

District Administrator's Role in Negotiations

The district administrator's role in negotiation will be determined by a number of factors. First, his/her own philosophy toward negotiation and personal preferences will have a major bearing on the role he/she will assume. Secondly, the Board of Education may dictate how he/she will function. Thirdly, state statutes often specify his/her role. Fourthly, the current climate of teacher-administrator relations and the history of those relationships will have a bearing on the matter. A fifth factor may well be the degree to which influence from teacher organizations at the state and national levels is exerted upon the local organization to press for a certain pattern of negotiation procedure.

Today, negotiation in education is done in a variety of ways, and the district administrator is performing his/her role in no single manner. Therefore, the district administrator will have to judge which role best suits the needs of his/her school system. He/she should not hesitate to be the chief negotiator if all of the existing conditions dictate that he/she should. If they do not, he/she need not feel he/she has to conform to a negotiation pattern that is not deemed necessary or appropriate for his/her situation.

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