

George Fox University Department of Educational Foundations and Leadership

EDFL655A *Special Topics**Managing the Collective Bargaining Agreement*

Fall 2006: 9/25/06 to 10/29/06

Format: Online

Academic Credit: 1-semester hour

ON-LINE: <http://FoxTale@georgefox.edu>

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Course Syllabus

Managing the Collective Bargaining Agreement

This course is one of the Special Topic electives of the Initial Administrator Program. The course is appropriate for those who want to understand how to manage labor relations and implement collective bargaining agreements successfully in a school. The day-to-day collective bargaining issues are approached primarily from the perspective of the school administrator. This course provides practical knowledge and skills needed to maintain trust and collaborate with a local teachers= association. Practices that encourage cooperation, empowerment, shared goals, and win-win decisions, while promoting quality and learning, are explored and developed. Through course activities, students are encouraged to think critically, seek multiply perspectives, anticipate situations, formulate wise decisions, lead effectively, and promote ethical practices.

The structure of the course is participatory. Much of the learning will be the result of discussion in an online format, readings, and other online activities. Course activities are designed to develop administrators who think critically, transform practice, and promote justice through collaborative, informed, diligent, and ethical practices.

Objectives:

As a result of this course student will:

Understand the key leadership role in supporting the collective bargaining process

Demonstrate understanding of the role of effective communication between an administrator and a local teachers= union representative(s).

Understand the complexities of collective bargaining agreement issues and strategies for managing effectively and appropriately collective bargaining issues.

Demonstrate an understanding of legal requirements related to managing the collective bargaining agreement based on collective bargaining law and contract law.

Gain skills in managing personnel issues in the context of the collective bargaining agreement, including difficult situations such as grievances.

Synthesize prior experience with course content to develop a realistic philosophy and

strategies for working successfully within the bargaining context of an organization.

Structure:

As an online course, you will participate weekly in the online discussions and activities. It is not important at what time of day or night you log on to the class, but to be successful, you must log on at least two or more times per week to benefit from the discussions. As you might anticipate, it is expected that you will do that. The online discussions will unfold and be enriched as class members read what other students have written, reflecting upon those writings, examining the application of the required readings, and contributing to class discussions. Because of the benefits of online discussions, it is extremely important to log on FoxTale after you have made contributions so that you receive and reflect upon responses from other students to your postings. To have the online course relate as much as possible to a course that meets weekly, it is an expectation of this class that everything posted in the online course will be read by every student in the class.

You will demonstrate your learning in the class by completing the following:

- Participating in weekly online discussions
- Completing all assigned readings
- Completing each assignment
- Completing a final reflective paper, 4-5 pages in length.

Online Discussion:

As noted, one of the most important learning activities for this course is participating in the online discussions. For weekly discussion topics and questions, follow these guidelines:

Be an active participant. The more you participate, the more you will benefit from the class.. Read the ideas of others and respond to them with your own thoughts and reflections.

To provide sufficient time for an exchange of ideas, please post at least by Tuesday or Wednesday evening of each week. That way, all of you will be able to benefit from the contributions of other students in the class.

As a learning community, each of us is responsible to maintain a thoughtful approach to class discussions, including anticipating that viewpoints will vary on the topics being discussed. When I was young, I thought that it was important to find the "one answer" to a situation. As I have aged, I have come to realize that in most situations there are a variety of approaches that can be successful. This course is designed to benefit from one another. I know I am looking forward to your contributions to my thinking.

Required Readings:

There is no text. Readings will be posted on FoxTale site for our course.

Course Schedule:

Week of September 25th	Reading: "The Oregon Public Employee Collective Bargaining Act" LexisNexis article: "Union Organizing, Negotiations and Contract Administration: Perspectives of a Former Union Lawyer now Laboring for Management"
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	<p>"Recent trends in collective bargaining in the United States"</p> <p>Class Introductions: The first task for the course is to compose an introduction of yourself to the class. Write and post a one-half to one page statement about who you are. Be sure to include professional, personal, and any information which you feel might help your classmates know who you are.</p> <p>Post one short response to each of the other students' postings.</p> <p>Online discussion: Post in the discussion section your responses to the following:</p> <p>In your viewpoint, has the Oregon Collective Bargaining Act resulted in more or less "conflict" between public employees and their employers? On what do you base your position? How would you change the current law?</p> <p>How relevant to public educators do you think the article by Peter B. Ajalat, a former union lawyer, is? What personal observations and experiences have you had that re-enforce his perspectives?</p> <p>What were some of your reactions, thoughts, and insights from the article on "Recent trends in collective bargaining in the United States?" What information contained in that article surprised you? What data in the article seemed contrary to what others have thought?</p> <p>After responding to these questions, don't forget to respond and enter into online discussions with other students in the class regarding their responses to these questions. Thanks!</p>

<p>Week of October 2nd</p>	<ol style="list-style-type: none"> 1. Complete "Online Activity: Finding Answers in a Sample Certificated Collective Bargaining Agreement." <p>The sample certificated collective bargaining agreement between the Beaverton School District and the BEA will be used to do the "Online Activity." To find the answers to the questions for this activity, you will need to review at least the appropriate sections of the Agreement where the answers can be found. You will note that the order of the questions has been designed to make it easier for you to go through the Agreement. The questions start with Article I, then Article II, etc.</p> <p>As you may know from experience, in the "real world," these kinds of questions arise from situations that are not in any particular order. Hence,</p>
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	<p>in "real world" situations, you will need to know well the collective bargaining agreements in the districts in which you work. Although there are similarities, not all contract language is the same. If you have never read a complete collective bargaining agreement, you may find it very beneficial to read your district's collective bargaining agreement or the sample Agreements from Beaverton, rather than just the sections pertaining to the questions.</p> <p>For this activity, only I will be able to see your answers. Please note that this activity has a specific number of points, as noted in the "Grading" section of this syllabus.</p> <p>After reviewing your responses to this activity, I will provide the answers and the number of points you received for this activity.</p> <p>Read the article "Making your contract work for you." Although this article was written for use in Canada, I thought the suggestions found within it would be beneficial to this course.</p> <p>In the article is a section titled: "Can Employers Change the Rules in the Middle of the Game." Using the sample Beaverton Agreement, find the Article(s) which apply to the third issue regarding using sick leave to stay at home with sick children.</p> <p>Post your conclusions as to whether the supervisor could prevent the employee from using sick leave to stay home with a sick child. Cite the specific section(s) of the Beaverton Agreement which apply to this situation. Post your responses in the FoxTale section for class discussion. Respond to the postings of the other students in the class. Note whether the sections listed by others students agreed with your posting.</p>
<p>Week of October 9th</p>	<p>1. Read Case "A," then do the following:</p> <p>A. As the BEA grievance chairperson, your role is to assist a member in any way you can to file a grievance. Since teacher Roe has come to you for assistance in filing a grievance, you are now involved in assisting him. Post in the discussion section of our class the following:</p> <ol style="list-style-type: none"> 1. Identify which sections of the Agreement you will cite as being "violated or inequity in the application or interpretation of the terms of the Agreement." Identify as many sections as possible, even if they just barely apply, but be certain they have some relevance. 2. Provide the remedy you are seeking to correct the "person loss" and/or "injury" Roe has suffered. 3. Develop the strategy you will use at the informal level. 4. After you complete these three things, assume that the grievance

was denied. Then, using the appropriate form contained within the Agreement, complete it in preparation for filing the grievance in writing.

B. Post all of the above

C. Respond to at least two other students' postings of this Case.

2. Read Case #1

A. As the BEA grievance chairperson, your role is to assist a member in any way you can to file a grievance. Since teacher Poole has come to you for assistance in filing a grievance, you are now involved in assisting her. Post the following:

1. Identify which sections of the Agreement you will cite as being "violated or inequity in the application or interpretation of the terms of the Agreement." Use as many sections as possible, even if they just barely apply.
2. Provide the remedy you are seeking to correct the "person loss" and/or "injury" Poole has suffered.
3. Develop the strategy you will use at the informal level.
4. After you complete these three things, assume that the grievance was denied. Then, using the appropriate form contained within the Agreement, complete it in preparation for filing the grievance in writing.

B. Post all of the above

C. Respond to at least two other students' postings of this Case.

Week of
October
16th

This week, do the following:

1. Select one of the postings another student in the class wrote last week on Case "A." This time, instead of being the grievance representative, you are now the immediate supervisor of Roe. After selecting and reading again the written grievance that another student posted last week, post in the discussion section your written response to that grievance. Cite as many sections of the Beaverton Collective Bargaining Agreement, even if it applies only faintly, but be certain it has some application to the grievance. Post your response.

Don't forget to consider timelines that are found in the Agreement, especially in the Grievance Article. These are always important to review when responding to a grievance. Include the conclusion you reached after studying the grievance Roe filed.

2. Select one of the postings another student in the class wrote last week on Case #1. Again, you will be the immediate supervisor. After selecting and

reading again the written grievance that another student posted last week, post in the discussion section your written response to that other student's written grievance. Cite as many sections of the Beaverton Collective Bargaining Agreement, even if it applies only faintly, but be certain it has some application. Post your response.

3. Respond to at least two other postings of students.

Week of
October
23rd

1. Complete "Online Activity: Finding Answers in a Sample Classified Collective Bargaining Agreement."

The sample classified collective bargaining agreement between the Beaverton School District and the Oregon School Employees Association Chapter 48 will be used to do the "Online Activity." To find the answers to the questions for this activity, you will need to review at least the appropriate sections of the Agreement where the answers can be found. You will note that the order of the questions has been designed to make it easier for you to go through the Agreement. The questions start with Article I, then Article II, etc.

As you may know from experience, in the "real world," these kinds of questions arise from situations that are not in any particular order. Hence, in "real world" situations, you will need to know well the collective bargaining agreements in the districts in which you work. Although there are similarities, not all contract language is the same. If you have never read a complete classified collective bargaining agreement, you may find it very beneficial to read your district's collective bargaining agreement or the sample Agreements from Beaverton, rather than just the sections pertaining to the questions.

For this activity, please do not post your answers in the section reserved for class discussions. Only I will be able to read your answers. Please note that this activity has a specific number of points, as noted in the "Grading" section of this syllabus.

After reviewing your responses to this activity, I will provide the answers and the number of points you received for this activity.

2. Post final paper in section for final papers.

Grading:

The grading scale will be based on numerical points. Each evaluation will receive a grade in point value. Each of the assignments must be completed and given to the instructor on or before its due date. One grade level will be deducted each week the assignment is late. Students are expected to meet the requirements of the course. The grade in the course will reflect the following percentages:

Assignment	Point Total
Online Discussions	35
Finding Answers Activities	30
Sample grievances	20
Final Paper	15
TOTAL POINTS	100

Grading Scale:

A = 100-94.0
 A- = 93.5-91.0
 B+ = 90.9-87.5
 B = 87.4-83.5
 B- = 83.4-81.5
 C+ = 81.4-78.0
 C = 77.9-73.5
 C- = 73.4-70.0
 D+ = 69.9-67.5
 D = 67.4-63.5
 D- = 63.4-60
 F = 59.9-0

Final Reflection Paper Assessment Rubric					
Score	Scale	Organization	Detail	Content	Mechanics

5	Excellent	<p>1 Clearly states ideas.</p> <p>2 Clear focus in direction.</p> <p>3 Draws Reader into context.</p>	<p>4 Specific examples provided.</p> <p>5 Details are consistent with theme.</p>	<p>6 Content has a balanced and natural flow of thoughts and ideas.</p>	<p>7 One or two minor errors.</p> <p>8 No major errors.</p> <p>9 Good use of mixed resources.</p>
4	Good	<p>10 States ideas.</p> <p>11 Focus is well directed.</p> <p>12 Reader is not encumbered by context.</p>	<p>13 Examples are adequate.</p> <p>14 Details generally align with examples.</p>	<p>15 Content has balance of one or two consistent thoughts</p>	<p>16 A few minor errors</p> <p>17 No more than one major error.</p> <p>18 Good use of mixed resources.</p>

3	Fair	<p>19 Main ideas are stated and may not be clear.</p> <p>20 Focus strays at times.</p> <p>21 Reader is sometimes encumbered by context.</p>	<p>22 Few examples given to support text.</p> <p>23 Details are provided but are unclear</p>	<p>24 Content is rough but maintains some focus.</p>	<p>25 Some minor and some major errors</p> <p>26 Some errors cause reader confusion.</p> <p>27 Adequate use of mixed resources.</p>
1 - 2	Poor	<p>28 Main ideas are unclear and vague.</p> <p>29 Strays often and does not stay focused.</p> <p>30 Reader is confused by content.</p>	<p>31 Few examples are given.</p> <p>32 Details are clumsy and hard to understand.</p>	<p>33 Content lacks focus and points are not fully developed</p>	<p>34 Many major errors.</p> <p>35 Errors cause consistent confusion.</p> <p>36 Poor use of mixed resources.</p>

The **Academic Resource Center (ARC)** provides all students with free writing consultation, general tutoring, and learning enhancement strategies (e.g., techniques to improve reading, note-taking, study, time management). Students can make an appointment with the ARC Writing Center for guidance and feedback on written projects. ARC Consultants can also provide basic tutoring for many general education and other courses. The ARC hours of operation are from 3:00-10:00 p.m., Monday through Thursday, and 12:30-4:30 p.m. on Friday. Go to <http://www.georgefox.edu/arc/> for information about Consultants' areas of study, how to schedule an appointment, and helpful learning tools. Call Rick Muthiah, Director of the Academic Resource Center, at ext. 2314 if you have questions.

George Fox University is committed to providing equality of opportunity and meaningful access for qualified students with physical, psychological, attentional or learning-based disabilities in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student with a disability at George Fox University is someone who, with reasonable or no accommodations, is capable of meeting George Fox's academic standards (see http://www.georgefox.edu/offices/disab_services/policies.html). If you have specific physical, psychiatric, or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to Disability Services. For more information, contact Rick Muthiah, coordinator of Disability Services (ext. 2314 or rmuthiah@georgefox.edu) or go to www.georgefox.edu/offices/disab_services.