

School Leadership News

The Newsletter of AERA Division A: Administration, Organization, & Leadership

Issue 15

Spring 2006

The American Educational Research Association (AERA), a professional membership organization, strives to improve the educational process by encouraging scholarly inquiry related to education. AERA offers a comprehensive program of scholarly publications, training, fellowships, and meetings to advance educational research, to disseminate knowledge, and to improve the capacity of the profession to enhance the public good. Division A of AERA is devoted to furthering the aims of the organization through scholarly contribution in the areas of educational administration, organization, and leadership.

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Vice President's Column

Rodney T. Ogawa, University of California

We are rapidly approaching the 2006 meeting of the Association in San Francisco. AERA President, Gloria Ladson Billings, has chosen as the meeting's theme "Education Research in the Public Interest." How does this theme speak to those of us who conduct research on "Administration, Organization, and Leadership"?

A few years ago, I ran into a friend at one of the many receptions that are hosted by universities at the Association's annual meetings. He asked me why I was considering a move to another institution (an example of social capital at work). I explained that the move would be good for my career and that it would afford me access to valued colleagues. His response was surprising and, in hindsight, insightful: "Rod, you have a career. And, if you want to talk to colleagues, do you have a phone?"

My friend's response raises two issues that seem relevant to thinking about the role of Division A members in serving the public interest. We have careers as educational researchers. Most of us are professors in universities, where we are rewarded for what we accomplish as individuals: publications, grants, awards, teaching and service. The incentives for engaging in activities in the public, rather than private, interest are few and far between. So, many (I would argue, most) of us spend a good deal of time and energy building careers rather than serving the public interest. Nothing wrong with that; in fact, it's only sensible. However, it raises two questions: Can university-based scholars conduct research that is clearly in the public interest? If so, what will facilitate such an apparent shift in professional priorities?

Well, this is where my friend's second response comes in. We all recognize that groups tend to be more successful than individuals in resisting the press of institutions.

Vice President's Column (continued)

And, recent research on communities of practice, which are a kind of group, indicates that the boundaries between communities can be particularly rich sources of change and innovation. What I'm suggesting is that members of Division A, who are concerned about how we can do research on "Administration, Organization, and Leadership" in the public interest, should pick up the metaphorical phone and contact colleagues to begin identifying research that serves the public interest, discussing the relationship between private and public interests in research, outlining a plan of action for advancing research that serves the public interest. It's just a thought.

AERA Division A Mentoring Committee Sessions

The Division A Mentoring Committee will sponsor two sessions at this year's AERA Annual Meeting in San Francisco. The first session, "Mentoring Scholars of Color" is co-sponsored by Division G and will be held on Saturday, April 8, 10:35-12:05 p.m., in the Moscone Center West/2nd floor, Room 2005. This session is designed to provide information and support for scholars at the assistant and associate professor levels.

The second session, "Mentoring Junior Faculty for Grant Writing Opportunities" will be held on Saturday, April 8, 4:05-6:05 p.m., in the Moscone Center South/Mezzanine Level East, Room 236. This session is designed to provide information about the application process for both federal and private grants.

Each of these sessions will feature a distinguished group of scholars who are committed to mentoring scholars for professional and personal success in the academy. We hope you will find time in your schedule to attend the sessions.

Linda C. Tillman, Univ. of North Carolina-Chapel Hill, Chair

Collette Bloom, Texas Southern University, Vice-Chair

CCEAM CONFERENCE CALL FOR PROPOSALS

WE ARE PLEASED TO ANNOUNCE THE HOMEPAGE OF THE CCEAM CONFERENCE WHICH WILL BE HELD IN CYPRUS, 12-17 OCTOBER, 2006. THE CONFERENCE WEBSITE ADDRESS IS [HTTP://WWW.TOPKINISIS.COM/CONFERENCE/CCEAM](http://www.topkinisis.com/conference/cceam)

WE HOPE THAT YOU WILL ENJOY THE CONTENTS OF OUR CONFERENCE WEBSITE. PLEASE NOTE THAT THE WEBSITE WILL BE UPDATED ON REGULAR BASIS WITH NEW INFORMATION. WE LOOK FORWARD INTO WELCOMING YOU TO OUR BEAUTIFUL ISLAND.

ON BEHALF OF THE ORGANIZING COMMITTEE,

**PETROS PASHIARDIS
PRESIDENT**

The Joint Research Taskforce on Educational Leadership Preparation

Michelle D. Young
UCEA Executive Director
University of Missouri-Columbia
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The Joint Research Taskforce on Educational Leadership Preparation was formed as a collaborative effort involving four professional associations: University Council for Educational Administration (UCEA), Teaching in Educational Administration Special Interest Group (TEA-SIG) of AERA, Division A of AERA, and National Council of Professors of Educational Administration (NCPEA). Officials of these four associations coordinate the taskforce's work, facilitate their members' participation, and support the work products of the taskforce.

The primary impetus for the taskforce has been to stimulate more and better research in our field focused on the preparation of leaders. The UCEA and TEA-SIG collaborative Taskforce on Evaluating Leadership Preparation Program Effectiveness has shown that an organic taskforce process can effectively review the state of research, identify gaps, and support new research development and publications. That taskforce has successfully drawn in a wide range of researchers' on its evaluation questions and mentored junior faculty.

The Joint Research Taskforce on Educational Leadership Preparation shares these same goals, but focuses broadly on the field of leadership preparation as a whole: (a) to stimulate new research, development and publications in all core areas of the field; (b) to advance the field conceptually and methodologically by building on existing research and theory; and (c) to engage new and experienced scholars to establish research agendas around foundational questions on leadership preparation.

The taskforce structure—with its work groups and conference-convening opportunities—creates a research community of practice that facilitates collaborative learning and supports research conceptually and methodologically over time. Thus, the primary aims of the Joint Research Taskforce are to

- Provide a foundation about existing research and theory in the field of leadership preparation
- Identify gaps and new directions for research on leadership preparation
- Stimulate more, better quality research in the field of leadership preparation

- Encourage new and experienced researchers to undertake research in the field.
- Provide a community of scholars for on-going conceptual and methodological work.

The work of the taskforce is expected to take 3 to 5 years. Progress is reviewed by the four associations' officials annually on direction, vitality, and success and by the domain leaders. Over time, the domain areas may be reorganized, particularly as new research directions emerge. Currently, the domains areas are listed below along with contact information for the individuals currently facilitating the work of these groups:

Domain 1- Leadership Education as a Field of Study

John Hoyle, Texas A&M University (jhoyle@neo.tamu.edu)

Domain 2- The Context of Leadership Education

Dianna Pounder, University of Utah (pounder@ed.utah.edu)

Domain 3: Models and Theories of Leadership Education

Edie Rusch, University of Nevada-Las Vegas (rusche2@unlv.nevada.edu) and Fenwick English, University of North Carolina-Chapel Hill (fenglish@attglobal.net)

Domain 4: Recruitment, Selection and Development of Leadership Candidates

Theodore Creighton, Sam Houston State University (creitheo@unxmail.shsu.edu) and Tricia Browne-Ferrigno, University of Kentucky (tricia.ferrigno@uky.edu)

Domain 5: Providers of Leadership Education

Martha McCarthy, Indiana University (mccarthy@indiana.edu) and Nelda Cambron-McCabe, Miami University (cambron@muohio.edu)

Domain 6: Curriculum and Pedagogy in Leadership Education

Robert Kottkamp, Hofstra University (edarbk@hofstra.edu) and Marilyn J. Bartlett, University of South Florida (bartlettm@earthlink.net)

Domain 7: The Delivery of Leadership Preparation

Margaret Grogan, University of Missouri-Columbia (groganm@missouri.edu)

Domain 8: Student Assessment and Program Evaluation

Margaret Terry Orr, Bank Street College (morr@bnkst.edu)

Domain 9: Professional Learning

Fran Kochan, Auburn University (koचाfr@auburn.edu)

Domain 10: Leadership Education Around the Globe

Miles Bryant, University of Nebraska-Lincoln (mbryant1@unl.edu) and Jacky Lumby, University of Lincoln (jlumby@lincoln.ac.uk)

At this point each of the domains has developed a fairly strong sense of what research and conceptual work has been accomplished in each of the domain areas. This first work by the taskforce—a review of literature—is one of the first important steps in any research endeavor. Taskforce domain leaders have been asked to put together a presentation for our AERA meeting session that shares the following information:

- Dominant themes in their domain area
- Sources or types of literature reviewed (e.g., dissertations, journals, ERIC documents, book chapters)
- A snapshot of the type and amount of research that has been conducted in each sub-area of their domain
- Important gaps in the research literature or our knowledge of the domain area, and
- An agenda for research that addresses those gaps

The purpose of this meeting will be to move the work of the taskforce from reviews of the research literature to the development of research projects. **All interested parties are welcome and encouraged to attend The Joint Research Taskforce meeting and domain presentations to be held on Friday, April 7 from 4:05pm to 5:35pm in the Moscone Center South, Mezzanine Level West, Room 274.**

Continued Joint Research Taskforce efforts over the next two years include **proposing 1 to 5 research projects** and sharing progress during upcoming annual conferences (see below)

- Present research plan and methodology (UCEA 2006)
- Provide workshop on research grants and funding (UCEA 2006)
- Discuss research in progress (AERA 2007)
- Present preliminary new research findings (UCEA 2007)
- Participate in press conference (UCEA 2007)

and publishing research findings through refereed research journals, association newsletters, and conference reports. To accomplish this critically important research about educational leadership preparation, many individuals are needed.

If you are interested in taking on a leadership role with regard to the taskforce, a domain area, or a research project, please let the taskforce organizers or specific domain facilitators know of your interest. **Again, all are welcome to attend the AERA 2006 session on Friday, April 9. We encourage your involvement in the next phase of the taskforce's work, regardless of whether you were involved in initial stages or not.**

Listening to Leaders

Social Justice in Action: Leading Change in the School Improvement Zone of Miami-Dade County Public Schools

*Executive Vice President of The Millennium Group and Visiting Professor at the Center for Urban Education and Innovation at Florida International University, **Dr. Irving Hamer, Jr.**, is one of the nation's foremost leaders and educational activists, an experienced educator and skilled strategist with a successful record of leadership, innovation and service in the public, private, and academic sectors. During his 30-plus years as an educator, Dr. Hamer served as Deputy Superintendent for Miami-Dade County Public Schools, Deputy Commissioner of the New York State Department of Education, member of the New York City Board of Education, school administrator, teacher, and professor. His entire career has been dedicated to improving education for the most vulnerable students in the nation's school systems. In his most recent assignment, he designed, developed, and managed the implementation of the School Improvement Zone for the Miami-Dade County Public Schools in Florida. After one year of re-deployed resources and intensive interventions, nearly 8600 students in 39 low performing schools improved at least one performance level as a result of their developmental gains on the Florida Comprehensive Assessment Test. **Dr. Anthony H. Normore** and **Dr. Mary V. Alfred**, professors in Department of Educational Leadership at Florida International University, recently interviewed Dr. Hamer about his experiences in this landmark urban reform effort. Editor's note: This interview will be published in two parts, the first of which appears in this issue of School Leadership News.*

MA: How did you become involved with the School Improvement Zone in Miami-Dade County Public Schools?

IH: There was a great deal of activity that happened before I arrived, even before I got the phone call from the Superintendent. For some time, I was teaching a course in "Transformation" at Teachers College, Columbia University. The course was specifically about transforming urban schools. We had talked about the condition of urban schools having a point of departure like 1959. There had been all kinds of things since '59 that have happened. There is a subsequent body of theoretical work and some practical attempts to transform these early schools from the 1959 sort of comprehensive large school idea. I had been thinking about this and the superintendent knew about that. I also

have a bit of an activist experience before this phone call came. And, but it was an opportunity to actually take four or five years of teaching and try to figure out whether you can create a transforming framework to put to work. So, when I hit the ground on July 1st, 2004, I already had some ideas about transforming urban schools.

AN: To set the context for the School Improvement Zone, who was instrumental in conceptualizing the Zone initiative in Miami-Dade County Public School District?

IH: The Superintendent felt that something had to be done about the low performing schools in the district. Initially he asked that I try to figure out from the available data, which schools should be identified as low performing. Based on the data, I estimated that there were 63 schools that had this

relatively soft to declining performance. He thought that we could do 35 schools out of the 63 that I identified. We settled on 39 schools based on straight questions such as how the school was performing, what should FCAT ability look like, the tenure of the principal, the number of children that were on free or reduced lunch, ability rates, number of teachers that were 3 years or less on the jobs. This was the data that I collected from the schools in order to make a judgment about schools that I thought were particularly fragile and in this general category of low performing. So, once we identified the schools, the real work was conceptualizing the effort and trying to figure out what it was based upon the profile of the schools that could and should be done to try to lift that.

AN: Allow me to pick up on your activist experiences prior to arriving in Miami. Can you talk a little bit about this?

IH: It's also another way of thinking about why I'm here. The larger personal framework that I live by is one of social justice. This whole idea of schooling, school improvement, education as a social uplift, comes from a social justice framework – one that was crafted in 1960s when I was an undergraduate in Mississippi. As a college student, I was teaching children whose families were boycotting schools in the Mississippi Delta. That's where this really started. I went to college to study law. But when I arrived, I found myself in the Mississippi Delta working with children who boycotted segregated schools. I was teaching in a community and began organizing as a kid. I was a college student. So that's, that's what

shapes it. I came back from that experience and began organizing for the teacher's union in New York City. I was working with schools. So, it's been on the social justice agenda for a very long time. This call to Miami is totally consistent and in some curious way, desperate, because the urban scene is a scene that's in total disarray throughout public education.

AN: How does Miami compare to other urban school settings in the country?

IH: It's just heart breaking what's happening in L.A., Chicago, D.C., Boston, Philadelphia and a bunch of other places. These are children who are basically poor - children of color. The systems have not been available, without the high quality sort of experience. The operative theoretical frames cannot happen in less than three to five years. This means that whole generations of children have to be written off before the change actually takes place. And that has

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already happened. The school reform agenda has been on the books for a long time and cohorts of children have not been the beneficiaries. Feeling the bite that's deep in my gut has made me really uncomfortable with the lack of consequence for over the last 20 years of school reform, but, central too. It's just not happened. Nobody's gotten a real good pop and people keep arguing. There's a protracted amount of time necessary to engineer this – a school of thought that I just don't subscribe to. So, when the phone call came, it was like a no-brainer. You either walk the talk, or you just talk. I've had a mix of

experiences that I think suited me to do this work in a way that most other practitioners are not suited. I've been an activist. I've been in the corporate community. I've learned about management inside a corporate space, and I've been at the university. I've really had a theoretical set of assumptions that form what I do and how I think about it. And, of course I have the social justice imperative. I came to this with a set of tools that are not customarily in the book bag of a typical practitioner. So, it just seemed like I had to do this - so I did.

AN: Was there a sense of urgency for creating the School Improvement Zone?

IH: The Superintendent came here with a sense of urgency and needed somebody to commit for one year in leading the charge for turning around the low performing schools. Researchers like Michael Fullan and Linda Darling-Hammond inform us that it takes some time for change to occur. I mean, nobody says you can do anything in one year. So, I didn't hesitate when I was asked to come to Miami even though it meant turning things around in one year. I committed to one year and gave 110%. Our thinking focused on creating the platform, creating the context, building some teams, and if there wasn't an iota of improvement or achievement, we would have at least formed the basis to confront subsequent years. So, I thought it was a total win-win.

MA: In retrospect, now that the year is ending, has it been a winning year?

IH: It's totally been a winning year. It has taken some toll personally. Let's just say I'm glad to be more mature. But, the truth is, this is work for the young people. You really need someone who's 35 to 40 in my judgment with some good seasoned wisdom surrounding him with the point person being someone who

has the capacity, without compromising personal realities, to spend 90 hours a week doing this work. This is like going to a law firm right out of law school. The only way you can partner is to work 90 hours a week. That's what this is. That's not the way it's constructed. It's not the way people are prepared to do it. There're no teaching programs that provides an opportunity to put them in places to do this kind of work. For example, I went to the State Department of Education as a Deputy Commissioner for the State of New York. I was in my 30s, and the first and youngest African-American ever to have this position. It was an opportunity that I got that generally is not made available to other 30 something year old. I can't tell you the number of nights that I sit up in this office really clear that if I was just 35, if I was just 40, the personal expense, this personal cost to me, would not be as much as it was. But, it has been a win-win. I mean, in fact, it's been three wins. We have a platform, so there is something to go forward with. We know that some of what we did actually had serious state-recognized, state-certifiable consequences. And thirdly, there is a team of people now that have been converted from disbelief, into really thinking of believing that they can move their scores. That's real "big fuel", because the difference between the 39 principals today and where they were last July when I met them is like some Gestalt switch. It's like, someone turned on the light bulb. These principals were downtrodden and couldn't have a conversation about data. Some of them had been in their schools for six to seven years and they just didn't think it was possible to do it. People were ready to retire and get out. Now, they, and others want get inside some of these schools. They want to be there - which is

a radically different sort of profile. I hadn't realized this would happen. But, it has been a really big consequence.

AN: Besides the support of the Superintendent, were you able to solicit other support in order to get the schools moving?

IH: That's a great observation. It's also a classic assumption. However, that was not the case. If you look around the country, in every other jurisdiction there are major community-based initiatives driving a reform agenda. In Chicago, there's *Chicago for Change*. In Boston, there's the *Great School Compact*. Every place has a strong community-based initiative. The business community and the advocacy community have all gotten together to try to drive change. It does not exist in Miami. There's not one ounce of oxygen in the community driving this agenda. It's been shocking to me that it hasn't been there. There's been no one to really talk to, on a systematic basis, about what we're trying to do here. There's limited imperative from the community. People talk and engage in comments like 'we're sick and tired of schools, the schools are not working, they're broken, take them over, change them, close them down, and make them into charters'. But you can't find any sustained conversation in my judgment in the Miami community that's got their foot on the pedal.

AN: Has that changed at all?

IH: Yes, a little. I sort of see believers in the community where there were no believers before. People are now paying more attention. It's not just because of the Zone, but because of a few other things that have happened in the district that hadn't happened

before. A critical driving force in the district, as best I can tell, was anger at the fact that the district couldn't move the schools. For example, people were quite disgusted over the lack of capacity to actually build and maintain decent facilities, along with other concerns. It's nowhere close to the same kind of interest or imperatives about teaching and learning. It's very interesting to me. There's an antebellum residually. There's a total acceptance of 'have-nots'. The common understanding is if a school isn't working then people should go live some place else. I don't think there's any sustained belief that the schools in low socio-economic neighborhoods can improve. Now, the thing that the Zone has done is increased awareness that these schools can improve given the right support. For

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example, if you subscribe to the state school grading system, we have one principal who took his school from a "D" to an "A" in one year. He knew exactly the same standard. If that doesn't sort of create a kind of imperative on the part of the community, this sort

of demand that all the schools are "A" or "B", I don't know what will. But I don't see any fervent.

MA: When we talked with Zone Principals about the "missing link" in the School Improvement Initiative, many of them made reference to the participation of the community. Can you comment on this?

IH: I have to take some responsibility for this. One personal criticism of my work this year has been that I've not been in the community enough. There's been

nobody from inside the system actively outside in the community and preaching the possibility. I see that as the work of the system. This is a crucial piece to sustaining the zone's success. Someone has to actively do that. I have a particular penchant for that but there's just no time. People would ask me to come to church. They would ask me to come to a community event. The tension between actually physically being inside some of these schools on a daily basis to provide the guidance and support, presence, and sort of doing the conceptual work, implementation, over-seeing implementation was overwhelming. There were no more hours, there were no more days. And, there's no tradition here. There were a couple people who I could have brought with me that would have helped me do that. However, when we came here, we were told that there's a financial deficit. There was no money. The idea was, you can't hire new people in the midst of a multi-million dollar deficit.

AN: Regarding the Zone, where would you suggest that the district focus its energies next year? Are there any vulnerable points within the Zone that require more attention?

IH: In order to sustain the momentum, one critical area is to strengthen the teachers. For example, let's choose the school that increased its letter grade from a "D" to an "A". One of this principal's amazing attributes was that he was willing to take on large-end teachers, and recruited 10-15 board-certified teachers. He is a new principal informed all the principals about board having those kinds of teachers for Zone schools. and hadn't a great deal of knowledge about board-certified teachers.

certification, and the importance of I So, he just picked up right on it and followed it through. We have about 3500 people working in the Zone and 2600 of them are teachers. It would be amazing if a thousand of those teachers were board-certified. Perhaps a focus point for the future is exactly this. What would it take to have one thousand teachers in Zone Schools all board-certified? That would be one of the challenges that I'd like to see accomplished over the next 24-month period. A second area entails the promotion of technology. I happen to have a huge appetite for technology promotions. I believe technology makes a big difference in teaching and learning. I've also talked about the community work that needs to happen. There's no major foreign language in one single middle school. Now, wouldn't it be interesting to take one feeder pattern and turn the feeder pattern into a foreign language sort of advent if you want. We could start in 6th grade with French, Spanish, Italian, and so forth, and it run it all the way through high school. There's not a single international baccalaureate school in the Zone. It would be interesting just trying to figure out, with one or two elementary, middle, and a high school setting their sights on being an IB school in the Zone. I've sort of been nudging one of the principal's in the southern part of the county that this would be an interesting focus for Math and Science, particularly since its student population is predominantly from migrant and low income families.

The Feature Editor for *Listening to Leaders* is **Jeffrey S. Brooks**, Florida State University. If you would like to submit an interview for publication or would like to contribute to the feature in another way, please contact Jeff at jbrooks@coe.fsu.edu.

SPECIAL PULLOUT SECTION!
HIGHLIGHTS OF DIVISION A SESSIONS AT AERA 2006

TRICIA BROWNE-FERRIGNO
CO-EDITOR, DIVISION A NEWSLETTER
UNIVERSITY OF KENTUCKY
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FOR THIS FIRST TIME AERA MEMBERS CAN SEARCH THE ANNUAL-MEETING PROGRAM AND CREATE THEIR INDIVIDUAL CONFERENCE SCHEDULES. ADDITIONALLY, MEMBERS ATTENDING THE CONFERENCE SHOULD ALREADY HAVE A PRINT COPY OF THE 2006 PROGRAM. THIS PULL-OUT SECTION OF THE SPRING 2006 NEWSLETTER HIGHLIGHTS ONLY SELECTION DIVISION A SESSIONS. PLEASE REFER TO THE AERA WEB SITE OR THE PRINTED PROGRAM FOR COMPLETE INFORMATION.

[DIVISION A AND DIVISION L: DAVID L. CLARK NATIONAL GRADUATE STUDENT SEMINAR IN EDUCATIONAL ADMINISTRATION AND POLICY](#)
BY INVITATION ONLY

TIME: [THU, APR 6 \(10:00AM - 6:00PM\)](#) AND [FRI, APR 7 \(7:30AM - 3:30PM\)](#)

PLACE: THE WESTIN ST. FRANCIS, YORKSHIRE

[REPORT OF THE JOINT RESEARCH TASK FORCE ON EDUCATIONAL LEADERSHIP PREPARATION](#)

THE JOINT RESEARCH TASKFORCE ON EDUCATIONAL LEADERSHIP PREPARATION IS AN INITIATIVE OF AERA-DIVISION A, UCEA, THE TEA-SIG AND NCPEA FOCUSED ON THE DEVELOPMENT OF A STRONG BASE OF RESEARCH TO SUPPORT EDUCATIONAL LEADERSHIP PREPARATION. DURING THIS SESSION LEADERS OF THE TASKFORCE'S 10 DOMAIN AREAS WILL PRESENT REPORTS ON THE PROGRESS OF THEIR DOMAIN WORKGROUPS. WHITE PAPERS WILL BE SHARED THAT INCLUDE REVIEWS OF THE RESEARCH LITERATURE AND AGENDAS FOR FURTHER STRENGTHENING THE RESEARCH BASE ON EDUCATIONAL LEADERSHIP PREPARATION.

TIME: [FRI, APR 7 \(4:05PM - 5:35PM\)](#)

PLACE: MOSCONE CENTER SOUTH, MEZZANINE LEVEL WEST, ROOM 274

FACILITATORS: [RODNEY T. OGAWA \(UNIVERSITY OF CALIFORNIA-SANTA CRUZ\)](#)

[MICHELLE D. YOUNG \(UNIVERSITY OF MISSOURI\)](#)

[MARGARET TERRY ORR \(BANK STREET COLLEGE OF EDUCATION\)](#)

[THEODORE B. CREIGHTON \(SAM HOUSTON STATE UNIVERSITY\)](#)

[MENTORING SCHOLARS OF COLOR](#)

DIVISION A INVITED SESSION CREATED BY THE MENTORING COMMITTEE IN AN INTERACTIVE FORMAT

TIME: [SAT, APR 8 \(10:35AM - 12:05PM\)](#)

PLACE: MOSCONE CENTER WEST, 2ND FLOOR, ROOM 2005

CHAIR: [LINDA C. TILLMAN \(THE UNIVERSITY OF NORTH CAROLINA-CHAPEL HILL\)](#)

PANELISTS: [COLLETTE MADELEINE BLOOM \(TEXAS SOUTHERN UNIVERSITY\)](#)

[FRANK BROWN \(THE UNIVERSITY OF NORTH CAROLINA-CHAPEL HILL\)](#)

[CARLA EDLEFSON \(ASHLAND UNIVERSITY\)](#)

[FRANK HERNANDEZ \(IOWA STATE UNIVERSITY\)](#)

INTERNATIONAL COMMITTEE OF DIVISION A: INTERNATIONAL PERSPECTIVES ON PRINCIPAL PREPARATION

THIS SYMPOSIUM WILL EXAMINE INTERNATIONAL PERSPECTIVES ON PRINCIPAL PREPARATION. IT WILL FACILITATE AN OPEN INTERNATIONAL EXCHANGE AND CREATE NETWORKING OPPORTUNITIES AROUND THEMES OF SHARED INTEREST IN THE FIELD OF EDUCATIONAL ADMINISTRATION.

TIME: [SAT, APR 8 \(10:35AM - 12:05PM\)](#)

PLACE: MOSCONE CENTER SOUTH, MEZZANINE LEVEL WEST, ROOM 276

CHAIR: SELAHATTIN TURAN (ESKISEHIR OSMANGAZI UNIVERSITY)

DISCUSSANT: [STEPHAN G. HUBER \(UNIVERSITY OF ERFURT\)](#)

PANELISTS: [CHARLES L. SLATER \(TEXAS STATE UNIVERSITY\)](#)

[HELEN R. WILDY \(MURDOCH UNIVERSITY\)](#)

[MANFRED LANG \(UNIVERSITY OF KIEL\)](#)

[CHARLES WEBBER \(UNIVERSITY OF CALGARY\)](#)

[ANTHONY C. TOWNSEND \(FLORIDA ATLANTIC UNIVERSITY\)](#)

[EDITH J. CISNEROS-COHERNOUR \(UNIVERSIDAD AUTÓNOMA DE YUCATÁN\)](#)

[AHMET AYPAY \(CANAKKALE ONSEKIZ MART UNIVERSITY\)](#)

[CEMIL YUCEL \(USAK EGITIM FAKULTESI\)](#)

[JENNIE M. BILLOT \(UNITEC NEW ZEALAND\)](#)

[JEROEN G. M. IMANTS \(UNIVERSITY OF NYMEGEN\)](#)

MENTORING JUNIOR FACULTY FOR GRANT-WRITING OPPORTUNITIES

WORKSHOP ON GRANT WRITING IN THE CONTEXT OF BEGINNING FACULTY CAREERS

TIME: [SAT, APR 8 \(4:05PM - 6:05PM\)](#)

PLACE: MOSCONE CENTER SOUTH, MEZZANINE LEVEL EAST, ROOM 236

CHAIR: [COLLETTE MADELEINE BLOOM \(TEXAS SOUTHERN UNIVERSITY\)](#)

FACILITATORS: [LINDA C. TILLMAN \(THE UNIVERSITY OF NORTH CAROLINA-CHAPEL HILL\)](#)

[LINDA E. SKRLA \(TEXAS A & M UNIVERSITY\)](#)

[JIM J. SCHEURICH \(TEXAS A & M UNIVERSITY\)](#)

[JAMES EARL DAVIS \(TEMPLE UNIVERSITY\)](#)

[VIVIAN L. GADSDEN \(UNIVERSITY OF PENNSYLVANIA\)](#)

SCHOOL LEADERSHIP FOR INSTRUCTION: NEW PERSPECTIVES AND NEW POSSIBILITIES

THIS SYMPOSIUM EXPLORES LEADERSHIP BY RE-APPROACHING AND RE-CONCEPTUALIZING SCHOOL LEADERSHIP FROM FOUR DISTINCT PERSPECTIVES: DISTRIBUTED LEADERSHIP, SUSTAINABLE LEADERSHIP, TEACHER LEADERSHIP, AND ETHICAL LEADERSHIP. AT THE CORE OF EACH PRESENTATION IS THE ISSUE OF IMPROVING TEACHING AND LEARNING. THE SYMPOSIUM TAKES-UP THE FOLLOWING THREE QUESTIONS: (A) WHAT ARE THE ENTAILMENTS OF TAKING PARTICULAR PERSPECTIVES ON LEADERSHIP (E.G., DISTRIBUTED, ETHICAL, SUSTAINABLE, TEACHER) FOR RESEARCH ON SCHOOL LEADERSHIP?, (B) WHAT ARE THE ENTAILMENTS OF TAKING PARTICULAR PERSPECTIVES ON LEADERSHIP

(E.G., DISTRIBUTED, ETHICAL, SUSTAINABLE, TEACHER) FOR THE PRACTICE OF SCHOOL LEADERSHIP?, (C) HOW DO THESE DIFFERENT PERSPECTIVES FRAME THE RELATIONSHIP BETWEEN SCHOOL LEADERSHIP ON THE ONE HAND AND INSTRUCTION AND ITS IMPROVEMENT ON THE OTHER HAND?

TIME: [SAT, APR 8 \(4:05PM - 6:05PM\)](#)

PLACE: MOSCONE CENTER WEST, 2ND FLOOR, ROOM 2001

CHAIR: [ANN LIEBERMAN \(CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING\)](#)

DISCUSSANT: [LINDA LAMBERT \(CALIFORNIA STATE UNIVERSITY-HAYWARD\)](#)

- [LEADERSHIP FOR TEACHING AND LEARNING: MANAGING THE CHALLENGE WITH A DISTRIBUTED PERSPECTIVE ON SCHOOL LEADERSHIP](#)
[JAMES P. SPILLANE \(NORTHWESTERN UNIVERSITY\)](#)
- [SUSTAINABLE LEADERSHIP](#)
[ANDREW HARGREAVES \(BOSTON COLLEGE\)](#)
- [ETHICAL LEADERSHIP: TEACHING AND LEARNING AS PRIMARY](#)
[ROBERT J. STARRATT \(BOSTON COLLEGE\)](#)
- [DEVELOPING TEACHER LEADERSHIP IN COMMUNITIES OF PRACTICE](#)
[ANN LIEBERMAN \(THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING\),](#) [LYNNE MILLER \(UNIVERSITY OF SOUTHERN MAINE\)](#)

[MEET THE EDITORS: AN INTRODUCTION TO PUBLISHING IN SCHOLARLY JOURNALS FOR NEW MEMBERS AND OTHER INTERESTED ATTENDEES](#)

THIS SESSION WILL BRING TOGETHER DIVISION A NEW MEMBERS (AND OTHERS AS INTERESTED) WITH THE EDITORS OF SCHOLARLY JOURNALS IN OUR FIELD.

TIME: [SUN, APR 9 \(8:15AM - 10:15AM\)](#)

PLACE: MOSCONE CENTER SOUTH, ESPLANADE BALLROOM, SECTION 304

CHAIR: [RODNEY T. OGAWA \(UNIVERSITY OF CALIFORNIA-SANTA CRUZ\)](#)

FACILITATORS: [MARY ERINA DRISCOLL \(NEW YORK UNIVERSITY\),](#) [CYNTHIA J. REED \(AUBURN UNIVERSITY\)](#)

JOURNALS AND EDITORS:

- [EDUCATIONAL ADMINISTRATION QUARTERLY](#)
[DIANA G. POUNDER \(THE UNIVERSITY OF UTAH\),](#) [BOB L. JOHNSON \(THE UNIVERSITY OF UTAH\)](#)
- [JOURNAL OF CASES IN EDUCATIONAL LEADERSHIP](#)
[MICHAEL E. DANTLEY \(MIAMI UNIVERSITY\)](#)
- [LEADERSHIP AND POLICY IN SCHOOLS](#)
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- [EDUCATIONAL EVALUATION AND POLICY ANALYSIS](#)
[ELLEN B. GOLDRING \(VANDERBILT UNIVERSITY\)](#)
- [AMERICAN JOURNAL OF EDUCATION](#)
[WILLIAM L. BOYD \(THE PENNSYLVANIA STATE UNIVERSITY\)](#)
- [EDUCATIONAL MANAGEMENT AND LEADERSHIP](#)
[TONY W. BUSH \(UNIVERSITY OF LINCOLN\)](#)

- [INTERNATIONAL JOURNAL OF QUALITATIVE STUDIES IN EDUCATION](#)
[JIM J. SCHEURICH \(TEXAS A & M UNIVERSITY\)](#)
- [JOURNAL OF SCHOOL LEADERSHIP](#)
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- [TEACHERS COLLEGE RECORD](#)
[GARY J. NATRIELLO \(TEACHERS COLLEGE, COLUMBIA UNIVERSITY\)](#)
- [EDUCATION POLICY](#)
[ANA M. MARTINEZ-ALEMAN \(BOSTON COLLEGE\)](#)

DIVISION A BUSINESS MEETING

TIME: [SUN, APR 9 \(6:15PM - 8:15PM\)](#)

PLACE: MOSCONE CENTER NORTH, EXHIBIT LEVEL, ROOM 110

CHAIR: [RODNEY T. OGAWA \(UNIVERSITY OF CALIFORNIA-SANTA CRUZ\)](#)

REPORTS BY

[GARY M. CROW \(THE UNIVERSITY OF UTAH\)](#)

[MARY ERINA DRISCOLL \(NEW YORK UNIVERSITY\)](#)

[JAMES EARL DAVIS \(TEMPLE UNIVERSITY\)](#)

[PAULA A. CORDEIRO \(UNIVERSITY OF SAN DIEGO\)](#)

[CATHERINE A. LUGG \(RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY\)](#)

[CYNTHIA J. REED \(AUBURN UNIVERSITY\)](#)

[LINDA C. TILLMAN \(THE UNIVERSITY OF NORTH CAROLINA-CHAPEL HILL\)](#)

[ALEX J BOWERS \(MICHIGAN STATE UNIVERSITY\)](#)

[RODNEY MUTH \(UNIVERSITY OF COLORADO AT DENVER\)](#)

[TRICIA BROWNE-FERRIGNO \(UNIVERSITY OF KENTUCKY\)](#)

DIVISION A AND DIVISION L JOINT RECEPTION

TIME: [SUN, APR 9 \(8:00PM - 10:00PM\)](#)

PLACE: MOSCONE CENTER SOUTH, ESPLANADE BALLROOM, SECTION 308

DIVISION A GRADUATE STUDENTS RECEPTION

TIME: [MON, APR 10 \(7:00PM - 9:00PM\)](#)

PLACE: MOSCONE CENTER SOUTH, MEZZANINE LEVEL WEST, ROOM 274

HOST: [ALEX J BOWERS \(MICHIGAN STATE UNIVERSITY\)](#)

EDUCATION BEYOND THE COLOR LINE: DISPARATE VOICES IN TEACHER AND LEADERSHIP PREPARATION

AS EDUCATORS ACROSS AMERICA ENTER THE NEW MILLENNIUM, WE ARE STILL HAUNTED BY THE PREDICTION OF W.E.B. DuBOIS WHO NOTED THE PERSISTENT PROBLEM OF THE COLOR LINE. THE ISSUES OF OPPRESSION AND RACIAL HEGEMONY STILL PERMEATE MANY AMERICAN INSTITUTIONS, INCLUDING K-12 SCHOOLS. THE DUTY TO PREPARE EDUCATORS FALLS UNDER THE PURVIEW OF COLLEGES AND UNIVERSITIES, WHICH ARE ALSO IMPACTED AND INFLUENCED BY RACE. THE PURPOSE OF THIS INTERACTIVE SYMPOSIUM IS TO GIVE VOICE TO AFRICAN AMERICAN MALE PROFESSORS INVOLVED IN THE TASK OF TEACHER AND LEADERSHIP PREPARATION. ITS SUBSIDIARY OBJECTIVE IS TO UNMASK THE CHALLENGES, DIFFICULTIES, AND OBSTACLES THEY FACE, NOT ONLY AS A RESULT OF WHAT THEY DO, BUT BECAUSE WHO THEY ARE.

TIME: [MON, APR 10 \(10:35AM - 12:05PM\)](#)

PLACE: MARRIOTT SAN FRANCISCO, SIERRA J

CHAIR: [FLOYD D. BEACHUM \(UNIVERSITY OF WISCONSIN-MILWAUKEE\)](#)

AND

[MARVIN LYNN \(UNIVERSITY OF MARYLAND\)](#)

DISCUSSANT: [JAMES EARL DAVIS \(TEMPLE UNIVERSITY\)](#)

PANELISTS: [DARRELL CLEVELAND \(NEW JERSEY CITY UNIVERSITY\)](#)

[CHANCE W. LEWIS \(COLORADO STATE UNIVERSITY\)](#)

[MARK A. GOODEN \(UNIVERSITY OF CINCINNATI\)](#)

[CARLOS RAPHAEL MCCRAY \(ALABAMA STATE UNIVERSITY\)](#)

DIVISION A NEW FACULTY MENTORING SEMINAR

TIME: [TUE, APR 11 - 8:15AM - 10:15AM](#)

PLACE: HOTEL NIKKO SAN FRANCISCO, BIG SUR

CHAIR: [RODNEY T. OGAWA \(UNIVERSITY OF CALIFORNIA-SANTA CRUZ\)](#)

What Publications are Educational Leadership Researchers Citing?

Scott McLeod & Jayson Richardson, University of Minnesota

We recently dug through the reference section of every article in the last five volumes of *Educational Administration Quarterly* (EAQ) and *Journal of School Leadership* (JSL): a total of 250 articles. To get a sense of the publications that EAQ and JSL authors are reviewing for their research, we tallied the frequency of citation for every publication mentioned. For example, if six different EAQ articles were listed in an article's reference section, EAQ received six tallies. A complete list of cited publications is available at www.umn.edu/~mcleod/citations.

Several themes are quickly apparent. First, although over 700 different publications were cited at least once, authors who are published in EAQ and JSL, arguably the two best-respected outlets for educational leadership research, most frequently cite other articles from these same two journals. The number of citations to articles in EAQ (n=511) was approximately equal to the number of citations to articles in the next three publications combined (n=521). Second, although EAQ and JSL are research-oriented journals, practitioner-oriented educational leadership publications are well-represented. Six leading practitioner publications (*Phi Delta Kappan*, *Educational*

Leadership, *NASSP Bulletin*, *Education Week*, *American School Board Journal*, and *School Administrator*) are among the top 17 publications on the list. Articles from a seventh, *Principal*, were cited 16 times, placing it 45th on the list. Third, the publications that are most frequently cited by EAQ and JSL authors tend to focus on general educational leadership, management, and/or policy issues. Articles from specialized publications that focus on school leadership issues related to finance, law, human resources, special education, technology, and the like appear much less frequently.

We invite other scholars to review the list and consider the implications of our findings for future educational leadership research and publication. The large number of publications cited at least occasionally in our field's most prestigious research journals reflects a diversity of potential information sources for educational leadership scholarship. However, the overwhelming prevalence of a fairly small number of publications on this list reminds us that as a field we must take care to ensure that diverse topics, perspectives, and voices are well-represented not only in our most highly-regarded research journals but also in their primary feeder publications.

Call for Proposals UCEA Convention 2006
“Exploring Contested Intersections of Democracy, Social Justice, and Globalization”

The 20th annual convention of the University Council for Educational Administration will be held at the St. Anthony Hotel in San Antonio, Texas from November 9-12, 2006. **The deadline for all submissions is April 24, 2006.** The purpose of the 2006 UCEA Convention is to engage participants in discussing research, practice, policy and traditions within educational administration as it is conceptualized in the U.S. and internationally.

Convention Theme

The 2006 Convention theme draws attention to tensions between theory, research and practice, particularly with regard to democracy, social justice and globalization. The theory, practice and research concerning democracy, social justice and globalization are embroiled within a contemporary struggle, as many groups within and outside of the educational establishment struggle to have their perspectives, values, and reform agendas take precedence. Educational administration is centrally about providing democratic and moral leadership in educational institutions with the purpose of supporting the education and development of all students. As the United States and countries across the globe become increasingly interconnected, the promises and contested intersections of globalization, democracy, social justice and educational leadership emerge in sharp relief. Proposals focusing around the following issues are especially encouraged:

- What are the different agendas for the reform of leadership preparation, and who are the actors and agencies promulgating them? What are the concerns of these reforms, and how many are concerned with globalization, democracy, and social justice?
- How will the continued emphasis on national testing (and other similar reforms) in the US and many other countries impact leadership and efforts to build schools that support democratic community and social justice?
- What has been the role of the public media in championing democracy and social justice in the schools?
- How much real progress has been made in reducing inequity in education, such as the over identification of Black males for special education and the gender gap in the principalship and superintendency?
- What kinds of research are most likely to facilitate the development of democratic communities in our schools, to help us understand how to support the learning of all children and to lead to the erasure of social injustice in the U.S. and the world?
- What are the implications of calls for “scientifically-based” research in the field of education, on educational leadership scholarship, and on the preparation of future researchers in our field?
- What are the implications of globalization and demographic change for educational leadership preparation?
- Will increased competition from the private on-line higher education agencies raise or lower standards? What is the evidence so far?
- What preparation practices (e.g., the internship, pedagogy, curriculum) need to change (and how) to ensure that leaders are well prepared to support the learning of all children?
- How can we facilitate better cross-national communication and exchange concerning the preparation of educational leaders?
- What can UCEA do to further promote an agenda of social justice and democratic community in the preparation of educational leaders?

For more details about proposal criteria, convention theme, San Antonio, and UCEA, visit www.ucea.org.

From the Editors

Rodney Muth, Co-Editor, University of Colorado at Denver, rodney.muth@cudenver.edu

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James Crawford, Copy Editor, University of Nevada-Las Vegas, jamesc@unlv.nevada.edu

The editors encourage members to use the Division A Newsletter as a forum to debate articles published in it, present new or timely perspectives about topics about educational administration, or make announcements of interest to members. Manuscripts will be edited to conform to the Newsletter layout and editorial style.

Call for Support

Our goal continues to be expanding the content and distribution of the Division A Newsletter. To make our Newsletter a "must read" for our entire membership, we seek

- commentaries that focus on topical issues
- perspectives that provide readers with insights about Division A concerns
- critiques and recommendations to improve the newsletter content and format
- information and announcements to include in future issues
- volunteers to serve as reporters, historians, and so forth

Submissions or suggestions for improving the newsletter should be sent to **Rodney Ogawa** (rtogawa@ucsc.edu) or the editorial team. Specific suggestions to improve the newsletter layout should be sent to **Tricia Browne-Ferrigno** (tricia.ferrigno@uky.edu). Anyone wishing to assume responsibility for one or more of the content areas should contact **Rod Muth** (rodney.muth@cudenver.edu). Copy and other contributions should be sent to all four editors. Please help us keep each other well informed about Division A and our fields of interest.

Submission Guidelines and Deadlines

In addition to the sections included in this issue, **School Leadership News** periodically considers publication of brief articles on issues that are trenchant and of interest to Division A members. Restrictions for publication will apply (preferably no more than 1,000 words or 5 to 7 pages of double-spaced text) in order to meet newsletter page limitations (2-3 pages). The editors reserve the right to edit for style and length. Suggestions for articles will be accepted from Division A officers, committee chairs and members, and members of Division A and related Divisions or SIGs.

Deadline for submitting material to be included in the Spring 2006 newsletter is **July 10, 2006**. Please send your copy to any newsletter editor: rodney.muth@cudenver.edu, tricia.ferrigno@uky.edu, jbrooks@coe.fsu.edu, jamesc@unlv.nevada.edu.

Submission and Publication Schedule

	Submissions Submitted to AERA	Published Online	Announced Via E-mail
Summer 2006	July 10	July 28	July 28
Fall 2006	September 20	October 10	October 10
Winter 2006	November 20	December 15	December 15

We welcome you to browse both the AERA Division A Web Site and the Archives of the Division A Newsletter, both available at www.aera.net.

JOURNAL OF RESEARCH ON LEADERSHIP EDUCATION (JRLE) CALL FOR PAPERS

The editor of the *Journal of Research on Leadership Education (JRLE)*, Edith Rusch of the University of Nevada-Las Vegas, invites you to submit manuscripts to be considered for publication in *JRLE*. *JRLE* is a peer reviewed electronic journal focused on leadership education. As such *JRLE* is a forum for relevant research that seeks to understand the relationship between the preparation and practices of educational leaders. To expand and provoke discourse, we invite work from a multidisciplinary community including sociology, philosophy, public administration, economics and law. Our editorial team intends to, illuminate rigorous scholarship on the *teaching, learning, and assessing* of leadership preparation and practice, spotlight research on the political and contextual issues that impact leadership education, and thus advance a diverse conversation about what leadership really means. We seek work based on traditional and emergent research paradigms and strongly encourage work that is co-authored, cross-disciplinary or global in nature. We encourage empirical or conceptual work that:

- establishes links between leadership education and student learning, specifically tracing the transfer from preparation to practice
- expands the knowledge base for evaluating leadership education
- examines the philosophical underpinnings of leadership education in multiple fields or diverse and global contexts.
- compares and critiques administrative credentialing practices
- compares the 'theories-in-use' of leadership program framers to the theories-in-use of program implementers

SUBMISSION GUIDELINES

JRLE uses an electronic submission and review process that allows authors to track the progress of a manuscript. Manuscripts in the form of word documents can be emailed to the JRLE Editor, Edith Rusch, at rusche2@unlv.nevada.edu. If for some reason the manuscript cannot be submitted electronically, a floppy disk or CD version may be mailed to:

**JRLE Editor
Professor Edith A. Rusch, Ph.D.
Department of Educational Leadership
University of Nevada Las Vegas
4505 Maryland Parkway
Las Vegas, NV 89154**

MANUSCRIPT SPECIFICATIONS

Research manuscripts should be approximately 20-30 pages in length and conform to the style of the fifth edition of the *Publication Manual of the American Psychological Association (APA)*. Figures may be submitted as TIFF or JPEG images, although we can accept most other formats. Please contact the editor if you have specific questions.

SPECIAL FEATURES SUBMISSIONS

In addition to its regular blind-refereed empirical or conceptual manuscripts, the *JRLE* editorial staff reviews and accepts other work for inclusion in the "Special Features" section of the journal. These works may include conceptual, policy, and empirical work from other disciplines, reviews of extraordinary program/course designs and delivery models, reports from ongoing professional task forces, and contributions from past and current students that illuminate the praxis of leadership.

CALL FOR REVIEWERS

If you are interested in reviewing manuscripts for the Journal of Research on Leadership Education (JRLE), please contact the editor via email at rusche2@unlv.nevada.edu.

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