

# UCEA PROGRAM CENTERS & UCEA PROGRAM CENTER ADVISORY BOARD

*George J. Petersen*  
UCEA Associate Director

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 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 want to share with our colleagues the names and institutions that house and support these centers as well as the focus of each center. We also want to remind you that at the 2003 convention many of these centers will have sessions that will present and discuss their current and future work. We invite anyone who may have an interest in the work of these centers to please attend their individual sessions and contact the directors for more information.

## Program Centers

### **UCEA Center for the Study of Academic Leadership**

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

The center has investigated academic leadership within the K-12 and higher education arenas. Much of the research and work of the center has focused on research that examines the roles, responsibilities, challenges, and characteristics of academic leaders. In conjunction with the center's research, the directors' have provided professional development for department chairs and deans in the United States and Australia. The work of the center has informed policy decisions made by numerous institutions as they pertain to the recruitment, selection, training, and retention of qualified educational leaders.

### **UCEA Center for the Study of Educational Finance**

*CoDirectors:* Dr. David C. Thompson, Kansas State University  
Dr. R. Craig Wood, University of Florida

The mission of the center has been to establish an environment for the study of education finance at the national, state, and local levels. Through the efforts of the directors, the center has conducted and disseminated significant and meaningful research on education finance. The directors' have also been responsible for assisting in the translation and synthesis of research into public policy and educational practice.

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

*CoDirectors:* 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

The center has two primary goals. The first is the identification of leadership behaviors of practicing administrators in general and special education to determine their impact on students with disabilities. The second is the identification of field practices that facilitate the inclusion of students with disabilities into typical classrooms and schools. With the re-structuring and downsizing of central staff and the site based management movements, the center has examined and disseminated work outlining developments in system unification and site based leadership behavior of school principals.

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

*CoDirectors:* Dr. Paul Begley, University of Toronto/OISE  
Dr. Eric Bredo, University of Virginia

This Center has been focused on acquiring an indepth understanding of the role of ethics and values in the practice of leadership and administration in school. The center is devoted to the support, promotion, and dissemination of theory and research on values and leadership. More specifically, the center has worked to develop a better understanding of the role of ethics and values in the practice of leadership. To disseminated instructional materials for use in pre-service and in-service education, and to conduct collaborative research on the significance of values and ethics in education.

### **UCEA Center for the Study of Leadership in Urban Schools**

*CoDirector:* Dr. Nancy Evers, University of Cincinnati  
Dr. Angus MacNeil, University of Houston

Under the leadership of two new center directors, the Leadership in Urban Schools Program Center will continue to pursue research on complex problems faced in urban educational settings in order to facilitate free exchange of ideas on urban educational leadership issues, establish

collaborative networks with institutions and organizations working within urban educational settings.

#### **UCEA Center for the Study of School Site Leadership**

*CoDirectors:* Dr. Stephen L. Jacobson, SUNY at Buffalo  
Dr. Kenneth A. Leithwood, University of Toronto/ OISE

This bi-national program center is dedicated to fostering collaborative forms of research focused on school leadership. The center has conducted timely research pertaining to the state of the art of leadership preparation and practice. The directors have disseminated this information to both the research and practitioner communities with the intention to develop and implement educational opportunities for school leaders to become more familiar with the practical implications of leadership research for their own practice and to provide advice for policy-makers embarking on initiatives with implications for school leaders.

#### **UCEA Center for the Study of the Superintendency**

*CoDirectors:* Dr. Lars Björk, University of Kentucky  
Dr. C. Cryss Brunner, University of Minnesota

The purpose of the UCEA Joint Program Center is to investigate issues associated with the superintendency, expanding the knowledge base, improving professional preparation and practice, and to explore the transformation of the role of superintendent as dictated by current and future trends. In their pursuit and dissemination of timely and promising research that will positively improve the profession, the center directors have sought broad-based participation and created a community of scholars comprised of practitioners, professional agency representatives, policy makers and academics.

#### **UCEA Center for the Patterns of Professional Preparation in Administration**

*Director:* **Dr. M.** Scott Norton, Arizona State University

*Assistant Director:* Dr. Anne Marie Read, Arizona State University This Center has focused on work in the area of the professional preparation of educational administrators. The center's primary emphasis is research relating to lines of inquiry that provide insights that lead to improved practices. The center has also worked to identify and coalesce the interests and resources of member and other institutions in the research and program activities of the center. It works to examine changes in the programs and practices provided by preparation programs for educational leaders in order to analyze the trends that produce these changes including identifiable patterns of influence.

### ***Educational Administration Quarterly Says "Thanks" to "Retiring" Board Members***

*Educational Administration Quarterly* currently celebrates its 39th volume year as the field of educational leadership's premier international journal. Current and previous *EAQ* host institutions and *EAQ* authors benefit from careful critiques provided by *EAQ* Editorial Board members. The following individuals each served two terms or a total of six years spanning the editorial hosting responsibilities of the University of Wisconsin-Milwaukee and the current host institution, University of Kentucky. These ten "retiring" reviewers have reviewed over 277 manuscripts. Each reviewer may handle as many as 10 manuscripts per year. All of these reviewers write two or three pages of advice to editors and authors per manuscript. In recognition of these reviewers' dedication to the quality of *EAQ* as well as their mentoring and support of *EAQ*'s authors, UCEA recognized their service with certificates at a brief ceremony at the annual *EAQ* Editorial Board meeting held during the annual conference of the American Educational Research Association meeting in Chicago in April.

Bruce Barnett, University of Texas at San Antonio  
James Cibulka, University of Kentucky  
David T. Conley, University of Oregon, Eugene  
Roberta Derlin, New Mexico State University-Las Cruces  
William Greenfield, Portland State University (OR)  
**Bob** Johnson, University of Utah  
Yvonna Lincoln, Texas A & M University  
Julie Mead, University of Wisconsin-Madison  
Jay D. Scribner, University of Texas at Austin  
Marilyn Tallericco, Syracuse University

### ***Educational Administration Quarterly Welcomes First Term Editorial Board Members***

The UCEA Executive Committee confirmed the following 14 individuals' appointments to their first three-year terms as *EAQ* Editorial Board members. Editor Jane Clark Lindle praised the University of Kentucky Editorial Team for their nominations of a diverse set of reviewers whose expertise represents the breadth of educational leadership's scholarship as well as its rigor. *EAQ* Editorial Board members may review up to 13 manuscripts per year and write reflective critiques of each manuscript's quality in the areas of manuscript authors' chosen concepts, paradigms, and methods.

Editor Lindle notes, "Every manuscript is some author's prized sample of their work. Our reviewers' thoughtful analysis of these manuscripts goes beyond a mere critique of writing style and potential contributions to the field. In fact, each reviewer's critique often represents an opportunity to mentor scholars and shape the knowledge base in our field. It is a huge responsibility, offered *gratis*. Everyone associated with *EAQ* is grateful that these outstanding scholars are willing to commit their services to this journal for such long, hard work."

Sharon Conley, University of California-Santa Barbara

Paula Cordeiro, University of San Diego  
Michael Dantley, Miami University of Ohio  
Fenwick English, University of North Carolina-Chapel Hill  
Susan Fuhrman, University of Pennsylvania  
Kofi Lomotey, Ft. Valley State University (GA)  
Benjamin Levin, Manitoba Ministry of Education  
Larry Parker, University of Illinois  
Nona Prestine, Pennsylvania State University  
Jim Scheurich, University of Texas at Austin  
Linda Tillman, Wayne State University  
Deborah Verstegen, University of Virginia  
Octavio Villalpando, University of Utah  
Paul Winter, University of Louisville