2019 PRESIDENTIAL ADDRESS

Where Y’at?: Educational Leadership That Lives up to the Legacy of Those Who Came Before Us

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My heart is so full. Over these last few days together, I have learned from you. Laughed with you. Felt your love and encouragement. What a wonderful community we have. Previous presidents have taken a little time at the beginning of their speech to share some appreciation, and I ask your indulgence as I do the same. I have been so blessed to be a part of so many communities that have helped me get here today. I am particularly grateful to trusted friends who guided my words. My graduate student, Courtney Mauldin, has been just the warm demander I needed. Another special thank you to Lolita Tabron, who is without question a rising star in this field. If you didn’t know it before, you do now if you heard her acceptance speech for the Culbertson Early Career Scholar award on Thursday. She encouraged me to be bold and find the power in my words this morning, and I hope I live up to her expectations. I’m proud to be able to say that I knew her “when.” I also thank April Peters Hawkins, Leslie Gonzales, and Michelle Young for reading early drafts and providing helpful feedback.

Thanks also to our crack team in our Michigan State University (MSU) Communications Office, who assisted in creating a few of my slides and conducting some research on my behalf. Thanks to my MSU family. I am so proud of the powerful community of scholars we have created together, but most of all I’m proud that we have accomplished all we have with attention to our humanity as people first. I also appreciate my colleagues on the Executive Committee (EC) who have worked incredibly hard on headquarters transition and also onboarding our new Executive Director, Mónica Byrne-Jiménez. I thank Mónica, too, for jumping right in and keeping the business of UCEA rolling. Let’s give her a hand. The whole team, particularly

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Contributing to the Review

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our staff: Karl, Marcy, Stephanie, Davis, and all the graduate students, have taken on a lot of work behind the scenes in the gap between executive directors. We wouldn’t have gotten here without you. Thank you.

Finally, my family is here, and they are the best. Thank you, Mom, for always giving me space to follow any road, even when I didn’t know where it would go. My husband, Glenn, and son, Langston, are missing a big family wedding that’s happening in Houston today. I know it wasn’t a question that you’d be here, but I still know that’s a big deal. Thanks for being here to support me. Glenn has been my best friend, my partner in crime, my everything. Langston, you are all that is good in my world. I’m so proud of you. But I promise that Mommy is almost done working and we will go do some more fun things soon.

How Did I Get Here?

I never could have imagined myself standing at this podium, addressing you as your elected president. But here I am. And how I got here is as much about the power of leadership as it is about anything else.

Patricia Jones Whyte.
Jillian BairdBurnett.
Martha Zurita.

These are the women—women of color, to be precise—who saved me from school. Maybe it sounds dramatic to some of you, but school was a traumatic experience for me. Throughout my comments today, I want you to remember these women and the power of the mostly small but sometimes big moves they made. And the impact those decisions had on me. So yes, I’m here, standing at this podium, because of them. But I’m also here because of the collective efforts of so many people of color who have come before. But I’m not quite ready to talk about that yet. Let me not jump ahead of the story.

It’s uncomfortable for me to bring attention to myself. I’m from Minnesota, after all. We just don’t do that. I’m even uncomfortable at my own birthday parties. But, as I just said, I want to use my journey to draw attention to the leadership contributions of some extraordinary people. To do that, you need to understand my journey. But you have to promise to remember that this is about them, not me, ok?

In school, I was smart, but there was always a hint of surprise in the tone of my teachers’ voices when they said it. “Smart for a Black girl” is how I interpreted it. Surprisingly smart. With no teachers of color in my suburban, predominantly White schools, you can see how I felt like I was an anomaly. A one-off. There were no other Black students in my advanced classes, though there were good numbers of Black students in the school overall. So, when I got into my dream school, Carleton College, there was a part of me that didn’t believe it. My friends, mostly White, triggered my worst fears when one announced that I’d only gotten in because of affirmative action. Each of these, the “surprisingly smart” feelings expressed by teachers, or affirmative action comments made by my friends, was like a tiny ember that sat festering in my gut. Accumulating. Intensifying. A constant, unwanted presence.

When I got to college, those thoughts came with me. Of course, they did. I sat in our opening convocation feeling like
an imposter. Like everyone had earned their spot except me. Once the term started, I studied so hard, all the time, to overcome my perceived deficiencies: reading chapters two and three times, taking notes, typing the notes, color coding the notes. It was just never enough. The strong grades I earned didn’t really help because I just knew that my luck—and to me, it was luck—would run out at some point.

Soon those embers that had been sitting festering turned into a full-blown conflagration. Lying with me at night when I tried to sleep. Accompanying me to class. Sitting with me in the dining hall or when I tried to relax with my friends. Until finally I just knew I couldn’t stay. I couldn’t see another option. I secretly applied as a transfer student to the University of Minnesota and finished my first and last year at Carleton without really telling anyone that I wouldn’t be back.

So, how did I make it here? On this stage, but also—spoiler alert—on to earn a master’s and a PhD at that? In part I have to credit myself and the fact that I didn’t ever completely give up, that I kept going even when it was so, so hard. That’s right! Patricia, Jillian, and Martha. These powerful women of color truly “saw me” at critical points of my journey. In the roll call tradition of the Black community, it’s important to say their names.

First, Patricia Jones Whyte. She found me literally crying in the admissions office at the University of Minnesota in the aftermath of the crushing moment I realized that the anxieties that had plagued me during my first year of college hadn’t gone away in the transfer to a new school. Of course they hadn’t. With concern in her eyes, she dragged me from the table in the middle of the massive main admissions office into her office. More than anything, she just listened to me through my tears as I poured out my worries of not being good enough.

The second woman, Jillian Baird Burnett, worked incredibly hard on my behalf to help provide the financial resources to make attending Carleton possible financially. Because getting in was one thing. Actually paying for it was a whole other thing. Jillian painstakingly worked with my mom to complete the FAFSA application. I also now realize that Jillian had to be on the inside advocating for me to be admitted. I didn’t know it at the time, but I think back now on the last time I saw her in the Burton dining hall. I’ll never forget that day or the look on her face when I ran into her after she’d heard that I was withdrawing. In retrospect, I know that look, because it’s the same look and feeling I get now when I see another promising student of color being crushed under the weight of surviving at a predominantly White institution.

Finally, and probably most important to my particular story, Dr. Martha Zurita was my mentor for a summer research program I participated in at the University of Minnesota. Now, you need to know that I only participated in this program for the paycheck. They said the program was to encourage high-achieving students of color to pursue graduate school, but that was a hard pass for me. The pay was better than my part-time job working for an insurance company, but I had no intention of continuing my educational journey beyond my undergraduate degree. Martha was a no-nonsense postdoc who saw my potential and pushed me hard to meet it. And she saw right through my plans to appease her by just applying with no intention to actually go. She convinced me that my experiences in school were wrong and that we needed researchers who would study these issues and make policy recommendations to improve them. Even better, by being a professor, I could BE the person I wished I’d had to talk to when I was being swallowed up by imposter syndrome and feelings of inadequacy.

I visited her alma mater, the University of Illinois, and the rest is history.

Actually, that’s not completely true. I’m condensing the story to make the story nice and neat. But it’s important for you to know that Martha actually set the trip up and then DROVE ME 9 hours to the University of Illinois so I could meet with students and faculty. And I fell in love, just like she knew I would. For the first time in my life I had professors of color who taught a full curriculum that included my—no, OUR—educational history. I had peers who looked like me and who were so smart. It was heaven.

In 2002 and 2003, I took a break between my MA and PhD to work on Capitol Hill, which showed me another aspect of our broken system. There couldn’t have been a better time to be in DC working in educational policy, with NCLB just having been signed and education dominating congressional conversations. But I was profoundly disappointed at how little research seemed to be informing those conversations. Even worse, they didn’t reflect the actual experiences of students, teachers, and school leaders. Listening to the people around me, I wondered if any of them had actually even met a teacher or had been in an actual public school classroom. I was lucky to be working for Congresswoman Diane Watson, a retired teacher who was fighting to do the right thing with NCLB and for education generally. It was deeply disheartening to see that her efforts were largely just swallowed up in the political machine. That was enough for me to know my time in DC had an expiration date.

I returned to the University of Illinois determined to dedicate my career to understanding the ways that school systems can be set up to let down students of color. Although my degree is in educational policy, our program took a social foundations approach to understanding educational issues, so most of my classes were in sociology, policy, philosophy, and history of education. Oh, so much history. And most of these courses focused broadly on the experiences of minoritized students. I was fascinated first by learning this history. I’d never been exposed to the legacy of these groups for our educational system today. I was able to make sense of my own experiences not as an anomaly, but as emblematic of the experiences of so many other students of color, for generations.

Even now, my doctoral students will tell you that you’re not getting through a course with me that doesn’t have a historical aspect to it. It took me a long time to realize that my traumatic educational journey would help me become a better scholar. In a way, I’m grateful for my experiences, that I can draw from my background to inform my scholarship and demonstrate to my students that despite the overwhelming institutional processes that work against us, there are examples, like me, of folks who made it. I want to highlight
this point in my own story by sharing the impact of Patricia, Jillian, and Martha, not because I’m unique. Far from it. We have a history of folks of color who have pushed to create educational opportunities for others and then held the torch to allow them to pursue their dreams.

We’ve Got a Responsibility

Let me get at this point a different way. If you’ve received email from me - and most of you have because of my stint as Division A secretary. Sorry about all those emails, by the way! Anyway, if you’ve seen an email from me, you may have noticed the Michelle Obama quote in my signature line:

“We’ve got a responsibility to live up to the legacy of those who came before us by doing all that we can to help those who come after us.”

She made these remarks in a commencement address at North Carolina A&T State University, a historically Black university. It’s a beautiful, inspiring speech that I encourage you to read. Jillian, Patricia, and Martha are the embodiment of Michelle Obama and what she said in that speech. What does it mean to live up to that legacy? To see it as your responsibility to help those who come after you?

In any case, this quote sums up my teaching and research philosophy, of working with the next generation of scholars, particularly scholars of color, to improve our education system. It also reflects my respect for our ancestors and the contributions and sacrifices they made to bring us to where we are. I want to think through the meaning of these words in a few ways this morning. The first and most obvious connection is my desire to live up to my family’s legacy. But I want to leave that for last.

First, I want to focus on the word responsibility. I think we all understand the meaning of having a responsibility, but I think what’s implied in the quote is that we have a responsibility to do something. To act. That feels pretty weighty to me given the current climate. I don’t know about you, but these last few years have been really tough. I’m not talking from a work standpoint, really, but ... I don’t know. More like an existential crisis.

What brought me to this realization is a little funny, though. Bear with me. In my free time, I enjoy watching and reading dystopian fiction. Postapocalyptic survival, zombies, the world after a global natural disaster? Yep, yep, and yep. I’ll read anything written by Octavia Butler. One day, I was watching “The Handmaid’s Tale.” The show is based on the Margaret Atwood novel. For those of you who aren’t familiar with the show, the U.S. is now called Gilead, which is under a conservative totalitarian regime. There is also a backdrop of some kind of environmental crisis that has had a devastating impact on the birth rate. Fertile women—well, all women, really—are treated like property.

What I like most about this genre is imagining these worlds and how different they are from my own. But lately, these shows seem to be hitting too close to home. I’ll try not to give anything away here, but the show also features flashbacks to before the regime completely took over. I may think, “Well, there’s no way I’d serve as a handmaid.” But these flashbacks shook that confidence because it didn’t happen all at once. Women’s rights were slowly eroded, and by the time the really terrible things started happening and people started to resist, it was too late.

Now, that was a wake-up call. Connecting to some of the events that have been happening in our world today, I was struck with the thought: “Are these events our ‘early warning’ signs? Should we have a plan to move to Canada or something?” We actually paused the show and Glenn and I talked about it. “Do we need to have a ‘go-bag’ together?”

While I was preparing this speech, I came across a news article reporting that Google indicates searches for the term “moving to Canada” increased 1,000% at the last presidential election. Clearly, I’m not the only one has been thinking about these things.

And even in thinking that, I recognized my privilege in even being able to consider that option, that my U.S. passport and educational background would mark me as “wanted” as a refugee in another country. What would I do if I were not the case? What would I do to ensure my son, Langston, had a chance at a better life? It was a thought experiment for me, but real life for many so many refugees seeking asylum in this country. The point is, I was suddenly not so sure that what I was watching was fiction.

Now, this isn’t to say that we haven’t tried to do anything. These last few years on the UCEA EC, we’ve written many statements decrying all kinds of atrocities that have been happening in our world. And we surely could have, and maybe SHOULD have, written even more statements during this time. It’s overwhelming to think about. Of course, it’s even worse to live it for communities who are touched by these issues. My colleagues on the EC will tell you, writing all these statements really started to mess with me. It started to seem like a hollow gesture given the magnitude of what we were facing in the world.

I’ve taken a somewhat dark turn here. Let me try to bring this together. On one hand, we have this example of so many terrible things that have happened in the world under our watch. But on the other hand, I have my own personal experience that has proven that the actions of just one person can have a critical effect on someone’s life. Jillian, Patricia, and Martha are proof of that. So, I want to ask you an important question today. What kind of leader do you want to be? Or, as they might say around here: Where y’at?

Historical Lessons for Today’s Schools

Let me remind you again of the Michelle Obama quote I shared. She challenges us to live up to the legacy of those who came before us. There are stunning examples of folks who provide the inspiration for what this can look like. And, just like the women of color who impacted my life as a result of their leadership—Jillian, Martha, and Patricia—there are many women of color who can provide the same kind of inspiration for us all.

Given my background and training in the history of African American education, perhaps it isn’t surprising that this is the inspiration I chose to draw from today. I can’t pass...
up an opportunity to share a little history of African American education, especially because to me it aligns with a key part of the theme I’m going for today, of living up to the legacy of those who came before us. That said, it’s truly perplexing to me how often we do NOT reference the contributions of the Black community. The good student in me who took all those history of education courses back in graduate school can’t let this moment go without speaking to the historical significance.

A few months ago, this past August, marked 400 years since Black folks were brought to the colony of Virginia. The slide I’m showing you is a time lapse of the Transatlantic Slave Trade (https://www.youtube.com/watch?v=SKo-Xrfwyk). The little “dots” you see moving across the ocean represent stolen Black men, women, and children. You’ll see that it starts in the 1500s, well before 1619. Watch for that little dot when the animation gets to 1619. It’ll go by really quickly. You’ll see on the bottom of the screen the total numbers, and that the vast majority of these stolen African people ended up in Brazil and the Caribbean. A small percentage of the total came to what is now the United States. Now, don’t make the mistake of thinking this is the limit of our involvement in slavery. Plenty of slave owners here owned plantations in Brazil and the Caribbean. The U.S. is fully immersed in this history. Anyway, while I’m talking, I’m going to let this play behind me. Of course, indigenous folks have always lived here and continue to strive and thrive today. Where we’re standing, here in New Orleans, was and is still inhabited by many state and federally recognized nations. Elders from two of these nations were here on Thursday so that we could seek permission to use their lands to host this convention. All of this highlights the really complicated racial tensions that are tied up in our nation’s White supremacist history. The 1619 commemoration is an opportunity to learn about and reflect on these tensions. Keep your eyes on the time lapse. If this is your first time seeing it, you’re probably getting that “punched in the gut” feeling that I did when I first saw it. The legacy of the slave trade is still very much with us today. We must confront it and learn from it, not try to ignore it.

It’s auspicious that we happen to be in New Orleans for our convention this year given this important commemoration and the particular history of this place in this 1619 narrative. My partner, Glenn Chambers, is a Latin American and Caribbean historian who studies this region. So, I’ve come to New Orleans many times, tagging along on his research trips. But I learned a much broader history of this place and its connection to the transatlantic slave trade this past summer. When the EC met in DC a few months ago, President-Elect Gerardo Lopez and I found ourselves with a free afternoon, so we headed to the new National Museum for African American History and Culture. Many of the pictures I’m using in my speech today were taken on that trip.

In New Orleans and across the nation, this 1619 remembrance is important. It marks the 400 years that Black folks have contributed here, in what would become the United States of America. And while those contributions extend to every facet of our life—work, faith, housing, politics, and so on—to me, and of course I’m biased here, the contributions in the area of education are particularly spectacular.

In 1988, James Anderson wrote an award-winning book, The Education of Blacks in the South, that transformed the historiography of African American education. I know what you’re thinking, how could anything in history be “groundbreaking” in 1988? I mean, history is history, right? 1988 is like yesterday in the grand historical timeline that dates our universe at nearly 14 billion years old. I promise it’s true. Until 1988, prevailing historical narratives pointed to White northerners’ efforts through programs like the Rosenwald fund, which helped provide funding to establish a network of public schools for Black children in the South. That’s probably the story you were taught in school. The problem is that while these narratives have an element of truth, they don’t tell the whole story. In his work, Anderson—those of us who were lucky enough to study under him call him “Doc”—painstakingly documented the Black community’s efforts not only to create and fund schools themselves, well before the end of the Civil War, but also the impact these efforts had on the course of public education for the White community. To do so meant revolutionizing historical methods.

The problem with traditional archival research is that it privileges the documents, narratives, and papers of the people whose documents, narratives, and papers end up in the library. It doesn’t contain the materials from people who aren’t seen as worthy of historical preservation. It’s like that West African proverb, that until the lion has its own historian, tales of the hunt will always glorify the hunter? Yeah, like that. History tells the story of northern philanthropists because that is whose papers dominate most library archives on the subject.

Sitting in Doc’s classes, I remember him telling stories of how in addition to various library archives, he also visited churches and tracked down papers in the basements of homes of long-retired secretaries. These were people who instinctively knew that these records were important. Perhaps they knew, or maybe hoped, that someone like Doc would want to see them someday.

If you’ve read Anderson’s book, you know that for every point he makes there are often six or seven supporting examples. When I use this book to teach undergraduates it’s the number one complaint I get. “WHY are there so many examples?! The chapters are so dense!” It’s because Doc was literally changing the established narrative about Black education in the South. He wanted you to understand that these self-reliant efforts were not isolated to one or two happenstance examples. Rather, these efforts were the rule, not the exception. And in those pages, he also provides the evidence for us to understand that we have the system of public education we do in large part because of the unrelenting efforts of the Black community to be educated. I want to share so many details about the amazing
contributions the Black community made to our educational system. I want to be sure to focus on the contributions of exceptional Black leaders, particularly Black women, and the choices they made that exemplify the kind of leadership we should aspire to today.

But, I have to make a confession. In my original speech, I was going to highlight the school leadership contributions of three Black women. That would bring a nice symmetry to my speech. Choose three women. Find some kind of parallel structure to highlight common aspects of their leadership. Bam. That would be perfect.

There were a lot of choices to consider, actually. For example, I for sure wanted to talk about Janie Porter Barrett, an advocate for Black girls in Virginia. Concerned for the young Black girls in her community, she started a school in 1915, the Industrial Home School for Colored Girls. I want to thank Renee Wilmot, a graduate student at MSU, for bringing Janie to my attention. I also thought about highlighting the role of Mary McLeod Bethune, a noted civil rights activist who also founded a school back in the day. I mean, there were a number of women who were worthy of recognition. However, I’m going to take a bit of presidential liberty and just share one story. Otherwise, I’m afraid I’ll have you here all day. I know, I know. One story doesn’t make a great case. I mean, to talk about living up to the legacy of those who came before us and NOT use that as an opportunity to highlight even a few of the many possibilities? I know! And, brace yourself, because the person I want to highlight isn’t even a traditional school leader. Wait for it: I chose a student.

**Learning from Student Leaders**

I think it’s important to recognize the leadership of young people. Too often, we forget that students are leaders, too. I appreciate my colleagues in the room who remind us of these contributions with their work focusing on student voice and their positioning of students as leaders. Thank goodness for student activists, too. For instance, Little Miss Flint has used her Twitter platform to bring attention to the water issues in Flint, Michigan—less than an hour from where I am in East Lansing—and around the globe. Given the way our youngest citizens are leading the charge in so many ways, it seems only fitting to make my point about leadership by using student leadership as the evidence. That feels right. And important. So, that’s what I’m going to do.

Without further delay, allow me the liberty of sharing an extended example of leadership about Barbara Rose Johns. Yes, now you know her name. I know you were hanging on the edge of your seat to know who I’ve been talking about.

**The Legacy of Barbara Rose Johns**

Most official accounts of Barbara Johns’ story relay that in 1950 as a 15-year-old junior at Robert Moton High School in Farmville, Virginia, she led her fellow classmates in a protest against their school’s unequal conditions (Kanefield, 2014). The students wrote a letter to the NAACP asking for their intervention. And, the rest, so they say, is history.

Eventually, this case would become *Davis v. Prince Edward County*, officially one of the five cases that would be taken up by the Supreme Court and become known as the *Brown decision*, so named for the lead case that came out of Topeka, Kansas featuring Linda Brown. Some other aspects of this story aren’t included in most official narratives, and it’s those details that truly highlight Barbara’s leadership.

Despite what you might believe from the story so far, Barbara was decidedly not a troublemaker. She was soft-spoken. She worked hard on her family farm, helped out in her Uncle Vernon’s store, and was a dedicated, serious, student. That said, she was also deeply troubled by the inequities in her school and was determined to take up the cause of justice for herself and her classmates.
Due to the fact that the facilities and building in the name of Robert R. Moton High School are inadequate, we understand that your help is available to us. This morning, April 23, 1951, the students refused to attend classes under the circumstances. You know that this is a very serious matter because we are out of school, there are seniors to be graduated and it can’t be done by staying at home. Please we beg you to come down at the first of this week. If possible, Wednesday, April 25 between nine a.m. and three p.m.

We will provide a place for you to stay.
We will go into detail when you arrive.

It may seem as though the actions of these Farmville students were extraordinary. And in some ways, they were. But they were not unique in terms of the type of protests that were occurring throughout the South for equal educational opportunities for Black students. The NAACP was certainly leading the charge in these efforts under the direction of another one of my heroes, Charles Hamilton Houston. If you’ve never heard of him, please do yourself a favor and read more about him. Under Houston’s direction, the NAACP had been winning a series of precedents with respect to the 1896 *Plessy v. Ferguson* decision that established the “separate but equal” doctrine. Houston and his team of lawyers had a plan that would first address inequalities in teacher salaries, then transportation, and finally school buildings and equipment. It was slow-going work, though, having to sue districts individually, often having to take them back to court when even favorable rulings were met with evasion and half-measures. Still, the number of precedents grew.

Around the same time Barbara and her schoolmates were striking, in 1951, the NAACP changed their strategy to go after the doctrine of separate but equal directly. They simply did not have the bandwidth to continue fighting segregation district by district. NAACP lawyers Oliver Hill and Spottswood Robinson were already well into a case not far away in Clarendon County, South Carolina when they got the letter from the Farmville students. The lawyers decided to meet them largely to persuade the students to go back to school. They were not optimistic about the likelihood of doing anything more.

On the face of it, Farmville, Virginia did not represent an ideal place to launch a lawsuit. It was in the deep South, in a rural community, with a local Black community that did not have a history of protest. The NAACP wanted to be careful about not focusing too much on the South because they wanted to highlight that the problem of school segregation was a national problem. However, as Kluger (2011) eloquently stated, these two lawyers had not yet met Barbara Johns. The lawyers were impressed with the students’ dedication and passion. However, they were still unsure that the larger Black community would be willing to support a lawsuit, especially once they learned that rather than just pushing for a new school, the new NAACP approach would be to push for desegregation. Well, they were wrong again.
The next evening, nearly 1,000 Black community members, some with children in the schools, but many whose kids were grown or who never had kids showed up to the school, packing the room to support the lawyers’ plan to fight for desegregation.

I think we expect good leadership to come in grand gestures. Movies probably don’t help with this notion, where we get the benefit of dramatic music and stirring orations from famous actors on the big screen.

Like Morgan Freeman in “Lean on Me.” Or Cynthia Erivo’s recent compelling performance in “Harriet.” And sure, sometimes leadership looks like this, where extraordinary people are able to achieve seemingly impossible advancements. But that kind of leadership has the unintended consequence of making us think that that’s what we have to aspire to as leaders.

But I don’t think that’s how most good leadership happens. Strong leadership happens in small moments. It’s seeing a wrong, seeking to understand it fully, and being thoughtful in addressing it. I am struck by these aspects of Barbara’s leadership. She accomplished something significant, that’s for sure. But it’s the nuances of her actions that are so extraordinary. That she not only wanted to do something about the problem she saw, but also had the thoughtfulness to address the problem in a way that would minimize damage. She did it in a way that she hoped would protect the people she loved, like Miss Davenport and Mr. Boyd. That’s the kind of leadership we need today. That’s the legacy that we need to be living up to. The legacy of this child, who gave us the blueprint for how to move forward in these terrible times. So no, I’m not packing my “go” bag. I’m not investigating the asylum process in Canada. I’m going to continue to work to do the right thing and protect the people I love in the process.

In case you don’t know the end of Barbara’s story, as expected, the White community expressed their outrage with a number of threats and intimidation tactics. At the worst of it, there was a cross-burning on the Moton school site. Barbara also received death threats, leading her family to send her to finish high school out of state. And, despite the students’ efforts to protect him and hundreds of letters of support submitted in protest to the superintendent, Principal Boyd did lose his job for his perceived involvement in the strike and subsequent lawsuit. Charles Hamilton Houston, the brilliant lawyer who launched the successful NAACP legal strategy, never saw the victory. He died in 1950 just 54 years old. He literally gave his heart to the effort to beat Jim Crow.

Although the Brown ruling ultimately upheld segregation as unconstitutional, many schools were resistant to change. Rather than comply with the ruling, schools in Farmville’s Prince Edward County closed rather than open their doors to Black students, operating instead as pseudo-private “academies” open only to White students who received public funding to attend. So, from 1959 until 1964, Black students in Farmville actually did not attend school at all. But there came a point where the South could resist no longer. Eventually, as a result of government enforcement brought on by the Civil Rights Movement, the South became the most desegregated region of the nation. Although we still have a long way to go, the fact that we’ve gotten to where we are now is in no small part due to leadership like Barbara’s. For standing up for what she knew was right despite the magnitude of the fight in front of her.

Learning From Barbara’s Legacy

I’ve learned a lot from Barbara John’s legacy. It has certainly impacted the way I view my role as a professor. Some of you know that I serve on the school board in East Lansing. I originally came into the position through an appointment, though to keep the seat I had to be elected last year. The appointment process was competitive, with six candidates vying for the open position. The other five appeared before the board in person the night the decision was supposed to be made, but I was on the phone because I was here at UCEA where I had just been voted in as president-elect. I know, it was a crazy day. To me, it was auspicious that both of these things happened at the same time because it made a real and tangible connection between my work in the school district and my role as an education leadership researcher.

Every day, I’m working with my fellow board members and central administrative team to foster an environment where we nurture each child, educate all students, and build world citizens. That’s actually our mission statement, and we start each meeting by reading it. But if I would add something based on Barbara’s teaching, it would be to fight to do the right thing, but to do it with love for the students, teachers, and leaders in my district. We can want better, and we can fight for it in a way that reinforces our humanity.

Before I close, I want to make an obvious connection to my theme today that I haven’t addressed. “We’ve got a responsibility to live up to the legacy of those who came before us by doing all that we can to help those who come after us.” I would absolutely not be standing here, addressing you this morning, if not for the foundational contributions of Black scholars in our own organization.

I’m talking about folks like Barbara Jackson, Michael Dantley, Judy Alston, Linda Tillman, Olga Welch, Kofi Lomotey, Khaula Murthada, James Earl Davis, Len Foster, Gwen Webb-Hasan, Frank Brown, T. K. Daniel, and many others. There’s a danger in starting to name folks, and I have tried very hard to make sure I haven’t left anyone out. If I have, please charge it to my head and not my heart. If I have used my time as president to live up to the legacy they’ve left to any small degree, I would have a deep sense of peace.

I’m also hopeful that my own legacy will be something to encourage those who will come next. Our future is bright with folks like Lolita Tabron, Terrance Green, Daniel Spikes, Courtney Mauldin, Darrius Stanley, Alounso Gilzene, Briana Coleman, Andrene Castro, Angel Nash, Nakia Gray-Nicolas, and so many other Black junior scholars who are coming through with dynamic and powerful research. Now, I can really get into trouble naming names here. I’m actually encouraged by how MANY scholars I could mention. I can’t name everyone, but you know who I mean. And, of course, there are a number of scholars who I consider my friends—leagues—I don’t have to name you because you know who you are.

I mentioned earlier in this speech that Michelle Obama’s quote resonated with me in two ways, and that I’d come back
to the personal connection later. Well, later is now. In many ways, my family’s history is an interesting microcosm of these larger issues.

Family Legacy

My parents were married in 1974, just a few years after the Loving v. VA Supreme Court case that legalized interracial marriage. While their experiences growing up were obviously so, so different in many ways, there were some similarities. They both grew up in rural farming families. My mom’s family immigrated to the United States from what is now Germany in the mid-1800s, eventually settling on a farm in central Wisconsin. They were hard workers, battling it out in harsh winters and too-short summers. That farm provided for several generations of us, sending my mom and her three sisters to college and providing iconic memories of tractor riding, hay baling, and feeding baby calves for me and my siblings. My grandpa’s brother Bob went into the military and then used his GI Bill to go to school to become a dentist when he got back. No one would say that my grandparents had it easy, that’s for sure. And yet, it’s hard not to see the privilege they had when I compare to my dad’s history.

My dad’s family’s history is tied up in the same Transatlantic slave trade I talked about. They eventually ended up in northern Mississippi on a small family farm in Olive Branch. There’s some debate in our family about this “farm” designation. My dad called it a farm. It seemed like a farm to me, with a huge chicken coop with several mean chickens that had us running for our lives whenever we dared to enter their space. Sometimes they got out, and you can see one of those murderous chickens on the bottom left behind my great grandmother, Daisy. The house is still there, right up next to train tracks, accessible as a kid only through a series of dirt roads. I was lucky to find this picture of the house. It came from an old reel-to-reel film that a cousin of mine sent me when I put a call out for photos on Facebook. I was able to pull this picture from it. The best part was seeing my dad as a young man. Some of you know that at this time last year he was in intensive care and passed away a few weeks later. Seeing him on this video truly was a gift. Him letting me know that he’s here with me today. Cheering me on. But I understand now that while the house was surrounded by farmland, mostly cotton, and that my dad and his family sometimes worked on that land, it didn’t belong to us. When I was a kid, my dad told stories about having to pick cotton when he was a child. I can tell you he hated it. On the few occasions we got him to talk about it, he’d mention peeing in the bag or throwing in rocks and sticks. Whatever would make the bag weigh more. His mom, my grandma, participated in the Great Migration, moving north to Racine, Wisconsin to join other family members who had landed there. Like many other Black women during this time period, she found work as a domestic, as they called it, which meant housekeeping, cooking, or whatever else needed to be done for the White families for whom she worked. So, my dad grew up with his grandparents and a whole mess of kids on this farm in Mississippi. Some were technically aunts and uncles, but they grew up like siblings.

It took some time, but when my dad was in high school, my grandmother was able to send for her kids and my dad completed high school in Wisconsin, eventually attending college and meeting my mom. However, there was no money from the family farm to support him going to college. His uncle was also a war vet, serving in Vietnam. Yet, like so many other African American vets (see Boulton, 2007/2008), there was no GI Bill for him. My dad’s brother, who served honorably in and retired from the Marines, died never even having owned his own home.

I tell this story for two reasons. One, because I really do keenly feel the legacy of both family lines today. I am here as their legacy and feel the intertwined histories of race and power and privilege, and lack thereof, that permeate them. It’s also true that the tensions warring within my own family history reflect the tensions that we wrestle with as a nation, especially in the trying times we’re facing now. But I want to be able pass these stories of resilience, pride, and perseverance from both sides of my family, as well as Glenn’s family, down to my son, Langston. I want to make sure that he has the very best opportunities he can. So, how do I tie this all together? What does it really mean to live up to the legacy of those who came before us? As I reflected on the various themes of my speech today, I realized that I’m really talking about love. Yep, love.

Leading With Love

Now, I realize this isn’t particularly revolutionary. This theme of love played a central role in the beautiful speeches given by several past presidents. In 2016, Mónica subtitled her speech “Leadership as an Act of Love” (Byrne-Jiménez, 2017). In one of my favorite lines, she said, “We need to use love. We need to embrace each other. We need to be kind and joyful, because our children are watching.” April brought the heat in 2017, pushing us to uphold the idea of moral leadership, the idea that we have to DO SOMETHING (Peters-Hawkins, 2018). She quoted Michael Dantley (2005), one of our field’s icons, who said, “It is actively immoral for school leaders to attempt to embrace any genre of administration without first grappling with the social, political and cultural contexts in which their schools exist.” Yes! That’s it exactly! Mári got at this a bit differently last year, calling for leadership with alma, or soul (Rodriguez, 2019). She said that leadership with alma
is grounded in spirit, passion, and action. I hope the stories I’ve shared today center the importance of love, because that’s really at the heart of the legacy of those who came before us.

I know that love drove Jillian to advocate for my admission to Carleton and the funding package that made it possible for me to attend.

I know that love brought Patricia to me at one of the lowest points in my life, crying alone at an admissions table, sure I would never figure out my life.

Love brought Martha to my life to keep painting visions of what was possible for me until I could see it for myself.

I know that, as a result, love drives me to be a strong teacher and mentor to my doctoral students and advocate in my role as school board member.

I know love must have driven my ancestors 400 years ago to persevere and persist stolen and enslaved, but hopeful that someday someone like me would have the opportunity to lead an organization like UCEA.

I know that love drove Doc to take on an entire field so that the stories of perseverance and dedication to education within the Black community could finally be recognized.

I know love drove Charles Hamilton Houston to wage a decades-long war against Jim Crow that ended in a Supreme Court victory in the Brown v. Board of Education decision.

I know that love drove Barbara Johns to try to protect her teachers and principal in her quest to fight for equitable schooling opportunities for herself and her classmates.

We have plenty of examples of what it looks like for educational leaders to live up to this legacy. But when I look at our profession and the issues we have often lifted up, I’m not so sure we’re doing all we can to live up to this legacy.

Let me ask you.

If we’re working IN communities and not WITH them, is that living up to this legacy?

If the only time we’re in a school is to take data out without ever even trying to put anything meaningful back in, are we living up to this legacy?

If the most meaningful connection we have with principals is calculating their survey response rate, are we living up to this legacy?

If we’re so focused on impact factor that we ignore the impact we have on the children in our schools, are we living up to this legacy?

I think we know the answers to these questions. And we have a responsibility to these leaders who have done all they could to help those who would come after them—too often at the peril of their own health and safety—to do all we can today to secure a future that lives up to those who will come next. The kids. Because at the end of the day, we’re all in this for the kids. Right? This is the future we’re fighting for. I know that at the end of the day, I’m doing this all for my child, Langston.

If you’re friends with me on Facebook, then you know that probably half of my posts are about him. When I voice my fears about what he’ll face in school as a Black boy, people often reassure me that he’ll be fine. His parents are both professors and I’m on the school board, for goodness sake. How much more protected can you get? Well, I know from my own experiences too well that there are some things that we can’t protect our kids from. But even if I could, Langston will never be ok if other Black kids in his class are not ok. He’s not ok if kids aren’t safe to go to school without being worried that ICE might pick up their parents while they are there. He’s not ok if kids in Flint STILL don’t have clean water. He’s not ok as long as long as climate change has put our planet in jeopardy. So, I leave you with these questions.

What will you do to make sure that my Langston and the millions of others just like him get the education they deserve?

What kind of leader do you want to be?

What will you do to live up to the legacy of those who came before us?

Where y’at, UCEA?

References


Other Resources

I mentioned a visit to the National Museum of African American History and Culture. I highly encourage a visit. Learn more about the museum here: https://nmaahc.si.edu/ Our amazing interns at MSU, Lauren Dawn and Ashley Reed, created a few slides for me under Lauren Knapp’s direction. Here’s a link to the UCEA Black leaders slide (https://drive.google.com/file/d/1qYjZrbg6FHRPXs7-XCUdXgFcZFeEucM/view?usp=sharing), the Black women leaders slide (https://drive.google.com/file/d/1O1UhiUjl53u1d r6Bk8SJx1kOdwbb754ft/view?usp=sharing), as well as research on each woman in the slide (https://drive.google.com/file/d/1qYjZrbg6FHRPXs7-XCUdXgFcZFeEucM/view?usp=sharing).
Dear UCEA Community,

On behalf of the UCEA Executive Committee, I am pleased and excited to announce that the College of Education at Michigan State University has been selected as the next UCEA host. UCEA will be affiliated with the Department of Educational Administration and the K-12 Administration program.

MSU was founded in 1855 as a federal land-grant college. According to *U.S. News and World Report*, the College of Education is ranked among the top in the nation and MSU is one of the top 100 global universities. Well beyond rankings, however, the MSU proposal and site visit evidenced a deep dedication to “outreach scholarship,” belief in service, and commitment to the public good.

The College of Education has a long-standing mission towards leadership, scholarship, and service. In this light, the college strives for excellence in preparing professionals for leadership roles in education; seeking to understand, reform, and improve education; and examining issues of education across the lifespan. This mission is closely aligned with UCEA’s focus on research, policy, and preparation to advance educational leadership.

MSU offers many strengths that will allow UCEA to continue its current trajectory while exploring new avenues for growth. The College of Education and program have significant organizational capacity, resources, and a deep commitment to UCEA. In addition, the college has an extensive network of research partnerships and outreach centers with educators and policymakers across Michigan.

The selection of the next UCEA host institution was a difficult decision made challenging by strong proposals from outstanding institutions. UCEA deeply appreciates the effort expended and the support we received through this competitive process. We are especially thankful to the faculty and administrators at the University of Houston and the University of Illinois at Chicago. Their commitment to UCEA and the field were evident throughout the past year.

We also want to express our deep gratitude to the School of Education at the University of Virginia that has hosted UCEA for the last 9 years and to the faculty of the Administration and Supervision program. Their support provided a welcoming home for UCEA.

UCEA is energized and eager to start the next chapter of the #UCEAstory at MSU. We look forward to working with our colleagues in the Department of Educational Administration to make the next 5 years productive and successful for all involved.

As the Executive Director, I hope you will join me in thanking the members of the Executive Committee, the Headquarters staff at University of Virginia, and all those involved in helping us make this important decision.

Over the next few months, we will begin the transition to our new Headquarters. In that time, please continue to send us your questions about and hopes for the future.

Sincerely,

Mónica Byrne-Jiménez
UCEA Executive Director
uceaexecdir19@gmail.com
FROM THE DIRECTOR

Mónica Byrne-Jiménez
UCEA Executive Director

Charlottesville, January 2020 – Happy New Year! Even though it will be February by the time you read this, you must have seen all the memes suggesting that January was interminable! I hope you survived and that your semesters are off to a fabulous start.

We here at Headquarters have also been keeping busy. We were excited to announce Michigan State University as our new host beginning this summer. Since then, we have kicked our planning for the transition of our records, files, and knowledge into high gear. Everyone at HQ is working hard to make this next step as smooth and with as little an interruption to our membership as possible.

In the midst of this we are planning for #UCEA20 in Puerto Rico. Bill Black, President-Elect, has invited a wonderful group of scholars to be the Planning Committee: Yanira Oliveras-Ortiz (University of Texas at Tyler), Rosa Rivera-McCutchen (CUNY Lehman), and James Wright (San Diego State University). Along with Karl Gildner, our Events Project Manager, they each bring a wealth of expertise and experience to make our Convention ineludible. Drs. Oliveras-Ortiz and Rivera-McCutchen also have roots in Puerto Rico that will inform our planning and add to our understanding of the local context.

Even as the Planning Committee is focusing on the Convention, I—along with UCEA President Gerardo López and Bill Black—have begun to reach out to educators, faculty, and community organizations in Puerto Rico. We are aware of the impact our presence can have on the local community, especially as it continues to recover. Given this, we want to ensure that our stay in Puerto Rico is a positive one. We hope that by engaging with local educational leaders they can advise us on how to best support schools, K-12 school leaders, and educational leadership faculty in Puerto Rico.

We also have been developing our 2020 Education Project that we hope to begin sharing with you soon. This project includes a comparison of Democratic presidential candidates’ educational platforms, as well as the Republican one. Marcy Reedy, our Policy Project Manager, has been combing through websites, documents, and interviews to identify elements of the educational agendas being presented. The second part of this project will include an analysis of key educational policy issues for educational leadership and higher education (especially given that the Higher Education Act has yet to be reauthorized). The Summer UCEA Review will be dedicated to that.

In related educational policy news, the Institute of Education Sciences will be conducting a study of how districts and schools have allocated resources for Part A of Titles I–IVE of ESEA, including school improvement grants. They plan to collect data from “a nationally representative sample of 400 school districts ... to examine how the distribution of funds varies in relation to program goals and student needs.” In addition, they will conduct interviews in nine districts. They are accepting comments through February 24. We will be submitting a response from UCEA, but this is also a good opportunity to bring your extensive knowledge and research to bear. Click here to submit a response: https://www.regulations.gov/document?D=ED-2019-ICCD-0160-0001

In early February the programs involved in the Program Design Network (PDN; http://www.ucea.org/initiatives/program-design-network-pdn/) began the second round of site visits. PDN participants have been engaged as Network Improvement Communities (NICs) to study different aspects of their preparation programs (curriculum, recruitment and selection, partnerships, etc.) for 3 years. As part of this process they visit the winners of UCEA’s Exemplary Educational Leadership Preparation award to learn from their quality program features. The sites and NICs develop the agendas collaboratively to align with each NIC’s focus. Site visits will last through April and are open to interested faculty who have not participated in the PDN. Contact us at Headquarters for more information.

Lastly, a small group of UCEA faculty will be traveling to South Africa in March. This is the second trip we have sponsored; the first was Cuba in 2018. In addition to providing opportunities to travel, these “study tours” are meant to inform our understanding of educational leadership, both in practice and in theory. We have much to learn about how other countries and cultures frame leadership, community, and preparation. Our trip to Cuba focused primarily on the relationships between schools and communities. In South Africa we will explore the role of educators and youth in confronting and overturning deeply embedded discriminatory systems (legal, economic, educational, etc.) based on racism—in the past and now. We hope to share some of our learnings in November.

As always, I am grateful for your support and appreciate all those who have reached out with questions, ideas, and encouragement. Together we can continue to grow as an organization, strengthen the field, and enhance the lives of children and educators across the country. ¡Adelante!
Call for Applications

UCEA Associate Director for International Initiatives

UCEA is pleased to announce a call for applications for the Associate Director for International Initiatives. For over 10 years, UCEA has explored opportunities for collaboration with leadership organizations in other countries; the development of international research projects; and, more recently, travel abroad programs. Currently, UCEA is involved in several international leadership projects and has MOUs with a variety of international organizations. The primary purpose of UCEA’s international initiatives is to broaden our understanding of educational leadership and engage with international scholars and practitioners in discussion to address issues that face educational leaders across the globe.

Responsibilities

The Associate Director of International Initiatives plays an important service leadership role within the consortium, as the person who holds this position

- provides leadership and guidance for the project and research development with international partners;
- maintains a network of scholars who do research or preparation in international contexts;
- develops the International Summit during the Annual Convention;
- works with the UCEA Executive Director as a member of UCEA headquarters staff;
- chairs an International Initiatives Advisory Board, which is responsible for advising the Associate Director for International Initiatives and the UCEA Executive Committee on the activities and quality of ongoing projects, and increasing the reach and impact of UCEA; and
- ensures effective communication with UCEA headquarters and submits biannual reports focused on goals and achievements.

Those interested in the position should have experience in international educational leadership contexts, either in research or other school leadership-based work. An existing network of international partners/scholars is preferred.

UCEA Associate Directors

UCEA Associate Directors work with the UCEA Executive Director and the UCEA headquarters staff to support the mission of the UCEA Consortium and to build visibility and connections supporting the focal area of responsibility. UCEA Associate Directors gain valuable leadership experience, grow their professional networks, and make significant contributions to the consortium. These are voluntary leadership positions with a term of appointment of 3 years renewable. The positions include an annual travel stipend for UCEA-related activities.

Applications

Review of formal applications will begin March 20, 2020. A final decision regarding this position is scheduled by the end of May 2020. Applicants should submit a letter addressing their interest in the position; qualifications; a full curriculum vita; and the names, addresses, and phone numbers of one or more individuals who may serve as a reference. Completed applications must also include a letter(s) of support from the applicant’s department chair and/or dean. UCEA also requests that interested individuals submit a letter of intent to apply by February 28, 2020.

Application materials should be sent to the attention of: UCEA Executive Director Mónica Byrne-Jiménez at the following email address: uceaeexecdir19@gmail.com. Please include the phrase “UCEA International Associate Director” in the Subject line of your email.

For more information about this UCEA Associate Director position, please contact UCEA Headquarters:

email: ucea@virginia.edu
telephone: 434.243.1041
Center for the Advanced Study of Technology Leadership in Education (CASTLE)

Directors: Jayson W. Richardson, University of Kentucky, & Scott McLeod, Colorado University Denver

Associate Directors: Sara Dexter, University of Virginia, & Nick J. Sauers, Georgia State University

CASTLE is co-hosted by the University of Kentucky and the University of Colorado Denver. The leadership is shared across four directors. In addition to multiple articles and other publications, we have recently published three books. *Bringing Innovative Practices to Your School* (Richardson, 2019) focuses on transformational leadership strategies in international schools. *Different Schools for a Different World* (McLeod & Shareski, 2018) makes the case that schools must be more adaptive in a global innovation society. *Harnessing Technology for Deeper Learning* (McLeod & Graber, 2018) introduces the 4 Shifts Protocol, an instructional redesign tool that helps educators move lessons and units toward deeper learning, greater student agency, more authentic work, and rich technology infusion. We currently are collecting data for our next book by interviewing leaders and conducting site visits of 30 innovative schools around the world. On the article front, CASTLE directors published two important pieces where the first was about creating empowering acceptable use policies and the second was a translational review of technology integration literature. Last fall CASTLE received two UCEA school safety mini-grants, working collaboratively with both the Center for Research on the Superintendent and District Governance and the Center for Leadership in Law and Education. This past summer we hosted Cailen O’Shea, a doctoral student at the University of Nebraska-Lincoln, who received a UCEA Graduate Student Fellowship to spend July and August working on research projects in Denver. If you’re interested in hearing more about these initiatives specifically or want to talk about future-ready leadership generally, please reach out. We’d love to work with you!

CASTLE

www.schooltechleadership.org


The UCEA Center for Research on the Superintendency & District Governance

Directors: Meredith Mountford, Florida Atlantic University, & Leigh Ellen Wallace, University of Wisconsin-Milwaukee

Founded in 2009, the UCEA Program Center for the Study of the Superintendency and District Governance investigates issues associated with school governance structures, processes, and systems associated with, but not limited to, PK-12 school district leadership, the superintendency, public and private school boards, charter school boards, and higher education boards of trustees as related to state and federal policy legislation.

The directors recently published *The Contemporary Superintendent: (R)Evolutionary Leadership in an Era of Reform, Volume I* in the series, *Research on the Superintendency* (Mountford & Wallace, 2019). The call for Volume II is currently available with proposals due in March. Dr. Mountford has been engaged with the American Association of School Administrators (AASA) in completing “Community Relations & the Superintendency” based on AASA’s 2020 Study on the Superintendency, a project led by Christopher Tienken. Dr. Wallace is actively pursuing a multistate research project related to superintendent evaluation from the perspectives of state policy makers, school board members, and superintendents.

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


UCEA Program Center for the Study of Leadership and the Law

Director: Kevin P. Brady, University of Arkansas-Fayetteville

Since being housed at the University of Arkansas in 2016, the center has been focused on using technology to provide high-quality, open-access, online legal information and developments to the UCEA community as well as school leaders nationwide. A primary commitment of the Center for the Study of Leadership and the Law is to improve the legal literacy of school leaders and educators located in low-wealth, rural school communities, including Arkansas. With the center’s concentration on improving the online availability of free legal information related to K-12 schools, in December 2019 the center is launching a national blog on the topic of legal issues impacting students with disabilities. The blog will be available at the following URL: https://spedlawblog.com. During the Summer 2020, our official website will be released and updated regularly with relevant legal information impacting K-12 schools. In addition to the release of two websites associated with the center, there has been considerable peer-reviewed scholarship on educational law and policy issues including the following journals: Arkansas Law Review, Journal of Special Education Leadership, and West’s Education Law Reporter. Most recently, the center’s program director, coauthored a book, Legal Issues in Special Education: Principles, Policies, and Practices (Brady et al., 2019). A current research initiative of the center is to examine school law or related courses offered at UCEA-member graduate educational leadership preparation programs. Relatvely, the center is currently gathering data on how school leaders in geographically isolated rural school communities acquire legal literacy and apply it in professional school settings.


UCEA Program Design Network (PDN) Study Visits

If you would like to participate in a study visit to one of the institutions that have received the Exemplary Educational Leadership Preparation Program (EELP) award, this spring is your chance. The EELP award is sponsored by The Wallace Foundation and given by UCEA to a program within colleges and departments of education that demonstrates exemplary educational leadership preparation. All visits are open to any UCEA member faculty. All study visits start on the first date listed (arrive the night before) and conclude by early afternoon of the second day. The agenda is developed to allow faculty to learn from faculty about the excellent work at the hosting institution, with a focus on the topic of the visiting networked improvement community (NIC).

Feb. 4-6: University of Texas at San Antonio hosted the Candidate Selection and Recruitment NIC.

April 2-3: North Carolina State University hosts the Preparation Partnerships NIC for a study visit.

April 9-10: University of Washington hosts the Curriculum & Instruction Coherence NIC for a study visit.

April 16-17: University of Denver hosts the Powerful Learning Experiences NIC for a study visit.

April 27-28: University of Illinois at Chicago hosts the Mentorship & Coaching NIC for a study visit.

Visits are open to any UCEA member faculty. Contact Sara Dexter for further information: sdexter@virginia.edu.

http://www.ucea.org/initiatives/program-design-network-pdn/
REQUEST FOR PROPOSALS:
UCEA PROGRAM CENTER FOR THE
STUDY OF LEADERSHIP IN URBAN SCHOOLS

An Invitation to Deans, Department Chairs, and
Plenary Session Representatives of UCEA Member Institutions

The primary purpose of a UCEA Program Center is to pursue work in a targeted area of interest over a limited period (typically 3–6 years) through identifying and coalescing the faculty expertise and institutional resources of UCEA-member universities. The program center concept serves to promote collaboration and project development through leadership of faculty at both UCEA universities and other educational institutions and agencies. The UCEA Executive Committee (EC) is committed to supporting and improving the consortium’s existing program centers, as well as establishing new centers to focus on important issues and questions. The EC’s view of the purposes of the UCEA Program Center for the Study of Leadership in Urban Schools includes, but is not limited to, the following:

1. Conduct empirical investigations of innovative practices in the preparation of urban school leaders, in particular studies that examine the possible connections between program practices and school and student outcomes.

2. Secure funding through grant activity.

3. Inform UCEA member institutions, non-UCEA institutions, professional organizations, and governmental agencies of the center’s work, findings, and recommendations for the innovative practice of preparing school leaders.

4. Contribute to policy discussions of factors needed to produce and encourage innovative and effective leader preparation programs that affect school outcomes and learning for all students.

Program Center Directors are strongly encouraged to engage in high-quality research, to seek external funding to support such research, and to form research groups to exchange ideas relating to lines of inquiry that promise to provide significant insights for both preparation and practice. UCEA member universities are individually, or in collaboration with another UCEA university, invited to submit proposals to host this program center.

A copy of the UCEA Program Center Policy and Procedures document, which details program center purposes and activities, the application process, mini-grant policies and procedures, and guidelines for the formative and summative reviews of established program centers, may be found at the UCEA website: www.ucea.org. This document will be helpful in deciding whether to respond to this RFP and in developing the proposal to host the new program center. Questions about the hosting role or the proposal process? Please contact UCEA Executive Director Mónica Byrne-Jiménez, uceaexecdir19@gmail.com, or UCEA Associate Director Jayson W. Richardson, jayson.richardson@uky.edu

The deadline for responding to this Request for Proposals is April 1, 2020. The Program Center Advisory Board and the EC will review and act on proposals around May 1, 2020. A mini-grant in the amount of $1,500 for Fiscal Year 2020 will be awarded to the institution(s) selected to host the UCEA Program Center for the Study of Leadership in Urban Schools, with continued financial support possible through competitive application for UCEA program center mini-grant funds in subsequent fiscal years.

2020 UCEA Convention

Nov. 19-22, 2020

Sheraton Puerto Rico Hotel & Casino
San Juan, Puerto Rico

Inclusion. Come and sit at my table. Tell me your story, and let me share mine with you. Let’s invite others into our group. Let’s consider and value alternate perspectives to build our culture. The premise and practices of inclusion are simple, yet complex. The work of inclusive leadership is even more ambiguous.

Inclusive leaders exhibit behaviors of effective leaders, such as shared leadership and an emphasis on strong cultures. Inclusive leaders enhance these dispositions, seeking to meet the needs of each student, helping each to reach his or her potential. These leaders place cultural relevancy and high expectations at the center of their practices (Billingsley, McLeskey, & Crockett, 2017). The work is emotional and stressful. Leaders who embrace inclusion must be hypervigilant, approaching their practices with intentional and contextualized connections of theory to practice (Arnold, 2019; Berry, Cowart Moss, & Gore, 2019; Cowart Moss, 2019; Mette, 2019; Ryan & Tuters, 2016). Inclusive leaders embrace caring for, seeing, and knowing their students and school communities (Lawrence-Tuters, 2016). Inclusive leaders enhance these dispositions, seeking to meet the needs of each student, helping each to reach his or her potential.

Conversely, leader preparation programs tend to focus on compliance-based issues and competencies. Coursework typically addresses legal, data-driven, and big-picture aspects of leadership, with minimal attention to inclusive practices. Principals are often uncertain about teacher readiness and unsure of specific strategies for supporting vulnerable learners (Billingsley et al., 2017; Wehymeyer & Field, 2007). There is a potential gap between having a theoretical understanding of inclusion and having the ability to fully incorporate the constructs into one’s practice (Fine, 2018). Bridging this gap at Georgia State University (GSU) has been a transformative process for us and for our candidates.

Demographics and Background

GSU is an urban research university in Atlanta with almost 52,000 students. Housed within the College of Education and Human Development (CEHD), the Educational Leadership Unit (EPEL) offers degree and certification-only programs at the master’s, specialist, and doctoral levels. Many principals, district leaders, superintendents, and state leaders in Georgia are GSU alumni.

In 2015, educator preparation programs in Georgia were required to redesign curricula to align with a new state certification framework. Initial certification shifted from the specialist’s level to the master’s level, creating two levels of certification, Tier I and Tier II. Tier I programs focus on pedagogy and embedded clinical experience. Tier II candidates expand pedagogical knowledge while refining practice in intensive site-based clinical experiences. This redesign was a daunting process for Georgia educator preparation programs.

A year earlier, in 2014, GSU became involved with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center. This partnership facilitated cross-departmental communication within our CEHD as we explored current philosophies and programs. As part of the CEEDAR work, the CEHD at GSU participated in a program analysis to explore the scope and relevance of our assignments relating to diverse learners.

In the EPEL Unit, we were both humbled and encouraged by the results. We were doing quite well in many areas, and there was much to celebrate. Even so, we were disappointed to realize that we aligned with many of Billingsley et al.’s (2017) findings. Our curriculum courses were heavily focused on data and compliance. We were not preparing candidates to understand diverse learners or equip teachers with tools to meet their needs. Our diversity course did not even mention vulnerable learners or inclusive leadership. We were not preparing our candidates to appreciate the stressors that affect many parents of diverse learners. We were not doing enough to equip candidates to look beyond data and truly see their students and teachers.

Our Process

We framed the state policy mandate, the CEEDAR collaboration, and the results of our curriculum analysis as vehicles for a redesign that could transform our programs. It was as if policy, philosophy, and practice converged to allow a perfect window of opportunity. Some emergent themes from our curriculum analysis showed needs:

- Examine the relevance of our content.
- Move beyond a compliance/legality focus.
- Prepare leaders to tailor supervision for teachers at induction, midcareer, and late-career levels.
- Equip leaders to support inclusive instruction and assessment.
- Emphasize inclusive leadership that expands beyond special education.

The themes pointed us to specific actions:

- Equip candidates with knowledge of evidence-based, high-leverage practices and other strategies.
- Reimagine “the course” and embedding inclusive leadership constructs into all courses in our programs.
- Increase our emphasis on using theory to inform practice.
- Make meeting the needs of P-12 students and their teachers our primary focus.
In multiple faculty work sessions, we literally took our courses apart, redesigned or created assignments, and intentionally aligned them with the 2015 Professional Standards for Educational Leaders (PSEL). A few examples of our redesigned and new assignments include action research, language analysis in law and policy, high-leverage practices, funds of knowledge, organizational dynamics, and Twitter chats.

**Action Research**

We still analyze data, but candidates also learn about high-leverage practices (McLeskey et al., 2017) and other resources, such as a guide for inclusive principals (Council of Chief State School Officers [CCSSO] & CEEDAR, 2017). Candidates apply this knowledge to case studies and simulations involving diverse learners and teacher preparation. Each candidate must then identify a specific problem of practice in his/her setting, research the problem within extant literature, and work with a site-based team to develop a plan for addressing the problem using the strategies they have studied. Our candidates report that this action research ignites their thinking and provides tangible benefits for their schools.

**Language Analysis in Law and Policy**

Candidates explore the language in our state teacher and leader evaluation instruments to determine alignment with inclusive leadership indicators for PSEL standards and consider implications for practice (Billingsley, DeMatthews, Connally, & McLeskey, 2017; CCSSO & CEEDAR, 2017). Recent assignments include an examination of the *Endrew F. v. Douglas County* (2017) decision and possible impacts on general education policies. In the spring term, we will explore potential impacts of the recently passed Georgia Dyslexia Screening Act (2019).

**High-Leverage Practices**

Candidates participate in clinical supervision cycles with teachers in their buildings, utilizing high-leverage practices, inclusive leadership resources, and self-determination strategies to build competencies for inclusively supporting diverse learners (CCSSO & CEEDAR, 2017; McLeskey et al., 2017; Wehymeyer & Field, 2007).

**Funds of Knowledge**

Candidates identify a P-12 student who differs from themselves across multiple microcultures and conduct a literature review to discover scholarly evidence that will increase understanding of this student. They spend time talking with, tutoring, and mentoring the student. Candidates visit the student’s neighborhood, meeting and interacting with families if possible. The critical factor is that the candidate is not attempting to “fix” the student. Rather, the purpose is to learn as much about the student as possible, both personally and instructionally, to discover the social capital that this student brings to the school. Most candidates report that they have powerful confrontations with their own biases in this work.

**Organizational Dynamics**

Candidates explore multiple lenses for viewing situations and people contextually, considering political, social, symbolic, and structural factors. They explore case studies to examine characteristics of teachers at induction, midcareer, and late-career phases and the varied needs at each stage. In a mini-case study, candidates look back at a difficult situation they either observed or experienced, applying inclusive leadership constructs to consider ways the situation could have had a more positive outcome.

**Twitter Chats**

Four times each semester, all of our candidates participate in Twitter conversations around selected readings. We regularly choose texts and articles that explore inclusive and ethical leadership and the needs of vulnerable learners (DeMatthews, 2018; Frick, Faircloth, & Little, 2013; Strike, Haller, & Soltis, 2005).

**Lessons Learned**

This work is not a one-time endeavor. It requires intentional, supportive, and sustained communication within our unit. As new faculty join us, we must model inclusive practice by sharing our processes and history with them while genuinely seeking their perspectives. We must ensure that methodology professors can support our candidates as they infuse inclusive leadership into their research and dissertations. We must make connections with and for our candidates. We must ask hard questions and have high expectations. Inclusion is not about enabling mediocrity.

Similarly, we know what inclusive leadership can and cannot be at GSU. For us, it is not a checklist, a strategy, or even a program. At GSU, inclusive leadership is a worldview, a mindset, and the way we do business. It is a culture of equipping candidates to pursue excellence, see beyond data, meet students and teachers where they are, and honor the social capital in their schools. We align with Thomas Sergiovanni (1996) as we cultivate “leadership that is tough enough to demand a great deal from everyone, and leadership that is tender enough to encourage the heart” (pp. 184-185).

**References**


Dyslexia Screening Act, O.C.G.A. § 20-2-159.6 (2019).


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Previous UCEA Review Articles on Leadership for Students With Disabilities

For previous UCEA Review articles discussing inclusive educational leadership related to students with disabilities, see the following at ucea.org:


Farley, A. N., & Kroeger, S. D. (2019, Fall). Infusing inclusive leadership practices into principal prep at the University of Cincinnati. UCEA Review, 60(3), 1-4.


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UCEA Review

Future issues of the UCEA Review will have the following themes:

Summer:
Educational Policy Landscape in the Election
Deadline April 1

Fall:
Global UCEA
Deadline August 1
Rural schools and districts long have struggled to garner consistent attention from policy makers, practitioners, and researchers in the education world. Despite more than 9.3 million U.S. students attending a rural school (approximately 1 in 5), urban issues typically command greater attention from policy makers at both the national and local levels (Showalter, Hartman, Johnson, & Klein, 2019).

The most recent Why Rural Matters report published by the Rural School and Community Trust (Showalter et al., 2019) described rural education as invisible to policy makers. However, rural schools undoubtedly affect national and state achievement goals—issues facing economically underresourced students, inadequate postsecondary preparation and opportunities, and other related problems are just as acutely felt in rural districts as in urban.

This Point/Counterpoint edition differs slightly from the usual in that it focuses on a specific model being employed to improve rural education issues: networked improvement communities (NICs). Several different perspectives are offered from involved practitioners and scholars on these issues and how they are being addressed. NICs are scientific learning communities distinguished by four essential characteristics: (1) focused on a well-specified, common aim; (2) guided by a deep understanding of a targeted problem, the system that produces it, and a shared working theory of how to improve it; (3) disciplined by the rigor of “improvement science” principles and methods; and (4) coordinated as networks to accelerate the development, testing and refinement of the interventions, their rapid diffusion out into the field and their effective integration into varied educational contexts (Bryk et al., 2015). (LeMahieu, Grunow, Baker, Nordstrum, & Gomez, 2017)

One NIC in particular is highlighted—the Rural Innovative School Leadership Networked Improvement Community (RISL_NIC)—to demonstrate how a NIC is organized and operates. The primary contributor for this Point/Counterpoint, Dr. Kristina Hesbol, is an assistant professor at the University of Denver and founding member of the RISL_NIC, which continues to expand across the United States and abroad.

The following questions were asked of contributing practitioners and researchers in an effort to highlight major challenges of rural education and how the RISL_NIC is working toward mitigating these challenges:

1. What major issues do rural schools/districts face?
2. How are we addressing them?
3. Does the NIC improve learning? If so, how?

Working with the contributors, we chose to structure this Point/Counterpoint in this way to incorporate multiple viewpoints and provide a platform to cover rural education more broadly. The intentions are also to elicit readers’ reactions and potential counterpoints and to introduce what is likely a new model for quality improvement to many in the UCEA community.

Although rural schools and districts may seem far away and affecting fewer people than in urban districts, there are many more rural schools and students than most realize. The unique challenges facing these districts should garner greater attention from researchers and those entering education as a practitioner. The following contributed to the essay and Q&A portions for this Point/Counterpoint:

• Kristina Hesbol, PhD, is an assistant professor in the Educational Leadership and Policy Studies Department at the University of Denver. She has a deep experiential background in education spanning four decades, including teaching prekindergarten through high school students in public schools and graduate students at several universities, serving as a principal in several culturally and linguistically diverse school districts, and serving as an assistant superintendent in a large “rurban” school district. As a university faculty member, she has chaired 25 dissertations and served as a committee member on 23 more. Dr. Hesbol is the founding member of the RISL_NIC, with members in 42 states and three countries, a research–practice partnership network that serves as a third space for rural educational leaders and their partners to accelerate learning.

• Hans W. Klar, PhD, is an associate professor and assistant department chair in the Department of Educational and Organizational Leadership Development in the College of Education at Clemson University. His teaching and research are focused on developing leadership capacity for improving teaching and learning in high-needs schools. He frequently works within research–practice partnerships to assist rural school districts in meeting their leadership development needs. At Clemson, he led the South Carolina Successful School Principals’ Project and codirected a leadership coaching initiative called the Leadership Learning Community. He is also a member of two collaborative research projects centered on the
development of rural school leadership capacity, the Palmetto Priority School Project and the RISL_NIC. He also has served as a visiting scholar at Universidad Andrés Bello in Santiago, Chile and at the Center for Principal Development at Umeå University in Umeå, Sweden.

- **Christy Dodd** is a 29-year veteran educator. She earned a BS in Early Childhood Education from Brenau College, a MED in Middle Grades Education from Brenau University, and a Med in Administration and Supervision from Anderson University. She is the principal of Flat Rock Elementary in Anderson County School District 3 in Anderson, South Carolina. She resides in Hartwell, Georgia with her husband, Chuck, and two sons, Miles and Will.

- **Kristin Shawn Huggins**, PhD, is an associate professor of Educational Leadership in the College of Education at Washington State University. Dr. Huggins’s teaching and research are focused on leadership development for curricular and instructional improvement. Her recent work has been published in *Journal of Professional Capital and Community*, *Journal of School Leadership*, and *Journal of Research on Leadership Education*. She is coauthoring a book with Hans W. Klar: *Developing Rural School Leaders: Building Capacity Through Transformative Leadership Coaching* (Routledge, 2020).

### The RISL_NIC: Background and Future of an NIC In Practice

**Kristina Hesbol**  
*University of Denver*

In October 2017, several members of the Carnegie Project on the Education Doctorate, each of whom was studying improvement science as a promising model of school improvement, decided to launch an NIC focused on innovative improvement in rural schools. Having read “The Six Core Principles of Improvement” (Carnegie Foundation, 2019) and “Getting Ideas Into Action: Building Networked Improvement Communities in Education” (Bryk, Gomez, & Grunow, 2011), Dr. Robert Crow (Western Carolina University), Dr. Kent Seidel (University of Colorado Denver) and Dr. Kristina Hesbol (University of Denver) agreed to serve as hub members and collaboratively launch a consortium of universities and rural partners in practice: the Rural Innovative School Leadership Networked Improvement Community (RISL_NIC). Each “node” of this network consists of a rural practitioner leader (likely a teacher leader, a principal, or superintendent/principal) and a university research partner. Hub members have provided improvement science training modules to familiarize participants with using several improvement-science tools in the first phase of this NIC’s development (“chartering”). Once each node identifies their problem of practice, educators at the rural site will apply one or two short-cycle iterations to improve the problem of practice. Many of our NIC members use various improvement science tools to understand their inquiry cycles, including plan-do-study-act (PDSA) cycles, fishbone diagrams, system maps, and driver diagrams.

As members of the Carnegie Higher Education Network, we heard a discussion about their Networked Improvement Learning System (NILS) on a Higher Education Network webinar. We contacted the foundation and asked if we could serve as a pilot to beta test the NILS, to readily facilitate learning conversations that make the NIC a laboratory of practice. The Carnegie Foundation for the Advancement of Teaching graciously invited us to pilot their new NILS platform, designed specifically to support inter- and cross-nodal NIC conversations. Our NIC is the first higher education–K12 research–practice partnership to use the system, which is continuously undergoing improvement based on user feedback. Carnegie has trained members of the RISL_NIC on the NILS and has developed modules for asynchronous tutorials.

We’re very excited about the boundless improvement potential that can evolve from this group—with implications for research, practice, and policy. Imagine getting rural spaces on the radar of people who haven’t given it much thought before—despite the nuanced assets as well as challenges inherent in rural contexts. Students in U.S. rural spaces face challenges that are systematically far more complicated than in urban sites, where there is infrastructure to address the issues. We can collaborate across the country and the world to improve rural problems of practice.

Rural leaders from across the NIC communicate with their job-alike peers, as well as their university research partners, to share learning about successes as well as strategies they’re using to navigate barriers. Regularly scheduled conversations include lessons from the field that will inform rural leadership preparation work. Ms. Christy Dodd, a rural principal from Flat Rock Elementary School in Anderson, South Carolina, shared her leadership story about using data in an iterative structured action research cycle and the significant difference it has made with teaching and learning at her school. She has been collaborating with Dr. Hans Klar and Parker Morse Andreoli from Clemson University. This process has changed the culture of the school, with both teachers and students becoming problem solvers. She described how they discovered that the problem of practice they were working on was, in fact, a symptom, not the real problem of practice, and how they changed course, resulting in improvement. Mr. Jerad Farley, a principal from Hermiston, Oregon, has shared how his school identified their problem of practice and shared fishbone and driver diagrams that have been useful for their school faculty and staff to use to improve the problem. He partners with Dr. Kristin Huggins, an associate professor at Washington State University in Vancouver. Rebecca Ensley, an instructional coach from rural Heywood, North Carolina, also traveled to New Orleans to present about the impact of her work with Dr. Robert Crow. Rural researchers have opportunities to have conversations with their faculty counterparts in nodes across the United States. We have received inquiries from potential nodes in New Zealand and Sweden and have several current participants from Canada.

Participating rural educational leaders will be able to use the improvement science tools in their own schools to identify
systems that either support or prevent improvement—and will be able to talk with other rural principals from across the country about what’s working, as well as what they’re wrestling with, in a “brave space” (Arao & Clemens, 2013), focused on learning and improvement. At our regular webinars, we want to learn from each other in a way that will inform rural school and district preparation work, ongoing professional development, research, and policy. For example, a webinar last spring featured a presentation by and conversation with Dr. Kristen Campbell Wilcox (University at Albany, State University of New York) and Dr. Sarah Zuckerman (University of Nebraska–Lincoln) about their recently published article in *The Rural Educator*, “Building Will and Capacity for Improvement in a Rural Research–Practice Partnership,” about how their work using improvement science tools is making a difference in improving student learning (Wilcox & Zuckerman, 2019). Dr. Robert Crow guided participants through a conversation about how to use an improvement science tool called a system map to “see” the system and the problem of practice as well.

We see multiple and significant opportunities for research emerging from this project. We are interested not only in the improvement happening at each node, but also if and how learning is accelerated across the NIC (Bryk et al., 2011). This project is currently unfunded; we’ve been running this NIC as a pilot. We have presented about this project at annual meetings of the American Educational Research Association, UCEA, and the Carnegie Project on the Education Doctorate. Several publications related to this study are in progress—and if anyone is interested in studying the NIC at the macro level, we’d be delighted to collaborate. One line of our research examines the impact of an NIC as a promising model of school improvement, on a complex problem of practice among a diverse group of rural and remote school principals who serve culturally, linguistically, and racially diverse students, using system network analysis. Countless research strands run through this work, with strong potential for collaborative research studies:

- nuanced learning from rural contexts with implications for further research, policy, and preparation;
- research that examines whether improvement actually accelerates in a NIC;
- new learning about what the developmental phases of an NIC’s development look like in practice;
- deeper understanding of how research–practice partnerships influence practice of both the practitioner and the faculty member;
- how a network influences learning among rural school and district leaders; and
- how a network influences learning among university faculty, informed by practitioners.

Kent Seidel leads a group of 15 rural Colorado superintendents (Student Centered Accountability Program, or S-CAP) who make regular visits across the state (and mountain ranges) to visit each other’s districts. They have coconstructed protocols with which visiting teams provide requested feedback to the hosts. This group is teaching our NIC about data collection and analysis, and we’re exploring opportunities to join the S-CAP and RISL_NIC.

Once we identify each node’s problem of practice, we can start to share feedback in the NILS, collaborating on a large scale over similar problems of practice. We anticipate many layers of learning in this constellation of improvement will emerge over time. EdD students could become part of a node, contributing to the network with their own problem of practice, partnered with their chair.

We see this work as deeply grounded in issues of (in)equity and believe that this unique set of cross-node collaborations will ultimately (and most importantly) support improved learning for every rural student in the network.

**Q&A With RISL_NIC Practitioners and Scholars**

**Christy Dodd**  
*Flat Rock Elementary School, Anderson, South Carolina*

**Kristin Huggins**  
*Washington State University*

**Hans Klar**  
*Clemson University*

**Hans Klar**

**What major issues do rural schools and districts face?**

One of the major issues I have observed, and seen repeated in the literature, is the tendency for rural school leaders to assume many more responsibilities than school leaders in less rural and typically larger school districts. This disparity in workloads frequently results in low levels of wellness and retention. Another major issue is the perennial challenge to recruit and retain teachers.
How are they addressing them?

Rural school districts in our state [South Carolina] are increasingly forming partnerships with institutions of higher education and other organizations to provide professional learning and support for teachers and school leaders.

Does the NIC improve learning? If so, how?

The NIC has provided an immeasurably helpful platform for organizing my work with rural school leaders and for sharing the results of that work with other leaders and scholars. I have also learned a great deal from other school leaders and scholars in the network about various tools and strategies for leading rural school improvement efforts using improvement science.

Christy Dodd

What major issues do rural schools and districts face?

I think it is important to remember that rural means different things based on locale even within our country. While I am in a rural school district, I am within minutes of more than one college/university and minutes from retail spaces. Some of my other colleagues’ definitions of rural are somewhat to completely different. With that in mind, I do think we share some common obstacles.

I believe the most important major issue we face is the background experiences of our students. Students living in rural areas do not have access to the same background experiences and resources of students living in more urban areas. When coupled with increased poverty levels, students often come to school unprepared to learn. The challenge is creating an equitable education and leveling the playing field for these students.

How are we addressing them?

In my particular situation, we are educating the educator first. Professional development is being provided to educators to help them understand a student of poverty. In addition, we are reaching out and partnering with organizations to help provide the background and experiences students are missing. Some examples of our training includes work with grief and trauma in the school setting. Examples of our partnerships include a Challenge Education program with Michelin, reading buddies with local churches and our high school, and before- and after-school programs with a local church and YMCA. I believe our partnership with Dr. Klar and Clemson University has been beneficial in facing these issues, as we have learned a purposeful way to identify issues within our school community, and we’ve learned how to use a collaborative, cyclical approach to problem solving.

Does the NIC improve learning? If so, how?

Our work with the NIC has improved learning for educators within our school community and has had an impact on student achievement on our students. Our regular interaction with our piece of the community has increased leadership development and opportunities for more members of our faculty and staff. Personally, it has helped define the type of leader I am. Using the action research cycle has strengthened our ability to be better problem solvers because we have learned to research and use data to make informed decisions and positive direction. Being able to communicate with other administrators in our group has been beneficial because it gives me another resource to use to help me better execute my responsibilities within my school.

Kristin Huggins

What major issues do rural schools/districts face?

One of the biggest issues is hiring and retention of both teachers and leaders, especially if a school or district is rural and remote. Connected to that are opportunities for job-embedded, contextually relevant professional learning.

How are they addressing them?

Those two are connected in the attempted solution. Rural schools/districts try to find or create job-embedded, contextually relevant professional learning opportunities for teachers in order to retain them.

Does the NIC improve learning? If so, how?

My teaching and learning colleagues define learning as participation. Therefore, I think those participating in the NIC are engaged in learning about how to improve learning. Addressing problems of practice and going through improvement cycles creates opportunities for the improvement of learning.

References


UCEA Announces 2019 Award Recipients

UCEA’s annual awards were presented at the 33rd annual convention in Houston, Texas, November 20-24, 2019. “The remarkable individuals recognized by the 2019 awards are prominent trailblazers for our field. In addition to leading in the production of high-quality and impactful scholarship, these individuals have and continue to serve as foundational role models for the next generation of educational leadership scholars. The field is indebted to them for their example of excellence.” ~ Mónica Byrne-Jiménez, UCEA Executive Director

Exemplary Educational Leadership Preparation Program Award:

University of Washington Danforth Educational Leadership Program

The EELP award is sponsored by The Wallace Foundation and given by UCEA to a program within colleges and departments of education that demonstrates exemplary educational leadership preparation. The Danforth Educational Leadership Program is a national model for the preparation of educational leaders.

Roald F. Campbell Lifetime Achievement Award:

Diana Pounder

The Roald F. Campbell Lifetime Achievement Award was instituted by UCEA in 1992 for the purpose of recognizing senior professors in the field of educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity, and service. The award celebrates the remarkable pioneering life of Roald F. Campbell, whose distinguished career spanned many years and exemplified these characteristics. The 2019 recipient of the Roald F. Campbell Lifetime Achievement Award is Diana Pounder (University of Utah). Dr. Pounder has devoted her career to improving preservice leader preparation and shaping program evaluation research and leadership practice. She has distinguished herself in a variety of leadership roles in schools, higher education faculty and administration and professional associations, including past service as president of UCEA, and her leadership has persisted even during retirement.

UCEA Master Professor Award:

Karen Sanzo

The Master Professor Award is given to an individual faculty member whose record demonstrates excellence in at least four of the following five areas: teaching, mentoring and advising, academic leadership, supporting diverse students and colleagues, and professional service. The 2019 UCEA Master Professor recipient is Karen Sanzo (Old Dominion University). Dr. Sanzo is a respected teacher, mentor, educational and organizational leader, and scholar. Her teaching and advising abilities are regularly recognized by her students, and she has provided leadership for program improvement at the program, institutional and national levels.

Jay D. Scribner Mentoring Award:

Allison M. Borden

The Jay D. Scribner Mentoring Award honors educational leadership faculty who have made a substantive contribution to the field by mentoring the next generation of students into roles as university research professors, while also recognizing the important roles mentors play in supporting and advising junior faculty. Jay D. Scribner’s prolific career spans over four decades, and he has mentored a host of doctoral students into the profession while advising and supporting countless junior professors. The 2019 recipient is Allison M. Borden (University of New Mexico). Dr. Borden’s mentoring reflects selflessness, integrity, service, and professionalism. Her impact across a diverse array of mentees has been recognized as life-changing.

Jack A. Culbertson Award:

Lolita Tabron

The Jack A. Culbertson Award was established in 1982 in honor of UCEA’s first full-time executive director, who retired in 1981 after serving 22 years in the position. The award is presented annually to an outstanding junior professor of educational administration in recognition of contributions to the field. The 2019 Jack A. Culbertson award recipient is Lolita Tabron (University of Denver). Dr. Tabron is a scholar, teacher, and mentor whose early career contributions are already having a multiplier effect by impacting the lives of educational leadership scholars. Her passion and actions for social justice and equity contribute greatly to her ability to ignite confidence and learning in her students.

Hanne Mawhinney Distinguished Service Award:

Sara Dexter

On occasion, UCEA’s leadership has found it appropriate to honor UCEA faculty for their outstanding service to the organization and the field. In 2015, the award was renamed in honor of Hanne Mawhinney, who embodied the idea of distinguished service and went above and beyond the call of duty in service to UCEA. The Hanne Mawhinney Distinguished Service Award was given in 2019 to Sara Dexter (University of Virginia) for her outstanding work as UCEA Associate Director 2016–2020.
Paula Silver Case Award:
Jane Beese & Jennifer L. Martin

The Paula Silver Case Award was instituted by UCEA in 1999 to memorialize the life and work of Paula Silver, former UCEA associate director and president-elect, who made significant contributions to our program through excellence in scholarship, advocacy of women, and an inspired understanding of praxis. The 2019 recipients are Jane Beese (University of Mount Union) and Jennifer L. Martin (Youngstown State University) for their article, “The Bathroom Case: Creating a Supportive School Environment for Transgender and Gender Nonconforming Students,” *Journal of Cases in Educational Leadership*, 21(2), 65-76. https://doi.org/10.1177/1555458917731867

JRLE Best Article Award:
Erica Fernández & Samantha M. Paredes Scribner

Criteria for the *Journal of Research in Leadership Education* (JRLE) Best Article Award include contribution to knowledge in the field regarding leadership preparation (significance), overall quality of the article, and impact or “reach.” The 2018 recipients of the JRLE Best Article Award are Erica Fernández (Miami University) and Samantha M. Paredes Scribner (Indiana University-Purdue University Indianapolis) for their article, “‘Venimos Para Que se Oiga la Voz’: Activating Community Cultural Wealth as Parental Educational Leadership,” *JRLE*, 13(1), 59-78, https://doi.org/10.1177/1942775117744011

JCEL Reviewers of the Year:
Chris Willis & Maggie Barber

The *Journal of Cases in Educational Leadership* editorial team has selected Chris Willis (Bowling Green State University) and Maggie Barber (independent consultant) to receive JCEL’s first Reviewer of the Year Award. The editorial team decided to inaugurate this award to highlight the important contributions that reviewers provide to JCEL and, by extension, the field of educational leadership. The editorial team selected Dr. Willis and Dr. Barber based on timely completion of reviews, comprehensiveness of their reviews, and the consistently useful and constructive feedback they provided to authors.

Looking Ahead: Nominations for 2020

It’s not too early to think about honorees for the 2020 convention. The next cycle of UCEA awards begins in late spring with selections completed by the end of summer. Additionally, each April UCEA announces the recipient of the William J. Davis Award. The Davis Award is given annually to the authors of the most outstanding article published in *Educational Administration Quarterly* during the preceding volume year. Please refer to future announcements in *UCEA Review*, in *UCEA Connections*, and on the website.

Nominations for UCEA’s 2020 awards competition are due June 1, 2020. Please see www.ucea.org for information on criteria and the nomination process. Contributions to the award fund are welcome; contact UCEA Headquarters.

UCEA has developed a new marketing toolkit for UCEA members. This toolkit that will take you step-by-step through the process of crafting realistic strategies to reach your target audiences. We developed this resource using a fellow UCEA member, the University of Virginia’s Curry School of Education and Human Development, as a real-life test case. As you go through each step in the toolkit, you can see how the process worked for Curry’s Administration and Supervision program and draw ideas from their experiences. Inside, you’ll find examples of Curry’s marketing materials, as well as downloadable resources that you can customize and use to promote your own program.

Download for free from UCEA:
http://www.ucea.org/resource/marketing-101-tools/
I. General Information

The 34th annual UCEA Convention will be held November 18–22, 2020 at the Sheraton Puerto Rico Hotel & Casino in San Juan, Puerto Rico. The purpose of the 2020 UCEA Convention is to engage participants in discussions about research, policy, practice, and preparation in the field of education with a specific focus on educational leadership. Members of the 2020 Convention Program Committee include Bill Black (University of South Florida), Yanira Oliveras Ortiz (University of Texas at Tyler), Rosa L. Rivera-McCutchen (Lehman College CUNY), and James Wright (San Diego State University).

II. UCEA Convention Theme

The 34th Annual UCEA Convention theme, Re/Building Home: Coloniality, Belonging, and Educational Leadership, aims to highlight critical discourses around knowledge production and the control of knowledge. Additionally, the theme highlights concepts of belonging relative to our institutional, disciplinary, and personal homes—nations, ethnicities, and identities—and these relationships within educational leadership.

“Home” is a term commonly evoked in popular discourse as well as conceptualized in a wide range of academic fields—including refugee studies, borderlands studies, sociology, anthropology, and across the humanities. Whereas home is often represented as an inhabited physical or geographical space, home is also a historically informed social landscape. It is constructed as relational, familiar, and meaningful. Although it may be tempting to consider home as fixed and unproblematic, home is always being rebuilt and is inevitably unfixed (Massey, 1994). We may belong to relational, multidimensional, and dynamic spaces we call home that are historical and material, yet concomitantly present and subjective. Conceptualized as a social archipelago of community, cultural identity, and belonging, individuals often negotiate tensions in re/building home in dynamic and fluid ways. As Anzaldúa (1987) reflected, home is with/in across physical and existential borderlands: “I am a turtle, I carry ‘home’ on my back.” Home is a contested and multidimensional space imbued with spiritual and existential meaning, as it is intertwined with ideas of identity and belonging (Perez Murcia, 2019).

This year’s UCEA theme asks us to consider how we might best belong together in meaningful and replenishing ways as we critically examine and re/build our academic, institutional, and personal homes. As a context for the convention, Puerto Rico provides opportunity to engage concepts of home that include diasporas and migration, as well as coloniality. Coloniality refers to knowledge and the control of knowledge, which resulted from colonialism and which continue to racialize and hierarchize various non-White groups and cultures (Ayala & Ramirez, 2019; Mignolo & Walsh, 2018). Like similarly colonized lands throughout the Americas, Puerto Rico experienced genocide and enslavement of its Indigenous peoples as well as entanglement in the Transatlantic Slave Trade. In spite of this legacy of trauma, historically minoritized and marginalized peoples have found creative ways to reimage and re/build home.

Coloniality is differentiated from colonialism, as coloniality seeks to go well beyond the historical patterns of colonial administration. Coloniality is a perspective that identifies the global imposition and hegemony of Eurocentrism, which emerged with the expansion of European colonial dominance (Quijano & Ennis, 2000). Mignolo and Walsh (2018) consider coloniality shorthand for complex systems of control and management by Westerners and Eurocentrists who position themselves as guar- dian of a totality of self-generated knowledge. This knowledge can then in turn be used to measure and value non-White or non-Western knowledge and epistemologies. With these perspectives in mind, we ask, how do we re/build home? As we reflect on UCEA as home, how do we belong together and adapt our research, preparation, and policy advocacy to new leadership challenges? When taken holistically, the conference theme aims to purposefully elevate educational leadership discussions around coloniality, and belonging, in spaces we consider home from the perspective of decoloniality. Decoloniality is differentiated from decolonization, as you cannot “take” knowledge in the same way as the state was “taken” by armies during the Cold War (Mignolo & Walsh, 2018). The goal of decoloniality is epistemic reconstitution—a reemergence of marginalized knowledge, cultures, and practices lost to Western and Eurocentric structures, systems, and practices (Mignolo & Walsh, 2018).

Over the last 65 years UCEA has grown from a small group of elite and relatively well-resourced institutions into a broad continuum of 107 research/doctoral granting institutions. In addition to shifts in UCEA membership, in the last year UCEA has hired a new executive director and is moving headquarters to a new host institution. This juncture in UCEA's organizational history represents a new opportunity to consider how to continue efforts to sustain and enhance a sense of belonging to a UCEA community. As we embrace graduate students, practitioners, and faculty in the UCEA convention, how might we create a sense of belonging to a supportive home, one that is welcoming to the historically marginalized and silenced? How might we identify coloniality—maintaining traditional epistemologies and canons that have both defined the field and been the source of resistance to alternative epistemologies entering the field?

UCEA is home to a comprehensive range of institutions committed to its three organizational pillars: (a) promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice; (b) improving the
preparation and professional development of educational leaders and professors; and (c) positively influencing local, state, and national educational policy. UCEA invites submissions that reflect on UCEA as home and engage the three pillars of UCEA's mission in light of the 2020 Convention theme: “Re/Building Home: Coloniality, Belonging, and Educational Leadership.”

(a) Research and Re/Building Home: When viewed from the perspective of coloniality, our disciplinary home of educational leadership is in fact coloniality in practice relative to privileged methodologies and epistemologies governing the field. Coloniality pervades modern governments and bureaucracies, including a broad range of educational institutions and schools. As we consider coloniality and home, we examine knowledge and the colonization of knowledge, as well as the power to influence and determine what is knowledge and who are its producers. Decoloniality is identifying these problems by historicizing how we got here, and then by amplifying other marginalized and silenced knowledges and perspectives. With this in mind, and from a broader geopolitical context, coloniality is the perspective particularly salient around knowledge production and marginalization within Puerto Rico, a former colony still grappling with patriarchal structures and systems within the United States. Hence decoloniality is disruption and reinstituting the epistemologies and knowledge systems and traditions of those who have been historically and systematically marginalized via racialization and the various other colonial era hierarchical systems, which always privilege Western cultures, norms, and ways of knowing.

How might we consider re/building Educational Leadership research and inquiry as an ongoing re/construction of home? Given that coloniality underpins disciplines and organizations, how might we best consider our belonging and participation in both our disciplinary homes as well as organizational homes (such as UCEA)? How might UCEA acknowledge and engage its own participation of knowledge production from the perspective of coloniality and the inherent, and intermingled ways that diverse knowledge and epistemologies are marginalized and silenced through its institutional prowess? As a community of scholars, how might UCEA continue to build on its efforts become a supportive home for diverse networks of scholars and practitioners who are affiliated with an increasingly broad range of institutions? To what extent is there and should there be a foundational knowledge base “home” for Educational Leadership? How should it be renewed or re/built? Who gets to decide? Which knowledge constructs and systems drive the field of educational leadership—toward decoloniality? What is home for displaced, formerly colonized peoples, a mix of Indigenous, African, and European in light of intertwined histories each of these groups brings to bear?

(b) Improving the Preparation of Educational Leaders and Re/Building Home: Faculty engage in program development that may lead to innovation and partnerships that cross disciplines, organizations, and higher education institutions, creating a home for a faculty community (Young, Cunningham, & Rorrer, 2019). And yet, the frameworks that guide our leadership preparation and partnership models in fact reinforce coloniality when they fail to consider the legacy, histories, and perspectives of the diversifying and browning student populations in the U.S. (Foster & Tillman, 2009; Lomotey, 1995). The historical problems that many critical scholars identify with the racialization and minoritization of groups of people are in fact coloniality: Modern knowledge systems and practices were instrumental in propelling and maintaining colonization.

How can partnerships in our home communities promote collaboration among leadership preparation programs and school districts in ways that legitimize minoritized perspectives? How can these partnerships and increased engagement enhance aspiring leaders’ preparation to lead and benefit schools and children as U.S. school populations continue to brown and diversify? What can we learn from existing partnerships about innovative principal preparation pathways? How do we prepare school leaders to leverage partnerships with higher education institutions to address problems of practice in ways that create interconnectedness and belonging across institutional contexts? How might the utilization of clinical faculty and faculty of professional practice increase collaboration and innovation within various programs? How might we bridge the gaps and build strong relationships between PK-12 educators and former practitioners in academia to leverage expertise that is attentive to the legacy and history of student populations that we serve?

(c) Policy Influence and Re/Building Home: Collectively, our expertise and networks allow UCEA members to enact decisions across various spheres of influence. Networked influences can help to build UCEA as a policy home. However, when approached from a critical framework and orientation, institutional privilege and power can also be leveraged to decolonize policies by calling attention to and seeking to remedy the influences of colonial forces and residual structures/impacts. In this way, policy can shape how minoritized and marginalized communities are remedied and brought to the center, and home can be claimed or reclaimed. Yet too often, policy reinforces a colonial project, fortifying “patterns of power relations resulting from colonialism that shape racial and ethnic groups’ experiences in diverse ways” (Ayala & Ramirez, 2019, p. 1), even in instances when that is not the goal. In what ways do policies, perhaps well-meaning, disrupt or reinforce a colonial project? How do we work with our institutional policy centers and policy programs to engage local, state, and national educational policy makers in their assessment and development of educational policies? Networks are powerful, but is the power always used in ways that build belonging and a sense of “home” and belonging? What are the limitations in wielding that power? How should our research and advocacy better position us to adapt to the shifting higher education and K-12 policy landscapes in ways that strengthen and re/build UCEA’s ability to advocate in policy arenas?
UCEA Convention 2020 Call for Proposals:
"Re/Building Home: Coloniality, Belonging, and Educational Leadership"

The 2020 UCEA Convention Call for Proposals strongly encourages submissions that explore the above themes; however, UCEA also welcomes proposals focused on quality leadership preparation; effective preparation program designs and improvement efforts; leadership practice; policies concerning educational leadership issues; successful coalitions that enhance leadership, policy work, and politics; collaborative research that enriches the community; research on global issues and contexts influencing the field of educational leadership and policy; and other issues that impact the current and future practice of educators and policymakers. Those engaged in research, policy, or practice in educational or youth-serving agencies are strongly encouraged to submit proposals for consideration. Spanish language proposals and proposals from the Caribbean are strongly encouraged.

Dedicated session slots will be available for Spanish-language or bilingual roundtable sessions, symposia, and critical conversations. All other Spanish-language or bilingual session types will not be considered. All Spanish-language and bilingual proposals should be submitted through All Academic and follow the submission guidelines outlined in the call and include a brief abstract of up to 100 words in English. Please note that translation services will not be provided.

III. UCEA Convention Session Types

Individual Session Submissions

- **Paper Sessions** are intended for in-depth reporting of current/completed research and results, analyzing educational policy issues, or presenting theoretical/conceptual frameworks that inform educational leadership.

- **Ignite Presentations** are specifically intended to present innovations, effective strategies or tools, problems of practice, collaborations, etc. Presentations are no more than 5 minutes long. View a 2-minute video on Ignite presentations: [https://bit.ly/2RVkQ63](https://bit.ly/2RVkQ63)

- **Roundtables** allow for extended discussions among a small group of individuals and are excellent venues for giving and receiving targeted feedback, engaging in-depth discussions, and meeting colleagues with similar research interests. Roundtables are excellent for new and emerging research projects.

Group Session Submissions

- **Symposia** should examine specific policy, research, or practice issues from several perspectives; contribute significantly to the knowledge base; and allow for dialogue and discussion.

- **International Community-Building Sessions**, regardless of format (i.e., Paper, Symposium, Critical Conversation, etc.), require participants to be from two or more different countries. These sessions must focus on critical issues of leadership practice, development, or research from multiple international perspectives.

- **Critical Conversations** are intended to stimulate in-depth discussions around a series of provocative questions, current issues, or research in process and may be structured in a variety of ways.

- **Innovative Sessions / Mini-Workshops** utilizing innovative presentation/interaction strategies are encouraged, such as web-based projects, films, and the use of technology to increase interaction and participation.

- **Postconvention Work Sessions and Workshops** provide 2- or 3-hour sessions for scholars of similar interest and are encouraged for (a) groups of scholars who are working on projects directly related to the core mission of UCEA and (b) scholars who wish to present a workshop for faculty members attending the convention.

- Click [here](http://www.ucea.org/conference/session-types-3/) for a complete description of each session type.

IV. Submission Guidelines

Submission length **must not exceed 3 single-spaced pages** (about 1,500 words or 6,000 characters) using 12-point font (Times New Roman). References are **required** and **must not exceed 1 single-spaced page** (about 400 words or 2,200 characters). See complete session descriptions for details on submissions requirements: [http://www.ucea.org/conference/session-types-3/](http://www.ucea.org/conference/session-types-3/)

Through the act of submitting a proposal, an individual is entering a professional agreement to review proposals for the convention; to attend and deliver the content described in the proposal; and, in the event that a paper is being presented, to share a copy of the work with convention attendees. Furthermore, lead authors are required to email an advance copy of their paper to the session facilitator and other session participants by October 31, 2020. Ignite presenters are expected to email a two-page summary of the talking points they will be sharing at the convention with the session facilitator prior to the October 31 deadline.

V. Participation Limits

To promote broad participation in the annual convention, an individual may appear as first author on no more than two proposals. In addition, an individual may appear on the program no more than four times in the role of presenter. The participation limit does not include service as facilitator or participation in invited sessions or any session connected with UCEA headquarters, committees, or publications.
VI. Criteria for Review of UCEA Convention Proposals

All proposals will be subject to blind, peer review by three reviewers, which will occur electronically. Proposals MUST NOT include names of session organizers or presenters. Primary authors of submitted proposals agree to serve as proposal reviewers. Click here for the proposal criteria for each session type.

VII. Proposal Reviewers

UCEA invites all convention attendees and participants to serve as reviewers for the 2020 Convention. Through the act of submitting a proposal, an individual is entering a professional agreement to review proposals for the convention. UCEA encourages submitters to invite their coauthors to participate in this important professional activity. Individuals can volunteer to serve as a reviewer on the UCEA website. The deadline for completed proposal reviews is May 31, 2020.

VIII. Participant Registration and Attendance Requirement

All presenting authors of accepted papers and all participants in accepted sessions (including session facilitators) are required to register for, pay in full, attend the Annual Convention, and to be present at the scheduled sessions. Submission is a commitment to do so.

IX. Deadlines

Proposals must be received by Tuesday, May 12, 2020, 11:59 pm Pacific Standard Time. The deadline is a week later than previous proposal submission deadlines. Therefore, no deadline extension will be provided this year. All proposals must be submitted electronically through All Academic by visiting the UCEA homepage (http://www.ucea.org). This site will officially open March 25, 2020.

X. Graduate Student Summit

Successfully launched at the 2012 Convention in Denver, the Graduate Student Summit will be returning once again this year for the 2020 Convention in San Juan, PR. Doctoral students from UCEA member institutions are invited to submit proposals for this preconference event. Further details regarding the Graduate Student Summit Call for Proposals can be found on the next page of the UCEA Review and the Graduate Student portion of the UCEA website: http://www.ucea.org/graduate-student-opportunities/graduate-student-summit/

References

Young, M. D., Cunningham, K., & Rorrer, A. (2019). Who controls the preparation of education leaders? We do, if we commit to it. In A. Danzig & W. Black (Eds.), Who controls the preparation of education administrators? Information Age Press.
UCEA 2020 Graduate Student Summit
Call for Proposals
“Re/Building Home: Coloniality, Belonging, and Educational Leadership”

I. General Information
The 9th annual UCEA Graduate Student Summit (GSS) will be held at the Sheraton Puerto Rico Hotel & Casino, San Juan, Puerto Rico. The GSS will commence at 12:00 pm on Wednesday, November 18, 2020 and conclude at 11:30 am on Thursday, November 19, 2020. A key purpose of the GSS is to create a safe, constructive space for graduate students to receive feedback from faculty mentors and fellow graduate students on how to strengthen their work. This GSS also offers opportunities to meet and network with graduate students and faculty. It will include the following:

- Presentation sessions, in which you will share your research and receive constructive feedback (detailed below).
- Mentor feedback sessions for paper, Ignite!, and roundtable presenters, in which you will get direct feedback from distinguished faculty on a work that you would like to publish, a proposal, or your dissertation research plan.
- Networking sessions, where you will have the chance to network with faculty and students from other UCEA institutions interested in similar research topics and talk with UCEA Executive Committee members and Plenum Session Representatives.
- Social gatherings for graduate students, where you will have the chance to make connections with others sharing similar life experiences in graduate schools across the globe.
- Developmental workshops for graduate students, where you will hear from emerging and established scholars on such topics as creating a research agenda, crafting a CV, applying for jobs, the publishing process, and grappling with and making it through graduate school.

II. Theme
In keeping with the UCEA Convention, students should demonstrate how their proposals for the GSS address the UCEA Convention theme, “Re/Building Home: Coloniality, Belonging, and Educational Leadership.” Please refer to the 2020 UCEA Convention Call for Proposals for a full discussion of the 2020 Convention theme.

III. Graduate Student Summit Proposal Submission Categories
There are three session categories, each of which provides a tiered outlet for ideas and works in various stages of completion. Please note that most of the works graduate students present at the GSS are works-in-progress.

A. Paper proposals are intended for reporting research results or analyzing issues of policy and practice in an abbreviated form. If you will have a manuscript-length paper completed by the end of October, you should submit a paper proposal. You should submit for a SINGLE paper presentation only—not an entire paper session.

B. Ignite! presentation proposals spark interest and awareness of multiple, yet similar topics while encouraging additional thought and action on the part of presenters and audience members. If you have an idea that is in-progress, a useful strategy to share, or poignant idea/question to propose, you should submit a proposal for an Ignite! presentation. You should submit for a SINGLE 5-minute Ignite! presentation only—not an entire Ignite! session. Presentations are no more than 5 minutes long. View a 2-minute video on Ignite Presentations: https://bit.ly/2RVkQ63

C. Roundtable proposals are intended for discussing early works-in-progress where you may have an outline developed but have not started writing the formal elements of a paper or research development. If you have an idea about a potential research project or have an outline developed and would like feedback on how to proceed, you should submit a proposal for a roundtable presentation.

Sample proposals for each will be posted to the UCEA graduate student development webpage at http://gradstudents.ucea.org by early March. Please refer to those exemplars as you craft your own proposal.

IV. Criteria for Review of Proposals
To participate in the GSS as a presenter, you must submit a proposal, and that proposal must be accepted. All proposals will be subject to blind, peer review by the UCEA Graduate Student Council and at least two outside reviewers. Priority will be given to single-author papers or papers coauthored by graduate students. The lead author of each proposal also agrees to serve as a reviewer for other GSS proposals. An author’s failure to live up to either of these commitments may lead to the proposal being removed from the GSS. The text of the proposal must not include author names: for many reviewers, this is grounds for proposal rejection. Details and further descriptions of the criteria can also be found on the website.
V. Submission and Participation Guidelines and Proposal Deadlines

Graduate students engaged in research, policy, or practice in educational or youth-serving agencies may submit proposals for consideration.

Proposals must be submitted by Tuesday May 12, 2020, 11:59 pm Pacific Standard Time. All proposals must be submitted electronically at the link to be provided at the UCEA homepage (http://www.ucea.org). The site will open March 25, 2020. Please follow the prompts for submitting to the 2020 GSS.

You may submit more than one proposal to the GSS, and you may submit the same proposal to both the GSS and the UCEA Convention. Please note that these submissions are separate. If you submit a proposal to the GSS and also wish to submit it to the UCEA Convention, you must go through all the same steps in the AllAcademic system for the UCEA Convention. If you plan to use the same title for both proposals, please append your GSS submission title to include “(GSS)” at the end (minus quotes).

Submission length must not exceed three (3) single-spaced pages (approximately 1,500 words or 6,000 characters, excluding references and tables/figures) using 12-point font (Times New Roman). References are required and must not exceed one (1) single-spaced page (approximately 400 words or 2,200 characters). The text of the proposal must not include any author names.

The lead author of the proposal is required to upload an advance copy of the work into the AllAcademic system through the UCEA Convention site 3 weeks prior to the GSS (October 28, 2020). This is required for your faculty mentor to review your work to offer feedback. By submitting a proposal, the author of the proposal also agrees to serve as a reviewer for GSS proposals. An author’s failure to live up to either of these commitments (uploading an advance copy and/or failing to serve as a reviewer) may lead to the proposal being removed from consideration and/or the GSS program.

Please carefully review your proposal before submitting it. The AllAcademic system directly copies the information provided in the proposal for the program, so check your title, author names, and affiliations.

VI. Graduate Student Summit Registration

Registration for the 2020 UCEA GSS will be available online through the UCEA registration site in June 2020. The cost of registering for the UCEA Convention is a separate fee, and registration for both the UCEA Convention and the GSS is required for presenting during the GSS.

If you have questions, please feel free to email the UCEA Graduate Student Council at uceagradconnex@gmail.com.

NEW APA STYLE GUIDE

With the Summer 2020 issue, the UCEA Review will begin using the new 7th edition of the APA style guide. Some new rules:

- One space after periods
- No longer requiring the location for publishers
- Different Level 3 subheading style
- The use of singular “they” and “their” (no more awkward “he or she”)
- As in the previous sentence, double quotes are now used for linguistic examples instead of italics.
- In-text citations with more than three authors are now shortened to the first author and “et al.” (unless there is potential confusion with other works).
- In the reference list, include names of up to 20 authors (instead of 7) for a work.
- The doi is now presented as a URL: https://doi.org/
- The edition also has clarified existing rules (e.g., use of numerals for periods of time: “2 years”).
- APA rules regarding prefixes remain the same: no hyphens with prefixes semi, non, pre, post, re, co, and many more.
- Intersectionality is encouraged when describing participant demographics.
UCEA is pleased to name the University of Washington’s Danforth Educational Leadership Program as the 2019 recipient of the Exemplary Educational Leadership Preparation Program (EELP) Award. The EELP award is sponsored by The Wallace Foundation and given by UCEA to a program within colleges and departments of education that demonstrates exemplary educational leadership preparation.

The Danforth Educational Leadership Program is a national model for the preparation of educational leaders. Led by Dr. Ann O’Doherty, the Danforth Educational Leadership Program is a 1-year principal and/or program administrator certification program that offers students the option to concurrently obtain a master’s degree in Education, Leadership, and Policy. The innovative program combines proven practices for adult learners and cutting-edge research with intensive field-based learning experiences. Unique features include a purposeful cohort-based model and collaborative approach to leadership, integrated coursework and field-based learning, and a focus on equity and organizational change through core values of self-reflection. Over its 31-year history, the program has developed over 740 principals. In the last 5 years, over 90% of Danforth alumni have been hired as principals, assistant principals, or central office leaders within 3 months of graduation.

The Danforth theory of action begins through collaboration with university, school, and district partners to recruit aspiring school and district leaders who have exhibited prior development in equity and successful experience in working with adults to improve learning outcomes. According to O’Doherty,

Once enrolled in the program, our Danforth instructors build knowledge and skills by engaging students in research-informed coursework integrated with authentic field-based experiences. This intentional coherence between coursework and leadership practice, combined with critical self-reflection on personal practice, develops effective, equity-driven, learning-focused and collaborative leaders prepared to cultivate leadership in others to collectively deliver on the promise of equity and improved student learning outcomes.

The EELP Review Committee found a compelling narrative about the program’s focus and strong evidence of this focus in the program’s design. According to Dr. Shelby Cosner, Professor and Director of the Center for Urban Education Leadership at the University of Illinois at Chicago and Chair of the EELP Review Committee, the Danforth Program displayed strong evidence of a continuously improving program rather than a program that has been redesigned at one finite point in time. In addition to sharing a range of data sources and logic model to understand the program’s impact, this program provided strong evidence of the ongoing use of these kinds of data, as well as processes of collaborative inquiry by program faculty to find and solve program problems.

To learn more about the Danforth Educational Leadership Program, please visit www.danforth.uw.edu and connect on Facebook @uwdanforth.

ECER 2020 Conference
24-28 August 2020
Glasgow, Scotland

“Educational Research (Re)Connecting Communities”
https://eera-ece.de/ecer-2020-glasgow/
Dr. David DeMatthews is an associate professor in the Department of Educational Leadership and Policy at the University of Texas at Austin, where he serves as the director of the Urban Principal Leadership Academy. Dr. DeMatthews also holds a courtesy appointment in the Department of Special Education. His research focuses on school leadership and school improvement in urban schools and districts, inclusive education and bilingual education, the principal’s role in family and community engagement, and principal experiences and burnout. Dr. DeMatthews received the 2017 UCEA Jack A. Culbertson Award, which is given annually to an outstanding junior educational leadership professor in recognition of significant contributions to the field of educational leadership.

HONSA: Thank you. Moving into your research, several of your articles discussed how principals can practice social justice leadership. What is your current working definition of social justice and what informs that specific definition?

DEMATTHEWS: Part of my definition comes from the experience that I had working as a teacher and administrator. One of my early mentors in Baltimore told me my job as a teacher is not to teach students to pass a state assessment. I was starting as a teacher, right as No Child Left Behind was in its initial years. My mentor told me teaching was civil rights work, and being a teacher is about helping students make their way in a very inequitable society. I was an American government teacher, and some of the early mentoring that I had from veteran teachers in Baltimore was critical. But, as I moved into being a researcher and faculty, I really thought it was important to theoretically operationalize what social justice means, especially whenever I’m doing research or writing about it.

I’m drawing on work from Nancy Fraser and John Rawls. I’ve operationalized it as three buckets: distributed justice, which is focused on the equitable distribution of resources and opportunities; cultural justice, which is about providing full recognition to multiple identities; and associative justice, which gives people the power to participate meaningfully in decisions that impact their lives. I see that these are three critical elements of social justice. And then an added component is that in a complex society, there are many identities, so there can be tensions between different groups. There are often different groups struggling for recognition or equitable access to resources. I also see social justice as a contested space, so school leaders, district leaders, and community leaders need to work together, not only to ensure resources are distributed equitably or to recognize different identities or make sure people are empowered to make decisions, but also to work through some of the tensions that are inherent to social justice.

HONSA: Are there any aspects of social justice leadership that you think are underresearched or underconceptualized in the educational research field?

DEMATTHEWS: I think something that we do often, based on our background or expertise, is we box in how we define social justice and then we engage in research based on our definition. I’ve been guilty of that. So, for example, I might use social justice in part to focus on how principals go through, and I didn’t see that reflected in the literature. I thought we need to know more about how it feels to be a principal and doing equity work. I thought we could better prepare them for the job that they have, or the jobs that they will have. Those experiences in both Baltimore and DC, looking for answers in the research and then seeing some misconnections or areas of the literature that were not really deep enough or complex enough. That prompted me to be a researcher in the first place and enter into faculty, and that has continued to inform my work.
to create more inclusive schools. When we do that, we potentially avoid some of the other equity issues that exist in a school. Some of that boxing in is the nature of research and how we disseminate our research. We can’t focus on everything, we don’t have unlimited space when we write and when we publish. But I don’t think that we’ve sufficiently operationalized what we mean by social justice and how inclusion and the recognition of multiple identities are critical. Where I see the field needing to shift further is when we talk about equity or social justice or cultural responsiveness, we need a truly intersectional perspective that considers multiple groups, multiple identities, and different sets of opportunities. That’s where I see the field needing to continue to grow. There are people doing that work, but we need to continue that work.

HONSA: I know most of your research has focused specifically on the principalship. If you expand out to the central office or administration level, how would you conceptualize social justice in that space, and what do you think that might look like?

DEMATTHEWS: I’ve done a little bit of work in this area, and I have a former doctoral student who is now an assistant professor who’s focusing on superintendents and social justice leadership. I think at each level there are different sets of opportunities and also challenges. Obviously, principals face a lot of constraints, but superintendents are very visible public leaders. They’re accountable to elected school boards that shift and change. As leaders move up in some systems, the work becomes even more complicated because you’re dealing with multiple communities and multiple constituencies, and you’re dealing with voters. What I foresee as being very important research is how superintendents navigate a much more political and uncertain space to advance equity agendas. I have heard from several superintendents in large urban districts that sometimes they can lead in very forward and publicly visible ways, but other times, they need to work more behind the scenes to build coalitions and to engage different constituents in advocating for change and supporting the district. In that space, academics can very easily, and sometimes rightfully, criticize superintendents for taking a more passive or conservative approach to enacting equity-oriented change. The superintendency is a very difficult position to look to research and evaluate.

I also know there are examples of districts taking specific actions around a broad equity issue. I spent 5 years in El Paso after a major cheating scandal that pushed out English language learners and engaged in transcript fraud. In the district, a new superintendent worked with the community and the school board to implement dual language education for all English language learners, in large part in recognition that historically the district did not value the cultural and linguistic assets of the majority of its students. From that point forward, the district began looking to hire teachers and principals and counselors who shared a sense of purpose and value around having students become biliterate and bicultural, and not just about preparing them for the state assessment.

HONSA: Great. Thank you so much. In several of your research studies you explained that principals and educational leaders may encounter social justice dilemmas, which you describe as instances in which “leaders had to prioritize because they were either unable to reconcile contradictions between different social justice facets or were unable to maximize benefits for all marginalized student groups.” To start, could you share some examples of social justice dilemmas that you’ve seen and learned about through your research?

DEMATTHEWS: Sure. So I have a dilemma from Baltimore following or in the midst of the more recent riots related to the murder of Freddie Gray. I talked to some principals about what they were doing in their schools and what kind of conversations they were having with their students. One of the principals actually was in the same community where Freddie Gray was from, and they talked about this tension of low voter turnout in their community, a lot of distrust in the system, so they wanted their students to be politically engaged, to organize, to engage in activism. But at that present moment, there was potential for violence between people in the community and the police department. They talked about this tension of wanting their students to go out there and advocate for their rights right now since this is a political opportunity that they should seize, but at the same time, they felt it’s dangerous, and there can be harm to them. The principals thought about their chief responsibility—student safety. So a lot of them asked their students not to engage in some of those activities early on because they were fearful of their safety.

Also, on a daily basis in a lot of schools, principals are very aware of the school-to-prison pipeline and the negative effects of suspension. Depending on the school and the staff, I think there can be instances where there’s certain student behavior, where the principal feels as if there are not many opportunities or supports other than suspension, especially if one student is consistently bullying or targeting another student. I’ve seen that come up in some of the interviews I’ve conducted with principals. I talked about it in the EAQ article I wrote that won the William Davis award a few years back,1 that there are these dilemmas around discipline.

Dilemmas can also be related to funding. I’ve talked to principals where they have some discretionary funds, and they really needed support in bilingual education and in special education. They felt torn between these two sets of interests. They had a little bit of extra discretionary funds and they could’ve hired one position, but which position should they hire? Both student groups had

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historically not received full access to the general education classroom. That extra teacher would certainly have a positive impact for one group of students but not necessarily the other, at least in the short term. When I talk about those dilemmas, though, I do want to be clear that there can be short-term dilemmas, but the hallmark of social justice leadership has to be that you recognize those tensions or dilemmas in the short term and you are working collaboratively to address those issues in the medium term and long term. Those short-term dilemmas cannot be excuses for why things don’t change in the medium or long term.

HONSA: It’s really complex work. What kinds of supports or development do you think can help principals to develop both a sharper awareness about these dilemmas and help them engage in thoughtful decision-making around them?

DEMATUREWS: I certainly don’t think those of us working in higher education have the answers to all of these questions. What I think is critical is district–university partnerships to develop spaces with principals and aspiring principals to identify some of these dilemmas and discuss potential opportunities and pathways moving forward. Partnerships can create spaces and opportunities for ongoing critical reflection so that as leaders are doing this work, they’re also recognizing that sometimes they make decisions, either knowingly or unknowingly, that have negative implications for certain groups of students or certain communities. You build that awareness through creating a safe collaborative space where folks who are actually doing that work can share openly and honestly about their experiences, engage in dialogue, and have other individuals going through similar experiences ask questions and provide support and recommendations. I think that type of space is critical, and I don’t think enough principals and assistant principals have that safe space to discuss the most complex aspects of their job.

HONSA: Is there anything I didn’t ask you about that you would like to highlight?

DEMATUREWS: Something I think has not necessarily been called out as equity work or social justice work in the field is research focused on principal burnout and principal turnover. I’ve come across principals who are creating more equitable and socially just schools, but they report significant physical, emotional, and psychological tolls in doing this work. If you look at principal turnover in a lot of contexts throughout the United States, principals are not staying on the job. That has significant implications for equity. If principals are no longer staying in schools and cultivating relationships with teachers and families, it seems very unlikely to me that we’re going to have inclusive schools with improved outcomes. We need to ensure that we’re paying attention both to the lived experiences of principals and how they’re experiencing burnout from doing a very difficult job. We need to pay close attention to principal turnover and the policies that impact principal attrition and retention. I think this is not necessarily called social justice work, but it’s at the crux of it.

HONSA: Thank you so much, Dr. DeMatthews, this has been really rich and helpful. I really appreciated learning more and going deeper into some of these ideas.
The UCEA Graduate Student Fellowship aims to provide research, mentoring, and career development opportunities for an outstanding graduate student who is enrolled in an UCEA member educational leadership program and intend to enter the professoriate. The fellows are in residence typically 6–8 weeks during the summer at one of the UCEA program centers. For additional details, contact Jayson W. Richardson, Associate Director of Program Centers (jayson.richardson@uky.edu).

Rachel Boggs
University of Texas at Austin

Entering my first year as a doctoral student, I was both nervous and privileged. I was nervous because I was leaving a familiar career as a teacher and treading into unchartered territories. However, I felt privileged because I could afford to step away from my career and take on a new journey that was less certain. During my first year, I immersed myself in coursework. However, finding time to independently read books and peer-reviewed articles proved to be difficult, as class assignments, research, and teaching assistantships took priority. As a UCEA Graduate Research Fellow, I had the time to read and write about topics that were relevant to my own research goals, engage in professional development to grow my capacity as a researcher, and embed my research in community-engaged work.

First, I spent a large portion of my summer understanding the Texas context and the political and social factors that impact schools. I gained a better understanding of prekindergarten education in Texas, bilingual education in Texas, and how social networks impact access to teaching employment opportunities. With this knowledge, I wrote a literature review, submitted a proposal to the American Educational Research Association, authored a prekindergarten policy brief, and drafted a historical policy analysis of how Texas educates English language learners. The funding provided by UCEA afforded me the opportunity to explore these research areas in ways I could not have if I were not a fellow.

Training is fundamental to my professional development, and as an emerging academic scholar it is important that I am gaining professional skills that will help me as a researcher, writer, and teacher. With the funds from UCEA, I devoted time to growing my professional skills. I learned how to craft diversity, equity, and inclusion statements; worked to improve my CV; learned about how to employ an equity lens in classrooms; and attended qualitative research trainings. I am entering my second year with a stronger set of skills that I will use when I plan professional development in my department, work as a qualitative researcher, and teach an education policy course.

Finally, research is most meaningful when it incorporates communities. This summer, I authored research briefs around culturally relevant teaching practices. These briefs give an overview of and resources to implement critical self-reflections, culturally relevant instructional leadership, and culturally responsive transformational leadership. Written for an audience of practitioners, these briefs simplify complex research-backed practices. Sections of the brief include resources for implementation, which all educators can use to foster more educational equity in their school systems. These briefs strengthened my ability to synthesize research for an audience outside academia, a skill that I will use next semester when I write research briefs for high schools through a research–practice partnership.

Experiences this summer as a UCEA Graduate Research Fellow grew my professional skillset and my personal network. I have a much deeper conceptual framework for my research interests, I know how to engage in community-based work, and I have a mentor in Minnesota to support my scholarship. I am beginning this school year with a clearer sense of my research identity and I look forward to continue to improve leadership and policy in education.

Cailen O’Shea
University of Nebraska-Lincoln

This past summer, I received a doctoral fellowship grant from UCEA to work at the University of Colorado Denver with Dr. Scott McLeod and the UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE). As a part of this fellowship, Dr. McLeod and I are analyzing a robust dataset that includes information on effective and equitable technology integration and implementation—and student, teacher, administrator, and parent perceptions—across multiple school districts. We presented our first study from this long-term project at the UCEA Convention November 2019.

Before this fellowship, a significant gap in my schooling was that all of my work experience had been conducted at the University of Nebraska-Lincoln. The summer fellowship with Dr. McLeod and CASTLE not only allowed me to work with colleagues across the field, but also helped me recognize what a career in academia can look like. Before this experience, I had reservations about the disconnect
between research and practice. I was afraid that by leaving
the classroom, I would no longer be able to help students
learn and grow. During this fellowship, I quickly found out
how wrong I was. One day I was fortunate enough to get to sit
in on one of Dr. McLeod’s lessons. I was struck by the number
of pedagogical moves he utilized in a master’s level course.

It was right then that I realized pedagogy in higher education
is what you make of it. Sitting in a classroom in Longmont,
Colorado, I felt incredibly relieved and excited about my
future career. This fellowship pushed me out of my comfort
zone and into a new setting. I believe that in doing so, I am
significantly better prepared for the pursuit of a position in
academia.

Call for UCEA Graduate Research Fellowship 2020

The UCEA Graduate Student Fellowship aims to provide
research, mentoring, and career development opportunities
for an outstanding graduate student who is enrolled in a
UCEA member educational leadership program (see here for
a list of universities: https://members.ucea.org/member-
directory/organizations) and intend to enter the professoriate.
The UCEA Graduate Student Fellow will receive a stipend of
$5,000. The fellows will be in residence for typically 6-8 weeks
during the summer at one of the UCEA program centers
(contingent upon acceptance from individual centers ability to
host a student):

- UCEA Joint Program Center for the Study of the
  Superintendent and District Governance
- UCEA Center for Educational Leadership and Social
  Justice
- UCEA Center for the Study of Leadership in Urban
  Schools
- UCEA Center for the Advanced Study of Technology
  Leadership in Education (CASTLE)
- UCEA Center for the Study of Leadership & Ethics
- UCEA Center for the Study of Academic Leadership
- UCEA Center for the International Study of School
  Leadership
- The National Center for the Evaluation of Educational
  Leadership Preparation and Practice
- UCEA Center for Leadership in Law

The UCEA Graduate Student Fellowship will begin in
June 2020 and continue through July 2021. This time frame
can be arranged for another time during the academic year
if mutually agreed upon between the Program Center and
fellow. Upon concluding the Fellowship, you will be asked to
write a one-page reflection of your experiences to be included
in the UCEA Review.

Application Process

Application materials from each student must include four
statements of no more than 500 words each (total of 2,000
words) addressing the following:

1. Describe your academic and personal experiences
   that you consider relevant to UCEA Graduate Student
   Fellowship.

2. Describe your short- and long-range career goals.

3. Detail your research experience.

4. How does a summer fellowship at a UCEA program
   center align with your pursuit of the professoriate?

Applications are due March 15, 2020. Be sure to provide
details of how the host UCEA program center can and will
support your short- and long-term needs. Indicate whom
you have spoken with at that center to ensure the placement
is agreeable to all parties. You SHOULD contact the desired
center before applying. More about program centers can be
found here:

http://www.ucea.org/initiatives/ucea-program-centers/

Send your application to:

Jayson W. Richardson, PhD
Associate Professor
Department of Educational Leadership Studies
University of Kentucky
jayson.richardson@uky.edu
859.379.9097

Please type in the subject line: UCEA Graduate Student
Fellowship: Your name

Application Checklist

- Did you contact the program center? Do you have
  their support? Including an email/letter of support is
  sufficient.
- Did you discuss what you will do at the center and
  develop a potential plan if funded?
- Does your application explicitly note how your interests
  align with those of the center?
- Have you detailed that you want to go into academia as
  a career path?
- Do you include a rough budget? You might include
  (but are not limited to) items such as flights, mileage,
  accommodation in the host city, food, and within-city
  travel.

http://www.ucea.org/initiatives/ucea-program-centers/
Spotlight on Research by The Wallace Foundation:
A Roadmap for Reform:
A Look Behind the Curtain of The Wallace Foundation’s
University Principal Preparation Initiative (UPPI)

Daniel Moraguez
University of Virginia

In a video series produced by award-winning filmmaker Tod Lending (https://www.wallacefoundation.org/knowledge-center/pages/uppi-video-series.aspx), The Wallace Foundation captures a glimpse of the redesign implementation undertakings of two of the seven UPPI institutions: North Carolina State University (NCSU) and Florida Atlantic University (FAU). In addressing the increasingly complex demands of school leaders and the gap in highly qualified principals, both programs report having undergone significant changes and making much progress in their efforts. Under the mentorship of the Ritchie Program for School Leadership (RPSL) at the University of Denver, the programs have looked inwards to their curriculum and pedagogy and outwards to the stakeholders and partnerships that enhance student learning.

Making a case for change, the series outlines contributing factors to the urgent need for preparation program redesign. In the United States, there are about 700 programs of varying quality preparing aspiring school leaders. Superintendents are not happy with the leaders currently being produced. Their argument has been faculty at preparation programs are not practitioners, and students lack the clinical experience necessary to excel at the job, at least initially. Program graduates are not prepared for the demands of school-building leadership and are being asked to learn on the job, to the detriment of teacher and student development.

Universities attempting to redesign programs face obstacles. State agencies that regulate them are an obvious obstacle, but barriers even exist within their own institutions and faculty. Home institutions can involve red tape and make the process an arduous one. Faculty can be reluctant to change if they feel their approach has worked for them in the past. The programs highlighted in the video series have been able to overcome these obstacles. In both instances, clear communication of purpose and desired outcomes went a long way in generating the buy-in necessary to remove barriers and make way for the high-quality programs that reverberate through districts and states.

For too long, NCSU faculty felt the leaders they were producing for Wake County schools did not necessarily meet the needs of the county. There was a mismatch. In partnership with the local school district, NCSU undertook the redesign of their educational leadership program to ensure future graduates were “Wake ready” to meet the unique needs of their schools and students. The university involved the district in all aspects of the candidate search. The district nominated the candidates, participated in candidate assessment day, and had final approval. Each stakeholder emphasized identifying aspiring leaders that would put children first. Utilizing the Leadership Tracking System, the program tracked experiences of master’s students and continued to track them as new building leaders. Data from the Leadership Tracking System would serve to drive instruction and inform future redesign efforts, as well as addressing issues along the pipeline. Relying on the expertise of the RPSL at the University of Denver, NCSU cultivated coherence and connections to their greater vision.

At FAU, further down the Atlantic seaboard, a program redesign in partnership with local school districts also took place. Acknowledging the movement towards the reimagining of the role of principals in schools towards instructional leaders, and the publication of new leadership standards, FAU faculty felt it was time to act. To start, they set goals and consulted with mentors at the RPSL. The results of their partnership with Broward County schools became the model they implemented in Palm Beach and other South Florida counties.

Unique to FAU’s approach, they not only looked at current national and state standards, but also asked their district partner to come up with their own leadership standards as well. The leaders they hoped to prepare, and are currently preparing, are adaptable, ethical, and willing to tackle diversity and equity issues. At FAU, they combined what they were already doing in the principal preparation program with the professional development districts were providing building leaders into one seamless, coherent program. Communication with districts about their needs facilitated their transition from a theoretical approach to a more practical one. In their partnerships, sitting principals, as active stakeholders, agree to mentor the aspiring principals they nominate, forging a relationship between faculty, student, and principal that is certain to support aspiring principals as they prepare for their future roles.

All seven of the UPPI institutions rely on the RPSL for support and inspiration. The program focuses on the needs of the district first and foremost. They also take an organic
approach to identifying potential leaders whose values drive them to create greater equity for kids. To RPSL, the district dictates the type of leader they need. Their work as thought partners with FAU, NCSU, and other institutions in their redesign efforts make the redesigns possible. RPSL students engage in authentic practice of leadership, are active in actual schools, conduct organizational diagnoses, and carry out projects aligned to the school context. Actions taken in their buildings result in feedback from principals, peers, and cohort instructors. Their approach includes periodic check-ins and is responsive to the needs of building leaders. RPSL transforms participants into leaders who can solve problems of practice.

From this series and UPPI we know high-quality programs should include a coherent curriculum aligned with standards, instruction by faculty as well as practitioners, a supervised internship, rigorous recruitment and selection, a cohort structure with mentoring, university–district partnerships, and tracking of performance. District partnerships are strong and effective when the curriculum is aligned to the evaluation tool and process and when district members serve as faculty in the program. Partnerships should lead to clinical partnerships that provide authentic and meaningful practice for aspiring leaders. Further, having state and district leaders at the table ensures vertical alignment of program goals (through clear standards) while maintaining stakeholder involvement and financial support.

Published early results from a RAND Corporation report indicated promising developments for all seven universities after 1 year of participation in UPPI. This video series provides a glimpse of the journeys of two of them. As these programs reflect on, and take account of, the effectiveness of their research-based redesign efforts, the entire field stands to benefit. They continue to be transparent and remain accessible to educators and researchers hoping to learn from them. There is no doubt, in the near future, we should have a fuller picture (and empirical evidence) of the degree to which these developments result in high-quality school leaders and, ultimately, greater academic outcomes for K-12 students. The field anxiously awaits.

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To view the full videos and other resources from The Wallace Foundation, please visit https://www.wallacefoundation.org/knowledge-center/school-leadership

As the westernmost institution in the University of North Carolina System, Western Carolina University (WCU) attracts students from around the globe to explore the region’s vast natural diversity. Founded in 1889, this regional institution provides educational opportunities to more than 12,000 students.

The WCU EdD program was the first doctoral program in the university, starting in 1994. WCU stopped admitting EdD students in 2011 to reengineer the program. The task force designed the new EdD as a CPED-inspired program. WCU is now a leader in the CPED consortium, with faculty presenting at each convening. WCU has graduated four EdD cohorts and currently enrolls three cohorts in the reengineered program.

WCU’s principal preparation program is aligned with national and state standards for school leadership preparation. Program goals include (a) developing school leaders with a commitment to and orientation toward leadership for equity and social justice supported by a critical understanding of social construction and power relations, and (b) developing school leaders with the ability to demonstrate competency in the execution of school leadership practices through the use of improvement science that leverages equity for all students.

Of the eight full-time faculty in the WCU educational leadership programs, two teach primarily in the EdD program (Dr. Jess Weiler and Dr. Kofi Lomotey), and three teach primarily in the master’s program (Dr. Heidi Von Dohlen, Dr. Cathy Andrews, and Dr. Darrius Stanley). Three educational research faculty teach in both programs (Dr. Brandi Hinnant Crawford, Dr. Robert Crow, and Dr. Emily Virtue).

https://www.wcu.edu/learn/departments-schools-colleges/ceap/index.aspx


Grad Student Column & Blog: Submissions Welcome

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

www.ucea.org/graduate-student-blog/
New Full Member
California State University,
Sacramento

California State University, Sacramento is a public university serving more than 30,000 students. From a Master of Arts in P-12 educational leadership and administrative licensure programs, to advanced doctoral studies in educational leadership and policy, the College of Education's leadership programs are committed to the advancement of critical leadership preparation at all levels. The Doctorate in Educational Leadership program is a collaboration between the Department of Educational Leadership and Policy, within the College of Education, and the Department of Public Policy and Administration, within the College of Social Sciences and Interdisciplinary Studies. This collaboration takes advantage of the university’s unique proximity to the capital of the largest and one of the most important subnational governments in the world. Program faculty are all seasoned scholars and school leaders with publications in the areas of community college leadership, K-12 leadership and school improvement, school psychology, social justice, testing and accountability, language acquisition, curriculum, public policy and economics, equity, and diversity as well as professional experience at the local, state, national, and international levels. Their publications include the Educational Administration Quarterly, Teachers College Record, Journal of Educational Administration, Education Policy Analysis Archives, the California Journal of Politics and Policy, Journal of Counseling and Development, and Journal of Diversity in Higher Education. For more information, contact Dr. Rose Borunda at rborunda@csus.edu, or call 916-278-2282.

https://www.csus.edu/college/education/

New Associate Member
Boston College

The Lynch School of Education and Human Development at Boston College aims to enhance the human condition, to expand the human imagination, and to make the world more just. Our educational leadership area, in the Department of Educational Leadership and Higher Education (ELHE), includes six tenured and tenure-track faculty and is notable for its supportive community, in which collegiality and attention to student and faculty formation express the Jesuit concern of care for the whole person. We offer two leadership preparation programs. The MEd in Educational Leadership and Policy (MELP) prepares current and aspiring school leaders in public, charter, and Catholic schools. In January 2019 we launched a fully online version of this program, which has broadened our geographic reach and tripled our enrollment. Our CPED-affiliated EdD program for practicing school administrators (known as PSAP) is conducted in partnership with the Massachusetts Association of School Superintendents and Teachers 21 and includes superintendent licensure as part of the doctoral degree. Students engage in group dissertation studies in local school districts to research high leverage problems of practice. Since Boston College’s EdD program was redesigned in 2009, we have graduated 120 district leaders who serve throughout Massachusetts and beyond. As active national and international scholars and dedicated teachers, our commitment to Boston College’s social justice mission is the foundation of our work and informs all our curriculum, teaching, and scholarship.

https://www.bc.edu/bc-web/schools/lynch-school/academics/departments/elhe.html

BOSTON COLLEGE
Lynch School of Education and Human Development

Boston College ed. leadership Faculty (L-R): Vin Cho, Associate Professor and Director, PSAP EdD program; Lauri Johnson, Associate Professor and Chair, Department of ELHE; Becca Lowenhaupt, Associate Professor; Raquel Muniz, Assistant Professor; Andrew Miller, Assistant Professor. (Not pictured: Martin Scanlan, Associate Professor and MELP coordinator.)
New Associate Member

Chapman University

At Chapman University, a doctoral degree granting, research university serving more than 9,000 students, the Attallah College of Educational Studies is guided by the following mission: “Through teaching excellence, engaged scholarship, and transformative educational practices, we collaborate with individuals, families, communities, schools, and organizations toward an inclusive, equitable, and just world.” Faculty view education as an endeavor rooted firmly in the community. This perspective guides the academic programs and the scholarship of leadership faculty in the Master of Arts in Leadership Development (MLD) and leadership studies emphasis of the PhD in Education programs. MLD and PhD programs prepare school leaders alongside community leaders and leaders in higher education to be innovative leaders and scholars. Faculty and students work collaboratively in the classroom and community to study problems of leadership practice, improve leadership development, and develop equitable and just schools and communities. Faculty provide school and community leaders with a curriculum informed by a wide range of scholarly and professional experiences and perspectives, necessary for leading diverse schools and communities. The work of Chapman leadership faculty reflects an interdisciplinary leadership perspective. They have published studies in high-impact journals across academic fields, including Teachers College Record, Review of Educational Research, Educational Researcher, AERA Open, American Educational Research Journal, Journal of Leadership Studies, International Journal of Public Leadership, EAQ, and Journal of School Leadership. Looking to the future, Chapman leadership faculty are excited to continue deepening relationships with local communities and school districts, while learning more from UCEA colleagues on how to prepare equity-minded, transformative leaders.

https://www.chapman.edu/education/index.aspx

Chapman University leadership faculty & staff (L-R): Laura Burns, MA; Margaret Grogan, PhD; Whitney McIntyre Miller, PhD; Angel Miles Nash, PhD; and Kris De Pedro, PhD.

New Full Member

University of Texas Rio Grande Valley

The University of Texas Rio Grande Valley (UTRGV) was created by the Texas Legislature in 2013 as the first major public university of the 21st century in Texas. This transformative initiative provided the opportunity to expand educational opportunities in the Rio Grande Valley, including a new School of Medicine, and made it possible for residents of the region to benefit from the Permanent University Fund, a public endowment contributing support to the University of Texas System and other institutions.

UTRGV has campuses and off-campus research and teaching sites throughout the Rio Grande Valley, including in Boca Chica Beach, Brownsville (formerly The University of Texas at Brownsville campus), Edinburg (formerly The University of Texas-Pan American campus), Harlingen, McAllen, Port Isabel, Rio Grande City, and South Padre Island. UTRGV, a comprehensive academic institution, enrolled its first class in the fall of 2015, and the School of Medicine welcomed its first class in the summer of 2016.

UTRGV values the rich bicultural and linguistic history of the international border area and directs its program and course offerings toward the preparation of professionals for an increasingly diverse population of learners. The Department of Organization and School Leadership is one of the five departments in the College of Education and P-16 Integration. The mission of the department is to improve the development of educational administrative leaders for a culturally and linguistically diverse society through teaching, research, and service, with an emphasis on leadership.

The Department of Organization and School Leadership offers three degrees: an EdD in Educational Leadership, a master’s degree in Educational Leadership, and a master’s degree in Teacher Leadership. Credentialing programs in the principalship and the superintendency are for educators interested in pursuing administrative leadership roles.

https://www.utrgv.edu/osl/index.htm
Congratulations to the 2020 class of Clark Scholars! If you see or work with any of these emerging scholars, be sure to recognize them! Sponsored by UCEA, Divisions A & L of the American Educational Research Association, and SAGE Publications, the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy brings emerging educational administration and policy scholars and noted researchers together for two days of presentations, generative discussion, and professional growth.

2020 Clark Scholars

Joonkil Ahn, University of Illinois at Urbana-Champaign
Roxanne Allen, Bowling Green State University
Parker M. Andreoli, Clemson University
Erin Baugher, University of Delaware
Naomi Blauschild, Northwestern University
Edwin Bonney, University of Missouri, Columbia
Gavriel Brown, Johns Hopkins University
Rachel Chamberlin, University of Minnesota
Eva Chiang, Southern Methodist University
Shannon Clark, University of Illinois at Chicago
Ann Marie Cotman, Texas State University
Gisele Cuglievan, University of Toronto
Derek Daskalakes, University of Kentucky
Tasminda Dhaliwal, University of Southern California
Walter Ecton, Vanderbilt University
Danielle Sanderson Edwards, Michigan State University
Eliza Epstein, University of Texas at Austin
Meredith Galloway, California State University, Sacramento
Leyda Garcia, Loyola Marymount University
Ashley Hayden, Texas State University
Karen Babbs Hollett, Pennsylvania State University
Alyson Honsa, University of Washington, Seattle
Olivia Johnson, University of Texas at Austin
Jennifer Karnopp, Indiana University, Bloomington
Francisco Lagos, University of Maryland, College Park
Ishmael Miller, University of Washington
Mozyhan Nofal, University of Toronto
Ayhan Ozturk, University of Arkansas, Little Rock
Virginia Palencia, Virginia Commonwealth University
Meagan Richard, University of Illinois at Chicago
James Sadler, University of North Carolina, Chapel Hill
Jeremy Singer, Wayne State University
Ajay Srikanth, Rutgers University
Maggie Thornton, University of Virginia
Katherine Tilley, University of Delaware
Matthew Mark Tyson, Georgia State University
Patricia Virella, University of Connecticut
Yangyang Wang, Pennsylvania State University
Rachel Williams, University of California, Berkeley
Minseok Yang, University of Wisconsin, Madison

2020 Clark Faculty Mentors

Bill Black, University of South Florida
Vincent Cho, Boston College
Sausa Faircloth, Colorado State University
Edward Fierros, Villanova University
Joseph Flessa, University of Toronto OISE
David Garcia, University of Arizona
Preston Green, University of Connecticut
Frank Hernandez, Southern Methodist University
Ann Ishimaru, University of Washington, Seattle
Muhammad Khalifa, University of Minnesota
Hans Klar, Clemson University
Kathryn McKenzie, California State University, Stanislaus
Margaret Terry Orr, Fordham University
Gloria Rodriguez, University of California, Davis
Jayson Richardson, University of Kentucky
Janelle Scott, University of California, Berkeley
Samantha Paredes Scribner, Indiana University-Purdue University, Indianapolis
Terah Venzant Chambers, Michigan State University
The Florida Atlantic University (FAU) School Leaders Program offers Teacher Leader, Master’s, Specialist, Doctoral (PhD), and professional learning programs. One of our greatest strengths is our continuous and evolving relationship with our partnering school districts, two of which—Broward County Public Schools and the School District of Palm Beach County—are among the largest and most diverse in the country. We also have a partnership with two small rural districts and a medium-sized district, which put together with the other two districts cover the entire area of southeast Florida from Miami-Dade north to Lake Okeechobee. Our mission and values focus on high-quality preparation and support of leaders and researchers, and we believe that collaboration and partnerships with practitioners are key.

FAU’s three programs are the Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL) with Broward; Leadership for Excellence and Equity (EXEQ) with Palm Beach; and Educational Leadership: Internship to Excellence (ELITE) with Martin, St. Lucie, and Okeechobee districts. In 2016, a $5.6 million Wallace Foundation University Principal Preparation Initiative (UPPI) grant was awarded to FAU. The Wallace funding allowed us to completely reform our Master’s Degree Program curriculum in partnership with these districts. Since then, further partnership efforts have continued across our service area, including a doctoral-level professional learning program for district executive leadership.

**FAU’s Redesign Process and Outcomes**

**Core values—the FAU 5.** To begin our redesign process, we started with the end in mind (Wiggins & McTighe, 2005), asking ourselves, “What will a program complete know and be able to do?” Each of the partnering districts first drafted their own leadership standards, different from Florida’s Principal Leadership Standards (FPLS). With our partners at the table in a Curriculum Steering Committee, we then generated a foundational document containing five core attributes, values, and beliefs that describe what a graduate of our partnership programs will look like. Known as the FAU 5, they together comprise the FAU School Leader Profile.

- **Leader of Leaders** is a school leader committed to a vision of leadership that is collaborative, distributed, data-informed, research based, ethical, entrepreneurial, reflective, developmental, complementary, innovative, and courageous. They understand that leadership is most effective when it is shared and focused on developing leadership capacity within schools and school systems.

They are lead learners whose leadership requires the ability to use pedagogy and andragogy in facilitating the learning of everyone in the school and its community.

- **Reflective Practitioners** have a worldview to create dynamic learning environments as well as organizational and operational systems where everyone engages in ongoing reflective and critical inquiry to inform action. They accept critical feedback to develop the personal insight necessary to increase their leadership skills. They are strategic and systems thinkers with a growth mindset.

- **Transformative Decision-Makers** recognize that their leadership is a transformative and political process to bring about positive change in the pursuit of a better society and world. They understand and demonstrate the capability to evaluate the moral and legal consequences of decisions and make their choices based on the goal of maximizing student learning through the values of social justice and democratic community.

- **Relationship Builders** are adept at building positive relationships with individuals and through teamwork. They are culturally competent leaders who treat each individual with civility, empathy, respect, and forthrightness while holding high expectations for everyone who contributes to the learning organization they strive to constantly improve. They build external relationships with families, community members, and community organizations to strengthen the school programs they lead.

- **Visionaries With High Expectations** communicate and create shared vision that inspires high expectations for their own performance, as well as for the performance of all others in the school. They embrace accountability as a tool for continuous improvement while remaining focused on student learning as a priority. They are passionate and perseverant transformational leaders who challenge the status quo.

**Curriculum design.** With a shared vision and outcomes for the program established, we next cross-walked the FPLS, the district standards, the FAU 5, and the national Professional Standards for Educational Leadership. These were sorted and placed in common themes or categories. A master curriculum map was made by turning these groupings into course names. The program would follow a lock-step cohort model of 22 months (five and a half semesters) with each course divided into six units to cover the standards. Curriculum design work groups were formed to develop each course with the goal of improving students’ learning experiences and outcomes.
through balanced theoretical and practical perspectives (Heikkinen, Jaako, & Hiltunen, 2017). Groups were facilitated by an FAU faculty member and composed of one district representative from each district. Five cross-curricular themes were incorporated: social justice, reflective practice, leadership and change theory, social and emotional learning, and systems thinking.

The diversity of perspectives in work groups generated what one member termed “productive struggle,” and the resulting curriculum was steeped in the cross-curricular themes and thoroughly integrated theory, practice, and effective instructional strategies. For any deep, major change in an organization, creation and consistent communication of a shared vision are vital (Kotter, 2012). In our curriculum redesign, the source of the greatest challenges and tensions, according to many involved, was confusion around the shared vision.

Innovations

Our program brings to the fore several important innovations that have recently emerged in research as important factors in leadership development that—when implemented with fidelity—will lead to improved student learning outcomes.

**Coaching for administrators.** We provide a coaching program for the principals who are mentoring the program participants in their schools. This includes full-day professional development learning and site visits and multiple professional learning sessions throughout the course of the program. The learning also includes raising their awareness in terms of the learning and activities that their teachers are engaged in.

**Supporting school improvement.** Our students are engaged in two major efforts to support their schools. From the beginning of the program, after being engaged in adult learning theory (Drago-Severson, 2009), the first major activity is a root cause analysis of researched learning areas needing improvement. They then develop a plan for a teacher professional learning community (PLC) that includes pre- and postassessments of the students of teachers who participate in the PLC. Our students then lead the PLC throughout the school year and deliver a final impact report the PLC may have had on student learning. Meanwhile, in the three-semester internship, while still fulfilling the duties of their full-time employment, participants engage in internship tasks designed along a continuum of observe, practice, and lead. Their coach-principal (who nominated them) supports the students in fulfilling their tasks, evaluating the process and outcomes, and providing formal feedback.

**Adjunct professional development.** Our FAU adjuncts, drawn from doctoral-holding practicing district administrators, are required to attend a full-day professional learning workshop where they learn the expected androgogical methods we use to facilitate learning as well as the technical side of teaching a course at the university. They then meet with the lead professor for the course they teach as well as the FAU faculty member who serves as coordinator of the specific program who coteaches the courses with them. Meetings with fellow adjuncts, meetings centered on continuous improvement, and meetings for further professional learning are held throughout the year to keep the adjuncts engaged.

**Profound partnerships.** FAU's district partnerships have brought a new level of a true joint venture to partnering. No decision, no meeting, no development, no implementation of any aspect of these programs is decided without consensus between the district and FAU. Each partnership program has a Steering Committee with equal representation from both organizations, and we have a full-time faculty member who serves as the coordinator of each program. To promote equity and affirm diversity in each of our districts, we continuously analyze the demographic data of our nominees, nominating principals, and accepted candidates.

**Assessments.** In addition to traditional formal assessments built into each course, at intervals throughout the program students engage in formative assessments involving individual interviews with district administrators, FAU faculty, and their program's faculty coordinator. The formative assessment rubrics reflect the FAU 5. The final assessment, the Exhibition of Leadership and Learning, is a presentation of students’ cumulative learning throughout the program. Scheduled after course completion our students give a 15-minute presentation before their peers and a panel of raters comprised of FAU faculty and district partners.

**Impacting Policy**

Importantly, to impact beyond our own region, FAU has maintained a close relationship with the Florida Department of Education. The UPII grant created a further opportunity to build on that relationship and engage the Florida Department of Education in reviewing and changing educational policy to support leadership development. As a result, the Florida Department of Education adopted program approval criteria requiring districts and universities to partner with one another. A task force has been created to continue this process of engagement in policy revision based on the best practices being utilized by FAU and its partners. As an example, the partnering districts are actively collaborating on leadership standards and assessments revisions, and importantly developing a readiness certification assessment for principals.

More information about the FAU’s Educational Leadership Partnership Programs can be found at www.fau.edu/education/academicdepartments/el/partnerships/.

Please contact Dr. Reyes-Guerra at dreyes@fau.edu or 561-297-3550 for further inquiries.

**References**


Call for Nominations: 2020 Exemplary Educational Leadership Preparation (EELP) Award

Intent to Apply Due Monday, April 27, 2020
Deadline to Submit Materials: Friday, June 26, 2020

THE AWARD

Quality leadership preparation is essential to quality leadership practice. Research reveals an important relationship between preparation and leaders’ career outcomes, practices, and school improvement efforts. Exemplary/effective university-based programs evidence a range of program features that collectively contribute to robust leadership preparation. To celebrate exemplary programs as well as to cultivate a group of exemplary programs that model and can help to catalyze and support ongoing program improvement in other universities, UCEA has established the Exemplary Educational Leadership Preparation (EELP) Award. This award complements UCEA’s core mission to advance the preparation and practice of educational leaders for the benefit of all children and schools.

Leadership educators are invited to nominate their programs for recognition at the 2020 UCEA Convention. The program or programs (up to three) determined most worthy of recognition will receive a cash award, an engraved plaque, and recognition in multiple UCEA publications. In addition, the award-winning program(s) will be recognized at a session during the UCEA Convention, on the UCEA website, and through a case-study publication. Award-winning programs/faculty are likely to be tapped by UCEA at various junctures to serve as models and illustrations for other preparation programs or faculty teams engaged in ongoing program improvement.

This award will be made to programs within colleges, schools, and departments of education. For example, university-based programs preparing leaders to lead in elementary, middle, or high schools or programs focusing on the development of district-level leadership are eligible for recognition. More than one program within a department, school, or college of education may apply.

AWARD CRITERIA

Applications will be judged on the extent to which the programs are (a) aligned with research and scholarship about exemplary and effective leadership preparation and (b) have evidence of program effectiveness and impact. Although the 2012 research-based document titled UCEA Institutional and Program Quality Criteria provides an accounting of features, content, and experiences associated with effective leadership preparation, more recent empirical and scholarly literature on effective and exemplary leadership preparation provides additional insights about important dimensions of these criteria that are considered as programs are reviewed for this award. The Handbook of Research on the Education of School Leaders (2nd ed., Young & Crow, 2016) is one such source of more recent information.

THE PROCEDURE

For the full set of award criteria and instructions, please visit
www.ucea.org/opportunities/exemplary-university-based-educational-leadership-preparation/

Step 1: Read through the award criteria and instructions. View the 2020 EELP Award Rubric.

Step 2: Submit a statement of intent to apply (through the link above) by Monday, April 27, 2020. Upon receipt of a program’s intent to submit an Award Application, the program contact will be invited to an Award Dropbox Folder where program application materials should be deposited.

Step 3: Review recent empirical and scholarly literature on exemplary/effective leadership preparation and review program information associated with prior EELP award-winning programs. This information will help your program to deepen its understanding of exemplary/effective principal preparation and things to “look for” when completing a self-assessment of your program. Use the UCEA Institutional and Program Quality Criteria (http://3fl71l2qoj4l3y6ep2tqpwra.wpengine.netdna-cdn.com/wp-content/uploads/2014/07/UCEAProgramCriteria.pdf) to identify potential sources of evidence to self-evaluate the extent to which your program meets the 2020 EELP Award Rubric criteria.

Step 4: Fill out an EELP Cover Sheet.

Step 5: Prepare Parts I–V of the Award Application as described at the above URL. Please note: We encourage all programs to carefully craft Parts I, III, and IV of your Award Application for the purpose of this award submission. If your program pulls existing documents/text not expressly written for this application, it is likely that the strengths of your program will not be effectively made visible to award review readers.

• Part I: Program Description: The program description should draw upon the UCEA Institutional and Program Criteria and more recent literature on effective/exemplary leadership preparation and align with the EELP Award Rubric. It should be no more than 25 pages. We strongly encourage you to use subheadings for a discussion of each award criterion. We strongly encourage you to provide evidence (strategic use of key/high-value evidence sources to be included either in an appendix or via hot links) to support claims made in this portion of your application submission.
Call for Nominations

2020 Excellence in Educational Leadership Award

Deadline: Monday, April 6, 2020

THE AWARD

The UCEA Executive Committee is asking for nominees for the 22nd Annual Excellence in Educational Leadership Award, in recognition of practicing school administrators who have made significant contributions to the improvement of administrator preparation. This distinguished school administrator should demonstrate an exemplary record of supporting school administrator preparation efforts. This award, one of national recognition, provides a unique mechanism for UCEA universities to build goodwill and recognize the contributions of practitioners to the preparation of educational leaders. Funds to establish the Educational Leadership Award were originally donated to UCEA by the Network of University Community School Districts, a consortium of school districts in university towns. However, UCEA now fully funds this important initiative.

THE PROCEDURE

The UCEA Plenum Representative (PSR) at each participating university should consult with colleagues and other constituencies designated by faculty to identify a worthy recipient. The PSR (or a designee) should plan to make the award presentation at an annual departmental, college, or university ceremony. The nomination deadline is Monday, April 6, 2020.

After that time, UCEA will provide official certificates of recognition to universities who have designated a recipient. UCEA will publish the names of the award recipients and their sponsoring university in the UCEA Review and place the recipient's names on the UCEA mailing list for 1 year. If desired, UCEA also will provide a boilerplate press release for announcing the award recipient to news agencies; however, the university may choose to coordinate this announcement through its public relations office in order to include additional information about the award presentation.

To nominate a candidate, please navigate to the following link and follow instructions for the following:

1. Navigate to http://www.ucea.org/opportunities/excellence-educational-leadership-award-2/

2. Upload a letter of nomination.

3. Complete the fields in the electronic nomination form which include specific bio data fields and a field for a 1- to 3-sentence Statement of Significant Contribution.

Nominations must be received by Monday, April 6, 2020. Email ucea@virginia.edu or call (434) 243-1041 with questions.
Thank You to our 2019 UCEA Convention Sponsors

In the 33 years that UCEA has held its convention, many institutions have served as generous sponsors and exhibitors. In all cases, these cooperative endeavors served to create a more dynamic relationship between UCEA and those institutions and organizations. UCEA acknowledges the substantive contributions that the following sponsors and exhibitors have made to this year’s convention. We greatly appreciate their support and continuing endorsement.

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The 2019 International Summit in New Orleans marked the 8th year of the summit and the third time that it has been integrated into the general Convention program. The Summit has brought together scholars from around the world and scholars from the United States who teach or conduct research internationally.

The 2019 International Summit focused on ways to build a broader international community for UCEA members. At its core, the type of community building we have in mind is best achieved through interpersonal engagement among individuals seeking to address common interests, even when they are not in close physical proximity. Building an ongoing international community around common educational interests is no easy task since it requires mechanisms for individuals to overcome the distances, whether physical or cultural, that often separate them.

Summit Sessions
The International Summit’s two sessions included a panel presentation of representatives from the Women Leading Education (WLE) Across Continents and a panel of Fulbright Scholar alumni. Both panels were opportunities to reflect on their experiences, share their learnings, and discuss implications for UCEA’s international efforts.

WLE Session. The WLE is a collaboration of women scholars in educational leadership (PK-12 and higher education), higher education administrators, and community leaders. Since 2007, WLE has been a vehicle to convene women from around the world to share knowledge and experiences, to challenge and refine their understandings of justice and equity, and to grow an international research collective that crosses geopolitical borders. The WLE grew out of UCEA’s Women’s special interest group as a way to explore the status of women in educational leadership globally and to challenge the White, male, and Western lens that dominates research and discourse in the field.

UCEA has sponsored WLE since its inception, helping to provide small travel stipends that allow participants from countries and institutions with fewer resources to attend. The WLE conferences take place every 2 years and have been hosted by participants in Italy, Brazil, Greece, and Ghana, among others. The 2019 WLE Conference was held in Nottingham, England. The conferences offer an opportunity to share their research and continue to develop personal, professional, and scholarly relationships. A unique element of the conferences is that there are no simultaneous sessions. Instead, all presenters and participants listen to all the presentation in the same space and at the same time.

The panel brought together some of the WLE founders, along with representatives of the organizers of the recent conference in Nottingham. Participants included Sharon Adams-Taylor (AASA), Margaret Grogan (Chapman University), Charol Shakeshaft (Virginia Commonwealth), Victoria Showunmi (University College of London), and Michelle Young (University of Virginia). Panelists began by explaining the history and values of WLE. Most importantly, the organization models the way women exercise leadership. WLE is a “flat” organization, run entirely by volunteers, with little hierarchy, and decisions are made by a representative committee. The underlying assumption is that women conceive leadership differently because they “live women’s lives,” which are often ignored, and it was important that the organization reflect that. The goal was to learn from each other about what it means to lead from communities and families when their issues are not at the top of traditional, male-centered research agendas.

Panelists were also asked to speak about what they have learned from the cross-cultural/national discussions and the implications for the field, UCEA, and the future of the organization. The discussion highlighted the role of women and girls in organizing around and leading reform in educational issues. Those roles are often expressions of activism and resistance—and while often informal, are no less crucial to educational outcomes. Panelists also shared the importance of all female communities that nurture participants personally as much as professionally. The culture of the organization has been strengthened by the commitments to interrupt and disrupt traditional practices, continue to explore multiple forms of marginalization, maintain an anti-exploitive stance, and create generative spaces that value all experiences.

The challenge for WLE—and for UCEA as one of the sponsors—is to maintain the integrity of the original group of women and its purpose. Too often, loosely coupled organizations want to begin to “tighten” in an effort to remain relevant or to increase their importance. Sponsoring organizations, in an effort to be supportive, run the risk of running over these fragile, organic efforts. This becomes even more precarious—and important—when the effort brings together women of color and White women, women from the “developing” world and from the “developed” world,
and women who speak languages other than English with English-dominant women. The WLE has been able to do this because its members have carefully tended the unique spaces that are cocreated in the conferences and in opportunities to disseminate their research. UCEA and other sponsors must, therefore, continue to respect the partnerships that have emerged and use its resources to strengthen points of access for women scholars and leaders around the globe.

**Fulbright session.** When it comes to strengthening the international community of scholars, one approach that has proven quite successful is the Fulbright Scholars program. Since its inception in 1946, the Fulbright program has enabled thousands of American scholars to engage with universities abroad in order to facilitate better cross national communication and understanding (Fulbright Scholar Program, [www.cies.org/](http://www.cies.org/)). The program also brings international scholars to the United States. Operating under the aegis of the U.S. Department of State, the Fulbright Scholar Program is an academic exchange effort that has developed and maintained ties between the higher education community in the United States and those abroad (including individual universities and colleges, major scholarly organizations, and academic associations). Working in concert with a network of binational Fulbright Commissions in 49 countries and 90 diplomatic posts around the world, the Scholars Program conducts rigorous peer-reviewed selections of academics competing for administrator, lecture, research or combination teaching/research awards in over 125 countries. In the 2020-21 round of competition, for example, there will be roughly 470 Fulbright scholar opportunities available, although not all in educational leadership.

As UCEA continues in its ongoing efforts to engage more fully in international community building, we felt it would be especially instructive to provide a few past and current Fulbright scholars who regularly participate at UCEA the opportunity to share their experiences working through the Fulbright selection process and with the international research and teaching adventures they had. Then, working through facilitated conversation with those in attendance, we collectively considered how UCEA might better foster such activities in the future. Four UCEA Fulbright Scholars—Stephen Jacobson (University at Buffalo), Lauri Johnson (Boston College), John Pijanowski (University of Arkansas), and Abebayahu Teklesellassie (George Washington University)—reflected on their experiences serving abroad, having worked in Albania, the United Kingdom, Georgia, and Ethiopia, respectively. Each presenter reflected on three key points: (a) describing their experiences with the Fulbright Scholars program; (b) sharing their experiences at the university and country where they served; and (c) explaining how the Fulbright experience might have changed the ways they internationalize their work (e.g., in their teaching, research, and service). Although each presenter was assigned to a very different national setting, all four shared Fulbright experiences that were personally and professionally meaningful and filled with unforgettable moments. The 10 minutes each was given to reflect was not nearly long enough to present the breadth of their experience and how deeply it had affected their lives. Interestingly, when the presentation was opened to the audience, one after another of those in attendance shared that they too had been a Fulbright scholar and that the experience had been a high point in their career. Next we considered how UCEA might utilize these connections with the Fulbright program to promote cultural exchanges in ways that would further our organization’s engagement in international work and community building. The first action step recommended was that UCEA should survey its membership to identify how many among us have already participated in this program, perhaps then seeking volunteers from that group to serve on an advisory board. The first task of this advisory board would be to consider ways to formalize a UCEA–Fulbright relationship. Next we should invite a representative from Fulbright to lead a session at the next conference that would focus on identifying best-fit experiences for potential applicants, as well as describing the ins and outs of the selection process itself. From our list of UCEA/Fulbright alumni, we might then create some mentor relationships between Fulbright applicants and Fulbright alumni in order to help applicants through the process.

**Conclusion**

Although several international research collaborations pre-date the UCEA International Summit, the Summit highlights UCEA’s growing interest and commitment to engaging in leadership globally. Both sessions highlighted these conversations and efforts as untapped sources of energy and expertise within UCEA. It is up to each of us—individually and collectively—to continue these important conversations across distance, geography, and languages, in ways that enhance and strengthen educational leadership.
The 2018–2020 and 2019–2021 Jackson Scholars and their Mentors participated in several notable events during the 2019 UCEA Convention in New Orleans, LA. The programming was kicked off at the Jackson Scholars Network (JSN) Convocation featuring moving research journey reflections by Dr. Yinying Wang, Georgia State University, and Dr. Muhammad Khalifa, University of Minnesota. Immediately following the Convocation, 2nd-year Scholars presented their dissertation research to date in the annual JSN Research Symposium. Building on the success of this feature at last year’s convention, 2nd-year Scholars also participated in roundtable feedback sessions with their symposium facilitators. The paper sessions and participants were the following:

**Unexpected Journeys: Community Connected Leadership and the Joy of Giving Back**
- Facilitator: David Hoa Nguyen
- Sofia Vega-Ormeño, Howard University
- Sara L. Torres, Texas State University
- Nicholas Mitchell, University of Wisconsin-Madison
- Lorraine A. Jones, Pennsylvania State University

**Discipline and Social Emotional Learning: Promoting Equity Over Exclusion**
- Facilitator: Chetanath Gautam
- Nia E. Hulse, St. John’s University
- Dawn M. Demp, Arizona State University
- Josef F. Torres, University of Arizona
- James Lamar Foster, University of Washington

**Leadership: A Critical Review of Practice and Shifting Paradigms**
- Facilitator: Katherine Gutierrez
- Carnelius D. Gilder, Sam Houston State University
- David Woo, Vanderbilt University
- Ishmael Miller, University of Washington
- Zoë Rose Mandel, Pennsylvania State University

**The Presence of Being: Navigating Educational Landscapes and Intersectionality of Identity**
- Facilitator: Lolita Tabron
- Ketina D. Willis, Sam Houston State University
- Mariama Nyonnonah Nagbe, University of Texas at Austin
- Pesha K. Mabrie, University of Texas at San Antonio
- Shannon Clark, University of Illinois at Chicago

**Persistence, Retention, and Campus Experiences: Strategies for Outreach in Higher Education**
- Facilitator: Carolyn Shields
- Juliana Capel Velasco, University of South Florida
- Adee Mozip, Wayne State University
- Jeffrie Mallory, Duquesne University
- Rachael Stewart, San Diego State University

**Choice and the Conservative Lobby: Implications for Public School Reform**
- Facilitator: Martin Scanlan
- Gregory Michael Worthington, University of Texas at Austin
- Francine Baugh, Florida Atlantic University
- Ashley Jones, Vanderbilt University
- Ron Rhone, Texas Christian University

**Dodging Landmines: Overcoming Obstacles to Pursue College Access**
- Facilitator: Nakia Gray-Nicolas
- Ela Joshi, Vanderbilt University
- Eyra Alicia Perez, University of Texas at San Antonio
- Nestor Alexis Ramirez, University of North Carolina at Chapel Hill
- Dumar Burgess, Rowan University

**Untapped Resources and Unfulfilled Promises: Cultural Wealth and the Pursuit of Student Achievement in Schools**
- Facilitator: Pamela Gray
- Iwinosa Idahor, North Carolina State University
- Rosario Hutchings, University of Arizona
- Sajjid J. Budhwani, University of Denver
- Briana Cheree Coleman, Michigan State University

**Cultivating Emancipatory Spaces: Breaking Chains and Staking Claims**
- Facilitator: Mark A. Gooden
- Sascha Betts, Texas State University
- Anthony Kane, Jr., Duquesne University
- Edwin Nii Bonney, University of Missouri
- Autmn Griffin, University of Maryland

**Primary Sources: Accessing Cultural Capital to Inform Social Justice Efforts**
- Facilitator: Jennie Weiner
- Steven Purcell, Loyola Marymount University
- Juail Goode, Rutgers University
- Stefanie Rome, University of Missouri
- Samuel Coleman, University of Wisconsin-Madison
- Dwuana A. Bradley, University of Texas at Austin

The JSN hosted the annual Julie Laible Memorial Orientation Session for the 2019–2021 cohort members and their Mentors. Their time together included an overview of the expectations and responsibilities associated with being Scholars for years to come. The JSN is proud of all of the members of the 2018–2020 cohort for their research and presentations. Symposium facilitators complimented the excellent research that the Scholars presented. The JSN is grateful for the dedication and guidance that the faculty facilitators so willingly offered. As usual, the feedback and mentoring provided at this year’s convention will serve our Scholars for years to come.
a member of the JSN. Mentors and Scholars launched their mentoring relationships and planned the best way for Scholars to be, and feel, supported in their doctoral studies and paths to the professoriate for the duration of their mentorship.

Jackson Scholars and Mentors concluded their time together at the Convention at the JSN Recognition Ceremony and Reception. This annual, meaningful tradition included a welcome from UCEA President Dr. Terah Venzant Chambers, Michigan State University, (and her son) and an address celebrating the importance of Barbara Jackson’s legacy from UCEA Executive Director Dr. Mónica Byrne-Jiménez, Indiana University. Dr. James Wright, San Diego State University, offered a riveting reflection on his journey as a Jackson Scholar and academician in the educational administration field. Our amazing Scholars were then recognized by the Co-Associate Directors, Dr. Lisa Bass, North Carolina State University, and Dr. Hollie Mackey, North Dakota State University. Finally, Dr. Khuala Murtadha and Dr. Michael Dantley led the group in our inspiring Circle Ceremony tradition, “I am because we are, and we are because I am,” and moving Benediction.

The JSN raised funds at this convention through the sale of commemorative JSN beads. All proceeds from the sales benefited the JSN funding efforts to continue to provide meaningful mentoring for graduate students of color. As we prepare for next year’s convention, if you have suggestions for events you would like to see, let us know.

Throughout the JSN programming at the convention, Dr. Lisa Bass and Dr. Hollie Mackey provided thoughtful leadership and welcomed our new and returning Scholars with warm greetings and support. The convention proved to be a huge success for the JSN, its Mentors, and Scholars. Many thanks to our facilitators and all those individuals who helped with the heavy lifting behind the scenes, especially the headquarters staff at the University of Virginia. We see you and appreciate you! I am because we are, and we are because I am!

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**GSC**

**Call for 2020-2022 UCEA Graduate Student Council Representatives**

Do you want to be a voice for UCEA graduate students? Are you driven and motivated to be involved? Would you like to commit 2 years to make a lasting impact? If you answered yes to any of these questions, then you should consider applying for the UCEA Graduate Student Council. As a member of the GSC, you will

- plan and execute the Graduate Student Summit in conjunction with the UCEA Annual Convention in 2020, 2021, and 2022;
- plan and execute graduate student programming during the UCEA Annual Convention and throughout the year on monthly UCEA GSC meetings;
- support graduate students as they transition into faculty, nonfaculty, and practitioner positions;
- foster a community of emerging educational leadership, policy, and evaluation scholars; and
- Develop graduate students’ capacities in research, teaching, and service.

Applications must include

- a one-page statement of interest that explains why you are interested in serving, describes relevant prior experience, and details specifically what you can contribute to the GSC;
- current curriculum vitae; and
- letter of reference from your advisor or your institution’s PSR (see UCEA website for details).

To be considered, applicants must be

- a graduate student at a UCEA member institution from Spring 2020 until December 2022;
- able to demonstrate leadership skills;
- a thoughtful, creative, critical thinker;
- able to commit to attending UCEA’s GSS and Annual Convention in 2020, 2021, and 2022 (UCEA will reimburse up to $600 of these costs); and
- willing to dedicate time to the GSC monthly.

All applications are due electronically to uceagradconnex@gmail.com on or before March 1, 2020 by 11:59pm PST.  

### 2020 Calendar

#### February
- **28** Letter of intent due to apply for UCEA Associate Director for International Initiatives  
  uceaexecdir19@gmail.com

#### March
- **1** Deadline to apply for Program Center mini-grant
- **1** Deadline to apply to be on the Graduate Student Council  
  uceagradconnex@gmail.com
- **8-14** UCEA South Africa trip
- **15** Deadline to apply for UCEA Program Center Fellowship  
- **20** Review begins of applications for UCEA Associate Director for International Initiatives
- **25** All-Academic opens for convention proposal submissions

#### April
- **1** Deadline for submissions to *UCEA Review*
- **1** Deadline for proposal to host UCEA Program Center for the Study of Leadership in Urban Schools  
  [www.ucea.org](http://www.ucea.org)
- **2-3** PDN site visit: Preparation Partnerships NIC, North Carolina State University  
  sdexter@virginia.edu
- **6** Deadline for nominations for the Excellence in Educational Leadership Award  
  [http://www.ucea.org/opportunities/excellence-educational-leadership-award-2/](http://www.ucea.org/opportunities/excellence-educational-leadership-award-2/)
- **9-10** PDN site visit: Curriculum & Instruction Coherence NIC, University of Washington  
  sdexter@virginia.edu
- **16-17** PDN site visit: Powerful Learning Experiences NIC, University of Denver  
  sdexter@virginia.edu
- **17-21** AERA meeting, San Francisco
- **17** David L. Clark Seminar, San Francisco  
  William L. Boyd Workshop, San Francisco  
  Jackson Scholars Network AERA workshop
- **27** Deadline for nominations for the Educational Leadership Preparation (EELP) Award  
  [www.ucea.org](http://www.ucea.org)  
  or mar5q@virginia.edu
- **27-28** PDN site visit: Mentoring & Coaching NIC, University of Illinois at Chicago  
  sdexter@virginia.edu

#### May
- **12** All Academic closes for convention proposal submissions (no extension will be provided). Convention and Graduate Student Summit proposals must be submitted by 11:59 pm PST.
- **31** Deadline for completed convention proposal reviews

#### June
- **1** Early convention registration begins
- **26** Deadline for submission of all materials, EELP Award nominations

#### July
- **1** UCEA Headquarters moves to Michigan State University
- **3-5** BELMAS conference, Milton Keynes, UK

#### August
- **1** Deadline for submissions to the Fall *UCEA Review*
- **24-25** European Educational Research Association (EERA) Emerging Researchers’ Conference, Glasgow, Scotland  
  [https://eera-ecer.de/ecer-2020-glasgow/](https://eera-ecer.de/ecer-2020-glasgow/)
- **25-28** EEERA European Conference on Educational Research, Glasgow, Scotland  
  [https://eera-ecer.de/ecer-2020-glasgow/](https://eera-ecer.de/ecer-2020-glasgow/)

#### September
- **1** Standard convention registration begins

#### October
- **6** Late convention registration begins

#### November
- **3** On-site convention registration begins
- **18-19** Graduate Student Summit, Sheraton Puerto Rico Hotel & Casino, San Juan, Puerto Rico
- **19-22** UCEA Annual Convention, Sheraton Puerto Rico Hotel & Casino, San Juan, Puerto Rico

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

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