



Review

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Education Vouchers: Deliverance or Disaster?



*Scott R. Sweetland
The Ohio State University*

Improvement of public education has become a political slogan; everyone is for it, but the means to achieve it are uncertain. Political constituencies are avid in their search for an education system that can cure the ills of society, foster equal economic opportunities for all, and create mutual respect across diverse communities. One popular candidate to “fix” public education is school choice. School choice is manifested in a variety of forms including publicly financed charter schools, home schooling, and open enrollment, but none seems as potent or controversial as the education voucher. Although the voucher is simply a mechanism of finance, advocates believe that it will deliver a world class education system while detractors fear it will increase the gap between the rich and the poor and destroy public education in America. The purpose of this essay is to consider the education voucher as a financial mechanism, to explore recent citizen intrigue with the idea, and to analyze the ways and means that education vouchers can be both beneficial and detrimental to American education.

The Voucher: A Financial Mechanism in Context

In lieu of cash, any voucher is a scripted instrument of value that can be exchanged for goods or services such as food or schooling. Many are familiar with food stamps, which are essentially a form of voucher that can be exchanged for food at the local market. Similar to food stamps, education vouchers are backed by centralized government coffers and they are awarded to recipients based on established criteria of public policy, often to aid those who are less advantaged economically. In fact, at a time when the expense of schooling was beyond the grasp of the masses, Adam Smith hypothesized that a system of public finance that utilized the voucher mechanism could stem nationwide under-investment in education (Smith, 1776/1952). Of course, in Smith’s time, common schooling and the public education system that we know

today did not exist; schooling and higher education were essentially a private economic matter characterized by individuals or small groups who made payments for tuition and other costs to support private or small community schools. Given that environment, the education voucher was conceptualized to be a financial mechanism that recipients could use to pay for educational services that they otherwise could not or would not afford; its purpose was to encourage greater numbers of citizens to acquire education.

The larger and more important argument made by Smith (1776/1952) was that complementary public and private financial supports for education were needed. He argued that education acquired by private citizens provided economic benefits to both those individuals and society; therefore, public support for schools was justified, and the voucher was simply one alternative means to education finance. From that time forward, the larger economic argument was used to support the establishment and expansion of common schools and public education systems. In the United States, this social endeavor bypassed the voucher mechanism and moved toward full public support for free common schools. By the end of the Great Depression in the late 1930s, the free common school system in the United States was well on its way to becoming a massive and profound social achievement and its growth was further fueled by the “baby boom” that followed World War II. Moreover, education finance for common schools had gone far beyond public subsidy to a model of full financial support that was provided by local, state, and federal governments that worked in fiscal concert.

The “New” Reasoning

In light of comprehensive public sector growth and the inherent governmental controls that followed, some economists expressed serious concern about the Nation’s economic future, as intermingled with virtues of a free marketplace that

coincided with intrinsic values of personal and social freedoms. Most notable, Milton Friedman spearheaded an intellectual movement that warranted a renewed emphasis on classical economics, less government interference in the marketplace, and the pursuit of individual liberties and freedoms. As a part of this movement, Friedman (1955, 1962) dedicated considerable attention to education, especially the near-monopoly position that public schools had gained over the education system. His analysis and plan advocated the use of education vouchers that would re-introduce and inject free market forces into the education system and allow families the freedom to choose among different schools that were best-suited to their individual needs and preferences. Here, the purpose of the education voucher was to induce the personal-familial liberty of school choice and attempt to force public schooling institutions, through the market mechanism, to operate more competitively and, therefore, more efficiently.

Soon thereafter, concerns about public schools opened on another front with the release of the Coleman Report and its supplements. The original report gained notoriety for observations and assertions about educational opportunity challenges faced by economically disadvantaged children and their parents

(Coleman, 1966). Subsequent works by Coleman and his colleagues (Coleman & Hoffer, 1987; Coleman, Hoffer, & Kilgore, 1981; Hoffer, Greeley, & Coleman, 1987) documented the strength of private schools and prompted further investigation into public policy alternatives that could take advantage of private sector strengths. The education voucher became one of the public policy alternatives, one that advocates claimed had potential to produce high-quality educational experiences for pupils from economically disadvantaged backgrounds.

Chubb and Moe (1985, 1990) have integrated and articulated the most comprehensive contemporary treatise on the subject of education vouchers. Their intellectual advocacy argued that the best way to catalyze the upward social mobility of economically disadvantaged schoolchildren and families was to implement market-based programs within public education. The education voucher financial mechanism was, in their view, a major public policy innovation that could provide families with choice among schools and simultaneously provide schools with a market-based incentive to improve the delivery of educational services. Moreover, based on the arguments posed earlier by economists and sociologists, Chubb and Moe's work served as a beacon to the political market, demonstrating the potential convergence of libertarian and equity social value priorities in the realm of education finance (see Guthrie, 1980; Iannaccone, 1988; Swanson & King, 1997; Ward, 1987, 1998).

The General Theory

In the purist theoretical sense, education vouchers can lead to educational improvement through the law of supply and demand and associated principles such as competition and incentive in the marketplace. For example, by allowing parents the freedom to choose among a variety of schools – just as consumers freely choose among a variety of grocery stores in the marketplace – public demand for educational services would best be satisfied by those education institutions that effectively provide the type and quality of schooling that parents want for their children. Simultaneously, local educational systems and their schools would naturally seek con-

tinual self-improvement in an attempt to supply the type and quality of schooling that parents demand. Consumer demand would naturally gravitate toward the highest quality institutions as played out through market competition. The overall supply of educational services would improve in quality not only because of competition but also because of the ever-present and strong incentive to survive. Enter the variable price, or cost, of schooling and high quality effective schools would further compete with each other to reduce educational expenditures to the point where efficiency gains would exact the optimal quality of educational service delivery at the lowest practicable cost. Thus, as in consumer use of food stamps in the free market, where local grocery stores that fail to satisfy consumer tastes and preferences encounter bankruptcy and dissolution, parental use of education vouchers would provide greater financial resources to the best schools and, by the same means, put the worst schools out of business. The education system would be strengthened.

There are many problems associated with the general theory outlined above, but for the purpose of this analysis the more immediate problem is one of implementation. That is, the theory may be correct, but not as applied to schools. The greatest practical problem is that the education voucher financial mechanism is but one small part of a larger educational program that can exhibit a great variety of technical features. For example, two different educational voucher programs may each include an education voucher valued at \$3,000. The first program allows parents to add family financial resources to that amount for higher tuition and the second program limits tuition expenditure to the value of the voucher. This seemingly minor technical difference calls for interesting public policy implications from both the family and market perspectives. If the corresponding and necessary expense of provision of quality educational services in the market is higher than \$3,000 – say \$5,000 – then families without discretionary financial resources are precluded from participation in either education voucher program, while wealthier families can take advantage of the first program but not the second. If, however,

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Reflections of and Visions for UCEA: 1999 Presidential Address



*Diana G. Pounder
University of Utah*

I want to start by talking about my initial connection with UCEA and to explain why and how UCEA came to be an important professional organization for me. This personal history provides a framework to then discuss what I see as UCEA's strengths, limitations, and its potential importance for participants and member institutions. Additionally, I will conclude with a brief discussion of other challenges I see on UCEA's horizon.

UCEA and Me

I became a professor of educational administration in the Fall of 1984, having served in public schools for ten years – initially as a high school math teacher, next as a secondary school guidance counselor, and lastly as a middle school principal. As a result of this prior practitioner life, I initially experienced a certain degree of discomfort with the difference in the culture of academia versus the culture of public schools. Let me explain the major tension I felt between my new academic culture and my former practitioner culture.

As a practitioner, I necessarily had a strong teaching and human service orientation. Later, as a graduate student at the University of Wisconsin, I became socialized to academic norms of scholarly productivity. Thus, when my initial department put a strong emphasis on scholarly productivity, I was not surprised at those performance expectations. What I wasn't prepared for was the seeming disregard or even disdain for practice and the marginal emphasis placed on teaching or service. This imbalance was much more dramatic than I had anticipated, resulting in serious doubts about whether I "fit" in academia.

Additionally, as the first woman who had been hired in the educational administration unit of that department, I speculated that I was the "token female."

However, I came to learn that I had more likely been hired as the "token practitioner." That is, most of my colleagues had little, if any, experience working in schools, and only one other had served very briefly as a school administrator. I think this difference in experiential background resulted in very different "world views" between my immediate colleagues and me. Education issues I found important or relevant often were not seen similarly by many of my colleagues (and vice-versa). Again, I often felt I didn't "fit."

It was during those first three years as a professor that I had my initial contact with UCEA. The milestone event that I recall was a meeting of "young professors" (i.e. new/junior professors) that Patrick Forsyth convened at that year's AERA conference in San Francisco. At that meeting were people who were my peers and who came to be my closest professional colleagues and friends, including Gail Schneider, Paul Bredeson, Rod Ogawa, Ann Hart, Betty Malen, Joe Murphy, Phil Hallinger, and a number of others. Most of these people I met for the first time at this particular meeting.

I remember one of the group's major discussions arose from the following questions: How important is it for professors to have practitioner experience? How important is it for professors to have served in administrative roles, or have at least some in-depth experience in schools? As those questions were discussed and debated, I realized that this was the first time I had knowingly run into colleagues with experiential backgrounds similar to my own. These were people who had, for the most part, served in administrative roles prior to becoming a professor. Further, they shared similar values and views as mine regarding the world of practice and its relation-

ship to academia. I hadn't met many people like that in academia, given my new and small world. I found it validating, and for the first time since becoming a professor I actually thought, "Well, maybe there is a place for me here. Maybe I can do this job." Up to that point, I hadn't been at all sure. It was this network of national colleagues – colleagues who put value on scholarship, but who also embraced concerns of administrative practice, teaching, and service – that gave me a sense of belonging and motivation to succeed.

This UCEA-sponsored event was the first time that I had encountered a group of colleagues who I perceived had a view more similar to mine and a view that I considered more balanced. That is, I felt that one doesn't do teaching and service at the expense of scholarship, but rather a balance of teaching, service, and research mutually reinforce and strengthen one another. That connection and shared perspective are probably why I continued my involvement in UCEA, my service to UCEA, and my regular attendance at UCEA conferences. UCEA was my academic lifeline during my early professorial years.

I'm pleased to say that for the past decade I've worked in an environment in which most of my colleagues (I dare say, all of my colleagues) value one another's scholarly, teaching, and service contributions and view our work more holistically. Further, our eyes are focused on how our work addresses issues and problems of practice. So, I'm in a very comfortable and supportive, yet challenging and motivating, environment. I "fit." However, when I didn't feel this same fit, UCEA provided my sustenance, motivation, validation, and sense of belonging. That is, UCEA filled many of my needs for professional affiliation and network.

Additionally, I think that UCEA has offered me opportunities to explore and raise issues important to administrator preparation. That is, UCEA has encouraged many of us to examine and improve our own teaching practices and preparation programs. UCEA has sponsored activities and program sessions that ask questions such as: What is important in preparing people to be effective school administrators? How do we integrate those things into our programs? How do we provide experiences for students that better prepare them for administrative practice? Discussing these and related issues of administrator preparation has allowed me to learn about other ways of preparing students, and allows all of us to challenge one another's beliefs and assumptions about high quality preparation programs. As a result of this experience, I feel I have a stronger sense of what I think should be priorities in educational administration preparation programs. Association with UCEA has also given me occasional opportunities to influence, through organizational or political arenas, the preparation of school administrators more broadly – beyond that of my own home institution.

Lastly, I think UCEA has provided me many opportunities for professional development. I cannot tell you how much I have learned about scholarship and teaching from my UCEA colleagues. I am convinced that I would not be as successful as I am today if it were not for the feedback, constructive criticism, challenging discussions, and involvement in projects that I have received from many of my UCEA colleagues. My organizational relationship with UCEA participants has given me opportunities to grow and to achieve.

So, these are the three major ways that UCEA has contributed meaningfully to my professional life – by addressing my professional affiliation needs, by challenging me to explore ways to improve administrator preparation programs, and by providing opportunities for professional growth and development in teaching and scholarship. This reflective exercise caused me to wonder: Are conditions such that faculty from member institutions can gain those same benefits from involvement in UCEA today? Are these still UCEA's strengths? I now offer my assessment of UCEA's current

strengths and limitations in the three domains identified above.

Professional Affiliation through UCEA

I believe that one of UCEA's greatest strengths or unique professional roles is to bring educational administration faculty together, particularly educational administration faculty from research institutions that have a commitment to high quality preparation programs. In other words, UCEA appeals particularly to faculty who share concerns about their research, their teaching and administrator preparation, and who strive to make their work relevant to the field of administrative practice. I contend that faculty whose only or overriding emphasis is on scholarship are not going to be interested in UCEA. Likewise, faculty whose primary work emphasis is teaching and service to the practitioner audience may find other professional organizations more appealing. UCEA is more likely to appeal to those departments / institutions that have concerns across all of these fronts. UCEA brings together faculty whose work focus around balancing the roles of scholar and teacher, and using these roles to serve the field.

Perhaps one of the reasons UCEA can effectively link individuals with these common interests is due to its size. UCEA is small enough to make networking and interacting with one another a manageable and even enjoyable task. When I go to the annual AERA conference, I feel overwhelmed and exhausted within three days. Further, it took me a good five years to learn how to manage the size and complexity of the AERA conference experience. Whereas with UCEA, I was able to meet and interact more comfortably and more quickly because the organization and its conference are smaller and UCEA attracts a more homogenous group of participants in terms of their scholarly and teaching interests.

The downside is that being small and fairly homogeneous may limit our ability to influence other professional organizations or professional concerns. If we are somewhat insular, we may provide a lot of network and support for one another, but may limit our interaction and influence with other kinds of professional organizations such as other administrator preparation institutions or

practitioner organizations. This paradox, by the way, is a kind of a theme or philosophy in my life. That is, organizations (or individuals) are often described as having strengths and weaknesses. However, I hold the view that an organization's (or individual's) strengths are its weaknesses – depending upon context. For example, being an outspoken individual has often gained me a favorable reputation as honest and direct – “a straight-shooter.” However, that same outspoken quality can quickly get me in trouble if I'm in an organizational environment where openness or direct confrontation of problem issues is perceived as threatening or dangerous. Similarly, UCEA's size and homogeneity is a strength in building a support network for faculty and departments with similar values and interests. However, these same features may be limitations when it comes to UCEA's influence in broader professional and policy arenas.

UCEA and Administrator Preparation

From the mid-1980's through the mid-1990's, UCEA focused considerable attention on the reform and improvement of administrator preparation. Many UCEA conferences and activities encouraged examination and reform of teaching practices (e.g. problem-based learning and case analysis), new curricular emphases (e.g. leadership ethics, diversity and multiculturalism), and new program designs (e.g. cohort models). I am proud of UCEA for embarking on this type of self-examination, proactively embracing reform rather than waiting to respond reactively to agendas set by other external agencies or constituent groups. UCEA's leadership in administrator preparation reform has encouraged many of us to improve our own preparation programs and to influence preparation program reform within our respective home states or in other local or regional institutions. In my own state, for example, the University of Utah and Brigham Young University faculty worked cooperatively to influence the state to raise its standards and requirements for administrative internship experiences, resulting in a more substantive internship experience for all students seeking administrative licensure within the state. UCEA's focus on administra-

tor preparation and the informal professional support networks that developed through UCEA helped encourage this type of reform initiative. This has been one of UCEA's major strengths and professional/policy contributions.

However, despite UCEA's investment in administrator preparation reform, we now find ourselves relatively incidental to the national "standards movement" in educator preparation reform and licensure. At this point in time, larger, more politically powerful groups have set the agenda for the national "standards movement" in educator preparation reform. For example, current NCATE standards for administrator preparation have been shaped primarily by the Educational Leadership Constituent Council (ELCC). ELCC is a consortium of four large practitioner organizations including the American Association of School Administrators (AASA), National Association of Secondary School Principals (NAESP), National Association of Elementary School Principals (NAESP), and Association for Supervision and Curriculum Development (ASCD). I have some concern that many practitioner organizations base their criticisms of administrator preparation on dated and anecdotal accounts of administrator preparation. Personal accounts of curricular emphases and teaching practices of more than 20 years ago are often used as the basis for reform recommendations, and may not reflect the changes in administrator preparation that have already occurred in many institutions.

This example illustrates UCEA's limited influence on many national policy agendas. There are probably multiple reasons for our limited influence, including the following: (1) we are a relatively small organization with fewer resources to invest in national political arenas; (2) relatively recent preparation program reform in UCEA as well as non-UCEA institutions may not be well-recognized or understood; and (3) practitioner groups often perceive academic groups to be the source of the problem rather than a key to the solution. I am genuinely puzzled about how UCEA can exercise greater influence in these national policy arenas. However, I do believe it is a dilemma that deserves discussion and consideration.

Professional Growth and Development through UCEA

UCEA has a number of initiatives and institutionalized activities that encourage the professional development of its faculty. The annual UCEA conference itself is a source of professional development with regard to scholarship and teaching. UCEA sponsors two journals that gives members and others opportunities for publication – *Educational Administration Quarterly* and the electronic *Journal of Cases in Educational Leadership*. UCEA also sponsors various program initiatives, activities, or projects such as the recent "Thousand Voices" project and the UCEA Centers. Interests generated through UCEA by its members have also spilled over into activities in AERA and other organizations – such as the AERA Special Interest Group on Teaching in Educational Administration or the AERA-Division A Task Force on Research and Inquiry. I think these and many other activities demonstrate that UCEA is very strong in being able to provide professional development opportunities for its member institutions and faculty.

UCEA has also actively contributed to the development of graduate students for many years by co-sponsoring the National Graduate Student Research Seminar in Educational Administration and Policy, a professional development seminar designed to encourage graduate students to enter the educational administration professorate. However, I believe that UCEA and its member institutions need to do more to encourage graduate students to become professors. As many of us have already experienced, it is becoming increasingly difficult to attract people into the professorial ranks. Few of our departments of educational administration are producing new professors, even though we represent those very institutions (i.e. research institutions) that are most likely to produce educational administration professors. It is especially difficult to convince graduate students with prior administrative experience that becoming a professor is an attractive career alternative. As my friend Paul Bredeson has joked, it is difficult to attract former school administrators into the professorate with promises of seven years of job insecurity and

a salary cut of \$20,000 or more.

I think we need to do more to attract individuals into the professorate, in part because that is one way we can indirectly exercise influence in the preparation of school administrators. If UCEA institutions prepare people to become professors of educational administration who then become professors in other institutions that have administrator preparation programs, directly or indirectly, we exercise some degree of influence on the field – hopefully for the better.

I think there are several things UCEA and its member institutions need to consider to better attract individuals into the professorate. First, we need to actively consider how our current practices for appointment and retention of faculty encourage or discourage individuals from entering the professorate – and whether these norms fit the needs of our profession. Let me give you an example. During the past three years, I served on a university-level retention and promotion and tenure committee. Through that experience, I learned more about the appointment and retention norms of other disciplines – including those of the law school. The norms of the law school particularly caught my attention because they were far different from those of other disciplines, and also because their objectives and rationale seemed to be similarly appropriate for schools of education. For example, it is typical practice to hire new law school faculty into their first professorship at the rank of associate professor without tenure (rather than assistant professor). The rationale for this practice is that it is assumed that most new faculty have some significant practitioner experience and that this practitioner experience is relevant to one's academic preparation and academic expertise. Appointment at the rank of associate professor is recognition of that experiential background. Also, appointment at this higher rank carries a correspondingly higher salary, one that is more competitive with (though often still lower than) the practitioner pay rates these same individuals could earn outside of academia. It is assumed that this higher pay rate is necessary to attract individuals from practice into academia. I would argue that these same conditions and rationale

Convention '99 Highlights

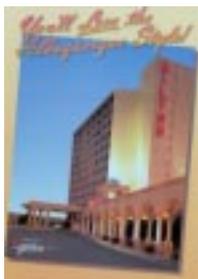


The University Council of Educational Administration held its thirteenth annual convention October 29-31 in Minneapolis, Minnesota. The convention was co-hosted by the University of Minnesota and took place at the Hyatt Regency in downtown Minneapolis. Nearly 450 attendees were present, marking this as UCEA's largest conference to date.

The theme of Convention 1999 was "Contradictions in Accountability," suggesting the program's emphasis on the tensions inherent in today's accountability movement. Over 75 sessions were offered, including three general sessions – "The Schools' Role in Alleviating Childhood Poverty," the ninth Pennsylvania State University Mitstifer Lecture by Barbara R. Bergmann (American University, University of Maryland); the invited address by Gary Orfield (Harvard University), "Diversity Challenged: The Legal Battle & New Evidence on Educational Impacts;" and a closing panel discussion of "Public Accountability in an Era of Private Re-

form," with distinguished panelists Peter W. Cookson, Jr. (Teacher's College, Columbia University), Margaret Goertz (University of Pennsylvania), and Barbara Schneider (University of Chicago). Between sessions, convention participants had the opportunity to browse the exhibit hall, which housed book displays of nearly 35 publishing houses.

All registrants and their guests were welcome to attend the convention reception, held on Friday, October 29. The reception celebrates UCEA's past presidents and is a perennially popular feature of the convention, allowing attendees to converse and network with colleagues in a relaxed atmosphere. The convention banquet was held the following evening and included presentation of the Jack A. Culbertson Award and the Paula Silver Case Award. The banquet also included presentation of a plaque to UCEA Executive Director Patrick B. Forsyth, in honor of his 15 years of service to UCEA in that position.



UCEA's **Convention 2000** will be held November 3-5 at the Hilton Hotel in Albuquerque, New Mexico. Proposal submission information for the 2000 Convention can be found on pages 14-15 of this edition of the *Review* and on the UCEA website (www.ucea.org/conven2000).

AERA - New Orleans

UCEA, AERA Divisions A & L and Corwin Press Reception

7:00 - 9:00 PM
Thursday, April 27
Sheraton Hotel
Grand Ballroom C (8th floor)



21st Annual Graduate Student Research Seminar

The 21st Annual David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy will be held April 28-29 in New Orleans, Louisiana. Sponsored by UCEA, Divisions A and L of AERA, and Corwin Press, this event brings emerging educational administration scholars and noted researchers together for two days of presentations and discussion. Doctoral students, nominated by their deans, are chosen for the quality of their research and their potential to contribute to the seminar. The seminar takes place following the AERA annual meeting, giving participants a chance to attend AERA activities. Invitations to 40 students are expected to be extended by early March.



Thomas Welch Accepts '99 Case Award from *JCEL* Editor Gary Crow

First Silver Award Presented

The Paula Silver Case Award was instituted by UCEA in 1999 to memorialize the life and work of Paula Silver, a UCEA associate director and president-elect who made significant contributions to our program through excellence in scholarship, advocacy of women, and an inspired understanding of praxis. This cash award is given annually to the author of the most outstanding case published during the last volume of UCEA's electronic *Journal of Cases in Educational Leadership (JCEL)*.

James S. Rinehart and **Thomas Welch** received UCEA's first Case Award in recognition of their case "Consensus of the Council?," which appeared in Volume 1 of the *JCEL* (www.ucea.org/cases). The case presents a dilemma that principals with school

councils could encounter. Rinehart is an associate professor at the University of Kentucky and received his doctorate at the Ohio State University. His research interests are leadership and teacher participation. He has taught a variety of courses including the principalship, organizational theory, school finance, quantitative research methodology, and proposal writing. Welch is a former Kentucky Teacher of the Year and is presently a doctoral student at the University of Kentucky. He is currently a principal at East Jessamine High School in Nicholasville, Kentucky. His major research interest is centered on organizational structures that will support a community of learners.



Kelley Receives '99 Culbertson Award

Culbertson Nominees Sought

Carolyn Kelley (University of Wisconsin-Madison) was chosen as the 17th recipient of the Jack A. Culbertson Award. She was honored at the '99 UCEA Convention for her outstanding contributions to the field of educational administration. Richard Podemski (U. of St. Thomas) made the presentation during the Convention banquet.

Kelley was nominated for her work on teacher compensation. Her particular focus has been in analysis of two basic new ways to pay teachers: knowledge and skills-based pay (KSBP) and school-based performance bonuses (SBPAs). Her work has suggested that teachers be paid individually for their breadth and level of expertise, and collectively earn a bonus when a school faculty "gets it right" and produces improvements in student performance.

Kelley's work includes both conceptual, theoretical, and empirical contributions at a level outstanding for an individual who has been working on these issues for only six years. Her conceptual contributions are included in a co-authored book, *Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies to Improve Schools* and in her 1997 article "Teacher Compensation and Organization," in *Educational Evaluation and Policy Analysis*. Her work also appears in such scholarly and professional journals as *Educational Administration Quarterly*, *Educational Evaluation and Policy Analysis*, *Educational Policy*, *Journal for Personnel Evaluation in Education*, and the *Journal of School Business Management*.

In addition to her recognition within the academic community, Kelley's work is recognized by policymakers and education leaders around the country and the world as the leading-edge work on new ways to pay teachers. She has been identified as an expert proposing new and viable ways to pay teachers in *Education Week*, the *New York Times*, the

Wall Street Journal, the *Louisville Courier-Journal*, the *Atlanta Constitution*, *U.S. News and World Report*, and by policymakers in England. She is often called for advice and counsel in state education and political leaders, by local teacher union leaders and school officials, and by leaders of the national teacher unions.

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.



Richard Podemski (U. of St. Thomas) presents '99 Culbertson Award to Carolyn Kelley (U. of Wisconsin-Madison)

Previous Culbertson award winners are **Patrick B. Forsyth** (1983, Oklahoma State University), **L. Dean Webb** (1984, Arizona State University), **Jeri Nowakowski** (1985, Northern Illinois University), **Joseph Murphy** (1986, University of Illinois), **Walter H. Gmelch** (1987, Washington State University), **Charol Shakeshaft** (1988, Hofstra University), **Carol A. Veir** (1989, University of Texas-Austin), **Paul V. Bredeson** (1990, The Pennsylvania State University), **Kent D. Peterson** (1991, University of Wisconsin-Madison), **Ann Weaver Hart** (1992, University of Utah), **Paula M. Short** (1993, The Pennsylvania State University), **Steven K. Jacobson** (1994, SUNY-Buffalo), **Neil Theobald** (1995, Indiana University), **Frances C. Fowler** (1996, Miami University), **Patsy E. Johnson** (1997, University of Kentucky), and **C. Cryss Brunner** (1998, University of Wisconsin-Madison).

Nominations for the 2000 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. 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:

- innovativeness
- originality
- generalizability
- potential impact
- relation to UCEA goals
- significance with respect to the training mission at the individual's institution,
- degree of effort required to produce the contribution
- extent of support for the effort provided by the candidate's employing institution.

Send nominations to UCEA, 205 Hill Hall, Columbia, MO 65211-2185. **Deadline for nominations is May 15, 2000.**



Hatley Named Interim Executive Director

During its October meeting in Minneapolis, the UCEA Executive Committee named **Richard V. Hatley** to the position of UCEA Interim Executive Director from January 1, 2000, to June 30, 2000, or until such time as a new Executive Director is named and comes on board. The need for an interim executive director resulted from the resignation of Patrick B. Forsyth as UCEA Executive Director, a position he had held for nearly 15 years, to accept a professorship with Oklahoma State University for its educational leadership program offered in Tulsa.

Rich Hatley brings over 31 years of close association with UCEA to the director's position. He served 16 years as a UCEA PSR, was elected to two terms on the UCEA Executive Committee (1983-89), was UCEA President (1986-87), and held the position of Associate Executive Director for three years (1996-99). Hatley earned his doctorate in 1970 from the University of New Mexico, a UCEA member institution, and served on the educational administration faculty for six years at the University of Kansas, where he served as KU's first UCEA Plenum representative. From 1976 until his retirement from the professorship in 1998, Hatley was a faculty member at the University of Missouri, a charter member of UCEA. He had a major role in writing the UCEA institutional hosting proposal submitted by the University of Missouri in 1995. For more information on Rich Hatley, see the Spring 1999 issue of the *UCEA Review*, which contains an interview with him regarding his past UCEA roles and experiences.

After several transition meetings with Pat Forsyth, UCEA officers, and the 2000 Convention Planning Committee, Hatley officially assumed his executive director responsibilities on January 3. When asked about his new role, Hatley noted the following: "In many ways, and even with a salaried position, this is another labor of love on behalf of UCEA.

I am honored that the Executive Committee selected me to provide executive leadership to the consortium on an interim basis. Throughout its 44-year history, UCEA has had but four executive directors and I am the second person to serve in an interim capacity. As we venture together into the new millennium, UCEA and I are fortunate to have the support of MU as a hosting institution, an outstanding office staff to do the day-to-day work of UCEA, and the solid financial and programmatic foundations provided through the vision and efforts of Pat Forsyth. I will work hard in the interim role, but also look forward to handing the leadership reins over to the new executive director when that person is named. Retirement, travel, and my golf game will just have to take lower priority positions on my agenda for the next several months."

Hatley can be contacted at UCEA headquarters in Columbia (by telephone, 573-884-8300; or by email, hatleyr@missouri.edu) or at his home in Blue Springs (by telephone, 816-229-2308; or by email, mu4u@ix.netcom.com).

Forsyth Steps Down as Executive Director

Patrick B. Forsyth left UCEA in January, after 15 years of service as its Executive Director. He has returned to Oklahoma State University, where he began his academic career, and where he has been assigned to the new OSU-Tulsa campus with the title of Professor of Education. Pat is excited about the potential for this new environment and is already at work helping to develop an urban leadership program to serve metropolitan Tulsa. He may be reached at by telephone at 914-594-8192, email forsytp@okstate.edu, or by traditional post at Oklahoma State University-Tulsa, 2110 Main Hall, 700 North Greenwood, Tulsa, Oklahoma, 74106.

In Memory



Donald J. Willower

Former UCEA President Donald J. Willower died at his home in State College, Pennsylvania on January 21, during convalescence from a brief illness. In addition to his service as president, Willower had written several books published by UCEA, was a member of the National Commission on Excellence in Educational Administration, and a recipient of the Roald Campbell Lifetime Achievement Award. He twice won the Davis Award for the most excellent article to appear in a volume year of *Educational Administration Quarterly*. Willower was instrumental in bringing UCEA to The Pennsylvania State University, where the headquarters were located for five years. Throughout his long and exceptionally distinguished career, Willower was regarded as a premier researcher in his field. Trained as a philosopher, he brought to the field a temperate voice of reason.

His wife Catherine, a son, a daughter, and grandchildren survive him. Contributions to Willower's memory may be made to The Pennsylvania State University Educational Administration Alumni Fund, 300 Rackley Building, University Park, Pennsylvania, 16802.

In honor of Willower's contributions to the field of educational administration, a special session has been scheduled at this year's AERA meeting in New Orleans. "Don J. Willower on Educational Administration: Appraisal, Appreciation and Remembrance" will be held Monday, April 24, 6:15-8:15, at the Marriott Hotel, Mardi Gras C, 3rd Floor.

Sweetland continued from page 2

the true cost of education is subsidized by corporate or religious organizations, then both rich and poor may be able to take advantage of either program.

The universe of technical features that are available to the design of each education voucher program is considerable. Moreover, as in the example above, each technical feature offers differentiated appeal among political constituencies. Unfortunately, differential appeal inextricably puts design matters into the hands of politicians rather than professionals; therefore, voucher programs differ substantially and impose a variety of implications for public education. Some technical examples can be found in Cleveland and Milwaukee, where voucher programs were established with public funds. The Milwaukee program began for the 1990-91 school year and served fewer than 1,000 pupils per year on average (Molnar, 1998). The Cleveland program began for the 1996-97 school year and grew to serve roughly 4,000 pupils during the 1999-2000 school year (Cleveland Office of Scholarship and Tutoring, 1999; Metcalf et al., 1998). Although both programs were dubbed "experimental" by politicians, the relative size of the Cleveland program is four times as large and substantially decreases the enrollment left in Cleveland's public schools. The reduction in enrollment base creates inefficiencies in transportation routes, in pupil and teacher scheduling, and so forth. The reduction can also diminish state aid funding resources that are formulated on the basis of pupil average daily membership for the public school district.

In addition to size, the most controversial technical feature is the type of school to which voucher recipients are allowed to send their children. The first of its kind, the Cleveland program allows parents to redeem publicly funded vouchers for educational services that are provided by private, religiously-affiliated schools. Although the doorway to this controversial use of public funds was unwittingly opened through legitimate legal and financial concerns over the provision of educational services to special education pupils (see Daniel, 1993; Parrish, Chambers & Guarino, 1999), a constitutional crisis was created by the use of public funds to support re-

ligious schools. The vast majority of private schools in America are religiously-affiliated and usually located in urban centers such as Cleveland (see National Center for Education Statistics, 1998). The voucher program that includes religious schools imposes an even greater, and possibly unconstitutional, magnitude of competition between public and alternative schools in Cleveland.

Some Implications

The implications of education vouchers are both positive and negative. In theory, the overall education system would be strengthened by a well-designed voucher program, but practical implementations necessarily revolve around local politics. The predominant stance of public educators has been antagonistic toward education vouchers, but support for them has increased over the past two decades at an accelerated rate. Vouchers appear to be a political reality. The theory behind education vouchers appeals to voters who want the liberty or freedom to choose, but they also appeal to voters who want equality. Education vouchers reinforce such appeals for each family that sends a child to an alternative school where that child receives a positive educational experience. Public satisfaction is difficult to measure in a production function analysis, but in this era of generalized public outcry for public sector performance and accountability, public dissatisfaction cannot be ignored.

Public satisfaction, however, is typically measured indirectly by academic achievement. Low achievement means dissatisfaction and high achievement satisfaction. Nonetheless, attempts to measure pupil achievement gains that are attributable to educational voucher programs have been mixed. For example, Witte and colleagues (1991, 1992, 1993, 1994, 1995) attempted to demonstrate that the Milwaukee voucher program did not increase student achievement; however, their work drew multiple methodological criticisms from a contingent of Harvard University analysts (Greene & Peterson, 1996; Greene, Peterson & Du, 1997; Peterson & Noyes, 1996). Given the evidence from both sides, it is clear that more research findings are needed before any judgements about academic achievement can be made with confidence.

The Cleveland program provides another important opportunity to assess the efficacy of educational voucher programs through the identification of a much larger cohort sample, with a comparable cohort statistical control group, and a measurement period that spans three-years (Metcalf et al., 1998). The Metcalf study in Cleveland should provide more reliable and conclusive evidence on the marginal pupil achievement gains of publicly funded education voucher programs. Overall, if gains in academic achievement are not realized in Cleveland, the voucher experiment will be dealt a serious blow. What seems to be a clear-cut study of the value of vouchers has already become clouded by constitutional and legal challenges to the program. It is difficult to do research in such an unstable environment. One judge in Ohio has already declared the Cleveland program unconstitutional and has tried to terminate the program. Thus, it seems problematic that the well-designed Metcalf study will come to fruition.

There are other consequences of educational voucher programs for school districts – financial consequences. When vouchers are used, what is the financial impact on public school districts that compete with alternative schools? For example, the statewide public school enrollment base in Ohio is about 1.8 million pupils, supported by a state aid to schools appropriation estimated at \$4.5 billion (Sweetland, in-press). Relative to these figures, the education voucher program that encompasses 4,000 pupils and directly costs taxpayers a maximum \$2,250 per pupil is small when viewed from across the state (Cleveland Office of Scholarship and Tutoring, 1999; Ohio Department of Education, 1998). The public school district in Cleveland, however, has an enrollment base of 74,328 pupils and receives \$2,186 per pupil in state aid to schools (Ohio Department of Education, 1999a, 1999b). Thus, the public school district in Cleveland stands to lose 5.4% of its pupil enrollment base and \$8.7 million in state aid funding. State policymakers are currently preserving the flow of state funds to Cleveland, but for how long? How long will the state be willing to kick in an extra \$8.7 million? What happens when the economy

turns down? Both the public school district and the voucher program may suffer.

As with any major public policy undertaking, implementation of an educational voucher program will likely encounter unanticipated or unspecified operational costs that can shift administrative and financial burdens from the state to the resident public school district. For example, even when statewide financial accounts absorb all of the direct costs associated with an education voucher program, the resident school district will undoubtedly incur indirect costs due to bookkeeping, addressing public inquiries, and reconciling differences between state-level and district-level management information systems. These indirect costs, as well as other transaction costs (e.g., the elusive costs of coordinating, communicating, and deciding), have been ignored throughout most of the political calculus. Program costs at the state-level have also been ignored. For example, transportation costs can skyrocket when education voucher recipients are reimbursed for taxicab fares in areas where that mode of transportation is used instead of less expensive public transportation (i.e., public bus and van services) or school bus services provided by the resident school district. Financial analysis of voucher programs must include consideration of the operational costs associated with their implementation. The full and true cost of education voucher programs inevitably shift to the resident school district or taxpayers across the state and must be considered in any realistic economic analysis.

Conclusion

Having lost the battle to keep education vouchers out of the public education mix, educators need to be more involved in the implementation of such programs. School executives and professors of educational administration should lead the way in developing fiscally responsible voucher programs. It is no longer enough to dismiss education vouchers as unacceptable, but rather researchers and administrators must discover creative ways to take advantage of the voucher financial mechanism while minimizing its potential threat to public education.

It is unlikely that the voucher will prove to be a form of deliverance for the

education system and its clientele; the impending disaster for public education is equally unlikely. While true in global perspective, this statement must be qualified at local levels. For those schoolchildren who are stuck in impossible and deplorable learning environments as described by Kozol's (1991) poignant prose, anything that can be done for them is reasonable and may seem a form of deliverance. Yet despite the worst schooling conditions that exist in some learning environments, other public schools are good schools and some are great schools; consumer freedom in the marketplace may further demonstrate this observation if parents exchange vouchers for services at public schools. Some public schools, however, will be caught unfairly in the flux of improvement for the sake of change. The actual costs of the implementation of voucher programs must be carefully examined to avoid disaster for some school districts.

Any attempt to elicit market qualities in the public education system is risky business. Schools are not grocery stores or corporate enterprises that operate efficiently in the free market. The public education system is built upon a history of theory and fact that recognizes private sector economies are insufficient to support high quality schooling for all children. Financial mechanisms, such as vouchers, are not ends-in-themselves but are merely means to improving education. Vouchers are one form of school choice that may make a difference, but the evidence is not clear. Policy and politics make it imperative that we deal with the challenge rather than ignore it. Our role in educational administration is first to provide the evidence and then to take the political leadership necessary to improve public education in America.

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Gonzalez President-Elect

Maria Luisa Gonzalez was voted UCEA President-Elect at Convention '99. Gonzalez is an associate professor and academic department head of educational administration in the College of Education at New Mexico State University (NMSU). Prior to joining the faculty at NMSU she held various positions in the public schools: teacher, teacher leader, statewide teacher trainer and coordinator, curriculum specialist, research evaluator, and inner city school principal in Dallas, Texas. The last school in which she served received congressional recognition for its work with homeless students. She has also consulted for the New Mexico Department of Education, conducted a validation study of the Spanish/English High School Competency Exam, coordinated the Leadership Academy for Region XIX Educational Service Center in Texas, and evaluated federal programs for districts in New Mexico.

In addition to her work with UCEA, Gonzalez has been active in other national and state organizations. Gonzalez has been a State of New Mexico Commissioner, Executive Director for New Mexico Association of Supervision and Curriculum Development (ASCD), and director of the NMSU Principals' Center. She has served on the National Board for the Education of Homeless and Runaway Youth, an appointment made by the U.S. Department of Education. She was also appointed to the International Board of Directors for ASCD and was selected to serve as part of its nominating committee in 1999. She served two terms as a board examiner for the National Council for the Accreditation of Teacher Education (NCATE) and is a member of the editorial boards for the *Journal of School Leadership* and *Educational Administration Quarterly*.

Her research has focused on the education of marginalized groups, including homeless children, children of undocumented workers, children for whom English is a second language, and administrators working with minority populations. Her work has been widely published in education journals and she has written chapters and monographs for edited books in English and Spanish. Her research has also sought to raise an awareness of administrators' roles in supporting bilingual programs. She co-edited a book published in 1997 in response to the need for K-12 educators, who are not prepared in bilingual education, to understand their roles in addressing the needs of the growing numbers of Latino students and their families.

Gonzalez has received the New Mexico State University Donald C. Rousch Excellence in Teaching Award, the College of Education Dean's Service Award, as well as the Excellence in Education Award from the New Mexico ASCD. In 1994, she was selected as one of the Outstanding New Mexico Women by the Governor's Commission on the Status of Women.

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UCEA Job Posting Service

UCEA continues its service of posting links to educational administration positions from the UCEA website (www.ucea.org). To submit a posting, e-mail the following to Mary French at c733639@showme.missouri.edu:

- position title
- university
- date search will close (if no date is included the link will stay up for four weeks)
- URL (Web address at your university where interested individuals can view the job description and application procedure)

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could be applied to educational administration professorial positions (and other education sub-disciplines as well).

Another law school norm that caught my attention was the practice of simultaneous submission of the same manuscript to multiple publication outlets. This norm is not only permissible, but is expected because law review journals and other legal publications assume that legal scholarship often has timely policy implications; thus, timely publication of manuscripts is encouraged through simultaneous submission practices. Although I have concerns about how this practice could disrupt our current practices of sequential (rather than simultaneous) submission of manuscripts, I do believe that more could be done to encourage timely publication of education research. For example, journals should be willing to openly and publicly share their manuscript “turn-around” rates as well as their rejection rates and submission guidelines so that authors could more accurately assess which journals could give them a timely manuscript review. This not only addresses the need for timely release of education research findings, but also addresses job security concerns of non-tenured faculty whose productivity evaluations are often at the mercy of journal review schedules.

Another condition that may limit our ability to attract students into the professorate is the scarcity of doctoral students willing or able to engage in full-time resident study. Most of us have observed that part-time students are often less engaged in academic life and may be less likely to be socialized into professorial roles. My own home department wrestled with that issue for several years before rethinking our conception of “residency.” Like many educational departments, we historically had a Ph.D. residency requirement requiring students to be enrolled in full-time study for one year – while being employed no more than fifty percent time. Although it was assumed that most students would be employed as graduate assistants during their year of residence, many of our students simply reduced their employment in the field to something less than 100% time, often engaging in half-truths about the proportion of time they were actually working. Even students who

became graduate assistants returned immediately to practice after fulfilling only one year of residency. The result was that few students were actually fulfilling the spirit or intent of residency — immersion in and socialization to academic life throughout their doctoral study.

After critically examining our objectives of residency, we approved a new Ph.D. residency requirement that contains an enrollment requirement and an “immersion” requirement. That is, students must be enrolled full-time (9 credit hours) for each of two consecutive terms or more (enrollment requirement), and they must demonstrate full immersion in academic life throughout their years of doctoral study by engaging actively in research, teaching, and service activities. For example, students may demonstrate scholarly engagement through activities such as joint research activities with faculty, scholarly paper presentations at conferences, or participation in the college’s graduate student research fair. Engagement in teaching can be demonstrated by assisting faculty in various teaching-related activities or course development, and service can be achieved through involvement in department and college committee representation or other student service opportunities. After two years of policy implementation, even our part-time Ph.D. students are much more involved in the academic life of the department, college, and university. Additionally, many departmental Ed.D. students are showing more interest in professorial work due to their participation in field research projects required in their program.

These are the kinds of academic rules, regulations, policies, and norms that need to be redesigned to fit the needs of our field and the types of working adult doctoral students that we have in educational administration. We need to step back and ask the question, how can we adapt the academic norms and regulations to the conditions of our discipline in order to attract people into the professorial ranks? How are colleges of education different from other academic disciplines and how does that necessitate different academic norms, rules, regulations, or policies? In other words, instead of blindly imitating the academic norms or regulations established by other

disciplines, we need to develop conditions and policies that will make us stronger as an applied discipline. By rethinking these curricular and residency requirements, perhaps we can more effectively attract graduate students to professorial roles.

Challenges on UCEA’s Horizon

I would like to conclude this address with some brief attention to several other challenges that I see on UCEA’s horizon. These challenges warrant consideration as UCEA’s leadership engages in strategic planning for the future. First, technological changes are influencing all of us in dramatic ways. Most of us could not have envisioned even five years ago how technology could shape our teaching, outreach activities, connections with one another, and connections with the field. We could not have envisioned the possibilities for redesigning instruction. These technological advances cannot only change the format and delivery of our traditional curricular materials, but more importantly can be used to redesign instruction delivery to better match adult learning needs, learners’ cognitive scaffolding, and other cognition principles that can enhance student learning.

Unfortunately, these same technological tools can be used opportunistically by our own institutions as well as by competing institutions. For example, Internet delivery of courses can be used simply as a tool to increase student enrollment in remote locations or to reach new student markets, with little consideration of the quality of the instructional program. Institutions may become focused primarily on survival in an increasingly competitive environment, with program quality becoming a secondary concern. We will need to wrestle with the tensions created between using technology for opportunistic reasons versus using technology to enhance teaching and learning.

A second consideration for UCEA and its member institutions is the fact that we are working in a market-driven environment, with competition from all types of traditional and non-traditional preparation institutions. Have you noticed how business language and metaphors have become increasingly prevalent in our faculty discussions? For example, how many of you have engaged in discussion about how to increase our

“market share” or how to publicize and “market” our services to have greater appeal to a broader student “market”? As a public educator, I never envisioned that I would need to think and plan in these ways; yet, that is the reality of our current enrollment-driven environment.

Further, research universities are probably less capable of responding quickly to changing market conditions than many of our competing non-traditional preparation organizations. For one, research institutions must continue to invest in scholarly productivity — not just teaching and instructional delivery. Further, our academic norms and regulations are designed to support long-standing academic standards, and are thus not changed readily or for expedient reasons. Also, our institutions are staffed by proportionately more full-time “permanent” employees than non-traditional institutions which often use largely part-time, temporary employees. These latter organizations have less invested in employee salaries, benefits, and employee rights than research institutions. All of these conditions reduce our ability to respond quickly to changing market and environmental conditions.

I was recently reminded that there are student audiences who value the expertise of research faculty and seek this unique research knowledge and emphasis in their preparation program. In the past couple of years, my own department engaged in more educational outreach by offering cohort masters/certification programs at off-campus satellite sites. Although these programs are typically staffed by our own regular tenure-track faculty, this past year we had several serendipitous events that required us to hire adjunct faculty to teach approximately half of the courses offered at one particular satellite site. After two or three terms, student representatives from this cohort mounted complaints with the department chair, explaining that they wanted the “real faculty” to teach their courses. They explained that they wanted the research knowledge and expertise of the regular faculty because that was why they had selected our degree program over others. Although I felt frustrated that our outreach efforts had resulted in some dissatisfaction, I was also pleased to know that scholarly expertise and skills were valued, appreci-

ated, and respected by our students. I think this example speaks to the notion that there is a unique market niche that UCEA institutions were designed to serve, and it is in our best interest to keep our sights and emphasis on this particular market niche.

Finally, I want to invite all of us to respond to one of the most immediate challenges that UCEA faces — searching for a new UCEA Executive Director. UCEA has had the luxury of 15 years of service by Patrick Forsyth as our Executive Director. I cannot begin to express how much continuity, direction, and leadership that Patrick has provided us during his tenure. As in any organization that relies largely on the voluntary contributions of its members, the Executive Director’s role is particularly critical to the effectiveness of the organization. The Executive Director and his or her small staff are the only people for whom UCEA concerns are consistently on their “front burner.” They provide the organizational continuity, institutional memory, and sense of hindsight and foresight for UCEA. Thus, I am particularly saddened to lose Patrick from this important role, but I wish him well in his return to professorial work. However, we all need to make it a priority to nominate and recruit individuals who might serve UCEA well as its next Executive Director. I can’t emphasize how critical this is to our future organizational effectiveness.



UCEA Seeks Campbell Award Nominations

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 celebrates 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 these criteria and may be sent to UCEA, 205 Hill Hall, Columbia, MO 65211-2185. **Deadline for nominations is May 15, 2000.** (Note: The UCEA Executive Committee chooses the recipient and is not obligated to make the award every year.)

Donations to the Campbell Award Fund are welcome and tax-deductible.

UCEA Journal of Cases in Educational Leadership **Special Issue: Cases of Accountability**

Educational administrators are confronted with new accountability standards from a variety of sources. Responding to these standards has become a major and sometimes difficult part of the school administrator’s job. The *UCEA Journal of Cases in Educational Leadership* invites authors to submit cases focusing on accountability for a special theme issue. Deadline for submitting cases is September 1, 2000. Guidelines for submission may be found on the journal website: www.ucea.org/cases.

Cases should be sent to:

Gary M. Crow, Editor
Dept. of Educational Leadership and Policy
The University of Utah
1705 E. Campus Center Dr. Room 339
Salt Lake City, UT 84112-9254
(801) 581-3377; gcrow@gse.utah.edu

UCEA Convention 2000

“Schools, Leadership, and Democracy in the New Millennium”

Albuquerque, New Mexico
November 3-5, 2000

I. General Information

The 14th annual convention of the University Council for Educational Administration will be held at the Hilton Hotel in Albuquerque, New Mexico. The convention will open at 8:00 A.M. on Friday (November 3, 2000) and close at 11:30 A.M. on Sunday (November 5, 2000). The purpose of the 2000 UCEA Convention is to engage participants in discussing research, policy, and practice in education with a specific focus on educational administration. Members of the Convention 2000 Program Committee are **María Luisa Gonzalez (New Mexico State)**, **James Stronge (William & Mary)** and **Diane Taylor (Louisiana State)**.

II. Theme

Schools, Leadership, and Democracy in the New Millennium, the theme of the 2000 Convention, is intended to reflect the interrelationships that exist among educational administration researchers and practitioners, our schools, and democratic society. Leading schools within a democratic society presents a myriad of opportunities, threats, and challenges. Despite the reforms and restructuring movements of the recent past, schools continue to struggle to effectively serve all students, particularly in light of growing diversity in socio-economic status, cultures, linguistics, and exceptionalities. The integral role that school leadership plays in fostering successful schools is intended as an emphasis for the Convention. As a profession, in what ways have we succeeded in preparing educational administration researchers and practitioners, and in what ways do we need to change? What challenges do we need to address in order to foster more responsive schools? As we embark on a new millennium, how can we best serve the needs of our schools, in particular, and democratic society, in general?

We encourage submission of proposals that relate to the role of school leaders in supporting effective schools and in fostering an inclusive and productive democratic society. Therefore, the convention looks for submissions in the following general areas:

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

III. Session Formats and Proposal Requirements

The 2000 UCEA Convention will include a variety of session formats that facilitate dialogue. **Proposals must include a cover sheet and summary (3 pages or fewer and purged of author identification). Send 6 copies of the proposal.**

1. Paper Sessions. These sessions are intended for reporting research results or analyzing issues of policy and practice in an abbreviated form. Presenters are expected to provide copies of papers. Proposal summary should include statement of purpose and rationale; for research reports, description of data sources, methods and 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. Symposia. A symposium should examine specific issues, research problems, or topics from several perspectives and allow for dialogue and discussion. Session organizers are expected to chair the session and facilitate discussion. Symposium participants are expected to develop and provide copies of papers. The proposal summary should include the purpose and rationale, a description of each paper, and the format of the symposium.

3. Conversations. Conversation sessions are intended to stimulate informal, lively discussion often using a series of provocative questions or vignettes. Session organizers are expected to organize a panel of participants and facilitate and guide the conversation about critical issues, concerns, and perspectives. The proposal 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. Interactive Roundtables. These sessions are intended for small group focused discussions such as book discussions, “fireside” chats, research in progress, practitioner voices, and issues in teaching. The proposal summary should describe the focus and purpose of the session and the format(s) used to engage participants.

5. Point-Counterpoint Sessions. Point-counterpoint sessions are intended to stimulate review, debate, and discussion around a specific and current issue of controversy related to the field of educational leadership. The proposal summary should describe the focus of the session, the competing or opposing points to be presented, the format in which the various points of view will be aired (e.g., debate format), and opportunities for audience participation. Session organizers are expected to chair the session and facilitate discussion.

IV. Criteria for Review of Proposals

All 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 session organizers or presenters**. Proposal evaluations will be based on (1) significance of research problem/topic and contribution to the field; (2) thoroughness and clarity of presentation; (3) theoretical framework, methods, and analysis (for empirical pieces); and (4) the format of the session (for symposia, conversations, roundtables, and point-counterpoint sessions).

V. Participation Guidelines and Proposal Deadlines

Anyone involved in research, policy or practice in educational or youth-serving agencies may submit proposals for consideration. Individuals may present or participate in no more than three sessions. **Paper presenters are required to provide an advance copy of their paper to the assigned discussion leader and a minimum of 30 copies for distribution. Proposals must be received on or before May 10, 2000.**



Proposal Cover Sheet
2000 UCEA Convention
Albuquerque, New Mexico
November 3-5, 2000

Session # _____
Proposal # _____

DEADLINE: MAY 10, 2000

1. **Proposal Title:** _____

2. **Preference (please check):** () paper () symposium () conversation () roundtable () point-counterpoint
 (Multiple presenter formats should include a format page listing all participants, their affiliations, their roles in the session, and the titles of their presentations. This information should NOT be present elsewhere in the proposal packet.)

3. **Presenting Author(s) or Session Organizer(s):**

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

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

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

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

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

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

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

5. **If this proposal is accepted, I agree to present and provide 30 copies of the paper (or prepared remarks for symposia)**

Signature _____ **Date** _____

6. () **I (we) will need an overhead projector.**

Audio-visual information: Overhead projectors will be provided for paper sessions. Other equipment may be ordered directly from the Hilton Albuquerque (505) 884-2500. Arrangements and payment for other equipment are the responsibility of individual users. Individuals whose paper proposals are accepted agree to provide 30 copies (paper or diskette) at the presentation.

PROPOSALS MUST INCLUDE SIX (6) SETS OF THE FOLLOWING:

- **Proposal cover sheet.**
- **Summary of three pages or fewer (without author names for blind review).**

Send proposals to: **UCEA Convention 2000**
University Council for Educational Administration
205 Hill Hall
Columbia, MO 65211-2185

***Submitting Articles
for the UCEA
Review***

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

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

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

2000 Schedule Of Events

April 28-29.....David L. Clark Graduate Student Research Seminar
in Educational Administration & Policy
(New Orleans, Sheraton Hotel)

May 10.....Deadline for UCEA 2000 Proposal Submissions

May 15Deadline for Culbertson & Campbell Award
nominations

June.....UCEA Executive Committee
(Albuquerque Hilton)

Nov 3-5.....UCEA Convention 2000
(Albuquerque Hilton)



***The University Council for
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Columbia MO 65211-2185
(573) 884-8300
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