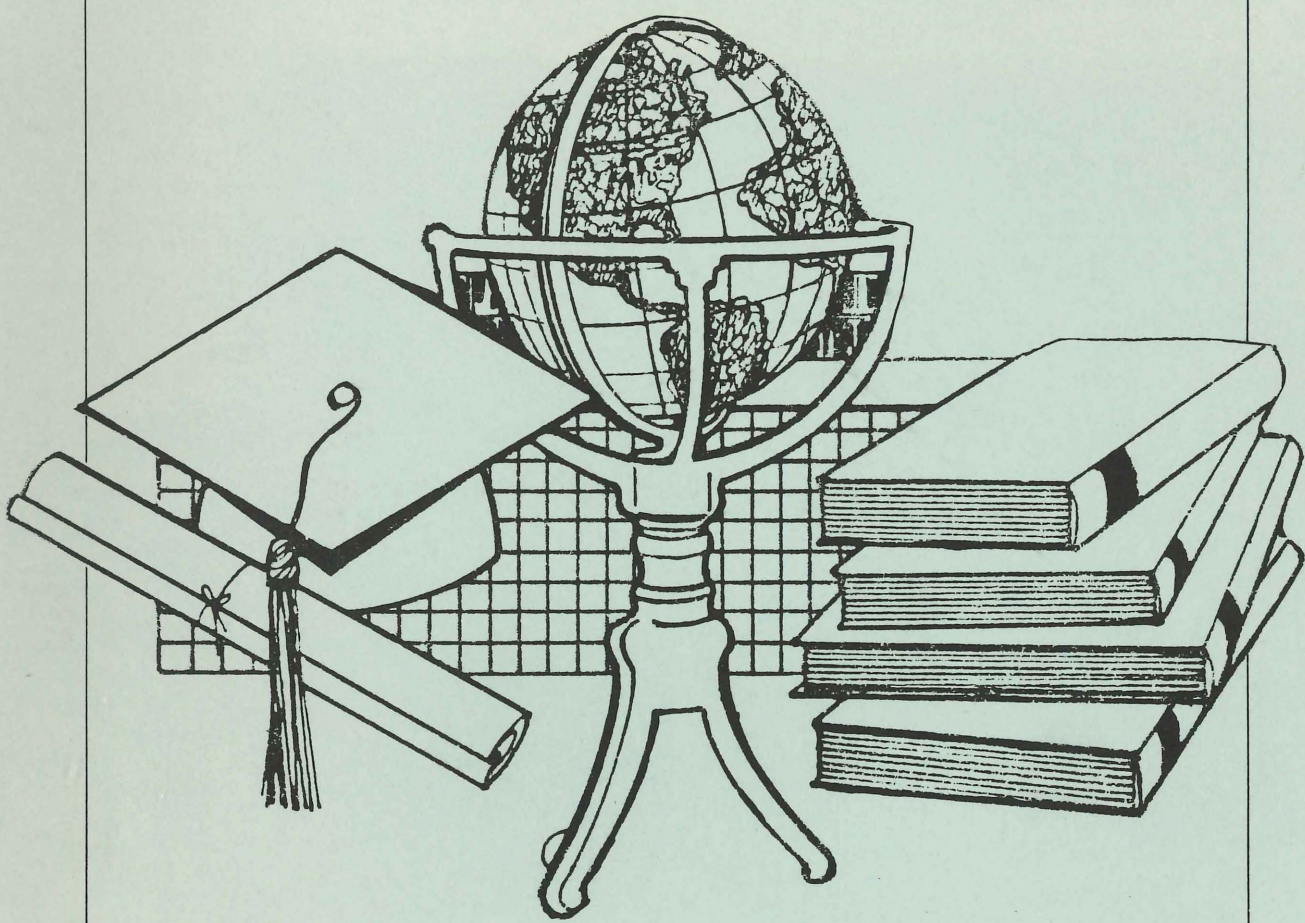


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- A Survey of women public school ad



A Survey of Women Public School Administrators in Minnesota



**Commission on the
Economic Status of Women**

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INTRODUCTION

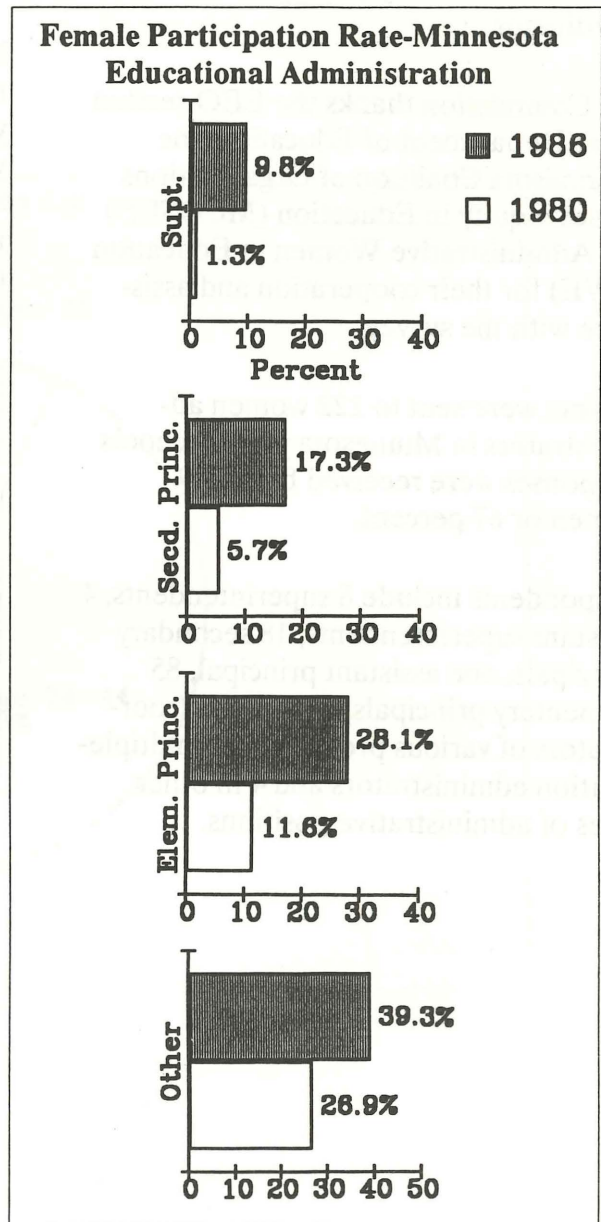
In the early 1920s, women were well represented among educational administrators in the United States. Women outnumbered men as elementary school administrators. They were a sizable minority of state and county superintendents. Women's presence in educational administration accompanied a trend toward more women in all professions, women seeking higher education and women's increased involvement in political activism.

The number of women in educational administration, however, began to decline with the Depression, resurged somewhat during World War II, and declined again in the post-war decade. As the first generation of women leaders in administration retired, they were generally replaced by men. In 1928, women were the majority of elementary principals, compared to 34 percent in 1972. They were one-quarter of "county superintendents" in 1928 and in 1972, less than 1 percent of superintendency positions were held by women. As more women began entering professions again in the last two decades, their participation in educational administration also began rising.

According to a 1984-85 study conducted by the Office of Minority Affairs of the American Association of School Administrators (AASA), 3 percent of the nation's 14,000 superintendents are women. This reflects an increase from 1981-82, when women represented 1.8 percent of superintendents. Women were 9 percent of assistant superintendents in 1981-82, and 16 percent in 1984-85. Women accounted for 16 percent of prin-

cipals in 1981-82 and 21 percent in 1984-85. One-quarter of other administrators were women in 1981-82 and this remained the same in 1984-85.

Minnesota women have higher participation rates than the national average, according to data from the Minnesota Department of Education. More women have moved into all administrative levels since 1980, particularly as superintendents. The chart below shows this increase for selected positions in Minnesota.



SURVEY RESULTS

The Commission on the Economic Status of Women sent a questionnaire to women administrators in Minnesota public schools in February of 1987. Names of women in administrative positions were supplied by the Equal Educational Opportunities (EEO) Section of the Minnesota Department of Education from a list compiled at the beginning of the school year. Positions included: superintendent, secondary and elementary principal, director or coordinator.

The Commission thanks the EEO section of the Department of Education, the Minnesota Coalition of Organizations for Sex Equity in Education (MCOSEE) and Administrative Women in Education (AWE) for their cooperation and assistance with the survey.

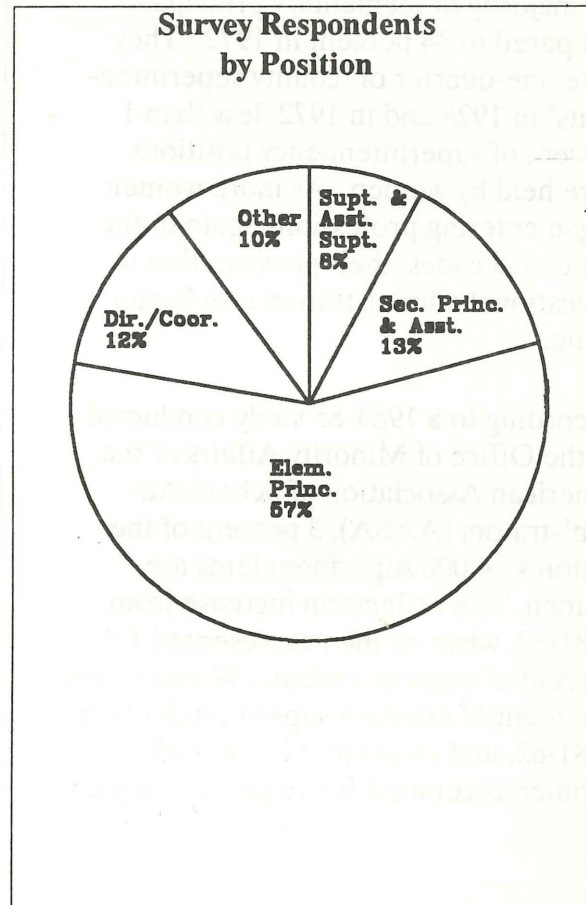
Surveys were sent to 222 women administrators in Minnesota public schools. Responses were received from 149 women or 67 percent.

Respondents include 8 superintendents, 4 assistant superintendents, 18 secondary principals, one assistant principal, 85 elementary principals, 18 director/coordinators of various programs, 11 multiple-position administrators and 4 in other types of administrative positions.

CURRENT POSITION AND TENURE

Eight percent of respondents are superintendents or assistant superintendents. Thirteen percent are secondary principals or assistant principals. Over one-half of respondents are elementary principals. Twelve percent are directors or coordinators. Ten percent hold other administrative level positions or multiple-title positions such as principal/curriculum coordinator, superintendent/principal, or principal of K-12.

Nearly 39 percent of respondents have held their current position for over five years and 34 percent for one to three years. Twelve percent have been in their current position three to five years and nearly 15 percent have had their job for one year or less.

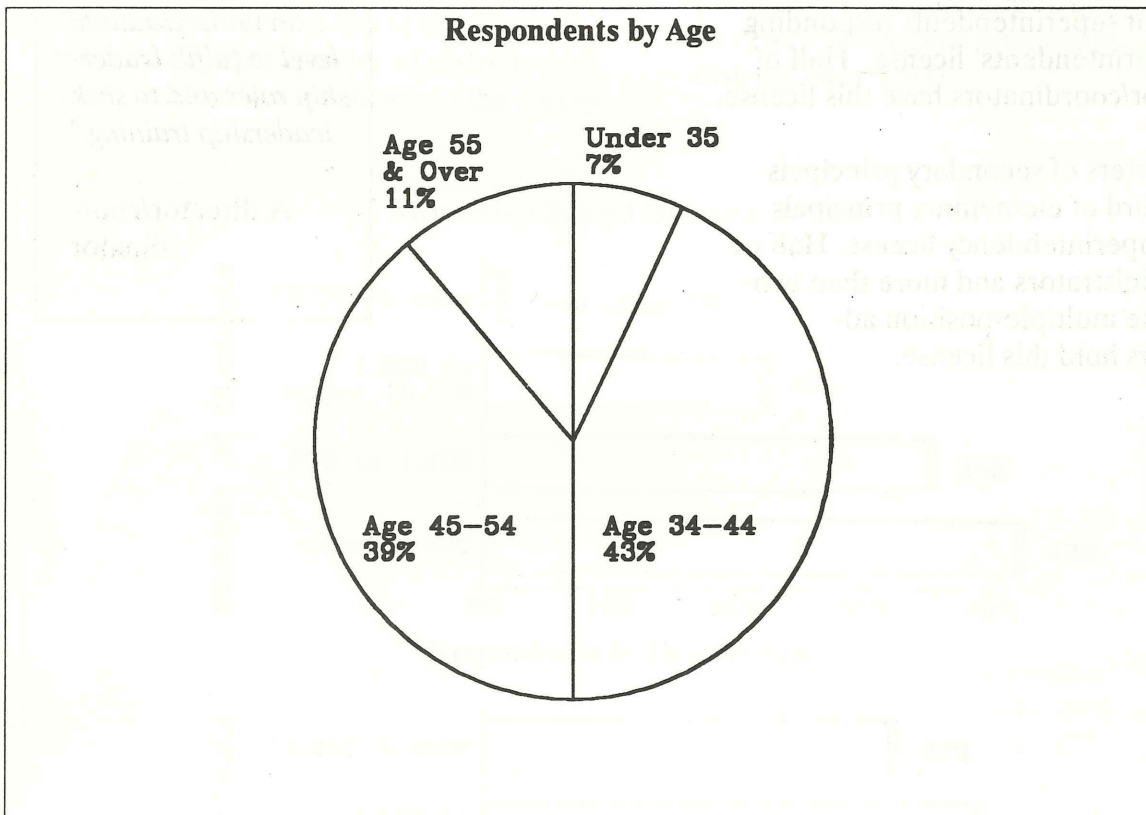


AGE

The largest age group of respondents, 43 percent, are those age 35-44. Another 39 percent are age 45 to 54. All women in the positions of superintendent and assistant superintendent, secondary principal and secondary assistant principal, and those holding more than one administrative title were in these two age groups.

"I see a subtle form of age discrimination against women. You're either too young to handle older faculty or you're too old to keep up with modern ideas."

An elementary principal



DEGREES HELD

One-quarter of the respondents have a doctoral degree. Over half of the respondents have a specialist degree. Slightly more than one-fifth have a master's degree. Four respondents have bachelor's degrees. They include two elementary principals, a director/coordinator and a multiple-position administrator.

LICENSURE

Although only 5 percent of all respondents are in superintendent positions, half of those in other administrative positions also hold the superintendent's license.

All assistant superintendents responding hold a superintendents' license. Half of the director/coordinators have this license.

Three-quarters of secondary principals and one-third of elementary principals have the superintendency license. Half of other administrators and more than two-thirds of the multiple-position administrators hold this license.

Most administrators are licensed in several areas. Three-quarters of the superintendents have more than one license. One-quarter have both secondary and elementary licenses and 13 percent have a secondary administration license.

Nearly three-quarters of secondary principals hold more than one license. Forty-four percent of elementary principals, 64 percent of multiple-position administrators, 39 percent of director/coordinators and half of the other administrators hold more than one license.

"We need to encourage women at an undergraduate level to fulfill leadership roles and to seek leadership training."

A director/coordinator

LOCATION AND SIZE OF DISTRICT

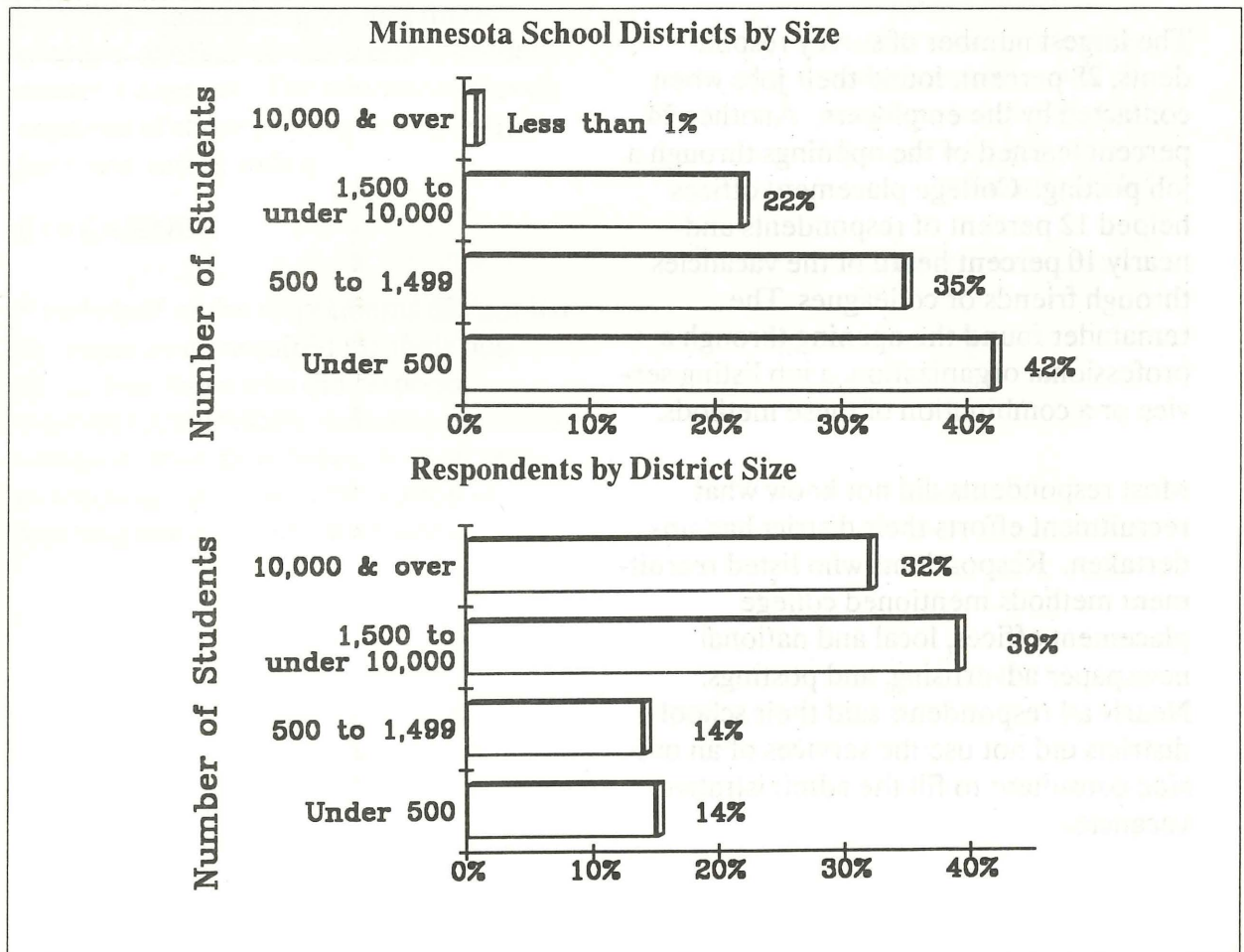
In Minnesota, the 7-county metro area has 41 of the state's 434 school districts, or 9 percent. However, the metro area accounts for just under half of the state's overall student population. Sixty percent of the survey respondents are in the metro area. However, nearly all the multiple-position administrators are in Greater Minnesota.

Over two-fifths of all districts in the state have fewer than 500 students. A third of the districts have 500 to 1,500 students. The remaining districts have 1,500 or more students. All districts with more than 10,000 students are in the 7-county metro area. One-quarter of districts with 1,500 to 10,000 students are in the metro

area. Non-metro districts account for 95 percent of those with 500 to 1,499 students and nearly 100 percent of those with under 500 students.

Over two-thirds of the survey respondents are in districts of 1,500 or more students. This includes 37 percent in districts of 1,500 to 10,000 and 31 percent in districts over 10,000 students.

Smaller school districts are more likely to have administrators who hold more than one position. Nearly three-fourths of administrators in multiple-positions are in districts with a student population under 1,500. About three-fourths of secondary principals, elementary principals and director/coordinator administrators are in districts over 1,500.



PREVIOUS POSITION

The greatest percentage of administrators (31 percent) were teachers just prior to obtaining their current positions.

Another 30 percent were either principals or assistant principals at the elementary or secondary level. The remainder came to administration from a wide variety of other educational positions, although a small number came from outside of education.

The survey respondents were nearly equally divided between those who held previous positions within the district and those who came from other districts. Fifty-one percent had worked in their current district and 49 percent came from another district.

PLACEMENTS

The largest number of survey respondents, 28 percent, found their jobs when contacted by the employers. Another 24 percent learned of the openings through a job posting. College placement offices helped 12 percent of respondents and nearly 10 percent heard of the vacancies through friends or colleagues. The remainder found the opening through a professional organization, a job listing service or a combination of these methods.

Most respondents did not know what recruitment efforts their district had undertaken. Respondents who listed recruitment methods mentioned college placement offices, local and national newspaper advertising, and postings. Nearly all respondents said their school districts did not use the services of an outside consultant to fill the administrative vacancies.

"As long as our system continues to have male leaders of most educational organizations (MASA, MSBA, MASSP, MAESP)-I do not mean the elected leaders but the executive directors, field people, etc.--we will have an 'old boy' system. When (districts) recruit, they look to continue our current type of administrator. They are not looking for fresh, new leadership of the kind women exhibit, but a continuation of the male model which only a few women fit. Thank God, we are different, but it doesn't get us to the finalist stage."

An elementary principal

LICENSURE

All but one superintendent were required to have a superintendent's license. She was required to hold a specialist license, but also held licenses in superintendency, and elementary and secondary administration. Respondents in multiple positions held a variety of licenses.

DEGREE

One-quarter of all respondents said their position required a master's degree or above. Eighteen percent said the position required a specialist degree.

One-third of all superintendents were required to have a doctoral degree and the remaining two-thirds needed a master's degree. Two-thirds of secondary principals were required to have education beyond a master's degree and three-quarters of other administrators needed master's degrees. The educational levels required of those holding multiple-title positions varied widely.

EXPERIENCE

Nearly half of the respondents did not list the experience required for their positions. For those who did respond, answers varied widely including previous administrative experience, several years of teaching, or some combination of teaching and administrative work.

VACANCIES

The administrative jobs filled by these women opened because of retirements in about two-fifths of the cases. Resignations created another 27 percent of the position openings and 15 percent of the respondents filled newly created jobs. The remainder gave a wide variety of reasons for the openings.

Three-quarters of the women responding to the survey succeeded males in the positions. Of those persons leaving a position, the greatest share, 43 percent, took another school administration position and 38 percent retired upon leaving their jobs.

"My pet peeve is qualification requirements not needed by a position, e.g. a doctorate when mere licensure would do. These barriers exclude people who have all the necessary skills."

A director/coordinator

SALARIES AND RESPONSIBILITIES

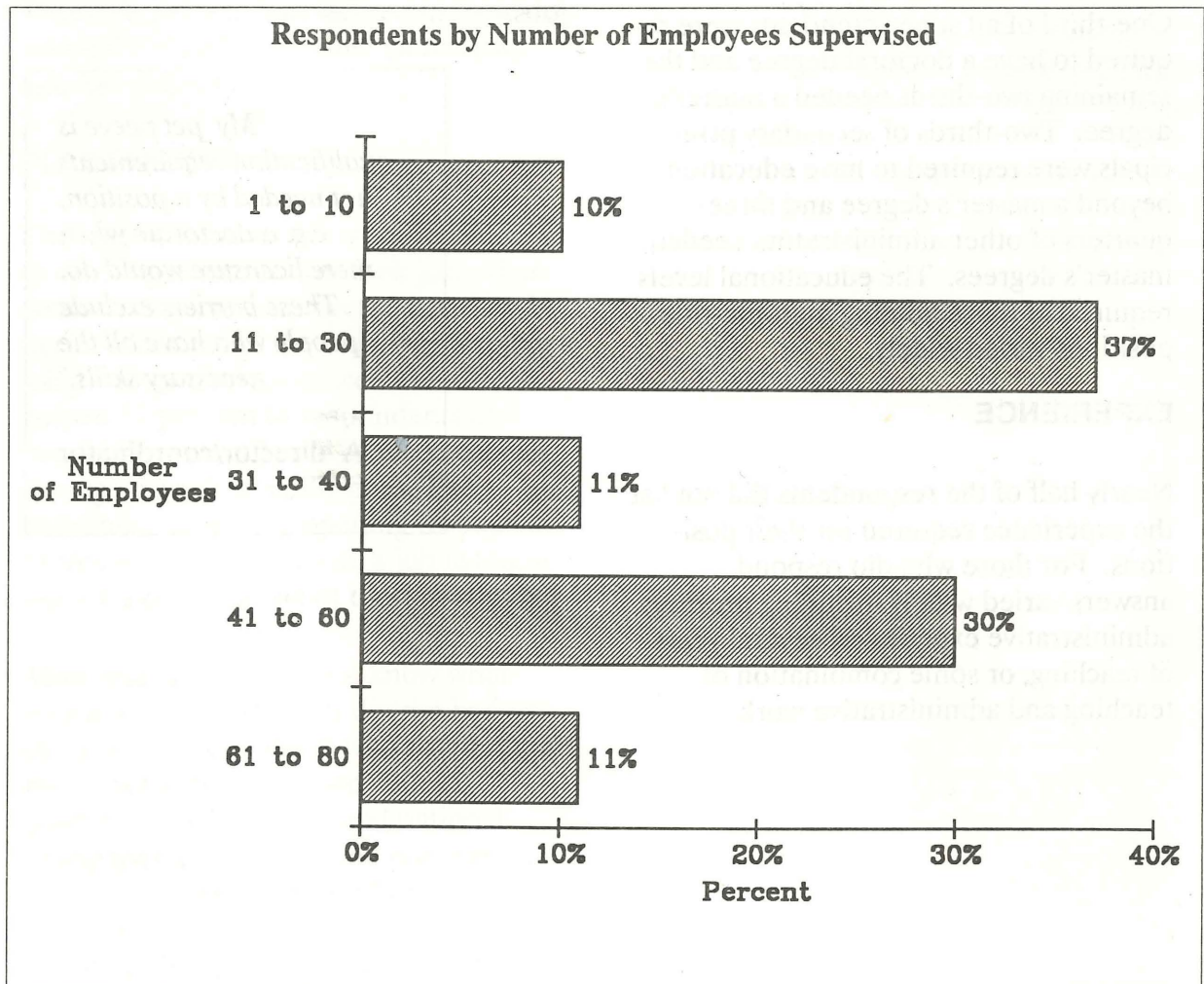
Salaries for the female administrators are lower than those of their predecessors for 47 percent of the respondents. Sixteen percent received higher salaries and 21 percent received the same salary as their predecessors.

Of those who said their salary was lower than their predecessors', 59 percent said their lower level of experience or lower degree was the reason. Twelve respondents gave no explanation for their lower salaries. The reasons given by the remaining respondents varied widely. One said

the reason her salary was lower than her predecessor's was "too painful to describe."

For respondents who said they had higher salaries than their predecessors', most said their higher degrees or certificates, or higher educational levels were the reason.

All respondents supervise other workers: 34 percent supervise 11 to 30 employees; 28 percent supervise 41 to 60 employees; and 7 percent supervise more than 71 employees.



CAREER ADVANCEMENT AND SUPPORT

More than half, 57 percent, of respondents said they would be willing to relocate to obtain positions in advanced educational administration.

More than three-quarters of the administrators said that a mentor encouraged them in their careers. Sixty-nine percent of those mentors were male.

Support systems that helped the respondents enter school administration varied. Many said friends, colleagues and family members encouraged them. Several said it was their own desire that helped.

Most respondents said that a network of women administrators, supportive groups or other opportunities to share their experiences as administrators would provide a means of support and offer role models for upcoming women.

Having more women in administrative positions and having support from superiors is also helpful, respondents said. One respondent said she was not interested in "woman only" advice or networking.

"It's tough to judge, but I fear that advancement for all women is curtailed when there are well-publicized failures of women in key positions. Failures of men are attributed only to the man who failed and failures of individual women are unfortunately attributed to the whole of women in administration."

An assistant superintendent

Profile of Respondents

Superintendent (8 respondents)

The typical female superintendent may be from 35 to 54 years old. She holds either a specialist and/or a doctoral degree and most likely has licenses in superintendency and elementary administration. She has held her position for three years or less. She was probably an assistant superintendent in another district before taking this position. She succeeded a male who retired from the job. She most likely earns less money than her predecessor.

"I believe the scene is getting better because of more women being appointed to executive positions."

Elementary Principal (85 respondents)

A female elementary principal has relatively more female colleagues across the state than other women in educational administration. She carries a specialist degree and is age 45 to 54. She most likely holds another administrative license. She works in the seven-county metro area and her school district has over 1,500 students. She has been in her position over five years and previously worked as a teacher. She succeeded a male in the job.

"I have all the support I needed. Four of the nine principals are women."

Multiple-position (11 respondents)

The average woman working under a title including more than one position is 35 to 44 years old and she holds a specialist degree, a superintendent's license and another administrative license. She works in Greater Minnesota in a school district with under 1,499 students. She has been in her job one to three years and previously worked as an elementary or secondary principal or teacher. She succeeded a male in her position.

"(We need) an organized support system--there are so few women administrators in rural MN. It gets lonely out here."

Secondary Principal (18 respondents)

A typical secondary principal holds a doctoral degree from a Minnesota school and has licenses in superintendency and secondary administration. She is 35 to 44 years old and works in the seven-county metro area for a district with over 10,000 students. She has been in her position one to three years. She most likely worked as a secondary assistant principal before this position.

"We need a friendship network of people in leadership roles. The guys still go fishing but wouldn't think of asking the only female administrator to go along."

Director/Coordinator (18 respondents)

The typical director/coordinator holds a master's degree and is 35 to 44 years old. She has both a superintendent's license and license in other administration. She works in the seven-county metro area and has a district of 1,500 to 10,000 students. She's been in the position more than five years. Previously she worked as a special education director/coordinator in her current district. She succeeded a male in the job.

"Local school boards need to hire women as superintendents, and superintendents need to recommend women for principals."

Other Administrators (15 respondents)

A woman working in a different type of administrative position is most likely working in Greater Minnesota in a small district of less than 500 students. She is under age 35, carries a master's degree and has been in her position one to three years. She previously worked in an assistant administrative role or specialized position.

"Principals need to actively suggest to women teachers that the characteristics and skills they have are needed in administration...Women teachers do not see themselves as having these skills."

Quotes from Respondents

"At a high school league meeting, I was introduced to a superintendent who said, 'Secondary principal? I wouldn't consider hiring a woman...just couldn't expect as much from a woman.' This is typical...When interviewing I've been asked dumb questions like, 'Does your husband cook?'"

A secondary principal

"Superintendency is a lonely job. It may be lonelier if you are female."

A superintendent

"Women need the support of at least one central office administrator who is willing to listen, advise and mentor.

Women need at least two or three other female administrators who are friends."

A secondary principal

"We need to have equity and monitor what happens to women when they get positions."

An elementary principal

"There is still tremendous need for men to have a better understanding of women and women managers. There is a cloak of knowledge and they still project a great bias, especially during critical issues discussion and in comparison to their treatment of other males."

A director/coordinator

"I think many men who have been administrators for a number of years need to retire and let fresh women and men into the field. Especially the ones with egos so huge they cannot make intelligent decisions regarding a child's education."

An elementary principal

"As a woman administrator I have demanded equality in pay. I feel the respect of the male administrators...I feel a strong support from the superintendent and board of education. My requests and suggestions are most often approved."

An elementary principal

"Our professional state organization and local organization does an excellent job."

A secondary principal

"We need role modeling from the best women around. It's hard to move fast in an environment that only turns over in 7 to 10 years."

A director/coordinator

"We need to encourage women to be on boards (school, social services, agencies, corporations, etc.) encourage women to be on screening/interview committees and publicize effective women in administrative positions."

A director/coordinator

"(We need) more opportunities and support for leadership roles in MASA, etc., rewards and recognition of successes; publicity about why we don't have more women in leadership roles and opportunities for current female administrators to encourage other women."

An assistant superintendent

"Superintendents and interview committees should choose on the basis of skills and not on how much the candidate is like them in leadership style and personality."

A secondary principal

QUESTIONNAIRE: WOMEN PUBLIC SCHOOL ADMINISTRATORS IN MINNESOTA

Feel free to add additional comments as you answer these questions.

1. What is your age?

- under 35
- 35-44
- 45-54
- 55 and over

2. What is the highest degree you hold?

- Bachelor's
- Master's
- Specialist
- Doctorate

3. Is this degree (#2) from a Minnesota institution?

- yes
- no

4. What license(s) do you hold?

- Superintendency
- Secondary Administration
- Elementary Administration

5. Where is your school district located?

- seven-county metro area
- Greater Minnesota

6. What is your school district's student population?

- under 500
- 500-1,499
- over 1,500 but under 10,000
- over 10,000

7. What is your current position?

- Superintendent
- Elementary Principal
- Assistant Superintendent
- Elementary Assistant Principal
- Secondary Principal
- Curriculum Director/Coordinator
- Secondary Assistant Principal
- Director/Coordinator of _____
- Other (specify) _____

8. How long have you held this position?

- under one year
- one to three years
- over three but less than five years
- over five years

9. What position did you hold or what did you do prior to holding your current position?

- Superintendent
- Curriculum Director/Coordinator
- Assistant Superintendent
- Director/Coordinator of _____
- Secondary Principal
- Counselor
- Secondary Assistant Principal
- Teacher
- Elementary Principal
- Other (specify) _____
- Elementary Assistant Principal

10. Was this position (#9) in your current district?

- yes
- no

(more)

11. How did you find out about the position you hold?

- Job posting
- Professional organization (specify) _____
- Friend/Colleague
- Department of Education listing
- College Placement Service
- Contacted by current employer
- Other (specify) _____

12. Did the school board use assistance, such as hiring an outside consultant, when filling your position?

- Yes If yes, name: _____
- No

13. Describe any recruitment methods the district used.

14. What were the qualifications for the position you hold?

- Type of license
- Educational level
- Experience (type and years)
- Other

15. How did the opening for your position come about?

- New position
- Retirement
- Resignation
- Other (specify) _____

16. If you succeeded someone, was this person:

- male
- female

17. If you succeeded someone, what did that person do after leaving the position?

- Retired
- Took another position in school administration
- Left the field of education
- Other (Other specify) _____

18. If you succeeded someone, how did your salary compare to that of your predecessor when you were hired?

- Higher (explain) _____
- Lower (explain) _____
- Same

19. Do you directly supervise people?

- yes - If yes, how many? _____
- no

20. Would you be willing to relocate to advance in education administration?

- yes
- no

21. Did you have a mentor who encouraged and assisted you in your career in administration?

- yes - If yes, was this person a
 male or a female
- no

22. What support system helped you enter administration?

23. What support would be helpful to women who are administrators?

24. What would help more women enter administrative positions?

25. Please add any additional comments on the back page.

ABOUT THE COMMISSION

The COMMISSION ON THE ECONOMIC STATUS OF WOMEN is a legislative advisory commission established by the Minnesota Legislature in 1976. Commission members include state senators and representatives. The Commission studies all matters relating to the economic status of women in Minnesota and publishes reports and recommendations to the legislature and to the Governor.

Commission members are:

Senator Linda Berglin
Senator Gary DeCramer
Senator Pat Piper
Senator James Ramstad
Senator Ember Reichgott
Representative Karen Clark
Representative Katy Olson
Representative Sidney Pauly
Representative Ann Rest
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