

# Review

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## *Daniel E. Griffiths: He Changed an Entire Profession*

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From the time he took his first professorial position at Colgate three years before he received his Ph.D. from Yale, Dan Griffiths was recognized as having the kind of talent that would influence the field of educational administration. These early years set a direction for his research that can be recognized throughout his career. When at Albany he taught a course in human relations and, as he found no text that he thought suitable, he wrote one as he taught the class. That resulted in what was the first of many books he wrote, *Human Relations in School Administration* (1956). Griffiths attributed his interest in theory to the 1954 NCPEA meeting where Andrew Halpin, Jacob Getzels, and Arthur Coladarci “. . . brought theory to the ed. admin. professorate.” But as a long-time professor in the field said “[it]. . . was Griffiths who sustained their initiative, both as a professor and a dean, with a quality of scholarship that brought academic respectability to our field.” In 1957 Griffiths moved to Teachers College, Columbia, and in 1959 he published two books that boldly sounded the call for the use of social science theory and the epistemology of positivism in the advancement of educational administration. These publications brought Griffiths national and international attention. In 1959 he moved to New York University where he spent the rest of his illustrious career.

Griffiths' career can be divided into four periods. In his Foundation period (1949-55), he set the tone and direction that would guide his work for the next 45 years. His Theory period (1959-68), was perhaps the most significant in his career. During this time he clearly provided the leadership for the move in educational administration to the practitioner professor who taught using insightful illustrations gleaned from practice to the inclusion of the research professor who taught using social science theory and who did research and published, contributing to that theory. Griffiths, more than any other person was responsible for the formation of the University Council for Educational Administration and provided much of the leadership that launched that organization into what has arguably become the most significant organization

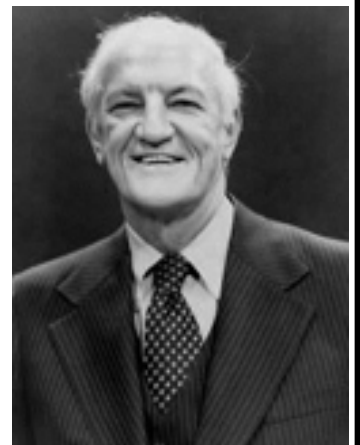
in programs and the professorate in educational administration.

During his Expansive period (1969-75), Griffiths moved to a broader type of leadership. His attention shifted from the educational administration department at NYU, where he had become Dean of the College of Education, to the broader university. He grew in the esteem of the president and was asked to assume several university-wide duties. Some suggest that Griffiths was the significant force that pulled NYU out of a major financial crisis during this period. His memberships in associations and his publications also took on this larger focus. In his Mature period (1976-

Daniel E. Griffiths, a leading figure in the the formation and development of UCEA, died on October 2, 1999.

During his career, Griffiths served the field of educational administration through numerous positions including Dean of the New York University School of Education and Chair of the National Commission on Excellence in Educational Administration. From 1984-85 he served as UCEA Executive Director and was the first recipient of the consortium's Campbell Lifetime Achievement Award in 1992.

His work has had enormous impact upon the field of educational administration and will continue to be known to generations of scholars, practitioners, and others involved in administrator preparation.



99) Griffiths returned to the problem of theory in educational administration and, at least on the national level, to his concern about programs in educational administration and UCEA leadership. He took exception to Greenfield's attack on positivism stating that Greenfield's suggestions regarding theory did not produce theory and were useful only to those who used them.

Griffiths was never reluctant to take exception with ideas he thought wrong or harmful. When Greenfield attacked positivism in a paper at the International Intervisitation Program at Bristol, England in 1974, Griffiths felt obligated to respond, and respond he did with vigor and enthusiasm. In 1975 he wrote, "The criticism of organization theory range from the petty to the profound. . . . Greenfield seems to think that Barnard's theory of organizations as cooperative systems is somehow discounted because he once swore at a group of workers . . ." (p. 119). In 1983 he continued, "As one reads and listens to Bates and Greenfield one gains the impression that they consider advocates of traditional theory to be idiots at best and pathological at worst. These expression are often reciprocated" (p.206). In 1984, while admitting that positivism had its weaknesses he wrote, "We appear to be re-

jecting the approach that gave the world its greatest scientific productivity and are now seeking a whole raft of approaches such as phenomenology, ethnomethodology, symbolic interaction, and the sociology of the absurd" (p. 54). This was probably the most extensive debate about ideas in educational administration, a field where we prefer the public face of acceptance and cooperation and the private practice of personal criticism. This debate brought Griffiths back to the study and discussion of theory in educational administration. Greenfield took the debate very personally. According to two outstanding scholars Griffiths seemed to enjoy it and could "crack a joke" about it. One of the last things Griffiths wrote probably marks the end of the debate. He reviewed the Greenfield and Ribbins book *Greenfield on Educational Administration: Toward a Humane Science* for *EAQ*. While certainly not accepting Greenfield's notions regarding theory in administration Griffiths took a less aggressive position than he had taken before. He wrote, ". . . my position was and still is that, 'The practice of administration is largely an art and reflects the personal style of the administrator and the environment in which the person functions. Much lies beyond the reaches of theory as we know it' (Griffiths, 1978, p. 82). This is a commonly held position in the United States" (p. 152). And later in that same review, "This book is valuable and should be recommended reading . . . . If this . . . [stimulates students] to reexamine their beliefs and assumptions, as it did me, then Greenfield filled the valued role of critic." (p. 154). Anyone who attends sessions at AERA meetings knows the epistemological controversy is not resolved, although it is lessened by the death of this courageous voice in our field.

It is unlikely that any leader exercises the same leadership style all of the time. Certainly Griffiths did not. He led and expected others to follow. He was the boss. Some saw him as "overpowering." He saw a problem and did something about it. He had no notion that something couldn't be done about a problem. He saw opportunities and he seized them. He did not "suffer fools well" and took happily to the leadership role. Some of the time he was transactional.

He recognized ability and skills in others and he contracted for them. He expected those others to deliver and rewarded them when they did. He always rewarded merit, in women as well as men. One female colleague said that Griffiths was one of the most successful recruiters of women into the educational administration professorship.

But Griffiths was also transformational. He modeled excellence, set goals for himself and others, and inspired others to excel. His leadership in bringing the role of the research professor into educational administration may be his greatest contribution to the field and the greatest example of his transformational leadership.

Probably the best descriptor of Griffiths' leadership is the term charismatic as defined by House and Howell, (1992). Griffiths was strong, assertive, achievement oriented, creative, energetic, self-confident and exerted social influence without any evidence of exploitiveness. But how did he see himself? One afternoon, walking back from lunch with a close friend and colleague across Washington Square South, he stopped and said, "You think you know me, but you don't." The friend responded, "I suspect no one really does." To which Griffiths responded, "Do you know what I am? I'm a survivor!" Yes, he was that. But he was much more than just a survivor -- he changed an entire profession.

Spouses are one element of leadership, not often recognized or mentioned by leadership theorists. Spouses are often major contributors to those who exercise significant leadership. Tommie, Griffiths' wife, was his greatest supporter. They were totally dedicated to each other. Dan once wrote about his early career, "As I look back at the early days they were really very exciting. I owe a lot to Tommie . . ."

On October 2, 1999 a great heart stopped beating while putting on the 12<sup>th</sup> green of his golf course. Probably Dan would have chosen to go that way. One long time colleague wrote to me after his death. "Did I tell you that I met Dan at the retired faculty party on May 29 . . . I wanted to tell him how much I appreciated his mentoring me . . . along a very rewarding career . . . his unspoken words said, 'It was nothing.'" But it was quite

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more than nothing. Without his mentoring many of us would have been less than we are today and few of us told him so — maybe because we knew how he would respond. Now I wish I would have told him. I'd like to think my work spoke for me, and that he knew how I felt. But in the words of Edward Sill, "The unspoken word we had not sense to say, who knows how gladly it had rung" (from the Fool's Prayer).

**Author's Note:** This article is abstracted from a more complete manuscript being submitted to journals that can permit a more extensive description of Griffiths' career and a fuller tribute.

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# George J. Petersen Named New UCEA Associate Director



Dr. Petersen has exemplified UCEA's mission to improve the professional preparation of administrative personnel in both continuing education and pre-service programs through his teaching and research, his administrative posts, and his work with administrator preparation programs.

While completing his graduate work, Dr. Petersen was a University of California Regents Social Science and Humanities Research Fellow. After earning his Ph.D. in Educational Policy, Organizations, and Leadership Studies from the University of California-Santa Barbara, Dr. Petersen served as Director of Secondary Education at the University of Evansville and coordinator for the doctoral program for the Statewide Cooperative Ed.D. with the University of Missouri-Columbia. His diverse teaching experience includes secondary school teaching, during which time he earned the 1988 Sallie Mae National Outstanding Teacher Award and the 1989 Teacher of the Year award for San Benito School District in Hollister, California. Dr. Petersen was most recently awarded the High Flyer Award for Outstanding Teaching at the University of Missouri-Columbia in 1999.

In addition to Dr. Petersen's expertise as a practitioner, he has also proven him-

self an active scholar. Dr. Petersen is currently an Associate Professor of Educational Leadership and Policy Analysis at UCEA's home institution, the University of Missouri-Columbia, where his research focuses on the superintendency, leadership and social influence, and school violence. Dr. Petersen's work has been published in *Educational Review*, *Educational Research Quarterly*, *Urban Education*, and the *Journal of School Leadership*. While serving as the coordinator for the Statewide Cooperative doctoral program, he was awarded the Outstanding Research Award for Excellence in Educational Research.

Dr. Petersen has been actively involved with UCEA for the past six years, offering his expertise as both a presenter and a reviewer. Dr. Petersen states he is looking forward to broadening his experiences with UCEA as its new Associate Director. Dr. Petersen assumed his new post in August, 2000.



Biography compiled by Laura Robinson, a graduate student in Educational Leadership and Policy Studies at the University of Missouri-Columbia.



**From the  
Director...**

**Building  
Stronger Ties**

Michelle D. Young  
Executive Director

I am truly delighted by the opportunity to be the Executive Director of UCEA. The future of UCEA and the field of educational administration and leadership offer challenges and opportunities that I believe will be professionally rewarding. By way of introducing myself and some of my ideas to all of you, I will articulate aspects of three issues that I consider consequential to the future of UCEA and the field in general in the next few issues of the UCEA Review.

Broadly, the three issues include: 1) capitalizing on the strengths and possibilities of UCEA and increasing its capacity to provide, sponsor, and support meaningful professional development for professors of educational administration, discussions of teaching, research and policy, and discursive deliberations on the purpose, commitments, and future of UCEA; 2) enabling UCEA to grow financially, permitting comprehensive and effective involvement in the field as well as sponsorship and active participation in large scale research, policy, and development projects; and finally, 3) building stronger ties. There are two parts to this third issue. The first is enabling UCEA as an organization to build stronger ties with other organizations that focus on school leadership. The second is strengthening UCEA's ability to facilitate the development of stronger ties among faculty, practitioners, and other groups.

Building stronger ties is critical to our efforts to provide high quality leadership preparation that supports the success of all children; it is imperative for intellectual and political reasons as well. Over the past year, increased national attention has been placed on educational leadership. Educational newspapers, like *Education Week*, have covered stories on leadership and gender, the predicted shortage of school administrators, the content and quality of school leadership programs, and the determination of exactly what "quality" means. These issues, among many others, are unambiguously connected to our purpose, our practice, and our research. They require an organized, collective response from professors of school leadership. However, as Lynn Olson (2000) of *Education Week*, has astutely pointed out, educational administration professors have been left out of some of the recent discussions.

Many people, particularly those of us who work in universities, see professors of school leadership as important resources for information on the state of school leadership and

school leadership preparation. After all, it is our life work, our area of specialization. Yet universities and university professors, by and large, are not the preferred sources for information and advice on school leadership policy and discourse.

Although certain programs and professors occasionally are included in mainstream news sources, few participated in the third National Education Summit last October. State governors and business leaders committed themselves at this meeting to improving school leadership salaries and training, but school leadership professors were not part of the conversation. More recently, the U.S. Department of Education, the Broad Foundation, the Ford Foundation, the Carnegie Corporation of New York, state governors and the leaders of several national corporations have been discussing and critiquing the training and preparation of school leaders (Olson, 2000; Robelen, 2000). Professors of educational administration and leadership studies, however, were conspicuously absent from these conversations.

Why might this happen? As noted before, it would make sense to have scholars of school administration participating in national level discussions of school leadership. The answer may be quite complex. Perhaps as a group we are less informed about these issues and meetings than we should be. Perhaps the risks often associated with involvement are too great. Perhaps professors were left out by design.

Martha McCarthy, in writing about university-based policy centers, argued that policy makers tend to prefer information from their own staffs, lobbyists they trust, and certain state education department staff. She noted that "in part this is because many university faculty are perceived to be out of touch with, or to have little interest in practical issues... and their work often has limited influence because it is not presented in a useful understandable manner" (McCarthy, 1990, p. 25).

An additional explanation might be that professors have been invited, but participation has been limited or overshadowed. In Iowa, where I worked for the past three years as a professor of educational administration, a state task force was developed around the quality-quantity issues. Professors of educational administration were invited to participate along with school and school district leaders, and individuals from the state department of education, area education agencies, the school board association, and the world of business. Paradoxical conversations emerged at the task force meetings. Some members felt the predicted shortage called for immediate changes in structural issues of leadership preparation (e.g., shortened programs and alternatives to traditional University training programs). Some felt the shortage required loosening the requirements for being a school leader (e.g., 5 years of teaching experience at the level in which they intend to practice, a Masters degree, and the required university training). Others, however, resisted one or both ideas and consid-

ered quality a more pressing issue.

It is important to point out that while an educational administration professor from each of Iowa's preparation institutions was invited to be a member of this task force and to contribute to these deliberations, only a handful of professors attended on a regular basis. Additionally, few professors spoke to one another at the meetings or met to discuss task force issues between meetings. In fact, in a state as small as Iowa, with no more than 5 or 6 preparation institutions, many of the professors did not even know one another. As a result, their ability to substantively influence the task force was weakened.

To some this may not seem either important or unusual. But I see it as a critical, tactical error, an error that could have a huge impact on leadership preparation in Iowa (and one with implications for other states). This task force was not meeting simply to exchange ideas. It was created to make recommendations to the Chief State School Officer and the Department of Education about the future of school leadership preparation in Iowa (e.g., what it would entail, where it could take place, what standards should be adopted, how licensure would be granted, etc).

These are issues in which we in the field of school leadership are both knowledgeable and heavily invested. We can and must contribute pro-actively and substantively to national, regional, and local discussions of these issues. But we cannot do this alone. The valiant efforts of individual voices in such situations, while certainly important, are frequently drowned out by other (typically better organized) interests.

We must work within our field, institutions, and organizations like UCEA to build what Culbertson referred to as an "ethic of cooperation" (1992, p. 62). We must know and communicate with our colleagues. We should know where they stand and where we have common ground, so that we can contribute to conversations, such as those held in Iowa. Otherwise, decisions about what preparation should entail, where it should take place, what standards should be adopted, and how licensure should be granted will be made with limited or no input from scholars of educational leadership.

In an increasing number of states, Universities are no longer the sole providers of school leadership preparation. A recent *U. S. News and World Report* article on the principal shortage noted that 14 states now have alternative routes to the principalship (Lord, 2000). In Oklahoma, for instance, any person with a master's degree who can pass the administrator certification exam can become a principal.

It remains to be seen what will happen in Iowa and other states with leadership preparation, but the shock, dismay, and even anger experienced by many professors in response to this situation is predictable. It is also, I believe, preventable through building stronger ties and finding common ground.

Of course, finding common ground is not always easy, particularly since we all have different interests, the institutions we work for have different (and, in some cases, competing) missions, and few of us have much (if any) spare time. However, coming together to have generative discussions on critical issues such as this and seeking a common ground are not impossible. Indeed, communities with differences and needs much more challenging than ours have successfully reached common ground. And given our current climate these efforts are truly important. We must be prepared to take an active leadership role in state and national discussions that focus on school leadership. No other group of professionals knows more about school leadership training than we do; no other group has studied it as much as we have; and no other group, in my perception, cares as much about the development and delivery of quality school leadership preparation. At this juncture, then, we need to move beyond individual interests and institutional competition to consider issues in which we are mutually invested, and we must provide an organized and collective voice on school leadership preparation.

Stepping back in time, one notes that competition among universities, in particular regions and states, has been much more common than collegiality. Competition for students, for prestige, and for relationships with certain school districts is not new, and neither is the lack of familiarity among professors from different institutions. Indeed, in 1947 when NCPEA (then called the National Conference of Professors of Educational Administration) met for the first time with 72 professors from 43 preparation institutions, "most had reportedly 'known one another almost solely as names: on the title pages of textbooks, in the programs of association meetings' or 'in the catalogs of institutions of higher learning'" (Culbertson, 1995, p. 26). However, building collegiality, providing spaces and opportunities for generative discussions, and using those linkages and conversations to enhance future research and practice were among the primary purposes for developing organizations like NCPEA and UCEA. Furthermore, "the ethic of cooperation" as Culbertson noted in his book *Building Bridges*, is "noble" (p. 62). It calls for a broadened sense of human benefit, altruism, and foregrounds the work and thoughts of others.

UCEA provides an opportunity to develop an ethic of cooperation, to foreground the work and thoughts of others, and to support the development of high quality leadership that will lead to the success of all children. UCEA provides an opportunity for us to convene and confer on several levels (e.g., the annual convention and program center activities). At least once a year, we are provided an occasion to share how we teach, what we think about teaching, what we research, and what we think about research with our colleagues. We are provided a chance to share, learn, and create a dialectic about research, practice, and policy and their



alignment with one another. We have an opportunity to talk with faculty from universities with very different missions and colleagues with interests that differ from our own. We also have an opportunity to see and share how our own ideas, practice, and research fit within the larger world of school leadership. And we have an opportunity to reflect upon, discuss, and debate the meaning and impact of current trends, public discourse, and developments in education, culture, and politics that impact our field and our work. We do have these opportunities, and yet, for many of us the opportunities do not turn into actualities.

It is important that we ask ourselves why this often happens. Why is it that these opportunities, these possibilities, do not turn into actualities? It is also important that we ask ourselves how this situation might be improved. How might we exploit these opportunities? We must find ways to take advantage of the time we have together for serious concentrated efforts (temporary think tanks, if you will) and then capitalize on those efforts by continuing our discussion and collaborative work when we return to our home universities.

Discussions of what “quality leadership” is and what preparation for quality leadership looks like provide an appropriate example. Defining quality leadership has been the object of intense debate for many years (Marshall, Patterson, Rogers, & Steele, 1996). The differing perspectives on this concept represent, among other things, different experiences, values, interests, and contexts. Professors, for instance, whose teaching and research focuses on open enrollment may or may not identify characteristics that are different than a professor whose primary interest is educational equity. Similarly, a professor who recently left the ranks of school leadership might identify characteristics that are different from those listed by a professor who was a principal 20 years ago. Furthermore, professors who develop leaders to work in urban schools are unlikely to pen a list of characteristics that map perfectly on the list created by professors who train leaders for rural, suburban, or small and mid-sized towns.

There is no one best definition of quality school leadership and no one best way of preparing educators for school leadership positions. Recognition of this fact, however, should not prevent thoughtful discussions of quality school leadership or attempts to define quality leadership for ourselves, our students, our programs, or our contexts. Rather, our differences could enable substantive dialogue.

Our similarities too are significant. The congruence in our understandings indicate potential areas of common ground. For example, it is likely that most scholars would agree that quality leadership supports high quality and equitable outcomes for all children. Accordingly, most scholars would agree that one program criteria of quality would be the ability to develop leaders who are successful with children of all races, classes, and abilities (Keys, Hanley-Maxwell, &

Capper, 1999; Lomotey, 1989; Parker & Shapiro, 1992).

What comes from such deliberations depends on both the participants involved (i.e., their willingness to spend time reflecting on and thinking critically about important educational issues and their ability to listen, learn, communicate, and see purpose in their participation), as well as the issue under discussion. In some cases, recommendations may develop for program improvement, course-work renovation, research agendas, or political action. In other situations, participants may take divergent meanings from the deliberation. In most cases, however, critical discussions will imply some form of change (large or small) some degree of risk, and either individual or collective effort. *This is key.* What we do as a result of our increased communication, deliberation, and collaboration is critical. If we find that change is necessary, we should determine the necessary steps needed for undertaking the change and in what order they should be taken, and we should endeavor to take the risks and put forth the efforts to make them happen. We must be thoughtful in our actions, and we must take a proactive rather than a reactive position when sharing our perspectives and recommendations with relevant stake holders, policy makers, and opinion influencers.

One of the most common criticisms of educational administration faculty is our resistance to changing our own practice (Murphy, 1992). Over the years, school leadership preparation has been referred to as dismal, dysfunctional, seriously flawed, and lacking relevance for practice. At the same time, the professoriate has been characterized as unwilling and uninterested in addressing this issue, uninterested in changing. Is this true? Are we uninterested and unwilling to ensure that we provide quality training programs? Absolutely not.

What is the problem then? Some say it is the lack of a knowledge base; others say it is the lack of vision informing our programs. Still others point to the lack of agreement about what is quality leadership and how to get it. I believe that more powerful than the resistance to change (though this certainly exists) is the lack of what many professors see as a relevant, useful, or do-able alternative to what they currently do. This may be a matter of perception-true-but it also may be a matter of opportunity. We must have opportunities to engage in generative discussions; to share, listen, and learn; to collaboratively design and carry out research that informs our practice; and to apply the knowledge we generate to our practice.

At this point, it is important that we determine how to change the trajectory of our participation. We need to ascertain what we can do individually and as members of programs, institutions, and organizations. We must also consider how UCEA can facilitate or at least contribute to that change. Should more sessions at the annual meeting be allocated to discussions of current political issues such as the

ABLE board or NCATE reviews of doctoral programs? Should UCEA organize a series of working sessions on program development at the annual convention, and/or would regional working sessions or planning meetings be helpful? There are a variety of actions that could be taken to build a strong ethic of cooperation in our field. In my future work with scholars at UCEA institutions and with other scholars and organizations, I am committed to supporting activities that build stronger ties.

By building stronger ties with our colleagues, between institutions, and among national organizations, I believe we can meet the intellectual, political, and leadership imperatives we are facing and continue to have a strong and positive impact on schools and school leadership training. We have such a wealth of talent and experience among our memberships and within our profession at large. If capitalized upon and engaged in collective discourse and action, we can effectively meet the challenges facing our field. And we can do much more.

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## UCEA Executive Committee 1999 - 2000

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## NCATE Update

Jim Cibulka, University of Maryland, has been representing UCEA at the Working Group of the Educational Leadership Constituent Council. This group was charged with the task of revising the NCATE Curriculum Guidelines for Educational Leadership. The group is chaired by Scott Thomson and includes representation from AASA, AACTE, ASCD, CCSSO/ISLLC, NAESP, NASSP, NCATE, NCPEA, UCEA, and several practicing administrators who have been Folio Reviewers under the current ELCC review process. The group's task is necessitated by, among other things, a shift in NCATE toward performance and outcome standards, which makes the existing leadership guidelines obsolete. The group has examined how to incorporate the ISLLC Standards for School Leaders into a new document. A draft document is under preparation and will be circulated widely for comment by the academic and professional communities, including UCEA.

For those interested in knowing more about NCATE's work on the Curriculum Guidelines for Educational Leadership, Dr. Cibulka along with Drs. Mike Martin, Diane Ashby, and David Sperry will be discussing this issue during an invited session at the UCEA 2000 Convention in Albuquerque (Session 8.7, Saturday at 7:30AM).



# UCEA Convention 2000

This year the University Council for Educational Administration will hold its fourteenth annual convention in Albuquerque, New Mexico. The convention, co-hosted by the University of New Mexico and New Mexico State University, takes place November 3-5 at the Hilton Hotel in Albuquerque, New Mexico. The theme is "Schools, Leadership, and Democracy in the New Millennium," providing the opportunity to explore the interrelationships that exist among educational administration researchers and practitioners, our schools, and democratic society.

The official opening of the convention takes place Friday at 11:00 AM with welcomes by Robert Moulton (New Mexico State U.), Viola E. Florez Tighe (U. of New Mexico), and Michelle D. Young (UCEA). The welcoming will be followed by an invited address by Tsianina Lomawaima, entitled *Diversity, Humanity, and Educational Opportunity*. Dr. Lomawaima is Professor of American Indian Studies at the University of Arizona. Her teaching and research interests include the history of Indian education, contemporary issues in Native America, and history and philosophy of native societies and cultures.

Marta Tienda will deliver the tenth Pennsylvania State University Mitsifer Lecture on Saturday at 4:00 PM. Tienda is Director, Office of Population Research, Maurice P. During Professor in Demographic Studies, and Professor of Sociology and Public Affairs at Princeton University. Dr. Tienda's research interests and writings focus on race and gender inequality and various aspects of the sociology of economic life. Her presentation is entitled, *Minorities in Higher Education - Troubling Trends and Promising Prospects*.

William F. Tate, Scholar in Residence, Dallas Independent School District (DISD), will speak at the closing session on Sunday, November 5 at 10:15 AM. His presentation is entitled *From Ivory Tower to Inner City: Lessons from the Field in Science, Math, and Technology Education*. Dr. Tate, who is currently on leave from his position as professor of mathematics education in the Department of Curriculum and Instruction at the University of Wisconsin-Madison, is leading DISD's efforts to partner with business to achieve the goal of producing scientifically literate students prepared to contribute to the technological development of the Dallas metroplex.

Between sessions, convention participants can browse the exhibit area (Rio Grande & Mezzanine), which houses the book displays of publishers and a concession cafe. The hall will be open 9:00AM to 4:00PM on Friday and Saturday.

## Convention 2000 Schedule

### THURSDAY

- Registration: 2:00-8:00 PM
- Pre-Session 1: 3:00-5:30 PM

### FRIDAY

- 9:00 AM–6:00 PM Registration
- 8:00–9:15 AM Session 2
- 9:30–10:45 AM Session 3
- 11:00 AM–12:30 PM General Session 4  
**Tsianina Lomawaima**  
**Invited Address**
- 12:45–2:15 PM  
Graduate Student Symposium (I)
- 12:45–2:15 PM Session 5
- 2:30–4:00 PM Session 6
- 4:15–5:45 PM Session 7
- 6:00–7:30 PM Convention Reception

### SATURDAY

- 9:00AM–4:00PM Registration
- 7:30–8:45 AM Session 8
- 9:00–10:30 AM Session 9
- 10:45 AM–12:15 PM Session 10
- 12:30–2:00 PM Session 11
- 2:15–3:45 PM Session 12
- 4:00–5:15 PM General Session 13  
**Marta Tienda**  
**Mitsifer Lecture**
- 6:00–9:00 PM Convention Banquet
  - 6:00 - 6:30 Cash Bar
  - 6:30 - 7:30 Dinner
  - 7:30 - 9:00 Program
  - 9:00 - 11:45 Dance

### SUNDAY

- 7:00–8:30 AM Session 14
- 8:45–10:00 AM Session 15
- 8:45–10:00 AM  
Graduate Student Symposium (II)
- 10:15–11:30 AM General Session 16  
**William F. Tate**  
**Invited Address**
- 11:30 AM Convention Adjourns



# Albuquerque's Unique Attractions Await Convention 2000 Attendees

Albuquerque, New Mexico's largest city, offers a wide variety of attractions for Convention 2000 attendees who wish to enjoy and explore the area. A growing city of almost half a million people, Albuquerque is positioned with the Sandia and Manzano Mountains forming its eastern border, and the Rio Grande river dividing it east and west.

Albuquerque's original town site, known as **Old Town**, is the central point of interest for many visitors. Here, grouped around the tree-shaded Plaza created in 1780, is the **Church of San Felipe de Neri** (the first building erected when settlers established the city in 1706), numerous restaurants, art galleries, and craft shops. Just east of Old Town are the **New Mexico Museum of Natural History** and the **Albuquerque Museum**, which houses the largest U.S. collection of Spanish colonial artifacts. Situated about a mile northeast of Old Town, the **Indian Pueblo Cultural Center** is a great place to explore local Native American cultures. Owned and operated as a nonprofit organization by the 19 pueblos of New Mexico, the center includes exhibits depicting Pueblo culture, performances by dancers and artisans, as well as an enormous gift shop.

The **University of New Mexico**, one of the co-hosts for Convention 2000, is located about two miles east of downtown Albuquerque. This University, the state's largest institution of higher learning, stretches across an attractive 70-acre campus and holds five museums, including the internationally acclaimed **Maxwell Museum of Anthropology**.

More attractions lie on the outer areas of the city. **Rio Grande Nature Center State Park**, a wildlife refuge located on an important migratory route for many bird species, extends for nearly a mile along the east bank of the Rio Grande. The park includes numerous trails and a visitors center. **Petroglyph National Monument**, an archaeological preserve of prehistoric Native American rock drawings etched in dark basalt boulders, is located on the western city limits.

The **National Atomic Museum** is located at Kirtland Airforce Base, approximately six miles from the airport. This museum traces the history of nuclear arms development beginning with the top-secret Manhattan Project of the 1940s, including a copy of the letter Albert Einstein wrote to President Franklin D. Roosevelt suggesting the possible development of an atomic bomb.

And finally, for an extraordinary view of the area, a trip on the **Sandia Peak Tramway** is in order. Reportedly the world's longest tramway, the tram offers an 11,000 square mile panoramic view of New Mexico as passengers are lifted to the top of the 10,378 foot Sandia Peak. More information about Albuquerque attractions, including a map of the area, can be found on the UCEA website ([www.ucea.org/2000tourist.html](http://www.ucea.org/2000tourist.html)).



## Convention 2000 Governance Meetings

**Executive Committee**

**Wednesday 7:30 AM - Thursday 11:30 AM**

**Plenum**

**Thursday 12:30 PM - Friday 10:45 AM**

**Plenum Reception**

**Thursday 6:00 - 7:30 PM**

# *UCEA's Newest Center Runs Inaugural Event*

*Stephen L. Jacobson  
SUNY-Buffalo*

The Center for the Study of School-Site Leadership, in collaboration with the Graduate School of Education at the University at Buffalo (UB), held its first major event, a weeklong Summer Institute on Education entitled, "Building Instructional Leadership and Fiscal Capacity in Schools."

The Institute, which was held on the UB campus from July 10-14, 2000, involved presentations and small group workshops for 60 educators and interested community members concerned with building the capacity of their schools to meet the new learning standards mandated in New York.

Keynote presentations at the Institute included: Kenneth Leithwood, University of Toronto, "Changing Leadership for Changing Times;" Fran Kochan, Auburn University, "A Thousand Voices from the Firing Line;" David Monk, The Pennsylvania State University, "Investments in Professional Development: Trends, Challenges & Opportunities;" and Bruce Cooper, Fordham University, "Fiscal Leadership at the School-site: Maximizing Resources for Children."

In addition to the four keynoters, UB faculty members Doug Clements, Jim Collins, Rod Doran, Suzanne Miller, Mary Rozendal, and Beth Troy conducted workshops addressing specific content areas covered by New York State's New Learning Standards and the implications for curricular alignment and assessment embedded in those standards.

A grant from UCEA enabled the Center to give every one in attendance at Fran Kochan's presentation a copy of the UCEA publication, "A Thousand Voices from the Firing Line."

Evaluations from participants at the Institute gave the event very high marks, encouraging Center co-directors Stephen Jacobson and Ken Leithwood to run a similar program next summer.

## *UCEA Website Undergoes Changes*

*Mary E. French  
University of Missouri-Columbia*

In an effort to create a more responsive and useful resource for its constituents, UCEA made a number of changes in the consortium's website over the past year. As part of this process, UCEA Headquarters conducted an online survey to gauge the habits and preferences of visitors to the website. Although there were only 21 respondents, the sampling provided some good feedback about how the site is being used and what new features might be implemented. Headquarters staff also began regularly maintaining website statistics, which provides further information on site use. The online survey results and the site statistics are available on the website.

Changes to the website include revision and expansion of much of the content, as well a simplified page design that allows for faster page loading and navigation and more timely updates. Some of the specific new and/or improved features include:

- Expansion of the Background section, including more information about the consortium's history and a photo gallery of its past and present leaders.
- Creation of an online archive for the *UCEA Review*. The archive is still in development, but currently includes issues from 1994 through the current issue (with gaps) available for viewing online or download.
- Redesign of the electronic *Journal of Cases in Educational Leadership*, and addition of new search functions and use statistics for each case.
- Additions to the UCEA Annual Convention section: online programs, maps, and hotel and tourist information.
- A new section with links to related organizations, publishers, and government websites.

These changes have been well-received but the site is still a work in progress and will continue to evolve. Suggestions and comments from the UCEA community are vital in transforming the UCEA website into a thriving online community. Please visit the site and direct your comments and suggestions to Executive Director Michelle D. Young at [execucea@coe.missouri.edu](mailto:execucea@coe.missouri.edu) or the new website manager, Charles Chiu at [kcc46@mizzou.edu](mailto:kcc46@mizzou.edu).

# *American Board for Leadership in Education To Be Established*

*Mary Driscoll, New York University*

At its most recent meeting, the members of the National Policy Board on Educational Administration voted to move forward with a plan establishing a new entity, the American Board for Leadership in Education (ABLE). The purpose of ABLE is to improve education by 1) establishing standards for advanced practice in the field of educational leadership and 2) developing a certification process through which those who meet those standards can be recognized. The development of a professional standards board for educational administration is not a new idea. In its 1988 report, *Leaders for America's Schools*, the National Commission on Excellence in Educational Administration recommended both that the Policy Board be created and that it consider "the establishment of a national academy or board of professional school administration" which would serve as a "forum to recognize those school administrators whose performance and contributions to the profession exceed all standards."

Advanced certification differs from licensure in that it is a voluntary process and requires demonstration of proficiency at levels beyond those required to enter a profession. Individuals are required to demonstrate the skills and knowledge developed through exemplary practice and programs of preparation. Over the last ten years, The National Board for Professional Teaching Standards (NBPTS) developed a national system of voluntary certification for teachers who meet their standards for exemplary practice. The processes used to develop teaching standards and assessments for NBPTS will be studied closely by the developers of ABLE.

NPBEA is seeking funding for extensive planning and development for ABLE. ABLE will develop an appropriate governance structure that includes representation from key constituencies; like NBPTS, however, the ABLE board will include a majority of practitioners, with additional members drawn from higher education, government, business, and the broader community. In order to be fully operational, ABLE must also develop standards for advanced practice, decide the type and nature of certificates it wishes to award, and create valid assessments of those standards. Over the next twelve months, a core planning team will begin this work, and will expand their ranks to establish a larger group who will develop some initial policies to guide ABLE.

Through the Policy Board, UCEA will continue to be involved in the development of ABLE and to report to its membership on emerging issues and policies. The other members of the NPBEA include the American Association of Colleges for Teacher Education (AACTE), the Association for Supervision and Curriculum Development (ASCD), the Council of Chief State School Officers (CCSSO), the National Association of Secondary School Principals (NASSP), the National Council for the Accreditation of Teacher Education (NCATE), the National Council of Professors of Educational Administration (NCPEA), and the National School Boards Association (NSBA).

## **Twelfth Annual Conference-Within-A-Conference Call for Papers**

The Twelfth Annual Conference-Within-A-Conference focusing on professor-practitioner, school-based research, will be held in Orlando, Florida during the 133rd annual American Association of School Administrators National conference on education. You are invited to present your collaborative research at the February 16-18, 2001 conference and/or to attend the Higher Education reception on Saturday night.

A special registration fee of \$150 for full-time university professors only will allow you to attend the entire AASA conference at the Orlando Convention Center. (Please Note: Non-University personnel must register as regular attendees.) This special rate will allow you to hear all AASA speakers and attend small group meetings. Please consult the "Conference-Within-A-Conference" portion of the AASA website at <http://www.aasa.org/events/nce/NCE2001/CWC.htm> for hotel, registration, and general conference information. Reserve your hotel early. Information can also be obtained by calling 703-875-0772 or by writing to 1801 North Moore Street, Arlington, VA, 22209.

The opportunity to showcase collaborative research between professors and practitioners is unique to this conference, and we urge you and your professional colleagues to prepare a proposal for this refereed "Conference-Within-A-Conference." Please copy the Call for Papers from the website mentioned above and distribute it to your professor, school administrator, and graduate student colleagues. The deadline for receipt of proposals is October 2, 2000. Selection criteria include collaboration, importance, organization, clarity, quality, and methodology. Faxes will not be accepted so please use mail services such as Federal Express, U.S. Mail, etc. There is a limit of two proposals per person. All proposals are subject to a blind review and evaluated based on their relevance to the theme and criteria listed above, as well as implications for administrative practice. Presenters of accepted papers will be notified in October 2000.

## Submitting Feature Articles for the UCEA Review

C. John Tarter (St. John's U.) is Feature Editor for the *UCEA Review*. If you have suggestions for the *Review* or ideas for substantive feature articles, he would be happy to hear from you.

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## 2000 - 2001 Calendar

November 1-2.....	UCEA Executive Committee (Albuquerque Hilton)
November 2-3.....	UCEA Plenum (Albuquerque Hilton)
November 3-5.....	UCEA Convention 2000 (Albuquerque Hilton)
January 2001.....	UCEA Executive Committee (Omni Netherland Plaza, Cincinnati)
May 2001.....	UCEA Executive Committee (Omni Netherland Plaza, Cincinnati)
November 2-4, 2001..	UCEA Convention 2001 (Omni Netherland Plaza, Cincinnati)

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