

UCEA Program Centers Review
*George J. Petersen, UCEA Associate Director with the
assistance of the UCEA Program Directors*

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 coalescing 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 Patterns of Professional Preparation in Administration

Director: M. Scott Norton, Arizona State University

Contact Information:

Scott.norton@asu.edu or (480) 965-7483

The UCEA Program Center for Preparation Programs has concentrated on three study areas within the last two years. One area of study was that of the status of Distance Education programs in educational administration preparation programs. All UCEA member institutions were included in the study population. Of the 60 member institutions, 46 responded and 41 of this number were active in some way with Distance Education program delivery.

Although it is not the purpose to detail the results of this study here, summary findings were as follows. Web-based Internet was the primary technology used for the delivery of Distance Education courses in educational administration programs. E-courses, TV courses, Closed Circuit TV I Videotape Technology, Conference Audio Communication, Telephone, and U.S. Mail were the leading technologies used by participating institutions. Such educational administration courses as School Law, Personnel Administration, Administrative Leadership, Supervision, and Instructional Leadership led the list of courses being delivered through Distance Education technology.

Two other studies were recently completed by the Center. One study focused on the personnel administration responsibilities of school principals. In brief, the study revealed the increasing work requirements of building principals and their growing responsibilities in the processes of personnel selection, Induction, placement, evaluation, development, climate development and others. The need for more work in human resources administration within preparation programs for school principals and other administrators was clearly underscored by the study results.

A statewide study of the school superintendency in Arizona was completed by the Center in 2001. The study gathered data relating to the professional training and experience of practicing school superintendents, personal and sociological data of persons in the superintendency, responsibilities of school superintendents, school board and superintendent relationships, problems and troublesome issues facing superintendents, job satisfaction and job fulfillment in the role of the superintendent, salary and compensation data, time commitments and work habits, and school district characteristics. The study monograph report serves as a useful supplementary resource in courses of leadership and the school superintendency. Copies of the results of this study are available upon request from the Center without cost.

Currently the Program Center for Preparation Programs plans to initiate a study concerning the use of portfolios in UCEA member educational administration programs. Many preparation programs have expressed concerns about the monitoring of student progress in degree programs, the effectiveness of comprehensive examinations, the monitoring of student internships and other practice, progress on dissertation proposal development and other preparation program activities. It is the purpose of the proposed study to determine the status of the utilization and effectiveness of portfolios in the foregoing program activities and to determine the role of faculty personnel in designing and monitoring portfolio processes, and then disseminate the findings within the UCEA network.

UCEA Center for Academic Leadership Co-Directors: Mimi Wolverton, University of Nevada, Las Vegas
Walter H. Gmelch,
Iowa State University

Contact Information:

Mimi.wolverton@cmail.nevada.edu or (702) 895-1432 Wgmelch@iastate.edu or (515) 294-7000

The 2001-2002 year saw continued work in the area of higher education academic leadership. Researchers affiliated with the Center made eight paper presentations at national conferences, conducted several workshops for department chairs and deans, published several pieces including two books, and supervised or worked with students who completed dissertations on academic leadership topics. Two in particular bear mentioning: one on deans at community colleges and the other, which focused on the development of a leadership instrument specific to higher education. A project at UNLV designed to look at women in executive roles, including those in academic leadership positions, is now in the planning stages. This project will be jointly sponsored by several national centers, including UCEA's

Center for Academic Leadership.

The Center has just completed a two year campus study entitled the Academic Leadership Forum (ALF)-designed to develop department and college leaders, not managers, in a systematic ongoing manner through a developmental program tied to leadership development theory. Its strategy, structure, skills, and results are generalizable to other campuses with the hope that others will benefit from this campus case study. Overall, the objectives of ALF were:

1. To develop an understanding and clarity about the leadership style, motives, and roles of department chairs and deans.
2. To acquire the key leadership skills required to be an effective academic leader.
3. To build a peer coaching system to support academic leaders.
4. To help department chairs and deans deal with professional and personal sacrifices inherent in their positions

Evaluation of the program solicited data on the three areas of the theoretical framework: conceptual understanding, skill development, and reflective practice in academic leadership. Demographic information gathered from ALF participants was comparable to the UCEA Center's national sample of academic leaders. Based on comparisons with the national sample, conclusions from the ALF data are generalizable beyond Iowa State University. The evaluation of the program suggests that ALF was successful in achieving its objectives. We believe the success of the program lies in the format that allowed for numerous "small wins" (Weick, 1984). A full report of the study is available from the Center at wgmelch@iastate.edu.

UCEA Center for the Study of Educational Finance Co-directors: David C. Thompson, Kansas State University

R. Craig Wood, University of Florida

Contact Information:

finance@ksu.edu or (785) 532-5766

rcwood@coe.ufl.edu or (352) 392-2391, Ext. 266

The UCEA Center for Education Finance is co-directed by R. Craig Wood who is the B.O. Smith Research Professor in the Department of Educational Leadership, Policy, and Foundations in the College of Education at the University of Florida and David C. Thompson who is Professor and Department Chair of the Department of Educational Administration and Leadership at Kansas State University.

During this past year, the second edition of *Money and Schools*, published by Eye on Education, authored by the two co-directors appeared. This text is an introduction to the arena of education finance for those training to become building principals. The co-directors new textbook with Prentice-Hall is due next year and is an education finance text intended for doctoral students. The co-directors have published this past year in the *Journal of Education Finance*, *West's Education Law Reporter*, *Educational Considerations*, as well as chapters in several books. Additionally, Dr. Wood has presented several times for the National Conference of State Legislatures and Thompson has presented several times before the National Education Association. The Center continues to gain national visibility for UCEA through these efforts.

Department of Educational Administration and Leadership at Kansas State University. He has published well over 200 publications in refereed journals, chapters, invited articles and numerous invited general sessions before national audiences. He has worked as an expert witness for states and plaintiffs in numerous education finance litigation cases.

UCEA Center for the Study of Leadership and Field

Practices, Special Education Administration Co-directors: Leonard Burrello, Indiana University

Carl Lashley, University of NC-Greensboro

Edith E. Beatty, State of Vermont

Lauren P. Hoffman, Lewis University Contact Information:

burrello@indiana.edu or (812) 856-8378

carl_lashley@uncg.edu or (336) 334-3745

ebeatty@vismt.org or (802) 828-0294

lph@jorsm.com or (219) 322-6512

This program center is designing a new structure for special education service delivery as well as building a new school improvement template based upon the research of Fullan, Newmann, and Louis and Kruse. The latter will be reported on fall UCEA Conference. The Center also submitted a third year national significance grant with UCEA endorsement of standards-based preparation of principals and directors of special education for the next three years. This grant will be used to develop 14 instructional modules and assessment tools to determine the level of student knowledge and skills in effecting change in professional and student learning.

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

Co-directors: Margaret Grogan, University of Virginia

Paul Begley, University of Toronto/OISE

Contact Information:

mrogan@virginia.edu or (804) 924-0747 pbegley@oise.utoronto.ca or (416) 923-6641 ext. 2406

The 7th Annual UCEA Values and Leadership Conference will be held at the OISE Centre for the Study of Values and Leadership at the University of Toronto on Thursday, October 3rd through Saturday, October 5th, 2002. The conference is sponsored by the UCEA Center for the Study of Leadership and Ethics run jointly by the University of Toronto and the University of Virginia. The Values and Leadership Conference is an international conference that has attracted participants from Australia, Canada, the United Kingdom, Barbados, Sweden (including a delegation of 25 Swedish principals), as well as from all over the United States. It was held in Charlottesville, Virginia at the University of Virginia in 2001. Keynote speakers included Elizabeth Campbell of the University of Toronto, Colleen Larson of New York University, George Wood of Wildwood Secondary School, and William C. Boshier at Virginia Commonwealth University. The conference attracts both practitioners and scholars interested in ethical leadership. Small session presentations allow for interactive discussions throughout the conference.

The 2002 theme for the conference is **Responding to Ethical Dilemmas: Personal and Professional Challenges of Educational Leadership**. Presenters will include Paul Bredeson of the University of Wisconsin-Madison, Bruce Barnett of the University of North Colorado, Robert J. Starratt of Boston College, Christopher Hodgkinson of the University of Victoria, Margaret Grogan of the University of Virginia, Ken Leithwood of the University of Toronto, Paul Begley of the University of Toronto, Olof Johansson of the University of Umea, Elizabeth Campbell of the University of Toronto, Jim Ryan of the University of Toronto, Joan Poliner Shapiro of Temple University, and Jacqueline Stefkovich of Pennsylvania State University.

Please see the information below to register for the conference.

Fax: 416-926-4752

Telephone: 416-923-6641 ext. 2406

E-mail: vhawkins@oise.utoronto.ca

Mail: 7th Annual Values and Leadership Conference Centre for the Study of Values and Leadership OISE/University of Toronto
252 Bloor Street W., Toronto, Ontario M5S 1 V6 Canada

UCEA Center for the Study of Leadership in Urban

Schools

Director: Richard Hooker, University of Houston

Contact Information:

richardlhooker@hotmail.com or (713) 743-5035

The Center for the Study of Leadership in Urban Schools focuses on the pursuit of research in urban educational settings. The center facilitates the free exchange of ideas on urban educational leadership issues, establishes collaborative networks within institutions and organizations working within urban education, and develop creative leadership in individuals working in educational settings.

UCEA Center for the Study of the Superintendency Co-directors: Lars Björk, University of Kentucky

C. Cryss Brunner, University of Minnesota Contact Information:

bjorl1@pop.uky.edu or (859) 257-2450

brunner@umn.edu or (612) 624-1006

The Joint Program Center for the Study of the Superintendency's mission is to improve the preparation of educational leaders and to promote the development of professional knowledge aimed at school improvement and administration.

The Joint Program Center is also in the process of expanding its focus to include research in the area of school boards. This expansion may result in a new title for the center.

Recent Publication and Research Highlights: *Journal of School Leadership (Forthcoming)-Special Issue: The Superintendent Shortage: Myth and Reality*. This special issue of the Scarecrow Press *Journal of School Leadership* is co-edited by Lars G. Björk and John Keedy. The guest editors of this special issue convened a group of distinguished researchers to address a significant education policy issue facing the field of educational administration. Contributors include Thomas Glass, Bruce Cooper, Theodore Kowalski, C. Cryss Brunner, Marilyn Tallero, and Margaret Grogan. Research findings from six recent national studies are examined and discussed with regard to state and national policy implications.

The New Superintendency: Advances in Research and Theories of School Management and Educational Policy (2001). Oxford, England: Elsevier Press. Co-edited by C. Cryss Brunner and Lars G. Björk. This volume highlights the work of academics and practitioners interested in the changing role of the school superintendent.

"State Action for Education Leadership Project" (SAELP), Kentucky Department of Education (KDE) is supported by a \$300,000 grant from Wallace-Readers Digest Fund through the Council of Chief State School Officers (CCSSO) for 2001-2003. The Center is conducting a comprehensive study of changing roles for school principals and district superintendents in terms of the job expectations, relations between these two executives, and complementary roles with school and district governing bodies (school council, local school board), teachers,

parents and the community.

Successful Superintendents: Understanding Their Work, Sharing their Knowledge (AASA). This research initiative is supported by \$1.2 Million Wallace Readers Digest Funds grant (2001-2002). Dr. Björk is a member of a research team convened by Dr. Robert Yin to study superintendents' tacit knowledge and cognitive leadership styles.

Program Center Advisory Board: The Advisory Board, led by Co-Directors Brunner and Björk, met in February at the AASA Annual Conference, held in San Diego, CA. The agenda included a discussion of recent and future publications and research. In addition, the Advisory Board voted to change the name of the Center to *the Center for the Study of the Superintendency and School Boards*. This change reflects the increased focus on superintendent/school board governance teams.

UCEA Center for the Study of School-Site Leadership Co-directors: Stephen L. Jacobson, SUNY at Buffalo
Kenneth A. Leithwood, University of Toronto/OISE

Contact Information:

eoakiml@acsu.buffalo.edu or (716) 645-2471 kleithwood@oise.utoronto.ca or (416) 923-6641

On July 15-16, 2002, the Center will sponsor a conference on school leadership at the University at Buffalo (UB), entitled, "*Standards for Successful School Leadership*." The event will include the first ever Willower Family Lecture (details below), keynote presentations, panel discussions and interactive working sessions intended to help current and aspiring school leaders better understand and critique the proliferation of performance standards intended to guide administrator preparation and practice.

Featured speakers include:

Kent Peterson, Professor, University of Wisconsin-Madison, "Dimensions of Effective Leadership" * *Willower Family Lecture* Kenneth Leithwood, Professor, University of Toronto "Setting Standards for Standards"

Stephen Jacobson, Professor at the University at Buffalo "Making Sense of Current Standards"

For more details about the Center's summer conference contact: Stephen Jacobson at (716) 645-2471 ext. 1103, or at: EOAKIML@BUFFALO.EDU

The Center has also become a partner in an international research project inquiring about successful school leadership with colleagues in Sweden, the UK, Australia, Hong Kong, the US and Canada. The first stage of this project entails the collection of carefully selected case studies of exceptionally successful primary and secondary school leaders. These case study data eventually will be used to model successful leadership in a manner available for large-scale quantitative assessment, the second major stage of the project. Books, articles, and training materials are among the planned outputs of this endeavor.

Finally, Center co-Directors Stephen Jacobson and Kenneth Leithwood, in collaboration with David Monk, Professor and Dean of the College of Education at The Pennsylvania State University; have launched a new journal, *Leadership and Policy in Schools*, published by Swets & Zeitlinger in the Netherlands. The aim of this journal is to provide a high quality forum for educational researchers, practitioners and policymakers to publish analyses research about how school leaders and educational policies utilize fiscal, material and human resources to bring about change in education and the effectiveness of schools. For more information about the journal, including submission of manuscripts and subscriptions, visit the Swets & Zeitlinger web site at <http://www.szp.swets.nl>.

* THE WILLOWER FAMILY LECTURE

In September 1999, Donald J. and Catherine Willower established the Willower Family Lecture Series to add to the intellectual climate at The University at Buffalo (UB), Don's alma mater. The lecture series resides in the Department of Educational Leadership and Policy, specifically its program in Educational Administration. Dr. Willower, who passed away suddenly in January 2000, earned three degrees from UB, a bachelor's and masters in philosophy and a doctorate in educational administration. Willower was a distinguished professor of education at Pennsylvania State University. During his lifetime, he published widely and lectured nationally and internationally on educational administration and school leadership. He was the 1989 recipient of numerous professional awards, including the Distinguished Alumni Award from the UB Graduate School of Education.

The Center is proud to announce that Dr. Kent D. Peterson, professor in the Department of Educational Administration at the University of Wisconsin – Madison and Founding Director of the Vanderbilt Principals Institute, will deliver the first Willower Family Lecture on July 15, 2002 at the Summer Conference on School Leadership.

Dr. Peterson's presentation, "Dimensions of Effective Leadership" will be the keynote address of a two-day conference entitled, "Setting Standards for Effective School Leadership," that is being co-sponsored by the Graduate School of Education and the *UCEA Center for the Study of School Site Leadership*.

UCEA Program Center Advisory Board

On behalf of UCEA and our national Program Center Directors, I would like to acknowledge the contributions of our colleagues for their participation on the newly formed UCEA Program Center Advisory Board (PCAB). The PCAB's responsibilities are similar to the role formerly played by the UCEA Program Center Coordinator. Respecting the important symbiotic relationship of the Program Centers and UCEA, the rationale for the PCAB was developed around three themes: (1) better coordination of the work performed by the program

centers and directors with the work and mission of UCEA; (2) facilitation of communication and knowledge of the work, needs, and objectives of the program centers with the governing and administrative bodies (e.g., EC and Plenum) of UCEA; and (3) empowerment and inclusion of Program Center Director representatives in the processes of consultation with the UCEA President and Executive Director, and participation in democratic decision-making surrounding areas of evaluation and review of current program center policy.

Representing the UCEA PSR's

Dr. Judith Ponticell, University of New Mexico
Dr. Donald Hackman, Iowa State University

Representing the UCEA Program Centers

Dr. Leonard Burrello, Indiana University (Co-Director, UCEA Center for the Study of Leadership and Field Practices, Special Education Administration)

Dr. Mimi Wolverton, University of Nevada Las Vegas (Co-Director, UCEA Center for Academic Leadership)

Representing the UCEA Executive Committee
Dr. Gary Crow, University of Utah

Chair, Program Advisory Board

Dr. George J. Petersen, UCEA/University of Missouri-Columbia

Program Advisory Board Member (Ex-Officio)

Dr. Michelle D. Young, UCEA/University of Missouri-Columbia

Duties of Program Center Advisory Board (PCAB) *

"The Program Center Advisory Board replaces the Program Center Coordinator and fulfill the coordinator responsibilities as outlined in UCEA Policy (Section VIII, p. 39-45). The PCAB serves in an advisory capacity to the UCEA Executive Committee and the Plenum. Other functions may include updating current policy on the program centers, developing an objective "point" system or other criteria for the evaluation of mini-grant proposals, review of proposals for new centers, and review of existing program centers."

* (Policy Adopted, November 1, 2001, UCEA Plenum, Cincinnati, OH)