

UCEA Program Centers Review

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with the assistance of the UCEA Program Center Directors ¹

The primary purpose of a UCEA Program Center is to work in a target area of interest over a substantial period of time through identifying and linking the interests and resources of UCEA-member and non-member institutions, school districts, and governmental agencies. Currently UCEA has eight program centers. Each of these centers has contributed greatly to UCEA's mission through their involvement of faculty in timely and significant work in focused areas of inquiry. The presence of these centers has also added a vibrant dimension to their respective departmental academic activities. They have made substantial contributions to knowledge production and the exchange of ideas in the field of educational administration and the varied organizations served by educational leaders. In this issue of the *UCEA Review* we will share with our colleagues the focus, strengths, and contributions recently made by each of these centers.

UCEA Center for the Study of Academic Leadership Co-Directors:

Dr. Mimi Wolverton, University of Nevada, Las Vegas Dr. Walter H. Gmelch, Iowa State University

Program Description:

The Center for Academic Leadership is involved in broad based studies of higher education leadership in order to inform policy decisions as they pertain to the recruitment, selection, training, and retention of qualified educational leaders. In its efforts to do so, researchers attached to the Center have conducted four national/ international research projects on the department chair and two national/international projects on academic deans. The department chair studies included survey research conducted at 100 research and doctorate-granting institutions (both UCEA and non-UCEA) in the United States and replication studies with all department chairs in Australia. In addition, research was also conducted on community college chairs. The Center has disseminated 14 editions of the Center's newsletter (formerly the Center for the Study of Department Chairs Newsletter), published three books and more than 20 articles, developed leadership training projects and materials, and presented workshops for department chairs from this research base. In 1998, the Center expanded its research agenda to deans and other academic leaders and adopted its current name, The Center for Academic Leadership. To date, one national study of 1400 deans, one international study of all Australian deans, and several qualitative studies has been conducted. From this research base, Center researchers have produced three editions of the Center's newsletter (CAL), presented more than a dozen papers at conferences, and published several articles. In addition, one monograph has been released (*The Changing Nature of the Academic Deanship*, Jossey-Bass), and another is forthcoming from ACCTE . A book, *College Deans: Leading from within*, is scheduled for release in the fall by Oryx/Greenwood Press.

Originally, the Center was housed at Washington State University under the name of the Center for the Study of Department Chairs and the directorship of Walter Gmelch. In 1998, it became jointly affiliated with Washington State University and Iowa State University when Dr. Walt Gmelch moved to Iowa State as dean of the College of Education. Today, Dr. Mimi Wolverton and Dr. Walt Gmelch serve as co-directors.

In the fall, 2001, the Center will no longer be affiliated with Washington State University. Instead, Iowa State's partner institution will become the University of Nevada- Las Vegas. For more information on this UCEA Center, contact Walt Gmelch at Iowa State (wgmelch@iastate.edu) or Mimi Wolverton at UNLV (mimi.wolverton@ccmail.nevada.edu).

UCEA Center for the Study of Educational Finance Co -Directors:

Dr. David C. Thompson, Kansas State University

Dr. R. Craig Wood, University of Florida

Program Description:

UCEA's Center for the Study of Educational Finance began in 1990 under the direction of David C. Thompson and R. Craig Wood. Since the establishment of the center, it has played a critical role in the study and dissemination of knowledge and research on educational finance at national, state, and local levels while assisting in the translation and synthesis of research into public policy and educational practice. Although the work conducted by the center varies, it has focused primarily on leading and

assisting with funding policy issues in individual states. Requests for litigation or legislative support services have commanded much of the Center's time, resulting in technical studies for plaintiffs, defendants, and/or legislatures seeking to improve state funding formulas. At the same time the Center has issued regular calls for scholarly papers and published monographs each year. Since 1990, the Center has produced more than 20 major legislative or litigation technical reports, provided over 50 presentations or other services to policy-making audiences. Recent publications include Thompson, D. C. & Wood, R. C. (1998) *Money and Schools: A Handbook for Practitioners*. New York: Eye on Education, and Wood, R. C. & Thompson, D. C. (Spring 1998). *Educational Considerations*, v25, n2 (Special editors). For more information on this UCEA Center, contact David C. Thompson at Kansas State University (finance@coe.educ.ksu.edu) or R. Craig Wood at the University of Florida (rcwood@coe.ufl.edu).

UCEA Center for the Study of Field Practices, Special Education Administration

Co -Directors:

Dr. Leonard Burrello, Indiana University

Dr. Carl Lashley, University of North Carolina at Greensboro Dr. Edith E. Beatty, State of Vermont

Dr. Lauren P. Hoffman, Lewis University, Illinois

Program Description:

The UCEA Center for the Study of Field Practices, Special Education Administration has focused its interests and research in following the evolutionary role of central office special education leadership functions. With the re-structuring and downsizing of central staff and the site based management movements, the Center is concerned with corresponding developments in system unification and site based leadership behavior of the school principals. The current focus of the center corresponds with recent developments in system unification and site based leadership behavior of the school principals as well as its impact on the central office behavior and functions of the special education leadership personnel). The center has recently completed three instructional videos on contemporary issues in special education like collaboration, restructuring, and secondary school change and the inclusion of students with disabilities. The last two videos used Elmore's concept of scale as a means to illustrate the persistence of leadership in advocating and support a framework that can be replicated across a large high school or an entire school district (Burrello, Friend, and Burrello). Other recent research and evaluation projects conducted by the center include an organizational re-design study in Vermont (Beatty and Burrello) and an organizational development project involving 11 school districts trying to translate a leadership vision into four inter-related re-structuring concepts (Burrello and Hoffman). A Conference on Teaching and Learning has deliberated each aspect of the leadership vision: common expectations/multiple assessments; personalizing learning; collaborative teams; and effective teaching strategies. The conference leaders are building frameworks toward a vision and determine if the redesign of independent work into more collaborative work raises their capacity to differentiate instruction. From a special education leadership perspective we are trying to transform special education into merged staff of professionals dedicated to personalizing learning for all students. Finally, Burrello and Lashley are revising a paper on deliberative planning, which is the foundation of the center's current organizational development work. Burrello, Lashley, and Beatty have recently published a new book with Corwin Press that highlights their collaborative work since 1995 entitled: *Educating All Students Together*. Burrello and Hoffman are contemplating a new book based upon the center's work in 2003). For more information on this UCEA Center, contact Leonard Burrello at Indiana University (burrello@indiana.edu)

UCEA Center for the Study of Leadership and Ethics in Educational Administration

Co -Directors:

Dr. Margaret Grogan, University of Virginia

Dr. Paul Begley, University of Toronto/OISE

Program Description:

The Center for the Study of Leadership and Ethics in Educational Administration is involved in work that investigates the significance of values and ethics in educational leadership. In its various collaborative research efforts, the Center has played a strategic role in the study and dissemination of knowledge designed at better understanding the role of ethics and values in the practice of leadership and administration. These efforts have resulted in successful annual conferences, the production of numerous scholarly essays and papers, center newsletters, and the design of instructional materials for preservice and inservice education. Recent publications include: Begley, P. (2001) Guiding values for future school leaders. In Begley, P. T. and Slater, C. (Eds.). *School leadership in Canada (3rd Edition)*. Mt. St. Louis, Ontario: Paul Begley & Associates. Begley, P. T. (2000). Values and leadership: Theory development, new research and an agenda for the future. *The Alberta Journal of Educational Research*, 46 (3), 233-249. Begley, P. (2000) Guiding values for future school leaders. In Walker, A., Begley, P. T., & Dimmock, C. (Eds.) *School leadership in Hong Kong*. Hong Kong: Chinese University of Hong Kong. Begley, P. T. (Ed.). (1999). *Values and educational leadership*. Albany, NY: SUNY Press. Begley, P. T. & Leonard, P. (Eds.). (1999). *The values of educational administration*. London: Falmer Press. Bredo, E. (1998). Ethical implications of organization theory. *Managing and Leading*, 4(4), 256-274. Campbell, E. (2000). Professional Ethics in Teach disseminate this information to both the research and practitioner ing: Towards the development of a code of practice. *Cambridge communities*. A major priority for this bi-national Center, hosted *Journal of Education*, 30(2), 203-221. Gardiner, M., Enomoto, E., by the State University of New York at Buffalo and the Ontario & Grogan, M. (2000). *Coloring outside the lines: Mentoring women* Institute for Studies in Education at the University of Toronto *Cent into school leadership*. Albany, NY: SUNY Press. Through work ter, is to develop a better understanding of the implications for school conducted through the center, two graduate level courses on the site leadership on contexts characterized by economic, racial, ethtopics of professional values and ethical dimensions of leadership nic and cultural diversity. Through this work, the Center has fosare being offered at the program center's host institutions. At the tered collaborative partnerships with the field that have resulted in University of Virginia. The seminar is taught by, Drs. Margaret the development and implementation of educational opportunities Grogan, Daniel Duke, and Eric Bredo teach an advanced seminar for school leaders to become more familiar with the practical imthat looks at learning theories, physical facilities, and the moral plications of the research for their own practice and to provide adand ethical dimensions of school leadership. At the University of vice for policy makers embarking on initiatives with implications Toronto/OISE, Paul Begley teaches a graduate course entitled, Per for school leaders. Currently the center will sponsor a conference, sonal and Professional Values of Educational. Aside from these in collaboration with Brock University in St. Catharines, Ontario courses at the center's respective university campuses, selected on July 9 &10, 2001. For more information on this UCEA Center examples of other inservice work include the Australian Principal or the conference in St. Catharines, Ontario, contact Stephen L. Centre Summer Institute Programs (January 2001), The University Jacobson at the SUNY at Buffalo (eoakiml@acsu.buffalo.edu) or of Tasmania Summer School (January 2000), A university credit Kenneth A. Leithwood at the University of Toronto/OISE course in values and educational leadership for Australian school (kleithwood@oise.utoronto.ca). administrators. University of Tasmania, Launceston, Tasmania, Australia, The Caribbean Society for the Study of Educational UCEA Center for the Study of the Superintendency Administration (May 1999), and the St. Lucia Ministry of Educa *Co-Directors: tion, Youth, Sport and Culture* (May 1999). Currently the center is Dr. Lars Björk, University of Kentucky planning its fifth annual Ethics and Leadership Conference, to be Dr. C. Cryss Brunner, University of Minnesota held in Charlottesville in October 4-6, 2001. For more information *Program Description:*

on this UCEA Center or the conference in Charlottesville, contact The joint UCEA Center for the Study of the Superintendency

Margaret Grogan at the University of Virginia established in 1998, is one of nine centers created by the UCEA to (mgrogan@virginia.edu) or Paul Begley at the University of Toronto/OISE (pbegley@oise.utoronto.ca). issues facing the field. The purpose of the center, co-directed by Dr. Lars Björk, University of Kentucky, and Dr. C. Cryss Brunner, UCEA Center for the Study of Leadership in Urban Schools University of Wisconsin-Madison, is to create a forum for research- *Director:* ers, practitioners, and professional associations to collaborate in Dr. Kay Weise, University of Houston defining and conducting research on a wide array of issues related *Program Description.*to the superintendency. The Center's Advisory Board, composed The UCEA Center for the Study of Leadership in Urban Schools of distinguished scholars, state education agency representatives, continues to examine the complex problems in urban educational superintendents, and representatives from professional associations, settings. Through this work, the Center has established a collabo reflects the Joint Center's commitment to cultivating broad-based rative network with institutions and organizations working within participation of practitioners and academics in fulfilling its pururban education in order to facilitate the free exchange of ideas on pose. Advisory Board meetings are held at the American Associaurban educational leadership issues and develop creative leader tion of School Administrators (AASA) Annual Conference, proship in individuals working in educational settings. Recently the viding opportunities to define common research interests of, and Center expanded its field-based, problem-centered program to five bridge the gap between, the academic and practice arms of the procohorts that include students from ten collaborating school districts. fession. Support for the Center's activities is generated from pro- The most intensive of these is the Houston ISD Secondary fessional associations, universities, state agencies, and philanthropic Principalship Academy. The program emphasizes research-based foundations. The Center draws upon the expertise of recognized leadership, self-knowledge, and interpersonal effectiveness. For scholars in UCEA's member institutions in the United States and more information on this UCEA Center, contact Kay Weise at the Canada, in other universities and in professional associations when University of Houston (weise@uh.edu) conducting research. Recent activities of the Center include: Glass, T., Björk, L., & Brunner, C. C. (2000). *The study of the American*

UCEA Center for the Study of School Site Leadership

Superintendency: 2000 Arlington, VA: AASA. Peyton-Caire,

Co-Directors: Simms, M., & Brunner, C. C., (Guest Editors) (December 2000)

Dr. Stephen L. Jacobson, SUNY at Buffalo

Urban Education—Special Issue: Women of color and the super- power: Women

Dr. Kenneth A. Leithwood, University of Toronto/OISE *intendency.* Brunner, C. C., (2000) *Principles of*

Program Description: superintendents and the riddle of the heart. SUNY Press, and

The UCEA Center for the Study of School Site Leadership was Brunner, C. C. & Björk, L. (Editors)

Advances in research and established in 1999 in order to foster collaborative forms of re theories of school management and educational policy that is schedsearch about school leadership. They provide

regular syntheses uled for publication in 2002 by Elsevier Press, Oxford, England. about the state of

the art of leadership preparation and practice and Additional projects are being planned in collaboration

with state and national associations, state agencies and foundations. For more information on this UCEA

Center, contact Lars Björk at the University of Kentucky (lbjor1 @pop.uky.edu) or C. Cryss Brunner at the

University of Minnesota (brunner@umn.edu).

UCEA Center for the Patterns of Professional Preparation in Administration

Director:

Dr. M. Scott Norton, Arizona State University

Program Description:

The UCEA Program Center for Preparation Programs, located at Arizona State University, began in 1983. The Center has focused primarily in pursuing work in the area of the professional preparation of educational administrators and research relating to lines of inquiry that provides insights in the improvement of practice. Other work conducted by the Center include examining changes in educational leadership preparation programs and practices with an attempt to analyze the trends that produce these changes including identifiable patterns of influence. In these efforts the Center has involved UCEA-members and other institutions in the research and program activities of the center. It has disseminated the study results through publications, conference presentations, and other means. In addition, the Center has assumed leadership in the planning and implementation of special interest group sessions in the form of discussion groups, symposia, and seminars. Many of these sessions have been held in conjunction with the annual UCEA convention through presentations relating to the work of UCEA's program centers, job-alike sessions for department chairs, and symposia that focused on the specific topics related to the Center's completed research activities. Recently the Center completed a study of collaborative efforts in the preparation of school leaders. The 2000 study entitled, "Distance Education in Educational Administration Preparation Programs," examined the status of distance education programs in 46 of the 59 UCEA-member institutions. Results of the investigation revealed that educational administration units housed with other program emphases were using collaborative efforts to a relatively high degree and that this collaboration was evident within other colleges at these institutions along with more collaboration with local districts and institutions within the state. The monograph is available without cost by contacting the Center. The Center is currently developing a study that will investigate the National Policy Board for Educational Administration's seven program guidelines for Advanced Programs in Educational Administration in relation to their implementation in preparation programs nationally. For more information on this UCEA Center, contact M. Scott Norton at Arizona State University (scott.norton@asu.edu).

¹ We would like to acknowledge and thank Professor M. Scott Norton, Director of the UCEA Center for the study of Patterns of Professional Preparation in Administration for the use of his 1999-2000 UCEA Program Center Annual Report in this article.