

Addresses

Business

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Home

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Education History

- Ph.D. 1972** Arizona State University (Secondary Education)
M. S. 1963 University of Southern California (Elementary Administration)
B.S. 1961 University of Southern California (English/Education)

Professional Experience

2018/present ***Professor and Department Chair***, 12 full time faculty, 12 adjuncts, 463 MA students, 81 EdD/EdS students. Teachers College, Ball State University, Muncie, Indiana. Includes PreK-12 administrative preparation as well as higher education and community college roles. Both Ed.D. and Ed.S. as well as masters degrees are awarded in the department.

2001-2018 ***R. Wendell Eaves Senior Distinguished Professor of Educational Leadership***. 6 FTE faculty, 6 adjuncts (clinical). Doctoral and Masters level instruction, UCEA member program, University of North Carolina at Chapel Hill. Also served as **Interim Dean** of the School of Education, July-October 2003 and **Program Coordinator**, 2001-2004 and **Ed.D. Program Coordinator** 2001 to 2008 and 2010 to 2012. Member of the Graduate Faculty.

In January 2015 accepted invitation to serve as ***Adjunct Professor*** in the School Of Cultural and Professional Learning, Queensland University of Technology, Brisbane, Australia from January 1, 2015 to December 31, 2017.

1998-2001 ***Professor and Program Coordinator***-Educational Administration, Department of Educational Leadership and Policy Studies, College of Education, Iowa State University, Ames, Iowa. 7 FTE faculty. Doctoral and masters level instruction. UCEA member program. Member of the Graduate Faculty.

1996-1998 ***Vice-Chancellor for Academic Affairs***-Indiana University-Purdue University Fort Wayne (IPFW). Responsible for 7 academic units (Arts and Sciences, Engineering and Technology, Fine Arts, Education, Nursing, Business, Continuing Education) 159 degree programs, 11,500 students, 500 faculty.

1995-1996 ***Professor and Dean, School of Education***-Indiana University-Purdue University Fort Wayne (IPFW). Responsible for 20 FTE faculty, 800 undergraduate students, 400 graduate students (masters).

1991-1995 ***Professor***, Department of Educational Administration and Supervision, College of Education, University of Kentucky, Lexington, Kentucky. Doctoral and masters level instruction. UCEA member program. Member of Graduate Faculty.

Curriculum Vita
Fenwick W. English

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- 1987-1991** *Professor and Department Head*, Educational Administration, College of Education, University of Cincinnati, Ohio. Doctoral and masters level instruction. UCEA member program. Member of Graduate Faculty.
- 1984-1987** *Professor*, Educational Administration, Department of Leadership, Instruction and Technology, College of Education, Lehigh University, Bethlehem, Pennsylvania. Doctoral and masters level instruction. Member of Graduate Faculty.
- 1982-1984** *Superintendent of Schools*, Northport-East Northport UFSD, Long Island, New York. 7000 pupils, k-12. 500 professional staff. \$40 million dollar budget.
- 1979-1982** *Principal (Partner)* Peat, Marwick, Mitchell & Co. (KPMG Peat Marwick) National Practice Director, North American Continent, Elementary and Secondary Education, in the firm's Washington, D.C. Office. First year spent as a manager and then elected to the partnership in 1980.
- 1977-1979** *Associate Executive Director*-American Association of School Administrators (the AASA) and Director of the National Center for the Improvement of Learning. Arlington, Virginia. Planned and directed two national summer conferences in Minneapolis and Denver.
- 1974-1977** *Superintendent of Schools*, Hastings-on-Hudson, New York. 1900 pupils, k-12. 150 FTE faculty, \$6 million dollar budget.
- 1972-1974** *Assistant Superintendent-Personnel and Program Development*, Sarasota County Schools, Florida. 17 professional staff. 25,000 students k-12, \$20 million dollar budget.
- 1970-1972** *Project Director/Visiting Lecturer*, College of Education, Arizona State University and the Mesa Public Schools. First joint appointment in the history of Arizona. Directed staff differentiation project with three pilot schools.
- 1965-1970** *Middle School Principal and Central Project Director*, Temple City USD, Temple City, California. 700 students in grades 7-8. Directed all federal programs plus differentiated staffing.
- 1964-1965** *Assistant Middle School Principal*, Foothill Intermediate School, 1100 students in grades 6-8. In charge of curriculum. La Canada USD, California.
- 1961-1964** *Elementary and Middle School Classroom Teacher*, Palm Crest Elementary School and Foothill Intermediate School, La Canada, California. Taught grades 4-8. Social studies, English, science, and music.
- 1961** *Classroom Teacher*, Third grade, Tweedy Elementary School, South Gate, California. Los Angeles USD.

Scholarship

Invited Papers/Addresses

- 2017** Invited Speaker, Division A (AERA) Symposium Panel, *Re-visioning the Profession: What Should Professors of Educational Leadership Be Doing and How Should We Be Supported?* Division Session 42.026.
- 2016** Invited Address. General Session Speaker. *Educational Leadership in the Age of Greed*. 16th Annual School Finance and Legislative Workshop. Texas Equity Center, Austin, Texas.
- 2015** Invited Address. *Educational Leadership: A Perspective on The Intellectual/Political State of the Field*. Professional and Higher Education SIG. Australian Association of Research in Education. December, Fremantle, Australia.
- 2013** Invited Address- The Living Legend Speech- *Educational Leadership in the Age of Greed: Requiem for Res Publica*. National Council of Professors of Educational Administration, Meadowlands, New Jersey, August. Also a book by the same title.
- 2009** Invited General Session Address-The Walter B. Cocking Lecture, “The Restoration of Human Agency in Educational Theory, Research, and Practice.” National Council of Professors of Educational Administration, San Antonio, Texas. Published in book form by Proactive Publications of Lancaster, Pennsylvania by the same title.
- 2007** Invited General Session Address at the UCEA Annual Conference in Alexandria Conference, Alexandria, Virginia. “An Anatomy of Professional Practice: Reflections on Practices, Standards, and Promising Research Perspectives on Educational Leadership.” The address is reproduced in a 2008 book released by Roman and Littlefield of Lanham, Maryland by the same title. 98 pages with illustrations.
- 2005** Invited paper and presentation at the 2005 NCEA National Summit Meeting on the Preparation of Educational Leaders in Washington, D.C., entitled “Educational Leadership for Sale: Social Justice, the ISLLC Standards, and the Corporate Assault on Public Schools.” Released in a conference proceedings document entitled *Crediting the Past, Challenging the Present, Creating the Future*, pp. 83-106.
- 1999** *The fields of Educational Administration*. General Session 1 Conference Speaker. 53rd Annual Conference, National Council of Professors of Educational Administration, Idaho State University Conference Host Institution, Jackson Hole, Wyoming. 34 pp. [A modified version of this paper appeared in *Studies in Philosophy and Education*, 21 2, March 2002, 109-136) under the title, “The Point of Scientificity, The Fall of the Epistemological Dominoes, and the End of the Field of Educational Administration.” This article subsequently became Chapter 4 in F. English (2003) *The Postmodern Challenge to the Theory and Practice of Education Administration*. Springfield, Illinois: Charles Thomas Publisher, 71-96].
- 1999** *Postmodernism in Educational Leadership*. Special Presentation. 53rd Annual Conference, National Council of Professors of Educational Administration. Jackson Hole, Wyoming. 21 pp. [Portions of this paper were used in F. English (2003) *The Postmodern*

Challenge to the Theory and Practice of Educational Administration. Springfield, Illinois: Charles Thomas Publisher, Chapters 1 & 2, 7-32].

- 1996** *Stories and Metanarratives in Educational Administration*. SIG (Teaching in Educational Administration) American Education Research Association Annual Meeting, Session 7.03, New York City New York. ERIC No. ED 396 367: EA 027 568. 18 pp.

Refereed Papers at National/International Conventions/Meetings

- 2019** Two sole-authored presentations at the Australian Association of Research in Education (AARE) in Brisbane, December 2-4: *Can a Unitary Theory Link Relational and Leader Centric Perspectives?* and *Faking Your Data for Fame and Fortune: Caveat Emptor of Evidence Based Research*.
- 2019** One sole-authored presentation at the International Council of Professors of Educational Leadership (ICPEL) entitled *An Historical Deconstruction of Leadership Style* and the second a co-authored paper *A Retrospective Analysis of Social Justice Leadership of Racism and Sexism* with R. Papa. Soka University of America in Aliso Viejo, California.
- 2018** Two sole authored refereed presentations given at the Australian Association of Research in Education (AARE) in Sydney, December 3-6: *A Critical Retrospective Look at the 1939 Anchor Research on Leadership Style*; and *"I Have a Dream: Two Leadership Perspectives on a Civil Rights Icon*.
- 2018** Two sole authored refereed paper/presentations given at the International Council of Professors of Educational Leadership (ICPEL) in Charlotte, North Carolina. *A Consideration of Crazy Ideas in the Contested Terrain of Educational Leadership*; *Polyphony as the New Architectonics of Leadership Theory*; *Charisma*.
- 2017** Three sole authored presentations given at the Australian Association for Research in Education (AARE) in Canberra November 26-30. *Polyphony as the New Architecture of Leadership Theory: A Bakhtinian Perspective*; *A Relational Investigative Approach to Understanding Charismatic Leadership*; *A Consideration of Crazy Ideas in the Contested Terrain of Educational Leadership*.
- 2017** *Portraits of International Educational Leaders* (with Lisa Ehrich) at the Asia-Pacific Conference on Education, Society and Psychology, Seoul, South Korea (February 7-9).
- 2016** Three co-authored presentations (with Lisa Ehrich) at the Australian Association for Research in Education, Melbourne, Australia (November 27-December 1).
-*Bakhtin's Heteroglossia and Leadership as an Aesthetic Activity*
-*A Metaphorical Deconstruction of Leadership Standards: A Cross Cultural Cultural Comparison between Australia and America*
-*The Continuing Quest to Understand Leadership Identity and Transformation*
- 2016** *Educational Leaders as Connoisseurs of Social Justice* with L.C. Ehrich, paper at The Second Asian Conference on Education & International Development, April 3-6, Kobe, Japan.

- 2015** *Leadership: The Enduring Quest for the Philosopher's Stone* with L.C. Ehrich in Session ND4-202, Paper at the Australian Association of Research In Education, December in Fremantle, Australia,
- 2015** *Connoisseurship, The Arts and Leadership: Portrait of the Development of the Artistic Discerning Eye*. Paper with L.C. Ehrich (Sr. Author) given at the 6th Annual International Conference on Visual and Performing Arts, June, Athens, Greece.
- 2013** *Educational Leadership as Artistic Connoisseurship: A Preliminary Investigation of the Sources of Creativity and Resiliency*. Paper presented at the American Education Research Association with L.C. Ehrich of Queensland University of Technology of Australia in San Francisco, California. Session No. 70.013. 25 pp.
- Counterspin: A Discourse Analysis of Eli Broad's Educational Leadership Brag Sheet*. Paper presented with Zan Crowder at the American Education Research Association, San Francisco, California. Session No. 70.013, 28 pp.
- Towards Connoisseurship in Educational Leadership: Following the Data in a Three Stage Line of Inquiry*. Paper presented with L.C. Ehrich at the 1st Untested Ideas International Research Conference, June 28-30, 2013. Niagara University, New York.
- 2012** *Towards a New Set of Accountability Metrics for Social Justice*. T. Allen, R. Papa and **F. English**. Paper presented at NCPEA (National Council of Professors of Educational Administration), Kansas City, Missouri. 28 pp. Modified paper presented at CCEAM (Commonwealth Council of Educational Administration and Management) with R. Papa and R. Brown in Cyprus.
- 2011** *Caveat Emptor: Buyer Beware of Some Inter-Agency and Non-Profit Collaboration with Neoliberal Foundations and Think Tanks*. Paper presented At NCPEA (National Council of Professors of Educational Administration) Portland, Oregon, August. 18pp. Also appeared in a three part series on *Talking Points* The NCPEA blog.
- Reclaiming "Native Leadership" as Content for Enhancing Formal Leadership Preparation*" Lisa C. Ehrich and **F. English**. Session 033. Paper presented at the UCEA Convention 2011, Pittsburgh, PA. 29pp.
- Unlocking Black Box Models of Leadership Effectiveness: Exploring Alternative Research and Policy Metaphors*. Lisa C. Ehrich and **F. English**. Session 097. Paper presented at the UCEA Convention, 2011, Pittsburgh, PA. 39pp.
- 2010** *The Ten Most Wanted Enemies of American Public School Leadership*. Paper presented at NCPEA (National Council of Professors of Educational Administration) Washington, D.C. Summit 2010, August, 22pp. [Accepted for publication in ELR (*Educational Leadership Review*), IJELP (*International Journal of Educational Leadership Preparation*) and the UCEA Review.

- Misrecognition: Why Educational Reforms Don't Reform Anything: A Case Study Of Educational Leadership Standards in the U.S.* Paper presented at BELMAS (British Educational Leadership Management Association Society) at Wokefield Park, Reading, UK in July. 15pp. [accepted for publication in the *Journal of Educational Administration and History*, Volume 44, Issue 4, 2012].
- 2009** *Educational Leadership Dissertations: A Three Year Study.* R. Papa and **F. English.** Paper given at the National Council of Professors of Educational Administration in San Antonio, Texas.
- What Research? A Conceptual Challenge to the Notion of Self and Identity in Leadership Performance and Preparation.* J.G. Lumby and **F. English.** San Diego, CA: American Education Research Association. Paper session.
- Exploring the Career Trajectories of Educational Practitioners.* **F. English** and C.A. Mullen of University of North Carolina-Greensboro. Co-authored paper presented at the University Council of Educational Administration (UCEA) Session 8.1., Anaheim, California.
- The Good, the Bad and the Ugly: A Critical Conversation About Dissertation Research* Rosemary Papa and **F. English.** Co-authored paper at the University Council for Educational Administration (UCEA) Session 18.8, Anaheim, California.
- 2008** *Thinking About Thinking: A Report of the Heuristics of Equity and Diversity in Educational Leadership in the U.K. and the U.S.* **F. English** and C.L. Bolton of Staffordshire University. Paper at the British Educational Leadership and Management Association Society International Conference (BELMAS) Aston University, Birmingham, UK. July.
- From Simplicism to Complexity in Leadership Identity and Preparation: Exploring the Lineage and Dark Secrets.* J.G. Lumby and **F. English.** Paper at the British Educational Leadership and Management Association Society International Conference (BELMAS) Aston University, Birmingham, UK, July. This paper, with revisions, was later accepted for publication in *The International Journal of Leadership in Education: Theory and Practice* (April-June, 2009) 12 (2), 95-114.
- When Things of Logic are Not the Logic of Things: A Second Look at Leadership Preparation in the U.S. and the U.K.* **F. English** and C.L. Bolton. Symposium paper presented at the American Education Research Association, Division A, Session #33.018. New York City, March.
- The Problem of Self and Identity in Democratic Leadership Practice and Preparation In the U.S. and the U.K.* J.G. Lumby and **F. English.** Paper presented at the University Council for Educational Administration Convention, Orlando, Florida November, Session #13.3.
- 2007** *My Head and My Heart: A Preliminary Reappraisal of the Dominance of Rational Choice Theory in the Preparation of Educational Leaders in the US and the UK* **F. English** and C.L. Bolton of Staffordshire University. British Educational Leadership and Management Association Society International Conference (BELMAS). Wokefield Park, Reading, UK. 48 pp.

2006 *Toward Constructing a Theory of Social Justice*. Symposium paper for Session #73.014 American Education Research Association, Division A, San Francisco, California.

Understanding Leadership in Education: Life Writing and Its Possibilities. Paper given at the Annual Conference of the British Educational Leadership, Management and Administration Society (BELMAS), Aston University, Birmingham, England.

Radicalizing Educational Leadership: The Dimensions of Social Justice. Paper given at the Annual Conference of the University Council for Educational Administration San Antonio, Texas. Session 4.10.

David Horowitz and the New McCarthyism: The Right Wing's Assault on Academic Thought in America. Paper given at the Annual Conference of the University Council for Educational Administration, San Antonio, Texas. Session 9.11.

2005 *Toward a Theory of Social Justice/Injustice: Learning to Lead in the Social Cage*. Symposium Paper for session # 6.2., University Council of Educational Administration Nashville, Tennessee.

Lessons from the Encyclopedia of Educational Leadership. Conversation Session # 10. 9. UCEA, Nashville, Tennessee.

Scientific Research and Educational Leadership: Politics, Paradox, and Panaceas. Session # 14.10, UCEA. Nashville, Tennessee.

2003 *Accountability, Unitary Practice, and the Need for Critique: Ends and Means*. Symposium Paper for Session 27.017 entitled "Ethics, Politics, Philosophy and Leadership: Making Connections to Foster Critique and Social Justice" American Education Research Association, Division A, San Diego, California, 18pp.

Curriculum Leadership: A Conversation Between Divisions A&B. Invited symposium paper for session 49.019. American Education Research Association, San Diego, California.

Scientific Research in Education: The Institutionalization of 'Correct Science' and the Triumph of Verification Over Discovery: Implications for the Study of Educational Leadership. Symposium Session 71.037, Division L, American Education Research Association, San Diego, California. 30pp.

Scientific Research and Educational Leadership: Possibilities, Paradoxes, and Practicalities. Session 7.1, Symposium Paper. University Council for Educational Administration, Kansas City, Missouri. 45pp.

Developing Contextual and Theoretical Understanding of Leadership Through Film: Inserting the Emotional Component of Leadership Context to Prepare Educational Administrators to be Active for Social Justice and Equity in the Schools. Session 17.3. Symposium Paper. University Council for Educational Administration, Kansas City, Missouri. 23pp.

- 2003** *De-constructing the Fordham and Broad Foundations' Manifesto for Better Leaders for America's Schools: Checker Finn's Search for Public Education's WMD*. Invited Session at the 2003 UCEA Conference in Portland, Oregon. This paper was subsequently published as a chapter in the UCEA monograph entitled *Learning Manifestospeak: A Metadiscursive Analysis of the Fordham Institute's and Broad Foundation's Manifesto for Better Leaders for America's Schools*.

The ELCC Standards and the Enshrinement of Efficiency, the Hyperrationalization of School Reform, and the Asphyxiation of Research Dissent. Symposium Paper for Session 8.1 at the UCEA Conference in Portland, Oregon. 20pp.

Changing Work Texts: A Non-Judgmental Analysis of Altering School System Structure and Mechanics As a Response to High Stakes Testing. Symposium Paper for Session 14.11 at the UCEA Conference in Portland, Oregon. 9 pp.

Core Competencies, Reductionism, Benchmarks of Quality and 'National Recognition' Reconsidered: The University of North Carolina at Chapel Hill Curriculum Mapping Process to Demonstrate Implementation of the NC/ISLLC Principalship Standards for State and NCATE Accreditation. Symposium Paper for Session 15.1 at the UCEA Conference in Portland, Oregon. 22pp.

What Does a Quality Educational Leadership Program Look Like? [Hint: Quality Must be Contextualized Because One Size Does Not Fit all]. Conversation Paper for Session 20.2 at the UCEA Conference in Portland, Oregon. 7 pp.

- 2003** *Checking the Editorial Seismograph for a Paradigm Shift in Educational Administration* Symposium Paper for Session 34.019, Division A, AERA, Chicago, Illinois. 15pp.

- 2002** *The ELCC Standards: The Teleology of Standardization and the Fundamental Threat to the Professoriate and Academic Freedom*. Symposium Paper for Session 2.5, UCEA, Pittsburgh, Pennsylvania.

Is One Set of Research Standards Adequate to Judge Article Merit for Publication? Symposium Paper for Session 3.2, UCEA, Pittsburgh, Pennsylvania.

- 2001** *The Fateful Turn: Pushing the Envelope: New Perspectives in Leadership Studies*. Symposium Paper for Session #4.3, UCEA, Cincinnati, Ohio [One part of this paper was published in the *UCEA Review*, Winter, 2002, 1-3. It was also published in F. English (2003) *The Postmodern Challenge to the Theory and Practice of Educational Administration*. Springfield, Illinois: Charles Thomas Publisher, 224-229].

Visions, Missions and Hero-Tasks: Monomythic Metaphysics in the North Carolina and ISLLC Standards for School Administrators. Symposium Paper for Session #15.6, UCEA, Cincinnati, Ohio. [Part of this paper formed the base for a chapter in the 2003 NCPEA Yearbook entitled *Tsar Khorosh, Boyary Polkhi—The ISLLC Standards and the Enshrinement of Mystical Authoritarianism as Anti-Change Doctrine in Educational Leadership Preparation Programs*, in F. Lunenburg and C. Carr (Eds.) Lanham, MD: Scarecrow Education, 112-133].

Tests, Test Scores, and Fugitive Notions of Quality in Accountability Concepts. Symposium Paper for Session 18.3, UCEA, Cincinnati, Ohio. [A modified version of this paper was published in *Education and Urban Society*, May 2002, 34, 3, entitled *On the Intractability of the Achievement Gap in Urban Schools and the Discursive Practice of Continuing Racial Discrimination*, 298-311]

Hegemony or Harmony? A Conceptual and Methodological Quest to End the Paradigm Wars in Educational Administration. Symposium Paper for Session 9.07, AERA Seattle, Washington. 27pp. [Much of this paper was published in F. English (2003) *The Postmodern Challenge to the Theory and Practice of Educational Administration*, Springfield, Illinois: Charles Thomas Publisher, 211-234].

The Epistemological Foundations of Professional Practice: Do They Matter? The Case of the ISLLC Standards and the National Exam for Administrative Licensure. AERA, Seattle, Washington. Round Table 15, Session 35.30. 12pp. [Also published in F. English (2003) *The Postmodern Challenge to the Theory and Practice of Educational Administration*. Springfield, Illinois: Charles Thomas Publisher, 102-131].

Replacing Classroom Exams with CPEs (Collaborative Performance Events). AERA, Seattle, Washington. Round Table 4.04, SIG/TEA. 8pp.

2000 *The Eighth Habit of Highly Effective People: A Critical De-Construction of Stephen R. Covey's Best Seller.* Symposium Paper for Session 3.4, UCEA, Albuquerque, New Mexico. 20pp. [A modified version of this paper was published in *The Journal of School Leadership*, January 2002, entitled *The Penetration of Educational Leadership Texts by Revelation and Prophecy: The Case of Stephen R. Covey* 12 1, 4-22 as well as *Educational Leadership Review* under the title *Caveat Emptor: A De-Constructive Reading of the Stealth Metaphysics of Stephen R. Covey*, 3 3, 13-22. The full paper was also published in F. English (2003) *The Postmodern Challenge to the Theory and Practice of Educational Administration*, Chapter 7, The Denouement of a Management Guru, 145-174].

De-Constructing The "Right Answers" to the SLLA (School Leaders Licensure Assessment): A Snapshot on What Counts for the "Correct" Perspective and Professional Behavior In Order to Practice School Administration. Symposium Paper for Session 9.5, UCEA, Albuquerque, New Mexico, 22pp.

The Ghostbusters Search for Frederick Taylor in the ISLLC Standards. Symposium Paper for Session 10.67, Division A, AERA, New Orleans, Louisiana. 22 pp. [This paper was subsequently published in F. English (2003) *The Postmodern Challenge to the Theory and Practice of Educational Administration*. Springfield, Illinois: Charles Thomas Publisher, 102-131].

Whose New Leadership Center for the New Millennium? Symposium Paper for Session 43.64, Division A, AERA, New Orleans, Louisiana. 39 pp. [A modified version of this paper was published in *The Journal of School Leadership* (September, 2000) 10, 5, under the title *A Critical Interrogation of Murphy's Call for a New Center of Gravity in Educational Administration*, 445-463. The article also became the basis of Chapter 8 entitled *Old Wine in New Bottles: Murphy's Call for a New Center of Gravity in Educational Administration* in F. English (2003) *The Postmodern Challenge to the*

Theory and Practice of Educational Administration. Springfield, Illinois: Charles Thomas Publisher, 175-200].

Portraiture as a Methodological Approach in Doctoral Studies. Roundtable 4.07, SIG-TEA, Division A, AERA, New Orleans, Louisiana 6 pp. [Parts of this paper were published in Chapter 6 entitled *Deconstructing Research Methods: The Case of Portraiture* in F. English (2003) *The Postmodern Challenge to the Theory and Practice of Educational Administration*. Springfield, Illinois: Charles Thomas Publisher, 132-144].

- 1999** *Dumbing Organizations Down with Data Driven Decision Making*. Symposium Paper Session 3.3. University Council for Educational Administration Annual Convention, Minneapolis, Minnesota. 17pp [A modified version of this paper was published in the *National Forum of Educational Administration and Supervision Journal*, 18, 2, entitled *Dumbing Schools Down with Data-Driven Decision-Making: A Deconstructive Reading of a Popular Educational Leitmotif* (2001-2002) 3-11. It was also published as Chapter 9 in F. English (2003) *The Postmodern Challenge to the Theory and Practice of Educational Administration*. Springfield, Illinois: Charles Thomas Publisher, 201-210].

Accountability in Leadership Research Methodology: A Critical Appraisal of Sara Lawrence Lightfoot's Portraiture. Symposium Paper Session 7.1. University Council for Educational Administration Annual Convention, Minneapolis, Minnesota. 12pp. [A modified version of this paper was published in *Educational Researcher*, 29 (7) (October 2000) entitled *A Critical Appraisal of Sara Lawrence-Lightfoot's Portraiture as a Method of Educational Research*, 21-26. The article was modified and became Chapter 6 in F. English (2003) *The Postmodern Challenge to the Theory and Practice of Educational Administration*. Springfield, Illinois: Charles Thomas Publisher, 132-144].

What Paradigm Shift? Same Old, Same Old. Symposium Paper Session 16.1. University Council for Educational Administration Annual Convention, Minneapolis, Minnesota 15pp. [A modified version of this paper was published in *The International Journal of Leadership in Education* (January-March 2001) 4 (1) entitled *What Paradigm Shift? An Interrogation of Kuhn's Idea of Normalcy in the Research Practice of Educational Administration*, 29-38. The article was revised and became Chapter 3, *What Paradigm Shift? Could Kuhn Have Been Wrong?* in F. English (2003) *The Postmodern Challenge to the Theory and Practice of Educational Administration*. Springfield, Illinois: Charles Thomas Publisher, 61-70.

- 1999** *Looking Behind the Veil: Addressing the Enigma of Leadership*. Interactive Paper Session 11.24. American Education Research Association Annual Meeting. Montreal, Canada. 9 pp. ERIC ED 430 310-EA 029 836. [A modified version of this paper was published in *Educational Leadership Review* (Fall 2000) 1 (3) entitled *Looking Behind the Veil: Addressing the Enigma of Educational Leadership*, 1-7. The article and paper became part of Chapter 2 entitled *Turnings in Educational Administration: Apostrophic or Catastrophic Development?* In F. English (2003) *The Postmodern Challenge to the Theory and Practice of Educational Administration*. Springfield, Illinois: Charles Thomas Publisher, 33-60.

- 1998** *Postmodernism: Spur to Excellence or Sower of Confusion?* Paper presented at the University Council for Educational Administration Convention, Session 16.5. St. Louis, Missouri. 6 pp. [Parts of this paper were used in Chapter 2 entitled *Turnings in Educational Administration: Apostrophic or Catastrophic Development?* In F. English

- (2003) *The Postmodern Challenge to the Theory and Practice of Educational Administration*. Springfield, Illinois: Charles Thomas Publisher, 33-60.
- Using Techniques of De-Construction in Analyzing Problems in Educational Administration*. Round Table Presentation. American Educational Research Association, Annual Meeting. San Diego, California. 15 pp. ERIC ED 425 507. EA 029 294.
- 1997** *The Re-Centering of Leadership from the Jaws of Management Science*. Symposium Paper, Division A. American Educational Research Association Annual Meeting. Session 14.54, Chicago, Illinois. 19 pp. ERIC ED 406 725; EA 028 269. [A modified version of this paper formed some of the content of Chapter 1 entitled *What Is Postmodernism?* In F. English (2003) *The Postmodern Challenge to the Theory and Practice of Educational Administration*. Springfield, Illinois: Charles Thomas Publisher, 7-32].
- 1996** *Redefining Leadership as Meaning in Context*. University Council for Educational Administration Convention. Louisville, Kentucky. 19 pp. ERIC ED 406: EA 028 063.
- 1995** *Leadership and Community Under Conditions of Postmodernity: A Commentary About the Retreat from the Center to the Margins of Anti-Hegemonical Preparation and Practice in Educational Administration*. Symposium paper, Session 5.10. University Council for Educational Administration Convention. Salt Lake City, Utah. 17 pp.
- Using Film to Attain a Cultural and Contextual Understanding of Moral Leadership*. Interactive Session, Division A, with B. Steffy. Session 43.38 American Education Research Association, San Francisco, California, 27 pp. ERIC ED 385 945: EA 026 979. [Subsequently published in *Educational Administration Quarterly*, 33 1, entitled *Using Film to Teach Leadership in Educational Administration* (February 1997), 107-115].
- 1994** *The Conceptual Limitations of Systemic Educational Reform* with B. Steffy (Sr. author) Paper at the 8th International Intervisitation Program, OISE, Toronto, Canada. 37 pp. ERIC ED 371 452 EA 025 881. [Subsequently published in 1996 in *International Studies in Educational Administration* 24 2, Journal of the Commonwealth Council of Educational Administration entitled *The Conceptual Limitations of Systemic Reform in the United States*, 67-82].
- Biography as a Focus for Teaching Leadership*. Symposium paper, Division A, Session 5.37, American Educational Research Association Annual Meeting, New Orleans, Louisiana. 19 pp. ERIC ED 378 634: EA 025 730. [Subsequently published in *Educational Administration Quarterly* 31:2, entitled *Towards a Reconsideration of Biography and Other Forms of Life Writing as a Focus for Teaching Educational Administration* (May 1995) 203-223].
- 1993** *A Typology of Metanarratives in Educational Leadership*. Symposium paper, Division A, American Education Research Association Annual Meeting, Atlanta, Georgia. 12 pp. ERIC ED 361 861: EA 025 238. [Subsequently published in *National Forum of Educational Administration and Supervision Journal* in 1994 entitled *A Typology of Metanarratives in Educational Leadership* 11 2, 20-30. Some of the content was also referenced in Chapter 3 of F. English (2003) *Postmodern Challenge to the Theory and Practice of Educational Administration*. Springfield, Illinois: Charles Thomas Publisher, 61-70.

- 1990** *Creating Prescriptions for State Takeovers of Local School Districts: A Reflective Critique*. Symposium paper, Division A, American Education Research Association Annual Meeting, Boston, Massachusetts. [Subsequently published in *National Forum of Educational Administration and Supervision Journal* (1990, Vol. 7:3, 10-16).
- Can Rational Organizational Models Really Reform Anything? A Case Study of Reform in Chicago*. Symposium paper University Council for Educational Administration, Pittsburgh, Pennsylvania. 21 pp. [Subsequently published in a UCEA monograph in 1992 *Reforming and Restructuring Education*, F. Wendel (Ed.) pp. 7-18].
- 1988** *Socio-Cultural Determinants of the Knowledge Base in Educational Administration: Applications of Visual Data Illustrating a Theory*. Paper and presentation at the University Council for Educational Administration Convention, Scottsdale, Arizona. 15pp plus 35mm slides.

Professional Publications

Books

- 2016** *Leading Beautifully: Educational Leadership as Connoisseurship*. **F.W. English** and L.C. Ehrich. London, UK: Routledge. 225 pp.
- 2015** *The Sage Guide to Educational Leadership and Management*. Los Angeles, CA: Sage. 540 pp. Served as General Editor and author/co-author of two chapters.
- 2015** *Bourdieu for Educators: Policy and Practice* **F.W. English** and C.L. Bolton. Thousand Oaks, CA: Sage. 126 pp.
- 2015** *Educational Leaders Without Borders*. Co-Editors with Rosemary Papa. Springer. 228 pp.
- 2014** *The Leadership Identity Journey: An Artful Reflection*. C.A. Mullen, **F.W. English**, & W. Kealy Lanham, MD: Rowman and Littlefield Education. 128 pp.
- 2014** *Educational Leadership in the Age of Greed: A Requiem for Res Publica*. NCPEA. Ypsilanti, MI: 104 pp.
- 2013** *Contours of Great Leadership*. R. Papa, **F. English**, F. Davidson, M. Culver and R. Brown. Lanham, MD: Rowman and Littlefield, 125 pp.
- 2012** *Educational Leadership at 2050: Conjectures, Challenges, and Promises*. **F. English**, R. Papa, C.A. Mullen, & T. Creighton. Lanham, MD: Rowman & Littlefield. 143 pp.
- 2011** *The Sage Handbook of Educational Leadership, 2nd Ed.* New Introduction, Educational Leadership at Century's Beginning: A Continuing Search for the Philosopher's Stone. **F. English (Ed.)**. 75% new or revised content from the first Edition. 453 pp.

- Turnaround Principals for Underperforming Schools.* R. Papa & **F. English.**
Rowman & Littlefield, Lanham, MD. 148 pp.
- 2010** *Restoring Human Agency to Educational Administration: Status and Strategies.* **F. English** and R. Papa. Pro-Active Publications, Lancaster, PA. 106 pp.
- Advancing the Three-Minute Walk-Through: Mastering Reflective Practice.*
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- 1968** **English, F.** The Ailing Principalsip. *Phi Delta Kappan* 40:3 (November) 158-161. **REPRINTED:** The Education Digest 34:6 (February) 13-16; Kraft, L. (ed.) The Secondary School Principal in Action. W.C. Brown Publishers, 1971; Palardy, M. (ed.) Elementary School Curriculum: An Anthology of Current Trends and Challenges. New York: Macmillan, 1971.
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- 1966** **English, F.** A Principal Looks at Ability Grouping and the Slow Learner. *Bulletin of the California Mathematics Council* 23:2 (May) 11-12.

Other Professional Activities

Professional Video Tapes

- 2007** Downey, C., Steffy, B. **English, F.**, Frase, L., & Poston, W. Multi-Media Kit for the Downey Three Minute Walk-Through. Thousand Oaks, CA: Corwin Press.
- 1997** **English, F.** *The Curriculum Audit*. Released by Phi Delta Kappa. Thirty-minute video tape in an interview format with Dr. Phil Harris. Released worldwide to all PDK chapters.
- 1995** **English, F.** Curriculum Alignment and Curriculum Auditing. Two forty minute video tapes released by LPD *Video Journal of Education* of Salt Lake City, Utah #501. Also part of a Curriculum Kit released by Corwin Press in a joint venture with the Video Journal of Education.

General Editorial (1992-2000)

- 1992** **Co-founder and Co-editor** of *The International Journal of Educational Reform* in with B.E. Steffy. Co-edited this journal for eight years comprising 32 issues and over 400 published articles and columns.

Editorial Reviewer

Have reviewed book proposals for the following publishers: Christopher Gordon; Corwin Press; Guilford; Harcourt Brace; Harper Collins; Longman; Macmillan; Paul Chapman; Prentice-Hall; Pro-Active; Routledge; SAGE; Technomic; Wadsworth; Roman & Littlefield; Teachers College Press.

Selected Current/Recent Consulting and Research Activities

- 2012** **Lead Auditor**, Fort Worth ISD School System for a system curriculum management audit conducted by the Texas Association of School Administrators. 385 pp.
Co-Principal Investigator with W. Poston, An Organizational Study of the Jefferson County Public Schools, Louisville, Kentucky.
- 2011** **Distinguished Lecture**-TASA Midwinter Conference, Austin, Texas
- 2010** **Keynote Speaker**-Title 1 Summer Institute. Wake County Public Schools, Raleigh, North Carolina.
- 2009** **General Session Speaker**-TASA Midwinter Conference, Austin, Texas.
- 2007** **Keynote Speaker**-Seventh Annual North Carolina High School Network Conference, Raleigh, North Carolina
Distinguished Lecturer-TASA Midwinter Conference, Austin, Texas
Lead Auditor- Led a thirteen member audit team and performed a curriculum management audit in the San Antonio Independent School District, Texas
Presenter-North Carolina Association of Compensatory Educators Annual Conference
Workshop Presenter (2 days)-*Closing the Achievement Gap through Curriculum Alignment*. Southwest Education Alliance, Charlotte, North Carolina.
- 2006** **Distinguished Lecturer**-Midwinter Conference, Texas Association of School Administrators, Austin, Texas.
Co-Lead Auditor-Curriculum audit in science, mathematics and literacy in the Fort Worth Independent School District, Texas.
Lead Auditor, Audit of the Baltimore County Public Schools, Maryland, 24 auditors.
- 2005** **Principals' Partnership Summer Leadership Institute**. Conference presenter at the Principal's Partnership sponsored by Union Pacific Railroad in Desert Springs, California. Spoke to high school principals on curriculum alignment and cultural capital in erasing the achievement gap.
- 2004** **Charlottesville City Schools, Virginia**. Led a five person audit team and conducted a curriculum audit for this school division of 4,300 students, pre-K-12.
Durham Public Schools, North Carolina. Conducted several staff development sessions for the central office staff on curriculum alignment.
Columbus Public Schools, Ohio. Conducted a two day in-service session for school principals on test item de-construction and the impact of cultural capital on test construction.
Region 7 Educational Service Center, Kilgore, Texas
Conducted a two day in-service session for area educators on curriculum alignment.
- 2003** **Department of Education, State of Delaware**
Conducted a two day workshop for teachers and administrators in Delaware at the Seaford School District on curriculum alignment.
Durham District School Board, Whitby, Ontario, Canada

Conducted a two day workshop for Canadian principals and administrators on curriculum alignment.

Anne Arundel County, Maryland

Conducted a two day seminar/workshop for central office administrators and selected principals on curriculum alignment.

Portland Public Schools, Oregon

Conducted a one day staff development session on curriculum alignment.

2002 Anchorage School Board, Anchorage, Alaska

Led a curriculum management audit sixteen person team to the 49,000 student school district and filed a 252 page report to the Superintendent and the Board of Education.

Georgia State Board of Education, Atlanta, Georgia

Co-Led an evaluation team of national auditors in examining the quality of the Georgia Quality Core Curriculum for Phi Delta Kappa. Filed a 189 report in January of 2002.

For a review see J. Salzer "Georgia Schools Get Bad Report: Audit Calls Lessons Hurried, Superficial" Atlanta Journal-Constitution, March 11, 2002, A1-8.

Spokane Public Schools, Washington. Conducted a two day session on curriculum alignment.

2001 Salinas High School District, Salinas, California

As part of an external evaluation team, worked with a low performing high school comprised of 70%+ Latino students to improve test performance on the SAT9 under a California accountability provision which requires a 5% gain each year.

Bermuda College, Bermuda

Worked as a senior auditor on a comprehensive audit of Bermuda College in Bermuda for the Ministry of Education. Performed analysis of strategic planning, institutional reputational indices, governance and structural issues.

1999 Charlotte-Mecklenburg Schools, North Carolina. Worked with Curriculum Division on improving the quality of curricular materials to improve pupil achievement on state and national achievement tests.

1999 Houston Independent School District, Texas. Trained school principals on the fundamentals of quality curriculum management and oversight utilized to improve pupil achievement on the TAAS (Texas Assessment of Academic Skills) and other achievement tests in use.

1998 Albertson Foundation of Boise, Idaho. Continuing work with the Albertson Foundation for member schools in Idaho on aspects of curriculum management, planning, policy development for school board members, administrators, and teacher leaders.

1997 Georgia School Superintendents Association. Trained the second class of superintendent interns in curriculum management in Savannah, Georgia, for the Georgia School Superintendents Association.

1996 School of Education, University of Kansas, Lawrence, Kansas. Conducted a curriculum audit of the 17th nationally ranked School of Education at the University of Kansas. Filed a 50 page report to the Dean (Karen Gallagher) for improvements in the operations of the School of Education. B.E. Steffy was the co-investigator and co-author of the final audit report.

1995 National Association of Secondary School Principals. Served for ten years as a member and Chair of the Curriculum Advisory Council of the NASSP, Reston, Virginia. Developed a publications and speaking schedule geared to a national audience of secondary school principals. Spoke at the NASSP national convention every other year. Through this connection worked on developing national standards for principals in the areas of curriculum and instruction for the National Policy Board in Educational Administration (the NPBEA).

- 1994 Chicago School Finance Authority.** Selected as the major advisor to the Chicago School Finance Authority in 1990. Assisted the Finance Authority in evaluating the progress of school reform in Chicago and established the basis for the selection of an agency to perform an independent evaluation of school reform in Chicago. Served as the educational advisor for this evaluation.
- 1993 Tennessee Academy of School Leaders.** Through the Tennessee State Department of Education in Nashville, conducted workshops for Tennessee school leaders for three years in Nashville, Memphis, and Gatlinburg on aspects of curriculum management and alignment.
- 1992 Department of Defense Dependents Schools (DODDS).** Served the DODDS Pacific Region as a consultant for two annual conferences in Tokyo, Japan. Later toured and worked at Subic Bay, Philippines for DODDS.
- 1991 The Proctor and Gamble Corporation, Cincinnati, Ohio.** Worked with the Proctor and Gamble Corporation in evaluating pilot schools with the Cincinnati Youth Cooperative (CYC) known as The Taft Project.
- 1990 Cincinnati Appalachian Literacy Project.** Worked with on-site research teams in gathering visual data in a literacy grant funded by the Ohio Board of Regents through the University of Cincinnati. This work was reported at the 1990 AERA Convention in Boston and described in *UC Research (1991) 2:1 (Summer) 14-17.*

External Reviewer of Doctoral Programs

- 2017** Conducted an Academic Program Review of the K-12 Educational Leadership Ed.D. Preparation Program at Indiana State University in Terre Haute, Indiana, for the Provost's Office.
- 2016** Conducted an Academic Program Review of the Educational Leadership and Policy Department, Graduate School of Education, the University of Buffalo, for the Provost's Office.
- 2014** Conducted an Academic Program Review of the Educational Leadership Program, Masters and Doctoral levels in the College of Education at the University of Central Florida, for the Provost's Office.
- 2011** For the UNC General Administration, reviewed a proposed Ed.D. program from Northeastern University of Boston, Massachusetts, to be offered on line in the State of North Carolina.
- 2004** Reviewed two doctoral programs as the external evaluator from the Executive Committee of the University Council for Educational Administration and filed a written report recommending membership for Duquesne University (Pittsburgh) and the Florida State University.

For the University of California system, evaluated three proposed Ed.D. programs for: (1) The University of California at San Diego with California State University, San Marcos and San Diego State University; (2) The University of California at Davis with California State University Sacramento and Sonoma State University; and; (3) The University of California Santa Cruz, San Jose State and CSU Monterey Bay.

TEACHING AND GRADUATE ADVISING HISTORY

Lehigh University (1984-87) Member of the Graduate Faculty

Courses Taught

AdmS 400- Educational Administration: Theory and Practice

AdmS 404- Secondary School Administration

AdmS 473- Personnel Administration

AdmS 474- Education Resources Management

AdmS 476- School Finance

Dissertation Supervision

Chairperson

K. Casto- "*The Relationship Between Inservice Programs and School Achievement.*"

S. Landis- "*An Investigation of Descriptors of Principals in Middle Schools in Pennsylvania*"

F.McCoy- "*An Investigation of Adult Learners in Community Colleges.*"

Committee Member

M.McGovern- "*The Significant Survival of Private Liberal Arts Colleges: A Case History
Analysis of Resistance to Decline.*"

V. Secombe- "*An Analysis of Parental Reaction to Tuition Tax Credits.*"

L. Schmidt- "*The Effect of Computer Assisted Instruction on Reading Achievement and Reading
Attitudes of Remedial Junior High School Students.*"

University of Cincinnati (1987-1992) Member of the Graduate Faculty

Courses Taught

18-210-739-Supervision of Instruction

18-210-779-Curriculum Construction

18-210-874-Personnel Administration

18-210-878-Fiscal Aspects of Education

18-210-950-Superintendency

18-210-952-Curriculum Auditing

Dissertation Supervision

Chairperson

J. Sasson- "*The Applicability of James Barber's Presidential Character Model on the
Examination of Successful School Superintendents.*"

Committee Member

N. Balmores- "*The Knowledge Base of Educational Administration.*"

C. Hina- "*The Application of the Propaganda Model to Identify the Dominant Leadership Norms
in Selected Educational Administration Literature.*"

R. Drewes- "*Administrators' Knowledge of School Building Environmental Hazards.*"

Z. Zennie- "*Team Building in a Corporate Setting.*"

G.E. Yates-Meniffee- "*Factors That Influence African Americans to Select Teaching as a Career
Choice.*"

H.J. Kemen- "*A Study of the Impact of the Curriculum Audit Process in Three School Systems.*"

M.D.C. McClure- "*Business Ventures Into Public Education: Business Leaders' Understanding
About American Public Education.*"

University of Kentucky (1992-1995) Member of the Graduate Faculty

Courses Taught

EDA 601-Administration of Educational Organizations

EDA 634-Administration of Educational Personnel

EDA 749-Dissertation Research

EDA 771-Leadership Core 1 and II

EDA 785-Superintendency

Dissertation Supervision

Chairperson

S.F. Kestner- *“A Study of Selected Programmatic and Personal Factors Associated with Reading and Math Achievement Scores of Adult Basic Education Students in Kentucky.”*

Committee Member

C.B. Perkins, Jr.- *“A Study of the Relationships of Gender, Ethnic Origin, and Student Program Classification and Scores on the Batelle Developmental Screening Inventory as They Relate to Preschool Students in Kentucky.”*

J.C. Settle-*An Exploratory Case Study of Professional Development and Other Critical Elements in The Implementation of the Primary Program in Eight Public Kentucky Elementary Schools.”*

Indiana University-Purdue University Fort Wayne (1995-1998) Member of the Graduate Faculty of Indiana University, Bloomington.

Courses Taught

S503- Secondary Curriculum

Iowa State University (1998-2001) Member of the Graduate Faculty

Courses Taught

EdAdm 541- Principles of Educational Administration

EdAdm 549-School Strategic, Operational, and Facility Planning

EdAdm 578-Administrative Theory in Education

EdAdm 679-Contemporary Management Strategies

Dissertation Supervision

Committee Member

P.C. Nikolai- *“School Governance: Impact of Boardmanship Training on Board Member Perceptions of Effectiveness.”*

L.V. Larson- *“Hostage to OBE: A Case Study of a Superintendent Under Stress.”*

J.F. Klinker- *“An Analysis of Responses to Ethical Narratives by State Principals of the Year”*

G.A. Thomas- *“Leadership Responsibilities: Perceptions of School Board Members and Superintendents in the State of Iowa.”*

University of North Carolina at Chapel Hill (2001-2013)- Member of the Graduate Faculty

Courses Taught

EDUC 139/634-Curriculum Leadership

EDUC 790- School Leadership and Reform

EDUC 236/833-Leading System Functions

EDUC 333/840-Advanced Leadership Theories

EDUC 334/841-Integrative Seminar-Developing a Research Proposal

EDUC 337-Problems in Educational Administration II

EDUC 834-Organizational Behavior and Theory in Education

Dissertation Supervision (2001-2018)

Dissertation Chair

[*=African American doctoral student]

[#= Native American doctoral student]

L. Chappel- *“Building Resilience: A Study of the Dosage Effects of a 21st Century Community Learning Center’s After-School Program on the Self Concept, Academic Achievement, and School Attendance of Students in Grades 3 to 5.”*

- L. Tuck- *“Allies or Adversaries: Tactics that PTA Presidents Use to Influence Local Control of Accountability.”*
- S. Stout-Stewart- *“Female Community College Presidents’ Perceptions of Effective Leadership: Leadership Practices and Behaviors.”*
- J. Heath- *“A Study of Adolescent Leadership in a High School Setting.”*
- M. Minsky- *“An Exploration of Selected Demographic Factors in the Digital Divide of Six North Carolina Middle Schools: Implications for School Leaders and Policy Developers.”*
- A. Alpenfels- *“The School Board Chair—Prepared to Lead? A Study of the Perceived Training Needs of North Carolina School Board Chairs.”*
- F. Creech- *Assessing the Efficacy of Principal Leadership Frames and Perceived Teacher Satisfaction.”*
- E. Best- *“Job Satisfaction of Teachers in Krishna Primary and Secondary Schools.”*
- F. Zimmerman- *“The Contested Intersection: Parental Social Capital, Educational Equity, and Elementary Principals’ Assignment of Children to Teachers.”*
- F.P. Graham- *“Reconceptualizing Professional Development: A Case Study of Professional Learning Community Activities and Teacher Improvement in a First-Year Middle School.”*
- J.M. Tharp- *“An Archival Test of the Efficacy of James Comer’s School Development Plan: A Comparative Study Based on Seymour Sarason’s ‘Failure of School Reform’ Descriptors.”*
[This dissertation became a book entitled Breaking the Cycle of Failed School Reform: What Five Failed Reforms Tell Us released by Rowman & Littlefield in 2008. ISBN 13-978-157886-692-8. 260 pp.]
- D. Johnson- *“A Correlational Study Exploring the Possible Link Between Instructional Program Coherence and Student Achievement in North Carolina Middle Schools.”*
- B. Cooper- *“Examining the Relationship Between Grade Configuration and Teachers’ Perceptions of Working Conditions in Public K-8 Schools and Middle Schools in North Carolina.”*
- J.D. Spencer- *“High School Reform: A Case Study Using the Breaking Ranks II Framework.”*
- J. Bartholomew- *“The Relationship of the Core Academic Teacher Statistic to the North Carolina Reading End of Grade Exam: A Correlational Analysis.”*
- A. McLean (-*#) *“A Comparative Study of the State of the Principalship in North Carolina from the Principals’ Executive Program Surveys of 2003 and 2008”*
- P.J.Maynor- (#) *“Bourdieu’s Habitus and the Educational Achievement of North Carolina’s American Indian Students: An Empirical Investigation.”*
- D.McLaughlin (*)- *“Inside our World: African American and Latino High School Students’ Perceptions of Effective Teachers.”*
- L.Savage- *“Pierre Bourdieu’s Model of Cultural Reproduction: The Role of Teachers in Sustaining Traditional Power Systems”*
- J. J. Wheeler- *“Superintendent Turnover in North Carolina.”*
- M.F. Murphy (*)- *“The Self-Perception of Leadership Efficacy of Alternative School Principals and Its Relationship to Student Achievement in the Era of Reform and Accountability.”*
- D. Jordan (*)- *“Looking Beyond School Walls: Examining the Impact of Superintendent Longevity on Teachers’ Perceptions of Their Working Conditions.”*
- C.H.Horne- *“Repositioning the Role of the Secondary Student: Social Justice Pedagogy for Literacy.”*
- J.W. Buckner- *“Elementary Principals’ Perception of Response to Intervention (RtI) Implementation in North Carolina: An Exploratory Study.”*
- K.M. Williams (*)- *“Elementary Principals’ and Assistant Principals’ Perceptions of Culturally Responsive Teaching Practices in North Carolina.”*
- S.S.Zendle- *“An Investigation of Parental Calls Regarding Schooling to District Office within Bourdieu’s Framework of Cultural Reproduction.”*

- C.M. Fierro- *“Does How Students are Assigned to Classrooms Matter? An Examination of students’ relative achievement levels on state standardized tests in tracked and untracked North Carolina English/Language Arts Grade Middle Grades Classrooms.”*
- C.A. Aiken- *“Superintendent Decision Making and Communication Practices in the Age of Social Media and Social Networking.”*
- S.M. Morrison- *“A Comparison of the Challenge of the Common Core State Standards to Traditional Job Stressors of North Carolina Superintendents.”*
- Sasscer, M.- *“The Influence of the Principal’s Style on Academic Press, Community and Student Learning.”*
- Clark, K. – *“The Relationship Between Superintendents’ Perceptions About Gifted Education and the Content of Local Academically or Intellectually Gifted Education Plans.”*
- Fuga, M. – *“An Investigation of the Impact of Parent and Community Involvement in Middle Schools in North Carolina that Successfully Serve Latino English Language Learners.”*
- M. Constantine- *“Education and Philanthropy in the American South: A Case History of the Danville Regional Foundation’s Investment in Smart Beginnings.”*
- K.M. Cruz*- *“Elementary Principals’ Perceptions of Culturally Responsive Teaching Practices and The Identification of African American Students in Gifted Education Programs.”*
- D.N. Scott*- *“A Mixed Methods Study of North Carolina Principals’ Perceptions of the Roles of School Social Workers.”*
- S. Y.E. Hahm- *“A Portrait of Two Public Charter Schools in Pursuit of Equity and Excellence.”*

Dissertation Committee Member (2001-2018)

[*=African American doctoral student]

[#=Native American doctoral student]

[+=Hispanic doctoral student]

- N. Hardy (*), *“Portraits of Success: Effective White Female Teachers of Black Male Middle School Students”*
- T.J. Wahome (*)- *“Who Cares? Student Perceptions of Factors that Promote Resiliency in High School.”*
- N. Saulsberry (*)- *“The Effects of Pre-Service School Experiences on the Attitudes About Teaching as a Career of Freshmen Teaching Fellows at The University of North Carolina at Chapel Hill”*
- S.D. Walters- *“Quiet Activists: Women in Educational Administration.”*
- D. Hill- *“Teachers’ Perceptions of Working Conditions That Influence Retention and Their Perception of Principals’ Control Over Those Working Conditions”*
- W. Legrand (*)- *“Activism for LGBT Rights: How Participation Affects the Lives of Activist Educators.”*
- R. Viersen- *“A Multi-Year Study of the Impact of Retention on Elementary African American Males’ Achievement in Math and Reading in One North Carolina School District.”*
- M.A. Rasberry- *“The Tipping Point of Transformation: Analyzing School Reform Efforts in Low-Performing, High-Poverty Schools.”*
- R. Bryan- *“Impact of Instructional Technology Professional Development on Teaching Practice and Student Performance.”*
- K.Schaeffer- *“Educator Perspectives on School Counselor Advocacy as it Relates to the College Access of Underrepresented Students.”*
- K. Higgins- *“A Policy Mystery: The Passage of the 2004 School Calendar Changes Bill.”*
- R.McQuat- *“Inclusion: Classroom Teachers’ Perspectives and Experiences in a Bourdieusian Framework”*
- M.T. Proto- *“The Effect of Structural Adaptation on School Turnaround.”*
- J.S. Jordan- *“Why Can’t We Have It All? The Conflict Between The Principalship and Motherhood.”*

- B. Walston- *“The Effect of Locus of Control on School Turnaround.”*
- B. Midkiff- *“What is the Causal Impact of Sex Education Policy Reform? Using a Synthetic Control to Study the Intersection of Health and Education Policy.”*
- S.E. Sutherland- *“Preparing Students to be Globally Competitive in the 21st Century: Exploring Educational Leaders’ Global-Mindedness and Student Achievement in North Carolina Public High Schools.”*
- S. Hawkins. *“The Relationship Between Teacher-Student Assignment and High School Student Equity in One North Carolina School District,”*
- D.C. Sturdevant- *“A Measurement of Charter School Efficiency in North Carolina Utilizing Modified Quadriform Analysis.”*
- G.L. McKnight*. *“Exploring the Relationship between Professional Development Leaders’ Competencies of Effective Professional Learning and Teachers’ Perceptions of Professional Development.”*
- M. Findley. *“The Impact of Looping in an Elementary School Setting.”*
- S.J.P-C. *“Instructional Coaching and Co-Teaching in Elementary Mathematics Classrooms.”*
- J.M. Giles. *“Teacher Retention and the Impact of North Carolina’s New Definition of a Low-Performing School.”*
- Whitted-Miller, Q. – *“Critical Theory and Popular Culture: Preparing School Leaders for the Emerging Majority.”*
- Goldman, S.R. *“Dual Language Two-Way Immersion Programs: Exploring Instructional Practices that Promote Literacy Proficiency.”*
- Cardoza, J.-+ *“Moving Toward Dual-Language Approaches: A Potential Solution to Achievement Gaps for Newly-Arrived Hispanic Students.”*
- Johnson, M.A. *“The Politicization and Fate of the Common Core: An Analysis of the Narratives Told by an Advocacy Coalition on the Politics of Common State Education Standards in the United States.”*

Ball State University (2019 to present) Member of the Graduate Faculty

- EDAD 698- *Seminar in the Theory of Educational Administration*
- EDAD 797- *Advanced Policy Seminar in Educational Administration*
- EDAD 630- *Human Resource Development*
- EDAD 635- *Educational Decision Making*

Ball State University, Teachers College, Department of Educational Leadership

Dissertation Chair (2020-

- Durr, K.D. *“Credit Recovery and High School Student Success: An Analysis of Student Perception of Their Credit Recovery Experiences in Two Urban Indiana High School Credit Recovery Programs.”*
- Cripe, C.C. *“Indiana Public School Superintendent Sensemaking of E-Learning.”*

Committee Member

- *Davis, E.T. *“The Effectiveness of Literacy Professional Development Provided to a High School Faculty.”*
- Conwell, S.E., *“A Non-Hardened Preventative Approach to Deterring School Crime and Violence: The Significance of Threat Assessment Teams in Schools Across the United States”.*

External Reader-University of Melbourne, Australia

- Yasoathara Nadarajah- *“Globalization and Cultural Management: Leading from the Margins”*
University of Melbourne, Australia.

Grant Experience

- 1993** \$142,070. **Kentucky Distinguished Educator Program.** *[not funded]* Submitted to the Kentucky Department of Education to prepare Kentucky Distinguished Educators. Major author and contact.
- 1992** \$20,000. **Proctor and Gamble Grant/NASSP.** *[funded]* Author and contact person between the Proctor and Gamble Corporation and the NASSP for a national high school restructuring conference scheduled for 1994. Funds used instead to support national high school study by NASSP also funded by the Carnegie Foundation.
- 1991** \$469,174. **Academies for School Leaders. U.S. Department of Education.** *[not funded]* Major author and co-primary investigator. CFDA# 84.215N. Involved a proposal of five major universities: Cincinnati, University of Pittsburgh, Ball State, University of Kentucky and West Virginia University. Of 57 applications the proposal was ranked sixth. Five proposals were funded.
- 1990** \$89,000. **School Literacy. Ohio Board of Regents** *[funded]* . Assisted in writing this grant to study school literacy among Appalachian children in the City of Cincinnati. Highlighted in the publication UC Research (Summer 1991) “The Center for Research on Literacy and Schooling” 2:1. 14-17.
- 1988** \$229,246. **Examining High School Curricula and the Demands of Personnel Educating Students with Disabilities. U.S. Department of Education.** *[not funded]*. Co-author and co-primary investigator. Submitted to the U.S. Department of Education, Office of Special Education and Rehabilitative Services.
- 1985** \$164,327. **Chairperson’s Academy Math and Science. National Science Foundation** *[funded]*. Major author and investigator. Two year grant to upgrade the technical and content skills of math and science high school department chairs in three states: Pennsylvania, Delaware and New Jersey.

Awards and Honors

- 2020** Named Editor-in-Chief of *The Palgrave Handbook of Educational Leadership and Management Discourse*. Springer.
- 2019** Named Associate Editor of the *Oxford Research Encyclopedia of Education*.
- 2016** Invited to do a two day consulting visiting engagement of lectures, workshops and one to one conversations at the University of New South Wales, School of Education, Sydney, Australia.
- 2015** Invited to confirm appointment as Adjunct Professor in the School of Cultural and Professional Learning, Faculty of Education, Queensland University of Technology, Brisbane, Australia (two year appointment).
- 2015** Nominated for the third time for the University excellence award for doctoral mentoring. University of North Carolina at Chapel Hill.
- 2014** Re-Elected to the NCPEA Executive Board for a two year term by the general Membership.
-First Professor in the newly launched Master of Arts in Educational Leadership at SOKA University of America, Orange County, California.
- 2013** Section Editor “Leadership and Management Theory” in *The Handbook of Educational Theories* (pp.887-985) B. Irby, G. Brown, R. Lara-Alecio and S.

- Jackson (Eds.). Information Age Publishing, Charlotte, NC.
- Nominated for a second time for the University excellence award in doctoral mentoring by doctoral students.
 - Received the “Living Legend Award” from NCPEA for life-time contribution to the profession.
- 2012** Invited to give a Distinguished Lecture at the Texas Association of School Administrators in Austin, Texas at the Annual Midwinter Conference on the topic of “Turnaround Principals for Underperforming Schools” followed by a book signing.
- Invited to attend a special conference of the NC State Board of Education to discuss the future of education in the State.
- 2011** Became **President** of NCPEA at the Summer National Conference in Portland, Oregon.
- 2010** **Elected** by vote of the Executive Board to the Presidency of NCPEA for the 2011-2012 academic year in Washington, D.C.
- Deciding What to Teach and Test, 3rd Ed.* is nominated by Corwin Press of Thousand Oaks, California for the Distinguished Achievement Award of the Association of Educational Publishers.
- 2009** **Elected** by the membership to a three year term to the Executive Board of the National Council of Professors of Educational Administration in San Antonio, Texas.
- 2008** **Nominated** for the UNC Faculty Award for Excellence in Doctoral Mentoring.
- 2007** **Honored as a \$2 million dollar author** by Corwin Press.
- Member** of the Ad-Hoc Committee on School Leadership sponsored by the North Carolina State Board of Education and the University of North Carolina General Administration. Developed recommendations for state professional development for educational leaders in North Carolina. Co-Chaired by John Tate III for the NC State Board of Education and Alan Mabe, Vice President for Academic Planning and University-School Programs of the UNC-General Administration.
- 2005** **Elected** to the Presidency of UCEA by vote of UCEA Plenum in Nashville, Tennessee.
- 2004** **Re-Elected** to a second three year term on the UCEA Executive Committee and Elected as Chair of the UCEA Publications Committee. Term expired in 2008.
- Named by Corwin Press as one of the company’s “**Million Dollar**” Authors
- 2003** **Appointed** to the Review Board of *Educational Administration Quarterly* for a three year term.
- 2001** **Elected** to the UCEA Executive Committee at the Convention in Cincinnati, Ohio.
- 1999** **Invited Address.** 53rd Annual Conference of Professors of Educational Administration. Jackson Hole, Wyoming. “*Marching into the New Millennium: The fields of Educational Administration.*”
- 1999** **Invited presentation. The J. Lloyd Trump Lecture. 83rd Annual NASSP Convention.** “*No Place to Hide and Nowhere to Run: On the Front Lines with the Curriculum Management Audit.*” New Orleans, Louisiana.
- 1998** **Great Men—Then and Now Award**-From the Office of Multicultural Services at Indiana University-Purdue University Fort Wayne, for “dedication to the recruitment and retention of minority students and faculty, commitment to quality education and equality, and for continued support of multicultural services at IPFW.”
- 1993** **Invited to give the Ainsley Lecture** in Educational Administration at the North Carolina Center for the Advancement of Teaching. Western Carolina University, Cullowhee, North Carolina.
- 1991** **Winner/4th place/National Educational Photo Contest.** ASCD’s *Educational Leadership Journal*.
- 1990** **Major Presenter.** National School Boards Summer Conference, Boston, Massachusetts.

- 1989** **Invited Outstanding Lecture. American Association of School Administrators National Convention.** Orlando, Florida. “*Examining the Power of the Curriculum Audit.*”
- 1988** **Identified as One of the Nation’s Top Six Educational Consultants.** Named as one of the nation’s top six educational consultants in *The Executive Educator* (January) 10:1. 17.
- 1986** **Invited presentation. The Finis Engleman Address.** Near East/South Asia Council’s Annual Conference. Athens, Greece.
- 1981** **Recipient-Outstanding Consultant Award.** Association of Supervision and Curriculum Development. National Convention, St. Louis, Missouri.
- 1980** **“Most Valuable” Article designation.** Based on a reader survey, ASCD’s *Educational Leadership* named “Curriculum Mapping” (April, 1980 issue) as “most valuable” 37:7. 558-559.
- 1979** **First Prize Writing Award.** Article submitted for competition in the firm’s publications received 1st prize (\$1000.00) award in the category of management consulting.
- 1977** **Visiting Scholar.** Department of Educational Leadership, University of Western Michigan, Kalamazoo, Michigan.
- 1974** **Visiting Cullum Scholar.** Augusta College, Department of Education, Georgia.
- 1973** **Distinguished Professor Award.** National Academy of School Executives of the AASA. National Convention, Atlantic City, New Jersey.
- 1972** **Invited member of Specialist Panel C of the U.S. Office of Education.** Selected as a panelist to evaluate national R&D Centers for the U.S. Office of Education.
- 1970** **Co-Editor** with J. Olivero (sr. ed.) which published a national position paper (OE-71-112 HE 5:258:58032-71) on differentiated staffing for Sidney P. Marland, U.S. Commissioner of Education of the U.S. Office of Education.
- 1961** **Outstanding Achievement Award.** Phi Delta Kappa. School of Education, University of Southern California.

Editorial Boards

Editorial Board Member/Reviewer

Advisory Board, SAGE, *Encyclopedia of Education Law* (2008). Two Volumes., C.J. Russo (Ed.)
Associate Editor, SAGE *Encyclopedia of Activism and Social Justice* (2007) Three Volumes. G. Anderson and K. Herr (Eds.)

Educational Administration Quarterly (2003-06), Editorial Board

Educational Administration Quarterly (2007 to present- Reviewer)

Journal of School Leadership (1990-93; 1998-99) Editorial Board

International Studies in Educational Administration (2006/continuing)

Journal of Commonwealth Council of Educational Administration (1996/2000) Editorial Board

National Forum of Educational Administration and Supervision Journal (1989-1994) Editorial Board

Educational Research Journal (1993-2000) Reviewer

Education and Urban Society (2002 to present) Editorial Board

Mentoring and Tutoring (2003 to present) Editorial Board

Journal of Curriculum and Pedagogy (2004 to present) Editorial Board

Journal of Educational Administration and History (2008 to present) Reviewer

eJournal of Education Policy (2009) Editorial Board and Reviewer

Journal of Educational Administration (Reviewer since 2010)

Journal of Educational Sciences Research (2010) Founding Member Editorial Board, Turkey

Halduskultuur-Administrative Culture (2010) Advisory Board, Department of Public Administration, Tallinn University of Technology/Estonia

Professional Associations

American Educational Research Association (Divisions A and L)
Australian Association of Research in Education, Leadership SIG
University Council for Educational Administration (via institutional membership)
Teaching In Educational Administration (AERA-SIG)
Phi Delta Kappa (since 1961-celebrated 50 years of continuous membership)
National Council of Professors of Educational Administration (NCPEA now ICPEL)

Current and Published Research in Refereed Venues

An Exploration of Creativity and Constraints in Artistic and Leadership Practice
Queensland University of Technology Ethics Approval No. 1200000043. Approved through
1/31/2015 –Queensland University of Technology, Brisbane, Australia
Lisa C. Ehrich is the PI and my role is as Associate Investigator. UNC-IRB# 12-0324.

Using an epistemic frame advanced by Elliot Eisner in his book (2002) *The Arts and the Creation of Mind* regarding the value of the arts in education, it was hypothesized that parallel arguments could be made for the value of the arts for educational leadership. To test this potential parallelism, a convenience sample of nine individuals in Australia who occupied a broad range of artistic endeavors who also worked in educational leadership positions were interviewed to determine if Eisner's claims could be transferred and similarly supported. The data confirmed Eisner's claims. Further it provided the basis for assessing the nature of connoisseurship in educational leadership resting on claims of the acquisition and use of tacit knowledge. This research is on-going. Paper on this research accepted by Division A, American Education Research Association for presentation at San Francisco, California in April of 2013 and is entitled, "Educational Leadership as Artistic Connoisseurship: A Preliminary Investigation of the Sources of Creativity and Resiliency." An earlier co-authored paper which forms the base of this investigation was published in the *International Journal of Leadership in Education: Theory and Practice* in 2013 entitled, "Leadership as Dance: A consideration of the applicability of the 'mother' of all arts as the basis for establishing connoisseurship." The research from this study became the base for the book *Leading Beautifully: Educational Leadership as Connoisseurship* released by Routledge, Taylor and Francis, 2016, 225pp.

An Exploratory Study of Decision Making Heuristics of Educational Leaders

IRB #: 07-1953 (2007-2009). With Cheryl L. Bolton, Director of the Education School, Liverpool John Moore University, Liverpool, U.K.

This was a two year study of the decision making heuristics of mid-level educational leaders in the United Kingdom (England) and the United States. The results of the study were refereed papers and publications as follows:

2008- "Thinking About Thinking: A Report of the Heuristics of Equity and Diversity in Educational Leadership in the U.K. and the U.S."- **F. English** and C. Bolton, BELMAS, British Educational Leadership and Management Association Society, Aston University, Birmingham, U.K. July.

2008- "When Things of Logic are Not the Logic of Things: A Second Look at Leadership Preparation in the U.S. and the U.K."- **F. English** and C. Bolton, AERA, American Education Research Association Symposium Paper, Division A, Session #33.018, New York City, March.

2008- "An Exploration of Administrative Heuristics in the United States and the United Kingdom, **F. English** and C. Bolton, *Journal of School Leadership*, 18, 1, 96-119.

2010- "De-Constructing the Logic/Emotion Binary in Educational Preparation and Practice. C. Bolton and **F. English**, *Journal of Educational Administration*, 48, 5, 561-578.

2010- "Exploring the Dynamics of Work-Place Trust, Personal Agency, and Administrative Heuristics" C. Bolton and **F. English**. Book Chapter in E. Samier and M. Schmidt (Eds.) **Critical Perspectives on Trust and Betrayal in Educational Administration and Leadership**. London: Routledge, 29-42. ISBN 978-0-415-87340.

Interpreting the Career Trajectories of Educational Leaders

IRB#08-1980 (2008) With Carol A. Mullen, Professor and Chair, Educational Leadership, University of North Carolina at Greensboro, now Professor at Virginia Tech University. The study involved using photographic stimuli to enable school principals to reflect about their life and career experiences in educational administration.

Refereed papers as follows:

2009- "Exploring the Career Trajectories of Educational Practitioners" **F. English** and C.A. Mullen. Paper presentation, UCEA, University Council of Educational Administration, Session 8.1. Anaheim, California,

2011- "Leaders and Life Journeys: Probing Human Interiority and Sense Making with Visual Prompts." Chapter in forthcoming book on the use of film and visual data in educational leadership edited by Eugenie Samier of the British University of Dubai for Sense Publishers. The data from this research led to the publication of a book *The Leadership Identity Journey: An Artful Reflection* by Rowman and Littlefield Education, Lanham, MD with C.A. Mullen and W.A. Kealy released in June of 2014.

A Study of Three Years (2006-2008) of Reported Dissertation Research in Educational Leadership

With Rosemary Papa, Del and Jewell Lewis Endowed Chair for Educational Leadership, Northern Arizona University, Flagstaff, Arizona

The study involved review 1,027 doctoral dissertations in educational leadership completed during the time period 2006-08. Refereed papers given at:

2009- "The Good, The Bad, and the Ugly: A Critical Conversation About Dissertation Research." Rosemary Papa and **F. English**, UCEA, University Council for Educational Administration, Session 18.8, Anaheim, California.

2009- "Educational Leadership Dissertations: A Three Year Study. Rosemary Papa and **F. English**. NCPEA, National Council of Professors of Educational Administration, San Antonio, Texas.

2010- Book- **Restoring Human Agency to Educational Administration: Status and Strategies**. **F. English** & Rosemary Papa. Lancaster, PA: ProActive Publications. 106 pp.

Current and Continuing Research Interests

- Applications of Pierre Bourdieu's research in educational leadership issues
- Educational leadership as an art form: connoisseurship
- Heuristics employed by Educational Leaders
- Identities and identity development of Educational Leaders
- The epistemology of professional practice and the history of ideas in science and education

- Postmodern critiques of modernism, especially in the social sciences and which is the topic of both literary and linguistic traditions of criticism
- Applications of life writing forms and traditions as a means to examine and teach leadership with a focus on personal/professional critical reflection
- Use of non-traditional sources of data in conducting research (visual traditions and sources)
- Theoretical bases of the concept of social justice

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