

# School Leadership News

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

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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

**Linda C. Tillman, University of North Carolina at Chapel Hill**

*"Bringing the gifts that my ancestors gave, I am the dream and the hope of the slave."*



Greetings! We are rapidly approaching the 2007 American Educational Research Association Annual Meeting that will be held in Chicago, April 9-13. This year's meeting promises to be an intellectually exciting one with over 2,000 sessions. Thanks to the Division A program committee for all of their hard

work! Please make note of the following sessions:

**Division A & L David L. Clark Graduate Student Research Seminar**, Sunday, April 8, 1-8 p.m., and Monday, April 9, 8 a.m. – noon in the Sheraton Hotel.

**Division A & K Collaborative Session: Preparing Leaders and Teachers for Diversity in Schools**, Monday, April 9, 2:15-3:45 p.m., Hyatt, Hong Kong East Tower, Gold Level.

**Division A Executive Committee meeting**, Wednesday, April 11, noon-2 p.m. in my suite in the Hyatt Hotel. This meeting is open all members of Division A. *Please call my room for directions.*

**Division A Business Meeting** – Thursday, April 12, 6:15 -7:45 p.m., Hyatt, Burnham West Tower, Silver Level.

**Division A, Division L, UCEA Reception**, 8-10 p.m., Hyatt, Columbus Hall, Section A, East Tower, Gold Level.

I will officially begin my term as Vice President of Division A at the end of the Annual Meeting. I want to thank the Executive Committee, the members of Division A, as well as the graduate students who have supported me during my interim year. I look forward to working with each of you to increase the membership of Division A, form collaborative relationships across AERA, and increase the participation of graduate students.

Best wishes for an enjoyable annual meeting!

## **David Clark Seminar**

**By Colleen Capper, University of Wisconsin-Madison  
Maria Luisa Gonzalez, New Mexico State University Co-Chairs**

The David Clark Seminar Planning Committee has been hard at work preparing for this year's Seminar, scheduled for April 8 and 9<sup>th</sup> at the American Educational Research Association in Chicago. Forty of the most promising graduate students in educational administration who aspire to the professorate have been selected to participate in the seminar. The planning committee, comprised of representatives from Division A and Division L of AERA and from UCEA held a phone conference to review past seminar evaluations and to brainstorm ideas to build on the highly successful Seminar. The focal point of this year's seminar, similar to previous years, includes the small group work times, where graduate students share their dissertation progress to date and receive detailed feedback from two faculty members facilitating the group and from their graduate peers in the group. New this year, graduate students will be able to select career discussion groups, led by faculty, that meet their particular needs. Discussion topics include developing a research and publishing agenda from the dissertation, what is AERA and How to Do I get Involved, from proposal to dissertation defense, the job search, transition to the professorship, and careers in K-12 education. The Seminar will also include a panel of former Clark scholars, and a structured lunch conversation where Scholars will discuss how they hope to make a difference with their scholarship. Committee members include Linda Tillman, Division A; Maria Luisa Gonzalez, Division A; Colleen Capper, Division A; Michelle Young, UCEA; Fenwick English, UCEA; Doug Harris, Division L; Patricia Harrington, Division L; Laura Cohen-Vogel, Division L; and Alex Bowers, Graduate Student Representative, Clark Scholar alumni.

## **UCEA Convention 2007 Call for Proposals**

*"Fostering Compassion and Understanding Across Borders: An International Dialogue on the Future of Educational Leadership "*

Alexandria, Virginia November 15-18, 2007

Proposals must be received on or Proposals must be received between mid-March and May 7, 2007. All submissions must be submitted electronically at <http://www.ucea.org>.

## Faculty Support for Graduate Students of Color: (Re)considering “Best Practices”

By Jeffrey S. Brooks, Florida State University

Michelle D. Young, University of Texas-Austin and University Council for Educational Administration

One of the fundamental questions raised when considering how faculty can best support graduate students of color is: are there certain “best practices” that apply to *all* graduate students, or do graduate students of color need specific and *different* forms of support to facilitate and promote their success? While it may be the case that certain forms of support apply to all graduate students, regardless of race or culture, a growing number of scholars urge faculty to eschew a color-blind approach and instead recognize that diversity demands a plurality of approaches to advising and mentoring (Grogan & Crow, 2004; Larson & Murtadha, 2002). In this article, we discuss extant research that has investigated these differences, and suggest ways faculty might (re)consider their assumptions and practices with regard to graduate students of color. Our intent is to promote dialogue and reflection for faculty, administrators, and graduate students toward the end of improving support for graduate students of color in educational leadership preparation programs. To achieve this aim, the article is organized around five “phases” of a graduate student’s experience: recruitment; orientation and induction; faculty and peer mentoring; in-program experiences; and opportunities for career socialization and advancement.

“...diversity demands a plurality of approaches to advising and mentoring...”

**Recruitment.** Researchers have suggested that traditional recruitment methods are often insufficient to attract potential students of color into university-based graduate programs. Sending out or posting flyers, holding on-campus recruitment fairs, and word-of-mouth recruiting are traditionally unsuccessful in attracting students of color for a variety of cultural and logistical reasons. For example, issues such as transportation, language, and the perspective that certain institutions of higher education have not traditionally served communities of color may all be barriers (Isaac, 1998; Fordham & Ogbu, 1986). More effective recruitment strategies seek to communicate respectfully through outreach activities by with reach out to potential graduate students of color by holding events in schools, neighborhoods, and other traditional community meeting places and by staffing these events by people of color who can speak to specific forms of support offered by the institution, particular programs, and professors. Additionally, effective recruitment of graduate students of color entails many forms of pre-admission support, including detailed explanations of application processes and formal financial and social support programs employed by the institution (Elam, 1989; Isaac, 1998).

**Orientation and Induction.** Once a student of color applies for and is accepted into a graduate program, additional forms of support are necessary to encourage success and retention. Universities should provide graduate students of color campus-wide, college-wide, and programmatic orientations that specifically address the particular needs and questions of students of color (Haring, 1999; Isaac, 1998). Further, the effective orientation will not be a one time, beginning-of-the-program experience, but will necessarily introduce students to subsequent and complementary forms of ongoing support (Robinson, 1999). It is also important that graduate students and faculty of color play a significant role in the development, implementation, and assessment of the orientation program and that the orientation address racial dynamics of social, academic, and professional issues (Granados & Lopez, 1999).

**Faculty and peer mentoring.** Graduate students of color will have a better chance of succeeding in their programs if faculty members assume roles beyond those of the traditional academic advisor and if graduate students of color are able to enter into meaningful intellectual and interpersonal relationships with other graduate students (Freeman, 1999; Granados & Lopez, 1999; Robinson, 1999). Faculty *mentoring* is not just *advising*, but rather a “dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career and development of both” (Healy, 1997 as cited in Haring, 1999, p.

8). An effective mentor-protégé relationship is empathetic rather than sympathetic—a proactive partnership wherein each participant commits to an equal share of responsibility and commitment to the others' success. This holds for both faculty-student mentoring relationships and also for student-student mentoring relationships, each of which provide opportunities for access to different kinds of experiences and information about academic and social expectations of the institution and the profession.

**In-program experiences.** Graduate students of color must be supported throughout the duration of their academic program, including specialized attention at the coursework, comprehensive examination, dissertation, and possibly internship phases of their programs (Isaac, 1998). Curricula which do not represent perspectives from scholars of color and do not adequately address

“...mentoring is not just *advising*, but rather a “dynamic, reciprocal relationship...aimed at promoting the career and development of both”

issues of racial equity are likely to discourage graduate students of color and impart the implicit message that their views will not be respected or valued. To ameliorate the establishment or perpetuation of a “hidden curriculum” in educational leadership programs, faculty should be sure to examine and evaluate the materials they use in courses and consider how certain viewpoints and perspectives may be marginalized (Grogan, 1999; McLaren, 1989). Additionally, as educational administration scholar Michael Dantley noted during an interview published in the American

Educational Research Association Division A Newsletter (Brooks, 2005), if faculty members do not make an effort to effectively support graduate students of color as they begin to conceptualize their dissertation research, the possibility exists that their perspectives and research may not be legitimized.

**Opportunities for career socialization and advancement.** Effective support for graduate students of color includes opportunities for career advancement such as attendance at national conferences, publication opportunities, internship experiences, and chances to network with practitioners, scholars and other graduate students of color within the university and nationally. While many forms of support related to socialization and advancement are informal, interpersonal and build organically from the dyadic mentoring relationship, there are also several promising and effective programmatic models (Crow & Matthews, 1998; Jackson & Kelley, 2002). Among these is the Barbara L. Jackson Scholars

Network, which is designed “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” (University Council for Educational Administration, 2006). These initiatives have helped establish effective networks for students of color that assist them in attaining career goals. Of course, many universities, colleges, and programs offer various other forms of financial, social, and academic support. While many of these are effective, such forms of support can suffer from a lack of sustainability or can be disconnected random acts of improvement rather than a coherent and integrated component of a strategic plan to support graduate students of color.

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**Supporting Graduate students of Color: An Interview with Linda C. Tillman**  
**A Listening to Leaders Feature**  
**By Diane W. Hodgins, Florida State University**

**Linda C. Tillman**, a former high school teacher, is an associate professor in the Educational Leadership Program at The University of North Carolina at Chapel Hill. Dr. Tillman's scholarly interests center on African Americans in the principalship, particularly African American leadership theory and the role of the principal in facilitating the professional competence of teachers, African American parental involvement and the use of culturally sensitive research approaches. Her teaching goals are to facilitate students' mastery of theoretical constructs and research design and allow them to co-construct multiple knowledge bases leading to more informed leadership theory and practice. Dr. Tillman was recently appointed Associate Director for Graduate Student Development for the University Council of Educational Administration. One of her major duties is to coordinate the activities of the Barbara Jackson Scholars network, a program designed to develop future faculty of color. Dr. Tillman is general editor of the forthcoming *Handbook on African American Education*. She is interviewed by **Diane W. Hodgins**, Florida state University.

Diane Hodgins (DH): Why is it important to discuss mentoring students of color for the professorate?

Linda Tillman (LT): I think it is important to point out that faculty of color—African American, Latinos, Asian Americans, Native Americans—are overall still less than 10 percent in predominantly White research institutions. This is particularly the case in departments of Educational Leadership. I would say the shortage is most acute when it comes to Native Americans. There are a growing number of students of color but there is still a shortage of faculty of color. I think the impetus for the Jackson Scholars Program, which is now in its fourth year, was the recognition that there is a shortage of faculty of color. **Dr. Fran Kochan** who is presently the Dean in the College of

Our intention is for the Jackson Scholars Program to provide long-term consistent mentoring for graduate students of color who want to become members of the professorate.

Education, Auburn University, conceived the idea for the program. Dr. Kochan felt it was necessary to do something to address this issue of the shortage of minority faculty particularly in our UCEA institutions. She suggested that we name it after **Barbara Jackson** who was probably—if she wasn't the first—she was one of a very few

African Americans who was in Educational Administration back in the 60s and 70s.

Our intention is for the Jackson Scholars Program to provide long-term consistent mentoring for graduate students of color who want to become members of the professorate. So, the intent of the program is to provide the Scholars with

guidance and opportunities for one-on-one dialogue about how to be successful during the transition from students to faculty members, and then from faculty members, untenured to tenured. Specifically, the mentors facilitate information regarding what Scholars need to know, opportunities they need to have, and what kind of networking is important. Every mentor is going to be different because we all teach in different contexts, and we have male and female mentors

I would also like to point out that we realize that mentoring is very important for every student who wants to be a faculty member regardless of color but it is most problematic for students of color because we can see there is such a shortage. I would like to say that we are not taking a position that we only believe that it is important for scholars of color. It is very important to mentor every graduate student who has expressed an interest in being a faculty

member but it is particularly important for scholars of color who may be at institutions where they are not receiving mentoring or where they don't have access to a network of scholars. Students of color need to have access to mentors who will teach them the norms of the academy.

DH: Does each Scholar get a mentor?

LT: Yes, we try to match each scholar with a mentor. Presently we have 80 very talented Scholars and 80 extremely supportive mentors. We try to match the

scholars and mentors based on research interests, writing interests, and in some cases, their previous background.

DH: What other opportunities are offered to Jackson Scholars?

LT: Jackson Scholars are provided opportunities to compete for a publication in special issues of top tier journals. We launched our first special issue for the Jackson Scholars in the *International Journal of Qualitative Studies in Education* (QSE). The tentative publication date September/October

2008. The next special issue will be sponsored by *Educational Administration Quarterly* (EAQ), which will be launched at the 2007 UCEA meeting. We are currently in negotiations with three other journals.

We want to thank **Dr. James Scheurich**, who is at Texas A&M and editor of QSE, and **Dr. Diana Pounder**, who is at University of Utah and

editor of EAQ for being so willing to be mentors. They both stepped up and offered these wonderful opportunities to the Scholars.

DH: What is the selection process for the Jackson's Scholars?

LT: Students of color who are in educational leadership programs in UCEA institutions are eligible to be nominated. In April we will send out a notice asking for nominations for the program. Graduate students should be somewhere between their first year and

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the proposal writing stage to maximize the mentoring experience. We ask students to tell us about their research interests and prior background to facilitate the matching process between the Scholar and the mentor. The Scholar's home institution must agree to provide financial support to attend the UCEA conference until the Scholar graduates.

DH: What are some of the positives about the Jackson Scholars?

LT: Lots of positives. I think students are benefiting in lots of ways. They are benefiting from the advice and guidance of a senior scholar in most cases. They are benefiting from being able to compete for publications in top tier journals. They are benefiting from coming to UCEA and being able to network not only with their mentors but also with international faculty from the United States, England, and Canada as well as other countries. They also benefit from having opportunities to be included on presentations.

DH: Any special challenges that you would like to share?

LT: Well, a shortage of mentors has been our biggest challenge. We are trying to do something about that – how do we get more people to volunteer to be mentors who are committed to mentoring long term? It needs to be long term – in other words, a mentor who is assigned a Scholar who is in the first year of their doctoral program will mentor that Scholar until he/she graduates.

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We have a shortage of senior scholars since, at a minimum, the mentor needs to be in their third year of faculty work. While Scholars must be from an UCEA institution mentors can be from institutions outside of the UCEA network.

DH: What should a senior scholars do if they are interested in mentoring a Scholar?

LT: They can contact either Michelle Young, Executive Director of UCEA or me.

DH: Thank you very much for sharing your insights into the Jackson Scholars program.

LT: You are welcome.

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](mailto:jbrooks@coe.fsu.edu).

## Graduate Student News

By **Cristi D. Ford, University of Missouri-Columbia**

AERA is fast approaching and we want to highlight two exciting events in our division.

First, we would like to congratulate **Daniel Reyes-Guerra of Florida Atlantic University**, and **Ted Ingram of Indiana University** who are the *2007 Division A graduate student scholarship recipients*. **Daniel** will present a paper titled "The Development of Leadership Program that Connect Accountability and Student Achievement with the Internship Experience" and **Ted** will present a paper titled "From Challenge to Triumph: Examining Retention Strategies for African American Men n Doctoral Programs" at the AERA annual meeting. The purpose of this scholarship is to recognize and promote scholarly excellence in aspiring researchers of educational administration/school leadership. We received several quality proposals and we want to take time to congratulate both Daniel and Ted! They will be presented with a \$500 scholarship to help with their AERA travel related expenses. Come help us honor these two individuals during the Division A Business meeting where they will receive their scholarships. The Division A Business meeting is scheduled for Thursday, April 12<sup>th</sup> at 6:15pm in the Hyatt Regency Chicago / Columbus Hall, Section A, East Tower - Gold Level.

Secondly we want to take a moment to draw your attention to the GSC Division A Fireside Chat: Teaching and Service in Educational Administration - A Competition of Commitments and Competencies. Panelists will discuss the tensions between these commitments and their research, as well as strategies for preparing students to be effective scholar-teachers with deep commitment to service in their local and professional communities. We encourage you to attend and contribute to this conversation.

**Scheduled Time:** Tue, Apr 10 - 8:15am - 9:45am,

**Building/Room:** Hyatt Regency Chicago / Crystal Ballroom,  
Section A, West Tower - Green Level

### **From the Editor**

**Jeffrey S. Brooks**, Editor, Florida State University, [jbrooks@mail.coe.fsu.edu](mailto:jbrooks@mail.coe.fsu.edu)

Hello all! I encourage you to use the Division A Newsletter as a forum to debate, exchange ideas, and to present new or timely perspectives about topics germane to administration, organization, and leadership research. Manuscripts will be edited to conform to the Newsletter layout and editorial style.

### **Call for Support**

My 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, I am seeking:

- 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

Over the coming months, I will be building a newsletter team who will work collaboratively to develop the newsletter even further.

Submissions or suggestions for improving the newsletter should be sent to **Linda Tillman** ([ltillman@email.unc.edu](mailto:ltillman@email.unc.edu)) or the editorial team. Specific suggestions to improve the newsletter layout should be sent to me. 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 Summer 2007 newsletter is **June 10, 2007**. Please send your copy to newsletter editor:

**[jbrooks@coe.fsu.edu](mailto:jbrooks@coe.fsu.edu)**.

I 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](http://www.aera.net)**.

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