

BUREAU OF FIELD STUDIES AND SURVEYS (BFS&S) BECOMES CENTER FOR EDUCATIONAL POLICY STUDIES (CEPS)

The Bureau of Field Studies and Surveys, a landmark in and around Educational Administration since 1948, was transformed into the Center for Educational Policy Studies effective July 1, 1978. Many Ed Ad graduates remember the Bureau as a place of employment while pursuing graduate studies. Others have utilized the planning services of the Bureau in studies of local districts.

The organizational change represents a response to changing conditions in the field of education and a reallocation of resources within the College. While it is still located with the Ed Ad Department, the Center is an inter-departmental or College-wide unit. The purpose of the Center is to promote, coordinate, and conduct study activities which are broader than problems experienced in a single district. These studies are conducted through Cooperative Study Projects in which two or more organizations or agencies form a partnership with the Center to cooperatively plan a study design, collect and analyze data, and prepare a report. Four Cooperative Projects are currently underway. Technical assistance under contracts patterned after the Bureau service model are also available to local districts and other educational agencies.

The Center has an external Advisory Committee made up of the Director of the State Planning Agency, Commissioner of Finance, Commissioner of Education, Executive Secretary of the Higher Education Coordinating Board, Director of Senate Research, Director of House Research, Chairperson of the Better Education Liaison League, Executive Secretary for the Citizen's League, and Executive Director of Region 11 ECSU.

The Director for the Center is Charles Sederberg, and the secretary is Donna Bergquist.



Faculty and students in a Department meeting

FACULTY UPDATE

For those of you who haven't been around the department for a while, here's what the faculty are doing these days...

Gary Alkire has continued to develop the intern program. He notes a particular need for internship positions for students interested in central office experiences.

William Ammentorp is currently working on developing computer-based management indicators for school administration. He has completed a fiscal planning model in cooperation with Rochester Public Schools which is available on MECC.

Vernon Hendrix recently attended a College and University Systems Exchange (CAUSE) convention where he presented a paper on data-base management with Ken Baltes, a recent Ed Ad graduate.

Cliff Hooker's primary professional interest is in court opinions affecting public schools. He is presently advising Federal courts in Cincinnati, Kansas City, and St. Louis regarding remedies to school segregation.

Robert Keller will be awarded honorary membership in the North Central Association of Schools and Colleges on the basis of services to the NCA Board of Directors, Editorial Committee, Executive Committee and Commission membership for Schools and Institutions of (Faculty Update continued on p. 2)

(Faculty Update continued from p. 1)
Higher Education. The meeting will be held in Chicago in April.

Ron Lambert continues to be interested in elementary school administration and supervision.

Gerald Mansergh is the Executive Director of Educational Cooperative Service Unit of the Metropolitan Twin Cities Area and an adjunct professor at the University of Minnesota. His professional interests include Regional Service agencies, management by objectives, time management and personnel administration. His personal interests are in camping, cross-country skiing, poker and extra-curricular activities (known only to personal friends).

Tim Mazzoni's major teaching and research interests are in the area of education politics and policymaking. This is reflected in his courses "Politics of Education" and "Metropolitan School Governance." It is also reflected in the topics of his advisees, some ten of whom are actively working on PhD or EdD theses. His other big concern at the moment is to prepare to do state policy research this spring.

Don Morgan is interested primarily in governance, organization and administration of community, junior, technical colleges and institutes. This is a nationally-based program with an expanding international comparative component. Study practica have been completed or are scheduled in June in Britain and Germany.

Jon Morris has been working on methods for observing and describing managerial behavior in human service organizations.

Van Mueller completed a two-year term on the Board of Directors of the American Education Finance Association in January of 1978. Also during that month he assumed the presidency of the Minnesota Parent-Teacher-Student Association.

Neal Nickerson's interests continue to be in the area of the junior and senior high school principalship. Specific topics include scheduling, decision-making, teacher and principal evaluation. This year he has gone back into the field as the assistant principal at Sunrise Park Junior High School in White Bear Lake.

Samuel H. Popper was recently appointed by Commissioner of Education Howard Casmey to the School Administration Standards and Licensure Advisory Task Force to the State Board of Edu-

cation. He also has published with Professors William Ammentorp and Jon Morris two articles in refereed professional journals, and offered with Professor Jeremiah Reedy of Macalaster College an experiential seminar for the West Metropolitan Superintendents Association, for renewal credit, in which the humanities and systems theory were effectively fused with the acclaim of seminar participants.

Chuck Sederberg's interests center around school budgeting and financial management. As the director of the new Center for Educational Policy Studies, he was involved in planning the conference on the Changing Condition of the Education Profession and three cooperative study projects: The Dynamics of Minnesota School District Financial Condition, Development of a Model for Matching Special Education Revenue with Expenditures, and A Survey of School District Cash Investment Practices.

Dick Weatherman is involved with compliance management procedures for special education programs and staff development packages, including process skills.

ALUMNI UPDATE

At our first Ed Ad luncheon we asked graduates to complete a form indicating what they are doing. Here's a report from some of them:

Jerry Cassem has been the principal at Rosemount High School for the last 16 years.

Donald J. Davis is the coordinator of the work experience program at Marshall-University High School.

Barbara Devlin, a recent PhD graduate (June, 1978), is coordinator for educational services with the Educational Cooperative Service Unit of the Metropolitan Twin Cities Area. She is president-elect of the Minnesota Metropolitan Council of Administrative Women in Education.

Gerald Dufour is the principal at Oak Grove High School in Mounds View, which is a special school for emotionally disturbed adolescents.

Carl Gerber has been the president of Lakewood Community College since 1969.

Robert Grunsted is the principal at Plymouth Junior High School in Robbinsdale.

Gretchen Halfaker is the Director of Personnel (Alumni Update continued on p. 3)

(Alumni Update continued from p. 2)
for St. Louis Park schools. She also owns a specialty shop called "Gretchen's of Wayzata."

Michael Joseph is the principal at Marshall-University High School.

Erma E. McGuire is the Assistant Superintendent of Elementary Education for the St. Paul Public Schools.

JoAnn McMahon just completed her PhD in May, 1978, and is the resident administrator at the Career Study Center I. This is an alternative secondary school which offers "intensive care" to dropout prone students referred by St. Paul's mainstream secondary schools.

Harris Miller is the Dean of Instruction at Lakewood Community College and represents the Minnesota State Board for Community Colleges on the Council on Quality Education.

Robert Reed is the Director of Research-Negotiations for the Minnesota Education Association (MEA). His responsibilities include the Association's negotiation research, program, and school finance.

Rosemary Schneiderhan is the Coordinator of Administrative Services for Roseville Public Schools. She is also president-elect for the Minnesota Association of Educational Data Systems (MAEDS).

Catherine Stehly recently left her position as assistant to Commissioner Casmey to be the Assistant Commissioner for Instruction in the Wisconsin Department of Public Instruction at Madison.

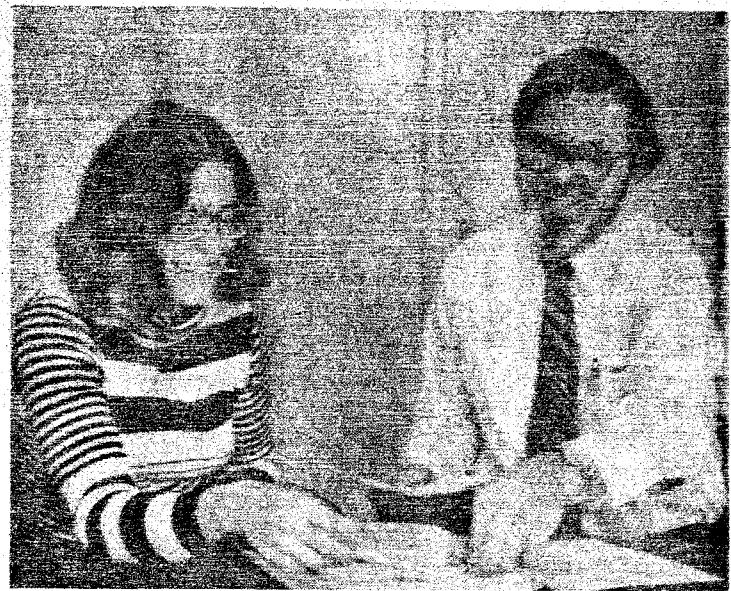
Richard St. Germain is the Director of Secondary Education at North St. Paul - Maplewood Schools.

Charles Turnbull was appointed Commissioner of Education for the Virgin Islands in February.

Ronald Weiss is the Director of Curriculum and Instruction for Red Wing Public Schools and is also an adjunct associate professor at Winona State University.

IN MEMORIAM...

We were extremely saddened to hear of the death of Kay Jacobs in a car accident on March 5, 1979. "Casey," as she was known to all of us, received her PhD in June, 1977, and was the assistant superintendent at Mahtomedi Public Schools.



Jan Kipp, Department secretary,
and Van Mueller, Department chairman

MUELLER'S MUSINGS

Since last spring (1978), a number of important steps have been taken to establish a new link between the Department of Educational Administration and our many alumni. Based on responses to an alumni questionnaire, it became very evident that there was substantial interest in a range of possible activities. The publication of an Ed Ad Alumni newsletter, one-day workshops/symposiums and luncheon seminars topped the list of activities of high alumni interest. To date, three luncheon seminars have been held with attendance of over 70 at each. A single day alumni workshop is scheduled for next fall, and The Link is the initial issue of a newsletter we hope to publish a minimum of 3 times a year.

In addition to an alumni activity being planned in conjunction with Homecoming next fall (October 27, Minnesota vs Illinois), committees are also exploring activities involving cultural events, an "alumni round-up," and other University athletic events.

With the support of both the University Alumni Association and College of Education Alumni Society and with some experience gained from initial activities, it appears that an Ed Ad Alumni Organization can offer useful professional and personal benefits.

The Department has matured since its inception as a separate unit in 1963 and the major growth period of the 1960's. While periodic attempts to communicate with alumni have (Mueller's Musings continued on p. 4)

(Mueller's Musings continued from p. 3)
been made in the past, they have been inadequate. With a base of strong alumni interest and a Department commitment, we can create a new and useful alliance.

In other sections of The Link you will find some descriptions of programs, services, students and faculty activities. I believe that an extension of Department activities in the area of service to alumni is a very natural part of our continued growth. Your suggestions are welcomed concerning our programs and possible alumni activities, as well as your recommendations of individuals interested in advanced degree work in educational administration. Through your feedback we will be able to target our limited resources in a manner which complements, stimulates and extends professional development activities available through other agencies and groups. Please share your ideas and concerns with us.

-Van D. Mueller

DEPARTMENT NEWS

In recent years, the Department of Educational Administration has undergone some changes. Among the most dramatic of these has been the increasing number of women entering Ed Ad programs. In 1970-71, for example, only 25 women (19% of the total) were admitted, while in 1977-78, 82 women were admitted, accounting for 47% - nearly half - of all admitted students. In terms of sheer numbers, this represents a 228% increase in women students!

The number of students earning degrees in Ed Ad reached a peak in 1976-77, when a total of 86 degrees were granted. This represents a 15% increase from the previous year. In 1977-78, however, the number dropped to 60 graduates - a decrease of 29%.

The number of courses taught has also diminished from 71 courses in 1976-77 to 66 courses in 1977-78 (a 7% decline). Extension offerings suffered more severely, dropping from 15 courses in 1976-77 to 7 courses in 1977-78 (a 53% decline).

Other changes which have been implemented recently include the adoption of more standardized admission procedures, a modification in the residency requirement to facilitate the practitioner's access to the program, and changes in the preliminary exam procedure intended to help students focus on research topics earlier in their programs.

The primary tasks of the Department - teaching, research, and service - have not changed; however, new challenges have begun to appear as the problems of declining enrollment and limited resources now faced by elementary and secondary schools are being felt by post-secondary education.

THE STUDENT ORGANIZATION

The Educational Administration Student Organization (EASO) has grown stronger and more active each year since its inception in 1971, and has this year established an office in the Department. Seven students are elected to serve as full voting members at Department meetings, while others become involved with various committees in the Department, Graduate School and the College of Education.

An EASO board, consisting of officers, voting members, and faculty ex-officio members, meet monthly to plan and organize various activities for students. Social/academic meetings, held each quarter, foster intellectual pursuits and provide for informal interaction among students and faculty. The present executive board includes Mary Ann Nelson, president; Donna Lander, secretary; Greg Johnson, treasurer; Curman Gaines; Chuck Kerl; Sue Hendricks; Ed Larson; and Jeff Raison. Faculty ex-officio advisers include Professors Don Morgan, Chuck Sederberg, and Gary Alkire.

The purposes of the student organization are to 1) provide an official voice for graduate students in the Department; 2) 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) select graduate student representatives for the various committees; and 4) 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.

A THANK YOU....

The Ed Ad Department wishes to thank the following alumni for their thoughtful and generous contributions to our alumni fund:

Floyd Keller

Dennis Morrow

Oren Steinfeldt

We appreciate the interest and support of our former students!

DEPARTMENT CONDUCTS VARIED RESEARCH ACTIVITIES

One of the primary tasks of professors in the Department, in addition to teaching and service, is to carry out research activities. While the following brief description of several research projects do not provide a total picture of the Department, they are indicative of the nature and scope of some of the research currently in progress.

Professor Tim Mazzoni's major research project for the next year focuses on state government and school policy in Minnesota. Specifically, he will try to answer two basic questions:

1) What changes have taken place in the actors and influence relationships that determine state school policy?

2) What appear to be the relationships between these process changes and school policy decisions?

A comparative case approach will be employed, with the comparison being of the policy system at two points in time: 1973 and 1979. The first case study has already been done; the second would be done during and immediately after the 1979 legislative session. Interviewing will be the principal data-gathering method. Respondents will include state board members, department of education administrators, legislative leaders, the Governor and other persons in the executive branch, and representatives of various education interest groups. A report in the form of a case study monograph should be available by winter quarter, 1980.

Professor C. H. Sederberg reports that three cooperative research projects are underway in the Center for Educational Policy Studies (CEPS). The first of these is a study of the "Dynamics of Minnesota School District Financial Condition." Partners in the project are the State Department of Education (SDE), Minnesota School Board Association (MSBA) represented by Bill Wettergren, Minnesota Association of School Administrators (MASA) represented by John Maas, Minnesota Association of School Business Officials (MASBO) represented by Warren Testor, and three doctoral students: Carl Wahlstrom, superintendent at Mahtomedi Public Schools; Mike Sullivan, school official at St. Anthony Public Schools; and Mike Sjeklocha, research assistant for CEPS. The project is concerned with relationships between unappropriated fund balances and several vari-

ables, and with the fiscal decision-making process.

A second cooperative research project seeks to develop a model for matching special education revenue with special education expense in local districts. Participants in this study are the SDE represented by Roy Anderson, MASA, MASBO, and a graduate student, Jay Willemssen, accounting supervisor for Burnsville Public Schools. Support for this study is provided by a Hustad Foundation grant to MASA.

The latest cooperative study effort to get under way in the Center is a survey of cash investment practices in Minnesota School Districts. Co-sponsors of the project are MSBA, MASBO, and graduate student Sharon Radman, Hennepin County Vo-Tech.

Professor Jon Morris has been studying the work behavior of school superintendents in and around the metropolitan area. His research centers around such questions as where and how time is spent, who comprises the contact network, whether more time is spent with individuals inside or outside the organization, and what styles of verbal behavior are employed.

Using a method of self reporting which classifies administrative acts during certain times of the day, detailed logs of behavior are reported for 12 consecutive working days. The data are then pooled and used to prepare graphic displays of group behavior in 3 areas: action, actors and issues.

The distribution of actions includes the proportion of time spent:

- in meetings
- talking on a one-to-one basis
- reading, studying or planning
- traveling or waiting
- writing, editing, or filing

The distribution of observed actors indicate how much time is spent with:

- self
- peers and others
- central office individuals
- building administrators
- board, parents, community leaders
- other staff

The observed issues include how much time is devoted to:

(Department Research continued on p. 6)

(Department Research continued from p. 5)

- personnel
- curriculum instruction
- public relations
- student affairs
- budget
- building and space management
- legal
- personal
- professional, extra-curricular

As patterns of behavior emerge from the observed data, predictions of administrative performance based on these patterns suggest implications for practice as well as for the instruction of practitioners. A self-evaluation of their performance in these areas can have a rewarding result on the effectiveness of managers within the school setting.

SEMINAR HELD ON "WOMEN AS LEADERS"

The Minnesota Metropolitan Council of Administrative Women in Education (MMCAWE) held a successful seminar on March 10 on "Women as Leaders."

Lee Colby, of Colby and Sands, Inc., delivered the opening address on "The Emerging Woman." The reaction/discussion which followed was led by four women leaders in traditionally male-dominated fields: Betsy Ingalls, stockbroker with Dain, Kalman and Quail; Dr. Judy Cooper, principal at Sunrise Park Junior High School; Mary Forsythe, State Representative for Edina District 39A; and Carrie Dorfman, resident chaplain at Abbott-Northwestern Hospital.

Dr. Von Valetta, Deputy Commissioner of Education, provided the luncheon address on the challenge of leadership.

the link

Published by the
Department of Educational Administration
University of Minnesota
225 Health Service Building
1518 North Cleveland Avenue
St. Paul, Minnesota 55108

Telephone: 373-5568

Chairperson: Van D. Mueller

Editor: Mana Holtz

Photographer: Charles H. Sederberg



Recent alumnus Dean Honetschlager presenting at the Conference on "The Changing Condition of the Education Profession."

CONFERENCE YIELDS QUOTABLE QUOTES

"The Changing Condition of the Education Profession" was the subject of a seminar held in Minneapolis on January 30-31, sponsored by the Minnesota State Planning Agency, the National Conference of State Legislatures, the Institute of Educational Leadership, and the University of Minnesota College of Education.

The following quotes were heard from the various speakers at the seminar:

-W. Timothy Weaver, Professor at Boston University, on the subject of declining enrollments: "If every educator in the United States produced one baby this year, that would add 2.2 million babies to the 3.3 million expected. This problem would soon go away..."

-Hazel Reinhardt, former State Demographer: "We are culturally geared to growth, and even stability makes us nervous."

-Joe Graba, Administrative Assistant, Congressman Martin Sabo: "Aging staff is the greatest problem in our whole school finance system."

-James Browne, Consultant, California Senate Committee on Education: "Coming to Minnesota from California is like coming from a 40-car pile-up to a seminar on safety."

-Dr. Francis Keppel, Harvard Graduate School of Education, on his former training as a sculptor: "What better training for one who ends up in Washington as a chiseeler?"

* * * * *