uc ea

# UCEA REVIEW

University Council for Educational Administration

*Quality Leadership Matters* since 1954

*Headquartered at the University of Virginia Curry School of Education*

**Fall 2016**

**Volume 57 Number 3**



# Perceived Benefits of a Capstone Dissertation Seminar:

## Educational Leadership Diverse Doctoral Candidates' Voices

Meagan Sumbera
*Texas A&M University*

Martha N. Ovando
*University of Texas at Austin*

Toni Hicks
*University of Texas at Austin*

Higher education institutions are interested in raising graduation levels and reducing attrition rates of doctoral students in various disciplines. Further, current low graduation rates have become a persistent challenge for graduate schools and specifically for educational leadership programs. As K. Young and Harris (2012) suggested, attrition rates for graduate students in doctoral educational leadership programs are a cause of concern. According to previous research, attrition is close to 60% (Mullen, Fish, & Hutinger, 2010), and these rates can be higher for women and minority doctoral students (Council of Graduate Schools, 2008). M. D. Young and Brooks (2008) asserted that doctoral students of color need additional support in various areas including "recruitment, orientation and induction, faculty and peer mentoring, in-program experiences, and opportunities for career socialization and advancement" (p. 397).

Others have noted that across all demographics and disciplines of study, the high attrition of doctoral students occurs at the point of transition from coursework to the dissertation (Mullen et al., 2010). As a result, navigating the dissertation process can be a real challenge for doctoral students who at times are forced to leave their programs due to lack of adequate support as well as due to certain factors such as "program culture, faculty student relations, cohort experience, and individual factors" (Stallone, 2004, p. 21). "Diverse minority doctoral students in educational administration programs credit their success to additional courses or workshops" (Ovando, Ramirez, & Shefelbine, 2008, p. 47). However, the specific factors contributing to successfully navigating the dissertation process are still unknown, and questions about how doctoral students develop, conduct, and report their dissertation research remain to be addressed (Calabrese & Smith, 2010). Therefore, it is imperative to focus on how diverse educational leadership doctoral students, including women and minorities, benefit from additional learning opportunities or coursework intended to

# In This Issue…



# 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.

**Deadlines:** April 1, August 1, December 15

guide them as they attempt to reach the finishing line. Illuminating the voices of doctoral students who succeeded after completing other learning experiences may offer relevant information and encourage graduate schools and faculty to "take bold steps toward more creative ways to enhance doctoral graduation rates for all students" (Ovando et al., 2008, p. 43) and to provide them with academic and technical assistance so they can complete their doctoral journey. Thus, this paper describes the findings of an exploratory study intended to discern doctoral graduate students' perceptions related to the benefits of a capstone dissertation seminar. It includes a brief theoretical overview, purpose, research questions, findings and implications for institutions interested in reducing attrition and increasing graduation rates among school leadership doctoral students, and further inquiry.

## Theoretical Overview

This study was guided by the literature pertinent to graduation rates and challenges faced by doctoral students. In addition, research on approaches to assist these students including peer support was examined.

**Low graduation rates for doctoral students.** Graduate candidates entering a doctoral program have proven records of successful professional experiences and academic success and have often persevered. Therefore, it is not surprising that doctoral students are considered as highly motivated and driven-to-achieve individuals. The Council of Graduate Schools (2008) noted, "The vast majority of students, including minority students, who enter a doctoral program have the academic ability to complete the degree. For any given Ph.D. students, institutional and program characteristics emerge as key factors, influencing student outcomes" (p. 1). Obstacles that preclude graduate students from completing their doctoral journey include the organization environment, lack of mentoring, low faculty willingness and interest in assisting students, and issues of race and gender. As a result, doctoral students tend to have high attrition rates (Council of Graduate Schools, 2008; Golde, 2005). It is also reported that graduation rates in programs of institutions affiliated with the University Council of Educational Administration remain low (Creighton, 2007). In fact, because high percentages of doctoral students leave before finishing their program, a category labeling doctoral students as all but dissertation (ABD) emerged.

Specifically, the journey to obtaining a doctoral degree for minority students is paved with multiple difficulties of both academic and social natures. According to Ampaw and Jaeger (2012), minority students often struggle to "identify a suitable topic" and "to integrate within their department and field of study" (p. 657). Students also face obstacles in finding faculty who are supportive of their research interests as they attempt to complete the dissertation process. The increasing percentage of ABD students is a drain on university resources and extremely costly to graduate students (Bair & Haworth, 1999; Gardner, 2009). When doctoral students do not complete their degree program, the program itself is negatively impacted, and the value of research suffers (Ampaw & Jaeger, 2012).

**Challenges faced by doctoral students.** Doctoral students are typically self-disciplined individuals who are driven to achieve personal, academic, and professional goals. As Keedy (2010) acknowledged, referring to a doctoral student, "She is an avid student and enjoys the intellectual challenges of PhD work, but she seems insecure about her own abilities (and like many of us, she often underestimates them)" (p. 14). Furthermore, the dissertation writing process is an "unstructured and isolating process which leaves many students floundering to move

forward in completing their research" (West, Gokalp, Peña, Fischer, & Gupton, 2011, p. 312). As a result, such feeling of isolation becomes a genuine concern for doctoral students. It is also suggested that certain factors may block doctoral students' progress and may call into question the graduate students' ability to conduct dissertation research. For instance, students experience time difficulties in working with professors to develop research questions (Nachman & Hollowach, 2014); lack of "political and cultural capital necessary for success" (M. D. Young & Brooks, 2008, p. 407); negative stereotypes (Ovando et al., 2008); "financial support for students, university department practices, advising practices, and climate" (de Valero, 2001, p. 344); as well as positive and encouraging attitudes from some faculty (Brooks, 2005).

**Approaches to support doctoral students.** While the challenges to doctoral students might be many, the challenges are the same for those doctoral candidates who do finish their dissertation journey (Church, 2009). According to West et al. (2011), the difference could be linked to innovative approaches to support doctoral students. Research also suggested staff in university-based doctoral programs offer guidance to students for understanding the dissertation process and gaining access to meaningful university mentors (Maher, Ford, & Thompson, 2004). Faculty advisors and mentors also play a key role in providing assistance to doctoral students. Referring to faculty contributions, Calabrese and Smith (2010) noted, "We believe that faculty have a responsibility to share their wisdom to forthcoming generations of scholars and practitioners who pursue doctoral studies" (p. xii). Calabrese and Smith also reminded readers, "Doctoral students who have vigilant mentors are more likely to successfully defend their dissertations and advance their careers" (p. xi). Similarly, Ovando (2015) suggested when faculty work with diverse doctoral students in a mentoring relationship, "mentoring is mainly focused on activities related to the doctoral journey" (p. 229).

In addition, as more students from diverse backgrounds, including women and minorities, enter doctoral programs aspiring to become researchers and university professors, specific national networks to support these students are being initiated, implemented, and institutionalized. For instance, the Jackson Scholars Network has become an excellent source of support. This network was established

> to create a network of graduate students of color who are studying in UCEA members' educational leadership doctoral programs and who are planning to enter the professoriate. This goal is accomplished by providing a system of support for students of color across UCEA member institutions that will offer them specialized support as they continue as they pursue their degrees and then enter professorial roles. (UCEA, 2006)

Recognizing the value of the Jackson Scholars Network, M. D. Young and Brooks (2008) affirmed, "Educational administration graduate students of color can now benefit from such a national level network" (p. 401). This network has been in place for about 10 years and has effectively contributed to the success of a very select group of doctoral candidates who have completed their doctoral journey.

Ovando et al. (2008) reported, "An additional dissertation seminar was instrumental in the development of a dissertation proposal. Successful doctoral students acknowledge that their ability to write in a scholarly fashion is enhanced through the activities and projects completed in such additional instructional offerings " (p. 47). Further, according to doctoral students who complete additional course work,

> The single most important help came from a class that was not part of the required curriculum, did not count for credit and came at the end of the course work. It taught me the structure and process of a dissertation. It helped me narrow my focus. It provided a place to get feedback on my work. The professor offered practical valuable information and supported the concept of scholarly work. (quoted in Ovando et al., 2008, p. 47)

However, it is not clear from previous research exactly how such additional learning opportunities and arrangements are structured or actually work. Additionally, there is an absence of information of how doctoral students benefit from engaging in extra course work, and how these students design and present a research proposal (Calabrese & Smith, 2010).

**Peer support.** Doctoral peers also appear to be acknowledged important contributors to completing a doctoral journey and can play a key role in providing reciprocal dissertation-writing assistance. Thus, it should be noted that a few doctoral programs have introduced formal ways, namely cohorts, to bring together diverse students to facilitate the reciprocal learning and help that a group of peers may yield. For instance, K. Young and Harris (2012) reported, "Diversity among cohort members increases the opportunity for cognitive connections to be made and rational discourse to occur, as students and faculty build on one another's experiences and meanings" (p. 346). This means that in some formal cohorts, faculty may also be engaged as key actors. However, exclusive peer support, during the final stages of the dissertation journey, may afford doctoral candidates a chance to lean on each other as well as to urge one another when they encounter dissertation obstacles that can be overcome by a mutual commitment and reciprocal aid. Doctoral students' perspectives suggest "the human factors—faculty–student relationships, program culture, and cohort support—to be the most significant in assisting in attaining the doctoral degree" (Stallone, 2004, p. 22).

While some creative additional learning formats to support doctoral students who are at the dissertation stage are emerging, little is known about their nature, structure, and potential benefits. As a result, questions such as the following merit further attention: How are additional courses or workshop structured? What do doctoral students report as specific contributions of additional dissertation-related instruction? How do additional workshops or courses assist doctoral students as they attempt to design and conduct dissertation research?

## Methodological Considerations

Graduate schools are concerned with low graduation rates of doctoral students. Some doctoral students face several challenges once they reach the dissertation proposal stage (Church, 2001; Creighton, 2007; K. Young & Harris, 2012). In an effort to increase doctoral student success, graduate schools and specific doctoral programs are offering innovative support systems and additional learning experiences to enhance doctoral students' scholarly capacity and to increase graduation rates. These institutional efforts attempt to address various academic and social needs of doctoral

students such as learning styles, levels of understanding of the complexity and rigor of conducting research, and the roles a committee chair and members play in the dissertation process. Others have published information and offered advice for both faculty and students regarding the process of dissertation development to answer questions such as, "How do doctoral students successfully conceptualize, write and defend the dissertation?" (Calabrese & Smith, 2010, xii). However, the specific ways about how such advice, systems, or other novel approaches contribute to a successful doctoral student journey are still unknown.

Thus, the purpose of this study was to explore how a capstone dissertation seminar aids diverse doctoral students to develop, write, and defend a research proposal. Specifically, the intent was to discern successful doctoral students' perceptions associated with the outcomes, benefits, and the components of an additional learning opportunity. The following questions guided the study:

1. What do successful diverse doctoral graduates perceive as benefits of a capstone dissertation seminar?
2. What do successful diverse doctoral graduates perceive as the most personally contributing component of a capstone dissertation seminar?

This study employed an exploratory qualitative research method. Exploratory studies are used "to investigate little understood phenomenon, to identify or discover important categories of meaning, to generate hypothesis of future research" (Marshall & Rossman, 2011, p. 96). The aim was to "seek depth rather than breath … to learn about how and why people behave, think, and make meaning as they do. … [The research] falls within the context of discovery rather than verification" (Ambert, Adler, Adler, & Detzner, 1995, p. 880). Qualitative methods are best suited to capture how and why individuals understand their experiences, how they construct their knowledge, and the process by which they interpret their world (Maxwell, 2005).

Participants were purposefully selected (Maxwell, 2005). Thus, five specific criteria for selection (Mertens, 2005) required that participants had (a) completed the capstone seminar, (b) formally presented their dissertation proposal at the conclusion of the seminar, (c) successfully conducted research activities and defended their dissertation research, (d) graduated within 1 or 2 years, and (e) identified themselves as a minority or female. Further, participants represented four concentrations in an educational administration department at a major research university (Superintendency, Community College, Higher Education and Educational Policy and Planning). A total of 19 doctoral graduates were invited to participate, but only 16 responded; from these, 13 met the criteria, two male and 11 female. From the male participants, one identified himself as African American, and the other as Hispanic. From the female participants, two identified as African American, five as Hispanic, and four as European American. All participants were asked to respond to the open-ended survey.

Data were collected through a new survey instrument of open-ended questions to reduce researcher bias and allow participants to express their points of view without predetermining these through prior selection of categories (Patton, 1990). The survey included demographic information, concentration of doctoral studies, and professional position at the time of study. It also included questions related to the characteristics, learning, components, emphasis, instructional strategies, and perceived benefits of the capstone dissertation seminar. Initially, a select group of doctoral students with similar backgrounds as the participants was asked to complete the survey as a pilot for the purpose of assuring validation, clarity, and appropriateness of terminology. The refined instrument was administered through electronic media. In addition, relevant documents were examined to access written evidence related to the capstone seminar (Creswell, 2009). As a data source, documents often provide important information related to the setting or the phenomenon under study (Morse & Richards, 2002). Therefore, the seminar syllabus was reviewed to identify the attributes, expectations, and essential components. Two course syllabi corresponding to the years in which students took the capstone seminar were analyzed.

Verbal written data analysis was completed following an inductive approach (Bogdan & Biklen, 1992). Each researcher examined and grouped the data independently employing constant comparison and axial coding (Charmaz, 2006). Once initial categories were identified, we collectively conducted a comparative examination of the emerging topics and grouped the data into categories (Strauss & Corbin, 1998). Finally, emerging themes were defined and descriptive statements from the respondents were identified to address the study purpose and the two areas of focus.

## The Capstone Dissertation Seminar

The capstone dissertation seminar focus of this exploratory study was designed to guide doctoral students in the conceptualization and writing of a dissertation or treatise research proposal. The seminar was centered on students' own research projects that ultimately culminated in a successful dissertation/treatise proposal presentation. This seminar was offered as an elective in the summer semester, intended for students who had completed their doctoral course work, passed their qualifying examinations, were at the development of a dissertation/treatise research proposal stage, and planned to graduate in the spring semester of the following academic year.

The teaching-learning format employed during this seminar was eclectic and included brief lectures, dissertation-related specific readings, guided critiques of research-based articles, individualized dissertation-related assignments, peer and instructor critiques and feedback, personalized outcomes, collaborative inquiry activities, independent study time, and focused dialogue aimed to enhance students' capacity to present arguments in a scholarly manner. As stated in the seminar syllabus, "Given the challenges and complexity of designing proposals and conducting research activities, it is anticipated that students will benefit from a support group that facilitates the task of planning a dissertation/treatise proposal" (Ovando, 2012, p. 2).

The seminar also placed a high value on student collaborative work to promote reciprocal technical and social support. According to the dissertation seminar syllabus, "It is expected that all students will engage in literature searches, scholarly writing, and collaborative inquiry in a respectful and productive way in order to enhance their research capacity (conceptual, technical and interactive skills), attitudes and dispositions" (Ovando, 2012, p. 2). "A collegial group may foster opportunities to engage in the exchange of professional wisdom and experiences, to give each

other constructive feedback, and to share resources and concerns in a supportive, trusting and nurturing environment" (Ovando, 2012, p. 1). Therefore, students assumed the role of members of the "Collegial Research Support Team" (Ovando, 2012, p. 2). As Ovando et al. (2008) reported, "Having access to a group of peers who are also engaged in the doctoral studies journey provides and excellent sources of moral support. In addition, cohort members provide empathetic listening, share resources, and offer honest and constructive feedback" (p. 45). Notably, access to an interdisciplinary team of peers may contribute to an enhanced understanding of research topics and issues from various perspectives as doctoral students attempt to define their own research.

## Findings

Findings of this exploratory study are presented addressing the two main areas of focus. These were perceived overall benefits of a capstone dissertation seminar and the most personally contributing components of a capstone dissertation seminar.

**Perceived benefits of a capstone dissertation seminar.** Several themes emerged from the data reflecting what participants perceived to be advantages of the additional learning gained from a capstone dissertation seminar that, according to the syllabus, aims to guide them as they engage in the design and writing of dissertation research proposal. These included personalized, constructive, written feedback; enhanced self-discipline; the seminar structure; the seminar content; influential strategies; and relevant assignments.

*Personalized, constructive, written feedback.* According to the data, detailed and individualized information regarding doctoral students' dissertation-related work is a valued benefit of the capstone dissertation seminar. Such information, based on actual performance in proposal-focused assignments, addressed areas for improvement in scholarly writing and research focus delineation. The seminar further offered detailed suggestions for revising, rewriting, and enhancing the various sections of a dissertation research proposal. Participants expressed appreciation for such individually tailored constructive feedback, particularly from the dissertation seminar instructor. However, doctoral peers were also recognized as a relevant source of constructive feedback. As a participant noted, "It was nearly instant feedback." Another added, "The specific feedback provided by the professor dramatically improved my scope of research." A third observed, "I appreciate the opportunity to receive consistent feedback from my professor and peers as I progressed in my writing." A participant elaborated,

> The most effective aspect of the seminar was the clear, concise feedback I received from my professor as she read sections of my draft. She would explain in great detail aspects of my writing that could be improved, and I clearly understood how to move forward and improve my product from the feedback I received.

*Enhanced self-discipline.* According to the participants, another benefit of the capstone dissertation seminar was development of individual responsibility and self-control of their conduct and actions for completing all assignments and revisions based on the instructor's timely and constructive feedback. Further, by meeting strict deadlines, participants realized they could finish the tasks needed to enhance their proposals. As one participant shared, "It [the seminar] taught me to be disciplined about my writing. Given that class is only a short few weeks, it teaches you that if you stayed focused and dedicate time to writing every day, a lot can be accomplished." In another participant's words, "It [seminar] helped clarify how to write a dissertation, and the professor helped by giving us deadlines, guidance, and a quick turnaround with feedback on our writing." Another responded, "The final product of the seminar was the draft proposal. Completing that assignment gave me the confidence to know that I could do the work. I could write the dissertation." Another stated,

> I continued to use this strategy throughout my dissertation journey. [The professor] taught us to set deadlines and follow them, so I set a calendar to complete my dissertation, and when it was all said and done I finished my entire dissertation in 9 months.

*The capstone dissertation seminar structure.* Apparently, the way the dissertation seminar is organized is beneficial. How the topics were arranged, the sequence, the scope, and level of depth of activities were recognized as useful. Participants appreciated a learning configuration that included brief instructor lectures, specific dissertation proposal-related assignments, individualized outcomes, collaborative learning activities, proposal-related information, guided readings, opportunities for students to present arguments in a scholarly manner, and guided peer critiques. A participant observed that students are guided through "lecture, guest lectures, peer feedback, [and] self-directed learning based on provided outlines/questions." Another participant indicated that the most helpful aspect was how the professor "structured the seminar." A third explained,

> [The professor] would open the class with a lesson, give us group work or a handout, then prepare us for our next assignment. Our time in the class was very productive. She also implemented time for peer review by having us read each other's work. I think this really gave me a glimpse to what the academic profession is like, but it also held us accountable to deadlines. ... As far as the structure that was also very helpful. Rather than lecturing to us, she would really make each class effective in providing what we needed to know to move onto the next steps.

*The capstone dissertation seminar content.* Participants viewed the scope, depth and utility of the content of the dissertation seminar beneficial as they made progress in articulating their research projects. Specifically, these doctoral students valued content directly related to the process of the dissertation proposal, including a rigorous structure for the research proposal; specific formats to complete readings and critical assessments of research-based journal articles; peer sharing directly addressing students' research topics; and levels of development with a particular emphasis on the problem statement, research purpose, and questions. A participant observed, "The seminar was designed to provide comprehensive coaching and feedback on the initial three chapters of the dissertation." Another stated, "the professor clearly outlined benchmarks for the three chapters, which allowed us to write clearly and narrow our topic while writing our dissertation [proposal]." A third observed, "I know that I would not have graduated in May 2013 without this course. It gave me the structure that I needed to focus on the writing process and develop a process that made completing the dissertation seemed achievable." Another participant expanded,

> It was one of the most rewarding courses I took as a doctoral student at [this university]. It was appropriately rigorous and demanding. It was also very well organized and the instructor was excellent. Despite the heavy workload, she gave consistent feedback on our work. By the time we finished the summer course, we had a draft of a proposal of our dissertation.

*Influential strategies.* Certain instructional strategies used during the dissertation seminar surfaced as a positive influence on doctoral students' personal growth and development as emerging scholars. The most appreciated strategies included comprehensive and individually tailored feedback following each assignment, specific individual direct questioning, interactive activities, writing and rewriting assignments, clear and high expectations, and the instructor assumption of student success. "[The professor] did a lot of interactive activities and required sharing of ideas out loud. It was uncomfortable, but it allowed us to see/hear what worked and what did not work." Another participant observed,

> More importantly, I appreciated [the professor's] attitude towards the class. She had very high expectations, but she was very clear about what they were and told the class they could meet them as long as they stayed focused. She was so right and I so appreciate her for everything she did for us.

According to the participants, the actual writing of each component of the dissertation proposal contributed to their success. For instance, a participant expressed appreciation for the seminar emphasis on "writing the literature review and receiving reflective questions from a colleague and the professor. The colleague wrote questions that allowed me to make necessary modifications." Similarly, another participant noted, "The professor clearly outlined benchmarks for the three chapters, which allowed us to write clearly and narrow our topic while writing our dissertation."

*Relevant assignments.* Specific dissertation-focused projects, activities, and tasks completed during the capstone dissertation seminar, were considered helpful and contributed to doctoral students' individual progress in designing and writing the dissertation proposal. Participants perceived that assignments that were fully realized as building blocks, from initial problem statement to complete dissertation proposal drafts, led to their personal success. As a participant shared, "The most helpful project for me was the initial formation of the problem statement and the research questions. This drives the research so if they are solid you have a great foundation." Another stated,

> All of [the assignments] were beneficial. We learned about each section of Chapters 1 and 3, and we also learned how to appropriately set up Chapter 2 (the literature review). I specially liked the outline that we completed to help us structure our literature review.

Another affirmed, "All the projects/assignments were wonderful. [The professor] had structured forms to use for looking at what you want to research and what you want the title of the research to be." Thus, doctoral students' self-confidence was heightened as they completed the various assignments.

The above surfaced themes illustrate the overall benefits of the capstone dissertation seminar focus of this study. In addition, emerging themes reflected specific attributes of the seminar found to be most contributing to doctoral students' personal development as aspiring scholars.

**Most personally contributing component of a capstone dissertation seminar.** According to the data, certain components effectively contributed to doctoral students' development as emerging scholars and served as a powerful influence that encouraged them to finish the doctoral journey, thus successfully achieving a doctoral degree. These elements include peer support, research proposal-focused mentoring, and individualized writing coaching.

*Peer support.* As reflected in the dissertation seminar syllabus, the intentional format to facilitate peer collaboration and the value of a supporting group were affirmed by the participants. Having access to a select cadre of peers, who have multidisciplinary experiences and interests and are at somewhat similar stages of dissertation proposal work, highly contributed to doctoral students' personal growth as scholars. In addition, engagement in purposefully structured collaborative learning activities furthered transformative learning from one another, validated students' feelings of frustration, and were encouraging and motivational. In a student's words, "I also developed a friendship with a colleague in this course that was a support system throughout the dissertation process. That relationship was key and would not have existed if we did not take this course together." Another added "getting to know students outside of my program, watching them progress, and learning when they proposed and defended. It was encouraging and motivating." In addition, the presence of other individuals and the guided interactions among them were valued. A participant valued

> being in a room with other [doctoral] students who were in the exact place I was—at the end of the program and about to write a dissertation—who were also overwhelmed by the idea of trying to write one.

Another participant shared,

> I also appreciated pairing up and the group work. It was nice to see others were struggling just like I was. Finally, the feedback that was provided in the course was extremely helpful. In graduate work you often do not get that kind of comprehensive feedback.

*Dissertation proposal-focused mentoring.* Mentoring that is centered around the dissertation proposal surfaced as a critical contributor to the progress of doctoral students. Participants tended to attribute their personal growth, progress, and eventual culmination of their doctoral journey to how the instructor engaged in a mentoring relationship by consistently providing individual support, guidance, ongoing encouragement, and availability to communicate even after the conclusion of the seminar. A participant stated what was most personally helpful was

> the on-one-one mentoring throughout any and all stages of the process. The professor's ability to encourage and provide an assumption of success for me was most instrumental, [as well] as the structure of how to organize and find resources to write and refine each chapter.

Participants valued "the professor's personalization of support for each student. Her willingness to volunteer her personal time to ensure successful completion" as well as "the relationship with the professor and her unyielding efforts to encourage and support me to completion despite my lack of scholarly writing

experience and extremely weak first draft." Another participant described how the professor followed up with students:

> The instructor of the course was also our biggest cheerleader. She kept in constant contact with me after I completed the course. I eventually ended up changing my dissertation topic so it took me a little longer to graduate, but she frequently asked me how things were going and would ask me when I planned to graduate.

*Individualized writing coaching.* Another personally contributing factor to the success of doctoral students was individually tailored and focused writing coaching. Building writing skills through coaching involved reading student drafts of the various components of the dissertation proposal and providing ideas for pertinent revisions. Such coaching included specific writing tips, personalized suggestions, and direct instructions, according to each doctoral student's technical needs. As a result, doctoral students took the instructor's coaching to heart and revised and rewrote sections of their drafts diligently, following most recommendations to add research-based literature, delete irrelevant discourse, or change style and careful selection of terms. Participants reported that the individualized writing coaching offered each doctoral student "feedback and specific examples of what to include, where to include it, and how to access additional sources" that might help to enhance their scholarly writing capacity. A participant elaborated,

> For me I truly enjoyed how she broke down all the concepts and helped us understand things like "what does your title mean," "how does it relate to your overall dissertation," "crafting research questions," just so many useful tools. She also taught us all the key parts of the proposal, what they mean and how to write each section. This type of instruction was so valuable. I felt so empowered by all the details she provided us that once I gained ownership of my work, I felt I could tackle the dissertation.

These themes surfaced components of the dissertation seminar perceived as most personally influencing students' scholarly development. The next section offers a discussion of the findings along with implications for practice and further inquiry.

## Discussion

This exploratory study identified the perceived benefits of a capstone dissertation seminar designed to offer direction to doctoral candidates upon reaching the dissertation proposal conceptualization stage. As a result, it uncovered specific details about how an additional learning seminar is structured and actually contributes to diverse students' development as aspiring scholars and to their completion of the doctoral journey.

First, findings suggest that one of the perceived overall benefits of the capstone dissertation seminar focus of this study is *personalized, constructive, and written feedback*. Such feedback is offered in a timely fashion and is based on doctoral students' individual writing performance with the intent to build students' scholarly capacity. It also validates students' ability by praising students' capacity for writing, where appropriate, and at the same time by illuminating areas for further development followed by suggestions and resources to address individual technical needs. In some ways, this echoes certain characteristics of effective written feedback, which according to Nicol (2010), should be understandable, specific, timely, contextualized, nonjudgmental, balanced, forward looking, transferable, and personal.

Further, findings suggest that such feedback may come from other sources as well. Thus, it may come from faculty and doctoral studies peers. Peers who are at the same stage of a doctoral journey are readily available and can offer insight and tips about revising or rewriting parts of a proposal; their feedback can be transformative. Ladyshewsky (2013) noted, "Students often provide each other with feedback in informal ways through discussion of examination and assignment results, questions about classroom content and in project groups" (p. 174), as illustrated by the participants. Further, findings also highlight the value of purposefully structured group peer feedback, through collaborative activities, which may render more productive writing capacity-building outcomes. This is in concert with Ladyshewsky's notion that "in a well structured cooperative group, as each person works through their own specific roles and task, opportunities for more focused and directed feedback can occur at individual and group levels" (p. 179).

Another overall benefit highlighted by the study is the *enhancement of self-discipline*. Doctoral students realized that to be successful, they need to be highly responsible; stay focused; and practice self-control of their personal, professional, and academic commitments. This supports the assertion that to be successful, diverse doctoral students need "to invest their energy and time to achieve a goal, thus becoming highly self-disciplined, fulfilling graduate school duties and job responsibilities as well as family obligations" (Ovando, 2015, p. 234).

According to the findings, certain *instructional strategies* also constitute an overall benefit and influence doctoral students' scholarly capacity. Such strategies include individual direct questioning focused on each student's research project. As Portner and Portner (2012) affirmed, "A major coaching skill is to ask questions that will guide those being coached to uncover their expectations, beliefs, and perceptions thereby empowering their own informed decisions" (p. 401). Another contributing strategy is collaborative learning, which promotes peer interaction to enrich the discourse related to proposal conceptualizations. This supports the notion that peers in collaborative learning groups share similar accomplishments and concerns but also teach each other and engage in mutual discoveries (Ladyahewsky, 2013).

Further, individually tailored feedback after each written assignment contributed to enhancing doctoral students' writing capacity. This is in concert with the assertion that this type of feedback must focus on "a complex written response such as an essay, a report, case study, a design specification, a position paper, etc." (Nicol, 2013, p. 35). Furthermore, such feedback may contribute to students' reflective knowledge building. As Nicol (2013) asserted,

> The application of feedback advice in new assignments would directly call into play a range of cognitive processes—decoding and evaluation of the feedback, constructing new knowledge and transfer; examples here are multi-stage projects that lead to the building up of more complex outputs and overlapping tasks where the second task builds on the knowledge and skill in the first task. (p. 37)

Thus, individually tailored feedback becomes progressive in nature.

Findings also illuminate the instructor's high expectations, role, and assumption of student success as impactful strategies. This is in concert with previous assertions that faculty can make significant contributions to increase doctoral student success (Reddick & Young, 2012), particularly if they embrace a strength-based philosophy (Ovando et al., 2008). Stallone (2004) reported, "When asked how they perceive different aspects of their doctoral program experience and what helped them to finish, doctoral students were more likely to strongly agree that human factors played a large role in their success" (p. 22).

In addition, this study advances the notion that the *structure and content* of additional learning may contribute to doctoral students' progress. Thus, the organization of brief lectures, guided readings, collaborative activities and presentations, and peer critiques after individual presentations and individual work have potential to guide doctoral students. Consequently, the sequence, scope, depth, and research-focused topics of additional learning may enhance doctoral students' scholar capacity. Findings also surfaced *relevant assignments* as benefiting doctoral students. Completing dissertation-centered projects, tasks, activities, and readings promotes doctoral students' application of the knowledge and lessons gained to their own self-paced scholarly writing.

Results indicate that one of the most personally contributing components is intentionally *built-in peer support*. This echoes the notion that peers are able to assist each other if such support is built in both formal and informal ways such as cohorts (Ovando et al., 2008). In a recent examination of doctoral leadership programs with cohort-based arrangements, Buttram (2014) concluded, "Students in these programs are thought to benefit from the increased opportunities for camaraderie, peer support and networking" (p. 3). Further, M. D. Young and Harris (2012) suggested when doctoral students provide mutual support, they "also acknowledge and accept their responsibility to support others and participate in discourse that challenges their basic assumption of the world" (p. 346).

Another personally contributing component is *dissertation-focused mentoring* from the instructor. When such intentional mentoring is encouraging, ongoing, influential, and available throughout the seminar and beyond, it may render important personal outcomes. This confirms the assertion that "socialization through mentoring becomes essential, particularly for students who come from diverse backgrounds, including women, as these students face additional academic challenges that require bold and innovative approaches to assist them during and even after their doctoral studies" (Ovando, 2015, p. 230). This is also in concert with Calabrese and Smith's (2010) observation, "Doctoral students who have vigilant mentors are more likely to successfully defend their dissertation and advance their career" (p. xi).

The last personally contributing approach of the capstone dissertation seminar that surfaced is *individualized writing coaching*. According to the findings, such coaching may markedly improve doctoral students' scholarly writing capacity. This confirms that intentional coaching, which enhances students' professional and academic performance, is facilitative, instructional, collaborative, consultative, and transformational and promotes reflective learning (Bloom, Castagna, Moir, & Warren, 2005; Brockbank & McGill, 2006). Doctoral students also value the individually tailored and timely coaching offered based on their written work, including direct feedback and suggestions on rewriting dissertation proposal drafts. As a result, writing-focused coaching feedback may positively influence doctoral students' progress and scholarly development.

## Conclusion

This study uncovered ways in which an additional learning opportunity may contribute to enhancing doctoral students' scholar capacity. Thus, it can be asserted that the capstone dissertation seminar, focus of this study, has potential to promote diverse doctoral students' success. The insight gained from this study offers school leadership programs and faculty suggestions to consider additional learning avenues to support doctoral students and to design proposal-focused instructional offerings that have promise to reduce school leadership doctoral student attrition rates. As suggested by this study, doctoral students greatly benefit from learning opportunities beyond the required curriculum, addressing the challenges associated with the complexity and demanding nature of conducting research. By engaging in additional development opportunities, graduate schools may effectively assist doctoral students to overcome specific obstacles due to their cultural background, ethnicity, or gender (K. Young & Brooks, 2012; Ovando et al., 2008) and to successfully achieve a doctoral degree.

Finally, it is imperative to acknowledge that this study was limited due to its exploratory nature, scope, and inclusion of a select group of doctoral graduates in a single department of educational administration. Therefore, future inquiry is needed to examine innovative learning experiences formats and effects, including other groups of doctoral students who successfully navigated the doctoral journey. Additional research might further inform graduate schools as they search for promising and alternative learning approaches in order to promote doctoral completion rates for all students.

## References


Ambert, A.-M., Adler, P. A., Adler, P., & Detzner, D. F. (1995). Understanding and evaluating qualitative research. *Journal of Marriage and Family, 57,* 879-893.

Ampaw, F. D., & Jaeger, A. J. (2012). Completing the three stages of doctoral education: An even history analysis. *Research in Higher Education, 53,* 640-660.

Bair, C. R., & Haworth, J. G. (1999, November). *Doctoral student attrition and persistence: A meta-synthesis of research.* Paper presented at the annual meeting of Association for Study of Higher Education, San Antonio, TX. Retrieved from ERIC database. (ED437008)

Bloom, G., Castagna, C., Moir, E., & Warren, B. (2005). *Blended coaching: Skills and strategies to support principal development.* Thousand Oaks, CA: Corwin Press.

Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative research for education: An introduction to theory and methods.* Boston, MA: Allyn and Bacon.

Brockbank, A., & McGill, I. (2006). *Facilitating reflective learning through mentoring and coaching.* London, England: Kagan Page.

Brooks, J. S. (2005, Spring). Listening to leaders: Michael Dantley on supporting graduate students of color. *AERA Division A Newsletter.*

Buttram, J. L. (2014, Summer). Survey of EdD and PhD educational leadership programs. *UCEA Review, 55*(2), 1-6.

Calabrese, R. L., & Smith, P. A. (Eds.). (2010). *The faculty mentor's wisdom: Conceptualizing, writing, and defending the dissertation.* New York: NY: Rowman & Littlefield Education.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis* (2nd ed.). Los Angeles, CA: Sage.

Church, S. (2009). Facing reality: What are doctoral students' chances for success? *Journal of Instructional Psychology, 36,* 307-316.

Council of Graduate Schools. (2008). *PhD completion and attrition: Analysis of baseline demographic data from PhD completion project.* Retrieved from http://www.phd-completion.org /information/book2.asp

Creighton, L. (2007). Factors affecting graduation rates of university students from under-represented populations. *International Electronic Journal for Leadership and Learning, 11*(7), 1-15.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches.* Thousand Oaks, CA: Sage.

de Valero, Y. F. (2001). Departmental factors affecting time-to-degree and completion rates of doctoral students at one land-grant research institution. *Journal of Higher Education, 72,* 341-367.

Gardner, S. (2009). The development of doctoral students: Phases of challenge and support. *ASHE Higher Education Report, 34*(6), 1-14.

Golde, C. M. (2005). The role of the department and discipline in doctoral student attrition: Lessons from four departments. *Journal of Higher Education, 76,* 669-700.

Keedy, J. L. (2010). Challenges, professional advice, and doctoral students' dilemmas. In R. L. Calabrese & P. A. Smith (Eds.), *The faculty mentor's wisdom: Conceptualizing, writing, and defending the dissertation* (pp. 14-18). New York, NY: Rowman & Littlefield Education.

Ladyshewsky, R. K. (2013). The role of peers in feedback processes. In D. Boud & E. Molloy (Eds.), *Feedback in higher and professional education: Understanding it and doing it well* (pp. 174-189). London, England: Routledge.

Maher, M. A., Ford, M. E., & Thompson, C. M. (2004). Degree progress of women doctoral students: Factors that constrain, facilitate, and differentiate. *The Review of Higher Education, 27,* 385-408. doi:0.1353/rhe.2004.0003

Marshall, C., & Rossman, G. B. (2011). *Designing qualitative research.* Thousand Oaks, CA: Sage.

Maxwell, J. A. (2005). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage.

Mertens, D. M. (2005). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (2nd ed.). Thousand Oaks, CA: Sage.

Morse, W. J. M., & Richards, L. (2002). *Read me first for a user's guide to qualitative methods.* Thousand Oaks, CA: Sage.

Mullen, C. A., Fish, V. L., & Huttinger, J. L. (2010). Mentoring doctoral students through scholastic engagement: Adult learning principles in action. *Journal of Further and Higher Education, 34,* 179-197.

Nachman, B., & Hollowach, M. (2014). Students: An introduction. *Phi Kappa Phi Forum, 94*(3), 16-18.

Nicol, D. (2010). From monologue to dialogue: Improving written feedback processes in mass higher education. *Assessment & Evaluation in Higher Education, 35,* 501-517.

Nicol, D. (2013). Resituating feedback from the reactive to the proactive. In D. Boud & E. Molloy (Eds.), *Feedback in higher and professional education: Understanding it and doing it well* (pp. 34-49). London, England: Routledge.

Ovando, M. N. (2012). *Dissertation seminar: First summer session, 2012.* Austin: University of Texas, Department of Educational Administration.

Ovando, M. N. (2015). Mentoring diverse doctoral students: Lessons from the field. In A. A. Howley & B. M. Trube (Eds.), *Mentoring for the professions: Orienting toward the future* (pp. 225-241). Charlotte, NC: Information Age.

Ovando, M. N., Ramirez, A., Jr., & Shefelbine, J. (2008). Successfully navigating doctoral studies in school leadership: Diverse minority voices. *Journal of Border Educational Research, 7*(Special issue), 41-56.

Patton, M. (1990). *Qualitative evaluation research and research methods.* Newbury Park, CA: Sage.

Portner, H., & Portner M. (2012). Using best practices for teaching the process of coaching. In R. L. Calabrese & P. A. Smith (Eds.), *The faculty mentor's wisdom: Conceptualizing, writing, and defending the dissertation* (pp. 399-411). New York: NY: Rowman & Littlefield Education.

Stallone, M. N. (2004). Factors associated with student attrition and retention in an educational leadership program. *Journal of College Teaching & Learning, 1*(6), 17-24.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

University Council of Educational Administration. (2006). *Barbara Jackson Scholars Program.* Retrieved from http://www.ucea.org

West, I., Gokalp, G., Peña, E., Fischer, L., & Gupton, J. (2011). Exploring effective support practices for doctoral students' degree completion. *College Student Journal, 45,* 310-323.

Young, K., & Harris, S. (2012). Mentoring doctoral students in educational leadership programs. In S. Fletcher & C. Mullen (Eds.), *The Sage handbook of mentoring and coaching for education* (pp. 339-353). Thousand Oaks, CA: Sage.

Young, M. D., & Brooks, J. (2008). Supporting graduate students of color in educational administration preparation programs: Faculty perspectives on best practices, possibilities and problems. *Educational Administration Quarterly, 44,* 391-423.

ucea

www.ucea.org

# From the Director: Making the Most of Meeting Time With Your Colleagues

Michelle D. Young
*UCEA Executive Director*

It's early fall, and chances are that you are planning, leading, or participating in a number of meetings with faculty colleagues, students, university administrators and/or partners in K-12 schools, the community, etc.… Whether you are picking up conversations or projects where you left off last spring or are planning or starting new ones, face-to-face meetings are often the best way to communicate information to others, particularly when what gets decided depends on group understanding; input; or the exchange of information, ideas, and opinions, or if you are seeking creative ideas and solutions.

Still, when you add up how much time in a given week, month, or year that you spend in meetings, you may be shocked. Even if you spend as little as 5 hours a week in meetings, over the course of a year that is 260 hours (over a month and a half of one's work year). And let's face it, few of us meet for 5 or fewer hours a week, particularly those in leadership positions.

For most meeting goers the issue is not merely the time spent in meetings, but also how time is spent in meetings. Depending on past experiences with meetings, you may look forward to these experiences, or you may dread or even resent them. Time is a valuable resource, and there never seems to be enough of it to get everything we want and need to get accomplished.

Great meetings are memorable. They are invigorating and rewarding. They engage participants in relevant and challenging tasks that require that participants communicate and use their expertise and minds to create or solve problems. In other words, there are two key elements for a successful meeting: focus and engagement. First, did the meeting achieve a goal? Did it get something done? Did it solve a problem? Were certain decisions made? Second, did the process make the most of the time and talent available? How did the group work together? How did participants feel about the meeting? Did everyone have a chance to participate? Were participants stimulated or challenged? Did they draw on and build upon one another's ideas?

If you are in a position to frame or influence the focus, content, or facilitation of the meetings you will participate in this year, you can take some steps to make them more effective. Resources on effective meetings are plentiful. Common across resources on effective meetings you will find advice such as take time to carefully plan the meeting, use a meeting agenda, and begin and end on time (Wilkinson, 2005). Such nuts and bolts advice is foundational to holding focused, goal-oriented meetings. Below are some of the strategies that I have found to be useful over the years:

1. Map out the projects first and then determine when and for what purpose meetings should be held. For example, if you are in the midst of redesigning your EdD program, create a timeline and map out the different steps that need to be taken. Subsequently, you should identify when and what kinds of group engagement will be needed along the way that warrant meetings. If you have multiple projects going on at the same time, use the same process for each and highlight opportunities for cross-project work.
2. Once you have mapped out the project(s) and identified when meeting would be important, draft meeting objectives (e.g., brainstorm, articulate a theory of action, make a decision, develop a module). These should be revisited again closer to the actual meeting. Be sure to consider how the objectives of each meeting connect to other meetings related to a given project.
3. For each of the objectives, identify challenging activities that develop shared understanding, engage all participants, and will advance the work and meet (or get closer to meeting) the objective.
4. Create two agendas: a participant agenda and a facilitator agenda. The participant agenda should include, at a minimum, logistical information, resources, objectives, major agenda items, and participant roles (e.g., presenter, facilitator, note taker). The facilitator agenda is more detailed and includes things like pacing, facilitator process notes, discussion protocols, key questions to ask, etc. If someone is helping you facilitate or taking meeting minutes, walk through the facilitator agenda with them ahead of time so that you are both aware of the nuances of the meeting and can support one another in making the meeting work.
5. Send the agenda and any prework out ahead of time. In addition to reading the agenda, there may be documents that they need to review in order to prepared to discuss them. Be sure to be clear in communication what the prework is for and how they should prepare to engage.
6. Use agendas as guides, not straightjackets (Boudett & City, 2015). Sometimes activities take less or more time than expected or do not work as planned. In such situations, be flexible. If the group's work is flowing and requires extra time, this may be in the best interest of the project and group process. Creative alternatives and solutions are much more likely to emerge through face-to-face exchanges than through isolated work; be prepared to make changes to the agenda while in process in order to achieve the most from the time together.
7. Make sure the meeting explicitly highlights both the specific objective(s) of a given meeting as well as how it connects to other meetings. One strategy is to open and close the meeting with a quick orientation to where the team is with regard to completing the project and to set aside time to highlight

the steps to be taken next and by whom. When you next meet, you can invite participants to provide an update on the progress they made since the last meeting.

8. Make sure that the meeting includes items that require collaboration time. If a task can be achieved effectively through an e-mail exchange, it should probably be taken care of through e-mail. Approach each meeting as a learning opportunity.
9. Have a process in place for gathering feedback about meetings, both content and process, and use that feedback to inform future planning. However, keep in mind that you don't have to make changes to your process based on every comment or suggestion.

One other important consideration is that meetings may be the only time when members of a particular group actually see themselves as a group (Doyle & Straus, 1982). Their experiences in the group meetings will affect how they feel about the group and being part of it. You definitely want participants to feel good about the group and the work it is accomplishing.

Because higher education leadership programs depend on effective communication and collaboration to deliver well-planned and implemented programs, sitting down with colleagues and key partners can be the most effective way to accomplish this. It's important to spend time in advance of meetings to plan out the work to be done, when and what kinds of meetings will be needed, and how to make meetings work for the project.

## References


Boudett, K., & City, E. (2015). *Meeting wise: Making the most of collaborative time for educators.* Cambridge, MA: Harvard Education Press.

Doyle, M., & Straus, D. (1982). *How to make meetings work*. New York, NY: Jove Books.

Wilkinson, M. (2005). *The secrets to masterful meetings: Ignite a meeting revolution!* Atlanta, GA: Leadership Strategies.


# Announcing the UCEA Program Design Network

Starting in the fall of 2016, UCEA will sponsor a Program Design Network (PDN) for UCEA member institutions interested in engaging in program design, redesign, or improvement efforts. This 3-year initiative is structured to engage UCEA faculty within cross-institutional teams in one of five facilitated networked improvement communities to support efforts to engage in program design, redesign, or improvement. Specifically, this initiative will involve engage faculty teams in a process of program self-evaluation, design, and development through signature learning experiences.

### Program Design Networks

After completing a program self-evaluation, program faculty will identify an area for (re)design and be assigned to a PDN with others who have similar program goals. Faculty teams will participate in facilitated networked development community meetings designed to support participating programs' chosen area of redesign (e.g., selection, partnerships, curriculum, the internship). The meetings will be held online through gotomeeting every 6 weeks. The improvement work will involve purposeful collaboration to understand the programs' (a) organizational contexts, (b) theories of action, and (c) articulated steps to advance improvement efforts.

### UCEA Study Visits

Faculty teams will also participate in one or more study visits to UCEA programs recognized through the EELP award for their high-quality program features. Study visits are inquiry-based experiences, designed to create meaningful opportunities to explore key issues in leadership preparation design, delivery, and sustainability. The design and schedule of the study visits will be tailored to appropriately align with the focus of each of the PDNs. The first Study Visit will take place October 25-26 at the University of Texas at San Antonio.

Participation in this project has multiple benefits including the opportunity to improve or redesign elements of your program in collaboration with your team and with the support of colleagues in your network. In addition, through active engagement, faculty partners will have the opportunity to partake in high-quality professional learning experiences and expand professional networks. Further benefits may also include: increased visibility and influence in your state and external funding opportunities.

### Applying for this Opportunity

Apply by **Monday, September 12, 2016** to indicate your interest in participation. Please note that indicating interest in the UCEA Program Design Network does not commit you specifically to attending the October 25-26 study visit at UTSA unless you choose to do so and the UTSA study visit focus aligns with your program design area. It is a general expression of interest in the program.

**http://www.ucea.org/announcing-ucea-program-design-network/**

# Contingent Faculty in Educational Leadership Programs: Trends and Implications for the Field

Martha M. McCarthy
*Loyola Marymount University*

Donald G. Hackmann
*University of Illinois at Urbana-Champaign*

*NOTE:*
During the 2016 UCEA annual conference, the conference planning committee has very intentionally emphasized the specialized roles that clinical faculty members play in departments of educational leadership. While clinical faculty members' roles and responsibilities vary across UCEA institutions, their roles often include helping to establish and maintain effective university–district partnerships (because of their experience in school or district leadership and their extensive networks), and preparing aspiring educational leaders for the current, practical challenges and opportunities of school and district leadership. It is the planning committee's hope that emphasizing the role of clinical faculty during the 2016 conference will lead to the UCEA annual conference becoming a forum for clinical faculty to share their expertise as well as collaborate and network with colleagues from educational leadership programs across the nation, including clinical faculty members at other UCEA institutions. – *April Peters, Kristy Cooper, Wayne Lewis, and Dana Thompson Dorsey*

---

The composition of the academic workforce has shifted dramatically throughout the past few decades. Full-time tenure-track positions historically have been dominant in U.S. higher education institutions, with nearly 97% of full-time faculty members in these appointments in 1969 (Schuster & Finkelstein, 2006). Although higher education institutions have enlarged their faculty ranks in recent decades, this expansion has involved the deployment of individuals who are off the tenure track, including those serving in part-time positions. Schuster and Finkelstein (2006) reported that "between 1969–70 and 2001, the number of part-timers increased by 376%, or roughly at a rate more than five times as fast as the full-time faculty increase" (p. 40). As a result of these dramatic changes in employment practices, by 2014 approximately 70% of faculty members in U.S. colleges and universities were in non-tenure-track positions (Kezar & Gehrke, 2014).

Numerous factors have contributed to the shift away from tenure-track positions, including a reduction in state and federal higher education funding, diminished institutional resources, a desire to maintain staffing flexibility within organizations (Baldwin & Chronister, 2001), and a decline in public support for higher education and tenure systems (Kezar & Sam, 2010). The fields of health science and education have the highest proportions of full-time individuals in non-tenure-track positions, because they employ clinical faculty with responsibilities to train students for professional practice (Chronister, 1999). While acknowledging the pragmatic nature of using non-tenure-track faculty as well as the specialized academic expertise they can bring to their institutions, the American Association of University Professors (2014) has called the decline in tenure-track faculty numbers an alarming trend. The American Association of University Professors recommends that no more than 25% of a department's total instruction should be delivered by part- and full-time non-tenure-track contingent faculty. We similarly use *contingent* to refer to the combination of full-time clinical and part-time adjunct faculty members.

Educational leadership has not been immune from the shift away from tenure-track faculty, but leadership preparation programs may have been more intentional in designing their faculty staffing approaches. In 1987, the National Commission on Excellence in Educational Administration endorsed the professional school model, recommending that programs create clinical faculty appointments (Griffiths, Stout, & Forsyth, 1988); individuals in these roles would be responsible for such activities as supervising student internships, conducting field-based research, and monitoring student progress. As leadership preparation programs employ more individuals off the tenure track, it is important to learn more about these contingent faculty members. Therefore, the purpose of this article is to provide a summary of research on educational leadership contingent faculty, highlighting trends over the past three decades. We then present implications of these trends and identify some issues that need to be addressed by leadership preparation programs, state agencies, accreditation bodies, and professional organizations, including the University Council for Educational Administration (UCEA).

## Research on Educational Leadership Contingent Faculty

As the number of non-tenure-track faculty has increased in academe, so has the interest in studying this group. Although studies on contingent faculty in the educational leadership field have not been extensive, in this section we provide an overview of available research on full-time and part-time appointments.

**Full-time clinical positions.** Using survey research methods, four national studies of full-time educational leadership faculty members have been conducted, providing a comprehensive longitudinal profile of the professoriate. The percentages of respondents in full-time non-tenure-track appointments in these studies were as follows: 3% in 1972 and 1986 (Campbell & Newell, 1973; McCarthy, Kuh, Newell, & Iacona, 1988), 1% in 1994 (McCarthy & Kuh, 1997), and 16% in 2008 (Hackmann & McCarthy, 2011a). By institution type, non-tenure-track faculty comprised 18% of full-time faculty in research institutions, 12% in doctoral, and 15% in comprehensive institutions in 2008. Fifteen percent of faculty in UCEA-member institutions were not on tenure tracks, compared to 16% in non-UCEA-member institutions (Hackmann & McCarthy, 2011a).

In 2008, full-time clinical faculty held an array of titles, including clinical professors, directors, adjunct instructors, professors of practice, scholars in residence, and collateral faculty (Hackmann & McCarthy, 2011a). One third stated clinical was included in their official titles. Clinical faculty members differed from their tenure-track colleagues as to characteristics and professional responsibili-

ties. They were more likely to be female (50% compared to 44% of tenure-track faculty), to have previous school administrative experience (84% compared to 63% of tenure-track faculty), and to be older (mean age of 59 compared to 55 for tenure-track faculty) because they entered academe later in their careers (Hackmann & McCarthy, 2011b). Clinical faculty devoted more time to teaching/advising, field-based activities, and service/outreach, whereas tenure-track faculty spent more time on doctoral student supervision, research/writing, institutional committee work/faculty governance, and editorial work for professional journals than did their clinical colleagues (Hackmann & McCarthy, 2011b). Clinical faculty were more likely to be content generalists, citing teaching specializations in leadership, instructional leadership, principalship, superintendency, and internship supervision, whereas tenure-track faculty were more likely than their clinical peers to report specializations in law, research methods, curriculum, economics/finance, policy/politics, and social justice.

It is not yet clear whether leadership preparation programs are purposefully developing staffing approaches that embrace the professional school model (Griffiths et al., 1988), but some research has indicated clinical appointments are structured to address the unique needs of educational leadership programs and that clinical roles focus on practitioner development (Hackmann, 2007). In a qualitative study of eight clinical faculty members (Hackmann, 2007), respondents noted role differences, with clinical faculty supervising field placements and maintaining relationships with local schools, whereas their tenure-track peers focused more on research and writing. Although generally feeling accepted as equals by their tenure-track colleagues, clinical faculty perceived a "pecking order with clinicians at the bottom of the faculty hierarchy" (Hackmann, 2007, pp. 25-26). Six of the participants held short-term appointments and were unable to earn permanent faculty status. These clinical faculty reported that research was valued more highly within their departments than was engagement with local schools; some also noted that university policies limited their service on student dissertation committees and restricted full participation in faculty governance.

Clinical faculty members are motivated to work in academe for various reasons, including a desire to prepare the next generation of school leaders, engage in professional development, and teach at the university level (Hackmann, 2007; Pounder, 1994). Once hired, they generally are content with their jobs, working conditions, and students. Compared to tenure-track faculty, clinical faculty members in 2008 reported significantly higher levels of satisfaction with their positions, the educational leadership knowledge base, program quality, the caliber of their department and colleagues, the mission/focus of their department, departmental structure, and the caliber of their graduate students (Hackmann & McCarthy, 2011b).

**Part-time adjunct appointments.** As practicing administrators, part-time adjunct instructors can bring relevance and currency to the educational leadership curriculum and classroom learning activities by virtue of their ongoing leadership activities. The National Commission on Excellence in Educational Administration (Griffiths et al., 1988) endorsed the use of part-time adjuncts as one component of a balanced faculty staffing model. Yet, while strategically using a limited number of part-time adjunct instructors may complement the expertise of full-time faculty, it is important for leadership preparation units to maintain an essential core of full-time faculty. For example, UCEA (2004) requires member institutions to "involve a critical mass of full-time tenure-track faculty members (typically five or more)." Some commentators have cautioned against an overreliance on adjunct instructors, voicing concerns that such overuse may diminish the overall quality of leadership preparation (Levine, 2005; Shakeshaft, 2002).

It appears that educational leadership programs are increasingly relying on adjuncts to deliver some—or possibly all—of the curriculum (Robey & Bauer, 2013). In 1994, an average of 3.0 adjunct instructors were regularly employed by units (McCarthy & Kuh, 1997); the mean increased to 5.4 in 2008 (Hackmann & McCarthy, 2011a). During this timeframe, the mean number of full-time faculty members declined from 5.6 to 4.8; in 2008, 4% of leadership preparation units had no full-time faculty members. Research universities in the highest Carnegie classification employed fewer adjunct instructors than units in other institution types, and UCEA-member institutions hired, on average, two fewer adjuncts than did non-UCEA units (Hackmann & McCarthy, 2013). In addition, programs enrolling in excess of 500 students averaged nearly 39 adjuncts, which was significantly more than programs with smaller student enrollments. Ricciardi and Williams (2007) found that leadership preparation programs in the southeastern United States averaged seven adjuncts.

Edmonson and Fisher (2003) have noted that adjuncts should be engaged in the work of the unit, assigned to teach in their areas of content expertise, cognizant of expectations for learner outcomes, and provided assistance with syllabus development and lesson design so that program quality remains consistent across all courses. However, these practices do not appear to be the norm in leadership preparation programs. Based upon a survey of 295 superintendents who taught core master's courses as adjuncts, these individuals had little interaction with or oversight from departmental faculty members (Schneider, 2003). Fewer than 20% reported using a syllabus provided by the department, and only 37% used textbooks assigned by the faculty. Even though 53% of superintendents stated they would teach only content they knew a lot about, 32% admitted they would "teach just about anything" (Schneider, 2003, p. 8). Three fourths reported earning $3,000 or less per course, but they were not driven by compensation: Their primary motivations were to improve the training of new leaders (30%), to pass on their professional knowledge (24%), for their own intellectual stimulation (15%), or for personal growth (13%). Schneider (2003) criticized an "unholy alliance" (p. 14) between leadership preparation programs and their adjuncts and suggested that opportunities should be provided for part-time faculty to improve their instructional practices.

The limited other investigations of educational leadership adjunct faculty generally confirm Schneider's (2003) conclusions. In a survey of 27 adjunct faculty working with one leadership preparation program, Johnson, MacGregor, and Watson (2001) found adjuncts primarily motivated by a desire to help build future leaders and to pass on their own experiential knowledge; they reported minimal communication with departmental professors. Based on interviews with 22 adjunct instructors from one university, these practitioners thought they brought real-word experiences and valid, current information into their courses and that their leadership experience gave them the needed expertise (Ritter, 2007).

The most important finding regarding contingent faculty members in educational leadership units is that their numbers have increased dramatically in the past 25 years. Despite this increase in

numbers and influence, little scholarship has focused on the backgrounds, activities, and attitudes of this group. Especially meager is the research on part-time adjunct faculty members.

## Implications

Unlike the steady increase in female educational leadership faculty starting in the 1970s (Hackmann & McCarthy, 2011a), growth in contingent faculty has occurred more quickly, primarily since the mid-1990s. While reflecting a national trend across disciplines (Kezar & Gehrke, 2014), the mounting percentage of non-tenure-track faculty has specific implications for the educational leadership field. For example, because full-time clinical faculty members are more likely to be leadership generalists (in contrast to content specialists in areas such as law, finance, and organizational theory) when compared to their tenure-track colleagues, the generalist nature of leadership preparation will likely become more pronounced as contingent faculty numbers increase. The leadership generalist trend can also be seen in professional standards for school leaders at the state and national levels. For example, the Professional Standards for Educational Leaders (National Policy Board for Educational Administration, 2015), like the previous ISLLC Standards, give little attention to the merits of school leaders acquiring a legal perspective or understanding the economics of education. It is difficult to know whether the standards are encouraging units to hire more generalists with field connections, or whether hiring patterns in this regard have in turn influenced the standards adopted.

A positive outcome of the increasing proportion of contingent faculty is that connections are being strengthened between leadership preparation programs and school districts. Since clinical faculty are more field oriented and have more administrative experience than tenure-track faculty, they often are hired to supervise internships and other field-based activities and to coordinate university connections with school personnel. Part-time adjuncts can similarly strengthen school district ties if they are considered part of the preparation programs rather than merely temporary visitors.

A less positive outcome of the growth of contingent faculty pertains to the prospects for significant program reforms. The mounting clinical representation in educational leadership units may not argue well for major program improvement efforts because clinical faculty are even more satisfied with their programs than are tenure-track faculty (who also voice high levels of satisfaction). As Hackmann and McCarthy (2011b) noted, "Although clinical faculty bring credibility to their positions by virtue of their school administrative backgrounds, they may not create a sense of urgency for curricular reforms as they transition into their faculty appointments" (p. 204). In short, these faculty members do not seem inclined to challenge the status quo in their units. Also, given that clinical faculty are far more likely than their tenure-track colleagues to list teaching and service as their primary strengths, the expansion of clinical ranks may have a negative impact on knowledge production in the field.

Another caution connected to the increase in contingent faculty regards their integration into educational leadership units. Such assimilation seems particularly problematic for part-time adjunct faculty whose primary jobs are elsewhere and who usually are on campus one night a week to teach a course. They may not come to campus at all if they teach courses online. Adjuncts often have little contact with tenure-track faculty members, and data are not available regarding how such adjuncts are oriented in terms of the preparation program's mission, goals, objectives for students, and expectations for course development and delivery.

Assimilation into the preparation program and university culture may be easier for full-time clinical faculty members who are available to attend unit meetings and other activities. Yet, even with full-time non-tenure-track faculty, there is a danger of bifurcation—creation of a two-tiered system of clinical and tenure-track faculty if the more prestigious assignments (e.g., research, involvement on grants) and participation in institutional governance are reserved for tenure-track faculty members.

The Carnegie Project on the Education Doctorate (2016) has distinguished the PhD from the EdD in its effort to strengthen the EdD as a professional practice degree. However, increasing the distance between the two degrees, and reserving the PhD to prepare researchers and academics, could actually have some unintended outcomes in educational leadership units. Traditionally, the educational leadership professoriate has not differentiated between tenure-track faculty with PhDs and those with EdDs, and educational leadership units historically reflected fairly equal numbers of tenure-track faculty members with each of these degrees (McCarthy & Kuh, 1997). Consequently, many EdD-trained faculty have been preparing school leaders *and* future educational leadership professors for decades, which perhaps has been facilitated by the insignificant differences between the two degrees in our field. Assuming this changes substantially, and the EdD is reserved to prepare only practitioners, then far fewer educational leadership tenure-track faculty will have EdDs. If clinical faculty are expected to fill this gap and direct problems-of-practice dissertations and capstone experiences for EdD students (with tenure-track faculty supervising PhD dissertations), this is a very different model than previously employed by educational leadership units and could lead to even greater bifurcation between clinical and tenure-track faculty.

Also, the increasing use of part-time instructors has implications for educational leadership units, especially in connection with online programming. Most units offer some online instruction, with the programs offering the most online courses employing the largest number of part-time instructors (Hackmann & McCarthy, 2011b). As online instruction with adjunct instructors increases, some educational leadership programs may have few or no tenure-track positions. Sparse outcome data are available to judge the merits of using primarily adjuncts to offer online leadership preparation, although both those hiring leaders for school districts and tenure-track faculty members have been critical of this development (Hackmann & McCarthy, 2011a; Richardson, McLeod, & Dikkers, 2011; Sherman & Beaty, 2007).

The increase in contingent faculty in academe is a reality, and educational leadership units are no exception. Given that clinical and adjunct faculty members are teaching educational leadership courses and handling other aspects of preparation programs, those concerned about leadership preparation program quality need to explore the questions posed in the next section.

## Issues to Address

There are a number of issues surrounding contingent faculty that should receive thoughtful attention from educational leadership researchers, preparation programs in higher education, state agencies, accreditation bodies, and professional organizations. Below are some questions that should be addressed through in-depth investigations of contingent faculty members' backgrounds and involve-

ment with their employing institutions.

1. What is the purpose of hiring full-time clinical faculty in educational leadership units (e.g., to strengthen the practitioner aspect of leadership preparation, to allow tenure-track faculty to focus on research rather than teaching and service, to reduce instructional costs, or a combination)?
2. How are part-time adjunct faculty members assimilated into the leadership preparation program to ensure program consistency? Are orientation activities provided for adjuncts whose primary jobs are elsewhere? Are they provided tenure-track or full-time clinical mentors? Are they expected to meet specific standards in their courses?
3. Are clinical faculty more like their tenure-track colleagues or more like adjuncts in terms of backgrounds and activities? Are clinical faculty allowed to direct dissertations, become unit chairs, and assume other administrative roles in academe? Are they eligible for promotion, long-term contracts, and sabbaticals? How are they treated differently from tenure-track faculty in their units?
4. Are contingent faculty (both adjuncts and clinical) provided professional development activities by their institutions? Where provided, how do these activities differ for clinical versus adjunct faculty?
5. With the increase in alternative leadership preparation providers (e.g., school districts growing their own, entrepreneurs such as Broad preparing school leaders; Murphy, Moorman, & McCarthy, 2008), how are these alternatives staffed in terms of clinical and adjunct instructors?
6. How do professional associations embrace contingent faculty members? Do they provide particular professional development programs and strands at national meetings designed specifically for clinical and adjunct educational leadership faculty? Should UCEA and other organizations do more in this regard?
7. How do state agencies, accreditation bodies, and professional associations consider tenure-track and contingent faculty appointments when determining expectations for staffing leadership preparation programs? Have these entities agreed upon minimum staffing levels to ensure program quality and, if not, should they? In light of the increase in contingent faculty, particularly full-time clinical faculty, should UCEA revisit its membership policy regarding a "critical mass of full-time tenure-track faculty members (typically five or more)"?

## Conclusion

Full-time clinical and part-time adjunct faculty members are viewed together as contingent faculty by the American Association of University Professors, but the two types of faculty appear to function somewhat differently in educational leadership units. Clinical faculty may be hired to fill specific teaching and service roles in the leadership preparation programs. Conversely, adjuncts may be hired to cover courses that cannot be handled by the unit's full-time clinical and tenure-track faculty. Adjuncts are usually hired on a temporary basis, whereas clinical faculty may enjoy some form of job security (e.g., long-term contracts). As both groups are playing increasingly significant roles in leadership preparation, professional standards should specify the criteria to use in hiring contingent faculty and the optimum number of adjunct and clinical faculty per educational leadership unit. Data and policies on these roles are sorely needed, as systematic attention has not been given to contingent faculty members in our field and is long overdue.

## References


American Association of University Professors. (2014). *Policy documents and reports* (11th ed.). Baltimore, MD: The Johns Hopkins University Press.

Baldwin, R. G., & Chronister, J. L. (2001). *Teaching without tenure: Policies and practices for a new era.* Baltimore, MD: Johns Hopkins University Press.

Campbell, R. F., & Newell, L. J. (1973). *A study of professors of educational administration.* Columbus, OH: University Council for Educational Administration.

Carnegie Project on the Education Doctorate. (2016). *CPED: A knowledge forum on the EdD.* Retrieved from http://cpedinitiative.org/about

Chronister, J. L. (1999). Marginal or mainstream? *Liberal Education, 85*(4), 16-23.

Edmonson, S., & Fisher, A. (2003, February). *Effective use of adjunct professors.* Paper presented at the annual meeting of the American Association of School Administrators, New Orleans, LA. Retrieved from ERIC database. (ED475420)

Griffiths, D. E., Stout, R. T., & Forsyth, P. B (Eds.). (1988). *Leaders for America's schools: The report and papers of the National Commission on Excellence in Educational Administration.* Berkeley, CA: McCutchan.

Hackmann, D. G. (2007). Roles and responsibilities of clinical faculty in selected educational leadership programs. *Planning and Changing, 38,* 17-34.

Hackmann, D. G., & McCarthy, M. M. (2011a). *At a crossroads: The educational leadership professoriate in the 21st century.* Charlotte, NC: Information Age.

Hackmann, D. G., & McCarthy, M. M. (2011b). Clinical faculty in educational leadership programs: A growing force. *Planning and Changing, 42,* 183-208.

Hackmann, D. G., & McCarthy, M. M. (2013). What constitutes a critical mass? An investigation of faculty staffing patterns in educational leadership programs. *Journal of Research on Leadership Education, 8,* 5-27.

Johnson, J. A., MacGregor, C. J., & Watson, R. (2001, August). *Out of sight—out of mind: The importance of integrating adjunct faculty into an educational administration department.* Paper presented at the annual meeting of the National Council of Professors of Educational Administration. Retrieved from ERIC database. (ED471806)

Kezar, A., & Gehrke, S. (2014). Why are we hiring so many non-tenure-track faculty? *Liberal Education, 100*(1), 44-51.

Kezar, A., & Sam, C. (2010). *Understanding the new majority of non-tenure-track faculty in higher education: Demographics, experiences, and plans of action.* San Francisco, CA: Jossey-Bass.

Levine, A. (2005). *Educating school leaders.* Washington, DC: The Education Schools Project.

McCarthy, M. M., & Kuh, G. D. (1997). *Continuity and change: The educational leadership professoriate.* Columbia, MO: University Council for Educational Administration.

McCarthy, M. M., Kuh, G. D., Newell, L. J., & Iacona, C. M. (1988). *Under scrutiny: The educational administration professoriate.* Tempe, AZ: University Council for Educational Administration.

Murphy, J., Moorman, H. N., & McCarthy, M. (2008). A framework for rebuilding initial certification and preparation programs in educational leadership. *Teachers College Record, 110,* 2172-2203.

National Policy Board for Educational Administration. (2015). *Communications toolkit for the 2015 Professional Standards for Educational Leaders.* Retrieved from http://www.ccsso.org/Documents/2016/CCCSOCommunicationsToolkitPSEL111615.pdf

Pounder, D. (1994). Work incentives to attract clinical faculty. *People and Education, 2*(1), 14-36.

Ricciardi, D., & Williams, F. K. (2007). Considerations for navigating the staffing of principal preparation programs. In L. K. Lemasters & R. Papa (Eds.), *At the tipping point: Navigating the course for the preparation of educational administrators. The 2007 yearbook of the National Council of Professors of Educational Administration* (pp. 401-408). Lancaster, PA: DESTech.

Richardson, J. W., McLeod, S., & Dikkers, A. G. (2011). How do school districts treat K-12 principals and principal candidates with online credentials? *International Journal of Leadership in Education, 14,* 351-368. doi:10.1080/13603124.2011.560287

Ritter, C. (2007, August). *The practitioner professor: Applying theory to practice.* Paper presented at the annual meeting of the National Council of Professors of Educational Administration. Retrieved from ERIC database. (ED500843)

Robey, P., & Bauer, S. (2013). Change in university-based programs of educational leadership: How responsive have programs been? *Journal of Research on Leadership Education, 8,* 261-279. doi:10.1177/1942775113498375

Schneider, J. (2003). *The unholy alliance between departments of educational administration and their "invisible faculty"* (Occasional paper). Arlington, VA: American Association of School Administrators. Retrieved from ERIC database. (ED474643)

Schuster, J. H., & Finkelstein, M. J. (2006). *The American faculty: The restructuring of academic work and careers.* Baltimore, MD: Johns Hopkins University Press.

Sherman, W. H., & Beaty, D. M. (2007). The use of distance technology in educational leadership preparation programs. *Journal of Educational Administration, 45,* 605-620. doi:10.1108/09578230710778222

Shakeshaft, C. (2002). The shadowy downside of adjuncts. *School Administrator, 59*(10), 29-30.

University Council for Educational Administration. (2004). *UCEA membership policy and procedures.* Retrieved from http://www.ucea.org/v-ucea-membership-policy-procedures/

**http://twitter.com/UCEA**

# Leading for Social Justice in Education

Ross Notman
*University of Otago, New Zealand*

Bruce Barnett
*University of Texas at San Antonio*

*Leading for Social Justice in Education* was the topical theme of the 2016 New Zealand Educational Administration and Leadership Society [NZEALS] International Leadership conference held in Dunedin, NZ, on April 20–22. The NZEALS president described the biennial conference as providing her "with some of the best thinking around social justice I have heard in years." This was brought about by the boutique conference atmosphere, participants' willingness to engage with each other around the social justice theme, and the high calibre of guest speakers and presenters.

Four keynote speakers were used as ignition points for subsequent thinking and discussion. Associate Professor Ross Notman's opening address provided a positive and challenging launch pad for future plans for action for leading social justice, particularly in high-needs schools. Mai Chen (a leading New Zealand lawyer) spoke about the impacts of superdiversity on education, with New Zealand being one of the most ethnically diverse countries in the world. Dr Chris Sarra (Queensland educator) brought an Australian perspective as he reflected on his personal and professional journey as an Aboriginal educator and how we can put right the damage caused by low expectations of our students. Finally, Professor Bruce Barnett (University of Texas at San Antonio) concluded the conference with an energetic address that encouraged high-need school leaders to become agents of hope for their students.

Conference attendees were able to enjoy national and international presenters from early childhood, primary and secondary schools, and tertiary institutions who shared research findings and practitioner experiences about leading for social justice and high needs in their education sector. Presentation topics ranged from "social justice leadership of teachers and school directors in Costa Rica and Mexico" to "beginning a new school based on the principles of social justice and curriculum integration in New Zealand" to "transcending the contexts of a rural school in Texas and an urban school in California." One conference member made the following comment: "It is imperative that we build cultural understanding, inclusiveness, equitable thinking and resourcing in New Zealand. My deputy principal summed it up beautifully with, 'Wouldn't it be great if we could have brought the whole staff to this—the ideas are so powerful we can't just leave them in Dunedin.'"

In addition to this exposure to professional learning, attendees were able to take in an iconic train excursion and visit impressive art galleries and the Otago Peninsula albatross colony. They all enjoyed the 20-minute ride to Larnach Castle for the evening conference and awards dinner, which included bagpipes and a haggis ceremony—not a surprising event given Dunedin's deep Scottish heritage!

Contributing to the New Zealand conference success was the inclusion of members of the International School Leadership Development Network (ISLDN) research project who both presented papers and held their annual meeting prior to the conference. The project was instigated in 2011 and comprises two fields of research endeavour: social justice and high-needs schools. This 15-country collaborative investigation seeks to address leadership challenges among the two streams via small-scale, case-study research. International team members at the conference included researchers from the Universities of Hong Kong, Melbourne, and Edinburgh, together with California State University–Long Beach, Georgia State University, University of Tennessee, and the University of Texas at San Antonio.

Prior to the NZEALS conference, international members of the ISLDN project met in Hamilton, New Zealand, for school visits and insights into the New Zealand education system through the voices of school leaders and their students. Their final day was a cultural immersion experience with a tour of a Maori village, a cultural performance, and a further "immersion" in thermal hot pools at Rotorua. Hosted by ISLDN members from the University of Waikato, the school and cultural experiences were highly appreciated by all who attended.

The next biennial NZEALS International Conference will be held in Auckland, April 2018.

# Envisioning the Future of Leadership Preparation: A Collaborative Dialogue

David DeMatthews
*University of Texas at El Paso*

Amber E. Benedict
*University of Florida, CEEDAR Center*

Principals are responsible for ensuring that *all* students, including students with disabilities and students who are English learners, receive instruction that is far more effective and inclusive than ever before. The new Professional Standards for Educational Leaders emphasize the need for principals to have a more diverse skillset that can "move the needle on student learning and achieve more equitable outcomes" (National Policy Board for Educational Administration, 2015, p. 1). In efforts to support students who struggle and promote the academic and behavioral success of *all* students, many state and district professionals have adopted a multitiered system of supports (MTSS). MTSS is designed to ensure that all learners receive instruction tailored to their academic, social, and emotional needs. In fact, the Individuals With Disabilities Education Act (IDEA) National Assessment Implementation Study (Bradley et al., 2011) found that 49 states had some level of MTSS commission or task force, implying that nearly every state is implementing some form of MTSS.

MTSS, a tiered approach to supporting students who struggle to learn or behave, comprises three tiers (Hill, King, Lemons, & Partanen, 2012). In Tier 1, or core instruction, teachers use effective teaching practices to deliver high-quality curricula. Teachers differentiate instruction to students' individual learning needs and use frequent assessment activities to monitor student progress within the grade-level curriculum. Students who struggle with learning academic content then receive supplemental instruction in Tier 2. Tier 2 instruction is intensified; it is more explicit in nature, targets key skills necessary for students to be successful within the grade-level curriculum, and is implemented in a smaller group setting. Students whose progress-monitoring data demonstrate that Tier 2 supports are not intensive enough to support them in making sufficient academic gains then receive Tier 3 instructional intensive interventions. Within Tier 3, instruction is further individualized and intensified; it is implemented with even smaller groupings of learners with an increased number of sessions per week and an extended amount of time during each instructional session (Orosco & Klingner, 2010).

The purpose of this paper is to engage the University Council for Educational Administration (UCEA) community in a conversation about conceptualizing the knowledge and skill required of educational leaders to utilize MTSS frameworks and about considering the ways in which institutions of higher education can come together to best prepare school and district-based leaders. This article is simply a starting point that we hope will spark a larger conversation about how school leaders must be prepared to meet the diverse needs of students. To begin, we review the demands that leadership within MTSS frameworks places on principals. Next, we look to the future and consider approaches that institutions of higher education may take to best prepare school and district-based leaders for these responsibilities. Then, we review resources offered by the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center, a federally funded technical assistance center, to support faculty in achieving these goals. Finally, we conclude with an example of one university where professionals have developed a new leadership preparation program from the ground up, with consideration given to the development of instructional expertise for MTSS frameworks and how to support developing leaders in deepening their knowledge and skill in innovative ways.

## MTSS: What Do Principals Need to Know and Do?

What do principals need to know and do to provide the type of leadership that promotes success for all students within MTSS frameworks? For MTSS frameworks to be effective, principals must be prepared to shape a vision for the school that expects academic success for all students. This vision includes a school culture that values inclusion, holds high expectations, and engages faculty and staff in collective responsibility for the academic success of all students. (McLeskey, Waldron, & Redd, 2014; Nagle, Hernandez, Embler, McLaughlin, & Doh, 2006). Also, school leaders must have the skillsets necessary to establish collaborative structures to organize teachers around analyzing and responding to student data, strengthening instruction, and fostering school improvement (Mitgang, 2012). Therefore, school leaders must be willing to promote and be capable of engaging in active collaboration with teacher leaders, as well as outside experts when needed, to make important decisions. This collective work allows school leaders to identify or design shared professional development opportunities for general and special education teachers that equip them with the knowledge and skill they need to make MTSS work. In addition, school leaders will need the skills necessary to design school schedules that enable collaborative planning and provide curricular supports and the appropriate instructional resources and technology for teachers to be successful at adequately meeting their students' learning needs within each MTSS tier.

## MTSS and Leadership Preparation Programs

The majority of principal preparation models do not focus on preparing school leaders with the skills to address the needs of students who struggle in school, including students with disabilities (DiPaola & Walther-Thomas, 2003; Pazey & Cole, 2013). Generally, principal preparation programs provide limited attention to how school leaders can support teachers working with diverse learners in inclusive general education classrooms (Angelle & Bilton, 2009). When special education is addressed, course work is primarily concerned with issues of legal compliance (Osterman & Hafner, 2009) rather than how to proactively attend to students' learning needs through differentiated instruction; use of assessments to monitor student progress; and establishing interdisciplinary teams that can develop intervention plans, track student progress, and provide ongoing support to students, parents, and classroom teachers—skills critical to providing effective leadership within MTSS frameworks. However, the knowledge and skills that school leaders need

to develop to provide leadership to teachers and staff so that they can develop and support the needs of struggling learners within MTSS frameworks require more than just thoughtful course work or observation alone (Ericsson, 2008). Future school leaders must have opportunities to practice providing instructional leadership to teachers and staff within MTSS frameworks throughout the duration of their preparation through simulations (e.g., case studies, microteaching) as well as clinical experiences that allow them to work alongside expert leaders solving the types of complex problems they likely will encounter.

To prepare school leaders with the knowledge and skills needed for effective leadership within an MTSS framework, principal preparation programs must accomplish the following:

- Increase the rigor of admissions policies to actively recruit teacher leaders who have experience with MTSS and have collaborated with other teachers to support the learning and behavioral success of all students.
- Strengthen the relationship between higher education and P-12 partners to help principal preparation programs enhance their understanding of the nuanced and contextual needs of leaders in particular districts and regions. This relationship can also be helpful in identifying exemplary leaders with strong models of MTSS at their schools who can serve as mentors to novice leaders and those in training. Furthermore, these sites can become placements for clinical internships for principal candidates, where candidates and leaders work in collaboration with educational leadership faculty to engage in research to solve problems of practice and assist in efforts related to providing ongoing professional development opportunities for in-service principals.
- Renew curricula and experiences that emphasize the instructional leadership expertise aligned to MTSS frameworks (e.g., deliberately weaving preparation for MTSS frameworks and consideration for students with learning difficulties, including students with disabilities and English learners, throughout the program).

When principal preparation program leaders select candidates who are most likely to succeed in future leadership roles, work in close collaboration with P-12 partners, and consider ways to strengthen the alignment between course work and the challenges that future principals are likely to face in their schools, everyone profits.

## CEEDAR: A Resource for Faculty and Colleges of Education

The CEEDAR Center team helps educational leadership faculty renew their programs to better support principals in MTSS. CEEDAR is a federally funded technical assistance center that serves as a resource to faculty and colleges of education. CEEDAR aims to support the development of leaders who can successfully prepare students with disabilities to achieve college- and career-ready standards. Currently, more than 89 teacher and leader preparation programs from 20 states participate in the CEEDAR initiative. CEEDAR provides support for leadership preparation reform through a battery of different resources.

Content Enhancement Modules focused on developing school and district leaders for inclusive educational settings are additional resources that the CEEDAR team developed to support leadership preparation program leaders in their efforts (Billingsley, McLeskey, Crockett, McLaughlin, & Banks, 2015). Content Enhancement Modules are accessible to all institutions through CEEDAR's website (http://ceedar.education.ufl.edu/cems/) and include a wide array of resources, including example syllabi, presentation materials, and structured activities, for university faculty. In addition, researchers at CEEDAR have synthesized the literature (Bellamy, Crockett, & Nordengren, 2014) and developed an innovation configuration matrix (Billingsley, McLeskey, & Crockett, 2014) to support educational leadership faculty in preparing principals with the expertise needed to create high-achieving schools for all students, including students with disabilities (http://ceedar.education.ufl.edu/tools/innovation-configurations/).

Some institutions have been quick to integrate the content of Content Enhancement Modules and restructure their programs using these new resources. For example, Dr. Alan Enomoto and his colleagues at Brandman University capitalized on current credential changes in California and drew upon the CEEDAR resources to restructure their program. Enomoto and his colleagues considered the needs of current leaders and how to best prepare them with the knowledge and skills needed to cultivate the instructional leadership expertise required to effectively lead within MTSS frameworks and consider the needs of students who struggle, including those with disabilities. Their efforts resulted in a new program focused on preparing leaders with course work emphasizing MTSS. One major change was the nature of the field-based opportunities provided to future leaders within the program. Brandman University's redesign includes embedded and ongoing field work throughout the program, rather than just one cumulating field experience or internship. In addition, each new leadership candidate is assigned a leadership coach. Leadership coaches serve as field supervisors and seminar facilitators who work directly with district providers to support the development of candidates throughout their program, providing candidates support in leadership change theory, team development, systems, and instructional supervision that aligns course content with field experiences. The sustained interaction with the leadership coach provides candidates with a clear focus on the values of leadership and learning around which the program is organized.

## Concluding Thoughts

Faculty working in principal preparation programs have recognized the need for a renewal of curricula and clinical experiences that ensure that leaders are more prepared to meet the diverse needs of all students. As a scholarly community focused on principal preparation and social justice, we must ask why have we struggled to make the necessary programmatic adjustments to ensure that all students have an opportunity to be successful. Obviously, preparation programs confront numerous constraints associated with resources, faculty expertise, and other barriers to change. Although these constraints are real and should not be downplayed, faculty in principal preparation programs can more strategically collaborate with faculty in other departments, regional and state organizations, and national centers such as CEEDAR to establish more meaningful partnerships with local school districts, adapt admissions processes to identify potential students with experience in special education and MTSS, and engage in professional development and learning opportunities that can enhance department and faculty expertise as it relates to MTSS and the needs of diverse learners.

As we look to the future, we recognize that faculty working in principal preparation programs will have important questions, criticisms, and concerns related to MTSS and how our UCEA community, the CEEDAR Center, and other organizations will contribute to leadership preparation improvements. Concerns are necessary and can be leveraged to generate meaningful theoretical, research-based, and practitioner-oriented discussions about how to best prepare future leaders and how the CEEDAR Center and university faculty can share their resources, expertise, and ideas to improve school leaders. UCEA's annual convention, as well as other events, will be opportunities for organizations like CEEDAR and UCEA to share their ideas, research, and approaches to school improvement with principal preparation faculty and engage in meaningful discussions and partnerships moving forward. We cordially invite you to share in these discussions, conversations, and debates.

## References


Angelle, P., & Bilton, L. M. (2009). Confronting the unknown: Principal preparation training in issues related to special education. *AASA Journal of Scholarship & Practice, 5*(4), 5-9.

Bellamy, G. T., Crockett, J. B., & Nordengren, C. (2014). *Preparing school leaders for every student's learning* (Document No. LS-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/literature-syntheses/

Billingsley, B., McLeskey, J., & Crockett, J. B. (2014). *Principal leadership: Moving toward inclusive and high-achieving schools for students with disabilities* (Document No. IC-8). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configurations/

Billingsley, B., McLeskey, J. M., Crockett, J. B., McLaughlin, V. L., & Banks, A. (2015). *Course Enhancement Module: School leadership for students with disabilities.* Retrieved from the University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://www.ceedar.org

Bradley, M. C., Daley, T., Levin, M., O'Reilly, F., Parsad, A., Robertson, A., & Werner, A. (2011). *IDEA National Assessment Implementation Study: Final report* (NCEE 2011-4027). Retrieved from http://ies.ed.gov/ncee/pubs/20114026/pdf/20114027.pdf

DiPaola, M. F., & Walther-Thomas, C. (2003). *Principals and special education: The critical role of school leaders.* Retrieved from http://www.personnelcenter.org/pdf/copsse_principals.pdf

Ericsson, K. A. (2008). Deliberate practice and acquisition of expert performance: A general overview. *Academic Emergency Medicine, 15,* 988-994.

Hill, D. R., King, S. A., Lemons, C. J., & Partanen, J. N. (2012). Fidelity of implementation and instructional alignment in response to intervention. *Learning Disabilities Research & Practice, 27*(3), 116-124.

McLeskey, J., Waldron, N. L., & Redd, L. (2014). A case study of a highly effective, inclusive elementary school. *The Journal of Special Education, 48*(1), 59-70.

Mitgang, L. (2012). *The making of the principal: Five lessons in leadership training.* Retrieved from the Wallace Foundation website: http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-Making-of-the-Principal-Five-Lessons-in-Leadership-Training.pdf

Nagle, K. M., Hernandez, G., Embler, S., McLaughlin, M. J., & Doh, F. (2006). Characteristics of effective rural elementary schools for students with disabilities. *Rural Special Education Quarterly, 25,* 3-12.

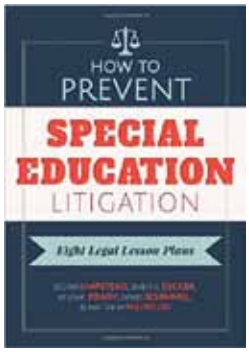
National Policy Board for Educational Administration. (2015). *Professional standards for educational leaders.* Reston, VA: Author.

Orosco, M. J., & Klingner, J. (2010). One school's implementation of RTI with English language learners: "Referring into RTI." *Journal of Learning Disabilities, 43,* 269-288. doi:10.1177/0022219409355474

Osterman, K. F., & Hafner, M. M. (2009). Curriculum in leadership preparation. In M. D. Young, G. M. Crow, J. Murphy, & R. T. Ogawa (Eds.), *Handbook of research on the education of school leaders* (pp. 269-318). New York, NY: Routledge.

Pazey, B. L., & Cole, H. A. (2013). The role of special education training in the development of socially just leaders building an equity consciousness in educational leadership programs. *Educational Administration Quarterly, 49,* 243-271.

# Book Review:
## How to Prevent Special Education Litigation: Eight Legal Lesson Plans




David DeMatthews
*University of Texas at El Paso*

Umpstead, R., Decker, J., Brady, K. P., Schimmel, D., & Militello, M. (2015). *How to prevent special education litigation: Eight legal lesson plans.* New York, NY: Teachers College Press.

Principals and teachers are central to creating equitable schools that meet the needs of all students. The enactment of the Individuals With Disabilities Education Act (IDEA) and subsequent policy and judicial decisions created a foundation for protecting the rights of students with disabilities and their families; promoted values of inclusion and access; and provided a structure for due process, compliance monitoring, and legal recourse. While the positive impact of IDEA cannot be ignored, many students with disabilities remain inappropriately identified, placed into segregated programs, disproportionately punished, provided with an inadequate education, and subject to unequal postschool outcomes (U.S. Department of Education, 2015). At the same time, principals and teachers are ill prepared in their preparation programs and in-service trainings to fully comprehend the expectations of IDEA, ensure their schools remain in legal compliance, and protect students with disabilities from being marginalized within their schools and communities (Pazey & Cole, 2013).

The risk of failing to understand and act responsibility in relation to IDEA and other federal laws has significant implications for schools, districts, and educators. Obviously, failing to provide students with disabilities with an appropriate education is problematic. However, the legal ramifications, including high costs stemming from complaints and settlements, can further tax the time and resources of schools and districts already struggling to meet expectations. This is the landscape which the book *How to Prevent Special Education Litigation* by Regina Umpstead, Janet R. Decker, Kevin P. Brady, David Schimmel, and Matthew Militello, is written. This book should be a required read for aspiring and future school leaders at the school and district level and used as a teaching tool in schools, districts, and universities. *How to Prevent Special Education Litigation* specifically addresses legal issues occurring in schools and consists of eight legal lesson plans that include teaching materials, learning objectives, conversation questions, assessment activities, and additional resources. This lesson-based approach provides opportunities for leaders to engage teachers and staff with critical information on special education law that can help prevent future legal disputes and protect the rights of students with disabilities and their families.

The legal issues identified in this book surface the complex and challenging nature of special education law and how it specifically impacts students with disabilities and their families, as well as classrooms, school budgets, discipline procedures, and issues of inclusion and long-term outcomes. When school leaders and teachers do not understand these important aspects of special education and special education law, they place the social, emotional, and academic well-being of students with disabilities at risk. After a brief introduction to the book and introductory lessons about the importance of special education law and the primary federal entitlements and protections associated with IDEA, the authors provide lessons on special education eligibility, Individualized Educational Program (IEP) development, the least restrictive environment (LRE), discipline processes, transition planning, and positive family–school relationships. The book then concludes with a useful appendix on the basic legal framework related to students with disabilities.

Chapters 3, 4, and 5 focus on eligibility, the development of an appropriate IEP, and the meaning of the LRE. Chapter 3 specifically explores "who is protected" under federal special education laws and highlights some of the proper policies school leaders and teachers often fail to follow. The chapter provides a broad but insightful selection of federal case law, IDEA's 13 eligibility categories, and relevant information on Section 504 and the Americans with Disabilities Act. The reader is provided with eligibility criteria for IDEA and then asked to apply what was learned by reviewing three student scenarios and making eligibility decisions. Building on Chapter 3's focus on eligibility, Chapter 4 examines the development and implementation of an appropriate IEP. The chapter highlights the importance of creating an IEP team that includes both parents and educators, developing a well-written IEP that includes services and placement, and identifying common pitfalls associated with the IEP process. The chapter also includes a script of an adversarial IEP meeting and an additional practice scenario with materials to facilitate discussion. Chapter 5 explores the LRE and is linked to previous chapters associated with eligibility and IEP development. Whereas the LRE is a legal concept within IDEA and clarified by federal courts, it is often confused in schools as "inclusion" or "full inclusion" and can contribute to inappropriate student placements. Although this chapter is useful, it misses the mark by failing to discuss issues of segregation and race. The chapter provides LRE scenarios, information on IDEA and continuum of placements, and a "dating game" activity that can be used to engage participants in how to make legally sound LRE decisions.

Chapters 6, 7, and 8 focus on student discipline, transition planning, and positive family–school relationships. Chapter 6's focus on student discipline is timely considering the historic and significant disproportionate punishment of students with disabilities (Losen, 2011). This section covers important case law, highlights procedures associated with Manifestation Determination Reviews and Behavioral Improvement Plans, and provides opportunities for participants to apply case law and federal code to a range of scenarios. This chapter does not highlight issues of race, disability status, and disproportionate punishment. Chapter 7 focuses on transition

planning and postsecondary outcomes, an important and often overlooked area of IDEA. The reader is provided with the requirements for transition planning, information about postsecondary education, employment and career training, and adult independent living skills. Student scenarios and transitional goal-writing opportunities are provided. Chapter 8 emphasizes the importance of positive family–school relationships, which is not simply a best practice but an expectation of IDEA. The chapter highlights how poor relationships can lead to litigation as well as a loss of time and money for districts and schools. The scenarios and activities in this section focus on facilitating collaborative IEP team meetings and managing conflict. The reader is also familiarized with parents' due process rights and dispute resolution processes.

The foundational knowledge of special education law this book provides is critical for aspiring and current principals and teachers. I applaud the authors for developing a legally sound book that addresses the shortcoming of principal and teacher preparation in the area of special education law. I believe principal preparation programs and school districts should draw from the book as a resource. However, I also believe *How to Prevent Special Education Litigation* could have integrated additional information on quality instruction and racial disproportionality. The book lacks an emphasis on quality instruction in classrooms in inclusive settings as well as other more restricted environments. Since this manuscript is written specifically for supporting aspiring and future educators, failing to infuse information and content on instruction into conversations about IEP development, response to intervention, and other aspects of special education law might lead some educators to walk away from activities with a compliance-driven perspective rather than a student-centered one focused on teaching and learning. Second, and even more surprising, is the book's lack of attention to issues of racial disproportionality, especially in chapters focused on eligibility, LRE, and student discipline. The book steers clear of any critical conversations about race and special education, despite clear evidence suggesting Black students and other marginalized groups are disproportionately identified as having a disability, segregated, and disciplined in relation to their White peers (Skiba et al., 2008; U.S. Department of Education, 2015), and that racial disproportionality can lead to litigation (e.g., *Lee v. Butler County Board of Education,* 2000). These two important shortcomings limit the book's ability to stand alone as a core text for a course or teaching tool. In sum, I believe How to Prevent Special Education Litigation makes a very strong contribution to the preparation of teachers and principals in the area of special education law, but it should be used in conjunction with other resources that more fully incorporate and address race and quality instruction (Harry & Klingner, 2014; McLeskey & Brownell, 2015).

## References


Harry, B., & Klingner, J. (2014). *Why are so many minority students in special education?* New York, NY: Teachers College Press.

Lee v. Butler County Bd. of Educ., 476 F. Supp. 2d 1356 (M.D. Ala. 2007).

Losen, D. J. (2011). *Discipline policies, successful schools, and racial justice.* Boulder, CO: National Education Policy Center. Retrieved from http://nepc.colorado.edu/publication/discipline-policies

McLeskey, J., & Brownell, M. (2015). *High-leverage practices and teacher preparation in special education* (Document No. PR-1). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/best-practice-review/

Pazey, B. L., & Cole, H. A. (2013). The role of special education training in the development of socially just leaders building an equity consciousness in educational leadership programs. *Educational Administration Quarterly, 49,* 243-271.

Skiba, R. J., Simmons, A. B., Ritter, S., Gibb, A. C., Rausch, M. K., Cuadrado, J., & Chung, C. G. (2008). Achieving equity in special education: History, status, and current challenges. *Exceptional Children, 74,* 264-288.

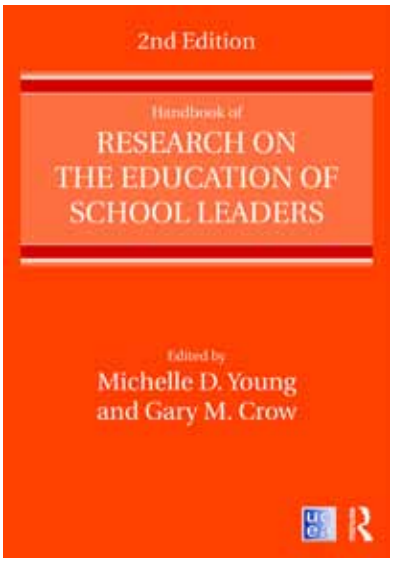
U.S. Department of Education. (2015). *37th annual report to Congress on the implementation of the Individuals with Disabilities Education Act, 2015*. Washington, DC: Author.

# NEW: Second Edition of the Handbook of Research on the Education of School Leaders

**Michelle D. Young & Gary M. Crow, Eds.**

"A landmark book. The highest quality and most comprehensive resource on the education of school leaders available." - Joseph Murphy, Frank W. Mayborn Chair of Education and Associate Dean, Peabody College, Vanderbilt University

"*The Handbook of Research on the Education of School Leaders* 2nd edition is the source book to use for designing a leadership curriculum for the future. As K-12 schools face increased pressure to improve student outcomes, the educational leadership skill set is changing to meet the demands of an instructionally focused curriculum. This book is a must have for understanding how best to train school leaders to lead instructionally focused schools based upon 'the most up-to-date research on the field.' - James E. Berry, Professor of Educational Administration, Eastern Michigan University and Executive Director, National Council of Professors of Educational Administration




Available for pre-order at Amazon
Routledge. ISBN-13: 978-1138850323. ISBN-10: 1138850322

*The Handbook of Research on the Education of School Leaders* (2nd ed.) brings together empirical research on leadership preparation and development to provide a comprehensive overview and synthesis of what we know about preparing school leaders today. With contributions from the field's foremost scholars, this new edition investigates the methodological foundations of leadership preparation research, reviews the pedagogical and curricular features of preparation programs, and presents valuable insights into the demographic, economic, and political factors affecting school leaders. This volume both mirrors the first edition's macro-level approach to leadership preparation and presents the most up-to-date research in the field. Updates to this edition cover recent state and federal government efforts to improve leadership in education, new challenges for the field, and significant gaps and critical questions for framing, researching, evaluating, and improving the education of school leaders. Sponsored by UCEA, this handbook is an essential resource for students and scholars of educational leadership, as well as practitioners, policymakers, and other educators interested in professional leadership.

TABLE OF CONTENTS

# A Conversation With UCEA President Mónica Byrne-Jiménez

Juan Manuel Niño
*The University of Texas at San Antonio*

Dr. Mónica Byrne-Jiménez is an associate professor in Educational and Policy Leadership at Hofstra University. Currently, Dr. Byrne-Jiménez is the president of UCEA and will address the consortium during the national convention in November in Detroit, Michigan. Before joining the faculty ranks, she worked in a number of urban settings, including as a K-6 bilingual teacher, coordinator, literacy instructional specialist, and trainer for the Accelerated Schools Project. Her research focuses on Latina/o identity and school leadership, the role of faculty diversity on doctoral student experiences, and effectiveness of a special education leader preparation program. Given her practitioner and research abilities, Dr. Byrne-Jiménez is coauthor of *Developing Effective Principals Through Collaborative Inquiry* (Teachers College Press) and has numerous publications in both research and practitioner journals. Dr. Byrne-Jiménez earned a BA in Latin American Studies/Sociology from Columbia University, an MA in Educational Studies from the University of Michigan, and an EdD in Education Leadership from Teachers College, Columbia University.

JMN: Muchas gracias for taking time for our plática to share some of your experiences as a tenured faculty and a president of UCEA, among other fun stuff…

**MBJ**: Fun stuff, exactly.

JMN: I'm going to ask you a series of questions. I'm more interested in your experience as you navigated the tenure process and UCEA president. Let me ask you the first question: How did you become interested in the professoriate?

**MBJ**: My goodness gracious. It's interesting because you are asking me how did I navigate tenure. I think it's all part and parcel the same thing. I started out as a practitioner with multiple experiences. I started as a bilingual elementary school teacher. Then, I became a bilingual literacy specialist. Following my experience in the classroom, I became a literacy coach for an entire building. During this experience, I supervised ELL [English language learner] students in multiple classrooms. As you note, much of my roots are grounded in the classroom experience and school experience. It was not until I became a literacy coach that I began thinking about going back to school for the terminal degree.

JMN: How was your doctoral experience like?

**MBJ**: My experience was unique. I decided to enroll in a department that was called Organizational Leadership. They had an interesting combination of programs, adult education and organizational psychology. It was an interesting approach as it was kind of a broad program. My initial plan for pursuing the degree was to become more informed and return to the public schools. For the first couple of years I worked full time for the program, and my plan was to return to the school and lead the building; however, I did not have a full plan of what was to come next. Nonetheless, it was my advisor who actually said to me, "Have you thought about going into academia?" I think my response to her was just laughter. Again, I identified as a practitioner and my passion for the schooling experience. The seed germinated, and during my dissertation, I reflected and came to the decision that I was ready to change my practice. I think that's the piece of me that is most helpful.

JMN: How was that reflective piece most helpful to you?

**MBJ**: Well, we often think practitioner versus academician. When I think about it, it's not that I'm not a practitioner anymore, it's just that the nature of my practice has changed. So it gives me comfort and strength to still think of myself as a practitioner, someone who is still connected to schools, my students and the relevancy I bring to my own classrooms. That perspective strengthens the connection between what do we do in the classroom from a conceptual perspective to the actual work that's happening in schools.

Furthermore, I think my practice has changed. It's not only focused on what's happening in the K-12 classroom but also what's happening in the higher education classrooms. Again, this understanding has helped me make the transition from a practitioner to a practitioner in higher education. This mindset has been important to me. It's something I have found in my conversations with other Latino scholars and scholars of color in general. Many of us start off on this road as K-12 practitioners, and we have that close commitment to the community and the students. We all have that in common, and it gets manifested in different ways. For example, some Latino scholars continue to be scholars in the K-12 setting, while other Latino scholars choose to be scholars in leadership preparation programs. Having a mindset of understanding how my practice has shifted is what helps keep me connected to the idea of practice. I'm not out of practice. I'm not away from practice. My practice just looks different. No longer am I preparing 10- and 11-year-olds for education; now, I am preparing adults for leadership in education. It's a subtle shift, but it's one that has been extremely insightful as I was navigating this idea of becoming an academician.

JMN: I know one of your research interest is understanding context. I think you perfectly situated how your context has shifted now from K-12 settings to higher education. The practice is still the same, it's just the context has changed a bit. You moved from the field to a different field.

**MBJ**: Absolutely.

JMN: Let go a step back, before you landed in academia. How was your faculty search experience?

**MBJ**: I think as Latino scholars, in a way, we come from a position of strength entering academia. This is a positive spin, on perhaps not so positive thing. The idea that there are few Latino scholars or Latinos with doctorates who want to go

into academia still exists. When people know you are thinking about academia, they tend to come to you. I remember I was at AERA and I was still working on my dissertation when I had a unique experience. I was at a Bilingual SIG meeting, and they asked current doctoral students to introduce themselves. So I introduced myself, and immediately after the meeting was over, another Latina scholar professor from UMass [University of Massachussetts], Boston approached me. I was naïve in the process about what it means to interview for a faculty position, but at the same time I was very lucky. The program at UMass was called Leadership in Urban Schools, and I had been an urban educator for all of my career. It was a serendipity.

Something similar happened with Hofstra [University]. I think part of what attracts people who are looking for faculty is that you are a Latino scholar, hence, a person of color, and everyone wants diversity on their faculty. It's really strange, perhaps a bizarre twist of fate that makes that process on one hand easier, but on the other hand trickier to negotiate. As I've grown into this position I am much more aware of my environment, its factors, what are the courses they teach, etc.

JMN: How has the awareness influenced your career?

**MBJ**: I make an analogy all the time to explain my outlook of my career. For example, in dentist commercials actors portray dentists. I say to colleagues, you don't want to portray an academician, rather, you want to be an academic. This mindest requires you to understand not just the setting and the place, but also what you need, what you will be able to do, what types of support you are looking for. We all know once you are in the position, it can be very lonely. If you think about it, you can be working individually and not be alone, or you can be in a big department and be absolutely lonely. So you have to be careful and conscious about these factors.

For me, as I get more experience I become more conscious of the kind of work and teaching I want to do, the research, the relationships I want, and being very transparent about who I am. I recall thinking, "What does an academician do, and what should I do to convince these people that I am an academic?" Nowadays, I say I am an academic, and these are the kinds of things that I want and need, and let me know whether or not you have support for me. I have become more conscious of the negotiation between the program, other faculty, and myself.

JMN: Those are some of the things I understand as a Latino junior faculty as I find spaces that are appreciative and welcome multiple ways of knowing. The spaces are there for all to become part of them; however, I acknowledge some systems that can be oppressive and act as a gatekeeping mechanism. Can you share how your tenure process was as a Latina?

**MBJ**: In any situation, it is understanding what the program is asking for or what they are looking for. For one, understanding what kinds of things are they looking for. The other one comes from being bilingual. For many of us who are bilingual, or bicultural, we are constantly translating from your experience to the outside world, from home and school. Trying to find ways of translating the work I have done or want to do, into ways that the program will understand. That's part of the triple burden as a faculty of color. You are constantly translating who you are as a cultural person, who you are as an intellectual person, and to the university outside.

The third thing, which ended up being very powerful for me, was embedded in the language of tenure criteria. It is this idea of enhancing the reputation of the university. How does the work that you do, your teaching, and your service enhance the reputation of the university? I tried to tie everything that I did to enhancing the university's reputation. I did it using my scholarship. When I went up for tenure, I had done a lot of program evaluations for community and educational organizations. While most of those were not published, I wrote about them as research impacting the field. It enhanced the reputation of the university working with these community organizations, nonprofit organizations, and with the schools. I used the same approach with my teaching. I stressed in my review how my teaching and the content in my courses were framed around social justice. The impact factor was centered on how my students went back into their schools and communities with a new way of thinking and practice. As such, this new approach served as a way of enhancing the reputation of the university. I used it not just to speak about the work that I did, but also to make sure they understood the work I did was important to the university and the field.

JMN: You spoke earlier about your experience as a bilingual educator, so what motivated you to pursue a line in leadership versus a faculty line in language acquisition?

**MBJ**: That's a good question, actually. I think my past work experiences influenced my pathway. I had worked at the classroom level and then at the grade level, and then finally at the school-wide leadership level. It was during the leadership team experience that I gained an access to understand the organization as a whole and how the different pieces of what we did individually came together to create a safe space for kids to learn and be successful. I think that lens led me to this idea of educational leadership. I think in a way it reflected a holistic view that I had of schools and education. Part of that comes from being not just about being a Latina, but a Latina who grew up in an area where there were not a lot of Latinos at the time. So when I started doing my dissertation on early career principals and how to support their development, it was a very natural transition for me, which naturally transitioned to how to prepare leaders.

JMN: How did you come to this term *social justice*? More importantly, how does that place you as a faculty member?

**MBJ**: Oh my goodness, I think my awakening, if you want to call it that, really began in college. The first time I was in a place where I could connect and build relationships and community with other Latinos. That hadn't been my previous experience at all. In the process of, you know it always starts with yourself, right, you explore yourself first. At that time, I became highly involved in Latino politics on campus and Latino organizations on campus. I was learning from my peers and my friends how different their experiences were from mine. For me, I have two international perspectives. My

mother is from Mexico and my father is from Peru. I have been really fortunate that I have been able to travel there. A few times, but enough to be conscious of the difference in poverty, language, and race. Not conscious of it, but to witness it. When I got to college, I started to unpack some of that with my friends. I believe that's where it started. I was looking at issues of equity and access and equality. So I began thinking and then questioning, what's this called—social justice? So for me, my awareness has been since I was in college, that's how long ago it started.

JMN: How did having this awakening influence your professional act?

**MBJ**: After college I worked in a college training program, a federally funded program to get kids living in urban and rural areas of poverty to go to college. It was that experience that motivated and got me to start thinking about becoming a teacher. When I worked in that program, the students would tell me about their teachers and their lack of teachers. So then I began thinking about becoming a teacher.

Once I started the path, I realized teaching is a political act. For me, teaching was never separated from this idea of justice, equality, and equity. The language wasn't the same back then, but purpose and means were. The very act of teaching was a political act in that I was able to expose my kids to things that weren't in the curriculum. That way of teaching just became part of my identity as an educator and that continues to this day.

JMN: How does it influence your role as a professor?

**MBJ**: I work with professionals who may never actually had conversations about race, justice, equity, or social justice. In our program we read about deficit thinking, we research on equity audits, we look at issues of race and institutional racism. All these concepts are discussed in my courses and to some degree embedded in the program throughout. We make it very explicit. Many of our students have been practitioners for 20 years, and this is the first time that they grapple with the language and the concepts around it. Again, I think about this approach as an extension of this idea that teaching is a political act. Even though I'm in a higher education class, I still see my teaching as a commitment to broadening the worldviews of my students. Some people would say by definition a political act is to constantly push back on the status quo. Having these conversations with my students in some way helps them better understand the bigger picture of society.

JMN: Our communities are becoming more diverse and demographic shifts are occurring all over our country. You focus on Latina identity and Latina leadership. How does this notion affect your practice as a leader?

**MBJ**: One of the things that I think happens when you are in any leadership position is this idea of authentic relationships as being important. I think you can't ask others to be risk-takers if you aren't willing to take risks yourself. So the work of social justice always starts with centering yourself and being willing to share your stories, your background, creating spaces where it is okay to talk about the pain that is associated with a person of color in an educational system that isn't always very friendly.

Creating those spaces, sharing your story make those spaces safe and is an important aspect of how I look at leadership. I lead the story with my story. I know how scary it is to begin to share those kind of moments with people who might never been engaged with anyone who has hea'rd or experienced inequity. So how do you get them to enter a space where you are going to uncover some stuff that they may not know? I'm very conscious of creating these safe spaces. In those safe spaces I lead by sharing my own stories, and many different stories, because we are not one story. We might look the same or look different, but in reality we are multitudes of stories, and as a class we make sense of them together.

JMN: I think it's about embracing vulnerability as leaders, professors and actors. As a lead faculty in the Urban School Leaders Collaborative, one thing we embrace is this notion of vulnerability. Students and professors are free to share their thinking and own their experience. Although the space we work in, academia, still can act as a panopticon force, one must be willing to resist hegemonic forces. However, as a junior faculty member, how did you navigate this process without having to lose your own identity?

**MBJ**: I think it is a constant struggle. With time and experience, I think you become more skilled at understanding yourself in the larger context and knowing when to enter and identify when a space is safe. Just by calling something a safe space certainly doesn't make it a safe space. But you are right, for the junior faculty, what is a safe space is probably is more limited than what it is for me as an associate. Let's be real, right. This is a journey, and so recognizing those safe spaces is probably what we become better with over time. However, once you find that safe space, then the struggle becomes how do we make this space more accessible and safer for more people. That's the work of leadership, whether it is higher education or K-12. For example, I can make a safe space for your heterosexual, Catholic Latinos, but that doesn't mean it's a safe space for all Latinos. We must consider how do we make this Latino space safe for LGBT, for non-Christian, for non-Catholic, for many women and Latinos who identify with multiple differences. As leaders for social justice, we have to be constantly pushing the boundaries to make a safe space more inclusive.

JMN: You have a very privileged role right now with UCEA; how do you use that platform to advocate for some of your own research interests?

**MBJ**: It's interesting because on one hand it is a privileged position, and on the other, you realize there are limits. We all live and work in organizations with inherent structure. Every space comes with a governance piece to address issues in the context, and UCEA is no different. As a leader, I have to be conscious of the environment I work in. Collaboratively, I worked with Noelle [Witherspoon Arnold] and April [Peters] to make sure we have our organizational vision aligned. I'm not suggesting we have think identically, but we must see that there is some continuity in the leadership methods that we put out in the Executive Committee as presidents of UCEA.

That voice is recognizable, not as Mónica or them, but rather as the leadership of UCEA. This only happens when we take time to get to know each other, hearing how we came to our work and what we want to do, and how do we help the organization evolve.

As president, I'm not trying to push UCEA in one direction or another. The way I think about it is that I'm looking to help UCEA transition. I believe a successful organization is one that is responsive, adaptive, can redefine itself and look at what's happening in the field and its members, and be able to forecast that these are issues that are emerging for all. It's about being very flexible. In a way, very Darwinian as it adapts to survive. I think about the work we do within the different spaces of the organization. However, I think how we help the organization evolve and about being careful what we are evolving into. The fear would be to evolve into the same exact thing that we started out to be. In essence do a complete 360-degree move.

JMN: Similar to school improvement, adding a new coat of paint to a building and calling it something new. We have to be more intentional and purposeful in our actions—

**MBJ**: Exactly, we might think we are evolving, but we are really not. We have to be careful about the direction that the field needs to go. More importantly, I consider myself as contributing to that evolution. For me, one of the most personally and professionally eye-opening experiences I had is when I went to Sevilla, and I was signatory of the Ccathedral. This idea that the first people who laid the first brick of the cathedral knew they were never going to see it finished, and yet they laid the first brick and the other bricks. They knew other people were going to come and lay other bricks. And so, I think building an organization is similar to that project. I'm adding my little bricks with the idea that we are evolving as more definitive, more responsive, more visionary than what it was 5 years ago or the past.

JMN: Reflecting on your experience as president, you talk about this evolution as an organization, but what do you see the future of UCEA? What is something you would like to see expanding more intentionally?

**MBJ**: Let me go back to something I said. I think this mindset about contributing to something bigger than yourself also reflects a Latino experience, because we are so connected to the community. I'm referring to community little c or Community big C. Additionally, we can also make reference to the community here in the U.S. or community crossing borders. I think that reflects my Latina identity as well. For me, the two are very congruous mindsets.

I think the thing that we have to do, that we are doing, and have to continue to do is to constantly revisit this idea of inclusiveness. Inclusiveness means many things. For me, it means much more than just to include but also how do we respond. For example, move away from the checkbox approach of having session for African Americans, Latinos, LGBT, etc. We can move away from that idea and revisit what inclusivity looks like for UCEA. It's constantly revisiting and pushing this idea of what it means to be inclusive, what it means to be responsive. Do we respond to crisis or do we respond to larger issues that we see in the field that we need to be prepared to help our members address? I think those two are important.

JMN: So how can we become more inclusive?

**MBJ**: I think the conversations we have been having in the past few years have placed us in a better state to discuss our inclusiveness. Also, thinking about how do we move beyond our values and really look carefully about how we espouse these values or not. If we feel like we are not espousing our values, who do we talk to? Do we rethink how some of our areas operate, or the way we even think about leadership preparation? There have been amazing leaps in the organization, as it has moved to becoming more inclusive and what I like to think about how we have been constantly moving towards that goal. Considering the state of the world, and all that is happening in schools and communities of color, it's a clear call that things aren't working. Students don't have the same faith in institutions that many of us had growing up. Questioning that broken relationship between communities of color and institutions and schools being one of them. I think it's a real concern and I think that's where the work of UCEA can be particularly powerful.

Also, I think we need to start considering faculty needs. How do we support faculty to begin exploring, developing, and preparing future leaders in our classrooms? We need to think about how do we support our faculty, do they see themselves as important members, important voices of these larger conversations around justice, equity, race, classism, and heterosexism? It's one thing to say I know a little about those subjects, but it's another thing to be prepared to engage your students in higher education classrooms with conversations around those pressing issues. We need to think about how do we support faculty to do that kind of work in a safe space where faculty are allowed to recognize not just their privilege, but also their ignorance, whether it be on purpose or unconscious.

JMN: How can the academy change in recognize its privilege when it perpetuates that system in many of its ways of promoting faculty?

**MBJ**: I think that is where UCEA can be an important voice in that direction. The other direction we have been going towards purposefully is around issues of policy, policy broadly, and where are the voices of leaders in policy making. Where are the K-12 leaders, where are the higher education leaders in the policy sphere? How do they influence that sphere? I think those are the two places really that we are starting to move into, and we need to continue to evolve in those two places. I think for many research isn't something that is static. It's not something you do and it's done, and it's published, and it's goodbye. It's a journey. Research isn't just research; these are questions that affect us personally. As professors, we should ask ourselves how do we support faculty in that journey.

JMN: As the convention approaches, have you considered some topics to address during your presidential keynote?

**MBJ**: Yes, definitely. It may not be surprising to you, but I'm very conscious of the space and the context we are going to be

in November. I've actually been reading a lot about the history of Detroit, the politics of Detroit, the civil rights leaders that were in Detroit. I've been schooling myself in Detroit so that anything that I say will be grounded in that experience, or at least my knowledge of that experience, because obviously I haven't lived it. I think that in the same way our convention theme in San Diego was about transnational, transcultural contexts, considering the host city of San Diego; it also speaks to my identity and my own personal experience. I think the same thing with Detroit, I'm learning about the context of Detroit in the hopes of informing what I say as well as framing what I say.

JMN: As we continue to evolve in UCEA, what would you like to see for UCEA in the future? One thing you would like to embrace more of or less of?

**MBJ**: I think that as an organization we want to consistently revisit, rethink, reframe the way we think about justice, inclusion, and public education. I think it's important for member institutions to do the same and to do that hand in hand or in conjunction with the organization. This idea that once you are a member you never have to be open to sharing what your program does or doesn't do with assessing yourself with the direction the consortium is moving, or neglect current events in the world, as if our institutions were static.

Institutions are very fragile, and I know that from research and from my experience. Programs can be doing very well, and faculty leave and new faculty come. Changes always happen. Sometimes for the better and sometimes not. I think this idea that if UCEA is going to envision a new kind of leadership preparation, then we need to help institutions do that kind of reflection of themselves.

I don't know how that happens necessarily. I don't know if it's mentoring or monitoring. Perhaps it's not monitoring, because that's the last thing I want to do. It's just sort of understanding that institutions reflect the organization just as much as the organization reflects the institutions. I think UCEA is conscious of reflecting its members; I'm not sure how much members think of themselves as reflecting UCEA and the values UCEA espouses. I think it's an area where it's surreal, to be perfectly honest. But if UCEA is going to look at its values and say how do we espouse these, how do we enact these, I think institutions have to do that kind of work as well.

JMN: If you look at O'Malley and Capper's findings on the LGBT audit at UCEA institutions, many programs don't address issues of LGBT into their leadership preparation. Yet, we question as to why we find so much tension in communities for acceptance, even though acceptance is a problematic term. I'm wondering if other people with differences, such as abilities, language, religion, etc., how much of their needs are incorporated into our leadership preparation programs? As faculty and researchers who are part of this consortium, should we be at the forefront addressing these issues of justice and access?

**MBJ**: Absolutely.

JMN: That's one of those things, even as a junior faculty member starting off my 4th year, that creates a clearer awareness every day as I research, teach, and provide services for students. And even as a former campus and district administrator, I learned rather quickly that change is something that one cannot accomplish alone. We keep working together for sustainable change because no individual person can do this alone. I don't want to take up any more of your time and I want to express my sincere gratitude.

**MBJ**: Well there is a lot more to share. … We can talk a lot, sorry.

JMN: No, it's great, Dr. Byrne-Jiménez. I appreciate your openness to share strengths and areas of further development of our field from your perspective.

**MBJ**: Let me guess, if we were speaking in Spanish you'd be talking to me in *usted*.

JMN: It's cultural and from my parents...

**MBJ**: That's one of those relics we can let go of.

JMN: Well, I'm trying to, it's not as easy as one might think. Again, thank you for your time. See you in November.

# Point/Counterpoint

## Perspectives on Program Coordination in Educational Leadership Programs

W. Kyle Ingle
*University of Louisville*

How many times have we heard someone say, "There are only so many hours in the day," and "Time is money?" There is much truth to this statement. When I was a doctoral student, I took a course on the economic evaluation of educational programs. It was an invaluable course that would later inform research projects that I have taken on as a university professor, including estimating resource costs of school levy campaigns and cost-effectiveness analysis of reading. Among other things, I learned the importance of looking beyond a school, district, or program budget. Budgets can serve as a great starting point, but a budget alone is inadequate in estimating the total costs (Levin & McEwan, 2001; Rice & Brent 2002). For one thing, it is difficult to determine the particular budgetary or expenditure items specifically related to a program or activity because budgets are typically reported on a line-item basis and do not reflect programmatic spending. The example that I have always provided to students is a photocopier in a school, district, or university. It may appear as a line item under "Equipment" on a school or district's budget, but the extent to which the annual cost of the machine is used for a specific purpose or program is unclear, unless the machine is set up to track photocopies for specific purposes or program. More importantly, budgets do not adequately reflect opportunity costs—those incurred when using resources for one particular purpose and not another.

So why all this talk about budgets and estimating costs when we are discussing the work of program coordination in educational leadership programs? Faculty members, regardless of their tenure status, stage of their career, or even whether they are serving as program coordinators, make decisions every day as to how they are going to use their time—and yes, time is indeed money. Time spent on program coordination is time not spent on research activities (i.e., grant-writing, empirical analysis) or instruction. Our time spent on research is time not spent on instructional preparation. You get the point. Faculty members are paid to undertake research, instruction, and service activities in support of their various degree programs and departments. Program coordination is, more often than not, lumped in with service, and there is wide variation among institutions as to how such service is incentivized (or not). The time we spend on one activity is at the expense of another—and this can include the time we spend at home with our families and friends.

Our contributing scholars are noted experts in their fields, and I thank them for responding to my invitation to contribute to this Point/Counterpoint.

- **Shelby Cosner** is Associate Professor of Educational Organization and Leadership in the University of Illinois at Chicago Department of Educational Policy Studies. Her research interests include organizational change; school reform and improvement; leadership for school improvement; and principal preparation, development, and evaluation. Her work has been published in peer-reviewed journals such as *Educational Administration Quarterly, the Journal of Educational Administration, the Journal of School Leadership, Leadership and Policy in Schools, Urban Education, Educational Management Administration & Leadership, the Journal of Research on Leadership Education, and Planning & Changing*. Cosner has served as the Associate Program Coordinator and Academic Program Director for the University of Illinois at Chicago Doctorate in Urban Educational Leadership. In these roles she co-led program redesign and implementation over a multiyear timeframe. This program has received major national awards and recognitions for its program quality, including UCEA's 2013 award as an Exemplary Leadership Preparation Program (one of two programs nationally to receive this designation) and the 2012 Urban Impact Award from the Council of Great City Schools

- **Joanne Marshall** is Associate Professor in the School of Education at Iowa State University, where she also serves as Program Coordinator for Educational Administration programs. She teaches courses in the educational administration and research and evaluation program areas. Dr. Marshall's research is driven by the question of how people's internal values and beliefs relate to their public school roles. That question leads her to research religion/spirituality and public education, the moral and ethical leadership of superintendents, educational philanthropy, and social justice pedagogy. Most recently this interest in the intersection of the personal and professional has led her to edit a new series of books on work–life balance. The first book, *Juggling Flaming Chain Saws: Faculty in Educational Leadership Try to Balance Work and Family,* was published by Information Age in 2012.

In this Point/Counterpoint, our two contributors discuss what program coordinator work entails and what it means to coordinate educational leadership programs at research universities such as those represented in UCEA. If educational leadership programs are attempting to become exemplary programs, how does this coordination work vary from that associated with noncertification coordination and department coordination? They go on to contrast this work and its related challenges through the lens of their respective institutions.

## Rethinking Preparation Program Leadership in Improvement-Oriented Contexts: Identifying New Work Demands, University Responses, and Persistent Challenges

Shelby Cosner
*University of Illinois at Chicago*

Joanne Marshall
*Iowa State University*

Although there is considerable interest in promoting exemplary leadership preparation throughout the field of educational leadership, and particularly by UCEA, not much has been written about *how* leadership preparation programs are administered or led if such improvements are to be realized. Beyond a few notable exceptions (e.g., Hackmann & Wanat, 2008, 2016), there has been scant at-

tention to what the leadership of preparation programs, a position often titled as program coordinator, entails. This is particularly true regarding preparation program leaders who are committed to the kinds of program change and improvement work necessary to produce an exemplary preparation program. Much of what we currently know comes from descriptive accountings of program improvement work that provide opaque images of this leadership (e.g., Cosner, Tozer, & Smylie, 2012; Cosner, Tozer, Zavitkovsky, & Whalen; Jean-Marie, Adams, & Garn, 2010; Kochan & Reames, 2015; Merchant & Garza, 2015).

We need more thorough accountings of the work of preparation program coordinators in improvement-oriented contexts, not only for those individuals interested in or currently occupying these roles, but also for the leadership of schools and colleges of education whose policies and actions can either support or dramatically impede this work. Gmelch and Burns (1993) wrote, "The university department chair represents one of the most complex, elusive, and intriguing positions" (p. 259). We argue that the same, *and more*, could be said about the coordination role for principal and other educational leadership preparation programs in general, but especially for the coordination of programs that are attempting ongoing improvement. This "and more" is generated from myriad distinctions between the work or working conditions of department chairs and preparation program coordinators in general, which are even further contrasted for those who coordinate improvement-oriented programs. Our perspective is that schools and colleges of education do not sufficiently understand these contrasts and consequentially enact policies and practices (Cosner et al., 2015; Crow, Arnold, Reed, & Shoho, 2012) that could discourage individuals from accepting program coordinator roles and from adopting an improvement-oriented leadership stance.

Recognizing this information need, we, along with several of our colleagues, held a conversational session at the 2015 UCEA Annual Convention for those leading or coordinating preparation programs. We used this session to begin a process of learning about preparation program leadership and coordination in general, as well as what such leadership entails in the face of a strong programmatic commitment to improvement. Near the end of this article, we return to this topic and discuss how we envision advancing and expanding these discussions at the upcoming 2016 UCEA convention. We hope that those providing preparation program leadership will look for and join this session. In the remainder of this somewhat nontraditional Point/Counterpoint, we begin to shed light on what program leadership entails as programs work to improve through redesign and as they face challenges that are somewhat unique to preparation program leadership. In doing so, we very modestly build on literature that identifies some of the complex challenges that must be navigated in the work of program improvement (Crow et al., 2012) by drawing attention to the work and challenges associated with program change and improvement from the perspective of the program coordinators.

To accomplish this task, we first identified program elements associated with exemplary leadership preparation, which reveal unique domains of leadership work that are likely to emerge for leaders of preparation programs committed to improvement. In the absence of empirical studies on the work of those leading preparation program improvement, we mined the existing literature for descriptions of such work in contexts of program improvement. Following these descriptions of streams of work that are likely unique to those leading improvement-oriented programs, we offer examples of two approaches used to meet these new work demands, and we identify challenges to improvement-oriented program leadership from the perspective of our two research universities.

## Considering Program Coordination for Program Improvement

In the last decade there has been an emerging understanding of the key elements of exemplary principal preparation (e.g., Crow & Whiteman, 2016; Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007; Orr & Orphanos, 2011). These elements in turn provide guidance for and shape the work of those preparation program coordinators who are leading programs through processes of change and improvement. In addition to the typical work that is associated with program coordination (Hackmann & Wanat, 2016), new streams of work and new work demands are likely to emerge in settings committed to program improvement. However, even before leadership for program improvement is provided, principal preparation program coordinators are likely to face an array of work demands that are atypical for many other programs in higher education, largely resulting from external interface demands. Such interface is, for example, necessitated with state departments or boards of education from expectations related to program approval and reapproval processes and for issues related to the granting of principal licensure to program completers (Anderson & Reynolds, 2015; Hackmann & Wanat, 2008, 2016). Numerous other external connections are necessary to secure and enact internship experiences as a facet of the preparation experience (Hackmann & Wanat, 2008, 2016).

Beyond the additional areas of work unique to this role, other areas of work arise from program improvement. Based on our review of literature (e.g., Crow & Whiteman, 2016; Darling-Hammond et al., 2007; Orr & Orphanos, 2011) about exemplary principal preparation program elements, we highlight six areas of work for brief discussion under the purview of program coordinators: (a) cultivating and maintaining university–school district partnerships; (b) redesigning and enacting rigorous recruitment and selection processes; (c) redesigning and enacting robust programs including a program logic model, curriculum, instruction, and assessments; (d) redesigning and enacting quality internships; (e) developing and utilizing data systems and improvement processes that will inform program redesign and ongoing improvement; and (f) seeking and managing external funding to support improvement work.

**District partnerships.** Cultivation of district partnerships has been identified as a critical element of robust forms of preparation (Hitt, Tucker, & Young, 2012; Orr & Barber, 2006), and there is evidence that such partnerships are beginning to be mandated by policy in some states (Anderson & Reynolds, 2015). Such partnerships create expectations for deeper liaison work by program coordinators with school districts, which can see dramatic leadership changes from year to year (Merchant & Garza, 2015). This work is likely to involve sustained attention to relationship building, negotiation and development of formal written partnership agreements, and an extensive commitment of time for regular meetings with multiple individuals within an individual school district or across multiple districts (Browne-Ferrigno, 2011; Myran,

Crum, & Clayton, 2010). A thorough accounting of the key areas of work can be extracted from the Partnership Effectiveness Continuum developed by the Education Development Center (King, 2014).

**Redesigning and enacting rigorous recruitment and selection processes.** Redesigning and enacting more rigorous recruitment and selection processes have been associated with exemplary preparation programs (Darling-Hammond et al., 2007; Young, 2015). Such work engages program coordinators in collaboration with various school district personnel as well as with ongoing communication to program graduates for the support of more targeted recruitment efforts and to secure district personnel for participation with selection processes (Hitt et al., 2012; Kochan & Reames, 2013; Merchant & Garza, 2015; Turnbull, Riley, Arcaira, Anderson, & MacFarlane, 2013). The creation and calibration of new candidate selection tools and processes, the design and enactment of training for individuals who participate in candidate selection, and the oversight of labor-intensive selection processes that involve in-person performance-oriented interviews require considerable time, coordination, and oversight demands (Gates, 2014; Hitt et al., 2012; Walker, 2016).

**Redesigning and enacting robust programs.** Exemplary preparation programs have been found to pay careful attention to the redesign of program curriculum (scope, sequence, courses) to align with leadership standards and an overall program logic model as well as with the utilization of instructional designs that emphasize active learning and stronger theory to practice connections (Darling-Hammond et al., 2007; Jacobson, McCarthy, & Pounder, 2015; Orr & Orphanos, 2011). New course and program-level assessments that are aligned with leadership standards and place greater emphasis on application and performance are also likely to be created (Hitt et al., 2012; Jacobson et al., 2015). Such work likely will engage many, if not all, of the program faculty and require levels of faculty collaboration atypical within most university programs. Thus, cultivating a culture of faculty collaboration and creating and enacting new faculty collaborative work routines are likely to be critical areas of leadership attention (Cosner et al., 2015). Such collaboration will, for example, allow faculty to collectively examine and make meaning of relevant literature, designing courses that allow greater understanding and key leadership practices to be cultivated over a series of courses (Cosner et al., 2015; Trujillo & Cooper, 2014).

**Redesigning and enacting quality internships.** Literature points to the importance of quality internships (e.g., Orr & Orphanos, 2011; Orr & Pounder, 2011), and there is growing evidence that state policies have set higher expectations for the nature and quality of these experiences (Anderson & Reynolds, 2015). Enacting such experiences is likely to create a range of new work demands for those leading preparation programs. This may, for example, require additional and substantive collaboration with district personnel to gain support for new internship designs so that aspirants have greater access to clinically rich experiences. It is also likely to motivate oversight for the development of planned standards-aligned internship embedded assessments and work tasks as well as the creation of tools and routines to systematize and improve the quality of principal mentoring, supervision, and coaching as facets of importance to the internship experience (Cosner et al., 2015; Hitt et al., 2012).

**Developing and utilizing data systems and improvement processes.** Programs strongly committed to improvement will find it productive to develop and utilize data systems and processes of improvement (Carver & Klein, 2013; Cosner et al., 2012) to inform ongoing improvement work. Cultivating faculty expertise with work routines for using student work tasks and assessment to locate student and instructional problems is an example of an area likely to necessitate attention (Carver & Klein, 2013; Cosner et al., 2012). Designing and enacting data collection plans to find program problems or weakness and engaging faculty in this ongoing problem-finding work is an important area of leadership attention if areas of improvement are to be wisely selected (Cosner et al., 2012). Program leaders also may be faced with a need to oversee the selection of vendors who can design data storages systems as well as the design, population, and use of such systems (Cosner et al., 2012, 2015).

**Seeking and gaining external program improvement funding.** By scanning the accounts of program redesign efforts, there is ample evidence to suggest that seeking and gaining funding is likely to be a facet of the leadership work necessary if meaningful improvement work is to be enacted and sustained (e.g., Cosner et al., 2012; Danzig & Kiltz, 2014; Woodrum, Border, Bower, Olguin, & Paul, 2014). In particular, external funding provides resources that are largely absent for the kinds of deep and broad levels of faculty participation that will be critical for advancing meaningful program improvement work. Taking decisive actions to increase external program visibility, actively cultivating relationships with the local funding community, tracking local and national funding opportunities, crafting applications, and managing grants awards are streams of work that are important to note.

In sum, this very brief review suggests that the work of leaders in improvement-oriented preparation programs is likely to be considerably different than and more expansive in comparison to the leadership work associated with many other education programs or departments. Continuing to deepen our understanding of this work will be an important area for ongoing exploration.

## Institutional Approaches and Persistent Challenges

Our two campuses—and we suspect, yours—could serve as case studies for how preparation program leadership in improvement-oriented contexts is actually being provided. In the section that follows we provide two brief narratives to share approaches that are being used within our respective programs in an attempt to meet the leadership needs that we detailed above. The approaches reveal several notable contrasts that are motivated by context. We also point to key challenges that we are experiencing in each of our settings.

**Rethinking program coordination at Iowa State University (ISU).** Traditionally at ISU, the program coordinator role is held by one individual, typically a tenured faculty member (if one is available) who receives one course release for this assignment in a manner consistent with other program coordinators throughout the college. The full range of work that Hackmann and Wanat (2008, 2016) detailed has historically been enacted by this individual. However, this work began to expand notably since 2013 when I (Joanne) assumed the coordination role just as a mandated state accreditation process began. Given the volume of work as-

sociated with this process, which necessitated biweekly liaising with our state department of education and considerable documenting, our university offered temporary support for me with two course releases, a summer stipend, and a graduate student. During this time, resources were also allocated for an assessment coordinator, an assessment staff member, and a new data-management system. In the fall of 2014, our program received approval through the accreditation process, which signaled to our college that all of the additional supports—including the additional course releases, stipend, and graduate assistant—would no longer be necessary until our next cycle of program review.

However, the review process had identified areas for program improvement, which further stoked our collective interests in long-term and sustained program-improvement work. At the present with a slightly larger faculty team, including three untenured faculty and two and a half clinical faculty, we are beginning to undertake this work. Thus in my coordinator role, I am also beginning to lead work across a number of the areas identified above: (a) redesigning and enacting rigorous selection processes; (b) redesigning program logic, pedagogy, and candidate assessment; (c) redesigning and enacting quality internships; and (d) developing and utilizing data systems and improvement processes that will inform program redesign.

Although this work will require organization, collaboration, and follow-through, we believe that joint leadership of this work—the kind that we work to foster in our own students as leaders and is identified for its utility for preparation program leadership (Hackmann & Wanat, 2008)—also will be critical for this work to be advanced. However, such leadership is especially challenging to enact in our current context, where we have seen the reduction of resources to support program leadership, and given that remaining tenure-line faculty are untenured. One the one hand, members of our program regard this improvement work as important. However, in our research-intensive context, this work is not the institution's priority—as evidenced in this reduction in the financial support of program leadership but also in an evaluation system that does not yet sufficiently recognize or value the expanded leadership work associated with improvement-oriented program leadership. Thus there is real tension between the good of the program and the good of the individuals in it, including the program coordinator.

**Rethinking program coordination at the University of Illinois at Chicago (UIC).** Over the last decade, UIC has taken several key actions that have generated the levels of program leadership essential for our sustained program-improvement work (detailed in Cosner et al., 2012, 2015)—work that has generated continued work demands in each of the areas identified above. As suggested in the literature (Hackmann & Wanat, 2008), UIC's program leadership has been increasingly distributed across a range of individuals, including both tenured and clinical. At the program's inception in 2003, two individuals provided leadership for the program, one tenured and one clinical. Shortly thereafter, this leadership was expanded to include me (Shelby) a tenure-line junior faculty member.

Over the years, as the improvement work has been expanded in breadth and depth, leadership has concurrently expanded to include tenured/tenure-line and clinical faculty, as well as individuals hired through external funding. At present, five individuals provide leadership for various aspects of the program (including all of the more traditional leadership responsibilities noted in the literature; Hackmann & Wanat, 2008) as well as the range of new work demands that are documented above. This leadership is provided by two tenured faculty members, two clinical faculty members, and one individual in an administrative role, hired by and housed in the Center for Urban Education Leadership. Of importance, this center was established in part to support the program and currently operates from a combination of university and external funding. Within the last several years, ad hoc leadership also has been tapped as particular improvement projects arise. For example, another member of the center staff, employed through external funding, played a key leadership role in relation to our recent work to improve our candidate selection process (Walker, 2016).

Even with a widely distributed approach to leadership that currently engages both tenured and clinical faculty as well as individuals who are externally funded, UIC's context is not without its challenges, which share some similarities with ISU and are likely to be fairly commonplace in research-intensive institutions. For example, dramatic disparities remain in the time and resource allocations provided to individuals performing leadership responsibilities at UIC. Although department chairs, regardless of department size, receive two course releases and a sizeable additional salary for their leadership work, there are no formal provisions for course releases or additional compensation for individuals who assume various program leadership responsibilities. Moreover, even though there has been considerable press for new faculty evaluation and reward systems that place value on program improvement and the leadership of this work (Crow & Whiteman, 2016), such revisioning has yet to happen at UIC. If these issues are not addressed, they are eventually likely to present real challenges to sustaining the long-standing improvement orientation that has been the bedrock of our program.

## Looking Forward

ISU and UIC provide examples of the approaches and challenges associated with improvement-oriented program leadership. Adding to the work of Crow et al. (2012), these brief descriptions provide granular accounting of the ways in which the prioritization and allocation of institutional resources and the design of evaluation and rewards systems can complicate efforts at providing leadership for improvement-oriented programs. We believe that addressing these sorts of challenges will be critical if sufficient levels of program leadership are to be marshaled in preparation programs throughout the United States. Generating more and better information about the work of program leaders in improvement contexts is something that will be necessary. With this in mind, we invite participants at the 2016 UCEA Annual Convention to join us for another conversational session[1] where we expect to pilot a survey about the work of program leaders. Our goal is to generate new knowledge that can be drawn on by the field but particularly by UCEA in its ongoing work to promote program improvement and redesign throughout the United States.

[1]UCEA 2016 Convention Session 147. *Continuing the Cross-Institutional Conversation about the Program Coordinator Role: Piloting a Survey.* Critical Conversation with Joanne M. Marshall, ISU; Donald G. Hackmann, University of Illinois at Urbana-Champaign; Kyle Ingle, University of Louisville; Shelby A. Cosner, UIC. Friday, Nov. 18, 2:50-4:00 pm, Detroit Marriott at the Renaissance Center.

## References


Anderson, E., & Reynolds, A. (2015). The state of state policies for principal preparation program approval and candidate licensure. *Journal of Research on Leadership Education, 10,* 193-221.

Brown-Ferrigno, T. (2011). Mandated university–district partnerships for principal preparation: Professors' perspectives on required program redesign. *Journal of School Leadership, 21,* 735-752.

Carver, C., & Klein, C.S. (2013). Action research: A tool for promoting faculty development and continuous improvement in leadership preparation International *Journal of Educational Leadership Preparation, 8,* 162-177.

Cosner, S., Tozer, S., & Smylie, M. (2012). The EdD Program at UIC: Using cycles of inquiry and improvement to advance leadership preparation. *Planning and Changing, 43,* 127-148.

Cosner, S., Tozer, S., Zavitkovsky, P., & Whalen, S. P. (2015). Cultivating exemplary school leadership preparation at a research intensive university. *Journal of Research on Leadership Education, 10*, 11-38.

Crow, G., Arnold, N., Reed, C., & Shoho, A. (2012). The complexity of leveraging university program change. *Journal of Research on Leadership Education, 7,* 172-194.

Crow, G., & Whiteman, R. (2016). Effective program features: A literature review. *Journal of Research in Leadership Education, 11,* 1-29.

Danzig, A., & Kiltz, G., (2014). Reflections on what was learned in the U.S. Department of Education funded learner-centered leadership (LCL) project 2002–2006. In. K. Sanzo (Ed.), *From policy to practice: Sustainable innovations in school leadership preparation and development* (pp. 71-99). Charlotte, NC: Information Age.

Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., & Cohen, C. (2007). *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs.* Stanford, CA: Stanford University, Stanford Educational Leadership Institute.

Gates, S. (Ed.). (2014). *Preparing principals to raise student achievement: Implementation and effects of New Leaders program in ten districts.* Santa Monica, CA: RAND.

Gmech, W., & Burns, J. (1993). The cost of academic leadership: Department chair stress. *Innovative Higher Education 17,* 259-270.

Hackmann, D., & Wanat, C. (2008). The role of educational leadership program coordinator: A distributed leadership perspective. *International Journal of Educational Reform, 17,* 64-88.

Hackmann, D., & Wanat, C. (2016). Doing the work or sharing the work? The educational leadership program coordinator's role. *International Journal of Educational Reform, 25,* 100-124.

Hitt, D. H., Tucker, P. D., & Young, M. D. (2012). *The professional pipeline for educational leadership. A white paper developed to inform the work of the National Policy Board for Educational Administration.* Charlottesville, VA: University Council for Educational Administration.

Jacobson, S., McCarthy, M., & Pounder, D. (2015). What makes a leadership preparation program exemplary? *Journal of Research on Leadership Education, 10,* 63-76.

Jean-Marie, G., Adams, C., & Garn, G. (2010). Renewing the EdD: A university K-12 partnership to prepare school leaders. In. G. Jean-Marie & A. Normore (Eds.), *Educational leadership preparation: Innovation and interdisciplinary approaches to the EdD and graduate education* (pp. 77-110). New York, NY: Palgrave

King, C., (2014). *Quality Measures Partnership effectiveness continuum: A research-based tool for use in assessing, developing, and improving partnerships.* Waltham, MA: Education Development Center.

Kochan, F., & Reames, E. (2013). Experiencing educational leadership preparation program redesign in Alabama: One university's perspective. *Journal of Research on Leadership Education, 8,* 152-167.

Levin, H., & McEwan, P. (2001). *Cost-effectiveness analysis* (2nd ed.). London, England: Sage.

Merchant, B., & Garza, E. (2015). The urban school leaders collaborative: Twelve years of promoting leadership for social justice. *Journal of Research on Leadership Education, 10,* 39-62.

Myran, S., Crum, K., & Clayton, J. (2010). Four pillars of effective university–school distrixt partnerships: Implications for educational planning. *Educational Planning, 19*(2), 46-60.

Orr, M. T., & Barber, M. (2006). Collaborative leadership preparation: A comparative study of partnership and conventional programs and practices. *Journal of School Leadership, 16,* 709-740.

Orr, M. T., & Orphanos, S. (2011). How graduate level preparation influences the effectiveness of school leaders: A comparison of outcomes of exemplary and conventional leadership preparation programs for principals. *Educational Administration Quarterly, 47,* 18-70.

Orr, M. T., & Pounder, D. G. (2011). Teaching and preparing school leaders. In S. Conley & B. Cooper (Eds.), *Growing tomorrow's educational leaders: Recruiting, sustaining, and retaining the best* (pp. 11-39). Lanham, MD: Rowman & Littlefield.

Rice, J. K., & Brent, B. (2002). An alternative avenue to teacher certification: A cost analysis of the pathways teaching career program. *Journal of Education Finance, 27,* 1029-1048.

Trujillo, T., & Cooper, R. (2014). Framing social justice leadership in a university-based leadership preparation program. The University of California's Principal Leadership Institute. *Journal of Research on Leadership Education, 9,* 142-167.

Turnbull, B. J., Riley, D. L., Arcaira, E. R., Anderson, L. M., & MacFarlane, J. R. (2013). *Six districts begin the principal pipeline initiative.* New York, NY: The Wallace Foundation. Retrieved from ERIC database. (ED555867)

Walker L. (2016). *Selectivity in UIC's EdD in Urban Education Leadership* (White paper). Chicago: University of Illinois.

Woodrum, A., Borden, A. Bower, D., Olguin, S., & Paul, L. (2014). Raising the quality of principal leadership development: Lesson from a collaboration between an urban school district, a state leadership institute, and a university leadership program. In. K. Sanzo (Ed.), *From policy to practice: Sustainable innovations in school leadership preparation and development* (pp. 47-70). Charlotte, NC: Information Age.

Young, M. (2015). Effective leadership preparation: We know what it looks like and what it can do. *Journal of Research on Leadership Education, 10*, 3-10.

# Innovative Programs

## Becoming a Leader and Beyond: Georgia State University's Approach to Programs and Professional Development

Kristin Huggins
*Washington State University*

At Georgia State University (GSU), educational leadership programs include master's (MEd), specialist (EdS), and doctoral (EdD) degrees with add-on certification options for individuals already holding degrees in other fields. All of these programs are supported by GSU's professional development arm for leaders, the Principals Center, in the GSU College of Education and Human Development. Certification requirements are met through performance-based coursework with a minimum of 50% of the work focused on students' application of learning to their specific contexts reinforced by ongoing interaction with site-based mentors, faculty members, and university-provided coaches. This intense focus on context-specific application of learning, including obtaining and utilizing school and district data, requires strong partnerships between the school districts and the university. GSU has partnerships that include memoranda of understanding with over 40 schools and systems. These partnerships build the leadership capacity in specific districts through an alignment of course requirements to elements as global as national standards and as specific as district job descriptions.

### Program Components

While students may self-select into the Tier I (MEd and Add-on) program, candidates pursuing Tier II (EdS and Add-on) certification must be endorsed by their school systems. The EdD, a 3-year, dissertation-embedded, executive hybrid program, is not designed as a certification program, but candidates may add additional performance-based components to their doctoral study in order to gain the certificate. Once admitted into any of the GSU programs, formative and summative assessments of candidates are conducted around standards, including the Leader Keys Effectiveness System (LKES), the Professional Standards for Educational Leaders, and the GSU Leadership Standard on Equity and Cultural Responsiveness. Throughout the program, certification students are expected to meet regularly with their site-based mentors as they develop their leadership knowledge, skills, and dispositions to meet performance-based goals. Additionally, these students are provided support from GSU faculty and a leadership coach provided by GSU.

Regardless of the program, students take classes through a variety of instructional media, including online, hybrid, and face-to-face classes that are scheduled on weekends and in the evenings. Instructors, including full-time faculty and part-time instructors serving in leadership positions in partner school systems, meet the students' scheduling needs by providing both synchronous and asynchronous sessions. Additionally, faculty members advise students regularly through online sessions that are designed to meet the programming needs of the candidates, over 90% of whom are full-time employees. Faculty continuously seek to modify instruction and integrate technology in order to provide rigor and relevance through tools that students can access at times that are convenient for them.

### Professional Development

While GSU's leadership preparation program shares many components with other leadership preparation programs in the United States, what sets GSU's program apart is its commitment to providing professional development for emergent and practicing educational leaders in the Atlanta metropolitan area and throughout Georgia. The GSU Principals Center was originally created in 1984 as part of a network of principal centers connected to Harvard University. These centers were created to provide professional development through workshops, forums, and seminars that connect educational leaders to their peers and national experts. This professional development is provided in order to support educational leaders in becoming change agents and building communities of learning in their schools and districts. Since 1984, the kind of professional development educational leaders need to become change agents has evolved and morphed to include more interactive engagement, practice connections, and technology usage. An advisory board made up of program graduates, faculty members, and local school and district leaders guides the work of the center by setting the yearly content and direction for its programs.

The GSU Principals Center has three strands of professional development: (a) the Cohort series, (b) the Tool Box series, and (c) the Expert Leadership series. In the Cohort series, professional development is offered to teacher leaders, instructional coaches, aspiring leaders, assistant principals, and novice principals (i.e., Years 1–3). The Cohort series provides emergent leaders with the knowledge, skills, and dispositions to build and sustain high-quality cultures of teaching and learning through yearlong job embedded professional learning. The Tool Box series is open to any interested educator and focuses on issues that are timely and relevant to the current educational context in Georgia. The Tool Box series sessions are taught by local and community experts with the intention of providing strategies that are readily applicable to practice with critical discussion of strategy implementation benefits and challenges. The Expert Leader series is also open to any interested educator and offers sessions by national experts in the field of education and beyond such as

Michael Fullan, Shaun Harper, Baruti Kafele, and the Gallup Strength Center. The Expert Leader sessions provide learning opportunities for educational innovation, allowing school and district leaders to take their leadership to another level.

In addition to the aforementioned strands of professional development, the GSU Principals Center sponsors an annual Principals Center Symposium and an ongoing Twitter Book Club at #GSUEdLead. The symposium, which takes place each spring, provides program students with the opportunity to write and present a scholarly paper that is then submitted for publication. The book club meets four times each semester and focuses on books that support a global understanding of the context and challenges facing leaders today. GSU students and faculty work together to select the readings, and the virtual sessions include guiding questions and often participation by the authors of the texts. Through the symposium, the Center supports students in producing research to inform their practice. Through the Twitter Book Club, the GSU Principals Center engages educators in ongoing professional development at no cost. All of GSU's programs and professional development opportunities are designed to model and sustain lifelong learning that is informed by research and inclusive of standards-based, job-embedded practice. For more information about Georgia State University's programs and professional development, email gsuedlead@gsu.edu

**http://principalscenter.education.gsu.edu/**

**SEP³ Toolkit** | **STATE EVALUATION OF PRINCIPAL PREPARATION PROGRAMS**

UCEA is thrilled to share with you a set of resources and tools designed to help states improve principal preparation by reforming their current approach to evaluating educational administration programs. Created in partnership with the New Leaders, the State Evaluation of Principal Preparation Programs Toolkit—or **SEP³ Toolkit**—provides essential guidance on implementing a more in-depth and rigorous principal preparation evaluation process, thereby enabling states to accurately assess quality promote improvement, and intervene in the case of performance that raises concerns. Download these materials:

www.sepkit.org

# The Jackson Scholars Network Proudly Welcomes New Associate Directors Lisa Bass and Hollie Mackey

**Lisa Bass** is an assistant professor of educational leadership at North Carolina State University. Dr. Bass received her PhD in Educational Leadership and Policy Studies and Comparative and International Education from The Pennsylvania State University. Her work focuses on education reform, with an emphasis on the ethics of caring and equitable education for all students. Dr. Bass has published articles in education journals, in addition to co-authoring a book, *Building Bridges from High Poverty Communities, to Schools, to Productive Citizenship: A Holistic Approach to Addressing Poverty through Exceptional Educational Leadership* (2013). Her edited book, *Black Mask-ulinity a Framework for Black Masculine Caring,* was recently released (2016).

**Hollie Mackey** is an associate professor at the University of Oklahoma in Women's and Gender Studies. She is an enrolled member of the Northern Cheyenne Nation in southeastern Montana. Her research includes women in educational leadership, American Indian/Alaska Native education, education, Title IX and disability law and ethics, and multicultural education and equity literacy. Awards include the 2009 Harold F. Martin Outstanding Teaching Award, the 2013 International Willower Award for Excellence, and the 2014 Jack A. Culbertson Award for outstanding accomplishments as a junior professor of educational leadership. She is an experienced program evaluator for public schools, nonprofit organizations, and other educational programs and foundations. Dr. Mackey's publications can be found in Information Age, Emerald, Rowman and Littlefield, Erlbaum, and Routledge publishers and in the *International Journal for Qualitative Studies in Education, Mentoring and Tutoring, Journal of Educational Administration, Journal for Critical Thought and Praxis*, and *eJournal for Education Policy*. Dr. Mackey works closely with school administrators and policy-makers in both the U.S. and abroad as a consultant for systemic educational improvement and reform.

# 2016-18 Jackson Scholars

UCEA and the Jackson Scholars Network are proud to announce the 2016-18 cohort of Jackson Scholars.

Jantina Anderson, Indiana University
Emily Bautista, Loyola Marymount University
Ripsime Bledsoe, University of Texas at San Antonio
Fatima Brunson, University of Illinois at Chicago
Andrene Castro, University of Texas at Austin
Jinmyung Choi, University of Missouri
Andrea Cobb, University of Washington
Amanda Jo Cordova, University of Texas at San Antonio
Shelby Dawkins-Law, University of North Carolina at Chapel Hill
Donna Druery, Texas A&M University
Christopher Eckford, Sam Houston State University
Alejandro Gonzalez, San Diego State University
Siqing Erica He, Rutgers University
Moniqueca N. Hicks, University of Tennessee-Knoxville
DeAngela Hill, Howard University
Shannon Holder, University of Connecticut
Lori Hunt, Washington State University
LaTeisha Jeannis, North Carolina State University
Roderick Jones, University of South Florida
Trevon Jones, Texas Christian University
Maraki Kebede, Pennsylvania State University
Anthony R. Keith, George Mason University
Taeyeon Kim, Michigan State University
Adam Lara, University of Washington
Mayra Lara, Loyola Marymount University
Brett Lee, Texas State University
Sandra Leu, University of Utah
Tracie Lowe, University of Texas at Austin
Isaiah McGee, Iowa State University
Jason McKinney, University of Missouri
Tuan Nguyen, Vanderbilt University
Pamela Norris, Auburn University
Sasanehsaeh Pyawasay, University of Minnesota
Clare Resilla, Sam Houston State University
LaSonja Roberts, University of South Florida
Clauida Kramer Santamaria, Texas State University
Vanessa Scott, Rowan University
Nicole Smerillo, University of Minnesota
Isaac Solano, University of Denver
Kandice Sumner, University of Massachusetts-Boston
Nicole Walkinshaw, Florida Atlantic University
Jesse Wood, University of Tennessee-Knoxville


# Jackson Scholars Network Graduates

The Jackson Scholars Network would like to congratulate our Scholars who graduated during this academic year. Please join us in celebrating their success!

Alvin Curette, Jr., EdD, The University of Texas at San Antonio, Educational Leadership and Policy Studies
Amaris delcarmen Guzman, PhD, Louisiana State University, Educational Leadership, Research, and Counseling: Higher Education Administration
Kortney Hernandez, EdD, Loyola Marymount University, Educational Leadership for Social Justice
Detra Johnson, PhD, Texas A & M University, Educational Administration and Human Development: K-12 Administration and Leadership
Kai Mathews, PhD, University of San Diego, Leadership Studies
Benterah C. Morton, PhD, Louisiana State University, Curriculum and Instruction
Farris Muhammad, PhD, University of Georgia, Education Administration and Policy
Jada Phelps Moultrie, PhD, Indiana University-Purdue University Indianapolis, Urban Education Studies & Educational Leadership
Patricia Rocha, PhD, Texas State University, School Improvement
Nicole Alia Salis Reyes, EdD. University of Texas at San Antonio, Educational Leadership and Policy Studies: Higher Education
Karina Vielma, EdD, University of Texas at San Antonio, Educational Leadership and Policy Studies

# 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 Review of the 2016 David L. Clark National Graduate Student Research Seminar in Educational Administration

Bryan A. VanGronigen
*University of Virginia*

This past April, 42 graduate students and 12 mentor faculty members descended upon the Washington Convention Center in Washington, DC to participate in the 37th annual David L. Clark National Graduate Student Research Seminar in Educational Administration. During the 2-day seminar, Clark Scholars heard from an array of panelists about life as a faculty member, presented their research during poster sessions, and participated in small group discussions.

The small group sessions—the core of the Clark Seminar—organized students by dissertation topic and research methodology and paired a group of seven students with two distinguished faculty members in educational leadership and policy. The faculty mentors read and commented upon executive summaries of students' work before arriving in Washington, DC, and during the seminar, asked students to lead a conversation about their dissertations within their small groups. Faculty members then offered targeted feedback and invited other students to comment upon each student's work. Clark Scholars' research presentations ranged from examining institutional agility within local education agencies and the micropolitical analysis of teacher evaluation to Afro-Latinos in educational leadership and school leaders serving Native American communities.

To qualify for one of the seminar's 42 slots, aspiring Clark Scholars submitted a brief summary of their dissertation research along with a letter of recommendation from a faculty member. This year, the seminar received over 100 applications, which were carefully evaluated by a committee of faculty members in educational leadership and policy. Mentor faculty members were selected by the Clark Seminar Planning Committee, which consists of one representative from AERA Division A, one representative from AERA Division L, the UCEA executive director, a UCEA graduate assistant, and the UCEA project and event coordinator.

**This year's Clark Scholars:**

Emily Anderson, Pennsylvania State University
Megan Austin, University of Notre Dame
Sarah Baker, Texas State University
Marsha Cale, Old Dominion University
Yvette Cantu, Texas State University
Pedro De La Cruz, New York University
Sean Dotson, Washington State University
Dorothy Egbufor, Howard University
Loverty Erickson, Montana State University
Stephanie Forman, University of Washington at Seattle
Asia Fuller-Hamilton, University of Illinois at Urbana-Champaign
Sarah Galey, Michigan State University
Wellinthon Garcia, Hofstra University
Emily Germain, University of Texas at Austin
Elizabeth Gil, Michigan State University
Sarah Guthery, Southern Methodist University
Michelle Hall, University of Southern California
Ayesha Hashim, University of Southern California
Kortney Hernandez, Loyola Marymount University
Elizabeth Jekanowski, Florida Atlantic University
Gregory Johnson, University of Illinois at Urbana-Champaign
Emily Kern, Vanderbilt University
Andrew Leland, Rutgers University
Julia Mahfouz, Pennsylvania State University
Jason Neuss, University of Louisville
Adina Newman, George Washington University
Frank Perrone, University of Virginia
Amanda Potterton, Arizona State University
Jennifer Preston, North Carolina State University

Daniel Quinn, Oakland University
Karen Ramlackhan, University of South Florida
Joanna Sánchez, University of Texas at Austin
Maureen Sanders-Brunner, Ball State University
Teresa Schwarz, University of Massachusetts at Boston
Alea Thompson, University of Illinois at Chicago
Sivan Tuchman, University of Arkansas
Robert Vagi, Arizona State University
Pamela VanHorn, Ohio State University
John Wachen, University of North Carolina at Chapel Hill
Annette Walker, Western University
Kathleen Winn, University of Iowa
Rui Yan, University of Utah

**This year's Clark Seminar faculty mentors:**

Mónica Byrne-Jiménez, Hofstra University
Edward Fierros, Villanova University
David Garcia, Arizona State University
Terrance Green, University of Texas at Austin
Donald Hackmann, University of Illinois at Urbana-Champaign
Luis Huerta, Teachers College, Columbia University
Hans Klar, Clemson University
Wayne Lewis, University of Kentucky
Sarah Nelson Baray, Texas State University
Janelle Scott, University of California, Berkeley
Penny Tenuto, University of Idaho
Terah Venzant Chambers, Michigan State University
Michelle D. Young, University of Virginia/UCEA

The seminar is held each year before the start of the AERA Annual Meeting and is coordinated by AERA Division A, AERA Division L, and UCEA. Named in honor of the late Professor David L. Clark, the seminar seeks to bring together emerging scholars and accomplished faculty members to better hone research projects and prepare the future of the educational leadership and policy professoriate. The Call for Nominations for the 2017 Clark Seminar—Wednesday and Thursday, April 26–27 in San Antonio, Texas—will be released in early September 2016.

Faculty members interested in being considered for one of the 12 mentor faculty slots should email Bryan A. VanGronigen at bav9wb@virginia.edu. For more information about the Clark Seminar and how to apply to become a Clark Scholar, visit www.ucea.org/graduate-student-opportunities/david-clark-seminar/


---


## 2016 UCEA Graduate Student Summit

The fifth annual UCEA Graduate Student Summit (GSS) will be held at the Detroit Marriott Renaissance Center in Detroit, Michigan, **Wednesday, November 16 through Thursday, November 17, 2016.** The purpose of the 2016 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:

- 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!

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

# 2016 UCEA International Summit: UCEA Engagement and Participation in Global Initiatives

The 2016 International Summit will be held **Sunday, November 20** at the Detroit Marriott Renaissance Center in Detroit, Michigan. **Tickets are $25 and available via online registration.** Registration and breakfast will begin at 8:00 a.m., with a welcome and introductions at 8:20 a.m.

In light of this year's conference theme—Revitalizing Education in Complex Contexts—and in response to recommendations from last year's survey about UCEA international activities, the 2016 International Summit will offer two presentations on global initiatives intended to generate UCEA member engagement and participation:

**Exploring the Promise of High-Impact Engagement: Stories from the Buffalo-Tanzania Education Project (BTEP)** - Mara Huber, Associate Dean for Undergraduate Research and Experiential Learning at the University at Buffalo. 8:30-10:00 a.m.

> Since 2009, more than 100 members of the University at Buffalo community have been traveling to the Mara Region of northern Tanzania to engage through research, study abroad, fundraising, and other forms of outreach. With an initial focus on supporting a developing school for girls in the village of Kitenga, the project continues to evolve, serving as an exciting model and test case for broad-based university engagement. Through an informal and engaging discussion, BTEP Cofounder Mara Huber and UCEA Associate Director for International Initiatives Stephen Jacobson will share stories and impacts from recent BTEP trips while inviting UCEA members to get involved through upcoming travel and engagement.

**Developing Global Citizenship and Intercultural Competencies: Examining the Work of the International Higher Education Teaching and Learning Association (HETL)** - Patrick Blessinger, HETL Executive Director and Adjunct Associate Professor, St. John's University. 10:15-11:45 a.m.

> HETL is an organization that advances the scholarship and practice of teaching and learning in higher education by focusing on four core areas: (a) global networking and interdisciplinary collaboration; (b) research, innovation, and academic publishing; (c) higher education development and capacity building; and (d) human rights and social justice. To achieve its mission and vision, HETL aims, among other things, to
>
> - foster international cooperation, understanding, and inclusion;
> - foster global networking and interdisciplinary collaboration;
> - provide global leadership on critical issues impacting higher education;
> - foster lifelong education as a basic human right;
> - foster the application of democratic principles worldwide; and
> - foster equality and equity in social and economic matters.

Patrick Blessinger, Stephen Jacobson, and Bruce Barnett will then lead interactive roundtable discussions to consider possible cooperative projects between UCEA and HETL, including joint research and publications.

# 2016 UCEA Convention

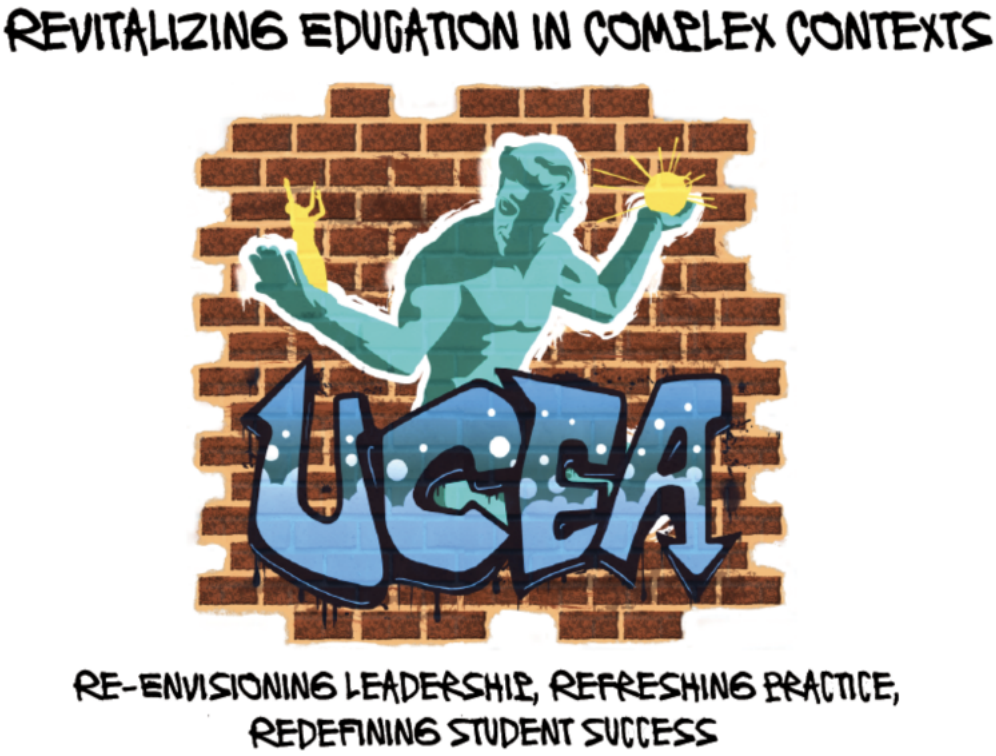
**When:** November 17-20

**Where:** Detroit Marriott at the Renaissance Center, which was recently renovated and soars 70 stories above the Detroit River on the Riverwalk

**Who:** Planned by the members of the 2016 Convention Planning Committee: April Peters-Hawkins (University of Houston), Dana Thompson Dorsey (University of North Carolina at Chapel Hill), Kristy Cooper (Michigan State University), and Wayne Lewis (University of Kentucky)

**Theme:** The 30th Annual UCEA Convention theme, *Revitalizing Education in Complex Contexts: Re-envisioning Leadership, Refreshing Practice, Redefining Student Success*, is intended as an occasion to talk, meet, think, and organize for a renewed vision, goal-setting, and coalition-building that will bring new life and meaning to the role of education and educational leadership. The theme highlights the context of of the convention location in Detroit, a city that has faced significant challenges and undergone tremendous change, with a lens on the educational, political, civic, corporate, and community revitalization that occurs in such contexts. As such, the theme draws attention to the complex contexts (communities, political environments, and policy contexts) in which we research, lead, and practice in the field

**What to look forward to:** Excellent discussion on current research with your colleagues, engaging keynotes, and a Motown themed banquet celebrating our 30th Annual Convention!



# 2016 UCEA Convention Keynotes

**Tonya Allen**

The Opening General Session will feature Dr. Tonya Allen. A serial "idea-preneur," Allen serves as The Skillman Foundation's president and chief executive officer. Her two-decade career has centered on pursuing, executing and investing in ideas that improve her hometown of Detroit and reduce the plight of underserved people, especially children. Allen has been instrumental in many successful philanthropic, government and community initiatives and has a comprehensive understanding of philanthropic governance and strategy. In her current role, Allen aligns the complexities of education reform, urban revitalization and public policy, so that these sometimes divergent areas of work come together to improve the well-being of Detroit's children. She serves as the architect of the 10-year, $100 million Good Neighborhoods program. She orchestrated the development of a $200-million, citywide education reform organization called Excellent Schools Detroit, and a high-school improvement strategy has resulted in 15 new college-preparatory high schools.

**Geoffrey Canada**

The General Session Mitstifer Lecture will feature Geoffrey Canada. In his 25-plus years with the Harlem Children's Zone (HCZ), Geoffrey Canada has become recognized internationally for his pioneering work helping children and families in Harlem and as a passionate advocate for education reform. President Barack Obama called HCZ "an all-encompassing, all-hands-on-deck, anti-poverty effort that is literally saving a generation of children," and U.S. Secretary of Education Arne Duncan called Mr. Canada "an extraordinary innovator and one of my heroes." Canada grew up in the South Bronx in a poor, sometimes-violent neighborhood. Canada received a bachelor's degree from Bowdoin College and a master's degree in education from the Harvard School of Education. After graduating from Harvard, Mr. Canada decided to work to help children who, like himself, were disadvantaged by their lives in poor, embattled neighborhoods. Geoffrey Canada has received countelss honors for his years of work advocating for children and families in some of America's most-devastated communities. Author Jonathan Kozol called Mr. Canada, "One of the few authentic heroes of New York and one of the best friends children have, or ever will have, in our nation."

**Mónica Byrne-Jiménez**

The UCEA Presidential Address by Mónica Byrne-Jiménez is titled "Leading in Dangerous Times: Leadership as an Act of Love." Dr. Byrne-Jiménez is an associate professor in Educational and Policy Leadership at Hofstra University. Currently, Dr. Byrne-Jiménez is the president of UCEA and will address the consortium during the national convention in November in Detroit, Michigan. Before joining the faculty ranks, she worked in a number of urban settings, including as a K-6 bilingual teacher, coordinator, literacy instructional specialist, and trainer for the Accelerated Schools Project. Her research focuses on Latina/o identity and school leadership, the role of faculty diversity on doctoral student experiences, and effectiveness of a special education leader preparation program. Given her practitioner and research abilities, Dr. Byrne-Jiménez is coauthor of *Developing Effective Principals Through Collaborative Inquiry* (Teachers College Press) and has numerous publications in both research and practitioner journals. Dr. Byrne-Jiménez earned a BA in Latin American Studies/Sociology from Columbia University, an MA in Educational Studies from the University of Michigan, and an EdD in Education Leadership from Teachers College, Columbia University.

# 2016 UCEA Convention

## LODGING DETAILS

### Detroit Marriott at the Renaissance Center

http://www.marriott.com/hotels/travel/dtwdt-detroit-marriott-at-the-renaissance-center/

400 Renaissance Drive, Detroit, MI 48243 1-313-568-8000


#### Rates

We encourage you to make your reservation early as space is tight. All reservations must be made by **October 30, 2016** in order to receive rates listed above. Please visit the UCEA website and make your reservation through our online passkey: **http://www.ucea.org/hotel-reservations-2/**

Room rates are as follows: Single/Double: $ 159.00

Complimentary basic Internet will be provided in both the meeting spaces and guest rooms.

Need a roommate? If you are looking for a roommate, please consider our Room Share Forum at http://www.ucea.org/hotel-reservations-2/

## 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-blog/**

# The 30th Annual UCEA Convention
# Detroit Marriott Renaissance Center, Detroit, MI, Nov. 17-20, 2016

# REGISTRATION

**http://www.ucea.org/registration**

| Registrant | Advance *(ends Sept. 5)* | Regular *(ends Oct. 16)* | Late *(ends Nov. 4)* | On site |
|---|---|---|---|---|
| UCEA Member Faculty | $ 220 | $ 260 | $ 300 | $ 330 |
| Non-UCEA Faculty | $ 270 | $ 300 | $ 330 | $ 330 |
| UCEA Graduate Student | $ 75 | $ 95 | $ 130 | $ 150 |
| Non-UCEA Graduate Student | $ 95 | $ 120 | $ 150 | $ 150 |
| Practitioner | $ 240 | $ 290 | $ 310 | $ 330 |
| Other | $ 240 | $ 290 | $ 310 | $ 330 |
| Graduate Student Summit* | | $ 35 | $ 35 | $ 35 |

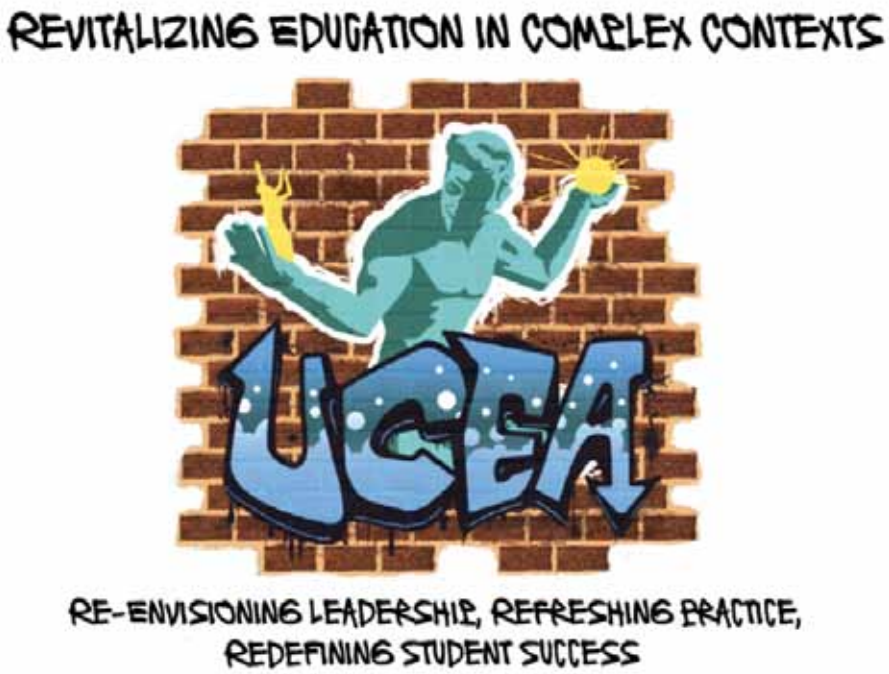
**In addition to applicable Graduate Student registration rate listed above*

We encourage all potential attendees to register early to avoid rate increases AND ensure that your name badge is ready at registration. For all attendees who register on site (starting November 5, 2016), we cannot guarantee that your name badge will be ready upon arrival due to processing; however, UCEA will get it to you promptly.

It is the policy of UCEA that all persons in attendance at the 2016 UCEA Annual Convention, including participants who plan to attend one or more sessions, are required to register. Registration is not transferable.

## International Scholars

In keeping with UCEA's longstanding tradition of an international focus and collaboration with aligned organizations worldwide, we welcome international attendees to the 2016 Annual Convention. If you require a letter of invitation to travel to the UCEA Convention, please e-mail your request by November 1, 2016, to uceaconvention@gmail.com



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

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.



### 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:**
TBA

**Managing Editor:**
Jennifer E. Cook (UCEA)
jenniferellencook@yahoo.com

## 2016-17 Calendar

Sept. 2016 Early UCEA Convention registration ends Sept. 5; regular registration begins
Deadline to apply for UCEA Program Design Network, Sept. 12
CCEAM Conference, Sept. 19-21, Udaipur, India

Oct. 2016 Regular UCEA Convention registration ends Oct. 16; late registration begins
Values & Leadership Conference, Oct. 20-22, London, ONT, Canada
UCEA Program Design Network site visit, Oct. 25-26, University of Texas at San Antonio

Nov. 2016 Late UCEA Convention registration ends Nov. 4; on site registration begins
UCEA Executive Committee meetings Nov. 14-15, Detroit, MI
UCEA Plenary Sessions, Nov. 16-17, Detroit
UCEA 2016 Graduate Student Summit, Nov. 16-17, Detroit
UCEA 2016 Convention, Nov. 17-20, Detroit
UCEA Awards Luncheon, Nov. 17, Detroit
UCEA 2016 International Summit, Nov. 20, Detroit

April 2017 David L. Clark Seminar
Jackson Scholars Spring Workshop
William L. Boyd National Educational Politics Workshop