

AERA Division A Newsletter

School Leadership News

Winter 2003

VICE PRESIDENT'S CORNER

Patrick B. Forsyth
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This is our second newsletter of the 2002-2003 academic year. Most of you should have gotten a blue postcard alerting you to its arrival and notifying you that future issues of will be available at www.aera.net under the heading "Divisions" in the blue menu bar at the top of the page. Thanks again to the hardworking editors for continued improvements to the newsletter.

Division members have nominated top, educational leadership doctoral students (who have had a dissertation proposal approved, but who will not have defended the dissertation by April 2003) for the Clark Seminar. Nominations were due November 18. As you know, we cosponsor this seminar, AERA's oldest, with Division L and Corwin Press. Ken Wong (Vanderbilt University) and Mark Gooden (University of Cincinnati) will be Division A's representatives on the joint Clark Planning Committee this year. On a similar note, don't forget that nominations for the Division's Dissertation Award can be made to the Awards Committee Chair, Alan Shoho (ashoho@utsa.edu).

The Division Program Committee (Chair Helen Marks, Vice Chair Carolyn Riehl, Michael Copland, Eric Camburn, Terry Orr, and Judy Alston) met October 4-5 at The Ohio State University to put together next year's program.

Helen reports that over 400 proposals were reviewed by the Division and more than 120 individuals volunteered to review. The Committee also considered suggestions for invited speaker slots and other special sessions. AERA central reports that, as a consequence of our proposal numbers, the Division has increased its number of sessions by 14 over last year. This is all very good news, and I applaud the Division Program Committee for having completed the bulk of its task.

The Division Ad Hoc Governance Committee (co-chaired by Martha M. McCarthy and Karen Seashore) has been very active in recent months. A second draft of bylaws for the Division is currently circulating, and some members of the group hope to meet at UCEA in Pittsburgh to discuss further ways to improve and make transparent the governance structures of Division A. Their final recommendations should go before the Division membership for action next April.

On October 25-27, I attended the AERA Coordinated Meeting in Chicago. Of the three annual meetings, this is the only one in which the Division Vice Presidents meet separately to commiserate. My concerns and objectives for this meeting were (1) to restore two free divisional memberships to AERA membership,

(2) to press for Division A representation on the editorial boards of AERA, and (3) to press for improved communication between AERA central office and the Divisions. The first item was discussed at length during the “only VPs” meetings. I noted that during the past year, 45% of AERA members did not join a division, with devastating consequences for the divisional structure of AERA. In a straw poll, the VPs voted unanimously to restore a minimum of one free divisional choice with AERA membership as soon as this can be done. There was not opportunity to make progress on the second item. The third item was resolved by the designation of Phoebe Stevenson, Deputy Executive

Director, as liaison to the VPs. The VPs also expressed their intent to meet more frequently as a group, separate from Council and other groups.

Finally, I welcome suggestions and ideas that members may have for improving the Division, its communication, its governance, and its presence at the annual meeting of the Association. Moreover, it is not too late to volunteer to be a part of the numerous committees and task forces of the Division. You may contact the chairs of these committees directly and let them know you are interested. Best wishes!

GRADUATE STUDENTS UPDATES

**Susan Bernstein, Florida Atlantic University, docbernz@aol.com
Mark Salinas, University of California-Riverside, tortuga3@pacbell.net**

The Division A graduate student representatives, Susan Bernstein, Florida Atlantic University, and Mark Salinas, UC Riverside, are working very hard this year. We currently have more than 430 graduate students in Division A—and the numbers are increasing monthly!

Susan and Mark have planned an exciting session for the annual meeting in April called Young Academics—Going from Grad School to Faculty: Career Stories of Up and Coming Faculty Members. Gerardo Lopez, Michele Young, and Eleni Coukos-Semmel will be the guest panelists.

Division A’s graduate student representatives also are working with the International Journal of Leadership in Education (IJLE) on the first annual graduate student manuscript contest open to all graduate students enrolled in a university program conducting research in educational leadership. First prize is \$500.00, a year’s subscription to the IJLE, recognition at the IJLE's Editorial Board meeting at AERA, and publication of the manuscript in the IJLE.

Second prize is \$300, a year’s subscription to the IJLE, recognition at the IJLE's Editorial Board meeting, and possible publication of the manuscript in the IJLE. **The deadline for manuscript submission is January 6, 2003.** Please send questions to Susan Bernstein (docbernz@aol.com) or Ira Bogotch (ibogotch@fau.edu).

Susan attended the mid-year AERA meeting in Chicago and was able to work with the other graduate student division reps to finalize the grad student handbook and update the grad student web page. Please check out our new web page!

The graduate student council is looking for graduate student liaisons who would be volunteers from university campuses to disseminate information about AERA. If you know graduate students at your university who would be interested in this, please have them contact Susan Bernstein (docbernz@aol.com) or Kamau Oginga Siwatu (ksiwatu@unlserve.unl.edu).

FROM THE EDITORS

Rodney Muth, Editor, University of Colorado at Denver
Tricia Browne-Ferrigno, Associate Editor, University of Kentucky

We are pleased by the response from Division A members for copy (news, announcements) to appear in this newsletter. Many of you sent information by the October 10 deadline for this issue. Unfortunately, we were unable to include some submitted information because the deadlines or submissions were prior to the Winter 2003 publication date. **Spring 2003 issue copy is due January 10 (publication March 10).**

Highlights of the Winter 2003 Issue

In this our second issue, you found a report from our Vice President, Pat Forsyth. *The Vice President's Corner* appears on the first page of each issue. News from the Division A graduate student representatives, Susan Bernstein and Mark Salinas, follows in the *Graduate Student Update* section. Please note the IJLE manuscript deadline for the special issue by graduate students is January 6, 2003. On this page, *From the Editors*, provides highlights of this issue and requests support.

The *Perspective* in the this issue (pp. 4-5) is a condensed version of a commentary by Michael D. Usdan, Senior Fellow at The Institute for Educational Leadership, that originally appeared in the April 2002 issue of *Educational Administration Quarterly*. We sincerely thank Michelle Young at UCEA for permission to reprint a portion of Usdan's reflections about needed change by leadership educators.

Division A's organization and contact information for officers and chairpersons for 2002-2003 appears on page 6. This listing appears regularly, so please alert the editors to any changes.

Committee News from the chairs of the Task Force on Developing a Research Agenda, William Firestone and Carolyn Riehl, appears on pages 7 and 8. Jay Goldman, Editor of *The School Administrator*, is in search of good humor (page 8). See also other announcements about the Outstanding Dissertation Competition, BELMAS Research Conference, and 2003 Evaluators Institute on page 8. Three Division A members were awarded funding by the US Department of Education to support innovative leadership development projects; the abstracts appear on page 9.

Call for Support

One goal for this year is to expand the content and distribution of the Division A newsletter. Thus, we continue to seek

- § 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 the like
- § commentaries that focus on topical issues

Suggestions for improving the newsletter should be sent to our Vice President, Pat Forsyth (forsytp@okstate.edu), or to the editorial team. Specific suggestions to improve the newsletter layout should be sent to the Associate Editor, Tricia Browne-Ferrigno. Anyone wishing to assume responsibility for one or more of the content areas should contact the Editor, Rod Muth. Other contributions can be sent to either editor. Please help us keep each other well informed about Division A and our fields.

Contact the Editors

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PERSPECTIVE: *Reactions to Papers Commissioned by National Commission for the Advancement of Education Leadership Preparation*¹

Michael D. Usdan
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The papers and the work of the Commission are most timely. Recent front-page stories in newspapers indicate that the issue of educational leadership has escalated dramatically as a priority public concern. Indeed, it is increasingly apparent that John Gardner's "anti-leadership vaccine" has "infected" schools as districts everywhere confront a disappearing pipeline of prospective administrators.

The issue has become almost frenetic with diverse public and private agencies and groups suddenly recognizing its saliency. Strategies to address the crisis are complicated, but the current situation may provide unique opportunities for significant change. Even though the commissioned papers allude to this ferment, the seriousness of the current situation does not receive the requisite emphasis. While these papers are useful, I am apprehensive as to whether preparation programs in educational administration can reform and renew themselves rapidly enough to address the fast expanding need for qualified practitioners attuned to the needs of the contemporary context.

I share Glassman, Cibulka, and Ashley's concerns that, despite mounting pressures for change, the response of the academy "has been tepid at best." They attribute this to the insulated nature of higher education and the chasm between the academy and practitioners. They acknowledge the weak demand for change from students and the lack of rigor in program assessments. They conclude that the "incentives for change have been outweighed by the

disincentives and the advantages of maintaining the status quo."

Even so, two factors do not receive adequate attention in the papers: (1) the changing expectations or definitions of successful educational leadership driven by the standards movement and (2) the broadened definitions of who provides educational leadership.

Changing Expectations

The widespread adoption and implementation of standards-based reform has dramatically altered the definition of successful educational leadership. Previously honored principals and superintendents are now evaluated on their success increasing student achievement, and instructional leadership is now the major criterion for administrative success.

The harsh reality is that many current administrators simply are not prepared to provide such leadership, which raises two critical questions. If the criteria for success have changed expectations of school administrators, how can we meaningfully reshape preparation programs? If principals and superintendents are assessed on the basis of their ability to increase student achievement, how can the jobs be constructively and realistically reconfigured? Perhaps, successful teachers could become instructional leaders, enabling principals to discharge their customary responsibilities working with parents and the community. Perhaps as well, one individual can no longer handle such diverse administrative

¹ Condensed with permission from *Reactions to Papers Commissioned by the National Commission for the Advancement of Education Leadership Preparation*, *Educational Administration Quarterly*, 38(2), 300–307.

responsibilities, suggesting that it is time to foster “distributive leadership” as espoused by Richard Elmore at Harvard. Unfortunately, the commissioned papers generally are not so venturesome, taking instead an incremental approach. A few of the authors, notably Peterson and Andrews and Grogan, do discuss some newer ideas, but such fresh thinking hardly pervades the commissioned papers.

Broadened Definitions

A persuasive case can be made that the nation’s educational leadership has been “secularized” in the past two decades. Indeed, since the publication of *A Nation at Risk* in 1983, business and political influentials have played an unprecedented proactive role in driving the standards movement. Indeed, a “new politics of education” has emerged in which political and business leaders, working through organizations like the National Governors Association, the National Conference of State Legislatures, the U.S. Conference of Mayors, the National Alliance of Business, the Committee for Economic Development, the Chamber of Commerce, and other groups have intensified their national push for educational improvement.

Recent Presidents have appointed politicians or business leaders to important educational leadership posts, and governors have assumed a much larger role in determining state-level educational policies. Locally, the persistent failure of urban school systems to increase student achievement and retain middle-class residents has led mayors to become more proactive in school issues. Further, the trend toward appointing non-educators as leaders of our largest school systems has broadened definitions of educational leadership. The sense is, rightly or wrongly, that traditional school administrators do not have the managerial experience or acumen to lead huge multi-million dollar organizations which operate in such complex and politically volatile environments.

These leadership changes are cited to document how differently and more broadly educational leadership is being defined in the contemporary context. Indeed, these changes are fostering important new perspectives on how complex educational leadership positions can be reconfigured to meet the multiple demands of the job.

A major challenge, then, is to connect these “new” leaders with the more traditional ones, the school teachers and principals who must implement mandated reforms. A common feeling among practitioners is that they have been ignored or passed over in the reform movement. This disconnect must be addressed if meaningful educational improvement is to be implemented and sustained.

More synergy also must develop between top-down reforms promulgated by governors and business leaders and the practitioners who actually deal with students in the classroom. Indeed, the major leadership challenge facing both “new” and “old” leaders is making connections or building bridges that cross boundaries among fragmented sectors and groups.

Educational leadership preparation desperately needs to be transformed as expeditiously as possible. The commissioned papers provide some important palliatives but not the immediately needed shock treatment. Incrementalism is insufficient. While the papers provide some useful formulations, by themselves they will not catalyze the needed immediate transformations.

As a former professor of educational administration, I wonder if the field as constituted can survive. The Club of Rome identifies three groups with respect to future developments: one group makes change happen, a second lets it happen, and a third wonders what happened. I worry that, unless the field changes much more quickly than these papers suggest, history will classify us in the third group.

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History of Division A

In this section of the newsletter, we would like to feature regular—short!—pieces on Division A's growth and activities over the years. These contributions, supplied by members, should focus on historic events in Division A, the accomplishments of Division A, and the impact of Division A on AERA and the field. Please contact the editors ASAP if you would like to help develop or contribute to this section.

COMMITTEE NEWS: Task Force on Developing Research Agenda

William Firestone, Rutgers University, wifires@rci.rutgers.edu
 Carolyn Riehl, University of NC-Greensboro, cjriehl@uncg.edu

The Task Force on Developing Research in Educational Leadership, established by Division A in 2000, is moving its work forward. As reported at the Division A business meeting in New Orleans last April, we began with a series of consultations, culminating in a November 2001 meeting in Philadelphia. Based on these meetings, nine questions were developed to help advance high-quality, significant research in our field, and we invited authors to develop working papers on these questions. Each paper will review past research on the topic and suggest substantive directions and methodological approaches for future research. The topics and authors of the papers are listed below.

1. What Do We Know about Successful School Leadership? Kenneth A. Leithwood, Ontario Institute for Studies in Education; Carolyn Riehl, University of North Carolina at Greensboro

2. How Can Educational Leaders Promote and Support Successful Teaching and Learning? Nona Prestine, Pennsylvania State University; Barbara Scott Nelson, Education Development Center

3. Can Educational Leaders Improve the Education Students from Diverse Backgrounds? Pedro Reyes, University of Texas at Austin; Lonnie Wagstaff, University of Texas at Austin

4. How Can Educational Leaders Promote and Support Social Justice and Democratic Community in Schools? Gail Furman, Washington State University; Carolyn Shields, University of British Columbia

5. How Can Initiatives in Workforce Development Help Ensure Strong Educational Leadership? Mark Smylie, University of Illinois-Chicago; Al Bennett, Roosevelt University

6. How Do School Leaders Create Effective Programs for School Improvement Out of Conflicting Accountabilities? William Firestone, Rutgers University; Dorothy Shipps, Teachers College

7. How Do School Leaders Build Constructive Relationships with Various Groups in the Community? Mary Driscoll, New York University; Ellen Goldring, Vanderbilt University

8. What Are the Implications of Approaches to Research on Teaching for Research on Educational Administration? Mary Kay Stein, University of Pittsburgh; James Spillane, Northwestern University

9. What Are the Most Useful Methodological Approaches to Research in Educational Leadership? Carolyn Riehl, University of North Carolina at Greensboro; William A. Firestone, Rutgers University

These works in progress were discussed in a roundtable session at the recent UCEA conference in Pittsburgh, and we continue to benefit from the feedback and input. The completed manuscripts will be presented in a strand of sessions at the 2003 annual meeting of AERA in Chicago.

We anticipate three major products from the task force:

- a policy brief summarizing what we already know about successful school leadership (this brief will be published in early 2003 and disseminated to foundations and associations concerned about educational leadership; it also will be on the Internet and publicized through to the members of Division A, UCEA, and other groups)
- an edited volume containing the nine papers to be published by a commercial publisher
- A policy brief summarizing the nine papers and making the case for a vigorous research agenda for school leadership

Our outreach strategy, with these three products, is intended to address three goals:

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- Help current practitioners better recognize some of what researchers have learned about successful school leadership
- Build interest among potential supporters of research on educational leadership—that is, foundations, government agencies
- Give current and future researchers in educational leadership the opportunity to make connections between the agenda and their own research

Many people have already contributed to the work of the task force, and more will do so in the future. Associates have helped by reviewing working papers and helping us to develop a dissemination strategy. We are grateful for the assistance of Betty Hale and Mary Podmostko, Institute for Educational Leadership; Catherine Lugg, Rutgers University; Joseph Murphy, Vanderbilt University; Darlene Opfer, Georgia

State University; Penelope Peterson, Northwestern University; Karen Seashore, University of Minnesota; Michelle Young, UCEA, and Joanne Manning and associates, Laboratory for Student Success.

The project has now become a collaboration between AERA Division A, UCEA, and the Laboratory for Student Success (LSS), the regional federal R&D lab at Temple University. UCEA has provided the task force with publicity and conference time. LSS has generously funded two meetings of the task force and will be providing support for task force publications and mailings.

For more information about the task force, please contact the co-chairs: Bill Firestone (wilfires@rci.rutgers.edu) and Carolyn Riehl (cjriehl@uncg.edu).

ANNOUNCEMENTS

In Search of Good Humor

Do you ever have amusing encounters on your job and wish you could share them? *The School Administrator* publishes a monthly back-page humor column, “Leadership Lite,” and the editor eagerly solicits your stories: short, humorous anecdotes, told generally in no more than four paragraphs, that relate some telling aspect of life in educational administration, including university classrooms. Anecdotes should be based on the contributor’s experience—something seen or heard—in a school setting, administrative office, school board meeting, educational administration course, and so forth. *The School Administrator* will credit the source by name or withhold it, if requested. Please contact or e-mail or mail your stories to Jay P. Goldman (jgoldman@asa.org), Editor, *The School Administrator*, 1801 N. Moore St., Arlington, VA 22209.

British Educational Leadership and Management Society

Advance Notice: The 7th International BELMAS Research Conference, “New Understandings in Educational Leadership and Management,” July 8 to 10, 2004, St. Catherine’s College, Oxford, England. Organized by BELMAS and the Standing Conference for Research on Educational Leadership and Management (SCRELM). Papers, posters, and symposia will be very welcome from individuals, organizations, and associations from around the world. For more information, contact Professor Chris James, Chair of the Conference Organizing Committee (cjames1@glam.ac.uk).

2002 Outstanding Dissertation Competition, AERA Division-A

Nominations are invited for the annual Division-A competition for the best doctoral dissertation in the broad field of educational administration, including the organization and administration of schools and the work and preparation of school leaders. This award is intended to recognize outstanding dissertation research appropriate to the field. Studies embracing traditional and/or alternative conceptualizations and

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methodologies are welcomed. The Committee will consider work completed and formally accepted by the entrant's dissertation committee between January 1, 2002 and December 31, 2002. **Submissions are due January 6, 2003.** For more information and criteria, contact Alan R. Shoho (ashoho@utsa.edu).

2003 Evaluators Institute in San Francisco

Eighteen courses for practitioners and users of evaluation are described at www.EvaluatrosInstitute.com and will take place January 13-18, 2003. The deadline for course registration and payment is **December 13, 2002.** A number of these courses may be of interest to AERA-A members. One-day to three-day course offerings includes data analysis, outcome/impact assessment, effective use of findings, performance measurement, organizational capacity building, and the basics of evaluation. Other courses include participatory/collaborative/qualitative methods; program theory, introduction and traps to avoid; evaluation for foundation program officers; and how to be a successful evaluation consultant. According to Midge Smith, University of Maryland (ms74@umail.umd.edu), the aim of the institute is to assist highly skilled individuals to become more adept practitioners.

MEMBER NEWS AND NOTES

Federal Grant Recipients

On October 1, 2002, the US Department of Education announced grant recipients for its School Leadership Development Program. Three of the 20 funded projects, selected by technical reviewers from the 175 applications, were submitted by Division A members. Project abstracts and contact information for the Division A award winners are printed below. For a complete listing of all 20 funded projects, go to <http://www.ed.gov/offices/OESE/SIP/news.html>

Kentucky's Collaborative Model for Developing School Leaders for Rural High-Need Schools involves a partnership with Pike County School District, University of Kentucky, and Moorehead State University. The project will develop and implement an innovative advanced leadership program aimed at assuring learning for at-risk students in rural school districts. The program will serve two cohorts consisting of 25 participants (practicing and aspiring principals) in each group. The project's Principal Investigator is Tricia Browne-Ferrigno, University of Kentucky (ferrign@uky.edu). UK colleagues, Keith Gurley and Bonnie Johnson, serve as Co-Investigators.

The Learner-Centered Leadership for Language and Culturally Diverse Schools in High Need Urban Settings is a collaborative project that will involve the Phoenix Unified School District, Alhambra Elementary School District, Creighton Elementary School District, Roosevelt Elementary School District, and the Southwest Center for Education Equity and Language Diversity at Arizona State University. The project will identify, select, and recruit 32 applicants from each of the following subgroups: teachers who show leadership potential and receive an endorsement by the principal or supervisor; novice principals and assistant principals to participate in professional development activities; and, school administrators with proven expertise in instructional leadership, community leadership, and/or systems management to participate in mentoring training. Arnold Danzig, Arizona State University (Arnold.Danzig@asu.edu) serves as the Principal Investigator.

Leadership in Border Rural Areas (LIBRA) proposes to recruit 20 principal candidates and 10 current principals/assistant principals to become part of a leadership cohort of change agents and reflective practitioners. The project will support a three-way mentorship program that will work with both principal candidates and current principals/assistant principals in strengthening the opportunities in the practice of school leadership. Principal Investigator for the project is Maria Luisa Gonzalez, New Mexico State University (margonza@nmsu.edu).

FUTURE ISSUES

News about the upcoming AERA annual convention will appear in the **Spring 2003** issue (published in March) and will include links to AERA Division A program sections (both links to the AERA program or a downloadable PDF version). Material for the next issue of the newsletter is requested by **January 10**.

Submission and Publication Schedule

Issue Date	Deadline for Submissions	Submitted to AERA	Published Online	Announced Via E-mail
Spring 2003	January 10	February	March	March 10
Summer 2003	April 10	May	June	June 10
Fall 2003	July 10	August	September	September 10
Winter 2004	October 10	November	December	December 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: An occasional item, the minutes of Division A's annual business meeting will be featured in the Summer issue.

Graduate Students Update: News and announcements 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.

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