



Faculty Union Basics

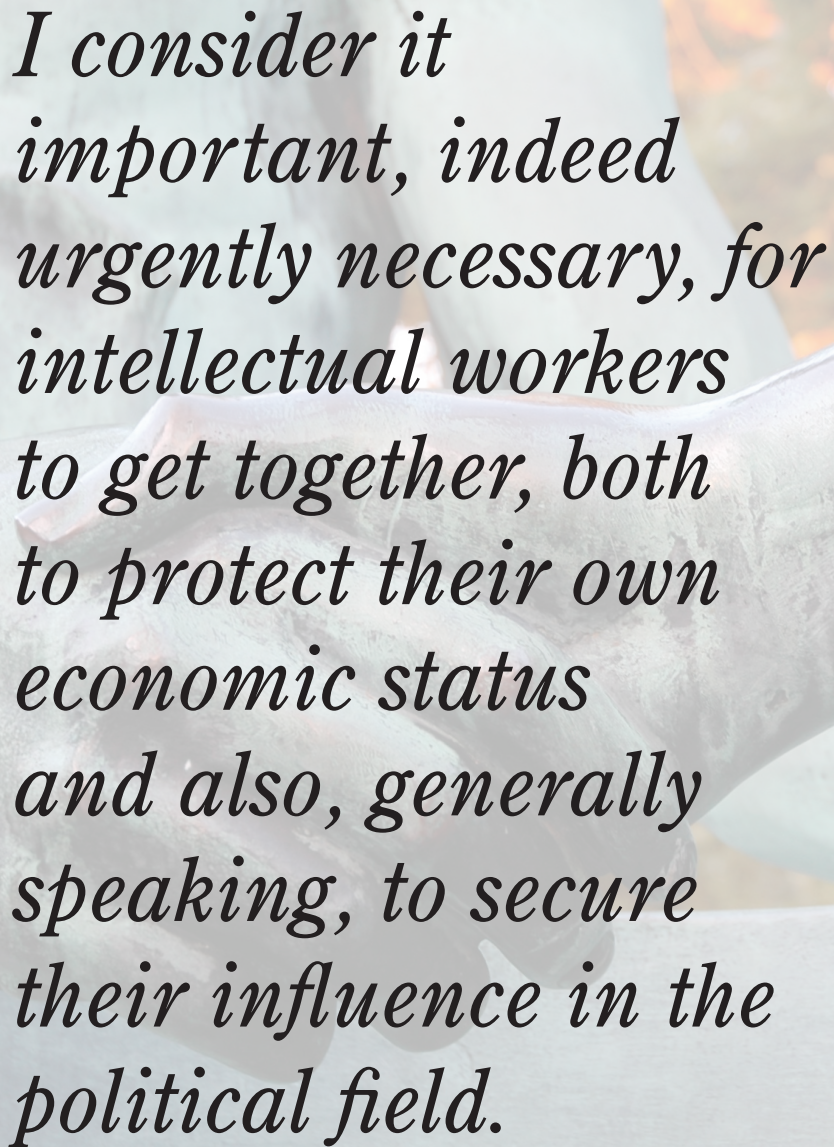
for the University of Illinois at Urbana-Champaign



*THE CAMPUS FACULTY ASSOCIATION (CFA)
HAS PRODUCED THIS BOOKLET TO INFORM
COLLEAGUES AT THE UNIVERSITY OF
ILLINOIS AT URBANA-CHAMPAIGN (UIUC)
ABOUT FACULTY UNIONS AND COLLECTIVE
BARGAINING.*

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*I consider it
important, indeed
urgently necessary, for
intellectual workers
to get together, both
to protect their own
economic status
and also, generally
speaking, to secure
their influence in the
political field.*

Albert Einstein

1. WHAT IS A FACULTY UNION?

Faculty members at any university or college in Illinois may form a union to advance their common interests. The Campus Faculty Association's aim is a democratic union that determines and pursues its own goals. Around the United States, faculty unions work to:

- protect faculty rights in the university
- provide a strong, independent voice for faculty
- improve salaries, conditions of service, and benefits
- improve the quality of education provided to students
- strengthen and enhance the role of faculty in shared governance
- promote academic freedom
- represent faculty interests outside the university, at the state and national levels

To be most effective, a faculty union needs to achieve legal recognition as the bargaining representative of the faculty. Union representation for public university faculty is permitted by Illinois law and regulated under the Illinois Educational Labor Relations Act.

2. HOW DOES A FACULTY UNION GAIN LEGAL RECOGNITION?

Illinois labor law states that a faculty union may gain recognition in one of three ways:

- A. The university administration may simply agree that there will be a union. This rarely happens and is unlikely at UIUC.
- B. Those wanting a union can organize an election. If more than half of those voting support union representation, the administration must recognize the union.
- C. Those wanting a union may conduct an organizing drive in which faculty sign authorization cards indicating they want the union to represent them in collective bargaining. If more than 50% + 1 of all eligible faculty sign these cards, the administration must recognize the union.

The third method of forming a union, collecting signed union cards, requires the highest level of faculty support. This method was followed in the recent successful organizing drives at the University of Illinois at Chicago and the University of Oregon.

3. WHO WOULD BE REPRESENTED BY A FACULTY UNION AT UIUC?

At the University of Illinois, all tenured and tenure-track faculty members with an academic appointment of .51 FTE or greater are eligible to be part of the union. Under Illinois labor law as currently interpreted in 2013, many non-tenure-track faculty at UIUC with a .51 FTE appointment or greater are eligible to unionize. At UI-Chicago, the non-tenure track faculty represented by the union include those holding a .51 FTE appointment and a terminal degree, and those with a .51 FTE appointment who have taught four consecutive semesters (two academic years), excluding summers.

Those defined as management—e.g., heads of departments, deans, assistant and associate deans, and other high-level administrators—cannot be represented by the union. Faculty members who occupy a management position temporarily or on a contract basis regain union representation when they return to their faculty post.

Once the card drive or election is won and the union is recognized, it has the legal authority to negotiate directly with the employer (in the case of UIUC, the university administration). This process of negotiation is known as collective bargaining. Through the bargaining process, the faculty union and the administration agree on a legally binding contract.

For purposes of collective bargaining, Illinois labor law divides faculty into separate categories, known as bargaining

units. In the case of the University of Illinois, faculty members who have tenure or tenure-track appointments fall into a different bargaining unit than non-tenure-track faculty. Both groups may belong to the same union, but each bargaining unit will have to negotiate its own contract. Illinois labor law further states that faculty from the Colleges of Law and Veterinary Medicine cannot join either of these bargaining units. If they want to unionize they must form their own separate bargaining units.

Finally, Illinois labor law further states that faculty from the Colleges of Law, Medicine and Veterinary Medicine must form their own separate bargaining units if they want to unionize.

4. HOW DO FACULTY UNIONS FUNCTION?

Structure

Faculty unions aspire to be democratic organizations. They typically develop their own constitutions, elect their own officers, manage their own resources and determine their own priorities. The general membership normally approves all major decisions. However, union structure varies from campus to campus. Some unions have presidents, others have chairpersons. Some elect new leadership yearly; others have longer terms of office. Decisions about structure are made at the local level.

Most faculty unions are affiliated with one or more of the national unions that operate in the field of education. These faculty unions are then called “locals” or “chapters” of the national union.

The most important national unions involved in organizing university faculty are the American Association of University Professors (AAUP), the American Federation of Teachers (AFT), and the National Education Association (NEA). We say more about these national unions later in this booklet.

Dues

Unions are member-supported, dues-supported organizations. Around the United States, local chapters of unions almost always determine their own dues. Members set dues in light of the local’s priorities, including

organizing, training, professional development, or lobbying. Dues may be a percentage of salary or a flat rate. In faculty unions, they are most often set as a percent of gross salary, usually around 1.0-1.5%. This money is deducted from members' salaries each month by the employer's payroll office. Deductions begin only after the first contract has been negotiated and ratified by membership—this policy is adhered to by locals of the Illinois Federation of Teachers (IFT), such as the faculty union at UIC.

Dues go toward supporting the local's operations. This includes negotiating and implementing the contract, maintaining an office, paying staff, training members, and supporting the local union's campaigns on key issues. Some of the dues also go to national unions which provide legal services, lobbying at the state and national level, professional development, and support for negotiations.

For those who are covered by a contract but are not members of the union, "fair share" can be negotiated with the employer to cover their representation, including contract negotiations and other services provided for them under the duty of fair representation. "Fair share" generally is about 90% - 95% of a full member's dues deduction.

For AFT-affiliated locals, dues money is not spent on political candidates or elections. There is a separate, voluntary fund to which members may contribute if they choose to support these activities. The same is true for the Illinois Federation of Teachers.

Activities

A local faculty union determines its own priorities. A first

priority is securing a collective bargaining agreement and making sure it is enforced. In addition, faculty unions support members when they are treated unjustly by the university, particularly when a faculty member files a formal grievance.

Unions frequently organize campaigns on specific issues that affect their members—issues like pensions, clear promotion processes, diversity, equity, class size, quality and cost of education, and the transparency of administrative decision-making.

As noted above, a collective bargaining contract is a legally binding agreement and covers a range of issues. Every contract is different. Some may last for a year, others for several years. Contracts are negotiated during official meetings between representatives of the local union and representatives of the administration. Before a contract can go into effect, the members of the union must vote to accept it. If they reject the contract, negotiations continue.

Most faculty union contracts cover issues like base-line salary levels, minimum annual salary increases, merit raise pools, benefits, and sabbatical and leave policies. A strong, united union may be able to bargain over other issues such as improvements for contingent faculty, increased transparency in promotion procedures, ownership of intellectual property, protection for the powers of the Academic Senate, teaching loads, class size, the physical condition of facilities, and provision of teaching assistants for large classes.

5. HOW DO FACULTY UNIONS OPERATE AT OTHER COLLEGES AND UNIVERSITIES?

Faculty unions are much more common than people think. Nationwide, about 29% of all academic faculty at four year colleges and universities are unionized. Historically, though, few top-tier research universities in the United States have unionized. (The situation is different in Canada and other countries.) There are several reasons for the low rate of unionization at elite universities. First, a series of Supreme Court rulings and National Labor Relations Board determinations have created serious obstacles to organizing faculty at private universities. A key aspect of these rulings is that faculty at universities like Harvard and Yale are classified as managers or supervisors rather than employees, and so are effectively prohibited from collective bargaining.

Second, in the public sector, more than 20 states either explicitly outlaw the formation of faculty unions or provide no laws permitting union organizing at public universities. Several of the University of Illinois' public institutional peers, for example the University of Texas at Austin, and the University of North Carolina at Chapel Hill, are in states that do not allow faculty to unionize. Despite these obstacles, a number of large public universities, including Rutgers, SUNY Stony Brook, SUNY Buffalo, CUNY, the University of Florida, the University of Massachusetts and the University of Connecticut have faculty unions.

Faculty unions have made important organizing gains in

recent years. In 2011, faculty at the University of Illinois at Chicago, working with AFT-IFT and AAUP, completed a successful unionization drive by collecting cards from more than half the faculty. The UI administration appealed this victory, claiming labor law held that permanent and contingent faculty could not be part of the same bargaining unit. The faculty union then successfully collected cards a second time. They completed this process in early 2012 and established University of Illinois at Chicago United Faculty (UIC-UF) as an umbrella organization covering two bargaining units—one for tenure/tenure-track faculty and one for contingent faculty.

A similar process unfolded at another Research I institution--- the University of Oregon, an Association of American Universities (AAU) member. Again with the support of the AFT and AAUP, Oregon faculty completed their drive in early 2012, bringing some 700 tenure and tenure-track professors and more than 1,100 contingent instructors into a new union.

6. FACULTY UNIONS AT TWO PUBLIC RESEARCH UNIVERSITIES: FLORIDA AND RUTGERS

University of Florida

UF faculty have been represented by a union for forty years, and Florida has been an AAU member since 1985.

Contract contents at University of Florida include:

- merit-based salary increases
- faculty-defined discipline-specific evaluation criteria for salary, promotion and tenure, and faculty-developed departmental by-laws
- protections for academic freedom and constitutional rights
- protection for academic governance policies. Negotiations are required prior to the implementation of changes in university policy that significantly impact terms and conditions of employment

The UFF contract requires that:

- professional duties must be fair and reasonable to ensure opportunities for tenure and promotion
- faculty participate in the selection and appointment of colleagues
- Union dues are 1% of salary

Learn more about the UF contract at www.uff-uf.org

Rutgers University

Rutgers faculty belong to one of the oldest unions at an American research university. Founded in 1970, their union represents full-time faculty, part-time faculty and graduate employees. The full-time faculty unit negotiates with the administration on behalf of 2,500 faculty members and 1,700 teaching and graduate assistants. The chapters include the campuses in Camden, Newark, and New Brunswick/Piscataway.

Union Achievements at Rutgers:

Salaries: the New Brunswick and Newark campuses now rank in the top five public institutions in the Association of American Universities by compensation.

The contract provides:

- paid parental leave for parents of any gender
- Expanded non-discrimination language
- Comprehensive grievance procedures that protect due process and academic freedom for all faculty.
- Union dues: faculty at Rutgers pay 0.85% of their annual salary.

More information is available at the Rutgers AAUP website:

www.rutgersaaup.org/

7. WHAT IS THE RELATIONSHIP BETWEEN NATIONAL UNIONS AND LOCAL FACULTY UNIONS?

Nearly all faculty unions with collective bargaining rights are affiliated with a national union in the education sector. There are several reasons unions choose to affiliate:

- A. National unions have experience. Starting a union from scratch at a university is a major project requiring skills and experience that most academics don't have. National unions can help faculty plan their campaign and strategy. They can also provide training in specific skills needed for organizing.
- B. National unions have resources. Organizing a union takes time and money. Academic faculty have full-time jobs and can't take on full-time union organizing as well. They need the support of union staff to carry out their organizing activities, produce educational materials, and train other faculty members in how to organize. In addition, national unions have links to successful faculty organizers at other universities. For example, through AFT and AAUP, the Campus Faculty Association has connected with organizers from UIC, the University of Oregon, and Rutgers, among others.
- C. National unions have research and campaign departments. To organize and run a union, a local group like the Campus Faculty Association needs access to expert advice on issues like university finances, collective bargaining procedures, labor law, and national trends in higher education. National unions provide access to this type of information and help apply it to our local situation. Through our connections we have been able to bring speakers from other universities to talk on issues like university budgets, shared governance, and the

advancement of women in the sciences and engineering.

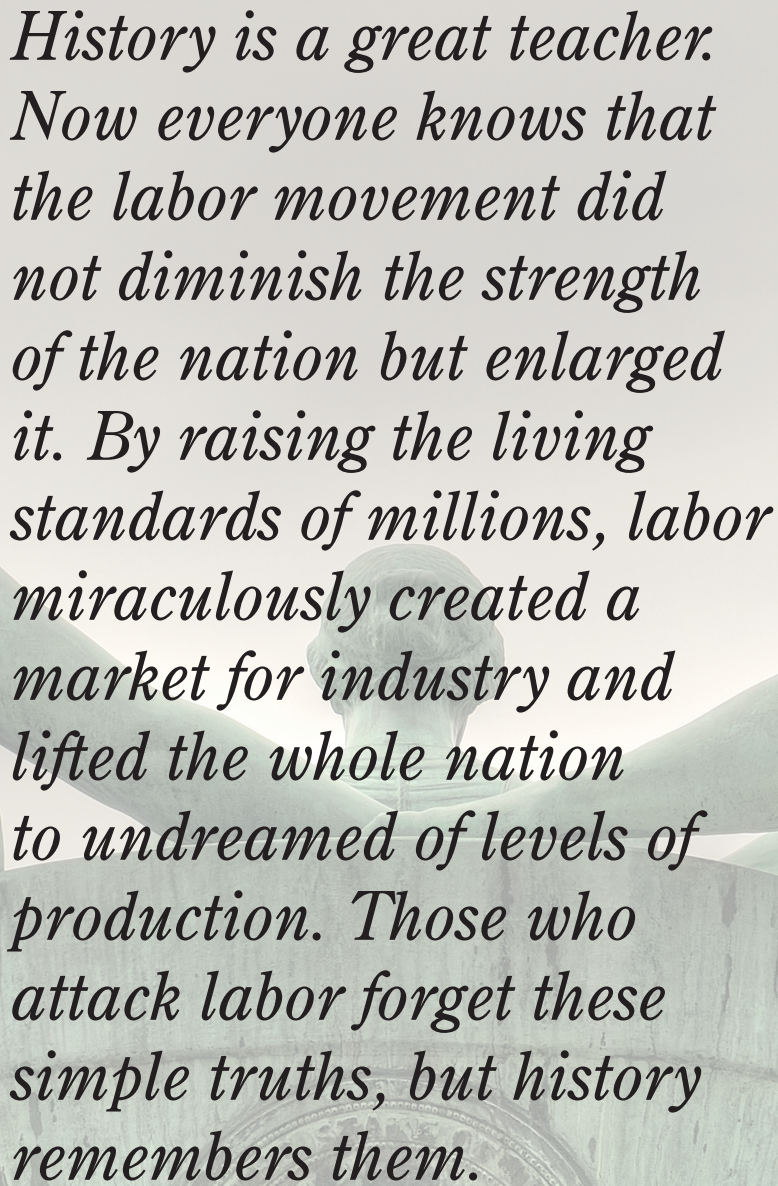
- D. National unions lend strength in numbers and solidarity. By joining with faculty at other institutions we can make our voice stronger. For example, unions engage in lobbying at the state and national level on issues that affect their members. In recent years the Illinois Federation of Teachers, an AFT affiliate, has actively defended pension and healthcare benefits of its members across the state.

8. WHAT WOULD A FACULTY UNION LOOK LIKE AT UIUC?

Every local union is different, depending on how it was formed and who organized it. In some cases a drive for collective bargaining starts from scratch. This is not the case at UIUC. The Campus Faculty Association (CFA) has been active here for nearly four decades. Previously, the Campus Faculty Association was known as the Union of Professional Employees and included academic professionals. In 2006–2007, the Visiting Academic Professionals formed their own union and the remaining academic faculty members re-formed as the CFA. Over the years our members have been active on behalf of faculty and in defense of the public, research-oriented, merit-based university. We have been involved in advancing gender equity, increasing childcare on campus, protesting pay cuts and furloughs, opposing the excessive use of external consultants, and fighting to protect faculty pensions. Our members participate in the Academic Senate, working for shared governance. Many of us are also active in the AAUP. In 2009–10, after assessing the situation at UIUC, our members voted to amend our constitution and mission statement to include the goal of collective bargaining for faculty. Since that time we have directed most of our energy and resources toward organizing for union representation.

Our organizing drive aims to build a union from the bottom up. While we work with the AFT-IFT and the AAUP, the driving force behind our union is the group of UIUC faculty members who make up our organizing committee. We want

to create a democratic union, in which members determine who runs the union, and how it operates. Our members will write the contracts we negotiate with the administration. Decision-making power will rest right here on our campus. Ultimately we want a union that embodies the basic principles of our mission statement: a commitment to democracy, transparency, diversity at the research university, and excellent, affordable public higher education.



History is a great teacher. Now everyone knows that the labor movement did not diminish the strength of the nation but enlarged it. By raising the living standards of millions, labor miraculously created a market for industry and lifted the whole nation to undreamed of levels of production. Those who attack labor forget these simple truths, but history remembers them.

Dr. Martin Luther King, Jr.

OUR MISSION STATEMENT

The Campus Faculty Association aims to create an open and democratic university by balancing the power of the administration with a strong faculty voice through an open process of collective bargaining. We respect the values of a merit-based, research-oriented university and our other core missions of outstanding teaching and service to the people of this state, the nation, and the world.

The Campus Faculty Association strongly supports the ideal of shared governance and in that spirit, will work for transparency in all budgeting and decision-making. We will defend academic freedom and the right to criticize without reprisal. We will strive to protect the interests of community members at risk as a result of race, gender, sexual orientation, disability, religion, national origin, or citizenship status bias. An outstanding university needs the skills and efforts of us all, and we stand in solidarity with the fight for the rights of women and minorities on campus.

We will work closely with our students, other campus workers, and the broader public to ensure the future of accessible public higher education, the vital foundation for a healthy democratic society, while also promoting the economic and general welfare of the faculty at the University of Illinois.

We invite you to join us in uniting for the future at UIUC.

In this brochure, we have presented the basics of faculty unions. To learn more, and to read about campus issues and faculty unions at other universities, visit our website:

cfaillinois.org

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the 1990s, the number of people in the world who are illiterate has increased from 1.2 billion to 1.5 billion. The number of illiterate people in the world is expected to reach 1.8 billion by the year 2015 (UNESCO 2003).

There are many reasons for the increase in illiteracy. One of the reasons is that the population of the world is increasing rapidly. Another reason is that the number of people who are unable to attend school is increasing. This is because of the increasing number of people who are unable to pay for their children's education. In addition, the number of people who are unable to attend school is increasing because of the increasing number of people who are unable to find a job.

The increase in illiteracy is a serious problem for the world. It is a problem because illiterate people are unable to read and write. This makes it difficult for them to find a job and to improve their lives.

There are many ways to reduce the number of illiterate people in the world. One way is to increase the number of schools. Another way is to provide financial support for people who are unable to pay for their children's education. A third way is to provide training for people who are unable to find a job.

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