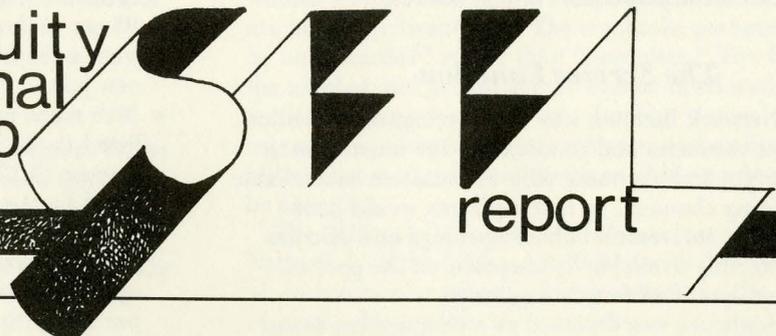


sex equity
educational
leadership



report

Report No.11

May 1979

***A Research and Service Activity
of the SEEL Project:***

The Oregon Network

It appears that opportunities for women in educational administration are improving in Oregon. Improvement at the present rate, however, means it will be a long time before equity is achieved. Those are the major findings of a year-long study by The Oregon Network, SEEL's research and service activity.

The Network operated in 1977-78 to generate information about administrative hiring and to answer several basic questions. How many administrative vacancies occur yearly in Oregon? Who makes the hiring decisions? Who applies for and gets the jobs? What are the criteria for hiring?

To answer those questions nearly every administrative change in Oregon's K-12 public schools during the last school year was documented. Nearly 340 openings and more than 3800 applications were reviewed. Eighteen per cent of the applications were from women and 82 per cent from men, and approximately 22 per cent of persons hired were female.

In addition, the Network provided services to individuals and districts including a clearinghouse of information about administrative candidates and vacancies. Six issues of the *Directory of Administrative Candidates* listing 192 persons (81 or 42 per cent males and 111 or 58 per cent females) were distributed to districts with vacancies. The *Administrative Vacancy Listing* of 202 positions was sent to persons listed in the directory.

The Research Effort

The research effort involved the cooperation of many people and organizations. The support of the Confederation of Oregon School Administrators (COSA) and its executive director, Ozzie Rose, is greatly appreciated. Further, accuracy of the research findings depended on information supplied by superintendents and personnel directors; we appreciate their cooperation and time. Only two small districts refused to cooperate. The vacancies in those districts were not fully documented.

The research was conducted by six field coordinators assigned to different Oregon regions. The regions, their size, and the field coordinator for each, were: Region I—Portland, suburbs, and two rural counties; 50 districts, 500 administrators, over 160,000 students; Sara Cogan. Region II—north central; 39 districts, 163 administrators, nearly 38,000 students; Bill Erdman. Region III—the eastern third of the state; 48 districts, 164 administrators, 29,000 students; Walter Shelby. Region IV—southwest; 47 districts, 346 administrators, 71,000 students; Jim Bernau. Region V—Eugene-Springfield, lower Willamette Valley and central coast; 57 districts, 309 administrators, 80,000 students; Norma McFadden. Region VI—central Willamette Valley and northern coast; 61 districts, 250 administrators, 59,000 students; Joanne Stern. The field coordinators were responsible for contacting 302 districts (those districts with less than 50 students were not studied) having 1,740 administrative positions.

Coordinators' Activity

The coordinators' task was three-fold. First they contacted the administrator in charge of hiring in each district to introduce themselves and inform them about the project. By November, 1977 the six coordinators began the trek that would have them eventually log more than 20,000 miles of travel.

Second, follow-up visits were made to districts with vacancies. Coordinators documented each position opening. We are confident that our documentation was very nearly complete. Information obtained by the coordinators was cross-checked with data from the state department of education and other sources. We received many vacancy listings from individual districts, as well as those from COSA and two university placement offices.

Finally, when an administrative position was filled, the

coordinator returned to the district to document information about applicants, the procedures and processes.

The Service Function

Another Network function was the clearinghouse of information about vacancies and candidates. Our intent was to provide districts and aspirants with information unavailable through existing channels, so that aspirants would have greater access to information about openings and districts would have readily available information on the pool of interested and qualified female aspirants.

The clearinghouse was designed as a complement to our research aims. We hoped to gather information about the applicant pool and hiring processes to supplement that gained by the coordinators. It would also give us data about the usefulness of the clearinghouse as a strategy for overcoming barriers to sex equity. Finally, it would also be a first step toward raising the state capacity for reform by institutionalizing the function in an existing state agency that did not need federal funds.

The directory of candidates—but not the vacancy listing of positions—was continued in 1978-79. Next year it will be taken over by another organization, Oregon Women in Educational Administration (OWEA).

The six field coordinators documented more than 300 administrative vacancies in Oregon during 1978-79. Vacancies included those advertised as well as those occurring through appointment, transfer, or promotion.

Administrative Aspirants

Men and women in the directory appear to fall into two distinct categories: men who already had an administrative position, and women who were at pre- or entry-level positions. We obtained data on aspirants through a mail questionnaire to persons listed in the directory. It was returned by 87 women and 67 men, or 80 per cent of the total. Although we cannot claim this sample is representative of administrative aspirants generally, we did analyze similarities and differences of males and females. Here in brief are the major differences found between women and men listed in the directory.

- 93 per cent of men were married as compared with 52 per cent of women.
- One-third of the women earned bachelor's degrees at the three major universities, while only eight per cent of the men did so. Men more often earned their degrees at other state colleges.
- 82 per cent of the men, compared with 47 per cent of the women, held an administrative credential. One third of the men, but only one woman, held a superintendent's credential.
- Almost 70 per cent of men identified their current position as line administration, in contrast to less than one-fourth of the women. While 45 per cent of women listed their job as teacher, counselor, etc., only 15 per cent of men did so.
- 39 per cent of women identified their immediate career goal as superintendent, assistant superintendent, principal, or assistant principal; twice as many men (78 per cent) did so.
- More than 30 per cent of men, but less than 20 per cent of women, listed "general administration" as their major interest; women were more likely to choose interests such as subject areas, early childhood education, special educa-

tion, staff development and personnel relations, and curriculum development.

- 83 per cent of the men, compared with 52 per cent of the women, expressed willingness to relocate in order to take a new job.
- Men made more applications (3.10 per person) for jobs listed in the Network's notices than women (2.77), but women (3.12) more than men (2.53) applied for jobs not listed by the Network.
- A nearly identical percentage of women (37 per cent) and men (36 per cent) were contacted by districts about openings, although more districts contacted men (1.91 per male) than women (1.70).

Districts with Openings

Most administrative vacancies in Oregon occurred in small districts. Nearly 60 per cent of districts offering jobs were in rural areas of less than 5,000 population; another 21 per cent were in small towns. Nearly half the districts with vacancies had less than 1,000 students, and another third had between 1,000 and 2,000 students.

More than 55 per cent of districts with vacancies had no female line administrators, while another 29 per cent had one or two. More than 60 per cent reported having no women staff administrators, and another 29 per cent had only one or two.

While 84 per cent of the districts offering jobs reported having an affirmative action plan, 71 per cent had a policy, only 40 per cent had specific goals, and just 25 per cent had specific timetables for affirmative action.

Twenty-nine per cent of districts with vacancies reported receiving an average of 1.7 applications from persons in the directory. Thirty per cent reported special efforts to recruit women and minorities, a much higher figure than found by the field coordinators. We identified several formal administrative grooming programs, while 49 districts reported having informal grooming programs.

Administrative Vacancies

Even the seemingly simple matter of counting numbers and kinds of vacancies has its ambiguities. There is no simple way to distinguish administrators from non-administrators or to distinguish kinds of administrators. The same title may have different duties in different districts: "director" in one district may be comparable to "coordinator" in another. "Line" and "staff" are handy labels but often hard to separate in practice. In general, we included positions when in doubt if they had some aspect of administrative duties such as program planning and supervision, budget control, or supervision of other adults.

The table below shows administrative openings and those persons hired for positions in Oregon in 1977-78. Because we are still verifying some information, and because some positions had not been filled by the time our study ended, the figures below are not absolutely complete and final, but they are very close.

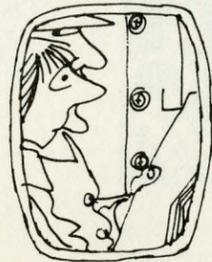
The data in Table 1 apparently indicate some gains in the numbers and proportions of women in administration over previous years. Further, of the incumbents who were replaced, 86 per cent were men and 14 per cent were women. Thus, the 22 per cent of hires that were female does seem to represent a notable improvement in 1977-78. Still, it can be (Continued page 4)

MORNINGS I HATE.



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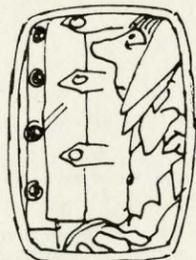
GOING ON THE BUS TO WORK I HATE.



WORK I HATE.



COMING HOME FROM WORK I HATE.



Dist. Publishers-Hall Syndicate

SOMETIMES I THINK...



WHAT A RELIEF TO ESCAPE ALL THIS AND GET MARRIED.



AND THEN I REMEMBER....



I AM MARRIED.

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seen that traditional patterns did not change in the year of our study.

Table 1
Hirees in Oregon 1977-78 by Position

Position	Total	Male	Female	Per cent
				Female
High School Principal	32	30	2	6.3
Junior High/Middle School Principal	15	13	2	13.3
Elementary Principal	62	52	10	16.1
High School Asst. Principal	45	38	7	15.6
Junior High Asst. Principal	16	10	6	37.5
Elementary Asst. Principal	14	8	6	43.9
Superintendent	28	26	2	7.1
Central Office—line	23	18	5	21.7
Central Office—staff	50	32	18	36.0
TOTALS	285	227	58	20.4

The rearrangement of these figures in Table 2 shows some of these comparisons more clearly. (Obviously, all the lines in Table 2 are not independent; for example, "head of unit" overlaps with "principal" and "superintendent," and so on.)

Table 2
Hirees in Oregon 1977-78 by Category

Category	Total	Male	Female	Per cent
				Female
Line	235	195	40	17.0
Staff	50	32	18	36.0
Central Office	101	76	25	24.8
Building	184	151	33	17.9
Elementary	76	60	16	21.1
Secondary	108	91	17	15.7
Head of unit (supt., principal)	137	121	16	11.7
Subordinate	148	106	42	28.4
Principal	109	95	14	12.8
Assistant principal	75	56	19	25.3

Women were hired as staff administrators twice as often as they were for line positions. They were more likely to be hired in elementary than in secondary level positions, and they were almost 2.5 times more likely to be subordinates than heads of buildings or districts. The proportion of women hired as assistant principals was twice that of principals.

Some data allow us to make at least short-term comparisons of trends in hiring. Using data from the state department of education, we can compare the proportions of women in various positions in previous years with hirings during 1977-78. Table 3 presents these trends. It should be read with some caution, however, since there are ambiguities in the classification of various positions. Districts changed their classifications during the time covered, and it may be that our categories and those of previous years are not strictly comparable.

Table 3

Trends in Administrative Hiring (% Female)

Positions	1972-73	1976-77	1977-78
Superintendent	.8	.8	7.1
Principal	5.7	7.5	12.8
Assistant Principal	6.2	13.3	25.3
Central Office—line	24.6	21.0	21.7
Central Office—staff	29.0	32.2	36.0

There are two ways to view the data presented in Table 3. One is to note the overall upward trend in the proportion of women and thus feel optimistic. The other is to note that the sheer numbers and proportions of women are very low, so that, if the present trend continued at its present pace, it would be a long, long time before equity was achieved. While the figure for the increase in superintendents is dramatic, it should be remembered that the figure for each of the three years represents only two women. The total proportion of women superintendents in Oregon this year is *not* 7.1%; it is much closer to the figure of previous years. While the proportions of women are generally up (with the exception of central office line administrators), the long-term implications are unclear.

The Selection Process

Complete documentation is available on 292 positions and it is on this figure that the following data are based. Nearly 80 per cent of the hirings last year were in already-existing positions, while 49 (17 per cent) were new positions. About 63 per cent of the positions were filled by advertising both in and out of district, 12 per cent through in-district recruiting only, and the remainder were filled by appointment, transfer, or promotion. Special efforts to attract women and minorities were found in less than ten per cent of the recruiting efforts. The openly-recruited positions were advertised in Oregon university placement services (74 per cent), COSA (45 per cent), The Oregon Network (51 per cent), and out-of-state (51 per cent).

Administrators were selected by other administrators who were predominately white males. Board members were more likely to be involved in the final offer of a position but were not as involved in the earlier steps of screening and interviewing. Women were most likely to be involved as members of interviewing committees.

The Applicants

Although the finalists for positions were 88 per cent male and 22 per cent female, when women applied for a position, they had a somewhat better rate of hiring than men who applied. Women represented 18 per cent of the original applicant pool and they comprised 22 per cent of those hired, finalists selected, and persons actually hired. While 6.9 per cent of applications from men resulted in hirings, 8.5 per cent of those from women led to jobs.

Typically administrators hired were male, white, 37 years of age, with eight years of administrative and nine years of teaching experience (both slightly more than the average of those interviewed). At all stages of selection, "experience" was the reason most frequently cited for preferring those who were included to those who were rejected. Lack of experience

(Continued page 5)

was the reason most frequently cited for not hiring women, along with the absence of female applicants, interviewees, or finalists.

Public Opinion

The proportion of women hired in different regions of the state was roughly correlated with public opinion toward female administrators, but the parallels are not exact. For this analysis, the state was divided into six regions, corresponding to the areas assigned to the field coordinators. The population—and the more liberal political sentiment—is concentrated in the major metropolitan areas of the Willamette Valley. The central, eastern and southern regions are thinly populated and tend to be more conservative in sentiment about male-female roles.

In 1977, SEEL commissioned the public opinion polling firm of Bardsley and Haslacher to survey attitudes toward female principals and superintendents. The most favorable attitudes were found in the Willamette Valley, while less favorable attitudes were found in the central, eastern, and southwestern regions.

While the two Willamette Valley regions which had the most favorable attitudes also had the highest proportions of women hired in administrative positions, and other regions with less favorable attitudes and lower proportions of women hired, the correlation is not exact. In particular, the southwestern region of the state consistently had the least favorable attitudes toward female administrators. Yet, the proportion of women hired in that area—which is generally conservative—is the highest of any region outside the valley. It is even higher than the region which includes the state's major metropolitan area. We are puzzled by this finding, and do not yet have a good explanation for it.

Conclusions

In short, our data seem to argue for a guarded optimism in viewing trends in administrative hiring in our state: the

proportion of women in most positions seems to be rising, and women seem to fare well in competition with men once they are in the applicant pool. The emphasis, perhaps, should be on "guarded" rather than "optimism." The fact is that the number and proportion of women in education administration in Oregon remain low; further, women are concentrated in elementary, subordinate, and staff roles, which means that the traditional patterns of hiring do not appear to be changing.

The "ultimate" evaluation of the success of The Oregon Network is in the future: it will be decided by the proportion of women in educational administration and the attainment of equity. Meanwhile we have reason for optimism: women are making some progress in attaining administrative positions, however slowly; the services of The Oregon Network were used by districts who hired administrators and by aspirants; and both district personnel and aspirants listed in the directory of administrative candidates generally reported favorable reactions to the Network.

We found that 29 per cent of districts with administrative openings made use of the directory of administrative candidates, 28 per cent found it useful, and 66 per cent thought the directory should be continued. While the first two figures may seem low, we find them encouraging, considering that the directory was an unknown, first year service, and that it did not operate for the full year of the hiring season. Further, personnel in 29 per cent of districts with openings reported receiving inquiries as a result of their position in the Network's vacancy listing. Some 57 per cent of hiring administrators surveyed had positive reactions to the Network while only 15 per cent had negative comments.

When we surveyed aspirants listed in the directory of administrative candidates, we found that 85 per cent were "very" (54%) or "somewhat" (31%) satisfied with the vacancy listing. Fifty-seven per cent were "very" (42%) or "somewhat" (15%) satisfied with the directory listing. Of the persons who responded to our questionnaire about the Network's clearinghouse services, 45 per cent applied for jobs in the vacancy listing and 37 per cent reported being contacted by districts due to their directory listing.

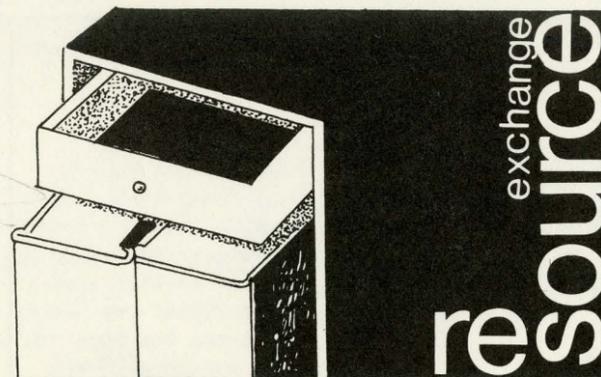
The End of SEEL

This is the final copy of the SEEL Report. The SEEL Project was funded from 1976 to 1979 by the Women's Educational Equity Act of the Office of Education to learn about effective strategies to increase the number of women in educational administration. Our grant comes to an end in August, 1979.

We have learned a lot about what works and what doesn't. A full report of the SEEL Project will be available in two publications: *Sex Equity in Educational Leadership: The Oregon Story* and *Sex Equity in Educational Leadership: A Manual for Women*.

We are pleased with evidence of progress in Oregon; we see more women considering and applying for positions in educational administration, we see more women getting administrative positions and we see some changes in attitudes toward women's increased assertiveness and influence. As already noted in the Oregon Network article, however, if progress continues at this pace, equity is very far off. The work must continue. Oregon Women in Educational Administration (OWEA) is one legacy of the SEEL Project: OWEA will continue the directory, will continue to provide conferences, will continue to provide support to people working toward equity. To support the objectives of sex equity:

JOIN OREGON WOMEN IN EDUCATIONAL ADMINISTRATION



After August, 1979, copies of all SEEL research papers will be available for order through the Women's Educational Equity Communications Network (WEECN). This organization is an excellent resource, serving as the clearinghouse for all projects, activities and research related to women's educational equity. Research papers available are:

- "The Spirit of Title IX: Men's Work and Women's Work in Oregon Public Schools."
- "Public Prejudice Against Women School Administrators: Fact or Fiction?"
- "Reductions in Force and Affirmative Action: A Reconcilable Dilemma."
- "The Documentation and Evaluation of a Social Change Project: Sex Equity in Educational Leadership."
- "The Decline in Female Elementary Principals: Riddles and Clues."
- "Changing Women's Representation in School Management: A Systems Perspective."
- "Women in Public School Management: Polity, Politics and a Program of Change."
- "Public Prejudice Against Women School Administrators: The Possibility of Change."
- "The Oregon Network."
Direct requests to:

Sex Equity in
Educational Leadership
CEPM
University of Oregon
1472 Kincaid
Eugene, Oregon 97401

WEECN
Far West Laboratory
1855 Folsom Street
San Francisco, CA 94103

Other SEEL products, available through The Dissemination Center for Women's Educational Equity Act Program:

- "Sex Equity in Educational Leadership: A Manual for Women."
- "Sex Equity in Educational Leadership: The Oregon Story."
- Four to six page information packets on:
Affirmative Action
Sexism in the Classroom
The Vanishing Woman in Educational Administration
The Language of Inequality: Sexism
- A 20-minute slide-tape show on sex equity in educational leadership. Send requests to:
Educational Development Center, Inc.
55 Chapel Street
Newton, MA 02160

The four information packets noted above are also available through the Oregon State Department of Education in their *Know-Pak* series.

The textbook, *Sex Equity in Education*, will be available later this year from:
Academic Press
111 Fifth Avenue
New York, NY 10003

Sex Equity in Educational Leadership Report

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