I appreciate the opportunity to make a statement to you and to all of the other individuals who will participate in this evaluation. This statement provides a brief summary of three points: my duties; significant accomplishments; and goals for the remainder of my appointment. For more information about the department, please visit the EDL website at http://www.muohio.edu/edl. Among other information, you will find a link to more information about my professional activities.

The chair’s role at Miami University is technically a half-time position. Faculty members who assume the chair’s position are expected to maintain their teaching, scholarship and service as well as represent the department to the broader university community. The role and responsibilities of a chair differ from department to department. Although the chair’s appointment comes from the president, the EDL chair serves at the pleasure of the faculty in accordance with the department’s governance structure.

**Duties of the Chair**

The chair of the department shall serve as the line administrative officer of the faculty and provide general leadership for the faculty and programs in Educational Leadership. He/she shall protect the prerogatives of the faculty and its individual members, but at the same time shall carry out both university and divisional policies with respect to the department. He/she shall be the liaison officer for the faculty to the Office of the Dean of the School of Education and Allied Professions. He/she shall be appointed to the chair for a renewable five-year term by the President’s action upon the recommendation of members of the faculty and the Dean (EDL Governance Document, 1990)

In EDL my duties include, but are not limited to the following: faculty support; annual appraisals; maintaining and enhancing five degree programs, including two doctoral programs and three masters programs; managing resources; scheduling courses and teaching assignments; faculty recruitment; student recruitment and retention; settling disputes and grievances; appointing and supervising adjunct, visiting and casual faculty; assigning and supervising teaching associates (12) and graduate assistants (2); representing the department to the Dean’s office; addressing administrative mandates and initiatives; supervising classified staff (2.5) student workers (5) and maintaining the EDL office; maintaining relationships with other academic departments, the Graduate School, Registrar, Continuing Education, Alumni, K-12 schools and other outside offices and agencies; initiating and maintaining school partnerships (Dayton City, Hamilton City, Madeira City for example); building community among faculty and doctoral students; approving program and curriculum changes; participating in tenure and promotion proceedings; directing the Initiative on Leadership, Culture and Schooling (doctoral improvement investment initiative); seeking external support (grants and alumni giving); and administering summer school.

The chair in EDL is not superordinate, but rather first among equals. All members of the department exercise leadership in some capacity; therefore, the task of the chair is to support them in their efforts as they satisfy the mission of the division and the university. The faculty in EDL makes a deliberate effort to work as an intellectual community. Decisions are made collaboratively and transparently, always with the goal
of reaching consensus. The EDL faculty is a unique group of individuals who care about and respect one another. They have been highly successful and productive as a group. Any accomplishments I have made as chair are actually accomplishments made by the department as a whole.

I would like to highlight what I consider to be several notable accomplishments in EDL during the last four years. The first year as chair, I agreed to develop a program for Ohio’s Systemic Initiative. The program eventually became The Principals’ Professional Development Institute, a comprehensive program to enhance administrators' understanding of constructivist science and mathematics. The program has now been replicated throughout the State of Ohio. In exchange for my services, the department received $50,000.00. That revenue was used for a number of purposes: to renovate the EDL offices, to add needed technology, and to increase faculty travel allotments. Those funds were also used to strengthen the overall operating budget of the department.

Last year I engaged the faculty in creating a visionary proposal to explore the relationship among leadership, culture and schooling. The proposal was eventually selected as one of only two from Miami University to be funded by the Ohio Board of Regents using “investment funds.” The Initiative is in the second year of a five-year funding cycle dedicated to enriching the doctoral programs in EDL. At a minimum, the department will receive $250,000.00 with the potential of garnering significantly more funding.

During my tenure as chair, student and faculty diversity has increased significantly. Recruiting and hiring one full-time, tenure track associate professor, one Distinguished Professional In Residence, and one visiting instructor increased faculty diversity. Currently almost 30% (22) of all students in the doctoral program are students of color. Of the full-time students on associateship or assistantship, more than 60% are students of color.

During the last four years, three faculty were successful in the tenure and promotion process moving from assistant to associate rank. Two faculty were promoted from associate to full professor. No faculty were denied tenure or promotion. Of twelve faculty eligible for leave, ten leaves were supported and granted. Teaching loads were significantly reduced for doctoral faculty.

During my tenure as chair, I have taught 20 courses in curriculum and leadership. I have supervised 26 independent studies, and advised 11 doctoral dissertations to completion, more than all but one professor in the department. I have coauthored a book on teacher leadership, made at least 12 national presentations and published several journal articles. In addition, I remain active as a project associate for the Institute for Educational Inquiry (IEI), working with high schools around the country on developing democratic character in the young, and I am member of the State Superintendent’s Task Force for Special Education (SSTF). I remain liaison to the Madeira/Miami Partnership.

My vision for EDL and for EAP is ambitious. I would like to see the department become a national center for the reconceptualization of educational leadership and Miami University become a site for discourse among national scholars. I would like to attract more external funding as well as increase student enrollments. It is particularly important that EDL faculty and students maintain a community where ideas thrive and effort is rewarded. More than ever, there is a need to establish and maintain our relationship with the public schools in partnership arrangements for mutual benefit. It is not enough for EDL to rest on its accomplishments. All of us need to use our talents and energies to improve the status quo.