In October, 1991, the UCEA Executive Committee, acting on the advice of the Plenum, asked the consortium’s officers to form a Steering Committee and charge it with the task of planning “a series of events and activities aimed at defining the knowledge base and to propose ambitious curriculum goals for the field of educational administration by October, 1994.” Wayne K. Hoy (Rutgers University) was named chair of the Steering Committee and he was joined by members of the Executive Committee acting as liaison to the study teams formed around each of the 7 knowledge domains identified by the National Policy Board of Educational Administration in its 1989 report: The Preparation of School Administrators: An Agenda for Reform. In addition to Hoy, the Steering Committee included: Terry A. Astuto (New York University), Patrick B. Forsyth (UCEA), Muriel Mackett (Northern Illinois University), Rodney J. Reed (The Pennsylvania State University), Pedro Reyes (University of Texas, Austin), and Gail T. Schneider (University of Wisconsin-Milwaukee).

UCEA’s current interest in the professional knowledge base began in 1986 during the National Commission project. It became clear that the Commission would not be able to address the controversial issue of curriculum content or administrator preparation. During the next several years, some efforts to address these problems were launched. But, it was not until a strategic planning meeting of the UCEA Executive Committee in New Orleans (March 1991), that a formal commitment to a specific project aimed at examining the status quo of knowledge and research in our field was made.

The scope of the original project was massive. It included a first phase which had five objectives: 1) To identify a preliminary set of knowledge domains serving as organizers for mapping the field; 2) To establish a team of experts for each domain; 3) To engage scholars and practitioners in an effort to map the domains; 4) To produce a set of draft documents of what is known; and 5) To disseminate the drafts for review, comment, and use in the preparation of school administrators. This is the phase which the launching of the Primis effort with McGraw-Hill brings to a close. Placing the work of the 7 study teams into the context of the flexible text represents the ultimate effort to disseminate the documents for review and critique. McGraw-Hill and UCEA are happy to announce that these materials are now available (See McGraw-Hill advertisement in this issue).

The second phase of the project has seven objectives: 1) To review the completeness of the 7 domain structure, making adjustments and additions where necessary; 2) To expand the knowledge in each domain; 3) To analyze each knowledge domain for adequacy; 4) To modify the content of each domain; 5) To articulate the knowledge of each domain; 6) To identify appropriate media for communication to multiple audiences; and 7) To search for ways to integrate knowledge across domains. Funding for phase one came from advance royalties and an outright grant from McGraw-Hill. Funding for phase two is uncertain, although royalties from Educational Administration: The UCEA Document Base may prove sufficient to launch phase two.

Some aspects of this project overlap efforts by other groups. However, no other knowledge/curriculum effort in our field includes the potentially broad scope of the UCEA project. Going well beyond mapping what we know, the UCEA project has goals related to the critique, the incorporation of ignored but relevant knowledge from divergent sources, and the systematic construction of a research agenda. In addition, the UCEA project has placed this continuing work in the most accessible system of dissemination possible, the Primis document base, so that the project’s most recent and best thinking is immediately available for evaluation and use by students, teachers, and
1994 Davis Award Winners

Brian Rowan

Brian Rowan (University of Michigan), Stephen W. Raudenbush (Michigan State University), and Yuk Fai Cheong (Michigan State University) received the 15th annual William J. Davis Memorial Award for their article "Teaching as a Nonroutine Task: Implications for the Management of Schools," which was published in the November 1993 issue, Volume 29 of the Educational Administration Quarterly.

Using contingency theory as a framework for analysis, the three authors examined workplace conditions that make teaching in high schools nonroutine, and, they investigated the hypothesis that when the work of teachers becomes nonroutine, organic forms of management arise to coordinate and control instruction. They also investigated whether organic forms of management can reasonably be expected to enhance the effectiveness of teachers by promoting job-related learning.

Rowan and his colleagues found that perceived variability in students and the disciplinary specialization of teachers affected the extent to which teachers reported their work as nonroutine. Their findings demonstrated that nonroutine teaching is associated with the development of organic management in high schools. However, they found little evidence to support the idea that organic management of instruction leads to more job-related learning by teachers.


Stephen W. Raudenbush is a professor in the Department of Counseling, Educational Psychology, and Special Education in the College of Education at Michigan State University. His research interests include statistical methods for studying schools and classrooms. Recent publications include Hierarchical Linear Models: Applications and Data Analysis (with Anthony S. Bryk; Sage Publications, 1992) and "Neighborhood Effects on Educational Attainment: A Multilevel Analysis" (with Catherine Garner) in Sociology of Education (1991).

Yuk Fai Cheong is a doctoral student in the Department of Counseling, Educational Psychology, and Special Education in the College of Education at Michigan State University. His research interests include processes and effects in schools and classrooms. Recent publications include "Contextual Effects on the Self-Perceived Efficacy of High School Teachers" (with Stephen W. Raudenbush and Brian Rowan) in Sociology of Education (1992).

The Davis Award was given annually to the author(s) of the most outstanding article published in the Educational Administration Quarterly during the preceding volume year. The Davis Award was presented in April at the AERA Division A business meeting in New Orleans. The article selection is made by a three-member panel chosen from EAQ editorial board members who have not published in the EAQ volume being reviewed. Past recipients of the Davis Award include Donald J. Willower (Penn State), Cecil G. Miskel (University of Michigan), Robert A. Cooke (Institute for Social Research), Denise M. Rousseau (University of Michigan), David L. Clark (University of North Carolina), Linda S. Lotto (deceased), Terry A. Astuto (University of Virginia), Tim L. Mazzoni (University of Minnesota), Betty Malen (University of Washington), David P. Crandall (NETWORK), Jeffrey W. Eiseman (University of Massachusetts), Karen Seashore Louis (University of Minnesota), James G. Cibulka (University of Wisconsin-Milwaukee), Joseph J. Blase (Texas Tech University), Kenneth A. Leithwood (OISE), Mary Stagen (University of Toronto), Ronald H. Heck (University of Hawaii), George A. Marcoulides (California State University-Fullerton), and Terry J. Larsen (Alhambra School District), William Starratt (Fordham University), Jennifer Elser Reeves (University of Central Florida, and Ulrich C. Reitzug (University of Wisconsin-Milwaukee).

The Davis Award was established by contributions in honor of the late William J. Davis, a former associate director of UCEA and assistant professor at the University of Wisconsin-Madison. Contributions to the Davis Award fund are welcome. Send to UCEA, 212 Rackley Building, University Park, PA 16802-3200.
15th Annual Graduate Student Research Seminar
Held in New Orleans

On April 8-9, forty top graduate students in educational administration gathered in New Orleans to attend the 15th Annual Graduate Student Research Seminar in Educational Administration. The Seminar, following the AERA annual convention, was held at the Le Meridian in New Orleans. The forty participants in the seminar are chosen from a pool of candidates nominated by universities offering advanced degrees. Selection is based on the quality and relevance of the students’ research proposals and their readiness to contribute to the seminar. The seminar offers the graduate students a unique opportunity to test their research ideas with a group of experienced faculty and form a network with junior colleagues from across North America.

The four distinguished faculty presenters at this year’s seminar were Colleen A. Capper (University of Wisconsin-Madison), James G. Cibulka (University of Wisconsin-Milwaukee), Signithia Fordham (Rutgers University) and Laurence Iannaccone (University of California-Santa Barbara). Iannaccone launched the program with a masterful review of his life and research career, highlighted by the development and testing of dissatisfaction theory. Cibulka explored a number of concerns focused on current research trends and offered advice on working with refereed journals toward ultimate publication. Fordham, a former public school teacher and current anthropologist, talked about her extensive studies of urban school children and their culture in Washington, D.C. Finally, Capper related the tribulations of the journey toward tenure at the University of Wisconsin-Madison.

Two sessions of the seminar were devoted to student participants presenting some aspect of their own research to a small group. In the final session, Betty Malen talked about living the life of a researcher, deciding what’s important, fitting in family and leisure activity, working with colleagues, and generally described the features of a research career in today’s research university.

The 40 participants in the 1994 National Graduate Student Research Seminar in Educational Administration were: Mamadou Bane (University of Kansas), Ellen Barber (Hofstra University), Peter A. Battaglia (University of Wisconsin-Madison), Jeanie Bernard (University of New Orleans), Jinx Bohstedt (Vanderbilt University), Brian O. Brent (Cornell University), Ursula Cargill (SUNY-Buffalo), Catherine H. Glascock (Louisiana State University), James J. Hayes, Jr. (Boston University), Mary Ann Hergenrother (Hofstra University), Donal Hotelling (Oklahoma State University), David M. Kanne (Vanderbilt University), Mary Patt Kennedy (University of Wisconsin-Madison), Kathryn Kinnucan-Welsch (Western Michigan University), R. Ray Klapwijk (Washington State University), Sharon D. Kruse (University of Minnesota), Yueh-hsiu Mishire Liao (St. John’s University), C. Bruce McDade (University of Virginia), Julia F. Mead (University of Wisconsin-Madison), Teresa Virginia Menzies (OISE, University of Toronto), Terry H. Mozingo (University of North Carolina-Chapel Hill), Khaula Murtadha (Miami University), Brianna Nagle (Rutgers University), Jean A. Patterson (University of North Carolina-Chapel Hill), Thomas G. Patterson (Indiana University), Elizabeth B. Policino (St. John’s University), Kimberly A. Randall (Arizona State University), Donna M. Rankin (Temple University), Katherine C. Reynolds (University of Utah), Gloria M. Rodriguez (Stanford University), Christopher F. Roellke (Cornell University), Mark P. Ryall (OISE, University of Toronto), Ellen M. Smith Sloan (University of Connecticut), Linda Carole Tillman (The Ohio State University), Susan Trimble (Florida State University), Cynthia L. Uline (The Pennsylvania State University), Silvia Voorhees (University of Washington), Kathie M. Webb (University of Alberta), Lori S. White (Stanford University) and Paul A. Winter (The Ohio State University).

This year, financial support for the event was provided by UCEA, AERA (Division A), and the generous contributions of participants from the past 14 years. UCEA coordinates the National Graduate Student Research Seminar along with the help of the Planning Committee formed by the three sponsoring institutions. This year’s Planning Committee members were Paul V. Bredeson (University of Wisconsin-Madison), Paula A. Cordeiro (University of Connecticut), William P. Foster (Indiana University), Wayne K. Hoy (Rutgers University), R. J. S. MacPherson (University of Tasmania), Betty Malen (University of Washington), Martha M. McCarthy (Indiana University), Hunter N. Moorman (U.S. Department of Education, OERI), Ulrich C. Reitzeg (University of Wisconsin-Milwaukee) and C. John Tarter (St. John’s University).

For several years, funding for the Seminar has been problematic. Outgoing AERA Vice President McCarthy has worked this year to seek support for the seminar from the AERA general budget for any division wishing to hold such a seminar. Incoming Vice President Joseph Murphy (Vanderbilt University) and UCEA Director Patrick Forsyth have appointed a joint committee, chaired by David L. Clark (U. of North Carolina-Chapel Hill), to seek a permanent solution to the funding difficulties. Inquiries and suggestions about the seminar and its funding should be directed to the UCEA offices at The Pennsylvania State University.
Politics of Education Association Awards Ten in New Orleans

On Thursday, April 7, 1994, the Politics of Education Association, a special interest group of the American Educational Research Association, conferred ten career service awards to PEA members based upon their contributions to the Association, to scholarship on educational politics, and to the translation of academic knowledge for the benefit of educational policy makers.

The convocation was held in conjunction with the 25th anniversary of the Association, which includes more than 350 educators, political scientists, and policymakers in its membership. This was the first time PEA has ever recognized the professional accomplishments of any of its members, and almost 200 attended the awards ceremony at the Aquarium of the Americas in New Orleans.

Those receiving awards were:


- The PEA Founder's Award for contributions to the early development of the Association: Edith K. Mosher, University of Virginia Emeritus, and David L. Colton, University of New Mexico.

- The PEA Distinguished Service Award for exceptional efforts to promote the Association's growth and development: Donald H. Layton, University at Albany, SUNY, Emeritus, and Robert F. Wimpelberg, University of New Orleans.

- The Roald F. Campbell Memorial Award in recognition of individuals who helped bridge the gap between scholarship on the politics of education and the political process: Susan Fuhrman, Rutgers University and Michael W. Kirst, Stanford University.

- The PEA Lifetime Achievement Awards for extraordinary accomplishments to the field of the politics of education over a long and sustained time period: Laurence Iannaccone, University of California-Santa Barbara, and Frederick M. Wirt, University of Illinois.

Both the late Ronald F. Campbell and the late Stephen K. Bailey who are memorialized by the PEA career service awards were members of the Politics of Education Association. Campbell, a former president of the American Educational Research Association, held professorships at Utah, Ohio State and the University of Chicago, and directed the Educational Governance Project, an in-depth examination of state governance of education, in the 1970s. Bailey, a political scientist, was one of the first systematic researchers of educational politics, and his work, Schoolmen in Politics, is a classic in the field. Bailey served as Dean of the Maxwell School at Syracuse University, and was a member of the New York State Board of Regents. He was a professor at the Harvard Graduate School of Education at the time of his death in 1982.

For Further Information contact:
Donald H. Layton
1052 Cortland Street
Albany, New York, 12203-2720
An Interview With President
Paul V. Bredeson

1. How did you become involved with UCEA?
I was familiar with UCEA as a graduate student but because it was the pre-convention days I did not have the opportunity to be actively involved. I then taught for 3 years at Ohio University, but they were not a member of UCEA. However, at the New Professors forum in San Francisco, I attended my first UCEA sponsored activity. In 1986, I actively began involvement in the organization when I was appointed PSR for Penn State.

2. What kinds of goals do you have for UCEA in the coming year?
My primary goal is to continue to help UCEA exert leadership in an era of reform. My concern is that we in the professoriate may be left behind. We need to be highly involved in administrative preparation reform at the college and state level. Also, we need to look at what our definition of professional knowledge is and how it is derived. We also need to reassess our traditional notion of leadership in the field and the implications for increasing membership.

3. What are some of your professional goals and research interests?
Currently I am working on a book with Ann Weaver Hart entitled The Principalship: Passages to Professional Practice. I am also examining how superintendents define curriculum development and instructional leadership and how they construct meaning. I am also interested in looking at the implications for preparing superintendents. Thus far I’ve mapped out the state of Wisconsin. Using interviews and written surveys, I’ve collected 84% of the superintendents’ responses to build the descriptive case. This may possibly lead to the contribution of a text about the superintendent as instructional leader. Recently I gave a partial presentation on this subject at the AERA conference in New Orleans.

4. What are some of the current topics in educational administration that you are concerned about?
One topic of concern is the legitimate knowledge base—what is it, who gets to define it, and in what ways. I think that UCEA has done a good job with it, but it’s only a first cut at a knowledge base. Another concern is the widening gap between professors of educational administration and the practitioners in the field. The nature of scholarship and kinds of problems we address is also a concern in our field. Finally, dealing with policy and policy makers and the fact that policy makers in general don’t seek our counsel as they go after reform.
ADVANCE REGISTRATION FORM
(May be photocopied)

UCEA CONVENTION '94
"Exploring Conceptions of Community in Education"
Co-sponsored with Temple University
October 28-30, 1994
The Doubletree, Philadelphia, Pennsylvania

Registration:
Please enter appropriate selections and total.

Before October 9               After October 9
A. UCEA-member advance registration  $50               $60
B. Non-UCEA member advance registration  $60               $70
C. UCEA student registration            $15               $20
D. Non-UCEA student registration        $20               $25
E. One day registration                 $40               $45
F. Banquet fee
   (includes Mitsifer Lecture)
   Banquet tickets will not be available for purchase on-site.
G. Voluntary contribution to the National Graduate Student Research Seminar (held at AERA) $  

TOTAL PAYMENT ENCLOSED: $  

Your registration fees should be made payable to “UCEA Convention” and returned with your completed advance registration form to:

UCEA CONVENTION
212 Rackley Building
University Park, PA 16802-3200

REQUESTS FOR REFUNDS WILL NOT BE CONSIDERED AFTER OCTOBER 7.

Executive Committee should arrive Wednesday, October 26
Plenary Session Representatives should arrive Thursday, October 27.
Graduate students and pre-session participants should arrive Friday, October 28.
Convention participants should arrive Friday, October 28.
Convention ends on Sunday, October 30.

Housing and Transportation: Participants are responsible for their own transportation and housing arrangements. See hotel reservation on next page. Please note that the first convention session begins 3:00 p.m., Friday, October 28, with an invited address by Ann Lieberman, Columbia University.

Room Sharing: If you would like to be included on a list of those interested in sharing hotel accommodations, please check the box below. To be included, you must register prior to September 30, 1991.  Yes, I would like to be placed on the room-sharing list.  ☐
UCEA will hold its eighth annual convention in Philadelphia, October 28-30, 1994 at the Doubletree Hotel. This year’s theme is “Exploring Conceptions of Community in Education.” The Convention will again include the conversation format along with the traditional paper sessions and symposia to foster interaction. The program co-chairs for Convention ’94 are Nona Prestine (University of Illinois) and James R. Bliss (Rutgers University).

The Convention ’94 Planning Committee will meet in Philadelphia in May to discuss details of the October gathering. Philadelphia is one of America’s most historical cities. The most important historical sites are conveniently located in Independence National Historical Park, which contains a dozen buildings open all year. These buildings include Independence Hall, Liberty Bell Pavilion, Franklin Court, Graff House, Congress Hall, Carpenter Hall, and Christ Church. Other historical sites include the United States Mint, The Betsy Ross House, and The U.S.S. Olympia and The U.S.S. Becuna which are docked at Penn’s Landing.

There are also many sightseeing tours available that range from 2 1/2 hours to a full day. The Philadelphia Museum of Art is the third largest art museum in the country with over 500,000 priceless paintings, sculptures, drawings, and more. The Rodin Museum contains the largest collection of Rodin’s sculpture outside of France. The University Museum of Archeology and Anthropology contains the largest collection of ancient and primitive cultural artifacts in the country. There are Egyptian, Mayan, African and Chinese galleries. The Franklin Institute Science Museum and Futures Center houses interactive hands-on scientific exhibits and is credited as the first museum which succeeds at making science fun. The Academy of Natural Sciences is a museum and research center containing anthropological exhibits and displays of rocks and gems. New Jersey State Aquarium at Camden is the East Coast’s newest, most exciting aquatic attraction, complete with the nation’s second largest ocean tank. There are many interesting museums to visit while in town.

HOTEL RESERVATION REQUEST
Convention ’94
October 28-30, 1993

University Council for Educational Administration

PLEASE REMEMBER - Make your check or money order payable to the Doubletree at Post Oak. Please do not send currency. Reservations will be held until 6:00 p.m. unless guaranteed by one night’s deposit or an accepted credit card number and signature.

Name ________________________________
Affiliation ____________________________________________
Address __________________________________________________
City ___________ State _______ Zip ________
Phone (__________)_________ Signature ________________

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Departure Date ________________________

All requests for reservations must be received by 9/29/94.
Special group rates and accommodations are based on availability.

Sharing Room With __________________________

All rooms are subject to applicable taxes.

Please check preferred accommodations:

☐ Single $99.00  ☐ Double $109.00

Please choose your bed preference (First & Second Choices):

☐ King    ☐ Queen    ☐ Two Double Beds

☐ American Express ☐ Discover ☐ VISA ☐ MasterCard ☐ Dinners Club

Card Number __________ Expiration Date __________

Please enclose first night’s deposit to guarantee your reservation.

Alternatively, the listed credit card will also guarantee your reservation.

In the event that a guaranteed reservation is not cancelled prior to 6:00 p.m. on your arrival date, one night’s room and tax will be deducted from your deposit or billed through your credit card.

Mail Directly to:
Doubletree Hotel Philadelphia
Broad Street at Locust
Philadelphia, Pennsylvania

Check In Time 3:00 p.m.  Check Out Time 12 noon

Phone: 1-215-393-1600
The UCEA Convention '94 will be held on October 28-30 at the Doubletree in Philadelphia, Pennsylvania. The theme for the 8th annual convention is "Exploring Conceptions of Community in Education." Ann Lieberman (Columbia University), Dan C. Lortie (University of Chicago), and Nel Noddings (Stanford University) have accepted invitations to speak. Lieberman will speak at the Convention's opening general assembly on Friday, October 28. Dan Lortie is the Pennsylvania State University Mitstifer lecturer and will be the banquet speaker on Saturday, October 29. Noddings will address the closing general session on Sunday, October 30.

Lieberman is a professor and co-director at the National Center for Restructuring Education, Schools and Teaching (NCREST) and Center for School Reform. She is a Past President of AERA. Some of her areas of interest include sociology of education, sociology of organization, and women and society. She has written several publications which include: The "Work" of Restructuring School (in press), The Changing Context of Teaching (1992), Restructuring Schools: Learning From Ongoing Efforts," and "The Meaning of Scholarly Activity and the Building of Community."

The past three years have featured Herbert A. Simon, James S. Coleman, and Charles E. Lindblom. As the Review went to press, Dan C. Lortie had been confirmed as the fourth Mitstifer lecturer. Lortie, Professor in the Department of Education at the University of Chicago, has authored many articles in the fields of sociology and education. Lortie's book, Schoolteacher, is revered as a classic. Egon Guba wrote of it, in his 1976 review for Educational Administration Quarterly, that "With this volume Dan Lortie established himself as perhaps the premier educational sociologist of today."

Sunday morning, Nel Noddings will give the Convention's closing address. She is the Lee L. Jacks Professor of Child Education and Acting Dean of Education at Stanford University. Her special research interests include feminist ethics, moral education, and mathematical problem solving. She is Past-President of the national Philosophy of Education Society and President of the John Dewey Society. She was a Phi Beta Kappa Visiting Scholar for the year 1989-1990. In addition to seven books -- among them, Caring: A Feminine Approach to Ethics and Moral Education, Women and Evil, and Educating for Intelligent Belief or Unbelief, she is the author of more than one hundred articles and chapters on various topics.
The Study Teams, especially their distin-
(continued from page 1)
sanders all over the world.

At this important juncture in the history of the
Steering Committee on Knowledge and Research, the officers, Executive Committee, and executive director would like to recognize the generous efforts of a great number of people who played key roles in bringing phase one of this project to completion. They did so without compensation and with extraordinary commitment. Steering Committee Chair Wayne K. Hoy spent innumerable hours planning, writing, reviewing, editing, and shepherding the project to meet highly unrealistic timelines. The Study Teams, especially their distinguished chairs (Kofi Lomotey, Brian Rowan, David L. Clark, Robert O. Slater, William L. Boyd, Martha M. McCarthy, and James G. Cibulka), gave more to this project than can be imagined. In addition to their chairs, study team members included (alphabetically): Terry A. Astuto, Lee Bolman, Barry L. Bull, Nelda H. Cambron-McCabe, Bruce S. Cooper, Gary M. Crow, William P. Foster, Alan K. Gaynor, Henry Giroux, Ellen Goldring, James W. Guthrie, Ann Weaver Hart, Betty Malen, Catherine Marshall, Evangeline M. MacJameron, Mary McCaslin, Douglas E. Mitchell, Theresa Perry, Penelope Peterson, Richard A. Quantz, Richard A. Rossmiller, Gail P. Sorenson, Robert J. Starratt, and Paul W. Thurston. The profession is in their debt.

Not least of all, the Consortium thanks the many individuals who contributed by submitting syllabuses, nominations of classics, commentary, and critiques of the various draft documents. A special word of thanks to Jim Bittker of McGraw-Hill who recognized in this project the potential benefits of a new technology and won the approval and financial support of his colleagues to see it through. Finally, the UCEA staff is to be commended for devoting its energies to this project, even when it was frustrating and seemingly hopeless.

UCEA, in collaboration with McGraw-Hill, proudly presents these materials for use and comment. What we hope to have placed before you is a vital, self-critical, and contemporary look at what we think we know as an applied field. All users are welcome to help improve the project by expressing their views.

Now that Educational Administration: The UCEA Document Base is available for use, and within the next six months, the Executive Committee will appoint an editorial board to institutionalize regular insertions into the Primis system. Like all UCEA boards, terms of service on these boards are for three years and renewable for one term. Applications and nominations for service on the board will be accepted until the time of appointment by the Executive Committee.

UCEA Sponsors Its 5th Annual Graduate Student Symposium

The 5th annual Graduate Student Symposium will be held in conjunction with the UCEA Convention at the Doubletree Hotel in Philadelphia. The usual four-hour session will be divided into two two-hour sessions, one on Friday, October 28 and one on Sunday, October 30. According to this year's chairperson, Jackie Stefkovich, the two sessions are entitled "Turning research into Writing: Publishing to a Multitude of Conceptions on Community" with J. John Harris (U. of Kentucky), Charles Russo (U. of Kentucky), Patricia Ehrensal (Temple University), Gloria Guha (Lampeter-Strasburg High School), and Laurence Parker (Temple University); and "The Experiences of Non-traditional Doctoral Students in Educational Administration Programs: Crossroads in Race, Gender, and Social Class" with Joan Shapiro (Temple University), Pam DeJarnette (Chester -Upland Schools), Margaret Briggs-Kenney (Dunbar Elementary), and Rochelle Robinson (Kulp Elementary).

Each UCEA institution is invited to nominate one or two outstanding students to participate in the symposium (see nomination form below). UCEA institutions, particularly those proximate to Philadelphia, may wish to nominate more than two students. However, since space is limited, two students must be designated for reserved slots. Conference registration fees will be waived for participants in 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 your graduate students.

Graduate Student Symposium,
UCEA Convention 1994
Philadelphia, Pennsylvania
October 28-30, 1994

NOMINATION FORM
(Please Print or Type)

Nominee

Address

City State Zip

Nominator

University

Statement of Nomination. In a separate cover letter, please explain why this student was selected, with special reference to academic performance, professional interest, and prospects for an outstanding career in educational administration. If more than two students are nominated, please designate the two for whom you wish to reserve space.

Signature of Department Chair:

Return this form to: UCEA
212 Rackley Building
University Park, PA
16802-3200
PreferTomorrow's School Leaders: Alternative Designs
Editor: Joseph Murphy, Vanderbilt University

"The design of the volume is simple. Following the introductory material—the Preface by Patrick Forsyth, the Foreword by Martha McCarthy, and an Introduction (Joseph Murphy)—Chapter 1 sets the stage for the case studies that follow. Chapters 2 through 10 provide stories of nine institutions engaged in the difficult business of reframing their preparation programs. A concluding chapter discusses implications from these cases for more widespread reform in institutions preparing school leaders."

1. Ferment in School Administration: Rounds 1-3, Joseph Murphy
2. Innovative Approaches to Clinical Internships: The University of New Mexico Experience, Mike M. Milstein/Jo Ann Krueger
3. The Prospective Principals' Program at Stanford, Edwin M. Bridges
4. Challenging the Wisdom of Conventional Principal Preparation Programs and Getting Away With It (So Far), Kenneth A. Sirotkin/Kathy Mueller
5. Structured Improvisation: The University of Utah's Ed.D. Program in Educational Administration, Rodney T. Ogawa/Diana G. Pounder
6. Time is NOT of the Essence When Planning for a Quality Education Program: East Tennessee State University, Donn W. Gresso/Charles W. Burkett/Penny L. Smith
7. Restructuring Leadership Development in Colorado, John C. Daresh/Bruce G. Barnett
8. Leadership for Democratic Authority, Nelda H. Cambron-McCabe
10. Preparing Tomorrow's School Leaders: The Hofstra University Experience, Charol Shakeshaft
11. Alternative Designs: New Directions, Joseph Murphy

The cost for the volume is $18.95, including lowest cost shipping. For special shipping, add a $2.00 handling fee. Send check to UCEA at 212 Rackley Building, University Park, PA 16802-3200.

RECENT PUBLICATIONS

Building Coalitions to Restructuring Schools, by David Peterson-del Mar. Available from the Oregon School Study Council, 1787 Agate Street, Eugene, OR 97403. $7.00/copy plus $3.00 shipping and handling.

Risk Management: How School Districts Can Identify Risks, Reduce Losses, and Conserve Funds, by Joan Gaustad. Available from the Oregon School Study Council, 1787 Agate Street, Eugene, OR 97403. $7.00/copy plus $3.00 shipping and handling.

Shared Decision-Making, by Lynn Balster Liontos. Available from the Oregon School Study Council, 1787 Agate Street, Eugene, OR 97403. $7.00/copy plus $3.00 shipping and handling.

Systemic Education Reform, by James P. Thompson. Available from the Oregon School Study Council, 1787 Agate Street, Eugene, OR, 97403. $7.00/copy plus $3.00 shipping and handling.

Transformational Leadership: Profile of a High School Principal, by Lynn Balster Liontos. Available from the Oregon School Study Council 1787 Agate Street, Eugene, OR 97403. $7.00/copy plus $3.00 shipping and handling.

Fulbright Scholar Program

International Education Seminar for Administrators

Up to twenty-five awards are available for administrators of international services, academic affairs, students affairs, and admissions to universities. Introduces participants to a variety of academic and governmental institutions, and focuses on current issues in German higher education and international academic exchange.

The program lasts approximately four weeks during April/May 1995. It will begin in Bonn, and continue with visits to universities and cities throughout Germany including Berlin and other points in the new Eastern states.

Eligibility

Applicants must be U.S. citizens holding a full-time administrative appointment at an accredited community college, college, or university or at a non-profit association administering post-secondary educational exchanges. Preference for applicants with three or more years of experience and supervisory responsibility, who have not visited Germany in the past five years.

Terms of Award

Grant benefits include round-trip air travel, travel within Germany, meals, lodging, and incidental expenses. It is not possible to accommodate spouses or dependents during the seminar. Return air travel may be arranged to allow for independent travel in Europe after the seminar. Participants will be asked to submit a brief report and evaluation.

Deadline

November 1, 1994. To obtain application forms and instructions, telephone (202) 895-5390 or write to: Council for International Exchange of Scholars, 3007 Tilden Street, NW, Suite 5M, Washington, DC 20008-3009, Attn: GIEA.
### PUBLICATIONS AVAILABLE FROM UCEA PROGRAM CENTERS

The program and research activities of UCEA’s program centers often result in publications that are available at little or no cost. The following listing represents recent publications that may be obtained by contacting the program center directors or requesting them through the specified source.

Richard Schmuck, director of the UCEA Center on Organizational Development, has published a 15 page document, "Organizational Development and Consultancy in Education," available for $2.00. The work was prepared for the 2nd edition of The International Encyclopedia of Education. It may be obtained by contacting: Richard Schmuck, College of Education, University of Oregon, Eugene, OR 97403. Schmuck also has announced the availability of the publication, The Handbook of Organizational Development in Schools and Colleges, by Schmuck and Runkel, in April, 1994. This publication may be ordered through the Waveland Press, P.O. Box 400, Prospect Heights, Illinois, 60070.

David Thompson, Kansas State University, and R. Craig Wood, University of Florida, head the UCEA Center for Education Finance. The Center’s directors have been involved in over a dozen states representing thousands of school district, millions of students, and defendant states. The following publications represent the cutting edge of fiscal data analysis in the modern litigation context.

<table>
<thead>
<tr>
<th>Authors</th>
<th>Title</th>
<th>Location</th>
<th>Year</th>
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To request the publications listed above, contact David Thompson, 314 Bluemont Hall, Kansas State University, Manhattan, KS 66506. These materials are available for the cost of duplication and mailing.

The publication, The Effect of Assessment Upon Developmental Activities (1993) is product of the Center on Assessment Center Methodology. This center is directed by Fred Wendel. The above mentioned publication is available through Eugene, Oregon, ERIC Clearinghouse on Educational Management (ERIC Document Reproduction Service No. ED 384).

Walter Gmelch, director of the UCEA Center for the Study of Department Chair, along with V. D. Miskin, has published, Leadership Skills for Department Chairs. The work is available through Anker Publishing Company, P.O. Box 249, Bolta, MA 01740, at the cost of $30.95. The book partially results from two center studies of over 1600 department chairs in research and doctoral institutions of higher education.

A newsletter also is published periodically by the UCEA Center for Educational Public Relations directed by Philip West, Texas A & M University. The Winter, 1993, newsletter included an impressive annotated bibliography of research articles in the area of public relations.

A recent publication of the UCEA Center on Preparation Programs was included in UCEA’s monograph, Reforming Administrator Preparation Programs. This program center research article, “Student Recruitment and Selection Practices in Educational Administration Programs,” was authored by M. Scott Norton. The article reports findings regarding practices in operation relative to student recruitment and selection and the strategies being implemented to attract minorities, women and other talented populations to preparation programs in educational administration.

David Clark, formerly co-director of the UCEA Center for Research and Policy Studies, has indicated that this Center is no longer in operation. However, a report, Challenges to Dominant Assumptions Controlling Educational Reform, was published by the Center in July, 1993.

The UCEA Executive Committee recently approved the establishment of a ninth program center, Center for International Development in Education. Its director is William Ammentorp, University of Minnesota. The Center is a cooperative effort of several departments in the College of Education. One of the major objectives of the Center is to establish an international information network for the purpose of sharing information and knowledge, promoting experimental programs, encouraging research and maintaining liaison with varied clientele. The Center is pursuing this objective on Internet using a Gopher file server. Those persons interested in the Center’s work can contact: Bill Ammentorp, Department of Educational Policy and Administration, College of Education, 275 Peik Hall, 159 Pillsbury Drive S.E., Minneapolis, MN 55455-0208.
## SCHEDULE OF COMING EVENTS

<table>
<thead>
<tr>
<th>May</th>
<th>5-8</th>
<th>NCREST/UCEA Conference on ULC of PDS for Leader Preparation (New York: Teachers College)</th>
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<tbody>
<tr>
<td></td>
<td>13-15</td>
<td>UCEA Executive Committee (Philadelphia: Doubletree Hotel)</td>
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<td></td>
<td>15-21</td>
<td>International Intervisitation Program (Toronto: OISE)</td>
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<tr>
<td></td>
<td>22-27</td>
<td>International Intervisitation Program (Buffalo, NY: SUNY Buffalo)</td>
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<tr>
<td>October</td>
<td>26-27</td>
<td>UCEA Executive Committee (Philadelphia: Doubletree Hotel)</td>
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<td>27-28</td>
<td>UCEA Plenum (Philadelphia: Doubletree Hotel)</td>
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<td></td>
<td>28, 30</td>
<td>Graduate Student Symposium (Philadelphia: Doubletree Hotel)</td>
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<td></td>
<td>28-30</td>
<td>UCEA Convention '94 (Philadelphia: Doubletree Hotel)</td>
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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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