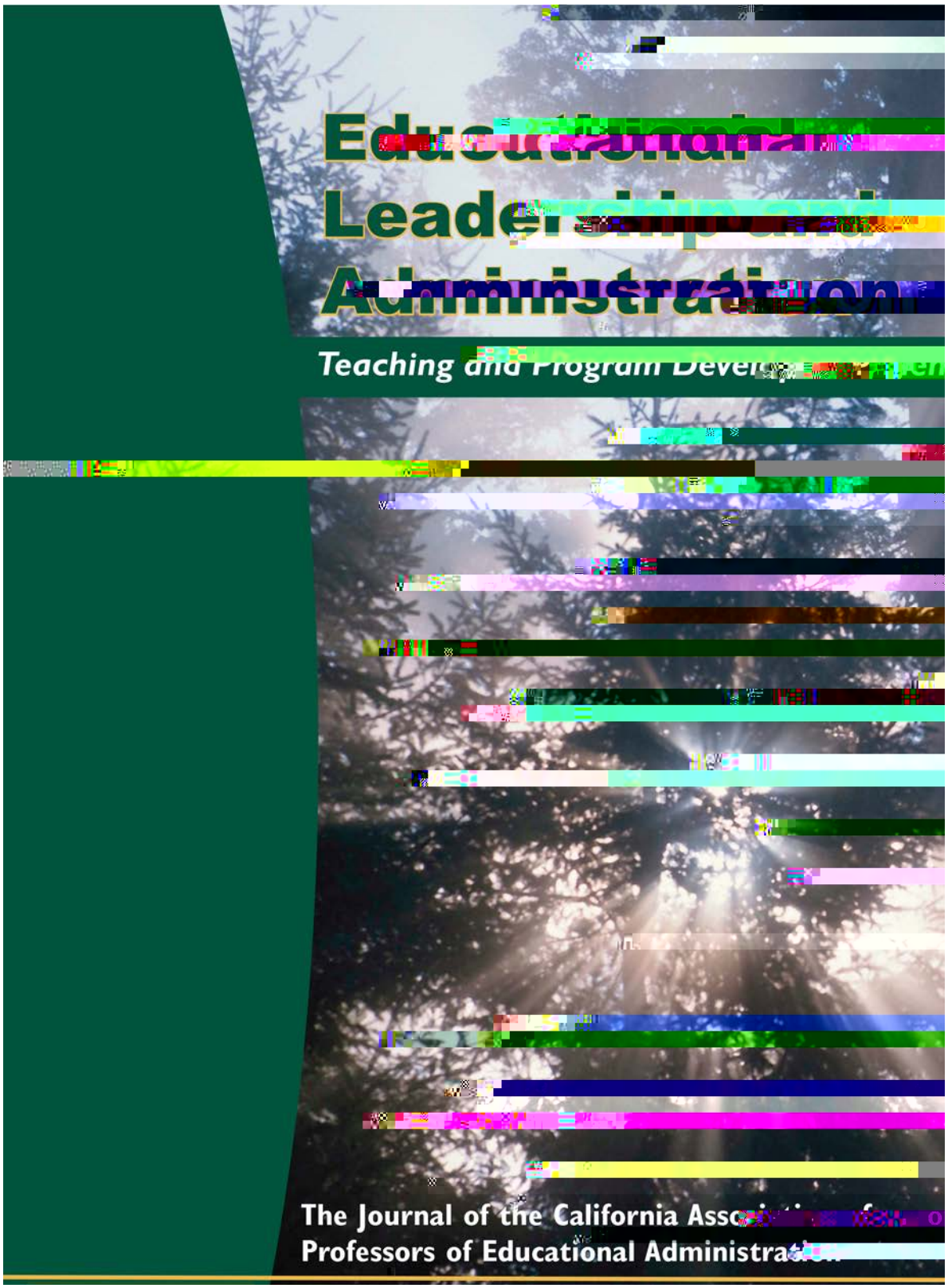
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The Journal of the California Association of
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Notes from the Editors

Fall 2017 Edition

Welcome to Volume 28 of *Educational Leadership and Administration: Teaching and Program Development: The Journal of the California Association of Professors of Educational Administration (CAPEA).* After a blind and rigorous submissions review process, the editors accepted a set of very strong contributions from a variety of perspectives. The accepted papers look at the current national trend to privatize public education, as well as papers focusing on promising practices and improvement of educational leadership preparation programs.

Volume 28 begins with the article, ***Age of Turmoil: Surging Nativist Populism and Its Possible***

About the Authors

Age of Turmoil: Surging Nativist Populism and Its Possible Impact on Public Education
R. D. Nordgren
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Model Continuation High Schools Social-Cognitive Factors That Contribute to Re-Engaging At-Risk Students Emotionally, Behaviorally, and Cognitively Towards Graduation
Becky Sumbera
Contact: ToP7(To)1(w)-(k)1(y)1( )2(S)1(.)1(m)-1(b)1(e)1(r)1(a)1TJ 0 Tcu2(y)1(s)-1(b)1si.

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By the time Donald Trump was elected U.S. president in November 2016, much of the world was already reeling from right-wing populist uprising. The June 2016 referendum in Great Britain to leave the European Union ("Brexit") was fueled by nativist populism within the English Conservative Party; and although the nation is still in the European Union, at the time of writing the proposed move is having a negative impact on that nation's economy (Eichengreen, 2016). In France, the National Front party led by Marine Le Pen continues to make inroads into that nation's political power structure (Gow, 2015), while the hard-right parties in Germany (Alternative for Germany), Sweden (Sweden Democrats), and other European nations are gaining momentum. These movements appear to be pulling the fledgling global society toward increased parochialism and nationalism with their anti-immigration stances (Solana, 2016) (see also Appendix A). These could endanger systems of public education in the West as the rising right-wing fringes on the political spectrum wholeheartedly support privatization of the public good. This penchant for privatization may stem from the fear that anything public will be in support of the "other," of people who are not members of the dominant race and culture in those nations' societies—in short, people who do not look like they do (Chomsky, 2016; Giroux, 2013; Kozol, 2006; Rucht & Teune, 2015). Whereas the established conservative parties in the West also support privatization schemes, it is this fear and exclusion of minorities that make nativist populist movements such a danger to the public good, including education policies.

Why Only Right-Wing Populists?

Populists can come from both ends of the political spectrum, but over the past several decades they have been overwhelmingly from the right (Rucht & Teune, 2015; Solona, 2016). Bernie Sanders is an excellent example of a left-wing populist, one who energized young Americans in his effort to win the 2016 Democratic nomination for President.[1] The definition of populism that this article employs, however, is that of "a !"#$%&'# !($#")"!(*)+!!",%$-. %(/ ,$.(%) '-0 !"1/, of %(/ !/"!#/ in %(/$,)%,+..#/ '.'$-)% %(/ !,2#/./0 /#$%/3 (http://www.thefreedictionary.com/populism). Sanders's movement was driven by a philosophy that fit this definition; however, this article examines nativist populist movements, and Sanders is certainly not a nativist. The onslaught of populism throughout the United States and Europe is propelled by a nativism

whenever possible as these can and will impede the “perfect” market system. Apple (2004) insists that neoliberalism is the primary force behind school reform since at least the 1980s, when *A Nation at Risk* (The National Commission on Education Excellence, 1983) was published. It is neoliberalism, some believe (e.g., Chomsky, 2016; Reich, 2016) that brought us “The Gilded Age” of the late 19th and early 20th centuries, during which the gap between rich and poor reached its apex in the history of the United States and

charismatic leaders such as Trump, Le Pen, Boris Johnson of Great Britain, and Jimmy Åkesson of Sweden.

Today, Europe is faced with mass immigration from war-torn and economically struggling nations. In 2015, Germany accepted over one million refugees, and tiny Sweden welcomed another 160,000 (World Bank, n.d.). This influx has led to nativist movements most noted being Brexit (Pisani-Ferry, 2016) and spilling over to the United States, where Trump has called for a 55-foot wall to be built along the 2,000-mile border between the United States and Mexico (Bump, 2016)

The anger into which today's nativist populists tap most likely stems from the growing inequality in Europe and the United States (Rucht & Teune, 2015), and this is most keen in the United States

the restrictive model championed by James Madison) (Goodlad, 2004; Rothstein, 2004), the masses must be taught to comprehend the power structures in their society, including their own place in it (Freire, 2003). Most important, the masses should be able to determine how to change their condition as well as the condition of those who are also marginalized (Giroux, 2013). To some degree, the Common Core initiative of the Obama administration supports such learning, but this is done, ostensibly, to create more skilled workers rather than informed and engaged citizens (Ravitch, 2013; Tienken & Orlich, 2013).

If the purpose of schooling is to simply provide the student with basic knowledge that can be learned through rote memorization and other low-level cognitive tasks, then schooling can be (and usually is) mechanized, employing a factory model that fits with the ideals of modernism and Tayloristic organization (Morgan, 1985). Taylorism was a model devised for economic efficiency that too often treated workers as cogs in a machine rather than human beings (Morgan, 1985; Reich, 2016). Businesses and other organizations designed this way could easily replace workers to perform routinized tasks that took little training and low levels of cognition; therefore, workers were expendable and, by the laws of the market, could be paid very little and could be easily controlled (Chomsky, 2000; Reich, 2016).

"Modern" ideological practices force curricula and instructional practices (see Slattery, 2006) into easily replicable formulae and logarithms (Zhao, 2009). Such practices use Taylorist strategies that may be inadequate to produce effective knowledge workers for the global economy and, more important, to ensure that societies have citizens who can thrive in a democratic world (Boboc & Nordgren, 2014; Goodlad, 2004). Postmodern schooling practices are those that are contextual and work at the individual level for the benefit of the many (Nordgren, 2015). Modern practices generalize the needs of learners and assume that everyone needs the same thing at the same time (Slattery, 2006). These practices fit the mindset of the "professionally-oriented new middle class who are committed to the ideology and techniques of accountability, measurement, and 'management'" (Apple, 2004, p. 14). They too often support one common cult

instance, it is not the curricula of the Ivy League universities that allow one to obtain an elite education; it is the intangibles that do this (Wagner & Dintersmith, 2015). The networking that is done at these schools and the great reach of alumni are what enables the graduates to be part of the powerful elite for the remainder of their lives and to pass this on to their children. Today, we have a multilevel system of college and universities with differing missions (both explicit and hidden). This system helps to reproduce the inequalities in society not only by offering an appropriate education to those coming from wealthy families (and a select few from the masses), butpropriai364,7.999 0 Td [soiai364,97d [(from b11.8(L7ite nsu)-113.8(m7is)-56.30.0002 Tc [(t)70 T5 (the)

point to the government as the culprit rather than identifying the true culprit—that is, the elites and the system they created to sustain their power (Apple, 2006; Chomsky, 2016). Public education without a social justice stance is one in which the masses are taught to merely respect authority and to follow orders. Those in well-funded suburban schools with a large local tax base (and, of course, their own share of wealthy private schools[2])

•

Pen, who led the party for many years. In 2015, the National Front gained over 27% support in regional elections, the highest in the party's 44-year history (Gow, 2015). The party has little focus on educational policies, however, as is made evident by the paucity of education information on its website (http://www.frontnational.com/). Instead, the party's platform focuses on economic austerity and anti-immigration measures. With its dual anti-globalization and nationalistic focus, this party may be the closest equivalent to Trumpism outside of the United States (Astier, 2014).

The final populist movement this article examines is in Germany,[4] where the Alternative for Germany party represents those seeking right-wing policy reforms. Although the party has little support (less than 5%),[5] it is important to include it in this discussion as Germany takes in more refugees than any other country in the West (United Nations Refugee Agency, 2016)—though not as many per capita as Sweden (Government Offices of Sweden, n.d.). The Alternative for Germany party is strongly anti-immigrant, but it also supports more privatization of government and a laser-like focus on the individual and on the private good over the public good (Meyer & Storck, 2015).

In summary, the right-wing nativist populist movements in the United States and Europe have similar education stances, mainly in their promotion of an increasing privatization of the public good.[6] The nativist populists' shared interest in country-first policies and in limiting globalization as well as immigration could have a great impact on the public schooling systems in the United States and across Europe. These policies could segregate populations via privatization schemes such as the promotion of charter schools, thus tearing the fabric of society, to paraphrase Jon Kozol (2006).

Conclusion

The rise of right-wing nativist populism, often led by charismatic leaders such as Trump and Le Pen, threatens to create a world of walled-off nations filled with intolerant citizens living in fear of the "other" (Apple, 2004, 2006; Atkinson, 2016). Its isolationist policies could exacerbate the fear of minorities both inside and outside the national borders, intensifying internal and external conflicts among races, religions, cultures, and nations (Castells, 1998; Chomsky, 2016; Rucht & Teune, 2015). The nativist populists' hyper-right-wing, anti-government stances could further erode public schools through privatization schemes that have been found to promote segregation (Giroux, 2014; Kozol, 2006; Ravitch, 2013), and they could also aggravate tensions among these nations' citizens. As such, these movements can negatively affect the social stability of individual nations and the entire globe, adding great turmoil to a world already apprehensive due to pervasive, increased conflict.

[4] **[**It is unclear why you are talking about Sweden here, since the footnote refers to Germany. Please insert a sentence to introduce this argument**]** The Sweden Democrats received 13% support in the 2014 national elections, up from under 5% in 2010. The party is led by a charismatic populist, Jimmie Åkesson, who is rabidly opposed to immigration. The party's education platform is quite similar to that of U.S. Republicans, in that it supports a greater emphasis on the Swedish language and more control over teacher quality. True to the liberal Swedish political culture, however, the party is also against charter schools (https://sd.se/wpcontent/uploads/2013/08/inriktningsprogram_skolan.pdf), which were instituted 20 years ago and have become a great sources of national debate (see Wiborg, 2010).

[5] Germany is also home to

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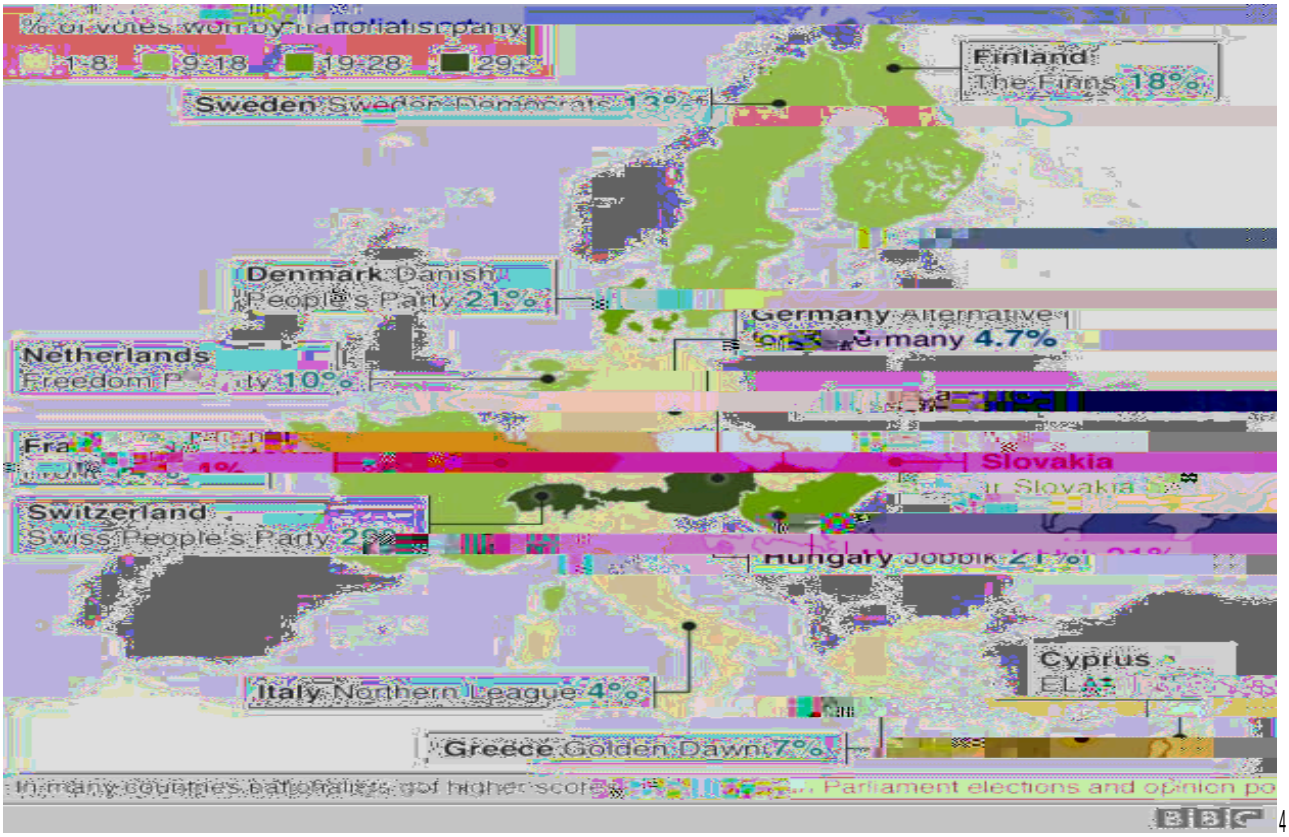
Appendix A

Rise of Nationalism in Europe: Results of Most Recent National Elections (2016)



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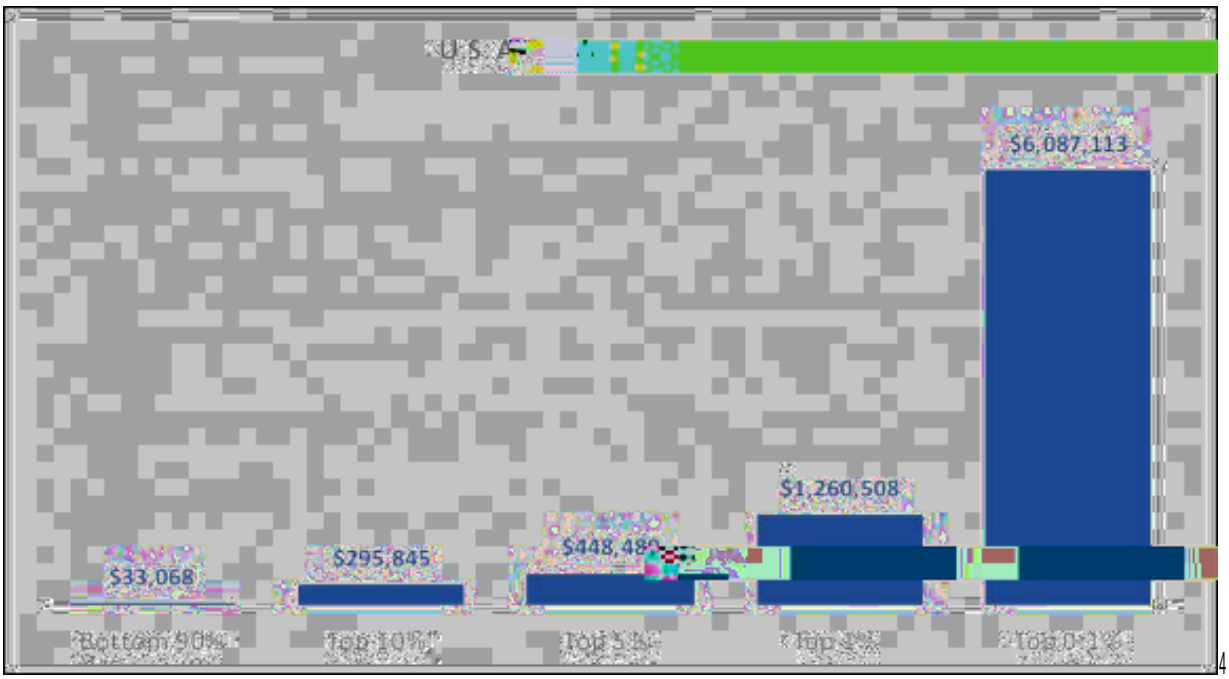

Source: Emmanuel Saez, Center for Equitable Growth, June 2015 (http://inequality.org/inequality-data-statistics/)

Appendix C

Income, Net Worth, and Financial Worth in the U.S. by Percentile, in 2010 Dollars

Wealth or income class	Mean household income	Mean household net worth	Mean household financial (non-home) wealth
Top 1 percent	$1,318,200	$16,439,400	$15,171,600
Top 20 percent	$226,200	$2,061,600	$1,719,800
60th-80th percentile	$72,000	$216,900	$100,700
40th-60th percentile	$41,700	$61,000	$12,200
Bottom 40 percent	$17,300	-	

Model Continuation High Schools: Social-Cognitive Factors That Contribute to Re-Engaging At-Risk Students Emotionally,

Researchers across the United States have cited the leading cause of dropping out as a decline in student motivation resulting from disengagement in the educational system (Finn, 1989). California's

principles of EEVT are associated with five theoretical frames of research—self-efficacy theory, control theory, self-determination theory (intrinsic motivation only), interest theory, and goal theory—which in turn are connected to social-cognitive theory (Rotter, 1982), achievement theory (Atkinson, 1957), and attribution theory (Weiner, 1985). This makes EEVT framework applicable to a qualitative examination of the multifaceted and multidimensional variables for re-engaging at-risk students through the school context (Wigfield & Eccles, 2002; Wigfield et al., 1997).

The multidimensional aspects of EEVT's psychological factors make it difficult to

When looking at re-engaging at-risk students in any of the three dimensions of engagement or through policies, programs, and practices, the literature additionally highlighted three basic motivational components that need to be met: (a) competence, or the desire to experience mastery; (b) relatedness, or the desire to interact, be connected, and experience caring from and for others; and (c) autonomy, or the desire to make decisions in one's life (Deci & Ryan, 2000; Eccles & Roeser, 2010; Skinner, Kindermann, & Furrer, 2009). Deci and Ryan (2000) further maintain that these innate needs assist or decrease the students' interpretation and internalization of external experiences into beliefs. Such needs are seen as engagement initiators

(four related to expectancy and four to task-value) of the combined data collected in Phases I and II; this phase aimed at addressing the second research question and purpose of this study. The eight theoretical components were: (a) self-concept of ability to graduate, (b) perception that the task of graduating is doable, (c) healthy attribution for failure and success, (d) healthy locus of control, (e) perceptions of personal importance of doing well on a given task, (f) perceptions of the intentions of the task to accomplish a future goal, (g) immediate enjoyment when performing a task that is intrinsically valued, and (h) ability to overcome negative obstacles, undesirable aspects in a task, or the need to making difficult decisions. Three raters collected data for Phase III and the researcher organized the data into four content analysis summary sheets. These sheets recorded each rater's individual scores for the eight theoretical components—raw data counts entered using a five-point ordinal implementation scale. The five-point implementation scale was developed as an adaptation of the cypress approach for evaluating specific occurrences (McCready, 2013). Fleiss Kappa was then used to evaluate the raw scores (occurrences) on each of the eight theoretical components noted in the MCHS applications and the MCHS administrator interview transcripts. Such evaluation resulted in two different Proportion of Agreement for each school, Proportion of Agreement for each scale category, Inter-Reliability Ratings (IRR), Observed Agreement (P-Bar), Chance Agreement (Pe), and Cohen's Kappa scores for each of the eight theoretical based components. To account for the raters' scoring subjectivity and measure the inter

$$\kappa = \frac{\bar{P} - \bar{P}_e}{1 - \bar{P}_e}$$

offered a deeper deductive approach to provide insight into the transformation of the students' expectancy for success and task-value belief towards graduation.

The Phase III findings revealed that two principles of the EEVT (expectancy and task-value beliefs) were evident in all 10 MCHS, at an average exemplary implementation rate of 27% (11 or more occurrences at each site), a progressive implementation rate of 43% (7–10 occurrences), a transitional implementation rate of 24% (4–6 occurrences), and a beginning implementation rate of 6% (1–3 occurrences). The MCHS accomplished this by modifying the school context to break down the barriers of students' prior negative experiences and form new expectancy and task-value beliefs through positive learning opportunities.

Expectancy captures the students' beliefs about their success on a given task, and it was explored through four theoretical achievement ability beliefs (Eccles et al., 1983; Skinner, 1995; Wigfield & Eccles, 2002). The Phase III findings indicated that the strongest expectancy belief component was the development of a healthy locus of control, followed by the perception that the task of graduation was doable (Table 1). Next was the development of self-concept of ability to graduate, and last, but still significant, was the development of a healthy attribution for failure and success. These findings showed how the MCHS are building students' positive self-efficacy and locus of control through their policies, programs, and practices by transforming students' inappropriate beliefs about their achievement levels and abilities into more constructive and appropriate expectancy beliefs.

Table 1

Phase III Expectancy and Task-Value Belief Findings

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Note: Cohen's Kappa and inter-rater agreement were calculated for each component.

School programs and practices that build appropriate expectancies are important because self-efficacy and perceived control over competence are major predictors of engagement and

Implications

Practical and theoretical implications resulted from this study. First, the findings can be used to inform school inter/8inions iprograms ind iprcticaes ithat ireduce idisengagemini ind idropoui ins Pconceptualizd social]TJ 0(-Tj /[(cognitive)-634.8(componini)-634.8(of)-634.8(expecianay)]134.8(nd)-634 Ptowards graduaions nd beyond an lea oo re]TJ 018.5490 Tcd0(-Tj /[(engagemini)-615.8(orm -165.8(ind

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From Forty-to-One to One-to-One:

Eliminating the Digital Divide and Making Equity Actionable

Rosanna Mucetti, Ed.D.
San Leandro Unified School District & California State University, East Bay

The Case

Transforming a K-12 school system into an equitable institution presents one of the most vexing challenges to educational leaders. The list of issues to address and of the organizational components to engage may run endlessly. This article only narrates the journey of a local school system in the Bay Area, serving nearly 9,000 students and addressing organizational change focused on technology.

It is a story that began in the fall of 2013. That year, the San Leandro Unified School District found itself in a position similar to that of many midsize urban school districts in the state of California—in urgent need of key systemic improvements while simultaneously embracing some of the most dramatic national and state reform efforts. These mandated reforms included the adoption of the Common Core State Standards, new online state assessments, and the implementation of the Local Control Funding Formula. In 2013, the SLUSD demonstrated limited professional development for both teachers and administrators, a student-to-computer ratio of 40 to one, a generally poor technology infrastructure, and a failed attempt by the district's central administration to build a collaborative relationship with the teachers' union. In addition, as is the case of many urban school districts serving diverse, socioeconomically disadvantaged populations, the school district faced limited funding, despite slight increases in California state revenues.

In order to launch the needed systemic improvements, the school board worked closely leadersTJ -b.3(by)-243.3(the)]ac

team learned about the Qualified Zone Academy Bond (QZAB), a program that allowed school districts to apply for funds at a very low interest rate. The program, however, required school districts to demonstrate a commitment to enhance their curricula to better prepare students for college and to better train the workforce through innovation of facilities and technology. Furthermore, the program expected school districts to work with a 10% matching partner supporting the attempted improvements.

In the SLUSD, the QZAB program had the potential to be transformational, and here is why. Timing can instigate change. While SLUSD was learning about the QZAB program and its funding model, the city of San Leandro was facing its own technology challenges. Essentially, we benefitted from this contextual timing. The rapid technology boom centered in San Francisco over the last two decades made this city too expensive and an extremely competitive place in which to live and locate a company. San Leandro, as other surrounding cities in the Bay Area have done, attempted to market its less expensive location compared not only to San Francisco but to Oakland as well. Innovative companies could get more out of their dollars, and at the same time stay closely connected to the industry's networks.

The city of San Leandro possessed another advantage to offer the industry: a long-standing technology software company, OSIsoft, which has served as an anchor of innovation and technology in our city. Equally attractive was the city's 18-mile stretch of broadband network around downtown that provides high-speed Internet. With a global technology powerhouse company nested in the community, and the city's of of city's audblobal technol7nxhin owto in

its instructional delivery, business operations, community engagement, and communication endeavors.

Thus, the SLUSD successfully executed the infrastructure changes and made substantial gains deploying all the devices. At the same time that the district actualized equitable access to technology hardware in all the PK-12 schools, it did the same across programs: general education, special education, and bilingual classrooms. Moreover, the school district formally adopted a blended learning suite of platforms enabling teachers to tailor technology to a variety

In sum, during the 3-year cycle we attained the following:

- Completed all technology infrastructure upgrades;
- Integrated student Google Accounts across the district;
- Improved integration of technology across K-12 classrooms;
- Integrated technology in spaces outside of the classroom, such as offices and facilities;
- Improved use of technology to communicate with parents and the community;
- Purchased devices and a differentiated technology setup that would better meet the needs of the youngest learners in PK-3 classrooms;
- Created a one-computer-to-one-student learning environment for the entire SLUSD population;
- Upgraded technology for various employee groups.

Impact on Performance

It might be premature to claim a direct positive correlation between the technology transformations we produced and improved student outcomes. However, for the purposes of organizational learning, it is worth noting some of the quick wins the district is currently experiencing.

The district's culture has improved. The full execution of the changes in the technology goal and all the associated key initiatives—e.g., infrastructure, hardware, software, and professional development—has laid a phenomenal foundation for deeper transformation. The district now can count on large-scale evidence to prove that when it identifies a goal in its strategic plan, it can certainly implement the change process from start to finish. This simple but important organizational outcome of getting something done provides us with a sense of confidence, accomplishment, and success. SLUSD is benefitting from these qualitative impacts on the organization's culture, which is cemented, let's repeat it, with a stronger sense of trust and mutual respect throughout its ranks.

SLUSD has also demonstrated quantitative progress on California's new accountability indicators. As a district on the move and committed to closing the opportunity gap for its diverse student population, SLUSD demonstrated positive results in 2015–2016. According to the new California dashboard, SLUSD has performed at the yellow performance level for academic progress in mathematics and English Language Arts, for English learner progress, and for suspensions. In terms of graduation rates, SLUSD performed at the green level. Additionally, districts are ranked at the county level according to the number of subgroups in each school district that perform at the lower levels, which are identified as orange and red. This ranking is locally referred to as the equity report. Despite being the most diverse school district, with one of the highest rates of free and reduced-

describes change as occurring at a deeper, more sustainable level when organizations pay close attention to variables like relationships, information, and identity.

SLUSD has thus far laid a strong foundation focused on tangible structural change; this initial change now positions the district to move to a deeper level of technology integration and adoption. The district may now begin to use technology in its relationships to share information and to build a stronger organizational identity. It now can appropriately ask itself critical questions like the following:

1)

Acknowledgments

The writing of this article would not have been possible without the endless leadership and support of the key organizational players

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Partnership for 21st Century Skil

Students Leading Students: An Observational Study of a University Remedial Educational Program

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Abstract

This article provides a unique insider perspective developing leadership at the undergraduate level. A case study approach was used to examine the efficacy of a peer mentoring program for remedial students.

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As Rob approaches the training/meeting classroom, his posture emanates an aura of confidence. Standing tall, with a long stride and his head up, he is a student with a mission. The semiweekly meeting is intended to help develop and support the skills of remedial students at Golden State University (GSU). He exemplifies the ideal outcome: a student, once remedial, emerging as a strong peer leader to remedial students entering the system.

Rob has not always been the confident student leader he is today. His confidence is a product of his academic and leadership experiences, not simply a set of traits. His training and practice have brought him to the point where he can effectively utilize his leadership skills to guide his group through the training materials and provide them with the skills they need to master their remedial courses. This article explores such leadership emerging as “a function of

challenge of developing leadership in this climate requires creativity and an alternative to simply rewarding good test performance.

This research examined the impact of peer-led programs on remedial students. If it is the responsibility of the state and local school system to develop educational leaders, it is essential to examine the potential for various school programs to provide preparation and experience in developing leadership skills. We argue that peer leaders are instrumental in addressing the needs of a multicultural and diverse student body.

There appears to be a wide gap in the literature concerning peer-led approaches to remediation in higher education. A survey of the field reveals that a large portion of the available studies is concerned with the effects of mentoring programs on various achievement metrics (Crisp & Cruz, 2009; Jacobi, 1991). Existing research emphasizes the effects of mentoring and mentoring programs on outcomes related to college success. However, as Jacobi (1991) points out, even though mentoring is widely recognized as having positive effects on student success, finding a common definition of mentoring has proven difficult. Nearly two and a half decades after Jacobi's study, the need case for a common operational definition has not changed (Crisp & Cruz, 2009; Gershenfeld, 2014). For example, parameters used in defining mentoring include the effect of mentoring over rates of college retention and the mentors' support in career planning

accounts of difficult situations they had faced in their interactions with students. Fellow SGLs and team leaders then provided accounts of how they had handled similar situations. Finally, leaflets and flyers were circulated regularly that provided students with information on different on-campus programs and talks that would help them navigate the university bureaucracy. One advertised talk focused on how to communicate with professors.

Peer Leader Authority

Student/SGL interactions in the classroom often involved the discussion of class material or the assignment of coursework. The study group leaders in our observations were often questioned by the students in regard to their authority or knowledge. Questions about the accuracy of the information given by the SGL regarding notes taken in the class usually took the form of requests for clarification. For example, in one observation the SGL was asked what the professor had said about a particular concept. When the SGL gave his reply, the student asked the SGL if he was sure, because another student had given him a different answer. The SGL then asked the other students in the group what they had written down in their notes in order to clarify the answer. Other challenges to the authority of the SGL took the form of a failure to complete the homework assigned. Students often came into the study groups without having completed their homework, with excuses ranging from family responsibilities to work responsibilities, to outright refusals to complete the work. The SGL in each case offered advice rather than scolding. This way of handli

their new passwords. Tina continued to work on her report without the student records needed to complete it.

Throughout the course of the day, various employees and students of the SSP would

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In Loving Memory of Robert "Bob" Blackburn

Louis Wildman and Randall Lindsey
CAPEA Historians

We were saddened to learn that California State University, East Bay Professor Emeritus and long-time CAPEA member Bob Blackburn passed away on September 10, 2016.

The general public became aware of Bob Blackburn as an assistant superintendent in the Oakland School District when Superintendent Marcus Foster—the first black superintendent there—was shot. Bob was also wounded in that tragic incident, but he recovered and went on to serve twice as acting superintendent in Oakland and then as a professor of educational administration at Cal State East Bay—which was then Cal State Hayward and Bob humorously referred to as "Wayward State."

We in CAPEA appreciated Bob's influential presence at our Fall and Spring meetings, from which he also organized a meeting for Northern California professors of educational administration each year in late January or February. That Northern California group was named the Bay Area Faculty for Leadership Education, with the acronym of BAFFLE. Those of us who were "baffled" met at Stanford, St. Mary's, or one of the other Northern California universities for lunch and for a sharing of lesson plans, ideas, problems, and research. There were few topics on the agenda, but mainly time to thoughtfully consider real issues. That stimulating dialogue, which Bob Blackburn led, represented the ideal conversations which many of us hoped to have, but do seldom have, in university life.

A few years ago, Bob Blackburn was given the highest and most prestigious award CAPEA occasionally bestows. Now in his honor we write this tribute:

Dennis Brennan, Professor Emeritus, University of the Pacific:

If language provides the structure that defines who we are in a society, Dr. Blackburn was a master among us. His expressions of wit, wisdom, humanity, and humor inspired us all. Bob had a manner of expression that was a sure pleasure to observe. He will be remembered.
Rosemary Papa, Del and Jewel Lewis Endowed Chair, Learning Centered Leadership, and Professor of Educational Leadership, Northern Arizona University:

In all the ways I think of educational leaders, Bob was the personification of great leadership. He mentored so many of us during the 1980s and 1990s with the kind and generous intellect and humor he displayed in CAPEA. His integrity and ethics, reflected in all his actions, guided and encouraged me to face the future with hope. He inspired me to do my best, always.

Art Townley, Professor Emeritus, California State University, San Bernardino:

I first met Bob Blackburn at a CAPEA conference. I was a new full-time tenure-track university professor. I was nervous about my lack of publications as I had heard about the almost-biblical requirement for publications to keep one's job and to receive tenure. I had 30

"I guess I'm okay; I just have no idea what I'm supposed to do…"

"Fake it 'til you make it. We'll figure this thing out." That plural pronoun "we" never sounded so good. Bob remained in my life offering a steady diet of pep talks and sage advice. It's not that he could simply make me laugh with a witty turn of phrase. Rather, he'd inspire me to be my better self. To this day, I don't know how he did it. I just know that after each conversation, he'd masterfully manage to fill me up, top off my tank, give me hope, and remind me of the profound importance of the work we were doing.

Bob was all about social justice, providing support, being there for others. He taught me to acknowledge that I am a person of pallor, and sometimes it's best to shut up and listen. Other times you may need to get on a table and raise your voice, however shrill it becomes. Bob took great pride in Cal State's simple but powerful mission statement: "To prepare and influence bold, socially responsible leaders who will transform the world of schooling."

Bob was a principal coach for dozens of students through Cal State East Bay and UC Berkeley. Some said he wasn't academic enough: not enough rigor! They didn't understand that Bob gave regular transfusions of love and support to struggling school leaders and gave them the necessary juice to stay in the game and fight another day.

Bob was a connector. He brought people together. He gave out contacts and set up meetings. He wrote recommendations that helped a multitude of folks land jobs.

Bob was a rescuer. I know of one friend he protected from being "released." All that was required was a timely conversation with "an old pal," sprinkled with some of Bob's magic.

Bob was a pinch hitter, speaking spontaneously, with eloquence when there weren't enough speeches given at a retiring educator's party.

Bob was a legacy protector, building on the extraordinary work of Marcus Foster through the Foundation, through his work, and through countless acts of kindness and caring and gentle provocation.

Bob was a perennial jokester. When my wife was working as a principal in Richmond, he walked right into the office, past the naughty boys who were lined up in chairs against the wall. He crawled beneath the counter and planted a big kiss on Miss Melodia's cheek. And then he winked at the boys and told them if they learned to behave themselves, when they got a little older they too might be able to walk into the principal's office and plant one on the principal's cheek. Their jaws dropped.

Emily Lowe Brizendine, Professor Emeritus, California State University, East Bay:

Bob was a great mentor and colleague to me. He had the unique ability to connect deeply with people and bring out the positives in each of us. He always had the larger view of the world, and with his gift of gab and humor, he often helped us see where we are and what we are about when we got too bogged down in the minutia of things. He influenced the character and reputation of the department of educational leadership. He was part of the faculty that changed the department name from "administration and supervision" to "leadership" before departments in other universities recognized the significance of the shift in language and did the same. He helped craft the mission of the department we still have now, which is to prepare bold socially responsible leaders who will change the world of schooling.

He always said that "leadership is relationship," which he practiced with his colleagues, in his work with school districts, and in his generosity with time in mentoring his students. He was devoted to his students. He taught the Concord Campus educational leadership cohort for

years and kept in touch with almost all of the gradu

Linda Lambert, Professor Emeritus, California State University, East Bay:

I knew Bob for more than 40 years. Early on, it was because of our mutual friend, Del Della Dora. In 1987, it was Bob, then department chair, who hired me as an associate professor at Cal State Hayward (now Cal State East Bay). He wanted to know who I was—how I thought. He didn't ask me if I could teach school finance—fortunately, because I would have said no. From that day forward, he supported me every step of the way. Support was always honest—pointed, and direct on occasions. When I would exaggerate, as I have a wont to do, he would call me on it immediately. Coaching and mentoring was a natural way of life for him.

For me, one of Bob's greatest gifts was his clarity, a broad and deep perspective that transcended the capacities of others. He thought in narratives—whole stories formed into gestalts for him. Whether he was observing a school, a meeting, or a culture, he spied the threads of meaning and composed them into a rich tapestry, which he then had the elegant words to describe. Bob was, indeed, a fly on the cosmic wall.

With Bob's leadership, and in collaboration with an innovative faculty, Cal State Hayward created one of the best educational leadership programs in the country. Known for its transformative mission, jointly designed social justice curriculum, cohesive cohorts, dedicated mentoring, outstanding professors, and research-based masters and doctoral programs, the Department of Educational Leadership drew attention from practitioners and theorists alike.

We all knew that Bob was intrigued by the exotic—whether it was the family's cheetah loose in the Rome airport, his dad's connection to the Tut Tut bazaar in Cairo, or the art of the Pueblo peoples of New Mexico—he sought adventure. So, when I decided to write historical novels, he was enthusiastically along for the ride. He informed me early on that he, as Robert Blackburn, wanted to be the clever, charming villain, which he became. He was the thief of the diary of Mary of Nazareth, then sold it in Italy, where he kept an antique shop as a front and stalked Justine, my protagonist. Even though I did away with him at the end of the second novel, he forgave me and helped with the third novel set in Taos, especially when he and his wife, Barbara, spent time with us in New Mexico.

Bob had an extraordinary and sustained capacity for friendship. He loved our children, admiring April and speaking in her class and visiting Laura in Colorado. Our son, Tod, had the honor of caring for Bob during the last months of his life, and they became very close. If the universe is fortunate, we might have a person like Bob at least once in a generation. I am honored to have been his friend.

Bob Blackburn remains our hero, urging us to work for social justice. He will never be forgotten!