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INTRODUCTION

AFGE established the Fair Practices Department in 1968 to function as the union's civil rights arm and to strengthen and enforce equal employment opportunity laws. The objectives of the Department are to eliminate discrimination in the government workforce, promote a level playing field action policies designed to eliminate discriminatory barriers to employment opportunities, and to assure the protection of every member against unlawful discriminatory actions based on race, color, religion, sex, national origin, age or physical or mental disability.

In 1974, AFGE became the first government employee union to establish a women's department. The goal of the Women's Department is to improve the status of women in government service. Its priority is to help AFGE members and officers, government officials, and Congress identify situations that cause sex discrimination and deal with the problems once they are identified.

Today, the Women's and Fair Practices Departments work closely together under the guidance of the Women's Director. These departments provide support, information and training to AFGE members. The Director supervises the staff employees who function in these departments.

The Women's Director is an elected official of AFGE. Representatives to the AFGE National Convention vote on this position at the National Convention. The AFGE National Convention is held every three years. AFGE is but one of a few unions which recognized the importance of fair practices and women's issues by having an officer at the national level.

INTRODUCTORY WORDS



Affirmative Action or Affirmative Employment: is a plan by which employers are required to equalize and end under-representation in the work force. Employers are required to take positive steps to end discrimination by enhancing recruitment from women and minority populations, eliminating application criteria which unfavorably effect one population, and/or creating programs which encourage women and minority individuals to apply for positions. ***Affirmative action is not a preference or quota for unqualified applicants.***

Constituency Groups: are labor organizations that are affiliated with AFL-CIO.

Equal Employment Opportunity: is a promise not to base a job-related decision on a factor that is unrelated to the job. Federal laws have made it illegal for employers to discriminate on the basis of race, color, national origin, religion, sex, age, veteran status and disability. Federal laws have also required equal pay for women and no discrimination on the basis of pregnancy. Other bases not currently protected under the Federal law include personal appearance, sexual orientation, sexual preference, marital status, and family responsibility.

Equal Employment Opportunity Commission (EEOC): is a government agency that oversees the discrimination complaint process for federal employees.

Discrimination: is the act of perceiving an individual as a categorization instead of as an individual. Discrimination is often related to bigotry and/or prejudice. Discrimination occurs in the work-place when one makes a job related decision regarding hiring, promotion, training opportunity, assignments, responsibilities, benefits, discipline or termination on a factor unrelated to the job decision.

Diversity: is one of the results of Affirmative Action (AA) and Equal Employment Opportunity (EEO). Diversity, however, is broader than AA and EEO for it encompasses everybody and not only protected classes. Diversity is the representation of all races, nationalities, cultures, religions, gender, abilities, sexual preferences and orientations, social backgrounds, and educational

backgrounds in the work place. Diversity allows for the presentation of different ideas, perspectives and beliefs in order to improve the work place environment and work product.

Harassment: is a form of discrimination. Harassment is unwelcome conduct of a sexual nature or that references one's protected status in an annoying, offensive, or irritating manner. Harassment is often repetitive or persistent.

Protected Class: is the group of individuals that the Affirmative Action (AA) or Equal Employment Opportunity (EEO) laws and regulations cover. Under AA, only women and minorities (African-American, Asian, Hispanic and Native American) have a protected ***status*** and therefore are protected classes. Under Federal EEO, the protected classes are individuals of race, color, national origin, religion, sex, age, veteran status and disability.

Reverse Discrimination: is a misnomer. Equal Employment Opportunity (EEO) laws were originally created to protect individuals of color, women, and religious groups that have been historically discriminated against. However, the law was broadly written and states that an employer is not to discriminate on the basis of "race" or "religion" or "sex." As a result, individuals who have a race, sex or religion that were not originally intended to be included but, under the broad language, are included have successfully sought protection under the EEO laws. For example, individuals who are White (White is their race) and have been discriminated against based on their race have successfully sought protection under the laws' prohibition against discrimination against race. This has been called "reverse discrimination" even though under the plain language of the law, it is simply discrimination.

CHAPTER 1

THE NATIONAL HUMAN RIGHTS COMMITTEE

The Human Rights Committee is comprised of the National Women's Director and the 24 elected district officers called the National Fair Practices Affirmative Action Coordinators (FPAAC) and the National Women's Advisory Committee Representatives (NWAC). The purpose of the Human Rights Committee (HRC) is to study and recommend legal, legislative and administrative proposals relating to improving working conditions, with a focus on eliminating employment discrimination in the Government. These proposals may be presented to the National Executive Committee (NEC) through the Women's Director. The topics of these proposals include but are not limited to eliminating discrimination based on race, color, age, sex, religion, national origin, disability/handicap, political affiliation, personal appearance, family responsibility, and sexual preference or sexual orientation as they relate to the quality of life for AFGE members, their families and their communities.

DISTRICT FAIR PRACTICES AFFIRMATIVE ACTION COORDINATORS

These Coordinators represent members on EEO issues, they monitor trends in EEO laws and regulations, and they may recommend a national action plan for AFGE. They also provide training on EEO issues throughout the district that they represent. These Coordinators are elected at a District Caucus meeting every three years.

DISTRICT NATIONAL WOMEN'S ADVISORY COMMITTEE REPRESENTATIVES

These representatives monitor trends in women's issues, they may recommend a national action plan for AFGE, and they represent members on women's issues. They also assist locals in training sessions throughout the district where they were elected. These representatives are elected at a District Caucus meeting every three years.

LOCAL COORDINATORS

You are the individuals that are the most significant component of the AFGE Human Rights Network. You assure that your local's EEO and affirmative action needs are being served. The locals determine if these positions will be appointed or elected. Your roles are diverse and challenging.

LOCAL WOMEN'S COORDINATORS (LWC)

The LWC is primarily concerned with any issue that has an adverse impact on women in the workforce. The main objective of the LWC is to assure that the agency maintain policies and practices which are free from artificial barriers to the progress of women. Among the areas of concern are childcare, gender-based wage discriminations, sexual harassment, alternative work schedules, upward mobility, career development, family friendly leave policies, health and safety

matters, and leadership skills development. These issues are but a few addressed by the coordinators. Actions to resolve issues may require you to pursue solutions within the agency, or seek legislative solutions. Finally, don't forget the importance of organizing members around these issues.

LOCAL FAIR PRACTICES COORDINATORS (LFPC)

You are principally concerned with Equal Employment Opportunity and affirmative employment in the workplace. The primary focus is direct assistance and/or counseling to members with inquiries or complaints of discrimination. A LFPC should be familiar with EEO laws and regulations so they can take an active role in the complaint process by assisting stewards with strategies for winning complaints. Another major focus is to assure that agency officials properly identify underrepresentation of minorities, women and persons with disabilities. Once an underrepresentation has been identified, the LFPC will take actions to correct the situation. These corrections may be addressed by working with the agency's EEO Committee and/or through the negotiation of strong contract language.

The LFPC's activities should also include grassroots action on EEO or civil rights legislation. Let's not forget the importance of organizing new members around these issues.

Together, AFGE National, District, Council and Local offices can effectively work toward eliminating discrimination in government.

CHAPTER 2



The main priority of AFGE Local Women's and Local Fair Practices Coordinators is the empowerment of our women and minority members. As the women's rights/civil rights advocate for the Local Union, the Coordinator:

- Advises Local Union officials on issues that impact women and minorities.
- Mobilizes members and recruits non-members around civil rights and women's issues.
- Counsels Local Union members on specific problems that adversely affect employment. To prepare reports.
- Keep the Local and National Union informed on the status of women/minorities in the government agencies within their jurisdiction.
- Assists Locals in developing the union's strategic plan for women's issues and civil rights.
- Examines the agency's Affirmative Employment Plan (AEP) or diversity plan and is active in the preparation and/or the publicizing of failures in meeting plan goals.
- Advises and assists local officers in contract negotiations and contract language affecting women and minorities.
- Chairs the Women/Fair Practices Committees, recruits members to serve.
- Assist Locals in developing the Local's strategic plan for women's and civil rights.
- Represents members with EEO discrimination complaints before the EEOC, the MSPB, or in arbitration.

- ❑ Participates with community, national, local groups and AFL-CIO constituency groups.
- ❑ Writes articles for local newsletters.

Get in the internal AFGE "Network"

Request that your name and title appear on all appropriate mailing and internal union routing lists. Be sure to phone the Women's/Fair Practices Department to inform them of your election or appointment. Also, make sure that your District Women's or Fair Practices Coordinator is aware of your election or appointment. Attend Union, Federal Women's Program, and Council meetings. Make sure you are on your agency's EEO mailing lists. Check with Personnel to make sure you receive training and vacancy announcements, new management directives, etc.

Get in the AFL-CIO "Network"

Request that your name and title appear on all appropriate mailing and routing lists for AFL-CIO Constituency Groups. ***Constituency Groups*** are labor organizations that are affiliated with AFL-CIO. The following is a list of current AFL-CIO Constituency Groups you can join.

- ❑ A. Phillip Randolph Institute (APRI)
1444 Eye Street, NW
Third Floor
Washington, D.C. 20005-2210
(202) 289-2774

Labor-based and labor-supported organization addressing broad based employee and community issues.

- ❑ Asian Pacific American Labor Alliance (APALA)
1101 14th Street, NW
Suite 310
Washington, DC 20005
(202) 842-1263
- ❑ Coalition of Labor Union Women (CLUW)
1126 16th Street, NW
Washington, DC 20036
(202) 466-4610/4615

CLUW's goals are organizing unorganized women, promoting affirmative action in the workplace, engaging in political action and legislation, and increasing participation of women within their unions. Not only should you use CLUW as a constant resource, but you should become part of that resource. Join CLUW and encourage other women in your local to do the same.

- ❑ Coalition of Black Trade Unionists (CBTU)
P.O. Box 66268
Washington, DC 20035-6268
(202) 429-1203

- ❑ Labor Council for Latin American Advancement (LCLAA)
815 16th Street, NW
Suite 310
Washington, DC 20006
(202) 347-4223

- ❑ National Council of Senior Citizens (NCSC)
8403 Colesville Road
Suite 1200
Silver Spring, MD 20910
(301) 578-8800

- ❑ Pride at Work (PAW)
c/o 501 Third Street, NW
Suite 200
Washington, DC 20001-2797



Meeting with Management

Shortly after your appointment, the Coordinator should interact with the agency Federal Women's Program Manager and/or EEO officials and other agency officials responsible for women's and minority rights. The Coordinator should become a part of any agency committee (such as the agency diversity committee or Federal Women's Program Committee) which meets regularly for the purpose of improving the status of women and/or minorities in the workforce and therein provide input from the Local Union to further this goal.

This is best achieved by establishing local committees because committees have turned members into activists and activists into leaders (See Chapter 3). The Coordinators should organize around existing human rights issues, join other constituency groups (see above), and attend training conferences of the Women's and Fair Practices Departments, such as the AFGE Human Rights Training Conference.

There are many avenues, large and small, that you can pursue as the Coordinator. One of the most important things you can do is to pursue, and encourage other women and minorities to pursue leadership roles within AFGE.

Educating Yourself

Check with your District Coordinator, your Local and the EEO office to see what kind of training is available. Keep your eyes open for any kind of training opportunities that may help you do your job. Incorporate your EEO training requirements into your official career development plan. It may be that funding for your EEO training can come from the EEO Office rather than your Local's budget.

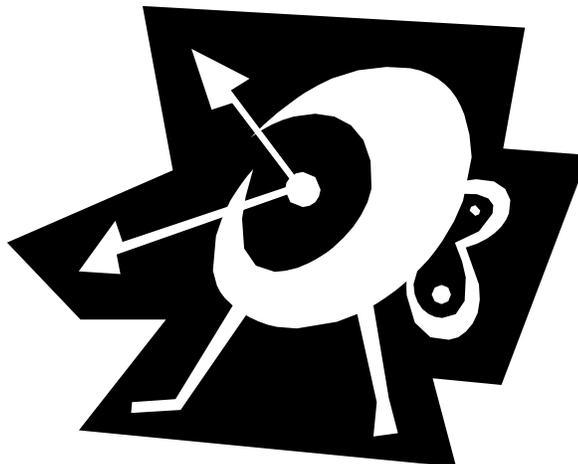
Suggested Training for Coordinators

To do the best job possible in your position as a Coordinator, the courses below should be considered:

- EEO plans, affirmative employment plans, and diversity management plans
- Career counseling
- Sexual Harassment
- Arbitration, FLRA and MSPB hearings
- Affirmative recruitment: FEORP
- Program management
- Communication skills
- Presentation techniques
- Racism and sexism
- Effective briefing techniques
- Diversity and team building
- Mediation

Getting Time to Do Your Job

One of your first tasks will be to see what provision has been made, if any, for official time by your union contract. Some contracts may specifically have coordinator's roles defined as well as their official time. Others may simply define steward's and officer's time with either a specific amount of official time allocated or there may be a "pool" of time. Whatever the case, ask to



receive official time. You can then use a percentage of your time to serve as a coordinator. Arrange

with your Local president which hours you can spend as a coordinator and guard your time jealously. DO NOT do other work during your coordinator's work time. Show your Local regular progress reports on your projects.

Please note that Part 1614.605 of the EEO regulations grants “reasonable” official time for an employee complainant or his or her representative to work on EEO complaints. The regulation states that a representative “shall have a reasonable amount of official time, if otherwise on duty, to prepare complaint and respond to agency and EEOC requests for information...[or] when their presence is authorized or required by the agency or the Commission during the investigation, informal adjustment, or hearing on the complaint.” This time is in addition to any other time that you would negotiate for other coordinator's tasks.

CHAPTER 3

MOBILIZING USING CIVIL, HUMAN AND WORKERS RIGHTS



Establishing A Committee

There are a few simple steps to establish a women's and/or fair practices committee(s) and to assure support for the committee's goals:

- Review your constitution/bylaws. Who appoints committees? How can you assure participation of all areas, occupations, etc.?
- Talk to leadership and get their support for the committee. Stress that the purpose is to build the union.
- Talk to co-workers/members about issues and the idea of establishing a committee. Simply stated - see who is interested.
- Get a chair/committee appointed or elected. (Ask people to get involved.)
- Stress issues of concern to members. Get their ideas and their commitment to participate. (Do not limit the volunteers to current activist or individuals with unlimited time to give. A member willing to spend fifteen minutes a week stuffing envelopes or doing a distribution should be activated rather than ignored.)
- Hold the first meeting:
 - Orientation - Explain the purpose and how often the committee will meet.
 - Conduct a survey of the membership (see pg. 20)
 - Set priorities and determine goals.
 - Begin planning program (See Section on Planning Successful Issues Campaign).

Planning A Successful Issues Campaign

The following steps can be used to put together winning programs on many issues of concern to women and minorities:

A. Select An Issue

- You may want to conduct a survey to determine exact needs, or you may already know what issue is the current hot topic.
- Talk to co-workers/members for ideas. Ask them to get involved with the project.
- Talk to leadership to get their support and ideas for proposed projects.

B. Developing Your Tactical Plan

1. Identify the target population you wish to reach with the specific issue.
2. Know the theme of your message. This comes from the content of your issue and the medium used to communicate with the prospective member.
3. Determine the timing of your plan. It should be relatively short and precise. Ninety days from issue to action is a good timeframe to select:
 - The first thirty days are used to design the campaign, allocate resources, and produce/acquire the needed materials.
 - The second thirty days can be used to prepare the union activists who will mobilize the target population and have them communicate the overall theme.
 - The last thirty days are for the target population to carry out their tasks so that on the last day, the desired action is taken or completed.

C. Define The Program

Make sure that whatever the committee chooses to work on is going to meet the members' needs. For instance, getting an on-site child care center is not useful if members don't want to have their children commuting downtown with them.

D. Consider Alternative Solutions

- Get ideas from committee members and other leaders.
- Get information/do homework on the issues.
- Know the rules (contract language, union by-laws, state regulations or whatever pertains to the project).

E. Set An Objective

- It should be short-term; most should take not more than 6 months to one year.
- Make sure the objective is realistic and within the scope of the committee.

F. Communication Considerations

1. *Establish a communications plan.*
2. *Determine the purpose of each communication*

- Agitate?*
- Educate?*
- Organize?*
- Other??*

3. *Methods!*

- News story in Union Paper
- Editorial column in Union Paper
- Local Stewards Newsletter
- Union e-mail
- Space on Union's web site
- Leaflet
- Pamphlet
- Survey results
- Radio commercial
- Bill boards
- Video cassette
- Bumper sticker
- Phone bank
- Speech at meeting
- Letter
- Focus group
- Flyer
- Survey Form
- Public service announcement
- Television commercial
- Poster
- News conference
- Button
- Phone tree
- Memorandum

G. Determine Resources Needed

- Put together a timetable with steps along the way.
- Develop a budget.
- Identify what material is needed.
- Determine your likely friends. Who is likely to be a supporter? Who has a problem?
- Build coalitions with: other Unions, AFL-CIO, Women's organizations, Civil rights organizations, Community groups, Religious groups, Elected officials, and senior citizen groups
- Determine your likely opponents - Management, Business groups (could also be an ally), Community groups, Elected officials
- Prepare for opposition List all possible objections/arguments and counter-arguments.

H. Assign Tasks To Committee Members

- Be careful to put the right person on the right job. Make sure people feel comfortable about the job they are asked to do, and that they have enough people and resources to help them get it done.

- Keep in touch. Check progress to make sure that members have what they need. Make any necessary adjustments.
- Set up a report system to make sure things are going smoothly at points along the way. Don't assume that because you haven't heard anything that the job is getting done

I. Evaluate Success

- What did we do well?
- What would we do differently next time?
- Give recognition and thanks to members who worked hard. Don't omit this step! People need recognition for a job well done.

J. Publicize Your Victory

- Newsletters
(Local, Council, District, National)
- AFL-CIO
- Local media
- Union meetings
- Meetings of groups who provided support



K. Select A New Project

- Keep the team together and begin the process over again on a new issue or get another team together of interested members on the new issue.

L. Maintaining/Rebuilding Momentum

- Make sure projects are attainable, and keep them short-term until the committee has established a record of success. Publicize success -- it will attract volunteers for the next project.
- For each activity get an agreement on group goals. Achieving them will give a real feeling of accomplishment. Where there are no challenging goals, members feel that activity is unimportant.
- Get enough people to do the job. Overworked volunteers stop volunteering, and besides, the extra lift of the group really begins when there are at least seven or eight people involved.
- Be sure each member knows his or her job and position in the group. It is not enough for the chair to know.

- ❑ Do things at meetings. Transact business, make decisions, review past work, and plan new things. People will be more committed to things that have been agreed on in the group. They will be on record with the others. Besides, they won't keep coming to meetings unless they accomplish something.
- ❑ Invite union leaders to meetings. People want to hear directly from them, and to make sure that their own views are carried to higher levels.
- ❑ Make the meetings interesting. Hold the work and "mechanics" down to an hour or so. Use audio-visual aids such as films when possible. Leave time for informal discussion.
- ❑ Encourage people to help each other out on jobs.
- ❑ Recognize good work and reward it. Commend active supporters at meetings, express appreciation in person, and write letters of thanks and mention committee members in union publications.

CHAPTER 4

SPONSORING EEO/WOMEN'S ACTIVITIES



A good way to increase the visibility of your local's coordinators and their programs is to **expand the number of persons** involved in or affected by the program, and to train employees and supervisors for the union to sponsor occasional programs. You or the Coordinator's Committee may decide that periodic "brown bag" lunch programs, or one week of workshops annually, or one special event quarterly will best fit the needs of the employees in your organization.

Caution:

Planning and conducting programs take a lot of time. The time you spend setting up such activities is time which otherwise could be spent in identifying systemic barriers to the employment and advancement of minorities and women, devising strategies to eliminate the barriers, and working with other union officials to implement the strategies. As you evaluate the need for union-sponsored activities, **ALWAYS** ask yourself if a program will contribute to the enhanced employment of minorities and women and if the time to be spent arranging the program could be better spent on systemic, substantive employment initiatives. Union-sponsored activities are a means, **NOT** an end.

The mission of the Union's Coordinator Program is equality in employment. If your organization is to take the union seriously as a substantive, integral part of the organization's operations, everything associated with the coordinators must convey that message. Therefore, while topics such as cancer detection, rape prevention and fashion may be of interest, these should not be the main focus of the programs offered by the union.

Don't exclude any groups i.e., white men, black women, gays, lesbians and bisexuals, etc. from your program planning. Although the focus of an activity might be Women's History Month, the activities can be a celebration and an educational event. Attendance of all groups will increase understanding throughout the organization.

To insure success of the program, plan the logistics carefully. Estimate the number of participants and be sure to reserve a room that is the right size. Make sure that the room contains enough chairs. If the group size permits, arrange the chairs in a horseshoe or double

horseshoe, rather than classroom style, to facilitate discussion. If a program or session lasts more than 3 hours, schedule a coffee break.

Check with the speakers in advance to find out if they will need flip charts, a podium, or audiovisual equipment. Find out if they will need handouts duplicated for participants. Plan publicity for the program carefully to maximize the value of the program. Consider sending personal invitations to persons whom you would like to attend. An announcement from you or from the head of the Local should give the time, the place, and the details of the programs.

If your union has a women's or fair practices committee, you will probably want to delegate responsibility for programs to the committee members. If there is no committee you may want to establish one.

Program Ideas

Successful Union coordinators and committees around the country have sponsored the following programs and activities:

- Conferences of one or two days with speakers and workshops.
- Educational programs (such as sexual harassment, disability rights, etc.) set up separately or in conjunction with other union events or meetings.
- Broadcast information on the radio regularly.
- Lobbying and advocacy on state or federal legislation of interest to women and minorities - pay equity, dependent care, family leave, etc.
- Petition drives on issues.
- Speaking in schools about unions (career day).
- Annual awards dinners recognizing contributions to women's and civil rights.
- Monthly or quarterly newsletters with updates on local, state and national issues and events.
- Columns on issues in general union publications or newsletters.
- Targeted health fairs.
- New member information packets containing brochures, a copy of the contract, etc.
- Union office/bulletin board displays on women's and minority's rights and history.
- Activities relating to Black History Month (February), Women's History Month (March), etc.

AFGE's Women's and Fair Practices Departments can provide further information or assistance with any of these ideas, or help committees develop new programs.

Workshop Ideas

The list of possible workshops for your committee to hold is endless. The AFGE Women's and Fair Practices Departments, as well as District Coordinators, can conduct many of these workshops for locals or can provide advice on using other resources to obtain speakers and workshop leaders. The following are a few which have been of interest to other locals and councils:

Affirmative Action

AIDS

Alternative Work Schedules: Flex-time/Flex-hours

Assertiveness Training

Bargaining for Work & Family Issues

Brain Storming

- Child Care
- Elder Care
- Family Leave

Building Community Support for the Right to Organize

Changing to Organize

Child Care

Common Sense Economics

Communication Skills

Contingency Workers' Rights

Creating our Song

Disability Rights

Diversity Issues

Domestic Violence

Elder Care

Electing Women to Public Office

Equal Employment Opportunity

Family Medical Leave Act (FMLA)

Gay & Lesbian Workplace Issues

Getting the Policies We Want

Grassroots Ballot Initiatives

Immigrant Workers

Intro to Low-Wage Worker Org.

Intro to Working Women Vote

Job Placement (RIF Rights)

Leadership Skills

Legal Rights/ Family Law

Legislative Initiatives/Issues

Living-Wage Campaigns

NAFTA/Fast Track

Pay Equity

Organizing

Political Action

Problems of Single Parents

Public Speaking

Reasonable Accommodations

Retirement Planning & Security

Sexual Harassment

Staging a Press Event

Stress Management

Superwoman/Juggling Roles

Sweatshops across Borders

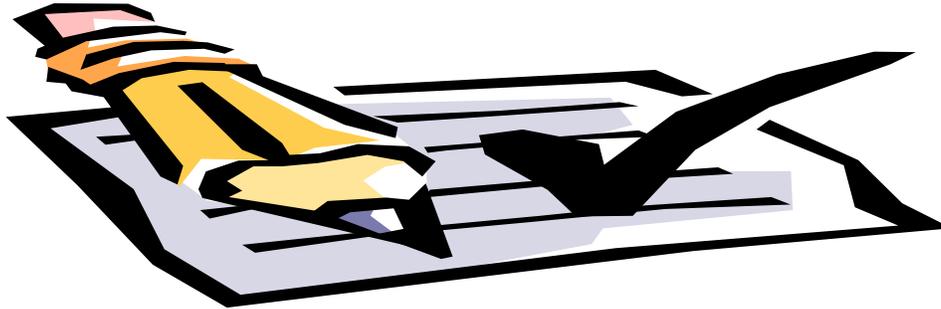
Violence in the Workplace

Welfare Reform

Wills and Estates

Workplace Safety and Health

Suggested Survey for AFGE Women's Committees and Civil Rights Committees



The following survey is a draft for use by local, district and council committees to assess the needs and interests of AFGE members. The survey could be distributed by stewards or committee members at the worksite, union meetings, conventions, or in Local newsletters.

This draft survey is only one suggested form. Depending on the kind of follow-up the committee wants to do, it may be a good idea to add questions relating to your local interests and asking for the name, address and local number of the member who fills out the survey. The only reason not to ask for names is if the committee feels that it might cause some members to decide not to fill it out.

The Women's and Fair Practices Departments at AFGE can help committees with information, program ideas and educational programs.

Sample Committee Survey of Members

The _____ Committee will be planning programs for members and would like to give you an opportunity to express your interests, needs and ideas.

1. What time would generally be best for you to attend educational programs or meetings?
 - _____ a. Saturday
 - _____ b. Sunday
 - _____ c. Weekday evening (which evening _____)
 - _____ d. Lunchtime

2. Please check the areas which you would like the _____ committee to work on:
 - _____ a. Educational programs or conferences
 - _____ b. Legislative issues - Which issues? _____
 - _____ c. Pay discrimination/pay equity
 - _____ d. Health issues
 - _____ e. Sexual Harassment
 - _____ f. Affirmative action
 - _____ g. Domestic violence
 - _____ h. Stress Management
 - _____ i. Other:

3. Please check 5 of the 15 workshops/educational programs listed which would be of most interest to you?
 - _____ a. Pay Equity -- How "women's work" is paid lower than comparable men's jobs -- and how to start doing something about the problem.
 - _____ b. Sexual Harassment -- What the union can do to help members deal with, and prevent, unwanted sexual advances or other harassment which may occur in the workplace.
 - _____ c. Leadership Skills -- How to develop the qualities that will help you become a more effective leader.
 - _____ d. Public Speaking -- How to improve your ability to speak in front of groups.
 - _____ e. Collective Bargaining -- Techniques for bargaining with management about issues of special concern to women.
 - _____ f. Political Action -- How to increase the union's political power by becoming involved with political campaigns.
 - _____ g. Grievance Handling -- Techniques for investigating and processing on-the-job grievances.
 - _____ h. Stress -- How to recognize and manage stress through union action.
 - _____ i. Parliamentary Procedure -- How to effectively chair and participate in meetings.
 - _____ j. Assertiveness Training -- Techniques for dealing more effectively with people.

- _____ k. Alcoholism and Drug Abuse -- What the union can do to help members with these problems.
- _____ l. Domestic Violence -- The union's role in fighting spouse and child abuse.
- _____ m. Child Care -- Union programs to assist members in getting affordable child care.
- _____ n. New Technology -- The union's role in helping members cope with new technology in the workplace.
- _____ o. Women's Committees -- How to start a local women's committee and maintain momentum.
- _____ p. Other (please list ideas)

4. Are there any issues which the union might develop as special projects which you might be interested in working on?

5. Your job title:

6. Sex: Female _____ Male _____

7. Are you an AFGE member?

Yes _____ Why? _____

No _____ Why Not? _____

Please return to: _____

Return By _____ date _____.

CHAPTER 5

FEDERAL WOMEN'S PROGRAM

One of the major areas where the Local Women's Coordinator can have input is the Federal Women's Program (FWP). The FWP was established in 1967 to enhance employment opportunities for women in the Federal workforce, and to address the employment needs and problems of women as they relate to Federal personnel policies and practices. While most experience with the FWP has been a perception of it as an "agency management program", union activists should attempt to balance the program with their increased participation.

The FWP seeks to:

- Provide management with information and strategies for enhancing the advancement of women.
- Assist the agency in achieving equal opportunity for women in personnel management policy and practice, for example, recruitment programs, training, selection, career development and promotion.
- Assure that managers and supervisors evaluate all employees fairly and equitably.
- Promote the equitable distribution of women throughout professional, administrative, technical, clerical and other occupations as well as advancement into managerial and supervisory positions.
- Assure employment practices are in accordance with merit principles through the elimination of any attitudes, customs, and habits which may deny women entry into certain occupations.
- Assist management in developing and implementing affirmative employment program plans.

The FWP is run by the National Federal Women's Program Manager, Regional FWP Managers, Headquarters FWP Coordinators, and Field Office FWP Coordinators. While the FWP Coordinators are in place to carry out management policy, the union nevertheless can and should have input into the program.

Indeed, the selection of the Federal Women's Program Coordinator is a legitimate subject for labor-management negotiations. AFGE has the right to negotiate that at least 50 percent of the nominees for this position be offered by the union. In addition, AFGE may negotiate that the union have representatives on Federal Women's Program Committees.

CHAPTER 6

THE EEO PROCESS



As a Coordinator, you will probably receive many questions about the EEO Process: how to invoke it, what are the procedures, what are the time limits, and other questions. As a result, you will need to have a basic working knowledge of the EEO process. In brief, an employee alleging discrimination based on race, color, religion, sex, national origin, age or handicap, can grieve through the Collective Bargaining Agreement, complain through EEOC regulation Part 1614, or appeal to MSPB if the problem includes a removal or suspension of more than 14 days. Most EEO problems are pursued through the EEO agency complaint process as governed by Part 1614, and that process is further discussed below. For a more detailed explanation, refer to the AFGE Women's/Fair Practices Departments publication, "Fighting Discrimination In The Federal Government: An EEO Workbook ."

The EEO Procedure

On July 12, 1999, the Equal Employment Opportunity Commission (EEOC) announced a newly reformed Part 1614 that became effective on November 9, 1999. Briefly, the new EEO process for federal employees provides that:

1. Within 45 calendar days of the alleged discriminatory event (or when the federal employee learned of the event), the federal employee must contact the agency's EEO Counselor.

There are three important things to know about the initial consultation with the EEO Counselor. First, the aggrieved person has the right to remain anonymous during the counseling phase, unless he or she consents in writing otherwise. Second, the aggrieved person needs to describe the alleged discriminatory events specifically and completely during the consultation. Third, the agency-appointed EEO Counselor is not the employee's advocate or representative. Many employees falsely assume the agency's EEO Counselor is the employee's advocate. The EEO Counselor is assigned by the agency to initiate the agency complaint process that eventually leads to a hearing before the EEOC Judge. The only reason we send members to EEO Counselors is because that is the mandatory first step in the EEO process. The real advocate for a victim of discrimination is the union.

The EEO Counselor should explain to the aggrieved person the various legal avenues that are available. Basically, the aggrieved person may either pursue the EEO process, proceed under any negotiated grievance process, or participate in any alternative dispute resolution (ADR) process that may be available at the agency (see below for more detail on this subject).

2. Within 30 days after the initial consultation (which the aggrieved person can agree in writing to extend to 90 days, if he or she chooses), the EEO Counselor may try to resolve the dispute. If the aggrieved person and/or the union representative agree to participate in any alternative dispute resolution process, this period is automatically extended to 90 days.

If the EEO Counselor cannot resolve the dispute, or at the end of an unsuccessful ADR process, the Counselor must notify the individual of the right to file a formal complaint with the agency and the person to whom it should be addressed.

3. Within 15 days of receiving notice of the right to file a formal complaint, the aggrieved person must file the complaint with the agency. The complaint must be: (1) in writing; (2) specific regarding the EEO matters alleged; and (3) signed by the aggrieved person or his or her attorney.
4. The agency then has 180 days to investigate the complaint, provide a copy of the investigative file to the aggrieved person, and give notice to the aggrieved person of the right to request a hearing. During the investigative process, it is very important that the aggrieved person respond promptly to written requests for information. If he or she fails to do so, the agency may dismiss the complaint.
5. If the aggrieved person wishes to request a hearing before an EEOC administrative judge, he or she must do so within 30 days after receiving a copy of the investigative file from the agency or within 180 days since the complainant filed a formal complaint. The aggrieved person must now send the written request for a hearing **directly** to the EEOC.



6. The EEOC administrative judge must hold the hearing and issue a decision within 180 days of the request for the hearing. During the period between the request for the hearing and the actual hearing, both the aggrieved person and the agency have the right to seek discovery. What "seeking discovery" means is that each party has the right to obtain information from the other about the complaint. There are strict guidelines that govern the discovery process.
7. Once the agency receives the EEOC administrative judge's decision, the agency has 15 days to reject or modify the decision. If the agency rejects or modifies the decision, it must simultaneously file an appeal. If the agency does nothing within that period, the decision becomes final.
8. Within 30 days of the final agency action, the aggrieved person may appeal the decision or final agency action to EEOC's Office of Federal Operations. The agency has 30 days to respond the complainant's appeal.
9. The aggrieved person may file a civil action of employment discrimination in the Local U.S. District Court within 90 days of a final agency action, or of the final decision of the EEOC. Alternatively, he or she may file the civil action at anytime once the complaint is over 180 days old, if no final decision has been received.

Difficulties in Proving Intentional Employment Discrimination

Intentional employment discrimination cases are the most common type of EEO problem. Intentional employment discrimination may also be called "disparate treatment" cases. A typical example of an intentional discrimination case is that of an employer failing to hire a minority or woman applicant because the employer doesn't want a minority or woman employee in that job.

The easiest way to prove intentional discrimination is to introduce direct proof. Since, however, direct proof of intentional hostility to a person's race, color, religion, sex, national origin, age, or disability is more often than not unavailable, a method for analyzing evidence of this type of case was developed by the Supreme Court in a case called McDonnell-Douglas v. Green. There, discrimination was found when:

- The complaining party established a *prima facie* case: that the complaining party is a member of a protected class, that an adverse action occurred, and that it did not happen to others outside the protected class.
- The employer then tried to rebut the complaining party's case by describing the "real" reason for the event occurring to the complaining party.
- The complaining party then demonstrated that the employer's reason was a pretext (not true, or not applied consistently).

If the complaining party succeeded in establishing a *prima facie* case and in showing that the employer's "real reason" was a pretext, then the Judge is permitted to infer the ultimate fact of

intentional discrimination. For more information on the issue of proof, refer to the AFGE publication, "Fighting Discrimination In The Federal Government: An EEO Workbook."

What To Do If The Agency Fails to Comply With The EEO Procedure

From time to time, the agency fails to comply with the EEO procedure. For example, the agency may have failed to complete its investigation within 180 days, failed to provide the investigative file to the complainant, and failed to give notice to the aggrieved person that he or she may file a request for a hearing. When this happens, the complainant should try to invoke the next step of the process. In the example given, the aggrieved person should go ahead and request a hearing before the EEOC administrative judge. In addition, it may be helpful for the aggrieved person to notify the local EEOC office and Congress members about the problems he or she is experiencing with the EEO process.

Alternative Dispute Resolution (ADR): An Alternative To EEO Litigation

As part of the newly reformed Part 1614, the EEOC requires agencies to provide an alternate dispute resolution (ADR) format for resolving EEO issues. Before this reform, the EEOC merely encouraged agencies to provide ADR. It is essential that the union takes part in the creation of these ADR programs so that the ADR program best meets the needs of the union members. The EEOC has made clear that the agency may limit the type of cases that are "appropriate" for ADR and/or join with other agencies in providing ADR. The union should ensure that the agency doesn't restrict in a manner or join another agency in an ADR program that will render the ADR program basically ineffective.

There are many benefits to the employee, as well as to the agency, in resolving disputes using ADR techniques instead of litigation. As a result, in your role as Women's or Fair Practices Coordinator, you may want to counsel those who come to you for advice on how to pursue EEO problems to look into ADR.

ADR has many benefits over litigation. It is less expensive, it's quicker, and it's less formal than litigation. In addition, ADR often results in the parties fashioning a remedy that satisfies them both (a rarity in litigation). This is because the restrictions that apply to litigation remedies do not apply in the ADR setting.

The most common form of ADR today is mediation, although there are other types of ADR. In mediation, someone who is not involved in the controversy meets with the supervisor (or alleged discriminator) and the employee who filed the EEO complaint. The mediator's goal is to help both parties clarify the issues and to develop alternative solutions that will settle the discrimination complaint. It is not so important who is "right" or who is "wrong" in mediation. What is important is what can be done now to settle the matter without having to go to court.

ADR can be used at various stages in the EEO process. The employee experiencing an EEO problem may agree to ADR techniques at the initial pre-complaint counseling session with the agency's EEO Officer. If he or she does so, the pre-complaint counseling period is extended

automatically from 30 days to 90 days. The additional time gives the agency and the employee sufficient time to resolve the problem, if it can be resolved using ADR.

Beyond the pre-complaint stage, there are other opportunities for using ADR as well. An EEO settlement may occur any time after a complaint has been filed. This means that the agency and the employee can invoke ADR anytime they mutually agree to.

EEO Reform

As you may have already known or just discovered after reading the preceding section, the current EEO procedure--while a vast improvement over its predecessor--is still cumbersome, too lengthy, and full of pitfalls for federal employees. And, probably most troublesome, it leaves too much discretion to the federal agency (somewhat like asking the fox to guard the henhouse). The process is obviously in need of more reform.

CHAPTER 7

CONTRACT LANGUAGE



A Collective Bargaining Agreement (CBA) is a Contract. It is very important that you, as the Local Coordinator, ensure that your Local contract contains language that will promote women's and minority rights. Clear, strong, and precise contract language is the most important and effective avenue to equality for all employees. The government's personnel laws, rules, and regulations do not provide sufficient protection for employees. Through strong collective bargaining, the union can increase and strengthen employee rights. Effective contract language on the following subjects can help ensure equal treatment for all government employees:

- Non-discrimination
- Pay equity
- Training and promotion
- Leave policies
- Sexual harassment
- Child care
- Reasonable accommodations
- Family friendly leave
- Sexual orientation

Discrimination Contract Language

The clause banning discrimination is a key one. It should ban discrimination in employment on the basis of race, creed, sex, color, national origin, age, physical and mental handicap, religious affiliation, sexual orientation, or any other personal characteristic. It is important that you add language specifically banning discrimination on the basis of **sexual orientation** for, as opposed to other factors listed above, sexual orientation is not a protected basis under federal law.

You may also be interested in including a clause that mandates joint labor-management efforts to eliminate discrimination or requires review of policies and practices that have the effect of discriminating against women or other groups. You might decide to simply state that the union or association and the employer do not intend to discriminate against any member or group of members. This is known as a "boilerplate" statement.

SAMPLE CONTRACT CLAUSE

"No employer policy or practice shall have an adverse effect on any group of employees or prospective employees who are protected under the contract."

"No employment decision shall be made on the basis of race, sex, color, national origin, age, physical and/or mental disability, religion, **or sexual orientation.**"

Pay Equity Contract Language

Men and women sometimes do not hold the same kinds of jobs. However, many jobs performed by women are comparable, in terms of skills, efforts, education, and responsibility, to those held by men. Unfortunately, their pay rates are not. The segregation of women into "female" jobs, and the undervaluation of the skills required for those jobs contributes to a form of wage discrimination based on sex. The term used to describe efforts to correct this underevaluation is "pay equity."

To correct the underevaluation of "female" jobs, the union must demand and receive for its women workers equal pay for work of comparable value. This requires re-evaluation, reclassifying and upgrading "female" jobs, and paying them what they are worth relative to comparable jobs that men perform.

SAMPLE CONTRACT CLAUSE

"The employer agrees that there shall be no wage or job discrimination and that in cases where occupational segregation remains a factor, there shall be equal pay for work of comparable worth." "Appropriate wage studies shall be undertaken jointly by labor and management to determine adequate compensation. A non-discriminatory job evaluation system shall be developed."

Training and Promotion Contract Language

A very large proportion of women workers are found in low-paying jobs which offer little in the way of promotional opportunities, career development or higher salaries. A collective bargaining agreement can help women increase their skills and move into better paying jobs through upgrading programs. These programs include career ladder programs and recognition of training and education activities by which members upgrade their skills and move into other occupations.

Here are a couple of ideas for the contract:

- Negotiate language that provides for alternative criteria for positions where appropriate, and/or eliminating any artificial barriers to advancement or promotion that cannot be linked to satisfactory job performance.
- Negotiate an educational incentive program whereby the employer agrees to pay permanent, full-time employees who have completed accredited courses in job-related curriculum specific amounts of money, in addition to their wages.

Leave Contract Language

Women's massive entry into the labor force has had an effect on their roles in the home and in society, as well as on the job. One effect has been the acknowledgement of women's multiples roles as a mother, wife, worker, and unionist. Women are often penalized in the job market because of these conflicting roles, but changes are occurring that make the roles somewhat easier to hold simultaneously.

On August 5, 1993, the **Family and Medical Leave Act of 1993 (FMLA)** became effective. This Act provides up to 12 weeks of unpaid job-protected leave each year for specified family or medical reasons, such as birth or adoption of a child. The law requires the maintenance of existing health benefits during leave and job restoration when the leave period ends.

While the Family and Medical Leave Act provides some assistance to parents, you should see that more and better benefits are provided. For example, you could bargain for:

- A longer leave period (many new parents would prefer to spend up to four months with a new child);
- A broader definition of "serious health condition," applying FMLA rights to any family member's health condition;
- A broader definition of family to include siblings, spouse's parents, domestic partners, or other household members;
- Fully or partially paid leave;
- Eligibility for the leave for employees who are not presently entitled to it under the law (those who have not completed 12 months of service, for example).

For further information, refer to the AFGE Women's/Fair Practices Department brochure, "AFGE's Guide To Your Rights Under The Family and Medical Leave Act".

On December 2, 1994, federal employees became eligible to use their accrued sick leave (paid leave) to attend to any family member's medical needs, or for funeral leave. Under the **Federal Employees Family Friendly Leave Act (FEFFLA)**, federal employees may use each year a minimum of 5 days, and a maximum of 13 days (as long as they retain a balance of 10 days sick leave), for family friendly medical purposes.

The definition of medical needs under the FEFFLA is much broader than under the FMLA. Similarly, the definition of family member is much broader for family friendly leave (FEFFLA) than found in the FMLA legislation, covering those whose relationship with the employee is the equivalent of a family relationship. For these reasons, and also because paid leave is much more desirable than unpaid leave, federal employees will invoke their entitlements under FEFFLA much more often than under the FMLA.

For further information, refer to AFGE's Women's/Fair Practices Departments brochure: "The Federal Employees Family Friendly Leave Act."

Sexual Harassment Contract Language

The problem of sexual harassment in employment plagues an estimated 42 percent of federally employed women (and 14 percent of federally employed men.) All forms of sexual harassment--remarks, gestures, hazing, physical touching, actual assault--have the effect of interfering with the victim's job performance, and often cause other physical or emotional problems. While saying "no" is sometimes all that is needed, the situation may require other remedies.

Remedies for sexual harassment can be a contract issue. At a minimum, you should insist that the contract explicitly prohibit sexual harassment in the workplace. Additional subjects of negotiation could include:

- Establishing special committees to handle complaints of sexual harassment;
- An internal grievance procedure for use when the perpetrator is a co-worker;
- A joint investigating committee to deal with complaints of sexual harassment, which could by-pass the more formal grievance procedure and make it easier for victims to report incidents of sexual harassment.

The AFGE Women's/Fair Practices Departments have published numerous booklets, brochures, and posters regarding sexual harassment. In addition, the Departments provide a 23-minute video entitled, "Combatting Sexual Harassment" that is useful for training purposes.

SAMPLE CONTRACT CLAUSE

"No Employee shall suffer any form of discrimination because of a refusal to perform sexual favors for an employer, supervisor, client, customer, fellow-worker or other representative of the Agency or the Union. No Employee shall be subject to harassment which interferes with his or her work."

Child Care Contract Language

The United States is the only industrialized nation in the world without a national system of child care. This country, instead, continues to leave this crucial issue to the resources of individual working parents.

There are a variety of ways to negotiate assistance in the child care area. For example, negotiate for:

- The establishment of agency-supported child care centers, to be union-operated and staffed, and paid for through employer payroll taxes;
- The establishment of a pre-school program for children of union members and underprivileged children in the community;
- A joint labor-management committee to investigate the availability of community child care resources;
- A joint labor-management committee to evaluate the feasibility of a job site child care program; and
- Additional money to cover the cost of child care required when a worker has to work overtime.

SAMPLE CONTRACT CLAUSE

"The Agency agrees to assess with the union the need for child care facilities for its employees. There will be established a joint labor-management committee to develop a schedule for funding the program, selecting a site for the center, and providing staff for the center." "The Agency shall pay the full cost of day/night care for the employee's dependent children. The employee shall choose the type of care and/or facility to be used."

CHAPTER 8

SOME CURRENT TOPICS

The following subjects are some current topics that you should know about to enable you to respond to member questions and to give you ideas for subjects to which you may want to devote some time and effort.

Compensatory Damages For Employment Discrimination

As a result of the 1991 Civil Rights Act, federal employees may now receive compensatory damages of up to a \$300,000 cap in cases of intentional discrimination raising claims under Title VII (race, color, religion, national origin, or sex) or for claims of handicap discrimination. Typical forms of compensatory damages include lost benefits, medical costs, other out-of-pocket expenses, pain and suffering, emotional distress and mental anguish.

As a result of the United States Supreme Court decision, Landgraf v. USI Film Products (April 28, 1994), these damages are only available in cases of intentional discrimination occurring after the effective date of the Act -- November 21, 1991.

In 1999, the United States Supreme Court ruled that compensatory damages are available through the federal EEO process as well as through court. The court did not specify, however, what language the aggrieved individual must use in the complaint in order to request compensatory damages. Therefore, advise any member to be specific on the complaint and request compensatory damages.

For more information on this subject, refer to the AFGE publication, "Fighting Discrimination In The Federal Government: An EEO Workbook," (1999) p. 62-64.

Disability Rights and a Reasonable Accommodation

The Rehabilitation Act of 1973, the Act that protects federal employees with disabilities, refers to disability as a "handicapping condition." The Americans with Disabilities Act (ADA), the Act that protects non-federal employees with disabilities, uses the currently preferred term "disability." Since the ADA was passed into law, many courts have interpreted passages of the ADA. The court interpretations of the ADA have been applied to the Rehabilitation Act as well. Therefore, these court rulings apply and have modified the rights of federal employees. In order to avoid confusion, the following discussion will use the terms used by the Rehabilitation Act, however, the terms can be used interchangeably.

In 1999, the Supreme Court ruled on four cases regarding the ADA. In Cleveland v. Policy Management Systems, the Court held that filing for and receiving disability benefits (SSDI) does not automatically stop one from pursuing a request for an accommodation at the employment site. Since the Social Security Administration does not consider accommodations when it determines

whether one is disabled, stating on one's disability form that one is completely disabled does not conflict with the statement that if one receives an accommodation for the disability one can work.

In the other three cases, the Supreme Court held that "mitigating measures," such as corrective eye glasses, contact lenses, &/or medications, **should** be taken into account when deciding whether a person is disabled. Disability rights advocates are extremely saddened by this decision. In essence, the decisions hold that individuals who can function normally when their impairments are treated do not qualify for protection under the ADA and therefore are not entitled to reasonable accommodation.

Also in 1999, the EEOC put forth Guidance on what is a reasonable accommodation. For the most part, this lengthy guidance summarizes much which was already established by case law. However, the guidance also includes some EEOC beliefs that sharply contradict established case law. For example, the EEOC guidance states that an employer can not claim that a reasonable accommodation that violates a CBA is an undue hardship even though some courts have held such.

Legislation Before Congress

Legislative bills relating to many civil rights concerns are introduced in each Congress. For information on current bills affecting our interest in the government, please contact the Women's and Fair Practices Departments.

CHAPTER 9

RESOURCES

As you shape your role as Women's Coordinator, it will be very useful for you to turn to the many resources that exist that can guide you and give you ideas. Here is a list of possibilities:

You should use the resources of the National Office whenever possible. Call or write to:

AFGE Women's/Fair Practices Departments

80 F Street, N.W.

Washington, DC 20001

(202) 639-6417 or 6418 (voice) or (202) 639-6474 (TDD)

AFGE Publications

The following publications are available from the AFGE Women's/Fair Practices Departments:

On The Subjects of Child Care and Family Leave --

"AFGE's Guide To Your Rights Under the Family Friendly Leave Act and The Family and Medical Leave Act" -- a pamphlet explaining the 1993 law that gives workers up to 12 unpaid weeks of leave to care for a newborn or adopted child, a sick family member or themselves.

AFGE's pamphlet explaining the "Federal Employee Family Friendly Leave Act" (FEFFLA).

On the Subject of Sexual Harassment --

Sexual Harassment Leaflets -- explaining briefly what it is and what to do if it's happening to you.

"Stop Sexual Harassment before it Stops You: A Guide For AFGE Members" -- a handbook explaining to the AFGE member in detail what sexual harassment is, the effects of sexual harassment on the victim, what to do if it is happening to you, what the steward's role is, and what the union can do about it.

On the Subject of Discrimination --

"Working With AFGE To Fight For The Rights of Employees With Disabilities" -- a pamphlet explaining the rights of employees with disabilities and what AFGE can do to assist these employees.

"Fighting Discrimination In The Federal Government" -- a workbook for AFGE Representatives to assist them in representing AFGE members who file Equal Employment Opportunity complaints.

"Compensatory Damages For Federal Employees" -- a workbook that explains the damages available to federal employees.

"Working With AFGE To Stamp Out Discrimination In Employment On The Basis of Sexual Orientation" -- a pamphlet explaining the law regarding discrimination on the basis of sexual orientation and giving members ideas on how to fight this still accepted form of employment discrimination.

A guide on the rights of individuals with disabilities and etiquette issues – to be released in Winter 1999.

Other Subjects -- Now Available

"Domestic Violence - An AFGE Guide for Union Action" (Pamphlets and books).

"Women and AIDS - Know the Facts" (Pamphlet).

Current and Former Coordinators

An excellent resource for you should be other current and former women's coordinators. No doubt, other women's coordinators have dealt with some of the same questions and concerns you have. Sound them out. Find out what has succeeded and what has failed.

Other Resources

There are many other organizations you can turn to for advice, assistance, literature, and ideas. In addition to the constituency groups listed on pg. 8, the following organizations may also be of assistance:

AFL-CIO

Working Women's Department
815 16th Street, NW
Washington, D.C. 20006

American Association for Affirmative Action

Howard University
2900 Van Ness Street, N.W.
Washington, D.C. 20008

A National consortium that is working to educate the public about how affirmative action programs and policies benefit our nation.

Amnesty International USA
322 Eight Street
New York, NY 10001
(<http://www.amnesty-USA.org>)

Americans for a Fair Chance
1730 Rhode Island Avenue, NW
Suite 303
Washington, D.C. 20036

American Civil Liberties Union
Women's Rights Project
22 E. 40th Street
New York, NY 10016

Center for Women in Government
1400 Washington Ave.
Albany, NY 12210

Center for Women's Policy Studies
2000 P Street, N.W., Suite 508
Washington, D.C. 20036

CLUW Center for Education and Research, Inc.
2000 P Street, N.W., #615
Washington, D.C. 20036

Congressional Caucus for Women's Issues
2471 Rayburn Building
Washington, D.C. 20515

Cuban American National Council (CANC)
1223 SW Florida Street
Miami, FL 33135
(305) 642-3484

Democratic National Committee
430 South Capitol Street, S.E.
Washington, D.C. 20003
(202)863-8000

Equal Employment Opportunity Commission
1901 L Street, N.W.
Washington, D.C. 20507
(202)663-4264 (voice) or (202)663-4494 (TDD)

Federally Employed Women

1400 I St., NW, Suite 425
Washington, D.C. 20005

Feminist Majority

1600 Wilson Boulevard, Suite 801
Arlington, VA 22209
703-522-2214
703-522-2219 (fax)

George Meany Center for Labor Studies

10000 New Hampshire Ave.
Silver Spring, MD 20903

Jewish Labor Committee

25 East 21st Street
2nd Floor
New York, NY 10010
(212) 477-0707

League of Women Voters

1730 M Street, N.W.
Washington, D.C. 20036

National Advocacy Coalition on Youth and Sexual Orientation (NACYSO)

1711 Connecticut Avenue, N.W.
Washington, DC 20009
(202) 319-7596

National Asian Pacific American Legal Consortium 1001 Connecticut Avenue, N.W.

Suite 522
Washington, DC 20036
(202) 296-2300

National Association for the Advancement of Colored People (NAACP)

4805 Mt. Hope Drive
Baltimore, MD 21215
(410) 358-8900

National Center for Women & Family Law

799 Broadway
Suite 402
New York, NY 10003
(212) 674-8200

Addresses issues relating to parental leave and child care.

National Child Day Care Assoc.

1501 Benning Road, N.E.
Washington, D.C. 20002

National Commission on Working Women

2000 P Street, N.W., Suite 1110
Washington, D.C. 20036

National Committee on Pay Equity

1201 16th Street, N.W.
Washington, D.C. 20036

National Council of La Raza (NCLR)

1111 19th Street, N.W., Suite 1000
Washington, D.C. 20036
(202) 785-1670

National Council of Negro Women

1819 H Street, N.W., Suite 900
Washington, D.C. 20006

National Gay and Lesbian Task Force

2320 17th Street, N.W.
Washington, DC 20009-2702
(202) 332-6483

National Institute for Women of Color

1712 N Street, N.W.
Washington, D.C. 20036

National Labor Law Center

2000 P Street, N.W., Suite 612
Washington, D.C. 20036

National Urban Coalition (NUC)

2120 L Street, N.W.
Suite 510
Washington, DC 20037
(202) 986-1460

National Urban League (NUL)

120 Wall Street

8th Floor
New York, NY 10005
(212) 558-5300

National Women's Law Center

(202)328-5160
1616 P Street, N.W.
Washington, D.C. 20036
(Provides legal assistance to women to advance women's rights.)

National Women's Political Caucus

1275 K Street, N.W., Suite 750
Washington, D.C. 20005-4051
(202)898-1100

Nine to Five, National Association of Working Women

(216)566-9308

Assists and advises women in the workplace with regard to their legal rights.

Organization of Chinese Americans (OCA)

1001 Connecticut Ave., N.W.
Suite 707
Washington, D.C. 20036
(202) 223-5500

Operation PUSH

Chicago, IL

Pension Rights Center

1346 Connecticut Ave., N.W., #1019
Washington, D.C. 20036

Southern Christian Leadership Conference (SCLC)

334 Auburn Avenue, N.E.
Atlanta, GA 30303
(404) 522-1420

Southern Poverty Law Center

400 Washington Ave.
Montgomery, AL 36104
(Teaching Tolerance, Militia Task Force, Kloneoatch)

Union WAGE (Women's Alliance to Gain Equality)

37-A 29th Street

San Francisco, CA 94110

Wider Opportunities for Women

1511 K Street, N.W., #345
Washington, D.C. 20005

Women's Action Alliance

370 Lexington Ave., Room 603
New York, NY 10017

Women's Bureau, U.S. Department of Labor

(202)219-6611

Responsible for formulating policies promoting the welfare of wage-earning women, improve their working conditions, increase their efficiency, and advance their opportunity for profitable employment.

Women Employed

5 S. Wabash Ave.
Chicago, IL 60603

Women's Equity Action League (WEAL)

805 15th Street, N.W., #822
Washington, D.C. 20005

Women's Legal Defense Fund

(202)986-2600
1875 Connecticut Avenue, N.W.
Washington, D.C. 20009

Provides legal assistance to women to advance women's rights

Women's Occupational Health and Resources Center

320 E. 43rd Street
New York, NY 10017

Working Women -- National Association of Office Workers

1258 Euclid Ave., Room 206
Cleveland, OH 44115

Here is a listing of some literature that may also be useful:

"A Commitment to Children"

(1977) By the Coalition of Labor Union Women (CLUW), 15 Union Square, New York, New York 10003. Surveys child care services in Israel, Sweden, and France. Highlights the lack of progress by the U.S. in this area.

"Bargaining for Equality"

(1980) By the Women's Labor Project of the National Lawyers Guild. This book is perhaps the most comprehensive and well-written compendium of legal and collective bargaining ideas relating to issues of special concern to women in the labor movement (and in the workforce generally). It is available from the National Labor Law Center, 2000 P Street, N.W., Room 612, Washington, D.C. 20036.

"Effective Contract Language for Union Women"

By the Coalition of Labor Union Women (CLUW), 15 Union Square, New York, New York 10003. This booklet describes sample clauses for many bargaining issues of concern to women.

"Guidelines on Pregnancy and Work"

(1977) Health-related guidelines on working while pregnant, including information on lifting, standing, and reproductive hazards. Available free from: National Institute for Occupational Safety and Health Publications Dissemination, National Technical Information Service, 4676 Columbia Parkway, Cincinnati, OH 45226.

"Handbook for Union Staff Women"

By the Women's Project of the AFL-CIO Department for Professional Employees. This handbook is an excellent training and source guide for women who work for unions. A companion training curriculum for staff development is also available. Both items can be ordered from the Department for Professional Employees, AFL-CIO, 815 16th Street, N.W., Washington, D.C. 20006.

"Local Union Guide for Establishing Child Care Centers"

(1979) By Carol Haddad. Provides a good discussion of the basic issues and includes a list of resources. Available from: Michigan State University, School of Labor and Industrial Relations, Labor Program Service, 432 Kedzie Hall, E. Lansing, MI 48824.

"Manual on Pay Equity: Raising Wages for Women's Work"

(1980) By Joy Ann Grune, ed., Conference on Alternative State and Local Policies, 2000 Florida Ave., N.W., Washington, D.C. 20009. Outstanding 224-page resource. Provides background information on the problem and information on job evaluation systems, legal remedies, state and local government actions dealing with wage parity for public employees, collective bargaining activities, and guides for action. Also lists individuals and groups who are doing work in the area.

Office of Personnel Management National Training Guide

Social Security and U.S. Department of Labor Bridging Career Books

The Hispanic Yearbook

"We Gave At The Office: Professional Women Office Workers' Safety and Health Risks"

Committee on Salaried and Professional Women, Department for Professional Employees, AFL-CIO, 815 16th Street, N.W., Washington, D.C. 20006. Examines common health-related hazards of office work, including stress, lighting, ventilation, and display terminals.

"Women's Health and Safety Fact Packs"

CLUW Center for Education and Research, 2000 P Street, N.W., #615, Washington, D.C. 20036. A series of three fact packs containing informational fact sheets on women's occupational health hazards. Good resources included.

"Women, Work, and Wages: Equal Pay for Jobs of Equal Value"

(1981) By Donald J. Treiman and Heidi I. Hartmann, eds., Washington, D.C., National Academy Press. The final report by the National Academy of Sciences to the EEOC Committee on Occupational Classifications and Analysis. It concludes that "women's jobs" pay less than men's, that there is bias both in job evaluation systems and the marketplace, and that the comparable worth approach "merits consideration." Available from Office of Publications, National Academy of Sciences, 2101 Constitution Ave., N.W., Washington, D.C. 20418.

Women's Bureau, U.S. Department of Labor, 200 Constitution Ave., N.W., Washington, D.C. 20210 has several publications, including "A Women's Guide to Apprenticeship," and "Women in Non-Traditional Jobs -- A Selected List of Publications, Slides and Films."

Feminist Literature - Almost every bookstore now has a section titled "Women's Studies" or something similar. You will find books in that section covering a wide variety of topics of interest to women.