uc ea Review

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

Convention '96

Louisville, Kentucky
October 25-27, 1996

Hotel Reservation—see page 4
Advance Registration—see page 8

SCHNEIDER NAMED *EAQ* EDITOR

Effective January 1, 1996, Gail T. Schneider became the eleventh editor of Educational Administration Quarterly, moving up from senior associate editor, a post she has held since 1992. She says her major goal for *EAQ* is continuing to publish manuscripts that advance the understanding of the field of educational administration and represent the best we have to offer in research and scholarship.

Schneider is professor of education at the University of Wisconsin-Milwaukee, having just completed three years as interim dean of the School of Education. She is currently Division A vice president for the American Education Research Association. In 1980, Schneider was awarded a Ph.D. from the University of Wisconsin-Madison, where she studied with the distinguished scholar James M. Lipham. While at Madison, she also worked as a project specialist in the Wisconsin Research and Development Center for Individualized Schooling. Her own research is focused on such teacher related issues as job satisfaction, involvement, decision making, school based leadership, merit pay and professional development schools. Schneider was also UCEA president in 1990-91.

Schneider's name is the newest on a long list of distinguished scholars to serve as *EAQ* editor: Roald F. Campbell, Van Miller, F. Don Carver, Daniel E. Griffiths, Glen L. Immegart, Jerome P. Lysaught, Cecil G. Miskel, Steven T. Bossert, Ann Weaver Hart, and, most recently, James G. Cibulka (1992-1996).

Current senior associate editors at the University of Wisconsin-Milwaukee are William J. Kritek, Ulrich C. Reitzug, and Jean A. Madsen. Kritek is associate professor specializing in community relations, the principalship, and supervision of instruction. Reitzug is associate professor specializing in organizational theory, the principalship, and leadership in education. Madsen is assistant professor specializing in minority recruitment, school privatization, and politics of state agencies. Senior associate editors monitor the progress of manuscripts, meeting with the editor weekly.

Currently in its 32nd volume, *EAQ* is owned by the University Council for Educational Administration and published in cooperation with the University of Wisconsin-Milwaukee by Corwin Press. Submissions to the journal are welcome and should be sent in triplicate to *EAQ*, Gail T. Schneider, Enderis Hall, P.O. Box 413, University of Wisconsin-Milwaukee, Milwaukee, WI, 53201. *EAQ* submission guidelines and editorial policy statement are printed in the front of each issue or can be obtained by calling (805) 499-0721.

BRIDGING AND BUFFERING RELATIONS BETWEEN PARENTS AND SCHOOLS

Rodney T. Ogawa
University of California, Riverside

Background

In the search for factors that affect the academic performance of students, educational research has provided few clearcut answers. One, however, that echoes across a considerable body of research is "the family." Families, most notably parents, exert a crucial influence on important student outcomes, including grades and standardized achievement test scores. Consequently, parents, policy makers and educators have moved to adopt and implement programs aimed at bolstering the involvement of parents in schools, while researchers continue to study the relationship between parent involvement and student achievement.

Research on family-school relations clearly has made important advances. Researchers, however, typically have adopted a rather narrow view. They tend to approach parent involvement as if it were an unmixed blessing: more always being better. This assumption is apparent in the issues on which researchers have concentrated. For example, Epstein (1995), in her recent synthesis of the literature on parent involvement, identifies the six types of parental involvement, the practices that schools presently employ to encourage each type of involvement, the challenges posed by each type of involvement and then redefines each type with an eye to broadening the scope of parental involvement. Her focus is clearly on enhancing and even expanding parental involvement in schools.

It is surprising that this assumption—that more parental involvement of all types is always better—has gone largely unchallenged. After all, this is true of few things in life. Even excessive amounts of oxygen or water can be toxic. Moreover, anyone who has spent much time in schools knows that not all teachers, administrators or staff members share this view.

To address this limitation we adopt a theoretical perspective drawn from organizations theory. This perspective, which is familiar to students of educational administration, suggests that effective organizations create both bridges and buffers between their core technologies and external environments. If teaching and learning are assumed to constitute the core technology of schools and if parents of students are assumed to be crucial and immediate elements of the external environments of schools, then schools would be expected to seek to enhance their effectiveness by building bridges to parents under some conditions and buffers against them in others. Adopting this theoretical orientation provides the additional advantage of focusing on the organizational characteristics of schools: a dimension that is largely ignored by research on family-school relations (Corwin & Wagenaar, 1976).

Why and how organizations bridge and buffer

Recently, scholars in the field of educational administration have encouraged the adoption of perspectives that emphasize the symbolic or interpretive dimension of organizations (Deal & Peterson, 1990; Sergiovanni, 1994). In embracing perspectives that highlight culture, community and institution, many scholars have ignored and even criticized perspectives that emphasize organizations' technical cores as the bases for developing structure. However, pronouncements of the technical perspective's demise may be premature, because it continues to shed conceptual light on important educational issues.

Briefly, the technical perspective contends that organizations develop formal structures to enhance the effectiveness and efficiency of their core technologies, especially where technologies are relatively routinized. This includes developing structures to manage organizations' relations with the technical dimension of their external environment (Aldrich, 1979; Thompson, 1967). Organizations manage their relations with the technical environment in two basic ways: 1) they bridge between their core technologies and the environment and 2) they buffer their core technologies from the environment.

Organizations bridge when they depend on their environments for resources to fuel their core technologies (Scott, 1992; Thompson, 1967). The following conditions affect the level of organizations' dependencies: degree of scarcity of resources, degree of the concentration of resources, and the degree to which sources of inputs are coordinated. Organizations employ several bridging strategies, including bargaining, contracting and cooptation.

Organizations buffer to protect their core technologies from uncertainty that the environment can introduce (Thompson, 1967). Uncertainty can undermine the effectiveness and efficiency of organizations' technologies. Environmental uncertainty can result from several conditions (Scott, 1992), including heterogeneity and

instability. To manage uncertainty organizations develop many buffering strategies, including simply blocking or limiting access and coding. Coding involves the classification of inputs prior to their introduction to the technical core.

Evidence regarding bridging and buffering in schools

So, is there evidence that this framework applies to schools? Do schools face the environmental conditions that lead organizations to build bridges and buffers? If so, do schools employ bridging and buffering strategies? The answer these questions is a tentative "yes." Research indicates that the conditions of interdependence and uncertainty exist in schools' environments and that schools employ both bridging and buffering strategies in response. However, the evidence is indirect because researchers have not explicitly focused on bridging and buffering in school organizations.

The Technical Core

Previous studies, while not guided by the theoretical framework adopted here, have produced findings that are consistent with many of the framework's elements. Since Cohen, March and Olsen (1972) coined the concept of "organized anarchy," it has become almost axiomatic among scholars of educational administration that school organizations do not have clear technologies.

However, research now suggests that school organizations do possess a core technology. For example, Rowan, Raudenbush and Cheong (1993) report that some teachers perceive their work to be fairly routinized. Thus, schools, like other organizations, can be expected to employ bridges and buffers to manage relations between their core technologies and external environments.

Bridging

The findings of research on parental involvement in schools reflect the use of bridging strategies by school organizations to manage relations with parents. It is clear that schools confront conditions that give rise to the use of bridging. Schools are dependent on parents to provide resources that affect the academic performance of students. For example, research indicates that parent involvement in school activities is a significant predictor of the grades that students receive in school; other research demonstrates that parents' involvement in education-related activities at home is a significant predictor of students' performance on standardized achievement tests (Schneider & Coleman, 1993).

Given this dependency, we would expect to find that schools regularly construct bridges to parents. In fact, research documents the use of several types of bridging strategies by educators (Becker & Epstein, 1982; Epstein, 1990; Epstein, 1995). In some cases, these strategies take the form of organized programs in districts and schools that seek to enhance communications between schools and families, involve parents on school-based management councils, provide parent effectiveness workshops and dispense health and social services. While, in many other instances, individual teachers employ bridging strategies to encourage parents to read to their children, discuss school with their children, monitor their children's completion of homework assignments, engage in education-related activities such as visiting the local library and the like.

Buffering

Research on school-family relations does not directly address whether or how schools buffer their core technology from uncertainties that parents might introduce. However, research on a variety of other educational topics is a bit more instructive. Research suggests that families are, indeed, a source of uncertainty in school organizations' environments. The uncertainty takes two general forms. First, there is the uncertainty that can be introduced when parents directly interfere with the professional discretion of teachers and principals. Studies suggest that well educated, middle-class parents are sometimes perceived by educational professionals as intruding into their domain by insisting on or questioning particular practices or programs (Chavkin & Williams, 1987; Davies, 1987; Epstein & Becker, 1982). Second, families can present schools with uncertainties in the form of both heterogeneity and instability. For example, research documents the increasing ethnic and linguistic diversity of families served by schools in many sections of the United States (Coleman, 1987). Other studies record the high mobility rates of families served by many of the nation's schools and the changing composition of families (Hoffer, 1990). Faced with increasing uncertainty, schools would be expected to buffer their core technology.

Although research has not focused on the use of buffering strategies, some evidence exists. For example, research consistently demonstrates that teachers expect principals to shield them from undue parental influence and that principals do perform this function. We are all familiar with the sign placed on the front of every public school that directs all visitors, including parents, to check-in at the principal's office. Moreover, a large body of research documents the use of grouping strategies by schools and

RECENT PUBLICATIONS

Every School A Community: The Academic Value of Strong Social Bonds Among Staff and Students, by Stephen Stolp. Available from the Oregon School Study Council, 1787 Agate Street, Eugene, OR 97403. $7.00/copy plus $4.00 shipping and handling.

Priority on Learning: How School Districts are Concentrating on their Scarce Rsouces on Academics, by Lori Jo Oswald. Available from the Oregon School Study Council, 1787 Agate Street, Eugene, OR 97403. $7.00/copy plus $4.00 shipping and handling.

School-Based Management: Rationale and Implementation Guidelines, by Lori Jo Oswald. Available from the Oregon School Study Council, 1787 Agate Street, Eugene, OR 97403. $7.00/copy plus $4.00 shipping and handling.

Violence in Schools: How to Build a Prevention Program from the Ground Up, by Dean Walker. Available from the Oregon School Study Council, 1787 Agate Street, Eugene, OR 97403. $8.00/copy plus $4.00 shipping and handling.

Plans Underway for Convention '96

UCEA will hold its 10th annual convention in Louisville, October 25-27, 1996, at the city's historic Galt House. This year's theme, *Reinventing Education: Retrospect and Prospect,* provides the opportunity to examine emerging issues in educational practice and policy in the light of what we have learned from the recent experiences with educational reform. The convention will include traditional paper sessions, debates and conversations, as well as two new formats, poster sessions and "Voices from the Field." Program co-chairs for this year's get together are **Bruce G. Barnett** (U. of Northern Colorado) and **Mary E. Driscoll** (New York U.).

The convention Planning Committee met at the Galt House in December to discuss Convention '96 details. The facility offers 1300 rooms, with over 600 suites, and 180,000 square feet of meeting space. Conveniently located on the Ohio River, and less than 15 minutes from the airport, it is a short walk or quick trolley ride to many attractions.

Louisville's selection of rich cultural attractions are unlike those found anywhere else in the world. Tourist favorites such as Louisville Science Center, the Louisville Slugger plant, Kentucky Center for the Arts, and the Actor's Theatre of Louisville line the streets. Providing a glimpse of life on the river during Mark Twain's time as well as a spectacular view of the Louisville skyline, is the *Belle of Louisville*, the oldest operating Mississippi-style sternwheeler in existence today. The Falls of the Ohio Interpretive Center, and the 220 acres of naturally exposed fossil beds it overlooks, offer a rare look back at life more than 400 million years ago. The Cathedral of the Assumption, the third oldest Cathedral in the United States, features one of America's few remaining hand-painted stained glass windows. The Kentucky Derby and Churchill Downs contains the largest equine museum in the world. And with more than 2,500 restaurants ranging from fine to funky, it's no wonder that it's been said that, per capita, more Louisvillians eat out than any other city in the world.

UCEA CONVENTION '96
October 25-27 • Louisville, Kentucky

Hotel Reservation Request

**All reservations must be received by September 23, 1996.
Mail this form directly to the Galt House Hotel,
4th Avenue at the River, Louisville, KY 40202**

All accommodations are for the Galt House in historic Louisville. You MUST enclose the first night's deposit ($98) to guarantee your reservation; this deposit is refundable providing cancellation is received 48 hours prior to arrival. CHECKS MUST BE MADE PAYABLE TO: Galt House Hotel. Fill in the space below if you prefer to use a credit card. All room charges are subject to applicable taxes. Check-in time at the Galt House is 3:00 p.m. and check-out is 1:00 p.m. Any other questions should be directed to the Galt House Hotel (502-589-5200).

Name_____

Affiliation _____

Address_____

City _____ State_____ Zip _____

Telephone ( )_____

Arrival Date _____
                month   day   time

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                month   day   time

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DO NOT MAIL FORM TO UCEA

1996 William J. Davis
Award Winners

From left:
Diana G. Pounder,
Rodney T. Ogawa,
and E. Ann Adams.

Diana G. Pounder, **Rodney T. Ogawa**, and **E. Ann Adams** have been awarded the 17th annual *William J. Davis Memorial Award* for their article "Leadership as an Organization-Wide Phenomenon: It's Impact on School Performance," published in *Educational Administration Quarterly,* Vol. 31 (Nov. 1995). Using path analysis, the researchers examined the relationship between the leadership exerted by principals, teachers, secretaries, and parents; four functions of effective organizations; and measures of school effectiveness.

Pounder and her colleagues found that the total amount of leadership in schools was associated with two organizational functions. Their work also showed that principals' leadership and teachers' leadership were positively related to organizational latency. Finally, they found that the leadership of parents was positively associated with student achievement.

Pounder is professor and associate chair at the University of Utah's Department of Educational Administration, where she also serves as director of graduate studies. Her area of teaching and research specialization is human resource administration in education. Pounder's recent publications include "Recruitment and Selection of Educational Administrators: Priorities for Today's Schools," (*International Handbook for Educational Leadership and Administration,* 1996), and "Teacher Teams: Promoting Teacher Involvement and Leadership in Secondary Schools,"

(*The High School Journal,* 1997).

Ogawa is professor of education and associate director of the California Educational Research Cooperative at the University of California-Riverside. His research centers on theories of organizational leadership to the study of schools. Recent publications include "The Case of School-Based Management," (*American Educational Research Journal,* 1995) and "Leadership as an Organizational Quality," (*Educational Administration Quarterly,* 1995).

Currently Adams is both liaison between the University of Utah's Educational Studies Department and Salt Lake City's Granite School District, and adjunct professor at the University of Utah. Previous publications include an article she coauthored with Ogawa, "The Role of Professors in Shaping the Institutional Bases of an Educational Reform: The Case of School-Based Management," (*The Changing Professionals in Administration*, UCEA monograph series,1993).

Presented this year at April's AERA Division A business meeting in New York, the Davis Award is given annually to the author(s) of the most outstanding article published in the *Educational Administration Quarterly* (EAQ) during the preceding volume year. Article selection is made by a three-member panel chosen from EAQ editorial board members who have not published in the volume being reviewed.

Past recipients of the Davis award include **Donald J. Willower** (Penn State),

Cecil G. Miskel (U. of Michigan), **Robert A. Cooke** (Institute for Social Research), **Denise M. Rousseau** (U. of Michigan), **David L. Clark** (U. of North Carolina), **Linda S. Lotto** (deceased), **Terry A. Astuto** (New York U.), **Tim L. Mazzon**i (U. of Minnesota), **Betty Malen** (U. of Maryland), **David P. Crandall** (NETWORK), **Jeffrey W. Eiseman** (U. of Massachusetts), **Karen Seashore Louis** (U. of Minnesota), **James G. Cibulka** (U. of Maryland), **Joseph J. Blase** (U. of Georgia), **Kenneth A. Leithwood** (OISE), **Mary Stagen** (U. of Toronto), **Ronald H. Heck** (U. of Hawaii), **George A. Marcoulides** (California State U.-Fullerton), **Terry J. Larsen** (Alhambra School District), **Robert J. Starratt** (Fordham U.), **Jennifer Elser Reeves** (U. of Central Florida, and **Ulrich C. Reitzug** (U. of Wisconsin-Milwaukee) **Brian Rowan** (U. of Michigan), **Stephen W. Raudenbush** (Michigan State U.), **Yuk Fai Cheong** (Michigan State U.), **Mark A. Smylie** (U, of Illinois-Chicago), **Robert L. Crowson, Jr.** (Peabody College, Vanderbilt U.), **Victoria Chou** (U. of Illinois-Chicago), and **Rebekah Levin** (U. of Illinois-Chicago).

The Davis award was established with contributions in honor of the late **William J. Davis**, former associate director of UCEA and assistant professor at the University of Wisconsin-Madison. Contributions to the award fund are welcome, and should be sent to UCEA, 212 Rackley Building, University Park, PA 16802-3200.

An Interview with UCEA President Paula M. Short

Paula Short is professor and chair of the Department of Educational Leadership and Policy Analysis, and the director of graduate studies at the University of Missouri-Columbia. Previously she was associate professor of educational administration at The Pennsylvania State University.

How did you become involved with UCEA?

When I joined the faculty at Auburn University in 1988, I learned that Auburn had dropped its membership in UCEA. Truman Pierce, former dean of Auburn's College of Education, had served as UCEA president from 1960-1962, and Auburn had enjoyed a long tradition in UCEA. I began a drive to gain membership and, with the hard work of the faculty, Auburn was readmitted to UCEA. I served as PSR for Auburn and attended my first UCEA convention in Scottsdale, Arizona. At Penn State, I again served as PSR and as faculty associate (formally called associate director) from 1992-1995.

Discuss your current goals for UCEA.

My tasks as current UCEA president are (1) to ensure the smooth transition of UCEA to Missouri; (2) to complete the strategic planning process by identifying goals and activities for the work of UCEA for the next five years; and (3) to provide leadership for the implementation of a ctivities associated with newly identified UCEA goals and increase faculty involvement in this significant work. UCEA is entering a new era with the move to the University of Missouri-Columbia and the formation of a true partnership with its new host. This partnership symbolizes my platform for UCEA: *Partnerships for Research, Learning, and Leading.* The UCEA-MU partnership will ensure support and resources to UCEA from the University of Missouri-Columbia and the smooth transition to a new location. This commitment of support for the work of UCEA is necessary for the new initiatives evolving from the strategic planning process now being completed. With the involvement of the UCEA Plenum, five goals have been identified:

1. Collaboratively identify and address vexing problems (problems of purpose, of practice, and technical problems) and a national research agenda related to those problems.
2. Provide professional development opportunities for all professors of educational administration.
3. Facilitate communication and outreach among universities, professors, and organizations.
4. Develop and disseminate best teaching practices and materials.
5. Influence educational policy making at the national, state, and local levels.

The successful implementation of activities under our goals will require partnerships with UCEA faculty in member institutions. Goals adopted for the work of UCEA over the next five years include a major collaborative effort to identify "vexing" problems of purpose, problems of practice, and technical problems. From this effort, UCEA will develop a national research agenda providing opportunities for inquiry and partnerships to solve tough problems. More than 60 faculty in 30 UCEA institutions already have volunteered to work on this very important activity. We will come to the convention with this work well underway. The formation of regional UCEA networks and cooperative seminars with other professional organizations will provide exciting opportunities for collaboration. Focusing on best teaching practices and use of technology is another worthy UCEA activity already underway.

What are some of your professional goals and research interests?

A major professional goal focuses on my new position. As department chair of Educational Leadership and Policy Analysis at MU, I have, in collaboration with the faculty, initiated fairly ambitious program redesign efforts that are exciting and challenging. One of my goals is to provide the departmental leadership necessary to implement those changes. The faculty at MU have committed enormous time and energy in the redesign of all programs (educational administration, higher and adult education, and policy studies). This redesign includes an Executive Ed.D. which will be delivered in collaboration with the regional universities in Missouri. In addition, we are establishing the Center for Educational Policy Analysis. My hope is that our work here at MU will be useful to programs nationwide who are looking to provide cutting edge leader preparation and development. Our collaborative with the regional universities also may become a model for statewide partnerships in leader preparation.

I continue my long-term research on empowerment. Much of my interest in empowerment comes from the community psychology and action anthropology literature. My forthcoming book, *Leadership in Empowered Schools: Themes from Innovative Efforts,* co-authored with **John T. Greer** (Georgia State U.), reports the results of our research conducted in 26 schools working to increase participant empowerment. Published by Prentice Hall, the book is due out this June. I am busy with a number of research projects looking at principal leadership, organizational change, and other variables in relation to empowerment. I also am looking at contextual variables and student outcomes. My overarching goal is to understand better how participant empowerment affects school effectiveness. Since the research base on empowerment is so new, it will take some time to accomplish the inquiry needed in this area.

Astuto, Gordon, Berliner— Invited Speakers for Convention '96

Terry A. Astuto
and David C. Berliner

Terry A. Astuto (New York U.), **Edmund W. Gordon** (City U. of New York), and **David C. Berliner** (Arizona State U.) have accepted invitations to speak at UCEA Convention '96, to be held October 25-27 at the Galt House Hotel in Louisville, Kentucky. Astuto will speak at the Convention's opening general assembly on Friday, October 25. Gordon is The Pennsylvania State University Mitstifer lecturer and will be Saturday's banquet speaker. Berliner will address the closing general session on Sunday, October 27.

Astuto is professor in Educational Administration program at New York University. Her recent publications include "Activators and Impediments to Learner Centered Schools" (with D. L. Clark), *Roots of Reform: Challenging the Assumptions that Control Change in Education*, "Redirecting Reform: Challenges to Popular Assumptions about Teachers and Students" (with D. L. Clark), and *Educational Administration: The UCEA Document Base* (with W. Hoy and P. B. Forsyth).

The sixth Penn State Mitstifer lecture will again be given following the banquet on Saturday evening. The past five years have featured Herbert A. Simon, the late James S. Coleman, Charles E. Lindblom, Dan C. Lortie, and Karl E. Weick. The Convention '96 address will be given by Edmund W. Gordon, who is the John M. Musser Professor of Psychology, Emeritus, Yale University; the Distinguished Professor of Educational Psychology at City University of New York; and director of the Institute for Research in the African Diaspora in the Americas and the Caribbean (IRADAC). Gordon has authored numerous articles and books, including *Educational Resilience: Challenges and Prospect* (ed. with Margaret Y. Wang, 1994), *Where is Home? Living Through Foster Care* (with E. P. Jones, 1990). Recent articles include "Putting them in Their Place: A Review of *The Bell Curve*" (1995), "Commentary: Renewing Familial and Democratic Commitments" in *School Community Connections: Exploring Issues for Research and Practice* (1995), and "Culture and the Sciences of Pedagogy" (1995).

Berliner will give the closing address on Sunday morning. He is the Regents Professor of Educational Leadership and Policy Studies and of Psychology in Education at Arizona State University, as well as past president of both AERA and the Division of Educational Psychology of the American Psychological Association. He is also a fellow of the Center for Advanced Sudy in the Behavioral Sciences. Berliner co-authored *Educational Psychology* (with N. L. Gage, 5th edition, 1992); *The Manufactured Crisis* (with B. J. Biddle, 1995), and was co-editor of the *Handbook of Educational Psychology* (with R. C. Calfee).

UCEA CONVENTION '96

Reinventing Education: Retrospect and Prospect
October 25-27 • Louisville, Kentucky

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REGISTRATION

	before October 9	after October 9
UCEA Member University		
• Faculty Registration	$55	$65
• Graduate Student Registration	$20	$25
Non-UCEA Member University		
• Faculty Registration	$70	$80
• Graduate Student Registration	$20	$25
• One-day Registration	$40	$45

.... $ _____
Registration Total

PLEASE FILL IN APPROPRIATE SELECTIONS

OTHER

_____ # of Banquet Tickets needed @ $30
(NOTE: Banquet Tickets may not be available on site.)

.... $ _____
Banquet Tickets Total

Voluntary contribution to National Graduate Research Seminar (held at AERA)

.... $ _____
Contribution Total

CHECKS SHOULD BE MADE PAYABLE TO "UCEA CONVENTION" .... $ _____
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Return check and completed registration form to: UCEA Convention '96, 212 Rackley Building, University Park, PA 16802-3200. Refund requests will not be considered after October 7, 1996.

The first convention session begins at 3:00 p.m., Friday, October 25, with an invited address by Terry A. Astuto of New York University. The convention ends on Sunday, October 27.

ARRIVAL TIMES

Executive Committee by noon, Wednesday, October 23
Plenum Representatives by noon, Thursday, October 24
Graduate Students by 11 a.m., Friday, October 25
Pre-session Participants by 11 a.m., Friday, October 25
Convention Participants by 1 p.m., Friday, October 25

HOUSING & TRANSPORTATION

Participants are responsible for own transportation/housing.

_____Check here if you would like your name on a list of individuals interested in sharing hotel accommodations. You must register prior to September 30, 1996, to be included.

see page 4 for hotel reservation request

17th Annual Graduate Student Research Seminar Held in New York City

On April 12-13, 40 top graduate students gathered in New York to attend the 17th Annual National Graduate Student Research Seminar in Educational Administration (NGSRSEA). Seminar participants are chosen from a pool of candidates nominated by universities offering advanced degrees in educational administration. Selection is based on the quality and relevance of the students' research proposals and their readiness to contribute to the seminar.

The theme of this year's seminar was *Interdisciplinary Perspectives on Urban Schooling: The Case of New York City.* Four distinguished faculty presenters gave talks and led group discussions, including **Bruce S. Cooper** (Fordham U.), **William A. Firestone** (Rutgers U.), **Michele L. Foster** (Claremont Graduate School), and **Gary J. Natriello** (Columbia Teachers College). Invited guest **Diane Ravitch** (New York U.) gave a special presentation. Two sessions of the seminar were devoted to student participants presenting some aspect of their own research to a small group.

Held the same week each year as the AERA annual convention, the NGSRSEA offers 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. This years's student participants included: **Carrie Ausbrooks** (U. of North Texas), **Timothy Austin** (New York U.), **Beatrice Baaden** (Hofstra U.), **Bruce D. Baker** (Columbia U.), **Lisa A. Bell** (U. of Virginia), **Thomas Carroll** (U. of New Hampshire), **George Coffin** (OISE), **Madelaine M. Cosgrove** (U. of North Florida), **Jean B. Crockett** (U. of Virginia), **Sandra J. Dickinson** (The Ohio State U.), **Wynanne Downer** (OISE),

From left:
Bruce S. Cooper and
Michele L. Foster.

Janet C. Fairman (Rutgers U.), **Scott Fleming** (U. of New Orleans), **Rosemary Foster** (U. of Alberta), **Kathy K. Franklin** (East Tennssee State U.), **Chari Fuerstenau** (Cornell U.), **Cynthia Gerstl-Pepin** (U. of North Carolina-Chapel Hill), **Mark Kelly** (U. of Kansas), **Susan Kochan** (Louisana State U.), **Gerry Kresowaty** (U. of Calgary), **Mary Anne Linden** (U. of Oregon), **Ina Claire Lister** (U. of Kansas), **Siri A. Loescher** (Stanford U.), **Beloo S. Mehra** (U. of Illinois at Urbana-Champaign), **Miguel A. Navarro** (The U. of New Mexico), **G. Michaele O'Brien** (Temple U.), **John Pijanowski** (Cornell U.), **Ellen H. Reames** (Auburn U.), **Anthony Rolle** (Indiana U.), **James O. Rose** (U. of Wyoming), **Carter J. Savage** (Vanderbilt U.), **James A. Scott** (Iowa State U.), **Angela Smithmier** (U. of Wisconsin-Madison), **Eric C. Stricker** (U. of Arkansas-Fayetteville), **Susan Studer** (U. of California-Riverside), **Scott Sweetland** (SUNY-Buffalo), **Danny Talbot** (U. of Utah), **Glenn E. Thompson** (Penn State), **Benjamin Villarruel** (U. of Wisconsin-Milwaukee), and **Angél Wonycott** (U. of New Orleans).

The University Council for Educational Administration coordinates the NGSRSEA annually, with help from a Planning Committee formed by the three

sponsoring institutions. This year's committee members were **James R. Bliss** (Rutgers), **Susan H. Fuhrman** (U. of Pennsylvania), **Karen S. Gallagher** (U. of Kansas), **Patrick B. Forsyth** (UCEA), **Hunter N. Moorman** (U. S. Department of Education, OERI), **Joseph F. Murphy** (Division A Vice President, AERA), **Paula M. Short** (U. of Missouri-Columbia/UCEA), and **C. John Tarter** (St. John's U.).

Financial support for the event was provided by UCEA, AERA (Division A), Corwin Press, interested professors of educational administration, and past participants. Because funding has been problematic for several years, AERA Vice President Joseph Murphy (Vanderbilt U.) 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. The committee has adopted several strategies to address both short-term and long-term funding. AERA generously raised its contribution to $5,000 a year. Some publishers have been approached to act as sponsors. The committee will undertake a general solicitation of professors of educational administration to raise funds. Moreover, the committee will seek matching funds from private sources to establish an endowment in support of the seminar.

TWENTY-THREE ADMINISTRATORS RECEIVE FIRST UCEA EXCELLENCE IN EDUCATIONAL LEADERSHIP AWARD

Twenty-three distinguished school administrators have been named to receive the first *UCEA Excellence in Educational Leadership Awards*. The award, one of national recognition, recognizes practicing school administrators who have made significant contributions to the improvement of administrator preparation and who have demonstrated an exemplary records of supporting school administrator preparation efforts.

The leadership awards are being presented at upcoming ceremonies by nominating member institutions (indicated below in parentheses). This year's inaugural winners include:

• **Anthony J. Alvarado** (New York U.): Superintendent of Community School District Two, New York, New York, and adjunct professor and lecturer at several institutions. Helped develop linkage between New York University and CSD Two for preparation of school leaders in the field and in the classroom, a partnership that has provided practical models of collaborative, intellectual leadership for university faculty and students.

• **Dale R. Baker** (U. of Utah): Director of personnel, Granite School District, Salt Lake City, Utah, clinical professor at the University of Utah, and adjunct professor, Westminister College. Has provided consistent and significant contribution of administrator preparation, in cooperation with the University of Utah, including membership on program advisory committee and numerous dissertation committees. Frequent presenter at district and state conferences on subject of employee relations and corrective discipline.

• **R. Jerry Barber** (New Mexico State U.): Superintendent, Socorro Independent School District, Las Cruces, New Mexico. District is involved in comprehensive internship program, including monthly seminars and workshops and an open-door policy for educational administration graduate students; provides modified work schedules to help

employees pursue graduate studies in administration.

• **Dorothy E. Battle** (Miami U.): Principal, Bloom Middle School, Cincinnati, Ohio. Invited to work with faculty at Miami University in 1994-94 as Distinguished School Leader, team teaching in field-based seminars and assisting in developing case study and simulation activities for engaging students in learning about school leadership.

• **Carl A. Bonuso** (Hofstra U.): Assistant superintendent for instruction and personnel, Wantagh Union Free School District, East Setauket, New York, and adjunct professor, Hofstra University. His supportive, insightful, energetic presence is felt in all aspects of the university's to sustain and improve the preparation of administrators, including creation and coordination of Hofstra Summer Institute on Middle-Level Education.

• **Robert Brasco** (St. John's U.): Deputy superintendent, Community School District #32 in Brooklyn, New York, and adjunct professor at St. John's University. Helped establish a consortium between St. John's and CSD 32 to provide in-service training for tenured and untenured supervisors.

• **Svea M. Cooke** (U. of Toledo): Principal, Door Elementary School, Springfield Local District, Toledo Ohio. Served as catalyst to move staff forward toward school improvement, improve school image, and provide quality instruction for student population of predominantly low income. Partnership with the University of Toledo's Department of Educational Leadership has been invaluable.

• **T. Larry Davis** (Auburn U.): Superintendent, Phenix City School System, Phenix City, Alabama, and adjunct professor and active member of Educational Leadership Program Advisory Council at Auburn University. A leader in creation of an evaluation system for Alabama superintendents; implemented a strategic planning process

that has positively impacted student achievement, especially those "at risk."

• **Patrick DiCaprio** (SUNY-Albany): Superintendent of Scotia-Glenville Central School District and adjunct professor at the University at Albany. Consistent commitment to mission of university's Department of Educational Administration, including president of School of Education Alumni Association, service on the Practitioner's Advisory Board.

• **Barbara J. Hammel** (U. of Cincinnati): Assistant superintendent of Winton Woods City Schools, Cincinnati, Ohio, and adjunct faculty member and guest lecturer at the University of Cincinnati. Has made significant contributions to the improvement of administrator preparation programs, locally, statewide, and nationally, as member of both the Educational Administration Program Advisory Committee and the university's Cincinnati Initiative in Teacher Education's Professional Development Schools Task Force.

• **John E. Helfrich** (SUNY-Buffalo): Consultant to the Graduate School of Education at the State University at Buffalo, Buffalo, New York. Worked with a selected group of superintendents from across the state to design and implement the Leadership Initiative for Tomorrow's Schools (LIFTS) program, a field-based, problem-oriented approach to the preparation of future school leaders; went on to become one of the university's key faculty members during the first few years of the program's execution.

• **Sharon D. Hennessy** (Boston U.): Principal, Wayland High School, Scarborough, Maine, adjunct professor at Boston University, and mentor for Harvard School Leadership Academy. Committed to insuring best and most comprehensive practicum/internship experience possible for graduate students at Boston University's School of Education.

• **Rita S. Jones** (Penn State): Superintendent, Great Valley School District, Devault, Pennsylvania. Founding member and chair of the Board of Sponsors of the Pennsylvania Leadership Development Center, which, in one-year's time, has obtained a substantial grant to implement the program at nominal cost to participants, trained 30 assessor/developers, and conducted three SLDP

"centers" for practicing superintendents and assistant superintendents.

• **Larry K. Kelly** (Arizona State U.): Director of staff development, Arizona School Administrators, Inc., and director of Arizona Assessment and Development Center, both in Phoenix, Arizona, and faculty associate at Arizona State University. Instrumental in providing assessment for the first students in the university's doctoral cohort program, pivotal leader in Peer Assisted Leadership Program, as well as leading a variety of professional workshops and presentations.

• **Caesar Previdi** (Fordham U.): Director, Urban Schools Institute, New York, New York. Contributes significantly to improvement of administrator preparation, through collaboration with Fordham University, developing programs and offering presentations in leadership, supervision, restructuring, planning and team building.

• **George Ann Rice** (U. of Nevada Las Vegas): Assistant superintendent, Human Resources Division, Clark County School District, Las Vegas, Nevada. Has been a driving force in establishing a collaborative and collegial working relationship with the Department of Educational Leadership at the University of Nevada-Las Vegas (UNLV), the outcome of which has been the development of a joint UNLV/CCSD collaborative Cohort Master's degree program in Educational Leadership.

• **Sharon N. Richardson** (Temple U.): Superintendent, Pottsgrove School District, Pottstown, Pennsylvania, and adjunct professor and guest lecturer at Temple University. Service to university includes mentoring graduate students, sponsoring field experience opportunities, collaborating on research, fostering network between students and alumni as president of Alumni Association.

• **Sally Elizabeth Riley** (U. of Oklahoma): Assistant principal, Norman High School, Norman, Oklahoma. Dedicated professional as career administrator and valuable contributing member to programs at the University of Oklahoma's Educational Administration, Curriculum, and Supervision program, a valuable link in applying theory to practice in the field of administration.

• **Charles J. Sharps** (U. of Oregon): Principal at Sunset Middle School, Coos Bay Schools, Oregon. His research has contributed significantly to the further development and implementation of an innovative basic administrator program at the University of Oregon's Department of Educational Leadership, Technology, and Administration.

• **Neal D. Stiegelmeyer** (U. of Kentucky): Superintendent of Kenton County School District, Lexington, Kentucky. Instituted Administrative Academy for teachers seeking administrative certification or unemployed certified teachers, and a Leadership Program for administrators and guidance counselors. Also serves as trainer for Kentucky Department of Education.

• **Shirley Underwood** (U. of Tennessee). Administrative assistant to the superintendent and Middle Schools coordinator, Knox County Schools, Knoxville, Tennessee. Leadership has been instrumental in bringing about the Scholars in the School Program, which provides an opportunity for University of Tennessee faculty to work in a K-12 school on a regular basis for an entire year, bringing expertise, resources, and services to students, staff, and parents.

• **Lyle O. Young** (Oklahoma State U.): Deputy superintendent of Stillwater Public Schools, Tulsa, Oklahoma. Instrumental in tapping into networks and accessing information on candidates for departmental search committees at the University of Oklahoma; committed to professional development initiatives and their impact on students in the university's educational administrative program.

• **Dan C. Yunk** (Kansas State U.): Superintendent, United School District #383, Manhattan, Kansas. Has worked extensively with Kansas State University of establish partnerships for the improvement of professional development of all school personnel; during his principalship, Northview Elementary School was featured by MacNeil/Lehrer Productions on a nationally televised documentary, *Learning in America: Schools that Work.*

The *UCEA Excellence in Educational Leadership Award,* sponsored jointly by the University Council for Educational Administration (UCEA) and member institutions who submitted nominations, provides a mechanism for UCEA universities to build good will and recognize the contributions of practitioners to the preparation of junior professionals. Funds to support the award were donated to UCEA by the Network of University Community School Districts, a consortium of school districts in university towns. The call for nominations for the 1997 award will be made in mid-January.

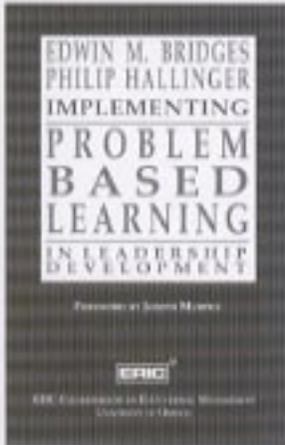## UCEA to sponsor 7th Annual Graduate Student Symposium

The 7th annual Graduate Student Symposium will be held in conjunction with the UCEA Convention at the Galt House Hotel in Louisville, KY. The usual four-hour session will be divided into a pair of two-hour sessions, one on Friday, October 25, and the other on Sunday, October 27. ,

This year's symposium will be organized around the topic *Reinventing Education: Retrospect and Prospect.* More specifically, the focus will be on examining emerging issues in educational practice and policy in light of what has been learned from recent experiences with educational reform. More information will be forthcoming as the symposium draws near.

The Graduate Student Symposium provides an opportunity 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 once again this year.

Each UCEA institution is invited send as many students as they wish to participate in the symposium. Program co-chairs for this year's seminar are **Bruce G. Barnett** (U. of Northern Colorado) and **Mary E. Driscoll** (New York U.).

classroom teachers, which bear a striking resemblance to coding as an approach to buffering. While such groupings are usually and arguably based on student ability or interest, they also reflect differences in family background. For example, research shows that, beginning as early as kindergarten, teachers place students in groups that correspond closely to students' socioeconomic backgrounds (Rist, 1970). Research also demonstrates that educational tracks correlate with social class and that curriculum content varies across tracks and, thus, across class (Oakes, 1985). In addition, programs that provide students with breakfast and healthcare and their families with social services are aimed at buffering schools from conditions that can undermine their efforts to instruct students by minimizing uncertainties posed by hunger, poor health and dysfunctional family situations.

Conclusions

Existing research documents that school organizations, indeed, confront environmental conditions to which bridging and buffering are appropriate responses. Moreover, it reveals that school organizations implement programs and individual educators employ practices that correspond to bridging and buffering. Thus, research seems to demonstrate that the dominant conceptualization of family-school relations, which treats parental involvement as an unmixed blessing, is conceptually blind to half of the picture.

The theoretical perspective advanced here holds the promise of extending the study of parental involvement by providing a more balanced and, thus, complete view. The proposed approach would build on existing research, which highlights positive forms of parental involvement, by adding research that examines the ways in which schools buffer their core technologies from disruptive forms of parental involvement. Ultimately, the framework leads to considering how a combination, or balance, of bridging and buffering contributes to the effectiveness of school organizations and, hence, to the academic performance of students.

However, the research cited here is merely suggestive, not confirmatory. The evidence is largely indirect; that is, it arose from studies that were not intended to examine bridging and buffering in school organizations. As a consequence, the research did not address several potentially important issues. For instance, research has yet to do the basic work of describing strategies that school organizations use to buffer uncertainties introduced by parents. Nor has research addressed the issue noted in the previous paragraph: assessing the impact of various combinations of buffering and bridging strategies on the effectiveness of schools.

More complex conceptual issues also remain. For example, existing evidence on the use of bridging and buffering by educators suggests that the theoretical framework does not adequately depict the structure of these practices in school organizations. Theory emphasizes the role of managers in controlling the relations between their organizations and their external environments. However research on schools suggests that administrators alone do not bridge and buffer. Rather, teachers, staff members as well as principals buffer and bridge through both formal and informal means, some of which are not reflected in existing theoretical treatments.

Nor does the theoretical framework adequately explain relations between bridging and buffering. The examples cited here suggest that the line distinguishing bridging from buffering may not be all that clear. For example, increasing numbers of schools are working with public health and social service agencies to provide assistance to families of students. The bridging and buffering involved in these programs is complex and occurs at several levels. The schools must bridge with the agencies on whom they must depend for services that they, themselves, do not provide. They must also build bridges to parents in order to gain their participation. However, all of this is done in order to buffer schools from the uncertainties that can be introduced by parents who do not provide their children with adequate health care or stable home environments. These and other issues await the attention of scholars. And, while the applicability of the concepts of bridging and buffering has not been established empirically, that they can bring attention to previously unacknowledged theoretical and empirical issues is promising in and of itself.

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UCEA CENTER FOR THE STUDY OF THE DEPARTMENT CHAIR— GOES DOWN UNDER

by Walter H. Gmelch, Center Director
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With nearly 80 percent of universities' administrative decisions made at the department level, the time of amateur administration is over. In 1989, UCEA established the Center for the Study of the Department Chair (CSDC) at Washington State University. Since then, the CSDC has engaged in a half dozen national and international studies investigating department chair roles, duties, career paths, transitions from professor to chair, commitment, motivation, stress, time usage, job satisfaction and productivity. Currently, CSDC associates are also: (1) engaged in a year-long ethnographic study of beginning department chairs in several locations in the United States, and (2) just completing a study of Australian heads with James Sarros of Monash University in Melbourne, Australia. Funding has just been secured to continue our study of academic leadership in Australia and America with a grant to investigate the deanship.

Australian Heads and American Chairs

Complete comparative results of the 1995 study of 1,600 Australian heads with the 1992 study of 800 American department chairs will be forthcoming in a CSDC publication. However, the initial results show striking similarity. For example, the number one motivation for serving as heads or chairs is for personal development, and almost half of them are willing to serve again. However, only one quarter of the chairs/heads would be willing to accept a higher position in administration, perceiving themselves as faculty first and administrators second. They claim their most stressful experience is from "having insufficient time to keep up with my academic field." Not surprisingly, stress on both continents is best predicted by job dissatisfaction and role conflict and ambiguity. Finally, both chairs and heads define their roles as faculty developer, leader, manager and scholar, although the leader role is perceived as most important in Australia and faculty developer in America.

How to Work with Your Dean

In addition to survey analysis, dozens of American and Australian chairs were interviewed and provided insight into strategies they used to work with deans.

(1) **Communicate, communicate.** Department chairs vowed to "keep the dean informed, with no surprises." When it came to

good or bad news, chairs suggested: "Give all the good news you can find as often as possible, but especially warn the dean in advance of bad news when you see it coming." Department chairs also spoke about having a sense of timing: when to "keep in touch" with the dean. Since deans seldom have the time to seek out chairs for regular consultation, department chairs felt more of the burden to build the relationship with the dean. Most chairs possessed an intuitive sense to initiate informal contact at least once a week. They did not rely on memos or electronic mail to communicate critical problems needing personal conversation.

(2) **Develop a mutually supportive relationship**. Obviously, open communication to keep each other fully informed builds a trusting relationship. Department chairs also added the qualifier that "being truthful, honest and forthright" builds a professional relationship based on personal respect. One department chair commented: "I need to be straight forward, be supportive on key issues, but also tell her when I agree and where I disagree." Overall, most department chairs believed "we have a very accepting and supportive relationship."

(3) **Be prepared, well-documented, and accountable**. Even through a department chair may have developed a mutually supportive relationship with the dean, even a personal one, most recognized that the dean's time is valuable and resources are limited. One department chair flatly stated: "Deans don't like anything wishy washy. I'm pretty straight forward and the dean appreciates that." Chairs also expressed their need to develop a vision for "what they want" and document their requests for "how to get there" with facts and figures. Finally, one chair reflected on the importance of respecting the chain of command. "The buck stops with the dean and there is no sense in going any further than that until the dean has tried to resolve things. Be up front, honest, and present the facts."

(4) **Balance administrative support and faculty advocacy— daily!** The department chair rests at the heart of tension between two systems in the university: the academic and administrative. They must employ a facilitative leadership style while working with the faculty in the academic core, and a more traditional line-authority style with the dean in the

administrative core. As a result, they find themselves swiveling between their faculty colleagues and the dean's administration. In essence, they are caught in the god-like role of Janus, a Roman god with two faces looking in different directions at the same time. However, department chairs in Australia and America tried to "keep the balance of championing faculty values, but at the same time carrying the line of command messages."

Maybe these are lessons we can all practice when working with faculty, chairs and deans. From these and other studies, the Center produces three CSDC Newsletters yearly free to UCEA members, in addition to numerous articles and two recent books on *Leadership Skills for Department Chairs* (1993) and *Chairing the Academic Department* (1995), as well as professional development workshops for chairs. For further information, please contact the Center through e-mail at gmelch@mail.wsu.edu or write: Center for the Study of the Department Chair, College of Education, Washington State University, Pullman, WA 99164-2114.

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 from "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 work 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."

... see you in Louisville!

SCHEDULE OF COMING EVENTS

May 25 .... **Deadline for Culbertson Award nominations**
Deadline for Campbell Award nominations

May 31-June 2 ...... **UCEA Executive Committee**
(Louisville, Kentucky: Galt House Hotel)

October 23-24 .... **UCEA Executive Committee**
(Louisville, Kentucky: Galt House Hotel)

October 24-25 .... **UCEA Plenum**
(Louisville, Kentucky: Galt House Hotel)

October 25, 27 ...... **Graduate Student Symposium**
(Louisville, Kentucky: Galt House Hotel)

October 25-27 .... **UCEA Convention '96**
(Louisville, Kentucky: Galt House Hotel)