Interest-Based Bargaining in Higher Education

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Interest-Based Bargaining in Higher Education

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Assumptions

- All parties have the right to exist
- All parties have legitimate interests
- Negotiations can enhance relationships
- Mutual gain is possible
- All parties must help each other achieve beneficial results
- Focus should be on information, not power or personalities
Principles

♦ Focus on
  ♦ Issues
  ♦ Mutual interest
  ♦ Underlying concerns of the parties

♦ Judge by criteria, not power

♦ Share information
Problem Solving Techniques

- Select an issue
- Discuss the issue and list interests
- List options
- Establish criteria
- Apply criteria to the options
- Develop a solution
- Memorialize the solution in writing
Where will Interest-Based Bargaining work best?

- According to the Federal Mediation and Conciliation Service:
  - In a collective bargaining environment, evidence of labor-management cooperation during the past contract term.
  - Sufficient time remaining prior to contract expiration to complete the sequence of decision-making about IBB, training and application of the process.
  - Willingness of the parties to fully share relevant bargaining information.
  - Willingness to forgo power as the sole method of "winning."
  - Understanding and acceptance of the process by all participants and their constituents.
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- As of 2003
  - 34 NEA affiliated school contacted for survey
  - 20 reported awareness of IBB and some sort of IBB based training
  - 31 report the use of IBB

- Six states have fostered IBB training including Colorado, Idaho, Illinois, Maryland, Michigan, and Oregon

- California Teaching Association
  - Three day IBB training program
  - “management and association bargaining teams are trained together and learn to improve their bargaining table skills”