

United Students Against Sweatshops  
Guide to



Building Campus-Community  
Solidarity Campaigns

Right to Organize! Living Wages Now!

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## **Step 1: Talk to Workers on Campus**

If you've come to help me, you are wasting your time. But if you've come because your liberation is bound up with mine, then let us work together.

–Lilla Watson

The quote above is more than a slogan of USAS, but an illustration of our core principle of solidarity. It's also a lot harder than it sounds to live up to this principle. In order to understand how the liberation of students is bound up with that of workers—from the workers who sew the sweatshirts we buy to the workers cleaning our dorm rooms—we first have to know and understand the workers themselves.

### ***Mapping your campus. Who works here?***

Oftentimes I'll meet with students interested in running a worker solidarity campaign and their first question is, "how do we know how much workers make?" Before we can answer that question, we need to know who works on campus. There are many kinds of workers on campus—USAS campaigns tend to focus on the lowest-paid workers, but we don't know who that is until we meet them and talk with them. Some typical job categories include:

- Food service
- Janitorial/Housekeeping
- Grounds/Environmental
- Construction workers & laborers
- Delivery workers
- Transportation workers
- Clerical & Administrative workers
- Professors (including visiting and part-time)
- Teaching Assistants

There are many factors that impact the lives of campus workers at your school. It's helpful to map a few of these as well, and here are some strategic questions that can help you understand the impacts of your local area:

- How large is the enrollment of your school? Is it public or private? How big of an economic player is it in the area/region? Is it the largest employer in the area? Does it set standards, or follow standards based on other schools in the region?
- Where is your campus located geographically? Where do most campus workers live in relation to campus? Are workers spread out, or do they tend to come from the same area? How much are rents in that area, is home-ownership a possibility for workers?

- How accessible is transportation to the campus? Are there free parking lots, decent bus systems? How much would it cost a worker to get to work? Is a car required?
- What are the racial/ethnic/economic/gender distribution of jobs? Are they highly segregated along race and gender lines? Are they heavily integrated? How does this breakdown compare to the student body, is it similar? Different? How? Is it similar to the makeup of your group?

## **Your Campus as an Economic Player**

Another thing that will help you to understand how your campus operates is to understand a bit about the national and international economic forces surrounding colleges and universities. A huge part of our campaigns' success with creating economic justice is tied to the power we have as students to leverage our schools' positions as actors in the global economy. Adidas wouldn't care what the University of Chapel Hill thinks about its labor practices if there weren't 10,000 students, parents, and sports enthusiasts willing to cough up \$40 apiece per year for the latest "Tar Heels" sweatshirt, and UNC didn't have direct control over the license of the UNC logo. There are business dynamics involved that you can understand and use to the advantage of your campaign, so that your tuition is going to *counter* exploitation, not *encourage* it.

Larger economic factors for your campus, such as competition between major food service industry employers, outsourcing trends on campuses, or laws about healthcare provision and living wages can greatly affect the lives of workers at your campus. This information often requires research and can be difficult to find. The good news is, there are unions who have large research departments that often gather this information and can help you to understand the power these factors have on your campus and leverage your knowledge during a campaign.

As an example, food service outsourcing is an incredibly competitive industry dominated almost entirely by three major companies. Often campus administrators are looking for the cheapest bid with the highest percentage of profits to the university (administrations often get kick-backs from food service contracts), and this affects both the working conditions, hours and wages of food service workers, as well as the cost of your meal plan and the quality of the food you're being served. There are only a few places where these companies can cut costs (while not supplying substandard food), so the biggest targets for cost cuts are wages and working conditions. If your campus food service workers are hired directly and run by the university, but the administration is looking to outsource, it's very important to know about these dynamics. If food serviced workers on your campus are unionized, the administration is likely looking for a way to break up or circumvent the union through outsourcing while making a greasy buck. These are hardly humanitarian decisions. This in turn can affect the quality of the food on your plate.

## **Building a Map: Where to Begin Worker Outreach**

*No one knows the most pressing issues in any given workplace better than the workers themselves.* The first rule to organizing for worker rights is that you must be organizing in solidarity with workers already organizing for their rights. It is never up to you to tell workers what they need or what they should be fighting for.

The first step to any campus worker solidarity campaign is to talk to the workers on your campus. You probably see and/or speak to campus workers almost daily. There are cafeteria workers, groundskeepers, janitors, and maybe other staff such as clerical and professional workers. Once you build up a bit of a relationship you can start asking more probing questions like what they think of their job or whether they belong to a union. We have some important considerations and tips listed below. The form of the campaign may depend on the situation of the workers at your school and what their issues are. However you run a campaign, be sure that you are always following the lead of workers, not the other way around. Keep workers involved in the campaign and always let them know your plans.

With the Right to Organize campaign, for example, the central demand is that workers can organize without fear of repercussion. This is about creating a climate on campus that encourages worker organization rather than repressing it. This may not seem like the most immediately accessible demand, and there may be cases where students are running this campaign combined with more immediate issues or demands from previous campaigns (living wages, benefits, immediate needs like replacement of hazardous equipment, etc.).

You'll need to develop a plan for continual outreach to and communication with workers while building your campaign. We've mapped out a sample below, because this will have an impact on the amount of work your group will need to accomplish during the campaign. In order for your campaign to truly be in solidarity with workers, you'll need to create reliable and ongoing relationships with workers throughout the campaign, not just at the beginning or planning stages.

We've included a chart for keeping track of your outreach efforts so you can easily see how many workers are on your campus, what job categories they're in, where people work, and other information that can be helpful to you while building your campaign. This chart is in Appendix A. **You don't have to have everything filled out or planned perfectly before you launch your campaign**—but you will need a basic idea of what struggles workers on your campus face on a *daily basis*.

### ***Getting to Know You: Building Relationships with Worker-Centered Events***

Let's put first things first. The question is often asked, "How do I build relationships with workers?" I will admit that this question often implies a level of privilege or distance from the perspective of low-wage workers on behalf of the questioner, whether that's due to class, race, gender or cultural divides. But the fact remains that it can be difficult for students to initiate contact with workers because we have a society that's doing everything within its power to keep us separated. It's not an

accident that buildings are designed with tunnels, walls, and other ways to physically separate workers from students. Does your campus have the mysterious conveyor-belt of dirty dishes, getting cleaned by some unseen force that you can hear in the background? Is food served directly to you or does it sit under hot lights, waiting for you to dish it out yourself? Companies that design campuses spend lots of money devising ways to minimize the interaction you have with campus workers, and to make sure those interactions are as proscribed as possible. Some food service contracts attempt to forbid workers from speaking to students (although that's a flagrant violation of our free speech rights). Ask yourself, *why?* Why do companies and administrations try to create these barriers to communication? Because they're afraid you'll discover what you probably already know—that underneath the mission statements, the recruiting videos, the professed good will of campus administrators, the campus runs on the exploitation of low-wage workers and they'd like to keep it that way.

We can easily break down these barriers, and many of us already have. The most powerful tool we have against it is our humility and humanity. Start with the basics—say hello! Ask questions, like: “How’s it going today?” and listen to people’s responses. Over time, shift to more detailed questions: “Do you have kids?” “When’s your birthday?” – and REMEMBER the workers’ answers. It may seem contrived or awkward, but it’s OK to keep a notebook and write down people’s names and information they give you over time. It’s about valuing the lives of the people and sometimes it’s difficult to keep track of everyone, especially if your school has a big campus. Writing things down will help you to remember them. So the next time you see Ms. Smith at the dining hall, you can ask “How was your son’s birthday party?” or “Have they given you that time off you requested a while ago? How was it?” This will help you to build trust and genuine relationships over time. It can also help you to recognize patterns or identify employer abuses: Are people’s hours being cut? Are people unwilling to go to the doctor because of rising healthcare costs?

Another thing to keep in mind while developing relationships with workers is that you’re not the first student they’ve talked to, nor will you be the last (hopefully!). There may have been a history of student worker relations that are good, there could have been campaigns run in the past (which may have succeeded or not, it’s helpful to know that), and there could be tensions and mistrust based on past incidents about which you’re totally unaware. Try to keep as open a mind as possible and be persistent. Not to the point of harassment, but you might not get a red carpet rolled out to you on your first visit. That’s OK, you don’t need to be best friends, but on principle you need to know what that worker cares about and what they want to change. It’s up to you to demonstrate that you’re sincere and committed to seeing that change through. It can be helpful to identify which students already have relationships with workers; many students work on campus and can often have relationships with their co-workers.

Last but certainly not least, be mindful of your approach. Are there managers nearby who might hassle the person you talked to for chatting with you? Is it a really busy time of day, does the worker seem preoccupied? If so, figure out a time to come back later or earlier, or when people are on a break, so as not to disrupt their day.

### **Creating a Beginning Outreach Plan: Step-by-step**

- ❑ Brainstorm the various buildings and areas you interact with on a day-to-day basis. What dining halls do you go to? Who lives in which dorm? Who has night classes or stays late enough in the library to meet the cleaning staff? Who gets up early and could meet workers beginning their shift? Who takes the bus that workers take as well? Find out where people are and map your beginning outreach plan.
- ❑ Start where you're at and then create plans to reach buildings that aren't covered by your group. Hopefully your group will grow and your ability to outreach along with it!
- ❑ If there are shy people in your group, create a buddy system – Is there someone you could meet up with to start conversations together? You might want to role-play conversations as a group to help people feel more comfortable about starting up conversations.
- ❑ Commit to *at least two* conversations with different workers per week and ask for report-backs on worker conversations at your meetings. This will give the whole group a sense of the climate for workers on campus.

### **Breakfasts, potlucks, shift-change appreciation**

After you've had some initial conversations and done some of the basic outreach above, you can start creating events to bring workers together. This is an important aspect of your campaign. Depending on the size of your campus, workers will know each other when they work together in the same building, but they don't always know workers in different jobs or from shifts that don't overlap with their own. Employers know this, and can exacerbate oppression and tensions between groups of workers to keep them divided—whether through language or cultural differences, gender differences, or just basic misinformation campaigns. You can be an important bridge to let workers know that they have a shared struggle on the campus. *If you know that Ms. Gutierrez from housekeeping just lost her benefits because her hours were cut, you can tell that to Mrs. Brown in food service just had the same thing happen to her, but thought she was the only one.*

A great way to bring workers together is through a low-key appreciation event. There are different models students have used successfully:

- ❑ **Worker breakfasts.** Georgetown students gathered pastries and coffee, grabbed a table, and once a week for three years, would be out at the place where the bus drops workers off at 6am Monday mornings to greet them. It

was a great location because most of the workers, regardless of job classification, took the bus, and the 6am timing meant that night-shift workers were going home and the day-shift workers were just starting their day, so it was a point to meet everybody as they changed shift. This required a little ingenuity and some budget for the coffee and pastries (although they got donated pastries for some weeks), and also worked as a great way to build coalition with other student groups who would volunteer to help with the breakfasts. Relationships with both workers and the MeCHA chapter happened this way.

- **Worker Appreciation Day Picnics/Potlucks.** Many campus groups have pulled together appreciation days. There are several considerations for doing this successfully.
  - *On-campus or off?* Workers on campus don't have to go anywhere or take time out of their schedule if you plan an event during a break or over a couple of breaks to catch multiple shifts. However, managers can drop by and really put a damper on your ability to learn about the work environment. Also, workers don't want to stay at their job after they're off work and often have many other commitments (children, other jobs, etc.) that they need to attend to. Be thoughtful about the timing of your event if you choose to have it on campus. If you have it off-campus, think of a place that would be easy for workers to get to. Is there a church many workers attend or a park in the neighborhood where most workers live? Are there busses to the location? Can students with cars offer rides to the location?
  - *Get the word out.* Make sure there's enough prep time to let people know where the event is, when, how to get there if it's off campus. Take the time to translate your flyer into languages workers speak. Use your maps to figure out how to get the word out, which may be flyers, but be careful—not everyone can read. Don't assume handing a flyer over without saying anything or personally inviting people will get them there.
  - *Appreciation means doing the work so they can relax.* Provide childcare, transportation, and supplies to the greatest extent possible; if there are workers who speak different languages, see if there are students in your group who would be willing to translate for people, maybe have an ice-breaking game and toys out for the kids. Name tags are very important! Have a greeter with a sign-in sheet to get people's contact information so you can invite them to future events, but don't require people to sign it. Make sure they know why you're asking, and make sure to type up the list soon after the event!

## Calling the Question – Talking with Workers about Your Campaign

Once you've held an event, done the basic outreach plan, and feel like you have relationships built with workers, it's time to start getting specific. This can be an awkward point for many students. Some of us are taught not to ask people questions about money—that it's considered rude or prying. Some people are raised talking about money and wages all the time—that it's normal. I've encountered students who felt like they were being manipulative to have specific conversations about wages and working conditions. With all that in mind, if talking about money seems like a tough issue for some folks in your group, I would suggest you practice this conversation using the exercise below. In any case, ground yourselves in your commitments for doing this work. You want to see justice done, and feel it is not. You've heard from people about their struggles, and you want to do something about it. There are far worse reasons in this world for striking up a conversation than finding out what people want to change and how we can work to change it together.

**Role-play:** Practice talking about money. (15 min or more)

Have everyone pair off in the group and designate a time-keeper. For five minutes, one person answers the question "How are you paying for college?" while the other person listens. Switch, and for five minutes the other person answers the same question. At the end of the 10 minutes, each person thank the other for their honesty and openness.

While there isn't a way to script the conversation with workers about the campaign, many students have used these openings and found them helpful:

Beginning: "Have you heard about this campaign we're working on about [living wages, organizing rights, etc.]"

"How much is the starting wage people get here? Is that the same/different from other areas of work?"

Intermediate: "Our [meal plan/tuition/student fees] just went up, but somehow I suspect that's not getting to y'all. Had you heard about that? Are your wages going up any?"

Advanced: "I was talking to Ms. Soandso who works in Environmental Services, and she said she hadn't seen a raise in three years. Can you believe that? Do y'all get raises regularly over here?" [make sure Ms. Soandso is OK with you talking about her circumstances first]

In general, it's good to have a space in the meeting to hear about how these conversations went and what workers had to say. If people are struggling with starting the conversation, here's a good time to set up a buddy system or do some role-plays with students who've had conversations already about that. Have two people pair off and do a role-play in front of the group, and then have a question & answer session afterwards. *Be careful not to make up worker answers or*

*stereotype workers, but use things that you've already heard or experienced in conversations before.*

### **Another Helpful Tool: Surveys**

At some schools (Simmons, Bryn Mawr, and others), students designed simple surveys to get a sense of what priority workers would place on the challenges they face. Two of them are provided here in Appendix B. The idea is not to hand out the survey and ask people to fill it out, but to ask if the worker has time, could you ask questions about what is most important to them. Like with outreach, be conscientious about their time. Is it a busy time of day? When would be good to come back? Read over the short list and make notes of their responses. Keep track of these, and make sure someone's responsible for compiling them and figuring out the results. Try to get as many completed as possible, but set a deadline for working on them.

### **Getting Organized**

While your group is engaged in worker outreach, you need to also be building the number of students dedicated to supporting workers and running the campaign. Not everyone is excited about or skilled at outreach (although everyone should *try* it), and there's plenty of work to make sure that once you decide on a campaign goal, you're ready to launch. Following the classic GROW strategy Chart (Appendix C), your group can be researching the targets (who in food service? Who for a campus-wide campaign?) and allies, finding out things about your school's budget that might be strategic, such as the salary of your president/chancellor, the top paid contractors and how much they were paid, the annual budget, etc. Private schools are often nonprofits, and their form 990s can be found online; Public schools require a Freedom of Information Act request that can take months to arrive, but fully discloses all wages and other financial information when it does. Hosting educational events for students about worker's rights and related topics can be a great way to build your group, and inviting people to "shadow" members doing worker outreach a good way to plug new members in.

### **Building Demands from Worker Outreach**

After you've completed surveys or gotten a good number of one-on-one conversations, you'll probably have a lot of potential demand options. Dedicate a meeting to listing out the results and deciding which ones and in which order you'll demand them. It's useful to figure out which ones seem winnable in the *short term*, *intermediate term* and finally *longer-term* fights. Getting a chair for a dining hall worker who swipes cards may be a short-term victory, getting someone reinstated after they were unjust fired can be a medium-term fight, getting the university to adopt policy that they won't interfere with union organizing could be a long fight. It depends on the political climate and the willingness of your administration; they could fight you tooth-and-nail every demand, or they could fold easily, in which case you want to aim for broader, more sweeping demands.

## Developing a Campaign Strategy

We, here at USAS national, would highly recommend you work with your group at the beginning of the semester to fill out a GROW strategy chart. After that process, you'll identify information you don't have but need to get, and can begin working on your group "to-do" list. It's also helpful to create a timeline: when is Winter Break, when is Spring Break? When are club days or tabling events for outreach? When on your campus is the best time to bring demands? It's helpful to get a basic plan down from the start, and then you can adjust it as you work. Also, national and regional conferences for USAS always include workshops on campaign strategy and track time for working on your particular campaign, so make sure to register group members and send representatives to conferences. Many student groups, once officially recognized, can get funding to attend conferences—look into it!

Since for any campus worker solidarity there needs to be communication with workers, it's helpful to think of two parallel tracks working side-by-side. Group members can work exclusively on one side or the other, but you all can communicate and keep each other informed. I'd recommend mixing it up and changing jobs ever so often, but am I the boss of you? Certainly not.

*Possible campaign plan for student-worker solidarity during the RTO campaign*

<b>Building Worker Relationships</b>	<b>Student Campaigning</b>
Beginning a Campus Worker Map: Who's here, in what buildings?	Group Building, Semester outreach
3x worker breakfasts 1 big Appreciation event	Educational events: Right to Organize teach-ins, film screenings, etc.
Worker survey, begin to engage workers around questions of organizing	Petition campaign, presentation of Code demand to administration (can include worker issue-based demands)
Set up meeting with union organizers?	Rallies, group-building and outreach, events
Continued appreciation events, invitation to worker leaders to speak-out	Media campaign about working conditions on campus, necessity of RTO
Worker-focused rallies, educational events (know your rights, etc.)	Escalation, etc.

## **Working with Campaign Coalitions**

It is often said that no one does anything completely alone, and the same is true for student groups (or at least it should be). Once you decide to embark upon a campaign, you should begin to plan what type of coalition you wish to form. You have options here – you can attempt to set up a formal campaign coalition or simply an endorsement coalition. You also need to think about what groups you are bringing into this coalition—think both on-campus and off campus -- student organizations, faculty organizations, departments, unions, community organizations, etc. Below are some general tips for working with other organizations. There is no fool-proof method for avoiding drama or confusion, but if you are respectful of your fellow organizations and communicate with them regularly, things will run more smoothly. Student groups and non-student groups have very different capacities and different levels of power within your university, and it may be good to try to set up separate coalitions for student groups and non-student organizations at first. Once they are set up, both sets of groups can decide how they want to interact with and relate to one another.

*Remember, regardless of how you choose to interact with other groups, make sure that it is not a one-way interaction: other groups giving to your campaign and your group doing nothing in return. True solidarity is two-way, you need to do for them what you'd like them to do for you -- endorse their activities, show up at their actions, support their campaigns.*

### **Formal Coalitions**

If you are going to form a formal campaign coalition, you need to be committed to actually bringing people around a table and giving up sole decision making power. You also need to understand each group's self-interest, and their ability to contribute to the coalition. It needs to be understood and accepted that groups will have different levels of involvement. After all, each group has their own work that needs to get done, and if they didn't do that amazing work, you wouldn't have wanted them in your coalition in the first place. The objectives of the coalition need to be very clear – are you trying to form a long-term progressive coalition? Are you trying to form a coalition exclusively around the Campus Labor Code of Conduct? The latter might be the best way to go, and once groups see what it's like to work together, they may wish to move towards a more permanent coalition. If you choose to go with a formal campaign coalition, think of it much as functioning much like your student group, only each member is an organization, not a person. To that end, you need to have clear objectives, clear decision making processes, and regular meetings. You also need to make sure that each coalition member is comfortable with all of the statements and actions of the coalition. That doesn't mean they need to fully participate in everything, but just that they support it happening. There should be processes in place for bringing new organizations into the coalition, as well as removing organizations from the coalition if they prove to be

a more destructive force than a productive one (this should really only be used if an organization is preventing the campaign from moving forward). Creating a formal coalition doesn't have to mean that your organization steps back completely – you can hold a chair position, or in some other way maintain responsibility for convening the coalition.

*Remember, working in formal coalitions can be difficult, but they can build lasting ties of solidarity amongst groups. They only work when this is what is best for everyone. If it is, you need to respect the internal decision-making processes and make sure credit is distributed fairly.*

## **Endorsement Coalitions**

Having a large number of groups endorse your campaign can be a very strategic move. Similar to formal coalitions, however, you need to make sure that the expectations of endorsers are crystal clear. Do you want to be able to put their name on all campaign materials? Do you want them to contribute money? Do you want them to show up to your actions? Do you want them to simply say that they support the Campus Labor Code of Conduct? Again, it's OK if different groups can contribute at different levels, some groups may be very excited to show up at everything and send people to all of your meetings, while others may simply vote to endorse the campaign and do not want to do much else. Non-student groups in particular can probably be asked for money or in-kind donations such as photocopies or meeting space. Regardless of their level of participation, you should be in regular communication with all endorsers, making sure they get periodic updates (this can be monthly in the beginning, but may need to be weekly as things progress and a lot changes rapidly). If your endorsement list is large, this can be in the form of an e-mail update/newsletter to your endorsing organizations, but if it is manageable, it's a good idea to show up to their meetings and give them an update in person. This not only helps to solidify their commitment, but also allows you to know what they're up to and offer your support and solidarity wherever applicable.

*Remember, you have to be clear what endorsing the campaign means. It's a good idea to write up a brief statement that the organizations can sign on to. That way, if endorsing organizations don't like a particular tactic that you choose, they don't need to renege on their endorsement because it was clear from the start what they were endorsing. Endorsing organizations do not necessarily need to have any decision making power, but it is important to be in good communication nonetheless. Alienating your endorsers tends to be a sign that you're not doing a great job of endearing the general public.*

## **Can we do both?**

Of course! Some groups may want to be part of a more formal decision-making coalition, while others may simply want to endorse. The more open you are to different levels of participation the more successful your campaign will be. You can

have a list of coalition members, as well as a list of endorsers. Neither group should be treated as any less important than the other, and both should be thanked at every possible opportunity, and should be given full credit in all stages of the campaign.

### **What if people don't want to endorse or join the coalition?**

Some organizations may not be able to formally endorse or join a coalition. These groups shouldn't be written off. They may have members who still wish to get involved. You should still reach out to them, and keep them in the loop of your regular updates (until they tell you not to).

### **Some quick tips for coalitions**

- Agree to disagree
- Choose likable tactics
- Coalitions are not the road to diversity
- Contributions will vary – be ok with that
- Distribute credit fairly
- Don't change your group
- Evaluate your role carefully
- Know what you want to get out of it
- Maintain an independent program for your group
- Make sure there is stable and senior representation so decisions can be made
- Respect internal process
- Structure carefully
- They are only best when best for everyone
- Understand the self-interest of all groups

When approaching other groups for support, here are some things to think about:

#### **Why should the group care?**

If you want people to take your issue on, figure out how it relates to the mission, identity and concerns of the group you're addressing.

#### **What can the group do?**

Depending on where you are with the campaign, and what sort of coalition you're forming, you can ask the group to sign on to a letter or write their own to the administration. You could prepare a resolution and ask people to endorse the campaign by passing the resolution. The content of the resolution can serve as an educational tool as well. The contact is also a chance to expand your core membership. Encourage anyone interested to come to your meetings and get more involved. You could also ask the group if they would appoint a representative or liaison to you campaign.

## ***Groups to Approach***

### **People of color organizations**

While officers and managers on service job sites are more likely to be white, service workers are more likely to be people of color. There is a rich history of collaboration between students of color and campus workers at schools where most workers are people of color. It's important to contact the Black Student Union, Asian Student Union, Movimiento Estudiantil Chicano de Aztlan (MEChA) chapter and other people of color

groups early. Find out if they are already active around the issue and have established relationships with campus workers. Either way, get their input and participation.

### **Queer student organizations**

Gay/lesbian/bi/transgender (GLBT) people are especially vulnerable to workplace harassment and discrimination. Helping workers win a union and/or establishing other protections for workers on campus is one way to prevent GLBT workers from being victimized by managers. Further, queers have long been among the most dedicated activists fighting for justice in many domains, including workers' rights, civil rights, and women's rights.

### **Faith groups and campus ministries**

Many faith-based groups and institutions found on campus and in the surrounding community have a strong commitment to social justice. Because of their prominent role in society, faith leaders can sometimes help get through to decision-makers and other key players (administrators, politicians, reporters) who have difficulty hearing students and workers. This is especially true at Catholic and other religious schools. Activists can talk with clergy about mentioning the issue in a sermon, making announcements during services, and distributing leaflets in the bulletin or as people exit worship.

### **Feminist and women's groups**

Although officers and managers are more likely to be men, a job site's service workers are more likely to be women. Increasingly, national and campus women's groups are taking on the mistreatment of low-wage women workers by institutions.

### **Community service organizations**

Many organizations can offer volunteer support for events and actions, key links to other community related groups, and ideas on recruitment and volunteer retention. These groups may be particularly interested in projects that help address the direct needs of workers and their families while strengthening the connection between workers and students (i.e. worker appreciation dinners, childcare, English classes). Approaching organizations in the communities in which workers live can broaden support beyond campus and the cafeteria.

### **Alumni**

Alumni often have more power than the current students because of the money they can give. Try drawing on alumni of progressive student groups on campus. Look through old yearbooks. Famous alum supporters are especially valuable.

### **Fraternities/sororities**

The Greeks, in their community service mode, can be helpful allies with plenty of resources, including philanthropy departments. On occasion they can help turn people out to events and actions. African-American fraternities and sororities have a tradition of community and political involvement that often continues long after members graduate from college.

### **Resident assistants**

RAs can provide slots for people to present the campaign at hall meetings. They sometimes have access to funds from a resident hall association.

### **Athletic teams and athletes**

Star student athletes can be influential allies, because of their high profile. Just keep in mind that they will be under pressure from coaches and the school, who control athletic scholarships and other benefits, not to get involved.

### **Student government**

Resolutions passed by student government have important symbolic value, and can bring press attention and boost the profile of your campaign. They can also be a good source of resources. But be forewarned, many student governments follow rather than lead the student body and will only support your campaign after you gain a lot of support from other campus groups.

### **Graduate student unions and associations**

Graduate student associations and teaching assistants' unions are quite engaged with university policy already, and are often progressive. Many graduate student unions are organizing and winning some very powerful campaigns throughout the country.

### **Faculty/staff organizations**

Faculty unions, like teaching assistants' unions, can be very helpful. Faculty and staff who supported the 1980s anti-apartheid divestment campaigns, and anti-war movement veterans, and veterans from other past campus political struggles are natural allies in many ways.

If you're looking for faculty allies, you'll often find potential supporters in the American studies, area studies, ethnic studies, labor studies, sociology, religion, women's studies, political science, environmental studies and urban studies departments. But don't neglect other departments either.

Faculty supporters can give you an opportunity to speak at a class, allow you to do campaign research for credit, co-sponsor speakers or screenings, require or promote attendance at events, make public statements of support and add legitimacy to your arguments, give you tips on who to talk to in the administration, and sponsor a support resolution in faculty council or equivalent organization. Those who have organizing experience can also help you strategize on how to achieve your campaign goals.

### **Union locals and labor councils**

Local workers' unions are an excellent coalition-builder. They need support just as you do. Their support for you will build their constituency as well.

### **Organize! Student support**

Bring the worker's stories to your fellow students. Often, most students on your campus have no idea the kinds of struggles campus workers face. Figure out creative ways to tell workers' stories, whether through reading testimonies, publishing articles or columns, creating performances, holding worker speak-outs, presenting in classes with related themes, movie nights, the list could go on. The more creative, the better. Just make sure the workers are OK with you telling their stories. If they require anonymity, respect that absolutely—you don't want to get anyone fired while fighting for their rights.

### **Continued worker relationships**

A continual challenge in student organizing is the small window of time when students are around. There are ways student groups have successfully institutionalized student-worker relationship building, and here are some ideas around how to do that work:

- ❑ Language-Exchange programs. If your campus has a number of workers who only or mostly speak a language other than English, workers often want support with learning English. Also, it is a great benefit to students to learn a language other than English. At some schools (Emerson, Georgetown), students established a program which was eventually recognized by the administration and students in the program received credit for their hours. Language instructors assigned students to the program, so more student learned about the lives of campus workers. These can be powerful ways to build student-worker relationships in a lasting way.
- ❑ Collecting Testimonials. We touched on this briefly in the section above, but it is *very important to create a book, or website, or some form of collection of testimonials to pass on to new generations of student activists*. Documenting your work, your victories, conversations with the administration are all important as well. A good example of this is the Stanford Labor Action Coalition's website, which documents all of the above. Check it out at <http://www.stanford.edu/group/slac/>

## ***Working With Unions***

### **Why Work with Unions?**

Unions often get a bad rap. People buy into right-wing propaganda that unions are nothing more than corrupt money-makers feeding rich fat-cats, no better than the corporations themselves. The truth is, unions are like any organization -- some individuals are corrupt, and that can't be denied. However, unions are quite possibly the most radical organizations we have. They give working people control over their lives. Unions are the workers themselves, organized into a collective that elects a committee to negotiate a contract with the employer. This contract gives workers power over their wages, working conditions, schedules, benefits, and more. If you're running the Campus Right to Organize Campaign, you're fighting for workers' rights to organize into a union, so their presence on your campus is the ultimate goal.

Aside from the ideological reasons for working with unions, and the fact that they are the only viable form of a representative worker body that we have, there are some practical things that unions can do for your group. Here are some thoughts from the University of Buffalo Students Against Sweatshops:

- They have (and can offer) organizing experience
- They can help with group sustainability
- They most likely have access to a wide network of other labor folks
- They have other personal connections: community orgs, institutional folk, political leaders
- They have resources!
  - Legal support
  - Media support

- Office supplies(faxes, mailing, copies, meeting rooms, etc)
- Money (for supplies, trainings, tickets to conferences, etc)

### **Working with unions on your campus: How to find them, what to say, what to do**

Many schools have unions representing various sectors of workers. However, finding out how to get in touch with them is not always simple. The easiest way to find out if there are unions on your campus is to ask workers if they are union members. You can also ask a local labor federation or Jobs with Justice if they know which unions are on your campus. You may also be able to ask the human resources department at your school which workers are union members (but be sure to also ask them about outsourced workers). Whoever knows which unions are on your campus may also be able to give you their contact information. If they can't, you can google the union, contact their international or local, and ask whether they represent the workers at your school. Once you get in touch with someone, you should tell them about your group and that you are interested in helping them out. Set up a meeting to hear what they have been up to, and tell them about the campaign. It's important here to listen more than you speak – they've most likely been on your campus for a long time, and they can tell you a lot about how your administration responds to issues of unionization. It may take a few calls/e-mails to make contact, but try not to get discouraged.

Unions don't always know what to do with students, so they may not immediately seem excited about your presence. It's important to understand where they're coming from, and to recognize that the relationship may move forward slowly. USAS' organizing model is one of solidarity – that means that we follow the lead of workers. While sometimes it may seem like the union is not doing everything it could to represent workers, it's important not to act in contradiction to the union. This can be very dangerous for the workers. Students can play an important role in pushing the union to be more democratic, but you'll have to gain their trust first, and that can take some time. That doesn't mean that you need to be afraid to speak truth to power, but it is a good idea to proceed cautiously and respectfully in order to try to understand where they're coming from. Solidarity also means that you show up to the union's actions both on and off campus.

### **Working with unions trying to organize on your campus**

Working with unions who are attempting to organize workers on your campus is very similar to working with unions who are already representing workers on your campus. The biggest thing to be conscious of is your role as a student organization. The point of student-labor activism is to use the unique power of students, not to use students as pseudo-union organizers, because we are not. Sometimes unions will ask students sign up workers on union authorization cards and other things that are neither appropriate nor the role of USAS. If you feel

uncomfortable about a request a union is making, it's ok to express that to the union. While a union is organizing, students can go to meetings and otherwise show their support to the workers. The most important thing you'll be able to do is to organize actions directed towards the administration to show that you support the workers' rights to organize a union and have a collective bargaining agreement.

### **What if there aren't unions on my campus?**

If no unions are currently on your campus, it can be difficult to figure out what to tell workers who may wish to organize a union. It's important for students to not get involved with trying to pick a union for the workers; that should be their decision, and there may be factors in that decision that you may not know. If you have a central labor council or Jobs with Justice chapter that you are close with, it would be good to go to them and see if they have an idea of what unions might want to organize on your campus. If not, you should call the national USAS office, and we'll get in touch with our union partners to see which unions are in your area and who might be interested. You can tell workers that you will try to get some contact information, but it's important not to make any promises that you can't keep – it may be the case that no union will want to organize on your campus in a timely fashion, and false hope can lead to mistrust between workers and your student group.

### **Some more good tips from University of Buffalo Students Against Sweatshops:**

#### *How to work with unions*

- Try to get help from someone who has already worked with labor in your area (Jobs with Justice, community groups, other progressive union people). An explanation from them about the labor landscape of your campus and community WILL be needed.

#### *Getting info about the unions you want to work with*

- Know their hierarchy, leadership structure and politics
- Respect their decision-making processes: they might be slow or centralized
- Look for an Area Labor Federation or Central Labor Council; know when they meet and who runs those meetings. You can probably get on the agenda.

#### *Tips on Talking with Unions:*

- Be able to tell them why your work matters to them as individual unions and as a labor movement.
- Be consistent and timely with your communication. They should hear somewhat regularly from your group. When asking support or turnout, give them some advanced notice. Our group sends annual fundraising

letters, sits on the board of the Buffalo JwJ along with many labor leaders, and still goes to a number of ALF meetings a year.

- Be straightforward with your requests. Don't expect to get anything by implying your needs. Ask very directly. If you are asking for money, ask for a specific amount. This requires knowing what you're asking for in advance.
- Be able to give support back. Don't just take from these relationships.

### ***Fight to Win***

All the preparation and relationship building in the world doesn't help create a more just world until people are moved to act and win demands. In order to win, we need to build power – for ourselves as students, and for workers. As students we have access to institutional power, but it doesn't mean anything if we don't use it. Building power in campaign organizing means getting your target to decide it's more worth it to them to concede to your demands than it is to deny you. That is the underlying principle of direct action organizing: ***the person who makes decisions is confronted by the people who are directly affected by the results of those decisions—people who are taking action to influence those decisions***. University administrations are often big, cumbersome bureaucracies where layers of administrators are hired to buffer the decision-maker (often the President or Chancellor) from being directly confronted by those most impacted by his decisions. When students demand living wages, we're told that it will require years of studies, reports, assessments, and budget negotiations, often with the burden of proof on students to learn the school's budget and make arguments about feasibility...but when high-level administrators want a raise, suddenly there's the infrastructure and the money to make it happen in a timely manner.

### **Making demands known**

Once you've built your demands, your relationships with workers have begun and are growing, and a fair number of students have been educated about the issues, you're ready to make your demands known. You can't protest your target before they've had a chance to look at the demands and say "no". At this point, your group can request a meeting with your target. Bring as many group members as you have, and invite workers to attend if they have a union, but we wouldn't recommend inviting workers without a union since they could face repercussions. You can have a petition drive before the meeting and be prepared to present the petitions (make copies for yourself FIRST!) or turn it into a more theatrical event, with a rally outside and big, big copies of the demands. However you do it, make sure that there is a deadline by which your target must reply, and once you leave the meeting if you haven't won (which is likely), start planning for an action the day after when you set the deadline. Expect your target not to give up so easily. That way, if they do, you're in good shape! But if you haven't planned for your target to reject the demands, you'll be on a tighter time schedule.

## **Escalate, Escalate, Escalate! Direct Action Organizing**

It's a gradual process, but map out the ways you'll be escalating over the course of the campaign. Starting with petitions or postcards are good. Moving from there to infiltrating events where your target is speaking or present, rallies through/to the office of your target, call-in and email-in actions, following them during their travels and arranging for solidarity actions at other schools, and eventually escalating to sit-ins or other disruptive tactics are good. *At every point give your target and option to concede.*

## **Connecting Campuses, Bringing it National**

USAS as a national organization can connect you with campuses working on similar campaigns, get you in touch with students who can offer support, advice, solidarity actions, and more. Use us for what we're worth! We're your organization. There are many ways to get involved, and you can decide how much you want to participate based on your organizational capacity. Here are different ways to plug in:

- ❑ Find out what's up: Join our email list-servs and/or call us at the main office: 202-NO-SWEAT. Also, check out our website, which often has updates about campaigns and events at [www.studentsagainstsweatshops.org](http://www.studentsagainstsweatshops.org)
- ❑ National and Regional Conferences: USAS holds two national conferences per year, one in Winter (usually February) and a smaller strategy-retreat one (usually in August). We provide travel scholarships for participants who can't get funding from their school or otherwise need financial support. We recommend that groups send 2-3 members who will commit to report back what they've learned to the rest of your group, and 1-2 newer folks (first years or sophomores) to the Winter conference. Each year, each of USAS's regions hosts a regional conference, and it's good to get as many group members as possible to those. The regions are Southeast, Mid-Atlantic, Northeast, Midwest, Southwest, Rockies, California and Northwest. If you aren't sure what region your school is in, and don't know who your regional organizer is, call us and we'll be happy to tell you!
- ❑ Make USAS happen: Each campaign and committee of USAS holds conference calls, often in the evening, where the national planning and strategizing takes place. Get on a conference call and hear from students around the country as we plan actions, conferences, and all the other things that make us a force to be reckoned with.
- ❑ Take the Lead: As a grassroots organization run by students, you can apply to be in leadership positions and help direct the organization. Our Coordinating Committee is elected annually at the Winter conference, and Regional Organizer positions are paid internships that we hire for over the summer. As you get plugged in to the network, you'll see announcements for these positions, and could be working with students to direct USAS!

## ***La Lucha Continua: Struggles for Implementation***

One of the biggest struggles a successful student group faces is that after a campaign has “won”, the momentum dies down for a while. Fewer members come to the group meetings, but there’s still work to be done! *This is a crucial point for your group to maintain the relationships you’ve built with workers.* If you don’t communicate with the workers you know, you can’t tell if they’ve suddenly got an increase in pay, or that their union was recognized, or whether Ms. Soandso’s schedule got put back to 36 hours and now she has benefits again. There’s no way to tell if your campaign has won until workers on campus see the effects.

## **After the Win: Keeping the Momentum Going**

Not to say, “Start from the beginning”, because after you win you’ll be in a good position to keep going. As a group, many people might be tired, or graduating, but you’ve made it! You’ve proven that you can succeed, and that student and worker voices can have an impact on your campus. So here are some tips for keeping that momentum going:

- ❑ Don’t forget to celebrate! That’s right, pat yourselves on the back, throw a party or three, and after the fog clears, let’s get back to work. Invite all those interested younger folks so they can get to know the group’s work in an informal setting.
- ❑ Take the time to write up your victory and campaign history. The press will want it, new folks who are excited about your group will want it, USAS national will want it. Find someone who doesn’t have tons of finals or whatever and get them to write it up.
- ❑ Adjust your structure to account for the number of people present. If at the height of your campaign the group had four sub-committees and a working group and two reps to the Worker Board, but now you have seven people coming to meetings regularly, it’s OK to step back, take a deep breath, and *begin* with some good ol’ fashioned outreach. If you’ve won, there will be new people wanting to plug in, but there has to be space made for them
- ❑ Stay on top of it. It can be tempting to let things slide. I mean, hey, we won, right? But making sure the administration follows through and taking them to task if they don’t can be a campaign in and of itself. That’s why leadership development and outreach are so important. The administration often expects students to stop paying attention after a victory, so you have to plan for that and keep at ‘em until *you’ve* really won.
- ❑ In some cases, coming up with a separate, related-yet-new demand can be helpful so as not to get “issue fatigue” on campus. But also, don’t be daunted. The School newspaper may issue forth several “We’re so over this” articles, but don’t believe it until people stop coming to your rallies.

## **Strategic Challenges to Campus Worker Solidarity**

There are some particular challenges and strategic concerns for students running student-worker solidarity campaigns. US labor law leaves a lot to be desired as far as worker rights are concerned, and there are some state laws in particular which negatively shape the landscape of worker's rights in ways that can impact your campaigns for worker justice. These laws are

1. "Right to Work"
2. Anti-Collective Bargaining Laws for Public Workers

Often, where there is one, there is another. So-called "Right to Work" laws prevent unions from maintaining union shops – workplaces where every worker is required to be a member of the union. Instead, the union is required to represent every worker (for grievances, etc.) but that paying dues would be optional for workers. This had the impact of starving unions' membership and budgets, resulting in weekend union presence throughout states with these laws. These laws are throughout the South and spreading through the Midwest. There are ways to get around this, called "meet and confer"...for more information contact USAS: 202-NO-SWEAT.

Anti-collective bargaining laws for public workers makes it illegal for public workers to have a contract at the worst and illegal to strike at best. This means any workers directly employed by the university (i.e., not outsourced) can form a union, but without a contract and without the ability to strike, the point of a union for many workers is greatly diminished.

# Appendix A: Campus Worker Map

**Mapping Low-Wage Work on Campus: A Guide for Student-Worker Solidarity**

	Janitorial/Housekeeping	Food Service	Grounds	Security	Maintenance
<b>Employers:</b> are workers directly hired by the university, are some outsourced? What Outsourcing companies?					
<b>Unions:</b> are some groups of workers organized? What unions are on campus already?					
<b>Number of Workers:</b> Also, per building?					
<b>Non-Union Wages/Benefits:</b> What's the starting range?					
<b>Union Wages:</b> What pay scale do organized workers receive?					
<b>Shift changes:</b> What are workers shifts, and when are arriving or leaving work?					
<b>Worker demographics:</b> Who works in low-wage jobs on campus? Is there a pattern between a worker's age, race, gender, immigration status and their wages or job assignment?					
<b>Common Issues:</b> What are themes in workers' frustrations or struggles on the job? What would they want to change?					

## Appendix B: Surveys for Campus Workers

### Example Worker Survey: Simmons College

*Note: We strongly recommend finding a good time for the worker to take 2-5 minutes to answer questions in an interview format, and making the notes on the survey rather than giving out printed copies and collecting them. This is a sample survey that students at Simmons conducted with campus workers.*

We are a student group currently working with some workers on campus to change work conditions. We would like to work with more workers on campus, but first we need to know what issues are most important to you. Would you mind taking a minute or two to answer a few short questions? Please, feel free not to answer any questions for any reason.

Who do you work for? (Aramark, UNICCO, Securitas, etc)

What are your hours?

Are you full time or part time?

What is your position?

How long have you worked at Simmons?

How long have you worked for Aramark/Unicco/Securitas?

For non-Unicco workers:

Would you mind telling us what you make per hour?

How many sick days do you have per year?

How many personal days do you have per year?

Do you have health care through your employer for yourself?

Do you have health care through your employer for your family?

Please rate these things in order of importance to you:

- |   |   |
|---|---|
| <input type="checkbox"/> Health insurance for you         | <input type="checkbox"/> Free classes at Simmons for you                          |
| <input type="checkbox"/> Health insurance for your family | <input type="checkbox"/> Free classes at Simmons for your (college aged) children |
| <input type="checkbox"/> More sick days                   | <input type="checkbox"/> ESL classes for you                                      |
| <input type="checkbox"/> More personal days               | <input type="checkbox"/> Hour/schedule change                                     |
| <input type="checkbox"/> Higher wages                     | <input type="checkbox"/> More hours   |
| <input type="checkbox"/> Child care                       | <input type="checkbox"/> Other (please specify)                                   |

What hourly wage would you like to have in order to support yourself and your family?

How many sick days would you like to have each year?

How many personal days would you like to have each year?

**Sample Petition at Swarthmore College around Right to Organize Demands:**

**Petition for the Support of Worker’s Rights at Swarthmore**

We, the undersigned students, faculty, workers, alumni, and concerned community members of Swarthmore College demand that President Bloom immediately adopt the following as policy for Swarthmore:

- 1) That Swarthmore College, and all contractors Swarthmore College employs remain neutral in the event of union organizing and recognize any legal method of unionization chosen by workers;
- 2) That Swarthmore College enter into a process of contract negotiation with all unions in a fair and expedient manner; and finally,
- 3) That no resources controlled by Swarthmore College, financial or otherwise, go towards supporting anti-union activities.

We affirm the internationally recognized right of all workers to form associations in conjunction with the Universal Declaration of Human Rights (art. 23) and want Swarthmore College to be a place that affirms and upholds this right, so that workers may associate without fear of intimidation, harassment, and discrimination.

Name	Year/Relationship to Swarthmore	Phone	Email	Signature
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

# Appendix C: GROW strategy chart

## Midwest Academy - GROW Strategy Chart

After choosing an issue, fill in this chart as a guide to developing a strategy. Be specific. List all the possibilities.



Goals	Organizational Considerations	Constituents, Allies and Opponents	Targets	Tactics
<p>What are the long term goals of your campaign?</p> <p>What is the intermediate goal for the campaign? What specifically will constitute a victory?</p> <p>What short term or partial victories can you win as steps toward your intermediate goal?</p>	<p><b>Have:</b> In specific numbers, list the resources your organization brings to the campaign.</p> <p><b>Want:</b> In the same terms, list the ways in which you want this campaign to strengthen your organization.</p> <p><b>Problems:</b> List any internal organizational problems.</p>	<p><b>Constituents:</b> Who cares about this issue enough to join in the campaign? Into what already existing groups are they organized?</p> <p><b>Allies:</b> Which individuals will be willing and able to help your campaign but are not directly affected by the issue or cannot join your organization?</p> <p><b>Opponents:</b> Who will actively organize against you?</p>	<p>Who has the power to give you what you want?</p> <p>** Remember, a target is always a person or persons**</p> <p>Is there a secondary target, or someone who has the power over your primary target? What power do you have over them?</p>	<p><b>POWER:</b> Must be directed at a specific target and demonstrate a specific form of power.</p> <ul style="list-style-type: none"> <li>- Direct actions with target</li> <li>- Public hearings</li> <li>- Voter registration, education and turnout</li> <li>- Strikes</li> <li>- Letter writing</li> </ul> <p><b>Organizational/ Education:</b> Must build your organization and membership while raising awareness.</p> <ul style="list-style-type: none"> <li>- Flyers/ chalking</li> <li>- Film screenings</li> <li>- Sign up sheets</li> <li>- Class announcements</li> <li>- Editorials</li> </ul>

Strategy, USSA/Midwest Academy  
Revised 3/28/02 c Midwest Academy 2002

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# Midwest Academy - GROW Strategy Chart

After choosing your issue, fill in this chart as a guide to developing a strategy. Be specific. List all the possibilities.

	Organizational Considerations	Constituents, Allies and Opponents	Targets	Tactics
<b>Goals</b>				
<b>Long Term:</b>	<b>Have:</b>	<b>Constituents:</b>	<b>Primary target(s):</b>	<b>Organizational/ Education:</b>
<b>Intermediate:</b>	<b>Want:</b>	<b>Allies:</b>	<b>Secondary target(s):</b>	
<b>Short Term:</b>	<b>Problems:</b>	<b>Opponents:</b>		<b>Power:</b>

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## Appendix D: Campus Labor Code of Conduct

### Campus Labor Code of Conduct

*Draft, 07/06*

- A. [University/College] agrees to, at a minimum, adhere to the principles set forth in the Code. The University will require all administrators, managers, supervisors, contractors and subcontractors to adhere to the principles set forth in the Code. The University will provide a copy of this Code to all current contractors and subcontractors. From the date of adoption forward, the University will incorporate this Code into all new and re-negotiated contracts, and require its contractors to incorporate this Code into any sub-contracts or agreements for work engaged on University premises.
- B. The term “campus worker” shall, for purposes of the Code, and unless otherwise specified in the Code, encompass all employees working on campus whether direct employees, employees of contractors and/or subcontractors not limited by hours or length of employment term (full time, part time, or temporary). “Campus worker” includes but not limited to: food service workers, janitorial staff, grounds staff, parking attendants, security officers, clerical workers, librarians, drivers, engineers, construction workers, professors and teaching assistants.
- C. The University respects the rights of workers to choose for themselves whether to form and join a union and commits that it will remain neutral on the issue of worker unionization. The University will ensure that its administration, management personnel, contractors and subcontractors honor this commitment and abide by the following:
  - 1. The University agrees that workers must have the right to form unions in an environment free of intimidation and coercion,; and that it will not allow the use of campus resources or the expenditure of University funds to influence workers about their choice concerning union representation.
  - 2. The University will allow representatives of labor organizations access to the campus and to campus facilities for the purpose of providing information to workers to inform workers about union representation and their rights to form and join a union. This provision includes access to the employees of contractors and subcontractors.
  - 3. No campus worker shall be subject to harassment, intimidation or retaliation in their efforts to freely associate or bargain collectively. The University shall not cooperate with contractors or subcontractors that attempt to prevent workers from organizing a union of their choice. The term harassment shall include, but is not limited to intimidation of workers; shifting of workers' schedules; firing of workers; changing of workers work assignments or locations.

4. The University recognizes that workers are allowed to express their views and opinions regarding union representation. No workers on the University campus will be questioned by supervisors, management, or administration personnel, including contractors and subcontractors, about their support or membership, or lack thereof, in a labor union; no workers on the University campus will be subjected to harassment because of their membership or non-membership in a labor union or their activity in support or derogation of union representation; and no workers on the University campus will receive preferential treatment because of their membership or non-membership in a labor union or their activity in support or derogation of union representation.
  5. Universities shall allow union organizers free access to employees and the employees of contractors and subcontractors. The University shall recognize the union of the employees' choice.
- D. The University will notify its employees and employees of its contractors and subcontractors, in writing, that it respects their rights regarding union representation; and advise them that the University has agreed to a policy of neutrality concerning workers' efforts to achieve union representation and that there will be no negative consequences for employees who exercise their right to support union representation. Additionally, the University, its contractors, and subcontractors, will train all individuals in managerial positions to behave in accordance with this Code, and will educate all workers about their rights under this code annually when they return for the fall semester. That education shall include providing all campus employees with a copy of this code.
  - E. The University, as well as its contractors and subcontractors, recognizes that workers shall have the right to a free and fair process of unionization, and will therefore honor any legal method of unionization as chosen by the workers. Legal methods of unionization include a card-check or majority sign-up procedure.
  - F. When not prohibited by state or local law, the University, its contractors and subcontractors will uphold the right to collective bargaining by negotiating with the workers' representative in a fair and expeditious manner. The University will engage affirmatively in meet-and-confer with unions where collective bargaining is prohibited by law. Further, the University and its contractors and subcontractors shall sign agreements of neutrality with all unions attempting to organize campus workers.
  - G. The University will enter in an agreement to effectuate the principles of this code within the bounds of good faith.