

GUIDANCE SHEET FOR MAPPING TRAINING AND EXERCISE

Please note: the guidance below is written for branch activists interested in leading trainings in their branches on mapping for the MAB. However, activists can still make use of the guidance to do mapping for the MAB through reading it over individually or as a group outside of the framework of a training.

The plan for today's mapping training and exercise:

- 1) Introductions (if there is time) – *is anyone here from other branches?*
- 2) Brief explanation of what mapping is and why it's important for organising
- 3) Most importantly: time to do some mapping here with others (if you've come with others from your department, you will be working with them)
- 4) How this fits in with next week's training on persuasive conversations (see guidance for persuasive conversations training for more on this. . .)

*Please note: this week and next week's training are **organising trainings** – many other resources and trainings are available from National and the Branch on the mechanics, legality, and other aspects of the MAB but our trainings will not be focused on these issues.*

Before we begin: show of hands for anyone from a Professional Services department that does not have any involvement in marking or assessment?

- If so, the same practices and principles apply for doing general recruitment and organising.
- Use today's training as an opportunity to map out your co-workers – their roles and who's in the union – to start building density and/or campaigning in your department.

1) What mapping is/ why it's important for organising

- We know as a trade union that our strength is in our numbers. The old adage is true: the longer the picket line, the shorter the strike. Employers get scared when they see us standing together united in large numbers: this changes the dynamic at the bargaining table.
- Good strategy and tactics provide us with additional leverage – they help us get 'more bang for our buck'. The MAB is a really effective tactic because it targets the employers' business model – fee-paying education to receive a prized commodity: a university degree. Employers are likely to face substantial pressure not only from students and their families but from regulators and government.

- **Bottomline:** this is a golden opportunity! We haven't tried this tactic – a national MAB – since 2006 when we got a major win so ***we need to make the most of it!***
- How do we do this? By systematically mapping out which staff in our departments have marking and assessment duties and reaching out to them to ask them to participate. *Note: next week's training will focus on how to get the most out of these organising conversations.*

Let's dive in!

- 1) Start with your department workload model if you have one.
- 2) Pull up the template spreadsheet as well – you can find it and this guidance sheet by scrolling to the bottom of this page and clicking on the final links: <https://katyfoxhodess.com/writing/>
- 3) Go over 'Answers to common questions' below
- 4) Fill in the spreadsheet – ideally do this with others from your department – if they are here, or finish this up with them later (*if you are in a small department, you can do this on your own).

Answers to common questions – please go over this before beginning mapping:

- **We will be speaking with both current members and non-members** with marking responsibilities so be sure to include both in the spreadsheet. (Non-members have the legal right to participate in the boycott if they are in the bargaining unit *however*, we will be strongly encouraging them to join if they are participating so that they will be represented if they have any issues and can receive strike pay in the event of 100% deductions).
- **This exercise is not just for academic staff!** Many PS staff have a critical role to play in the MAB. Be sure to include any PS staff with responsibilities for administering marking and assessment in the spreadsheet and in organising conversations.
- Marking responsibilities for academic staff should be easy to identify if you have a departmental workload model – if not, filling in the spreadsheet will likely require more detective work. If you are in this situation, **reach out to module leaders and friendly people in leadership roles and among PS staff to help populate the spreadsheet.**
- **Dept/ division heads who are members of the union have an important role to play** as they will likely be asked to reassign marking – be sure to speak with them!
- Think about **who management is likely to try to recruit as strike-breakers** (i.e., casualised teaching staff) – whether or not they currently have marking responsibilities – and **reach out to them.**

The final (and arguably most important) step:

- **Make a plan for who is going to speak to who and be accountable to one another!** *If you do the mapping exercise but then don't go out and speak to the people on your spreadsheet, you might as well not have done the mapping to begin with. . .*
- In small departments, organising conversations can often be done by a single activist or rep. In medium to large departments, however, **you are strongly encouraged to reach out to other activists in your department to divide up the list of names.** Ideally, have activists speak to others in a similar staff category (i.e., PGR students speak with other PGRs, PS staff with PS staff, and so on) -- but don't let this stop you if you don't already have activists in these categories!

Looking ahead:

- ***By next week, please finish populating the spreadsheet. You should identify who will be involved in organising conversations, make a note of this on the spreadsheet and encourage them to come along to the training on persuasive conversations.***
- If you have time before next week, you can start testing the waters with organising conversations with colleagues. Make a note of the questions and concerns that are coming up and what seems to work well (or not!) and we can discuss at the training next week.