survey indicated they perform job responsibilities from highest to lowest: administering procedures for internal promotions and transfers (40%); overseeing contract management and contract terms (40%); interviewing candidates for instructional positions (35%); interviewing candidates for administrative positions (35%); and conducting exit interviews (35%). Thirty-five percent of the superintendents performed job responsibilities in the areas of planning, selection, induction, and continuity. Thirty-five percent or more assistant superintendents performed job responsibilities in the areas of planning, selection, induction, and continuity. Superintendents and assistant superintendents placed a higher priority on the selection of instructional personnel and the promotion and transfer of employees than in other areas.

In Table 9 a majority of the respondents indicated that in the next three-to-five years no increase is expected in job responsibilities. However, on 22 of the 53 items 25% or more of the respondents indicated an increase in responsibility. Increases were anticipated in forecasting staffing needs; budgeting; recruiting, selecting, and inducting employees, including posting jobs, conducting background checks, reviewing applications, maintaining a list of substitutes and informing new employees about their benefits; developing job descriptions, staff evaluation procedures and salary schedules; conducting job analyses and staff development activities; maintaining records; compiling data; preparing reports; and distributing information to employees. Those perceiving an increase seem to be anticipating staff changes requiring further effort in determining staff needs and recruiting, selecting, inducting, developing, and appraising new hires. They also foresee the increased demand for information about salaries duties, costs, and benefits by all members of the school community. A question that needs to be raised