your institution and compare them to the enumeration of FACE goals.

**Step Three**—Develop a preliminary strategy to meet FACE goals. This plan may be fully encompassed in one round of contract negotiations but, more often, achieving these goals will require more than one contract campaign, and, very often, legislative action as well.

This last phase of thinking through potential FACE goals will require you and your members to confront important issues. What does “full equity” for contingent faculty look like? How do you envision a job ladder for contingent faculty working? Is it more important to your local to create more tenure-track lines or more full-time positions, whether or not they are on the tenure track? Answering these questions will help you develop contract language that can be submitted for negotiation and articulate a clear vision that can be presented to your members, management and the general public.

## AFT stands ready to help

Contact [highered@aft.org](mailto:highered@aft.org) or phone 800/238-1133, ext. 4426.

# Worksheet:

## A Guide to FACE Issues For Goal Formulation

### Full-time/Part-time Equity

Are there differences in research and service requirements that should be considered in determining what "full equity" looks like?

What percentage of the full-time compensation package should be considered "full equity?"

### Compensation

**Expansion of retirement benefits on a pro-rata basis?**

**Expansion of health benefits on a pro-rata basis?**

- Threshold for health benefits
  - All on payroll?
  - Past probationary period?
  - Teach a minimum number of courses/term?
  - Teach a minimum number of terms?
- Employee share of premium?
- Access to family coverage?

**Same health plan for contingent faculty as full-time faculty?**

**Less expensive options?**

**Equitable pay plan:**

- Dollars per credit/course?
- Dollars per contact hour?
- Pro-rata on full-time position?

**Equitable pay for adjuncts teaching overload?**

**Paid for office hours?**

**Paid for service?**

**Expansion of other benefits on a pro-rata basis?**

- Tuition waiver?
- Sick leave, access to sick leave bank?
- Retirement contributions?
- Leaves of absence?
- Vacation days?
- Payment for office hours/class preparation time?
- Access to professional development opportunities?
- Access to office/phone/computer/clerical support?

# Worksheet:

## A Guide to FACE Issues For Goal Formulation

### Expansion of other benefits... (cont.)

- Personal leave?
- Jury duty?
- Bereavement leave?
- Access to state retirement plan? TIAA-CREF?
- Paid holidays?

### Job security/Advancement

- Seniority system?
- Certificates of Continuing Employment?
- Consistent and regular evaluations of part-time faculty?
- Part-time to full-time conversions?
- Agreement to replace departing faculty with tenure-track lines?
- Conversion of part-time positions into tenure-track lines?
- Opportunity for part-time faculty to interview for full-time openings?
- Priority for part-time faculty for full-time openings?
- No job loss?
- Part-time/full-time ratios accomplished through part-time attrition?

### Staffing ratios

- Full-time/Part-time ratio?
  - By institution?
  - By department?
- Opportunities for part-time participation in departmental and campus governance, advising?

# Worksheet:

## A Sample FACE Audit

Issue	CURRENT CONTRACT	Goal	
		NEXT CONTRACT	LONG-TERM
Part-time pay is compensated on a par with full-time faculty?			
Pro-rata health benefits?			
Pro-rata retirement benefits?			
Access to paid sick leave?			
Access to paid vacation?			
Compensated for office hours?			
Compensated for preparation time?			
Access to professional development opportunities?			
Access to other office resources?			

# Worksheet: A Sample FACE Audit

Issue	Current Contract	Goal	
		NEXT CONTRACT	LONG-TERM
Consistent and regular evaluations for part-time faculty?			
Job security provisions for part-time faculty?			
Career advancement for part-time faculty?			
Service opportunities for part-time faculty?			
Role in governance for part-time faculty?			
Departmental staffing ratios?			
Opportunities for part-time to full-time conversion?			
Academic freedom for contingent faculty?			

## Developing your bargaining agenda

Typically, campaigns begin to take shape when the local leadership, working with the membership, develops a bargaining agenda. It is during this time that you can introduce your members to the FACE campaign and your FACE audit, and then work with them to incorporate FACE elements into the local's bargaining priorities. Many local leaders use the following template during this phase to take the pulse of their membership:

- They seek member input through a bargaining survey.
- They analyze the member input and develop a preliminary bargaining agenda.
- They return to the membership for further feedback through one-on-one organizing conversations, group meetings, e-mail listserv discussions, and other venues.

### Conducting and distilling the results of a bargaining survey

The bargaining survey is often the first tool local leaders will use in determining their bargaining agenda and providing a snapshot of the members' priorities for their next collective bargaining agreement. If you are incorporating the FACE program into your bargaining campaign, the bargaining survey might be the first time that members come into contact with the campaign's goals.

With this in mind, including FACE-related questions in the survey and disseminating the results of the FACE audit will help you find ways to integrate parts of FACE goals into your negotiating position. Let us reiterate that we are NOT suggesting that the FACE campaign's goals supplant your local's bargaining agenda. What we are suggesting is that you keep an eye open for areas where your local's concerns coincide with the broader goal of reversing the academic staffing crisis. For example, your local might think about how to recast its bargaining goals in terms of FACE. For example, your local might have a goal of increasing compensation (both salary and benefits) for adjunct faculty. Making your position more "FACE-like" could be as simple as recasting it as a step in the local's long-term mission of restoring full pay equity (however equity is defined) for contingent faculty.

**"Keep an eye open for areas where your local's concerns coincide with the broader goal of reversing the academic staffing crisis."**

### Going back to the membership

Typically, the results of the bargaining survey will be reviewed by the union executive board and then sent, with or without suggested priorities, back to the membership for further discussion from which, hopefully, consensus and buy-in on a final set of priorities for negotiation will emerge.

It may take a few iterations of member consultation for you to be able to clearly draft your bargaining goals. You do not have to start from scratch, however; AFT Higher Education has resources available that you can use as templates for developing positions at your particular institution.

### The Organizing Conversation

Some locals find one-on-one organizing conversations to be especially useful in mobilizing for their contract campaigns and recruiting activists. Here are some ideas to keep in mind if you'll be using organizing conversations to help promote FACE in your bargaining efforts:

- The conversation should introduce your members to the broad themes that your FACE bargaining campaign will address (PT/FT equity, job security/advancement, staffing issues).
- It should give your members an opportunity to "vent" about their issues within the context of these themes and suggest what they see as solutions.
- It should educate your members about working conditions at your institution, national trends, and the broader FACE campaign.
- It should be structured to identify member activists and lay the foundation for future member participation in the campaign.

These first conversations should not be very long (under 10 minutes) or overly focused on details – the goal of these conversations is to develop a sense of where your membership is at in terms of FACE issues and where your potential activists are.

### **Union contract hearings**

Some locals find that conducting contract hearings is a good way to build member solidarity behind the bargaining team. If you do this, we recommend that you devote a substantial part of these hearings to FACE-related issues because the subject of academic staffing raises complicated issues that are sometimes contentious among membership constituencies.

While this hearing could be held just for your membership, you might consider opening the hearing to other members of the community, including students, administrators, community leaders and legislators. In so doing, it may offer a first step in building partnerships that will not only be useful when you are at the table, but also in addressing the issues through the other avenues that are part of the broader FACE campaign.

The FACE-related elements of the contract hearing will cover:

- The staffing situation at your institution.
- National trends in academic staffing.
- The impact of these staffing trends on different constituencies at your institution.
- Testimonials from those on the “frontlines” of the staffing crisis.
- Questions from the audience and a discussion about how to address these issues.

While a contract hearing open to the public would not be the appropriate venue to discuss bargaining priorities and strategies, the discussions generated from these hearings could suggest strategies for pursuing your FACE goals through political action and legislation.

### **Finalizing the bargaining agenda**

Now you should have the information you need to assemble the portion of your bargaining agenda related to FACE. You will now have to think about:

- setting priorities;
- determining what goals can be accomplished in the short-term (i.e., in this contract cycle) and which of the priorities are long-term goals;
- which goals can be accomplished through collective bargaining, and which may require efforts outside of the collective bargaining arena; and
- what is the timeline for accomplishing your long-term goals.

Again, it is important for you and your membership to keep this fact in mind: the FACE campaign will be a protracted, long-term fight. The conditions that you are seeking to redress are over 30 years in the making and are national in scope. You won’t be able to tackle them all in one contract at one institution, so develop your short-term goals realistically and with an eye to the future.

### **Structures for finalizing the bargaining agenda and coordinating your campaign**

Locals go about finalizing the bargaining agenda and implementing their campaign plans in various ways.

*Existing departmental representative structure or stewards committee:* Some locals use their departmental representatives as the coordinating committee, especially if that representative structure is broadly based and active. If this is done, the FACE portion of the campaign is tied directly to a body that is involved in communicating with and mobilizing the members. The

drawback to this alternative is that representative committees typically have other important roles to play, and burdening such a committee with a campaign as large as FACE runs the risk of some important function being shortchanged.

*Existing executive board:* Some locals vest the oversight of the campaign with their executive body. This has the advantage of placing the coordination of the campaign in the hands of activists who are already familiar with the various mechanisms and tools available to the union. However, going this route may narrow the opportunity for a significant number of activists from various constituencies to be involved at this important level of the campaign.

*Specialized committees:* Some locals may find it more beneficial to delegate different aspects of the campaign to specialized committees within the union, with oversight by the executive board. This requires a lot of pre-planning and organization. While each of these may be able to handle the tasks with which they are assigned, the union may also (or instead) want to form a coordinating committee to ensure that all of the disparate pieces of the campaign are working together. One option is the formation of a FACE Campaign committee. This is a committee focused on coordinating the FACE aspect of the contract campaign. The committee might also be the designated liaison between the local union and state and national affiliates conducting other aspects of the FACE campaign. This option allows for the committee to devote all of its time solely to FACE and to involve more of the local's members in the coordinating activities.

Whatever structure is chosen, a number of general guidelines apply. Most locals try to choose committees that are representative of the membership. Not only is this important for establishing the committee's legitimacy, it ensures that a broad crosssection of the local will have input into how the campaign is run. The committee membership may include:

- A variety of disciplines and academic departments.
- A representative mix of full-time and contingent faculty members—this is especially important in a FACE context.
- Appropriate representation based on gender and ethnicity.
- Members from across a range of job sites.
- Diversity in the number of years of experience in the job.
- The committee often has a mix of experienced and up-and-coming activists to have a balance of wisdom and new ideas, and of experience and energy. The inclusion of newer activists will provide valuable experience to the up-and-comers and build the local.
- If your local represents just one of a number of constituencies at the institution—for example, just full-time tenured faculty or just contingent faculty—you may want, during the process, to stay in contact, and even work collaboratively if you can, with other elements of the workforce because the premise, and potential success, of FACE is its comprehensiveness.

## Stronger Together

As every leader knows, building unity and activism within the local is key to developing an effective contract campaign. AFT has an initiative called Stronger Together to help you do that. Stronger Together was developed out of a belief on the part of the AFT Higher Education program and policy council that, too often, the various constituencies of academic workers on campus—full-time tenured faculty, full-time nontenured faculty, part-time/adjunct faculty, graduate employees and professional staff—have come to perceive their vital interests very differently, and sometimes antagonistically, in a way that makes it hard for the local to be successful in contract negotiations, political advocacy and internal organizing.

Stronger Together is based on the conviction that achieving unity must begin with full, frank and repeated discussions among different constituencies within the union and on campus. To this end, the AFT has put together a program and resources to help bring together different union and campus constituencies, help find common ground, and aid you in moving forward on a common program. We can provide a brochure to explain the initiative, conduct further training for local leaders and help with your efforts at public education. Please see the AFT FACE Web site if you want further information or contact AFT Higher Education by e-mail ([highered@aft.org](mailto:highered@aft.org)) or phone at 800/238-1133, ext.4426.

# Executing the campaign

**NOW IS THE TIME** when you'll be sitting down with management and beginning the negotiating process. This portion of the toolkit is designed to assist you in the nuts and bolts of running a campaign on a day-to-day basis, including advice on bargaining with management, developing a strategy to gain public support for your efforts, and how to deal with the endgame of reaching a tentative agreement.

As we've indicated before, we wish we could provide you with a do-this-on-Monday, do-that-on-Tuesday kind of outline, but bargaining just isn't like that. Whom to negotiate with, when to talk to management publicly and when privately, whom to involve from your own side at different stages of the process, all of these are subject to a hundred conditions that will not only arise uniquely and unpredictably in any negotiation, but will also depend on the dynamics, relationships, and culture that your local has developed over the years.

## Bargaining with management

### Bargaining teams

Just as the context in which contracts are put forward varies greatly, so does the manner in which the local constructs its bargaining team. Among the factors that come into play are the local's culture, its approach to bargaining, and the relationship it has with management among other things. The union's bargaining team may also be defined in the local by-laws.

While respecting past practice, some locals consider it important, in terms of advancing FACE goals, to ensure that the bargaining team is as representative of the union as possible and that all constituencies feel adequately represented. A broad-based and diverse team:

- ensures that the local has advocates for the constituencies it represents on the team, which creates a different level of accountability within the team itself;
- creates more credibility at the table when management is not hearing about a constituency the local represents, but rather is hearing directly from that constituency and how they experience work at your institution; and

- provides more credibility when the team reports back to the membership and again is hearing from a diverse team.

### **Bargaining proposals**

As with all aspects of the bargaining process, how your local constructs its contract proposals and conducts negotiations almost surely has a history and a particular process of its own. In the last section, "Gearing Up," we talked about how to construct FACE goals, with as much member participation as possible, that fit seamlessly into but do not preempt your other bargaining priorities.

In doing so, it is critical to neither erode lines of authority in negotiations nor to develop a free-for-all, editing by committee environment. Again, though, many locals have found communication to be an important tool for generating member involvement, for example, sharing the proposals and rationale through the union newsletter or Web site.

Finally, building FACE goals into your bargaining position is to consciously make a commitment to advancing significant systemic change. This probably means proposing bigger changes than perhaps you have in the past, and almost surely more changes than can typically take place in one negotiation. That, of course, means that some rank-and-file members, having been exposed to more sweeping long-term goals, will feel disappointment in the short-term outcome. This may require a good deal of talking-through between the leadership and members, but the risk on the other side is even greater as it means continuing the decimation of the full-time faculty ranks, continuing the exploitation of contingent faculty, and exacerbating the tensions and disagreements within our own ranks, which undermines progress on any of these issues.

### **At the table**

You have done everything you can to prepare and your local is excited and ready to support your bargaining team as you head to the table. Now it is time to settle in for what may be protracted negotiations. Your team will need to balance keeping negotiations moving forward and respectful, while at the same time making sure that your members feel informed, included and that the team is moving their agenda.

Obviously, what happens at the table is the most idiosyncratic part of this process and the part that is least in the local's control since it involves management. Most negotiations are going to begin with a discussion of ground rules and what each team agrees to about how bargaining will be conducted. Traditionally, bargaining is conducted in a very controlled environment, with each team agreeing to keep negotiations generally closed until a tentative agreement is reached or until provisions are agreed on by each side.

There are advantages to this strategy, particularly with regard to managing information. Clearly, the union wants to establish a respectful tone at the table and assume management is willing to bargain in good faith over these matters, but that doesn't mean the union should give up tools for escalating pressure on management if it turns out they are unwilling to work toward common goals. This is particularly true in states where striking is not a viable option.

As a result, some unions work to develop ground rules that allow for:

- firm deadlines for proposal exchanges so that the local can clearly see whether or not management is at all willing to bargain on systematic reform;
- reporting information about proposals and counter-proposals back to the membership on a regular basis; and
- discussion with the larger campus community about the negotiations process.

**"Building FACE goals into your bargaining position is to consciously make a commitment to advancing significant systemic change."**

## Issues almost sure to arise in bargaining

Here are some issues and answers almost sure to be raised during negotiations on academic staffing matters.

### 1. There's no money in the budget to accomplish these goals.

This will not be the first time that a bargaining team has heard these words, and they will likely be uttered by administrators, legislators, and even union members over the course of any discussion of academic staffing.

The key, as all experienced negotiators know, is not to take anyone's word for it that there's no money there. Administrators must be pressed to make the entire budget available for the local to examine. This will help to not only identify where money is available, but it also provides information that helps the local develop responses that force administrators and/or legislators to justify other budget line-item expenditures.

The AFT FACE campaign recently sponsored a research study called REVERSING COURSE which presents a mathematical model that can be used to estimate the amount of money required to achieve particular FACE goals (equity, ratios, etc.) within different periods of time. This could be an important tool in bargaining—you will probably find that achieving all the goals of the campaign does require a very large investment, probably too much to accomplish in one bargaining cycle, but the model is also designed to show more bite-sized ways to move your goals. In any case, the model offers a way to talk realistically with management about money without abandoning the conversation altogether because management says it is too big to even talk about.

There are also FACE campaign goals that can be accomplished that do not necessarily require additional expenditures. If budgets are actually too tight to expand compensation or tenure lines, some locals have focused instead on job security provisions (setting up a seniority system for class assignments to contingent faculty, for example), establishing a working group to address academic staffing issues or other items that will help the local progress toward its goals.

Finally, budget issues may provide an opportunity for the local and the institution's administrators to discuss how to achieve the common goal of increased funding to improve the quality of higher education (this is where having an effective political program can pay dividends). Finding common ground on which to work, in this case improving the quality of higher education, can provide a powerful, mutually accepted frame within which the local can more effectively press issues related to academic staffing.

### 2. Administrators need the flexibility afforded by contingent faculty.

This is another common theme with which anyone who has bargained a contract has some familiarity. But behind this "need" is the more banal desire for increased control over the academic workforce and the ability to make arbitrary decisions. The "need" for administrative flexibility implies a decreased role for shared governance (as the number of tenure-track faculty involved in this process decline), decreased job security (when appointments, or the lack thereof, can be justified on the basis of course enrollments), and a lack of academic freedom (as a consequence of decreased job security).

Legitimate flexibility is not incompatible with the goals of the FACE campaign. A 75/25 ratio of tenure-track to contingent faculty members, for example, provides enough elasticity to respond to fluctuating enrollments and, of course, your local may choose to put forward a different ratio. Job security measures based on seniority provide an orderly means with which to respond to the expansion or contraction of positions available. In other words, there are ways to achieve flexibility that are not arbitrary or capricious and provide administrator accountability.

A related objection is that proposed staffing ratios will make it more difficult to bring teachers with professional experience into the classroom. Again, the union and management can reach agreement on an appropriate ratio of contingent to full-time tenured faculty, which could be 75/25 or could be something else. What we have today goes way beyond appropriate flexibility—it is an unbounded free-for-all with management in the driver’s seat in every way.

### **3. Guaranteeing a better full-time/part-time ratio, as well as contingent job equity, will mean job loss for contingent faculty.**

The FACE program, embodied in AFT policy and also in model FACE legislation, has explicit language in it to ensure that the campaign does not lead to the loss of contingent faculty jobs. The alternatives include:

- filling vacancies in currently vacant tenure-track positions;
- relying on normal job attrition in the contingent ranks to create new tenured jobs;
- establishing a process for contingent faculty members to move into newly created tenure-track positions; and
- converting current part-time positions into full-time positions.

In terms of pay equity, it is unlikely that moves toward contingent equity will result in any job losses. Progress toward pay equity may be slow, allowing plenty of time for faculty members and the institution to adjust to the new financial reality. When paired with attempts to change the academic staffing structure, locals may find that the two goals are actually complementary when it comes to mitigating job loss.

## **Developing public support**

As noted earlier, it may be in the union’s interest to strengthen its private negotiations by reaching out to community groups, forming coalitions with other organizations and/or reaching out to the media. Whether to do that, and how, will depend completely on the nature of the issue, the state of negotiations and the personal style of the local leadership. Here, however, we have assembled some techniques that have proved successful to other locals in the past. We will discuss:

- Public Education
- Coalition Building

### **Public education**

In educating the public about the FACE campaign, the local may be able to build a broader base of support in the community that can be useful in helping move the collective bargaining process along. However, carrying out this education is itself an important challenge. Outside of the faculty and administration, the general public has very little knowledge about what the academic staffing structure looks like. Even students often would be hard-pressed to explain the difference between an adjunct instructor and a tenure-track professor, much less identify which of their teachers belonged to each of these groups.

Additionally, a local’s public education efforts will run up against prevalent preconceived notions of the professoriate. In some cases, a portion of the public may be natural allies motivated by memories of their own college experiences and the professors who helped shape their intellectual lives. On the other hand, some people may buy into the stereotype of the tenured professor who works for six hours each week and takes leisurely summer vacations in Europe. Whatever the attitude, the local will face the challenge of explaining to the public why the academic staffing crisis is important and how it affects them.

**“The local will face the challenge of explaining to the public why the academic staffing crisis is important and how it affects them.”**

To build an effective public relations campaign, locals should keep the following points in mind:

- The campaign should have a clear and simple message to repeat.
- The campaign should develop a communications strategy to maximize its PR efforts.

### **Developing your message**

It would be nice if an issue as important as the academic staffing crisis could be discussed at length, allowing proponents of FACE to make their arguments with the nuance that the problems deserve. While a communications strategy can certainly incorporate lengthier, more in-depth discussions, the local should design its message to fit the 30-second sound-bites favored by the media. It will require the local to ask itself:

- What are the three things that we want people to know and remember about the FACE campaign?
- What do we want to see repeated by the media?

It doesn't have to be in the form of a catchy, bumper-sticker slogan (although that never hurts), but it should be a consistent message that is built into every public relations event and clearly communicates the problem that the FACE campaign confronts and the solutions that it proposes. Additionally, your message should also emphasize the benefits of a stable academic staffing structure for students and how it contributes to a quality college education.

### **Sample messages**

The simple, clear sound-bites are not the end-all, be-all of the local's message. Rather, they can serve as the shorthand for the campaign's goals and provide themes around which to organize all of the local's public relations events.

Here are a few message ideas to get you thinking about the types of messages you can develop for your campaign:

- Faculty working conditions are student learning conditions.
- Investment in faculty is an investment in our future.
- Equity + Security = Quality.
- Our students can't distinguish between part-time and full-time faculty; our paychecks shouldn't either.

### **Developing a communications strategy**

In order to get the message out, locals have a variety of alternatives with which they can develop an effective public relations campaign. The strategy used to pursue a public education campaign can contain the following elements:

- public relations training for union activists;
- media outreach;
- testimonials;
- letter- writing campaigns/op-eds;
- public events; and
- "Just Ask."

### **Training union activists**

If a local is going to convey a consistent and clear message to the public, it makes sense that the members tasked with that responsibility be trained on how to best communicate that message. In particular, an effective local will make sure that its public representatives are trained in the following areas:

*The message*—Each person talking to the public should be communicating the same message that was developed for the campaign. How this message is delivered will vary from event to event, but any time the general public is hearing about the local’s FACE campaign, they should be hearing the same themes repeated.

*How to handle the media*—Effectively communicating the local’s message to media outlets is an acquired skill. Union spokespeople should be trained on how to be deliberately concise in delivering the local’s message and how to anticipate possible questions from the press. Other media skills locals can train their members on include writing effective press releases and how to set up and conduct press conferences.

*Member involvement*—Some aspects of a local’s communication strategy, like letter-writing campaigns, will require greater member involvement to be effective. The local may want to train its activists on how to organize members for these sorts of campaigns and have templates, talking points, or sample materials available to make member participation easier.

*How to address governing bodies*—Some locals may want to take their case before local and state governing bodies – legislatures, county executives, boards of trustees, etc. – in order to put pressure on management to move on the local’s bargaining agenda. Appearing before their bodies can be an intimidating prospect. The local may be able to maximize the effectiveness of members appearing before these bodies by informing them about the peculiar protocols each body uses, such mundane details as how to get the local’s issues placed on the agenda or how to be placed on the speaker’s list, and how to craft the local’s message to address the areas over which a particular governing body has authority.

## Media Outreach

Getting the press interested in the local’s FACE campaign can be an effective way to amplify the message beyond the immediate reach of the local and its members. However, the press won’t just show up to cover campaign events based on a press release. There are a number of different things a local can do to effectively use the media as part of its public relations strategy:

*Identify a number of different media outlets*—The local will want to engage as many different press outlets as possible to gain access to a variety of audiences. The interest of the various outlets in the FACE campaign will vary. A student newspaper may be very active in following the story because of its relevance to campus events. A local television station may become interested when the campaign offers good visuals for the evening news. The state’s “newspaper of record” may bite when the FACE campaign touches on the legislative angle. By keeping a broad range of media informed about the campaign, the local can increase its chances of getting its message out. Here are some media outlets to consider contacting:

- student newspapers;
- local newspapers (dailies and weeklies);
- local television stations;
- statewide newspapers; and
- local radio stations.

*Research media contacts*—For the media outlets that the local identifies, find out who covers the beats that are relevant to the FACE campaign. Oftentimes, newspapers will have specific reporters assigned to cover higher education stories, and possibly one who covers labor issues. Discovering who these people are and the positions from which they seem to write (does their reporting take on a particular point of view?) can be useful for determining to whom you can pitch stories and what editorial angle will most likely get a press release noticed. By establishing a relationship with beat reporters, it may become more likely that the reporter will come to the local not only when contacted about a FACE event, but when other issues related to academic labor or higher education arise. Good press contacts can also be a useful source for information that may further affect bargaining and other aspects of the campaign.

*Keep the press informed, even if they're not reporting every event*—Even if the press isn't reporting on every event or press release, locals with effective press strategies will make a habit of sending out regular updates to their media contacts. This allows the contact to remain up to date on the story as it develops, and when the time comes that they have a more active interest in reporting the story, they'll have a file from which they can draw upon for their coverage. If the local has been vigilant about keeping the press informed throughout the whole process, this may actually give them a leg up over management when a press outlet does start reporting on the FACE campaign, as the first story might be the first time the institution's management has been contacted by the press with regards to the campaign. Having the local's narrative well established with a press contact at this point can be very advantageous.

*Utilize new media*—With the proliferation of online sources of information, the local can effectively harness a variety of Web-based resources to help augment its media outreach strategy:

**ESTABLISH A LOCAL FACE BLOG**—The local may want to consider starting its own Web log to report on the FACE campaign directly. Blogs are free to start and can be used to facilitate discussions about the campaign through user comments.

**CONTACT LOCAL BLOGGERS**—Writers focusing on issues of local and statewide concern are becoming more and more common. Getting bloggers who cover local issues involved can provide a gateway to a broader audience.

**CONTACT HIGHER EDUCATION OR LABOR BLOGGERS**—Specialized blogs that cover higher education and/or labor may be interested in the local's FACE campaign.

**UTILIZE AFT'S FACE TALK**—AFT runs a widely read blog specifically devoted to the FACE campaign. The local can submit stories to be covered on FACE Talk, or can even become a regular contributor to the site!

**TAKE ADVANTAGE OF SOCIAL NETWORKING SITES**—Web sites like Facebook and Twitter can provide the local with a no-cost means to take its message directly to members and supporters.

Utilize AFT's  
FACE Talk at  
[www.aftface.org](http://www.aftface.org)

## Testimonials

While all the activities listed above may give the general public a better understanding of the issues, trends and solutions that motivate the FACE campaign, it could also be very beneficial to offer the public a glimpse of the real-life impacts that these issues have. To do this, the local may want to think about putting a human face on the FACE campaign by soliciting testimonials. The testimonials can come from a variety of sources:

- From adjunct professors, describing the hardships they face working at multiple institutions for little pay and without benefits or professional support.
- From tenure-track faculty members, describing how the increased burden placed upon them by the changing structure of the academic workforce is negatively affecting their work.
- From students, describing how despite having great teachers, the problems posed by the academic staffing crisis have affected their ability to get a quality education.

## Letter-writing campaigns/Op-eds

In addition to having media outlets report on the FACE campaign, locals may want to consider other ways in which they can have their message appear in the press. Two relatively easy and effective ways that this can occur is through submitting Letters to the Editor (LTEs) and through opinion pieces, both printed on newspaper op-ed pages.

LTEs can be great tools for engaging the membership and the broader community about FACE.

Members can use them to share their own stories about the challenges posed by the academic staffing crisis, while community members can describe how the staffing crisis affects them or provide more generalized support for the local's campaign. LTEs can also be used to respond to press coverage, either reinforcing positive articles or correcting pieces that were inaccurate. Local newspapers also can be contacted in order to publish longer opinion pieces, which provide more column inches to allow a more nuanced or detailed argument than the space allotted for an LTE.

### Public Events

Hosting public outreach events can be another avenue for the local to communicate its message. Public events can provide the opportunity for face-to-face interaction between union members and the general public, allow for a more in-depth back-and-forth about the FACE campaign, and offer an opportunity for the local's membership to show its support and passion for the campaign through its enthusiastic turnout. There are a few things to keep in mind when putting together a public event:

**“In discussing FACE with the public, it is important to move past just voicing concerns to proposing concrete solutions.”**

*Explain the problem clearly and concisely*— Each event should offer a clear and thoughtful outline of the challenges confronting faculty members and how these challenges affect students and the public at large. These events offer the opportunity for the local to highlight and explain what it has learned about the academic staffing crisis through its research.

*Present specific solutions*—In discussing FACE with the public, it is important to move past just voicing concerns to proposing concrete solutions. This is the time to inform the public and get them on board with the local's collective bargaining and legislative FACE proposals.

*Keep your audience and purpose in mind*—While facts and data are crucial, many make the mistake of trying to educate the public too thoroughly on FACE issues, providing too much information and missing out on an opportunity to engage the audience. Most of the time, the local will want people to do something, and that will require two things – first, the local will have to ask them to take a specific action and second, the local will have to make the issue relevant to that particular audience. In designing an event, it is important to ask what is going to make an audience member empathize with your issue, and what is going to move that feeling of empathy into concrete action.

*Make the event media friendly*—The local can use the press to amplify the message presented at a public event.

There are a number of different types of public events that are available to locals that fit any number of different contexts within the campaign:

*Press conferences*—These can be used to “rollout” different pieces of the campaign (or introduce the campaign itself).

*FACE Hearing*—These events can provide a forum to bring together members of the campus community to discuss how the academic staffing crisis is affecting your campus, present the results of a FACE audit (if your local conducted one), and discuss ways of working together to address the challenges posed by the current structure of the academic workforce.

*Rallies, marches, and demonstrations*—These sorts of mass events can be used to motivate the local's members and its community supporters at critical moments in the campaign to put pressure on management or legislators. These events also often provide the “good visuals” that appeal to television news programs.

*Teach-ins*—These provide opportunities for union members to provide in-depth information on the academic staffing crisis and engage in an in-depth discussion with community members about how the crisis affects them and what remedies are available to address it.

*Visibility campaigns*—Sometimes, a simple button or T-shirt day can generate attention to the issues. These sorts of events can be used to demonstrate grassroots support for movement on academic staffing concerns, and they can provide an opening for members to educate individuals who will inevitably ask, “What’s up with all the buttons?”

### **“Just Ask”**

The AFT has developed a public information campaign that locals can use to help promote the FACE campaign. The “Just Ask” campaign is targeted towards high school counselors, prospective college students and their families to encourage them to “just ask” college admission counselors about the percentage of classes taught by contingent faculty at their institution and the conditions under which contingent faculty work. It could be used as the focal point around which higher education locals could engage their colleagues in the local K-12 school systems. The “Just Ask” program is designed to inform the target audience about academic staffing issues and to put some pressure on higher education institutions by demonstrating that the structure of their academic workforce is being factored in to the decision about where a student will enroll.

### **Coalition building**

For key bargaining issues like FACE, some locals have found it very helpful to bolster their efforts through a formal coalition, or simply making common cause with like-minded organizations within the community. Through coalition building, the local can reach a broader crosssection of the community who can increase the pressure brought to bear on the administration to address the issues that are of interest to the union. The FACE campaign is an opportunity to build important community connections that will be of use not only during the campaign, but on future occasions when action will need to be taken within the community on behalf of higher education and/or labor. There are a number of different groups in the community that the local should keep in mind when building its coalition:

*Student groups*—Students will be the ones ultimately affected by changes in the academic staffing structure, so bringing them on board is critical. Administrators want to keep students (and their parents) satisfied with the quality of their education, and legislators pay particular attention to what students have to say about the institutions they attend.

*Community labor groups*—Other labor unions, labor solidarity organizations (like Jobs with Justice), and central labor councils can provide support and bodies for the local’s campaign. These groups also can inform their members about how the issues presented by the FACE campaign affect the quality of education they and their children receive.

*Progressive community groups*—Local citizen groups often rely upon the resources afforded by higher education, including its faculty, in pursuing their work, and therefore may have an interest in ensuring the quality of the faculty and the ability of the faculty members to remain in the community.

*Allies at other area universities and colleges*—While the contract campaign might be about improving conditions at your own institution, the goals of the FACE campaign are directed more globally at all of higher education. Enlisting support from colleagues at other area institutions can not only provide some much need moral support, it may also begin the ripple effect by which improvements to the academic staffing structure move through higher education.

*Allies in the K-12 system*—Teachers in the community schools where your institution is located are able to reach a whole other audience for you: potential university students and their parents. Reaching out to them, especially in the context of the “Just Ask” campaign, can help educate them about how the academic staffing crisis can affect their and their children’s education and provide another pressure point.

*Alumni and donors*—Donors and alumni often contribute money with the hopes of maintaining and improving the quality of education at the institution (and alumni have a vested interest in maintaining the value of the degrees they received). Educating this group about how their money is being used—or in the case of academic staffing, how it's not being used—can be a potent weapon in the local's negotiations.

If the local decides to undertake the work of building a coalition around FACE in particular, and higher education in general, it should keep in mind that coalition building is a two-way street. Mutual support and being there to support your coalition partners can help cement long-term alliances that extend beyond just one bargaining cycle. The local probably will not be able to support its partners on every one of their issues, but lines of communication should remain open and offers of help extended whenever possible.

## Reaching an agreement

As negotiations come to a head, hopefully, the local will have built wide membership consensus around its bargaining priorities. It will have been successful in keeping its members mobilized (but patient) during negotiations and it will have built public and organizational support behind its campaign. Obviously, it is very hard to come anywhere near 100 percent in conducting all of these activities, even for well-established locals, but the effort can be very important, especially if the local is trying to move ahead with major changes at the institution.

Locals differ greatly in the way they stress confidentiality, or continuing member feedback and mobilization, during negotiations and then completing them. There is no one prescription for how to do that and we will not try to supply one! What we've tried to do in this toolkit is provide useful information about the considerations you should take into account in reaching your own conclusion about how to conduct negotiations on FACE-related issues and then creating structures that work for you.

# What happens after the campaign?

**EVEN AS YOUR BARGAINING** comes to a close, there's work that still can be done to advance the cause of a just academic staffing structure and to build a stronger union. This portion of the toolkit contains ideas for continuing the good work you already have begun. These include working to get your contract ratified, retaining and developing your relationships with new activists and coalition partners, assessing your gains against your previously stated goals, and working to improve your institution's academic staffing structure through political action and contract enforcement. Again, it's important to remember: all of the local's FACE goals won't be accomplished in one round of negotiations. FACE is a long-term campaign; the just-completed contract negotiations are the first step in a long struggle.

## Contract ratification

After concluding negotiations, it will be important to inform the members and allies about what gains have been made around local's FACE goals. There are two practical reasons for this step:

- Members and coalition partners will need to see that their actions have resulted in real progress in the campaign.
- The local will still need to get the member's approval of the provisions via the contract ratification process.

The local has a number of different options in getting the information about its new contract out to the community:

- One-on-one or small-group meetings between activists and members.
- A general membership meeting to discuss the contract with members.
- A public forum or second FACE hearing that demonstrates to the public the gains that were made.
- Announcements in the local's newsletter.
- Press releases, LTEs and Op-Eds.

In presenting the new contract provisions, it may be necessary to strike a balance between celebrating the very real gains the local has made and reminding the membership that FACE is a long-term project. The negotiating team will have doubtlessly made some difficult decisions during bargaining. These compromises will have to be explained to the membership – what was gained, what was given up, the rationale behind it, and most importantly, how it sets the local up for future progress.

## Recognizing and retaining activists and allies

The gains that the local made during negotiations could not have happened without the concerted efforts of a large number of people. More significantly, further gains will require even more hard work from the members. Therefore, it's important that members know how important they were to the local's success in this round of negotiations and that they be able to take ownership of the gains that were made. Remember, keeping the people who were involved in this contract campaign will be integral to maintaining and building the local's power for future campaigns.

To this end, simply be sure to recognize and thank the people who took the time to contribute to the local's success. This recognition can take several forms:

- Individual thank you notes from leaders to activists.
- Certificates of appreciation or other recognition awards.
- Public recognition at a general membership meeting or victory party.

It is especially important that the local recognize activists who were highly involved in the campaign. This group represents a pool of potential new leaders for the local. Finding ways to not only recognize these activists, but also to institutionalize their activism in local positions can help to continue their participation and help the union build its capacity.

The local's coalition partners should also be recognized, as they will be important as the campaign moves into its next phases. In addition, the local should be sure to reciprocate the support it received from other organizations.

### Post-campaign assessments:

#### How does your new CBA match up with your goals?

How far has the local come in its FACE campaign? Following the conclusion of contract negotiations is a good time to see where the local has made progress and where future progress can be made. These are some of the questions the local may ask:

- How many of the short-term goals were reached in contract negotiations?
- Where did the local fall short on its short-term goals?
- How realistic were all the short-term goals?
- Can any of these goals be accomplished outside of the collective bargaining process?
- How much progress was made on the local's long-term goals?
- In light of negotiations, how realistic are these long-term goals?
- What progress on the local's long-term goals can be made outside of the collective bargaining process?

#### Between and outside bargaining cycles

Now that contract negotiations are over, the local may find that it can continue the FACE campaign by other methods. Moving the campaign beyond the contract provides opportunities to keep the local's activists and coalition partners aware of and engaged in the struggle to transform the academic staffing structure. Here are some of the arenas where the local can continue to make progress on FACE:

*Electoral politics*—The local can work to elect legislators who pledge to advance the legislative FACE agenda.

*Public education*—Despite having made important gains, the local will still need to inform the public about the remaining challenges posed by the current structure of the academic workforce. The problem, of course, goes beyond one institution and requires bigger solutions that will require public support.

**“It’s important that members know how important they were to the local’s success in this round of negotiations and that they be able to take ownership of the gains that were made.”**

*In the legislature*—The local, working through the state federation and other coalition partners, can lobby legislators to advance FACE legislation.

### **Political action**

Unions at public institutions of higher education have often used political action to support their collective bargaining efforts. With the FACE campaign, this political action may be conceived as an integral feature of the campaign. Simply put, many of the academic staffing issues confronting public higher education cannot be solved without state governments reinvesting in their colleges and universities. For many locals, the FACE campaign can provide an opportunity to integrate political action into their union's core functions and to build a program that can help strengthen higher education not only at their own institution, but also at institutions all over their state. There are a number of methods by which locals can begin mobilizing politically to support its FACE efforts:

*Form a political action committee*—Many locals have formed political action committees as an effective means to augment their union's power. A political action committee can cultivate legislative contacts, conduct political mobilizations around electoral or issue campaigns, and provide a clearinghouse to inform the local's members about important political issues. It will be important for the political action committee to be coordinated with the other committees working on FACE issues so that each groups' efforts are complementary and not duplicated.

*Create public campaigns with coalition partners*—If the local has built a coalition with like-minded groups, a public campaign can be developed that applies pressure on policymakers to seriously address the challenges confronting higher education. The public campaign might address one particular aspect of the FACE campaign (say, establishing a tenure-track/contingent faculty ratio) or may deal more broadly with the chronic underfunding of public higher education.

*Connect with student groups*—Many institutions have student groups (like student government and/or a student Public Interest Research Group (PIRG)) that are involved with lobbying on behalf of student interests. Educating these groups about how the structure of the academic workforce affects their education can provide another set of pressures on legislators to address these issues.

*Coordinate with the state federation and state labor federation*—The state AFT affiliate and state AFL-CIO often have political and legislative departments with well-established contacts at the state capitol. These groups can activate a broader group on behalf of the FACE campaign and leverage those larger groups into effective action in the political arena.

## **Looking ahead to the next bargaining cycle**

Even though the local just completed its contract, it's not too early to begin thinking about the next contract. There are a number of different tasks that can be undertaken to begin preparations for the next round of negotiations.

- Ask the questions listed under "check gains against goals" to identify potential future bargaining goals.
- Make sure that the new provisions in the contract are monitored and enforced through the grievance process - this will give the local an idea as to how effective the new provisions are and how they might need to be modified.
- Continue building membership, public, and legislative support around FACE.

# Resources

## **The AFT Will Be with You Every Step of the Way**

While the campaign belongs to the local, no local should feel alone in trying to take this on. AFT Higher Education has been and will continue to provide tools and resources to help locals pursue these efforts. To help you promote the FACE campaign through your collective bargaining efforts, the AFT has a number of resources available to you:

### **FACE Web site**

In addition to the FAQs and research, the FACE Web site contains a number of tools to assist you in your campaign. Most relevant to your collective bargaining efforts would be sample contract language used by fellow higher education locals in pursuing the goals of FACE. On top of that, there is information about how to promote FACE, information on other aspects of the FACE campaign (legislative language, etc.), and a blog that can keep your leaders and members abreast of news that is pertinent to the campaign.

### **Other online AFT resources**

You are encouraged to utilize a variety of other resources available over the Internet that can provide you with valuable information about current trends in higher education, contract language, and campaign tactics that have been successful at other institutions. These resources include:

*AFT Higher Education Data Center*—This recently launched utility is an up-to-date clearing-house of institutional-level information on faculty salaries, instructional staffing levels, tenure rates, institutional revenues and expenditures, and a variety of other data.

*AFT Collective Bargaining Database*—This resource is a searchable database of every AFT and NEA Higher Education contract in the country.

*AFT Higher Education Collective Bargaining listserv*—Join other higher education leaders and negotiators from across the country to share thoughts, ask questions, and provide support for your collective bargaining endeavors.

### **AFT Research Publications**

The AFT is continually producing new research about academic staffing and its impact on education. All of these publications are available through the FACE Web site or by contacting the AFT Higher Education Department. (See below.) One of those publications should be considered by any local moving into staffing issues—the AFT publication *Reversing Course*, which is, again, available online or in hard copy.

### **AFT Higher Education Staff**

As always, AFT Higher Education staff members are available for consultation via e-mail, telephone or even in person. Whether it's a request for information, advice on a particular aspect of your campaign, or on-the-ground assistance for implementing your program, do not hesitate to contact them for assistance. Again, you can reach us with any FACE-related question at [highered@aft.org](mailto:highered@aft.org) or by phone at 800/238-1133, ext.4426.





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