Administrative Autumn:
A Study of Minnesota's Aging Educational Leaders
and the Difficulty in Finding Their Replacements

Final Report
Fall 1999

By
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with assistance from:
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Acknowledgements

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We also wish to acknowledge the work of our advisory committee members for their time, experience, and suggestions, which have strengthened this work immensely. Appreciation also to Director Lee W. Munnich Jr. for his leadership and willingness to pursue this research, and Dr. Inhyuck Ha, postdoctoral research associate at the Humphrey Institute, who provided assistance in quantitative data analysis.

Finally, we wish to thank all of the individuals who participated in the project by meeting with research team members, answering surveys and allowing phone interviews. Their responses are helping to refine our understanding of education in Minnesota.

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Administrative Workforce Supply and Demand
Final Report

PURPOSE OF THE STUDY
In February 1999, the Minnesota Department of Children, Families, and Learning commissioned the Humphrey Institute’s State and Local Policy Program to study Minnesota’s K-12 administrative workforce.

The purpose of the study was to: 1) describe the severity of the projected shortage of school administrators in Minnesota and determine if the shortage is a result of a reduced pool of candidates; 2) identify possible strategies for replacing outgoing school administrators; and 3) provide recommendations for implementing identified strategies.

INTRODUCTION
Good superintendents and principals stand at the center of good districts and good schools. Numerous studies and commissions attest to this fact. Research underscores the important role superintendents and principals play in educational reform, student achievement and the implementation of state and district policy. Unfortunately, our educational leaders are leaving in droves. By 2010, it is expected that almost nine out of ten superintendents and a similar number of principals in Minnesota will be lost through retirement and attrition.
Compounding the projected shortages, school enrollments at all levels (elementary, secondary, and post secondary) are expected to grow by 10-20 percent over the same time period.
Yet, the greatest cause for concern is that fewer qualified people want to become superintendents or principals. Many teachers—the traditional source of school administrators—appear resistant to entering these leadership posts. This begs the question of what happens to schools and school children without principals and superintendents?

This report summarizes the findings of the research conducted in Minnesota over the past year on the K-12 administrative workforce and proposes recommendations for the state and school districts to address administrative shortages. The research team restricted this study to superintendents and principals of public schools in the state. The study does not include information about other district administrative staff, assistant principals or directors of educational programs nor does it include information about administrators of non-public or parochial schools.

STATE AND LOCAL POLICY PROGRAM AND EDUCATION
The State and Local Policy Program (SLPP) was established in March of 1991 and has been directed by Senior Fellow Lee W. Munnich Jr. since its inception. The program is based at the University of Minnesota’s Humphrey Institute of Public Affairs and has focused its research in the areas of transportation, economic development, education and human development and information technology.

In the spring of 1999, the Office of Lifework Development (now, Division of Lifework Development) at the Minnesota Department of Children, Families, and Learning (CFL)
commissioned the Humphrey Institute’s State and Local Policy Program to analyze the K-12 administrative workforce. This study was a follow-up to The Education Industry Study, which used an industry cluster framework to analyze the “educational industry,” its workforce, and its links to institutions of higher education, business and community.

RESEARCH METHOD
Research activities were divided into three phases:

Phase I. February through July 1999 – The research team conducted a literature review of research on school administration and met with the Department of Children, Families, and Learning’s data analysis division to obtain data collected by the department.

Phase II. July through September 1999 – In this phase, the research team gathered and analyzed data from predominantly two sources:
- The Department of Children Families and Learning’s Staff Automated Reporting System (or STARS)¹ and,
- A survey of all Minnesota district superintendents, administered by the research team with assistance from the Minnesota Association of School Administrators (MASA)

Data was gathered from two additional sources:
- Institutions of higher education that prepare school administrators² and,
- Individual administrators

Survey data from colleges provided the research team with the number of graduates from administrative programs. Personal interviews with administrators helped researchers ensure that the concerns of the majority of school administrators in Minnesota were heard. The research team interviewed six individuals from three underrepresented administrative groups. These individuals were all currently assigned to administrative positions and represented less experienced administrators, females, and/or administrators of color.

Phase III. October to December 1999 – The research team summarized and presented findings to the study’s advisory committee for review. Advisory committee members represented key stakeholder groups³ and met four times during the course of the year to provide guidance and feedback.

¹ The research team analyzed STARS data for a period of seven years (1993-1999). STARS data is compiled annually.
² A complete listing of the institutions is provided in Figure 6, page 9.
³ For a listing of advisory committee members, see Appendix A, page 17.
RESEARCH QUESTIONS AND FINDINGS

The STARS data provided comprehensive demographic data on Minnesota's K-12 school administrators, including information on age, gender, race/ethnicity, years experience, salary, as well as license and assignment data. The data most pertinent to the purpose of the study has been summarized in several figures that follow.

DOES A SHORTAGE EXIST?

Aging and Attrition Among School Administrators

Like the population as a whole, school administrators are aging. Overall, Minnesota’s labor force will be much older in the future. The 1998 Economic Report to the Governor states, “The proportion of workers age 45 and older is expected to grow at a very rapid pace, while the number of workers in some of the youngest age groups will actually decline.” Both STARS data and survey data provide a strong rationale for expecting a significant exodus of school administrators from the field.

Figure 1 illustrates two important findings revealed during analysis of the STARS database with regard to administrator age and gender composition. First, the average age of school administrators is 50.3 years and increasing. Currently, 91 percent of Minnesota superintendents are 45 years of age or older. Secondly, there is a clear trend of increased female representation in all school administrators positions analyzed. Note that over the seven-year period (from 1993-1999) the percent change of female composition increased in all positions. This is a nationwide trend, according to a study conducted by the Institute for Educational Leadership in 1999.

FIGURE 1. SUMMARY OF AGE AND GENDER DATA OF MINNESOTA SCHOOL ADMINISTRATORS, 1999

<table>
<thead>
<tr>
<th></th>
<th>TOTAL NUMBER</th>
<th>AVERAGE AGE</th>
<th>GENDER COMPOSITION MALE/FEMALE</th>
<th>PERCENT CHANGE SINCE 1992-93</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPERINTENDENTS</td>
<td>344</td>
<td>52.5</td>
<td>91% Male</td>
<td>9% Female</td>
</tr>
<tr>
<td>SECONDARY PRINCIPALS</td>
<td>407</td>
<td>49.7</td>
<td>83% Male</td>
<td>17% Female</td>
</tr>
<tr>
<td>MIDDLE SCHOOL PRINCIPALS</td>
<td>145</td>
<td>49.7</td>
<td>65% Male</td>
<td>35% Female</td>
</tr>
<tr>
<td>ELEMENTARY PRINCIPALS</td>
<td>772</td>
<td>49.8</td>
<td>54% Male</td>
<td>46% Female</td>
</tr>
<tr>
<td>K-12 PRINCIPALS</td>
<td>102</td>
<td>50.3</td>
<td>70% Male</td>
<td>30% Female</td>
</tr>
<tr>
<td></td>
<td>1,770</td>
<td>50.3</td>
<td>70% Male</td>
<td>30% Female</td>
</tr>
</tbody>
</table>

†Data for 2 yrs. only

Footnotes:
The research team maintains that while age is a good predictor for determining retirement, it remains an indirect method. Therefore, the research team used a survey\(^6\) to obtain direct responses from the superintendents on several questions, including when the superintendent expected to retire. The district survey obtained responses from 227 of the 344 districts (66%) and found that over half of the current superintendents plan to retire in five years. Nearly nine out of ten superintendents (84%) say that they plan to retire before 2010 (Figure 2).

**FIGURE 2. SUPERINTENDENTS ANTICIPATE THEIR OWN RETIREMENT YEAR**

![Bar chart showing number of superintendents retiring](image)

The survey points to similar attrition patterns for Minnesota principals. For example, in the next one to two years, 62 percent of responding superintendents expected to fill at least one principal vacancy in their districts. In real numbers, 95 superintendents anticipated the need to hire 133 principals in the next one to two years. When these responses are extrapolated for all districts, the research team estimates that the state should expect to fill at least 213 principal vacancies in the next two years.

In the next three to five years, 83 percent of the superintendents reported they expected to hire at least one principal in three to five years. In real numbers for this period, 224 Minnesota superintendents expected the need to fill 241 principal vacancies for the three to five year period. Thus, the total number of principal vacancies projected over the next three to five years is 503 positions (summation of 1-2 and 3-5 years superintendent responses).

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\(^6\) A copy of the district survey is provided, see Appendix B, page 18.
Two other studies conducted independently in Minnesota support a key finding of this research — that large numbers of principal openings should be expected over the next five to ten years. Moore and Vandel\textsuperscript{7} sampled approximately 25 percent of Minnesota’s superintendents in October 1998 and found that 152 openings were anticipated in the districts responding or potentially 600 administrative openings\textsuperscript{8} across the state.

Bartelson and Boettcher\textsuperscript{9} of Minnesota State University, Mankato reported that nearly eight out of ten principals (76.7\%) plan to retire early, that is between 54-60 years of age\textsuperscript{10}. Taken as a whole, this data clearly points to high attrition rates for Minnesota’s highest school leaders. Similarly, national reports estimate that about half of today’s principals will be eligible to retire in the next five years\textsuperscript{11}.

**FIGURE 3. ESTIMATING ACTUAL ADMINISTRATIVE VACANCIES**

<table>
<thead>
<tr>
<th>POSITION</th>
<th>PRESENT POPULATION</th>
<th>POSSIBLE NUMBER OF VACANCIES IN 1-2 YEARS</th>
<th>POSSIBLE NUMBER OF VACANCIES IN 5 YEARS</th>
<th>POSSIBLE % VACANCIES BY POSITION</th>
<th>POSSIBLE NUMBER OF VACANCIES IN 10 YEARS</th>
<th>POSSIBLE % VACANCIES BY POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPERINTENDENTS</td>
<td>344</td>
<td>85\textsuperscript{7}</td>
<td>183\textsuperscript{7}</td>
<td>53.5%</td>
<td>310\textsuperscript{7}</td>
<td>84%</td>
</tr>
<tr>
<td>PRINCIPALS</td>
<td>1,426</td>
<td>213\textsuperscript{7}</td>
<td>503\textsuperscript{7} – 547\textsuperscript{7}</td>
<td>35% – 38%</td>
<td>755 – 1,070\textsuperscript{7}</td>
<td>53% – 75%</td>
</tr>
</tbody>
</table>

Actual numbers will probably fall on the high end of this range, since it is unlikely superintendents are aware of all principals’ career intentions.

\textsuperscript{7} Based on district survey.

\textsuperscript{8} Based on Bartelson, Boettcher numbers (calculating 76.7\% of total number of principals age 54-60 for those years).

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\textsuperscript{7} Moore, C. E., and G. V., (1998). Minnesota Administrator Mobility and Program Development Survey

\textsuperscript{8} Administrative openings for this study combined all administrative positions, ranging from assistant elementary principals, to directors of special education, to superintendents.


ANALYSIS OF THE SUPPLY: IS THE SHORTAGE THE RESULT OF A REDUCED POOL OF CANDIDATES?

Traditional Administrator Candidate Pool

Traditionally, public school administrators have been selected from the population of public school educators. In fact, in Minnesota more than ninety-eight percent of the current superintendents and principals have first been licensed teachers\textsuperscript{12}. Today, there are about 6,500\textsuperscript{13} licensed school administrators residing in Minnesota. The entire set of administrators is comprised of four groups: the "current group", the "replacement group", "hidden group" — named for the fact that little information is available regarding this group, and finally the "new entrants group" (Figure 4).

Three thousand thirty-seven individuals in the set (or approximately 45%) are currently employed by the state as educators. Of those 1,655 make up the "current group," licensed individuals who currently hold administrative positions in the state. One thousand three hundred forty-seven\textsuperscript{14} individuals make up the "replacement group" and are employed as educators, but do not currently serve in administrative posts. The "hidden group" add an additional 3,500 individuals to the set. Unfortunately, little information about this group is available.

\textbf{FIGURE 4. ADMINISTRATIVE LICENSE HOLDERS, BY ASSIGNMENT (1998-1999)}

\begin{figure}
\centering
\includegraphics[width=\textwidth]{figure4}
\end{figure}

\textsuperscript{12} Nationwide, 80 percent have been in education since the start of their careers.
\textsuperscript{13} Source: STARS. This number is an approximation of the actual number of licensed school administrators in Minnesota. For example, this number could be decreased by mortality, disability, voluntarily unemployment or migration to other states. The number could be increased by administrators who hold positions in non-public settings or administrators who have migrated to Minnesota. The research team believes that the round figure of 6,500 is sufficiently accurate for the study purposes.
\textsuperscript{14} If 1,655 and 1,347 are summed the result is 3,002, the remaining 35 educators are assigned to superintendent or principal posts but are not licensed.
Finally about four percent (roughly 250 administrators) are added to the pool each year from higher education administrative programs.\textsuperscript{15}

\textbf{FIGURE 5. NUMBER OF INDIVIDUALS RECOMMENDED FOR LICENSURE, ANNUAL AVERAGE BY INSTITUTION}

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>DATA YEARS/ TOTAL</th>
<th>RECOMMENDED FOR LICENSURE (PRINCIPALS)</th>
<th>ANNUAL AVERAGE</th>
<th>RECOMMENDED FOR LICENSURE (SUPERINTENDENTS )</th>
<th>ANNUAL AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE OF ST. MARY, MINNEAPOLIS</td>
<td>N/A</td>
<td>196</td>
<td>39.2</td>
<td>58</td>
<td>11.6</td>
</tr>
<tr>
<td>MINNESOTA STATE UNIVERSITY, MANKATO</td>
<td>94-98 5 yrs.</td>
<td>126</td>
<td>31.5</td>
<td>45</td>
<td>11.3</td>
</tr>
<tr>
<td>ST. CLOUD STATE UNIVERSITY</td>
<td>94-97 4 yrs.</td>
<td>29</td>
<td>5.8</td>
<td>11</td>
<td>2.2</td>
</tr>
<tr>
<td>TRI-COLLEGE UNIVERSITY</td>
<td>94-98 5 yrs.</td>
<td>169</td>
<td>56.3</td>
<td>58</td>
<td>19.3</td>
</tr>
<tr>
<td>UNIVERSITY OF MINNESOTA</td>
<td>95-98 3 yrs.</td>
<td>229</td>
<td>45.8</td>
<td>43</td>
<td>8.6</td>
</tr>
<tr>
<td>UNIVERSITY OF ST. THOMAS</td>
<td>94-98 5 yrs.</td>
<td>86</td>
<td>14.3</td>
<td>26</td>
<td>4.3</td>
</tr>
<tr>
<td>WINONA STATE UNIVERSITY</td>
<td>94-99 6 yrs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>192.9</td>
<td>57.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initially it is not apparent why any shortage exists. If the current cadre of school administrators makes up only 25 percent of the licensed administrators and more people than ever are graduating from programs in administration — What is the problem?

\textit{Problem 1 – Demographics of the “Replacement Pool”}

Even if the “replacement pool” of unassigned educators is relied upon to fill outgoing school administrator posts, the problem will persist. Careful analysis of the STARS data indicates that the “replacement group” is nearly identical in average age to the administrators currently assigned (49.1 years as compared with 50.3 years, respectively). This suggests that the “replacement” group along with current cadre of school administrators will be retiring en masse in the next ten years.

\textsuperscript{15} Institutions of higher education supply roughly 193 candidates to the principal pool and 57 candidates to the superintendent pool annually. The research team surveyed all higher education institutions in Minnesota that have programs leading to administrative licensure. Each school was asked to provide data from 1994-2000, on the number of enrollees and graduates in administrative licensure programs. Six of the seven schools responded. While some schools were unable to provide data for all years, the research team was able to determine the average number of individuals recommended for administrative licensure in the state each year.

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“More people are earning administrative certification but fewer are actually applying for available positions.”
— Remarks from a 30-year study of certification patterns in Pennsylvania.\textsuperscript{16}

**Problem 2 — The Fundamental Problem: Filling Principal Vacancies**

The research team was able to identify a significant supply of administrative candidates, but that “supply” seems unwilling to fill the vacated administrative posts.

Judging from the superintendents’ responses gathered in the district survey, filling administrative positions is an increasingly difficult task. Eighty-six percent of the superintendents responding indicated that filling principal positions was “difficult” or “very difficult” (remote, rural sites being the most difficult administrative positions to fill). These responses suggest that vast numbers of individuals from the “replacement group” as well as the majority of the newly licensed administrators do not apply for administrative positions.

These findings are corroborated nationally by a 1998 report commissioned by the National Association of Elementary School Principals (NAESP)\textsuperscript{17}. The report indicated that half of all of the districts surveyed (403 districts with student populations of 300 or greater) reported that there was a shortage of qualified principal candidates and that those shortages occurred among all types of schools and among all levels.

**FIGURE 6. PERCEIVED DIFFICULTY OF FILLING PRINCIPAL VACANCIES**


DISCUSSION

The challenge of attracting and retaining qualified school administrators is at the crux of the administrative shortage. Clearly there is a source of available candidates, but few elect to apply for those administrative positions. What factors deter would-be administrators from becoming superintendents and principals?

FACTORS REDUCING THE POOL OF POSSIBLE CANDIDATES

Compensation for Responsibilities

Numerous studies confirm that low salaries, increased workloads, and high stress are the central concerns of school administrators and candidates to those positions. In Minnesota, for example, forty-seven percent of the superintendent survey respondents indicated that money/financial concerns were the key factors in determining retirement plans.

In Minnesota, data indicates that assigned administrators, on average, make only $154 dollars more per week than unassigned administrators. Yet these same school administrators work longer hours and have greater responsibilities than teachers. Furthermore, administrators lose the tenure rights that they were entitled to as teachers.

Murphy and Louis’s, Reshaping the Principalship: Insights from Transformational Reform Effort (1994) is one work among many that provides evidence of the complexity and sheer volume of work of school administrators. “A principal is no longer an educator. He is the CEO of a small corporation, a social worker, a cop, a defendant in lawsuits, and more and more often a fall guy.” (20) Expanded administrative responsibility and the desire to retire closely parallel a study of teachers that significantly correlates classloads with teacher turnover. (21)

Demographics of Minnesota’s Students and Minnesota’s Educational Landscape

School administrators have also acutely felt the changes in Minnesota’s economy and demographic composition. In the past three decades, both urban and rural schools in Minnesota have been called upon to provide many services beyond traditional academics. Changes in schools provide compelling evidence for Minnesota’s changing social reality. (22)

- For the 1996-1997 academic school year, one out of four Minnesota public school children qualified for free or reduced meals, an increase of nearly 40 percent since 1989-1990. This provides indirect evidence of rising levels of poverty in the state.

- Minnesota teachers report, and state statistics confirm, that more children are entering schools from homes where English is not the primary language. Over a seven-year period, children with limited English proficiency increased by 158 percent statewide.

18 Educational Research Services, Is There a Shortage of Qualified Candidates for Openings in the Principalship? An Exploratory Study, January 1998

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• Slightly more than 13 percent of all public school children were enrolled in special education in 1996-1997, a nearly 38 percent increase from 1989-1990.

• The Minnesota Student Survey has shown that one out of every three Minnesota students stated that they had experienced physical, chemical, or sexual abuse in their home in the year the survey was conducted.23

It must be recognized that both positive and negative aspects of the economy are having an impact on education and industry. A growing demand for workers in the private sector is exacerbating school administrator shortages. Industry is aggressively pursuing talented people from all fields, including education. These changes must not be held solely responsible for the changing school reality. Nevertheless, they directly affect the responsibilities and attitudes of school administrators.

RECOMMENDATIONS

In light of an educational administrator shortage in Minnesota, listed below are the recommendations generated by the research team in collaboration with the study’s advisory committee, respected educational leaders from throughout Minnesota24. Efforts should be concentrated in three areas: 1) on activities that encourage the retention of current administrators; 2) on activities and policies that make school administrative positions more attractive through incentives and support; and 3) on activities and policies that help prospective administrators—especially in rural Minnesota—enter administrative positions with a clear understanding of the actual responsibilities of administrators.

PROBLEM 1: CURRENT EDUCATIONAL ADMINISTRATORS ARE ELECTING TO RETIRE EARLY, AGGRAVATING THE ADMINISTRATIVE SHORTAGE.

State level recommendations:

The state should modify current statutes so that recently retired school administrators can continue to draw benefits if they return to a district. The state should also raise earning caps to encourage retired school administrators to serve in interim positions where shortages occur.

District level recommendations:


24 Minnesota Department of Children, Families, and Learning was not directly involved in the development of these recommendations.
Districts should attempt to delay anticipated retirements by 1) enhancing salary and benefit packages, 2) offering “phase out plans” and/or by 3) offering flexible scheduling. This may help soften the immediate administrative shortage.25

PROBLEM 2: THE CURRENT SUPPLY OF UNASSIGNED ADMINISTRATORS IS NOT FILLING THE DISTRICTS’ DEMANDS.

State level recommendations:

State should consider putting mechanisms in place that help the system as a whole know how many licensed administrators actually intend to enter schools as administrators. A “use it or lose it” mechanism would improve the state’s ability to keep track of the pool of educators interested in administrative positions.26

District level recommendations:

Within the “traditional pool of teachers,” districts must attempt to capitalize on a growing female pool of administrators. Districts and educational institutions must also look beyond the “traditional pool” for administrative candidates.27 Greater efforts must be made to attract more administrators of color and American Indians into district positions.

PROBLEM 3: DISTRICTS (PARTICULARLY SMALL, REMOTE DISTRICTS) INDICATE THAT IT IS VERY DIFFICULT TO FILL ADMINISTRATIVE POSITIONS.

State level recommendations:

State should put in place mechanisms for directing additional funds and resources to small, remote districts. State needs to recognize that short term costs to the state as a whole, may be mitigated by long term benefits to rural and/or distressed regions.

District level recommendations:

Districts must 1) demonstrate increased flexibility and creativity to attract a sufficient pool of administrator candidates to their districts, making use of enticements that were not previously considered, and, 2) consider broadening their reach to attract candidates.28

25 “Phase-out” plans attempt to stretch out retirements of individuals over 2-5 years. Examples of “phase-out” plans in institutions of higher education, could serve as models for preK-12 education. Flexible scheduling could include: job-sharing, shortened year, working alternate days. Examples of “phase-out” plans in institutions of higher education, could serve as models for preK-12 education.

26 “Use it, or lose it” mechanism. If an individual failed to be placed in an administrative post within three or five years, licensure for that individual would be lost. It would be essential to have a petitioning process in place for individuals temporarily pursuing other activities or training.

27 For a complete listing of district strategies, see Appendix C, page 19.

28 For a complete listing of district strategies, see Appendix C, page 19.
Educational leaders recommendations:

Educational leaders themselves must identify ways of improving their work environment possibly through job sharing, student support, and increased efficiency.

AREAS FOR FURTHER STUDY

The current study has identified the severity of the projected shortage of school administrators and identified possible strategies and recommendations for replacing outgoing school administrators.

Areas for further research include:

- A study of the “hidden group”—the 3,500 individuals who possess administrative licenses but are not employed in public schools. It is important to know the employment status of individuals in this group, determine whether or not they are in the field of education, and the reasons why, or why not. Further, what are the preferences of the “hidden group,” and could administrative jobs be changed to entice some to consider positions in school administration?
- A study that seeks to determine why educators pursue administrative licensure if not to become school administrators and how continuing education credits in administration are being used.
- Further study should be undertaken to determine whether or not a correlation exists between administrative turnover and the demographic changes occurring in many school districts across the state.

CONCLUSION

Educational administrators, both superintendents and principals, play a supremely important role in the functioning of districts and schools. In many towns, the superintendent of schools is the CEO of the largest business in town. They are expected to be highly educated, oversee the largest system of resources—staff, transportation, and food, in the community. They are also in charge of the important task of educating the community’s children. And yet, there are many managers with much less responsibility who receive significantly more compensation. Similarly, principals are the main educational leaders in the schools. They manage school resources, set the academic tone of schools, and hire and evaluate teachers. Principals also serve as primary conduits of communication among other administrators, students, parents, and community organizations.

Unfortunately, conditions both internal and external to education are hampering our ability to attract and retain highly qualified candidates to leadership positions in education. Dramatic changes are taking place in schools. Internally, the school setting is a turbulent one, complicated by management issues: state-mandated changes, violence and accountability measures. Externally, Minnesota’s economy is making leadership positions harder to fill. On one hand, would-be candidates are being hired away to the private sector in a tight labor market. The district survey indicated that working conditions in schools (low salaries, stress, job responsibilities) are causing school administrators to consider career options in the private sector. On the other hand, pockets of economic decline are forcing consolidations, rejection of school
referenda, and shrinking district resources. Finally, as the teacher shortage increases (the true pipeline to administrative positions) the administrative shortage will be aggravated. We cannot slow the rate or magnitude of these changes, but we must address the reality of administrative shortages.

Education plays a crucial role in community development. It is essential that, as a state, we take a hard look at our education system, and provide our superintendents, principals and schools with the support, resources, and space to do their important public work.
APPENDICES
APPENDIX A

ADVISORY COMMITTEE

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APPENDIX B,  DISTRICT SURVEY
Please answer each question as specifically as you can. Additional comments may be included on a separate sheet. When completed, please fax the survey to the Humphrey Institute of Public Affairs at: 612-626-9833.

Your Name ___________________________ School District Number ________

1. Please identify any economic or demographic characteristics that have a significant impact on your district.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Under normal circumstances, what year do you expect to leave this position?
   What year do you expect to retire?

3. What factors would:
   a) hasten your decision to leave this position?
      __________________________________________
      __________________________________________
      __________________________________________
   b) delay your decision to leave this position?
      __________________________________________
      __________________________________________
      __________________________________________

3. Based on your current knowledge, how many principals in your district will retire or leave their position in the next:
   a) one to two years?
   b) three to five years?

4. How easy is it to fill principal vacancies?
   [ ] Very easy  [ ] Easy  [ ] Difficult  [ ] Very difficult

5. What was the composition of the last pool of principal candidates? (please attempt to quantify this information with actual numbers)
   _____ Candidates licensed and highly qualified for the position
   _____ Candidates licensed for the position
   _____ Candidates unqualified or unlicensed for the position

6. What efforts has your district made to expand your pool of principal candidates?
APPENDIX C

DISTRICT APPROACHES

- Encourage candidates from within district
- Use location for competitive advantage (e.g. Lakes Region, new facilities)
- Maintain a high quality school district
- Broaden search, advertise regionally/nationally
- Internships leading to administrative positions
- Paid Internships
- Personal calls and internal encouragement
- Utilization of technologies (websites: MASA-online, iseek)
- External materials (brochures and videos to market district)
- Use of outside consultants
- Pay moving expenses and provide relocation packages
- Contact all four year colleges
- Develop a training/partnership agreement with regional colleges
- Offer shortened work year or better fringe package
- Spousal placement services
- Dean of Students responsibilities
APPENDIX D

BIBLIOGRAPHICAL REFERENCES (ABRIDGED)


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