

Center for Leadership in Education

Annual Report for 2005-06

Mission Statement

The Center for Leadership in Education (CLE) is a newly established collaboration between the University of Richmond's Jepson School of Leadership Studies and the School of Continuing Studies.

The Center will transform how leadership studies is taught and administered in the K-12 setting by preparing students, teachers, and administrators in elementary and secondary schools to be active leaders in their schools and in their communities.

The Center will provide both pedagogical and research tools to assist elementary and secondary institutions at the regional and national levels in three main areas:

- Providing instruction to elementary and secondary students in the area of leadership studies;
- Assisting elementary and secondary teachers with pedagogy and knowledge to infuse a rigorous standard of leadership studies into their subjects;
- Facilitating a dialogue with elementary and secondary administrators to strengthen their leadership knowledge.

The Center will also conduct and be a resource for research on the effectiveness of a nontraditional approach to leadership studies for educators.

Vision Statement

The Center will become a national model in the study, teaching, and practice of leadership in the K-12 arena.

Report Highlights

This document briefly summarizes the organizational, programmatic, research, and financial structure of the CLE for the 2005-06 academic year.

The launching of the CLE during the past year was extremely successful. A director was hired and the CLE's website went live in August 2005. The CLE has been successful in generating nearly \$150,000 in grants and contracts to support its programs. There has also been progress in developing an online tool of assessment for leaders in private and public schools. This past year the CLE offered eight programs on leadership to nearly 300 individuals in the Richmond region. Presenters came from various academic departments of the University of Richmond, state agencies, business, and other premiere academic institutions.

Organizational Structure

In August 2005 the CLE was formed as a partnership between the University of Richmond's Jepson School of Leadership Studies and the School of Continuing Studies. Although the CLE is a stand-alone entity, the theoretical and programmatic components arise out of the Jepson School curriculum, while the administrative components are under the auspices of the School of Continuing Studies. The theoretical concepts from the Jepson School are utilized in developing programs, while the practical components, such as marketing and budgeting, are housed in the School of Continuing Studies.

The CLE staff is composed of a director, Dr. Thomas Shields, and one part-time staff person, Byrd Latham. The director of the School of Continuing Studies Teacher Licensure Program, Dr. Cathy Fisher, is also involved in the planning and administering of CLE programs. The CLE director is also a faculty member of the Jepson School and teaches three classes in the School. In addition to the faculty from academic departments at the University of Richmond, the CLE hires business leaders, state agency heads, and educational and leadership scholars from other universities to conduct sessions on leadership and leadership studies.

Programmatic Synopsis

This past academic year the CLE offered various programs in the area of leadership studies for students, teachers, and administrators in the K-12 field.

A. The CLE programs offered for students were:

James River High School Leadership Program

In August the CLE conducted a three-day orientation on the campus of the University of Richmond for the 50 incoming freshmen of the James River High School Leadership Program. Dr. Doug Hicks and Dr. Shields taught various sessions such as ethics, followership, civic engagement, and pluralism to the rising freshmen. The three-day orientation will be offered again in August 2006.

In May the CLE will sponsor a one-day program for the exiting seniors of James River High School. This class of seniors was the first class that was taught by Dr. Shields and Dr. Hicks in August 2002.

There will be an ongoing relationship between the CLE and James River High School in future years. The CLE will continue to provide an orientation for freshmen and an exit program for seniors.

Emerging Leaders Program (ELP) of Hanover County

In August the CLE conducted a one-week program on the campus of the University of Richmond for 40 seniors from the four Hanover County high schools' Emerging Leaders Program. Two Jepson students, Brittany Brown and Balu Chandrasekaran, assisted Dr. Shields in teaching the program. The curriculum of the ELP analyzed the basics of leadership study and prepared the students for their year long service projects. Dr. Shields also followed up with a half-day program on servant leadership in October 2005. The students read Herman Hesse's *Journey to the East* and then participated in a book discussion.

The ELP continues to grow and will be conducted in August 2006 with over 50 students.

Freeman High School Leadership Program

During the spring semester, the CLE had two Jepson students, Jessica Sale and Steve Horvath, teach high school students at Freeman High School in four class sessions on leadership studies. Ms. Gretchen Sweat, the Freeman High School Teacher who conducts the program, gave Steve and Jessica strong reviews for their teaching.

B. The CLE programs offered for teachers were:

Leadership I Institute for Chesterfield County Schools

In June 2005 the CLE sponsored a three-day program on the campus of the University of Richmond for 25 teachers who were interested in pursuing administrative positions in Chesterfield County schools. Leadership I examined basic ideas of leadership studies, but also prepared the teachers to begin the process of thinking about their own leadership. This program will be offered again in June 2006.

In-Service for Teachers

In the fall the CLE offered an in-service program on leadership studies to the faculty of James River High School and to the teachers in the Emerging Leaders Program of Hanover County.

Leadership Institute for Teachers

In late February, Dr. Tom Wren and Dr. Shields talked with teachers from James River High School, Douglas Freeman High School, Maggie L. Walker Governor's School, St. Christopher's School, and Thomas Jefferson High School for Science and Technology. Those attending the meeting discussed the possibility of developing an institute for teachers to learn how to teach the Jepson School curriculum. There was also discussion concerning disseminating leadership studies curricula information to teachers. This would be a database of information that could be accessed by teachers from across the nation.

C. The CLE programs offered for administrators were:

Issues in Leadership breakfast series

The CLE offered 35 to 40 administrators from Chesterfield County an opportunity to listen to speakers and discuss concepts of leadership over breakfast. The dates and speakers for the Issues in Leadership series are below:

October 18, 2005, "Leadership and Group Dynamics," Dr. John Donelson Ross Forsyth

December 6, 2005, "Legal Issues in School Leadership," Mr. Rodney A. Smolla

January 10, 2006, "School Leadership and Business Culture," Dr. Robert Kelley

February 7, 2006, "Leading for Change," Dr. Virginia L. McLaughlin

March 7, 2006, "Leadership and Communication," Dr. Dale E. Gauthreaux

April 4, 2006, "Crisis Leadership," Dr. Jo Lynne DeMary

The Issues in Leadership program will be offered again in the 2006-07 academic year.

Next Generation Leadership Academy (NGLA)

In May 2005 the CLE received a \$103,000 grant from the State Council of Higher Education of Virginia (SCHEV) to offer the Next Generational Leadership Academy (NGLA) during the 2005-06 academic year. The NGLA is a leader-succession program for 40 aspiring elementary and secondary students from four regional school divisions – the City of Richmond, County of Henrico, County of Hanover, and the County of Chesterfield. There are also 30 colleagues from these school divisions that participate as mentors. There are five components to this nontraditional educational-leadership program

- 1) four theoretical seminars taught by leadership scholars from the Jepson School;
- 2) four applied seminars taught by principals and other school administrators from the participating school division;
- 3) four mentoring sessions with colleagues (current principals in the school divisions);
- 4) four case-study sessions (over two days);
- 5) and one book discussion and presentation.

The CLE applied for the No Child Left Behind funds from SCHEV to continue the NGLA during the 2006-07 academic year. Most of the school divisions have agreed to fund the NGLA next year if the grant is not successful.

Virginia Association of Independent Schools' Emerging Leaders Institute

The CLE has partnered with the Virginia Association of Independent Schools (VAIS) to offer the Emerging Leaders Institute (ELI) on the campus of the University of Richmond. The Emerging Leaders Institute will be a three-day program in August 2006 that will offer 25 heads of schools various theoretical sessions taught by Jepson School faculty and practical sessions taught by the staff of VAIS and administrators of Virginia independent private schools.

Leadership Seminar for Superintendents

The CLE has discussed the possibility of developing an executive style leadership seminar for school-division superintendents. The program would be a sharing process of information whereby the superintendents and local business leaders discussed best practices and leadership dilemmas they faced. It would be conducted in a retreat format and would not involve any lecture or presentation. The director of the CLE has discussed this possibility with Dr. Billy Cannaday, Superintendent of the Chesterfield County Public Schools and Dr. Stewart Roberson, Superintendent of the Hanover County Public Schools and they have endorsed the proposal.

Dissemination of Information

The CLE offers the latest research and information on leadership and leadership studies to students, teachers, and administrators. Through its various programs to the K-12 market, the CLE disseminates the latest in research from the expert faculty of the Jepson School. The CLE has also sponsored other nationally recognized education and leadership scholars, such as Dr. Virginia McLaughlin of William and Mary and Dr. Barbara Kellerman of Harvard University, to present at some of its programs.

CLE's website (<http://leadershipk12.richmond.edu>) offers students, teachers, and administrators in the Richmond region and beyond an opportunity to examine the latest in programs and research on leadership and leadership studies. The Blackboard system is directly linked from the CLE's website and offers participants of the NGLA the ability to comment on the writings of other participants and to download research from the theoretical sessions.

The CLE has begun to develop an online survey instrument for both private and public school systems to utilize in assessing future educational leaders. The instrument would be developed in close coordination with the school systems and would allow the respondent to fill out the survey online. Currently, an assessment tool, the principal leadership competency inventory, is being validated by the participants of the Next Generation Leadership Academy for future use in the program.

Financial Overview

For this past academic year, the CLE's budget comprised a salary and benefits for the director. Cost for office space, telephone, Internet connections, and photocopies were incurred by the Jepson School. The other administrative costs, such as the preparation of marketing materials, budgetary assistance, and partial administrative duties of Byrd Latham, were incurred by the School of Continuing Studies.

The CLE's revenue for the academic year 2005-06 was projected at \$150,000. The CLE raised nearly that amount in the development of programs. The following is an approximate breakdown of revenue for the past year:

NGLA program	\$103,000 SCHEV grant
VAIS ELI	\$ 20,000 contract
Issues in Leadership	\$ 6,000 contract
James River H.S. freshmen-orientation program	\$ 5,000 contract
James River H.S. senior-exit program	\$ 1,000 contract
Hanover County ELP	\$ 5,000 contract
Total revenue for 2005-06	\$ 140,000

Most of this money was invested back into the programs for costs associated with running the programs, i.e., food, rental of space, speakers, and materials.

The CLE is expected to gross over \$17,000 for the 2005-06 academic year.

Grants

The CLE submitted two grant proposals during the 2005-06 academic year. In January 2006, with the assistance of the University of Richmond's Center for Civic Engagement, the CLE submitted a grant proposal to the Corporation for National and Community Service's 2006 Learn and Serve America Higher Education Grant Program requesting funding in the amount of \$73,000 during a three-year period. This proposal was submitted in partnership with the Richmond Area Consortium of Campuses (RACC). As stated, the CLE submitted a grant to SCHEV for another year of funding for the NGLA. The amount of this grant was \$85,000

Contracts

In 2005-06, the CLE continued to pursue contracts that offer services to private and public school systems. The CLE contracted with:

- the Chesterfield County Public Schools for the Issues in Leadership breakfast series;
- the Chesterfield County Public Schools James River High School for the freshmen-orientation program and the senior-exit program;
- the Hanover County Public Schools for the Emerging Leaders Program;
- and the Virginia Association of Independent Schools for the Emerging Leaders Institute.

Foundations and Corporations

During spring 2005, the CLE director began work with Mr. Chuck Metzgar, Adjunct professor in the Jepson School of Leadership Studies, and Ms. Jan Meriwether, Executive Director of Development, to develop a plan that could be provided to prospective wealthy benefactors in the external community for funding some of the administrative operations of the CLE. The CLE director has also met with Ms. Denise Jones, Director of Administrative and Technical Services, to develop a three-to-five-year budget for future activities and administrative funding for the CLE. The document and budget for external sources of funding will be ready for review by mid-May 2006.

Activities of Director

In addition to his duties as director of the CLE, Dr. Shields was involved in areas of academic life during the 2005-06 academic year. Below is a brief summary of these activities.

Teaching

In June and July 2005 Dr. Shields was an instructor in both the College Leaders Program and the High School Leaders Program of the Sorensen Institute at the University of Virginia.

Dr. Shields taught three classes during 2005-06. In fall 2005 he taught one section of LDST 303 Leadership in Political Contexts with a total of 17 students, and in spring 2006 he taught two sections of LDST 101 Foundations of Leadership Studies with a total of 26 students. In the LDST 303 class, Dr. Shields had his students involved in the 2005 Virginia statewide campaigns. He also had seven political speakers: Mike Allen, White House correspondent for *Time* magazine; John Harris, national correspondent for *The Washington Post*; Jay Reiff, campaign manager for Bob Casey for U.S. Senate (D-PA); Virginia General Assembly Delegates Dwight Jones and Brad Marrs; Richmond City Councilwoman Kathy Graziano; and Bill Leighty, chief of staff for Governor Mark Warner.

Academic Research and Presentations

Dr. Shields co-authored an article titled "Civic and Political Leadership Education" with Dr. Quentin Kidd of Christopher Newport University and Dr. Sean O'Brien and Mr. Marc Johnson of the University of Virginia for the summer 2006 edition of the *Academic Exchange Quarterly*. Dr. Shields is also a responder at the 2006 Software and Information Industry Association Ed Tech conference on Leading in the Twenty-first Century to be held in San Francisco in May. Dr. Shields is working on an article titled "Political Science and Civic Education: Linking the Theoretical and the Practical," which will be co-authored with Dr. Kidd, Dr. O'Brien, and Mr. Johnson for the *Journal of Political Science Education*. Finally, Dr. Shields has submitted a proposal to present a paper on the Next Generation Leadership Academy at the annual conference of the Association of Leadership Educators in June 2006.

Community Presentations

Dr. Shields gave the keynote address to the Leadership Summit of Rockbridge County High School in April 2006. He presented "Servant Leadership" to the St. James Church Speaker's Forum in October 2005. He also presented "Popular Election of a Mayor: The Richmond Experience" to a town hall meeting in Norfolk, Virginia, in the summer of 2005.

Service to the University

During the 2005-06 academic year, Dr. Shields was a President's College Associate (PCA) for South Court Residence Hall. As a PCA he organized three events each semester, including a screening of *Brokeback Mountain* with over 150 students and a panel on lobbying with 50 students. Dr. Shields was an undeclared academic advisor for five freshmen students from Westhampton College and Richmond College. He presented on the topic of "Servant Leadership" to the Osher Lifelong Learning Institute of the School of Continuing Studies in March and April 2006. He presented the "Foundations of Leadership" to the Police Executive Leadership School of the Management Institute in September 2005 and in January 2006. He organized a panel titled "The Challenges of Covering the White House and the President" with Mike Allen, White House correspondent for *TIME* magazine, and John Harris, national correspondent for *The Washington Post*, in October 2005. He also presented "Race and Politics in Richmond, Virginia," to the Spinning Your Web program in September 2005.

Service to the Community

Dr. Shields serves as an Advisory Task Force member for Project STRIVE of the Daily Planet. He is a board member for the Coalition for Greater Richmond and the American Heart Association's Heart of the Team. During December 2005 and January 2006, he served as a member on the Policy Transition Committee on Local Government for the Office of Governor-elect Tim Kaine. He was also Vice Chairman of the City of Richmond's Human Services Commission until it was disbanded by Mayor Wilder in September 2005.

Issues and Problems

To grow, the CLE will need to find other sources of revenue beyond the contractual agreements of the programmatic offerings. The myriad programs that the CLE offers to school divisions are labor intensive and do not generate sufficient revenues to support a fully staffed center. Other sources of funding, such as individual, corporate, or foundational support, will need to be tapped to continue to expand the resources of the CLE.

The CLE has offered various programs to the K-12 market, but it does not want to become known as a programmatic warehouse offering only programs on leadership. To move beyond the programmatic rut, the CLE needs to provide quality leadership resources and assessment services to school divisions. It will also need to create a dissemination of leadership studies information and scholarship to a wider audience of K-12 educators.

Dr. Shields devoted many hours to programming logistics that a qualified administrative assistant could have more readily handled. As the CLE expands, an administrative assistant for programs will need to be hired to handle the logistics and support of current and future programs.

The need for office space for the director and staff of the CLE will also be a problem in the near future. If the staff of the CLE were in the same building, it would be easier to coordinate programs and other initiatives of the CLE. The lack of proximity of the director's office and staff offices has led to some communication problems during preparation of programs.

Finally, the CLE has been very diligent in trying to market its mission to the school divisions in the Richmond region. For example, the CLE hosted a meeting of the Region 1 Superintendents on the campus of the University of Richmond in

December 2005. However, CLE believes that its programs and resources on leadership and leadership studies should have a national exposure. Only through additional resources and staff will the CLE be able to establish programs and dissemination of information on a wider basis than the Richmond region.

Future

Next year the CLE will continue all of the programs it offered in 2005-06. If the Next Generation Leadership Academy is not funded through a No Child Left Behind grant with the State Council of Higher Education, then most of the school divisions have agreed to fund it through a contractual agreement. In fact, Chesterfield County has expressed an interest in expanding the program to a second tier. Chesterfield County has also inquired about a certificate in educational leadership and policy studies for individuals who are pursuing a principalship in the school district. The certificate would be an 18-credit-hour program that is in addition to the state qualifications necessary for school administration.

In the future, CLE would like to hire one full-time administrator, one full-time researcher/associate director, and one part-time information-technology assistant. The administrator would be responsible for the logistics of the programs offered by the CLE. The researcher would assist in developing the qualitative and quantitative assessment tools of leadership for public and private school divisions and would also serve as an associate director of the CLE. The information-technology assistant would develop content for the CLE's website and assist in the online-research component.

In the next academic year, the CLE will have an advisory board that will be composed of faculty from the University's Jepson School, the School of Continuing Studies, and the Virginia Department of Education. Representatives from the regional school divisions and corporations will also serve on the advisory board. Finally, nationally known figures in the educational-leadership field will be invited to be a part of the advisory board. The advisory board will have working groups that will be responsible for reviewing programs, providing research guidance, and assist in fundraising.

In the next two years, the CLE would like to expand its programs to students, teachers, and administrators. The CLE would like to create a program on leadership studies for African-American middle school youths from the city of Richmond. This program would be grounded in a rigorous analysis of leadership in the Afro-American culture. The CLE has begun discussions with local school superintendents on a yearlong executive leadership seminar. The program would be a once-a-month dialogue on best practices in leadership between school superintendents and corporate executives.

The CLE has also discussed developing a program for teachers to examine the leadership curriculum of the Jepson School. Finally, the CLE would like to create a database of leadership materials for K-12 teachers to utilize in the classroom.

In the future, the CLE will offer private and public school systems the opportunity to create a competency inventory based on their culture and on current educational-leadership standards. The inventory would be utilized as part of a specialized curriculum for aspiring heads of school or principals to examine their leadership capacity. The assessment would be offered online, with the data being collected and disseminated to the school system and incorporated into the curriculum.

Finally, other sources of funding, such as individual, corporate, or foundational support, will need to be tapped to continue to expand the resources of CLE. This is critical if the CLE is to continue developing quality leadership studies programs and initiatives and dissemination of leadership information.