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CINCINNATI BOARD OF EDUCATION & CINCINNATI FEDERATION OF TEACHERS

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BOARD AND CFT REACH TENTATIVE CONTRACT AGREEMENT

In a joint news conference today, Cincinnati Public Schools Deputy Superintendent Lynn Goodwin and Cincinnati Federation of Teachers President Tom Mooney announced a tentative agreement for a new three-year contract between the Board of Education and the district's 3300 teachers. Goodwin and Mooney credited the success of the negotiations to the new "Win-Win" or "Principled" negotiations process used in the discussions. This process is based on methods developed by the Harvard Negotiation Project.

Goodwin and Mooney in a joint statement, said, "Through this process we have become a team of fellow professionals who have learned to use the "Win-Win" tools well. We believe this presents the Cincinnati Public Schools with a unique opportunity to make a significant change in the climate of our system and in the education for children in our city."

Highlights of the contract include:

Additional Professional Teaching and Learning Conditions - At the high school level teachers will teach fewer classes per day, providing them with more instructional time for each class. This will also decrease the number of students that a teacher will provide instruction to each day. In addition, the contract calls for minimizing the number of non-teaching duties for teachers at all levels. Non-teaching personnel will cover as many of these responsibilities as possible, allowing teachers to devote more time to educational activities, as well as time for tutoring and advising their students.

Enhancement of Teaching As a Profession - The Board and CFT are both committed to improving the profession of teaching. They envision teaching as a profession which offers opportunities for professional growth, involvement in decision making, communication, collaboration, increased responsibilities combined with accountability. Both parties are committed to designing and implementing a career in teaching program. By implementing a change in the organization of schools, teachers will have the opportunity to take on greater responsibilities which will bring with it greater status, higher salary, opportunities to collaborate, as well as leadership roles to improve instruction and student achievement. A career in teaching program is a way to give incentives to attract and keep quality teachers in the profession. It will include four levels: intern, resident, career, and lead teacher. A joint Federation/Administrative committee will be formed to develop the specifics of such a program and present it to the Board and Federation by August 1, 1988.

-more-

## Did the students win?

The landmark contract ratified last week by the Cincinnati Federation of Teachers and the board of education institutes a new cooperative relationship between the teachers union and the Cincinnati public schools. Both sides have invested great hopes in their pioneering partnership. The public must wait and see whether the new approach will deliver better schools.

This contract was reached by a novel negotiating process called "win-win." It replaces the traditional tug-of-war over fixed positions with a broad discussion of problems and joint crafting of solutions. These solutions must respect the essential principles and practical constraints (including budget limitations) of both sides.

The result is a striking victory for the Cincinnati Federation of Teachers — and a victory hard earned. For years, under the leadership of president Tom Mooney, the CFT has raised issues of educational quality and advocated sound positions — often in the face of silence and inertia from the district. It has long tried through collective bargaining to win a say in educational decisions.

The union now has secured that. Joint CFT-district committees, for example, will design a career ladder for teachers and designate interns, residents, career teachers and lead teachers. Lead teachers will take on extra responsibilities for an extra stipend.

Improving professional conditions for teachers was a goal of both the union and the board. The new contract wisely relieves teachers of many non-classroom duties. But both sides also seek to improve learning. Thus, the contract reduces teachers' class load from six to five a day — and makes class periods longer, increasing time for math or English by up to 25 percent.

Will an educational partner-

ship work when only one side answers to the voters? The district and the union point to a successful experiment already under way.

Under a peer appraisal system won by the CFT through collective bargaining, experienced teachers are now assessing new teachers' performance. The results show they are serious about standards: Peer review is dismissing inadequate teachers at twice the rate of the old administrative reviews.

The new contract can be equally successful if the CFT means what Tom Mooney says — echoing the union's national leader, Albert Shanker — about being a professional association devoted to improving education, not just a narrow advocate of higher pay and benefits. Indeed, Cincinnati teachers can no longer make a strong case for being underpaid. Raises of 4 percent, 5 percent and 7 percent in the next three years will make them competitive with other public school teachers and many professionals in Greater Cincinnati. They have always earned more than teachers in parochial schools.

But this contract gives the CFT a share in district governance regardless of who is president. It strengthens the union materially and symbolically by granting it the right to collect an "agency fee" from the 15 percent of teachers who now choose not to become dues-paying members.

On both sides, there are skeptics about the new partnership. They see old-style confrontation between management and labor as truer to reality.

But these are changing times, when participatory management is bringing surprising results in industry — and when public schools need to fully enlist their teachers' best efforts.

We hope the CFT and the Cincinnati public schools will prove the doubters wrong.

# Teachers' contract: No conflict this time

BY KRISTA RAMSEY  
The Cincinnati Enquirer

In February, 1985, Cincinnati Federation of Teachers announced plans for a one-day strike to draw attention to contract negotiations.

"The board has left us with no choice but to do something dramatic," CFT president Tom Mooney told reporters.

In February, 1988, the teachers and administration offered a community by now used to hard-fought negotiations something equally dramatic — a contract settled, they said, by collaboration instead of conflict.

"It signals a clean break with past prac-

tices of confrontation," Mooney said this time.

So how did things evolve so nicely?

Oddly enough, these seeds of solution were sown in earlier upheaval.

Teacher strikes in 1967 and 1977 had left a legacy of distrust and hard feelings for negotiators of the 1985 contract. Administrators came to the table skeptical; teachers came prepared to wage their campaign before the public.

"We both attempted to use the media to get leverage for our positions," said Lynn Goodwin, deputy superintendent of business and finance. "But the CFT used it very skillfully.

"We lost that war — public sentiment for the positions was clearly on the side of the CFT."

In addition to a public relations campaign, the teachers' union filed complaints of unfair labor practices, lobbied parents for support and, as a final weapon, threatened a one-day walkout.

The strike never materialized. A contract was settled hours before it was set to begin.

But in that contract, say Mooney and Goodwin, lay the beginnings of a new relationship between teachers and the administration.

By establishing joint committees to address such issues as class size and teacher

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evaluations, the agreement offered both sides a chance to work with — rather than confront — each other.

"In the agreement we reached on class size were the seeds of 'win-win' negotiating," the joint approach used in this year's contract, Mooney said.

### No filter needed

"It was an artful compromise, and it got us into the heart of day-to-day communication," he said.

"It made us believe we could talk to each other, not just through the public."

While the two sides worked together on solving such basic problems, the deadline for 1987 negotiations approached.

With it came new resolve to find a better way to settle things. "We didn't want a taste in our mouths like the last contract left," Goodwin said succinctly.

Board member Jerry Lawson wrote a newspaper column calling for a more positive tone in negotiations; fellow member Virginia Griffin set up breakfasts between the two groups to encourage more contact.

Then, former teacher Virginia Rhodes was elected to the board of education.

"That had to be a message to the board that they had to take a look at our point of view," Mooney said.

And in a second new arrival — Superintendent Lee Etta Powell — the district got, in Goodwin's words, "a chief administrator who doesn't feel threatened by an involved, active group of teachers."

One of Powell's early moves

was to name Goodwin the board's chief negotiator, ensuring that teachers could negotiate face-to-face with an administrator, not with an attorney as they had in the past.

"There had to be some symbolic move for us to believe things were going to change," Mooney said. "And we had always had a good relationship with Lynn.

"It had become evident that anything under Lynn's jurisdiction, we could work out."

### Teachers as professionals

The final predictor of future success was the new, more professional role the teachers carved out for themselves.

By lining up squarely on the side of career ladders and peer appraisal programs, teachers convinced themselves and the administration that they were ready for professional status.

"We took on new responsibilities," Mooney said. "We had to bite that bullet before we gained more credibility."

Once such factors were in place, both the teachers and the board started searching for a means to smoother negotiations. And both came back with the same solution.

Their choice — Conflict Management Inc., a part of the Harvard Negotiation Project — is a system that trains negotiating parties to decide both items to be discussed and solutions in a joint manner.

Goodwin uses an illustration to explain the theory behind the so-called "win-win" bargaining:

*Two sisters squabble over a single orange. Their mother cuts*

*the fruit in half to settle the disagreement.*

*One daughter uses the peel to make a cake and throws away the fruit. Her sister wants only the fruit for juice, throwing away the peel.*

The lesson? That often, both sides in a disagreement can be appeased, that it's not always necessary for either side to lose.

### Contract of ideas

The Cincinnati educators liked the idea and, in early November, 30 representatives from both sides went through a four-day training session.

The teams proceeded to brainstorm items to be negotiated, then to narrowing the list of possibilities. Finally, a smaller group whittled the list to specific solutions, with means of evaluating their effectiveness.

After the rest of the group approved, the list became a tentative contract, which was ratified by the teachers Monday and the board, Friday.

In announcing the settlement, Mooney and Goodwin seemed comfortable using terms like 'extraordinary' to describe the process leading up to it.

It was a far cry from the methods used in contract talks just three years earlier, and Goodwin admitted to only one disappointment.

"We all were surprised that we didn't feel like one massive celebration at the end of it," he said. "It was a feeling that you'd just ended a good project."

Then he added quickly, "But in settling this one, we had a lot more joy along the way."

# Schools

## New teachers contract signed with an absence of rancor

The most remarkable aspect of the Cincinnati Board of Education's three-year contract with the Cincinnati Federation of Teachers (CFT) was probably the absence of rancor during the negotiations. From beginning to end, contract talks were free of confrontation. Both sides believe the process produced a contract that is objectively fair.

The new negotiating procedure is called "win-win" — which means that both sides have an opportunity to realize their reasonable objectives. The ultimate test will be whether it turns out to be a "win-win-win" contract, in which the winners include the public and the young people for whom the schools exist.

Teachers get raises amounting to 4%, 5% and 7% during the contract's three years. Eighty additional teachers are to be hired, many teachers will be relieved of non-teaching duties, high school classes will be lengthened and the teaching load reduced. All told, the contract will cost the school district an additional \$40 million over three years — which was

precisely the amount anticipated when the size of last fall's Cincinnati School District tax levy was devised.

The school board abandoned its longstanding opposition to the agency shop. Henceforth, teachers who are not members of the CFT will be obliged to pay a fee to the union for its services as their bargaining agent. This was a major victory for the teachers — although, in "win-win" negotiations, bargainers do not think in terms of winners and losers.

There are other features of the contract that CFT officials view as long strides toward enhancing teacher professionalism. CFT assumes, in the process, a share of the responsibility for eliminating teachers who fall short of professional standards.

At the end of three years, Cincinnatians can look back and assess the usefulness of the technique the school board and the union used to arrive at the agreement and at the spirit in which its provisions will have been carried out. If educational standards are truly enhanced, everyone will have won.

# School unions OK contracts

BY KRISTA RAMSEY  
The Cincinnati Enquirer

Unions for both teachers and clerical workers ratified contracts with Cincinnati Public Schools Wednesday, crediting a new system of "win-win" bargaining with smooth negotiations.

The board of education will vote on the proposals later this week.

Highlights of the pact affecting 3,300 teachers include reductions in class and pupil loads at the high school level, salary increases of 16% over the next three years and a career ladder that increases teachers' role in policy making.

At a press conference announcing terms of the contract Monday, Cincinnati Federation of Teachers president Tom Mooney said the teachers' contract will increase instructional time for students and offer "new leadership roles for our best teachers."

Later, Nancy Cavanaugh, a Clif-

ton kindergarten teacher, praised the career development proposal:

"I've been in the classroom for 17 years and my choices were limited before.

"The career ladder is an opportunity for older teachers to get an increase in pay and for all teachers to gain more respect."

But Suzanne Voos, a math teacher at Roselawn/Condon Elementary School, was most pleased with the in-school planning period:

"I have six classes a day so the extra time will really help.

The Association of Cincinnati Public School Office Personnel — representing 500 secretaries, computer programmers and clerks — agreed to a 4% pay increase for each of the next three years.

The contract also provides additional pay and vacation increases for long-time employees and funding for career development.

ACPSOP president Jannis Rob-

ertson said the plan "gives our people a sense that they can go to school and progress."

Teresa Mitchell, a secretary at the School for the Creative and Performing Arts, praised the settlement.

"I think the pay raise is fair, especially with the longevity increments and added vacation," she said.

Total cost for the clerical workers' contract is estimated at \$3 million for three years. The teachers' contract will cost \$40 million for the same period.

Representatives for both unions and the administration praised the "win-win" bargaining techniques used in the settlement. Using this process, neither side comes to negotiations with a predetermined position; both sides work together to identify negotiating items and eventual solutions.

# 'Win-win' pact: a lesson for labor

By Dennis Love  
Post staff reporter

It was a study in extremes.

Striking Metro bus workers, with negotiations at an impasse, braved the evening chill Monday to march through downtown Cincinnati. Meanwhile, Cincinnati public school teachers, with a tentative agreement reached for a new three-year contract, figuratively warmed their feet by the fire.

"It's hard to compare the two situations," Tom Mooney, president of the Cincinnati Federation of Teachers, said Monday. Yet the contrast was clear.

"The main difference in the two is that the teachers were dealing with a school board that was willing to sit down and arrive at an agreement," Robert Baker, president of Local 627 of the

Amalgamated Transit Union, said at the Monday rally at Government Square. "We haven't had that luxury."

But some of those involved with the teacher contract give credit to a style of negotiation called "win-win," a bargaining framework developed by the Harvard Negotiating Project. That approach replaces traditional, or "positional" negotiating strategy with problem-solving principles.

Cincinnati is believed to be the first urban school district in the nation to try the new concept, whose most notable success came in the Camp David accords.

Success of the win-win approach with the teachers' contract was even more impressive in view of the poisoned atmosphere in which the 1984 agreement was

reached. That process was characterized by a long stalemate that nearly resulted in a work stoppage — circumstances similar to the current bus strike.

"Our last settlement was very combative," Mooney said. "The relationship (between the teachers' union and the school board) historically had been very uneven."

That environment changed with the introduction of win-win. Lynn Goodwin, deputy superintendent of Cincinnati Public Schools and chief negotiator during the talks, said the key was "a serious commitment to improve our relationship with each other."

Still, "I don't know that we had as high an expectation as the reality we ended up with," he said. "Certainly our results exceeded my best hopes."

Terry Barnett, the Washington-based chairman of Conflict Management Inc. a consulting firm which helped guide the teacher contract talks, said Monday that a chief element of win-win is to encourage both parties to "feel free to talk about ideas or solutions without feeling committed to them."

"Under that system, many new and different — and very good — ideas are generated that otherwise might never be offered. "It expands the pie before the pie is divided," Goodwin said. ... It postpones commitment until the very end."

Before the negotiators begin to propose solutions, the "win-win" process encourages both sides to study the dynamics of their relationship with each other.

Please see WIN, 3B

## Win

From Page 1B

"We look at how one party deals with the other," Barnett said. "Are we downgrading each other? Trying to be persuasive? Coercive? ... Those involved with the teacher talks spent a lot of time discussing those things.

"The result was that a relationship was developed in which they trusted each other. They felt free to talk out ideas."

It is a very time-consuming process that makes extensive use of joint committees and, at one juncture of the teacher talks, a four-day training ses-

## Proposed teachers salaries

|                           | Starting<br>No experience | Master's degree<br>10 years' exp. | Doctorate<br>12 years' exp. |
|---------------------------|---------------------------|-----------------------------------|-----------------------------|
| Current<br>Retroactive to | \$16,864                  | \$29,859                          | \$36,362                    |
| January 1988              | \$17,539                  | \$31,053                          | \$37,817                    |
| August 1988               | \$18,424                  | \$31,053                          | \$37,817                    |
| August 1989               | \$20,260                  | \$32,605                          | \$39,708                    |
| August 1990               | \$21,679                  | \$34,888                          | \$42,487                    |

sion for negotiators.

All this, of course, seems in direct contrast to the traditional style of adversarial bargaining which precipitated the transit union strike.

Under traditional bargaining — such as the bus talks — both sides bring demands "cold" to the table, take positions and work from that point. "That process really doesn't allow any

creativity," Goodwin said. "Win-win" "is a much more collaborative process."

Would the win-win process have achieved better results with the negotiations between the transit union and Metro management?

The transit union's Baker said he is not familiar enough with the concept to speculate, but said "the current system clearly doesn't work." His answer is mandatory binding arbitration, which would allow an impartial mediator to set terms of the agreement.

Metro General Manager Mike Setzer said he was only vaguely familiar with the negotiation strategy, but said he may examine it after the strike is concluded.

# Proposed teacher contract would set up career ladder

BY KRISTA RAMSEY  
The Cincinnati Enquirer

A new teacher contract may lead to higher pay, fewer supervisory duties and a stronger voice in policy making for 3,300 Cincinnati schoolteachers.

Negotiators for the Cincinnati Federation of Teachers and the Cincinnati school board announced tentative settlement of a three-year contract at Taft High School Monday.

Teachers are to ratify the tentative agreement Wednesday.

But Sharon Alford, president of

the smaller Cincinnati Teachers Association (CTA), said the CTA opposes the proposed pact.

Deputy Superintendent Lynn Goodwin said that, if approved, the contract would cost the district about \$40 million over three years, a 5 to 6% increase in overall school costs.

Highlighting the pact is a four-rung career ladder, to be in place by 1990, which both sides said will mean improved status for teachers.

CFT president Tom Mooney said that at the lowest rung the

ladder will offer more support for beginning teachers and, at the top, advanced responsibilities and pay for experienced teachers.

The plan will allow teachers to advance their careers without having to become administrators, Goodwin said. "It's an opportunity to still teach and yet play a leadership role in policy making."

For all teachers, the proposed contract will offer pay increases of 4%, 5% and 7% over the next three years.

Next year a first-year teacher will make \$18,424, which matches

the national average for beginning salaries, Mooney said.

"We wish we could have done more to create truly professional levels of compensation," he said. "We hope next to establish a salary schedule to match the career ladder. But we're satisfied that this is everything that could be done now."

Alford said the proposed contract "is not really that great" and that she was fairly certain the first year's 4% pay increase was not across-the-board but for entry level teachers only.

School board officials said Monday night the raises are across-the-board.

Under the new agreement, high school teachers will have a lighter class load — reduced from six to five periods — and fewer students daily — from 180 to 150.

Goodwin said 80 new high school teachers will be hired. He said the reduction in pupil load was made only at the high school level because larger numbers — and higher costs — prohibited it at lower levels.

To increase instructional time

for all teachers, the plan provides for shifting supervisory duties to non-teaching staff.

The agreement also calls for:

- Increased funds for professional development.

- A Trust Agreement to implement suggestions such as teacher recruitment and early childhood programs that were negotiated but not included in the contract.

Goodwin described negotiations, conducted under a new joint problem-solving approach, as setting "a new tone of cooperation and collaboration."

# Tentative pact raises teacher salaries 5.3%

By Randy Ludlow  
and France Griggs  
Post staff reporters

Cincinnati Public Schools and a union representing its 3,300 teachers have reached tentative agreement on a new three-year contract billed as improving education and enhancing teaching as a career.

The contract, which members of the Cincinnati Federation of Teachers will consider in a vote Wednesday, will raise teachers' salaries an average of 5.3 percent annually over the next three years.

The contract also will reduce each high school teacher's class load from six to five a day and

increase the length of class periods from 45 minutes to 50 or 55 minutes to allow for more instruction. Eighty new high school teachers will be hired to accomplish the change.

Also, the contract calls for teachers at all levels to be assigned fewer non-teaching duties to allow for classroom preparation or for teaching individuals or small groups.

And, the middle school system will change to operate more like an elementary school with students grouped into a class that will move together throughout the school day.

"We haven't solved every

Please see TEACHERS, 5A

The Cincinnati Post, Monday, February 8, 1988

## Teachers

From Page 1A

problem the school district or education faces, but we've tackled several of them with this contract," Cincinnati Federation of Teachers President Tom Mooney said today.

Deputy Superintendent Lynn Goodwin said the contract agreement reached Sunday "reflects improved education for kids in this city."

The contract agreement was reached following three months of negotiations involving the "Win-Win" process in which talks are aimed solving prob-

lems instead of advancing separate agendas.

The new pact helps make Cincinnati more competitive in beginning teachers' salaries by raising their pay to just over \$20,000 by September of 1989, Mooney said.

The current starting salary for a Cincinnati teacher is \$16,800, which is in the bottom third of Hamilton County's 22 districts, Mooney said.

The tentative three-year contract agreement between the school system and its teachers also calls for:

■ Salary increases of 4 percent, 5 percent and 7 percent, respectively, over three years. Over three years, the salary of a

mid-level teacher with a master's degree and 12 years of service will rise from \$34,732 to \$39,021 annually. The salary of a beginning teacher with a bachelor's degree will increase from \$18,424 in the 1988-89 school year to \$21,678 in the 1990-91.

■ A "career in teaching" program to allow teachers to take on greater responsibilities and leadership roles and lead to greater status and higher salaries. The details of the program, which designate intern, resident, career and lead teachers, will be worked out by Aug. 1.

The Cincinnati Teachers Association, a non-recognized union that claims to represent about 25 percent of the school

system's teachers, objected to the insertion of an "agency fee" clause in the contract.

Teachers who are not members of the Cincinnati Federation of Teachers will be required to pay a yet-to-be-determined fee to the union through payroll deductions for the union's services toward reaching the contract.

Bob Byrne, past president and vice president of the Cincinnati Teachers Association, said the union — which cannot vote on the contract — would urge colleagues who are CFT members to vote against the contract due to the agency fee.



# Tentative pact boosts teacher pay

## Union scheduled to vote Wednesday

By France Griggs  
and Randy Ludlow  
Post staff reporters

Teacher salary increases averaging 5.3 percent over the next three years and fewer but longer classes each day for high school teachers are called for in a tentative agreement reached with Cincinnati school teachers.

It also calls for about 80 new teaching positions for next school year.

The tentative agreement will be presented Wednesday to teachers' union for ratification.

In a joint statement released today, Cincinnati Public Schools Deputy Superintendent Lynn Goodwin and Mooney said, "We believe this presents the Cincinnati Public Schools with a unique opportunity to make a significant change in the climate of our system and in the education for children in our city."

The new pact, if approved, would raise that salary to just over \$20,000 by September of 1989, he said.

The current starting salary for a Cincinnati teacher is \$16,800, which is in the bottom third of Hamilton County's 22 districts,

Please see TEACHERS, 5A

## Teachers

From Page 1A

Mooney said. The union's bargaining team is recommending teachers ratify the new pact.

The contract calls for extending high school classes from the current 45 minutes to either 50 or 55 minutes. And the middle school system will change to operate more like an elementary school with students grouped into a class that will move together through the school day.

Lengthening the class time means high school students will get more instructional time without lengthening the school day. Teachers will have one less class to teach each day, and about 80 new teachers will have

to be hired, Mooney said.

The tentative three-year contract agreement between the school system and its 3,300 teachers calls for:

■ Salary increases of 4 percent, 5 percent and 7 percent, respectively, over three years. Over the three-years, a teacher with a master's degree and 12 years of service will see salary increases from \$34,732 to \$39,021 annually. The salary of a beginning teacher with a bachelor's degree will increase from \$18,424 in the 1988-89 school year to \$21,678 in the 1990-91 school year.

■ A "career in teaching" program to allow teachers to take on greater responsibilities and leadership roles and lead to greater status and higher salaries. The details of the program will be worked out by Aug. 1.

# Tentative pact OK expected

## Board, teachers to meet today

**BY MARTIN HOGAN JR.**  
The Cincinnati Enquirer

Negotiators for the Cincinnati Board of Education and Cincinnati Federation of Teachers (CFT) are expected to announce tentative agreement on a new three-year contract today.

The school board and CFT have scheduled a joint news conference for 10 a.m. today at Taft High School. The previous contract expired Dec. 31.

Tom Mooney, CFT president, declined to say Sunday if negotiators have developed a package that he could take to the 3,000-member CFT for ratification.

"We've come a long way" in negotiations, Mooney said Sunday. "I hope it's (the news conference) going to say that we're recommending ratification of an agreement."

But, Mooney said, the scheduling of the news conference "doesn't mean everything's final." He said the 26-member CFT executive council was examining the proposal Sunday night.

Board of Education President Robert Braddock said he was optimistic that there would be a tentative agreement and a union ratification vote by Wednesday. He declined to reveal details of the proposal, but said the negotiating process "covered everything."

Braddock said the union and the school board have been negotiating under a joint problem-solving approach called "win-win bargaining" in which both sides worked together on issues to be discussed.

"We negotiated what was good for the system," not what was good for the individual sides," Braddock said.



POST 11/20/87

Claudia Winkler

## Novel negotiations

*"Consider the story of two men quarreling in a library. One wants the window open and the other wants it closed. They bicker back and forth about how much to leave it open: a crack, half-way, three quarters of the way. No solution satisfies them both.*

*"Enter the librarian. She asks one why he wants the window open: 'To get some fresh air.' She asks the other why he wants it closed: 'To avoid the draft.' After thinking a minute, she opens wide a window in the next room, bringing in fresh air without a draft."*

And both sides win.

That's whole point of "Getting to Yes: Negotiating Agreement Without Giving In," a small work of exalted good sense. A best seller in 1981 (and published in paperback by Penguin in 1983), this little book should be read by anyone likely ever to be a spouse, parent, employer, employee or partner in dealings of any consequence with other human beings.

In addition, "Getting to Yes," from which the above passage comes, should be of particular interest to Cincinnatians just now. Its influence is increasing.

The authors, Roger Fisher and William Ury, founded the Harvard Negotiation Project, at Harvard University. They also act as commercial consultants on "principled negotiation" through their company Conflict Management Inc. And they perform pro bono work in places like South Africa and Central America through the Conflict Management Foundation.

Cincinnati is already home to a successful venture they encouraged: a mediation program that for over five years has been quietly settling cases at the U.S. Court of Appeals for the Sixth Circuit.

Now, Conflict Management Inc. is training some 30 representatives of the Cincinnati Public Schools, the Cincinnati Federation of Teachers and the school office-workers' union in preparation for upcoming contract negotiations.

This is a significant departure from the schools' and the CFT's adversarial past. Contract negotiations three years ago were an exercise in brinkmanship. Now both sides are talking Roger Fisher's language.

The method itself can only be suggested here: It involves both parties' clearly defining their interests and basic principles—then engaging in a broad exploration of ways of securing those interests. Rather than haggling over detailed positions, the sides seek to multiply options and evaluate them by objective criteria.

This could be a propitious time for such an approach in Cincinnati.

Lately, the old mistrust between the union and the district has started cracking. One reason is the new superintendent. All sides wanted to see Cincinnati's first black woman superintendent succeed. She, in turn, reached out and has earned wide respect.

Meanwhile, the CFT was developing serious proposals for educational improvements—and replacing old methods borrowed from the trade union movement with approaches suitable for a professional organization.

About the same time, the election to the board of former teacher and CFT officer Virginia Rhodes built another bridge. So did the surprising courtship between the union and longtime board member Virginia Griffin, who won reelection this month with the CFT's endorsement. Both Virginias and a new deputy superintendent, Reginald Green, attended the union's national conference on educational issues in Washington, D.C. this summer—at the union's unprecedented invitation.

By then, the district and the union were actually experimenting with collaboration. At two pilot schools, teachers are playing a greater role in management. And a peer-appraisal plan for teachers has shown dismissal rates for inadequate teachers twice as high as the rates resulting from ordinary administrative review of teachers' performance.

These developments paved the way for the new move to non-adversarial contract negotiations. They open up the possibility of a real partnership.

On the other hand, the interests of union and district are not identical—and "principled negotiation" can be plenty tough.

Indeed, it should be. The biggest issue for the next few years, aside from salary, is one with far-reaching implications: teachers' part in setting educational policy.

A "win-win solution" would somehow harness for the good of schools the CFT's reasonable aspirations to greater professional responsibility—but would do so without blurring the lines of authority and accountability that necessarily run from principals up the administrative pyramid to the superintendent and ultimately to the elected board and the voters who pay the bill.

If our principled negotiators can accomplish that, they will boast quite a feat.

*Claudia Winkler is editorial page editor of The Post.*

# A new approach to school contracts

By Carmen Carter  
Post staff reporter

Cincinnati Public Schools officials and the Cincinnati Federation of Teachers hope Harvard University consultants will help make contract negotiations more harmonious in upcoming bargaining.

School and union officials announced today that Harvard University trainers will make a preliminary visit Wednesday and Thursday aimed at getting next month's bargaining off to a good start.

Lynn Goodwin, deputy superintendent, said the trainers will assess issues and problems and discuss the "win-win" concept of collective bargaining.

Tom Mooney, CFT president, called the process very different from traditional collective bargaining.

"This is a joint problem-solving approach invented by the Harvard Negotiations Project,"

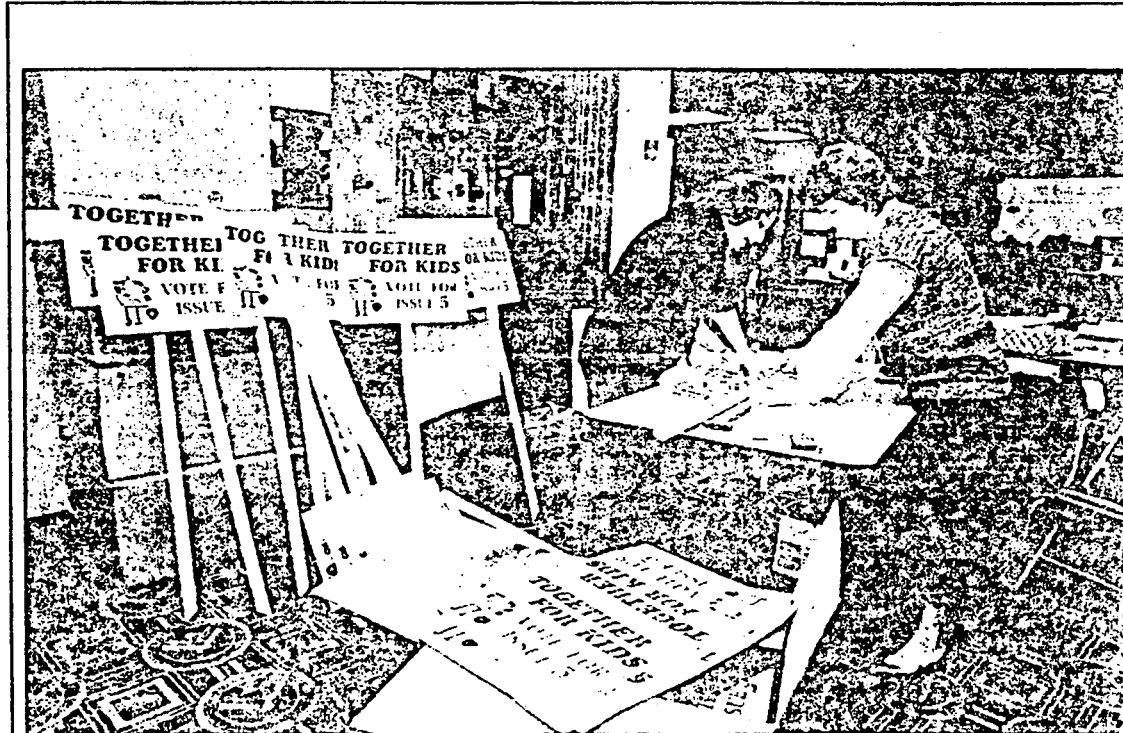
Mooney said.

The new approach is in marked contrast to negotiations in the 1984-1985 school year, which stretched from November through February, and which Mooney described as publicly confrontational and acrimonious.

During a period of three to four weeks, each side will be split up into joint subcommittees working on various problem areas, he said. Harvard trainers will set up a calendar to solve issues by the end of the year, and will come back whenever there's a stalemate, Mooney said.

The cost of the project cannot be estimated until after Harvard trainers make the first visit, said Goodwin.

"We expect it to be less than expenses of bargaining in the past," said Goodwin.



**Signs of support:** Cincinnati Public School levy supporters Pat Paul, left, and Jan Leslie tack stakes to yard signs endorsing Issue 5. Cincinnati-ans Active to Support Education plans a rally in support of the levy at 11 a.m. Saturday at Union Terminal. The issue is on the November ballot.