



The Anti-Racism in Collective Bargaining Project Principles and Collective Bargaining Agreement (CBA) language guidance.

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Anti-Racism in Collective Bargaining Background

The Anti-Racism in Collective Bargaining Project began in 2021 at the direction of President Karen Strickland and the AFT Washington Executive Board. Both Kimberly McRae and David Ortiz became Co-Managers who, along with Karen Strickland, recruited member contributors to the project.

Principles were developed by the Project Co-Managers and contributors to address racist institutional policies that were either not addressed or only addressed in part by collective bargaining agreements. The intent is to provide a resource with the principles, existing language, recommended language and best practices to strengthen the collective bargaining agreements of AFT Washington locals as a tool to promote anti-racist practices and dismantle practices that perpetuate disparate treatment. The language provided is excerpted from existing CBAs. Some subjects are not currently addressed in CBAs, so language is not provided.

Anti-Racism in Collective Bargaining (ARCB)

Work Group Scope of Work 2021-2022

- Develop guiding equity principles for crafting and promoting anti-racist language in CBAs
- Evaluate CBAs to identify language with a potential racist impact and examples of anti-racist language.
- Create a resource tool with support materials for integrating anti-racism language for CBAs

Collective Bargaining Agreements

There were 10 contracts that were reviewed as part of the first phase of the project, with a focus on Recruitment, Hiring, and Retention.

- AFT Everett Higher Education, Local 1873
- AFT Seattle Community Colleges, Local 1789
- AFT Yakima Faculty, Local 1485
- Association for Higher Education of Columbia Basin College
- Bellevue College Association of Higher Education
- Green River Community College Federation of Teachers, Local 2195
- Highline College Education Association
- Pierce College Federation of Teachers, Local 4821
- Shoreline Community College Federation of Teachers, Local 1950
- Skagit Valley College Federation of Teachers, Local 4985

[The contracts can be viewed here.](#)

Principles

The committee developed four principles to improve how collective bargaining agreements address racism. They are as follows with links to additional related information.

Guiding Principle #1: Career Attainment and Development

- [U.S. Equal Employment Opportunity Commission Public Portal](#)
- WA. [SB 5761](#), An act relating to employer requirements for providing wage and salary information to applicants for employment

Guiding Principle #2: Recruitment

- Affirm [Safe](#) Working Environments
- Provide Access per [E2SSB 5194](#)

Guiding Principle #3: Hiring for Equity, Diversity, and Inclusion (EDI) Practices

- Promote the [Elimination of Inequities and Systemic Racism](#)
- Provide Opportunities for [Faculty of Color Cross-Institutional Mentorship | SBCTC](#)

Guiding Principle #4: Promotion and Retention

- Develop a [Fair and Equitable Tenure Review Process](#)

Using the Principles in the Workplace

These principles can be translated into contract language, examples of which are provided in the appendix. Key elements of that language include the following.

Principle 1

Expand career attainment through proactive outreach and recruitment to attract a diverse pool of applicants. This can be accomplished by using an inclusive process in developing the job description, identifying culturally relevant locations for job announcements, anti-racist training for hiring committee members, and an interview process that allows the emergence of skills and values that promote equity in the workplace and in education.

An example from AFT Seattle Local 1789 demonstrates this principle.

Diversity, Equity and Inclusion Statement

The AFT Seattle Local 1789 CBA provides language in the Preamble that states the institution's commitment to nondiscrimination. The suggested changes below could be adopted in two ways, either as an addition to a preamble or as a separate clause that expressly elevates DEI practices within the workplace as part of the CBA.

- ▶ The Employer shall at all times conduct their business in a manner which assures fair, equal, and non-discriminatory treatment of all persons without respect to race or ethnicity, color, sex, sexual orientation, gender, gender identity, age, marital status, national origin, religion, veteran or disabled veteran status, political affiliation or belief, or citizenship/immigration status.
- ▶ The Employer shall go beyond federal, state and local laws pertaining to non-discriminatory practices to pursue proactive policies and procedures which promote equity and dismantle policies and procedures that perpetuate disparity.

Principles 2 and 3 (Recruitment and Hiring)

Actively seek a diverse pool of candidates, using guidelines and providing forums that create a process that is inclusive of diversity and strives to promote equality within the workplace. This includes taking into account best practices for building a pool of candidates who are representative of the student population.

The [17 Steps for Diversity in Hiring and Professional Development](#) provides greater detail and we recommend incorporating those practices. Suggested changes below emphasize that equity be integrated into the hiring process and that the process should include publication of employment opportunities in a diverse array of media, including social media and physical and online publications as a key step. Language from both the United Faculty of Green River and the AFT Seattle, Local 1789 faculty agreements provide examples. Excerpts from those agreements are available [here](#) and [here](#).

- ▶ The college will work with the union on a commitment to equity and inclusion above and beyond any current policies in place. This will include analysis of both internal and external candidates for the position
- ▶ The Employer shall provide for Anti-Racism and Anti Bias training in conjunction with the Union and according to state law ([RCW 28B.10.145](#)) to best serve the community, the students, and all employees covered by this bargaining agreement.
- ▶ The college and the union will convene a sub-committee of the Labor/Management committee to review current procedures at an agreed-upon schedule, but not less than once a year to make recommendations as to changes for hiring practices. These practices will include but not be limited to:
 - Timeline
 - Development of job description
 - Outreach
 - Selection and training of search committee
 - Interview process
 - Forums

- All positions will be advertised in various publications, including a diverse array of publications, nationwide. The division and the hiring recommendation committee may advise the Office of Human Resources as to the schools, professional organizations, or areas of the country in which to advertise.

Principle 4 (Promotion and Retention)

Ensuring an anti-racist, inclusive recruitment and hiring process is one part of the process in building a well-prepared, well-supported and diverse faculty. After hire, the tenure process can be structured in a way that ensures ongoing support in an environment that is proactively antiracist. An equitable assignment of duties as a retention strategy should be a priority.

Recommendations for achieving these goals include:

- ▶ The tenure review committee members meet with the chair of the selection committee to hear that committee’s report of the candidate.
- ▶ Every effort is made to ensure that tenure review committees are diverse, and that all members have participated in EDI/Implicit bias training prior to serving, per SB 5227, Requiring diversity, equity, inclusion, and antiracism training and assessments at institutions of higher education.
- ▶ If possible, the faculty representatives will be chosen from the Candidate’s specific discipline or subject area, but faculty representatives may be chosen from other disciplines or subject areas.
- ▶ The committee creates criteria and instructional goals that integrate the Anti-Bias, Anti-Racist (ABAR) framework.
- ▶ The committee supports the growth of the candidate, particularly BIPOC candidates, by use of anti-racist, decolonized observations and feedback.
- ▶ Incorporate into discussion of student evaluations the possibility they contain implicit bias or are motivated by explicit bias.
- ▶ The committee should consider the fact that BIPOC teaching involves workload (service work and/or affective labor, particularly in DEI work and diversity programs) beyond the expected terms of the racially neutral contracts they sign. This cultural work should be quantified and factored into the workload of the tenure candidate.
- ▶ Consider the implications of student evaluations through the lens of racial equity and recognize negative consequences such as limiting academic freedom.

Retention strategies outside the tenure review process may include

- ▶ Impact of student evaluations post-tenure on ability to teach the curriculum freely
- ▶ Health impacts of being a BIPOC, nonwhite faculty, particularly in a predominantly white institution.
- ▶ Acknowledgement of additional duties asked by college, departments, colleagues and students of BIPOC, nonwhite faculty with additional compensation, reduction of other workload, etc.

Next Steps

Our intention as a group was to provide the information, principles, and examples for AFT locals to take steps toward being an Anti-Racist organization. Your local should work with the AFT Washington UOR to incorporate the information in this document and provided links into the next full re-opener of your collective bargaining agreement. This is part of the ongoing effort of our leadership and members to bring equity and justice to our workplaces.