

Education Policy Studies

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Volume 1

American Indian Leadership Program Celebrates 40 Years

This academic year, the American Indian Leadership Program (AILP) celebrates its 40th anniversary. AILP, along with the College of Education's Office of Multicultural Programs, the University Library's Diversity Committee, the Alumni Association, the Equal Opportunity Planning Committee, and the Center for the Study of Leadership in American Indian Education, are collaborating on a number of events in celebration of this anniversary.

During the fall semester, AILP and the University Libraries' Diversity Committee co-sponsored an art exhibit titled "Tradition is My Life: Education is My Future." This exhibit, housed in the Diversity Studies Room, featured artwork by American Indian and Alaska Native K-12 students from across the country. The exhibit displayed winning entries from an annual contest sponsored by the Office of Indian Education, U.S. Department of Education, which aims to inspire students to consider the

connection between their education and culture. This year, students from 175 tribes and clans in 34 states entered the contest. The exhibit will be on display in museums and educational institutions around the country, including the National Museum of the American Indian in Washington, D.C.

In September, John Tippeconnic and Susan Faircloth presented "The American Indian Leadership Program at Penn State: Celebrating a 40-Year Tradition of Leadership in Indian Education," during which they discussed current opportunities and challenges facing American Indian schools and communities. Also in September, Native American activist, environmentalist, economist, and writer Winona LaDuke presented "Creating a Multicultural Democracy: Religion, Culture and Identity" as the inaugural speaker in the new Holmes Scholar Speaker Series.

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PENNSTATE



COLLEGE of EDUCATION

Joint Degree Program with Education Policy Studies and Dickinson School of Law

The joint degree program in Law and Education Policy Studies has entered its third year. The joint degree program offers a J.D. and a master's or doctoral degree in education. Participating EPS programs include Educational Leadership, Educational Theory and Policy, Higher Education, and College Student Affairs. The development of this unique program was spearheaded by Preston Green, who holds a joint appointment as associate professor of education and law in Penn State's College of Education's Educational Leadership program and Dickinson School of Law, respectively. Green notes that "eighty-five percent of teachers do not have any exposure to legal issues in their preparation programs," despite the presence of legal issues in their daily working life. Green acknowledges that more attorneys are

practicing in the educational law field and would benefit from understanding how schools work.

Last June, the College of Education and Dickinson School of Law co-sponsored the 2009 Law and Education Institute. Teachers, lawyers and administrators attended this seven-day conference to hear speakers and join discussions on such pressing issues as student rights, speech and religion, school district liability, and special education. Green, the event's organizer, explains the Institute as an opportunity for professionals to improve their "legal literacy" and better understand the issues faced by other related groups.

Further information on the Institute is available at www.law.psu.edu/centers/education-law/.

14th Annual Values and Leadership Conference

About 120 scholars, students, and distinguished guests graced Penn State's campus October 1-3 for the 14th Annual Values and Leadership Conference at the Nittany Lion Inn. This year's conference, "Exploring the Meta-Values of Authentic Leadership: Moral Literacy in Action," drew participants from across the United States and from around the world, including representation from Canada, Australia, Sweden, Finland, and Israel.

Keynote addresses were delivered by world-renowned scholars in the fields of authentic leadership, ethics, and decision making. Such acclaimed academics as Robert "Jerry" Starratt of Boston University, Christopher Branson of Australian Catholic University, Victor Worsfold of the University of Texas, and Paul Begley of Nippising University delivered papers on the future *(Continued page 11)*

AILP 40th Anniversary cont'd from page 1

In November, AILP hosted a Leadership Forum on Indian Education. Topics included leadership in special education, leadership preparation, and leadership in curriculum development and implementation. The following prominent scholars presented on different aspects of American Indian/Alaska Native education: Susan Banks-Joseph (Washington State University), Grayson Noley (University of Oklahoma) and Tarajeau Yazzie-Mintz (Indiana University-Bloomington).

Other events included an AILP alumni reception at the National Indian Education Association's annual conference in Milwaukee, Wisc., and a presentation at the annual meeting of the University Council for Educational Administration. The AILP ended the semester by co-sponsoring a resources table in the Chambers Gallery, with the College of Education's Diversity and Community Enhancement Committee. This event featured books and other resources detailing information and support for addressing American Indian issues in education. Special thanks to Jane Harstad, for coordinating this event.

American Indian Leadership Program

Batschelet Chaired Professor of educational administration John Tippeconnic and Susan Faircloth, associate professor of educational leadership, are co-directors of a personnel preparation grant funded by the Office of Indian Education, United States Department of Education. This grant annually funds cohorts of American Indian/Alaska Native students.

This year, eight students are pursuing their master's degree and principal certificate at Penn State. After completion of the degree, participants are required to work in a school serving Native students for a period equivalent to the time they were funded by the grant.

Penn State's American Indian Leadership Program (AILP) is the nation's oldest continuously operating educational leadership program for American Indians and Alaska Natives. Since the program was founded in 1970, more than 220 American Indian and Alaska Native students have earned master's and doctoral degrees from the program and have gone on to pursue leadership positions at the local, tribal, state, and national levels. Penn State is collaborating with Haskell Indian Nations University (Lawrence, Kan.) on this initiative.

This academic year, AILP is celebrating its 40th anniversary of service to American Indian/Alaska Native school leaders. For more information, please see the special article on AILP's 40th anniversary on page 1.

Educational Leadership

This summer, the Educational Leadership (EDLDR) program will begin a principal cohort in cooperation with Penn State Continuing Education, Altoona. The University Park faculty will provide the instruction and academic leadership, while Altoona Continuing Education will provide the marketing and recruiting. The courses will be blended and combine ANGEL and other internet programs with face-to-face meetings using facilities of both campuses.

The addition of an Altoona principal cohort is something faculty are "quite eager" about, according to EDLDR Professor-in-Charge William Hartman. It is a relatively untapped market for the EDLDR program and will fill a need for aspiring administrators from the central part of the state. Other principal certification programs under the jurisdiction of University Park currently exist at the Penn State Great Valley and Harrisburg campuses. Together, these programs provide future principals throughout the Commonwealth with the opportunity to obtain their principal certification from Penn State.

EDLDR faculty are also excited about the expansion of

the Teacher Leadership program, an online M.Ed. program run through World Campus. Two new courses are in development for this degree program and the newly revised program should open in Spring 2011.

EDLDR is currently seeking to fill two faculty positions, one each in Educational Policy and Politics and in Educational Program Evaluation. The searches are chaired by Susan Faircloth and Kai Schafft, respectively.

Faircloth was plenary representative at the University Council for Educational Administration (UCEA) conference in November where UCLA Professor Emeritus James Popham gave the Penn State Mitstifer Lecture. The Mitstifer Lecture is a major address given at UCEA by a renowned scholar in the field of educational administration.

Hartman has been approved for a sabbatical in 2011. He will spend time in England and the Netherlands conducting research on financial preparation for school leaders.

Educational Theory and Policy

This year, EDTHP welcomes Assistant Professor of education Liang Zhang. Zhang's research interests include return of college education and quality, public funding and institutional performances, and academic labor market issues. After receiving a Ph.D. in Higher Education from the University of Arizona and an M.A. and Ph.D. in Economics from Cornell University, Zhang taught at the University of Minnesota and Vanderbilt University. At Penn State, he also teaches in the Department of Labor Studies and Employment Relations.

Katerina Bodovski is teaching a new course this spring semester titled Children and Childhood in Sociological Perspective (EDTHP 597A). This course will mirror Bodovski's research interests in examining the social, cultural, political and economic forces that shape childhood around the world, with a further focus on school effects and academic achievement.

Dana Mitra is currently involved in a mixed-method study called "Young Student Learning Civic Action: How Student Voice Matters in Civic Learning." This study focuses on elementary children and the

potential civic learning outcomes resulting from a student-led learning initiative.

Mindy Kornhaber, back from a yearlong sabbatical, continues her research on high stakes testing policy and is beginning a new study into online, peer-to-peer assessment.

Madhu Prakash recently presented a paper titled "From Fear to Hope" at the American Educational Studies Association conference.

Suet-ling Pong has just completed two projects on family structure and children's achievement among Asians and Asian-Americans that will be published in *International Journal of Behavioral Development* and *Journal of Comparative Family Studies*. She will also have publications in *Research in Sociology of Education* on the adaptation of immigrant children from Mainland China to the education system in Hong Kong and a chapter on the attitudes toward and perceptions about school among immigrants' children in *Is Becoming American a Developmental Risk?* (edited by Cynthia Garcia and Amy Marks).

See page 9 for David Baker's recent research.

Education and Public Policy

The Education and Public Policy major, leading to the bachelor of science degree, is the university's response to the growing demand for skilled and effective policy experts in education at the local, state, and federal levels. Increasingly, for-profit and non-profit organizations, think tanks, legislators and policymakers, and government agencies are calling for sophisticated policy analysts to develop within-organization educational programs and to create and implement innovative public education reform. The EPP major provides the training, knowledge, and experience students

need to enter the educational policy world or continue with their education at the graduate level in law, graduate study, or public service.

EPP students engage in an interdisciplinary course of study allowing for flexibility in electives and program emphasis. A summer session field placement hones professional skills, project organization, and research methodology through a hands-on policy project in one of several national locations established through connections with the College of Education's world-renowned faculty.

Madhu Prakash Visits Bhutan to Advise on Educational System

Madhu Prakash, professor of educational theory and policy and comparative and international education, visited Thimpu, Bhutan in December as a guest of Prime Minister Jigmi Thinley. Prakash joined over thirty other alternative thinkers from Australia, the United States, India, Nepal and several European countries in a weeklong gathering on *Educating for Gross National Happiness* (GNH). The goal of this meeting was to “ensure that GNH values and understanding infuse and permeate the curriculum at all levels,” according to Thinley.

Bhutan is a small South Asian nation with a population just under one million. A constitutional monarchy, Bhutan had its first general elections in early 2008. Bhutan was never colonized and is deeply steeped in tradition, including strong Buddhist monastic traditions. The Bhutanese government recognizes that they do not want to be cut off from the world but remains aware of what development has done to neighboring regions like Ladakh, India. The first mention of Gross National Happiness was in 1972 by the 4th King of Bhutan. Since then, GNH has evolved into a national philosophy of how the Bhutanese lead their lives. This unique index encompasses all aspects of life, such as education, ecology, community vitality, and others, and quantifies them. According to Prakash, GNH is Bhutan’s attempt to combine a path of peace and ecological sustainability. In this way, the Bhutanese work to maintain a low carbon footprint and encourage subsistence agriculture. Bhutan is regularly rated one of the happiest countries in the world.

Although Bhutan operates a traditional education system akin to that of most countries, in his invitation Thinley stated the purpose of this meeting was to ensure Bhutan’s system would “reflect the principles of the developmental philosophy of Gross National Happiness.” Prakash and the other invitees were asked to help clarify Bhutan’s educational “vision and objectives” as well as how to achieve and implement them. In addition, Thinley has written that he “firmly believe[s] that the principles of GNH are not relevant to Bhutan alone, but reflect universal aspirations to live in harmony with nature and with each other.” He believes that transforming the Bhutanese educational system to incorporate GNH principles may have a positive global effect and encouraged his visitors to continue this work in their home countries.

Prakash describes it as a “privilege” to be invited by the prime minister. Attendees were asked to share their “alternative conceptions of teaching and learning in education.” Prakash describes the workshops as engaging and positive events, rich in conversation and idea sharing. In addition to such internationally renowned alternative thinkers like Prakash, Bhutanese educational experts and officials as well as Thinley attended daily workshops. Governmental officials and alternative thinkers examined possibilities of combining alternative paths of teaching and learning with Buddhist traditions of compassion and mindfulness while also incorporating indigenous knowledge and both personal and interpersonal communication. The prime minister visited the panel every day and gave “compelling political speeches on global crises,” according to Prakash.

Other attendees included Satish Kumar, founder of Schumacher College in England, and Bunker Roy, founder of Barefoot College in Rajasthan. Barefoot College provides evening skills lessons to over 125,000 people to solve problems created and exacerbated by development. Students learn skills related to water quality and solar technologies, among others. Barefoot College has been replicated in 18 other countries, including Bhutan.

Prior to attending the Bhutan gathering, Prakash visited and taught at Bija Vidyapeeth (“School of the Seed”), an educational initiative started by Satish Kumar and Vandana Shiva in the Doon Valley in northern India. Bija Vidyapeeth, in partnership with Schumacher College in the UK, offers the opportunity to sustainable living and effective democratic living. The school regularly invites renowned intellectuals like Prakash to visit.

Prakash has co-authored (with Gustavo Esteva) *Grassroots Postmodernism: Remaking the Soil of Cultures and Escaping Education: Living as Learning within Grassroots Cultures*. She is co-founder of the Ivan Illich Special Interest Group in the American Educational Research Association.

College Student Affairs

The College Student Affairs program welcomes Staff Assistant Susan Bass this year. Susan previously worked in Curriculum and Instruction.

Student awards and recognition:

- Ashley Hazelwood – Bunton Waller Scholar; Social Justice Training
- Noel Habashy - Comparative and International Education Summer Research Support Grant
- Jordan West - Bunton Waller Scholar (2008-2009 and 2009-2010); Outstanding Committee Chair Award; Black Graduate Student Association (2008-2009)
- Edward Smith - Social Justice Training
- Maureen McMahon was accepted to present at the American College Personnel Association Annual Convention in Boston in March 2010 with Kip Sorgen and Sue Rankin on LGBT student athletes.

Student Affairs Student Organization

The purpose of the Student Affairs Student Organization (SASO) is to enhance the educational and professional experiences of the college student affairs masters program students; past, present, and future. The group creates opportunities for students to develop professionally, both by bringing in speakers and organizing events. SASO also procures funds for students to have the opportunity to travel to national conferences and network with those most prominent in the field.

In addition, SASO sponsors social events to develop a family bond between the small cohorts of students within the program, understanding that at times that bond will be necessary to assist others through the challenges they are presented with. The group also recognizes that sometimes it is more essential to take time out and relax.

Staff Assistant Judy Leonard Retires

After 39 years at Penn State, Education Policy Studies Department administrative support coordinator Judy Leonard has retired. Leonard began her career at Penn State in 1970 as a wage payroll staff assistant in Health, Physical Education and Recreation. She soon transferred to the College of Education where she spent the rest of her career. Leonard joined the EDTHP graduate program as a staff assistant in 1976 before becoming EPS administrative support coordinator where she served under six department heads. While at Penn State, Leonard served on numerous committees including the University Staff Advisory Committee and the College Staff Advisory Committee. She was on the College Improving Operations Study Team and a University focus group on Employee Perceptions of Fair Supervisory & Management Policies/Practices. Leonard was recognized by the College of Education with the College Excellence Award

Student Spotlight Carolyn Weber

Undergraduate sociology and marketing double-major and EPP minor Carolyn Weber has recently been awarded a prestigious grant from the National Science Foundation. Weber was nominated for the NSF-funded Research Experience for Undergraduates grant by David Baker and colleagues for her “excellent dedication, skill and the energy she brings to the team.” Baker and his colleagues at Hershey Medical Center, Decision Research in Eugene, Ore., and GRADE in Lima, Peru are in the midst of a two-year study investigating how formal education influences health and economic decision-making among subsistence-level farmers and families. This grant allows Weber to work more intensively with Baker and his team, including a trip to Peru this past November to assist in data collection in Andean communities. Weber has been working on this study since September 2008 on data collection and English-Spanish translation.

Higher Education

The Higher Education program is happy to welcome John Cheslock as an associate professor. Cheslock has been serving as a faculty member at the University of Arizona's Center for the Study of Higher Education. He received both his Ph.D. and his M.S. in Labor Economics from Cornell University, and his B.S. in Economics from Bowling Green State University. Cheslock's research focuses on the economics of higher education with a special interest in enrollment management, faculty labor markets, intercollegiate athletics, and the use of quantitative methods within educational research.

Robert Hendrickson celebrated 25 years at Penn State in September with family, faculty and students, including Dean David Monk who presented Hendrickson with a commemorative chair and plaque. Hendrickson served as EPS department head for eight years and Higher Ed professor-in-charge for nine. Recently, he spent six-and-a-half years as

associate dean for graduate programs, research and faculty development in the College.

Beverly Lindsay has recently been appointed to two national commissions. She will chair the International Relations Council of the American Educational Research Association (AERA) for the 2009-2012 term. According to AERA President Carol D. Lee, Lindsay was selected based on her "world-renowned international stature as evidenced by multiple international academic and diplomatic assignments." Lindsay has also had her role as a reviewer for the National Fulbright Association expanded. She will now serve on the national Fulbright panel for reviewing applications and proposals in Public Administration, in addition to her previous fields of Higher Education and International Education. Lindsay herself has previously been awarded Fulbrights to study in South Korea, Zimbabwe and Mozambique.

Higher Education Student Association

The Higher Education Student Association (HESA) promotes student development as scholars and professionals and facilitates integration into the Higher Education program. The aim of HESA is to further academic discourse among students and faculty as well as to encourage students to engage in the academic and social community. To that end, our planning focuses in three key areas: professional and academic events; social activities; and communication.

Membership is accepted year-round and is open to anyone interested in higher education as a field of study and practice.

Visit HESA on the Web! Updated weekly, our Web site includes an events calendar; "Member of the Week" profiles; and announcements concerning career, professional development, and other opportunities.

<http://psuhesa.wordpress.com/>

Higher Ed Student Awards and

Wil Del Pilar has been awarded an American Association of Hispanics in Higher Education (AAHHE) Fellowship. The AAHHE works collaboratively with all sectors of education, business, and industry, as well as community and professional organizations to enhance the educational aspirations and to meet the needs of a significantly increasing Hispanic population.

The following Higher Ed students have received awards for their dissertations from the Research Initiation Grants Program in the College of Education:

Jordan Humphrey – Liberal Arts Colleges in the Tumultuous 1940's: Institutional Identity and the Challenges of War and Peace

Jessie Liu – An Exploration of Multiple Patterns of Faculty Productivity

Meghan Pifer – Networks in Academic Departments: Individual Strategies and Patterns of Access

Other student awards include:

Suzie Hickey - Martorana Award

Jordan Humphrey - Roger Williams Alumni Award

Jim Woodell - Ostar Award

Faculty Research — Susan Rankin

Student-Athlete Climate Survey

Associate Professor of Education Sue Rankin (College Student Affairs) is currently conducting a nationwide Student-Athlete Climate Survey funded by the National Collegiate Athletic Association (NCAA). Rankin's research explores the impact of campus climate on both the academic and athletic success of student-athletes. The goal of this study is to help researchers and administrators better understand the effect of campus climate on academic and athletic success. Research findings may ultimately assist in retention and graduation efforts. The pilot study conducted in 2008 found the following:

- Athletic participation is the primary reason student-athletes experience discrimination that inhibits their academic or athletic success.
- Student-athletes respond to such discrimination passively (i.e., ignoring or avoiding).
- Most student-athletes are more comfortable with their athletic programs and teams than they are with the larger campus community.

Rankin and her team will begin Web-surveying student-athletes from Division I, II and III institutions in January 2010.

John Tippeconnic Named Batschelet Chair

Educational Leadership professor and American Indian Leadership Program (AILP) Director John Tippeconnic has been named Batschelet chaired professor of educational administration. The five-year appointment began December 1. Tippeconnic is also co-director of the Center for the Study of Leadership in American Indian Education in the College of Education, which conducts research and outreach to inform the public and improve the education of American Indians and Alaska Natives at the local, state, tribal, national and international levels.

"I look forward to working with my colleagues to promote scholarly research, teaching, and service during these times of opportunities and challenges facing our schools and communities. Effective educational leadership is essential to meet the needs of an increasingly diverse society," Tippeconnic stated on the honor of this

appointment. A member of the Comanche Tribe, Tippeconnic has previously served as director of both the Office of Indian Education Programs at the Bureau of Indian Affairs and the Office of Indian Affairs in the U.S. Department of Education.

He serves on various boards, including the Gates Millennium Scholars Research Advisory Committee, Comanche Nation College, and until recently the American Association of Higher Education. In 1997, he was honored as the Indian Educator of the Year by the National Indian Education Association.

"John Tippeconnic is a distinguished leader in the field of educational leadership, and we are delighted to recognize his accomplishments by appointing him to this chair," said College of Education Dean David Monk.

Faculty Research — David Baker

Education is Slowing AIDS in Sub-Saharan Africa

Education has a positive impact on global public health. But when it comes to HIV and AIDS in sub-Saharan Africa, education has had a completely opposite effect: Scientists have found that males with a higher-than-average education were contracting the disease, but this is now changing.

“Before the 1990s, in the impoverished regions of sub-Saharan Africa, even modest amounts of education afforded males higher income, more leisure time, and, for some males, greater access to commercial sex workers in the impoverished region,” explained David Baker, professor of education and sociology at Penn State. “HIV-infected higher-status males then spread the infection through mostly heterosexual transmission.”

But among younger people, formal education is emerging as a major preventative factor against new infections. Baker and colleagues John Collins and Juan Leon report their findings in a recent issue of the UNESCO journal *Prospects*. The National Science Foundation supported the study.

To find what has happened recently to the link between formal education and HIV infections, the researchers analyzed data from surveys taken between 2003 and 2005 in 11 African countries. They specifically looked at males ages 15 to 24, 25 to 34, and older than 35. Survey participants were tested for HIV and interviewed about their education, social status, and sexual behavior.

The researchers argued that because the youngest members of the oldest group —the 35 and older— became sexually mature in the late 1980s, when there was limited information about AIDS, higher education would show as a risk factor instead of a social vaccine.

Statistical analyses of the data suggest that, in all 11 countries, formal education had no effect on HIV infections in the oldest group, probably because many older adults, educated and uneducated, have already been exposed to the virus and many have died.

However, having some schooling did reduce the risk of HIV infections in the youngest group by up to 34 percent in Guinea, Malawi, Senegal, Cameroon, Ghana, and Kenya. “At 24 years, the oldest member of this young group reached sexual maturity in the mid-1990s, when there was already widespread knowledge that HIV and AIDS could be contracted through unprotected heterosexual sex and intravenous drug use,” explained Baker.

The researchers hypothesize that reasoning skills gained in school by younger adults play a preventative role against HIV in sub-Saharan Africa. “More educated people have the cognitive tools to make better sense out of facts presented to them,” explained Baker. “We have shown that when there is sufficient information, and no misinformation, people with education adopt healthy strategies to avoid infections.”

The Penn State researchers caution that while a large number of deaths in the early stages of the HIV pandemic could mask the true effects of education in the oldest group, the findings hold key policy implications for turning education into a social vaccine against HIV in sub-Saharan Africa.

Environment-Ecology-Education in the College of Education

What can future teachers and educational policy makers do now to create more ecologically sustainable schools?

Environment-Ecology-Education in the College of Education (3E-COE) has emerged at Penn State to try to answer this question. The group emerged from the concerns of founder and president Peter Buckland (graduate student, Educational Theory and Policy) about climate change, biodiversity loss, pollution, and most of all an abiding love for nature. This led him to seek out other students with similar concerns and form a coalition to tackle these problems.

3E-COE hopes to create a way for students at Penn State to learn lessons about our natural environment, our ethical and ecological understanding of that environment, and how to create educational experiences that foster that understanding. These experiences span and interweave all of the traditional

schooling disciplines from art to zoology. Right now, 3E-COE members strive for personal and communal sustainability defined as “the possibility that humans and other life will flourish on Earth forever,” and search for ways to integrate sustainable living with sustainable schooling through reading, practice, and action. These include group discussions, working with local teachers, Penn State faculty, visiting farms that practice sustainable agriculture, and working to convince Penn State to cease the unsustainable purchase and sale of commercial bottled water. 3E-COE has worked with Penn State's Office of Physical Plant and faculty, the Cooperative Wetlands Institute, and D.C.-based organization Food and Water Watch to raise local water quality and local watershed awareness.

With the growth of the green school and school gardening movements, 3E-COE believes it is on the cutting edge that grows from ancient cultural wisdom and practice. <http://3e-coe.blogspot.com/>

Education Policy Studies Student Association

The Education Policy Studies Student Association (EPSSA) invites all students with an interest in education policy to join. This year, EPSSA has opened its doors to students from Human Development and Family Studies with shared interests, and continues to welcome all Penn State students. Throughout the school year, EPSSA sponsors and co-sponsors brown bags and colloquia, bringing experts in education policy to Happy Valley. EPSSA will also once again facilitate student attendance at the annual American Educational Research Association Conference, this year held in Denver, Colo.

International Education Student Association

The International Education Student Association (IESA) is a network of students who share a professional and/or personal interest in comparative and international education. Our officers for 2009-2010 are Saamira Halabi, Noel Habashy, Emily Crawford, and Emily Smith. Our goal is to enhance the academic life of students interested in the field of comparative and international education by enriching the out-of-classroom student experience through activities such as attending regional and national conferences, inviting distinguished guest speakers to campus, organizing student research symposia, and providing subscriptions to the *Comparative Education Review*. IESA members are from across the university and all over the world.

14th Annual Values and Leadership Conference *(cont'd from page 3)*

of leadership practices and why ethics matter.

Michelle Young, executive director of the University Council of Educational Administration, presented findings on school leadership retention rates and the trends of university educational leadership preparation programs.

A standing-room-only crowd was honored to hear Winona LaDuke, of the Honor the Earth Foundation, deliver the opening-of-conference keynote address. LaDuke's presentation was given in conjunction with and recognition of the 40th Anniversary celebration of the American Indian Leadership Program at Penn State (see page 1). The AILP program, one of the oldest and most successful programs of its kind, is celebrating forty years of successful preparation of educational leaders who serve at the local, state, tribal and national levels in schools, colleges and universities, and educational organizations. Beyond the sponsorship of LaDuke's keynote address, the AILP students presented a panel session addressing issues of ethics and values in indigenous communities.

Over 70 concurrent papers were delivered by graduate students, university faculty members, and practitioners from the nation's centers for the study of leadership and ethics. A trademark of the annual conference is the highlighting of this partnership between not only the academic work of ethicists, but also the practical application of these theories and techniques in our schools. Two separate groups comprised of practitioners and scholars alike delivered preconference work sessions on Moral Literacy at work – one group from Louisiana Tech, the other from St. Keiren's in Australia. In both groups, the moral literacy efforts at work were clearly making an impact upon students, faculty and parents involved with the projects. Seeing how these theories played out practically was a

conference highlight for many.

Each year, conference attendees nominate to the Center's Board of Trustees one person to receive the "The Willower Center Award of Excellence" established to recognize the work of an outstanding scholar attending the conference. This year, we were proud to present this award to Charles Burford of Australian Catholic University. A student of Donald Willower, a Penn State graduate and a tireless researcher in the world of ethical leadership, Burford exemplifies the core criterion for receipt of this award – a scholar who, in the informed opinion of board trustees, has made an exceptional contribution to theory development and/or research on valuation processes and ethical leadership practices. Burford's wife Diane and scholars and administrators from his university were in attendance to see his tearful acceptance of the honor.

The conference, sponsored by the Willower Center for the Study of Leadership and Ethics and co-sponsored by the Rock Ethics Institute, was concluded by Penn State's own Nancy Tuana, professor of philosophy and director of the Rock Ethics Institute, whose closing marks summed the weekend's events and set the tone for the work to be done in the coming year. Next year's conference, slated to take place at Umea University in Sweden, will continue the conversations begun here: sustainable leadership, inspired by wisdom, based on authenticity, and driven by action. For copies of the PowerPoint presentations from this year's conference and information on upcoming Ethics Center events, please visit www.ed.psu.edu/UCEACSLE/Conference09/index.htm

EPS Bookshelf

Roger Geiger (Higher Education) & Creso M. Sá. Tapping the Riches of Science: Universities and the Promise of Economic Growth. Harvard University Press (January 15, 2009)

Making a strong case for the long-term promise of practical uses for academic research, Geiger and Sá examine the ways in which economic development has been incorporated into university commitments with regard to the cultural differences between the academic and business worlds.

Preston Green (Educational Leadership), Bruce D. Baker & Craig E. Richards. Financing Education Systems. Prentice Hall (January 1, 2008)

This book provides a comprehensive overview of the interdisciplinary field of school finance, while establishing a firm understanding of the relationship between school finance systems to their broader economic, political and sociological context.

Kimberly A. Griffin (Higher Education), Allen, W.R., & Kimura-Walsh, E., (Eds.) Towards a brighter tomorrow: College barriers, hopes and plans of Black, Latina/o and Asian American students in California. Information Age Publishing, Inc. (July 22, 2009)

Taking a broad and comparative approach to understanding the experience of urban students of color, this volume develops a clearer understanding of the influences of background characteristics, high school experiences and own agency on college preparation processes and student postsecondary aspirations.

Lisa Lattuca (Higher Education) and Joan S. Stark. Shaping the College Curriculum: Academic Plans in Context. Jossey-Bass; 2nd edition (August 17, 2009)

This new edition of Shaping the College Curriculum has been updated to include recent research findings on curriculum leadership, accreditation, assessment and the influence of academic fields. New chapters focus on the implications of learning research on instructional practice and organizational change research and its influence on extensive program improvements.

Gerald LeTendre (Educational Theory and Policy, Comparative and International Education) and **Motoko Akiba (EDTHP '01)**. Improving Teacher Quality: The U.S. Teaching Force in Global Context. Teachers College Press: New York (2009)

Using qualitative and quantitative data from 15 countries, this volume examines the experiences of the American teaching force in comparison to other countries, focusing particularly on the areas of working conditions, teacher quality, teacher recruitment and hiring policies and professional learning opportunities.

Beverly Lindsay (Higher Education) and Adam Lowther, eds. Terrorism's Unanswered Questions. Praeger (October 30, 2008)

This volume examines characteristics of terrorism from the points of view of criminology, international relations, law, political science, security studies and sociology. Lindsay's chapters are titled "Democracy, Terrorism and University and Engagement" (Chapter 9) and "Multidisciplinary Perspectives and Policy Research on Terrorism: Creating Authentic Solutions or Lingering Intellectual Debates" (Chapter 10).

Dana Mitra (Educational Theory and Policy). Student Voice in School Reform: Building Youth-Adult Partnerships That Strengthen Schools. State University of New York Press (February 7, 2008)

Mitra studies one high school's attempts to invite students into the reform process. Mitra examines the evolution and outcomes of a student voice initiative as Whitman High School goes straight to the source in its efforts to improve student engagement, achievement and lives.

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