



Review

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THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION
Located on the campus of the University of Missouri at Columbia

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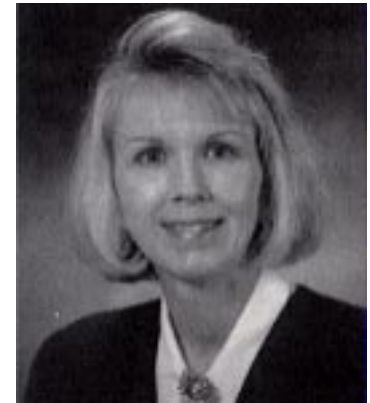
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PRESIDENTIAL ADDRESS

Paula M. Short

University of Missouri-Columbia



CELEBRATING UCEA RETROSPECT AND PROSPECT

This year's conference is particularly notable in that we're not only celebrating the 40th anniversary of UCEA, but also marking the 10th anniversary of our UCEA annual convention. The convention theme, "Reinventing Education: Retrospect and Prospect," allows us to celebrate the landmark events that characterize UCEA's rich history as a preface for UCEA's future endeavors.

How can I explain the value of retrospect, and how we can use that retrospective to face our future prospects? My natural inclination is to approach the task as a researcher and to gather data. Most importantly, I wanted to talk about UCEA accomplishments from the perspectives and experiences of UCEA members. As I pondered what approach to take, I recalled my many discussions with colleagues who, even at professional conferences, have the drive and discipline to maintain their running regime. The responsiveness, motion, and progress running provides a useful analogy for reflecting upon and assessing our organization's first 40 years.

While some running routes are circular — with people eventually ending up where they began—many runners, like bicyclists, hikers, or naturalists, travel a course where the final destination is far beyond the initial point of departure. And if you've ever observed runners or cyclists, you have probably seen them sneaking quick glances back over their shoulders as they're moving forward — hastily examining the terrain they have already covered.

There are two primary reasons for this: First, if the runners or bikers are competing, they need to assess their performance based on comparison to other participants in the event. Second, runners often gauge their pace and the calibration of the remainder of their journey on their perception of what ground they have successfully negotiated so far and what ground they have yet to conquer.

These runners, have something to teach us. We can learn from others who are headed the same direction as we; but more importantly, we can learn that every journey begins with a single step, then another, and another, and so on. And its extremely valuable to occasionally re-visit those small steps that, when combined, create a meaningful impressive journey.

With that in mind, I have a three-pronged purpose. I want us to take some time to revisit our rich history and remind ourselves of our individual successes, and then resume our journey forward.

- Instead of a quick backward glance, let's stop running the race long enough to catch our breath, relax and stand motionless for a while, and take a *long, earnest* look at the ground we — as UCEA members — have covered.

- Once we've re-visited the milestones of our long journey, I invite you to look at where we are standing now and remind ourselves of the significance of our participation in this great organization.

- And finally, armed with the knowledge of where we've been and where we now are,

(Continued on page 10)

CALL FOR
PROPOSALS

CONVENTION '97

OCTOBER 31 -
NOVEMBER 2, 1997
ORLANDO, FLORIDA

(SEE INSIDE
PP. 6-7)

CORDEIRO VOTED PRESIDENT-ELECT OF UCEA

Paula A. Cordeiro (University of Connecticut) was elected President-Elect of UCEA. She is author of *Border Crossings: Leadership in the Development of Educational Partnerships* which will be published in March. She is currently co-authoring, with **William Cunningham**, an introductory textbook in Educational Administration, *Educational Administration and Problem-based Learning* with William Cunningham to be published next year by Allyn and Bacon.

Cordeiro recently returned from two international conferences in Kuala Lumpur, Malaysia and Chiang Mai, Thailand where she worked with educational administration professors on leadership development. With professors from five countries, she is conducting a cross-cultural study that explores how societal culture affects the principalship.

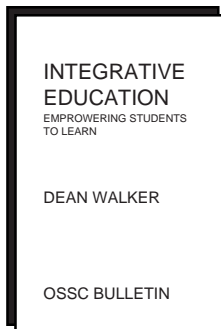


DUKE ASSUMES PRESIDENCY OF UCEA

Daniel L. Duke, University of Virginia, the new president of UCEA, received the gavel from **Paula M. Short**, outgoing president at the Plenum last October. In reflecting on UCEA's goals, Duke said, "I am most excited about the Thousand Voices Project for it compels us to listen to practitioners and address their concerns. For, example, issues of safety are clearly a concern of educational administrators. While others in fields such as clinical psychology and sociology have addressed these concerns, educational administration researchers have not dealt with them in a creative way. I am looking forward to seeing what our research teams extract from the data and the guidance they will give us in shaping our educational and scholarly agendas in years to come."

Duke is stepping into the presidency of UCEA at the same time he assumes the role as the first director of the Thomas Jefferson Center for Educational Design at the University of Virginia. The Center helps school leaders think of themselves as designers of learning environments, a transition that may require knowledge they do not have now. "I think we have gotten as much as we can from the diagnostic-prescriptive paradigm. We need people who can do more than identify problems and prescribe solutions." The Center is a consortium of scholars and practitioners in a number of different disciplines including education, engineering and applied science, business, sociology and architecture.

Asked to think about the emerging purpose of UCEA, Duke said, "UCEA was organized to improve the quality of preparation of educational leaders. This is not an end in itself, however; the organization must spend more time directly addressing the needs of the nation's youth. Decoupling preparation programs from social needs is a sure prescription for irrelevance."



INTEGRATIVE EDUCATION Empowering Students to Learn

By Dean Walker

September 1996, Volume 40, Number 1. 38 pages.
ISBN 0095-6694. \$7.00 (Add \$4.00 shipping)

"Educators find themselves awash in a professional and popular culture of opposing currents. How and what should children be taught, how and who do we hold accountable for their learning?" One current that seems to be gaining strength and support is a move toward integrative education. In this OSSC Bulletin, Dean Walker interviews experts, administrators, and teachers who are excited about their experiences with integrative education.

Order from:

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5207 University of Oregon, Oregon 97403-5702
800) 438-8841. Fax (541) 346-2334
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NOMINATIONS FOR CAMPBELL AWARD BEING ACCEPTED

The Roald F. Campbell Lifetime Achievement Award was instituted by UCEA in 1992 for the purpose of recognizing senior professors in the field of educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity, and service. At the same time, the award celebrated the remarkable pioneering life of Roald F. Campbell, whose distinguished career spanned many years and exemplified these characteristics.

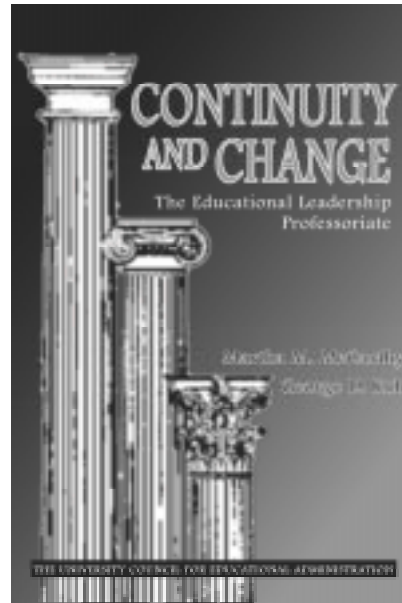
The criteria to be used in selecting the recipient include:

- longtime distinguished service as teacher/researcher in the field of educational administration;
- superior contributions to the field's body of knowledge;
- recognized leadership efforts to improve the field, especially the preparation of educational administrators and/or professors of educational administration.

Nominations should cite evidence responsive to the criteria listed above and may be sent to UCEA, 205 Hill Hall, Columbia, MO 65211. Deadline for nominations is May 15, 1997. (Note: The UCEA Executive Committee chooses the recipient and is not obligated to make the award every year.)

The award consists of a unique bronze eagle presented at the UCEA Convention.

Donations to the Campbell Award Fund are welcome and tax-deductible. Please make checks payable to the UCEA Campbell Award Program and send to UCEA, 205 Hill Hall, Columbia, MO 65211.



Continuity and Change: The Educational Leadership Professoriate

By Martha M. McCarthy and George D. Kuh
1997 312 pages. ISBN 1-55996-146-5 \$ 24.00

Those concerned with improving the quality of education in America's schools initially focused on teachers and their preparation. However, the vast majority of school administrators have done graduate work in education administration/leadership or in allied areas. Therefore, the key actors who must be involved in effecting meaningful change are the faculty who prepare the next generation of leaders.

McCarthy and Kuh present the results of their comprehensive study of educational leadership conducted in 1994 that describes who faculty are, how they use their time, what they believe, and the nature of the units in which they work. In addition to comparing faculty and their units with data collected in 1972 and 1986, the 1994 data are also compared with information on faculty across disciplines.

"Again, McCarthy holds up the mirror for careful self examination," observes UCEA Executive Director Patrick B. Forsyth. The reflection shows both noteworthy achievements and things that we should be concerned about for our profession and our future.

Order from: UCEA, 205 Hill Hall, Columbia, MO 65211

NOMINATIONS FOR CULBERTSON AWARD INVITED

Nominations for the 1997 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 six 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. Send nominations to UCEA, 205 Hill Hall, Columbia, MO 65211. Deadline for nominations is **May 15, 1997**.



FRANCES C. FOWLER RECEIVES 1996 CULBERTSON AWARD

Frances C. Fowler (Miami University) was chosen as the 14th recipient of the Jack A. Culbertson Award.

She was honored for her outstanding work in educational policy, especially in the area of school choice. She was unable to accept the award in person as she was a Visiting Scholar on Miami University's Luxembourg campus during the 1996 fall semester. She was continuing the scholarship that earned her the Culbertson Award researching elementary education in France, Germany and Luxembourg.

Fowler has sustained her research agenda over an extended period of time and produced a significant body of work that is having an impact on field. Her study of school choice began after a 1984 visit to France during which she unexpectedly witnessed a massive demonstration in support of altering the French choice policy. Her dissertation on school choice policy in France earned her the Division A Dissertation Award in 1991. She has published on this topic in *Educational Administration Quarterly*, *Educational Policy* as well as contributing a chapter to the 1992 UCEA Monograph, *Reforms in Empowerment, Choice and Adult Learning*.

A parallel line of research on school choice research in the United States has led to publications and a 1992 AERA presentation on Ohio's S. B. 140, which included school choice legislation. She continued to study the impact of this legislation and the implementation of interdistrict open enrollment in Ohio. Based this scholarship, her expertise has been used in textbooks (e.g. *Taking Sides*), by other researchers and state departments of education.

In addition to establishing an outstanding research record, Fowler is an exemplary teacher and collaborative colleague. She is an instructor who knows how to teach and involves her students in stimulating discussions and hands on experiences.

The originality of Fowler's work and the insightful applications and extension of political theories that are well argued, supported by evidence and thoughtful interpretations of theory embody the excellence that characterizes the recipients of the Culbertson Award. Established in 1982, the Culbertson Award has been a means of recognizing 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, University of Texas-Austin), **Paul V. Bredeson** (1990, Penn State), **Kent D. Peterson** (University of Wisconsin-Madison), **Ann Weaver Hart** (1992, Utah) and **Paula M. Short** (1993, Penn State), **Steven K. Jacobson** (1994, SUNY Buffalo), and **Neil Theobald** (1995, Indiana University).

Contributions to the fund are welcome and sent to UCEA, 205 Hill Hall, Columbia, MO 65211. The annual winner is presented with a plaque and a cash award.

EDWIN M. BRIDGES RECEIVES CAMPBELL LIFETIME ACHIEVEMENT AWARD

Philip Hallinger (Vanderbilt University) presented the Campbell Award at the UCEA Convention '96 in Louisville, Kentucky. The following are excerpts from his citation.

All organizations and cultures need heroes and heroines, people who exemplify the highest values to which others might aspire. Although Edwin Bridges would be the last to accept such status, the occasion of the Campbell Award presentation is our opportunity to recognize and celebrate the best that higher education has to offer to educational administration.

In his research, Ed brought the theoretical and methodological strengths of social sciences to research in educational administration, but it was his tendency to put social science at the behest of administrative practice that has been a hallmark of his career. For 30 years, he has played a unique role in the profession as one of only a handful of professors with sufficient credibility to level meaningful criticism at the field itself with respect to the state of research, teaching and program preparation in the field. His critiques of the field have always been lucid, well supported, and pointed toward the direction for improvement.

Ed's scholarly engagement with important practical issues began early in his career with the publication of highly regarded papers on decision making and leadership that predated by over 20 years the profession's preoccupation with shared decision making. His concern for issues of importance to practitioners is similarly exemplified in his program of research and development on teacher incompetence. *The Incompetent Teacher*, one of the five most recommended texts in the field, provided a system for identifying, remediation, assessment and disposition of teacher incompetence.

Ed has always placed teaching at the center of his life as a scholar. He has won his share of teaching awards, but more important are the direct tributes from his students that fill the walls of his office. However, his contributions to teaching in educational administration go much further than his own classroom instruction. He has been influential in redirecting our thinking about instruction as exemplified by his conceptualization of problem based learning (PBL) in educational administration. The significance of his work requires a detour back to the 1970's when he spoke at a major national conference celebrating the retirement of **Roald Campbell** from the Ohio State University. At that meeting, he delivered an infamous paper that critiqued the assumptions underlying university-based preparation as it has emerged out of the theory move-



Edwin M. Bridges with Mrs. Bridges

ment. He concluded that the curricular, instructional, and design assumptions embedded in university professional preparation programs could actually be dysfunctional for people entering the real world of administration. His presentation won him few friends and even fewer takers of his challenge. But, his vindication came in the late 1980's when other scholars in the field came to the same conclusion, albeit a decade later and via their own routes.

In absence of wider recognition or support for his position, he took up his own challenge of improving professional preparation in educational administration, which led to his conceptualization of problem-based learning. This involved not only conceptualizing PBL as a teaching/learning strategy, but also the formidable task of designing, directing and teaching in a Masters program for the preparation of school administrators, *New Pathways to the Principalship*, at Stanford University. Armed with a powerful idea and a lot of hard work, he created a model program. His work in the *New Pathways* program typifies his intertwined commitments to teaching and scholarship. Primarily due to his efforts, PBL is now being used in one form or another in educational administration programs in the U. S., Canada, Hong Kong, Thailand, Australia, and New Zealand. While working in Hong Kong as a visiting scholar last year, he ran an extended series of faculty development workshops on PBL for professors from every faculty in the university. Imagine teaching faculty from a variety of different disciplines for whom English is a second language.

As Jesse Stuart has reflected, "I am a firm in my belief that a teacher lives on and on through the lives of his students. Good teaching lasts forever and the teacher is immortal." This reflects Ed Bridge's contribution. On behalf of your colleagues, I would like to note that your receipt of the Campbell Award this year is the more meaningful since you have played a lonely and unrewarded role for so long — that of our field's scholarly conscience. In the realms of both research and teaching? you have always challenged us to guard against complacency. The standards that you have modeled in the classroom and in your writing will continue to serve as a stimulus and also as a benchmark for our own work as teacher-scholars.

UCEA Convention 1997
“Negotiating Borders: Culture and Context in Educational Research, Policy and Practice”
Orlando, Florida October 31-November 2, 1997

I. General Information

The eleventh annual convention of the University Council for Educational Administration will be held at the Marriott International Drive Hotel in Orlando, Florida. The convention will open with coffee, rolls, and informal conversation at 8:00 a.m. on Friday morning (October 31 1997) and close at 11:30 a.m. on Sunday (November 2, 1997).

The purpose of the 1997 UCEA Convention is to engage participants in discussing research, policy, and practice in education with a specific focus on educational administration. The 1997 convention's theme, "Negotiating Borders: Culture and Context in Educational Research, Policy and Practice," provides the opportunity to highlight the intersection of culture, context, and educational administration.

II. Theme

There has been increasing recognition in recent years of the critical role of culture and context in schooling. Cultural and contextual factors have historically served as borders that divide rather than as distinctions that enrich. In educational administration, the significance of cultural and contextual factors has frequently been minimized. Scholarship that emphasizes culture and context is often viewed as radical or peripheral to the knowledge base rather than as contributing a valued diverse perspective. The lack of attention to cultural and contextual factors has also occurred in preparation programs where discussion of these factors is either ignored or relegated to special courses, rather than being integrated throughout such programs. This has restricted our ability to understand and facilitate the development of learning environments in which all students can experience success.

Cultural and contextual borders affect everyone. Progress in understanding, representing, and addressing the complexity of the issues related to schooling and administration requires negotiating our way across the cultural and contextual borders that divide us. Negotiating borders involves: (a) acknowledging their presence; (b) identifying the ways in which they constrain inquiry, discussion, and practice, and (c) exploring how such borders can be bridged in order to generate collective solutions to the challenges facing education.

The 1997 UCEA Convention will provide a forum for scholarship and discourse about the impact and negotiation of cultural and contextual borders. We particularly invite proposals that address the negotiation of borders such as those associated with differences in race, language, or ethnicity; gender; social class; sexual orientation; cross-national contexts; and work contexts (e.g. higher education vs. social service agencies/community-based or organizations). Proposals may address the ways in which borders that have resulted from differences in these cultural and contextual factors have been, or can be negotiated to enrich understanding, research, policy, and practice.

III. Session Formats and Proposal Requirements

The 1997 UCEA Convention will include a variety of session formats in order to facilitate critical and informed conversation. Descriptions of session formats, and the requirements for proposals, are as follows:

1. **Paper Sessions.** Report research results in an abbreviated form. Include a cover sheet and a summary not to exceed three pages. The summary should provide a statement of purpose and a rationale; description of data sources and methods; a synopsis of the central findings and conclusions. Sessions will be limited to three presenters allotted approximately 20 minutes each. A discussion leader will be assigned to facilitate dialogue during the final thirty minutes of the session.
2. **Debates.** Sessions should be organized in a way that emphasizes the presentation of alternative positions. The format may be a traditional two-person debate or some modification of this. The intention is to create a session in which there is conversation among participants. Proposals must include a cover sheet and a summary not to exceed three pages. The summary 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.
3. **Conversations.** Sessions are intended to stimulate informal, lively discussion participants, often using a series of provocative questions or vignettes. Organizers are expected to facilitate and guide informal conversation about critical issues, concerns, and perspectives. Proposals should include a cover sheet and a summary not to exceed three pages. The summary should describe the purpose of the session; the ways in which participants will be encouraged to engage in conversation; and examples of the types of questions or areas to be addressed.
4. **Voices from the Field.** Sessions are intended to bring together practitioners engaged in school reform and improvement with researchers who are also interested in these efforts. Organizers are encouraged to devise formats that create conversations about common themes and that draw on the experiences and insights of practitioners as well as researchers. Proposals should include a cover sheet and a summary not to exceed three pages that address the purpose for the session; the types of personnel involved; the plan through which information will be shared and discussed; and a synopsis of the major arguments and/or conclusions.
5. **Poster Sessions.** Sessions use the display of graphic materials to stimulate small group discussions. Displays should be visually appealing and provide an overview of key findings or perspectives. Organizers are responsible for setting up their materials prior to the session, engaging in small group discussions about the material presented, and removing materials at the close of the session. Proposals should include a cover sheet and a summary not to exceed three pages. The summary should include a statement of the purpose or rationale for the investigation; the methods and data sources (if appropriate); the major arguments and conclusions; and the types of questions or issues to be addressed during the discussion.

IV. Criteria for review

Proposals will be subject to blind, peer review. The three page summary of the proposal that will be sent to reviewers must not include names of authors, presenters or debate leaders. Proposal evaluations will be based on: 1) clarity of presentation; 2) quality of methods or approach; 3) contribution to research, policy or practice; and 4) thematic fit.

V. Participation Guidelines and Proposal Deadlines

Anyone involved in research, policy or practice in educational or youth-serving agencies may submit proposals for consideration. Individual may present or participate in no more than three sessions. Paper presenters are required to provide a minimum of 30 copies of their papers for distribution. Proposals must be received on or before May 1.

Send proposals to:
 UCEA Convention '97
 University Council for Educational Administration
 205 Hill Hall, Columbia, MO 65211

WHAT SUPPORT IS PROVIDED FOR FACULTY MEMBERS NEW TO ACADEME?

M. Scott Norton
Arizona State University

The UCEA Program Center for Preparation Programs surveyed department chairs in UCEA member institution concerning support activities for new faculty entering the field of educational administration. Forty-one chairs responded to eleven open-ended questions concerning specific support services rendered new faculty to help them become effective members of the university community and the profession.

In a second phase of the study, 91 faculty members, who were new to the professoriate, responded to questions concerning support services that were especially beneficial for them. These respondents also provided recommendations for improving orientation and support for persons new to academe. The following discussion summarizes the findings for these two efforts.

Support for New Faculty as Reported by UCEA Chairs

Chairs were asked to report programs and support activities provided for new faculty to help them understand the “cultural setting” in which they were working and to inform them of the expectations for performance in teaching, scholarly production and professional service. Findings for each of these areas are presented in the following sections.

Support to Help New Faculty Understand the Cultural Setting in Which They Work

A wide variety of services were reported by chairs to help faculty understand their work environment and the general performance expectations of the university. The leading supportive practices in this area were the assignment of mentors, special college/university orientation programs, one-on-one orientation sessions between the chair and new member, and special social events designed to develop relationships and acquaintances. One unique orientation activity was reported by the University of Kentucky. This institution provided a five-day bus tour of the state for new personnel. Faculty collaboration, mentoring committees, special information meetings, and visits with various university officials also were reported as beneficial practices for general orientation of new members in UCEA institutions.

Support in the Area of Teaching

Four support activities dominated the responses of chairs in the area of teaching. The reduction of the teaching load for the first

year, most commonly a one course reduction, was the most frequently reported practice for helping new faculty during the first year of service. Several institutions pointed to the university’s instructional services center, instructional design center or center for the improvement of teaching as the primary support service for teaching improvement. Other support reported by the chairs included the provision of course syllabi, evaluation procedure discussions, discussion of college and department goals, and special orientation programs that centered on technology utilization in instruction. Other practices mentioned by the department chairs were team teaching arrangements, class observations, and the scheduling of teaching workshops.

Support in the Area of Scholarly Production

Support in the area of research and scholarly production included the funding of faculty travel and research proposals, mentoring services, reduction of teaching load, summer research stipends, and co-research arrangements.

Chairs were of the opinion that the monitoring of the workload of new faculty was important for effective performance. In most cases, committee workload and the assignment of student advisees were limited for new faculty personnel. The placement of new members as co-chairs rather than chairs of doctoral committee was a common practice.

Support in the Area of University, Field, and Community Service

Support efforts in the area of professional service varied considerably among for the 41 institutions. Several chairs expressed the opinion that they needed improvement in this area. In an effort to acquaint new faculty members in the field, they were encouraged to attend professional meetings accompanied by the chair and/or department colleagues, to accompany the chair in visits to the state’s school districts, and were given special funding support for personal in-state travel. Also, new faculty were encouraged to present at professional meetings in the state.

Other support in this area included counseling sessions with a mentor (e.g., told what’s important, what’s not: suggestions for collaboration contacts; joining existing field projects/activities, etc.), involving new faculty in certification programs, assigning them to significant committees, and accompanying new members to association and social events throughout the state.

Other support in this area included counseling sessions with a mentor (e.g., told what's important, what's not: suggestions for collaboration contacts; joining existing field projects/activities, etc.); involving new faculty in certification programs; assigning them to significant committees; and accompanying new members to association and social events throughout the state.

Financial Support and Services Provided in Transferring to the New Position

In a final question, chairs were asked to describe special help given new faculty to move to the university. About 25% reported support for moving costs incurred by new personnel. Helping to find employment for a spouse, providing housing information, "modest" loan or mortgage programs, the provision for computer equipment, summer research support the first year, market salary adjustment provisions, tuition benefits for children, location of child care, paid visit for housing exploration, and others were among the reported kinds for help given new faculty joining the institution.

Support as Viewed by New Faculty Personnel

Faculty members who were new to academe were asked to respond to four open ended questions concerning their special needs as new faculty, the kinds of support provided them, the value of support provided, and support that they would recommend universities provide new members of the faculty. The desire to understand university procedures (e.g., tenure and promotion, evaluation, faculty development, university resources, advisement, finances/travel, etc.) ranked number one. Early problems encountered by new faculty included the balancing of teaching and research (i.e., time and focus in drafting new courses, the initiation of research proposals), the need for information relative to performance evaluation including criteria for judging performance, accessing technological services, and the lack of understanding of department procedures relating to secretarial services and required schedules.

Nearly all of the orientation services previously reported by department chairs were also mentioned by new faculty. However, the reduction of teaching load, personal guidance by the chair, the provision of a research assistant, and the support environment from colleagues were foremost among the most helpful services provided in the opinions of the 91 new faculty reporting. Although appreciation was expressed by respondents for services rendered by the university, the majority was displeased with the extent and quality of orientation services. Such comments as "services provided were a total waste of time," "if you asked, they helped," and "it was sink or swim" were common responses.

Recommendations by new faculty for improving orientation programs were numerous. The majority of respondents believed that a comprehensive, well planned program of orientation was needed for all new faculty personnel. Those members who did not have load restrictions, assigned mentors, monetary grant incentives, and formal orientation sessions with the chair at their insti-

tutions, expressed the desire to have them.

Many faculty members recommended informational promotion and tenure meetings, individual counseling (i.e., individuals have different needs), information concerning the availability of support staff and services, and special "introduction" sessions to help new personnel establish relationships with other faculty members among those orientation services they would have liked to receive. Seventy-five percent of the participants emphasized the need for formal, purposeful staff development programs held on a regular basis. New faculty stressed the importance of communicating the college department goals in order for them to relate to their faculty development activities to these ends.

Summary

Study findings supported the following contentions: 1) Although several UCEA member institutions are providing helpful services to members new to their programs, new faculty members often reported services as "lacking" or being too "hit or miss" to be beneficial, 2) a recognizable division exists between those universities that are providing planned, purposeful orientation services for new faculty and those that are using more informational, unplanned approaches, and 3) in view of responses by the large majority of faculty new to academe, educational administration departments need to re-evaluate present orientation programs and services for new faculty to meet their needs and provide them with meaningful support for the special problems they are encountering in their to become effective members of the profession.

FROM ERIC AT OREGON

Learning Experiences in School Renewal: An Exploration of Five Successful Programs

Edited by Bruce Joyce and Emily Calhoun

1996 208 ISBN 0-8652. \$14.50 (\$4.00 S/H)

Case studies of five school systems that have made sincere efforts to become learning communities are presented. They represent diverse settings and challenges that offer strong evidence that real changes in what students learn can be achieved relatively quickly when effective models of teaching teaching are coupled with well-designed ongoing staff development. Another strength of this book is the emphasis on action research demonstrating how lessons learned from renewal efforts can inform future practice and expand the knowledge base.

ERIC Clearinghouse on Educational Management
5207 University of Oregon, Oregon 97403-5207
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(Checks payable: University of Oregon/ERIC)

(Continued from 1)

we can confidently resume our pace toward our future destination without being tentative in our strides.

Revisiting: Yesterday's Voices

While running yielded a meaningful analogy for the rationale for celebrating the 40-year history of UCEA, my grounding in qualitative research allowed me the opportunity to share with you a multi-vocal account of UCEA's history and future. Instead of a mere soloist warbling out the tune of UCEA's accomplishments, you are privy to a choir of voices. By tapping into the personal histories of past UCEA presidents and other faculty from member institutions, the breadth and scope of our celebration is broadened.

This summer, I contacted former UCEA presidents and asked them to identify and describe activities, projects, or initiatives that UCEA adopted or implemented during their respective terms of office. Further, I asked each to then define the purpose of each activity, project, or initiative and the success or impact of each. I received a number of thoughtful, thorough responses from our previous leaders. I also asked a sampling of faculty from UCEA institutions to reflect on UCEA highlights, and they willingly have added their voices to our choir.

Having made my queries in late summer, I realize that for many of you, my request for information ended up under a pile of August mail. But you somehow found my letter and even found time to respond and I'm very grateful. Once I received the responses, I organized the information into tangibles and intangibles. I rejected presenting the information in a chronological laundry list, opting instead to present the most widely cited projects, initiatives, activities, or themes that constitute those tangibles and intangibles. There are seven

Without exception the greatest success story for UCEA was a determination ten years ago to initiate an annual UCEA convention. While many contributed to the program, most credit former UCEA President **Martha McCarthy** as the driving force behind the first convention held in Charlottesville in October, 1986.

McCarthy, the first female president of UCEA, recalls fondly her 1985-86 year as President. According to McCarthy, her original purpose in developing a convention was twofold. Her first concern was that faculty members from UCEA institutions who were not plenary representatives did not feel connected to the UCEA unless they were directly involved in a UCEA-sponsored project. McCarthy envisioned the annual conventions as providing a forum for faculty at UCEA programs to come together and share ideas. McCarthy's second purpose was to extend the influence of UCEA beyond member programs, where non-members, other professionals and practitioners could enter into the dialogues being generated through UCEA.

While the original reasons for having an annual UCEA convention may have been modest, the impact of the conventions over the past ten years has grown dramatically. Today the reasons people give for attending the conventions are as varied as the people themselves, so I found from the responses.

Marty Burlingame of Oklahoma State University describes the annual conferences as, "By far, the best thing that ever happened to UCEA." Echoing Burlingame are the sentiments of **Carolyn Wanat**, University of Iowa, who says, "The quality of the annual conference is perhaps the greatest success of UCEA."

Others credit the annual convention with enhancing collegial relationships, cultivating and showcasing new talent, and increasing opportunities for faculty, students, and practitioners to participate in a professional setting. **Walt Gmelch**, Washington State University, says, "The Fall UCEA conferences have been a tremendous opportunity to dialogue on critical issues and network among our colleagues."

In addition to the valuable information-sharing opportunities available at the annual conferences, many respondents wrote about the culture of the event. Some described the conference as a

community, others as a reminder that we are a cohesive group of scholars. **Diana Pounder** at the University of Utah describes the conference as helping younger professors become connected to scholars across the country. Still others described it as a comfortable, non-threatening environment. **Cynthia Norris**, University of Houston, believes the conference is a comfortable organization where friends can meet, become revitalized and return to their universities with renewed vigor and enthusiasm."

Paul V. Bredeson, UCEA President for 1993-94, says that he is particularly proud of how the annual convention has responded to reflect the changes in the way educators teach, think, and communicate.

He says, "Rather than spending two and a half days listening to talking heads at the front of a narrow and usually overcrowded hotel meeting room, I wanted our annual professional convention to reflect changes in the ways we teach, in the ways we interact around our scholarly work, centered on critical issues in educational leadership. Bredeson cautioned, however, that experimental or new program formats should not compromise educational standards. "It's critical that we do not confuse changes in interaction with the demands for rigor. Conversational formats, experimental sessions, and interactive formats demand scholarly rigor and very high standards of adequacy."

You only have to look at the Convention 96's program and the variety of venues and formats available to see that Bredeson's recommendations and cautions have been implemented.

Former UCEA President **Jack Greer**, who took over as Convention Committee Chair when **Paula Silver** became ill, describes the success of that first convention ten years ago as providing the general consensus for UCEA members to work equally hard another year for the second convention in Cincinnati. They did so and we are so fortunate.

While the annual UCEA Convention appears to be—from my research—the most popular activity spawned in the first 40 years of UCEA, respondents tell me that UCEA sponsored publications come in a close second. And like the annual convention, UCEA members appreciate the quality, diversity, and relevance of subject matter. Many mentioned the publications as providing a means of communication and connectedness for members between those times when they could convene annually.

While the *Educational Administration Quarterly (EAQ)* is the most prestigious of the UCEA-sponsored publications, **Scott Norton**, Arizona State University, reminds us that there are many materials and publications distributed by the UCEA.

Norton states, "Throughout the years, UCEA has continued to develop and disseminate materials and publications important to the work of the professor in educational administration. Such products are exemplified in the publication of position papers, research study reports, *EAQ*, special reform publications, and UCEA program center products. This work has contributed immeasurably to the quality of preparation and practice in educational administration."

Some respondents describe *EAQ* as an outstanding outlet for research of quality. Some credit recent editorships of the *EAQ* as attracting truly relevant research that is methodologically rigorous. Others describe *EAQ* as a cohesive force that captures the current thought in the field of educational administration. Still others praise the inclusion of more qualitative, naturalistic studies.

Jim McNamara, Texas A & M University, re-visited the early years of *EAQ* and described the publication as having "grown up" since its inception. In particular, McNamara notes *EAQ*'s movement to respect both qualitative and quantitative research. The publication, he says, by its willingness to publish a variety of methodologies contributes to our understanding of all types.

Finally, Northern Colorado University's **Bruce Barnett** states, "Through the *UCEA Review* and other outlets, UCEA has stimulated

thinking around the country about program development and delivery. These initiatives have allowed professors' voices to be heard."

Barnett brings us to our third important UCEA success as identified by our members: the involvement of other groups that have previously and continue to enhance the initiatives of UCEA. Barnett is not alone in his assessment. Many respondents when revisiting the past, cited collegial affiliations with other groups and other professionals as a significant success for UCEA and its members.

Eddy Van Meter, University of Kentucky, states, "UCEA's leadership in the establishment of the National Policy Board For Educational Administration, NPBEA, creates a national voice for our profession, and the potential for a consensus on issues when appropriate." The antecedent to the Policy Board, according to **Mike Murphy**, University of Colorado- Denver, and former UCEA President, was the creation of the National Commission on Excellence in Educational Administration, and as Mike says, "The rest is history."

Others responded that they appreciated the heightened level of discussion and debate regarding graduate study reform offered by the NPBEA. **Barbara Jackson**, Fordham University, credits the creation of the NPBEA as offering "support that can provide continual attention to the improvement of preparation programs for educational leaders." Of course, UCEA, with the University of Missouri, now hosts the Policy Board's headquarters. Among the other professional groups mentioned are the American Educational Research Association, the National Council of Professors of Educational Administration, the National Council for Accreditation of Teacher Education, the Danforth Foundation, the Commonwealth Council for Educational Administration and the Inter -American Society for Educational Administration.

Beyond the affiliations with other professional associations, however, are the opportunities for collaboration with practitioners and other professionals. Former UCEA President **Larry Hillman**, who served in the 1978-79 academic year is particularly proud of the University/Public School Partnership he helped achieve. Hillman candidly admits that the program got off to a slow start, but with commitment and diligence the program ultimately achieved its goal, allowing both entities-higher education and public schools-to benefit by learning from each other.

Regarding the collaborations afforded by UCEA in the last 40 years, **Paula Cordeiro**, University of Connecticut, may have put it best when she said, "Without a doubt, when I think of UCEA, I think of *opportunity*. This organization plays a crucial role in the professional development of professors."

When asked to re-visit and reflect on the hallmarks of UCEA, many respondents praised the program centers and host institutions for UCEA. **Michael Murphy**, former president, provides an interesting historical context:

To cope with declining membership and fiscal problems when I was on the Executive Board, we invented several responses. First, believing that greater involvement would lead to greater commitment, we created the centers. We thought that through the centers we could decentralize some of the work that former associate directors did and allow faculty in member institutions to gain audience and opportunity and keep some momentum."

Murphy goes on to say that the second major decision facing him during his presidency was to ask member universities to bid to host UCEA. The bidding was based on *EAQ* hosting model.

Other past presidents, while demonstrating admiration and appreciation for the participating UCEA host institutions, are frank in discussing the long, difficult process of developing a selection

procedure. **Dennis Spuck**, who served as UCEA President in 1982-83, remembers moving the host institution from Ohio State to Arizona State as a "major issue during his term of office.

Similarly, **Jack Greer** and **Robert Stout**, who served consecutive terms as UCEA Presidents from 1987-89, both wrote of the concerns each shared during their terms of office. Greer recalls what he terms "a battle" out of which came the decision to have an RFP every five years. Stout recalls that his primary concern was maintaining the great stability of UCEA in light of obvious and necessary changes, one of which was changing host institutions.

1994-95 UCEA President **Nancy Evers**, when re-visiting her term in office, cites the selection process adopted during her term as an accomplishment of which she is proud. Evers' purpose in facilitating a selection process was "to assure a fair and deliberative process which would yield a quality choice for the UCEA headquarters."

The simulations, case studies and other instructional materials constitute our fifth success. While building on our past successes in developing simulations and case studies, UCEA members and former presidents see us moving into a new era of technology-based instructional materials. **Carolyn Wanat** believes the implementation of these diverse projects, such as IESLP, are successes. She sees that through the creation of these projects, UCEA provides members the opportunity to collaborate on a number of worthwhile ventures and sees the continuation of the development of these materials in our strategic plan and our work tomorrow.

As UCEA members re-visited the past, many included, as important, the following formal and informal projects and decisions, some of which succeeded, some of which failed, but definitely worth mentioning here today in a separate category. These include: the change in governance from a Board of Trustees to our current Executive Committee/Plenum model; the UCEA/Primis document base, which had a chance to be highly successful, but may become the victim of external circumstances; the mentoring program, pairing junior with senior faculty; the Knowledge Base Project; the Women's Equity Act Project; the Council of Great City Schools Cooperative Project; the special work groups and task forces that have provided opportunities for UCEA.

The seventh and final aspect of this re-visiting we've been undertaking is not so much a stop or destination as it is a climate, an environment. It can't be marked on a chronological time line or pointed to on a calendar, but is a philosophy, a conviction held by UCEA members to remain fluid and responsive to the needs of our members.

The depth of your commitment and sensitivity to inclusion within our ranks is remarkable. I was touched by the number of times male and female UCEA members wrote of their recognition and high regard for an institution that consistently and pro-actively maintains a policy of inclusion. Although all are in agreement that our work in this area is not done, we are proud of how far we've come.

Let me tell you about a few of those remarks. **Jim McNamara** says, "The UCEA in recent years has begun to open its own doors for gender and ethnic diversity and has encouraged universities to do the same."

William Foster, Indiana University, lists among UCEA's successes, one of being a caring atmosphere that has paid greater attention to the concerns and needs of women and people of color. And former UCEA President **Nancy Evers** writes, "The inclusive and collaborative change effort has energized the consortium and has yielded some potentially powerful initiatives for the future."

Other responses that deal specifically with the culture of UCEA include an overwhelmingly emotional response to the organization. Specifically, respondents say that UCEA membership enhances their dialogue, professional relationships, sense of community and sense of cohesion.

Reminding: Today's Celebration

As your outgoing UCEA President, I believe it is one of my greatest duties and honors to *remind* you at this point—today—that what you do individually and collectively is of great consequence. While we're celebrating our previous successes, please realize that what you and your fellow members bring to this mission may seem to you, at times, inconsequential, but indeed, it is not.

Samuel Goldman, whose presidential address some 25 years ago was the first ever for UCEA, describes his term of office being full of challenges. Goldman describes the educational community at large as being "terribly demoralized" by the societal mood of the nation. He speaks of the challenge he faced trying to maintain some semblance of confidence when the rest of the country was applying severe scrutiny and criticism to him, his peers, and his profession.

Yet when Goldman sat down and looked back over his 25-year-old speech, which he did when he received my survey this summer, he said, "Re-reading it now brings back some very dear memories." The retrospection Goldman experienced for us. What may seem ordinary today could be extraordinary tomorrow.

We now have a project that is destined to be included on the next anniversary celebration's list of accomplishments—the UCEA's set of five-year goals.

The strategic planning process, as mapped out by the Executive Committee, was productive and efficient. As **Nancy Evers** described in her 1995-96 Presidential Address, the planning process, "ascribed to the valued principles of broad-based member involvement, shared leadership, focused problems solving, openness, and two-way, face-to-face communication."

We have moved through the stages of planning, have identified five goals and their attendant activities, and are now ready to begin implementing the goals. And let me remind you again that, like you, those who participated in the first 40 years of UCEA started their journey with one step, then a second, then another and so on.

At Convention 96, some of you worked with your incoming President, **Daniel Duke**, on Goal #1, referred to as "A Thousand Voices From the Firing Line" and helped identify and address vexing problems (both of purpose and practice and of a technical nature) and identify and address a national research agenda related to those problems.

A second group of you engaged in activities regarding Goal #2 that examined ways to provide professional development opportunities for all professors of educational administration. You tackled the issues of regional consortia for convention and staff development and regional consortia forums for professional development opportunities. You identified regions, and discussed appointing specific institutions to lead regional activities, and developing the types of projects, activities, and presentations available for regional participants.

Other groups of UCEA members worked on Goal #4, developing and disseminating best teaching practices and materials focusing on the UCEA Cases Project and on Goal #4 to discuss the objectives and tasks of Computer Simulation and the IESLP project. And finally, a group worked on Goal 5, Activity 2, which is designed to influence educational policy-making at the national, state, and local levels by examining leadership for licensure, certification and accreditation, and national policy influence.

Resuming: Tomorrow's Work

I hope it has been invigorating and rewarding for you to examine our rich history, thereby re-energizing ourselves for our task at hand. But, as we resume our work tomorrow, let's not forget the recurring questions that regularly frequent our discussions. Former UCEA President Donald J. Willower reminded me of questions, concerns, and struggles he dealt with more than 20 years ago. Yet, some of the concerns he dealt with in 1973-74 are no different than what we continue to struggle with today.

"Despite the differences between those times and the present, many problems have endured; like what constitutes knowledge

and how it should be used in practice, what are the best ways to prepare educational administrators, how can an organization like UCEA make a contribution to scholarship, preparation, and ultimately, to the improvement of education in the schools?"

I would add to Willower's question, the challenge to keep moving forward in our efforts at inclusion both as an organization and a profession. Further, I would encourage us to strengthen the dialogue between practitioners and professors of educational leadership. And I would remind all of us that the ultimate test for the work of all educators is, "What difference does it make for kids?"

So, let's use what we've learned from our first 40 years, examining where we are now—based on the five-year strategic plan and see if we can move forward with confidence and direction while remaining responsive to our environment and our members. Congratulations on becoming part of the next 40 years!

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CONVENTION '97 HEADED TO ORLANDO, FLORIDA

UCEA will hold its 11th annual convention in Orlando, Florida, October 31 - November 2, 1997 at the Marriott International Drive Hotel. This year's theme is "Negotiating Borders Culture and Context in Educational Research, Policy and Practice. The planning committee, with **Paula A. Cordeiro** (University of Connecticut) as chair, has been meeting to create sessions that will provide a forum for scholarship and discourse about the impact and negotiation of cultural and contextual borders. The Co-chairs for this year's program are, **Betty M. Merchant** (University of Illinois), and **Ulrich C. Reitzug**, University of Wisconsin-Milwaukee. The University of Florida is co-hosting the convention with **James L. Doud** as our liaison.

A trip to Orlando would not be complete without taking in some of the magic of Walt Disney World. The Magic Kingdom will be celebrating the holidays and Epcot will be hosting a International Food and Wine Festival celebrating food, beverages and culture from around the world. Disney Institutes providing unique learning opportunities for adults and children 12 and over offer a new way to experience Walt Disney World.

The Marriott is located on the famous International Drive providing a contrast between the old city with tree-line boulevards with stately turn of the century homes and, the new city, an action packed hub of attractions — Orlando's new science center, Universal Studios Sea World to mention just a few. There are also fine museums (like the Morse Museum that houses Tiffany's personal collection of "painted" glass), theaters and restaurants. Winter Park with a half-mile long collection of unique shops and charming cafes is a favorite place for tourists and "locals".

While attending UCEA Convention '97, plan to allow some extra time to explore exciting Orlando.

18TH ANNUAL GRADUATE STUDENT RESEARCH SEMINAR

The 18th annual National Graduate Student Research Seminar in Educational Administration will be held March 28-29, 1997 in Chicago, Illinois. 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.

Participants and alternates selected for this year's Graduate Student Research Seminar will be notified in late February.

1000 VOICES FROM THE FIRING LINE

The UCEA Project for Goal 1, Activity 1: A Thousand Voices from the Firing Line is currently completing the initial data gathering phases. **Frances Kochan** (Auburn University) is heading the Principal Analysis Group and **Barbara Jackson** (Fordham University) is heading the Superintendent Analysis Group. They will be coordinating initial ethnographic and quantitative studies.

As stated in the UCEA Goals and Activities for 1996, the Thousand Voices Project seeks to identify problems of purpose and of practice that cause school administrators the greatest concern. UCEA faculty will be involved in developing a national research agenda to address these problems and will help chart the future research and development priorities for UCEA.

This project provides faculty an opportunity to participate in collaborative research with other UCEA colleagues. Requests for Proposal Analysis of Data are being accepted for presentation at the UCEA Conference 97 in Orlando, Florida on October 31 - November 2, 1997. (See Call for Papers, p. 11).

1997 UCEA PLENARY SESSION REPRESENTATIVES

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Francis Kochan, Auburn University

Alan K. Gaynor, Boston University

Robert B. Stevenson, SUNY Buffalo

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UCEA CONVENTION '96 ACTIVITIES AND GOVERNANCE

Last October, UCEA held its tenth annual convention, co-hosted with the University of Kentucky, at the Galt House in Louisville, Kentucky. The theme "Reinventing Education: Retrospect and Prospect" attracted many participants.

UCEA's past president, **Paula M. Short**, University of Missouri, officially opened the 1996 convention with welcomes from **Shirley Raines**, Dean, U. of Kentucky-Lexington, and **Patrick B. Forsyth**, UCEA Executive Director. **Mary E. Driscoll**, New York University, introduced the invited speaker, **Terry A. Astuto**, New York University. Her opening address was titled: "The Evolution of Educational Opportunity: Searching for Balance." Friday evening ended with a reception honoring the UCEA Past Presidents.

Saturday sessions began early and ended with the banquet and the 6th annual Pennsylvania State University Mitstifer Lecturer, Edmund Gordon introduced by **William L. Boyd** (The Pennsylvania University). Gordon's speech focused on education and



social justice. Sunday morning the final sessions were held and the conference closed with the third invited speaker, **David C. Berliner** who delivered "Dispelling the Myths: Getting out the Real Story of American Education."

During the UCEA's Plenum, members participated in breakout groups to discuss UCEA Goals and Activities adopted through a lengthy strategic planning effort. One group discussed the Thousand Voices Project (see article on page 13). Another group discussed means for providing professional development opportunities for all professors of educational administration including regional consortia. Regions were identified and specific institutions were noted as possible leaders of regional activities in the development of the types of projects, activities and presentations for regional participants. A proposal was made for the UCEA Centers to take a leadership role with possible affiliation with the Holms Partnership regions.

Another breakout group discussed the UCEA Cases Project initiated to create a set of materials that will be widely available for use in educational administration preparation programs. Several cases will be ready for dissemination this spring, and others are undergoing review and revision. A number of topics were suggested for future cases including the team process in school renewal, role of principals in school councils, and integrated services in school sites. The Cases Project designed to be an ongoing effort and Plenum members were asked to encourage faculty to submit cases. It is likely the Web Page will be a primary vehicle for dissemination.

Another group examined the leadership for licensure, certification and accreditation, and national policy. Plans were made to study national and state reform related to these issues and find ways to examine implications for UCEA universities.

SCHEDULE OF COMING EVENTS

March 24-28.....AERA	Chicago, Illinois
March 24.....UCEA, Division A, Division L	Corwin Press Reception, 7:00-9:00 PM Hyatt Grand Ballroom A, East Tower
March 26.....EAQ Editorial Board	7:00-8:30 AM, Parlor F, Level 3, Sheraton
March 28-29.....National Graduate Student Research Seminar in Educational Administration	Hyatt Regency
October 29-30.....UCEA Executive Committee	Orlando, Florida Marriott International Drive Hotel
October 30-31.....UCEA Plenum	Orlando, Florida Marriott International Drive Hotel
October 29- November 2.....UCEA CONVENTION '97	Orlando, Florida Marriott International Drive Hotel

SUBMITTING ARTICLES FOR THE UCEA REVIEW

Diana G. Pounder (U. of Utah) is feature editor for the *UCEA Review*. If you have suggestions for the Review, or ideas for substantive feature articles, she would be happy to hear from you.

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