

## *Sex Roles and Career Choices in Education:*

### *How to Beat the Sally Syndrome*

Sally of Peanuts fame muses to herself:

- “I never said I wanted to *BE* someone . . .
- “All I want to do when I grow up is to be a good wife and mother . . .
- “SO . . .
- “Why should I have to go to kindergarten?”

In his unique fashion of combining psychological wisdom with good sense, Charles Schultz probes the roots of women's underachievement in United States society.

Although women educators have always had good academic training, the “Sally Syndrome” exists in the educational profession. Women's careers are typically unplanned, unfocused, and undirected. For a variety of reasons, women are often relatively dependent on the decisions of others such as husbands or supervisors. Many women remain teachers—not because of a conscious choice, but because they have thought no further. It is even true that many women who hold administrative positions did not plan their careers; they happened to be in the right place at the right time. Career planning is clearly differentiated by sex. Women tend to “happen” into careers whereas men tend to consciously plan their careers.

It is also clear that others' expectations support women's inadequate career planning. One male high school principal explains how frustrating it is to find women to apply for educational leadership positions. He believed he was equally encouraging men and women with leadership potential to think about administration as a career choice. Yet upon reflection, he said, “But you know, I take ‘no’ for an answer from a woman; from a man I ignore the ‘no’ and keep pursuing. I always thought I had equally encouraged men and women, whereas in fact, I wrote off the women earlier than I wrote off the men.”

If you are a woman contemplating a career in educational administration, you may wish to consider these general guidelines and resources that can help you beat the

“Sally Syndrome.”

**Be introspective.** Make a list of activities you like to do and don't like to do. Do the “likes” include administrative functions? Do you like being in the public eye? What kinds of accommodations are you willing to make between your personal and professional life? Are you willing to move? Can you cope with conflict? Do you like long range planning?

**Be inquisitive.** If you are thinking about administration as a career option, explore it. Identify its joys and frustrations. Watch administrators in your district with an eye as to whether their work would be pleasing to you. How would you do it if you were in their shoes? Talk to administrators about their work. Arrange to go to administrative meetings or even become an administrator's “shadow” for a short time to see what it's like. Many school districts have intern programs; find out what opportunities exist in your district or initiate attempts to create such opportunities. A career decision is never irrevocable. Of course, not everybody can be an educational leader. Nor will everyone want to be. One woman pursued an administrative credential and a Ph.D. only to discover she really liked being a classroom teacher. She had explored the options and consciously chose to remain a teacher. Hopefully, future administrators will be men and women who consciously decide such work is what they want.

**Be assertive.** If you think you might want to become an administrator, take on leadership tasks in your school or district. Be active in curriculum development and community service. Volunteer for committees; agree to chair those committees. Be visible. As one superintendent said, “I don't really groom people . . . the leader is the one who emerges . . . he (sic) doesn't necessarily talk the most, but he makes sense and he quietly persuades others. If that persistently happens . . . he gets my eye.”

**Be open about your career aspirations.** Make your career interests known to your principal or supervisor. Superiors can be of great assistance to you during the preparation period, as well as during your job search.

**Prepare yourself.** An administrative job requires endorsement by the Teacher Standards and Practices Commission. Find out what courses and experiences you need to acquire a credential. For information, contact: Portland State University, the University of Oregon, or the Teacher Standards and Practices Commission, Oregon Department of Education, 942 Lancaster Drive NE, Salem, OR 97310. In addition, the Field Training and Service Bureau also offers courses and workshops; for information, contact Walt Gmelch, Field Training and Service Bureau, 124 Education, University of Oregon, Eugene, OR 97403. Consider an advanced degree. One question often asked is whether to pursue a doctorate as well as an administrative credential. It's impossible to answer generally. Whether you wish to pursue a doctorate depends on your career goals as well as whether you want to devote at least three years of your life to advanced graduate study. In Oregon, about 5% of public school administrators hold a doctorate. Only about 20% of the graduates of the University of Oregon's program in educational administration are practicing public school administrators in Oregon and others work in state agencies, universities or research centers.

**Be realistic about job opportunities.** Education is no longer an expanding profession. There is little information about the outlook for administrative jobs; the 1977-78 research activity of the Oregon Network should provide data about how many vacancies occur and how those vacancies are filled. Talk to the people in your district and others to see what jobs will be open. Decide if you will be prepared to move or whether you will persistently wait for an opening in your area.

**Build your file and apply for openings.** Write a resume that captures your strengths and accurately reflects your public image. Get help on how to prepare a resume. (The resource section of this newsletter includes people and places

which can help you create a resume reflecting your strengths.) Apply for openings and keep on applying. As men and women differ in career planning, they also differ in applying for jobs. Men apply, on the average, about four times for each job they actually get; women tend to apply only once.

**Give the interview your best.** You may assume that by this stage you are competing with individuals who are *all* well qualified. Role playing an interview is excellent preparation. The interview is the opportunity for the screening committee to ask you a variety of important questions; it is also your opportunity to find out about the district. Two cautions must be added for applicants who are women or minorities; you may be asked illegal and discriminatory questions and/or you may believe that you are being interviewed to fulfill district affirmative action requirements. You must decide how you will handle illegal questions (by answering or refusing to answer) and you must assess whether you are a "real" applicant or a "statistic" and decide what to do about it. The Oregon Network will put on regional workshops about resume and interview preparation. We are compiling a list of types of interview questions that have been asked; if you have something to contribute to the file, or if you are interested in helping to organize a workshop in your area, contact the SEEL office.

**Ask for a critique.** If you were screened out before or after the interview, follow up on why you were not selected. If you ask for it, however, be prepared to listen and *not* become defensive. Screening committee functions usually entail extra work for all members, yet a call to the screening committee chair is appropriate. Districts are not obliged to give such information, and the SEEL office has received calls from applicants who did not get satisfactory follow-up comments. Be persistent, but don't be paranoid. What you learned from your unsuccessful attempts can be helpful information for the future.

From  
the 1978 AASA  
Convention  
Manual

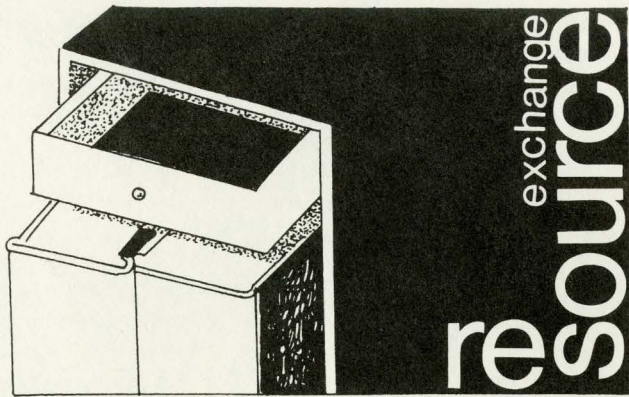
"The always popular Partners Program at AASA '78 will be really *special*! . . . Headline events already scheduled include a presentation by Marabel Morgan, author of the controversial *The Total Woman* . . .

"There's a delightful peaches 'n champagne tour of Atlanta scheduled; a presentation on how to cope with life in today's hectic society, and a demonstration of soul food cooking, among many other outstanding activities.

"Administrators are urged to call the Partners Program to their spouses' attention so that everyone will have the opportunity to participate to the fullest during AASA '78. It will be a Peach of a Convention for all."

BYE NOW, HONEY.  
HAVE A PEACH OF A TIME  
AT THE PARTNERS PROGRAM.





Help with career planning, preparation and placement is an on-going activity of many public institutions in Oregon. The following list identifies some of the available resources:

Placement offices at all Oregon State System of Higher Education institutions.

Marylhurst Life Planning Center, Marylhurst 97036; Tony Freeman, 636-8141.

Women's Resource Center, YWCA, Portland 97205, 223-6281.

Sue Bettis, Life Planning, 1627 Agate, U of O, 686-4201.

Individuals who can consult with individuals, groups or prepare social workshops include:

Martie Bunyard, Tektronix, PO Box 500, Beaverton 97007, 644-0161

Mary Svinth, Individual Development Center, 1020 E John, Seattle, 206-329-0600

Mimi Bayard, 228 NW 22nd, Portland 97210, 222-0298.

The following people in community colleges can provide referral to programs:

Cindy Hilden, Blue Mountain C.C., 2411 Carden NW, Pendleton 97801, 276-1260

Virginia Shrauger, Central Oregon C.C., College Way, Bend 97701, 382-6112

Irene Mylan, Chemeketa C.C., PO Box 1007, Salem 97308, 399-5121

Bernice Evans, Clackamas C.C., 19600 S Molalla, Oregon City 97045, 656-2631

Sally Breiter, Clatsop C.C., 16th & Jerome, Astoria 97103, 325-0910

Ann Stewart, Women's Awareness Center or Jan Brandstrom, Lane C.C., 4000 East 30, Eugene 97405, 747-4501

Janet Brem, Linn-Benton C.C., 6500 SW Pacific, Albany 97321, 928-2361

Pat Justice Thompson, Mt. Hood C.C., 26000 SE Stark, Gresham 97030, 667-7211

Gerry Pearson, Portland C.C., 12000 SW 49, Portland 97219, 244-6111

Vickie Saul, Rogue C.C., 3345 Redwood Hwy, Grants Pass 97526, 479-5541

Jean Von Schewinitz, Southwestern Oregon C.C., Coos Bay 97420, 888-3234

Dell Haynes, Treasure Valley C.C., 650 College, Ontario 97914, 889-6493

Joan Knudtson, Umpqua C.C., Box 967, Roseburg 97470, 672-5571

**Title IX News** is an independent biweekly newsletter on sex discrimination and civil rights compliance in schools. Published every other Thursday, the annual subscription rate is \$87. The newsletter may be ordered from:

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**Public Prejudice Against Women School Administrators: Fact or Fiction?** This paper, prepared by members of the SEEL staff, gives details of a poll of representative Oregon adults. The results of the poll indicate that the vast majority of Oregon citizens would support women in the roles of elementary school principal, high school principal, and school superintendent. The paper describes these results and discusses the association of these attitudes with other variables such as income, likelihood to vote, previously knowing a woman administrator, and region of the state in which the respondent lives. Copies of the paper are available from the SEEL office.

## *Affirmative Action Training To Be*

### *Required*

Effective October 15, 1979, the Teacher Standards and Practices Commission (TSCP) requires that Standard Principal and Standard Superintendent endorsements include preparation in equal opportunity and affirmative action. The changes in certification requirements were recommended by Richard O. Carlson, Chair, Department of Educational Administration, University of Oregon. His recommendation stated:

"Men hold about 42 percent of the teaching posts in Oregon public schools. The teaching occupation is numerically dominated by women. In the administrative posts requiring the certificate under discussion, however, women are markedly in the minority. Twenty-four women and 1,447 men hold line administrative posts in the state. This imbalance is harmful to everyone. Redressing the imbalance is a complex process. It is clear, however, that a prime approach is through education and reeducation.

"It is no secret that administrators are instrumental and influential in hiring and assigning personnel. Likewise, it is no secret that Oregon Administrative Rules advocate and demand that school districts be equal opportunity and affirmative action employers. It seems exceedingly desirable and almost obligatory that neophyte administrators receive instruction about equal employment opportunity and affirmative action."

The resolution requires that certifying institutions, Portland State University and the University of Oregon, provide opportunities for students to learn about the issues of equal employment and affirmative action. It is yet unclear how the institutions will provide the necessary information in their program offerings.

## *Title IX Workshops*

*Implementing Title IX: Achieving Sex Equity in Education* will be the topic of two concurrent workshops to be held in Portland, January 22-24, 1978.

One of the concurrent workshops will be for elementary/secondary educators; the other will be for postsecondary educators. Both will be part of a series of 20 workshops throughout the United States. The purpose of this national project is to develop a training model and training materials that can assist educators in the implementation of Title IX. The workshops will begin with general sessions on Title IX as it relates to each particular level of education and will then be divided into six concurrent "application sessions," designed for persons in particular educational roles.

For elementary/secondary educators, the application sessions will be divided according to the following roles:

- Administrators, Title IX Coordinators, and Board Members
- Instructional Staff
- Counseling and Pupil Services Staff
- Physical Education and Competitive Sports Personnel
- Vocational Education Personnel
- Community Groups

Postsecondary sessions will be divided by the following roles:

- Administrators, Title IX Coordinators, and Trustees or Board Members
- Instructional Personnel
- Student Services Personnel
- Counselors
- Physical Education and Competitive Sports Personnel
- Teacher Education Personnel

The workshops are sponsored by the Title IX Equity Workshops Project funded by the U.S. Office of Education and administered by the Council of Chief State School Officers. Regional subcontractors will conduct the workshops. The subcontractor for HEW Region X (Washington, Oregon, Idaho and Alaska) is the Northwest Projects Office for

Educational Services (NWPOES) at Portland State University.

Attendance at each workshop will be limited. Request invitations, *at your earliest convenience*, from:

Mary Kasimor  
NWPOES  
Portland State University  
P.O. Box 751  
Portland, OR 97207  
Phone: 229-4624

## *Vocational Education EEO Specialist Named*

Joan Siebert has been selected as the Vocational Educational Specialist for the Oregon Department of Education. The Vocational Education Amendments of 1976 require states to spell out actions to combat sex discrimination in vocational education programs. The duties include identifying vocational programs and activities in reducing sex stereotypes, dissemination of programs, collection of data on male and female students participating in programs and developing materials and procedures to offset sex stereotyping, bias and discrimination. More information can be obtained by calling 378-2571.

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### *Sex Equity in Educational Leadership Report*

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