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STATUS OF WOMEN EMPLOYEES

PART I

NEW JERSEY STATE DEPARTMENT OF EDUCATION

225 West State Street

Trenton, New Jersey 08625

June, 1972

Prepared by:

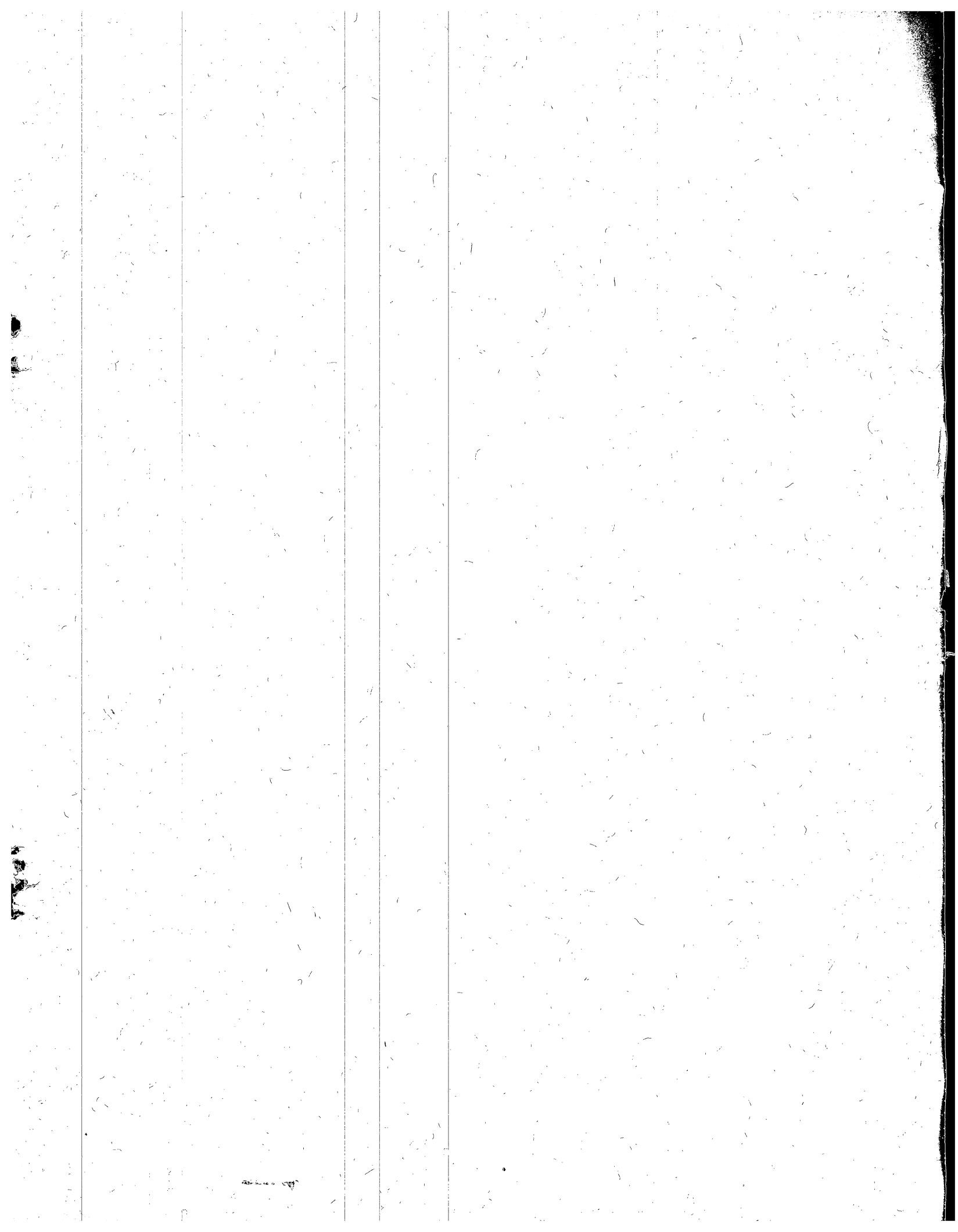
Martine Brizius and Helen Seitz
Consultants to the Women's Task Force

with:

Women's Task Force Committee on
Departmental Affairs

New Jersey State Library

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STATUS OF WOMEN EMPLOYEES

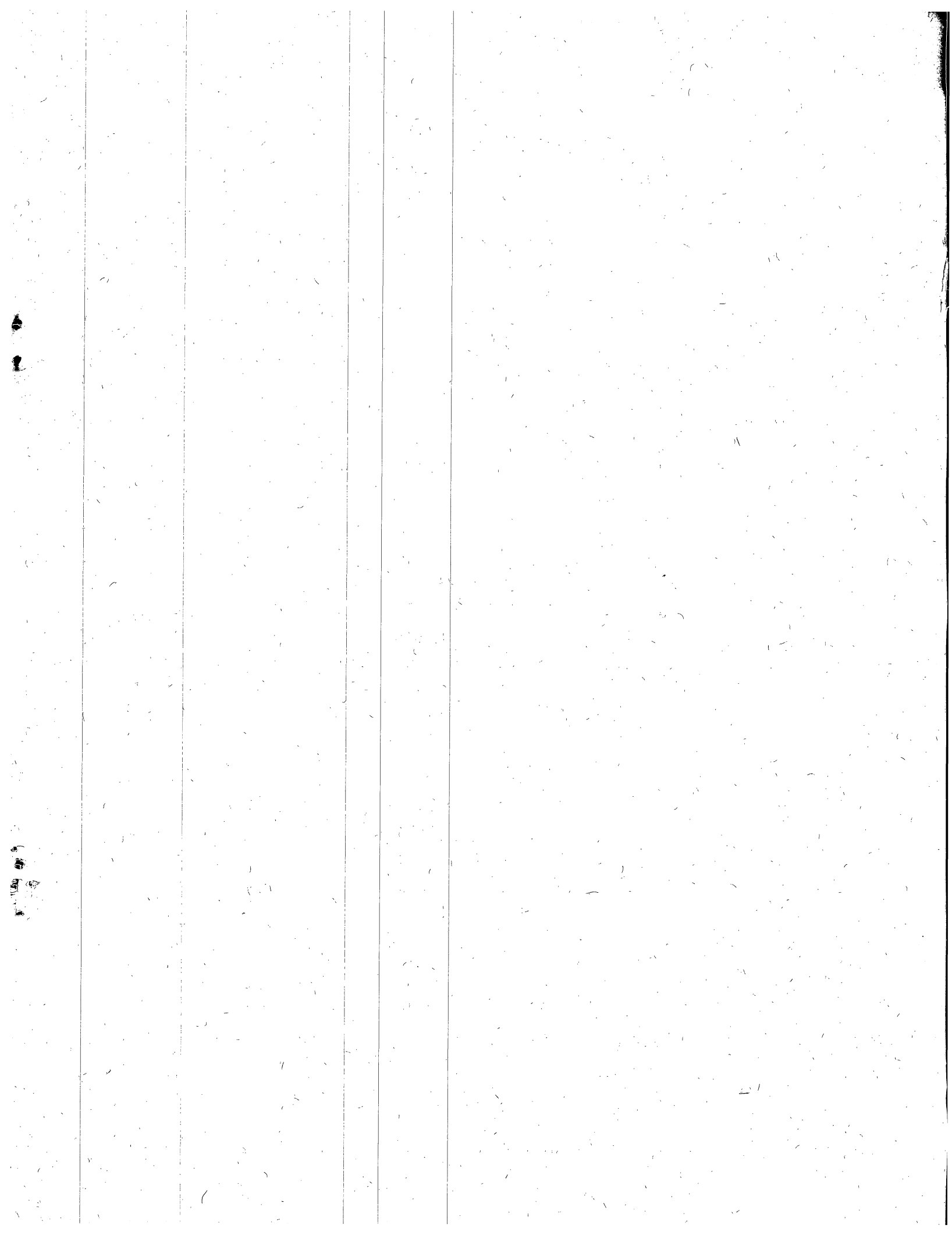
PART I

NEW JERSEY STATE DEPARTMENT OF EDUCATION

225 West State Street

Trenton, New Jersey 08625

June, 1972



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INTRODUCTION

The second half of the twentieth century has seen radical changes in people's attitudes toward minority groups. We have become deeply involved in honoring and upholding the rights of all individuals in our country and, in the process, have finally begun to make inroads toward abolishing the traditional discrimination America has practiced against 53% of its population - women.

Never before has there been such widespread need and pressure for change in the status of women. There is certainly no agreement as to what direction this change should take, but the rising level of dissatisfaction among women cannot be ignored.

The welfare of our society requires that women be free to pursue their interests and apply their abilities without the impediment of discriminatory barriers. The traditional roles of women and men are changing. What was once thought to be merely custom is now recognized as discrimination. What at one time might have seemed equal and equitable, is now, because of changing circumstances, no longer so. When ascribed roles no longer fit the needs of individuals in a society, that society must re-evaluate those roles, at the same time, seeking equity for all as change occurs.

The Women's Task Force was created in part on the premises that 1) change is needed in the status of women both within the Department and in the State as a whole, and that 2) this Department has a unique responsibility and capability to help bring about this change. The initial task of this group has been to investigate and now to report on the existing status of women within the Department. In doing so, we hope to promote similar action by other educational systems throughout the State.

It is contrary to the best interests of this Department to continue to underutilize the actual and potential contribution of half its employees. Discrimination means, very generally, not having a choice. Throughout this report we have attempted to identify areas of limited choice for women. We wish now to solicit recommendations from all of you as to how these situations might be improved. These recommendations will constitute the main body of the upcoming second part of the report.

Whatever success the Women's Task Force has, will be due largely to the concern, commitment and interest of people - men as well as women - both within and outside this Department. We believe that this report and the other efforts of the Task Force are raising the expectations

of women in the Department and in the State. It will be the responsibility of all of us to help fulfill those expectations. We need your support, we need your ideas, but most of all we need your participation.

Lynn Rogosky
Leonard H. Berman

Lynn Rogosky
Leonard H. Berman
Co-Chairmen
Women's Task Force

ADDENDUM

Throughout the report, reference is made to bureaus and bureau directors. The sections of the Department which were classified as bureaus in this report are:

- Administration and Budgeting (in Administration and Finance)
- School Finance and Auditing (in Administration and Finance)
- Administration Supervision and Curriculum Services (in Curriculum and Instruction)
- Urban Education (in Curriculum and Instruction)
- Special Education and Pupil Personnel Services (in Curriculum and Instruction)
- Instructional Services (in Vocational Education)
- Administrative Services (in Vocational Education)
- Ancillary Services (in Vocational Education)
- Urban Education and Manpower Training (in Vocational Education)

It has come to light that:

- all of these sections are not considered bureaus by their respective divisions, while other sections not listed are considered bureaus, or have equal importance.
- the choice of classifications used within a division rests with that division;
- there is little agreement or definition of the different classifications - one division's "branch" may be another division's "bureau";

As a result, it is impossible to use classifications of subsections of the divisions as a simple objective measure of one type of concentration of supervisory responsibility.

It is suggested, therefore, that the reader consider the bar graphs of the Department and the separate divisions as a substitute measure of supervisory responsibility. These graphs illustrate the distribution of employees according to the salary range level of their jobs. These range levels were determined by the recent Hay Commission study, to reflect, among other factors, the supervisory responsibility of job titles.

Thus range levels provide a more consistent, albeit partial, measure of the concentration of supervisory responsibility than does an examination of persons directing departmental subsections which have identical classifications.

I. STATISTICAL ANALYSIS

Explanation of Data

Data on the department as a whole is presented first, followed by separate sections on each of the major offices and divisions. Two exceptions to this pattern were made, to better represent the functional and geographic realities of the department. All personnel working out of the county offices are viewed together, and distinct facilities such as the schools for the deaf and the job training centers are presented apart from the divisions to which they technically belong.

Each section has the following format:

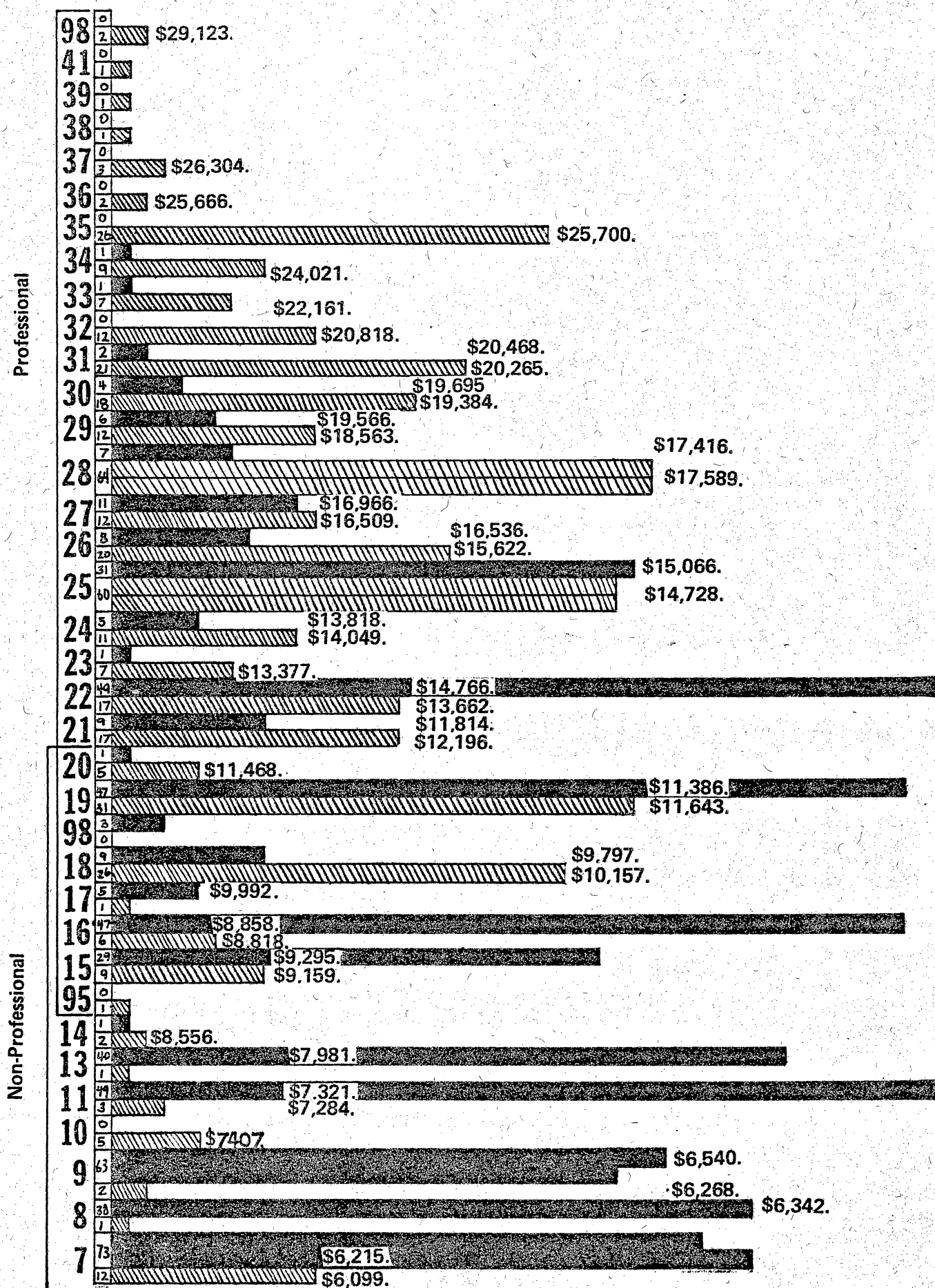
- a. bar graph - shows the number of women and men at each range in the division, and the average salary for two or more persons;
- b. office chart - shows the relative position of women within each office;
- c. overview - summarizes data about the division;
- d. specific comments - points up additional relevant information not evident in the previous data.

Data regarding number of employees and salary were held constant as of early January. Only the appointment of the Assistant Commissioner of Curriculum and Instruction, and the subsequent promotion of his successor in the Division of Controversies and Disputes were judged significant enough to warrant inclusion after that time.

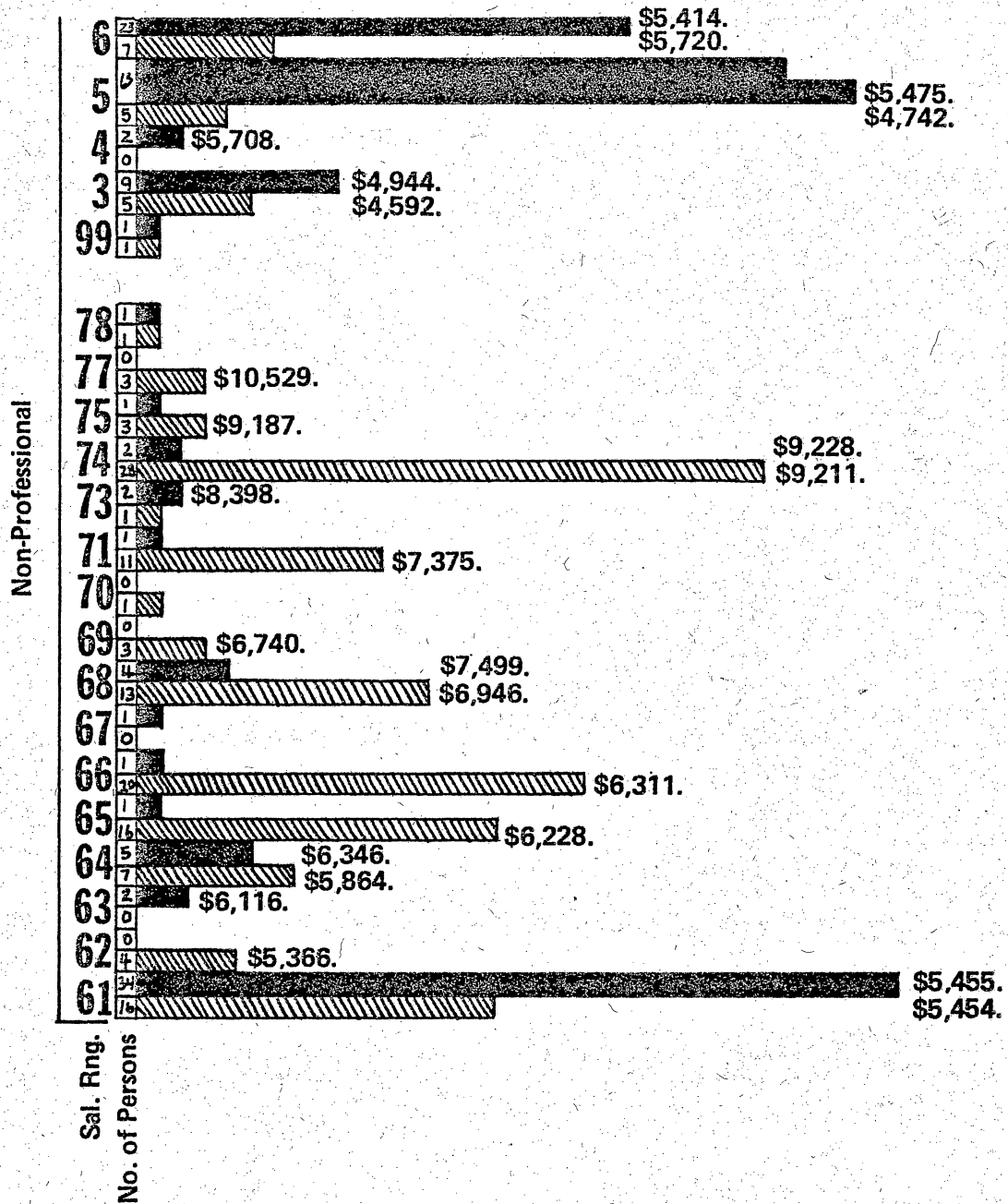
Where salary information in the office charts applies to only one person, the salary range limits are shown instead of the person's exact salary, in order to insure confidentiality.

In order to compare the position of women and men with the same job title, it was necessary to quantify job qualifications as much as possible. A measure of years of education-plus-work experience is used for this purpose. This figure is obtained by adding each person's years of college education to that person's years of employment. A bachelor's degree counts as four years, a master's as one and a doctorate as two more. Persons who were employed during the period in which they obtained their degrees were given credit for both. Periods of unemployment, if any, were not included in each person's total. The resultant totals for all the women with a particular job title were then averaged; likewise for the men's totals.

DEPARTMENT OF EDUCATION



DEPARTMENT OF EDUCATION



KEY

W=

M=

1/8= 1 person

CUMULATIVE DATA

	Total Employees	# W	# M	% W	% M	Average \$ W	Average \$ M	% W \$ of M \$
Department	1266	693	573	55%	45%	-	-	-
Professionals	633	245	388	39%	61%	\$13,067	\$16,378	80%
Non-Professionals	633	448	185	71%	29%	-	-	-

DEPARTMENT OF EDUCATION

Overview

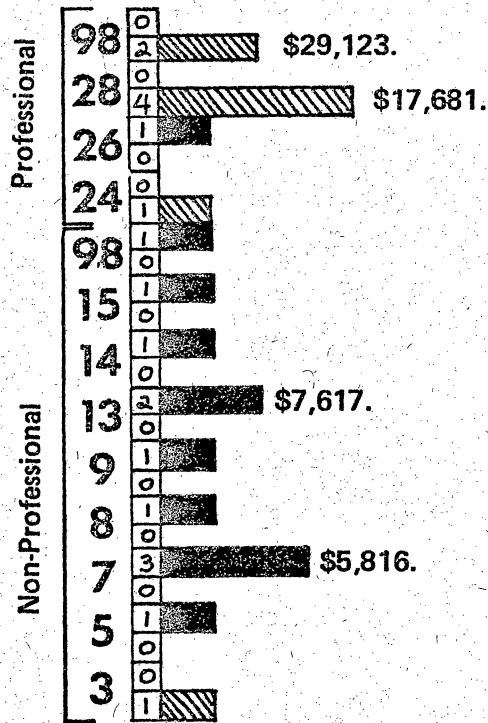
Professionals - Total Number:	633
Number of Women:	245
Number of Men:	388
Women as % of Total:	39%
Average Women's Salary:	\$13,067
Average Men's Salary:	\$16,378
Average Women's Salary as % of Average Men's Salary:	80%
Number of Men over Highest Woman (by salary):	31
Non-Professionals - Women as % of Total:	71%

Specific Comments

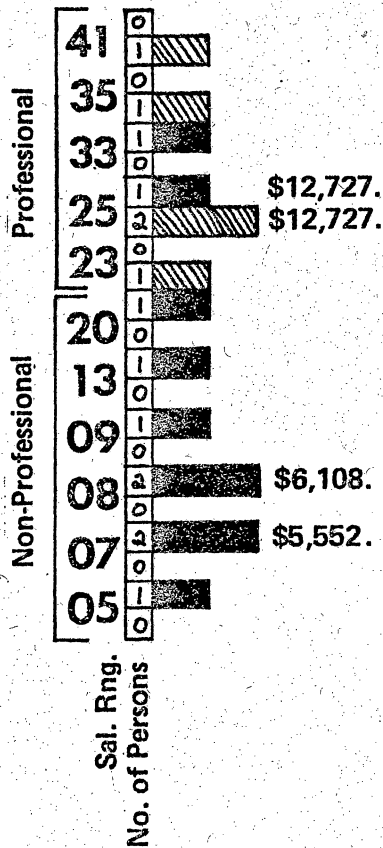
A quick overview of the Department of Education shows a balanced ratio of female and male employees, with women being a 55% majority. This ratio shifts, however, when professionals are separated from non-professionals. Only 39% of the professionals are women and salary range 22 is the highest professional level at which they predominate. While at some levels, the average salary of women is higher than the average salary of men, these cases tend to be offset by the smaller number of women at these levels.

On the other hand, women comprise 71% of the non-professionals in the department. Non-professional women in some of the ranges from 3 to 17 have higher average salaries than men at the same level but this too is offset by the fact that women are overwhelmingly concentrated in these lower level, limited-advancement positions.

COMMISSIONER'S OFFICE



DEPUTY COMMISSIONER



KEY

W = 
M = 
1/4" = 1 PERSON

	Total Empl.	Professionals						Non-Professionals		
		# W	# M	% W	Average \$ W	Average \$ M	% W of M \$	# W	# M	% W
COMMISSIONER'S OFFICE	20	1	7	13%	\$14,699	\$20,589	72%	11	1	92%
Comm. Office	10	1	2	33%	\$13,363- \$17,371*	29,123	50%	6	1	86%
Public Infor.	5	0	2	0	-	17,153	-	3	0	100%
Grants Manag.	5	0	3	0	-	17,190	-	2	0	100%
DEP. COMM. OFFICE	15	2	5	29%	\$18,586	\$20,238	91%	8	0	100%
Dep. Comm. Office	9	0	3	0	-	25,246	-	6	0	100%
Equal Educa. Opportunity	6	2	2	50%	18,586	12,727	146%	2	0	100%
					*Salary range used to insure confidentiality					

COMMISSIONER'S OFFICE

(Commissioner's Office, Public Information, Grants Management)

Overview

Professionals - Total Number:	8
Number of Women:	1
Number of Men:	7
Women as % of Total:	13%
Average Women's Salary:	\$13,363 - \$17,371*
Average Men's Salary:	\$20,589
Average Women's Salary as % of Average Men's Salary:	72%
Number of Men over Highest Woman (by salary):	7
Non-Professionals - Women as % of Total:	92%

Specific Comments

While the appointment of a woman as assistant to the Commissioner is a departure from past practices, she is still only one out of eight, or 13% of the professionals in the office. Neither Public Information nor Grants Management has any women professionals.

*Salary range used to insure confidentiality.

DEPUTY COMMISSIONER'S OFFICE

(Deputy Commissioner's Office, Equal Education Opportunity)

Overview

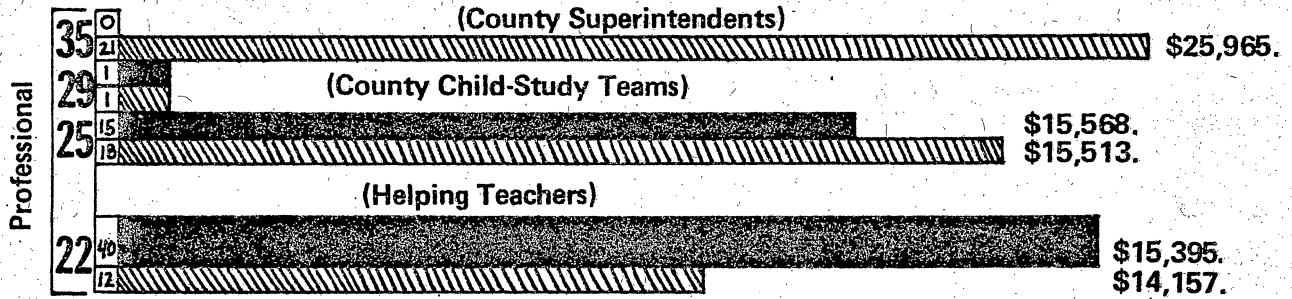
Professionals - Total Number:	7
Number of Women:	2
Number of Men:	5
Women as % of Total:	29%
Average Women's Salary:	\$18,586
Average Men's Salary:	\$20,238
Average Women's Salary as % of Average Men's Salary:	91%
Number of Men over Highest Woman (by salary):	1
Non-Professionals - Women as % of Total:	100%

Specific Comments

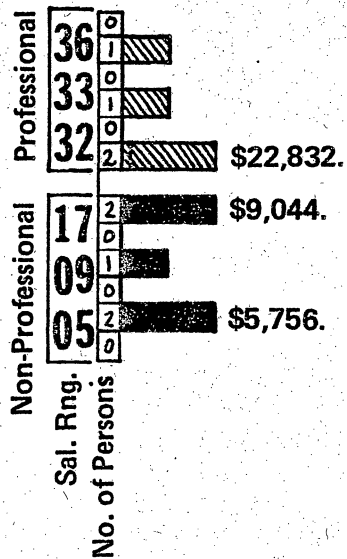
The Equal Education Opportunity Office is 50% women and 50% men professionals. The remainder of the professional staff in the Deputy Commissioner's Office is all men.

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COUNTY PERSONNEL



CONTROVERSIES AND DISPUTES



KEY

W =

M =

1/4" = 1 PERSON

COUNTY PERSONNEL

(County Superintendents, County Helping Teachers, County Child Study Teams)

Overview

Professionals - Total Number:	108
Number of Women:	56
Number of Men:	52
Women as % of Total:	52%
Average Women's Salary:	\$15,484
Average Men's Salary:	\$17,571
Average Women's Salary as % of Average Men's Salary:	88%
Number of Men over Highest Woman (by salary):	22
Non-Professionals - Women as % of Total:	--

Specific Comments

(The county personnel are considered together because their jobs are related in function and geographic location.)

The County Superintendents are the principal field representatives of the department. All 21 are men.

On the other hand, the County Helping Teachers, who assist the County Superintendents and provide administrative assistance to schools in the county, are 77% women. Below is a breakdown of the average salaries and average years of education-plus-work experience of women and men in this position:

	Women (40)	Men (12)
Average salary	\$15,395	\$14,157
Average years education-plus-work experience	35.7	23.5

The maximum salary allowed for a range 22 job is \$14,294. The high average salary of the women is a result not only of their years on the job but also of an extraordinarily high incidence of Educational Incentive Increments, given for educational attainment above a B.A.

There are 33 employees on the County Child-Study Teams at range 25; 15 are women, 18 are men. Below is a breakdown of their average salaries and average years of education-plus-work experience:

	Women (15)	Men (18)
Average salary	\$15,568	\$15,513
Average years education-plus-work experience	27.1	24.6

The women have an average salary approximately that of the men, but average 2-1/2 years more experience.

CONTROVERSIES AND DISPUTES

Overview

Professionals - Total Number:	4
Number of Women:	0
Number of Men:	4
Woman as % of Total:	0%
Average Women's Salary:	--
Average Men's Salary:	\$23,207
Average Women's Salary as % of Average Men's Salary:	--
Number of Men over Highest Woman (by salary):	--
Non-Professionals - Women as % of Total:	100%

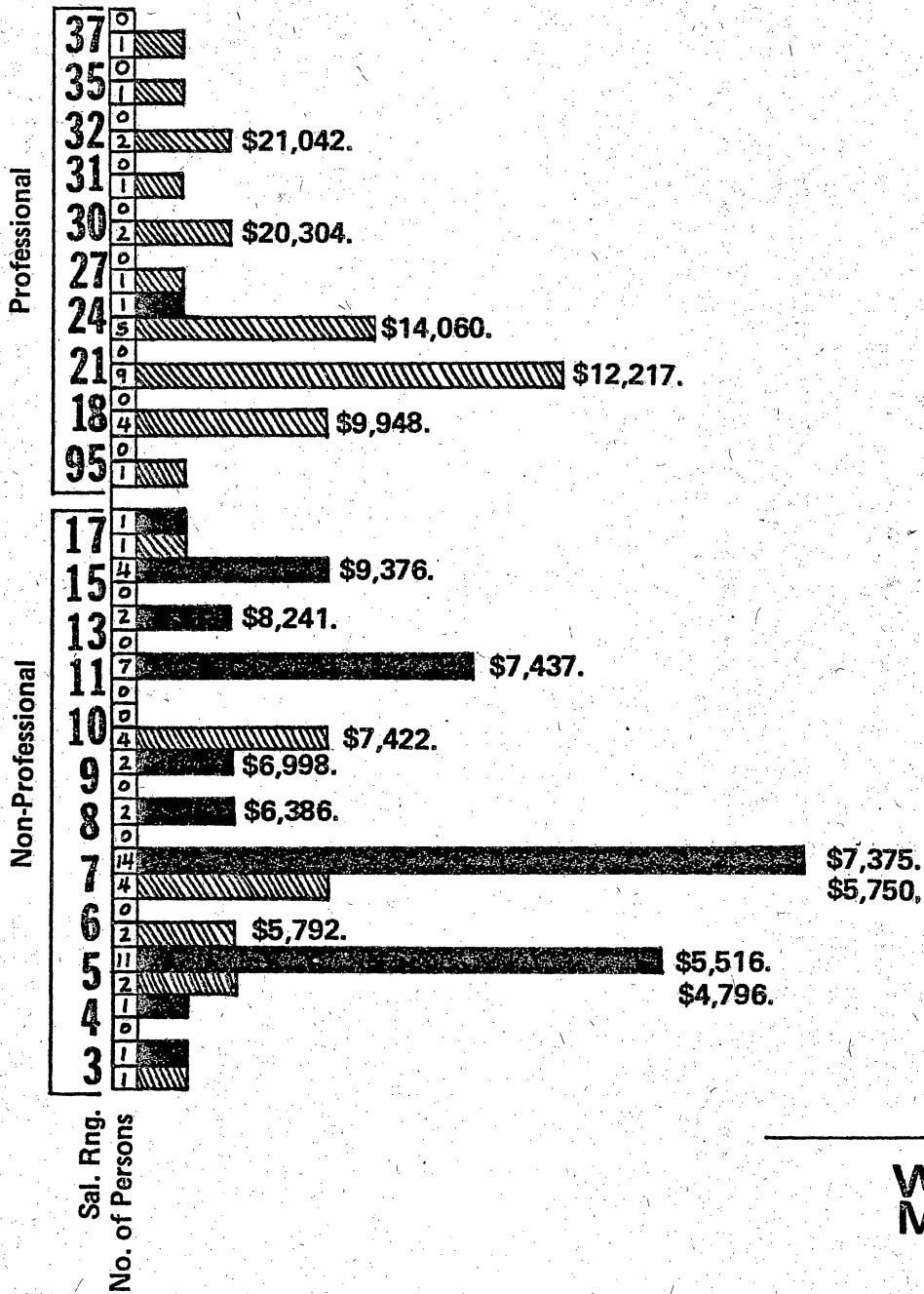
Specific Comments

There are no women professionals in this important, albeit small, division.

	Total Empl.	Professionals						Non-Professionals		
		# W	# M	% W	Average \$ W	Average \$ M	% W of M \$	# W	# M	% W
ADMINISTRATION AND FINANCE	87	1	27	4%	\$12,121- 15,757*	\$14,728	106%	45	14	76%
Asst. Comm.	3	0	1	0	-	21,558- 28,026*	-	2	0	100%
Bureau of Adm. & Budgeting	2	0	1	0	-	20,731- 26,953*	-	1	0	100%
Personnel and Adm. Serv.	10	0	3	0	-	12,946	-	7	0	100%
Budget and Account	23	1	3	25%	12,121- 15,757*	15,577	101%	19	0	100%
Printing and Central Serv.	15	0	0	-	-	-	-	3	12	20%
Bureau of School Finance and Auditing	3	0	1	0	-	17,909- 23,279*	-	2	0	100%
State Grants- in Aid	11	0	8	0	-	12,583	-	2	1	67%
Audit and Advisory Service	20	0	10	0	-	13,332	-	9	1	90%

*Salary range used to insure confidentiality

ADMINISTRATION AND FINANCE



ADMINISTRATION AND FINANCE

Overview

Professionals - Total Number:	28
Number of Women:	1
Number of Men:	27
Women as % of Total:	4%
Average Women's Salary:	\$12,121 - \$15,757*
Average Men's Salary:	\$14,728
Average Women's Salary as % of Average Men's Salary:	106%
Number of Men over Highest Woman (by salary):	7
Non-Professionals - Women as % of Total:	76%

Specific Comments

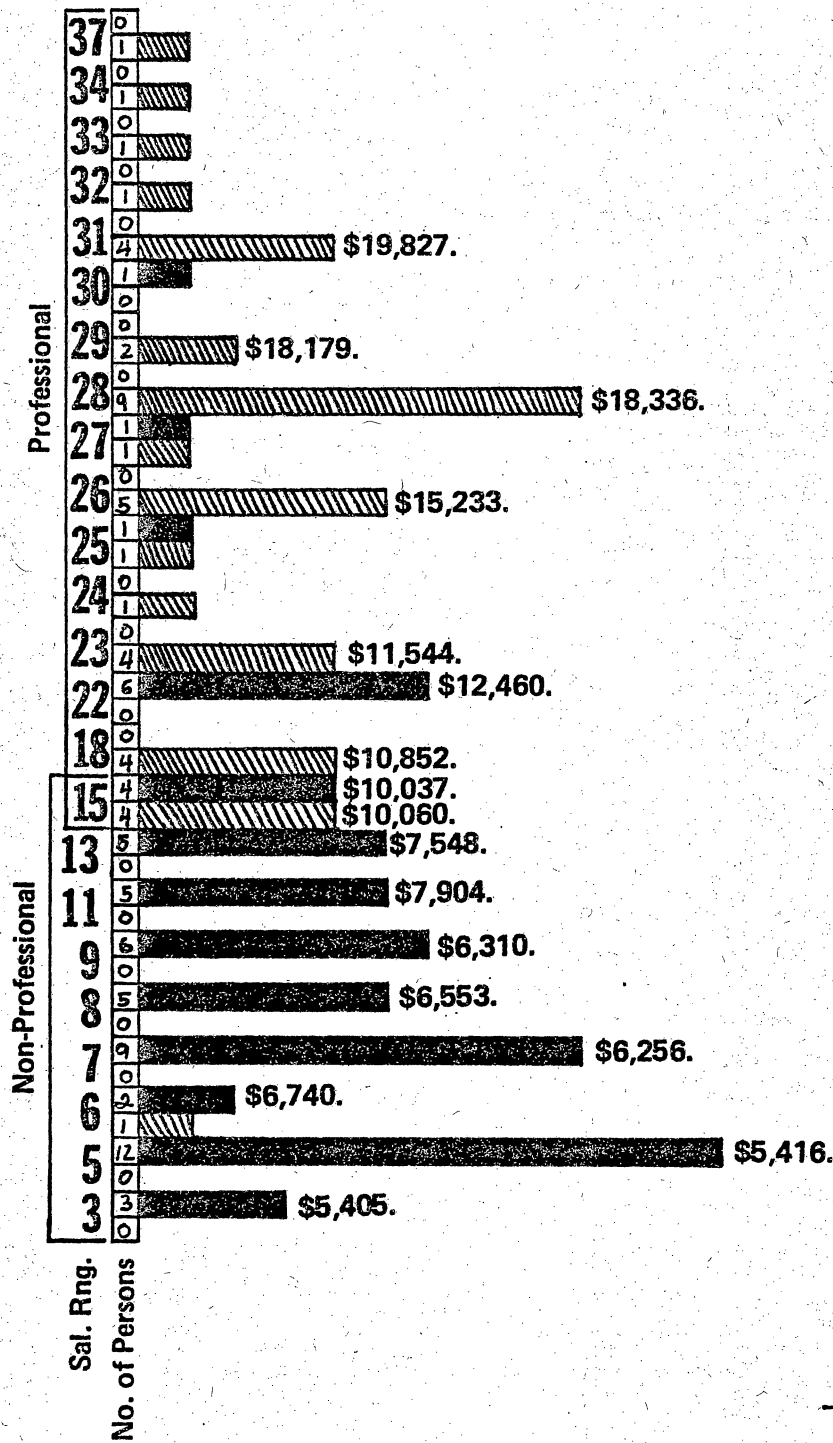
There is only one woman professional in this division. She is an accountant in a position which is filled by competitive examination.

The directors of the Bureau of Administration and Budgeting and the Bureau of School Finance and Auditing are both men.

* Salary range used to insure confidentiality.

	Total Empl.	Professionals						Non-Professionals		
		# W	# M	% W	Average \$ W	Average \$ M	% W of M \$	# W	# M	% W
FIELD SERVICES	100	11	36	23%	\$13,462	\$16,615	81%	49	4	92%
Director's Office	2	0	1	0	-	22,856-29,714*	-	1	0	100%
Teacher Education and Certification	24	4	6	40%	12,195	17,288	70%	13	1	93%
Facility Planning Services	19	0	11	0	-	15,288	-	5	3	63%
Pupil Transportation	11	0	7	0	-	15,290	-	4	0	100%
Adult and Continuing Ed. and H. S. Equivalency	30	1	9	10%	16,244-21,116*	17,605	111%	20	0	100%
Food Program Administration	10	6	1	86%	13,302	17,056-22,174*	71%	3	0	100%
State Agency for Surplus Property	4	0	1	0	-	14,733-19,155*	-	3	0	100%
					*Salary range used to insure confidentiality					

FIELD SERVICES



FIELD SERVICES

Overview

Professionals - Total Number:	47
Number of Women:	11
Number of Men:	36
Women as % of Total:	23%
Average Women's Salary:	\$13,462
Average Men's Salary:	\$16,615
Average Women's Salary as % of Men's Salary:	81%
Number of Men over Highest Woman (by salary):	7
Non-Professionals - Women as % of Total:	92%

Specific Comments

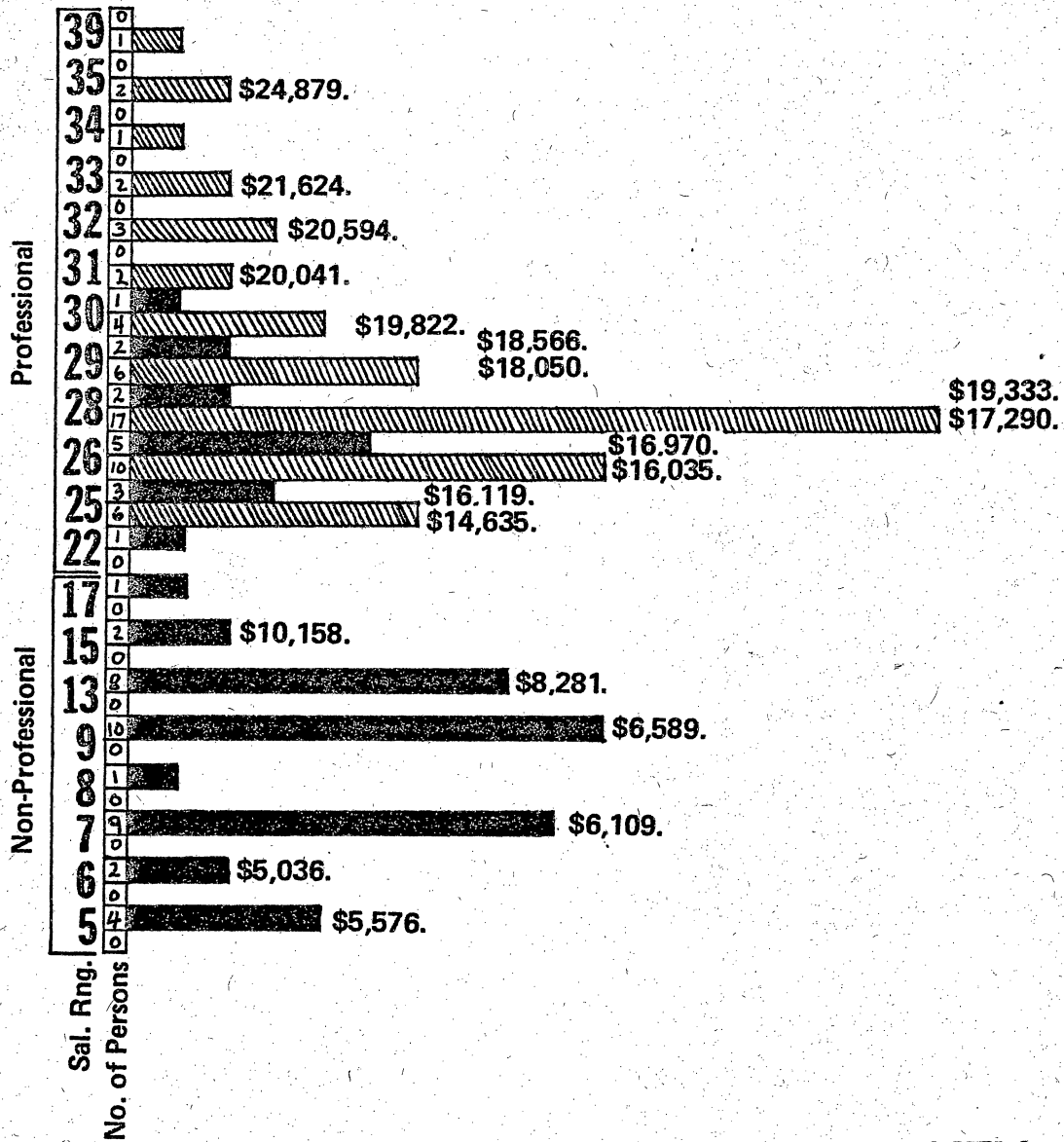
All of the professionals in Food Program Administration are women except the director. Teacher Education and Certification is 40% women. The female-male ratios in these two offices are considerably higher than those in other offices of the department. It should be stressed, however, that generally the fields of elementary education and nutrition have very high ratios of women, and one would expect them to predominate in such offices.

Similarly, facility planning and pupil transportation are fields in which men predominate, so it is not surprising that Facility Planning Services and Pupil Transportation are staffed entirely by men. The directors of all four offices, regardless of which sex predominates, are men.

	Total Empl.	Professionals						Non-Professionals		
		# W	# M	% W	Average \$ W	Average \$ M	% W \$ of M \$	# W	# M	% W
C & I	105	14	54	21%	\$17,197	\$18,029	96%	37	0	100%
Asst. Comm.	4	0	1	0	-	23,768- 30,896*	-	3	0	100%
Bureau of Admin. Supv. & Curr. Serv.	3	0	1	0	-	20,731- 26,953*	-	2	0	100%
Admin. Supv. K-12	7	2	2	50%	20,136	21,562	93%	3	0	100%
Curr. Supv. K-12	23	2	14	13%	17,037	17,390	98%	7	0	100%
NDEA Coordinator	3	0	1	0	-	16,244- 21,116*	-	2	0	100%
School-Industry Cooperation	1	0	1	0	-	16,244- 21,116*	-	0	0	0
Audio-Visual Ed. Serv.	3	0	1	0	-	14,733- 19,155*	-	2	0	100%
Bureau of Urb. Ed.	6	0	6	0	-	17,097	-	0	0	0

*Salary range used to hire

CURRICULUM AND INSTRUCTION



	Total Empl.	Professionals						Non-Professionals		
		# W	# M	% W	Average \$ W	Average \$ M	% W of M \$	# W	# M	% W
C & I (cont.)										
ESEA Title I	9	1	5	17%	14,733- 19,155*	\$15,249	126%	3	0	100%
Model Cities	7	1	5	17%	13,363- 17,371*	15,851	101%	1	0	100%
Urb. Ed. Corps	8	2	2	50%	15,167	18,050	84%	4	0	100%
Migrant Ed.	7	3	3	50%	16,119	17,077	94%	1	0	100%
Bureau of Spec. Ed. & Pup. Pers. Serv.	2	0	1	0	-	20,731- 26,953*	-	1	0	100%
Pup. Pers. Serv.	7	2	3	40%	17,371	18,519	94%	2	0	100%
Spec. Ed. Dev. & Ev.	8	0	5	0%	-	18,375	-	3	0	100%
Spec. Ed.	7	1	3	25%	15,470- 20,114*	18,942	94%	3	0	100%

*Salary range used to insure confidentiality

CURRICULUM AND INSTRUCTION

(Except County Helping Teachers and County Child-Study Teams)

Overview

Professionals - Total Number:	68
Number of Women:	14
Number of Men:	54
Women as % of Total:	21%
Average Women's Salary:	\$17,197
Average Men's Salary:	\$18,029
Average Women's Salary as % of Average Men's Salary:	96%
Number of Men over Highest Woman (by salary):	8
Non-Professionals - Women as % of Total:	100%

Specific Comments

Several offices in this division have particularly balanced ratios of women to men: Administration-Supervision K-12, Urban Education Corps, Migrant Education and Pupil Personnel Services.

The three bureau directors in this division are all men.

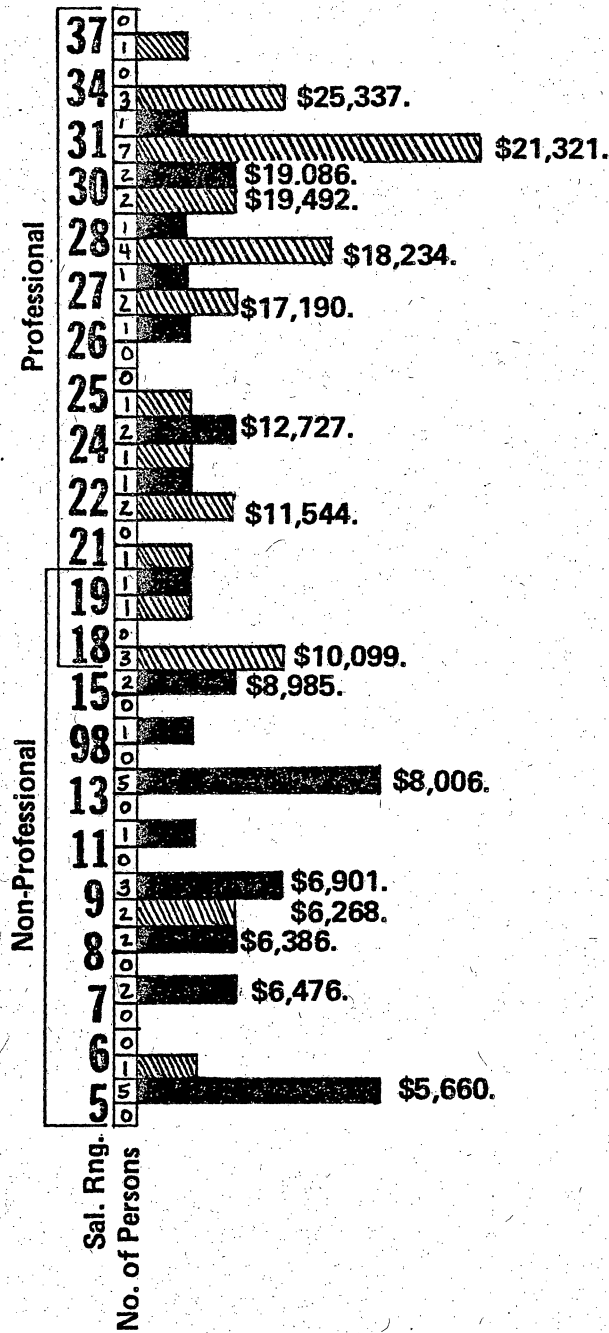
C & I is the only division in which all the non-professionals are women.

There are 18 employees in C & I at range 28 with the title of Consultant I: 2 are women and 16 are men. Below is a breakdown of their average salaries and average years of education-plus-work experience:

	Women (2)	Men (16)
Average Salary	\$19,155	\$17,435
Average Years	31	22

Women hold only 11% of these positions. They average 9 years more education-plus-work experience than the men, but have an average salary of less than \$2,000 more. Their average salary is the maximum allowed for a range 28 position.

RESEARCH, PLANNING AND EVALUATION



KEY

W = 
M = 

1/4 = 1 person

[illegible]

RESEARCH, PLANNING AND EVALUATION

Overview

Professionals - Total Number:	37
Number of Women:	10
Number of Men:	27
Women as % of Total:	27%
Average Women's Salary:	\$15,319
Average Men's Salary:	\$18,242
Average Women's Salary as % of Average Men's Salary:	83%
Number of Men over Highest Woman (by salary):	10
Non-Professionals - Women as % of Total:	84%

Specific Comments

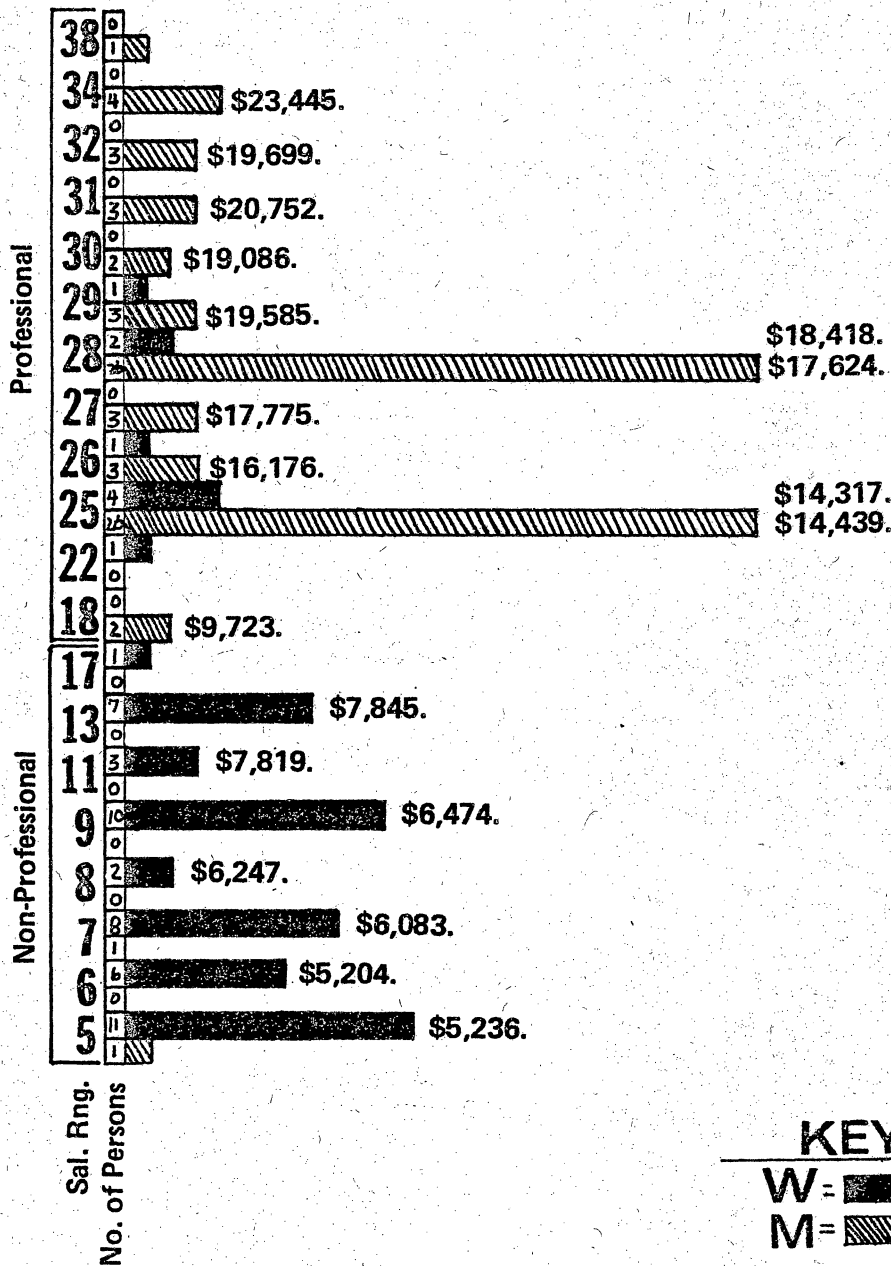
Two offices in this division, Research and Program Development, are balanced.

Three Consultant I's at range 28, (one woman, 2 men) who receive equal salaries, have comparable average years of education-plus-work experience.

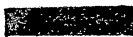
At range 30 there are 2 men who have an average of 10.5 years experience. One woman earning the same salary as the men has 26 years while another earning less has 10 years.

Management Information, with 14 of the division's 23 professional slots, does not have any women.

VOCATIONAL EDUCATION



KEY

W= 
M= 

1/8 = 1 person

	Total Empl.	Professionals						Non-Professionals		
		# W	# M	% W	Average \$ W	Average \$ M	% W of M \$	# W	# M	% W
VOCATIONAL EDUCATION	135	9	76	11%	\$15,350	\$17,014	90%	48	2	96%
Assistant Commissioner	3	0	1	0%	-	22,636- 29,428*	-	2	0	100%
Bureau of Instructional Services	2	0	1	0	-	19,744- 25,666*	-	1	0	100%
Program Services	25	5	12	29%	15,466	16,728	92%	8	0	100%
Special Needs and Cooperative Education	10	0	7	0	-	16,489	-	3	0	100%
Bureau of Administrative Services	5	1	1	50%	12,727- 16,543*	19,744- 25,666*	67%	2	1	67%
Area Voc.Tech. and Private Schools	29	0	18	0	-	15,955	-	11	0	100%
Management Services	9	0	6	0	-	15,775	-	3	0	100%
Bureau of Ancillary Services	2	0	1	0	-	19,744- 25,666*	-	1	0	100%

*Salary range used to insure confidentiality

[illegible]

VOCATIONAL EDUCATION

(Except Newark Skills Center and N.J. Residential Manpower Center)

Overview

Professionals - Total Number:	85
Number of Women:	9
Number of Men:	76
Women as % of Total:	11%
Average Women's Salary:	\$15,350
Average Men's Salary:	\$17,014
Average Women's Salary as % of Average Men's Salary:	90%
Number of Men over Highest Woman (by salary):	14
Non-Professionals - Women as % of Total:	96%

Specific Comments

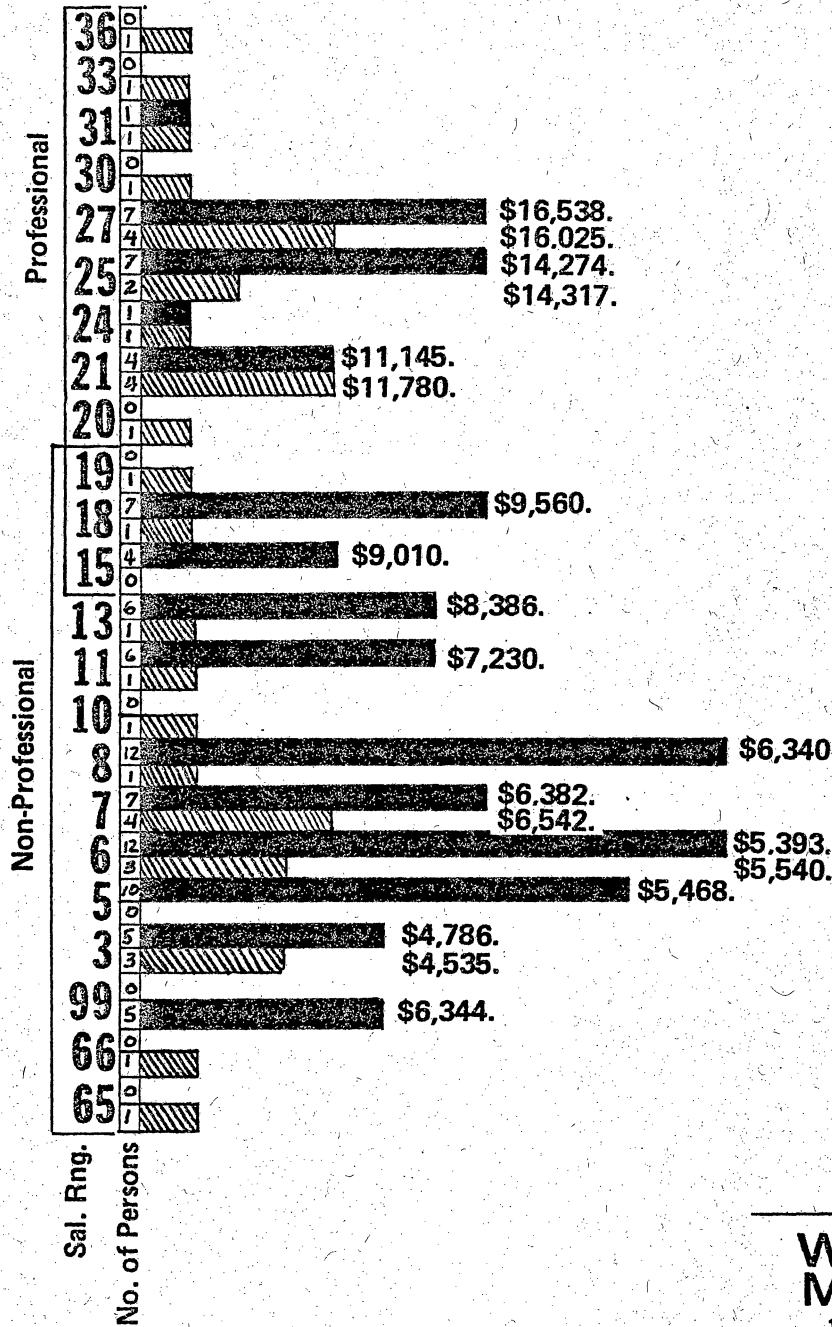
Women comprise 11% of the professionals in this division, one of the lowest percentages in the entire department. Four of the nine women professionals are in positions traditionally filled by women; two of the women in Program Services are in health, two in home economics and consumer education.

This low percentage of professional women, and the number in stereotyped jobs should also be viewed in light of the division's outreach function of coordinating the training of future members of the labor force, Nationally women comprise 37% of the labor force, and hold a broad spectrum of jobs.

The directors of the four bureaus in this division are all men.

[illegible]

STATE LIBRARY



STATE LIBRARY

Overview

Professionals - Total Number:	46
Number of Women:	29
Number of Men:	17
Women as % of Total:	63%
Average Women's Salary:	\$13,101
Average Men's Salary:	\$15,209
Average Women's Salary as % of Average Men's Salary:	80%
Number of Men over Highest Women (by salary):	2
Non-Professionals - Women as % of Total:	73%

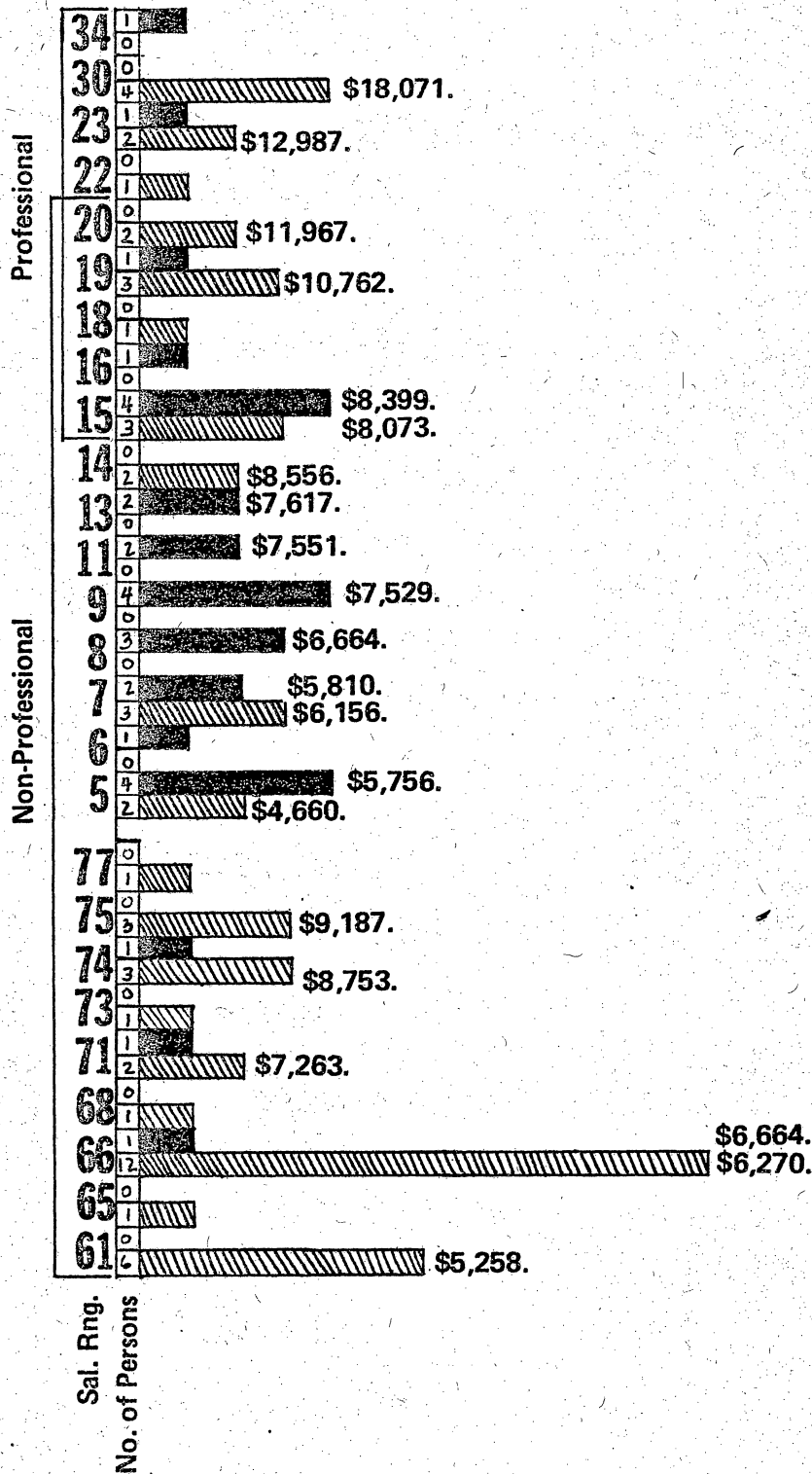
Specific Comments

The State Library has one of the highest percentages of women professionals in the department. This 63% majority, however, should be viewed in light of the fact that approximately 80% of the 1969-71 graduates of the Rutgers School of Library Science were women and that women comprise over 84% of the profession as a whole.

Despite the fact that women predominate in this field, the director of the Library is a man.

[illegible]

STATE MUSEUM



STATE MUSEUM

Overview

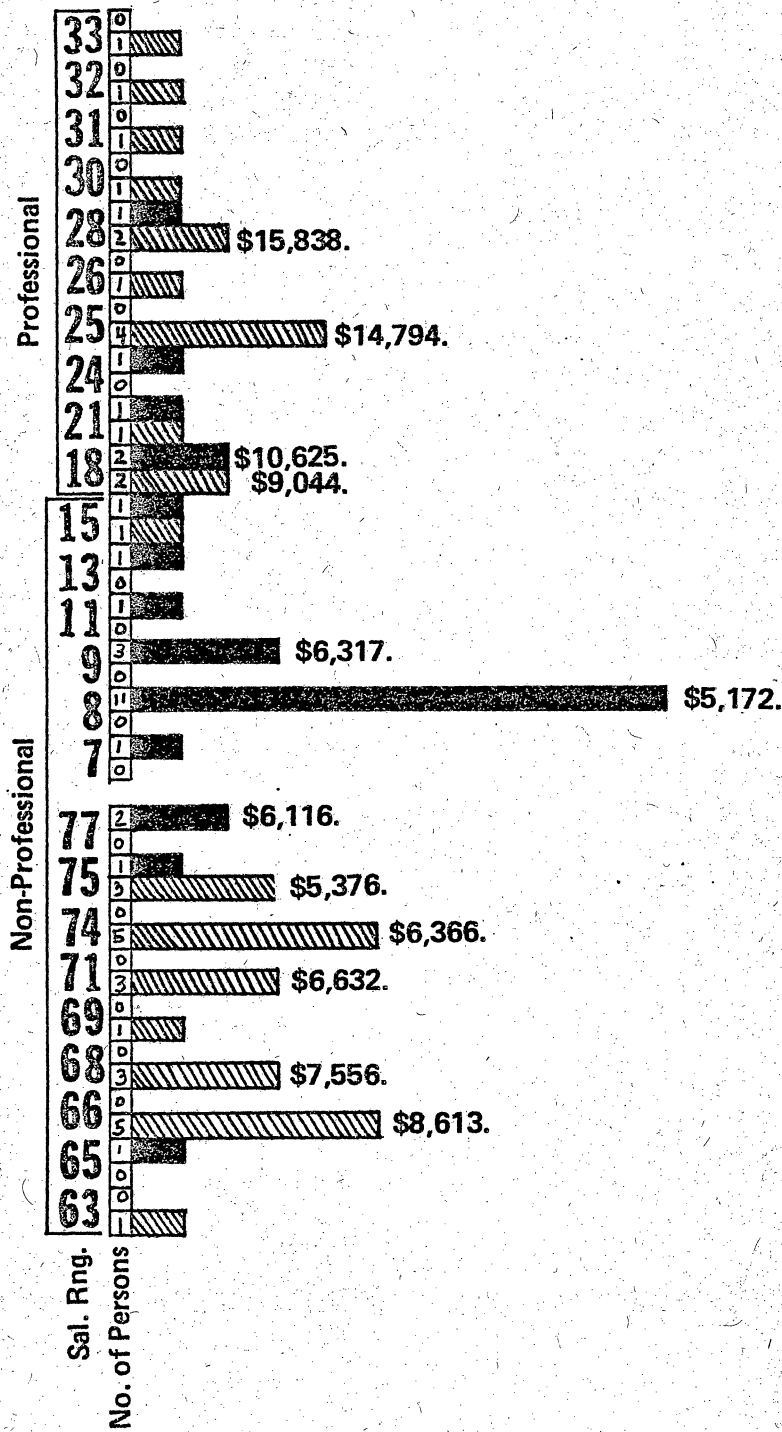
Professionals - Total Number:	18
Number of Women:	6
Number of Men:	12
Women as % of Total:	33%
Average Women's Salary:	\$11,387
Average Men's Salary	\$13,360
Average Women's Salary as % of Average Men's Salary:	86%
Number of Men over highest Woman (by salary):	0
Non-Professionals - Women as % of Total:	76%

Specific Comments

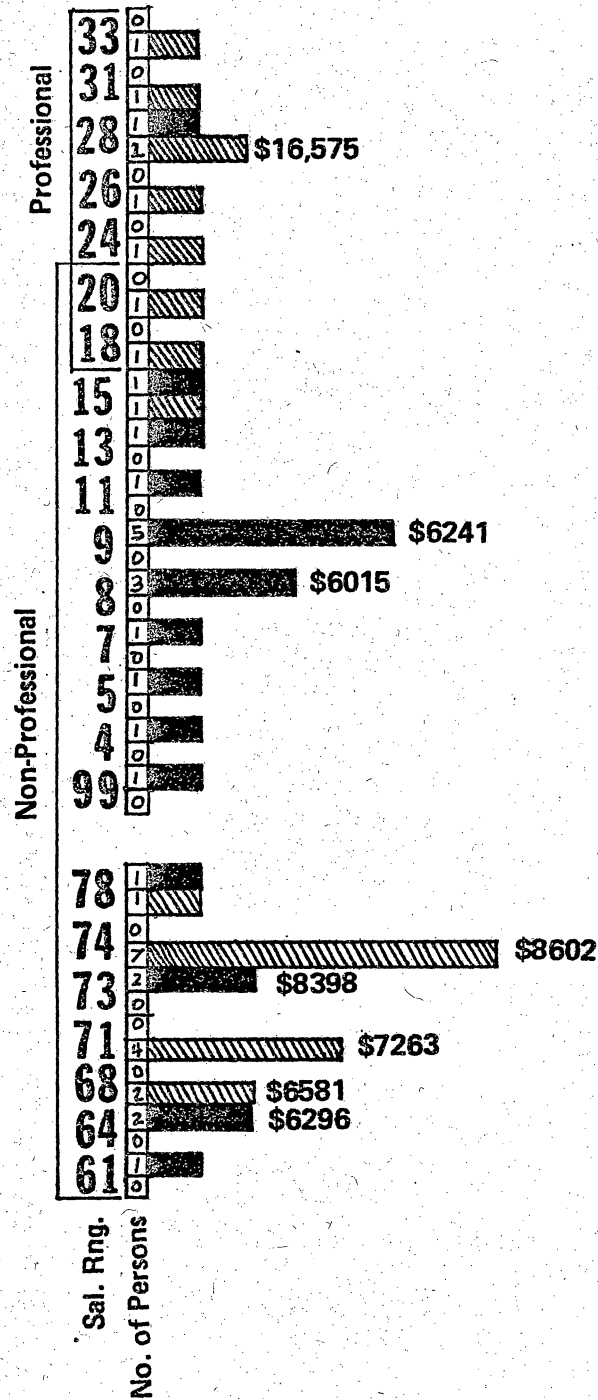
The director of the State Museum is a woman; she is the only woman who directs a division of the Department of Education. Two of the three offices in which women are employed have balanced female-male ratios, but the overall percentage of women in the museum is low.

[illegible]

NEWARK SKILLS CENTER



N. J. RESIDENTIAL MANPOWER TRAINING CENTER



NEWARK SKILLS CENTER

Overview

Professionals - Total Number:	19
Number of Women:	5
Number of Men:	14
Women as % of Total:	26%
Average Women's Salary:	\$12,835
Average Men's Salary:	\$15,152
Average Women's Salary as % of Average Men's Salary:	85%
Number of Men over Highest Woman (by salary):	4
Non-Professionals - Women as % of Total:	50%

Specific Comments

Of the five professional women in this office, one is in health training, traditionally considered a woman's field, three are in counseling, and one is an accountant. The range 75 woman is a nurse.

NEW JERSEY RESIDENTIAL MANPOWER CENTER

Overview

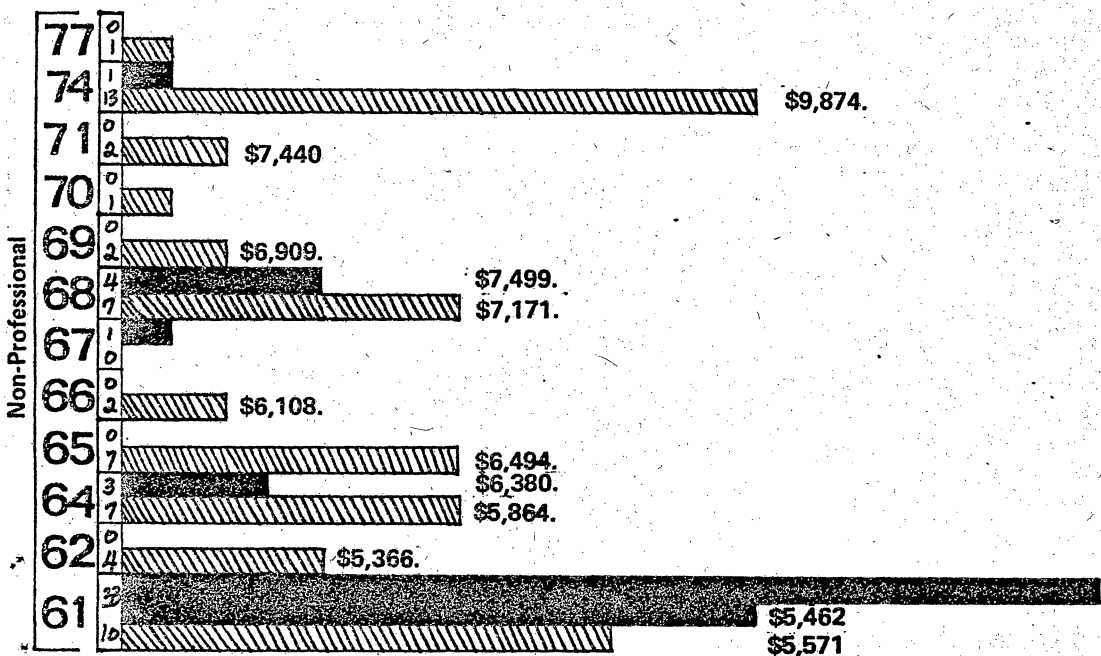
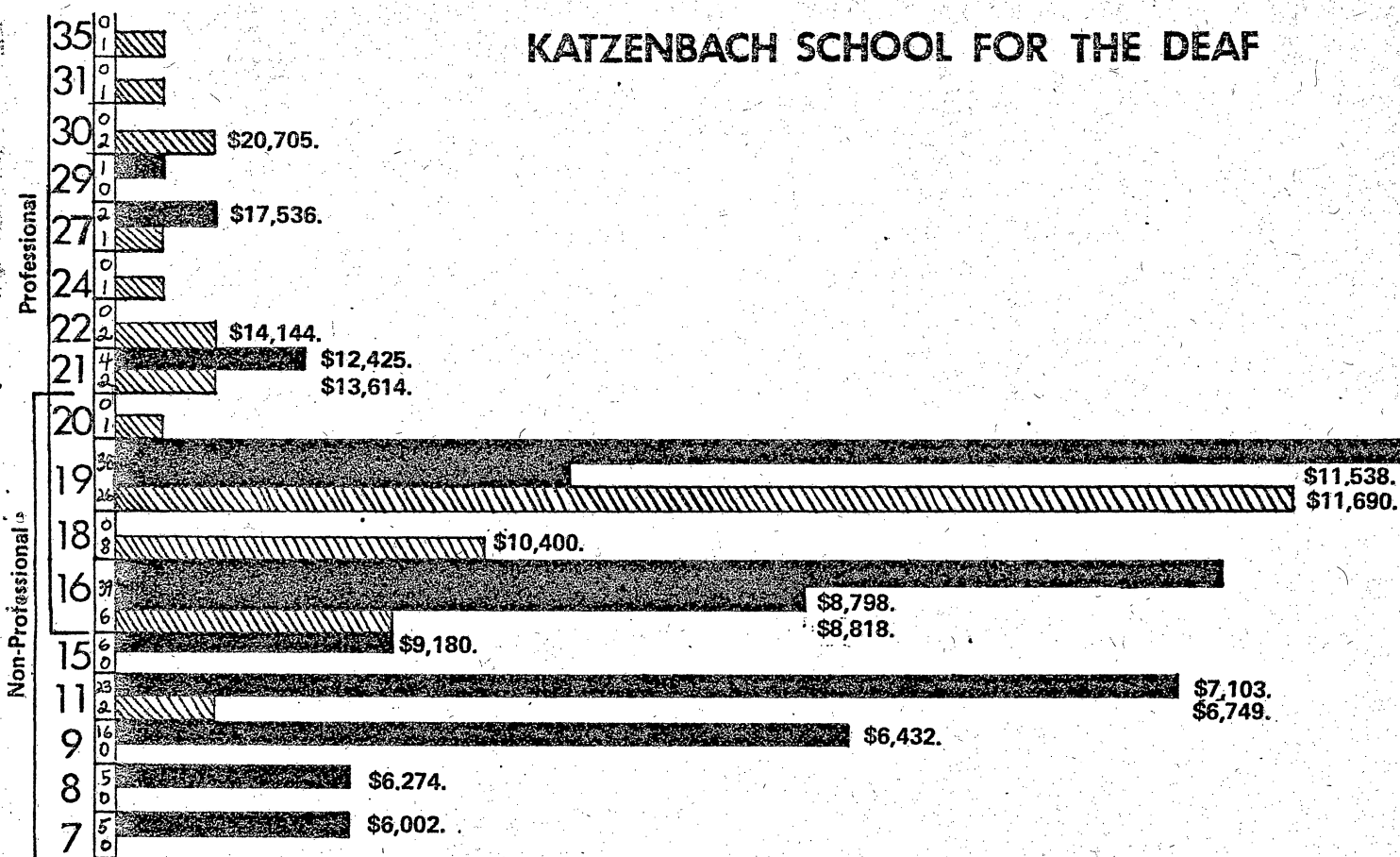
Professionals - Total Number:	8
Number of Women:	1
Number of Men:	7
Women as % of Total:	13%
Average Women's Salary:	\$14,733 - \$19,155*
Average Men's Salary:	\$15,935
Average Women's Salary as % of Average Men's Salary:	92%
Number of Men over Highest Woman (by salary):	4
Non-Professionals - Women as % of Total:	57%

Specific Comments

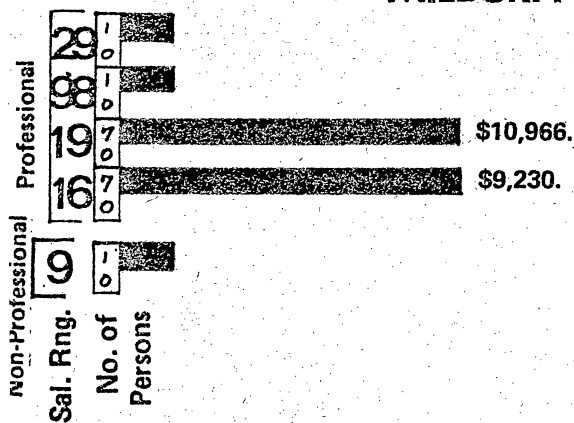
The only professional woman in this center is the Director of Basic Education. The range 78 woman and the two at range 73 are all nurses. Both jobs are traditionally female.

* Salary range used to insure confidentiality.

KATZENBACH SCHOOL FOR THE DEAF



MILBURN SCHOOL FOR THE DEAF



KEY

1/4" = 1 PERSON
 ■ FEMALE
 ▨ MALE

[illegible]

KATZENBACH

Overview

Professionals - Total Number:	134
Number of Women:	84
Number of Men:	50
Women as % of Total:	63%
Average Women's Salary:	\$10,579
Average Men's Salary:	\$12,106
Average Women's Salary as % of Average Men's Salary:	87%
Number of Men over Highest Woman (by salary):	4
Non-Professionals - Women as % of Total:	62%

Specific Comments

(The Katzenbach School goes up to the 12th grade and enrolls children of both sexes.)

There are two grade levels for teachers at this school. 80% of the men teachers are at the higher (Range 19) level while only 50% of the women teachers are. Below are the average salaries, average years of education-plus-work experience, and average years of college education for both sexes:

Range 19	Women (38)	Men (26)
Avg. salary	\$11,538	\$11,690
Avg. yrs. of education plus work experience	21	21
Avg. yrs. of college education	4.1	3.4

Half of the women teachers are at Range 16 while only 20% of the men teachers are. Below are the averages for this group:

Range 16	Women (39)	Men (6)
Avg. salary	\$8798	\$8818
Avg. yrs. of education plus work experience	8	6.6
Avg. yrs. of college education	4.1	3

The average salaries in both ranges are comparable. In both groups, however, the women have more education, and in range 16 the women have a significantly higher average of education-plus-work experience.

Despite the fact that women predominate in the professional staff, the director of the school is a man.

MILLBURN

Overview

Professionals - Total Number:	16
Number of Women:	16
Number of Men:	0
Women as % of Total:	100%
Average Women's Salary:	\$10,675
Average Men's Salary:	--
Average Women's Salary as % of Average Men's Salary:	--
Number of Men over Highest Woman (by salary):	--
Non-Professionals - Women as % of Total:	100%

Specific Comments

Millburn is K-6 and has children of both sexes. Women, however, comprise the entire staff at Millburn.

II. GENERAL ANALYSIS

A. Non-Professionals

Advancement

Since 71% of the non-professionals in the department are women, the plight of the non-professional is of special interest. The outstanding fact about non-professionals is that they tend to remain non-professional. Only in the position of Pupil Transportation Specialist did we find former non-professionals who had advanced to professional positions.

The vast majority of women non-professionals are in clerical and secretarial positions, with very circumscribed opportunities for advancement. These women have the limited prospects of rising eventually to be a principal clerk or a secretarial assistant, working hard with many responsibilities, for a maximum salary of \$8,354 or \$11,199.

Non-professional jobs above clerical levels usually require very specialized skills, such as Planetarium Technician, and lower level professional jobs tend to require college degrees, often M.A.'s. There are presently only three trainee jobs in the department: personnel trainee, inventory trainee, and clerical trainee. The first two are now held by men.

While few departments of the State have many more trainee positions than Education, one could reasonably expect the Department of Education to take the lead in the field of employee education and advancement. Serious and imaginative effort should be directed toward the development of a program of advancement opportunities for non-professionals. A few non-professionals already have B.A.'s and many others have some college education. But most importantly, non-professionals represent a vast fund of knowledge about the workings of the department. Considerable economies might be realized by training people who possess this prior knowledge.

Civil Service

Another area of concern is that the non-professional employee is inevitably under Civil Service classification. Although the regulations governing Civil Service jobs are not established within the Department of Education, a thorough analysis of the position of the Department's non-professionals require consideration of these policies. Civil Service classification provides more job security than unclassified positions, but it also has several disadvantages not found in unclassified professional positions.

A woman applying for a classified job must compete with exam-earned points against men who may have extra points for being a veteran. While experience earned through military service may affect job qualification, such effects should be measured through the usual examinations. They should not automatically be added to competitive test results.

Also, Civil Service employees receive two weeks of vacation yearly for the first ten years of employment, then slowly work up to twenty days. Unclassified employees receive twenty-two vacation days each year of their employment.

(It should be pointed out that classified professional jobs also exist, in the Library and Museum, and that women hold a large percentage of these. Therefore, to the extent that an inequity is the result of Civil Service regulations, such inequities also affect certain professional women.)

B. Professionals

Separate salary schedules for men and women are noticeably absent in this department, as in all New Jersey State Departments. Likewise, no cases exist in which the same job is assigned a lower salary range level for women than for men. The New Jersey State Service Compensation Schedule insures that increments at the same level will be the same for both sexes. Such factors constitute built-in safeguards which partially explain why the average salary differential between men and women at the same professional level is never more than \$3,000.

Supervisory Responsibility

As noted in the analysis of separate divisions, only one division director is a woman and all bureau directors are men. While many jobs entail more total responsibility than that of a bureau director, bureau directors do comprise a major concentration of supervisory responsibility. It is very significant that not one woman holds such a position.

Another measure of the responsibility entrusted to professional women is found by analyzing the program element monitors, who oversee budgetary elements for their program area. Of the 37 people who monitor 47 elements, 76% are men who monitor 73% of the elements, 24% are women who monitor 27% of the elements, despite the fact that women are 39% of all professionals.

Problem Areas

As noted in the separate breakdowns of the divisions, women predominate in the lower level professional positions. While this phenomenon cannot be totally explained by discriminatory practices,

specific cases either suggest the possibility of such discrimination or clearly prove its existence.

One example was found in which a woman and a man both earned their B.A. in 1967 and were hired by the Department in July, 1967 for the same job at the same salary in the same range. Presently, the man is one grade higher and earns approximately \$2,700 more. This could be the result of greater ability and/or effort on his part, but it could also indicate promotional patterns which ignore qualified women.

More conclusive is the example of three professionals with equal qualifications, one woman and two men, who were hired at the same time for the same job. They were paid as consultants until they could be put on a regular payroll. The woman's rate was \$42.50 a day; the men's \$60.00 a day.

A third type of unequal treatment is suggested by examination of Educational Incentive Increments, available to County Helping Teachers and Instructors at the schools for the deaf. Upon receipt of a master's degree or a doctorate, an employee in one of these jobs receives a salary increment. This increment is usually a step up to the next level of the salary range. If, however, the person is at the maximum salary level for the job, up to two additional increments may be awarded for such degrees.

As noted in the divisional analysis, many women are receiving such increments in addition to the maximum salary. Many fewer men are in this situation. This suggests not that the men aren't receiving advanced degrees, but that they are advancing to higher level jobs before reaching the maximum salary level.

Marriage and Children

There is a pervasive belief that time and money spent in training a professional woman is a poor investment because she is likely to leave if her husband is transferred or if she has a child. One possible result of this belief might have been that few married women and/or mothers would work for the department, because of discriminatory hiring practices or because married women and/or mothers actually were not interested in working.

This was not the pattern. Among the women professionals at range 22 or above in six divisions (Administration and Finance, Curriculum and Instruction, Vocational Education, Research, Planning and Evaluation, Library and Museum), approximately 52% are married, and of these, 67% have children.

Another possible result of this belief might be that while married women and mothers are hired, they are less likely to be advanced within the department than are married men and fathers. Data have already shown that women are indeed concentrated at the lower professional levels. This belief is probably one of several factors contributing to the clustering of women at lower levels, but it is impossible to determine the exact extent of its influence.

Sex Stereotypes

Certain jobs can be characterized as sex stereotyped. For women, these are in service areas - the supportive, "nurturing" professions. Nursing, nutrition and food services, home economics, consumer education, teaching, library service and social work are some examples found in the department, in addition to the most obvious one - secretarial work. Women employees of the department tend to be concentrated in these types of jobs. Particular concentrations of stereotypic jobs held by women are pointed out in the division analyses.

In dealing with stereotypic jobs, it must be acknowledged that the majority of persons trained for, and applying for such jobs are women. Therefore, it is logical that women predominate in these positions. The important issue to raise is whether women within and outside of the department have equal opportunity to apply for, and transfer to jobs which don't fit the stereotypes. Such a broadening of options for women should be concurrent with similar broadening of opportunity for men to enter jobs previously held by women. One should not proceed without the other.

III. SURVEY ANALYSIS

Questionnaires were sent to all the women in the department. Of those, 301, or approximately half, responded. At the suggestion of the Task Force, questionnaires were also sent to 50 randomly chosen men. The 23 men who responded were all professionals. A copy of both questionnaires may be found at the end of this section. The following is a compendium of their responses.

How Obtained Initial Position

Seventy percent of the men answering this question had obtained their original job through informal recruitment, while only 30% of the women responded that they were recruited. The remainder found their jobs through more formal sources such as Civil Service or an advertisement.

Education

Fifty-two percent of the women answering this question have taken courses within the last two years. These do not include those courses paid for by the department and offered explicitly as a means of improving clerical skills. About thirty-three percent of the men have taken or were taking courses.

Marriage and Children

In response to questions about future family plans virtually all the women said they would continue or had continued to work after marriage. Women's answers to the question whether they would work after having a child are shown below:

--No, would not continue	36
--Yes, would continue	42
--Yes, would continue because of strong feelings about a career	3
--Yes, would continue when children are in school	27
--Doesn't apply (single or older women)	21

Job Responsibility

When asked, "Do you feel the job responsibilities are commensurate with your job description?", most women answered positively. Forty-two of the sixty who responded by answering, "No", said their jobs entailed more responsibility than their job description prescribed, and the remaining six said, "No", because they carried less responsibility than they felt their job entailed.

In response to "Has your job been combined?" (without a commensurate rise in pay or rank) -- 23% said yes, 55% said no. Interestingly, of those who expressed feelings of being overworked, virtually none blamed her boss or peers--the blame, almost universally, went to the job freeze.

Supervisory Responsibility

The area of supervisory responsibility is one where the greatest disparity exists between men and women. Only 15% of the women responding said they supervised one or more employees, while 78% of the men said they did.

Full-time vs. Part-time

The question concerning preference for full or part-time work did not explain clearly enough that respondents should assume both possibilities existed. Consequently, many people answered that their jobs were not available on a part-time basis. Few considered the question of whether their jobs could be done on a part-time basis, if such an option were to exist.

Thus, almost everyone answered full-time because the money was necessary for their support and/or their dependents.

There are some answers, however, which do consider part-time work. About 15 women, in one way or another, said they would prefer a shorter day so that they would not have to rush their work at home in the evening. Several specifically mentioned dinner hours as a problem.

Four women suggested they would like to try a four-day week. Several others mentioned that they would prefer to be trusted to finish a certain amount of work ("performance contract") and keep their own hours. It was pointed out that, for the most part, professionals can leave their desks when they please but clerical and secretarial employees are expected to remain until the dot of closing hour.

Job Advancement

Task Force members were particularly interested in the responses to "Have you hit a wall in terms of job advancement?" Some felt there would be little difference between women's and men's answers--nearly equal percentages of both groups answered yes (women - 26%; men - 22%) while a much higher percentage of men answered with a definite no (61% as compared to 37% of the women).

The positive responses from women, however, differed from those of men. In describing the constraints on job advancement, many women expressed resignation -- primarily because of a lack of education. They implied that their position in life was fixed -- something over which they had little control.

That some of the women who felt this way are non-professionals does not make the responses any less valid. It does suggest that the problem of advancement opportunities should be approached at both levels.

Job Satisfaction

It should be noted that most women and men said they like their jobs - regardless of any complaints which preceded or followed this question.

Sex Discrimination

The quotations below are some of the verbatim responses to the questions which asked if the women employees felt discriminated against:

"During a transfer negotiation it was suggested that my salary be less than those of the men I was to work with, although my qualifications were equal. The department came through though!"

"I was hired at the lowest salary level despite a year's experience in a comparable job paying \$1.00 more per hour."

"I am not accepted in the County Office as a professional staff member, and often totally ignored by the County Superintendent."

"When applying for jobs with the State I was discouraged from applying for jobs with the State to which men were 'more suited'."

"All women work more and harder than men. Men sit down and they sleep while at work."

"After x years of directing the XXX program for New Jersey, the office was reorganized and a new title was given to the position. When I applied for the position, (same job I had been doing but another title) I was not even given the courtesy of an interview. The job was given to a man who had less experience and fewer qualifications than I had."

"Jobs in the central office - i.e., in supervisory capacities, are not open to women."

"About a year ago an appointment, "Supervisor XXX", was made. I feel that I was as well qualified as the person appointed, with many more years of seniority."

"Recently our supervisor left. I have been in this department for over a year and could have easily taken over the complete section. The job was given to a man who knew nothing of the happenings in this department."

"In seven years, to my knowledge, all promotions in X Branch have gone to men."

...and the following situations:

A helping teacher who feels she might have been hired as Curriculum Consultant if she were a man.

The point was made that men eat lunch together and, often in the process, talk business and make decisions. A woman, who is a peer, often is not invited and therefore can have no in-put.

Benefits of Job

Thirty-nine women said, in varying degrees of intensity, that there were no benefits in being an employee of the department. The largest group of positive responses discussed the fringe benefits such as vacations, sick leaves, etc. Some other responses were: the job is secure (5); like job (3); nice people (4); can advance (6) can learn from the people around you (4); working for the State enables a woman to be equal to men (7); pleasant working conditions (3); good maternity policies (4).

Problems With Job

--Eighteen women felt that they were prevented from having parking permits because they didn't have the status men had. Some of those who must park on near-by streets felt this was dangerous while others complained about the expense of subsequent parking tickets.

--Another 10 women were very angry about having to get a note from a doctor for each sick day taken after the 10th day of sick leave.

--Women expressed a desire to work fewer hours to have more time with their families or to be home when their children get home from school.

--Four women said their problem was that male co-workers felt threatened by them.

--Two women said they must convince male co-workers that "my good idea was really his good idea" in order to have these ideas implemented.

--The angry response "Male incompetence is rewarded with rapid advancement" is the most severe of a number of similar complaints.

--Twenty women said they could not advance because superior jobs are held by men.

--Two were told they had no need to advance because they were married and had husbands to support them.

--Two felt that because women were stereotyped, their promotion and transfer opportunities were limited.

--Eleven had variously-stated complaints that position titles were not commensurate with the work done because men held the appropriate job titles.

--Nineteen women said men felt superior, condensending, patronizing and/or never listened to them. These responses include some women professionals who are peers of the men who would not listen to them.

--Secretaries complained that professionals treat them badly.

There were several other complaints which merit specific investigation:

--The pension fund percentage rates and payments are higher for women than they are for men.

--One woman said that the uniform and shoes for her job were provided for men but that women had to pay for theirs.

--A number of women complained that, in their place of work, women live in single rooms while men have apartments. One of these women requested a lounge for entertaining friends. Several of these women also felt that, because of the present living quarters arrangement, they could not continue this work if they married.

Summary

Generally the men's responses were considerably more expressive and vital than those of the women. Most of the women's answers were passive and apathetic. As an example, in answer to the question, "Is there any other job or occupation you would prefer? What are the constraints?" Almost all of the men had lengthy, thought-out, sometimes excited answers--while virtually none of the women did. This lack of enthusiasm on the part of the women may be more indicative of attitudinal differences between the sexes than anything in the questionnaire. Women have been accultured to feel that they have limited options and often the concept of growth or movement is foreign to them. Thus their initiative is completely drained. This is the tragedy and the waste--both for women and for society. Combating this total process is the main challenge which the Task Force, in the long run, must address.

ALL REPLIES WILL BE KEPT CONFIDENTIAL/SEND COMPLETED QUESTIONNAIRE TO
EVELYN OGDEN/OFFICE OF PROGRAM DEVELOPMENT

New Jersey State Department of Education

Survey of Women Employees

1. How did you obtain your initial position in the Department?
Recruitment _____ If yes, by whom? _____
Civil Service _____ Advertisement or Announcement _____
What was your starting salary? _____
What is your current salary? _____
2. What is your highest educational level? _____
How old are you? _____
How many years have you worked for the Department? _____
How many years have you worked? Full Time _____
Part Time _____
3. Are you presently taking any courses? _____ If yes, describe and tell where _____

4. Have you taken any courses in the past 2 years? _____ If yes, what was the course
and who paid for it?

5. Do you supervise employees? _____ Secretarial _____ Others _____
How many _____
6. If you are single, would you continue working here if you got married? Why or why not?

Would you continue working after you have a child? Why or why not? _____

7. Do you feel that your job responsibilities are commensurate with your job level? Are they too much? too little? unrelated to job description? Comment: _____

8. Has your job been combined so that you think you are doing more work than you are supposed to? _____ If yes, comment _____

9. Have you ever felt discriminated against because you are a woman? _____ If yes, describe _____

10. Do you feel that you have "hit a wall" in terms of job advancement? If yes, describe _____

11. Are you satisfied with your job? _____ Comment _____

12. Do you work full-time or part-time? _____

Which would you prefer? _____

Why? _____

13. Is there any other job or occupation you would prefer to the one you now have?
Yes _____ No _____
If yes, what are the constraints which prevent you from occupying that position?

14. What are the benefits of being a woman and working for the State Department of Education? _____

15. What are the problems of being a woman and working for the State Department of Education? _____

New Jersey State Department of Education

Survey of Employees

1. How did you obtain your initial position in the Department?

Recruitment _____ If yes, by whom? _____

Civil Service _____ Advertisement or Announcement _____

What was your starting salary? _____

What is your current salary? _____

2. What is your highest educational level? _____

How old are you? _____

How many years have you worked for the Department? _____

How many years have you worked? Full Time _____

Part Time _____

3. Are you presently taking any courses? _____ If yes, describe and tell where _____

4. Have you taken any courses in the past 2 years? _____ If yes, what was the course and who paid for it? _____

5. Do you supervise employees? _____ Secretarial _____ Others _____

How many _____

6. Do you feel that your job responsibilities are commensurate with your job level? Are they too much? too little? unrelated to job description? Comment: _____

7. Has your job been combined so that you think you are doing more work than you are supposed to? _____ If yes, comment _____

8. Do you feel that you have "hit a wall" in terms of job advancement?
If yes, describe _____

9. Are you satisfied with your job? _____ Comment _____

10. Do you work full-time or part-time? _____

Which would you prefer? _____

Why? _____

11. Is there any other job or occupation you would prefer to the one
you now have? Yes _____ No _____ If yes, what are the constraints which
prevent you from occupying that position? _____