

MSG  
Ed831  
ATr

# Educational Administration

## A Four-Year Report 1977-81

**College of Education**

**University of Minnesota**

THE LIBRARY



MSG

Ed831

University  
Archives

# Educational Administration

A Four-Year Report  
1977-81

College of Education

University of Minnesota

# TABLE OF CONTENTS

	Page
INTRODUCTION .....	3
PROGRAM DATA .....	5
Student Credit Hours and Number of Courses Taught .....	5
Full-Year Equivalent Students .....	5
Full-Time Equivalent Personnel .....	6
Funds Expended .....	6
Interns in Educational Administration .....	7
Graduates and Degrees Offered .....	7
Organizational Subunits .....	8
Yearly Academic Indices, 1977-1981 .....	9
Continuing Education and Extension Instruction .....	10
DEPARTMENTAL DATA .....	11
Roster of Individuals in the Department .....	11
Individual Faculty Accomplishments .....	12
Organization of the Department .....	29
Educational Administration Student Organization (EASO) .....	29
APPENDICES .....	31

## INTRODUCTION

This report summarizes the activities of the Department of Educational Administration from June 15, 1977 through June 15, 1981. Two major sections follow this introductory portion of the report. They provide (1) descriptions of enrollment and graduates, and (2) data pertaining to faculty and departmental operations. Appendices provide additional information.

The Department of Educational Administration was created under the 1964 reorganization of the College of Education. Its history lies in the long and distinguished record of the College in training administrators for elementary, secondary, and post-secondary educational programs. Early leaders in the preparation of these administrators were provided on a state and national basis by professors and administrators such as Lotus D. Coffman, Melvin E. Haggerty, Leonard V. Koos, Fred A. Englehart, M. G. Neal, Leo G. Brueckner, Charles W. Boardman, Nelson A. Bossing, Walter W. Cook, Otto E. Domian, and Robert J. Keller.

The Bureau of Field Studies and Surveys was formed in 1948 as an outgrowth of the Bureau of Educational Research to provide survey and consulting services to statewide school districts. This organization was revised in 1977-1978 to become the Center for Educational Policy Studies and moved the University into the circle of a broad policy study community.

Many changes occurred in the Department from 1977 to 1981. They included: the reorganization of the Bureau of Field Studies and Surveys, which changed its scope to become the Center for Educational Policy Studies; changes in the student population as the number of women students increased; and, during the 1980-1981 school year, groundwork was laid to include the Department of Higher Education in the Department of Educational Administration effective July 1, 1981.

The Department of Educational Administration is primarily involved in teaching, research, and service. These functions are accomplished through the work of faculty, staff, students and Civil Service personnel. The data presented in this report serve to show the combined efforts of many individuals toward a common goal.

The future holds many challenges and indicates many needs for the Department. In anticipation of retirements, there is concern that vacant positions may not be filled because of reductions in funds. Financial concerns include the need for residential study at the doctoral level. An expanded evaluation system is needed to strengthen teaching and advisement. Continued productivity by faculty and students in research and publication is also very important. Finally, the Department will be looking for facilities on the Minneapolis campus and anticipates moving to that campus.

## PROGRAM DATA, 1977-1981

The following sections provide data concerning programs offered by the Department of Educational Administration, its students, graduates, and its organization.

### STUDENT CREDIT HOURS AND NUMBER OF COURSES TAUGHT

All courses offered by the Department are at the 5-xxx or 8-xxx level. Programs lead to the Master of Arts (M.A.), Specialist Certificate, Doctor of Education (Ed.D.), or Doctor of Philosophy (Ph.D.) degrees. The number of courses taught each quarter from 1977 to 1981 and the number of student credit hours earned are tabled below:

	1SS77	2SS77	F 77	W 78	S 78	1SS78	2SS78	F 78	W 79	S 79
NUMBER OF COURSES TAUGHT	17	16	21	22	25	20	14	22	22	25

STUDENT CREDIT HOURS	689	585	874	923	1014	765	458	923	774	796
----------------------	-----	-----	-----	-----	------	-----	-----	-----	-----	-----

	1SS79	2SS79	F 79	W 80	S 80	1SS80	2SS80	F 80	W 81	S 81
NUMBER OF COURSES TAUGHT	13	16	21	24	24	15	11	24	27	29

STUDENT CREDIT HOURS	463	541	987	868	823	871	528	1198	1091	1120
----------------------	-----	-----	-----	-----	-----	-----	-----	------	------	------

Source: Department of Educational Administration

### FULL-YEAR EQUIVALENT (FYE) STUDENTS

Many students within the Department are employed full time in a variety of educational fields and class attendance is limited to a part-time basis. The number of Full-Year-Equivalent students is as follows:

1977-1978	85
1978-1979	81
1979-1980	88
1980-1981	110

Source: Education Planning and Development Office

**FULL-TIME EQUIVALENT (FTE) PERSONNEL**

	1977-78	1978-79	1979-80	1980-81
Academic (Assistant Professors & Above)	12.01	12.89	12.17	11.02
Other Academic (research & teaching assistants)	3.00	1.00	0.38	0.17
Civil Service	2.00	2.35	2.00	2.44
<b>Total</b>	<b>17.01</b>	<b>16.24</b>	<b>14.55</b>	<b>13.63</b>

Source: Education Planning and Development Office

**FUNDS EXPENDED**

The following tables catalogue funds expended by various subunits of the Department of Educational Administration. They include 0100 (appropriated) funds, as well as funds coming from grants and contracts.

**Fund type: 0100 - Appropriated Funds**

	77-78	78-79	79-80	80-81
Academic	\$289,154	\$324,310	\$353,861	\$381,097
Civil Service	32,408	33,285	34,181	36,163
SE&E	14,501	15,481	10,373	13,173
<b>Total</b>	<b>\$334,063</b>	<b>\$373,076</b>	<b>\$398,415</b>	<b>\$430,433</b>

**Other: Grants & Contracts**

Center for Educational Policy Studies

	77-78	78-79	79-80	80-81
Salaries	BFS&S	\$33,925.49	\$66,391.08	\$ 91,293.41
SE&E	BFS&S	26,529.37	20,168.91	44,134.54
<b>Total</b>	<b>BFS&amp;S</b>	<b>\$60,454.68</b>	<b>\$86,599.99</b>	<b>\$135,427.95</b>

Educational Policy Fellowship Program

	77-78	78-79	79-80	80-81
Salaries			\$8,212.50	\$5,584.20
SE&E	2,221.84	\$4,771.10		

Graduate School Minority Support

	77-78	78-79	79-80	80-81
	\$3,500		\$3,500	\$8,500

**Total Funds Expended 0100 & Others**

	77-78	78-79	79-80	80-81
	\$339,563	\$441,336.72	\$492,746.09	\$574,360.95

Source: Department of Educational Administration

## INTERNS IN EDUCATIONAL ADMINISTRATION

Most interns functioned in the role of Assistant Principals in elementary and secondary schools. Some were also placed at the State Department of Education, in ECSUs, or in district central offices.

	1977-78	1978-79	1979-80	1980-81
Male	14	13	9	10
Female	20	12	7	14
Total	34	25	16	24

Source: Department of Educational Administration

## GRADUATES AND DEGREE OFFERED

### Master of Arts

The Department offers programs leading to a Master of Arts degree granted by the Graduate School. This degree is often a beginning step for students in educational administration. While most coursework and research is in educational administration, the student program also includes work in curriculum and instruction, educational psychology, philosophical and social foundations of education, and a collateral field outside education.

The number of persons graduated each year with this degree is tabled below:

1977-78	23
1978-79	11
1979-80	18
1980-81	11

Source: Department of Educational Administration

### Specialist Certificate

The Specialist Certificate in Educational Administration is designed to meet state certification requirements in school administration. The requirements for the Master of Arts are compatible with those of the Specialist program. Students choose specialization in elementary, secondary or central office administration during this year of study.

Specialist certificates granted each year are listed as follows:

1977-78	9
1978-79	16
1979-80	5
1980-81	9

Source: Department of Educational Administration

## Doctoral Programs

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

The number of graduates for each degree are as follows:

	Ed.D.	Ph.D.
1977-78	6	16
1978-79	9	18
1979-80	4	20
1980-81	2	24

Source: Department of Educational Administration

## ORGANIZATIONAL SUBUNITS

### Center for Educational Policy Studies (CEPS)

The academic year 1977-78 was the transition year from the Bureau of Field Studies & Surveys (established in 1948) to the Center for Educational Policy Studies. The Bureau of Field Studies & Surveys, which focused on problems of local districts, was supported entirely by contracts from those districts. The transition occurred in response to events which affect the entire educational community.

During the 1970s, public education in Minnesota experienced a number of changes. Most important were demographic changes resulting in declining enrollments and the shift of fiscal control from local to state efforts with the Omnibus bill of 1971. As a result, policies made on state and regional levels directly affect local districts.

The College committed resources to the CEPS to study educational problems in Minnesota on a multi-district or state level. Conceptualization of the Center brought the University into the policy study community and also allowed that community access to the research capabilities of the University.

Two modes of operation are used by the CEPS. The first is cooperative study with agencies or organizations concerned with educational policy. Agencies form a partnership with the Center and cooperate jointly in design, data collection, analysis and report preparation. The specialized skills in research design, data analysis and access to computing capability are of particular value here.

The second mode, technical assistance, is available to a single agency or organization to help on a particular problem. Assistance contracts often include study design, analysis of data and work with local study committees.

The Center is carrying on work through the two modes of operation in four major areas: resources, program delivery, governance, and policy dissemination.

**Graduate School Minority Support Program**

The Graduate School Minority Support Program, administered through the Graduate School, provides matching funds for minority or disadvantaged students in departments actively involved in affirmative action recruiting. Support is available to U.S. citizens who are newly enrolled in the program.

**Education Policy Fellowship Program**

The Minnesota site of the Education Policy Fellowship Program is a program of the Center for Educational Policy Studies and is one of 13 state program sites affiliated with the Institute for Educational Leadership, Washington, D.C.

Now in its sixth year in Minnesota, past program participants include 51 mid-career individuals representing a variety of policy-making agencies and institutions in Minnesota state government. The 1981-82 Fellows number 12 and represent nine institutions and agencies.

The education component consists of two seminars in conjunction with the other state programs (a federal policy seminar held in Washington, D.C., and a state policy seminar held in a state capital) and 30 weekly dinner-seminars. The program seeks to improve the quality of leadership and policy-making in education through a year-long in-service program.

Minnesota EPFP coordinator during 1976-77 and 1977-78 was Dr. Tim Mazzone. The Coordinator since 1978 has been Dr. Van Mueller.

**YEARLY ACADEMIC INDICES 1977-1981**

This table gives indices for various aspects of departmental data including number of doctoral students per faculty member, appropriated funds per full-year-equivalent student, full-year-equivalent students compared to all full-time-equivalent academic personnel, full-year-equivalent student per faculty member assistant professor and above, and number of courses offered per full-time-equivalent faculty member.

	77-78	78-79	79-80	80-81
<b>Ph.D. &amp; Ed.D</b>				
FTE Faculty (Ass't. Prof. & above)	1.83	2.09	1.97	2.36
<b>0100 Expenditure</b>				
FYE Student	\$3930.15	\$4605.88	\$4527.44	\$3913.03
<b>FYE Student</b>				
All Academic FTE	5.66	5.83	7.01	9.83
<b>FYE Student</b>				
FTE Faculty (Ass't. Prof. & above)	7.08	6.28	7.23	9.98
<b># of Courses</b>				
FTE Faculty (Ass't. Prof. & above)	5.66	5.35	5.67	7.26

Source: Education Planning and Development Office

## CONTINUING EDUCATION & EXTENSION INSTRUCTION

The Department of Educational Administration offers courses through Continuing Education & Extension. These are offered each quarter primarily for in-service persons and lead, in many cases, to fulfilling licensure requirements. The number of CE&E courses taught each year and the resulting number of student credit hours are tabled below:

	77-78	78-79	79-80	80-81
Number of Courses	12	12	5	8
Student Credit Hours	565	496	405	374

Source: Department of Educational Administration

## DEPARTMENTAL DATA

### ROSTER OF 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. Organizational Systems and Theory, Higher Education Administration & Finance.

**Vernon L. Hendrix**, Ph.D., 1962, University of Texas, Professor. Administrative Research: Techniques, Design & Methodology, Higher Education, Community & Junior College.

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

**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 Principalship.

**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 Post-Secondary Institutions.

**Jon R. Morris**, Ph.D., 1970, University of Colorado, Associate Professor. Administrative Research & Evaluation.

**Van D. Mueller**, Ed.D., 1964, Michigan State University, Professor. 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, Center for Educational Policy Studies, School Business Management.

**Richard F. Weatherman**, Ph.D., Michigan State University, Administration of Special Education.

## **Administrative Personnel**

### **1977-78:**

**Rosalyn N. Johnson**, Senior Clerk Typist, 10/11/76-6/30/78, paid hourly.

**Janet Kipp**, Executive Secretary.

**Sharon Olson**, Principal Secretary.

**LaVerne Wagner**, Principal Secretary, 4/76-10/78.

### **1978-79:**

**Kathy L. Ahlers**, Secretarial Assistant, 6/20/79-9/7/79, 60%.

**Janet Kipp**, Executive Secretary.

**Meredith M. McQuaid**, Secretarial Assistant, 7/1/78-8/30/78, 85%;  
9/1/78-6/6/79, 100%.

**Sharon Olson**, Principal Secretary.

### **1979-80:**

**Kathy L. Ahlers**, Secretarial Assistant, 6/20/79-9/7/79, 60%.

**Bonnie Allen**, Secretarial Assistant, 5/1/80-6/30/80, 75%.

**Mary Anderson**, Senior Secretary, 9/1/79-5/31/81.

**Janet Kipp**, Executive Secretary.

**Sharon Olson**, Principal Secretary.

**Rhonda Wiitanen**, Secretarial Assistant, 9/27/79-3/31/80, paid hourly.

### **1980-81:**

**Bonnie Allen**, Secretarial Assistant, 7/1/80-11/9/80, 61%; 11/10/80-11/15/80, 100%. Principal Secretary, 11/16/80 to present, 100%.

**Mary Anderson**, Senior Secretary, 9/1/79-5/31/81; Principal Secretary, 6/1/81-6/19/81.

**Linda Dahlberg**, Secretarial Assistant, 12/16/80-6/30/81, 75%.

**Janet Kipp**, Executive Secretary.

**Sharon Olson**, Principal Secretary. Transferred to another department 11/15/80.

## **INDIVIDUAL FACULTY ACCOMPLISHMENTS**

### **Gary F. Alkire**

The period 1977-81 brought four major areas of accomplishments for Professor Gary Alkire. The first included a change of instructional focus from elementary school administration to personnel management and collective bargaining. This required the attendance at two seminars at the University of Michigan Management School, contacts at the Industrial Relations Department of the University of Minnesota, and development of

three course outlines for School Personnel Management Seminar: School Personnel Management; Workshop in Collective Bargaining.

The second area was continued work as advisor to graduate students in the Department. Approximately 90 advisees resulted in the graduation of 18 Master of Arts, 12 Specialist Certificate and 7 Doctoral students.

Third, research resulted in the publication of journal articles, technical reports, and monographs.

The fourth area was service to public organizations. These include Minnesota School Personnel Association, Metropolitan Elementary Directors Association, Metropolitan Negotiators Association, and Bureau of Mediation Services.

### **William M. Ammentorp**

The primary instructional focus during this period has been on the common administrative and policy problems of the human services. This has resulted in a new course and associated instructional materials. At the same time, a second course has been developed to train administrators in the use of microcomputer technology for management decision support.

Service activities have been centered on higher education, both in management training for private sector administrators and in development of international training programs for educational managers. The latter concern has resulted in close working ties with several Latin American organizations and institutions in which program development efforts are under way.

Research and Development efforts have resulted in the publication of several articles: "A Methodological Approach to the Study of Human Service Organizations," *Educational Administration Quarterly*, 1979 (with Morris and Popper) and "Information Structures in Nursing Decision Making," *Nursing Research*, 1979. Two books were also published during this period: *Management Indicators for the Governance of Higher Education* and *The Financial Management of Not-For-Profit Institutions*, both published by St. Mary's College Press, Winona, MN (1980, 1981).

### **Vernon L. Hendrix**

The most interesting activities during 1977-81 grew out of involvement with the Center for Educational Policy Studies. This new unit in the College of Education was formally activated in 1979. Although involved informally in the creation of the Center before that date, Professor Hendrix was designated Director of Research in 1979, and devotes 25 percent of his time to this function. As an outgrowth of Center activities, and in cooperation with Professor Charles Sederberg, numerous papers were presented at the American Educational Research Association meetings from 1977 through 1981. One of the major studies of the Center, for which Professor Hendrix had a significant responsibility, was the design and execution of a simulation study for the Minnesota Senate Education Committee. This study

examined the simulated consequences (in funding, staffing, and level of educational service) of a foundation service program defined by service capability for all school districts in the state of Minnesota.

In September of 1977, Professor Hendrix began a four-year term as Director of Graduate Studies for the Educational Administration program. In this position he represented the Educational Administration program on the Education and Psychology Policy and Review Council of the Graduate School, and also represented the Graduate School in the Educational Administration program. In 1980-81, Professor Hendrix was designated as chair of the Education and Psychology Policy and Review Council, which automatically resulted in voting membership on the Graduate School Executive Committee.

During this four-year period, Professor Hendrix continued to serve on the Biological and Medical Sciences panel of the Human Subjects in Research Committee—a position appointed by the University President. Although not formally connected with the Social Science Review Panel, a total of seven years of experience on the Human Subjects Committee has made Professor Hendrix somewhat of a “consultant” for graduate students in the program, as they pursue approval of their Ed.D. and Ph.D. projects from the Human Subjects Committee.

During this period, he also was reappointed by the Dean of the College of Education as the University’s plenary session representative to the University Council for Educational Administration (UCEA). As the University representative in the governance of this association, he was involved in restructuring the criteria and procedures for membership of universities in UCEA.

#### **Clifford P. Hooker**

An enormous increase in litigation on issues arising in the public schools has provided both the setting and the content for most of the professional work of Professor Clifford P. Hooker in recent years. He has appeared as an expert witness in Federal Courts in Missouri, New York, Ohio, and Pennsylvania. In most instances the issue before the Court was racial segregation in the schools. First Amendment, free speech, and Fourteenth Amendment due process issues related to the wrongful discharge of administrators were the subject matters in two instances where Professor Hooker testified.

Professor Hoker was the editor of and a contributor to the 1978 Yearbook of the National Society for the Study of Education (NSSE), *The Courts and Education*. The NSSE Yearbook was published by the University of Chicago Press. He also published two articles in the *Journal of the National Organization on Legal Problems in Education* (NOLPE) and authored *Beyond Rural Schools—A Legal History of School Consolidation in Hamilton County*. The 95-page monograph was published by the Ohio State Department of Education, Columbus. Professor Hooker is the state chairman for NOLPE.

Professor Hooker has recently been named chairman of a national committee of five professors and five attorneys who edit and referee case commentaries for the *Education Law Reporter*, a new school law service offered by the West Publishing Company of St. Paul, Minnesota. The first issue of the *Reporter* includes a case comment written by Professor Hooker.

Service within the University continues to receive a lot of attention by Professor Hooker. He has maintained a full teaching and advising schedule, concentrating exclusively on school law. He chaired the Internal Review Committee for the Department of Curriculum and Instruction when it was evaluated in 1980, and he has just completed writing the syllabus for a new course, "The Law and Post-Secondary Educational Institutions." The new course will be scheduled for the first time during the 1982-83 academic year.

### **Robert J. Keller**

Sabbatical leave in 1976-77, this faculty member's thirtieth year since appointment in the College of Education, helped lay groundwork for this four-year period. Contacts were then made, renewed, or strengthened in international higher education with universities in Hawaii (East-West Center), New Zealand, Australia, Singapore, Malaysia, Thailand, and Korea. A month in Korea included a review of progress made independently with higher education reforms since the 1971-73 resident consultants'hip with the Ministry of Education under a USAID contract involving this University through MUCIA. A single quarter as Visiting Professor at Northwestern University in offices provided by the Commission on Institutions of Higher Education permitted similar liaison and relationship with higher education in the United States.

Graduate instruction and advising required heavy time commitments during the 1977-81 period. Seven regular course offerings or seminars were taught in addition to independent study commitments involving 225 graduate students. Major revisions and syllabus preparation were made for two courses. The number of doctoral advisees completing requirements for the Ph.D. degree during this period increased by 25 percent with the addition of eleven graduates, six in Higher Education and five in Educational Administration. Advisory responsibilities also included joint authorship of a paper with a graduate student (G. Ocheng Jany) on "An Evaluation of a State University System-Wide Academic Program Review Process." This paper was presented at the 1981 meeting of the Association for Institutional Research (May, 1981) and the AERA/SIG for Community College Research. The same topic has been accepted for the 1982 AERA program.

International Activities were similarly varied in character, involving a trip with a University of Minnesota team to the Free University of Berlin to explore possible development of an expanded exchange program between the two institutions, participation in the two three-week on-campus annual orientation seminars for Fulbright Scholars under auspices of the Council

on International Education Exchange, a keynote speech and participation in an international conference at Keimyung University, Korea, on the "Pursuit of Excellence in Higher Education," which involved scholars from countries around the world, service on the MUCIA Task Force on Nigerian Higher Education, and recognition by inclusion in the Fourth Edition of *Who's Who in the World*. Publications on international education included a follow-up report on the Korean Higher Education Reform Project (1977), three entries in the volume on the *Pursuit of Excellence* (1980), and an article in the Holland-based international periodical, *Higher Education*, on "The Role of Higher Education in National Development for Southeast Asia" (1977).

Special interests on the accreditation of higher education were highlighted by the award of Honorary Membership in the North Central Association of Colleges and Schools at its annual meeting in 1979, which also included coordinating a program panel that year and the next. NCA service also included involvement, typically as chairman, for nine evaluation committees for the Commission on Institutions of Higher Education with subsequent submission of written reports. Also involved was an external committee review and report for the Ohio Board of Regents, an advisory report for the Board of Higher Education of the Lutheran Church Missouri Synod, and service as a consultant for the development of standards and criteria for the Joint Committee on Criminology and Criminal Justice in Washington, D.C.

#### **Tim L. Mazzoni, Jr.**

Professor Mazzoni's professional focus has been on three sets of activities: instruction and advisement, research, and state service. With respect to the first, EdAd 8202 was redesigned to emphasize skills of political analysis as applied to educational problems and to devote more attention to state school governance issues, actors, relationships, and enactments. EdAd 8247 also was redesigned to provide instruction and field-based practice in qualitative, case study methodology as applied to school district politics. Professor Mazzoni's advising load averaged 45 students per year from 1977-78 to 1980-81. Of these, eight doctoral, six specialist, and eight master's degree programs were completed.

Research activities included continued writing based on the data of the Educational Governance Project and resulted in the publication of five articles in journals for school administrators.

The 1978 funding was obtained from the General Mills Foundation and the College of Education to conduct the State School Governance Project in Minnesota. Field research was undertaken in 1979. One case study monograph and two articles were published in 1980 and 1981. Professor Mazzoni was honored in January, 1981, with the award for research given by the University's chapter of PHI DELTA KAPPAN.

Service to the state included the establishment in Minnesota of a site for the Education Policy Fellowship program (1976-78). It also included presentations on state school governance to various policy actors in

Minnesota, and consultation on the policy making process with the Minnesota State Board of Education in April, 1980.

### **Don A. Morgan**

The period under review was used to continue research and publication in the community college area, to win grants and other support for the effort to internationalize Professor Morgan's seminars and program, and to launch a major national research project. His national peer group of professors elected him editor of publications in each of the years involved and as vice president (president-elect) for 1981-82. Service to the University and College was broadened through membership on several committees concerned with international education, to the Department on policy and affirmative action committees, and as friend, advisor and "ex officio" member of the EASO (Educational Administration Student Organization). Focus of service to the needs of the applied field continued through on-campus seminars and advising doctoral students interested in two-year college administration. Off-campus efforts were also continued through workshops, orientation and staff development sessions and speeches at two-year colleges throughout the Upper Midwest area and by continuing to organize and offer the the Two-Year College Institute each June at Rochester Community College—1981 was the twelfth such Institute.

An experimental summer Postsecondary Comparative Practicum was organized and offered in 1978 and again in 1979. It involved on-site seminars at British institutions the University of Minnesota-Crookston was in program contact with. Substantive results have come from this practicum.

The next step was the formation of PIN (Postsecondary International Network) by capitalizing on the 1978 contacts made with the Canadian administrators. The outcome sought was an exchange of ideas, programs, and personnel on a North-South axis.

The most important step to date was next taken to expand on the contact with the FESC. A return visit there was made in the Fall of 1979, and by Fall 1980 it was arranged that for Fall Quarter: (1) David Parkes, tutor at the FESC, would come to work with Dr. Morgan through September and then stay on to offer seminars during October and early November and return to FESC to work there for two weeks while (2) Dr. Morgan would live at Coombe Lodge and work with the FESC all of October and November. This proved a highly successful venture for all.

An unforeseen outcome of the Postsecondary Comparative Practica of 1978-79 were contacts in the Eastern Caribbean. A project was mounted to visit the British satellite two-year college at St. Lucia and for study at the University of West Indies in Trinidad. The purpose was to assess capabilities and needs of postsecondary technician training institutions in helping agriculturally oriented countries to develop. An application for Title XII money was supported by the Institute of Agriculture. In 1979 a visit was made there, and in 1980 the deputy prime minister of St. Lucia came to Minneapolis as the feature speaker at a conference addressing the needs

of small and newly independent countries in seeking agricultural development. The visits there and the Conference here were supported by two Title XII grants.

An immediate outcome of this international effort will be to reorganize an existing practicum within Educational Administration along internationalized lines. There will be comparative case studies of governance, structures, and administrative organizations of the postsecondary nonbaccalaureate systems of select U.S. states with select countries in Europe and elsewhere.

### **Jon R. Morris**

During 1977-1981, Professor Jon R. Morris had two articles published in *Education Research Quarterly* and one in *Journal of Educational Research*. He presented a paper at the April, 1981, American Educational Research Association conference in San Francisco. In 1979-80 he served as Associate Editor of *Educational Administration Abstracts*.

With a grant from the College of Education, Professor Morris explored the area of administrators' use of time.

In 1980 Professor Morris began an integrative study of the literature on managerial productivity in the public sector. This study is being continued while he is on sabbatical leave during the 1981-82 academic year.

### **Van D. Mueller**

Professor Mueller's professional focus during 1977-81 included department administration, teaching, research and university and external service. Teaching activity has included the introductory course in school finance offered three times each year and an advanced seminar offered on an annual basis. In addition, Professor Mueller has served as both a member of the Bush Public School Executive Fellows Program and of the Advisory Board. Since 1978 Professor Mueller has coordinated the Minnesota Site of the Education Policy Fellowship Program of the Institute for Educational Leadership. Since 1977 two Ph.D. advisees have been recipients of dissertation awards from the American Education Finance Association.

Research and writing activities have concentrated on state school financing of elementary and secondary schools and on the policy issues related to fluctuating school enrollments. During 1977-78 Professor Mueller assisted in the design and implementation of federally funded studies of the school finance systems in Indiana and Minnesota. A listing of writings and professional presentations is included in another section of this report.

Professor Mueller's service activity for the University has included membership on the College of Education Administrative Council and University Planning Council. During 1980-81 he served as chairman of the Senate Committee on Resources and Planning.

External service activities since 1977 have included membership on the board of directors of the American Education Finance Association (1977-79), membership on the board of directors of the national PTA (1978-present), service as president of the Minnesota PTA from 1979-81, and Minnesota representative to the Education Commission of the States (1979-present).

In 1979 Professor Mueller was awarded Honorary Life Memberships in the National and Minnesota PTA. In 1980 he received a distinguished alumni award from Michigan State University and a distinguished service award from ETA Chapter, Phi Delta Kappa.

In July 1981 Professor Mueller completed nine years as department chair and resumed full-time professorial responsibilities.

### **Neal C. Nickerson, Jr.**

During the past four years, Professor Nickerson has continued his teaching, advising, research and service with the secondary school principals, assistant principals, and administrative interns in the state and nation. While continuing to emphasize teaching his classes in the secondary school principalship, high school scheduling, decision making, teacher evaluation, speech and communications, internship seminar, and the administrator development seminar, he has been involved in school accreditation with the North Central Association of Colleges and Schools. In the fall of 1977, he spent five weeks in Spain, Sicily and Italy evaluating Department of Defense American high schools. He has also chaired North Central visitations for several Minnesota high schools during the years 1978-81.

A leave was taken from the University in 1978-79 for a position as assistant principal at Sunrise Park Junior High in White Bear Lake, Minnesota. He found this experience rewarding and valuable to update his knowledge of contemporary problems school administrators face.

For the past year as well as currently, he is a member of a research team of the National Association of Secondary School Principals, involved in a national study of American junior high schools and middle schools with a particular focus upon their principals. Two publications, one completed and the other to come out in the fall of 1982, are results of that research.

Many presentations, workshops and speeches have been a continuing part of his agenda on the state and national scene.

He has been and continues to be the University of Minnesota representative on the Board of Directors of the Minnesota Association of Secondary School Principals. He has been treasurer of the Midwest Council for Educational Administration, and for the 1980-81 and 1981-82 years, is also its President. At present, he is also Director of Graduate Studies for the Department of Educational Administration.

### **Samuel H. Popper**

For the period of this report, Professor Popper's teaching/advising, research, service, and publication record reflects a sustained intellectual interest both in the study of school organization as a complex social system and of administration as a social process. Two initiatives, especially, currently are central to his professional work: the integration of selective content in the humanities with training programs for administrative leadership, and a developmental effort to test the feasibility of joining, in a collaborative relationship, school organization with other human-service organizations within a framework of compatible goal interests.

Activities which highlight his professional work for this period include the following: 1) publication of articles in refereed journals, 2) service since 1979 on the Minnesota State Department of Education, 3) offered a six-session seminar, with a grant from the Minnesota Humanities Commission, to the West Metropolitan Superintendents Association on the theme "The Humanities and Executive Leadership," 4) service as program chair of Division A for the 1980 Annual Meeting of the American Educational Research Association, 5) invited lecturer for the National Academy for the School Executives Program of the American Association of School Administrators, 6) consultation service to school districts in Minnesota, and 7) initiated a collaboration between a health maintenance organization and community education programs in schools of the Twin Cities in the area of health education.

### **Charles H. Sederberg**

Professor Sederberg's activities during the four-year period from 1977-78 through 1980-81 can be summarized in three categories: 1) policy studies, 2) instruction, and 3) service.

Policy study activities during 1977-78 involved planning for conversion of the Bureau of Field Studies and Surveys into a Center for Educational Policy Studies (CEPS). On July 1, 1978, Professor Sederberg was appointed director of the new CEPS established to involve the College in educational policy issues through research, technical assistance and an external Advisory Committee. CEPS projects completed during 1978-79 included 1) coordination of a "Conference on the Changing Condition of the Education Profession," 2) a technical assistance contract with the Minnesota Senate Education Committee leading to the report, *A Minimum Foundation Service Program for Minnesota School Districts*, 3) a cooperative study with the Minnesota Association of School Administrators (MASA), the Minnesota Association of School Business Officials (MASBO) and the State Department of Education (SDE) to develop a procedure for special education revenues-expenditure matching, and 4) a technical assistance contract with the Minnesota State Planning Agency for analysis of public school personnel data.

Policy study activities completed during 1979-80 included 1) a cooperative study of school district cash management and investment practices with the Minnesota School Board Association and MASBO reported in *A Survey of Cash Investment Practices in Minnesota School Districts*, 2) a position paper, *A Quest for Program Quality During Enrollment Decline*, 3) hosting the Educational Policy Fellows Program under the direction of Professor Van Mueller and 4) a technical contract with the SDE to provide Evaluation Training Workshops for Women and Minorities.

During 1980-81, major policy study projects included completion of technical assistance contracts with 1) the Minnesota Senate Education Committee to simulate a program-based foundation aid formula reported in *Foundation Service Program Study Report*, 2) ten districts in the Small Schools Alternatives Consortium (SSAC) to plan alternative instructional delivery systems, and 3) SDE to provide a second year of Evaluation Training Workshops for Women and Minorities. The CEPS again hosted the Education Policy Fellows Program and began six case studies of revenue-expenditure matching in special education.

Instructional activities included teaching courses and advising. During the four-year period, 12 sections of Ed Ad 8212 and Ed Ad 8213 were taught with a total enrollment of 219 students. Advising and co-advising across the same period involved completion of two M.S., two Specialists and two Ph.D. degrees.

Service activities during the period included two workshops for the Minnesota School Boards Association, chair of the College Committee on Educational Policy and Chair of the Educational Administration Department Grievance Committee.

### **Publications**

- Alkire, G. F., Reviewed, *The Dynamic Principalship*, for Charles Merrill Publishing Co., Columbus, OH, 1979.
- Alkire, G. F., "M.A. Programs in Educational Administration," *Preparation Programs in Educational Administration*, Silva & Spunk (eds.), UCEA, Columbus, OH, 1978.
- Alkire, G. F., "Elementary Principals, How Do You Compare with Middle Management," *Education*, Santa Cruz, CA, 1979.
- Ammentorp, W. M. and Baltes, K., "Models of Gift Programs in Higher Education," *Fund Raising Management*, 8, 6, 1977.
- Ammentorp, W. M. and Broderick, M., "Information Structures in Nursing Decision Making," *Nursing Research*, 1978.
- Ammentorp, W. M., *Management Indicators For the Governance of Education*, Winona, MN: St. Mary's College Press, 1978 (with P. Grass).
- Ammentorp, W. M., "A Methodological Approach to the Problems of Administrative Control in Human Service Organizations," *Educational Administration Quarterly*, 1979—Accepted for Publication—(with S. Popper).

- Ammentorp, W. M., "Information Structures: An Analysis of Nursing Performance," *Nursing Research*, 1979—Accepted for Publication—(with M. Broderick.)
- Ammentorp, W. M., "Program and Budget Models for Education Management," *Journal of Educational Computing*, 1979 (with M. Walton).
- Ammentorp, W. M., *Delivery of Services to the Hearing Impaired*. State Planning Agency, St. Paul, MN, 1978 (with J. Byrd).
- Ammentorp, W. M., *Papel de Trabajo del Sistema Control de Estudios*, Universidad de Oriente, Cumana, Venezuela, 1979 (with K. Baltes).
- Ammentorp, W. M., *Decision Support Systems for Educational Programming of Handicapped Children*, Control Data Corporation, Minneapolis, MN, 1978 (with P. Johnson).
- Ammentorp, W. M., *Educacion no Tradicional y Administracion del Servicio Publico: Un Modelo para el Adiestramiento de Post-Grade*, Camasa. Guadalajara, Mexico, 1979 (with K. Byxbee).
- Ammentorp, W. M., *The Financial Management of Not-For-Profit Institutions*, Winona, MN: St. Mary's College Press, 1981.
- Hendrix, V. L. and Sederberg, C. H., "Selected Governance/Management Variables and Program Capability in Public Schools," *ERIC*, 1977-78.
- Hendrix, V. L. and Baltes, K., *A Methodology for Data Structure Assessment in Higher Education Administration*, Presented at the Association for Institutional Research, Houston, TX, May, 1978.
- Hendrix, V. L., *Report on a New Relational Data Needs Assessment Methodology*, CAUSE Convention, New Orleans, December, 1978 (with K. Baltes).
- Hendrix, V. L., *The Relationship Between School District Size and Measures of Program Adequacy (Service Capability)*, American Educational Research Association, San Francisco, CA, 1979 (with D. Honetschlager and C. Sederberg).
- Hooker, C. P., "The Courts and Education," *The 77th Yearbook of the National Society for the Study of Education*, 1978.
- Hooker, C.P., "Behavior Modification Model for Merit U," *Phi Delta Kappan*, March, 1978.
- Hooker, C. P., "Unresolved Legal Issues in School Desegregation Litigation," *NOLPE School Law Journal*, Vol. 8, No. 2, 1979, pp. 60-82.
- Hooker, C. P., "Legal Misinformation," *NOLPE School Law Journal*, Vol. 8, No. 1, 1979, pp. 23-24.
- Hooker, C. P., "Educational Malpractice," *Current Issues in School Law*, School of Law, Hamline University, St. Paul, MN, Spring, 1979, pp. 38-55.
- Keller, R. J., *A Systemwide Model for Higher Education*, Board for Higher Education, The Lutheran Church—Missouri Synod, St. Louis, Missouri, December, 1977.
- Keller, R. J. and Kruh, R. F., *Report of an Evaluation for the University of Tulsa*, Commission on Institutions of Higher Education, North Central Association of Schools and Colleges, Boulder, Colorado, April, 1978.

- Keller, R. J., Bollinger, E. C., Roberts, D. and Stender, B., *Report of an Institutional Evaluation for Oklahoma Baptist University*, Commission on Institutions of Higher Education, North Central Association of Schools and Colleges, Boulder, CO, May, 1978.
- Keller, R. J., *Korean Higher Education Reforms, An Evaluation Report, 1977*, Ministry of Higher Education, Seoul, Korea, December 1977, pg. 27 (Published in Korean by MOE, 1978).
- Keller, R. J., "The Role of Higher Education in National Development in Southeast Asia," *Higher Education*, Vol. 6, No. 4, 489-498, Elsevier, Amsterdam, Holland, Fall, 1977.
- Keller, R. J., *Current Developments in International Higher Education*, Korean Society for the Study of Education, KSSE Journal, December, 1977, pg. 20 (Published in Korean from speech to KSEA in Seoul on March 26, 1977).
- Mazzoni, T. L., "State Legislators and School Policy Making," *Planning and Changing: A Journal for School Administrators*, Fall, 1978.
- Mazzoni, T. L., "Administrator's Associations, Influence Strategies, and the State School Policy Process," *Administrator Notebook*, XXVI, 1977-78.
- Mazzoni, T. L., "Essay Review of 'Delivering Educational Services' by David Goodwin," *Educational Administration Quarterly*, Fall, 1977.
- Mazzoni, T. L., "The Impact of ECS on State Policy Making, Some Research Evidence," *Planning and Changing: A Journal for School Administrators*, Summer/Fall, 1977.
- Mazzoni, T. L., "Community Characteristics, School Board Decision Process, and Superintendent Role Behavior: Observations on the Research Literature," (Unpublished paper, Department of Educational Administration, University of Minnesota, 1978), pp. 1-9.
- Mazzoni, T. L., "School District Planning for Enrollment Decline: The Minnesota Approach," *Phi Delta Kappan*, February, 1980, pp. 406-410 (with V. Mueller).
- Mazzoni, T. L., *Deciding State School Policy in Minnesota: An Analysis of Policy Participants, Influence Relationships, and Decision Processes in the 1970s*. Department of Educational Administration, University of Minnesota, December 1980, 240 pp.
- Mazzoni, T. L., "State Government and School Policymaking in Minnesota," (Unpublished AERA paper, April 14, 1981), pp. 1-33.
- Morgan, D. A., *1978-79 Directory of Graduate Professors and Other Specialists Concerned with Community and Junior College Education: Including a Profile of the Community College Professoriate*, Washington, D. C., American Association of Community and Junior Colleges, April, 1979.
- Morgan, D. A., "Work, Education and the Human Remainder," *American Vocational Association*, December, 1979.
- Morgan, D. A., *Vocational Objectives Within the U.S. Educational System*, United Kingdom: Further Education Staff College. 29 pp., Fall, 1980.
- Morgan, D. A., "Introduction: New Data on the Community College Professoriate," *1981 Directory: Council of Universities and Colleges*, Wash-

- ington, D.C.: American Association of Community and Junior Colleges, April, 1981 (with L. Jackson Newell, University of Utah).
- Morgan, D.A., "Beyond Contempt: The University Mentality and the Community College," *Catalyst*, Vol. 9, No. 3, Fall, 1979, 4 pp.
- Morgan, D. A., "Community College Staff Development: Stress and Alternatives," *Occasional Paper Number 2*, Washington, D.C.: Council of Universities and Colleges, American Association of Community and Junior Colleges, Fall, 1979, 18 pp. (with A. Konrad, University of Alberta).
- Morgan, D. A., "Professors of Community College Education," *Community College Review*, Vol. 5, No. 2, Fall, 1978, 4 pp., March, 1981.
- Morris, J. R., Ammentorp, W. M., and Popper, S. H., "Theoretical Foundations for Design and Management of Human Service Organizations," *Israeli Journal of Education*, February, 1978.
- Morris, J. R., "A Methodological Approach to the Problems of Administrative Control in Human Service Organizations," *EAQ*, Vol. 15, No. 1, 1979.
- Mueller, V. D., "Minnesota Public Schools in the Next Five Years: Crises or Opportunity," *Journal of Education and Culture*, 1(1), 1977.
- Mueller, V. D. and Lovett, M. S., "Equity and Equalization in Minnesota School Finance," *Journal of Education Finance*, 3(4), 1978.
- Mueller, V. D., "The Relationship of Class Size to Quality of Education and School Costs," *Minnesota PTSA News*, 9(3), 1977-78.
- Mueller, V. D. and Lovett, M. S., *Paying for the Public Schools: The ABCs of Minnesota School Finance*, St. Paul, MN: State Department of Education, January, 1978.
- Mueller, V. D., Alexander, D., and Salmon, R., "Foundation Program Final Report," *Indiana School Finance Study*, Indianapolis, IN: State Department of Public Instruction, April, 1978.
- Mueller, V. D., "How Parents Can Help Public Schools Survive," *PTA Today*, Vol. 6, No. 6, Chicago, IL, March, 1981.
- Mueller, V. D., "The Relationship of Class Size to Quality of Education and School Costs," *The Minnesota Elementary School Principal*, Vol. 23, No. 2, St. Paul, Minnesota, Winter, 1981.
- Mueller, V. D., "Education's New Demands in the '80s," *Minneapolis Star*, Guest Column, March 3, 1980.
- Mueller, V. D., "School District Planning for Enrollment Decline--The Minnesota Approach," *Phi Delta Kappan*, Vol. 61, No. 6, February, 1980 (with T. Mazzoni).
- Mueller, V. D., "Learner—Year 2025: Reflections on E-Day, A Scenario," *Futurics*, Vol. 3, No. 2, Elmsford, NY, 1979 (with Van Every, Bleedhorn, Cashman, Deshaies, M. Hoffman, N. Hoffman).
- Mueller, V. D., "Critical Issues in Financing Minnesota Elementary and Secondary Schools," *Minnesota Elementary School Principal*, Vol. 21, No. 3, St. Paul, MN, Summer, 1979.
- Mueller, V. D., "School Finance Reform: Retrospect and Prospect," *Futurics*, Vol. 3, No. 1, Elmsford, NY, 1979.

- Nickerson, N. C., "The Lonely Student in the Lonesome School," *NAASP Bulletin*, February, 1978.
- Nickerson, N. C., "Futures," *NAASP News Notes*, March, 1981.
- Popper, S. H., "Theoretical Foundations for the Design and Management of Organizations," *Educational Administration and Organization*, Spring, 1977 (with W. Ammentorp and J. Morris).
- Popper, S. H., "A Methodological Approach to the Problem of Administrative Control in Human Service Organizations," *Educational Administration Quarterly*, Winter, 1979 (with W. Ammentorp and J. Morris).
- Popper, S. H., "An Advocate's Case for the Humanities in Preparation Programs for School Administration," *The Journal of Educational Administration*, Spring, 1981.
- Popper, S. H., Ammentorp, W. M., and Morris, J. R., "Theoretical Foundations for Design and Management of Human Service Organizations," *Israeli Journal of Education*, February, 1978 (also in *Studies in Educational Administration and Organization*, June-July, 1978).
- Sederberg, C. H., *Proposed Profiles for the Minnesota School District Monitor System*, (Bureau of Field Studies & Surveys Report), St. Paul, University of Minnesota, 1978.
- Sederberg, C. H., and Hendrix, V. L., "Selected Governance/Management Variables and Program Service Capability in Public Schools," (Paper presented at AERA), Toronto, 1978.
- Sederberg, C. H., Hendrix, V. L. and Sjeklocha, M., *A Minimum Foundation Service Program for Minnesota School Districts*, (Center for Educational Policy Studies Report to Minnesota Senate Education Committee), St. Paul, University of Minnesota, 1979.
- Sederberg, C. H., Hendrix, V. L., and Honetschlager, D., "Variables Affecting Relationships Between School District Size and Program Adequacy," (Paper presented at AERA), San Francisco, CA, 1979.
- Sederberg, C. H., "Supporting Quality Programs in Minnesota's Public Schools During the 1980s," (A Center for Educational Policy Studies Position Paper), St. Paul, University of Minnesota, 1979.
- Sederberg, C. H. and Sjeklocha, M., *Organizing for Instruction in Pequot Lakes Public Schools*, (A Center for Educational Policy Studies Report), St. Paul, University of Minnesota, 1979.
- Sederberg, C. H., "A Quest for Program Quality During Enrollment Decline," (A Center for Educational Policy Studies Position Paper), St. Paul, University of Minnesota, 1979. Sederberg, C. H., Hendrix, V. L., Rodman, S. and Lander, D., *A Survey of Cash Investment Practices in Minnesota School Districts*, (A Center for Educational Policy Studies Report), St. Paul, University of Minnesota, 1980.
- Sederberg, C. H. and Hendrix, V. L., "Relationship of Changes in District Financial Condition to Changes in Provision of Educational Services," (Paper presented at AERA), Boston, April, 1980.
- Sederberg, C. H., Hendrix, V. L. and Krupey, J., *Foundation Service Program Study Report*, (Center for Educational Policy Studies Report to Minnesota Senate Education Committee), St. Paul, University of Minnesota, 1981.

- Sederberg, C. H., and Hendrix, V. L., "Correlates of Change in Pupil Unit Expenditure," (Paper presented at AERA), Los Angeles, April, 1981.
- Weatherman, R. F., and Wolf, J. M., "A Model of Competency Based Training of Special Education Administrators," *UCEA Review*, 1977, 18(2).
- Weatherman, R. F., Goldberg, M. B., and Thornburg, T. K., *Insuring the rights of Handicapped Children in School*, St. Paul, MN: University of Minnesota, 1977.

### **Presentations**

- Ammentorp, W. M., "The Liberal Arts in a Finite World," St. Mary's College, Winona, MN, 1978.
- Ammentorp, W. M., "Educacion no Traditional para Administracion Publico," CAMASA—Guadalajara, Mexico, February, 1979.
- Ammentorp, W. M., "A Theoretical Base for Human Service Delivery Systems," Regional Science Association, June, 1979.
- Hendrix, V. L., "Selected Governance/Management Variables and Program Service Capability in Public Schools," AERA, Toronto, April, 1978 (with C. Sederberg).
- Hendrix, V. L., "A Methodology for Data Structure Assessment in Higher Education Administration," AIR, Houston, May, 1978 (presented by K. Baltes, co-author).
- Hooker, C. P., "The Courts and Education," National Convention of the National Society for the Study of Education, Atlanta, GA, February, 1978.
- Hooker, C. P. "Who Runs Our Schools?" Annual Convention of School Superintendents in Indiana, Summer 1978.
- Hooker, C. P., "Educational Mal-Practice," Hamline University College of Law Conference, Spring 1979.
- Keller, R. J., "Community College Education: History and Issues," Association of Minnesota Junior and Community Colleges, Normandale Community College, January, 1978.
- Keller, R. J., "Planning for Community College Development," Blackhawk Community College, Moline, IL, November 1977.
- Keller, R. J., "Staff Development Past and Prologue," Keynote speaker at Inver Hills Community College Faculty Retreat, October 1978.
- Keller, R. J., "Is Higher Education Worth the Cost?" Commencement address, University of Minnesota, College of Education, Fall 1978.
- Mazzoni, T. L., "Minnesota State School Policymaking." Minnesota site meeting of the Educational Policy Fellowship Program, October 30, 1978.
- Mazzoni, T. L., "State School Policy Making in Minnesota: Analytic Categories, Previous Findings and Current Trends," Seminar for the Minnesota Education Policy Fellowship Program, October 1978.
- Morgan, D. A., "Work, Education, and the Human Remainder," American Vocational Association's Annual Convention, December, 1978.

- Morgan, D. A., "Forum #16: Changing Profiles of Community College Trustees—Significance for the 1980's," American Association of Community, Junior and Technical Colleges Annual Convention, April, 1979.
- Morgan, D. A., "Reform Through Proliferation—The Development of Major American Educational Institutions," Institut fuer Bildungssysteme, Saarbruecken, Germany, October 1978.
- Mueller, V. D., "School Finance Reform: Retrospect and Prospect," A paper presented at the Future of Education, Science Museum of Minnesota, 1978 Summer Workshop, June 1978.
- Mueller, V. D., "The Educational Policy Setting and Fluctuating School Enrollments," A paper presented to a seminar on Declining Enrollments, School of Education, Boston University, July 13, 1977.
- Mueller, V. D., "School Finance Reform in Minnesota," Presentations to:
1. Minnesota Education Association Leadership Conference, St. Benedict's College, August 9, 1977.
  2. Bush Public School Executive Fellows Program, Cable, Wisconsin, April 10-11, 1978.
- Mueller, V. D., "School Finance and Fluctuating School Enrollments," presentations to:
1. Minnesota Association of Special Directors, Brainerd, October 5, 1977.
  2. Educational Cooperative Service Unit Planning Workshop, St. Cloud, October 26, 1977.
  3. Hamline University Student Teachers Conference, St. Paul, October 20, 1977.
  4. Region XI ECSU Planning Conference, Eden Prairie, October 16, 1977.
  5. Citizen's League Breakfast Meeting, Minneapolis, MN, May 9, 1978.
- Mueller, V. D., "The Relationship of Class Size to Quality of Education and School Costs," presentations to:
1. Minnesota Federation of Teachers Workshop, St. Paul, October 20, 1977.
  2. Minneapolis East Area Teachers' Council, Minneapolis, March 16, 1978.
- Mueller, V. D., "School Leaders for the 80s and Beyond," Keynote to Joint Convention of the Associated School Boards and School Administrators of South Dakota, August, 1981.
- Mueller, V. D., "Citizen Participation and the Schools," Northern Minnesota Principals Fellowship Program, July, 1981.
- Mueller, V. D., "Maintaining Education Quality with Shrinking Budgets," AASA 1981 Instructional Leadership Conference, Washington, D.C., August, 1981.
- Mueller, V. D., "School District Planning for Enrollment Decline: The Minnesota Approach," North Central Association Annual Meeting, Chicago, IL, April, 1981.

- Mueller, V. D., "Financing Education in the Future," National PTA Legislative Conference, Washington, DC, March, 1981.
- Mueller, V. D., "Leadership Opportunities for School Administrators in the 1980s," Michigan State University Round-up, East Lansing, MI, January, 1980.
- Mueller, V. D., "The Educational Policy Setting and Fluctuating School Enrollments," 1977 AERA Meeting, New York City.
- Nickerson, N. C., "Conflict Resolution—The Big Decision," NASSP, Anaheim, CA, February, 1978.
- Nickerson, N. C., "Junior and Middle Schools: Facilitating Better Programs," NASSP Frontline Conference, St. Louis, March, 1978.
- Nickerson, N. C., "Above and Below the Horizon for the 80's," Jamestown, North Dakota Public Schools, August, 1979.
- Nickerson, N. C., "Theory and Practice," MASSP Middle School Conference, Brainerd, October, 1979.
- Nickerson, N. C., "Teacher Evaluation," Sauk Rapids, MN, Administrators, December, 1979.
- Nickerson, N. C., "The School in the Middle: Developing Its Program," NASSP Institute, Portland, ME, March, 1980; Charleston, SC, April, 1980.
- Nickerson, N. C., "The School in the Middle," NASSP Frontline Conference, Dallas, TX, December, 1980.
- Nickerson, N. C., "Middle Level Research," NASSP Annual Meeting, Atlanta, GA, February, 1981.
- Popper, S. H., "The American Middle School in Cultural Perspective," Presented to the National Academy for School Executives of the American Association of School Administrators, Clearwater Beach, FL, April 17, 1978.
- Popper, S. H., "Middle School and System Goal Attainment," Presented to the faculty of the Edina Public School System at Opening School-Week Program, Edina, August 25, 1977.
- Popper, S. H., "Critique of Normal Science Seminar Theme," Research Commission of the University Council for Educational Administrators.
- Popper, S. H., "The Reorganization of Middle School Organization," Planning Task Force of the Red Wing Public Schools.
- Popper, S. H., "Applied Humanism in Executive Decisions," West Metropolitan School Superintendents Association.
- Sederberg, C. H. and Hendrix, V. L., "Selected Governance/Management Variables and Program Service Capability in Public Schools," Paper presented at the American Educational Research Association Annual Conference, Toronto, Canada, April, 1978.
- Sederberg, C. H., "The Relationship Between School District Size and Measures of Program Adequacy (Service Capability)," Paper presented to American Educational Research Association, San Francisco. April, 1979 (Coauthored with D. Honetschlager and V. Hendrix).

## **ORGANIZATION OF THE DEPARTMENT**

Administrative officers in the department of Educational Administration include the Chairperson, the Director of the Center for Educational Policy Studies, 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. The Director also serves as chairperson of both committees. The Graduate Studies Committee reviews all programs, thesis proposals, and petitions 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 found in the Appendices of this report.

The Affirmative Action policy, adopted by the Department November 11, 1975, is consistent with College and University policies. The Affirmative Action policy 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.

## **EDUCATIONAL ADMINISTRATION STUDENT ORGANIZATION (EASO)**

Membership for 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.

# APPENDICES

## APPENDIX A

**Constitution**  
**Department of Educational Administration**  
**University of Minnesota**  
Adopted April 27, 1976

### 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; (3) 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**  
Adopted April 27, 1976

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 structures 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 itself (sic) 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 (EACSO), 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 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 of 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 or 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 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 ongoing 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 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 according to 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 negotiation 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) 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 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 procedure.

The Grievance Committee shall conduct hearings on grievances that cannot be resolved informally, receive evidence on the grievance it accepts for hearing, make finds 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 faculty representatives shall be a woman and/or minority group member; at least one (1) of the student 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 EACSO 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 non-discriminatory 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 last 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 proposals 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 Chairpersons 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 parliamentary 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

**Constitution  
Educational Administration Student Organization  
Department of Educational Administration  
University of Minnesota  
Revised & Accepted 5/80**

#### ARTICLE I: NAME

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

## ARTICLE II: MEMBERSHIP.

**Section 1.** All graduate students who are enrolled in educational administration programs at the University of Minnesota are members of EASO.

**Section 2.** The organization shall have one or more ex-officio faculty members selected annually by the EASO Executive Board from among the faculty of the Department of Educational Administration.

## ARTICLE III: PURPOSES.

**Section 1.** EASO shall provide an official voice for the graduate students in the Department of Educational Administration.

**Section 2.** The organization shall represent the views and interests of graduate students to the Department, the College of Education, the Graduate School and other segments of the University.

**Section 3.** EASO shall select graduate student representatives for the committee within the above segments of the University that elicit graduate student participation from the Department.

**Section 4.** The organization shall 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 student experience.

## ARTICLE IV: OFFICERS.

**Section 1.** The EASO officers shall be a President, Secretary, Treasurer, and Publicity Chairperson. The President and Secretary shall be student voting members to the Department. Officers for the organization shall be elected annually by the membership and shall serve until their successors are duly elected by the membership or selected by the Board.

**Section 2.** The President shall set agendas for and preside at all meetings; be responsible for initiating the planning, coordination, and evaluation of EASO activities in accordance with the purposes of the organization; appoint student representation to committees not otherwise provided for in the Constitution; and have general responsibility for all affairs of the organization.

**Section 3.** The Secretary shall act in the absence of the President. He/she shall keep a record of the minutes of all meetings of the organization and post copies of the same within the Department; keep members of the Executive Board informed of regular and special Board Meetings; and have responsibility for maintaining records of all correspondence and official activities of EASO.

**Section 4.** The Treasurer shall be responsible for the collection of any dues or other revenue, the maintenance of organizational funds, and the disbursement of monies approved by the Executive Board. He/she shall regularly report the status of the EASO finances to the Executive Board.

**Section 5.** The Publicity Chairperson shall keep the EASO membership informed of all quarterly social/academic meetings and other activities of

the organization through mailings, posters, and/or other publicity. He/she shall establish each fall an updated organizational mailing list of those EASO members who indicate an interest in being informed of EASO activities and shall be responsible for revising the mailing list as necessary throughout the year.

#### ARTICLE V: STUDENT VOTING MEMBERS.

**Section 1.** The student voting membership of the Department of Educational Administration shall include a number of currently enrolled graduate students not exceeding 50 percent of the number of faculty members eligible to vote at Departmental meetings.

**Section 2.** Student voting members shall attend all quarterly social/academic meetings, Executive Board meetings, Departmental meetings, and other meetings as assigned. A voting member who misses more than three of the above meetings will be notified by the President and considered for removal from office by the Board at the following Executive Board meeting. He/she will be given the opportunity to justify such absences prior to the vote for removal by the Board. If he/she is not removed, the Board shall establish conditions for that student's continued status as a voting member.

#### ARTICLE VI: EXECUTIVE BOARD.

**Section 1.** The EASO Executive Board shall be composed of all student voting members of the Department, EASO officers, and the ex-officio faculty members.

**Section 2.** The Executive Board shall regularly meet as a group to develop the total program of activities for the organization and shall approve the planned activities for specific EASO meetings. In the fall of the year, the Board shall select ex-officio faculty members and student appointees to the Departmental standing committees and other committees as deemed appropriate by the Board. The Executive Board shall be empowered to establish procedures by which dues or fees will be collected when deemed necessary and shall provide for the safe keeping for those organizational funds.

**Section 3.** The EASO shall maintain funds to meet only those needs as required by the Executive Board to maintain the organization.

**Section 4.** The EASO shall not provide monetary gain, incidental or otherwise, to its directors, officers or membership. This does not restrict the payment of wages, salaries or incentives by EASO for services rendered.

**Section 5.** After disestablishment and after all liabilities of the EASO are rectified, the Executive Board shall be charged with transfer of any remaining funds to the Student Organization Finance Center, the University of Minnesota, to hold in trust for three (3) years following the organization's last meeting. If after that period the EASO has not been reactivated, the funds shall be distributed to the Educational Administration Alumni Association.

## ARTICLE VII: ELECTION PROCEDURES.

**Section 1.** Approximately 50 percent of the student voting members for the following academic year will be elected by the membership at the spring social/academic meeting. The balance of the voting membership, at least one of whom must be new to the Department, and the EASO officers shall be elected at the summer social/academic meeting prior to the first official meeting at the Department during the Fall quarter.

**Section 2.** All terms of office for voting members and officers begin immediately following the summer meeting at which elections were completed. A list of the Executive Board for the following academic year shall be submitted to the Department Chairperson prior to the first official Department meeting during the fall quarter.

**Section 3.** The Executive Board shall serve as the nominating committee for EASO elections and shall notify the membership on the mailing list of its slate of nominees in writing at least ten days before the meeting at which the election is to be held. Nominations will also be encouraged from the floor, provided the nominee is informed of the duties of the position prior to the election.

**Section 4.** A single ballot may be used in voting for all the student voting member positions to be filled, with the exception of the student voting member new to the Department who shall be elected by a separate ballot. In the event there are many more nominees than vacant positions, the Executive Board may elect to conduct two ballots to (1) nominate a final slate and (2) elect the voting members.

**Section 5.** For the election of EASO officers, a separate ballot shall be conducted for each office. Nominees for the offices of President and Secretary must be made from the list of elected voting members. If no more than four students are nominated for an office, the candidate receiving the greatest number of votes shall be declared elected. In the event that the number of nominees exceeds four, a preliminary vote shall be taken and the two students receiving the greatest number of votes will be placed on the final ballot. The person receiving the greater number of votes shall be declared elected.

**Section 6.** In the event that a vacancy occurs within the term of any elected EASO position, the Executive Board will appoint a successor to 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 an election at the summer meeting; (2) If the presidency becomes vacant during the year, a special election shall be held at the next quarter social/academic meeting. Prior to the Board's selection of a student to fill a vacancy, a notice of such vacancy shall be posted within the Department at least ten days prior to the selection.

## ARTICLE VIII: MEETINGS.

**Section 1.** There shall be at least one social/academic meeting of the entire membership each quarter during the year on dates fixed by the Executive Board or, as in the case of a special meeting, upon the written

request of at least fifteen members presented to the Board. Fifteen members shall constitute a quorum. A notice of the meeting, including the agenda, shall be mailed to individuals on the EASO mailing list at least ten days prior to the meeting by the Publicity Chairperson. Department faculty and staff will be invited to attend.

**Section 2.** There shall be at least one regular meeting of the EASO Executive Board each month, prior to the monthly Department meetings during the academic year, on dates fixed by the Board. A simple majority of the Board membership shall constitute a quorum. A notice of the meeting, including the agenda, shall be mailed to Board members at least ten days prior to the meeting by the Secretary. Department faculty/staff will be invited to attend, in addition to interested EASO members.

**Section 3.** Special Executive Board meetings may be scheduled by the President in instances deemed advisable. Separate notice of such meetings shall be the responsibility of the President.

**Section 4.** Robert's Rules of Order (Revised) shall be the parliamentary authority on all questions not specifically covered by the EASO Constitution or the Constitution and By-Laws of the Department.

#### ARTICLE IX: COMMITTEES.

**Section 1.** Students shall be selected from EASO membership to serve on the following Department committees: Admissions, Affirmative Action, Content, Grievance, Policy and Planning, Prerequisite and Principalship. In addition to the above, the Board shall select student representatives to the College of Education Student Board and the Council of Graduate Students.

**Section 2.** Students shall be selected by the Board to serve on any ad hoc committees established within EASO or the Department.

#### ARTICLE X: AMENDMENTS TO THE CONSTITUTION.

This Constitution may be amended by a 2/3 vote of the membership present at a regular or special meeting. All proposed amendments shall be mailed to the membership on the EASO mailing list at least ten days prior to the meeting at which they are to be officially submitted for approval.

### 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 503 and 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 Education, Washington, D.C. 20202 or to the Director of the Office of Federal Contract Compliance Programs, Department of Labor, Washington, D.C. 20210.

## **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 behavioral and social 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.

**Instructional 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. Because 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 designed for Educational Administration majors and minors, others have discrete content relevance for students in other department 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 Center for Educational Policy Studies, a structural component of the Department.

**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 cosmopolitan perspective which is expected of a department in a nationally distinguished University, programs of the Department 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.