

WP. 81

THE SELECTION OF A SCHOOL ADMINISTRATOR -
The Screening Process Involved

A Report

*How did the applicants
learn about the job?*

Elizabeth Boyington

and

Dr. Patricia Schmuck

Dr. Jean Stockard

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ACKNOWLEDGMENT

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CHAPTER I

INTRODUCTION

The Center for Educational Policy and Management is a national center located on the campus of the University of Oregon and is vitally concerned with major issues confronting the educational world today. The placement of individuals in jobs in the field is of prime importance and deserves significant attention. Thus the center has a keen interest in decision making and the placement of people in different kinds of employment in education.

Recent literature and research has already provided a wealth of information on leadership styles, of educators, career paths of school officials, and various patterns of vacancies with the subsequent filling of these positions. However, there is virtually no research that has looked at how school districts make decisions relating to personnel or how they determine who is the best person for the job.

Statement of the Problem

The purposes of this study were three-fold. The first purpose was to document the process used in decision-making in the recruitment, screening and the selection of a high level administrative position in a large school district. The second was to structure a framework for decision making to provide a model for the selection of the right candidate to meet the job criteria. The third consideration was to interpret and to relate how the selection and recommendation committee deals with the mandate concerning Affirmative Action.

The following areas were relevant for consideration as a part of this study as it was necessary to:

1. Explore the literature to determine how individuals are placed in administrative positions throughout the country.
2. Study the history concerning the development of this top-level position in particular district and to learn something about the style of placement used.
3. Learn how the individuals were chosen to be representative

Need for the Study

A review of the literature revealed that although studies have been made concerning personnel and the filling of vacancies in the school districts across the country, there seems to be a real need for research in the area of decision making concerning personnel selection in the high level administrative roles.

According to a handbook published by the Public Education Association, and prepared by a management consulting firm well known for its work with educational institutions, no single decision for a school system approaches the importance the selection and appointment of the person who will serve as the chief executive officer of the school system. If this individual is a person in whom the school board has confidence the chances for an effective school administration are enhanced and if this person is not such a person, there is almost no way for success. Because of a concern expressed by individuals serving on school boards who felt that the time for recruitment and selection of administrative personnel was so limited, this handbook was prepared to assist them with their responsibility. (Public Education Association, 19

The choosing of a superintendent or a high level administrator is a crucial ~~responsibility~~ task. A final decision should be made only after intensive recruiting and careful screening of all interested candidates. What an administrator does or fails to do is felt in homes as well as in the classrooms. He influences the quality of instruction, relationships between people, the acceptance of or resistance to change, morale and the efficiency of general operations. In other words: the administrator can make the difference. (A.A.S.A., p. 9

Therefore once the need ~~was~~ had been perceived, definite plans were undertaken to arrange for documentation of the procedure. This study was conducted by observation and by the interview method. The time involved represented a period of about three months.

Definition of Terms

Job Description is a statement of terms and duties which make this particular job unique from other kinds of jobs. The activities which are conducted by the individual who will hold this position are the requirements for the position and stated make up the job description.

Recruitment: is the process of actively going to the people in an effort to try to attract them in making application for jobs which might be available.

Selection Committee : a group of ~~people~~ individuals who have been appointed by the superintendent or school board to read the applications which have been submitted and to make a choice of several individuals.

Decision making: the process of going over a number of entrants or applicants for a particular position, interviewing the finalists and making a final recommendation to the superintendent after an agreement has been reached.

Paper Screening: is the process of reading the applications, making notes on the individual's capabilities, and to record your estimation as perceived by the individual making the study.

Marathon Session: is the last session ~~and~~ of the screening committee and is so named because it has previously agreed that the committee will remain together until a final decision has been reached.

Outline of the Paper

Chapter 2 will examine the literature which is available on the process of selection and recruitment of personnel in the field of education.

Chapter 3 will present the purposes of the investigation, the method of collecting the data, description of the site and history of the position. The limitations of the study will also be stated.

Chapter 4 will be a presentation and discussion of the data starting with the naming of the selection committee down through the entire process until the finalists have been recommended to the superintendent for his final decision.

Chapter 5 is a summary of the investigation. Implications and recommendations based on the study will be given. The model which is transportable will be described.

CHAPTER II
REVIEW OF THE LITERATURE

CHAPTER III
SCOPE AND PROCEDURES

Abstract

This chapter will be concerned with the scope and the procedures used in this investigation.

The first section of this chapter will outline briefly the purpose of the study. It will state and describe some of the background which made the revelation that there was a definite need for a study such as this.

The second part of this chapter deals with a description of the chosen site, ~~and~~ a history of the position, and an interview with the former regional director.

The third section describes the entry process ~~and~~ ^{and} the establishment of the role of documentor, ~~and~~ ^{and} the limitations of the study.

The fourth section explains

Purpose of the Investigation

A thorough review of the literature had revealed that there ~~appeared~~ ^{seemed} to be little of substantive information on how individuals are chosen for specific positions of leadership in our public schools today. It appeared to be a significant area which needed investigation and about which other persons functioning along similar lines could use as a possible format to give direction to their efforts.

Paralleling this perceived need was a grant proposal which was funded by the Women's Educational Equity Act of the Office of Education which carried a research component calling for a study to examine the recruitment, screening and selection of a high level/school administrative ~~school~~ position. The study was combined and incorporated within the framework of the Sex Equity in Educational Leadership Project.

It has been the intent of those interested that this investigation may serve as a model for other districts and areas to use ~~with~~ when confronted by similar circumstances and needing guidelines for decision making.

A study was made of various areas where vacancies had been announced and the members of the SEEL planning/^{team}chose a site which not only was seeking a high level administrator but would be in a district which would be large enough to attract not only individuals within the state but would be of definite interest /to persons all across the country.

Description of the site

An effort has been made to protect ~~those~~ the identity of ~~those~~ those who participated in the investigation and ~~to~~ so to provide anonymity the chosen site will be known as not be identified other than describing it as a ~~community~~ typical school district in a lower-middle to middle-class, predominantly white, American community in the Pacific Northwest.

This district has an enrollment of over 20,000 students attending (4) high schools, (8) junior high schools, (31) elementary schools and a number of alternative school programs. The district is divided into regions and each region ~~contains~~ comprises one high school, two junior high schools and seven or eight elementary schools.

The district had ~~advertised~~ advertised a position vacancy and had identified this position as a Regional Director. This position called for a person who would provide administrative and educational leadership in one of the (four) several geographical regions.

History of the Position

Every organization has its beginning. For some the creative inter-workings have been in a planning stage of the involved participants' thinking for some time and at a precise moment when these individuals meet for the first time their thought patterns are set down in some kind of organizational framework highlighting the interests and concerns which are paramount in the leaders' minds.

In some kinds of organizations the central motive for the creation of newer ways could exist only in the mind of one individual who might have been brought to this point in his thinking either through observation of a

of a perceived need, the realization that the situation could be handled in a more effective way, or to have been prompted by others that the process for procedure and effective performance could be enhanced by alternative methods of execution. The individual who is at the head of a large school system is one who is responsible for making productive things happen in newer and more innovative ways to educate all the students who are eligible for this service.

When communities are first formed and when history first begins most of the organization pertaining to education and the local schools is small and the concerns though important for the development of the community are relatively minor. However, as towns and cities grow, so also does the school organizations and what had been adequate for productive operation in the past no longer is adequate for the rapidly growing and changing school population. Many individuals have functioned in the role of superintendent or principal in a developing school system through the years and with the help of teachers, students and interested parents a very satisfying school administration has thrived through the years.

Yet as things begin to grow and thrive new and creative changes must take place to provide a climate which will offer the conducive atmosphere for educational growth. And so it was on August 30, 1973, that the superintendent of this particular district told his staff:

"Our school district organization must be designed to help us serve children better. The Education Center must operate to deliver services to you who work directly with children in the schools. Cutting red tape, extending resources, knocking road blocks will be primary aims 123 East Main." (1)

He continued by saying that he would seek the opinions of staff members throughout the district to see if it was felt that the present organizational structure met and served the needs of the children or if it should be modified.

Six months later the supintendent felt even more strongly about this sistuation after evaluating the balance between the district goals and

the school goals --school flexibility and standardization. Although he stated that this was not perhaps the most ideal time for a change especially as viewed by some who were comfortable with things as they were presently structured, he decided that he must make recommendations and request immediate action from the school board.

The major strength as viewed by the superintendent of the existing framework had been the attempt to decentralize the district which allowed the resources of the entire district to be directly available to the smaller regional areas. The overall goal was to provide better coordination of resources to each local school. However, this existing format had not defined clearly enough where decision making authority and the responsibility for those decisions really exists beyond the superintendent's office.

He described the directors of education as those who are "expected to coordinate curriculum and instruction". However, he felt that they functioned without a clear understanding of the limits of their authority and responsibility although they did assist him in carrying out decisions made by the board and the superintendent as a result of their recommendations to the administration.

He stated in his "Administrative Reorganization Plan" that he had made several interim changes while conducting a review of the entire organization. Over a period of six months he had been meeting on a regular monthly basis with the principals and the director of education in each region.

He added that while the existing organization had served the district for some time, "changing priorities and new challenges call for modifications to the organization" in order to serve the needs of the students not only now but in the future.

In his proposal he emphasized that the organizational plan should "clearly define where the authority for decision making and the responsibility for the consequences of those decisions are vested at all levels." He felt that it should provide the most efficient method of delivering the services to the location where the students can be assisted with learning. A balance between total decentralization and total centralization should be sought.

His plan ~~was~~ to accomplish this proposal was to ~~be~~ divided ~~into~~ the organization into three divisions - ~~Support Services~~; Operations; Support Services and Research, Development and ~~E~~valuation.

The responsibility for making decisions that affect the daily operation of the schools was the ~~task~~ assignment of the Operations Division. The school district was to continue to be subdivided into four regions with the same school divisions.

In the new proposal each region was to have a regional director who is to report directly to the superintendent. Each of the four directors will provide the educational leadership for the region. They will be concerned with "the curriculum, staff development, budget, community relations and serve as a key link between the Support Services, Division; the Research, Development and Evaluation Division, the superintendent and each school."

This position called for an understanding and responsibility for the general operation of the schools in each of the regions and to "function as an integral part of the superintendent's manage team." Although this position resembled the "Director of Education" ~~position~~ in the four regions, the actual ^{new} concept for this/direction in operational responsibility ~~task~~ was implemented in the spring of 1974. Four ~~new~~ regional directors were to oversee "a multi-faceted K through 12 program and their job was to 'put it all together'".

Interview with last director ^{for} ~~of~~ this region

To better understand the kinds of responsibilities and duties this position ~~would~~ involved, I felt that it was necessary to interview the individual who had initially filled ^{one of} ~~the~~ position. I felt that she could provide something about her experience in this role to give some insight to the kind of individual the superintendent was seeking to fill this position.

^{The former director}
She had long been interested in education with her earliest interest the arrival of ^{permanently} stemming from/her four young cousins coming to live with her family and she had an opportunity to help them with their school work. Her mother had been very influential in her career choice and had been extremely supportive of her interest in teaching.

After several teaching assignments, the former director started working on her graduate ~~deg~~ education and was hired by this school district while still completing her Doctor of Education degree. After two years as an elementary teacher, the former superintendent engaged her as a Consultant in Curriculum. There were just two regions at that time with several assistants. During these years there was a tremendous growth pattern in this school system with a new school added each year for some twelve years.

Although she had applied for her position as Consultant in Curriculum, she had not applied for the position of Director but had been appointed by the superintendent.

In describing some of the positive aspects of her responsibilities she stated that she had had more training in ~~the~~ elementary education and felt that she had a great amount of credibility which she was able to bring to this position *at that level*

She stated that some of the positive aspects of her position ^{as Regional Director} came more in the form of "what was not said than what was said". She backed her remarks with the statement you "can't have all the training at all levels" which may have been interpreted as indicating that she may have been disturbed by some incidents ~~which~~ where she was unable to ~~help~~ ^{help} all those who came to her for assistance.

In discussing the negative aspects of her responsibilities, she felt they came from within her in the form that she was not able to always give help in the way she wanted. She particularly enjoyed working with the parents and spoke enthusiastically as she made this point.

In discussing her responsibilities she stated that it was most difficult to assess the contribution she was able to affect. There were changes during her regem ~~but~~ it was difficult to detect growth or realize the value of the contribution made. In reminiscing about her experiences she added, "You don't

~~gained a lot of personal satisfaction~~

gain a lot of personal satisfaction from this position which you do with teaching. It is more of a fused factor. The responsibilities require that a person must have a great deal of inner strength to be able to function effectively. You need to be very strong."

The variety of involvement of the position was both an advantage and a disadvantage. Because of the many demands on her for her attention, she felt that time was a real factor and a problem. She experienced a great deal of frustration in not being able to help more individuals in a wider sense. She worked mainly with nine principals and the vice principals.

She felt that she had the support of both the superintendent and the assistant superintendent and she believed that ~~was~~ acquiring her position was largely a matter of timing.

When asked if she believed that women had to meet different criteria in a different way than men in securing positions she stated, "At the present time, 'No'" but at one time it would have been 'perhaps'". She added that so much of the expectations for women have affected this question that it was hard to draw the line and be specific. She concluded with the statement, "that so much has developed from the institutional expectations for women."

The Entry Process

Although a letter had been sent to the superintendent of the school district explaining the request for a research representative to document the recruitment, screening and selection process which was to be a part of filling this position, it was necessary that an interview with the superintendent be arranged to further clarify our interest in this investigation.

A meeting was arranged for early November with the Superintendent and members of the planning team for SEEL ~~in his~~ ^{The Sup's} office at the prearranged time.

The purpose of the request was explained by members of the team who stated that the written documentation would add to the literature on recruitment, screening and selection of ^{high level} educational positions. There was an expressed hope that this report, formal as well as informal in focus will have as its objective

the development of some kind of model which will be transportable.

The members of the research team were informed that there was an attempt to fill this position a year ago and after long deliberation the candidates seemed unacceptable to him. One of the members of the administrative staff had been assigned to this position ^{to serve} during this interim period.

He informed the research team that the Selection Committee had no particular fixed policy or procedure other than the guidelines which he prescribed in the screening and selecting the top three candidates. He added that if the positions were of a more general nature and closely related to the students he would tend to include parents or students.

The superintendent had some concerns such as further requests to carry on additional research, the kinds of publicity which would be involved, the necessity to disguise the participants, and the logistics and priorities concerning the interview and the ultimate disbanding of the committee.

These concerns were countered with answers from the research team negating any serious problems which might arise. Not entirely satisfied that this research would be an acceptable procedure, the superintendent stated that the Research/Review Committee of the School District would have to have the proposal presented to them. He felt that some of the staff will be "uptight".

He concluded the meeting by suggesting that the research team go through the regular kinds of channels in obtaining approval for this kind of research. He promised to take up this proposition with the representative who makes decisions concerning requests for research within the district. He definitely showed that he had some reservations about the ongoing of such a project and yet a sincerity was evidenced in his overall behavior.

Obtaining the data
~~RESEARCH~~ and the role of documentor

A follow-up to the interview meeting with the superintendent was presented in the form of a letter to the superintendent explaining our request in greater detail. (See Appendix, B)

~~Permission was asked to have the research representative given~~

It asked that the documentor be granted permission to be an ex-officio member of the screening committee, to be an observer to document the selection of the screening committee, to document all formal meetings of the screening/recommending committee and related events, to have access to the resumes of the applicants, to ~~have~~ be granted access to relevant individuals in the district for interviews about the selection process, and to have access to interviewing the final applicants upon prior approval of the Chair of the Screening Committee.

To safeguard the privacy of the individual applicants and to assure that the documentor will not interfere with the decision making regarding the filling of this position, the research agent was to inform the Screening Committee Chair and/or Affirmative Action officer about the individuals to be interviewed. The documentor also understood that the research was secondary to the hiring procedures and promised to interview, read resumes and conduct other business so as not to interfere with the hiring process.

As partially explained by the foregoing, the method which the research team decided to use was ^{the} observer/documentor approach to record in detail the entire process used in this one decision making event.

Limitations of the Study

The data collected in this study was limited to this one situation in a certain area and involving the filing and hiring of an individual for one position. If time had permitted the investigator would have liked to have used her documentor approach in several other areas to compare the techniques used by other selection committees in filing vacancies.

Although the results of this study cannot be generalized beyond the limitations of the process observed, future research might be designed to obtain salient factors which other districts ~~which could be~~ use which could be of value for future committees to consider.

CHAPTER IV

PRESENTATION OF THE DATA

ABSTRACT

This chapter will discuss in detail the data observed and collected for this study. As a case study it is more descriptive than theoretical. The important considerations which were discussed in chapter I will be explored and developed in this chapter.

The format of this chapter will be divided into two parts with the first section dealing with ~~selection~~ formation of the Selection/Recommendation committee, the charge by the superintendent, the guidelines and framework for the screening procedure, the forms and process of evaluation, the results of the first screening and the selection of the finalists.

The second part will cover the interviews with the finalists, the evaluation criteria used by the committee and the final recommendations which were made to the superintendent.

The Committee Selection

~~xxxxxx~~ As one of his very first ~~ra-~~ actions ~~xxxxxx~~ after the beginning of the new calendar year, the Personnel Assistant for Affirmative Action for the school system sent a memorandum to the superintendent with the names of suggested committee members and the areas they represented. He stated that he had given careful thought to the process of selection for this position over the past few months. He stated that he was of the opinion that "it would be best to appoint a new and totally different committee and one which would be more geographically diverse" than was the one which had previously functioned when this same position was vacant the year before.

He offered suggestions for possible committee membership, ^{to represent} ~~from~~ the following areas: Elementary School Administrator, Secondary School Administrator, Elementary School Teacher, Secondary School Teacher, Regional Director, Parent, Curriculum Specialists, Educational Services and from the community. He suggested

that he serve as the convener and the ex-officio member of the committee.

The committee were to screen and interview the candidates and then to recommend three or four finalists ~~for~~ to the superintendent. This officer it might be appropriate for also suggested that/the Director of Personnel sit in on the final interviews.

Two individuals were suggested in each area and the superintendent made the/~~final~~ selection ~~for the final~~ of those he wished to serve on this particular selection/recommendation committee.assignment.

Each individual was notified of his appointment to serve the school district in this special way by letter. Because the closing date for applications was listed as the end of January the committee members were not asked to meet until the middle of the following month.

The committee members were without exception, busy with the responsibilities involved with their jobs. However, they accepted their assignment with an enthusiastic response as they felt a sense of obligation for performing this extra-curricular task. Some of the committee expressed a feeling of being quite pleased and honored to serve in the selection of this new administrator. Others did admit that when they took these assignments their work came to a standstill. However, they felt that they wanted to do this as a part of their work responsibility.

The Charge by the Superintendent

The first meeting of the committee took place on February 16 with all but one member present. Several members arrived early and asked if this was the scheduled meeting room for this committee. ^{The} ~~and the~~ individual who represented the ~~committee~~ community was not acquainted with these of the school district when and/she recognized one of the members of the SEEL Planning committee she came right over to talk with Dr. S.

When the superintendent arrived and ~~was~~ the entire committee had assembled, they were informed that the regional director was at the Capitol representing the superintendent. Each member was asked to introduce and identify the area he represented.

The superintendent gave his charge to the committee listing the following instructions and expectations for the committee:

- a) Go through a paper screening process and select the individuals you wish to consider
- b) Conduct the interviews within the given time framework.
- c) Present the three finalists -- "the three best who you feel are qualified and would be acceptable in the position"

He added that there must be more than one choice, stressing that all three should be acceptable. When asked "what if they cannot agree upon three applicants" and he ~~agreed with~~ ^{stated that} the committee could come up with two if the other can't do a top notch job.

He further instructed the members of the committee that they should work from a criteria which will be consistent with the duties of the position-- all of this should be relative to paper screening. He urged that if there were in-district applicants, that all of them should be interviewed. If they decided not to interview them, the applicants should be so informed and the rationale for not considering them should be fully explained to each of them.

Dr. _____ expressed his philosophy was to "select the best person we can for the position." He felt that they should avoid preferential treatment. He went on to say that the committee should adhere to the guidelines of Affirmative Action and give full consideration to women, minorities, and insiders rather than outsiders if the candidates are qualified. "Personnel decisions are the most important decisions we make," he added.

Before leaving the room he reiterated that "if the committee is not comfortable with any of the candidates, you must reconsider, for I feel that I must have someone I can go all the way with."

Then asked about the number of candidates to consider for interviews, he cautioned the committee to be aware of financial constraints. "You should press yourselves for looking for the best and perhaps err on the side of spending more, rather than not getting the right candidate."

During the time the candidates were to be in Eugene, he asked that he be given permission to interview them rather than having to call them back across the country when the decision is made. "Confidentiality is very important," he stressed. "The indistrict people will know who is serving on the committee. So of course you have the group norm to protect."

He reminded the members of the committee that the guidelines were spelled ^{out} for Affirmative Action as adopted by the ~~the~~ _____ school system and they have an obligation not to have a double standard. This is one of the important aspects of this responsibility and he urged them to work toward this goal.

The personnel Assistant mentioned that he might ask the Director of Personnel to sit in with the committee. However, he added that there was no provision for others in the community to meet with the selected candidates as for example, people involved ⁱⁿ the district who were seeking the director. G.R. discussed briefly what the former committee ^{had accomplished} and he concluded by saying that he sensed that that "committee never really coalesced". He added "that the committee wasn't all that upset."

Dr. _____ stated, "With the exception of GR, who held the same role with the ~~first~~ committee who functioned last year, I felt that the most objective way to go was with a new committee." He concluded that he did not feel "burned by that experience for the members of the committee were very supportive of the process."

When asked what particular advice he would give ^{as} to the procedure for what they should or should not do, the superintendent assured them that they would work this out. ~~You will have some arguments, agony and some fun along~~

The purpose of the research team from the SEEL Project ^{being present at this mtg} was explained by GR and PS. Dr. _____ said that he supported the documentation study and had give the clearance for them to participate.

He concluded with, "You will have some arguments, agony and some fun along the way". With these few brief remarks, he excused himself and left the

The superintendent had ~~said that~~ made a special point of saying that he supported the documentational study headed by Dr. _____. Because of this statement the members of the committee were not really given the choice of whether they wanted to be observed or not. It seemed apparent that the decision had already been made for them.

In the explanation for the need for the ~~research~~ ^{case study documentation}, Dr. _____ stated that there was a need for research in the area of decision-making processes involving the selection of an administrator. ^{In such TP} She spoke about the reason that _____ had been chosen as the research site explaining that it is one of largest school districts in the state, its proximity and close relationship with the university, and this school district has its formal plans and processes well worked out. *(See next page)*

She pointed out that the documenter will plan to observe in meetings, not participate, she will interview individual member of the screening committee after the decision has been made and she would like to interview the applicants after the final selection is completed. She will not influence or participate in any of the committee deliberations.

I spoke briefly giving the committee some of my background, ^{stating that} I have been a teacher for a number of years, I understand the language of the academic community and feel comfortable with teachers, administrators, and school district administrators. I have served on several selection committees and am well acquainted with the process involved.

There was some question about having an observer. One member suggested that she might feel constrained about open discussions if someone was watching them. She stated that she was concerned also about anonymity. The research team explained that because there would be a timelag when the report was finally completed, memories would tend to dim. The assistant Personnel Director suggested that the committee could read the report after it was completed for clearance. It was suggested that the presence of an observer be discussed at the next meeting.

Dr. S described the Center for Educational Policy and Management as a national center involved with issues of educational concern. One of the issues is the placement of individuals in jobs. She pointed out that while there seems to be sufficient materials on the career paths of administrators, the leadership styles of administrators and the patterns of vacancy and filling positions; there is virtually no research that has looked at how school districts make personnel decisions and how they determine who is the best person for the job. "Although we believe that personnel decisions are the most important decisions we make, there is little documentation as to how these decisions are made. Practitioners need to know how selection should be made."

Guidelines for the screening procedure

during this meeting

Several other issues were discussed/such as the policy toward

in-house applicants and in the past all in-house people had been interviewed.

Procedural guidelines were established with GR setting up the preliminary time expectations. He stated that he would do the preliminary screening of the applicants. Out of some 200 letter of inquiry about the position, the same number of applications had been sent out and a covering letter asking that provide additional information. Over one hundred were returned with everything

complete. He said he ~~GR~~ hoped to go through these applications and attempt to cut down the original group to a workable size of 50-60 applications.

He passed out a Screening Criteria Checksheet which had been used for other positions in filling vacancies. (See Appendix) He informed the committee that he would use the top four categories to screen the entire list of applications. Some of the committee asked how long it would take to process an applicant. "Judging by past performance, it takes about a half hour per applicant to process. When you complete the entire group of applications will you please list your top ten applicants", he asked.

The question was asked if the indistrict people will be interviewed this year. In the past, it was the policy to interview all in-district people. This year one of the applicants clearly did not meet the minimum qualifications. It was decided that the indistrict people should not receive any special consideration and this point was left up to GR to determine whether they met the minimum qualifications for criteria consideration.

One committee member said that she/should ^{felt she} let the committee know that she would be out of town around the first week of April. Another member reported that he would not be able to attend meetings late in March. Several members ~~strongly~~ voiced objections about having meetings during Spring Vacation.

The time schedule set up on a tentative basis called for the following times:

February 21 - - - March 7	Committee screens candidates
March 11	Screening committee meets 2-5:00 PM
March 14	" " " 2:00+

In reviewing what happened to the last screening committee for this position last year, GR reported that the committee was "torn by the politics over the transfer of the principals. The entire political climate was affected with the teachers, superintendent's staff and all of those in between."

The committee reacted seriously about the responsibility of their mission. GR reminded them that "the longer you take, the more you tend to lose. We have the least control over those applicants who are the farthest away." Even though several voiced objections about the magnitude of the assignment, they agreed that March 7 would be the deadline to have all the applications evaluated.

When the question of indistrict applicants surfaced again one member thought they could be interviewed during the week set aside for out of town applicants. Some others voiced strong objections about taking the time to work with if they don't meet the qualifications. Several strongly suggested that "no games be played with them if they don't measure up."

The committee was reminded that they need to have their interviews conducted so that they can make their recommendation to the superintendent by April 13th. This will still allow enough time to have the regional director ready to assume his responsibilities by July 1.

___ said that he felt that there was insufficient information to make valid judgments. GR replied that they will have to read into the application certain information and make assumptions. "Comments should be recorded on the back of the checksheet. The rating the group should use is: 1=low and 5=high. A Master's degree will be a 3 and a PhD a 4." This is a value judgment and everyone comes from a different background so it is difficult to have uniformity in screening."

It was announced that starting Monday, February 21, boxes ^{containing applications} would be available in the Personnel Office from 8-5:00 P.M. From 5-10:00 PM, the applications would be available to the committee at the Reception Desk.

The meeting broke up with several members talking to each other about

"the burden of their responsibility". The members of the committee seemed to work well with each other although there were not acquainted ~~with each other~~ as they were from different areas in the system. ~~They worked very well together~~ No one appeared to be difficult in working with the others. They took their charge extremely seriously.

Only once ~~in~~ during the discussion was attention drawn to the observer. _____ commented about knowing one of the applicants and _____ spoke up quickly saying, "Don't take that down!"

Forms and the process of evaluation

(see Appendix)

The form, which was given to the screening committee to use was not one specially developed for this assignment but was one which had been used for several years in the district. The lower the number ~~indicates~~ the degree of attainment/ by the individual applying.

The first item to be indicated was the academic degree which the applicant held, with 3 indicating a Master's Degree and a 4 a PhD. Post doctoral had the rating of 5. Those who had not completed a Master's degree were given a 2 rating.

The next three items, namely the Teacher's Certificate/Administrator's Certificate or equivalent; Administrative background and educational leadership in curriculum and instruction are items which could immediately be determined by reading the vitae to learn if they had been principals, superintendents, curriculum specialists, educational coordinators, etc.

Starting with the fifth item: Ability to work closely with others necessitated reading the individual files carefully to determine if this was the case. This is a judgemental item and subject to a great variation of interpretation.

An individual's ability to express himself in an articulate manner was assessed by the rating of "skill in written communication". Only those who appeared before the committee could be evaluated on their ~~own~~ ^{articulation} oral communication.

The next two items on the form could be determined to some degree by reading the letters of recommendation which were a part of file on each of the individual candidates. They were listed as:

7. Ability to deal creatively with ideas
8. Willingness to make difficult decisions

The last item relating to demonstrated experience was divided into three separate parts, namely:

- a. Budget making & establishment of budget priorities
- b. Staff development and evaluation
- c. Working with community & parents

Each of the committee members had the opportunity to work with the files from Monday, February 21 until March 14. Several small offices were available in the Administration Building where the screening committee members could take the boxes of files for individual perusal.

All of the screening committee were employed full time including the individual who represented the category of "parent". Therefore it was impossible for any of them to work on the files until their work had been completed for the day. Many came to the Administration Building in the evening for the express purpose of evaluating the applications.

To be fair in their deliberations prior to the first screening the members devoted many hours to careful reading of the applications. Many of the individuals involved wished for more time to scrutinize the folders more carefully.

Several devised additional ways of making their individual evaluations which would be meaningful when the discussions took place later. They used their evaluation forms and notes throughout all of the sessions to assist them in producing a clearer recall of each applicant.

~~XXXXXXXXXX The First Screening Session and the Results~~

The First Screening Session and the Results

The meeting which had been postponed from the previous Friday as many of the members felt that they could not complete their paper screening of the entire group of applicants ^{by that time} was held at 2:00 P.M. on Monday, March 14. It was held in the TV room at the Administration Building where the members had held their first meeting. The walls are surrounded with shelves of books which are apparently sent out to the schools from time to time and a number of large boxes which ~~apparently held~~ ^{filmed} filmstrips as they were marked with such titles as "Heide", "Lassie", etc. There was a rather large sign on the double door which opened to the outside which read "Discrimination on the Basis of Sex Violates the Law". This reminder had a particular significance for this particular committee. The room had been arranged so that the committee was to be seated around two long Mitchell tables arranged side by side.

One of the members of the committee was working with the files in the Personnel office from one o'clock on until the meeting was due to convene. The members started drifting in from one-thirty on and by two o'clock most of the committee had arrived. GR arrived with his notebook and was greeted warmly by the committee. He was followed by his secretary who carried the coffee maker. There was some discussion about whether it was tea or coffee as ^{committee members} they started filling their cups.

Most of those present were looking over their notes and DR mentioned that she had spent many hours going over the applications and she was impressed with the number of interesting ones. She asked GR about the number they should be considering.

He stated that he felt that it was better to err on too many rather than to come up with too few on which to base a good decision.

It was announced that _____ and _____ could not attend the meeting because they were absent from school due to illness. GR reported that BM wanted to interview all the women candidates and all the minorities.

She had twenty-five on her list and was hopeful that they could all be interviewed. GR followed with the comment, "If there are more women on the committee, women usually don't end up as candidates."

One of the committee said that he didn't believe that he could always identify minorities when reading the applications.

Before the meeting really got underway a discussion was held about the ^{the} situation a year before and one member speculated that "if the time had not been so political perhaps the superintendent would have considered one of the three applicants submitted at that time."

The members of the committee had spent about twenty-five minutes just small-talking waiting for one of the committee to arrive. GR left the room several times and finally he came back with the announcement that AA was in the Superintendent's office. There was some discussion about whether it was fair for one individual to hold up the meeting when all of the other had commitments to meet also. Finally the missing member arrived and the meeting started with GR reviewing the assignment requiring the committee to read through all of the applicants and to come back with their top ten. Out of this group they are to recommend three finalists who in turn will be interviewed later by the Superintendent. He reminded the group that among those who were rejected last year, there are several who are applying again this year.

He said that he had talked with the Superintendent about this and his response was, "Legally the committee should go through the process and decide which ones to interview ~~ir~~ regardless of last year's applicants." He went on to say that he would have considered only one person from last year's listing and this year he is not a candidate.

GR in explaining the procedure for the committee to use advised the members to go through the list of applicants to see which ones they will want to interview. "You may still want to interview last year's committee although they had sent along a disclaimer that although they were not excited about anyone, they could live with anyone of the three recommended."

The discussion shifted to the indistrict candidates and it was decided that only three met the minimum qualifications. There was a difference of opinion, however, most of the committee felt that they would like to look at the in-district people along with the other applicant.

The members submitted their list of ten applicants they felt were the most outstanding according to their paper screening. The lists which were passed to the chair ^{who in turn} asked one of the members to write the names on the blackboard as he read them off. Thirty-two names were listed with twenty receiving more than one nomination.

After looking over the listing GR remarked, "It looks like you have just about all of the applicants up there." DM moved that those who do not have extra marks after their names be eliminated.

One of the women members stated that there had not been a qualitative assessment of the in-district applicants. In discussing the cutting procedure it was probably as bad to interview a candidate if the committee was not seriously considering him as a candidate. Several members suggested that if the in-district applicants are not interviewed the committee should be very specific as to why they did not. The consensus reached was that they should interview all in-district applicants if their qualifications meet the minimum requirements due to the fact that they are in-district. The chair announced that one individual had already been notified that he did not meet the minimum qualifications.

After the original list had been cut by eliminating those who were suggested by only one individual, one member asked that the name of (Lemack) be reconsidered. She described him as being a "breath of fresh air" and not entwined with so much 'educationeze'. He came from a Mexican-American background and seem very interested in serving K-12 grades. Although he had some curriculum experience it was limited.

Another member spoke in defense of (Philer) who was working on an external degree while working in a full time position. Other names were suggested

for reconsideration or because they felt they needed more information about them. One member pointed out that one applicant needed some more current recommendations as he had only one recent one from the chairman of the science department. Many members described ^{some} applicants as "those who had moved around quite a little, speciality was working with students in the Harlem area and maybe this job wasn't for him, one had all his experience in one place and ^{one of} the members stated that "he had the feeling that he was trying to bail out."

One of the members admitted that there were only about three applicants she was really excited about. She wondered about bring^{ing} back one of the candidates from last time.

Another ~~person~~ individual asked, "Do we bring in all women applicants and all minorities and then just bring in the others who qualify over the women?" There was no answer to his question however, one person followed that he did give women applicants a few extra points in his evaluations as they haven't had the opportunities for administrative experience.

Another asked, "Don't you feel that it is unreasonable to bring in certain candidates for consideration who aren't too strong? They often say things or write things that aren't really that important."

GR countered with, "If you are using experience as a criteria some won't have very much." He used the superintendent as an example when considering an individual with a broad background ~~in~~ of experience. If they had gone on that basis of so many years of experience, TP might not have been considered for the position of superintendent."

After they had discussed several of the applicants who had received only one vote the second listing of names contained those who had received a number of votes. Fourteen names appeared on this ^{second} list which did not include the indistrict applicants.

This list gave the committee a manageable number of individuals to

discuss. ~~CHERYL~~ DR brought up the name of _____ saying that she had some concerns about some of his recommendations. She felt that he had a good autobiography. Several others noted that he seemed to have trouble working with the bureaucracy. They indicated that age, too, might be considered a factor, as he is somewhat older than the other applicants.

One member proposed that they review all of the candidates on this listing and another member suggested that they do it immediately as there was some tendency ^{for the committee} to get off target. Another felt that even though a candidate might have five check points behind their names it doesn't mean they should automatically ^{be} considered. It was agreed that they should vote again.

One of the members started to read his listing when the chair spoke up saying that he wanted to express his bias on having people calling out their personal choices as others who had not voted would be influenced by this. "The last person could control who are to be interviewed." It was suggested that each member list his/her top seven in order and then to pass the list to the chair. Another member objected that this procedure might not be fair to _____ and _____ who were absent from this meeting and would not have a chance to express their choice.

AA spoke up saying, "There is always a chance that someone couldn't attend a meeting and as there was no time left to schedule another meeting, I think that we definitely should go ahead."

The new listing indicated that ^{three} ~~two~~ applicants received four votes and two received five votes. This allowed the committee the chance to discuss the individual applicants who had not received but one or two votes. The committee exhibited a sense of responsibility in selecting the right individuals to interview. Even though they had been meeting for some time they did not indicate that they were tired or disinterested *although they were close to 5:00 P.M.*

In discussing one of the women applicants, DR took up her folder and as she leafed through it she commented on Ms. _____ experience. She reported that she had had considerable administrative experience in working with programs

funded by federal grants. She appeared to be strong on competence and in the area of research. She was a Ford Fellow while working on her PhD and her experience was concentrated in the urban area. Another women member commented that she really admired Ms. _____ as she did as much as or more than the others although she was a married woman with children and other responsibilities she still maintained high goals.

The committee took some time to deliberate about the qualifications of another woman candidate. Some felt that she did not seem to be as highly trained as the other woman and one member suggested that "her whole style seems socially oriented. Another felt that she had some good working experience. One of the women participants revealed that she was turned off because she had included her picture.

GH admitted that he was willing to eliminate one of the applicants who received only one vote but AA insisted that she would like to have the committee consider (Lemak). Several other comments were made about the applicants who had not been very successful with the group as a whole. GH commented, "I can see why someone is ambitious and wants to move up but I felt that (Marquis) ~~his~~ statements in his vita are strained and so were some of his recs." He observed that he had applied for the superintendent's position and the Regional Director's position before that. Jokingly he added, "Maybe he knows something we don't know."

Another applicant was discussed with the discussion led by one of the women members who pointed out that his specialization was only in the area of English. He had limited experience in public schools and most of his experience was with the National Council of Reading. However, she added that his recommendations were very positive.

In speaking about the few women applicants, AA strongly indicated her feelings when she said, "I don't feel that we need to decide on one woman over another woman applicant."

WB suggested that they discuss McCarthy and the entire committee seemed to indicate that they felt very positive about him. It was pointed out

that this applicant had experience on all levels.

Another name was introduced and discussed. One member thought it was most interesting that he had written his autobiography in third person. The group did not act in an excited way but just mentioned that he had some secondary experience and then had joined an intern program.

After some additional comments, DA asked, "Where are we now?" The members continued to busy themselves with their notes and the applications which were piled in the center of the table for reference.

At this point, GR wondered if, "there are any we can take off of the list?" Again the members poured over their notes and some asked if they could continue to talk about each of the names on the list. Several names were discussed with such comments as "he had lots of experience but not enough specialization to gain much" or "tremendous academic credentials but..." and "after rereading his application, I don't know why I rated him as high as I did."

One of the members left the meeting at this time and did not return for almost an hour.

The committee continued with their search by discussing another applicant who had been rated high by a number of the group. DA commented that he knew one of the individuals who had written a recommendation for him and he would like the committee to consider him. Another member/she had picked up that he was not going to be considered for any in-house positions where he is. "Perhaps the only way he could move up would be to the superintendent's job and there was no vacancy", she observed. This helped to explain his interest in applying for this position. After some time had been spent discussing this applicant one of the selection committee asked just how much budgetary experience is required for this position. The Regional Director who was on the committee helped to give some concept of the requirements for this position. He felt that a person should be strong in curriculum. He added that, "Hiring is essentially the principal's job." In clarifying this position he responded by

saying that the district has certain expectations"but the principals and the Director work together with their responsibility divided between the high school, two junior high schools and many grade schools. A great deal of time is spent on the curriculum and the regional director needs good people to make these programs strong. Another area of expertise is needed in making district-wide decisions." This information seemed to assist the members in having a clearer picture of the responsibilities involved as they now began to measure the individual with the requirements of the position.

They discussed another applicant who was popular with the entire committee. He was described as having "lots of pizzazz". He had gone into the intern programs and was highly evaluated by those with whom he worked. His dissertation was entitled "Blacks in an All White Community". Several were most enthusiastic as he had experience on all levels and another commented that "he seems like a real mover" and wondered how long he would be content here in this community. Another member felt he wanted to come to this area because special of/services which he understood were available for a member of his family.

Another applicant was discussed. He had heard about the position and had come into the office for a personal interview.

Several members started talking with the others at this point and one of the committee walked around the room to speak with someone on the opposite side of the room.

Such comments as "What really turned ~~xxx~~ you on were those who spoke about kids and showed some real concern"; "It is important whether someone else says they work well with young students or whether they say that about themselves" "There were no recommendations on his current position"; "He probably knows his way around curriculum" were those verbalized as other applicants were discussed. ^{"I picked up that he has some personality problems."}

_____ was the next applicant to be discussed. He had excellent recommendations, had experience on both levels of administration, his experimental background was in alternative education. Most of participants were enthusiastic about his qualifications.

After a discussion of several other applicants DA asked if the different applicants could be weighted and then the committee could vote on them. Another member wondered if there was someone who could tell her about the pupil-teacher ratio in each district. Another member reported that roughly 23% of the children are in each district with some 300 teachers serving each area. When she received this information she asked that a candidate she was supporting be removed from the list as he had not served this large a system. Another member objected to this and suggested that they leave him on the list because he represented someone who "isn't so powerful".

Some members starting looking over folders together and other started walking around the room. The chair suggested a five minute break as it was after five o'clock and some members were visably tired.

Coming back into the meeting room again, DR asked brightly if the committee had decided on the number of candidates to interview. Another member asked how many of the applicants were from the New Jersey area and wondered about chartering a plane to bring them for interviews. Another member suggested in a felicitous manner, "Better still how about sending this committee back to interview them in their area!"

DA suggested that the members rate their top five choices with a high of number 5 and going to a low of 1. The committee took time to pick their top so they could have some basis for discussion. One member decided not to vote ~~for~~ saying, "I haven't done my homework".

One participant admitted that he felt like he was taking a final ~~and~~ as he was the first to finish his voting. He appeared to be embarrassed to have made his decisions so quickly as the others were still working on their choices.

The names were listed on the blackboard. After their names appeared the area they were from, the total points and an area which listed special designation such as minority or woman.

A suggestion was made that the ~~lowest~~ ^{candidates with the lowest votes} be deleted. It was agreed that this would be advisable if they could be brought back if they were needed.

The names of those who had the fewest votes on the last preference were the names in question. Using a scale from one to four with the number 4 the highest the vote was held and the tabulation made. Each of the four names were listed in the order of preference made by the committee.

DR expressed a personal wish that she would like to have the committee interview as many of the applicants as possible. DM reminded the committee that some people have been hired by simply using the phone and he asked why this couldn't be tried for the filling of this position. Another member (AA) felt there was a real need to check further on some of the recommendations.

WB observed, "We have two real good ideas - talking with the candidate and talking with the the references. No matter how well we plan for the interview, we may not learn everything we need to know from the candidate."

DR endorsed the idea of a conference call but cautioned that there was a need to formulate definite guidelines and structure specific questions.

GR reminded the committee that the announced dates for the interviews had been changed from the time that the job descriptions had been mailed for the position they were seeking a final candidate. He added that he has a problem with a telephone call with an applicant. The committee was also reminded that an interview had been promised the superintendent for each candidate considered.

The committee started talking about how long the interviews were going to take and one member estimated it would take at least four hours per day with the applicants. When GH asked the chair concerning "released time" the chair advised those so affected would have a substitute sent in for them.

The individual who represented the community argued that this was fine for teachers but she works with people who frown on her being away so much. She suggested that she would like to ask for a telephone check made by GR to the applicant's supervisor asking for information about the following:

1. Curriculum experience
2. Decision making
3. Interpersonal relations
4. Overall impression of the applicant's ability.

She suggested that this information be obtained on all the ten applicants being considered. If the chair receives a negative response he could check with another reference.

GR said that he could do this for the committee. However, he did add, "In the terms of Affirmative Action I will have to use my authority. At the present time you are only considering one female. Unless there is some real objection you must ^{have} the other woman applicant in your final consideration." He explained this was necessary because of past discrimination. GH noted that there was a high percentage of women in the final selection considering the total number applying.

One member admitted that she had a strong feeling for one of the candidates but she agreed that they all should be considered. She added that she felt that "in a way we have been playing games." The chair stated that he felt that once you decide who is in the running then it seems easier to make decisions.

The meeting was brought to an abrupt conclusion when the members were reminded that they were to return for a short meeting on Wednesday from 4-5 P.M. It was just past six o'clock when the members left the meeting room mostly by twos with a great deal of conversation still going on. Some fifteen minutes later several of the committee members were still standing around the parking lot sharing their feelings about the decisions with other members.

The ^{Disqualified} Finalists

The third meeting of the Screening Committee was held in the Board Conference Room at the Administration Building at four o'clock on a beautiful spring day. Several arrived early for the meeting including EM who had been absent from the second session due to illness. Several greeted and asked her how she was feeling.

Another member was there for a few minutes only to talk with GR and then announced that he had to leave as he needed to get to the bank as he was leaving the next day. He waved to everyone and was off.

GR talked with several members and then announced when he was asked about available funding to bring in candidates from the east coast, he reported "that he and the Director of Personnel had gone in to see the superintendent about the monies for the interviews and he was pleased and would give the information when the meeting started."

~~THE~~ One member suggested that if there are other positions open perhaps they should have more candidates come for interviews to see if they might be good for other jobs. Another member of the committee arrived a little after the others but before the meeting started and complained that she was hungry. She thought there might be some cookies left from another meeting and asked for permission to check.

~~THE~~ ~~GR~~ ~~decided~~ ~~that~~ ~~those~~ ~~who~~ ~~could~~ ~~attend~~ ~~this~~ ~~meeting~~ ~~were~~ ~~in~~ ~~attendance~~ ~~and~~ ~~suggested~~ ~~that~~ ~~they~~ ~~get~~ ~~started~~ ~~with~~ ~~some~~ ~~who~~ ~~had~~ ~~other~~ ~~commitments~~. He reported that he had been able to get further information on the top six which the committee had selected. He said that he had either picked a reference or called their immediate supervisor and then he proceeded to go down the list of applicants reporting the results of his calls.

In reviewing the first individual, GR stated that he called his superintendent who was his immediate superior and asked how he performed in the area of interpersonal relations. The response was that he is great -- tops -- outstanding. In decision making he had experience on several levels and in a number of different slots. In the area of curriculum his superior felt that this was his area of real strength as he had served as both an assistant principal and later as a principal of an elementary school. He indicated that his strength in curriculum seemed greater than in other areas of experience. He continued that he works well with others and is outstanding in his dealing with personnel.. He concluded that he felt we would be "lucky if you can get him". GR mentioned that he had also called another man in the same area who knew him and he was described as "very outstanding".

In reviewing the other candidates such terms as the following were used:

- a) Sometimes he met resistance to his ideas but he was successful in bringing the staff along.
- b) On a continuum rating of 1 to 10 he would rate him as 9+.
- c) A perfectionist in decision making and expects the same performance of his co-workers and this is meant in terms of a positive sense.
- d) She had no problems as a woman coming up the hard way with children and family responsibilities....has complete commitment to getting the job done.
- e) High performance expectations and strong in the area of secondary curriculum...extremely well liked by his peers. He is willing to listen to difficult perspectives before making decisions.
- f) Works well with other cultures and handled difficult situations in an up front manner. She stands behind her decisions and works well with committees and colleagues....is creative and courageous. She says what she believes but supports the decisions of others.

The announcement was made concerning the conversation with the superintendent concerning the costs of bringing individuals in for interviews. GR reported that TP feels this the most important position for consideration this year and he has made a memo to the school board requesting that \$5,000 be transferred from the contingency fund to take care of costs in interviewing the selected finalists. In discussing the finances GR suggested that it might be appropriate that a half fare amount be charged to the individual applicant as a committee member suggested. To which the superintendent replied, "If I had been asked to come on that basis, I would not have come."

The committee took time to further deliberate asking if several could be held until the committee had a chance to interview some of the others. However, one member reported that in going over one of applicants' folders who was marginal on the list of choices, ~~ik~~ one of the recommendations stated that "he was dedicated and doesn't play games with people." She then asked if they could consider seven applicants. The chair agree that they could. Another spoke in favor of continuing to consider him.

The committee was reminded that the schedule, although tentative was scheduled for April 8, 11, and 13. One of the committee who was going to be out of town for the first session of interviews asked if the others would consider taping the interviews. The chair stated that he was generally opposed to this procedure as it sometimes makes the candidates feel uneasy.

A general discussion continued as the committee decided on the times for the interviews. Some members wanted to use full afternoons and another member reminded the group that this was not too fair for the member who was not working for the school system. Another suggested that the committee interview one candidate an evening and then the committee "could go out for dinner. However, GR ~~was~~ quickly brought the committee back to reality by suggesting that they decide on a definite time to interview the in-district applicants.

One of the committee asked GR why he had not called all of the final list. The answer was that the chair did not feel that he would like to encourage so many candidates unnecessarily. The committee was reminded to keep their evaluations past the interview sessions so he could have them. "People tend to call in to ask why they were not considered for a particular position."

After some discussion the committee agreed that it would be convenient to interview in-district people on April 7th between 3-6:00 p.m. GR suggested that the committee use the first half hour before the interviews to formulate the questions they wished to ask the applicants. The following schedule was posted for the committee:

- April 7: 3 - 7:00 P. M.
- " 11: Monday Afternoon
- " 13: Wednesday afternoon

One of the members asked if the candidates could come in the middle of the week and the chair responded that this would test their commitment. Some of the members questioned the Monday and the Wednesday afternoon session. Another wanted to know if the marathon session would be held Wednesday afternoon. The questions indicated a feeling of uncertainty among the members as to the procedure and their responsibility.

DM proposed that unless M the Personnel Director reports that one of the borderline candidates is top flight "we do not ask him. Should this be left up to GR?"

GR promptly replied that he wanted to get the director. He left the conference room and quickly returned with Mr. W. who reported that he apparently was not too impressed with this individual for he had no recall of him. He said that he usually can remember a person pretty well.

When he left the room, one of the members remarked, "That's enough for me."

The meeting broke up abruptly with some individuals going to other meetings and several took time to wish DR a good trip.

PART II

Interviewing the finalists

Meeting with the In-district Candidates: April 7th had been established as the next meeting date for the screening committee before the members left town for Spring Vacation. This meeting was scheduled to be held in the TV room ~~at~~ in the Administration Building.

EM, one of the early arrivals, commented on the arrangement of the tables because they were too spread out. She enlisted the help of several of the other early arrivals in rearranging the tables.

GR was also early for the meeting and brought forms for evaluation (See Appendix, page) which he handed out to the committee members. As he passed the forms around he mentioned that several applicants had been notified that they were not among the finalists. He reported that one person wanted to know what the process was as he was being considered elsewhere and he would appreciate hints on giving a better presentation of himself. When he was questioned about the afternoon's time frame he announced that the last interview was scheduled to start at 5 30 P.M.

As the other members of the committee were assembling, several of group were talking ~~xxx~~ about a recent development in the community and these who were concerned about the situation showed some obvious emotional feelings.

The secretary from personnel carried the coffee pot into the room and returned shortly with the cups. When one of the members started to pour a cup it was discovered that the pot wouldn't work. GR tried to find the trouble and WB who always seemed to be aware of those kinds of details immediately went over to assist. Finally the problem was solved and the members seemed to be relieved that there would be coffee for the long session.

One of the members voiced, "Let's get this show on the road" and another asked, "What's for dinner, GR?". GR ignored this question as he handed forms to those who had not received them earlier.

DM asked GR if they were supposed to be developing a game plan to which the chair responded that there were several things to do before they could start interviewing candidates. He asked the members to develop a list of seven or eight questions to ask of each of the candidates. Then he reported that ^R~~Diana~~ had sent him a listing of questions although she was still in the East and unable to attend this session. ^{GR}~~GR~~ read her questions at a member's request so they could discuss them. They were as follows:

1. Why are you seeking a position in administration?
2. Will you list your strengths and weaknesses?
3. Could you share a time in your life when you were extremely well pleased with the way you handled a difficult situation.
4. Could you share a time in your life when you were not pleased with the way you handled things.
5. How do you believe that other people perceive you?
6. Why did you apply for this position?
7. How would you act as a change agent in a given situation?
8. How would you describe your leadership style?

Some of the members wondered if it was fair to ask a candidate to list ~~his~~ weaknesses and one of the group said that he was not comfortable asking her questions as he really wanted curriculum stressed.

Another member felt that a question should be structured along these lines: What special training and experience do you have that uniquely qualifies

you for this position? She thought that something might be added for those who applying who are minorities such as Do you feel that you might be uncomfortable living in this community where there are so few minorities? In the interviews with women she stressed that something like the following might be appropriate - Women get little support here within the school system and need to be self starters. Do you think that you would be able to work under these circumstances?

The chair reminded the committee that the questions could be interpreted in a variety of ways and he cautioned them of the need to have the questions extremely well phrased. The member responded that she had given quite a little thought about this position particularly as it related. She concluded that she was thinking about this "in the shower last night."

Another woman member commented that she felt most women already knew this is the way it is in most jobs for women to function nowadays. She thought they could ask if the candidate could think of an experience which would reinforce their particular aggressiveness. Another woman ~~member~~ commented that this could be valuable information, however, she did add that if a woman is not getting support this should be dealt with properly as it is against the law ~~to~~ in dealing with minorities and women.

GR commented that a person might have a broad background which might not be culturally diverse. "Do you believe or think that this might be significant?"

BM spoke up again saying, " You just triggered another question...Do you feel that you need a group where you can get your support" could be another question to ask."

The chair and some of the other members felt that might be other points which might be important than the racial issues. GR related that what you will find is that the candidates will begin to ask the committee questions. He continued with, "When you finish establishing questions then I will make some assignments as to the individual responsible for asking questions."

Another member suggested that it would be helpful to approach the

the problems with real specific situations --ones which would be a tough one for a director to answer. For example, a teacher and a principal in conflict would be a good one. GR followed that this is one he will surely have to deal with in this position.

One member felt that the people in this district have the advantage of knowing certain aspects which are in need of assistance. GR commented, "That is an interesting observation for in-district people have certain advantages and outsiders may have other advantages by not being so close so they can observe certain things."

Another question concerned the comparison of two of the in-district candidates. WB asked, "What do you see as the most pressing need? _____ has a lack of secondary experience and _____ has a lack of elementary experience. How do you get them to cover this?" GR commented that the general questions will usually lead into more specific information.

One of the group asked if it would be appropriate to ask them to describe their management style and another member quickly added that leadership is a very important aspect.

The questions had been pretty serious up until this time when someone suggested that sometimes you need to ask something to break the tension. For example, he had a friend who had asked the candidate if he ever smoked pot. Then he continued in a more serious tone saying it might be good for the candidate to evaluate a situational example relating to why did you do as you did and therefore would suggest the skills he would be bringing to this position which are unique.

Another member wanted questions to be so structured that the candidate would be asked to describe a model to expand curriculum development. He would like to know what the candidate feels are the roles of the students, parents, teachers, Staff Development Program people and the in-service people.

AMM
~~MEM~~ said that she would be interested in their actual background

in teaching. "What is their philosophy of the learning process?" She added, "Some have been in administration forever - and they don't even know today's kids."

AA wanted her question based upon personnel. She asked, "How would they handle a parent situation? What is their philosophy of parent-student-teacher relationship?" She wanted the candidate to describe a plan whereby they have affected good relationships with parents, students and teachers.

MM wanted to have another question included. She structured it in this way, "What skills do you have to collect hard data to evaluate certain aspects of the program?"

Most of the conversation had been on the serious side and finally WB suggested that they should find out, "How do they prove they will be nice to the curriculum specialist?" The members were quickly brought back to reality when DA asked for clarification concerning procedure. GR, are you going to lead off?

The procedure was explained that the candidate would be introduced, ^{an} ~~an~~ ~~opportunity~~ have ~~an~~ opportunity to meet the committee, ~~he would~~ have time to make his statements, and then be questioned by the committee. The clue for closing the interview would be for GR to ask the candidate if he had any questions he would like to ask the committee.

These arrangements were commented on by DM who stated, "One thing GR is very good about and that is cutting the discussion. His signal is very sensitive to seeing how the committee feels." Because of having had this experience before he knew the process involved.

MM spoke up suddenly saying, "I would simply die sitting in this arrangement" and another member who had arranged the table explained that she thought that the committee needed to be closer to the candidate.

Several asked about writing down notes and the consensus seemed to be that any writing should be kept at a minimum.

GR left the room to bring in the first of the in-district candidates, one of whom had been acting Regional Director during this current year.

MB _____, one of the local administrators, was the first person the committee had a chance to meet. GR asked each of the members to introduce themselves by their positions in the district. One of the members who knew the candidate well introduced himself as Jimmy Carter, a break in the tension which helped to lighten the atmosphere and to alleviate some nervousness on the part of the candidate.

The interview started with GR saying to _____ that he, of course, was well acquainted with the duties of this position and then he bluntly asked, "Why did you apply for this position?"

MB _____ appeared to be quite ill at ease as he opened and closed the folder he brought with him containing notes for the interview. He began by saying that he had been weighing career goals and trying to see the direction he wanted to go as he continued to build his career. He stressed that he was an educational leader and had special skills in working with students. He did say he particularly enjoyed students and had thought this position would be removed somewhat from the daily contact with the students which he so enjoyed.

BM started the questions for the committee by asking what past experience did he have that he feels makes him well qualified for this position. He said that he viewed this position as one which would deal with many individuals. He related that he had worked in various assignments with this school system and he believed that this gave him a variety of advantages. During the time he was involved with in-service classes working out of the Education Center he had become well acquainted with the staff.

In response to the question, "What are the most important aspects of this job?" he replied that he felt that everyone should have a part in the decision making. "Knowing the region as I do, I would let everyone have a part in the decisions affecting this district."

He explained that he felt that they had not gone as far as they could in the development of programs. He felt that the responsibility needed to be delegated to the teachers to make more of the decisions. He stated, "We need to get more of a response to what the teachers feel is important."

He continued, " I am concerned with the organizations setup. We have done a little but more needs to be done. I guess I would build a data base so we could find out where we are in the individual schools." DA feeling a need to clarify this for the committee gave some focus by adding, "So your central thrust would be in the broad areas of concern using some clear cut approaches." To which MB responded with, "Yes, I think we need to nail some of those things down."

The committee continued with their questioning with the candidate answering some with ease and to another he replied, "That s a nasty question! I can do a lot of things well but I do need to have the backing of my staff to accomplish it. In this case it is against the district goal of 'all things at all times' and I really don't know if that is right either." He visably showed signs of tension as he continued to work with the folder he had with him.

~~XXXXXXXXXXXXXXXX~~ A comment was made, "I see you mainly dealing with the principals as a director. Do you see yourself working with the individual teachers?" MB quickly replied, "I certainly would give more attention to that. This area is a real concern of Amine - really getting to know the teachers."

A hypothetical case which would implement the middle school concept in this school system was introduced and the candidate was asked how he would go about enlisting the support of others for ~~this concept~~ implementation.

A question was structured asking the candidate how he would handle a difficult situation with a teacher and a principal at loggerheads. He was asked how he would handle this problem in the bests interests of the students.

Other questions involving teacher ~~competency~~ incompetency, the use of hard data and how this would be obtained, the lack of experience on the secondary level, the changes which are being made in the junior highs, and shifting pattern of interest of people in the neighborhood toward schools were dealt with ~~these questions~~ and these were followed by other questions of

equal interest to all of the members of the committee.

In discussing the amount of influence a director has on the athletic program it was stated ~~that~~ "not much". Another question relating to this subject suggested there was a regional interest and an administrative interest and MB stated that he felt that the director should see where the program fitted into the picture and then go to fight for it. One member picked up, "Are you saying you aren't afraid to fight?" The candidate appeared to be disturbed by this and responded that you have a tendency to see things differently from different perspectives.

GR sensing that the candidate seemed to be getting a little tired asked, "We have been asking you a lot of questions, do you have any questions which you would like to ask the committee?"

The candidate assured the committee that they had followed his list pretty well. There were some areas that are crucial such as the energy crisis which were not discussed. He also mentioned other areas of interest for him such as equal opportunities for handicapped students, shifting enrollment and controlling waste. "We need to adopt strict guidelines but until the kids see us as really serious, they won't believe there is a serious problem."

Concluding the interview GR told MB that the committee would be interviewing until mid-week and he would be advised of the decision as soon as the finalists have been named. Then he thanked MB for his time and in turn the candidate thanked the committee for their interest and concern for this position.

GR left with him and the members discussed the beautiful day. One member reminded the others that "we are having beautiful weather for all of the in-district people and you know what it will be like next week!"

The second in-district candidate was interviewed in much the same manner. He prefaced his interview with these remarks, "I like kids a great deal. Attitude is also very important. The ability to work with diverse types of people to try

to get the most potential out of others is one of my stronger qualifications. Now by this I don't mean just to satisfy a temporary condition but to build an organization which can accomplish something. I realize that this is not a virtue in itself but I do believe that I have skills to organize successfully to get things accomplished. I also believe that my communication skills are good and I have the ability to understand my co-workers." As he continued to talk he appeared to be slightly nervous as he kept turning his coffee cup around not realizing that the styrofoam cup squeaked as he did. He continued, "Issues are not isolated but interrelated. I believe that I have the ability to see the overall picture. I keep educational objectives in perspective. I have a tendency to be task oriented, quite philosophical, and perhaps a tendency to be too limited in some of my work."

and format

The procedure was much the same as used for the first interview. At the conclusion of the interview opportunity was given for the candidate to ask the committee questions and to this he answered that if the members of the committee had any concerns about him he would feel very comfortable about sharing his ideas about the way he operates.

The committee was very cordial to him and especially thanked him for his time before them and in turn he thanked the committee for their time with him. GR left with him and returned with the last in-district applicant.

The last candidate appeared to be very much at ease as he sat down at the head of the table. He made a special point of saying that he believed he was the oldest person in the room and he hoped that it wouldn't offend anyone that he was applying for this position. He continued, "I have traveled a long ways. It is difficult to respond to a group such as this if you don't relate to your experience. This job has a lot of appeal to me. I like setting priorities. In seeking funds for schools, I like to bring everyone together as a team -- teachers, parents, students. I believe there needs to be a catalyst. There must be someone there to bridge the gaps. I have had a lot of experience in many areas."

He rubbed the table in front of him and pushed his leather folder back and forth. Realizing he was doing this he stopped and folded/his hands. He appeared to be quite relaxed as he talked smiling easily and his general appearance and presence brought forth an apparent friendliness with some of the members of the committee.

The same format was used again with the questions adjusted a little more to him and his teaching experience than ~~his~~ was apparent with his co-applicants from the district. He was asked by one of the members about how serious he was in applying for this position, as it had been noted that he was also a candidate for a position on the school board. He explained how this came about which seemed to satisfy the member who inquired.

Questions were similar to those which had been suggested so they could touch base with the wide scope of information derived from the applicant's answers. He emphasized that he thought we need to humanize education, stand up and admit that we haven't/done everything right. We need to think through the impact of Title IX." He spoke of things which were asked of him in light of his experiences in other areas and outside of the United States. He concluded by relating more of his experience and one member commented seriously, "My you have done almost everything!" He ended his interview time with a short story about different ethnic groups in a school he taught in in New Jersey. The committee responded ~~seriously~~ politely and then GR and _____ left the room. after he was informed that it would be several days before a decision would be made.

GR returned and passed out the printed schedules for the following Monday and Wednesday. One of the women members questioned while the women applicants were always the last ones on the agenda. As it was after seven o'clock the committee seemed very anxious to get away as they were tired from the long session. Food had been mentioned so frequently between interviews that it was obvious they were hungry.

Meeting with Candidates outside of school district: The chairperson had taken such a ribbing about not having any food for the committee at the previous meeting that he arrived early for the meeting with a huge tray heaped with various kinds of cookies. GH entered the room shortly afterwards with a large box of Dunkin' Doughnuts so the committee was to be well fortified for their lengthy discussion session with the applicants who had arrived from out of town for the interviews.

DR was one of the earliest members to appear and as the other members arrived they all asked her about her trip to New York. Some of the committee gave her brief details about the last meeting and the interviews with the in-district applicants.

Coming in with his right hand intricately bandaged, BT was asked by several of the members about what had happened and he responded that he had tried "to chop off some of his fingers with an axe". He obviously was affected by this accident and remained rather quiet throughout the meeting.

As this was a new room for the committee to use, the tables were formed differently than the other room used for the in-district interviews. Immediately FN seized the opening time to completely change the table arrangement to "make the applicants feel a little more at ease" as she put it.

Several of the other members noted that there was food for the meeting and made their approval audible.

When the committee had assembled GR announced that he had word from JB that she had severely sprained her ankle and would be unable to be there for the suggested interview time. Several members suggested that perhaps the committee could fly back to her and one member felt that the coming weekend would be a good one as far as she was concerned. No immediate resolution for this problem was made. the information

Other announcements included that the first applicant was now with the superintendent and would be arriving shortly, that another candidate will be with the committee later, and a request that someone was needed to pick up BN at 4:00 P. M. at the airport. MM volunteered ~~to pick~~ with the request that someone remind her about this responsibility after the meeting was over. GR reported that

TDD would be arriving at 2:30 P. M. and would be interested in a tour of the District. Arrangements were made for members to either meet or escort the candidates upon arrival. GR left the room briefly.

There was a request that the committee take a little time to debrief on Thursday's candidates and before action could be taken, GR had returned with a request that committee members make identification name cards so the applicants could address them by name. A suggestion that the members be identified as to the areas they serve was ignored.

Being appraised about the need to debrief about the first interviews GR let the committee talk. BM commented that she didn't believe that she would like to consider one of the applicants as he was not really in the mainstream of today's thinking. She followed that she felt he failed to respond to the questions he was asked. A member spoke up ~~and suggested~~ after the discussion had gone on for a period of time that he would like to propose not considering him. At this point ~~GR~~ the chair ~~suggested~~ pointed out that there is no need to eliminate candidates at this ~~isvak~~ point of deliberation. The other candidates interviewed were also discussed.

One member noted, "A lot of people can talk a good story but you must make your evaluation when you see them in action." Strong points about these two candidates were expressed by the individual members who had worked closely with them for the past few years. Several members made no comment during this time. Several indicated that it was hard to be objective.

The chair left the room briefly and returned with the first candidate, I.J. Z, who ~~introduced~~ was introduced to the committee and in turn introduced themselves. GR opened the discussion by saying that he had just had an opportunity to talk with the superintendent and now you have this time to share and discuss your concerns and interests with the screening committee.

He indicated that he was looking for a leadership position in education and was frankly very interested in this position. He liked the size of the job, felt he would like the area and emphasized that the job description fits the experience "and the things I do well". GR had forgotten to introduce me so he interrupted the

interview briefly to introduce me (EB) as an "unbiased observer" to which IZ replied; "And so am I".

The questions were well articulated by the committee members. The format was similar to the one used with the in-district candidates. However, as the committee members gained confidence in their ability to probe for in-depth answers the questions were stated in a different form. The areas covered were about the same and yet with more interesting structure, the applicants could expand more on their experience as it related to the situations questioned. The questioning went on for almost an hour as the candidate searched for examples and ways of stating answers to provide the kinds of answers the committee could use to picture the ability this candidate would bring to this position. The members watched him very intently as he spoke and because he was the first applicant they were keenly aware during the entire interview.

After answering numerous questions about how he would approach certain situations, one member asked him what he did in his spare time. He seemed to be relieved in a way to have this break in the seriousness of the interview. He replied that his family likes to camp, he reads a lot - enjoys fiction, loves music and attends the symphony concerts. A particular interest of his is baroque music he told the group. He ~~is~~ likes sports, teaches Sunday School and then he posed the question, "What do I do in my spare time? I take care of a dog, two cats and a nine year old. I am a reasonably social person and a pretty good cook".

GR brought the interview to a close by asking him if he would like to add anything to his remarks. He told the committee he liked the make-up of their committee and stated that this type of decision making process was one with which he was not unfamiliar. One of the members asked if the job description was not clear to him. He indicated that he had decided it looked heavy with curriculum development. After some remarks about his initials he thanked the group and left the room with the chairperson.

This break allowed the members to discuss the candidate with such comments as "an interesting man and seemingly very self-assured", "in looking over applications -

they don't mean a thing until you put a face to the name," "the thing that bothered me was that he seemed--so dissatisfied with his answers", "he had a tendency to talk at the point", "I thought he warmed up and got better as he talked". Several thought he seemed extremely nervous.

When the chairman returned the discussion shifted to JB and the time when the committee could interview her. DR felt that the committee could and should do it on Sunday. GR countered with another plan to do it on the following Monday, then have the marathon session and finish up that night with a dinner meeting possibly. There was an urgency to have the committee complete their decision making in order to enable the superintendent to have a selection to present to the School Board members by Tuesday evening. As several members could not meet on Monday, GR announced that he would try to arrange for a meeting on Thursday.

Another candidate was interviewed and the questioning following the pattern followed much the same pattern as the first interview.

After the interview was terminated ~~GR~~ and the members of the screening committee quietly discussed the two candidates with the people closest to them. When the chair returned several conflicts he reported that several conflicts needed to be resolved about the next interviewees and the meeting was brought to a speedy conclusion with most of the members hurrying to leave for other commitments they had for the evening.

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April 13--Second Session with out-of-district candidates: The tables had been ~~changed~~ rearranged since the meeting two days before and as some of the members arrived this fact was commented upon. ^{One} ~~XXXXXX~~ member reported that she was so tired and felt that the strain of this responsibility was beginning to surface. Another member thought he didn't need to attend this session as he had just spent the past two hours with one of the candidates. BT asked MM how the interviews went during the dinner hour the night before. MM evaded the question but reported that she had gained all the weight she had lost when she was ill.

Several wondered about JB. GR said that he had talked to her and relayed the committee's wish to interview her either on Thursday or Friday of this week. He told her that the members of the committee had definite commitments to the other candidates to let them know within a ten day period. When asked if she would be able to come she reported that she did not feel comfortable traveling while still in such pain. This response was questioned and several felt that if she wanted the position badly enough she would be here for the interview.

(DM) One of the members stated that he needed to leave no later than 6:10 P.M. GR was disturbed as he said, "If you are having a good interview I don't want to be limited by time restraints." Some of the members felt that they had wasted some time during the interviews.

A discussion of the final meeting --the Marathon Session--was held and as a number of the committee was involved with a workshop over the weekend they stated they preferred having the meeting before the weekend. It was decided that this special session would be held the following morning at 6:00 A.M. at the Holiday Inn. GR said he would make arrangements for breakfast.

DR had been out of town when the in-district candidates were interviewed and she asked that some arrangements be made to enable her to meet with them this evening. The committee spent the ensuing time going over their notes on applications for those who were to be interviewed.

The remainder of the afternoon session was devoted to interviewing two men and one woman applicants with the interviews following closely the framework set up for the other interviews.

The committee responded with the same kind of enthusiasm to questioning the woman applicant as they had with the men. She responded to questions such as the following:

- a) How would you describe your administrative style?
- b) How would you characterize students at the Junior High Level?
- c) Will you tell us some of the things ~~you~~ Early Childhood Education has done that has related to the high school?
- d) Can you be humanistic and still be accountable?
- e) Traditionally the administration role has been male. Why did you choose administration and what do you see as the future for women?

Ms. BP appeared to be very calm and showed no visible signs of nervousness during the interview. When she had been asked about women's role in administration she explained that she had a husband and two sons and now with her family grown and her husband retiring this was the first time she has had a chance to do what she would like to do in this area. She stated that she believes that women should be paid equal pay for equal work and ended this particular discussion by saying, "It takes both sexes to make a world".

She explained to the committee something about her work saying that she was working ~~on~~ with funds from a grant from HEW. She was asked how she saw herself working with a team to which she replied "it is one of the lonliest jobs in the world but she would find it extremely fascinating".

She left the room following the chair's asking if she had questions to ask of the committee. She reported that she had the opportunity to see the district ~~with~~ earlier in the day and thanked the committee for their time.

BT was accused by several members of not asking one question. He said that he enjoyed listening to the others and felt they had covered the subject well.

The morning session was confirmed. GR discussed dinner plans ~~with~~ for two (one had taken a mid-afternoon flight) the ~~three~~ applicants/and reminded the committee that they needed to decide about what to do with the candidate who had a sprained ankle. They decided that they felt they could not delay and decided to drop her name.

QH stressed that ground rules should be set up before they were to decide

on the finalists. GR suggested that they come to the morning meeting with three or four people in mind they could live with if others are in agreement. The meeting broke up quickly with GR reminding the committee to bring in their evaluation papers and name tags.

Evaluation Criteria used by the committee: An INTERVIEW REPORT -ADMINISTRATIVE form had been given members of the committee at the beginning of each session for use with the individual applicants. (See Appendix, page ____)

This form which is divided into three areas is strictly a value judgment made as the candidate was before the members. The areas covered are Administrative Skills, Communication Skills, and Personal Qualifications with the administrative area being ~~the~~ weighted the heaviest. The members seemed to use these forms particularly for notes denoted by observation.

The questions which they asked of the applicants covered most of these areas and the way the applicant verbalized his response revealed his experience, his skill in communication and his ability to be assertive, aware and his intelligence in resolving a problem.

The members did not question the form and this indicated to some degree that they found it had useful merit.

The Final Session: Some of the members of the committee were in the special meeting room much before the designated hour of arrival. In listening to the feeling most felt it was much too early, although DR said it was her usual time to be up and beginning her day. She asked if they could start with five names.

In response to this question, the chair thought they could list three.

Before the meeting started, MM questioned BT about his silence at the the meeting the day before. MM had taken the two applicants to dinner and she reported, "Everyone was wondering about you. They talked about this last night at dinner."

The waitress came around to take the orders for breakfast. As the members were waiting they did pour coffee and the entire group were quite excited as they ~~did~~ teased each other about various things. Finally the food arrived and the discussion became suddenly serious.

~~THE~~ One member asked that they give their votes and this would be just a straw vote to see how the committee felt about those applying for the position. They were to list their ^{candidates} ~~preferences~~ (three) in the order they preferred. ~~and the results were tabulated as follows~~ When the results of the voting had been tabulated the chair asked, "Who is just voting for one individual?" AA identified herself as the guilty one and MM teased her saying, "And you are running for the School Board!"

MM announced that she felt she really knew five of the candidates quite well and DM asked if "there are any tidbits you would like to share with us".

When the results had been posted on the blackboard, BT asked if it was the time to discuss the individual candidates. Getting the nod from the chair, ~~EX~~ he stated that, "He believed that EN had all of the right answers. Too, he was a very serious candidate." MM agreed and related the fact that he asked so many good questions at dinner.

Other candidates were discussed. Some felt that one individual really needed this position to leave what might be that of as an impossible situation. DR reported that D "had really gotten to her emotionally." Others felt that he had

an excellent perception of himself.

Some of the applicants were compared with each other. Several had similar training and background but it was pointed out that one individual had really done much more than the others. One definitely had a much broader background upon which to draw.

Some wanted to comment on others who were being considered. Several asked questions concerning the applicants which seemed to indicate that they needed more information about each of them before making a decision.

GH defended one of the local applicants because he had known him and knew what to expect. This was the reason that he had rated him so high on his list.

Finally one of the members asked the Regional Director who was serving on the committee for his feelings. He replied that his reasoning was based upon bias. He continued saying, D has had more experience than is needed for the job. However, it ~~was a suspicion~~ has been my particular feeling that you don't go to a new place to apply for a position and severely criticize the place where you are employed. Another member arose to his defense saying that she believed that he would go to bat for his teachers and she felt strongly about him. Other applicants were discussed in the light of supporting the teachers.

Finally DR ask if the group was ready to move on to discuss BP. Some of the group continued to discuss D and several members brought up strengths and weaknesses about all of the candidates.

At this point GR reminded the committee that if they were to get through that they should move along. Several of the women members wanted to discuss the woman applicant. EM stated, We desperately need women and minorities. We also need capable administrators. It is hard to be specific about how capable she is. I liked her saying that her job wasn't her whole life."

DR spoke up saying she would like to ditto the preceding remarks. 'I was a little disappointed that she didn't relate more. I wished she had given other examples of how she handled things. I had some concerns about her but I had concerns about everyone.' Another woman member reported that she felt that she would be very dynamic. Having taught has a great importance."

The chair reminded the committee that they had devoted forty-five minutes to the discussion thus far. A motion was made that the bottom two names be dropped.

One of the members reminded those representatives from the district seeking a director that they "needed someone who would be very strong...very visible, too." Another member suggested that they needed someone exciting but not threatening. They all agreed that this was a most difficult discussion. Two of the members agreed that all of the candidates "meet our criteria." The others voiced some agreement.

GR interrupted the train of thought by pointing out that he would like to make a point for Affirmative Action and that was on the final vote, if there is no female or minority considered, would they be willing to add a fourth name. The committee nodded in approval. One member - a woman member - stated, "There is no way that I can feel that strongly about BP."

The discussion shifted to the local in-district applicants. The committee indicated that they felt good about both of these two applicants. A member spoke in behalf of one candidate by saying, "I would like to say something about TR. He is a very bright and perspective individual. He makes up for his lack of experience by observation and studying the situation." Another member supported this view, saying, "The more that I work TR the more impressed I am."

DR gave a glimpse of both candidates in her special interview the night before. "One seemed quite sure of himself and the other had real questions of concern".

The committee took an official ballot with the results as follows:

(on file)

GR asked if there was a proposition on the floor. He asked if one of the candidates was close enough to be considered. As the vote had been decided BT asked, "Is there something wrong with getting through early?"

GR explained that he wanted to give the committee a chance to change

their minds if they wanted. "What do you think we area bunch of women?"replied WB. The women members did not seem to hear or decided to refrain from reacting.

GR thanked the committee profusely. He said that he believed that they are the best group he had worked with and he was pleased to see how quickly they were able to make up their minds. He stated that some committee have to vote four or five times. One of the women members said that she respected each person's opinion.

MM The members continued to drink their coffee and finish their breakfast astonished that their work was completed. MM revealed that she really had felt good about the committee -- even DM. "I just know who the Superintendent's choice will be", she added.

-- DA said that he believed that everyone should comment on the way the entire procedure was conducted. DR spoke up saying that she would like to see a long time frame for each candidate so that he could evaluate the position and the committee could get to know him better. Several others thought this might be helpful.

GH reminded the group that they had already put in a full day and it wasn't even 8:00 a.m. yet!

Several asked GR when the committee would know of the Superintendent's decision and GR assured the committee they would know sometime Monday afternoon. EM asked him to let them know before the Superintendent announced it "to the whole world." GR said that TP would want to take it to the school board on Monday night

GH spoke up and announced he had three short comments to make. "It was a good experience, too long, and he thought GR was a good chairperson!", he commented.

GR reminded the committee that personnel decisions are very important. DR added that she had never served on a school committee which was as cohesive as this group and she added that she had served on many.

WB congratulated AA for having to devote this time when she was also running for the school board. She in turn replied that she was impressed with

GR's leadership. She felt that he was very perceptive in knowing when and how much to interject his own ideas. She compared this to the county work she is involved with and noted there was a marked difference.

As the members talked to each other, it appeared that they had ~~some~~ become very close in their feelings for each other and no one was in any hurry to leave. Several asked if they might ~~planning~~ on getting together again and all of them seemed to think this was an excellent experience for each of them individually.

Slowly they left the small meeting room at the Holiday Inn with an almost apparent reluctance to begin their responsibilities for the day.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Objectives

The specific purpose of this investigation which was documented in the spring of 1977, was to:

- a. Document the process used in decision-making in the recruitment, screening and the selection for a high level administrative position in a large school district.
- b. Structure a framework for decision-making --a model--which could be used for the selection of a candidate to meet specific job criteria.
- c. Interpret and to relate how the selection and recommendation committee deals with the mandate concerning Affirmative Action.

In addition to the stated purposes of this study the following areas were relevant for consideration as it was necessary to:

- a. Explore the literature to determine how individuals are placed in positions of administration throughout the country.
- b. Study the history of this top-level position in this particular district to learn something about the style of placement used.
- c. Learn how the individuals were chosen to be representative of the school system to act as members of the selection/recommendation committee.
- d. Interview the finalists to determine why they were interested in the position, their reaction to the interview process and to articulate their suggestions for improving the process.
- e. Structure a model which could be used in other circumstances to determine who is the best individual for the position.

The data was obtained by actual documentation of specific events which took place during the spring of 1977. In addition the interview questionnaire was employed to elicit information which would be helpful in structuring the model and to recommend certain improvements in procedure for other systems to employ.

The Method Used for the Study: This case study ~~was~~ is a documented descriptive record of a particular ^{event in a} school district in one of the Western states. The observations were made over a period of four months by an impartial observer who had a prolonged contact with the problem. An attempt was made to not only provide description but to give some analysis regarding the behavior of the individuals

who were involved in the process.

Although a number of school systems use a process similar to the one described within this report and therefore, ~~is not~~ the suggested process may not be unique, many have not employed the screening/selection committee to assist in screening process to present the finalists to the superintendent for his decision.

The Model suggested here is the step-by-step procedure used in the decision -making process to fill a high level vacancy in school administration. It may be reproduced on a smaller scale to use in filling a position of lesser importance or duplicated for a search in filling a similar position.

SAMPLE MODEL - Framework For Decision-making

1. Statement to announce that there is position to be filled
2. Steps in Recruitment
 - a. Draft a position description
 - b. Outline a plan and work out a timetable
 - c. Advertise the position to be filled
3. ~~THE~~ Appointment of a Screening/Selection Committee
 - a. Outline the timetable
 - b. Superintendent gives the charge to the Committee
4. Initial screening of applicants by a well-qualified individual
 - a. Identify the candidates qualified to apply
 - b. Evaluate the applications and resumes
 - c. Select the candidates for the interviews
5. The Interview process
 - a. Conduct the interviews
 - b. Rank the candidates
 - c. Make the recommendation to the Superintendent
 - d. Evaluate the process
6. The Final decision by the Superintendent
 - a. Announcement to the Board
 - b. Formally notify the finalist
7. Final clean-up
 - a. Announcement to candidates that they were not hired
 - ~~Letter of thanks to the committee for their work~~
 - b. Letter acknowledging appreciation for work done by committee

Summary of Findings: Out of town finalists were advised by letter that there would be a follow-up interview by telephone to ascertain their impressions, reactions, and feelings concerning their interview. The questions were included in the letter. In-district applicants were interviewed personally and asked the same questions. Time was also allocated to record their suggestions for use by future committees and school personnel interviewing applicants. The questions and the summary of responses are included below:

1. Did you feel that you had ample information about this school system prior to your interview?

finalists

Over half of the ~~applicants~~ indicated that they did not have sufficient information and had requested additional information from the school administration office and from other sources such as the Chamber of Commerce, the local newspaper, etc. Several stated that having an opportunity to be shown around upon arrival and prior to the interview was most helpful in giving them a grasp of the system which they felt was necessary.

2. How did you feel about the screen committee interview? In particular, time allotted, questions asked and the structure of the interview?

a. Time allotted: All seemed to feel it was ample.

b. Questions asked: Most of the respondents stated that they felt the questions were very much to the point, open-ended, covered adequately the candidate's background, capabilities, and experience. One individual thought it was the "best interview he had had." Another indicated being a little upset by one of the questions asked as it did have some affect on the asnwrs given later to other questions.

c. Structure of the interview: Most of the finalists thought it was an excellent format. They indicated that they felt totally relaxed, at ease; it came across as "a sense of informal formality" and another suggested that he liked it because there was no sense of really being grilled in the various areas of concern in which he was questioned.

3. Did you have an opportunity to communicate everything you wished to include?

Most of the applicants felt that they had been able to do this. One reported that he thought of things on the his return trip on the plane which he wished he had said. Another reported that he had prepared some statements which he wished to make ~~but~~ however, he didn't get to them. He concluded wistfully that, " I wish in a way I could have."

4. As you understood this screen process, do you think it was a fair one? Why or why not?

All of the finalists believed it was fair. One individual questioned where the committee's involvement finally ended. "Decision making starts out as fair as possible, but it is ultimately the superintendent's decision." One of the in-district candidates felt that he had no opportunity to meet with the superintendent as did the out-of-district people and he indicated that he did not believe this was fair. Another individual would have liked to have some feedback to indicate to him where he "had not measured up".

5. What suggestions do you have in helping future screening committees?

Several suggested that they felt that students should have been re-presented. One suggested that two committees might be assigned to work on several vacancies and then have the applicant meet for forty-five minutes with each committee. In this way they could compare their assessment of the individual and gain a better understanding with broader base. Another applicant thought that there is a real need to treat all candidates the same - both in and out-of-district. One applicant stressed a need for more confidentiality. He stated, "There are too many people exposed to too much information and this could be very damaging." Another candidate said, "Next time pick me!"

6. What was the best thing about your application process?

Several mentioned that the chair, the ex-officio member of the committee, was very professional from the beginning to the end. One added, "in fact, right up to his last letter." Several mentioned that they enjoyed the committee, liked the way the committee treated them and felt that each one seemed concerned about making them feel at ease. Another mentioned that he liked the lack of red tape. He thought the job description was well articulated, he had responded with a letter and the request for information concerning the application was simply stated and he complied.

7. What was the worst thing about your application process?

Two individuals reported that they felt uncomfortable because two or three committee members said practically nothing. Two mentioned the "jet lag" because of their long plane flight and wished they had arranged to arrive earlier to compensate for this. Another mentioned his time with the superintendent was not the way he was hoping it would be. And another individual reported that he could not say that there was anything negative about the process.

8. Do you have any additional comments about the screening process?

One applicant felt that there was too much of a time lag factor in the total process. He had applied, didn't hear anything, then was notified about the interview, had the interview, didn't hear, tried to call several times and couldn't get through. He felt that this could be handled better with more communication and more often from the administration office. Another applicant had a real reservation about a parent serving on the committee and trying to evaluate the capabilities of an applicant. He said, "There is no way that a parent has the understanding to make a fair judgment!"

Several suggested that each selection committee have a student representative whether they are directly or indirectly involved. They felt that it was a good experience for a student and could have a definite influence on his own career. Several felt the time spent with the superintendent was very valuable. One said he was glad he applied just for that experience alone. Another applicant wished that he might have seen the superintendent ~~before~~ after he had been with the committee.

One applicant felt that the application form was geared more to teachers than it was to administrators and suggested that a new form be designed with this in mind.

Screening Committee Interviews: The members of the Screening Committee were contacted several months after the administrative position was filled. Their reactions are revealed in the following comments to questions asked during the interview:

1. Why do you think you were selected for the selection committee for this position?

The answers ranged from ones stating that this was part of their involvement as a member of the school administrative staff to "I have no idea". One member suggested that the superintendent likes to include someone from all levels, another felt that he was asked to serve because he perceives others well and another from the community was glad for the opportunity to assist the school system as they are constantly being asked to let outsiders use their facilities and student personnel for their own use and this way they could be helping with this study.

2. What special skills do you think you brought to this committee?

One member thought his uniqueness was that he read people well as he had been interviewing people for some years. Another felt that because he had been in the district for some time and he represented a Junior High School perspective. One member admitted that she was fearful at first and wondered if her concerns and values would be consistent with the other members. Later she felt that there was a great similarity and this was reassuring. Another felt that because he knew the demands and expectations of the job was the ~~various~~ skills he possessed. Another stated that he had the skills of possessing ~~that~~ an overview of the district that others don't have. Several others had served on similar committees in the past and felt that they had skills stemming from these experiences.

3. What special qualities were you looking for in the individual to fill this position?

A great variety of answers came from this question. One wanted a person truly interested in the education of kids as he has a concern for the administrator's effect on kids. He wanted someone with high standards and the ability to maintain them.

~~Other~~ ^{Others} suggested ~~he was~~ ^{They were} interested in finding someone progressive, open-minded, personable, easy to meet, willing to try something new,

approachable, honest, intelligent, yet approachable, someone with a promise of articulate, dynamic, warm responsive, intelligent, someone who knew something about administration who could deal with people well, with strong leadership style, who possess a sensitivity to others, someone who would answer questions directly, express ideas clearly, who had teaching experience on all levels and with "no hang ups about themselves."

4. How did you feel about being selected to serve on this committee?

Some felt it was a privilege and an honor and really enjoyed working with the members of the committee. Many stated that it was a good a good experience. Others felt it was time consuming, a part of his job, chore, obligation, enjoyed but it takes time and the work is still there for administrators. One commented that he was frustrated as he sees other never serving in this capacity.

5. How did you personally feel about the candidate selected?

The answers were fine, great, felt very good about him, one of my two top choices, think lots of things have to be considered but given all things, he was the one. Several other stated he was not the first choice, but I think he will probably do the best job and in the long run he will achieve much the same ends.

6. What role did the principles of Affirmative Action play in the screening committee's deliberations?

Many felt it was definitely a factor. Another member thought that there was a need for clarifications and GR definitely brought them back on target. Others felt there was an awareness of need and believed that the committee was extremely cognizant of watching the guidelines of Affirmative Action. Several voiced disappointment that more women had not applied. Others felt that it had no real bearing and pointed out that those who could have used it didn't need to for the decision was based on the merits of the individual.

7. Do you think there will additional problems for the new director because of his minority status?

Several felt that he would not have any additional problems and particularly in this ~~region~~ section. Several thought there might be because "there are bigoted teachers as well as pipefitters", one remarked. Others felt that he could deal with it in a positive way. Another felt that there would be nothing overt and in the problem intelligence will overpower some of the situations.

8. How do you feel about the effectiveness of this particular group compared to other work groups?

All of the members felt that the committee was excellent in many ways. One described them as task orientated. Another was impressed with how well they did work together. They admitted that there was no holding back feelings or having reservations. ~~Others~~ Several mentioned that it was a mistake to have someone from the superintendent's staff as they miss so much and are either late or have to leave early. Another said that on a scale of 1 - 10, he would rate them as 7 or 8 compared with other groups - with a few better and many worse.

9. What do you consider the high point in the decisions accomplished by the screening committee as you perceived them?

Many thought that the narrowing of the field of candidates or the initial screening was the most important step. Several others felt that the interviews themselves were the critical high spots. One member felt that the marathon session was "sloppy and weak". Another participant on the committee was excited about the unanimity of agreement which surfaced at the last session.

10. About the process --how satisfied were you with the way the initial candidates were screened?

All were in agreement that this was a great help and time was a factor.

11. Were the finalists ones you probably selected originally?

Most of the members ~~felt that~~ indicated that they were pretty much their choices. One or two members had some others that the committee did not select.

12. Were you satisfied with the interviewing process?

There were a variety of responses from this question. Such remarks as "Asking every candidate the same questions takes away the spontaneity of the session and yet to be consistent each candidate should be asked the same questions " "Sometimes I feel I don't want to ask questions" were responses received from the members. Another felt that it was not important that every candidate be asked the same questions. Another thought that the "what if" questions may have been hard to respond to. One member wondered if the committee was too large. Another pointed out that the in-district candidates who were interviewed first and therefore at a disadvantage as you tend to forget the early ones.

13. What would you change if you had to do it over again?

Most of the respondents felt that the procedure was basically good. Several mentioned that the time element was a factor and they felt rushed. Another suggested that the committee decide on the top 25 candidates and then request additional information relative to the job description. Another felt that the candidates should be in the area for at least two days for the members to get to know them. One member suggested that the chair could ask four or five questions and had more standardized questions.

14. Do you have any other comments or suggestions?

One person stated that he felt that applicants who applied and had been interviewed should receive a letter telling why they were rejected. Several suggested that more women applicants be encouraged to apply another time. One member was dissatisfied with the table arrangement for she felt that it tends to block off people. She insisted that applicants need to feel comfortable.

Conclusions

For the most part both the participants from the Screening Committee and the final candidates who were interviewed were enthusiastic about the process used for the selection for the position of director and indicated that it would be a workable tool to use in decision making when searching for the right person for a specific job. This model could be expanded or contracted to fit the situation and depending upon the degree the committee felt was necessary for a given assignment.

The mandate concerning Affirmative Action dictates that no discrimination shall take place in relation to sex as well as to color. The scarcity of qualified female applicants may be due to the limitations of the recruitment program or to the fact that women have not had the opportunity to have the experience necessary to compete with men for a position of such great importance.

The findings of this study might be of value in assisting young college women in career planning long before their graduate from college. High schools and middle schools could plan special programs to talk about women in administration. If examples of women who are involved could assist in these programs, young women could see outstanding women performing effectively and could use them as role models.

Based on the data from this study, the review of the literature and the interviews with the members of the screening committee and the final candidates, the following recommendations are felt to be appropriate and are suggested:"

1. Actively encourage and seriously recruit more women for available administrative vacancies.
2. Suggest that the applicants come the day before their interview so that they have an opportunity to get well acquainted prior to the interview. It is essential that they know the situation well enough to be able to be at ease when questioned by the committee.
3. Design an application form especially focused for the level of administration. The kind of application in current use is more applicable for the teachers and other information should be given.
4. Arrange the schedule so that the applicant has his interview with the superintendent after he has met with the committee.
5. Make a special effort to see that the in-district candidates are treated in the same manner as those from out-of-town.
6. Schedule events for the applicants so they are taken around by individuals who are not involved with the committee. A committee member has enough to do without having the responsibility for seeing that they have a good chance to evaluate the system. This would include arrangements for meals to include other individuals
7. ~~Business organizations~~ as informal occasions give opportunities to view candidates in another light.
7. As was suggested by several of the candidates, a follow-up letter giving some detailed information as to how he performed and measured-up might be worthwhile in future interviews.
for
8. An interest was expressed ~~in~~ a revision of the rating scale which was used for this selection.
9. Another time it might be worthwhile to obtain additional written assessments for the final candidates prior to their interviews. Some of the candidate's vitae had material which was not current.
10. When a position of high level is vacant, a brochure should be developed explaining the position and then the brochure should be widely circulated. The school system should advertise in professional journals in an effort to attract candidates across the country.
11. It might be advisable to have some of the committee members visit the communities where the finalists live. This would give insight which would give another dimension to information which the committee has on the candidate.

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POSITION VACANCY ANNOUNCEMENT

REGIONAL DIRECTOR

The Eugene School District is accepting applications for the position of Regional Director.

For supervision and administration of all educational programs, the district has been divided into four geographical regions. Assigned to each of these regions is a Regional Director who provides administrative and educational leadership.

The Eugene School District has an enrollment of approximately 21,000 students attending four high schools, eight junior high schools, 31 elementary schools, and a number of alternative school programs. Each region is made up of one of the high schools, two junior high schools, and seven or eight elementary schools. A Regional Director has the overall administrative responsibility for the schools in the region and reports directly to the Superintendent. The attached position description outlines the minimum qualifications and the major duties and responsibilities.

Application forms are available from the office of the district's Director of Personnel. Completed applications, a personal resumé, and references are to be returned to the district personnel office by January 31, 1977.

Timelines:

Jan. 31	Closing date for applications
Feb. 1 - 28	Applications complete, Personnel accomplishes initial screening
March 1 - 18	Screening committee selects candidates for interview
Mar 28 - Apr 8	Committee conducts interviews
April 13	Committee recommends finalists (3 or 4) to Superintendent
April 15	Superintendent makes selection. Candidates notified.
April 18	Superintendent makes recommendation to Board

Address correspondence and inquiries to:

Mr. William I. Williams
Director of Personnel
Eugene Public Schools
200 North Monroe
Eugene, OR 97402
(503) 687-3247

Eugene Public Schools, District No. 1
is an equal opportunity employer and
encourages applications from all
persons regardless of race, religion,
sex, national origin, or handicap.

Position Description

REGIONAL DIRECTOR

The Regional Director is one of the key administrative positions in the operation of the schools of the district.

For administrative and operational convenience, the district is subdivided into four regions, each defined by a high school attendance area. Each region is assigned a Regional Director who, working with building principals and others, is responsible for the day-to-day operation of the schools in the region and is charged with providing educational leadership for them. The Regional Director reports directly to the Superintendent.

I. QUALIFICATIONS

The minimum educational requirement for this position is a master's degree. The person must be able to qualify for an Administrative Credential or an acceptable equivalent.

In addition to teaching experience, an administrative background is also required. This should include program management and supervision of personnel. It is important that the person holding this position have a background that has provided opportunities to exercise educational leadership in a wide range of curriculum and instructional areas.

Of equal importance to this experience is the ability to work closely and well with other people. The person holding this position must be skilled in direct and clear written and spoken communication. This person must be able to deal creatively with ideas and be willing to make difficult decisions.

II. MAJOR DUTIES AND RESPONSIBILITIES

Accept the leadership responsibilities and the authority delegated to the position by the Superintendent and function as an integral part of the Superintendent's management team.

Be responsible for the general operation of the schools in the region assigned, establishing priorities and distributing resources as necessary.

Be responsible for curriculum development, budget making and the establishment of budget priorities, staff development, and community relations in the region.

Establish communications between each school and serve as a key link between the schools and the various other divisions and departments in the district.

Establish regular contact with parents and students to seek their advice and opinions.

Participate in district-wide curriculum development, evaluation, staff development, and other district-wide activities.

Work with schools in the region to plan, implement, and evaluate programs and allocate resources to meet district goals and objectives.

Supervise and direct the Curriculum Specialist assigned to the region.

Be responsible for the evaluation of staff members as defined by district policies and procedures.

Perform other duties as assigned by the Superintendent.

III. WORK YEAR AND BENEFITS

This is a twelve-month position with 22 days paid vacation. Fringe benefits include a long-term disability program, health and dental insurance plans for the employee and his or her family, and a tax sheltered annuity program. Employees of the district come under a dual retirement program which combines Federal Social Security and the State of Oregon retirement system for public employees.

IV. SALARY RANGE

This position is at administrative range A on the salary schedule. The annual salary at this range is from \$27,860 to \$29,623.

UNIVERSITY OF OREGON



CENTER FOR EDUCATIONAL
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College of Education

1472 Kincaid

Eugene, Oregon 97401

-CEPM-

General Information (503) 686-5076
Director's Office 686-5173
Instruction Division 686-5171
ERIC 686-5043

November 5, 1976

Tom Payzant, Superintendent
Eugene School District 4J
200 North Monroe St.
Eugene, OR 97402

Dear Dr. Payzant:

The Sex Equity in Educational Leadership project funded by the Office of Education involves a research component investigating the recruitment, screening and selection of a high level administrative position. We would like to use the selection process for the position of Regional Director in District 4J as our research site.

We would hope that Elizabeth Boyington, our research representative, be given permission to engage in the following activities:

1. Be an ex-officio member of the screening committee.
2. Be an observer to document the selection of the screening committee.
3. Be an observer to document all formal meetings of the screening/recommending committee and other related events and to have access to their minutes.
4. Have access to reading the resumes of the applicants.
5. Have access to relevant individuals in the school district for interviews about the selection process.
6. Have access to interviewing individual applicants upon prior approval of the Chair of the Screening Committee and/or Affirmative Action officer.

To safeguard the privacy of the individual applicants and to assure noninterference in school district decision making regarding the position of Regional Director, Elizabeth Boyington will:

1. Inform the Screening Committee Chair and/or Affirmative Action officer about individuals to be interviewed.
2. Understand our research efforts are secondary to the district's hiring procedures; therefore, she will interview individuals, read resumes and conduct any other business so as not to interfere with the hiring procedure.

Furthermore to safeguard the privacy of individuals and the school district we will submit our final report for approval prior to publication.

Plans for this project have already been approved by the University of Oregon Committee for the Protection of Human Subjects. (A copy can be made available upon request).

The plans for this project have also been discussed with George Russell, Affirmative Action officer and he supports our research plan.

The criteria established by your Screening Committee could serve to inform other districts in determining expertise necessary and essential in the selection of new personnel. Such considerations as the following might be of significant value:

1. Criteria used which is essential in determining necessary expertise for the vacant positions.
2. How a framework for decisions provide the selection of a candidate to meet the job criteria.
3. To understand how the selection/recommendation committee deals with the mandate concerning Affirmative Action.

The observations made and the final written product should have significant value to administrations to use as guidelines in making future decisions relative to filling positions especially at this level.

Our representative, Elizabeth Boyington, has been a teacher for a number of years, having taught in schools both in Idaho and more recently in Washington. She understands the language of the academic community and feels comfortable with teachers, administrators and with the school board personnel. She has served on several selection committees and is acquainted with the procedures involved with this process. Her vita is enclosed.

Patricia A. Schmuck
Jean Stockard
Sex Equity in Educational
Leadership Project
University of Oregon

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CENTER FOR EDUCATIONAL
POLICY AND MANAGEMENT

College of Education
1472 Kincaid
Eugene, Oregon 97401

December 2, 1976

Dear Dr. Payzant, Dr. Stephens and the Research Review Committee:

Charles Stephens indicated concerns expressed by members of the Research Review Committee regarding the documentation process of the Regional Director selection. In this letter we have described the research rationale and tried to address the concerns communicated by Charles.

Research Rationale

The decision to select a particular individual for a high ranking administrative position is perhaps one of the most crucial decisions made by school districts. Yet, educational researchers and practitioners have been slow to study or describe the formal and informal procedures of recruitment, screening and selection of individuals for administration. There are only a few studies available; most of these are after-the-fact analyses or prescriptions for selection which are not based on any research. The study and description of the selection of the Regional Director for District 4J will provide a contribution to the literature in educational administration.

The Observer Role

Concern was expressed that Elizabeth Boyington, as an ex-officio member of the screening committee, may participate in the deliberations of the screening committee so as to influence the direction of the committee or advocate a person for the position. Ms. Boyington will only be an observer during all screening committee deliberations; she will not participate in discussions or have any say in decisions. It is important for the research process as well as the selection process that her role is as a non-participating member.

Applicant Concern

There was some concern about whether Ms. Boyington's presence may create some difficulties for applicants. Ms. Boyington will not make any contact with individuals who apply for the position until after the selection has been made. She will have access to the written applications but will solicit interviews only after the selection is completed.

Individuals contacted will be given the opportunity to consent or refuse to grant an interview. All individuals who are interviewed will sign an Informed Consent form.

Public Information

Whether there should be public information about the documentation of the regional director position was raised by Charles.

Our research efforts will not be affected by public information that Ms. Boyington will be an observer of the selection process. We will be pleased to offer written or public statements about the purpose of this research if District 4J deems it advisable.

We will be pleased to address any concerns of the Research Review Committee. We do not view the study of the selection process as interfering with the deliberations and decisions of the screening committee. We are willing to discuss the purposes of our research at any time and as indicated in our previous report, will fulfill our obligations to protect the rights and privacy of individuals, committees and District 4J.

Sincerely,


Patricia A. Schmuck
Assistant Professor
Center for Educational Policy
and Management


Jean Stockard
Assistant Professor
Sociology Department

SHELDON DIRECTOR COMMITTEE

Proposed Agenda for Wednesday, February 16, 1977

4:00 p.m.

- I. Introductions
- II. Charge to Committee - Dr. Payzant
- III. Introduction of Mrs. Boyington - role?
- IV. Establish meeting times
- V. Establish process for screening and interviewing of in-district applicants.
Suggested:
 1. Between now and next meeting review all in-district applications.
 2. Use "Screening Criteria" form.
 3. At next meeting determine which of in-district applicants will be interviewed.
- VI. Establish process for screening and interviewing of out-of-district applicants.
Suggested:
 1. Preliminary screening be accomplished through Personnel Office (i.e., down to approximately 50 applicants - presently 150 applications).
 2. Use "Screening Criteria" form in paper screening.
 3. Committee would do secondary screening of applications and determine those to be interviewed.
 4. Committee would interview out-of-district candidates.
- VII. Other.

PRESENTING CRITERIA
 (Regional Director)

(Circle one number 1-5 for each qualification)

1. Highest Degree or Honor	1	2	3	4	5
2. Teacher's Certificate and Administrator's Certificate or Equivalent Equivalent	1	2	3	4	5
3. Administrative Background	1	2	3	4	5
4. Educational Leadership in Curriculum and Instruction	1	2	3	4	5
5. Ability to work closely with others	1	2	3	4	5
6. Skill in written (and verbal) communication	1	2	3	4	5
7. Ability to deal actively with change	1	2	3	4	5
8. Willingness to work with others	1	2	3	4	5
9. Leadership in the school					
a. Leadership in curriculum and instruction	1	2	3	4	5
b. Leadership in administrative matters	1	2	3	4	5
c. Leadership in community relations	1	2	3	4	5

Memorandum from

Eugene Public Schools
Eugene, Oregon

GEORGE H. RUSSELL
Personnel Asst. for Affirmative Action

3-29-77

T

Re: Interview Schedule for Sheldon Regional Director

The schedule for interviews will be as follows:

Thursday, April 7 (Interviews will be held in TV Room)

2:30 - 3:30 Procedure Discussion
3:30 1st interview - Mike Brott
4:30 2nd interview - Tom Roberts
5:30 3rd interview - Lewis Clark

Monday, April 11 (Interviews will be held in Board Conference Room)

2:00 - 3:00 Procedure Discussion
3:00 1st interview - Will McCarther
4:00 2nd interview - I. J. Zuckerman
5:00 3rd interview - Joan Beerling

Wednesday, April 13 (Interviews will be held in Board Conference Room)

2:00 - 3:00 Procedure Discussion
3:00 1st interview - Robert Newell
4:00 2nd interview - T. Darrell Drummond
5:00 3rd interview - Betty Poplack

Each committee member should bring a short list of questions they would like to ask the candidate. We will, prior to interviewing, formulate a list of general questions to be asked of each candidate. Also an interview rating scale will be available for your use.

If you have questions, please give me a call.

INTERVIEW REPORT - ADMINISTRATIVE

TOTAL POINTS _____
(100 possible)

DATE _____

POSITION _____

INTERVIEWER _____

ADMINISTRATIVE SKILLS (1-5 pts for each) _____ Total (50 possible)

- Leadership _____
- Organization _____
- Planning _____
- Analytical _____
- Supervision _____
- Implementing _____
- Human Relations _____
- Flexibility _____
- Objectivity _____
- Judgment _____

Comments:

COMMUNICATION SKILLS (1-3 pts for each) _____ Total (18 possible)

- Verbal _____
- Written _____
- 1 to 1 _____
- Group _____
- Cross-Cultural _____
- Male-Female _____

Comments:

PERSONAL QUALIFICATIONS (1-3 pts for each) _____ Total (21 possible)

- Intelligence _____
- Sense of Humor _____
- Tact _____
- Assertiveness _____
- Honesty _____
- Enthusiasm _____
- Self-Awareness _____

Comments:

COMMENTS: _____ Total (1-11 possible)

(Deal with response to questions and other observations here)

_____ School District
 Applicant Flow Chart

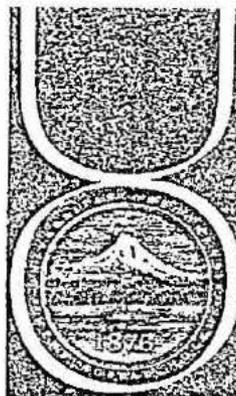
Position Reported: Regional Director

		In District	In State	Out of State	Totals
1st Screening	M				
	W				
	M (min)				
	W (minority)				
	M				
2nd Screening	M				
	W				
	Min. M				
	Min. W				
Finalists	M				
	W				
	Min. M				
	M				
	W				
Totals					

Legend:
 (Minority)

Liz, thought you'd
want to see the
final letter.
Pat.

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Instruction Division 686-5171
ERIC 686-5043

an equal opportunity/
affirmative action employer
June 1, 1977

Dear

I am writing to you because you were one of the finalists for the position of Regional Director in the Eugene Public Schools. Perhaps you will recall I was introduced by George Russell at the committee interview.

As part of a research study on the screening and selection of school administrators I have documented all the procedures and practices of this committee. As a follow-up to the final decision, I would like to know about your reactions to the screening and selection process. Rather than asking you to complete a questionnaire, I would like to talk with you and hear your ideas.

I will attempt to reach you at your office or your home during the week of June 6-10. If this is not convenient for you, you may call me collect at (503) 342-7960 any time.

The following questions indicate the areas I am interested in hearing your ideas about:

1. Did you feel that you had ample information about Eugene District 4J prior to the interview?
2. How did you feel about the screening committee interview? In particular, time allotted, questions asked, structure of interview?
3. Did you have an opportunity to communicate everything you wanted to?
4. As you understood this screening process, did you think it was a fair one? Why or why not?
5. What suggestions do you have in helping future screening committees?
6. What was the best thing about your application process with Eugene?
7. What was the worst thing about your application process with Eugene?
8. Do you have any other comments about the screening process?

Your cooperation will be appreciated. If you are interested in receiving a final copy of the report, I will be pleased to send it to you. I look forward to talking with you.

Sincerely,

Elizabeth Boyington
Research Documentor

A letter will go out before phone call.

For Candidates:

For out of town:

1. Did you feel that you had ample information about Eugene District 4J prior to the interview?

2. How did you feel about the screening committee interview?

In particular, (a) time allotted, (b) questions asked, (c) structure of interview?

3. Did you have an opportunity to communicate everything you wanted to?

4. As you understood this screening process, did you think it was a fair one? Why or why not?

5. What suggestions do you have in helping future screening committees?

6. What was the best thing about your application process with Eugene?

7. What was the worst thing about your application process with Eugene?

8. Do you have any other comments about the screening process?

At the beginning of the conversation include:

1. All answers will be anonymous.
2. Same questions are being asked of all committee members.
3. They will have an opportunity to see the report in pre-final stages.
4. Say there are 14 questions. Should take 20-30 minutes.

Interview Questions for Screening Committee Members:

A. Some Questions About You

1. Why do you think you were selected for the selection committee for the Regional Director?
2. What special skills do you think you brought to this committee?
3. What special qualities were you looking for in the individual to fill this position?
4. How did you feel about being selected to serve?

B. Some Questions About the Final Selection

5. How did you personally feel about the candidate selected?
6. What role did principles of affirmative action play in the screening committee's deliberations?
7. Do you think there will be additional problems for the candidate because of his minority group status?

C. Some Questions About the Committee and Its Processes

8. How did you feel about the effectiveness of this particular group compared to other work groups?
9. Would you outline the major steps or decisions accomplished by the screening committee?

10. About the process--how satisfied were you with the way initial candidates were screened?
11. Were the finalists ones you probably originally picked?
12. Were you satisfied with the interviewing process?
13. What would you change if you had to do it over?
14. Any other comments?

AFFIRMATIVE ACTION PROGRAM -- APPLICANT QUESTIONNAIRE

Eugene Public School District 4J endorses the concept of equal employment opportunity. To effect a condition of equal opportunity in employment the District has instituted an Affirmative Action program. The thrust of this program is to assure fair treatment of all applicants and employees without regard to sex, ethnic background, age, handicap, or other factors not job related.

As part of the Affirmative Action Program it is necessary to maintain certain records and obtain certain statistical data to determine if and where individuals are discriminated against. The information requested below is optional; and if provided will be used only for monitoring our affirmative action program and not in determining your qualifications for the job. This information is confidential and will not be seen by supervisors or other district employees.

1. What is your age group? _____ Under 22; _____ 22-30; _____ 31-44; _____ Over 45

2. What is your sex? _____ Male _____ Female

3. To which of the following racial or ethnic groups do you belong?

_____ White _____ Black _____ Asian _____ Hispanic (Spanish-American) _____ American Indian
_____ Other (Please specify) _____

4. Did you finish high school? _____ Yes _____ No

5. Are you the sole or primary source of support for your family? _____ Yes _____ No

6. Are you now employed? _____ Yes _____ No How long? _____

7. Are you receiving public assistance or welfare? _____ Yes _____ No

8. Do you have any physical or emotional disability? _____ Yes _____ No Please indicate what it is: _____

Would it interfere with the work for which you are applying? _____ Yes _____ No

9. Have you ever been convicted of a criminal offense? _____ Yes _____ No

If so, what offense? _____

10. Are you a veteran? _____ Yes _____ No Date and type of discharge? _____

11. Please describe any factors which you feel have prevented you from finding employment.

Signature _____