



UCEA REVIEW

University Council for Educational Administration

Headquartered at the University of Virginia Curry School of Education

Winter 2015

- Arizona State University
- Auburn University
- Australian Catholic University
- Bank Street College
- Bowling Green State University
- Brigham Young University
- Chinese University of Hong Kong
- Clemson University
- College of William and Mary
- Duquesne University
- Florida Atlantic University
- Florida State University
- Fordham University
- Georgia State University
- Hofstra University
- Howard University
- Illinois State University
- Indiana University
- Iowa State University
- Kansas State University
- Kent State University
- Lehigh University
- Louisiana State University
- Loyola Marymount University
- Miami University of Ohio
- Michigan State University
- New Mexico State University
- New York University
- Nipissing University
- North Carolina State University
- Northern Illinois University
- Ohio State University
- Oklahoma State University
- Pennsylvania State University
- Portland State University
- Rutgers University
- St. John's University
- St. Louis University
- Sam Houston State University
- San Diego State University
- Southern Methodist University
- Stephen F. Austin State University
- Temple University
- Tennessee State University
- Texas A&M University
- Texas State University
- Texas Woman's University
- University at Buffalo/SUNY
- University of Alabama
- University of Arizona
- University of Arkansas
- University of Central Arkansas
- University of Cincinnati
- University of Connecticut
- University of Dayton

UCEA Presidential Address

Evidencing the Effort: (Re)defining UCEA's Role in Using Leadership to Center and Advance Equity in Schools

Mark A. Gooden

The University of Texas at Austin



Good morning. I would like to begin this address by first taking presidential privilege and asking you to indulge me for just a moment as I take the time to offer my personal appreciation to a number of people. As the Yoruba proverb says, if I am tall, I am standing on the shoulders of the ancestors (who came before me). My modification: If I seem tall in stature, it is only because I stand upon the broad shoulders of giants. One of those giants is my mother, Ida Gooden Richardson, who is with us in spirit today. She was my first teacher. I miss her dearly. Some of those other giants are with us today.

I would first like to thank my wife Angela Gooden and daughter Nia Ayanna, who are both with me today. Thanks to my mentors: Linda Tillman, Michael Dantley, Khaula Murtagha, Frank Brown, Kofi Lomotey, James Davis, Judy Alston, Malú Gonzalez, Gary Crow, Jay Scribner, John Harris, and the late Len Foster. Thanks to my encouragers: Cindy Reed, Andrea Rorrer, April Peters, Mónica Byrne Jimenez, Gretchen Generett, Latish Reed, Sharon Radd, Gerardo Lopez, Larry Parker, and Joe Murphy.

Thanks to Michelle Young for the incredible work she does for this great organization. We are blessed in ways I don't think we truly understand with her as executive director. It has been great working with and learning from you in the last 2 years. Thanks to Associate Director Pam Tucker and Team UCEA at Headquarters. And thanks to the Executive Committee—it's been an awesome year of learning and working together with these eight women. Thanks to the Plenum for your hard work now and future work as UCEA continues to grow. Thanks to the membership for what you do and will do in the future to move this great organization forward, especially to specific members who have graciously offered to help over the last two years. You have inspired the words I will share today.

I really appreciate the members of the 2014 Convention Program Committee who are Noelle Witherspoon Arnold (University of Missouri–Columbia), Sarah Diem (University of Missouri–Columbia), Azadeh Osanloo (New Mexico State University), and Michael Dumas (New York University). What a great theme! **Righting Civil Wrongs: Education for Racial Justice and Human Rights.** Finally, I would like to thank my graduate research assistants, Meghan Lehr and Amy Lippa, for their wonderful assistance on this address and all of my great graduate students I have worked with over the years.

Volume 56 Number 1

- University of Denver
- University of Florida
- University of Georgia
- University of Houston
- University of Illinois at Chicago
- University of Illinois at Urbana-Champaign
- University of Iowa
- University of Kansas
- University of Kentucky
- University of Louisville
- University of Maryland
- University of Massachusetts–Boston
- University of Michigan
- University of Minnesota
- University of Missouri–Columbia
- University of Nebraska–Lincoln
- University of New Mexico
- University of North Carolina at Charlotte
- University of North Carolina at Chapel Hill
- University of North Carolina at Greensboro
- University of North Texas
- University of Northern Colorado
- University of Oklahoma
- University of Oregon
- University of Pennsylvania
- University of Pittsburgh
- University of San Diego
- University of South Florida
- University of Tennessee–Knoxville
- University of Texas at Austin
- University of Texas at El Paso
- University of Texas
- Pan American
- University of Texas at San Antonio
- University of Toledo
- University of Utah
- University of Virginia
- University of Washington
- University of Wisconsin–Madison
- University of Wisconsin–Milwaukee
- Vanderbilt University
- Virginia Commonwealth University
- Virginia Polytechnic
- Washington State University
- Wayne State University

In This Issue...

| | |
|---|----|
| UCEA Presidential Address..... | 1 |
| From the Director..... | 14 |
| Interview: Noelle Witherspoon Arnold..... | 16 |
| New Member: Virginia Tech..... | 18 |
| Point/Counterpoint: Equity in School Facilities & Finance..... | 19 |
| JRLE..... | 25 |
| Innovative Programs: North Carolina State NELA.... | 26 |
| Review: Research in Learning & Teaching in Ed. Leadership..... | 28 |
| Call for Nominees: Excellence in Educational Leadership Awards..... | 29 |
| Interview: Paula Cordeiro..... | 30 |
| 2015 Graduate Student Summit Call for Proposals.... | 32 |
| UCEA 2014 Awards..... | 33 |
| 2014 UCEA Convention Reports..... | 35 |
| Jackson Scholars..... | 40 |
| Clark Scholars..... | 40 |
| UCEA 2015 Convention Call for Proposals..... | 41 |
| UCEA Calendar..... | 44 |

Contributing to the *Review*

The content of the *UCEA Review* is not peer reviewed, and any opinions printed in the *Review* should not be viewed as a statement by UCEA, UCEA Executive Board members, UCEA member institutions, or UCEA faculty. The opinions expressed are those of the authors alone. The *UCEA Review* serves as a source of information and news and a place where program innovations are shared and critical questions are raised. Members use the review for debate, to share opinions, and to engage the educational administration community in conversation and debate. If you have ideas concerning substantive feature articles, interviews, point/counterpoints, or innovative programs, *UCEA Review* editors would be happy to hear from you. The Editorial Team (see back page of the *Review*) meets twice a year. One to two features appear in each issue of the *Review*, which is published three times a year.

Errata

In the last issue, Kristin Huggins, author of our Innovative Programs column, was identified as from University of Washington; she is at Washington State University. As her colleagues no doubt delighted in reminding her after publication.

My aim is for this address is to push us a bit into one of those courageous conversations Michael Dantley referred to in his phenomenal 2007 presidential address. So at the onset, I ask that you stay engaged, expect discomfort; know that we will not solve all of the challenges of equity today. However, I do plan to finish in time to provide an opportunity for you to speak your truth at the end during a really brief dialogue. As such, the address is divided into three parts. In the first part, I want to reflect briefly on UCEA's past, particularly as it has centered on the development of equity efforts.

Second, understanding UCEA's past will help us better view and address privilege, which I argue is a very strong barrier to equity. Finally, because I argue we must evidence the effort, I will humbly recommend a bold project that will give us an opportunity to evince our growing efforts in a new and exciting way.

Investigating the Past

Why focus on the past of an organization that is currently financially healthy, high functioning, growing, and making impressive strides with great leadership? To answer that, let me invoke Dr. Vanessa Siddle Walker, Professor of History of American Education at Emory University, who spoke at our conference last year. On the act of studying the past she stated in her speech, "History is this notion that something can be learned from a past moment and not replicated exactly but used to inform the present." Peter Stearns (1998), a history professor at George Mason University, states by studying history, we "emerge with relevant skills and an enhanced capacity for informed citizenship, critical thinking, and simple awareness." This is especially fitting as today it is no accident that we are meeting in Washington, DC, our nation's capitol, in 2014, a calendar year that reflects the 60th anniversary of UCEA, Elementary and Secondary Education Act (50th), Civil Rights Act (50th), *Brown v. Board of Education* (60th), *Milliken v. Bradley* (40th), and *Lau v. Nichols* (40th). All of those important cases were decided just about 3.5 miles from this very spot.

Generally, studying the past can provide awareness opportunities to critically examine nuanced questions that would be puzzling to figure out without the historical record. For example, consider this question. Why did we need the Voting Rights Act in 1965 if African American men had been granted suffrage rights in 1865 by the 13th Amendment? Why would it take another 54 years before granting the same rights to women in the 19th Amendment? Learning from our past and employing critical thinking can facilitate our answering such questions to improve the status of marginalized groups for the greater good of society.

In light of UCEA's 60th anniversary, I thought it would be interesting to examine some of UCEA's rich history relative to equity. Using a less than random (though representative) sample of UCEA presidential addresses and Jack Culbertson's (1995) *Building Bridges: UCEA's First Two Decades*, I will pull some relevant moments from our history to reveal some themes and my thoughts. There are a few caveats. Let's not call this a scientific study. Finally, I will be interpreting the words of several past presidents, and there is some risk in that, since several of them are in the audience today.

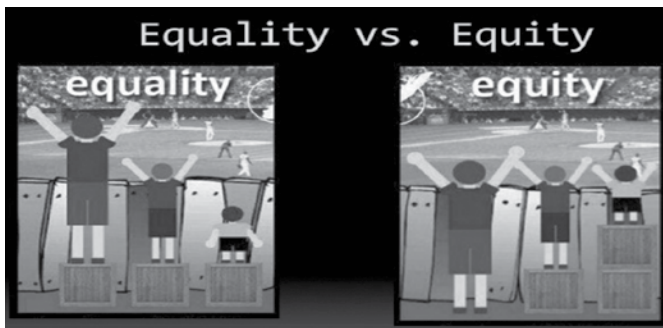
Studying the past can help us understand the distinction between concepts like equality and equity, the latter of which is the focus of this talk. Often we use these terms interchangeably, but they have different meanings and different material consequences in education and American life in general. Equity is important, so

I want us to take some time to make sure we have a shared understanding of the term.

Instead of presenting you with a scholarly definition, I decided to go with an image and slow down our thinking a bit as we define it together. Would you examine this slide for a moment with me? You may have seen it before but share with your neighbor what you see in one word.



What was your word? Did you say inequity? Unfairness? Baseball? Now view this image. In a word, what do you see?



I hope you are thinking that the major difference between equity and equality is that equity appeals to our sense of fairness, suggesting we consider past or historical circumstances and events when we make any comparisons. Equity also attempts to review those unequal results to rectify or remedy what is wrong. Equality, which on its face seems fair, assumes we are all equal and have the same opportunities to succeed. Therefore, given the same inputs, we should get the same outputs (as I reflect on an organizational design course). Equality is prone to make unfair and unreasonable comparisons, and sometimes privilege makes those comparisons sound reasonable. For example, we often pretend schools are equal in every way when we compare them “equally.” Well, I know several of you have shown how equity operates in your research, but how does it operate in UCEA? What has equity meant historically for UCEA, and what does it mean for its future? We now have this working visual of equity. Try to hold that image in your head during the address while we talk about several aspects of equity.

I want to submit to you that in the first two decades, UCEA faded in and out on the question of equity, with material efforts starting to come into recorded existence in the early 1970s. In fact, equity in UCEA is like an R&B (rhythm & blues) song to me. Let me explain in a brief story. During the early years of our marriage, Angela and I would travel home 750 miles to Georgia by car from Columbus, Ohio, during the Christmas holidays. It was interesting to be in a car that many hours together. On this long journey, I often needed music to stay alert when I was driving, so I would scan radio stations. I would finally find what I thought was my favorite R&B song, only to have it fade in and fade out on the journey through the

mountains of Tennessee (graduate students, this was before iTunes, Pandora, iPods, and iPhones). I would adjust the dial again, over and over, desperately trying to get that song to come on through. After I had been teased with what I think was a scintilla of a note, the weak but determined note would be drowned out by louder static and sometimes an even louder, whining crooner of a bad country song, which somehow came through stronger every time. Now, country music lovers don't lose focus. You will find “The Devil Went Down to Georgia” on my iPod. But at that time, I needed to hear what I thought was Curtis Mayfield's “People Get Ready.”

Ever wonder what will happen if you break out in song from a podium in front of an august group of professors and graduate students at a major convention? Well, I don't wonder that at all. Listen as I read the lyrics.

People get ready, there's a train comin'
You don't need no baggage, you just get on board
All you need is faith to hear the diesels hummin'
You don't need no ticket you just thank the lord

What is Curtis Mayfield talking about? In my imagination, equity, of course. There is a train of equity, opportunity (change for the better) is coming, a brighter day of freedom for all. To experience it, you need to leave your baggage and believe (have faith). Well, I submit to you that there are parallels in this verse to UCEA's push for equity that started in the early 1970s.

Culbertson's (1995) quote from the chapter on Crosswind is long but explains the context nicely as he tells a story of time and change. As with any good story, he starts it with, “It was a dark and stormy night.” (Just kidding. That's an inside joke but ask any Executive Committee member later and she will tell you.) Seriously, Culbertson wrote,

During the 1974–81 period, the navigators of UCEA encountered strong crosswinds. The winds pushed UCEA toward greater equity for minorities, women, and the physically challenged while opposing winds caused UCEA to cling to old moorings. Other winds propelled UCEA toward ports of renewal, while counter ones stirred entropic tendencies, as governance personnel became more involved in rulemaking, altering bylaws, and administrative matters. The counter tendencies activated by these and other crosswinds created an unusual challenge; could UCEA's leaders keep the organization sailing toward new ports, or would they allow it to veer into tempestuous seas? (p. 146)

Let me highlight some of these moments in history to present a picture.

Recognition of women in UCEA. In 1959 the number of women professors in the 34 UCEA institutions was fewer than six and it took nearly a decade to change that. This was partially due to more women acquiring doctorates in the late '60s. I am not certain why “fewer than six” was generally reported as opposed to five, four, or some smaller number. That was the time that Barbara Loomis Jackson earned her doctorate in 1970 from the Harvard Graduate School of Education. Around this time, professors started nominating women to UCEA posts, but this was not immediately well received. For example, when a woman made the short list for a post, an internationally regarded professor said it would be a mistake because she would be viewed more as a sex object than as a professional colleague. After role-playing exercises, the group of professors decided they could work professionally with a female staff member.

So it is in this climate that Culbertson (1995) reported that three events really established UCEA's entry into the equity conversation, or its process of "confronting inequities." Indeed, the efforts were partially rooted in events that took place in the early '70s, the latter part of the organization's first two decades. These efforts I am about to share raised UCEA's awareness of human inequities. First, in 1972 there was a Task Force on Native American Educational Administration, and it generated a federally funded conference on Indian Education. Nothing else was really said about that conference, but I thought that was really fascinating, and it made me wonder about the limited discourse in UCEA on Native Americans, except for work done by scholars like Susan Faircloth and Hollie Mackey.

In 1973–74, UCEA developed an information exchange with three historically Black colleges/universities (HBCUs), which specialized in training Black administrators. Those institutions were Atlanta University, Cheyney State College, and Howard University, which incidentally is UCEA's newest HBCU member as of last year. As UCEA as an organization moved toward becoming more conscious of equity, it is interesting that the organization's leaders relied on these HBCU's to help develop their awareness, but absent was a discussion on HBCU membership to UCEA or how the organization might work to support the missions of the HBCUs. Perhaps UCEA leaders made these suggestions and it was not recorded, or I am just unaware of it. What I do know is there is room to partner with HBCUs by sharing best practices and attempting to learn what can be done to support their development of leaders. Currently, I am in a conversation with an HBCU in Texas to share best practices. Earlier this year, I was also able to visit another HBCU to share some best practices about leadership from our programs.

The third event that helped establish a foundation to confront inequities occurred in 1971 with the development of an extensive project to integrate general and special education administration through the General-Special Education Administration Consortium. Associate Director James Yates from University of Texas was instrumental in managing the General-Special Education Administration Consortium activities (Culbertson, 1995, p. 138). This consortium represented the organization's efforts to engage in preparing leaders to support students with disabilities, which was (as Jim reminded me last night) not broadly embraced by many organizations at the time.

In 1973, UCEA took a step toward equity and hired Paula Silver who was regarded as a "confronter of discriminatory norms" and one who offered "frank and often unpopular responses" to questions about women's equity on university site visits (Culbertson, 1995, p. 160). Silver was credited with helping sensitize her male colleagues to inequitable practices. So Silver's presence and personality challenged the status quo. For example, she made the candid observation that the writer of the UCEA by-laws constructed the guidelines as if women did not exist, thus leading to a rewriting of by-laws. We can take lessons from Silver, who posed tough questions in what must have been a difficult environment to enter as the only woman, and in light of the reluctance to even consider women for UCEA jobs just a few years earlier.

In 1974, Silver conceived the UCEA Computerized Research and Placement System, designed "to gather and store data on all doctoral students completing doctoral and two year programs in educational administration and to provide data to help women and members of minority groups obtain administrative posts" (Culbertson, 1995, p. 161). UCEA was awarded a \$150,000 grant from the Ford Foundation to pilot the system under a 3-year plan outlined

by Silver. This was not without controversy. In November 1974, there was a lively Plenary Session about the placement system and, in light of the goals of the system to assist people of color and women in job placement, there was intense debate leading to two controversial charges.

The first controversial idea was the exclusion of White men from the placement system. This resulted in some plenary members crying reverse racism in 1974. (Here I was thinking that was a term invented by Fox News Network 10 years ago). The second contentious idea was the inclusion of women and minority graduates from non-UCEA institutions. Many thought this was unfair. Despite the heated debate and controversy, John Seger, a PSR from Canada, movingly argued that UCEA should implement the placement system because it is the morally correct thing to do, and it passed.

The UCEA staff worked diligently to make the system work, including completing 20,000 mailings from 1974–76, and some candidates of color and women obtained positions. However, the overall results were disappointing. The placement system was no match for the informal networks created by male professors to place graduate students. Additionally, those professors influenced who was hired in jobs because they were employed by school boards to recommend candidates for administrative posts. Interestingly, the language used by Culbertson (1995) was that the placement system was in competition, perhaps even conflict, with the informal networks of the male professors. (Is cooperation possible now?)

Though the system had less than stellar results, there are at least two reasons the placement system can fairly be regarded as big, audacious step in the right direction and not only as a big failure. First, data from the UCEA Computerized Research and Placement System was used in several articles to spur conversations about the experiences of people of color and women for the purpose of eventually increasing inclusion in UCEA. This was a positive step, especially in light of research by Campbell and Newell (1973) that had found only 10% of the professors thought issues facing minorities were serious. Second, the system provided more space for discourse on the norms of UCEA and the need to change these norms to be more inclusive.

In 1976, UCEA composed a task force on advancement of women's equity charged with developing training materials to enhance women's equity. Six teams of two to three professors and one or two grad students utilized a \$250,000 grant from the U.S. Department of Education to implement the program with this purpose in mind. They were also tasked to create what would eventually become a journal to facilitate information exchange. Grace Butler, an African American woman, was brought on as associate director and coordinator of project. In that position, she arranged for a pilot of these "rich" training materials (simulations, role-playing games, action guides on sexual discrimination) at 18 universities. Feedback from colleagues at these institutions led to a revision and refinement of the materials, which were already thought to be of high quality. Despite that recognition, the task force materials were plagued by low use, and that part of the project, much like

UCEA on Facebook & Twitter:

www.ucea.org/social-media

the placement system, was regarded as a major failure. If we had materials at our disposal today for free that could better support our teaching and training about equity, would we use them?

The task force's second goal was to develop a journal with the noble and precise purpose of assisting "educational leaders to reduce sex discrimination." At the time of this proposal, UCEA's two other journals were not self-supporting after a decade. The new journal was initially called *Emergent Leadership: A Focus on Minorities and Women in Educational Administration*. The goal of the new journal broadly was to address equity issues, but it would need to compete in an "equal environment," and it did not have an equitable chance to survive. In 1976, a team that included Frank Brown, who would later become the second editor, helped conceptualize the journal project. Grayson Noley was editor at the end of a 4th year. After the pilot years, the journal was given a home, and its name became *The Journal of Educational Equity and Leadership*. Many regarded it to be a competitor to EAQ. Roald Campbell, first editor of and long-time supporter of EAQ, was one of several influential voices that had this concern, and he recommended withdrawal of support of the new journal. However, the Executive Committee voted to continue the journal but created a policy that required the journals to be self-sustaining within 3 years. Being the newest of UCEA's journals, *The Journal of Educational Equity and Leadership* would eventually succumb, as it was left exposed to greater risk, especially given that it only had 300 subscribers.

Some thoughts on UCEA presidential addresses of this time. Presidential addresses during the period of the early '70s to the early '80s focused on several broad organizational challenges including planning for UCEA's future and the need to develop partnerships with schools. During this 1974–81 period, presidents were still presenting their addresses to the plenum as opposed to the general body. Addresses also contained points about debates of whether practice and applied research prevailed at the expense of scientific research that expands theoretical knowledge, just to name one. UCEA was started on the heels of the theory movement. For example, some titles were *To Move a Profession Forward*, *Scientific Research in Educational Administration*, *Contemporary Trends and Their Implications for the Preparation of Educational Administrators*. While these presidential speeches could have addressed the crosswinds of the times, there is little discussion of the changing times relative to equity. Perhaps it was not the place to address them. Of note though, in the 1974 address, the URBSIM, a simulator project, is mentioned. For example, Bessent (1973) discussed organizing an alliance of school districts and state department personnel to focus on in-service training of principals in urban schools, which in turn may be one aspect of the continued development of URBSIM.

During the crosswinds period, what was the impact of the fading in and fading out of equity? Was the movement toward equity process fruitful? I argue yes, despite the challenges. Here are some points of success to support my assertion.

First, the Computerized Research and Placement System had an impact on UCEA norms and gave life to the message that it was morally correct to conduct programs to rectify the negative effects of longstanding discrimination against women and people of color, thus making it easier to address other current and upcoming equity challenges.

Second, by 1980, most UCEA institutions had hired at least one woman professor of educational leadership, thus spawning what would be a progressive trend for the field.

Third, the General-Special Education Administration Consortium created positions where general education leaders entered special education and special education leaders entered general education positions to increase awareness of how the both types of leaders could better serve students with disabilities through cross-pollination. One point here is that there was a notable gap in knowledge about special education that served to exacerbate the plight of people with disabilities in schools.

In sum, these brief moments from UCEA's history demonstrate that there were tensions between confronting inequities and maintaining a course of the status quo. Before I transition into the next part, I would like to share a brief video. As you view it, ask yourself how is the nation's history being represented as a part in the video? Consider what it might mean for school leaders and educational leadership professors.

The Unequal Opportunity Race (Pinto, 2010):

http://www.youtube.com/watch?v=vX_Vzl-r8NY

This video does a few things for me. First, it demonstrates how addressing issues in America in an ahistorical manner (without reference to history and context) is problematic. Second, it reminds me of President Lyndon B. Johnson's 1965 Commencement Address delivered at member institution Howard University, which was fittingly entitled "To Fulfill These Rights." Here is a quote from that same speech that captures equity:

You do not take a person who, for years, has been hobbled by chains and liberate him, bring him up to the starting line of a race and then say, "You are free to compete with all the others," and still justly believe that you have been completely fair. Thus it is not enough just to open the gates of opportunity. All our citizens must have the ability to walk through those gates.

Privilege can prevent some folks from walking through the door, so let's turn our attention to it briefly in the second part.

Viewing Privilege

While UCEA's past contains painful clashes and promising lessons, it demonstrates that to move toward equity, one must view and acknowledge privilege. Contentious conversations often occur as a result of oppression experiences of people as a result of race, class, culture, language, sexual orientation, ability, and religion. We often separate ourselves along oppression lines and identify with a particular aspect of our identity, ignoring the complexity of intersectionality and thus failing to see privileges or facets of identity. Privilege makes colorblindness more of an option for some, and it can similarly oversimplify, minimize, or just ignore intersectionality. This leads to little or no discussion about intersectionality. For example, as a Black, middle-class, college-educated male, I have privileges that I don't see or think about relative to maleness and economic status. I readily identify with my oppression based on race because there are tangible, material, and frequent microaggressions, which I will discuss briefly below. However, my economic privilege and relatively stable job security can prevent me from identifying fully with Black men who may be underemployed or unemployed. Because of that privilege, I may fail to identify fully with his oppression. In a recent publication, Dana Thompson Dorsey and I discuss housing identity privilege as a concept of intersectionality (Gooden & Thompson Dorsey, 2014). So consider these questions for the next part. How have UCEA leaders addressed privilege in the last

two decades as outlined by presidential addresses? How might we consider our view of privilege in addressing a complex educational issue?

Two points to address were apparent in recognizing what we may have missed. That is the exclusion of women and people of color. Second, the question of ideological approaches to addressing inequities appeared also. In Martha McCarthy's (1987) address she raised questions of equity by the numbers, so to speak, drawing on findings of a study of educational administration professors. She reported that there were more women in the professoriate but noted that, despite this increase, faculty attitudes had not changed much since 1972. However, faculty of color were still underrepresented. Of note is that McCarthy was the first woman to be elected as UCEA president, 12 years after Paula Silver was hired as an associate director. McCarthy's presence in this role and her related research area seemed to confirm UCEA's public acknowledgment and awareness of the state of the field and the need to change.

Hackman and McCarthy (2011) reported this same trend 20 years later when they noted an increase in women in faculty roles but not at the same level of representation for faculty of color. In looking at more recent hires, they warned that some of the hiring statistics can be easily misinterpreted if those reporting data consider only one faculty line has been occupied by multiple persons. Still, women made up 33% of hires in 1986, 40% in 1994, and 49% of new hires, while faculty of color in 1994 composed 20% of recent hires and 24% in 2008.

Consider Stout's (1990) thought of equity near the end of his address. He stated,

We have also been quite interested in questions of equity as they have been identified as questions of quality. Our position, from early on I think, has been that gender and ethnicity are considerations of quality, and that the absence of women and ethnic minorities from our ranks and those of school administrators lowers quality. We have consistently worked at increasing our diversity and that of the administrative cadre in the public schools. (p. 4)

Stout's awareness seems to point to new directions around equity and quality suggesting that members consider who is missing or in thin numbers: women and people of color. Often in discussions of hiring more faculty of color and women, there are suggestions and sometimes charges that to be more inclusive of people of color or women (in this case faculty) is to lower excellence. He refuted this assertion. However, in his assessment he seemed to conclude that UCEA's working at increasing equity is enough. At the end of this quote, Stout recognized we have not attained favorable outcomes but he still asserted that consistently trying is sufficient. He also raised a point that it is the responsibility of UCEA to impact the augmentation of people of color and women as school administrators.

Pedro Reyes (1994), the first Latino UCEA president, spoke in his address about two topics related to equity in the context of cultural citizenship and social responsibility. Noting that demographic changes were coming about in several states like Texas, he asked,

Are we willing to let non-majority members share some of the power in cities, states and federal governments, institutions of higher education, and in public schools? Can we honor and respect diversity in our community—a community which is highly educated and which holds to claims of tolerance? (Reyes, 1994, p. 1)

I stated at the start of this address that studying history enhances one's capacity for informed citizenship, critical thinking, and simple awareness. More recently, I shared that President Johnson stated thusly it is not enough just to open the gates of opportunity. All our citizens must have the ability to walk through those gates. Lastly, there is certainly a connection to the term Reyes used, which is cultural citizenship, defined as having the right to be different and the right to belong.

Do we allow others to be different and to belong? Or do we allow our privilege to keep us from being informed citizens who acknowledge history with all of its pain and promises of possibility? It is through that unchecked privilege that we use our power to control gates of opportunity.

Reyes directly views privilege as a challenge to the possibilities and appeals to the plenum to address awareness and privilege. He warned that when women or minority faculty are excluded from fundamental decision making, we are relegating them to a second class citizenship, devaluing their cultural views and being poor role models for our leadership students. But we can rewrite our own history by addressing these inequities. Relatedly, he again reminded us of the power we have to change how practicing leaders think about schools.

Driscoll (2001) focused on poverty and its effects and directly addressed equity by arguing that we are misguided if we allow ourselves to neglect larger causes of problems that influence children's lives, and we are also mistaken if we think that high expectations alone can confront the pernicious effects of persistent malnutrition, high mobility, and stress that accompanies the life of poor kids (p. 4). In other words, we cannot ignore the structural challenges that must be addressed and relayed to educational outsiders. She raised questions about how candidates of color and women are perceived in light of placement rates. She noted that at that time, though 75% of teachers were White, only a third of all principals were female and only 13% were of color.

If you will recall the Stout quote above, then you will recognize how Driscoll pointed out that "preparation of more individuals who are female and/or of color to take on positions in a profession that by all statistics is overwhelmingly white and male—must be coupled with recent rhetoric about a lack of 'qualified' candidates" (pp. 4–5).

If we are only focused on swelling the ranks of our profession with more people of color and women, we must be aware of how this can be an issue. First, if increasing the number is the goal, then that's good for the organization and it "looks" as if we have unearthed our privilege and we are addressing equity. To be clear, we should increase the numbers. However, that goal is necessary but not sufficient. That may even be called gaining equity. However, to sustain equity, we must ensure that the environment is supportive of members of oppressed groups. The substantive side of this argument includes questions about their experiences in an organization that was once predominantly White and male. What does that feel like if you were previously excluded or marginalized? Should we also ask about experiences of those who are here?

We should. Indeed, 2001 president, María Luisa González, the first woman of color and Latina to serve as president, asked that question and several others. She argued that we must go beyond diversity by the numbers: "The research clearly points out that faculty of color feel alienated, isolated and excluded in the chilly climate of the ivory tower where subtle and not so subtle discrimi-

nation takes place.” González went on to state that the same issues of marginalization can be raised by faculty who come from underrepresented groups including women, gays, lesbians, as well as any others who in some way are challenged for being different, bringing in broader definitions of oppression in an address.

My colleagues Richard Reddick and Victor Saenz (2012) write about how academe can be a climate for people of color that includes (in)visibility and hypervisibility. At times they experience microaggressions and inequities when told they should just blend in and act like other faculty members. That renders their difference and different experiences invisible. At other times, they become hyper-visible when the organization needs a person of color to serve on committees where diverse candidates are needed. The result of this arrangement is the organization gets the benefit while the individual bears a substantial identity burden; a term Reddick calls *cultural taxation*. So our cultural citizenship (Reyes, 1994) might be available but cost can still be too high, especially if that faculty member can only be evaluated against the same criteria as other colleagues who do not have this same obligation. While it is true that the mission that many faculty of color bring into the university is to serve and the importance of servant leadership has been documented (Alston, 2005; Gooden, 2002), should it cost them their careers?

Past president González made another point that when hiring faculty, we should explore a candidate’s philosophy of inclusivity. But because we serve children, the complexion of faculty alone is not enough. We must confront our ideologies, philosophies, and our belief systems.

González found what McCarthy found earlier, that many faculties still lack diversity, and that a solution is to address that problem of underrepresentation, which is one of supply. The solution to that is an increase in the number of doctoral recipients of color. UCEA’s answer is the Barbara Jackson Scholars, which I will return to in just a moment.

Let’s consider ideological approaches to leadership. Furman (2003) in her address drew on the work of two former Executive Committee members, Larson and Murtadha (2002), who critiqued the “traditional” approaches to leadership and noted that by deconstructing dominant theory, critical scholars have shown an enduring allegiance to theories of leadership particularly oriented toward maintaining stability. It is these universal theories and the application of hierarchical visions of schooling that actually maintain inequity in education, because the way one thinks usually leads to actions.

If we are going to change the current state of education where historical inequities are built into the system, then we must change our perspective. UCEA, as outlined by the presidential addresses, was intensifying the challenge to its own thinking of the era before. It was looking to question taken-for-granted theoretical perspectives. The organization was questioning its privilege to determine what could be added to what was already here, but also considering what might be outmoded. Furman (2003), arguing for “critical-humanist leadership,” indicated there is “a moral imperative to promote democracy, empowerment, and social justice” (p. 37). So the critical-humanist perspective adds to the mix that the focus of leadership studies ought to be not just the ethics and values of leaders themselves, but also how these values get translated into institutional change (Furman, 2003).

Deeper thinking about theories was important and served to establish clear ways to think differently and more deeply about philosophical underpinnings of the work. However, what about trans-

lating those theories into action? In her address, Kochan (2004) reflected on a session on diversity in which

Khaula reminded us that we must combine passion with action to build healthy schools and communities. Gerardo made a passionate plea for us to consider our role in addressing diversity and challenged us to continually ask ourselves two questions: Who are we? And why are we here? (p. 1).

Kochan’s reflections on these points implied we were here for greater reasons than just to produce articles in the confines of the ivory tower.

The following year, Grogan (2005) used her address at the 2004 conference to reflect on the 50th anniversary of Brown, and she cited statistics illustrating the inequalities that still exist. Grogan argued that teaching traditional leadership courses from the status quo perspective is wrong and reinforces the current inequities in educational opportunity and outcome. Grogan called into question a privileged space as professors when she noted,

Our courses should be plugged into local schools and districts—practitioners collaborating with higher education in course design and delivery. But our courses must provide safe opportunities for students to practice the ethics we are teaching. ...It is not enough to teach about principles or equity and equality, we must provide students with the strategies to act upon them. (p. 7)

Considering ethical obligations, Grogan asked, “Have we examined our own privileged roles as faculty members in our interactions with students and junior faculty?” (p. 8)

Crow (2005), continuing a trend to emphasize the importance of equity in presidential addresses, challenged the membership, stating we must help our students recognize institutional racism and other features of oppression; how these affect student learning and growth; structures of privilege in classrooms, schools, communities and higher education institutions; and their own human agency in learning how to take action in light of these larger societal structures. Crow asked a series of powerful questions that challenge us to look within and examine our own role in oppression as we consider teaching our students. However, Crow referred to the need to connect the moral imperative to development of skills to do this work, thus sharing, “increasing racial, ethnic, gender, sexual, ability, and intellectual diversity is not only an ethical response, it is also an effective way to develop our own skills and dispositions to work in a changing complex, and global environment” (p. 4).

Dantley (2007) said,

Our responsibility as educational leaders must be to prepare our students to transgress against the hegemony of racist perspectives and homophobic prejudices. Our work as educational leaders must be to transgress and to teach our students to transgress the boundaries and limitations as constructed by repressive thinking where notions of gen-



Next UCEA Convention

November 20-23, 2015, San Diego, CA

der and ability, class and ethnicity are concerned. Our responsibility it seems is to couch school finance, school law, facilities, and internships within the contested topographies of accepted and often promoted sexist mentalities and the atrocities of color blindness insensitivities. We must prepare leaders for transgression against believing that education is about only passing state mandated tests and to substitute that reductionistic notion of education to one that argues that education is about critical thinking and problem solving and offering solutions through inquiry and experimentation to societal issues. (p. 3)

Dantley (2007) addressed our privilege position outright by squarely stating,

Our publishing, obtaining tenure and promotion are only legitimate if a principal or teacher ceases to look at Black and Hispanic children and children of poverty from a deficit mentality but honors and celebrates their culture and uses it to make the pedagogy in the classroom more relevant and thoughtful. (p. 3)

He warned that when we don't see our work having impact on children in classrooms, it lacks substance. Dantley went on to state, "We have to align our work with the plight of the children. We have to engage the issues that face the children everyday as the fodder for our research. That is our work. That is our challenge" (p. 3).

Koschoreck (2010), UCEA's first openly gay president, in discussing scholar-activism, wondered what would happen if people failed to act when they knew better. In other words, what if there were knowledge that people of color were systematically disadvantaged in public schools or how lesbian, gay, bisexual, transgendered, and questioning (LGBTQ) persons are regularly discriminated against in the educational system? The assumption is that people would feel the moral outrage and take action to produce change. But he asked, "What if the problem is not with a lack of information? What if the problem is instead a lack of social will?" (p. 4).

Koschoreck (2010) pointed out what I like to refer to as a diversity dilemma. As an organization moving toward becoming more equitable, UCEA has successfully created some safe spaces and networks for underrepresented groups to do our work. While this is good and needed, it could also have a marginalizing effect because even in making such creations, UCEA cannot make individuals engage "across the boundaries of race, sexuality, and gender" (Koschoreck, 2010, p. 6).

Rorrer (2013) shared that through concerted attention and action, however, we can influence the context, environment, and world that schools are situated in. In this obligation, it will be imperative for educational scholars and leaders to transcend the boundaries of traditional educational leadership labels and categories (see Kochan, 2004). Only then can we exercise a social justice frame of leadership and scale action from an individual level to an organizational level.

Reed (2014) reminded us that there is also privilege in how we organize ourselves. As of late, UCEA has reviewed policies and "our membership criteria now reflect UCEA's respect for both knowledge production and knowledge utilization and our intent to promote issues of social justice. But these changes to our membership standards did not come without controversy and tensions" (Reed, 2014, p. 4).

Though I am sure you may be feeling overextended, we have some agency to focus on changing the current landscape. Though it

is difficult to fight for equity, particularly as we face external threats and criticisms in our work to train leaders, I do not see it as a barrier to manifesting that agency. Think for a moment of a child you know who is marginalized in a school setting. If you cannot think of one, consider a young Black male who has been suspended numerous times. Why does this continue to happen to the extent that he is deprived of his educational opportunities?

- Is it his family background or the school's response to it?
- Is it the child's race and culture or the school's response to his race and culture? (Driscoll, 2001, reminded us that we cannot just say it's low expectations when there are material structure issues that work against children in poverty.)
- Is it an achievement gap (he is behind and has trouble learning) or an opportunity gap (housing inequities, health inequities, funding inequities, access to food inequities)?
- Is it just an interest gap?

I would like to invoke the work of social psychologists Carol Dweck and Rich Milner for just a moment as I think it can add a bit about our agency and equity. According to Dweck (2006), there are people with fixed mindsets who believe that abilities and talents, like intelligence, are fixed. You are either born smart and have innate abilities or you do not. Regardless of how hard you might work, you are limited in your achievement. People with growth mindsets believe that abilities and talents can be developed as long as you work to develop those abilities. This mindset is based on a belief that basic human qualities are "things you can cultivate through your efforts" (Dweck, 2006, p. 7).

Rich Milner (2010) in his book *Start Where You Are, but Don't Stay There*, also discussed mindsets in a slightly different way. He found that there are three context-neutral mindsets of future teachers that occur within each of five constructs. I think it has application for us. Those mindsets are summarized as (a) kids are just kids; (b) it is not necessary for me to rally the community support to energize and empower my students in the school; and (c) all schools are the same, so it is not necessary for me to develop skills to learn the historic and contemporary realities of where I teach. One of those five constructs is colorblindness.

So, my intelligent colleagues, I have a question for you. Why don't we engage together at a deeper intellectual level to address this equity issue in an actionable way?

To answer, I have combined these notions of mindset and colorblindness. As educational leadership professors with privilege, it might be one of these.

- We do not see inequity (*blindset*).
- We do not see inequity as our issue (*notmineset*).

Now I need to frame the third point carefully so you will understand it. I decided to show you another 2-minute clip that could do this so much better (Singer, 1995).

<http://www.youtube.com/watch?v=oiXdPolca5w>

- We see inequity, but because of privilege, we are not quite convinced of its true existence and power, or its relevance to us or our work (*KeyserSozeset*)

The greatest trick the devil ever pulled was convincing the world he didn't exist.

Privilege is blinding! Yes, privilege is blinding when it comes to points about inequity. As you may have noted from the clip, some see Keyser Soze and some do not. Inequity is like that. Privilege

determines your level of vision. In fact, perspectives and privilege often determine our degree of vision you bring to a situation. Henry David Thoreau said, "The question is not what you look at, but what you see." Privilege outlines a set of choices, and it fails to interrogate our actions in meaningful and relevant ways. It tells us that this is not the kind of session I will attend or the kind of student I want to advise because they are different from me, in a deficit kind of way.

Though I know we are all busy, we have some agency to address inequity and acknowledge privilege. I argue that UCEA will become better as a result of your initially owning the privilege of membership and acknowledging that you are part of a good organization, but that membership has responsibilities. The big moments in our history tell us that when we have before decided to work on an issue as a membership, willing individuals have come forward to do the work and have made great strides toward a solution. That was only after viewing privilege first.

In sum, this section really is about seeing our privilege as individual leaders. As a result, we can do more to improve the work of UCEA and the work of schools. Knowing you have privilege is one thing, but taking steps to acknowledge and make changes is another venture entirely. Leaning on the words of the past presidents and my interpretations of those words, I hope I have built a convincing case that helps us reconsider how privilege might prevent us from seeing possibilities of addressing equity.

Evidencing the Equity Effort

Earlier in the speech, I noted that Culbertson (1995) explained the period of 1974–1981 as a time in which a set of winds pushed UCEA toward greater equity, while opposing winds caused the organization to cling to old ways of doing business. We have made progress on the equity question, though there is still work to be done. My question for you at this juncture is, do we want to be pushed into the broader conversations about equity or, alternatively, are we prepared to initiate a conversation on equity-focused leadership as an organization? Does our recent history suggest we should be heading toward leading those conversations within and outside the organization? Do we think this is necessary? Are there big problems that demand equity-focused leadership? We as members of UCEA have to ask these questions and take responsibility for the answers.

UCEA, 40 years after the pushy crosswinds, is at a crossroads stage, especially on centralizing the question of equity within all of the work that's done. To centralize equity means we consider the history of this country and how that impacts the larger structures in which schools are situated. How do we serve students in communities that have been adversely impacted by redlining, urban decay, deindustrialization, segregation, oppressive accountability policies (unfair testing policies), racist city and state policies, school closings?

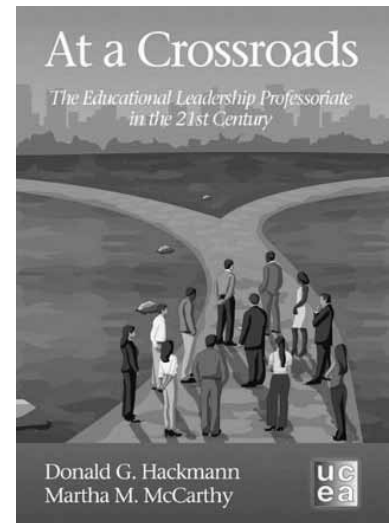
The *At a Crossroads* book image is a good example upon which to make another point. Its subtitle, *The Educational Leadership Professoriate in the 21st Century*, frames a future that acknowledges the professoriate is changing. It is important to identify how we can have an impact on these changes, given the knowledge of the professoriate in its current state. The book uses data to chronicle how the professoriate has changed in UCEA and non-UCEA institutions since the first version of this study was conducted for UCEA. Hackman and

McCarthy (2011) found that the profession has changed to include more women but realized that faculty of color are not only underrepresented but have been hired at a lower percentage than women. Continuing a survey conducted by Campbell and Newell (1973), in 1988 McCarthy and colleagues reported that of 372 institutions only 11% of new hires were women and 8% were of color, finding that both groups were woefully underrepresented (Hackman & McCarthy, 2011). This challenge could be addressed through hiring of both groups, and we see more women being hired as they increasingly earned their doctorates. Doctoral institutions tended to be more aggressive at hiring women and people of color. As noted earlier, researchers indicated there may be a pipeline issue as only 12% percent of doctoral students were of color (Pounder, Crow, & Bergerson, 2004).

If we are at a crossroads, perhaps we should ask how have we evidenced our equity efforts thus far within the organization? Moreover, how will we evidence those equity efforts outside the organization? As UCEA grows, we are being called to do more as individuals to support this great organization in larger ways in order for the institution to realize its potential. I am not talking about adding more work to Headquarters here.

From the last section on viewing privilege, I think you will agree UCEA has increased the focus on equity for women and people of color, especially in the last 15 years. There are several accomplishments that have occurred as a result of the organization's focus on equity. I would not go so far to say there is a causal link between specific aspects of that focus and any one specific initiative. What I would say is the phenomenon we are experiencing in most recent years is much like what happened in the early '70s when a series of steps and missteps led to the being more inclusive. Though equity was NOT centered, I would argue that the change in attitude led to some important events like the hiring of Paula Silver, creation of the placement system, development of an equity-focused journal, and other activities. These transformations came slowly as attitudes slowly started to change. Whether that was the right pace is debatable. The world is moving faster, meaning we do NOT have the luxury of slowing that pace now. We can point to some real victories for the organization, relative to increasing participation of women and to a lesser extent people of color. In considering the pipeline question for candidates of color, members of UCEA's executive committee addressed this challenge directly by proposing the Barbara L. Jackson Scholars program, and the plenum confirmed its creation.

The Jackson Scholars are those graduate students who stand tall and represent the program's charge of creating a mentoring network for students from underrepresented groups who are interested in pursuing an academic career in the field of educational leadership. We have talented Jackson Scholars like Noelle Witherpoon, the first African American woman to serve in the role of



president of our organization. We have Lisa Bass, Karen Beard, Terrance Green, Sonya Douglass Horsford, Muhammad Khalifa, Cosette Grant Overton, Patrice McClellan, Daniel Spikes, and Terri Watson, to name just a few of those scholars who have become professors. There is a range of others who are making their way. While this is a program that is supported by UCEA Headquarters, the effectiveness of the work of mentoring comes from faculty members. It is you who can ensure through mentoring that these students get the best support available in the field. If we consider history, it is important to note that the Jackson Scholars program provides an answer to the challenges articulated by UCEA leadership in 1974 when the original Computerized Research and Placement System was developed. Recall that the system sought to place more women and administrators of color in leadership positions. Though that is not the focus of the program, this means that even if Jackson Scholars decide not to enter higher education immediately after graduating, we will make valuable connections to these students. At any rate, the Barbara Jackson Scholars program represents an example of how UCEA has evidenced the equity effort.

Consider the work of the Graduate Student Council in UCEA. While the general idea to create more space for graduate students may have come from Headquarters, Bradley Davis and Richard Gonzales took the initiative to develop a high-quality supportive learning community for graduate students. That initiative led to graduate students organizing a conference to create opportunities for other fellow graduate students to submit and present their papers. Current leaders like Jasmine Ulmer and James Vine have continued this work with support from UCEA but largely taking on the organizing duties of their conference. They provide us a great example of using their agency to create community.

Beyond the work with graduate students, UCEA has demonstrated progress in the equity effort in several other ways. For one, we have improved the degree of professional development offered for the scholars. Additionally, here are just a few of the organization's other accomplishments.

1. First female executive director hired in 2000
2. Today's plenum is majority women (54/98) with more people of color in 2014
3. An Executive Committee of 8 women as a supermajority, compared to 1974 when there were 0.
4. A 2013–2014 Executive Committee that is the most racially and ethnically diverse to date (2 Latinas, 2 African American women, 4 White women, and 1 African American man)
5. The Leaders Supporting Diverse Learners, a UCEA initiative, developed modules, which parallel the curriculum materials that were created in 1974 to address women's equity issues.
6. Center for Educational Leadership and Social Justice Center at Duquesne
7. First president of color and first Latino, Pedro Reyes
8. First African American male president, Michael Dantley
9. First openly gay man, James Koschoreck, to serve as president
10. First Latina president, Maria Louisa Gonzalez, who was also the first to deliver a presidential address to the entire convention attendees in 2001
11. First African American female president and Jackson Scholar, Noelle Witherspoon
12. Creation of the Barbara L. Jackson Scholars Network in 2003
13. Special Issues of EAQ (Pushing Back Resistance and 60th Anniversary of Brown v. Board)

14. Social justice convention themes which demonstrate awareness of social justice issues (Racial Justice theme for this year)
15. More willingness to engage with general sessions by speakers of color

Think of these changes in light of 1973, when researchers found that educational administration professors were 98% male and 97% White—"alarming homogeneity" (Campbell & Newell, 1973).

These examples demonstrate that we are beyond the "alarming homogeneity," and they represent just some of the initiatives on this equity trajectory, which at different points has been spawned by or supported by UCEA. However, the foresight to focus on social justice had to start at a turbulent point that was unfamiliar. The leadership of UCEA started on shaky ground but with the good intentions of addressing an important and timely issue, that societal discrimination against women and people of color was morally wrong. While the plan to make the organization more inclusive was met with some resistance at first, the greater good prevailed and the governing body eventually agreed to acknowledge and take the correct course. Now doing so caused change to come about rather slowly because, as Culbertson (1995) noted, UCEA was pushed into equity while being pulled back to the status quo. The forces are not as apparent as the crosswinds were then, but I believe through our efforts we have arrived at a crossroads, which requires that we again do what is morally correct.

In 2011 over 3 million children were suspended. Imagine that we lived in world where 100,000 children were expelled from school each year. What if African American children made up 33% of all first time suspensions in schools, even though they compose only 16% of the population? What if that same group represented 42% of multiple suspensions and 34% of expulsions? What if 51% of the students referred to law enforcement in school are Hispanic or African American? Would you call that a crisis in education? Do you think this would impact the education of those children and the collective education of our nation? Do you think that administrators could do anything to curb these suspensions? If so, as educational leadership professors, could we do something about this crisis? Are you discussing this crisis in your classes? We know there is more work to do on equity especially for other underrepresented groups within UCEA. However, given UCEA's success on addressing the equity question within the organization, is it reasonable to think that UCEA could address, in some manner, the education crisis described above? I would argue that with a lot of support from the members that we can. Indeed, some response to what we referred to as an education crisis is necessary.

Consider how UCEA's growing role in conducting a wide range of scholarship through its members as having some impact to study this crisis and report out in a very public way. What would we say about school policies that may be supporting disparate impact and discriminatory practices, and lastly, would we be able to add to the discussion on what this means in training administrators who are the final arbiters of discipline? This might be UCEA again leading the charge as we as professors have the access to the research, the means to conduct that research, and also the partnerships with our students. Reflect on it.

Kochan (2004) reminded us that we serve the public and cannot be isolated from the society any more than our school district partners can be isolated from their context. The truth is our privilege can and does provide us with that choice. Do we recognize this privilege and push beyond it to tackle the really difficult issues in concert with school districts? On partnerships, Past President Ashbaugh (1980) stated,

Properly accepted and nurtured, the partnership concept could be the means of truly maturing the profession of educational administration. What better way to assure that our research modes whether deductive or inductive, qualitative or quantitative are on solid ground than to develop a reciprocal relationship with our external environment. (pp. 15–16)

In sum, a theme echoed by past presidents is that meaningful, well-conceptualized, university–school district partnerships are important. They can also be means to addressing complex issues at the forefront of the minds of administrators. They can be used to make our work more relevant to practitioners, and these partnerships are wonderful ways to build bridges with leaders who can, as Goldman (1972) stated, even help us select the next generations of practicing leaders through the recruitment, selection, preparation, and certification process. But what I think is interestingly ripe for us to consider on the anniversary of UCEA, *Brown, Lau, and Milliken* is this point: Is the question of equity and equal access to education a right currently denied to so many kids of color? My challenge as I walk away today is that you will pick up the charge of what might be the greatest educational issue or crisis facing us today. That is the systemic exclusion from learning and the under education of so many Black and Brown students. Is this not the same problem that *Brown* set out to solve 60 years ago? I close with another part of the quote from President Johnson (1965):

This [opportunity] is the next and the more profound stage of the battle for civil rights. We seek not just freedom but opportunity. We seek not just legal equity but human ability, not just equality as a right and a theory but equality as a fact and equality as a result.

Equity is equality as a result—that’s what it means to evidence the effort. Thank you for your kind attention.

References

- Alston, J. A. (2005). Tempered radicals and servant leaders: Black females persevering in the superintendency. *Educational Administration Quarterly*, 41(4), 675-688.
- Ashbaugh, C. (1980). Times and seasons. *UCEA Review*, 14-16.
- Bessent, W. (1973). Some issues underlying the planning process in UCEA. *UCEA Newsletter*, 14(4), 12-16.
- Campbell, R. F., & Newell, L. J. (1973). *A study of professors of educational administration*. Columbus, OH: UCEA.
- Crow, G. (2006). UCEA Presidential Address: Democracy and educational work in an age of complexity. *UCEA Review*, 48(1), 1-5.
- Culbertson, J. (1995). *Building bridges: UCEA's first two decades*. University Park, PA: UCEA.
- Dantley, M. (2007, Winter). 2007 Presidential Address. *UCEA Review*, 1-4.
- Driscoll, M. E. (2001). The “heartland of the ordinary”: The landscape of educational administration in the 21st century. *UCEA Review*, 42(1), 3-5.
- Dweck, C. (2006). *Mindset: The new psychology of success*. New York, NY: Ballantine Books.
- Furman, G. (2003). The 2002 Presidential Address. *UCEA Review*, 45(1), 1-6.
- Goldman, S. (1972). To move a profession. *UCEA Review*, 13(4), 9-10.
- Gonzalez, M. L. (2002, Winter). Professors of educational administration: Learning and leading for the success of ALL children. *UCEA Review*, 44(1), 4-8.
- Gooden, M. A. (2002). Stewardship and critical leadership: Sufficient for urban education? *Education and Urban Society*, 35(1), 133-143.
- Gooden, M. A., & Thompson Dorsey, D. N. (2014). The distorted looking glass: Examining how housing identity privilege obviates the goals of *Brown v. Board of Education* at 60. *Educational Administration Quarterly*, 50(5), 764-782.
- Grogan, M. (2005, Winter). Ethical imperatives for educational leadership fifty years beyond *Brown*. *UCEA Review*, 45(1), 4-9.
- Hackmann, D. G., & McCarthy, M. M. (2011). *At a crossroads: The educational leadership professoriate in the 21st century*. UCEA leadership series. Charlotte, NC: Information Age.
- Johnson, L. B. (1965). *To fulfill these rights* (commencement address at Howard University). Retrieved from <http://www.lbjlib.utexas.edu/johnson/archives>
- Kochan, F. K. (2004, Winter). Leading, learning, and becoming in a kaleidoscopic universe: Presidential Address. *UCEA Review*, 46(1), 1-6.
- Koschoreck, J. (2010, Winter). Presidential Address: Scholar activism: The politicization of a profession or the professionalization of politics. *UCEA Review*, 51(1), 1-8.
- Larson, C. L., & Murtadha, K. (2002). Leadership for social justice. In J. Murphy (Ed.), *The educational leadership challenge: Redefining leadership for the 21st century* (pp. 134-161). Chicago, IL: National Society for the Study of Education.
- McCarthy, M. M. (1987). The professoriate in educational administration: Current status and challenges ahead. *UCEA Review*, 28(2), 2-6.
- McCarthy, M. M., Kuh, G. D., Newell, L. J., & Iacona, C. M. (1988). *Under scrutiny: The educational administration professoriate*. Tempe, AZ: UCEA.
- Milner, H. R., IV. (2010). *Start where you are, but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms*. Cambridge, MA: Harvard Education Press.
- Pinto, E. (2010). *The unequal opportunity race* [Video]. Retrieved from http://www.youtube.com/watch?v=vX_Vzl-r8NY
- Pounder, D. G., Crow, G. M., & Bergerson, A. A. (2004). Job desirability of the university professorate in the field of educational leadership. *Journal of School Leadership*, 14, 497-529.
- Reddick, R. J., & Saenz, V. B. (2012). Coming home: Hermanos académicos reflect on past and present realities as professors at their alma mater. *Harvard Educational Review*, 82(3), 353-380.
- Reed, C. (2014, Winter). Causes, coalitions, and communities: Learning from UCEA's history to develop a new call to action. *UCEA Review*, 55(1), 1-10.

- Reyes, P. (1994). Cultural citizenship and social responsibility: A call for change in educational administration. 1993 UCEA Annual Presidential Address. *UCEA Review*, 35(1), 1-13.
- Rorrer, A. K. (2013, Winter). 2012 UCEA Presidential Address: Optimism, opportunity, and obligation: UCEA and the future of leadership preparation and practice. *UCEA Review*, 54(1), 1-9.
- Singer, B. (Director). (1995). *The usual suspects: original 1995 movie trailer* [Film]. Retrieved from <http://www.youtube.com/watch?v=oiXdPolca5w>
- Stearns, P. N. (1998). *Why study history?* Retrieved from the American Historical Association website: [http://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-\(1998\)](http://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-(1998))
- Stout, R. T. (1990). 1989 Presidential Address. *UCEA Review*, 31(1), 3-5.

Invited responses to Mark Gooden's 2014 Presidential Address will appear in the Summer issue of the *UCEA Review*.

In Remembrance: Donald A. Erickson

Here is a remembrance for Prof. Donald A. Erickson, who passed away on January 1, 2015, after years as a professor at the University of Chicago and Emeritus Professor at UCLA and leadership in the United States of studies of American private and religious schools. The founder of Associates for Research on Private Education (ARPE), a Special Interest Group of AERA, and editor of the *Private School Monitor*, Dr. Erickson did much to validate and explore the importance of private schooling to children of a wide range of religious beliefs, starting with the Catholics. He shall be missed and long appreciated by his colleagues and former students.

Bruce S. Cooper, Ph.D.
Professor Emeritus, Fordham University, NYC
January 4, 2015

From Policy to Practice: Sustainable Innovations in School Leadership Preparation and Development

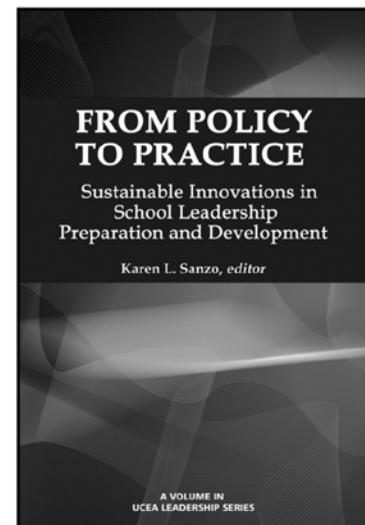
Edited by **Karen L. Sanzo**, *Old Dominion University*

A volume in *UCEA Leadership Series*

Series Editor: **Liz Hollingworth**, *The University of Iowa*

*The official book series of
the University Council for Educational Administration (UCEA)*

The School Leadership Program (SLP) is a federal grant sponsored by the United States Department of Education. A hallmark of the grant is the connectivity between various agencies to provide quality leadership preparation and development programs for aspiring and current school leaders. These collaborative efforts involve community and educational stakeholders including districts, universities, city agencies, not-for-profit entities, foundations, private academic organizations, and others involved in the development of school leaders. Since its inception in 2002, over one hundred grants have been funded. This edited book's purpose is to share innovative, research-based practices from the federally funded grants that are sustainable after the life of the grant and are able to be used throughout the field for preparing and developing aspiring and current school leaders. This book features the work of current and past grantees around their innovative practices and lessons learned about school leadership preparation and development, especially around the issue of sustainability of these practices upon completion of the grant. SLP Grantees share practical, usable lessons learned from their experiences with the grants, based on their research, project data, and practical experience.

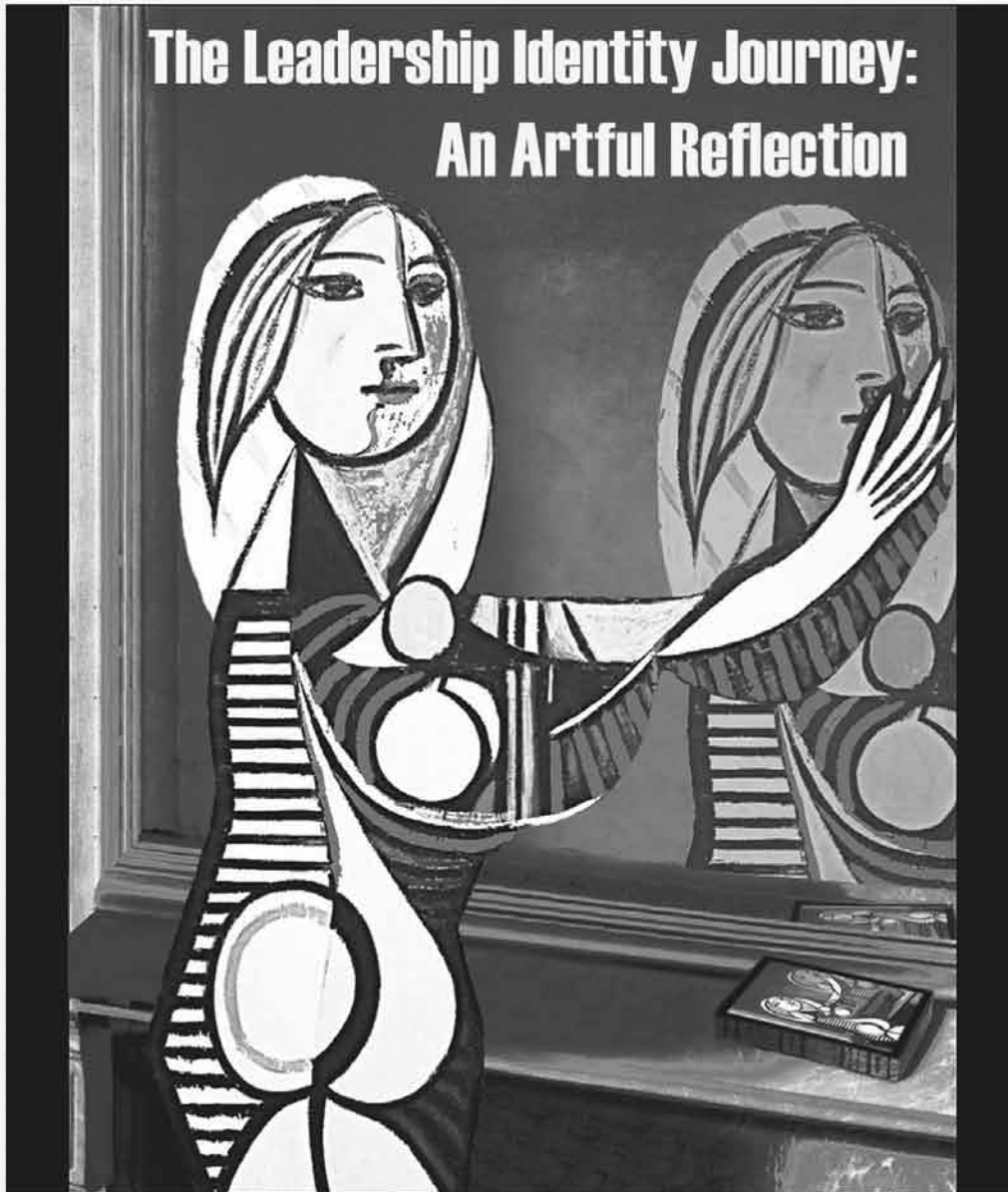


IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125 fax: 704-752-9113 URL: www.infoagepub.com



PUSHING THE BOUNDARIES OF LEADERSHIP RESEARCH

**Announcing a new book that restores the artistic and emotional dimensions of school leadership research and practice by
Carol Mullen, Fenwick English, & William Kealy**



“When people take the time to see and write their leadership experience as a journey, it is more than a moving experience—it can increase their emotional intelligence and enhance their personal and professional capacity. This book is based on research but it is very practical.”

—Karen Seashore Louis, PhD, Regents Professor, University of Minnesota

**Rowman & Littlefield • <https://rowman.com/ISBN/9781475808575>
(2014) 978-1-4758-0858-2 (Paperback) • Phone: 301-459-3366**

From the Director:

What Might the Federal Role in Educational Policy Look Like in 2015?

Michelle D. Young
UCEA Executive Director



On the 19th of November, 200 educational leadership faculty and graduate students participated in the UCEA Politics of Education (PEA) Day on the Hill. The event was designed to provide UCEA and PEA stakeholders with an opportunity to visit with members of the legislature and executive branches of government as well as their staff and professional partners about the

preparation and evaluation of educational leaders as well as the reauthorization of the Elementary and Secondary Education Act (ESEA). UCEA delivered key messages in the leadership strand:

1. Quality leadership preparation is essential to quality leadership practice.
2. Current federal and state policy trends include invalid and unhelpful guidance for assessing or supporting quality leadership preparation.
3. Evaluating and improving leadership preparation requires a robust set of program and graduate data.

UCEA prepared visitors through online and face-to-face workshops and provided visitors with a set of resources and policy briefs to share during the visits as well as sample talking points.

The event took place in the wake of a federal election, which put the Republican Party in control of the U.S. Senate. In total, participants visited close to 70 senators, numerous representatives, members of the U.S. Department of Education, and several national professional associations. Of the current Senate Committee on Health, Education, Labor and Pensions (HELP) members, UCEA Day on the Hill participants visited the offices of Lamar Alexander (R-TN), Tammy Baldwin (D-WI), Michael Bennet (D-CO), Richard Burr (R-NC), Robert Casey (D-PA), Al Franken (D-MN), Kay Hagan (D-NC), Tom Harkin (D-IA), Orrin Hatch (R-UT), Mark Kirk (R-IL), Barbara Mikulski (D-MD), Lisa Murkowski (R-AK), Christopher Murphy (D-CT), Patty Murray (D-WA), Rand Paul (R-KY), Bernie Sanders (D-VT), Sheldon Whitehouse (D-RI), and Elizabeth Warren (D-MA).

Due to a combination of election results and retirements, both the Senate and House education committees are losing a great deal of expertise. Two leaders, Representative George Miller (D-CA) and Senator Tom Harkin (D-IA), who previously led the House and Senate education committees respectively, are retiring. Taking Representative Miller's spot on the House education committee is Representative Bobby Scott (D-VA). Taking Senator Harkin's place as the ranking democrat on the Senate education committee (and his replacement as chair of the senate education appropriations subcommittee) is Senator Patty Murray (D-WA). All were visited during the UCEA Day on the Hill.

Perhaps more significant is the new chair of the Senate education committee: Senator Lamar Alexander, a longtime senator from

Tennessee, a former U.S. Secretary of Education (under President George H. W. Bush), and a former president of the University of Tennessee. Alexander is known for his keen interest in deregulating higher education and simplifying federal student aid (Field, 2014). He is also known for some of his controversial decisions as Secretary of Education, such as his proposal to ban most scholarships that consider race and the time he delayed federal recognition of the accrediting organization, the Middle States Commission on Higher Education, due to its focus on evaluating the diversity of institutions' faculty and student bodies. He argued that such a practice could undermine academic freedom and institutional autonomy. He finally agreed to recognize the organization when it made its diversity policy optional. Shortly thereafter he approved the federal recognition of the Transnational Association of Christian Colleges and Schools, another accrediting agency focusing on Bible colleges.

As the incoming chair of the senate education committee, Senator Alexander will be in a position to oversee the reauthorization of both the ESEA and the Higher Education Act. With regard to the former, he has asserted that he will likely reintroduce legislation he initiated last year to renew ESEA in its current form, No Child Left Behind, which was supported by every Republican member of HELP but not a single Democratic member. The measure would scale back the federal role in education, allowing states to create their own educational accountability systems, among other things. With regard to the latter, which is the law governing student aid for higher education, he has already formed a committee to identify areas of regulation redundancy, and he has written a bill to simplify the federal student-loan application process. Although many agree that some degree of deregulation and simplification would be welcome, Senator Alexander's proposals are not universally celebrated. For example student groups and financial aid directors are concerned that simplification and consolidation of student aid programs may result in an overall reduction of available aid. Senator Alexander has promised to involve Democrats in the drafting of the reauthorization of the Higher Education Act.

Senator Lamar is also an outspoken critic of President Obama's college-rating plan and the gainful employment rule. The rating system will examine colleges on the basis of measures of access for low-income and first-generation students, affordability, and student outcomes. The outcomes of the ratings would be tied to colleges' access to federal aid. Notably, he was also a critic of Secretary of Education Margaret Spellings's initiatives to hold higher education more accountable for student outcomes, and he wrote language for the Higher Education Act that blocked the department from moving forward with some of its key regulations. Senator Lamar is expected to block the administration's efforts in this area.

It is unclear what might happen with the department of education's proposed rules for rating the effectiveness of teacher preparation programs. The new rules, which were issued November 25, attempt to toughen requirements for teacher preparation programs in Title II of the Higher Education Act. According to Sawchuk

(2014), 34 of the 50 U.S. states have never identified even one deficient institution or program. The proposed rules suggest four categories, from “low performing” to “exceptional,” which would be based on metrics like graduate surveys, school district surveys, the retention rates of new teachers, and graduates’ impact on K-12 student achievement. The stakes for a rating below “effective” would be ineligibility for student aid funded by Teacher Education Assistance for College and Higher Education (TEACH) grants. Exceptions are provided, however, for programs providing certification in science, technology, engineering, and mathematics (STEM) areas. Because these efforts are viewed by some as usurping congressional authority, they may not endure in their current form.

Those who have been following the changes in the Council for the Accreditation of Educator Preparation (CAEP) requirements may see a strong similarity between the metrics included in the department’s proposal and the new CAEP requirements, which emphasize graduate outcomes. Interestingly, while Senator Alexander may not be a big fan of the U.S. Department of Education’s efforts, he is likely to support CAEP efforts in this area. Alexander is a known supporter of higher education accreditation and has pushed back against concerns that the national accreditation system is broken. In fact, he has vehemently defended the peer-review system used by accrediting agencies, arguing that because academics are skeptics by nature, the peer-review system is a strong one. However, Alexander also has noted that national accreditation has tended to focus too much on compliance and not enough on outcomes, putting CAEP’s new focus on outcomes in line with Alexander’s perspectives.

Other changes in leadership also have implications for higher education, particularly in the area of research. For example, Republican senators (Senator Richard Shelby of Alabama, Senator Jerry Moran of Kansas, and Senator John Thune of South Dakota) will lead the senate appropriations and science committees. Fortunately,

all three are strong supporters of research. Shelby, the top Republican on the appropriations committee, has consistently supported budget increases for the National Science Foundation. Similarly, Moran, who serves on the appropriations subcommittee, is known to be a strong supporter of the National Institute of Health, and Thune, who serves on the science committee, has supported the National Science Foundation’s freedom to set scientific priorities (Basken, Field, & Read, 2014).

Mike Usdan, President Emeritus of the Institute for Educational Leadership, kicked off the UCEA PEA Day on the Hill with a keynote speech on the federal role in education. According to Usdan, we may see a diminishing federal role in K-12 and higher education over the next decade. Usdan, a longtime Washington insider and scholar of federalism, described a pattern of increasing and decreasing federal influence over higher and K-12 education in the United States and provided a truly useful history for Day on the Hill participants. Usdan noted that Alexander’s preference for a smaller federal role is likely to have a significant impact on the work of the Senate HELP committee during the 2015 session.

References

- Basken, P., Field, K., & Read, B. (2014, November 14). What the midterm election means for academe. *The Chronicle of Higher Education*, A4.
- Field, K. (2014, November 14). Lamar Alexander’s goal: To deregulate higher education. *The Chronicle of Higher Education*, A4.
- Sawchuck, S. (2014, November 25). U.S. rules aim to heighten tracking of ed. schools’ performance. *Education Week*. Retrieved from <http://www.edweek.org/ew/articles/2014/11/25/13rules.h34.html>

2015 UCEA Conference Theme: Re-Imagining the Frontiers of Education: Leadership With/In Transnational & Transcultural Spaces

The 29th annual Convention will be held at the Manchester Grand Hyatt, San Diego, California, November 20-23, 2015. The convention theme highlights the location near the California-Mexico border and intends to draw attention to the border spaces that exist within our field, between both scholars and practitioners and among communities present in and around schools. Collectively, we can identify new ways to engage in research and dialogue and to recognize the strength of the multiple—often disparate—voices contributing to the future of education. Our focus on transnational and transcultural spaces emphasizes the fluid nature of leadership and the multiple identities that shape leaders and the populations they serve. Transnational spaces reflect the interconnected external dimensions that traverse social, geographic, economic, and political borders. Transcultural spaces comprise the internal connections among race, ethnicity, gender, religion, language, ability, and sexual orientation.

We invite submissions that (a) offer analyses of leadership and education in transnational and transcultural settings; (b) examine how we define and prepare school and district leaders to support justice, equity and quality in PK-12 schools; (c) identify policy priorities and leadership practices that prioritize developing socially just leaders; and (d) support advocacy work with/in communities marginalized by existing research and policy paradigms.

**See p. 41
for Call for Proposals**

Interview With Noelle Witherspoon Arnold

Leadership and the Power of Vision: Focusing on Equity and Accessibility

Juan Manuel Niño

The University of Texas at San Antonio

Dr. Noelle Witherspoon Arnold is an Associate Professor at the University of Missouri-Columbia in the Department of Educational Leadership and Policy Analysis. Her research agenda includes analyses of life history and spiritual narratives documenting and analyzing how individuals integrate and negotiate personal religious and spiritual beliefs in schooling practices. Dr. Arnold has most recently been working on a funded research project by the Louisiana Chandler Foundation entitled “Leading after the Levees: Perspectives on Disaster, Crisis, and Educational Leadership.” Dr. Arnold’s most recent articles have appeared in the *International Journal of Qualitative Studies in Education*, the *Journal of Educational Administration History*, *Equity and Excellence in Education*, and the *Journal of Negro Education*.

JMN: Dr. Witherspoon Arnold, thank you for agreeing to be interviewed for the UCEA Review issue focusing on equity issues. I thought you would be an excellent person to interview for the issue given your role as president of UCEA to hear your voice on how you envision your role for the upcoming year and the annual conference. That being said, I would like to start with a very strong but simple question: What is your vision as UCEA president?

NWA: Wow, what a big question, Juan. I’ve been very involved with UCEA for several years, and the nice thing about being on the Executive Committee is that I feel like I’ve been able to be a part of decisions of some actions that we’ve taken in the last few years. One of them is increasing the diversity of our membership institutions. That’s been really exciting, to see more HBCUs [historically Black colleges and universities] joining the institution. We can now also to increase the presence of faculty of color in the university. In the same vein, the work with the scholars—this year we had the largest number of Jackson Scholars ever. We are pushing that program even further and collaborating with the Executive Committee and with Gerardo Lopez [Associate Director of Graduate Student Development]. We are being very deliberate about how we do programming for Jackson Scholars.

The other thing that has been really good in terms of planning the past convention is the importance to get more practitioners involved. We had local superintendents, principals, and others new to UCEA who attended the convention. I’m extremely proud of that because I don’t think that’s necessarily been a past focus. That is definitely something I’d like to see us do in the next coming year.

JMN: That’s great to know that practitioners are being welcomed to the convention, especially as we move towards creating partnerships with our communities. Is this a start?

NWA: Of course! There’s so much going on with youth of color and community and school violence, and the policing and profiling of certain youth. We tend to think that’s a community issue and not a schooling leadership issue. I actually would like to see UCEA take more of a role, whether via statements renouncing these types of things or some form of advocacy. But I think we can’t clarify some

of these issues as community issues because they’re very salient to education, and particularly to leadership and policy. I don’t think we’ve actually considered that as deeply as we could, and I think it’s going to become increasingly important for us, as an organization, to take a stand on some of these things.

JMN: The profiling and tensions that our nation currently faces are sometimes not introduced in many leadership conferences or graduate courses, and I suspect it’s due to the idea that equity is an operational term. For you, what does equity mean?

NWA: You know, I think about it a lot. One of the things I teach is the ambiguity of terms like *social justice* and *equity*. If we don’t operationalize them or define them, are we explicitly approaching them? So for instance, even how we view the term racism. What does it mean to you? The way we sort of define that determines being antiracist.

JMN: Yes, I would agree with your statement. So how do we operationalize terms?

NWA: For me, personally, when I think about equity—it’s the appropriate resources and support for the right people. I think that takes working with communities and individuals to determine needs and having the appropriate responses to those needs. It’s not enough to make sure everybody has everything equal, again, just as we talked about with some of these issues that we’re facing in Ferguson and different places.

People keep saying everybody’s equal under the law, and we’re seeing very starkly, in the media and in some of our own experiences, that is certainly not the case. Sometimes the appropriate responses are made for certain groups. I think many of our responses, our programming, and what we would consider being proactive are not always the appropriate responses or support. Regarding the way UCEA addresses this issue, I think we’ve become a lot better at talking to stakeholders and constituencies about what they need. Therefore, actually talking with graduate students and graduate students of color is the best approach to determine what types of programming they need.

JMN: What does social justice mean given the diversity that we have in our community? I think we need to unpack what social justice means and what gaps are present, especially when it comes to the issues of equity, because equity needs to address diversity.

NWA: Sure, but I think where we fail is almost similar to this idea of ally. You know, I can’t name myself as an ally. The term *ally* lies with the person who needs the ally. The person in need gets to articulate that and define what that means. Even in our quest for social justice and equity, we often have people who decide what certain groups need, rather than the groups deciding. I definitely see a disconnect, even with organizations that have that intention. Did you ask people what it is they need? Did you ask them what will be the equitable thing for them? I think that’s what we’re see-

ing right now. Even with some of the protesting that's happening, the complete lack of voice is contributing to some of this unrest because you've decided what we needed. We've heard people on the media say, "Well, it's all to keep the community safe and well." My question is, what is safety for that community? Right? Do they get to articulate ways to work with the police force on what their community needs? So I think it's parallel to what we see in organizations. The disconnect comes from the complete lack of voice in deciding what those needs are.

JMN: Social justice calls for dialogue, the open communication with all parties involved, not just the select few and those in power. In your role as a president you see these issues of equity circling the academic realm. How do we address them so that we transparently see them filtering the communities that we serve? And by communities, it could be the university or the actual societal community we partner with.

NWA: Some of the things I've been talking about are very difficult for a professional organization and a nonprofit. Specifically, UCEA is a consortium of different organizations trying to be a body that speaks for all people. In any situation that's difficult, but I would like to promote this idea of advocacy. This is something we've had discussions about.

What does that advocacy look like? Other organizations similar to UCEA have their own forum for advocacy, including making announcements or press releases. I'd really like to work with our members, our plenum partners, to see how we translate these things we say we believe and our commitments into actual advocating for these communities that don't often have a voice. For instance, Ferguson—what would that look like for UCEA to come to alongside that community? We don't have the answer yet, but I do want to work towards that real idea of advocacy leadership, advocacy, and policy making and taking it a little further.

JMN: How do you think UCEA can help address this advocacy issue?

NWA: As a board, we've begun having some conversations about this. What is our role, and how do we provide support? Is it monetarily? Is it our time? Is it using our influence? These are conversations that we're having right now. Yes, of course, I would love to see the plenum partners actually have some working sessions on how to take this idea of equity and advocacy to the next level. I think we've cemented in UCEA that this is what we want. This is very much a part of who we are, of the mission and the vision we have for the organization. I think we have a commitment to that, but then how does this get translated [into action]?

JMN: How can UCEA become a stronger advocate for some of these issues that we see facing in society? Will having a call for advocacy sessions or a panel help address these advocacy issues?

NWA: I think some of the ideas that you suggested would be great. I think even Monica Byrnes-Jimenez as the president-elect is thinking about the next conference, and it's very timely. She and her team are planning to incorporate that into the conference. We started that with the conference this year. We really wanted to be deliberate and not just have another social justice conference, but talk about racial justice and human rights. We were explicit about it.

JMN: What will you plan on doing differently at UCEA?

NWA: We are always having talks about the consortium in general and how to make the consortium more inclusive. I don't know whether it would take rethinking our own requirements for membership, and I'm not saying that's the way to go. But I do know that some organizations or universities may not meet those membership criteria perfectly in the way that we've articulated them right now. So are we missing out on that diversity of membership institutions and what these different kind of organizations will bring to the consortium? That's something I'd really like us to be thinking about. I don't know if it'll happen during my presidency, but at least we will begin conversations. We have small schools that may not meet a certain criterion, but how else can we increase the diversity of the organization? We're up to 99 members right now, which is amazing. So we must consider if we want to become really big or stay as we are. I don't think it's a discussion on size. I don't think that's what we want to focus on. I think we want focus on diversity of thought and diversity of membership. That's something I've thought about a lot, since I've been on the Executive Committee.

JMN: Do you think we have a diverse representation of what is actually the university council being represented at UCEA?

NWA: I think we're getting there and there's a commitment to it. Definitely. We can't make universities apply, but I think we have deliberate information sessions for different kinds of schools and universities. We are very aware now of targeting diverse schools, not just the large university as a learning institution. I think we're headed in a good direction in appreciating diversity. Again, we have a number of AAU [Association of American Universities] schools, private universities, and public universities in the consortium. I definitely think that we're moving toward and committed to diversity. Now, the question still lingers: How do we get there, and will it require rethinking how we do membership? I don't know.

JMN: How then can UCEA provide resources for those individuals who may not be at UCEA institutions?

NWA: That's something that we've actually been considering through an appreciative inquiry process with the board and plenum. We are definitely facing this issue. We're really proud of the international presence that we have now and the number of international partners going to UCEA. I started attending UCEA in 2003, and I have seen the increase of international partners. Additionally, there has been some hard work by ad hoc committees that [Executive Director] Michelle [Young] has put together recognizing gaps in certain areas. These committees have identified areas of concerns, such as the International Summit.

To be honest, I don't know. It might take some rethinking of how we reallocate funds for resources. We need to consider our priorities and put our financial commitment equitably in the right places. I think these are always pressing issues we are grappling with on the Executive Committee. We are working.

JMN: Do you think that UCEA should bring to the forefront individual membership to be more inclusive? Perhaps have interest groups or centers in which people can unite with common commitments?

NWA: The idea of interest groups is something we can learn from AERA. I don't want to call them *niche*; having these targeted groups and activities for specific constituencies is vital. That's something we can definitely learn from because we are a consortium of in-

UCEA Welcomes New Member Virginia Polytechnic

Virginia Tech takes a hands-on, engaging approach to education, preparing scholars to be leaders in their fields and communities. It is a 4-year, doctoral degree-granting institution with a student population of 30,870. It is classified by the Carnegie Foundation as a Research University with High Research activity and as institution with community engagement and curricular engagement and outreach partnerships.

The Educational Leadership Program (EDEL) in the School of Education within the College of Liberal Arts and Human Sciences offers a Doctorate in Education, a Doctor of Philosophy, an Educational Specialist degree, a Masters of Arts in Education, and a Certificate in Special Education Administration. The programs are accredited by the National Council for Accreditation of Teacher Education.

EDEL is the largest program in the School of Education and has outstanding placement. Approximately 50% of the 133 school superintendents in Virginia are EDEL graduates, 35% of whom have been recently appointed. The EDEL program is also a leader in diversity. Students from the EDEL program earned approximately 30% of the advanced degrees awarded to underrepresented minority populations in 2012-2013 at Virginia Tech. Its multicampus delivery model is also technologically advanced and provides a unique outreach structure.

The vibrant, dynamic faculty are committed to deep engagement with P-20 practices and policies and community collaboration, including international work. The EDEL program has two distinguished full professors, a tenured associate professor, and three tenure-track assistant professors. The program also has clinical and emeriti faculty and adjunct faculty who contribute to the program's overall effectiveness.

<http://www.soe.vt.edu/>



UCEA Executive Committee Welcomes New Members

The UCEA Executive Committee welcomes new members **Casey Cobb**, University of Connecticut; **Terah Venzant-Chambers**, Michigan State University; and **Liz Hollingworth**, University of Iowa.

stitutions and not just individual members, so I think the way we think about that may have to change. You have individuals who comprise these institutions and may want interest groups. I know individuals within UCEA have created certain groups. For instance, there's always a group of Latino scholars that have a different session at UCEA, but maybe it needs to go beyond that.

JMN: As an attempt to increase the racial and cultural diversity, can these UCEA special groups and centers you mention have individual membership if scholars/practitioners don't have it from their institution?

NWA: I think the idea of SIGs [special interest groups] is an excellent notion because, going back to our idea of advocacy, the LSJ [Leadership for Social Justice] SIG of AREA has a specific agenda. We have undertaken specific issues centered around advocacy and publishing on certain topics. I think SIGS and centers have great potential; however, we may not be tapping into the resource of our UCEA centers as we could. There's great work coming out of those centers. But considering membership in those centers from other institutions not be a part of the consortium, I think it's an excellent idea.

JMN: How can you support this initiative?

NWA: I think it goes beyond me. Sometimes people look at the Executive Committee as this group on high, but that is not who we are or how we want to be seen. The ideas emerging from our conversations, the Executive Committee always welcomes them. We may or may not always have the capacity to develop them, but we certainly welcome them. It always becomes a collective effort.

JMN: I want to thank you for your time in providing your thoughtful responses. Readers from this issue will be motivated to continue the discussion regarding equity and how we define it and make it more accessible to those individuals who need it.

NWA: I agree. Let's roll.

UCEA Employment Resource Center

UCEA Job Search Handbook

The *UCEA Job Search Handbook*, located on the UCEA website (www.ucea.org), is an online resource for aspiring educational leadership faculty members and the institutions that prepare them. Topics include preplanning, preparing an application, the interview, postinterview tactics, negotiations, and sample materials.

UCEA Job Posting Service

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

Point/Counterpoint: Equity in School Facilities and School Finance Referenda: Democracy at its Best or Worst?

W. Kyle Ingle
University of Louisville

The *Oxford Dictionary of American Quotations, Second Edition* (Miner & Rawson, 2006) includes one famous entry from Benjamin Franklin in a letter to the French scholar, Jean-Baptiste Leroy. Franklin stated, “Our new Constitution is now established, and has an appearance that promises permanency; but in this world nothing can be said to be certain, except death and taxes” (Miner & Rawson, 2006, p. 165). This quotation, of course, captures the inevitability of taxes whether one likes it or not. Chances are that if you ask anyone on the street whether they want to pay more in taxes, the “gut reaction” would be no! After all, who wants to pay more in taxes? Additional taxation means less expendable income in the taxpayers’ pockets for any variety of expenditures or personal savings. Upon reflection or further questioning, one may qualify their response—“Well, I would be willing to pay more taxes for X, but not Y,” or one may say, “I would be willing to pay X amount more in support of Y.” In sum, a willingness to support and submit to additional taxation requested by ballot initiative is likely dependent on what is being asked and how much is being asked.

There are other notable things in this famous quotation of relevance to this point-counterpoint—reference to the U.S. Constitution, a document of foundational importance to the governance of the United States; one that includes Amendment X, which states that, “The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.” This amendment has been integral to the development of federalism in the United States. Over time, the federal role has expanded, but so too have the tensions associated with reconciling the interests of individual states with those of the federal government, such as the powers to tax and regulate activities like education, health care, and cannabis legalization (just to name a few contemporary issues). A federal role in education is certainly not a recent innovation, but there is evidence of an expanded role over time (Ingle, Bowers, & Davis, 2014; McDonnell, 2005). In spite of a greater federal role in education (e.g., the No Child Left Behind Act, Race to the Top, the American Recovery and Reinvestment Act of 2009), there remain 50 different state systems of education; 50 different state systems of financing education; as well as wide variation in the quality of school facilities, public education services, and student outcomes among racial groups and socioeconomic status. In difficult economic times such as the Great Recession, policymakers (state, federal, and local) and everyday citizens are forced to look critically at their finances and expenditures. Rebell (2012) recently noted,

Although states have a continuing obligation to provide constitutionally mandated educational services, they are not precluded from reducing costs in times of fiscal exigency, provided that in doing so, they demonstrate how meaningful educational opportunities for all students will be maintained. (p. 1974).

Franklin’s words suggest the possibility of permanency and change of the U.S. Constitution. By virtue of the fact that there have been amendments made to the document, it is certainly possible to do so (albeit difficult). The Obama Administration’s allocations for school facilities through the American Recovery and Reinvestment Act of 2009 are further evidence of the federal role in public education. However, it remains to be seen whether this represents a broader shift in public support for a greater federal role in funding of education. UCEA members’ interactions with federal policymakers at the Day on Hill event in November 2014 may suggest otherwise.

One may look at a crumbling school building in his or her community and want to replace it but wonder where the money is going to come from. To complicate matters, there may be a multitude of needs and requests from other agencies requesting additional or status quo taxation for services such as public safety (fire/police), libraries, parks and recreation, public transportation and so on. Arguably, all are valuable to the community, but how much can one afford? Which, among many, come to the fore for individuals and communities at the ballot box? Does the greater good of the community and issues of equity and adequacy matter more to an individual than his or her own pocketbook? These are questions that the following scholars have wrestled with in their research. Both authors in this point-counterpoint are noted experts in the fields of school budget referenda.

- Alex J. Bowers is Associate Professor of Education Leadership at Teachers College, Columbia University. Dr. Bowers’s research focuses on the intersection of effective school and district leadership, data-driven decision making, and the influence of school finance, facilities, and technology on student achievement. His research has been published in journals including *Educational Administration Quarterly*, *Leadership and Policy in Schools*, *Journal of Education Finance*, *Educational Policy*, *Journal of Research on Leadership Education*, *Journal of School Leadership*, and *Journal of Educational Administration*. Dr. Bowers is the recipient of multiple awards, including the 2012 American Educational Research Association (AERA) Emerging Scholar Award for Division A (Administration, Organization and Leadership), and the 2012 UCEA Jack A. Culbertson Award for outstanding early faculty research. He was named an Outstanding Reviewer of the Year for the journals *American Educational Research Journal* (2009) and *Educational Administration Quarterly* (2012). Dr. Bowers is a faculty advisor to the Harvard Strategic Data Project and currently serves on the editorial boards of the journals *Educational Administration Quarterly* and the *Journal of Education Finance*. Dr. Bowers serves as the co-editor of Volumes 4–6 (2013–2015) of the Information Age Publishing book series *International Research on School Leadership*. In 2012–2013, he served as the 2013 AERA Division A annual meeting program chair.
- Paul A. Johnson is Associate Professor and Program Coordinator of Educational Administration at Bowling Green State University of Ohio. His research focuses on school board–su-

perintendent relations, community engagement, and school referendum strategies. Dr. Johnson serves as the lead instructor for school finance, district-level internships, and policy. His research has been published in journals including *Educational Administration Quarterly*, *Leadership and Policy in Schools*, *Midwestern Educational Researcher*, *Journal of Education Finance*, *Journal of Cases in Educational Leadership*, *Journal of School Public Relations*, and the *Journal of College Teaching & Learning*. Prior to his academic appointment at Bowling Green State University, Dr. Johnson held numerous appointments in the Bucyrus City School District (Ohio), including school psychologist, principal, assistant superintendent, and superintendent. He also served as the director of the North Central Ohio Special Education Regional Resource Center. After retiring as superintendent of Bucyrus City Schools, Dr. Johnson was elected to its school board, a post he held until 2012. Dr. Johnson presently serves on the Crawford County Economic Development Strategic Planning Committee, on the Ohio Superintendent Standards Committee, and as a founding member of the Ohio Leadership Advisory Council.

The focus of this edition of the *UCEA Review* is the elusive goal of equity across schools for all children in the United States. Like the tensions associated with reconciling the interests of individual states with those of the federal government, both authors note the tension between the interests of individual taxpayers with those of the “10,000 democracies” (Berkman & Plutzer, 2005) representing the school districts and communities seeking to provide equitable and adequate school facilities and education.

Voters' Role in Deciding School Facilities Issues

Alex J. Bowers

Teachers College, Columbia University

While the vast majority of U.S. states strictly regulate funding of curriculum and instruction, funding for capital facility finance and construction has historically been under local control of school districts and municipalities (Sielke, Dayton, Holmes, & Jefferson, 2001). School districts across the United States have a long history of proposing to take on long-term debt obligations, sold on the municipal bond market, to fund near-term construction, such as for new or renovated schools, buses and transportation costs, athletic facilities, or technology purchases, as school districts lack the revenue to directly fund these types of large-scale capital facility construction or renovations (Bowers, 2014). To take on such a debt obligation to be paid back with interest to the bond holder, districts generally must seek local voter approval of a bond proposal through a bond election to increase local annual property taxes to fund bond principal and interest repayment (Wood, Thompson, & Crampton, 2012). These bond elections are usually held in most states at a time when other local and state proposals are on the ballot for voter approval, or during the regular congressional or Presidential election cycles. In conjunction with local school board election and oversight, these types of local school finance elections have led to U.S. school districts themselves being described as “10,000 democracies” (Berkman & Plutzer, 2005), an apparent argument for local

democracy in action.

These types of capital facility finance bond issues are often decided by citizens of the community alongside other requests for funding from municipal facilities and services such as fire departments, libraries, law enforcement, and other local community capital projects, as many of these are also funded through increased local property taxes in the majority of states. As these types of proposals are often considered in tandem, school facility funding can be considered as a form of community capital and capacity investment, as the school facilities are built to consistently serve a community over a long period of time. Thus, these types of capital facility construction funding are a form of local direct democracy, as it is the voters in a community who decide if they wish to tax themselves more to fund this type of capital construction (Ingle, Johnson, & Petroff, 2012; Piele & Hall, 1973).

However, community fiscal capacity, and the amount of local taxable property wealth, varies highly from community to community. Funding for new or renovated facilities depends on the local tax base, which is unequal across a state, as more wealthy districts with a larger property tax base are able to tax themselves more to build bigger and more elaborate schools. This is despite the lack of evidence in the research literature for a school facility effect on student achievement beyond that of the basic needs of adequate shelter, heating, and lighting (Bowers & Urick, 2011; Picus, Marion, Calvo, & Glenn, 2005). Wealthier districts traditionally build more expensive schools as they are able to leverage a larger long-term debt obligation against the taxable property base of the district (Arsen & Davis, 2006). And so while it makes sense for most states to cap the amount of debt that a district may take on as a percentage of the local taxable property base, this inherently leads to districts with a larger tax base having a larger pool of resources to tax versus districts with smaller property tax bases.

This inherent inequity in facility funding has led to two different types of outcomes, as articulated in the research literature. First, in the late 1990s and early 2000s, school facility researchers described the alarming state of school facilities across the United States, as many schools were in desperate need of repair for districts to provide safe and adequate school facilities for the children in their communities (Crampton, 2003; Crampton, Thompson, & Hagey, 2001), with poor urban and rural communities facing some of the strongest unmet school facility needs. Thus, these types of unmet school facility needs add an additional equity issue to the schooling debate, one in which the local citizenry does have some measure of agency through local bond election proposals within the confines of state and district funding, taxation, and debt limits. The second type of facility outcome has been described within market choice environments, such as Michigan, in which students are able to enroll in districts outside of their local area. Over the last decade, researchers have described how some wealthy suburban school districts build what have been termed *Taj Mahal high schools* (Arsen & Davis, 2006), schools that are large, are attractive, and provide numerous amenities to the community. These districts are then able to recruit urban and rural students from across district lines (Militello, Metzger, & Bowers, 2008). This leads to families enrolling students in districts in which the family may not be subject to property tax levies for their child's school, as they do not live in the district, while the state funding formula provides additional funds to the school for curriculum and instruction, as the student brings the state foundation formula funding to the subur-

ban school. This strategy provides additional funding to the district that would not be available otherwise, allowing the recruiting district to make ends meet on the budget. Together, these two outcomes of local facility financing through taxes on district property wealth exacerbate ongoing inequities students and families experience in other parts of the system. However, states are working to address both issues. For school infrastructure renovation needs for poor and urban communities, states such as Ohio have launched facility commissions in which the legislature allocates funds specifically to renovate and rebuild schools in these communities, usually prioritizing the most neglected facilities first (Ohio School Facilities Commission, n.d.). Additionally, in relation to the Taj Mahal high school issue, states such as Michigan do have caps on the amount of square footage per pupil a district may use in school design, with state departments such as the Treasury overseeing the building proposal in exchange for the district using the state's bond rating (Michigan Department of Treasury, 2014). Thus, some of the issues that lead to these inequities are being addressed across the states.

Historically, school facility funding has been the last bastion of local and state control in education, as the federal government only recently has begun to articulate a new small role in facility financing and construction (Ingle et al., 2014). Thus, for most states, school facility financing and construction is up to local election, and thus local control. A majority vote is needed in most states, although a few states do require a supermajority for a bond proposal to pass. And of course, a community can vote to not pass a bond proposal—a strong indication of local democracy in action. In fact, in some states, while the passage rate can be as high as 70–80% (such as in Texas), in other states bond elections are a 50–50 coin toss (Bowers, 2014; Bowers & Lee, 2013). Passing a local bond proposal is far from guaranteed and thus is a major issue for school and district administrators looking to provide safe and adequate facilities for students, teachers, and administrators.

In addition to differences in election outcomes across the states, the research on facility bond elections has shown that district location is a strong predictor of whether a bond will pass, with rural and small towns passing bond elections much less often than urban and suburban communities (Bowers, Metzger, & Militello, 2010b), most likely due to a smaller number of voters in rural areas holding larger percentages of the taxable property, such as farmers. This again points to local democracy in action. However, there are other interpretations. Interestingly, a long line of research on local property taxation for school facilities has suggested that gentrification of a local community can lead to a split in the community in school support attitudes (Bowers & Lee, 2013; Glass, 2008; Piele & Hall, 1973). This is especially the case in southern states, as wealthy northern retirees move to the south to historically underresourced areas and then are asked to vote for school construction bond proposals in systems in which they do not have any children or grandchildren, and for whom the families of school-aged children may differ ethnically from their own backgrounds. These are of course also issues of local democracy in action, yet it provides further evidence of the divide in this system of funding school construction between property owners and the families of school-aged children, two major constituencies who may not overlap all that well, depending on the community context. Thus if any one constituency turns out at the polls in higher numbers, that group may be able to dominate the outcome—an issue of democracy in action certainly, but perhaps not an accurate reflection of the will of the majority.

Voters' Role in Deciding School Levies

Paul A. Johnson

Bowling Green State University

It has often been said that “all politics is local.” If this is true, then no political issue is more local and more political than a local school tax referendum (also known as school levies). After all, we are talking about two of the things taxpayers value the most: their money and their kids. With nearly half of all property tax revenue being used for some type of public elementary or secondary education funding in the United States, the importance of being able to pass local tax referenda has become a critical skill (Kenyon, 2007). Recent empirically based literature remains rather sparse regarding exactly which factors are associated with successfully passing school tax referenda (Bowers & Lee, 2013; Bowers, Metzger, & Militello, 2010a, 2010b). In fact, most of the research relating to passing school tax referenda has been conducted using solely demographic or district-level variables (e.g., Berkman & Plutzer, 2005; Dillingham, 1969; Ehrenberg, Ehrenberg, Smith, & Zhang, 2004; Gradstein & Kaganovich, 2004; Ladd & Murray, 2001; Philliber, 1977; Piele & Hall, 1973; Priest & Fox, 2005; Sielke, 1998; Tedin, Matland, & Weiher, 2001; Zimmer & Jones, 2005).

Community-Based, Volunteer-Driven Campaigns: Democracy at its Best

More recent research has begun to examine the political tactics that are related to school budget referenda passage (Berry, Gersen, & Jacob, 2010; Bowers et al., 2010a, 2010b; Dunne, Reed, & Wilbanks, 1997; Gerber & Green, 2000; Holt, Wendt, & Smith, 2006; Johnson, 2008; Johnson & Ingle, 2009; Sanders & Lee 2009; Support Ohio Schools, 2010). In 2008, Johnson identified 21 campaign strategies associated with school levy success. Not surprisingly, research by Johnson and Ingle (2009) also found that the more of these campaign strategies that districts employed the more likely it was that a levy would pass. Subsequent research also revealed the strategic importance and effectiveness of involving the community in the levy campaign. For example, recent research has found that school districts that organized a grassroots campaign, led by numerous volunteer community members and representing a true cross-section of the district, were more likely to experience success at the polls (Ingle, Johnson, & Petroff, 2011, 2012). In the context of such a community-driven campaign, it was also discovered that the following were all associated with levy success: (a) conducting a highly organized, community-led, door-to-door canvass that focused on communicating the campaign message face to face (Ingle et al., 2011); (b) facilitating multiple two-way community informational sessions led by community members; and (c) creating a simple, clear message that conveyed urgency and was frequently repeated by community volunteers (Ingle, Johnson, Givens, & Rampelt, 2013; Ingle et al., 2011). If nothing else, these findings suggest that campaigns that are community driven and that rely on the efforts of numerous volunteers represent a district's best chance at succeeding at the polls and truly represent grassroots democracy at its best.

The Brave New World of Voter Modeling: Tyranny of the Minority?

However, one campaign strategy that has proven to be effective in passing levies may actually run counter to the community-driven, “grassroots democracy at its best” strategies previously described. That strategy involves identifying and targeting “Yes” voters and getting them to the polls (Johnson & Ingle, 2009). Whitmoyer (2005), for instance, found minimal publicity and lower voter turnout were associated with levy success, whereas Conyers and Franci (1989) supported having minimal communication with “No” voters to decrease the likelihood that they will show up to vote. In fact, one recent trend in election campaigns makes the practice of encouraging a low overall voter turnout, while targeting potential “Yes” voters and getting them to the polls, even more effective. That trend is known as “voter modeling.”

Voter modeling combines voter polling data (how supportive voters are of increasing taxes for public schools), demographic data, public records data, and consumer data into an algorithm that assigns every registered voter in the school district a ranking from 1–10, with one being very low school support and 10 being very high school support (America Votes, n.d.; Catalyst, n.d.; Issenberg, 2010, 2012; Jacobs, 2009). With this information, campaign committees can target direct mailings, phone calls, and door-to-door canvassing efforts to identified “Yes” voters and ignore “No” voters completely (with no or minimal mass media efforts). For example, campaign coordinators can direct door-to-door canvassers to call on certain houses while ignoring others. Specific messages can be tailored to certain groups that always vote, like men over the age of 60 (i.e. vote for your grandchildren; vote to save school sports, etc.).

So if the average turnout for a presidential election is 40% of registered voters and a campaign strategizes to suppress voter turnout and focus its efforts on direct marketing to “Yes” voters and those who always vote, it is very conceivable that 21% of the electorate could decide a tax issue for the other 79%. In fact, in an off-year primary election, it very conceivable that using such campaign tactics could result in less than 10% of the electorate dictating a tax increase for the other 90%! Using such sophisticated data analytics, a small group of like-minded citizens could easily become the tyranny of the minority!

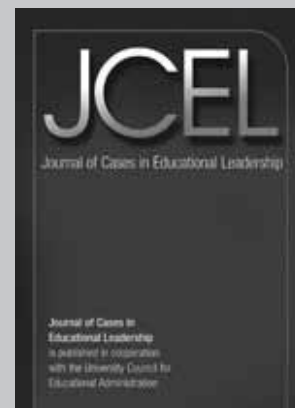
References

- America Votes (n.d.). *About America Votes*. Retrieved from <http://www.americavotes.org/about>
- Arsen, D., & Davis, T. (2006). Taj Mahals or decaying shacks: Patterns in local school capital stock and unmet capital need. *Peabody Journal of Education, 81*(4), 1-22.
- Berkman, M. B., & Plutzer, E. (2005). *Ten thousand democracies: Politics and public opinion in America's school districts*. Washington, DC: Georgetown University Press.
- Berry, C., Gersen, R., & Jacob, E. (2010, Winter). The timing of elections. *The University of Chicago Law Review, 77*, 37-64.
- Bowers, A. J. (2014). Bonds in school financing. In D. J. Brewer & L. O. Picus (Eds.), *Encyclopedia of education economics and finance*. Thousand Oaks, CA: Sage.
- Bowers, A. J., & Lee, J. (2013). Carried or defeated? Examining the factors associated with passing school district bond elections in Texas, 1997–2009. *Educational Administration Quarterly, 49*(5), 732-767. doi:10.1177/0013161x13486278
- Bowers, A. J., Metzger, S. A., & Militello, M. (2010a). Knowing the odds: Parameters that predict passing or failing school district bonds. *Educational Policy, 24*(2), 398-420.
- Bowers, A. J., Metzger, S. A., & Militello, M. (2010b). Knowing what matters: An expanded study of school bond elections in Michigan, 1998–2006. *Journal of Education Finance, 35*(4), 374-396. doi:10.1353/jef.0.0024
- Bowers, A. J., & Urick, A. (2011). Does high school facility quality affect student achievement? A 2-level hierarchical linear model. *Journal of Education Finance, 37*(1), 72-94.
- Catalist (n.d.). *Products*. Retrieved from <http://catalist.us/product>
- Conyers, J. G., & Franci, T. (1989). We turned to Madison Avenue for tips on selling our \$64 million bond issue. *American School Board Journal, 176*(10), 27-28.
- Crampton, F. E. (2003). Unmet school infrastructure funding need as a critical educational capacity issue. In F. E. Crampton & D. C. Thompson (Eds.), *Saving America's school infrastructure* (pp. 3-26). Greenwich, CT: Information Age.
- Crampton, F. E., Thompson, D. C., & Hagey, J. M. (2001). Creating and sustaining school capacity in the twenty-first century: Funding a physical environment conducive to student learning. *Journal of Education Finance, 27*(2), 633-652.
- Dillingham, H. C. (1969). *A study of the response of Cincinnati voters to a reduction in elementary and secondary services*. Cincinnati, OH: Institute for Metropolitan Studies.
- Dunne, S., Reed, W. R., & Wilbanks, J. (1997). Endogenizing the median vote: Public choice goes to school. *Public Choice, 93*, 99-118.
- Ehrenberg, R. G., Ehrenberg, R. A., Smith, C.L., & Zhang, L. (2004). Why do school district budget referenda fail? *Educational Evaluation and Policy Analysis, 26*(2), 111-125.
- Gerber, A. S., & Green, D. P. (2000). The effects of canvassing, telephone calls, and direct mail on voter turnout: A field experiment. *The American Political Science Review, 94*(3), 653-663.
- Glass, G. V. (2008). *Fertilizers, pills and magnetic strips: The fate of public education in American*. Charlotte, NC: Information Age.
- Gradstein, M., & Kaganovich, M. (2004). Aging population and education finance. *Journal of Public Economics, 88*, 2469-2485.
- Holt, C. R., Wendt, M. A., & Smith, R. M. (2006). School bond success: An exploratory case study. *The Rural Educator, 27*(2), 11-18.
- Ingle, W. K., Bowers, A. J., & Davis, T. (2014). Which school districts qualified for federal school facility funding under ARRA? Evidence from Ohio. *Journal of Education Finance, 40*(1), 17-37.
- Ingle, W. K., Johnson, P. A., Givens, M., & Rampelt, J. (2013). Campaign expenditures in school levy campaigns and their relationship to voter approval: Evidence from Ohio, 2007–2010. *Leadership & Policy in Schools, 12*(1), 1-36.
- Ingle, W. K., Johnson, P. A., & Petroff, R. A. (2011). A “tale of two cities”: A comparative case study of community engagement and costs in two levy campaigns. *Mid-Western Educational Researcher, 24*(2), 2-14.
- Ingle, W. K., Johnson, P. A., & Petroff, R. A. (2012). “Hired guns” and “legitimate voices”: The politics and participants of levy campaigns in five Ohio school districts. *Educational Administration Quarterly, 48*(5), 814-858. doi:10.1177/0013161X12448251

- Issenberg, S. (2010, October 31). Nudge the vote. *New York Times Magazine*. Retrieved from <http://www.nytimes.com/2010/10/31/magazine/31politics-t.html>
- Issenberg, S. (2012). *The victory lab*. New York, NY: Random House.
- Jacobs, J. (2009). Buzzword: Modeling. Definition: An analysis of voters used to win elections. *Campaigns and Elections*, 30(10), 16-17.
- Johnson, P. A. (2008). Try, try, again: A two step strategy for passing levies. *Journal of School Public Relations*, 29(1), 44-73.
- Johnson, P. A., & Ingle, W. K. (2009). Campaign strategies and voter approval of school referenda: A mixed methods analysis. *Journal of School Public Relations*, 30(1), 51-71.
- Kenyon, D. A. (2007). *The property tax-school funding dilemma*. Cambridge, MA: Lincoln Institute of Land Policy.
- Ladd, H. F., & Murray, S. E. (2001). Intergenerational conflict reconsidered: County demographic structure and the demand for public education. *Economics of Education Review*, 20(4), 343-357.
- McDonnell, L. M. (2005). No Child Left Behind and the federal role in education: Evolution or revolution? *Peabody Journal of Education*, 80(2), 19-38.
- Michigan Department of Treasury. (2014). *School bond qualification and loan program*. Retrieved from http://www.michigan.gov/treasury/0,1607,7-121-1753_56435--,00.html
- Militello, M., Metzger, S. A., & Bowers, A. J. (2008). The high school "space race": Implications of a school-choice market environment for a Michigan metropolitan region. *Education and Urban Society*, 41(1), 26-54. doi:10.1177/0013124508321358
- Miner, M., & Rawson, H. (2006). *The Oxford dictionary of American quotations* (2nd ed.). Oxford, England: Oxford University Press.
- Ohio School Facilities Commission. (n.d.). Home page. Retrieved from <http://www.osfc.ohio.gov/Home.aspx>
- Philliber, W. W. (1977). Why not? An analysis of support for school taxation. *Urban Education*, 12(2), 189-203.
- Picus, L. O., Marion, S. F., Calvo, N., & Glenn, W. J. (2005). Understanding the relationship between student achievement and the quality of educational facilities: Evidence from Wyoming. *Peabody Journal of Education*, 80(3), 71-95.
- Piele, P. K., & Hall, J. S. (1973). *Budgets, bonds, and ballots: Voting behavior in school financial elections*. Lexington, MA: Lexington Books.
- Priest, T., & Fox, L. (2005). Minority support for school bonds in Charlotte Mecklenburg: A cautionary note. *Education and Urban Society*, 37(2), 193-203.
- Rebell, M. A. (2012). Safeguarding the right to a sound basic education in times of fiscal constraint. *Albany Law Review*, 75(4), 1855-1976.
- Sanders, R. M., & Lee, S. (2009). Determinants of public support for education sales tax initiatives in Georgia. *Journal of Education Finance*, 34(3), 267-288.
- Sielke, C. C. (1998). Michigan school facilities, equity issues, and voter response to bond issues following finance reform. *Journal of Education Finance*, 23(3), 309-322.
- Sielke, C. C., Dayton, J., Holmes, T., & Jefferson, A. L. (2001). *Public school finance programs of the U.S. and Canada: 1998-99* (NCES 2001309). Retrieved from http://nces.ed.gov/edfin/state_financing.asp
- Support Ohio Schools. (2010). *The levy manual*. Columbus, OH: Author.
- Tedin, K. L., Matland, R. E., & Weiher, G. R. (2001). Age, race, self-interest, and financing public schools through referenda. *Journal of Politics*, 63(1), 270-304.
- Whitmoyer, R. (2005). Massing support for a levy without mass media. *School Administrator*, 62(6), 42-44.
- Wood, C. R., Thompson, D. C., & Crampton, F. E. (2012). *Money and schools*. New York, NY: Routledge.
- Zimmer, R., & Jones, J. T. (2005). Unintended consequences of centralized public school funding in Michigan education. *Southern Economic Journal*, 71(3), 534-544.

*Journal of Cases in
Educational Leadership*
Reviewers of the Year:
Chris Willis & Maggie Barber

The JCEL editorial team is pleased to announce that **Chris Willis** (Bowling Green State University) and **Maggie Barber** (Independent Consultant) have been selected to receive JCEL's first Reviewer of the Year Award. The editorial team made the decision to inaugurate this award in order 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 the timely completion of reviews, comprehensiveness of their reviews, and the consistently useful and constructive feedback they provided to authors. They received the awards at the JCEL editorial board meeting, held during the UCEA Convention. Congratulations!



The best tool you'll ever use in your educational leadership courses.



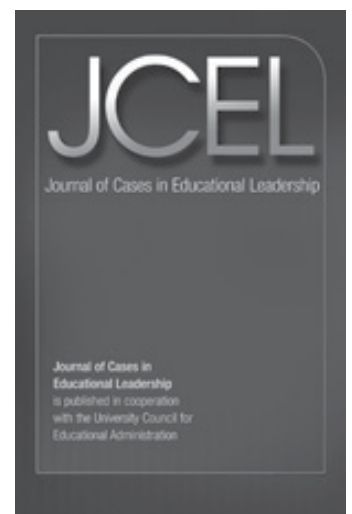
Journal of Cases of Educational Leadership

Relevant. Practical. Timely.

JCEL publishes peer-reviewed cases appropriate for use in programs that prepare educational leaders. Cases presented in the quarterly review cover the tangled, complex world of educational leadership, for graduate students as well as professionals in the field. Case study criteria:

- Focus on pertinent and timely issues of educational leadership.
- Present a practical and realistic problem that requires the integration of knowledge within or across disciplines.
- Stimulate self-directed learning by encouraging students to generate questions and access new knowledge.
- Describe a problem that can sustain student discussion of alternative solutions.
- Describe the context in a rich fashion, including the individuals in the case.
- Encourage the clarification of personal and professional values and beliefs.
- Authenticate the connection of theory to practice.
- Include teaching notes that facilitate the use of the case for leadership development.

For example, recent issues have featured cases exploring the struggles of a new principal, homophobic bullying of students, teacher recruitment, the extremes schools go to to meet standardized testing requirements, full inclusion issues, the change in administrative priorities following a school shooting, and using JCEL case studies to meet ELCC standards.



<http://jcel.sagepub.com>

UCEA members have free access through the members-only site at www.ucea.org.

A Sage Publication sponsored by the University Council for Educational Administration

Journal of Research on Leadership Education

Michele Acker-Hocevar & Gail Furman, Co-Editors
Washington State University

Greetings, UCEA colleagues! The JRLE editorial team at Washington State University is very pleased to announce the recipients of two recent awards: The first annual JRLE Best Article of the Year award for Volume Year 2013, and the Reviewer of the Year award for 2013. Both were presented at the recent UCEA conference in Washington, DC. Congratulations to these award winners!

Criteria for the JRLE Best Article Award include contribution to knowledge in the field regarding leadership preparation (significance), overall quality of the article, and impact or “reach.” Four members of the JRLE Editorial Board served as selection committee, and we thank them for their service: Bill Black, University of South Florida; Daniel Reyes-Guerra, Florida Atlantic University; Megan Tschannen-Moran, College of William and Mary; and Anjela Welton, University of Illinois.

The Best Article Award for 2013

The Best Article Award winner for 2013 is “Change in University-Based Programs of Educational Leadership: How Responsive Have Programs Been?” (December 2013) by Phillip V. Robey (National Catholic Educational Association) and Scott C. Bauer (George Mason University).

The selection committee stated that Robey and Bauer’s article is “solidly designed, clearly and compellingly written, and importantly provides a significant response to critics of university-based preparation programs. The article provides a solid, evidence-based quantitative study that demonstrates that there have been wide-ranging positive changes in university programs based on best practices in the field.”

The selection committee also chose a 2013 article for Honorable Mention: “The Drama in School Leadership: An Arts-Based Approach to Understanding the Ethical Dimensions of Decision Making for Educational Leaders (April 2013), by Jerome A. Cranston (University of Manitoba) and Kristin A. Kusanovich (Santa Clara University).

The selection committee stated that Cranston and Kusanovich’s article “informs the profession by presenting a well-designed and implemented arts-based teaching methodology that has significant impact on the learning of educational leadership students. . . . The committee was particularly impressed by the authors’ ability to incorporate literature and concepts from multiple fields in ways that inform JRLE’s mission of improving teaching and learning in educational leadership programs.”

2013 Reviewer of the Year

For 2013 Reviewer of the Year, the JRLE editorial team selected Chad Lochmiller of Indiana University. Chad brings his skills as a policy analyst to his reviews, which were particularly timely, thorough, insightful, and very helpful to the JRLE editorial team in determining article dispositions.

2015 Special Editions

Please watch for these JRLE special issues in 2015:

April 2015

Exemplary Leadership Preparation Programs: UCEA 2014 Award Winners
(Introduction by Michelle D. Young, UCEA Executive Director)

Special Issue Editors:

Stephen Jacobson, University at Buffalo—SUNY
Martha McCarthy, Loyola Marymount University
Diana Pounder, University of Central Arkansas

August 2015

The Policy Context of Race to the Top and the Future of Principal Preparation Programs

Special Issue Editors:

Ed Fuller, Pennsylvania State University
Sheneka Williams, University of Georgia

Finally, we are pleased to welcome the following new members of the JRLE Editorial Board for 3-year terms (2015–2017):

Scott Bauer, George Mason University
Shelby Cosner, University of Illinois—Chicago
Sara Diem, University of Missouri—Columbia
Ed Fuller, Pennsylvania State University
Sheneka Williams, University of Georgia
Terri Watson, City College of New York
Alan Daly, University of California, San Diego
David DeMatthews, University of Texas at El Paso

Please consider submitting your work related to leadership preparation to JRLE. As a peer-reviewed, SAGE e-journal, JRLE offers timely publication through SAGE’s Online First system and a wide audience for your work. We especially encourage submissions related to

- innovative approaches to leadership preparation pedagogy, programs, and professional development;
- research on leadership preparation, including evaluation of impacts and outcomes;
- analysis of current policy trends influencing leadership preparation and development (e.g., new trends in state-mandated evaluation systems); and
- international/comparative studies of leadership preparation pedagogy, programs, and professional development.

For questions about JRLE, please contact the JRLE managing editor at jrl.editor@wsu.edu. Submission information is accessible online:

<http://jrl.sagepub.com>

JRLE

Innovative Programs:

North Carolina State University's Northeast Leadership Academy: Creating a Critical Mass of Rural School Turnaround Leaders

Kristin Huggins
Washington State University

Northeast Leadership Academy (NELA) is a leadership preparation program at North Carolina State University. Begun in 2010 with a grant from the Bill and Melinda Gates Foundation, NELA was constructed to focus on the preparation of 21st century school leaders for rural, high-need, low-performing schools in northeast North Carolina. Since its inception, four cohorts and 78 Fellows (the term given to the students) have been a part of NELA. Grounded in research, NELA's program utilizes technology for Fellows to learn in public spaces and to track Fellows' development toward proficiency on the North Carolina Standards for School Executives, which are state standards based upon the national ISLLC and ELCC standards. Technology allows the program to capture the learning of their students in order to create just-in-time responses to the student learning and to evaluate programmatic features for continuous improvement. Beyond using technology as a foundational feature, NELA has similarities to other preparation programs across the U.S., and the entirety of the program features can be found at go.ncsu.edu/nela. However, in this column, the focus will be on a few of the innovative aspects of NELA: community internships, mentor-Fellow professional development, individualized leadership learning plans, developmental projects, and executive coaching.

Positioning context at the forefront, NELA Fellows are engaged in the concept of schools as community instead of the more traditional notion of schools in community. In the rural areas of northeast North Carolina in which the NELA Fellows will serve upon completion of NELA, many of the schools are high need and low performing. Thus, NELA Fellows engage in a summer internship prior to their school leadership internship that is focused on an experience with one of the community organizations that surround the Fellows' leadership internship schools in order to deeply understand the work of nonprofit resources in their schools' communities. During their 6-week summer internships, the Fellows construct professional development for teachers as well as create resources for parents and teachers concerning the community organizations where their internships occur, connecting the community organizations to the schools. Additionally, the Fellows write grants for the community organizations in hopes of obtaining additional funding for those organizations and to more clearly link the schools and the organizations together. The community internship experiences are coconstructed with The Rural School and Community Trust and North Carolina State University's 4H Extension program.

In addition to the community internships, NELA Fellows are engaged in year-long internships in schools in fourteen districts partnered with NELA. Current practicing principals in one of these districts serve as mentors for NELA Fellows. All principal mentors are carefully selected and attend six full-day workshops with their mentees prior to the internship year. For the workshops, NELA partners with the North Carolina Principal and Assistant Principal Association to have NELA Fellows and their principal mentors

go through a modified version of the Distinguished Leadership in Practice Program. This program is incorporated to strengthen the skills of both the principal mentor and the NELA Fellow as they examine the meaning and application of becoming "distinguished" through a real-world, problem-based approach to school leadership, which includes engaging in authentic school leadership at their site. With the help of an executive coach who supports both the principal mentor and the NELA Fellow, the learning from the workshops is implemented during the internship year.

During their school leadership internship, the NELA Fellows receive personalized education through the use of Individual Leadership Learning Plans (ILLPs). Similar to the Individualized Education Programs used in K-12 settings, multiple diagnostic tools are used to identify areas for improvement and create comprehensive action plans for targeted improvement and measurable growth. The ILLPs are coconstructed by the NELA Fellow, the principal mentor, and an executive coach. Each NELA Fellow's ILLP drives the learning during the school leadership internship year and includes specific goals and specific activities and experiences that are needed to assist the Fellow in strengthening certain areas. Additionally, the ILLP is used to assist in indicating possible internship rotations that may cross school levels (i.e., rotation at elementary, middle, high school, central office). Also, during construction of the ILLP, Fellows identify one high-performing, high-poverty school to visit during their internship year to assist with their learning. Each ILLP is continuously monitored by the Fellow, the principal mentor, and an executive coach, and NELA Fellows incorporate artifacts into a portfolio to show evidence of growth in the identified areas of improvement.

Each semester of the NELA program, Fellows conduct a grade-spanning developmental project. For the project, NELA Fellows visit schools and collect data from teachers and students to learn about developmentally appropriate teaching and learning practices. The developmental projects help NELA Fellows become familiar with developmentally appropriate practice at all levels of schooling. Thus, each NELA Fellow conducts a project at an elementary, a middle school, and a high school. The developmental

NORTHEAST LEADERSHIP ACADEMY



NC STATE UNIVERSITY
go.ncsu.edu/nela2.0

projects include examples of developmentally appropriate vocabulary, developmental research, action research, individual reflection, the construction of a brochure, and a presentation guide to a Wiki. Through these developmental projects, NELA Fellows are able to understand teaching and learning at multiple grade levels in order to be prepared to lead in any rural, high-need, low-performing school in northeastern North Carolina.

One of the cornerstones of the NELA program is the amount of support each of the Fellow receives. Beyond the traditional support provided in many preparation programs through coursework and principal mentors, NELA Fellows have the support of an executive coach. The NELA executive coaching is taken from a business model that was constructed based upon the theory that coaching assists leaders in keeping key subordinates (i.e., teachers) when the coaching is strategic and individualized. Since the NELA focus is on increasing student achievement in rural, high-need, low-performing schools, executive coaches assist the Fellows in working in the areas of growth in order to increase their ability to influence teaching and learning. The NELA Fellows receive executive coaching throughout their year-long school leadership internship as well as the year after their school leadership internship when they transition into a formalized school leadership position. This 2-year relationship allows the Fellows to have strong relationships with their executive coaches in order to build trust. All of the NELA executive coaches are retired expert principals and superintendents who are trained to provide the NELA Fellows with assistance based upon their ILLPs through facilitative and directive coaching to focus on the Fellows' goals on meeting the professional standards and improving student success. At a minimum this coaching includes weekly contact, twice monthly extended school visits, and just-in-time consultation on problems the NELA Fellows confront as leaders.

At the 2014 UCEA Convention, NELA was recognized as an exemplary program. One of the many reasons it was recognized was for the marked increase in student achievement that has resulted in the schools where NELA Fellows have obtained leadership positions. Those data were in the preliminary analysis stage at the time of this column. For more information about NELA, contact Bonnie Fusarelli at bonnie_fusarelli@ncsu.edu.

go.ncsu.edu/nela2.0

The winners of the
**2014 Effective Educational Leadership
Preparation Award**
are
**North Carolina State University's
Northeast Leadership Academy**
and the
**University of Denver's
Ritchie Program for School Leaders**

First Annual International School Leadership Development Network Conference, February 14–18, 2014

Jami Berry
Georgia State University

The International School Leadership Network is an international collaboration between members of the BELMAS and UCEA. The project was first initiated in 2008 as a means whereby educational researchers could work together around two common themes: leadership in high-needs schools and leadership for social justice. The network's membership seeks to represent a wide range of international contexts. What follows is a write-up of the organization's first annual meeting, held at Georgia State University, Atlanta, in February 2014.

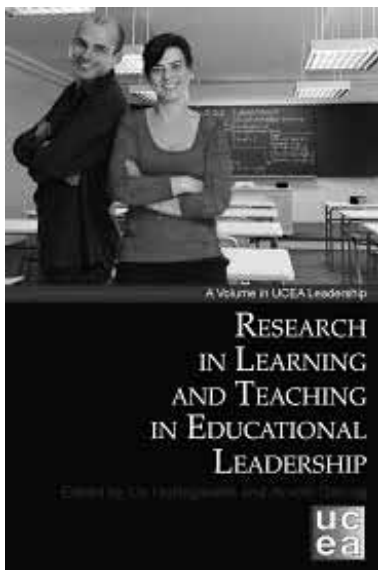
Georgia State hosted the first International School Leadership Development Network (ISLDN) Conference in cooperation with BELMAS, UCEA, and their partner school system, Gwinnett County Public Schools, on February 14–16, 2014. Several conference participants were able to stay after the conference and visit schools and area sites on February 17 and 18. These postconference visits were instrumental to providing an enriched understanding of the context of schooling in the metro Atlanta area, and the conference organizers highly recommend that this opportunity be offered as a part of future ISLDN conferences.

The conference itself enabled attendees to develop, discuss, and analyze protocols for use throughout the world centered on the themes of leadership for social justice and leadership in high-needs schools. Participants in the high-needs schools (HNS) strand completed the initial draft of their interview protocol. The draft protocol was distributed to the entire strand in early March with an articulated goal of piloting it in the late spring and summer. Participants in the pilot, representing six countries, presented the preliminary findings at the UCEA Convention in November 2014 and will work together to modify the protocol prior to full implementation in early 2015. Additionally, HNS participants created a timeline for ongoing implementation and next steps. The HNS members finished the conference by combining with the Social Justice Leadership strand to discuss conference outcomes and potential next steps for the combined group.

The Social Justice Leadership strand conducted a comprehensive review of their research project to date. As their interview protocol was already in place and being implemented, they used their conference time to review data collected over the last few years and to revise their research protocol based on this review. As a part of this revision process, they amended their methodological framework, reshaped their research design to enable both quantitative and qualitative analyses of data collected, and revisited their interview protocols in order to realign them. Additionally, agreement was reached about protocols relevant to nations already represented within the project and for those newly joining. The outcome of the weekend was therefore to propose an improved methodology to the entire international group of Social Justice Leadership researchers for future evidence collection and analysis.

NEW From UCEA: Research in Learning and Teaching in Educational Leadership

Reviewed by
Marya R. Levenson



UCEA's newest book is *Research in Learning and Teaching in Educational Leadership*, by Liz Hollingsworth and Arnold Danzig, 2013, Information Age Publishing. ISBN: 162396508X. Search for it at Amazon.com.

Those who are preparing educators to become administrators will be interested in much of *Research in Learning and Teaching in Educational Leadership*, edited by Liz Hollingsworth and Arnold Danzig. Three award-winning dissertations are included in this book; each examines

different ways of preparing principals and superintendents—and strengthening their leadership capacity—during a time of increasing demands on our schools and the corresponding turnover in top leadership.

could serve as an internship placements—rather than because they were the most qualified mentors. While participants in the traditional preparation program wanted to study with current superintendents, in practice, the immersion apprenticeship model was less than totally successful. Rather, Joseph and Roach demonstrate that an unmediated mentorship in the district or university does not provide the kind of learning needed unless the mentors themselves are prepared to demonstrate and support the skills, knowledge, and disposition that prospective administrators need.

One recurring theme in both studies relates to the eternal gap between practice and theory. The Illinois respondents felt that more superintendents should be teaching the courses because they understood the day-to-day demands and might focus less on theory that seems disconnected from practice. The mid-Atlantic prospective principals were also critical of theory, and “time that was not spent specifically developing administrative candidates’ technical skill set was deemed as ‘fluff,’ ‘a waste of time,’ and ‘irrelevant’ by different stakeholders” (p. 69).

The balance between theory and practice continues to be a challenge for educator preparation programs. Participants often want practical information regarding budgetary or disciplinary issues; yet it would be a mistake for preparation programs to avoid studying the broader issues and policy questions, since practitioners will be asked to lead colleagues during a time of significant changes in expectations of students, teachers, and schools. Whether in university or district-based preparation programs, we need to prepare educational leaders who will be able to contribute thoughtfully to the dialogue about future directions for classrooms and schools.

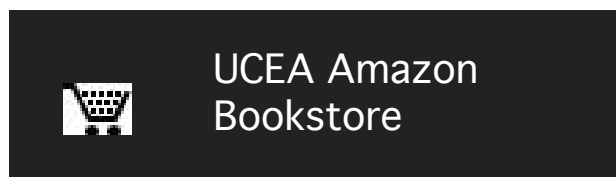
On the other hand, practitioners’ impatience indicates that we have more work to do to create effective learning experiences that communicate why it is important to integrate theory and practice. Those who are working to prepare educational leaders would be wise to pay attention to the book’s third research study, “Principals’ Knowledge of Special Education Policies and Procedures: Does It Matter in Leadership?” Lindsay Jesteadt and Meredith Mountford—using a conceptual framework of social justice and ethical reasoning—examine why Florida principals’ lack of knowledge regarding special education is a critical issue.

The first study by Arthur J. Fesler and Donald G. Hackman, “Perceptions of Illinois School District Superintendents Regarding the Efficacy of Their Superintendent Preparation,” focuses on traditional preparation through higher education programs. This research includes the reassuring result that “Illinois public school district superintendents generally have positive opinions of the effectiveness of their training” (p. 18). At the same time, the respondents had some specific suggestions about how to strengthen such traditional preparation, including “more focus on hands-on and practical experiences, such as internships, . . . more emphasis on fiscal, finance, and budget issues, [and] increased use of instructors who were current, successful superintendents” (p. 18).

The second study by Shawn Joseph and Virginia Roach examines an in-district program for teachers and assistant principals as an alternative to university preparation of administrators. “Principal Succession Planning: How One School District Successfully Improves the Quality and Quantity of Principal Candidates” notes that the principal preparation program in a high-performing, mid-Atlantic district managed to increase the number of principal candidates at a time “when fewer and fewer qualified people are eager to pursue” such openings (p. 56). Program participants were able to learn from their colleagues and gain multiple perspectives on the school district culture and decision making.

Joseph and Roach point out, however, that there were also some significant problems with the in-district preparation program: Not only was there a lack of substantial evaluation of the program, but the principals who were responsible for mentoring candidates were selected by default—they had administrative vacancies that

could serve as an internship placements—rather than because they were the most qualified mentors.



Shop the UCEA Amazon Bookstore

amazon.com®

<http://astore.amazon.com/u0b4-20>

This study surveys 176 Florida principals who had significant gaps in their knowledge of special education policy and principles. The principals (spanning elementary through high school) scored 48% in their knowledge of the six core principles of special education, and as Jesteadt and Martin drily write, “in most cases, a 48% correct response rate on any assessment is failing” (p. 112). Since a large number reported that they had learned their information about special education from district workshops, the authors conclude that district training needs to be strengthened and higher education programs should include more courses on special education.

Instead of treating the data as another indictment of inadequate preparation of principals, however, the authors examine what this lack of knowledge could mean for the students. They ask, “What good are rights, if those who hold the power are oblivious to them? What good are laws, when they do not stretch far enough, and those who are left to interpret them may possibly lack the knowledge and moral reasoning needed to guarantee the laws are followed with the intent in which they were written?” (p. 118). They argue that school leaders need to know special education policies and principles not just to avoid legal liability, but to support and educate all of their students. They quote Lashley (2007) in support of this argument:

A new understanding of the school leader’s accountability for the education of all students—an understanding that emerges from the knowledge traditions of special and general education, the provisions of the IDEA and No Child Left Behind Act, and the wisdom of practice—is necessary to focus on leadership, not only for school improvement, but for social justice, equity, and democracy in schools. (p. 121)

And that is the point. Educators go into the field to be able to help the children they teach, yet the farther educators move from the classroom, the more bureaucratic pressures and political dilemmas intrude. If we want our school and district leaders to focus on learner-centered leadership and to model continuous learning, Jesteadt and Mountford argue that their preparation and mentoring should be based on a framework that integrates values, theory, and practice. We need to help prospective educational leaders remember why they entered the field in the first place. This book should be useful to those dedicated to preparing such educational leaders.

Reference

Lashley, C. (2007). Principal leadership for special education: An ethical framework. *Exceptionality*, 15(3), 177–187.



Call for Nominees

2015 Excellence in Educational Leadership Award

Deadline: March 29, 2015

The Award

The UCEA Executive Committee is asking for nominees for the 19th Annual 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 good will 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 March 29, 2015.

After that time, UCEA will provide official certificates of recognition to universities who have designated a recipient and publish the names of the award recipients and their sponsoring university in the *UCEA Review*. Additionally, recipients’ names will be placed 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 complete the Nomination Form found on our website:

<http://www.ucea.org/opportunities/excellence-educational-leadership-award-2/>

Nominations due March 29, 2015

Questions? Call UCEA Headquarters at (434) 243-1041

Interview With Paula Cordeiro

Lisa Bass

North Carolina State University

Paula Cordeiro is Dean of the School of Leadership and Education Sciences at the University of San Diego. She is a past president of UCEA and in 1998 was awarded a fellowship by the Commonwealth Council for Educational Administration and Management. Paula Cordeiro grew up in New England and is a former teacher and leader in international, bilingual schools in Venezuela and Spain. She holds a doctorate in Educational Leadership from the University of Houston. She is the author of three books and in 2012 completed, with co-author Bill Cunningham, the 5th edition of her textbook *Educational Leadership: A Bridge to Improved Practice*. Paula's research interests are in school leadership and education in developing nations. <http://www.sandiego.edu/soles/>

LB: How did you become involved in community engagement?

PC: I sit on a lot of nonprofit boards that are connected to the different departments in our school in particular, and some of the work that we do in different departments is about governance of nonprofit organizations, so I actually do workshops on that, so that's another reason to connect.

LB: Was that before coming to San Diego? I notice that part of the mission of the university actually has a lot to do with service—perhaps because it's a Catholic university?

PC: Yes. Absolutely. But I was at the University of Connecticut before and I did serve on a few nonprofit boards then. It's just that when I got this position there was just more opportunities to go out into the community and promote the school and our programs. This was another way to do that.

LB: What is your philosophy of community engagement at the university level?

PC: Sure. First of all, I don't believe that a graduate or professional school, which we are, should exist unless it is intimately connected to the community. Of course the university is going to do all kinds of other things, nationally and internationally but really we have to be embedded in our community and help to address, to solve, to connect with those problems in our community.

LB: So what would you suggest as a strategy for someone who is a new dean or a new professor to an area who would like to become more involved in the community?

PC: For the faculty member, it really depends upon his or her discipline. Clearly if it's school leadership, people should not only know about the local schools, but also all of those many nonprofit organizations that are complementary to schools—rather they be college prep programs, or after-school programs that help kids get into college, or if they are programs that are serving at-risk youth in some ways. One of the things our faculty does is become involved in these organizations. I think it would be difficult to find a faculty member who doesn't sit on a nonprofit board. Whether it be a profit school board, or a local school council, or a nonprofit organization that is in some way serving young people and youth. So that's the faculty side of things. We reward that in promotion and tenure and annual merit pay when it comes to service. Although it's

not the first criteria for promotion and tenure, it's certainly very much valued. And for our administrators here, it's my expectation that department chairs serve on several boards in the community related to their program areas. For myself, part of the job of any dean, particularly at a private school, is fundraising. Our college advisory board is made up of not only business leaders in our community but also executive directors of our largest nonprofit organizations in the state.

LB: It sounds like you are definitely in the right place to have such a heart for the community! It's great to be in a university and college that reward that level of service. This addresses one of my questions: how faculty members can maintain high levels of involvement while also keeping up with their research responsibilities and do well when it comes time for tenure and promotion.

PC: Let me expand on that. Even though we're a Catholic institution and it's part of our mission, I don't think this is necessarily the case for some of our other schools. I think the faculty in this school, really wanted to . . . when you look at promotion and tenure. We said this is what scholarship looks like in a school like ours. This is what outstanding teaching looks like, and this is what service looks like. We have a beautiful document that we've worked on over the years and improved. Your service should be tied to your teaching, which should be tied in some way to some of your scholarship, so we really try to make those connections.

The other part is on the research part of things. We have research centers. They are research and evaluation centers. They help tie the faculty scholarship to the community. So let me just give an example. So we have a Center for Education Policy and Law, called CEPL, and it's a joint center between our school and the law school. So we look at all the legal policy issues for example around the use of mobile technology in the school. So we look at usage policies. So school districts would come to us. We have a joint faculty appointment with our school and the law school, and his scholarship is well known. He had a one-page spread in Education Week just on his research that spanned the nation on what acceptable use policies look like with regard to technology, and what case law and other says. That was done through our school of education and law through which the superintendents came to us.

Forty-two superintendents in our county said we need help on a policy. So it's a service that we were provide to them, but at the same time, Professor Keimher will hire students to work on the project, and meanwhile my role is to go out to donors to get contracts and donations to support these centers.

LB: While you answer the questions just as I am going to ask them. You seem very effective in this function.

PC: I've been doing this for 17 years. We have an institute for entrepreneurship in education, we have a level technology learning center for K-12, our centers are really vibrant. Our faculty have all found places in these centers. They might not be a principal investigator on a project because they might not have enough time, but they'll work on a project, and some of their master's and doc

students will work on the projects with them. Some of them are research projects, some of them are evaluation projects. It's a real nice organization. We're at a good real good place.

LB: Do you have a model or framework that outlines your organizational structure?

PC: We don't because each center is separate. We do have our center for entrepreneurship in education and two of our centers fall under that, so maybe there's a graphic there that might be helpful.

LB: Is your department a department of educational leadership and policy studies?

PC: We don't have an educational leadership department. One of the things I really love about this school is our department is called the Department of Leadership Studies. It's leadership in different disciplines. This is why I think the school is so powerful. We have leadership in K-12 education called leadership in public and private education, we have leadership in higher ed, we have leadership in nonprofit organizations, leadership in public administration, and leadership in organizations and organizational consulting.

LB: So all of those different areas each have their own centers where research and service come out of?

PC: Yes and those centers overlap. We have an endowed center in the nonprofit area. So I had the superintendent of San Diego Unified School District say, "I want to set up a foundation, basically a public school foundation for our district. What are the best models and how do I go about doing it?" She asked because I have all of the best models for these schools that have foundations. Yet I have all of these low-income schools with no foundations. How do I make this work politically?

So she went to the center of policy and law, but I directed her to the nonprofit and philanthropic research center because they work with philanthropy and they work with foundations. They had worked with education foundations for years. So the director of the center and her team did a report, and I just gave the report to the superintendent that talked about school foundations. That's where you see the overlap between nonprofit leadership and school leadership. So I think you need to have students sitting in classes with other people because if you're going to be a principal or superintendent, you have to know how the local YMCA works and how you can partner with them. Or how the police chief works and how you can partner with them. And that's what our program does. All of those people are in the core leadership classes together. Leadership and change, leadership and diversity, you know all the basic leadership classes. Then they take their research courses, then they go into their specialization electives.

LB: Was this model in place when you came to San Diego?

PC: No we created it. We had a little bit of it because we're the oldest leadership study program in the United States, we're 36. It was flushed out like it is now, so we had the opportunity to create it.

LB: Wow, that's a great opportunity. Have you ever done training for deans on this organization structure?

PC: That's an interesting question. I have, but not for regular departments. What happened is a couple of my dean friends around the country have come to me to ask about my model. Sometimes their leadership programs are in other schools. They have brought

me in to talk about our model because we have waiting lists like you wouldn't believe. Cindy Reed, who did our site visit for UCEA membership, as well as Michelle Young, described our model as "the model of the future."

Leadership is a big umbrella. When we teach our classes in ed leadership, we look at the work of many fields. Readings are assigned from across disciplines to supplement traditional leadership readings.

The 42 superintendents in our county come to us every month for their professional development. They came to me and said your leadership studies program is fascinating. We don't need to know about budgeting. We don't know about California finance. We need to know about organizational culture, about building teams, about collaborating, about working with the community. So my colleagues are doing workshops for them. My colleagues who are facilitating these teachings are not school leadership professors and organizational leadership. Some of them have morphed from being educational leadership to organizational leaders. Kind of like me. I want to bring some of these other disciplines in my work. We've been beating a dead horse called ed leadership. I will always identify with and love ed leadership because of my experiences in Houston and University of Connecticut, but I also recognize that we are limiting ourselves with one department made up of five or six people. I've learned we should be this very big umbrella interacting with people from other areas, because principals and superintendent are always interacting with people from other areas. Principals are boundary crossers and need to be trained for the areas they regularly cross into.

LB: You have given me some ideas on types of people who could help immortalize the experience you describe into traditional ed leadership programs that do not have the model you describe. Until traditional programs adopt this model, professors could invite these community workers into classes so that students can have the experience of interacting with them. I noticed the Center for Awareness and Social Action on your website. Is this one of the programs run by the college of ed?

PC: That's a university center. But we are connected to it. This is part of the Ashoka U Exchange. This is about change making. Our center helps to coordinate our Ashoka work. We call it the change making center on campus. Any student can become involved in social action around topics they are interested in through coordinating with this center.

LB: Could this model work at a traditional state university?

PC: Oh yes. I think it takes dean and department chair leadership. It takes 7-8 years to go from a traditional department to what I describe. When I came here, we too were in our silos. It took years to make this work in the way I describe. It takes conversations and hiring new people who buy in the philosophy, and who want to be boundary crossers. It took years to build all those centers, but it's effective and well worth the effort.

LB: Thank you for sharing your time and knowledge on this topic! Your model can certainly be useful for colleges of ed who wish to engage the community in creative and coordinated ways.



2015 UCEA Graduate Student Summit Call for Proposals

The fourth annual 2015 UCEA Graduate Student Summit (GSS) will be held at the Manchester Grand Hyatt hotel in San Diego, California. The summit will take place **Thursday, November 19, 2015, noon until 6:00 p.m.** The purpose of the 2015 UCEA GSS is to provide graduate students a space to engage in authentic *dialogue* about their scholarly work. This summit will offer opportunities to meet and network with graduate students and faculty, to present your work and receive feedback on your research. It will include:

- paper sessions, in which you will share your research and receive constructive feedback;
- workshop sessions, in which you will get direct feedback on a paper that you would like to publish, a proposal, or your dissertation research plan;
- networking sessions, where you will have the chance to network with students from other UCEA institutions interested in similar research topics and talk with UCEA Executive Committee members and Plenum representatives;
- and new session formats to create more opportunities for graduate students at UCEA to be announced in early spring. (Watch our website for updates!)

Watch for the full Call for Proposals and all other important updates regarding the GSS by regularly visiting

<http://www.ucea.org/graduate-student-opportunities/graduate-student-summit/>

Proposal submission will occur through AllAcademic, following the same submission dates as the UCEA General Convention. Please be sure to review the guidelines for submitting proposals on our website.

Grad Student Column & Blog: Submissions Welcome

Two elements of the UCEA website are focused on issues and information relevant to the graduate students of UCEA. The **Graduate Student Column** typically features scholarship written by graduate students at UCEA member institutions. Column entries explore a variety of topics and allow the authors to present developing research and to the UCEA graduate student community. The **Graduate Student Blog** is a more discussion-oriented format encouraging conversation between graduate students via posts and comments. Topics addressed in the blog include discussion and links to educational leadership and educational policy news relevant to graduate students, as well as updates and information about ways graduate students can be more involved in UCEA. Graduate students are invited to send in contributions for both the Graduate Student Column and the Graduate Student Blog. To find out more, please e-mail ucea@virginia.edu.

www.ucea.org/graduate-student-column/
www.ucea.org/graduate-student-blog/

Join UCEA's LinkedIn Group

If you are interested in receiving UCEA HQ announcements and engage in conversations around leadership research and preparation, you may want to join the UCEA LinkedIn Group "UCEA Headquarters." Join colleagues from multiple countries and institutions in meaningful conversations about the educational leadership field. LinkedIn is a free professional network service. Members keep abreast of career, research and mentoring opportunities as well as important policy issues. They are alerted to UCEA publications, awards and other opportunities. If interested, members can also use the group as a resource to obtain knowledge as well as share opinions and perspectives. What to do next:

1. Log into www.Linkedin.com
2. Search for the UCEA Headquarters Group.
3. Follow the LinkedIn instructions to join a group.

UCEA will approve your request to join. We look forward to welcoming you to the group.

UCEA Announces 2014 Award Recipients

UCEA's annual awards were presented at the 28th annual convention in Washington, DC, November 20-23, 2014.

Roald F. Campbell Lifetime Achievement Award: Phillip Hallinger

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. At the same time, the award celebrates the remarkable pioneering life of Roald F. Campbell, whose distinguished career spanned many years and exemplified these characteristics. The 2014 recipient of the Roald F. Campbell Lifetime Achievement Award is Phillip Hallinger of Chulalongkorn University.

UCEA Master Professor Award: Steven Jay Gross

The UCEA Master Professor Award is given to an individual faculty member who is recognized as being an outstanding teacher, advisor, and mentor of students. The recipient of this award has taken a leadership role in his or her academic unit and has aided in the advancement of students into leadership positions in the K-12 system while promoting and supporting diversity in faculty, students, staff, programs, and curriculum in the field of educational leadership. The 2014 UCEA Master Professor recipient is Steven Jay Gross of Temple University.

Jay D. Scribner Mentoring Award: Catherine A. Lugg

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. This award is named after Jay D. Scribner, whose prolific career spans over four decades and who has mentored a host of doctoral students into the profession while advising and supporting countless junior professors. The 2014 recipient is Catherine A. Lugg of Rutgers University.

Jack A. Culbertson Award: Hollie J. Mackey

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 2014 Jack A. Culbertson award recipient is Hollie J. Mackey of University of Oklahoma.

Paula Silver Case Award: Sally J. Zepeda & R. Stewart Mayers

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 contribu-

tions to our program through excellence in scholarship, advocacy of women, and an inspired understanding of praxis. The 2014 recipients are Sally J. Zepeda, University of Georgia, and R. Stewart Mayers, Southeastern Oklahoma State University.

Distinguished Service Award: Julian Heilig

On occasion, UCEA's leadership has found it appropriate to honor UCEA faculty for their outstanding service to the organization and the field. The Distinguished Service Award was given in 2014 to Dr. Julian Heilig of California State University at Sacramento. He has completed his term as the UCEA Associate Director of Program Centers 2006-2014.

Edwin M. Bridges Award: Joseph F. Murphy

The Edwin M. Bridges Award recognizes significant contributions to the preparation and development of school leaders. The award recognizes contributions to preservice preparation as well as continuing professional development aimed at school leaders broadly defined, and the locus can be in universities or in the field. The 2014 recipient is Joseph F. Murphy of Vanderbilt University.

Exemplary Educational Leadership Preparation Program Award: University of Denver's Ritchie Program for School Leaders & North Carolina State University's Northeast Leadership Academy

A growing body of research connects how candidates are prepared to career outcomes, leadership practices and school improvement efforts. Further research shows that exemplary programs have outstanding, relevant content, learning experiences and field experiences. To celebrate exemplary programs and encourage their development, UCEA has established an Award for Exemplary Educational Leadership Preparation. This award complements UCEA's core mission to advance the preparation and practice of educational leaders for the benefit of all children and schools. Awards for 2014 went to the University of Denver's Ritchie Program for School Leaders and North Carolina State University's Northeast Leadership Academy.

Looking Ahead

It's not too early to think about honorees for the 2015 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 2015 awards competition are due **May 31, 2015**. Please see www.ucea.org for information on criteria and the nomination process.

Contributions to the award fund are welcome and should be sent to UCEA, the University of Virginia, Curry School of Education, 405 Emmet St., Charlottesville, VA, 22903.

Thank You UCEA 2014 Attendees!

If you missed us at the conference, you can still get 20% off all books!

Just use discount code **ORK69** at online checkout at www.routledge.com before February 15, 2015

ISLLC Leadership Preparation Series

Co-published with University Council for Educational Administration

The New Instructional Leadership: ISLLC Standard Two

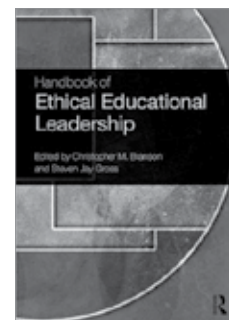
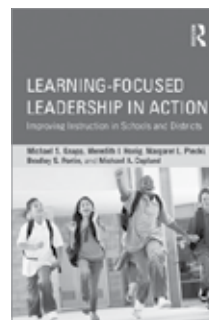
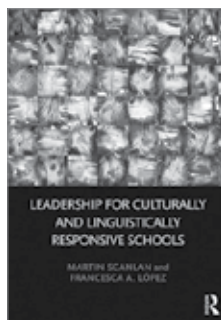
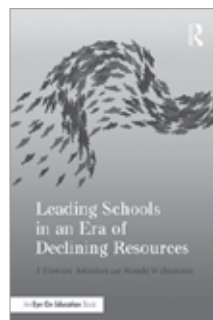
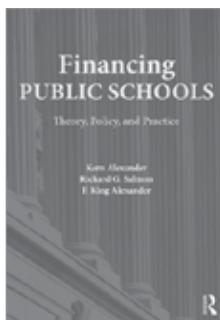
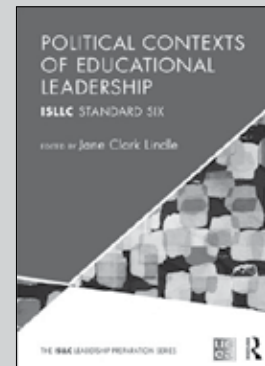
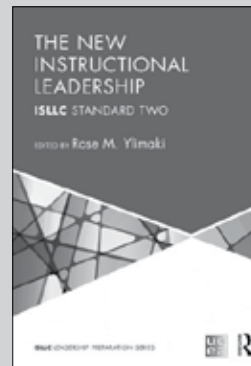
Edited by Rose Ylimaki

October 2013

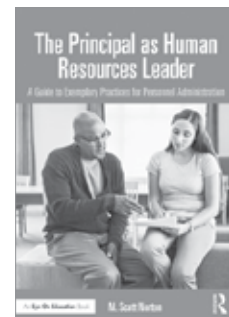
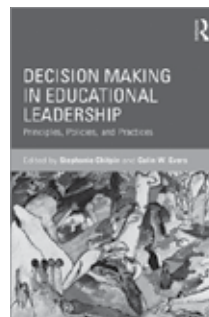
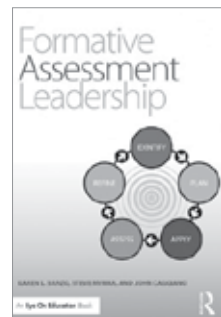
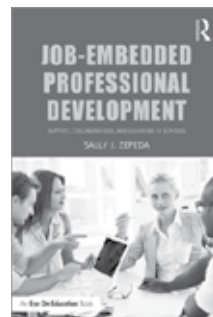
Political Contexts of Educational Leadership: ISLLC Standard Six

Edited by Jane Lindle

February 2014



Browse new and bestselling Educational Leadership Titles!



www.facebook.com/RoutledgeEducation



Follow us @RoutledgeEd

 **Routledge**
Taylor & Francis Group

Routledge... think about it
www.routledge.com/education

UCEA 2014 Convention Reports



UCEA Looking Back and Looking Forward on a Legacy for Leadership Preparation

The 28th annual UCEA Convention engaged participants in discussion about research, policy, and practice in education. This year's convention theme, "Righting Civil Wrongs: Education for Racial Justice and Human Rights," proved to be more than just the 2014 theme, but a theme throughout UCEA's 60-year history.

With 2014 marking UCEA's 60th anniversary, more than 20 of UCEA's leaders gathered to reflect on the consortium's past highlights and provide suggestions for the organization's future. Three key themes emerged from the discussion: (a) UCEA's ability to foster relationships for enhanced professional development; (b) the importance of mentoring (particularly for graduate students); and (c) its consistent effort in pushing the envelope on critical, but controversial, social issues.

Jim Yates from the University of Texas at Austin reflected on UCEA's entry into the social justice arena. In 1965, the federal government for the first time funded the training of leadership personnel for special education. UCEA played a role in the innovation of preparation programs for general and special education administrators and the integration of the two fields.

"At that time, special education was greatly conflicted and controversial in public schools," Yates said. "I would say special education served as the initiating way that UCEA was brave enough and courageous enough to take on social justice issues that a lot of organizations are still struggling to take on. It's very important because you can look back as an organization and say, 'We've done this, we can do this, and something good comes from this.'"

1996-1997 UCEA President Daniel Duke is proud of UCEA's growing diversity. "UCEA is in a better position to advocate for a diverse set of interests," Duke said. "When I started, the UCEA executive board was all White males. Now, you look at the executive board and it's mostly women and one African American male, which I think reflects a change in the public schools in the United States."

Mary Driscoll, associate professor and department chair of educational administration at New York University, added to Duke's point. "The transformation in terms of gender in this organization alone, and it's not the only transformation, has been stunning," Driscoll said. "None of these things are inevitable. They take time and effort, and maybe even mistakes along the way."

Attendees also consistently mentioned the Jackson Scholars program. The Barbara Jackson Scholars, students of color from UCEA member institutions who are interested in an academic career in educational leadership, fit both UCEA's growing interest in diversity and inclusivity and its mission to mentor and build relationships, particularly with graduate students.

Noelle Witherspoon, UCEA's President-Elect who will also be the organization's first female African American president, spoke about being in the first class of Jackson Scholars and about her pride in seeing the program prospering.

"I've been impressed with how, over the years, we've dealt with challenges and issues that other organizations perhaps wouldn't have dealt with at all," said Michael Dantley of Loyola University. "I mean really serious issues. The context that the Jackson Scholars program was created speaks volumes to how this organization has been able to handle decisions and make an impact."

At least half of the panelists spoke about how meaningful mentoring has been, and should continue to be, to the organization. "My initial exposure to UCEA came through the David Clark seminar," said Gary Crow of Indiana University. "Those kind of mentoring experiences have continued, certainly through the Jackson Scholars. Commitment to mentoring has been consistent, persistent and very valuable."

Lastly, almost every panelist shared the sentiment that the relationships they have gained from UCEA have helped them personally develop in their careers. Numerous participants said they would not be where they are in their careers without UCEA. Margaret Grogan of Claremont Graduate University summed it up when she said, "When I came to this organization, I felt like a very raw novice, and yet I was treated with an enormous welcome and kindness. For me, it became a home away from home. If it weren't for UCEA, I probably wouldn't have stuck it out."

What do UCEA's leaders hope to see in the next few years? Martha McCarthy of Loyola Marymount University said she would like to see more multi-institutional grants, while another panelist mentioned the importance of belonging to other organizations and engaging in other conversations. Others believe that more policy work is needed, as pointed out by Khaula Murtadha of Indiana University-Purdue University at Indianapolis. Frances Kochan of Auburn University and Cynthia Reed of Northern Kentucky University would both like to see research put into language that schools and policymakers can understand.

Rolling Out the Refreshed Version of ISLLC: Implications for Leadership Preparation, Practice and Policy: A Wallace Foundation Sponsored Town Hall Meeting

With funding from The Wallace Foundation, the Council of Chief State School Officers and National Policy Board for Educational Administration are leading an effort to refresh the Interstate School Leaders Licensure Consortium (ISLCC) leadership standards, which detail the leadership skills and knowledge effective school leaders need in order to influence teaching and student learning. The ISLCC standards first were released in 1996, followed by an update in 2008.

States, districts, schools, and university and nonprofit leadership preparation programs use the voluntary standards to guide preparation, practice, support, and evaluations for district and school leaders, including superintendents, principals, assistant principals, and teacher leaders. Most states adapt them to local needs. Additionally, the standards provide guidance for the development of national standards for leadership preparation and program accreditation.

During the Wallace-sponsored Town Hall Meeting at UCEA's national conference, National Policy Board for Educational Administration Chairman James Cibulka called the refreshed standards more than minor modifications, but rather a new foundation.

Seven committees of educators worked on the 2015 standards: Laws Committee, Field Knowledge Committee, Standards Update Committee, Educational Leadership Constituent Council (ELCC) Standards Committee, ELCC Program Review Committee, Principal Supervisor Standards Development Committee, and Tool Development Committee. About 2,500 pieces of empirical and theoretical work grounded the refreshed standards. The Field Knowledge Committee spent more than 1,000 hours talking to superintendents and principals, conducting focus groups and surveys.

"Principals told us that they didn't feel the old standards necessarily reflected the full complexity of their role," said Gail Connelly, executive director of the National Association of Elementary School Principals and co-chair of the Field Knowledge Committee. "The new standards will better reflect the voice of principals, and we're all hoping that the ultimate result will be an impact on student achievement."

Not only have expectations for school leaders increased, but new knowledge also has been gained through research. For example, evidence links education leadership with student performance. After teaching, it is the biggest school-based contributor to student achievement. In fact, studies find no documented instances of failing schools turning around without powerful leadership.

UCEA President Mark Gooden also felt like the 2008 standards didn't fully reflect all the realities of being a principal and changes in society. For example, he believes the 2008 standards do not afford opportunities to have conversations about technology. He also believes the 2008 standards don't adequately address the importance of diversity. "I've always had problems with the standards and their issue of equity and diversity and how schools and kids are marginalized by class, culture, ability, and language," Gooden said. "I felt like the standards were not speaking strongly enough to that. So I'm looking forward to the refresh."

Areas more strongly represented in the draft ISSLC standards are instructional leadership, equity, the use of data for school improvement and the development of capacity within schools and districts, according to Michelle Young, UCEA executive director. Joe Murphy asserted that the standards focus squarely around students and their education and development.

The standards are voluntary, and some session attendees wondered how hard it would be to get states to implement them. "In leadership preparation, we're somewhat behind the curve when we compare to teacher preparation," Cibulka said. "Teacher preparation has a much greater consensus of a common set of national standards. In the field of leadership, states believe they should establish their own standards and do not always accept the legitimacy of the ISLCC standards. We have to ask ourselves, are we really advocating strongly enough for our profession with a common set of national standards?"

However, numerous people seemed optimistic about implementation. A preliminary survey by UCEA found that all 27 states that responded were willing to adopt new standards, according to Young. "Generally, people are ready for new standards," Gooden said.

The public comment period for the current draft of the ISLLC standards has closed, and the Council of Chief State School Officers will share a timeline for the remaining steps involved in the process in early 2015. It is hoped that a final version will be approved 2015. Young believes that after the standards are approved, within 5 years UCEA will see almost 100% adoption.

"This is all about strengthening the voice of our profession and moving beyond simple rating systems," Cibulka said. "It's about moving beyond simple government regulation. It's about creating the kind of profession that we can be proud of and that we know can contribute to the needs of our nation."



University Council for Educational Leadership
The University of Virginia
Curry School of Education
405 Emmet St.
Charlottesville, VA 22904
(434) 243-1041
ucea.org



Providing Guidance for the Supervision of School Leaders

Over the past year, under the leadership of the Council of Chief State School Officers, a committee of educators has been drafting the first-ever standards for supervisors of school principals. The idea, which was fostered through The Wallace Foundation's initiative on developing a leadership pipeline, is to detail the skills and knowledge effective principal supervisors need to help principals create high-quality schools. But when the committee began looking into existing research on the role of principal supervisors, they found only three studies.

At a session on the principal supervisor standards at UCEA's national conference, panelists shared how the new standards are being developed. The Principal Supervisor Standards Development Committee discovered that the role of principal supervisors is an overlooked one in school districts. In fact, principal supervisors do not even have a consistent title throughout school districts. A survey of districts found 21 different names to define principal supervisors, with varying focuses on what the position actually does. Some districts did not have job descriptions for principal supervisors, and had no focus or expectation for what the position should do. The Council of the Great City Schools survey last year found that many principal supervisors focus on bureaucratic compliance, not on instructional leadership.

"We knew we had standards that principals were using with their teachers, and we knew we had standards that we were using with our principals, but we realized there weren't standards driving the people who supervised principals," said Dave Volrath of the Maryland State Department of Education and co-chair of the committee. "If you align performance standards for teachers and principals with standards for the people who drive the behavior of principals, the belief is you can eventually impact the outcome of student performance."

The committee conducted its own research to determine what principal supervisors needed to know and what they should be doing. The research did not ask, "What should principal supervisors do?" Instead, the study asked, "When students are learning at high levels, what should principal supervisors do?"

The committee partnered with the School of Education at the University of Washington, where researchers already had created six standards for principal supervisors—all focused on instructional leadership. The committee integrated its own research with the University of Washington research. While the committee felt instructional leadership should be a major focus, committee members

decided to add a seventh standard about office work after speaking with practitioners.

"There's pressure on principal supervisors to do other kinds of central office work beyond supporting principal growth as instructional leaders," said Meredith Honig, associate professor at University of Washington and a member of the committee. "Those demands are so intense in some systems that one of our standards should explicitly address expectations for supervisors to engage with the rest of the central office."

During this conference session, panelists emphasized how critical instruction, teaching, and learning are for principal supervisors, despite their many other tasks. One participant asked: "What is the percentage of time principal supervisors should be devoting to building-level leaders?"

"It varies based on principals' needs," Honig responded. "I would encourage us to not think about the percentage of time that a staff person should spend supporting a principal, but rather, what are the supports the principal needs to be successful? How can we get them those supports?"

Honig said that principal supervisors in leading districts that have prioritized the role are spending 60–85% of their time with school principals. "District leaders needed to send a clear message about what it means to focus principal supervisors' work on instruction," Honig said. "One way to do that is to set a percentage of time."

Fred Brown, deputy executive director of Learning Forward and a committee member, said an effective principal supervisor visits one to two schools a day. An effective principal supervisor will observe the quality of classroom teachers as well as the principal, and not simply check up on the principal. A principal should be able to call his or her principal supervisor and say, "I just got this data from a teacher. What should I do?"

The discussion became heated when a session attendee addressed the standards' lack of equity and diversity language. The panel felt that it fully considered equity and diversity, and if principal supervisors were following these standards, then as a result they would be creating equity for all students.

More than 80 district leaders in different roles as well as national experts reviewed the standards. The standards' public comment period closed December 1, and the new standards will be finalized in 2015.



BELMAS Conference
July 10-12, 2015
Wokefield Park, UK

The 2015 theme is: "Democracy: Time for Renewal or Retreat in Educational Leadership."

<http://www.belmasannualconference.org.uk/>

We Know What Effective Leadership Preparation Looks Like: Featuring the 2014 Award-Winning Programs

Representatives from the winning programs of the 2014 UCEA award for Exemplary University-Based Educational Leadership Preparation—the University of Denver’s Ritchie Program for School Leaders and North Carolina State University’s Northeast Leadership Academy—shared what contributed to their successful programs.

The winners were selected for the relevant content of their programs, learning experiences, field experiences, and evidence of program effectiveness.

April Peters-Hawkins of the University of Georgia described the two winning programs as “innovative, thoughtful, and grounded in theory that informs practice.”

The Ritchie Program and the Northeast Leadership Academy contained three key components that resulted in their recognition as exemplary leadership preparation programs: the programs’ candidate selection process, the complete redesign of the programs, and their partnerships with district schools.

When choosing candidates, each program has a rigorous application process that considers many other factors beyond essays, grade point average, and GRE scores.

For example, the Northeast Leadership Academy has its candidates engage with students, superintendents, and principals. The panel looks at candidates’ dispositions and seeks relationship builders, people who don’t take “no” for an answer, people who set high expectations for everyone in their life, and people who get along with adults. Candidates must write a memo in 20 minutes that would go home with every student. For example, they may have to write about a weapon being on campus that day. The evaluation panel looks at the types of messages the candidate is sending home to parents.

“To get into these programs, you need to do a whole lot more than show up with some money and a piece of paper,” said Ann O’Doherty of the University of Washington, a member of the award review panel. “You have to demonstrate who you are through role play with other people and actual, authentic students.”

Another critical factor that distinguished both the Ritchie Program and Northeast Leadership Academy was that each program did a complete redesign. Both programs threw out entire courses and added new ones.

“When I see people working on improving programs, I see them adding on these innovative features to a structure that stays the same,” said Shelby Cosner of the University of Illinois at Chicago, a member of the review panel. “These programs haven’t done that. These programs have made a seismic shift in their programs and how they think about content delivery.”

Cosner was amazed with how both programs brought new courses into the landscape that didn’t previously exist. She was also impressed with the way each program was redesigned to integrate candidates’ internships and draw on those experiences through academic courses.

“They really started with an empty plate and said let’s build the program that’s needed, let’s not just tinker with the program we have,” O’Doherty said. “That’s what I would have liked to see in more of the programs.”

The winning programs also built strong partnerships with their districts. Candidates in both programs worked together with principals in partnered schools.

“The opportunity to work with a district in such a close partnership allowed us to really see and understand what the leaders needed to know, what they should be able to do and what supports should be provided,” said Susan Korach of the University of Denver. “We told principals that our students are going to be helping you, so that way, we enlisted the principals’ support and they became collaborators with the Ritchie students. Principals even nominated people to come into the program the next year.”

Cosner and O’Doherty agreed that the Ritchie Program and Northeast Leadership Academy were exemplary because the focus wasn’t simply on improving the individual candidates’ leadership skills, but rather on how the candidates can make a difference in their partner districts.

For example, between students’ 1st and 2nd years in the Northeast Leadership Academy, they must learn about community programs that serve the same school community where candidates will be working.

“The students are matched with local community leaders and strong principal mentors,” North Carolina State representative Bonnie Fusarelli said. “So when they finish our program, they aren’t just school leaders, but community leaders.”

Furthermore, a significant part of the Ritchie Program covers studying and analyzing the power structure, communication structure, school environment and culture.

“Learning about the school environment in which I worked made such a huge difference to my future actions as I moved forward through the program,” a student from the first Ritchie cohort said. “Since then, I do an organizational diagnosis at every school I’ve been at so I can get a deeper understanding of the building I’m working in.”

For these programs, it’s not simply about giving students tools. Fusarelli spoke about giving aspiring leaders the foundation of knowledge that they can take and adapt to different school environments.

“Preparation can be seen as giving people tools,” Korach said. “But if they don’t know how to analyze a setting and apply the right tool, at the right time, in the right way, then even the best practices in the world aren’t going to make a difference.”

Partnering with districts is about improving individuals’ leadership abilities, but also changing schools and changing the culture of the district.

“I wanted to be a principal, so I wanted to be a Ritchie,” a former Ritchie student said. “Our cohort became family. Now, there’s a certain mass of Ritchies that helped change the culture of the district, which is a really powerful thing.”

<http://twitter.com/UCEA>

Engaged Scholarship During 2014 UCEA Conference

Peter Miller
University of Wisconsin–Madison

Rodney Hopson
George Mason University

Several members of the UCEA community gathered on November 20, 2014, in conjunction with the UCEA conference, to serve lunch at SOME (So Others Might Eat) in Washington, DC. SOME is a community-based organization that addresses the immediate clothing, food, and health care needs of poor and homeless residents in the nation's capital. For over 40 years, SOME has attempted to break intergenerational cycles of poverty by offering services relating to broader issues of housing, job training, and wellness.

Our gathering of UCEA members engaged in service continues our community of engaged scholars' attempts to remain civically active during conference gathering times. Past instances of community engagement have included our participation in a march for immigration reform during the AERA 2010 annual meeting in Denver and our serving of breakfast to the homeless during the AERA 2013 meeting in San Francisco. These collective forms of engagement have aimed not to be "one-time feel-good" events for the volunteers but as extensions of our "regular" lives of active engagement in spaces where we are invited to serve and reflect with colleagues from across the country. The SOME event was coordinated with two local DC nonprofit organizations: Discover Ubuntu! and The Pink Petal, geared to rebuilding communities and partnerships in the African diaspora and promoting global health awareness, respectively.

All are welcome to join us in service during the 2015 AERA gathering in Chicago and during the 2015 UCEA conference in San Diego. For more information, contact Pete Miller (pmmiller2@wisc.edu) or Rodney Hopson (rhopson@gmu.edu).

Photo below: This year's participants in service at SOME in Washington, DC. From left to right: Bondo Nyembwe, Pete Miller, Rick Reitzug, Rodney Hopson, Deborah West, Sonya Horsford, and Zina Gonzalez.



International Initiatives: A Brief Update

Stephen Jacobson
University at Buffalo

The third annual International Summit was held on the last day of the UCEA conference and featured two sessions. The first was a group of roundtable discussions organized by Petros Pashiardis and Olof Johansson entitled "Successful and Effective School Leadership: International Perspectives," which featured participants from South Africa, Hong Kong, Australia, the United States, Brazil, Portugal, the United Kingdom, Sweden, and Cyprus. The second session, organized by RC Saravanabhavan, was a series of speakers who discussed "National Educational Policies Addressing Equity and Equality: Experiences of Europe, USA, India, New Zealand, and Brazil."

The attendance at this year's event was 77, up 19 from the 58 who participated in 2013 and almost double that of the inaugural summit held just 2 years earlier. In other words, this event is starting to build a following, indicative of a growing interest in a comparative and global understanding of educational leadership.

Two sessions at the conference featured the work of the International School Leadership Development Network (ISLDN): "A Global Perspective on Social Justice: A New Lens for Analysis" and "The Importance of the Principal's Role in High Need Schools: An International Perspective." The ISLDN is a project that has developed from collaboration between UCEA and the British Educational Leadership, Management and Administration Society (BELMAS).

There was also an exciting session on knowledge mobilization organized by UCEA's new International Center for the Study of School Site Leadership.

UCEA has expanded its formal relationships with the Tanzania Council for Educational Leadership, Administration and Management and the International Successful School Principalship Project through the development of signed Memoranda of Understanding, with at least one other currently pending.

Professor Ken Brien, president of the Commonwealth Council for Educational Administration and Management and professor at the University of New Brunswick, Canada, attended the UCEA conference as our guest.



2014 Jackson Scholars Research Seminar

UCEA's annual Jackson Scholars Research Seminar was held on Thursday, November 20, 2014. Second-year Jackson Scholars presented their ongoing dissertation research to discussants and audiences in six sessions:

African American Student Experiences in Higher Education. Chair: Terah Talei Venzant Chambers, Michigan State University
Rosie Marie Connor, University of Utah
Jonathan C. Pettigrew, Clemson University
Jean Swindle, University of Alabama

Hispanic Students in Higher Education: Strategies for Improving the Experience.
Chair: Melissa Ann Martinez
Youmna Dbouk, University of Texas at San Antonio
Azuri L. Gonzalez, The University of Texas at El Paso
Keith Reyes, Washington State University

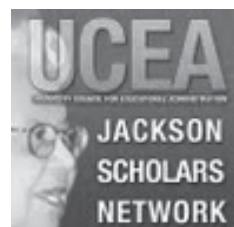
Improving the K-12 Student Experience by Responding to Individual Needs.
Chair: Fernando Valle, Texas Tech University
Lee Francis, Texas State University-San Marcos
Sakiko Ikoma, Pennsylvania State University
Brandolyn Jones, Sam Houston State University
Victoria S. Pando, New Mexico State University
Kirsten J. Smith, The Ohio State University

Policies and Programs in Higher Education. Chair: Terah Talei Venzant Chambers, Michigan State University
Dominique Baker, Vanderbilt University
Jeffery Huerta, The University of Texas Pan American
Johnnie Jackson, Miami University
Tina M. Jackson, University of Texas at Austin

Public School Change: The Experiences of Individuals and the Organization.
Chair: Katherine Cumings Mansfield, Virginia Commonwealth University
Christopher Faison, North Carolina State University
Elizabeth Gil, Michigan State University
Dongmei Li, The University of Texas at Austin
Santosh Madahar, Pennsylvania State University

Teachers and Leaders: Experiences and Perceptions of Identities and Roles. Chair: Tirza Wilbon White, University of Maryland, College Park
Nazneen Ali, University of Missouri
Ricardo Cooke, San Diego State University
Twanjua L.G. Jones, University of Kentucky

The Jackson Scholar Network also hosted its annual Julie Laible Memorial Orientation Session and its Jackson Scholars Recognition Ceremony. Gerardo R. López, UCEA Associate Director of Graduate Student Development, led both events, which included welcomes from UCEA Executive Director Michelle D. Young and UCEA President Mark A.

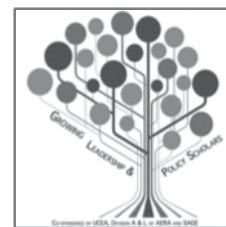


Gooden. Jackson Scholars also enjoyed time connecting with their Mentors after receiving certificates for their participation. The recognition ceremony ended with two wonderful traditions: Khaula H. Murtadha led "I am because we are. We are because I am," and Michael E. Dantley closed with benediction.

2015 Clark Scholars

Erica Amorin, Florida State University
Jared Boyce, Teachers College, Columbia University
Stephanie Brown, Florida State University
Kevin Condon, University of Illinois at Chicago
Dionne Cowan, Georgia State University
F. Chris Curran, Vanderbilt University
Daniella Hall, Pennsylvania State University
Pakethia Harris, University of South Florida
Rodney Henderson, Howard University
Laura Elena Hernandez, University of California, Berkeley
Alice Huguet, University of Southern California
Todd Hurst, University of Kentucky
Amy Illingworth, San Diego State University
Detra D. Johnson, Texas A&M University
Kierstyn Johnson, Virginia Commonwealth University
Mary F. (Frankie) Jones, University of Illinois at Chicago
Sarah Hale Keuseman, The University of Iowa
Jeffrey King, Texas State University
Priya Goel La Londe, University of Illinois at Urbana-Champaign
Stuart Littlejohn, The George Washington University
Hector D. Lopez, University of Texas at San Antonio
D. Gavin Luter, University at Buffalo, State University of New York
Bryan A. Mann, Pennsylvania State University
Ashley E. McKinney, University of Utah
Kelly McMahan, University of Michigan
Erika Bernabei Middleton, New York University
Adam Miller, Florida Atlantic University
Jason P. Murphy, Rutgers University
Miguel Ordenes, University of California, Berkeley
Karen O'Reilly-Diaz, University of Washington
Jada Phelps-Moultrie, Indiana University-Indianapolis (IUPUI)
Lindsay Redd, The University of Texas at Austin
Amy Luelle Reynolds, University of Virginia
Nicole Spencer, University of Missouri
Cameron Sublett, University of California Santa Barbara
Ariel Tichnor-Wagner, University of North Carolina at Chapel Hill
Jessica Wallenstein, Teachers College, Columbia University
Leslie Wiggins, The George Washington University
Nicole Vaux, University of Alabama
Rachel White, Michigan State University
Rodney S. Whiteman, Indiana University
Sarah Jane Zuckerman, University at Albany, State University of New York

Are you a Clark Seminar alumnus? Join our growing David L. Clark Scholars and Faculty alumni network on LinkedIn!





UCEA Convention 2015 Call for Proposals

Re-Imagining the Frontiers of Education: Leadership With/In Transnational & Transcultural Spaces

I. General Information

The 29th annual Convention of the University Council for Educational Administration will be held at the Manchester Grand Hyatt in San Diego, California. The Convention will open at 8:00am Friday, November 20 and will close at 1:00pm on Monday, November 23. The purpose of the 2015 UCEA Convention is to engage participants in discussions about research, policy, and practice in education with a specific focus on educational leadership. Members of the 2015 Convention Program Committee are Mónica Byrne-Jiménez (Hofstra University), Holley Mackie (University of Oklahoma), Cheryl Ward (San Diego State University), and Irene Yoon (University of Utah).

II. UCEA Convention Theme

The 29th Annual UCEA Convention theme, **Re-Imagining the Frontiers of Education: Leadership With/In Transnational & Transcultural Spaces**, highlights the Convention location near the California–Mexico border and intends to draw attention to the border spaces that exist within our field, between both scholars and practitioners and among communities present in and around schools. Collectively, we can identify new ways to engage in research and dialogue and to recognize the strength of the multiple—often disparate—voices contributing to the future of education.

Our focus on transnational and transcultural spaces emphasizes the fluid nature of leadership and the multiple identities that shape leaders and the populations they serve. Transnational spaces reflect the interconnected external dimensions that traverse social, geographic, economic, and political borders. Conversely, transcultural spaces comprise the internal connections among race, ethnicity, gender, religion, language, ability, and sexual orientation. By acknowledging these interconnected spaces, we accept the multiple ways of knowing and being with which we identify and create a “critical place for cross-cultural negotiation and engagement” (Anzaldúa, 1987). This negotiation fosters empathy as a political act and challenges us to take on multiple lenses, perspectives, and responsibilities in our teaching, scholarship, and leadership. We must engage, together, in the criticality of self-reflection and interconnectedness that reimagines leadership as “a place of agency and activism” comfortable crossing borders and having transnational and transcultural encounters (Koshy, 2006).

To address the 2015 UCEA Convention theme, *Re-Imagining the Frontiers of Education: Leadership With/In Transnational & Transcultural Spaces*, we invite submissions that (a) offer analyses of leadership and education in transnational and transcultural settings; (b) examine how we define and prepare school and district leaders to support justice, equity and quality in PK-12 schools; (c) identify policy priorities and leadership practices that prioritize developing socially just leaders; and (d) support advo-

cacy work with/in communities marginalized by existing research and policy paradigms.

The following topics and questions are provided to stimulate thinking about the 2015 UCEA Convention theme, although proposals addressing related themes on educational leadership and policy are welcome.

A. Leadership, Education, and Social Justice in Transnational Settings. Preparing school leaders to understand the complexity of individual and community identities is key to developing social justice leadership. What does it mean to be a school leader who works for social justice in and across complex school community settings? How do we prepare school leaders to work in transnational and transcultural settings? How do we help leaders to engage authentically with communities for educational improvement? How can policies and resources be transformed to respond to diverse ways of seeing, knowing and building relationships?

B. Leadership and Organizations for Cross-Cultural Competence. Cultural competence is often defined as an individual characteristic with little thought given to organizational competence. Leadership and organizational cultures must be responsive to the diverse knowledge, strengths, and needs that exist across multiple communities. What does it mean to be culturally competent? How do organizations develop cultural competence? What is the role of preparation programs in fostering organizational cultural competence? How does cultural competence create socially just and equitable schools that are inclusive and humane?

C. Community Alliances and Partners for Justice. Educational leaders must develop partnerships with community organizations, government agencies, organizations that represent multiple constituents and contexts. How do educational leaders and scholars understand the role(s) of communities in school improvement and social justice? What is the role of power in partnerships? How do leaders effectively develop and sustain partnerships? How do scholars develop and sustain alliances? What are indicators of effective partnerships? Effective for whom? How do we prepare leaders to engage ethically and effectively with communities?

D. Politics and Policies for Educational Equity. Educational policies and politics shape leadership and the relationships within and across school communities, yet rarely are communities involved in shaping educational policies. As communities become increasingly interconnected in ways that defy geography and borders, educators—at all levels—must become more skilled policy advocates. How do educators understand the relationship between educational policy and the work of social

justice? How are the wide range of interests and experiences incorporated in policy development and decisions? What is the role of leaders in representing local community interests in local, state, and federal politics? How do we prepare leaders to embrace their roles as advocates for social justice?

E. Action-Oriented Research and Scholarship. Alternate research paradigms and practices are necessary for broadening existing knowledge bases. What do these look like? How do we collaborate, boundary-spanning research projects developed and conducted? How are disparate visions and marginalized voices represented in collaborative research? How do we prepare future researchers and leaders to enact ethical and just research initiatives?

The 2015 UCEA Convention Call for Proposals encourages submissions that explore the above themes as well as proposals focused on quality leadership preparation; research on global issues and contexts influencing the field of educational leadership and policy; effective preparation program designs and improvement efforts; successful coalitions that enhance leadership, policy work, and politics; collaborative research that enriches the community; and other issues that impact the current and future practice of educators and policymakers.

III. UCEA Convention Session Categories

A. Paper Session. These sessions are intended for reporting research results or analyzing issues of policy and practice in an abbreviated form. Presenters are expected to provide electronic copies of papers. The proposal summary should include a statement of purpose, theoretical framework, findings, and conclusions. For research reports, also describe data sources and methods.

B. Symposia. A symposium should examine specific policy, research or practice issues from several perspectives, contribute significantly to the knowledge base, and allow for dialogue and discussion. Session organizers are expected to chair the session and facilitate discussion. Symposium participants are expected to provide electronic copies of papers presented during the session.

C. International Community-Building Sessions. These sessions, regardless of format (i.e., paper, symposia, 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. The proposal summary should describe the purpose of the session, the session format, and a list of the national contexts that will be represented.

D. Critical Conversations. These sessions are intended to stimulate informal, lively discussions around a series of provocative questions or research in process. Sessions may include a panel of participants who facilitate and guide the conversation; alternatively, sessions may be organized as a dialogue where the organizers and attendees discuss an issue or series of questions. The proposal summary should describe the purpose of the session, the ways in which participants will engage in conversation/dialogue,

and examples of questions or areas to be addressed. Proposals that address cross-cutting issues are particularly welcome.

E. Innovative Sessions and Mini-Workshops. Proposals utilizing innovative presentation/interaction strategies are encouraged, such as web-based projects, films, and the use of technology to increase interaction and participation. The proposal summary should describe the focus and purpose of the session or mini-workshop (to be held during the convention), the innovative format, and how the format will enhance adult learning and discussion.

F. Ignite Sessions. These sessions are intended to stimulate informal, lively discussions using a cluster of four to five 5-minute presentations with no more than 20 slides per presentation, where each slide is displayed for approximately 15 seconds while the speaker addresses the audience. The intent of an Ignite session is to spark interest and awareness of multiple yet similar topics while encouraging additional thought and action on the part of presenters and members of the audience. Ignite sessions are an ideal way to present innovations, effective strategies and tools, problems of practice, collaborations, etc. The proposal summary should be for an individual (5-minute) Ignite presentation that describes the purpose and topic of the 5-minute presentation, relevant literature, findings (if applicable), and examples of questions or areas to be addressed. Example of an "Ignite" Session:

<http://www.youtube.com/user/iGNiTe?blend=1&ob=4#p/u/3/rqSkulkwQ98>

G. Post Convention Work Sessions and Workshops. These sessions, which provide both 2- and 4-hour sessions for scholars of similar interest, 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. Proposals should describe the purpose of the session, relevant literature, how the time will be used, the role and expertise of facilitators, outcomes for participants, and plans for disseminating information from the session/workshop to UCEA member institutions and the field.

H. Graduate Student Symposium. Successfully launched at the 2012 Convention in Denver, the Symposium will be returning at the 2015 Convention in Washington, DC. Doctoral students from UCEA member institutions are invited to submit proposals for this preconference session. Further details regarding the call for proposals can be found on the Graduate Student portion of the UCEA website:

<http://www.ucea.org/graduatestudent-development/>

I. UCEA Film Festival. For those who are tech savvy, the 2015 UCEA Convention will again play host to a Film Festival! Participants may submit 5-minute videos that explore broadly the landscape of quality leadership preparation, including research and engaged scholarship, preparation program designs and improvement efforts, policy work, and the practice of educational leaders. Additional details can be found in the *UCEA Review* and on the UCEA website: <http://www.ucea.org>. **Video Submissions are Due in July.**

IV. Criteria for Review of UCEA Convention

Proposals

All proposals will be subject to blind, peer review by two 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.

Proposals for papers, symposia, and international community building sessions will be evaluated for

- Relevance of research problem, policy or topic to the convention theme and/or broader discourse in the field regarding leadership preparation;
- Thoroughness and clarity of the proposal;
- Theoretical framework, methods, analysis, and presentation of findings (for empirical research); and
- Significance.

All other proposals will be evaluated for

- Relevance of research problem/topic to the convention theme and/or broader discourse in the field,
- Thoroughness and clarity of the proposal, and
- Alignment between proposed format and purpose of the session

V. Participation Guidelines and Proposal Deadlines

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

Proposals must be received by Friday, May 8, 2015. All proposals must be submitted electronically at the link to be provided at the UCEA homepage (<http://www.ucea.org>). **This site will officially open April 6, 2015.**

Submission length **must not exceed 3 single-spaced pages** (approximately 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 (approximately 400 words or 2,200 characters).

The lead author of papers is required to upload an advance copy of the paper into the All Academic System through the UCEA Convention site 3 weeks prior to the convention (October 26, 2015). **By submitting a proposal, the lead author of each proposal also agrees to serve as a reviewer. An author's failure to live up to either of these commitments may lead to the paper being removed from the convention program.**

VI. 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 chair or discussant or participation in invited sessions or any session connected with UCEA headquarters, committees, or publications.

DEADLINE: MAY 8, 2015



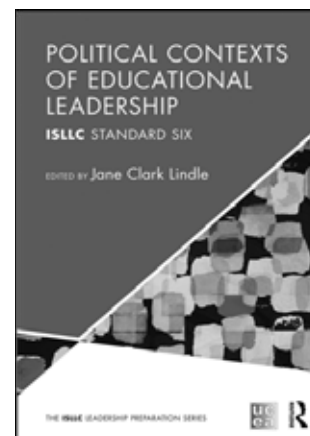
www.ucea.org

Political Contexts of Educational Leadership

ISLLC Standard Six

Edited by Jane Lindle

Co-published with UCEA, this exciting new textbook is the first to tackle the ISLLC Standard #6—the political context of education. This unique volume helps aspiring school leaders understand the dynamics of educational policy in multiple arenas at the local, state, and federal levels. Leaders are responsible for promoting the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural contexts in which education and learning reside. By presenting problem-posing cases, theoretical grounding, relevant research, and implications for practice, this book provides aspiring leaders with the background, learning experiences, and analytical tools to successfully promote student success in their contexts.



February 2014

PB: 978-0-415-82382-1 | \$49.95

For more information visit: <http://goo.gl/ntvKuH>

Routledge
Taylor & Francis Group



University Council for Educational Administration
 Curry School of Education
 The University of Virginia
 P.O. Box 400287
 Charlottesville, VA 22904-0265
 Ph: 434-243-1041
 www.ucea.org

Non-Profit Org.
 U.S. Postage
 PAID
 Charlottesville
 Virginia
 Permit #350

Address Service Requested

UCEA Review

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

Michelle D. Young.....Executive Director
 Pamela D. Tucker.....Senior Associate Director
 Stephen Jacobson.....Associate Dir. of International Affairs
 Jayson Richardson.....Associate Dir. of Program Centers
 John Nash.....Associate Dir. of Communication
 Gerardo Lopez.....Associate Dir. for Jackson Scholars
 Edward J. Fuller.....Associate Dir. for Policy and Advocacy
 Sheneka Williams.....Associate Dir. for Policy and Advocacy
 Lisa Wright, CPA.....Financial Manager
 Jennifer E. Cook.....Publications & Communications Editor
 Lieve Pitts.....Project and Events Manager
 Kiran Lakshman.....Executive Assistant
 Pei-Ling Lee.....Webmaster
 Erin Anderson.....Graduate Assistant
 Amy Reynolds.....Graduate Assistant
 Angel Nash.....Graduate Assistant

Contributing to the UCEA Review

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

General Editor:

Michelle D. Young (UCEA)
 mdy8n@virginia.edu

Feature Editors:

April Peters (University of Georgia)
 alpeters@uga.edu

Mariela Rodríguez (University of Texas at San Antonio)
 Mariela.Rodriguez@utsa.edu

Interview Editor:

Juan Nino (University of Texas at San Antonio)
 juan.nino@utsa.edu

Point-Counterpoint Editor:

W. Kyle Ingle (University of Louisville)
 william.ingle@louisville.edu

Innovative Programs Editor:

Kristin Huggins (Washington State University)
 k.huggins@vancouver.wsu.edu

Managing Editor:

Jennifer E. Cook (UCEA)
 jenniferellencook@yahoo.com

2015 Calendar

- March 2015 Graduate Student Program Center Summer Fellowships due, Mar. 27
 Deadline for nominees, Excellence in Ed. Leadership Award, Mar. 29
- April 2015 Deadline for Summer *UCEA Review* submissions, Apr. 1
 David L. Clark Seminar, Apr. 15-16, Chicago
 Jackson Scholars Workshop, Apr. 16, Chicago
 AERA, Apr. 16-20, Chicago
- May 2015 UCEA 2015 Convention proposals due May 8
 Nominations for UCEA awards due May 31
- July 2015 BELMAS Conference, July 10-12, Reading, UK
 UCEA Film Festival submissions due
- August 2015 Deadline for Fall *UCEA Review* submissions, Aug. 1
 PSR Designation Forms for 2015-16 due Aug. 1
- November 2015 UCEA Executive Committee meeting, Nov. 17-18
 UCEA Plenary Session, Nov. 19
 Graduate Student Summit, Nov. 19
 UCEA Convention, Nov. 20-23, San Diego, CA