

A Letter from the JRLE Editorial Board to our Readers

Welcome to the launch of the Journal of Research on Leadership Education. You are an eyewitness to the birth of a premier refereed professional journal. This message comes from the entire Editorial Board of JRLE because we represent a philosophical commitment to leadership as a collective endeavor. We come to our readership as a diverse group of individuals from a variety of disciplines, programs, and countries—all engaged in a singular effort to increase our empirical knowledge about leadership education. We are excited about connecting to a readership that desires a boundary-crossing conversation. We want JRLE to be a scholarly vehicle for broadening horizons about the growth and development of leaders through educational experiences. *Educate* means *to grow from* and *launch* can mean *to instigate*. Each member of JRLE's board *grows* leadership education in selected venues (e.g., particular countries, particular higher education or K-12 administration programs/programmes). We chose to join this new endeavor because each of us desires to *instigate* more networked scholarship and discourse about the purposes, practices, and outcomes of leadership/management education in academic environments.

Our launch theme, A Worldview of Leadership Education, sets a stage for JRLE's forthcoming journey to new questions and connected answers. We have charged our editorial team to create a journal that *talks with readers* rather than at readers. We intend to take full advantage of technological advances to build a dynamic world of scholarly practice. JRLE is available, without cost, to worldwide readers via the University Council for Educational Administration website (<http://www.ucea.org>). We envision JRLE as a research agenda in itself; as the journal grows, we foresee an instructional tool that leads to global and multidisciplinary student dialogues. Forthcoming issues will include invited reaction papers to featured submissions in an effort to deepen the dialogue across our many boundaries. In the future, the website will also include interactive options for researcher dialogue, opening the door to highly networked global studies of our challenging field. Our efforts are guided by the wise words of Gail Furman, a past president of UCEA, who said in her 2003 farewell address,

The only way to achieve our visions of schooling is to commit to work together on important problems, even with those who are different from us; to commit to communicate and engage in dialogue; to commit to share our stories and respect the views and values of others: in other words to commit to the process associated with

democratic community in schools [and institutions].

We are ambitious for JRLE. We recognize that *working together* will require patience and learning from all of us. We have great diversity in our professional language (programs and programmes), in the structures of our systems (schools and institutions), and in our conceptions of leader education (leadership and management). Our common ground is a deep desire to develop leaders who are committed and know how to maximize the capacity of learners in a multitude of educational environments. We want JRLE to provide the *nexus* for our collective engagement. We invite our readers to join in a worldwide search for empirically grounded knowledge about the preparation and growth of leaders.

Sometimes launches are celebrated by cracking a bottle of champagne over the bow of a ship with wine spraying far and wide. This launch cracks a world of ideas about leadership education over the bow of our profession; we hope the thoughts expressed in the essays that comprise this premier issue, spray far and wide and *instigate* the kind of provocative exchange envisioned by the initiators of the **Journal of Research on Leadership Education**.