Letters to the Next President From UCEA

This set of letters to the next president was inspired by Dr. Carl Glickman’s broader effort to draw attention to essential issues in education. UCEA leadership was compelled to make a similar contribution focused on what matters most in the preparation and development of educational leaders. The letters that appear here from the UCEA Executive Committee members and others that we have received have been forwarded to the candidates of both political parties. On behalf of UCEA, I encourage you to write a letter of your own, expressing the priorities that you hold for educational leadership, preparation, and the field at large. – Michelle D. Young, UCEA Executive Director

Dear President,

Congratulations on your recent victory. Your election has raised the spirits of millions of Americans, myself included. Over the next few years, you will have your work cut out for you addressing the most pressing issues of our time, most notably, ending the war in Iraq, revitalizing our economy, and instituting universal health care. But, in addition, I believe that the real success of your presidency ultimately will depend upon your ability to lay a strong foundation for a brighter future. Dynamic leaders, such as you, do two things really well: They set a direction, and then they motivate and influence others to follow in that direction. To that end, I would like to suggest a direction for public education in the form of a modest proposal, not of the Jonathan Swift “Potato Famine” variety, but rather one that is modest in cost, while potentially rich in productive outcomes. Specifically, I would like to propose the immediate creation of an Educational Leadership Corps that would help to create a cadre of high-quality principals specifically prepared to lead America’s most underachieving schools, which are most often found in our country’s high-poverty, inner-city, and rural communities.

Others who have written to you undoubtedly have made compelling cases for much-needed changes in the structural, instructional, and financial underpinnings of public education. But I would caution that such changes, as necessary as they may be, may not realize their full potential in the absence of high-caliber leadership, and there is mounting empirical evidence that educational leadership matters, particularly when it comes to improving the academic and affective performance of students, especially those attending high-poverty schools.

Two leading educational researchers, Kenneth Leithwood and Carolyn Riehl, have conducted an extensive review of empirical studies examining the relationships between what school leaders do and the performance of students under their charge. They concluded that there exists a set of essential core practices that are necessary, but insufficient, for student success, regardless of a school’s educational context: (a) setting a direction, (b) developing people, (c) redesigning the organization, and (d) managing the instructional program. Subsequent research studies, of which I have had a small part, reveal that when it comes to the academic performance of students attending high-poverty schools in inner-city or rural communities, principals also must be passionate, be persistent, and have the ability to be flexible in their thinking if they are successfully to enact these core practices and improve student performance.

It is with these research findings in mind that I propose an Educational Leadership Corps. Just what might such an Educational Leadership Corps look like? I believe that a pool of committed teachers already exists, teachers who have demonstrated both the ability to lead in the school workplace and a passion for working with children living in conditions of high poverty. These individuals, after going through a rigorous screening process, should be given tuition support to undertake their administrative preparation in nationally accredited programs as well as financial support so that they can undertake a full year, full-time clinical internship as a school leader in a high-poverty school. The idea underlying this proposal is relatively simple; we use the key dispositions of passion, persistence, flexibility of thinking, and demonstrated leadership as criteria for...
In This Issue...

Letters to the Next President From UCEA

Feature Article: A Pedagogy of Civic Engagement: A Conversation With Khaula Murtadha

Point/Counterpoint: Preparing Democratic Educational Leaders: A Conversation With Autumn Tooms

Revisiting the Insights and Ideas of Jack Culbertson

Feature Article: Comparison Between U.S. and UK Universities

Innovative Programs: Chinese University of Hong Kong

2008 UCEA Convention Information

2008-2009 UCEA Calendar

selection into the corps. Once selected, we then introduce the candidates to the essential core practices, while simultaneously allowing them the opportunity to exercise those skills in the settings where they are in greatest need. Graduates of the corps then will be obligated to a prespecified period of service (e.g., at least 3 years) in a high-poverty school, with the hope that this obligation will become a commitment to improving the life opportunities of our nation’s poorest children.

I know that you are acutely aware that the “Savage Inequalities” in public education that Jonathan Kozol wrote about almost two decades ago, still exist. I also know that you always have placed improving public education high on your political agenda, which is why I feel so confident that this proposal will be given an understanding read. This is a great nation that can have an even brighter future if we develop a more effective way to make our most functional vehicle for social mobility, public education, more productive for those who need it the most. I believe that through the creation of an Educational Leadership Corps, preparing a new generation of high-quality principals to lead America’s most challenging schools, we can go a long way towards making that dream of a brighter future a reality. I also believe that you are precisely the leader we need to make this a reality.

Sincerely,

Dr. Stephen Jacobson
Professor and Associate Dean for Academic Affairs
Graduate School of Education
University at Buffalo – State University of New York

Dear Mr. President,

Public demands for more effective schools and continuous improvement have placed growing attention on the crucial role of school leaders. Although multiple factors influence student achievement, evidence suggests that the leadership influence is second only to the influences of classroom instruction on student achievement in schools.

Educational leadership is the primary concern of the University Council for Educational Administration (UCEA). For over 50 years UCEA has worked with member organizations and other partners to support research-informed educational leadership preparation, practice, and policy. Reviews of research suggest that successful school leaders influence student achievement in several important ways, but primarily through their influence on staff and on their organizations. The most critical leadership practices are setting direction (through vision, goals, and expectations), helping individual teachers (through support and modeling), redesigning the organization (to foster collaboration and engage families and community), and organizational management (providing organizational resources and support).

Given the importance of leadership, educational leadership preparation and development have become the primary educational reform strategies of this decade. With the increased emphasis on leadership development have come concerns about the quality of available preparation and development opportunities. Thousands of such programs are operating in the U.S., of which just under 500 provide university-based leadership preparation, making it very difficult to characterize their quality overall. However, current research on leadership preparation suggests that highly effective leadership preparation programs are distinguishable by their features and by their influence on their graduates’ learning and career advancement. Moreover, research has revealed that this influence is independent of candidates’ prior experience and initial aspirations.

Increasing numbers of scholars, many affiliated with the UCEA–Learning and Teaching in Educational Leadership (LTEL) Evaluation Research Taskforce and the UCEA–American Educational Research Association (AERA) Joint Research Taskforce on Educational Leadership Preparation, have been engaged in individual and joint research on leadership preparation during the last decade. Strong relationships between programs’ standards-based curriculum and learning strategies and graduates’ learning and intermediate career outcomes have been identified, and the evidence of this relationship continues to grow. Research shows that more efficacious, high-quality leadership preparation programs have most or all of the following features:

1. Program engages in rigorous selection.
2. Program is coherently organized around a clear vision of leadership and learning.
3. Program content and internship experiences are standards based.
4. Program content and experiences are coherent, are challenging, and promote reflection.
5. Program has supportive structures that facilitate retention and engagement.
6. Program has appropriately qualified faculty.

In response to this growing body of knowledge, many university-based educational leadership preparation programs have redesigned their content and delivery to be more influential in graduates’ leadership and career development and leadership work to support student achievement. All UCEA member programs exhibit these program characteristics, given that they are embedded in UCEA membership criteria and are a requirement for membership. Impor-
tantly, research suggests that when exemplary preparation program features are in place, programs yield better graduate outcomes.

Significant gains have been made in understanding the link between leadership and learning, the link between preparation and effective leadership, and the incorporation of this knowledge in leadership preparation programs, particularly in UCEA member institutions. The fact is, educational leadership preparation programs can and do make a difference. However, just knowing that programs make a difference, as well as what program attributes are associated with effective leadership practice, is not enough; as a nation we now must devise a plan for supporting innovation, program self-evaluation, and improvement in the growing number of educational leadership preparation programs. Mr. President, we hope you will support the efforts of this nation’s university-based leadership development programs through both policy and resource allocations that enable quality programs to improve continuously and to lead the world in providing excellence in educational leadership development.

Sincerely,

Michelle D. Young
UCEA Executive Director

* * *

Dear Mr. President:

Congratulations on your victory in the Fall election. I am sure you know that education is one of the most important issues to American families. It is my fervent hope that your new administration will take stock of the past efforts and assumptions about how to improve the schools in the nation and reverse the abysmal tide of failed change efforts that have not worked. First, I believe the record clearly shows, as Deming foretold, one cannot test or inspect quality into anything. It is too late and too costly. More testing will not improve American education. We already know where the schools are working and where they are not. What we need are not more black-box economic models of schooling, but bolder and more imaginative ideas about how humans learn. Nearly all of the reforms funded so far reinforce current models of schooling that work for only a fractional part of our population. We need different schools, not merely alternative schools.

And we need radically different models of preparing school leaders. Unfortunately, current leadership approaches anchored in state standards and national accreditation earmarks are the living embodiment of deskilling methods of Frederick Taylor. While they may work for McDonald’s and Taco Bell, they leave our schools bereft of the true leaders they so desperately need. They substitute measures of efficiency for the intangibles of inspiration and compassion, which have anchored human learning over the centuries. Please help us fund bolder, imaginative, and genuine compassionate research for a new breed of educational leader who will transform our schools into places where the best of humanity’s values can be nurtured within our democracy.

Fenwick W. English
R. Wendell Eaves Senior Distinguished Professor of Educational Leadership
University of North Carolina at Chapel Hill

Dear Mr. President:

Many will no doubt have written to you urging you to consider the critical issues facing our public schools in America. Among the most pressing needs are (a) to reform the provisions of No Child Left Behind so that the assessments and standards that are used to determine the performance of schools and school districts are guided by research-based practices that inform our current knowledge about acceptable student achievement levels; (b) to provide adequate federal funding for NCLB in order to alleviate the financial burden in those areas that are least able to meet the requirements of the federal mandate; (c) to develop new federal programs that would provide for high-quality preparation for teachers and school administrators and encourage them to seek appointments in schools that most need their services; and (d) to create intervention strategies that would address the alarmingly high dropout rates across this country, particularly given that students of color and of lower socioeconomic status are disproportionately represented among those who fail to receive a high school diploma. These needs all clearly demand the attention of the new leadership in Washington, and I hope you will make it your priority to focus on reforming our system of public education so that all students will be trained in the knowledge, skills, and civic responsibility that will allow them to be successful, productive members of a democratic society.

I write to you, instead, on behalf of children like Lawrence King, a 15-year-old boy from California who was shot to death by a classmate reportedly because of his sexual orientation and gender expression. Or like the two sons of Jim Neal who were teased, harassed, and bullied because their father was a single, gay parent. Or like Jimmy Wheeler from Pennsylvania, who was so abused in high school for being gay that he wound up committing suicide. Or like the anonymous female student at Wayland High School in Michigan who was brutally beaten by two other girls for advocating gay rights.

All these stories point to the urgency for your administration to support federal legislation that would prohibit homophobic bullying and harassment in our public schools. Recent research has shown that despite the fact that many states have passed antibullying legislation to protect our students, few have provided the necessary resources to address the problem in any significant way. My letter to you, then, is an appeal to your sense of compassion to support a federal program that is sufficiently funded that would (a) enact antibullying policies, (b) include language that specifically addresses sexual orientation and gender expression, (c) provide funding for training and professional development for teachers and administrators, and (d) create the necessary infrastructure nationally and locally for adequate enforcement of these policies.

Mr. President, I know the task before you is large. As you reflect on these issues, I ask you to keep the Lawrence Kings and the Jimmy Wheelers in your thoughts. Their lives mattered…and we failed them. Please help us not to fail the thousands of gay, lesbian, bisexual, and transgendered youths in our public schools today.

Sincerely,

James W. Koschoreck, Ph.D.
Associate Professor
University of Cincinnati
Dear Democratic President:

Your recent election to the Presidency has in many ways re-
stored the vestiges of hope I have remaining in our country experi-
encing the kind of substantive changes I believe we so desperately
need. While I could articulate, at length, the kinds of changes I
believe we need, I’ll limit my litany of hopes and visions for our
country to the field of education.

I will not waste your valuable time preacing my desires for
education with a lengthy prelude. I’ll simply offer that the No Child
Left Behind legislation needs to be radically fixed or else scrapped
altogether. As you well know and have voiced during your cam-
paign, this unfortunate piece of bipartisan legislation was premised
on very faulty assumptions. What the legislation does is to highlight
a fact many have known for decades, that is, the presence of the
achievement gap between Black students and their White contem-
poraries. What are never addressed, however, are the properties of
what the noted critical and progressive scholar Herbert Marcuse
called the apparatus or the set of systemic dynamics that are at play
in our society that perpetuate not only academic inequalities, but
also social, cultural, economic, and political disparities. I believe you
understand that it is virtually impossible to separate what happens
in schools from the influences of the wider community. Further,
the very notion of a democratic citizenry is tarnished, if not alto-
gather hindered, by the perpetuation of the systemic, racist, and
classist institutional and personal behaviors and practices that ac-
company a Western, capitalist perspective. There is inherent in this
mindset a number of caste-propagating assumptions. First, within
this paradigm is the deeply ingrained notion of competition and
the survival as well as the thriving of the most fit. This ideological
position creates a hierarchical framework within which students and
indeed classes, genders, sexual orientations, religions, and abilities
vie for spaces of recognition, legitimation, and voice. A major part
of this competitive notion is the establishment of asymmetric rela-
tions of power grounded in identity politics that celebrate some
while denigrating others. In so doing, these identities that are reified
undoubtedly win in the competition.

In an effort to close the achievement gap, we have not em-
braced the contradictions and inherent dichotomies or binaries that
dominate the cultural and educational bill of fare in this nation. The
mere fact that there is the admission that a child is left behind de-
nudes the notion that the educational process has the systemic ap-
paratus to build and celebrate rituals, structures, and practices that
undeniably leave some children behind. Now, what educators have
not compelled legislators and other policymakers to do has been to
contextualize the educational process within the broader social and
cultural spaces of this country and to couple academic achievement
with decent wages, adequate jobs, antiracist projects, the end of an
unwarranted war, and the celebration of cultures that are outside
the dominant elite. Education does not occur in a vacuum but is a
major player in the perpetuation of the democratic experiment that
is being engaged in the United States. It seems to me then that the
plight of the education, particularly of children of color and pov-
erty, should become a major focal point of your newly appointed
Cabinet. They should be informed through discourse with students
and parents of color and poverty and with local school and univer-
sity personnel who are deeply entrenched in the work for quality
educational experiences, especially for the marginalized and disen-
franchised. Your Cabinet must be able to embrace the fact that each
of them and their department plays a pivotal role in the educational
process in this country.

Finally, Democratic President, your election also has high-
lighted for me what democracy and the cultivation of a democratic
citizenry is all about. Our schools have an obligation to contend with
the poignant issues of achievement but not merely as a mechanism
to move more people into the dwindling middle class. Education,
through what the noted Brazilian educator and philosopher, Paulo
Freire, has termed problem posing or critical pedagogy, becomes
a vehicle through which students are encouraged to read the word
and the world in order to bring about substantive, positive changes
in our society. Education, then, has a moral dimension to facilitate
the growth of democratic citizens who don’t merely subscribe to the
practices of voting in elections, but also participate in the proj-
ect of critique, of working from the grassroots to hold elected of-
icials accountable for these legislative decisions and to work toward
the eradication of all forms of racist, sexist, homophobic, and elitist
practices in our nation. Education stakeholders must take seriously
the need to produce organic intellectuals who see their academic
pursuits as not merely achievements to multiply personal aggran-
dizement, but as platforms to articulate visions of a better future
for all people.

Cordially,

A Hope-Renewed Citizen
Michael E. Dantley
Miami University

RFP: UCEA History Project

In honor of UCEA’s recent 50th anniversary, the UCEA
Executive Committee and Executive Director Michelle D.
Young are looking for a scholar—or group of scholars—to
write an article-length history of UCEA, revising and extending
the work done by Jack Culbertson in “Building Bridges.” We are
looking for an essay or collection of essays that critically exam-
ines UCEA and its growth within the context of the field.

Additionally, the proposed author(s) might address
UCEA’s relationship to other scholarly and professional asso-
ciations (AERA Divisions A&L, AASA, etc.), UCEA’s role in
providing forums for debates and controversies with the field,
and vehicles to promote scholarship on educational adminis-
tration and leadership (e.g., Educational Administration Quarterly,
Journal of Cases in Educational Leadership, Journal of Research on
Leadership Education, and other UCEA publication efforts).
UCEA will offer a modest honorarium to the successful
applicant(s) and will cover reasonable expenses. UCEA will fa-
cilitate consultation with present and former UCEA Executive
Committee members and Executive Directors, as well as access to
the UCEA archives located at The Ohio State University.
Relevant materials may also be found at the UCEA headquar-
ters. We expect the successful applicant(s) to discuss the history
of UCEA at a general session of the 2009 Convention.

For full consideration, please send a proposal (1,000 word
maximum), a vita, and a budget request to: Michelle D. Young,
Executive Director, UCEA (michelleyoung@austin.utexas.edu),
by December 10, 2008.
Dear President of These United States,

I write today concerning your leadership in the coming years for educational renewal in these United States.

It is not uncommon for the public to turn their attention towards reforming, or in the words of many, “fixing,” public schools. This attention generally accompanies a time when an individual, a family, a community, a state, or even a nation faces troubled times. These troubled times may be experienced as rising living costs; increased unemployment; escalating bankruptcy among individuals and corporations; declining viability of communities; dwindling sense of local control; deteriorating local, state, or national economic competitiveness; or diminishing influence in our democracy. The quality and status of education are certainly part of the discussion when seeking long-term solutions to these issues. However, the renewal of public education cannot continue to be reliant upon “quick fixes” or the fickle interests and attention of those seeking change in educational practice and policy based on their own personal or political interests and agendas.

Instead, education is worthy of the public’s sustained attention. In fact, in addition to the above-mentioned indicators, there are immediate and insistant indicators related to areas that need improvement. For instance, inadequate funding, inequitable access to learning opportunities and outcomes, persistent achievement gaps, dilapidated school buildings with oft-obsolete technology, displaced fine-arts programs, and a lack of affordability higher education are among educational indicators that demonstrate areas in need of attention. These issues affect the quality of education and life prospects for all children who attend public schools in these United States. Respectfully, to increase the flexibility of local districts and schools to engage in programs, initiatives, and innovative practices that can address these issues, federal political, policy, and fiscal support and incentives need to ensure

- Rigorous and culturally relevant standards and curriculum, pedagogy, and organizational practices;
- Adequate financial, human, and material resources;
- Preparation, recruitment, and retention of high-quality leaders and teachers in each school and classroom;
- Universally accessible early-childhood education and kindergarten;
- Small class sizes, particularly in the schools and classrooms such as in Grades K–3;
- Intradistrict-sponsored choice options that appeal to and meet the diverse interest and learning needs of students;
- Partnerships between higher education institutions and districts and schools to increase the pipeline to postsecondary education and recruit and develop teacher candidates;
- Authentic forms of assessment of student learning;
- Affordable postsecondary education;
- Adequate compensation for principals and teachers; and
- The use of multiple research methods and lines of evidence to determine the effectiveness of policies and practices.

In addition to these suggestions, please be sensitive to not creating or supporting federal or state policies that hinder local flexibility or local control to create schools that support children, teachers, and families and increase student learning and opportunities. At the same time, guarantee that local control for education means more than a single constituent group getting what they want or restricting the rights and opportunities of others. Instead, local control has to be developed as a mechanism that allows districts and schools to be responsive to the learning needs of all of their students while also extending learning opportunities.

In conclusion, it seems we remember with great nostalgia a time when schools were the center of our communities and education served as the “great equalizer.” These memories dismiss the value of accepting responsibility for a system that historically has served as a gatekeeper to lifelong prosperity, particularly for children of color, children living in poverty, children who are English language learners, and children who need special education support.

Today, however, presents a new opportunity for hope and for the renewal of public education. Today, we begin to create a system where the quality of education is not dependent upon a child’s race, family or community wealth, or geographic location. Today, we need a sense of collective responsibility for public education, which you can lead. Help us create a collective responsibility for public education, one that stretches us well beyond simplistic and shallow themes and transcends political agendas. Today, let us acknowledge that complex solutions are necessary for complex problems, and that these solutions will require the collective efforts of educational leaders, educators, parents and guardians, children, policymakers, communities and the organizations that serve them, and the business community. Today, support the renewal of an educational system that exemplifies both excellence and equity. Let today be a defining moment by eliminating those policies and practices that to date have contributed to the sorting and sequestering of individuals into divided communities, a divided labor market, and a divided Nation.

Sincerely,

Andrea K. Rorrer
University of Utah

* * *

Dear Mr. President:

As you begin your first term in office, I want to share my thoughts on educational issues as a member of the Executive Committee of the University Council for Educational Administration (UCEA, www.ucea.org). UCEA is an international consortium of research universities, mainly in the United States but with member institutions in China and Great Britain. The dual mission of UCEA is to improve the preparation of educational leaders and to promote the development of professional knowledge in school improvement and administration.

As you are well aware, the importance of leadership in any endeavor cannot be understated. Whether running a country (President), business or organization (CEO), or school or school district (principal or superintendent), leadership is the key to highly successful organizations and effective performance. As noted author Jim Collins wrote in Good to Great, the key to successful organizations is getting the right people on the bus and putting them in the right seats.

Having just experienced the longest, most expensive and grueling campaign for the Presidency, I want to share my thoughts on how to improve schools and student achievement through educa-
tional leadership development and policies. First, no policies, edu-
cational or otherwise, should be passed unless requisite funding is
attached. In recent years, from federal to state legislatures, there has
been an abundance of unfunded or underfunded mandated laws
and policies (e.g., NCLB and IDEA). This must stop. Its impact has
had an adverse impact on quality of services schools can provide.

Second, it is important to recognize that there is no one solu-
tion: In other words, one size does not fit all. However, while this
may sound like common sense, in recent years that “common
sense” isn’t so common, especially among policymakers. Given this
revelation, I recommend you revert years of centralization of the
educational process and return it to the local communities where
the legal fiduciary responsibility resides. By empowering local com-
unities, you instill the trust of the Presidency in the people who
are closest to the teaching and learning process.

Third, research studies definitively have demonstrated that
educational leadership matters. Thus, I encourage you and your
educational advisors to support funding at the federal level for lead-
ership development and research activities. At present, the research
and leadership development funding is paltry. As my father com-
monly says, “You only get what you pay for.” In addition, I hope
you exercise your considerable influence to sway state legislatures to
invest in educational leadership development. For example, the state
of North Carolina has invested millions to provide full-time paid
internships to aspiring school leaders. This program pays enormous
dividends to the schools and children of North Carolina. Unfortu-
ately, this program is unique and uncommon to the rest of the
country.

And last of all, I encourage you to raise the level of national
and international discourse and serve as a role model for the rest of
the world. Taking a cue from Robert Fulghum’s All I Really Need
to Know I Learned in Kindergarten, I encourage you to be a role
model for others:

• Be nice
• Be polite
• Think of others before you think of yourself
• Listen before you act
• Share with others
• Agree to disagree
• Treat your enemies like your friends

As President, you have the opportunity to rise above partis-
anship and narrow agendas to work towards a better future for all the
children in America and around the world. Education is the great
equalizer, and as the country’s educational leader, you can foster
meaningful change or watch a significant percentage of another
generation lose hope.

Respectfully submitted,

Alan R. Shoho, Ed.D.
Professor of Educational Leadership and Policy Studies
University of Texas at San Antonio

* * *

Dear President,

I have thought a great deal about you lately and what it must
feel like to have the hopes of an entire nation dedicated to the
promise of your leadership. I thought we could celebrate your vic-
tory by taking a walk together from your house around the tidal ba-
sin, and up into the Jefferson Memorial. I’m confident you already
appreciate this impressive architectural symbol. The pink Tennessee
marble floor underneath the rotunda is indeed ethereal; the bronze
statue of Mr. Jefferson in the center of that floor invites more than
a little contemplation. However, I would like you look up at the
frieze underneath the dome. It is inscribed, “I have sworn upon the
alter of God eternal hostility against every form of tyranny over the
mind of man.”

I brought you here because honoring these words is my life’s
work. I humbly request that you do the same. Jefferson’s oath is a
legacy that recognizes the inextricable binds between democratic
leadership and education. In order to understand the implications
of such relationship, I think you should step back from the policy
discussions of No Child Left Behind and consider Jefferson’s cov-
enant in terms of three issues central to the state of our educational
delivery system: (a) the purpose of schools in our society; (b) the
profound importance of literacy; and (c) the vast abyss between
schools, communities, and the colleges and universities whose mis-
sion is it to educate professionals who serve school systems.

The first of these issues is a consideration of the purpose of
school in our society. George Counts (1932) argued that legitimate
understandings of the purpose of school are not solely based on a
goal that is the production of good citizens. Rather, he encouraged
Americans to see that schools and society are related in such a way
that allows society to impose biases on the free mind of a child as
to what is “normal,” “good,” or “bad.” Thus, education is a actually
a political endeavor in which “the schools follow the wishes of the
groups of classes that actually rule society” (Counts, 1932, p. 25).
The French philosopher Michele Foucault (1975) added to this line
of thinking when he noted some 43 years later that schools, like
prisons, punish those who are not in sync with the rules of normal-
cy set by members of a dominant group. Gramsci (1971) extended
this discussion when used the term hegemony to explain how some
groups maintain invisible dominance over other groups in a soci-
ety via coercive messages that permeate the nooks and crannies of
society, and therefore schools. What is most frightening about the
dynamic of hegemony is that those who are oppressed are kept in a
state of submission because the cultural messages they are given by
the dominant group are centered on the dominant group’s view of
what is normal. Hegemony is the force behind monolingual, Eng-
lish-speaking teachers in a Phoenix school refusing to work with
English language learners because “those kids” are not “really” part
of their job responsibilities. Hegemony is also present when a New
Jersey assistant principal tells an effeminate boy’s parents that their
son invited classmates to bully him repeatedly because he “acted
weird.” The purpose of school is often to sift and sort children into
social cubby holes of gifted, struggling, or impossible to teach. This
sifting takes place because of the hegemonic structures found in
society, and they are often overlooked in terms of their existence
and their impact on curriculum.

The second consideration worthy of your attention is the cen-
ter of curriculum and therefore teaching and learning. I am speak-
ing, of course, about literacy, which is an issue that can be related to
tyrannies in both children and adults’ lives. Literacy abilities affect
every aspect of children’s schooling, from achievement to attend-
dance to referral for special services to graduation from high school
(Padak & Rasinski, 2003). For adults, literacy abilities are related to
socioeconomic status, health, employment, and even involvement
with the justice system. And one of the best predictors of a child’s success in school is the educational attainment of his or her parents.

Thus, our education system needs to focus on helping all students become literate. This effort needs to begin before children enter school, for children in poor families enter school at a distinct disadvantage in oral language opportunities (they have heard 30 million fewer words than their more affluent counterparts), which affects their later school success (Hart & Risley, 1995, 2003). The academic cornerstone of our efforts to break tyrannical structures in society and improve people’s lives then must be the attention to effective literacy instruction, beginning in preschool and extending to adult education programs.

Lastly, I would like to focus your attention on the chasm between three entities central to our nation’s infrastructure: (a) schools, (b) communities, and (c) the colleges and universities dedicated to the education of school professionals. Each of these bodies rightly has a distinct mission. And we as a society function best when all three can fulfill those missions. Yet, in doing so, healthy tensions arise that only a leader (such as a president or an educational leader) can address successfully. For example, the professional community of educational leadership experiences great tension because the mission of universities and colleges is to educate teachers and school leaders to innovate in schools. Yet, school systems are bound by reflexive structures that reward homage to the hegemonic rules of society. That does not mean that innovation in schools is impossible. Instead, what happens is that school leaders and teachers are forced to address forms of tyranny that seep into the classroom from legislated mandates as well as from hegemonic pressures on teaching and curriculum. The leader’s role in this sea of tensions is to get schools, universities, and communities to engage in democratic processes that include authentic listening and authentic collaboration, so that schools can provide the greatest support possible to the children and communities they serve.

Tyranny happens over our children’s minds when our schools fail to set an example grounded in the humanitarian acceptance of diversity defined in terms of race, ethnicity, gender, and sexual identity (West, 2004). Schools can break this dynamic by beginning the difficult work of recognizing first that school environments and staff play a part in perpetuating who counts in our society and who does not. If you are serious about a new future for our society, you must break the tyranny rooted in the hegemonic structures found in our nation’s schools. You must be diligent in your efforts to ensure a literate citizenry. You must facilitate the construction of legitimate bridges between schools, communities, and universities that prepare educators. Perhaps most importantly, our nation needs you to breathe life into Jefferson’s presidential promise by recognizing that education is a cultural and political endeavor. When you address structures that sift and sort school children into destinies related to socioeconomic class and hegemonic structures, you empower our nation to address issues of tyranny over the minds of men, women, and children.

Counts, G. (1932). Dare the schools build a new social order? New York: John Day.


Sincerely,

Autumn Tooms
Kent State University

Letter to the Next President:

Attempting to gain gain gain power, wealth, control breeds fear, initiates conflict, hurts people. Individually and together, practicing practicing practicing compassion, appreciation, sensitivity, care toward everyone facilitates hope, connection community. Working on, even if we/you/I constantly fail, having an open heart toward everyone we engage with cases pain, fear, conflict.

We/you/I don’t have to always succeed, we simply have to keep trying trying trying.

With all of our many differences, we Are all sisters and brothers. This is not a choice. It is unquestionable. Indeed, the entire earth is composed of our sisters and brothers. We have no separation from the air, the water, the soil. We are them, and they are us. We breathe in, breathe out the same air that our sisters and brothers breathe in, breathe out. No one is isolated from anyone else. In the deepest, most profound ways, we are all intimately connected, intimately a part of each other, air, water, people, food, soil shared by all. Each act you do eventually flows through me; each act I do eventually flows through you. Sooner or later, we all share we. Enacting this understanding of our profound, intimate interconnectedness does not require perfection from any of us; it only requires that we keep trying. Not perfection, just constant effort, practice, attempts.

Our world is full of pain separation fear alienation hatred inequity conflict injustice. Our responsibility, individually and collectively, to address all of this. Our damaging our environment in ways that are going to be devastasting. Our responsibility, individually and collectively, to address all of this.
Our new President, you are a critically important part of this, but so is every single person. Our salvation, our solutions are not under your control; it is always ours together. Our view of leadership is part of our problem. Our solution is that we are all leaders.

Each of us is exquisite. Each of us is necessary. Each of us is critically important. That's the point. Each and every one of us is truly, deeply, profoundly important and deserving of compassion, appreciation, sensitivity, and care.

Individually and collectively, we must carry the change. Individually and collectively, each day we only need to try, just try to open our hearts to everyone else, every one, no exceptions.

Individually and collectively, we know there is pain separation fear alienation hatred inequity conflict injustice; we know the earth and its creatures are being devastated.

Individually and collectively, we must take responsibility; we must act together; every day, we must act out of love, for love, and by love.

Jim Scheurich
Texas A&M University

* * *

Dear Mr. President,

Congratulations on being elected the 44th President of the United States of America. While this is indeed a great honor, it is also a great responsibility. As a lifelong educator, I write to you today asking for help. Our children are our future. As such, they deserve better!

The evidence is clear and alarming that various segments of our public school population across this great nation experience negative and inequitable treatment daily. When compared to their White middle-class counterparts, students of color, students of low socioeconomic status, students who speak languages other than English, and students with disabilities consistently experience significantly lower achievement test scores, teacher expectations, and allocation of resources.

To be frank, one reason that the “gaps” are so persistent, pervasive, and significantly disparate is that American schools have been pressured to preserve the status quo. That’s right, you know it as well as I: The historic marginalization of underprivileged students and the perpetuation of the status quo has served to benefit the same students and families for hundreds of years while simultaneously ignoring the needs of low-income, black, brown, native, and multiracial students and their families. As a result, these students, even without realizing it, often fall into predetermined molds designed for school failure and social inequity. They are “left behind” without hope, without vision, and without equal access to the excellent education to which all children are entitled.

Will you help, Mr. President? Will you help end the oppression of underserved children? Will you help fight for greater educational equity across racial and socioeconomic levels? If so, how? If not, why not?

With systemic equity, every learner has the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and for life. Although many schools are failing to fulfill this duty, others are meeting the challenge of serving each and every student well. In striving for excellence and equity, students from varied racial, socioeconomic, linguistic, and cultural backgrounds in these schools are learning at high academic levels. These are the schools, the leaders, the teachers, the students, families, and communities that we should be highlighting, honoring, and learning from. These are the schools that should receive daily press, accurate media attention, and noteworthy publicity. These are the schools our nation should tout as the model for all.

For this to happen, we need leaders committed to advocacy, solidarity, an awareness of societal structures of oppression, and critical social consciousness. This great nation cannot attain true excellence in education without effective school leadership. As you know, strong, outstanding leadership is necessary for any significant transformation of any organization, schools included. Exemplary leadership is needed to point to the necessity for change and to help implement educational equity (i.e., to leverage changes in daily practice, making small changes that begin to transform the larger system).

Unfortunately, the United States is experiencing a dearth of interested, willing, and qualified school leader candidates because the principal today is confronted with a job filled with conflict, ambiguity, and work overload. Fewer qualified people aspire to the principalship; good people are becoming increasingly harder to find; and, bright, young administrators aren’t appearing on the horizon. What are the realities of the job? Charged with the mission of improving education for all children (i.e., universal proficiency embodied by the No Child Left Behind Act), the principalship has become increasingly demanding. The role of school leadership has broadened from performing customary administrative and managerial duties to include curriculum development, data analysis, and instructional leadership. School principals today fill a role replete with contradictory demands. They are expected to work to transform, restructure, and redefine schools while they hold organizational positions traditionally committed to resisting change and maintaining stability.

The good news, Mr. President, is that there are principals who are facing these challenges every day, and despite countervailing pressures, they resist, survive, and transform schools. These leaders are willing and able to leave the comforts and confines of professional codes and state mandates for the riskier waters of higher moral callings. They understand that leadership is the enactment of values, that leadership depends upon relationships and shared values between leaders and followers. They also understand that not reflecting on, discussing, or addressing issues of race, poverty, and disability only further perpetuates the safeguarding of power and the status quo. Bottom line, they willingly and joyfully embrace their ethical and moral obligations to create schools that promote and deliver social justice. They believe that excellence and equity are the same!

We need your help, Mr. President. Excellence without equity simply reinforces and reproduces the hegemonic practices that
plague so many schools. Without accounting for equity, excellence is merely a title that fulfills a flawed political mandate. In a nation that prides itself in Liberty and Justice for All and political claims to Leave No Child Behind, we have to honor excellence by embracing equity. A school culture that perpetuates the status quo and social injustices is not really “excellent.” As such, excellence and equity must be pursued concurrently to assure that all students are served well and encouraged to perform at their highest level.

Do you agree? If so, we need policies and practices that actually support systemic equity in schools, not flawed systems of superficial recognition. We need policies and practices that support educational leaders committed to civil rights, not political figureheads committed to personal advancement. We need policies and practices that support best practices in schools, not magical mandates marked solely by students’ attainment of a target score on a culturally biased standardized test. Will you help, Mr. President? If so, how? If not, why not?

Gratefully,

Kathleen M. Brown, Ed.D.
UCEA Executive Committee Member
Associate Professor of Educational Leadership
University of North Carolina at Chapel Hill

---

**UCEA Employment Resource Center**

**UCEA Job Search Handbook**

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

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

**UCEA Job Posting Service**

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

---

**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 UCEA, Divisions A and L of the American Educational Research Association (AERA), and Sage Publications, brings emerging educational administration and policy scholars and noted researchers together for 2 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 United States and Canada. This year’s seminar will be held at the end of the AERA meeting in San Diego in April 2009.

**Nominations for the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy are due November 10, 2008.**

This deadline is much earlier than in past years, as is the AERA meeting itself. The planning committee decided to move the nomination period earlier in order to allow adequate time for the selection process and planning.

Clark Seminar nominees should be outstanding doctoral students in educational leadership, administration, and/or policy, seeking careers in academe. Nominees must have substantially completed their courses and must be in the process of formulating a dissertation proposal. Although nominees who have begun working on their dissertations will be considered, the seminar is structured for students who are at the proposal development stage. Nominations of students from underrepresented groups are strongly encouraged. Invitations will be issued to up 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 information sheet, a letter of nomination, a research abstract form, and a two-page statement of proposed research) for each nominee and mail or email all four items to be received by the UCEA staff no later than November 10, 2008. All nomination packet forms are available on the “Clark Seminar” page of the UCEA website (http://www.ucea.org). They also will be mailed to UCEA deans, chairs, and PSRs. We expect to extend invitations in December 2008. If you have any questions, please call (512) 475-8592.
Towards a Pedagogy of Civic Engagement in Educational Leadership: A Conversation With Khaula Murtadha

Gerardo R. López & Khaula Murtadha
Indiana University

Recently, Gerardo R. López (Indiana University–Bloomington) spoke with Khaula Murtadha (Indiana University/Purdue University–Indianapolis) about issues of civic engagement. Murtadha, Associate Vice Chancellor for Life Long Learning at IUPUI, is widely regarded as being at the forefront of equity and social justice issues in our field. Rather than engage López in a one-sided “interview,” Murtadha asked that the interview be structured as a dialogic conversation—similar to bell hooks and Cornel West’s groundbreaking text, Breaking Bread. This simple request not only highlights Murtadha’s personal philosophy, but also sheds light on the issue of civic engagement as a vehicle to redefine traditional assumptions. A portion of their conversation is transcribed below.

* * *

GRL: As you know, there are many competing definitions of civic education, civic engagement, and cultural studies. I, for one, think that the issue of civic engagement is beyond the preparation of so-called “good citizens.” There’s a political aspect that often gets glossed over. Your own work, for example, tries to connect the issue of civic education to the issue of civic engagement. That’s incredibly important, because the two terms do share a lot of underpinnings, but they are not necessarily coterminous. I would like the opportunity to just talk with you, about what directions we might be going in the field when we talk about civic engagement and its connection to what we’re doing in leadership preparation.

KM: I learned a lot from paying attention to teacher-education programs. What happened in that particular field is that the issue of civic engagement got watered down. We would have people do service learning, and we would call it civic engagement. That’s not always the case. They don’t mean the same thing. The idea of developing critical citizens, where people become much more literate about what we’re doing in our society, ought to be the goal for civic engagement. This engenders a broader notion of literacy and how we utilize multiple texts for our own political engagement.

GRL: I really like the way in which you bring in the issue of literacy. It almost has this Freirian flavor to it. Paulo Freire used to say that learners not only needed to learn how to “read the word,” but to be able to “read the world.” So we need to pay close attention to what’s going around us, and what it means to be a part of—and a spark for—change. Oftentimes, we hear the word literacy and we think it only deals with the ability to read.

KM: Right…and we’re not having that larger conversation about what literacy can be. That understanding has trickled all the way down to the elementary school level. So by the time we’re working with educational leaders, that notion of literacy has been so ingrained that it can only mean one thing. It’s no longer about literacy in the broader context, but literacy in a very narrow sense. It’s become oversimplified, and stripped of its critical capacity.

GRL: It’s become technical.

KM: Absolutely. And what it ends up doing is producing generations of individuals who don’t have a broader sense of civic engagement. In fact, literacy is often construed as the ability for one’s self to read. Not only is that oversimplified, but it privileges the individual over the collective. However, if we talk about literacy in terms of a community consciousness and a collective process, then it links it to that idea of cultural studies. No longer can literacy belong to a privileged few. In that respect, I like how Freire talked about it, because it gave our communities a chance to become much more aware of what was happening with government, with policy makers, with the economy, and with society as a whole. Once individuals have that voice, they use it in multiple ways, and they become much more able to bring about change because they are no longer ignorant of what’s going on around them. So people use literacy in critical ways: They become readers, they become writers, they become “doers” of change.

GRL: What I’d add to that is that this broader conceptualization also allows us to think of literacy as occurring in multiple spaces and in multiple places. It moves literacy beyond the text, and lets us see that there are different ways in which you can be literate. For example, bell hooks talks about media literacy—and how movies and television programs often communicate particular oppressive messages of and about African Americans and women. By interrogating those images, she argues, we are better able to “read” society in critical ways. So there are multiple ways to be literate that are not necessarily tied to the socially produced ways associated with that term.

KM: I’m currently working with a community-based organization, and we’re very concerned about literacy and engaging our larger community. So we asked ourselves, “How can we impact the issue of engagement of Black women in their children’s learning?” And we decided to go to beauty shops and barbershops and places where we know people sit and talk. So we had to find those sites. And it was so empowering just to be there and put literature there about the importance of our community. Traditionally, faculty in educational leadership programs don’t really go to those kinds of places to contact and work with individuals. Yet, those are the very same individuals we are drawing from to do our research in schools! Children come from communities and we, as faculty, need to think about what it means to be engaged with—and in—those communities. Yes, we have to do research, and we have to think about what it is we do in our classes. But if what we “do” is disconnected to the daily lives of people, then we miss the opportunity to build those capacities in the community as well as our understanding about those communities. So having a genuine presence in particular communities is, to me, precisely the notion of public scholarship and civic engagement.

GRL: I think that’s an important point. We rarely go into those places as academics. We don’t interrogate those spaces. When we think about research, especially the research we do in...
our field, it’s usually centered on the physical space of school. We believe that school is the place where leadership happens. More specifically, we tend to focus on the principal in that school as the sole arbiter of that leadership. So even though the field talks about leadership as being dispersed, we often focus on the person in position of power in a place called “school,” as opposed to the process of leadership itself and the various places and spaces where leadership and civic engagement happen.

**KM:** That’s one of the reasons why cultural studies is important. Lately I’ve been using a working definition for cultural studies. I start with the idea that groups of people have to make sense of their existence wherever they are. As such, we can’t engage civic mindedness and change, until we’re much more attentive to the types of challenges people face within their particular context and the different ways in which people are struggling—socially, economically, politically, etc. Moreover, we—as academics, as researchers, and as faculty members—have got to think very differently about our own purposes for entering a particular context, if we’re going to play any type of meaningful role in the lives of others. Therefore, when we talk about leadership preparation, we need to think about what it means for leaders to be in those spaces and in those places, and what type of impact we hope to make. We also have to be conscientious about our own reasons for being in those contexts in the first place. Are we really there for social change? If so, what does it take for that to happen—and how must we change in the process? If that’s what we’re there to do, then we can’t study it, without being actively involved in it.

**GRL:** But that calls for a radical definition about our role as academics and researchers. Some would argue that that’s a political role—subjective and partisan. Some people have very visceral responses to that. But I agree with you. If we are to create the kinds of changes that we envision or believe need to happen, then we need to be in those spaces. We need to understand those spaces. We need to comprehend the multiple challenges of people and what they’re going through. And we need to fundamentally change ourselves and our own problematic assumptions about where change needs to happen, and what we hope to accomplish through our involvement in that change process. If we haven’t done that, then we’ve missed it.

**KM:** Right. We will have missed it. We’ll say that we need to rely on someone else to “wrap” services around those children or provide “full services” to children and families. What are we saying about these families when we say that? Are we recognizing their inherent humanity, or are we looking at them through a deficit lens? How can we influence change, if our idea of space is not only limited, but deficient? The other piece that is so important that you raise is that we need to recognize and come to terms with our own bigotry. I know that’s a harsh term. But to me, I believe that we’re holding back from facing that particular truth. I think we are. I think we need to have those kinds of conversations in the field because were dancing around what the real issues are for change in our society. Donald Macedo and Lilia Bartholomé referenced that in their book Dancing With Bigotry and provide a solid argument for the type of introspection that’s needed. I don’t know if we have the ability to push ourselves to have those kinds of politically sensitive discussions, but I do know is that if we don’t have them, we’re not going to be engaged at all.

**GRL:** It’s a tough conversation to have, but it’s also a very scary conversation to have. Who leads that conversation?

**KM:** I believe UCEA can do that. I believe we have people who are moving and thinking in different ways about our work. And I believe UCEA should be on the forefront of that discussion. Our colleagues can also do the type of research that can provide direction for those kinds of conversations to flourish. We have people who are interested in cultural studies. We have people who are interested in change. We have people who believe that agency is important. We also have people who have thought critically and deeply about organizational structures and how they lead to change. So what better place is there than UCEA to provide that kind of leadership for those discussions to flourish? But there are several places where we can also improve. For example, we’ve had discussions about linking into teacher education and how it can connect with our work and efforts in educational leadership. That discussion has been going on for a long time. We’ve talked about it for years; we’ve had conversations about it. But there isn’t an active movement. What does it mean to build a public scholarship about civic engagement with teachers and principals and community members? That discussion can inform not only their work, but also our own.

**GRL:** I think we did try it in the past, but only certain folks, like the LSJ group [Leadership for Social Justice] took it up. But it wasn’t widespread.

**KM:** I think you’re partially right. But I also think we haven’t had that kind of intentional dialogue about who should be engaged in this work and forming the kinds of alliances that could address civic engagement in more thoughtful ways, both within UCEA as well as outside of it. By having these conversations and forming these alliances, we ensure that our conversations are richer, more holistic, and allow us to form the kinds of networks that can really make a difference on the ground. Until we have a bigger conversation with other key players at the table, we’ll still be acting in a vacuum or a silo.

**GRL:** I think we do tend to look at the world through a straw. We have tunnel vision and that narrow perspective limits—or delimits—our own ability to think about the possibilities of our research: i.e., who we research, where we “do” research, and how we go about doing that research. Ofentimes, when we don’t seek those types of alliances and knowledges, then we do ourselves a disservice. I agree with you that we need to move in that direction much more thoughtfully and perhaps much more aggressively than we have in the past.

**KM:** Sometimes I think people are scared of the word revolution. It scares people. But can we revolt against this kind of isolation, individualism, and separatism that works against us being able to thoughtfully address what’s going on in our society? That challenge is in front of us. But I think we also need to ask ourselves, “What is a public scholar?” Public scholars should not be limited in their way of posing questions. If we talk as public scholars, we have to engage different groups, and we have to listen to diverse ideas, theories, and models that can help us frame things in more complicated ways. For example, if we are public scholars who do work in urban contexts, we have to ask ourselves, why is it that certain communities have higher rates of diabetes and asthma than others? You see, that’s a health issue, as well as a socioeconomic issue. So we can’t isolate the child as though he or she stands outside of their community or environmental context. We have to understand and unpack the multiple issues that surround that particular child. Take another example: If certain
communities aren’t deemed worthy of public schooling because they are undocumented or because they’re from another country and speak a language other than English, then that’s not solely an issue of school law. That’s also an issue of what’s happening—or not happening—in society that fails to value the lives of all people. In other words, these are questions of humanity, and humanity questions are never simplistic. Therefore, they can’t be examined through one small straw.

**GRL:** There are certain issues that are omnipresent and multifactoral: racism, sexism, classism, and homophobia. And yes, we need to take those and we need to think about them globally. But the work also needs to happen locally. You had mentioned that there is no better place than UCEA to have those kinds of conversations. And I agree with you. But those conversations are really tough. So I think that we simultaneously have to focus on both the big picture as well as the little picture. We can lose sight of the fact that we also need to have those tough conversations about civic engagement internally and how it connects to our own research agendas.

**KM:** Gail McCutcheon talks about the idea of simultaneity—the notion that change “happens” in multiple localities at the same time. Her work reminds us that change doesn’t have to be in sequential order. So I agree with you, we do need to engage the local, but we also must recognize that not everyone will “read” the same page at the same time, and not everyone will come to the table with the same level of intensity. So, if someone is doing something over here, and I’m doing something over here, then we simultaneously can combat some of those pressing things in society—even though we may be approaching our work in radically different ways. People don’t have to be up front leading the rally; they can work with and alongside us on this endeavor. I don’t think we can afford not to think about the possibilities of simultaneous change—at least not in this day and age. We’re losing way too many of our young people!

**GRL:** I agree with you entirely. I want to thank you for taking the time to chat with me about the issue of civic engagement. I think you have a very infectious way of talking about it that makes me want to go back out into the field, roll up my sleeves, and do the work that’s necessary for change!

**KM:** We definitely have our work cut out for us.

---

### Place a UCEA Member Seal on Your Department or College Web Site

UCEA’s members can now showcase their membership for their local community. UCEA has designed a seal exclusively for members that they can download and place on their department and/or college Web page. No tech savvy is required. All you need to do is simply copy the code and forward it to your webmaster for uploading. The seal will link to UCEA’s Mission Statement on the UCEA home page. Visit the [www.ucea.org members-only page](http://www.ucea.org) to obtain the code for the seal. (Member log-in required.)

---

### An E. C. Minute

James W. Koschoreck

In keeping with the tradition that was recently established of reporting the key activities of the Executive Committee (EC) to the UCEA membership, this edition of the EC Minute reviews the February 2008 EC meeting in Orlando, Florida, as well as a telephone conference that took place in May 2008. The February meeting was presided over by Stephen Jacobson, and the following individuals were in attendance: Michelle Young, James Koschoreck, Fenwick English, Michael Damley, Alan Shojo, James Scheurich, Andrea Rorrer, Kathleen Brown, Autumn Tooms, Colleen Larson, and Christopher Ruggeri (recorder).

At this February meeting, the EC continued to develop the conversations around UCEA’s Transformative Agenda as a follow-up to the discussions held by the Plenum at the 2007 Annual UCEA Convention in Alexandria, VA. These follow-up conversations focused specifically on the following items:

1. How do we as a consortium and as programs in individual states become more proactive in shaping our profession and our work?
2. What does UCEA currently do and what do members want in regards to the internationalization of educational leadership preparation?

With regard to the first of these items, the EC noted that the organization and the membership of UCEA have been engaged in multiple initiatives to expand the influence of UCEA in order to influence educational policy at the national, state, and local levels. First, the leadership of UCEA recently has worked closely with the National Center for Education Statistics. These meetings have resulted in recognition at the national level that UCEA is to be considered a valuable resource in the establishment of educational policy.

A second initiative has been the recent publication of a new series of Implications documents. These documents—which can be accessed from the main UCEA Web page—represent a series of research-based position papers on relevant topics in our field. In a discussion concerning the most effective means of disseminating the Implications documents, the EC suggested a number of possibilities. In addition to posting the position papers in a highly visible area of the UCEA Web site, the EC decided that a database of key individuals and groups be established as regular recipients of these documents as they become available. This database may include, for example, members of the National Policy Board, key members of the House of Representatives, and members of the Senate Education Committee. It was suggested as well that PSRs be asked to forward the Implications documents to their key state leaders. Members of the EC, PSRs, and other members of UCEA are all encouraged to create an Implications document on a “hot topic” of the field based on their own research. Through the creation and dissemination of these brief policy documents, the EC hopes that UCEA gradually will become identified as the place to go for research on these topics.

Members of the EC agreed that the role of UCEA in influencing educational policy ought to be not only proactive, but also the result of sound research practices. The resounding success of the Day on the Hill led to significant discussions of how to keep...
up the momentum of generating a more viable organizational presence among legislators and policy makers. The idea of establishing a lobbyist in Washington, DC, was considered; however, a majority of the EC thought that this was financially impractical, that it actually might conflict with the role of the executive leadership of UCEA, and that such a relationship inadvertently might lead to a diminution of the perceived responsibility of all members of UCEA to take an active part in influencing policy. This conversation ended with an acknowledgement by all members of the EC that we continue to explore new ways that UCEA along with all its member institutions and participants can establish partnerships with legislators and policy makers at all levels of government in order to become one of the key players in educational leadership policy.

Moving on to a discussion of the internationalization of UCEA and its role in helping to establish linkages in the field of educational leadership around the world, the members of the EC—responding, in part, to the unanimous support of one of the subcommittees of the Plenum for making internationalization one of the key organizational issues—decisively agreed that UCEA explore multiple ways of including internationalization as a priority.

As a first step towards honoring this commitment, Bruce Barnett was selected as the Associate Director for International Relations. Though his specific role is still being defined, he initially will serve as a liaison between UCEA and other international organizations that focus on educational leadership, such as the Commonwealth Council for Educational Administration and Management (CCEAM) and the British Educational Leadership, Management, Administration Society (BELMAS). In this role, he will begin to develop relationships with individuals and institutions around the world and to participate in the international conversations concerning educational leadership. As the liaison with UCEA, he will report the details of these conversations and bring ideas to the EC and the Plenum for how we can improve our presence in the international policy arena. He also will be encouraging institutions outside the United States to seek membership in UCEA.

Other ideas that were proposed were (a) facilitating faculty exchanges in order to understand leadership more broadly in an international context, (b) sponsoring international courses, (c) helping scholars to fund international research, and (d) using technology to connect individuals around the globe. It was suggested that we might consider holding our annual convention outside the United States—in Canada, for example—as a symbolic gesture of the seriousness of UCEA’s commitment to internationalization.

Finally, as this conversation came to a close, the EC made certain to point out that a focus on internationalization should not imply any lessening of our attention to the needs and issues of our educational policies and practices within the United States. The EC was also very clear that we should not interpret internationalization as a mechanism to extend U.S. policy imperially around the world. The goal should be, rather, to learn with our international partners how best to prepare effective educational leaders.

At the telephone conference of the EC in May 2008, in the absence of Stephen Jacobson, the meeting was presided over by Fenwick English. Also attending the conversation were Kathleen Brown, Alan Shoho, Colleen Larson, Michael Dantley, Andrea Rorrer, James Scheurich, Autumn Tooms, and Michelle Young.

The main items on the agenda for this conference were (a) to review the performance of the Executive Director, (b) to consider the application of the University of Southampton (England) for membership into UCEA, and (c) to consider the application of Texas Women’s University for membership into UCEA.

In accordance with the rules established by UCEA, a committee was charged with reviewing the performance of the Executive Director. This committee was comprised of President Stephen Jacobson, President-Elect James Koschoreck, and immediate Past President Fenwick English. This committee recommended that the EC approve a 1-year rollover of the current 3-year contract with a 6% salary increase for the ensuing year. These recommendations were unanimously approved by the EC. Unanimous approval by all members of the EC was also obtained to admit the University of Southampton and Texas Women’s University as members of UCEA.

I hope through this report of the key activities of the EC that I have continued to honor the tradition of transparency. I look forward to reporting to you again after the October 2008 meeting of the EC in Orlando.

---

Call for Proposals to Host the Editorial Functions of the Educational Administration Quarterly (EAQ)

UCEA is pleased to announce a request for proposals to host the field's premiere journal, The Educational Administration Quarterly (EAQ). For close to fifty years, The Educational Administration Quarterly (EAQ) has led the educational leadership and administration field in presenting cutting-edge methodologies and related empirical research. The goal of the editorial team and the journal's editorial board is to promote sound scholarship and a clear and continuing dialogue among scholars and practitioners from a broad spectrum of education.

The successful applicant will have faculty with a strong publication record in the field and demonstrated experience with the editorial process (as editor, associate editor, or editorial board member). Faculty serving on the editorial team should also be well networked in the field. Proposal must be submitted on or before October 10, 2008 to be eligible for consideration. The editorial term will begin in the fall of 2009.

Inquiries should be directed to UCEA Executive Director Michelle D. Young.
The Pros and Cons of Preparing Democratic Educational Leaders to Foster Quality Teaching and Student Success: A Conversation With Autumn Tooms

This Point/Counterpoint features an interview with Autumn K. Tooms, in which she is asked to reflect on the complexity of concepts related to the 2008 UCEA Convention Theme. Autumn is a member of the UCEA Executive Committee and associate professor of K–12 educational administration in the Department of Teaching, Leadership, and Curriculum Studies at Kent State University. Her primary responsibilities are centered on the training of school principals. Her research interests are focused on the study of socialization to the role of school principal, issues of equity, and the politics of organizational reform.

“Foster Quality Teaching and Student Success: A Time For Action.” How important is this theme to the practice and study of educational leadership?

AKT: This theme is critical as the term leadership references and implies action. Some could argue that maintenance of the status quo in an organization is a form of leadership (Barnard, 1938), but such an effort requires action. Because the practice of leadership requires not only the analysis of elements within and around an organization, the study of such practices demands an examination of what frameworks of reality contour the actions taken or ignored by stakeholders in the field of education (school administrators, elected school board members, families that schools serve, and policy makers at both the state and national level). Education is a political endeavor (Freire, 1983). What is disconcerting is that we have seen a widening gap between the required actions of an educational leader and the values of the profession (Blackmore, 2005). This tension plays out in the daily actions of school leaders. Furthermore, this trend is occurring internationally (Hargreaves, 2005), which only amplifies the need for our profession not only to consider the forces that contour the delivery systems of education, but also to prepare our students to recognize the difference between the values of the profession and the political demands of their job. This year’s theme invites us to dig deeper when we consider the power and meaning behind the concept of student success. What is a successful student? Furthermore, who decides what a successful student is? Whose voices are lost in these deliberations? These same questions of course resonate when considering the task of fostering quality teaching. How are we addressing these issues?

What are the pros and cons of educational researchers behaving as activists?

AKT: Motivation is part of the equation in terms of educational researchers behaving as activists. For many, there is an intrinsic sense of satisfaction from identifying and addressing an injustice that has been overlooked by society. Activism, in some cases, can ease an academic career trajectory forward. Activism implies a disruption of the status quo one risks losing his or her acceptance (or fit) within the social structures of academe along with the opportunities and career stability that acceptance brings. The results from not fitting in can be devastating to a career and range from one’s ideas being negated or shunned (as in the case of the Jacques Derrida’s controversial stance on deconstruction) to actions known as workplace mobbing (Westhuues, 2004, p. 4) that force the departure of an individual from an organization. The pros of behaving as an activist are more than intrinsic, however; activism can stretch the line of inquiry related to a particular issue to bring forth more discussion and greater understandings of what is. But the investment in such work is risky, depending on the amount of support that people receive from their employer and within their profession.

How can program faculty take their collective voices from the university classrooms outside the world of academia in order to influence the direction of the public discourse on education?

AKT: I frame my answer to this question through the work of James Paul Gee (1996, 1999), who determined that discourse can be considered in two ways: Big-D discourse (D/ discourse) is the constellation of messages that permeate our society. D/Discourse contains the symbols, words, interactions, and contextual frameworks that help us to understand what is. Little-d discourse (d/discourse) is the day-to-day nuts and bolts of language that derive depth of meaning from one’s reference to the constellation of D/ discourse. Sometimes the elements in D/discourse are not always visible, like the faint stars in the evening sky. We use our collective voices in large ways, such as via visits to Capitol Hill and the publication of manuscripts in professional journals. However, we need to consider the power of d/discourse found within the everydayness of our job. We need to build personal relationships and trust with those who hire school leaders so that we can contribute a voice to the process. As it stands now, academics in educational leadership are charged with training school leaders but rarely are invited in the selection of school leaders. This must be a point of focus for our profession. We must find grassroots ways to connect educate policy makers with the nuances of educational leadership through d/discourse as well as D/discourse. The collective voice of academe is moot unless relationships are built that help those who are stakeholders in education to understand and assess the needs of educational delivery systems in terms of both large and small change. To be consciously aware of the relationship between teacher and activist is to maintain a commitment to empower members of society to see with new eyes and think with a different perspective.

The call for proposals mentions the importance of including policy makers, business people, and the general public to participate more in the discourse about the role of public education in a democratic society, but is it a potential problem that many of these people have little expertise in areas related to education and leadership?

AKT: Because education is a function of politics, decisions and understandings of what is are socially constructed (Freire, 1983; Gergen, 1999; Goffman 1959). In other words, what we say to each other and how we interact shape our understanding of reality. For example, if a school sifts and sorts students by ability as man-
dated by its governing board, some would call this individualized instruction and proclaim it a positive act of leadership to serve students. Others might see this practice as tracking and putting labels on students that impede their success. Others still might ask if this is also a form of segregation if the majority of students were grouped by language ability (Cummins, 2005). So the problem arises because many people have a say in education with varied agendas, power bases, and understandings of the purpose of school. This is again an argument as to why we in academe must be vigilant in building bridges to practitioners to open the discussions as to meaning of an often-used term best practices. One must ask, “Best for whom?” Who counts, who doesn’t? What is the purpose of school? Our role is to remind those in the field of these questions, which can be elements in a constellation of discourse that are rendered invisible because of other more pressing issues (such as No Child Left Behind) and discussions that directly impact the responsibilities of school leaders.

How do you define educational leadership?

AKT: Because I ascribe to postmodern notions of reality, I see leadership as something that we always will be seeking to define. As a former principal who dealt with hegemonic and racist power structures, I understand leadership to be something that requires a great deal of grit, persistence, courage, humility, and passion. I also see leadership as something that is dependant on the responsibilities of continuously learning, continuously questioning, and continuously modeling a commitment to the notion that schools can be places of liberation but are often places of oppression. Educational leadership asks us to consider our ability to recognize the potential in each school to liberate the minds of the students.

What does high-quality leadership preparation currently look like?

AKT: Again, we have to ask, according to whom? I do not believe that standardization creates effective principals; what it does is create cookie-cutter principals (English, 2003). High-quality leadership preparation considers the frameworks of a shared D/discourse and D/discourse across cultures and disciplines. For example, I find it highly ironic that the very people charged with evaluating the ability of a literacy teacher in an American classroom, the principals, are often not trained, in-serviced, or otherwise supported in literacy education. I see educational leadership as an art and science that can be the nexus for the span of curricula. The notion that schools can be mechanisms for social change is nothing new and should not be mistaken for a recent stance crafted by critical theorists. Activism in academia was visible in the United States in 1938 when George Counts asked, “Dare the schools build a new social order?” The future of educational leadership is dependant on the willingness of our profession to understand that we are not insular as a field or as a culture. We must begin to explore what educational leadership means in other cultures and between cultures.

What is the role of educational leaders in the lives of schoolchildren?

AKT: My initial answer to this comes from my role as a practitioner. First and foremost, we must strive to provide a safe and orderly environment in which children can learn. While that may sound trite, in this postmodern world it is not, as we often forget, because of heteronormativity and racial privilege, that there are students being harassed because of their sexual identity, the perception of their sexual identity, the perception of their ethnicity, their primary spoken language, and their gender. We can do this through D/discourse in small ways every day that pertain to epithets, harassment, and abuse. Providing a safe and orderly environment means considering power structures in school culture and challenging them. Because each school environment is different, and each child is different, the responsibilities to fulfill the commitment are unique. Beyond that, however, we also must find within ourselves the fortitude to hold our colleagues accountable for their actions. We must inspire, support, and even counsel those in education who are not serving the best interest of our students. We must remember that, above all, educational leaders are teachers who educate their staff, community, and students. We must not shy away from clarifying the constellations of culture and discourse that affect the lives of our students.

What should educational leaders be doing to prepare students for a technologically suffused, globally interconnected future?

AKT: Most importantly, we must model a willingness to learn new technologies ourselves. We must recognize that one of the biggest gaps between generations is now built on the understanding and use of technology. We must consider new ways to utilize technology in our communications and teaching, and we must consider the differences of understanding that occur in different cultures and societies that are accessible through the click of a mouse.

References


2009 Funding Opportunities at the Institute of Education Sciences

The Institute of Education Sciences has begun its research grant competitions for FY 2009. Within IES, the National Center for Education Research is conducting one research competition (84.305A Education Research) that encompasses two topic areas that may be of interest to UCEA members: Education Leadership (http://ies.ed.gov/ncer/projects/program.asp?ProgID=8) and Education Policy, Finance, and Systems (http://ies.ed.gov/ncer/projects/program.asp?ProgID=9).

If you did not submit an LOI, you still may apply for these grants. Program officers are still available to discuss your ideas. Please contact them directly if you did not submit a LOI and wish to receive feedback on your proposed project. For additional information on the Education Leadership or Education Policy, Finance, and Systems topic areas contact: Katina R. Stapleton, Research Scientist, Institute of Education Sciences, 555 New Jersey Avenue, NW, Washington, DC 20208, 202-219-2154, Katina.Stapleton@ed.gov

Other topic areas within the Education Research Grants Request for Applications are Teacher Quality, Postsecondary Education, Early Childhood Programs and Policies, and Social and Behavioral Context for Academic Learning. Program officers for these topic areas are listed in the Education Research RFA.

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

2008 UCEA Convention information is located on pages 28-31.

www.ucea.org

Job Search Resources for Educational Leadership Students and Faculty

Another academic year is upon us and with it comes another season of job searches. Here are a couple of resources for prospective and current faculty...

www.EdLeadershipJobs.org

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

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

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

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

* A service of UCEA (http://www.ucea.org) and UCEA CASTLE (http://www.schooltechleadership.org)*
Revisiting the Insights and Ideas of Jack Culbertson

For over 22 years from 1959 to 1981, Jack Culbertson worked through the UCEA consortia to improve the quality of leadership in educational administration. Jack linked people with ideas; mentored and influenced the careers of countless professors and practitioners; and molded a national organization which assumed a leadership role in both shaping and articulating the movements, trends, and developments in the field of educational leadership. His work with professors led to the development of well over 100 books, articles, essays, simulation training materials, and other published works. In this UCEA Review column, we will be revisiting a few of the many powerful ideas and insights Jack shared with us. This particular piece, which has been printed in two parts, focuses on the development of a world council in the field of educational administration (see Summer 2008 for Part 1). Like much of his work, Jack seems to be writing for contemporary audiences about current issues. As UCEA considers its current and future international partnerships and ventures, the ideas and advisement of thinkers like Jack are invaluable. I hope you enjoy reading the piece as much as I have.

Michelle D. Young, UCEA Executive Director

A World Council for Educational Administration

(Part 2 of 2)

Diffusion: Positive and Negative Influences

Having summarized recent worldwide developments, it is appropriate to ask why the movement toward formal administrator study and preparation is being gradually diffused worldwide. The answer would seem to lie in part in a growing and widespread perception that education and educational leadership are key elements in the development of any nation. A related perception is that educational systems are in need of improvement in all nations; further, if the goal of improvement is to be achieved, effective leadership will be required. Philip Coombs some years ago made the case for more responsive leadership and for modernized educational systems in a report on a world conference concerned with education and leadership as follows:

The managerial arrangements typical of educational systems are grossly inadequate to deal with a crisis-ridden set of new challenges and are, themselves, a crucial part of the educational crisis. The main features of these arrangements were cast during an earlier era when education and the world outside were moving slowly by today’s pace, and when the size and diversity of education’s tasks were much smaller. They were not designed for planning in today’s sense of the term, or for implementing such planning, or for critical evaluation of the educational system’s performance, or for a rigorous promotion of innovation. They have neither the spirit, nor the tools, nor the personnel for these purposes. Nor have they the necessary means of consultation, communication, and co-ordination. This is true in both industrialized and developing countries; in great measure the latter borrowed their administrative practices from the former. Thus, many newly independent countries are still clinging to an old colonial-type school administration which was designed primarily to serve a caretaker, regulatory, and supervisory role—whereas what they need is a more dynamic, development-oriented form of administration, calculated to take initiatives, to unleash ingenuity throughout the system, and to bring about growth and change.

Finally, it is increasingly assumed that the effectiveness and dynamism of leaders depends in important ways upon the nature of their selection and preparation and upon their continuing capacities and opportunities for learning and development. This assumption seems central to the need to diffuse concepts about administrator study and preparation. While there are forces that encourage the diffusion of administrator study and preparation, there are also barriers that restrain the process. For example, there is a major discrepancy between the aspirations that many scholars and leaders have in numerous countries for international exchange and professional support, on the one hand, and the capacities of currently existing international communication channels to deliver desired exchange and support. While useful regional arrangements exist and more are emerging, channels which link scholars from regions to regions are still limited. What are some of the aspirations that interested scholars and leaders from various countries have expressed related to international exchange and professional support? The aspiration for exchange is based in part upon the assumption that leaders who have had relatively extensive experiences in administrator preparation and study can provide alternative ideas to leaders in other countries who are initiating new programs of preparation and study. Leaders from different countries where there are emergent programs have expressed interest in such specific topics as the following: (a) the design of preparatory programs. (b) the development of instructional materials for preparatory programs, (c) the adaptation or translation of content on administration for use in preparation, and (d) the evaluation of preparatory programs.

Leaders in many countries, including the United States, are interested not only in the exchange of existing ideas, but also in the conduct of comparative research to extend the bases of ideas. Another challenge is to test the applicability of ideas developed in one nation in other national contexts. The more general case for exchange can be summarized as follows:

1. It is widely accepted that one can gain a fuller and clearer perspective of administration in his or her own culture by examining the phenomenon in other cultures.
2. Leaders in any nation have more decision options and insights if they have access to ideas beyond their own country.
3. Both the limits and uses of given ideas can be better identified in cross-national in contrast to national contexts.
4. Leaders in different nations, as I shall suggest in more detail later, cooperatively can achieve research and development objectives that cannot be achieved through independent effort.

Why are existing international communication channels unable to deliver exchange and support to those seeking exchange and support? The central problem, as already noted, lies in the fact that systematically developed communication structures and systems for delivering ideas and support to interested leaders worldwide are lacking. In some parts of the world, even the existing communication structures to facilitate idea exchange and support among insti-
tutions within regional complexes or given continents are lacking or still inchoate. Even though there are established communication arrangements as, for example, through UCEA or the Commonwealth Council for Educational Administration (CCEA), which can facilitate idea flow among certain countries, the capacity of these arrangements to reach interested leaders in other nations is usually limited.

In order to meet the need for more effective international interchange, Professor Franklin Stone of the University of Iowa, who has been active in the study of leadership in different nations and has been involved in the development of an international directory of administrators’ associations in a range of countries, recommended several years ago that UCEA and other interested organizations explore the concept of a World Council for Educational Administration. Professor Stone saw in this concept a further extension of ideas and operations implicit in UCEA and CCEA which, if implemented, could meet needs in an expanded number of nations. The World Council concept has been discussed by several groups within and beyond UCEA. It has received the approval of the Plenary Session of UCEA, and informal communication with CCEA leaders and leaders in Europe and South America suggests support for the concepts in other countries. An important goal before the world community of professional leaders is to refine and explore further the idea of a World Council for Educational Administration toward the end of legitimizing and establishing the council. It is assumed, in other words, that a World Council could reduce the discrepancy between the aspirations educational leaders have for increased exchange and support and the capacities of organizations currently to deliver exchange and support. More specific objectives of the proposal are the following:

1. The council could facilitate the development of regional communications structures for advancing administrator study and preparation. Already, in Europe a structure has emerged for facilitating communication among leaders interested in administrator preparation and study through the European Forum on Educational Administration. Recently, an informal structure in Latin and Central America for facilitating exchange across nations is beginning to emerge. Present information indicates an absence of such structures in the Middle East and Africa as well as in non-Commonwealth countries in Asia. Clearly, a World Council could function more effectively if it could draw upon, be linked to, and serve regional structures. Communication between and among regions also could be facilitated as, for example, in the projected Inter-American Council for Leadership Development.

2. The most desirable modes could be determined for developing and implementing a World Council in cooperation with leaders in such organizations as the United Nations Educational, Scientific, and Cultural Organization (UNESCO), CCEA, UCEA, the Pan-American Union, and the Commonwealth Secretariat. Clearly, a new World Council would have important implications for existing organizations concerned with the advancement of administrator study and preparation. A new organization undoubtedly could be shaped in more helpful ways if it profited from the advice and suggestions of leaders in leading organizations such as those just noted. In addition, a World Council, insofar as feasible, should serve the interests of leading organizations concerned with administrator study and preparation.

3. An objective is to clarify important substantive issues associated with the projected council’s mission, functions, membership, governance, delivery systems, language(s) used, headquarters location, staffing patterns, resource bases, and related matters. Items such as those just noted pose important questions to the world community, and they would need extensive examination and discussion. Some of the explorations might be held within the context of existing organizations as, for example, CCEA and UCEA, whereas others would need to be pursued in specially created informal structures to reach those who would have an interest in the projected council.

A range of questions can be posed concerning the World Council and its projected implementation. Some of these will now be posed within the context of the objectives just stated.

Objective 1: Development of Regional Arrangements

1. Do you see existing patterns for facilitating interchange between and among professors and leaders interested in administrator study and preparation in any of the following regions?
   a) The European community
   b) The African community
   c) The Near East community
   d) The Far East community
   e) The Latin American community
   f) Other

2. If you do have knowledge of patterns of communication for any of the regions just noted, would you please describe them?

3. Can you make educated guesses about growth or changes during the next four years in the patterns of existing communication structures for any of the regions noted above? If so, please describe.

4. Are there particular regions where you feel that it is important to stimulate the development of patterns for facilitating communication between and among leaders and professors interested in administrator preparation and study?

Objective 2: Linking the World Council With Other Organizations

1. What international organizations represent important contacts for discussions about the projected World Council?

2. What are some of the international organizations that would likely be most influential in implementing a World Council?

3. To what degree should regional organizations be involved in the implementation of the Council?

4. If you believe regional organizations should play a role in developing and linking with the World Council, which ones do you see as most salient, and what should be their role?

Objective 3: Defining the World Council

1. What should be the key mission or purpose of the World Council?

2. Should the World Council be developed to serve leaders in institutions of higher education, school systems, and governmental units concerned with education, or should its focus be more limited?

3. Would it be better to think in terms of individual membership, institutional membership, or both?

4. Should the World Council be an independent organization housed separately from existing organizations?

5. If your answer to Question No. 4 is no, to what organization (or organizations) should the World Council be linked?
Still another area where questions might be posed has to do with the role of leaders in existing organizations vis-à-vis the development and implementation of a World Council. Currently, a number of assumptions seem to be operating with regard to the participation of organizations and individuals in the development of a World Council concept. Among these are the following:

1. The UCEA should play a “midwife” role, having no claim on the final shape, location, program, or mission of a World Council.

2. Organizations with an interest in administrator study and preparation generally should perform such functions as the following: (a) Offer advice on the mission of the World Council and how its program might be shaped to achieve its projected mission, (b) make suggestions about how a World Council can complement existing organizations, (c) facilitate the development of the council through regionally oriented or other discussions, and (d) offer ideas on how a World Council might be linked most effectively with existing format and informal organizations concerned with administrator study and preparation.

Summary

In sum, concepts associated with administrator study and preparation are gradually being diffused worldwide. In the last few decades, preparatory programs have emerged in all of the major continents. The press for communication and international interchange also has increased as leaders have designed and implemented preparatory programs for educational leaders and have initiated studies of leadership, management, and organization. New regional arrangements have come into being to meet the need for interchange.

In recent years, the concept of a World Council for Educational Administration has emerged, and leaders in various nations have expressed an interest in exploring possible benefits which might accrue from the concept. This paper has set forth a rationale for a World Council and has suggested some objectives leaders might pursue in seeking to realize its potential, its desirability, and its feasibility.
Comparison Between U.S. and U.K. Universities Demonstrates a Need To Reconsider UCEA Membership Criteria

Michelle D. Young  
Executive Director, UCEA  
Fenwick W. English  
Member EC and Former UCEA President 2006-07

A recent site visit to the U.K.'s University of Southampton campus for purposes of an application for membership demonstrated to us the need to rethink UCEA's institutional membership criteria, or at least the notion that one size fits all. While reviewing documents and conducting interviews of faculty, administration, and students, it became clear to us that the North American "lens" upon which the current criteria are anchored constrains our thinking of what constitutes a high-quality leadership development program. If we are interested in expanding UCEA's focus, its understanding and framing of quality leadership development, and its international membership, we might begin by either (a) modifying current membership criteria to become more inclusive or (b) creating a specific set of criteria that more adequately fits graduate preparation in other countries (e.g., the U.K. and places where British higher education practices have been dominant, such as Australia, New Zealand, and Hong Kong).

The context within the U.K. for developing educational leaders differs in many ways from the United States. The subfield of educational leadership emerged in U.K. institutions in the early 1980s, making it a fairly young subfield. Professors and other academics who specialize in leadership areas are interested in issues and topics comparable to those in U.S. institutions, but the nature of graduate level education is quite different. The purpose of graduate-level education in the U.K. is to develop critical, reflective, self-directed learners with strong thinking and research skills. The balance of research supervision and classroom-based program curriculum varies from program to program and university to university, but all students take responsibility for investigating, in depth and under supervision, a phenomenon of interest.

In general, students have a good idea of what their research topic will be when they enter the program. The topic and how it will be investigated are developed during their graduate experience, culminating in a thesis for master's-level students and a thesis for doctoral students. Schools of education in U.K. universities do not provide what U.S. faculty members would consider initial professional preparation for beginning school or district leaders. Although the taught curriculum includes units on educational leadership, the focus of the classes is more theoretical in nature, including educational leadership, the values that underlie leadership and its purposes, leadership and diversity, leadership and learning, leadership across international contexts, and the interpersonal relationships of leadership issues with the methodologies that are used to research them.

In the past, the responsibility for developing professional skills was largely left to the local education authority. Thus, a school head was provided training on school budgeting in the context of his or her school. However, in 2000 the National College for School Leadership (NCSL) was developed by the central government. In the U.K., like in the United States, concern developed around the provision of quality, practical skill development for school leaders. Unlike the United States, however, the central government in the U.K. created an entity, the NCSL, to provide that preparation. The government-funded NCSL offers preparation and development programs for school leaders and provides the mandatory qualification (National Professional Qualification for Head Teachers) for leading a school. Although, some school heads continue to seek graduate education in educational leadership, the number of students doing so has declined substantially at the master's level. Increasingly, the mission of university leadership programs in the U.K. is to conduct research and to offer research-informed education and development, through master's and doctoral programs, to a smaller number of U.K. students and an increasing number of international students.

Additionally, the U.K. does not have any comparable structure like the local school district system or a role equivalent to the U.S. superintendent. The implication of this difference in the context of both countries is that in U.K. preparation programs the idea of internships and field linkages, which are important in the United States, are simply not very applicable. Most graduate students who come to U.K. programs are already head teachers or officials in their respective countries' ministries or are already in higher education institutions. They do not need to pursue a graduate degree to become a head teacher. Most do so because they simply want to engage in self-improvement and growth.

Table 1 presents a thumbnail sketch of the differences we discovered while conducting a member site visit to Southampton. We apologize in advance to any of our colleagues who find this overview to be too simplistic.

As you can surmise by briefly reviewing Table 1, the current UCEA criteria are very U.S.-centric, which is not a bad thing in and of itself. Indeed, in the United States the UCEA membership criteria include a set of program standards that are strongly linked to effective leadership practice. However, as noted above, if UCEA does indeed aspire to become an international organization that both contributes and gains from its international expansion, its membership criteria should be reconsidered. For example, UCEA criteria currently designate the Carnegie ranking status of a university; no such ranking status is used in the U.K. There is a U.K. group called the Russell Group comprised of the more research-intensive universities but nothing equivalent to the U.S. model. So, we might ask ourselves, what is it that we are looking for when we use the Carnegie classification? Can we be clearer about our intentions, consider their validity, and reframe them for an international context?

Our brief overview of our experience with the U.K. system really does not do it justice. Our intention here is to raise this issue with the UCEA membership in hopes of building awareness of the issue, learning what UCEA members think about it, and possibly moving forward in developing more appropriate membership criteria for non-U.S. members.

In summary, we believe that the UCEA criteria for institutional membership of non-U.S. universities should be retooled to reflect more accurately the actual contexts in which professional preparation takes place there. Furthermore, we believe there is much that those of us in the United States can learn about the British system and other systems that offer a healthy and viable alternative to program change and innovation. We particularly appreciated the
greater freedom of U.K. faculty to design and deliver highly conceptually rigorous and intellectual curricula. We are keenly aware that many U.S. faculty feel their opportunities to do so are constrained by the overt behaviorism and training-skill emphasis that exists in most U.S. programs, due to state and national accreditation agencies.

For those of you who are interested in learning more about alternative leadership development models and in discussing their implications for UCEA membership criteria, we welcome you to contact your Plenary Session Representative, a UCEA Executive Committee Member, or UCEA Headquarters. We also encourage you to check out the new UCEA-CCEAM-BELMAS sponsored *International Handbook of School Leadership Development*.

### Table 1

*Thumbnail Sketch of Some of the Differences Between U.S. and U.K. University Programs in Educational Leadership*

<table>
<thead>
<tr>
<th>Criterion</th>
<th>U.S. as represented in UCEA criteria</th>
<th>U.K.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Based on national standards, accreditation criteria, state law, and certification requirements</td>
<td>Largely based on criteria selected by the faculty to promote critical, reflective leaders in broad thematic areas. The curriculum is neither linked to specified skill sets or behaviors required of educational leaders nor subject to state examination for certification purposes.</td>
</tr>
<tr>
<td>Coursework</td>
<td>Intermingled with state certification requirements for principals and superintendents at both master's and doctoral levels. There is a set pattern to required coursework at all levels.</td>
<td>Coursework is indicated in the Ed.D. program in the U.K. but not to same extent as in the U.S. and not for the Ph.D., with the exception of research and statistical methods requirements.</td>
</tr>
<tr>
<td>Degree differentials</td>
<td>Not well differentiated and in some cases remarkably similar in many U.S. institutions. Work underway to more clearly differentiate the degrees.</td>
<td>The Ed.D. has been considered an “inferior” degree to the Ph.D. but the gap is closing. There is no “taught” curriculum for the Ph.D.</td>
</tr>
<tr>
<td>between the Ed.D. and Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student research</td>
<td>Usually three semesters of research methods are required and a dissertation.</td>
<td>Research methods are taught and required, but not to the depth in most UCEA institutions for the typical doctoral student. Students do a thesis as opposed to a dissertation with an 80,000 word requirement for Ph.D. and a 40,000 word requirement for Ed.D. students.</td>
</tr>
<tr>
<td>Student advising</td>
<td>Faculty are expected to engage in program advising and form close relationships with doctoral students that lasts through the dissertation defense.</td>
<td>Faculty are expected to engage in advising and form close relationships with students but do not examine the student in the defense of a thesis. This is performed by appointed external examiners.</td>
</tr>
<tr>
<td>Student job placement</td>
<td>UCEA criteria indicate that the program is supposed to have a program to assist students in job placement.</td>
<td>Graduate students already have jobs for the most part, and faculty are not expected to have a formal program of job placement.</td>
</tr>
<tr>
<td>Faculty research</td>
<td>Faculty are expected to engage in research, with the exception of clinical or adjunct faculty who are employed full time to teach graduate students. Faculty research quality is not subjected to a state or national ranking system.</td>
<td>All faculty are expected to engage in research; the quality of faculty research is discussed and evaluated within research centers to which faculty are assigned. Every 8 years each institution is ranked on the quality of its research through a national research assessment (RAE) exercise. This determines the extent to which faculty and institutions qualify for research funds. There are no adjunct faculty as commonly employed in U.S. institutions. A variety of other agencies rate the quality of research at UK institutions.</td>
</tr>
<tr>
<td>National ranking</td>
<td>Determined by <em>U.S. News &amp; World Report</em></td>
<td>Determined by the RAE conducted nationally every 5 years and connected to institutional funding by federal agencies. Programs regularly subject to third-party reviews by appointed examiners. Universities ranked in the <em>Times Higher Education Supplement</em>.</td>
</tr>
</tbody>
</table>
Innovative Programs

Flexibility Within Structure: Leader Development in Hong Kong

Allan Walker & Chen Shuangye
The Chinese University of Hong Kong

Series Editor: Liz Hollingworth, University of Iowa

This short piece introduces aspects of the suite of leader development programs offered by The Chinese University of Hong Kong. Our main purpose is to explain, through a set of interrelated propositions, some of the guiding beliefs upon which the programs were built and run. We very briefly comment on the implications these hold for leader learning programs and try to illustrate this. We do not attempt to describe the programs in any detail; however, information on these can be found at the Educational Leadership Development Web site (2006).

Given that leader learning is influenced by and influences the context within which leaders lead, we begin with an outline of program targets and participants. We then introduce a series of interrelated belief statements in the form of propositions. These serve as the conceptual framework upon which we design the programs. Although programs are operationalized differently, depending on, for example, the levels or cultural backgrounds of the leaders involved, they flow from the beliefs represented in the propositions. Illustrations of the propositions are drawn from various programs and provide no more than a generic flavor of the activities, pragmatics, and politics involved.

The propositions are not claimed as static entities; they have been shaped, sharpened and reshaped over the last 5 years in response to ongoing program evaluations (e.g., Walker, 2008), impact studies by academics from outside the program (e.g., Begley & Begley, 2008), and student projects (Spencer, 2007). They are also informed by relevant literature of professional development (e.g., Bredeson, 2003), school leadership, cultural influence, leader learning and development, and self-organizing systems (Bain, 2007).

The Programs

Two programs cater specifically to local principals; all participants are ethnic Chinese and represent the great majority of and major school types in Hong Kong. The first program caters specifically for beginning principals (leaders in their 2nd year of principalship); the second is for early to very experienced principals.

Three programs cater to leaders of international schools. Two of these work across schools and the other in specific schools only. Participants are drawn predominantly from English-speaking, Western societies, although many have lived internationally for several years. Of the two across-school programs, one is designed for middle leaders and the other for school principals. The more tailored, school-specific programs are run within individual schools.

All programs include leaders from elementary and secondary schools, are part time, run over 12–16 months, are attended on a voluntary basis, and are not part of any formal certification requirement. Participants hold a wide range of academic and professional qualifications, backgrounds, and experience. Additionally, all programs include some form of mentoring and coaching (which we label sponsoring) and, except in one case, are supported financially by their systems. All demand a formal, written outcome that must be shared with other participants and the participants' wider school communities.

The Propositions

The framework guiding program design and operation can be partly captured by a series of interrelated propositions. Whereas we believe these are useful explicators, they suffer from an inability to capture the dynamic relationships between beliefs and actions that form the learning programs. Nevertheless, they provide a useful starting point. The propositions are built around relevance to school and leadership life.

Proposition 1. To be relevant, leader learning must be connected simultaneously to the contexts of and within which individual leaders work and to the collective circumstances of the groups.

Program implication. The individual and the collective are equally important if learning is to “stick.” While operating within a collective, in order to maximize the sharing of tacit knowledge and build supportive relationships, leaders need the opportunity to make sense of what leadership means to them in their circumstance.

Program illustration. Activities are purposefully linked to individual contexts through ongoing, semistructured participant data collection; reflective journaling; school-based action learning; and cross-program feedback loops. The collective draws on joint determination of similar and divergent patterns from practice and by condensing these with more detached knowledge into formal learning resources. Different levels of collectivity are built into programs to shorten the relational and learning distance between participants. Individual and the different levels of collective are designed to fit together at set points in order to scale up learning.

Proposition 2. To be relevant, leader learning formally and meaningfully must engage practitioners in all stages of program development, operation, and evaluation.

Program implication. Leader learning requires dispersed control. To make learning hold, credible representatives of the leader communities are involved from conceptualization, to implementation, to follow-up. To connect to real school life, involvement must move well beyond simple legitimization or one-shot inputs—it is an integral, visible, and widely understood part of programs. The form or extent of involvement, however, is partly shaped by cultural considerations. Engaging practitioners does not mean overburdening them—involvement is structured to minimize nonprofessional tasks.

Program illustration. Small groups of practitioners are invited at the outset of program design. The mixture of this small group is important. It includes people already committed to the general learning ideals as well as cynics (sometimes those at odds with the system) and leaders with recognized “street credibility.” Groups are involved in regular planning and evaluation, presenting at forums, connecting subgroups, trouble-shooting, and contributing to formal program materials. Such advocates are more important than academic partners if learning networks are to endure beyond program boundaries.

Proposition 3. To be relevant, leader learning cannot depend on a static body of formal knowledge or skills sets.

Program implication. No single set of standards captures the
complexity of leadership. Given the shifting and contextualized nature of formalized knowledge (varying cultures’ leaders carry with them the different knowledge and skill baselines participants start from), established and emerging knowledge is made available in different forms and formats for easy access in line with individual and collective needs. New skills and knowledge are important, but only if they stimulate action or reflection on practice that makes sense to the leaders.

Program illustration. Formal knowledge is provided in flexible packages that can be accessed according to individual or subgroup need, any time during or after the program. Tacit knowledge is formalized and shared both informally and formally; this provides constant feedback among participants and subgroups. Emerging knowledge from school-based action projects and other activities is shared and disseminated within and beyond the programs.

Proposition 4. To be relevant, designs for leader learning must be flexible enough to allow individuals and small groups to focus their own learning goals but strong enough to bind groups at various levels

Program implication. Programs must be underpinned by a clear and widely understood purpose, a common (organic) schema, and a dedication to simplicity. The schema provides a conceptual framework that helps define participants’ interactions with their leadership and therefore to work together to identify important features of improvement and ways to execute their roles within schools. In other words, it provides enough similarity in terms of beliefs, language, and interactions to make learning meaningful.

Program illustration. It is unwise to assume the existence of a common, shared, schema. We seed schemas by using frameworks designed to drive initial activity and provide stimulus for discussion and experimentation. As such, a schema is not a static entity—it is simultaneously elastic and resilient. This means establishing a shared language and basis for learning—not just aimless talk.

Proposition 5. To be relevant, leader learning must involve school-centered action, reflection on action, and evidence-based outcomes.

Program implication. Programs that do not make a positive impact on schools are of minimal value. They therefore must include action with meaningful outcomes that are shared openly with the group, other leaders, and participants’ school communities. For action to be worthwhile, it must flow from self-reflection and future improvement. This involves constantly tapping emergent feedback at all program levels and activities—learning is constantly fed back (both individually and collectively) through established learning pathways.

Program illustration. Action learning projects or group story writing, based within or across participants’ schools, are important, as is the dissemination of new learning to wider audiences. Reflection is encouraged through self-scheduled subgroup meetings, regular journaling, and forum discussions. Information collected through journals and at various points throughout the programs is analyzed and fed back into and across programs.

Proposition 6. To be relevant, leader learning must be purposefully linked structurally and conceptually, and important messages must be formally and informally reinforced.

Program implication. To be worthwhile, learning programs must be perceived as beneficial enough by participants to justify leaving their workplace. The learning program must be linked to their work to the extent that they actually see it as their work. To retain commitment and meaning, program organizers actively remind participants of purpose and how the program fits together. This becomes more important the longer the program runs. Leaders learn much more from constructively sharing tacit knowledge with colleagues from different schools and contexts. However, given the nature of tacit knowledge, it can be meaningfully shared only when professional relationships have formed, which requires time and structure to develop.

Program implementation. Formal linkage is the responsibility of the program organizers. Their main role is to tie the program together through emphasizing the fit of different pieces and the importance of relevance and of challenging participants. Connection is necessarily done at individual (confidential) levels through responding to journals and collectively at formal get-togethers. It also involves working with practitioner coordinators and the broader system.

Proposition 7. To be relevant, leader learning must build and be built around reality, trust, and ethical beliefs.

Program implication. Leader learning must connect to leaders’ realities. Within such a reality, schools are not always smooth, happy places, and leadership is not always easy—dissension, conflict, and disillusion can be the norm in many settings. To be worthwhile, programs must face reality openly, building spaces where people feel safe to express themselves and have their perceptions challenged. The people involved in running the program must set and model ethical beliefs that, ideally, come through individual, subgroup, and group dialogue.

---

**Leave a Leadership Legacy Through UCEA’s Partners for the Future**

Dedicated supporters of the University Council for Educational Administration who include UCEA in their wills or estate plans are UCEA Partners for the Future. These special donors have decided to extend their support beyond their lifetimes and leave a legacy of tolerance and justice.

Writing a will and including a bequest to UCEA allows you to choose where your estate will go and, in most cases, helps you to reduce taxes on your estate. Your bequest or planned gift—regardless of size—is a meaningful way to honor UCEA’s work and assure its future.

If you are interested in receiving information about wills, charitable gift annuities or other planned giving opportunities available at UCEA—with no obligation—please contact UCEA’s director of finance at 512-475-8592.

If you have already included UCEA in your will or estate plans, please contact us so we can update you as a UCEA Partner for the Future.
Program implementation: We stress and model the importance of confidentiality, consistency, and fidelity. Allow time for relationships to develop, and trust is more likely to be embedded and thereby to promote open, critical comment and allow challenges to beliefs and experiences. We work to ensure that formal and informal groups become neither inclusive nor exclusive entities. What happens in these programs must reach back meaningfully into schools.

Proposition 8. To remain relevant, leader learning must not be program bound; it should become embedded as self-organized learning networks into the personal and system environments within which leaders work.

Program implication: Too many good practices remain useful only in isolated pockets. This is because they are not critiqued or shared within broader networks. Leader learning is only worthwhile if it sustains and spreads during and after formal program completion. For this to happen, programs for different leader levels or in different schools require some similarity of scale. Similarity of scale is when schemas become embedded across programs, thereby making them similar to each other. The idea is that connected but separate learning programs (such as for middle leaders and principals) exhibit self-repeating patterns at different levels or scales.

Program implementation: Different programs use a common language, where understanding is represented similarly in the roles of different agents and groups. Attempts are also made to embed people in larger programs into small, school-based endeavours or into informal in-school structures and to encourage them to be agents of learning.

We have not covered all the key beliefs that flow to and from the programs. For example, we also have firm beliefs about the importance of tracking the impact of leader learning in schools (such as student outcomes and social justice), simultaneous challenging existing practice, and providing psychological support and catering for differing learning preferences. These are covered elsewhere. Our engagement with leader learning has taught us that we rarely get to exactly where we’d like to be; that there is usually a better or at least different way to do things; and that the success of the programs, in either hard and soft terms, inevitably depends on the relationships formed.

References


The Discussant’s Role

If you have ever attended a professional meeting, you are probably familiar with the term discussant; however, exactly what a discussant is and what a discussant is supposed to do have many interpretations. The UCEA Convention planning committee is in the process of developing a set of guidelines for those who volunteer to serve as discussants at the UCEA Annual Convention. Here is a prequel of those guidelines:

1. Put most plainly, the discussant is supposed to discuss the papers included in his or her assigned paper session. This, of course, implies an important author responsibility. Authors should send their papers to the session discussant 2 weeks in advance of the session. The 2-week period should allow the discussant to prepare for her or his role. If the discussant does not receive the papers in advance, he or she can take notes during the session and limit discussion to what was presented. The discussant also can use the audience to do some of the work. Weick (1999) suggested asking the audience to consider taking “on the role of discussant for the moment. What do you think are the big ideas we heard, what did you hear that surprised you, what’s controversial here, what will you take away from this discussion, what symposium does this suggest we should propose next year?”

2. Once papers are received, the discussant should read the papers carefully and prepare comments on each. Discussants typically (a) offer constructive criticism about the research questions addressed, the theoretical foundations established, the methodologies employed, the analyses and results presented, and the implications derived; (b) highlight where they believe the papers make contributions to the broader literature or how the papers open up new perspectives; and (c) highlight the interrelationships among the papers presented (“The Discussant’s Role,” n.d.). Additionally, as Weick (1999) pointed out, “because listening may be very uneven, it is a huge help if discussant says what the core idea is in each paper.”

3. In developing remarks for the session, Weick (1999) suggested the following lead lines:
   “Do you realize who’s in trouble if these researchers are right?”
   “You can do even more with this argument than what we’ve heard here. For instance…”
   “Notice what these panelists didn’t say. They could have asserted that X. They didn’t. Why not?”
   “The predominant citation in these papers is X. What if it had been Y?”
   “We all came in to this symposium with some assumptions. Those assumptions are the filters that determine some of our reactions to what we hear. Remember, there are at least four reactions people can have: That’s absurd (deny assumption), that’s interesting (disconfirm weak assumption), that’s obvious (affirms assumptions), that’s irrelevant (do not speak to assumptions). What is the pattern of reactions to what we have heard?”
   “Given this topic, I expected these people to say X. Much to my surprise they said Y. What do you make of that?”

4. On the day of your session, the discussant and all session participants should plan to arrive at least 5 minutes before the session begins. All participants should introduce themselves to the session Chairperson in advance.

5. During a typical UCEA session, four papers will be presented and discussed. Given that each session lasts approximately one hour and 20 minutes, each author and the discussant should plan to share their remarks in 12 minutes or less. This will provide 5 minutes for introductions at the beginning of the session and 15 minutes for questions and further discussion at the end of the session.

6. The bulk of the discussant’s 12 minutes should be spent stimulating audience interest in the subject and the papers. Please try to keep your remarks limited to 12 minutes so that ample time is left for audience participation.

7. Worthy of note, paper authors typically appreciate receiving written comments on their papers. The discussant is not obligated to do this, but he or she is certainly encouraged to do so.

The discussant is an important role in a researcher paper presentation. Discussants help make linkages among the papers in the session and between those papers and the broader literature. As a result, it is essential that paper authors submit their papers on time and that discussants be well prepared.

References


Are You Moving?

Are you starting the year at a new institution?

Make sure you don’t miss the next issue of the UCEA Review or any of the other UCEA mailings.

Email ucea@austin.utexas.edu

the following information:

Change of Address:

Name: ____________________________
Previous School/Institution: ____________________________
New School/Institution: ____________________________
Address: ____________________________
City, ST: ____________________________ ZIP: __________
Email: ____________________________
Phone: ____________________________ Fax: ____________________________
UCEA Members-Only Site

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

Unfortunately, UCEA can only offer this access to UCEA member faculty. Thus, individuals who are not UCEA member faculty will no longer have free access to JCEL, unless they or their institutions subscribe to the journal/bundle through SAGE.

If you have not already visited our website and seen the New Members section, please visit www.ucea.org! UCEA Plenary Session Representatives were provided information on accessing the Members-Only Site.

NEW!

International Handbook on the Preparation and Development of School Leaders
Jacky Lumby, Gary Crow, & Petros Pashardis

Sponsored by the University Council of Educational Administration (UCEA), the British Educational Leadership, Management, and Administration Society (BELMAS), and the Commonwealth Council for Educational Administration and Management (CCEW), this is the first book to provide a comprehensive and comparative review of what is known about the preparation and development of primary and secondary school leaders across the globe. It describes current issues and debates and an assessment of where the field of leadership development is headed.

Key features include the following:

Global Focus — This book provides the first comprehensive look at leadership preparation and development across the globe. The chapter authors are distinguished scholars, drawn from the following countries: USA, UK, 5, Europe 6, Asia 3, Canada 3, Australas/New Zealand 5, and Africa 6.

Topical and Geographical Focus — Provides researchers and policymakers with critical descriptions and assessments of both topical and geographical areas.

International Expertise — Chapter contributors are drawn from a variety of theoretical perspectives and represent all major continents.

Contents:

The Institute of Education Sciences (IES) will host a series of webinars to discuss research funding opportunities at the National Center for Special Education Research (NC-SER) and the National Center for Education Research (NCER). Registration information is online at: http://ies.ed.gov/funding/webinars.asp. Each webinar will host up to 100 individual participants. Participants will be registered on a first-come, first-served basis. Three types of webinars are planned:

**Basic Overview Session:** During a Basic Overview Session, IES staff will provide a general overview of IES, NC-SER and NCER research topics, the IES goal structure, and the peer review process. These sessions are intended for researchers who are unfamiliar with IES or are novice applicants.

**Grant Writing Workshop:** During a Grant Writing Workshop Session, IES staff will provide more in-depth information about requests for applications and the IES grant structure.

**Application Process Session:** During an Application Process Session, presenters will provide information regarding the grant submission process. Topics will focus on information in the application instructions package, including: content and formatting requirements, human subjects clearance, and application forms.
Preparing Democratic Leaders
To Foster Quality Teaching
And Student Success:
A Time For Action
UCEA Convention 2008
Buena Vista Palace Hotel. Orlando, Florida
October 30-November 2, 2008

The 2008 Convention theme acknowledges the urgency for university professors and educational leaders to engage actively in the discourse around the preparation and development of educational leaders and the role of university-based leadership preparation programs. As policy makers, business people, and the general public participate more in the discourse about the role of public education in a democratic society, we urge university professors and educational leaders to seek new ways to bring their knowledge and skills to the decision-making process rather than simply letting decisions about leadership and public education to be made without their input.

In this spirit, we invite all members of the UCEA community (a) to share their research and scholarly perspectives on these themes, (b) to offer new suggestions about how research and theory can inform the actual decision-making process at national, state, and local levels, and (c) to discuss insightful ways in which educational leadership can enhance academic excellence, equity and social justice in P-20 educational contexts.

<table>
<thead>
<tr>
<th>Category</th>
<th>Early (through Aug 1)</th>
<th>Regular (through Oct 10)</th>
<th>Late (through Nov 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCEA University Faculty</td>
<td>$115</td>
<td>$140</td>
<td>$150</td>
</tr>
<tr>
<td>Non-UCEA Faculty</td>
<td>$145</td>
<td>$160</td>
<td>$175</td>
</tr>
<tr>
<td>Practicing Administrator</td>
<td>$145</td>
<td>$160</td>
<td>$175</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>$50</td>
<td>$65</td>
<td>$75</td>
</tr>
<tr>
<td>Other</td>
<td>$145</td>
<td>$160</td>
<td>$175</td>
</tr>
</tbody>
</table>

REGISTER TODAY AT:
http://www.regonline.org/ucea2008

- EVENTS INCLUDE -
  - Keynote Speakers Jill Blackmore, Lisa Delpit, Stephen Jacobson, Kevin Jennings, and Susan Moore Johnson
  - Annual Plenum Session, Thursday, October 30, 7:30 a.m. - 4:30 p.m.
  - Opening Convention Reception in Honor of UCEA Past Presidents, Thursday, October 30, 7:30-9:30 p.m.
  - UCEA Annual Banquet, Poolside at the Buena Vista Palace Hotel & Spa, Saturday, November 17, 6:00-10:30 p.m.

For More Information, Visit Our Website at www.ucea.org
Featured Speakers


Dr. Lisa Delpit, Executive Director for the Center for Urban Education & Innovation, received the award for Outstanding Contribution to Education in 1993 from Harvard Graduate School of Education, which hailed her as a “visionary scholar and woman of courage.” Her work on school-community relations and cross-cultural communication was cited when she received her MacArthur “Genius” Fellowship. Most recently, Delpit has been selected as the Antioch College Horace Mann Humanism Award recipient for 2003, which recognizes a contribution by alumni of Antioch College who have “won some victory for humanity.” She describes her strongest focus as “finding ways and means to best educate urban students, particularly African-American, and other students of color.” Among her publications are Other People’s Children: Cultural Conflict in the Classroom (1995); The Real Ebonics Debate: Power, Language, and the Education of African-American Children (co-edited with Theresa Perry, 1998); and The Skin That We Speak: Thoughts on Language and Culture in the Classroom (co-edited with Joanne Kilgour Dowdy, 2002).

Dr. Stephen L. Jacobson is Professor of Educational Administration and the Associate Dean of the Graduate School of Education at the State University at Buffalo (UB). His research interests include teacher compensation, school finance, human resource administration, and the reform of school leadership preparation and practice. He has published extensively and his books include School Administration: Persistent Dilemmas in Preparation and Practice (Fugang, 1996), and Transforming Schools and Schools of Education: A New Vision for Preparing Educators (Corwin, 1998). In 1994, Steve received the Jack Culbertson Award for outstanding contributions to educational administration by a junior professor. In 1999 he was elected President of the American Education Finance Association. He is currently co-director (with Kenneth Leithwood) of the UCEA Center for the Study of School-Site Leadership, and is co-editor (with Leithwood and David Monk) of the journal, Leadership and Policy in Schools. Prior to receiving his Ph.D. from Cornell University, Steve was a special education teacher with the New York City Public Schools for seven years.

Kevin Jennings taught high school in New England after graduating from Harvard and is best known for his work creating safe schools for LGBT students. In 1988, Jennings helped establish the nation’s first Gay-Straight Alliance for students, and in 1990 he founded GLSEN, the Gay, Lesbian, Straight Education Network, to bring together teachers, parents, students, and community members to end anti-LGBT bias in schools. Mr. Jennings led GLSEN to success in making Massachusetts the first state in the nation to outlaw discrimination against public school students on the basis of sexual orientation, and he helped establish the Safe Schools Program for Gay & Lesbian Students. Under Jennings’s guidance, GLSEN has become a national education and civil rights organization with a presence in all fifty states. Newsweek named him one of a hundred people to watch in the new century. Jennings tours extensively and makes frequent media appearances as an advocate and spokesperson for LGBT youth. The author of One Teacher in Ten and Always My Child: A Parent’s Guide to Understanding Your Gay, Lesbian, Bisexual, Transgender or Questioning Son or Daughter, Jennings also wrote and produced the historical documentary Out of the Past, which won the 1998 Sundance Film Festival Audience Award for Best Documentary.

Dr. Susan Moore Johnson studies and teaches about teacher policy, organizational change, and administrative practice. A former high-school teacher and administrator, she has a continuing research interest in the work of teachers and the reform of schools. She has studied the leadership of superintendents, the effects of collective bargaining on schools, the use of incentive pay plans for teachers, and the school as a context for adult work. Currently, Johnson and a group of advanced doctoral students are engaged in a multiyear research study, The Project on the Next Generation of Teachers, that examines how best to recruit, support, and retain a strong teaching force in the next decade. The project, which is funded by several foundations, includes studies of hiring practices, alternative certification programs, new teachers’ attitudes toward careers, and new teachers’ experiences with colleagues. Johnson served as academic dean of the Ed School from 1993 to 1999. She has taught in the School’s summer institute programs for administrators and teachers since 1989. For more information, please read the article on her research, the article on the research of the Project on the Next Generation of Teachers in HGSE News, an interview with Dr. Johnson on the needs of educators in the current climate of high-stakes testing, or visit the Project on the Next Generation of Teachers web site.

www.ucea.org
UCEA WOULD LIKE TO EXPRESS SINCERE APPRECIATION TO THE SPONSORS OF THE 2008 CONVENTION:

Auburn University
Clemson University
Florida Atlantic University
Florida State University
Information Age Publishing
Pennsylvania State University
Sam Houston State University
Texas A&M University
University of Florida
University of South Florida
University at Buffalo/SUNY
University of Cincinnati
University of Illinois at Urbana-Champaign
University of North Carolina at Chapel Hill
University of Utah

Graduate Students:

See p. 24 for UCEA Convention highlights for graduate students

October 30:  Graduate Student Orientation
            Job-Search Seminar
October 31:  Graduate Student Reception
November 1:  AERA Divisions A&L Graduate Student Breakfast
            Symposium: A Conversation With Senior Scholars
            Symposium: Transitioning From Student to Professor
Situated on 27 scenic acres, The Buena Vista Palace Hotel & Spa is an extraordinary environment of magic and memories and a showplace of uncompromising quality and triumphant achievement. For two decades, this long-revered meeting site has built a reputation for comprehensive service and warmth. But in many ways, it’s one of the newest in Central Florida, with a recent multi-million renovation that put the resort on the cutting edge of event technology. Meeting groups, such as ours, can appreciate everything from the 90,000 square feet of flexible conference facilities to the pampering pleasures of a European-style spa to the extraordinary cuisine to the magnificent sunset views. You can also enjoy the allure of the Walt Disney World® Resort, the excitement of championship golf, and the luxury of a cold spritz from the pool concierge. The Buena Vista Palace is the place to be in Orlando!

You’ll find every comfort inside the hotel. Their guest rooms are beautifully detailed—with thoughtful touches like pillow-top mattresses, Golden Door® toiletries, and private balconies. Business is a pleasure in a room that performs. We’ve thought of everything—wired and wireless high-speed Internet access, ergonomic work chairs, large well-lighted work areas, in-room safes, and cordless two-line phones with voicemail and extra long cord. Most rooms offer a private patio or balcony for enjoying the fabulous Florida sunshine. The Buena Vista Palace also accommodates non-smoking, special needs, and environmentally sensitive guests who appreciate individual filtering systems, non-dyed linens, and non-allergenic bedding.

Dining options at the Buena Vista Palace are wonderfully diverse. Guests can enjoy Outback Restaurant featuring a “Down Under” setting with Florida’s finest seafood and hearty steaks prepared on an open-hearth grill. The Mediterranean-style Watercress Café offers not only casual dining by the lake, but also the fun of meeting favorite Disney friends at the Disney Character Breakfast Buffet every Sunday. For a simple meal or quick snack, the Watercress Pastry Shop & Mini Market provides fresh baked goods and gourmet coffees. And for refreshing tropical drinks or convenient poolside snack, the Shipwrecked Pool Bar and Castaway Grill are favorite choices. The Lobby Lounge is an ideal place to gather for cocktails with live piano music. The Top of the Palace Lounge lights up each night to sensational sunsets and birds-eye view of the area’s dazzling fireworks displays.

With an exclusive address inside the Walt Disney World Resort®, the Buena Vista Palace offers an enticing variety of opportunities and attractions. Soaring 27 stories above the world’s greatest destination, the Buena Vista Palace is located in the heart of the shops and restaurants, exhilarating nighttime fun and dazzling entertainment options of the Downtown Disney® Marketplace, Pleasure Island, and West Side. Four Disney Theme Parks and two water parks are a quick, complimentary shuttle away.

The Buena Vista Palace makes every event as magical as the kingdom where wishes come true. For more hotel information, please visit http://www.buenavistapalace.com.
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.

General Editor:
Michelle D. Young (UCEA)
michelleyoung@austin.utexas.edu

Feature Editor:
Samanta Bartholomew (IUPUI)
ssbartho@iupui.edu
Andrea Rorrer (University of Utah)
andrea.rorrer@ed.utah.edu

Interview Editors:
Gerardo Lopez (Indiana University)
lopezg@indiana.edu
Laura McNeal (Georgia State University)
lmcneal@gsu.edu

Point-Counterpoint Editor:
Jeffrey S. Brooks (Auburn University)
jeffreysbrooks@auburn.edu

Innovative Program Editor:
Liz Hollingworth (University of Iowa)
liz-Hollingworth@uiowa.edu

Managing Editor:
Jennifer Ellen Cook (University of Texas)
jennifercook@mail.utexas.edu

2008-2009 Calendar

July 2008........UCEA Leadership Meeting
SREB District Partnership Training for UCEA members

August 2008......National Policy Board in Educational Administration meeting-Washington, DC
2008 UCEA Convention Program available online

September 2008..Commonwealth Council for Educational Administration and Management (CCEAM)
Urban Principalship Curriculum Meeting (UPC)

October 2008.....Values & Ethics in Ed. Leadership Conference-British Columbia
Carnegie Project on the Educational Doctorate-USC
UCEA Executive Committee Meeting (28th-29th)
UCEA Plenum Meeting (30th)

November 2008.. UCEA Convention Oct 30-Nov 2 Buena Vista Palace, Orlando
2009 David L. Clark Nominations due Nov. 10, UCEA HQ

December 2008...National Policy Board in Educational Administration Meeting-Washington, DC
UCEA History proposals due Dec. 10, UCEA HQ

February 2009.....UCEA Convention 2009 Planning Meeting
UCEA Executive Committee Meeting

April 2009........AERA Divisions A & L and UCEA joint reception, San Diego
Jackson Scholars Workshop, San Diego
David L. Clark Seminar, San Diego

May 2009.........UCEA proposals due May 2, UCEA HQ

UCEA Review
The UCEA Review is published three times a year (winter, summer, 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.

Michelle D. Young........................Executive Director
Bruce Barnett....................Associate Director of International Initiatives
Catherine Lugg..............Associate Director of Publications
Linda Tillman.............Associate Director of Graduate Student Development
Julian Vasquez Heilig...Associate Director of Program Centers
Scott McLeod............Associate Director of Communication
Edwin Sharpe.................................Senior Advisor
Christopher A. Ruggeri........................Events Manager
Lisa Wright, CPA....................Financial Manager
Bradley Carpenter................Graduate Assistant
Pei-Ling Lee....................Graduate Assistant
Katherine Mansfield...............Graduate Assistant

The University of Texas at Austin
The University Council for Educational Administration
1 University Station-D5400
Austin, Texas 78712-0374
Ph: 512-475-8592
Fax: 512-471-5975
www.ucea.org

Non-Profit Org.
U.S. Postage
PAID
Austin Texas
 Permit #391