

Leadership Time

Neal Shambaugh



2008 - 2009
Year 10 West Virginia University

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"... being left-handed is deviant in a right-handed world."

Eisenman, R. (1999). Creative Prisoners: Do They Exist? *Creativity Research Journal*, (12)3, 205-210



Date of current version: May 16, 2009
File name: LeadershipTime.doc

Why? Leadership

How This Book Got Started

Last Fall 2007 I wrote a picture book: *Teaching Time Fall 2007*, which in pictures depicted my teaching life during that semester. I taught 3 classes, so most of the talk about teaching was about what the people in those classes did mostly and somewhat about what I did, but it was mostly about the students.

This fall I was too busy to keep up with 15 weeks of another teaching chronicle. At week 8 in the Fall 2007 semester I made a Friday morning list of leadership notes about events that had already occurred. Rather than documenting leadership issues across the weeks, I chose instead to focus on the issues themselves and how they might unfold over the semester.

I would rather write about teaching than leadership, let's get that straight. Leadership issues fill much of my day. It's not what I think about as much as what I deal with. There's more conflict in leadership than in teaching, so maybe this chronicle of a semester wrestling with leadership might make a more interesting read, but I doubt it.



This is Alton Brown. It was suggested by my doctoral advisor that my teaching persona was akin to this cooking show host. You'd have to watch the show to understand what she meant. The image was used in *Teaching Time*, and it's too good to throw out, so I was thinking about how my leadership style is like Alton Brown or could be like Alton Brown.

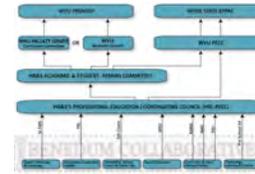
Here, Brown has his mouth full, which is pretty normal for him, maybe it's a metaphor for me, for maybe I'm just hungry. What's for lunch? Or maybe it's me wanting to say something when I still have food in my mouth.

Fall 2008 Semester 19 Year 10

February 12, 2009 200th Anniversary of Lincoln's Birthday

Remember in public school when Washington and Lincoln's birthday were celebrated on different days? Now the event is combined on a Monday holiday when nobody remembers the individuals. I recently read The Goodwin book about Lincoln and his cabinet, A Team of Rivals, and learned for the first time about pulling together rivals and competitors for the Presidency and how some member of the group, such as Seward, came to be supporters of Lincoln. I also read Abraham Lincoln: The Story of a Writer, to gain more insight into the habits of one of the clearest speakers and writers. I was surprised to find out that Lincoln rarely spoke without notes, as compared to Clinton who probably never used notes. Lincoln only had a few months of formal schooling, but somehow from his nonstop reading and ambition he managed to be granted a license to practice law. The book describes his early reading influences, which included the Bible. The man also had a very good memory, which enabled him to store and recall passages. There's nothing romantic about Lincoln, but there is a story of leadership therein. After his death, there wasn't a time until Theodore Roosevelt that the country had similar leadership, two men who were suited for their time. I think the lesson of history is not to look to the past for templates for the future, but to realize that what worked were based on an understanding of the people and reality of the times, could learn while in office, who could make tough decisions.

College The Summer Picture Starts Off the Year



Benedum Collaborative Flow Chart

This picture was developed out of the new Dean's Office sometime during the summer. I saw it 3 times before sending the Dean an email asking her to explain its purpose, what the boxes – arrows meant, and who/when was this developed. College folks get cranky when they see things like this go POOF in front of them.

Issues

Eventually, the Dean stopped calling it a flow chart, which is good as I'm not sure what the flow is about. Some types of decision-making? I've said that there is too much going on in this visual. It's a model about spreading the benefits of the Collaborative around the college. Teachers in the 5-year program went "off" as some of them have had nearly 20 years invested in the name, and now the name is stretched outside the 5-year program. I tried to suggest that one must always title such an image to make it clear what it is, but also to write out a narrative to explain it. This picture proved a lightning rod at many meetings, as there are resource issues implied by it. This was not a good way to start the year – it's based on genuinely wanting to spread a vision, but you have to involve people who are already invested in what's here. I learned a big lesson from watching this one.

College Promotion & Tenure Committee



Wednesday, October 1, 2008

As chair of the College Promotion, Tenure, and Evaluation (PTE) Committee, I took it on myself to provide orientation session and materials for about 90 minutes. About 20 people attended, including year 1, year 2, and tenured folks. We had lunch brought in and I did a sit-down overview of the year 1 review process.



I spent what seemed like about 5 days producing materials, including a 3-ring of materials from the College, WVU, Samples, and Forms, all of which were found on a CD. I also produced a PPT handout, which provided a tour of my comments. I had to field a lot of questions. A lot of comments from the senior faculty interrupted my presentation, but I expected that. I got good feedback from the session and materials. I distributed cards asking for concerns and questions they might have about the process. I also volunteered to lead 3 workshop sessions on teaching, research, and getting it all done.

I get email almost daily from new faculty members about annual review, tenure, what counts, etc. Once I put myself out there (i.e., "you touched it last"), people come to you. It's not the attention I want, another example of what I've referred to as "reluctant leadership." I didn't want to be this person, but one "steps up," yes?

Thursday, January 29, 2009

End of January I assigned reviewers of Year 1 (10) faculty, Year 2 (7) faculty, mid-tenure (those who had finished 3 full years)(1), and those going up for Promotion and Tenure (2). We could not meet due to wintry weather, so I sent my instructions out and picked what I thought were two reasonable Friday's to review these collectively. I had solicited days to meet but nothing math'd out as an idea date, so I had to select a day to get this work done.

Issues

The charge for the PTE committee is to review faculty work. There's a gap in providing orientation overall to new faculty. I convened a meeting of the PTE committee in September to discuss clarity in the process, esp. for the new faculty, and pushed a list of committee-developed recommendations to the Dean. The college Faculty Executive Committee also reported discussing these issues in their Minutes, so there's a who's-on-first issue. FEC in a subsequent meeting, prompted the Dean to meet with the FEC chair and me and resolve some issues. A work in progress but I'm hopeful.

Materials Filing Deadline Change

Week 11, Day 3 (Wednesday). After Faculty Executive Committee (FEC) and the Leadership hear about the idea, I sent out an email about changing the submission deadline for annual file from November 1, 2008 to January 1, 2009. This change moves this aspect of faculty review align with the university calendar. I got several queries from people who were still confused, one downright hostile. My desire has been to improve clarity about deadlines, what's to be included, first, then criteria of success later. Even now, there's a wide range of opportunities to be successful. One can be "excellent" in many ways, partly to acknowledge the different ways that people work and what disciplines acknowledge as important. At every step, there is defiance from people who would never be voted to serve on P&T. There is no logic to faculty thinking. The irony of it is that as an educationally-oriented faculty, we are less open to examining our own teaching.

February 1 Deadline for Department Reviews

The second change was crowding the university guidelines, which wanted January 15 to be the date in which the Dean received year 1 letters. Instead the three of us decided to make the date for letters to move from the department level to the Dean's Office be February 1 for all faculty. I sent a note to the Dean after re-reading carefully the university deadlines and pointed out to her that she'd likely be getting a call from the Provost's Office on February 2 asking for the Year 1 letters.

February 13 Year 1 Letter Reviews and Merit Review Assignments

Nine out of the 10 Year 1 letters were reviewed with the usual negotiation and suggestions. Overall, good level of collegiality and some relief from me to get this first review in. There's a challenge negotiating between the published guidelines and achieving some consistency in our decisions. I was impressed with the collegiality and everyone trying to be supportive. P&T is a difficult committee for the chair. I have to be very organized with it.

February 20 P&T, Mid-Tenure, and Year 2 Reviews

Most of the time was spent trying to figure out what to do with a Year 2 faculty member's review letter, one who brought in 3 years but is receiving bad reviews from his department chair. We had to table this one until the following week, although we did get a ruling from the Provost's office that the review was indeed a year 2 review.

February 27 P&T, Final letter

We reviewed a problematic letter, but we were charged with reviewing performance over the previous year and not to comment or mediate the department chair's recommendation to

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terminate this person. Messy. I was glad to be done with the review part of chairing this committee. I received compliments on my organization but it just doesn't feel like I'm doing a good job. Probably due to the nature of the committee and the reviewing that needs to get done.

March 26, Spousal Hire Review

The Dean called a special meeting to review the credentials of a spousal hire for a tenure-track position.

May 15, End of Semester

What I've learned from chairing the College P&T committee is that "policy" needs to be made by faculty vote and directed through the Faculty Executive Committee. P&T can make recommendations to the Dean and to the FEC, and they can make decisions, either through edicts from the Dean or votes from the faculty.

My latest time on this committee was an appointment to fill in a position vacated by someone who went up for full professor. I just got elected to the committee again, my third time. Seems like I've spent most of my ten years on this committee.

This was a difficult committee to chair. Required organization, but also the stakes are high given the results of these reviews impact a faculty member's position. I was glad it was over.

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The 5- year Teacher Education Program Liaison Work



I had to insert pictures here

Rivesville Elementary/Middle: the four year 5 interns that will graduate in 2009. I pay attention to them. Try to blog weekly. Formal observation. Mentor action research. 9 students to pay attention to in all. I suppose this is about teaching, but teaching, research, and service frequently overlap. One benefit to my liaison/service work is that I model this activity for new faculty members. And that liaison work can be part of one's agenda.



Watson Elementary: group picture. I'm their liaison at least for the short haul. 12 students placed there. I've observed twice before in this school, and this Fall I would observe 4 more teachers in this open-classroom school.



Skyview Elementary in Mon County, just a few minutes from my house. A new public school, in their second year, and a new PDS. I volunteered to pay attention to them. They only Tutors (year 3) students placed there so there are not too many obligations or responsibilities yet. Here, the principal is showing me one of the three 5th grade classrooms.

I haven't done well paying any more attention, but a parent who works in the Dean's Office volunteered to act as liaison. She ended up leaving the College. I did meet with Skyview folks in an Allen Hall meeting, so that allowed me to touch base with them.

Leadership issues:

Where to begin. The issues can be viewed as germane to the schools and to liaisons. There's a wide range of involvement. Right now one of the problems is that nobody knows what the needs of schools and liaisons are. This is being developed now through a table I developed.

Might be useful for me to make a list:

- Orienting and mentoring new liaisons. I did a session on this for about 10 people, mostly logistics.
- Organizing liaison activity for joint PDS – Liaison professional development or research or service. Our first liaison meeting established its focus; namely connecting the public schools and university agendas – that's our work.
- Enlarging the scope of liaison work? The new Director wants to increase university supervision of pre-service teachers, but this will impact workload. Personally, my service role has been voluntary, and although we've been paid for performing specific liaison activities, I don't think I have the time to give to increase liaison activity. Needing to spend more time on IDT program requires that I reduce my activity.
- Organizing for ad hoc needs in the Collaborative. I don't have the time and energy for these needs. About half of the way through the semester, mid-October, I decided I needed to pull back on 5-year program activities, liaison coordination in particular. My 3-years on the cross-site executive steering committee is up this year, too. This will end my larger governance voice.

Leaving Teacher Education

Week 10, Day 5 (Friday) I get the idea of leaving teacher ed after 10 years. The sabbatical request will enable me to end teaching the EDUC 400 course where I begin to get invested in the 4th year students and cut the cord to my psychological connection with students in the 5-year program. I know this decision to be a good one. I wasn't expecting this realization to come to the surface. I just can't be both IDT coordinator and involve myself in the governance, teaching, and action research. Teacher ed has long had a reputation of being a black hole of work. Whether I can really pull away from the 400 course is unknown. Going on sabbatical, I am hoping, will establish an option here.



Week 11, Day 4 (Thursday). I spend all day in Benedum meetings and end the day with ESGA, the student support group in the 5-year program. I do grow tired of the continual agenda of teachers being something other than teaching. I grow tired of hearing the complaints from the 5-year students. Year in, year out. Improvements are made here and there, but it will be impossible to have a perfect program for the students, as the program requires so much. Many of their complaints are well-founded, however. They are difficult to address, some of them.



Leaving teacher ed means leaving behind all of the teachers and students I love being around. It's necessary to know when to leave. This won't be easy. I am fazing out so that the current year 4 students will still have my elective courses when they graduate spring 2010. My student numbers run about 75 for two courses, one of which is online, the primary attractor. However, the 400 course provides students for these courses two years later.



Filing the Sabbatical

I filled out the sabbatical paperwork on November 1 and sent it to Dan shortly thereafter. During the last week the Dean wanted me to provide more rationale for my plan. Five versions later, she signed the document. It's a better document, to be sure, but waiting until the last minute bothered me. And even after being told that the signatures with notary weren't needed until the Provost Office approved the plan, I was told on the last day that signatures were needed, so I dropped what I was doing and hand delivered the signed/notary to the Provost Office on Friday, January 30, as February 1 was the deadline, a Sunday.

The sabbatical is proposing the submission of 3 papers and attending 3 conferences. One of the papers will require some time to analyze the data, as well as conceptualizing the study (lit review and major talking points). It would have been easier to have proposed writing a book. Writing a book = the currency one understands for sabbatical leaves, while my proposal seemed Normal Neal. Maybe so.

Sabbatical got approved this week, Monday, February 23. Thanked the Dean for making the document ultimately better, and to get together to discuss my long-range plans and my future role.

During the spring 2009 semester I submit proposals for the 3 conferences as contracted for in the sabbatical agreement.

Department – Program IDT Program Coordination

Issues: Finding time

Finding time to get to IDT coordination issues, as I spend too much time in teacher education. I need to make some decisions about eliminating or cutting back. I provide a finger-in-the-dike service for our department's influence in the 5-year program. What to cut back on? Probably liaison coordination. One decision that will push all of this is if I decide to seek a semester of professional development leave for next fall.

Deciding on pursuing the sabbatical means I have made changes in my schedule and responsibilities to enable more time with the IDT program. This is necessary, as I need to get away from the bottomless black hole nature of teacher ed and do some writing about topics I haven't been able to get to while here at WVU.

E-Learning Book Chapter

I proposed a book chapter on using activity theory as a tool to understand the full range of contexts when tackling an E-Learning initiative. I want to use the IDT online master's program as a case study to see how this might work. I guess this is this year's paper on something I know nothing about. Usually, however, I know more than I think. I've wanted to apply activity theory, so this might be the place. Writing the book chapter might actually help me get motivated on the online program features.

During a Department meeting it occurs to me that I should expand the above topic to include the entire Department not just the IDT program. I "come clean" with the group as to this writing project.

Just before Thanksgiving I submitted the E-Learning book chapter. I used activity theory as an analysis tool, nothing revolutionary in the idea, but I found that visualizing the various constituents and their roles and rules helped me to see the overlapping goals of students, faculty, and administrators. I can't image it will be accepted but you never know. I learned something from the writing.

The article got accepted mid-March and there was 10 days to get it suitable for book chapter use. I made some major additions based reviewer input, so I was happy to get this accepted, this along with a proceedings and hopefully two other book chapters to get published this year.

Online Programs

Most faculty members understand what it means to design and teach an online course, but not enough discussion is directed at what online programs mean. I proposed in the November and January department meetings to meet and discuss online programs with anyone interested in doing so, maybe get in three meetings. I'll have to call the meetings and organize the discussion starting points. The E-Learning book chapter is the first article to document such efforts. The question that occurs to me is how do groups, such as departments, organize quickly to take advantage of immediate opportunities or new topics, such as online programs. Many of the standard committees provide a forum but nothing

seems to happen. A working group makes more sense, composed of people interested in the topic, who self-organize and direct their own agenda, but with enough structure to focus on work getting done with something to show for their time. Once a pattern of success is experienced I can see this structure attracting more participation and more work getting done, rather than trying to tackle it all in department meetings, which are too long.

The TLC Department has discussed online programs over two meetings. I've pretty much organized that conversation. It's a slow discussion. I'm trying to organize the discussion along systematic lines. I have never understood how people can carry out a discussion of something like this without any form of order at all. I'm writing about it in an article for a book on E-Learning Cases. Helps me to loop the process into an article, my habit each year to write about something I know nothing about, but of course, I do know more than I think.

Spring Break Discussion on a WVU Online Program Development Grant, March 20

The group decides to offer the IDT master's program 100% online, and to apply for grants to re-design each of the 12 courses for online delivery beginning Spring 2010. I draft up the grant proposal and submit in late April.

May 15, 2008 Awarded Grant

Extended Learning granted us half of our request, \$24,000, for developing 6 of the 12 IDT courses for the online master's program. A good way to end the semester and the year.

College Ph.D. Teaching Mentorship

College Ph.D. program now has 6 students enrolled.

The program requires a research mentorship and a teaching mentorship. The director of the program wants me to convene a working group for the teaching mentorship.

Leadership issues:

There's opportunity here to continue my service in teaching. This requirement begins Fall 2009. Both mentorships are designed to produce more capable PhD graduates.

5-year Teacher Education ESGA Program



Tutor Orientation – August 2008

200 Tutors (year 3) and Interns (year 5) and PDS teachers met for the first time. The 4-member Leadership Team takes care of the details.



Here's a picture of the Leadership Team meeting in September in the lobby of Allen Hall. 4-6 new members came out of this meeting.

October's meeting invites Sarah to a Q & A sessions.

November's session updates interns on what it means to "sub" in Mon county.

No meeting for December. The members organized a Formal for January as well as raising money with T-shirts.

Leadership Issues

Recruiting new members as the current team pretty much ran things last year. My job is to listen to issues and provide guidance when necessary. Mostly ESGA is a sounding board for student concerns. The group puts on a formal and sells T-shirts to raise money to provide food for the April Action Research Conference and the graduation day reception.



At January's Leadership meeting, Christa announces that I'll be stepping down as the faculty advisor. The group identifies two candidates to ask to assume this position Fall 2009. In addition, one of the members of the leadership team drafts 3 year 4 members to join the group and take over leadership roles.



During January ESGA makes \$800 on holding a Formal at the Lazy Lizard in downtown Morgantown. A success and the new Leadership Team will have some funds to work with in the coming year.



The group makes even more money with a T-shirt sale! Here we wore the shirts to promote them and gave me a chance to take a group photo of the Leadership Team of year 4 and year 5 students.

I hate to leave this group and the fine people who find the time to make the group go. Five Participants step up to take over the organization next year.



Here's the backside of the t-shirts: "Teachers Have Class" on blackboard images. The group decided to give free souvenir t-shirts to the graduating interns: "I Survived" during the Action Research Celebration at Lakeview Conference Center.

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ESGA Leadership Team (minus
Christa)



ESGA Leadership Team (minus Heidi)
Interns and Participants

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5-year Teacher Education Program The Benedum Collaborative



New Director

I'm kind of in a wait-and-see attitude on the new Director. I believe she has a genuine desire to move the Collaborative forward, but the push behind the agenda could stand to be moderated a bit. My advice has been to let the day-to-day unfold over the year so she can see how it works.

Leadership issues

Diane is well meaning, but the shift to a more top-down approach appears uncomfortable to many in the 5-year program, meaning teachers and principals. College faculty members who have been critical of Van's time in the program are enjoying this shake-up. They don't realize that her top-down "poking" will involve them, too. This leadership change is a small reason why I need to move away from teacher ed. I will give up some writing opportunities here, but I have very many other options.

December: Collaborative Faculty in Residence

I meet with Department chairs on P&T issues of this new position, which places faculty members in public schools one day a week. I originally saw it as a teaching position, which presents some issues when it comes to annual evaluation, but the position is really a research opportunity. Evaluation becomes simpler as faculty members will have an expectation to publish an article above the 1-2/year that is expected.

Retreat Planning

I am one of six faculty members involved in planning a January Retreat to review and rethink the 5-year teacher education program. Two years ago we held a scope and sequence meeting in which we began to look at the original vision document, the so-called "Blue Book." Numerous issues were itemized and students were a part of that May meeting. I missed the first meeting due to being sick for 2 weeks after Thanksgiving. I attended the second meeting in which we firmed up the agenda.



January Retreat

The two-day event runs better than I thought it would. People showed up and had collegial discussions with task forces being formed to work through the next steps. I was the facilitator and data recorder for discussion of the Year 4 experience. I elected not to attend the follow-up meetings in March, as I'm pulling away from teacher ed and I thought it would be best if I wasn't there. I can see that EDUC 400 will be dropped. It will be easy to do. However, I feel that in the long run IDT faculty will still contribute IT experience to the program, but not teaching 400 will allow IDT faculty to teach IDT courses.



February ATE Award

Summer I wrote the proposal document for an award from the Association for Teacher Educators (ATE). ATE selected it as The Exceptional Teacher Education Program for 2009 at its Dallas, TX meeting. So stepping up and volunteering to write this was a good thing, a good lesson for me.



Graduate Reunions

On a Sunday met up with Danielle, a graduate from 2008 and her college roommate Whitney, who will graduate from the teacher ed program this May. Danielle I met in her last year, a MAC user, from New York. Mast May we stood in the rain for 2 hours waiting to hear former President Clinton speak. She's her own person and a pleasure to know.



Later that same day, Kelly and I had lunch at Chili's, our second reunion meeting this year. Kelly teaches in Maryland, middle school math. I first met her in our Spring 2008 Visual Literacy course. I meet more Secondary majors during the spring semester elective courses. This is by design.

Meeting grad's might be more about Teaching than Leadership, but I don't think so.



Portfolios – Mock Interviews

February 26 exit portfolios for the fifth year Interns are due in the Benedum Office. During the week the Teacher as Leader course orchestrated some mock portfolio interview sessions. Kristen and Lauren are two of the four Rivesville Elementary-Middle Interns. They posed for this year's "cheesy" shot of the portfolios. Leadership is partly about "stepping up" and volunteering throughout the year for 5-year program activities is usual for me. I'm in my element with them. I love these two.

I did one session before I had to excuse myself to meet a Principal from Charleston who drove up to talk about his dissertation. Some days I am "double booked".



Elementary Portfolios



Secondary Portfolios

February 25 Diane send me a note on "being sorry that I'll be on sabbatical and we haven't sat down to talk about [projects]." My email reply to her:

Just because I'm on sabbatical doesn't mean I still can't "play." My sabbatical contract is to submit 3 papers and attend 3 IDT conferences. Overall, my goal is to re-connect with my IDT field. This 3 and 3 is pretty much autopilot for me, although one of the papers will require a lot of conceptual/lit review and data analysis. I have also talked to Reagan about doing something with the huge amount of AR we have archived. Also, doing something about the impact of PDS on experienced teachers. That would be fun.

When I blurted out whatever today, it was some kind of insight listening to you talk about the superintendents and the value of the Collaborative to assist in prioritizing professional development and assigning resources. I'm always listening for the big picture and trying to do something with that. Although I can manage the detail side, too, which was helpful in the ATE proposal. I was going to add to the meeting today what I wrote about in Cross-Site Exec last time - the whole professional development issue that schools/counties face - multiple sources of

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PD but also as you said vast differences in needs (although RTI has helped us coalesce around a timely topic).

I also attached that rumored manuscript I submitted to the PDS Yearbook - summarizing what I learned as a liaison over the past 10 years. My doc advisor suggested I write this, so it was cathartic in a way. I gave a copy to Heather Schneid, one of my favorite interns from ESGA-Watson-ATE fame. I wanted her to see a liaison's point of view and give her a broader view of PDS work than just surviving the program. So given the nature of your message I thought I should send it to you. Still needs some revision as it's clumsy in parts. It might be too solo for the PDS Handbook but as I wrote at the beginning of the paper the liaison role could be addressed more in the Handbook (I read the contents for 3 of the yearbooks). I could also rewrite this paper for another source, but connect it to the literature - that would take some time and work. I was up against the January deadline, so this was what I decided.

We can still sit down and chat about projects. As you know, you can't get much done while you are in the building. So stepping out of the building is what I do to get to the serious work. We can do that.

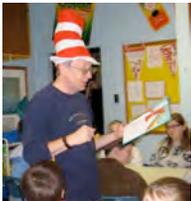
Thanks for your note. As with most public school teachers, we don't need much. Just a note like this every now and then.

Neal



Dr. Seuss – Parents' Night at Rivesville

Every March Rivesville Elementary-Middle holds a parents night honoring Dr. Seuss's birthday. I'm one of the readers taking a Dr. Seuss book in one of the classrooms and reading the book to students and their parents. For each book there is a follow-up activity, which the Tutors (year 3 students below) supervise.



Portfolio Review

My third review with Mrs. Pitrolo from Watson Elementary. Lauren was one of three students we reviewed that evening. Each a 1-hour review – required 2 hours of reviewing prior to the presentations. Interns, 5-year students, have a great deal of anxiety throughout these, but the event is necessary to showcase their three years of work.

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Action Research

This year I mentored 7 action research papers and 6 proposals. Graduates presented their findings at Lakeview Conference Center. Below are some pictures from some of the sessions and favorite people I have known in the last 2 years. They seem to communicate without much explanation.



Writing Best Practices in AR Text



F2F meeting in Baltimore the weekend of Hurricane Hanna, early September

Group meeting getting to know each other and work on some specific chapter contributions.

Leadership issues

I tried to quietly move the group to identifying the audience for this book; otherwise, the chapter submissions will be “all over the place.” Numerous chapter proposals are basically summaries of research and these won’t fly with students doing AR in a teacher education program. Having experience writing two textbooks helped here. We should also have ironed out the AR process organizer and made some initial decisions on terminology. Fixing the audience as teacher ed students prompted some authors to drop out – an unfortunately necessity. From WVU Reagan, the tall guy in the back (to the left) and Jaci (right end of the front row, in red) attended with me.



Book Chapter

We’re writing three book chapters, each of us taking the lead in one book chapter. My topic is “Framing an Action Research Study.” I submitted the chapter in early December. We still don’t know who might publish this, but we all seem to have confidence in the book editor that it will find a place somewhere.

I received feedback from Bob pretty quickly and he liked it very much. Changes need to be made pretty soon, so I don’t have this in the way of getting ready for spring classes.

I made my changes and Bob said my chapter was in good shape. Reagan managed two drafts of his chapter, “Working with Data,” while we still waited on Jaci’s chapter on “Negotiating a Study.” A chapter outline was sent to us with our chapters at #5 and #7, respectively. The editor also identified the publishers where he was sending proposals to, about 5 places. One of our chapters would likely be one of the draft chapters, I am sure of that at this point.

Jaci is slow to submit a chapter. In late March she tells me she has a draft. Reagan and I want her to have an equal submission, as each of us has took the lead on a specific chapter.

Is Leadership Like Alton Brown?

The Cooking Metaphor

Alton Brown was invoked in Teaching Time, my account of my teaching during the Fall 2007 semester. A good designer is like a cook, knowing when to follow recipes (baking) and when to improvise (when ingredients are not available) or to experiment (food combinations or preparation procedures). But how is leadership like cooking or like cooking as embodied by Alton Brown.

Alton Brown, the TV cooking personality, uses a fast-moving form of presentation, and typically you see his head on the other side of the open oven. He also features a strong educational feature, helping his viewers understand the history and the chemistry of food, which leads to principles for preparing and cooking certain foods, like macaroni and cheese or the baking of nachos.

One could say that leadership is needed continually as the landscape of academia changes, although change is resisted at all levels. Past practices seem inadequate to address decisions that need to be made quickly rather than an overly long drawn out dialogue. Sometimes you can only move so fast, as with P&T policies. Even when the changes were made for the faculty's benefit, all sorts of resistance showed up.

Making Conscious Decisions to Participate

Many faculty members are uncomfortable with leadership roles as they either have no experience with it or don't like what they've seen. Leadership responsibilities will be a growing part of one's day-to-day activities, especially as senior faculty retire.

Stepping Up When Needed

The "reluctant leader" moves a program forward or disappears. My inner voice tells me "this is a good thing to do," such as when I was asked to prepare the ATE Outstanding Teacher Education Program proposal. I proved to myself that I could step up and just get this done "for the good of the order."

Dilemma – Too Many Cooks in the Kitchen?

I'm a believer that everyone needs to exhibit some leadership, at least in one's own agenda and model collegiality (although not too much collegiality as collegiality seems to equate to "too much talking, not enough action."). But thinking through the above idea that everybody is a leader suggests the "too many cooks" metaphor. That concern stems from thinking that leadership is someone at the top. While there have to be such people, leadership can take many forms. I've begun turning my attention to bringing that out in others, rather than avoiding such roles or assuming such roles myself.

End of Year 10 Thoughts

I did not think that by the end of the Fall 2009 semester I would be contemplating pulling away from teacher 'ed and filing for a sabbatical. Both issues came together on one Friday driving home. I needed to cut the "apron strings" and re-invest this psychic energy into my own work. I couldn't get to it as I was constantly feeding myself through the 5-year students. I must be crazy to cut myself off from my most satisfying experiences. But I need a new challenge and I'm pulled by the broader Design Studies focus. I'm also tired of the thicket that the 5-year program finds itself in, others who think it should be this or that. I'm tired of being in the middle of that all the time. I'm also tired of paying so much attention to it, having gotten very involved in all levels. And it's hard to say goodbye to each year's interns.



Leadership Time
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During this photo documentation, "Leadership Time" became talk about teaching, but both are interconnected, less seamless than I would like. Sometimes pictures tell the story better than words. Graduation seems like a good place to end this document. I miss these people already. As I've written many places, you can't do much with students unless there is some mutual respect. When you love your students, anything is possible.



Next: Summer Time (summer 2009) and Sabbatical Time (fall 2009)