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## Leading Against the Grain: The Politics and Emotions of Leading for Social Justice in South Africa<sup>1</sup>

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This article is based on a study that expands the research base on leadership for social justice by exploring the lives of educational leaders in post-conflict societies, such as South Africa, who work against the grain of public expectations (Jansen, 2005)—in this case two white South African principals who consciously and deliberately transform their white schools into racially diverse communities of teachers, learners, and parents. Specifically, I address how such principals manage to balance the competing pressures and tensions for retaining established traditions and practices and advance new ones, and how their leadership practices relate to their core values and commitments as they lead for social justice in post-apartheid schools.

As part of a larger study on racial integration in “exceptional” white South African schools,<sup>2</sup> a series of three major interviews were conducted with each of the two principals, lasting about 90 minutes each, together with a number of semi-formal interviews during visits to special school events. The idea was to compile a biography of each principal, starting with their early upbringing and seeking to understand how their formative years as children and young adults shaped their understandings of apartheid society, of Black people, and of change. The focus in the biographical stories was to identify critical incidents in the lives of these leaders in which their socialization in conservative, sometimes racist, domestic and community environments influenced their understandings of self and others.

### School Context

Sarie Marais and Jan De Wet<sup>3</sup> are principals of former white, conservative, urban schools in Johannesburg and Pretoria. Until 1994, these two co-ed high schools were all-white institutions, home to generations of Afrikaner children whose social, cultural and political identities were intimately tied-up with the institution. The powerful complex of religion (Afrikaner Calvinism), language (Afrikaans), sport (mainly rugby and netball) and culture (festivals and competitions representing Afrikaans literature, poetry and music) unmistakably defined their institutional cultures. To enter these schools is to be impressed by the scale of organization, the impeccably uniformed students, the polite and warm reception of visitors (*Goeie More!*), the ordered and efficient shuffling of students between classes, the predictable timetables, the absolute quiet around the school once classes are in session, the purposeful walk of every teacher, and the esteem with which the principal is held within the school. It is a community in which education is highly valued, and in which the school leader is highly regarded. What might happen to a school leader who steps out of this white, ordered, tightly-knit and insular environment to challenge and change this unanimity of race, culture and community?

### Eendrag High School

In 1994, Eendrag High School was an all-white school serving 400 Afrikaans-speaking children in the all-white community that surrounded the school. Ten years later Eendrag accommodates 970 children on the school grounds with more than 200 white children choosing to remain in the school. When the school opened its doors to Black children, the principal “fled” to a nearby all-white school and Sarie Marais became deputy principal in 1995 and principal in 1997. Her role was crucial in helping the school become integrated. In her words, “I wanted to make it work.”

Sarie Marais grew up in a conservative, rural Afrikaner community. Her father, who worked in the Department of Labor of the apartheid government, was responsible for negotiating with the militant Black labor unions to resolve worker strikes in the mines. He was, in Sarie Marais’ recollection, “Nasionaal maar verlig” (Nationalist but enlightened). It was a struggle of conscience for him to sit around the table with Black workers as equals in negotiation, but then separate down segregated elevators (lifts) as required by apartheid laws.

Ms. Marais recalls the positive influence of her grandfather and father and his relatively liberal friends in engendering positive attitudes. As she worked with officials from the new government’s Department of Education, she found it possible to deal with her “unnecessary prejudice and preconceptions” and realized that “this could work....

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I saw Black people who were wonderful role models to me.” Still, Sarie Marais admits that she was scared: “I was afraid of racial confrontation.”

She recalls her fear of allowing soccer to be played on the school grounds, a sport associated with Black communities—rugby being the sport more commonly associated with White schools. Both she and the previous principal held the view that “soccer is a violent sport.” Yet when she saw the Black children arriving in kombis (minibus taxis) and witnessed the joy and exuberance of the students as they played and watched soccer, those prejudices fell away. She also remembers her reservations when Black parents asked to host a family funeral on the school premises. Would she be able to keep control? And yet she remembers only a most dignified funeral ceremony in which parents showed up hours before the formalities to pay respect to the dead. These two events changed her attitude towards the inclusion of traditions and practices that were unfamiliar to her in the school.

Sarie Marais is honest, however, about the ongoing struggles to reorganize the school to promote and enhance racial and cultural integration. She tells of a recent parents’ meeting at the school where she noticed that all the white parents were sitting together on one side of the aisle and all the Black parents on the other. She commented openly and freely to the parents: “Are we now back to the past?” She thought about how she would remove the aisle that allowed for such separation in the future in order to encourage more social interaction among white and Black parents.

One of the most challenging changes faced by Afrikaans-medium white schools is the change in the language of instruction. Older and often young Afrikaners alike tell bitter and moving stories about the historical struggles for this language (Afrikaans) against the imperial language, English. The way in which Eendrag dealt with language policy was to allow for separate, parallel medium classes in the early grades (Grades 7 and 8). While the social costs of such within-school

segregation were high, it allowed for a gradualism that was pragmatic about language accommodation as well as social integration. By the time students reached the senior grades (10-12), they were taught together in the same class with the teachers using various degrees of code-switching.

Sarie Marais is once again honest about the pressures and uncertainties that she felt during the period of transition after 1994; she had applied to the all-white school in the area only to find that her application failed in this and another vacancy for principalship. She felt “worthless and rejected.” Once she was appointed principal of Eendrag in 1997, however, she made it her mission to ensure that the school succeeded.

#### Voortrekker High School

On the eve of South Africa’s democratic elections in 1994, Voortrekker High had 640 students with capacity for 900 students. When the school decided to integrate, 400 Black students showed up, instigating white flight among both teachers and students and critical reports in the conservative media. On the positive side, new teachers came into the school after 1994 knowing what to expect and with a commitment to make the school work for all its students.

Jan De Wet, principal of Voortrekker High, was born into a rural Afrikaans family with strong right-wing affiliations rooted in rural Afrikaner politics. He recalls rising to some prominence in Afrikaner nationalist circles as a young man. His father was a “railway boer”<sup>4</sup>—those Afrikaners at the lower end of the socio-economic spectrum and for whom apartheid was affirmative action, a means for rising above the inevitability of a poverty-stricken life as poor whites.

Jan had no intention of going to college, but his father encouraged him to apply for a scholarship and he was accepted for university studies. He completed a Bachelor’s degree with German and Afrikaans as major subjects. He thrived on literary studies and the teaching of culture, arts and music-related subjects as a young teacher. His teaching experience took him from what he calls right-wing rural schools into urban schools around Pretoria. Through his affiliation with the Dutch Reformed Church he taught Sunday School in Black townships. This is where his political doubts first surfaced: “Why do we do this to others? Are we not all the same?” He started to experience feelings of guilt that were deepened by his engagement with literature that linked writing to real life issues. He started to question the apartheid establishment and the broader responsibility of the citizen. And Jan started to admire, through literature, people who could concede guilt, who could change and move on with their lives. It was with this background that Jan became Deputy Head in 1992-1993 and then Principal of Voortrekker High in 1998.

His approach was not to launch a frontal approach on matters of race; in his words, there would be no “anti-anything workshops.” Rather, he gradually inducted Grade 8 students into the school culture. In other words, there would be both recognition of traditional culture (White) and the incorporation of the new student culture (Black) in a non-confrontational manner.

#### **Leading for Social Justice: What Can Be Learned?**

Both principals were articulate about how their own racial identities shaped their understandings of others and how they had to work through and rise above these experiences. They were unusually honest about their fears—especially in the case of Sarie Marais—and the prejudices that underpinned irrational reactions. Sarie readily concedes that she remained trapped by fear and prejudice well into her principalship. Jan’s memories of an extreme right-wing background focus on his

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struggles to overcome and rise above these influences.

Second, the principals demonstrated a strong conviction that what they were doing was about social justice rather than governmental compliance. They sought to provide opportunities and access for students who would not otherwise gain admission to stable schools with strong teaching cultures and impressive infrastructures (i. e. laboratories, libraries, sports grounds) for learning.

Third, the leadership of these white principals is defined by uncharacteristic courage in the face of relentless pressure. Their families are isolated from the white community, their children are no longer invited to birthdays and braais (barbecues), and they are not welcome in the local White church. The principals talk with emotion about how former friends would consciously avoid making contact with them in the marketplace. Yet these principals stand firm, even as they acknowledge the hurt that comes—especially to their children—from being ostracized and ignored by the traditional White community.

Fourth, these leaders are compelled to hold in tension a competing set of pressures which I have described elsewhere as a balancing act between redress and reconciliation, inspiration and instruction, coercion and compassion, correction and community (Jansen, 2005). Ed Taylor (2003) puts it this way:

School leadership rooted in social justice has, at its center, tension. . . those who live in this intersection of tension [who] are able to embrace the dis-junction between ideal and reality, privilege and oppression, surface change and the dismantling of structural barriers. I contend that school leaders who hold a social justice agenda embody the compassion that allows them to be both touched and moved and the capacity to touch and move others (p. 4).

Such “emotional balancing” (Huy, 2002) is not easy. These white South African principals must convince white parents and students that the school still values their cultures, traditions and contributions, and the Black parents and students that the school is genuinely open to the inclusion of their cultures and traditions and affirmation of this new constituency. It means championing change while recognizing the emotional impact on school constituencies. Recognizing and acting on such tensions is what keeps the school from remaining predominantly White or changing into an exclusively Black school. These principals seek to create a school climate in which both groups remain, and remain in dialogue and conversation about their futures.

Fifth, these leaders are conscious of the need to be seen as being fair and equitable with respect to matters of inclusion. Their personal credibility as change agents depends on the witness they bear in their private and public associations, their willingness to engage in both languages, their recognition of diverse cultures and traditions, and their ability to move smoothly across the cultural/racial fault lines of the past.

Sixth, they understand change as a multi-level process that goes beyond racial desegregation of the student body (relatively easy), to the desegregation of the teaching staff (relatively more difficult), to the social integration of staff and students (much more difficult), to the building of a more inclusive curriculum in the broadest sense of the term (extremely complex). Most of the former white schools in South Africa have failed to move beyond granting limited access to a small number of Black students; white parents balk at the notion of having their children taught by Black teachers who are routinely framed as incompetent or of a lesser standard. And almost all of the former white schools adopt the notion that Black students enter on condition of acceptance of and baptism into the dominant culture, i.e.,

“you come onto our territory on our terms.” School governing bodies have become the new frontier of struggle between a post-apartheid government pressing for greater access and inclusion in former white schools and powerful, organized parent bodies who invoke progressive policy language formulated in the idealistic rhetoric of liberation movements—a rhetoric that assumed that community participation would automatically lead to the democratization of schools.

Seventh, these leaders recognize the dilemmas presented by students on both sides of the racial divide. They concede that white students and parents carry negative perceptions about Black people; they also recognize that Black students and parents harbor their own suspicions and concerns about white people and that both need to be acknowledged and addressed through linguistic, social, and cultural interventions. White students are not demonized and Black students valorized; nor are Black students regarded as incapable, foreign intruders for whom white students and teachers are “doing a favor.”

Finally, the transformation of these school leaders was not sudden or immediate as suggested in that other cliché of democratic transition in South Africa—the Damascus Road experience. They speak fluently about critical incidents in their everyday lives that provide more insight, challenge and opportunity. They recognize their own messy and continuing struggles with the past. They concede failures and setbacks even as they celebrate hard won gains in the classrooms, in the staff room, on the playgrounds, and in the school hall.

### **Turning the Mirror of Experience Back on Theory**

What do these accounts offer for the ways in which we think about leadership for social justice? First, they suggest a more nuanced view on the role of emotions in leadership. The research pendulum has swung from treating emotions as irrational and destructive to valorizing them as empowering and informative in educational practice. In the lives of real leaders, emotions play both roles—destructive and empowering, and it is important that this construct loses its innocence in the “enthusiastic literature” on the software of leadership. “Emotional balancing” is not an achievement but a struggle, and it constantly and consciously both motivates and inhibits leadership for change.

Second, these accounts suggest the need for a critical review of the much-vaunted concept of distributed leadership. No organization runs itself on the basis of a single, heroic leader no matter how visible or prominent that leader in the eyes of outside observers. Distributed leadership was always there—exactly how and in what ways it was “there” is, for sure, a matter of inquiry. We could further ask whether this Western concept of distributed leadership advances an ideological agenda as to what democracy in education should look like which overrides powerful cultural models of leadership that exist outside of the West. In a traditional, authority-driven culture it is perfectly acceptable to followers, even required, that the leader is visible, prominent and forceful, leading on the basis of a mandate to change. It is this kind of cultural context that enables Nelson Mandela or Desmond Tutu to be sustained in the public imagination as heroic leaders, even if the leadership on the ground is much more dispersed than what such images portray.

Third, this research signals the need to rethink how the racialized identity of the leader matters not only in terms of how leadership practice is conducted, but also how leadership is “read” by racially diverse communities meeting on common public ground after centuries of conflict. The relative silence in leadership theory on the racial biographies of leaders (Black or White) impoverishes the rather colorless literature on educational change; this article calls for future inquiry

on leadership in education to pay attention to the “color of change,” especially in unequal contexts.

### Conclusion

There are powerful stories in South Africa about the heroic roles of Black school principals who led against the odds under the yoke of apartheid in a Black majority nation; such stories are crucial for memory (Phendla, 2004). There are no stories in this context about the heroic roles of white principals who, as demographic and political minorities after apartheid, actively work *against* the racial inertia in former white schools, at considerable personal costs, and lead *for* social justice—when they could so easily follow the example of many white (and especially white Afrikaans) schools who continue to use every trick in the democratic playbook to sustain racial privilege and power in public institutions. This article is a tribute, from a Black leader, to these white leaders in our democracy. They make it possible to begin the move towards the “planetary humanism” of Paul Gilroy (2004) in which one day our racially assigned birthmarks will no longer deny our common humanity.

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### Notes

<sup>1</sup> Excerpted from a longer article that appeared in the special theme issue of *Leadership and Policy in Schools* on “International Perspectives on Leadership and Policy for Social Justice” (Johnson and Ryan, March 2006).

<sup>2</sup> This research is part of a larger funded research program concerned with documenting through visual images the dynamism of change in urban schools that demonstrate exceptional patterns of racial integration and inclusion. It is funded in part by the National Research Foundation in Pretoria, South Africa.

<sup>3</sup> Both the school names and the names of the principals appear as pseudonyms.

<sup>4</sup> The railway boer, those Afrikaners who worked on the state-owned trains as drivers and conductors, stood as a symbol of the Afrikaner underclass that existed throughout the period of Afrikaner national government between 1948 and 1994.

## FROM THE PRESIDENT

Michael Dantley, UCEA President  
Miami University



UCEA is at a pivotal time in our history. I believe that the social and cultural contexts that surround our organization and our work are demanding that we think about our field in new and challenging ways. Besides the changing demographics of our schools and the unrelenting call for accountability and standardization, educational leadership is also facing the increasing indicting inquir-

ies into the efficacy and relevance of our work. We find ourselves in a somewhat uncomfortable defensive position, that in a good way, is causing us to critically self examine and forge responses to the allegations of our field's irrelevance and insignificance. So as we prepare for another annual convention, it seems timely for us to consider the issues or grand ideas with which our organization must wrestle. I would suggest that those issues or grand ideas are grounded in three themes, social justice, research, and accountability. What follows is a brief synopsis of my thinking where each of these themes is concerned.

Over the past three to five years, conference themes, sessions, and formal as well as informal dialogues have centered on notions of social justice. We have come to realize that the work of educational leadership is not carried out in a vacuum but is grounded in an inescapable and impacting cultural and social milieu. Educational leaders must contend with the browning of our schools, inequalities and disparities in educational opportunity, the overpopulation of African American children in special education classes, the inequities in school funding and a host of other issues that point to the historic ways in which schools have perpetuated racist, classist, and other marginalizing tactics to fulfill an agenda that privileged some and denigrated the rest. I applaud the fact that UCEA has been courageous enough to allow this conversation to take center stage. We have not shied away from dealing with the hard questions, juxtaposing this agenda for social justice against a traditional one of school administration and coming to grips with the real dichotomies and the many stubborn internal debates where all of this is concerned. We have allowed the voices that champion the notions of social justice to be heard as well as those that would argue that focusing on the ills of society is not within the purview of a school leader. We have also celebrated the voices that are in between, those who have not felt compelled to locate themselves on either side of the issue. Such a debate, however, demonstrates the level of growth and maturity UCEA has undergone. The fact that these discussions have not come to a conclusion is a further manifestation of the strength of UCEA and its members. We must continue to allow the multi-voiced dialogue to exist. We are broadened intellectually and the field is strengthened through these kinds of courageous conversations. We learn not only the various arguments and viewpoints that are leveled in this discussion but then we are made to reflect upon our own individual ideological positions and to interrogate the presup-

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positions and underpinnings of our thinking and either are compelled to relinquish some of our standpoints or hold onto them with even greater tenacity.

The theme for this year's convention, *Exploring the Contested Intersections of Democracy, Social Justice, and Globalization*, extends this conversation to a broader locus of attention fully recognizing that the ideas of democracy and social justice are not monolithic but are open for interrogation. Further this year's theme implies that the boundaries of such notions cannot simply be located within the borders of the United States but must take into account how democracy and social justice are defined and engaged in a much broader, global context. So, as have previous years, this year, we are once again celebrating the ideas and concepts that have been pervasive as implicit themes in our convention, the notions of democracy, the language of equity, the discourse on race, class, gender, sexual orientation, ability, the vernacular of equity, and the rhetoric of standards and standardization. The intriguing part about this is that these topics are not only discussed during the convention but often provide the substance for our continued research in the field.

No doubt, the field of educational leadership and the preparation of educational leaders will be and should be greatly impacted by the research scholars conduct and publish. In the critiques of the efficacy of our field the whole idea of the value of our research has been another point of contention. Within that debate has been the unfortunate establishment of binary oppositions that position postmodern/post-structural against positivist and functionalist thinking, and the perennial juxtaposition of quantitative against qualitative research methods. For some, these defining boundaries are useful but to many they restrict the kinds of thinking and the methodologies to interrogate that thinking to false dichotomies and superficial either/or propositions that limit the kinds of progressive knowledge educational leadership needs in order to be relevant. Rather than simply defining our work within two streams of paradigmatic thought, it might be wise for us to consider new, untested epistemological grounding for work that broadens the borders of the thinking in our field. Perhaps the quantitative and qualitative divide is far too limiting to serve as the sole argument for how scholars in our field should do research. There is an abundance of issues in our schools and communities that demand our investigative expertise. Schools, school districts, and community agencies are looking to our field for answers to many of the perplexing issues with which they must contend on a daily basis. So indeed the work that we do must be relevant and must help to explain phenomena that at times are mystifying to those who work in our schools everyday. The racial and economically based achievement gap is of major concern to many. While the gap exists, there are some anomalies that need to be studied and conversations must be engaged about why it is that these students perform well, though statistically and demographically they are not supposed to. Research on the systemic reasons the achievement gap exists and the role educational leadership plays in perpetuating that gap must continue and the results of that research need to be shared with a broader, policy-making body so that the kinds of changes that must be made organically in our schools and school systems can take place. Essentially, our research has to become more strategic and some of it must have a political agenda

in mind. If our research is to be taken seriously and if what we uncover through our intellectual investigations is to be used by those who are making policy decisions on how schools are to operate, then it is imperative that we who prepare educational leaders define a process of self accountability, peer review and scrutiny that gives our field credibility and validity.

The whole idea of accountability is a constant conversation in educational leadership. Any time we who prepare educational leaders are together the initials NCATE and/or TEAC eventually become central in the conversation. I would like to suggest that UCEA begins to have conversations centering on the virtue of our field establishing a process to credential our own educational leadership preparation programs. The absence of social justice from the revised ISLLC standards is but one of the reasons why this conversation is an essential one. I would like the membership of UCEA to engage in some thoughtful conversations around the efficacy of our rigorously reviewing our current educational leadership programs and continue the substantive scrutiny we currently give to those educational leadership programs pursuing membership in our organization. If we were to handle the credentialing of our own programs, we would understand not only the technical components of a preparatory curriculum that must be attended to by graduate study, but we would also know the adaptive challenges that must be faced. Those challenges include the presuppositions and belief systems, those values and assumptions we would hope would ground the work we do with prospective school leaders. I understand the intricacies involved in our taking on the credentialing process but I also clearly believe that we are well able to implement such an effort after careful thought, research and consideration. I hope that in some fashion and some venue at the 2006 convention we will be able to hold a substantive discussion on this proposition.

This is my thinking and I hope that these ideas have caused you to think as well. I look forward to speaking with you regarding these notions in San Antonio.

## 2006 UCEA Convention and Hotel Registration Forms Can be Found on Pages 24 & 25

# Problematizing the Pursuit of Social Justice Education

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Leadership for social justice embraces diversity, promotes inclusivity, and transforms relationships between schools and communities (Riehl, 2000). Though calls for such leadership abound (Bates, 2006; Blackmore, 2002; Cambron-McCabe & McCarthy, 2005; Larson & Murtadha, 2002; Marshall & Oliva, 2006b), the intricacies and inconsistencies of this pursuit are less frequently subjected to case study analysis. Drawn from a multicase study of schools serving traditionally marginalized students (Scanlan, 2005), this article examines how leadership efforts toward social justice can paradoxically lead to truncated manifestations of this goal. The implications of the original study suggest that school leaders need to problematize – not essentialize – their pursuit of social justice.

## *Research Context and Methodology*

The field of educational leadership is rife with exemplars of leadership oriented toward reducing barriers to such “traditionally marginalized” students. Much of this literature focuses on effectively serving students in poverty, students of color, and students who are English language learners (Johnson, 2002; Lopez, 2001; Lopez, Scribner, & Mahitivanichcha, 2001; McLeskey & Waldron, 2000; Scheurich & Skrla, 2003; Smith-Maddox & Wheelock, 1995; Thomas & Collier, 2001; Tomlinson & Allan, 2000) students with disabilities (Brotherson, Sheriff, Milburn, & Schertz, 2001; Capper, Frattura, & Keyes, 2000; Frattura & Capper, (in press); Rea, McLaughlin, & Walther-Thomas, 2002; Theoharis, 2004), and students who are lesbian, gay, bisexual, or transgendered (Lamme & Lamme, 2002; Lugg, 2003; MacGillivray, 2000). However, many students, including those in poverty, of color, with disabilities, or from linguistic minority households, have been and continue to be underserved in schools (Berliner, 2005; Ferri & Connor, 2005; Losen & Welner, 2001; Orfield & Lee, 2005). With increasing accountability requirements to educate *all* students (e.g. Council of Chief State School Officers, 1996; No Child Left Behind Act, 2002), educational leaders continue to turn to the values of social justice to pursue more equitable schooling (Blackmore, 2002; Brown, 2004; Hafner, 2006; Marshall & Oliva, 2006a; Murtadha & Watts, 2005; Sapon-Shevin, 2003; Shields, 2004). This article builds on this body of literature on equity and social justice for traditionally marginalized students by exploring the complexities school leaders face in this pursuit.

Generally, private schools serve relatively few traditionally marginalized students (Broughman & Pugh, 2004) and are accordingly frequently overlooked in analyses of social justice education. Select Catholic elementary schools have been exceptions to this rule. The extant literature on Catholic elementary schools often focuses on urban contexts (O’Keefe, 2000; O’Keefe & Murphy, 2000), climate and academic programs in these schools (Bryk, Lee, & Holland, 1993; Cibulka, O’Brien, & Zewe, 1982; Coleman, Hoffer, & Kilgore, 1982; Convey, 1992; Greeley, 1982; Hoffer, Greeley, & Coleman, 1985; Jaynes, 2002; Sandor, 2001a, 2001b), or on specific student groupings, such as African Americans (McGreevy, 1996; Moore, 2003; York, 1996), Latinos (Carger, 1996; Stevens-Arroyo & Pantoja, 2003), or students with disabilities (Preimesberger, 2000; United States Conference of Catholic Bishops, 2002). To date, however, the literature has not comprehensively examined how school leaders impact the understandings of inclusivity that are at play in select Catholic school communities prima-

rily serving traditionally marginalized students.

This article draws on a multicase study that examined the conceptualization of inclusivity of traditionally marginalized students in select Catholic schools (Scanlan, 2005). Specifically, I report the efforts of one school, St. Gabriel, to create a school community oriented toward social justice. The research was conducted from a critical constructivist conceptual framework (Ferguson, Ferguson, & Taylor, 1992; Guba & Lincoln, 2001; Kincheloe & McLaren, 2000; LeCompte, 1995; McLaren & Giarelli, 1995), and employed a qualitative methodology (Carspecken, 1996; Glaser & Strauss, 1967; Glesne, 1999; Lincoln & Guba, 1985; Patton, 1990). During the 2004 – 2005 school year, data were gathered through interviewing representatives of administration, faculty, staff, and school boards, as well as through site visits and archival research. Constant comparative methodology facilitated coding and analysis (Bogdan & Biklen, 1992; Glesne, 1999). (For an extensive description of the research design and methodology, see Scanlan, 2005).

## *Findings*

The data illustrate that St. Gabriel’s success in pursuing social justice is remarkably mixed. St. Gabriel includes a significant population of traditionally marginalized students, like many public schools, especially in urban settings. On one hand, the school community demonstrates social justice commitments by reducing barriers of racism and serving students in poverty; on the other hand, the school fails to see the social injustices of their failure to adequately meet the needs of students who are English language learners or students with disabilities. The data suggest that despite clear ambitions to advance justice, leaders can become mired in contradictions.

*School context.* A community landmark operating since 1924, St. Gabriel School is neighborhood based and serves approximately 340 students in preschool through 8th grade. A large portion of the student body lives in poverty, with 92% of the students qualifying for free or reduced price lunch. One in five students qualifies for a free breakfast and three of every four students receive free lunch. The school has access to a Title I resource teacher who works on the premises. Slightly more than one in ten of the students have identified special needs, predominantly high-incidence speech and language, emotional, and behavioral disorders. Nearly nine out of ten students in St. Gabriel identify as Latino. Many of their parents speak Spanish as a first language, and twelve percent of the students in the school were born outside of the United States, generally from Central and South American Countries, with the vast majority from Mexico. The demographics of the neighborhood and student body have shifted over the past decades: whereas twenty-five years ago over 90% of the students were White, today only 7% are.

*Promoting social justice.* St. Gabriel promotes social justice by explicitly pursuing an antiracist agenda and by serving families in poverty. The school mission, posted on plaques in rooms throughout the school and placed prominently in promotional brochures and the parent handbook, makes the commitment to antiracism clear: “St. Gabriel School participates in the educational mission of the church and our parish by providing a Christian anti-racist environment for learning and teaching truth.” Margaret, a school secretary and one of the only two Latina on staff, highlighted this: “The main focus is to have an antiracist environment... to teach kids about the different heritages and different nationalities, and that even though we may be different we are still all human and the same basic form.” One practical way that

the educators attempt to infuse the daily life of the school with a sense of this mission is through a daily ritual where students pledge to follow it.

St. Gabriel was the first Catholic elementary school in the diocese (the organizational structure akin to a public school district) to commit to anti-racism. This commitment began five years ago when Sr. Elaine had all faculty and staff participate in an intensive multi-day antiracism training. The training, which involved extensive examinations of personal, institutional, and societal racism along with manifestations of White privilege in personal and organizational settings, inspired the faculty to revise their school mission. Ongoing professional development, such as annual retreats and curricular reviews, has resulted in a school culture and lexicon infused with antiracism. Sr. Elaine (and later her assistant principal) now hold anti-racist leadership roles in the diocese and direct trainings in other schools. Sr. Elaine describes how colleagues came to refer to her “as kind of the anti-racism queen,” and that she was considered both a resource and a thorn in their side: “Sometimes they’ll call and say, what do you think we ought to do [about a specific issue they are facing regarding race and anti-racism]? ... But I think they also find me irritating on the topic because I don’t stop talking about it- even though it would be easier to.”

Teachers’ commitment to the anti-racist mission grew in an open and supportive professional community. In a comment reflective of many research participants, one teacher described Sr. Elaine as a leader “you can approach... about anything” and credits her for creating “a great sense of community and family” in the school. This feeling of support by the administration fostered in teachers the sense of ownership in implementing the antiracist mission. When asked what allowed the school to embrace a diverse student body, Sr. Elaine responded, “I feel we can [do this] because we have people who are willing to work with them.” Specific efforts to make the school community more culturally relevant and engaging to students and families were connected to the values of antiracism, including showing respect for the home language of students, using relevant teaching materials, and building relationships with students. For instance, one teacher noted, “Everyone [is] aware of how important it is to honor [students’] language and customs and cultures,” while another teacher explained, “[Students] have to have things that are interesting to them, and so I think that we have to broaden our teaching to them.” A third teacher reported the importance of relationships: “I can say that almost all the students feel that their teacher genuinely cares about them – and I think that that is obviously one of the first parts that helps create this community that we want inside the classroom.”

In addition, St. Gabriel demonstrates a commitment to creating a pluralistic community. Despite its private religious orientation, the school respectfully embraces religious and cultural diversity. For instance, the father of a family that is Muslim serves on the school board and helped the school adopt more equitable tuition policies to not discriminate against families of other (or no) faith traditions. The school community shows signs of infusing what it terms a “welcoming spirit” into the school through various events. For instance, they hold a festival each fall celebrating the community’s various cultures and ethnicities. Students gather to present poems, dances, and descriptions about their different heritages, and the entire student body then parades around the block waving flags and banners celebrating not only the United States and Mexico, but also Ireland, India, Brazil and Palestine. Each spring the older students perform

plays for the school focusing on themes of tolerance and justice. In addition to such events, a tenor of multicultural appreciation is evident in artifacts throughout the school, ranging from the student work teachers post to the art and displays they use to decorate the classrooms, hallways, and bulletin boards.

As well as forging an anti-racist, pluralistic environment, a central way St. Gabriel demonstrates social justice commitments is serving families of low socioeconomic status. Extensive development and fundraising efforts, mainly led by Sr. Elaine, allow the school to serve families who cannot afford to pay tuition. Unlike many Catholic elementary schools, St. Gabriel receives no subsidy from the parish with which it is affiliated. Instead, the principal works closely with both diocesan and community organizations to leverage consulting services, trainings, and other resources to help these efforts. St. Gabriel provides scholarships for tuition from a local nonprofit organization, has attracted the support of a major donor who has committed to the school \$100,000 per year for the past three years, and regularly recruits teachers from a volunteer teacher corps to save on personnel costs. These sources of financial support are critical to St. Gabriel because tuition is a major barrier for many families. Sr. Elaine is also savvy at identifying public sources of funds to help raise the capacity of the school to serve the diversity of students, including the Federal Breakfast and Lunch Program, Federal Title programs (1 – 5), and state education funds for textbooks and transportation costs.

*Inhibiting social justice.* Commitments to antiracism and to serving families in poverty provide a clear social justice orientation for St. Gabriel, and the school principal plays the central role in providing this orientation. Paradoxically, the school inhibits social justice across other dimensions of marginalization, particularly for students who are English language learners (ELL) or who have disabilities. Students who are ELL do not find in the school an articulated approach to bilingual education, and students with disabilities are segregated.

Despite the large number of students from homes where Spanish is the primary language spoken, teachers expressed limited knowledge regarding serving students who are ELL and ambiguity about the linguistic skills of students and their families. When asked how well he was able to include students who are ELL, one teacher was at loss for words: “This is difficult... I’m still working on that.” Few were able to articulate any sort of specific strategies to effectively engage English language learners or to describe any bilingual supports that helped them inside the classroom. Margaret, a secretary and one of the only Native Spanish speakers in the school, explained that the lack of a comprehensive approach to bilingual education was problematic: “We have bilingual teachers, just not a bilingual program. I would recommend investing money in that.” Though some important steps had been taken, such as translating materials into Spanish and having translators available at conferences, the default educational approach employed in St. Gabriel was English immersion.

Similarly, St. Gabriel lacks a cohesive strategy to build the capacity of teachers to include students posing learning challenges or with disabilities. Services for struggling students are delivered in pullout manner, either with the help of the assistant principal, a Title I teacher, or a part-time special educational assistant. Several teachers expressed frustration at the lack of communication in this regard. As one stated:

The [special educational assistant] has a lot of good ideas, but I never see her. It’s really inconsistent. She’ll catch me in the hall and be like, “Are you free today?” And it will be in the middle of 100 different things. We don’t even find out about who has received testing!”

A learning specialist from the central office who has consulted with St. Gabriel concurred: “There needs to be more intensive work done to develop teachers’ awareness of and toolbox for how to include students... [Teachers] want to do it, but they don’t know how.”

Rather than building the capacity of the teachers to meet the needs of all students within the school, St. Gabriel recently began contracting with an outside agency to provide assistance to struggling students off-site. Thirty students – nearly one in ten– now attend hour-long tutoring sessions during the school day at a local Catholic high school. Two or three times each week these students are bussed over to receive assistance, and they are charged \$3.00 each day for transportation. While this collaboration signals progress in St. Gabriel attempting to better meet the academic needs of all of its learners, this strategy in effect delimits the way inclusion is understood by the educators. Essentially the school is saying, “Our solution to helping students who are struggling is not only to move them out of the classroom but actually to bus them off-site to receive the assistance they need. And we’ll charge them for this transportation to boot.”

There was virtually no discussion of the lack of a comprehensive bilingual education approach or the limitations in service delivery to students with disabilities as a critical shortcoming for the school, especially by the school leaders. Ironically, the segregatory service delivery to students with disabilities was considered progress. Moreover, other Catholic schools in this diocese similar to St. Gabriel (i.e. in close proximity and serving predominantly traditionally marginalized students) chose more inclusive approaches to bilingual education and to service delivery to students with disabilities, illustrating that other options were available. Thus, the school intentionally promotes social justice across certain dimensions of marginalization while inadvertently inhibiting social justice across others.

## Discussion

This study hints at some complexities and paradoxes school leaders face in their pursuit of social justice. St. Gabriel, through the leadership of Sr. Elaine, attempts to promote social justice by reducing barriers to traditionally marginalized students, particularly attending to the barriers of racism and poverty. Yet the same school leader has not initiated other ways to proactively serve the diversity of students in the community, such as developing a more comprehensive bilingual program or focusing on how to better include children with special educational needs. Thus, how inclusion is perceived can simultaneously bring certain dimensions of marginalization into focus while blurring others.

Moreover, the evidence suggests that leaders for social justice are susceptible to being co-opted by their own success. Sought out by some colleagues as a consultant to help reduce racial tensions, yet isolated from other Diocesan principals in these efforts, Sr. Elaine wore antiracism as something of a badge of honor. Antiracism became the requisite element to her social justice identity. This illustrates how depth can obscure breadth: a leader looking hard at one dimension of injustice may be blind to others.

The implication is not that we simply need better school leaders who are more comprehensive and holistic in how they approach social justice education. Schools are fortunate to hire principals with the dedication, skill, and vision of a Sr. Elaine. Rather, a key lesson is that school leaders, and school communities would be well-served by problematizing their pursuit of social justice. Effectively opposing oppression and transforming schools into institutions of liberation is a central objective in social justice leadership (Capper, 1993).

Problematizing this pursuit through various manners, including questioning the epistemological lenses through which one is approaching leadership (Capper, 1998; Scheurich, 1997), exploring the spiritual dimensions of leadership (Capper, Keyes, & Theoharis, 2000; Dantley & Tillman, 2006; Keyes, Hanley-Maxwell, & Capper, 1999; Oldenski & Carlson, 2002), and developing pluralistic notions of social justice (Gewirtz & Cribb, 2002) can help school leaders avoid social justice practices that are stultified or contradictory. Such problematizing would reflect what Pounder, Reitzug, and Young (2002) describe as inquiry-based praxis: “Leading for social justice requires that one engage with and explore content, theory, and the problems of practice, and, in the process, reconstruct and expand the theory, knowledge, and perspectives that drive one’s practice” (p. 274).

The irony the case of St. Gabriel illustrates is that institutionalizing select social justice practices (i.e. through developing an anti-racist mission and developing policies and practices to serve students in poverty) without nurturing a culture that holistically targets social injustice can allow a school to ignore the continued dimensions of other forms of marginalization in its midst. The barriers students face due to limited English proficiency or disability are real and arguably worsening, yet the school remains focused to a fault in a narrow conceptualization of social justice. Moreover, this case illustrates that when school leaders essentialize social justice they miss critical opportunities. The antiracist mission of St. Gabriel would be better served if school leadership – Sr. Elaine and faculty alike – looked more critically at the way the school reduced the linguistic barriers to students. This could lead to recognizing the students’ home language of Spanish as an asset and building bilingual opportunities into the school curriculum. The case also illustrates that essentializing social justice leaves leaders vulnerable to contradictory and self-defeating practices. While welcoming students of low economic status by providing tuition scholarships, assistance, and free breakfast and lunch services, St. Gabriel, is telling students who are struggling academically that they do not belong, literally showing them to the door.

In conclusion, Rorrer’s (2002) point is well taken: “Social justice rhetoric and bandwagon appeal must be discarded and replaced with a commitment and long-term investment by educators, researchers, and policymakers in resolving issues of inequity” (p. 4). Such commitment and investment entails critical analysis of our current practices. The case of St. Gabriel shows that in their pursuit of social justice, school leaders can fixate on a truncated goal. By contrast, problematizing the pursuit of social justice education will help school communities more effectively achieve social justice goals. Espoused commitments to social justice can embolden a school community. Yet, social justice as an ultimate goal must not be essentialized.

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## From the Director..... UCEA Member Institution's Roles in Education: Pre-School through Higher Education by Michelle D. Young



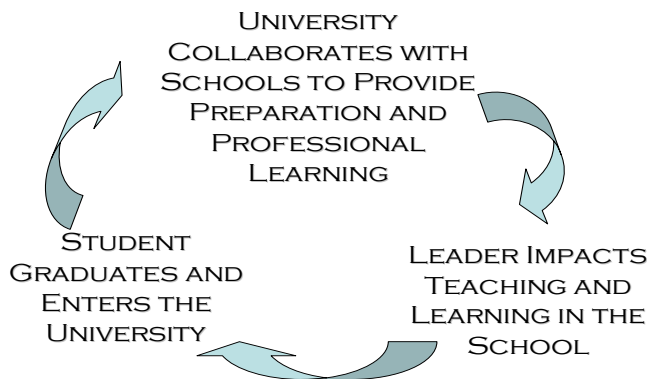
The relationship between P-12 and higher education has, in recent years, begun to receive long over-due attention. Collaborative inter-level programs are emerging throughout the country (both as state-wide and local initiatives), though only a few (like SREB) are explicitly designed to link the P-12 and post-secondary sectors together in a meaningful way. Such linkages are very important and can be mutually beneficial for P-12 and higher education institutions; however, they can also be politically charged and in some cases highly contested.

UCEA is an organization with a P-20 focus. UCEA is a consortium of research institutions that have masters and doctoral programs in educational leadership. These preparation programs, among other things, educate individuals for their roles as school and district leaders for P-12 settings. Thus, their concerns are not limited to their work in higher education; rather, their concerns drill all the way down to what happens in the classroom of our nation's schools.

However, there tends to be a major disjuncture between P-12 and higher education. Indeed, communication between the two sectors is extremely limited, and substantive interaction or collaboration is rare. They have separate professional associations, professional worlds, and networks. And in most states even state oversight of the two sectors is separate (e.g., coordinating board of higher education –v- department of elementary and secondary education). At a time when both sectors are being pressured to rethink their structure and to reform their practice, there are few connecting mechanisms to enable them to work cooperatively on issues of mutual concern.

However, the work of school leaders is becoming increasingly complex—requiring ever evolving research and practice informed knowledge and skills. It is essential that higher education preparatory programs be engaged with the p-12 community to ensure that the preparation provided meets the needs of aspiring and seasoned leaders. Achieving and maintaining quality preparation requires a collaborative inter-level endeavor—in other words it requires strong, ongoing P-20 activity.

### THE P-20 CONNECTION



UCEA membership criteria supports such partnerships. In fact, four of its membership standards support the P-12 to higher education connection.

- The preparation program should make use of an advisory board of educational leadership stakeholders and involve leadership practitioners in program planning, teaching, and field internships.
- Preparation programs should engage in collaborative relationships with other universities, school districts, professional associations, and other appropriate agencies *to inform program content, promote diversity within the preparation program and the field, and generate sites for clinical study, field residency, and applied research.*
- The preparation program should include concentrated periods of study and supervised clinical practice in settings that enable leadership candidates an opportunity to work with exemplary leaders and diverse groups of students and teachers.
- The preparation program faculty should participate in the development, delivery, and evaluation of systematic professional development programs for educational leaders, in cooperation with appropriate professional associations and other educational and social agencies

UCEA firmly stands behind the belief that if programs are to be effective, stakeholders must be intimately involved in preparation, from conceptualization through recruitment and selection of students, course delivery, mentoring, field internship supervision, and evaluation. Hart and Pounder (1999), among others, have made a strong case for the importance of a strong and vibrant collaborative relationship with field practitioners as an essential element in any pre-service administrator's learning experiences. And while there seems to be universal agreement regarding the importance and benefits of connecting preparation programs to practice, few institutions have found it easy to implement programs that are truly collaborative or that demonstrate an organizational commitment from all parties.

Thus, in addition to developing membership standards that support a p-20 focus, UCEA has been seeking substantive ways to assist its university members in developing authentic p-20 partnerships. One recent initiative, with much promise, is the "signature pedagogy" (Murtagh, 2005), an approach to the preparation of educational leaders that involves:

- 1) Active learning where students are engaged in practical experiences, simulations and case studies
- 2) A focus on integrating theoretical frameworks with the development of administrative, managerial skills and knowledge through inquiry processes
- 3) A partnership with the field in providing preparation and conducting collaborative research that further informs learning
- 4) Ongoing evaluation of the aspiring leader's learning and development and its impact within the school. This information then re-informs the program.

What is particularly pertinent here is that this signature pedagogy depends on a substantive P-20 partnership, one that it is not always easy to develop. But as many faculty and practitioners know from their own experiences, working differently, working on collaborative inter-level (CIL) initiatives is possible—and it is becoming increasingly necessary. Both systems are stressed for resources, both are impacted by demographic shifts, both are under increasing accountability pressures, and both are recognizing their dependence on the other for quality educational experiences.

The argument from higher education has often been that if P-12 would elevate their standards that post-secondary institutions would

not have such high remedial costs. The argument from the p-12 sector has, in part, come “home to roost” right in our colleges of education. Part of the problem, from the P-12 perspective, is the preparation of educational professionals—teachers, leaders, etc—in post-secondary institutions. Obviously, the situation is much more complex than this, and yet it is also quite clear that both sectors have much to gain by working on this situation together.

The good news is, we know that these initiatives are developing in many places, though they have very different purposes (accountability, community development, teacher preparation, resource sharing). We also know they can be a powerful force for substantive change, but that historical patterns of separation make it very unlikely that movement will happen organically—it has to be carefully planned and substantively supported.

The approach to P-16/20 initiatives can be limited to a small number of players or it may include entire states. For example, some initiatives have involved a university and a few professional development schools in a district (Cincinnati), some initiatives have partnered a single university with a set of districts in a particular region (Missouri Partnership), and some initiatives have been state-wide (Georgia). Additionally, the approach may be incremental—implementing one change at a time—or comprehensive—introducing change simultaneously across a system. Whatever approach is chosen, the underlying concept must be strongly supported by participants and stakeholders. And if it is a statewide initiative, the leadership provided by an elected or appointed official is important. In most of the case studies of effective P-16/20 initiatives there is not only a strong central figure or two, there is also a core of supporters in both the P-12 and higher education sectors committed to achieving a particular vision, such as improving both the education of students and the preparation of educational professionals.

As for UCEA institutions, the UCEA membership criteria sends the message that quality preparation depends on more than what the program itself can offer and that program faculty and their institutions have a responsibility to put in place collaborations that will support the preparation and development of exemplary educational leaders. The UCEA policy focuses on building partnerships across the university, with other universities, with schools and districts, with professional agencies, and other appropriate agencies to inform program content, deliver instruction, provide sites for field experiences, to promote diversity, and to plan and deliver quality professional development experiences. The benefits of such collaboration include:

- 1) The alignment of preparation standards, curricula, learning experiences and sought outcomes with the needs of schools.
- 2) Ongoing discussion between higher education programs and schools about leadership and professional learning needs.
- 3) Expanding the sense of responsibility for the preparation of leaders and the impact that they have on teachers, schools and children both across the university campus and between higher education and the schools.
- 4) Extending the resources available to K-12 schools and to higher education programs.

Setting up meaningful collaborations of this nature typically requires having more than UCEA membership standards on the book, though that certainly helps because it sets up expectations and provides programs with leverage within their institution. The initiatives themselves, however, often begin with conversations around a need (such as a need for leaders with certain abilities and knowledge), which

leads to larger conversations about the need and articulation of a vision for addressing that need. In order to ensure that staff turnover (or other forces) does not undermine the collaboration, many UCEA institutions find it useful to develop memoranda of agreement about the relationship. Such agreements can do more than identify the goals and processes, though. They can (and should) also tackle some of the challenges mentioned before, such as resources, turf issues, and rules and regulations that shape behavior. They can tackle issues of release time, tenure and promotion as well as outline responsibilities. And the higher up the agreement is made, the more support it will have.

What has become increasingly evident in the last thirty years of the 20<sup>th</sup> Century, is that school leaders cannot ensure the success of every child single-handedly; likewise, the preparation of educational leaders must be conducted in a collaborative manner. Universities that prepare educational leaders, professional organizations, and field-based practitioners need each other in order to achieve this goal.

**If your program is involved in a P-16/20 initiative that you would like to have highlighted in the UCEA Review please send us a message at [ucea@austin.utexas.edu](mailto:ucea@austin.utexas.edu)**

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## Exploring Contested Intersections of Democracy, Social Justice, and Globalization: An Interview with Gregory J. Vincent

Recently, interview co-editor Mark A. Gooden (University of Cincinnati) interviewed Gregory J. Vincent, who is vice president for diversity and community engagement at The University of Texas at Austin. Greg is also a faculty fellow in the educational administration program in the College of Education.



Vincent came to The University of Texas at Austin last summer after having been the vice provost for institutional equity and diversity and law professor at the University of Oregon since 2003. Before joining the University of Oregon, Vincent was vice provost for academic affairs and campus diversity at Louisiana State University at Baton Rouge from 2000-03, and had been the university's vice provost for campus diversity from 1999-2000. Vincent also was a law professor and taught graduate courses in the university's College of Education. He also has been assistant vice chancellor for academic affairs and director of the Equity and Diverse Resource Center at the University of Wisconsin-Madison. Vincent's professional experience includes having been a vice president of a bank, a civil rights attorney, and a director for regional and legal affairs at the Ohio Civil Rights Commission.



Vincent earned his doctorate, with emphasis in higher education from the University of Pennsylvania, his juris doctor degree from The Ohio State University College of Law and his bachelor of arts degree, with majors in history and economics, from Hobart and William Smith Colleges in Geneva, N.Y.

**MAG:** *Could you share your title and explain in your words what you see as your mission in your job?*

**GV:** I am the vice president for diversity and community engagement and also a tenured full professor in the college of education in educational administration. As vice president I am charged with increasing the diversity of faculty, staff, and the student body and also creating a robust and inclusive learning environment. On the community engagement side I am charged with connecting the intellectual resources of the university with the community. I define that community in four dimensions: the Austin community, state community, national community, and indeed our international community.

**MAG:** *I read that you left your job as an attorney to take a position at a university because you had growing concerns about affirmative action, specifically the Hopwood decision. What are your thoughts on the Gratz v. Bollinger and Grutter vs. Bollinger decisions?*

**GV:** I think the most immediate result was that the *Grutter* decision overturned *Hopwood*—which got us out from under what I thought was one of the most ridiculous cases rendered in recent history. So, by enabling us to use race again as one factor in our initiatives really helped us run on all cylinders rather than being handicapped by using only race neutral strategies—so that was an immediate impact. I think it also sends the message to the community that affirmative action is not only a liberal strategy but it is part of the mainstream business and is indeed a national security strategy. I think it sends the message that this is an effective tool in providing access not just in educational arena but also in the military and the business sectors.

**MAG:** *In the Grutter decision, Justice O'Connor mentioned that the*

*hope was that there would be no need for programs that considered race as a factor in 25 years. Given what you see in your job, what are your thoughts on this prediction?*

**GV:** Right. As you know that's a very sobering thought that in 25 years we are going to fundamentally change the structure, and if we think about this those students {who are going to be affected} are going to be born in 7 years and that does not give us a lot of time to begin to address this issue. Actually, that was 2003, these students will be born in four years and so we don't have a lot of time to get our K-12 system fixed and to make sure we begin to close that achievement gap. So whereas we think that 25 years is a long time, that's not a lot of time at all to really get these issues addressed. Because what we know is that the greatest indicator of success is a rigorous K-12 experience, that is, an academically rigorous experience.

**MAG:** *Sure. Given that kind of challenge, have you thought deeply about what that means for a job like yours?*

**GV:** Absolutely. What it means is that we can't do it alone. We have to become active partners with K-12 institutions. We have to make sure that as the leading institution in the state that we are playing our rightful role in helping to address this issue. We can't sit on the sideline. We have to use our research and that's why the community engagement piece is so critical when I talk about connecting the intellectual resources of the university. We have some of the top researchers in the country looking at this issue of bilingual literacy, minority student achievement. We have to make sure that information is being used in the most effective way and that's part of what we need to do. We need to make sure that we have researchers that are looking at health disparities, enhancing art, all of those things are absolutely critical. We need lawyers who are going to continue to address the disparities in the legal system...so we need to make sure that the university is playing its rightful role in both creating new knowledge but also applying that knowledge to real world issues.

**MAG:** *You mention that there are some challenges with K-12 education. Some of the so-called fixes that we bear about in education now lean heavily on solving or closing the gap using standardized tests as the primary and sometimes sole measure. For instance, you have the TAAS, in Texas. In your view do you think this is an effective strategy? Why or why not?*

**GV:** Well, I think like any test—tests tell you something. To use a sports analogy, the 40 yard line tells you something about a football player. It does not tell you everything and so I think it (the test) tells you some things and I think that can be helpful. However, I think it is deeper than that. I think we have to begin to address not only the testing issue but the societal issues. One of the things I was reading just recently is Hispanic Outlook and about this whole notion about what it means for minority children to act white and what are the real barriers to (education) and Dr. (Claude) Steele's stereotype threat. And to say, okay, if these are real barriers to our children, what are we doing to ensure that testing is a part of it, but it is not the whole solution or the whole issue.

**MAG:** *There is a growing focus on social justice in education, democracy, and globalization. Different people define these terms differently. —Will you take a moment to offer a brief definition of each and how they relate to educational leadership?*

**GV:** I think it (social justice) is in simple terms fulfilling what (Charles Hamilton) Houston and Thurgood Marshall were fighting for in the *Brown v. Board of Education* case to make sure that every child had equal access and opportunity for a quality education. That's ensuring what that is, regardless of race, creed, or economic circumstances that everyone is entitled to a quality education. I think that is one of the important parts of citizenship.

**MAG:** *What is the connection to democracy here?*

**GV:** One of the most powerful lines in the *Brown* decision is that a quality education is essential for good citizenship (to paraphrase). It's unlikely that anyone can fully participate in this democracy without a quality education. . . I firmly believe that is absolutely right, that what we are training and educating people to do is to be fully engaged in the democratic process and manage and govern this country and if you can't read, or if you are not fully engaged, you cannot do that. And I think, relative to globalization, that both at the K-12 level and certainly at the college level, we have to educate people and help them become global citizens. We have to help them understand that what happens indeed in the Middle East, Africa, or Latin America, or Asia has a profound impact on us today here in the United States. Helping them understand that incorporating what Thomas Friedman said in the "The World is Flat" that we do have to make sure that our students understand that those global connections.

**MAG:** *You mentioned the Brown case and within the last couple of years people have commemorated the 50<sup>th</sup> anniversary of the decision. Yet, there have been questions about whether we should have taken a different strategy as today many districts, especially urban ones, are still segregated by race and/or racially isolated. What do you think you can do to have an effect on this situation relative to community engagement?*

**GV:** I want to really clear about the *Brown* case. I know you know that there were two decisions, the one rendered in 1954 and then *Brown II*, rendered in 1955, with the language "all deliberate speed." So, my answer to the first part of the question is to implement *Brown*. I mean really implement *Brown*. I am big fan of *Brown I* but not a big fan of *Brown II*. I want to be clear on that part and I think what happens is that we say we don't want integration but I don't agree to going back to a Jim Crow style educational system, even though it did produce high quality schools such as Dunbar and Henderson, here in Austin. The reality is that for most black children that this was an inferior education and that is critical. What I am critical of is the implementation—that is, when you get into the closing of African American schools and African American teachers losing their jobs. The re-segregation that you spoke of, that's where I am critical. My answer is simple, yet, I hope, to have an impact in truly impacting *Brown I*. Now, what can I do? As an executive officer at one of the leading institutions, not only in the country, but the world, my hope would be to use my influence and position to steer resources to become part of the national and international debate to help provide access and equity to all children—not students of color, student from (lower) socioeconomic backgrounds, first generation. . . to really make sure those resources are used in the most effective way and to use my talents and connections to help make that happen.

**MAG:** *How do you deal with a criticism that increasing diversity will have an adverse effect on excellence? How do you view this dichotomy between academic excellence or diversity?*

**GV:** I think it's a false choice. I would absolutely set a goal. I would say define your mission and define who you want and hire people who

meet the qualifications. I think you need to be really careful about how you define merit. For example, one of the things we would do and I will use another football analogy because we are both football-crazy states (Ohio and Texas). Let's say we decide the team is going to be the people who run the fastest 40 yards (sic) or who can lift the most weight. We want intangibles. We want diversity. We want people who bring different things to the table. It's often those intangible qualities that make a huge difference, so how do you define merit? That's where I really press people because of course we want first class scholars, teachers, and all of that. But what does it mean to have someone who can teach in an area or who can introduce an area in a different way? What I have found in all the institutions I have worked in is the departments that are the most diverse are the ones that are the most rich and are very often the top-ranked. For example, there were three highly ranked departments at the University of Madison, Wisconsin that were ranked number one in their fields: sociology, curriculum and instruction, and counseling psychology. It just so happened that they happened to be the three highest ranked departments and I don't think there was a coincidence there.

**MAG:** *And you say they were diverse. In what ways were they diverse?*

**GV:** Academic interests.

**MAG:** *So, to be clear, you say this is definitely a false dichotomy?*

**GV:** Yes, I do. In fact, that's one of the things I directly challenge because I have found that we, as scholars of color, overwhelming not only meet the standards but we exceed the standards when you look at their records holistically.

**MAG:** *Have you run into resistance on this stance?*

**GV:** Let me just say that one thing (to add to my last response). The area where our minority faculty are impacted is service. I think officially and unofficially, they are subjected to a larger service requirement whether it's serving on committees or attending to the needs of students of color on traditionally white campuses. They have a higher service load than their Anglo counterparts. I would clearly say that. Women have that same issue as well.

**MAG:** *I certainly have seen and experienced this as an African American faculty member.*

**GV:** And I think that needs to be accounted for (in the tenure process). To answer your question, I press that and I address that because if someone is not qualified, don't hire them and I would say that for anybody. I would say if you want students who come from AAU top-ranked quality schools, that's fine. But my issue is there are plenty of students of color who don't get that opportunity. I am sure you know about the Darrell Smith study that was done a number of years ago, but I still think it is relevant today. That the vast majority of faculty of color take the only offer they ever receive or one of the few they receive. So this idea that we are beating down the door . . . and until we do a better job of recruiting outstanding faculty (and retaining the ones that are already there) we've got work to do.

**MAG:** *Do you have any closing thoughts?*

**GV:** I want to say I admire the work that you are doing (UCEA) and I am really honored to be a participant in this.

**MAG:** *Thank you. I have really enjoyed getting the opportunity to learn more about you and what you do. It has been an honor and a pleasure to speak with you.*

## UCEA Seeks Associate Directors

As UCEA has increased its membership and has begun to expand the range of services to membership institutions, opportunities have developed for increased involvement of faculty at UCEA institutions. In 2004, the UCEA Executive Committee voted to create six Associate Director positions around the following functions:

- communication and marketing
- finance and development
- international relations
- membership
- professional development
- program centers
- publications

At this time, UCEA would like to extend an invitation for applications for Associate Directors in the following three areas: program centers, communication and marketing, and finance and development. **The Associate Director of Program Centers** is responsible for the coordination of and communication with the various UCEA program centers around the country. **The Associate Director of Communication & Marketing** is responsible for the coordination of UCEA international and external communication and marketing efforts. **The Associate Director of Finance & Development** is responsible for the creation of a long-range development and investments plan which ensures the organizational stability of UCEA and coordinating fund raising efforts and endowment activities.

Individuals applying for these UCEA Associate Directors positions must be faculty at UCEA member institutions with background experiences that will enable them to fulfill their responsibilities. Associate Directors serve for renewable terms of up to 5 years and should be supported by their institutions with release time and travel funds. The advantages for the member institutions would be to become more closely connected to the national organization, and to provide an avenue for national visibility for each of the member institutions and the faculty member serving as an Associate Director.

All UCEA Associate Directors 1) work with the Executive Director to build a vision, goals, and activities for UCEA consistent with its mission; 2) lead, support, plan, manage and execute (with UCEA headquarters) the functions, recurring activities, and new initiatives of the focal area responsibilities (e.g. Program Centers, Publications, etc.); 3) manage, plan, and (with UCEA Headquarters) execute any awards and recognition programs associate with focal area responsibility; 4) and provide national visibility, liaison, and outreach to relevant organizations, the public, and potential partners with regard to the focal area responsibility.

If you are interested in applying or nominating someone for this position, please send a letter of interest or nomination to the Attention of Michelle D. Young, UCEA Executive Director by the 5th of November. For more information on these positions, specific duties and application procedures, please contact UCEA Headquarters at 512/471-8592 or [ucea@austin.utexas.edu](mailto:ucea@austin.utexas.edu).

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## UCEA Employment Resource Center

### **UCEA Job Search Handbook**

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

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

### **UCEA Job Posting Service**

UCEA provides, free of charge on its website, links to job position announcements. To submit a posting for the website, please e-mail the URL for the position announcement (website address at your university where the position description has been posted) to Anne Lynch ([alynch@austin.utexas.edu](mailto:alynch@austin.utexas.edu)). A link will then be provided from the UCEA job posting page (<http://www.ucea.org>) to the job announcement.



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# CALLS FOR NOMINATIONS

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## David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy: A Call For Nominations

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 Corwin Press, brings emerging educational administration and policy scholars and noted researchers together for two days of presentations, generative discussion, and professional growth. Many of the graduates of this seminar are now faculty members at major research institutions in the US and Canada. This year's seminar will be held in the spring prior to the AERA meeting in Chicago on April 13-14, 2007).

Nominations for the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy will be due **November 21, 2006**.

Nominees should be outstanding doctoral students in educational leadership, administration, and/or policy, seeking careers in research. Nominees must have substantially completed their courses and must have formulated a dissertation proposal. Nominations of students from underrepresented groups are strongly encouraged. Invitations will be issued to 40 doctoral students, with competition based on the judged quality of the student's research and capacity to gain from and contribute to the seminar.

Each university may nominate up to two students. Please compile a nomination packet (nomination form, abstract of student research, and statement of proposed research) for each nominee and mail or email all three items to be received by the UCEA staff no later than **November 21, 2006**. All nomination packet forms are available on the "Clark Seminar" page of UCEA website (<http://www.ucea.org>). We expect to extend invitations to 40 students by the middle of December 2006. If you have any questions, please call (512) 475-8592.

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## **The Outstanding Dissertation Award in the Politics of Education: A call for nominations for the best dissertation in the politics of education**

This call is for the 2006 Award. It is designed to foster and support graduate student research and publication on political processes and outcomes in organized education grades preK-16, from the United States and abroad. One aim is to highlight and reward scholars studying political issues in education, as distinct from the interdisciplinary approaches taken by policy studies.

The PEA Awards Committee welcomes any nominated dissertation that addresses the politics of education, including, but not limited to, those that focus on questions of democracy, voice, governance, inequality/equality, power, authority, political accountability, interest group interactions, coalitions and agency at any level of analysis (federal/national, state/provincial, local). Acceptable methods include, but are not limited to, comparative political analysis, case-study analyses of broad trends and reform efforts, qualitative studies, political history and biography, primary and secondary data analysis.

The Award: A \$250 cash award, editorial and stylistic suggestions for publication from the PEA Awards Committee, and recognition at the annual business meeting of PEA held at the annual meeting of AERA. In addition, all finalists will receive a one-year honorary membership to the Politics of Education Association.

The Review Process: Completed nominations received by midnight November 30, 2006 will be reviewed by the PEA Dissertation Award Committee. Up to four finalists will be selected for further consideration by January 2007. Finalists will be asked to submit three complete hard copies of the dissertation to the chair of the PEA Awards Committee for review by committee members. Finalists and winners will be announced in the spring PEA Bulletin and honored at the annual PEA business meeting at the regularly scheduled AERA meeting in April 2007.

Eligibility and Application Process: Dissertations from students who have officially graduated with either an Ed.D. or a Ph.D. in political science or education between June 30, 2005, and July 1, 2006, are eligible for nomination.

The nomination process involves submitting a two-page (400 word maximum) abstract of the dissertation, which clarifies the topic, methods, findings, and conclusions as part of a student application form, as well as a nomination form (both forms accompany this call) from the dissertation sponsor. The sponsor's nomination should include a half page describing why the dissertation is exemplary and its contribution to the politics of education. It also verifies that the doctoral degree was granted between June 30, 2005, and July 1, 2006. No incomplete nominations will be considered. The forms are available at the PEA website: <http://www.fsu.edu/~pea/>

**Completed applications are to be emailed between noon July 1, 2006 and midnight November 30, 2006 to [dorothy\\_shipps@baruch.cuny.edu](mailto:dorothy_shipps@baruch.cuny.edu).** Emailed applications will receive a brief confirmation of receipt.

*If necessary, applications may be mailed to the address below:*

**Dorothy Shippis, Chair- PEA Dissertation Awards, The School of Public Affairs  
Baruch College, CUNY  
One Bernard Baruch Way, Box D-901  
New York, NY 10010-5585**

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# CALLS FOR PAPERS

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## *Journal of Research on Leadership Education*

### *Call for Papers*

This new electronic peer-reviewed journal, sponsored by UCEA, is an international venue for discourse on the teaching and learning of leadership across the many disciplines that inform the field of leadership education. To expand and provoke discourse, the editors wish to publish work from a multidisciplinary community including sociology, philosophy, public administration, economics, and law. JRLE seeks rigorous scholarship on the *teaching, learning, and assessing* of leadership preparation and practice that spotlights research on the political and contextual issues, which impact leadership education, and advance a diverse conversation about what leadership really means. The editors strongly encourage co-authored, cross-disciplinary pieces and empirical work that:

- A. Establishes link between leadership education and student learning, specifically tracing the transfer from preparation to practice
- B. Expand the knowledge base for evaluating leadership education
- C. Examine the philosophical underpinnings of leadership education in multiple fields or diverse and global contexts
- D. Compare and critique administrative credentialing practice
- E. Compare the 'theories-in-use' of leadership program framers to the theories-in-use of program implementers

#### ***Forthcoming Special Issue- Ground-breaking Pedagogy in Leadership Education***

Many leadership educators are designing learning experiences to prepare more accountable leaders of learning, stronger advocates for social justice, and more collaborative decision-makers. Engaging students in learning that transfers to practice is sometimes complex and controversial. In fact, as students probe the differences between values and actions, many find that they easily espouse values that they never practice. Effective teaching in any one of these areas can be challenging.

This issue will focus on studies of innovative classroom practices that engage students in a deeper examination of their values in action. Quality manuscripts should be grounded in the scholarship of teaching, use literature and conceptual frameworks to substantiate pedagogical choices or instructional strategies, and include well-designed critiques of practices.

Submissions might also include a contribution to a special section that highlights *Student Voices*. These manuscripts should include 3-4 student essays (approx.1000 words) focused on the learning experience related to a particular innovative practice or controversial content area.

E-mail submissions to: [jrle@unlv.edu](mailto:jrle@unlv.edu)

Access the journal and submission requirements at: [www.ucea.org/JRLE](http://www.ucea.org/JRLE)

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## **20th Annual International Congress for School Effectiveness and Improvement (ICSEI) Bernardin, Portoro•, Slovenia, January 3–6, 2007**

### **CALL FOR PAPERS**

The conference, focused around the theme of **Professional Challenges for School Effectiveness and Improvement in the Era of Accountability**, will provide the opportunity to address questions of accountability, autonomy, deprofessionalisation and reprofessionalisation in relation to school effectiveness and school improvement in changing and diverse contexts. External testing, quality indicators and other initiatives which are now found in countries all over the world have changed issues of accountability, autonomy and professionalism. The interrelatedness of these three issues provides our starting point to evoke the sharing of different experiences and promote a rich international discussion.

Abstract submission: **October 10, 2006**

Notification of Acceptance: Until November 1, 2006

Full paper submission: January 20, 2007

**All proposals must be submitted electronically at <http://www.icsei2007.si/>**

# Gone to Texas!

## UCEA Warmly Welcomed at the University of Texas at Austin College of Education

By Cristóbal Rodríguez and Jessica Geier

Now that the headquarters of the University Council for Educational Administration (UCEA) is located at the University of Texas at Austin, within the department of Educational Administration, the influence of the council's history and goals are now ever more present. In the beginning, Jack Culbertson (1995) tells us in *Building Bridges: UCEA's First Two Decades* that Texas played a key role in a collaboration with eight universities through the Cooperative Program in Educational Administration (CPEA) (p. 2). The result of that collaboration was not only the dissemination of research and training in educational administration, but also the development of UCEA. In 1958, UCEA began with selecting 33 member universities, among them the University of Texas at Austin (Culbertson, p. 3). Nearly 50 years after its inception, UCEA *has Gone to Texas*.



The goals of UCEA, summarized as the networking and dissemination of research and training to advance the study, teaching and practice of educational administration, are guiding principles that all member universities benefit from, but the host institution can play a greater role in. Pedro Reyes, Program Director of the Education Policy and Planning Program, reflects on part of that history and what it means, "Our department has been trying for a long time to host UCEA, especially since we were one of the first members of UCEA and have contributed 5 presidents. This is a win-win situation that will bring national exposure for our students and will help them prepare, connect and build leadership nationwide through nationwide activities and dialogues".



Crucial to any organization and its success is its leadership. Norma Cantu, Program Head of the Public School Executive Leadership Program, explains how "we are also very excited to have the Director of UCEA, Michelle D. Young, be a part of our department; she is a great asset and is highly regarded in our field, she makes this new partnership a double benefit for us." The need for collaboration, as found in one of UCEA's founding principles, is perhaps one of its greatest contributions. Juanita Garcia, Program Director of the Principalship Program, elaborates that "UCEA sets a standard for principal preparation programs and Dr. Young will continue to directly improve our program and our accountability towards our schools. This partnership is a critical point in our program that will bring many entities together." Pat Somers, Program Head of the Higher Education Administration Program, adds that through the interaction of UCEA and the Higher Education Program "research is strengthened in the integration and interaction of research in K-12 educational administration and higher education administration."

Finally, as we consider the extent of UCEA's influence on educational leadership and policy at UT-Austin and at all of UCEA's member universities, we look at our students and schools. One of the fundamental concepts, enhancing research capabilities, of UCEA remains of paramount importance to UCEA member institutions. Michael P. Thomas, Department Chair of Educational Administration, whose career at UT coincides with the history of UCEA, expresses that "UCEA brings much excitement to the faculty and the student body. This will allow our faculty to integrate research and network across member universities, which will add to our progress, particularly with our post-secondary education programs." Ruben Olivarez, Program Director of the Cooperative Superintendency Program, expands on the vital understanding of research and practice in the development of professionals in educational administration to demonstrate the influence of UCEA, "The ultimate beneficiaries of this collaboration, which will provide new and meaningful opportunities to enrich learning experiences, will be the students at all levels of education, especially since many of our students are current administrators in the schools."

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### NEW CONTACT INFORMATION

The University Council for Educational Administration  
The University of Texas at Austin  
1 University Station-D5400  
Austin, Texas 78712-0374

Ph: 512-475-8592  
Fax: 512-471-5975

[www.ucea.org](http://www.ucea.org)

## Introducing the New UCEA staff

**Anne Lynch** is the new Executive Assistant at UCEA. She obtained her BS in Education from UT and taught middle school English and journalism in the Texas public school system. She also completed work for a Master's in Journalism from UT. She has worked as a freelance writer and editor, managed a family corporation and worked at UT previously at The Institute for Biomedical Research. She has been married for 20 years and has two daughters.

**Jessica Geier** is pursuing a Doctorate in Educational Administration with a primary focus in higher education policy. Jess' doctoral research focuses on strategies for overcoming social class barriers to higher education and the resulting resiliency narratives from current college students. She holds a Master's Degree in Sociology that grounds her research and her social engagement on the importance of open dialogue and social justice. Jessica is a New Englander at heart, though pursuing her graduate work in Texas has been an incredible journey culminating in her upcoming year with UCEA. She eagerly anticipates working with UCEA, initiating discussions about p-16 frameworks, and interacting with new colleagues across disciplines.

**Cristobal Rodriguez** was raised with the hard working ethics of immigrant parents in El Paso, Texas and earned a scholarship in high school to be an international exchange student in Germany. Cristobal received a Bachelor's of Arts degree in Foreign Languages and a Master's Arts in Education at New Mexico State University. Cristobal has taught German and Spanish at a high school in Colorado, worked under Student Services as a program coordinator for Ethnic Programming at NMSU, coordinated efforts as part of a national student retention program in Southern New Mexico, directed a federally funded college preparation program for rural southern New Mexico communities, and directed academic integration and development efforts under Housing and Residence Life at NMSU. Cristobal is beginning his doctoral studies in Education Policy and Planning and looks forward to the energy and advancements that UCEA now brings at UT-Austin.

**Gorge Martinez** is a freshman at UT in the Engineering College. He plans to transfer to the Business School by the beginning of next year because he has always enjoyed finding ways of making an extra dollar and learning different ways of cutting expenses. He one day hopes to own his own business. Gorge is a first generation college student who has overcome many obstacles to be where he is today. He plans to take full advantage of his college years and grasp as much information as possible, since he knows that this knowledge will come in handy in the years to come.

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*"I commend each of the authors in this book for stimulating the dialogue in our profession on the relevance and rigor of educational research. They all have contributed to that continuing purpose of UCEA to inform and improve research that benefits all students, families, and educators."* —**Gary M. Crow, UCEA Executive Committee member and chair of the Department of Educational Leadership and Policy at The University of Utah.**

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## Welcome to San Antonio -San Antonio Convention and Visitors Bureau

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San Antonio captures the spirit of Texas. Now the eighth largest city in the United States, the city has retained its sense of history and tradition, while carefully blending in cosmopolitan progress. The city has always been a crossroads and a meeting place. Sounds and flavors of Native Americans, Old Mexico, Germans, the Wild West, African-Americans and the Deep South mingle and merge. Close to twenty million visitors a year delight in the discovery of San Antonio's charms.

### Texas History 101

For history buffs, San Antonio is a mecca. Native Americans first lived along the San Antonio River, calling the area "Yanaguana," which means "refreshing waters," or "clear waters." A band of Spanish explorers and missionaries came upon the river in 1691, and because it was the feast day of St. Anthony, they named the river "San Antonio." The actual founding of the city came in 1718 by Father Antonio Olivares, when he established Mission San Antonio de Valero, which became permanently etched in the annals of history in 1836 as The Alamo where 189 defenders held the old mission against some 4,000 Mexican troops for 13 days. The cry "Remember the Alamo" became the rallying point of the Texan revolution against Mexico. Located in the heart of downtown, today The Alamo is a shrine and museum. A tour of downtown San Antonio will uncover centuries of history, including:

- La Villita, one of the original settlements was comprised of Spanish soldiers and their families.
- The Spanish Governor's Palace, which was the seat of government when San Antonio was the capital of the Spanish Province of Texas
- The San Fernando Cathedral, whose construction was started in 1731 by Canary Islanders
- The Jose Antonio Navarro State Historical Park, home of Navarro, a central figure in the formation of Texas
- Market Square, the largest Mexican marketplace outside of Mexico
- And the Steves Homestead, a mansion open to the public in the King William Historic District.

A short drive to the historic missions. Start your adventure at the Visitors Center at Mission San Jose and explore the other jewels of San Antonio's mission period.

### San Antonio Missions National Historical Park

Just northeast of downtown lies Fort Sam Houston, another "must-see" for history buffs. Military greats like Pershing, Stilwell, Krueger and Eisenhower all served at Fort Sam. San Antonio was also a training site of the Buffalo Soldiers, famed African-American cavalry fighters who helped bring peace to the Western Frontier a century ago. Today, Fort Sam is headquarters for the Fifth U.S. Army and the Health Services Command and home of the Fort Sam Houston Museum and the U.S. Army Medical Department Museum.

### An Urban Masterpiece

Amidst the daily hubbub of the busy metropolitan downtown, sequestered 20 feet below street level, lies one of San Antonio's jewels - the Paseo del Rio. Better known as the "River Walk," these cobblestone and flagstone paths border both sides of the San Antonio River as it winds its way through the middle of the business district. The River Walk has multiple personalities - quiet and park-like in some stretches, while other areas are full of activity with European-style sidewalk cafes, specialty boutiques, nightclubs and gleaming high-rise hotels. The River Walk stretches for approximately two-and-a-half miles from the Municipal Auditorium and Conference Center on the north end to the King William Historic District on the south. Rio San Antonio Cruises, the river's floating transportation system, provides a novel method of sightseeing and people-watching in downtown San Antonio. Groups can also dine aboard open-air cruisers as they wind their way along the scenic waterway. River taxis deliver visitors to Rivercenter, a dazzling three-level glass shopping, dining and entertainment complex, and to the newly expanded Henry B. Gonzalez Convention Center.

## SAN ANTONIO, THE HOME OF THE #1 RANKED SPURS!



Tickets are available for *two home games* to be played during this year's convention:

November 8 against the #2 ranked Phoenix Suns at 7 pm

November 11 against the New York Knicks at 7 pm

# 2006 UCEA Convention Information

*Exploring Contested Intersections of Democracy, Social Justice,  
and Globalization*



## 2006 Convention Host Institution



The **University of Texas at San Antonio** serves the San Antonio metropolitan area and the broader region of South Texas through programs and services offered from its three campuses: 1604 Campus, Downtown Campus and UTSA's Institute of Texan Cultures.

Founded by the Texas Legislature in 1969, with 27,291 students enrolled in 123 undergraduate and graduate degree programs, UTSA is the second-largest component in The University of Texas System and has been one of the state's fastest-growing public universities for much of the last decade.

UTSA offers 62 bachelor's, 43 master's and 18 doctoral degree programs, and with seven new doctoral programs in the planning stages is rapidly moving toward classification as a doctoral/research intensive institution.

The university's three campuses provide access and opportunity for large numbers of historically underserved students. More than 57 percent of UTSA's students come from groups underrepresented in higher education. Many students are the first in their families to attend a college or university.

### Faculty

Seventy new faculty were hired in 2005 for a total of 557 budgeted tenure/tenure-track faculty positions. Ninety-eight percent of full-time faculty hold doctorates or equivalent terminal degrees. More than 230 tenured and tenure-track faculty positions were added during the last 6 years. Sixty-nine percent of tenure-track faculty hired have been women and minorities.

### Research

Over the past five years, research funding at The University of Texas at San Antonio has increased to more than \$42 million ranking UTSA among the top third of domestic institutions of higher education in the United States.

In 2004, \$16.5 million funded restricted research, and \$11.3 million, came from the National Institutes of Health (NIH) UTSA's relationship with NIH began 30 years ago, and last year NIH funding helped support 26 research or instructional grant projects.

### Community Impact

In fiscal year 2005, UTSA purchases totaled more than \$42.7 million with 25.3 percent or \$10.8 million designated or obtained from HUB (historically underutilized businesses) vendors. For the sixth consecutive year, UTSA ranked among the Top 25 programs in Texas. Since 2000, UTSA has more than doubled the amount of purchases made with HUB's.

UTSA directly and indirectly produces more than \$1 billion in annual business activity in Texas and provides more than 6,500 jobs and \$200 million in personal income.

In addition, UTSA participates in a variety of community outreach programs. These collaborative enterprises assist in making San Antonio and South Texas a better place to live and work.

### FIRST ANNUAL UCEA GOLF TOURNAMENT

UCEA IS SPONSORING A GOLF TOURNAMENT THIS YEAR TO RAISE MONEY FOR VARIOUS PROJECTS AND EFFORTS. ALSO, TOURS WILL BE AVAILABLE. FOR DETAILS, PLEASE VISIT <http://www.ucea.org/convention/convention2006/golftour.html>

### 2006 UCEA GOLF SHIRTS



100% cotton pique shirt in bimini blue with white UCEA logo is a handsome addition to any wardrobe. Sizes: S – 4XL \$25.00



# Jackson Scholar & Graduate Student UCEA Convention Events

The University Council for Educational Administration welcomes graduate students to the 2006 Annual Meeting in San Antonio, Texas November 9-12. We encourage graduate students to participate in the following conference sessions. Except where noted all sessions will be held in the St. Anthony Hotel.

**8.13 – Graduate Student Symposium #1 – From Graduate Student to Professor: Academic Job Search 101**  
Friday, 3:20-4:35 p.m., Anacacho Ballroom

**11.8 – Division A Graduate Student Meeting**  
Saturday, 8:00-9:15 a.m., Alamo

**14.13 – Graduate Student Symposium #2 – Professors and Students of Color: Dialoguing for Success**  
Saturday, 11:05 a.m. – 12:05 p.m., Anacacho Ballroom

**19.10 – Graduate Student Symposium #3 – Mentoring**  
Sunday, 8:00-9:15 a.m., LaSalle

*The following sessions are open to \*Jackson Scholars\* only:*

**5.14 – \*The Julie Laible Memorial Session for Jackson Scholars\***

Friday, 11:05 a.m.– 12:20 p.m., Gunter Hotel  
\*Jackson Scholars\*,  
Friday, 5:30 -8:30 p.m., Travis

Contact Dr. Linda C. Tillman, Associate Director for Graduate Student Development at [tillman@email.unc.edu](mailto:tillman@email.unc.edu) or (919) 843-998 with any questions.



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## 2006 CONFERENCE KEYNOTE SPEAKERS

### UCEA Presidential Address: Michael Dantley, Miami University

Session 1, Thursday, 5:00 PM – 6:30 PM



Michael Dantley, Professor and Interim Associate Dean, School of Education and Allied Professions, Miami University will deliver the opening keynote for this general session. Dr. Dantley received his Ph.D. from the University of Cincinnati and is currently teaching at Miami University. Dr. Dantley also serves as senior pastor at the Christ Emmanuel Christian Fellowship. His research interests include the importance of spirituality, faith and morality in educational leadership, leadership and democracy, critical race theory, and social justice theory. His articles have appeared in *Educational Administration Quarterly*, *International Journal of Qualitative Studies in Education*, and the *Journal of School Leadership*. His contribution to book chapters include "Social Justice and Moral/Transformative Leadership" (2005) with Linda Tillman; "Moral leadership: Shifting the management paradigm" (2004); and "A Christian view of spirituality and education" (2004). He is currently working on a book with Colleen Capper entitled *Leadership, Spirituality and Social Justice in Public Schools*. He has been involved with UCEA for several years, serving as PSR, a member of the UCEA Board and as President.

### Texas A & M Social Justice Keynote Address: Angela Valenzuela, University of Texas at Austin

Session 16, Saturday, 1:55 PM – 3:10 PM



*U.S. Latina/os and Cultural Citizenship: From Civil to Human Rights*

Angela Valenzuela is an associate professor in Education and Mexican American Studies at the University of Texas at Austin. Her book, *Subtractive Schooling: U.S. – Mexican Youth and the Politics of Caring* recently won the AERA Outstanding Book Award. At this time, Dr. Valenzuela is involved in a research project studying the concept of additive schooling with a focus on effective teaching practices with respect to Latino youth located in reform-oriented, inner-city Houston schools. Her central research themes are education, social capital, politics of caring, subtractive and additive schooling.

### Texas State University Keynote Address: Jorge Gonzalez, Universidad Nacional Autonoma de Mexico

Session 10, Friday, 6:30 PM - 7:50 PM



*The Development of Cyber Culture as a Strategy to Reweave Social Relationships*

Strong social relationships become possible when a collective takes it upon itself to become an "emergent local knowledge community" that dramatically increases its culture of information, communication and knowledge. Dr. Jorge Gonzalez will share the experiences of several such communities in countries around the world and report on the work of the First International Colloquium on Cyber culture: Emergent Local Knowledge Communities. A response will follow in a Symposium of several scholars from Mexico, scheduled for Saturday, November 11, 2006 in session 15.12 from 12:30 PM to 1:45 PM.

### UCEA Featured Speaker: Antonio Garza, US Ambassador to Mexico

Session 20, Sunday, 9:25 – 10:55 AM



Antonio Garza serves as the United States Ambassador to Mexico. Before being sworn in as Ambassador in November of 2002, Mr. Garza served as Texas' Railroad Commissioner and became the first Hispanic Republican in Texas history to be elected to a statewide office. He has served on a number of delegations to Nicaragua and El Salvador to observe elections and voter registration drives. Under then-governor, G. W. Bush, Ambassador Garza was Texas' 99<sup>th</sup> Secretary of State and a Senior Advisor to the Governor. Under his appointment, he reformed Texas Election Law and served as a chief liaison between Texas and Mexico, concentrating on issues regarding free trade, environment, and relations between Texas and Mexico. Ambassador Garza has also served on the Advisory Board of the G. W. Bush School of Government and Public Service at Texas A&M University and currently serves on the Board of Directors of the Texas Exes, the University of Texas at Austin's alumni association. Ambassador Garza earned his Bachelor's degree in Business Administration at UT-Austin and his Doctor of Jurisprudence from Southern Methodist University School of Law.

### Barbara L. Jackson Scholar Keynote Speakers: Edmund Gordon and Ted Gordon

Friday, 6:30 PM - 8:30 PM (By Invitation Only)

*The Barbara Jackson Scholars Network is proud to sponsor two keynote speakers this year: Ted Gordon and Edmund Gordon:*



Edmund Gordon is the Richard March Hoe Emeritus Professor of Psychology and Education and Director of the Institute of Urban and Minority Education which he founded. He has been a lifelong champion of "supplementary education"-- the idea that children must be supported by a network of caring community and family to ensure that out-of-school educational experiences positively shape their intellectual development and well-being. Recently, Dr. Gordon was named a special advisor to The Campaign for Educational Equity. He is also the John M. Musser Professor of Psychology Emeritus at Yale University. He was one of the founders and designers of the Head Start program and helped write the Elementary and Secondary Education Act of 1965, among many other achievements. A January 2003 article in the New York Times said Gordon "could reasonably be called one of the leading psychologists of our era and the premier black psychologist."



Edmund T. (Ted) Gordon is an Associate Professor in the Department of Anthropology at the University of Texas at Austin, and the Director of the Center for African and African American Studies. Dr. Gordon received his Ph.D. from Stanford University. Dr. E.T. Gordon conducts research in the areas of economic anthropology, maritime anthropology, ethnicity and social stratification, the cultural politics of Black masculinity and the interaction between cultural, economic and political phenomena in the African Diaspora in the Americas and the Caribbean.

### The Pennsylvania State University Mitstifer Keynote Lecture: Richard Elmore, Harvard University

Session 13, Saturday, 9:25 AM – 10:55 AM



Richard Elmore is currently the Gregory R. Anrig Professor of Educational Leadership Director for the Consortium for Policy Research in Education (CPRE) at Harvard University. Dr. Elmore's research examines the effects of education policy (federal, state, and local) on schools. His current work explores how different schools with different policy contexts can be accountable and develop high quality instruction. His other research interests include educational choice, the effects of teaching and learning on school organization, and school restructuring. In his current role, Dr. Elmore manages CPRE, a consortium of universities interested in research on state and local education policy. Dr. Elmore has also held position with the Department of Health, Education, and Welfare and the US Office of Education as well as serving as a consultant and advisor at the city, state, and national government level. Several of his books include *Restructuring in the Classroom: Teaching, Learning, and School Organization* (with P. Peterson and S. McCarthy) (1996), *Who Chooses, Who Loses? Culture, Institutions, and the Unequal Effects of School Choice* (ed. with B. Fuller and G. Orfield) (1996), *The Governance of Curriculum* (with S. Fuhrman) (1994), and *Restructuring Schools: The Next Generation of Educational Reform* (1990).



# 2006 UCEA PSR's



Arizona State University, L. Kay Hartwell-Hunnicut  
Auburn University, Cynthia J. Reed  
Bowling Green State University, Julie Edmister  
Brigham Young University, Julie M. Hite  
Clemson University, Diane  
College of William & Mary, Michael F. DiPaola  
Duquesne University, James E. Henderson  
Florida State University, Jeffrey S. Brooks  
Fordham University, Gerald Cattaro  
Georgia State University, Eric Freeman  
Hofstra University, Jonathan D. Becker  
Illinois State University, Linda L. Lyman  
Indiana University-Bloomington, Gerardo R. L pez  
Iowa State University, Joanne Marshall  
Kansas State University, Trudy Campbell-Salsberry  
Kent State University, Autumn K. Tooms  
Lehigh University, Jill Sperandio  
Louisiana State University, Wade Smith  
Miami University, Ellen V. Bueschel  
Michigan State University, Susan Printy  
New Mexico State University, Dana Christman  
New York University, Colleen Larson  
Northern Illinois University, Teresa Wasonga  
Ohio State University, Scott R. Sweetland  
Oklahoma State University, Edward L. Harris  
Pennsylvania State University, Susan C. Faircloth  
Portland State University, Carolyn S. Carr  
Rutgers University, Edward Liu  
Saint Louis University, William T. Rebore  
Sam Houston State University, Beverly Irby  
Temple University, Steven Jay Gross  
Tennessee State University, Janet Finch  
Texas A&M University, Kathryn McKenzie  
Texas State University-San Marcos, Marla McGhee  
University at Buffalo, SUNY, Corrie Giles  
University of Alabama, C. John Tarter  
University of British Columbia, Andre Mazawi

University of California-Santa, Barbara Naftaly S. Glasman  
University of Cincinnati, James W. Koschoreck  
University of Connecticut, Patsy E. Johnson  
University of Dayton, Charles J. Russo  
University of Florida, R. Craig Wood  
University of Georgia, Catherine C. Sielke  
University of Houston, Angus MacNeil  
University of Illinois-Urbana-Champaign, Carolyn M. Shields  
University of Iowa, Marcus Haack  
University of Kansas, Bruce D. Baker  
University of Kentucky, Tricia Browne-Ferrigno  
University of Louisville, John L. Keedy  
University of Maryland, Hanne B. Mawhinney  
University of Michigan, Roger D. Goddard  
University of Minnesota, Nicola Alexander-Knight  
University of Missouri-Columbia, Jay Paredes Scribner  
University of Nebraska-Lincoln, Barbara Y. LaCost  
University of Nevada, Las Vegas, James R. Crawford  
University of New Mexico, Carolyn J. Wood  
University of North Carolina-Chapel Hill, Kathleen M. Brown  
University of Northern Colorado, Kathryn S. Whitaker  
University of Oklahoma, Gregg A. Garn  
University of Oregon, Philip McCullum  
University of Pittsburgh, Sean Hughes  
University of Tennessee-Knoxville, Vincent Anfara, Jr  
University of Texas-Austin, Juanita Garcia  
University of Texas-Pan American, Noe Saucedo  
University of Texas-San Antonio, Alan R. Shoho  
University of Toledo, Caroline Roettger  
University of Utah, Andrea K. Rorrer  
University of Virginia, Pamela D. Tucker  
University of Washington, Bradley S. Portin  
University of Wisconsin-Madison, Richard Halverson  
University of Wisconsin-Milwaukee, Floyd Beachum  
Vanderbilt University, Claire E. Smrekar

***UCEA WOULD LIKE TO EXTEND OUR THANKS TO ALL OF THOSE WHO SELFLESSLY OFFER THEIR TIME, EXPERIENCE, AND EXPERTISE TO THIS ORGANIZATION FOR THE BENEFIT OF THE EDUCATION OF STUDENTS AROUND THE WORLD.***

## 2006 Convention Exhibitors

- |   |  |
|---|--|
| ■ Anker Publishing Company, Inc.        | ■ National Professional Resource, Inc. |
| ■ Corwin Press, A Sage Publications Co. | ■ NSBA Council of School Attorneys     |
| ■ Eye on Education                      | ■ Routledge                            |
| ■ Information Age Publishing            | ■ Sage Publications                    |
| ■ Lawrence Erlbaum Associates, Inc.     | ■ Rowan And Littlefield                |

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Register on-line  
Starting June 1, 2006

# UCEA Convention 2006



Exploring Contested Intersections of Democracy, Social Justice, and Globalization  
November 9-12, 2006

## Registration *(Form may be photocopied.)*

<b>BADGE INFO</b>	Name _____
	Affiliation _____ Position _____
	Address _____
	City _____ State _____ Zip _____
	Phone _____ E-mail _____
	How many UCEA conventions have you attended (not including this one)? _____

<b>REGISTRATION</b>	<b>PLEASE CIRCLE ONLY ONE REGISTRATION FEES</b>		
		Before 10/1	After 10/1
	• UCEA University Faculty .....	\$75 .....	\$100 .....
	• Non-UCEA Faculty .....	\$100 .....	\$115 .....
	• Practicing Administrator .....	\$100 .....	\$115 .....
• Graduate Student .....	\$40 .....	\$55 .....	
			\$ _____ Registration Total

Graduate Students, please obtain Advisor's Signature: \_\_\_\_\_

<b>OTHER</b>	<b>PLEASE FILL IN APPROPRIATE SELECTIONS</b>	
	_____ # of Banquet Dinner Tickets Needed (\$40.00 each)	\$ _____ Banquet Tickets
	_____ Check here if you would prefer a vegetarian entree	
	_____ Check here if you plan to attend the Past President's Reception	
	_____ Check here if you plan to attend the Sunday breakfast	
	_____ Contribution to Clark Seminar	
	_____ Contribution to Barbara Jackson Scholars	\$ _____ Contribution Total

**Checks Should Be Made Payable to "UCEA" in U.S. Dollars** \$ \_\_\_\_\_  
**Total Enclosed**

Return check and completed registration form to: UCEA, 1 University Station - D5400, Austin, TX 78712-0374. If you wish to use a credit card, you must register through the UCEA website ([www.ucea.org](http://www.ucea.org)) beginning June 1, 2006. Institutional purchase orders for registration fees will be accepted only through September 20th. Refund requests will not be considered after October 1st.

<b>DRIVING DIRECTIONS</b>
<b>FROM THE AIRPORT</b> Leave the airport complex and take Hwy. 281 South (also Ih-37 south). Exit Houston Street and turn right. Follow road to Broadway and turn left. Proceed to Travis St. and turn right. Hotel is located one block on left. Travel time is about 20 minutes.

<b>ARRIVAL TIMES</b>
<b>Executive Committee</b> by noon, Tuesday, November 7. <b>Plenum Representatives</b> by 8:00 a.m., Thursday, November 9. <b>Graduate Students</b> by 5 p.m., Thursday, November 9. <b>Convention Participants</b> by 5 p.m., Thursday, November 9. <b>The Opening General session</b> begins at 5 p.m., Thursday, November 9. <b>Convention ends on Sunday, November 13, at 1:00 pm.</b>

# UCEA HOTEL REGISTRATION FORM 2006

Exploring Contested Intersections of Democracy, Social Justice, and Globalization | November 9 - 12, 2006



**Sheraton Gunter Hotel** | 205 East Houston Street | San Antonio, TX 78205 | Hotel: 210-227-3241 | Fax: 210-227-9305

Name \_\_\_\_\_

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Phone \_\_\_\_\_ Fax \_\_\_\_\_

**Check-In Time:** 3:00 PM Arrival Date \_\_\_\_\_

**Check-Out Time:** 12:00 PM Departure Date \_\_\_\_\_

**Single** [ ] \$120 **Doubles** [ ] \$120 **Triples** [ ] \$130  
**Quad** [ ] \$140 **Suites** [ ] \$755 & up

[ ] **Smoking** [ ] **Non-smoking**

[ ] ADA Requirements \_\_\_\_\_

[ ] Advance Deposit (One Night's Deposit Required; checks & Credit Cards are acceptable to establish prepayment)

[ ] Credit Card (If you choose to use a credit card, please complete the information below. Credit cards will be charged when reservation is made.)

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Print the name shown on the card:

I authorize the hotel to charge one night's room rate plus tax to this credit card if I fail to show up without cancelling my reservation by 3:00 pm on the arrival date.

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Every effort will be made to accommodate those guests arriving at the hotel prior to the designated check-in time. These rates are quoted exclusive of appropriate state and local taxes, which is currently 16.75%. If calling the hotel, be sure to mention The University Council for Educational Administration to receive the special convention group rate.

## SHERATON GUNTER HOTEL

This year, the Sheraton Gunter Hotel has been selected as the UCEA overflow hotel, found a block from the main convention hotel.

Extra persons will be charged \$10.00 per night and \$20 per night will be added for additional bedding.

**All rates are available until October 16, 2006. After this date, rates increase substantially. Please make your reservations early!**

**Names of Other Occupants and arrival dates (if applicable):**

\_\_\_\_\_  
\_\_\_\_\_

**PLEASE RETURN BY MAIL OR FAX to Sheraton Gunter Hotel | 205 East Houston Street | San Antonio, TX 78205 | Hotel: 210-227-3241 | Fax: 210-227-9305**

### AIRPORT SHUTTLE & TAXI

**Shuttle Service is available at \$12.00 per person one-way and \$22.00 roundtrip. Taxi service is \$18.00 one-way and \$38.00 roundtrip.**



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## 2006-2007 Calendar

### Contributing to the UCEA Review

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

#### Feature Editor:

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#### Managing Editor:

Chad Sayre (University of Missouri-Columbia)  
cws422@mizzou.edu

October 5-7, 2006.....	Values and Leadership Conference Vancouver, BC, Canada
October 12-17, 2006.....	CCEAM Conference Cyprus, Greece
November 7-9, 2006.....	UCEA Governance Meeting San Antonio, TX
November 9-12, 2006.....	Annual UCEA Convention San Antonio, TX
November 20, 2006.....	Nominations for the Clark Seminar Due UCEA, HQ
February 23-25, 2007.....	NASSP Conference Las Vegas, NV
March 1-2, 2007.....	UCEA Convention Planning Washington, DC
March 2-4, 2007.....	UCEA Executive Committee Meeting Washington, DC
April 13-14, 2007.....	David L. Clark Graduate Research Seminar Chicago, IL
April 2007.....	UCEA/Div A/Div L/Corwin Press Reception Chicago, IL
April 2007.....	Jackson Scholar Workshop Chicago, IL



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## UCEA Review

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

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