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Review

Volume XXXVI Number 3
Fall 1995

THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION
Located on the campus of The Pennsylvania State University

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UCEA 9TH ANNUAL CONVENTION SALT LAKE CITY, UTAH RED LION HOTEL OCTOBER 27-29, 1995

UCEA WILL MOVE TO THE UNIVERSITY OF MISSOURI-COLUMBIA

In June, the UCEA Executive Committee convened in Salt Lake City to perform an important task that faces it every five years—choosing a host for its executive headquarters. Reviewing proposals from four member universities, all with unique strengths and creative approaches, the Board unanimously chose to move UCEA's headquarters to the University of Missouri-Columbia, effective July 1, 1996. The Consortium proudly joins with the Dean and faculty of the University of Missouri in making this announcement. The Executive Committee was privileged to have a variety of proposals to choose from and expressed sincere gratitude on behalf of the entire Consortium, for the time, effort, and offers of resources that each proposal represented.

Seventeen years ago UCEA thrived with an operations budget of over half a million dollars, based on membership dues ($2,500 per university), and substantial soft funding from NIE, private foundations, and other sources. Up to five associate directors, all recent doctoral graduates, assisted the director in coordinating the consortium's work, including frequent visits to member university campuses for consultation. Today's UCEA is lean, having taken advantage of modern technological advances. Its $250,000 annual operations budget is based on membership dues ($2,000 per university), book and journal royalties, occasional grants, and the generous support of member universities, which compete to host the consortium's headquarters. While the consortium's mission has remained the same, the means for accomplishing its objective have had to adjust to new realities. New ways to involve member faculty, such as the annual convention, have replaced more costly approaches to collaboration.

For the next five years, the University of Missouri has contracted to assist UCEA by providing salary support for the director and secretary, travel support, operations support, computer equipment, space and utilities, university services, a half-time associate director, four graduate assistants, meeting support, and moving support for UCEA equipment and personnel. These resource contributions to the Consortium are matched by UCEA's explicit commitment to work with the University of Missouri to build a model educational administration program. In making its decision, the Executive Committee was impressed by the enthusiasm and commitment of Dean Richard Andrews and the faculty at Missouri (including past president Richard V. Hatley and president elect Paula M. Short), to collaborate in the dual mission of UCEA, improving administrator preparation and building knowledge related to understanding and administering schools. Congratulations to the University of Missouri! We look forward to a long and mutually fruitful relationship.

For the past five years, UCEA has enjoyed the hospitality of The Pennsylvania State University. Penn State has been an environment rich in the loyalty and support of a presitigious faculty. The University and UCEA have worked together to make the Consortium effective in pursuit of its mission and the administrator preparation program at Penn State one of the finest.

MORE DIVERSE YET OLDER: THE EDUCATIONAL LEADERSHIP PROFESSORIATE IN 1994

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Neil Theobald
Associate Professor of Education
Indiana University

Since the U.S. Department of Education distributed *A Nation at Risk: The Imperative for Educational Reform* over a decade ago (National Commission on Excellence in Education, 1983), there have been calls for radical changes in public schools. The numerous critics of public education have often viewed school administrators as part of the problem rather than as key actors in seeking solutions (Griffiths, 1988; Murphy, 1990). Though differences of opinion exist regarding the status of education in our nation (Bracey, 1994; Gerstner, 1994), few contest that improvements should be made, and many contend that a total transformation is in order. Schools need creative, visionary leaders to effect meaningful improvements, and fundamental changes are necessary in administrative preparation programs to produce such leaders. A statement made by Willower and Culbertson in 1964 still seems applicable today: "If preparation programs are to improve the professorship must also improve" (p. v).

Indeed, calls for reforms in leadership preparation programs have never been more prevalent than since the later 1980s. For example, in 1988 Daniel Griffiths opined that without "radical reform" in leadership preparation programs we will "see the end of educational administration as a profession" (p. 1). More recently, Joe Murphy observed that nearly every aspect of preparation programs has been found wanting from student recruitment to standards to course content (Murphy, 1993, p. 10). Charles Achilles (1994) similarly observed that few "doubt that educational administration is in need of review and repair" (p. 6). Moreover, negative sentiments of practitioners toward their administrative preparation programs have been well documented (House, Sommerville, & Zimmer, 1990).

There have been recent assertions in publications and at professional meetings that the characteristics of educational leadership units and faculty are changing in substantive ways and that an increasing number of faculty are involved in preparation program reform (Murphy, 1993; Quantz, Cambron-McCabe, & Dantley, 1991). However, empirical data to confirm these observations have been lacking. Such data are needed for us to understand the educational leadership professoriate and to redesign the preparation of school leaders. This study was undertaken to provide these data.

The project is sponsored by the National Council of Professors of Educational Administration and the University Council for Educational Administration (UCEA) with support from the Lilly Endowment and the American Educational Research Association/ National Center for Education Statistics/National Science Foundation Grants Program. A detailed analysis of the findings will be available in a monograph distributed by UCEA. This article previews selected findings from the study.

Study Design

This project was designed in part to replicate studies of educational leadership faculty members and units that were conducted in 1972 and 1986 (Campbell & Newell, 1973; McCarthy, Kuh, Newell, & Iacona, 1988). Thus, comparisons can be made regarding faculty characteristics, activities, and attitudes over two decades, and comparisons can be made of unit characteristics between 1986 and 1994. A secondary purpose of the study was to compare 1994 findings with data on other education faculty members and faculty across disciplines gathered by the National Center for Education Statistics (NCES) in 1988 and 1993.

The target population for this study was comprised of graduate educational leadership programs in the United States and Canada and K-12 educational leadership faculty members in those units. The units and faculty were identified in Edward Lilley's (1993) *Educational Administration Directory*. All department chairs or program coordinators (referred to as program heads) of the 376 units identified were included in the population for the unit survey.

The population of individuals to receive the faculty survey was limited to faculty in Lilley's *Directory* who identified K-12 educational leadership (e.g., leadership, organizational theory, school law) as their primary or secondary assignment. This resulted in a population of 1,936 faculty members. Instead of surveying the entire population to ascertain their characteristics, activities, and attitudes as was done in 1972 and 1986, we decided to survey a random sample of 968 faculty members (50% of the total population).

The unit survey was designed to gather information on the name, size, structure, faculty composition, and resources of educational leadership units; structural changes during the past 10 years; degree programs offered and numbers of students enrolled; and significant developments in graduate programs during the past decade. It was distributed to 376 chairs/program coordinators in May 1994. Five institutions returned forms with the notation that they do not have an educational leadership/administration preparation program, leaving a total population of 371 units. Completed forms were returned by 254 program heads for a response rate of 68%.

Sixteen percent (n=40) of the responding units were affiliated with UCEA, representing 75% of the total UCEA institutional membership in 1994. According to the Carnegie Foundation's (1994) classification of institutions of higher education, 27% (n=68) of the responding 254 units were housed in research universities, 19% (n=47) were in doctorate-granting universities, and the remaining 55% (n=139) were in comprehensive institutions. The 1986 study reported similar percentages by type of

institution (McCarthy et al., 1988), indicating that institutions offering little or no doctoral level coursework continue to house the majority of the units preparing school leaders.

The individual faculty survey, distributed in May 1994, solicited data on personal and professional characteristics, workload and professional activities, job satisfaction, and attitudes toward the field and preparation programs. Sixty-four individuals indicated that they had retired or were not involved in the preparation of K-12 school leaders, reducing the sample to 904. Completed questionnaires were returned by 486 faculty members for a response rate of 54%. This was comparable to the response rate for the 1986 study. More than one-fourth (27%; n=130) of the respondents were employed at UCEA-member institutions. Thirty-nine percent (n=189) were employed at research universities, 21% (n=102) were employed at doctorate-granting universities, and the remaining 43% (n=194) were employed at comprehensive institutions. To facilitate comparisons with prior studies and the data on faculty across disciplines gathered by NCES, we computed frequencies and measures of central tendency for all variables on both the individual faculty and the unit questionnaires and for selected variables from the 1988 and 1993 NCES studies. For most variables, we also computed frequencies and measures of central tendency for respondents grouped by various characteristics (e.g., gender, race, length of service in the professoriate, UCEA affiliation, type of institution according to the Carnegie classification scheme). We used factor analysis, correlations, regression, and discriminant analyses to compare various subgroups of respondents over time.

Selected Findings

In this article we highlight a few of the findings on educational leadership units and faculty. Specifically, we present brief summaries of the data collected on unit size; faculty composition by age, gender, and race; and reputational rankings of educational leadership preparation programs.

The size of educational leadership units increased substantially from 1905 — when Teachers College, Columbia University awarded the first doctorates in school administration (Callahan, 1962) — through the mid-1970s (Miklos, 1983; Silver & Spuck, 1978). Davis (1978) reported that the mean number of faculty in educational administration units was 6.5 in 1975.

Over the last 20 years this uniformly upward trend has been broken. In the late 1970s and early 1980s, the size of educational leadership units fell rather dramatically. By 1986, these units employed an average of only 5.0 faculty members, while the modal number of educational administration faculty members across institutions was only two (McCarthy et al., 1988). Downsizing continued in some educational leadership units, but the mean number of faculty per institution actually increased by 0.6 faculty member between 1986 and 1994 (Table 1). This was still one faculty member below the mean documented in the mid-1970s (Davis, 1978).

The most significant change in unit size since 1986 was in the distribution of educational leadership faculty. In 1986, educational leadership programs at UCEA-member institutions (M=8.20) reported nearly twice the average number of full-time faculty members as programs at non-UCEA institutions (M=4.5). While the total number of preparation progra ms remained nearly constant for the next eight years, UCEA-member instituions lost an average of 0.5 faculty members (M=7.7), while none-UCEA units increased in size by 0.7 faculty members (M=5.2). The redistribution of faculty considerably narrowed the mean size difference between UCEA and non-UCEA programs. The difference in median and modal faculty size between UCEA and non-UCEA programs also were reduced between 1986 and 1994.

Table 1

Faculty Size of Educational Leadership Units in 1986 and 1994 By UCEA Affiliation

	Mean		Median		Mode	
	1986	1994	1986	1994	1986	1994
All Programs	5.0	5.6	4	5	2	5
UCEA	8.2	7.7	8	7	6 & 8	6
Non-UCEA	4.5	5.2	4	5	2	5

Thus, although the number of educational leadership programs remained stable between 1986 and 1994, there has been considerable reallocation of faculty in recent years. Leadership programs in non-UCEA universities are growing, while UCEA-member programs are downsizing.

The mean age of educational leadership faculty members climbed from 48 in 1972 to 52 in 1986 to 54 in 1994 (Table 2). Most striking has been the sharp decline in the percentage of faculty members under the age of 40 and the rapid increase in the percentage 50 years of age and over. Between 1972 and 1994, the share of the educational leadership professoriate under age 40 fell from about 1-in-5 to 1-in-45. The percentage of faculty who were 50 years of age or older was slightly less than 40% in 1972. In 1994, nearly 70% of the educational leadership professoriate was 50 years of age or older. Mean age differences between faculty at UCEA and non-UCEA institutions were small and not significant at the .05 level.

Table 2

Age Distribution of Educational Leadership Faculty in 1972, 1986, and 1994

	% of 1972 Respondence	% of 1986 Respondence	% of 1994 Respondence
39 and under	21.5	8.5	2.2
40-49	38.6	27.2	28.7
50-59	26.2	46.9	42.7
60-69	13.2	16.7	24.8
70 and over	0.5	0.7	1.6
Mean	48.0	52.0	54.0

(Continued on page 8)

UCEA CONVENTION 1995

This year UCEA conventioneers will do their pre-trick-or treating in Salt Lake City at the ninth annual convention. The convention takes place October 27-29 at the Red Lion Hotel. This year's theme is "Challenging the Paradoxes: Re-examining Leadership for Community, Diversity, and Learning."

On Thursday afternoon and Friday afternoon, prior to the opening of the convention, the UCEA Plenum will be in session to consider the governance matters before the consortium. The UCEA Graduate Student Symposium will also be held in conjunction with the convention beginning on October 27 with session one and finishing on October 29 with session two. The official opening of the convention takes place Friday at 3:00 p.m. with welcomes and the first invited address.

Three invited speakers Mary Catherine Bateson (George Mason University), Karl E. Weick (University of Michigan), and David B. Tyack (Stanford University) have been scheduled.

Mary Catherine Bateson will deliver the opening address on Friday afternoon following the presentation of the 1995 Culbertson Award. Her presentation is titled "Continuity and Change: Two Sides of the Coin." On Saturday evening following the banquet, Karl E. Weick will deliver the fifth Pennsylvania State University Mitstifer Lecture. Weick's presentation is titled "Fighting Fires in Educational Administration." Sunday morning David B. Tyack will speak as the convention's final invited addressee. His closing address "Whatever Happened to Local Control?" will officially wrap up the convention's activities.

The Convention '95 paper sessions, charlas, and "conversations" formats will center around the convention's theme "Challenging the Paradoxes: Re-examing Leadership for Community, Diversity, and Learning." These sessions are the heart of UCEA's convention and an outstanding group of scholars and school leaders will attend them. A total of 72 different sessions will be held at the convention.

Between sessions, convention participants can browse through the exhibit area where major publishers will have display tables and/or representatives available to answer questions. The exhibit area will open Saturday from 8:00 AM - 10:00 PM and again on Sunday from 7:30 - 10:30 AM. This is an excellent place to meet a colleague for a cup of coffee and a light snack.

Convention '95 is co-hosted with the University of Utah. The program co-chairs are Paula A. Cordeiro (University of Connecticut) and Gary M. Crow (University of Utah). UCEA would like to extend its thanks to the Convention Planning Committee, the University of Utah, and graduate students and staff who will make the event possible.

Advance registration for the convention must be received at UCEA headquarters by October 9. There will be on-site registration, although fees will be increased slightly. Banquet tickets should be purchased in advance to assure a seat.

Mary Catherine Bateson (George Mason University) is the invited speaker for the opening of the ninth annual UCEA Convention.

Bateson is Clarence Robinson Professor of Anthropology and English at George Mason University in Virginia. She is a cultural anthropologist who has taught at several colleges and universities including Northeastern, Amherst, and also in Iran.

Her publications include: *With a Daughter's Eye: A Memoir of Margaret Mead and Gregory Bateson* (1984), *Angels Fear: Composing a Life* (1989), and *Peripheral Visions: Learning Along the Way* (1994).

She opens the UCEA Convention with her address "Continuity and Change: Two Sides of the Coin. "

Karl E. Weick (University of Michigan) will deliver The Pennsylvania State University Mitstifer Lecture for Convention '95. He is the fifth Penn State Mistifer Lecturer, following 1991's Herbert A. Simon (1991), James S. Coleman (1992), Charles E. Lindblom (1993), and Dan C. Lortie (1994).

Weick, Rensis Likert Collegiate Professor of Organizational Behavior and Psychology at The University of Michigan, is a former Editor of *Administrative Science Quarterly*, the leading research journal of organizational studies. He trained in psychology at Ohio State University, where he received his Ph.D. in 1962. He received the highest honor awarded by the Academy of Management, the Irwin Award for Distinguished Lifetime Scholarly Achievement in 1990.

Professor Weick's publications include *The Social Psychology of Organizing*, *In Search of Excellence*, *Managerial Behavior*, and *Performance and Effectiveness*. His speech is titled "Fighting Fires in Educational Administration."

David B. Tyack (Stanford University) will give the Convention's closing address on Sunday.

He is the Vida Jacks Professor of Education and Professor of History at Stanford University. His recent publications include *Tinkering Toward Utopia: A Century of Public School Reform* (with Larry Cuban, 1995), *Learning Together: A History of Coeducation in American Public Schools* (with Elisabeth Hanson, 1990), "Reinventing Schooling" in *Learning from the Past: What History Teaches about School Reform* (1995), and "Constructing Differences: Historical Reflections on Schooling and Social Diversity" in *Teachers College Record*, (1993).

His convention address is titled "Whatever Happened to Local Control?"

Salt Lake City Welcomes UCEA Convention '95

UCEA will hold its ninth annual convention in Salt Lake City, October 27-29, 1995 at the Red Lion Hotel. This year's theme is "Challenging the Paradoxes: Reexamining Leadership for Community, Diversity, and Learning." The Convention will again include the traditional paper sessions in addition to new formats, debates and charlas, added to stimulate interaction. The program co-chairs for Convention '95 are **Paula A. Cordeiro** (University of Connecticut) and **Gary M. Crow** (University of Utah).

The Convention '95 Planning Committee met in Salt Lake City last December to discuss details of the October gathering.

Salt Lake City lies between two mountain ranges with peaks reaching 11,000 feet covered with "The Greatest Snow On Earth." City Bus transportation is available to many first-class ski resorts: Alta, Snowbird, Brighton, Solitude, Park City, Park West, and Deer Valley. The ski season lasts from November to May with average annual snowfall of 500 inches.

Historic Temple Square, located four blocks from the Red Lion Hotel, encompasses The Salt Lake Temple, two visitor centers, The Tabernacle, home of the world famous Mormon Tabernacle Choir, Assembly Hall, and several monuments including The Seagull Monument. Free one-hour tours are conducted at 15-minute intervals from 9 a.m. to 9 p.m. The Mormon Tabernacle Choir rehearses Thursday nights and performs Sunday mornings. Next to Temple Square is The Family History Library, the worlds largest and most complete collection of genealogical information.

Trolley Square, a unique shopping and entertainment center located in renovated 1908 trolley barns, contains more than 100 shops, restaurants, night spots and a farmer's market. Crossroads Plaza, in the heart of the city, is the largest downtown covered shopping mall in the United States. The Triad Center includes a 1,500-seat amphitheatre and outdoor ice rink.

The Great Salt Lake is located only 17 miles west of the city. Its enormous size and salinity, exceeded only by The Dead Sea, draw visitors from around the world. South of Salt Lake is the Bingham Canyon Copper Mine, the world's largest man-made excavation and "The Richest Hole in the World."

While attending UCEA Convention '95, take a few hours to discover and enjoy Salt Lake City's many attractions.

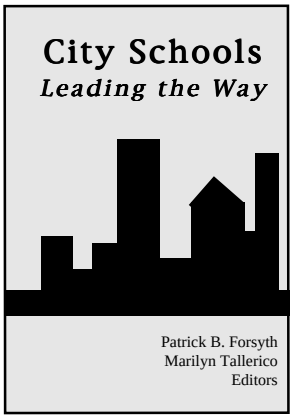
UCEA'S SIXTH ANNUAL GRADUATE STUDENT SYMPOSIUM

The 6th annual Graduate Student Symposium will be held in conjunction with the UCEA Convention at the Red Lion Hotel in Salt Lake City. The usual four-hour session will be divided into two two-hour sessions, one on Friday, October 27 and one on Sunday, October 29.

This year's symposium will be organized around the topic "From Policy to Practice: Issues in the Interpretations of Policy and Change in the Public School." More specifically, the focus will be on how those who implement policy in schools -- i.e., district office personnel, principals and teachers--interpretation for initiating and maintaining change in the school organization. More information will be forthcoming as the symposium draws near.

Each UCEA institution is invited to send as many students as they wish to participate in the symposium. The program co-chairs for this year's seminar are **Paula M. Cordeiro** (University of Connecticut) and **Gary M. Crow** (University of Utah). **Bob L. Johnson, Jr.** (University of Utah) is coordinating the planning for the Graduate Student Symposium.

The Graduate Student Symposium will provide the occasion for students to work closely with symposium faculty and discuss important, contemporary educational issues with colleagues from other institutions. The symposium is always one of the highlights of the UCEA Convention and it promises to be an exciting opportunity for graduate students.



City Schools: Leading the Way

Editors:
Patrick B. Forsyth, UCEA and
Marilyn Tallerico, Syracuse University

Hardcover (D3448-6065-4) $46.95
Paperback (D3448-6066-2) $23.95

City Schools: Leading the Way **has been adopted as a text in graduate courses on the principalship, urban education, and urban school leadership. City principals need an integrated and informed command of these focal issues and tasks to improve the education of urban youth. The authors review, organize, and integrate information around these critical issues, and provide examples of possible interventions appropriate to the unique context of urban schools. By understanding the current realities, complex relationships, and key conditions of practice that influence urban schooling, principals can both better cope with the obstacles and take better advantage of the opportunities that urban settings present.**

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9. **Establishing the Mission, Vision, and Goals,** *Robert T. Stout*

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UCEA CENTER ON PATTERNS OF PROFESSIONAL PREPARATION IN EDUCATIONAL ADMINISTRATION

M. Scott Norton, Center Director
Division of Educational Leadership & Policy Studies
Arizona State University

The UCEA Center on Patterns of Professional Preparation in Educational Administration was organized in 1984. Since that date, the Center has completed studies in such areas as the reorganization of departments of educational administration, doctoral studies of students in educational administration, the department chair in educational administration, student recruitment and selection practices in educational administration programs, department organization and faculty status in educational administration, and the status of students cohorts in administration preparation programs.

The last mentioned study, the status of student cohorts, was completed in the spring of 1995. The primary purpose of this study was to determine the nature and status of student cohort programs in UCEA educational administration preparation programs. Eighty percent of UCEA member institutions answered the study questionnaire; 30 of the 43 institutions that responded had student cohort programs in operation. And, of the 30 institutions with cohorts, 24 were operating doctoral cohorts and 15 had master's degree cohorts.

The study focused on four general areas: (1) The Status of Student Cohorts in Educational Administration, (2) Student Selection for Cohort Participation, (3) Dissertation and Examination Requirements, and (4) Student Cohort Program Results.

In regard to the status of student cohorts, such arrangements had been in operation in UCEA institutions from less than one year to more than eight years. In all, 22 of the 30 programs had student cohorts in operation for more than 4 years. In all but one case, cohort students began the program at the same time. However, practices varied concerning the course work that cohort members took together. In regard to the amount of course work that cohort members completed together, responses ranged form "90-100%" to "less than 40%." Overall, 17 of the institutions reported that cohort members did complete some course work independently and some programs allowed students to accelerate the completion of the program through various independent pursuits.

Independent study pursuits commonly included the practice of taking courses as a cohort for the first year and then taking course wok individually thereafter or taking core courses as a cohort and then completing courses in areas of specialization and research on an individual basis.

Specific semester hour requirements for master's degree and doctoral degree cohorts and the criteria utilized to select students for cohort programs were quite typical of such requirements associated with "traditional" programs in educational administration. For example, the use of references/recommendation, Graduate Record Examination scores, evidence of writing skill, grade-point-average minimums, Miller Analogies Test scores, and personal interviews were common selection evidence utilized by most institutions.

Dissertation and comprehensive examination requirements for student cohorts also paralleled the requirements of "traditional" preparation programs. For example, 12 of the 15 master's degree cohort programs and 23 of the 24 doctoral cohorts required a written comprehensive examination. The dissertation was required by all but one UCEA institution with doctoral cohorts. Differences between cohort programs and previous preparation programs were described by respondents in terms such as more support for learners, greater sense of community, quicker program completion, greater course continuity, more student/faculty interaction, better theory and practice linkages, and so forth.

In regard to cohort program outcomes, respondents representing the UCEA institutions presented a highly positive view. Of the 30 institutions with student cohort programs, 27 described their programs as "highly successful" or "successful."

Only one respondent was of the opinion that the program was "not particularly successful." For the most part, the majority of institutions viewed cohort programs as having a better quality of students than previous programs, revealing a higher quality of student scholarship in course work, resulting in greater student commitment to the program and program completion, bringing about a higher level of student, faculty, and institutional socialization, and as resulting in higher levels of student enthusiasm toward course work and the preparation program in general.

The primary troublesome areas in student cohort programs centered on such problems as the stringency of time commitments for students, burdens related to faculty workloads, the lack of faculty interest and involvement in some cases, the "homogenization" of student grading, the limitations placed upon intellectual "expansions" due to excessive student togetherness, the dominance of a few cohort members in class activities, and the tendency in some cases for a few members "to carry" the group.

In a final study question, respondents overwhelmingly viewed the future outlook for student cohort programs in their institutions as "very bright" or as being "somewhat optimistic."

Summary Remarks

The UCEA Center on Patterns of Professional Preparation in Educational Administration has served the UCEA network and other preparation programs through the dissemination of its study findings in publications and at national and state conferences. The continuous requests for information relative tot he Center's studies have encouraged and supported its efforts. Member institutions are invited to contact the Center for additional information about is work by contacting M. Scott Norton at Arizona State University.

(continued from page 3)

Faculty Gender and Race

The individual faculty survey data indicate that female and minority representation has increased significantly in educational leadership units during the past two decades. As shown in Table 3, female representation has increased 13-fold since 1972, when women comprised less than 2% of the educational leadership faculty. Among faculty respondents, female representation doubled from 1986 to 1994.[1] Minority representation among faculty respondents increased from 2.6% in 1972 to 6.7% in 1986 to 11.5% in 1994. Caucasian males comprised 84.3% of the educational leadership faculty in 1986; by 1994, the share of Caucasian males dropped to 71.5%.

Table 3

Educational Leadership Faculty in 1972, 1986, and 1994 By Race and Gender

	1972 Response	1986 Response	1994 Response
Gender			
% Female	1.6	10.4	20.4
% Male	98.4	89.6	79.6
Race			
% African-American	1.7	3.6	5.0
% American Indian	0.1	0.5	0.8
% Asian	0.2	0.5	1.1
% Caucasian	97.4	93.3	88.5
% Hispanic[a]	—	1.6	2.1
% Other	0.6	0.5	2.5
Race and Gender			
% Caucasian Female[a]	—	9.0	16.9
% Caucasian Male[a]	—	84.3	71.5
% Minority Female[a]	—	1.6	3.3
% Minority Male[a]	—	5.1	8.2

Composition of Recently Hired Faculty

As can be seen in Table 4, 37% of the faculty members who entered the professoriate within the last decade were female. The difference in gender composition between faculty members who entered the professoriate within the past decade and their more senior colleagues in 1994 (10% of whom were women) was statistically significant. There were no significant differences between UCEA and non-UCEA universities in female representation among recent hires.

Table 4

Educational Leadership Recent Hires (Entered Professoriate Within Prior 10 Years) and Veteran Faculty (10 Years or More Experience) in 1994 By Race, Gender, and UCEA Affiliation

	All Programs		UCEA		Non-UCEA	
	Recent Hires	Veteran Faculty	Recent Hires	Veteran Faculty	Recent Hires	Veteran Faculty
Gender						
% Female	37.3	10.4	44.4	12.2	34.7	9.7
% Male	62.7	89.6	55.6	87.8	65.3	90.3
Race						
% African-American	6.8	3.9	5.6	5.0	7.3	3.4
% American Indian	1.2	0.7	2.8	0.0	0.8	1.0
% Asian	0.0	1.1	0.0	0.0	0.0	1.5
% Caucasian	86.3	90.1	86.1	95.0	86.3	88.2
% Hispanic	3.1	1.8	2.8	0.0	3.2	2.5
% Other	2.5	2.5	2.8	0.0	2.4	3.4
Race-by-Gender						
% Caucasian Female	31.7	8.8	36.1	11.3	29.8	7.9
% Caucasian Male	54.7	81.3	50.0	83.8	56.5	80.3
% Minority Female	5.6	1.4	8.3	1.3	4.8	1.5
% Minority Male	8.1	8.5	5.6	3.8	8.9	10.3

Less progress appears to have occurred in hiring people of color in educational leadership units. People of color comprised 14% of recent hires, but this was not significantly different from the percentage among veteran faculty. No significant differences in the percentage of people of color between recent hires and veteran faculty members existed for UCEA or non-UCEA institutions.

Statistically significant race-by-gender differences existed between recent hires and veteran faculty members. The primary gains made in the last decade were in terms of hiring Caucasian female faculty members. Fewer than 1-in-10 veteran educational leadership faculty members were Caucasian females; nearly 1-in-3 of the recent hires were Caucasian females. UCEA and non-UCEA universities were not significantly different as to race-by-gender interactions.

These data suggest that educational leadership units could reach gender equity in the near future. These gains, though, have primarily benefited Caucasian females. Progress in minority representation appears to be underway, but at a relatively slow pace.

Reputational Rankings

Although critics have noted the shortcomings of reputational rankings as a measure of program quality (Conrad & Blackburn, 1986; Webster, 1981), such rankings are often used as surrogates to estimate program quality. Thus, faculty respondents were asked to rank-order the top five educational leadership preparation programs and to provide reasons for their rankings. The top programs were identified by computing rankings provided by those respondents (48%) who completed this item on the individual faculty questionnaire. Table 5 reflects the 10 highest ranked programs in 1986 and 1994 using composite institutional scores computed by assigning 5 points for each first-place vote, 4 points for each second-place vote, and so on.

Respondents in 1994 listed 151 different institutions at least once, and 74 institutions received at least one first-place vote. The most common reason given for the rankings was quality of the unit's faculty members. All 10 of the highest ranked programs in 1994 were at research universities, and 7 were members of UCEA. Six programs were among the top 7 in both 1986 and 1994, but only Harvard University (fifth) retained the same rank in both studies.

Table 5

Top-Ranked Educational Administration Programs in 1986 and 1994

Rank	1994	1986
1	U. of Wisconsin-Madison (269)[a]	Stanford University (2nd in 1994)
2	Stanford University (260)	The Ohio State University (7th in 1994)
3	Indiana University (140)	U. of Wisconsin-Madison (1st in 1994)
4	Peabody College-Vanderbilt (133)	U. of Texas-Austin (6th in 1994)
5	Harvard University (127)	Harvard University (5th in 1994)
6	University of Texas-Austin (121)	Indiana University (3rd in 1994)
7	The Ohio State University (106)	University of Oregon (33rd in 1994)
8	University of Utah (100)	University of Chicago (22nd in 1994)
9	Texas A&M University (82)	Teachers College-Columbia (13th in 1994)
10	The Pennsylvania State U. (79)	Michigan State University (17th in 1994)

[a]Numbers in parenthesis in this column reflect total score based on 5 points for first place votes, 4 points for second place vote, etc.

Conclusion

The total number of educational leadership graduate programs has remained remarkably stable for the past two decades, but there have been shifts in the number of faculty members at various types of institutions. Programs at UCEA-member and research universities are downsizing, whereas programs at non-UCEA and comprehensive institutions are growing. The most dramatic development in the composition of educational leadership faculties is the increase in women. Educational leadership units are more in line with the gender composition of faculty across disciplines than they were in 1986 (National Center for Educational Statistics, 1994), and female representation in educational leadership units is likely to surpass the cross-discipline average, given the gender composition of recent hires.

The rising age of educational leadership faculties is troubling, particularly the significant decrease in faculty under age 40 since 1972. The increase in faculty members over age 50 suggests the field will experience substantial turnover within the next two decades. However, the availability of highly qualified faculty to fill those vacancies is not assured. Indeed, replenishing faculty ranks may be one of the most significant challenges facing the educational leadership professoriate during the coming decades.

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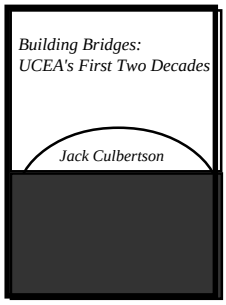

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"UCEA's formation and early programs were influenced by American and European ideas. Views expressed in the late 1940s by officers of the W. K. Kellogg Foundation and by members of the American Association of School Administrators (AASA), for example, helped shape UCEA's mission statement. On the other hand, adapted versions of ideas generated by a group of scholars in Vienna, Austria, provided essential content for UCEA's first Career Development Seminar. The seminar's content in turn influenced some of UCEA's future programs." (from Chapter 2: "Roots")

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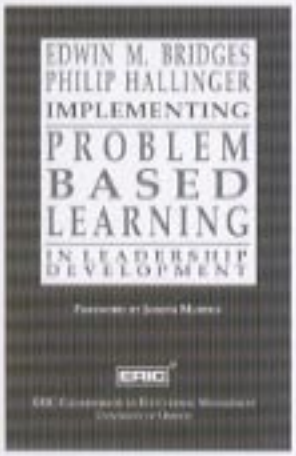

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UPDATE: Interstate School Leaders Licensure Consortium
(Report based on materials issued by the ISLLC)

UCEA has been participating in ISLLC since the project was first discussed at a meeting of the National Policy Board for Educational Administration (NPBEA) several years ago. ISLLC has evolved as a consortium of states formed for the purpose of developing model standards and assessments for school leaders. ISLLC's primary constituency is the state agencies/boards of education and professional standards boards, with considerable participation by professional associations, including UCEA.

The consortium's vision of leadership is based on the premise that the criteria and standards for professional practice of school leaders must be firmly grounded in the knowledge and understanding of the practice of teaching and learning. The purpose of this consortium is to provide a means through which states can voluntarily work together to develop model standards, assessments and licensing procedures for school leaders.

ISLLC is a cooperative project of the NPBEA and the Council of Chief State School Officers. In August of 1994, approximately 70 representatives from state agencies and associations attended a meeting sponsored by NPBEA and CCSO to discuss the need for model standards for school principals. The assembly urged that the project go forward and develop standards for school leaders generally, rather than just principals. Funding was obtained from the Pew Charitable Trusts, the Danforth Foundation, and member states' dues. Joseph Murphy (Vanderbilt University) was employed as the consortium's chair and Neil Shipman as the Project Director. Currently 25 states are actively involved in the consortium's work. Thirteen associations attend the full consortium meetings, including UCEA, represented by its Executive Director, Patrick B. Forsyth.

There have been four meetings of the full consortium since January, 1995, and a writing team was convened in August to begin the process of developing indicators. Draft standards were ready for further refinement by the end of the June, 1995 meeting.

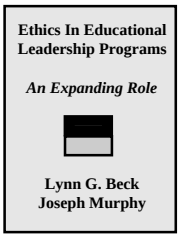
Those standards follow. A school administrator is an educational leader who promotes the success of all students by: 1) Initiating, encouraging, and sustaining the development of a climate conducive to student learning and the professional growth of staff; 2) Facilitating the development and implementation of a vision of learning that is shared and supported by the school community; 3) Ensuring management of the organizations, operations, and resources for a safe, efficient, and effective learning environment; 4) Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources; 5: Demonstrating integrity and ethical behavior; and 6) Understanding, responding to, and influencing the larger political, social, legal and cultural contest. The standards are designed to capture what is essential about the role of school leaders—what makes a difference in whether a school community can provide experiences that ensure that all students succeed. They capture what researchers and practitioners tell us is critical about effective leadership.

How will these standards be used? These are model standards from which states may pick and choose. However, the states represented in the consortium believe that these model standards will be used in a variety of ways, including revision of existing state standards, reshaping and accreditation of preparation programs for potential administrators, professional growth opportunities for existing school leaders, assessment of aspirants for school leader positions, licensing of prospective school leaders, and induction activities for new school leaders.

Several states are already under mandate or are responding to legislative initiatives to develop new assessments for principals within the next two years. Four of these states, Kentucky, Mississippi, North Carolina, and Texas, are spearheading development assessments for the principalship and superintendency, building on knowledge-based tests, performance events and tasks, and portfolios. A request for proposals to develop such assessments was distributed to 110 potential bidders in mid-July. Sixteen bidders notified CCSO of their intent to submit proposals by August 31. The four states will with CCSO staff and consultants on September 14-15 to select a contractor.

The major components of the contract will include a set of performance based assessments of applied professional knowledge and initial specifications and a prototype portfolio assessment of applied professional knowledge. The focus of this assessment system is on the principalship, and the purpose is for initial licensing, and the goal is to have the assessments at operational status by June 30, 1997.

UCEA encourages researchers and professors of educational administration to familiarize themselves with this project and work with the consortium leadership, and their state authorities, to promote an assessment system that is of the highest quality. Those interested should contact Joseph Murphy (phone 615-343-6974) or the project's director, Neil Shipman (CCSO: phone: 202-336-7038 or e-mail: neils@mail.ccsso.org).



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Published three times a year--winter, spring, fall--by the University Council for Educational Administration (UCEA). Address changes and other corrections should be sent to the *UCEA Review* at the above address.

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October	**25-26**	**Executive Committee Meeting (Salt Lake City, UT)**
	26-27	**UCEA Plenum (Salt Lake City, UT)**
	27 & 29	**Graduate Student Symposium (Salt Lake City, UT)**
	27-29	**UCEA 9th Annual Convention (Salt Lake City, UT) Red Lion Hotel**
November	**TBA**	**Convention '96 Planning (Louisville, KY)**
April	**8-12**	**AERA (New York City)**
	10	**EAQ Editorial Board (UCEA/Division A Reception)**
	12-13	**National Graduate Student Seminar**
October	**25-27**	**UCEA 10th Annual Convention (Louisville, KY) Galt House Hotel**