



Review

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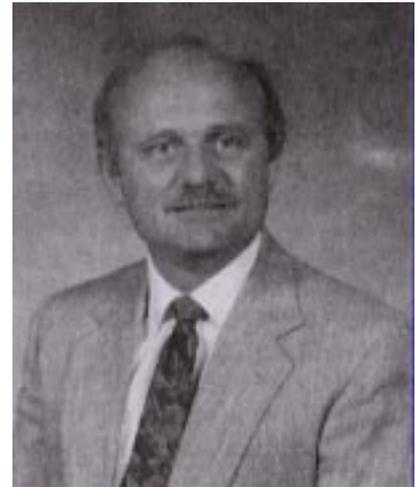
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PRESIDENTIAL ADDRESS

Paul V. Bredeson
University of Wisconsin-Madison



A JOURNEY TOWARD COMMUNITY IN EDUCATIONAL ADMINISTRATION

As we meet in this historic city to explore various conceptions of community in education, we also come together to explore and reflect on the richness and diversity of images we have of ourselves as individuals and as a consortium of professors in UCEA. My purpose today is to examine the importance and power of the concept of community by inviting you to accompany me on an odyssey toward a deeper understanding of community. Along the way I will point out distinctive features that have meaning for me. In so doing I hope to engage your sense of wanderlust to embark on your own journey to explore the possibilities of community in your life as a professional educator. The itinerary for the journey I describe today reflects my preferences, choices, and thoughts about community in education. Thus, many features along our shared route this morning, important and evocative as they may be, will not be highlighted. They are left for another time. My comments will focus on three views of community. The first is a panoramic vista of various images and definitions commonly used to convey multiple meanings of community. I also describe selected personal experiences with community along the way. Second, I will highlight the landscape of community in higher education. Finally, together we will examine concepts of community in our lives as professors and as members of UCEA.

A Panoramic View: Images of Community

The concept of community has particular linguistic currency in the literature and in convocations of such professional groups as UCEA. However, the origins and meanings attached to various concepts of community are not unique to late twentieth century thinking and public discourse. Though defined in different ways, the social construct of community has been a persistent theme in the disciplines for centuries. From distinct intellectual and philosophical perspectives, anthropologists, sociologists, theologians, and historians are among those scholars who have examined the importance and meaning of the relationships of individuals to one another. The legacy of this work is a body of literature containing literally hundreds of denotative and connotative descriptions of community. Each is deeply embedded in the intellectual, philosophical, and epistemological traditions of various disciplines and fields of study in the social sciences, including educational administration.

You recall in recent UCEA presidential addresses, Terry Astuto (1992) invoked community in her description of effective schools. She described them as caring communities, "In which everyone is important, everyone is a winner, everyone has the freedom to grow." Last year Pedro Reyes (1993) challenged us to think of cultural citizenship built on the foundations of a democratic community of diversity where, "there is no second class citizen; there is no second

(continued on page 13)

**Call for Proposals
Convention '95
SALT LAKE CITY, UT
(see inside pp. 10-11)**



SHORT VOTED PRESIDENT- ELECT OF UCEA

Paula M. Short (The Pennsylvania State University) was recently elected President-Elect of UCEA. Consistent with UCEA Code of regulations, a special election was held to replace Ann Weaver Hart (University of Utah), who resigned from the Executive Committee and position of President-Elect in December. Also consistent with Code, UCEA President Nancy A. Evers (University of Cincinnati) appointed Daniel L. Duke (University of Virginia) to fill the vacancy on the Executive Committee.

Among her many accomplishments and honors, Short was the 1993 recipient of the Jack A. Culbertson Award. In addition to her new duties, Short also serves as the editor of the *Journal of School Leadership*. She is past president of the National Council of Professors of Educational Administration, past president of the Southern Regional Council on Educational Administration, member of the National Policy Board for Educational Administration, and a member of the AASA National Commission on Standards for the Superintendency.

Currently, Short is program chair of educational administration and associate professor of educational administration at The Pennsylvania State University and the UCEA PSR for Penn State. Short received her Ph.D. in Educational Administration and Supervision from the University of North Carolina at Chapel Hill.

UCEA ADMITS MIAMI UNIVERSITY

This fall, following a recommendation by the Executive Committee, the UCEA Plenum voted UCEA membership privileges to Miami University. The University Council for Educational Administration would like to welcome the university to the Consortium. UCEA now has 54 member universities.

The Department of Educational Leadership at Miami University has demonstrated a strong commitment to the advancement of educational administration consistent with UCEA's missions and purpose. The Miami University Department of Educational Leadership chair, Nelda Cambron-McCabe, also will act as the Plenary Session Representative. The faculty members are: Bernard Badiali, Laura Baker, James Burchyett, Nelda Cambron-McCabe, Dennis Carlson, Frances Fowler, Richard Hofmann, Peter Magolda, Gary Payne, Richard Quantz, Judy Rogers, Kate Rousmaniere, Charles Skipper, and Charles Teckman.

Miami University's faculty joins the nearly 800 other educational administration faculty members at UCEA institutions throughout the U.S. and Canada.

If you would like information about admission criteria for UCEA please contact the University Council for Educational Administration at 212 Rackley Building, Pennsylvania State University, University Park, PA 16802-3200.

When
Teachers
Lead

When Teachers Lead

UCEA Monograph Series

Guest Editor: Terry A. Astuto

ISBN 1-55996-157-0

Foreword: Terry A. Astuto

The cost for the volume is \$7.50, including shipping and handling. For special shipping, add a \$2.00 handling fee. Send check to UCEA at 212 Rackley Building, University Park, PA 16802-3200.

Site-based management, alternative forms of school governance, different patterns of decision making, and school restructuring are popular innovations in the reform literature. Sufficient trials are now under way to further our understanding of what happens when teachers, administrators, parents, students, school boards, and unions respond to the challenge to invent and reinvent the dimensions and elements of professional practice. This monograph is about those experiences.

1. When--Teachers Lead
Bruce S. Cooper, Fordham University
2. When--Teachers Share School-Level Decision Making
Sharon Conley, University of Maryland and Justo Robles, California Teachers Association
3. When--Teachers Run Schools,
Bruce S. Cooper, Fordham University
4. When--Teachers Re-design Schools Around Teaching
Roberta Trachtman, Fordham University
5. When--Teachers are School-District Decision Makers
Mark A. Smylie, University of Illinois at Chicago
6. When Is Now: A Plan of Action
Ann Weaver Hart, University of Utah



(Photo by Carrie Jacobson)

STEPHEN L. JACOBSON RECEIVES 1994 CULBERTSON AWARD

Stephen L. Jacobson (SUNY-Buffalo) was chosen as the 12th recipient of the Jack A. Culbertson Award. He was honored at the UCEA Convention '94 in Philadelphia for his outstanding contributions to the field of educational administration. The presentation of the award was made at the Convention opening session by James A. Yates (University of Texas) who is a former UCEA Associate Director.

Jacobson completed his Ph. D. at Cornell University in 1986. Additionally, he holds advanced degrees from SUNY New Paltz and Brooklyn College in educational administration, special education, and psychology. He began his education career as a special education teacher for the New York City Board of Education. In 1992 he was promoted to the rank of Associate Professor at SUNY Buffalo. During the fall of 1992 Professor Jacobson was Visiting Scholar at the Ontario Institute for Studies in Education in Toronto. During the past few years, Jacobson has worked with colleagues at OISE to plan and host the IIP 1994, which was sponsored jointly by OISE and SUNY Buffalo.

His nomination for the Culbertson Award was based on his research on the impact of pay incentives on teacher behavior. His work on this topic has been published in a number of journals, including *Educational Administration Quarterly*, *The Journal of Human Resources*, *The Journal of Education Finance*, *Educational Evaluation and Policy Analysis*, *Planning and Change*, and *The Canadian Administrator*. In his letter of nomination, Austin D. Swanson (SUNY Buffalo) noted that "Individually, and collectively, these articles make important contributions to our understandings on how variations in the structures of teacher compensation influence on-the-job performance."

Jacobson has edited two books, *Helping At-Risk Students: What are the Educational and Financial Costs?* (with P. Anthony) and *Educational Leadership in an Age of Reform* (with James Conway). Still in the early years of his higher education career, Jacobson has an impressive canon of book chapters, refereed articles, book reviews and presentations at professional meetings.

Since 1982, the Culbertson Award has been a means of recognition for the unique contributions of outstanding junior professors and a way to honor Jack A. Culbertson who inspired many young professors during his tenure as UCEA Executive Director of the consortium.

Previous Culbertson award winners are **Patrick B. Forsyth** (1983, Oklahoma State), **L. Dean Webb** (1984, Arizona State), **Jeri Nowakowski** (1985, Northern Illinois), **Joseph Murphy** (1986, University of Illinois), **Walter H. Gmelch** (1987, Washington State), **Charol Shakeshaft** (1988, Hofstra), **Carol A. Veir** (1989, Texas-Austin), **Paul V. Bredeson** (1990, Penn State), **Kent D. Peterson** (1991, Wisconsin-Madison), **Ann Weaver Hart** (1992, Utah) and **Paula M. Short** (1993, Penn State).

Contributions to the fund are welcome and tax deductible. Checks should be made out to The Jack A. Culbertson Fund and sent to UCEA, 212 Rackley Building, University Park, PA 16802-3200. The annual winner is presented with a plaque and a small cash award.

NOMINATIONS FOR CULBERTSON AWARD REQUESTED

Nominations for the 1995 Jack A. Culbertson Award are now being accepted. At the discretion of the review committee, the award is presented annually to an outstanding junior professor of educational administration, in recognition of his/her contributions to the field. Written nominations should include four copies of: (a) the work for which the professor is being nominated and a brief (1-2 page) description of how this work meets the award criteria, and (b) the nominee's vita. Submissions should total no more than 25 pages, including the nominating letter and vita. The letter of nomination must clearly state the contribution(s) to be evaluated and the support materials sent should pertain specifically to this contribution. Books and other costly materials will be returned on request, after the review committee completes its work. Individuals may be nominated more than once, provided they continue to meet the criteria.

Individuals nominated must have been professors for seven years or fewer,* and currently serve in a UCEA university. Contributions for which an individual may be nominated include, but are not limited to the following:

- an innovation in training,
- a published book,
- instructional materials produced,
- a new course or program developed,
- a completed research project and/or other related project.

Criteria used in selecting the outstanding contribution are: (a) innovativeness, (b) originality, (c) generalizability, (d) potential impact, (e) relation to UCEA goals, (f) significance with respect to the training mission at the individual's institution, (g) degree of effort required to produce the contribution, and (h) extent of support for the effort provided by the candidate's employing institution. Deadline for nominations is **May 25, 1995**.

* [Please note: *The maximum number of years a nominee may have been in professorship will be reduced by 1 each year until 1996 when the service years will be permanently established at 6 years or fewer to emphasize the achievements of "junior" professors.*]



Elsie Clark congratulates Campbell recipient David L. Clark.

(Remarks made by Past UCEA President Martha M. McCarthy as she presented Clark with the UCEA Campbell Lifetime Achievement Award in Philadelphia last October.)

It is a great privilege to present the 1994 Roald Campbell Award for lifetime achievement in educational administration. This award was established by UCEA in 1991 to pay tribute to Roald Campbell's distinguished career by recognizing senior professors whose lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity, and service. No one reflects these characteristics more or is more deserving of this prestigious award than our '94 recipient, **David L. Clark**. Dave is the William R. Kenan, Jr. Professor of Education at the University of North Carolina at Chapel Hill.

When I was thinking about what to say in presenting this award to Dave, I found myself in a real dilemma. In five minutes, how do you summarize over 40 years of outstanding accomplishment, roles in public school, professional associations, and the former U. S. Office of Education; a deanship; titled professorships; 30-plus books, monographs, and reports in additions to countless articles? If I focused on his pioneering efforts in establishing the national Policy Board for Educational Administration and developing its platform for reform, you might ask why I didn't address his significant contributions in analyzing the federal government's role and impact on educational policies and practices. And if I decided to focus on his seminal work in organizational theory, which has helped us to view schools as organizations from new perspectives, then you might fault me for not emphasizing his work on effective schools or his groundbreaking analyses of assumptions undergirding current school reform efforts. Given

DAVID L. CLARK RECEIVES CAMPBELL LIFETIME ACHIEVEMENT AWARD

this dilemma, I decided not to try to do justice to any of his many contributions to our field, and instead just mention a few of Dave's characteristics that certainly set him apart.

Dave has incredible commitment to the improvement of education, especially for disenfranchised groups. He works tirelessly toward this end, never giving thought to personal gain or advancement.

Dave is always on the crest of the wave; indeed, he anticipates the crest. He is always growing, learning, and searching for new responses to persistent problems. Some people get entrenched in a position, but not Dave. He is open to new ideas and willing to change his mind and forge new directions.

Dave is a mentor in the best sense of the word. He nurtures graduate students and new professors and gives them confidence to be the best they can be. When I was a new assistant professor at Indiana University, Dave and I were paired to work on a gender equity project sponsored by UCEA. Dave called me and said that he wasn't too interested in the topic but was committed to UCEA, so he'd serve on the team with me. I really feared that Dave was going to be involved in name only, but it did not take me long to find out that Dave Clark is NEVER involved in anything in name only. He dove into that project with amazing energy and became so committed to the topic that at his suggestion, we even team taught (as an overload) a course on gender equity in higher education. And as we all know, Dave has become a central spokesperson for equity concerns in our field.

As I look around this room, I see a number of people in addition to myself who have had their careers greatly influenced by Dave Clark. He is a wonderful role model, and has very high expectations for himself and for others. He sets the standard toward which all of us should strive. And if you can survive under his work ethic, you can do anything!

I could mention many more laudable characteristics, but my time is up so I'll just say in closing that we are so fortunate that Dave chose to make his contributions in OUR field. He truly is a remarkable man, and it is quite fitting that we are paying tribute to him tonight. It is with great pride and affection that I present the 1994 Roald Campbell Award to my mentor, colleague, and dear friend, David L. Clark.

TEACHING EDUCATIONAL ADMINISTRATION: REFLECTIONS ON OUR CRAFT

DAN C. LORTIE
UNIVERSITY OF CHICAGO
1994 MITSTIFER LECTURE

(The Mitstifer Lecture is sponsored by The Pennsylvania State University and UCEA and made possible by contributions of the Mitstifer family in memory of Robert M. Mitstifer. Previous Mitstifer Lectures were delivered by Herbert A. Simon, James S. Coleman, and Charles Lindblom.)

It is an honor for me to be asked to address you in this Mitstifer Lecture. I thank you very much for the invitation.

I wish to talk about one aspect of our work in educational administration—specifically, the preparation of practitioners who will head schools, school districts and other educational organizations. Most of what I will say will focus on pre-service or, at least, relatively early study in our field. One might question the wisdom of exposing one's views on that topic before this particular audience; who has as much experience with, and knowledge about, the education of school administrators as those who attend UCEA meetings? Participants in this association—in contrast to many academic groups—pay serious attention to teaching issues. I decided to take the risks involved in order to reap the benefits of informed, and, I hope, interested listeners.

One must begin somewhere. My beginning point is this: to advance schooling in our country, a central goal in teaching educational administration should be to prepare our students for intelligent action. By "action" I refer simply to what people do (and don't do) in positions of school leadership. It includes a wide range of behavior, and although it includes reflection and other intellectual activities, it is not limited to them. Action as such is not the central preoccupation of the scholarly and scientific disciplines in our university context; I refer in particular to the social sciences and humanities upon which we are most likely to rely. I select the word "intelligent" because of its breadth. Webster includes ideas such as "good judgment," "sound thought," "coping with new situations," "shrewdness," and solving problems.

I. SOME COMPARISONS

One way for us to think about our craft is to compare what we do with what others do in the university disciplines around us. In making such comparisons, I will emphasize differences, although similarities are also important. The contrast is a device to help identify some of the salient features of our work, to reveal some of its special characteristics. Identifying those characteristics will put the spotlight on the practical knowledge we should try to impart and serve as a basis for examining the pedagogical practices I shall discuss in later sections of the paper.

A. Persons in the disciplines seek to reach their goals through ever-increasing specialization in the selection of topics and problems they attack. If it is (mostly) misleading to say that scholars in the disciplines "learn more and more about less and less," the statement does, at least, indicate that seeking broad knowledge is frequently sacrificed for the intensive study of limited areas. The day-in, day-out work of most scholars is normally narrow in scope; the majority of articles (and even



books) they write are more likely to be in-depth examinations of restricted topics than efforts to synthesize what is known. This division of labor among scholars can be highly effective over time as outstanding individuals—and processes of group consensus—produce general theories and broadened knowledge.

Roald Campbell—whom we have just honored and whose memory shines brightly for me—taught us to see the generalist nature of school administration, a property which is found at different levels. School administrators need to know a good deal about many different areas—that is, they should possess substantive knowledge on a variety of topics. In addition, they think and work more effectively when they are able to select appropriate frames of reference to understand issues which differ one from the other. Their situation is unlike that of the scholar who can count on the body of colleagues in the field to produce—in the long run—more general knowledge; administrators must act repeatedly, often with restricted consultation and little time to decide what must be done. Thus substantive breadth and intellectual versatility—rather than specialized knowledge—are particularly valuable for the school administrator.

B. There is another kind of "narrowing" found in the acknowledged sciences and other disciplines seeking such recognition. Building theories requires control over uncertainties which muddy the statement of propositions and laws; such uncertainties are contained by making simplifying assumptions or stating limiting conditions. For example, we are familiar with such phrases as "provided it occurs in a vacuum," or "assuming perfect knowledge of the market," or "in a given state of the arts."

Persons entrusted with the responsibility to act within the human mess should probably never forget how dangerous it is to make such simplifying assumptions.¹ For the extent to which uncertainty prevails in their world—and the high probability of bad guesses—require that administrators learn to live with ambiguity without experiencing crippling stress; they are fortunate if they are endowed with enough "affective complexity" to match the perplexing and sometimes frustrating demands of their work. To overstate a little, it is probably wise for the school administrator to hold that the only scientific law which warrants unquestioning belief was propounded by Murphy.

C. From the point of view of intelligent action in the complex moral world of public education, the social sciences do dubious things with values—social scientists are likely either to eschew values or to enshrine too few. Weberian sociologists tend to see values as data; Marxists pay attention to those they can link to the class struggle. Economists have been known to deify the market, political scientists the cardinal virtues of

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democratic participation or Machiavellian realpolitik, anthropologists to believe that the natives are always right. (Members of these disciplines may, just possibly, find these depictions less than fully balanced, but hyperbole does have its uses.) I think it fair to say that the treatment of values by social scientists does not provide a sufficiently broad basis for the preparation of those we hope will provide sound educational leadership. We need to do more than import the manifest and/or latent values found in social science; not only should we pay more attention to philosophy and to the humanities in general, but we should, I believe, be considerably readier than we have been to emphasize the values which underlie choices in school administration. The emerging preoccupation with “policy” may press us to do that.

Today we talk more and more about the need for educational leaders to identify, articulate and foster shared missions among those engaged in educating children and adolescents; to do so effectively, they should be exposed to a complex repertoire of values and goals. Practitioners-to-be should think hard about what knowledge is needed, the ends it should serve and the means that are ethical and effective in its acquisition. In short, we should do whatever we can to help our students develop personal philosophies that avoid oversimplification and that are rooted in thoughtful commitments to education and its meanings in a democratic society.

D. We noted earlier that university disciplines are not primarily committed to action. Those who labor in them look for explanations regardless of their utility for intervention in nature and human affairs; they do not restrict their studies to what they are sure can be affected by human agency. Physics and chemistry are not engineering. Engineers select what they can use for purposes of intervention and ignore what they cannot; medical scientists take the same stance toward biology and other sciences. Historians and other scholars study much that is nonmanipulable; for example, their inquiries include events which cannot reoccur (at least in the same way or same place) and they employ variables in their conceptual frameworks which do not respond to decision-making by individuals, institutions and governmental bodies.

To focus on intelligent action is to pay attention to occasions when decisions can make a difference. Our interest in “causes” is concentrated on events we can influence, on points where we believe intervention can affect the outcomes we seek. This is not to claim that it is a simple matter to identify such points nor that it is easy to separate “remote” from “manipulable” factors; in fact, one of the benefits of studying history is to increase our sensitivity to which factors are likely to fall into those categories. But economy in selecting what we should study in an action-oriented field leads us to center on situational components we believe will yield to our mechanisms for decision-making. We concentrate on “levers” that experience and inquiry have taught us to see as relevant and effective.

E. The evaluation of individual performance in academic fields is not fundamentally interpersonal; although interpersonal abilities are always useful, they are not critical in assessing one’s proficiency in chemistry or literature or archeology. Achievement in such fields can stand apart from interpersonal relationships; in fact, individuals can win the highest accolades (e.g. Nobel, Pulitzer and similar prizes) without such considerations playing a significant part.

How much needs to be said about the contrast with our field? Is it not a truism that interpersonal capacities are fundamental to the conduct of administrative work in education—that they rank very high among the criteria used by others to evaluate persons within the field? One can express doubts about how much those of us who work in universities can help students to develop such abilities; classrooms offer limited opportunities for such development. But we owe it to our students, I believe, to make them aware of the crucial part that interpersonal transactions play in the conduct of school administration. And we can look for ways to

incorporate components in our programs to help students increase their sensitivity to others and their ability to relate to them.

To recapitulate briefly the contrasts which have emerged from our comparisons and to note some implications:

a. We prepare generalists who need knowledge from various disciplines to do their work well; they should acquire considerable substantive knowledge and develop the ability to make appropriate selections from—and use—a variety of intellectual approaches. Acquiring such breadth of knowledge and learning to be versatile in using different approaches is intellectually demanding; we should take account of those demands in making our admission decisions.

b. Our instruction should make it clear that uncertainty is a normal condition of educational work and, where possible, prepare future administrators to cope with the difficulties it entails.

c. We should ensure that opportunities exist to help students deepen their personal philosophies.

d. Given the scarcity of time and other resources, we should focus our teaching on what are most likely to be actionable factors in the situations we expect students to encounter.

e. Our students will benefit to the extent that we help them to realize the significance of—and fully develop—interpersonal sensitivities and abilities.

President Johnson used to challenge analysts with the question “So from all of that, what are we to conclude?” Mindful of the value of specifics, I will present some suggestions which appear to fit the needs I have posited.

II. SOME SUGGESTIONS

A. The increased development and use of instructional cases.

Cases, and similar reality-based approaches, provide a good match to the five features I have discussed above.² Let us test that assertion before proceeding further.

1. Cases are not abstractions; they are efforts to approximate reality, usually, but not always, in narrative form. The best cases come as close as possible to the complexity of the whole. To the extent that a case does so, those who analyze it are pressed to move toward multiple rather than single frames of reference, a direction which fosters a generalist point of view.

2. Uncertainty is a built-in feature of good cases and perfect solutions do not often arise in their analysis. In teaching cases, we acknowledge rather than deny the “messy” nature of administrative work.

3. Resolving issues found in a case normally requires that one select a particular line of action from among alternative possibilities. This “public” choice draws attention to the (often) competing values which underlie the options. Participants come to realize the need for trade-offs and the unavoidability of complex moral decisions. It is extremely difficult, assuming that discussion is rigorous, to remain indifferent toward values or to sustain an oversimplified view of what educational choices entail.

4. The question of action (“What will we do?”) forces attention to the manipulable factors in the situation depicted in the case. Analyses may well include elements which are not actionable, but plans of action are not persuasive unless they deal with matters which can be affected by the decisions and actions of persons in the case.

5. As members of a case discussion class examine alternative lines of action—examine them in detail—it is very difficult to miss the significance of interpersonal relationships and transactions. The question “How will you do that?” presses participants toward advocating specifics in interaction and communication. Cases can also present opportunities for neophytes to practice and reflect on different approaches through role-playing activities. It does not require stretching, then, to see that case instruction is an excellent match to the five features we have identified as particularly relevant to our teaching in educational administration. There are, moreover, other advantages which I would like to mention here. First, short-run advantages, followed by longer range benefits for our field.

Additional advantages: short-run:

1. In teaching cases over three decades with persons of widely varying experience, I have been impressed by how rarely persons in case sessions advocate bizarre actions; their ideas may be naive (especially in the case of those with little or no work experience), but they are very rarely “off the wall.” How is that so?

I think that the main reason is that our students are adults; they have been socialized into what is acceptable behavior in our society and, in many instances, what is appropriate in the particular culture of schools. They have, therefore, a supply of “tacits” to bring to case analysis and proposals for action.³ In addition to being able to verbalize behaviors which are acceptable, they bring implicit beliefs, sentiments and behavioral assumptions about which they might not be fully aware.

Since the “tacits” individuals bring to the group include some which are not shared with others, the stage is set for a rich set of exchanges. There are shared norms and idiosyncratic beliefs, consciously-held and latent theories. Vigorous and sustained discussion makes participants aware of where they agree and disagree; realizing how and why one differs can lead to personal awareness of what had previously been tacit. Individuals may or may not revise tactics of which they are newly aware, but they can now make choices rather than act reflexively. Creativity can occur in the group as an individual, spontaneously making suggestions, introduces possibilities not envisioned by others whose tactics favored a sense of constraint rather than the possibility of imaginative solutions. One can think of a case study group, therefore, as consisting of many teachers teaching each other.⁴

2. The struggle to find solutions in individual study, and events in discussion groups, can help persons to discover gaps in their knowledge which they realize can be filled and which will subsequently improve their performance as administrators. In that way, cases can link the value of learning directly to future action.

3. It is relatively easy to use a type of team teaching in which instructors work together to examine the same material from different perspectives. For example, professors with different backgrounds can enrich discussions. I have also found it useful to combine a university-based instructor (me) with someone who is actively engaged in school-based work.

Additional advantages: long-run:

In addition to the immediate gains I have just mentioned, the use of cases can contribute to the development of knowledge in educational administration in other, longer range ways.

1. The development of cases and their compilation into books and other collections can help to organize knowledge of practice in our field. I recall a professor of law describing the great difference between early works and current texts on criminal law, explaining how years of thoughtful effort by academics had transformed them from rough assortments of cases to works characterized by useful classifications of cases, helpful analytic categories and illuminating interpretive comments. Such work is only beginning in our field but holds enormous promise for the codification of practical knowledge.

2. Case analysis can increase awareness of where further knowledge is needed, particularly when groups studying cases find gaps in the knowledge base of our field. Such gaps might range from descriptions of schools and school practice which should be available to students to work on theoretical questions which, were it available, would inform action. “Grounded” awareness of gaps can result in the production of research where the findings are less likely to sit on library shelves unloosed and unnoticed.

3. The case approach is flexible—it can be used to study a variety of subjects and theories. In instances where knowledge is relatively well-codified, as in accounting and certain aspects of school law, professorial

commentary can be relatively definite and specific; cases can be selected to illustrate relatively well-established principles. When complex issues and interactions are centrally involved, there is the opportunity to test the relevance of various kinds of concepts and theories as students learn to select from among alternative frameworks.

4. Case methods can be used to teach about a wide range of subjects, including topics which are becoming important but are not yet well-understood. We do not have to wait for strong theory to help us interpret newly important trends or problems—we can begin to inform students and ourselves through gathering data on them and ordering the data into cases. Such newly defined topics may turn out to reinforce the importance of some pre-existing theory or motivate us to create new approaches to deal with them. But in either instance, they will keep instruction up-to-date and prevent professors from falling behind events in the field. In areas where changes occur rapidly (e.g. the use of new technologies), this is particularly significant not only for professors but for students as they move into positions of responsibility.

5. Cases frequently involve collaboration between professors and those students who are ready to undertake data-gathering, to write memos and initial drafts. Such work involves acquiring and/or improving skills which are eminently practical in the practice of administration. They include: the ability to win the confidence of informants, developing interviewing and observational skills and, not least of all, learning to sift through and separate significant from trivial facts in the situation under study.

(Probably because I have had long experience with cases, I have not been able to resist the temptation to go on about them at some length. I will be more concise in the suggestions to come.)

B. Making connections between relevant disciplines and practice.

Intelligent action requires wise selection from diverse bodies of knowledge found in disciplines both inside and outside the conventional course of study in educational administration. We expect students to make linkages between fields such as school finance, school law and educational psychology and the demands of practice, as such connections are stressed—or should be—within the common context of a school, department or college of Education. But it is also important, I believe, that students be given the opportunity to study relevant concepts from the social sciences (including history) and, as implied earlier, philosophy, regardless of whether those disciplines are or are not fully represented in the Education units.

To include broader subject matter risks the opposite outcome from what we find in highly specialized fields; the student could become a generalist who “learns less and less about more and more.” She or he might, for example, acquire bits and pieces of knowledge which are not readily integrated with the specific demands of practice. Many doctoral students use concepts from the disciplines in theses but the content of dissertations often sacrifices breadth to narrower definitions of the problem needed to permit rigor. There is a way, I think, to avoid the foregoing problems—to find a middle ground between ever-increasing numbers of courses to broaden conceptual knowledge and the comparatively limited experience in linking concepts and practice found in doctoral dissertations.

One place we can begin is by identifying general problems of practice faced by principals and superintendents. I use the word “problems” here to refer to uncertainties which can be reduced by increasing one’s knowledge of various domains. What I have in mind is that students could be asked to produce “analytic papers” which begin with a problem of practice and demonstrate the ability to apply relevant knowledge and techniques of analysis to that problem. For example, population predictions are extremely important at the school district level as the number of school-age children affects building programs, personnel decisions and financial plans; the ability to know what is going to happen facilitates planning and makes for more efficient and economic decision-making.

Students can be guided to whatever course or independent study is needed to learn the demography peculiar to this kind of problem and then expected to apply that knowledge to the particulars of a specific school district.⁵

It is not too difficult to think of topics for such analytic papers, as the goal is not, as in dissertation research, to formulate a theoretically relevant problem and produce new knowledge about it. The goal is, rather, to learn how to apply what is known in the analysis of specific, concrete situations, to help students to think about problems of practice and policy in more informed ways. For example, issues of program evaluation are vital at school and district levels; students should learn enough about the issues in, and methods of, evaluation to produce analytic papers that show they know how to use that knowledge in specific contexts. Theories of organization can be applied—and alternative approaches tested—to increase our understanding of what is involved in restructuring school governance; the study of school law might be applied to examining the complications that face members of school boards when they decentralize decision-making to the school level. Other possibilities for useful topics come from a variety of disciplines—voting behavior (political science), identifying incentives which promote effort (economics), specifying ways in which ethnic and religious cultures affect responses to instruction (anthropology) and the interaction of school policies and the life chances of students (sociology).

I believe that we should move toward having practitioners-to-be to write four or five such analytic papers in the course of their graduate work. Not only would they gain substantive knowledge in the course of doing so, but of at least equal value, they would learn ways to use existing knowledge in reducing uncertainty in their work and be stimulated to find different ways to think about and solve problems. I would not propose—until we had considerable experience with this approach—that we substitute multiple papers of this type for the single-shot thesis for persons heading into practice. It might turn out, however, that this middle ground between adding courses and putting all our eggs in the thesis basket would prove to be a useful alternative in preparing persons for practice.

C. On the salience of observation.

1. Over one half of the principals in a study of approximately 500 elementary principals in Iowa—a sample which included city, suburban and rural principals—said that the most difficult part of their work was the evaluation and supervision of teachers. It is hard to think of duties which are more central to their (presumed) leadership of instruction.⁶

2. Over half of the principals in a random sample drawn from 59 suburban school districts around Chicago responded in the same way as their colleagues in Iowa. In personal interviews, they said that much was new to them when they became principals; for example, many were surprised to realize that teachers who taught in different ways could attain equally good results. They also felt uncertain that they knew the best ways to teach and whether they could persuade teachers to accept their views when they had them. Such doubts occur at the same time that they are responsible for hiring new teachers and evaluating those already on staff.

3. We asked those in a small (12) sample of Chicago elementary principals to rank the influences that were most important in how they went about their work.⁷ Principals with whom they had direct contact as teachers or assistant principals emerged as the most influential; the total number of such influential persons was small. Principals in the suburban sample referred to above had usually worked in a small number of settings and also had limited direct contacts with principals. I will refrain from reckless generalization of these findings to the

world-at-large, but they at least suggest that live models can be influential in the development of principal behavior. It is probably safe to say that most principals have had limited instances of close contact with principals in their work settings.

Where am I going with these findings? The central point is this: principals frequently begin their work with restricted first-hand knowledge about what other teachers do and with limited (but possibly influential) direct experience with principals-at-work. I add to this my own inferences: limited prior knowledge about what teachers do in classrooms is likely to foster ill-informed decisions in hiring and evaluation. To the extent that they have been influenced by a small number of principals, their repertoires of possible actions are restricted with, as I see it, the further implication that they overlook possibilities (including solutions to problems) which exist but are unknown to them.

We academics are likely to rely heavily on the written word and, in class, on the spoken word, and, perhaps, to pay too little attention to other ways in which persons can be prepared for work in schools. We have accepted the need for internships, a topic I will address shortly, but we do relatively little to arrange for our students to do any considerable amount of observation of teachers and principals and central office administrators at work.

Casual observation has limited value, but the expectation that one will have to write about and report on what one sees, as they say, “concentrates the mind.” Persons who shape programs in administration can arrange for disciplined observation in which reflection is unavoidable. As students observe more professionals at work, they broaden their awareness of practices in teaching and administration and increase the range of alternative behaviors they have available for later use. Evaluating what they see (such evaluations are probably inevitable whether they are or are not part of any assignment) gives impetus to the extension and clarification of personal values. Professors who wish can surely use observations as a basis for the examination of what is and what is not desirable.

I do not suggest that more disciplined observation will resolve all the problems administrators face in evaluating and supervising teachers. It can help, however, to reduce the difficulties which are based on narrow experience among beginning administrators.

D. Learning (more) while doing.

Some kind of internship experience is well-established in programs of educational administration. We assume—and I think correctly—that there are important aspects of administrative performance that are best learned in school settings under the tutelage of persons doing the work. But the question of adequacy remains: how good are internships in our field?

When we examine internships in light of the objectives we identified earlier, their significance becomes very apparent. For as students move into places where schooling work is done, they can see the relevance of broad interdisciplinary knowledge, experience the pervasiveness of uncertainty, realize the importance of identifying personal values and, of course, confront the immediacy of actionable elements. But in one particular respect, the internship stands alone—compared to university settings, internships provide much more opportunity to discern the crucial part played by interpersonal abilities in the exercise of leadership. The intern is also able to practice new ways of interacting with others. Such practice, under conditions of limited responsibility, can help the beginner to avoid more consequential mistakes later on.

I see two weaknesses in what we usually do in these apprenticeship arrangements. First, since the internship is usually of short duration and located in a single setting, it provides a restricted range of experience. Second, things are not normally organized so that the intern gradually assumes tasks of increasing difficulty and responsibility. Most internship arrangements, in short, lack the intensity, breadth and task organization that would be ideal.

The relevance of longer duration, greater variety and staging the difficulty and importance of the assigned tasks becomes especially relevant when we

concentrate on learning the interpersonal components of the work. Over time administrators will deal with different kinds of persons in diverse settings; the more various and intensive the early work engagements, the better prepared he or she will be to deal with those variations. To push an intern into (consequential) authority over others before he or she has taken earlier steps in learning how to handle such assertions does not make sense to me; on the other hand, nor do internships which consist essentially of clerical work. If we assume that learning how to act toward others takes time, we should do our best, in association with intern mentors, to implement rational sequences in work responsibilities.

A related point: we hear a lot of talk these days about the need for "professional development schools" and other forms of professional development for teachers. The relative scarcity of such talk about administrators may be a back-handed compliment; if so, the honor should be declined. Administrators, no less than teachers, need to keep working at adapting to change and performing more effectively. Nor should we who work in universities underestimate the readiness of "sitting administrators" to help us design and carry out better internship arrangements. We should ask for their help more often than we do.

III. CONCLUSION

It is very likely that some of you, thinking about the suggestions I have made, are saying to yourselves "He left out A or B or C." Others, I wager, are wondering "How can we ever stretch our resources to do all that?" Both responses are entirely justified. I have omitted some important ideas and my suggestions could strain budgets. Further discussion within UCEA and other places will, I hope, help to rectify the omissions. But I would like to make a few comments about how we might cope with the problem of resources.

Although analysis of our situation should not be used as an excuse for failing to work hard to increase our funding, it is useful (if painful) to take account of the financial limitations we face. We do not receive the same level of support from university authorities and outside donors which prevail for training in the established professions and business. The stratification of our society reinforces the allocation of resources within academia in ways similar to what occurs outside its walls; we know from the researches of Pfeffer and others that differences in the power and wealth of external constituencies influence the flow of resources within academic institutions.⁸

A simple example is income differences among graduates in various occupations and their varying capacity to make financial contributions; there are, however, more complex influences such as the persistence of the race for prestige first described by Veblen decades ago.⁹ And as far as the federal government is concerned, this does not appear to be a time when we can expect much assistance from that source.

Foundations and individual donors remain our best hope, but as we have learned, most prefer to make grants of limited duration, to support initiatives until they acquire other sources of income. They are most likely to help, I think, if they believe we have plans that will increase our effectiveness without requiring long-lasting support. One way we might meet that expectation is to ask them to help us organize our resources more efficiently, to engage in mutual sharing and cooperation based on intelligent use of the division-of-labor. I will give a few examples here in the hope that they will foster dialogue within our field.

Let us begin with two or more universities which are sufficiently close to each other that students can move between or among them. Let us further assume that each student is identified primarily with one institution which is responsible for granting his or her degree yet is willing to accept some courses and other activities (e.g. internships) supervised by the other university or universities in the association. If this sounds improbable, let me point out that somewhat similar arrangements already exist. One is the Committee on Institutional Cooperation which includes Big Ten univer-

sities and the University of Chicago; there is also a group of five colleges in western Massachusetts (I do not recall the consortium's name) in which students can take courses for credit at various member campuses.

Planned specialization would enable cooperating units in educational administration to make specific contributions to preparing students by emphasizing different curricula and, perhaps, instituting programs for particular work roles. Allow me to cite examples involving the program suggestions made earlier, examples which can reduce the costs those proposals will otherwise entail. (In fact, a general benefit of sharing is to reduce the pressure on every university to do everything, to conserve resources by reducing the pressure to provide programs and program components across a broad range.)

Let's turn to those specific examples. One university in an association might emphasize the development and teaching of cases dealing with general administrative practice while another concentrates on special education. School level could provide another basis for specialization as universities focus on elementary or secondary education. Colloquia or tutorials or whatever organized to help students write analytic papers can differ among the institutions, giving each university the chance to build on its strongest resources in the relevant disciplines. Individual universities could diversify their observational and internship networks, thereby providing opportunities for students to range across a variety of urban, suburban and rural settings.

Once associations are developed, participating partners might look into developing different career programs, with possible specializations in level (elementary, secondary and tertiary), geography (urban, suburban, rural) and central office positions such as business administration, curriculum and instruction, personnel and professional development. Moves toward specialization need not be complete nor exclusive; organizational arrangements can provide for continuing negotiation and the expression of individual university interests and, if need be, vanities. In order for such arrangements to work well, we would need to press for less specification in state certification procedures to get sufficient flexibility in such joint efforts to improve professional education in administration.

Steps toward university cooperation, I am suggesting, can differ in their scope and content—they need not be extensive to help us make better use of our scarce resources. Experience down the road might, however, prove that extensive sharing is not only possible but highly effective. Serious collaboration will, admittedly, require hard work and the never easy replacement of old habits with new. But it holds out promise of a kind I do not see in any current alternative. Let me amplify by recounting how Abraham Flexner helped to reform medical education in the United States.¹⁰

That Flexner's report had enormous influence in closing the most dreadful medical schools of his time is widely known. What may be less widely recognized, however, is that his report set new standards of excellence in medical education across-the-board; it goaded even the most distinguished universities to make major changes in their medical programs. Flexner had particular insight into the nature of high quality medical education due to a particular circumstance. Abraham Flexner's brother—Simon—worked with Welch at Johns Hopkins for ten years and, through his brother, Abraham became familiar with the extremely significant events taking place there. For Johns Hopkins was the first university to bring to America the scientific base for medicine which had emerged earlier in European universities. Abraham Flexner used that revolutionary project as a standard by which to evaluate other medical schools, and even the best fell short. What I see as particularly relevant for us is that Flexner could use an existing model of superior education to press the entire profession to a higher level. He could show that the different image he held out was possible—it had been done.

(continued on page 12)



UCEA CONVENTION 1995
"Challenging the Paradoxes: Reexamining Leadership
for Community, Diversity, and Learning"
Salt Lake City, Utah, October 27-29

I. General Information

The ninth annual convention of the University Council for Educational Administration will be held at the Red Lion Hotel in Salt Lake City, Utah. The convention will open with a general session at 3:00 p.m. on Friday afternoon (October 27, 1995) and close at 12:30 p.m. on Sunday afternoon (October 29, 1995).

The purpose of the 1995 UCEA convention is to promote and discuss research, policy, and practice on issues relevant to educational administration. The 1995 convention's theme "Challenging the Paradoxes: Reexamining Leadership for Community, Diversity, and Learning" provides the opportunity to extend and deepen our discussion of the last three years' conference themes.

II. Theme: Challenging the Paradoxes: Reexamining Leadership for Community, Diversity, and Learning

Inherent in the interconnectedness required for educational endeavors at all levels discussed at the last three conventions are a multitude of paradoxes. We support strengthening public education, yet the privatization of school services is proliferating. We emphasize site-based governance structures, yet the federal role continues to expand. We promote integration to benefit minority students, yet some policy makers argue that one race/one sex schools are more beneficial. We call for broadening cooperation and collaboration, yet accountability pressures encourage competition. In our professional community, we struggle with focusing research on timely policy and practice issues, yet acknowledge the need to encourage inquiry and publication on larger, more fundamental questions. Proposals should address the contradictions we have encountered in our research, policy, and practice and how we as concerned educators can challenge them.

III. Session Formats and Proposal Requirements

To create sessions that help us challenge the paradoxes, proposal formats have been modified. The Spanish work "charla" (a lively conversation) which implies a slightly different focus will be used instead of conversation. We are introducing a new session format—debate, and we will continue with paper sessions.

1. **Charlas:** Inherent in a charla is the raising of critical issues and concerns in a relatively informal context. Charla facilitators may use questions as an impetus for the session, although other means of starting charlas are of equal merit (i.e., vignettes). The focus of the charla should relate to the 1995 UCEA convention theme. Conference attendees who wish to propose a charla must include a cover sheet and a summary (no more than 3 pages) describing the proposed topic with examples and explanations of the types of questions or areas to be addressed in the charla. Proposals with similar concerns may be grouped together by reviewers. Because quality discussion requires small groups, participation in charlas will be limited.

2. **Debates:** These sessions should address a particular paradox or contradiction and be organized in a way that emphasizes alternative viewpoints. The format may be the traditional two position debate or some modification of this. Debate proposals must include a cover sheet and a summary not to exceed 3 pages. The summary for debate sessions should provide a question to be debated; a description of data sources; alternative perspectives taken by each debater; and a synopsis of the major lines of argument and conclusions.

3. **Paper Sessions:** Paper proposals must include a cover sheet and a summary not to exceed 3 pages. The summary for paper proposals should provide a statement of purpose and rationale; description of data sources, methods; a synopsis of the central findings and conclusions.

Paper sessions will be limited to three presenters. A discussion leader will be assigned by the program chairs to introduce each paper session and to facilitate dialogue among presenters and the audience. Proposals will be subject to blind, peer review. Summaries of proposals should not include names of authors and debate leaders. Proposal evaluations will be based on clarity of presentation, quality of methods or approach, (not applicable for charla proposals), contribution to research, policy, or practice and thematic fit.

IV. Participation Guidelines and Proposal Deadlines

Anyone involved in research, policy, or practice in educational or youth-serving agencies may submit proposals for consideration. An individual may present or participate in presentations in any capacity in no more than two sessions. Paper session presenters will be allotted approximately 20 minutes for presentation. The final thirty minutes are reserved for discussion. Both paper and debate presenters are asked not to read their papers. Paper and debate presenters are required to provide a minimum of 30 copies of their papers (or prepared remarks for debate sessions) for distribution. **Proposals must be received on or before Wednesday, May 17, 1995.**

Send proposals to:

UCEA Convention '95
 University Council for Educational Administration
 212 Rackley Building
 University Park, PA 16802-3200



Proposal Cover Sheet
1995 UCEA Convention
Salt Lake City, Utah
October 27-29, 1995

Session # _____
Proposal # _____

1. Proposal Title: _____

2. Preference (please check): () paper () debate () charla () other

If other, describe: _____

3. Presenting Author(s) or Session Organizer:

i) Name: _____
Affiliation: _____
Address: _____
Phone: () _____ - _____
FAX: () _____ - _____
Internet: _____

ii) Name: _____
Affiliation: _____
Address: _____
Phone: () _____ - _____
FAX: () _____ - _____
Internet: _____

4. Moderator (debate format only)

Name: _____
Affiliation: _____
Address: _____
Phone: () _____ - _____
FAX: () _____ - _____
Internet: _____

5. Co-Author(s) or Other Session Participants:

i) Name: _____
Affiliation: _____
Address: _____
Phone: () _____ - _____
FAX: () _____ - _____
Internet: _____

ii) Name: _____
Affiliation: _____
Address: _____
Phone: () _____ - _____
FAX: () _____ - _____
Internet: _____

iii) Name: _____
Affiliation: _____
Address: _____
Phone: () _____ - _____
FAX: () _____ - _____
Internet: _____

Audio-visual information: Overhead projectors will be provided in paper session and debate rooms. Other equipment may be ordered directly from the Red Lion Hotel (801-328-2000). Arrangements and payment for other equipment are the responsibility of individual users.

6. If this proposal is accepted, I will provide 30 copies of the paper (or prepared remarks for debates) for the audience.

Signature
(first author or organizer)

Date

- Be certain to attach all of the following:
Five stapled sets of materials, each set containing:
• a proposal cover sheet
• a summary (not to exceed three pages) of the proposed paper or session (proposals should not include names of authors)
Two self-addressed stamped envelopes.

Send proposals to: UCEAConvention '95
University Council for Educational Administration
212 Rackley Building
University Park, PA 16802-3200

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As I see it, what we need is at least one or, perhaps better, a small number of truly outstanding programs in school leadership which will raise standards in our field. Since the problem of resources makes it extremely difficult for any single institution to move sufficiently far ahead to serve as Hopkins did in medicine, islands of serious cooperation might provide us with programs which are so clearly superior that they cannot be ignored. Any such demonstration, I strongly suspect, would itself increase the flow of resources to our specialty.

Whether the suggestions I have made in this presentation are or are not worthy of realization, let me express my confidence that you who are attending this convention will work hard to improve our field. For persons who begin their work sessions at 7:00 on Saturday morning and 7:30 on Sunday can clearly be counted on to give it their damndest!

NOTES

¹The term "human mess" is one I first heard from Everett Hughes, my mentor as a graduate student in sociology at the University of Chicago.

²There are a variety of reality-based approaches to teaching which share some of the same qualities found in case instruction. For example, students and professors can work together on actual problems presented by school districts. Although I believe such experiences can be valuable for students, I restrict my comments here to case instruction.

³I plead forgiveness for turning the adjective "tacit" into a noun—I do so only because I cannot otherwise find a pithy way to express the idea.

⁴This presentation is not an appropriate setting for a detailed discussion of the techniques involved in teaching cases and the preconditions which I am assuming here. Very briefly, those assumptions include the use of cases which are more than minimalist short stories; such shorties have their uses, but I have found that students prefer, and I believe learn more, from more complicated cases where specific solutions will encounter built-in obstacles which must be overcome if they are to be realized. I also assume that students have prepared carefully and that the norms in the group reinforce the acceptability of probing vague ideas, of moving toward specific plans and specific actions. Students should overcome reluctance to argue publicly with their peers and things are going really well when they take on the instructor.

⁵Good analytic papers on specific issues in specific settings can be really useful to administrators in those settings. Such useful knowledge can become part of the fruitful exchanges between universities and school districts which serve the needs of both.

⁶The Iowa data were gathered by Robert Vittengl in his dissertation entitled "The Iowa Elementary School Principal: A Sociological Perspective." Iowa State University, 1984.

⁷These data were obtained in the course of a study of suburban elementary principals. The Chicago data are part of a study currently in progress.

⁸Pfeffer, Jeffrey. (1981). *Power in Organizations*. Pitman.

⁹Veblen, Thorstein. (1918) *The Higher Learning in America: A Memorandum on the Conduct of Universities by Business Men*.

¹⁰Flexner, A. (1960). *Abraham Flexner: An Autobiography*. Simon and Shuster.

!! MARK YOUR CALENDAR !!

TECHNOLOGY PRECONFERENCE

SALT LAKE CITY
OCTOBER 26 - 27, 1995
 (Prior to UCEA Convention '95)

SPONSORED BY

AERA Division A, UCEA, National Policy Board, and Danforth Foundation

FOCUS: Use of Technology in Educational Administration in Teaching, Research, and Professional Collaboration

PLANNING TEAM:

Paula M. Short, Chair, AERA Division A Technology Committee

Kenneth Lane, Professor of Educational Administration, California State University-San Bernardino

Clifford Drew, Associate Dean - College of Education, University of Utah

TENTATIVE TOPICS:

Distance Learning
 Internet
 Computer Simulations in Educational Administration
 Other Technologies in Classroom Instruction

The preconference will begin on Thursday morning, October 26, 1995 and end at noon on Friday, October 27, 1995.

Additional information will soon become available from:

Scott D. Thomson
 NPBEA
 440 University Drive
 Fairfax, VA
 (703) 993-3644

(Continued from page 1)

class culture.” In preparation for my address to you, I looked to these sources and numerous others in the fields of political science, sociology, and religion, and I found myself wondering if there was anything left to be said about community. My wonderment gave way to personal, critical reflection about my own commitment to community on a personal level, in my work as a professor of educational administration, and as a member of UCEA. Confronted, or perhaps more accurately stated, overwhelmed by the overabundance of definitions and perspectives used to describe community, I will limit my discussion to selected images and definitions of community. In doing so, I hope that my reflections and comments will evoke your own thoughts about community in your life. A caveat before I begin. In my comments today, I make no claim to being exhaustive in my descriptions of community. Nor will I attempt to reconcile the substantial differences between scholars who describe community in terms of social structures and forces that control people’s lives and others who posit that community is largely a symbolic construct in which social interactions are invested with meaning by its members.

Communities are made up of people with common interests, shared values, and other commonly shared characteristics. The weave of communitarian fabrics is made up of the threads of individual strengths and high aspirations as well as all of the human foibles, frailties, and failures that people bring with them. As a result, each of us can point to various flaws and failures of communities throughout history. Even when we celebrate the history and spirit of democracy that permeates this city, we acknowledge that our jubilant national pride needs to be tempered by an understanding of the exclusions within that original democratic community. Like its members, the experimental, democratic community created in 1776 was not perfect. Nevertheless, we can learn from the strengths and limitations of various historic communities as well as from our own past experiences with community: not so much to create perfect communities but to work for ones based on justice, truth, love, caring, and hope.

Modern social life for each of us entails complex, ambiguous, and at times, paradoxical webs of community. Each of us lives and works concurrently in various constructions, structural and symbolic, of nested communities — personal, ethnic, demographic, professional, civic, and moral. As members of social groups we may be connected to others through commonly shared interests, goals, and ideology, by kinship and geographic proximity, by shared self-interests, or perhaps by similar physical and cultural characteristics. Anthony Cohen suggests (1985) that these, and countless other social characteristics, even where there is nothing intrinsically communitarian about them, are the gist for social differentiation, even if people simply have to think themselves into differences. Maintaining membership in multiple layers of community provides opportunities for individual growth as well as potential for conflict and contradiction. As long as the boundaries for membership in any one community are sufficiently malleable to accommodate the diversity of members’ other community memberships and identities, multiple community identification is not problematic. However, when community boundaries become more restrictive, tension and stress increases. Anthony Cohen states, “The quintessential referent of community is that its members make, or believe they make, a similar sense of things either generally or with respect to specific and significant interests, and, further, that they think that sense may differ from one made elsewhere” (1985, p. 16).

As we try to understand and live concepts of community, metaphors are useful cognitive and linguistic tools. As suggestive comparisons these images permit us to transfer chunks of perceptual, cognitive, emotional, and experiential understandings that we already have to those experiences and things we are trying to comprehend more fully. The power and utility of metaphors also come from their vividness and their capacity to convey meaning and describe things in ways that may not be possible to comprehend any other way. Working toward a definition of community, let me

highlight several metaphors that have been used to convey experiences with and understandings of community.

The literature in the social sciences is replete with images of community. Sergiovanni and Starratt (1993), for example, describe a learning community as one that cements together an aggregate of shared values, sentiments, beliefs, and purposes. Alexander W. Astin (1993) compares community in higher education to a musical ensemble that recognizes individual virtuosity within a new musical whole. Athletic teams, kinship, family, religious communities, coalition politics, and global villages represent other expressions of community. Roland Barth (1990) includes an excerpt from *The Goose*, a poem by Robert Stomberg, to describe another concept of community in schools.

I found out that those geese can fly from way up north to way down south, and back again. But they cannot do it alone, you see. It’s something they must do in community. Oh, I know, it’s a popular notion, and people swell with pride and emotion to think of themselves on the eagle side — strong, self-confident, solitary. Not bad traits. But we are what we are — that’s something we can’t choose. And though many of us would like to be seen as the eagle, I think God made us more like *The Goose*.

Each metaphor conveys commonalities of physical and social characteristics, place, history, purpose, and the shared meanings in each. Metaphors, however, do have their limitations because they represent evocative and heuristic possibilities, not isomorphic descriptions. An examination of the entailments associated with the analogies for communities cited above would quickly reveal a number of weaknesses in the comparisons being made. Many characteristics of these suggestive comparisons may even be antithetic to the communities we may be envisioning. Except when wet, cement, for example, suggests a rigidity and permanence that inhibits growth and adaptation. Musical ensembles must rely on musicians who agree to pre-established conventions of group performance including what is to be played, the tempo, and the key in which it will be performed. In addition, ensemble members must listen closely to fellow musicians or cacophony reigns. The bloodlines of kinship and family may through extremes of exclusion result in balkanization and violence as we currently see in many places around the world. Religious communities grounded in the tenets of tolerance and justice may be reduced to the extremes of fundamentalism. Failure to establish just and equitable mutual concessions for shared purpose and community can result in the isolation of individuals or groups within political coalitions and global villages. And sadly, though the bi-annual migration of geese is alluring, some of us still aspire to be eagles, some of us choose different patterns for flight, and some of us may not even fly.

As I began to think about concepts of community, the first waves of images that came to me were familiar, comforting ones. They included — the sepia-toned images of my hometown and my neighborhood when I was growing up in Rockford, Illinois; my high school student government days and athletic teams — GO ERABS!; my family, supported by a large extended family of grandparents, aunts, uncles, and dozens of cousins clustered in small farming communities in southern Wisconsin; university and church communities that welcomed Mary and me over the past three decades as we built our lives together in Connecticut, and then shared our lives with Erica and Christian in Ohio, Pennsylvania, and Wisconsin; and finally the recollection of the efforts of a rural mail carrier in western Wisconsin who tracked me down in town one day late in March to deliver safely one hundred day-old, leghorn chicks that had arrived at the post office.

At this point I think it would be useful to distinguish between what I call incidental communities or “false communities” (Bellah, 1985) and inten-

tional communities. Incidental communities are ones in which individuals have little or no control over membership in them and to which they feel little, if any, sense of felt interdependence, commitment, or mutual obligation (Blau & Scott, 1962). Membership in incidental communities may be temporary or long term. For instance, I may find myself temporarily united in community with people I meet at a group campground in the mountains, or in a line waiting for football tickets, or in eight lanes of cars stopped on an interstate waiting for an accident scene to be cleared. The serendipity of such chance encounters has enriched my life on many occasions. On a more permanent basis I find myself belonging to a community whose members share the characteristics of being visually challenged, balding, middle-aged, men of Scandinavian ethnic background. You may not know that such a formidable community even exists. However, if you were to visit Wisconsin and Minnesota, the ethnic kinship of half-century descendents of Norwegian American immigrants thriving around Wobegonian waters would become immediately apparent to you. Except for buying a hairpiece and denying myself such culinary delights as lutefisk and lefse, there is little I can do to change the characteristics that make me a member of this unique incidental community.

Physical and cultural similarities also can be the basis for more deeply felt relationships and commitments among people. Recently I became much more conscious of the strength and comfort of the bonds of community based on ethnic identity. Four scholars from UMEA University in Sweden were visitors to our campus. During their stay, I met with them to discuss collaboration, including faculty and student exchanges, between our institutions. After brief introductions, we started to discuss mutual scholarly interests in the field of education and various possibilities for institutional cooperation. Ten minutes into our conversation I found myself smiling and feeling as though these visitors were people I had known all my life. I shared my impressions with them. I believe the immediate sense of ethnic kinship that I felt came from knowing that one of my great grandfathers had come from Sweden. These visitors, because of similar physical and cultural characteristics, provided an opportunity for me to look into the distant branches of my family tree.

In contrast to incidental communities, intentional communities are ones I define as those purposely chosen by individuals because they represent social groups that embody values, beliefs, ideologies, goals, and understandings they share. I include my church membership, political party affiliation, career as an educator and as a professor of educational administration, and membership in UCEA as examples of membership in intentional communities. Though identification with each of these groups can change, these communities represent purposive, long-range social choices that are highly salient to my sense of personal and professional identity.

One feature common to many of the examples cited above is place. The bonds created by shared experiences with family, church, neighbors, and careers in particular places are powerful. They contribute to a sense of individual identity, group identity, and to who we are as people. However, similarity of physical setting and location does not necessarily mean that everybody shares a common experience or that it holds the same meaning for them. As Cohen (1985) reminds us, "People construct community symbolically, making it a resource and repository of meaning, and a referent of their identity" (p. 118). With hundreds of definitions of community, each conceptualization by necessity imposes boundaries for inclusion and concomitant exclusions.

As I reflect on my experiences with community, I must also examine the social, cultural, historic, and economic rules, manifest and tacit, that created the boundaries for inclusion and exclusions. Who was not in my community? Why not? And, how does becoming aware of those exclusions help me today think about community in my personal and professional life? For example, without too much public self-flagellation, I think about whether my high school of nearly 3000 students, 99% of

whom were white, was coincidental or insidious in a city of many races. My high school, now under a court-ordered desegregation plan, and the benefits of education I enjoyed look quite different through critical, reflective lenses. Non-anglo students in Rockford experienced something quite unique despite a shared geographical location. Thus, nostalgic views of community are often comforting and are important markers and contributors to who we are. However, they also have their limitations. If as Shakespeare observed, the past is prologue, it is useful to be reflective of past and current experiences with community in order to presage future communities and our relationship to them. For me, this means examining more closely the concept of community in higher education.

Recognizing the strengths and limitations of various analogies, impressions, and experiences with community, I find myself drawn to Parker Palmer's (1993) definition of community, the capacity for relatedness. Grounded in spiritual traditions, Palmer believes the great angst permeating education today is the "pain of disconnection." He writes,

Everywhere I go, I meet faculty who feel disconnected from their colleagues, from their students, and from their own hearts. Most of us go into teaching not for fame or fortune but because of a passion to connect. We feel deep kinship with some subject; we want to bring students into that relationship, to link them with the knowledge that is so life-giving to us; we want to work in community with colleagues who share our values and our vocation. But when institutional conditions create more combat than community, when the life of the mind alienates more than it connects, the heart goes out of things, and there is little left to sustain us. (p. x)

The degree to which this description is an accurate representation our own personal and professional environments may explain the current longing for the recovery of community in our lives. Understanding individual and group capacity for relatedness helps us transcend the limitations of particular metaphors. For me this translates into an inward journey to better understand myself, not one of self-absorption and narcissism but one in which my identity becomes clear as a reflection of my relatedness to others, an outward journey of connection. With this as the charted itinerary, let's explore the landscapes of community in higher education.

Landscapes of Community in Higher Education

Having looked at various definitions and images of community, I now want to take a closer look at the concept of community in higher education. I will argue that the way(s) we think about community and the recovery of it in higher education relates to how we organize community, institutionalize and sustain it, and how we live community in our daily lives. Referring to the work of scholars of higher education, I will provide a brief description of the contemporary conditions of community in higher education, especially in research and doctoral degree granting institutions. Finally, I will suggest a way toward community based on the primacy of values.

What do we mean when we refer to ourselves as a community of scholars? To respond to such a query, we need to think about ourselves and our connections with others. For me, I immediately think of 14 colleagues in my home department. Upon further reflection, my sense of community ripples beyond department borders to the School of Education, the University, and to my colleagues in various professional associations, including UCEA. You will note that the examples of community I have presented thus far are primarily ones in which members share occupational roles, physical characteristics, geographic location, disciplinary specialization, and institutional configurations. Each of these is characteristic of community identification, however, each is much narrower than what I want to discuss here. Defining community as the "capacity for relatedness" goes

beyond superficial commonalities to what Fowler (1991) described as “A calling, a struggle, a journey. It is worth engaging, but its form is not obvious now nor will it be tomorrow” (p. 161). When viewed as a journey, community permits us to be border crossers of organizational, disciplinary, intellectual, and social boundaries. Rather than thinking of a community of scholars in nostalgic terms or through the limitations of particular metaphoric lenses, community in higher education might be imagined as an ideal, a goal, a sense of hope. Thus, we can focus on the energy needed to sustain the journey toward multiple possibilities for community rather concentrating on arrival at a pre-specified destination.

Scholars from many fields describe in vivid detail the social malaise of modern society. They attribute this social angst to the loss of commonly shared values, ideals, meanings, symbols, and mutual understandings in our society. The decline of religion, the disintegration of the traditional nuclear family, and increasing social instability are conditions they cite as evidence of our society’s loss of community. Within higher education, Alexander W. Astin (1993) describes a similar malaise and disconnection in the community of scholars, one that he attributes primarily to dominance of three values in colleges and universities—materialism, individualism, and competitiveness. He argues that since World War II, these values have worked their way into the norms of professorial life and continue to be reinforced by external pressures, institutional histories, and reward systems.

Based on personal reflection, empirical data, and anecdotal accounts, Astin takes deliberate aim at major research institutions and doctoral degree granting universities, thus shining his investigatory light directly at us, at UCEA. He states, “The ‘community of scholars’ remains more of an ideal than a reality. We have the scholars, to be sure, but we lack the community. One might more aptly characterize the modern university as a ‘collection,’ rather than a community, of scholars” (p. 7). Based on a survey of 445 public and private higher educational institutions he concludes,

Perhaps the most remarkable finding is that among the 50 institutions giving the highest priority to developing community, 47 are privately controlled. There are no research universities among the top 50. By contrast, of the 50 institutions that assign the lowest priority to developing community, fully 44 are public and 35 are research universities. (p. 16)

I don’t know about you, but I think his observations are ones that strike particularly close to home. As I think about these findings, I believe the current conditions of the scholarly community in higher education, or lack thereof, are not the result of anti-communitarianism. Rather, it is simply that good collegiality within an authentic scholarly community requires such values and norms as generosity, fairness, mutual respect, and social responsibility that are of diminished importance in loosely confederated collections of scholars housed in research universities guided by norms of materialism, individualism, and competitiveness.

If the conditions Astin describes only affected professors, the impact would still be serious, but far less threatening to the university community. A diminished sense of community in our universities, however, becomes dysfunctional for our students and many other people we are pledged to serve. Parker Palmer (1993) in his description of the “pain of disconnection” in education asserts that sense of community, or lack of, is not an isolated phenomenon, but one tied to core issues basic to the life of the mind. Let me pose some questions as I highlight each issue. 1) the nature of reality - What assumptions and hidden content accompany the way(s) in which we construct our ways of knowing, our explicit curriculum? 2) how we know what we know - Since the way we know relies on a consensus within our community, what messages and meanings are embedded in how we know what we know? What exclusions do we make? Do we understand the effects of these exclusions on others? on

ourselves? 3) how we teach and learn -How does what we do in classrooms and in other learning environments express what and how we know? 4) how education forms or deforms our lives and the lives of others in the world (ethics in education) - Are we educating students in educational administration in ways that make them responsive to the claims of community upon their lives as ethical educational leaders? Are we training them to be tenacious competitors for scarce resources? Or, are we helping them better understand how to create communities for themselves and for those they are pledged to serve? The journey toward community in higher education requires us to address these questions honestly by engaging in serious discussions. Our individual and collective responses to these queries will be guided by the values we share about community in higher education.

Extending the metaphor of community as a journey toward a greater capacity for relatedness in higher education, we find ourselves at times setting off in new directions across uncharted territories. As turn of century geo-political maps of the world would do little for the contemporary world traveler, our old, familiar maps of education, leadership, and community may fail us. Part of failure is based on the constantly changing contours of the terrain for community building at our home institutions and in UCEA. Thus, with limited technical assistance and knowledge, our best guide is our values. However, to simply assert the primacy of values in building community begs the question - What values? You recall Astin (1993) suggested that higher educational communities might think of themselves as musical ensembles guided by shared purposes and goals, mutual respect for individual contributions to the whole, and a capacity to listen to one another and blend their musical voice into one. William Tierney (1993) in *Building Communities of Difference* offers another view of community in higher education. He argues for agape, self-less love, expressed in community responsiveness to individual and group needs, democratic principles, and justice as primary values that will help individuals and groups engage one another as they define and build a new sense of community in higher education. Tierney contends that,

It is impossible to have a healthy institution when different individuals and constituencies are in pain. The essence of this idea is that we are commanded to create community, to resist injustice, and to meet the needs of people. (p. 23)

We continue in our academic communities as democratic citizens involved in creating hope that we have yet to realize. The fixed territories of home no longer exist, and yet we have one another with whom to build our academic communities of the next century. (p. 158)

With this as a backdrop to a general understanding of community in higher education, let us now take a closer look at the ways we conceptualize and express community as professors of educational administration and as members of UCEA.

Building Community Together

So what does all of this mean for us as we journey toward community in educational administration? To begin, let me pose several questions. What have I learned about myself on this journey toward community? How does this understanding of community influence what I do as a professor? Finally, what are the challenges for building community in UCEA? My hope is that my responses to these questions will further stimulate your thinking about community.

I would be less than honest if I told you that preparing my comments about conceptions of community was an easy and uncomplicated journey. In part I struggled because I could not put the familiar scholarly distance between the concept of community and my experiences with it. What then have I learned on this odyssey? First, I learned that who I am is intimately tied to my connections with others and my capacity for relatedness. As I

reflected on personal experiences with community, I have become much more aware of the exclusions that define my membership in various communities as well as the potential negative impact of those exclusions on others. Though I understand the need for community markers, I also see the boundaries of community, especially in our scholarly community, as more permeable than permanent. As I considered various images used to convey concepts of community, I have learned to stop looking for the perfect metaphor. I can only attribute this earlier quest for a unifying image of community to latent structural-functionalist tendencies. I have learned to value differences and the diversity they represent and do not see them as antithetic to community. Rather than see the discontinuities, I see strength and heuristic possibilities in ethical scholarly communities built on differences. In response to these differences, I am trying to be a better listener to the voices, sometimes loud other times muted, in my communities. I believe the recovery of community in our personal, professional, and civic lives is fundamentally tied to values that nurture and support individual and group capacity for meaningful connections. Finally, I have learned that it is much easier to reflect on and talk about community than it is to live it. What are the implications of this understanding of community for me as a professor of educational administration?

My capacity for relatedness has profound implications for what I do as a professor of educational administration. In my attempts to internalize what community means, I continually returned to the connections I have with the intellectual content of our field. Like each of you I struggle to understand the interdependent relationships among knowing, teaching, and learning that characterize our work as professors. How, for example, does the knowledge base upon which I scaffold my research, teaching, and service express community as a capacity for relatedness? Within my community I need to examine the meta-messages, the hidden curriculum, embedded in how I conceptualize the field of educational administration, how I teach its primary content, how I design learning environments, and how each relates to successful educational practice. New understandings of community as a professor may require me to become "border intellectual" crossing exclusionary zones embedded in the knowledge base, curriculum, organizational structures, and in traditional linkages among colleagues in universities, schools, social and civic agencies, and professional affiliations.

The renewal of community also affects my relationships with my colleagues. My department, like many of yours, has experienced the strains of significant changes in personnel affecting the norms of collegiality in our scholarly community. Being a good citizen in the department is fundamentally centered on how each of us translates the values that create and sustain community into our professional working relationships on a daily basis. The recovery of community goes beyond good working relationships and shared purposes. The ways in which we express community in our work as professors are powerful messages that we communicate to our students. Discussions about building purposeful learning communities in school districts across this nation ring hollow in our students' ears if community is not reflected in our daily lives.

As I described earlier in the paper, the norms of materialism, individualism, and competitiveness continue to be powerful ones at my institution. Nevertheless, we are learning to live together and connect to one another in ways that support a scholarly community dedicated to the "continued and fearless sifting and winnowing by which truth can be found" within an environment guided by mutual respect, integrity, honesty, and caring. Now I do not want to create the impression that we spend most of our time together in Madison holding hands and singing "It's a Small World". Our journey toward community is not always smooth, nor is it uncomplicated. Building community and being a good colleague do not mean giving up individual expertise and scholarly interests. They do mean understanding how individual accomplishments, assessed and rewarded in multiple ways, contribute to a whole which is much larger than the sum of its individual parts. We are learning to appreciate our differences and the

strengths each of us can draw from a community made up of professors with diverse backgrounds, experiences, personalities, expertise, and visions of the future.

Finally, the primacy of values is central to an understanding of community in educational administration. Though not exhaustive, I would suggest the following values as markers for us on our journey toward community — the appreciation of difference, mutual respect, integrity, honesty, a capacity to listen, and caring. As I think about our community at Wisconsin, I am less concerned about the comfort of sameness than I am about shared commitment to building an ethical community based on justice, truth, and caring. Mutual respect requires recognizing the unique contribution of each faculty member to the whole. Thus, rather than measuring everyone annually against the same teaching, research, and service template, we recently initiated a conversation about how 14 professors can best serve the needs of our community and those we are pledged to serve, not by being professorial clones, but through mutual appreciation and recognition of unique technical, experiential, and intellectual contributions.

What does the capacity for relatedness mean for us as members of UCEA? By definition UCEA is an intentional community. We share a common associational history, our membership criteria set us apart as a professional group, and we have together forged an agenda of collaborative activities. Four decades ago, our plenary predecessors gathered to create an association dedicated to anchoring an emerging field of study to the rigors of an administrative science supported by high quality scholarship and research. These efforts were designed to guide the improvement of preparation programs for school leaders and to enhance the quality of educational leadership practice in schools. The UCEA knowledge base project, the Primis documentation and Editorial Review Boards, the ISLEP simulation project, and this convention are evidence of our working community.

UCEA has a rich history filled with the comforting, nostalgic memories of a very traditional community. I feel privileged to be a part of this history and this community. But we will not take UCEA into the 21st century on memories and comfortable associations. To begin, let me pose several questions regarding the UCEA community. If UCEA did not exist, would we create it? What type of professional community would we aspire to create? And, would it resemble the current UCEA, or would it look quite different?

Looking to the future, I see at least five major challenges for the UCEA community. The first centers on the intellectual content of our field. As we work together to advance the knowledge base project, we need to examine carefully the assumptions and meta-messages embedded in its conceptual organizers. If as Palmer argues, community in education is fundamentally tied to knowing, teaching, and learning, our knowledge base then is intimately linked to our work as professors. The second challenge to our community relates to membership. The criteria for membership in UCEA are expressions of how we see ourselves as a professional association. We define our community in part by the exclusions we make in membership. I would challenge each of you to think about whether or not current exclusions to full participation in UCEA are still congruent with our primary purposes as a professional association. Are our efforts to improve scholarship and its link to improved educational leadership practices in our nation's schools constrained by delusions of elite status grounded in historic institutional inequities and supported by norms of competitiveness, individualism, and materialism? A third challenge to our community is our role as a leader in educational reform, in local, state, regional, and national arenas. I admit to being somewhat frustrated about our collective voice in major educational policy discussions. At times I feel a bit like the hapless leader who says, "Oh, there they go! I must hurry and catch up with them, for I am their leader." If leadership is the exercise of influence, then our voice needs to be heard at the head of the reform pack, not as a faint plea of a professional group

desperately trying to keep up with the pace of events. A fourth challenge is renewing the spirit of volunteerism that historically has been UCEA's primary resource to accomplish goals. Within the norms of professional work at each of our institutions, discretionary time for service beyond our universities is limited. As a result, individuals make choices about where they can spend their time. These choices are greatly influenced by institutional rewards for that work. Thus, building a solid community in UCEA invigorated by volunteerism requires each of us to commit ourselves to UCEA activities and to articulate the importance of that work to our university colleagues who sit on salary, merit, and tenure review committees. The fifth challenge is our capacity for relatedness. This challenges us as individuals and as a professional association. Capacity infers optimization. The future of UCEA is full of possibilities for optimizing our connections with our plenary session colleagues, professors (UCEA and non-UCEA), members of other professional associations, and with teachers, administrators, students, parents, policymakers, and community members across this continent.

These five challenges, and many others, confront the community of UCEA and its future. Alan McKay says that the best way to predict the future is to invent it. I believe UCEA's future is tied to the community we choose to create through our collective capacity for relatedness.

Conclusion

Claude Simon, a Nobel laureate in literature, once observed that there are always three problems in writing. I confess that I encountered each in this paper. Where to start, how to continue, and how to end. As I noted at the outset of this journey toward community, the itinerary we would follow was one of personal choice, thinking, and reflection. Along the way we shared three views of community. The first was a panoramic view of various conceptualizations and images of community. Personal experiences with community were also shared along the way. Next, I described the landscapes of community in higher education. Finally, I asked you to take a close-up look of community and its implications for us as professors of educational administration and as members of UCEA.

Earlier in this presentation I referred to geese flying in formation as an example of shared community. We know from studying geese and their flying patterns that they take their turns at the head of the "V" formation. We also have learned that geese fly in this formation because as each bird flaps its wings, it creates an uplift for the bird immediately following, thus enabling the flock to go great distances together. For the past nine years, I have felt the collective uplift of community in your community in UCEA will carry us great distances together.

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UCEA Introduces:

Building Bridges: UCEA's First Two Decades

by Jack Culbertson

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ISBN 1-55996-159-7

Building Bridges:
UCEA's First Two
Decades



Jack
Culbertson

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

Contents:

Preface

1. An Unexpected Choice
2. Roots
3. Beginnings
4. Transference
5. Adaptations
6. Crosswinds
7. Reach Across the Seas
8. The Monroe City Simulation
9. The Partnership
10. The Renewers
11. Governance
12. Lessons Learned

Indices

"During the 1959-81 period UCEA's governance was affected by a lengthy struggle for power, considerable discontent among some professors, a major change in decision structures, and potent paradoxes. The struggle for power was rooted largely in UCEA's two unequal governance structures: the UCEA Board of Trustees and the Plenary Session. As the 1960s unfolded, some Plenary representatives became increasingly dissatisfied with the centralized decision-making of the 'strong' UCEA Board." (Chapter 11: "Governance")

The cost for the volume is \$26.95, including lowest cost shipping. For special shipping, add \$2.00 handling fee. Send check to UCEA at 212 Rackley Building/ University Park, PA 16802-3200, or call (814) 863-7916.

CONVENTION '95 HEADED TO SALT LAKE CITY

UCEA will hold its ninth annual convention in Salt Lake City, Utah, October 27-29, 1995 at the Red Lion Hotel. This year's theme is "Challenging the Paradoxes: Reexamining Leadership for Community, Diversity, and Learning." UCEA's planning committee met in early December to discuss plans for Convention '95. To create sessions that help us challenge the paradoxes, proposal formats have been modified. The Spanish word "charla" (a lively conversation) which infers a slightly different focus will be used instead of conversation. Debate, a new session format, will be introduced and paper sessions will be continued. The co-chairs for this year's program are **Paula A. Cordeiro** (University of Connecticut) and **Gary M. Crow** (University of Utah).

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

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

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

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

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

CALL FOR NOMINATIONS: 16TH ANNUAL GRADUATE STUDENT RESEARCH SEMINAR

The 16th annual National Graduate Student Research Seminar in Educational Administration will be held April 21-22, 1995 in San Francisco, California. UCEA, OERI (U.S. Department of Education) and AERA (Division A) will sponsor the event again this year. The seminar is a unique opportunity for 40 of North America's top graduate students to gather, hear and meet some of our field's prominent scholars, and discuss their dissertation research. The doctoral students, nominated by their deans, are chosen for the quality of their research and their potential to contribute to the seminar. The meeting will take place following the AERA annual meeting, giving the participants a chance to attend some AERA activities. More than 200 of the seminar's past participants have gone on to become distinguished professors at research universities across North America.

Nominations for graduate students are now being accepted. A university may nominate up to two graduate students to participate. Nominees must be doctoral candidates in K-12 educational administration programs. The research project of each student, planned or in progress, is reviewed and ranked by members of the seminar committee. Forty students who are judged most likely to contribute to and benefit from the seminar are chosen to participate. Three alternates are also notified. The deadline for nominations is **February 15**. Inquiries and nominations should be directed to the UCEA Offices, 212 Rackley Building, University Park, PA 16802-3200. Those graduate students who are selected will be notified in early March.

The Planning Committee for this year's seminar includes Bruce Barnett, Lynn Beck, Larry McNeal, and Robert Slater.

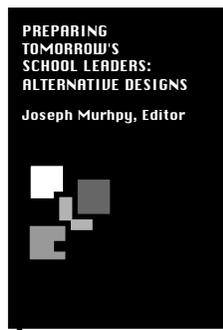
Preparing Tomorrow's School Leaders: Alternative Designs

Editor: Joseph Murphy,
Vanderbilt University

253 pages • © 1993 by UCEA
ISBN 1-55996-156-2

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

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



UCEA Convention '94 Activities and Governance



Program Co-Chairs James R. Bliss (Rutgers University) and Nona A. Prestine (University of Illinois) talk with Catherine Willower.

After giving his presidential address, Paul V. Bredeson (University of Wisconsin-Madison) handed the gavel to his successor Nancy A. Evers (University of Cincinnati) formally installing her as the new UCEA president. Evers is the 34th president of the Consortium. UCEA also welcomed Miami University as its newest member.

UCEA held its eighth annual convention, co-hosted with Temple University at the Doubletree Hotel in Philadelphia. The programs theme "Exploring Conceptions of Community in Education" attracted many participants.

UCEA's past president, Paul V. Bredeson, officially opened the 1994 convention with additional welcomes from James W. England (Provost, Temple University) and Trevor E. Sewell (Dean, Temple University). The presentation of the Culbertson Award was made by James R. Yates (University of Texas-Austin) to Stephen L. Jacobsen (SUNY-Buffalo). Jacobsen is the 12th recipient of the award. Ann Lieberman (Columbia Teachers College) gave the convention's opening address "Building a Concept of Community through Leadership and Work." Friday evening ended with a reception honoring the UCEA Past Presidents, hosted by President Evers.

Saturday's activities began early and ended with the banquet and the 4th an-

nual Pennsylvania State University Mitstifer Lecturer, Dan C. Lortie (University of Chicago). Lortie's speech was entitled "Teaching Educational Administration: Reflections on Our Craft." Sunday morning the final sessions were held. The convention's third invited speaker, Nel Noddings (Stanford University) delivered her presentation "The Dark Side of Community" at the closing session of the convention.

UCEA thanks those who helped with the convention, especially program co-chairs James Bliss (Rutgers University) and Nona Prestine (University of Illinois) and the Temple University faculty



Ann Lieberman (Teachers College) begins her invited address.

and graduate students who helped make the convention a success. UCEA also thanks those participants who took time to provide us with feedback in the post-convention phone survey. The results will help us make Convention '95 even better.

The *UCEA Review* is happy to announce that **Diana G. Pounder** (University of Utah) has accepted appointment as feature editor for this publication. If you have ideas or suggestions for substantive feature articles, she will be happy to hear from you.

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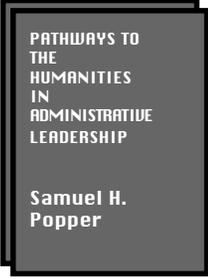
Recent Publications

Children at the Center: Implementing the Multiage Classroom, by Bruce A. Miller. Available from the Northwest Regional Educational Laboratory, 1787 Agate Street, Eugene, OR 97403.

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SCHEDULE OF COMING EVENTS

April	18-22	AERA (San Francisco)
April	20	EAQ Editorial Board Meeting (San Francisco) <i>Hilton, Powell Room, 7:00-9:00 am.</i>
April	20	UCEA/NCPEA/Division A/Corwin Press Reception (San Francisco) <i>Hilton: Parlor 6, 7:30-10:00 pm.</i>
April	21-22	National Graduate Student Research Seminar (San Francisco) <i>Grand Hyatt, Dolores Room, 11:00 am, Friday through 5:00 pm, Saturday.</i>
June	TBA	UCEA Executive Committee (Salt Lake City: Red Lion Hotel)
October	25-26	UCEA Executive Committee (Salt Lake City: Red Lion Hotel)
October	26-27	UCEA Plenum (Salt Lake City: Red Lion Hotel)
October	27-29	Convention '95 (Salt Lake City: Red Lion Hotel)



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