

## The Oregon Network

### *A Research and Service Activity*

In Oregon, as in other states, there is a regular and steady change of personnel in administrative positions. One estimate is that 200 administrative positions change yearly in Oregon. Personnel decisions are perhaps the most important decisions made in schools yet there is virtually no information on *how* and *why* certain people are chosen to fill administrative positions. Information procedures of recruitment and selection could benefit school districts. Administrative placement is also of concern to administrative aspirants; declining enrollments and tighter fiscal policies result in a stabilized job market and are making the problems of placement more difficult than in previous years.

Many people have guesses about how administrative jobs are filled; they often point to a network of people who already hold positions and who, in turn, informally recruit and select others like themselves. There are individuals—many are women—who are excluded from the informal placement network.

The Oregon Network is designed to answer basic questions about administrative changes and selection in Oregon. The research function is threefold:

1. To gain information about *all* administrative changes in Oregon school districts including announced vacancies, in-house administrative shifts or promotions, or changes from acting to permanent status.
2. To describe the applicants from which selections are made, primarily by race, sex, and age.
3. To document the final selection and, if possible, to determine criteria for selection.

The Oregon Network is also a service function for school districts and for individuals. The SEEL Project will assist school districts and individuals by:

- Providing materials and/or workshops for school districts about their rights and obligations concerning hiring.

- Providing materials and/or workshops for administrative applicants who want help in preparing resumes, practicing interviewing procedures, and understanding their rights in selection procedures.
- Providing a list of individuals seeking administrative jobs who have voluntarily submitted their names to be made available to school districts.
- Providing a current list of administrative vacancies to anyone. This list will include information already available from placement offices and from the Confederation of Oregon School Administrators, plus current openings not on those listings.

Spencer Wyant and Pat Schmuck of the SEEL staff will be in charge of all field activities. Six field coordinators will be hired in October to keep in contact with school districts in their region for administrative changes and to set up workshops for participants.

*This is a large undertaking and we need your help. We need help in the selection of field coordinators. We need help in being informed about administrative openings or changes, and we need help in identifying school districts or individuals who want assistance.*

A description of the field intern position follows and a return post card is included for those who will assist in the Oregon Network.

### *Career Paths of Women Administrators*

Women's careers in educational administration differ from those of men primarily because of individual, rather than institutional, influences. This is the conclusion of a research project recently completed for the Sex Equity in Educational Leadership Project by Susan Paddock.

In the study women in secondary school principalships, assistant superintendencies, and superintendencies from across the nation were questioned as to their personal and professional backgrounds, the actions they had taken in their administrative career development, and the attitudes they held about their careers. The responses of those women were then compared to men's responses in earlier studies of educational administration.

*(continued inside)*

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## Openings for Six Field Coordinators

A .30 position for 8 months, \$395 monthly salary plus expenses.

The responsibilities include: keeping in touch with school districts about openings or changes, providing data about applicant flow for announced vacancies, assisting in putting on regional workshops and attending three one- or two-day training sessions in Eugene.

The regions identified are Central, Eastern, Northwestern, Southern, Southwestern, and Western Oregon.

Full position description can be obtained from:

The SEEL Project

CEPM

University of Oregon

1472 Kincaid Street

Eugene, OR 97401

Phone: 686-5074

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to apply or after having been offered a position, while men usually spent several years planning and applying for administrative openings. In addition, women waited to receive advanced training until after they had spent several years as administrators, while men began such training before receiving their first administrative or supervisory position. Once in administration, the careers of both men and women are remarkably similar: they are short term, with few steps in the career ladder, and generally placebound.

Perhaps because the manner in which women approach and enter administrative careers differs from that of men, the attitudes they hold about their careers differ. Although they are relatively immobile and indicate little willingness to move in order to get a better job, women still aspire to higher positions and have careers which are upward-anchored—that is, in which their outlook is primarily on what they have left to accomplish rather than on what they have already done. They are significantly more satisfied with their jobs and their careers than are men, and only about a third report having experienced career barriers. Of those who do indicate that they had some difficulty in moving into administration, the reasons most frequently cited for the difficulty are home-career conflict and personality characteristics which made them hesitant to take risks or to believe in themselves. Thus, women in top management positions point to themselves and, indirectly, to their patterns of socialization as being important in shaping their career patterns.

The implication in these findings, Paddock concludes, is that training of women to overcome long-standing socialization patterns is the most effective way for integrating women into the administrative structure of public schools. This conclusion also gives support to the activities which SEEL foresees for the coming year of the project.

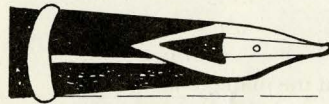
For further information on this study, write SEEL, or Dr. Susan Paddock, Department of Administration and Supervision, 107 Farmer Building, Arizona State University, Tempe, AZ 85281.

## Career Paths of Women Administrators

(continued)

It appears that the most important precondition for entrance into administration is being male. When that barrier is overcome by women aspiring to top line positions, other preconditions which normally are important for men do not appear to be significant. For example, being white, Protestant, and Republican are usually considered necessary attributes for the superintendency. This conclusion is reached by noting the very high frequency with which men having those attributes are appointed to administrative positions. For women, however, those attributes are not preconditions for their appointments. Indeed, with some exceptions, women very nearly represent racial, religious, and political trends for the United States population as a whole. Socialization seems critical as a precondition for women—but one that is not imposed by the institution. For instance, findings indicate that women line administrators have mothers who are more frequently college-educated than would be found in the female population in general. Thus, there is undoubtedly an expectation passed from mother to daughter that the daughter will seek postsecondary education and, perhaps, that she will have a career.

On the other hand, the impact of socialization impedes women's entry into administrative careers. Women in this study, unlike men in earlier studies, do not appear to have planned for their careers. They accepted their first positions as administrators only after receiving direct encouragement



## letter exchange

We would appreciate hearing your ideas and concerns, as well as your responses to our report. These contributions would be very helpful in moving us closer to resolving our shared concerns.

### *Sex Equity in Educational Leadership Report*

Editor: Carole Starling

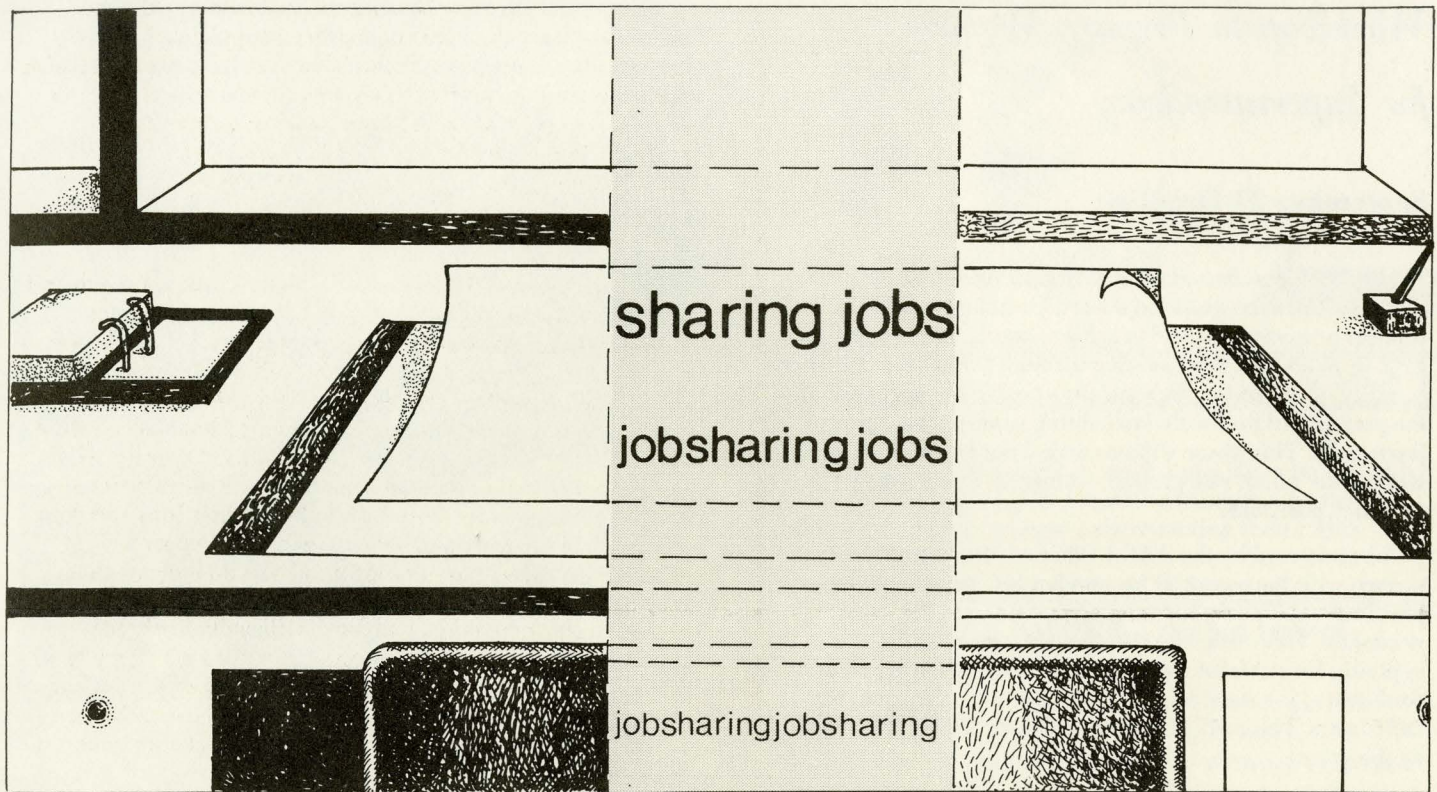
Assistance: Joan Kalvelage, C. Sakre Oller, Pat Schmuck, Jean Stockard,

Jane Arends, Peg Williams, Mary Ann Smith

Graphics: Ellie Specht

This report was developed by the Sex Equity in Educational Leadership Project within the Center for Educational Policy and Management (CEPM) at the University of Oregon. CEPM is supported in part by funds from the Office of Education (OE), U.S. Department of Health, Education and Welfare. Opinions expressed in the report do not necessarily reflect policies or positions of either CEPM or OE, and no official endorsement by either organization should be inferred.

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## *Administrative Job Sharing: Can It Be Done?*

Education seems a fertile field for job sharing. According to a forthcoming New Ways to Work survey, of all jobs, the one most commonly shared is teaching. "What's more, teachers seem to be the most satisfied with job sharing," reports NWW's Gretel Meier. Media specialists, school librarians, evaluators and resource coordinators also report success in sharing educational jobs. But what about administrators? So far, SEEL has not discovered a single documented case of job sharing at the management level in education.

However, in other fields job sharing is beginning to crop up at management level. For example, Carol Schwartz Greenwald works half days as assistant vice president of the Federal Reserve Bank of Boston and shares supervisory responsibilities with Stephen McNeese, a full-time economist. "We have team management," she explains, "with one member of the team being slightly 'more equal.'" Other instances of sharing administrative or supervisory positions include some civil service positions (Silverberg, 1972; Project JOIN, 1977); the directorship of a junior college program for handicapped students, the directorship of the Southeastern Planned Parenthood Association, and the Personnel Development Directorship at the Massachusetts Institute of Technology. Recent surveys of job sharers and their supervisors indicate that half of them think job sharing is feasible at the management level (Campus Report, 1975; Mundall, 1977). But still less than 2% of the U.S. workers are job sharers (Nollen, 1976), and of those less than a dozen are supervisors or administrators.

Until more administrators attempt job sharing, the question "Can it be done?" must remain unanswered.

Anonymous

1975 *Campus Report*. Stanford University, Palo Alto, California, October 15.

Greenwald, Carol S. and Judith Liss

1973 "Part-Time Workers Can Bring Higher Productivity." *Harvard Business Review*, September-October.

Meier, Gretel

Forthcoming study of job sharers on West Coast. (Available from New Ways to Work, 457 Kingsley, Palo Alto, CA 94301).

Nollen, Stanley

1976 "Permanent Part-Time Work and Job Sharing." *Alternative Work Patterns: Changing Approaches to Work Scheduling*. Work in American Institute Report. New York, N.Y.

Project JOIN

1977 *Phase I Report*. May 1, Wisconsin Department of Administration, Bureau of Human Resources, One West Wilson Street, Room 244, Madison, WI 53702.

Silverberg, Marjorie

1972 "Part-Time Careers in the Federal Government." *The Bureaucrat*, vol. 1, no. 3, Fall.

## *Workshop to Prepare Women for Superintendency*

### **September 21 Deadline**

The American Association of School Administrators (AASA) has been awarded a Ford Foundation grant to support projects designed to achieve equity for women and girls in education. Recognizing the need for ensuring women's equality of access to administrative positions, one phase of the project will be devoted to helping women advance professionally. This phase will be carried out by conducting workshops which can prepare women to assume superintendency positions.

Administered by the AASA Office of Minority Affairs, 75 women with the potential for moving into superintendency positions will be selected to attend a three-day regional workshop. The workshop will focus on the techniques of applying for superintendent positions, development of self confidence, job survival skills, and relevant management techniques. The costs of attending the workshop are covered by the grant.

Applications are due in the Office of Minority Affairs, Arlington, VA by September 21, 1977. For applications call SEEL collect, *immediately*, at 686-5074. Late applications may be considered.

## *COSA Conference Adopts Resolution*

The following resolution was adopted by the general assembly of the June 1977 COSA Seaside Conference.

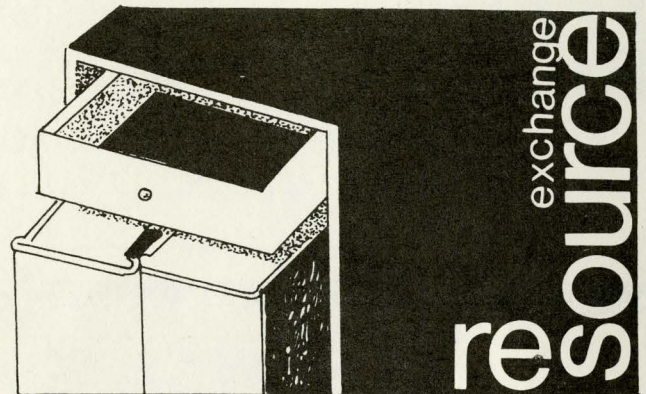
"Historically and currently, there have been more women educators than men. However, women's areas of responsibility are severely limited. The higher an administrative position is in responsibility, prestige, and salary the less likely it is to be held by a woman.

"We urge that the following actions be adopted by the COSA membership:

- 1) recognize and promote women currently working in the State of Oregon who ought to be recognized and promoted NOW;
- 2) identify women who have educational leadership potential and train and groom them in the same manner which others who have achieved educational leadership in the past have experienced;
- 3) develop COSA task forces that have fair representation of women on all committees;
- 4) endorse research efforts to promote fair hiring practices which result in the best use of Oregon's human resources;
- 5) and, establish a special task force committee on the status of women in Oregon, as suggested by the Executive Secretary's Office, who would be responsible for the enactment of this resolution.

"The initial efforts of those in the leadership positions and in the constituency of COSA have been appreciated, and we urge stronger action for the future in the directions we have just outlined."

The COSA Board, at their August meeting in Salem, voted to endorse the research efforts of SEEL. They will cosign an orientation letter explaining the Oregon Network which will be sent to all superintendents and personnel directors in Oregon.



**The Woman Elementary Principal: A Vanishing Species**, by Judith Wain, in *The Minnesota Elementary School Principal*, May 1977. A short article which concurs with recent Oregon research findings on the declining number of women in the position of elementary principal.

**Emergent Leadership: A Focus on Minorities and Women in Education** is the newsletter published by the University Council for Educational Administration (UCEA) task force on women in educational administration. The task force has also created a network for women and minority leaders in the field. The purpose of the network is an exchange of information with an emphasis on helping educational leaders reduce sex and racial discrimination and on promoting change. For more information about the network and/or the newsletter contact:

University Council for Educational Administration  
29 W. Woodruff Avenue  
Columbus, OH. 43210

**Sex Discrimination in Education Newsletter**, edited by Sara Ann Lincoln. This newsletter, in its second year, illustrates various ways people are combating sexism from pre-nursery to the post-doctoral level. Volume One (some back issues still available) focused on several topics: Re-Entry Programs, Title IX, and Sporting Chance for Women. Volume Two will focus on the effect of sex role stereotyping on men; sexism in language, women and the courts. Subscriptions available for \$5 individual and \$10 institution, from:

Sex Discrimination News  
Dept. of Psychology  
University of Michigan  
Ann Arbor, MI 48109

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We would like this column to become a true exchange among our readers. Your suggestions would help our project and other readers keep abreast of current resources in the field of education

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