Reframing of Self-Care as Altruistic: An Interruption of Self-Denial

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My Story

In May 2011, I stood paralyzed on the sixth floor of the Perry-Castañeda Library on the University of Texas campus. Adrenaline rushing, struggling to breathe, I found the nearest person, an unassuming undergraduate student, and let him know I needed "medical attention." When the concerned student further inquired, I told him I was scared. I then proceeded to tell a complete stranger that I was dizzy, afraid, and had three kids and a partner at home, all of whom I deeply loved. Minutes later, I was rushed downstairs to an awaiting ambulance, where my partner was phoned. When we arrived at the local emergency room, I was given an IV full of sedatives and informed that I was in good health but was suffering from an acute panic attack.

After years of therapy, the antecedents to this life-changing event were revealed. I left the high-intensity profession of the school principalship at the peak of the No Child Left Behind accountability craze only to dive headfirst into a PhD program where I was confronted with many new insecurities while attempting to author what I envisioned as my life's magnum opus (i.e., the PhD dissertation). For years, I silently struggled with the stressors and guilt of trying to maintain my role as a father and husband while serving as a principal and doctoral student. Like many practitioners and postgraduate students, I fell prey to the vicious cycle of the self-denial of well-being. For me, this cycle included pervasive stress, working long hours 7 days a week, unexpressed guilt associated with being away from my family, and bad decision-making (drinks to relax at night, Adderall to help keep me focused during the day, poor eating, lack of exercise, little sleep, increased isolation). This led to continued stress and additional guilt, ad nauseam. After 5 years of leading this frenetic and unreasonable lifestyle, my body simply had enough.

The Neoliberal Ruse of Self-Denial

So why do our PK-12 leaders continue to buy into the grotesque and false binary that they must deny their well-being to achieve success? Unfortunately, it is challenging for many of today's leaders

In This Issue...

Contributing to the *Review*

The content of the *UCEA Review* is not peer reviewed, and any opinions printed in the *Review* should not be viewed as a statement by UCEA, UCEA Executive Board members, UCEA member institutions, or UCEA faculty. The opinions expressed are those of the authors alone. The *UCEA Review* serves as a source of information and news and a place where program innovations are shared and critical questions are raised. Members use the review for debate, to share opinions, and to engage the educational administration community in conversation and debate. If you have ideas concerning substantive feature articles, interviews, point/counterpoints, or innovative programs, *UCEA Review* editors would be happy to hear from you. The Editorial Team (see back page of the *Review*) meets twice a year. One to two features appear in each issue of the *Review,* which is published three times a year.

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to "indulge" in self-care when they are so inextricably bound to an institutional system defined by the neoliberal discourses of efficiency and accountability (Rivzi & Lingard, 2010). Despite the increasing pressures associated with high-stakes accountability, and despite the growing number of roles they are asked to play, today's school leaders are perpetually "on the clock," as every minute spent and action are being monitored as to whether or not they will induce praise as defined by state and federal definitions of standardized success (Carpenter & Brewer, 2012; Wang et al., 2018).

In this climate, school leaders deny their well-being for the financial security of their families, for the respect of their community stakeholders, and for the most important and more benevolent hope that by working around the clock, they will be able to provide an excellent and equitable education to all children. Even before school leaders were thrust into the COVID-induced nightmares of panic, isolation, self-distancing, and the "new normal," numerous empirical studies just in the last few years suggested PK-12 leaders are leaving the profession at alarming rates (Fuller et al., 2017; Grissom & Bartanen, 2019; Yan, 2020) and are suffering significantly from a lack of overall well-being (Maxwell & Riley, 2017; Oplatka, 2017; Wells & Klocko, 2018).

Reframing of Self-Care as Altruistic

Although no universal solution allows for navigation of stressors associated with serving as a PK-12 leader, I believe leadership preparation programs play a crucial role in the reframing of how policymakers, districts, and school leaders consider effective leadership. Recently, researchers have reinvigorated a theoretical and empirical discussion about the importance of self-care in our profession. I would like to take this opportunity to suggest scholars within the field of leadership preparation collectively agree to reframe leader self-care as an altruistic endeavor. By now, each of us has encountered numerous articles, podcasts, and other media offerings reminding us that we must secure our own oxygen masks before attending to those around us. Now, when we are being asked to collectively reconsider how education takes place, I am suggesting we intentionally reframe the motivations behind the care of self. The impetus for this suggestion is based on the following presuppositions:

- If you believe the aspiring leaders you educate have the skills necessary to positively transform public policy and practice for the betterment of our society, then their well-being matters.

- If you believe the well-being of the students and communities served by the aspiring leaders you educate matter, then their modeling of what it means to be healthy also matters.

Quite simply, the people we (UCEA faculty) claim to serve, the very people we joined this profession to help, deserve to not have to choose between leadership and well-being. I would argue that by denying their personal well-being (and thus their longevity in the profession), leaders are acting selfishly by robbing their communities of their singularly unique potential to make a positive difference.

Developing a Curriculum Supportive of Self-Care

With the amount of talent and expertise in the UCEA faculty ranks, I am quite sure we could collectively develop a wide variety of curricular considerations that could better equip our future leaders to maintain their well-being in an increasingly complex work environment. I would like to propose two such modifications in the hopes these suggestions may spur a more broad and diverse debate among my colleagues.

Consideration 1:
Leadership preparation scholars should scour emerging lines of research to include more recent inquiries, such as the ways that mindfulness and green schools curricula might fit into the formal education of aspiring leaders.

Justification of Mindfulness Curriculum

Whereas some have framed mindfulness as a tool for social control or self-pacification (see Purser, 2019), Kabat-Zinn has spent years emphasizing how secular mindfulness practices may serve as an effective treatment for chronic stress (Kabat-Zinn, 2011; Kabat-Zinn et al., 2016), much like the stress encountered by today's school leaders. Additionally, several scholars in the field of educational leadership have begun to highlight the positive connection between mindfulness practices and leadership well-being and effectiveness (Bass, 2017; Mahfouz, 2018; Wells, 2016).

Justification of Green Schools Curriculum

In terms of the green schools movement, Kensler and Uline (2016) highlighted the rich connection between such schools and student engagement, student achievement, and the broader benefits of creating healthy ecosystems for learning. As it relates directly to leader well-being, scholars such as Edwards (2016) have found green schools can provide leaders and students with a climate that nurtures physical and psychological health and well-being.

Consideration 2:
Leadership preparation scholars should renew previous lines of research to include past inquiries, such as the ways curricula on spiritual leadership might fit into the formal education of aspiring leaders.

Justification for a Renewed Focus on Spirituality

Whether school leaders choose to endure the stress of today's principalship due to a conviction that education is the way to a more equitable and just society, or whether they feel called by a higher power to serve children, we frequently ask aspiring leaders to stifle their spiritual beliefs once they step foot into the postgraduate classroom. Some of the most respected voices in our organization have addressed the importance of considering the diverse roles spirituality may play in a school leader's life (Alston, 2005; Dantley, 2005; Hafner & Capper 2005; Shields, 2005; Witherspoon & Arnold, 2010). As Dantley

(2005) eloquently stated, "Our spirituality is the core of who we are. It is the place of our authentic selves or the genuine persons that we are. It is the place where motivation and inspiration live" (p. 654). Suggesting our field renew its focus on leadership spirituality is not a call for the inclusion of a particular faith or religion. Interfaith scholars suggest there is adequate room for all beliefs when discussing the importance spirituality may play in a person's life. I am merely suggesting that any variety of spirituality a student brings with them into the workplace and graduate classroom is an essential element in their overall well-being.

Conclusion

Whether we scour more recent lines of research or reintroduce previous lines of research, if we believe the well-being of our leaders is essential to their efforts to best serve school communities, can we not carve out time in our MEd programs and EdD programs to include curricula that more explicitly addresses the self-care skills and dispositions needed by today's school leaders to flourish? The field of nursing prioritizes self-care and well-being for practitioners, as do the areas of social work, criminal justice, and military studies. Yet, as a field, we have largely ignored this topic in the formal education of future school leaders. I am making the argument that leadership preparation scholars should ensure self-care for today's leaders is no longer considered "indulgent." We may not be able to fully liberate our school leaders from the discourses of efficiency and accountability, but we can ensure they are better able to navigate today's complexities as more healthy, vibrant human beings. After all, our communities and children deserve as much.

Author's Note:

Thank you for allowing me to share this personal story about how my struggles are helping me reframe the importance of self-care in the field of leadership preparation. I am well aware the sharing of my account may be interpreted as what Lugg (2012) labeled as "middle-class whining" (p. 318). Admittedly, my positionality as a White male sheltered me from many of the genuine obstacles faced by my female peers and my peers of color. Still, even with the privileges from which I clearly benefitted, I found a way, like many other practitioners, to completely break myself. We can no longer be complicit in a system that asks its employees to lose sight of their own personal well-being by denying what is right for our whole selves—mind, body, and spirit.

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Note: We had planned to highlight the educational policy landscape related to the elections in the Summer issue (now scheduled for the Fall Review). However, we changed the focus of this issue to supporting faculty and graduate students with COVID-related topics.

Dear UCEA Community,

Ten weeks and 2 days … as I write this, we have been in some sort of social isolation and distancing for about 70 days. By the time you read this, some of us are closer to 90 days. In those days we have weathered more than we could have imagined. Everyone has experienced upheaval, professionally and personally. Others have suffered the devastating and unexpected loss of family and friends. Much remains up in the air. Through it all, you have demonstrated your care, commitment, and leadership. I am so proud of all of you and to lead this organization as we continue to walk together into the unknown.

As many who have experienced pain or loss, it always takes my breath away that time passes inexorably and life goes on—even if it is not the exact same life that we had before. We hold on to what was good from the old life to brace for whatever the future holds. I like to think that for many of you, UCEA is one of those "goods" and that you see us as a community of support, friendship, and healing.

Life here at Headquarters goes on, as well. With the loosening of social isolation regulations, we have been able to get into our offices and start packing. Our plans to move HQ to Michigan State University this summer are unfolding despite the 2-month hiatus. In the process of packing we have uncovered some gems: our articles of incorporation, several books by UCEA's past executive directors and presidents, a poster of some very young senior scholars, a film reel of the 1961 Convention, and more! Just some of the "old" good that we intend to hold on to for the future. We are looking forward to creating an archive of these and other parts of UCEA's history when we settle into East Lansing.

As we begin to put UCEA in boxes, it is a good time to recognize and thank so many people who have made these last 8 years at the University of Virginia a time of growth and impact. Of course, none of this would have happened without the extraordinary work and dedication of Michelle Young. We wish her the best as she becomes dean of the School of Education at Loyola Marymount University. Our associate directors, Pamela Tucker and Sara Dexter, also put so much of their time and heart into UCEA. Pam retires this year, leaving a legacy of scholarship and leadership behind. Special thanks to our Post-Doctoral Fellows, Erin Anderson, Katie Cunningham, and Davis Clement. To our graduate students, there aren't enough words to thank you for all you have done for UCEA: Gopal Midha, Danny Moraguez, Angel Nash, Frank Perrone, Amy Reynolds, Scott Richardson, Maggie Thornton, and Bryan VanGronigen. We also have wonderful staff who work from afar: Jennifer Ellen Cook and Pei-Ling Lee. A sincere thanks also to Dean Pianta and his leadership team at the Curry School of Education for their commitment to improving education in Virginia and across the country. Last, and by no means least, our incredible staff, Karl Gildner, Marcy Reedy, and Stephanie McGuire. Without their support and care, I would not have been able to meet the many unexpected challenges that emerged this past year, while keeping the organization going and learning how to lead this complex and diverse community. Each of these individuals has left an indelible mark on Headquarters and UCEA. Just as we will carry a piece of each of them with us, I hope they, too, will carry us with them.

Headquarters suffered an unexpected loss this year. Lisa Wright was our accountant and friend for almost two decades. In that time, she contributed to our development and ensured our financial health. Some may have met her at the Convention where she happily helped with onsite registrations. She will be missed.

My first year is at its conclusion—unbelievably. In that time, I have been surprised, overwhelmed, and humbled by the role that I took on, to be sure, but mostly by the continuous outpouring of encouragement, collegiality, and kindness from all corners of our community. Even as I think about it, I should not have been surprised. We are, after all, an organization that values the relationships—scholarly and personal—at the heart of our community and as a key element of leadership. It is these relationships, old and new, that will continue to sustain me as I lead UCEA into a rapidly, changing future.

I look forward to what the second 365 days has in store. And, I know that with all of you by my side, we will emerge a different and stronger organization.

Adelante, UCEA!

UCEA Statement on Racism and Recent Uprisings

Dear UCEA Members and Friends,

Events that have unfolded over the past few months remind us that the pernicious effects of racism are deeply rooted in this country. The COVID-19 pandemic peeled back the systemic racial inequities that are closely coupled with disparate infection and death rates for African Americans and People of Color within the United States. Moreover, racist acts of violence that resulted in the brutal murders of Ahmaud Arbery, Breonna Taylor, George Floyd, Nina Pop, and countless others have shocked, dismayed, and traumatized our country and those within our UCEA community.

As an Executive Committee, and as the leadership of this organization, it is critical that we speak firmly and loudly against these atrocities and against all forms of State-inflicted carnage that is perpetrated on Black bodies and communities in this country and across the globe. We also fully recognize that it is not enough to simply condemn overt forms of racism that are publicly witnessed and observed. It is far too easy to denounce the brutal killings of unarmed Black people and convince ourselves that our "righteous" act was both brave and courageous.

The more difficult work is coming to terms with the fact that Anti-Blackness is present at all levels: macro, micro, individual, institutional, and societal. It is overt, but it is also well-hidden; it is present within each of us and within the very fabric of our organization. Only when we acknowledge its capillary and insidious nature are we are better able to understand that Anti-Blackness is not an "outsider" problem that exists among bad people, but an "insider" problem that also exists within our beloved institutions. Because of this fact, we have a sacred obligation to do the necessary work to make UCEA a better professional home for our Black colleagues and graduate students.

The uprisings and protests we are witnessing in this country are clear indicators that our Black siblings are frustrated and outraged.

We hear you.

We see you.

We stand with you in solidarity. This is not your fight alone.

That said, we also recognize that we must follow the leadership of Black people in this struggle. In that spirit, we call on our White and non-Black colleagues to do some critical "internal" work to assess how your own engagement with these protests may be rooted in Anti-Blackness and other colonialist logics. We call on you to gauge whether you are "centering" your anguish, your pain, your sense of helplessness, your frustrations, and your expertise as you wrestle with how to best support your Black colleagues, friends, and partners. The malignant effects of racism serve as a stark reminder that we must all be hypervigilant of the various ways in which Anti-Blackness functions at all levels.

We recognize that our Black colleagues are hurting, and we are mindful of the pain and trauma these ongoing events cause. Know that we stand in solidarity with you and are working diligently to address how to move forward as an organization, mindful as well that our field must also move forward with us. In the interim, we reach out with words of encouragement and support to you and your loved ones. The world may be burning both literally and figuratively, but we are committed to the possibilities for transformation and making UCEA a more responsive, reflexive, and just community for all our Black brothers, sisters, and siblings.

In solidarity,
Members of the Executive Committee

Dear UCEA Community,

It is my pleasure to offer our heartfelt congratulations to the UCEA Class of 2020!! Across our 108 institutions and hundreds of faculty, we graduated thousands of master's, certificate, and doctoral students. An impressive cohort of school, district, policy, and faculty leaders who will improve schools, classrooms, and educational systems with and for children and communities.

I also wanted to take this opportunity to thank all of our faculty who went far beyond their training and experience to create digital learning spaces in what amounts to a blink of an eye. Having taught online, I know the hours of preparation, contact, and maintenance it takes to build a course and relationships that invite participation and learning. It is no easy task, and many went to extraordinary lengths to support their students while managing the needs of their own families and friends. To the students who finished and those who graduated, you are heroes!

For the Class of 2020, I know that no virtual commencement or video message can replace the feeling of walking across that stage in front of your loved ones or of being hooded by your chair after years of hard work. The ritual of graduation is as much a recognition of your accomplishments as it is a celebration of family and their love and support. It is an opportunity to show the world how grateful you are to all those who got you to this moment. It is an opportunity to show the world that, Sí se pudo!

As you take these next steps, steps into your first principalship or superintendency, your first policy advocacy or faculty role, know that you carry a little of us with you. Keep the toolbox that you have carefully built over the years handy. Tools that include your commitment to just schools and communities, critical thinking, research evidence, kindness and empathy, and the courage to ask the hard questions and accept the harder answers. These tools will serve you well no matter what road you choose.

We know that K-20 education in 2020 and beyond will be different. Our schools and communities and programs will need you now more than ever. UCEA will need you as well. I hope that wherever your journey may take you, you will think of UCEA as your professional home. We believe in you, we know you will continue to do good, important work, and we know that the field will be a better place because you will rise in the face of this and future challenges.

I am inspired by your joy in the midst of this pandemic. I share that joy and hope to amplify it until it comes back tenfold for you, your families, and all whose lives you touch.

Muchas felicidades, UCEA Class of 2020!

Watch on video:

https://www.youtube.com/watch?v=3E2Vd3V5Mnk&feature=emb_logo

July 2020 UCEA Headquarters Moves to Michigan State University

College of Education
MICHIGAN STATE UNIVERSITY

UCEA Convention 2020 Goes Virtual

"Re/Building Home: Coloniality, Belonging, and Educational Leadership"

Dear UCEA Members and Friends,

As you are aware, the UCEA Executive Committee has been deliberating the costs and benefits of hosting our annual "face to face" convention in Puerto Rico in light of the COVID-19 pandemic, its fiscal impact on university budgets, and the feasibility of our membership to travel in November. We have been closely monitoring the Centers for Disease Control and Prevention (CDC) announcements, governor-issued shelter-in-place orders, and workplace restrictions in both the United States and Puerto Rico. We have also sought feedback from our membership about the outlook for the fall semester at their respective institutions.

After considering all of these factors and analyzing the survey feedback by UCEA members, the Executive Committee has decided to pivot to a virtual Convention this fall, foregoing our traditional face-to-face meeting in Puerto Rico. In the days ahead, President-Elect Bill Black and his committee will share a revised Convention Call, including both synchronous and asynchronous presentation options.

We are excited by the possibilities that a virtual meeting can provide and look forward to developing innovative ways of sharing research, getting/giving feedback, networking, connecting, and strengthening our community. We know that the Planning Committee and Headquarters will create something uniquely UCEA. Please be on the lookout for that soon.

We fully acknowledge and recognize the difficulty and weight for many of not having a "traditional" UCEA Convention this year. All of us are committed to making sure that early-career scholars and graduate students are not adversely affected by this change. We felt, however, that this decision was in the best interest of our organization and member institutions given the survey feedback, fiscal

uncertainties of our academic institutions, learned opinions surrounding the viability of a COVID-19 vaccine, lack of Coronavirus testing and tracing infrastructure, and the delicate nature of our current economic and political reality. Clearly, a number of significant pressures weigh on us both individually and collectively at the moment. We do not want the UCEA Convention to add to these pressures in any way.

Now that we are having a Virtual Convention 2020 we are extending the submission deadline to June 19, 2020. We apologize for any confusion in our messaging surrounding this deadline but want to give the Planning Committee and Headquarters additional time to shift gears as they transition to this new format. Headquarters will be reaching out to those who have already submitted proposals. We appreciate your understanding.

We want to thank you for your patience and endurance during these trying times. We are a UCEA family, and we want everyone to remain safe and healthy for many years to come. We are looking forward to an exciting alternative convention in November and can't wait to hear what the Convention planning team has in store! Until then, take care of yourselves, your loved ones, and each other.

Our best,
Members of the Executive Committee

Get to Know the Graduate Student Council:

http://www.ucea.org/grad-student-focus/get-to-know-the-graduate-student-council/

Engaging in Compassionate Practice for Our Peers, Colleagues, and Students in the Midst of a Pandemic

Chad R. Lochmiller
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The COVID-19 pandemic has taken numerous lives worldwide and impacted communities in unimaginable ways. Families have been shaken as loved ones have learned of a positive diagnosis or experienced the sudden loss of a loved one. Across the United States, schools, districts, and universities have been shuttered in the wake of the health crisis. Classroom instruction has moved online at an unprecedented pace. Students are now learning remotely in most educational contexts. Teachers are grappling with the challenges of virtual pedagogy. Parents are learning to juggle work obligations and parental responsibilities. In light of the pandemic, the work of classroom teachers, teacher leaders, school administrators, and district superintendents has been radically transformed. Long-neglected inequities in education, social services, and healthcare attributed to poverty and racial/ethnic discrimination have been laid bare as the pandemic has disproportionately impacted people of color and low-income communities (Centers for Disease Control and Prevention, 2020; Stafford et al., 2020).

These tragic circumstances present tempting opportunities for research. Many familiar educational and social practices have undergone remarkable change at an unimaginable pace. This has compelled the production of edited volumes and special issues devoted to addressing different aspects of the pandemic. Certainly, questions about how practice is changing in light of the global pandemic merit thoughtful interrogation by our research community. Researchers have an obligation to study these shifts and report on them, as they will undoubtedly have lasting implications. But as tempting as these changes are, we must also remain cognizant of the burden that our research places on an overtaxed system and the people working within it. Indeed, informal conversations with superintendents, principals, and other educators have surfaced a recurring request: *Please wait to study us*. As one chief academic officer in an urban school district in Indiana shared with me,

> This [pandemic] caught us completely by surprise. We didn't know how unprepared we were to reach children who live in homeless shelters or stay in hotels. And we didn't expect how quickly our most affluent parents would critique our readiness for virtual learning.

This reflects the pressure felt by many administrators to address immediate challenges facing schools. These challenges include connecting students in rural districts where 30%–40% of families lack broadband internet access; serving breakfast and lunch to students from low-income families; assisting teachers in light of the unexpected shift to online instruction; and pushing instructional technology into communities that have—until now—been virtually disconnected.

Not If, but When and How to Conduct Research

In my mind, the question we face is not *if* we should conduct research about the effects of the pandemic on educational practice but *when* and *how* we should do so. As the American Educational Research Association (2011) ethical guidelines for research conduct noted, "Education researchers take reasonable steps to avoid harm to others in the conduct of their professional work" (p. 147). In light of the pandemic, the demarcation about what constitutes harmful research activity undoubtedly has changed given the circumstances that surround student learning and educators' practice. To request that students, teachers, principals, and superintendents participate in a research study in the middle of a pandemic seems to introduce an unnecessary burden on them. Many of the questions that we might ask of these participants can be presented retrospectively, that is, *after* the immediate crisis has subsided and conditions have stabilized. Indeed, there will be numerous opportunities to study how educators and schools have (re)established themselves, as the changes impacting schools undoubtedly will be long lasting (Kamenetz, 2020).

For those questions that must be examined during the pandemic, particularly those related to changes in student learning given widespread virtual instruction and the potential impact on child mental health attributed to social distancing, researchers should exercise considerably more caution. In this unique period, we simply do not know how school-aged children are processing the sudden disruption of their educational routines. We cannot fully comprehend the unique circumstances in which student learning is occurring. Indeed, in many ways, distance learning has the potential to mask conditions that otherwise would be transparent in a face-to-face educational setting and that might prompt educators to intervene with support. As one Indiana superintendent shared with me in the past week,

> I don't know what's happening at home. All I can see is whether the student is logging into our Chromebooks and submitting the assignments through our LMS [learning management system]. For some of our youngest students, all I can tell is whether they are returning their packets of weekly work. It's hard to know what support they truly need.

This superintendent's statement reveals the necessity of moving forward with care given the unprecedented circumstances we now find ourselves in.

Shifting Our Focus to Our Colleagues and Students

While our research may be furloughed during this period, our professional practice and relationships undoubtedly continue. Indeed, I would argue that we should be thinking carefully about how we might act as compassionate and supportive colleagues, particularly for those whose research is dependent on access to our shuttered schools. For many of us, our common entry point to studying student learning and educational practices has come through our access to schools and the sacred relationships we maintain with influential gatekeepers. Any colleague who conducts qualitative research within school settings, for instance, is likely to experience difficulty securing research access and will undoubtedly experience a decrease in their research productivity. As colleagues, we should not hold this against them now or in the future, particularly in relation to cases for tenure and promotion that come after the pandemic. Further, for these colleagues, it would seem to be a compassionate response to invite them to collaborate where possible, especially when our own research is not dependent on access to schools. This invitation might enable them to continue their scholarly engagement with our field. Moreover, it might engender new ways of learning about leadership issues and potentially strengthen our bonds as a professional community. I should stress here that these are only meant as invitations and not an expectation, as each of us should determine our own research trajectory and the time we have available during these times. Nonetheless, such small gestures might offer comfort as these colleagues rebalance their research portfolios in light of current and future conditions.

Beyond our research efforts, we also should recognize that we are each experiencing this pandemic in unique ways. For example, our colleagues with young children undoubtedly will experience this pandemic differently. Their home and work routines likely will be disrupted as childcare and educational responsibilities conflate with research, teaching, and service obligations. The impact may be especially pronounced for women, who frequently provide a disproportionate share of childcare (Minello, 2020) and were already disproportionately carrying higher service loads in the academe (Guarino & Borden, 2017).

While social distancing efforts and campus closures preclude us from engaging with our colleagues in person, we can be mindful about stepping forward and assisting in even the smallest ways. For example, offering to assist with program service could remove one additional burden and thereby enable a colleague to spend one additional hour assisting with childcare. Agreeing to serve as a back-up instructor in the event that a colleague becomes ill might give a colleague peace of mind in knowing their class will be managed. Even sending a note or text message to check in can serve as poignant reminder that we are not alone in this effort. These are small gestures but demonstrate an expression of care. Further, these gestures can reinforce that

even though we are socially distant, we are not disconnected as professionals.

Finally, we also must think about our students and their unique circumstances. These are indeed the individuals who are responsible for the future of our profession. As such, how we treat them in this period undoubtedly will influence how our profession behaves in the future. Students are experiencing considerable anxiety about their health and well-being. Some are grappling with economic and food insecurities. Some are struggling with feeling isolated or overwhelmed with all they are now unexpectedly juggling. Others fear the collapse of demand for faculty positions brought about by the worsening financial picture in higher education. These fears are real and should be made visible in our community so they can thoughtfully addressed. As one PhD student at Indiana University recently wrote on her public blog,

> Faculty member, we sit in your Zoom class, one of many little boxes on your screen. We turn in assignments on time, or sometimes late. We respond to the many, many emails now flooding our inboxes. We are just as tired as you are of the ones from this or that office of the college or provost or dean or someone somewhere. We play along with the farce that things can proceed as normal. (Heilman, 2020)

Indeed, we should not be so disconnected as to assume that our students are faring well in this time, nor should we be so privileged that we are immune from asking them, "Are you doing okay?"

Profiting From the Pandemic in Compassionate Ways

In closing, I believe that the pandemic presents us with an opportunity to be scholars in new ways. We should use this moment as an opportunity to define our work in terms of engagement with our colleagues and to reaffirm our connections within the UCEA community. We should use this challenging moment to establish new bridges to colleagues who are in need of support. In this moment, we must engage our students with higher levels of compassion and care, recognizing that our treatment of them ultimately will shape how our profession treats others in the future. If we do these things, however small they might seem, I believe we can define our work in ways that give renewed strength and integrity to our field, as well as vitalize our role in the recovery moving forward.

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Check for UCEA Updates

www.ucea.org/updates

Check for updates on the Convention, UCEA, and COVID-19. Enjoy our new guest blog series:

Some Tips for Virtual Defenses, by Jayson Richardson & John Pijanowski: http://www.ucea.org/2020/04/27/tips-virtual-defenses-jayson-richardson-john-pijanowski/

Leadership Faculty and Our Pandemic Response, by Margaret Terry Orr: http://www.ucea.org/2020/05/19/leadership-faculty-pandemic-response/

Take our Survey

We need to hear from you. Please offer feedback to UCEA on tools and resources that might be helpful and updates from your institution. Take this survey:

https://www.surveymonkey.com/r/JJFHXQL

UCEA Networking Tool

The UCEA Networking Tool is aimed to support communication, collaboration, and community. Developed by Sara Dexter at the University of Virginia, the UCEA Networking Tool provides a robust interactive experience for cross-institutional collaboration. Through this tool, you can participate in existing networks to support teaching and program development, research, or service initiatives. The networking tool also allows you to create new networks and invite others to join.

Single Sign-On Connection

The UCEA Networking Tool is seamlessly integrated with individual UCEA user accounts. UCEA community members automatically have access to the Networking Tool. Upon log-in to your UCEA user account, you'll find the Networking Tool in the right hand column along with links to UCEA Registration and All Academic.

Better Member Interaction

A "Discussions" feature on the Networking Tool facilitates member engagement through threaded conversations. Unlike flat, text-only Listservs, members can upload videos and attachments and embed HTML graphics into conversations. UCEA community members can browse other networks and request to join them, providing an opportunity to find colleagues with similar interests and explore new areas.

Share Knowledge Resources

The Networking Tool allows for uploading and sharing different types of multimedia files in the "Discussion" section to create a knowledge base on specific topical categories. These files are automatically saved in a centralized resource library and are easily found based on defined tags or media type. Members can comment, engage, and collaborate about the files.

Centralized Calendar of Events

Members may contribute to a "Community Calendar" to capture dates and deadlines for calls for papers, conferences or workshops, registration for conferences or special events, calls for contributions to special issues of journals, and more. All events are aggregated in a single display, making the community a valuable one-stop resource for all of the important events and happenings in the division's domain.

Here's what you need to do to participate:

1. Log in to your UCEA user account at www.ucea.org. Update your email address and profile and add a picture.
2. Click on the UCEA Networking Tool link.
3. Browse the current content or create your own network
4. Get Networking!

www.ucea.org

The Center for the Study of Academic Leadership

Codirectors: Dr. Sharon D. Kruse, Washington State University, and Dr. Walter Gmelch, University of San Francisco

Founded in 1988, the goal of the Center for the Study of Academic Leadership is to work synergistically with UCEA to provide general support related to academic leadership issues and, in particular, those germane to colleges of education and the field of educational leadership. Collaboratively led by Drs. Sharon D. Kruse (Washington State University) and Walter Gmelch (University of San Francisco), the center has forged an agenda to address leadership preparation needs and to serve UCEA, its member institutions, and associated faculty and academic leaders. Over the past 30 years, the center directors have written extensively on leadership development and conducted professional development seminars for universities, colleges, deans, and department chairs throughout the United States and internationally. The topics have included life cycle and development of deans and department chairs; chair's role in helping faculty manage work–life integration; work–life integration for academic leaders; chair's role in recruiting and retaining a diverse faculty; team development; campus (college and department) mergers, acquisitions, and consolidations; effective time and stress management; managing change and conflict; and strategic leadership and decision-making.

In keeping this with ambitious agenda, more recently the center has turned to the study of department chair work, exploring the question, "When academic leaders are faced with conflicting and/or challenging demands, what knowledge helps them cope?" The qualitative study is designed understand the problem solving, decision-making, and leadership ideas and ideals on which chairs draw as well as to tease out how they make sense of the organizations and institutions in which they work.

Evaluating, Understanding and Improving Ed Leader Prep: The Work of the National Center for the Evaluation of Educational Leadership Preparation and Practice (NCEELPP)

Codirectors: Dr. Andrea Rorrer, Utah State University, and Dr. Michelle D. Young, Loyola Marymount University

The NCEELPP reflects UCEA's commitment to excellence in leadership preparation, research, and continuous improvement. The NCEELPP is provided leadership by the Initiative for Systemic Program Improvement through Research in Educational (INSPIRE) Leadership Collaborative, which provides leadership development and evaluation resources to preparation programs, states, districts, and schools. These resources, which are aligned with national and state educational leadership standards as well as the UCEA Institutional and Program Quality Criteria, are used to produce evidence about the quality, effectiveness and improvement of leadership preparation and practice.

INSPIRE has been used by other organizations such as RAND to evaluate the impact of leadership preparation programs such as The Wallace Foundation's University Preparation and Practice Initiative and New Leaders. Most recently, in a *Journal of Educational Administration* article, Ni et al. (2019)[1] presented results of a validation study of the INSPIRE-Graduate (INSPIRE-G) Survey, including the role of leadership preparation as a predictor to graduate reported learning outcomes. The study illustrates the importance of leadership preparation by demonstrating positive relationships between program quality features and reported leadership learning outcomes. Importantly, results demonstrate the utility of INSPIRE-G instrument as a reliable measure of program quality, which opens the door to large-scale and longitudinal studies of the transfer of learning from leader preparation to practice.

In addition to the Spring 2020 administration of the INSPIRE Leadership-G to interested UCEA institutions, one UCEA member institution began piloting the INSPIRE 360 Survey. This is an exciting development, as the INSPIRE 360 Survey enables educational leadership preparation program, districts, and graduates to understand how leadership practices are enacted and how such practices align with a program's leadership preparation curriculum. Such understandings are essential for continuously improving preparation and performance. The INSPIRE Program (INSPIRE-P) Survey will be administered in Summer 2020 to UCEA institutional members. The biannual administration of the INSPIRE-P permits UCEA to be at the forefront of national discussions about how leading institutions are preparing education leaders and how and why quality leadership preparation matters.

In 2019, Jiangang Xia, PhD, was invited to serve as an INSPIRE Fellow. Jiangang Xia, who recently earned promotion and tenure at the University of Nebraska (please help us congratulate him!), will be contributing his quantitative research expertise to the INSPIRE Collaborative's research and development initiatives.

Also in 2019, Michelle Young and Andrea Rorrer provided leadership for a research seminar focused on the evaluation of leadership preparation. The seminar, cosponsored by AERA and UCEA, was designed to build off

efforts like the INSPIRE work and chart a path forward for research and development in this area. If you are interested in learning more about the work of the NCEELPP and the INSPIRE Collaborative, please contact us at inspire.leadership.collaborative@gmail.com or you can follow the work on Twitter: @INSPIRELeaders3.

[1] Ni, Y., Rorrer, A. K., Pounder, D., Korach, S., & Young, M. D. (2019). Leadership preparation matters: Program quality and learning. *Journal of Educational Administration, 57*(2), 185-206. doi:10.1108/JEA-05-2018-0093

UCEA Center for Educational Leadership and Social Justice (CELSJ)

Director: Dr. Gretchen Givens Generett, Duquesne University

Hosted by Duquesne University, the UCEA CELSJ aspires to identify and eradicate conditions of social injustice in our schools and communities through actionable scholarship, preparation and development of socially just educational leaders, and the encouragement of leader-practitioners in service of all students. Duquesne's CELSJ has received a UCEA minigrant to host an upcoming Community Learning Exchange (CLE). This CLE will focus on the stories that educators and their students tell about success and excellence in schools. Past research by Generett and Olson (2018)[2] suggested that educators, even those working to alleviate inequities in their school buildings, often attribute success as due to individual student's efforts and perseverance. They tell stories that highlight the values of individualism, and these stories are supported and maintained by school systems and consistent with the meritocratic American cultural master narrative. Unfortunately, such stories do not account for structural inequities and fail to prepare teachers or students to examine systemic issues in the schools and communities. The upcoming CLE is designed to interrogate this focus and to reimagine and reframe school success narratives from themes of individualism to empowering stories of collective success.

Our future project includes a book entitled *Stories From the Precipice of Hard Work and Hope,* where researchers Gretchen Givens Generett, PhD, and Amy M. Olson, PhD, further examine tenets of the American Dream as a merit narrative enacted in schools to better understand how beliefs about talent, hard work, and perseverance fail to critically analyze barriers to educational success for historically marginalized students.

[2] Generett, G. G., & Olson, A. M. (2018). The stories we tell: How merit narratives undermine success for urban youth. *Urban Education, 55*(3), 394-423. https://doi.org/10.1177/0042085918817342

New Associate Member

Kennesaw State University

As an innovative leader in teaching and learning, Kennesaw State University is one of the 50 largest public institutions in the country. Kennesaw State University offers more than 150 undergraduate, graduate, and doctoral degrees to its nearly 38,000 students. With 13 colleges on two metro Atlanta campuses, Kennesaw State is a member of the University System of Georgia and the third-largest university in the state. The university's vibrant campus culture, diverse population, strong global ties, entrepreneurial spirit, and Division I athletics draw students from throughout the region and from 92 countries across the globe. Ranked a top choice for students by *U.S. News*, Kennesaw State is a Carnegie-designated doctoral research institution (R2), placing it among an elite group of only 6% of U.S. colleges and universities with an R1 or R2 status.

Housed in Kennesaw State University's Bagwell College of Education, faculty members in the Department of Educational Leadership teach in Educational Leadership graduate degree granting programs (master's, educational specialist, doctorate, endorsement programs). The progressive Department of Educational Leadership prepares leaders for traditional public, public charter, and independent school sectors, with a unifying focus on professional preparation for service to P-12 schools. In addition, the department prides itself on engagement with and responsiveness to the profession of educational leadership and P-12 education. Educational leadership faculty in the department strive to provide an inclusive, student-centered learning environment to prepare students for personal and professional success in an increasingly multicultural and global society.

https://bagwell.kennesaw.edu

Innovative Programs:
Leadership Preparation That Cultivates Connection With Self, Others, and Nature: Auburn University Educational Leadership Program

Contributed by
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Edited by
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As long as our thinking is governed by habit—notably by industrial, "machine age" concepts such as control, predictability, standardization, and "faster is better"—we will continue to re-create institutions as they have been, despite their disharmony with the larger world, and the need of all living systems to evolve. (Senge et al., 2004, p. 9)

The core conceptual model for our educational leadership program at Auburn University emerged during collaborative conversations about our individual and collective aspirations for our newly formed team; two new assistant professors were joining us, and this was an opportunity to form our team and our vision anew. During our 2018 summer retreat hosted at our colleague's home in Florida, together, we cooked, exercised, and explored together what it might look like to practice what we preach as professors of educational leadership (Serafini et al., 2019). We shared our life's journey maps as a way of getting to know each other. With a foundation of trust and understanding, we found ourselves speaking from the heart and sharing our hopes and dreams for preparing educational leaders. As we listened across our stories and aspirations, we saw a simple and yet powerful model emerge. Our program, at its most basic core, is about facilitating educational leaders' capacity to connect with themselves, with each other, and with nature. Connecting with self involves the capacity to care for one's own well-being and success through mindful reflection and personal mastery (Mahfouz, 2018a; Senge et al., 2012; Wells & Klocko, 2018). Connecting with others involves engaging in and practicing social and emotional leadership (Murphy & Seashore Louis, 2018). The "connection with nature" aspect of our program is what sets us apart and the focus of this piece.

Figure 1 is the model that emerged during our conversation. We literally built it out of paper and tape while sitting on the floor together. Connection with self sends us inward, connection with others sends us outward. We and the educational leaders in our programs, are members within many interdependent social systems. Two of these social systems of which we are a part include schools and communities, and they show up as rings in our model. These social systems are all nested within Earth's natural systems, Nature, the outermost ring of the model. In educational leadership and education more broadly, discussions of Nature are typically relegated to science classes, with occasional mentions across a few literature and art classes. Nature is not typically a central player in education, but it is in our leadership preparation program.

Figure 1

The Core Conceptual Model Guiding the Educational Leadership Program in the College of Education at Auburn University
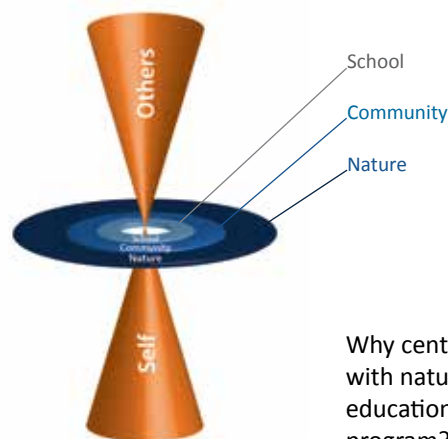
Why center "connection with nature" in an educational leadership program? Three primary reasons inform our effort. More detailed answers to this question are found in a team member's research from the past decade (c.f., Kensler, 2012; Kensler & Uline, 2017, 2019). First, leaders with a living systems mindset are effective leaders (Day & Leithwood, 2007). Second, connecting with Nature is a highly effective way to care for one's health and well-being (Kuo, 2015; White et al., 2019). Finally, we believe that educational leaders have an ethical responsibility to care, not only for current students, but also for future generations and the planet (Kensler & Uline, 2017).

Living Systems Mindsets

We know that educational leaders who lead with a living systems mindset tend to be more effective (Day & Leithwood, 2007). At the conclusion of their international study of effective principals, Day and Leithwood (2007) offered insights that dug "a bit deeper below the surface of our empirical evidence" (p. 200) and went on to explain,

> Our empirical evidence about the nature of successful principal leadership can be partly explained by the basic metaphors leaders and their colleagues hold about their organizations. … The work of our successful principals strongly suggests that they thought of their organizations as living systems, not machines. (p. 200)

Picking up where Day and Leithwood left off, we argue that emerging leaders need opportunities to explore the explicit differences across historically industrialized models of education and emerging models more reflective of living systems (Kensler & Uline, 2017) so that they can more consciously choose underlying mental models that will inform their leadership (Senge et al., 2012). Simply critiquing industrial models of education is not enough. We also need to see and understand alternatives. Spending time in Nature raises awareness of the many ways in which Nature might inform our leadership and innovative practice (Benyus, 1997; Covey et al., 1998; Redekop, 2010). In addition, investing in this time outside fuels well-being (Capaldi et al., 2015) and expands one's sense of responsibility (Hamann & Ivtzan, 2016; Klaniecki et al., 2018).

Nature-Based Well-Being

The Professional Standards for Educational Leaders (PSEL) emphasize the importance of student well-being, in addition to student success (Murphy, 2017). In an age when indicators of childhood well-being suggest students are experiencing stress, anxiety, and depression at record rates (Collishaw & Sellers, 2020), this is an important expansion of responsibility. Unfortunately, educational leaders are also experiencing record levels of stress, anxiety, and depression (Fuller et al., 2018; Mahfouz, 2018b; Waldron et al., 2019) that are leading to higher rates of burnout and turnover (Boyce & Bowers, 2016; Mitani, 2018). As an educational leadership preparation program, we take resilience seriously and integrate guidance around cultivating resilient well-being across our courses. One very effective strategy is spending some time outside each day. Even just a few moments of noticing natural beauty, be it the sky, flowers, landscapes, or water views, have positive effects on one's sense of well-being (Passmore & Holder, 2016). These mindful moments can remind one to take a deep breath and pause amid stress-inducing chaos.

Our students have the opportunity to feel these effects in an hour-long solo session in Auburn's Donald E. Davis Arboretum during a class on organizational theory. For some, it is the first time they have ever spent time just sitting and noticing in Nature. This experiential activity provides a stark contrast between how most organizational contexts make us feel versus how time in Nature makes us feel and leads to an extensive list of implications. Although mindfulness interventions for educational leaders are emerging and provide an excellent opportunity for continued research (Mahfouz, 2018a), they do not yet explore and document Nature-based interventions for improving school leaders' well-being and leadership. Offering yet another frontier for future research (Ives et al., 2018), when individuals invest time in caring for their own well-being by spending time in Nature, they are likely to feel a deeper connection with Nature and thus also expand their pro-environmental behaviors (Whitburn et al., 2019), expressions of care for our Planet.

Ethic of Care

Ethics is a critical component of any educational leadership program (Begley & Stefkovich, 2007), and the ethic of care is a commonly included element (Noddings, 1992; Shapiro & Stefkovich, 2010). Kensler and Uline (2017) proposed, "Educators have an ethical responsibility to be watching the future as it approaches and to do their best to align students' educational opportunities with current and future needs" (p. 25). Pendola (2019) similarly has recommended that ethical leaders enact responsibility and care towards student well-being as part of a "permanent revolution" (p. 1536). Given the simultaneously local and global nature of environmental, social, and economic challenges facing humanity these days, educational leaders have a critical role to play in practicing solutions and innovating new solutions. This necessitates an expansion of ethical concern in schools to include our Planet and future generations (Becker, 2011; Kensler & Uline, 2017). Our work for social justice is incomplete without also working for environmental justice and generational justice (Clayton et al., 2016). In our program, we are intentionally cultivating this expansion of concern and meeting it with opportunities to learn new ways of designing, managing, and leading schools that better serve learning, local communities, and our Planet.

More information about Auburn University's Educational Leadership Program can be found at http://www.education. auburn.edu/academic-program/administration-elementary-secondary-education/

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Education and COVID-19: Perspectives on School Leadership and Educational Equity in a Global Pandemic

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The global COVID-19 pandemic has affected everyone's lives on the planet to varying degrees. From an education perspective, 70% of the global student population has been impacted by nationwide school closures, while other localized closures impact millions more students (UNESCO, 2020). This has placed an unprecedented burden on not just school leaders and educators but also learners and their families. While it remains unclear how the COVID-19 pandemic ultimately will change education long term, the range of school responses is beginning to highlight the range of equity issues likely to be exacerbated.

Educators and those in leadership roles are facing a crisis without modern precedent to draw from. Public health must be balanced with student achievement. Already, cash-strapped districts are facing deeper, more painful budget cuts while being required to spend resources on supplies to ensure students and staff are safer against the novel coronavirus. Educators are now charged with executing an online curriculum with varying degrees of technological support and student/parental buy-in. In spite of the crisis, educators have responded in courageous and innovative ways, drawing on any resource available to meet the needs of their students. Even so, this has put yet another constraint on school leaders who must make difficult decisions with a rapidly changing fact set.

Amidst the uncertainty, the impact on learners and their families is gradually becoming clearer. This crisis is disproportionately affecting those from already disadvantaged backgrounds. The extent of the digital divide has perhaps never been more evident. This crisis has led to some calls for drastic changes to public education; however, those in positions of power should be wary of trying to do too much. Former Massachusetts Secretary of Education Paul Reville warned,

> We have to be aware that families are facing myriad challenges right now. If we're not careful, we risk [further] overloading families. … Finally, we must recognize the equity issues in the forced overreliance on homeschooling so that we avoid further disadvantaging the already disadvantaged. (in Mineo, 2020, para. 20)

Balancing decisiveness with prudence will continue to be a challenge for school leaders.

The contributors to this issue's Point/Counterpoint, Scott McLeod and Jen Owen, discuss school leadership and educational equity in response to the pandemic.

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In the first essay, Scott McLeod describes how school leaders have responded to the pandemic, including four response phases he has identified through interviewing school leaders in the United States and internationally. In the second essay, Jen Owen vividly illustrates educational equity gaps and how the pandemic has exposed and exacerbated preexisting injustices for learners. Each essay provides insight into effectively handling this pandemic response and recommendations for where to focus efforts at change during this time.

Rising to the Challenge and Looking Ahead: School Leadership During the Pandemic

Scott McLeod
University of Colorado Denver

Over the past few months I have been interviewing school leaders around the globe about their school or school district's responses during the coronavirus pandemic. I have talked with dozens of different educational organizations across the United States and in countries as varied as China, Italy, and Saudi Arabia. As you can imagine, their stories are incredibly impactful. Students without food. Families without computers or internet access. Teachers without

digital pedagogy training. Parents struggling to balance their jobs (or loss thereof) and the home-based instruction of their children. Accompanying every story was a school administrator who was doing their utmost to help their community survive during these terrible times.

With the caveat that this is not from a formal research study, I share the following chart (Figure 1; McLeod, 2020), which is a distillation of some early meaning-making from my interviews.

What I heard first, of course, was the dreadful toll that the pandemic had on local schools and families. Communities everywhere struggled to keep children fed and citizens healthy, and school districts scrambled to find creative ways to deliver breakfast and lunch to low-income children, sometimes even students who weren't theirs. As one administrator said, "almost everyone participates. We accept anyone under the age of 18 that comes through our drive-through and picks up food, so it doesn't even matter if they're part of the school system or not." Another said, "Buses essentially became mobile food wagons. ... They supplied 6 days' worth of food for every family that showed up" at the bus stop.

Schools also did their utmost to check in with every single child and family to see what their medical, health, educational, and emotional needs were and then connect them to appropriate resources. Those efforts often were both heroic and dismaying, particularly as they simultaneously tried to cope with the loss of loved ones. As one educator noted,

> The sheriff just reported that although overall crime has dropped about 15%, the crimes of domestic abuse and child abuse have gone up close to 30%. ... All of our counselors and teachers have set up into teams, and we're just constantly contacting kids, making sure we get them all in.

In addition to being an inspiration, local schooling often turned out to be a challenge. While we saw daily examples of educators and school systems doing amazing things on behalf of children and parents, many of our schools also realized that previous underinvestments in digital technologies, professional learning, and crisis preparedness resulted in critical delays or deficiencies regarding remote learning and teaching. This was particularly apparent in the second phase of most schools' responses.

If schools focused on basic survival needs during Phase 1, during Phase 2 they started to focus on what I am calling "subsistence learning," which is basically low-level knowledge work that students typically do with worksheets and for homework. This kind of learning dominated because it was the easiest to distribute quickly. For families who did not have computing devices or internet access at home, schools tried to get paper packets home to families to keep this type of learning moving along. They also trained teachers with technology as fast as they could to try and remedy

Figure 1
School Responses to the COVID-19 Pandemic
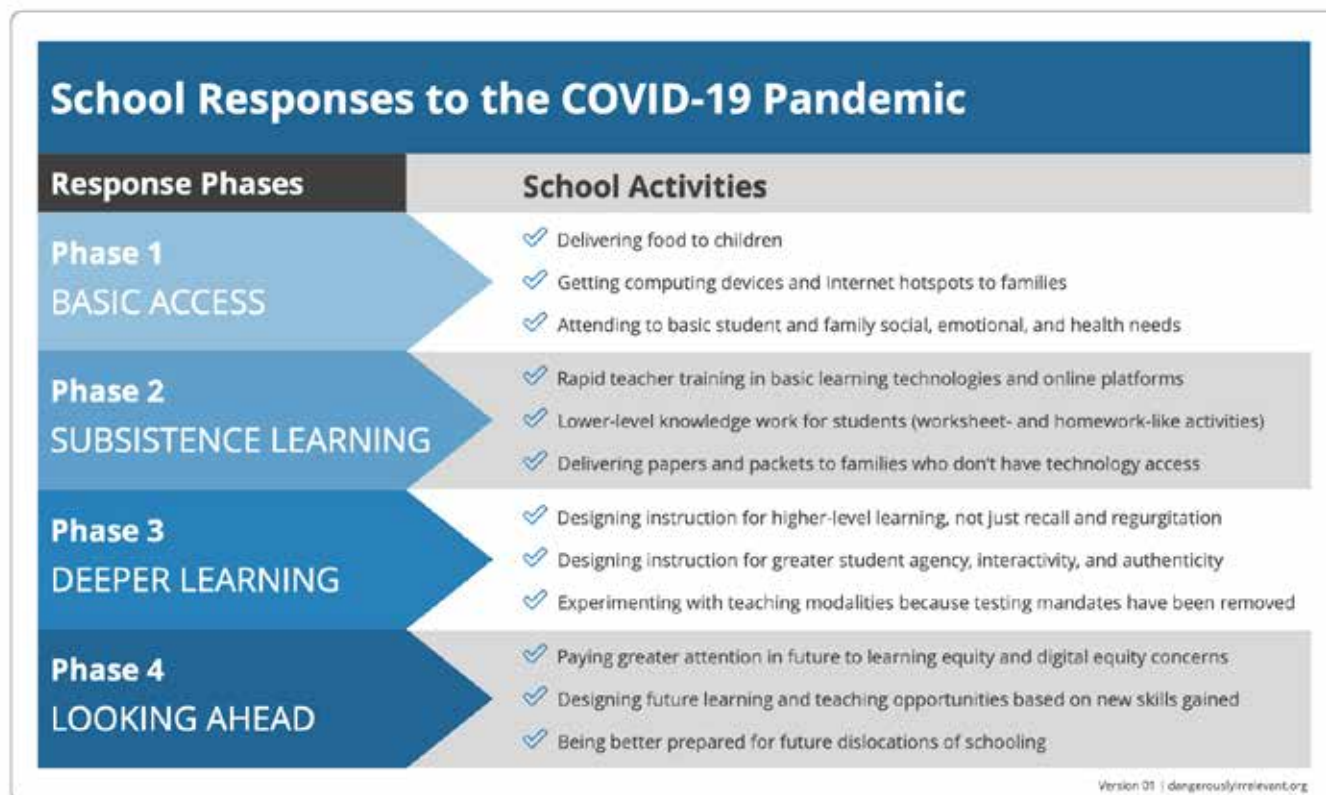
digital pedagogy skill gaps. For most schools and families, subsistence learning was the best they could manage over the past few months, and they often struggled mightily to serve children with special needs or linguistic concerns.

These two phases probably feel familiar to you as educators and parents. They describe the reality of basic survival for most schools and focus on the abrupt transition needs that we have seen during the pandemic crisis. There are two other phases in the chart, however, and I encourage us to help our local school leadership communities focus on these in the summer and fall months as they debrief their spring responses and create their plans for the next school year.

During Phase 3, schools begin to get out of basic survival mode and start to think about richer, deeper learning opportunities for students. They also may see that this is a time during which they might experiment, because testing and accountability mandates have been removed by state and federal governments. Students deserve more from schools than factual recall and procedural regurgitation, even during "remote emergency instruction." Some school leaders I interviewed tried new ways of giving students more agency over their own learning, and they began to provide students some opportunities to engage in those "deeper learning" opportunities that we know our graduates need for life success in a global innovation society. One school continued to deploy a full International Baccalaureate program remotely. Another instituted iChoose Tuesdays, a day full of at-home challenges in which students could engage in baking; science, technology, engineering, and math; fine arts; poetry; short story; and other projects. Yet another noted that their previous capacity-building in student-directed learning and competency-based progressions made their transition much easier than for many other schools.

The most important phase right now, of course, is Phase 4. During the summer, we have a chance to look back and plan forward. While much may be unknown about what schooling will look like later this year, there still is a great deal that we can work on. For instance, now is the time to pay greater attention to equity concerns, particularly around food and housing insecurity, instruction for students with special needs, and basic digital access. As learning and teaching moved online, many school staff wished during the pandemic that every child had a computing device at home, so it's time to revisit our need to provide a take-home computer for every K-12 child. Many schools discovered that home internet access for their students wasn't what they thought, so now is a good time to work with community partners to ensure greater connectedness for low-income families for the fall. As we move toward potential schooling contexts in which perhaps half of our students are in our buildings and the other half are at home, we need to begin thinking about how to restructure our classrooms and curricula and help educators learn how to live safely and teach powerfully in hybrid or "hyflex" teaching modalities rather than wholly online or entirely face-to-face. These summer months also provide us the chance to talk with our workforce partners about how to better transition experiential learning like

career and technical education, community-embedded service- and project-based learning, and senior capstones into online or blended opportunities.

Summer also is a great time to realize that the pandemic jolted us into acquiring some new mindsets and skill sets, whether we wanted to or not. Many educators now have new technological and pedagogical capabilities that they didn't have before. They were forced by necessity to acquire them quickly, and many have discovered that incorporating some basic technology tools into their instruction isn't as difficult as they might have thought. Many of us also have realized that some of what we considered critical before faded away during the crisis. We had to distill our curricular content and our instructional approaches to their essence, focusing instead on the most essential learning, relationships, better communication with families, enhanced academic support structures, and taking care of each other. Perhaps most importantly, many teachers and administrators also have new understandings about the speed of potential educational change and what we can accomplish in a short period of time if we put our minds to it. We no longer can say, "We can't do that," because we just did it, right? Savvy school systems will begin to reflect deeply on the ways in which they were able to change quickly and then capitalize on those in the fall to keep moving forward.

For those of you who are familiar with Maslow's hierarchy of needs, Figure 1 is basically an organizational resemblance of that framework. As we think about the schools that we serve, we should try and recognize what phases they are in and why they are there. Reflection on the "why" is actually the most important part. We need to be able to critically dissect why some educators were more successful this spring than others, and why some schools were more successful than others as well. We know that differences in leadership behaviors, support structures, and instructional capacity exist across schools and classrooms. If we are to be prepared for whatever comes this next academic year, our school systems will need to be thoughtful, reflective, and savvy diagnosticians. They also will need to lean heavily into the challenge of putting plans and structures into place that allow them to move out of whatever phases they currently are in and into schooling modalities that are more than mere survival mode or subsistence learning.

The pandemic has exposed a number of critical organizational gaps that we probably should have paid greater attention to earlier. Now is the time for schools to lean into those conversations and initiate action in neglected areas. If educator preparation programs can help our practitioner partners launch some necessary changes in how we educate and serve our children and families, that would turn this terrible pandemic into a "silver lining" for education and is a worthy goal for all of us.

Holding Tight to the Lessons COVID Has Taught Us About Educational Equity

Jen Owen
Founder, Co-CreatED.org

A political cartoon has been circulating lately, created by artist Walter Salomón Arévalo (2020) at the Salvadoran news outlet, *La Prensa Grafica*. Translated from Spanish, it is titled "Education in Pandemic Times." It depicts one child with light skin and clean clothes sitting comfortably inside a home, doing online work on a computer. Outside the house is a second child, with brown skin and disheveled clothes, straining to peek in the window, visibly distressed, scribbling on a sheet of paper, doing his best to access education any way he can. This description doesn't do the cartoon justice; art communicates what words cannot. You look at that picture, and you feel its meaning all the way to your core. The inequities of education during a pandemic, captured in full color.

Right now, across the United States, some students are doing school online. Some students are doing worksheet packets. And some students aren't doing school at all (Camera, 2020). What will this mean for us as a nation long term?

That's a question no one has been able to answer yet, because the short term alone is overflowing with question marks. Educators all over are wondering *how* we'll reopen overcrowded schools (Citizens' Committee for Children of New York, 2019) in the fall with adequate social distancing measures (Kamenetz, 2020); *what* learning gaps will need filling now that "the COVID slide" (Kuhfeld & Tarasawa, 2020) has replaced the summer slide; and *why* government officials even bothered to thank them with social media displays on teacher appreciation week, only to announce drastic budget cuts later that same week (Strauss, 2020).

While many unknowns face education leaders as they work to make COVID-informed decisions and chart a path forward, there are also many knowns.

We've known for a long time that equity gaps in education mean some kids have one educational experience, and other kids have a very different educational experience. In my own career, as I spent time working with students in high-affluence schools and in high-poverty schools, I witnessed the disparate educational experiences firsthand.

The only thing that has changed recently isn't the inequities themselves; it's that the pandemic thrust them into public consciousness and made them impossible to ignore (Osterheldt, 2020). The injustices of poverty—ranging from food scarcity to housing insecurity, to a gaping digital divide—have been taking their toll on students' lives all along; the widespread impact of the coronavirus just bubbled them up to the surface where we could no longer turn a blind eye or a cold shoulder (Lee, 2020).

With these important issues now top of mind, we have both a responsibility and an opportunity. A global pandemic is the type of once-in-a-lifetime event that draws a solid demarcation across our mental timelines, forever splitting our memories into "before and after" COVID-19. From an educational equity standpoint, what if we viewed this demarcation as a reset button?

Last month, the Education Trust (2020) recommended five action steps for state leaders to take to make education equitable for all learners during the school closures that COVID has caused. Their action steps particularly elevated the needs of the most marginalized student groups in the U.S.—students of color, students with disabilities, students facing poverty, and students with emergent English language proficiency (Education Trust, 2020).

Two sections of their recommendation stood out. The first was a call for district leaders to issue detailed, publicly available strategic plans for how to meet student needs equitably across their school districts. The Education Trust offers district leaders suggestions for overcoming some of the most common equity hurdles:

- developing communication plans in multiple languages,
- carrying out meal service plans that include transportation considerations,
- sharing a full picture of student learning data across grade-level transitions now that standardized testing was cancelled,
- prioritizing social-emotional and mental health resources, updating human resources policies and benefits to account for remote working conditions,
- providing educators with additional training and guidelines for effective remote instruction,
- articulating clear job descriptions for homeless liaisons and looping liaisons in as essential personnel,
- partnering with community organizations for meeting needs beyond the school's capacity, and
- outlining exactly how the district will use federal funds to do all of the above.

The second section of The Education Trust's recommendations that stood out was a set of specific guidelines for state leaders on how to spend the federal funds they receive, ranging from the usual Title I and McKinney-Vento dollars to the newly available Coronavirus Aid, Relief, and Economic Security (CARES) Act dollars. The Education Trust suggested funding a state-wide mental health support hotline and funding specific positions that serve groups with higher needs, such as homeless liaisons and English language learner and special education program coordinators. For the CARES dollars left up to governors' spending discretion, the trust urges governors to allocate those dollars based on need, with the most funds going to highest need schools and districts.

While enacting The Education Trust's recommendations would represent a major step toward equity for all learners, I challenge us as educators to push our thinking even further outside the box while we have the chance. In the spirit of innovating for equity and turning trials into triumphs, I would suggest two final changes. The first has the power to fundamentally transform education; the second has the power to change the world. And both are within our reach.

1. Rethink Assessment

This year, given the circumstances of Emergency Remote Learning, U.S. public schools scrapped high-stakes testing for the first time since the No Child Left Behind Act (2002) passed nearly two decades ago. So when Education Secretary DeVos said, "Neither students nor teachers need to be focused on high-stakes tests during this difficult time" (Barnum & Belsha, 2020, para. 2), I immediately thought, "*What does that tell us about the students who have been facing their own 'difficult times' every year and having to undergo high-stakes testing regardless?*"

High-stakes testing has had several negative impacts on the culture and climate of education as a whole, with marginalized student groups (and those who teach them) feeling those impacts most acutely. The pressure to perform well on tests has led to cheating scandals in struggling districts and to high-poverty schools being more likely than high-affluence schools to narrow down curriculum and instruction to rote test-prep regimens (Garland, 2011). Additionally, when students are tested on their knowledge of a largely Eurocentric curriculum, White students have an advantage over their Black, Indigenous, and people of Color counterparts (Morris, 2016).

But this year was different. And if it was different once, it can be different forever. It is well within the realm of possibility to never go back to a high-stakes testing system and instead replace it with a more equitable, student-centered assessment system. This could be the moment that the Accountability Era ends and a brand-new era begins.

To bring about this change, school and district leaders will need to maximize the existing Every Student Succeeds Act flexibilities, especially the innovative assessment provision (U.S. Department of Education, 2018). The U.S. Department of Education will need to expand the provision to all 50 states instead of limiting it to a few at a time. At the school level, leaders will need to provide three key ingredients: training, time, and tools. Teachers will need training in innovative assessment methods like project-based, portfolio-based, and performance-based assessments (Strauss, 2018). Teachers will need realistic amounts of planning time to be able to do student-centered assessments, which involve more feedback and thus take more time. Finally, assessment specialists will need to research what kinds of technology-based tools are out there for optimizing this new and improved approach to assessment to meet the needs of students and teachers alike.

Without the cloud of high-stakes testing looming overhead, teachers will be freed up to use their professional expertise and creativity, which could reduce turnover. They will have more time to dedicate to social-emotional learning and more license to prioritize it. As the focus of education shifts from accountability to equity, more students will be able to reach their fullest potential.

2. Treat the Digital Divide Like the Human Rights Issue That it Is

Lastly, it would be foolish to envision a new future for education without addressing the digital divide. In the Information Age, a digital divide is a human rights violation (Bode, 2019). The internet is the largest, fastest, most ubiquitous gateway to knowledge, and as the old adage goes, "knowledge is power." Inequitable internet access represents a power differential, and it falls along socioeconomic lines. Those with internet access will advance further and faster than those without, consequently widening existing equity gaps.

Further, when Frederick Douglass said, "Knowledge is the path from slavery to freedom," he could have never imagined a world where nearly infinite knowledge was instantly at the fingertips of the privileged, while the marginalized continue to be left without equal access, and hence without equal freedom. Two centuries later, his quote still rings alarmingly true.

Given that we are now two decades into the 21st century—a period nicknamed "The Information Age" and characterized by the digital revolution—it's time we accept that internet access is as essential to student success as the school itself (Anderson & Perrin, 2018). Educational leaders at all levels, make no mistake: closing the digital divide is an urgent first step in any future crisis preparedness plan. We must advocate for the status of home internet to be elevated to the same plane as any other utility service: electricity, gas, water. And internet.

Closing

President Barack Obama (2020a, 2020b) gave a virtual commencement address last week to honor the thousands of HBCU graduates who were unable to celebrate their achievement with the ceremony that would have taken place under nonpandemic circumstances. In it, Obama offered a message that we can all take to heart as we continue pushing educational equity forward:

> This pandemic has ... woken a lot of young people up to the fact that the old ways of doing things just don't work; that it doesn't matter how much money you make if everyone around you is hungry and sick; and that our society and our democracy only work when we think not just about ourselves, but about each other.

The root of the word *crisis* means "to sift." A crisis shakes things up, letting the stuff we don't need fall away, and keeping only the most precious gems. This crisis could turn out to be the shaking up that education needed to help us make the necessary moves toward equity for all students.

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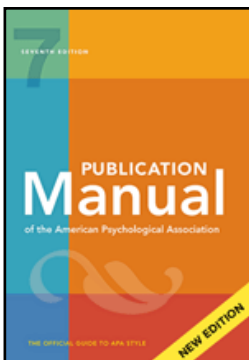
New APA Style Guide

With the Summer 2020 issue, the *UCEA Review* begins using the new 7th edition of the APA style guide. Some new rules:

- One space after periods
- No longer requiring the location for publishers
- Different Level 3 subheading style
- The use of singular "they" and "their" (no more awkward "he or she")
- In-text citations with more than three authors are now shortened to the first author and "et al." (unless there is potential confusion with other works).
- The edition also has clarified existing rules (e.g., use of numerals for periods of time: "2 years").

Spotlight on Research by The Wallace Foundation:

Moving Beyond "Good" in Leadership Preparation

Marcy Reedy
University of Virginia

In October 2016, The Wallace Foundation initiated the $47-million University Principal Preparation Initiative (UPPI). The Foundation selected seven universities along with their state and district partners to develop models over the next 4 years for improving university principal preparation programs and to examine state policy to see if it could be strengthened to encourage higher quality training statewide. The goal is to generate lessons other university principal preparation programs and their partners can adopt or adapt as they undertake similar redesign efforts.

This spotlight piece analyzes interview data collected from the seven UPPI instituonal representatives conducted at the initiative's Faculty Professional Learning Community in November 2019. It also utilizes findings from a 2018 study by RAND Corporation documenting the initiative's 1st-year implementation, *Launching a Redesign of University Principal Preparation Programs: Partners Collaborate for Change.*[1]

One of the emerging themes coming from the UPPI analyses is the need to go beyond good in leadership preparation. The seven university programs engaging in redesign through UPPI did not do so because of broad dissatisfaction with their programs. Each program could point to a variety of strengths prior to starting the initiative. The motiviation behind the redesign process was to enhance the quality of their programs and not be content with past achievements. A spirit of continuous improvement infused the programs.

According to Wang et al. (2018), university programs had already begun implementing some evidenced-based features. These included selective recruitment and coherent curricula to prepare candidates for the demands of the job. However, most were not able to align such features with extensive clinical experiences. University programs, with the help of their mentor programs, thus began redesigning them. This included the extent to which a full-time model could be implemented.

The belief faculty had in their programs prior to the initiative can be seen through interviews conducted at the Faculty Professional Learning Community. A representative from Western Kentucky University expressed pride both in where the program started and the hard work invested to make it better:

> I thought we had a pretty good program before we started this. When I look at our old program compared to the new program, it's amazing the changes that have taken place. My faculty inspire me because

they're so small and yet they've been able to take on the work on 10, 12, 14 people and do it very well and on time and on task.

The following perspective was shared by a representative from North Carolina State, who pointed out that one of their programs had been honored with UCEA's Exemplary Educational Leadership Preparation Program Award:

> We had a program that we felt like was doing great things. It had received the UCEA Exemplary Award, the NELA program. And then we had a very traditional on campus program that was following state requirements for licensure. And our idea was how do we bring those together and how do we bring in new district partners to be a part of that work.

A representative from Virginia State University elaborated on this thinking by championing the need to constantly be better and to be mindful that equity work requires consistent effort and attention:

> In order to build the kind of synergy, you need to make movement and change—to be better than what you already have. Virginia State is already known for having great teachers and great educators. The national teacher of the year came from Virginia State University. So we've always been in this kind of work. What the redesign and what this focus gave us was some partners that were in this work and helping us diversify our readings, diversify some of the practices that were out there. Because in equity work, the one thing that you know is that you're never done.

Other UPPI program representatives discussed the responsibility they felt to be leaders and models for their states. It was not enough to confine their efforts to their own program. If they wanted to achieve widespread impact, they needed to share lessons learned with other programs in their state and help shape public policy.

A representative from San Diego State University dicussed how they wanted to share the commitment they had to their work with other preparpation programs in California.

> So we're a diverse community. There is 100% buy-in for the equity work. Because of this work we have branched out, through another grant, and are now working with principal prepapation programs in the state of California on their redesign and working with partners.

[1]Wang, E. L., Gates, S. M., Herman, R., Mean, M., Perera, R., Tsai, T., Whipkey, K., & Andrew, M. (2018). *Launching a redesign of university principal preparation programs: Partners collaborate for change.* RAND. https://www.wallacefoundation.org/knowledge-center/pages/launching-redesign-university-principal-preparation-programs.aspx

UPPI programs also understood that support from The Wallace Foundation would not last forever and that positive changes would not persist if not codified in state policy. A representative from Florida Atlantic University discussed his efforts to share lessons learned through the redesign process with state leaders in Tallahassee so other programs in the state could benefit:

> I went from, "Let's just rebuild the curriculum" and now I'm getting involved in all of these different things. Not to mention the work that I'm doing with the state. I have meetings in Tallahassee all the time as we work to improve policy to enable these specific parts of the program to actually happen in other universities. Wallace funding is going to end. We want to make sure that state policy is directed so that all universities will be able to do this kind of stuff that we're doing in this initiative. So there are communities of institutions of higher ed. and potential partners to those institutions across the country that are watching this work a bit.

Finally, UPPI programs expressed a desire for candidates not just to be technically proficient, but also enabled and empowered to be change agents. A representative from the University of Connecticut described the need in school communities and the responsibilities assumed by school leader candidates.

> By design, we espouse to be a very different program. Our primary aim and mission has been and remains to prepare the best possible candidates for every school community in the state of Connecticut. I think we're better today than we ever have been at achieving that in every school community. Our reputation has been, rightfully so, that we have been preparing the best candidates in our state. I think we still do, I think that we send them out endorsed for certification, more capable in knowledge and skills and with judgment on when and how to apply it and what works for them. I think we're a little bit better today and we're gonna continue to get better in those areas, but I think we are beginning to open their minds to what we believe is the area of responsibility that they have that's beyond the technical, which is truly seeing themselves as agents of change to level the playing field for those whom the system has not worked and doesn't work well.

The challenges facing schools and communities are deep and vast. It is not enough to simply provide prospective candidates with a threshold minimum of skills and knowledge. To tackle systematic inequities and really impact schools and communities, leadership preparation needs to move beyond good. Moving beyond good means not being afraid to constructively review already thriving programs and embracing a continuous improvement mindset.

NEW FROM UCEA! MARKETING 101: TOOLS TO MAKE YOUR PROGRAM STAND OUT

UCEA has developed a new marketing toolkit for UCEA members. This toolkit that will take you step-by-step through the process of crafting realistic strategies to reach your target audiences. We developed this resource using a fellow UCEA member, the University of Virginia's Curry School of Education and Human Development, as a real-life test case. As you go through each step in the toolkit, you can see how the process worked for Curry's Administration and Supervision program and draw ideas from their experiences. Inside, you'll find examples of Curry's marketing materials, as well as downloadable resources that you can customize and use to promote your own program.

Download for free from UCEA:

http://www.ucea.org/resource/marketing-101-tools/

MARKETING 101
Tools to Make Your Program Stand Out
A Toolkit for Members of the University Council for Educational Administration

uc ea University Council for Educational Administration
Quality Leadership Matters

Call for UCEA Award Nominations
2020

Thank you for your commitment to and support of UCEA in advancing the preparation and practice of educational leaders for the benefit of schools and children. In order to recognize those individuals who have made significant contributions toward this goal, we encourage you to nominate individuals for the following awards who you believe deserve recognition for their efforts and excellence within the educational leadership community. You also may access more detailed information on each award by visiting our website.

The following awards have a deadline of Wednesday, July 1, 2020:

- The **Edwin M. Bridges Award**, given by UCEA annually for original, outstanding work in the area of research and/or development that contributes to our knowledge and understanding of how best to prepare and support future generations of educational leaders. http://www.ucea.org/edwin-m-bridges-award/

- The **Roald F. Campbell Award**, given to senior colleague recognizing a lifetime of excellent achievement. http://www.ucea.org/the-roald-f-campbell-award/

- The **Jack A. Culbertson Award**, given to a professor in the first 6 years of his or her career for some outstanding accomplishment. http://www.ucea.org/the-jack-a-culbertson-award/

- The **Master Professor Award**, given to an individual faculty member whose record is so distinguished that UCEA must recognize this individual in a significant and timely manner. http://www.ucea.org/the-master-professor-award/

- The **Jay D. Scribner Mentoring Award**, given to a educational leadership faculty who have made substantive contribution to the field by mentoring the next generation of students into roles as university research professors, while also recognizing the important role(s) mentors play in supporting and advising junior faculty. http://www.ucea.org/the-jay-d-scribner-mentoring-a/

Nominations for these awards are welcome from faculty members of UCEA member institutions and partner institutions. Electronic submissions should include

- The candidate's curriculum vitae;
- A letter addressing the contributions of the nominee relative to one or more of the selection criteria; and
- Support letters from individuals who have been directly mentored by the nominee, and/or individuals who can attest to the nominee's mentoring strengths, are strongly encouraged.

A UCEA committee appointed by Executive Director Mónica Byrne-Jiménez will review and evaluate the nominees. This committee will reserve the right to present this award to multiple candidates on any given year, or conversely, not to present this award should nominees not fully meet the selection criteria.

Please send nominations electronically to ucea.org@gmail.com with the title of the award in the subject line.

Deadline: July 1, 2020

University Council for Educational Administration
Quality Leadership Matters   since 1954

The Excellence in Educational Leadership Award is for practicing school administrators who have made significant contributions to the improvement of administrator preparation. Each year, the UCEA Executive Committee invites member university faculties to select a distinguished school administrator who has an exemplary record of supporting school administrator preparation efforts. This is an unusual award in that it affords national recognition, but individual universities select the recipients. It provides a unique mechanism for UCEA universities to build good will and recognize the contributions of practitioners to the preparation of junior professionals.

Bryan Beverly, PhD
Director of K-12 Outreach, Michigan State University, East Lansing

Bryan Beverly is a lifelong Michigan resident, takes pride in the quality of education he received in public schools, and is passionate about providing similar impactful experiences with students in today's urban schools. He holds a PhD in Educational Policy from Michigan State University, is an alum and co-coordinator of Michigan's Educational Policy Fellowship Program, and is an elected member of the Lansing Board of Education. Dr. Beverly is currently the director of the Office of K-12 Outreach in the College of Education—where his work is centered on school turnaround efforts and instructional leadership. Prior to returning to Michigan State University for his PhD, Bryan Beverly worked as an education consultant for the KRA Corporation and the Lansing School District. His other professional experiences include work with the President's Council of State Universities, Michigan; the State of Michigan, Office of the Governor; GEAR-UP, MSU; and the Michigan Association of Counties. He holds a bachelor's degree in Sociology/Anthropology from Olivet College and a master's degree in Higher, Adult, and Lifelong Education Administration from Michigan State University. Dr. Beverly is married to Christel, and they have two daughters.

Michigan State University: As director of the Office of K-12 Outreach, Dr. Bryan Beverly is a leader and key stakeholder in the empowerment of educational administrators throughout Michigan but particularly those in urban areas. As a few examples, he has long supported the work of principals and district leaders in Flint, provides professional development for principals across Detroit, directs the Emerging Leaders Program and the Lansing School District Aspiring Leaders Program, and serves on the Lansing School District Board of Education.

Richjetta Branch, EdS
Director of Strategic Planning and Evaluation, Alabama Tuscaloosa City Schools

Richjetta D. Branch stands at the forefront of aspiring leadership development and professional development design. As an instructional leader with the Tuscaloosa City Schools, Ms. Branch works in a close collaborative partnership with the University of Alabama to provide high-quality professional development and learning experiences to talented, aspiring instructional leaders. The Future Instructional Leaders Academy (FILA) uses effective training and on-the-job experiences to support the aspiration of teacher leaders in Tuscaloosa City Schools. Ms. Branch and her University of Alabama partners design effective and meaningful learning experiences for FILA candidates based on several focus areas of leadership: improving the quality of instruction, improving student learning, developing a culture of high expectations, and fostering a work environment that promotes personal and professional growth while building capacity for collaborative leadership. She received her Bachelor of Science in Biology and Master of Arts in Education at the University of Alabama at Tuscaloosa. She received her Education Specialist in Instructional Leadership at the University of West Alabama. She was an educator in the Tuscaloosa City Schools and Tuscaloosa County Schools in Tuscaloosa, Alabama. She is currently Director of Strategic Planning and Evaluation for Tuscaloosa City Schools.

University of Alabama: Ms. Branch's contributions to preparing aspiring school leaders include leading a partnership with educational leadership faculty from the University of Alabama, where aspiring school leaders participate in a FILA focused on developing a pool of highly trained individuals prepared to move into assistant principal positions. Year 1 of the academy recently concluded with a celebratory event honoring 12 program completers. A second FILA cohort would begin the 18-month program in April. Ms. Branch also has been highly involved in the planning and implementation of the Aspiring Leader Professional Development sessions offered twice annually through the Council of Leaders of Alabama Schools (CLAS). CLAS is the premier organization in the state offering professional development to aspiring and current school leaders. More than 80 aspiring leaders across Alabama participated in the sessions. Ms. Branch's involvement and contributions to these activities are critical to their success.

Donnell Cannon, MSA
Principal, Edgecombe County (NC) Public Schools

Donnell Cannon was born and raised in Richmond, Virginia. He earned his Bachelor of Arts in History at Norfolk State University. During his tenure at Norfolk, he was awarded the 2011-12 Bettie F. Williams Tri-Campus, City of Virginia Beach "Volunteer of the Year" Award, and founded the "Won Day" mentorship program. This program aims to instill principles, such as integrity, responsibility, respect and scholarship in students, so they become "can-do and will-try" productive citizens. Cannon joined Teach For America in 2012 as an Eastern North Carolina Corps Member, where he taught social studies at Weldon Middle School and earned his teaching credentials through the alternative licensure program at East Carolina University. He served as grade-level department chair, lead teacher, and School Improvement Team representative for 3 consecutive years. Also, Cannon served as the program coordinator for the Children's Defense Fund's Rocky Mount Freedom School site 2014-16. During this time, Cannon completed his Master of School Administration degree at North Carolina State University through a fully funded fellowship in the Northeast Leadership Academy, a program that won the top principal preparation program in the U.S. Donnell has been the Principal of North Edgecombe High School since 2016. He has made a significant investment in recruiting talent and growing human capital at North Edgecombe High. He has sought out cutting-edge solutions to today's greatest challenges in education, piloted promising ideas, and scaled strategies that work. North Edgecombe has doubled their proficiency in the 1st year of Cannon's principalship. Cannon serves on the district design team for Opportunity Culture, an initiative to reimagine public education. Cannon also serves on the ECPS Transcend School Redesign team.

North Carolina State University: Donnell Cannon is an alum of North Carolina State University's Northeast Leadership Academy (NELA). Donnell continues to give back to NELA as he presents at NELA professional development sessions. He also participates on numerous statewide principal preparation, educational leadership, and policy initiatives.

Scott Cole, MA
Executive Director of Elementary Education, Allentown (PA) School District

Scott Cole currently serves as Executive Director of Elementary Education for the Allentown School District in Pennsylvania. He has worked in the Allentown School District for 15 years serving as a classroom teacher, school leader, and now central administrative leadership. He previously served as acting director of operations. Mr. Cole received a bachelor's degree in Elementary Education and Teaching from Kutztown University and his master's

degree in Educational Leadership at Lehigh University. His exemplary leadership as a principal at McKinley Elementary School was recognized by both the Allentown School District and the United Way of the Greater Lehigh Valley. He served as a mentor leader to other aspiring community schools and created a strong positive culture in his building among faculty, staff, and students. Currently, Mr. Cole acts a liaison between Lehigh University and the Allentown School District, mentoring aspiring principals through a unique partnership program. Mr. Cole is an experienced leader with a demonstrated history of working in the primary/secondary education industry. He is skilled in data-driven instruction, educational research, change management, mentoring, fundraising, and professional development. Mr. Cole is also currently pursuing a Doctor of Education focused in Educational Leadership and Administration from Lehigh University.

Lehigh University: Mr. Scott Cole mentors several aspiring principal leaders in the Allentown School District. In addition, he mentors students within the doctoral and master's programs at Lehigh University and exemplifies leadership excellence.

Rick Cruz, PhD
Chief Strategy and Innovation Officer, Houston (TX) Independent School District

Dr. Cruz left a career in the private sector in 2008 to join Houston Independent School District (HISD) as a bilingual fifth-grade teacher, and twice he was named Teacher of the Year. He joined HISD's central leadership team in 2013 as an assistant superintendent over expansion of the EMERGE program, which he founded in 2010. The EMERGE program helps students from underserved communities attend and graduate from the nation's top colleges and universities. The program has grown from 14 students at one high school to more than 1,500 students across 45 high schools and 100 colleges across the country. Many participants have received full scholarships valued at more than $200,000 each, and more than 95% of EMERGE alumni have graduated from college or are on track to graduate within 4 years. Dr. Cruz also served as officer and chief officer of major projects before his current role as officer of college and career readiness. In all of these roles, Dr. Cruz has implemented district-wide initiatives focused on ensuring that all students graduate college and career ready. Under his leadership, HISD has seen significant gains in scholarship offers, PSAT/SAT participation and performance, students earning dual credit, and the completion of career and technical certifications and pathways. Cruz has raised more than $21 million in private funding to more than double the number of college advisors working in HISD and to support the district's broader efforts at preparing students for postsecondary success. Dr. Cruz graduated with honors from Yale University and earned a master's and a

doctorate in Educational Leadership and Policy from the University of Texas at Austin.

University of Houston: Dr. Cruz serves as an adjunct professor at the University of Houston where he teaches graduate courses to aspiring school leaders. He joined HISD's central leadership team in 2013 as an assistant superintendent over expansion of the EMERGE program, which he founded in 2010.

Wafa Deeb-Westervelt, EdD
Assistant Superintendent Curriculum, Instruction & Assessment, Port Washington (NY) Union Free School District

Dr. Wafa Deeb-Westervelt began her education in the United States when she emigrated at the age of 10, not speaking any English. Dr. Deeb-Westervelt is currently the assistant superintendent for curriculum, instruction, and assessment in the Port Washington School District but has held several other positions in her 32-year career in public education. She previously served as the assistant superintendent for curriculum and instruction in Freeport; director of literacy and Title I services for the Long Beach Public Schools; and director of research and academic intervention services, assistant principal, and teacher in the Uniondale School District. Dr. Deeb-Westervelt is the coauthor of two books: *Data Talk: Creating Teacher and Administrator Partnerships Around Data,* and *Diving Into Data: The Key to Improving Instruction for 21st Century Education Leaders,* which she published with Dr. Kenneth Forman from Stony Brook University. She also published several articles and a poem. Dr. Deeb-Westervelt has presented at numerous local, state, and national conferences on a range of topics, including culturally responsive education, effective strategies for English language learners, Common Core Standards, and data-driven decision making.

Dr. Deeb-Westervelt received the Distinguished Service Award from Long Island University, Post campus, Phi Delta Kappa (2018) and was named Administrator of the Year by the Nassau Counselors' Association in 2016. The New York State Council of School Superintendents awarded her the Raymond R. Delaney Scholarship Award in recognition of her professional contributions. She was also a semifinalist for the Outstanding Young Educator Award, presented by the Association for Supervision and Curriculum Development. Dr. Deeb-Westervelt received her BS and MA from Adelphi University and her administrative certification, Professional Diploma, and doctorate from Hofstra University. Dr. Deeb-Westervelt held various position for the Nassau Association for the Development of Curriculum Professionals, including president 2016-18.

Hofstra University: As adjunct professor, she identified and mentored/coached two minority candidates as part of the program's diversity initiative. One Egyptian man and one Black woman achieved

career success currently as an assistant superintendent for business and an assistant superintendent for curriculum in high-needs school districts. They both identify her stewardship as significant factors in their success.

Fred Dierksen, EdD
Superintendent, Dodge City (KS) Public Schools

Dr. Fred Dierksen's tenure as superintendent of Dodge City Public Schools began in July 2017. Dr. Dierksen obtained his postsecondary education from Sterling College, Fort Hays State University, and received his doctorate in Educational Administration from Wichita State University. His first teaching position was in Jetmore, Kansas, where he was quickly promoted to principal, later to principal of Sterling Grade School, where he transitioned to superintendent of Sterling Public Schools. While in Sterling, Kansas, he expanded programs and grant funding to support ongoing learning for pre-K students through K-12. As an active community member, Dr. Dierksen has served on numerous boards and advisory councils, most recently serving on the Governor's Council of Education and as chair-elect for the Council of Superintendents for the Kansas State Department of Education. He has received many honors, including SCKMEA Administrator of the Year 2015. Relationships and connections are vital to Dr. Dierksen. He believes "Every Encounter Is Important," and that is how he rates the success of each day. His leadership focus is on literacy proficiency for all students. Dr. Dierksen and his wife, Susan, have five grown children. They enjoy traveling, skiing, and cruising in their 1959 Fiat.

Kansas State University: USD #457 (Garden City Public Schools) and #443 (Dodge City Public Schools) are guided by two visionary superintendents, Dr. Steve Karlin and Dr. Fred Dierksen, who work together to support the Dodge City/Garden City Education Leadership Academy. This innovative partnership brings teacher leaders together from two western Kansas districts to collaborate and learn with each other in a 2-year Master's in Educational Leadership program. This program serves as a pipeline for excellence in leadership preparation for each of their school districts and values the unique contributions of both districts in this partnership under the leadership provided by Drs. Karlin and Dierksen.

Stephanie Elizalde, EdD
Chief Schools Officer, Dallas (TX) Independent School District

Dr. Stephanie Elizalde joined Dallas ISD when she was selected to serve as the director of mathematics in the division of Teaching and Learning in June 2011. Prior to her current appointment as chief schools officer, Dr. Elizalde served in a variety of positions including teacher, assistant principal, principal, director, executive director, assistant superintendent, and

deputy chief. With a focus on equity and excellence in education for ALL students, Elizalde has served in diverse school systems from small to large urban settings including Southwest ISD, San Antonio ISD, and Dallas ISD. Dr. Elizalde understands that campus leadership is the key to transformative change and has a significant impact on student learning. Under her leadership, Dallas ISD developed a program for aspiring leaders focused on coaching with targeted feedback that has produced quality campus principals across the district. She believes that the journey of self-improvement never ends, and the development of these programs to grow leaders across Dallas ISD reflects her commitment. She has continued to mentor aspiring principals and district leaders throughout her career. Dr. Elizalde's recognitions include being named one of four Greater Dallas Hispanic Chamber of Commerce Outstanding Hispanics in Education for 2014 and a recognition in 2016 by the Dallas Morning News as a Point Person for her work in the community. She was awarded the University of Texas at Austin Dr. Nolan Estes Leadership Ascension Award in 2012, 2014, 2015, and 2017 and awarded a Presidential Medal by Ana G. Mendez University. She currently serves on the University of Texas Advisory Council for the Texas Principal Leadership Academy and Cooperative Superintendency Program. Dr. Elizalde is a third-generation public school educator following in her grandmother's and father's footsteps. She earned her Bachelor of Science in Biology and a Master of Arts in Educational Leadership and holds a doctorate in Educational Leadership and Policy from the University of Texas at Austin.

University of Texas at Austin: Dr. Elizalde has worked closely with the faculty in the Department of Educational Leadership and Policy to create and sustain a principal residency program with the Dallas ISD. The residency is partially funded by Dallas ISD and provides a cohort of 6–10 graduate students the opportunity to attend courses at the University of Texas at Austin and work full time as an administrative intern under the mentorship of an effective principal.

Patty Escobedo, EdD
Executive Director Pupil Services, Southwest Independent School District, San Antonio, TX

Dr. Patty Escobedo is a native of San Antonio and a graduate of Thomas Jefferson High School. Dr. Escobedo's collegiate studies began at San Antonio College, followed by many years at the University of Texas at San Antonio, where she earned her Bachelor of Arts, Master of Arts in Education, Doctor of Education in Educational Leadership and Policy Studies, as well as her Superintendency certification. Patty is a proud orange and blue Roadrunner through and through! Patty's call to serve as a public educator began 30 years ago in the Southwest Independent School District, where she taught third- and fourth-grade bilingual

students and general education and served as assistant principal at Southwest Elementary and Big Country Elementary. Principalship positions included Kriewald Road Elementary and Scobee Junior High. District leadership positions include director of elementary education, director of accountability, executive director of PEIMS, executive director of pupil services, and currently executive director of student outreach and community services, where she is developing the first PreK4All program in a public school district in San Antonio. Dr. Escobedo serves as an adjunct professor at the University of Texas at San Antonio in the Department of Educational Leadership and Policy Studies with the Urban School Leaders Collaborative and with students in the Roadrunner Cohorts. Patty is married to Rene Escobedo; they have one daughter, Victoria, and currently three dogs. Their family of four-legged friends has ranged from two to seven as they take in stray dogs that need a loving home.

University of Texas at San Antonio: Dr. Patty Escobedo has taught as an adjunct professor in our master's program in educational leadership for aspiring school leaders along with our superintendency program. She goes above and beyond to help us, from attending departmental events to finding internship placements for our students. Patty also has assisted in running principal certificate related standardized test trainings for our students, typically done without any monetary compensation. We can always rely on Patty for support and assistance in promoting the mission of our department.

Carla Harting, PhD
Superintendent (Retired), Wyandotte (MI) Public Schools

Dr. Carla Harting is the program coordinator and lecturer in the Educational Leadership and Policy Studies program at Wayne State University. Her background includes 42 years in public education. She worked as a special education teacher, teacher consultant, and director of special education and retired from public education after completing her career as superintendent of Wyandotte Public Schools. Her focus includes working with both general and special education administrators to gain certification and approval.

Wayne State University: Dr. Carla Harting is currently a lecturer and program coordinator in educational leadership and policy studies at Wayne State University. She is the advisor of record for all master's and education specialist students. She created and supports the students in our new cohort-based doctoral program, which has been critical in increasing our enrollment and strengthening the preparation of students, leading to more on-time completions of degree.

Matt Hill, EdD
Superintendent of Schools, Burbank (CA) Unified School District

Dr. Matt Hill has been the superintendent of the Burbank Unified School District since 2015. Previously he was the chief strategy officer for the Los Angeles Unified School District. Hill has also worked as the executive officer for strategic projects for the Oakland Unified School District. Previously, Hill worked for Accenture. He holds a doctorate in Educational Leadership for Social Justice from Loyola Marymount University, an Master's of Business Administration from the UCLA Anderson School of Management, and a Bachelor of Science in Business Administration from the University of North Carolina. Dr. Hill is a member of the Burbank Noon Rotary Club. Hill currently serves on the Board of Directors for Leadership Burbank and previously served on the Board of Directors for GreatSchools, the Children's Council of San Francisco, and the Association for Education Finance and Policy. He was an advisory board member for the Surge Institute. He is married and has two sons.

Loyola Marymount University: Dr. Hill is a fierce advocate for developing school leaders at the Burbank Unified School District. Among his many years of supporting the development of educational leaders, he initiated a successful, aspiring administrator program. Dr. Hill has also served as a part-time instructor at Loyola Marymount University. He has taught courses in the Department of Educational Leadership and Administration in support of our doctoral students in the EdD for Educational Leadership for Social Justice.

Steve Karlin, EdD
Superintendent, Garden City (KS) Public School, Unified School District 457

Dr. Steve Karlin has been with Garden City Public Schools USD 457 for 32 years, serving the last 5 as the district's superintendent. Prior to being a superintendent, Dr. Karlin served the school district as a teacher, coach, technology coordinator, and deputy superintendent. He leads a team of education professionals in a district widely recognized for its responsiveness and innovation in working with a diverse population. Dr. Karlin graduated from the University of Wyoming with a Bachelor of Science in Secondary Science Education in 1988. He earned his Master of Science in Secondary Education from Kansas State University in 1994. In 1998, he received his Building Leadership Endorsement from Fort Hays State University, earning his doctorate in Educational Administration and Leadership from Kansas State University in 2005. Dr. Karlin continues his passion for the classroom by teaching undergraduate and graduate college courses, as an adjunct faculty member, for

Newman University, Fort Hays State University, and Kansas State University. Dr. Karlin has served on several local boards and committees including YMCA, Boy Scouts, Rotary Club, Chamber of Commerce, and Garden City Information Technologies Cooperative. At the state level, he is currently a board member for the Kansas School Superintendents Association, the chairperson of the KSSA Legislative Affairs committee, a member of the Kansas Education Leadership Institute Advisory committee, on the Kansas/Missouri Superintendent Leadership Forum Board of Directors, and a member of the Kansas Governor's Council on Education. In his role leading a world-class Kansas school district, Dr. Karlin works with other community organizations and community leaders to help Garden City and Finney County recruit new business, increase the local workforce, and develop new community options for childcare and housing.

Kansas State University: USD #457 (Garden City Public Schools) and #443 (Dodge City Public Schools) are guided by two visionary superintendents, Dr. Steve Karlin and Dr. Fred Dierksen, who work together to support the Dodge City/Garden City Education Leadership Academy. This innovative partnership brings teacher leaders together from two western Kansas districts to collaborate and learn with each other in a 2-year master's in Educational Leadership program. This program serves as a pipeline for excellence in leadership preparation for each of their school districts and values the unique contributions of both districts in this partnership under the leadership provided by Drs. Karlin and Dierksen.

John Mehaffey, PhD
Headmaster, Lakeside School, Eufaula, AL

Dr. John Mehaffey is a practicing K-12 school leader who has been a private school administrator for more than 15 years. He began his career as a teacher and is now serving as a headmaster at Lakeside Private School. He has served as assistant principal, principal, and headmaster in other private schools in Alabama. Dr. Mehaffey has been a supporter of the Auburn University Educational Leadership Program and has served as a member of faculty search committees and the Advisory Council. He believes strongly in the power of community and supports teachers, students and families tirelessly.

Auburn University: Dr. Mehaffey is an active member of the Advisory Council, which meets several times a year to offer expert advice on the design, development, implementation, evaluation, maintenance, and revision of the program's curriculum. Congruent to his interest of program development, Dr. Mehaffey has volunteered to serve on the faculty hiring committee.

Danny Osborne, MEd
Superintendent, Carroll County School District, Carrollton, KY

Superintendent Danny Osborne has 19 years of experience as an educator in Kentucky, beginning his career as a special education teacher in Pike County Schools. Superintendent Osborne has served in various educational leadership roles at the building, district, and state levels, including principal of Virgie Middle School (2004-10), principal of Owen County High School (2010-12), Owen County director of instructional support services (2012), and education recovery leader for the Kentucky Department of Education (2012-18). In May 2018, the Carroll County Board of Education named Osborne superintendent of Carroll County Schools, a rural school district in northern Kentucky that serves approximately 1,900 students. Superintendent Osborne was integral in collaborating with the University of Louisville's principal preparation program, local business leaders, and fellow superintendents from within the Ohio Valley Educational Cooperative (OVEC) to establish the North OVEC cohort, a blended graduate degree program in educational leadership for students from Carroll County and neighboring districts. The program seeks to supply high-quality building-level leaders in rural schools. Superintendent Osborne was key to securing financial and logistical supports for the program, including $50,000 in tuition support from local businesses, no-interest educational loans, and $50,000 matching funds from the school board. As a result, students received two-thirds tuition coverage for enrolling in the leadership cohort. In addition to recruiting challenges, Superintendent Osborne faced personal challenges. In April 2019, he was involved in a serious automobile accident, resulting in a broken hip, knee, and ankle. Regretfully, doctors had to amputate one of his lower legs. In spite of these challenges, Superintendent Osborne ensured the on-time start of the North OVEC cohort in Carroll County in August 2019. The cohort of students will graduate in spring 2021.

University of Louisville: Superintendent Danny Osborne's dedication ensured the delivery of a high-quality leadership preparation program within his community that supports succession planning and addresses the severe shortage of high-quality school leaders in his district and region.

Gary Prest, EdD
Director of Administrative Licensure, University of Minnesota, Minneapolis

Dr. Gary Prest serves the University of Minnesota and the broader K-12 leadership community in many ways. He is the director of administrative licensure, cocoordinator of the Educational Policy and Leadership graduate programs, and codirector of the Urban Leadership Academy. In each of these roles, he is focused on the development of K-12 school and system leaders. Prior to coming to the university, Dr. Prest served Minnesota as an educator at all levels, as an elementary classroom teacher, a principal, assistant superintendent, and the superintendent of the Bloomington Public Schools for a decade, where in 2006, he was awarded one of the profession's highest honors, Superintendent of the Year. Dr. Prest has not only grown and diversified the administrative licensure program at the University of Minnesota, but also implemented a principal residency program with the Minneapolis Public Schools, led the state's Board of School Administrator's redesign of administrative rule regarding licensing standards, advised countless principal and superintendent candidates, and coadvised and sat on committees for numerous doctoral candidates.

University of Minnesota: Dr. Prest, who earned his bachelor's, master's, and doctoral degrees at the University of Minnesota, returned to his alma mater following a distinguished career as a school leader, including Superintendent of the Year, to lead the Administrative Licensure and Leadership Program. Under Dr. Prest's leadership, the program has grown in size and reach, making our program the most robust and diverse (race and gender) in the state, where there are 13 other licensing institutions. In his 5 years leading the program, he has reestablished the University of Minnesota as the premier institution for K-12 Administrative License in Minnesota.

Thomas Taylor, EdD
Deputy Superintendent, Chesterfield County (VA) Public Schools

Thomas W. Taylor, EdD, MBA, is an award-winning teacher, leader, and scholar. Dr. Taylor is the deputy superintendent of the 67th largest school system in America and fifth largest in Virginia (Chesterfield). He has served in leadership positions in a range of small, large, rural, suburban, and urban school districts in Virginia, including Chesapeake, Virginia Beach, Charlottesville, Middlesex County, and Chesterfield County. He was named the Administrator of the Year in Chesterfield County Public Schools. He has received repeated recognition as a member of the College Board's Academic Honor Roll, underscoring the effectiveness of his strategies to reduce inequities within his district, his implementation of systemic approaches to large-scale change, and the power of his community engagement. His work is referenced in national publications, and he presents regularly at regional, state, and national conferences. He is a board member of several state and regional organizations.

University of Virginia: Dr. Taylor is an active, leading member of the University of Virginia's K12 Advisory Council. Dr. Taylor is also a leading member of the Curry School of Education's adjunct faculty, having facilitated the growth and success of master's level cohorts in his district, in northern Virginia, and beyond.

David Vail, PhD
Superintendent, Miamisburg City Schools, OH

Dr. Vail has been an educator in Ohio for 38 years. He has served as a classroom teacher, coach, building assistant principal and principal, and superintendent. He was a superintendent of the Versailles Exempted Village Schools for 8 years and has been superintendent of the Miamisburg City Schools for 8 years. He was awarded the Ohio School Boards Association Southwest Region Outstanding Superintendent award in 2017. He received his Bachelor of Science from Wright State University, his Master of Science from the University of Dayton, and his Doctor of Philosophy in Educational Leadership from the University of Dayton. Dave is currently a member of a variety of professional organizations, including the American Association of School Administrators, Buckeye Association of School Administrators, the Dayton Area Superintendent's Association, and the Ohio School Boards Association. He is also a valued member of several community organizations including the Miamisburg Rotary, the Miamisburg Merchants Association, the Miamisburg Economic Restructuring Committee, and the Dayton-Montgomery Count Scholarship Program where he serves as a Trustee. Dr. Vail has partnered with the University of Dayton and the Department of Educational Administration. David has had a rich and rewarding career in education and hopes to continue to contribute to the profession.

University of Dayton: Contributions to the University of Dayton and the Department of Educational Administration include serving as an outstanding, invaluable partner for the department, assisting us with the development of student cohorts, keeping us informed of trends in P-12 education, providing opportunities for department faculty in research, and most recently, serving as a valued adjunct instructor in our department.

James Wortman, EdD
Assistant Superintendent, Saint Marys Area (PA) School District

Dr. Wortman is the assistant superintendent of the Saint Marys Area School District in Saint Marys, Pennsylvania. He received his Bachelor of Science in Social Studies from Lock Haven University of Pennsylvania and his master's in Educational Administration and Supervision from Duquesne University. He earned his doctorate in Educational Leadership from Duquesne University, where his study—*The Utility of a Theoretical Framework of a Culture of Leadership*—was chosen for the Duquesne University Distinguished Dissertation Award of 2017. Prior to being named assistant superintendent, Dr. Wortman served as a middle school principal in the Kane Area School District 2003-06 and then as the middle school principal for the Saint Marys

Area School District for over 10 years overseeing a staff of 50 employees and a student body of 550 in Grades 6–8. Dr. Wortman has served for 20 years as an adjunct professor of Curriculum and Instruction at the master's level for Gannon University. Dr. Wortman has dedicated his life to nurturing, enriching, and preparing future and current educational leaders to better serve students, families, and teachers. He has been a PA Inspired Leadership Facilitator for 16 years. In this role he guides, directs, and supports the executive development of Pennsylvania's instructional leaders using the curriculum of the National Institute for School Leadership (NISL). He is also a national facilitator for NISL and has worked with school districts and leadership teams across the United States in that capacity. Dr. Wortman serves on the Alumni Advisory Board for the EdD in Educational Leadership at Duquesne University as well as a mentor for current doctoral students in the program.

Duquesne University: Dr. Wortman has served for 20 years as an adjunct professor of Educational Leadership for Gannon University, has been a PA Inspired Leadership Facilitator for 16 years for the state of Pennsylvania, and is a national facilitator for the NISL. His dissertation as a doctoral student was selected as Duquesne University's Distinguished Dissertation in 2017 and serves as a model of exceptional research in the social sciences as well documenting the scholarship of practice. He is a member of our EdD in Educational Leadership at Duquesne University Alumni Advisory Board and regularly presents topical seminars to current doctoral students, his most recent on authentic leadership. Dr. Wortman has served as a mentor for several EdD in Educational Leadership students, providing them with coaching and guidance as they develop leadership competencies benchmarking themselves against the Professional Standards for Educational Leaders.

Grad Student Column & Blog: Submissions Welcome

The **Graduate Student Column** explores a variety of topics and presents developing research to the UCEA graduate student community. The **Graduate Student Blog** is a discussion-oriented format encouraging conversation.

www.ucea.org/
graduate-student-blog/

Alyson Honsa
University of Washington

A career educator and Texas native, Dr. Angela Ward currently oversees the Austin Independent School District's focus on cultural proficiency and inclusiveness and restorative practices. According to a recent profile in *Education Week* (Blad, 2019),[1] "The aim [of Dr. Ward's work] is to build stronger relationships in classrooms and to lessen the use of exclusionary discipline, like suspensions, which are issued to black students at disproportionately high rates. That program recently won a $3.5 million federal grant, which will allow researchers to evaluate its effects" (para. 7). Dr. Ward is a graduate of Saint Edward's University, received her master's in Education Administration from Southwest Texas State, and earned her PhD in Curriculum and Instruction from the University of Texas at Austin, with a focus on cultural studies in education.

ALY HONSA: Thank you for your time, Dr. Ward. You're currently serving as the race equity administrative supervisor for the Austin Independent School District. What would you say are the core responsibilities of this role?

ANGELA WARD: I oversee cultural proficiency and inclusiveness. My core responsibilities are to assist our staff in understanding who they are, and how their individual ways of seeing and experiencing the world influence how they are able to support our students and our families. My staff and I create professional learning opportunities that allow our staff to dig into their own racial identity and their experiences. We invite them to understand how their background has shaped them into the person they are today. We create the opportunities for them to, through their own worldview, look at our systems, our processes, and our protocols that have been created in our school system and critique whether or not we are implementing the type of processes and programming that are designed for the success of all of our students.

HONSA: The term "equity" is used so frequently in education, and it's even part of the title of your role, but many people define equity differently. What does equity mean to you?

WARD: For me, we will have achieved equity when we can no longer predict failure based on a student's, a staff member's, or any person's social categories, be it race, sexual orientation, gender identity, gender expression, religion. The list goes on and on and on. Because right now you can predict failure based on many of those categories, and when you layer some of those categories on each other, you can predict the success of a student in our system and in education nationally.

HONSA: To what extent would you say your current job responsibilities align to this personal definition of equity?

WARD: It's what I do every day, I eat it, sleep it, breathe it, think it.

HONSA: What do you think contributes to such strong alignment between your definition of equity and the work you do in your current role?

WARD: Basically, I built the work, it didn't exist in our school district prior to 2010. We looked at our data and noticed that our teachers were largely White middle class, upper class in many cases, and our students were Black, Brown and lower socioeconomic. Alarmingly, our data was very disparate for Black and Brown students, specifically Black males. We were given the charge to help our staff develop diversity of thought as well as cultural proficiency. As we began, we were pushing our staff to think differently about their work. I had no clue what that looked like, what that sounded like. I did research on cultural proficiency and realized there was 30 years of research by people who work in education; they borrowed some of these ideas from the social services system. I really began to dig in and understand what it was, and it made sense that this is the work that we need to do, and this is how we should be doing it. My work aligns so well because I did all the research to figure out what we should be doing. And I worked with a group of staff and community members to frame what it should look like and what our charge should be as a district to address it.

HONSA: Districts across the country are beginning to establish chief equity officer roles. Sometimes there are different titles for this role, but they're focused on equity outcomes. Many districts are trying to figure out how to design these roles and what the core of the work should include. Based on your experience and knowing you helped design this role yourself, what advice would you give to district leaders who are working to construct these positions from the ground up?

WARD: I think they should do more than just post a position. They should really understand who they are as district leaders, first because a leader's disposition will greatly impact their will, skill, and passion to implement equity work in a meaningful and supportive way. I think district leaders should really understand what it means to do equity work. I think they should do their homework

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[1] Blad, E. (2019, February 20). Confronting and combatting bias in schools. *Education Week.* https://leaders.edweek.org/profile/angela-ward-supervisor-race-equity-programs-cultural-proficiency/

and talk to at least five different equity officers from five different school systems that are nothing alike to understand what goes into equity work. There are so many different ways to approach equity work. In my PhD studies I looked specifically at how to design and deliver professional learning. I think districts really need to understand their level of commitment, because when you bring in someone and their role is equity officer, you are giving them the permission to critique and to push the system to understand their role in student success from a very different lens than school systems are accustomed to.

HONSA: Are there any particular structures or supports you would advocate for districts to put in place so that roles like these can thrive?

WARD: They need staff, and they need a budget. You can't hire an equity officer without making sure that equity officer has a specific budget line item that includes staff and resources. You can't just provide a salary and benefits package. If there's never been an equity office, there needs to be an equity office. They need to be able to hire people who have a developed equity lens. You are bringing them into a system that does not have a developed equity lens if this is the first time you've hired someone. Part of my research was talking to urban school educators around the country who are doing this work. Some of us are equity officers; some of us are professional learning directors; some of us, like me, are like four levels below the superintendent. One key piece was, the ones who had the most success had a close relationship with the superintendent, or the relationship was reciprocal. It was a give and take, and the superintendent was learning with the equity officer, the superintendent knows the system, the equity officer knows equity. That give and take has to happen.

HONSA: Building off of that, what do you see as one or two of the main challenges to doing this type of equity work?

WARD: People want to do the work the way it's always been done because it's the easy route, and people are not accustomed to having dialogue about themselves in professional learning. There are two very key things that have to happen. You have to reflect critically on who you are and the decisions that you make if you're going to really do equity work. And you cannot maintain the status quo if you're going to really do equity work.

HONSA: What do you see as some of the key leverage points to helping people to both do inward reflection and change practice?

WARD: They have to see reflective practice modeled by senior leadership, and they have to find a personal connection to the why. If they don't know why they're doing it, they're less likely to do it. And the why has to connect to their daily work or at the very least for me, my daily life. My children are my why. My husband is my why. Because I want to make sure that I am creating the opportunities for other people's children to have access to quality, identity-safe educational spaces.

HONSA: Are there any policies either within your district or within your state that you believe have supported your work?

WARD: Our district approved the recommendation to ban suspensions in prekindergarten through second grade, and our state followed suit and added third grade statewide. So now the state of Texas no longer allows suspensions for students prekindergarten through Grade 3. It has pushed our schools to begin to look at different ways of engaging students.

Another one is that Austin ISD's antiharassment policy includes gender expression and gender identity. That is a decision we made, I think it was around 2015, because we noticed that overwhelmingly the students who are attempting and being successful with suicide were largely LGBTQIA+ students, and we didn't have the protections in place that could possibly began to shift the way that they were experiencing our schools.

So those are some policies that give us permission to push staff. What I find is when we start having these conversations with teachers, I've heard them say, "Well, my principal won't allow me" or "I try, and the principal won't," and then I pull up the policy. Our school board says it is your job and your principal's job, so that's a problem. The policy allows us to do what's right for children. If you want to have something happen in a system that focuses on equity and it's not in the policy, it's going to be very hard to shift the system. Your policy has to match your words to create space for equitable action.

HONSA: And on the flip side of that question, are there any policies within your district or your state that you believe have served as barriers to your work?

WARD: This summer our state enacted a law that mandates a student be sent to an alternative discipline placement if they harass a teacher. The law gives the teacher legal authority to complain about a student and push them out of school. Now, teachers didn't need a policy to complain about students, but now they have a law backing them up. Because our systems are not equitable, those types of laws and policies disproportionately impact students who don't look like our teachers. Around 80% of our teachers are White and middle class. Experience with our staff tells me these same teachers don't necessarily have experiences living and engaging with students who are Black, Brown, Indigenous and some poor.

HONSA: Based on your experiences and your leadership practices, are there any particular policy reforms you'd really advocate?

WARD: I would advocate for specific professional learning that requires an educator to understand the sociohistorical impacts of race on their jobs. And so I would require it for all district staff, from the superintendent to the bus driver.

Understanding the racialized history of your schools, your school district, and the city around it should be required for anyone working in a school district. It should not be something that surprises people. My office developed a historical timeline of our district and our city including all the legal maneuvers that were done in our city to make it look the way it does. That timeline was included in required learning for the 10 principals who are a part of our culturally responsive restorative practices grant. Although what we shared is public record and public knowledge, they didn't know any of it. They're working in schools on the side of town that was gravely impacted by those legal decisions made by city leaders in Austin, Texas.

HONSA: Thank you for sharing so much about your leadership for equity.

Call for Nominations:
2020 Exemplary Educational Leadership Preparation (EELP) Award

Intent to Apply Due Monday, April 27, 2020
Deadline to Submit Materials: Friday, June 26, 2020

The Award

Quality leadership preparation is essential to quality leadership practice. Research reveals an important relationship between preparation and leaders' career outcomes, practices, and school improvement efforts. Exemplary/effective university-based programs evidence a range of program features that collectively contribute to robust leadership preparation. To celebrate exemplary programs as well as to cultivate a group of exemplary programs that model and can help to catalyze and support ongoing program improvement in other universities, UCEA has established the Exemplary Educational Leadership Preparation (EELP) Award. This award complements UCEA's core mission to advance the preparation and practice of educational leaders for the benefit of all children and schools.

Leadership educators are invited to nominate their programs for recognition at the 2020 UCEA Convention. The program or programs (up to three) determined most worthy of recognition will receive a cash award, an engraved plaque, and recognition in multiple UCEA publications. In addition, the award-winning program(s) will be recognized at a session during the UCEA Convention, on the UCEA website, and through a case-study publication. Award-winning programs/faculty are likely to be tapped by UCEA at various junctures to serve as models and illustrations for other preparation programs or faculty teams engaged in ongoing program improvement.

This award will be made to programs within colleges, schools, and departments of education. For example, university-based programs preparing leaders to lead in elementary, middle, or high schools or programs focusing on the development of district-level leadership are eligible for recognition. More than one program within a department, school, or college of education may apply.

Award Criteria

Applications will be judged on the extent to which the programs are (a) aligned with research and scholarship about exemplary and effective leadership preparation and (b) have evidence of program effectiveness and impact. Although the 2012 research-based document titled *UCEA Institutional and Program Quality Criteria* provides an accounting of features, content, and experiences associated with effective leadership preparation, more recent empirical and scholarly literature on effective and exemplary leadership preparation provides additional insights about important dimensions of these criteria that are considered as programs are reviewed for this award. *The Handbook of Research on the Education of School Leaders* (2nd ed., Young & Crow, 2016) is one such source of more recent information.

The Procedure

For the full set of award criteria and instructions, please visit

www.ucea.org/opportunities/exemplary-university-based-educational-leadership-preparation/

Step 1: Read through the award criteria and instructions. View the 2020 **EELP Award Rubric**

Step 2: Submit a statement of intent to apply (through the link above) by Monday, April 27, 2020. Upon receipt of a program's intent to submit an Award Application, the program contact will be invited to an Award Dropbox Folder where program application materials should be deposited.

Step 3: Review recent empirical and scholarly literature on exemplary/effective leadership preparation and review program information associated with prior EELP award-winning programs. This information will help your program to deepen its understanding of exemplary/effective principal preparation and things to "look for" when completing a self-assessment of your program. Use the **UCEA Institutional and Program Quality Criteria** (http://3fl71l2qoj4l3y6ep2tqpwra.wpengine. netdna-cdn.com/wp-content/uploads/2014/07/UCEAProgramCriteria.pdf) to identify potential sources of evidence to self-evaluate the extent to which your program meets the 2020 **EELP Award Rubric** criteria.

Step 4: Fill out an **EELP Cover Sheet**.

Step 5: Prepare Parts I–V of the Award Application as described at the above URL. Please note: We encourage all programs to carefully craft Parts I, III, and IV of your Award Application for the purpose of this award submission. If your program pulls existing documents/text not expressly written for this application, it is likely that the strengths of your program will not be effectively made visible to award review readers.

- **Part I: Program Description:** The program description should draw upon the *UCEA Institutional and Program Criteria* and more recent literature on effective/exemplary leadership preparation and align with the EELP Award Rubric. It should be no more than 25 pages. We strongly encourage you to use subheadings for a discussion of each award criterion. **We strongly encourage you to provide evidence (strategic use of key/high-value evidence sources to be included either in an appendix or via hot links) to support claims made in this portion of your application submission.**

- **Part II: Course Content**: Please provide syllabi for core courses in the program. Please provide a brief written description of how and by whom syllabi are created (generally) and this assortment of syllabi specifically.

- **Part III: Field Work**: Please provide a narrative that describes/elaborates the field work experience that students encounter. This should reveal (a) key clinical work tasks and/or requirements, (b) all field-based developmental supports (e.g., mentoring/coaching/supervision), (c) key tools/routines/documents that support and systematize the field experience, and (d) any clinical assessments that students complete or that track student development over the course of the clinical experience. **We discourage the submission of an assortment of existing documents without a narrative that explains/ elaborates submitted artifacts**.

- **Part IV: Program Effectiveness and Impact**: Evidence of program effectiveness and impact can include such things as (a) program participant program quality feedback (e.g. individual course evaluations by year for multiple years, focus group/ interview/survey results regarding the quality of courses/clinical experience); (b) first-attempt passage rates on state leadership licensure exams; (c) job placement statistics for program graduates following preparation by role and timeline to role; (d) key findings from follow-up studies of program graduates (e.g., focus groups, interviews, surveys); (e) analysis of a variety of data sources about the leadership practices (quality of practices) of program graduates who are leaders (e.g., INSPIRE practice, INSPIRE 360, aggregate principal evaluation ratings by principal supervisors); (f) analysis of a variety of data sources about organizational, instructional and/or student learning outcomes of schools led by program graduates (e.g. CALL, Five Essentials); and (g) a summary of accreditation evaluations and reviews. Please be sure to share information about the timeframe of these data (when were they were collected) and discuss in detail how these data are used by the program. Please do not exceed 10 pages of evidence..

- **Part V: Faculty Vitae**: Please provide a curriculum vitae for each faculty member who participates in the delivery of the program. Please specify in detail this person's actual contributions to the program during each of the last 2 years.

Step 6: Prepare Parts I-V of the application and save each part as a separate PDF file. Be sure all file names correspond to the applicable part, for example: Part.I.ProgramDescription.pdf. Submit the Cover Sheet and Parts I-V by depositing them in the Dropbox noted in the explanation for Step 2 above.

Please email mar5q@virginia.edu or call (434) 297-7896 with questions.

Please Note: All materials must be submitted by Friday, June 26, 2020.

Previous UCEA EELP Award Winners

2019   University of Washington Danforth Educational Leadership Program

2016   University of Washington Leadership for Learning Program

2014   University of Denver Ritchie Program for School Leaders & Executive Leadership for Successful Schools; North Carolina State University Northeast Leadership Academy

2013   University of Illinois at Chicago, EdD in Urban Education Leadership; University of Texas at San Antonio, Urban School Leaders Collaborative

THE 34TH ANNUAL UCEA CONVENTION

Re/Building Home: Coloniality, Belonging, and Educational Leadership

Nov. 17-19, 2020

The Executive Committee is pleased to announce that the 34th annual UCEA Convention is gong virtual! See our revised Call for Proposals. The UCEA Executive Committee deliberated the costs and benefits of hosting our annual face-to-face convention in Puerto Rico in light of the COVID-19 pandemic, its fiscal impact on university budgets, and the feasibility of our membership to travel in November. We closely monitored CDC announcements, governor-issued shelter-in-place orders, and workplace restrictions in both the U.S. and Puerto Rico. We also sought feedback from our membership about the outlook for the fall semester. After considering all of these factors and the survey feedback by UCEA members, we have opted for a virtual convention.

The 34th annual UCEA Convention will be held November 17-19, 2020, with a few pre- and postconvention sessions during the month of November. The purpose of the 2020 UCEA Convention is to collaboratively engage participants in discussions about research, policy, practice and preparation in the field of education with a specific focus on educational leadership. We are excited by the possibilities that a virtual meeting can provide and look forward to developing innovative ways of sharing research, getting/giving feedback, networking, connecting, and strengthening our community. Members of the 2020 Convention Program Committee include Bill Black (University of South Florida), Yanira Oliveras Ortiz (The University of Texas at Tyler), Rosa L. Rivera-McCutchen (Lehman College CUNY), and James Wright (San Diego State University).

The 34th Annual UCEA Convention theme, *Re/Building Home: Coloniality, Belonging, and Educational Leadership,* aims to highlight critical discourses around knowledge production and the control of knowledge. Additionally, the theme highlights concepts of belonging relative to our institutional, disciplinary, and personal homes—nations, ethnicities, and identities—and these relationships within educational leadership. "Home" is a term commonly evoked in popular discourse as well as conceptualized in a wide range of academic fields—including refugee studies, borderlands studies, sociology, anthropology, and across the humanities. Whereas home is often represented as an inhabited physical or geographical space, home is also a historically informed social landscape. As recent events remind us, home is always being rebuilt. How might we best (re)consider home as we live and work within walls we call home during a pandemic? How do we best (re)consider home during a time of escalating state-led violence and anti-Blackness? How might we best consider responsibilities of privileged members of our community to be accountable for building home? This year's UCEA theme asks us to consider how we might best belong together in meaningful and replenishing ways, whether in solidarity or agitation, as we critically examine and re/build our academic, institutional, and personal homes.

The virtual convention represents a new opportunity to consider innovative ways to sustain and enhance a sense of belonging to a UCEA community-particularly when we are often more isolated in our literal "homes" and exhausted from the events of the year. As we reflect on UCEA as home, how do we belong together and adapt our research, preparation, and policy advocacy to new leadership challenges in 2020, including our response to the deadly persistence of violence against Black communities woven into our national and institutional identities? How might we respond to challenges of a pandemic with its inequitable impact on communities of color? How do university and district leadership programs respond in a virtual environment that is likely to include fewer resources?

As the convention pivots to an online format, we are introducing different session types that better align with a virtual convention format. UCEA 2020 will emphasize opportunities for feedback and discussion of presentations through Digital Discussants and interactive asynchronous online discussion formats (see revised Call for Proposals). *Asynchronous Research/Inquiry Presentations* (precorded/on-demand) is for emerging research. *Synchronous Research/Inquiry Presentations* (live) will report completed research or conceptual frameeworks. These presentations will be scheduled during the 3 days of the convention and will be facilitated by Digital Discussants. Previously utilized formats of Individual Papers, Symposia, and International Community Building Sessions may lend themselves well to this format. *Conversations on Critical Issues* stimulate informal, lively discussions around a series of provocative questions or research in process (again, either aysynchronous or synchronous). Given the shifts and upheavals in 2020, these sessions lend themselves well to discussions of quickly emerging phenomena, including sessions focused on protests and strategic actions, "pandemic pedagogy" with opportunities to workshop virtual syllabi, as well as program coordination and faculty governance.

ucea2020

UCEA Virtual Convention 2020
Call for Proposals (Revised)
"Re/Building Home: Coloniality, Belonging, and Educational Leadership"

I. General Information

We are pleased to announce that the 34th annual UCEA Convention is going virtual! This year's Convention will incorporate innovations in session format and delivery. The program will include both pre-recorded, asynchronous sessions as well as live, synchronous sessions. The Convention will be held from **November 17-19**, **2020** with a few pre- and postconvention sessions during the month of November. The purpose of the 2020 UCEA Convention is to engage participants in discussions about research, policy, practice, and preparation in the field of education with a specific focus on educational leadership. Members of the 2020 Convention Program Committee include Bill Black (University of South Florida), Yanira Oliveras Ortiz (University of Texas at Tyler), Rosa L. Rivera-McCutchen (Lehman College CUNY), and James Wright (San Diego State University).

II. UCEA Convention Theme

The 34th Annual UCEA Convention theme, Re/Building Home: Coloniality, Belonging, and Educational Leadership, aims to highlight critical discourses around knowledge production and the control of knowledge. Additionally, the theme highlights concepts of belonging relative to our institutional, disciplinary, and personal homes—nations, ethnicities, and identities—and these relationships within educational leadership.

"Home" is a term commonly evoked in popular discourse as well as conceptualized in a wide range of academic fields–including refugee studies, borderlands studies, sociology, anthropology, and across the humanities. Whereas home is often represented as an inhabited physical or geographical space, home is also a historically informed social landscape. It is constructed as relational, familiar, and meaningful. As recent events clearly remind us, home is always being rebuilt and is inevitably unfixed (Massey, 1994). We may belong to relational, multidimensional, and dynamic spaces we call home that are historical and material, yet concomitantly present and subjective. Conceptualized as a social archipelago of community, cultural identity, and belonging, individuals often negotiate tensions in re/building home in dynamic and fluid ways. As Anzaldúa (1987) reflected, home is with/in across physical and existential borderlands: "I am a turtle, I carry 'home' on my back." Home is a contested and multidimensional space imbued with spiritual and existential meaning, as it is intertwined with ideas of identity and belonging (Perez Murcia, 2019).

How might we best (re)consider home as we live and work within walls we call home during a pandemic? How do we best (re)consider home during a time of escalating state-led violence and anti-Blackness? How might we best consider responsibilities of privileged members of our community to be accountable for building home? This year's UCEA theme asks us to consider how we might best belong together in meaningful and replenishing ways, whether in solidarity or agitation, as we critically examine and re/build our academic, institutional, and personal homes.

Coloniality refers to knowledge and the control of knowledge, which resulted from colonialism and which continue to racialize and hierarchize various non-White groups and cultures (Ayala & Ramirez, 2019; Mignolo & Walsh, 2018). In spite of this legacy of trauma, historically minoritized and marginalized peoples have found creative ways to reimagine and re/build home. Coloniality is differentiated from colonialism, as coloniality seeks to go well beyond the historical patterns of colonial administration. Coloniality is a perspective that identifies the global imposition and hegemony of Eurocentrism, which emerged with the expansion of European colonial dominance (Quijano & Ennis, 2000). Mignolo and Walsh (2018) consider coloniality shorthand for complex systems of control and management by Westerners and Eurocentrists who position themselves as guided by a totality of self-generated knowledge. This knowledge can then in turn be used to measure and value non-White or non-Western knowledge and epistemologies.

When taken holistically, the conference theme aims to purposefully elevate educational leadership discussions around coloniality, and belonging, in spaces we consider home from the perspective of decoloniality. Decoloniality is differentiated from decolonization, as you cannot "take" knowledge in the same way as the state was "taken" by armies during the Cold War (Mignolo & Walsh, 2018). The goal of decoloniality is epistemic reconstitution—a reemergence of marginalized knowledge, cultures, and practices lost to Western and Eurocentric structures, systems, and practices (Mignolo & Walsh, 2018).

Over the last 65 years UCEA has grown from a small group of elite and relatively well-resourced institutions into a broad continuum of 107 research/doctoral granting institutions. In addition to shifts in UCEA membership, in the last year UCEA has hired a new executive director and is moving headquarters to a new host institution. University members and faculty are also experiencing potentially profound shifts in the higher education landscape as a result of the COVID-19 pandemic. As we embrace graduate students, practitioners, and faculty in the UCEA convention, how might we create a sense of belonging to a supportive home, one that is welcoming to the historically marginalized and silenced? How might we identify coloniality—maintaining traditional epistemologies and canons that have both defined the field and been the source of resistance to alternative epistemologies entering the field?

The virtual convention represents a new opportunity to consider innovative ways to sustain and enhance a sense of belonging to a UCEA community—particularly when we are often more isolated in our literal "homes" and exhausted from the events of the year. With these perspectives in mind, we ask, how do we address the challenges of re/building home? As we reflect on UCEA as

home, how do we belong together and adapt our research, preparation, and policy advocacy to new leadership challenges in 2020, including our response to the deadly persistence of violence against Black communities woven into our national and institutional identities? How might we respond to challenges of a pandemic with its inequitable impact on communities of Color? How do university and district leadership programs respond in a virtual environment that is likely to include fewer resources?

UCEA is home to a comprehensive range of institutions committed to its three organizational pillars: (a) promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice; (b) improving the preparation and professional development of educational leaders and professors; and (c) positively influencing local, state, and national educational policy. UCEA invites submissions that reflect on UCEA as home and engage the three pillars of UCEA's mission in light of the 2020 Convention theme: "Re/Building Home: Coloniality, Belonging, and Educational Leadership."

(a) Research and Re/Building Home: When viewed from the perspective of coloniality, our disciplinary home of educational leadership is in fact coloniality in practice relative to privileged methodologies and epistemologies governing the field. Coloniality pervades modern governments and bureaucracies, including a broad range of educational institutions, schools, norms, and practices. As we consider coloniality and home, we examine knowledge and the colonization of knowledge, as well as the power to influence and determine what is knowledge and who are its producers. Decoloniality is identifying these problems by historicizing how we got here, and then by amplifying other marginalized and silenced knowledges and perspectives. Coloniality is the perspective particularly salient around knowledge production and marginalization within systems of oppression and institutionalized racism. Hence decoloniality is disruption and reinstituting the epistemologies and knowledge systems and traditions of those who have been historically and systematically marginalized via racialization and the various other colonial era hierarchical systems, which always privilege Western cultures, norms, ways of knowing, and ways of institutionally punishing and privileging.

How might we consider re/building Educational Leadership research and inquiry as an ongoing re/construction of home? Given that coloniality underpins disciplines and organizations, how might we best consider our belonging and participation in both our disciplinary homes as well as organizational homes (such as UCEA)? How might UCEA acknowledge and engage its own participation of knowledge production from the perspective of coloniality and the inherent, and intermingled ways that diverse knowledge and epistemologies are marginalized and silenced through its institutional prowess? As a community of scholars, how might UCEA continue to build on its efforts become a supportive home for diverse networks of scholars and practitioners who are affiliated with an increasingly broad range of institutions? To what extent is there and should there be a foundational knowledge base "home" for Educational Leadership? How should it be renewed or re/built? Who gets to decide? Which knowledge constructs and systems drive the field of educational leadership—toward decoloniality? What is home for displaced, formerly colonized peoples, a mix of Indigenous, African, and European in light of intertwined histories each of these groups brings to bear?

(b) Improving the Preparation of Educational Leaders and Re/Building Home: Faculty engage in program development that may lead to innovation and partnerships that cross disciplines, organizations, and higher education institutions (Young, Cunningham, & Rorrer, 2019). How might we now engage in this work in an ongoing pandemic that does have many of us working from "home"? In addition, the frameworks that guide our leadership preparation and partnership models in fact reinforce coloniality when they fail to consider the legacy, histories, and perspectives of the diversifying and browning student populations in the U.S. (Foster & Tillman, 2009; Lomotey, 1995). The historical problems that many critical scholars identify with the racialization and minoritization of groups of people are in fact coloniality: Modern knowledge systems and practices were instrumental in propelling and maintaining colonization amd violence against Black and Brown communities.

How can partnerships in our home communities promote collaboration among leadership preparation programs and school districts in ways that legitimize minoritized perspectives? How can these partnerships and increased engagement enhance aspiring leaders' preparation to lead and benefit schools and children as U.S. school populations continue to brown and diversify? What can we learn from existing partnerships about innovative principal preparation pathways? How do we prepare school leaders to leverage partnerships with higher education institutions to address problems of practice in ways that create interconnectedness and belonging across institutional contexts? How might the utilization of clinical faculty and faculty of professional practice increase collaboration and innovation within various programs? How might we bridge the gaps and build strong relationships between PK-12 educators and former practitioners in academia to leverage expertise that is attentive to the legacy and history of student populations that we serve?

(c) Policy Influence and Re/Building Home: Collectively, our expertise and networks allow UCEA members to enact decisions across various spheres of influence. Networked influences can help to build UCEA as a policy home. However, when approached from a critical framework and orientation, institutional privilege and power can also be leveraged to decolonize policies by calling attention to and seeking to remedy the influences of colonial forces and residual structures/impacts. In this way, policy can shape how minoritized and marginalized communities are remedied and brought to the center, and home can be claimed or reclaimed. Yet too often, policy reinforces a colonial project, fortifying "patterns of power relations resulting from colonialism that shape racial

and ethnic groups' experiences in diverse ways" (Ayala & Ramirez, 2019, p. 1), even in instances when that is not the goal. In what ways do policies, perhaps well-meaning, disrupt or reinforce a colonial project?

How do we work with our institutional policy centers and policy programs to engage local, state, and national educational policy makers in their assessment and development of educational policies? Networks are powerful, but is the power always used in ways that build belonging and a sense of "home" and belonging? What are the limitations in wielding that power? How should our research and advocacy better position us to adapt to the shifting higher education and K-12 policy landscapes in ways that strengthen and re/build UCEA's ability to advocate in policy arenas?

The 2020 UCEA Convention Call for Proposals strongly encourages submissions that explore the above themes; however, UCEA also welcomes proposals focused on quality leadership preparation; effective preparation program designs and improvement efforts; leadership practice; policies concerning educational leadership issues; successful coalitions that enhance leadership, policy work, and politics; collaborative research that enriches the community; research on global issues and contexts influencing the field of educational leadership and policy; and other issues that impact the current and future practice of educators and policymakers. Those engaged in research, policy, or practice in educational or youth-serving agencies are strongly encouraged to submit proposals for consideration. In order to address central issues of concern and import to the UCEA community, proposals that address issues related to the pandemic and protest are also highly encouraged to submit emerging work to the convention.

III. UCEA Convention Session Types

As the convention pivots to an online format, we are introducing different session types that better align with a virtual convention format. UCEA2020 will emphasize opportunities for feedback and discussion of presentations through Digital Discussants and inter-active, asynchronous, online discussion formats. Authors whose proposals are accepted under the guidelines of the previous call will be contacted as to their preference and suitability for asynchronous or synchronous sessions. Please note that we appreciate your flexibility and will work to accommodate your submission given available space for synchronous sessions. **As of June 9, 2020, all submissions should follow the following guidelines. Please note that there are limited spaces for live/synchronous sessions.**

Asynchronous Research/Inquiry Presentation (precorded/on-demand)

These sessions are primarily intended for research/inquiry that is in-depth emerging (still at conceptualization) or in process (data are still being collected). Individuals with proposals accepted under this format should expect to prerecord their 5-minute presentation by October 15. Presentations should follow a 5-minute Ignite session style presentation format with an emphasis on implications for the field. Digital Discussants will review the presentation and any accompanying papers, tables, or other documents by November 1 and schedule a feedback session that is to be recorded between November 1 and November 8. The sessions will be available for viewing between November 9 and November 16, and audience members will have the opportunity to engage in asynchronous conversation through a digital discussion board. Previously utilized formats of Roundtables, Innovative Sessions, as well as some symposia and papers may lend themselves well to this format. View a 2-minute video on Ignite presentations: https://bit.ly/2RVkQ63

Synchronous Research/Inquiry Presentation (live)

These sessions are primarily intended for reporting of completed research, analyzing educational policy issues, or presenting theoretical/conceptual frameworks that inform educational leadership. Presentations will be scheduled during the 3 days of the convention. To prepare for the live session, papers and supporting documentation should be shared with assigned Digital Discussants by November 1, 2020. Presentations should follow a 5-minute Ignite session style presentation format with a concentration on findings. Additional documents, including papers, tables, and graphs, can be made available on the virtual platform as a complement to the presentation. The Digital Discussant will provide feedback and moderate questions from the audience. **There will be a limited number of Synchronous Presentations, and the planning committee encourages submissions from tenure-earning faculty and advanced doctoral students.** Previously utilized formats of Individual Papers, Symposia, and International Community Building Sessions may lend themselves well to this format. View a 2-minute video on Ignite presentations: https://bit.ly/2RVkQ63

Conversations on Critical Issues (live or prerecorded/on-demand)

These sessions are intended to stimulate in-depth discussions around a series of provocative questions, current issues, or research in process and may be structured in a variety of ways. The proposal summaries should describe the purpose of the session, structures that facilitate participant conversation/dialogue, session goals, and examples of questions or areas to be addressed. Sessions should be structured (a) to include a panel of participants who facilitate and guide the conversation or (b) as a dialogue where the organizers and attendees discuss an issue or series of questions. Times will be scheduled during the live convention for Synchronous Sessions, as well as Asynchronous options. Given the shifts and upheavals in 2020, these sessions lend themselves well to discussions of quickly emerging phenomena, including sessions focused on protests and strategic actions, "pandemic pedagogy" with opportunities to workshop virtual syllabi, as well as program coordination and faculty governance.

See a complete description of each session type: http://www.ucea.org/conference/session-types-3/

IV. Submission Guidelines

Submission length **must not exceed 3 single-spaced pages** (about 1,500 words or 6,000 characters) using 12-point font (Times New Roman). References are **required** and **must not exceed 1 single-spaced page** (about 400 words or 2,200 characters). See complete session descriptions for details on submissions requirements: http://www.ucea.org/conference/session-types-3/

Through the act of submitting a proposal, an individual is entering a professional agreement to participate virtually; to deliver the content described in the proposal; and, in the event that a paper is being presented, to share a copy of the work with convention attendees. More information regarding presentation requirements will be announced upon proposal acceptance.

V. Participation Limits

To promote broad participation in the annual convention, an individual may only appear once as first author. In addition, an individual may appear on the program no more than two times in the role of presenter. The participation limit does not include service as facilitator or participation in invited sessions or any session connected with UCEA headquarters, committees, or publications.

VI. Criteria for Review of UCEA Convention Proposals

All proposals will be subject to blind, peer review by select faculty, which will occur electronically. **Proposals MUST NOT include names of session organizers or presenters.** Primary authors are not subject to serve as proposal reviewers. Click here for the proposal criteria for each session type.

VII. Proposal Reviewers

Proposal submitters are not required to complete reviews for UCEA2020. Instead, proposals will receive an expedited peer review assigned to select faculty. Faculty can volunteer to serve as reviewers by filling out this brief form: https://www.surveymonkey.com/r/JTBC8L2

VIII. Participant Registration

All presenting authors of accepted presentations and all participants in accepted sessions (synchronous and asynchronous) are required to register for, pay in full, and to fulfill the virtual presentation requirements. Submission is a commitment to do so. More information regarding presentation requirements will be announced upon proposal acceptance.

IX. Deadlines

Proposals must be received by Friday, June 19, 2020, 11:59 pm Pacific Standard Time. All proposals must be submitted electronically through All Academic by visiting the UCEA homepage (http://www.ucea.org). This site opened March 25, 2020.

X. Graduate Student Summit

Successfully launched at the 2012 Convention in Denver, the Graduate Student Summit will take place virtually on Monday, November 16, 2020, prior to the UCEA Annual Convention. Doctoral students from UCEA member institutions are invited to submit proposals for this preconference event. Informationcan be found on the next page of the *UCEA Review* and on the UCEA website: http://www.ucea.org/graduate-student-opportunities/graduate-student-summit/

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UCEA 2020 Virtual Graduate Student Summit
Call for Proposals (Revised)

"Re/Building Home: Coloniality, Belonging, and Educational Leadership"

I. General Information

The 9th annual UCEA Graduate Student Summit (GSS) will take place **Monday, November 16, 2020**, prior to the UCEA 2020 Virtual Convention. Many of the changes that will occur during the Virtual GSS are not addressed in this updated Call for Proposals. A frequently asked questions page will be added to the GSS website to provide more information by Friday, June 12, 2020. A key purpose of the GSS is to create a safe, constructive space for graduate students to receive feedback from faculty mentors and fellow graduate students on how to strengthen their work. This GSS also offers opportunities to meet and network with graduate students and faculty.

II. Theme

In keeping with the UCEA Convention, GSS participants should demonstrate how their proposals for the GSS address the UCEA Convention theme, "Re/Building Home: Coloniality, Belonging, and Educational Leadership." Please refer to the updated **2020 UCEA Virtual Convention Call for Proposals** (*UCEA Review* pp. 38-41) for a full discussion of the 2020 Convention theme.

III. Graduate Student Summit Proposal Submission Categories

Guidelines for types of sessions will be forthcoming. Please note that most works graduate students present are works-in-progress.

IV. Criteria for Review of Proposals

To participate in the GSS as a presenter, you must submit a proposal, and that proposal must be accepted. All proposals will be subject to blind, peer review by the UCEA Graduate Student Council and at least two outside reviewers. Priority will be given to single-author papers or papers coauthored by graduate students. The lead author of each proposal also agrees to serve as a reviewer for other GSS proposals. An author's failure to live up to either of these commitments may lead to the proposal being removed from the GSS. **The text of the proposal must not include author names**; for many reviewers, this is grounds for proposal rejection. Details and further descriptions of the criteria can also be found on the website.

V. Submission and Participation Guidelines and Proposal Deadlines

Graduate students engaged in research, policy, or practice in educational or youth-serving agencies may submit proposals for consideration.

Proposals must be submitted by **Friday, June 19, 2020**, at **11:59 pm Pacific Standard Time**. All proposals must be submitted electronically at the link to be provided at the UCEA homepage (http://www.ucea.org). The site opened March 25, 2020. Please follow the prompts for submitting to the 2020 GSS.

This year, graduate students cannot submit the same proposal to the GSS and the UCEA Convention. Separate, different proposals are welcome to the GSS and the UCEA Virtual Convention. Please be sure to select the correct link in All Academic.

Submission length must not exceed **three (3) single-spaced pages** (approximately 1,500 words or 6,000 characters, excluding references and tables/figures) using **12-point font** (Times New Roman). References are required and must not exceed **one (1) single-spaced page** (approximately 400 words or 2,200 characters). **The text of the proposal must not include any author names.**

The lead author of the proposal is required to upload an advance copy of the work into the All Academic system through the UCEA Convention site 3 weeks prior to the GSS (October 28, 2020). This is required for your faculty mentor to review your work to offer feedback. By submitting a proposal, the author of the proposal also agrees to serve as a reviewer for GSS proposals. An author's failure to live up to either of these commitments (uploading an advance copy and/or failing t o serve as a reviewer) may lead to the proposal being removed from consideration and/or the GSS program.

Please carefully review your proposal before submitting it. The All Academic system directly copies the information provided in the proposal for the program, so check your title, author names, and affiliations.

VI. Graduate Student Summit Registration

Registration for the 2020 UCEA GSS will be available online through the UCEA registration site in August 2020. **The cost of registering for the GSS and UCEA Convention has not been determined yet but will be communicated to all poposal submitters by early August.**

If you have questions at any time, please feel free to email the UCEA Graduate Student Council at uceagradconnex@gmail.com. Check here for updates: http://www.ucea.org/grad-student-focus/graduate-student-summit/

2020 David L. Clark Seminar Participants

Congratulations to the 2020 class of Clark Scholars! If you see or work with any of these emerging scholars, be sure to recognize them! Sponsored by UCEA, Divisions A & L of the American Educational Research Association, and SAGE Publications, the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy brings emerging educational administration and policy scholars and noted researchers together for 2 days of presentations, generative discussion, and professional growth.

2020 Clark Faculty Mentors

Bill Black, University of South Florida
Vincent Cho, Boston College
Sausa Faircloth, Colorado State University
Edward Fierros, Villanova University
Joseph Flessa, University of Toronto OISE
David Garcia, University of Arizona
Preston Green, University of Connecticut
Frank Hernandez, Southern Methodist University
Ann Ishimaru, University of Washington, Seattle
Muhammad Khalifa, University of Minnesota
Hans Klar, Clemson University
Kathryn McKenzie, California State University, Stanislaus
Margaret Terry Orr, Fordham University
Gloria Rodriguez, University of California, Davis
Jayson Richardson, University of Kentucky
Janelle Scott, University of California, Berkeley
Samantha Paredes Scribner, Indiana University-Purdue
  University, Indianapolis
Terah Venzant Chambers, Michigan State University

2020 Clark Scholars

Joonkil Ahn, University of Illinois at Urbana-Champaign
Roxanne Allen, Bowling Green State University
Parker M. Andreoli, Clemson University
Erin Baugher, University of Delaware
Naomi Blaushild, Northwestern University
Edwin Bonney, University of Missouri, Columbia
Gavriel Brown, Johns Hopkins University
Rachel Chamberlin, University of Minnesota
Eva Chiang, Southern Methodist University
Shannon Clark, University of Illinois at Chicago
Ann Marie Cotman, Texas State University
Gisele Cuglievan, University of Toronto
Derek Daskalakes, University of Kentucky
Tasminda Dhaliwal, University of Southern California
Walter Ecton, Vanderbilt University
Danielle Sanderson Edwards, Michigan State University
Eliza Epstein, University of Texas at Austin
Meredith Galloway, California State University, Sacramento
Leyda Garcia, Loyola Marymount University
Ashley Hayden, Texas State University
Karen Babbs Hollett, Pennsylvania State University
Alyson Honsa, University of Washington, Seattle
Olivia Johnson, University of Texas at Austin
Jennifer Karnopp, Indiana University, Bloomington
Francisco Lagos, University of Maryland, College Park
Ishmael Miller, University of Washington
Mozyhan Nofal, University of Toronto
Ayhan Ozturk, University of Arkansas, Little Rock
Virginia Palencia, Virginia Commonwealth University
Meagan Richard, University of Illinois at Chicago
James Sadler, University of North Carolina, Chapel Hill
Jeremy Singer, Wayne State University
Ajay Srikanth, Rutgers University
Maggie Thornton, University of Virginia
Katherine Tilley, University of Delaware
Matthew Mark Tyson, Georgia State University
Patricia Virella, University of Connecticut
Yangyang Wang, Pennsylvania State University
Rachel Williams, University of California, Berkeley
Minseok Yang, University of Wisconsin, Madison

David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy at AERA 2020

Davis Clement
University of Virginia

The 2020 David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, sponsored by UCEA, AERA Division A, AERA Division L, and SAGE Publications, was held April 15–16 in several dozen living rooms, kitchens, dens, and home offices across the United States and Canada. Due to the cancellation of AERA in San Francisco, the Clark Seminar was held via Zoom in three shortened sessions over 2 days. All 40 Clark scholars attended a program of panel discussions and small-group mentoring sessions with 20 faculty mentors representing a diverse range of research approaches, expertises, and backgrounds.

Day 1 consisted of an informal networking activity and panel discussion, "Research That Matters," featuring panelists Ann Ishimaru (University of Washington), Margaret Terry Orr (Fordham University), and Samantha Paredes Scribner (IUPUI). Discussion centered on the nature and definition of good research, maximizing the influence of research on practice and of practice on research and minimizing potentially negative impact of research on students, educators, and families from marginalized communities.

Day 2 comprised two components: small-group mentoring sessions with Clark Faculty Mentors and a concluding discussion. Ten small groups, each with four scholars and two faculty mentors, met together online to share feedback on scholars' dissertation research. After an extended break, scholars reconvened for the second panel discussion, "The Academic Job Search," with panelists Katie Cunningham (University of South Carolina), Bryan VanGronigen (University of Delaware), AJ Welton (University of Illinois), and Irene Yoon (University of Utah). Discussion was guided by scholars' questions and included tips and advice on applying for research jobs both within and outside academia. Day 2 concluded with remarks from UCEA Executive Director Mónica Byrne-Jiménez (Indiana University).

The David L. Clark National Graduate Student Research Seminar emerged from the regional series of graduate student seminars held by UCEA since 1966. At first held in member institutions, UCEA announced that it would support two graduate student seminars beginning in 1979. UCEA demonstrated its support by providing a grant to the host institution to cover some of the expenses of the students sent to the seminar; by publicizing the seminar in its news releases and newsletter, the *UCEA Review*; and by providing a forum of the proceedings in the *UCEA Review*. By 1984, the seminar had adopted a new title, National Graduate Student Research Seminar in Educational Administration, and had begun to hold the seminar prior to the AERA meeting. At this time, the event was cosponsored by AERA and the National Institute of Education. The seminar changed again as the National Institute of Education folded. UCEA stepped in and provided financial support beginning in 1986. By 1987, UCEA and AERA were joined by the U.S. Department of Education Office of Research in their sponsorship of the seminar. Another change occurred in 1998 when UCEA, AERA Divisions A and L, and Corwin Press joined to sponsor the graduate student seminar.

In 1999, the graduate student seminar adopted its current title, David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, to memorialize the life and work of David L. Clark, whose contributions to education spanned almost half a century. UCEA formally recognized Clark's contributions to the field in 1994 by presenting him with the Roald F. Campbell Lifetime Achievement Award, which honors senior professors in the field of educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity, and service. Clark was also honored by Phi Delta Kappa as one of its 33 Distinguished Scholars and by the Association of Teacher Educators as one of 70 Leaders in Education. Among his many professional contributions were service as Vice President of AERA Division A and Executive Secretary of the National Policy Board for Educational Administration.

Jackson Scholars Network
Virtual Mentoring Workshop "at" AERA

Daniel Moraguez
University of Virginia

After the cancellation of AERA's Annual Meeting in San Francisco, UCEA Executive Director Mónica Byrne-Jiménez and headquarters staff brainstormed plausible paths towards delivery of a mentoring workshop that would be valuable to Scholars without overburdening them, or faculty participants, during these strange circumstances we have all been navigating. Reaching out to the UCEA community and Jackson Scholars Network family revealed much support for the workshops and many offers of assistance. Thanks to the cumulative effort of everyone involved, Jackson Scholars and Mentors were able to participate in a virtual workshop on Friday, April 17, 2020.

The agenda was kicked off with a rousing welcome by UCEA Executive Director Mónica Byrne-Jiménez, followed by an overview of events and introductions by Co-Associate Directors Hollie J. Mackey and Lisa Bass. The first event, a panel presentation of Jackson Scholars Network alumni and faculty experiences, included presentations by Dr. Lam Pham (North Carolina State University), Dr. Chris Willis (Bowling Green State University), Dr. Pamela Gray (New Mexico State University), and Dr. Kofi Lomotey (Western Carolina University). Dr. Pham and Dr. Lomotey shared experiences and expertise on landing a job in academia. Dr. Willis presented on the writer's journey, and Dr. Gray provided time-management tips for early-career scholars.

Following the panel presentation, Scholars and Mentors participated in four topical breakout sessions. Dr. Sarah Woulfin (University of Connecticut) led the first session, "CV 101." Dr. Kathrine Gutierrez (University of Oklahoma) and Dr. Nathern Okilwa (University of Texas at San Antonio) co-led the second session, "The Elevator Speech." Dr. Casey Cobb (University of Connecticut) and Dr. David Nguyen (Indiana University) co-led the third session, "Publication/Abstract." Dr. Judy Alston (Ashland University) led the fourth session, "Presenting/Defending Your Work." A final session allowed each breakout group to complete an Exit Ticket activity recording their takeaways and pending questions. The immediate feedback on the virtual workshop was overwhelmingly positive. Suggestions for making a virtual workshop even better in the future have been noted!

At the close, all participants reconvened to share in a Jackson Scholars Network tradition and to celebrate the accomplishments of Scholars, Mentors, and other members of the family. This year we were able to celebrate successful completion of comprehensive examinations, defense of dissertation proposals, defense of dissertations, new jobs as assistance professors, new leadership positions, new fellowships, new grants, article publications, new home purchases, birthdays, and new pet adoptions. We were also able to acknowledge the grit and perseverance of those continuing with data collection even while self-isolating. Dr. Alston ended our time together with a few words to lift the collective spirit of those in attendance and the Circle Ceremony tradition, "I am because we are. We are because I am."

The Jackson Scholars Network is grateful for the dedication and guidance that the faculty panelists and breakout session facilitators so willingly offered. The timing of this event, presented under the cloud of a deadly, global pandemic, made it all the more worthwhile for everyone in attendance. The interactions and mentoring provided at this year's workshop will serve our Scholars for years to come. Much gratitude to everyone involved in making this successful event happen.

Jackson Scholars
Network News
Graduate Student Webinar Series

The Jackson Scholars Network is excited to announce its webinar series is back in full swing. In April we held an information session for those interested in joining or learning more about Jackson Scholars Network. In the upcoming months we will present the following webinars:

- May: Establishing Your Path to a Successful Publishing Career
- June: The Work Continues: Making the Most of Sheltering-in-Place
- July: Technology and the Presentation of Research: Making Technology Work for You

Updates on future webinars and registration links will be provided once all details are confirmed. Follow us on Twitter (@UCEAJSN) for the most immediate updates.

Call for Nominations:
2020-22 Jackson Scholars & Mentors
Deadline: June 30, 2020

The UCEA Barbara L. Jackson Scholars Network Advisory Board is calling for nominees for students for the 2020-2022 Jackson Scholars cohort (a 2-year term). The program has over 300 alumni. Nominations must be received by June 30, 2020. Please email ucea@virginia.edu or call (434) 243-1041 with questions.

SCHOLARS

Nominators are encouraged to nominate doctoral students who are completing the 2nd year of their programs. Nominating institutions agree to a financial obligation of no less than $2,000 per year for each Scholar.

The Jackson Scholars Network develops future faculty of color with high promise and ability for the field of educational leadership and policy. In the structured mentoring program feature, Scholars are matched with experienced faculty mentors who provide guidance in professional development, a model for students to reference when assuming mentor roles, and opportunities for networking. Mentors may also serve as a sounding board for Scholars as they navigate the phases of dissertation development, a research agenda, and publication in preparation for their entry into higher education. In the networking program feature, nominating UCEA institutions provide registration, travel, lodging, and meal funding for Scholars to attend two UCEA Conventions and two AERA Annual Meetings where the Scholars engage in networking with guidance from mentors.

The institutional benefits of participation in the Jackson Scholars Network include possible increased graduation rates and/or time to degree for Jackson Scholars, and greater success in being hired as a result of the mentoring and training.

THE PROCEDURE

Who can nominate: Deans and Plenum Session Representatives (PSRs) of a UCEA member institution (no self-nominations).

Part I:
Review the Memorandum of Understanding with both a department head and the nominee:

at http://www.ucea.org/wp-content/uploads/2020/05/MEMORANDUM-OF-UNDERSTANDING-Scholars-20_22dm.docx

The institution should be able to cover the costs defined therein, and the nominee hould be available and willing to attend the networking events discussed. In some cases, as a result of the preliminary discussions of the Memorandum of Understanding with the department head and the nominee, the nominee may choose to assume some of the costs of the program.

Part II:
To proceed with formally nominating a candidate and declaring financial responsibility, kindly log in and navigate to the following link: https://members.ucea.org/jackson/scholar_nominations

MENTORS

Nominators of mentors are encouraged to consider colleagues who could mentor doctoral students of color during the 2nd, 3rd, and 4th years of their programs.

For the structured mentoring program feature, through ongoing media communications and face-to-face visits during the networking program features (see below) and consistent online and telephone communications, mentors will provide guidance in professional development, a model for students to reference when assuming mentor roles, and opportunities for networking. Mentors also may serve as sounding boards for Scholars as they develop their dissertations, research agendas, and publications in preparation for entering the field of higher education.

For the networking program feature, institutions nominating mentors provide registration, travel, lodging, and meal funding for mentors to attend two UCEA annual conventions and two AERA annual meetings where they will (a) guide their Scholars to engage in networking and (b) attend their Scholars' 2nd-year presentations for which they also provide pre- and postpresentation support.

THE PROCEDURE

Who can nominate: UCEA member institution faculty and faculty of non-UCEA member institutions may nominate (self-nominations accepted).

Part I:
Review the Memorandum of Understanding with both a department head and the nominee:

http://www.ucea.org/wp-content/uploads/2020/05/MEMORANDUM-OF-UNDERSTANDING-Mentors-20_22dm.docx

The institution should be able to cover the costs defined therein, and the nominee hould be available and willing to attend the networking events and presentations discussed. In some cases, as a result of the preliminary discussions of the Memorandum of Understanding with the department head and the nominee, the nominee may choose to assume some of the costs of the program.

Part II:
To proceed with formally nominating a candidate and declaring financial responsibility, kindly log in and navigate to the following link: https://members.ucea.org/jackson/mentor_nominations

uc ea 2020 Calendar

June

19   All Academic closes for convention proposal submissions (no extension will be provided). Convention and Graduate Student Summit proposals must be submitted by 11:59 pm PST.

26   Deadline for submission of all materials, EELP Award nominations

30   Deadline for completed convention proposal reviews

30   Deadline, Jackson Scholar nominations

July

1   Deadline for nominations, UCEA Awards   ucea.org@gmail.com

1   UCEA Headquarters moves to Michigan State University

August

1   Deadline for submissions to the Fall *UCEA Review*

September

1   Standard convention registration begins   http://www.ucea.org/conference/registration

October

6   Late convention registration begins

November

16   UCEA Graduate Student Summit: Virtual

17-19   UCEA Annual Convention: Virtual

December

15   Deadline for submissions to the Winter *UCEA Review*

Contributing to the UCEA Review

The *UCEA Review* is published three times a year (winter, summer, fall) and distributed as a membership benefit by the UCEA. If you have ideas concerning substantive feature articles, interviews, innovative programs, or point/counterpoints, *UCEA Review* section editors would be happy to hear from you. *UCEA Review* deadlines: April 1, August 1, December 15

General Editor:
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