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Advisory Groups in Educational Leadership Programs: Whose Voice Counts?

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In the last two years the UCEA *Review* has featured several articles on the subject of collaboration. These features included an examination of challenges and opportunities related to school collaboration (Pounder, 1999), a call to strengthen the collaborative relationship between teacher education and educational leadership (Murphy, 1999), and a study of the need to engage in collaboration to gain a broader involvement of "various individuals and groups interested in preparing quality administrators" (Norton, 1999, p.11). When considering change in educational leadership programs, both the National Commission on Excellence in Educational Administration (NCEE, 1987; Griffiths, Stout & Forsyth, 1988) and the National Policy Board for Educational Administration (NPBEA, 1989; Thomson, 1992) emphasized that those in educational leadership preparation programs must engage in collaborative relationships with schools. Others have noted the value of gaining multiple perspectives from diverse stakeholders when engaging in curricular change in higher education (Dahl, 1986; Kochan & Sabo, 1995; Lopez, 1996). In her presidential address, past UCEA President Paula Cordeiro (1998) stressed the importance of having "boundary crossers" who would work across disciplines and organizations to construct new frameworks and operational structures in educational leadership programs.

The Survey

As a part of a recent effort to examine and restructure the educational leadership preparation program at Auburn University, we established an advisory group composed of varied stakeholders to help guide the change process. Before doing so, we sought out the literature on advisory councils and their use in educational leadership preparation programs. To our surprise, we found that although educational leadership preparation programs and literature on educational reform stress the importance of involving external constituencies in K-12 environments (Hoy & Miskel, 1996; Lunenburg

& Ornstein, 1991), the literature has rarely addressed the involvement of external stakeholders in educational leadership programs.

This discovery led us to examine the extent to which UCEA member institutions use advisory groups to develop, manage, and assess their educational leadership programs. Since we are a member institution, we thought these programs, which have high standing in the field and include many of its top researchers, would be a good starting point for our investigation. We developed a survey instrument built around the literature on effective advisory groups. The surveys were sent to 54 Plenum representatives. They were asked to complete it or to give it to the person most knowledgeable about the issue.

The surveys asked whether those in educational leadership programs sought advice from anyone outside of their departments on an informal or formal basis. If this was done informally, no further questions were asked. If advice was sought on a formal basis, respondents were then asked to describe the (a) composition of the group, (b) structure and governance, (c) selection process, (d) benefits, and (f) effectiveness. All respondents were also asked to complete a four-point Likert-type scale containing 31 grouped items identifying the types of issues their advisory group members addressed. Open-ended and ranked questions were also included to gather information about the benefits and effectiveness of these groups. Data were analyzed using frequency distribution, one-way ANOVA, and content analysis.

Survey Results

An initial and follow-up mailing and a telephone reminder resulted in responses from 36 (66%) of these institutions. Of these, 19 (53%) stated they had no formal or informal groups or individuals from whom they regularly gathered input or sought advice. Of these, five indicated that they sometimes asked for input from individuals informally. Three stated that

they used a task force in the past when they were dealing with program review but that such a group no longer existed.

Only 17 of the institutions (47%) reported that they had some type of advisory group. Four had been in existence for ten years or more, five for 2-5 years, four had just been formed, and four did not indicate a length of existence. Fifteen of these institutions reported on the composition of their membership. The size of the groups ranged from 9-30 with most of them having 10-15 members. All groups had representation from K-12 settings. Thirteen had college faculty from other disciplines. Very few had representatives from the community or other groups. Less than 1% of the members were minorities; less than 30% were female.

All of the advisory groups but one (which was mandated by law) were created on a voluntary basis. The mandated group differs markedly from the other groups. This group meets all day, four times a year, while the rest of the groups meet for less than one day each year. The mandated group is the only one that evaluates its activities and compiles an annual report. It is one of only two that has a set of by-laws and a member handbook, and it is one of three groups whose chair is elected by the members. Four

groups are chaired by department faculty and five by the department head, dean, or other administrator. In four groups, including the mandated one, the agenda is developed by the members. In three groups the agenda is established by the faculty with advice from the members. In the remaining groups, university faculty or administrators create the agenda.

The most commonly cited activity of these groups was marketing the program. Student admission procedures, recruitment and placement, and mentoring were closely ranked as the second most frequent role for these groups. The next most prominent activity was community networking. Areas in which groups had the lowest involvement were accountability, curriculum, and faculty issues.

The respondents were asked to rate their groups on a four-point scale of effectiveness from "extremely effective" to "ineffective." The representative of the mandated group was the only one who rated the group at the highest end as "extremely effective." One person wrote in the term "helpful." Forty-seven percent (9) of the other respondents rated their groups as "very effective" while 40% (6) rated them as "somewhat effective." Responding to a related question, 75% of the respondents rated their groups as proactive, and 25% rated them as reactive. Respondents were also asked to identify the way advice given by the council was used along a seven-point continuum from "minimum use of advice" to "advice critical to program success." Two respondents indicated advice was used at minimum levels (levels 1-3). The rest of those responding stated that the advice was used to improve the program (level 6). The only respondent who selected the top end of the continuum (level 7), "advice given was critical to program success," was the respondent whose group was mandated.

Discussion

More than half of these UCEA institutions reported that they do not use an advisory group or any other method to systematically gather input or feedback from internal or external constituencies relative to the design, implementation, or delivery of their educational leadership programs. The composition of the existing groups is very limited, consisting primarily of educators within the

university and in the K-12 setting. Thus, there appears to be little consideration being given to the ideas or concerns of business, social services, governmental, political, or other constituency communities. There is also modest member diversity on these councils relative to gender or race. The limited inclusion of women and minorities on these councils raises questions about how well these institutions are addressing gender and ethnicity issues in such areas as recruitment, faculty selection, and curricular content.

It also appears that these councils are formed and operated at a minimal level. The frequency of meetings is very low. Little appears to be offered in terms of guidelines through by-laws or handbooks. Although most respondents rated their councils as proactive and effective, this perception appears at odds with the rest of the findings. For the most part, these groups seem to be controlled by the departments and the faculty who select the members, set the agenda, and serve as the chairpersons. Two of the most frequent issues the councils work on — marketing and networking — do not, on the surface, seem to deal with the deep, substantive issues of what these programs teach and who they serve. These findings lead one to wonder about the extent to which faculty in these programs are genuinely seeking input that may stray from the status quo. Thus, both those with and without councils may be quite similar in that neither group seems to be truly comfortable with seeking and accepting long-term, outside involvement in their programs.

A disturbing finding of this study was that the mandated council had the most diverse and inclusive membership. In addition, it met more frequently and for longer periods of time than most of the other councils, reported making more effective use of the advice given, and appeared to have a more collaborative and democratic governance structure than the other groups. This raises the question of whether higher education will need mandated community involvement in order to make broad constituent involvement in program development and assessment a reality.

It is important to note two findings in this study that indicate that programs may be moving toward the use of advi-

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sory groups in educational leadership programs. One is that the majority of advisory groups have been in existence for less than five years. Their formation may indicate an increased awareness of the need for additional input and dialogue with those outside of educational leadership programs. The second positive finding is that all advisory groups had members from the K-12 setting. Such indicators may suggest a desire on the part of university faculty to more closely link higher education with the world of practice.

While the existing advisory groups are viewed as valuable to their programs, the study evokes some troubling issues and provocative questions:

(a) In an age when collaboration and interdependency are part of the vocabulary of educational change, why is there so little variety in the voices who are discussing how educational leaders should be educated in the halls of academia?

(b) At a time of increasing cultural and ethnic diversity in schools and the general population, why is there such limited representation of women and minorities on the advisory groups that do exist?

(c) What should the role of external constituents be in the development, operation, and evaluation of educational leadership programs? Is there a danger that we will lose our own voices if we open our programs to a wide diversity of other voices?

(d) What are the barriers to active external constituent involvement in educational leadership program design, implementation, and assessment?

(e) Will mandated councils be necessary before they can become truly integrated into the operation of educational leadership programs?

(f) Are these results representative of the entire body of educational leadership programs or reflective only of those that have a strong research focus?

Expanding the voices that count

Public educational institutions are facing tremendous challenges and dwindling public support (Mathews, 1996). An important element in dealing with this problem is to invite those with power and interest to be a part of the decision-making and program development process. This study suggests that those of us in educational leadership programs in

higher education must address the issue of collaboration, outreach, and the use of external constituents in a more comprehensive manner (Kochan, Reed, Twale & Jones, 1999; Senge, 1990). We should also consider our organizations in micro-political terms and seek to build coalitions of support (Blase, 1995). If we neglect to seek out and listen to a broad range of voices as we design and redesign our educational leadership programs, we may find the criticisms of them becoming more pervasive and widespread. It is up to those of us in the educational leadership field to pay heed to these findings, seek answers to the questions that have been posed, and work diligently to expand the voices that contribute to the development, implementation, and evaluation of our programs.

[Authors Note: Adapted from an article published in *Planning and Changing*. Darla Twale was a professor at Auburn University when this research was conducted]

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Crawford Assistant Professor at UNLV

UCEA would like to extend its congratulations to Associate Director James R. Crawford, who has accepted a position as Assistant Professor in the Department of Educational Administration and Higher Education at the University of Nevada-Las Vegas. James is a former UCEA graduate assistant and served as Associate Director for the consortium from July 1999 through May 2000. He may be reached in Las Vegas at (702) 895-3690. We hope you join us in wishing him the best of luck at UNLV.

Michelle Young Named New UCEA Executive Director



UCEA is pleased to announce that Dr. **Michelle D. Young** has been appointed as the next Executive Director of UCEA. Building on its significant strengths and accomplishments over the past four decades, UCEA is poised to continue its mission as the consortium that both leads the field of educational administration and imagines new possibilities for our profession. UCEA is fortunate to have Dr. Young, who impressed the Executive Committee with her insight, experience, and energy as our next leader. Her professional and personal commitments mirror the long-standing concern

of UCEA to explore ways in which all schools can better serve all learners.

Dr. Young has demonstrated an appreciation of UCEA's rich history and articulated an exciting vision for our future. As she told the Executive Committee in a letter earlier this year, "I am interested in facilitating the expansion of UCEA's capacity for supporting generative conversations between scholars who are affiliated with UCEA, strengthening linkages between UCEA and other administrator and policy organizations, increasing UCEA's impact on the development of educational policy and on educational practice, and substantially increasing funds available within the organization to fund research in educational administration and policy." She added, "Working with the Executive Committee members, Plenary Session Representatives, and other scholars and practitioners who support UCEA to build a vision and goals for the organization is a challenge I embrace."

Dr. Young earned her Ph.D. from the University of Texas at Austin in Educational Policy and Planning. While at the University of Texas, she served as the Research Coordinator for the Effective Border Schools Research and Development Initiative and the Managing Editor of the *International Journal of Qualitative Studies in Education*. She has taught English and English as a Second Language in Texas and Thailand. In

addition to her work in education, Dr. Young brings to UCEA the significant leadership and managerial experience she gained in the Texas Army National Guard, where she attained the rank of captain and served in such diverse roles as Personnel Management Officer and Public Affairs Officer.

Dr. Young is presently a faculty member at the University of Iowa, where her overarching commitment to equity in education has been addressed through her teaching, research, and service. Her scholarship focuses on how school leaders and school policies can ensure that students are well educated and treated equitably. Her work has been published in the *Review of Educational Research*, the *Educational Researcher*, the *American Educational Research Journal*, and the *International Journal of Qualitative Studies in Education*, among other publications.

Dr. Young will become UCEA's fifth full-time Executive Director in its 43-year history, succeeding Dan Davies, Jack Culbertson, Chuck Willis, and Patrick Forsyth. UCEA has also had two interim executive directors, the late Daniel Griffiths and currently Richard Hatley, who will continue in that role until Michelle assumes the directorship this fall.



UCEA Welcomes University of Georgia to Full Membership

The UCEA Plenary Session Representatives recently approved the University of Georgia's application to move from provisional to full membership in the consortium. Georgia's Department of Educational Leadership brings to UCEA faculty members Joseph J. Blase, Jo Roberts Blase, John P. Dayton, Gerald R. Firth, Robert D. Heslep, C. Thomas Holmes (chair and Plenary Session Representative), Karen Loup-Hunt, Edward F. Pajak, Catherine Sielke, William Swan, Kenneth Tanner, David L. Weller, William G. Wraga, and Sally Zepeda.

If you would like information about admission criteria for UCEA, please contact the University Council for Educational Administration at 205 Hill Hall, Columbia, MO 65211-2185.

Bryk, Camburn & Louis Receive 21st Annual William J. Davis Award



Anthony Bryk (University of Chicago), Eric Camburn (University of Michigan) and Karen Seashore Louis (University of Minnesota) received the 21st William J. Davis Memorial Award for their article, "Professional Community in Chicago Elementary Schools: Facilitating Factors and Organizational Consequences," which appeared in the December 1999 issue (Vol. 35, No. 4) of *Educational Administration Quarterly* (EAQ).

Anthony Bryk is the Marshall Field IV Professor of Urban Education in the



Departments of Education and Sociology at The University of Chicago. His main areas of expertise are school organization, education reform, accountability, assess-

ment, and educational statistics. He is the Director of the Center for School Improvement at the University of Chicago, established eleven years ago to support school improvement efforts within the Chicago Public Schools. He is also Senior Director for the Consortium on Chicago School Research, a federation of Chicago-area research organizations that undertakes a range of studies designed to advance school improvement and assess the progress of Chicago school reform. In addition, Dr. Bryk is a principal investigator in the Center for Research on the Education of Students at Risk at Johns-Hopkins and Howard Universities and is affiliated with the Consortium on Policy Research in Education. Prior to his appointment at the University of Chicago, Dr. Bryk was a faculty member of the Harvard School of Graduate Education for 10 years.

Eric Camburn is on the research faculty in the School of Education at the University of Michigan. His research in-

terests include the function of expertise in school improvement efforts, teacher learning in the workplace, and survey measurement techniques. He has written on a variety of topics including the



development and impact of professional community in elementary schools, students, transition to high school, and minority access to higher education. In his present position, Dr. Camburn is a member of a team of investigators that is studying the impact of four major school improvement efforts on instruction and student performance. The team is engaged in a six-year program of longitudinal research called the Study of Instructional Improvement which will follow the progress of 125 elementary schools nationwide. Dr. Camburn received his Ph.D. from the University of Chicago in 1997. While completing his doctorate, he worked as a Research Associate at the Consortium on Chicago School Research, where he was engaged in study design, instrument development, and data analysis. Before joining the Consortium, Dr. Camburn worked on a number of large-scale surveys at the National Opinion Research Center, including the National Education Longitudinal Study of 1988.

Karen Seashore Louis is currently Director of the Center for Applied Research and Educational Improvement and Professor of Educational Policy and Administration at the University of Minnesota. She received her B.A. from Swarthmore College (1967) and her Ph.D. in Sociology from Columbia University (1974). Before joining the University of Minnesota, Dr. Louis held academic and research positions at Tufts, Abt Associates, the University of Mas-

sachusetts and Harvard. Her research and teaching interests focus on educational reform, knowledge use in schools and universities, and educational institutions as workplaces. Her research in K-12 education has focused on school improvement, educational reform and knowledge use in schools. Recent publications address the development of teachers' work in schools, the role of the district in school reform, urban education, comparative educational reform policies, the changing role of the

principalship, and organizational learning. She served on the board of the University Council for Educational Administration for six years and is vice-president of AERA Division A. This is her second Davis award.



The authors were presented with the 2000 Davis Award by James S. Rinehart, EAQ Editor, and Richard V. Hatley, UCEA Interim Executive Director, at the AERA Division A business meeting in New Orleans in April. The Davis Award is given annually to the author(s) of the most outstanding article published in the EAQ that year. The article selection is made by a three-member panel chosen from the EAQ Editorial Board members who have not published in the volume being reviewed. A list of previous Davis Award recipients can be found on the UCEA website (www.ucea.org/award_program.html).

The Davis Award was established with 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 award fund are welcome and may be sent to UCEA, 205 Hill Hall, Columbia, MO 65211-2185.

UCEA Announces the 2000 Educational Leadership Awards

Thirty-two distinguished school administrators have been named as recipients of the fifth UCEA Excellence in Educational Leadership Award. This award is an annual recognition for practicing school administrators who have made significant contributions to the improvement of administrator preparation.

Each year, the UCEA Executive Committee invites member university faculties to select a distinguished school administrator who has an exemplary record of supporting school administrator preparation efforts. This is an unusual award in that it affords national recognition, but the recipients are selected by individual universities and the awards are presented at the nominating institution. It provides a unique mechanism for UCEA universities to build good will and recognize the contributions of practitioners to the preparation of junior professionals. This year's recipients (with nominating institutions in parentheses) are:

Eugene L. Amberg (University of Illinois, Urbana-Champaign) is Superintendent of School District No. 116, Urbana, Illinois and teaches in the educational administration program at UIUC. His professional background includes serving as an elementary school teacher and principal, a superintendent in Tulsa, Oklahoma, and assistant principal and superintendent in Joplin, Missouri.

Roy C. Benavides (Texas A&M University) is Executive Director of the Region XIII Education Service Center headquartered in Austin. Prior to his current position, Benavides served as Superintendent of Schools at Weslaco Independent School District in the Rio Grande Valley. Additionally, he has served as Associate Superintendent at Judson ISD and North-east ISD in San Antonio.

Margaret V. Blackmon (University of Virginia) is Superintendent, Prince Edward County Public Schools, Virginia. An educator with 25 years experience, she taught in Fort Worth and Atlanta prior to teaching in Fredericksburg, Virginia, where she went on to be a high school assistant principal, director of instruction, and assistant superintendent. She currently chairs the Women Education Leaders of Virginia and is a clinical instructor for the Curry School, University of Virginia.

Billy K. Cannaday, Jr. (The College of William & Mary) is Superintendent, Hampton City Schools, Virginia. He previously served as an administrator in the Newport News Public School System, where he received a citation of excellence by the U.S. Department of Education's Secondary School Recognition Program. He has led the Hampton School System through a successful restructuring initiative and implemented a number of progressive programs

Steven L. Couture (University of Minnesota) has been a principal in the Minneapolis school district since 1986 and currently serves as a senior fellow in the Educational Policy and Administration department at the University of Minnesota. He is also currently acting director of the department's Urban Principals Leadership Program, a continuous professional development program for urban and first tier suburban principals.

Lloyd I. DesCarpentrie (Illinois State University) is Superintendent of School District No. 21, Wheeling, Illinois and has served Illinois as an educational leader for many years. The accomplishment for which he was nominated was the development and implementation of a partnership with ISU's Department of Educational Administration and Foundations for the purpose of preparing a new generation of principals for his district.

Emery G. Dosdall (University of Alberta) is Superintendent of Schools, Edmonton Public School District, Alberta. He was nominated for his strong commitment to continuous professional development, represented by an extensive and highly coordinated series of workshops, seminars, courses and institutes he has put in place for his leadership staff. Each is considered a model of well-designed professional development.

James P. Ford (University of Oregon) is Superintendent, Corvallis School District, Oregon, and teaches in the University of Oregon's Administrator Licensure Program (ALP). He has also been influential in the design, development, and evaluation of ContinUO, an annual Executive Institute housed within the ALP. Additionally, he attained a partnership between Hewlett Packard and ContinUO by stressing the need for strengthened ties

among businesses and educators.

Judy L. Genshaft (SUNY-Albany) is Provost and Vice President for Academic Affairs at SUNY-Albany. In her roles as Provost, Dean of the School of Education, and faculty member in the Department of Educational Administration and Policy Studies, she has played an important role in maintaining education as a high priority at the university.

Roberta A. Gerold (Hofstra University) is Superintendent of Schools, Miller Place Union Free School District, New York. She is involved in Hofstra's administrative certification program and has served on the Hofstra Leadership Advisory Council, contributing to the on-going development of their certification and doctoral programs.

Virginia A. Durán Ginn (University of New Mexico) is District Supervisor for Cross Cultural Programs in the Albuquerque Public Schools. Her nomination recognizes the experiences and significant mentoring she has provided for students in UNM's Educational Leadership program and her impact as a role model on behalf of language minority and limited English proficient students.

Carol Gresser (St. John's University) is Director of the Institute for School Board Leadership at Teacher's College/Columbia University and an adjunct professor of education at St. John's University. She has also served on the New York City Board of Education since 1990 and has been selected as its president four times during her tenure there.

Seymour Gretchko (Wayne State University) is Superintendent, West Bloomfield School District, Michigan. He has assisted in the preparation of school leaders at Wayne State University for over 20 years and has maintained a strong commitment to Detroit and its immediate environs. His many honors include selection as the 2000 Michigan Superintendent of the Year.

Bobby Hathcock (Auburn University) is Superintendent for the Fayette County Schools, Alabama. His nomination includes recognition of the continual professional development opportunities he provides his administrators as well as his relationship with Auburn University's leadership program which has strengthened the

program while creating collaborative partnerships for teachers and principals.

Leroy E. Hay (University of Connecticut) is Assistant Superintendent for Instruction for the Wallingford Public Schools, Connecticut. Dr. Hay is a nationally recognized educational leader who has presented programs on the reshaping of American schools and served as a consultant on strategies for nurturing curriculum change across the country. He has served as an adjunct instructor at Boston College and the University of Connecticut.

Catherine T. Hickey (Fordham University) is Superintendent for Schools for the Archdiocese of New York and has contributed to the professional preparation of school leaders by establishing a collaborative program with Fordham University's Center of Non Public Education. Her initiatives are highlighted by a program for future principals, promotion of various institutes on religion and education offered by the Center, and the requirement that all of the archdiocese's principals be New York State certified.

Sharon Swenson Howard (University of Washington) is General Counsel for the Bellevue School District, Washington. She also contributes to the University of Washington's Danforth Educational Leadership Program where she has been an adjunct faculty member since 1987 for the module on school law. Her contributions are considered highly significant as she blends legal expertise with school leadership.

Scott R. P. Janney (Temple University) is Director of Development and Alumni Affairs at Temple University's College of Education. Janney has contributed significantly to the work of the Department of Educational Leadership and Policy Studies through his extensive work with school administrators, volunteer boards, and donors to meet funding needs for the Department as well as for the College of Education.

Ralph A. Johnson (The Ohio State University) is Superintendent, New Albany-Plain Local School District, Ohio, and teaches educational leadership courses at Ohio State. His accomplishments are cited for success in school leadership, service to community, and school administrator preparation in Ohio. He has formed a variety of joint collaborative projects for the school district and has served as a consultant for the U.S. Department of Education, President of the Franklin County

Superintendents' Association, and member of the New Albany Community Foundation.

Kate Kinley (University of Nevada-Las Vegas) is Director of Administrative Training and Staff Development for the Clark County School District, Las Vegas. She was nominated for her exemplary leadership in the development, continuous evaluation, and renewal of administrative induction and ongoing staff development in her school district. Kinley was a participant in the development and implementation of the UNLV/CCSD Collaborative Principal Preparation Program.

Robert R. McFrazier (Kansas State University) is Superintendent, Topeka Public Schools, one of the largest school districts in Kansas. His teaching and administrative experience, which includes service as a public school teacher, principal, and associate superintendent, spans decades. His many professional activities have made him highly visible within the state and nation, and he has been a long-time supporter and friend of KSU.

Barry L. Newbold (Brigham Young University) is Superintendent of Jordan School District, Utah. He was selected the 2000 Utah Superintendent of the Year and has served in a variety of leadership positions in education including President of the Utah School Superintendents' Association and Utah Education Consortium Board Member. He is also an adjunct professor for BYU's Department of Educational Leadership and Foundations.

Nancy O'Brian (University of Oklahoma) is Superintendent of Norman Public Schools, Oklahoma. She is a frequent collaborator with the University of Oklahoma College of Education, giving opportunities for staff development to teachers and administrators. O'Brian is a veteran administrator, having served for 14 years as an associate superintendent before succeeding to Superintendency in 1997.

Harold A. Overmann (University of Iowa) is Director of School Leadership for the Iowa Department of Education where he leads a state-wide task force, the State Leadership Steering Committee, focused specifically on improving the preparation of professional development of school leadership training in the state. His career in educational administration has spanned over 35 years including work as a principal, superintendent, adjunct professor, and educational consultant.

Monte J. Peterson (University of Northern Colorado) is Assistant Superintendent

of School Services, Poudre School District, Colorado. His career in education had included serving as an elementary teacher and principal, a high school assistant principal, and director of elementary and secondary schools. He teaches graduate classes in administrator preparation at two universities, provides clinical supervision for on-site interns, and is a member on the Educational Leadership and Policy Studies Advisory Committee at the University of Northern Colorado.

Thomas M. Ramming (SUNY-Buffalo) is Assistant Superintendent for Human Resources, Williamsville Central School District, New York. He was an original member of the committee that developed LIFTS (Leaders for Tomorrow's Schools), a reflective, field-based leadership preparation program. He also serves as an adjunct faculty member for SUNY-Buffalo's educational leadership program.

Claudia Seeley (University of Utah) is currently a clinical instructor in the Department of Educational Leadership and Policy at The University of Utah. She has held positions as Director of Professional Development for two Utah school districts, has been an educational specialist for the Utah State Office of Education, and has served as a principal and a school psychologist.

Dennis K. Shawver (Indiana University) is Superintendent, Highland Public Schools, Indiana. He served as assistant superintendent for 18 years in three different school corporations prior to his current position. He was one of three assistant superintendents in the state to be appointed to the Charter Class of 1996 in the Indiana Superintendents School Executive Leadership Academy.

Gaylord F. Tryon (Iowa State University) is Executive Director of the School Administrators of Iowa. Tryon's career as an educator spans over four decades as a teacher, elementary principal, and director of Iowa's administrator organizations. He has served as an adjunct professor at both Iowa State University and the University of Northern Iowa and works closely with the state legislature, administrator groups, and educational administration program faculties.

Seldon V. Whitaker, Jr. (The Pennsylvania State University) is Executive Director of the Center for Total Quality Schools and of the Pennsylvania School Study Council. His previous experience includes service as superintendent for variAWous school districts in Massachu-

Albuquerque is Site of Convention 2000



The fourteenth annual convention of the University Council for Educational Administration will be held at the Hilton Hotel in Albuquerque, New Mexico, November 3-5, 2000. The convention will open at 8:00 am on Friday, November 3 and close at 11:30 am on Sunday, November 5. The purpose of the Convention is to engage participants in discussing research, policy, and practice in education with a specific focus on educational administration. The 2000 convention theme, "Schools, Leadership, and Democracy in the New Millennium," provides the opportunity to explore the interrelationships that exist among educational administration researchers and practitioners, our schools, and democratic society.

This year, the UCEA convention planning committee encouraged proposals that relate to the role of school leaders in supporting effective schools and fostering an inclusive and productive democratic society. Specific sub-themes include:

- leading and organizing engaging schools;
- equity and social justice in schools;
- school leader preparation and its role in democratic processes and school effectiveness;
- the ethical frameworks for schooling;
- the equity-excellence and efficiency-choice values;
- leadership and its role in improving student access to and success in school;
- leadership and shared decision making;
- different approaches to research and the sharing of scholarship;
- school choice as a way to promote democratic options;
- effective and efficient systems of education;
- technology applications in educational leadership; and
- political, fiscal, and legal implications of schools.

The Convention will include a variety of session formats that facilitate dialogue on these sub-themes: paper sessions, symposia, conversations, interactive roundtables, and point-counterpoint sessions. Almost 300 proposals were received and are currently under review. Authors will be notified in early July regarding the status of their proposals.

Information about the Convention guest speakers, as well as hotel reservation and advance convention reservation forms, are provided on the following three pages. More detailed information about the Convention will be included in the Convention program (see below), the *Fall 2000 Review*, and on the Convention website (www.ucea.org/conven2000.html).

Convention 2000 Programs and Advance Registration

Copies of the UCEA Convention 2000 program, providing details on participants and sessions, as well as registration and transportation, exhibitors, proposal reviewers, and awards, are scheduled to be distributed to the UCEA community in September. UCEA would like to clarify the procedures for distribution of the convention programs.

Everyone in the UCEA Headquarters' master database, which contains over 2000 individuals from member institu-

tions as well as many individuals who are not from member institutions, will be sent a Convention program regardless of whether they have submitted a proposal for consideration or have pre-registered for the Convention. At past conventions there has been some confusion when participants, usually who had thought they were preregistered through their department, believed that because they had received a program that their registration had been processed. Partici-

pants receive a confirmation letter including their convention badge and banquet ticket(s), if requested, when UCEA processes their advance registration.

Therefore, if you or your department send in an advance registration and you have not received your confirmation materials three weeks before the Convention, you should contact UCEA to verify that the registration was received.

Convention 2000 Speakers

K. Tsianina Lomawaima, Marta Tienda, and William F. Tate will be the featured speakers at the 2000 UCEA Convention in Albuquerque. Lomawaima will deliver an invited address opening the Convention on Friday, November 3; Tienda will present the 10th annual Mitstifer Lecture, sponsored by The Pennsylvania State University, on Saturday, November 4; and Tate will serve as speaker for the General Session on Sunday, November 5.

Tsianina Lomawaima, Professor of American Indian Studies at the University of Arizona, earned her graduate de-



grees (MA 1979, Ph.D. 1987) in anthropology from Stanford University where she was a Dorothy Danforth Compton fellow. In 1988, she was hired as an Assistant Professor for the Anthropology Department and American Indian Studies Center at the University of Washington-Seattle where she received a Distinguished Teaching Award in 1991. In 1994, she moved to her current position at the University of Arizona, where she teaches courses on the history of Indian education, contemporary issues in Native America, history and philosophy of native societies and cultures, and ecology, demography and disease.

Dr. Lomawaima's research on the experiences of American Indian alumni of a federal off-reservation boarding school is rooted in the experiences of her father, who was raised at a boarding school in Oklahoma called Chilocco Indian Agricultural School. Interviews with her fa-

ther and sixty of his contemporaries, plus information from federal policy and archives, appear in *They Called it Prairie Light: The Story of Chilocco Indian School* (1994, University of Nebraska Press), winner of the 1993 North American Indian Prose Award and the American Educational Association's 1995 Critics' Choice Award.

Marta Tienda is Director, Office of Population Research, Maurice P. During Professor in Demographic Studies, and Professor of Sociology and Public Affairs at Princeton University. She holds a master's (1975) and Ph.D (1977) in sociology from the University of Texas-Austin. Dr. Tienda moved to Princeton in 1997 from the University of Chicago, where she spent 10 years as a professor of sociology and three as department chair. She is co-author of the forthcoming monograph, *The Color of Opportunity: Pathways to Family, Work, and Welfare* (University of Chicago Press), co-author of *The Hispanic Population of the United States* (Russell Sage, 1987), and co-editor of *Divided Opportunities: Poverty, Minorities and Social Policy* (Plenum, 1988), and *Hispanics in the U.S. Economy* (Academic, 1985). She



has published over 100 scholarly papers in academic journals and edited collections, in addition to numerous research bulletins for a lay audience.

Dr. Tienda's research interests and writings focus on race and gender inequality and various aspects of the sociology of economic life, and including demographic and social change in devel-

oping countries, poverty and welfare participation, labor market dynamics, and the economic and social consequences of immigration. Her current research focuses on race and ethnic variation in the transition from school to work.

William F. Tate is the Scholar in Residence, Dallas Independent School District (DISD). He is also serving as the Co-Principal Investigator of the Urban



Systemic Program (USP) funded by the National Science Foundation, which acts to improve mathematics and science teaching and learning in the Dallas Public Schools. He is leading DISD's efforts to partner with business to achieve the goal of producing scientifically literate students prepared to contribute to the technological development of the Dallas metroplex.

Dr. Tate is currently on leave from his position as a professor of mathematics education in the Department of Curriculum and Instruction at the University of Wisconsin-Madison. He has published numerous scholarly journal articles and book chapters focused on mathematics education and urban school reform and is co-author of an elementary mathematics textbook series. In 1998, he received an outstanding research award from the American Educational Research Association (AERA). This year he received the Early Career Award from AERA's Committee on the Role and Status of Minorities in Education; he also currently serves as an editor of the *American Educational Research Journal*. Dr. Tate holds an MA from the University of Texas-Dallas and Ph.D. in Philosophy of Mathematics Education from University of Maryland-College Park.

UCEA Convention 2000

Schools, Leadership, and Democracy in the New Millennium
November 3-5, 2000



Advance Registration (may be photocopied)

PLEASE FILL IN COMPLETELY

BADGE INFO

Name _____
 Affiliation _____
 Address _____
 City _____ State _____ Zip _____
 Phone _____ Fax _____
 E-mail _____

PLEASE CIRCLE ONLY ONE REGISTRATION FEE

REGISTRATION

	Before 10/2	After 10/2	
UCEA Member University			
• Faculty Registration.....	\$60.....	\$70.....	
• Grad. Student Registration.....	\$25.....	\$30.....	
Non-UCEA Member University			
• Faculty Registration.....	\$75.....	\$85.....	
• Graduate Student Registration.....	\$25.....	\$30.....	
• One-day Registration.....	\$45.....	\$50.....	\$ _____
			Registration Total

OTHER

PLEASE FILL IN APPROPRIATE SELECTIONS

_____ # of Banquet Tickets Needed @ \$35\$ _____
 (Note: Banquet Tickets May Not Be Available On Site.)
 Banquet Tickets

Voluntary Contribution to National Graduate Research Seminar (Held at AERA)\$ _____
 Contribution Total

Checks Should Be Made Payable to "UCEA Convention"\$ _____
 Total Enclosed

Return check and completed registration form to: UCEA Convention 2000, 205 Hill Hall, Columbia, Missouri, 65211-2185. We do not accept credit cards. Institutional purchase orders for registration fees will be accepted only through September 29th. Refund requests will not be considered after October 2nd.

ARRIVAL TIMES

Executive Committee by noon, Tuesday, October 31
 Plenum Representatives by noon, Thursday, November 2
 Graduate Students by 8 a.m., Friday, November 3
 Convention Participants by 8 a.m., Friday, November 3
 The first convention session begins at 8 a.m., Friday, November 3. The convention ends on Sunday, November 5, at 11:30.

HOUSING AND TRANSPORTATION

Participants are responsible for own transportation and housing. A separate form is provided for making housing reservations with the Albuquerque Hilton Hotel. Free parking is available at the hotel, with valet parking available for \$5. Taxi fare from Albuquerque International Airport is around \$15.



Hotel Reservation Request



UCEA Convention 2000
November 3-5, 2000

Name _____

Affiliation _____

Address _____

City _____ State _____ Zip _____

Phone _____

Check In Time 3:00 p.m. Arrival Date _____

Check Out Time 12:00 p.m. Departure Date _____

Room Rates are \$96 + 11% Tax per Night:

- | | | | |
|------------------|----------------------------------|-------------------|--------------------------------------|
| 1 Guest - 1 Bed | <input type="checkbox"/> \$96 | 2 Guests - 2 Beds | <input type="checkbox"/> \$96 |
| 2 Guests - 1 Bed | <input type="checkbox"/> \$96 | Additional Guests | <input type="checkbox"/> \$10 |
| | <input type="checkbox"/> Smoking | | <input type="checkbox"/> Non-Smoking |

Please Remember to Make Your Check or Money Order Payable to the Hilton Albuquerque, and Please Enclose One of the Following to Guarantee Your Reservation:

- Advance Deposit (One Nights Deposit Required)
Deposit is Refunded if Cancelled Within 24 Hours
 - Credit Card (Please Complete the Information Below)
- Card Holder's Name _____
- Credit Card _____
- Card # _____
- Signature _____

Deadlines for reservations is October 10, 2000. Reservations may be made by calling Hilton Reservations at 800-274-6835 or mailing/faxing this form as per below. If calling, be sure to mention the University Council for Educational Administration to receive the special convention rate.

Mail Directly To:
Hilton Albuquerque
1901 University Boulevard
Albuquerque, NM 87102
Phone: (505) 884-2500

Fax Directly To:
Hilton Albuquerque
(505) 889-9118

21st David L. Clark Graduate Student Research Seminar Convenes in New Orleans



Thirty-six graduate students gathered in New Orleans for the 21st annual David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy sponsored by UCEA, AERA Divisions A&L, and Corwin Press. Held the same week as the AERA annual convention, the Seminar offered graduate students a unique opportunity to interact with experienced faculty to test their research ideas. Faculty speakers related their research and experience to the field of educational administration while graduate students presented their research topics for discussion by peers, the guest speakers, and other experienced faculty. After a welcome from UCEA Director Richard V. Hatley, participants were assigned to small breakout groups based on different research methods and topics to allow students an informal setting in which to discuss their research and presentations.

Faculty Speakers

Lynn G. Beck is dean of the School of Education at Pacific Lutheran University in Tacoma, Washington. A 1991 graduate of Vanderbilt University, she served on the faculties of the Graduate School of Education at the University of California-Los Angeles and the University of Alabama before moving to Pacific Lutheran in 1999. Her research and teaching interests include the ethics of educational leadership, the preparation

of leaders, and models for educational reform. She has authored or co-authored a number of books and a new publication, *The Productive High School: Empirical Evidence* (written with Joseph Murphy, Amy Hodges, Marilyn Crawford, and Charis McGaughey) is scheduled for publication in 2000. Dr. Beck is also the author of a number of articles and chapters. Recent publications include articles in *Educational Administration Quarterly* and the *International Journal for Educational Leadership*, as well as a chapter in the *Handbook of Research on Educational Administration*.

James G. Cibulka (Ph.D., University of Chicago, A.B., Harvard College) is Professor of Education Policy, Planning, and Leadership at the University of Maryland-College Park, where he also is Associate Dean for Research and K-6 Relationships in the College of Education. While a Department Chair at Maryland

he created a new Center for Educational Policy and Leadership and worked with local and state education leaders to develop programs and institutes for education leaders. Dr. Cibulka is former editor of *Educational Administration Quarterly* and currently serves on the editorial board of several journals. He is former President of the Politics of Education Association. Within AERA, Cibulka serves as Secretary of Division A and also is active in Division G. His areas of specialization and publication include education policy and politics, including state education reform, urban education, and issues of accountability. Currently he is conducting research on the effectiveness of policies designed to improve failing schools.

Gary M. Crow is Professor and Chair of the Department of Educational Leadership and Policy at the University of Utah. He holds a Ph.D. from the University of Chicago and M.S. from Bank Street College of Education (New York City). His teaching areas are leadership theory, instructional supervision, and sociology of work in educational organizations. Current research addresses leadership in teacher teams, occupational shortages, principal work and socialization and school reform. His work has been published in such journals as *Educational Administration Quarterly*, *American Educational Research Journal*, *American Journal of Education*, *Journal of School Leadership* and *Jour-*





nal of Educational Administration. In addition, Dr. Crow has co-authored two books: *Leadership: A Realistic and Relevant Role for the Principal* and *Finding One's Way: How Mentoring Can Lead to Dynamic Leadership*. A third book on the principalship is now in progress. Dr. Crow also serves as editor of UCEA's electronic *Journal of Cases in Educational Leadership*.

Clive Dimmock (M.Ed., Reading, Ph.D., London) is Associate Professor of Educational Administration and Policy at The Chinese University of Hong Kong. He has also held appointments as Associate Professor at the University of Western Australia in Perth and at the University of Wales in Cardiff. Additionally, he has conducted consultancies in the United States, United Kingdom, Australia, Hong Kong, and Cyprus. His teaching and research interests include school restructuring and design, cross-cultural approaches to comparative educational administration, the principalship, qualitative research methods in education, and problem-based learning. Dr. Dimmock has co-authored several books and is author of the forthcoming *Designing the Learning-Centred School: A Cross-Cultural Perspective*. His work has also appeared in such journals as *Educational Administration Quarterly*, *Journal of Educational Administration*, and *Comparative Education*.

Graduate Student Participants

Participation in the Seminar provided the students a network with junior colleagues from across North America. This year's participants were: **Ricardo L. Alvarez** (Northern Arizona Univer-

sity), **Gloria Armendariz** (Arizona State University), **Jo Bastiaens** (SUNY-Albany), **Brenda Beatty** (OISE/University of Toronto), **Jonathan D. Becker** (Teachers College, Columbia University), **Amy Bergerson** (University of Utah), **Elissa F. Brown** (College of William & Mary), **Dana E. Christman** (Oklahoma State University), **Jill Coffman** (University of Illinois), **Noel Collier-Bajczyk** (Washington State University), **Mary Jo Dare** (Indiana University), **Dane A. Delli** (Ohio State University), **Stacey L. Edmonson** (Texas A&M-Commerce), **Susan C. Faircloth** (Pennsylvania State University), **Aaron D. Ford** (Ohio State University), **Catherine G. Green** (Northern Illinois University), **Doug Hager** (University of Missouri), **Dianna Henderson** (University of Kansas), **Bonnie C. Johnson** (Pennsylvania State University), **James Kelleher** (Boston College), **Xiangping Kong** (University of Northern Colorado), **M. Carol Maher** (University of Missouri), **Patricia Marcellino** (Hofstra University), **Cheryl Matherly** (University of Houston), **Charles Murphy** (Fordham University), **Dianne Oliver** (Louisiana State University), **Shirley Palmer** (University of Washington), **Louise Partridge** (University of Calgary), **Margaret Fee Quintero** (University of Kentucky), **Mariela Rodriguez** (New Mexico State University), **Kathleen Roney** (Temple University), **Andrea K. Rorrer** (University of Texas-Austin), **Jane Schleisman** (University of Minnesota), **Douglas Sessions** (Washington State University), **Julia Shahid** (Texas A&M-Commerce), **Arlene Sonnen** (University of Texas-El

Paso), **Brent M. Thomas** (Virginia Commonwealth University).

Faculty, Planning Committee & Staff Participants

Additional faculty, planning committee, and staff participants of this year's Seminar were: **Elton R. Boone** (UCEA), **Karen Cockrell** (University of Missouri-Columbia), **Paula Cordeiro** (University of San Diego), **James R. Crawford** (UCEA), **Mary E. Driscoll** (New York University), **Gail Furman-Brown** (Washington State University), **Dan Goldhaber** (The Urban Institute), **Ellen B. Goldring** (Vanderbilt University), **Richard V. Hatley** (UCEA), **Mark Smylie** (University of Chicago), **C. John Tarter** (St. John's University), **Robert Wimpelberg** (University of New Orleans).

More information about the 21st Seminar, including student participant research abstracts and instructions for joining the newly created Seminar email listserv, can be found on the UCEA website (www.ucea.org/ngsrsea/ngsrsea2000.html).

11th Annual UCEA Graduate Student Symposium

The 11th annual UCEA Graduate Student Symposium will be held in conjunction with the UCEA Convention 2000 at the Albuquerque Hilton. A pair of two-hour sessions are tentatively planned for Friday, November 3 and Sunday, November 5.

This year's symposium will be organized around the topic "Schools, Leadership, and Democracy in the New Millennium." 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.

Each UCEA institution is invited to send as many students as they wish to participate in the symposium.

UCEA Centers Update

M. Scott Norton
University of Arizona

UCEA presently has eight program centers that are making significant contributions to its mission. The following is an update of the centers' program activities since the Spring of 1999. Those persons who have an interest in learning more about the activities of a specific program center are urged to contact the director(s) of that center directly.

The **Center for the Study of Preparation Programs** completed a study of collaborative efforts taking place in the preparation of school leaders. In brief, the study results revealed that educational administration units housed with other program emphases were using collaborative activities within these programs to a relatively high degree.

The Center also recently initiated a comprehensive, two-year study for the status of distance education in UCEA-member and non-member programs of educational administration. Phase One of the study centers on answers to three primary questions: (1) Where are UCEA member and non-member institutions concerning the utilization of distance education in the preparation of students in educational administration? (2) What must be done to realize the desired outcomes of distance education in the preparation of school leaders? and, (3) What current distance education programs have proven effective in the preparation of school administrators and what personnel are participating in these programs? Phase Two of the study focuses on follow-up activities that include on-site visitations to various institutions that have implemented distance education programs successfully. *M. Scott Norton, Arizona State University (scott.norton@asu.edu), Director*

As its initial activity, the **Center for the Study of School-Site Leadership** is co-sponsoring a weeklong institute entitled, "Building Instructional Leadership and Fiscal Capacity in Schools." This event will be held July 10-14, 2000, at the Graduate School of Education on the campus of the University of Buffalo (UB). This summer institute is intended for teams of educators from the same

school-site and/or district concerned with building the instructional and fiscal capacity of their school as they strive to meet new learning standards. In addition to team-building workshops and presentations by faculty from UB's Graduate School of Education about aligning curriculum, instruction and assessment with New York State's Learning Standards, the institute will feature the following invited addresses: "Changing Leadership for Changing Times," Keith Leithwood, Ontario Institute for Studies in Education, University of Toronto; "A Thousand Voices from the Field," Fran Kochan, Auburn University; "Investments in Professional Development: Trends, Challenges & Opportunities," David Monk, The Pennsylvania State University; Fiscal Leadership at the School Site: Maximizing Resources for Children," Bruce Cooper, Fordham University. *Stephen L. Jacobson, SUNY-Buffalo (eoakiml@acsu.buffalo.edu) & Kenneth A. Leithwood, OISE/University of Toronto (kleithwood@oise.on.ca), Co-Directors.*

The **Center for the Study of Academic Leadership** is currently engaged in two major projects. The Deans' Study is in the dissemination stage. Several newsletters reporting key findings will be distributed to UCEA member institutions this year. In addition, an ASHE-ERIC monograph on the changing nature of the deanship and a book on deans for Oryx Press are in progress. The second project is being conducted in conjunction with the Northwest Regional Education Lab. It examines the superintendency pool in the Northwest region. This project is in the data collection stage. Superintendent certificate holders in a five-state area have been surveyed. Technical reports are due out later this year. *Mimi Wolverton, Washington State University (mimi-wolverton@wsu.edu) & Walter H. Gmelch, Iowa State University (wgmelch@iastate.edu), Co-Directors.*

The **Center for the Study of the Superintendency** (<http://www.uky.edu/Education/EDA/uceahead.html>) held its

National Conference in San Francisco. Members present included Co-Directors Lars Björk and Cryss Brunner, Lance Alwin, Judith Berg, Carolyn Carr, Randy Freese, Peter Flynn, Tom Glass, Margaret Grogan, John Hoyle, Beverly Irby, Barbara Jackson, Meredith Mountford, and Allen Phelps. Progress reports were given by the Center's two primary projects: (1) The edited book "The New Superintendency," C. Brunner and L. Björk, editors, (JAI Press Series: Advances in Research and Theories of School Management and Educational Policy). This volume will be published in 2001 and contains 17 chapters that fall under six topics: "Of Candidates, Pools, and Preparation," "Of Women and People of Color," "Of School Boards and Communities," "Of Power, Politics, and Policy," "Of Family and Support," and "Of Soul and Transformation;" and, (2) Highlights of the collaborative effort of AASA and this Program Center, The Study of the American Superintendency: 2000, were covered by co-authors Tom Glass, Lars Björk, and Cryss Brunner. Finally, a lengthy discussion identified the next focus for future Center activity - Professional Standards for Superintendents: How do they fit together and how can they best be used? This focus addresses one of the Center's identified areas of needed research, "Professional Preparation and Licensure." *Lars Björk, University of Kentucky (lbjor1@pop.uky.edu) & C. Cryss Brunner, University of Wisconsin-Madison (brunner@education.wisc.edu), Co-Directors.*

The **Center for Educational Finance** has been in operation since 1990 and has historically carried out its mission through heavy involvement in the policy area, primarily at the national level. While the work of the Center varies, it has focused largely on leading or assisting with funding policy debates in individual states. Over the years the nature of the Center's work has reflected national trends and events in school funding. Requests for litigation or legislative support services have commanded much of the Center's time, resulting in technical studies for plaintiffs, defendants, or legislatures seeking to improve funding formulas. In any given year, the Center provides fairly extensive services to one of more state-level agencies or to

advocacy groups on funding issues. At the same time the Center has issued regular calls for scholarly papers, publishing monographs or occasional papers each year. Since 1990 the Center has produced more than 20 major legislative or litigation technical reports, provided approximately 50 presentations or other services to policy-making audiences, and published a variety of other documents contributed by professionals in the field. *David C. Thompson, Kansas State University (finance@coe.educ.ksu.edu) & R. Craig Wood (rcwood@coe.ufl.edu), Co-Directors*

The **Center for the Study of Special Education Administration** conducted an eastern regional conference on Complex Adaptive Systems with three site leadership teams to determine if these perspectives are useful to understanding issues in the unification of general and special education. They are now supporting research in an elementary school. The Center also supported one of the two studies of regional educational agencies in Indiana and one in Illinois over the last few months. *Leonard Burrello (burrello@indiana.edu), Director.*

The **Center for the Study of Leadership in Urban Education** has now expanded its field-based, problem-centered program to five cohorts that include students from ten collaborating school districts. The most intensive of these is the Houston ISD Secondary Principalship Academy which presently is identifying students and mentors for the third cohort cycle. The first cohort of fifteen students which will graduate in August, 2000, is now interviewing for administrative positions for the next year. University faculty and district administrators jointly screen and interview candidates, both students and mentors. Students and mentors participate in a month-long mutual selection process, with no forced matches of mentors and proteges. Houston ISD has continued its full commitment to the program by paying half of all university expenses for students, including books; a \$10,000 stipend for selected principals to serve as mentors in a full-year, paid internship; and mentor training. The program continues to emphasize research-based leadership, self-knowledge, and interpersonal effectiveness. Extensive documentation of all aspects of the program,

UCEA Job Posting Service

UCEA provides, free of charge on its website, links to position announcements already posted on hiring institutions' websites. To submit a posting, please email the URL for the position announcement (website address at your university where interested individuals can view the position description and application procedure) to Mary French (c733639@showme.missouri.edu). A link will then be provided from the UCEA job postings page (<http://www.ucea.org/jobs.html>) to the job announcement.

UCEA does not post the text of entire job postings on its website (UCEA's site only points to existing postings elsewhere) nor does UCEA place job ads in its print publications. UCEA also does not currently have an email listserv for distributing postings.

including videotaping, has been done to provide for both formative and summative evaluation of the program. *Kay Weise, University of Houston (weise@uh.edu), Director.*

The **Center for the Study of Leadership and Ethics** (<http://curry.edschool.virginia.edu/curry/centers/ethics/home.html>) had a very successful fourth annual Leadership and Ethics Conference, which was held in Charlottesville in October, 1999. The theme of the conference was "Education, Individual Rights, and the Public Good." Keynote speakers were Jennings Wagoner, Catherine Marshall, Carl Glickman, and Kevin Ryan. In addition, other scholars and graduate students from both the United States and abroad gave papers. The international audience of approximately 100 included area teachers and administrators, graduate students from the United States and Canada, and a delegation of Swedish principals. Moreover, plans are in the works for the fifth annual Values and Education Leadership Conference, September 28-30, 2000, in Bridgetown, Barbados. Confirmed keynote speakers include Ken Strike, Jerry Starrat, Pauline Leonard, Chris Hodgkinson, Margaret Grogan, Paul Begley, Earle Newton, Elizabeth Campbell, Olof Johansson, Joan Poliner Shapiro and Jacqueline Stefkovich. *Margaret Grogan, University of Virginia (mgrogan@virginia.edu) & Paul Begley, OISE/University of Toronto (pbegley@oise.utoronto.ca), Co-Directors*

Awards continued from p. 7

setts and Pennsylvania. Additionally, he is an adjunct faculty member in Penn State's Department of Education and Policy Studies.

Ellen L. Wolf (Washington State University) is Superintendent of the Walla Walla School District, Washington. Her career has included serving as a teacher, principal, assistant superintendent, and university faculty member. As a member of the Washington State University Administrator Professional Education Advisory Board, Dr. Wolf has been instrumental in insuring that WSU's administrator preparation program is clearly linked with professional practice.

Ted A. Zigler (University of Cincinnati) is principal of William Henry Harrison High School, Harrison, Ohio. He is a field member of the University of Cincinnati's Educational Administration Leadership Cadre, acting as an advisor to the program and representing the educational administration program throughout the state. Additionally, he serves as adjunct faculty for their educational administration program.



Submitting Feature Articles for the UCEA Review

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

C. John Tarter
School of Education and Human Services
St. John's University
8000 Utopia Parkway
Jamaica, NY 11439

e-mail: ctarter@aol.com
FAX: (718) 990-6096

Summer & Fall 2000 Calendar

June 30.....	Deadline for annual UCEA Membership Dues
July.....	Convention 2000 proposal submission acceptances/rejections distributed
September.....	Fall UCEA <i>Review</i> distributed Convention 2000 programs distributed
November 1-2.....	UCEA Executive Committee (Albuquerque Hilton)
November 2-3.....	UCEA Plenum (Albuquerque Hilton)
November 3-5.....	UCEA Convention 2000 (Albuquerque Hilton)



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Review

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