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Presidential Address:

Scholar Activism: The Politicization of a Profession or the Professionalization of Politics?

James W. Koschoreck
University of Cincinnati

It is my great honor to be here this afternoon, and I would like to thank you very much for attending the 2009 Presidential Address at UCEA. It has indeed been my professional privilege to have served this past year as your president, and I am grateful to all of you for having allowed me the opportunity to help shape the discourse of UCEA during the last two years. I know it sounds a bit like the Academy Awards, but there are a number of people I would like to acknowledge as having played crucial roles in this last year's journey. First, I would like to thank Michelle Young, whose leadership in the organization over the past 10 years has been truly inspiration to so many of us. I'd also like to thank all of the members of the Executive Committee along with the Associate Directors. So much of the leadership in this organization happens behind the scenes, and I'd just like to take the opportunity to pull back the curtain and expose these people as the incredibly dedicated and committed individuals that they are. Also acting efficiently and fabulously behind the scenes are Christopher Ruggeri and his staff. I'd like to invite you all to thank all of these people when you have the chance. The experience of these annual conferences would be very different indeed without the leadership and the talent of all of these folks working to ensure that UCEA will continue to be among the premier institutions in the field of educational leadership around the world.

As I was preparing my thoughts about what I might share with you today, I reflected on the other time I was asked to speak to an assembly of my peers. I was 13 years old, and I had been selected as the valedictorian of the eighth-grade graduating class at Longfellow Elementary School in Chicago. I was thinking that if only I could see what I had written all those 40-odd years ago, those words of a child who had come through the public school system—beat up nearly every day for eight years—might help me to think about how to begin. There was little chance, though, of ever remembering those words again. At 55, I'm lucky today if I can remember the word for that green stuff I have to mow every week!

Chance, serendipity, or just the humor of a universe that never ceases to amaze me—not long ago I received a card from my sister in Denver. My father passed away at the beginning of August this year, and as my sister was sorting through his things, she came upon my valedictory address written in my own 13-year old penmanship—which, I might add, was beautiful! The irony of receiving a copy of that speech just as I had thrown the thought out to the universe was not lost on me. What struck me as most odd, however, was not the fact that there should be a copy of it floating out there somewhere waiting to be rediscovered, but that it was my father who had kept a copy of it all these years.

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In preparing for today, I had the opportunity to review some of the recent talks of previous presidents of UCEA. By far, the most common approach to the Presidential Address has been to look back over recent directions and policies of UCEA and to offer a sense of leadership about where we might choose to go as an organization. For example, last year Steve Jacobson (2009) urged us to continue expanding our initiatives beyond the borders of the United States, and he spent considerable time grounding this plea in the historical role that UCEA has played in a "world of interdependent nations" (p. 1), as he called it. On a different occasion, Michael Dantley (2007) spoke to us—eloquently and pastorally—of the "changing contexts of educational leadership" and the "courageous conversations" (p. 3) that UCEA was having at the time regarding competing epistemologies. And he called upon us all not only to continue to struggle with the very difficult issues of accountability, racism, and social justice but also to explore ways in which UCEA might become its own credentialing agency in order to hold ourselves accountable for the success of every single student in our schools.

In this Presidential Address, I hope to accomplish three things. You'll note that I have titled this talk "Scholar Activism: The Politicization of a Profession or the Professionalization of Politics?" So first, I would like to discuss the risky context for the very notion of what it means to be a scholar activist. Next, I would like to talk about how UCEA—as an organization—has fostered the notion of educational activism. And finally, I would like to call on the full membership of UCEA to entertain the possibility of engaging in some very risky activism indeed.

In a recent book titled *Activist Educators: Breaking Past Limits,* Catherine Marshall and Amy Anderson (2009) discuss the difficulties faced by teachers, scholars, and educational leaders who long to create an environment that fosters equity, justice, and fair opportunity for every individual within the system. They share with us some of the more salient historical and contemporary constraints that have limited the political involvement of educators in their quest for a more socially just distribution of rights and privileges. They note first of all that teachers and educational leaders are socialized to avoid anything that might even hint of controversy through such mechanisms as professional norms and assumptive worlds' rules. These rules, which guide the professional behaviors of teachers and leaders, include such things as these:

- Do not display divergent or challenging values.
- Avoid getting a troublemaker label.
- Remake policy quietly as a street-level bureaucrat. (p. 6)

They wonder why it is, when so many passionate leaders espouse the values of equity and social justice, that so many feel incapable of engaging effectively to produce change in the lives of so many maltreated individuals. Faced with the possibility that any overt activism that would address the inequities in schools and society might lead to professional ostracism, being passed over for promotion, or even to dismissal, many educators simply opt to avoid the controversy.

> Educators learn to comply with the social agreements which indicate that their jobs do not include tackling sensitive issues stemming from historical and institutional racism, sexism, sexual hierarchies and dominance. Demanding that policies against bullying and sexual harassment be enforced, questioning why so few girls take advanced math , why so few Black children are in gifted programs, and why so few women can find enough support to advance to the superintendency are provocative questions over which educators feel little control. They learn to accept that professionals like themselves keep quiet, and learn to classify the array of emotions, observations, and insights that might be seen as disruptive to the status quo as private and personal. Further, they learn that there are limits on the kinds of personal lifestyles, hobbies, and social causes that they as professionals can publicly embrace, much less pursue. (Marshall & Anderson, 2009, p. 7)

The multiple studies that comprise the Marshall and Anderson text focus largely on K–12 teachers and leaders. In a newly released book titled *Flaunt It! Queers Organizing for Public Education and Justice,* Therese Quinn and Erica Meiners (2009) approach the same topic of educational activism from a higher ed perspective. Similar to Marshall and Anderson, they note that education is historically viewed as a helping profession—like nursing—and that people who enter the profession are driven by a passionate concern for the well-being of their students. In the foreward to the book, Lugg (2009) states that some of the

Errata

In the last issue, the article, "From the Director: What About Distance Technology?" stated incorrectly that the Higher Ed Holdings program is DVD based; it is web based. For an in-depth article about the program by *Inside Higher Ed*, see www.insidehighered.com/news/2009/03/24/heh

intrinsic rewards for staying in the profession of educating include "working for greater human and civil rights for all children" (p. ix). She goes on to note, however,

> With the professionalization of educational research and the subsequent rise of major educational research associations, this tradition of educator advocacy has become an increasingly "inconvenient truth." Educators who move into the research arena can be scolded by our peers for being "too political" and "not objective" when we ground our scholarly work in our social justice commitments—commitments that were held long before our doctoral degrees. In the United States, where public education has been distributed along lines of race, ethnicity, class, sex, gender, religion, language, sexual orientation, and dis/ability, social justice-oriented educational scholarship can be labeled as "emotional," "political," "subjective," or even "me-search" (instead of "research"). This kind of labeling is a political tactic, an attempt to get these unruly scholars to "shut up" and/or "go away." Social justice-oriented scholars ask uncomfortable and disturbing questions, questions that can be downright impolite and even impertinent in elite circles. Power and the powerful are being held accountable—whether they like it or not. (p. ix)

More specifically, in a context that she refers to as "color-blind racism," Patricia Hill Collins (2009) views her educational work as a form of intellectual activism. Collins stated recently in *Another Kind of Public Education*,

> Many of my students and colleagues have had difficulty seeing their work in political terms. They see politics as somehow lying outside the classroom door and the ivory tower. But . . . inequalities . . . are produced within the educational system, just as schools are essential to inequality's survival. Schools are also frontline spaces for working for social justice. In this context, every idea matters, hence the concept of "intellectual activism." (p. 40)

The idea of the scholar-activist tradition has a very long history. In the 1920s and 1930s the Chicago School of Sociology faced an enormous ideological challenge. They were attempting to provide legitimacy for the emerging field by aligning its epistemological assumptions with those of instrumental positivism, relying rather heavily on survey methodologies and statistical analyses. The qualitative methods and community-based activism that formed part of many of the scholars of the Chicago School were discounted, and the result was that these latter scholars—all of whom curiously happened to be women—were transferred to a department of social work. This left the men of the Chicago School to develop an objective orientation, while the women of the social work department took committed and involved stands on "aiding the poor, immigrants, and women in a rapidly changing city facing significant social problems" (Croteau, 2005, p. 21).

Despite this marked rift in theoretical perspectives, even among those who remained in the proper sociology departments were the occasional voices of those who questioned the purpose of the knowledge production occurring within the academy. Robert Lynd, for example, is famously known for asking the question, "Knowledge for what?" (Croteau, 2005, p. 23). Roughly around the same time, Saul Alinsky stated, "The word 'academic' is synonymous for irrelevant" (as cited in Croteau, 2005, p. 21).

The tension between the thinkers and the doers that characterized much of the last century continues in the academy and is very much present in our field of educational leadership. Although there are those who occasionally call for a blending of scholarship and activism in order to make our work more relevant, there are multiple reasons why this is so difficult to achieve.

First, there is the political aspect of our jobs that works against engaging in activities that would dramatically alter the current power structures. One of the political realities of our universities is that they have become entrenched in the dominant political economy, and challenging the way we do business is a bit like biting the hand that feeds us. This is not to say that we cannot or should not present these challenges; certainly if I believed that to be true I would not be speaking on this topic today. I only mean to point out that there are structural barriers that would inhibit scholars from engaging in social activism.

The next reason it is difficult for scholars to engage in social activism has to do with how we are rewarded in the academy. When we publish in prestigious scholarly journals and present at prestigious conferences, we are rewarded with promotion and tenure. As you know, these activities take up a great deal of our time and energy. They do, however, tend to maintain the status quo, given our penchant for peer-reviewed processes and our audiences—who largely tend to be ourselves. The pressures to publish and present leave precious little time for us to get down and do the work of activism.

A third barrier to engaging in social activism has to do with funding. Nearly every job posting in our field has some reference that the candidate should provide "evidence of successful efforts to obtain external resources to support research and teaching." These efforts are also tied into the reward system of the academy, and those of us who successfully bring monies into the institution are likely to be considered more favorably by the administration. Obtaining external resources, however, entails additional limitations on the kinds of work we do. Certainly, it's a happy day when the government or a foundation chooses to send money our way for our research. But these agencies typically impose stringent parameters on the types of projects they will fund, and these tend not to stray too far from the conventional knowledge at any given moment. It is a reality of our business that projects that take *too* critical a view of the status quo or *too* radical an approach have little likelihood of being funded.

Finally, the hierarchy itself of our tertiary institutions tends to impede our engagement in social activism. Getting a better job

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in the academy; having the possibility to do more research; having more graduate students to assist in our work; having access to more of the "perks" of the job, such as travel money, sabbaticals, lighter teaching loads, etc.; and working with more prestigious institutions—these all imply a certain price to pay in terms of how we choose to spend our professional time. Of course, one could choose to work at a less prestigious institution that has fewer demands to engage in scholarship and grant activities, but this comes again at a price.

So, other than falling down the steep slope towards depression and despair, what choices are available to the scholar-activist? David Croteau (2005) proposed three possibilities:

1. SCHOLAR-activist (where the *scholar* part of term is emphasized). This type of person might choose to study the field of scholar activism but not necessarily be engaged in the work of actually changing society. Or they might focus on making modest changes to improve society without committing to social activism that is designed to bring about fundamental changes in the world.
2. Scholar-ACTIVIST (*activist* emphasized). This person would focus more on activism and less on scholarship. Usually this path is only available to those who have already attained tenure. The scholar-ACTIVIST, then, might choose to write for different audiences rather than to produce work only for scholarly journals. I know of a tenured colleague, for example, who has opted not to write for scholarly journals any longer. Instead, he writes plays for public performance that illustrate the social tensions and inequities around issues of race. Unfortunately, it is often the case that these scholar-ACTIVISTS become disillusioned by the academy and eventually leave for different careers.
3. SCHOLAR-ACTIVIST (both terms emphasized). Folks engaged in this more integrated approach to scholar activism often find themselves producing two separate versions of their scholarship: one for the profession and another for a broader audience. Of course, this additional work can be extremely stressful.

Croteau (2005) ended his discussion with the following quote:

> Brave souls will continue to make the effort to integrate their scholar-activist identity, and no doubt some will succeed. But for many others, being in a university eventually means being forced to decide which side they are on—and being prepared to live with the consequences of that choice. (p. 38)

Now, let's explore a little further what scholar-activism might look like. Progressive scholars have long taken the approach that if we just provide enough information, folks automatically would rise up to defeat injustice. If we could just provide enough evidence of how people of color are systematically disadvantaged in public schools or how lesbian, gay, bisexual, transgendered, and questioning (LGBTQ) persons are regularly discriminated against in the educational system, people would feel the moral outrage and take action to produce change. And we should certainly continue to do this!

But the question we need to ask ourselves is, What if the problem is not with a lack of information? What if the problem is instead a lack of social will? This is why it's not enough to engage in the dissemination of information, particularly if that information is not effectively reaching audiences who need it. So what can we—as academics—do to push forward this work of social change to eliminate inequities and to promote justice?

Well, we can become activists ourselves. As I mentioned earlier, there are multiple paths for this work. We can build relationships with the people who are out there doing the work of social change. But, regarding how activists and academics might work more effectively, Brian Dominick recently said,

> Perhaps it would be better for academics to keep to their lofty debates. At least that way, they would be less inclined to dominate and attempt to control activist projects. . . . Shutting up in public would be the thing I'd have to say that academics can best offer activists. (as cited in Peters, 2005, pp. 45–46)

I want to be clear: Dominick is *not* suggesting that academics not engage with activists; rather, he wants to avoid academics' using their class privilege and so-called expertise to dominate activist projects and agendas.

So, it's a given that most of us work in institutional sites that reproduce race, class, gender, and sexuality struggles. Some might suggest that studying the struggles of others and teaching our students about these struggles is what we're best equipped at doing as academics. But I would suggest that although that work is extremely important, it is not activism.

So if we are indeed committed to making fundamental social changes to produce a more just and democratic society, we have to start identifying ourselves first as activists in order to avoid the pitfalls of elitism. We also need to take a very critical view of the role of the academy and of our profession and to examine the multiple ways that we—institutionally and professionally—reproduce the inequities in our society. And we have to be willing to take a very critical view of ourselves and our work.

In this critical examination of ourselves and of our work, we might do well to heed the words of Noam Chomsky. I'd like to warn you that they're not particularly flattering, and you might find yourselves disagreeing with his assessment. They are, however, worth considering. Peters (2005) wrote,

> Intellectuals [Chomsky said], "the educated classes, are the most indoctrinated, most ignorant, most stupid part of the population." [Chomsky] gives two reasons: "First of all, as the literate part of the population, they are subjected to the mass of propaganda. There is a second, more important and more subtle reason. Namely, they are the ideological managers. Therefore, they must internalize the propaganda and believe it. And part of the propaganda they have developed is that they are the natural leaders of the masses." (p. 49)

Becoming an effective activist, then, involves no small amount of humility. We need to listen rather than to speak. We need to bring to the activist projects the fullness of our skills as analysts and share our resources with folks who are working to bring about social change. We need to get messy in our interrogations of the dichotomy between thinking and doing. And we need to stop talking only to ourselves and start building relationships with social activists.

But this doesn't mean not doing what we do best. Michael Bronski, a renowned queer theorist, said that "we can't build move-

ments without history" (as cited in Peters, 2005, p. 53). This clearly speaks to an intertwining of the efforts of scholars and activists, a bidirectional sharing of resources from scholars to activists and from activists to scholars. Just as activists might benefit from the histories and the analyses that we, as scholars, can produce, so might we benefit from the life experiences, written or not, of the activists themselves.

There are, surely, those among us who view of the work of UCEA towards social justice and eliminating social inequities to be a drifting away from the work we ought to be doing as an organization. In fact, in an evaluation of one of our recent conferences, one participant suggested that we might as well go ahead and change the name of the organization to the University Council for Social Justice. There is a perception on the part of some of us that issues of social justice and equity have come to dominate the discourses of UCEA in ways that feel threatening to other modes of thinking. But UCEA's commitment to equity and fairness has a long history. In the spirit of Bronski's cautionary statement that we can't build movements without history, I would like to review some of the activist moments of UCEA's organizational history.

Certainly, in nearly every one of the keynote addresses during the last decade, the past presidents of UCEA have urged us as an organization to re-examine our relationships to public education and educational leadership and to infuse our practices with a commitment to improving the lives of everyone in the public schools. Some years ago, for instance, Margaret Grogan (2005) said, "We should embrace an activist role as professors . . . and teach our students to do the same" (p. 8). Before that, Fran Kochan (2004) challenged our organization "to continue the development of long term collaborative research efforts centering the foci around leadership, leadership preparation, social justice, equity, diversity, and learning for all" (p. 5). More recently, Michael Dantley (2007) stated,

> Our responsibility as educational leaders must be to prepare our students to transgress against the hegemony of racist perspectives and homophobic prejudices. Our work as educational leaders must be to transgress and to teach our students to transgress the boundaries and limitations as constructed by repressive thinking where notions of gender and ability, class and ethnicity are concerned. Our responsibility it seems is to couch school finance, facilities, and internships within the contested topographics of accepted and often promoted sexist mentalities and the atrocities of colorblindness insensitivities. (pp. 2–3)

Although for some it may seem that this focus on activism and social justice is a relatively new development for UCEA, the organization and the governing bodies actually have struggled with how to achieve equity and justice for a very long time—sometimes successfully, sometimes not. As I was reviewing some of the more salient moments in UCEA's history when the organization and its membership have taken what might be considered activist positions on pressing issues, I was struck by the ebbs and flows of UCEA's attempts at greater inclusivity. For some of these salient moments, I'm relying on the memory of Jack Culbertson (1995) from his *Building Bridges* book. It was in the early 1970s, for example, that UCEA established the Native American Educational Administration Task Force. A year later, UCEA established one of the first information exchange programs with Atlanta University, Cheyney State College, and Howard University in order to explore the special concerns of training African American administrators.

That same year, UCEA hired Paula Silver as its first woman staff member. This might not seem to be an especially activist thing to have done, but I should remind you of the context. Although this was only 36 years ago, the leadership of the organization struggled with the fact that a woman's name had been included on the short list of possible Associate Directors. Culbertson (1995) reported that after an awkward silence, one of the men said it would indeed be a mistake to hire a woman for the position. The argument was that a woman would not be able effectively to discharge her duties to visit universities since she would only be seen as a sex object rather than as a professional colleague!

One of Paula Silver's important initiatives that sought to push the gender boundaries in educational administration was the creation of the Computerized Research and Placement System. This was a database of information on students completing doctoral programs in educational administration, designed to be used to promote women and people of color for placement in the field. As you might imagine, this project was received with mixed reaction by the Plenum. Those who opposed the implementation of the project were bothered by the exclusion of White men from the database and by the inclusion of graduating students from non-UCEA in-

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31st Annual David L. Clark National Graduate Student Research Seminar in Educational Leadership & Policy

Friday, April 30

Barbara L. Jackson Scholars Spring Workshop

William L Boyd National Mentoring Workshop in the Politics of Education

Sunday, May 2

Division A & L, UCEA and The University of Texas College of Education, and Sage Publications Joint Reception, 8:00 p.m.

stitutions. Ultimately, however, the Plenum did vote to approve the project.

As I said earlier, however, the picture of UCEA's struggles with social equities within the organization and the field seems to be one of fits and starts—and much controversy. Of moves towards greater equality and inclusion, and of backlash and resistance.

How do we interpret the fact, for example, that it took the organization 13 more years after Paula Silver's appointment for UCEA to vote for Martha McCarthy as its first woman president in 1985? Why was it not until 1992 that we elected Pedro Reyes to be our first Latino president? And why did it take us until 2005 to have Michael Dantley serve as our first African American president? These are the critical kinds of questions I think we need to be asking ourselves as we seek to define what type of an organization we will become in the future.

But back to some of the activist moments. In the mid-1980s, UCEA sponsored and supported the National Commission on Excellence in Educational Administration. The papers that were generated as part of this commission were published in 1988. Included in this collection was an incisive chapter by Barbara Jackson. Jackson (1998) noted, "A Black perspective is a view of a group that has been victimized . . . [that] arises not solely from a study of books. Citing Cooper Smith, she went on to say that the Black perspective arises "from the bones and spirits of those who have stood at the bottommost point of the pit of humiliation and dehumanization." This is not an easy image for those of us in a dominant racial positionality to digest, yet she challenged us in our profession to look at what is too painful to see. She spoke to us of the importance of the Black perspective in our field. After more than 10 years of struggling with how to accomplish this, the organization responded by establishing the Barbara L. Jackson Scholars network for students of color who seek careers in the academy. Permit me to review the purposes of this network. According to the UCEA website, the Jackson Scholar network exists to do the following:

1. Provide a system of support for students of color across UCEA member institutions that will continue as they enter the professorial role and begin to mentor others into the profession.
2. Ensure the presence of minority faculty in educational leadership programs in numbers sufficient to assure that UCEA programs will reflect the diversity of our society and schools.
3. Support the K–12 environment's need for a larger pool of administrators from minority groups, through enhanced abilities to recruit them into university programs
4. Demonstrate UCEA's commitment to diversity, equity, and social justice.

A moment of activist brilliance in a sky that is too often too dark.

There are other shining stars. In the early 1990s, on separate occasions, Colleen Capper and Catherine Lugg shocked many of the attendees of the conferences with a public declaration that they were lesbians. Given the conservative context at the time regarding sexuality, folks came up to her and called her brave. In a recent conversation with Catherine Lugg, she expressed that there was nothing particularly brave about this action. She merely spoke about the experiences she knew. More flickering moments of activist brilliance helped UCEA—as an organization—move forward on its path towards greater inclusion. Once again, it would take another decade for the organization to figure out how to create welcoming space for these sexual minorities, and the Gay Straight Alliance of UCEA was established a few years ago.

As a progressive scholar, I think it's important to point out once again that these moments of activism have not brought about permanent, consistent changes. Just as every new generation needs to redefine and recommit to the experiment of American democracy, the changing leadership and membership of UCEA need to redefine and recommit to the values of social justice and equity. The Plenum and the Executive Committee, for example, continue to fight about how best to increase the racial diversity among the leadership and membership of UCEA. And despite the existence of the Gay Straight Alliance in UCEA, it has really only been a few of us who have gotten together over the last several years at 7:00 a.m. to chat about how good it feels actually to have a space within the organization where we are recognized. The problem is that it would be too tempting to rest on our laurels as a result of these few moments of activism. The problem is that in creating these networks and safe spaces we fail to integrate the values and beliefs of these underrepresented groups throughout the entire organization. And the problem is that by segregating these groups we offer no incentive to talk across the boundaries of race, sexuality, and gender.

I mentioned early on in this speech that I hoped to accomplish three things. So far, I have discussed what it means to be a scholar activist. I've spoken about how UCEA as an organization has often encouraged the notion of activism. Finally, in this last portion, I would like to do a bit of the activist stuff that I've been speaking of. I referred to this earlier in my speech as something that might be a bit risky. I want to talk to you about some very queer things.

Now, why do I think this might be risky? I've been around UCEA long enough that most folks are familiar with the work I do. But I remember it wasn't all that long ago when the UCEA Annual Convention was last held in Cincinnati. I believe the year was 2001. We had invited Patricia Hill Collins to be a keynote speaker. She was by that time already an internationally renowned scholar, known for her work on Black feminist thought. She asked us to be critical, to think, to reflect, to engage in conversations about things like race and sexuality. Her delivery was inspiring, and her message was captivating. But what I remember most about her talk was watching how many people walked out of the audience, unwilling even to listen.

When Michael Dantley (2007) spoke to us a few years ago about similar sorts of things, he asked for our indulgence and re-

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The UCEA Interview Series is a new online resource focused on recent research relevant to leadership practice and preparation. Visit http://www.blogtalkradio.com/UCEA and check out the current offerings, including interviews with Karen Seashore, Ken Leithwood, Terry Orr, Mike Knapp, David Mayrowitz, and Scott McLeod. Listen to interviews live, listen online, or download them to your mp3 player.

minded us in a humorous way that when a preacher asks a congregation for indulgence, it usually means that "you'd better get ready for a long time of sitting and listening" (p. 1). But I don't carry the same power as a preacher. So in order to ensure that I have a captive audience, I've asked the hotel management to lock the back doors!

Moving on, I'd like to share a bit of my own development and beliefs as an intellectual activist. Some of you probably know that before I returned to graduate school to complete a doctorate in Educational Administration, I prepared federal income tax returns as a Certified Public Accountant. During those 15 years as a CPA, I never once imagined that one day I would identify as a queer scholar activist. The move away from the normatively structured world of business and accountancy towards a career as an oppositional scholar and social dissident seemed at one time an unlikely occurrence. Yet somehow the intersectionality of these multiple identities has come to represent my journey as an educational leader in the academy.

These identities did not, of course, emerge simultaneously. I began to know myself as a scholar only from the mid-1990s. This is the point at which I came to an understanding that through research I could contribute to the growing bodies of knowledge in education. I have come to appreciate how the gathering and dissemination of evidence can be used to change the consciousness of humankind. The use of evidence, moreover, entails a moral and ethical responsibility to convey the truth—not the universal and absolute Truth, but the historical, contextual truth bound by time and place. This adherence to the truth through the use of carefully collected evidence is what differentiates scholarship from mere ideology (Levin, 2009).

Truth, as I see it, is linked to epistemological perspective, and queer truth emerges from a view of the world that interrogates the taken-for-granted, heteronormative assumptions that dominate Western culture. The paths that lead to the adoption of a queer perspective are multiple and complex. Some know themselves or choose to be queer through social and cultural interactions with others; some discover the world of queer in the philosophical, sociological, and literary writings of authors who trouble essentialized notions of sexual identity.

As one who has moved between and across both normative and non-normative sexual identities, my journey into the queer occurred as I came to examine the writings of influential scholars of the 1990s. It was at these moments that I became convinced of the epistemological underpinnings that would guide my own scholarship. These assumptions are

- "An understanding of virtually any aspect of modern Western culture must be, not merely incomplete, but damaged in its central substance to the degree that it does not incorporate a critical analysis of modern homo/heterosexual definition" (Sedgwick, 1990, p. 1).
- "Queerness constitutes not just a resistance to social norms or a negation of established values but a positive and creative construction of different ways of life" (Halperin, 1995, p. 80).
- "Queerness should challenge and confuse our understanding and uses of sexual and gender categories" (Doty, 1993, p. xvii).

Queer scholarship, then, acknowledges these perspectives even as it seeks to gather the evidence that the heteronormative world order does violence to all persons living within it.

Now, valuable and intellectually rewarding though it may be to engage in the production of queer scholarship, for those of us who educate the educators it is simply not enough. We are in a field that demands that theory inform practice; that pedagogy reflect our epistemologies; and that we provide future teachers and educational leaders with the knowledge, skills, and dispositions to address and transform the unjust inequities that continue to plague our societies.

Therein lie not only the possibility but also the obligation for the queer scholar to be an activist. These are the roles of the scholar activist, whether through an *engaged pedagogy* that seeks to transform the way we do education in order to provide students "with ways of knowing that enhance their capacity to live fully and deeply" (hooks, 1994, p. 22); through using the evidence of our research beyond the ivory towers of the university in order to mobilize knowledge among the larger community (Levin, 2009); or through political engagement in the local, state, national, or international communities to effect change for social justice.

This brings us to the proverbial "so what." Why does this queer stuff matter to you? I say it matters because there are children, teachers, staff persons, administrators, and community members in our schools who are marginalized, disrespected, disenfranchised, and maltreated because of their sexuality. And until all of these people receive the respect and dignity that they deserve, we must *all* continue to fight to create a more just society.

In closing, I recently came across a communication from Warren Blumenfeld of Iowa State University. Some of his students in a queer studies course asked him why—in 2009—he was still so conscious of being gay and still intent on "fighting the fight." His poetic-like response, I believe, is worth sharing:

- I am still so very conscious of being gay because still today my own students come to me with pain on their faces and tears in their eyes after they come out to their parents, and their parents either disown them, cut them off of financial support for college, or place them in "reparative" or Christian therapy to "take them out of the 'gay lifestyle.'"
- I am still so very conscious of being gay because politicians continue to scapegoat us for their own fundraising and recruitment purposes while spreading lies about who we really are.
- I am still so very conscious of being gay because we are not allowed to openly serve our country in the military.
- I am still so very conscious of being gay because I am not allowed to donate blood because I have had sex with another man since 1977, even though I am not infected with any communicable disease.
- I am still so very conscious of being gay because same-sex couples still continue to be denied the rights and benefits on par with different-sex couples in most states in the United States and in most nations of the world.
- I am still so very conscious of being gay because some religious denominations still brand us as "sinners," as an

"abomination," and as "immoral."

- I am still so very conscious of being gay because some members of the psychiatric profession still consider us as mentally or emotionally ill.
- I am still so very conscious of being gay because many still equate "homosexuality" with "pedophilia."
- I am still so very conscious of being gay because images in the media still either depict us in stereotypical or evil ways or don't acknowledge us at all.
- I am still so very conscious of being gay because still my comrades are humiliated, bullied, attacked, and killed for simply being themselves.
- I am still so very conscious of being gay because I and many LGBT people still live in a world and a society that teaches us to hide and to hate ourselves, and we have internalized those messages all too well.
- I am still so very conscious of being gay because our youth are still 2–3 times more likely to attempt and complete suicide than their heterosexual counterparts.
- I will stop being conscious of being gay and stop fighting the good fight when homophobia/heterosexism are no longer problems, and when labels are placed on jars, not on people when they perform their gender differently from the mainstream.
- I still believe that we are all born into a great pollution called "homophobia" (one among many forms of oppression), which falls on us like acid rain. For some people spirits are tarnished to the core, others are marred on the surface, and no one is completely protected. But neither are we to blame. We all had no control over the formulation of this pollution, nor did we direct it to pour down upon us. On the other hand, we all have a responsibility, indeed an opportunity, to join together to construct shelter from the corrosive effects of oppression while working to clean up the homophobic environment in which we live. Once sufficient steps are taken to reduce this pollution, we will all breathe a lot easier.
- Until that day finally arrives, I'll be there fighting the good fight as long as my heart keeps pumping and my brain keep functioning. I am proud and happy that I still have the passion to continue the fight when so many of my contemporaries have long since lost their passion. (W. Blumenfeld, personal communication, 2009)

I know that this is a room full of passionate people. And I believe that we collectively can fight the oppressions of race, sexuality, class, ability, and other forms of difference. And we need to move beyond the idea of tolerance of difference—such an offensive idea that one should have to be tolerated. In this last official presidential activity, I urge all of you to push beyond the comfortable boundaries of your epistemologies—whatever they are. Find out what folks are saying in the other sessions of the convention that you customarily do not attend. Listen and seek to understand before judging. And let's find a way together to become the social activists that we need to be in order to foster equity, justice, and fair opportunity for everyone in the educational system.

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http://twitter.com/UCEA

UCEA Plenum Elects Autumn Tooms as 2011 President

At the 2009 UCEA Plenary session, UCEA institutional representatives elected Autumn K. Tooms to serve as the 2011 UCEA President. During the 2010 year, Autumn will serve as President-Elect and as Chair of the UCEA Convention. Autumn provided the following statement:

Being elected to the UCEA Presidency was one of the most important moments of my life. As a former principal and current scholar in the Educational Administration program at Kent State University I endeavor to maintain a balance of thoughtful and focused work dedicated to bridging the gap between those who lead schools, and those who study and prepare school leaders. I served as a school administrator in Arizona at the elementary, middle, and high school levels. Perhaps the most unique challenge I encountered was the opportunity to desegregate a school and then implement a school-wide dual-language program in the same building.

As both teacher and principal, I was dedicated to serving at-risk schools and communities located in urban core areas. These experiences strongly contoured my research focus. I am deeply committed to unpacking the politics directly related to the principalship along with issues and dynamics related to those who aspire to positions of school leadership. I have been involved in UCEA for over 15 years; I have served in various leadership roles for 9 years, including Plenum Representative and member of the Ad Hoc Committee on Diversity. In 2007 I was elected to the Executive Committee. Currently, I serve as the associate editor for the *Journal of School Leadership* and I am a member of the following editorial boards: *Educational Administration Quarterly, The Journal of Research on Leadership Education,* and *The International Journal of Leadership in Education.* I have carefully worked to position my research as a bridge between the arenas of academia and practicing school leaders. My scholarship has been accepted by journals including *Educational Administration Quarterly, The Journal of School Leadership, The Journal of Cases in School Leadership, The International Journal of Leadership in Education, Kappan, Educational Leadership, The School Administrator,* and *Principal.* I have written books for those new to the principalship, which are focused on literacy reform and the politics of socialization to the role. I am co-editor of two books written for those who prepare school leaders that focus on chronicling the history of social justice within the field of leadership preparation. Besides my scholarly activities, I was one of the primary architects of an international collaborative between Kent State University and The College of the Bahamas dedicated to preparing school leaders in The Bahamas. I serve as the director of this program

I credit my professional development as both practitioner and scholar to the many opportunities UCEA has provided to learn and work with colleagues in our field. Because of this, I am committed to stretching UCEA's efforts toward mentoring new scholars on the road to tenure, building bridges within the networks of our organization, and increasing our capacity through extending our reach through the field of educational leadership.

UCEA Welcomes New Member

Stephen F. Austin State University

UCEA welcomes new affiliate member Stephen F. Austin State University. The master's in Secondary Education degree at Stephen F. Austin State University is an exciting and innovative graduate program that prepares teachers for leadership positions in the secondary school setting. By exploring the roles of teacher as researcher, teacher as scholar-practitioner, and teacher as educational leader, the master's program cultivates a learning community of faculty and students through dialogue and critical inquiry.

Teachers who select this program will be prepared to work in schools as instructional specialists with an enhanced understanding of learning and leadership theory, systems design, and teaching with technology. The outcomes of this graduate degree program are based upon the National Council for Accreditation of Teacher Education (NCATE) professional standards.

The Department of Secondary Education and Educational Leadership also offers a principal preparation program. The program, based upon guidelines of accrediting agencies at the state and national levels, is accredited by NCATE.

The Superintendent Certificate Program consists of 15 semester hours of courses and experience that are built upon the Texas Professional Standards for the Superintendency.

Finally, the university offers a doctorate in Educational Leadership. The program addresses population growth issues, cultural diversity, policy analysis and design, problem solving, and the change process. Accepted candidates will become leaders who respond to school complexities with confidence and resolve.

Teacher Education and Practice, a peer-refereed journal and the official publication of the Texas Association of Colleges for Teacher Education, is published quarterly by the James I. Perkins College of Education at Stephen F. Austin State University.

Please help us welcome Stephen F. Austin State University to UCEA. If you would like to learn more about their program, contact Dr. Betty Alford, chair of the Department of Secondary Education and Educational Leadership, at balford@sfasu.edu or (936) 468-2908.

www.sfasu.edu/education

If you would like information about full, provisional, or associate membership in UCEA, please contact the UCEA headquarters at UCEA@austin.utexas.edu or
UCEA
The University of Texas, College of Education
1 University Station D5400
Austin, TX 78712

From the Director:

The Promise of University–District Partnerships

Michelle D. Young

The purpose of university–district leadership development partnerships is to provide a district with access to high-quality and contextually relevant preparation, supportive learning structures, and in-service development. Such partnerships have the potential to leverage the collective capacity of both the district and the university if they are both willing and able to work together from start to finish.

For years, UCEA has encouraged the development of partnerships among its membership. One of UCEA's membership standards, in fact, explains that member programs should have in place long-term formal relationships with one or more school districts, and other appropriate agencies, that create partnership sites for clinical study, field residency, and applied research. Research indicates that university–district partnerships are very important. They not only provide the most effective means for preparing principals for specific district and regional contexts but also expand the resources available to both university preparation programs and school districts. Additionally, leadership development is much more likely to become an ongoing priority for both districts and universities, beginning with preparation and then followed by comprehensive efforts to build leadership capacity within the district.

A groundbreaking study by Darling-Hammond, LaPointe, Meyerson, and Orr (2007) found partnerships to be an essential factor in the effective leadership preparation programs. In fact, in each of the programs they examined that qualified as highly effective, partnerships appeared to contribute profoundly to the program's success. Several UCEA institutions were featured in this research. For example, Bank Street College worked closely with Region 1 of the New York City Public Schools to create a cohort-based preparation program focused on the unique needs of that district. Similarly, the University of Louisville worked in partnership with the Jefferson County Public Schools to develop a certification program for aspiring principals that built on the district's in-service framework and aligned with the its approach to teaching and learning. Finally, the University of Connecticut Administrator Preparation Program (UCAPP) faculty worked closely with both districts, such as Hartford, and the state principals' association to provide in-depth field experiences for its candidates. The researchers pointed out that each of these programs, and the others included in their report, were distinguished by the commitment of key members of both parties to make the partnership work. This commitment went beyond mere words to include coconstructing new curricula, districts providing credit subsidies, universities providing tuition waivers, and finding resources for coaches for new principals and faculty for district-based preparation and professional development. For other examples, see Browne-Ferrigno (2004) and Goldring and Sims (2005).

A growing number of university–district partnerships are working to provide preparation. These partnerships represent a continuum from coordinating aspects of a program to cooperatively designing and implementing aspects of a program, to full collaboration in all phases of preparation and beyond (Ray, 2002; see also Southern Regional Education Board [SREB], 2008). The range of collaboration is represented by the Partnership Continuum rubric (see Table). In this rubric, the collaboration is ranked based on the level of collaborative "intensity" (SREB, 2008, p. 23) in three areas: (a) partnership intent, (b) program design, and (c) program delivery.

Benefits and challenges are involved in developing any of the partnerships portrayed by the continuum, but experience and research have identified ideas and strategies for developing a partnership that can facilitate the efforts of partnership developers. According to research conducted by SREB (2008), for example, certain factors can help a partnership become more effective. The SREB referred to these factors as enabling conditions, such as the following:

1. Develop a common vision for the program, candidate learning, and leadership outcomes.
2. Develop a shared commitment to the partnership the partnership, expressed through official written agreements and the allocation of resources (human and fiscal) to support the development and implementation of the program.
3. Clearly define expectations for the roles and responsibilities of both parties.
4. Develop a process for gathering, analyzing, and communicating formative and summative evaluation data to both parties.
5. Identify and ensure mutual benefits for both parties.

UCEA encourages the development of strong, substantive, and sustainable partnerships. During the summer of 2009, UCEA Plenary Session members from 10 institutions and their district partners attended the SREB University–District Partnership Trainer of Trainers Workshop. The workshop provided UCEA members and partners with an intensive overview of how to develop and sustain meaningful partnerships and how to conduct a training workshop for other UCEA faculty and district partners interested in improving or developing new partnerships. UCEA will be holding its first half-day training, based on the SREB modules, during a Sunday morning workshop at UCEA Convention 2010 in New Orleans. The training is appropriate for groups that are at any stage of development. Participants will have an opportunity to learn from both research and experience about things like identifying common goals and common ground, conducting a needs assessment, avoiding or working through common problems, developing formal agreements, developing infrastructure, facilitating curriculum development and delivery, and ensuring sustainability. More information on this and other UCEA Convention workshops will be available on the UCEA website (www.ucea.org) in the spring. Additionally, UCEA has conducted a number of interviews with scholars and practitioners engaged in the development, implementation, and sustainment of university–district partnerships. These interviews can be accessed (stream or download) on the UCEA Interview Series page (www.ucea.org/interview-series) and on BlogTalkRadio (www.blogtalkradio.com:80/ucea).

Note: Previous "From the Director" articles are now archived at www.ucea.org/from-the-director

Table
Partnership Continuum

	No collaboration	Coordination	Cooperation	Collaboration
Partnership intent	There is no intention to formally collaborate on preparation.	University faculty members or district leaders recognize the utility of developing some form of relationship or partnership. The utility may be related to sociopolitical reasons or to a pipeline need. The partnership may be short term and typically involves activities such as developing press releases about the partnership, ensuring that information about a university partner program is distributed to district employees.	Both the district and university have a genuine interest in collaborating. Both organizations bring resources to the table to ensure program success. The partnership, however, is not formalized and depends in large measure on personal relationships.	Both the district and university have a genuine interest in collaborating and view collaboration as critical to ensuring the validity and effectiveness of the partnership. Both organizations bring resources to the table to ensure program success. Key officials are involved in drafting the program vision, identifying mutual benefits, and developing formal agreements.
Program design	No system has been put in place for representatives of districts and universities to discuss or collaboratively plan aspects of the program or the selection of candidates.	An advisory board for the district program may be developed that includes practicing leaders from one or more districts, but it meets infrequently to share information about the program and to request assistance in marketing and recruitment. Efforts are not focused on program design. Boundaries between the organizations and the roles of organizational players (e.g., practitioners vs. faculty) are reinforced.	Intentional efforts are made by the university to solicit the advice and opinion of district stakeholders in program development. Advisory groups are carefully formed to include representation of key individuals from each organization. Advisory group meetings are meaningful and result in many informal interactions.	University faculty and district personnel collaboratively design the program, including how students will be selected, what the curriculum contains, how the curriculum will be delivered, what the internship will involve, and how students will be assessed. Partnership meetings occur regularly, and processes are in place for continual reassessment.
Program delivery	There is little or no involvement of practitioners in the delivery of the program. Practitioners may serve as adjunct professors or internship supervisors.	District personnel may recommend candidates to the program. However, there is little or no involvement of practitioners in the delivery of the program. Advisory board members and other practitioners may serve as adjunct professors or internship supervisors.	Partner district practitioners are involved in the identification of students for the program. Some delivery may take place in the partner district. Practitioners may serve as co-instructors for course delivery and as internship supervisors.	Partner district practitioners and university faculty collaborate in student selection for the program. Some delivery may take place in the partner district. Practitioners are likely to serve as co-instructors for course delivery, as evaluators of student progress, and as internship supervisors. University faculty roles extend beyond the preparation program to working with sitting leaders to better understand and improve their practice.

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An EC Minute

Autumn Tooms, UCEA President-Elect

The EC minute is brought to you several times a year to provide an overview of key considerations and accomplishments of the UCEA Executive Committee (EC). During November 16–18, 2009, the EC met at the Anaheim Marriott Hotel to conduct the business of UCEA. The meeting was conducted by President-Elect Alan Shoho, for President James Koshoreck who had taken ill. The first order of business was a headquarters update and contextual scan by Executive Director Michelle Young. She updated members on the preliminary response to the Request for Proposals (RFP) for universities interested in hosting UCEA released earlier in the fall. A healthy list of institutions made informal inquiries with Dr. Young. Additionally, Dr. Young had prepared an informational seminar (to be held during the annual convention) for those interested in learning more about the experience of hosting UCEA; EC members discussed their respective roles during the seminar. (The RFP for those interested in hosting closed February 1, 2010.)

The next order of business pertained to strategic planning and UCEA's transformative agenda. In 2007 a review of the mission, vision, values, and goals of the organization was conducted along with a draft of objectives and how they correlate to the goals of the organization. This ultimately became a working paper (authored in alphabetical order by Fen English, Steve Jacobson, Catherine Lugg, Linda Tillman, and Michelle Young) designed to serve as platform for sustained conversation about UCEA's future. The following key initiatives are at the heart of the agenda:

1. Expand the intellectual, conceptual and research boundaries of the professional field and reposition the EdD degree in educational leadership.
2. Invest in a leadership program evaluation and improvement center.
3. Internationalize educational leadership preparation conversations.
4. Work towards civic-centered values, social justice, ethics, and diversity.

After a review of the working paper, EC members were assigned to discussion teams in the Plenum to participate in the concluding discussions of the UCEA strategic plan, specifically as they related to UCEA's values and the results of a 2009 survey of Plenum Representatives.

The next order of business centered on UCEA membership related to Bowling Green State University and Old Dominion. Drs. Alan Shoho and Cindy Reed conducted a site visit to Bowling Green and reported findings from their visit. The EC voted unanimously to forward a seconded motion to the Plenum to accept Bowling Green State University as a full member.

A full afternoon was spent meeting with college leaders at the dean and department levels. The meeting focused on the UCEA–Wallace Leveraging Program Change initiative. The Kiva method of facilitation was used to capitalize on the various perspectives. The word *Kiva* comes from the Hopi tribe of Native Americans and refers to a walled, underground room that is circular or square in shape. This room served as a chamber for leaders of the tribe to meet, discuss issues, and make decisions concerning the tribe. The Kiva technique is used to identify and refine leadership issues and was developed by Luvern Cunningham at the Ohio State University over 20 years ago. The discussion focused around the challenges and opportunities involved in leveraging substantive change in educational leadership preparation programs. A full report on the outcomes of this meeting will be developed.

Day 3 began with reporting from associate directors. Gerardo Lopez (Publications) provided an update of the efforts he has made as both the interim editor of the *Journal of Cases in Educational Leadership* and as Director of Publications. Members of the EC unanimously commended him for his exceptional service efforts. Bruce Barnett (International Affairs) brought forth issues concerning accessibility and equity for international members. The result of that conversation was a call from him to form an ad hoc committee to explore how to intensify accessibility for non-U.S. member institutions. Scott McLeod (Communications) gave a vigorous presentation on how various avenues on the internet can improve UCEA visibility and accessibility.

The associate directors' reports were followed by a convention report from President-Elect Alan Shoho and Co-Chairs Bob Johnson and Mariella Rodriguez. Significant changes this year included instituting the Brock lecture as part of the annual banquet and changing the days that the meeting is held to accommodate Sunday travelers. The last order of business was the official recognition of outgoing EC members (and past presidents) Michael Dantley and Steve Jacobson and the outgoing president, James Koschoreck.

As I reflect on the marathon that is the November EC meeting followed by the Plenum and then the annual convention, I am compelled to share with you how humbling and inspiring it is to serve as a member of the EC. As with most attendees to the convention, we find our days unbelievably long but packed with yeasty conversations that inspire us to remain vigilant in our service to the field long after the convention has ended.

UCEA Research Utilization Briefs

UCEA has developed with the Wallace Foundation a publication series that shares pertinent information regarding leadership preparation with the individuals who are in positions (at the program, institutional, and state levels) to make use of the information and make positive change. The series provides short, high-impact explanations and examples of how the preparation-focused research can be used to improve leadership preparation programs. These publications are based on new, current, and forthcoming research products from the Wallace Foundation and its funded projects.

March 2009: Selecting Leadership for Tomorrow's Schools

June 2009: Assessing Leadership Effectiveness

Sept. 2009: Investing in Staff Resources for Learning Improvement

The views expressed in these policy briefs are those of the authors and do not necessarily reflect the views of UCEA or member institutions. These documents are available on the UCEA website:

www.ucea.org/research-utilization-briefs

2010 UCEA Program Centers Graduate Student Fellowship

Purpose: The UCEA Graduate Student Fellowship (GSF) aims to provide research, mentoring, and career development opportunities for an outstanding graduate student who is enrolled in an UCEA member educational leadership program and intends to enter the professoriate. The UCEA Program Center fellow will receive a stipend of $5,000.

Where: The fellow will be eligible to be in residence for 6–8 weeks during the summer at one of the seven current UCEA programs centers*:

- **UCEA Joint Program Center for the Study of the Superintendency and District Governance**:
  www.ucea.org/the-study-of-the-superintenden
- **UCEA Center for Educational Leadership and Social Justice**, Duquesne University:
  www.ucea.org/educational-leadership-and-so
  James E. Henderson, henderson@duq.edu
- **UCEA Center for the Study of Leadership in Urban Schools**, University of Cincinnati:
  www.uc.edu/urbanleadership
  Nancy Evers, Nancy.evers@uc.edu
- **UCEA Center for the Advanced Study of Technology Leadership in Education** (CASTLE), Iowa State University:
  www.schooltechleadership.org
  Scott McLeod, mcleod@iastate.edu
- **The UCEA J. Willower Center for the Study of Leadership and Ethics**, Penn State University:
  www.ed.psu.edu/uceacsle
  Jacqueline Stefkovich, jas71@psu.edu
  Dana Mitra, dlm54@psu.edu
- **UCEA Center for the Study of Academic Leadership:**
  University of Nevada, Las Vegas
  Vicki J. Rosser, Vicki.Rosser@unlv.edu
  Edith Rusch, edith.rusch@unlv.edu
- **UCEA Center for the Study of School Site Leadership**:
  www.oise.utoronto.ca/research/schoolleadership
  Kenneth Leithwood, kleithwood@oise.utoronto.ca

**Contingent upon proposals from individual centers to host a student. We highly recommend that applicants contact the directors of centers in which they are interested in visiting.*

When: The UCEA GSF is a 6- to 8-week program, June–July 2010. This timeframe can be rearranged for another time during 2010 if mutually agreed upon between the Program Center and fellow.

Student application deadline and process: The application materials from each student must include four statements of no more than 500 words each addressing the following:

1. Describe your academic and personal experiences that you consider relevant to UCEA GSF fellowship.
2. Describe your short-range and long-range career goals.
3. Detail your research experience.
4. How does a summer fellowship at a UCEA program center align with your pursuit of the professoriate?

Send your application electronically to:

Julian Vasquez Heilig, Ph.D.
jvh@austin.utexas.edu
Associate Director of Program Centers, UCEA
The University of Texas

Applications must arrive electronically by March 12, 2010.

The Program Centers Advisory Board will review the applications and students will be notified in early April 2010.

Call For Nominees: 2010 Excellence in Educational Leadership Award

The Executive Committee of the UCEA is asking for nominees for the 13th Annual Educational Leadership Award, in recognition of practicing school administrators who have made significant contributions to the improvement of administrator preparation. This distinguished school administrator should demonstrate an exemplary record of supporting school administrator preparation efforts. The official call and nomination form can be downloaded from www.ucea.org.

Deadline: April 1, 2010

www.ucea.org

Innovative Programs:
Michigan State University, Future Teachers for Social Justice (FTSJ)

Liz Hollingworth
University of Iowa

Before the field can expect a generation of leaders for social justice, the pipeline to the principalship must be primed with teachers who are committed to teaching for social justice. The Future Teachers for Social Justice Program (FTSJ) initiative at Michigan State University (MSU) in East Lansing aims to increase the academic readiness and commitment of Detroit Public School students to pursue a career in teaching in urban schools. The FTSJ does this through involving 11th and 12th graders in community-based research and advocacy projects, academic support programs, and a mentoring program. The central goal is to create a pool and pipeline of high-quality teachers for the Detroit Public Schools and urban communities who are committed to providing students rigorous instruction and to act as advocates for their students and communities.

The FTSJ program was founded on the belief that quality teaching in urban schools connects schools with communities and creates a force for social justice in both. It targets up to 200 Detroit public high school students in their junior and senior years for support to pursue degrees in education and to become teachers in their communities. The goal of the program is to create youth leaders through teaching and advocacy opportunities related to the conditions of schooling in Detroit. Through multilevel mentoring and parental outreach, students broaden their capabilities to serve as catalysts for change and growth. FTSJ students receive academic training to improve their reading, writing, and research skills along with training in peer teaching and enacting social justice projects.

Program Components

Summer residence program. Through an initial $6 million grant from The Broad Foundation to establish a set of "pipeline" initiatives focused on the early identification and recruitment, preparation, and retention of future urban educators, FTSJ students participate in a 4-week MSU residential program that targets students from Detroit Public Schools for precollege preparation. Participants are exposed to college life and receive in-depth academic skills development, all with a focus on a career in education. Their summer coursework has included topics such as social justice, inquiry research, writing and study-skill development, technology in education, ACT preparation, and leadership development.

Research and advocacy workshops. Summer FTSJ participants are further engaged throughout the academic year through monthly meetings with MSU faculty and instructors for research and advocacy workshops. During these workshops, participants form project teams to research various educational issues with a particular focus on the conditions of urban public education. In 2007–08, the research focused on creating an intergenerational oral history of schooling in Detroit. Student teams interviewed community leaders, educators, family members, and peers to collect the histories of their experiences of schooling in Detroit. Students learned how to analyze interviews to identify major themes and events in the experiences of schooling across the different generations of Detroit citizens. The students conduct library and Internet research, analyze relevant documents, conduct surveys, and contact school and community-based organizations deemed appropriate for their projects. Students develop websites and digital texts to present what they learned. Some of these projects are archived and can be viewed at http://www.education.msu.edu/ftsj/2007powerpoints.htm.

In addition to monthly meetings, the FTSJ students spend one weekend during the spring semester at the MSU campus to refine and present their projects. The FTSJ students have the opportunity to meet with their MSU mentors and other university admissions representatives to provide further exposure to university life.

Parental outreach. While it is the case that parents from diverse socioeconomic levels all express high aspirations for their children, it is also the case that families in higher poverty areas often do not have access to the knowledge and social networks that enable more affluent parents to support their children's academic success. In order to address this need, the FTSJ works with parents in several ways. MSU representatives and faculty meet to provide parents and adult caregivers information on the college application process, securing financial assistance for their children, and supporting their children in high school and college.

Mentoring. Youth in the urban context confront multiple, compelling challenges. Helping youth overcome these challenges requires ongoing, sustained social supports from multiple sources. To provide this support, in addition to MSU faculty and graduate student instructors, former Detroit Public School high school students who currently attend MSU's teacher preparation program serve as mentors to the FTSJ students.

"The program helped me in more ways than I can explain, but here are a few ways that stand out: I found that it was easier for me to approach the curriculum in school and even improve my overall academic performance, I found myself making friends easier, and I was overall just more inspired and compelled to excel." – Sixteen-year-old participant, Saffal Tall (left)

"I really and truly appreciate that experience for my son. Even though he had great potential, he really wants to maximize it now. There is a difference between when a child knows they can excel and when they choose to excel." – Saffal's mother, Tonya Morris

"I have been fortunate to work in a College of Education in which addressing issues of equity and access for urban K–12 students, and forging an aggressive urban education agenda, is a real priority." – Assistant Dean Gunnings-Moton (right)

Sustained support for high school seniors. The FTSJ provides support to students in the 12th-grade cohort through meetings conducted by MSU faculty and college admissions representatives. These meetings support the 12th graders in meeting any academic challenges they face throughout the school year, navigating the college application process, and preparing for entrance into college.

Grant Funding for the FTSJ Project

This project is funded by a grant from the Skillman Foundation, a resource for improving the lives of children in metropolitan Detroit. The foundation applies its resources to foster positive relationships between children and adults; support high-quality learning opportunities; and strengthen healthy, safe, and supportive communities. The foundation was founded in December 1960 by Rose P. Skillman, widow of Robert H. Skillman, vice president and director of Minnesota Mining and Manufacturing Company, and has an annual grant-making budget of $27.1 million.

Contact Information

The FTSJ is staffed by MSU College of Education Professors Chris Dunbar, Dorthea Anagnostopoulos, and Laura McNeal, and by Assistant Dean Sonya Gunnings.

www.education.msu.edu/ftsj

Leave a Leadership Legacy Through UCEA's Partners for the Future

Dedicated supporters of the UCEA who include UCEA in their wills or estate plans are UCEA Partners for the Future. These special donors have decided to extend their support beyond their lifetimes and leave a legacy of tolerance and justice. Writing a will and including a bequest to UCEA allows you to choose where your estate will go and, in most cases, helps you to reduce taxes on your estate. Your bequest or planned gift—regardless of size—is a meaningful way to honor UCEA's work and assure its future. If you are interested in receiving information about wills, charitable gift annuities or other planned giving opportunities available at UCEA —with no obligation—please contact UCEA's director of finance at 512-475-8592. If you already have included UCEA in your will or estate plans, please contact us so we can update you as a UCEA Partner for the Future.

IES Research Grant Competition

The Institute of Education Sciences (IES) is gearing up for its research grant competitions for Fiscal Year 2010. Within IES, the National Center for Education Research anticipates conducting one research competition (84.305A Education Research) that encompasses two topic areas that may be of interest to UCEA members:

Education Leadership:
http://ies.ed.gov/funding/ncer_rfas/edleadership.asp?page=all

Education Policy, Finance, and Systems:
http://ies.ed.gov/funding/ncer_rfas/edpolicy.asp?page=all

Program announcements are available at the above links. The FY 2010 Request for Applications may not have been released by the publication date of this newsletter. However, information on the anticipated application deadlines is located at http://ies.ed.gov/funding/futureComp.asp.

If you are interested in applying to an upcoming IES research competition, please check http://ies.ed.gov/funding/ regularly for new Request for Applications or sign up for the IES Newsflash (http://ies.ed.gov/newsflash/) for e-mail notification of the release of the new RFAs.

For information on the Education Leadership research topic:

Katina R. Stapleton, Education Research Analyst
Institute of Education Sciences
555 New Jersey Avenue, NW
Washington, DC 20208
202-219-2154, Katina.Stapleton@ed.gov

For information on the Education Policy, Finance, and Systems research topic:

Karen Ross, Associate Research Scientist
Institute of Education Sciences
555 New Jersey Avenue, NW
Washington, DC 20208
202-219-2043, Karen.Ross@ed.gov.

IES also invites applications for research projects that will contribute to its new research program on the Evaluation of State and Local Education Programs and Policies (84.305E). For more information contact Dr. Allen Ruby at (202) 219-1591 or Allen.Ruby@ed.gov For information on training opportunities, see http://ies.ed.gov/whatsnew/conferences.

Place a UCEA Member Seal on Your Department or College Website

MEMBER OF THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION (UCEA)

UCEA's members now can showcase their membership for their local community. UCEA has designed a seal exclusively for members to download and place on their department and/or college web page. No tech savvy is required. All you need to do is go to http://www.ucea.org/logo-request/ and fill out the form. The seal will link to UCEA's Mission Statement on the UCEA home page.

Trends in the Internationalization of Educational Leadership Visible at the 2009 Convention

Bruce Barnett
The University of Texas at San Antonio

In recent years, UCEA has promoted and supported the exchange of ideas regarding research, program development, and policies affecting leadership preparation and development with scholars and practitioners from around the world. One of the most prominent ways to encourage these discussions is during the annual convention. For instance, the focus of the 2007 Convention, "Fostering Compassion and Understanding Across Borders: An International Dialogue About the Future of Educational Leadership," in Alexandria, Virginia, emphasized the importance of globalizing our research and program development efforts. The 2009 UCEA Convention in Anaheim also provided an excellent forum for learning about the global social, economic, and political issues influencing school systems, teachers, and leaders. Research and development projects occurring in 17 countries representing five continents were presented. The largest contingent of non-North American papers and symposia was from Asia (China, Hong Kong, Korea, Taiwan, Thailand) and Europe (Finland, Norway, Slovenia, Sweden, United Kingdom).

Various topics and issues were explored in sessions where international perspectives were shared. My review of the program sessions reveals six general themes reflected in the international research and development projects reported: (a) leadership development for aspiring and practicing school leaders, (b) leadership effects on teaching and learning, (c) comparative studies of teaching and leadership, (d) teacher development, (e) influences on teachers and school leaders, and (f) students in higher education programs. Some of the important emerging issues and topics within each of these themes are listed below.

1. **Leadership development for aspiring and practicing school leaders**:
   - Ethical leadership practices of program graduates from Canadian and American universities
   - Effectiveness of preparation programs for Chinese principal aspirants
   - Career aspirations of Hong Kong vice principals
   - American school leaders' professional development experiences in Thailand and Brazil
   - Career ladders for Chinese school administrators
2. **Leadership effects on teaching and learning**:
   - School improvement in Canadian schools
   - Distributed leadership effects on Slovenian teachers
   - Influences of Korean principals on student learning
   - Educating girls in South African schools
3. **Comparative studies of teaching and leadership**:
   - Leadership practices of principals from mainland China and Hong Kong
   - Instructional leadership practices of Chinese and American principals
   - Teacher beliefs about student diversity in Australia and the United States
   - Accountability and high stakes testing in Sweden and the United States
   - Leadership practices of superintendents in Sweden, Norway, Denmark, and Finland
   - Sustaining success in Australian, Swedish, and American schools
4. **Teacher development**:
   - Entrepreneurial practices in Israeli schools
   - Teacher unions in the United Kingdom
   - Beliefs and practices of Chinese, American, and Australian teachers
5. **Influences on teachers and school leaders**:
   - Educational leadership in Inuit communities in Canada
   - Ethical dilemmas of mentors in Israel
   - School community partnerships in the United Kingdom
6. **Influences on students in higher education programs**:
   - Anxiety of students in the United Kingdom universities
   - Academic problems of international students in Korean universities

Given UCEA's mission to advance the preparation and practice of educational leaders for the benefit of schools and children, it is extremely encouraging to see attention devoted to how leaders are being prepared and supported outside the United States. Another promising trend is the interest in conducting and reporting cross-national comparative studies, a role UCEA members believe should be promoted by the organization (Barnett, 2009). Despite the increasing attention to global concerns in educational leadership presented at the convention, there appears to be a dearth of research and program development being reported in certain regions of the world, including Africa, Mexico, Latin and South America, India, the Middle East, and central and eastern European nations. As UCEA members and institutions continue to conduct global research, develop leadership development programs, and report these findings at the convention and in publications, this increases the opportunity to gain a broader, more inclusive appreciation of the worth of nonindigenous values and practices. Perhaps the greatest contribution of gaining a global perspective is to challenge the "unconscious assumption of the superiority of indigenous practice, or alternatively, an unjustified assumption of the superiority of Western theory and practice" (Lumby, 2008, p. 9). We encourage other scholars and practitioners who are working with international colleagues to share their stories in order to gain an expanded global perspective of leadership preparation and practice.

References

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Lumby, J. (2008). *International perspectives on developing educational leaders.* Paper presented at the Commonwealth Council for Educational Administration and Management Conference, Durbin, South Africa.

Developing an International Research Collaboration Between BELMAS and UCEA

Howard Stevenson
University of Lincoln (UK)

Bruce Barnett
The University of Texas at San Antonio (US)

Recently, colleagues in the University Council for Educational Administration (UCEA) and the British Educational Leadership Management and Administration Society (BELMAS) have been discussing how the two organizations might work together more closely. While many individual members of the two organizations have long and well-established links, in the recent past there has been little formal collaboration between BELMAS and UCEA. One tangible manifestation of this new relationship has been the commitment to a Memorandum of Understanding between BELMAS and UCEA that identifies a number of ways in which cooperation can be developed, and in the coming years it is to be hoped that a number of exciting initiatives will emerge from this agreement. One early indication of the potential is a small but significant project that seeks to promote international research links and to build capacity within each organization to undertake international comparative projects.

Research undertaken within UCEA (previously reported in *UCEA Review, 50*[1]) indicated a strong desire among members to undertake international research projects; however, it was clear that networks do not always exist that can facilitate this international collaboration. From this initial research, members of UCEA and BELMAS committed to developing a small project, from which it was hoped more significant and longer term initiatives would flow.

The project conceived by the two organizations was launched formally at a symposium at UCEA's annual convention in Anaheim in November. At this session a panel of five scholars with considerable experience in undertaking international collaborative research spoke briefly about their experiences conducting such work, with a particular focus on what had helped and hindered them in their research. The panel comprised colleagues from UCEA (Margaret Grogan, Paula Cordeiro, and Charlie Slater) and BELMAS (Philip Woods and Alison Taysum). The panel's contributions proved very thought provoking and were used to develop further discussion among the participating delegates, who were asked to consider what steps UCEA and BELMAS might take to promote and develop international collaborative research. The session benefited greatly from having a variety of participants from outside the United States, and this was also reflected in the quality of ideas and suggestions reported in the symposium's plenary. Specific ideas were proposed by the discussion groups.

UCEA and BELMAS Need to Act as Clearinghouses to Promote International Networking

In particular it was considered important to establish a database of international projects and those involved in them, highlighting resources that support international collaborative work. There was recognition that websites could be used more effectively to promote international issues, for example, publicizing each other's conferences and deadlines for submissions of proposals.

Support for Assistance With Internationalizing our Curricula

Some colleagues particularly wanted to enrich their curricula through a range of international inputs. It was proposed that UCEA convene a workshop at its convention for those interested in this work, where colleagues with success in this area would discuss their work and how they made progress in this area.

Collaboration Between UCEA Centers

UCEA has centers focused on specific issues related to educational leadership. These centers play a vital role in the life of UCEA, and they might become more international in scope. It was suggested that centers might learn from each other about internationalizing their work. For instance, the Center for the Study of Leadership and Ethics at Pennsylvania State University has created leadership development courses with assistance from colleagues from Sweden, Fiji, Australia, Denmark, and Hong Kong. Their work might be particularly relevant to assisting other centers in beginning to internationalize their curricular and instructional materials.

Promote International Research Projects

UCEA and BELMAS might identify issues of common interest, perhaps by analyzing dominant themes of recent conferences, and promote collaborative research in these priority areas. Project participants then would provide their research results at future conferences and in written documents.

Throughout all these discussions, and in the planning prior to the session, there was recognition that this UCEA–BELMAS collaboration needs to be only the first step in a new phase of working together. Colleagues were keen to extend the network beyond its current US–UK beginnings and embrace a much broader constituency, for example, working with the Commonwealth Council for Educational Administration and Management (CCEAM) to ensure that so-called developing nations are an integral part of the projects that develop. Several colleagues highlighted the particular problems faced by our fellow researchers in other countries, ranging from a limited access to resources to the denial of visas permitting access to countries such as the US.

The ideas that emerged from these discussions set out a substantial agenda for both UCEA and BELMAS to develop our joint efforts by working within and beyond our two own organizations. Each organization is committed to moving this project forward. However, the symposium in Anaheim was always conceived as the start, not the end, of a dynamic, member-driven conversation about internationalizing our work. To this end the conversation will continue with a second symposium, which will be hosted at the BELMAS Conference in Reading, England, in July 2010. At this event we hope that our original panel will revisit the issues raised in Anaheim, and we can discuss progress on moving our ideas forward. In the meantime, and crucial to the project's commitment to dialogue and member engagement, a blog has been established to continue the conversations from Anaheim to Reading, and beyond. The blog

is available at http://uceabelmasjointproject.blogs.lincoln.ac.uk/. Here you will find details of the project, the people involved in it, and podcasts of the presentations made in Anaheim. We very much hope the blog will provide a space in which anyone interested in the issues raised by this project can see what has been done to date and can contribute to shaping how the project develops in the future.

The project organizers have always said that we do not have preconceived ideas about where this project will lead. It was established in response to a need identified by UCEA's initial research and has very broad objectives: (a) to develop networks of researchers across national boundaries and (b) to create the conditions in which international collaborative research projects may flourish. How the project develops and what practical outcomes it generates are very much in the hands of members who seek to become involved. The symposium in Anaheim was a promising beginning in this process. We now hope that members within and beyond both organisations will take it forward in new and exciting ways.

For more information about this project, please contact:

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Bruce Barnett, The University of Texas at San Antonio
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http://uceabelmasjointproject.blogs.lincoln.ac.uk/

Welcome to the BELMAS Conference

July 9–11, 2010

Reading, England

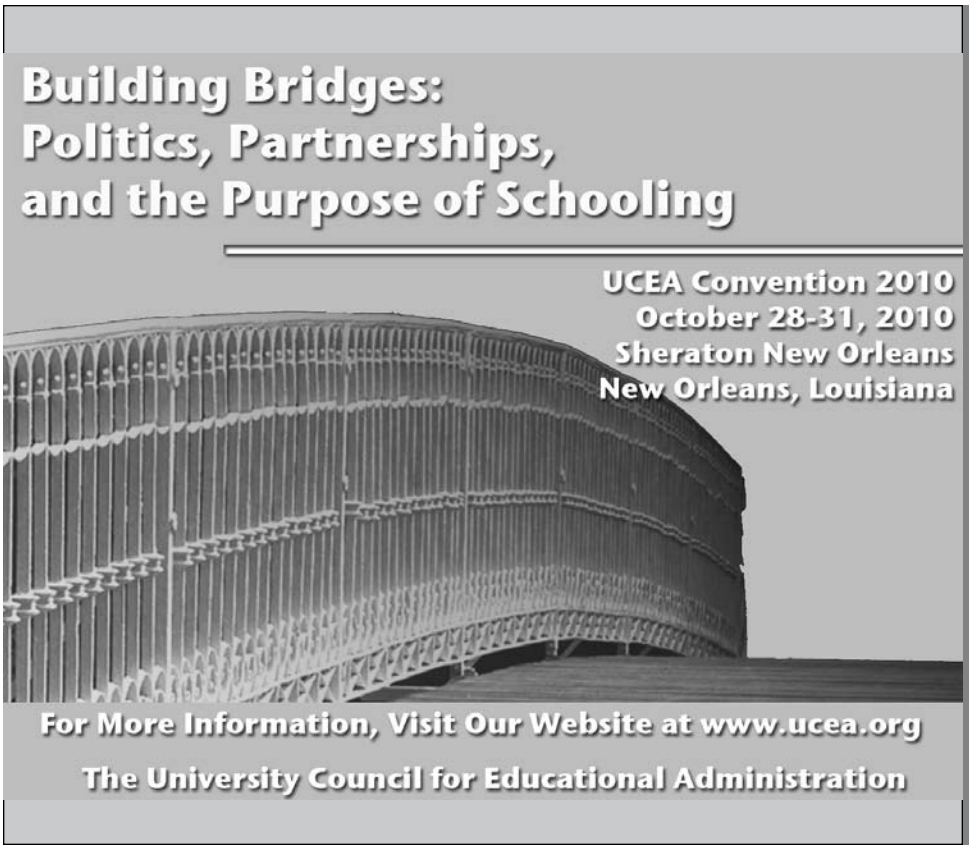
UCEA Colleagues:

As Chair of the British Educational Leadership, Management and Administration Society (BELMAS), I am delighted to welcome you to our 2010 conference being held in Reading, England, July 9–11. BELMAS and UCEA are committed to collaborating with each other over the next few years, in order to advance our field. Our conference is small (around 150–200 academics and practitioners from around the world) but big in terms of its welcome to new researchers and teachers. The conference attracts some of the leading names in educational administration. Past keynote presenters include Jim Spillane, Ken Leithwood, Karen Seashore Louis, Bruce Barnett, and this year, Autumn Tooms. Full details of the conference can be found at

www.kc-jones.co.uk/belmas

I look forward to meeting you and other UCEA colleagues at our conference.

Megan Crawford
BELMAS Chair



2010 in the Big Easy

2010 Convention
Call for Proposals and more

See pp. 24-27

2009 Convention Highlights

Conference program, Twitter backchannel, and video snippets:

www.ucea.org/ucea09archive

Updates on the UCEA/LTEL-SIG Taskforce on Evaluating Educational Leadership Preparation

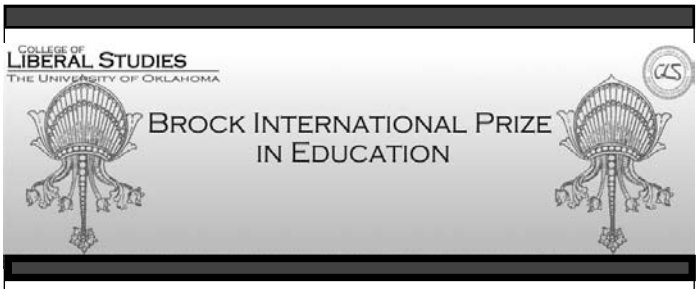
Margaret Terry Orr
Bank Street College

Andrea Rorrer & Karen Jackson
University of Utah

The UCEA Learning in Teaching in Educational Leadership Special Interest Group (UCEA/LTEL-SIG) Taskforce on Evaluating Educational Leadership Preparation, codirected by Margaret Terry Orr, Bank Street College, and Karen Jackson and Andrea Rorrer, University of Utah, is moving into its 10th year. Since Spring 2009, the taskforce has reorganized into six small workgroups to address related research design issues and develop collaborative studies. The groups, their work thus far, and key contact people are identified below:

- **Qualitative and case study research on leadership preparation.** The workgroup has identified several areas for qualitative inquiry into leadership preparation. Contact: Bill Black (University of San Francisco), WBlack@coedu.usf.edu
- **Surveying teachers on leadership preparation program graduates' effectiveness.** The taskforce has developed a companion teacher survey to solicit feedback on graduates' effectiveness as school leaders. Several taskforce members are now piloting the survey. Contact: Susan Korach (University of Denver), skorach@du.edu
- **Doctoral program evaluation issues.** The workgroup has decided that too little is known about the current status of doctoral programs in leadership preparation and proposed to undertake a survey of key program features and characteristics (e.g., type of degree, EdD or PhD; type of dissertation; credit and course requirements; admissions criteria; and dissertation advisement practices). Contact: Karen Jackson (University of Utah), Karen.jackson@utah.edu, or Liz Hollingworth (University of Iowa), liz-hollingworth@uiowa.edu
- **State data systems.** This workgroup is investigating the existence and availability of state data systems for preparation program evaluation purposes. Using an exploratory study of 16 Southern Regional Education Board (SREB) states, they concluded that states have sufficient data to evaluate the school leader pipeline, program, production, placement, and performance but lack capacity to make these data available. As a next step, the group proposed to craft a model of leader preparation and outcomes, making use of available state data resources. Such a model might include policy system effects (certification, professional development requirements), program characteristics (features, practices, recruitment, focus, enrollment size, location), principal placement and persistence, school and district characteristics, teacher characteristics and retention, and student characteristics and performance. Contact: Leslie Bussey (SREB), leslie.bussey@sreb.org
- **Assessing student performance.** This subgroup is working on developing a leadership preparation performance assessment system modeled on the California PACT system currently being used for teacher preparation assessment in California universities and others nationwide (http://www.pacttpa.org). The group plans to develop and pilot a system for preparation programs. Contact: Matt Militello (North Carolina State University), matt_militello@ncsu.edu
- **Networking federal U.S. Department of Education School Leadership Program grantees on evaluation research measures, methods, and strategies.** This subgroup is developing a common evaluation plan to incorporate into the evaluations of their funded programs. Contact: Karen Crum (Old Dominion University), kcrum@odu.edu
- **University–district partnerships.** As an offshoot of the federal grantee group and in response to state policy action, a workgroup formed around researching effective university-district partnerships. Contact: Tricia Browne-Ferrigno (University of Kentucky), tricia.ferrigno@uky.edu

UCEA members are encouraged to join one of the workgroups and contribute to the research efforts. Updates on the groups will be provided at AERA, and taskforce workgroup time will be in the program schedule.



The Brock International Prize in Education recognizes an individual who has made a specific innovation or contribution to the science and art of education, resulting in a significant impact on the practice or understanding of the field of education. It must be a specific innovation or contribution that has the potential to provide long-term benefit to all humanity through change and improvement in education at any level, including new teaching techniques, the discovery of learning processes, the organization of a school or school system, the radical modification of government involvement in education, or other innovations. The prize is not intended to recognize an exemplary career or meritorious teaching, administration, or service with a primarily local impact. The prize itself is awarded each year and consists of $40,000, a certificate, and a bust of Sequoyah.

9th Annual Brock Laureate Symposium
Oklahoma State University, Stillwater
March 25, 2010

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UCEA Announces 2009 Award Recipients

All of UCEA's annual awards were presented at its 23rd annual convention in Anaheim, California, November 19-22, 2009. For more information about the impact of high-quality leadership preparation, visit UCEA's website: www.ucea.org

Jack A. Culbertson Award: Sara Dexter

UCEA's Jack A. Culbertson Award was presented to Sara Dexter, Assistant Professor of Technology and Leadership in the Department of Leadership, Foundations and Policy at the Curry School of Education, University of Virginia. The Jack A. Culbertson Award was established in 1982 in honor of UCEA's first full-time executive director, who retired in 1981 after serving 22 years in the position. The award is presented annually to an outstanding junior professor of educational administration in recognition of his or her contributions to the field.

Dr. **Dexter** has focused research on the integration and implementation of educational technology in K-12 schools. She has been the principal investigator for over $4 million of federally funded grants, in addition to working on several other sponsored projects. These include the ETIPS cases and Ed-U-Tech; FIPSE and PT3 grants; the Exemplary Technology-Supported-Schooling Case Studies Project; and Teaching, Learning, and Computing 1998. Dr. Dexter has served as Chair and Program of the AERA SIG: Computer and Internet Applications in Education; she is a member of the editorial review board of the *Journal of Educational Computing Research* and *Journal of Computing in Teacher Education*. Dr. Dexter received her EdD in Educational Leadership from University of St. Thomas in St. Paul, Minnesota.

UCEA's Master Professor Award: Joan Poliner Shapiro

UCEA's Master Professor Award was presented to Joan Poliner Shapiro, professor at Temple University. The UCEA Master Professor award is given to an individual faculty member whose record is so distinguished that the UCEA must recognize this individual in a significant and timely manner. The attributes for choosing the UCEA Master Professor include (a) having a sustained record as outstanding teachers, advisors, and mentors, as attested to by students and faculty peers; (b) taking a substantive leadership role in their academic unit, as administrators or leaders in educational endeavors; (c) exhibiting a regional and national reputation as an educational leader and innovator; (d) providing outstanding leadership in promoting and supporting diversity in faculty, students, staff, programs, and curriculum in the field of educational leadership and administration; and (e) providing outstanding public service through participation in public or private agencies that contribute to improving the quality of P-16 education.

Dr. **Shapiro** is the author of numerous significant publications. Dr. Shapiro has served as professor, chair, and associate dean at Temple University since 1991. She also has served as codirector of the Women's Studies Program at University of Pennsylvania from 1984 to 1988. Dr. Shapiro earned her PhD in Educational Administration from the University of Pennsylvania, followed by a postdoctoral fellowship at University of London at the Institute of Education. During her long, illustrious career, Dr. Shapiro has mentored many educational leadership scholars.

Jay D. Scribner Mentoring Award: Paul V. Bredeson & Linda C. Tillman

UCEA's Jay D. Scribner Mentoring Award was presented to Dr. Linda C. Tillman, professor of educational administration at the University of North Carolina at Chapel Hill, and Dr. Paul V. Bredeson, Professor at University of Wisconsin-Madison, for their outstanding commitment to mentoring graduate students and junior faculty. The Jay D. Scribner Mentoring Award honors educational leadership faculty who have made a substantive contribution to the field by mentoring the next generation of students into roles as university research professors, while also recognizing the important roles mentors play in supporting and advising junior faculty. Of particular note is Jay D. Scribner's unique ability to reach across racial, class, and gender differences in his mentorship, nurturing scholars from underrepresented backgrounds into a profession largely homogeneous in composition.

Dr. **Bredeson** is recognized for his 20-plus years as a professor helping to prepare innumerable graduate students for the professorate through individual mentoring. In addition, Dr. Bredeson has faithfully conducted research and produced scholarship with large numbers of graduate students and junior faculty. Dr. Bredeson is a former high school Spanish teacher, high school principal, director of a bilingual administrator training program, and executive director of the Pennsylvania School Study Council located at Penn State University. Dr. Bredeson earned his PhD at University of Wisconsin-Madison where he currently serves as Chair of the Department of Educational Leadership & Policy Analysis.

According to her nominators, Dr. **Tillman** has a "personal mentoring hotline." She devotes a great deal of time and energy to phone conversations with junior scholars all over the country. Tillman's accomplishments with UCEA—as associate chair for graduate student development and in particular with the Barbara L. Jackson Scholars Network—and her comparable work with AERA as vice president of Division A (Administration and Organization)—were described as "legendary." In 2006, she took responsibility for managing the Barbara L. Jackson Scholars Network. Tillman maintains individual connections with virtually all the Jackson Scholars. In addition to her work for the Jackson Scholars Network, Dr. Tillman mentors through the David Clark National Seminar, the Division A mentoring committee, and the Sisters of the Academy. Tillman also has served in several mentoring capacities within her local community, such as advisory board member for the Dupont Teacher Mentoring Program. Dr. Tillman has published three books, 22 peer-reviewed articles, 10 chapters, and numerous other publications. Additionally, she has consistently presented at national conferences, led three special issues of peer-reviewed journals, and sat on nine editorial boards. Her research

is cutting-edge and rigorous; much of it focuses on mentoring.

Campbell Lifetime Achievement Award: Karen Seashore

UCEA's Roald F. Campbell Lifetime Achievement Award was presented to Dr. Karen Seashore, professor at the University of Minnesota. The Roald F. Campbell Lifetime Achievement Award was instituted by UCEA in 1992 to recognize senior professors in the field of educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity, and service.

Dr. **Seashore** is the author of numerous significant publications, including books, book chapters, journal articles, and conference papers. Dr. Seashore has served as professor, chair, and associate dean at the University of Minnesota since 1987. She also has served as visiting scholar at Rijksuniversiteit van Utrecht as well as lecturer at Harvard University. Dr. Seashore received her PhD in Sociology from Columbia University in 1975 and her BA in History from Swarthmore College in 1967. During her long, illustrious career, Dr. Seashore has mentored numerous educational leadership and policy scholars.

Paula Silver Case Award: Autumn Tooms & Catherine A. Lugg

The Paula Silver Case Award was instituted by UCEA in 1999 to memorialize the life and work of Paula Silver, a UCEA associate director and president-elect who made significant contributions to our program through excellence in scholarship, advocacy of women, and an inspired understanding of praxis. A sterling silver bowl is presented annually to the authors of the most outstanding case published during the last volume of the UCEA *Journal of Cases in Educational Leadership.*

Autumn Tooms and Catherine A. Lugg received the award for their article, "Oh, We've Got Trouble! Right Here in Ravenna City: It Starts with a 'G,' and Has an 'S,' and Ends in 'A' (With Apologies to Meredith Wilson)," *Journal of Cases in Educational Leadership, 11*(1), 111-128. They studied an assistant principal facing conflicting pressures of leadership related to his perception of career mobility and the tensions caused by a pervasively heterosexist, sexist, and homophobic school culture. This case raises questions regarding the purpose of school in terms of social justice, equality and liability, and curriculum outside of lessons geared toward standardized testing.

Thinking Ahead

It is not too early to begin thinking about honorees at the next convention. The next cycle of UCEA awards begins in late spring with selections accomplished by the end of summer. Please refer to future announcements in *UCEA Review* and *UCEA Connections* for additional information as it becomes available.

We hope to see you at the AERA annual meeting in Denver, Colorado, in April. Each year at the AERA meeting, UCEA announces the recipient of The William J. Davis Award. The Davis Award is given annually to the authors of the most outstanding article published in *Educational Administration Quarterly (EAQ)* during the preceding volume year. The article selection is made by a three-member panel chosen from the *EAQ* Editorial Board members who have not published in the volume being reviewed. The Davis Award was established in 1979 with contributions in honor of the late William J. Davis, former associate director of UCEA and assistant professor at the University of Wisconsin–Madison. Contributions to the award fund are welcome and should be sent to UCEA, Department of Educational Administration, 1 University Station D5400, Austin, TX 78712-0374.

Nominations for UCEA's 2010 awards competition are due May 29, 2010.

Please see the UCEA website for information on criteria and the nomination process.

EAQ Outstanding Reviewer Awards 2008-2009

The editorial team of *Educational Administration Quarterly* (EAQ) would like to announce the recipients of the 2008–2009 Reviewer of the Year Award. The four outstanding reviewers selected are **Thomas Alsbury** (North Carolina State University), **Scott Bauer** (George Mason University), **Sharon Kruse** (University of Akron), and **Autumn Tooms** (Kent State University). We feel it is important to recognize the efforts of our reviewers who consistently give us substantive and timely feedback. Awards were based on the quality, quantity, and timeliness of the reviews. We want to thank these reviewers for all of their hard work in helping make EAQ a success.

Using Publications From *EAQ, JCEL,* or *JRLE* in Your Courses?

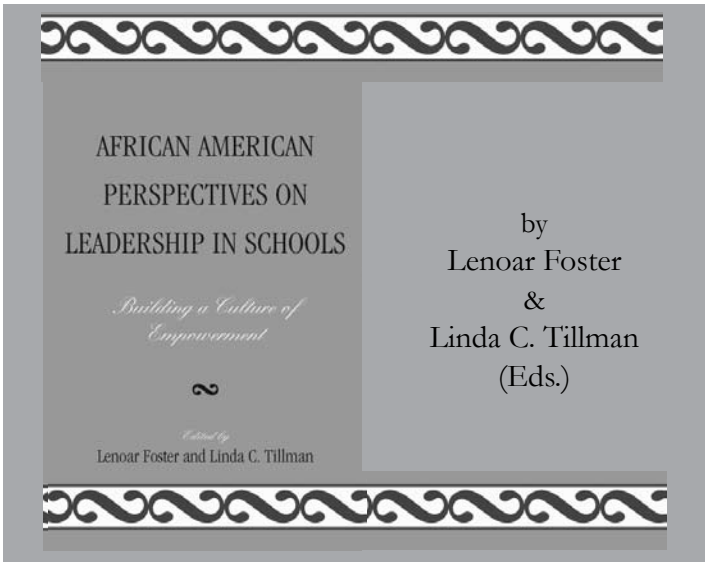
If you are a UCEA faculty member and you plan to use articles from one of UCEA's journals or any of the Sage Education journals in your courses, your students can download a pdf of each article for free through the UCEA members-only section of the website. Contact your Plenum Session Representative or UCEA headquarters for the members-only login information, then:

1. Go to www.ucea.org
2. On the left-hand side, click on "Members Only."
3. Type in the username and the password.
4. Then, the student can select the journal or publisher collection to access individual article pdfs.

www.ucea.org/publications

New Releases Sponsored by UCEA

African American Perspectives on Leadership in Schools:
Building a Culture of Empowerment



by
Lenoar Foster
&
Linda C. Tillman
(Eds.)

This just-released book is a collection of some of the best in-depth scholarly work on African American educational leadership. These scholars cover the history of African American school leadership, critical spirituality, African-centered pedagogy, womanist caring, urban school leadership, African American superintendents, leadership for troubled African American adolescents, critical factors for the underachievement of African American students, cultures of excellence, a critique of whole-school reform, and antiracist school leadership preparation—a broad and deep array of topics focused on building a culture of empowerment for African American children, their families, and their communities.

www.rowmaneducation.com

R&L education

Handbook of Research on the Education of School Leaders

by
Michelle D. Young, Gary Crow,
Joseph Murphy, & Rodney Ogawa (Eds.)

This new handbook, sponsored by the UCEA, documents the existing knowledge base in the field of leadership preparation and identifies gaps and new directions for research. Effective leadership is believed to be critical to improving educational outcomes and student performance. Until recently, however, there has been little research to demonstrate the effectiveness of program models and features or even agreement on outcome measures on which to assess effectiveness.

Routledge
Taylor & Francis Group

www.routledge.com/9780805861587
Also available at Amazon for Kindle

Journal of Research on Leadership Education

The *Journal of Research on Leadership Education (JRLE)* is a electronic peer-reviewed journal that focuses on articles from multiple epistemological perspectives. *JRLE* serves as an international venue for discourse on the teaching and learning of leadership across the many disciplines informing educational leadership.

JRLE is edited by Edith A. Rusch, University of Nevada, Las Vegas, and sponsored by the UCEA.

Journal of Research on Leadership Education
c/o Dr. Edith A. Rusch, Editor
University of Nevada, Las Vegas
jrle@unlv.edu
http://www.ucea.org/JRLE/about.html

Job Search Resources for Educational Leadership Students and Faculty

www.EdLeadershipJobs.org

Subscribe to the feed to get new job postings in your e-mail inbox or RSS reader. Search by date, state, or type of position. The site aggregates in one place all of the jobs posted at

- UCEA: http://www.ucea.org/html/jobs.html
- HigherEdJobs: http://www.higheredjobs.com/faculty/search.cfm?JobCat=64
- The Chronicle: http://chronicle.com/jobs/100/300/3000/

UCEA Job Search Handbook: www.ucea.org/uceajobsearch/jobsearch

Stage-by-stage assistance for graduate students new to the academic job search process. The site includes a plethora of helpful tips and strategies and has been highly acclaimed by past job seekers. Please publicize these resources to your graduate students. Thank you.

A service of UCEA (http://www.ucea.org) and UCEA CASTLE (http://www.schooltechleadership.org)

UCEA Employment Resource Center

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 (Iowa State University), Ken Brinson (North Carolina State University), Don Hackmann (University of Illinois–Urbana Champaign), Bonnie Fusarelli (North Carolina State University), 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, postinterview 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 e-mail the URL for the position announcement (website address at your university where the position description has been posted) to Christopher Ruggeri (ucea@austin.utexas.edu). A link will be provided to the job announcement from the UCEA job posting page: www.ucea.org.

UCEA Members-Only Site

Membership in UCEA is a significant marker of program quality, but the benefits of membership extend beyond being apart of a scholarly community. UCEA member faculty have long enjoyed discounted prices on hard copies of the *Educational Administration Quarterly (EAQ)*. Each year faculty and graduate students are provided with special forms for ordering *EAQ* at a steep discount off individual subscription rates. Additionally, for the last 8 years, UCEA members have enjoyed free access to the *Journal of Cases in Educational Leadership (JCEL)* and the *UCEA Review*. UCEA member faculty continue to enjoy these benefits, though they have been enhanced. *JCEL* has been included, along with *EAQ*, in the Sage online education collection. UCEA member faculty can access the entire bundle though the UCEA Members-Only site. The bundle includes all of Sage's education journals and allows cross-journal searches.

Unfortunately, UCEA can only offer this access to UCEA member faculty. Individuals who are not UCEA member faculty will no longer have free access to *JCEL*, unless they or their institutions subscribe to the journal/bundle through Sage. Please visit www.ucea.org! UCEA Plenary Session Representatives were provided information on accessing the Members-Only Site.

UCEA Convention 2010 Call for Proposals

"Building Bridges: Politics, Partnerships, and the Purpose of Schooling"

New Orleans, Louisiana October 28-31, 2010

I. General Information

The 24th annual convention of the University Council for Educational Administration will be held at the Sheraton New Orleans, in New Orleans, Louisiana. The convention will open at 1:00 p.m. on Thursday afternoon (October 28, 2010) and close at 1:00 p.m. on Sunday (October 31, 2010). The purpose of the 2009 UCEA Convention is to engage participants in discussing research, policy, and practice in educational leadership and administration. Members of the Convention 2010 Program Committee are **Autumn K. Tooms** (Kent State University), **Thomas Alsbury** (North Carolina State University), and **Noelle Witherspoon** (Louisiana State University).

II. Theme

The 2010 Convention theme, "Building Bridges: Politics, Partnerships, and the Purpose of Schooling," acknowledges the interdependent relationship of school leadership and the role societies designate to schools and school systems. The ever-increasing political pressures placed on schools to demonstrate improvements in student achievement have fostered prescriptive approaches focused more on increasing student achievement scores and less on the considerations of school's purpose in a community, authentic student learning, or the artistry of teaching and leading. This call for proposals encourages the submission of efforts that stretch the boundaries of discourse about school leadership beyond recent instrumental definitions and that exemplify effective, out-of-the-box, innovative, and dynamic approaches to leadership preparation. These approaches include, but are not limited to, successful university and school district partnerships; partnerships among disciplines in the field of education (i.e., curriculum leadership and instructional leadership); as well as community-centered partnerships including social service agencies, emergency service agencies, and family health and welfare providers. Desired proposals should attempt to exemplify considerations supporting George Counts' famous query, "Dare the schools build a new social order?"

In the spirit of the 2010 UCEA Convention theme, "Building Bridges: Politics, Partnerships, and the Purpose of Schooling," we invite members of the UCEA community to (a) share their research and scholarly perspectives on this theme; (b) offer innovative ways to think about how research and theory can inform leadership preparation, practice, and partnerships at national, state, and local levels; and (c) discuss insightful ways educational leadership can enhance academic excellence, equity, and social justice in P–20 educational contexts. We offer the following guiding questions to stimulate the thinking of participants for the 2010 annual conference:

- How does the discourse about the purpose of schooling influence educational leaders and those who prepare them?
- What is the role of politics in influencing the work of educational leaders and those who prepare them?
- What counts as an educational partnership, and how do such partnerships influence educational leaders and those who prepare them?
- How might we build bridges between policymakers, practitioners, and higher education faculty to ensure excellence in educational leadership preparation?
- How can the interplay between macro- and micropolitics of education inform practitioners, scholars, and policymakers about the conditions of school and district leadership, effective leadership practices, and the factors that need to change in order to improve the condition of schooling for children?
- How can leaders be more strategic in linking the purpose of schools with the prescriptive allocations and demands of leadership?
- What does it mean to be an instructional leader?
- What obstacles prevent educational leaders from becoming instructional leaders?
- How do educational leaders balance leading curriculum with leading people?
- How can educational leaders create and nurture a culture of learning and safety in an organization?
- How can we train educational leaders to be more effective leaders of schools that balance student and family needs with increasing achievement test scores?
- What implications does a "leading for learning" perspective have on education policy at various levels of governance (i.e., school, district, and state levels)?
- What and how can educational leaders learn from leadership and organizational failure and mistakes?
- How can educational leaders learn to deal with and persist through organizational failure and mistakes?
- What factors discourage and what factors support innovative practices and partnerships across organizations in school communities?
- What counts as innovation in the preparation of school and district leaders?
- What are some creative ways principal preparation programs are teaching prospective school leaders to embrace the ethos of bridge building to make school the genuine heart of the community in terms of learning in a safe and orderly environment?

- How can university preparation programs partner with school districts to better prepare future leaders?
- How is the preparation of educational leaders enhanced through P–20 partnerships?
- How are long-term P–20 educational leadership partnerships established and maintained?

III. Session Categories

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 electronic copies of papers. The proposal summary should include a statement of purpose, theoretical framework, findings, and conclusions. For research reports, also describe data sources and methods. A discussion leader will be assigned to facilitate dialogue for 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 electronic copies of papers.

3. Conversations/Dialogues. These sessions are intended to stimulate informal, lively discussions using a series of provocative questions or vignettes. Session organizers may organize a panel of participants who facilitate and guide the conversation about critical issues, concerns, and perspectives. Alternatively, these sessions may be organized as a dialogue where the organizers and audience discuss together an issue or series of questions in small groups. The proposal summary should describe the purpose of the session, the ways in which participants will engage in conversation/dialogue, and examples of questions or areas to be addressed.

4. Poster Session. These sessions are intended for individualized discussions of one's research or development projects. Like a paper session, poster session proposal summaries should include a statement of purpose, rationale, findings, and conclusions. For research reports, also describe data sources and methods.

5. Point/Counterpoint Sessions. Point/counterpoint sessions are intended to stimulate review, debate, and discussion around a specific and current issue related to the field of educational leadership. The proposal summary should describe the focus of the session; the alternative, 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 such as web-based projects, the use of technology to increase interaction and participation. 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.

7. International Community-Building Sessions. These sessions, regardless of format (paper, symposia, conversation, etc.), require participants to be from two or more different countries. The focus of these sessions must be examinations of critical issues from these multiple international perspectives. The proposal summary should describe the purpose of the session, the format participants will employ, and a list of the national contexts that will be represented.

IV. Criteria for Review of Proposals

All proposals will be subject to blind, peer review by three reviewers. The proposal must not include names of session organizers or presenters. Proposals for papers and posters will be evaluated for (a) relevance of research problem or topic to the convention theme or broader discourse in the field; (b) thoroughness and clarity of the proposal; and (c) theoretical framework, methods, and analysis (for empirical research). All other proposals will be evaluated for (a) relevance of research problem or topic to the convention theme or broader discourse in the field, (b) thoroughness and clarity of the proposal, and (c) the likelihood that the format of the session will support the purpose of the session.

All proposals must be submitted electronically and will be reviewed electronically.

V. Participation Guidelines & Proposal Deadlines

Anyone interested 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 four sessions. The lead author of papers is required to upload an advance copy of their paper into the All Academic system through the UCEA Convention website three weeks prior to the convention. By submitting a proposal, the lead author of each proposal also agrees to serve as a reviewer. An author's failure to live up to either of these commitments may lead to his or her paper being removed from the convention program.

All proposals must be submitted electronically at the link to be provided at the UCEA homepage, **www.ucea.org. This site will open April 1, 2010**. Submission length must not exceed **three single-spaced pages** (2,000 words, 8,000 characters) using **12-point New Times Roman** font. References are required. **References must not exceed one single-spaced page** (approximately 400 words and 2,200 characters).

Proposals must be received by Monday, May 10, 2010.

VI. Participation Limits

To promote broad participation in the annual convention, an individual may not appear as first author on more than two proposals. In addition, an individual may not appear on the program more than four times in the role of presenter or participant. The participation limit does not include service as chair or discussant or participation in invited sessions or any session connected with UCEA headquarters, committees, or publications.

Submissions begin April 1, 2010.

Proposals must be submitted electronically at the link at www.ucea.org by Monday, May 10, 2010.

www.ucea.org

UCEA CONVENTION 2010

October 28-31, 2010
New Orleans, Louisiana

The best reason to meet in New Orleans may be because it's, well, New Orleans. Unlike any other North American city, New Orleans inspires and intrigues. The birthplace of jazz, home to some of the greatest restaurants (and service) in the world, an oasis of history and charm on the Mississippi River, New Orleans is all that and more... and that is why more associations and corporations set attendance records here in the Crescent City than any other place.

This year, UCEA invites you to the Sheraton New Orleans, in the heart of the city, bordering the French Quarter and steps away from the Mississippi River. Each Guest Room reflects a contemporary, warm style and classic New Orleans charm. Located on Floors 9-41 and richly appointed with a "residential" feel, many rooms offer views of the Mississippi River and French Quarter. While many of the world's finest restaurants are located just outside the doors, you are guaranteed an extraordinary meal without having to leave the hotel at the own Roux Bistro. You can unwind and embrace the ambience of New Orleans in the Pelican Bar or enjoy a Starbucks Coffee®.

The entire city is easily accessible from the Sheraton New Orleans Hotel. Located on historic Canal Street, you are just steps from the Aquarium of Americas and the IMAX Theatre, the National D-Day Museum, Harrah's New Orleans Casino and such popular shopping destinations as Canal Place, Riverwalk Marketplace and JAX Brewery. The convention center is minutes away and the hotel is located on the New Orleans Streetcar line, so you can catch a breezy, relaxing ride up Canal Street to City Park and the New Orleans Museum of Art. Within walking distance you'll find enough to keep you busy and entertained for as long as you plan on staying. Exit the hotel's front doors, cross historic Canal Street and you're in the French Quarter, home to famous restaurants and nightclubs, live music, fantastic shopping, museums and historic sites, unique architecture and a one-of-a-kind, spirited atmosphere. Many visitors are content to spend their entire stay in the French Quarter. But if you do venture out, great things await you.

New Orleans Visitor Information: http://www.neworleanscvb.com/
Sheraton New Orleans: http://www.sheratonneworleans.com
UCEA: http://www.ucea.org

Top Photo: French Quarter Architecture, Photographer: Richard Nowitz/Top and Bottom Photos Courtesy of New Orleans Convention and Visitors Bureau/Middle Photo courtesy of the Sheraton New Orleans

UCEA Call for Convention 2010 Volunteers

If you are interested in serving as a Proposal Reviewer, a Session Chair, or a Session Discussant for the UCEA Convention 2010 in New Orleans, please complete the following form and return it to UCEA. The UCEA Convention Planning Committee will use these forms to identify potential reviewers, chairs, and discussants. Only university faculty may serve in the above capacities. Please print legibly. Return this form to UCEA by mailing or fax:

Christopher Ruggeri, UCEA, University of Texas at Austin,
1 University Station-D5400, Austin, TX 78712
Fax: 512-471-5975

Name _____

Academic Title _____

Department/Program _____

Institution _____

Address _____

City/State/ZIP _____

E-mail _____ Tel. _____

I am interested in serving as:

___ Proposal Reviewer for UCEA Convention 2010. Please note all proposals for the Convention will be submitted and reviewed electronically.

___ Session Chair for UCEA Convention 2010.

___ Session Discussant for UCEA Convention 2010.

Have you served UCEA in one of the above capacities in previous years? ___yes ___no

Deadline for consideration as a Proposal Reviewer is May 10, 2010.

Deadline for consideration as a Session Chair or Session Discussant is June 12, 2010.

The University of Texas at Austin
The University Council for
Educational Administration
1 University Station-D5400
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Ph: 512-475-8592
Fax: 512-471-5975
www.ucea.org

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UCEA Review

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

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Marilyn Springel.....Graduate Assistant

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.

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2010 Calendar

February 2010	AASA National Conference, Phoenix, AZ, Feb. 11-13
	UCEA Convention 2010 Planning Meeting, New Orleans, Feb. 18-19
March 2010	UCEA EC meeting, New Orleans, Mar. 6-8
	Deadline, Program Centers Graduate Student Fellowship, Mar. 12
	New DEEL Meeting, Temple University, Philadelphia, Mar. 18-20
	EC visits to potential host institutions (Mar/Apr)
April–May 2010	David L. Clark Seminar, Denver, April 29-30
	Jackson Scholars Workshop, Denver, Apr. 30
	AERA annual meeting, Denver, CO, April 30-May 4
	Deadline, UCEA 2010 Proposal Reviewer, May 1
	Deadline, UCEA Convention 2010 Proposals, May 10
June 2010	Deadline, UCEA 2010 Session Chair/Discussant, June 12
July 2010	BELMAS Meeting, Reading, England, July 9-11
	Urban Leadership Development Meeting, Buffalo, July 17-19
October 2010	UCEA Convention, New Orleans, Oct. 28-31