



The 2002 UCEA Presidential Address

Gail Furman, Washington State University

It has been a great honor and privilege to serve this past year as UCEA's 41st President. I've been involved in UCEA for many years, and I've come to value it not only as my professional community, but also as a critically important *forum* in our field—a place of renewal where we annually share our work as well as our differing views on educational leadership. I will offer some comments today in that spirit—as a contribution to this year's forum.

But before I offer my comments, I want to thank the many mentors and colleagues who have educated me, collaborated with me, challenged me intellectually, and otherwise contributed so much to my work in this field. When I reflect on this network of support, that I think we all experience here, I'm reminded of Joseph Campbell's claim: When you "follow your bliss" in your work, it's as if "unseen hands" are there to help you. I can't possibly name all the "seen" and "unseen" hands who have helped me, but I will take this opportunity to thank my doctoral mentors, Don Reed, who is now my colleague at Washington State University; and Walt Gmelch, my other doctoral mentor, now Dean at Iowa State University. Thank you, Don and Walt, for all of your support over the years.

My talk today is titled "Toward a 'New' Scholarship of Educational Leadership?" I want to make some tentative claims about the direction of scholarship in our field—and pose the question in the title: *Are* we developing a "new" scholarship of educational leadership? Again, I offer these comments in the spirit of contributing to the UCEA forum. My claims are based on several things: My work with UCEA over the past few years; the scholarship of many colleagues; my own research and thinking—that is, my reading of the "text" of the field over the last 10 to 15 years; and maybe most important, my claims reflect my *passions* about what really matters in schools.

Here are my claims:

1. That educational leadership as a field is focusing more and more on what leadership is *for*;
2. That it is the *moral purposes* of educational leadership that are emerging as the central focus;
3. That for leadership theory, this trend toward moral purposes suggests the convergence of several theoretical strands:
 - moral leadership
 - critical-humanist leadership
 - constructivist leadership
 - distributive leadership
4. And, that for leadership *practice*, these moral purposes and theories converge in the "*ethic of community*"

Well, these are huge topics, each deserving a book-length treatment—but I promise I won't try to do that here. Today I just want to put these ideas out there for your thought and debate. And I apologize in advance for glossing over some very complex topics. I will explain and illustrate each of these claims; then I will explore briefly what they might mean for our work as professors and researchers. Finally, I want to mention some ways that UCEA's work reflects these trends in the field

What is Leadership For?

My first claim is that educational leadership is focusing more and more on what leadership is *for*. What do I mean by this, and why do I make this claim? What I am saying is that the paradigm is shifting; we are experiencing a sort of sea change in the major themes out there, absorbing our attention as scholars. More and more, our scholarship seems to be focusing on the *purposes* of leadership in schools.

To illustrate this change—this shift in perspective—a contrast may help—in this case, a contrast with more traditional leadership studies. What do I mean by "traditional leadership studies"? This is the body of research and theoretical work that dominated our field in the 20th century. Many scholars have summarized this work, including Dan Duke and Ken Leithwood (1998), Don Willower and Patrick Forsyth (1999), and Joe Murphy (1999), just to name a few. And they all have different "takes" on this work. But, in general, we can say this: Traditional scholarship tends to focus on what leadership *is*, *how* leadership is done, and by *whom*. So, the major strands in this traditional work focus on:

1. *Who* does leadership. This strand takes in
 - Profiles of leaders—e.g., "the great man" theory
 - Leadership traits—e.g., intelligence, energy, confidence, integrity, flexibility, charisma....
2. *What* leaders do. This strand looks at
 - Roles, tasks, and functions—e.g., buffering the technical core, providing instructional leadership, goal-setting, budgeting, supervising, and so on
3. *How* leaders do leadership. This is by far the largest grouping. This strand looks at what I call
 - Interiority/mental processes—e.g., decision-making, problem-solving, thinking/reflecting, motivations
 - Exteriority/observable actions—e.g., leadership styles; leadership behaviors; and different theories that describe *how* leaders do leadership—contingency theory; political/conflict theory; participative/shared leadership; transactional leadership; transformational leadership

These traditional strands of scholarship in educational leadership have generated sophisticated lines of research with many valuable findings. But, the problems with much of this traditional work are now familiar:

- It takes a *functionalist or value neutral stand* toward the “goodness” of the present system [with the exception of some forms of transformational leadership];
- It focuses on *generalized* leadership models, which tend to ignore the importance of local context
- In this work there tends to be an *overemphasis on “heroic” leadership*, that is, the individual as heroic leader and change agent; and
- It seems to be inadequate; it just *isn’t working well as a guide to school leadership in the 21st century*; some critics even say this traditional scholarship is “bankrupt” (Murphy, 1999)

Larson and Murtadha (2002), for example, say this in critiquing the “traditional” approach and its efficacy in regard to social justice in schools:

By deconstructing dominant theory, critical scholars have shown that an enduring allegiance to theories of leadership oriented toward maintaining stability through universal theories and hierarchical visions of schooling has maintained inequity in education. (p. 137)

In sum, critics say that the traditional scholarship does not serve well as a guide for leadership practice in the 21st century, *especially* for remedying educational inequities.

In contrast to this traditional work, my claim is that the focus is shifting to a new question—What is leadership *for*?—in other words, to the *purposes* of leading in schools, or as Joe Murphy (2002) has recently put it, the “valued ends” of schooling. *Why* do leaders do leadership? What are the valued ends being sought? And, how can they be achieved?

What is the evidence for this claim about the “new” scholarship? I argue that the evidence is abundant—in convention themes, like the one for this conference (“Fostering Learning for All”); in the topics of many recent publications; and in the themes of special issues of journals, including *Educational Administration Quarterly* and the *Journal of School Leadership*. I can’t possibly cite all these sources here, but the many titles and themes include:

- Leadership *for* School Improvement
 - Leadership and Learning *for* All Children
 - Leadership *for* Democratic Community
 - Leadership *for* Social Justice
 - Leadership *for* Ethical Schools
- and so on—you get the picture. In other words, leadership *for* valued ends.

Another way that I think about this shift to what leadership is *for* is that it suggests a shift from a sort of forward mapping to a sort of backward mapping. Where traditional scholarship focuses on what leadership *is*, *how* it is done and by *whom*, often neglecting the *why*—the purposes of leadership—the new scholarship seems to be engaged in a kind of backward mapping—starting with the purposes of leadership and backward-mapping to figure out how to get there. This shift to backward mapping is illustrated in Figure A. *I suggest that much of the “new” scholarship of educational leadership is an effort to do this backward mapping.*

Here is a very clear illustration of a call for this backward mapping, again from Larson and Murtadha’s (2002) work on leadership for social justice:

Dissatisfaction with existing social arrangements is fueling a greater interest in and *need for a leadership theory and practice* that is robust enough to enhance social justice in education. (emphasis added, p. 157)

Notice the wording, a “need for a leadership theory and practice.” So again, my point is that much of the “new scholarship” in educational leadership is an effort to do this backward mapping.

The Moral Purposes of Leadership

My second claim is that this new scholarship is focusing more and more on the *moral purposes* of leadership in schools. If we look again at the themes I mentioned before that are appearing in current scholarship,

- Leadership *for* School Improvement
- Leadership and Learning *for* All Children
- Leadership *for* Democratic Community
- Leadership *for* Social Justice
- Leadership *for* Ethical Schools

we can see that moral purpose is embedded in many of them. What do I mean by moral purpose? I mean the sense of purpose in our work as educators that fires the imagination and the heart, that proceeds from a sense of duty and conscience, that inspires, that let’s us know we are doing something really important, something that really matters for children! For example, leadership for social justice suggests the moral purpose of creating schools that serve *all* children well, not just mainstream children, but children who have been marginalized or poorly served in the past. Again citing Larson and Murtadha (2002), leadership for social justice seeks to “enhance the education and life chances of poor and minority children” (p. 150). This is clearly a *moral* purpose for leadership, a purpose that indeed can fire the imagination and the heart.

In This Issue...

2002 UCEA Presidential Address.....	1
Kudos.....	6
Feature Article 1.....	7
Research Task Force Update.....	10
Feature Article 2.....	11
UCEA Award Nominations.....	14
President’s Message.....	15
JCEL Conversational Interview.....	18
Innovative Program.....	19
Student Portfolios Task Force.....	20
UCEA Award Announcements.....	20
Employment Information.....	22
CFP for EAQ & JCEL.....	22-23
ERIC Website Information.....	23
2002 Convention Reflection.....	24-25
CFP for 2003 UCEA Convention.....	26-27

Of course, looking at the moral purposes of schooling and leadership is not new. There has always been moral purpose in schools, and there is a history in the literature. In the 1970s, T.B. Greenfield was a pivotal figure who called for more focus on right and wrong and values in education. James MacGregor Burns said, there is no such thing as unethical leadership; if it is unethical, it could not be called leadership. In the 1980s, Bill Foster called for more “normatively informed” stances aimed at equity and social justice. And various other writers, including Sergiovanni (1992) and Heifetz (1994), have expanded on the idea of “moral” or “purposeful” leadership in schools. Conceiving of leadership as based in moral purpose is not new. What *is* new is the greater emphasis on these moral purposes, a greater sense of urgency about them, and the greater recognition that much of the “traditional” work in educational leadership hasn’t helped to achieve these moral purposes. So, pardon the metaphor, but it’s as if the seeds planted in the 70s and 80s by Greenfield, Foster and others have sprouted—indeed have sent out branches throughout the field.

To further sort on this idea of moral purpose, I have found it useful to contrast with what I call instrumental purposes. Let me say first, this is *not* a cut and dried distinction between moral and instrumental purposes; I use this contrast for heuristic purposes—to *understand* better—and I recognize that many people will disagree with me here. Nevertheless: If we look at the origins of the new focus on what leadership is *for*, we can see that one of the sources is the increased focus on student achievement brought about by the standards/accountability movement, in other words, the increased pressure on school administrators to improve test scores. This pressure plays a huge part in the new focus on leadership *for* learning, with learning often *defined by or reduced to* measurable student achievement. If we look back at one of the strands of literature I mentioned earlier, “Leadership for School Improvement,” and we look at the literature in this strand, we will often—not always, but often—see this implicit or explicit focus on increasing student achievement as *the* “valued end” for educational leadership. So, what I am saying is, when instrumental purposes tend to dominate, student learning often is conflated with measurable student achievement, as Linda McNeil (2000) and many others have noted.

The pressures on administrators to buy into the purpose of increasing measurable achievement are very real. But the problem is that this *instrumental* purpose can take over and crowd out the more important *moral* purposes of schooling. I’ll quote Jerry Starratt (1994) here because I can’t say it any better:

[When] instrumental rationality is not grounded in substantive rationality—that rationality which probes human meaning and human purposes—then it has no moral base. (p. 23)

The graphic representation in Figure B illustrates this contrast between instrumental and moral purposes: The landscape of politics/accountability answers the question, “What is leadership *for*?” with the instrumental purpose of increasing measurable achievement. The landscape of social context and needs of children answers the question, “What is leadership *for*?” with the moral purposes of social justice, democratic community, and *an understanding of learning for all children that does not conflate learning with measurable student achievement*.

Now, I may have offended some people with this contrast—it sounds like I’m taking the moral high road in talking about “moral

purpose” versus student achievement—but I don’t mean to, so let me qualify this contrast again: Do I think this dichotomy is “real,” or cut and dried? No, of course not—there is overlap between trying to increase student achievement and other moral purposes of schools. And “accountability” can mean many things and serve the interests of social justice as well. But, I do think it is *useful* to think about this contrast. I know it helps me sort my thinking about what is really important in schools. In fact, I think it would be a very good exercise to throw out completely the focus on “achievement” to allow us to define “learning” in other ways and to let us get clear about what’s really important in schools.

Implications for Leadership Theory

Moving on to my third claim, what does a focus on moral purpose mean for leadership theory? What happens when we “backward map” from valued ends and moral purposes? Well, this is the work that is ongoing in the field, the work of the “new” scholarship. There are no “answers” right now. Clearly, much research is needed around the notions of leadership and moral purpose in schools. Having said that, I’ll offer some ideas from my own work on democratic community as an illustration (Furman, 2002; Furman & Starratt, 2002).

My work on “backward mapping” from the “moral purpose” of creating democratic community in schools has led me to this idea: What I see is a convergence of at least four strands of leadership theory, each contributing something unique to the mix. They are moral leadership, critical-humanist leadership, constructivist leadership, and distributive leadership. I will comment briefly on what each strand contributes.

Moral leadership. Leithwood and Duke (1998) say that moral leadership is one of the fastest growing areas of leadership study, and that moral leadership takes in “normative, political/democratic, and symbolic concepts of leadership” (p. 36). The core idea here is that values are a central part of all leadership practice; thus, leadership should be concerned with right and wrong, not with traits, behaviors, roles, and so on. This perspective, then, implies that the *central focus of leadership studies ought to be the values and ethics of leaders themselves*.

Critical-humanist leadership. The critical-humanist perspective on leadership involves a commitment to social change. Burrell and Morgan (1979) say that critical humanism “emphasizes the importance of overthrowing or transcending the limitations of existing social arrangements” (p. 32). And, according to Lees (1995), critical-humanist leadership involves “a moral imperative to promote democracy, empowerment, and social justice” (p. 37). So the critical-humanist perspective adds to the mix that the *focus of leadership studies ought to be, not just the ethics and values of leaders themselves, but how these values get translated into institutional change*.

Constructivist leadership. Constructivist leadership is theoretically grounded in symbolic interactionism, or the “social construction of reality” (Berger & Luckmann, 1966). It focuses on the meaning behind behavior—on how leadership behaviors convey meanings to others. Drawing from constructivist learning theory, Lambert et al. (1995) define constructivist

leadership as “the reciprocal processes that enable participants in an educational community to construct meanings that lead toward a common purpose about schooling” (p. 29). Thus, constructivist leadership depends on relationships and is aimed toward the co-construction of meaning and purpose. Distinguishing constructivist leadership from the traditional leadership “paradigm,” which is “hierarchical, individualistic, reductionistic, linear, [and] mechanical,” (p. 32), Lambert et al. state that constructivist leadership is “manifest within the relationships in a community” and emerges from “being real and vulnerable with each other in ways that engage us in genuine conversations” (pp. 32-33). Thus, constructivist leadership involves many participants, is based in communication, and is aimed toward purpose which “emerges from conversation” (p. 47). The constructivist perspective adds to the convergent model by drawing attention *away from* the individual heroic leader and *away from* discreet leadership actions, *toward* the construction of meaning, or moral purpose, through relationships and communication.

Distributive leadership. The distributive leadership perspective suggests that leadership within a school is *distributed* among many actors. In other words, leadership is not the purview of administrators only, but is exercised by people in many positions. This perspective is not new, but there has been an explosion of interest since the mid 1990s, represented in the works of Elmore, Firestone, Pounder, Ogawa, Leithwood, Spillane, and many others. (See Smylie, Conley and Marks, 2002, for an informative summary.) There are many different models of distributive leadership, but taken together, they suggest that, not only is leadership distributed throughout the school, but that the total *amount* of leadership in a school matters, and that leadership *multiplies* through interactions.

To sum up: I said that these four theories or models of leadership converge into the beginnings of a leadership “theory” linked to the moral purpose of creating democratic community in schools, as illustrated in Figure C. If I extrapolate to moral purposes in general, this “theory” or model may be stated this way:

Leadership in the service of moral purposes is:

- *distributed* within the school community;
- depends on the *values and ethics* held by the members of the community
- is continually *constructed* through communication, dialogue and relationships, and
- may involve *critiquing*, “*overthrowing*” or *transcending* existing structural and social arrangements.

Another way to say this is, leadership is the creative, dynamic and moral *sense of purpose* that suffuses and motivates the group and that can lead to our “valued ends” for schooling.

Obviously, multiple implications for research, practice and preparation programs spin off from this beginning “theory,” and I’ll come back to that shortly.

Implications for Leadership Practice

My final claim is about the *practice* of leadership in schools. My own work on leadership for democratic community and on values and ethics leads me to this idea: That practice must be grounded in

an “ethic of community” in order to achieve the moral purposes of schooling. In other words, I think that “ethic of community” is a vehicle or concept that can synthesize much of the current work on social justice, democratic community, learning for all children and so on.

What do I mean by “ethic of community”? Again, I’ll try to clarify through a contrast. We are all familiar with the three-part framework for understanding ethics as applied to education, most fully developed in Jerry Starratt’s (1994) work:

Ethic of Justice	—	Ethic of Critique	—	Ethic of Care
---------------------	---	----------------------	---	------------------

To this framework, Shapiro and Stefkovich (2001) add a 4th component, the Ethic of the Profession. They add this because, they say, the others don’t adequately take in the *moral aspects unique to education*, in other words, the fundamental *moral imperative* of schooling—to serve the “best interests of all children.”

I love this work on ethics in education; I think it’s very important; I teach it! And, I agree that Shapiro and Stefkovich (2001) add a key piece because they turn our attention to the unique moral aspects of schooling. But, I suspect that something is still missing. It seems to me that none of these ethics, either separately or taken together, say enough about this: The only way to achieve our visions of schooling is *to commit to work together on important problems*, even with those who are different from us; *to commit to communicate and engage in dialogue*; *to commit to share our stories and respect the views and values of others*; in other words, to commit to the processes associated with democratic community in schools (Furman & Starratt, 2002). What I am saying is, I think that our valued ends for schooling cannot be achieved without this commitment to community. It seems to me that the “ethic of community” is the *foundation*, the *pre-requisite* to all other leadership practices that serve the moral purposes of schooling. In other words, this commitment to the processes of community needs to be internalized by educators—and that is what an ethic is, the internalization of values and commitment. So, I want to add the “ethic of community” as a fifth and perhaps central component of the framework, as illustrated in Figure D. In sum, I think that to achieve some of the moral purposes we are talking about so much in education—social justice, democratic community, learning for all children—that the practice of community comes first.

Implications for Our Work as Professors

Now, what would all this mean for our work as professors/scholars, in other words, for preparation programs and for research? Again, what I say here can only be a gloss on complex topics. What follows are just a few suggestive questions, posed more as problematics than anything else at this time.

Implications For Preparation Programs:

- What would it mean to put moral purpose *first* in leadership preparation?
- How do we help educators develop the dispositions and skills for constructivist/distributive leadership?
- How can we promote the “ethic of community” in our leadership programs and in schools?
- Are such approaches to preparation consistent with ISLLC standards? If not, what needs to be done about that?

And perhaps most important:

- If leadership is constructed and distributed within school communities, why are we focusing only on the leadership skills of *individuals in administrative roles*? Don't we need to address leadership collaboratively with teacher education?

Implications For Research:

- What *type* of research will increase understandings of leadership for moral purposes in schools? [Given that traditional approaches have yielded little.]
- What qualities in a school community allow for distributed leadership to be constructed among participants? Conversely, what are the barriers to the construction of distributed leadership?
- What qualities of leadership help school communities become purposeful, that is, help them move toward a focus on the basic moral purposes of schooling?
- What are the prospects for a greater focus on moral purposes given the dominance of instrumental purposes created by the landscape of politics and accountability?

UCEA and the “New” Scholarship in Educational Leadership
 My final comments are about UCEA. How does UCEA’s work fit into and reflect this “new” scholarship? Before I explore this question, I need to first be very clear about one thing: That UCEA is a forum for many views—a big tent, if you will, that honors many approaches in our field. Thus, the theme for this year’s conference: “Honoring Multiple Leadership Perspectives.” UCEA does not endorse a certain approach to educational leadership and leadership studies. And yet, UCEA certainly *reflects* current trends, because, after all, UCEA *is* all of us. So, I think this shift in scholarship to what leadership is *for*, and to the *moral* purposes of leadership, *is* reflected in UCEA’s recent work. Here are a couple of examples: Last spring the UCEA Plenum adopted a new set of “strategic plans” for UCEA that included these components:

From the new UCEA “values statement”:

UCEA is a community of learners that values:

- Learning and social development for ALL children
- Educational and social policy that positively support the learning and development of ALL children
- Diversity, equity, and social justice in all educational organizations

From the new UCEA goals:

UCEA members, collectively and in collaboration with schools and districts, will generate and disseminate a significant body of research addressing:

- School improvement to ensure the learning and social development of ALL children

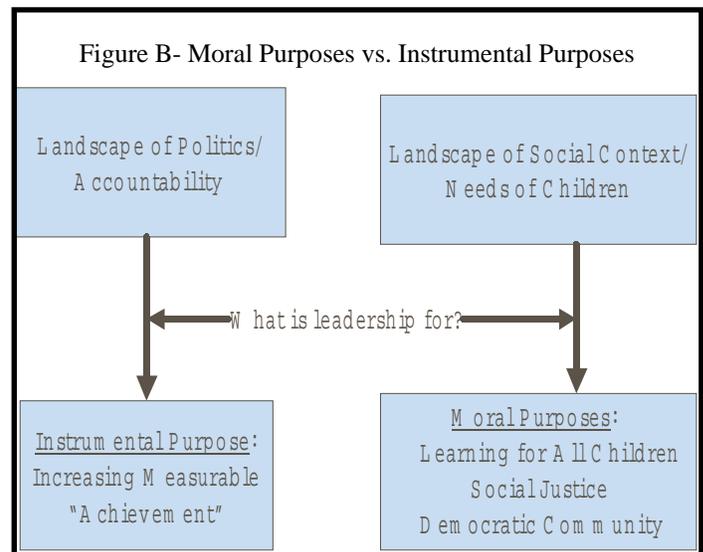
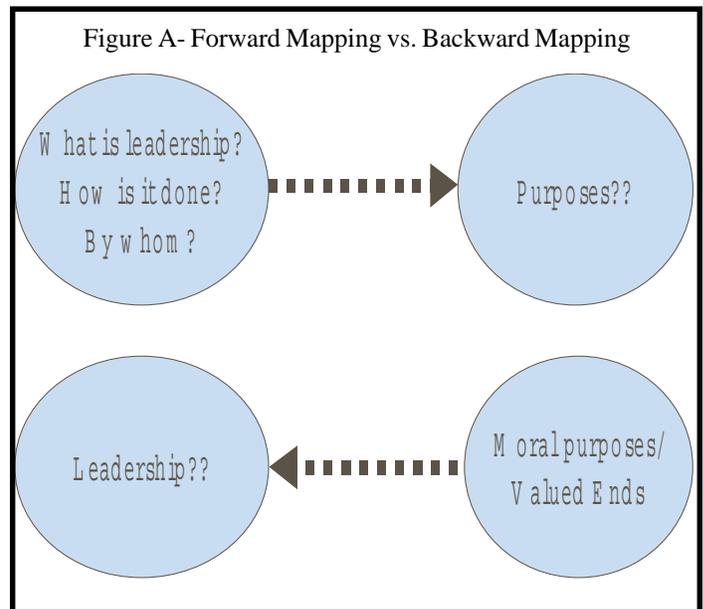
For each of the new goals, including the one above on research, the UCEA Executive Committee has planned some projects and tasks. For example, related to this goal on research, the Executive Committee is proposing a new research initiative that we hope will uncover some of the leadership dynamics in schools that appear to be successful with all children. This initiative, along with several others associated with UCEA’s new goals, is just a sample of the ways that UCEA is reflecting the “new” scholarship in the field.

Conclusions

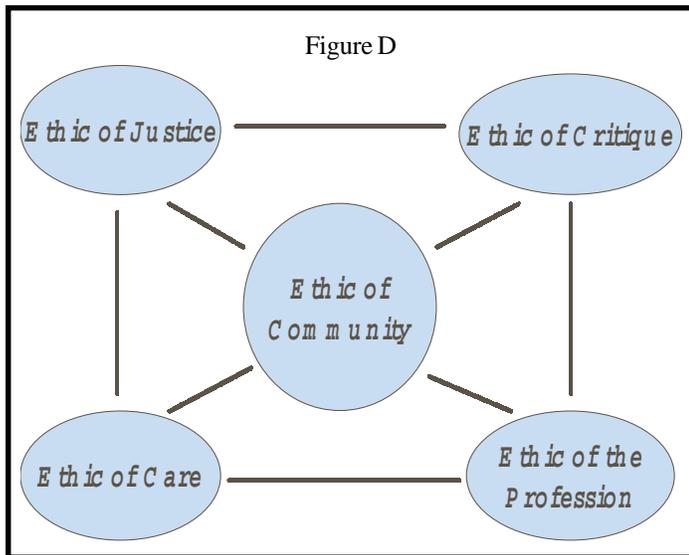
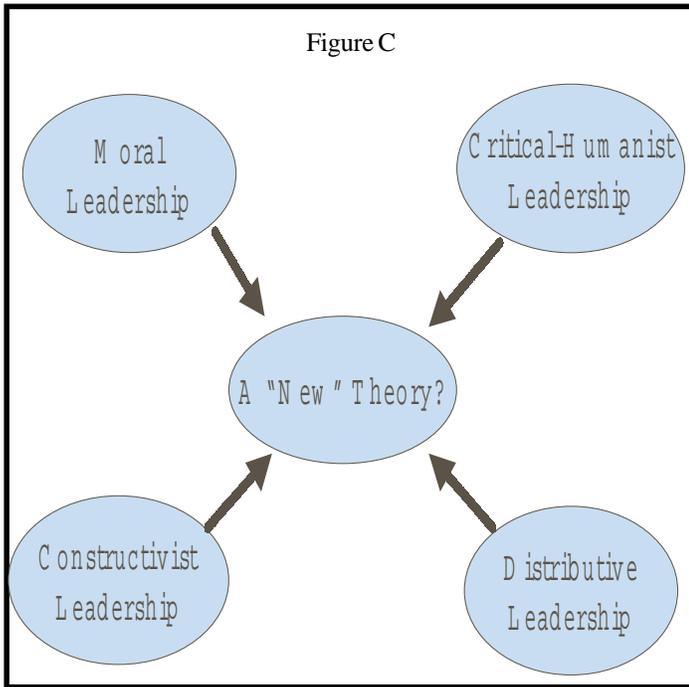
In closing, I come full circle to what I said at the beginning: This

is only one view—it is mine—about what is happening in the field of educational leadership. We are here at UCEA to “Honor Multiple Leadership Perspectives.” Let’s engage in our own special UCEA “ethic of community” as we discuss, debate and listen to each other respectfully over the next two days.

I close this with thought. This “new” scholarship in educational leadership is, I think, a scholarship of hope. I believe that, as scholars, we will not give up finding a way to create schools that serve all children well. As Cornell West has stated, all of us in education need an “audacious sense of hope” in our work. I invite you to consider this sense of hope and moral purpose as we experience the excitement and community of UCEA over the next two days here in Pittsburgh. Thank you.



Mark your calendars for UCEA Convention 2003 at the Portland Hilton and Towers, November 6-9, 2003, Portland, Oregon.



References

Berger, P. L., & Luckmann, T. (1966). *The social construction of reality*. New York: Doubleday.

Furman, G. C. (Ed.) (2002). *School as community: From promise to practice*. Albany, NY: State University of New York Press.

Furman, G. C., & Starratt, R. J. (2002). Leadership for democratic community in schools. In J. Murphy (Ed.), *The educational leadership challenge: Redefining leadership for the 21st century* (pp. 105-133). Chicago: National Society for the Study of Education.

Heifetz, R. A. (1994). *Leadership without easy answers*. Cambridge, MA: Belknap Press.

Lambert, L., Walker, D., Zimmerman, D. P., Cooper, J. E., Lambert, M. D., Gardner, M. E., & Slack, P. J. F. (1995). *The constructivist leader*. New York: Teachers College Press.

Larson, C. L., & Murtadha, K. (2002). Leadership for social justice. In J. Murphy (Ed.), *The educational leadership challenge: Redefining leadership for the 21st century* (pp. 134-161). Chicago: National Society for the Study of Education.

Leithwood, K., & Duke, D. L. (1998). Mapping the conceptual terrain of leadership: A critical point of departure for cross-cultural studies. *Peabody Journal of Education*, 73(2), 31-50.

Murphy, J. (2002). Reculturing the profession of educational leadership: New blueprints. In J. Murphy (Ed.), *The educational leadership challenge: Redefining leadership for the 21st century* (pp. 65-82). Chicago: National Society for the Study of Education.

Murphy, J. (1999). *The quest for a center: Notes on the state of the profession of educational leadership*. Columbia, MO: University Council for Educational Administration.

McNeil, L. M. (2000). *Contradictions of school reform: Educational costs of standardized testing*. New York: Routledge.

Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school improvement*. San Francisco: Jossey-Bass.

Shapiro, J. P., & Stefkovich, J. A. (2001). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas*. Mahwah, NJ: Lawrence Erlbaum Associates.

Smylie, M. A., Conley, S., & Marks, H. M. (2002). Exploring new approaches to teacher leadership for school improvement. In J. Murphy (Ed.), *The educational leadership challenge: Redefining leadership for the 21st century* (pp. 162-188). Chicago: National Society for the Study of Education.

Starratt, R. J. (1994). *Building an ethical school: A practical response to the moral crisis in schools*. London: The Falmer Press.

Willower, D. J., & Forsyth, P. B. (1998). A brief history of scholarship on educational administration. In J. Murphy & K. S. Louis (Eds.), *Handbook of research on educational administration* (2nd ed.) (pp. 1-23). San Francisco: Jossey-Bass.

Kudos

Fran Kochan deserves congratulations for being recognized with the 2002 Distinguished Alumni Award for Florida State University's College of Education. The award was received from the Florida State University College Of Education Alumni Association Saturday, 16 November, 2002 for her distinguished service at local, state, regional, and national levels, her influence on policy/advocacy for our profession, and her exemplary research, outreach, and scholarship.

Dr. Vicki Phillips, our Closing General Session Speaker at UCEA Convention 2002 and the Superintendent of the City of Lancaster School District since 1998, was named Pennsylvania Secretary of Education by Governor-elect Ed Rendell. Phillips had also been Director of the Philadelphia Partnership for Reform and the Chair of the Children Achieving Challenge, a program to assist the Philadelphia School District's reform program.

Walking the Plank of the H.M.S. Bounty: Reflections on Requiring APA Writing Style in Principal Preparation Programs

By: William G. Ruff Arizona State University-West



Each semester, the syllabi for the courses I teach inform students “all assignments must be completed in the format specified by the *Publication Manual of the American Psychological Association* (5th ed.), including cover and reference pages.” Additionally, in the description of each written assignment the words, American Psycho-

logical Association (APA) format, are prominently displayed. To insure full understanding of my course APA requirement, rubrics spell out the number of points (10) awarded for full compliance to APA format. Yet, when the first set of papers were graded and returned, I could clearly imagine how Captain Bly felt when he was expelled from the H.M.S. Bounty. Students were willing to accept that they had muddled thinking, an inability to articulate adequately, flawed logic, and other highly subjective criticisms regarding the content of their work. Yet, these same students refused to graciously accept a 5-point deduction when they did not type “Running head” on their cover page or wrote “Works Cited” in lieu of “References.” Issues of format, grammar, and spelling are the least subjective aspect in grading student work. These issues are tied to specific sources of accepted authority, they can be remedied with electronic spell check, grammar check or format check programs, and yet, these are the issues most frequently questioned by graduate students.

Recently, I returned the first set of papers to this semester’s graduate students and predictably several openly questioned the legitimacy of deducting points for APA format errors. Their questions fell into three general categories. The first category questioned my authority to enforce a format style. Since other instructors in the program did not enforce a format style, why should I? The second category questioned my rationality. Focusing on format detracts from content, and education is about content. The third category questioned the accuracy of my interpretations. Despite my increasing ability to defend the grading, the interaction with this class provided an impetus for reflection. Is the issue one of instructional integrity and credibility? What educational benefit is there for having a correctly formatted paper? What meaning is there to the students’ questioning? This paper briefly outlines my reflections on these questions.

Issues of Instructional Integrity

Why specify a format at all, and why require APA? An effective instructor must establish standards that facilitate learning. Atwell (1998) put it best in writing, “Our job is to help students understand that content, craft, and conventions all matter. It’s their job to make good decisions about what’s appropriate, effective and correct” (p. 250). Style and format requirements assist both the author and the reader. Style manuals don’t address or narrow the general problems of writing content, but they do provide direction on accepted ways of articulation. For example, the APA Publication Manual (2001) advises a writer stumbling for an accepted rule, to “aim for simplicity, plain language, and direct statements” (p.

xxvi). Or as stated in the preface of a different style manual, “Much of what we know about text processing we have learned by trial and error. We hope to reduce your trials and help you to avert errors by passing on these observations from our learning experience” (University of Chicago Press, 1987, p. ix). Use of a style manual scaffolds the student’s understanding that conventional communication helps the reader grasp the message.

Rules for the preparation of manuscripts should contribute to clear communication. . . . These rules introduce the uniformity necessary to convert manuscripts written in many styles to . . . one consistent style. They spare readers a distracting variety of forms throughout a work and permit readers to give full attention to content (American Psychological Association, 2001, p. xxiii).

By establishing a common format, expectations are standardized to help the reader to clarify the presentation of the message and focus on the content. The question then becomes—is the selection of APA format arbitrary for education students? APA format is the format used in many education journals as well as the journals in psychology, sociology and anthropology—subjects closely aligned with education. Vacca and Vacca (1989) acknowledged that understanding consistencies in format improve student comprehension. Requiring students to write in APA format increases their ability to understand essential information presented in professional journals by providing a degree of expectancy. Currently, in addition to the twenty-seven APA journals, “at least a thousand other journals in psychology, the behavioral sciences, nursing, and personnel administration use the [APA] Publication Manual as their style guide” (APA, 2001, p. xx).

Instructional integrity is about establishing clear expectations and continually reinforcing those expectations with congruent action. An effective instructor must establish and reinforce clear expectations. If a specific format expectation is established, then the expectation must be reinforced, and the issue becomes one of instructional integrity. Argyris (1999) points out that inconsistency frequently occurs between what leaders say and do, and in the face of inconsistency the behaviors of the followers will be shaped by actions not words. Establishing a set of standards without follow-up diminishes the integrity of instruction while fortifying an idea that some rules don’t matter. Therefore, enforcing compliance to a specified format style must occur to maintain instructional integrity and instructor credibility.

Issues of compliance beg the discussion of power and control. At what point does instructional integrity end and issues of hegemony begin? History is wrought with many examples of power misapplied in the name of integrity (King, 1963). Yet, intersecting fairness and decision processes is the idea of due process. Strike, Haller, and Soltis (1998) discussed four features of due process: notice of standards, consistent application of standards, evidence-based decision making, and a rational connection between standards and legitimate purpose. Student protests often arise from a lack of clarity in this last feature—the connection between format standards and legitimate purpose.

Issues of Learning and Change

Charles Cooper epitomized the sentiment underlying this article best in writing, “It’s easier to persist with commas if you know you’re engaged in some fundamentally important human activity that has very great consequences for your full development as a

human being” (as cited in Atwell, 1998, p. 249). For many, on both sides of the lectern, APA format compliance issues have not been considered to be part of “some fundamentally important human activity.” The connection between instructional integrity and APA format is not obvious. What is obvious is that students are not used to being held accountable for knowing and following an intricate and detailed set of rules.

Learning and comfort exist in an inverse relationship. Uncomfortable tasks characterize effective instruction (Joyce & Well, 1993). Learning does not occur when the learner knows how to respond; it occurs when one doesn’t know how to respond but must. Responding in such situations is disconcerting and therefore, resistance occurs. Human tendency is to confine ourselves to what we know as safe (Rogers, 1961). Developmental theories such as Piaget’s are consistent with this notion. Accommodation only occurs with the dynamic disequilibrium of schema (Piaget, 1975).

Students are resistant to learning a specified format because change is disconcerting. For many entering graduate programs, being held accountable for a new style of writing creates cognitive discomfort. Being proficient with the intricacies of APA format represents a steep learning curve, and most students would rather put their effort into the obvious and immediate. Schein (1992) discusses this in terms of Level 1 anxiety, the fear of changing, and Level 2 anxiety, the fear of not changing. By convincing students that learning APA format is a productive endeavor facilitating the successful achievement of their goals, both in the short-term and long-term, and that their success as an administrator and in each course is dependent upon the same skills, students will adapt and learn APA style.

An integral part of school administration and supervision is about being held accountable for knowing and following an intricate and detailed set of rules—the rules set forth by public education policy makers. Students of educational administration must learn that no matter what they believe about the rules, what they understand about the rules, or how trivial and meaningless they see the rules to be, they must know their role is to follow and enforce the rules as set forth by the policymakers, until such time as the rules are changed. Enforcing APA format can facilitate a better understanding of this concept.

Issues of Leadership Development

Beyond issues of instructional integrity and student resistance, another function is served in strictly enforcing APA format requirements with students of educational administration. There is a connection between holding students accountable to a specific set of format standards and their ability to understand and perform an administrative role within the public school system. This connection is understanding accountability. John Gardner (1990) wrote, “The concept of accountability is as important as the concept of leadership” (p. xviii). Accountability reinforces the trust of constituent followers. This connection cuts deep into the core of contemporary educational administration as a discipline. By holding students accountable for the format accuracy of their work in a clearly articulated and detailed style (such as APA), they are forced to develop the habits of self-questioning issues of fact and clarifying accessible facts before taking action. Such habits are not just useful for school administrators, they are critical. Just as complying with communication conventions helps the reader to understand the message, complying with education codes and school

board policies helps a community understand and trust the school.

School administrators, who do not align their actions and decisions with district policy, whether they do so knowingly or unknowingly, place their careers in peril. Nine cases were found in newspaper articles across the country during March 2002 through September 2002 attesting to this fact. These articles were gathered using the Nexis-Lexis database with the key words *principal* and *investigation*. All nine of the articles demonstrated the professional derailment of school principals who failed to check district policy before taking action. The following five cases are representative of these nine.

In the first case, a high school principal was forced to resign because he ordered unauthorized changes to the school’s grading policy. “The weighted grading policy printed in this school year’s handbook was not approved by school board officials” (B.C. Cycle, 2002, April 16, p. 5). Next, in San Diego, a high school administrator publicly checked students’ underwear at a school dance. Even if this administrator had not understood her actions to be a gross violation of the students’ constitutional rights, this thong underwear and bra inspection was prohibited by district policy. The district’s search and seizure procedure “prohibits removing or arranging clothing for a visual inspection of underclothing, breasts, buttocks, or genitalia” (Yang, 2002, May 1, p. NC-1). In another case, a school principal was suspended for spanking a child. Physical punishment of a child was a violation of district policy (B.C. Cycle, 2002, May 7). Next, an assistant principal was placed on administrative leave for restraining a child. The child was on campus but not an enrolled student. The restraint was made to prevent the child from proceeding on campus. That district’s policy states “an employee may only use reasonable force to protect himself, others, or property from attack, to quell a disturbance or to obtain possession of weapons” (Sierra, 2002, July 12, p.B01). In a final example, another principal was placed on administrative leave for not following the district’s financial procedures. When city auditors questioned the bookkeeper, she explained that the principal:

...instructed her to “pay everything we could because she didn’t want any money going back downtown” ...[the bookkeeper] advised [the principal] that no purchases or bills should be paid without invoices, but “she told me to get them done and she would take care of it later” (Jackson, 2002, September 7, p. B1).

The commonality among these cases highlights how school administrators acted without regard to an established school district policy. Within each of the cases it was not always clear whether such disregard was intentional or unintentional. Similarly, it is not always clear whether an educational administration student acts deliberately or through negligence in not complying with the specified writing style for written assignments. In the case of the former, as shown above, the consequences of such actions can be career ending. In the case of the latter, not applying consequences provides the student with a message of complicity or at best represents a missed opportunity to reinforce the habit of clarifying pertinent facts.

Within a context of increased public demands for performance on our schools and school administrators, there exists little toleration for principals who are complacent in exercising school board policy whether this complacency stems from failure to clarify existing school board policy or ignoring it. Principals, superintendents and other school administrators do not possess the authority to establish policy anywhere within the school system except that author-

ity given them by the policies, procedures and practices of the governing school board. When a school administrator's actions are unaligned with the policy and procedures of the governing school board, that administrator is acting without authority. Strictly enforcing accountability to a specified and detailed format style within the coursework of educational administration preparation programs helps students to understand the nature of accountability. Use and enforcement of APA format for all written assignments helps students establish and reinforce habits of clarifying facts.

To ensure no misunderstanding, I am not asserting that there is a direct transference of skill between APA format accountability and accountability toward district policies and procedures. What is asserted is to reinforce habits that clarify facts and procedures. Additionally, I am not attempting to assert that we prepare our school administrators to be mindless implementers of public policy. Critical reflective practice is more essential in today's schools than it has ever been. Nevertheless before a school administrator can reflect and be critical of a policy or procedure that policy or procedure must be accurately understood. Again, habits of clarification are essential and primary.

Final Reflections about this Plank, and the Abyss Beyond

Contrary to the essence of my thesis, I rejoice in the fact that my students question me about the enforcement of APA format. Understanding APA compliance and its connections to accountability is important, but more important to educational administrator development is the ability to reflect and critically question. Furthermore, two types of questions, the questions about my authority to impose a standard and the rationality for enforcing such a standard, are what Argyris and Schon (1978) have referred to as leading to double loop learning. Such questions result in a restructuring of norms "and very likely a restructuring of strategies and assumptions associated with those norms" (p. 22). In the next few years, these graduate students will be the administrators in public schools. They will be leading in the context of the *No Child Left Behind Act* and individual state reforms, such as *Arizona Learns* and *Texas' Academic Excellence Indicator System*. These legislative actions are deeply vested in notions of accountability. As a result, present and future school administrators need to understand issues of accountability and how to pose the questions that lead to double loop learning. Both skills are essential for these graduate students to possess. There seems to be a disconnection as we shift from the modern to the post-modern, from the bureaucratic school organization to the learning community, from the school administrator to the school leader. Graduate students are being taught how to question and the public school system wants administrators who understand accountability. As I walk along this plank, I am not sure where it ends and the abyss begins. I don't have an algorithm to use in defining where integrity becomes an issue of power or where responsiveness becomes a loss in credibility. Nevertheless, my graduate students will continue writing papers about the implications of Friere's (1970) revolutionary praxis to school administration. And I will expect those papers to be in APA format. The dialogue that emerges represents a powerful lesson.

References

American Psychological Association (2001). *Publication manual for the American psychological association* (5th ed.). Wash

ington DC: Author.

- Argyris, C. (1999). *On organizational learning* (2d ed.). Malden, MA: Blackwell Press
- Argyris, C., & Schon, D. A. (1978). *Organizational learning: A theory of action perspective*. Reading, MA: Addison-Wesley Publishing Co.
- Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning* (2d ed.). Portsmouth, NH: Heinemann.
- B.C. Cycle (2002, May 7). Milwaukee principal suspended for alleged spanking. *B.C. Cycle*, no page number.
- B.C. Cycle. (2002, April 16). Principal resigns after accusations about grading policy. *B.C. Cycle*, p. 5.
- Friere, P. (1970). *Pedagogy of the oppressed*. New York: Continuum Publishing Co.
- Gardner, J. W. (1990). *On leadership*. New York: The Free Press.
- King, M. L. (1963). Letter from the Birmingham Jail. Available at: www.stanford.edu/group/King/frequentdocs/birmingham.html.
- Rogers, C. R. (1961). *On becoming a person*. Boston: Houghton Mifflin Co.
- Piaget, J. (1975). *The development of thought: Equilibration of cognitive structures* (A. Rosin trans.). New York: Viking Press
- Sierra, T. (2002, July 12). District places official on leave: Moreno valley: The sunnymead elementary school assistant principal had restrained a girl, 13. *The Press-Enterprise (Riverside, CA)*, Local, p. B01.
- Strike, K.A., Haller, E. J., & Soltis, J. F. (1998). *The ethics of school administration* (2d ed.). New York: Teacher's College Press.
- Turner, J. (2002, August 31). Audit question's principal's use of activity fund. *Roanoke Times and World News (Saturday Metro ed.)*, Virginia, p. B1.
- University of Chicago Press (1987). *Chicago guide to preparing electronic manuscripts for authors and publishers*. Chicago: Author.
- Vacca, R. T., & Vacca, J. L. (1989). *Content area reading* (3rd ed.). New York: Harper Collins Publishers
- Yang, E. (2002, May 1). School dance incident sparks furor; Assistant principal reportedly checked students' underwear in public. *The San Diego Union-Tribune*, Zone, p. NC-1, NI-1.

The Field Experiences a Loss

It is with great sadness that we share with you the news that Professor Emeritus R. Oliver Gibson, the State University of New York at Buffalo, passed away on November 13, 2002. Dr. Gibson provided leadership and direction for UCEA from its inception. His colleague Steve Jacobson referred to him as "a brilliant intellect...[and]...a peer of such giants in our field as Jack Culbertson, Dan Griffiths, Roald Campbell, and Don Willower." It is clear that Dr. Gibson inspired several generations of students and colleagues and contributed meaningfully to the field of educational administration.

Update on the Task Force on Developing Research in Educational Leadership

by William A. Firestone and Carolyn Riehl

The Task Force on Developing Research in Educational Leadership, which was established by AERA's Division A in 2000, has been moving forward in its work. As we reported at the Division A business meeting in New Orleans last April, we began with a series of consultations, culminating in a meeting in November, 2001, in Philadelphia. Based on these meetings, nine questions were developed that will help advance the cause of high-quality, significant research in our field. We invited authors to develop working papers on these questions. Each paper will review past research on the topic and suggest substantive directions and methodological approaches for future research. The topics and authors of the papers are:

1. WHAT DO WE ALREADY KNOW ABOUT SUCCESSFUL SCHOOL LEADERSHIP?

Kenneth A. Leithwood, Ontario Institute for Studies in Education; Carolyn Riehl, University of North Carolina at Greensboro

2. HOW CAN EDUCATIONAL LEADERS PROMOTE AND SUPPORT SUCCESSFUL TEACHING AND LEARNING?

Nona Prestine, Pennsylvania State University; Barbara Scott Nelson, Education Development Center

3. HOW CAN EDUCATIONAL LEADERS IMPROVE THE EDUCATION OF STUDENTS FROM DIVERSE BACKGROUNDS?

Pedro Reyes, University of Texas at Austin; Lonnie Wagstaff, University of Texas at Austin

4. HOW CAN EDUCATIONAL LEADERS PROMOTE AND SUPPORT SOCIAL JUSTICE AND DEMOCRATIC COMMUNITY IN SCHOOLS?

Gail Furman, Washington State University; Carolyn Shields, University of British Columbia

5. HOW CAN INITIATIVES IN WORKFORCE DEVELOPMENT HELP ENSURE STRONG EDUCATIONAL LEADERSHIP?

Mark Smylie, University of Illinois-Chicago; Al Bennett, Roosevelt University

6. HOW DO SCHOOL LEADERS CREATE EFFECTIVE PROGRAMS FOR SCHOOL IMPROVEMENT OUT OF CONFLICTING ACCOUNTABILITIES?

William Firestone, Rutgers University; Dorothy Shipps, Teachers College

7. HOW DO SCHOOL LEADERS BUILD CONSTRUCTIVE RELATIONSHIPS WITH VARIOUS GROUPS IN THE COMMUNITY?

Mary Driscoll, New York University; Ellen Goldring, Vanderbilt University

8. WHAT ARE THE IMPLICATIONS OF APPROACHES TO RESEARCH ON TEACHING FOR RESEARCH ON EDUCATIONAL ADMINISTRATION?

Mary Kay Stein, University of Pittsburgh; James Spillane, Northwestern University

9. WHAT ARE THE MOST USEFUL METHODOLOGICAL APPROACHES TO RESEARCH IN EDUCATIONAL LEADERSHIP?

Carolyn Riehl, University of North Carolina at Greensboro; William A. Firestone, Rutgers University

These works in progress were discussed in a roundtable session at the recent UCEA conference in Pittsburgh, and we continue to benefit from the feedback and input we receive in venues such as this. The manuscripts will be completed in early 2003 and will be presented in a strand of sessions at the 2003 annual meeting of AERA in Chicago.

We anticipate three major products from the task force:

1. A policy brief summarizing what we already know about successful school leadership. This brief will be published in early 2003 and will be disseminated to foundations and associations concerned with educational leadership. It will also be available on the Internet and will be publicized through a variety of means to the members of UCEA, AERA Division A, and other groups.

2. An edited volume containing the nine papers, to be published by a commercial publisher.

3. A policy brief summarizing the nine papers and making the case for a vigorous research agenda focused on school leadership.

Our outreach strategy, with these three products, is intended to address three goals:

1. Help current practitioners better recognize some of what researchers have learned about successful school leadership.

2. Build interest among potential supporters of research on educational leadership, i.e., foundations and government agencies.

3. Give current and future researchers in educational leadership the opportunity to consider this research agenda as they plan their work, hopefully making connections between the agenda and their own research.

Many people have already contributed to the work of the task force, and more will do so in the future. Associates have helped by reviewing working papers and helping us to develop a dissemination strategy. We are grateful for the assistance of Michelle Young, UCEA; Betty Hale and Mary Podmostko, Institute for Educational Leadership; Catherine Lugg, Rutgers University; Joseph Murphy, Vanderbilt University; Darlene Opfer, Georgia State University; Penelope Peterson, Northwestern University; Karen Seashore, University of Minnesota; and Joanne Manning and associates, Laboratory for Student Success.

The project has now become a collaboration between UCEA, AERA Division A, and the Laboratory for Student Success (LSS), the regional federal R&D lab at Temple University. UCEA has provided the task force with publicity and conference time. LSS has generously funded two meetings of the task force and will be providing support for task force publications and mailings.

For more information about the task force, please contact the co-chairs: Bill Firestone (wilfires@rci.rutgers.edu) and Carolyn Riehl (cjriehl@uncg.edu).

EDUCATIONAL ADMINISTRATION: ATLANTIS OR PHOENIX¹

John R. Hoyle, Texas A&M University



We live in an exciting age of choice. In educational administration, we are torn between satisfying our clients who want instant credentials for better jobs and the education decay resulting from too many trained, but uneducated school leaders. Unabated convenience in leadership preparation programs can lead to our Atlantis; and like the mythical ancient city struck by an earthquake and lost beneath the depths of the Aegean Sea, we too can disappear. Con-

versely, I believe that we can be the Phoenix of ancient Egypt and rise from the ashes we have created and build preparation programs and coalitions that will allow us to fly higher and longer than others blinded by convenience over quality.

America's schools are stronger than ever, serving the most diverse population in the world, and existing on limited funding. In spite of our faults and critics, our graduates must have played some role in assuring success in our schools! We have done something right!

Pioneers William Harold Payne and William Harris in 1875 stressed the need for a scientific approach to school administration (Culbertson, 1988). Ellwood P. Cubberly (1927) built on the ideas of Payne and Harris by writing, "We have an organized body of knowledge and established principles of action" (p. ix). We cut our doctoral teeth on the writings of Dan Griffiths (1956, 1959, 1964) about human relations and administrative theory. Walter Cocking led in the creation of NCPEA in 1947 and in the establishment of the Cooperative Programs in Educational Administration (CPEA). CPEA gave birth to the University Council of Educational Administration (UCEA) and the Committee for the Advancement of School Administration (CASA). CASA launched the standards movement that led to the *Guidelines for the Preparation of School Administrators* (Hoyle, 1983) and the *1993 Professional Standards for the Superintendency* (Hoyle, 1993). These two documents became the template for standards created by NCATE, ISLLC and others.

The Road Traveled

Educational administration is evolving with growing numbers of women and minorities and challenges to male dominated research and theory building. Research methods and ways of knowing expanded to find alternative ways to influence educational policy. We contribute to the literature on organizational culture, leadership styles, diversity and gender equity along with conducting research on effective schools, policy, school finance, facilities, governance, and educator preparation. We get out of our ivory towers to work more closely with practicing educators in improving the technical core of curriculum, instruction, and issues surrounding children of color and poverty. We watch "education governors" and blue ribbon commissions demand greater account-

ability in public schools and in preparing school personnel.

We observed the creation of the UCEA Fall Conference to add greater opportunities for promoting our field and offer another venue for sharing research with colleagues. Currently Executive Directors Michelle Young of UCEA and Ted Creighton of NCPEA are in meaningful dialog to link our two organizations for a stronger national voice and greater visibility and respect in our universities.

Modernism vs. Postmodernism

Since the 1970s the study of educational administration has struggled to adjust to new challenges for leaders facing social and economic complexities and the need to diversify our faculties to include more voices in the dialog of education and preparation. In retrospect, it is difficult to identify the event in our field that was the "aha" moment that changed our field forever, but the Thomas Greenfield (1984) and Daniel Griffiths (1988) debates come close to that defining event. These debates shattered some sacred tenets in our field and created some new ones. Professor Greenfield (1975) announced that the modernist physical science approach was our albatross in conducting research in educational administration. Greenfield's postmodern/post-structural position challenged the assumptions from which our beliefs about organizational theory came and our ways of knowing about organizational life. He reinforced the ideals of Bishop George Berkeley, the 17th century philosopher who believed that all qualities are known only in the mind and that material does not exist apart from human perception. Thus Greenfield led the postmodernist charge, by claiming that organizations exist only in our minds and we make them up to suit us. This blend of epistemology, philosophy, and social science is a complex and controversial path to solve the mysteries in educational organizations. Dan Griffith's defiance of Greenfield's haze of epistemological fog was centered on Fiegl's definition that theory is a set of assumptions from which can be derived by purely logico-mathematical procedures a larger set of empirical laws. Clearly, Griffiths cynicism was based on an 18th century quote by Voltaire who wrote, "History is after all noting but a pack of lies which we play upon the dead and transform the past to suit our own wishes for the future" (Durant, 1926, p. 241). Griffiths knew of the inherent weaknesses in his positivistic position, but at least he had a screening device to limit the lies of history and personal bias. Other notables such as Wayne Hoy and Cecil Miskel (2001) hold that "organizational theory provides the framework that functions in the same way as theory does in the natural sciences and in other social sciences. It provides an explanation system connecting otherwise unrelated information" (p. 36). Fenwick English (2002) challenges this worship of social science by call it "regressive" and unable to predict the "known, let alone the unanticipated" (p. 2). English continues his assault: "Educational administration as an applied discipline must free itself from two of its most staple disciplines: organizational sociology and behavioral psychology" (p. 3). We have witnessed modernist and postmodernist face-offs in faculty meetings or conferences, taunting each other saying, "My qualitative methods can whip your quantitative derriere." While these battles about methods and personal agendas have some redeeming value, the students we serve and the other clients we are trying to help turn away and say, "Oh well, let them fight—at least they won't be trying to help us." In spite of our expanded conversations about research and inclusiveness of ideas, each fall we rebuild the mending walls

to assure “good neighbors” and cease methodological conversation with our colleagues. William Cunningham and Paula Cardeiro (2000) conclude that “we should not cut ourselves off from any of the knowledge sources that can inform wise choices. Science, ethics, philosophy, and creativity should not be sharply separated and placed in mutually exclusive warring camps” (p. 16). Unless these intellectual wars cease, professional associations and school personnel will look elsewhere for expertise seeking solutions for problems. Few superintendents or teachers care about our squabbles: they want to know if we are doing anything that will help them improve the system to improve ways of teaching children and youth. While we hide behind our fortresses of righteous rationalistic rigidity or sanctimonious naturalistic flexibility, we are being overcome by non-traditional enemies with web nets and weekend convenience.

Is Our Atlantis Imminent?

Along with these internal challenges, growing numbers of cynics among us predict that we are a sinking field of study and our knowledge base in disarray. Several scholars codified and found gaps in our knowledge base, i.e., understanding adult learning, instructional theory and practice, and instructional delivery that would increase the success of our graduates in the real work of school administration (Achilles & DuVall, 1991; Culbertson, 1988; Hoy, 1994; Hoyle, 1990, 1991; Wildman, Blair, Cuellar, Daugherty, Fischer, Lane, Parker, Swartz, Townley, & Zachmier, 1993). In addition, national and state commissions issued reports critical of the selection, preparation, and professional development of school leaders.

The report of the *National Commission of Excellence in Educational Administration* (1987) was an earthquake of criticism and doubt. These tremors rattled some of our optimistic and naïve dreams about our young field of study. As with Atlantis, there were questions about our origin and our existence as a respected field of study. The most wicked tremor centered emanated from the National Policy Board in Educational Administration (1989): “What the field [of educational administration] accepts for certification and licensure is recognized more by its weaknesses than by its strengths” (p. 9). The greatest awakening was pundits among us announcing that we have no center since we teach about administration, but fail to prepare our charges with knowledge and skills in improving teaching and learning in our public schools. We have been criticized for teaching meaningless theory—if any at all—too much telling, too little listening, too many meaningless written assignments for students and scant awareness of the responsibilities and struggles of managing today’s schools (Achilles, 1994; Brown & Irby, 2001; English, 1998; Hoyle, English, & Steffy, 1998; Greenfield, 1988; Griffiths, 1988; McCarthy, 1999; Murphy, 2000; Peterson & Finn, 1988; Sergiovianni, 1991; Shakeshaft, 1988).

The Search for Respect

What happened to our dreams for a respected discipline which would have national policy makers seeking our advice on leadership preparation and building learning communities for all children? Healthy debate and conflicting research findings are indicators of growth and respect in an academic setting, but sweeping generalizations cause consternation and perpetuate separatism among the professorate.

Joseph Murphy (2000) in his Corwin Lecture at the National Con-

ference of Professors of Educational administration in Jackson Hole, Wyoming, led us to believe that we should fall on collective swords and end our lives of failure. He said that “the practice of educational administration has very little to do with either education or leadership” (p. 55). This statement in the context of the entire Corwin lecture that included several excellent suggestions is the most remembered. Some in the audience felt the tremors of Murphy’s generalization could be our Atlantis. Others were insulted because of their career work and impact on school improvement, systemic assessment, class size and student learning, instructional development, social justice and leaders for effective schools. Two years earlier, professors were caught in the epicenter shock wave of a study by Haller, Brent, and McNamara (1997) that drew the conclusion that “graduate programs in educational administration seem to have little or no influence on the attributes that characterize effective schools” (p. 227). This daring study provoked many scathing responses from professors who denounced the verity of the methods and conclusions. Does our negative response to studies critical of our field blind us to the earthquake ahead and limit our use of seismograph methods to assess the worth of our programs?

Other minor tremors originate from several alternative “fast track” and web-based on-line preparation programs that place convenience over quality. Other threats are principal and superintendent certification programs created by public schools, state departments, service centers, and private foundations that exclude university course work and faculty. I find that these new “practical” programs are taught by practitioners who build their curriculum on what you and I have written—which is both rewarding and a little scary. In addition, the infamous 2001 Manitou Springs conference as reported by AACTE Chief Executive Officer, David Imig (2001) was an open attack on the preparation school of administrators. The purpose of the conference was to advise *Wallace-Readers Digest* people about the current state of administrator preparation. The participants’ advice included massive changes in school leadership preparation to increase “reality” and suggests that no state was requiring preparation standards and quality control. Policy makers, foundation representatives, and some school administrators in attendance were either ignorant of our current state or national standards or did not value standards and assessments currently in place. It was unfortunate that none of us were there to challenge the naïve statements and attempt to set the record straight about the positive improvements in our preparation programs and the extensive work on preparation and performance standards for our profession. So, what do we do next to not only assure our future as a field, but also become recognized as gurus in the study of educational administration and in the preparation of the best and brightest for positions in school administration or for university teaching?

The Phoenix Proposal

Demands for convenience in licensure and degree acquisition will grow with greater Web access and America’s entrepreneurial spirit. The University of Phoenix, Jones University, The British Open University, and numerous others are taking cash for courses from over one million students around the world. You and I are running to catch up with technologies that will send our faces and course content around the state or globe. Since most of our stu-

dents work full time, we are forced to deliver content to students any time at any place. How do we make a great principal or superintendent by wire—we can't. If postmodern, bottom-up organizations focus on personalization and inclusion, how do we do that when students rarely meet with each other or with us? Once your course is online, it requires far less human energy to grade papers on the screen than to conduct person-centered, problem-based instruction where conflict, interpersonal dynamics, love, and caring are central to leadership preparation (Hoyle, 2002a). A credential or degree for an accountant is far different from that of a future or current school administrator. Lacking the human component, the content is soon forgotten while the human and ethical knowledge lasts a lifetime. Thus, our challenge is to find the balance between the Web and the heart in preparing future school executives. Therefore the following preparation model is offered for your consideration.

When students exit our graduate program what attitudes, knowledge, skills, habits, and dreams do we want them to have? A powerful faculty vision of these student attributes is far more important than the number and variety of courses, standards of ISLLC, NCATE, or AASA, or the extent and variety of delivery systems, including the Web. This visioning process will give us greater insight into frontloading our curriculum and planned activities for student faculty interactions and for creating rich field based experiences. Merely passing students through our standards-based programs for the convenience of students and faculty will not inspire spiritual side of our students (Hoyle, 2002b). Moreover, other agencies can probably teach the standards much more cheaply and with greater machine efficiency. Passing the state ISLLC or other exams without the spiritual dimension of service is shallow indeed.

Making the Vision Happen

The cohort model is the best way to make the program vision happen. Research on the cohort model proves its success in team learning and member bonding. The flaws of the cohort model are centered on lack of coordination by a designated faculty member and excessive collusion among cohort members that can stifle individual learning and development. Selection of cohorts must be a cooperative venture between school districts and the university. We have good research on how that selection process should occur (Hirth & McInerney, 2001; Hoyle & Oates, 2000; Murray, 1988; Wesson, 1996). Led by the vision of the ideal graduate, program planners must design the course work and field experience toward that vision of perfection for each future or current school leader. The Web is very valuable in keeping cohort members and professors informed about each assignment, progress on team and individual projects and for reflection papers shared by students. However, the real education comes in cooperative learning and problem-based scenarios in actual class room settings. Therefore, to expect students to develop interpersonal communication and team problem solving, the cohort must come together every two weeks for a minimum of eight hours. The sessions can be held on campus or in the school districts. The professor(s) are responsible for developing curriculum based on actual school data and issues. Lectures by the professor(s) or experts on the Web are very important to set the stage for each learning task. The primary focus on every assignment is centered on improving student learning, instruction, inclusive, and positive learning environment. Educa-

tional planning, finance, curriculum, organizational factors, school law, and evaluation must focus on the technical core of teaching and learning—the main thing. Relevant case studies and lecture on the politics of governance by experts in government affairs would provide students with a greater context of the political lives they will live as school executives. In addition, mentorships with principals, superintendents, corporate, media, and medical executives should be arranged according to availability and location of each student. Each student should maintain a homepage that includes a reflective journal, a mastery check list and curriculum objectives for state and national administrator exams and books, essays, and or articles that cohort members may find relevant. This combination Web-base, seminar, and mentoring and the detailed and caring leadership by professors will give us high standards, greater emphasis on the main thing—teaching and learning—and will help each graduate take on the executive role with confidence and pride in our field.

Conclusion

The earthquakes of change and challenge threaten our field of study. We have traveled long road to avoid perdition and our Atlantis. From the mid 1800s we have established our need to be in the world of academe and have dodged the spears and arrows of criticism from external and internal snipers. We know that we must continue research agendas that seek new knowledge and at the same time share and learn from our colleagues and former students who labor in the schools of this land. Modernists and Postmodernist have a common bond—improve preparation programs for a new breed of school leaders. In our quest for knowledge, we must find it where we can, circle our wagons and shoot outward. Shooting inward inflicts needless wounds and restricts our collective strength in rising from the ashes and building our discipline to fulfill the dreams of our early pioneers in the exciting field of educational administration.

References

- Achilles, C. M. (1994). Searching for the golden fleece: The epic struggle continues. *Educational Administration Quarterly*, 30(1), 6-26.
- Achilles, C. M., & DuVall, L. A. (1991). The knowledge base in educational administration, (Did NCPEA open a Pandora's box? *Record in educational administration and supervision*. 12(1), 15-21.
- Brown, G., & Irby, B. (2001). Preparing female superintendents: Curriculum considerations. In P. Jenlink (Ed.), *Marching into a new millennium: The Seventh yearbook of the National Council of Professors of Educational Administration* (pp. 212-228). Lanham, MA: The Scarecrow Press.
- Cubberly, E. P. (1927). *State school administration*. Boston: Houghton-Mifflin.
- Culbertson, J. (1988). A century's quest for a knowledge base. In N. J. Boyan (Ed.), *Handbook on research on educational administration*. New York: Longman.
- Cunningham, W. G., & Cordeiro, P. A. (2000). *Educational administration*. Boston, MA: Allyn and Bacon.
- Durant, W. (1926). *The story of philosophy*. Garden City, NY: Garden City Pub.
- English, F. W. (1998). The cupboard is bare: The postmodern

- critique of educational administration. *Journal of Educational Leadership*, 4-26.
- English, F. W. (2002). Cutting the Gordian knot of educational administration: The theory-practice gap. *The Review*, 43(3), 1-3.
- Greenfield, T. B. (1975). Theory about organization: A new perspective. In M.G. Hughes (Ed.), *Administering education: In ternational challenge* (pp. 71-99). London: Athlone.
- Greenfield, T. B. (1984). Theories of educational organization: A critical perspective. *International encyclopedia of education: Research and studies*. Oxford: Pergamon.
- Griffiths, D. (1956). *Human relations in school administration*. New York: Appleton-Century-Crofts.
- Griffiths, D. (1959). *Administrative theory*. New York: Appleton-Century-Crofts.
- Griffiths, D. (1964). The nature and meaning of theory. In D. Griffiths (Ed.), *Behavioral science and educational administration* (pp. 95-118). Chicago: University of Chicago Press.
- Griffiths, D. (1988). Administrative theory. In N. J. Boyan (Ed.) *Handbook on research on educational administration* (pp. 27-53). New York: Longman.
- Haller, E. J., Brent, B. O., & McNamara, J. H. (1997). Does graduate training in educational administration improve America's schools? *Phi Delta Kappan*, 79(3), 222-227.
- Hirth, M. A., & McInerney, W. D. (2001). Technological and programmatic challenges confronted in delivering a distance learning doctoral program. In T. Kowalski, (Ed.), *21st century challenges for school administrators: Ninth yearbook of the National Council Of Professors of Educational Administration* (pp. 233-245). Lanham, MD: The Scarecrow Press.
- Hoy, W. (1994). *Educational administration: The UCEA document base*. Columbia, MO: University of Missouri, University Council For Educational Administration.
- Hoyle, J. R. (1983). *Guidelines for the preparation of school administrators*. Arlington, VA: The American Association of School Administrators.
- Hoy, W., & Miskel, C. (2001). *Educational administration: Theory and practice*. New York, NY: McGraw-Hill.
- Hoyle, J. R. (1990). The future of educational administration is behind us. *Journal of school leadership*, (7), 92-106.
- Hoyle, J. R. (1991). Educational administration has a knowledge base. *Record in Educational Administration and Supervision*, 12(1), 21-29.
- Hoyle, J. R. (1993). *Professional standards for the superintendency*. Arlington, VA: The American Association of School Administrators.
- Hoyle, J. R. (2002a). *Leadership and the force of love: Six keys to motivating with love*. Thousand Oaks, CA: Corwin/Sage Pub.
- Hoyle, J. R. (2002b). The highest form of leadership: Helping administrators catch the spirit. *The School Administrator*, 7(59), (pp. 18-21).
- Hoyle, J. R., & Oates, A. (2000). The Professional Studies Model (PSM) and professional development for practicing administrators in the new millennium. In P. Jenlink (Ed.), *Marching into a new millennium: The seventh yearbook of the national conference of professors of educational administration* (pp. 104-116). Lanham, MA: The Scarecrow Press.
- Hoyle, J. R., English, F. W., & Steffy, B. (1998). *Skills for successful 21 century school leaders*. Lanham, MA: The Scarecrow Press.
- Imig, D. (2001). Holding the line on school leader preparation. *AACTE Briefs*, 11(22), 2.
- McCarthy, M. (1999). How are school leaders prepared? Trends and future directions. *Educational Horizons*, 77(2), 74-81.
- Murphy, J. (2000). A quest for a center: Notes on the state of the profession of educational administration. In P. Jenlink (Ed.), *Marching into a new millennium: The seventh yearbook of the national conference of professors of educational administration* (pp. 16-81). Lanham, MA: The Scarecrow Press.
- Murray, G. J. (1998). New leaders for restructured schools: Can cohort models meet the challenge? *The AASA Professor*, 21(3/4), 22-27.
- National Policy Board for Educational Administration. (1989). *Im proving preparation of school administrators: An agenda for reform*. Charlottesville, VA: University of Virginia.
- Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school improvement*. San Francisco: Jossey-Bass.
- Shakeshaft, C. (1988). Women in educational administration: Implications for training. In D. Griffiths, R. Stout, P. Forsyth, (Eds.), *Leaders for America's schools*. Berkeley, CA: McCutchan Pub.
- Wesson, L. H. (1996, Apr.). *Cohesion and collusion: Impact of a cohort structure on educational leadership doctoral students*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Wildman, L., Blair, B., Cuellar, R., Daugherty, R., Fischer, C., Lane, K., Parker, J., Swartz, S., Townley, A., & Zachmier, W. (1993). A knowledge base in educational administration. In J. Hoyle, & D. Estes, (Eds.). *NCPEA: In a new voice. The first yearbook of the National Council of Professors of Educational Administration* (pp. 35-60). Lancaster, PA: Technomic Pub.

¹ This article is an adaptation of the Walter Cocking Distinguished Lecture delivered at the annual conference of the National Council of Professors of Educational Administration in August of 2002 in Burlington, VT. The complete text will appear in the 2003 NCPEA Yearbook.

UCEA Seeks Culbertson and Campbell Award Nominations

Jack A. Culbertson Award

At the discretion of the review committee, this award is presented annually to an outstanding junior professor of educational administration, in recognition of his/her contributions to the field. Individuals nominated must have been professors for six years or fewer, and currently serve in a UCEA university. **Nominations must be received no later than May 15, 2003.**

Ronald F. Campbell Lifetime Achievement Award

UCEA instituted this award 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. The award recipients are selected by the UCEA Executive Committee. Donations to the Campbell Award Fund are tax deductible. **Nominations must be received no later than May 16, 2003.**

Please Visit the UCEA website at www.ucea.org for more information on each of these awards. (e.g. selection criteria, deadlines, history, etc.)

A Message from UCEA's New President: Frances K. Kochan



Share some highlights of your professional career and your research interests.

My research interests are centered around and framed by my career experiences, so I would like to share some of those experiences in order to explain my research agenda. I began my educational career on the islands of Yap and Majuro in the Trust Territory of the Pacific teaching English as a second language. Later, I moved to Guam and

became involved in curriculum development in reading and language with an emphasis on cultural issues, context, and creating collaboration between the school, family, and community. My next move took me to a small rural school system in Florida, where I served as a project director for a reading/language program also centered on cultural aspects of teaching and learning and building community with the schools and their various stakeholders. I remained in this county for a number of years serving as a school principal and director of curriculum

I became a research associate at Florida State University and then worked as principal and superintendent/director of the University School System there. One of my primary foci as principal was to create a family/school/community partnership and a full service school. My next move was to Auburn where I began my career as an Associate Professor in educational leadership. I later became Director of the Truman Pierce Institute and in that position began to forge numerous collaborative partnerships centered on uniting the schools, higher education, and other institutions, organizations, and agencies to create stronger schools and communities. This work continues in my role as dean.

My background in working in diverse settings and in building bridges for collaboration has resulted in a research agenda centered around the issue of collaboration. I focus on this issue from a variety of perspectives. First, I am interested in personal collaboration through mentoring. I have examined mentoring of diverse groups (young children, adults, undergraduate and graduate students, beginning and career teachers, college and university professors, and people in business and industry). I am interested in the dimensions that create successful mentoring programs and relationships. I am presently examining this from an international perspective seeking to understand the role of culture and context in mentoring programs and relationships.

I am also interested in issues of collaboration among and between individuals in higher education. I have examined this primarily with the experiences of women in K-12 and higher education. While many of them want to collaborate, it appears they face many hindrances, some with other people, some within the culture they are operating in, and some within themselves when they engage in partnership initiatives.

During my nine years at Auburn, I have been involved in extensive partnership work through the creation of professional development schools, and the development of a network of partnerships in the rural, economically poor area of our state. This research initiative involves connecting educational improvement with economic and community development to create long-lasting change

in the lives of children and the entire community. Working alongside a number of my colleagues, I have examined and proposed policies that will enhance our efforts. Our collaborative group is making connections across our university with many other colleges and universities, business, governmental, and community partners to assure that our efforts will be examples of the kind of collaboration we are trying to create and to assure the sustainability of this work. I have examined what hinders and facilitates these partnerships and have investigated the benefits and problems encountered.

One of the barriers to collaboration between people, organizations, and groups is a lack of common beliefs. Beliefs are the underlying framework from which we operate. Understanding and dealing with these beliefs is a vital step in collaborating together to achieve change, and improve at individual and organizational levels. This has led me to recently begin to investigate individual beliefs about teaching and learning. I have framed my work around the philosophical writings of Jurgen Habermas. Many of my graduate students and a small group of my colleagues and I have created a system for examining these beliefs and have conducted research on the beliefs of principals and superintendents in Alabama. We are also examining the relationship between beliefs and practices, factors that hinder people from implementing their beliefs, and strategies to stimulate discussion about beliefs and practice.

How did you become involved with UCEA?

I came to Auburn University in 1994 as an Associate Professor in Educational Leadership. Truman Pierce, a previous Auburn dean served as President of UCEA from 1960-62, but Auburn had stopped participating as a member for a number of years. Thanks to the work of Paula Short and Darla Twale, who had been at Auburn prior to my arrival, Auburn renewed its membership and so when I arrived we were once again a part of the group. Although Paula left before I arrived, there was a great deal of excitement among the remaining staff about our participation and about the prestige our membership brought to our program.

Although I had heard of UCEA, I was not really familiar with its history or operations. I began to read the UCEA Review and later read Culbertson's book on its history. Our Auburn program area was engaged in many curricular and programmatic revisions so we met very frequently. Our Plenum representative was excellent about sharing UCEA news, asking our opinions about issues UCEA was addressing, and keeping us informed. I presented at UCEA in 1995 and have attended and presented at every conference since. I served on numerous committees, which helped me to get to know people and made me feel like a part of the group. I began serving as Plenum representative in 1996 and was elected to the Executive Council in 2000.

What has been the most gratifying aspect of your involvement with UCEA?

One of my colleagues, Dennis Sabo, was a student of Wayne Hoy, who is a past president of UCEA. Dennis was very familiar with the organization and helped all of us at Auburn to value our membership and the opportunity UCEA provided us to strengthen our program, network with top researchers in the field, and publish and present. Although Dennis died in a tragic plane crash and is not here to see how our involvement in UCEA has impacted our

program, I feel that my participation is helping to carry on a legacy we both sought to create.

When I first came to a UCEA meeting I did not know many people and felt a little lost, but a number of people particularly Paula Cordeiro, Dan Duke, Nancy Evers, Maria Luisa Gonzalez, and Nan Restine took the time to talk with me and invited my participation in UCEA activities and projects. They made me feel like an integral part of the group. During Dan's presidency, the EC initiated a collaborative research project, "A Thousand Voices from the Field." The project was open to anyone who was interested in getting involved. My involvement gave me a chance to interact with many of my colleagues and to make a contribution to the UCEA mission. One of the most rewarding parts of my role on the EC, and now my role as President, is to be able to offer this same invitation to others and to help create an environment within the organization that fosters collaboration and involvement.

Although I am active in other professional organizations, UCEA, more than any other organization, has provided me the opportunity to meet, hear, and share with other researchers in an open and honest way. This has fostered my professional growth and development.

Membership in UCEA brings with it prestige and credibility to our institutions. It is very gratifying to have my own institution recognize and support the importance of our membership. It is also satisfying to be a part of the conversation and action that is taking place in UCEA about how we can enhance educational leadership preparation and practice to help assure that every child will have the opportunity and knowledge they require to succeed in school and in life.

Discuss your goals as UCEA President

There is an old Chinese saying, "May you live in interesting times." These are indeed interesting times for educational leadership and UCEA. On the national scene there are calls for the restructuring of educational preparation programs and renewed interest in alternative routes to certification. Accountability standards within accreditation bodies have been developed and are causing controversy within the academic community. Schools are being inundated with the edict that "No child be left behind." Yet, the standard for success, built primarily around standardized testing, may itself result in leaving behind many children with tragic results.

We face an every increasing diversity of cultures in our society, which makes it essential that educational leaders create environments in which teaching is adapted to children rather than to imposing inflexible teaching methods and learning outcomes upon them. Yet, the measurements for making judgments about what constitutes academic success and good leadership are constraining educators from addressing the complexity of needs of the children we serve. The whole issue of what constitutes research is itself up for discussion as our national leaders stress the need for "empirical studies."

In the midst of these challenges, there are also many opportunities for UCEA to provide leadership in formulating solutions and actions to frame the discussion and create a better future. Thanks to the diligent efforts of Past President Gail Furman, last year's EC members, Gary Crow, Mary Driscoll, Fenwick English, Maria Luisa Gonzalez, Margaret Grogan, Khaula Murtadha, Jay Scribner, Sr., the assistance and support of Dick Andrews and Michelle Young, and

the work of past presidents and boards who helped to lay a solid foundation upon which to build, UCEA has developed a strategic plan which I believe will enable us to meet the challenges which lie before us.

As our mission indicates, UCEA is "committed to advancing the preparation and practice of educational leaders for the benefit of schools and children." Our strategic plans lists three goals for achieving that mission.

1. Promoting, sponsoring, and disseminating research on the problems of schooling and leadership practice
2. Improving the preparation and professional development of educational leaders and professors
3. Positively influencing local, state, and national educational policy.

My overall goal as president is to assure that we make progress in attaining these goals. My emphasis will be on building opportunities for collaboration and community building within UCEA and with national external groups and educational policy leaders. The continuation of the National Commission for the Advancement of Educational Leadership Preparation will be big part of this effort. Another activity will be to address the newly developed ELCC standards, which have created a great deal of controversy within our profession. The Plenum has asked the Executive Committee to address this issue and to assure that our voices will become a part of the dialogue. We must view this as a vital part of our work this year.

Within our organization, I expect us to build numerous collaborative research initiatives similar to the Voices project, which is continuing under the leadership of Gary Ivory and Michele Acker-Hocevar. I would like to see our new research initiative which will look at the relationship of leadership to learning from a contextual perspective get underway before my term expires.

Our UCEA Centers are wonderful avenues for initiating and disseminating research. Under the leadership of George Petersen, these Centers have become better integrated into the research and professional development of our organization. One of my objectives will be to have the centers become an even more central part of achieving our goals.

While it is essential that we stay focused on what is occurring within our profession, we must also assure that our organization is healthy and that it has a vision of its future that is consistent with the needs of the field and the children we serve. Last year a great deal of time was spent on the issue of membership. While we had hoped to make decisions about membership last year, our Plenum discussion made it clear that this issue requires additional dialogue and input from the broader membership. There appears to be consensus that we should continue to assure that quality is a central part of membership criteria. However, there is also a deep concern about the issue of diversity and ensuring that our organization includes all appropriate voices. This is something you will be hearing more about as the year progresses.

I welcome Steve Jacobson to the EC and look forward to a productive year working with the Committee, with our outstanding Executive Director, Michelle Young, and with all of our members. Together, I believe we can bring honor to our profession, make a difference in the quality of leadership in our schools, and help assure that every child has the opportunities and the high quality of education they deserve. I deeply appreciate the opportunity to serve as president and look forward to the year ahead.

Margaret Grogan Voted 2003 President-Elect



Margaret Grogan is currently Professor and Chair, Educational Leadership and Policy Analysis Department, University of Missouri-Columbia. Formerly, she was an Associate Professor and Program Coordinator of Administration and Supervision in the Department of Leadership, Foundations & Policy at the Curry School of Education, University of Virginia. She taught educational leadership and co-directed a preparation program for the superintendency there. She also co-directed the UCEA Center for the Study of Leadership and Ethics. She edits a series on Women in Leadership for SUNY Press. Her current research focuses on the superintendency, the moral and ethical dimensions of leadership, and women in leadership. Among her publications are: *Voices of Women Aspiring to the Superintendency* (1996), "A Feminist Poststructuralist Account of Collaboration" (1999), and "Equity/Equality Issues of Gender, Race and Class" (1999). She co-authored, with Cryss Brunner and Lars Björk, "Shifts in the Discourse Defining the Superintendency: Historical and Current Foundations of the Position," (2002). And, she and Dick Andrews wrote a recent EAQ article, "Defining Preparation and Professional Development for the Future" (2002.) Together with Mary Gardiner and Ernestine Enomoto, she also wrote, *Coloring Outside the Lines:*

Mentoring Women into Educational Leadership (2000).

Grogan received her bachelor's degree from the University of Queensland, her master's, in Curriculum and Instruction, from Michigan State University, and her PhD in Educational Administration, from Washington State University.

UCEA Welcomes New EC Member- Steve Jacobson



Stephen L. Jacobson is Professor of Educational Administration and the Associate Dean of the Graduate School of Education at The University of Buffalo, State University of New York (UB).

His research interests include teacher compensation, school finance, human resource administration, and the reform of school leadership preparation and practice. He has published extensively and his books include *School Administration: Persistent Dilemmas in Preparation and Practice* (Praeger, 1996), and, *Transforming Schools and Schools of Education: A New Vision for Preparing Educators* (Corwin, 1998).

In 1994, Steve received the Jack A. Culbertson Award for outstanding contributions to educational administration by a junior professor. In 1999 he was elected President of the American Education Finance Association. He is currently co-director (with Kenneth Leithwood) of the UCEA Center for the Study of School-Site Leadership, and is co-editor (with Leithwood and David Monk) of the journal, *Leadership and Policy in Schools*.

Prior to receiving his Ph.D. from Cornell University, Steve was a special education teacher with the New York City Public Schools for seven years.

UCEA Welcomes New Members

At the end of October 2002, the UCEA Plenum approved the membership of Sam Houston State University. Sam Houston State University is located in Huntsville, Texas. Sam Houston State University serves one of the most diverse populations of any educational institution in the state. The university is committed to the development of its creative resources so that it can adapt to the changing educational needs of its constituency while maintaining the highest quality in the traditional curricula. The institution was created by the Texas legislature in 1879 as Sam Houston Normal Institute to train teachers for the public schools of Texas. The College of Education is NCATE accredited and consists of the Departments of: (a) Curriculum and Instruction, (b) Language, Literacy, and Special Populations, and (c) Educational Leadership and Counseling. The Educational Leadership Department currently has 11 full-time faculty providing instruction for three programs for educational leaders: (1) a Master of Education Degree and Principal Certification, (2) a Program for Superintendent's Certificate, and (3) a Doctor of Education Degree in Educational Leadership.

Also in October 2002, the UCEA Executive Committee approved the partner membership of Bowling Green State University, Portland State University, and the University of British Columbia. Bowling Green State University has partnered with New Mexico State University, Portland State has partnered with the University of Oregon, and The University of British Columbia has partnered with Washington State University. Partner member status in UCEA was created in order to provide for mutually beneficial collaborative partnerships with universities, school districts, schools, professional associations, and educational agencies. If you would like more information about full or partner membership in UCEA, please contact the UCEA headquarters at 205 Hill Hall, Columbia, MO 65211-2185, (573) 884-8300 or admnucea@coe.missouri.edu.

Rigor in on-line scholarship: A conversation with Gary Crow and Madeline Hafner of the University of Utah

The *Journal of Cases in Educational Leadership* is an electronic peer-reviewed journal that publishes teaching cases appropriate for use in programs that prepare educational leaders. In this issue, interview co-editor Gerardo R. Lopez talks with *JCEL* editor Gary Crow, and associate editor Madeline Hafner about the future of the journal, while focusing specifically on issues of rigor in on-line scholarship.

GL- Tell me a little bit about the *Journal of Cases in Educational Leadership* (*JCEL*)

GC- Let me give you a little bit of history about the journal. Since the 1950's, UCEA has had a "cases project" where relevant issues in leadership preparation were published in the form of cases and were targeted primarily for use in graduate courses. Those were very good cases, but through time, they became a little dated. Around 1995 or 1996, Patrick Forsyth brought together Mary Driscoll, Ellen Goldring and I, to talk about doing a new set of cases. At one point, we envisioned the cases project not as a journal, but being a sort of revenue-producer for UCEA. But that never really worked out. So around 1997 or 1998 the University of Utah made a proposal to create an electronic journal of cases. Fortunately, the executive committee liked the idea and we've been publishing the journal since 1998. Currently we're in our fifth issue and have published over 60 cases.

GL—Can you tell me about the journal's review process?

MH- Gary is the editor of the journal and there are several associate editors who work with him. When a case comes in, Gary is the one who delegates them to us given our areas of expertise. For example, special education cases might come to me, accountability and equity cases might go to Andrea Rorrer, and finance cases might go to Patrick Galvin. Generally, two associate editors will read each case, and bring it back to the larger editorial board for discussion. We review the merits of each case using the criteria of the publication itself: Is it a timely case? What are its strengths? What are its weaknesses? Etcetera. As a group, we make a decision whether to send the case to external reviewers, or send it back to the author for revision.

GL—So you do provide an opportunity to gauge quality before it goes out for external review?

MH—We feel that, professionally, the external reviewer's time and expertise is valuable. But more importantly, we want to make it a successful experience for everyone involved. So we work with each author to get the manuscripts in tip-top shape. This way, we're setting everyone up for a more successful experience around the case itself.

GC—You need to remember, not everybody walks in with expertise in terms of writing teaching cases. So, we structure the opportunity

to work closely with authors before sending manuscripts to external review. Then, each manuscript goes out blinded to three blind reviewers. Two of the reviewers are editorial board members and one reviewer is usually outside the editorial board but has expertise in the topic of the case. All the editorial board members come from UCEA institutions.

MH—I think we provide a great opportunity to publish in a peer-reviewed journal where the editorial board is truly supportive. Given this, the journal is a much more inviting place for less experienced faculty and graduate students to publish their work.

GL—Given this non-traditional approach, do you feel the journal faces issues of respectability or legitimacy in the field? In other words, does the general public view *JCEL* as being equal with other journals?

GC—Well, there are some confounding issues here that go beyond the review process itself. On one hand, teaching cases are generally not seen as being as legitimate as empirical research articles. So, one must examine the extent to which the content is respected in the field. On another level, there is also the perception that anything that is published electronically is less respectable or legitimate than something that is published in hard copy. But there are a growing number of professors in our community that view cases not only as a terrific service, but as legitimate scholarship. I think one of the things that helps is the fact that the journal is peer-reviewed. This contributes to its rigor and also contributes to its legitimacy in the field.

GL—So with respect to issues of on-line scholarship, do we gauge rigor by using existing or traditional guidelines, or must we change our definition of what is valued and what constitutes rigor?

GC—Let me answer your question this way: I think one of the things that the journal does is raise the legitimacy not only of on-line scholarship as a whole, but also of the scholarship of teaching. In other words, we provide a rigorous, accessible, and legitimate field of scholarship that deals with teaching.

MH—I think the issue has more to do with format and accessibility than with rigor or content. It's very clear that the journal is peer-reviewed. There are established criteria of what rigor means in the field of educational administration. The journal certainly follows them. However, one of the things I've noticed about the electronic aspect is that it is accessible to a variety of professors. So the journal provides access to folks who may not have the support that many of us at UCEA universities do. I also think that timeliness matters. You're getting information out immediately. Manuscripts don't have to go through this whole year review process.

GL—What does the future hold for *JCEL*?

GC—The pipeline of cases is pretty steady. We're one to two issues ahead of schedule. In fact, we're probably just about 3 issues ahead at the moment. So we can publish on a regular basis. But our term is just about up. At the end of 2003, The University of Utah will have hosted the journal for six years. So the journal will be moving

to another institution. I think the journal is in good shape. We'll pass it on in good shape, and see no reason why it won't continue to thrive.

MH—I think the journal will also be moving and progressing technologically. For example, I know one special education teacher preparation program that uses training modules in the form of audio and video segments. I definitely see us moving in the direction of a more technologically advanced and interactive medium.



Innovative Program

Hofstra University Educational Leadership Programs

Dr. Robert Kottkamp- Hofstra University

The Department of Foundations, Leadership and Policy Studies at Hofstra University offers two programs designed to develop educational leaders who will accept roles as reflective and effective scholar-practitioners and change agents. Our CAS (Certificate of Advanced Study) is a 30 credit, post-masters program designed to prepare part-time students as entry level leaders and satisfies New York State certification for both school (SAS) and district (SDA) levels. Our Ed.D. program moves students from being consumers to producers of knowledge and is broadly focused on critically examining and improving professional practice; it is not coupled directly to state certification or specific role preparation and enactment.

Our Certificate of Advanced Study is a unique, comprehensive five-semester program. It includes twenty-four (24) credits of required, sequential, and integrated course work and six (6) credits of internship distributed over five consecutive semesters inclusive of one summer. The program provides a foundational base of knowledge and skills necessary to exercise educational leadership in various settings. Class-based activities focus on school-based and district-wide issues. Students pursue a year of supervised internships in multiple settings tailored to individual career objectives. One internship must take place in a school setting and another in a district setting. Students determine the third internship setting, but we strongly encourage them to pursue it in a district other than their own in order to experience the realities of organizational culture and leadership variation.

Structurally, the CAS operates on a learning community or cohort model; students remain together for all classes and meet in sub-groups with intern supervisors to explore experiences in the field. Each learning community is attached to a partner school district, chosen because it exemplifies best practices and leadership consistent with our mission. Partner district leaders participate in classes and classes convene in the district to pursue particular learning on-site. Partner districts provide us with real problems they confront, and where appropriate we create individual and group projects on these issues. The goal is both student learning and substantive benefit for the district.

One unique integrating aspect of the CAS is our intent and diligent effort to create reflective practitioners who develop a critical perspective on schools, schooling, and their own behavior. Students discover who they are as educators and what they intend to do through writing a platform or vision statement and revising it each semester. Vision become reality, however, only when one can discern discrepancy between intention and reality and then work to bring reality closer to vision. Students are repeatedly asked to gather data on their own behavior and its outcomes and to scrutinize it for discrepancies.

We restructured our Doctoral Program based on student and faculty successful experience with the CAS. The cohort model is central, but is modified rather than a total experience. A two-course load across the span of doctoral study is too great a commitment for some part-time students. Consequently the minimum doctoral expectation is one course in the six-course "core" cohort sequence each semester for three years. Students use electives (3 specifically distributed and 3 open) to regulate their load and speed of moving through the program. Typically students finish in 5 years.

The first year core is a broad introduction to doctoral study focusing on the transition from knowledge consumers to producers. Components include grounding in the field's literature, library and electronic search skills, and foundations of research sufficient to be a critical reader. The year-long project is a critical literature synthesis.

The year ends with faculty review of the student's projected ability to complete an Ed.D. All students are admitted provisionally "pending successful completion of the first year sequence and faculty review." The critical synthesis allows us to make an authentic assessment about a real piece of scholarship exhibiting library research skills, cogent thinking, and clear writing.

The second and third year core/cohort experience consists of a year of naturalistic and a year of quantitative/positivist research preparation. These traditions are learned through engagement in research projects drawing data from their own schools and districts. The student submits a research project at the end of the research sequence. We complete another authentic assessment; doing a solid piece of research is a better predictor of the ability to do a dissertation than writing in a bluebook about the process.

In fact, we use the critical literature synthesis and the research project as the first two parts of the Comprehensive Exam. For the third part we ask students to engage in reflection. The question is: How are you different from when you started, and what are the significant ideas, experiences, authors, or faculty interactions that have led to changes in you? We ask them to reflect upon and integrate their experiences. Students then talk with 2 faculty members. They prepare in and present in different ways. They can't hide, and the experience is personal and learning oriented. Faculty receive information and feedback in these (*con't on pg. 20*)

orals very useful to program assessment and ideas for change.

The proposal year consists of a seminar where faculty interaction with students shifts to support, feedback, and critique of the evolving plan for a study. The second portion is advanced preparation in the research tradition the student will use in the dissertation in conjunction with writing the method section. In fact, for most students this year is a cohort experience too because most of them are going through the sequence at the same rate

One hallmark of our doctoral program is strong faculty support of students from beginning through the dissertation. The cohort structure and a number of academic and social extra-classroom expectations are designed as formal and informal means of underpinning student success. Individual faculty members, though differing in style, are student oriented, committed to making ourselves accessible, and diligent in supporting student progress.

Faculty Processes: Our faculty processes are integral with our programs. One construction of our history is an ongoing, evolving conversation born in the period of intense questioning and reform of the mid 1980's. Real traction in change and development occurred only when we became bone honest with ourselves in putting individual beliefs and assumptions on the table. From that origin evolved our mission and the norm that programs and core courses are the "property" of the collective, not the individuals. We are stewards of courses, not "owners." Questioning, evalua-

Utilization of Student Portfolios in Educational Leadership Preparation Programs

During the UCEA Convention 2002, M. Scott Norton (Arizona State University and Director of the UCEA Center for Preparation Programs), Thomas Alsbury (Iowa State University), Richard Andrews (University of Missouri), Paula Cordiero (University of San Diego), Rodeny Muth (University of Colorado-Denver), Grayson Noley (University of Oklahoma), Cynthia Norris (University of Tennessee), and Ann Mari Read (Arizona State University) developed an exciting plan for gaining accurate information about the utilization of student portfolios in educational administration preparation programs. This Portfolio Committee will be working with the Center for Preparation Programs to:

- 1) Develop an assessment instrument focused on obtaining accurate information on the status of current utilization of portfolios including purposes, format, degree levels, methodology, evaluation procedures, use of artifacts, faculty involvement, institutional support, and other related characteristics and to complete a written report of its findings.
- 2) Follow the assessments with the development and dissemination of guidelines for portfolio utilization.

If you are interested in obtaining more information on this project or would like to become involved, please contact M. Scott Norton (Arizona State University, Director of the UCEA Center for Preparation Programs) at Scott.Norton@asu.edu.

tion, reconceptualization, and major modification of courses and programs is a reflective exercise of the whole community. In seeking new colleagues, our advertisements state not only a desired scholarly focus but our intention to find individuals to engage in the conversation and the reality of "team." We publicly espouse the norms of openness, collaboration, team, unity in diversity, social justice. Our behavior seldom fulfills our espousal completely; making it public helps to keep us honest and to ensure that we do ourselves as leaders what we ask of our students.

While frequently cited research attests to the irrelevance of preparation programs, our students regularly report their program is extremely meaningful, relevant to their professional development and one of the most significant learning experiences of their lives. Students say: "The experience has been, personally and professionally, the most challenging experience of my life, and the most satisfying and rewarding." "I have become convinced of the following: There is a place for theory in every day practice." CAS students report program engagement is making them more effective teachers on the road to formal leadership; doctoral students, even in their first course, report the professional relevance they construct from literature read and an evolving conception of themselves as learners in an invigorating first experience in non-competitive, collaborative learning.

UCEA Award Announcements

Boyd Honored with the Roald F. Campbell Lifetime Achievement Award



The Roald F. Campbell Lifetime Achievement Award references one of the scholars who founded UCEA. Campbell's lifetime achievements included prolific scholarship contributing to the identity of the field of educational leadership, effective teaching, and conscientious mentoring of more than a generation of scholars.

The 10th recipient of the Roald F. Campbell Lifetime Achievement Award was William L. Boyd, holder of the Harry L. Batschelet Chair of Educational Administration at

Pennsylvania State University and one of Professor Campbell's former students. All of the nominators emphasized Dr. Boyd's generosity in mentoring students and junior colleagues, his strong commitment to preparation, and his prolific scholarship – fourteen books and more than 100 articles.

Many thanks to those faculty at UCEA institutions who have volunteered their time to serve on UCEA committees, such as the membership, publications, nominating, & Clark seminar committees. Your expertise and willingness to give of your time enables UCEA to continue to effectively serve its membership and the field.

Mead and Goddard receive the Culbertson Award

The Jack A. Culbertson Award was established in 1982 in honor of UCEA's first full-time Executive Director who inspired many junior professors during his 22 year tenure. This year, Julie Mead, the University of Wisconsin-Madison, and Roger Goddard, The University of Michigan-Ann Arbor, were honored with the award.

Julie Fisher Mead is an assistant professor in the Department of Educational Administration at the University of Wisconsin at Madison. She received her doctorate from the University of Wisconsin in 1994. Dr. Mead researches and writes about topics related to the legal aspects of education. Her research centers on issues related to special education and various forms of school choice. She is co-author with Julie Underwood of *Legal Aspects of Special Education and Pupil Services* published by Allyn & Bacon. A second book, *Charter Schools and the Law: Chartering New Legal Relationships*, co-authored with Preston Green, will be published by Christopher-Gordon Publishers in 2003. She has also published articles in the *Educational Administration Quarterly*, *West's Education Law Reporter*, the *Boston University Public Interest Law Journal*, the *Michigan Journal of Race and Law*, the *Journal of Law and Education*, *Brigham Young Journal of Law and Education*, *Educational Considerations*, and *School Business Affairs*. She has made regular presentations at the annual meetings of the Education Law Association (ELA), the American Educational Research Association (AERA), and the University Council of Educational Administration (UCEA). Dr. Mead teaches courses on the legal aspects of educational administration and the legal aspects of special education and pupil services. She has experience as a teacher of hearing impaired students and as a special education administrator.



Dr. Roger D. Goddard is an assistant professor of Educational Administration and Policy at the University of Michigan - Ann Arbor. Dr. Goddard received his doctorate in Educational Policy and Leadership from The Ohio State University. Dr. Goddard's research focuses on the social psychology of organization and the role of collective efficacy in schooling. He has recently published his research in such journals as the *American Education Research Journal*, *Educational Administration Quarterly*, *Educational Evaluation and Policy Analysis*, *Educational and Psychological Measurement*, the *Journal of Educational Psychology*, *Teaching and Teacher Education*, and *Theory and Research in Educational Administration*. Currently, he is continuing his research into the meaning and effects of collective efficacy as a Fellow of the National Academy of Education. Dr. Goddard has also worked in education for the past 14 years as a teacher and central office administrator. He maintains his interest in the practice of educational leadership through active involvement in the University of Michigan-Michigan State University Summer Superintendents Institute, his work directing the University of



Michigan Leadership Training Institute, and his consultation with professional organizations such as the National Board of Professional Teaching Standards.

Previous Culbertson award winners include: Patrick Forsyth, L. Dean Webb, Jeri Nowakowski, Joseph Murphy, Walter Gmelch, Charol Shakeshaft, Carol Veir, Paul V. Bredeson, Kent D. Peterson, Ann Weaver Hart, Paula M. Short, Steven K. Jacobson, Neil Theobald, Frances, Fowler, Patsy Johnson, C. Cryss Brunner, Carolyn Kelley, Jeffrey Maiden, Linda Skrla, and Jay P. Scribner.

The 2002 Paula Silver Case Award

The Paula Silver Case Award honors the work of one of the pioneers in case-based instruction and a former president of UCEA. Paula Silver taught in New York's Harlem district and was a faculty member at the University of Illinois, where she established the Center for Advancing Principalship Excellence. She served on the National Commission on Excellence in Educational Administration and was chairperson of the planning team for the UCEA 30th anniversary convention. Her longtime commitment to improving the preparation of school administrators gives significant relevance to this award.



This year's winner of the Paula Silver Case Award, for the best case in the past volume of the *UCEA Journal of Cases in Educational Leadership*, was "Making an Appropriate Special Education Placement: Conflict Abounds!" by George White and Thomas Mayes of Lehigh Univ. Found in Vol. 4 No. 2.

The authors of the case, George White and Thomas Mayes of Lehigh University, have written an outstanding case that presents a very relevant and substantive situation that can not only help students understand the legal and procedural issues of IDEA, but the instructional leadership issues as well. The case has extensive and very useful teaching notes to aid faculty in using the case in their classrooms and an up-to-date group of references for classroom study.

The Silver award is given annually to the author(s) of the most outstanding case published in the last volume of the *UCEA Journal of Cases in Education Leadership*. **Nominations for the Silver award are now being accepted. Please contact Gary Crow (gcrow@gse.utah.edu) or see the UCEA website for more details.**

*Want to learn more about
this years convention?
Check-out UCEA's 2002
Convention Overview on
pages 24-25*



UCEA GRA Positions Available

UCEA, located on the University of Missouri Campus, invites applications for Graduate Research Assistantships (GRA). The assistantship positions provide graduate students with opportunities to engage with national leadership issues through their work with UCEA publications and on UCEA research projects. The positions also involve students in the UCEA Awards Program, the Annual UCEA Convention, and the development and coordination of other UCEA events. The positions are designed to provide students with valuable mentoring and networking experiences.

Candidates for the UCEA assistantships must be either current graduate students at the University of Missouri-Columbia or individuals seeking admission to the University of Missouri-Columbia for graduate study. Candidates may seek degrees in any area of leadership or educational policy studies, but preference will be given to those with interest in K-12 leadership.

The UCEA GRAs are half time positions (20 hours per week). The initial appointment will be for one year, with the possibility of continuation for the duration of graduate study. In addition to salary, GRAs also receive tuition waivers at the University of Missouri.

Interested candidates should submit a current vita, three letters of recommendation, and a one-page statement describing their interest in working with UCEA to: Ann Sleper, Assistant to the Director, UCEA, 205 Hill Hall, Columbia MO 65211. Review of ap-

plications will begin immediately and continue until positions are filled.

UCEA Job Search Handbook

The UCEA job search handbook, located on the UCEA website (www.ucea.org), is an online resource for aspiring educational leadership faculty members and the institutions that prepare them. The handbook was created by Scott McLeod (University of Minnesota), Ken Brinson (North Carolina State University), Don Hackmann (Iowa State University), Bonnie Johnson (University of Kentucky), and Lisa Collins (Lehigh University) based upon a set of materials they have developed about the job search process for Educational Administration academic positions.

The handbook includes a variety of tips, techniques, and other useful resources and is intended to enhance the quality of the job search process for educational leadership faculty candidates. Topics covered in the Job Search Handbook include: preplanning, preparing an application, the interview, post-interview tactics, negotiations, and sample materials. These materials have been presented during the Annual UCEA Graduate Student Symposium for the last few years and have received tremendous praise.

UCEA Job Posting Service

UCEA provides, free of charge on its website, links to job position announcements. To submit a posting for the website, please email the URL for the position announcement (website address at your university where the position description has been posted) to Ann Sleeper (admnucea@coe.missouri.edu). A link will then be provided from the UCEA jobposting page (<http://www.ucea.org>) to the job announcement.

Call for Proposals to host Educational Administration Quarterly (EAQ)

The University Council for Educational Administration (UCEA), for over 40 years and with great pride, has published the premier research journal in the field of educational administration, *Educational Administration Quarterly*. The journal has changed with time; initially it was the only quarterly published thrice yearly—now published 5 times a year (a quarterly on average perhaps). Over the years, the journal has adapted its editorial policies to include a variety of research approaches, but it has always held to the ideal of research as systematic inquiry. In 1998, the University of Kentucky began to host the editorial offices of the journal. James Rinehart was editor from 1998-2001, and Jane Clark Lindle became the editor in 2001. We are most appreciative of the University of Kentucky's leadership, generous contributions to the journal, and maintenance of *EAQ*'s important record of scholarship.

At this time all UCEA full member universities are invited to forward proposals to host the editorial offices of *EAQ* for the period beginning in July 2004 and ending in June 2007. There will also be a transitional period between the University of Kentucky and the new host beginning January 2004. The first three-year term can be renewed for a second term (July 2007-June 2010) upon the approval of the UCEA Executive Committee. Information regarding the policy guiding the selection of the next UCEA host, key questions to be addressed in your proposal, contributions expected of the host, and the estimated costs of hosting *EAQ* are available at the UCEA website (www.ucea.org).

It will be necessary for UCEA to receive completed proposals by September 15, 2003 for them to be considered. Should you have questions about any details of the request, do not hesitate to contact UCEA Headquarters (email: admnucea@coe.missouri.edu; phone: 573- 884-8300).

EAQ is one of the finest educational journals in the field. Hosting its editorial office is perhaps the most challenging and rewarding collaborative with UCEA that any member institution can accept, short of hosting the executive offices. We hope you and your colleagues will discuss this possibility, and we look forward to hearing from you.

ERIC Clearinghouse on Educational Management's Website Gives You a Head Start in Being Informed

Stay on the cutting edge of information about educational policy and management. Visit the "In-Process Abstracts" section of the ERIC Clearinghouse on Educational Management website: <<http://eric.uoregon.edu>>

In-Process Abstracts are the résumés of documents and journal articles the Clearinghouse has most recently processed. To give users a head start in gaining access to these cutting-edge materials, the Clearinghouse posts them on its website before they are officially added to the ERIC database.

The bottom line: ERIC users don't have to wait up to six months before an abstracted and indexed document appears on a searchable database or CD-ROM. Go to the ERIC Clearinghouse on Educational Management's website now to view these timely résumés. A simple search of its website saves you time and puts you on the cutting edge of research.

How to get there:

- Go to <http://eric.uoregon.edu>
- Click on the "Search" menu.
- Click on "In-Process Abstracts," and follow the prompts.
- Or go directly to http://eric2.uoregon.edu/search_find/abstracts/index.html, and follow the prompts.

Note on availability: Copies of the original documents and journal articles are not available from the ERIC Clearinghouse on Educational Management website, nor are they available from the ERIC Document Reproduction Service until they enter the ERIC database. If you need a copy of a particular document or journal article before it becomes available from EDRS, you must contact the publisher or author.

Call for Proposals to host the *Journal of Cases in Educational Leadership (JCEL)*

The University Council for Educational Administration (UCEA) has published the electronic *Journal of Cases in Educational Leadership* (JCEL) since 1998. The journal continues a long tradition of UCEA providing resources, particularly case studies, for the educational leadership graduate classroom. By providing free of charge an ongoing repertoire of teaching cases on relevant and significant topics facing educational leaders, the JCEL electronic journal provides a valuable resource for educational leadership faculty. JCEL is now in its sixth volume, with over 60 published cases and a consistent publication record. Since its inception, the editorial offices of the JCEL have been housed at the University of Utah. We are most appreciative of the University of Utah's leadership, generous contributions to the journal, and development of a strong, vigorous teaching resource.

At this time all UCEA full member universities are invited to forward proposals to host the editorial offices of JCEL for the period beginning in January 2004 and ending in December 2006. The three-year term is generally renewable for a second term (January 2007-December 2009). Information regarding the policy guiding the selection of the next UCEA host, key questions to be addressed in your proposal, contributions expected of the host, and the estimated costs of hosting JCEL are available at the UCEA website (www.ucea.org).

It will be necessary for UCEA to receive completed proposals by April 15, 2003 for them to be considered. Should you have questions about any details of the request, do not hesitate to contact UCEA Headquarters (email: admnucea@coe.missouri.edu; phone: 573-884-8300).

JCEL is a premier electronic journal in the teaching cases field. Hosting its editorial office is a rewarding collaborative with UCEA. We hope you and your colleagues will discuss this possibility, and we look forward to hearing from you.

Some Thoughts About UCEA Convention 2002

by

Nicola Alexander, Cindy Reed, & Frances Kochan



One learns a lot when planning a conference. There are frustrating times and times of great pride. Although we are proud of this year's conference, we all heaved a big sigh of relief when the event was over. In some ways, the end is still a blur of activities and memories – papers read, people met, places visited. However, we've also had time to reflect on the lessons learned and to think appreciatively of all those who helped with the planning. As we reflect back on the conference, we are struck by our gratitude to the many people who worked hard to make the conference successful. For example, we tried many new things at this year's conference including the joint sponsorship of a keynote speaker with other educational groups, the panel discussion on diversity which was followed by small group dialogues, having more time for presentations to allow for dialogues and networking, the dinner cruise, and having a breakfast on Sunday morning. Based on feedback we've received, these "experiments" worked well. We appreciate everyone's flexibility and willingness to stretch our normal conference routines.

We want to express our appreciation to Michelle Young, George Petersen, Ann Slepser, and the rest of the dedicated UCEA staff who worked diligently and patiently throughout every step of the conference journey. We also want to thank the speakers – our very own past president, Gail Furman, James D. Anderson, who gave the Butts lecture, Charles Hayes, our Miltifer lecturer, Vicki Phillips, who inspired us all on Sunday morning, and Catherine Lugg, Gerardo Lopez, Khaula Muratadha, Dianne Smith, Martha McCarthy, Michael Dantley and all of the discussion leaders who participated in the interactive symposium and dialogue. Keynote speeches and whole group sessions help to set the tone of the conference. We were quite fortunate to have such exemplary large group sessions. Special thanks go to Bill Boyd who did a marvelous job in naming and contacting two of the speakers, Charles Hayes and Vicki Phillips, both of whom were engaging and thoughtful. Special thanks also go to Joe Newman of the American Educational Studies Association (AESA) for allowing us to co-sponsor the Butts Lecture and to put into practice the theme of the conference—honoring multiple leadership perspectives. We look forward to many collaborative possibilities with AESA and other professional organizations as we work toward improving the educational opportunities available for all young people.

Successful conferences have great papers and sessions. This year's papers and sessions were outstanding! Where would we be without the reviewers, who pored over a lot of submissions and gave their thoughtful

evaluations of the numerous papers? Reviewers are key yet undervalued players when planning a conference. Please know how much we appreciate the time, efforts, and expertise of all of this year's reviewers.

We also want to thank those institutions that titillated our palate and filled our need for caffeine and sustenance through their generous sponsorship of the coffee hours and breaks. For all those who played a key role behind the scenes and on the stage – thank you. Without a doubt, one of the greatest joys and privileges of being a member of the conference planning committee was having the opportunity to get to know and work closely with many great UCEA staff, members, and other attendees.

Our Top 14 List of Lessons Learned

In keeping with the times and late-night shows, we have devised a "top-ten" list of "lessons" learned that we would like to share with our colleagues. Of course, we could not settle on just ten lessons...

1. The perceived quality of a colleague's research is often related to the number of reviews written on a given day.
2. Research always reads better when your own work has been cited in it.

3. Long titles are a conference planner's nightmare (otherwise known as take this colon and stuff it).
4. When you are a member of the conference planning committee, there are only two times that one has to put much thought into planning the program – night and day.
5. *Even* researchers can have fun IF you make them a captive audience—and we have the pictures to prove it!
6. Technology is a great time saver; figuring out how technology works is a great time taker.
7. Coffee breaks are good things.
8. If it looks simple, it isn't.
9. Many of us support innovation, as long as we don't change any of our traditions.
10. Just when you think you have finally finished, there is something more to change.
11. We love the smell of toner cartridges in the morning...and evening...and the next morning.
12. Educational researchers can cut a mean hokey pokey, especially while rolling down the river.
13. Success is all in the details.
14. As with real estate, when planning a conference, location is everything! Thank you, Pittsburgh for being a great location!

We genuinely hope that next year's planning committee gets as much satisfaction from their conference as we did. Through everyone's hard work and commitment, the conference eventually does come together!

UCEA Call for Convention 2003 Volunteers

If you are interested in serving as a Proposal Reviewer, a Session Chair, or a Research Session Discussant for the UCEA Convention 2003, please complete this form and return it to UCEA. **Only university faculty may serve in the above capacities.** The UCEA Convention Program Committee will use forms received to identify potential reviewers, chairs and discussants. **Return this form by March 3rd, to UCEA, Attn: Ann Sleeper, 205 Hill Hall, Columbia, MO 65211; fax: 573-884-8302.**

Name (First, Middle Initial, Last) _____

Academic Title _____

Department/Program _____

Institution _____

Address _____

City/State/ZIP _____

E-mal _____ Tel. _____ Fax. _____

I am interested in serving as:

Proposal Reviewer for UCEA Convention 2003. Please note all proposals for the upcoming 2003 UCEA Convention in Portland Oregon will be submitted and reviewed electronically.

Session Chair for UCEA Convention 2003

Research Session Discussant for UCEA Convention 2003

Have you served UCEA in one of the above capacities in previous years? yes no

Top Ten Institutions by Attendance at the 2002 UCEA Annual Convention

University of Texas-Austin.....13	University of Kentucky.....10
Rowan University.....12	New Mexico State University.....9
Miami Universtiy.....11	University of Cincinnati.....9
Pennsylvania State University.....11	University of Maryland.....9
University of Missouri- Columbia.....11	University of Pittsburgh.....9
University of San Diego.....11	University of Wisconsin- Madison.....9
University of Dayton.....10	

Call for Proposals
UCEA Convention 2003
“Leadership for Learning and Learning for Leadership”
Portland, Oregon November 7-9, 2003

I. General Information

The 17th annual convention of the University Council for Educational Administration will be held at the Portland Hilton in Portland, Oregon. The convention will open at 8:00 A.M. on Friday morning (November 7, 2003) and close at 12:00 A.M. on Sunday (November 9, 2003). The purpose of the 2003 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 2003 Program Committee are **Margaret Grogan (University of Missouri)**, **Jay P. Scribner (University of Missouri)**, and **Pamela D. Tucker (University of Virginia)**.

II. Theme

The 2003 convention theme, **Leadership for Learning and Learning for Leadership**, acknowledges the critical role of leadership preparation programs in responding to the call for more effective school leaders including school/district administrators and teachers. National reports have continued to criticize preparation programs for their lack of relevance and responsiveness to the current high-stakes accountability environment for schools. Despite years of debate about reform and initial steps to respond to concerns about the field, such as the ISLLC Standards, university-based programs have been slow to respond in fundamental ways. UCEA has provided an important forum in the past for the dissemination of research and ideas on the reform of educational leadership programs and will focus the 2003 convention on this core function of the organization. The Convention 2003 will address two prongs of the new UCEA mission statement: “improving the preparation and professional development of educational leaders” and “positively influencing local, state and national educational policy.” If universities are to continue in their role of leadership preparation, we must intensify our efforts to create meaningful, field-based, research-rich learning experiences that prepare professionals for increasingly challenging school contexts. The current demand for better and more responsive leadership preparation programs raises a number of questions for research, practice, and preparation of school leadership:

- How do we prepare school leaders to promote learning and success for all children?
- What are definitions and characteristics of “effective preparation programs” and how do they respond to contextual school conditions (e.g. urban, rural)?
- What are the critical features of meaningful internships and how are they designed?
- What are creative responses to situational barriers that impede leadership preparation?
- How do we assess the impact of our programs on our graduates and the schools and children they serve?
- What research is needed to help us understand the connections between leadership preparation experiences and the knowledge, dispositions and/or performances of our graduates?
- How are social justice and educational equity issues addressed in leadership preparation programs for the high-stakes, accountability context of schools?
- How do we collaborate with the field to promote relevancy and a more integrated approach to theory and practice?
- What are the roles of other educational stakeholders (e.g., state departments of education, foundations, school districts, etc.) in supporting leadership preparation and how can we leverage public policy to support leadership development at all career stages?
- What educational policies most effectively support leadership development that improves learning opportunities for all children?

Submissions are encouraged that respond to these critical questions. Proposals that focus on the connections between leadership and learning from a broad and inclusive range of approaches are especially welcomed.

III. Session Formats and Proposal Requirements

The 2003 UCEA Convention will include a variety of session formats that facilitate dialogue. **Proposals must be submitted electronically**

by May 5, 2003 and include a cover sheet and summary (3 pages or fewer and purged of author identification). Regardless of session format, proposals should be designed to facilitate audience interaction.

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. Presenters will be allotted approximately 20 minutes each. A discussion leader will be assigned to facilitate dialogue during the final 30 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.

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 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 in educational leadership. 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.

6. Innovative Sessions. Proposals utilizing innovative presentation/interaction strategies are encouraged. The proposal summary should describe the focus and purpose of the session, the innovative format, and how the format will enhance adult learning and 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 the proposed presentation; (3) clear evidence of theoretical framework, research methodology, and analysis (for empirical research); and (4) an engaging format for the session. Participants are strongly encouraged to submit innovative and interactive session formats. **All proposals must be submitted electronically and will be reviewed electronically.**

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 at least two weeks before the convention an advance copy of their paper to the assigned discussion leader and a minimum of 30 copies for distribution. Proposals must be submitted electronically at <http://www.ucea.org> on or before May 5, 2003.**

Please submit proposals electronically at:
<http://www.ucea.org> on or before May 5, 2003

2003 Conference Submission Notice:

All proposal submissions for the upcoming 2003 UCEA Convention in Portland Oregon must be submitted electronically. For more information see the Call for Proposals at the back of this issue of the UCEA Review or visit the UCEA Website <http://www.ucea.org>.

Contributing to the UCEA Review

If you have ideas concerning substantive feature articles, interviews, point-counterpoints, or innovative programs, UCEA Review section editors would be happy to hear from you.

Feature Editors:

Catherine Lugg (Rutgers University)
lugg@rci.rutgers.edu
Alan Shoho (University of Texas-San Antonio)
ashoho@utsa.edu

Interview Editors:

Gerardo Lopez (Indiana University)
lopezg@missouri.edu and
Linda Tillman (Wayne State University)
ltillman@wayne.edu

Point-Counterpoint Editor:

James Koschoreck (University of Cincinnati)
jim.koschoreck@uc.edu

Innovative Program Editor:

George J. Petersen (University of Missouri)
peterseng@missouri.edu

Managing Editor:

Chad Sayre, GRA (University of Missouri)
cws422@mizzou.edu

If you have any comments or suggestions for formatting or layout please contact him.

2003 Calendar

February 7-8, 2003.....	UCEA Convention Planning Meeting Portland, OR
February 8-9, 2003.....	UCEA Executive Committee Meeting Portland, OR
February 21-23, 2003.....	Conference within a Conference at AASA New Orleans, LA
April 22, 2003.....	UCEA Executive Committee Meeting Chicago, IL
April 25-26, 2003.....	David L. Clark Graduate Student Research Seminar Chicago, IL
August, 2003.....	National Policy Board in Educational Administration Meeting Scottsdale, AZ
October, 2003.....	UCEA Values and Leadership Conference The University of Virginia
November 4-5, 2003.....	UCEA Executive Committee Meeting Portland, OR
November 6, 2003.....	UCEA Plenary Session Meeting Portland, OR
November 6-9, 2003.....	17 th Annual UCEA Convention Portland, OR
November 7-9, 2003.....	UCEA Annual Graduate Student Symposium Portland, OR
November 14, 2003.....	David L. Clark Graduate Student Research Nominations due UCEA Headquarters



The University Council for
Educational Administration
205 Hill Hall
Columbia MO 65211-2190
(573) 884-8300
FAX (573) 884-8302
www.ucea.org

Non-Profit
Organization
U.S. Postage
PAID
Columbia, MO
Permit No. 255

UCEA Review

The *UCEA Review* is published three times a year (winter, spring, fall) and distributed as a membership benefit by the University Council for Educational Administration (UCEA). Address changes and other corrections should be sent to UCEA at the above address.

UCEA Staff

Michelle D. Young..... Executive Director
George J. Petersen..... Associate Director
Ann Sleper..... Assistant to the Director
Lisa C. Wright, CPA..... Financial Director
Jumoke Sanusi..... Graduate Assistant
Jeffery S. Brooks..... Graduate Assistant
Chad W. Sayre..... Graduate Assistant
Melanie Brooks..... Graduate Assistant