

AERA Division A Newsletter

School Leadership News

Issue 7

Spring 2004

VICE PRESIDENT'S CORNER

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This will be my last “Vice President’s Corner” before I turn over the keys of the Division A limo to Vice President Elect Rodney Ogawa at the end of the Annual Meeting in San Diego. It has been my pleasure, and my hope is that you have been well served these past two years.

The Division A Executive Committee, an effort to provide expanded participation and greater continuity to the work of the Division, was established by the Bylaws that we adopted at last year’s Business Meeting in Chicago. It will meet officially for the first time in San Diego, prior to the Division Business Meeting on Tuesday. Members of this year’s committee are **Terry A. Astuto** (2nd Past President), **James G. Cibulka** (Immediate Past Secretary), **Gary Crow** (Secretary), **Rodney T. Ogawa** (Vice President Elect), **Carolyn Riehl** (Program Chair), **Karen Seashore** (Immediate Past Vice President), and **Joan Poliner Shapiro** (Affirmative Action Committee Chair).

I have placed the following items on the agenda for the meeting.

- Construct recommendation to membership on the question of changing the name of Division A (Administration).
- Review the Bylaws for any problems.
- Discuss the Clark Seminar and any changes to the way it is structured, funded, and so on.

Go to AERA Web site for up-to-date conference schedule!
<http://convention.allacademic.com/aera2004/division.html>

- Discuss the adequacy of the peer review process used by Division A in selecting presentations at annual meetings.
 - Discuss problems and suggestions for improving the electronic submission system put in place by AERA this year.
 - Discuss social justice implications of membership dues and annual meeting costs.
- Please contact me ASAP** if you have ideas, suggestions or complaints relative to these items, or if you have additional items you would like the Executive Committee to consider. Send me an email message with “EXECUTIVE COMMITTEE” in the memo field.

The “Division A—Administration Highlights” are listed on page 17 of printed program and presented below (page 2). For those of you who will be around Friday, I *urge* you to attend the international session that afternoon. This terrific panel of international scholars is stuck with a very unattractive time slot, and I hope that we can show our interest in their work and our appreciation for their contributions.

Thanks to all of you who worked with such dedication on Division projects and the program this year. Your patience with the problems of installing the new proposal review software system has been appreciated. Your impatience is noted, and it was justified. See you in San Diego!

DIVISION A PROGRAM HIGHLIGHTS: Sunday-Wednesday

Sunday, April 11, 6:30 PM–8:00 PM, Division A New Faculty Mentoring Seminar (Day 1), Marriott Laguna, South Tower, First Level *Contact Committee Chair Carolyn Shields (University of British Columbia) at carolyn.shields@ubc.ca for more information*

Monday, April 12, 8:00 AM–11:30 AM, Division A New Faculty Mentoring Seminar (Day 2), Marriott Laguna, South Tower, First Level *Contact Committee Chair Carolyn Shields (University of British Columbia) at carolyn.shields@ubc.ca for more information*

Monday, April 12, 12:00-1:30 PM, Division A Interactive Symposium, “Let Us Listen to the Soft Voices: William Foster’s Contribution to Study of Educational Leadership and Policy,” Marriott Carlsbad, South Tower, Third Level *Reflections about Foster’s influence on work by panelists Gary Anderson (University of California at Irvine), Bruce Cooper (Fordham University), Paul Bredeson (University of Wisconsin at Madison), Leonard Burrello (Indiana University), Margaret Grogan (University of Missouri at Columbia), Colleen Larson (New York University), Hanne Mawhinney (University of Maryland at College Park). Session Chair Martha McCarthy (Indiana University), Discussant Robert Starratt (Boston College)*

Tuesday, April 13, 8:05–9:35 AM, Division A New Members Meeting, Hyatt Betsy B, Second Level *Contact Chair Fran Kochan (Auburn University) at kochafr@groupwise1.duc.auburn.edu for more information.*

Tuesday, April 13, 6:15-7:45 PM, Division A Business Meeting, Hyatt Manchester Ballroom A, Second Level *Presentation of Division A Dissertation Awards by Betty Merchant (University of Texas at San Antonio) and Davis Award by Michelle Young (UCEA)*

Tuesday, April 13, 6:15-7:45 PM, 7:30 PM–10:00 PM, Division A Reception (Jointly sponsored with Division L, UCEA, and Corwin Press), Hyatt Manchester Ballroom DEFHI, Second Level *Opportunity to socialize with colleagues and enjoy refreshments and live music!*

Wednesday, April 14, 8:05 AM-9:35 AM, Division A Administration Symposium, “Celebrating Flora Ortiz: A Tribute to the Accomplishments of a Scholar of Educational Administration and Leadership” (Jointly sponsored with Research on Women and Education), Hyatt Edward A, Second Level *Celebration of accomplishments presented by session co-chairs Malu Gonzalez (New Mexico State University) and Hanne Mawhinney (University of Maryland at College Park) and panelists Judy Alston (Bowling Green State University), Ernestine Enomoto (University of Hawaii), William Greenfield (Portland State University), Gerardo Lopez (Indiana University), Catherine Marshall (University of North Carolina at Chapel Hill), Martha McCarthy (Indiana University), and Jim Scherich (University of Texas at Austin). Discussant Flora Ortiz (University of California at Riverside) will provide her own responses and reflections.*

Wednesday, April 14, 10:35 AM-12:15, Vice Presidential Address, “Educational Administration Research: Are We Too Broken,” Hyatt, Manchester Ballroom A, Second Level *Presentation by Division A Vice President, Patrick Forsyth (Oklahoma State University)*

DIVISION A PROGRAM HIGHLIGHTS: Thursday-Friday

Thursday, April 15, 6:15 PM–7:45 PM, Division A Graduate Student Reception, Hyatt, America's Cut A, Fourth Level *Coordinated by Graduate Student Representatives Mark Salinas (Chabot College) and Matthew Militello (Michigan State University)*

Friday, April 16, 10:35 AM–12:05 AM, Division A Task Force on Developing a Research Agenda, "Building a Network for Exemplary Research in Educational Leadership: Sharing Work," Marriott, Columbia 2, North Tower, Lobby Level. *Coordinated by Task Force Chairs William Firestone (Rutgers University) and Carolyn Riehl (University of North Carolina at Greensboro)*

Friday, April 16, 12:00 Noon, David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy (Jointly sponsored "by invitation only" event with Division L, UCEA, Corwin Press) *Coordinated by Mark Gooden (University of Cincinnati) and David Monk (The Pennsylvania State University)*

Friday, April 16, 2:15 PM–3:45 PM, Division A International Developments in Theory and Research in Educational Administration, Hyatt Maggie, Third Level *Coordinated by International Committee Chairs Jeroen Imants (University of Nijmegen) and Selahattin Turan (Osmangazi University, Turkey) and presented by Jeroen Imants (University of Nijmegen), Selahattin Turan, (Osmangazi University, Turkey), Lejf Moos (The Danish University of Education), Zehava Rosenblatt (University of Haifa), Charles L. Slater (Southwest Texas State), Donald Wise (California State-Fresno), Cemil Yucel (Afyonkocatepe University), Helen R. Wildy (Murdoch University), Alfredo Cuellar (Cal State-Fresno), Andy J. Howes (University of Manchester, UK), David Jackson (University of Nottingham), and Anthony C. Townscend (Florida Atlantic University).*

FROM THE EDITORS

Rodney Muth, Editor, University of Colorado at Denver, rodney.muth@cudenver.edu
Tricia Browne-Ferrigno, Associate Editor, University of Kentucky, tricia.ferrigno@uky.edu

The Spring 2004 newsletter focuses mainly on the activities and events during the 2004 annual meeting of AERA (April 12-16 in San Diego). For the most up-to-date program information, please go to the AERA Conference Web site located at <http://convention.allacademic.com/aera2004/division.html>

Highlights of the Spring 2004 Issue

This issue includes the final **Vice President's Corner** by our retiring VP Patrick Forsyth. Please note that he requested that members contact him immediately if they have any concerns about the agenda items for the Division A Business Meeting (page 1). This issue also features a **Commentary** by Jeff Brooks about "how to attend an AERA conference" (page 4) and a **Perspective** by Ben Levin about "connecting research and practice" (page 7). An overview of all Division A presentations (pages 10-11) and announcements are also included in this issue, as is a **List of Appointments for 2003-2004** (page 14).

Call for Support

Jeff Brooks has answered the Newsletter Editors' call for support. Please read his ideas about adding a new feature called **Listening to Leaders: Interviews from the Field** (page 12). He needs volunteers!

COMMENTARY: How to Attend an AERA Conference

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The purpose of a conference is, of course, the exchange of ideas, the enrichment of our views through the support or the challenge provided by the views of others. It is a situation created specially for the purposes of communication. (Hayakawa, 1962, p. 70)

The American Educational Research Association (AERA) has grown dramatically since its inception in 1916. One setting where this growth is most clearly evident is the Annual Meeting of AERA. Over 13,000 educators convened in Chicago for the 2003 meeting to attend hundreds of sessions delivered by educational researchers, policy makers, and a host of other presenters. Organizers of the 2004 conference (April 12-16 in San Diego) received thousands of research proposals for review and consideration. As the overall size of the annual conference swells, individual units within AERA likewise experience rapid expansion of their activities.

For example, 2004 Division A Program Chair, Carolyn Riehl, estimated that 376 individual and 95 group proposals were submitted for inclusion in this year's conference. The Division accepted approximately 145 individual and 37 group proposals (C. Riehl, personal communication, December 19, 2003). This represents a tremendous increase from 1997, when Division A received a total of 267 proposals, of which 154 were accepted (Forsyth, 1997).

People attend the annual meeting of AERA for many reasons. Practitioners might be searching for solutions to problems of practice, while researchers often attend to deliver their study findings and share publication agendas. Graduate students might be job hunting; policy makers might be searching for information on pressing issues. Certainly, myriad additional reasons lead people to attend AERA conferences, including professional networking, professional development through attending pre- or post-conference workshops, reconnecting with friends

and colleagues, promoting a product, exploring a new city, or learning new instructional methods. An individual's conference experiences are often a combination of these and other activities.

While each of these varied endeavors has worth in their own right, one aspect common to them all is **communication**. What follows is my take on some conference communications dynamics. Specifically, I identify several potential communication problems that beset attendees. Also, I offer thoughts as to how people attending conferences might better exchange their ideas.

The Use and Misuse of Language

Although much more complex ways exist to conceive of communication, I draw attention to two essential features, intake and output (Hayakawa, 1962; 1990). With regard to the formal aspects of attending a conference, output entails presenting, speaking, writing, signing, and performing. Generally, considerable time and energy are devoted to developing and refining skills related to these activities. Those who attend conferences often regularly rehearse presentations, conduct mock-interviews, and reflect on their choice of words when presenting themselves to particular audiences and persons.

Equally important are the informal aspects of output related to body language, different forms of cultural expression, politics and micropolitics, gender dynamics, ethnicity, and sexual orientation (Chase, 1938). Unfortunately, I can draw on personal experience to highlight problems which can arise from a lack of sensitivity to informal communication dynamics.

The first presentation that I gave at a national conference was to the Plenum Session of the University Council for Educational Administration (UCEA). For those unfamiliar with UCEA, the Plenum is an important body in the governance structure of UCEA, a consortium of over 70 universities that each offer a doctoral

degree in educational administration. The Plenum is comprised of one faculty member from each UCEA member institution along with members of the Executive Council. As a second-year graduate student, it was a bit intimidating to be presenting my work to many scholars who had written the textbooks and journal articles that I read in my coursework. My sense of angst was considerably elevated when the projection system failed, and I was left standing in front of these folks empty handed. Hoping to salvage the situation, I stammered and sweated my way through a “thank you” to the UCEA Executive Director for giving us the opportunity to address such a learned audience and also took the chance to thank two of my professors in attendance. Finally, the projector was fixed, and I delivered my presentation.

When finished, I patted myself on the back for having been so clever and respectful in the way that I handled a tense moment—until a professor whose work I greatly admired informed me that I had addressed the executive director by her first name (Michelle) and my two male professors by their academic credentials and last names. She scolded me for the gender bias embedded in my language and urged me to learn from the experience—and do better in the future. Being someone who prided himself on sensitivity to such issues, I was horrified. My misery was compounded as a little buzz went through the convention and people I did not even know approached me saying, “Oh, you’re the guy who disrespected Dr. Young at the Plenum.” This was my introduction to national-level conferences!

I was relieved when later that evening, Dr. Young not only accepted my apology but asked me to join her staff at UCEA, where I was lucky enough to work for over a year. Perhaps more importantly, I was strongly reminded of the power of language and the importance of constant reflection on my personal and culturally learned biases as I continue to develop my means and forms of scholarly and interpersonal expression.

What You Are Speaks so Loudly, I Can’t Hear a Word You’re Saying

While output-related issues receive constant scrutiny and we are aware of strategies and skills that we can develop to become better presenters, issues related to intake—especially the problem of how to listen well—are relatively neglected. Even the most careful presenter encounters difficulty “if the audience does not understand what they are saying, or believe they have said things they have not really said” (Hayakawa, 1962; Postman & Weingartner, 1966).

Researchers have identified some difficulties with respect to listening. One, called the *terminological tangle* results when members of a conversation cannot agree on key terms (Hayakawa, 1962, pp. 70-73). Again, I can draw on personal experience to illustrate. I am a member of the Politics of Education Association (PEA). PEA includes many top scholars in areas related to the politics of education and meets at the AERA Annual Meeting, UCEA Convention, and at other times and places throughout the year. At one particular meeting, not only were politics of education experts present but so were prominent researchers who focused on school law, ethics, organizational theory, policy, and various research methodologies—in short, an impressive cadre of education researchers.

I waited eagerly to listen to these erudite folks. After initial organizational housekeeping chores were complete, the group launched into a lively multi-disciplinary discussion that spanned political science, policy studies, anthropological and sociological research methods, and other related topics. Despite the wealth of assembled knowledge, the conversation wandered astray and hardly seemed to deepen as it lengthened. At one point, another PEA member remarked that he was frustrated. He gestured to one colleague and suggested that their definitions differed substantially from the next person: “What you are calling *policy*, the next sees as *politics*. It’s a problem. We aren’t speaking *with* each other; we are speaking *to* each other. You see it in the literature too; we constantly

reinvent the wheel. We need a common point of reference so this time can be constructive.” Others agreed, but responded with a collective scratch of their heads and shrug of their shoulders, rather than with viable solutions. Then, in an interesting turn, the group tried to step back from the content of the discussion to debate operational definitions. This also was unsatisfactory, and before long it was time to adjourn. The group agreed that in the future they would try harder to define their terms and then disbanded. Their best efforts were thwarted by the ambiguous character of the very tool that they all used with such regularity and proficiency in their professional careers: *language*.

A listener might do disservice to a speaker in several other ways, such as (a) *responding to assumptions, biases, inferences, and judgments about words, concepts, or speakers rather than what is actually said*. Examples: “Oh, this is another one of those neo-school reform studies informed by feminist critical policy analysis. If you’ve heard one, you’ve heard them all.” “All qualitative research is nonsense.” “So-and-so is an idiot; who cares about their research.” And so forth. Another disservice to a speaker is (b) *confusing the language of everyday life with a specific, technical use of a word or confusing one technical definition with another*. Example: “I went to this session by a sociologist who kept talking about ‘class’; I wonder how many she is teaching this semester?” A third disservice is (c) *insisting on static definitions rather than acknowledging operational definitions*. Example: “You simply cannot conduct research on X without referencing Y’s seminal definition of the phenomenon!” A final example of disservice to a speaker is (d) *responding to the manner of presentation rather than the content of the presentation*. Example: “I know you are talking about the hegemonic nature of the superintendent selection process, but I should point out that data *are*, and datum *is*—your constant misuse of this term is distracting.”

While these examples are unsatisfying for their brevity and abstraction, my intent is to point out

that treating language as inert and meaning as prescriptive rather than recognizing the dynamic and context-specific nature of communication can lead to problems. Listeners would do well to suspend their judgments of a presentation or presenter and instead try to understand the unique nature of both their work and delivery.

How to Attend a Conference

Though I identified some key points, the central question remains, What can we do that will help us understand each other better as attendees at a conference? Here I offer a few suggestions researchers have identified:

Create clear output. When expressing yourself, try to establish the particular frame of reference within which you present yourself, your ideas, and your work. To avoid terminological tangles, be specific rather than ambiguous when using key terms and ideas. One way to do this is by establishing operational definitions: “In this study, I am defining social justice as. . . .”

Further, recognize that while the manner in which you use a term or concept may be clear to you, it is possibly unfamiliar to your audience. As such, labor to impart your expression by providing as much contextual detail as possible. Strive to be sensitive to both formal and informal aspects of context and language; practice, present, and expect to make errors—learn from mistakes and improve.

When engaged in intake, reserve judgment and suspend inference until you have all available data. Attending a conference is a unique opportunity to learn from others whose perspectives may challenge your assumptions and beliefs about important issues. Use the situation for its strengths by asking questions for clarification rather than making declarative statements or shifting the focus of the presentation to something that has not been said when responding to output.

For example, responding to a presentation by asking “Why didn’t you include my study of this phenomenon in your literature review?” or “I

don't think there's anything new here" are less constructive than questions of this type: Would you expand on that point about. . .? Would you mind restating that argument about. . .? What exactly is your recommendation again? I am going to restate in my own words what I think you mean, would you then tell me if I have understood correctly? (Hayakawa, 1962)

If recent trends are any indication, the 2004 AERA Annual Meeting is likely to continue its growth. As the size of the conference expands, opportunities for effective and meaningful communication likewise increase. By recognizing potential barriers to effective communication and constantly striving to become better creators of output and consumers of intake—speakers *and* listeners—educators can enjoy many productive and interesting exchanges at future conferences.

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FROM THE EDITORS

Readers are encouraged to send their responses to this Commentary for possible publication in the Summer 2004 Newsletter. **Deadline for submission: May 10**

PERSPECTIVE: Connecting Research and Practice

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Researchers and educators each have long felt that the potential value of research was being limited by flaws in the approach of the other party (e.g., Hargreaves, 1999). Practitioners believe that research is too esoteric or impractical, while researchers believe that practitioners and policy-makers are unwilling to pay attention to research findings (Kennedy, 1997).

Links between research and practice in education have improved in recent years. More educators now use research. Governments are more interested in what is being called "evidence-based" decision making (Davies, 1999; Levacic & Glatter, 2001). Policy documents are more likely to pay attention to relevant research, and

evaluation efforts have increased. The media give more attention to reporting research. Researchers have also tried harder to reach out with their work to practitioners. The difficulties have by no means disappeared, but progress has been made. Much has also been learned about some of the things that can be done to build the relationship between research and practice.

Impact is Indirect

One main finding has been that the impact of research tends to happen indirectly, over time, and often through third parties (Weis, 1979). An individual study is rarely directly taken up and turned into practice. Rather, knowledge about an issue slowly builds and is communicated by

various parties through many social and political dynamics (Lindblom & Cohen, 1979). People gradually learn about new ideas or practices, for various reasons find these ideas or practices attractive, and work to implement them. In education, examples of the gradual impact of research come readily, such as the growing emphasis on inclusion in special education or the importance of parents' involvement in their children's early development.

Such examples show how ideas that were once contrary to conventional wisdom were actively promoted, gradually became acceptable, and eventually became conventional wisdom and the basis of practice. This process, however, does not happen automatically. At any given moment, many ideas compete for attention and active measures are required to develop support for them (Stone, 1997). Reports are written, media interest is enlisted, lobby groups are brought into the effort, and the ideas are made part of political campaigns. Gradually, changes in ideas support changes in practices. Not all such changes are related to research; most educators can list examples of changes in policy and practice that were poorly supported by research. Research is only one part of the struggle over ideas, but it does seem to be growing in importance.

Ways to Increase Impact

In thinking about steps to help foster impact, it is important to think of processes that connect the "producers" of research with the "consumers" in ways that respect each and help each to take advantage of what the other has to offer. Recent developments in action research and teacher research can contribute to this dialogue. A vital role can also be played by graduate students, who are often involved in both research and practice.

In regard to the dissemination of research, incentives for researchers to invest their energy in trying to increase impact might be beneficial. If research grants held this as a requirement, and if more recognition were given such work, more of it might occur. Research organizations could

increase support for research impact, as is the case in science and technology. It would help if research organizations provided professional writers, media experts, or even lists of potential strategies for increasing impact, along with better skills in using the internet as a dissemination mechanism.

On the other hand, many "user" organizations lack the capacity to find and use research effectively. Nobody may be assigned to do such work, or nobody may be able to sort out good research work from bad. Organizations may lack internal communication processes to let people know about interesting work, so learning is not shared. These are all areas where educational organizations could do better.

Finally, and probably most important, are steps to increase the interaction between researchers and those with an interest in the uses of research. More effective communications vehicles, including better use of the internet (Willinsky, 2003) and of print media are vital. Some promising developments support interactive use of the net, not just by providing access to information, but also by building communication among people with common interests but different roles, such as school leaders and leadership researchers. However, face-to-face contact remains crucial and is often the prerequisite for effective electronic communication. Many opportunities exist to bring more users into research events and more research into practitioner events—or by creating entirely new events.

Third parties are vital to research impact (Majone, 1989). Much of people's information about research comes from other sources: the media, people who write popular work based on research, and the many organizations that use research as part of their efforts to influence policy and practice in education. Think tanks, business organizations, labor organizations and community groups all have an interest in research and often work hard at disseminating research that they see as important. The clash of ideas and opinions in the political process is an

important way in which research becomes known, and an important vehicle for increasing impact (Lindblom, 1990).

Conclusions

Good linkages between research and practice should run in two directions. It is not simply a matter of researchers' telling schools what to do and educators passively implementing these practices, but a matter of two-way relationship in which the needs and views of practice also influence research topics and methods. Because of the growing relations between research and practice, grounds for optimism attend the future value to policy and practice of research in education. While nothing is automatic and nothing should be taken for granted, considerable effort is required. Yet, opportunities exist to build bridges that could have important and long-lasting value to educators, schools, families and especially students.

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FROM THE EDITORS

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Please check the AERA Web site for most up-to-date conference schedule!
<http://convention.allacademic.com/aera2004/division.html>

REQUEST FOR ASSISTANCE: Ethics in School Leadership

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The School Administrator staff is developing several articles about the newfound attention to ethics in educational administration, with particular attention to the practice of superintendents and school boards. The editor would appreciate leads to any recent books or research (even dissertations) that have been done on this subject. Also, has anyone been involved in running a workshop for school leaders on this topic?

Division A Program Highlights: 2004 Annual Meeting

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During the 2004 AERA annual meeting, Division A members will be reaping the benefits of the hard work of countless people including

- All authors who proposed papers and symposia, thus giving us a strong pool of material from which to choose;
- One of the largest cadres of proposal reviewers in recent history;
- Volunteer chairs and discussants for our sessions;
- A thoughtful and hard-working program committee; and even
- The small group of overwhelmed, but usually helpful, technical assistants at AERA who helped solve most of the problems with the electronic proposal processing system.

The Program Committee is grateful for all the work and support of everyone involved. Thank you!

In putting together the 2004 annual meeting program, the Division A Program Committee sought balance in selecting (a) the work of new researchers and established scholars, (b) enduring and emerging research topics, (c) a mix of research approaches and forms of data, and (d) interesting stand-alone studies and more comprehensive programs of research. The Program Committee always looked for high-quality work, and we were committed to framing a program that could showcase the ways in which research is strengthening the intellectual core of our Division, connecting scholarship with policy and practice, and making linkages to the work of other AERA divisions, especially those concerned with teaching, learning, social context, and educational policy.

PLEASE NOTE: We still have one lingering problem with the program. We created a wonderful paper session entitled, **“Thanks, But No Thanks,”** about issues surrounding recruitment and retention of talented individuals in the educational leadership pipeline. The session was in the preliminary electronic program, but it seems to have fallen into a black hole. We are still trying to find and reinstate it. It is not listed in the printed program so please check the electronic program and make a point of attending this one. The beleaguered authors will be most grateful.

You can find listings of all of the Division’s sessions through the electronic version of the program at AERA Website (<http://www.aera.net/meeting/program.htm>) and on pages 19-20 of the printed program. Here are some of the important themes that will be reflected in the Division A sessions in San Diego:

- **Connecting Leadership, Teaching, Learning, and Achievement** (Sessions 27.022, 52.017, 61.015, 61.016)
- **School Districts and School Improvement** (Sessions 11.012, 22.016, 27.019, 41.020, 52.016)
- **High School Reform** (Sessions 41.019, 55.019, 65.012)
- **Comprehensive School Reform Efforts and Lasting Reforms** (Sessions 22.019, 25.021, 25.023)
- **Social-Cultural Difference and Equity in Leadership and Learning** (sessions 22.020, 25.018, 25.019, 25.020, 25.022, 33.016, 49.015, 52.015, 58.018, 65.011)

- **Distributed Leadership, Leadership Cognition, and Other Emerging Perspectives on Leadership** (Sessions 15.016, 22.015, 38.016, 55.017, 58.014)
- **Tributes to Division A Scholars: the late William Foster** (Session 11.011) **and soon-to-retire Flora Ida Ortiz** (Session 38.015)
- **Sessions for Graduate Students, New Faculty, and New Division A Members** (Sessions 7.010, 8.012, 15.012, 22.018, 63.010)
- **Division A Task Force on Developing Research in Educational Leadership** (Session 67.011)
- **Division A Invited Vice Presidential Address** (Session 40.018)
- **Division A Business Meeting** (Session 35.010) and **Jointly Sponsored Division A, Division L, UCEA, and Corwin Press Reception** (Hyatt Manchester Ballroom D-I, Second Level)
- **Conference-themed Presentations: Brown at 50** (Sessions 41.021, 41.023, 48.018) and **Research, Quality, and Visibility** (Sessions 27.021, 38.011, 67.011)

If these are not enough for you, consider the many great sessions on international perspectives on leadership, parental involvement and community organizing, teacher commitment, learning communities, assessment and accountability, and other topics. See you in San Diego!

Division A Journal Editors Interactive Symposium

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The 2004 AERA Annual Meeting will be the site for an interactive session featuring Division A journal editors. The session is intended to provide an opportunity for untenured faculty and graduate students to dialogue with editors about the general norms of publishing in academic journals and about the specific requirements for each of the Division A journals.

Participants will have opportunities to get first-hand information from editors of journals such as *Urban Education*, *Educational Administration, Quarterly*, *The International Journal of Qualitative Studies in Education*, *The Journal of Online Cases*, and *Journal of School Leadership*. Presenters include **Stephen Ball** (Institute of Education, London), **Michael Dantley** (Miami University), **Gene Glass** (Arizona State University), **Kenneth Leithwood** (Ontario Institute for Studies in Education of the University of Toronto), **Jane Clark Lindle** (University of Kentucky), **Kofi Lomotey** (Fort Valley State University), Ulrich Reitzug (Clemson University), **Jim Scheurich** (University of Texas at Austin), and Duncan Waite (Texas State University at San Marcos). This session is expected to draw a large audience of untenured faculty and graduate students who have various lines of research in educational administration and educational research.

Session 15.015: Monday, April 12, 4:05-6:04 PM, Hyatt Manchester Ballroom F, Second Level

Division A New Membership Meeting

Fran Kochan, Membership/New Members Chair
Auburn University
kochafr@groupwise1.duc.auburn.edu

All members of Division A—both new and old—are encouraged to attend the new membership meeting to hear a panel discuss ways how to get the most out of Division A. Panelists include **Michael Dantley** (Miami University), **Malu Gonzalez** (New Mexico State University), and **Patrick Forsyth** (Oklahoma State University). Division A members: Bring a new member or simply come to interact!

Session 22.018: Tuesday, April 13, 8:05 AM-9:35 AM Hyatt Betsy B, Second Level

PUBLICATION OPPORTUNITY: Seeking Good Humor

Jay P. Goldman
Editor, *The School Administrator*
jgoldman@aasa.org

Would you like to share any amusing encounters on your job with others who would appreciate the circumstances? Here's your chance: *The School Administrator* publishes a monthly back-page humor column entitled, "Leadership Lite," and the editors are always eager to solicit your stories for possible use in our monthly magazine.

The editors are seeking short, humorous anecdotes (that generally can be told in no more than four paragraphs) that relate to some telling aspect of life in educational administration or the day-to-day work in a school district. Anecdotes should be based on the contributor's own experience: (a) something that you have seen or heard or that has been shared by a colleague, (b) something that occurred in a school setting, administrative office, school board meeting, PTA meeting, educational administration course, or (c) something that is simply humorous.

To spark your creative thinking, the editor is willing to send you electronically a few recent installments of "Leadership Lite" pages. Please submit your stories via e-mail to Jay Goldman (jgoldman@aasa.org) or mail to Jay P. Goldman, Editor, *The School Administrator*, 801 N. Quincy St., Suite 700, Arlington, VA 22203.

FROM THE EDITORS: *Listening to Leaders: Interviews from the Field*

Jeff Brooks (Florida State University) volunteered to contribute a new newsletter feature: a column about educational leadership developed from interviews. This feature might include a joint interview with Michelle Young and Patrick Forsyth about how UCEA and Division A can combine and coordinate their efforts even further to advance the field of educational administration. Another possibility is an interview with Harry Wolcott, author of the recently re-released book, *Man in the Principal's Office*, about the current state of anthropology and educational administration. The Editors invite Division A members to work with Jeff to make this idea a new feature for the Newsletter. Please contact Jeff Brooks directly via e-mail JBrooks@coe.fsu.edu or phone 305-348-3228 (until May 1) and 850-644-4704 thereafter.

Please check the AERA Web site for most up-to-date conference schedule!
<http://convention.allacademic.com/aera2004/division.html>

FUTURE ISSUES

Reports from the AERA annual convention and Division A Officers and Committees will appear in the **Summer 2004** issue (published in July). Material for the next issue of the newsletter is requested by **May 10** (a month later than the originally published deadline).

Submission and Publication Schedule

Issue Date	Deadline for Submissions	Submitted to AERA	Published Online	Announced Via E-mail
Summer 2004	May 10	June	July	July 10
Fall 2004	July 10	August	September	September 10
Winter 2005	October 10	November	December	December 10
Spring 2005	January 10	February	March	March 10

Regular Newsletter Features

Vice President's Corner: A regular feature, the Vice President will provide commentary about Division A events, business and expectations for the Division.

Secretary's Report: A Summer issue item, the minutes of Division A's annual business meeting.

Graduate Students Update: News from Division A's graduate student representatives.

From the Editors: This section will appear regularly and supply notes about the issue, upcoming issues, and other editorial concerns.

Listening to Leaders: Interviews from the Field: A new feature about educational leadership topics derived from interviews with leadership educators and practitioners, policy makers, authors, and others.

Perspective or Commentary: Papers considered for inclusion will be 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.

Member News and Notes: This section includes information about members: what people are doing, what they have accomplished, what they plan for research and with whom, what they are discovering about teaching that others might find of interest, and so forth. Books and articles, special recognitions, and the like are appropriate. If you are interested in helping with this column, please contact the editors.

Regular Features (as appropriate and as available, based upon newsletter publication dates)

§ information about Division A committee work supplied by committee chairs

§ announcements of calls for papers, dissertation award submissions, and other awards

§ listings of SIG contact information relevant to Division A members

§ listings of annual award winners

DIVISION A ORGANIZATION: 2003-2004 Officers and Chairs

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Membership/New Members Committee

Fran Kochan, Chair
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Vice-Chair to be appointed

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