HAS OUR RHETORIC MOVED TO REALITY? CONTINUING THE WORK TO ACHIEVE RACIAL DIVERSITY AND RACIAL JUSTICE

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I am pleased to have been asked to revisit my article “From Rhetoric to Reality? Educational Administration and the Lack of Racial and Ethnic Diversity Within the Profession,” which was published in the UCEA Review (Tillman, 2003). While I am semiretired, I remain interested in issues that impact the field of educational administration and want to continue to contribute as a scholar and a mentor. And during these historic and uncertain times, I am reminded that as a Black woman, my work is never done. While we have seen progress, particularly with respect to diversifying the field, there is still much to be done in terms of efforts to address issues of equity, inclusion, and racial justice. As I write this article, it is August 2020 and the United States is in the midst of both the COVID-19 and anti-Blackness pandemics, and racial unrest unlike anything we have seen since the 1960s. In addition to racial unrest, K-12 and higher education students, parents, teachers, faculty, and administrators are caught in a cycle of daily disruption and uncertainty. Many of us are wondering what education in general, and educational administration specifically, will look like in the future. As I briefly revisit the past and think about the future, I will focus on two areas that I believe are important to our work as educators, scholars, and advocates: continuing to diversify the field of educational administration and the imperative to address issues of equity, inclusion, and racial justice.

Diversification in K-12 and Higher Education

We are in the business of educating, training, and mentoring future K-12 leaders and higher education faculty and administrators. Thus, diversity initiatives should be a key component of our leadership preparation programs. Data from the National Center for Education Statistics (Taie & Goldring, 2019) indicate that during the 2017-2018 school year, principals of Color represented only 23% of all public school principals, while students of Color represented almost 45% of total enrollment. Since 2003, the percentage of principals of Color has only increased 6%—from 17.8%. The underrepresentation of principals of Color in public schools is, in many ways, reflective of
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Contributing to the Review
The content of the UCEA Review is not peer reviewed, and any opinions printed in the Review should not be viewed as a statement by UCEA, UCEA Executive Board members, UCEA member institutions, or UCEA faculty. The opinions expressed are those of the authors alone. The UCEA Review serves as a source of information and news and a place where program innovations are shared and critical questions are raised. Members use the review for debate, to share opinions, and to engage the educational administration community in conversation and debate. If you have ideas concerning substantive features, articles, interviews, point/counterpoints, or innovative programs, UCEA Review editors would be happy to hear from you. The Editorial Team (see back page of the Review) meets twice a year. One to two features appear in each issue of the Review, which is published three times a year.

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our leadership preparation programs and is an indication that more effort is needed to recruit and train K-12 school leaders of Color. Targeted efforts are needed to increase the number of principals of Color so that they are more reflective of the racial demographics of the students attending public schools. Collaborations with school districts, referrals from former students, and building a reputation as an inclusive educational administration department can help to increase the numbers of people of Color who graduate, are licensed, and become principals in public schools.

Data from the National Center for Education Statistics (2019) indicate that in the fall of 2017, there were 1.5 million faculty in degree-granting postsecondary institutions. Of that number, only 23% were faculty of Color and only 17% were full-time faculty of Color. Clearly, we need to continuously reexamine our doctoral programs and structure them so that people of Color are encouraged to apply and that we provide resources to assist them while they are in the program (financial support, quality mentoring). Additionally, at the dean and department levels, strategies are needed that focus on recruiting, hiring, and retaining faculty and administrators of Color. The diversification of faculty and administrators is an issue of racial equity. As I have noted,

The imperative for racial equity is particularly important for faculty of color, who often encounter challenges with respect to recruitment and hiring, promotion and tenure, and access to mentoring relationships that can help to facilitate their career success. Racial equity is directly related to several issues in higher education: increasing campus-wide racial diversity, increasing the pipeline of tenured faculty of color, and increasing the retention rates for faculty of color. (Tillman, 2018, p. 1)

The need for diversification in the field of educational administration is not only concerned with the numbers of students, faculty, and administrators. An expanded definition of diversity in the field should also include full participation in UCEA, which is the foundation of the field: conference attendance and participation, acceptance of various types of scholarship related to leadership preparation, access to publishing opportunities, mentoring and socialization, and participation in UCEA leadership. Since 2003, the number of people of Color who attend UCEA conferences has increased significantly and is much more representative of the landscape of education and the country. The increased number of people of Color who attend UCEA conferences has also led to an increase in the number of submissions and acceptances of conference proposals, thereby ensuring that the content of panel discussions, symposiums, poster sessions, and other venues represents the voices of the conference attendees. Additionally, there have been noticeable increases in the number of scholars of Color who publish in UCEA journals. These scholars have offered theoretical and empirical work on topics that include race and racism (Gooden & Dantley, 2012; Santamaria, 2013); race, culture, and the tenure track (Martinez & Welton, 2017); and social justice (Rivera-McCutchen & Watson, 2014; Wilson Cooper, 2009).

In a 2005 special issue of Educational Administration Quarterly (Tillman, 2005), I noted that there was an absence
of literature on African Americans in the principalship in UCEA publications. Since that time, numerous scholars have published articles in UCEA publications about the work of African American principals, as well as principals of Color generally (Evans, 2007; Rivera-McCutchen, 2020; Rodela & Rodriguez-Mojica, 2019). This work has added to our knowledge base about the work of African American and other principals of Color from pre- *Brown v. Board Education* until the present time. Further, this work is needed to inform our understanding of the struggles and successes of underrepresented groups, particularly during periods of segregation, desegregation, and now resegregation.

Mentoring and socialization of graduate students of Color has become a hallmark of UCEA’s efforts to diversify the field. The Barbara L. Jackson Scholars Network welcomed its first cohort at the UCEA Annual Meeting in Kansas City, Kansas in 2004. The purpose of this ground-breaking initiative is to recruit, train, and mentor graduate students of Color who aspire to careers in the professoriate. Since 2004, hundreds of graduate students of Color have participated in a variety of workshops, coauthored conference presentations and publications with their mentors, assumed leadership roles in UCEA, and become successful scholars. Other Jackson Scholar alumni have become successful K-12 teachers and administrators in districts across the country. Many of the Jackson Scholar alumni have also served as mentors, and several alumni have served as program director. The program has been a tremendous success in terms of its impact on the organization, the field, and the careers of the alumni. The Barbara L. Jackson Scholars Network is recognized in the field of education, as well as other fields, as a model for mentoring and socialization. Yet, more can be done to reach graduate students of Color and invite them into the UCEA organization. One strategy is to work with more historically Black colleges and universities, Hispanic-serving institutions, and other minority-serving institutions that have educational leadership/school administration programs. These institutions may not be aware of the opportunities that UCEA offers graduate students of Color or how they can become involved in the organization. It is important to fully consider the landscape of education as we continue the work of the Barbara L. Jackson Scholars Network.

Finally, since 2003, efforts have been made to increase the number of people of Color who serve in UCEA leadership positions. As a result of these efforts, more people of Color serve on the UCEA Plenum, Executive Board, and numerous committees and as directors of centers and programs. Additionally, nine persons of Color have been elected to the office of UCEA President since 2005. Clearly, UCEA continues to make positive strides as it works toward diversifying the organization and the field.

**The Imperative to Address Equity, Inclusion, and Racial Justice**

*Race* is a factor in every aspect of the United States, and the prevalence and pervasiveness of racism and anti-Blackness is on full display in 2020. Social justice has been a prominent theme in the UCEA organization for a number of years, and there have been numerous articles, books, frameworks, and presentations on the topic of social justice (Dantley & Tillman, 2010; Theoharis, 2007; Tillman et al., 2003). While this work can be useful, it does not always fully address the depth of racism and anti-Blackness like the United States is currently experiencing. In the Year 2020, we are facing attitudes and ideologies that challenge us to reexamine what terms such as *social justice, equity, inclusion,* and *racial justice* mean in this moment of racial unrest, anti-Blackness, and police brutality primarily against Black men and women.

Young and Laible (2000) noted that there was a lack of understanding and awareness about the depth of racism as well as the various forms of racism and how they are manifested in society and in education. Young and Laible challenged those in educational administration programs to not only learn about the various forms of racism but also confront racism, and they noted, “We argue that, as educational administration professors, we have an obligation to support the development of anti-racist school leaders” (p. 3). Young and Laible’s challenge is still very much relevant today. So, we must ask ourselves, as educators, how do we confront racism today? The “UCEA Statement on Racism and Recent Uprisings” is a first step. It reads in part,

> The more difficult work is coming to terms with the fact that Anti-Blackness is present at all levels—macro, micro, individual, institutional, and societal. It is overt, but it is also well-hidden; it is present within each of us and within the very fabric of our organization. Only when we acknowledge its capillary and insidious nature, are we better able to understand that Anti-Blackness is not an “outsider” problem that exists among bad people, but an “insider” problem that also exists within our beloved institutions. Because of this fact, we have a sacred obligation to do the necessary work to make UCEA a better professional home for our Black colleagues and graduate students. (UCEA Executive Committee, 2020, para. 3)

During this period of racial unrest and anti-Blackness, we must be concerned about our faculty and students of Color. Many faculty of Color, and particularly Black faculty, have experienced hostility in their departments throughout their careers. Working in predominantly White colleges and departments is, for many faculty of Color, a constant battle for acceptance and respect, and survival. I suspect that many of us have developed coping strategies that have been normalized as just part of the job. And while many faculty of Color have been successful, racial hostility still staves us in the face. This is also true for graduate students. Graduate students, and particularly Black graduate students, will be looking to professors and administrators to assure them that they have a commitment not just to social justice, but also to racial justice. They will be expecting professors and administrators to assure them that the master’s and doctoral programs that they are enrolled in are safe spaces—spaces where they can express their views without fear of retribution, where those in authority will protect them from racist attacks from other students, staff, and yes, some faculty, spaces where their voices and their lives matter.
Over the summer I facilitated two webinars with Black graduate students from across the country (Tillman, 2020a, 2020b). Each webinar focused on providing students strategies and suggestions to deal with the uncertainties of both the COVID-19 pandemic and racial unrest and anti-Black sentiment that is rampant in the country. Based on comments and questions, students were concerned about the possibility of being exposed to the virus if they were required to attend face-to-face classes, the quality of online instruction and how much they would be able to accomplish (comps, proposals, dissertation research), what resources would be available to them (information about COVID testing, positivity rates, etc.), and how their professors would communicate with them. Additionally, they were concerned that they would be asked to serve as “diversity experts” in their department and college, which could distract them from their studies. Last, but not least, students were apprehensive about possible racial unrest on campuses (protests, demonstrations) and how such incidents could impact their safety. These are real concerns for Black students, many who attend predominantly White institutions where they are in the minority. Can students depend on us to address their concerns and to provide them with safe spaces?

Dr. Bryant Keith Alexander (2020), dean of the College of Communication and Fine Arts at Loyola Marymount University, in his speech to students entering the Educational Leadership for Social Justice doctoral program, offered a welcome, a warning, and a wish. Alexander welcomed students to a learning experience that emphasizes “justice for all especially for the least among us, who, through social inequities, don’t have equal resources and opportunities” (p. 2). In his warning, he urged students to enter the doctoral program “with your eyes wide open ... and recognize that higher education is not a protected space. There is nowhere to hide” (p. 4) because higher education is complicit in perpetuating social/racial/class difference and indifference. And finally, in his wish to students, Alexander called on the doctoral students to do critical work with a critical passion because,

for the sake of self and society—because practicing an engaged culturally informed criticality is what this country needs now in educational and presidential leadership, in the negotiated halting of the pandemic, and the needed and sustained response to racism and inequity in this country. (p. 5)

As we face these turbulent times in both education and society, our profession should be committed to moving past safe and empty rhetoric to meaningful reality. Let us work toward continuing to build a profession that is focused on equity, inclusion, and racial justice. As leaders, let our work be righteous acts that are brave and courageous.

* I would like to thank Dr. Anjalé Welton for her helpful comments on this article.

References


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Dear UCEA Members and Friends,

Events that have unfolded over the past few months remind us that the pernicious effects of racism are deeply rooted in this country. The COVID-19 pandemic peeled back the systemic racial inequities that are closely coupled with disparate infection and death rates for African Americans and people of Color within the United States. Moreover, racist acts of violence that resulted in the brutal murders of Ahmaud Arbery, Breonna Taylor, George Floyd, Nina Pop, and countless others have shocked, dismayed, and traumatized our country and those within our UCEA community.

As an Executive Committee, and as the leadership of this organization, it is critical that we speak firmly and loudly against those within our UCEA community.

As an Executive Committee, and as the leadership of this organization, it is critical that we speak firmly and loudly against these atrocities and against all forms of state-inflicted carnage that is perpetrated on Black bodies and communities in this country and across the globe. We also fully recognize that it is not enough to simply condemn overt forms of racism that are publicly witnessed/observed. It is far too easy to denounce the brutal killings of unarmed Black people and convince ourselves that our “righteous” act was both brave and courageous.

The uprisings and protests we are witnessing in this country are clear indicators that our Black siblings are frustrated and outraged. We hear you. We see you. We stand with you in solidarity. This is not your fight alone. That said, we also recognize that we must follow the leadership of Black people in this struggle. In that spirit, we call on our White and non-Black colleagues to do some critical “internal” work to assess how your own engagement with these protests may be rooted in anti-Blackness and other colonialist logics. We call on you to gauge whether you are “centering” your anguish, your pain, your sense of helplessness, your frustrations, and your expertise as you wrestle with how to best support your Black colleagues/friends/partners. The malignant effects of racism serve as a stark reminder that we must all be hypervigilant of the various ways in which anti-Blackness functions at all levels.

We recognize that our Black colleagues are hurting, and are mindful of the pain and trauma these ongoing events cause. Know that we stand in solidarity with you and are working diligently to address how to move forward as an organization, mindful as well that our field must also move forward with us. In the interim, we reach out with words of encouragement and support to you and your loved ones. The world may be burning both literally and figuratively, but we are committed to the possibilities for transformation and making UCEA a more responsive, reflexive, and just community for all our Black brothers, sisters, and siblings.

In solidarity,

Members of the Executive Committee
June 2020

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Dear UCEA Community,

Black Lives Matter ... the need to say these words out loud has reverberated throughout our nation's history—as has the deafening silence of the institutions built on and capitalizing from systemic anti-Blackness and racism. This summer these words became an overwhelming and collective cry for justice, again. I have taken these words to heart as the Executive Director of an organization that ascribes to values of justice, equity, community, and inquiry.

I spent much of the summer wondering how we as an organization and as a community continue the process of becoming (to borrow from Paulo Freire) and becoming “better.” We know that as an organization we have come a long way from our foundation in 1954. The Barbara L. Jackson Scholars program, now an “unremarkable” part of UCEA, created a steady and diverse pipeline into the professoriate and higher education leadership. The increased number of minority-serving, Hispanic-serving, and historically Black colleges and universities as member institutions broadened our understanding of leadership and our reach in different areas of the country. The organization has the first Executive Director of Color in its history. Important markers of our development as an organization that values diversity. We should be proud of that good work.

Given this context, it is easy to imagine that we have done “enough.” Those new to UCEA and who accept these aspects of UCEA as normal may not know of the organizational, governance, and individual struggles that made these efforts a reality. Our senior Scholars of Color put a mirror up to UCEA and the Plenum and made UCEA recognize that there was more we could and should do—then UCEA did it. In that same spirit, as leaders in the field, scholars of education, and a community committed to racial and social justice, we must hold that mirror up again and ask, What more needs to be done in the next phase of our organizational evolution? What steps do we need to take, and how do we do it together with care, grace, and authenticity?

These questions are essential and important for UCEA, yet I am deeply aware that we cannot address them alone or in isolation. These questions are, perhaps, more important at the member-institution and program levels. As an organization of member institutions, our strength lies in the strength of our faculty and programs; our commitment to social justice reflects the work being done in programs and classrooms across the country, and our courage to look squarely “into the mirror” again is rooted in the trust we have—and need to continue building—in each other.

This Review is one small example of the kind of work that we can do together. The original plan for the Fall Review was to focus on federal and state educational policy during the 2020 elections. In light of summer protest of continued anti-Black police violence, the Editorial Team decided to switch all the features to address antiracist leadership and anti-Blackness in academia. The authors in this edition agreed to write these features in a very short time frame. They were generous with their time, scholarship, and wisdom. They wrote powerful pieces, and we are indebted to them.

Over the next year we will continue to explore, question, gather data, and engage with you, your programs, and our community about how UCEA can continue to strengthen our social justice and antiracist mission and leadership. Under the leadership of the Executive Committee and with the support of our colleagues at MSU’s College of Education, I know we can meet this next challenge and come through a better and stronger community.

As always, please reach out if we can support you or if you have ideas or concerns. Our new email is ucea@msu.edu, or you can reach me directly at uceaexecdir19@gmail.com. I look forward to seeing you all virtually in November during our Virtual Convention and to seeing you in person someday soon.

Adelante UCEA,
Mónica
August 31, 2020

RE: Welcoming UCEA to the Michigan State University College of Education

Over the past few months, when asked for “good news,” I’ve usually started by saying how happy I am that the University Council on Educational Administration has chosen the Michigan State University (MSU) College of Education as its new institutional home. MSU’s status as a Land Grant/AAU university fits perfectly with UCEA’s commitment to preparing education leaders who work to improve practice and policy by drawing in ways combine the wisdom of practice with insights from research. In partnership with UCEA, our faculty and graduate students can work to help programs across the country identify practices that improve the recruitment and preparation of education leaders.

Our college brings to the partnership experience in developing and operating highly regarding master’s and doctoral leadership programs, as well as strengths in graduate programs in other fields of education. We also see the link to UCEA as an opportunity for research collaborations, both on the practice of education leadership and on the design of leadership preparation programs and professional development.

We have remodeled space for UCEA in Erickson Hall, a building centrally located on the MSU campus. Erickson Hall also houses three of our four academic departments, as well as centers in areas including STEM education, education policy, and outreach to K-12 educators and school districts. I expect that close physical proximity will, at least post-Covid, lead to the informal interactions will spark ideas for new joint initiatives.

In short, I think having UCEA come to our college will be mutually beneficial, allowing us to combine our experience and talents to successfully address the challenges now facing education leaders.

With warm enthusiasm,

Sincerely,

Robert E. Floden, Ph.D.
University Distinguished Professor and Dean
MSU College of Education
UCEA is pleased to welcome new HQ staff members. UCEA HQ has moved to Michigan State University.

**Briana Coleman**

Briana Coleman is a PhD Candidate at Michigan State University in the department of K12 Educational Administration. She is in her 4th year as a doctoral student at MSU and is very excited about coming on as a graduate assistant for UCEA. She is particularly excited about working with the Jackson Scholars Network, as she is an alumna. Aside from her studies, Briana enjoys getting outdoors, attending events with friends, and spending time with her family back home in Detroit, MI.

**Chris Torres**

Chris Torres is Associate Co-Director for UCEA. He is an associate professor at Michigan State University and has a PhD from New York University. Chris Torres uses qualitative and mixed method approaches to critically examine new policies and organizations that aim to dramatically increase the academic performance of students in traditionally marginalized communities, such as urban “no-excuses” charter management organizations, school choice, and school turnaround policies. In particular, he is interested in understanding not just what “works,” but the often overlooked costs and consequences of these policies and practices. Torres is also interested in how district governance and leadership shape the school improvement and policy implementation process, and in how educator recruitment, development, and retention affect the viability and sustainability of organizational improvement. He is an associate editor for *Educational Administration Quarterly* (EAQ), and serves on editorial boards of journals such as *Educational Evaluation and Policy Analysis* and *Education Policy Analysis Archives*.

**Yi-Chih Chiang**

Yi-Chih Chiang is a 1st-year PhD student in K-12 Educational Administration at Michigan State University and a graduate assistant at UCEA. Her research interests are in school improvement, education reform, and data analysis.

**John Yun**

John T. Yun is Associate Co-Director for UCEA. He is an associate professor at Michigan State University and has an EdD from Harvard University. He has areas of expertise in diverse learners and educational equity, educational policy, assessment and measurement and evaluation. His research focuses on issues of equity in education, specifically patterns of school segregation; the effect of poverty and opportunity on educational outcomes; the educative/counter-educative impacts of high-stakes testing and the power of evaluation to impact policy and practice.

**Yujin Oh**

Yujin Oh is a 3rd-year PhD student in K-12 Educational Administration at Michigan State University. She is from South Korea and is very happy to be a part of UCEA as a graduate assistant. Her research interests include school leadership and their sensemaking in the policy implementation process and policy impacts on English learners.
Dasmen Richards
Dasmen Richards is a 1st-year PhD student at Michigan State University in K-12 Educational Administration, and she is from Atlanta, GA. She is currently interested in how anti-Blackness has been situated in the classroom and its effects on Black students’ achievement. She is extremely excited to be working with UCEA and building relationships with her fellow colleagues.

Talgat Bainazarov
Talgat Bainazarov is a PhD student in K-12 Educational Administration at Michigan State University. His main research interest centers on systems and factors that support school leaders’ learning and professional growth.

Alounso Gilzene
Alounso Gilzene is a 5th-year doctoral candidate at Michigan State University. Originally from Miami, Florida, Alounso came to MSU to find ways to create positive educational change for the communities he cares about. Alounso looks forward to the awesome opportunity to work with UCEA in supporting programs like the Jackson Scholars Network and the Graduate Student Summit.

Lawrence Louis
Lawrence Louis is a 3rd-year PhD candidate in K-12 Educational Administration from New York City, NY. His research interests focus on antiracism, social emotional learning, racial literacy, leadership, and policy.

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Innovative Programs:
Emancipatory School Leadership: San José State University Educational Leadership MA Program

Contributed by
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If I am not in the world simply to adapt to it, but rather transform it, and if it is not possible to change the world without a certain dream or vision for it, I must make use of every possibility there is not only to speak about my utopia, but also to engage in practices consistent with it. (Freire, 2015, p. 7)

Paulo Freire’s call to engage in practices to envision and transform the world is at the heart of San José State University’s new Concentration in Emancipatory School Leadership (MA) in the Connie L. Lurie College of Education. Our Emancipatory School Leadership MA program prepares school leaders to create organizational cultures to derive strength from the diversity of experience and knowledge within school communities through collaborative approaches to deconstruct power systems, challenge inequitable practices and policies, and cultivate community cultural wealth. We approach this work through deep engagement with research and practice through applied consulting on living case studies focused on social and racial justice in schools. Our graduates will be prepared to fundamentally reimagine how our institutions engage with learners, their families and communities, so that learning experiences are antiracist, equitable, inclusive, and responsive to the priorities of our students and the needs of our society.

Background
California’s credentialing policies have broadened pathways to earn K-12 school administrative credentials beyond institutions of higher education to include preparation programs at county offices of education and online credentialing options. These alternate options have provided aspiring administrators with faster routes to earning an administrative credential, resulting in enrollment challenges for many university-based departments of educational leadership across the state. At the same time, California school superintendents and administrators have expressed the need to better prepare school leaders with a deeper understanding of systems and structures to improve opportunities to learn for our most marginalized students. This synchronicity provided an opportunity to reimagine our work and our role in leadership preparation. As a diverse, urban, research-focused university, we feel uniquely positioned to contribute to the preparation and support of school leaders to enact social change.

The Emancipatory School Leadership Program was designed to work in partnership with a large local county office, the Santa Clara County Office of Education in the heart of Silicon Valley. Our first step was to delineate roles and continue supporting the Santa Clara County Office of Education’s work to issue administrative credentials and meet state requirements—where graduates also earn transferable credits by completing the California Administrator Performance Assessment. This collaboration allowed us to move beyond the constraints of state licensing to create a program where leaders engage in transforming (rather than replicating) schooling systems and practices and become change agents.

Next, we convened conversations and focus groups with local leaders, alumni, and prospective students, to gain their insight on creating real and lasting change. Our community called for more critical approaches to leadership development. They spoke to myriad challenges facing students and families that require us to emancipate our educational institutions from their inequitable, imperialistic, racist, xenophobic, misogynistic, and bigoted foundations. Emancipatory education calls on us to critically evaluate our educational policies and practices; tear down the systems and structures of oppression that maintain the status quo in our educational institutions; and engage in partnership with students, educators, and communities to redesign schooling from the ground up to become more equitable, inclusive, just, and democratic.

Our Emancipatory School Leadership program is grounded in educational research, policy, and pedagogy, building from the theoretical foundations of work by Gloria Anzaldúa, Paulo Freire, bell hooks, Ira Shore, Henry Giroux, and Peter McLaren. Recent research and our experience have highlighted that when marginalized students, teachers, leaders, and community advocates engage in emancipatory work, they contribute an array of insights and innovative approaches to address educational inequities that are more responsive to historically marginalized communities (Burciaga & Kohli, 2018). This emancipatory work has direct and sustained positive impacts for learners from marginalized communities and also strengthens learning experiences and outcomes for their more privileged peers.
Curriculum Design

Our program is grounded in three core components of emancipatory leadership development: (a) challenging one’s epistemic framings or “blind spots,” (b) engaging in experiential learning with schools and communities, and (c) radically reimagining systems to center historically minoritized perspectives. Engaging our students in this emancipatory approach prepares them to create organizational cultures that reflect the diversity of experience and knowledge within school communities through collaborative approaches to deconstruct power systems, challenge inequitable practices and policies, and cultivate community cultural wealth (Yosso, 2005).

Our inaugural cohort began in the Summer of 2020. Students explored their own epistemologies of educational leadership through personal, political, and intellectual dimensions. Students also studied instructional leadership approaches to support and grow critical pedagogies—including ethnic studies—as a best practice resulting in increased student and community engagement. The courses during the academic year provide an opportunity for students to build on this foundation by engaging as applied consultants on living case studies. This year, students are working with school and community members in one California school district that is implementing antiracist reforms including revising suspension policies, training educators on culturally sustaining approaches, and increasing enrollment in ethnic studies. In the final summer, students engage in a close study of current and historical educational policies and work with local, statewide, and national advocates who have written and advocated for educational policies for social change. The California legislature’s recent bills calling for ethnic studies from high school to higher education provide an important case study on emancipatory approaches to policy advocacy. Finally, the Emancipatory School Leadership capstone is a 3-year action plan where students outline their core values, write a personal vision statement, and develop actionable goals to continue their leadership development.

The Emancipatory School Leadership Program is situated in a college that is undergoing radical transformation under new leadership. In the coming year, the Connie L. Lurie College of Education will launch the Institute for Emancipatory Education (IEE), a center of excellence with a mission to create more equitable and inclusive educational systems that nurture the creativity and brilliance of all learners so that our diverse, democratic society can truly thrive. IEE will facilitate community-engaged research and advance emancipatory pedagogies that support the redesign of learning from preschool through postsecondary. The expertise of our faculty, the diversity of our community, our deep connections to the region, our proximity to the innovation of Silicon Valley, and our passionate commitment to educational equity and racial justice position the Emancipatory School Leadership Program, IEE, San José State University, and Lurie College to lead the work of preparing future school leaders; reimagining the future of learning; reprioritizing people and relationships at the center of learning; and redesigning the systems, structures, policies, and practices within which learning takes place.

There is an urgent need to transform our educational systems. In doing so, we must prepare leaders to engage in emancipatory approaches that reimagine our schools within the confines of what we have but also—and perhaps more importantly—to envision what is possible.

Please contact Dr. Rebeca Burciaga, Chair of the Department of Educational Leadership at San José State University, rebeca.burciag@sjsu.edu. More information about the program can be found at https://www.sjsu.edu/education/academics/programs/mels.php

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There is a long history of faculty member activism in the United States. Researchers are fundamentally driven by personal values, individual experiences, community, and much more. This impacts what research topics scholars gravitate toward and are passionate about. A researcher’s interests often cannot be separated from a scholar’s work and causes supported. So, what happens when published research findings violate personal beliefs and values? What is the purpose of research in the first place?

The COVID-19 global pandemic has provided a different window into this dilemma. This has had far-reaching implications on education and educators at every level. Widespread marches against police brutality and racial injustice have further illuminated the devastating extent of systemic racism in this country. The result of these current events is an unusual backdrop for many scholars and researchers, many of whom find themselves publicly vocalizing critical considerations for policymakers and decision-makers. We continue to learn what considerations and findings are being listened to and acted upon as scholars deploy research and different advocacy strategies in new ways.

In a recent Q & A for the AERA Educational Change SIG Lead the Change series, Dr. Terri Watson challenged school leaders, scholars, and others to take action and create change:

Then, we must gather the political and moral will to create systemic race-conscious educational policies and practices. Gathering such will is challenging, as while most people will readily admit that they are not racist, very few will support mandates that operationalize racial equity and social justice in the places that we call schools [see Veiga, 2019]. In fact, I will go one step further and suggest that while most people, especially White people, will call out overt racism, very few will acknowledge and address the systemic and insidious ways racism functions in our society and schools. And that, dear colleagues, is wherein the challenge lies. (Watson, 2020)

In a recent opinion piece for The 74, LaTrina Johnson, assistant principal of curriculum and instruction at RePublic High School in Nashville, describes the work her colleagues do in the context and conversation of social justice, working to create lasting change, and the reality of good intentions:

Because here’s the truth: The entire education community needs to look itself in the mirror and commit to shining a light on the historical racist practices in education and how we are complicit, not hide behind good intentions. …

This may seem harsh. But Black educators, myself included, are tired of beating around the bush. This movement requires a willingness to speak, hear and accept hard truths. It will also require a shift in how our white colleagues labor alongside us toward racial justice and educational equity. We do not need passive supporters; we need radically accountable allies, willing to confront their own biases and seek out ways to contribute to the existing culture of liberation that Black communities have fought to build and uphold. (Johnson, 2020, para. 3, 6)

The purpose of this Fall 2020 UCEA Review Point/Counterpoint is to highlight the voices of scholar researchers active in antiracist leadership and advocacy. Drs. Terri Watson and David Martínez provide insight into their lives as faculty members, researchers, and activists.

David G. Martínez, PhD, is a tenure-track assistant professor in the Department of Educational Leadership and Policies at the College of Education of the University of South Carolina. David is a protean critical school finance policy scholar connecting policy knowledge and praxis through multimethod inquiry. His research focuses on the intersection of education finance policy, critical theory/critical race theory, and equity of educational opportunity. Through the lens of Rawlsian social justice and Aristotelian equity, David seeks to understand how school funding policy/reform impacts funding availability and spending in low-income, ethnically and linguistically diverse, minoritized communities. Prior to pursuing his professorship, David was a research analyst for the Maricopa County Community College District office, an educational administrator in Northern Illinois, and a middle school and high school educator.


David is currently a Center for Innovation in Higher Education Fellow, treasurer of the AERA Fiscal Issues, Policy and Education Finance and Bilingual Education Research special interest groups, and a Board of Trustee member with the National Education Finance Academy. David is also working to advocate for the Latinx community of South Carolina through his faculty affiliation with the Center on Migration Policy, Society, and the South Eastern Immigration Studies Association, La Alianza Hispana of South Carolina, and as a...
board member of Richland County First-Steps. In his time off, David enjoys spending time with Élise his 2-year-old coworker, cooking for his family and friends, and playing music.

**Terri N. Watson, PhD**, is an associate professor in the Department of Leadership and Human Development at the City College of New York. A Harlem native, her research examines effective school leadership and is aimed to improve the educational outcomes and life chances of historically excluded and underserved students and families. Dr. Watson is the current guest editor for a special issue of the *Journal of Educational Administration and History* titled, “A Seat at the Table: Examining the Impact, Ingenuity, and Leadership Practices of Black Woman and Girls in PK–20 Contexts.” Each manuscript utilized a critical methodology to center the lived experiences of Black women and girls in educational settings. Dr. Watson will be joining the University at Buffalo’s Center for Diversity Innovation as a Distinguished Visiting Scholar for the 2020-21 academic year. Through her work at the center, she will leverage university resources to address persistent public challenges and to lay the groundwork for the creation of a Beloved Community.

**We Make This Movement Towards Freedom: Policy Failures and the Radical Need for Solidarity**

**David G. Martínez**  
*University of South Carolina*

A White police officer shot Jacob Blake seven times in the back in Kenosha, Wisconsin, on August 24, 2020. He is a 29-year-old father whose children witnessed the brutal assault from the back seat of their vehicle. Less than a week earlier, Kyndesia Smith, a 22-year-old, was tased by a Gwinnett County (Georgia) officer on her mother’s front porch. May 25, 2020, George Floyd was murdered by Minneapolis Minnesota police, taking his last breaths with another White police officer’s knee on his neck. June 2018, a mother in custody, due to new sanctions, her infant daughter while breastfeeding. In a separate report, Leydi Dueñas Claros, a 30-year-old mother, testified in a McAllen, Texas, courtroom that federal border patrol agents separated her from her infant daughter while breastfeeding. In a separate report, Leydi Dueñas Claros, a 30-year-old mother, testified that in May 2018, she was separated from her 11-month-old breastfed infant at the bridge between Reynosa, Mexico, and Hidalgo, Texas. Concurrently, May 13, 2018, a 39-year-old father, Marco Antonio Muñoz, separated from his wife and child crossing the Mexico–United States border, committed suicide in a Texas border patrol jail. These tragic events are not isolated; they are representative of a history of targeted racial violence in the United States. State-sanctioned murder of Black, Indigenous, and LatinX communities; forced separation of Black, Indigenous, LatinX children from their mothers; self-inflicted harm due to frustration—these are the tangible manifestations of the systemic oppression that pervades normative cisgendered White male power structures in this country. This is the country I was raised in, as a first-generation son of a Mexican immigrant mother.

From my perspective, White supremacy, racial violence, oppression, servitude, and state-sanctioned murder are mundane artifacts of my existence. As a child, raised on the South Side of Chicago, I did not understand the significance of others calling my mother “beaner,” “brazer,” or “wet back,” on those rare occasions we stepped into White spaces. I could not express the criminalization of my community when Chicago police officers broke my brother’s arm or forced us through metal detectors at school. It was impossible to comprehend the small apartment we occupied wasn’t our own. The veil of a child’s eyes sees only the immediate consequences of those actions: my mother sitting on her bed somber, my brother’s inability to play catch, the pain of leaving my friends at Seward Elementary. These early memories ground my activism and are instrumental in informing my work.

Fundamentally, I have chosen to stand with others in support of traditionally minoritized communities as an activist. I do so because in the years since the Emancipation Proclamation (1863), 13th Amendment (1865), *Brown v. Board of Education* (1954), the Civil Rights Act (1964), the Voting Rights Act (1965), and the Fair Housing Act (1968), minoritized communities

- are prevented from voting (Anderson, 2018; Cobb, 2018; DeJesus, 2018; Epperly et al., 2019; Manheim & Porter, 2019; Ross, 2019),
- are excluded from land ownership and fair housing practices (Besbris, 2020; De La Cruz-Viesca et al., 2018; Park & Quercia, 2020; Taylor, 2019),
- are segregated from educational opportunity (Baker & Cotto, 2020; EdBuild; 2019; Martinez & Spikes, 2020; Sosina & Weathers, 2019; Williams & Houck, 2013),
- are targeted by the criminal justice system (Cunneen & Tauri, 2016; Garcia-Hallett et al., 2020; Hattery & Smith, 2017; Ramirez, 2020; Robinson, 2017), and
- lack access to health and cognitive care (Brown et al., 2016; Hernandez & Sparks, 2020; Manuel, 2018).

Experiential education often permeates the formal schooling of those activists who are born out of struggle (Stovall, 2016). This dichotomy helps to center the intersectionality of activism. My experiential education has also helped me internalize that racial justice, immigration and migration justice, gender equity, Indigenous sovereignty and self-determination, and economic prosperity aren’t about my narrative. More so, my narrative is rooted in a historical tradition that seeks to abolish U.S. imperialism and demands freedom for everyone in those communities purposefully barred from opportunity through policy praxis that reifies White supremacy.

**Collective Resistance and Hope**

Activism for fundamental human and civil rights, liberation, emancipation, justice, equity, diversity, inclusion, access, opportunity, and economic and social freedom is entrenched in U.S. history (Bell, 2018; Davis, 2016; West, 2004). One of the most significant policy failures of the United States is the unwillingness to eradicate policies that sanction and uphold policies that benefit Black, Indigenous, Latinx, Asian American, immigrant/migrant, non-cis-gendered, nonbinary, transgender,
and LGBTQIA+ communities (Bell, 2008; Crenshaw et al., 1995; Kendi, 2017). These policy disputes are then ideologically politicized, the language of freedom degraded to platitudes “for and against,” disregarding a crucial detail: fundamental human rights, civil rights, dignity, and freedom are not ideological arguments. Fundamental human rights, civil rights, dignity, and freedom are written into the language of our Constitution (Harding, 1981; Orfield, 2014). There is tension, however, between what is written in our Constitution and its actualization (Anderson, 2016; Lopez, 2006). Thus, there have always been radical educators who work to ameliorate these policy failures and stand against White supremacy.

Gloria Anzaldúa, Angela Davis, Alice Lee Jernison, Claudia Jones, Lupe Martínez, Janet McCloud, Sylvia Rivera, Cornell West, and countless other radical educators recognize(d) freedom is ephemeral and produced the foundations of intersectionality, connecting activism across many forms of discrimination. In-solitude radical educators stood against racial and ethnic oppression, a carceral state, gendered violence, religious persecution, neoliberalism, the insidiousness of capitalism, and economic dominance. Generations of previous radical educators internalized the significance of “liberation for all people, because nobody’s free until everybody’s free” (Brooks & Houck, 2011; Hamer, 1971). Radical educators have worked to problematize policy praxis, which upholds White supremacy (i.e., bulleted list), and now in 2020, radical educators continue to assert solidarity through activism.

Throughout 2020, activists have confronted the policy discordance that has plagued this country since emancipation (Clayton, 2018; Cohen & Jackson, 2016; Hooker, 2016). Activists are still fighting to abolish those same structures that enforced chattel slavery, Jim Crow, and segregation (Agozino, 2018; Mayorga & Picower, 2018; Phelps, 2014; Thurston, 2018). Activists are mobilizing across the entire United States (e.g., Chicago, Minneapolis, New York, Portland, Washington, DC). Current activists are as powerful as those from previous generations, opposing racism, sexism, segregation, oppression, and anti-Blackness that are institutionalized in the United States through legal and policy praxis (Bell, 2018; Kendi, 2017; Lopez, 2006). Activists continue to persevere because policy is slow to change, the onus of which is on legislators, and maintaining a critical hope is necessary to inform the movement and have an impact.

Radical educators have relied on the existence of a critical hope to persevere through the slow-moving hand of policy and opposition (Freire, 1994, 1997; hooks, 2003). Critical hope is an ontological need, rooted in the lives of radical educators supporting oppressed communities (Freire, 1997). Radical educators may never see their participation actualized in policy, or the intended outcome, but will “maintain hope even when the harshness of reality may suggest the opposite” (Freire, 1997, p. 107; see also hooks, 2003). Critical hope is necessary when armed White supremacists pepper spray and murder activists in Portland, Oregon. Critical hope is necessary when police officers support White supremacists who cross state lines to murder activists in Kenosha, Wisconsin. Critical hope is necessary because the impact of abolition is perpetual, it is expansive, and it informs subsequent abolitionists. This is the power of a movement; it is the collective of individuals putting in work at the local and civic level to have an impact. I am humbled by the opportunity to engage with other activists, privileged in so many ways, and now I have a responsibility to support the movement that protected and supported me for so many years.

Scholarship Versus Social Responsibility

The dialectic between academic and activist is complicated. Grassroots activist and advocacy are a result of organization and dedication and require time to develop (Sampson et al., 2019). The nature of the academic career, however, rewards the individualism of publishing and, increasingly, the neoliberal exhaustion of constant production (Gonzalez & Nuñez, 2014). I understood this constraint when I began my career. Still, I decided long ago to use my privilege to support my community through local activism and my research. I research school finance policy praxis, never a net neutral political or ideological area, and I am not neutral. I proudly express my subjectivity about school policy praxis because a cursory landscape of schools in minoritized communities highlights the inequity that comes with objectivity and the apathy of policymakers (Kozol, 1991, 2005; Watson, 2020). The focus on poverty in school finance policy research embedded an indifference to race, and by proxy, disregarded the intersectional nuances of race and poverty. The discourse of “if money matters” and “how money matters” became the standard of argument and reinforced ideologies about deservingness (Martinez, 2018). Policymakers then displaced blame; tracked students; introduced competition; closed schools; and bused kids away from their homes, away from their communities, and away from their mothers (Briscoe & Khalifa, 2015; Henry & Dixson, 2016; Horsford, 2010; Lee & Lubienski, 2017; Venzant et al., 2016). Policymakers solicited police departments to force us through metal detectors, pushed us out, incarcerated us for any reason, and then incarcerated our mothers for not forcing us back into those buildings to internalize the abuse and trauma (Alexander, 2020; Huerta et al., 2020; Jenkins et al., 2020; Mireles-Rios et al., 2020; Morris, 2016). The importance of my research isn’t lost on me, but central to this research, however, are the memories, like so many of my peers, I carry from before I was privileged.

As radical educators, we have a responsibility to defend freedom for all (Freire, 1998; hooks, 1994). As scholars, we have a responsibility to support activists who seek to dismantle oppression. As researchers, we have an obligation to inform new systems of resistance and acceptance that celebrate and promote justice. As activists, we have a responsibility to curate a message of justice, equity, diversity, inclusion, opportunity, and access so that the violence against minoritized communities so normalized in our society no longer influences public policy (Davis, 2016; Freire, 1970/1996, 1998; hooks, 1994; West, 2004). As community leaders, we must continue to stand in solidarity to fight for civil rights, human rights, and freedom and continue resisting White supremacy. I am one insignificant person in the movement, but like so many of my peers, I stand in solidarity, and I will not hide. We will not hide. When the treachery of White supremacy comes in opposition, we will
stand our ground because we were ready for it then, and we are prepared for it now. Our elders, who protected us through struggle, who wrote the texts we read, who guide us now, would accept nothing less.

The Importance of Black Women Teachers for Black Girls

Terri N. Watson
The City College of New York

The following interview was published on August 24, 2020, by the Center for Humanities at The City University of New York. Dr. Terri N. Watson and her former student, Dr. Gina Charles, reflect on their relationship and the importance of Black women teachers for Black girls. This interview was a follow-up to the public discussion #SaySomething, The Problem with Kindness: What Should Educational Leaders Know.

Gina Charles: I am a product of New York City’s public school system, and I was fortunate enough to have Black female teachers and mentors who invested in me. Dr. Terri N. Watson was one of those teachers turned mentors. She was my seventh-grade English teacher at Junior High School 45. When I first met Dr. Watson, I was completely enamored by her presence. How old is she? What products does she use in her hair? She looks like me and dresses well. My young mind registered all of these things, as she introduced herself for the first time to the class. Prior to this, I had not encountered any young Black female teachers at my inner-city school that looked like me, so seeing her was a welcome surprise. She was confident, poised, and always present in the moment. I wanted to acquire all of these traits and more!

Terri N. Watson: I began my teaching career in the fall of 1994 at Junior High School 45. I chose to teach at 45 because I knew that I would encounter children, Black girls in particular, who may need me. Moreover, I wanted to be whom I needed when I was in middle school.

GC: My name is Dr. Gina Charles, and I’m a board-certified family medicine physician. I was born in Dominica, West Indies, and immigrated to the United States when I was 5 years old. I grew up in a single-parent household in pre-gentrified Harlem with my brother and mother. It was there that I met Dr. Watson for the first time, and it was there she changed my life for the better.

Dr. Watson introduced our class to the Black literary greats, most notably Toni Morrison and her celebrated work, The Bluest Eye. She taught us that one must dissect each chapter in order to capture every nuance and symbol within the text. This was my introduction to critical thinking. In many ways, the girls in our class could relate to the story’s protagonist, as she too faced similar struggles: growing up poor and Black and feeling invisible in her community. What I did not realize at the time was that Dr. Watson presented the material as a metaphor similar to our own collective ontogeny.

After class, my friends and I would spend a great deal of time conversing with Dr. Watson about our lives outside of the classroom. She made us feel safe, heard, and cared for. Secretly, I believe those sessions were as cathartic for her as they were for us. When Dr. Watson learned that one of my classmates was displaced from her home and placed into a group home, without hesitation, she brought her food and clothing. She encouraged my friend to keep attending school in spite of her bleak situation. Collectively, my friends and I never experienced this level of care from a teacher.

TW: Like many of NYC’s public schools, 45 was understaffed and underfunded. During my first faculty meeting, I learned that I would only be allotted enough funding to purchase one set of novels for my students. I thought deeply and decided that Toni Morrison’s first work, The Bluest Eye, would be our shared text. I wanted my students, especially my girls, to see themselves and to know that they could write their own stories. I wanted them to know that I too was once where they were and that any and everything is possible.

GC: For many of us, Dr. Watson acted as the teacher, mentor, and big sister we needed at that moment. Her presence, words of wisdom, and encouragement made a difference for me. She possessed a specific type of cultural capital that she used to tap into students’ experiences. Because of her, I was able to avoid truancy and many of the pitfalls my peers succumbed to in middle school and later in life. One of my greatest takeaways from Dr. Watson is that one should always examine any situation critically.

By the time I got to high school, I was well aware of the world and my place in it. I knew I wanted more. I began to critically read the works of Zora Neale Hurston and devoured even more texts by Toni Morrison. I became captivated with the Black American experience: specifically the narratives of strong women. I can tell you with certainty that those texts helped shape my advocacy for women in medicine. Similarly, I made it my duty to be educated by Black female teachers who would challenge me. I went on to attend Stony Brook University and majored in Health Sciences/Pre-Med with a minor in Africana Studies. While there, I forged meaningful relationships with Black female professors who generously poured into me.

TW: I too am a product of NYC’s public school system. I was blessed to have a Black female teacher when I was in the third grade. Her name was Ms. Sams, and while she sometimes laughed at my jokes, she took her job seriously and demanded that I not only be good—she made me believe that I could be great. Ms. Sams was transparent, knowledgeable, and maintained high standards. While she is no longer with us in the physical realm, she remains my guiding light.

GC: There have been several research studies that demonstrate how racially matching Black students with Black
teachers benefits the students. One particular study from Johns Hopkins found that Black teachers are more likely than White teachers to think a Black student will graduate from high school and earn a college degree, especially if the Black students are male. Furthermore, a 2016 Vanderbilt study showed that Black students are about half as likely as White students to be placed on a “gifted” track, even when they have comparable test scores. This disparity was challenged when Black teachers assessed Black students.

If we want to see a world with more Black women in leadership roles, we must take on the task of nurturing future leaders. – Dr. Gina Charles

TW: Black girls need teachers who believe in them. Teachers who see them for who they are—and who they can be. Too often, Black girls are stereotyped and placed in caricatures of Black girlhood that will never serve them well. These paradigms stymie their progress and stunt their growth. Hence, teachers must provide mirrors and windows that allow Black girls to “be” Black girls and to grow into happy, healthy, and whole Black women.

GC: Though Black women and girls excel faster than any other subgroup, we still have difficulty navigating higher education and our respective careers. For me, transitioning from undergrad to graduate school and then to medical school was an arduous journey. Once again, having a Black female teacher was critical in helping me navigate the pitfalls of medical school. One of my medical school professors, Dr. Milcent Channell, a Haitian American family physician, became my mentor and now friend. My relationship with her felt nostalgic of that with Dr. Watson. With Dr. Channell, I experienced feelings of trust, empathy, and someone who is present with presence. For me, this is why a mentor–mentee relationship between Black women and girls is critical in creating future leaders.

Based on my experiences, I believe that having Black teachers and mentors helps prepare students to succeed in a diverse society. For this reason, I want my children to experience diverse teachers, with an emphasis on Black teacher-mentor relationships. I want them to be comfortable at school with teachers who look like them and with whom they are able to identify. In addition, I want my children to be celebrated by their teachers, and I want them to be encouraged to do more with their lives. Like the many mentors I’ve encountered throughout my academic journey, I have taken up a mentorship role for Black girls at various points of their journey to becoming doctors and health professionals.

TW: My work as a teacher and now professor is rooted deeply in love. I love myself, and I love Black people. Moreover, my love for Black people is not mutually exclusive. Meaning, my love for Black people does not negate my love for White people or for all people. It is quite the opposite.

Because I love Black people, I am able to love all other people.

GC: As a Black woman who has similar experiences to the Black girls that I mentor, it is important for me to share my story, to be supportive, empathic, and to invest in their journey. It is my belief that it is important for them to learn from this mentor–mentee relationship and, in turn, when they have achieved relative success, become mentors to other young Black girls. If we want to see a world with more Black women in leadership roles, we must take on the task of nurturing future leaders.

TW: I always tell my students what Toni Morrison told her students: When you get these jobs that you have been so brilliantly trained for, just remember that your real job is that if you are free, you need to free somebody else. If you have some power, then your job is to empower somebody else.

References


The summer of 2020 in the United States saw some of the most widespread and compelling protests against racism in a generation. Black Lives Matter demonstrations in response to racist police murders of unarmed Black people continue to grip the nation, even while competing for headlines with a global pandemic in which the United States outstrips the world in both infections and deaths. In light of the racial disparities in COVID infection and death rates, even as school leaders contend with planning for the reopening of schools, they also must reckon with increased scrutiny on racism and anti-Blackness in schools, from school relationships with police to access to online learning. Into this milieu step professors Sarah Diem (Educational Leadership & Policy Analysis, University of Missouri) and Anjalé Dawn Welton (Educational Leadership and Policy Analysis, University of Wisconsin–Madison), with the publication of their timely, relevant, and vital new volume, Anti-Racist Educational Leadership and Policy: Addressing Racism in Public Education, published by Routledge.

The authors contend that what little research there is on antiracist educational leadership lacks practical guidance for engaging in problem identification, leadership preparation, and professional development. In writing this book, they wanted leaders to understand how market-oriented education policies influence their leadership practices. To that end, they set out to give leaders “the tools to question whether a policy explicitly addresses racism ... or fails to do so because it is inherently color-evasive” (p. 13). They sought to answer three questions for leaders:

1. How does racism in education happen?
2. How do color-evasive policies affect the equity work of leaders?
3. How can leaders respond to these policies?

In answering these questions, the authors review six policy issues and their differential impact on students of Color: policy responses to increasing diversity in schools, school choice, school closure, standardized testing, school finance, and school discipline. The book concludes with the explication of a protocol for educational leaders to use to investigate the effects of policies in their own schools, a synthesis of existing equity audit methods, and the authors’ own conception of antiracism.

In the first chapter, by way of orientation, the authors contrast antiracist educational leadership with what they term color-evasive leadership. The authors use color-evasive instead of color-blind to avoid relying on ableist descriptions of ideology. An additional benefit of this new terminology, which the authors briefly touch on, is that it recenters the agency of individuals in the systematic evasion of responsibility for institutionalized racism. Broadly, color-evasive leadership consists of race-neutral implementation of state and federal mandates within a landscape of market-oriented education policies.

What follows are six brief, critical explications of the racist roots and effects of current education policy/political concerns. The first and last of these, on increasing diversity and school discipline, respectively, are framed as issues of implementation and most directly implicate district- and building-level educational leaders. Chapter 2, “How School Leaders Respond to Demographic Change,” calls attention to the diversification of suburbs, the gentrification of urban centers, and the depletion of rural districts. Citing three of their own previously published studies, the authors identify how state policy context heavily influences local policy implementation. The effect of this is to highlight the importance of an anti-racist leadership response to market-oriented and race-evasive policies. For Diem and Welton, this response requires the willingness “to engage in the racial politics ... by countering the pushback and resistance, i.e., whiteness, from white, middle-class, and affluent stakeholders” (p. 32).

In Chapter 7, “Racism and School Discipline: From Schools to Prison, or Schools as a Prison,” the authors comprehensively review the data on disproportionality in both the application and severity of school discipline policies. They present data on the impact on Black, Latin, Indigenous, and Asian American students of a range of discipline policies, from response to intervention and positive behavior interventions and supports, to zero tolerance and suspension/expulsion. For the district- and building-level issues, namely student discipline and district/zone diversity, the authors recommend hiring more
teachers of Color, promoting student voice in school discipline policy and practice, and addressing anti-Blackness (not just implicit bias) in teacher training. These are concrete antiracist actions that school leaders can take to improve policymaking and policy implementation in schools. Chapters 3 through 6, on the other hand, concern policy issues over which educational leaders have less control.

Charter schools, school closure, funding, and standardized testing are typically state and federal policies over which district- and building-level leaders have little implementation prerogative. The authors describe how school-choice policies “almost always lead to increased racial inequality” (p. 38). The idea of school choice is itself historically rooted in White resistance to integration, and in practice, school choice mainly benefits students whose parents are highly informed, aware of their options, and have transportation (i.e., White, affluent students). School closure, frequently related to school choice, is a policy response to several distinct issues: declining enrollment, poor student performance, or budget constraints. The term “closure” is quite broad, though—schools are usually either consolidated, charterized, taken over, moved, or even in some cases shuttered. In most cases, these schools serve mainly students of Color, who are typically sent to more White and distant new schools.

The accountability regimes used to justify charter, choice, and closure policies arose from the crisis narrative of the 1983 report, A Nation at Risk, which diverted from the original equity focus of the 1964 Elementary and Secondary Education Act (ESEA). Because the Every Student Succeeds Act of 2015 returns some decision-making to states and districts, the authors believe it is potentially a step back toward the equity focus of ESEA and away from the punitive accountability focus of No Child Left Behind and Race to the Top. Finally, school finance inequity is the result of funding models that depend on property taxes, which keeps public wealth in wealthy schools and deprives public schools in poorer neighborhoods of equal opportunity under the law. Here the authors recommend, for the first time in the book, system-level advocacy in favor of redistribution of resources (material and nonmaterial), redefinition of state and federal constitutional obligations, and the expansion of reform to include education-adjacent issues (i.e., housing, employment, health care, community development).

The protocol presented in the final chapter is a fairly straightforward audit-style inquiry process of six steps:

1. Assemble the appropriate team. Antiracist leaders intentionally compose diverse teams that are reflective of the school and community, in terms of race/ethnicity and other demographics, but also in terms of relevant expertise and experience with race-related work.
2. Set expectations for the team. Antiracist leaders facilitate the development of antiracist mindsets, critical self-reflection, shared norms, and challenging (frequently discomforting) deliberation.
3. Understand the sociopolitical and racial context of the district and community. Antiracist leaders investigate the demographic, political, and cultural elements that comprise their community, including the policy agendas of the school board, city council, and mayor.
4. Conduct a critical policy review. Antiracist leaders interrogate discourses and hierarchies, investigate the distribution of power and resources, and elicit the perspectives of people of color.
5. Conduct a critical leadership review. Antiracist leaders share leadership, promote the voices of informal leaders, ensure that participation in decision making is authentic, and utilize democratic processes.
6. Summarize, reassess, and take action. Antiracist leaders identify mindsets, norms, structures, and processes that need to change, and take professional, social, and relational risks to ensure that antiracist efforts do not end up reproducing White dominance.

For each step, the authors identify guiding questions and key recommendations. As a resource for practitioners, the protocol needs a lot of unpacking. Steps 4 and 5 are particularly academic, if not quite dense. However, expanding the authors’ questions and then tailoring their recommendations to a specific school policy context is precisely the kind of group work that would benefit such a policy study effort.

The authors effectively establish that policy discourse contributes to public understandings of education politics and of race. With that in mind, I would like to push back against the idea that “increasing diversification” is a justification for antiracism or cultural responsiveness. The authors outline in detail how the American response to demographic change has been a “collective pining” (p. 26) for a Whiter and less complex past that never really existed. They identify several examples of race-neutral discourses beyond education to illustrate the “undercurrent of white supremacy” (p. 27) in American politics. In light of this, can the case for antiracist leadership can be made without relying on the premise that something is happening to a White space that must be responded to? How is the discourse of increasing diversification different from the discourse of caravans approaching the border? Aren’t antiracism and cultural responsiveness best practices regardless of the demographic composition of a school?

Two deeper policy concerns that cut across issues (and chapters), and thus avoid much discussion, are (a) the balance of state/federal and local control in setting school policies, and (b) the role of the principal as policy implementer or policy advocate. The first is difficult because the antiracist perspective favors a robust centralized response in some cases (e.g., integration and funding) and increased local control in others (e.g., choice and closure). Federal courts have had to step in to desegregate schools and enforce other equity mandates, including protections for women, language minorities, gay and transgender students, and so on. In addition, the disaggregated data collection that began with No Child Left Behind highlighted the gaps that equity-focused policies now seek to eliminate. This points toward increased centralization of education policy for antiracist outcomes. Choice policies are typically made at the state level, and in many cases by state legislatures and governors who are more conservative (and Whiter) than the cities in which their choice policies are implemented. This would seem to argue that increased local control is more antiracist. Should an antiracist framework for policy leadership make sense of this contradiction?
The second concern is, I believe, more clear-cut: Principals must absolutely be advocates, not just implementers, no matter how creative or critical their implementation may be. Rather than leaning into market-oriented policy systems and, for instance, trying to compete with charter schools, principals should advocate against choice, charter, and voucher programs that are not specifically designed to provide opportunity for students from historically marginalized communities. Similarly, when state funding formulas permit such gross inequity in the funding of schools, or when districts slate schools in communities of Color for closure, antiracist principals from all schools must advocate for more equitable policies. It cannot just be the principals in the threatened or underfunded schools fighting for their own survival. Educational leaders everywhere have an obligation to protect the rights of students everywhere. Diem and Welton acknowledge that—especially for White educational leaders—this means taking risks, being vulnerable, and placing one’s own professional and political capital on the line in the fight for antiracist schools. This book, in both its policy analysis and the protocol for policy inquiry it introduces, allows leaders to bring an important tool to that fight: receipts.

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**Join UCEA’s Executive Director for “Coffee & Convo”**

This Fall you have an informal chance to connect and check in with Mónica Byrne-Jiménez and other colleagues in the field. Keep on the lookout for Zoom information for each one. Twitter notifications will be on @ucea.

**Upcoming Confee & Convos:**
- October 15, Thursday, 1:00 p.m. EST.
- November 12, Thursday, 1:00 p.m. EST.
- December 10, Thursday, 1:00 p.m. EST.

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**Check for UCEA Updates**

www.ucea.org/updates

Check for updates on the Convention, UCEA, and COVID-19. Enjoy our new guest blog series:

**Take our Survey**

We need to hear from you. Please offer feedback to UCEA on tools and resources that might be helpful and updates from your institution. Take this survey:

https://www.surveymonkey.com/r/JJFHXQL
The UCEA Center for Research on the Superintendency & District Governance

Codirectors: Meredith Mountford, Florida Atlantic University, and Leigh Ellen Wallace, University of Wisconsin–Milwaukee

Founded in 2009 by Dr. Meredith Mountford, the UCEA Center for the Study of the Superintendency and District Governance is virtually housed at Florida Atlantic University in the Department of Educational Leadership and Research Methodology in the College of Education. Codirected with Leigh Ellen Wallace from the University of Wisconsin–Milwaukee, the center investigates educational governance structures, processes, and systems associated with PK-12 school district leadership, the superintendency, school boards, and higher education governance. The center also examines the micro and macro policy implications of local educational governance.

The center recently published Volume I of the Research on the Superintendency Series with Information Age Press entitled The Contemporary Superintendent: (R)Evolutionary Leadership in an Era of Reform (Mountford & Wallace, 2019). Volume II of the series, Reclaiming Local Control Through Superintendents, School Boards, and Community Activism, is in production and expected out by the end of 2020. Chapter authors are frequently invited to present their research at the UCEA annual conferences during the special session for the UCEA Center for Research on the Superintendency and District Governance. Additionally, authors become research affiliates to the center.

Dr. Mountford has been engaged with the American Association of School Administrators in completing the American Superintendent 2020 Decennial Study, a project led by Christopher Tienken. Dr. Wallace is actively pursuing a multistate research project related to superintendent evaluation from the perspectives of state policy makers, school board members, and superintendents.

The Center for Research on the Superintendency and District Governance also received a UCEA-supported collaborative grant to interview district leaders and school boards about school safety. This work will continue through the spring. During the 2019 convention, the center led a collaborative session to determine “What we don’t know about school board and superintendent research,” which elicited discussion related to recent work in the field as well as specific areas of interest and need for future research.

The Consortium for the Study of Leadership and Ethics (CSLEE)

Codirectors: Hollie Mackey, North Dakota State University, and Samantha Scribner, Indiana University–Purdue University, Indianapolis

The CSLEE is an international consortium comprised of eight unique institutional research centers located across the globe collectively committed to fostering a high standard in the practice and study of ethical educational administration and leadership at all levels. Our mission is to advance the understanding, appreciation, and practice of moral leadership in schooling. Since its inception in 1996, the consortium has been devoted to the support, promotion, and dissemination of theory and research on values and leadership. To accomplish this, the CSLEE operates two active academic journals, the Journal of Authentic Leadership in Education (JALE) under the editorial direction of Dr. Kitty Fortner, California State University, Dominguez Hills, and Dr. Tiffany Roberts, Nipissing University, and Values and Ethics in Educational Administration (VEEA) under the editorial direction of Dr. William Frick, University of Oklahoma. The CSLEE also hosts an annual conference in conjunction with the UCEA convention. Additionally, institutional members conduct short conferences, colloquia, and institutes and regularly engage in research projects related to values and leadership. One of the unique ways the CSLEE carries out its mandate is by annually recognizing scholars who have demonstrated excellence, with the Willower Award of Excellence, the Paul Begley Award, and the CSLEE Authentic Leadership Award.

We have found it useful to conceptualize leadership as comprised of three key elements: purposes, goals, and/or objectives; relevant knowledge and processes; and context. CSLEE topics of inquiry include the ethics of leadership, the purposes of education, moral literacy, ethical analysis, and ethical problem solving. As we conceptualize the ways we understand the knowledge and processes of leadership, we recognize that any ethical position must be assessed from within a particular context. As such, the CSLEE is committed to understanding and disseminating scholarly work that interrogates leadership and ethics in educational contexts from diverse epistemological, theoretical, and conceptual perspectives. As the CSLEE transitions in response to unprecedented change both within the academy and beyond, our goal is to meaningfully expand our understanding about the ways social, cultural, and political differences inform ethical leadership and impact an increasingly diverse set of educational stakeholders. We are actively seeking additional institutional members that both value and seek to contribute to this understanding within their own scholarly contexts.
Center for the Study of Leadership in Urban Schools

Director: Will Cantey Rumbaugh, Georgia State University

Georgia State University, in the heart of Atlanta, is proud to be the next host of the Center for the Study of Leadership in Urban Schools. The center will be housed in the College of Education and Human Development in the Department of Educational Policy Studies. Nick Sauer, Yinying Wang, and Kristina Brezicha will serve as associate directors, and Will Rumbaugh will serve as director. A unique feature of the UCEA center will be our close collaboration with the Alonzo A. Crim Center for Urban Excellence and the Principals Center, which are also housed at Georgia State University. It is our individual and collective commitment to leverage the many other resources in the university, in Atlanta, in the UCEA organization, and around the country and internationally, as well as marshal the expertise of educational scholars and practitioners, to support the critical work of courageous leaders of urban schools, districts, and agencies.

The districts and schools in the U.S. that have faced the greatest challenges are our urban districts. That is consistently true, regardless of section of the country. The Center for the Study of Leadership in Urban Schools is dedicated to understanding the challenges facing urban schools and districts, and to helping create solutions that allow our urban youth to succeed. The challenge is not that there are no successful urban schools; there are hundreds. The challenge is getting all schools to those high levels. This center both seeks to study successful schools, schools that aren’t successful, and the steps that leaders must take to move ever more schools into the “successful” category. We strive to prepare principals and central office personnel to help all urban schools become successful.

UCEA Social Media: Share Your Sites

Have hashtags, Facebook pages, or URLs you want to share related to UCEA program centers, organizations, and groups? Email UCEA Review Managing Editor Jennifer Cook: jenniferellencook@yahoo.com

UCEA/SAGE Journals

FAQ

Educational Administration Quarterly

EAQ publishes prominent empirical and conceptual articles focused on timely and critical leadership and policy issues of educational organizations. EAQ embraces traditional and emergent research paradigms, methods, and issues. The journal particularly promotes the publication of rigorous and relevant scholarly work that enhances linkages among and utility for educational policy, practice, and research arenas. Editor: Gerardo R. López, Michigan State University

https://journals.sagepub.com/home/eaq

Journal of Cases in Educational Leadership

JCEL publishes, in electronic format, peer-reviewed cases appropriate for use in educational leadership preparation efforts across the globe. The cases provide a narrative and teaching notes with the aim being to prompt rich discussion and inquiry about issues pertinent to educational leadership across global contexts. JCEL encourages cases that are supported by digital media or other creative forms of expression. Editors: Mariela A. Rodriguez, Curtis Brewer, Nathern Okilwa, and Mark Giles, the University of Texas at San Antonio

https://journals.sagepub.com/home/jel

Journal of Research on Leadership Education

JRLE, an electronic peer-reviewed journal, promotes and disseminates rigorous scholarship on the teaching, learning, and assessing of leadership preparation and practice, the political and contextual issues that impact leadership education, and the links between leadership education and student learning. Co-Editors in Chief: Catherine Horn and April Peters-Hawkins, University of Houston

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Barbara L. Jackson (1928–2012) was interviewed for the Fall 2003 *UCEA Review* by Gerardo R. López. That same year the Jackson Scholars Network was established in an effort to build a robust pipeline of faculty and graduate students of Color in the field of educational leadership. As the need for antiracist leadership continues to grow, we wanted to reflect on the legacy of Barbara L. Jackson and on how UCEA has evolved as an organization since the inception of the Jackson Scholars Network.

We asked two Jackson Scholar alumni, Frank Hernandez and Angel Miles Nash, to comment on Dr. Jackson’s 2003 interview and add their own contemporary thoughts on UCEA’s ongoing work around diversity and racial equity. Dr. Hernandez was recently named dean of the College of Education at Texas Christian University, and his research focuses on Latinx school leadership and racial identity development, as well as inclusive leadership for LGBTQ students and leadership for social justice. Dr. Miles Nash is an assistant professor at Chapman University, and her research focuses on the role of school leaders in securing equitable access to science, technology, engineering, and mathematics education for Black girls and other historically underserved student populations, the professional intersectional realities of Black women and women of Color, and the development of intersectional leadership.

We share this annotated interview below. The left column is the original interview between Barbara L. Jackson and Gerardo R. López. Comments from Frank Hernandez and Angel Miles Nash are on the right.

LÓPEZ: When we think of UCEA as an organization, there is certainly much history to be told. Much of this history usually revolves around Dan Davies and Jack Culbertson, who were there since its inception, as well as past UCEA presidents such as Don Willower, Peter Cistone, and Wayne Hoy, among others, who were critical players during the 1970s. The history of women, people of color and other marginalized groups at UCEA, however, is less visible. Nevertheless, when we think of some of the pioneers in the field who are people of color, the name Barbara Jackson immediately comes to mind—particularly since you were, and still are, among the few African American women in our field. Can you tell me a little bit about your involvement in UCEA?

JACKSON: I think I attended my first UCEA convention when I was a faculty member at Atlanta University, which was more than 30 years ago. I’m not sure how I found out about the convention, but we had started a new doctoral program at Atlanta, and I thought it would be a good idea if we joined something like UCEA. Unfortunately, our program had not been in existence long enough to meet the UCEA requirements for membership. Back then, UCEA didn’t have any other way that a university could join except as a full member, and the mem-

MILES NASH: When we think of UCEA as an organization, it is with pride, admiration, and a healthy dose of majesty, that we can now add to the roll call of its leadership the names of Drs. Noelle Arnold, April Peters-Hawkins, and Terah Venzant Chambers. As the first, second, and third Black women to lead as UCEA President in its 67-year history, respectively, these scholars and a host of others have gradually reified the visibility, brilliance, and contributions of women, people of Color, and additional historically underserved groups in UCEA and education writ large. Their intersectional leadership truly inspires. The growing multitude of faculty, administrators, and students of Color who traverse the pathways of opportunity and responsibility within UCEA acknowledge that their pathways have been carved by individuals who created trails to follow with their bold footsteps and resolute resilience. Among the treasured group of elder scholars, Dr. Barbara L. Jackson’s legacy evokes acknowledgment of the many Black women who have been instrumental in making UCEA what it is today. This reflection on Dr. Jackson’s perspective, originally penned in a 2003 interview with current UCEA President Gerardo R. López, bestows the clarion call we need in 2020 to commit to opening doors and partnering with the educators, students, and families in our communities who we endeavor to embolden.

Miles Nash: Trailblazer. Sage. Exemplar. Pillar. Considering the myriad of admirable descriptors I have heard assigned to the life, work, and influence of the esteemed Dr. Barbara L. Jackson over the years, it comes as no surprise that one of her first acts of engagement with UCEA was in the name of a tenet that her legacy has come to represent—advocacy. In light of the reality we can imagine Dr. Jackson faced during the time she attended her first UCEA convention (circa early 1970s), including the sociopolitical climate of the country, and the ripple effects it had on the nature of academe, her intention to become involved with UCEA on behalf of her doctoral students and her university is a template for tenacity we should all strive to embody. Simply put, if Dr. Jackson could do it then, we have to do it now. The paramountcy of advocacy and scholarly engagement that initially prompted Dr. Jackson’s involvement in UCEA continues to represent her legacy today. UCEA’s mentoring program for doctoral students of Color that bears her name, the Barbara L. Jackson Scholars Network, is now in its 17th year of existence. As an organizational initiative established to secure and maintain equitable access to graduate student programming and career opportunities in the professoriate, the Jackson Scholars Network is sustained by the generosity of UCEA provisions, volunteer faculty mentors’ commitment, faculty nominators’ support, and member institutions’ sponsorship of Jackson Scholars’ conference attendance. Each entity’s contribution to Jackson Scholars mirrors a conscientious dedication to making space for and uplifting them, their scholarship, and the communities they champion.

Hernandez: My first UCEA where I presented the preliminary findings of a study with Latino school leaders was in 2004, which also coincided with my 3rd year of my PhD program at Wisconsin. The paper I presented was called, “The Latino K-12 Leaders on Leading: Racial identity and its Impact on Leadership Practice.” I looked back at the program, and the word “Latino” was found in the program only three times—five times in total, but two of those were describing one paper. It was an exhilarating experience for me and solidified my decision to become a faculty member and enter higher education. My lead advisor and dissertation chair, Colleen Capper, was in attendance at my first and only presentation in 2004, and she kept reassuring me that everything would be okay, since I was so scared and nervous about presenting at my first national conference. I remember being a bit starstruck when Colleen would introduce me to scholars whose work I had read as part of my training at Wisconsin. Indeed, I felt like UCEA could be that professional home that I needed as a young scholar but also a place where my research with Latino school leaders would be accepted and encouraged. Finally, this was the UCEA where I met Mónica Byrne-Jiménez and Sylvia Mendes Morse. They were both in attendance at my paper presentation (Sylvia also presented a paper during that same session), and it was a connection that would change my life forever and would set me on a path to do some of my best collaborative work about Latino school leaders and Latino racial identity development. Both of them, and shortly after, Elizabeth Murakami, served as incredible mentors and colleagues for me.

López: The issue of including programs that are not housed in Research 1 institutions has certainly plagued UCEA. Unfortunately, our membership requirements exclude a large number of HBCUs [historically Black colleges and universities], like Atlanta University, as well as Hispanic-serving institutions and other smaller programs. In fact, the issue of whether we should reconsider our membership requirements was discussed at the UCEA Plenum last year. To be certain, it was a highly contentious discussion, with valid arguments on both sides. What are your thoughts on this issue?

Miles Nash: As a faculty member at an institution that became an Associate Member of UCEA at the 2019 Annual Convention, I am grateful that the Plenum discussions referred to in the interview, and subsequent decisions, led to a more inclusive membership model for the consortium. The previous changes that the consortium has gone through indicate its capacity and agency to responsively adjust to the nature of the field.
Jackson: I think we’ve made some progress in reaching out to HBCUs and similar institutions. In the past 2 years alone, UCEA has been more conscious in trying to find ways not only for HBCUs to gain membership, but to extend an opportunity for all universities that are struggling to become doctoral-granting institutions to become members or partner members of UCEA. I do have mixed feelings about this. On the one hand, I think that membership needs to stay with universities that are research intensive rather than opening it up to programs that only grant master’s degrees. But I think there needs to be some way in which UCEA could establish partnerships with these institutions. We need to invite faculty members of these institutions to come to the annual convention. We need to engage these faculty and graduate students in research and writing. And, we need to create partnerships with these institutions that are more egalitarian in nature. I think there has been more of a move to try to outreach to smaller programs in recent years. In the last 2 years alone, we’ve seen institutions like University of Texas Pan American apply for “partner” status. I think this partnership idea is one step in the right direction without changing the total makeup of the UCEA membership.

Hernandez: My understanding is that UCEA currently has two designations for membership: Full or Associate. Within the Full category, an institution could be “research generating” or “research utilizing.” Finally, in order to be admitted to Full membership, institutions undergo a rigorous institutional and program review. As far as I’m concerned, every UCEA institution is “research utilizing.” But I do think that UCEA could do a better job of focusing on smaller colleges and universities that are training school leaders. The diversity of universities and colleges is what makes the U.S. higher education system the best in the world; this same diversity could also make UCEA one of the best organizations in the world. UCEA should take the perspective that all institutions could benefit from being connected to UCEA. I still worry that UCEA is not doing enough to connect with HBCUs, Hispanic-serving institutions, and tribal colleges. These institutions play a critical role in the higher education landscape, and their students are important to the diversification of the school leadership roles across the U.S. These students could also enlighten UCEA on the diverse understanding of leadership and challenge our theoretical and conceptual understandings of the ways we think, understand, and practice leadership. Imagine what UCEA could learn from Indigenous school leaders working in schools across the country. We have so much more to learn about leadership; it seems that UCEA should acknowledge the impact these institutions are having in the U.S. and find ways to connect with them. If the focus of UCEA is to impact research and practice, we’re losing a critical knowledge base that only these institutions can provide. We need these institutions more than they need UCEA.

López: But doesn’t this relegate institutions like HBCUs and Hispanic-serving institutions to secondary positions within the UCEA hierarchy?

Jackson: Yes and no. I think it’s important to realize that some of the top programs in Education Leadership do not belong to UCEA. This is a radical change from the early days when Harvard, Stanford, UCLA, and Teachers College were member institutions. If the rest of the world sees these universities as having the top programs in Education Leadership, at least according to US News and World Report, which I don’t put too much credence in, but that’s a whole separate issue altogether—but if these so-called “elite” programs don’t belong, then there’s already a gap in the hierarchy. At issue here is not who should or shouldn’t hold membership in UCEA. The issue is

Miles Nash: The partnerships that UCEA has formed over the years across different types of institutions, with external professional organizations, and through funding relationships, align with Dr. Jackson’s suggestions for broadening the organization’s reach and impact. These collaborations demonstrate the agency UCEA has enacted to intentionally engage with the range of perspectives and innovative approaches that exist across the educational leadership preparation milieu. UCEA has honed in on developing a syndicate of collaborations that extend its reach in the academy and leadership practice. As society’s priorities continuously evolve, it remains essential that UCEA maintains its commitment to acknowledging the assets and diversity of thought that programs, organizations, and institutions possess. Likewise, it will remain increasingly crucial that UCEA continues to invite the aforementioned entities to partner across sectors, reciprocally learn, and innovatively contribute to the field in concert with each other.
Reflective of the dramatically changing demographics that Dr. Jackson described, the contours of public education have similarly shifted over time. Just prior to the featured 2003 interview, in 2000, the proportions of White, Black, Latinx, and Asian/Pacific Islander students in our K-12 school population were 61%, 17%, 16%, and 4%, respectively. In 2017, the ratios of White and Black students decreased to 48% and 17%, while the ratio of Latinx and Asian/Pacific Islander students increased to 27% and 6%. Further, by 2029, these distributions are projected to be 44%, 15%, 28%, and 7%, respectively. During each recording and projection, the percentage of American Indian/Alaska Native students has been 1% (NCES, 2020). Collectively, these trends corroborate Drs. Jackson and Lopez’s call for us, as leadership scholars and practitioners, to be at the forefront of the change occurring so that we can make a real difference.

Hernandez: Like I stated earlier, my first official UCEA was in 2004, and there are a few things that I recall. It was the 50th anniversary of Brown v. Board of Education, and many of the sessions were related to the changing face of educational administration. There seemed to be a small presence of gay and lesbian scholars, which was important to me. As a young gay Latino scholar (still in graduate school at the time), it was critical that I make connections with scholars like Catherine Lugg, Judy Alston, Kathleen Brown, and James Koschoreck. My adviser, Colleen Capper, made sure that I met all of them. These scholars became so important to me and are still today. I was also in the inaugural group of Jackson Scholars, and Linda Skrla served as my mentor. The other folks I remember from my early days were Linda Tillman, who was so excited to see a young Latino scholar, and who to this date has become one of my biggest supporters. Scholars like Michael Dantley, Gerardo Lopez, Jim Scheurich, Pedro Reyes, Cyrrs Brunner, Malu Gonzales, Catherine Marshall, Mark Gooden, Sylvia Mendez-Morse, and Mónica Byrne-Jiménez were so important to me as a young scholar and helped me to understand the politics of UCEA and where and when to agitate. I also recall that the theme of social justice and equity permeated a number of our conventions. Finally, I also remember around that same timeframe, graduate students became more important to UCEA. That is, graduate students became much better organized and demanded a place at the table. While I was not one of those graduate students that drove this work, I’m proud to see how UCEA has embraced the support of graduate students.

Jackson: That’s right. The field is changing and we need to be at the forefront of that change. The demographics of society are changing dramatically, and we need to have a stronger voice to do something better for kids. I think we’ve realized that. UCEA has certainly gotten much more diverse than it was 10 or 15 years ago. There weren’t many people of color in our field before then. In terms of percentages and numbers, I think Mexican Americans are still the smallest of the underrepresented groups. But, UCEA is changing and I’m pleased that there has been a change in terms of people of color in the field.

López: I think you hit the nail on the head: the key issue is how do we become better at impacting education that makes a real difference in the lives of all children.

Jackson: Not really, I think we’ve been defining “knowledge base” for as long as I can remember. Unfortunately, we haven’t made a lot of progress in resolving that issue. We move forward some, and then we return to the same issues yet again. But I think the UCEA conferences have become much broader with a greater variety of topics. That’s certainly different than it was in the past.

López: Talk to me about UCEA before 10 or 15 years ago. What was it like? Have the issues changed much since you started?

Jackson: I think you hit the nail on the head: the key issue is how do we become better at impacting education that makes a real difference in the lives of all children.

Miles Nash: Reflective of the dramatically changing demographics that Dr. Jackson described, the contours of public education have similarly shifted over time. Just prior to the featured 2003 interview, in 2000, the proportions of White, Black, Latinx, and Asian/Pacific Islander students in our K-12 school population were 61%, 17%, 16%, and 4%, respectively. In 2017, the ratios of White and Black students decreased to 48% and 17%, while the ratio of Latinx and Asian/Pacific Islander students increased to 27% and 6%. Further, by 2029, these distributions are projected to be 44%, 15%, 28%, and 7%, respectively. During each recording and projection, the percentage of American Indian/Alaska Native students has been 1% (NCES, 2020). Collectively, these trends corroborate Drs. Jackson and Lopez’s call for us, as leadership scholars and practitioners, to be at the forefront of the change occurring so that we can make a real difference.
LÓPEZ: I know from my own limited knowledge of the field that there have been many tensions: the tensions surrounding positivism and interpretivism, for example, and the implications it has had on the knowledge base discussion. I think presently, there are tensions surrounding the “new inclusivity” where there is a proliferation of voices and perspectives that challenge the field along racial, gender, sexual orientation, and class lines.

JACKSON: I think you’re right. There is much more explicit attention to things such as race and class than there was 30 years ago. More and more people are questioning traditional assumptions in the field. There is certainly much more attention to the role these issues play, or should play, in administrator preparation. In fact, I don’t remember if these issues really came up at all in the early days. Like the rest of society, UCEA felt as though if they didn’t talk about these problems, they would just go away. But they never did, so they’ve come to the fore once again. Of course, these are such volatile issues that they are often more contentious than other topics we traditionally study. But I think these are issues we need to talk about. It’s healthy to talk about these issues especially within the context of schools and how to prepare people for this changing society.

LÓPEZ: I’d agree. But you know as well as I do that such topics are often difficult to broach. For example, we need to talk about racism in the field, primarily because racism is still a persistent problem in society at large. But it’s difficult, because several of our White colleagues don’t hear us talking about racism. Many think we’re calling them racist.

JACKSON: That’s one of the hardest nuts to crack, as you well know. But I think more and more people are talking about it and putting these issues on the table, partly because our membership is more diverse. It may aggravate some people, but were not going to make any progress if we don’t address these issues directly.

HERNANDEZ: I don’t recall the tensions between theoretical frameworks; however, I do recall that having sessions that focused on LGBTQ faculty and students, sexual orientation, and gender identity were challenging for UCEA in the mid-2000s. I knew this because I would hear it from my LGBTQ mentors. They could often count the number of sessions regarding LGBTQ issues on one hand. And, while there was an increase in matters related to social justice, issues related to LGBTQ seldom found a voice in these social justice conversations. Discussions about race have also fluctuated at UCEA. But I think we lost a few opportunities along the way to dig deeper as an organization into race-related matters. For example, consider these seminal events in society and whether UCEA was able to capture the connection these events had with the educational leadership field:

- In 2004, Arizona passes Proposition 200, which required Arizonans to have proof of U.S. citizenship to receive basic public services and register to vote.
- In 2005, Katrina hit, and race was at the core this natural disaster.
- In 2008, Barack Obama was elected as our country’s first Black President.
- In 2011, Trayvon Martin, a 17-year-old African American, is killed by George Zimmerman, a neighborhood watch volunteer in Florida. Soon after, the #BlackLivesMatter Movement launches.
- In 2014, both Eric Garner and Michael Brown are killed in the hands of the police.
- In 2014, family detention centers are reopened in Texas and Pennsylvania.
- In 2015, Freddie Gray dies while in police custody, and thousands protest police abuse.
- That same year, Dylann Roof kills nine worshipers at Mother Emanuel African Methodist Episcopal Church.
- In 2016, Black children are sickened because the Flint River was polluted with lead by industries not held accountable for their polluting.
- The Standing Rock Sioux Tribe protest the construction of the Dakota Access Pipeline.

If race, personal racism, and systemic racism are not a part of UCEA and its Convention programming, UCEA has a very serious problem that only UCEA can fix.

MILES NASH: While many might opine that there has been a noticeable increase in the willingness to have more vulnerable in conversations regarding race, there is still more work to be done to directly address issues as Dr. Jackson instructs. With the further development of scholarship and practice privileging concepts such as intersectionality and antiracism, we continue to mold and improve discourse once thought to be recalcitrant and unbending. We are challenged to insert our voices, and the voices of our communities, in ways that draw attention to issues that can no longer go unaddressed.
LÓPEZ: I could imagine that over the course of 30 years the changes you’ve seen within the discourse—in other words the topics that are discussed and “put on the table”—have been pretty dramatic.

JACKSON: You need to remember that UCEA reflects society like any other group or organization. And like the rest of society, we’re not out in front attacking these issues. Universities are pretty conservative places. Over the years, society has changed, but the university has been slow in changing. Unfortunately, we can’t back away from that reality because the university is intricately connected to society at large. The problems of public schools are the same problems we have within our field, and the same problems we have within UCEA. If few people are talking about these problems out in society, then fewer people are talking about these problems within our field. The only way we can change is by including more voices in the conversation.

LÓPEZ: Which gets us back to the issue of representation.

JACKSON: Right. But, we still have a long way to go. Back when I started, there was one other African American female professor from Florida—I can’t remember what university she was from, but she was one of the first people that I connected with at UCEA. Again, the numbers were very few. Lonnie Wagstaff was pretty active back then as well. He came to a lot of meetings. There were a handful of others, if I had more time to recall them. But it wasn’t until 15 years ago or so that the numbers really started to increase. Since then, the numbers of people of color have increased substantially, but we still have a long way to go. We have more Hispanics and Asians now, but their numbers have increased at a higher rate than the number of African Americans. So yes, we still have a long way to go in terms of membership and diversity.

LÓPEZ: You’ve had 30 plus years to reflect on the course of UCEA. What does the next 30 years hold?

JACKSON: I think that the direction we’ve taken in the last 2 years is very promising. Michelle Young has lots of imagination and lots of drive—and it energizes others to act. When I was on the Executive Committee, I felt somebody was there, to lead and prod the rest of us. Her energy just energizes everyone else. I think the next 30 years, we need to focus on planning for change, focus on the national scene so that our voice is heard (it’s still not as loud as some of the other professional organizations), and certainly focus on ways to get more universities and institutions involved. I’m very hopeful. Membership

HERNANDEZ: From 2004 to 2020, the topics discussed at UCEA Conventions have changed and evolved over time. We have to take advantage of current events and what is happening in society and ask ourselves, “How are societal events impacting teaching and learning?” “How are societal events impacting leadership in schools?” “How are societal events impacting education policy?” “How are societal events impacting research and scholarship in our field?” For example, right now we’re dealing with COVID-19 and the impact it’s having on our communities of Color, and we are also facing racial unrest because of the number of Black unarmed citizens being killed in the hands of police. So, the question becomes, “Does UCEA have a responsibility to address these challenges within our research and practice?” And, if we believe that Black Lives Matter, how will the scholarly community know this? How will our Black graduate students, our Black faculty members know this?

MILES NASH: The recently published special issue of the Journal of Educational Administration and History, entitled “A Seat at the Table: Examining the Impact, Ingenuity, and Leadership Practices of Black Women and Girls in PK-20 Contexts,” is an exemplar of our ability to include more voices in the conversation as Dr. Jackson summons. This volume and similar scholarly efforts allow us to write Black women and additional marginalized people and communities into existence in spaces in ways that acknowledge their intelligence, resilience, and sagacity. When included in spaces such as UCEA, the courageous work that we do at the intersection of scholarship and activism enables us to turn online advocacy into offline action.
Miles Nash: Dr. Jackson’s recognition that schools are a reflection of the society that envelops them, and that issues regarding racialized ostracization permeate our field, continue to ring true today. Accordingly, the responsibility we have to children, grounded in our belief in their educational leaders’ influence, should be at the forefront of everything we do in our profession. In a rallying plea to the state officials who have the decision-making power to bring justice to tragedy caused by negligence, Tamika Palmer penned the following message regarding her daughter, Breonna Taylor: “Do you have the power and courage to call my child yours, the power to see that my cry and my community’s cry is heard, and the power as part of a village who raises our children to do right by one of our daughters?!” Ms. Palmer’s question, much like Dr. Jackson’s closing remarks, sets our course. The question remain—in the years to come that Dr. Jackson spoke of—what will we be able to say 30 years from now about the work that we did today to be the good change?

López: Change can only bring new and better opportunities, right?

Jackson: Right. And with changes in our membership, I think we’ll be seeing some really good changes in the years to come.

Hernandez: I think UCEA has a bright future. We are a resilient organization and have overcome a number of obstacles. UCEA has personally been a second family to me and some of my greatest mentors have come from my time at UCEA Conventions. The scholar that I am today was a result of UCEA mentors supporting my work and providing critical feedback. UCEA will always have a special place in my heart. But more work is needed. The next 30 years will bring lots of changes to UCEA. Most of us may not be around in 30 years, so we need to be sure that the next generation of faculty leaders are prepared and have the mentoring they deserve. For the sake of UCEA’s future, we must find ways to engage with more minority-serving institutions of higher learning. We can never lose sight of how important diverse perspectives are in the work that we do. Our Executive Committee and our officers have become more representative of the members we serve. Finally, I believe the key to UCEA’s successful future is our graduate students. We need to invest more in their work, in mentoring them, and assisting them with finding faculty positions where they can thrive and contribute, and bring their authentic self to their work and to their research.

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Editor’s Note

Jennifer E. Cook

I would like to reprint a few excerpts from Michelle D. Young’s “From the Director” article in one of the first UCEA Reviews I edited. Her words were powerful then and still ring true:

We cannot wait for the President, our legislators, state governors, mayors, superintendents, principals, deans, department chairs, activist groups, or anyone else to make change for us. We have to be part of the change process. (p. 1)

Although there is no recipe or perfectly planned way forward, we must take a stand—we must be willing to define problems and explore their causes and sources, but we cannot stop there. We also must identify who can make change. We must identify who needs information and what information they need, learn how to access these people, be able to communicate a sense of the importance and urgency of the situation, provide information on effective and ineffective practices or trends, and follow up. We must build and extend our networks of information and support. Professors and educators in general are not used to doing these kinds of things. But we must learn, because the time is now for us to get involved. (p. 4)

Young, M. D. (2009, Summer). From the director: The politics and ethics of professional responsibility in the educational leadership professoriate. UCEA Review, 50(2), 1-4.
POLICY & GRANTS COORDINATOR POSITION

UCEA is offering an exciting and challenging opportunity to join the national Headquarters as a Policy and Grants Coordinator. The Coordinator works with the Headquarters leadership team to shape UCEA's policy agenda, develop a coherent communication strategy, manage existing grants, and impact the field of educational leadership at the national level.

UCEA Headquarters is a high-energy and collaborative work environment that depends on critical thinking, flexibility, high levels of trust, and creativity. As the main office for an organization that represents over 100 institutions across the country dedicated to the improvement and delivery of quality preparation of K12 educational leaders, the role also requires a commitment to educational and social justice. UCEA works with scholars with a wide variety of experiences, backgrounds, and specializations in educational leadership, providing significant possibilities for professional and personal growth.

EEO: All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship, disability, or protected veteran status.

How to Apply

Questions can be directed to Dr. Mónica Byrne-Jimenez (uceaexecdir19@gmail.com). Applicants must apply online (reference posting 667681). Salary commensurate with experience (range $50K–$60K). The position will remain open until filled. Application review process will begin September 14, 2020.


About MSU

Michigan State University (MSU) has been advancing the common good with uncommon will for more than 160 years. One of the top research universities in the world, MSU pushes the boundaries of discovery and forges enduring partnerships to solve the most pressing global challenges while providing life-changing opportunities to a diverse and inclusive academic community through more than 200 programs of study in 17 degree-granting colleges. MSU is committed to achieving excellence through cultural diversity. The university actively encourages applications and/or nominations of women, persons of color, veterans, and persons with disabilities.

About UCEA

UCEA is a consortium of higher education institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children. UCEA fulfills its mission by (a) promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice; (b) improving the preparation and professional development of educational leaders and professors; and (c) positively influencing local, state, and national educational policy.

With the COVID outbreak this winter, the entire educational system (K12 through higher ed) moved rapidly to focus on student and teacher/faculty/staff safety and online learning. In addition to the disruption to student learning, the pandemic disrupted professional learning. As meetings, professional development programs, and conferences were cancelled, opportunities for professional collaboration and development quickly disappeared.

In this context, The Wallace Foundation recognized the importance of maintaining connections among the participants in the University Principal Preparation Initiative (UPPI). For the past 4 years, the UPPI has brought together seven universities, their district partners, and mentor programs to collaboratively redesign their leadership preparation programs. The UPPI was framed around three goals:

- Develop and implement high-quality courses of study and supportive organization conditions at universities where future principals receive their preservice training.
- Foster strong collaborations between each university and its partner school districts.
- Develop state policies about program accreditation and principal licensure to promote higher quality training statewide.

Early learning from the UPPI can be found in Launching a Redesign of University Principal Preparation Programs. Information on university redesign efforts can be found in this video on principal preparation reform and Embracing the Unknown.

Previously, members of the UPPI met face to face several times a year. The pandemic put these meetings in jeopardy. Rather than put these learning opportunities on hold, The Wallace Foundation developed a comprehensive online learning series, Taking Educator Preparation to the Next Level. The series clearly focused on two key questions:

- How can principals lead schools focused on equity and academic improvement now and in the future?
- How can universities engage with partners to develop and sustain principal preparation programs to meet future challenges?

This series brought together experts from across the education leadership community to continue the work and strengthen the UPPI network. The speakers focused on the equitable use of resources, the power of teaming, the key role of partnerships in organizational resilience, and preparing equity-oriented leaders. All the speakers addressed the urgency of the "equity imperative" and shared tools, frameworks, and lessons on sustaining efforts to address and dismantle the inequities embedded in our educational systems. In addition, they urged faculty and educational leaders to think creatively about program and school redesign in order to prepare for—and perhaps avoid—future challenges.

At a moment when leaders and faculty are increasingly isolated from each other, the online learning series provided moments of camaraderie and clarity—two necessary concepts often missing in post-COVID educational leadership.
Unlocking College Access: Minority Success in Unexpected Spaces
Online Webinar
Wednesday, October 14th | 9am - 12pm

This webinar explores outcomes of the Rutgers CLC/LEAP Early College program as a national model for preparing minority students for success in higher education institutions. In addition, we share best practices from the Early College program experience and promote dialogue, share data and successes and challenges in operating this innovative partnership with LEAP Academy University Charter School. The role of higher education institutions as partners is paramount to supporting our mission to empower educational excellence from cradle to college, enhancing opportunities for the children and families of Camden, New Jersey.

Panelists:

- Dr. Gloria Bonilla-Santiago, Distinguished Service Professor, Rutgers–Camden
- Dr. Howard Marchitello, Dean of the Faculty of Arts and Sciences, Rutgers–Camden
- Khary Golden, Director of College Access, LEAP Academy
- Harry Lee, President & CEO, New Jersey Public Charter Schools Association
- Dr. Ali Houshmand, President, Rowan University
- Dr. Donna Nickitas, Dean, Rutgers School of Nursing–Camden
- Dr. Monica Adya, Dean, Rutgers School of Business–Camden
- Margo Venable, Executive Dean of School, Community, & Workforce Training Programs CCC

Click HERE to Register.

Submit Programming to the UCEA Review

Member institutions: Do you have spring professional development opportunities or programming on racial justice and understanding for faculty? Submit to the UCEA Review. Deadline for the Winter 2021 issue is December 15, 2020. Email UCEA Review Managing Editor Jennifer Cook: jenniferellencook@yahoo.com
The David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, sponsored by the University Council for Educational Administration (UCEA), Divisions A and L of the American Educational Research Association (AERA), and SAGE Publications, brings emerging educational administration and policy scholars and noted researchers together for two days of presentations, generative discussion, and professional growth. The majority of Clark Scholars go on to become professors at major research institutions around the world. This year’s seminar will be held at the beginning of the 2021 AERA virtual meeting (April 9-12).

Nominations for the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy are due 11:59 pm EST Friday, November 6, 2020.

Nominees should be outstanding doctoral students in PK-12 educational leadership and administration and/or PK-16 education policy, seeking careers in research. Nominees must have substantially completed their courses and must have formulated a dissertation proposal. Students who have already started or completed their dissertations are unlikely to gain as much from the seminar as students who are in the early stages of formulating their research. Nominations of students from underrepresented groups are strongly encouraged.

Each university may nominate up to two students. Nominations must be accompanied by a student research proposal, and all materials will be submitted online via the UCEA website. The nomination form can be found at https://members.ucea.org/clark/nominations/new. An overview of the Clark Seminar process can be found on the “David Clark Seminar” page of the UCEA website: http://clarkseminar.ucea.org/

To nominate a student, the nomination form must be filled out completely by the nominator via the link above. The information requested includes: (a) nominator’s information (name, institution/affiliation, mailing address, email address, and phone number), (b) nomination statement, (c) student information (name; institution/affiliation; day, evening, and cell phone numbers; mailing address; email address), (d) an abstract of student research, (e) a title, and (f) a blinded statement of proposed research. Nominating institutions must also indicate the level of financial support that will be provided to support their nominee’s travel and participation. Given the cost of hotels and transportation, we recommend an allocation of at least $700 per student. Again, please note that the form must be submitted by the nominator and will require that the nominator gather the necessary information from the nominee.

The student’s statement of proposed research should be no more than two (2) single-spaced pages, not including the references section, and should outline the problem he/she is pursuing or plans to pursue in his/her dissertation research, its intended contribution to theory and practice, specific research questions, and study procedures. The (a) abstract, (b) statement of proposed research, and (c) file name should be devoid of any reference to the nominee’s name and/or institution/affiliation. Student proposals are blind reviewed by three prominent scholars. Invitations will be issued to 42 doctoral students with competition based on the quality of the student’s proposal and his/her perceived capacity to gain from and contribute to the seminar. To be considered complete, both the faculty nomination and the student research proposal must be received by the deadline.

Additional information concerning the seminar is available on the “David Clark Seminar” page of the UCEA website: http://clarkseminar.ucea.org. We expect to extend invitations in December 2020.

If you have any questions, please email ucea@msu.edu.

http://clarkseminar.ucea.org Deadline: Friday, November 6, 2020
Greetings UCEA! My name is Alounso Gilzene, and I am a 5th-year doctoral student at Michigan State University in K12 Educational Administration. I, along with the other new graduate assistants, am excited to be working with UCEA Headquarters. Over the summer I have been working closely with Danny Moraguez from the University of Virginia to ensure a smooth transition for the Jackson Scholars Network.

I have the honor of officially introducing the Barbara L. Jackson Scholars 2020–2022 Cohort. The following group of amazing scholars represent a wide range of universities, and we are so happy to welcome them into the Jackson Scholars Network.

2020–2022 Jackson Scholars

Armen Alvarez, Illinois State University
Melody Andrews, Howard University
Joshua Anzaldúa, University of Texas at San Antonio
Esther “Renee” Bocanegra, Texas State University
Alexandra Channell, Texas Christian University
Shaun Crisler, Illinois State University
Shari Cunningham, Rutgers University
Dionne Davis, University of South Florida
Sara De La Garza, University of Texas at Austin
Teruko Dobashi-Taylor, Georgia State University
Antonio Felix, Loyola Marymount University
Rasheed Flowers, University of Kentucky
Juan Ford, Auburn University
Yolanda Grijalva, Texas State University
Tekoa Jane Hill, University of Oklahoma
Jeremy Horne, University of Texas at Austin
Julius Hunter, Auburn University
Kadia Hylton-Fraser, Lehigh University
Jennifer Jarret, North Carolina State University
Ana Lucia Gonzalez-Prier, Duquesne University
Ajua Kouadio, Rutgers University
Andrea Layton, Pennsylvania State University
Caroline Lontoc-Diaz, Georgia State University
Erica Mallet, University of Washington
Xinyi Mao, University of Missouri
Daniel Moraguez, University of Virginia
Tiffany Newsome, University of North Carolina at Greensboro
Trang Pham, Pennsylvania State University
Tiffani Robertson, Illinois State University
Dante Studamire, University of Illinois, Urbana-Champaign
Michael Warren, Duquesne University

Congratulations to our 2020-2022 cohort. We are looking forward to their participation in the program, and we welcome them to the Jackson Scholars Network family!

2020–2022 Jackson Mentors

Jackson Scholars Network would also like to officially introduce its newest Mentors. As always, we are grateful to all our wonderful Mentors and their continued support of Jackson Scholars Network. The following group has been accepted and will begin mentoring 2020–2022 Scholars.

Lance D. Fusarelli, North Carolina State University
Richard Gonzales, University of Connecticut
David Knight, University of Washington
Katherine Mansfield, University of North Carolina at Greensboro
Rick McCown, Duquesne University
Mollie McQuillan, University of Wisconsin–Madison
Coby Meyers, University of Virginia
April Peters-Hawkins, Howard University
Irene Yoon, University of Utah

JSN Convention News

At this year’s UCEA Virtual Convention, Jackson Scholars will still have plenty of opportunities to engage with and learn from their peers, alumni, and professors. Second-year Scholars will present their dissertation research at the Jackson Scholars Network Research Symposium. Proposals have been submitted, paper sessions have been created, and faculty mentors have volunteered to facilitate. We are excited about these presentations and anticipate another excellent Symposium this year. We also will be having both a JSN Convocation, where scholars will have an opportunity to engage with professors around various research topics, and a recognition ceremony for the program. We look forward to your participation in all of

Grad Student Column
& Blog: Submissions Welcome

The Graduate Student Column explores a variety of topics and presents developing research to the UCEA graduate student community. The Graduate Student Blog is a discussion-oriented format encouraging conversation.

www.ucea.org/graduate-student-blog/
The Executive Committee is pleased to announce that the 34th annual UCEA Convention is going virtual! The UCEA Executive Committee deliberated the costs and benefits of hosting our annual face-to-face convention in Puerto Rico in light of the COVID-19 pandemic, its fiscal impact on university budgets, and the feasibility of our membership to travel in November. After considering many factors and the survey feedback by UCEA members, we have opted for a virtual convention.

The 34th annual UCEA Convention will be held November 17–19, 2020, with a few pre- and postconvention sessions during the month of November. The purpose of the 2020 UCEA Convention is to collaboratively engage participants in discussions about research, policy, practice and preparation in the field of education with a specific focus on educational leadership. We are excited by the possibilities that a virtual meeting can provide and look forward to developing innovative ways of sharing research, getting/giving feedback, networking, connecting, and strengthening our community. Members of the 2020 Convention Program Committee include Bill Black (University of South Florida), Yanira Oliveras Ortiz (University of Texas at Tyler), Rosa L. Rivera-McCutchen (Lehman College CUNY), and James Wright (San Diego State University).

The 34th Annual UCEA Convention theme, Re/Building Home: Coloniality, Belonging, and Educational Leadership, aims to highlight critical discourses around knowledge production and the control of knowledge. Additionally, the theme highlights concepts of belonging relative to our institutional, disciplinary, and personal homes—nations, ethnicities, and identities—and these relationships within educational leadership. “Home” is a term commonly evoked in popular discourse as well as conceptualized in a wide range of academic fields—including refugee studies, borderlands studies, sociology, anthropology, and across the humanities. Whereas home is often represented as an inhabited physical or geographical space, home is also a historically informed social landscape. As recent events remind us, home is always being rebuilt. How might we best (re)consider home as we live and work within walls we call home during a pandemic? How do we best (re)consider home during a time of escalating state-led violence and anti-Blackness? How might we best consider responsibilities of privileged members of our community to be accountable for building home? This year’s UCEA theme asks us to consider how we might best belong together in meaningful and replenishing ways, whether in solidarity or agitation, as we critically examine and re/build our academic, institutional, and personal homes.

The virtual convention represents a new opportunity to consider innovative ways to sustain and enhance a sense of belonging to a UCEA community—particularly when we are often more isolated in our literal “homes” and exhausted from the events of the year. As we reflect on UCEA as home, how do we belong together and adapt our research, preparation, and policy advocacy to new leadership challenges in 2020, including our response to the deadly persistence of violence against Black communities woven into our national and institutional identities? How might we respond to challenges of a pandemic with its inequitable impact on communities of Color? How do university and district leadership programs respond in a virtual environment that is likely to include fewer resources?

We are introducing different session types that better align with a virtual convention format. UCEA 2020 will emphasize opportunities for feedback and discussion of presentations through Digital Discussants and interactive asynchronous online discussion formats.

- **Asynchronous Research/Inquiry Presentations** (pre-recorded/on-demand) are for emerging research.
- **Synchronous Research/Inquiry Presentations** (live) will report completed research or conceptual frameworks. These presentations will be scheduled during the 3 days of the convention and will be facilitated by Digital Discussants. Previously utilized formats of Individual Papers, Symposia, and International Community Building Sessions may lend themselves well to this format.
- **Conversations on Critical Issues** stimulate informal, lively discussions around a series of provocative questions or research in process (again, either asynchronous or synchronous). Given the shifts and upheavals in 2020, these sessions lend themselves well to discussions of quickly emerging phenomena, including sessions focused on protests and strategic actions, “pandemic pedagogy” with opportunities to workshop virtual syllabi, as well as program coordination and faculty governance.

### Important Dates:

- **Oct. 15:** Deadline to submit videos for Asynchronous (pre-recorded) Research/Inquiry Presentations
- **Oct. 19–23:** Conversation on Critical Issues: Asynchronous Sessions (pre-recorded/on-demand) recorded by UCEA Tech Team
- **Nov. 9–13:** Asynchronous Sessions available for on-demand viewing
Sponsor
The UCEA 2020 Convention

View our website for this year’s simplified sponsorship process:
http://www.ucea.org/conference/2020-convention-sponsorship/

The UCEA Annual Convention, to be held virtually November 17–19, 2020, offers a special opportunity to engage participants in discussions about research, policy, practice, and preparation in the field of education with a specific focus on educational leadership. Serving as a UCEA Convention sponsor provides an excellent opportunity to showcase your department, college, and university.

Sponsor Benefits:
1. Logo placement (visible to 600+ attendees)
   - Convention Program
   - Convention Website
   - Convention Platform
   - Mobile App
2. Social media and email recognition (approx. 9,000 views)
3. Virtual Expo Hall booth (promote your department or college)
   - Logo
   - Website link
   - Job announcements
   - Video
   - Schedule meetings or Q&A web conferences

#UCEA

Questions About Your Synchronous or Asynchronous Presentation?

Join Convention Q&A with
- Karl Gildner, UCEA Convention Manager
- William Black, UCEA President-Elect
- Mónica Byrne-Jiménez, UCEA Executive Director

Wednesday, September 23       1:00-2:00 p.m. EST
#UCEA20
Upon completing registration, all participants will receive a unique ticket number that will be their identifier to gain access to convention sessions and events.

- All attendees, presenters, and digital discussants must be registered and pay in full for the convention (including postconvention sessions) for which they attend, present, or volunteer.
- Presenters, digital discussants, and all other session participants must be registered prior to the November 8 deadline set by UCEA to ensure their access to the convention.
- Access to all Asynchronous and Synchronous sessions will be available for on-demand viewing for 6 months after the convention.
- Sharing of ticket numbers is strictly prohibited and will result in removal from the Convention and Convention program for all parties involved.
- Convention registration is required for participants in the Graduate Student Summit and Jackson Scholars Network Research Symposium.
- One-day or abbreviated registrations for a discounted rate are not available.
- Please use the same email address that you use to login into members.ucea.org.
- Please email us at uceaconvention@gmail.com with any questions.

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Registration Deadline
Sunday November 8, 2020
11:59 pm PST
The 9th annual UCEA Graduate Student Summit (GSS) will take place **Monday, November 16, 2020**, prior to the UCEA 2020 Virtual Convention. A key purpose of the GSS is to create a safe, constructive space for graduate students to receive feedback from faculty mentors and fellow graduate students on how to strengthen their work. This GSS also offers opportunities to meet and network with graduate students and faculty. Registration for the 2020 UCEA GSS is available online through the UCEA registration site:

http://www.ucea.org/conference/registration-3

If you have questions at any time, please feel free to email the UCEA Graduate Student Council at uceagradconnex@gmail.com. Check here for updates:

http://www.ucea.org/grad-student-focus/graduate-student-summit/

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<td>Convention registration begins:</td>
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<td>Applications begin for Policy &amp; Grants Coordinator position</td>
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<td>Deadline to submit video recordings for Convention Asynchronous (Prerecorded) Research/Inquiry Presentations</td>
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<td>Conversation on Critical Issues: Asynchronous (Prerecorded/On-Demand) sessions recorded by UCEA Tech Team</td>
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<td>Deadline, nominations for David L. Clark Seminar</td>
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<td>Last day to register, UCEA Virtual Convention</td>
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<td>Asynchronous Convention Sessions available for on-demand viewing</td>
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<td>Coffee and Convo with the Executive Director 1:00 p.m. EST</td>
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<td>UCEA Graduate Student Summit: Virtual</td>
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<td>Coffee and Convo with the Executive Director 1:00 p.m. EST</td>
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<td>15</td>
<td>Deadline for submissions to the Winter UCEA Review</td>
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<td>20</td>
<td>All Convention sessions available for on-demand viewing (through May 2021)</td>
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<td>9-12</td>
<td>AERA virtual conference and David L. Clark Seminar</td>
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CONTRIBUTING TO THE UCEA REVIEW

The _UCEA Review_ is published three times a year (winter, summer, fall) and distributed as a membership benefit by the UCEA. If you have ideas concerning substantive feature articles, interviews, innovative programs, or point/counterpoints, _UCEA Review_ section editors would be happy to hear from you. _UCEA Review_ deadlines: April 1, August 1, December 15

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**Managing Editor:**
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<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
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<td>Headquarters Associate Co-Director</td>
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<td>John Yun</td>
<td>Headquarters Associate Co-Director</td>
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<td>Associate Director of Publications</td>
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<td>Lisa Bass</td>
<td>Associate Co-Director of Graduate Student Development</td>
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<td>Hollie Mackey</td>
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<td>Jayson Richardson</td>
<td>Associate Director of Program Centers</td>
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<td>John Nash</td>
<td>Associate Director of Communications</td>
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<tr>
<td>Edward J. Fuller</td>
<td>Associate Co-Director for Policy &amp; Advocacy</td>
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<td>Jane Clark Lindle</td>
<td>Associate Co-Director for Policy &amp; Advocacy</td>
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<tr>
<td>Jennifer E. Cook</td>
<td>Publications &amp; Communications Editor</td>
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<tr>
<td>Karl Gildner</td>
<td>Project &amp; Events Manager</td>
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<tr>
<td>TBD</td>
<td>Project Coordinator</td>
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<tr>
<td>Pei-Ling Lee</td>
<td>Webmaster</td>
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<tr>
<td>TBD</td>
<td>Senior Administrative Assistant</td>
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<tr>
<td>Davis Clement</td>
<td>Post-Doctoral Research Associate</td>
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<td>Briana Coleman</td>
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<td>Alounso Gilzene</td>
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<tr>
<td>Yujin Oh</td>
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<td>Yi-Chih Chiang</td>
<td>Graduate Assistant</td>
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<td>Dasmen Richards</td>
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<tr>
<td>Lawrence Louis</td>
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<tr>
<td>Talgat Bainazarov</td>
<td>Graduate Assistant</td>
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