

**ACADEMIC ORGANIZATION AND STRUCTURE COMMITTEE REVIEW
AND CONSULTATION SUMMARY SHEET**

Proposal Title: Department of Educational Leadership Studies (EDL)

Name/email/phone for proposal contact: James S. Rinehart/jsrine01@uky.edu/257-4293

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc)	Contact person Name (phone/email)	Consequences of Review:	Date of Proposal Review	Review Summary Attached? (yes or no)
Courses and Curricula Committee, College of Education	Tricia Browne-Ferrigno 257-5504, ferrigno@uky.edu X Tricia Browne Ferrigno	Item passed committee review	3/30/04	No.
College of Education Faculty	Dean Jim Cibulka 257-2813, cibulka@uky.edu X Jim Cibulka	Item passed faculty review	4/27/04	No.

APR 28 2004

MEMO TO: University Senate

RE: Rationale for Changing Department Name

FROM: Department of Administration and Supervision Faculty

The faculty members in the **Department of Administration and Supervision (EDA)** request that the department name be changed to the **Department of Educational Leadership Studies (EDL)**. This request reflects the changing nature of school leadership during the 20th and early years of the 21st Centuries.

The publication of *A Nation at Risk* by then-President Ronald Reagan's administration stimulated sweeping changes to educational systems across the US and internationally in the mid-1980s. Subsequently, judicial and legislative action wrote and rewrote international and national education policy. In Kentucky, the 1990 Education Reform Act led many US states by addressing elementary and secondary education issues systemically. The late 1990s brought national attention to the fragmentation of students' educational experiences from birth through higher education. Once again, Kentucky policy led the way in comprehensive preschool through post-secondary education reforms. The University of Kentucky's Department of Administration and Supervision faculty have served as consultants, researchers, commentators, and most important, recognized experts concerning the ways in which educational leaders perform in highly volatile and high stakes innovations directed at improving schooling and higher education.

When the Department of Administration and Supervision was formed in 1968, it represented an important step in the development of advanced graduate preparation for practitioner-scholars. EDA served the commonwealth and nation in preparing administrators and supervisors whose practice was soundly grounded in understanding research about practice.

Today, schools and other educational institutions require more than competent managers and supervisors. Contemporary education requires leaders who are effective practitioners and reflective scholars who through their research expand our knowledge and understanding of the complexities of education contexts, practices, innovations, and policies intended to promote student learning. Changing the name of the **Department from Administration and Supervision (EDA)** to the **Department of Educational Leadership Studies (EDL)** signifies the Department's recognition of the changing nature of the discipline as well as its own

continuing contributions to the field and to the mission of the University of Kentucky. The change in name also signals the research community, funders, and potential students that the University of Kentucky continues in its role as the leader of developing innovations for the improvement of educational systems in the commonwealth as well as nationally and internationally.

An External Review Team noted the above activities and renewed emphasis on leadership when it critiqued the Department during the university-wide Unit Review Process. This team consisted of UK faculty, practitioners, and students, who recommended that the department change its name to include “leadership” in the title. They stated, “The team noted that many of the departmental foci are beyond the bounds of ‘administration and supervision’ and K-12 public schools—this was particularly noted in discussions with the graduate students. The team suggests that the department consider changing the formal department name to communicate the broader role. The team suggested that including ‘leadership’ in the department title which might be a more accurate representation of department activities.”

Evidence exists at national and local levels that preparation programs should focus on school leadership. In particular, the Council of Chief State School Officers in partnership with the National Policy Board for Educational Administration (NPBEA) commissioned the development of the Interstate Leadership Licensure Consortium (ISLLC) Standards to link school leadership to student achievement. In Kentucky, the Education Professional Standards Board (EPSB) adopted the ISLLC Standards as the framework to approve principal preparation programs. School leadership is emphasized as each of the six (6) ISLLC Standards begin with “A school administrator is an *educational leader* (emphasis added) who promotes the success of all students by” Thus, this emphasis from policy makers to promote leadership in schools and districts requires the Department to change its name to reflect more accurately the purpose and mission.

The University Senate recommends that the proposed name change address programmatic and individual considerations. Changing the name of the Department of Administration and Supervision to the Department of Educational Leadership Studies will not impact other departments in the College of Education as this change only reflects the shifts in administrative preparation. Further, the new name meets accreditation criteria (ISLLC

Standards) adopted by EPSB. This name change will not be unique to UK's College of Education, as preparation programs at other universities have leadership in their title. For example, a random selection of the UK's benchmark institutions revealed the following department names: Indiana University (Educational Leadership and Policy Studies), University of Florida (Department of Educational Leadership, Policy, and Foundations), Auburn University (Department of Educational Foundations, Leadership, and Technology), University of Illinois (Educational Organization and Leadership), University of Maryland (Department of Education Policy and Leadership), and University of North Carolina-Chapel Hill (Division of Educational Leadership and Policy Studies). A final programmatic consideration was financial savings or expenses. In this case, the name change does not involve increased costs or savings although changing the title on letterheads and faculty business cards will require minimal expenditures.

Individual considerations included consequences for faculty and students. A first consideration in the name change will not decrease the prospects for junior faculty becoming tenured. Further, this name change will not alter resources, opportunity for research, teaching or service activities. However, the name change does reflect faculty members' interest in studying leadership in public schools. Finally, this name change reflects the mission of the Department, which is "The mission of the Department of Administration and Supervision in the College of Education at the University of Kentucky is to engage in teaching, research, and service that promote and contribute to improving the quality of education and *educational leadership* (emphasis added) in the Commonwealth, the nation, and the world."

The student considerations include honoring student commitments to preparation programs and indicating if any instructional resources would be affected, such as an increase in class size. Because the curriculum for the preparation program will not change, commitments to

students to deliver preparation programs will not be affected. In fact, the department name change will correspond to the titles of courses in the curriculum, as most begin with "leadership." Finally, changing the department name, in and of itself, will not increase class sizes or decrease other instructional resources.

In summary, changing the Department name from Administration and Supervision to **Department of Educational Leadership Studies** indicates to students entering the program that there will be an emphasis on leadership, particularly instructional leadership. Further, this change in department name suggests to other professional organizations, such as the Kentucky Department of Education, the Education Professional Standards Board, Kentucky Association of School Administrators, etc., that graduates from the University of Kentucky will study leadership theory and develop leadership skills. Finally, the name change communicates to the research community that faculty members agree not only to prepare school leaders, but also to seek funding for the study of educational leadership.

External Review Report
On the
Department of Administration and Supervision
College of Education
University of Kentucky
January 13, 2000

External Review Team

H. Thompson Prout, Chair

Jennifer Robinson

Robert Rodgers

Susan Scollay

Robert Storer

The review team completed its evaluation with an on-site visit on January 13, 2000. The team had been provided the department's self-study report in advance of the site visit. The site visit included an interview with the current department chair, interviews with current faculty, interviews with several doctoral students, reviews of various other departmental materials, and reviews of faculty vitas. The self-study report included a range of qualitative and quantitative data.

The Department of Administration and Supervision is a vibrant department with a variety of activities. The primary educational focus involves preparing administrators and supervisors for K-12 public school positions. This includes doctoral programs with on-campus and off-campus cohorts throughout the state and non-doctoral programs to provide certification tracks for school administrators and supervisors. On a global level, the team found the department to be an effective organizational group that is engaged in scholarly, service, and teaching

activities consistent with the University's mission of becoming a "Top 20" public university. Specific detail of the department's activities will be discussed later in this report, but there are several aspects the department's activities that the team felt should be highlighted:

- The department currently serves as the home for *Educational Administration Quarterly*, which is considered the premier journal in their discipline. The journal has an acceptance rate of less than 10%, attesting to its prestige in the field. One faculty member serves as Editor, but all faculty are involved in journal activities. Several "benchmark" universities have previously served as host for the journal.
- The department is noted as being the most prolific department in the nation in terms of research and scholarly writing on site-based decision making in schools.
- Department faculty works well with each other on numerous collaborative projects and activities. Faculty working relationships appear to be particularly strong which yields a productive and synergistic environment. The curriculum for their programs appears to be continually evolving to meet demands of the field.

- The department collaborates with the University of Wisconsin-Madison (a benchmark institution with a highly regarded college of education) in the Joint Center for the Study of the Superintendency. The department has also engaged in collaborative projects with departments at other benchmark institutions.
- The academic programs appear to be well run and responsive to the needs of the Commonwealth, the field, and their students. The faculty as a whole appear to be competent, knowledgeable, and up-to-date in their fields.
- The department is responsible for a very heavy doctoral load. This load is quite time-consuming.

For the department to continue its strong efforts, meet constituent needs, and further evolve and develop, the team offers the following recommendations and suggestions:

- The proposed hiring of the two additional faculty seems very appropriate for the department. The department appears understaffed for their array of activities. Selection of faculty should focus on departmental content needs, as well as selecting candidates to enhance the collaborative atmosphere within the department.

The University and the College are strongly encouraged to make the hiring of these additional faculty a high priority.

- There are many very positive and noteworthy activities of the department that appear to not be well-known or publicized. The department should develop strategies to enhance the external impression of the department. The team noted that many of the departmental foci are beyond the bounds of “administration and supervision” and K-12 public schools----this was particularly noted in discussions with the graduate students. The team suggests that the department consider changing the formal department name to communicate this broader role. The team suggested that including “leadership” in the department title which might be a more accurate representation of departmental activities.
- The University should provide increased resources to support department activities. There appears to have been little change in support over several years despite a larger faculty and broader programmatic and academic activities.
- The team suggests that the department formalize the “alumni advisory group.” One possible activity for this group might be to facilitate mentoring of graduate students and newer graduates.

- It was noted that a significant percentage of students complete the “principalship” track, yet do not pursue jobs in that area. It is suggested that the department continue to monitor those who do not take the “next step” and examine ways to increase the number of individuals who complete the track who are eventually placed in administrative or supervisory positions. During the site visit, it was noted that the pool of administrative applicants appears to have diminished despite a fairly large pool of persons with appropriate certifications.
- The team suggests the department consider ways to include practicum components earlier in the academic preparation. It is noted that the department has already addressed this to some degree.
- The team suggests that components of organizational development and organizational change be added to courses and curricula where appropriate. Some emphasis on this appears to be needed in the principalship track and would be in keeping with the broad role of the department and its programs.

Major Areas of Evaluation

Quality of degree programs and student learning.

In the past ten years the Department of Administration and Supervision has expanded the doctoral program, revived the Ed.S. degree, and added the M.Ed. degree. Additionally, certificate programs are available for those already having degrees. During this period of time, faculty has grown in numbers to support the program needs. Currently, two additional faculty positions are being advertised.

The members of the visiting team observed a highly motivated faculty committed to offering quality programs. The faculty meets bi-monthly to improve programming in all areas. The faculty is very sensitive to what is occurring in the field. The Department of Administration and Supervision co-hosts the UCEA Joint Program Center on the Study of the Superintendency and sponsors the *Educational Administration Quarterly*, the premier journal in the field of administration and supervision. Graduate students receive a state-of-the-art education. Student learning is at a high level.

The visiting team interviewed available faculty and several graduate students. In terms of quality, from their point of view, they believe the

Department of Department of Administration and Supervision offers high quality programs with a very limited budget. The committee agrees on both points. In terms of student learning, the graduate students see some need to increase the academic rigor in some of the course work associated with doctoral candidacy. Students commented that most of the courses were quite rigorous, but did note some variability in rigor across some courses. The interviewed graduate students are near the point in their program where qualifying examinations are being scheduled.

The visiting committee sees a need to create an Alumni Advisory Committee to support program initiatives. Faculty and the graduate students agree that such a committee can support the programs especially in the field with alumni acting as mentors. Additionally, the visiting committee recommends more consistent follow up to document the accomplishments of faculty, students, and graduates. The visiting committee recognizes the outstanding program occurring in the Department of Administration and Supervision at the University of Kentucky. An advisory committee and published follow up will support a heightened awareness of the wonderful things going on in the department.

To confirm the quality of degree programs and student learning, the following comments were made by the interviewed graduate students.

- “They know their content.”
- “They are very knowledgeable.”
- “Leadership is what this program is about. That is why I picked it.”
- “The chair has very high expectations.”
- “I brag about this program.”

Quality of research and service programs and benchmark comparisons.

As documented in its Self-Study Report and confirmed by the Review Team, the performance of the Department of Administration & Supervision is particularly notable in the high quality of its research and service programs and for its high ranking among its bench mark institutions.

One of major objectives in the Unit's strategic plan focused upon the development of a departmental research agenda relating to the major strands of Kentucky Education Reform Act of 1990 (KERA). It is abundantly clear that this objective has been more than fulfilled and that the Department is recognized nationally for the quality of its research on

selected aspects of educational reform. Three of many possible examples illustrate the quality and national stature of the unit's research program. First, the departmental faculty has published more research on Site-Based Decision Making in refereed journals than any other departmental faculty in the nation, and seven doctoral students have completed dissertations of governance-related issues as well. Second, in a national competition among their doctoral granting peer units, the faculty of this department was selected to become the editorial board for the premier journal in their field, Educational Administration Quarterly (EAQ). EAQ is the journal of the University Council of Education Administration (UCEA), an organization of some 60 universities with doctoral programs in Educational Administration. Of the University of Kentucky's 20 benchmark institutions, 15 belong to UCEA, including Ohio State, University of Michigan, University of Virginia, Penn State, University of Texas, University of North Carolina at Chapel Hill, University of Georgia, University of Florida, University of Wisconsin at Madison, and the University of Iowa. All of these institutions were potential competitors to be the editorial host of EAQ. Finally is the Department's selection as the co-director of the National Center for the Study of the Superintendency, an honor and responsibility shared with its peer Department of

Educational Leadership at the University of Wisconsin, Madison, clearly one of the University of Kentucky's foremost bench mark institutions.

Another objective in the Department's strategic plan targeted active EDA involvement in efforts by the College of Education [and the University through its land-grant mission] to provide service-related support to the Commonwealth of Kentucky as it implemented the revolutionary Kentucky Education Reform Act of 1990 (KERA). In this area as well, the Department of Administration & Supervision has consistently played a strong leadership role. Here again, a few specifics illustrate a strong and diverse record of accomplishment. Faculty members serve on some 15 different Advisory Committees of the Kentucky State Department of Education and almost as many statewide task forces and policy-related groups. In addition, they provide a wide range of service and professional development activities to educational cooperatives, regional service centers, and school districts throughout the Commonwealth, and in the last 8 years, they have served as the Administrator-Educator on the state-mandated Principal Internship Teams for nearly 100 first-year building-level school administrators. This record of extensive state and regional service is matched by involvement of departmental faculty in leadership positions within national professional

organizations and within the College and University communities as well. Exemplifying the latter, in the last three years alone, departmental faculty were elected to represent the College in the University Senate and on the University Graduate Council and to leadership positions within the College Faculty Council as well.

Quality of faculty/staff and unit productivity.

Students and professionals in the field of educational administration recognize the faculty of the Department of Administration and Supervision as highly competent and knowledgeable. Students speak of their degree program with pride and comment on the respect they hold for their professors. As noted above, the Department is hosting and editing *Educational Administration Quarterly* and co-directs The Joint Center for the Study of the Superintendency, both indicators of unit productivity. The center, in particular, is currently engaged in a study known as the *National Study of the American Superintendency*. The study involves the analysis of data gathered from more than 2,400 superintendents and is conducted on behalf of the American Association of School Administrators.

The faculty contributes to the scholarly literature in the field of educational administration with numerous publications in refereed journals, books, book chapters, monographs, ERIC documents and various other documents. Of special recognition is the faculty's research on site-based decision-making. Of the departments across the nation, the faculty of the Department of Administration and Supervision are the most prolific researchers on the topic of site-based decision-making. Faculty and student publications represent a range of interests in the field of educational administration and reflect a variety of research methodologies. Faculty publications represent collaboration within the department as well as with doctoral students and across institutions. This diversity is viewed positively by the faculty and is consistent with the department's mission to honor the varied learning interests and experiences of students.

The faculty holds a range of experiences in the field of education with the majority of the faculty having served as public school leaders/administrators. Also members of the faculty have served as secondary administrators. Administrative positions held by faculty have included parochial school principal, public school principal and superintendent.

The faculty of the department holds numerous doctoral committee assignments with committee assignments ranging from 17 to 44 per faculty member. It is recommended that the Department of Educational Administration and Supervision continue its recruitment of two additional faculty members to meet the needs of the numerous doctoral students and the various research initiatives. Additional faculty may also provide for the need of greater expertise in the area of school finance. Finally, it is recommended that the department consider implementing an Administrator in Residence program. Such a program would continue to strengthen the connection between scholarship at the university level and practice in the field of educational administration. The department's self-study report and faculty vitae are sources of additional information on faculty qualifications and unit productivity.

Quality of recruitment and retention of a diverse faculty, staff and student body.

The Department of Educational Administration has had excellent success with recruiting female and minority faculty members since its last review. A strategy of greater diversification on the basis of sex has been motivated by the huge representation of men who hold positions of

school leadership in Kentucky. The reality is, however, that the faculties of P-12 schools (Primary through 12th grade) are dominated by females. If a university faculty that prepares school administrators becomes more diversified on the basis of sex, it is also likely to be the case that more women (as well as minorities) will be recruited. Eventually, a greater number of women and minorities will become qualified to assume positions as school principals and district superintendents. Three out of seven (43%) faculty members in the Department are currently women. This compares favorably with a 29% representation of females who are full time faculty members in educational leadership programs nationally.

The Department meets the national standard with regard to the representation of minorities. One out of the seven (or 14%) faculty members in the Department are Afro-American. This compares favorably to a 13% representation of minorities in leadership schools nationally. Faculty members continue to express an interest in recruiting qualified minority faculty members.

The student body also has a rich mix of the sexes. Currently, more females are enrolled in the Department's programs than males. There are at least nine Afro-Americans in the student body which appears to be an adequate representative proportion. The team was delighted to learn

about the collaborative efforts between the Fayette County Schools and the Department of Educational Administration and Supervision and to recruit more minority students for their university programs.

Since the last review, the Department has successfully recruited two Afro-American assistant professors. Unfortunately, both faculty members left for appointments in other universities where they were showered with better support to develop their research programs. Why did the two minority faculty members leave UK? A key reason for their departure was tied to excessive demands on their time which were imposed by higher level UK administrators to perform community and administrative service. The hard reality is that the Department has never tenured a new assistant professor.

The committee recommends that the research programs of assistant professors be supported through the assignment of graduate research assistants, a reduction in teaching loads, and the assignment of light administrative and service responsibilities. Junior faculty members can not be expected to be retained or tenured unless their programs of research are supported.

Quality of management, adherence to policies, and collegial environment.

The self-study report contains several clearly stated objectives. These objectives appear to guide departmental functioning and management. The department meets on a bi-weekly basis. While the department chair provides an organizational guidance, decision-making appears to be by consensus. Faculty members indicated that a "give and take" atmosphere exists in meetings and there are rarely any significant problems in reaching an acceptable consensus. Departmental programs appear to be continually evolving through this process. Faculty members appear to equitably share in management activities required by the department.

Faculty uniformly expressed positive evaluations of the collegial environment. Working relationships appear positive and faculty view the department as an "exciting" place to work. There is only one current junior faculty (currently under promotion/tenure review) and it appears that appropriate mentoring has been available. The department also arranged for other mentoring beyond department resources.

Departmental programs and activities appear to be in compliance with college and university policies. The department is involved in College of Education and contributes to efforts related to the College's mission.

Quality of planning, evaluation, and resources maximizing program effectiveness in terms of allocation.

The department collects a variety of quantitative and qualitative data, much of which is included in the self-study report. As noted, the department has clearly stated objectives and planning and evaluation appear to center around these objectives. Program needs are well-delineated and the faculty are aware of needed changes and issues in their program. Planning appears to consider the department's own evaluation of their programs, needs of the Commonwealth, and trends in the field. The department's long history has shown a continually evolving department that has been on the forefront of many changes in their field.

Current evaluation includes standard university teaching evaluation as well as student evaluations of the program. The department has plans to expand its database to better track program graduates. This would be helpful to further evaluate issues related to students who complete certification tracks, but do not pursue administrative or supervisory positions. If the department formalizes the alumni advisory group, the alumni may be a resource for other program evaluation activities.

The department appears to be very productive despite limited support and resources. As noted, it appears that increases in faculty and programs have not been matched with associated increases in support and resources. Clearly, the department has been very successful relative to the allocation of resources. Increased support from the University would further maximize program effectiveness.