



School Board Research: Main Lines of Inquiry

September 14 and 15, 2007

A national symposium of scholars of school board governance

Summary:

This invitational symposium on school board research will bring together leading scholars and practitioners in the area of local education governance for two days of learning and conversation. The agenda will focus on research about school boards in the context of a variety of issues, alternating presentations with conversation about research to practice and implications for future study. The early registration deadline is August 17, 2007. Read below for more detailed information.

“Research about school boards and the governance of education has developed steadily, although not systematically, during the past decade or so. Rather, this research, principally the work of individual scholars in political science and in educational administration, has been diverse in its purposes, approaches, quality, and impact (Harold V. Webb, NSBA Executive Director, 1975).”

These words are as true today as they were thirty years ago when they appeared in the forward to the publication that resulted from the first invitational symposium on local educational governance. When the first symposium was convened, organized around key areas that had been the focus of school board research, the intent was to share what had been learned in an effort to contribute to more effective governance of schools and set direction for future studies. The publication of the symposium papers provided the most comprehensive and useful review of the school board at that time and served as a catalyst for continuing research on school governance.

Since that time, many changes in education have impacted local school boards, their leadership role, and the concerns and issues surrounding them. Federal and state demands for reform and accountability have prompted educational experts and legislative bodies to move past calls for classroom and school reform and to look for broad systemic innovations. The once relatively stable institution of the elected local school board is becoming a prime target of criticism as being ineffective and irrelevant in leading district reform, responding to community demands, or providing a representative voice reflective of community diversity, particularly in urban areas. Chester Finn was most direct when he stated, “School boards are an aberration, an anachronism, an educational sinkhole.” Even superintendents, in the latest national survey, overwhelmingly indicated they believe boards need to be restructured or replaced. This attention to local school boards has not escaped the media. Recently, editors from major newspapers such as *The Baltimore Sun*, *The Washington Post*, and *The New York Times* stated that school boards, alternative governance, board recalls, mayoral takeovers, and board dissolutions will be the “topic of the year” for 2007-2008. These trends point to a critical need for updated information on the theories, insights, and research studies of issues influencing and shaping school board governance.

Now, more than thirty years later, another symposium is being convened with current scholars sharing the state of research on local school boards. You have an exciting opportunity to join a two-day symposium focused on bringing together current scholars and practitioners in a unique opportunity to share knowledge, inform each other’s work, and ensure that research on school boards develops systematically, continuously building upon prior knowledge.

Goals of the symposium:

- Share the “state of the research” on school boards
- Update the field on what is known, from a research perspective, about the governance of public schools
- Create a unique opportunity for dialogue among scholars and practitioners
- Increase understanding about the role of the school board in educational leadership
- Inform the practice of those who develop and serve local school board members
- Influence future research on school governance
- Contribute papers to the publication of a book following the symposium

Symposium Chair:

- Dr. Thomas Alsbury, assistant professor of Educational Administration, North Carolina State University, is an esteemed researcher in the field of school board governance and the superintendency. He completed the only national study related to one of the major theories on school governance and has received numerous distinguished awards for his research. Over the past five years he has been the chair of the American Educational Research Association (AERA) special interest group, Research on the Superintendency, and is widely published on the topic. Dr. Alsbury has agreed to chair the symposium and serve as editor of the ensuing book *“Relevancy and Revelation: The Future of School Board Governance.”*

Topics to be covered:

- The History of School Board Governance
- A Historical Overview of School Board Research
- School Board/Superintendent and Authority Relations
- School Board Effectiveness
- The Role of the School Board in Districtwide Reform and the Improvement of Student Learning
- Relevance: School Board Organizational and Educational Influence
- Revelation: School Board’s Viability and Possible Future

Invited Scholars and/or Authors:

Thomas Alsbury	North Carolina State University
*Lars Björk	University of Kentucky
*William L. Boyd	Penn State University
Peter J. Cistone	Florida International University
Barbara Dehart	Claremont Graduate University
Mary L. Delagardelle	Iowa Association of School Boards and Iowa School Boards Foundation
Lance Fusarelli	North Carolina State University
DeLacy Ganley	Claremont Graduate University
Tom Glass	University of Memphis
Frederick M. Hess	American Enterprise Institute
Laurence Iannaccone	Retired
*Michael W. Kirst	Stanford University
Theodore Kowalski	Dayton University
Frank Lutz	Texas A&M
Carol Merz	University of Puget Sound
Meredith Mountford	Florida Atlantic University
George Petersen	California Polytechnic State University
Francis X. Shen	Harvard Kennedy School of Government
Samuel Stringfield	University of Louisville
Kenneth Wong	Brown University
<i>*author only</i>	

The Symposium is Intended For:

- Academic researchers, professors, and graduate students in the fields of educational leadership and policy studies, educational administration, sociology, public administration, and political science
- Participants in the National Lighthouse Study of Board Leadership for Improving Student Learning
- Participants in the national State Action for Education Leadership Project (SAELP)
- Organizations and associations with an interest in educational leadership at the local, state, and national levels
- State and national school board association staff
- Legislators and federal education policymakers wrestling with governance issues
- Local school board members and state board members
- State Departments of Education
- School Superintendents

Publisher of the Book to Follow the Symposium:

Rowman & Littlefield

Rationale for the Book to be Published Following the Symposium:

As noted earlier, this contributed book would be a compilation of chapters written by past and present researchers on the topic of school board governance. Twenty scholars from North America have been invited to author or co-author chapters that represent the state-of-the-knowledge on the theoretical debate as well as the empirical evidence on the effectiveness and relevancy of local school boards today. The book is unique in a number of ways:

- ***The book has a unique and distinguished set of contributors.*** The scholars who endorse the project and have agreed to contribute represent a virtual Who's Who among governance researchers. Many of these authors usually are primary editors or authors and represent the major school governance theorists of the 20th century. Authors include:
 1. ***Michael Kirst*** – Originator of the decision-output theory. Author of the most widely accepted governance theory and book on the politics of education.
 2. ***Laurence Iannaccone*** – Originator of the dissatisfaction theory of American Democracy. Author of the major competing theory to Kirst.
 3. ***Peter Cistone*** – Editor of the original volume of symposium papers that this book is fashioned after and one of the most prominent school board researchers since the 1970s.
 4. ***Kenneth Wong*** - One of the most recognized educational policy researchers in the U.S. and recent associate director of the Peabody Center for Education Policy.
 5. ***William Boyd*** – One of the most recognized educational administration scholars focused on policy issues and past president of the Politics of Education Association.
 6. ***Frederick Hess*** – Renowned political scientist, educational policy expert and director of the Educational Policy Studies, American Enterprise Institute and editor of *Education Next*.
 7. ***Theodore Kowalski*** – Prolific author of numerous textbooks on the school superintendent and district-level leadership; educational administration researcher, former superintendent, and considered by many the foremost national expert on superintendent/school board relations.

Other distinguished researchers include Sam Stringfield, Lance Fusarelli, Lars Björk, and Tom Glass. The list of authors includes a number of researchers conducting the most recent studies on school boards, three deans or former deans of colleges of education, four professors emeritus, three distinguished scholars, six university department chairs, four directors of major centers or institutes, and three research journal chief editors.

- ***The book brings together scholars from various academic fields.*** Scholars contributing to this book come from a variety of academic disciplines but who all study school governance and policy. While most other contributed volumes include only scholars from one focused academic field, this list of authors includes some of the top scholars in the fields of political science, educational administration, and sociology. Authors also come from the practitioner field including numerous former school administrators and school board members as well as a current associate director of a state school board association. The breadth of academic disciplines will be reflected in the variety of lenses through which school governance will be analyzed.
- ***The book combines theory and practice.*** Contributors who crafted the original competing theories and other researchers from various academic perspectives on school governance will provide diverse and thought-provoking chapters. Current researchers and researcher/practitioners will provide the latest empirical data about the role of school boards and applications in the field. This combination of readings is rarely found in a single volume and should be popular among professors and students in educational leadership courses.
- ***The book combines the masters with the newcomers.*** Contributors range from retired researchers who penned some of the most critical theories to new researchers on the cutting edge of redefining the role of school boards in school reform.
- ***The book is timely.*** As noted earlier, there has not been a book compiling school board research from educational leadership academe for over 30 years. Additionally, there has not been a book that combines research on school governance from both disciplines of educational leadership and political science. The book comes at a time when the importance of school governance has become paramount.

Brief Biographical Information for Some of the Contributing Scholars/Authors:

Thomas A. Alsbury – Assistant Professor of Educational Administration, North Carolina State University

Dr. Alsbury is currently assistant professor of educational administration in the Department of Educational Leadership and Policy Studies at North Carolina State University in Raleigh, NC. Dr. Alsbury is a former biology, chemistry, and physical science teacher at the high school level. He was also an experienced school leader with 12 years experience in school administration in Washington state. As an administrator, Dr. Alsbury led several districts through school reform resulting in significant student achievement improvements on multiple measures including state-wide criterion-referenced test results.

Dr. Alsbury earned his B.S. in Molecular Biology, B.A. in Chemistry Teaching, M.Ed. in Curriculum and Instruction, post-master's and M.Ed. in Educational Administration with principal credentials from the University of Washington. He earned his superintendent credentials and Ed.D. in Educational Administration at Washington State University.

Dr. Alsbury's research interests include organizational theory, the superintendency, and school board governance. He was recognized with an AERA-SIG Dissertation Award and a College of Education Early Research Commendation. He also assisted in the development of leadership programs in universities in the United Arab Emirates and Berlin, Germany. He has been involved with several state and national grant-funded projects including the National Multi-state Lighthouse Project, the Friday Institute Innovation Leaders Academy, and consults with several state school board associations. Recent research publications include:

Alsbury, T. L., & Whitaker, K. S. (May, 2007). Voices of superintendents: accountability, students, and democratic voice. *Journal of Educational Administration*, 45(2)

Alsbury, T. L., & Hackmann, D. L. (In Press, Spring 2006). The Changing Face of the Profession: Findings of the Iowa Mentoring/Induction Program for Novice Principals and Superintendents. *Planning and Changing*,

Alsbury, T. L., & Shaw, N. (2005) Policy implications for social justice in school consolidation. *Leadership and Policy in Schools*, 4(2), 105-126.

Alsbury, T. L. (2005). Political and apolitical school board and superintendent turnover:

Revisiting critical variables in the Dissatisfaction Theory of American democracy, In G. J. Petersen & L. D. Fusarelli (Eds.), *The politics of leadership: Superintendents and school boards in changing times*. (pp. 135-155). Greenwich, CT: Information Age.

Lars Björk –Professor, Director of the Institute for Education Research, University of Kentucky

Dr. Björk holds a Ph.D. and an Ed.S. in Educational Administration, an M.Ed. in Public Administration, an M.Ed. in Secondary Education, and a B.A. in Education from the University of New Mexico. He served on the faculties of the University of New Mexico, University of South Carolina and Georgia Southern University. His areas of academic interest and expertise include organizational change, school reform, and organizational theory.

Dr. Björk serves as the Co-Director of the University Council for Educational Administration's Center for the Study of the Superintendency. He has served as a Senior Associate Editor of *Educational Administration Quarterly* and is presently a member of the Editorial Boards of *The South African Journal of Education*, *Journal of Thought*, and the *Journal of School Public Relations*.

Dr. Björk has served as guest editor for special issues including: *Education and Urban Society* (1993), *Educational Administration Quarterly* (2000), and *The Journal of School Leadership* (2003). He has co-edited several books including *The New Superintendency: Advances in Research and Theories of School Management and Educational Policy* (2001, with C. C. Brunner), and *School District Superintendents: Role Expectations, Professional Preparation, Development and Licensing* (in press-with Theodore Kowalski).

In addition, he served as the Executive Assistant to the Director of the National Institute of Education (NIE), Regional Director for University Research Corporation, and as a senior staff member of Westinghouse Learning Corporation. He has served as a consultant to Universities in the United States and Europe, school districts, state governments, National Associations, foundations and international education agencies. He has been a member of advisory, coordinating committees, and task forces in the United States Department of Education and presented keynote addresses at international conferences on educational leadership.

William L. Boyd – Distinguished Professor, Harry L. Batschelet Chair of Educational Administration, Penn State University

Dr. Boyd has a Ph.D from the University of Chicago and is the editor of the *American Journal of Education*. A specialist in educational administration and education policy and politics, he has published over 130 articles and has co-edited fifteen books.

He has served as president of the Politics of Education Association, as a Vice-President of the American Educational Research Association, and has been a Fulbright Scholar in Australia and England and a Visiting Scholar at nine universities: Monash University, Deakin University, Gothenburg University, University of Liverpool, University of British Columbia, University of Wales at Cardiff, University of Warwick, University of Washington, Seattle, WA, and Umea University. He has researched education reform efforts in the United States, Australia, Britain, Canada, and Sweden. As a researcher for the National Center on School Leadership, the National Center on Education in the Inner Cities, and the Mid-Atlantic Regional Educational Laboratory for Student Success, he has studied school reform; school effectiveness; efforts to achieve coordinated, school-linked services for at-risk children and their families; and the politics of parental choice in education.

He will soon release a book on urban school governance entitled, *Reforming urban school governance: Responses to the crisis of performance and confidence* with co-editor James Cibulka. He also edited the Yearbook in preparation for the National Society for the Study of Education entitled *American educational governance on trial: Change and challenges*.

Peter J. Cistone – Dean, Professor, College of Education, Florida International University

Dr. Cistone holds an M.A. in Education from Lehigh University and a Ph.D in Educational Administration from Pennsylvania State University. A member of the faculty at Florida International University since 1982, he served as Dean of the College of Education for five years. He has been on the

faculties of the Ontario Institute for Studies in Education and Temple University where he specialized in the politics of education and educational governance. He has served as Vice President of the American Educational Research Association and as President of the University Council for Educational Administration, a federation of leading universities in the United States and Canada that offer the doctorate in Educational Administration. His academic interests center on educational governance, policy, and politics; educational policy analysis; schools as organizations; and higher education administration.

The author of numerous publications, he is noted for his seminal contribution to school governance theory in his books *The politics of education* (1974) with Laurence Iannaccone and his edited book *Understanding school boards* (1976).

Dr. Cistone chaired the first national symposium on school board research in 1972 and was the editor of the resulting book which published the symposium papers. This book provided the first state-of-the-research synthesis on school governance.

Barbara DeHart – Dean, School of Educational Studies; Director, Urban Leadership Program, Claremont Graduate University

Dr. DeHart is a recent professor and Director of the cohort-based Urban Leadership Center. Her research focuses in the areas of educational leadership; organizational theory; educational politics, policy, and governance (at the macro and micro levels). She has a Ph.D from the University of California at Santa Barbara where Laurence Iannaccone was her chair and mentor.

Dr. DeHart has served public education for thirty-three years, most recently as Superintendent of Schools in Westminster School District, Orange County, California. She was named Orange County's "Superintendent of the Year" in 2003. Dr. DeHart has been a lecturer at California State University, Long Beach, as well as at the University of California, Irvine.

She recently completed a study on California school board governance following up on Iannaccone's research.

Mary L. Delagardelle – Director, Iowa School Boards Foundation

Dr. Delagardelle is a recent graduate holding a Ph.D. in Educational Leadership & Policy Studies from Iowa State University. Dr. Delagardelle has served as a school board member and educator for over 30 years and is currently the deputy executive director of the Iowa Association of School Boards (IASB) and the executive director of the Iowa School Boards Foundation (ISBF), a research center affiliated with IASB and focused on providing research and information to state and local education policymakers.

Dr. Delagardelle's dissertation *Role and Responsibilities of Local School Board Members in Relation to Student Achievement* won the College of Human Science Research Excellence Award. She has presented several papers at AERA, numerous national conferences, and has a journal article under review on the topic of school board governance. She recently led a statewide research project, funded through a 5-year federal grant, on school board training and governance approaches that positively influence student achievement. The foundation has now begun a national dissemination study of the school board's role and board development for improving student learning in a 15-state coalition endorsed by the National School Board Association. Dr. Delagardelle's work and the work of the Iowa School Boards Foundation is considered some of the most recent and cutting edge research on alternative school governance that maintains and improves traditional school board composition.

Lance Fusarelli – Associate Professor, Educational Leadership & Policy Studies, North Carolina State University

Dr. Fusarelli earned an M.A. in Government and a Ph.D in Educational Administration from the University of Texas at Austin. He won the Dissertation of the Year Award from the Politics of Education Association and held a faculty position at Fordham University. As an expert in school policy, school boards, and superintendents, he has written or edited six books including *Effective communication for school administrators: A necessity in an information age* (2007), *The politics of leadership: Superintendents and school boards in changing times* (2005), *Better policies, better schools: Theories*

and applications (2004), and *The promises and perils facing today's school superintendent* (2002). Dr. Fusarelli has written numerous articles on school governance and policy for the *Journal of School Leadership*, *Journal of Educational Administration*, the *Peabody Journal of Education*, and *Educational Policy*.

DeLacy Derin Ganley – Co-Director, Teacher Education Internship Program; Assistant Professor, School of Educational Studies, Claremont Graduate School

Dr. Ganley holds an M.A. in English and a Ph.D. in Educational Leadership. Since 2004, she has Co-Directed Claremont Graduate University's Teacher Education Internship Program. As the Director of Curriculum and Research, she oversees the academic aspects of the program's highly integrated multiple- and single-subject teacher credential program as well as its new credential programs for Mild/Moderate and Moderate/Severe Educational Specialists. The program relies upon Ganley's background as a K-16 English teacher, her experience working with linguistically and culturally diverse populations; her understanding of how technology can facilitate student learning; and her ability to synthesize and articulate the program's visions and its components. Dr. Ganley's research interests are eclectic but can be grouped into four main categories: (a) the beliefs, characteristics, and practices that interrupt cycles of academic failure and promote student success, (b) teacher preparation, (c) systems theory and its application to educational institutions, and (d) school leadership and reform.

Tom Glass – Professor of Leadership, University of Memphis

Dr. Glass holds a masters and doctoral degree in educational sociology from Wayne State University. He has held faculty positions at Northern Illinois University, Washington State University, The University of Detroit and Indiana University. He is a former visiting scholar in the Department of Educational Studies at the University of Oxford. He has served public schools as a superintendent and administrator in Michigan, Washington, and Arizona. His research interests are superintendent leadership and preparation.

Recently, he was lead author of *The Study of the American School Superintendency 2000: A Look at the Superintendent of Education in the New Millennium*, the ninth national study of the American school superintendency sponsored by the American Association of School Administrators. He also authored the eighth study, *The Study of the American School Superintendency 1990: America's Education Leaders in a Time of Reform*. In 1992 he served on the AASA National Commission on the Superintendency and was a contributor to *Professional Standards for the Superintendency*. He is also co-author of *The Superintendent as CEO* and *Selecting, Preparing and Developing the School District Superintendent*. For ten years he served as editor of *The Journal of School Business Management* and has been a frequent contributor to numerous education journals.

For over twenty-five years he has served as a consultant to nearly one hundred school districts assisting them in public opinion polling, strategic planning, facilities, demographics, communications, and management review. In the summer of 2007, he will complete a project for the Education Commission of the States. This project will feature a series of opinion surveys with superintendents, chief state school officers, board presidents, and leading educators as participants.

Frederick M. Hess – Director, Educational Policy Studies, American Enterprise Institute

Dr. Hess holds a B.A. in political science, M.A. in government, M.Ed. in curriculum & Instruction, and a Ph.D in government, all from Harvard University.

A former public high school social studies teacher, Dr. Hess previously taught education and politics at the University of Virginia. He is a faculty associate at the Harvard University Program on Education Policy and Governance and serves on the Review Board for the Broad Prize in Urban Education. At AEI, Hess works on a diverse range of K-12 and higher education issues including educational politics, administrative preparation and licensure, and school governance.

He has been the executive editor of *Education Next* since 2001, and has recently released a book entitled *Educational Entrepreneurship: Realities, Challenges, Possibilities* (2006), a series of essays from

leaders of schools experimenting with alternative governance approaches. He is a nationally-known writer and speaker on the topic of educational governance.

Laurence Iannaccone – Retired, Professor Emeritus University of California at Santa Barbara

Dr. Iannaccone was associate dean and department chair of the Graduate School of Education at the University of California at Santa Barbara and program leader in educational administration. Dr. Iannaccone has been on the faculties of the Ontario Institute for Studies in Education, the University of Toronto Educational Theory Department, Harvard, The Claremont Graduate School, Washington University, and New York University. During his tenure he served as editor of the journal *Educational Researcher*.

He served as a member of the Advisory Board of the Educational Policy Research Center and the National Institute for Education. Dr. Iannaccone is author of innumerable books and articles on school board governance including his seminal work *Politics, power and policy: The governing of local school districts* with Frank Lutz (1970), *Public Participation of Local Schools* (1978) and *Understanding school boards* with Peter Cistone (1972). His most recent research article was the *Crucible of democracy: The local arena* (1994), in the *Journal of Education Policy*.

Dr. Iannaccone is known for his development of the Dissatisfaction Theory of American Democracy, a seminal theory presented and supported in his many books and articles and the primary theorist countering school governance theorists who refute the relevancy of elected school boards and call for their elimination.

Michael W. Kirst – Emeritus Professor of Education and Business Administration at Stanford University

Dr. Kirst is a faculty affiliate with the Department of Political Science, and has a courtesy appointment with the Graduate School of Business. Professor Kirst was a member of the California State Board of Education (1975-1982) and served as President from 1977 to 1981.

Dr. Kirst received his bachelor's degree in economics from Dartmouth College, his M.P.A. in government and economics from Harvard University, and his Ph.D. in political economy and government from Harvard.

Before joining the Stanford University faculty, Dr. Kirst held several positions with the federal government, including Staff Director of the U.S. Senate Subcommittee on Manpower, Employment and Poverty, and Director of Program Planning and Evaluation for the Bureau of Elementary and Secondary Education in the U.S. Office of Education (now the U.S. Department of Education). He was a Budget Examiner in the Federal Office of Budget and Management, and Associate Director of the White House Fellows. He was a program analyst for the Title I ESEA Program at its inception in 1965.

Dr. Kirst is active in several professional organizations. He was a fellow at the Center for Advanced Study in Behavioral Sciences. He has been a member of the National Academy of Education since 1979. He was Vice President of the American Educational Research Association and a commissioner of the Education Commission of the States. Kirst co-founded Policy Analysis for California Education (PACE).

A prolific writer, Dr. Kirst has authored ten books, including *The Political Dynamics of American Education* (2005). As a policy generalist, Professor Kirst has published articles on school finance politics, curriculum politics, intergovernmental relations, as well as education reform policies.

He is a member of the management and research staff of the Consortium for Policy Research in Education, a federally funded center. His recent book, *From High School to College* (2004), concerns improving student preparation for success in postsecondary education.

While Kirst's early work focused primarily on k-12 policy and politics, much of his recent work has focused on college preparation and college success at broad access postsecondary institutions that are *open enrollment*, or accept all qualified applicants. The disconnections between k-12 and postsecondary education cause much of the low college completion rates. Only k-12 and postsecondary education working together to improve preparation and college readiness will increase college completion.

Ted Kowalski – Endowed Professor, Kuntz Family Chair in Educational Administration, University of Dayton

Dr. Kowalski is a former public school teacher, principal, associate superintendent, and superintendent. He earned an M.A. and Ph.D. in Educational Administration from Indiana State University. He has held faculty positions at Saint Louis University, and Ball State University where he was the Dean of the Teachers College. Dr. Kowalski has received numerous awards for his research, writing, and scholarship, including the *Outstanding Faculty Research Award* from the Teachers College at Ball State University in 1993, the *Outstanding Faculty Scholarship Award* from the School of Education and Allied Professions at the University of Dayton in 2002, and the *Alumni Award in Scholarship* from the University of Dayton in 2005.

He is the author of more than 160 publications including 17 books, as well as the editor of the *Journal of School Public Relations* and was honored to be selected to edit the *2001 Yearbook of the National Council of Professors of Educational Administration*. His most recent book is the 2nd edition of *The school superintendent*, a book frequently used in university superintendent courses. His most recent journal article is entitled *Evolution of the school superintendent as communicator* (2005).

Dr. Kowalski has delivered invited lectures at more than 95 universities and has spoken to numerous regional, state, and national organizations. He has held numerous high-ranking positions in professional organizations like NCPEA and AERA and was the founder and initial chair of the AERA, Research on the Superintendency SIG. He is considered by many to be the foremost national expert on superintendent/school board relations.

Frank Lutz – Retired, Emeritus Professor Texas A&M – Commerce

Dr. Lutz received his B.S., M.S. and Ed.D. from Washington University at St. Louis. He directed the Center for Policy Studies in Education at Texas A&M. Prior to that, he was Dean of Education at Eastern Illinois, Director of Education Policy Studies at Pennsylvania State University and Director of Institute of Staff Relations at NYU where he worked closely with Daniel Griffiths, the founder of the “theory movement” in education administration. After retirement he joined the new doctoral faculty at the University of Texas-Pan American and was influential in establishing their program in education leadership.

With Laurence Iannaccone he founded the “dissatisfaction theory” of American Democracy. Dr. Lutz has written, co-authored, or edited, seven books, 23 chapters, 14 monographs, 107 articles, and presented over 100 papers at scholarly and professional organizations. He has served as a consultant to the National School Board Association and local school boards in five states and has been a president of a local school board. He has been an officer in PDK, from which he was awarded a lifetime achievement award. He was an officer in AERA (politics of education SIG), and has been a member of American Anthropology Assoc., NCPEA, and AASA.

Carol Merz-Frankel – Dean, Professor Emeritus, School of Education, University of Puget Sound

Dr. Merz has been Dean of the School of Education at the University of Puget Sound since 1987. She holds a B.A and an M.A. from Stanford in Education and an Ed.D from Washington State University in Educational Administration. She previously served as a school principal and teacher for nearly 20 years.

Dr. Merz has done seminal theoretical research on school board governance with notable contributions in her books:

Merz, C., & Furman, G. (1997). *Schools and community: Promise and paradox*. New York: Teachers College Press.

Lutz, F., & Merz, C. (1992). *The politics of school community relations*. New York: Teachers College Press.

Dr. Merz has also shared her research on school boards and school board governance in numerous journals including *Urban Education* and *Planning & Changing*.

Meredith Mountford – Associate Professor, Director for the Center for Educational Leaders, Florida Atlanta University

After eight years as a teacher, one year as a principal, and three years as a superintendent in Wisconsin, Dr. Mountford earned her Ph.D. in educational administration at the University of Wisconsin-Madison. Mountford's dissertation *Motivations for School Board Membership, Conceptions of Power, and Their Affect on Decision-Making* won the "Dissertation of the Year" award for the American Education Research Association (AERA) Research on the Superintendency special interest group.

Dr. Mountford held faculty positions at the University of Missouri-Columbia and was the director of the Ed.D. program in Educational Leadership. She does private consulting for school board-superintendent teams across the nation. Her research interests focus on school board and superintendent relationships, power, and leadership.

Dr. Mountford is currently working on a forthcoming book entitled *School Board Members: Beliefs and Attitudes*. Her most recent publications related to school board and superintendent relationships include: *Conceptions of power held by educational leaders: The impact on collaborative decision-making processes* (2005) with Rose Ylimaki, *Motives and Power of School Board Members: Implications for School Board-Superintendent Relationships* (2004), and *The new superintendency: Advances of research and theories of school management and educational* (2001) with Cryss Brunner.

George J. Petersen – Professor and Chair of the Department of Graduate Studies in the College of Education at California Polytechnic State University San Luis Obispo

Dr. Petersen earned his Ph.D. in Educational Policy, Organization and Leadership Studies from the University of California, Santa Barbara and has held a faculty position at the University of Missouri-Columbia. He also served as the Associate Director of UCEA. He is the author of several books on educational policy including *Effective Communication for School Administrators* (2007) with Theodore Kowalski and Lance Fusarelli and *The Politics of Leadership: Superintendents and School Boards in Changing Times* (2005). His articles have been published in journals such as *Educational Administration Quarterly*, *Journal of School Leadership*, *Journal of Educational Administration*, and *Journal of Law and Education*. Published articles include: *School Leader, Advocate, and the Good Neighbor: The Superintendent's Complex Relationship with the Board President, The School Board, and the Rest of the Community* (2006), *The board president and superintendent: An examination of influence through the eyes of the decision makers* (2005) and *The No Child Left Behind Act and its Influence on Current and Future District Leaders* (2004).

Dr. Petersen has also served as past Chair of the AERA Research on the Superintendency SIG and as a member of the Executive Board of the Teaching in Educational Administration SIG. He currently serves on editorial boards for several prominent journals in educational policy and leadership.

Francis X. Shen – Inequality Fellow, Harvard Kennedy School of Government

Francis Shen is a graduate of Harvard Law School and a licensed attorney in Missouri. Currently he is a Doctoral Fellow in Inequality at Harvard's Kennedy School of Government, and since 2004 has served as a statistical consultant for the U.S. Dept. of Education Center on School Choice, Competition and Achievement. In 2008 he will complete his Ph.D. in the Harvard Government Department.

He recently co-authored *The Education Mayor* (Georgetown Press), the most extensive study to date of mayoral appointed school boards, as well as chapters in *Charter School Outcomes* (Taylor and Francis) and *Besieged: School Boards and the Future of Education Politics* (Brookings). He has published on school finance, charter schools, and the politics of school governance, and has consulted lawmakers and school district officials in a number of states.

Sam Stringfield – Professor and Distinguished University Scholar, Co-Director, Nystrand Center of Excellence in Education, College of Education and Human Development, University of Louisville

Dr. Stringfield earned his Ph.D in Educational Psychology from Temple University. In addition to his current position he is also Director of the Grawemeyer Award in Education, Acting Chair of the Department of Educational and Counseling Psychology and a faculty member of the Department of

Teaching and Learning, and the Department of Leadership, Foundations, and Human Resources Education. He has held faculty positions at Johns Hopkins in the Center for Social Organization of Schools, as Co-Director of the Program on Systemic Supports for School Improvement, Center for Research on the Education of Students Placed At Risk (CRESPAR), and Co-Director of the Program on Integrated Reform, Center for Research on Education, Diversity and Excellence (CREDE). He has also been a visiting scholar at Stanford and a faculty member at Tulane University.

Dr. Stringfield's area of research focuses on school reform, including district-level leadership influences and other school policy concerns. He is the author of numerous publications including *Educational governance reforms: The uncertain role of local school boards in the United States* with Deborah Land (2005). His articles frequently appear in educational policy journals such as *American Educational Research Journal* and *Educational Evaluation and Policy Analysis*.

His honors include the Outstanding Publication Award (2004) for American Educational Research Association Division H, Robert Wood Johnson Fellow, elected to the Board of Directors of the National Society for the Study of Education, and a Kellogg National Leadership Fellow. Dr. Stringfield has also served as the Vice-chair of the Baltimore City New Board of School Commissioners, has been the editor or guest editor of numerous research journals, and chaired executive committees in multiple professional research organizations on leadership and school reform.

Kenneth Wong – The Walter and Leonore Annenberg Professor in Education Policy; Professor of Education, Political Science, and Public Policy; Director of Urban Education Policy Program at Brown University

Dr. Wong holds M.A. and Ph.D degrees in political science from the University of Chicago and has been Director of the National Research Center on School Choice, Competition and Student Achievement, funded by a \$10 million IES grant. He held a faculty position at Peabody College, Associate Director of the Peabody Center for Education Policy, and at Vanderbilt University.

Author of numerous publications, he currently has a book under contract entitled *How mayors improve school performance*. He has recently written a chapter, *The Changing Landscape in School Governance: Implications for Establishing Knowledge Claims*, in D. E. Mitchell's book *New Foundations for Knowledge in Educational Administration, Policy, and Politics: Science and Sensationalism* (2005). He participated in the 2005 conference on school board politics sponsored by the Harvard Policy Center.

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Participation will be limited to 250 so register soon.

If you have questions or would like to be a contributing sponsor, please contact:

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