Minn. Univ. Dept. of Educational Administration

ANNUAL REPORT
1976-77

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I. OVERALL COMMENTS, PLANS, STRENGTHS, WEAKNESSES

A. INTRODUCTION

The activities of the Department of Educational Administration from June 15, 1976 through June 15, 1977 are summarized in this annual report. The report is presented in five sections in addition to this introductory segment. The major sections are: (1) Basic Data for the Academic Year 1976-77; (2) Summer Session 1976; (3) Continuing Education and Extension Instruction; (4) Departmental Data for 1976-77; and (5) Additional Data and Information. The constitutions and by-laws for the Department (Appendix A) and Educational Administration Student Organization (Appendix C) are included. Appendix B contains the Statement of Mission adopted by the Department in November 1976.

The primary tasks of the Department are teaching, research and service. These tasks are accomplished through the combined efforts of faculty, staff, students and civil service personnel. The activities summarized in this report provide a profile of 1976-77 department accomplishments which represent in essence the aggregate efforts and contributions of many individuals.

The 1976-77 year included a number of challenges, opportunities and problems. The Department addressed some continuing concerns such as limited admissions, affirmative action, student support, and limited resources. In addition the year was highlighted by a number of activities and events which have or will alter the environment in which the Department addresses its mission. Some of these events and activities are:

--Changes in faculty brought about by the loss of Professors Jackson (resignation), Wolf (expiration of funding), Mansergh (transfer to ECSU Region XI) and the change to full time status of Professor Morris (from ECSU).

--The formation of the Region XI Educational Cooperative Service Unit (ECSU), the "retirement" of ERDC and the separation of ECSU from affiliation with the Department.

--Continued increase in the number of women enrolled in and completing degree programs in the Department.

--Increased quality in admitted students and increased diversity of career focus of newly admitted students.

--Completion of the report of the internal review committee for the Graduate School Program Review.

--Continued Department emphasis on teaching and student advising and on public service.

--Continued record of sound placement of entry level graduates in the face of some shrinkage in the number of positions in traditional administrative roles (principal, superintendent).

B. DEPARTMENT HISTORY

The Department of Educational Administration was established under the 1974 reorganization of the College of Education. Its historical roots lie in the College's long and distinguished record of training persons to administer both elementary/secondary and post-secondary educational programs. Early leadership in preparation programs for school and college administrators was provided on a state and national basis by such professors and administrators as Lotus D. Coffman, Melvin E. Haggerty, Leonard V. Koos, Fred A. Englehart, M. G. Neale, Leo G. Breuckner, Charles W. Boardman, Nelson A. Bossing, Walter W. Cook, Otto E. Domian, and Robert J. Keller.

In 1948, the Bureau of Field Studies and Surveys was organized as an outgrowth of the Bureau of Educational Research to provide survey and consulting services to school districts in the areas of plant facility planning. Faculty members with interests in educational administration held appointments or assignments in the Bureau. In 1957, the Metropolitan School Study Council was organized to provide continuous, cooperative study of educational management problems by interested faculty and school districts in the growing metropolitan area. This council became the Educational Research and Development Council of the Twin City Metropolitan Area, Inc. in 1963.

Faculty interest and involvement in educational management, combined with the growing need for expanded research and training opportunities, led to the formation of a Department of Educational Administration in 1963. The Department was renamed the Division of Educational Administration as part of College reorganization in 1969. Under the Division structure, the Bureau of Field Studies and Surveys, the Educational Research and Development Council, and the Department established in 1963 were coordinated, but remained semiautonomous units. The 1976-77 organizational structure combines the original Department, the Bureau of Field Studies and Surveys, and the Educational Research and Development Council into an integrated unit. This structure is illustrated by an organizational chart on page 42 and described formally in the Constitution and By-laws contained in Appendix A.

C. Plans, Strengths, Weaknesses

During the 1975-76 and 1976-77 years the Department was involved in the self-study and internal and external review portions of the Graduate School Program Review process. The review committee reports were transmitted to the Department during 1976-77. During 1976-77 the University, College and Department were subject to comparative studies of instructional efficiency and instructional costs.

The prescriptive concerns of the review committees were primarily focused on the qualitative aspects of the Department's teaching, research and service tasks. The analyses of productivity or instructional efficiency on the other hand concentrated on quantitative measures of productivity; i.e. faculty utilization, student credit hours, class size, faculty load, etc. While the focus of these two sets of activities are not mutually exclusive they will present some dilemmas in terms of future Department planning and actions. During 1977-78 the Department will need to initiate significant action in response to both internal and external recommendations for change.

Some specific needs for the future include:

--Building new linkages with client groups to replace the historical relationship with school systems which terminated with the formation of the Region XI ECSU and its separation from Departmental affiliation.

--The expansion of the Bureau of Field Studies and Surveys to a more complete research and service unit; i.e. Center for Educational Governance and Management Studies.

--The generation of adequate student support funds to allow greater emphasis on resident study at the doctoral level.

--Design and implementation of an expanded evaluation system to strengthen teaching and student advisement functions.

--Improvement of the Department productivity in research and publication by faculty and students.

--Continued emphasis on public service activity (field-based) in the face of increasing demands to allocate resources to instruction and research.

--Continued monitoring of data on the supply and demand for administrators with emphasis on expanding the markets for persons with advanced training in administration.

--The creation of a strong constituent or alumni organization in educational administration.

--The re-tooling of existing faculty and staff to meet emerging teaching, service and research needs in the face of zero growth or reduction in resources.

--The active recruitment of high quality graduate students with a continued emphasis on meeting affirmative action objectives.

The major challenge facing the Department will probably be similar to the problems now faced by elementary and secondary schools and soon to visit post-secondary education: the need to improve programs and services in the light of, or in spite of, a general decline in the number of clients served, the resources allocated, and the image of education.

II. BASIC DATA FOR ACADEMIC YEAR 1976-77

A. Student Credit Hours (SCH)

All instruction by the Department is at the graduate level. Offered programs lead to the Master of Arts (M.A.), Specialist Certificate, Doctor of Education (Ed.D.), or Doctor of Philosophy (Ph.D.) degrees. A majority of student credit hours are generated at the 8-xxx level.

Level	SCH
5-xxx	279
8-xxx	2,322
Total	2,601

Source: Education Planning and Development Office

B. Full-Year Equivalent (FYE) Students

A total of 85.57* FYE students were enrolled in Educational Administration during academic year 1976-77. Many students in the Department are full-time employees in educational fields and are limited to class attendance on a part time basis. The Department has made a deliberate effort to recruit and admit minorities and women.

*Source: Education Planning and Development Office

C. Full-Time Equivalent (FTE) Personnel

Approximately 59% of the FTE personnel in Educational Administration hold rank of assistant professors or above. "Other academic" includes research and teaching assistants.

Ranks	FTE
Academic (Asst. Prof. & Above)	13.75
Other Academic	4.39
Civil Service	5.00
Total	23.14

Source: Department of Educational Administration

D. Number of Courses Taught

Figures represent the number of sections taught each quarter. Forty-seven different courses were offered during the same period.

Level	Fall 1976	Winter 1977	Spring 1977	Totals
5-xxx	2	2	3	7
8-xxx	21	21	22	64
Totals	23	23	25	71

Source: Department of Educational Administration

E. Graduates

A total of 60 students earned degrees during acadmic year 1976-77. Of these degrees, 30% were Ph.D., 12% were Ed.D., 28% were Specialist and 30% were M.A. Requirements for admission to the M.A. and specialist programs are identical. Admission requirements for the two doctoral programs are also identical but are based on more stringent criteria than those used for the master's and specialist programs.

MASTER OF ARTS

The Department offers programs leading to a Master of Arts degree granted by the Graduate School of the University of Minnesota. This degree normally serves as a first step for students beginning a program of graduate study in educational administration.

The major portion of course work and research is in educational administration. In addition, the student program includes work in curriculum and instruction, educational psychology, foundations of education, and may include a collateral field outside education.

SPECIALIST CERTIFICATE

The Specialist Certificate in Educational Administration is designed to meet requirements for certification in school administration. While there is no requirement that the student complete the master's degree before moving to the specialist program, the requirements are compatible. Students holding the master's degree in educational administration encounter little difficulty in including all of their master's degree work in the specialist program. Specialist Certificate programs permit specialization in elementary, secondary, central office administration during the second (post-M.A.) year of graduate study.

DOCTORAL PROGRAMS

The Graduate School, in cooperation with the Department of Educational Administration, offers two doctoral programs with a major in educational administration: The Doctor of Education (Ed.D.) and the Doctor of Philosophy (Ph.D.). The primary aim of the Ph.D. program is to prepare students for college teaching and research, but some students elect to work in administration at the local, state, or national level. The Doctor of Education degree program is especially suitable for individuals who will provide leadership in the operation of educational institutions and who are capable of applying the products of research within the settings of the educational organization.

1976-77	
Degree	Graduates
Ph.D.	18
Ed.D.	7
Spec.	17
M.A.	18

Source: Department of Educational Administration

F. Placement Information

Available department data indicate that most students who earned degrees during this period are now employed full-time. Approximations are that 100% of the graduates earning a Ph.D., Ed.D. or a Specialist degree and 90% of the graduates earning an M.A. degree are full-time employees. Of the 86 graduates of the past 12 months, 97.5% hold full-time jobs, most of which are within educational systems. Approximately 21% of students earning Specialist degrees and 45% of students earning Master of Arts degrees are continuing their education. Approximately 13.5% of the students earning a Master of Arts degree are continuing their education as full-time students.

G. Funds Expended

Fund Type

1. 0100: (Appropriated Funds)

Academic	--	$299,669.00
Civil Service	--	30,007.00
S.E.E.	--	13,839.00
Total		$343,515.00

2. Other: (Grants and Contracts)

	BFS&S	ERDC	Outreach	Ed. Policy Fellowship Prog.	Grad.Scn. Minority Support
Academic	$ 56,931.00	$ 57,188.28	$ 37,068.27	$ 4,666.00	$ 3,500.00
Civil Service	64,032.00	19,862.00	14,051.73	1,266.00	---
S.E.E.	30,000.00	---	98,956.00	4,068.00	---
Totals	$150,963.00	$ 77,050.28	$150,076.00	$10,000.00	$ 3,500.00

Other Continued:

	Rockefeller/St.Paul Schools Minority Intern Program	MASA-Admin. Fellow I Support	TIES R.A. Support	Grand Total Other (non-0100)
Academic	$ 5,239.00	$11,268.00	$ 9,559.65	$186,420.20
Civil Service	---	---	---	99,211.73
S.E.E.	2,761.00	---	---	135,785.00
Totals	$ 8,000.00	$11,268.00	$ 9,559.65	$420,416.93

Source: Department of Educational Administration

The total for all funds expended, 0100 and other, was $763,931.93 for academic year 1976-77.

Descriptions of each organizational subunit and special projects are listed below.

BUREAU OF FIELD STUDIES AND SURVEYS (BFS&S)

The Bureau of Field Studies and Surveys, established in 1948, is an organizational subunit of the Department of Educational Administration. It contracts through the University of Minnesota Board of Regents to provide survey, research, and consulting services to local, regional, state, and national agencies of educational government. Through this unit the skills of professional scholars in education and other fields can be made available to address problems in school districts and other educational organizations.

In addition to the contractual service function, the Bureau of Field Studies and Surveys supports the instructional mission of the Department by providing field experiences for graduate students, field contacts for faculty, and opportunities for student support.

EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (ERDC)

The Educational Research and Development Council (ERDC) of the Twin Cities Area is a nonprofit consortium of school districts existing for the purpose of improving education through the conduct of needed research, the development of instructional programs, and the training of school personnel. The Council is composed of the superintendent or his/her

representatives and one school board member from each member district. It meets semiannually to make general policy decisions and determine major thrusts of the organization. A board of directors consisting of seven superintendents, seven school board members, and the past-president as an ex-offico member are elected by the full council to serve as the major governing body.

The major research and development efforts of the Council are identified through the commisssion structure with six commissions currently operating. In addition to the commissions, special study committees are formed periodically in response to special needs. The accomplishments of the commissions and committees can be summarized in terms of inservice workshop, institute, and special report activities.

OUTREACH TRAINING PROGRAM FOR PERSONNEL SERVING MENTALLY RETARDED CHILDREN

Over the past ten years there has been a significant change in the philosophy of care and treatment of mentally retarded children and adults. In Minnesota, and nationally, the trend has been toward deinstitutionalizion with concurrent development of community-based alternatives.

Over 1,000 persons, representing many types of public and private agencies providing a wide array of services to some 6,500 mentally retarded children and adults, have received training offered by this project.

Through training packets and workshops, these professionals and paraprofessionals have developed skills in conducting individual behavior assessment and individualized program plans for retarded citizens.

Minnesota has now adopted the Minnesota Development Programming System (MDPS) as its single assessment instrument for use in public and nonpublic residential and nonresidential programs. Several hundred mental retardation professionals have been trained to instruct residential, school, and activity center staff in assessment and program planning activities.

EDUCATIONAL POLICY FELLOWSHIP PROGRAM

The Education Policy Fellowship Program (EPFP) is a program of the Institute for Educational Leadership of the George Washington University, EPFP provides an adult work/learning year for persons who have demonstrated leadership ability and a concern for improving education. EPFP is funded by a variety of federal grants and foundations including Ford, Rockefeller, Cleveland, George Gund, and the Otto Bremer Foundation of Minnesota.

The six Fellows at the Minnesota site represent a broad mix of policy-making institutions, including the Department of Education, State Planning Agency, Department of Finance, University of Minnesota, and both branches of the Minnesota Legislature.

An education component has been an integral part of the Minnesota program. Primarily, this component has consisted of weekly seminar meetings. Their purpose has been to assist Fellows 1) to understand the workings of the state education policy system and 2) to identify the crucial issues facing this system and their implications for education policy. Seminar meetings have emphasized informal presentations and discussion. Along with the Fellows and Site Coordinator, (Professor Tim Mazzoni from the University of Minnesota), seminar participants have included elected state officials, their staff members, agency heads, education leaders, advocacy group represenatives, and visiting scholars. In addition to the seminar meetings, Fellows attended two three-day national conferences, one in Washington, D.C., the other in Hartford, Connecticut.

GRADUATE SCHOOL MINORITY SUPPORT

The Graduate School Minority Support Program provides matching funds for support of minority and disadvantaged students for departments actively engaged in affirmative action recruiting. Support is available to U.S. citizens who are newly enrolled in the program.

ROCKEFELLER/ST. PAUL SCHOOLS MINORITY INTERN TRAINING PROGRAM

The purpose of the Rockefeller/St. Paul Schools Minority Intern Training Program is to identify and train minority administrators for the St. Paul public schools. Funds are provided by the Rockefeller Foundation for the payment of salaries for the interns, and the opportunity for a wide variety of administrative experience with placement in schools where the interns will receive unique on-the-job training working with faculty, students, and the community. The interns received intensive preparation for administrative positions through the intern program while pursuing degrees in educational administration.

MINNESOTA ASSOCIATION OF SCHOOL ADMINISTRATORS (MASA) - ADMINISTRATIVE FELLOW I SUPPORT AND TOTAL INFORMATION EDUCATIONAL SYSTEMS (TIES) RESEARCH ASSISTANT SUPPORT

There is a relationship between MASA and the Department, as well as between TIES and the Department, which exists to provide support for graduate students.

H. Academic Year Indices

The following indices represent data from Fall 1976, Winter, 1977, and Spring 1977.

1. $\frac{\text{Number of Ph.D. and Ed.D. Degrees}}{\text{FTE Assistant Professor and Above}} = \frac{25}{13.75} = 1.82$ Ph.D. and Ed.D degrees per FTE faculty

2. $\frac{\text{0100 Expenditures}}{\text{FYE Students}} = \frac{\$343,515}{85.57} = \$4,014.43$ 0100 Expenditures per FYE student

3. $\frac{\text{Non-0100 Dollars}}{\text{All Funds}} = \frac{\$420,416.93}{\$763,931.93} = 55\%$ Non-0100 dollars

4. a. $\frac{\text{FYE Students}}{\text{All Academic FTE}} = \frac{85.57}{18.14} = 4.72$ FYE students per academic FTE

   b. $\frac{\text{Student Headcount for Fall Quarter}}{\text{All Academic FTE}} = \frac{233}{18.14} = 12.85$ Fall students per academic FTE

5. a. $\frac{\text{FYE Students}}{\text{FTE Assistant Professor and Above}} = \frac{85.57}{13.75} = 6.22$ FYE students per FTE ass't. professor and above

   b. $\frac{\text{Student Headcount for Fall Quarter}}{\text{FTE Assistant Professor and Above}} = \frac{233}{13.75} = 16.95$ Fall students per FTE ass't. professor and above

6. $\frac{\text{Number of Courses}}{\text{FTE Assistant Professor and Above}} = \frac{71}{13.75} = 5.16$ Course per FTE ass't. professor and above

III. SUMMER SESSION 1976

A. Number of Courses Taught

A total of 31 sections were taught during the two summer sessions of 1976, all at the graduate level. More courses were offered during the first summer session, and a majority of all courses were at the 8-xxx level.

Course Level	ISS 1976	IISS 1976	Total
5-xxx	3	3	6
8-xxx	15	10	25
Total	18	13	31

Source: Department of Educational Administration

B. Number of Student Credit Hours (SCH) Produced

Summer school enrollments in the Department are relatively high (41.5% of the academic year) because many of the students are employed in education, and therefore they have summers available for course work. Student credit hours are approximately the same for each session.

Course Level	ISS 1976	IISS 1976	Total
5-xxx	254	271	525
8-xxx	285	270	555
Total	539	541	1080

Source: Department of Educational Administration

C. Number of FTE for Summer Appointments

Not all professors in the Department are contracted for summer appointments. The percentage of assistant professors and above is highest for ISS, other academic appointments are highest for IISS, and civil service appointments operate under a continuing contract.

Number of FTE for Summer Appointments (contd.)

	ISS 1976	IISS 1976	Totals
Asst. Prof. & Above	9.5	5.0	14.5
Other Academic	.5	1.25	1.75
Civil Service	3.0		3.0
Total	13.0	9.25	22.25

Source: Department of Educational Administration

IV. CONTINUING EDUCATION AND EXTENSION (CEE) INSTRUCTION

A. Number of Courses Taught and Student Credit Hours (SCH) Produced

CEE instruction included a total of 15 courses, which may be compared with the 71 courses taught during the academic year and the 31 courses taught during the summer. CEE produced 625 student credit hours, as compared with 2,601 SCH produced during the academic year and 1080 SCH produced during the summer.

	Fall 1976	Winter 1977	Spring 1977	Totals
5-xxx 8-xxx	3 3	3 2	3 1	9 6
SCH	297	101	227	625

Source: Department of Educational Administration

V. DEPARTMENTAL DATA FOR 1976-77

A. ACCOMPLISHMENT PROFILE

1. Percent of FTE Devoted to Activity Categories

Activity Categories	Total %	Range of %
Instruction	53	0-80
Research	27	0-74
University Service	9	0-26
External Service	11	0-61

Source: Department of Educational Administration

2. The professional activities of faculty are described in terms of a) publications, b) presentations, c) conference and meeting participation, and d) individual faculty accomplishments.

   a. Publications:

Alkire, G.F. A Reorganization Feasibility Study. Kerkhoven, Minnesota: Independent School District No. 782 and Independent School District No. 783, May 1977.

Alkire, G.F. Program Analysis: Long Range Planning Study for School Facilities. Bemidji School District No. 31. Bloomington, Minnesota: Planning & Management Services, Ellerbe Architects, November 1976.

Ammentorp, W.M. & Morris J.R. "Dynamic Analysis of Education Policies: Extending Cost-Benefit Studies." Educational Research Quarterly, Summer 1977.

Ammentorp, W. M., Morris, J.R., & Popper, S.H. Theoretical Foundations for Design and Management of Human Service Organizations. Manuscript submitted for publication.

Hendrix, V.L. & Sederberg, C.H. "Monitoring Achievement of Educational Governance/Management Policy Goals." ERIC (Ed 136424). (Also presented to American Educational Research Association, April 1977.)

Hooker, C.P. "The Courts and the Schools." Manuscript is with publisher. (for The 1978 National Society for the Study of Education Yearbook).

Keller, R.J. Korean Higher Education Reform, 1977. Seoul, Korea: Ministry of Education, March 1977.

Keller, R.J. "The Role of Higher Education in National Development in Southeast Asia." Higher Education. Amsterdam, Netherlands: Elsevier Publishing Company, 1977.

Keller, R.J. Visiting Team Report, School of Education, Health, Nursing and Arts Professions. New York: New York University for the National Council for the Accreditation of Teacher Education, December 1976.

Mansergh, G.G. "PPBS-The Computer Comes to the Rescue." The Journal of Educational Computing, Spring 1977.

Mazzoni, T.L. "Essay Review of 'Delivering Educational Services' by David Goodwin." (To be published in) Educational Administration Quarterly, Fall 1977.

Mazzoni, T.L. "Jimmy Carter: An Education President?" Phi Delta Kappan, March 1977.

Mazzoni, T.L. The Impact of ECS on State Policy Making, Some Research Evidence. Manuscript submitted for publication.

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Morgan, D.A. & Meek, D. The Council of Universities and Colleges - An Introductory History. Tucson: Higher Education Program, University of Arizona, March 1977.

Morgan, D.A. "Upper Midwest Post-Secondary Administrative Competencies." (chapter in) Higher Education Administrator Development Needs. Columbus, Ohio and Normal, Illinois: University Council of Educational Administration, Illinois State University, November 1976.

Morris, J.R. & Ammentorp, W.M. "Dynamic Analysis of Education Policies: Extending Cost-Benefit Studies." Educational Research Quarterly, Summer 1977.

Morris, J.R. Enrollment History and Trends. Minneapolis: Educational Cooperative Service Unit of the Metropolitan Twin City Area, March 1977.

Morris, J.R. Financing Schools in the Twin Cities Metropolitan Area. Minneapolis: Educational Cooperative Service Unit of the Metropolitan Twin City Area, December 1976.

Morris, J.R. Staffing Schools in the Twin Cities Metropolitan Area: Staffing Patterns. Minneapolis: Educational Cooperative Service Unit of the Metropolitan Twin City Area, March 1977.

Morris, J.R. Staffing Schools in the Twin Cities Metropolitan Area: Statistics on Class Size. Minneapolis: Educational Cooperative Service Unit of the Metropolitan Twin City Area, May 1977.

Morris, J.R., Ammentorp, W.M. & Popper S.H. Theoretical Foundations for Design and Management of Human Service Organizations. Manuscript submitted for publication.

Mueller, V.D. & Sederberg, C.H. A Descriptive Study of General Transportation Funds (Combined) Expenditures for Adminstrative, Teaching, Other Instructional Salaries and Total Salaries in Minnesota Sample School Districts from 1969-70 Through 1975-76. St. Paul: Minnesota State Planning Agency, December 1976.

Mueller, V.D. & Sederberg, C.H. A Descriptive Study of General and Transportation Funds (Combined) Expenditures a Stratified Random Sample of Minnesota School Districts, 1969-70 Through 1975-76. St. Paul: Minnesota State Planning Agency, December 1976.

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--The Development of Long-Range Educational and Fiscal Policies for the State of Minnesota. September 1976.
--Evaluating Minnesota's School Finance Reform. August 1976.
--The Use of Referendum Procedures to Exceed Maintenance Levy Limitations 1971-76. November 1976.
--Trends in Actual and Total Pupil Units and New Enrollments in Minnesota School Districts 1964-65 Through 1978-79. January 1977.
--An Analysis of Adjusted Assessed Property Values (EARC) bY County, Region and State for the Period 1970 Through 1975. January 1977.
--An Analysis of Changes in Class Size (Pupil/Staff Ratio) in Minnesota School Districts from 1974-75 Through 1976-77. May 1977.
--An Analysis of Trends in State Aid Distribution to Minnesota School Districts: Categorical v. General. December 1976.
--An Analysis of Employment Status Changes in Minnesota Public Elementary and Secondary Schools Professional Staff, 1973-74, 1974-75, 1975-76. November 1976.
--An Analysis of Trends in the Number, Salary, Age, Training and Experience of Professional Staff in Minnesota School Districts Classified by Region, Size, Enrollment Trends, Expenditure and Wealth for the Years 1973-74 Through 1976-77. May 1977.

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Sederberg, C.H. A Descriptive Study of Service Capability in a Stratified Random Sample of Minnesota School Districts 1969-70 Through 1975-76. St. Paul: Minnesota State Planning Agency, May 1977.

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Weatherman, R. and Wolf, J. Competency-Based Training of Special Education Administrators--A Model. Manuscript in press.

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Wolf, J. Administration of Early Education. Minimanuscript Series: Center for Early Educational Development, Spring 1976.

Wolf, J. Designing and Implementing a Mainstream Course for Regular Early Educators. ERIC, 1976.

Wolf, J. Functions of the Placement Committee in Special Education. Washington, D.C.: National Association of State Directors of Education, 1976.

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Wolf, J.M. and Hong, K.M. Integrative Teaching of Child Development and Psychopathology. Manuscript in press.

Wolf, J.M. and McAlonie, M. "A Multi-Modality Language Program for Retarded Preschoolers." Education and Training of the Mentally Retarded, Winter 1977.

Wolf, J.M. and Rynders, J.E. Problems in Estimating the Educational Promise of Preschool Down's Syndrome Children Based Primarily on Expressive Language Ability. Manuscript in press.

Wolf, J.M., Schipper, W.V., and Mann, P. (ed.) Shared Responsibility for Handicapped Students: Advocacy and Programming. Coral Gables, Florida: University of Miami Training and Technical Assistance Center, 1976.

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b. Presentations:

Hendrix, V.L. and Sederberg, C.H. Monitoring Achievement of Educational Governance/Management Policy Goals. Presented at the American Educational Research Association Annual Conference, New York, April 1977.

Keller, R.J. Current Developments in Higher Education: International Perspectives. Presented to the Korean Society for the Study of Education, Seoul, Korea, March 1977.

Keller, R.J. Developments in International Higher Education. Presented at the School of Education Faculty Meeting, Northwestern University, Evanston, Illinois, December 1976.

Keller, R.J. Issues in International Higher Education. Presented to Faculty of Education, Chulalongkorn University, Bangkok, Thailand, February 1977.

Keller, R.J. The NCA Looks to the Future. Report to the Association of Research Project presented at the annual meeting of North Central Association, Chicago, April 1977.

Mansergh, G.G. M.B.O.: An Overview. Presented at the Planning, Evaluating, Reporting Workshop of the Educational Cooperative Service Unit, January 1977.

Mansergh, G.G. Management by Objectives and Collective Negotiations Simulation. Presented at the Academic Fair for the Midwest Council for Educational Administrators, August 1976.

Mansergh, G.G. Regional Education Service Agencies: The Minnesota Story. Presented at the Fall conference for Minnesota Association of School Administrators, September 1976.

Mansergh, G.G. School Planning Evaluation and Communication System. Presented at the Educational Cooperative Service Unit (ECSU) Workshop, January 1977.

Mueller, V.D. The Educational Policy Setting and Fluctuating School Enrollments. Presented at the American Educational Research Association Annual Meeting. New York City, April 1977.

Mueller, V.D. Declining School Enrollments. Presented at the National Suburban School Superintendent's Conference, Minneapolis, October 1976.

Mueller, V.D. Reforming Minnesota's Foundation Aid Program: The Key Issues. Presented at the Minnesota Association of School Administrators Fall Conference, September 1976.

Mueller, V.D. School Finance and Fluctuating School Enrollments. Presented at the following meetings:
--Minnesota Association of School Administrators Conference, Brainerd, September 1976.
--National Suburban School Superintendents Conference, Minneapolis, October 1976.
--Minneapolis Citizens Committee for Public Education Long-Range Planning Committee, Minneapolis, March 1977.
--Minnesota Business Educators Association, Grand Rapids, April 1977.
--Minnesota Institutional Placement Association, Minnetonka, October 1976.
--Minnesota Association of School & College Counselors & Admission Directors, St. Olaf, Northfield, March 1977.
--United Council for Educational Administration Task Force on Declining Enrollments, New York City, October 1976.
--American Educational Research Association, New York City, April 1977
--National Institute of Education Vocational Technical Education Task Force, Washington, D.C., February 1977.

--St. Anthony Long-Range Planning Committee, March 1977.
--Elk River Long-Range Planning Committee, June 1977.
--Minnesota House/Senate Education Committee Conference, Spring Hill, January 1977.
--Minnesota PTA State Convention, Minneapolis, April 1977.
--Minnesota PTA District 6 Convention, Cambridge, March 1977.
--Minnesota PTA District 7 Conference, Minneapolis, May 1977.
--Minnesota Association of Elementary Principals State Convention, St. Paul, February 1977.
--Minnesota Senate Education Sub-Committee on School Reorganization, St. Paul, April 1977.
--Minnesota Association of School Administrators/Bush Executive Fellows Program, Brainerd, October 1976, and Cable, Wis., April 1977.
--S.W./W.C. Minnesota Educational Cooperative Service Unit Conference on Declining Enrollments, Marshall, Minn., October 1976.
--SDE UFARS Regional Directors, St. Paul, October 1976.
--Minnesota Education Seminar, St. Paul, February 1977.
--Bell Conference on Special Education, Bloomington, May 1977.
--Bell Conference on Staff Maturity, St. Paul, December 1976.
--Minneapolis Leadership Development Conference, St. John's University, August 1976.
--Educational Policy Fellows Seminar, St. Paul, October 1976.
--Minnesota League of Women Voter's, St. Paul, February 1977.
--Dakota County Chamber of Commerce, W. St. Paul, March 1977.
--Twin Cities Area Business Educators Association, Robbinsdale, May 1977.

Nickerson, N.C. Program Evaluation and Teacher Evaluation. Presented at the Academic Fair for the Midwest Council for Educational Administrators, August 1976.

Nickerson, N.C. The Uneven Edge, the Principal and the Administrative Team. Presented at the National Association of Secondary School Principals National Convention, New Orleans, January 1977.

Sederberg, C.H. and Hendrix, V.L. Monitoring Achievement of Educational Governance/Management Policy Goals. Presented at the American Educational Research Association Annual Conference, New York, April 1977.

c. Conferences and Meeting Participation:

American Association of Community and Junior Colleges Annual Convention, Denver, CO, March 1977 (Morgan)

American Association of Higher Education, Chicago, IL, February 1977 (Morgan)

American Association of School Administrators Annual Conference, Las Vegas, NV, February 1977 (Mansergh, Morgan, Mueller)

American Educational Research Association Annual Conference, New York, NY, April 1977 (Hendrix, Mueller, Popper, Sederberg)

American Education Finance Association, San Antonio, TX, March 1977 (Mueller)

American Education Finance Association Planning Conference, Washington, D.C., May 1977 (Mueller)

Association for Supervision and Curriculum Development Annual Conference, Houston, TX, March 1977 (Nickerson)

Council of Educational Facilities Planners, Chicago, Ill, May 1977 (Alkire)

Council of Universities and Colleges Annual Conference, Denver, CO, March 1977 (Morgan)

Higher Education Administrator Competency Study Task Force, UCEA, Ohio State University, April 1977 (Morgan)

Illinois Education Policy Conference, Springfield, IL, June 1977 (Mazzoni)

Midwest Council for Educational Administrators:
- Academic Fair, Bemidji, MN, August 1976 (Mansergh, Morgan, Nickerson)
- Fall Conference, Superior, WI, October 1976 (Jackson, Nickerson)
- Spring Conference, St. Cloud, MN, April 1977 (Mansergh, Nickerson)

Minnesota Association of Secondary School Principals:
- Assistant Principals Workshop, Minneapolis, MN, October 1976 (Nickerson)
- Junior High Conference, Fargo, ND, September 1976 (Nickerson)
- Summer Conference, Brainerd, MN, June 1976 (Nickerson)
- Winter Workshop, Minneapolis, MN, January 1977 (Nickerson)

Minnesota Association of School Administrators:
- Fall Conference, Brainerd, MN, September 1976 (Mueller)
- Spring Conference, Bloomington, MN, May 1977 (Mansergh, Mueller)

Minnesota Education Policy Fellowship Conference, St. Paul, MN, March 1977 (Mazzoni)

Minnesota Elementary School Principals Association Annual Meeting, Minneapolis, MN, February 1977 (Alkire, Lambert)

Minnesota School Board Association Conference, Minneapolis, MN, January 1977, (Mansergh)

National Association of Elementary School Principals Annual Meeting, Las Vegas, NV, April 1977 (Lambert)

National Association of Secondary School Principals Annual Conference, New Orleans, LA, January 1977 (Nickerson)

National Council for Accreditation of Teacher Education:
- Board of Directors Meeting, Chicago, IL, October 1977 (Keller)
- Conference for Evaluation Committee Chairmen, Chicago, IL, September 1976 (Keller)

National School Development Council Annual Meeting, Las Vegas, NV, February 1977 (Mansergh)

North Central Association:
- Annual Meeting, Chicago, IL, April 1977 (Keller)
- Board of Directors Meeting:
  - July 1976, Chicago, IL (Keller)
  - December 1976, Tucson, AZ (Keller)
  - April 1977, Chicago, IL (Keller)
- Fall Conference, Minneapolis, MN, October 1976 (Nickerson)
- State Committee Workshop:
  - August 1976, St. Paul, MN (Nickerson)
  - December 1976, St. Paul, MN (Nickerson)

North Central Council of Community Colleges:
- October 1976, Tulsa, OK (Morgan)
- March 1977, Chicago, IL (Morgan)

State Policy Seminar, Harford, CT, May 1977 (Mazzoni)

State Validation Conference, Washington, D.C., February 1977 (Mansergh)

University Council for Educational Administrators, Charlottesville, VA, November 1976 (Jackson)

UCEA/EASO Conference on Declining Enrollments, St. Paul, MN, April 1977 (Nickerson)

United States Office of Education/Commission of the States School Finance Conference, Denver, CO, March 1977 (Mueller)

Washington Policy Seminar, Washington, D.C., September 1976 (Mazzoni)

d. Individual Faculty Accomplishments:

GARY F. ALKIRE

The 1976-77 academic year was primarily devoted to student related activities by Professor Alkire. As Director of Graduate Studies, new admission procedures, program components, and examination procedures were developed and approved by the graduate faculty.

Monitoring and assisting in the completion of the department's internal and external reviews by the Graduate School were accomplished.

During the year twelve graduate students completed degrees under Professor Alkire's direction: four master's degrees, five specialist's certificates, and three doctor's degrees.

The continued development and supervision of the intern program required weekly seminars, school visits, and trips for 25 interns during the 1976-77 academic year. Visits with various practicing administrators in the area provided additional intern opportunities for the 1977-78 year.

A long-range planning study was completed for two school districts in Minnesota with the assistance of five graduate students who were provided a real planning experience as part of a seminar in school facility planning.

WILLIAM M. AMMENTORP

During the 1976-77 academic year Professor Ammentorp's instructional responsibilities in policy analysis led to the completion of a basic syllabus and workbook which will be published by the Control Data Corporation using the PLATO instructional system. Along with this development, a new syllabus and associated materials were produced for the finance of higher education. These materials have subsequently been re-drafted for use in trustee training workshops in private colleges.

Service activities have taken two forms: first, Professor Ammentorp has been re-elected to the Chairmanship of the St. Mary's College Board of Trustees. Secondly, he has worked closely with the Red Wing and Rochester Public Schools in management development. The result of these activities is a system for fiscal planning which is being disseminated by Rochester Schools in a series of workshops in Minnesota.

Research in progress has led to two publications: "Dynamic Cost Benefit Analysis" (in Educational Research Quarterly) with Jon Morris and "The Dynamics of Fund Raising" (in Fund Raising Management) with Ken Baltes. Both of these works are extensions of the policy analysis instructional activities noted above.

VERNON L. HENDRIX

One of the more interesting series of tasks last year was concerned with the analysis of data for the State Planning Office as part of a contract with the Bureau of Field Studies and Surveys. These data analyses, conducted on a sample of 45

school districts over a seven year period, involved the manipulation of financial, enrollment, and staffing information. Use of these analyses were made by two other faculty members, on leave, who were working with the State Planning Agency. In addition, this permitted Professor Sederberg and Professor Hendrix to do additional analyses on the data which resulted in a paper being selected for the American Educational Research Association convention. This paper was later approved for entry into the ERIC system. Also, two additional journal articles have developed and are being submitted early this year to appropriate journals.

Another interesting aspect of last year was Professor Hendrix's continuing involvement with the Biological Sciences Human Subjects Review Panel. The studies mainly are medical in nature, but he believes that the work has direct payoff and provides increased insights into research design in all areas.

Finally, a number of students finished dissertations and graduated. These dissertations will likely result in several AERA papers in the near future.

CLIFFORD P. HOOKER

Professor Hooker's professional work for 1976-77 was divided somewhat equally between three related categories. First there was the usual amount of teaching graduate level classes and advising students in post-baccaulareate programs. Over 150 students were enrolled in his classes; three students completed dissertations; and five other students finished graduate programs.

Department administration work required a substantial block of Professor Hooker's time during the past year. As Acting Chairperson he was involved in many administrative activities such as developing and managing the budget; scheduling classes, planning future courses of action for the department; and chairing various meetings. The most exciting and rewarding experience in 1976-77 was the editing of the 1978 Yearbook for the National Society for the Study of Education. The writing done on this book and the interaction with the other authors was very gratifying. When the 600 page manuscript finally went to the printer in the summer of 1977, Professor Hooker felt both proud of a job completed and relieved that he could now turn to other tasks.

ROBERT J. KELLER

Interests in international higher education, accreditation and the role of statewide boards were interspersed with advisory responsibilities for graduate students during this sabbatical year. Location in Evanston during fall quarter provided attach-

ment to Northwestern University as Visting Scholar and the NCA Higher Education Commission Office there. This vantage-point coupled involvement with the COPA/Danforth national study of higher education accreditation with the practical service as chairman of a 22-member NCATE Accreditation Team for New York University. Statewide boards in the area were also accessible from that location.

International travel during winter quarter emphasized comparative higher education from the East-West Center (Honolulu) and visits to New Zealand, Australia, Singapore, Malaysia, Thailand and Korea. The latter involved institutional visits and seminars in fourteen of 29 participant colleges and universities in the Korean Higher Education Reform Project. Initial development of this project during 1971-73 as Consultant on Higher Education under MUCIA/USAID sponsorship permitted a follow-up assessment of intervening progress. The tripling of participating institutions and expansion of internal reforms under continuous guidance of a nation-wide advisory Committee on Evaluation for the Ministry of Education provided evidence of continuing project vitality.

Spring quarter brought a return to campus activities and completion of most writing commitments. Four advisees finished graduate programs during the year; several others moved toward completion of coursework, preliminary examinations and formalized thesis plans for the doctorate. The sabbatical year thus provided a change of pace and some respite from normal campus activities which should yield dividends in coming years.

RONALD T. LAMBERT

Professor Lambert's primary interests continue to be in the area of elementary school administration. His professional activities in educational administration were in the dimensions of teaching, advising and service. Major instructional activities consisted of student advising and teaching of two courses: EdAD 8-216 (winter 1977) and EdAd 8-217 (spring 1977). Other activities included service on thirteen educational administration examining committees. Two advisees completed Specialist Certficate requirements and three advisees completed requirements for the M.A. degree.

Major service activities were entirely non-remunerative (i.e. part of the University supported service responsibilities) and consisted of consultant and service activities with the Minnesota Elementary School Principals' Association (MESPA), the Association for Evaluation of Elementary Schools (AEES), the National Association of Elementary School Principals (NAESP), and the North Central Association (NCA).

GERALD G. MANSERGH

Professor Mansergh's professional activities during the 1976-77 time period were focused around instruction, service, and contribution to national, regional, and state professional organizations. Major instructional activities included both teaching educational administration, and advising students. Instructional support activities included participation on the College of Education Continuing Education Committee and the Department's Graduate Studies Committee.

Principal service activities were performed by Professor Mansergh as Executive Director of the Educational Cooperative Service Unit of the Metropolitan Twin Cities Area, Inc. These services included the coordination and provision of several inservice training workshops, and the development and implementation of this new regional service agency for the Twin Cities Area. Several of the services and programs of the ECSU resulted in follow-up publications in addition to the annual ECSU studies and administrative reports.

Instructional efforts during the past year included teaching EdAd 8-227 (Public School Personnel Programs) and EdAd 8-242 (Adminsitrative Organization and Staffing). Three graduate students (one M.A. student, one Ed.D. student, and one Ph.D. student completed their degree programs under his chairmanship.

Professor Mansergh's professional service activities were focused on three primary groups: school superintendents, school board members, and administrators of regional education. Service councils and agencies, attendance and presentations at meetings of these groups were a part of his professional service, as was service on the Board of Directors of the National School Development Council, which is the National Organization for Regional School Development Councils in the United States.

TIM L. MAZZONI, JR.

Professor Mazzoni's professional focus during the year was on three sets of activities: (1) instruction, including advisement, (2) writing, and (3) state service. With respect to the first, empahsis was given to the further development of courses dealing with the political dimension of school management, notably EdAd 8-202 and EdAd 8-247. Professor Mazzoni's advising load numbered fifty-two students. Of these, one Ed.D., one Ph.D., five Specialists and three M.A. students completed their degrees during the year.

Writing activities included the preparation of three manuscripts: (1) "Jimmy Carter: An 'Education President'?", Phi Delta Kappan (March 1977), (2) "The Impact of ECS on State Policy Making, Some

Research Evidence", (submitted for publication, Spring 1977), and (3) "Essay Review of 'Delivering Educational Services' by David Goodwin", Educational Administration Quarterly (Fall 1977). All three manuscripts reflected Professor Mazzoni's continuing concern with governance issues in education.

Service to the state was principally through Professsor Mazzoni's role as coordinator for the Minnesota site of the national Education Policy Fellowship Program. The Program in a two-year period (1976-1978) will provide an education component for sixteen Minnesota Fellows working in different policy-making agencies and institutions, including the Department of Education, State Planning Agency, Department of Finance, State University Board, Educational Cooperative Service Unit (Twin Cities Metropolitan Area), University of Minnesota, and the Minnesota Legislature.

DON A. MORGAN

Professor Morgan's primary interests remain in the area of the governance and administration of two year colleges -- a generic term including technical, junior and community colleges as well as two year branches of universities. A program of instruction and related research in this specialty has been devised as one with a national base -- administrators should fit in anywhere in the country. The program had a primary focus on the needs of Minnesota and the adjacent Upper Midwest states.

Professor Morgan's graduate seminars are designed for the doctoral-level student. The intern is to impart entry-level skills into one of several possible administrative positions at the two year college level. The target populations are faculty and counselors drawn from two year college experience; but for students without this experience, there are internship relations possible with any one of six public community colleges, one private junior college, and three area vocational technical institutes, all located within the immediate urban-suburban area.

Two major research efforts produced publications in 1977. The first was a two year effort to isolate competencies involved with the positions of president, deans of instruction and students, and counselor. The object was to incorporate in the seminars such skill training as might be needed to move counselors towards those competencies exhibited by presidents. A chapter, "Upper Midwest Post-Secondary Administrative Competencies", appeared in a joint Ohio State and Illinois State publication The Administrator in Higher Education - An Assessment of Professional Needs. The second involved a deepening study of the two year college professoriate. This led to research in the archives of the W. K. Kellogg Foundation in Michigan and a monograph, The Council of Universities and Colleges - An Introductory History,

co-authored by Doris Meek of San Diego State University and published by the Higher Education Program at the University of Arizona.

The Council of Universities and Colleges (CUC) is the professor arm of the American Association of Community and Junior Colleges (AACJC). Professor Morgan has been elected editor of the CUC each year since it was formed in 1972. A newsletter, Outreach, was created in 1972 and has a national distribution. A directory of the CUC membership has been organized each of the last two years, and the 1977 Directory included an introductory chapter presenting base-line data regarding this professoriate -- its history and the characteristics of the persons involved.

Service to the Department was confined to assisting the Educational Administration Student Organization and serving on the Affirmative Action Committee of the Department.

A carry over activity from 1977 that will reach into 1978 is a history of the Association of Community College Trustees. This is a study supported by the Association and will be published by it. Four of five chapters are in manuscript form.

JON R. MORRIS

During the 1976-77 academic year Professor Morris served as Director of Research and Planning for the ECSU Region XI. Major activities for that organization included data analysis, preparation of annual technical publications and chairing the planning commission.

Academic activities covered instruction in thesis research (EdAd 8-238, Theory and Research) and management systems (EdAd 8-214) as well as service on thesis committees.

Writing and research activities included the publication of "Dynamic Analysis of Education Policies: Extending Cost Benefit Studies" in the Educational Research Quarterly, (with Professor Ammentorp). Also submitted for publication, with Professors Ammentorp and Popper,was "Theoretical Foundations for Design and Management of Human Service Organizations."

VAN D. MUELLER

Professor Mueller was on sabbatical leave from the University from August 1, 1976 through June 30, 1977. The focal point for his furlough activities was study and participation in state level policy processes regarding resource allocation and fluctuating school enrollments in Minnesota elementary and

secondary schools. An eleven-month assignment as consultant to the Human Resources Planning Unit of the Minnesota State Planning Agency provided access to state government and provided a support base for the conduct of a series of school finance studies. The output of these studies consisted of a series of twelve policy reports published by the State Planning Agency. From October 1976 to June 1977 Professor Mueller assisted in the organization and design of a federally funded study of Minnesota school finance.

Activities related to fluctuating school enrollments included the chairmanship of the legislatively established Advisory Council on Fluctuating School Enrollments. The final report of the Council was reported to the legislature and State Board of Education in January 1977. In October 1976 Professor Mueller participated in a UCEA Task Force on Declining School Enrollments. This activity resulted in the planning of a symposium for the 1977 AERA Annual Meeting. Professor Mueller presented a paper titled, "The Educational Policy Setting and Fluctuating School Enrollments".

During the 1977 legislative session Professor Mueller testified before the House and Senate Education Committees on fluctuating school enrollments and school finance policy issues. Additional legislative involvement focused on school district reorganization alternatives and the mandatory school district and area planning bills.

Other activities during Professor Mueller's sabbatical period included the writing of a primer on Minnesota school finance, presentation of a paper to the National Suburban School Superintendent's Conference, and participation in and election to the board of directors of the American Education Finance Association. Also during the past year five advisees were assisted in completion of their doctoral studies.

NEAL C. NICKERSON, JR.

Professor Nickerson's 1976-77 academic year university activities were teaching, advising, and service oriented. First Summer Session 1976 was filled primarily by the two classes EdAd 8-264 and 8-265. Second Summer Session, although Professor Nickerson was officially unemployed, featured intern placement and conferences with host schools and administrators.

The academic year saw teaching and advising assignments taking most of his time. Regular service activities - MASSP Board of Directors, North Central Association State Committee, Rockefeller interns, Chairman of the University Summer School Committee, and serving on the University search Committee for the new dean of the College of Education - were ongoing throughout the year.

The 25 1976-77 administrative interns comprised another major segment of Professor Nickerson's professional activities. The weekly seminars, school visits and trips enhanced his relationships to them.

A major portion of Professor Nickerson's time was spent on advising his 101 advisees in course and program planning, thesis project and dissertation design and implemention, and general progress conferences. A difficult facet of his work load to measure is the time spent in unofficial advising.

Part of Professor Nickerson's time was spent in writing North Central Association evaluation reports, project summaries, abstracts for the Ed. Ad. Quarterly and an article for the NASSP Bulletin which will appear in the November 1977 issue.

Regular teaching is another major and important portion of Professor Nickerson's regular professional role. His development of the new speech course, which was offered in February, was exciting and rewarding.

SAMUEL H. POPPER

Professor Popper's teaching, research, and service activities during the academic year 1976-77 reflect his sustained interest in school organization conceptualized as a social system. Two courses have been revised to incorporate the most recent research and theoretical literature. It is his intention to revitalize all of his instructional offerings on a scheduled annual cycle. Together with two colleagues in the Department of Educational Administration, a journal article entitled "Theoretical Foundations for the Design and Management of Human Service Organizations" has been submitted for publication.

CHARLES H. SEDERBERG

Professor Sederberg held a quarter-time position with the Department during 1976-77. Departmental duties included teaching one course per quarter and advising graduate students. He was on three-quarter time leave of absence to serve as a consultant to the Minnesota State Planning Agency for a series of state school finance policy studies conducted by that agency.

The consultant work at the State Planning Agency involved continued development of the Educational Governance/Management Policy Monitor System using seven years of historical financial, enrollment, and staffing assignment data from a ten percent stratified random sample of Minnesota school districts. The principal outcome of this work was the development and testing

of service capability as a fiscally neutral input measure of access to educational opportunity. While at the Planning Agency, Professor Sederberg completed work on a study of the effect of migration on school enrollment trends which he co-directed with the State Demographer.

Research and development efforts in the State Planning Agency were of sufficient merit to justify consideration for testing on a State-wide basis. Professor Sederberg expects to work for the State Department of Education on a three-quarter time basis during 1977-78 to further develop the Monitor System and explore implementation.

RICHARD F. WEATHERMAN

Dr. Weatherman was on sabbatical during school year 1976-77. During that time he continued his activities as princial investigator of the Outreach Training Program. Activities of the Outreach Training Program concentrated on the refinement of the Minnesota Developmental Programming System (an instrument for program management and planning for mentally retarded individuals), the staff development training system, and national dissemination of the project.

Dr. Weatherman continued refinement of a special education administration simulation training program, development of an inservice training program for regular education administration and exploration of new federal and state mandates for the education of handicapped children. He served as a consultant to the Arizona State Department of Education and the Massachusetts State Department of Education during the sabbatical year.

JUDITH M. WOLF

The 1976-77 academic year was comprised of five major goals in the areas of administration of special education and early education programs. These goals were: course development, the further development and refinement of administrative training materials, the development and implementation of a training program for elementary school principals, research into the role of the early education administrator and the inception of a national research study on women in educational administration at the university or college level.

The entry level course EdAd 5-103 was continued as a survey course in special education administration. The winter quarter and spring quarter courses, EdAd 5-180/5-181, were redefined to focus on handicapped legislation and critical issues in the administration of special education. Also the early education administration course, EdAd 5-140, was taught for the second time.

The Special Education Administration Training Program (SEATP) was selected as one of the four exemplary national training projects by the Bureau of Education for the Handicapped. Early education materials were developed to accompany the SEATP products and were accepted for presentation at the National Association for the Education of Young Children conference. The SEATP materials have now been used in many state departments of education and several university programs.

The Minnesota Elementary School Principal's Association (MESPA) and our office launced a collaborative project to develop materials and train the state's principals on the administrative requirements of the new handicapped education law, P.L. 94-142. To date, over 300 principals have received training and a procedural handbook has been completed for the State Department of Education.

A role study was begun of early education administrators. Preliminary data were presented at AERA in New York.

A questionnaire has been mailed to Departments of Educational Administration and women professors of educational administration across the country. This study is being supported by the College of Education through reserach funds. Data will be analyzed during the coming year.

B. Roster of All Individuals in the Department

FACULTY

Gary F. Alkire, Ed.D. 1968, Michigan State University, Associate Professor. Educational Facilities Planning, Elementary School Principalship.

William M. Ammentorp, Ph.D., 1964, University of Chicago, Professor. Educational Policy Systems, Administration of Higher Education.

Vernon L. Hendrix, Ph.D., 1962, University of Texas, Professor. Administrative Research Techniques, Design, Methodology.

Clifford P. Hooker, Ed.D., 1954, Indiana University, Professor. Educational Law, School District Organization.

Thomas L. Jackson, Ed.D., 1970, University of Minnesota, Assistant Professor. Urban Education, Politics of Education, Secondary School Administration.

Robert J. Keller, Ph.D., 1947, University of Minnesota, Professor. Administration of Higher Education.

Ronald T. Lambert, Ph.D., 1961, University of Minnesota, Professor, Supervision, Elementary School Principalship.

Gerald G. Mansergh, Ph.D., 1967, University of Minnesota, Associate Professor. Executive Secretary, Educational Research and Development Council; Personnel Administration and Administration Organization.

Tim L. Mazzoni, Jr., Ph.D., 1971, Claremont Graduate School, Associate Professor, Educational Policy Development, Politics of Education.

Don A. Morgan, Ph.D., 1965, University of Portland, Associate Professor, Administration of Two-Year Postsecondary Institutions.

Jon R. Morris, Ph.D., 1970, University of Colorado, Associate Professor. Director, Research and Evaluation--Educational Research and Development Council; Administrative Research and Evaluation.

Van D. Mueller, Ed.D., 1964, Michigan State University, Professor. Department Chairperson; Educational Finance.

Neal C. Nickerson, Jr., Ed.D., 1964, Columbia University, Professor. Secondary School Principalship, Personnel Evaluation.

Samuel H. Popper, Ph.D., 1952, New York University, Professor. Organizational Theory, Secondary School Administration, Community School Organization.

Charles H. Sederberg, Ph.D., 1964, University of Minnesota, Professor. Director, Bureau of Field Studies and Surveys; School Business Management.

Richard F. Weatherman, Ph.D., 1964, Michigan State University, Professor. Administration and Supervision of Special Education.

Judith F. Wolf, Ph.D., 1975, University of Minnesota, Assistant Professor. Administration and Supervision of Early Childhood Education.

ASSOCIATE FACULTY

John F. Anderson, Ph.D., 1974, University of Minnesota, Research Associate. Measurement Services Center, University of Minnesota; Educational Evaluation.

Richard P. Bailey, Ph.D., 1959, University of Wisconsin, Dean, General College, University of MInnesota; Educational Writing for Publication.

Douglas R. Berdie, B.A., 1971, University of Minnesota, Research Fellow. Measurement Services Center, University of Minnesota; Educational Evaluation.

Geraldine F. Evans, B.A., 1962, Gustavus Adolphus. Department of Educational Administration Affirmative Action Coordinator.

James L. Gavenda, Ed.D., 1971, University of Minnesota. Administrator, St. Louis Park Public Schools; Administration of Special Education.

Kay E. Jacobs, Ph.D., 1977, University of Minnesota. Assistant Superintendent, Mahtomedi Public Schools; School Finance.

Robert A. Koenig, Ph.D., 1973, University of Minnesota. Minister, 1st United Presbyterian Church, Chippewa Falls, WI; Educational Law.

James Lindsay, Ph.D., 1972, University of Minnesota. TIES; Administrative Information Systems.

Ralph Mawdsley, Ph.D., 1974, University of Minnesota. Administrator, Fourth Baptist Christian Day School; Educational Law.

Dean L. Swanson, Ed.D., 1970, University of Minnesota, Assistant Professor. Assistant Director, Rochester Center--Continuing Education and Extension Administrative Organization.

W. Keith Wharton, Ph.D., 1968, Colorado State College, Associate Professor, College of Agriculture; Administration of Higher Education.

George P. Young, D.Ed., 1960, University of Illinois. Superintendent, St. Paul Public Schools; Metropolitan/Urban Education.

ADMINISTRATIVE PERSONNEL

Annette Hagen, Senior Clerk-Typist

Janet Kipp, Executive Secretary, A.C., 1964, Waldorf College

Margaret Madson, Principal Secretary

Sharon Olson, Principal Secretary, St. Paul Technical-Vocational, 1972

LaVerne Wagner, Principal Secreatry

PART-TIME

Denise Daniel, Senior Clerk-Typist, AA., 1976, University of Minnesota

Rosalyn Johnson, Senior Clerk-Typist, B.A., 1970, University of Minnesota

Mary Patricia McConnell, Senior Clerk-Typist

Theresa Minerich, Senior Clerk-Typist

SPECIAL EDUCATION ADMINISTRATION PROJECT STAFF

SueAnn Hollingsworth, Editor, M.Ed., 1969, Edinboro State College (terminated 9-15-76)

Dwight Maxa, Teaching Assistant, Ph.D. Candidate, University of Minnesota

EDUCATIONAL COOPERATIVE SERVICE UNIT - REGION XI

Barbara Devlin, Research Assistant, Ph.D. Candidate, University of Minnesota

Marilyn Kerns, Research Assistant, M.A.T., 1970, Vanderbilt University

Richard Savolainen, Reserach Assistant, Specialist, 1977, University of Minnesota

Dale Wain, Assistant Director, Ph.D., 1977, University of Minnesota

MINNESOTA ASSOCIATION OF SCHOOL ADMINSITRATORS STAFF

Richard Van Hemert, Research Assistant, M.A., 1974, University of Texas

MINNESOTA SCHOOL DISTRICTS DATA PROCESSING JOINT BOARD (TIES) STAFF

Thomas Allen, Research Assistant, Ph.D. Candidate, University of Minnesota

GRADUATE RESERACH AND TRAINING ASSISTANTS

Janet Davenport, Teaching Assistant, M.A. student, University of Minnesota

Barbara Devlin, Teaching Assistant, Ph.D. Candidate, University of Minnesota

Leslie Gerstman, Teaching Assistant, M.Ed., 1975, University of Illinois

Carolyn Hellervik, Research Assistant, B.S., 1966, St. Cloud State University

Leslie Mercer, Research Assistant, M.A., University of Wisconsin

Marian Sumlin, Research Assistant, B.S., 1966, Chicago State Teachers College

Gwendolyn Walker, Research Assistant, M.A., 1975, University of Minnesota

BUSH FOUNDATION FELLOWSHIPS

Jacqueline Goodwin, M.Ed., 1971, Fort Valley State College

Elinor Schussheim, B.A., 1974, Marshall University

ADMINISTRATIVE INTERNSHIPS

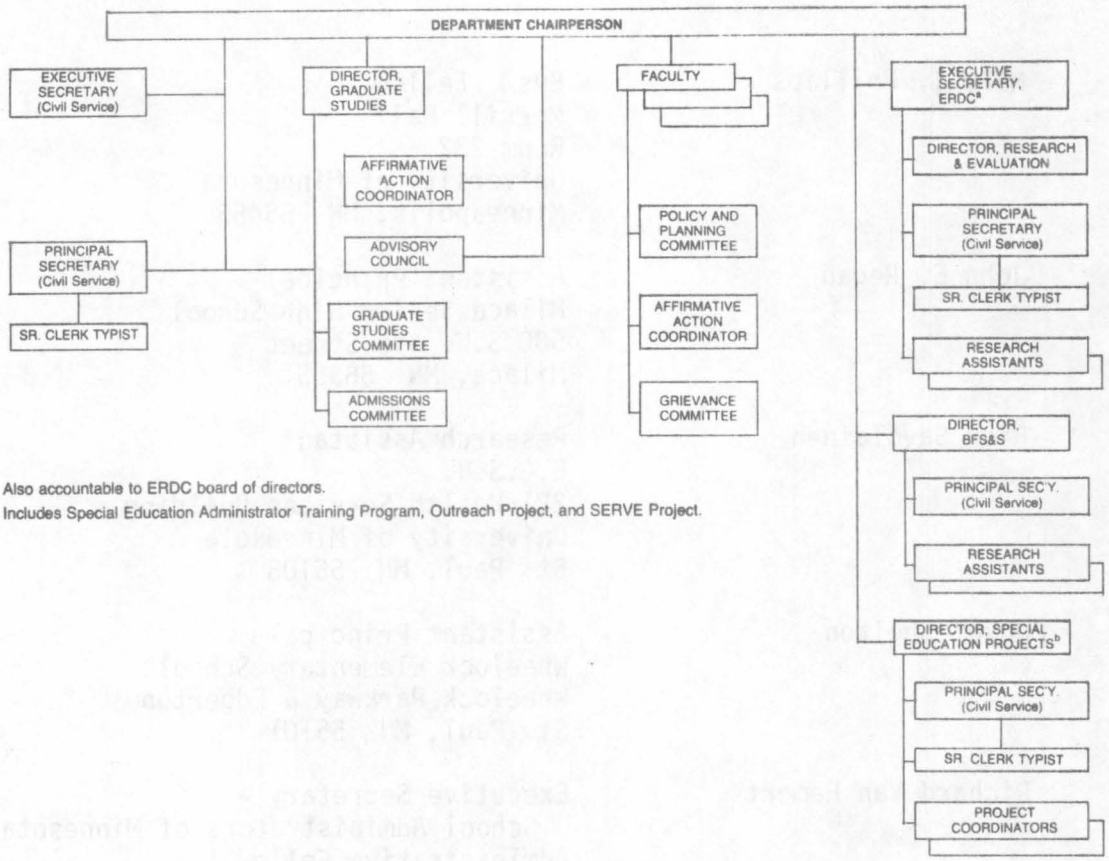
Name	Assignment
Yvonne Beseler	Administrative Assistant Division of Special Education 254 Upton Avenue, South Minneapolis, MN
Charmaine Branch	Assistant Principal Webster Magnet School 67 North St. Albans St. Paul, MN 55104
Janet Davenport	Administrative Assistant Columbia Heights, District 13 1400 - 49th Avenue, N.E. Columbia Heights, MN
Barbara Devlin	Research Assistant E.C.S.U. 221 H.S. Building University of Minnesota St. Paul, MN 55108
Kay Douglass	Assistant Principal Deephaven Elementary School Vine Hill Road Excelsior, MN 55331
Geraldine Evans	Affirmative Action Officer Department of Educational Administration 225 Health Services Building University of Minnesota St. Paul, MN 55108

John Fritscher	Assistant Principal Coon Rapids Junior High School 11600 Raven Street, N.W. Coon Rapids, MN 55433
John Greupner	Assistant Principal Ridgemount Junior High 12000 Ridgemount Avenue Plymouth, MN 55441
Carolyn Hellervik	Consultant for Non-Public Pupil Aid State Department of Education 703 Capitol Square Building 550 Cedar Street St. Paul, MN 55101
Birch Jones	Assistant Principal Hopkins West Junior High 3830 Baker Road Minnestonka, MN 55343
Mary Mackbee	Assistant Principal Como Park Junior High 740 West Rose St. Paul, MN 55117
JoAnn McMahon	Assistant Principal St. Paul District 625 Harding High School 1525 East 6th Street St. Paul, MN 55106
Nan Mizuhata	Assistant Principal Washington High School 1041 Marion St. Paul, MN 55117
Myrl Moran	Assistant Principal Mahtomedi High School Mahtomedi, MN 55115
Terry Nelson	Assistant Principal Coon Rapids Junior High School 11600 Raven Street, N.W. Coon Rapids, MN 55433
Julia Olson	Assistant Principal Wildwood Elementary School 535 North Warner Mahtomedi, MN 55115

Mary T. Phillips	Bush Fellow Morrill Hall Room 232 University of Minnesota Minneapolis, MN 55455
John E. Regan	Assistant Principal Milaca Senior High School 500 S.W. 4th Street Milaca, MN 56353
Rick Savolainen	Research Assistant E.C.S.U. 221 Health Services Building University of Minnesota St. Paul, MN 55108
Joyce Shelton	Assistant Principal Wheelock Elementary School Wheelock Parkway & Edgerton St. Paul, MN 55101
Richard Van Hemert	Executive Secretary - School Administrators of Minnesota Administrative Fellow I - Minnesota Association of School Administrators 350 Hanover Building 480 Cedar Street St. Paul, MN 55101
Gwendolyn Walker	Assistant Principal Coon Rapids Senior High School 2340 Northdale Boulevard Coon Rapids, MN 55433

C. THE ORGANIZATIONAL STRUCTURE OF THE DEPARTMENT

Department membership is composed of faculty, staff, students, and civil service personnel assigned to it or to subunits under its control. Descriptions of the functions and compositions of the various organizational components are provided in the Department constitution and by-laws.



a Also accountable to ERDC board of directors.

b Includes Special Education Administrator Training Program, Outreach Project, and SERVE Project.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION, 1976-77

The administrative officers of the Department include the chairperson, director of the Bureau of Field Studies and Surveys, executive secretary of the Educational Cooperative Service Unit, director of graduate studies, and the affirmative action coordinator.

A three-member Graduate Studies Committee and a five-member Admissions Committee report to the director of graduate studies, who also serves as chairperson of both committees. The Graduate Studies Committee reviews all programs, thesis proposals, and peitions submitted by graduate students. The Admissions Committee makes recommendations for admission to all degree programs.

A six-member Policy and Planning Committee, a six-member Affirmative Action Committee, and a five-member Grievance Committee report to the Department faculty. Functions and responsibilities of these committees are indicated by their titles and described in the by-laws.

The affirmative action policy adopted by the Department is consistent with College and University policies. The policy adopted November 11, 1975 states:

Affirmative Action requires the elimination of discrimination in policies and practices on the grounds of race, color, religion, national origin, sex, sexual preference or any other criteria which are not performance related in accordance with applicable municipal, state, or federal laws in employment, student admissions, curriculum and staff and student awareness of discriminatory behavior. Affirmative Action means positive and aggressive acts to insure equal opportunities in the activities of the University of Minnesota's Educational Administration Department. Affirmative Action requires that policy and practices be nondiscriminatory, and that those actions necessary to guarantee equal opportunity to all people be undertaken. Equal opportunity is a condition which is in consonance with the moral ethos of democratic principles in American Society and affirmative action is a means by which the condition is achieved.

VI. ADDITIONAL DATA AND INFORMATION

A. EDUCATIONAL ADMINISTRATION STUDENT ORGANIZATION (EASO)

Membership for the EASO includes all students enrolled in educational administration programs at the University of Minnesota. A number of full-time graduate students not exceeding 50 percent of the number of faculty members are elected each year to serve as voting members of the department. Students are also elected from the organization membership to serve on the Council of Graduate Students, the College of Education Senate and the following Department committees: Affirmative Action, Admissions, Grievance, Content, Policy and Planning, Pre-requisite and Principalship.

The purposes of the student organization are:

1. To provide an official voice for graduate students in educational administration.

2. To represent the views and interests of graduate students to the Department, the College of Education, the Graduate School and other segments of the University.

3. To select graduate student representatives for the various committees.

4. To work with the Departmental faculty and administration in the establishment, development and evaluation of both the formal program in educational administration and related activities which contribute to the graduate study experience.

Officers are elected annually by the membership. In addition to specially scheduled formal and informal sessions, regular social-academic meetings are held once each quarter.

B. LIST OF ALL GRADUATES

MASTER OF ARTS

Willarene Beasley
Jackie Byrd
Kent Charon
Marianne Davidson
Kay Douglass
Sr. Mary Louise Eltgroth
James Esselman
Ralph Gilette
William Gonzalez
John Greupner
Joseph Hampl
Yardena Harpaz

Paul Hernandez
Sr. Judith Kavanaugh
Bergie Lang
Margaret Laws
Joyce Leibly
Irene Muhvich
Julia Olson
Elizabeth Pawlitschek
Craig Paulson
M. Omotayo Poroye
Sharon Rolnick
Katherine Rossini
Elinor Schussheim
Robert Shoff
Sr. Mary Ann Welsch
Kathleen Zawislak

SPECIALIST CERTIFICATE

Patricia Barta
Janet Davenport
Howard Dahl
Wallace Ecklund
Ann Egner
Byron Graves
Kenneth Greener
John Greupner
Philip Gustafson
Roger Hahn
Wilber Lewis
Willie McCoy
Sandra Meyers
Terrence Nelson
Julia Olson
David Ondercin
Wilaiwan Pitiyanuwat
Richard Savolainen
Mary Schepman
Harmon Stanch
David Vick
Sr. Mary Ann Welsch
Daniel Wenkman
Kathleen Zawislak

DOCTOR OF EDUCATION

Brian Boettcher. Project: An Analysis of Superordinate and Subordinate Perceptions of Secondary Principal's Leader Behavior and Its Relationship to Principal's Collective Bargaining Units.

Edward Bolstad. Project: The Role of Selected Minnesota High School Principals in Teacher Grievance Procedures.

Jean Connell. Project: District Power Equalizing as an Alternative Method for Public School Financing.

Carver Fouks. Project: A Model Performance Appraisal and Pay Program for School Administrators.

Malcolm McKay. Project: Adolescent Problems: An Examination of the Rank Comparison of the Latent Categories of Problems as Defined and Ordered by High School Students.

Peter Obermeyer. Project: Multi-Employer Collective Bargaining: A Model for Education.

Joseph Sahmaunt. Project: The Development of Library Programs to Meet the Informational Needs of an Adult Indian Community.

Carol Sorenson. Project: The Elementary Principal's Role as Perceived by Principals, Teachers and Parents in School Communities of Different Socio-Economic Levels.

Dale Wain. Project: Attitudes of Local Educational Policy Makers Toward Inter-District Cooperation Through Regional Service Units and the Relationship of These Attitudes to Selected Personal and School District Characteristics.

DOCTOR OF PHILOSOPHY

Dean Albertson. Thesis: An Assessment of Management Skills and In-Service Training Needs of Administrators in Selected Non-School Human Service Agencies.

Kenneth Baltes. Thesis: Data Needs Assessment for Higher Education Administration: A Methodology.

Robert Bayless. Thesis: The Assemblies of God Educational System: An Analysis of the Perceived and Preferred Goals in Relation to Organizational Theory.

Warren Bock. Thesis: An Analysis of Minnesota's Effort to Reintegrate Mentally Retarded Persons Into the the Community.

Donald Bradel. Thesis: A Study to Develop a Comprehensive, Baccalaureate Criminal Justice Curriculum for the State of Minnesota Using Task Analysis and Subject Specialists.

Wen-Shyong Chen. Thesis: The Job Satisfaction of School Teachers in the Republic of China as Related to Personal and Organizational Characteristics.

Nancy Detjen. Thesis: A Study of Adolescent Self-Concept as Affected by Institution and Incarceration.

Jeanne Dorle. Thesis: The Prediction of Language Skills Prior to Kindergarten Entry.

Ann Egner. Thesis: Special Education Compentencies Required of General Education Administrators in Vermont School Districts.

Scott Foster. Thesis: A Dynamic Information Feedback Model for Policy Analysis of Teacher Labor Markets.

Michael Hendrickson. Thesis: Perceived Effects of the Power/Powerless Laboratory on Individual and Group Behavior Among Educators.

Keith Kromer. Thesis: The Comparative Effects of Two Staff Development Approaches Upon Regular Class Teachers' Attitudes Toward and Their Knowledge of Handicapped Students.

Glendon Lakes. Thesis: A Study of Teacher Dogmatism During a Year of Inservice Education.

Jane Lillestol. Thesis: Effect of Applicant's Sex, Difficulty of Job and Sex of Personnel Manager on Evaluation of Candiates for Managerial Positions in Retail Merchandising.

Robert Martinson. Thesis: An Approach to Student Placement in Teacher Education: An Analysis of Student Attitudes as Related to Alternative Program Selection at the University of Minnesota.

Joanne Moses. Thesis: An Evaluation of Transactional Analysis Process as a Tool in Staff Relations.

Daryl Orris. Thesis: An Analysis of the Perceived Attainment and Importance of Goals and Objectives of Fine Arts Administrators: The Relationship Between Goals and Organization in University Fine Arts Programs.

Carol O'Toole. Thesis: An Investigation of the Differences in Collective Bargaining Activity of Selected School Districts Under Three Minnesota State Laws.

Thomas Rolloff. Thesis: An Examination of "Leadership" and "Administrative" Decision Making by the Secondary School Principal Within Centralized and Decentralized Secondary School Districts in the Minneapolis-St. Paul Metropolitan Area.

Madan Saluja. Thesis: A Study of Students' Personal Value Systems, Their Perceptions of Managerial Values, and the Relationship of Values and Precedents to Decision Making.

Gary Sheldon. Thesis: A comparative Analysis of Agricultural Technical Training in Relation to Job Performance in Agricultural Production Between the University of Minnesota Technical College and Other Systems of Two-Year Post-Secondary Education in Minnesota.

Charles Turnbull. Thesis: The Structural Development of a Public Education in the Virgin Islands, 1917-1970: A Functional Analysis in Historical Perspective.

Gregory Waddick. Thesis: An Analysis of Differential Perceptions of the Minnesota Education Community Relating to Educational Quality Control.

Holly Zanville. Thesis: Implications for Non-Traditional Higher Education: Graduate and Professional School Acceptability of Nontraditional Student Applicants.

Ruth Zimdars. Thesis: Employment Patterns of Women and Ethnic Persons in School Administrative Postions in Relation to Certain Legal Actions.

APPENDIX A

CONSTITUTION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
UNIVERSITY OF MINNESOTA

PREAMBLE: The Department of Educational Administration is a collegial body dedicated to the principles of academic freedom and due process and operates as a component part of the system of higher education at the University of Minnesota. It is organized in accordance with the policies enacted by the Board of Regents as well as with the constitutions of the College of Education and the Graduate School.

ARTICLE I: NAME

Section 1. This department shall hereafter be referred to as the Department of Educational Administration and as such is a subunit of the College of Education, University of Minnesota, Twin Cities Campus.

Section 2. The name of the Department may be changed without modification of the basic organization, purpose or membership requirements of the Department.

ARTICLE II: COMPOSITION

Section 1. The Department shall be composed of a membership drawn from faculty, staff, students and civil service personnel as are assigned or attached to itself or to subunits under its control and operating within its name.

Section 2. Structural subunits may be added from both the various memberships and from units created to further specific purposes or functions of the Department.

Section 3. Subunits may be terminated by processes denying further recognition from the Department as may their relationships with the Department through their own processes.

ARTICLE III: PURPOSES

Section 1. The Department shall continuously develop and provide professional training programs for persons seeking administrative positions in the field of education.

Section 2. The Department shall initiate, sponsor, and support research and development activities which will enhance the body of knowledge and technique that constitutes the field of educational administration.

Section 3. The Department shall be of service to practicing administrators and educational agencies including such diverse activities as in-service education, school surveys, operations research, clinical experiences, and other activities that bridge practice and the systematic study of the administrative process.

Section 4. The Department shall be the mechanism for planning, budgeting, and communicating among its component subunits, with other departments, with the College of Education, and with the Graduate School.
Section 5. Additional purposes of the Department may be determined and assigned either by itself or by the College of Education, Graduate School or the Board of Regents.

ARTICLE IV: MEMBERSHIP

Section 1. The membership of the Department shall consist of faculty, staff, students and civil service personnel.
Section 2. Faculty shall include professors, associate professors, assistant professors, instructors, research associates, research fellows, research specialists, teaching specialists, teaching associates, administrative fellows, teaching assistants, and research assistants.
Section 3. Staff shall include directors, associate directors, assistant directors, executive assistants, special assistants, administrative assistants, secretaries, assistants (to), and coordinators.
Section 4. Students shall include all full- and part-time students admitted to the Department.
Section 5. Civil Service shall include all full- and part-time personnel hired in accordance with civil service personnel policies of the University and assigned major duties within the Department.
Section 6. The recognition of voting members will follow the directives of the by-laws of the Department.

ARTICLE V: ADMINISTRATIVE OFFICERS

Section 1. A Department chairperson shall serve as the chief administrative officer of the Department.
Section 2. Additional Administrative officers as needed and required shall be designated in the by-laws.
Section 3. The Department may eliminate officer positions except where they are required by this or other governing constitutions or laws.
Section 4. The duties of officers, the manner of designating them, and the term of office shall be specified in the by-laws.

ARTICLE VI: MEETINGS

Section 1. The Department shall hold regularly scheduled meetings during each academic quarter of each academic year.
Section 2. Special meetings may be called as specified in the by-laws.

ARTICLE VII: QUORUM

Section 1. At any regular or special meeting of the Department, a simple majority of the voting membership shall constitute a quorum. Approval of all matters other than constitutional amendments shall require a simple majority of the voting members present at the meeting.

ARTICLE VIII: COMMITTEES

Section 1. Standing and ad hoc committees may be organized and recognized by the Department.

Section 2. Standing committees of the Department shall include: (a) Policy and Planning Committee; (b) Administrative Committee; (c) Graduate Studies Committee; (d) Admissions Committee; (e) Grievance Committee; and (f) Affirmative Action Committee.

Section 3. The composition of the standing committees and their responsibilities shall be specified in the by-laws.

Section 4. Ad hoc committees as needed will be designated by the Department chairperson. They shall be discontinued automatically at the end of each academic year.

ARTICLE IX: BY-LAWS

Section 1. Appropriate by-laws shall be enacted, repealed or amended to accommodate the full implementation of this constitution, and such action can be accomplished at any regular or special meeting of the Department by a simple majority vote of the quorum present, provided that written notice of the proposed action has been given to the voting membership at least ten (10) days prior to the meeting.

ARTICLE X: AMENDMENTS

Section 1. Amendments to this constitution shall be proposed for action by either the Policy and Planning Committee or by petition signed by at least ten (10) voting members of the Department. Notice of the proposed amendment shall be given in writing to all voting members of the Department at least thirty (30) days prior to the meeting at which action is to be taken.

Section 2. Amendments to this constitution shall be adopted when approved at a regular or special Department meeting by a two-thirds vote of all voting members.

Section 3. Amendments to this constitution shall be effective as of the day following approval of the amendment by the Department, unless the Department takes special action to set some other appropriate time.

BY-LAWS
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
UNIVERSITY OF MINNESOTA

ARTICLE I: NAME

Section 1. The name of the Department may be changed to conform to or in recognition of changes adopted in the constitutions of the College of Education, the Graduate School or the Board of Regents of the University.

Section 2. The Department may initiate a change in its own name by enacting an amendment to its constitution following the provisions of Article X of that document.

Section 3. Should the Department wish to change its name, the recommended change would be carried forward by the Department chairperson through the governance structure of the University for formal recognition in order to become effective.

ARTICLE II: COMPOSITION

Section 1. The recognized representative bodies of the Department are: (a) Educational Administration Faculty Organization; (b) Educational Administration Student Organization; (c) Educational Administration Civil Service Organization.

Section 2. The recognized representative bodies of the Department will bring into being and will submit copies of their respective constitutions to the Department. These constitutions should specify purposes, organization, officers, and meetings and membership requirements.

Section 3. Additional bodies may be recognized by the Department through formal action provided that copies of their constitutions are submitted to the Department at least sixty (60) days prior to the action extending formal recognition to them.

Section 4. Bodies will cease to participate in Department governance by Department action withdrawing formal recognition from them. This action may be initiated by the bodies themselves or the Department may do so by changing the by-laws as specified, but only where such pending change has been announced, published and conveyed to the entire voting membership of the Department and to the officers of the bodies involved.

Section 5. The structural subunits of the Department are: (a) Bureau of Field Studies and Surveys; and (b) Educational Research and Development Council.

ARTICLE III: MEMBERSHIP

Section 1. Membership in the Department is defined in Article IV of the constitution and shall be determined by the constitutions of the recognized representative bodies.

Section 2. The Department has the right to bestow adjunct and non-voting membership for reasons which facilitate or enhance pursuit of the basic purposes of the Department.

Section 3. Neither membership in a recognized representative body nor adjunct nor non-voting membership shall imply an inherent right to vote on Department matters.

Section 4. Voting membership of the Department shall be:

(A) All faculty members with the rank of assistant professor and above assigned to organizational subunits of the Department who have at least fifty (50) percent of their salary paid by the University, budgeted in the Department or an organizational subunit.

(B) Members of the Educational Administration Student Organization (EASO), selected under provisions of their own constitution, but who shall not exceed

fifty (50) percent of the total number of faculty members eligible to vote. The voting members from EASO shall be certified through written memo to the Department chairperson prior to the date set each fall quarter for the first scheduled Department meeting of the academic year.

(C) One (1) member of the Educational Administration Civil Service Organization (EASCO), as designated by the membership of EACSO and certified through written memo to the Department chairperson prior to the first Department meeting of the academic year and with the vote being on motions which affect working conditions or working assignments of civil service staff.

Section 5. A faculty voting member of the Department on authorized leave from the University shall retain all voting rights during the period of such leave.

Section 6. The conditions that this by-law shall not affect the voting status of faculty members of the Department who are eligible to vote at the time of its original adoption; however, an interruption of continuous Department membership will cause this exception to cease and voting rights upon rejoining the Department shall then be determined by the intent of the by-laws as stated in this article.

ARTICLE IV: ADMINISTRATIVE OFFICERS

Section 1. The administrative officers of the Department are:

(A) Chairperson,
(B) Director of the Bureau of Field Studies and Surveys,
(C) Executive secretary of the Educational Research and Development Council,
(D) Director of graduate studies,
(E) Affirmative action coordinator.

Section 2. The chairperson of the Department shall:

(A) Be appointed by the Dean of the College of Education in accordance with existing College and University policies,
(B) Serve a term of office under the control of the dean,
(C) Preside at meetings of the Department or appoint another voting member to do so and shall serve as chairperson of the Administrative Committee.
(D) Appoint a faculty secretary to keep minutes of Department meetings, establish and maintain a faculty roster, and perform other duties as assigned by the chairperson,
(E) Recommend to the Department the establishment of discontinuance of subunits and work with the subunits in matters of planning, budgeting, coordination, personnel,

civil service support, and external relations in keeping with the policies and purposes of the Department, the College of Education, Graduate School, University and the regulations and statutes of the State of Minnesota.

(F) Assume responsibility for implementation and evaluation of Department tasks and shall make recommendations as needed for improving the on-going programs of the Department,

(G) Make recommendations to the Dean of the College regarding search, screening, and selection and appointment of new faculty where the dean has requested such assistance,

(H) Preside at an annual meeting wherein recommendations for promotion and tenure of faculty are established and shall carry such resulting recommendations forward to the Dean of the College and shall ensure that all such recommendations are in conformance with the policies, guidelines, rules and regulations of the Department, College, Graduate School, and University on those matters related to personnel,

(I) Have such other powers as are granted through the constitutions of the Department, College of Education, Graduate School, University, the dean of the College, and other external governing boards where they apply.

Section 3. In the event of vacancy in the office of Department chairperson, an acting chairperson shall be nominated by the Department for consideration by the dean's office. This nomination may be made at either a regular or special meeting of the Department which will be presided over by the senior ranking faculty person. The acting chairperson shall serve by designation of the dean until such time as a permanent successor has been named.

Section 4. The director of graduate studies shall:

(A) Be designated by plurality vote of the voting faculty members of the Department,

(B) Serve a specified term of not more than three (3) years, but with the possibility of reappointment,

(C) Supervise and coordinate the administration of graduate studies within the Department,

(D) Enforce the regulations of the Graduate School and of the various degree programs, receiving and arranging for review of petitions submitted by graduate students, maintain graduate student records and initiate and provide data for evaluation of graduate students,

(E) Serve on the Graduate Studies Committee.

Section 5. The affirmative action coordinator shall:

(A) Be selected in conformance with existing University employment procedures,

(B) Serve a term of one fiscal year beginning each July 1, but shall be selected during the spring quarter of the prior fiscal year,

(C) Supervise, monitor and coordinate the affirmative action program in the Department, College of Education, and University affirmative action plans,

(D) Serve as a member of the Administrative Committee, and
(E) Serve as a member of the Department's Affirmative Action Committee.

Section 6. The director of the Bureau of Field Studies and Surveys shall assume primary responsibility for the negotiations of survey and consultation contracts and for the performance of these contracts. The director shall be appointed by the dean of the College in accordance with existing College and University personnel policies.

Section 7. The executive secretary of the Educational Research and Development Council shall serve as executive officer of the governing board representing participating districts and shall assume administrative responsibility for implementing Council functions as they relate to the long-range plans of the Department. The executive secretary shall be appointed by the Dean of the College in accordance with existing College and University personnel policies.

ARTICLE V: MEETINGS

Section 1. The dates of the academic quarter meetings will be a matter of regular Department business. Minutes will be kept.

Section 2. The dates of meetings will be published in the minutes of the Department and will be distributed to at least the voting members of the Department.

Section 3. The dates of all regularly scheduled meetings to be held in any quarter will be set no later than the first meeting of that quarter.

Section 4. The first meeting of each fall quarter will be regarded as a "retreat" and will be held before the first day of scheduled instruction.

Section 5. Special meetings may be called by petition of at least five (5) members eligible to vote on Department matters.

Section 6. Special meetings may be called at the discretion of the Department chairperson.

Section 7. Special meetings will be scheduled by the chairperson of the Department and written notice will be distributed to the voting membership of the Department at least ten (10) days in advance of the meeting.

Section 8. An agenda of business to be conducted at any meeting of the Department shall be circulated to all voting members of the Department at least seven (7) days in advance of the meeting.

Section 9. Minutes will be kept of any and all special meetings called.

ARTICLE VI: COMMITTEES

Section 1. The Policy and Planning Committee shall consist of three (3) faculty members, two (2) students, and one (1) member of the civil service staff. Faculty representation shall be determined by the voting faculty members of the Department. Each faculty representative shall serve a term of three (3) years with one (1) faculty member being selected each year and serving no more than three (3) consecutive years. Student representatives shall be selected by members of EASO to serve one (1) year terms. The civil service representative shall be selected by members of EACSO to serve a one (1) year term. Both the student and civil service representatives shall be eligible to serve additional consecutive terms.

The Policy and Planning Committee shall function as a continuous policy formulation and planning agency for the Department. The Committee's jurisdiction with respect to this function shall extend to all activities of the Department excepting only those functions closely related to (a) admissions, (b) graduate programs, (c) affirmative action, (d) other areas specifically designated by Department action as being the jurisdictional domain of other committees or offices.

Section 2. The Administrative Committee shall consist of the Department chairperson, who shall preside over the Committee; the director of graduate studies; the affirmative action coordinator; and such other officers as designated in the by-laws of the Department.

The Administrative Committee shall coordinate the activities and budgets of the various subunits of the Department and shall advise the Department chairperson regarding the allocation of resources, excluding those funds allocated by central administration budgeting.

Section 3. The Graduate Studies Committee shall consist of the director of graduate studies, who shall chair the Committee, and two (2) other faculty members. The faculty members shall be elected by the voting faculty membership of the Department to serve three (3) year terms. Neither of the faculty representatives shall serve for more than three (3) consecutive years.

The Graduate Studies Committee shall receive and review all petitions submitted by graduate students and enforce the regulations of the Department and Graduate School with regard to degree programs, including Ed.D. projects and Ph.D. thesis proposals.

Section 4. The Admissions Committee shall consist of the director of graduate studies and one (1) other voting faculty member, two (2) students, and the civil service person serving as the student personnel officer (ex-officio). The faculty representative shall be selected by the voting faculty of the Department to serve a two (2) year term. Student representatives shall be selected by members of EASO and serve one (1) year terms. All representatives are eligible to serve additional, consecutive terms.

The Admissions Committee as a whole shall recommend changes in admissions policy and procedure to the Department. With only the faculty members and the student personnel officer present, the Admissions Committee shall review and make recommendations for admission to all degree programs.

Section 5. The Grievance Committee shall consist of two (2) faculty members, and a designated alternate for each, elected by the voting faculty; two (2) students, and a designated alternate for each, selected by the members of EASO; and one (1) civil service employee, and a designated alternate, selected by EACSO. The faculty members shall serve two (2) year terms. The student and civil service representatives shall serve one (1) year terms. All representatives and their designated alternates are eligible to be selected for consecutive terms.

Designated alternates will assume Committee responsibilities only when the person for whom they serve as alternate is a party of the grievance. If the chairperson of the Committee is a party of the grievance, then the alternate for that person will be seated and the Committee will elect from its membership a pro tem chairperson until the grievance involving the permanent chairperson is either resolved or is presented to the College or Graduate School under provisions of their grievance procedures.

The Grievance Committee shall conduct hearings on grievances that cannot be resolved informally, receive evidence on the grievance it accepts for hearing, make findings of fact, and recommend appropriate action to resolve the grievance to the Department chairperson.

Section 6. The Affirmative Action Committee shall consist of the affirmative action coordinator, two (2) faculty members, two (2) students, and one (1) member of the civil service staff. The committee shall include women and/or minority group representatives. Specifically, at least one (1) of the student representatives shall be a woman and/or minority group member; at least one (1) of the faculty representatives shall be a woman and/or minority group member. Faculty representatives shall be selected by the voting faculty of the Department to serve two (2) year terms. Student representatives selected by EASO will serve for one (1) year terms. The civil service representative shall be selected by members of the EASCO to serve a one (1) year term. All representatives are eligible to serve additional, consecutive terms.

The Affirmative Action Committee is responsible for the implementation of the Department's affirmative action plan. This responsibility includes, but is not limited to:

(A) Collecting information on enrollments, procedures, programs, and other data essential to the implementation of the plan;

(B) Monitoring the progress of individuals specifically charged with implementation of the various aspects of the plan;
(C) Assisting Department staff in preparation of affirmative action reports for the Department and University as required;
(D) Reviewing progress and reporting at least annually to the Department on the implementation of the plan, including the need for revisions to the plan itself as necessary;
(E) Reviewing the records of the Admissions Committee and making recommendations concerning admissions criteria and recruitment procedures; and
(F) Identifying curricular resources and resource persons who can assist in providing nondiscriminatory teaching techniques and information.

Section 7. Standing committee members will be designated by their respective organizations no later than the first Department meeting of the academic year. A year of service for a standing committee member begins at the first Department meeting and ends at the first Department meeting of the academic year. Resignations or other vacancies occurring during the year shall be replaced by representatives designated by the respective organizations at the next meeting of the organization, providing that five (5) days notice of the vacancy has been given to its membership.

Section 8. Unless otherwise stated, each standing committee shall elect a chairperson from among its members to serve a one (1) year term.

Section 9. Standing committee proposals for making changes in Department policies and procedures shall be referred to the Department at regular or special meetings, provided that the proposal shall be communicated in writing to the Department voting membership at least thirty (30) days prior to the date that formal action is to be taken.

Section 10. Ad hoc committees and their chairperson shall be appointed for each academic year by the Department chairperson as that individual deems necessary for the orderly and effective conduct of the Department's business. Unless extended by formal action of the Department, the life of ad hoc committees shall not extend beyond the academic year in which appointed.

ARTICLE VII: RULES OF ORDER

Robert's Rules of Order (revised) shall be the parlimentary authority on all questions not specifically covered by: (a) the constitution and by-laws of the Department; (b) the constitution of the College of Education; (c) the constitution of the University Senate; and (d) the constitution of the University of Minnesota Twin Cities Campus Assembly.

APPENDIX B

EASO CONSTITUTION

ARTICLE I: NAME

The name of this organization shall be the Educational Administration Student Organization.

ARTICLE II: MEMBERSHIP

Membership shall be open to graduate students at the University of Minnesota enrolled in educational administration programs.

ARTICLE III: PURPOSES

The purposes of this organization shall include the following: (1) to provide an official vote for graduate students in educational administration; (2) to represent the views and interests of the graduate students to the Department of Educational Administration, the College of Education, the Graduate School and other segments of the University; (3) to select graduate student representatives to the Departmental, College or other committees; and (4) to work with the Department faculty and administration in the establishment, development and evaluation of both the formal program in educational administration and related activities which contribute to the graduate study experience.

ARTICLE IV: OFFICERS

The officers shall be a president, secretary and a treasurer. They shall be elected annually by the membership and shall serve until their successors are duly elected. Election procedures shall be specified in the by-laws.

ARTICLE V: DUTIES OF OFFICERS

(1) The president shall preside at all meetings, appoint all committees whose appointment is not otherwise provided for, and have general responsibility for the affairs of the organization.
(2) The secretary shall act in the absence of the president. He/she shall keep a record of the minutes of all meetings and other activities of the organization.
(3) The treasurer shall collect dues from student members and reimburse hosts or hostesses for refreshment expenses at EASO meetings. He/She will also be responsible for collecting additional funds during the year if dues are insufficient.

ARTICLE VI: COMMITTEES

The Department and Graduate School call for student members on the Policy and Planning Committee, the

Grievance Committee, the Affirmative Action Committee, the Council of Graduate Students, and the College of Education Senate. They shall be elected from the membership of the Educational Administration Student Organization. Election procedures shall be specified in the by-laws.

ARTICLE VII: VOTING STUDENT MEMBERS OF THE DEPARTMENT

(1) The voting membership of the Department shall include a number of full-time graduate students of educational administration not exceeding fifty percent of the number of faculty members eligible to vote. Said students will be certified as voting members to the Department head by the Educational Administration Student Organization by the beginning of each academic year.

(2) The president shall be a voting member. The remaining voting members shall be elected annually according to procedures specified in the by-laws.

ARTICLE VIII: EX-OFFICIO FACULTY MEMBERS

The organization shall have one or more ex-officio faculty members selected annually by the Executive Committee. He/she shall be a member of the faculty of the Department of Educational Administration with at least the rank of assistant professor.

ARTICLE IX: EXECUTIVE COMMITTEE

(1) The Executive Committee shall be composed of all student voting members of the Department, the secretary, treasurer, and the ex-officio faculty advisor(s).

(2) The Executive Committee shall develop the total program of the organization and approve programs for specific meetings. It shall review the activities of other committees which may be appointed.

ARTICLE X: MEETINGS

There shall be at least one regular meeting of the entire membership each quarter during the academic year, on dates fixed by the Executive Committee or upon written request of at least fifteen members.

ARTICLE XI: QUORUM

Fifteen members shall constitute a quorum.

ARTICLE XII: AMENDMENTS

The constitution may be amended by a 2/3 vote of the membership present at a regular or special meeting provided that all proposed amendments be circulated in writing to the membership at least ten days prior to the meeting at which they are to be voted upon.

ARTICLE XIII: ADOPTION OF BY-LAWS

The organization may enact, amend, or repeal by-laws by a majority vote of the membership present at a regular or special meeting provided that the proposed change has been circulated in writing to the membership at least ten days prior to the meeting at which they are to be voted upon.

EASO BY-LAWS

I. MEMBERSHIP

Any student who is registered in the Graduate School as an educational administration major is a member of this organization.

II. COMMITTEES

A. Standing Committees: Educational Administration student representation to Department and Graduate School committees shall be elected annually from the membership of this organization prior to the fall retreat of the department. These committees shall include the Policy and Planning Committee, the Grievance Committee, the Affirmative Action Committee, and representation on the Council of Graduate Students and the College of Education Senate.

B. Ad Hoc Committees: Shall be appointed by the president as needed to fulfill the purposes of this organization.

III. MEETINGS

Meetings shall be called as provided by Article X of the Constitution. Meetings may be called by the Executive Committee or upon written request of at least fifteen members.

IV. ELECTIONS

A. The Executive Committee shall serve as the nominating committee of the organization and shall notify the membership of its slate of nominees at least ten days before the meeting at which the election is to be held. Nominations may be made from the floor, provided consent of the nominee has been received prior to his/her name being placed in nomination.

B. If no more than three nominees are nominated for an office, the candidate receiving the greatest number of votes shall be declared elected. In the event that more than three candidates are nominated for an office, a vote will be taken and the three receiving the greatest number of votes will be placed on the final ballot and the person receiving the largest number of votes shall be declared elected.

C. These election procedures shall apply to all elections, including special elections.

D. Fifty percent of the student department voting members shall be elected from the carry over membership at large at the spring EASO meeting. The balance of the voting members and the Executive Committee, at least one of whom must be new to the department, shall be elected at a late summer meeting prior to the fall department retreat. All terms of office shall begin immediately following the summer meeting. A voting member who misses three or more offical EASO meetings, including quarterly EASO meetings, Executive Committee meetings, department meetings, and other committee meetings as assigned, may be removed from office upon notification at the discretion of the Executive Committee.

E. In the event that a vacancy occurs within the term of an elected office, the Executive Committee shall appoint a successor who shall complete the remainder of the term except in the following cases: (1) If a position filled at the spring election becomes vacant, the position shall be filled by election at a subsequent EASO meeting. (2) If the presidency becomes vacant during the academic year, a special election shall be held within thirty days to elect a successor. (3) Alternate delgates may be named by the Executive Committee to vote in the regular members' absence.

F. A full-time student shall be defined as a student enrolled in an educational administration program who meets the department residency requirements.

V. PARLIAMENTARY AUTHORITY FOR CONDUCT OF MEETINGS

Robert's Rules of Order, revised, shall be the parliamentary authority on all questions not specifically covered by the Constitution and By-Laws.

VI. QUORUM

A quorum for conducting business is defined in Article XI of the Constitution. Approval of all matters other than constitutional amendments shall require a simple majority of the EASO members present.

APPENDIX C

HUMAN RIGHTS STATEMENT

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, creed, color, sex, national origin, or handicap. In adhering to this policy, the University abides by the requirements of Title IX of the Education Amendments of 1972, by Section 504 of the Rehabilitation Act of 1973, and by other applicable statutes and regulations relating to equality of opportunity.

Inquiries regarding compliance may be directed to Lillian H. Williams, Director, Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall, 100 Church Street,S.E., University of Minnesota, Minneapolis, Minnesota 55455, (612) 373-7969, or to the Director of the Office of Civil Rights, Department of Health, Education, and Welfare, 330 Independence Avenue S.W., Washington, D.C. 20201.

APPENDIX D

A STATEMENT OF MISSION FOR THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION

The Mission

The Department of Educational Administration defines itself, in a functional mode, as an instructionally differentiated unit of the College of Education whose mission is to attract and to prepare those academically qualified candidates who, as a professional career goal, aspire either to positions of administrative leadership in the educational systems and agencies of American society or as professors of Educational Administration in higher education. In the pursuit of this mission, and as evaluative criteria of its attainment, the Department of Educational Administration affirms that its proper primary tasks have to be in mission-related teaching, research, and public service. More, the Department acknowledges the interdependence of teaching and research and affirms that the essence of a scholarly community is in disciplined inquiry through research and the sharing with students and colleagues of newly gained insights, ideas, and facts by means of lectures and publications.

For the formulation of its functional self-definition, the Department of Educational Administration has been guided by the mission statement of both the College of Education and the University of Minnesota.

Primary Tasks

Mission-related teaching, research, and public service are the primary tasks of the Department of Educational Administration. Excellence in the performance of these tasks is the means by which the Department aspires to a position of leadership in the field. But because educational administration is an applied process, grounded in theories drawn from social and behavioral sciences, and in which knowledge is applied toward field-related ends, primary tasks of the Department have to be adaptively responsive to emerging goal demands which the educational systems of society have to confront in a milieu of accelerated change. Indeed, the Department of Educational Administration values its response capability as a precondition of leadership in the field. Hence, teaching, research, and public service, although central to the Department's mission, and ought always to be of a quality which marks a faculty group academically distinguished, the rank order among these primary tasks has to be left flexible in accordance with cyclical societal expectations of every applied field in academia.

Intructional Programs

The use of scholarly modes toward the attainment of field-related ends in an intellectual attitude which informs all primary tasks of the Department of Educational Administration and, as a value, it guides the Department in the work of program construction and review. Becuase theories of social and behavioral scientists are abstract and general, as they have to be in order to have a diffuse usefulness in society, the task of utilizing these theories, given the all-too familiar conversion barriers, is qualitatively different from the task of generating them.

All programs in the Department of Educational Administration -- M.A., Specialist, Ed.D., Ph.D. -- are competency based. Each course designation is expected to contribute to the mastery of a body of skills which, in relation to the Department's mission, constellate under the rubrics: conceptual, human relations, technical. Most courses are meant for educational administration majors and minors, others have discrete content relevance for students in other departments of the College of Education. One is a "service course" which is offered exclusively for non-majors or minors in the Department of Educational Administration.

Clients

Recipients of service from the Department of Educational Administration; clients who by legitimation of the Department's mission have a rightful claim to this service, include, in a rank order, graduate students, school districts and systems of higher education, state school agencies, courts, and legislatures. However, the rendering of such service is subject to constraints which are linked to available resources and the relevance of the service to mission-related goals of the Department.

Service to graduate students is by means of instruction and advising, internship placement and supervision, and evaluated clinical experiences in the field. Service to other clients is channeled through the Bureau of Field Studies and Surveys, which is a structural component of the Department of Educational Administration. Other opportunities to render service is cultivated by the Department by means of symbiotic relationships with selected coordinating agencies in the field. Chief among these is the relationship between the Department and the Educational Cooperative Service Unit of the Metropolitan Twin Cities Area -- Region XI -- a consortium of forty-nine public school districts who pool resources for the support of multi-district planning, research, development, and service.

These service-related contacts with clients external of the University of Minnesota have great instrumental value for the attainment of mission-related goals. They constitute the principal source of clinical experiences for both students and faculty, fee income from such service enlarges the Department's student-support budget, research opportunities materialize for both faculty and students. In short, these service contacts with the field are an ideal "open window" on current problems in the governance and management of public school systems as they adapt to new goal demands of society.

Geographic Focus

The preeminent service obligation of the Department of Educational Administration is to the State of Minnesota: its people and its systems of school organization. However, excessive localism tends to breed intellectual sterilization and cultural parochialism in a collegium of faculty and students. Both of these conditions would enervate the larger tasks of mission attainment. As a safeguard against such a predicament, and as a means of enriching its social environment with the consmopolitan perspective which is expected of a department in a nationally distinguished University, programs of the Department of Educational Administration have to reach out also to serve the region, nation, and, to the extent its resources permit, the international community.

Review and Renewal

Routinized effort toward self-revitalization is the unending work of the Department of Educational Administration in a determination to keep steadfast with its mission. These routinized efforts, as specific actions, are actualized in the following: end-of-quarter student evaluations of every Department offering, a formal student evaluation of a program upon its completion, an annual faculty and student assessment of programs at a Department retreat, an ad hoc faculty committee to evaluate periodically the competency-clustered paradigm of Department offerings, a five-year planning process in conjunction with the University Council for Educational Administration, and, as resources permit, an invited comprehensive review of the Department by colleagues of distinction from other universities. These efforts at review and renewal are supplementary to those which are pro forma in the College of Education and the University of Minnesota.