

AERA Division A Newsletter

School Leadership News

Issue 6

Winter 2004

VICE PRESIDENT'S CORNER

Patrick B. Forsyth
Oklahoma State University
forsytp@okstate.edu

These two years are winding down much faster than I anticipated. Having just returned from an AERA Executive Board and Association Council meeting in San Francisco, I have a great deal to report. For some of you, it may be an understatement to say that the detailed workings of AERA's governance bodies are uninteresting. On the other hand, the more the membership knows about how AERA operates, the more empowered it is to make AERA's work its work.

I'll start with the 2004 Program, since that has been on many of our minds lately. The vice presidents grumbled to Council and staff, in some detail, the problems we have had both personally and those reported to us by our program committees and division membership. Our most serious concerns, at this point, are making certain that the 2004 program will be accurate and that we will have identified precisely software glitches affecting submission, processing, and review of proposals. There appears to have been some malfunction with the order of authors on proposals; authors are urged to check that carefully when the draft program becomes available on line. The Division owes much to **Carolyn Riehl** and her section chairs (**Megan Tschannen-Moran, John Heflin, Sharon Kruse, John Sipple** and **Linda Tillman**), all of whom endured the frustrations inherent in the installation of the new system. I

thank the members also for their patience, and I assure you that these problems will not be repeated.

Congratulations to all of you who will be presenting in San Diego! I urge you to distribute your papers to all your session participants well in advance. Session quality and coherence is greatly enhanced when the presenting panel members are familiar with the work of other panelists.

AERA has just made available this week a new "members only" section on the Web site (<http://www.aera.net>) where you can review your membership and renew, make changes in your data sheet, and use an accurate and up-to-date directory. Officers can use this system for blanket communication with committees. All of AERA's data systems (annual meeting proposal processing, financial, publication, membership) will eventually be seamlessly integrated, making governance and other work of AERA more accessible to everyone. A new web page design is scheduled to be up in the near future as well. Gradually, all of AERA's editorial functions will be made electronic. Some are already, some are scheduled to move to electronic processing with new editors.

You will now be able to sign up for Division A membership "free" when you renew AERA membership. Having nagged the Council about this every meeting for two years, I will claim some responsibility for this change. Several years ago, when AERA started to charge extra

for division membership, both Divisions A and L lost nearly half their recorded membership. This now takes on even greater importance because the Council approved a budgeting system that ties division financial support to a base plus six dollars per member in San Francisco last week.

President Hilda Borko has asked me to chair an ad hoc committee to review AERA's social justice mission and organizational structure. Members of the committee are **Marilyn Cochran-Smith** (AERA President Elect), **Felice Levine** (Executive Director), **Gloria J. Ladson-Billings**, **Michael Nettles** and **William T. Trent**. If you have thoughts on this subject, please forward them to me or another member of the committee. We will be placing a set of related questions on the AERA Web page in the near future, questions designed to get comment and advise from AERA's general membership. The committee is expected to complete its work before the summer.

You are reminded that the Division A Executive Committee will consider and bring to the membership meeting in San Diego its

recommendations/comments concerning several issues, among them: (a) Division A's name, (b) the newly adopted Bylaws, (c) the Clark Seminar, and (d) proposal review criteria used by the Division. If you have comment on these issues, please make them known. The **Executive Committee** includes **Karen Seashore**, **Terry A. Astuto**, **James G. Cibulka**, **Rodney T. Ogawa**, **Carolyn Riehl**, and **Joan Poliner Shapiro**. I chair the Committee and **Gary Crow** is Vice Chair.

Finally, I wish to commend my friend and colleague **Joe Murphy** for his piece reflecting on the first ten years after ISLLC Standards that appeared in the previous issue of the *AERA Division A Newsletter*. I recommend the original paper for your reading as well. It can be found on the Web page of the National Policy Board for Educational Administration located at <http://www.npbea.org> under the "Educational Administration Resources" button.

That's it! Go write those papers!

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, which will focus on the 2004 annual meeting of AERA (April 12-16 in San Diego), will be posted on the Web site at least two weeks prior to the meeting.

Highlights of the Winter 2004 Issue

This issue includes the **Vice President's Corner**, a **Commentary** about principal mistreatment of teachers by Joseph and Jo Blase (page 3), an announcement from the TEA SIG Co-Chairs (page 7), several publication opportunities (page 8-10), and the **List of Appointments for 2003-2004** (page 11).

Call for Support

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 (tricia.ferrigno@uky.edu). Anyone wishing to assume responsibility for one or more of the content areas should contact the Editor, Rod Muth (rodney.muth@cudenver.edu). Other contributions can be sent to either editor. Please help us keep each other well informed about Division A and our fields.

COMMENTARY: Implications of the Dark Side of School Leadership for Administrator Preparation and Research

Joseph Blase and Jo Blase

University of Georgia

blase@coe.uga.edu and jblase@coe.uga.edu

Editors' note: This article is a highly condensed version of a manuscript submitted by the authors. An edited version of the fuller submission can be downloaded from the Division A Web page.

Historically, research in the areas of school leadership and university-based and professional-development programs have focused on the positive aspects of school leadership; by and large, dark-side topics have been ignored. Consequently, prospective and practicing administrators have been given little assistance in dealing with dark-side issues. Here, we specifically discuss the critical importance of preparing school leaders to deal with one category of dark-side issues: school principals' misuse of power and, in particular, mistreatment of teachers.

During the last decade and a half, researchers have produced a strong stream of "bright side" empirical studies in the field of educational administration, focusing on the considerable contribution of exemplary school principals to schools in general (e.g., Blase & Kirby, 2000; Hallinger & Heck, 1996; Murphy & Louis, 1994a, 1994b) and teacher development and student learning in particular (e.g., Blase & Blase, 1999; Heck & Marcoulides, 1993; Joyce & Showers, 1995). Notably, this knowledge base provides ample theoretical and empirical evidence that effective principal leadership can have important effects on student learning (Wang, Haertel, & Walberg, 1993).

In stark contrast, only one empirical study has systematically examined the "dark side" of school leadership, in particular principal mistreatment/abuse of teachers, and the extremely harmful consequences such forms of leadership have on life in schools (Blase & Blase, 2003). Undoubtedly, the failure of both academic and professional educators to study principal mistreatment of teachers, applying the same rigorous research protocols used to

investigate other educational problems, has resulted in incomplete, naïve, and even false understandings of how some, perhaps a noteworthy percentage, of school leaders and teachers experience their work (Hodgkinson, 1991). Moreover, this failure allows mistreatment to continue without challenge and without hope of improvement (Ashforth, 1994; Einarsen, Hoel, Zapf, & Cooper, 2003; Keashly, Trott, & MacLean, 1994; Robinson & Bennett, 1995;).

Findings on Principal Mistreatment of Teachers

We interviewed 50 teachers located throughout the United States who indicated that they had experienced long-term mistreatment/abuse by a school principal. All of our findings focus on teachers' perspectives on principal abuse, in particular the conduct that teachers define as abusive and its adverse effects on their psychological/emotional and psychological/physical well being as well as their performance in the classroom and in the school.

We found that abusive principals, like abusive bosses, in general, engaged in similar behaviors. However, in contrast to the existing literature on boss abuse, we have conceptualized abusive conduct in terms of three levels of aggression: Level 1 principal mistreatment behaviors (indirect and moderate aggression) include discounting teachers' thoughts, needs, and feelings and isolating and abandoning them; withholding or denying opportunities, resources, or credit; showing favoritism toward other teachers; and offensive personal conduct. Level 2 principal mistreatment behaviors (direct and escalating aggression) include spying,

sabotaging, stealing, destroying teacher instructional aids, making unreasonable work demands, and both public and private criticism of teachers. Level 3 principal mistreatment behaviors (direct and severe aggression) include lying, being explosive and nasty, threats, unwarranted reprimands, unfair evaluations, mistreating students, forcing teachers out of their jobs, preventing teachers from leaving or advancing, sexual harassment, and racism. Such behaviors and related patterns of conduct are consistent with studies of abusive bosses conducted throughout the world in both profit and nonprofit organizations (Björkvist, Österman, & Hjelt-Bäck, 1994; Davenport, Schwartz, & Elliott, 1999; Einarsen et al., 2003; Harlos & Pinder, 2000; Hornstein, 1996; Keashly et al., 1994; Leymann, 1990; Lombardo & McCall, 1984; Namie, 2000; Namie & Namie, 2000; Neuman & Baron, 1998; Robinson & Bennett, 1995; Rayner, Hoel, & Cooper, 2002; Ryan & Oestreich, 1991).

We also found that the effects of such mistreatment were extremely harmful to teachers' professional and personal lives; like many thousands of workers represented in the extant literature—a number that has been extrapolated to be multimillions of workers—abused teachers experienced the same devastating effects. Beyond the teachers' responses of shock and disorientation, humiliation, loneliness, and injured self-esteem, principal mistreatment seriously damaged in-school relationships, damaged classrooms, and frequently impaired all-school decision-making. Also, principals' abuse of teachers resulted in severe psychological/emotional problems including chronic fear, anxiety, anger, and depression; a range of physical/physiological problems; and adverse personal outcomes also discussed in the general empirical literature on boss abuse (Björkvist et al., 1994; Davenport et al., 1999; Harlos & Pinder, 2000; Hornstein, 1996; Keashly et al., 1994; Leymann, 1990; Lombardo & McCall, 1984; Namie, 2000; Namie & Namie, 2000; NNLIC, 1993; Pearson, 2000; Ryan & Oestreich, 1991).

In addition, we learned that teachers victimized by abusive principals seldom had viable opportunities for redress. This is consistent with other research that has demonstrated that victims' complaints about abusive bosses typically result in (a) no action (no response) from upper management, (b) efforts to protect abusive bosses, or (c) reprisals against victims who complain (Bassman, 1992; Davenport et al., 1999; Hornstein, 1996; Keashly, 1998; Keashly et al., 1994; Leymann, 1990; Namie, 2000; Namie & Namie, 2000; Pearson, 2000; Rayner, 1998). In fact, according to our findings, teachers rarely complained to district-level administrators because they expected "no help" and because they "feared" reprisals.

Further, our findings pointed out that teachers were often unable to leave a school in which they were abused, at least in a timely manner. Several factors of considerable importance frequently result in strong feelings of being "trapped." For example, district policies prohibiting transfers, the high probability of negative letters of reference (and blackballing), weak unions, need for a job and health insurance, and the chronic effects of long-term abuse itself (chronic fear, depression, including self-doubt and feelings of helplessness, and fatigue), are factors that diminish one's ability to take proactive action, particularly in difficult circumstances (Izard & Youngstrom, 1996).

We believe that our findings about principal mistreatment/abuse of teachers, as troubling as they are, have special significance for prospective and practicing administrators. To test this notion, we created a 2½-hour in-class presentation and discussion of our research findings about principal mistreatment (taken from the study above) for school administrators and teachers taking graduate coursework in leadership at a major research university. Following the presentation and discussion, participants were asked to respond in writing to one open-ended question: What importance, if any, does knowledge about principal mistreatment (abuse) of teachers have for your development as an educational leader? Without

exception, over 400 administrators and teachers who responded to this question between 1999 and 2002 affirmed the merits of the study of principal abuse of teachers, asserted that the topic of mistreatment should be directly addressed in administrator and teacher preparation programs, and noted that such programs should equip individuals to deal with a variety of possible "work realities."

Being forewarned is forearmed. Teachers who are aware of this study will better understand what is happening and what to do in an abusive situation.

Leaders of the future should be educated to know the temptations of power and that abusive behaviors only elicit aversive responses.

To this end, university-based programs and field-based professional development programs can examine the phenomenon of principal mistreatment of teachers and consider questions such as

- What conduct by school principals do teachers and administrators perceive as abusive?
- What is it about a school's context, the principal's role (e.g., negative role modeling by superiors, conflicting role expectations, unreasonable district policies), and those who occupy this role that can result in abusive conduct?
- What effect does such conduct have on teachers? For example, what are the emotional and physical consequences for teachers, and how does such conduct affect teachers' classroom instruction and student learning?
- What are the consequences of abusive conduct by principals on school climate and school culture?
- What coping strategies are efficacious for mistreated teachers?
- What actions can mistreated teachers take to deal with abuse?
- What actions can school-based administrators, school district office personnel, and school boards take to help

principals deal with this problem (e.g., providing opportunities for principals to consider ways that they encourage or discourage a respectful and supportive climate in the school, ways to become more aware of the impact of their behavior on teachers, and ways to deal with teachers' concerns about being mistreated)?

- What policies and procedures can school personnel develop to protect teachers and provide relief from mistreatment?
- At what point should district-office personnel move beyond counseling, guiding, and providing performance reviews of principals who mistreat others and move to disciplinary action or discharge?

Conclusion

Now more than ever, school reform efforts require that principals and teachers work together collaboratively to solve educational problems. Such collaboration is successful when school principals build trust in their schools; trust, in turn, serves as a foundation for open, honest, and reflective professional dialogue; problem solving; innovative initiatives; and more directly the development of the school as a powerful community of learners willing to take responsibility for and capable of success. All principals need to work toward these ends, and all individuals and organizations associated with public education should willingly confront the kinds of administrative mistreatment that, most assuredly, undermine such possibilities.

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Member News and Notes

Taskforce to Evaluate Educational Leadership Preparation and Effectiveness

Robert Kottkamp, Co-Chair
Hofstra University
kottkamp@hotmail.com

Margaret Terry Orr, Co-Chair
Teachers College Columbia University
orr@exchange.tc.columbia.edu

Graduate education programs, which dominate the leadership preparation field, need to learn more about how different leadership preparation programs and approaches contribute to the quality and effectiveness of leadership. Moreover, they are under tremendous political pressure to demonstrate their value and impact on the leaders they prepare and the schools that they lead. Yet, leadership preparation programs, despite their prevalence (over 500 nationwide) and importance for school improvement, have rarely been evaluated in systemically or comparatively nor have their long-range impacts been measured.

Two years ago Robert Kottkamp and Terry Orr invited interested educational administration faculty from around the country to form an informal work group to study these issues and develop a collaborative, comparative evaluation study. Out of this work grew three purposes:

- (a) to compare and evaluate leadership the impact of preparation programs on the students served, the schools their graduates lead, and the schools' educational outcomes;
- (b) to develop research designs, methods, and instruments that can be replicated and refined through study in multiple institutions and settings to facilitate on-going knowledge development on leadership preparation nationally and internationally; and
- (c) to engage the leadership-preparation field more broadly in the individual and comparative study of their effectiveness and impact.

Collectively, our informal work group, which has become formalized as the Taskforce to Evaluate Educational Leadership Preparation and Effectiveness, has agreed on four evaluation studies. These are

- **Mapping program designs and prevalence.** This proposed study would combine two data collection strategies to map the field of educational leadership preparation. One part would be to compile state education agency documentation of the number of certified leaders and educational leadership degree graduates by institution. The second would be to survey programs nationally on their primary content and instructional and organizational attributes, as framed by the national standards for leadership preparation.

- **Comparative longitudinal evaluation of programs.** A longitudinal, comparative study of public and private leadership preparation programs and their impact on graduate-student learning, leadership skills, and associated effects on the schools that they lead and their students' learning. This is a multi-method study of impacts at the completion of graduate studies and at the school sites where graduates become school leaders. It will combine both cross-sectional studies (looking at the impact on prior graduates) and longitudinal studies (tracking current students over time) from programs of differing assumptions about leadership and its preparation.
- **Backward mapping study of leadership effectiveness.** This study will look at the preparation roots of effective leadership. By sampling effective schools (schools that defy performance predictions or have made strides in educational improvement in recent years), we will find and interview principals about the origins of their leadership development.
- **Study of the student experience.** This study is designed to conduct an in-depth comparison of programs' admissions and student support practices and their impact on graduate student retention and completion.

Over the past two years, this task force has worked to develop broad professional field support for our research interests and to gain insight into the underlying conceptual and methodological issues. The task force has held half- to full-day working sessions at the UCEA 2001 and 2002 annual meetings and AERA's 2002 and 2003 annual meetings to explore these issues and develop an evaluation research agenda. Out of our initial work, we developed methodological concept papers, which we presented initially at the UCEA 2002 annual meeting and in revised form at the AERA 2003 annual meeting. These papers are currently being finalized for publication. In addition, our evaluation plans were formally endorsed by the UCEA executive committee and by the Teaching Educational Administration Special Interest Group (TEA-SIG) of AERA, as a joint task force endeavor.

The task force is now in the development phase of the research and seeking funding support. We are beginning to refine our conceptualization, measures, research design, instrument development and research sites' development. Some of us are conducting mini-studies as pilots for the proposed studies. The University Council for Educational Administration (UCEA) has agreed to serve as the lead institution and use its resources to facilitate communication, research dissemination, and professional development for the field to replicate and build on our work. Its annual conference and publications will be instrumental in our dissemination efforts. The task force will use the TEA-SIG's annual meeting at AERA for continued presentation of research and methodology.

Publication Opportunities

A Conversation with Division A Journal Editors

Linda C. Tillman
Wayne State University
ltillman@wayne.edu

The 2004 AERA Annual Meeting will be the site for an interactive session featuring the 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*, *The International Journal of Qualitative Studies in Education*, *The Journal of Online Cases*, and the *Journal of School Leadership*.

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. Please check the AERA online program for the date, time, and place or contact Linda Tillman.

Call for Contributions From AASA

Goldman, Jay
JGoldman@aasa.org

The American Association of School Administrators (AASA) *School Administrator* magazine seeks contributions and ideas from professors of educational leadership and administration including:

- Submissions for consideration in theme issues during Fall 2004 relating to personnel evaluation (October), school system leadership (November), and value-added assessment (December). Author guidelines can be found at www.aasa.org/publications/SA
- Provocative and informed commentaries on any issue relating to school administration for the magazine's guest column section.
- Humorous anecdotes relating to the training of current and aspiring school administrators for "Leadership Lite," the magazine's back page of light-hearted tales. For samples of "Leadership Lite" stories, send a request to magazine@aasa.org
- Suggestions for the Sidelight section on the magazine's people page, featuring unusual avocations or side interests of AASA members. (Past installments included AASA members who were Elvis impersonators, cattle ranch operators and NCAA college basketball referees.)

Mentoring & Tutoring: Partnership in Learning

Carol A. Mullen, Editor
University of South Florida
cmullen@coedu.usf.edu

The editorial team of Taylor and Francis' journal, *Mentoring & Tutoring: Partnership in Learning*, invites Division A members to submit manuscripts about mentoring, tutoring, or partnership. Carol Mullen, the new journal editor and former co-editor and guest editor, is pleased to have accepted this leadership role and recognizes David Reid's pioneering editorial efforts.

Please visit the journal Web site (<http://www.tandf.co.uk/journals/titles/13611267.asp>) for relevant information about this international refereed journal that is rapidly becoming known, but please also be aware that the journal Web site does not yet reflect the fuller scope of the journal in terms of its new directions. Mentoring, as understood from multiple lenses and within different contexts, is emphasized, with pieces published from inside and outside of education (e.g., medicine, social work, management, industry, law, policy, law enforcement). The journal is beginning to emphasize articles that reflect such orientations as critical theory, arts-based inquiry, racial and gender issues, multiculturalism and diversity, constructivism, spirituality, feminism, and more. Another goal is to increase its international scope in its representation of countries, perspectives, and issues covered.

Manuscripts being sought for this journal published three times a year (April, August, and December) have clear connections to and implications for mentorship. Feature articles, commentaries, and book reviews are published and creative approaches to inquiry as well as innovative textual formats are being

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encouraged. Artworks in addition to figures and tables will be accepted. Works can be developed using interpretive or traditional approaches to educational leadership and administration, preservice and inservice teacher education, drama education, higher education, adult education, distance learning, and more. Proposals for special guest-edited issues of the journal can be submitted to the editor for review by the editorial board.

A complimentary copy of the journal and Notes to Authors are available at the Web site. The editors invite authors to send an Abstract or complete manuscript (maximum of 30 pages) for a "preview" prior to possible external review by two individuals with appropriate expertise. Many potential authors have been making use of this service, which has significantly increased their chances of publication. The turnaround time for the reviews and final editorial decision is relatively short for a refereed journal—no more than 2 months. If Division A members would like to be a reviewer for the journal, please contact **Carol Mullen** (cmullen@coedu.usf.edu) or **Carol Burg**, Editorial Assistant (cburg@helios.acomp.usf.edu).

Division A Newsletter: Spring 2004 Issue

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

Tricia Browne-Ferrigno, Associate Editor
University of Kentucky
tricia.ferrigno@uky.edu

Material for publication in the Spring 2004 newsletter is requested by March 10. Please send your copy electronically to both editors. In addition to the regular features (e.g., *Vice President's Corner*, *From the Editors*), the Spring 2004 issue will include announcements and information about the 2004 annual meeting. Below are descriptions of the regular features and types of copy appropriate for the newsletter.

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

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 information
- listings of SIG contact information relevant to Division A members
- listings of annual award winners

List of Appointments for 2003-2004

Division A Executive Committee

Vice President & EC Chair

Patrick B. Forsyth
Oklahoma State University
forsytp@okstate.edu

Secretary & EC Vice Chair

Gary Grow
University of Utah
gcrow@ed.utah.edu

Vice President Elect

Rodney T. Ogawa
University of California-Santa Cruz
rtogawa@ucsc.edu

Past Vice Presidents

Karen Seashore
University of Minnesota
klouis@umn.edu

Terry A. Astuto
New York University
ta4@nyu.edu

Immediate Past Secretary

James G. Cibulka
University of Kentucky
cibulka@uky.edu

Affirmative Action Committee

Joan Poliner Shapiro, Chair
Temple University
naoj@astro.temple.edu

Program Committee

Carolyn Riehl, Chair 2004
University of NC-Greensboro
cjriehl@uncg.edu

Committees

Graduate Student Representatives

Mark Salinas
Chabot College
tortuga3000@sbcglobal.net

Matt Militello
Michigan State University
militell@msu.edu

Newsletter Editorial Team

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

Tricia Browne-Ferrigno
Associate Editor
University of Kentucky
ferrigno@uky.edu

Awards Committee

Betty M. Merchant, Chair
University of Texas San Antonio
bmerchant@utsa.edu

Donald G. Hackmann, Vice Chair
Iowa State University
hackmann@iastate.edu

Affirmative Action Committee

Joan Poliner Shapiro, Chair
Temple University, College of Ed
naoj@astro.temple.edu

James Earl Davis, Vice Chair
Temple University
james.earl.davis@temple.edu

**Graduate Student Seminar
Planning Representatives**

Mark A. Gooden
University of Cincinnati
Mark.Gooden@uc.edu

David H. Monk
The Pennsylvania State University
dhm6@psu.edu

**Membership/New Members
Committee**

Fran Kochan, Chair
Auburn University
kochaf@groupwise1.duc.auburn.edu

Vice-Chair to be appointed

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Division Mentoring Program

Carolyn M. Shields, Chair
University of British Columbia
Carolyn.shields@ubc.ca

Janice R. Fauske, Vice Chair
University of South Florida
jfauske@sar.usf.edu

Nominating Committee

James R. Bliss, Chair
Rutgers University
bliss@rci.rutgers.edu

Barbara Schneider
University of Chicago
schneidr@norcmail.uchicago.edu

Kenneth Leithwood
University of Toronto
Kleithwood@oise.utoronto.ca

Program Committee

Carolyn J. Riehl, Chair 2004
University of NC-Greensboro
cjriehl@uncg.edu

Megan Tschannen-Moran, Chair 2005
College of William and Mary
mxtsch@wm.edu

John Heflin, Section Chair
Kent State University
jheflin@kent.edu

Sharon Kruse, Section Chair
University of Akron
skruse@uakron.edu

John Sipple, Section Chair
Cornell University
jws28@cornell.edu

Linda C. Tillman, Section Chair
Wayne State University
ltillman@wayne.edu

**Ad Hoc Task Force: Developing a
Research Agenda**

William Firestone
Rutgers University
wilfires@rci.Rutgers.edu

Carolyn Riehl
University of NC-Greensboro
cjriehl@uncg.edu

**Ad Hoc Task Force: International
Committee**

Jeroen Imants, Chair
University of Nijmegen
J.Imants@ils.kun.nl

Selahattin Turan, Vice Chair
Osmangazi University, Turkey
sturan@ogu.edu.tr

Ad Hoc Committee: Publications

C. John Tarter, Chair
St. John's University
ctarter@aol.com

Linda C. Tillman, Chair
Wayne State University
ltillman@wayne.edu

