

Labor Advocacy Playbook — Quick Reference Card

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<p>01 STEP 01 Situational Self-Assessment</p> <p>Know your leverage and limits before acting.</p> <ul style="list-style-type: none">→ What is your job security (tenure, contract, adjunct)?→ Who actually has authority over this specific issue?→ What governance channels exist (senate, CBA, curriculum committee)?→ What has been tried before — and what happened?	<p>04 STEP 04 Compare to National Standards</p> <p>Depersonalize: cite the field's professional standards, not preferences.</p> <ul style="list-style-type: none">→ CCCC: ≤20 students per writing class · ≤60 per instructor/term→ National FYC median: 22 · 2-yr median: 25→ Only 37% of 435+ institutions meet CCCC ≤20 standard→ Frame as professional ethics, not individual complaint	<p>POSITION GUIDE Know Your Risk Before Acting</p> <p>A Contingent / NTT Higher Risk Build coalition first. Document everything. Seek tenured allies before going public. Consider anonymous/collective action.</p> <p>B Tenure-Track / Jr. WPA Moderate Risk Cite CWPA/CCCC standards to depersonalize. Build faculty allies. Document WPA work as scholarship.</p> <p>C Tenured / Experienced WPA Lower Risk Act with full disciplinary authority. Lead coalition building. Protect contingent colleagues. Use governance formally.</p>
<p>02 STEP 02 Identify & Connect</p> <p>Map who is affected. Build coalitions before going formal.</p> <ul style="list-style-type: none">→ Who else experiences this problem directly?→ What spaces exist for coalition-building — informal and formal?→ Who are your administrative allies, if any?→ What external leverage points exist (accreditors, unions)?	<p>05 STEP 05 Plan a Sharing Event</p> <p>Move from private knowledge to shared understanding.</p> <ul style="list-style-type: none">→ One-pager: situation → standard → gap → specific bounded ask→ Faculty workshop or retreat: build internal consensus first→ Program review / accreditation addendum: creates formal record→ Joint faculty letter: collective voice, shared accountability	<p>KEY STANDARDS Cite These in Every Meeting</p> <p>CCCC Principles (2023) ≤20 per class · ≤60 per instructor/term · ideally ≤15</p> <p>CWPA Intellectual Work (1998) WPA administration is scholarship — evaluate it as such in P&T</p> <p>CCCC NTT Conditions (2016) Contract transparency, equitable pay, professional development</p> <p>TYCA Workload White Paper (2021) Empirical data from 1,062 two-year college respondents</p> <p>CCCC+CWPA Dual Enrollment (2019) Instructor prep, curriculum alignment, adequate timeline required</p> <p>CCCC Scholarship Guidelines (2018) How to evaluate writing studies scholarship in P&T review</p>
<p>03 STEP 03 Gather Local Data</p> <p>Produce a fuller story — quantitative AND qualitative.</p> <ul style="list-style-type: none">→ IR/Registrar: caps, DFW rates, enrollment by modality→ Faculty surveys: workload, feedback capacity, time per student→ Student surveys: feedback quality, writing center access→ National benchmarks: CWPA dataset, CCCC Standards	<p>06 STEP 06 Push into Governance or Beyond</p> <p>Official channels first — or escalate if blocked.</p> <ul style="list-style-type: none">→ Curriculum committee, faculty senate, formal proposal→ Trojan Horse: embed ask in admin priority (retention, DEI, accreditation)→ Union CBA: grievance or contract negotiation leverage→ Accreditor (SACSCOC/HLC) or professional org (CWPA/CCCC) outreach	

Labor Advocacy Playbook — Scenario Quick Reference

Six institutional scenarios across position types, with recommended approaches and key standards

Institution / Position	Issue	Risk	Recommended Approach	Key Standards
Community College - NTT	Caps raised after dev ed reform. DFW 33%.	Mod.	Disaggregate DFW by pathway + cap size via IR. Show DFW increase reflects loss of dev support, not instructor failure. Frame cap reduction as retention intervention through curriculum committee.	CCCC Principles TYCA Workload
Regional U - Tenure-Track	'Divisive concepts' law threatens anti-racist curriculum.	High	Seek legal clarity on what law actually prohibits. Build faculty coalition before responding to Dean. Frame pedagogy in terms of rhetorical inquiry, not ideology. Document everything in writing.	NCTE on Censorship CCCC Complex Topics
Comprehensive U - Tenured	Dean demands Early College launch in July — request arrives in March.	Low	Say 'not yet' not 'no.' Propose conditional yes with specific requirements: qualified instructors, appropriate caps, curriculum alignment, adequate timeline. Document concerns to Dean in writing.	CCCC+CWPA Dual Enrollment Framework for Success
Community College - Contingent	Online sections capped at 35; F2F at 27. No differential pay.	High	Collect data anonymously first. Bring to a tenured ally for governance. Frame as student equity: online students at 35-person caps receive substantially less feedback than F2F peers at 27.	CCCC Principles (online) TYCA Workload
R1 University - Asst. Prof.	WPA work counting as 'service,' not scholarship, in P&T; review.	Mod.	Act before pre-tenure review. Bring CWPA Intellectual Work + CCCC Scholarship Guidelines to chair meeting. Propose explicit file language: 'program development scholarship.' Escalate to dean if unresponsive.	CWPA Intellectual Work CCCC Scholarship Guidelines
Liberal Arts College - Tenured	Program went from 40% to 75% adjunct-taught. DFW rising, coherence declining.	Low	Present disaggregated data: DFW by instructor type, student satisfaction by section. Propose specific costed intervention. Bring to curriculum committee and faculty senate simultaneously for maximum governance pressure.	CCCC NTT Conditions TYCA Workload CCCC Faculty Hiring

WHEN OFFICIAL CHANNELS ARE BLOCKED: (1) Trojan Horse — embed ask in admin priorities (retention, accreditation, DEI). (2) Faculty Senate — non-binding resolutions create formal records and signal collective faculty position. (3) Union / CBA — consult your rep first. (4) Accreditor — frame data in SACSCOC/HLC terms. (5) Professional orgs — CWPA/CCCC can issue formal consultation letters. (6) Press — last resort, only with severe well-documented violations.