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An Historical Study: The Translation of the Mission and Vision of the School of Education of Duquesne University Into Action Through the Major Pursuits and Achievements of the Deans in Response to the Needs of the Profession 1929 to 2004

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AN HISTORICAL STUDY:
THE TRANSLATION OF THE MISSION AND VISION
OF THE SCHOOL OF EDUCATION OF DUQUESNE UNIVERSITY
INTO ACTION THROUGH THE MAJOR PURSUITS AND ACHIEVEMENTS OF
THE DEANS
IN RESPONSE TO THE NEEDS OF THE PROFESSION 1929 TO 2004

by

Fred L. Webb

Submitted in partial fulfillment of
the requirements for the degree
Doctor of Education

Interdisciplinary Doctoral Program for Educational Leaders

School of Education

Duquesne University

December, 2006

Signature Page

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By
Fred L. Webb
2006

Abstract

The Translation of the Mission and Vision of the School of Education of Duquesne University into Action Through the Major Pursuits and Achievements of the Deans in Response to the Needs of the Profession from 1929 to 2004, is an historical qualitative study based upon a document analysis of the public archive records at Duquesne University. This study traces the mission of the School of Education from its founding, the translation of the mission into visions by the Deans and their resulting actions, pursuits and major accomplishments. The purpose of the study is to document the translation of the mission and visions into actions by the Deans leading to significant accomplishments in response to the needs of the profession during their time of service. The importance of examining the formulation, implementation and evaluation of strategic and operational planning for higher education institutions is becoming essential to the reform activity currently impacting teacher education. This study assists the planning process and may be applicable to the broader field of Christian higher education. The research concentrates upon selecting the major aspects of organizational theories and processes used to add value to the original inputs or resources. This is the value added component of an organization. Value added by the School of Education becomes the interpretive lens or perspective in analyzing the documents. The 21st century challenges for the Deans will be creating and leading the future by way of insights, trends, relationships, professional networks, processes, scanning and intuitive anticipation to transform the established mission into visionary plans that will continue to support the University's visionary plans and objectives.

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A special thanks to the Duquesne University Gumberg Library archivists Paul Demilio and Thomas White. They dusted off the boxes and reams of historical documents providing a unique and organized data bank for this study.

DEDICATION

I dedicate this study to my closest colleague, faithful friend and loving wife Joanne. I have been blessed by her Godly love, encouragement, unswerving loyalty and compassionate understanding. We have experienced together the blessings of God and are truly thankful. Joanne is a wonderful caring person who has brought joy to my life. She recently gave me this poem by Emily Matthews:

Love is a gift for a lifetime—
it's a promise we'll always be there
Through the good and the bad,
both in sunshine and rain,
to cherish and comfort and care...
Love is a safe, warm belonging
to the best friend we ever could find—
It's a feeling of tender compassion
and desire to always be kind,
Love is a gentle forgiveness
when we haven't quite been at our best,
and keeping a sense of perspective
when our patience is put to the test,
Love is an intimate sharing
and remembering how to have fun—
It's lifetime of passion and romance
bringing two hearts together as one.

CHAPTER I

INTRODUCTION

Central Theme

Why is it important to study and render an historical perspective of the Duquesne University School of Education? The answer is in the steep tradition of the Roman Catholic faith, a faith with elements of commonality and identity with all Christians in the discipleship of Jesus Christ and the acknowledgement of and gratitude for the empowerment by the Holy Spirit transferred to His followers. A faith having a unique emphasis upon the desire, while putting everything under the scrutiny of Scripture, to save and treasure and keep alive for future generations whatever was good and fruitful (Hughes and Adrian, 1997).

In the year 2004, The School of Education at Duquesne University celebrated its diamond anniversary, seventy-five years of service to the community. This historical dissertation provides reflections of the mission and individual and organizational visions of Duquesne University's School of Education as translated by the leadership of the Deans through major pursuits and achievements in response to the needs of the profession. The research documents past external and internal relationships, competencies and expertise, responsiveness to the changing world in an effort to preserve core ideologies and purpose, while stimulating progress (Collins, 2001). The recorded elements of leadership by the Deans of the School of Education have invited commitment and stirred motivation. The documentation of their contributions through implementation of their unique visions is reflected in the history of the Duquesne University School of

Education's success and has distinct *value added*, essential to the accomplishments of the department's future generations of leaders.

Duquesne University's School of Education is evidence of the profound Catholic tradition in the experience, thought, and action of the faithful in the course of the centuries of performing humanitarian work. Placing a positive value upon knowing the history and literature of the past, the historical development of the Catholic school in Pittsburgh is taken into account. This is a trait of Catholicism showing a great respect for the cumulative wisdom of the previous Christian generations (Hughes and Adrian, 1997).

Duquesne University's School of Education is and has been a model for Christian higher education in America and the world. This study is an account of the traditions, hardships, and high pinnacles of progress, contributions to social welfare, diversity, cultural heritage, and teacher education (Rishel, 1997). The School of Education has successfully encountered innumerable peaks and valleys and has excelled by continuing to add value through performing a service to fulfill the societal needs of educating many of our nation's best teachers and indeed teacher learners from around the world.

This historical study of the last seventy-five years specifically examines each Dean's translation of the mission of the School of Education. Furthermore, this historical study examines the Deans' individual and organizational visions for the School of Education. Why study through the Deans' translation of the School of Education's mission and the implementation of their visions to meet the needs of the profession? The Dean is charged with the leadership role for the School of Education at Duquesne University. It is this position of leadership that must provide the direction, the strategic alignment to preserve the core ideology, purpose or mission and stimulate progress

toward an envisioned future (Collins and Porras, 2002). Pastor John Guest stated in a radio broadcast (WORD FM 101.5, Pittsburgh, PA [2004]) “Nothing moves without leadership. Leaders must strive for the truth, courage and persistence.” Schwahn and Spady (2002) stated how leaders can initiate improvements in their milieu or organization and how they can obtain desired successful results. Leaders, by enlisting the support of others and committing to their goal, make something better and different. Therefore, the Dean with the support of the faculty is charged with authority and responsibility to direct and lead the School of Education to meet the needs of the profession.

The study reveals external and internal influences to which the Deans were responding while meeting the needs of the profession. A documented history of Duquesne University’s School of Education should be of significant interest, not only to commemorate the past, but as a value added paragon for future generations. Documenting these historical memories, while at the same time exploring the preceding efforts and accomplishments, are essential to the preservation of the Catholic tradition.

Living the tradition and perspectives of the Roman Catholic faith by the Holy Ghost Fathers was a venture and more importantly a ministry setting the foundation for the beginning institution today known as Duquesne University (DU). Rishel (1997) identifies the mission for the ministry of the Holy Ghost Fathers as an action to propagate their faith, carry out their humanitarian work and to establish an institution of learning. The contributions of the Roman Catholic tradition and Duquesne University, for the years that followed, emanated from this mission. This mission shaped the University according to the characteristic attributes that specify Catholicism in higher education. These attributes are the continuity of faith and reason, cumulative wisdom, ecumenical

dimension of inclusivity, the communitarian aspect of redemption and the sacramental principle (Hughes and Adrian, 1997). According to Hughes and Adrian, it can not be claimed that any one of these is uniquely Catholic, but certainly a strong emphasis given to each characteristic grown over time from tradition provides a uniqueness and distinction from the style and patterns of a purely secular education.

The growth of the college resulted from a series of visionary leaders desirous of making significant contributions to society, the local community, the nation, and the world as evidenced in "*The Spirit that Gives Life,*" *The History of Duquesne University, 1878-1996* (Rishel, 1997). *The Holy Bible*, Proverbs 29:18 reads: "Where there is no vision, the people perish". These words from scripture are authoritative, potent, and strongly influential to the Christian believer. Unless God's people have a clear understanding of where they are headed, the probability of a successful journey is severely limited (Barna, 1992).

History has shown the Holy Ghost Fathers began with a clear mission and a vision for the future. The mission evolved into a specific visionary detailed statement of direction and uniqueness: Educate not only the mind but the heart and soul (Rishel, 1997). Expanding the explanation of this vision, the parallel in current times, and the Christian faith in higher education commits us to a rigorous and disciplined search for truth. The search for truth requires conversation with a diversity of perspectives and world views; it involves critical thinking, and intellectual creativity (Hughes, 2001).

The School of Education at Duquesne University became a reality as a consummation of the visionary leadership of Father Martin A. Hehir, C.S.Sp. His vision for a ministry concentrating on teacher education complimented the DU mission. The

vision presented a clear mental image of a preferable future perhaps imparted by the Holy Spirit to chosen servants and based upon an accurate understanding of God, self, and circumstances. In general a visionary leader is a successful leader. A visionary leader will have a solid purpose, communicated, and implemented that keeps the organization from meandering aimlessly into the future (Barna, 1992).

In retrospection of the founding of DU and subsequently documenting the history of the School of Education, it is important to examine the pattern of organizational development and the historical narrative of the translation of the mission of the School of Education, and the evolving visions of the Deans and the resulting actions directed towards meeting the needs of the profession. It is important because ultimately this may reveal patterns, strategies and methods useful and predictive for the Duquesne School of Education's continued and future success. It is established that from a distinctly Catholic worldview, core values are clear, motivational and have driven the leaders' effectiveness in supporting the mission of the School of Education, developing visions and strategic outcomes. Duquesne University's School of Education benefits from this qualitative study which seizes the moments of clarity, the revelatory memories, the acquaintance with inspirational persons and shares the stories and images that carry insight and inspiration for the benefit of higher education (Hughes and Adrian, 1997).

In the early 1900s DU provided educational services to the Pittsburgh Catholic community and provided educational opportunities for area priests and nuns. These educational programs were successful and grew in popularity to the extent that a separate School of Education was established in 1927. The state of Pennsylvania had prepared teachers in state normal schools, but the state demanded greater professional preparations

for teachers and established more rigorous requirements for certification. Duquesne University stepped up to the challenge and the Pennsylvania Department of Public Instruction (today known as the Department of Education) on December 6, 1929, empowered the University to grant a degree of Bachelor of Science in Education (Duquesne University School of Education, Ripe For Jubilee, 1978). In 1929, the School of Education established a specific mission:

The School of Education has as its object the professional training of teachers. -- teachers need professional equipment over and above their interest in teaching. The School aims to prepare graduate students for the administration and supervision of public schools, and to prepare teachers of education for colleges and universities. It also prepares students to teach in secondary schools.

These aims are attained by offering to students:

1. A scientific basis of the facts and principles of education.
2. A thorough study of the learning process.
3. Practice teaching based upon the most advanced educational theories

(The Bulletin of Duquesne University, The School of Education, 1929-1930, p. 6).

The Directors of the University recognize moral training as an essential element of true education, and spare no effort to inculcate principles of virtue and moral integrity. It is their ambition to form men of deep thought, solid principles, virtuous habits, and sound character (p.32).

What is so important about the mission of the School of Education? What impact does it have for Duquesne University's School of Education? What are the implications for the field of Christian higher education and not just Duquesne University?

For this research, the mission is the foundation or core purpose and values, and the vision provides the guiding context for implementing the core purpose and values, as well as stimulating progress (Schwahn and Spady, 2002). This historical translation of the Duquesne School of Education's original 1929 mission as enhanced through the visionary pursuits of the Deans may provide enlightenment to other schools of Christian higher education to develop and achieve excellence. Viewing this research critically and objectively from theory to practice may be helpful to the development and administration of institutions of higher learning. This research affirms and validates the importance for educational organizations to maintain their core ideology and strategically attempt to peer into the future, balance opportunities and threats, and build enduring institutions of higher learning.

There exists a rich heritage of leadership at the Duquesne School of Education. The successful future of the School of Education will be greatly influenced by the recognition of the importance of the contributions and value added by the Duquesne School of Education Deans' visionary leadership. Their respective pursuits and accomplishments were critical to attaining the standard of excellence in education achieved by Duquesne University's School of Education. The accumulative contributions of the Deans to educators around the world are innumerable. The far reaching influence of their contributions is not always measurable. Visionary leadership at the Duquesne School of Education is an unseen force to which men and women have

dedicated their lives. The record of their leadership will reflect the facts, but not their hearts.

Statement of the Problem

Traditionally the Catholic faith places a positive value upon esteeming the history and literature of the past. This historical study traces the mission of the School of Education, the translation of that mission into visions by the Deans and their resulting actions, pursuits, and major accomplishments. How does the translation of mission and vision respond to the needs of the profession from 1929 to 2004? How or will this translation inform and predict contemporary leadership actions for future success?

Factors or drivers influencing the manifestation of the Duquesne University School of Education's mission and visions are identified as external and internal. External impact factors, i.e., world and local events, demographics, the ecumenical movement, technology, Duquesne University's focus, and state and federal requirements create opportunities for implementing actions to support achievement of the mission and visions. Internal factors of the School of Education, i.e., identified opportunities within the administration, faculty, curriculum, application of technology and funding affect the actions required to achieve the mission and visions. These impact factors potentially contribute to the leadership capabilities of the Deans.

The School of Education's mission of 1929 has been supported by various Deans through their either formal or informal visionary leadership. This research focuses primarily upon the contemporary visions of the time and the accomplishments attributed to the leadership of the Deans. The Deans by virtue of their direct leadership role are the immediate visionaries. The mission of 1929 is focused upon: professional training of

teachers, providing them with equipment, preparing graduate students for administrative and supervisory assignments in schools, preparing college and university teachers, and sparing no effort to inculcate principles of virtue and moral integrity (*The Bulletin of Duquesne University, The School of Education, 1929-1930*). How does visionary leadership by the various Deans support this mission?

Purpose of the Study

The purpose of the study is to document the translation of the mission and visions into actions by the Deans leading to significant accomplishments in response to the needs of the profession from 1929 to 2004. The research is conducted from the perspective of value added to the organization and its stakeholders. Documenting the translation of the mission and visions, the resulting actions directed towards meeting the needs of the profession from 1929 to 2004, reveals successful patterns, strategies and methods useful and predictive for the future.

Visionary educational leaders rely upon the skills and abilities of the faculty to implement the mission and the visions. What changes will be needed in the 21st. century? The challenge for the Deans will be creating and leading the future by way of insights, trends, relationships, people, processes, scanning, and intuitive anticipation to transform the established mission into visionary plans. Robert Dey, president of the The Dey Group, stated that the leader of today is not a patriarch, not a bureaucrat, not a gamesman and not a leader of an adversarial organization system. Values of caring, integrity and a vision must create the trust within the organization (Dey, 1999).

This qualitative historical research provides not only past-oriented trend data collected for interpretation, but additionally inspires thought provoking ideas for

visionary planning applications to DU's programs at the School of Education.

Leadership is sometimes described, as the art of looking backwards from tomorrow and hindsight is better than foresight (Barlow, 1996). To examine, and re-examine; for structuring and re-structuring, it is vital to chance a reflection upon the past, to invite healing and organizational success. However, we can never lose sight of the fact that professional leadership to be successful must be visionary (Dey, 1999).

Need for the Study

Charles J. Dougherty, president of Duquesne University, in his introduction of the University's Strategic Plan 2003 to 2008, commented (Dougherty, 2002):

With the adoption of this Strategic Plan, 2003 is also a year of recommitment to our mission, to our students, and to academic excellence. It is a result of a year-long conversation about the future of the University among all our constituents--the Spiritan Community, Board of Directors, faculty, students, staff, and alumni. It is animated by vision that will bring our University to even greater heights. The goals are challenging but attainable (cover letter to Strategic Plan 2003-2008).

Duquesne University's Vision Statement 2003 to 2008 (*Duquesne University, Strategic Plan 2003-2008*, (2002):

Duquesne University will enter the first ranks of American Catholic higher education by emphasizing our Spiritan identity and mission, enhancing the quality of our students' experience, and developing our national reputation for academic excellence. (p. 1)

The School of Education at Duquesne University has the task to administer an operational plan that will continue to support the University's visionary plans and

objectives. The following quote is popularly ascribed to Abraham Lincoln, “If we know where we are and something about how we got there, we might see where we are trending.” Kouzes and Posner (2004) discuss reflections of leaders from a Christian perspective. They illustrate the idea of sharing insights and stories from personal past experiences which have resulted in accomplishments. The Duquesne University School of Education has been successful and has built an excellent reputation from a sound historical background. Similar to Lincoln’s remarks and Kouzes and Posner’s approach, in order for the School of Education to support the mission and vision of the University, it is beneficial to be knowledgeable about the past, the present, and some future direction. Being able to recall past peaks and valleys of the School of Education provides visionary perspectives for the Deans. It is critical to remember where you have been and why.

The School of Education does not have a collected, documented, and qualitative historical study. Success is attributed to educational institutions that have developed a *connectedness* between the history and the future new paradigms that are forming (Hughes, 2001). The importance of formulating, implementing, and evaluating strategic and operational planning for higher educational institutions is becoming essential to the reform activity currently impacting teacher education. This historical study assists the planning process that is paramount for the visionary process of administrative leadership for Duquesne University’s School of Education. Furthermore, the results of the research may contribute to improved efficiency of the leadership regarding the broader field of Christian higher education.

Objective

How did the School of Education's mission transcend into visionary accomplishments by the Deans? There is a connectedness between history and future new paradigms for 21st century Christian higher educational leadership that is vital to the Catholic tradition to save and keep alive for future generations whatever was good and fruitful (Hughes and Adrian, 1997). There is a comprehensive collection of historical data identified as critical to past successes and necessary to project future visions of success.

The objective of this historical research is to provide a perspective of the progress of the School of Education at Duquesne University from the time of its establishment. Similarly, this study endeavors to present an accurate and comprehensive account of major events, based upon DU's library of public archival records, which transpired in the evolution of Duquesne University's School of Education. In the development of the theoretical framework, this research concentrates upon selecting the major aspects of organization theory for the development of the research perspective. Selected historical documents provide the interpreted historical trend data and may inspire thought provoking ideas for the future of Duquesne University's School of Education, as well as the larger field of Christian higher education. In order for the mission to translate into visions, a process through the leadership of the Dean of the School of Education is essential to bring forth actions and results. It has been said, history shall show us that it is often not enough to be doing things right most of the time, it is more important to be doing the right things and doing them correctly (Unknown).

Research Questions

1. What were the values and identity of the School of Education as recognized by each Dean?
2. What were the major external and internal influences for transformative change?
3. What were the major needs of the profession during each of the Deans' service and how were these needs met by the Deans?
4. What were the major pursuits and achievements of each of the Deans?

Definition of Terms

- **Administration:** Leaders and managers who work in a public or nonprofit organization (Schermerhorn, 2005).
- **Connectedness:** Identifying historical events, issues etc. that are instructive for future visionary challenges.
- **External impact factors of the School of Education:** Those factors that identify risks and opportunities for an organization, e.g. culture, the Spiritan influences, diversity, economy, world events, demographics, government regulations and the needs of the profession---all external to the School of Education. In view of the fact that the School of Education at Duquesne University is the focus of this study, then the University culture, diversity, economic conditions and regulations become external factors for the School of Education.
- **For-cause organizations:** Service, colleges and university organizations (Collins and Porras, 2002).
- **Individual and organization vision:** For the purpose of this research, individual vision is the essence of a leader with a vision for the organization. Sharing the

vision, obtaining agreement with the organization and providing a manifestation of the organization's core values leads to an organizational vision (Schwahn and Spady, 2002).

- Internal impact factors of the School of Education: Those factors that identify strengths and weaknesses internal to an organization, e.g. faculty, administration, curriculum, funding, and application of technology.
- Leaders and managers: Wren (1995) points out Kotter's (1996) distinction between leaders and managers -- managers deal with complexity, while leaders deal with change. Both managers and leaders are equally valuable and necessary because in today's world all organizations face both complexity and change. Leaders are generally more visionary while managers are focused more on current work performance of one or more other persons (Schermerhorn, 2005).
- Leadership: Leadership is an influence process that is non-coercive in nature and produces acceptance or commitment on the part of organizational members to courses of action that contribute to the organization's effectiveness (Chowdhury, 2003). A working definition employed for this research.
- Limitations to the study: This researcher acknowledges the limitations of this study. The perspective is limited to the value added by the School of Education at Duquesne University. The data is based upon a document analysis of the public records in the archives of the DU library.
- Management: The process of planning, organizing, leading, and controlling the use of resources to accomplish performance goals (Schermerhorn, 2005).

- Mission: An organizational pursuit. A term defining the function or goal(s) of the organization in a current time frame. What is our function or goal(s) today (David, 2001)? A statement of purpose or core values (Schwahn and Spady, 2002).
- Mission to vision: A transformational activity that results from a specific strategic and operational pursuit by an organizational leader, e.g. the Deans of the School of Education of Duquesne University.
- Planning: The act of formulating a program or methodology for a definite course of action continuing with implementing and evaluating: The object is not to just make plans; it is to achieve the results of plans (Rose and Kirk, 2001).
- Sustainability: The planning and implementation of sustainable activities in higher education that meet contemporary needs without compromising the ability of future generations (Kirk, 2003). To describe that which is capable of being maintained at a certain rate or level (Microsoft, 1998).
- Transactional leadership: Leadership that occurs when one person takes the initiative in making contact with others for the purpose of an exchange of values (Wren, 1995).
- Transformational leadership: A transformational leader transforms followers into more highly motivated followers who provide more effective organizations with less effort on the part of subordinates and assist a group of people to move from one stage of development to a higher one and in doing so fulfills a better and higher human need (Wren, 1995).

- Value added: The organization creates workflows which turns inputs or resources into outputs. For an organization to perform well, resources are utilized to serve the customers. The organization adds value to the original cost of inputs or resources creating value for the customers. This is the value added component of an organization (Schermerhorn, 2005).
- Vision: An organizational pursuit defining the future direction of the organization. What do we want to achieve in the future (David, 2001)? The guiding context for implementing the core values and stimulating progress (Schwahn and Spady, 2002).

Summary

The outcome of this historical research provides a perspective of the progress of the School of Education at Duquesne University ever since its establishment. Hartzog's historical dissertation states the legacy of the past is worthy of review (1976). What can be learned from the past that will benefit current and future generations? The DU library's archival records document the vast majority of the relevant literature for this research, identifying the mission of the School of Education, as well as the visionary pursuits, actions, and achievements of the Deans of the School of Education. The research depicts an historic pathway leading to significant accomplishments for the School of Education as reflected through the visions of the Deans; at the same time continuing in the Catholic tradition of saving and keeping alive for future generations whatever was good and fruitful (Hughes and Adrian, 1997).

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature did not provide an exact model for this qualitative historical research project. The intention of the literature review is to identify a methodological approach for studying the archival records of the School of Education at Duquesne University to develop an historical perspective and its relevancy to the importance to the field of higher education in a faith based university. It is not the intent to write a full chronological history of the School of Education. However, certain aspects, i.e. needs of the profession, accomplishments of the school, tenure of the Deans and historical events, can not be appropriately addressed without consideration of an historical time line.

Consequently, this researcher, much like Bandiho (2003) in doctoral work at Duquesne University's School of Education, chose to review various bodies of literature outside the DU's archival records in an attempt to identify a perspective for the research. This study looks at several major influences that possibly contributed to the actions and accomplishments of the Deans:

1. The first approach is to review the historical writings of the founding of DU and the subsequent establishment of the School of Education in order to better understand the motivation and drivers for this faith based educational institution.
2. The goal of the research is to document the historical aspects of the School of Education. Documenting the translation of the mission and visions into actions by the Deans reveals significant accomplishments in response to the needs of the profession from 1929 to 2004.

3. Review the concepts of organizational theories and organizational development recognizing the close relationship of these two fields. This research focuses on organizational theories for the major perspective development. Value added is the key ingredient. Product or for-cause organizations (Collins and Porras, 2002) exist to add value from inputs working through an organization of people to the consuming outputs. Organizational development is primarily concerned with the internal performance of processes of the organization. Obviously these processes must contribute productively, efficiently, and effectively to assist in creating valuable outputs.

Therefore, a review of the literature regarding the needs of the profession is pertinent to this study in an attempt to identify, via the public records in the archives, the actions of the Deans in pursuit and response to the needs of the profession.

Historical Organizational Foundations Leading to Duquesne University's School of Education

The Spiritans or the Order of the Holy Ghost Fathers, a Roman Catholic order of priests and brothers were missionaries originating in France in 1703. Their seminary developed a reputation for academic excellence. The cataclysmic political and social upheaval known as the French revolution, 1789 to 1799, brought tragic consequences to the Order of the Holy Ghost Fathers. After the French revolution, the order was nearly extinct, but appeared in the nineteenth century in Ireland and founded the Blackrock College and Rockwell College and Seminary, which became a strong influence upon DU during the founding years (Rishel, 1997). The Holy Ghost Fathers were missionaries and became active in Germany during the time Otto von Bismarck was made imperial chancellor and prince, 1871 to 1890. Bismarck considered both the missionaries and the

Roman Catholic Church social, as well as political threats. The conflict between Bismarck and the Roman Catholic Church was termed a Kulturkampf, the German title for a culture's struggle. The Roman Catholic Church opposed the centralized state of Germany and felt the wrath of Bismarck in this so-called Kulturkampf against the Church (Microsoft, 1998).

Father Joseph Strub, C.S.Sp., was the provincial superior for the Holy Ghost congregation of the German province. Father Strub and five other priests were exiled in 1872, but they managed to immigrate to America and settled for a time in Ohio. Father Strub came to Sharpsburg, north of Pittsburgh, and served as rector at St. Mary's Church (Rishel, 1997).

Pittsburgh was a prime location to start a Catholic college. Approximately twenty-one percent of the population consisted of Irish and German immigrants. Several previous Diocesan attempts had already been made to establish a Catholic college in Pittsburgh, but failed mainly because of staffing issues. Father Strub was given a mission by Bishop Tuigg to open a Catholic college in the city of Pittsburgh in 1878, a challenge Father Strub accepted reluctantly. The college was to be dedicated to the mission of educating the poor youth of the city of Pittsburgh and the education of area priests and nuns (Duquesne University School of Education, Ripe For Jubilee, 1978). The institution was to be named the Pittsburgh Catholic College of the Holy Ghost. Father Strub did not remain at the college shortly after its opening because of differences with Bishop Tuigg. The start-up of the college was fraught with many issues such as: funding, staffing, facilities, the exercise of priestly functions at the college, the blending of the ethnic

elements, i.e. the Irish and German cultures, attainment of a state charter, and low enrollment (Rishel, 1997).

These difficulties and challenges were overcome and Father John T. Murphy, C.S.Sp., provided stability and visionary direction as president from 1886 to 1899. The expansion continued under the leadership of Father Martin A. Hehir, C.S.Sp. as president from 1899 to 1930. Each of these presidents exhibited Christian values in their leadership which provided a strong foundation upon which the mission and vision exemplified the importance of faith based education. Father Hehir's guiding vision led the college to become the University of the Holy Ghost. Consequently the university status brought growth and thus, the University of the Holy Ghost became the seventh largest Catholic school in the United States. After much controversy, brought about by the faculty who wanted to retain the religious title of the Order of the Holy Ghost, the name was changed to Duquesne University of the Holy Ghost in 1911, and changed again in 1935 to Duquesne University. In 1960 the name was restored back to its full title of Duquesne University of the Holy Ghost (Rishel, 1997).

The name Duquesne was well-known in Pittsburgh. The first settlement made on the site of Pittsburgh was named Fort Duquesne in honor of the Marquis Du Quesne, the first governor of New France, what is now Canada (Rishel, 1997). The Pittsburgh Catholic College of the Holy Ghost grew from a communal need of education for the poor and religious and was serviced by the mission to fulfill that need. Growth followed and developed based upon visionary leadership adapting to the changing needs of society and the school and subsequently the founding of Duquesne University's School of Education.

The first Dean of Duquesne University's School of Education was Father Raymond V. Kirk, C.S.Sp., who in 1940 became the sixth president of Duquesne University. Father Kirk's vision for the school was to develop teachers with professional ability, a spirit of proper educational ideals, interests, and attitudes. He took the lead in professional performance by keeping abreast of the latest educational innovations and developments nationally and locally (Duquesne University School of Education, Ripe For Jubilee, 1978).

From 1929 to 2004 there have been four interim and ten appointed Deans (see Table 1) representing a multitude of visions for Duquesne University's School of Education. As a result, remarkable accomplishments for the profession have been achieved evolving around the Catholic missionary tradition, humanitarian work, diversity, and with particular emphasis on educating not only the mind, but the heart, and soul (Rishel, 1997).

Needs of the Profession Higher Christian Education

The education profession over the years has been, to say the least, controversial relative to the issues or in many cases the needs of the profession. Of course, the lack of controversy could signify the presence of complacency (Noll, 1999). However, based upon the public archival records, this study elucidates how the Deans of Duquesne University's School of Education responded to the needs of the profession past and present. Some historically recognized needs of the profession are:

- Separation of church and state--The debate over the so-called separation of church and state has caused controversy in America's political system, the church, and education. The Constitution never uses the phrase, separation of

church and state. The Constitution's first amendment simply says that Congress shall make no laws establishing a national religion and neither shall it prohibit religion (U.S. Constitution, Online, 2004). An on-going debate exists relative to interpretation of religion in public schools, state endorsement of religion, public funding of religious organizations and free exercise disputes (Worona, 1992).

- The new basics-- The new global economy is creating a requirement for seriously reviewing age-old teaching methods and subjects. How do we prepare our students for the future? We are dealing with new student identities, new global economies, global workplaces, new technologies, rapid communications, diverse communities, and complex cultures. All students need to leave school prepared to meet these challenges. Community members, teachers, and students need to work harmoniously to ensure the students' growth will prepare them for the new fundamental skills required to compete globally (Thornberg, 2002).
- Diversity, multi-culturalism and special education—The need exists to develop educators who will have the vision and the skills to move the American educational system to prominence in tomorrow's world---with an understanding of the complexities of diversity, inequality, injustice, and power (Hopson, 2000). The increasing number of special education students with diverse needs requires pre-service teacher preparation reform (Spinelli, 1998). How do you infuse multiculturalism and diversity into American higher education curriculum? How can higher education attract minority candidates into the professorate? How are

teachers prepared to service the diversity of the special education learners (Obiakor, 1994)?

- Reform of teacher education--Sobehart (1986) noted that early American universities did not view programs for educational improvement in the same sense as defined by current needs. This is understandable based upon the fast flowing requirements for changes that have occurred in the profession. However, Sobehart (2002) stresses the importance of visionary educational leaders; visionary leaders with both the ability to communicate the vision clearly, and the knowledge and power to make the vision a reality. An example in the 1940s was the Carnegie Plan which demonstrated effective implementation through organizational development, faculty development, and instructional development. Teacher education has had its peaks and valleys.

There is a claim by some states that teacher education programs are not preparing enough effective teachers. Some states are attempting to take steps to make their education schools more accountable for the preparedness of the teachers they produce (National Council on Teacher Quality, 2002).

Pennsylvania is one of the states to watch regarding teacher education reform in changing curriculum to become more innovative. Nelson, Carlson, and Palonsky, (1993) and Bartley (2001) both report that Pennsylvania requires field base experiences and practicum, and invites teachers to assume greater leadership in schools. Ravitch (2000), a research professor at New York University, has performed research and written several works relative to school problems and solutions. Putting teachers to the test and education reforms are only a sampling

of her themes. Many of Ravitch's constructive comments may not be welcomed by teacher colleges and universities, but realistically her opinions need to be reviewed for application and potential improvement for the field of higher education (Ravitch).

- Technology-- Schools must catch up with the students' knowledge of computers and engagement with the technology of learning (Johnston and Johnston, 1996). Schools should develop plans to improve instruction through the use of technology (Mann, 1998). Industrial Age educators will slow the pace of the Information Age education, but in the long run they will lose to the fast emerging and vastly improved educational technology system. Technology is critical to the future of our students' lives and our lives as educators (Noll, 1999).
- Total quality-- Can application of total quality management (TQM) in the college classroom be effective (Falatoonzadeh and Bailey, 1997)? Application of the total quality management techniques used in the classroom provides experiences and lessons to be learned (Bateman and Roberts, 1993). A survey by the U.S. Department of Education found that teachers do not feel very well prepared to implement performance standards. President Bush signed into law in January, 2002, the historic No Child Left Behind Act, requiring by the end of the 2005-2006 school year there would be a highly qualified teacher in every classroom (Bush, 2002). Can schools be changed to eliminate some of the worse things about them? Designing a school where all children are winners requires a complete transformation of the school into a learning place, re-centering learning at the heart of the process. English and Hill (1994) present a learning model

adapted from the proven total quality principles of the business guru W.

Edward Deming (English and Hill, 1994 and DiBacco-Tusinac, 2000).

- Ethics and character education-- Character education is not an educational trend or fad. It is essential to the mission of schools. There is a need to help students develop good dispositions to assist them intellectually, personally, and socially. Character education has to be a blended and integral ingredient of school life with emphasis upon ethics, responsibility, productive work, honesty, and kindness---to be taught, expected, celebrated, and continually practiced (Center for the Advancement of Ethics and Character [CAEC], 2002). The teacher can have an impact on the development of morals and values (Cochrane and Hill, 1993).
- Cost of education--Rising college tuitions are real. Between 1976 and 1996, the average tuition at public universities increased from \$642 to \$3,151. The average tuition at private universities increased from \$2,881 to \$15,581. Financing a college education is a serious and troublesome matter for the American people (American Council on Education [ACE], 1998). The identification of higher education cost drivers and the need to limit their effects is a necessity of higher education (Micceri, 2000). Micceri recommends that institutions stop supplying funding to units who spend more without justification. To maintain efficiency, without losing effectiveness, institutions should identify the avenues for cost containment.
- Strategic planning-- The strategic plan should outline the vision for a specific planning cycle; e.g. the Texas State College of Education developed a vision

cycle from 2004 to 2009. The vision cycle began with their mission statement describing their current positions on various topics, then progressed with identifying value statements, and evolved into the vision statement. The vision statement takes into account the external and internal factors which may present opportunities, threats, strengths, and weaknesses to be addressed (Beck, 2003). The relevance of the strategic plan for colleges and universities is to provide a plan of actions that are realistic and achievable in attaining goals and objectives and to inform all concerned of the strategic direction of the school of education (Hightower, 1996). Strategic planning is a guide for effective leadership (Petrello, 1986). Strategic planning in America's school districts is critical for achieving expected results and outcomes for the future (Conley, 1992).

- Educational leadership-- A process of inviting teachers to assume greater leadership in the schools and the profession. Warren Bennis, Distinguished Professor of Business Administration at the University of Southern California, states that leadership is the most studied and least understood topic of any (Wren, 1995). There are more than 350 definitions and leadership training contains as many variants as there are definitions. Bennis claims in order to understand the art-form of leadership, you must address the questions (Wren): How do organizations translate intention into reality and sustain it? How do we empower the educational leaders? Empowerment forms the backbone of approaches to change or reform, i.e. total quality management and self managed teams. The idea is to push down decision-making responsibility to those close to the internal and external stakeholders. Because of empowerment in education teachers may

be more motivated to higher levels of performance and productivity (Hickman, 1998).

- Avoiding the disengagement of colleges and universities from their Christian faith-- This concern is framed by a question: Is there a process of secularization that has claimed faith based colleges and universities? Some would say yes. The need therefore is to insure the faith based religious traditions continue (Benne, 2001).

Theoretical Framework – Organizational Theory

Organizational theory is a subset of the practice of management (Gerloff, 1985). Based upon Hoy and Miskel's (1996) definition, organizational theory is a set of interrelated concepts, definitions, and generalizations that systematically describes and explains patterns of regularities in organizational life. Practitioners of the management process commonly identify specific organizational functions such as planning, organizing, directing or leading and controlling (Gerloff, 1985 and Schermerhorn, 2005).

The intent of this research to develop a basic organizational perspective with a focus upon inputs, value added and outputs. In this case of Duquesne University's School of Education, understanding where it came from, how the organization operated and how it adapted to change through history is significant. It is not the intent of this research to recite in depth historical organizational theory, but concentrate upon the several givens of organizational theory and their application in management and/or educational administration. As Gerloff (1985) points out the application of management/administration to the theory of organizations should be exciting to the reader---that is the intent of this research. Gerloff defines organizational theory as an

assemblage of concepts, principles and practices which have been, and are being, codified to explain organizational phenomena. Using Gerloff's definition of organizational theory the conclusion is that management/administration theory and practice are complementary. Theory informs practice in three important ways (a) it forms a frame of reference, (b) it provides a general model for analysis and (c) it guides reflective decision making (Hoy and Miskel, 1996).

Organizational theory typically has been described utilizing businesses as the example. Nonetheless the classical organizational thought of Frederick Taylor, the human relations approach developed by Mary Parker Follett, and the social science approach of Chester I. Barnard are all just as relevant to educational organizations or as otherwise identified as for-cause organizations (Collins and Porras, 2002). Progressing through the literature on organizational theory, there are emerging alternative approaches to scrutinizing organizations.

Kaplan and Norton (2001) highlight the importance of a strategic process within the organization---visualizing the future. Formulation of a strategy is vital, but as important or even more important is the implementation of the strategy. They identify five important principles of a strategy focused organization:

1. Translate the strategy to operational terms.
2. Align the organization to the strategy
3. Make strategy everyone's everyday job.
4. Make strategy a continual process.
5. Mobilize change through leadership.

Barnard (1938), one of the earliest organizational theorists, viewed organizations as a system of consciously coordinated activities of two or more persons. Organizations are described as planned units, structured for attaining goals. Porter, Lawler, and Hackman (1995) recognized that organizations are characterized by five basic factors:

1. Social composition.
2. Goal orientation.
3. Differentiated functions.
4. Intended rational coordination.
5. Continuity through time.

Referring to Figure 1, very simply stated and paraphrasing current organizational theory, visualize Duquesne University's School of Education as described. A mission is established and visionary leaders utilize inputs to add value. Outputs, products and services should become more valuable than the inputs and of a more useful benefit to the consumers.

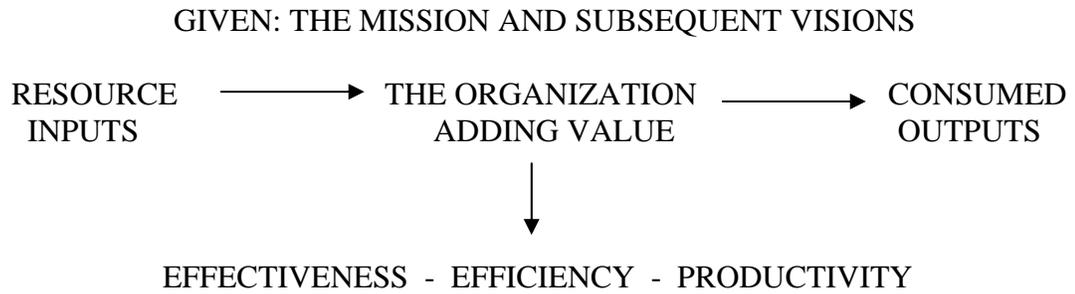


Figure 1. Diagramming Basic Organizational Theory (derived from Schermerhorn, 2005; Senge, 1994; Schwahn and Spady, 2002; Kaplan and Norton, 2001; Chowdhury, 2003; and David, 2001).

Schwahn and Spady (2002) express a belief that there is some confusion in the educational literature relative to the understanding of mission and vision. Based upon the fundamental concept of organizational theory (see Figure 1), the mission and vision flow into the organization via information supplied by the organization and/or the visionary leader. Therefore, paraphrasing the definition by Schwahn and Spady (2002), the mission is a statement of purpose and vision is an idea, picture, or image of the future or a sense of what could be.

Collins and Porras (2002) conducted research on how successful habits of companies with visionary leadership build organizations that have assurance of staying power in their field or type of business. Accordingly, they identify principles that apply to both businesses and what they term for-cause organizations (i.e., service organizations including colleges and universities). For-cause organizations often begin in response to a specific problem. However, over time for-cause organizations look for a more enduring purpose that goes beyond the original founding concept. A few of these applied principles of successful organizations identified by Collins and Porras are: (a) preserve the core, which is a cherished ideology while stimulating progress and change in all other areas; (b) “clock building,” which is building an organization that can prosper into the future regardless of any single leader; (c) not “time telling,” which is a visionary leader having a great idea for the present, but may not carry the organization firmly into the future. Moreover, these applied principles perhaps are appropriate for this study.

It is a fact, leadership changes. What about leadership making changes? The fundamental approach to organizational theory becomes quite complex when there is a compelling reason to change or modify the vision. Schwahn and Spady (2002) claim

even with a reason to change, visionary leaders should not make changes to the vision until a picture of the preferred future is in sight. Change for the sake of change is not effective, efficient, or productive. A change to, or modification of, the vision is driven by external and internal influences that could be opportunities or threats to the organization. There is a shift from time-telling, having a great idea or being a visionary leader; to clock-building, building an organization that can prosper far beyond the presence of any single leader, as portrayed by Collins and Porras (2002).

The resource inputs generally consist of people, money, materials, technology, and information (see Figure 1). The organization represents the transformational process by taking the needed resources and converting them by adding value so that they can be consumed by the end user—in education, the student. Effectiveness represents the measure of tasks and/or goals accomplished; which in most situations are defined by the organizational mission, purpose and core values; and by the visionary leadership in support of the mission. Efficiency is the measurement of resource costs associated with tasks or goal attainment to support both the mission and the visionary leadership. Productivity is the quantity and quality of organizational performance, measured in various ways in the form of outputs to inputs. Obviously, the end user should perceive and receive value by consuming the output (Schermerhorn, 2005).

Petrello (1986) analyzed higher educational strategic planning as a guide for effective leadership. Petrello described only the tip of the iceberg in his planning process. Higher educational leaders need to be wholly effective in identifying their mission and creating a vision. Beginning with the president, the mission and vision should filter from top to bottom in the community of the college or university. The

complexities of the internal and external educational environments today, require a complete and thorough planning process. The expediency of a planning model, properly implemented, provides results directing the institution towards higher productivity and quality levels assuring continual success (David, 2001).

The formulation, implementation and evaluation of the participative planning process are shown in Figure 2. This model adopted from David (2001) enhances the sharing and translation of the mission and visions for institutions of higher education, thus adding value to the organization's output. The model provides a process flow for the formulation, implementation, and evaluation of planning activities. A closed looped feedback process provides monitoring of effectiveness and efficiencies of the organization. The threats may be successfully balanced with opportunities by way of visionary leadership. Translating a mission and the visions in support of the mission requires an organization to converge on the strategy most effective for adding value to the output. The leadership has the responsibility to mobilize the organization and transform the strategy into operational terms, while ensuring all of the measures, initiatives, and goals support the common objective.

Critical to the translation of mission and vision is the sharing of the leader's vision with the employees. The leader's sharing of the vision allows the employees to apply it to guide their daily activities. Kantabutra and Avery's (2003) empirical study of shared vision, acknowledged that sharing the vision between the leader and followers is widely regarded as significant to achieving superior organizational performance.

The Planning Model for Institutions of Higher Education (see Figure 2) serves as a possible strategic and tactical planning tool for the School of Education at Duquesne

University. Sustainable programs and projects are important to educational leadership and are discussed in this research.

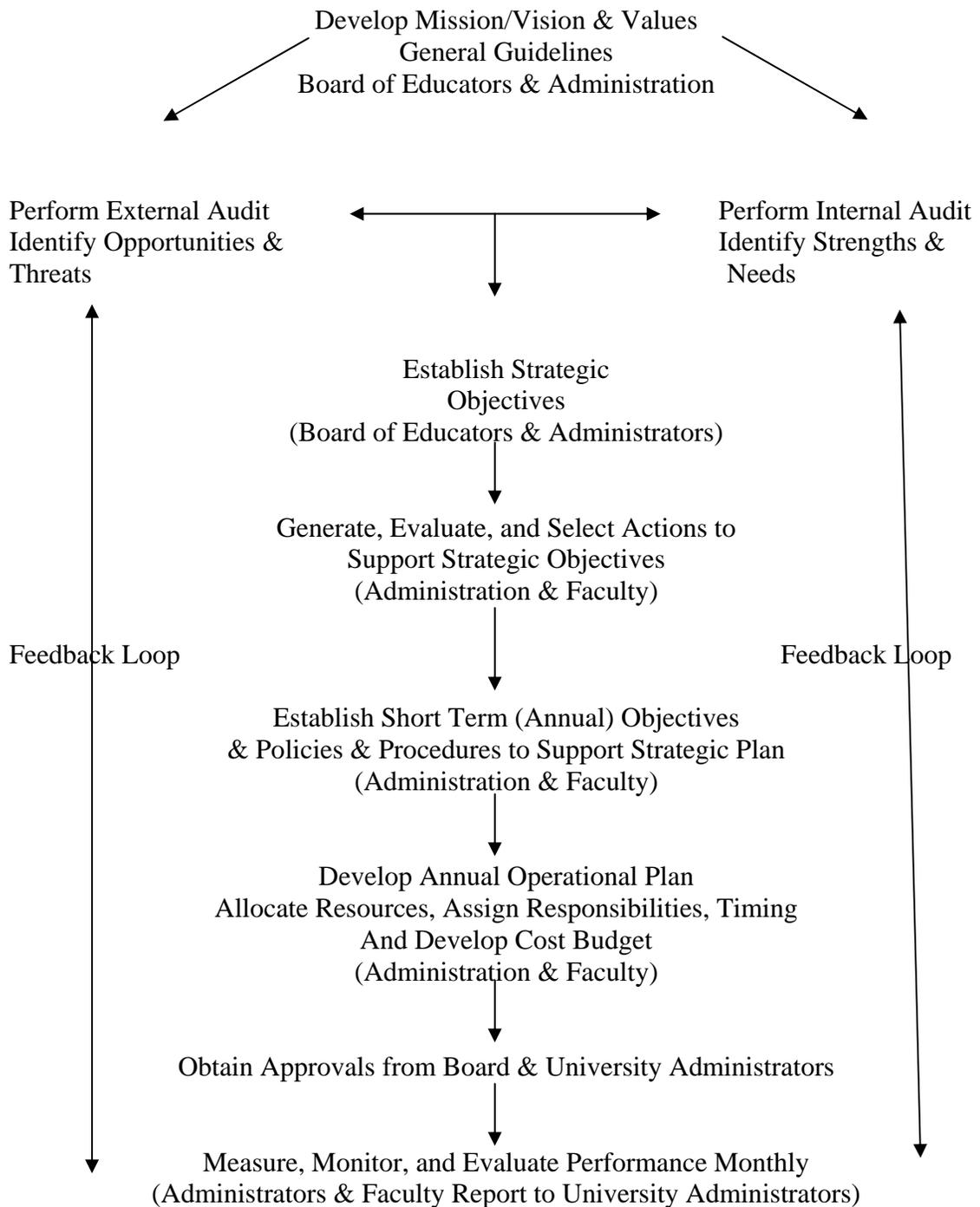


Figure 2. A Planning Model for Institutions of Higher Education.

(Adopted and Modified from David's [2001] Model)

Paraphrasing Kotter (1996), underestimating the power of a sensible vision is only one of many factors that can lead to organizational failure. A sensible, well communicated, appropriate vision is the key for direct alignment and inspired actions by the people of the organization. As seen in Figure 1, the organization's actions/work must add value for the ultimate end user of the output. According to Kotter, a sensible vision is essential in clarifying directions for change and decisions that must be made. Such a vision motivates people to take action in the right direction, even if the steps are personally painful. In addition, this type of mission helps to coordinate different people in a fast and efficient manner.

Applying the essence of visionary leaders in the education organization Schwahn and Spady (2002) describe visionary leaders as paradigm-breaking, imaginative, and innovative. Visionary leaders in education chart new directions, see possibilities that others may not see, and thrive on translating shifts and trends into productive options for organizational transformation.

Schwahn and Spady (2002) contend that school leaders should consider education being organized around new expectations based upon the future, instead of based on the past as shown in Figure 3.

IMAGINE EDUCATION....

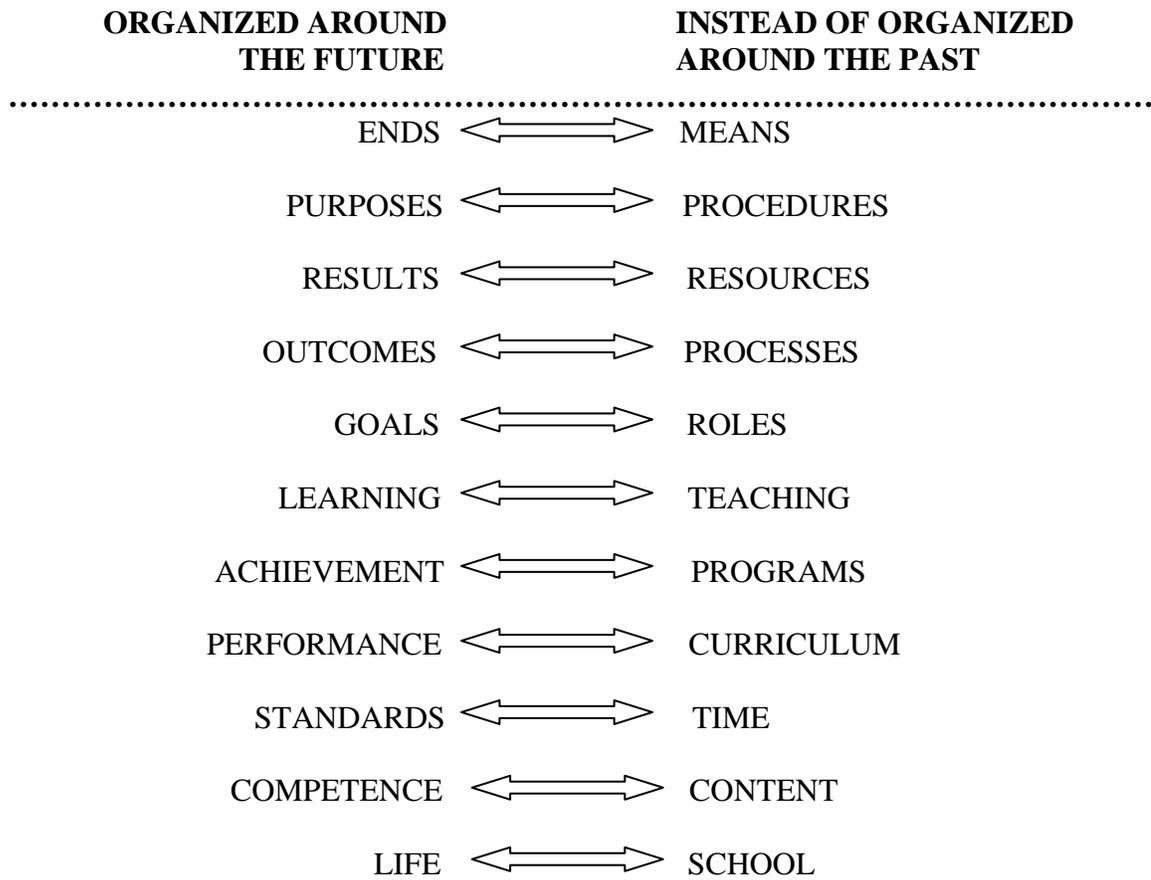


Figure 3. Explore a New Educational Paradigm (applicable to visionary leaders), Schwahn and Spady (2002).

This educational paradigm (see Figure 3) can not be categorized as organized around only the future or only the past. Such a paradigm is not realistic for educational institutions. It must be dualistic, relating both the future and past. The planning model for institutions of higher education (see Figure 2) requires the application of both the future and past options to identify the action items discovered in the external and internal audits.

Organizations in current complex environments generally have a continually modified vision and plan, unique to the organization at that time and in that community; which focuses on, and implements its core values and mission. The Duquesne School of Education by way of visionary leaders should have a clear sense of the future and be carefully deliberate about its core purposes and methods in order to respond to the opportunities and threats and serve as a catalyst for new visions. Organizations have experienced problems attempting to implement knowledge-based planning strategies. Many organizations, even until the end of the 1970s, operated under central control through large departments. Strategic planning, formulation, implementation and evaluation in higher educational institutions, like many other organizations, was seldom implemented and accomplished by how the plans, either formal or informal plans, were initially established. Change prior to the 1970s was generally incremental, so managers/leaders could use slow-reacting and tactical administrative control systems such as the budget to validate changes. However, such control systems are inadequate for contemporary dynamic, rapidly changing environments. New strategies need to be designed for knowledge-based competition in the 21st century, and a system explicitly designed to manage strategy, not tactics (Kaplan and Norton, 2001). How does this

compare or contrast with Duquesne University's School of Education in subsequent years? What has been accomplished since 1929? These visions and accomplishments are documented from the public archival documents.

Contemporary organizational theory is being driven by our fast paced, increased knowledge-based global environment; which demands a fast-cycle approach to diagnosing, designing, implementing, evaluating, and enhancing or adding value by the organization---and finding methods to accomplish these tasks in parallel rather than in a serial fashion (Anderson, 2000). An even greater challenge for organizations presented by Chowdhury (2003) declares organizations must insure they are adding value for the end use customer.

The 21st century management/administrative process advocated by Chowdhury (2003) is a product of James A. Champy, the re-engineering guru. Champy introduces the concept of "X-engineering" which is a process of crossing organizational boundaries, and knocking down the barriers by practicing harmonization, transparency, and standardization. These practices are further defined as (a) harmonization is simply integrated processes both internal and external to the organization working together to add value (b) transparency is a shared knowledge-based organization showing others how to operate and benchmark best practices for adding value and (c) standardization is the sharing of non-differentiating methods, processes, and infrastructure. The predicted outcome of these practices is costs avoidance, as well as, value added by eliminating duplication through sharing with other members of your community or industry.

A review of the literature for organizational theory (Hoy and Miskel, 1996) includes aspects of individual perspectives of individual needs, values, expectations,

performance, and job satisfaction as presented by renowned authors such as: Abraham Maslow, Frederick Herzberg, V. Vroom, Edward Lawler, Richard Hackman, Greg Oldham and B. F. Skinner. Those authors focusing on organizational norms, values, interpersonal competence, and group dynamics include: Kurt Lewin, Chris Argyris, and Wilfred Bion. Writing about organizations as family units, emphasizing management style or approach, and organizational structure is expressed in the works of: L. Likert, Paul Lawrence, Jay Lorsch and Harry Levinson. A detailed review of these authors is beyond the scope of this research. No single theory captures all the aspects of organizational theory.

However, organizations have a common element. An organization to exist for the long term must add value to the resource inputs and provide outputs to the end user that are truly regarded as value added benefits for the community. Organizations exist to allow collective efforts of many people to be combined to accomplish more than any individual could achieve alone. The purpose of the organization is to transform human and physical resources (inputs), add value to them, and return these added value inputs to the environment or community for consumption. This applies to both goods and services, such as those provided by Duquesne University's School of Education (Schermerhorn, 2005).

Mission Translated to Vision

Kaplan and Norton (2001) explain that strategy is a step in a continuum. The translation of the organization's strategy (a) begins with the mission - where we are today and why we exist (b) followed by the core values - what we believe in (c) next, the vision - what we want to be, and (d) concludes with the strategy - our game plan. Basically, the

mission and the core values remain stable over time. The vision paints a picture of the future based upon current external and internal perspectives of threats, opportunities, strengths, and needs of the organization. Implementing initiatives and objectives as a result of visionary leadership should result in the value added output or accomplishments by and for the organization's stakeholders. The value added perspective serves as a paradigm, or perspective, for measuring or identifying the administrative leadership outcomes of the Deans of the School of Education. In general, the key approach is to align and focus the organization and provide skills and leadership to meet the needs. Strategy becomes everyone's everyday job. Strategy is a continuous process for mobilizing the organization by way of administrative leadership (Kaplan and Norton).

Therefore, pursuing the research to determine the scope of past results and accomplishments of the Deans of Duquesne University's School of Education requires a study of the external and internal factors impacting or controlling future events. Determining the magnitude of these factors in conjunction with the leadership capacity of the Deans is the major challenge of this historical research study.

To paraphrase Hill (1993) taking history seriously is now a common social science aphorism. More than ever, social science writings – monographs, articles, dissertations, etc.—contain historical data and analysis. Making sense of the raw bunch of occurrences that constitutes history is becoming a skill to be appreciated. Sociologists look to the temporal development of institutional forms, i.e. organizational theory, as well as the emergence over time of particular social practices and concepts. Anthropologists trace historical shifts in communities or cultures and must often study records as the collective memory of a specific people.

Research of the public archival records at the DU library provided documentation to assist in the understanding of the external and internal drivers that shaped the faith based School of Education of Duquesne University. Rishel's (1997) history of Duquesne University, "*The Spirit that Gives Life,*" *The History of Duquesne University, 1878-1996*, provides an excellent introduction to this research.

Additionally, Duquesne University's archives library maintains a collection of documents identifying the pursuits, actions, and achievements of the Deans of the School of Education. Currently, these records consist of:

1. Annual Reports to President from the Dean of the School of Education
2. Department of Education, Commonwealth of Pennsylvania Program Approval Reviews
3. Middle States Association of Colleges and Secondary Schools
4. National Council for Accreditation of Teacher Education Reports
5. Special Events—recorded documents
6. The Bulletins of Duquesne University's School of Education

As pointed out by Hill (1993), it is hopeful that by utilizing selected manuscript repositories as anchors for historical reconstruction that social movements, formal organizations, and institutional processes related to the School of Education at Duquesne University may provide data useful to other higher Christian educational institutions.

Borrowing from Bandiho's (2003) research, understanding how an organization develops and emerges over time is best captured via the theories of organizational development. Paraphrasing Beer (1980), organizational development is a system-wide process of data collection, diagnosis, action planning, intervention, and evaluation aimed

at value added outcomes for the end use consumer. Organizational development processes should enhance solutions; provide congruence between structure, process, strategy, people, and culture. Yankoski's research (2003) describes a second approach by identifying institutional theory as an approach to the study of organizations that emphasizes the taken-for-granted aspects of organizational life and the ways in which organizations' environments shape their structures and processes.

Organizational/institutional theory can locate its beginnings as an academic discipline as far back as Frederick Taylor, considered the father of Scientific Management; and peaking with German economist and sociologist, Max Weber (1864-1920). After the First World War the theme shifted to how psychology affected organizations. With the end of the Second World War, systems approaches became the focus for organizations. In the 1980s culture and change became important in the study of organizations. Today, organization/institutional studies continue to grow particularly within many universities. Practitioners like Peter Drucker, Peter Senge, Edgar Schein, Victor Vroom and others have taken the academic research into various organizational practices (Hesselbein, 1999; Senge, 1994; Chowdhury, 2003).

As previously stated, organizational theory or institutional theory concerns inputs to the organization's value added processes (Schermerhorn, 2005). The results amount to outputs being more valuable than inputs for the end use consumer of products or services. The value added concept is the predominate concept for the theoretical framework of this research.

According to Kaplan and Norton (2001) the activities of an organization are embodied in the internal organizational processes that comprise its value chain. Kaplan

and Norton continue by segmenting the typical business value chain into four organizational processes:

1. Innovation processes.
2. Customer (in higher educational institutions, the students and faculty and administration).
3. Operational processes.
4. Regulatory and environmental processes.

Kaplan and Norton (2001) assert that all of these processes are critical and should be performed well for value added outcomes. However, organizations should excel at the one process that has the maximum impact for added value for the end user of the output.

The historical research of the archives of the Duquesne School of Education, as an organization, depicts how over the years it has implemented value added processes such as: development of mission, applying visionary leadership to support the mission, emphasis upon core values, implementing change, collaborative processes of data collection, diagnosis and actions to solve problems, and strategic and operational planning for sustaining the School of Education for the longer term. In today's knowledge economy, sustainable value is created from developing intangible assets, i.e. skills and knowledge of the workforce – the faculty and administration; the information technology supporting and linking the organization to its customers – the students and administration; and the organizational climate that encourages innovation, problem solving, and *continuous improvement* (Kaplan and Norton, 2001). This research reports the appropriate processes and interprets the results.

Value creation or value added by the organization must be the leadership's responsibility. Visionary leaders can leverage talent, display a global/geocentric leadership, develop world class teams, and manage change as necessary to sustain the value created (Chowdhury, 2003). Visionary leadership is critical for accountability of management/administration of educational organizations. The fate of institutions of higher education relies upon faculty and others sharing the responsibility for leadership. Visionary leadership is a more expansive concept than management or administration. It includes concern for the worth or value creation by effective attainment of short and long term goals and objectives, and their impact on school and society. Visionary educational leadership evokes a quality of living and attractiveness that moves individuals and organizations beyond the ordinary in their zeal, commitment, and work habits. It is active not reactive, shapes ideas and determines the strategic direction of the organization (Sergiovanni, Burlingame, Coombs, and Thurston, 1999).

Discussions and review of the literature presented issues, or strong opinions, between educational administration and business management. In the business setting management is more or less defined as the process of planning, organizing, leading, and controlling the use of resources to accomplish performance goals (Schermerhorn, 2005, and David, 2001). Sergiovanni, Burlingame, Coombs, and Thurston (1999) suggest that much of the management literature is appropriate to educational administration. In recent years, the term management has become more acceptable to educators. The more recognized difference appears in the terms manager/administrator and leader. All leaders manage and administer, but not all managers or administrators can lead. Leaders may choose not to manage or administer and leave it to the informal manager in the group.

No one suggests that managing, administering, and leading are equivalent in schools of thought; it is the degree of overlap that is disputed (Hoy and Miskel, 1996). The difference generally recognized is that leaders have vision and initiate new structures, procedures, and goals. Leadership emphasizes newness and change (Burlingame, Coombs and Thurston, 1999). Therefore, in researching the actions and pursuits of the Deans of Duquesne University's School of Education, it is important to recognize the changes that occur and how the leadership of the Deans worked with the evolving external and internal factors driving change.

Burton and Moran (1995) provide a re-focusing process to organizations that needs to consider the impact of external and internal changes that can affect the organization. They capture the essence of strategic planning by pointing out that most organizations can formulate a strategic plan but fail to implement the plan. The process, according to Burton and Moran, is focused with the leadership team. The team's actions deploy the plan so that it is achieved in the most timely and efficient method to suit the organization. The process helps the organization to change by identifying their strengths and values, and by developing creative leadership.

Kantabutra and Avery (2003) report research that found a direct, positive relationship when management shares the vision with employees. Sharing the vision was found to be more important to organizational performance than the leader's efforts at motivation and empowerment. The staff utilized the vision to guide daily activities. Vision sharing between the leader and followers fosters commitment to a common purpose. Visions based upon authority are not sustainable. Educational leaders need to practice the discipline of sharing vision, obtaining input from the followers around the

things that people have in common---the connection to the school. Leaders must communicate values and a sense of mission/vision for their organizations by their speeches, rites, rituals, and honors programs (Senge, 2000).

Leadership: The Common Theme

The literature relative to the fields of organizational theory, organizational development, and organizational behavior all have a fine line of differences within their fields, but the common theme found in all three fields is leadership. For this research it is important to understand the basic general, or major, concepts of leadership theories that may, or may not, provide insights into the actions or pursuits of the Deans of the School of Education at Duquesne University. Wren (1995) has written a chapter on contemporary leadership theory and develops most of his content from the writings of Martin M. Chemers, Professor of Psychology at Claremont McKenna College. The scientific study of leadership can be roughly divided into three periods: (a) the trait period, from around 1910 to World War II; (b) the behavior period, from the onset of World War II to the late 1960s; and (c) the contingency period, from the late 1960s to the present. Briefly, trait theory was based upon the premise that leaders were different from followers with personality testing utilized to identify leadership traits. The trait theories did not prove to be of value, and behaviors of leaders from a psychological view point came into existence. Kurt Lewin developed the commonly held behavior styles (a) autocratic, (b) democratic and (c) laissez-faire (Wren).

Hickman (1998) points out that in a learning organization the traditional authoritarian or autocratic style of the leader has been recognized for some time as inadequate. Schein (1985), M.I.T. professor of organizational development, explains that

leadership is intertwined with culture formation. Building an organization's culture and shaping its evolution is the unique and essential function of leadership. Therefore, Hickman continues with a little different twist to the roles of a leader for a learning organization. The critical roles of leadership are (a) designer, (b) teacher, and (c) steward. The role of designer concerns the building of a foundation of purpose and core values. The role of teacher is about helping everyone in the organization, oneself included, to gain more insightful views of current reality. The role of steward operates on two levels. The first level is stewardship for the people they lead and the second level is stewardship for the larger purpose of mission that underlies the enterprise.

When we think of stewardship, servant leadership comes to mind. Servant leadership makes sense, not just because it is mandated by Jesus, but because it is the most effective way to produce a great organization. True greatness only occurs when the heart, head, hands, and habits of a leader are aligned (Kouzes and Posner, 2004).

In later years leadership behaviors were configured into two patterns, task oriented and socio-emotional behaviors. However, the continued research did not prove completely beneficial to the study of leadership. Something was missing. According to Wren (1995) the research had not recognized that no single style of leadership was universally best for all group or organizational situations or environments. They were not consistently related to critical organizational outcomes (Wren), so perhaps not applicable to the major outcome of value added critical to this research. Contemporary contingency models, situations in which the organization is operating, may determine the style of leadership. Fred Fiedler's Contingency Model, describing group performance, is dependent upon (a) leader-member relations, (b) task structure, and (c) position power

(Wren). The Hersey-Blanchard Situational Theory is founded around the theory that leadership style can be matched to the maturity of the subordinates. A specific task relates to psychological maturity and job maturity. As a subordinate's maturity increases leadership style becomes, or should become, more relational than task motivated (Hickman, 1998). The leadership research continues with the recognition that group and organizational performance are dependent upon the interplay of social systems. This approach recognizes the complexities and multi-faceted aspects of the forces impacting leadership style (Wren).

Schwahn and Spady (2002) state that pressures exist on individuals and organizations to be future focused, capable of change, and light on their feet. Visionary educational leaders must be aware of and understand these traits to lead organizations into the future. Senge (1994) identified significant trends related to organizations and appropriate to educational institutions. These were translated to an educational perspective and highlighted by Schwahn and Spady, and are paraphrased as follows:

- Change: the only constant--- inevitable, continuous learning, improvement imperative for survival. The needs of the higher education profession are the drivers for change in faith based higher educational institutions.
- Mass customization--- services that must meet highly specific needs quickly.
- Small is powerful--- Smaller organizations consistently beat larger organizations to the future in almost every way, because of more rapid decision making through clear communications with less bureaucracy.
- Competence as capital and knowledge as power--- staying competitive by utilizing the knowledge and technology explosions in the selection of people.

- Empowered people--- has proven to work best when employees identify with organizational purpose, have a clear vision of where the organization wants to go, and strong commitment to getting there with required support.
- The precarious intermediary--- automation and advanced communications technology has rendered the middle person an endangered species.
- From competition to cooperation--- teamwork rather than having individuals and schools or departments compete against each other; interdisciplinary cooperation breaking down barrier walls.
- Unit based management/administration--- similar to small is powerful, decentralization to focus expertise upon specific needs and turning threats into opportunities and building strength within the organization; accomplished by vision driven empowered teams.
- The 24-hour economy--- resulting from global telecommunications, traditional work schedules are disappearing and work elements can be completed at anytime from anywhere. On line web-based classes and independent studies as an example.
- The feminine factor--- women represent a new, congenial relationship-oriented approach to management/administration balancing the traditional approach in a male-dominated organization.
- Value added decision making--- organizations succeed ultimately by (a) defining a mission/vision consistent with adding value for the end use customer, (b) having the leading product or service in the field, or (c) providing unique

solutions to problems. Organizations should make decisions consistent with mission/vision objectives.

These significant trends (Senge, 1994) are fundamental and crucial to the future long term success of higher Christian educational organizations. Also, they are in agreement with the organizational theory of value added importance for the institutional success.

The vision role is the ability to create a clear, concrete and exciting picture or image of what something will look like, or be like in the future (Schwahn, 1997). It is illustrated by the Duquesne University, 2005 position description of the Dean of the School of Education. It should be noted the University emphasized the importance of academic and administrative leadership as a requirement for applicants. The applicants must demonstrate excellence in leadership, interpersonal and communication skills. The Dean will lead initiatives in strengthening the University's involvement with preschool-12 education and counseling agencies throughout the region, collaborating with faculty in other units, partnering with local public and non-public agencies and school systems, and consulting with state officials (Seybert, 2005). The Duquesne University search committee emphasized the critical importance of developing input resources and demonstrating a firm commitment to advancing the University's Spiritan Catholic mission for the School of Education.

The role of building relationships has many contributing factors—competing strategies and views, diverse participants and cultures, and disparate and unresolved or compromised interests, these among others—affect a leader's probability of success in developing powerful relationships. Diversity can make it difficult to create or sustain

cross-domain relationships (Hesselbein, Goldsmith and Somerville, 1999). To achieve the mission/visions leaders must desire to foster relationships in order to be successful.

Hickman (1998) identifies the concept of “creative tension-the integrating principle.” It is imperative for the leader to understand where the organization is today relative to the mission and being able to see where the organization needs to be in the future. The gap between the two generates a natural tension. The distance of the gap is determined by the vision of the leader. Without a vision there is no creative tension and the leader becomes a care-taker; or in the words of Collins and Porras (2002), a clock watcher. Additionally, the leader’s style of management/administration must be conducive with a learning organization – democratic and participatory.

Strategic and Tactical Planning: Avenue to Sustainability

Sustainable activities are those that meet contemporary needs without compromising the ability of future generations to meet their needs. Sustainability describes that which is capable of being maintained at a certain rate or level (Kirk, 2003). According to Kirk’s definition, sustainability is primarily concerned with protecting the environment and the role that higher education can play in this cause. However, when consideration is given to the past, current and future needs of higher education, what is the responsibility of educational leadership in planning and implementing sustainable programs and projects? Without supportive leadership and solid planning practices, sustainability efforts have a difficult time attracting the input resources needed for organizational value added activities. The collaborative leadership (Dean, faculty and University administrators) of the School of Education at Duquesne University has the

responsibility of aligning and creating these activities and values that will continue to sustain the institution.

This research identifies major needs of the past, current needs and conceivably identifies future needs. Higher Christian educational institutions are not set aside from other organizations. Value added activities that worked in the past may not work currently, or in the future. The strategic drivers for the journey to superior performance for higher Christian educational institutions, as well as any school system for adding value and sustainability are (a) educational leadership, (b) educational processes, (c) organizational designs, and (d) knowledge based participatory faculty. It takes more than just short term tactical planning, leadership, and followers' support (Senge, 2000).

The educational organization of the 21st century must be planning and leading strategically in order to sustain. This century will demand the development of new strategies to meet the emerging new problems. The sustainability will be the central focus of this century (Chowdhury, 2003), because the value drivers in the past were more instrumental than humanistic. Organizations are fundamental cells of the society and the ecology, as well as the economy. Sustainability will result from organizational activities that (a) extend the socially useful life to contribute resources needed to achieve a decent level of welfare, (b) enhance society's ability to maintain and solve its problems and (c) protect the environment (Chowdhury).

Educational leaders striving for high performance organizational value added (David, 2001) need to:

1. Understand where the organization currently stands in the journey.
2. Know where the organization wants to be in the future.

3. Identify who are the leaders and followers that will take the journey.
4. Determine when the goal(s) will be achieved – set target date(s).
5. Establish the cost of achieving the goal(s).

Determining where a school system is on its journey toward system-wide superior performance is not easily accomplished. The journey is not a surface journey, but one where the key indicators are generally hidden from view. The journey is a multifaceted transformation (American Association of School Administrators, 2004).

Wren (1995) describes several forces, i.e. technology, the environment, social values and others that are making unprecedented demands upon organizational leaders; and requiring fundamental changes in the skill of leaders, past organizational assumptions and management systems and structure. Importantly, in discussing the needs of the profession--- there is a process of secularization that has claimed faith based higher educational institutions to the point that the intellectual work done on those campuses became virtually indistinguishable from what prevailed at state universities (Benne, 2001; Hughes, 2001; and Holmes, 2002). Research conducted at the University of Washington, (Shen, 1999) raised the issue of the institutional well being of a School of Education. The mission is to educate school teachers, administrators, etc. However, there is pressure to maintain the public's support. Could this pressure lead to a diversion from faith based education? Therefore, planning to maintain spiritual leadership must play an important role in providing the moral strength required to sustain the spiritual foundation of faith based higher educational institutions.

It is the contention of this research that an expanded effective organizational strategic and tactical planning process (see Figure 2) be formulated, implemented, and

routinely evaluated as the catalyst that bonds the faith based higher educational institution together to cope and obtain desired results in the 21st century. A major segment of educational organizational sustainability is dependent upon the education leaders' ability and skill to recognize, plan, and act upon (a) transformational technologies, (b) developing educational organizations that are nimble and client centered, (c) coping with an exploding base of knowledge, (d) hiring employees willing to accept conditions with limitless challenge, (e) accepting diversity, (f) managing political and cultural pressures, and (g) realizing that change is constant (Schwahn and Spady, 2002).

When addressing educational change, we automatically start with what exists and try to improve it. We are stuck in an educentric paradigm. We simply know what schools are-----that's how they were when we and our parents went there (Schwahn and Spady, 2002). It is important to study the past. Our past effects our present and future. This research contributes to celebrating the past successes and memories of Duquesne University's School of Education. In addition, this research endeavors to identify the future opportunities of Duquesne University's School of Education. As this research progressed it provided insights into sustainability for the faith based higher educational institutions and Duquesne University's School of Education.

Summary

The School of Education at Duquesne University maintains a strong theological basis for Christian higher education that will serve as an important determinant for continued success. The primary and secondary data sources provide the historical portrayal of the mission of the School of Education as translated into visions by the

Deans as exhibited by their respective accomplishments. The review of the public documents of the School of Education over the seventy-five years, from 1929 to 2004, will reveal the founders' motivations, along with the organizational theories and processes used to add value and meet the needs of the profession. The accomplishments will show the work of the leadership of the Deans and how they translated the mission into visions with their faculties. Ultimately the study conveys the commitment to excellence by the leadership of the School of Education to not only meet the needs of the profession of educators during their tenure, but to emphasize the importance of planning and striving to meet future needs of the profession also.

Visionary implementation is seldom accomplished by how the plans were initially established (David, 2001). It is an ongoing process. Judicious reasoning by the leadership is involved in managing the planned strategy concurrent with the major external and internal influences to achieve lasting accomplishments for future success of Duquesne University's School of Education.

CHAPTER III

METHODOLOGY

A significant body of public historical archival documents at Duquesne University's library exists for this research. They are composed of primary and secondary documents, and all documents utilized for this research are in the public record. Therefore, confidentiality will not be compromised. This historical qualitative document study focuses upon the interpretation of the written public records, identifying the translation of the mission and vision of the School of Education of Duquesne University and the actions, pursuits, and achievements of the Deans. This research is dependent upon a systematic collection, interpretation, and evaluation of past, and current, archival documents. Therefore, the framework is based upon the concepts and methodologies of historical research: applying qualitative approaches of probing why events and results of the past have influenced, and perhaps helped to explain, present and anticipated future events (Denzin and Lincoln, 2000). Insights and conclusions of the Deans' administrative pursuits of visionary accomplishments transcends and reflects proactive, and perhaps reactive, plans resulting from balancing external threats and opportunities with internal strengths and needs. The research incorporates objectivity and only provides judgmental opinions after sufficient data has been collected and evaluated. If there is known bias such is openly stated.

This study endeavors to present an accurate and comprehensive account of events that transpired in the evolution of Duquesne University's School of Education. The study highlights areas of strengths and areas for improvements, given the requirements for success in the 21st century. Visionary educational leadership must depend upon the skills

and abilities of the faculty to transform the mission to an achievable vision. What changes will be needed in the 21st century? The past, present, and future challenges for the Deans of the School of Education require that they be able to provide a realistic and achievable visionary focus by way of insights, trends, relationships, people, processes, scanning, and intuitive anticipation.

This historical qualitative research provides past-oriented trend data compiled for interpretation, and may inspire thought provoking ideas for visionary planning applications to Duquesne University's School of Education. Questions identified to gain insights into this research are as follows:

1. How has the mission/vision of the School of Education changed since its beginning in 1929?
2. Who were the Deans of the School of Education and what were their visions?
3. What were the external threats and opportunities and the internal strengths and needs for the School of Education during the tenure of each Dean?
4. In what ways have the administrative leadership of the Deans of the School of Education manifested the mission to vision of the School of Education at Duquesne University?
5. What and when were the major accomplishments/contributions of the School of Education to the field of education?
6. Projecting forward, what can we visualize as changes and needs for the future as a result of studying the past?

As pointed out by Gay and Airasian (2000) research expectations are grounded in

the researcher's involvement in intensive interpretive readings in Duquesne University's archives collecting data from public archival documents and synthesizing and interpreting the meaning of the data. While performing this type of research, it is essential to have a perspective of the major influencing events of the past that have contributed to the values, beliefs, and ultimate decisions of the Deans, students, faculty, and University administrators. Phenomenology is the experience resulting from an activity, event or concept from the perspective of the participants (Gay and Airasian). Duquesne University's School of Education formally established its beginnings in 1929, during the depression era. The depression, and other major historical generational events, had a significant influence on the directional outcomes of the School of Education at Duquesne University.

The data collection strategy will consist of identifying from the public records the names, dates of tenure, and status of the past Deans of the School (see Table 1); and identifying the major archival documents at Duquesne University's School of Education (see Figure 4). From this listing, this research concentrates upon the public documents (a) Middle States Association of Colleges and Secondary Schools reports, (b) Department of Education, Commonwealth of Pennsylvania Reviews and (c) the Annual Reports.

Table 1

Deans of the School of Education, Duquesne University

1929-1940.....	Father Raymond V. Kirk, C.S.Sp
1940.....	C. Gerald Brophy, J.D., Interim Dean
1940-1943.....	Dr. Kathryn Redman
1943-1944.....	Dr. A. Lester Pierce
1944-1961.....	Father George A. Harcar, C.S.Sp
1961-1970.....	Father Philip C. Niehaus, C.S.Sp
1970-1975.....	Dr. Helen M. Kleyle
1975-1976.....	Dr. William Barone, Interim Dean
1976-1981.....	Dr. Jack L. Livingston
1981-1989.....	Dr. Dorothy Frayer
1989.....	Sister Mary Frances Grasinger, Ph.D., Interim Dean
1989-1995.....	Dr. Derek Whordley
1995-2003.....	Dr. James Henderson
2003-2005.....	Dr. Rick McCown, Interim Dean

- Annual Reports to the President from the Dean of the School of Education
- Department of Education, Commonwealth of Pennsylvania Program Reviews
- Middle States Association of Colleges and Secondary Schools
- National Council for Accreditation of Teacher Education
- Special Events — recorded documents
- The Bulletins of Duquesne University's School of Education

Figure 4. Major Archive Records-Duquesne University School of Education Library
(Public Documents Utilized for This Research).

This research will be historically significant, as the Duquesne School of Education has built a solid reputation for providing quality teachers and administrators. The research findings support these facts and will address the question; How will the road from mission to vision be traveled in the future to meet the needs of the profession in the 21st century by Duquesne University's School of Education?

The strategy for the collection of data is summarized as follows:

- Notes taken in a consistent manner.
- Focus upon accuracy in transcribing and comparing sources.
- A systematic and technological data collection technique utilized the lap top computer, electronic scanner, and digital camera.
- Tables, graphs, charts, and dynamic diagrams are utilized in presenting facts and data in an attempt to conserve space and provide quick glance reviews of reported data.
- Primary public documents (original documents) are utilized ----that is direct reporting or recording of an experience or observation (see Figure 4).
- Secondary public archive sources are utilized---- public discussions of the past written by persons who have had access either directly or indirectly to primary sources. Some examples of writings and anecdotal reports are anniversary documents and School of Education bulletins.

The methodologist utilized strategies to reduce bias, attempt to insure confidentiality and truthfulness, and enhance validity (Gay and Airasion, 2000):

- Recognize personal bias and references---stated them when appropriate.
- Work with other researchers and independently compare.

- Journal personal findings, observations, and analysis.
- Examine unusual or contradictory results for explanations.
- Triangulate by using different documents to confirm results.

As Gay and Airasian (2000) emphasized, it is virtually impossible to obtain unbiased and perfectly valid data in a qualitative research study. The volume and nature of the data collected, as well as the personal interpretive role of the researcher, reinforces the importance of accuracy in this research. Extreme care must be executed as it applies to the responsibility of maintaining high integrity, while endeavoring to gain the trust and respect of the readers. As mentioned earlier, the Christian faith in higher education commits us to be disciplined in our search for truth. The early Church fathers described a guidepost for Christian scholars - all truth is God's truth, wherever it be found. All our knowledge of anything comes into focus when we realize all truth is God's truth (Holmes, 2002).

Limitations to the Study

As in any research there are many perspectives that could be considered and generally the final project does not represent an exhaustive analysis. This researcher acknowledges the limits of this study. The perspective is limited to the value added by the School of Education at Duquesne University. The data is based upon a document analysis of the public records in the archives of the Duquesne University library and is therefore limited by the paucity or wealth of information found in the records submitted by the deans during their tenure.

Summary

The results of the document analysis of the public archival documents attempts to categorize and interpret the results of the topics listed in Table 2:

- Time line: Research covers the period from 1929 to 2004.
- Deans' tenure: Chronological appointments of each Dean will be considered.
- Value added results: The accomplishments by category that added value to the University, the School of Education, students, faculty, and/or the field of higher Christian education will be analyzed.
- Pursuits/actions: The research identifies the pursuits and or actions by the Deans that contributed to the value added results.
- Vision supports the mission: Interpretation of the translation of the Deans' visions in support of the mission will be researched.
- Value added drivers, external/internal: What was the motivation for the value added accomplishments—external or internal events or ideas?
- Planning, formal or informal: Was there a formal pre-established plan developed to achieve the value added accomplishments or were they accomplished from a series of informal actions?

Table 2

Historical Matrix of the Translation of the Mission and Vision of the School of Education at Duquesne University by the Actions/Pursuits of the Deans of the School of Education

TIME LINE	DEANS' TENURE	VALUE ADDED RESULTS	PURSUIITS ACTIONS YES/NO	VISION SUPPORTS MISSION YES/NO	VALUE ADDED DRIVERS EXTERNAL/ INTERNAL	PLANNING FORMAL/ INFORMAL
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CHAPTER IV

RESULTS OF DATA ANALYSIS

This historical study documents the translation of the Duquesne University School of Education's mission and corresponding visions of the Deans of the School of Education into actions and significant accomplishments in response to the needs of the profession from 1929 to 2004. This historical qualitative document study focused on the analysis of the Duquesne University Library's major archival documents of public record: Annual Reports by the Deans, Pennsylvania Department of Education Program Reviews, Accreditation Reports of the Middle States Association of Colleges and Secondary Schools, and the National Council for Accreditation of Teacher Education, recorded documents of special events and The Bulletins of Duquesne University's School of Education.

The researcher organized a discovery process and has taken special interest in this archival document study. The data is presented as it transpired, depicting particular practices, concepts and accomplishments. The initial undertaking involved researching the archival documents for data that revealed important historical facts that responded to the research questions:

1. What were the values and identity of the School of Education as recognized by each Dean?
2. What were the major external and internal influences for transformative change?
3. What were the major needs of the profession during each of the Deans' service and how were these needs met by the Deans?

4. What were the major pursuits and achievements of each of the Deans?

The research includes technological enhancement by the utilization of the lap-top computer and scanning equipment. Also, Duquesne University's Library Archivist established an inventory of the records of the School of Education, Duquesne University (Demilio, White and Tomayko, 2004). The researcher's next task entailed organizing the data collected.

According to Hill (1993) taking history seriously and making sense of the raw bunch of occurrences constitutes history, as well as unmade history. A vital aspect of the Catholic tradition is to save and keep alive for future generations whatever was good and fruitful (Hughes and Adrian, 1997). This tradition guided the research and the study is based on the theoretical framework of organizational theory. Organizational theory is a set of interrelated concepts, definitions and generalizations that systematically describes and explains patterns of regularities in organizational life (Hoy and Miskel, 1996).

The intent of this research is to examine the concept of organizational value added as utilized at Duquesne University's School of Education by the respective Deans, 1929 through 2004. As an educational organization, Duquesne University's School of Education has achieved seventy-five years of positive growth and value added accomplishments. The focus of this historical study is on the leadership of the Deans and the management/administration of these value added accomplishments at the School of Education. As a result of reviewing the Duquesne University's Library archives this historical research study provides understandings of our society and our disciplines that will take us with clarity and equanimity into our collective future (Hill, 1993).

The data collection of this historical qualitative research is documented chronologically by date and the Dean's respective term of office (see Table 1). These are followed by a biographical summary of each Dean. Final data is documentation of the remaining elements of the historical matrix (see Table 2). Hill (1993) referenced a quote by C. Wright Mills, "We have come to see that the biographies of men and women, the kinds of individuals they variously become, cannot be understood without reference to the historical structures in which the milieu of their everyday life are organized" (p.3). Organizational patterns have been inextricably rooted in the everyday biographies of individual participants and organizations have been fundamental in understanding an individual life. Individual biographies have opened organizational patterns for scrutiny and change (Hill).

1929 to 1940 Deans of the School of Education

Reverend Raymond V. Kirk, C.S.Sp. is the founder and the first official Dean of the School of Education at Duquesne University. Holy Ghost Father, Raymond Kirk was no more than 28 years old when he became Dean in 1929. Dean Kirk later became the sixth president of Duquesne University in 1940 (Duquesne University School of Education, Ripe for Jubilee, 1978). Father Kirk was born on May 3, 1901 in Mt. Pleasant, Pennsylvania. He graduated from Cornwells in 1920 and made his profession on August 15, 1921 at Ferndale, Norwalk, Connecticut and was ordained by the late Bishop Nilan on August 29, 1925 (Duquesne University Archives, Box 1, Series 1, ff 1, 2004).

Prior to his appointment to Duquesne University in 1927, Father Kirk performed parish duties at St Mark's in New York City's Harlem district. He graduated from

Duquesne's prep school and the University where he also taught. Father Kirk joined Duquesne in 1927, but in December 1929 the Pennsylvania State Council of Education approved Duquesne University as a degree-granting institution of the Bachelor of Science in secondary education. Therefore, the School of Education officially uses 1929 as its founding date, despite a long history of teacher preparation (Rishel, 1997).

In 1933 Dean Kirk earned his Ph.D. in education from the University of New York (UNY) where he studied educational administration. During his studies at UNY, Dean Kirk was greatly influenced by Dr. Daniel E. Giffiths, a professor of educational administration and a recognized authority in the field. Dr. Giffiths taught, and Dean Kirk believed, there was much that American higher education could learn from the organization and efficiency of most business corporations. In the course of his years at Duquesne, Dean Kirk developed a reputation for being the Reorganization Man, and as President, Father Kirk devised the first organization chart for the University (Rishel, 1997).

Dean Kirk was a devoted educator and worked tirelessly for Duquesne University and President Reverend Martin A. Hehir, C.S.Sp. In 1938 Dean Kirk was granted a leave of absence to regain his strength. Two years later, in 1940, he became President of Duquesne University.

In 1942 Father Kirk collapsed from overwork and despite his doctor's advice he resumed his duties. His health continued to fail, and he was forced to resign the presidency in 1946. Seeing Duquesne University through these dark days was a great strain on Father Kirk, an indirect casualty of WWII. On May 27, 1947 while at Ferndale,

Connecticut, Father Kirk died at the youthful age of 46 (Rishel, 1997 and Duquesne University Archives, Box 1, Series 1, ff 12, 2004).

1929 to 1940, What Were the Values and Identity of the School of Education as Recognized by Each Dean?

Dean Kirk was extremely dedicated to his principles, values and beliefs as the founder and first Dean of the School of Education at Duquesne University. His steadfast, tireless zeal was directed towards the object of the professional training of teachers. He had ambitions of developing in students a professional ability and spirit, by implanting proper educational ideals, interests, and attitudes. Dean Kirk advocated the establishment of correct teaching skills and teaching habits for future educators. He was committed to the precept that a teacher should have a liberal education.

Published in *The Bulletin of Duquesne University, The School of Education, 1929-1930*, is the documented original “Purpose/Mission” of the School (see Figure 5).

Object: The professional training of teachers.

Aims: To prepare...

- (1). Graduate students for the administration and supervision of public schools.
- (2). Teachers of education for colleges and universities.
- (3). Students to teach in secondary schools.

These aims are attained by offering to students:

- (1). A scientific basis of the facts and principles of Education
- (2). A thorough study of the learning process.
- (3). Practice teaching based upon the most advanced educational theories.

Liberal Culture

A teacher, above all others, needs to have a wide range of intellectual interests and knowledge, deep sympathies and tolerance, refined tastes, gracious manners, and disciplined faculties. Consequently, candidates for degrees in Education should possess that broad training which is commonly described as a liberal education (Duquesne University School of Education, Ripe for Jubilee, 1978, pp. 6-7).

Figure 5. The School of Education, 1929-1930, Original Purpose/Mission. In 1939 the School pointed out that the mission was to educate young men and women in the ideals and practice of Catholic philosophy and Christian ethics. This became the guiding aim, core ideology, purpose and mission for the School of Education during this time period, 1929-1946.

1929 to 1940, What Were the Major External and Internal Influences for Transformative Change?

The official beginning of the School of Education at Duquesne University is recorded as 1929. World War I began in 1914 and ended in 1918. There are few, if any, recorded public documents which attest to the influence World War I had on the School of Education.

Rishel's *The Spirit That Gives Life* (1997) described the many contributions made by Duquesne University to the war effort. In the summer of 1917 Duquesne initiated a program of military training and instruction about the Constitution and the structure and working of the federal government. By the beginning of 1918 some 220 Duquesne men had enlisted in the nation's armed forces. A service flag was blessed and raised in their honor. Duquesne University joined enthusiastically in the great crusade to make the world safe for democracy.

Rishel (1997) identifies sacrifices made by Duquesne University on behalf of the war effort. The Students Army Training Corps (SATC) was established by the Army before the fall of 1918. The School of Social Services founded only two years earlier, 1916, was forced to be discontinued because the University had so little space. The men of the SATC were considered members of the United States Army and were subject to call to active duty at any time.

When WWII ended in November, 1918 the SATC rapidly demobilized. It was immediately replaced by the Reserve Officer Training Corps (ROTC), which received approval by the university administration on December 12, 1918. By 1920 the University

found ROTC economically and physically hard to support with its hard-pressed resources (Rishel, 1997).

Following the end of World War I Duquesne University was crowded into a small number of buildings and overextended in its offerings. The Duquesne campus was so cramped for space that many activities were moved to rented quarters in the downtown Pittsburgh. The enrollment in 1920 totaled 2,086 students. There were no major endowments and Duquesne University was unable to expand and develop the campus (Rishel, 1997).

Duquesne University as described by Rishel (1997) was a flourishing plant in a pot too small for it. Father Martin Hehir, President of Duquesne University, was determined to nurture that burgeoning life. Permission for Duquesne University's first ever fundraising drive was overseen by Bishop Canevin, who had held the post of University Chancellor since 1911. In November, 1920 the Million Dollar Fund Campaign not only achieved the million-dollar goal, but surpassed the financial goal.

Although the campaign pledges totaled \$1,800,000, the money actually raised fell far short of that sum because of a brief, but sharp depression in 1921. Only about \$300,000 of the pledges were actually received. Compounding the shortfall was the final court decision on state allocations to sectarian institutions. On December 1, 1921, the state was ordered to cease the \$50,000 yearly appropriation. Duquesne University appealed the decision, but in vain (Rishel, 1997).

Duquesne University's students and alumni had fought in the Great War, World War I, with the same dedication that had moved the nation. The affect of World War I

relative to Duquesne University showed an appreciably widened view of the world.

Duquesne University had gained greater acceptance by the larger society (Rishel, 1997).

In 1918 Duquesne University's enrollment primarily consisted of the children and grandchildren of immigrants who had ascended into the ranks of business and the professions. Duquesne's alumni were a testament to the excellence of its academic programs. Greater numbers of youths were demanding admission to colleges and universities. Duquesne University stood poised for a period of great growth (Rishel, 1997).

Duquesne's student population increased from 390 to 2,221 students between the ten years of 1911 and 1921. Faculty had increased dramatically as well, with a decreasing proportion of Holy Ghost fathers to lay professors. By 1928, only 24 of the 109 faculty members were Holy Ghost fathers. Rishel (1997) declares the Holy Ghost father's influence always was, and would continue to be, greater than their numbers. Dean Kirk was a Holy Ghost Father, and his influence upon the School of Education remains a lasting effect from the past to the present.

Father Martin Hehir, President of Duquesne University, officially announced his retirement on October 13, 1930. The Superior General of the Congregation of the Holy Ghost reassigned Father Hehir as Superior of Holy Ghost Apostolate College at Cornwells Heights, near Philadelphia, Pennsylvania. The faculty and administration missed him, as well as the students.

The effects of Father Hehir's departure were felt beyond the university campus. Under his administration relations between Duquesne University and the Diocese of Pittsburgh had been marked by cooperation, respect and mutual commitment. This was

particularly important in a time when Catholics were still not accepted as full participants in American life. Father Hehir worked within the confines of that era to help Catholic young people enter the professions they were gifted for and overcome some of the prejudice against them (Rishel, 1997).

Pittsburgh's Mayor, Charles H. Kline spoke at a testimonial dinner for Father Hehir telling of the religious bigotry they had battled in Harrisburg, Pennsylvania in pursuit of state appropriations for Duquesne University while Kline was a state senator (Rishel, 1997).

The Great Depression period in the United States began in 1929 and continued throughout the majority of the 1930s. The depression was a major external influence which created a significant impact internally upon Duquesne University and the growth years of the School of Education.

Internal to the University and an impact to the School of Education was the influence of the newly appointed President of Duquesne University, Father Callahan. On January 4, 1931 Reverend Jeremiah Joseph Callahan officially succeeded Father Hehir as President of Duquesne University.

President Callahan's vision and thrust for directing Duquesne University differed dramatically from Father Hehir's vision of serving the needs of the community by providing jobs for graduates who could assimilate into the local society. President Callahan envisioned the chief purpose of a university is to "shape the gentleman" via a liberal education and focus away from the practical studies in the commercial fields (Rishel, 1997).

President Callahan hired exceptional people of diverse educational backgrounds and experience during the depression years, 1929-1930s. The availability of many gifted faculty was an unexpected benefit of the Great Depression. Nevertheless, many of these professors did not remain at Duquesne. Some only taught for a year. The turnover was upsetting to the operations of the University (Rishel, 1997).

In 1930 prices in the nation fell as the Great Depression deepened, but Duquesne University continued to maintain its cost of tuition at \$225 per year, the same as it had charged in 1929. A hard-pressed college-age population found it difficult to meet the cost of tuition, and enrollment declined for four consecutive years. In 1929 the student body numbered 2,751; and by 1933 enrollment had fallen to 2,116. The loss of nearly a fourth of the student body came as a severe blow to the school, due to the dependency on tuition income (Rishel, 1997).

The funding of social events proved difficult, as neither the university nor its students had much disposable income. Conjuring ways to save money existed as a universal concern (Rishel, 1997).

The low prices of real estate during the Depression encouraged the administration of Duquesne University to purchase other property. Between 1929 and 1938, a total of 22 houses were acquired. Those occupied by renters generated over \$20,500 annually by 1941, at which time the campus had grown to 10.75 acres. This is compared to two acres in 1885. In 1932, the Fitzsimons Building and a building from the Slovak Society in Pittsburgh were purchased (Rishel, 1997).

Duquesne University opened the School for the Unemployed in 1933. The purpose of the school was purely one of enlightenment. According to Rishel (1997) the

school was a place for the unemployed adults in the city to attend free courses offered by volunteer instructors. An unexpected by-product was the considerable good will and favorable publicity that the program generated for Duquesne University.

Financially Duquesne University was hardly in a position to help anybody. Duquesne University's financial condition was precarious. By June, 1933, the treasurer reported to the board of directors that the University was \$400,000 in debt. The condition of the University's finances was never disclosed to the student body (Rishel, 1997).

Duquesne University had decreased enrollment, uncertainty of student employment after graduation, and the tuition income plummeted. In addition, other input resources needed to sustain the University and the School of Education were exhausted until the New Deal programs of Franklin D. Roosevelt came to the rescue (Rishel, 1997).

In February, 1934 the Civil Works Administration (CWA) helped finance the cost of education by providing jobs for students at their respective colleges and universities. The CWA was quickly replaced by the more organized Federal Emergency Relief Administration (FERA), which allowed broader participation. A student working under FERA could conceivably earn enough to cover 80 percent of the cost of tuition. In the summer of 1935 the program continued under the National Youth Administration (NYA), which was part of the Works Progress Administration (WPA). In 1938 Duquesne University received \$20,790 in NYA funds, enough to cover 2,598 credit hours (Rishel, 1997).

During the 1930s Duquesne University's first WPA grant was awarded to its School of Graduate Study to hire unemployed teachers to conduct research in the field of

education. Efforts by graduate students involved in the research for one of the projects resulted in the *Guide to the School Laws of Pennsylvania*, by Professors Remaley and Carney.

March 16, 1936 was popularly known as the St. Patrick's Day Flood. The waters of the Allegheny and Monongahela Rivers inundated much of the city of Pittsburgh. Duquesne University was a source of fresh water and generator driven electricity, and an ideal location for relief operations. The University remained closed until March 26th. The disaster tested Duquesne University's tenacity, and the University prevailed in the relief operations (Rishel, 1997).

The School of Education opened its own job placement service in 1936, after an attempt two years earlier had failed. The University had hoped that Duquesne alumni would hire Duquesne graduates in a situation where alumni support alumni.

Duquesne maintained a high Catholic presence in its social organization and academic offerings. In May, 1936 the Catholic Student Mission Crusade (CSMC) hosted a convention. The CSMC was dedicated to spreading the faith and supporting missions.

The increased size of Duquesne University prompted the hiring of the first campus policeman in March, 1938. Also, the number of women students at Duquesne University increased vastly during the 1930s. The percentage of women students grew steadily, from 32 percent in 1933 to 41 percent by 1940, amounting to 1,221 women students.

Duquesne University constructed one new building during the Great Depression. An anonymous alumnus gift of \$50,000 funded the first new library built in 1938.

Father Callahan resigned as President of Duquesne University in February, 1940. Father Callahan was transferred to an African-American parish at Isle Brevalle, Louisiana (Rishel, 1997).

1929 to 1940, What Were the Major Needs of the Profession During Each of the Deans' Service and How Were These Needs Met by the Deans?

The state of Pennsylvania developed and required a state certification program for public school teachers, but even before this requirement the Duquesne University School of Education met the requirements to become certified. Dean Kirk made application to the State Council of Education, Department of Public Instruction, of Pennsylvania in 1929 for approval of Duquesne's School of Education curricula, leading to the degrees of Bachelor of Arts and Bachelor of Science in Education. This need was founded upon the increasing number of student applications for professional teacher training. The state granted the approval and Duquesne's School of Education became accredited (Duquesne University Archives, Box 1, Series 1, ff 1, 2004 and Rishel, 1997).

Since the early 1900s there was an apparent need to assist the Catholic orders of the diocese in preparing nuns and priests to teach and to be administrators in the parochial schools. There also was a need to develop a prep school to fulfill the student teaching state requirement. The depression years had created a need for employment and certified educators were in need throughout the country. There was a passionate need for leading, formulating and implementing change in the field of education because of the economic depression, increased manual skills training and attempts to break down teaching tasks to build teacher education programs (Rishel, 1997).

1929 to 1940, What Were the Major Pursuits and Achievements of Each of the Deans?

Dean Kirk's foundational visions and pursuits resulted in several value-added achievements. He formulated and implemented the first application to the State Council of Education, Department of Public Instruction requesting approval of the curricula, leading to the degrees of Bachelor of Arts in Education and Bachelor of Science in Education. The accreditation of the proposed new School of Education at Duquesne University was approved by James N. Rule, LL.D., Secretary of the State Council of Education, Department of Public Instruction, Harrisburg, Pennsylvania in December, 1929 (Hehir, 1929; Rishel, 1997).

The establishment of the first curricula for the proposed new School of Education at Duquesne University is credited to Father Kirk. The curricula included elements of scientific basis of facts and principles of education, professional training of teachers to include practice teaching, and to inculcate principles of virtue and moral integrity. In addition, the School of Education continued to provide educational services to the Pittsburgh Catholic community (Hehir, 1929 and Duquesne University School of Education, *Ripe for Jubilee*, 1978).

In February of 1929 Dean Kirk negotiated an agreement with the principal of the Fifth Avenue High School to accept Duquesne student teachers, which provided the students with practice teaching. He revised class scheduling to include late afternoon, evening, Saturday and summer classes for those who could not attend the regular undergraduate day classes (Rishel, 1997).

In 1930, the State of Pennsylvania accredited the program for music education (Duquesne University School of Education, *Ripe for Jubilee*, 1978). In 1932 the students

from School of Business Administration were transferred to the School of Education because they were studying to teach commercial business courses. As a result, a new degree, the Bachelor of Science in Commercial Education was established (Rishel, 1997).

Father Kirk established the Practice Teachers' Club in 1936 which became the first Future Teachers of America club in the state of Pennsylvania in 1939 (Rishel, 1997). In 1936 the State of Pennsylvania accredited the Graduate Education program and the Educational Administration program (Duquesne University School of Education, Ripe for Jubilee, 1978). In 1936 the United States Commission on Education granted to the Graduate School monies to develop research in the field of education. The results of this program set the tone in the field for educational research and for community social actions (Duquesne University School of Education, Ripe for Jubilee, 1978).

In 1937 the state of Pennsylvania accredited the Elementary Education program (Duquesne University School of Education, Ripe for Jubilee, 1978). In April, 1939 the School of Education held their ten year celebration for the School. Students in Commercial Education planned the celebration (Rishel, 1997). Although the record is not clear, it would appear the accredited School of Education began in 1929 with a student body of 64 in the School of Education and around 1939 grew to approximately 168 students with faculty of 34 teachers (Hehir, 1929 and Duquesne University School of Education, Ripe for Jubilee, 1978). Father Kirk became the sixth president of Duquesne University in 1940 and appointed the first woman, Dr. Kathryn Redman to fill his place as Dean of the School of Education (Rishel, 1997).

1940 to 1961 Deans of the School of Education

C. Gerald Brophy twice served as Interim Dean of the School of Education. He was appointed for a short period of time in 1940; and he first served as Interim Dean of the School of Education from 1930 to 1931 when Dean Kirk took a one year leave of absence. C. Gerald Brophy received a Master of Arts in Education in 1922 and a Bachelor of Laws in 1923 from Duquesne University. He also was the Dean of Duquesne University's Law School from 1940 until his death in 1956. His appointment as Interim Dean of the School of Education concluded early in 1940, at which time Kathryn Redman, D.Ed., became Dean of the School of Education (Duquesne University School of Education, Ripe for Jubilee, 1978).

Dr. Kathryn B. Redman served from 1940 to 1943 as Dean of the School of Education. Dr. Redman became the first woman in Pennsylvania to hold office as a Dean of a university school of education. Previously Dean Redman held the positions Dean of Women and professor of education at Duquesne University. She was on the staff at Duquesne from 1933 to 1943. Dean Redman graduated from Braddock High School and Frick Training School. In 1929 Dean Redman graduated from Duquesne University with a Bachelor of Arts degree, and a Master of Arts degree in 1930. She also graduated from St. Francis College with a Doctorate in Education in 1937. Dean Redman attended Columbia University and the University of Southern California (*The Bulletin of Duquesne University, The School of Education, 1942-1943*).

Dean Redman held multiple positions of responsibility at Duquesne and held firmly to her principles of discipline with the students. In 1941, approximately two years after its opening, Dr. Redman and the Dean of Men, Father Francis Thornton closed

down indefinitely the student lounge because of multiple infractions by the students. Only after a Middle States Association of Colleges and Secondary Schools questionnaire asking, “What provisions are made for comfortable conditions for students? The university answered: The student lounge has been refinished, and is open from 8am until 4pm” (Rishel, 1997, p. 69).

The first women’s dormitory opened in 1952. After a vote to select a name for the facility Redman Hall was the winner. However, an alumnus’ influence changed the name to Assumption Hall, with the dorm being dedicated to the memory of Dr. Kathryn Redman.

Dr. Redman died in 1948, five years after retiring from Duquesne University as Dean of the School of Education (Rishel, 1997).

A. Lester Pierce was appointed Dean of the School of Education, 1943 to 1944. Dr. Pierce graduated from Milton College in 1921 with a Bachelor of Arts and from Notre Dame with a Master of Arts in 1926. He joined Duquesne University in 1937 as an instructor of psychology and later became director of admissions (*The Bulletin of Duquesne University, The School of Education, 1938-1939*).

Dr. Lester “Pop” Pierce as he was known contributed to the field of education in a variety of ways. He was a noted educator and instigator of many developments about the University while holding office until 1944. Dr. “Pop” Pierce founded the Duquesne University Tamburizza Orchestra and authored a syndicated column on education, as well as hosted a weekly radio show on the National Broad Casting (NBC) network. Dr. Pierce, even before the end of World War II, had the idea of creating and erecting a memorial on campus to those who served and died in the war. A campus shrine Our

Lady of Victory, a six foot statue of the Blessed Mother holding the child Jesus, was dedicated Labor Day of 1945 (Rishel, 1997).

The Reverend George A. Harcar, C.S.Sp., served from 1944 to 1960 as Dean of the School of Education (Duquesne University School of Education, Ripe for Jubilee, 1978). Father Harcar earned both a Bachelor of Arts and Master of Arts from Duquesne University and joined the University staff in 1938 as an instructor in the College of Arts and Sciences. He served as a teacher and an administrator, chairing several major University committees and was Executive Vice President of the University. As Executive Vice President for the University, he supervised the areas of public relations, University development, alumni activities, student welfare, special activities, including athletics all while retaining his position as Dean of the School of Education.

Father George Harcar was Dean of the School of Education for seventeen years. In 1961, after his Duquesne University appointments, Father Harcar was assigned to the Riverside, California campus of Notre Dame; in 1963 to St. John, Fort Smith, as Pastor. In 1964 he became Superior and Pastor of St. Catherine's of Riverside, California, in addition to serving as Perfect of Studies of the West. He became the second Provincial of the Western Vice Province, an appointment from Rome in 1967 (Duquesne University Archives, Box 1, Series 1, ff 11, 2004).

1940 to 1961, What Were the Values and Identity of the School of Education as Recognized by Each Dean?

The purpose of the School of Education as it appeared in *The Bulletin of Duquesne University, The School of Education, 1942-1943* was stated as follows:

In brief, it is the purpose of the School of Education to surround the student in class and out of class with a professional atmosphere, as well as with material

things which will develop within him a deep consciousness of his profession.

In this way the school, both directly and indirectly, is able to implant educational ideals, interests, and attitudes, and at the same time establish correct teaching skills and habits. (p. 8)

1940 to 1961, What Were the Major External and Internal Influences for Transformative Change?

During the early years of World War II in Europe, the student body at Duquesne was not interested in becoming involved in the war. The University was absorbed in the new organizational issues, radio broadcasts from the Bluff, and football championships (Rishel, 1997). However, as World War II progressed it became a major external influence upon the University and the School of Education.

After the bombing of Pearl Harbor, December 7, 1941, patriotism flared on campus. The draft for World War II lowered Duquesne University's enrollment in 1944 for male students. Female students left school after two years of commercial education to go to work in offices which offered higher pay than teaching salaries. Night school dropped to a new low because teachers could not obtain gasoline for their automobiles. Nuns could not afford to attend school during this period because of their low salaries of \$33.00 per month.

However, the Duquesne University School of Education experienced higher enrollments than other teacher colleges. In 1941, the prep school closed when the student body had fallen to 100 students. A part of Duquesne passed into history (Rishel, 1997). Practice teaching spread out from the Fifth Avenue School to other schools because teachers were needed. The practice teachers became substitutes and in many cases were

hired as permanent teachers. This was a positive result not only for the war time but also for peace time (Duquesne University Archives, Box 8, Series 6, ff 1, 2004).

It became increasingly important for Duquesne University to become an accredited school. The University applied for accreditation in February, 1935 with the Middle States Association of Colleges and Secondary Schools and received approval without a dissenting voice. In 1940-1941 the Middle States removed the accreditation because of President Kirk's sixteen points. These were reasons that could be used for discharging tenured faculty. Duquesne's accreditation was restored in 1942 (Rishel, 1997).

In 1940, when Father Kirk became President of Duquesne University, he wasted no time in bringing about internal transformative change throughout the University. While studying at New York University for his doctorate, Father Kirk became aware of the organizational efficiencies of most business corporations of that time period. He firmly believed there were efficiencies to be gained in American higher education and began a management process of centralization at Duquesne. Dr. Daniel E. Griffiths, a nationally recognized professor of educational administration at New York University was the major influence in this area for Father Kirk. According to Rishel (1997) President Kirk reorganized the administration so that class scheduling, curriculum, and changes in faculty status and promotions fell under the University Vice President. President Kirk and the Vice President, Reverend John J. Sullivan, introduced the concept of a core curriculum and devised the first organization chart for the University. There were other transformative changes, but these were the major internal changes impacting the School.

In 1942, serious consideration was given by officials of the University to close Duquesne. Enrollment was less than half of its prewar high. Colleges throughout the country had closed.

As World War II ended Duquesne experienced swift changes. Postwar expansion brought problems, requiring a special kind of administrator. Father Smith became Duquesne's seventh president and served until 1950.

Following the end of World War II strikes were near epidemic proportions. Many of these work stoppages affected Duquesne, particularly the Duquesne Light Company strike. The University closed for three weeks (Rishel, 1997).

After World War II and the Korean War, during the middle to late 1950s the School of Education experienced increased class sizes with an average of 20+ students, with some classes over 50 students and a couple of classes of 100 students. In 1946 veterans had begun to enroll.

In 1950 Father Vernon F. Gallagher became the eighth President of Duquesne University. He was 36 years old in 1950, and he resigned in 1959. Father Gallagher said as a Catholic university, all classes would start with reciting the Lord's Prayer.

The so-called Cold War had begun following World War II. The Korean War lasted three years. Lasting beyond the years of the wars were the anxieties and fears about communism. Father Gallagher completely denounced communism (Rishel, 1997).

The first President's Advisory Board was established by Father Gallagher in 1951. Only three members of the board were alumni. A major fundraising effort was organized, culminating in building a new Duquesne (Rishel, 1997).

The year 1954 marked the establishment of the Kappa Phi Kappa, National Honorary Professional Education Fraternity in the School. Efforts were also in place to establish a chapter for the National Honorary Education Sorority (Duquesne University Archives, Box 1, Sub-Series Anniversary Celebrations, ff 4,5,6 2004).

Father Gallagher supported racial integration and advanced the cause at Duquesne. The activities of the Holy Ghost fathers in the African missions were reflected at Duquesne in a dramatic way. The Institute of African Affairs was established in 1956 (Rishel, 1997).

Henry Joseph McAnulty C.S.Sp. became Duquesne's ninth president in 1959. Also, in 1959 the state of Pennsylvania proposed new qualifications for Superintendents and Assistant Superintendents. Those holding these positions should be required to have doctoral degrees. Hence, the School of Education at Duquesne had to plan for this new initiative requirement (Duquesne University Archives, Box 8, Series 6, ff 2, 2004) which was never realized in the state.

1940 to 1961, What Were the Major Needs of the Profession During Each of the Deans' Service and How Were These Needs Met by the Deans?

The School of Education continued to develop and grow at a rapid pace during this time period. World War II and the Korean War created issues with the enrollment, as did the industrialization surge which created higher paying jobs in the manual arts or trades, not necessarily requiring a university degree. There was a focus to maintain control and establish principles of discipline for the student body. In addition, there was a need for highly skilled and professionally trained faculty to provide professional teaching methods and course content by developing a structured syllabus for each course taught in the School of Education.

Students needed to be taught the importance of becoming a more cultured individual. Service to the community was needed and required to be on going, particularly for the Pittsburgh Public School System. The School of Education was in need of accreditation by the American Association of Colleges for Teacher Education. The Catholic traditions needed to be sustained within the School of Education, as well as continuance of training to assist the administration and supervision of parochial schools (Duquesne University Archives, Box 8, Series 6, ff 2, 2004).

1940 to 1961, What Were the Major Pursuits and Achievements of Each of the Deans?

Dean C. Gerald Brophy was Interim Dean of the School of Education for a few short months in 1940 and previously Interim Dean of the School of Education for one year, 1930 to 1931. The public records do not show specific visions or pursuits by Dean Brophy, as they would relate to the School. However, he was Dean of the Law School from 1940 to 1956 and the visions, pursuits and achievements by Dean Brophy are recorded in the public record as Dean of the Law School which is not part of this research (Duquesne University Archives, Box 1, Series 1, ff 10, 2004).

During the early war years of 1941-1943 Duquesne University's overall enrollment rapidly declined, but the School of Education experienced a 300% increase in students which contributed support for the University (Duquesne University School of Education, Ripe for Jubilee, 1978). The School's enrollment grew from the beginning in 1929 of 168 students to a peak of 1,141 students in 1950. During the first twenty-five years of existence, 1929 to 1954, as recorded in the Duquesne University School of Education, Twenty-Fifth Anniversary Celebration program, 3,000 degrees were granted to Education graduates (Duquesne University Archives, Box 1, Series 1, ff 4, 2004).

Dean Redman during her faculty meeting of September 15, 1941 expounded upon her vision as to when the School of Education could expect to increase the size of the faculty. She pointed out first there needed to be proof that there is a demand for more students and this would be accomplished by providing good teaching by the faculty. Dean Redman provided to the faculty her position/vision concerning good teaching:

1. Thorough, complete, extensive, logical, presentation of subject matter.
2. Let the students know what is expected for weeks in advance. The student could anticipate preparation.
3. Choose a good textbook and make the contents of the text or parts of it as the vital plan of your class.
4. Assign a sensible amount of reference material.
5. Thorough testing of class work.
6. Frequent short quizzes, periodic longer exams and comprehensive finals.
7. Be professional, honest and stick to your subject (Duquesne University Archives, Box 24, Series 10, ff 1, 2004).

Dean Redman's pursuits were to assist the faculty at the School of Education to become top notch teachers:

1. Keep schedule within the 15-hour semester limit.
2. Obtain support from the University to make the classrooms presentable.
3. Secure teaching aids for class work.
4. Supply each full time teacher with an assistant to perform needed tasks.
5. Arrange for two or three free days to attend or visit other universities.

6. Encourage administration to permit teachers to attend at least one professional meeting in the subject through the year.
7. Teachers are authorized to exclude from class any student who does not practice cultured, refined and polite manners at all times.
8. The Dean's office is open for consultation, demands and appeals for assistance (Duquesne University Archives, Box 24, Series 10, ff 1, 2004).

Dean Redman and Dean Pierce visualized improving the professional status of teaching. Both felt the need to have highly skilled and professionally trained teachers to develop a more cultured individual. Dean Pierce was placed on the committee chartered to revise the professional teaching requirements for the state of Pennsylvania. A prescribed defined content was needed for each course. The desires of Deans Redman and Pierce were to set up a program of student analysis to determine the qualities a teacher must possess to succeed. They obtained approval to extend the core curriculum subjects to four years rather than two years. This action resulted from an the abandonment of the idea to set up a junior college in the School of Education (Duquesne University Archives, Box 24, Series 10, ff 1, 2004).

Dean Harcar was a Duquesne University graduate and served as Executive Vice-President of the University from 1945 to 1951, while also serving as the Dean of the School of Education for approximately seventeen years, 1944-1960.

During this time Dean Harcar was credited with several achievements of significant importance to the growth and sustainability of the School. He was instrumental in establishing and directing (1) the graduate program in guidance and counseling, (2) programs in school administration for elementary principals and

(3) programs in the supervision of principals and administrative officers. These programs received certification in 1952. Library science received certification in 1956 (Rishel, 1997).

Dean Harcar initiated a nationally recognized summer conference on the study of Catholic school practices and became the force behind the Institute on Catholic School Problems. This institute was designed to educate priests about the special issues related to Catholic education.

Additionally, Dean Harcar was involved in the science of learning, IQ and aptitude testing and arranging for the National Teacher Examinations to be held on campus for Duquesne graduates.

Dean Harcar inaugurated the Dean's List, or the honor list, which required students to have a 2.5 quality point average to be eligible. During his tenure psychology was identified as a major in the School of Education (Rishel, 1997 and Duquesne University Archives, Box 8, Series 6, ff 2, 2004).

Educational Research became a program endorsed by the School of Education in the 1950s, specifically designed to research reasons why teachers were failing to achieve communication with culturally deprived students. The results of the study completed under Dean Harcar's leadership discovered that the middle class teachers had an inability to relate to the child's poverty stricken background (Duquesne University Archives, Box 8, Series 6, ff 2, 2004). This led to the development of various educational clinics on Duquesne's campus where preservice teachers could work with children in need of services (Rishel, 1997).

Dean Harcar appointed the first ever faculty advisors for all students in the School. He applied for inspection, evaluation and accreditation in the American Association of Colleges for Teacher Education and a site visit was scheduled for the fall of 1953. A summer conference was initiated for the administration and supervision program to study and research projects in Catholic education (Duquesne Archives, Box 8, Series 6, ff 2, 2004).

Dean Harcar took the lead in preparing the Duquesne University, School of Education Twenty-fifth Anniversary Celebration: 1929 to 1954, held May 7th and 8th of 1954. From 1929 to 1954 there were 42 full time faculty members and approximately 78 part time faculty members that had served in the School of Education. Through the years the faculty contributed greatly to the development of curricula, programs and procedures involved in the operation of the School of Education, as well as outside the school in community services.

The faculty, under the encouragement and leadership of Dean Harcar, was very active in community service with an impressive list of participation in national, regional, state and local professional groups and associations such as: Association of Childhood Education International, Western Pennsylvania Education Association, American Association of Colleges for Teacher Education, State Association of Student Teaching, Middle States Association, Pittsburgh Intercultural Council, Pennsylvania State Curriculum Commission, American Guidance and Personnel Association, Library Science Education Committee for the Catholic Library Association, Pennsylvania State Committee on Speech and Hearing Education and a variety of public and association

speaking and leadership roles in both public and parochial elementary and secondary school systems (Duquesne University Archives, Box 8, Series 6, ff 2, 2004).

1961 to 1970 Deans of the School of Education

Philip C. Niehaus, C.S.Sp. served from 1961 to 1970 as Dean of the School of Education. Father Niehaus had been serving as assistant Dean of the School of Education and was appointed Dean in July, 1961 after Father Harcar became Vice President of University Relations at Duquesne University. Dean Niehaus received his Bachelor of Arts in 1944 and Bachelor of Divinity in 1948, both degrees from St. Mary's Seminary. In 1949 he received a Master of Education from Duquesne University and in 1960 a Doctor of Education from Villanova University. He taught at the Holy Ghost College from 1948 to 1952 and at Duquesne University from 1952 to 1961 (Duquesne University Archives, Box 1, Series 1, ff14).

Dean Niehaus was professionally active in several local, state and national organizations; as a member, lecturer and advisor for the education profession. Furthermore, Dean Niehaus was a member of the Pennsylvania Governor's Commission Task Force on Teacher Education, committee member for the state Fulbright Scholarship, part of a special study commission of the National Education Association's study on teacher recruitment, elected to the Board of Directors of Pittsburgh Council on Public Education, conducted book reviews for the *Catholic Educational Review* and lectured at Georgetown University (Duquesne University Archives, Box 1, Subseries Biographical, ff 14, 2004).

1961 to 1970, What Were the Values and Identity of the School of Education as Recognized by Each Dean?

During the 1960s the School of Education continued the research work initiated by Dean Harcar to develop in teachers the ability to communicate with culturally deprived students. The School of Education became the leader in special education programs for the instruction of the mentally retarded in the city and county regions. Nationally, Duquesne's School of Education was cited and identified by the American Association of Colleges for Teacher Education as one of the top ten educational programs in the country. As a result of the many social action educational programs, the Ford Foundation along with the Pittsburgh Public Schools provided a grant to Duquesne's School of Education to begin an experiment of team teaching for disadvantaged students in the city's depressed areas (Rishel, 1997).

On May 12, 1959 Dean Niehaus published a paper titled "Roman Catholic Education," which represented his core values during his tenure as Dean of the School of Education. The relevant points of his paper along with his guiding values and beliefs became the corner stones of his nine years as Dean:

- A Catholic philosophy of education flows from the Catholic philosophy of life. It embraces speculative and practical truths which serve to interpret man, his nature, his final purpose and all reality.
- Father Niehaus pointed out that a distinction must be made between the Catholic way of life and the Catholic way of thought. The distinction, as he explains it, is a scholastic philosophy. God created a way of life, the supernatural means to a supernatural destiny. Man's way of thought is faith in God conforming to God's way of life. The supernatural way of life and

thought is a matter of faith. The natural way of thought, or philosophy, is founded upon reason alone.

- Catholic philosophy of education draws from the truths contained in both the natural way of thought and the supernatural way of life and thought.
- The Catholic philosophy of education sets up specific goals, purposes, values and ideals predetermined by the Catholic philosophy of life and fulfilled in the educative process.
- Catholic philosophy holds that there is a reality beyond material things.
- In every aspect of education, it is important to distinguish between those elements that are fundamental and constant, and those that change either in the course of their development or through social emphasis.
- The science of education must draw from all sources that shed light on its problems.
- In the structure of a science of education, and in the approach to a solution of its problems, philosophy is the source of fundamental principles and ultimate norms takes precedence.
- The Catholic aim of education: The primary or ultimate aim of education is to so form an individual that he will be fitted and determined to strive toward moral perfection and the attainment of his eternal salvation.
- The purpose of secondary aims is to supply those essentials which help to achieve the primary aim of education. As a member of society he has a duty to work for the common good.

- For each individual, there is a definite need to educate for man's temporal vocation and for his eternal destiny.
- In Catholic education the eternal and temporal aims cannot be separated. The family has an inalienable right and duty to educate the child (Duquesne Archives, Box 1, Series 1, ff 14, 2004).

Dean Niehaus' achievements mirrored his core values and beliefs and were spread as an identity for the School of Education by way of his many and varied professional activities (Duquesne University School of Education, Ripe for Jubilee, 1978).

In the 1960s interfaith cooperation was still novel. However, later generations would experience ecumenism as commonplace. Father McAnulty, President of Duquesne University, was accustomed to such associations through his experience in the Air Force and he unreservedly welcomed the new religious climate in America.

1961 to 1970, What Were the Major External and Internal Influences for Transformative Change?

Externally the 1960s represented in history a period of social and civil unrest in the United States. The war in Vietnam brought Duquesne students and graduates into active military service again (Rishel, 1997). There was student and civil unrest with demonstrations on college campuses primarily protesting the Vietnam War, killing of students by the National Guard at Kent State University, assassinations of President John F. Kennedy, Robert Kennedy and Martin Luther King. There were racial riots in many American cities creating a great turmoil and unrest in the United States.

The baby boomers were reaching college age. Colleges and universities, despite the tuition increases, experienced a continued increase in enrollment (Rishel, 1997). The availability of federal funds was a motivator for war veterans to study, teach, or do

research, as well as for colleges and universities to develop counseling, testing programs, and purchase equipment and buildings. Congress passed a \$1.2 billion program for the construction of college and university buildings and \$731 million for expanded training in vocational education. The Elementary and Secondary Education Act passed in 1965 to improve the education of children from low-income families and to aid local school districts. Also, in 1965, Congress passed the Higher Education Act to broaden federal aid and provide cash grants to students (*World Book Encyclopedia*, 1967).

To a large degree, government financial aid kept Duquesne University competitive with the lower tuition schools in Pittsburgh (Rishel, 1997). Internally, the National Defense Scholarships and grants for students majoring in education brought an influx of students to the School of Education. Opportunities were created to improve in areas of need and continue to build the strength of the School of Education (Rishel, 1997).

Duquesne has always reached out to the local community. An important role in President L. B. Johnson's War on Poverty was in teaching business principles and new management ways to small independent proprietors (Rishel, 1997).

1961 to 1970, What Were the Major Needs of the Profession During Each of the Deans' Service and How Were These Needs Met by the Deans?

The School of Education at Duquesne University experienced rapid growth as the country relied more heavily than ever on college and university education to shape the destiny of the nation. Dean Niehaus' 1967 annual report, written by Dr. Kleyle, identified several concerns. There needed to be a better way for the faculty of the University to fulfill the needs of all students. Needs were identified as variation in

curriculum, to provide a larger choice of electives, to correct delays in receiving student transcripts, an improved registration to avoid problems with closed courses and courses which will provide for students at both ends of the academic range. Effective evaluations of University teachers by supervisors were suggested to satisfy or correct student critiques of professors. Improved communications between Deans, department chairmen and faculty in the areas of autonomy was discussed to avoid interdisciplinary scheduling problems.

In line with Dr. Niehaus' core values related to a Catholic education, came a renewed concern that Catholic students be given every opportunity to build upon the teachings of the Catholic Church. Some concerns again were expressed about grade distribution within the School of Education with a preponderance of A's and B's creating a discussion of student evaluation and grading (Duquesne University Archives, Box 8, Series 6, ff 8, 2004).

Dean Niehaus was keenly aware of the need for additional faculty in the School of Education. In 1961-1962 the demand for Duquesne's School of Education graduate teachers was at an all time high, but they were not able to add faculty. Therefore, Dean Niehaus identified the need to restructure by dropping, consolidating or enlarging the programs as evidenced in the following:

- Proposed to drop speech and hearing and replace it with a program for the mentally retarded
- Proposed the business education department be dropped and let the School of Business Administration offer the necessary programs

- Proposed to drop the School of Music and make Music Education a department of the School of Education (Duquesne University Archive Box 8, Series 6, ff 3, 2004).

In order to attain Pennsylvania state certification in administration, guidance and school psychology, additional faculty and curriculum revisions would be required by the state of Pennsylvania. The faculty wanted honors courses in all areas for advanced students and a standard policy for establishing faculty rank and salary (Duquesne University Archives, Box 8, Series 6, ff 6, 2004).

1961 to 1970, What Were the Major Pursuits and Achievements of Each of the Deans?

Dean Niehaus' major achievements were developed in the area of community service. His published core values were a detailed reaffirmation or an extension of the values and beliefs of the mission of the Holy Ghost Fathers (Rishel, 1997) and later the School of Education at Duquesne University (*The Bulletin of Duquesne University, The School of Education, 1929-1930* and Duquesne Archives, Box 1, Series 1, ff 14, 2004).

Various work initiated by Father Harcar was completed in early 1961 by Dean Niehaus. For example, the National Council for the Accreditation of Teacher Education (NCATE) gave full approval in May of 1961, to Duquesne University's School of Education for the preparation of elementary teachers, secondary teachers and school service personnel (elementary and secondary principals and supervisors) through the Master's degree. The Pennsylvania state certification requirements had been revised, to be in effect in 1963, requiring the School of Education to change the curriculum for elementary and secondary departments. The NCATE approval met all the requirements. The School of Education could proceed with attaching to every application form for

teacher certification this stamp of approval (Duquesne University Archives, Box 8, Series 6, ff 3, 2004).

The student teaching program attained a great deal of success during this period and much of the credit for its success was attributed to Dr. Kleyle, the Director of the Student Teacher Program, reporting to Dean Niehaus. The team teaching concept sponsored by the Ford Foundation and the Pittsburgh Public Schools, along with the other student teaching initiatives created a demand by the principals and superintendents for teachers who had completed their education and training at Duquesne's School of Education.

Dean Niehaus recognized the vast publicity the University received as a result of the successes in teacher education. In 1961 he established a University committee on teacher education to serve as an advisory committee for communications in all matters of teacher education at Duquesne (Duquesne University Archives, Box 8, Series 6, ff 3, 2004).

In 1964 the School of Education received a grant from the United States Office of Education for \$20,000, to assist in the preparation of teachers in special education particularly for the mentally retarded. Also, during this time, Middle States approved the Master degree program for teacher preparation for the mentally retarded. Additional grant monies were received from the Pennsylvania Department of Instruction (\$14,000), the United States Office of Education (\$42,000), the Veterans Council of the Korean War (\$18,000) and from Allegheny County of Pennsylvania (\$1,500); all grants were given to support special education programs at the School (Duquesne Archives, Box 8, Series 6, ff 4 and 6, 2004).

In 1966 the School of Education added a new program for the undergraduates in library education. During the later months of 1966 and the early months of 1967, due to Dean Niehaus' failing health, Dr. Kleyle began to assist and support him in his position of Dean of the School. Dr. Kleyle continued to report on the achievements during the period from 1967 to 1970 in the annual reports.

A faculty committee completed a study of Duquesne University's elementary and secondary education graduates who had been teaching for two to six years in the public schools. The results reported to NCATE showed that the Duquesne students were rated highly by the administrators.

The Pennsylvania Department of Public Instruction approved the teacher preparations for reading specialist and the School of Education instituted a public service reading instruction program for high school age students having been referred to the clinic by teachers and parents. Young adults already enrolled in college also attended this clinic (Duquesne Archives, Box 8, Series 6, ff 8, 2004).

The Teaching Internship Certificate Program began in 1968 and proved to be quite successful as a service program and created good public relations with several participating school systems. Audio and television facilities located in Canevin Hall were utilized by the School of Education faculty to simulate experiences helpful to the teaching profession.

Educational research programs conducted by the faculty continued to be acclaimed locally, as well as on the state and national levels. Research was conducted in systems approach to mathematics, reading clinics, guidance and counseling, in

reorganizing and updating instruction and curriculum materials in public schools (Duquesne University Archives, Box 8, Series 6, ff 8, 2004).

1970 to 1981 Deans of the School of Education

Dr. Helen M. Kleyle served from 1970 to 1975 as Dean of the School of Education. She had been assisting Dean Niehaus during his failing health and became the Interim Dean and later the unanimous choice of the faculty search committee for the appointment as Dean of the School. At the time of her appointment Dr. Kleyle was the Director of Teacher Education and Student Teaching in the School of Education.

Dean Kleyle was a Duquesne alumnus, earning both her undergraduate music degree and graduate education degree from the University. She received a doctorate of education from the University of Pittsburgh majoring in administration and supervision. Earlier she had taught in the Pittsburgh Public School System and worked as a social worker for the Allegheny County area settlement houses. She joined Duquesne's faculty in 1946 as an instructor in the College of Liberal Arts and Sciences and in 1951 became an assistant professor in the School of Education, promoted to associate professor in 1955, and promoted again in 1960 to full professor.

In 1974 Dean Kleyle was appointed Executive Assistant to the President of Duquesne University. She held this new position in conjunction with her duties as Dean of the School of Education. In 1978 Dean Kleyle became the Associate Academic Vice President of Duquesne University (Duquesne University Archives, Box 1, Series 1, ff 13, 2004).

Dr. Kleyle resigned in 1975 as Dean of the School of Education to become the full time Executive Assistant to the President of Duquesne University, Father McAnulty.

She chaired the University's 37 member planning and priorities committee established by President McAnulty to develop a new academic Master Plan and write a new mission statement for the University (Rishel, 1997).

Dr. Kleyle was the top ranking woman administrator at Duquesne University, an active member of numerous community, state and national educational organizations and a recipient of many awards and honors.

Dr. Kleyle coordinated all of the University's evaluation and accreditation activities as Academic Vice President. While working in this position, she became seriously ill and passed away after a long illness at the age of 68 (Duquesne University Archives, Box 1, Series 1, ff 13, 2004).

Dr. William Barone served in 1975 as Interim Dean of the School of Education, while a search committee reviewed potential candidates for appointment to the Dean of the School of Education. Dr. Barone was an associate professor in the School of Education. He had been with the School for 10 years and concentrated in elementary education, reading programs and educational services. Dr. Barone served as Interim Dean for approximately six months (Duquesne University School of Education, Ripe for Jubilee, 1978 and Duquesne University Archives, Box 1, Series 1, ff 13, 2004).

Dr. Jack L. Livingston served from 1976 to 1980 as Dean of the School of Education. Dean Livingston completed his under graduate education at Lock Haven State College and held a Master in Education and Doctorate in Education in educational administration from Pennsylvania State University. He joined the faculty in 1968 after 26 years experience as a teacher and administrator in Pennsylvania's elementary and

public school systems. He was principal of Central Bucks High School in Doylestown, Pennsylvania for 10 years.

Dean Livingston was president of the Pennsylvania Association of Teacher Educators, served on legislative committees, chairman of the visitation committee for Middle States Association for Secondary Schools and Colleges and a life member of the National Education Association, Phi Delta Kappa Honorary Education and Association of Secondary School Principals (Duquesne University Archives, Box 1, Series 1, ff 13, 2004).

Dean Livingston was director of student teaching and coordinator of undergraduate education at Duquesne. He represented the School of Education on the Duquesne Faculty Senate and served as chairman of the tenure and promotion committee.

Dean Livingston announced in his fifth year as Dean that he would not seek reappointment and returned to teaching in the school administration program at Duquesne University.

1970 to 1981, What Were the Values and Identity of the School of Education as Recognized by Each Dean?

The two major inputs to the values and identity of the School during this period of time came from Dean Kleye and Dean Livingston. Dean Kleye's approach was to construct a hands-on educational framework while providing clinical experience. Her desire was to develop the School to a more progressive concept and move away from the old normal school approach. One goal was to meet modern educational needs of both the community and teacher. Therefore, the curriculum needed to be a dynamic changing process. Dean Livingston's drive was to contribute to the campus and community the highest standards of academic excellence while maintaining accreditation status and

providing leadership in educational innovation. Deans Livingston and Kleyle remained dedicated to the School's mission of service and education; all the while believing education is for all mankind to share and that the School would continue to strive for the best forms of teaching.

The School, later in the 1970's, experienced a period of professional transition. It was scrutinized more than ever before on the local, state and national levels. There had been a growing dependency upon government funding and the public was seeking increased accountability from educators. The School strived for a competency based curriculum emphasizing personalized, self-evaluating approach to learning (Duquesne University School of Education, *Ripe for Jubilee*, 1978).

1970 to 1981, What Were the Major External and Internal Influences for Transformative Change?

There were major trends carried over from the chaotic events of the 1960s which included a growing disillusionment of government, advances in civil rights, increased influence of the women's movement, a heightened concern for the environment and increased space exploration. Social movements in America heavily impacted the schools and campuses during the seventies. The anti-war movements were highly visible on college and university campuses. School integration and a guarantee of education for the handicapped were areas of influence for schools educating teachers. Technology brought about the floppy computer disc and microprocessors impacting resource needs in education (Kingwood College Library, 2006).

There was an overabundance of teachers, especially in states like Pennsylvania which had many well established teacher education programs. Reduction in force was observed in many school districts.

Internally, Duquesne University enrollment in education peaked during the early 1970s and began to decline in the mid 1970s. The School believed that the declining trend in enrollments in education would level off at Duquesne and enrollments would be stabilized (Duquesne University School of Education, *Ripe for Jubilee*, 1978).

Duquesne University experienced high debt during the 1970s and financial projections for the University were bleak. The decline of the steel industry in Pittsburgh was a major factor as many families experienced job loss or relocation. Continuing financial difficulties created resource problems for the School of Education (Rishel, 1997).

1970 to 1981, What Were the Major Needs of the Profession During Each of the Deans' Service and How Were These Needs Met by the Deans?

There was an over abundance of teachers and the turn over was at an all time low. Therefore, enrollment in the School was projected to decrease after peaking out in the early 1970s. Dean Kleyle was adamant about the need to do a better job of recruitment. She wanted to convince prospective students that a degree from the School of Education does not mean that you can only teach, as there are many education related occupations. Professions such as law and business were hiring graduates from the School of Education.

Formulating and implementing realistic and achievable plans by the faculty of the School of Education was needed to ensure future progress. However, Dean Kleyle constantly reminded the University of their need to establish and publish a master plan. She was concerned, based upon her Middle States experience, about the lack of University governance policies in the roles of the Senate *vis a vis* that of the Schools or the Deans. The Faculty Handbook needed revision and Dean Kleyle's opinion was that

there was too much vertical thinking and not enough cooperative effort. The Deans of the University needed to clearly understand their responsibilities and their authority. All of these identified needs were a request for improving communications to avoid adversary relationship and immature conduct which is not worthy of professional people.

As a result of University financial issues, a moratorium was placed on all new programs which created more problems for the School. The School of Education faculty needed technological training for application in the classrooms and instructions for the students. There was a specific need for a full time technician to be hired for the School of Education. The School needed clarification of this moratorium from the University. (Duquesne University Archives, Box 8, Series 6, ff 10 and 11, 2004).

1970 to 1981, What Were the Major Pursuits and Achievements of Each of the Deans?

Dean Kleyle's term involved the construction of an educational framework that involved more hands-on clinical experience. She reported to the University that the School of Education, to be a viable and contributing organization, needed to consider and develop unique programs complimenting rather than duplicating other offerings in institutions of higher learning. Her desire was to transform the School of Education from an older normal school concept to one of meeting the modern educational needs of both community and teacher.

Dean Kleyle, along with the faculty, proceeded to restructure the administrative organization of the School. She established two councils: a graduate council with Dr. Bruno Casile as coordinator, and an under graduate council with Dr. Jack Livingston as coordinator. The goal was to bring more of a focus in current trends, needs and administration of the two areas. The School operated on a twelve hour day, four days a

week and five hours on Saturday (Duquesne University Archives, Box 8, Series 6, ff 11, 2004).

When Dr. Kleyle was appointed Dean of the School of Education the curriculum was solid and very basic, but her view was one of dynamics—a continual changing process for both the curriculum and the profession. During the early 1970s the enrollment in the School of Education peaked for both the undergraduate and graduate levels. However, rather than increase the size of the faculty, Dean Kleyle concentrated upon the development of the faculty with some utilization of part time faculty (Duquesne University School of Education, Ripe for Jubilee, 1978). She forecasted a downward trend in student enrollment within two years beginning in 1974, based upon her knowledge of an over abundance of teachers and doctorates throughout the country.

This was a concern for Dean Kleyle because the students at the School of Education had petitioned the School to develop graduate level credits for earning a doctorate in education. Even with an over abundance of doctorates in the country, Duquesne's School of Education began developing a proposal for a doctorate in education. There was concern by Dean Kleyle that a rejection of the proposal would diminish the School's graduate enrollments (Duquesne University Archives, Box 8, Series 6, ff 11, 2004).

Continuing with the hands-on approach in developing a more rapid response to the reorganizing and upgrading of instruction in the schools, Dean Kleyle supported the research programs of the School of Education encouraging faculty involvement. She was a firm believer that the various research programs were invaluable to the School in assessing needs trends and practices in teacher education. This resulted in a curriculum

materials center in the Rankin Schools which was acclaimed as the finest in the Commonwealth of Pennsylvania. The curriculum materials center was developed under the supervision and leadership of Duquesne's School of Education faculty and attained national recognition for the work.

Faculty and students of the School of Education worked together in other research programs with the Pittsburgh Schools in mathematics, reading clinics, as well as guidance and counseling. The School of Education continued to utilize an active student standing committee composed of faculty and students. Dean Kleyle incorporated student representatives on all committees with the exception of the personnel committee in an effort to establish dialogue, identify areas of strengths and areas for improvements and to maintain communications (Duquesne University Archives, Box 8, Series 6, ff 9, 2004).

The School completed a comprehensive competencies study for the Department of Education, Commonwealth of Pennsylvania which resulted in the approval of Duquesne's School of Education program. This project was a cost saving one by avoiding the expense of an on site visit by a group of colleagues. Dean Kleyle had a priority of developing in-service programs with school districts in Pennsylvania (Duquesne University Archives, Box 8, Series 6, ff 10, 2004).

A short range plan by Dean Kleyle was to develop a cooperative program with Carlow College to provide students opportunities in early childhood or pre-school education and in learning disabilities. This would benefit both Carlow and Duquesne in the short run, due to a lack of physical and professional resources—Carlow had the facilities and staff for early childhood and Duquesne had the versatile, qualified and experienced professional staff for learning disabilities. The program was approved by the

Pennsylvania Department of Education (Duquesne University Archives, Box 8, Series 6, ff 11, 2004).

Dean Kleyle continually warned about over expansion of the faculty. Her idea was not a popular one with the faculty, but she felt it was essential to preserve the professional positions already on the School of Education faculty, with the idea of protecting and meeting future needs or designs for the School. Her position was that the faculty should be versatile and adaptable during these circumstances. Obviously, in the short run more part time faculty was needed and Dean Kleyle obtained an extension from the accrediting association, as long as there was no diminution of quality of existing programs.

The accreditation association was concerned about Duquesne University and the School of Education becoming inbred as a result of a preponderance of faculty holding degrees from the University of Pittsburgh. Dean Kleyle expressed this concern (Duquesne University Archives, Box 8, Series, 6, ff 11, 2004).

Dean Kleyle was instrumental in developing a School of Education master plan. This included short and long range planning by the faculty of the School. She insisted that these plans be realistic, feasible and consonant with the University plans and projections. She was constantly reviewing and revising to add, or to curtail programs and specialties as the need would arise and as the market indications warranted. Changing social conditions led to the creation of new courses in substance abuse, sex education, collective bargaining, group dynamics, teaching handicapped children and over all orientation to real life problems in urban schools and ghetto schools. Also, constantly updating courses in new organizational concepts was mandatory, such as the open school

and team teaching facilitated via field observations and student teaching (Duquesne University Archives, Box 9, Series 6, ff 12, 2004).

In 1976, Dean Livingston began his duties with less than a congenial faculty atmosphere since a few concerns were expressed relative to his appointment. He was able to manage the situation and the attitudes of some did not hinder the operations or efficiency of the School of Education. Dr. Livingston served as Dean for approximately five years and the achievements during that time were designed for the continued progress of the School of Education.

Changes in administrative actions were conducted by Dean Livingston. He decentralized the roles and functions of the graduate and undergraduate offices. This decentralization of functions away from the Dean's office resulted in better control and efficiency of these two offices. Communication and budget performance were improved as Dean Livingston had budget accounting reported to the faculty on a monthly basis. Planning meetings had been stopped during the transition from Dean Kleyle to Dean Livingston. These meetings needed to continue with coordinated faculty assistance. Dean Livingston developed an organization chart for the School of Education, improved requisitioning procedures for supplies, redefined the duties of the office staffs and revised the class scheduling procedures to account for the declining enrollment and to adjust faculty loads (Duquesne University Archives, Box 9, Series 6, ff 13, 2004).

Many of the projects initiated during Dean Kleyle's term were continued by Dean Livingston. The education of the handicapped child continued to be operational with state and federal aid, in-service education was further defined and expanded, research projects for Pennsylvania schools continued and a competency based program for teacher

education began in September, 1978. A new pursuit by Dean Livingston and his faculty involved the development, with the Pennsylvania Catholic Conference, of a project dealing with the education of student values.

Three accreditation visits were to be scheduled during the 1977-1978 academic year. Preparations were put in place to host the Pennsylvania Department of Education (PDE), the Middle States Association and the National Council for Accreditation of Teacher Education. These were to be reviews of all programs at the School of Education (Duquesne University Archives, Box 9, Series 6, ff 13, 2004).

As noted by Rishel (1997) there was dissension at the School which resulted from problems arising out of the process for reappointment of the Dean. However, the real set back came when the National Council for Accreditation of Teacher Education in 1978 withdrew the accreditation for the School of Education. It should be noted that the NCATE accredited only 25 of Pennsylvania's 83 institutions that granted teaching degrees in 1978. Dean Livingston reported the same in his 1977-78 annual report, but also noted that the Pennsylvania Department of Education had approved the School's undergraduate and graduate programs just months before the NCATE visit.

The Middle States Association visit to the Duquesne campus was positive and re-accreditation was approved. According to Dean Livingston, the School of Education did not take any action in the next year to re-apply to the NCATE. An outside consultant was called in and the Associate Director of the NCATE met with the school and it was agreed that a cooling off period was in order. (Duquesne University Archives, Box 9, Series 6, ff 14 & 15, 2004).

The School of Education celebrated its golden jubilee in 1978 along with the University's centennial celebration. Dean Livingston's comments in the introduction to the program for the celebration held in November, 1978 expressed thanks to the students and the alumni. He stated that this era in history must serve as a reminder of the tasks that yet remain for both the University and the School of Education. Despite the technological developments in the last five decades, the School of Education and Duquesne must yet remain dedicated to their common mission of service and education (Duquesne University School of Education, Ripe for Jubilee 1978).

The Middle States Association's report of findings in 1977-78 was encouraging: Duquesne has had a tough go of it in the past years, but an abiding sense of mission plus a willingness to make sacrifices have kept the University viable....We found an institution fully aware of its problems and this is a healthy sign that it is prepared to make decisions concerning its programs and goal priorities for the next decade and then engage in a vigorous, systematic effort to find new resources that it will need to accomplish its goals (Rishel, 1997, p. 209).

Dean Livingston's major focus was on improvements to obtain re-accreditation with NCATE, and continuing accreditation from the Middle States Association and the Pennsylvania Department of Education. The re-accreditation activities would continue on into the future. However, this did not stop the progress on serving the community, faculty development, progress towards technological applications for faculty teaching and the individual faculty work in publications, honors, research and advanced studies (Duquesne University Archives, Box 9, Series 6, ff 16, 2004).

1981 to 1995 Deans of the School of Education

Dr. Dorothy Frayer became Dean of the School of Education in July, 1981 and served from 1981 to 1989. Duquesne's search committee selected Dr. Frayer after nearly a year of seeking candidates for the position of Dean of the School of Education. She received her Bachelor and Master degrees from Michigan State University in 1960 and 1962. In 1969, she received her Doctorate in Educational Psychology from the University of Wisconsin.

Dean Frayer was executive director of grants, contracts, and research administration at Hofstra University, Hempstead, New York. She had been a teacher and administrator and was known in the educational circles as the founder of the "Frayer Model of Concept Learning." Dean Frayer assisted in the production of several films dealing with learning techniques and presented papers before research and professional organizations. As an author, she published over 30 articles and co-authored three books (Duquesne University Archives, Box 1, Series 1, ff 16, 2004).

Dr. Mary Frances Grasinger served as Interim Dean of the School of Education in 1989. Dr. Grasinger, a Sister of St. Joseph of Baden, Pennsylvania, received her Bachelor degree in Education: Math and Social Studies from Duquesne University. She earned her Masters degree in the teaching of math and physics from the Catholic University of America. After attending Syracuse University in New York State, she was awarded a Doctorate in Educational Administration and Supervision. Dr. Grasinger taught for nineteen years in elementary and secondary education, served as a vice principal, and was certified in both New York and Pennsylvania to be a superintendent of schools (Duquesne University Archives, Box 1, Series 1, ff 18, 2004).

Dr. Grasinger has served as professor of Education Administration in the School of Education, Associate Dean for Graduate Education, Program Director for Secondary Education and Co-Liaison to the Middle States Association of Schools and Colleges. She was a Fulbright-Hayes Scholar in Group Project to Hungary and received the Duquesne University President's Award for Excellence in University Service. Dr. Grasinger attended and presented at state, national and international conferences in the United States, Canada and Europe and served extensively in community and association projects and programs (Duquesne University Archives, Box 1, Series 1, ff 18, 2004).

Dr. Derek Whordley served from 1989 to 1995 as Dean of the School of Education. Dr. Whordley was appointed Dean July, 1989. He was recruited from Morehead State University's School of Education in Kentucky. Dr. Whordley was chairman of the department of educational services. Previously, he held teaching and administrative posts at Mercer University in Atlanta, Wesleyan College in Macon, Georgia, Georgia State University in Atlanta and in Turkey and London, England (Duquesne University Archives, Box 1, Series 1, ff 17, 2004).

Dean Whordley received a Master of Arts degree in Education and a Doctorate in Education: Literacy Studies and Sociology of International Studies from Michigan State University. His other honors included: Associate of Trinity College of Music, London, England in speech and drama; Associate of the College of Preceptors, London, England, in teaching methods; and Borough Road College, London, England in history and English. Dean Whordley also had extensive accomplishments and recognitions in community services and University leadership (Duquesne University Archives, Box 1, Series 1, ff 17, 2004).

1981 to 1995, What Were the Values and Identity of the School of Education as Recognized by Each Dean?

It was essential that the values and identity of the School of Education at Duquesne University first and foremost coincide with the mission of the University. In 1986 the Congregation of the Holy Ghost, the Duquesne University Board of Directors and the Duquesne University Administration began a study or review of goals, aims and objectives. Internal meetings and documents expressed the progress of this study and in 1987 a public document which included the mission was published:

Mission

Duquesne University of the Holy Ghost is a Catholic University, founded by members of the Congregation of the Holy Ghost, the Spiritans, and sustained through a partnership of laity and religious. Duquesne serves God by serving students—through commitment to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity and through service to the Church, the community, the nation and the world (Duquesne University: *A Catholic University in the Spiritan Tradition*, 1987, p. 5).

The mission statement was followed by the publication of goals:

1. Academic Excellence: "...emphasizes excellence in both undergraduate and graduate education and recognizes the strong interdependence between the two. Committed to providing...students with curriculum based on goodness, beauty and wisdom...on the order of nature ...committed to education of the highest quality...prepare students for responsibilities of leadership as experts and specialists."

2. Moral and Spiritual Values: “...special trust to seek truth and to disseminated knowledge within a moral and spiritual framework...foster in all disciplines the wise and diligent exploration of values...develop personal values and ethical commitment...promote the liberation of humanity from everything that offends against human dignity and freedom.”
3. An Ecumenical Atmosphere: “...openness a hallmark of intellectual tradition...provide an environment open to ecumenism in its most profound and meaningful form...dialogue with all peoples of every faith and background...efforts of enculturation to assure peace and harmony among cultures...the diversity of cultures on this campus is second to none in America.”
4. The Spirit of Service: “...one of the purposes of the University since its beginning...instill the spirit of service in its students...responsibility to provide educational opportunities for students with special financial, educational and physical needs.”
5. World Concerns: “...promote world community...development of an international and intercultural academic vision...students destiny is related to community, nation, and their world and works to build an attitude of service rather than one of self-serving...realities of global needs and international responsibilities for peace, justice and freedom” (Duquesne University: *A Catholic University in the Spiritan Tradition*, 1987, pp. 7-14).

The actions and pursuits of the Deans of the School of Education from 1970 to 1981 were evidence of their desire to be in concert with the University's mission and identity.

The full faculty of the School of Education approved the following mission statement on April 12, 1982, which became the values and identity of the school during the term of Dr. Dorothy A. Frayer, 1981-1989, Dean of the School of Education:

Mission of the School of Education

The School of Education affirms the mission of Duquesne University to discover and communicate new knowledge, provide society with intellectual leadership and responsibly educated professionals who can function as citizens in a world community. The School of Education has the specific task of preparing professionals with pedagogical, administrative and human relations skills necessary to function in school and non-school settings. The School of Education seeks to provide this professional preparation in a humane, ethical setting that is conducive to academic excellence and to the total development of the student as a person. In addition, the School of Education is committed to community service and professional leadership (Duquesne University Archives, Box 9, Series 6, ff 17, 2004).

1981 to 1995, What Were the Major External and Internal Influences for Transformative Change?

External to the School of Education at Duquesne University were the science and technology advances in the 1980s. It was truly a leap forward because large numbers of Americans began using personal computers in their homes, offices and schools. Business management was the most popular major in colleges and universities. School districts

offered teachers exams, and exit exams became a part of graduating for education majors. Attempts to improve the teacher quality in America were spirited by raising teacher's salaries slightly (Kingwood College Library, 1999).

External to the School of Education, but internal to Duquesne University, was the groundswell of controversies over the administration of the University under the leadership of President Father Donald Silvio Nesti. Student discontentment, administrative resignations, public displays of protest of the administration's decisions made headline news in Pittsburgh. This climate of discontent and lack of trust for the administration traveled all the way to Pope John Paul II, and lasted more than one year until a new president was appointed in May of 1988. Dr. John E. Murray, Jr., was appointed the eleventh President of Duquesne University and held the distinction of being the first layman to hold the office of the president (Rishel, 1997).

1981 to 1995, What Were the Major Needs of the Profession During Each of the Deans' Service and How Were These Needs Met by the Deans?

The education profession was criticized based upon dissatisfaction with the quality of education in America. Rising student costs for education contributed to budget cuts. A major national thrust to return to the basics and cut the frills, created a need for educators to review core curriculums and respond to the increasing higher education enrollments. A need to establish courses in the application of computer technology for individual and classroom instructions had become quite evident (Kingwood College Library, 1999). Duquesne's School of Education had needs to stabilize enrollments and establish master and doctoral programs. The University library needed to acquire computer retrieval data bases to assist students and professors in research projects. The

School of Education needed to have University leadership for the funding of accreditation programs (Duquesne University Archives, Box 9, Series 6, ff 17, 18 and 19, 2004).

1981 to 1995, What Were the Major Pursuits and Achievements of Each of the Deans?

Dean Frayer's first year, 1981-1982, was consumed with developing plans for the future with the faculty and finalizing the organization of the School of Education, which had been in process for the past three years. She established a faculty committee on mission and goals to bring about a participative approach to developing goals and objectives for the future. Dean Frayer drafted a proposed mission and a set of goals for the committee to consider and revise as agreed upon. The committee concluded its work and the mission and goals were voted upon and passed with a unanimous vote.

Dean Frayer also established a committee on governance and structure reporting to the Dean's office in an advisory capacity. Again, Dean Frayer prepared a draft of an organizational plan for the School of Education which was presented to the committee for their review. The committee revised the draft proposal that included an organization chart, position descriptions, a system of governance, voting rights at all faculty meetings and a list of faculty responsibilities. The proposal was submitted to the faculty for a vote and it passed with favor, with only one abstention (Duquesne University Archives, Box 9, Series 6, ff 17, 2004).

In the finalizing of the future plans, a major priority project was to review each program offering in the School of Education to assure that they met the standards of the Pennsylvania Department of Education and the National Council for the Accreditation of Teacher Education. The PDE had given only a two year approval for some of the

programs and it was time to obtain a full five year accreditation. The NCATE withdrew the accreditation of Duquesne's School of Education in 1978 and the consequence created a loss of enrollment, a negative image and in some cases made it more difficult for some graduates to obtain jobs. Dean Frayer pursued, with the support of the faculty, full accreditation from both the PDE and NCATE (Duquesne University Archives, Box 9, Series 6, ff 17, 2004).

The Pennsylvania Department of Education had proposed a total redesign of teacher education. Many of the proposed changes were thought ill advised in the opinion of the School of Education staff. A coalition of many teacher education institutions developed an alternative plan and presented it to the PDE. An agreement was eventually reached and in the school year of 1982-83, Duquesne's School of Education received a full five year approval of all its programs from the Pennsylvania Department of Education. This was the first time in history that all programs were approved unconditionally (Duquesne University Archives, Box 9, Series 6, ff 18, 2004).

Progress with re-accreditation with the National Council for the Accreditation of Teacher Education was delayed because NCATE was totally revising its standards and these would not go into effect until 1986. Duquesne's School of Education faculty studied the revisions and tried to decide when to apply for re-accreditation (Duquesne University Archives, Box 9, Series 6, ff 18, 2004).

In 1981, Dean Frayer and the School of Education faculty identified twelve goals or pursuits. As time passed, Dean Frayer reported on the progress of each pursuit:

1. To introduce a global perspective in all programs so that students gain a world view. Progress: At the undergraduate level all students were exposed to

multicultural concepts, and some graduate students were exposed to a cultural awareness.

2. To use advanced audio-visual and computer technology in our teaching and to prepare students to use this technology in their own work. Progress: Several purchases of equipment were made and students were given instructions on the use of the equipment. A few students attained computer literacy either through independent study or through the science and math methods course.
3. To model a wide variety of teaching methods, techniques of evaluation, and teaching styles. Progress: Only partial fulfillment, more coordination with the faculty was required.
4. To modify existing programs so that they are forward-looking and prepare students to perform in the vanguard of their profession. Progress: Each School of Education program was set up with an advisory council made up of practitioners from the specialty field. The advisory members meet with the faculty to keep them apprised of new approaches and techniques which may be incorporated in the curriculum for the School of Education. This pursuit was dependent upon funds for faculty development.
5. To design new programs which prepare students for new educational roles which are evolving in society. Progress: A Master degree in Human Resource Development was being designed. Another program for educational services in business and in the community was being developed.
6. To retrain practicing professionals for new educational roles through on-campus and field instruction. Progress: A survey was being prepared to

identify needed programs for retraining. A teacher's center was being planned with the Pittsburgh Public Schools for secondary teachers in the city.

7. To provide direct educational services to the University and the community, utilizing our clinical facilities and consultative capabilities of faculty. Progress: The guidance clinic was being revitalized. Coordinating client's transportation needs was a problem and a requirement of special skills was not available. The staff of school psychology was not free to devote to the task.
8. To maintain a network of alumni and practicing professionals through newsletters, colloquia, advisory committees, and on campus professional events. Progress: A School of Education newsletter was instituted. An on campus "Education Day" was held to attract alumni participation.
9. To be knowledgeable about educational policy issues related to basic and higher education; to be involved in formulation of policy and be politically active in pursuing selected policy issues. Progress: The faculty was active in professional organizations and information was distributed to all faculties from the American Association of Colleges of Teacher Education, the NCATE and the National Education Association regarding policy issues.
10. To attract an increased number of academically excellent students to undergraduate and graduate programs. Progress: Educational scholarships were effective in raising the average SAT scores of freshmen. The professional enrichment program for graduate students and the establishment of math and science scholarships attracted top caliber students.

11. To increase the amount and sophistication of research carried out by students and faculty. Progress: The research courses were upgraded and students were encouraged to undertake thesis research.
12. To provide faculty development and support in order to accomplish mutually agreed upon goals. Progress: Plans were being developed and funds sought to support faculty development (Duquesne University Archives, Box 9, Series 6, ff 17, 18 and 19, 2004).

In addition to the above planned pursuits and achievements, Dean Frayer reported achievements based upon opportunities at the time. The School secured a grant from the Buhl Foundation to initiate a program for the improvement of science and math teaching. A reduction in tuition for Catholic lay teachers was established. The library science program was phasing out due to lack of students. Pay for student teaching supervision was increased. A cooperative program with Seton Hill College resulted in a graduate education program being taught at Seton Hill College by Duquesne School of Education faculty. The School of Education had only one computer in 1983 which limited classroom demonstrations and hands-on experience by students. The Women's Guild provided a grant and a small computer laboratory was set up.

Dr. Mary Frances Grasinger was appointed Interim Dean of the School of Education in 1989. Dr. Grasinger replaced Dean Frayer after her departure in 1989. Interim Dean Grasinger identified significant issues that faced the School of education in 1988 to 1990 mostly driven by the increase in enrollment from 1982 to 1988. The undergraduate enrollment increased by 78.7% and the graduate enrollment increased by 64.4%. The growth in students, technology needs, the absence of NCATE accreditation,

University administrative changes, over use of part time instructors and the need for new programs in the School of Education were a few of the opportunities facing the new Dean and the School of Education in the near future (Duquesne University Archives, Box 9, Series 6, ff 19, 2004).

Dr. Grasinger pointed out that all programs in the School of Education operated effectively and were efficiently driven by the elimination of some and the combination of others to meet current requirements. There was a need for a doctorate program for professionals serving in school administration, school psychology and counseling. Concern was expressed about the lack of moral education in schools and as a result the School of Education established the Center for Character Education, however the success was dependent upon the University funding for the center.

The Middle States accreditation for the University had not been withdrawn, but was deferred until the University named a permanent president (Rishel, 1997). The School of Education was still not accredited by NCATE. Both of these issues did not help the School or the University achieve their potential enrollments or assist graduates in obtaining employment (Duquesne University Archives, Box 9, Series 6, ff 19, 2004).

Assessment and recommendations by Dr. Grasinger indicated that the under staffed faculty and clerical help for the School of Education was seriously impacting the ability to obtain state and national accreditation. Too many part time instructors were in teaching positions, and too many students were assisting with the clerical work which created a loss of productive time due to training of the students. Technologically the School was hindered by having only one link to the mainframe computer for advisement, scheduling, word processing and data base. Several grants were received or continued,

and some professors were volunteering their time on certain programs all of which contributed to funding the School of Education. The School operated within budget, but the budget was not adequate for the size of the School (Duquesne University Archives, Box 9, Series 6, ff 19, 2004).

The search for a new Dean of the School resulted in the selection of Dr. Derek Whordley who arrived on campus July 5, 1989. Re-accreditation of the School of Education by the PDE was secured in November 1990. There was a rapid growth of enrollment in the School with 400 undergraduates and 756 graduate students in the spring of 1990. The Council of Accreditation of Counseling and Related Education Programs accredited Duquesne's Counselor Education Program in the 1992-1993 academic year. This program was cited as the outstanding program in the Commonwealth of Pennsylvania (Rishel, 1997).

The Pennsylvania Association of Colleges and Teacher Educators selected Dr. Kenneth Burrett, Duquesne's Associate Dean of undergraduate education, as the teacher of the year. Dr. Burrett was the designer of numerous programs in the School of Education. His Professional Employment Program placed math and science teachers in summer business and industry jobs where they could gain experiences and applications useful to their teaching (Rishel, 1997).

There were several international initiatives with groups working with educators in Hungary, student teaching assignments in West Sussex, England, a study to determine the differences in American and English methods of teaching, student teaching assignments at the Holy Ghost colleges of Blackrock and Rockwell in Ireland and the School of Education joined the U.S.-Soviet Global Thinking Project as advisory committee

members at the Pittsburgh Schenley High School and Leningrad School 239 (Rishel, 1997).

In 1994 Duquesne's Interdisciplinary Doctoral Program for Educational Leaders (IDPEL) was the only program in the country to meet the American Association of School Administrator's Professional Standards for the Superintendency. The cohort learning teams consisted of professionals with heavy time demands. Therefore, electronic mail was utilized extensively in the sharing of ideas among the cohort and the instructors of the program. IDPEL became a model for other universities to create similar programs. A new cohort was selected every three years which allowed for staffing of dissertation committees and to insure the quality of the program (Rishel, 1997).

President Murray dedicated the School's new computer facility and opened a state of the art multimedia lab in Canevin Hall. Digital Equipment Corporation and Ketchum Communications donated equipment and the School of Education began Project Genesis, a computer network, a free communications link for area educators. Duquesne's School of Education became the service provider for "Kidlink" through which students of ages 10 to 14 from all over the world could engage in thematic discussions and academic projects (Rishel, 1997).

The School of Education, the Autism Society of Pittsburgh and the Allegheny Intermediate Unit-Exceptional Children's program sponsored a summer Autism Symposium on campus. Duquesne's student chapter of the Council for Exceptional Children received national recognition for its work with mentally retarded adults from the

Catholic organization, The National Apostolate with People with Mental Retardation (Rishel, 1997).

A need for educating middle school students in family and community values was serviced by the School in connection with the Pennsylvania State Middle School Association and the Center for Character Education. An action plan was established for school districts with a program design and implementation for instructing in family and community values (Rishel, 1997).

1995 to 2004 Deans of the School of Education

Dr. James E. Henderson served as Dean of the School of Education from 1996 to 2003. Dean Henderson was Director of IDPEL in August, 1992. He was appointed Associate Dean in July, 1994 and Interim Dean in November, 1995.

Dean Henderson received his Bachelor degree in Social Psychology from Princeton University and his Master and Doctorate Degree in Educational Administration from Rutgers University. He held positions as the Montgomery Township, New Jersey Schools' Superintendent, as Superintendent of Schools and Assistant Superintendent for Personnel in the Reading, Pennsylvania School District. He was an Assistant Superintendent for Business, a high school principal and vice principal in the Upper Freehold, New Jersey Regional Schools, and a middle school unit leader and high school teacher in the East Windsor, New Jersey Regional Schools. During the years from 1992 to 1999 Dr. Henderson was the founding Director of Duquesne's Interdisciplinary Doctoral Program for Educational Leaders (IDPEL).

Dr. Henderson has written thirty-two book chapters and scholarly and professional articles and attracted attention for his work in shared decision-making and

strategic planning, in leadership selection and development and in collaborative bargaining. He was awarded the 2005 Rutgers' University Distinguished Service Award by the Graduate School of Education's Alumni Association. Dr. Henderson received extensive honors and awards distinguishing him professionally as an educator and recognizing him for his community leadership (Duquesne University Archives, Box 1, Series 1, ff 20, 2004).

Dr. Rick R. McCown served as Interim Dean of the School of Education from 2003-2005. Dr. McCown received his undergraduate degrees in Psychology from Indiana University and also his Doctorate in Educational Psychology. He held several appointments at Indiana University in the field of educational psychology including, Project Manager for the National Evaluations Systems in Amherst, Massachusetts. Dr. McCown was a contributing consultant for Houghton-Mifflin Publishers. Also, he taught at Southern Illinois University and Duquesne University, and he became chairman of Duquesne's Department of Educational Foundations and Leadership and served as Co-Director of the Center for Advancing the Study of Teaching and Learning at Duquesne.

Numerous publications were authored and co-authored by Dr. McCown representing his work in educational psychology, higher education teaching and evaluation and program planning in the field of education (Duquesne University Archives, Box 1, Series 1, ff 19, 2004).

1995 to 2004, What Were the Values and Identity of the School of Education as Recognized by Each Dean?

In Dean Henderson's 1995-1996 annual report he articulates the vision, mission and beliefs of the School of Education, Duquesne University:

We have a vision pulling us forward into the future to be of even greater service to the region; to the nation; to the world. During 1995-1996, members of the School's faculty affirmed their desire to have the School of Education become "Home of the Nation's Leading Teachers," with teachers being defined in the broad sense as being professional educational practitioners. That vision is undergirded by our mission and our beliefs that were established this year as well. That mission and those beliefs form the strong foundation on which all of our teaching, scholarship and service to the region, nation and the world are formed (Duquesne University Archives, Box 10, Series 6, ff 24, 2004, p. 2).

In 1999-2000 the vision expanded in more detail:

Duquesne University School of Education develops students in all its degree and certification programs to become leaders in educational theory, research and practice. In a very real sense, all of those educators embody the process of becoming "leading teachers" by valuing inclusive practices, using technology skillfully, and manifesting best leadership traits and behaviors. Further, they demonstrate the ability to put their learning into practice in each of the domains of (1) Becoming a Learning Theorist; (2) Becoming a Curriculum Theorist; (3) Becoming an Expert in School Context; (4) Becoming a Master Practitioner; and (5) Becoming an Instructional Leader (Duquesne University Archives, Box 10, Series 6, ff 25, 2004, p. 2).

The mission was defined as:

Within the ecumenical environment of Duquesne University, the mission of the School of Education is to prepare professional educators for leadership and

distinction in teaching, scholarship, and service in the world's communities

(Duquesne University Archives, Box 10, Series 6, ff 24, 2004, p. 6).

The faculty along with Dr. Henderson formulated the following statements of beliefs in support of the University and School mission statements:

1. We believe that graduates of the School of Education...because they perform as role models for the education profession and the students they serve...will demonstrate qualities of intellect, academic and professional excellence, as well as ethical, spiritual, and moral behavior.
2. We believe that partnerships among University faculty, school practitioners, community leaders, national and international colleagues, and the learners promote a more dynamic, and relevant learning environment for those learners...the teachers and other educational professionals in School of Education programs.
3. We believe that teachers and other educational professionals being prepared at the School of Education must become skilled in the use of extant and emerging technologies, media, and community services to support the learning of their students.
4. We believe that instruction for all learners is best delivered in a variety of formats and innovative scheduling patterns.
5. We believe the combination of action and reflection best facilitates the integration of theory and practice.

6. We believe that higher order thinking skills, critical analysis, problem solving, collaboration and teamwork are critical skills and form the basis for enhancing growth and change in education.
7. We believe the need exists for life-long learning and ongoing professional development.
8. We believe that outcome-based approaches are most appropriate in adult learning environments because a positive relationship exists between academic preparation and future professional behavior.
9. We believe that the School of Education faculty serves as humane role models for teachers and other educational professionals in training in the areas of teaching, scholarship, and service.
10. We believe that the School of Education is committed to meeting the needs of all the students and constituents from the diverse communities that it serves (Duquesne University Archives, Box 10, Series 6, ff 24, 2004, p. 6).

1995 to 2004, What Were the Major External and Internal Influences for Transformative Change?

This period of time in history was truly the electronic age. The World Wide Web changed the way people communicated, spent money, and performed business. The federal Elementary and Secondary Education Act provided assistance to disadvantaged students. The Educational Resources (ERIC) database went on line. On line distance education programs provided students opportunity to complete their education without coming on campus (Kingwood College Library, 2006).

1995 to 2004, What Were the Major Needs of the Profession During Each of the Deans' Service and How Were These Needs Met by the Deans?

The fast pace of change in almost everything made it imperative for the School of Education to maintain an attitude of continuous improvement; not only in budget matters, but in every program and project in the School. University fiscal and personnel support was needed to bring about planned new programs. Support in the areas of recruiting, retraining and development of additional minority faculty, staff, and students was needed for the School. A need existed to restructure instructional certification programs and involve all full time faculties in the undergraduate programs. A need was recognized to develop effective student admissions and retention screening procedures and to reduce the percentage of part-time faculty in the Department of Elementary, Secondary and Reading Education. The Department of Foundations and Leadership and the Department of Counseling, Psychology and Special Education also had a need to reduce part-time faculty. The Academic Advisor for undergraduates was responsible for approximately 385 students and was in desperate need of assistance (Duquesne University Archives, Box 10, Series 6, ff 24, 2004).

A need existed to form a viable alumni association for the School. The School would benefit by having a benefactor who would be a strong advocate for education and who understood the distinctive role in Catholic education. Also more space for classrooms and offices was needed in Canevin hall. The School had to keep pace with educational technology by securing and developing expertise, superior to other institutions. New doctoral programs slated to come on line would drain the current faculty to support research, methodology and empirical studies. The School needed to

add full time faculty (Duquesne University Archives, Box 10, Series 6, ff 24, 25 & 26, 2004).

1995 to 2004, What Were the Major Pursuits and Achievements of Each of the Deans?

New doctoral cohorts were identified for the Interdisciplinary Doctoral Program for Educational Leaders (IDPEL) and in May, 1997 the first doctoral graduates from the School of Education completed the program. IDPEL received national and international acclaim and has been duplicated by colleges and universities. Doctoral programs were being developed in the Department of Elementary, Secondary and Reading Education and the Department of Counseling, Psychology and Special Education. The faculty continued to work in the Instructional Certification Quality Circle (ICQC) designed to review, assess and enhance all of the instructional certification programs of the School. The Principal's Certification Program in Administration and Supervision established cohorts and became one of the first in the University to utilize distance technology for teaching and learning. Leadership in education served as the central theme for all programs in the School of Education. It was particularly applicable to the programs in community service, multiculturalism, global partnerships, special education, pastoral training, student teaching and internships (Duquesne University Archives, Box 10, Series 6, ff 24, 2004).

Extraordinary progress was made at the Vincentian Academy, Duquesne University. The 1998 freshman class increased in enrollment by 40%. The Academy's International Baccalaureate Program (IB) developed interest from several elementary schools in the region. Vincentian Academy, Duquesne University students scored an 81% pass rate on the International Baccalaureate tests, exceeding passing rates of other IB schools worldwide. In 2000 and 2001 the students' pass rate was 96% and 92%

respectively on the IB examination, compared to an average pass rate of 60%. The enrollment reached 250 students compared to 35 students when the program began in 1995 (Duquesne University Archives, Box 10, Series 6, ff 24 & 25, 2004).

The Duquesne University School of Education experienced four years of record setting growth in the undergraduate programs which stabilized in 1999-2000 with 579 students. The graduate enrollments continued a steady climb to 919 students. These students were supported by 49 full-time faculty, 72 adjunct faculty, 333 cooperating teachers, 22 student teaching supervisors, 13 administrative support staff, 16 office assistants and 30 graduate assistants and student aides. The total undergraduate and graduate credit hours generated were 14,597, which represented the highest totals in the history of the School. The following year, 2000-2001, the School served 955 graduate students, 591 undergraduate students. At this time there were 50 full-time faculty, 74 adjunct faculty, 282 cooperating teachers, 22 student teaching supervisors, 14 administrative support staff, 17 office assistants and 30 graduate assistants and student aides. The total credit hours generated were 15,153, representing another record year. During the academic year of 2001-2002 the School served 975 graduate students and 563 undergraduate students. There were 54 full-time faculty, 78 adjunct faculty, 336 cooperating teachers, 22 student teaching supervisors, 14 administrative support staff, 17 office assistants and 30 graduate assistants and student aides. The credit hours generated totaled 32,938, another record year. As a comparison, in 1995 the School served 826 graduate and 414 undergraduate students. At that time the School was comprised of 33 full-time faculty, 46 part-time faculty, 11 staff and 29 graduate assistants and student aides (Duquesne University Archives, Box 10, Series 6, ff 25 & 26, 2004).

The PDE conducted a full program school wide review in 1996 and all certificates were approved. The Department of Elementary, Secondary, and Reading Education was accredited to award the Ed.D., M.S.Ed., and the B.S.Ed. degrees. The Department of Foundations and Leadership was accredited to award the Ed.D. and the M.S.Ed. degrees. The Department of Counseling, Psychology, and Special Education was accredited to award the degrees of Ed.D., M.S.Ed., and B.S.Ed. In 1997 two new doctoral programs emerged from the IDPEL cohort concept: Instructional Leadership Excellence at Duquesne (ILEAD) and the Executive Counselor Education and Supervision (ExCES) Doctoral Program.

Pursuits or targeted areas were established by the Dean in consultation with the department chairs, faculty and staff to advance the School of Education's goal of becoming "Home of the Nation's Leading Teachers" (Duquesne University Archives, Box 10, Series 6, ff 24, 2004, p.2) and the School's mission. The pursuits or targeted areas and the corresponding progress follows:

1. Finalize planned new programs. Status: Two new doctoral programs, ILEAD and ExCES began with success, 1996-1997. The Early Childhood program was approved by the PDE in 1997-1998 and a new faculty member was hired to implement the program. Additional outreach programs were being considered: IDPEL at Shippensburg University, an Administration and Supervision distance program and the Counseling program at St. Vincent College. In 1998 -1999 the Early Childhood Bachelor program, IDPEL at Shippensburg, the Counseling at St Vincent's Masters program and the Masters in Program Evaluation were all implemented. In 1999-2000 the Early

Childhood Masters program, the Masters in Marriage and Family Counseling program, the Masters in Instructional Technology program, the Certificate Program in Instructional Technology, and the Masters in Educational Studies at Distance program all were implemented. In 2000-2001 the Advanced Program in Counselor Licensure, the Masters in Instructional Technology at St. Vincent's College, the Masters in Instructional Technology in Ireland, the Superintendent's Letter of Eligibility program and the Junior Semester Abroad program in Italy were implemented. The 2001-2002 academic years saw other new programs implemented: the Ph.D. Program in School Psychology, the Masters in Instructional Technology at the Milton Hershey School and the Leading Teacher Program. A new Ed.D. in Instructional Technology (EdDIT), and the IDPEL Mercyhurst programs were implemented in 2001-2002 academic year.

2. Justify and secure needed new faculty lines in the annual budget. Status: Seven faculty members were added in the School in 1996-1997. In 1997-1998, the budget grew substantially and faculty and staff salaries were improved. Salary equity concerns were addressed and enhancements were effected.
3. Advance the ICQC restructuring of instructional certification programs and involvement of all full-time faculty in the undergraduate programs. Status: Remains in the development stage 1996-1997. Accomplishments in specifying learning domains and desired learner competencies for instructional certification students occurred in 1997-1998. Specification of

curriculum content and instructional and staffing methodologies is yet to be accomplished. An inter-departmental writing team was assigned to develop NCATE application based upon the work of the ICQC. Progress in 1999-2000: Undergraduate curriculum revisions were completed and scheduled to begin in the fall of 2001. The graduate program was pending completion. NCATE application completed, approved by faculty and to be submitted by 2001-2002.

4. Recruit, retrain and develop programs to support additional minority faculty, staff and students. Status: Somewhat addressed by enhanced student recruitment at the graduate level and one new minority faculty member was hired in 1996-1997. During 1997-1998, both minority student population and minority faculty hiring were enhanced especially among adjunct faculty. A written plan was developed in 1999-2000 by the NCATE writing team and approved by the faculty to increase the diversity of the faculty and students employed and retained.
5. Plan for and implement the recommendations, if any, from Advocacy Committee's Optimum Size report. Status: Preliminary report was accepted by the School's faculty. The committee's final report was pending 1996-1997. A new faculty undergraduate advisor position was added in 1997-1998, otherwise the status remained the same.
6. Kaizen the new School budget process. Status: The target was being met. Improvements in the budgeting process, such as information availability,

contracting, and budget monitoring were enacted in 1996-1997. More is expected.

7. Focus the efforts of the School's partnership activities, including but not limited to The Leadership Institute, to advance the School's mission and goals, and to capitalize on opportunities such as those emanating from PA State Chapter 49 revisions and the new Commonwealth sabbatical leave requirements. Status: All partnerships were clearly defined. The activities of The Leadership Institute were also being examined in 1996-1997 to determine whether that entity should be a school-wide enterprise and whether it should have had partnership coordination responsibilities. Dean Henderson signed a partnership agreement on December 12, 1996, with Dr. Gerard Longo, Superintendent of the Quaker Valley School District, to develop learners capable of performing to international standards. During 1997-1998, the Leadership Institute began to provide a school-wide service to faculty and a faculty member agreed to coordinate the responsibilities. The School's partners range from outstanding area schools and school districts to institutions such as Oxford University, University of Ulster, Trinity College, University College in Dublin and Xi'an University in China.
8. Added in 1997-1998: Institutionalize recently initiated School programs. Consolidate the School's gains and not fragment the efforts of faculty and staff. Reported in 1999-2000, that graduation rates for graduate and undergraduate students were excellent. New program budgets were viable with 13 of 15 new program budgets made permanent.

9. Added in 1997-1998: Secure additional internal and external resources to support School programs and operations. Progress reported in 1999-2000 with external sources identified as foundations, government, alumni, school districts and service clients. Internal source, the University secured for 2001 and 2002 to cover budget shortfall categories.
10. Added in 1997-1998: Establish the technological and human infrastructure to provide learning opportunities at distance. During 1999-2000, several enhancements in the areas of personnel, web coordination, hardware and software secured; expanded information technology programs, new computers secured including a portable lab and courses developed for distance learning.
11. Added in 1997-1998: Enhance communications and the sharing of information regarding faculty and program activities and accomplishments. Progress in 1999-2000: Faculty meetings restructured, increased use of e-mail and web resources, conducted cross departmental meetings for information sharing and conducted quality control meetings to address issues and opportunities. In the 2000-2001 time period, there was created a Partnership Quality Circle, Graduate Student Research Committee, Faculty Development Initiative and a Diamond Anniversary Committee.
12. Added in 1997-1998: Encourage creative and entrepreneurial activities of faculty, staff, and students in service of the School Mission, partnership guidelines, and the extant needs of school districts and other target organizations and clients. Programs implemented in 2000-2001 for study abroad in Italy, Ireland, Puerto Rico, Costa Rico and Belize. A cooperative

effort was put in place to utilize the Vincentian Academy as a professional development site providing an opportunity for the School of Education and the Reading Clinic Satellite Center.

13. Added in 1997-1998: Portray clearly the School's distinctiveness in pre-service and in-service education to both internal and external constituents and potential clients. Progress 1999-2000: Updated web site, developed brochures, reported on quality indicators and revised program catalogs to reflect new programs and services (Duquesne University Archives, Box 10, Series 6 ff 24 and 25, 2004, pp. 14-16).

The time period of 2001-2003 became a time of evaluation and validation of effectiveness for improving the implementation of existing programs. A governance structure was developed and organized to manifest the School's beliefs, meet the program needs, achieve professional standards and accomplish the mission (Duquesne University Archives, Box 10, Series 6, ff 26 & 27, 2004).

Dean Henderson and the faculty viewed continuous improvement as an organizational given. The students, faculty and administration were committed to the transformation of the School of Education around the themes of leadership, inclusiveness, ethics and quality management practices. Criteria were established for continuous program improvement. The goal was to organize around quality management with personal philosophies and organizational culture that utilized teamwork, consensus planning and objective decision making to achieve goals (Duquesne University Archives, Box 10, Series 6, ff 24, 2004).

The School of Education initiated and implemented 25 new degree and certification programs in the eight years from 1995 to 2003. The School received 53 commendations for program excellence by the PDE. The superb and award winning faculty was evidenced by the scholarly productivity of its presentations, publications and community service. The School possessed state of the art computer hardware, software and instructional technology for students and faculty use. Internationally the School provided opportunities to teach and study abroad in Duquesne supervised sites located in Ireland, England, Latin America and China. Dean Henderson initiated a teacher quality assurance project called the Dean's Teaching Fellows Program. The program was designed to identify a number of truly outstanding graduates that when they were employed, if their employer was not completely satisfied with their performance the Dean would support the graduate with additional course work at no cost to the employer or the employee (Duquesne University Archives, Box 1, Series 1, ff 20, 2004).

A transition period began in August, 2003 when Dean Henderson returned to teaching and directing IDPEL. Dr. Rick McCown was appointed Interim Dean of the School of Education. He served until July 18, 2005. The School's educational leadership programs were instrumental in Duquesne University being inducted into the prestigious University Council for Educational Administration (UCEA). The University became the fifth university in the Commonwealth to be a member of UCEA. The ExCES doctoral program was granted permission by the PDE to change the degree from Ed.D. to a Ph.D. and became the only nationally accredited counseling program at a Catholic college or university. Full accreditation was awarded by CACREP to the School's Community Counseling, School Counseling and Marriage and Family Therapy Masters program,

along with the Counselor Education and Supervision Doctoral program. A partnership with the National Aeronautical and Space Administration provided graduate students with an opportunity to study at the Kennedy Space Center. The office of Student and Academic Services took the lead in developing a database for student assessments, known as STAN, Student Assessment Network. STAN assists in the data to be collected for the National Council for Accreditation of Teacher Education accreditation visit. The School of Education celebrated its 75th anniversary which included festivities held in Canevin Hall. The celebration was based around an international theme with music and refreshments for alumni, faculty, staff, students and invited guests. The School of Education faculty obtained eight grants totaling \$400,000 from external sources. Interim Dean McCown initiated efforts to reorganize the Dean's office to provide administrative support in the areas of communications and documentation of teaching outcomes (Duquesne University Archives, Box 10, Series 6, ff 27, 2004).

Interim Dean McCown wrapped up his term with a statement to refocus the School's efforts more clearly and more efficiently on the heart of the academic enterprise: teaching and research. Therefore, to focus our decision making two questions are pertinent to the decision making process:

1. How will a proposed course of action enhance the quality of teaching (including our ability to document and communicate the learning outcomes of that teaching)?
2. How will a proposed course of action enhance the quality of scholarship (and therefore, our ability to secure funding both internal and external to support research) (Duquesne University Archives, Box 10, Series 6, ff 27, 2004, p.2)?

These questions directed the School towards academic quality, and as a result a statement consisting of a shared vision should define the goals by which academic excellence would be measured.

CHAPTER V

DISCUSSION AND RESULTS/FINDINGS

INTERPRETED IN LIGHT OF THE RESEARCH QUESTIONS

This researcher interpreted from the perspective of an historical qualitative archival document study of the translation of the mission and visions of the School of Education of Duquesne University. The research identifies the actions through the major pursuits and achievements of the Deans in response to the needs of the profession from 1929 to 2004. The intent of this research is to review public archival documents to identify the interrelated concepts and generalizations that systematically respond to the research questions. The theoretical framework is derived from the theory of organizational development. A mission is established and visionary leaders, the Deans, utilize resource inputs to add value to these resources which in turn are converted to productive outputs, graduates of the School.

This chapter summarizes the discussion of the findings of the research in light of the research questions: (1) What were the values and identity of the School of Education as recognized by each Dean? (2) What were the major external and internal influences for transformative change? (3) What were the major needs of the profession during each of the Deans' service and how were these needs met by the Deans? (4) What were the major pursuits and achievements of each of the Deans? The findings incorporate discussion in conjunction with the literature. In conclusion, reflected within this chapter, is the recognition of the limitations of the interpretations, the implications for sustainability of the School of Education for the future and areas identified for further research.

A Captivating History of the Core Values Leading to a
Distinctive Identity for the School of Education

This study agrees with David (2001) that the organizational definition of mission typically focuses upon the School's present scope, underscoring who the School is and what the School does. The mission is also the foundation or core purpose and values of the School. The visionary leadership of the Deans provided the guiding context for implementing the core purpose and values which stimulated progress (Schwahn and Spady, 2002). The past and current mission of the School sustained the faith based Catholic perspective and identity.

This researcher confirms the importance of a documented mission. From the beginning of the School in 1929, Dean Kirk established the original mission. This researcher concludes that during the seventy-five years of educating the educator, the Deans demonstrated their commitment to the mission by consistently striving for excellence while advancing the professional training of teachers (see Figure 5).

Dean Kirk was a visionary leader. His visions were founded around organizing the School, hiring professional faculty, establishing the curriculum and obtaining accreditations. The findings confirm that a constitutive trait of Catholicism is a great respect for the cumulative wisdom of the Christian generations that have gone before us (Hughes and Adrian, 1997).

The School's original mission has been revised three times. The first revision was in 1942 by Dean Redman. The mission was changed to emphasize the value of developing operating procedures and policies, and the importance of student discipline.

Dean Redman clearly applied the principle of discipline and supported providing a professional atmosphere for the students.

In support of the mission for professionally training teachers, Dean Harcar held in high regard the resolution of issues related to Catholic school practices. Dean Harcar further demonstrated commitment to the mission by adaptation to change.

Dean Niehaus placed great importance on the School's identity of educating students in the ideals and practice of Catholic philosophy and Christian ethics. The achievements of Dean Niehaus exemplified the School's mission.

The Deans have a long standing record of taking on challenges and turning them into opportunities. One aspect of the School's mission is identified as developing teachers with a wide range of interests, knowledge, deep sympathies and tolerance. These attributes have been exercised through the School reaching out to the local community and by participating in educational and professional groups.

Dean Kleyle appreciated the importance of professional teacher training as she previously held positions of Director of Teacher Education and Student Teaching in the School. In addition, she asserted that faculty should be versatile and adaptable during times of uncertain change.

Dean Livingston was active in various educational associations and committees, a testimony to his wide range of intellectual interests and knowledge. He orchestrated administrative changes resulting in better efficiency and improved effectiveness for the School. Dean Livingston's comments during the School's golden jubilee stressed that the university and the school must yet remain dedicated to their common mission of service and education (Duquesne University School of Education, Ripe for Jubilee, 1978).

The second revision of the School's mission was in 1982. Dean Frayer restated the mission with significant language incorporating the aspects of new knowledge, leadership, globalization and human relations skills including ethics necessary to function for in school and non-school settings. Dean Frayer updated the mission statement to encompass the current day external and internal influences. She was a compelling leader who realized that it was time to develop and build new commitments from the School.

These external influences rapidly identified new topics of need for the faith based higher education profession. In turn these issues should be addressed internally by the Deans in order to maintain the goal of professional training of teachers and administrators.

The revisions of the mission demonstrated transformational leadership by Dean Frayer. The faculty, staff and students actively engaged in the sharing of the vision. Therefore, by adapting the School's strategic direction, Dean Frayer's visions provided a major role in sustaining the School's core values and identity.

In the late 1990s Dean Henderson revised the School's mission. This is the third and most current revision as follows:

Within the ecumenical environment of Duquesne University, the mission of the School of Education is to prepare professional educators for leadership and distinction in teaching, scholarship, and service in the world's communities (Duquesne University Archives, Box 10, Series 6, ff 24, 2004, p. 2).

The newly documented mission echoed the School's original purpose of 1929 (see Figure 5). Dean Henderson's extensive list of visions and beliefs were documented separately from the School's mission statement. This format of an abbreviated mission and detailed documented visions and beliefs is reflective of the professional planning by contemporary leaders. The professional planning is further defined by the leadership's involvement of faculty. The contributions by the faculty in developing the revised mission and the statements of beliefs are an example of how a leader can share the visions.

The School's new goal was to become "Home of the Nation's Leading Teachers". Dean Henderson's approach was to strive for the preparation of professional educators to become leaders and to distinguish themselves in teaching, scholarship and service in the world's communities. According to Schwahn and Spady (2002), the essence of a visionary leader is paradigm-breaking imagination and innovation.

This research shows that the core values and identity of the School are distinctive and the service of the Deans to be noteworthy. At times, perhaps internally, the School's mission may have been taken for granted. However, through the efforts of the University and the School, because of increased public relations, the mission of the School is being communicated externally. The stakeholders, as well as the general public, are more aware of the core values of Duquesne's School of Education.

Collins and Porras (2002) concluded there is no "right" set of core values for being a visionary organization. The crucial variable is not the content of a company's ideology, but how deeply the company believes its ideology and how consistently the company lives, breathes, and expresses it in all that it does. In this study the question is

asked: What does the School actually value? The answer is educating the heart, mind and soul. This historical qualitative research reveals timeless principled values of the School. As time has changed the needs and as the needs continue to change, this researcher identifies the School's pattern of visionary leadership methods as profitable for the future life cycle of the School. The key for extension of the School's successful life cycle on a path of continuous growth is this powerful entrenched fundamental principle of preserving the core ideologies, while continuing stimulation to proceed and progress.

The Deans Responding to the Major Needs of the Profession

The needs of the profession are always present externally and internally. The question is whether or not they have been identified as major enough to capture, pursue and establish them as a basis for transformative change? The priorities of the needs are driven by a combination of local, state, national and more recently by international influences upon the School.

Most organizations identify and prioritize their needs by a process of environmental scanning (David, 2001). In this study environmental scanning is a process of researching, gathering and assimilating information pertinent to the needs of the profession. The process can be time consuming, but identifying uncontrollable external opportunities and threats provides a proactive method of responding to the needs of the profession. In the education profession environmental scanning is sometimes recognized as environmental intelligence (Senge, 2000).

Environmental scanning can be successfully used internally to provide a clearer view of the School's strengths and needs. Subsequently, leadership's visions are directed

towards transformative change. Senge (2000) points out that this form of environmental scanning is a very helpful practice for personal mastery and shared vision. The School should continue to recognize the faculty's varying skills and strengths that can be harmonized to build interdependency of teamwork and learning. The key is to offset the threats by transforming the opportunities into value added accomplishments.

The researcher found it true that the Deans have responded to the needs of the profession resulting in significant contributions to society, the local community, the nation and the world. The researcher contends their actions have been guided by something far greater than what is outlined in the business and scholarly literature. The researcher asserts that the leadership has relied and will continue to rely on a faith having a unique emphasis upon the desire, while putting everything under the scrutiny of Scripture, to save and treasure and keep alive for future generations whatever was good and fruitful (Hughes and Adrian, 1997). Each Dean's leadership revealed distinct visionary pursuits evolving from their faith based foundation and an unyielding position of dedication to their personal values and professional objectives. In general a visionary leader is a successful leader. A visionary leader has a solid purpose, communicated, and implemented that keeps the organization from meandering aimlessly into the future (Barna, 1992).

Separation of Church and State

The debate over the separation of church and state has caused controversy in not only America's political system and the church, but specific to this research in education. The common metaphor separation of church and state is well recognized. Most people incorrectly think the phrase is in the constitution. However, the constitution indicates

that no law respecting an establishment of religion, or prohibiting the free exercise shall be made. Today the separation of church and state metaphor is an icon for eliminating anything having to do with Christian theism, the religion of our country's heritage (Worona, 1992).

The Duquesne University of the 21st century continues living the tradition and perspectives of the Roman Catholic faith as exemplified by the Holy Ghost Fathers as a venture and more importantly as a ministry that set the foundation for the beginning institution today known as Duquesne University (Rishel, 1997). The research indicates that from the very beginnings of the School and through the seventy-five years that followed, every Dean has respected and followed the faith based approach to educating students. As a truly visionary leader Dean Niehaus specifically addressed the renewed concern that Catholic students be given every opportunity to build upon the teachings of the Catholic Church. While during the same time frame, the 1960s, University President Father McAnulty provided visionary leadership by welcoming the new religious climate of ecumenism at the University. The researcher views this in parallel to the 1892 study by the Supreme Court on the issue of the distinction between a doctrinal religion and a denominational religion as it related to our country. The Supreme Court then gave what is known as the Trinity Decision, declaring America as a Christian nation. Christian Theism was not something to be feared, it was something believed to be vital to the success of our government. The similarity in principle parallels Duquesne University as expressed in the Roman Catholic faith, a faith with elements of commonality and identity with all Christians in the discipleship of Jesus Christ (Hughes and Adrian, 1997).

The New Basics

Thornberg (2002) describes the “New Basics” as education dealing with the students of the future, new student identities, new global economies, global workplaces, new technologies, rapid communications, diverse communities and complex cultures. This section considers primarily the new global perspectives. Later in this chapter the researcher discusses the needs of technology and diversity.

The new global economy is an ever growing challenge. Based on the findings from Schwahn and Spady (2002) the researcher agrees that institutions of higher education cannot be organized around only the past, or only the future (see Figure 3). This researcher predicts that the methods of efficiency and the models of organizational planning used by the leadership to address the new basics of the new global economy are integral to the future success of the School. The researcher contends this requires innovative initiatives by the Deans as driven by our fast paced, increased knowledge-based global environment (Anderson, 2000). In light of these facts there remains the importance of upholding the integrity of the University and the School.

In 1987 DU published a revised mission, along with five goals (*Duquesne University: A Catholic University in the Spiritan Tradition*, 1987). The goals emphasized world concerns to promote world community and the development of an international and intercultural academic vision. The students’ destiny is related to community, nation and their world, and works to build an attitude of service rather than one of self-serving realities of global needs and international responsibilities for peace, justice and freedom.

Dean Frayer recognized the importance of the global impact upon education.

In 1981 she established an International Education Committee to discuss various aspects of the School's future within the international climate. Dean Whordley brought to the School an international experience base. Through his leadership Dean Whordley communicated an appreciation for the world community and the value of reaching beyond our nation's shores. Dean Whordley introduced the program "Kidlink", a global communications network for students ages 10 to 14. He also initiated the Interdisciplinary Doctoral Program for Educational Leaders (IDPEL). One of the goals of IDPEL is to develop educational leaders capable of moving the American education system to prominence in the future world community.

In the 1990s there were several international initiatives under the leadership of Dean Whordley. These actions served to further enrich the School's commitment to the new basics and the new global economy. Groups and individuals representing the School worked across the globe in Hungary, West Sussex, England, and at the Holy Ghost colleges of Blackrock and Rockwell in Ireland. The School joined the U.S.-Soviet Global Thinking Project as advisory committee members at the Pittsburgh Schenley High School and Leningrad School 239 (Rishel, 1997).

Dean Henderson and the faculty formulated statements of beliefs in support of the University's mission and the School's mission statement. One such statement of beliefs documented was "We believe that partnerships among University faculty, school practitioners, community leaders, national and international colleagues, and the learners promote a more dynamic, and relevant learning environment for those learners" (Duquesne University Archives, Box 10, Series 6, ff 24, 2004).

In 1996 Dean Henderson signed a partnership agreement with Dr. Longo, Superintendent of the Quaker Valley School District, to develop learners capable of performing to international standards. This action was an area targeted for growth included within the goal of becoming the “Home of the Nation’s Leading Teachers” (Duquesne University Archives, Box 10, Series 6 ff 24 and 25, 2004). The partners’ range extended from outstanding area schools and school districts to institutions such as Oxford University, University of Ulster, Trinity College, University College in Dublin and Xi’an University in China.

As a testimony to the School’s goal of being the “Home of the Nation’s Leading Teachers” opportunities were provided internationally to teach and study abroad in Duquesne supervised sites located in Ireland, England, Latin America and China (Duquesne University Archives, Box 1, Series 1, ff 20, 2004). Thornburg (2002) states that community members, teachers and students need to work harmoniously to insure the students’ growth prepares them for the new fundamental skills required to compete globally.

Diversity, Multiculturalism and Special Education

There is strong evidence to support how the educational constituencies of today are adapting to managing multi tasks and dealing with ever demanding schedules. The words alone denote a significant area for consideration: diverse, multi, and special. The School has an engaging history that reveals how the leadership of the School addressed the needs of the profession in these areas. On the other hand, this researcher is pondering the question of how will the needs of the profession be met in the future? To predict future demographics and the economical climate in a world environment is nothing more

than a prediction. Although, this may seem as a come what may attitude that is far from the researcher's position. The leadership's role is to be accountable for the future success of the School.

History reveals how the Deans of the School valued and applied the principle of serving, not just the student, but the local, national and world communities. The issues of diversity, multiculturalism and special education in the early years of the School, although significant, pale in comparison to the scope of current and unknown future challenges in the areas of diversity, multiculturalism and special education. The need exists to develop educators who possess the vision and the skills to move the American educational system to prominence in tomorrow's world—with an understanding of the complexities of diversity, inequality, injustice, and power (Hopson, 2000).

Beginning in the 1950s notice was taken of the fact teachers were failing to achieve communication with the culturally deprived students. Dean Harcar's visionary leadership response was to establish an educational research program to address this issue (Duquesne University Archives, Box 8, Series 6, ff 2, 2004). This educational research was effective and resulted in the development of various educational clinics on Duquesne's campus during the 1960s (Rishel, 1997). The actions of Dean Harcar were neither premature nor narrow. During the 1960s under the leadership of Dean Niehaus, the School continued the research work initiated by Dean Harcar to develop in teachers the ability to communicate with culturally deprived students. The School became the leader in special education programs for the instruction of the mentally retarded in the city and county regions. Nationally, Duquesne's School of Education was cited and identified by the American Association of Colleges for Teacher Education as one of the

top ten educational programs in the country. As a result of the many social action educational programs the Ford Foundation, along with the Pittsburgh Public Schools provided a grant to Duquesne's School of Education to begin an experiment of team teaching for disadvantaged students in the city's depressed areas (Rishel, 1997). Additionally, the School received several grants from local, state and national government agencies to support special education programs at the School (Duquesne Archives, Box 8, Series 6, ff 4 and 6, 2004).

Dean Kleyle was constantly reviewing and revising programs and specialties as the need would arise and as the market indications warranted. Changing social conditions led to the creation of new courses in substance abuse, sex education, collective bargaining, group dynamics, teaching handicapped children and over all orientation to real life problems in urban and ghetto schools.

During Dean Whordley's term the School, the Autism Society of Pittsburgh and the Allegheny Intermediate Unit-Exceptional Children's program sponsored a summer Autism Symposium on campus. Duquesne's student chapter of the Council for Exceptional Children received national recognition for its work with mentally retarded adults (Rishel, 1997).

During 1997-1998 both the minority student population and the minority faculty hiring were enhanced, especially among adjunct faculty. A written plan was developed in 1999-2000 by the NCATE writing team and approved by the faculty to increase the diversity of the faculty and students employed and retained.

Reform of Teacher Education

Sobehart (1986) noted that early American universities did not view programs for the improvement of education in the same sense as defined by current needs. This is understandable based upon the fast flowing requirements for changes that have occurred in the profession. Gutek (2000) declares that in educational history it is necessary to approach the word “reform” with judicious qualification. It is important to ask what is being reformed, and by whom and why? The pendulum of educational reform swings, ever changing the meaning.

In 1929 Dean Kirk recognized the need to set apart the job of teaching as more than a job. The position of teacher was to be a profession. Many of those at DU have dedicated their lives to teaching. The position of teacher for many, as the research findings support, is more than a career; it is a calling as evidenced by the multitude of accomplishments over the School’s seventy-five year history. There has been a need for teacher reform due to external and internal influences. Nevertheless, the DU School has stayed the course originally established by the founding Holy Ghost Fathers to provide professional training, professional equipment, prepare students for the administration and supervision of public school and prepare teachers of education for colleges and universities and secondary schools (Duquesne University: *A Catholic Tradition in the Spiritan Tradition, 1987*).

The Depression years created a need for employment and certified educators were in need throughout the country. There was a need for leading, formulating and implementing change in the field of education because of the economic depression, increased manual skills training and attempts to break down teaching tasks to build

teacher education programs. There was a need for highly skilled and professional trained faculty following WWII. Another development in teacher reform was a need to teach students the importance of becoming a more cultured individual. In the 1940s Dean Pierce was placed on the committee chartered to revise the professional teaching requirements for the state of Pennsylvania, a task recognized as service to the profession to assist the need to meet the trends, influences or forces of change facing the profession.

In the 1960s enrollment in universities increased as the baby boomers became college bound. Along with this process of growth came consequences, some anticipated and others not. Traditional teaching and research functions of universities began to be redefined and restructured (Guttek, 2000). Under Dean Niehaus the team teaching concept was successful. He also established a university committee on teacher education to serve as an advisory committee for communication in all matters of teacher education at DU.

Along with a new decade, the 1970s, there were new issues. The School's faculty was in need of technology training for application in the classrooms and instructions for the students. Students petitioned the School to develop graduate level credits for earning a doctorate in education. Dean Kleyle stressed the School needed programs complimenting rather than duplicating other offerings in institutions of higher learning. She advocated a more hands-on clinical experience for future educators. Dean Kleyle held a view of continual changing process for both the curriculum and the profession. Education research programs were recognized by Dean Kleyle as invaluable to the School in assessing needs, trends and practices in teacher education. A most positive

result was a curriculum materials center in Rankin Schools, acclaimed the finest in the Commonwealth of Pennsylvania.

The School continued to utilize an active student standing committee composed of faculty and students. Dean Kleyle incorporated student representatives on all committees, with the exception of the personnel committee, in an effort to establish a dialogue, identify areas of strengths and areas for improvements and to maintain communications. In the 1980s the meaning of reform changed again. Now the definition was to make schools more structured, more effectively managed and geared to basic skills and subjects (Gutek, 2000). The teaching profession was being criticized based on dissatisfaction with the quality of education in America.

A major thrust to return to the basics and cut the frills, created a need for educators to review core curriculums and respond to the increasing higher education enrollments. The Pennsylvania Department of Education proposed a total redesign of teacher education. The School needed to develop alternative plans. In 1982-1983 the School received a full five year approval of all its programs from the PDE. This was the first time in the School's history that all programs had been approved.

Dean Frayer and the faculty identified goals for the School which specifically targeted teacher education reform. They are paraphrased as follows: model a variety of teaching methods, evaluation techniques and teaching styles; modify existing programs to be forward looking; design a new masters program in Human Resource Development; retrain practicing professionals for new educational roles; be knowledgeable about education policy issues; increase research; and provide faculty development (Duquesne University Archives, Box 9, Series 6, ff 17, 2004).

Dr. Grasinger, Interim Dean in 1989, emphasized a need for a doctorate program for professionals serving in school administration, school psychology and counseling. The need for these programs was underscored by the external environment of the 1990s. Violence near and in school had become a national concern. Gutek (2000) identifies several of the persistent education issues that developed in the late 1970s and 1980s and that continued into the 1990s. Multiculturalism, an emphasis on celebrating and encouraging diversity and pluralism became a mainstream need. The long-standing mono-cultural prominence in American public education was being reversed. Sexism continued to surface in the schools and a need existed to address this gender issue. The decade of the 1990s exhibited an effort by society, including education, to respect women's desires to have the same opportunity and rewards as men. Bilingual education programs throughout the country began as early as the 1970s. There were controversies surrounding this long-standing educational issue. Should bilingual educational programs be for maintenance purposes or for transitional purposes only?

Under the leadership of Dean Henderson the School continued to aspire to achieve the goal of becoming "Home of the Nation's Leading Teachers" and teachers were encouraged to excel in the areas of leadership, diversity and technology. The Leading Teacher Program's objective is to prepare students to become master instructors in the 21st century classroom, expanding the reach for professionalism by the School's graduates.

Technology

Noll (1999) points out that technology is critical to the future of our students' lives and our lives as educators. WWII had a major impact on developments in science

and technology. The age of missiles had begun which not only would affect the military, but would contribute to space exploration in the coming decades. These scientific and technological developments occurred so rapidly that the school curriculum was in dramatic need of revision (Guttek, 2000). During the 1970s came the introduction of computers in organizational settings. Then in the 1980s there was a widespread use of computers in colleges, libraries and laboratories in schools across America.

Dean Kleye expressed concern that the School's faculty was in need of technology training for application in the classrooms and instructions for the students. External to the School was the science and technology advances in the 1980s. It was truly a leap forward because a significant number of Americans began using personal computers in their homes, offices and schools. Business management was the most popular major in colleges and universities (Kingwood College Library, 1999). The School definitely had a need to establish courses in the application of computer technology for individual and classroom instructions. The University library needed to acquire computer retrieval data bases to assist students and professor in research projects. The School secured a grant from the Buhl Foundation to initiate a program for the improvement of science and math teaching. In 1983 there was only one computer in the School which was a limiting factor in classroom demonstrations and hands-on experience by students. The Women's Guild provided a grant enabling the School to set-up a small computer laboratory.

In 1991 President Murray dedicated the new computer facility and in 1995 the School opened a state of the art multimedia lab in Canevin Hall. Digital Equipment Corporation and Ketchum Communications donated equipment and the School began

Project Genesis, a computer network, a free communications link for educators (Rishel, 1997).

Experienced in the 1990s was a large scale expansion of computer and electronic information. A technological revolution in education was marked by electronic data retrieval, the internet and computer-assisted instruction. Beginning teachers needed to be prepared to use the new computer-driven technology. Various school districts around the country were making concerted efforts for in service teachers to use the new technology (Gutek, 2000). Dean Henderson provided the leadership and the School acquired state of the art computer hardware, software and instructional technology for use by both students and faculty (Duquesne University Archives, Box 1, Series 1, ff 20, 2004).

Total Quality

Can application of total quality management in the college classroom be effective (Falatoonzadeh and Bailey, 1997)? According to Bateman and Roberts (1993) application of the total quality management techniques used in the classroom provides experiences and lessons to be learned. The University began focusing upon Total Quality Management in the early 1990s as a result of an initiative by President Murray. Faculty members were offered orientation courses in TQM. Dean Whordley began approaching TQM concepts in the School and Dean Henderson applied several of the concepts. At the turn of the 21st century the School's faculty meetings were restructured, cross departmental meetings elicited sharing information and quality control meetings addressed issues and opportunities. The faculty continued to work in the Instructional Certification Quality Circle (ICQC) designed to review, assess and enhance all of the instructional certification programs of the School. This researcher cites an exemplary

example of the confidence in the value of striving for excellence by the leadership, faculty, staff and students of the School. Dean Henderson initiated a teacher quality assurance project called the Dean's Teaching Fellows Program. The program identified a number of truly outstanding graduates who when hired their employer must be completely satisfied with their performance. If the employer's satisfaction was not complete the Dean would aid the graduate with additional course work at no cost to the employer or the employee (Duquesne University Archives, Box 1, Series 1, ff 20, 2004).

Dean Henderson and the faculty viewed continuous improvement as an organizational given. The students, faculty and administration were committed to the transformation of the School around the themes of leadership, inclusiveness, ethics and quality management practices. Criteria were established for continuous program improvement. The goal was to organize around quality management with personal philosophies and organizational culture that utilized teamwork, consensus planning and objective decision making to achieve goals (Duquesne University Archives, Box 10, Series 6, ff 24, 2004).

Ethics and Character Education

Whether defined as ethics, citizenship, values or personal development, character education has long been part of American education. In the early 1900s school curriculum accentuated commonly accepted virtues, such as self-control, reliability, and duty (Burrett and Rusnak, 1993). During the years of the Great Depression came the Progressive Education Movement. This movement highlighted the concept of social reconstruction through the schools. Schools were called on to affect social order by emphasizing democracy, citizenship and ethical character. In 1939, ten years after the

beginning of the School, the following statement was included in the School's original mission: the education of young men and women in the ideals and practice of Catholic philosophy and Christian ethics. In the period following WWII schools attempted to achieve conformity in children by emphatic dos and don'ts. Character development was closely related to patriotism. Nevertheless, developments both domestically and internationally disrupted this perfect system (Burrett and Rusnak, 1993).

The changes in popular and youth cultures changed dramatically in the 1960s. The advanced visual of 24 hours – 7 days a week television coverage of news, commercials and almost any topic became the individual and family educator. Many traditional values were questioned as reflections of the affect that the civil rights movement and the Vietnam War had on society (Burrett and Rusnak, 1993).

Duquesne University's mission published in 1987 identifies moral and spiritual values as one of the goals accompanying the mission. The goal states:

...special trust to seek truth and to disseminate knowledge within a moral and spiritual framework....foster in all disciplines the wise and diligent exploration of values....develop personal values and ethical commitment....promote the liberation of humanity from everything that offends against human dignity and freedom (Duquesne University: *A Catholic University in the Spiritan Tradition*, 1987).

In 1987 The Center for Character Education, Civic Responsibility and Teaching was established in the School. The objective was to translate the philosophical and psychological theory undergirding character development into school practice. The implementation of this was to be through what Burrett and Rusnak (1993) describe as the

Integrated Character Education Model. This model focuses on the whole person, as well as that person's total environment. The goal of fostering character development in our students requires administrators, teachers, community leaders and parents working together.

Dr. Grasinger, Interim Dean in 1989, expressed concerns about the lack of moral education in schools. According to Cochrane and Hill (1993) the teacher can have an impact on the development of morals and values. A need for educating middle school students in family and community values was serviced by the School in connection with the Pennsylvania State Middle School Association and the Center for Character Education (Rishel, 1997).

Collins and Porras (2002) conclude there is no "right" set of core values for being a visionary organization. The crucial variable is not the content of a company's ideology but how deeply it believes its ideology and how consistently it lives, breathes, and expresses it in all that it does. Although all research agrees with Collins and Porras, the researcher has examined the core values of the School and goes beyond the position of Collins and Porras. Based on the findings the data confirms the importance of a visionary organization having the "right" set of core values to meet the expectations of the public. The researcher proclaims that the past and future success of the School can be measured against the faith based foundation of DU. Burrett and Rusnak (1993) stressed there is as much a concern today for character or values education as any other period in our history.

Cost of Education

Financing a college education is a serious and troublesome matter for the American people (American Council on Education [ACE], 1998). In 1930, prices in the

nation fell as the Great Depression deepened, but DU continued to maintain its cost of tuition at \$225 per year. A hard-pressed college-age population found it difficult to meet the cost of tuition, and enrollment declined four consecutive years (Rishel, 1997).

In February, 1934 the Civil Works Administration (CWA) helped finance the cost of education by providing jobs for students at their respective colleges and universities. The CWA was quickly replaced by the more organized Federal Emergency Relief Administration (FERA), which allowed broader participation. A student working under FERA could conceivably earn enough to cover 80 percent of the cost of tuition. In the summer of 1935 the program was continued under the National Youth Administration, which was part of the Works Progress Administration (Rishel, 1997).

The Servicemen's Readjustment Act of 1944, the "GI Bill," was a quick response to the readjusting of the 20,000,000 members of the armed forces returning to civilian life following the end of WWII. The GI Bill brought irreversible growth to higher education by making it more accessible to what had been historically underrepresented groups. The GI Bill was significant legislation making American higher education more inclusive of the general population. This would have a sustained impact on American higher education and on the country (Guttek, 2000).

Surviving these difficult times, the School was in a position to continue teacher education programs also with the assistance of federal funds and grants. The School opened a job placement service for graduates. During the growth cycle of the School, the percent of increase in enrollments exceeded that of the University growth rates until the mid 1970s when the School's enrollment declined due to the over abundance of teachers in the nation. Due to the School's value added accomplishments there was a steady flow

of incoming students. Also, the budget performances of the School were very good as evidenced from the Deans' annual reports (Duquesne University Archives, Boxes 8, 9 & 10, Series 6, ff 1 to 27, 20004). These performance results contributed greatly to the efficiencies of the University.

Strategic Planning

The relevance of the strategic plan for colleges and universities is to provide a plan of actions that is realistic and achievable in attaining goals and objectives and to inform all concerned of the strategic direction of the School (Hightower, 1996). Often educational leadership responded to changes, rather than anticipating influences and leading the changes needed (Guttek, 2000).

In 1946 President Truman appointed the President's Commission on Higher Education. The Commission encouraged the states to coordinate the growth, development, and expansion of their higher education systems. In the 1950s and 1960s the emphasis was for orderly expansion. Then in the mid-1970s the concept of planning was further refined in strategic planning. In the 1970s this meant state-wide coordination of public higher education to avoid duplication and contain the quickly rising costs.

Guttek, (2000) states while most people agreed the U.S. schools needed improvement, profound disagreements developed as to how the improvements were to be initiated, directed and financed. Wren (1995) describes several forces, i.e. technology, the environment, social values and others that are making unprecedented demands upon organizational leaders; requiring fundamental changes in the skill of leaders, past organizational assumptions and management systems and structure. Strategic planning can address these and is an active tool not reactive, that shapes ideas and determines the

strategic direction of the organization (Sergiovanni, Burlingame, Coombs, and Thurston, 1999).

Educational Leadership

Due to empowerment in education teachers may be more motivated to higher levels of performance and productivity (Hickman, 1998). Educational leadership is a process of inviting teachers to assume greater leadership in the schools and the profession. Under the leadership of Dean Whordley and Dean Henderson new doctoral cohorts were identified for the Interdisciplinary Doctoral Program for Educational Leaders (IDPEL) and in May, 1997 the first doctoral graduates from the School of Education completed the program. IDPEL received national and international acclaim and has been duplicated by colleges and universities. Doctoral programs were being developed in the Department of Elementary, Secondary and Reading Education and the Department of Counseling, Psychology and Special Education. Leadership in education served as the central theme for all programs in the School. It was particularly applicable to the programs in community service, multiculturalism, global partnerships, special education, pastoral training, student teaching and internships (Duquesne University Archives, Box 10, Series 6, ff 24, 2004).

DU School of Education develops students in all its degree and certification programs to become leaders in educational theory, research and practice. In a very real sense, these educators embody the process of becoming “leading teachers” by valuing inclusive practices, using technology skillfully and manifesting best leadership traits and behaviors. Further, they demonstrate the ability to put their learning into practice in each of the domains of (1) Becoming a Learning Theorist; (2) Becoming a Curriculum

Theorist; (3) Becoming an Expert in School Context; (4) Becoming a Master Practitioner; and (5) Becoming an Instructional Leader (Duquesne University Archives, Box 10, Series 6, ff 27, 2004).

In 1993 the Leadership Institute of Duquesne was chartered and established a partnership between the School of Education and the School of Business Administration. The Leadership Institute provided training and instructions in various domestic and international topics of interest to business executives and educators. Pennsylvania is recognized as one of the leading states to watch regarding teacher education in changing curriculum to become more innovative. Nelson, Carlson, and Palonsky (1993) and Bartley (2001) both report that Pennsylvania requires field base experiences and practicum and invites teachers to assume greater leadership in schools.

Avoiding the Disengagement of Colleges and Universities From Their Christian Faith

Is there a process of secularization that has claimed faith based colleges and universities? Some would say yes. The need therefore is to insure the faith based religious traditions continue (Benne, 2001). The Deans' consistently embodied the School's faith based origins. In 1939, during Dean Kirk's tenure, the School added to their original guiding aim, core ideology, purpose, and mission the following: the education of young men and women in the ideals and practice of Catholic philosophy and Christian ethics (Duquesne University School of Education, Ripe for Jubilee, 1978). This formal adoption and documentation under Dean Kirk's leadership highlighted the significance of upholding the integrity and ethical excellence of the School.

Dean Niehaus specifically placed great importance on the School's identity of educating students in the ideals and practice of Catholic philosophy and Christian ethics.

He published papers in support of his core faith based ideologies. Hughes and Adrian's (1997) statement emphasizing the connectedness between history and future new paradigms for 21st century Christian higher educational leadership that is vital to the Catholic tradition to save and keep alive for future generations whatever was good and fruitful definitely applies to the continuation of a faith based School like Duquesne.

There is no disengagement from the faith by the School and quite the contrary the record displays a steadfast tradition in support of the Catholic mission, with an ecumenical acceptance. An ecumenical atmosphere is one of the goals accompanying the DU mission. This goal states:

...openness a hallmark of intellectual tradition....provide an environment open to ecumenism in its most profound and meaningful form....dialogue with all peoples of every faith and background....efforts of enculturation to assure peace and harmony among cultures....the diversity of cultures on this campus is second to none in America (*Duquesne University: A Catholic University in the Spiritan Tradition*, 1987, p. 11).

This researcher concludes that the very essence of visionary leadership has been modeled by the Deans of the School in their responses to the needs of the profession. As value added accomplishments resulted from their actions, it is this researcher's contention that the leadership humbly displayed their contributions to the School's success. True leaders do not place themselves apart from or ahead of others. As Christ demonstrated servant-leadership to the disciples as he washed their feet, the Deans of the School have figuratively washed the feet of many educators and fellow workers throughout the history of the School. In the business world of today leaders are looking for a new business ethic

to emerge (Hickman, 1998). This researcher acclaims there is not a need for the leadership of the School to adopt a new business ethic. There has been an exemplar of the servant-leadership by the Deans of the School, each having the desire to serve first and then making the conscious choice to aspire to lead (Wren, 1995).

Recognition of Major External and Internal Influences for Transformative Change

The public document review for the School did not reveal a formal process of scanning the external or internal environment for opportunities, threats, strengths or areas of need. However, a few of the Deans proactively responded to major external influences which had the potential to impact the school such as wars, economic conditions, social, cultural, globalization, technological, political, legal and competitive trends. Otherwise external influences were largely beyond the control of the School (David, 2001). These external influences had the potential of being identified as either opportunities or threats to the School. The same holds true for internal influences such as administration, budget efficiency, skills and abilities of the faculty, research, community and professional activities, quality and faculty morale. Internal influences are controllable by the School (David, 2001). Becoming alert to external and internal influences and responding to them in a timely manner provides an advantageous circumstance for the administration to act to take advantage of the opportunity, reduce the impact of identified threats and respond internally to the needs.

The Value Added Perspective

The value added perspective is the key component of the theoretical framework for this research. As the needs of the profession are identified via an environmental scanning process of the external and internal influences, they combine as the driving

forces for the Deans to produce value added accomplishments. An organization is described as basically a group of people intentionally established to add value to the inputs, which subsequently accomplish goals, and result in an output from the organization that is of greater value than the inputs (Kaplan and Norton, 2001). Figure 6 portrays the School as the organization with the system of inputs developed and passed through the School, resulting in value added and concluding with the outputs of the School becoming more valuable than when originally input. This process is known as the value chain in the literature of organizational theory (Kaplan and Norton, 2001).

The researcher developed a visual perspective identifying the School's major processing system, or value chain, to produce the tangible outputs of professionally trained and educated teachers and administrators. Producing professional educators for leadership and distinction in teaching, scholarship and service to the world's communities is a major output of the School.

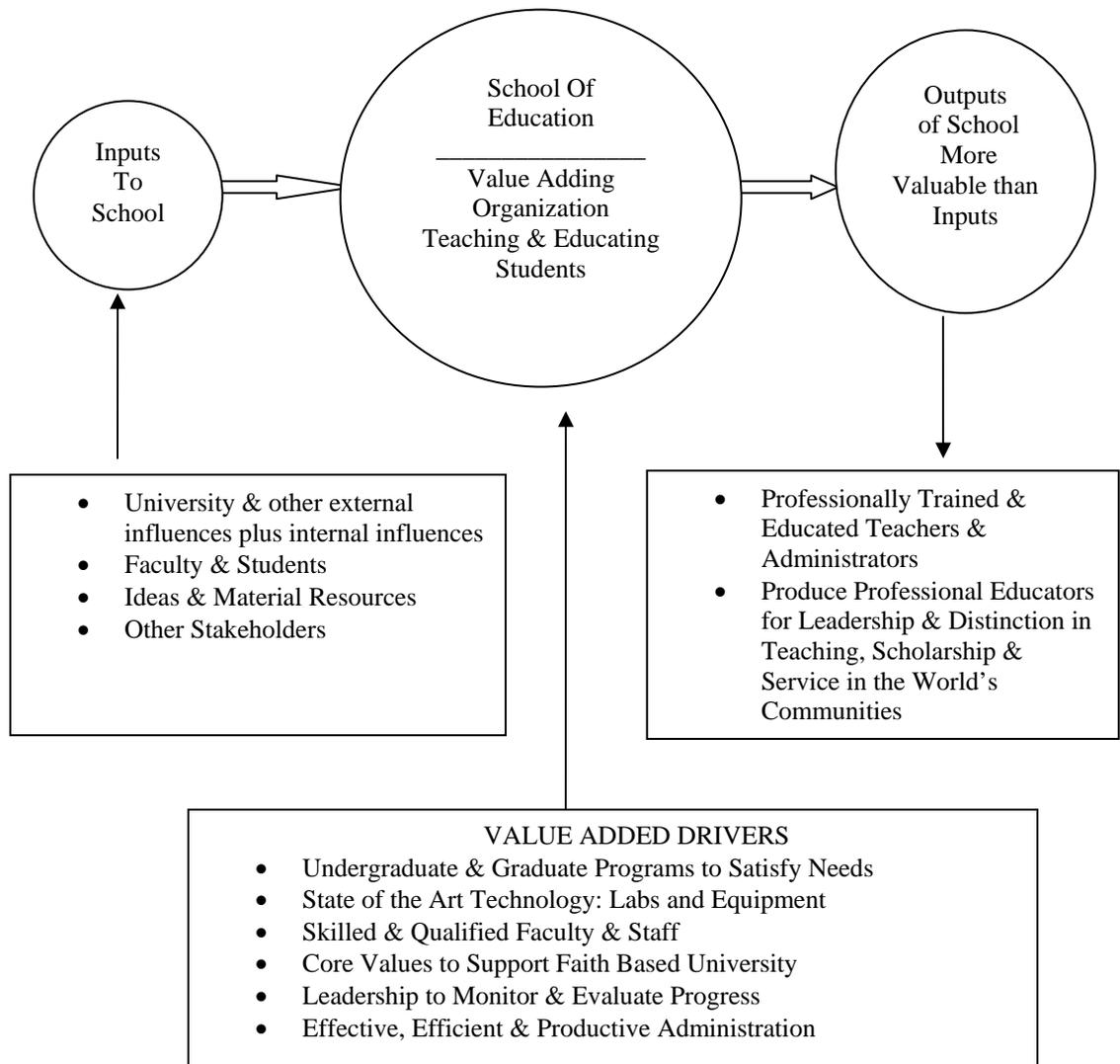


Figure 6. The Value Chain of Organizational Theory.

Applying the School's organization to the findings by Chowdhury (2003) the School's organization is no more than an extension of its key talent in the value chain. According to Chowdhury the talent has the capability, when applied, to create value that is recognized and rewarded by primary stakeholders. Further examination reveals that talented faculty, administrators and staff must know how their jobs fit within the value chain and not only perform the routine tasks well, but also excel at the high leveraged components of their jobs. The Dean's responsibility is to ensure that the employees are operating at the high end of their jobs by using their individual talents to the utmost. Also, the employees' talent should be leveraged wisely by the Deans or the talent may be wasted. Chowdhury expands this to include that talent is wasted within the School if the talent is not recognized, developed, expressed, refined and leveraged.

This researcher concludes that the value chain of the School should offer a connection between the students and the value creators (the talented faculty, the administrators and the staff), providing students a positive identity with the School and supplying the students with the value they desire and need to become professionally trained. The leadership challenge of the Deans is to identify the talent of the School at every link, decide what talent matters most, leverage the talent by teams, special projects and mentoring or coaching. The Dean is the talented driver-leader whose job it is to maintain the winning combination of continuous development and quality performance.

Value Added Accomplishments: Dean Kirk (see Table 3)

Dean Kirk was a Holy Ghost Father with an assignment to start-up the School of Education at a time in history beginning with the Great Depression. Duquesne was crowded for space, short on endowments and not in a position to expand. The Great

Depression created a shortage of students and tuition income. Nevertheless, Dean Kirk was steadfast and persistent in accomplishing a successful start up for the School.

The New Deal programs under President Roosevelt became operational and students could obtain jobs and receive aid to cover a portion of the tuition costs. Internally the School was in a position to continue teacher education programs with the assistance of federal funds and grants. Also, the School opened a job placement service for graduates.

In addition to being a Holy Ghost Father, Dean Kirk was a doctoral graduate of the University of New York where he studied educational administration. He developed administrative principles for higher education founded upon organizational efficiencies adopted by business corporations of the time. The School's start-up cycle was characterized by Dean Kirk's creative visionary pursuits and value added accomplishments. He was not encumbered or preoccupied with policy, procedure and fine tuning of conforming to organizational standards. He embarked on something new; to create a faith based School of higher education to professionally train teachers, administrators in both public schools and colleges and universities.

As a result of sharing his core values Dean Kirk created trust and confidence enabling his organizational leadership to do what was necessary to keep the momentum going (Waddock, 2002). Although he was aware of formal planning techniques, this researcher did not identify any written guidelines or procedures by Dean Kirk. This researcher suggests because there was not documented evidence of a formal plan that foundational decisions were derived from goals identified personally by Dean Kirk, his visions for the School's future success.

Dean Kirk exhibited what is known in contemporary management as the heart of the matter: leadership and management/administration (Kouzes and Posner, 2004).

Upon reflecting on his value added accomplishments we can understand how Dean Kirk's visions became the driving force for the future of the School. His passionate visionary pursuits and value added accomplishments had sustaining and encouraging influences upon the School.

Table 3

Value Added Accomplishments: Dean Kirk

1929 to 1940 - Father Raymond V. Kirk, C.S. Sp

<u>Value Added Accomplishments</u>	<u>Pursuits/Actions</u>	<u>External/Internal Influences</u>
First Dean of the School	A liberal education background for teachers	The Holy Ghost Fathers-external
Established the first foundational mission and visions	Professional training of teachers	World War I- external Great Depression-external
Established the first curricula for the new School of Education	Applied for PA certifications and accreditation	Kirk's core ideology – internal
First PA approved accreditation B.S. and B.A. degrees in education	Continuation of DU's humanitarian work	DU's mission – external Kirk's leadership-internal
Continued educational services to the Pittsburgh Catholic community	Revised class schedules for evenings and Saturdays	Accommodate students-internal
First practice teaching program and Future Teachers of America Club in PA	Applied for grants for research from U.S. Commission on Education	PA requirement-external
Music education received its first accreditation by the state of PA	Organized the school structure and functions	Federal funds grant-external Federal New Deal Programs-external
First graduate and educational administration program accredited by state of PA	Theory of teaching plus application experience	Increased student applications for teacher training-external
Educational research began and job placement	Negotiated prep school with Fifth Avenue High School	

Value Added Accomplishments: Dean Redman (see Table 4)

When Father Kirk became President of Duquesne University in 1940 he appointed Interim Dean Brophy. Shortly thereafter he appointed Dean Redman. She was the first woman to be made Dean of the School.

Dean Redman faced significant external influences. After the bombing of Pearl Harbor the draft lowered the University's total enrollment and students left the School for higher paying jobs. Despite the University's enrollment decline and the fact that teachers could not command the higher rate of pay at the time, the School increased its enrollment by 300% which helped the University's tuition income problem. The start-up phase of the School continued under Dean Redman's leadership. She embodied values of caring, integrity, trust and vision making a valuable contribution to the School, particularly in the area of ethics. Additionally, she initiated and formalized several operating policies and procedures for the School. Internal policies and procedures are a requirement for control leading into the growth phase of the School's organization.

Table 4

Value Added Accomplishments: Dean Redman

1940 to 1943 - Dr. Kathryn Redman

<u>Value Added Accomplishments</u>	<u>Pursuits/Actions</u>	<u>External/Internal Influences</u>
Became the first woman Dean of the School	Leadership desire	DU President Kirk appointed-external
Presented a seven point approach to good teaching techniques for the faculty	Core ideology	Focus on faculty teaching-internal
	Policies and procedures for School	Provide instructions-internal
Maintained the 15-hour semester limit for teaching	Insure discipline in the School	DU and School mission statements-external and internal
	Improve professional status of teaching	Cancel junior college idea-internal
Authorized teachers to exclude students who were not polite, refined and cultured	Continue growth of the School	DU enrollment decreased-external
Extended core curriculum from two years to four years		The School's enrollment increased in support for DU-internal
Supplied each full time teacher with an assistant to perform needed tasks		
Established open door policy with the Dean's office		
Increased student enrollment by 300%		

Value Added Accomplishments: Dean Pierce (see Table 5)

Dean Pierce served for approximately one year. The School still operated under the constraints of WWII and continued with establishing various policies and procedures during this period of their mid-growth cycle. Dean Pierce was instrumental in defining course content requirements and developed a program for student analysis of the qualities of teachers. While serving on a PA state committee, Dean Pierce contributed to the vision of professional development of teacher skills.

Table 5

Value Added Accomplishments: Dean Pierce

 1943 to 1944 - Dr. A. Lester Pierce

<u>Value Added Accomplishments</u>	<u>Pursuits/Actions</u>	<u>External/Internal Influences</u>
Served on PA state committee to revise professional teaching requirements	Develop professional teacher skills	Service to profession-external
Defined content for each course taught	Create standards for syllabi	Policies and procedures-internal
Established student analysis to determine qualities required of teachers	Identify performance qualities	Develop top notch teachers-internal

Value Added Accomplishments: Dean Harcar (see Table 6)

Father Harcar served as Dean and Executive Vice President of the University simultaneously. Internally, along with Redman and Pierce, Dean Harcar continued the School's growth. The School's enrollment in 1950 was 1,141 students. Dean Harcar's leadership provided value added transformative change in the operations by establishing policies and procedures, revising the School's curriculum, obtaining certification of new graduate and undergraduate programs and providing services and humanitarian support to the community including the Catholic School programs.

Events following WWII and the Korean War heavily influenced Dean Harcar's leadership responsibilities. The School adapted to postwar external influences, such as the peace time American industrial machine pumping out products and services to the needs of the war torn areas of the world. Post war employment was high and labor strikes at local businesses created a few problems for the University and the School.

In 1959, near the end of Dean Harcar's tenure, the state of Pennsylvania proposed new requirements for superintendents and assistant superintendents requiring them to have a doctoral degree. This would be known as the Chief Administrator's Certificate (Duquesne Archives, Box 8, Series 6, ff 2, 2004). This external influence created potentially transformative change in the School's graduate education programs. If the proposal would be accepted, a plan would have to be developed to become accredited based upon these new requirements.

Table 6

Value Added Accomplishments: Dean Harcar

1944 to 1961 - Father George A. Harcar, C.S. Sp

<u>Value Added Accomplishments</u>	<u>Pursuits/Actions</u>	<u>External/Internal Influences</u>
Served simultaneously as Dean and Executive Vice President for the University	Service to the School and DU	Servant leadership-internal
Established certified programs: - graduate guidance and counseling program - administration program for elementary principals - supervision of principals and administrative officers - library science	Develop new programs Apply for certification approval Community service	Expand School's offerings-internal PA requirement-external DU mission-external
Established the Institute for Catholic School Programs to educate priest on issues	Performance measurements	Monitor teacher professionalism-external
Established the National Teacher Examinations held on campus for graduates	Reward student scholarship	
Inaugurated the student's Dean List or honor list required 2.5 gpa for eligibility		

Table 6 (Cont.d)

Value Added Accomplishments: Dean Harcar

<u>Value Added Accomplishments</u>	<u>Pursuits/Actions</u>	<u>External/Internal Influences</u>
Established psychology as a major in the School of Education	Humanitarian service Service for the students	Recognize student scholarship-internal National association-external
Developed research and clinics for teachers to relate to the culturally deprived	Apply for accreditation Celebrate accomplishments	Public relations for School-internal
First to appoint faculty advisors for all students		
Applied for accreditation American Association of Colleges for Teacher Education		
Prepared the 25 th Anniversary Celebration for the School		
Encouraged faculty to be active in community services and professional groups		

Value Added Accomplishments: Dean Niehaus (see Table 7)

During the 1960s the Vietnam War and the social and civil unrest in America presented new challenges for the University and the School. The students once again became active in military service. There were student protests of the war and race riots in our major cities. Fortunately, the Duquesne student body escaped much of this turmoil. Father Niehaus was appointed Dean in 1961. He focused upon extending and completing the work of Deans Redman, Pierce and Harcar. Dean Niehaus was instrumental in providing a vision which emphasized the importance of a Roman Catholic education and the School's Catholic core values. His emphasis upon the aspects defined in the original mission of having deep sympathies, tolerance, refined tastes, gracious manners and disciplined faculties most likely contributed to the easing of any tensions within the faculty and the student body during the social and civil unrest in the country.

The baby boomers were becoming of age to enter the colleges and universities. This demographic external influence created an increase in enrollments. Despite the rising costs and tuition increases Duquesne and the School experienced higher enrollments. Dean Niehaus made internal adjustments as a result of these increases in enrollments at the School. Transformations occurred as Dean Niehaus reached outside the School by way of establishing a University advisory committee for teacher education to garner fresh new ideas to perpetuate the growth of the School.

Dean Niehaus held a position on the governor's commission for teacher education in Pennsylvania, contributing and sharing ideas to improve the profession. There were new programs established in team teaching, library education, public service reading

instruction program, audio and visual simulations for teachers, teacher internships, research in math and science and new program accreditations.

Externally communications technology became advanced by the use of computers. Federal funds were made available by Congress that helped improve education and assisted students with tuition costs. As a result, the School's enrollment at the end of 1970 was 2,556 students.

Table 7

Value Added Accomplishments: Dean Niehaus

1961 to 1970 - Father Philip C. Niehaus, C.S.Sp

<u>Value Added Accomplishments</u>	<u>Pursuits/Actions</u>	<u>External/Internal Influences</u>
Completed and extended work of Dean Harcar in community service by faculty	Humanitarian core values	DU's and School's mission-external and internal
Provided a focus on Roman Catholic Education	Catholic core values	DU's Catholic philosophy-external
National Council for the Accreditation of Teacher Education gave full approval	Administered on site review	Member PA governor's commission for teacher education-external
Team teaching programs excelled	Innovative teaching pedagogy	U.S. social and civil unrest of the 1960s-external
Established a University advisory committee for teacher education	Funding to support program	
Obtained grant for preparation of teachers in special education and mentally retarded	Maintain accreditation status	Baby boomers reach college age-external
	Lecturer and advisor for education profession	
	Community service	
Middle States approved master degree for teacher prep for mentally retarded		

Table 7 (Cont'd).

Value Added Accomplishments: Dean Niehaus

<u>Value Added Accomplishments</u>	<u>Pursuits/Actions</u>	<u>External / Internal Influences</u>
Established the library education program	State of the art technology	Available federal funds to improve education-external
Instituted a public service reading instruction program	Assist teacher developmental recruitment	Technology advances-External
Continued growth in enrollment	Teacher education research	NEA student teacher recruitment-external
Audio and television simulations were developed for teachers	Professional performance	Member of PA committee for Fulbright Scholarship-external
Teaching Internship Certificate Program was instituted with the public schools	Faculty to fulfill needs of students	
Faculty research received acclaim for math, reading, guidance and counseling		
National acclaim as one of the top ten educational programs		

Value Added Accomplishments: Dean Kleyle (see Table 8)

Following Dr. Kleyle's appointment as Dean, the School experienced a peak enrollment in 1972 of 2,602 students. Dean Kleyle was an astute administrator. She envisioned a downturn in enrollment two to three years before it became a reality. The basis for her forecasted enrollment downturn was an over abundance of teachers in the market place.

Dean Kleyle, internally in the School, administered with a hands-on style. She was eager to extend the existing faculty's responsibilities to include participation in developing new programs. These new programs could not duplicate other teacher education programs, instead they must compliment and improve upon them. Dean Kleyle envisioned that productivity would be instrumental in maintaining the existing faculty and avoiding a cut back since enrollment would decrease. She utilized part time faculty to support the new programs. Dean Kleyle, with the participation of the faculty, established a formal operational and strategic planning process to provide a direction for current and future visions, pursuits and actions.

External to the School, America was experiencing economic issues with the unfavorable balance of trade as a result of a tremendous surge in imports. Businesses were downsizing and attempting to re-engineer their organizations to improve productivity. Deans Kleyle, Livingston and Interim Dean Barone could foresee these external influences and began to pursue internal actions to prepare the School for transformative changes. The School's administrative organization was restructured to improve productivity. A curriculum materials center to research needs, trends and practices was established to assist the planning and improve communications with

students and faculty. The School shared resources by developing co-op programs with other colleges, the Pennsylvania Department of Education and Pennsylvania school districts.

Table 8

Value Added Accomplishments: Dean Kleyle

1970 to 1975 - Dr. Helen M. Kleyle

<u>Value Added Accomplishments</u>	<u>Pursuits/Actions</u>	<u>External/Internal Influences</u>
Restructured the administrative organization of the School	Vision based from her doctorate in administration	New trends in education-external Over abundance of teachers-external
Enrollment peaked	Forecasted a decline in two years in enrollment	Increase productivity and professionalism-internal
Full time faculty focused on development and use of part time faculty	Hands-on management style	Students petitioned for a doctorate program-internal
Initiated planning for a doctorate in education degree	Develop programs to compliment, not duplicate other schools	DU developing master plan-external
Established a curriculum materials center to research needs, trends and practices	Assist planning function	Identify strengths and improvement areas of School-internal
Incorporated student representatives on all committees, except personnel	Improve student communications	PDE requested assistance-external DU and School's mission
Completed competency study for PDE resulted in approval of School's program	Cost saving action; avoid on site visit Community service	Reduce costs and improve productivity-internal

Table 8 (Cont'd.)

Value Added Accomplishments: Dean Kleyle

<u>Value Added Accomplishments</u>	<u>Pursuits/Actions</u>	<u>External/Internal Influences</u>
Set priority of developing in-service programs with PA school districts	Share complimentary resources Formal planning process	Sustain the School for the future-external and internal Changing social trends-external
Develop co-op program with Carlow College in pre-school and learning disabilities	Humanitarian service	
Instituted short and long range master plan for the School with faculty participation		
Created new courses to meet changing social conditions in urban and ghetto schools		

Value Added Accomplishments: Dean Livingston (see Table 9)

Dean Livingston further re-structured the School's administration by decentralizing the functions of the graduate and undergraduate offices to provide more control and effectiveness at the levels outside of the Dean's office. He developed and improved budget performance monitoring through monthly faculty meetings, provided new technology applications through the use of computers for the faculty, revised class schedules, adjusted faculty loads and identified the roles of administration and staff. All of these changes were designed to improve productivity and to meet requirements for accreditation requirements. Three accreditation visits were made by: the Pennsylvania Department of Education, Middle States Association and the National Council for Accreditation of Teacher Education. Approvals were granted, with the exception of the National Council for Accreditation of Teacher Education. Enrollment continued to decline during the middle to late seventies to less than 2,000 students.

Table 9

Value Added Accomplishments: Dean Livingston

1976 to 1981 - Dr. Jack L. Livingston

<u>Value Added Accomplishments</u>	<u>Pursuits/Actions</u>	<u>External/Internal Influences</u>
Decentralized the functions of graduate and undergraduate offices	To improve efficiencies and control	Administrative change-internal
Improved budget performance through monthly faculty communications	Monthly budget reviews	Improve communications-internal
Developed the first organization chart for the School	Identify roles of administration and staff	Planning meetings reinstated-internal
Enrollment declined	Revised class schedules and adjusted faculty loads	Kleyle's forecast-internal
Established the PA Catholic Conference	To focus education on student values	Support the mission statements-external and internal
Prepared for three accreditation visits-PDE, Middle States and NCATE - Accreditation was granted by PDE and Middle States and NCATE declined	Maintain accreditation status	Public relations-internal
Established program for the celebration of the School's golden anniversary	Celebrate accomplishments	Advances in technology-external
Significant progress in faculty developments	Technological applications for faculty	

Value Added Accomplishments: Dean Frayer (see Table 10)

The 1980s witnessed major advances in the use of individual computers in the homes, offices and schools creating a tremendous availability of information. Communications by electronic mail assisted the knowledge base expansion and hastened decision making. Dean Frayer realized the need to capture this external influence and apply it to the School's faculty applications. She procured new computer hardware and software for the faculty. Later the School received a grant to establish its first computer lab for use by students and faculty. Dean Frayer also continued the formal participative planning previously established by Dean Kleyle, revised the School's organization, position descriptions and governance policy. For the first time in the School's history the Pennsylvania Department of Education gave a full, unconditional accreditation.

Table 10

Value Added Accomplishments: Dean Frayer

1981 to 1989 - Dr. Dorothy Frayer

<u>Value Added Accomplishments</u>	<u>Pursuits/Actions</u>	<u>External/Internal Influences</u>
Established goals/objectives for future plans with faculty participation and approval	Visionary formal planning process	The explosion of knowledge-external
Re-established School's organization, position descriptions and governance policy	Develop and finalize a new organization structure	Advances in communications technology-external
Led faculty to full unconditional accreditation by PDE-for the first time in history	Achieve accreditation	PDE state requirement-external
Introduced global perspectives	Multi-cultural concepts in all programs	Globalization trend-external
Purchased new computer hardware and software	Advance technology in teaching	Maintain a competitive position-internal
Set-up field advisory councils	To stay current with new ideas and trends	Advisory councils of practitioners-externals
Designed a master degree in human resource development	New programs for new educational roles	Alumni-external
	To maintain network with alumni/others	
	To attract top caliber students	
	Encouraged students to undertake thesis research	

Table 10 (Cont'd).

Value Added Accomplishments: Dean Frayer

<u>Value Added Accomplishments</u>	<u>Pursuits/Actions</u>	<u>External/Internal Influences</u>
Instituted school's newsletter	Primarily for Catholic lay teachers/tuition reduction	DU mission-external
Established education scholarships	Encouraged students to undertake thesis research	DU and Seton Hill-external
Upgraded research courses	To maintain equity in work performed	The Women's Guild-external
Reduced tuition	Productivity via resource sharing for graduate education	
Increased pay for student teaching supervision		The Buhl Foundation-external
Developed cooperative program Seton Hill College	To establish first computer lab	
	To improve science and math teaching	
Secured grant for a computer lab		
Secured grant for science and math teaching		

Value Added Accomplishments: Dean Whordley (see Table 11)

Prior to Dean Whordley's appointment as Dean in 1990, Dr. Grasinger served as Interim Dean in 1989. She recognized significant internal opportunities to advance technology. Additionally, she emphasized the needs to receive accreditation from the NCATE. Other internal concerns needing to be addressed were additional administrative changes, minimizing the use of part time instructors and developing new programs.

Globalization or the worldwide interdependence of resource flows, product and service markets, business and educational influences advanced rapidly in the 1970s and 1980s. In the globalized world people are interconnected by technology which enhances educational opportunities. Dean Whordley became the first Dean to internally apply the external technological advances for the School by establishing project "Genesis," a program that provided free communications link for educators and "Kidlink," a program for children ages 10 to 14 to engage in discussions and projects. Other programs were initiated by Dean Whordley in Hungary, England, Ireland and the USSR.

An example of the internal use of advanced communications technology was applied to the new doctoral program IDPEL. Dean Whordly introduced this cohort program for graduates who needed to advance their education. Generally these graduate professionals were pressed for time given their current careers. Electronic mail, with a developed list serve, provided a communications link for quick and easy assignments, announcements and chats. IDPEL was a flexible program for school superintendents, principals, supervisors, teachers, psychologist and professors. In 1994 IDPEL achieved the American Association of School Administrator's Professional Standards for the Superintendency (Rishel, 1997).

Table 11

Value Added Accomplishments: Dean Whordley

1990 to 1995 - Dr. Derek Whordley

<u>Value Added Accomplishments</u>	<u>Pursuits/Actions</u>	<u>External/Internal Influences</u>
Re-accreditation by PDE	Apply for accreditation	PDE state requirement-external
Accredited by Council of Accreditation of Counseling	Apply for accreditation New global programs	Council of Accreditation of Counseling-external
Initiated programs in Hungary, England, Ireland and USSR	New model for doctoral program	Globalization trend-external
Introduced IDPEL and approval of standards for superintendents	State of the art lab in Canevin Hall Communications link for area educators	Leadership-external and internal Explosion of network information-external
Dedicated a new computer facility	Global communications for students	Global communications-external
Introduced project Genesis	Education for the handicapped	Federal mandate- external
Introduced "Kidlink"	Core values for middle school students	DU and School's mission statement-external and internal
Sponsored a summer autism symposium on campus	Community service	
Received national acclaim for School's work with mentally retarded		
Instituted family and community values program		

Value Added Accomplishments: Dean Henderson (see Table 12)

Dr. Henderson was appointed Dean in 1995, at a time in history when the major external and internal influences were very positive for organizational transformation. Considering the theoretical framework, organizational theory is a set of interrelated concepts, definitions and generalizations that systematically describes and explains patterns of regularities in organizational life (Hoy and Miskel, 1996).

An awareness of major external forces such as the political, social and economic changes in the 1970s brought about by globalization factors created a re-engineering of organizational internal life. Re-engineering transformed to X-engineering, the crossing of organizational boundaries, bringing a focus on both internal and external work and relationships (Chowdhury, 2003). There was extreme frustration by management and stakeholders, attempting to review and bring about needed transformative change via re-engineering and X-engineering in response to the external forces of the 1970s.

Technology and the explosion of knowledge advanced the state of the art in management and administration such that rapid productivity gains were more easily accomplished. Global awareness began peaking out with many product and service organizations feeling the competitive pressures. Nevertheless, because of what Dexter Dunphy (Chowdhury, 2003) calls the “organizational renewal movement” organizations can proceed with formulating and implementing plans with flexible, proactive actions that deploy resources with speed and agility. Never before in recorded history has so much knowledge been available. People require intellectual skills as the demand for knowledge workers surges forward (Chowdhury, 2003). Economic forces for the most part have been stable and social and cultural transitions have not disrupted society.

Internally the education profession, and particularly the School, has opportunities to leap forward with advancing quality, leadership, new programs and professional development to meet the challenges ahead.

Dean Henderson immediately began to make every effort to meet these challenges by first re-establishing the mission of the School with the participation of the faculty. The new mission addressed the need to prepare professional educators for leadership and distinction in teaching, scholarship and service in the world's communities (Duquesne Archives, Box 10, Series 6, ff 25, 2004). Dean Henderson's unswerving vision was centered on educational leadership. Home of the Nation's Leading Teachers became the public relations caption providing a sense of pride in the completed work and the work yet to be accomplished. Internally, it was an inspiration to students, faculty and staff that became a part of the work in process; the journey of professional performance would accomplish the goal of educational leadership.

The value added drivers at the School were both instrumental and humanistic. Structures were changed, technology was applied, and flexible teams put in place, faculty skills, talent and involvement created the value added accomplishments led by Dean Henderson.

Table 12

Value Added Accomplishments: Dean Henderson

1995 to 2003 - Dr. James Henderson

<u>Value Added Accomplishments</u>	<u>Pursuits/Actions</u>	<u>External/Internal Influences</u>
New programs for the School:	To be a greater service to the region, nation and world	New mission and visions for the School-internal
- Principal's certification K-12 in Administration and Supervision Program	Leadership in education	Curriculum development for public/private schools-external
- Two new doctoral programs: ILEAD and ExCES		
- Early childhood master program	Administrative leadership in public/private schools	
- IDPEL at Shippensburg		
- St. Vincent's Counseling and Program Evaluation, master	Provide new programs for curriculum development in public / private schools	Administrative leadership public/private schools-external
- Marriage and family counseling master		
- Instructional technology master and certificate		
- Master in Educational Studies, distance program		
- Advanced program in Counselor Licensure		
- St. Vincent's College master instructional technology		

Table 12 (Cont'd.)

Value Added Accomplishments: Dean Henderson

<u>Value Added Accomplishments</u>	<u>Pursuits/Actions</u>	<u>External/Internal Influences</u>
New programs for the School (cont'd):	To be greater service to region, nation and world	Technology advances-external
- Master instructional technology in Ireland	Leadership	Globalization trend-external
- Superintendent's letter of eligibility	Administrative leadership in public/private schools	Focus on quality education-external
- Junior semester abroad in Italy, Ireland, Puerto Rico, Costa Rico and Belize	Provide new programs for curriculum development in public/private schools	Fast pace of knowledge and communications flow-external / internal
- Ph.D. in school psychology	Quality performance	Funding of new programs-external
- Master instructional technology at Milton Hershey School	Develop students to be apprised of theory, research and practice	
- Leading Teacher program at Milton Hershey School		
- Ed.D in instructional technology		
- IDPEL at Mercyhurst		
- Ed.D elementary, secondary and reading education		
- Ed.D and M.S.Ed. foundations and leadership	Grow student body at the School	
- Ed.D. counseling, psychology and special education		

Table 12 (Cont'd.)

Value Added Accomplishments: Dean Henderson

<u>Value Added Accomplishments</u>	<u>Pursuits/Actions</u>	<u>External/Internal Influences</u>
Increased enrollment at Vincentian Academy by 40%	Home of the Nation's Leading Teachers	Globalization trend-external
Four years of growth and all programs accredited by PDE	Support new programs	Transformative change to meet educational needs-external and internal
Established visionary motto	Continuous improvement	
Increased size of faculty	Public relations	Focus on quality of education-external and internal
Revised undergraduate curriculum	Technology applications in teaching	Explosion of knowledge trend-external
Enacted "Kaizen" budgeting process	To inform stakeholders news of progress in School	PR-advertise your strengths-internal/external
Partnership with Quaker Valley Schools	Global expansion; multi-culturalism	
Web hardware and software applications	Innovative focus on quality of teachers	Funding of new programs-external
Secured new computers, portable lab developed distance learning		
Increased public relations communications		
Added international studies and teaching in China and Latin America		
Implemented Dean's Teaching Fellows program		

Value Added Accomplishments: Interim Dean McCown (see Table 13)

As this study concludes Interim Dean McCown provides leadership following Dean Henderson's return in 2003 to teaching and to the position of director of the IDPEL program. Interim Dean McCown, along with the faculty developed a Unit Assessment System (UAS) designed to provide the framework for assessments of all programs within the School. In addition, the development of data infrastructure continues with work to involve all programs and faculty in its use. It is critical as the School moves forward for there to be achievement of sustainable developments and continual re-examination, renewal and improvement on existing, as well as new programs. Interim Dean McCown points out the support provided by the faculty to refocus efforts clearly and efficiently on the heart of the academic enterprise: teaching and research (Duquesne University Archives, Box 10, Series 6, ff 27, 2004).

Table 13

Value Added Accomplishments: Interim Dean McCown

2003 to 2005 - Dr. Rick McCown, Interim Dean

<u>Value Added Accomplishments</u>	<u>Pursuits/Actions</u>	<u>External/Internal Influences</u>
School led the way for DU induction into UCEA	Educational leadership programs	Education leadership-internal
ExCES doctoral program switched from Ed.D to Ph.D degree	Transformative change	Management of change-internal
ExCES became first nationally accredited program at a Catholic university	Applied for accreditations	PDE requirement-external
School's community, school counseling, marriage/therapy programs accredited and School's counselor education and supervision program accredited	Community service	Technology advances-internal
Established partnership with NASA for graduate study at Kennedy Space Center	Innovative science and math study	Public relations-internal
Developed a data base for student assessments known as STAN	Advance technology for teaching	Federal/state funding grants-external
Celebrated the 75 th anniversary of the School	Celebrate accomplishments	
Faculty obtained external grants totaling \$400,000	Funding to support new programs	
Dean's office reorganized	To improve administrative support	

Conclusions: Findings and Interpretation of Results

The present challenges the School faces are unparalleled and the need for continuous improvement is vital. This researcher expresses the future success of the School with a simple motto: plan the plan and work the plan. Dean Henderson and his predecessors have laid a future path for the School. Will the School's future leadership be visionary and preserve the core ideology while stimulating progress and change where needed?

The research unfolded the chronicles of history resulting in a modesty of scope, but richness in learning. Collecting research data pertaining to the School's faith based institution has been gratifying for the researcher. As expressed by Hughes and Adrian (1997) the School has been very successful in weaving first class academic programs from the fabric of the Catholic faith commitments. The School has avoided abandoning their Christian orientation in the interest of purely enlightenment based search for truth. Some Christian colleges and universities in America have departed from the truth claiming an established right to precedence based upon their particular Christian worldview (Hughes and Adrian, 1997).

The Holy Ghost Fathers and Dean Kirk, in the Spiritan tradition, provided a sound and enlightened foundation on which the School was built and stills stands firmly on today. Approximately forty years later, Dean Niehaus wrote an internal paper on the core values of a Roman Catholic Education:

A Catholic philosophy of education flows from the Catholic philosophy of life...
The Catholic philosophy of life embraces those speculative and practical truths which serve to interpret man, his nature, his final purpose and all reality...life

flows from ultimate first principles...unchanging...a view of man, the world ...all reality...hence a philosophy of education (Duquesne University Archives, Box 1, Series 6, ff 15).

The School has sought to formulate and implement its academic programs by addressing the relationship between faith and learning from the founding of the School to the present.

Hughes (2001) explains how the Christian faith can sustain the life of the mind. The life of the mind is described as a disciplined search for the truth, genuine conversation with diverse viewpoints, critical thinking and analysis and intellectual creativity. In support of Dean Niehaus's statement, Hughes proposes that a sustaining life is not impeded by Christian faith, but is actually enhanced by it. He contends this is true only if Christians think theologically. God's word as expressed in *The Holy Bible* is truth. There is a difference between Bible study, a study to learn biblical facts, and a study to reflect creatively on the meaning of the biblical text in relation to the world. The Christian faith can at that point sustain the life of the mind (Hughes, 2001). This researcher believes this is a vital lesson to be learned from this study. It is a major defense as to why the School has proceeded and progressed growing upward on the organizational life cycle curve.

Over the seventy-five year history of the School time has changed the needs of the profession, the leadership has changed, but the timeless fundamental faith based principles of preserving the core values for educating students has indeed stimulated progress representing a continuous growth pattern. A pattern of growth that could be measured by the School's enrollments, size and quality credentials of faculty, size and

performance to budget and the addition of new academic programs over time. The formulation and successful implementation of new academic programs qualitatively and automatically should attract new additional student enrollments, drive the quality and size of the faculty and the size and performance of the budget.

This brings the researcher to a finding based on organizational theory. It is known as the “Organizational Life Cycle” or the evolution of an organization over time through different stages of growth (Schermerhorn, 2005). These stages could be identified and categorized with different titles but for this research the stages are identified by: the start-up, the growth period, the maturity stage, the stagnant stage, regeneration for continued growth, a potential declining stage and when all else fails failure becomes the final stage in the organizational life cycle. Figure 7 is a representation of a typical organizational life cycle.

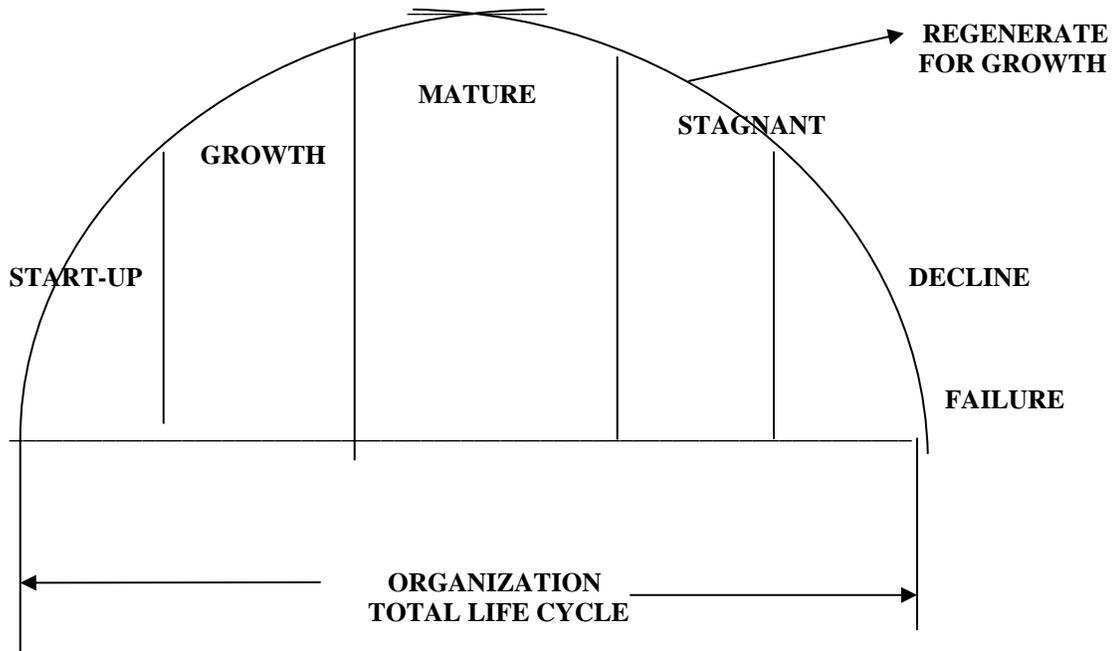


Figure 7. A Theoretical Organizational Life Cycle. This figure represents a theoretical life cycle model for an organization. This is the researcher's interpretation of the literature describing the concept. Organizational life cycles are similar to product life cycles in marketing. The point is that all organizations have a life with cycles measured in time along the horizontal axis. Continuous growth is the goal and can be measured by a variety of quantifiable factors on the vertical axis.

Typically organizations, just like people, go through life-cycles. The start-up stage or cycle begins from a perceived need for a program or in the case of Duquesne a School of Education. The School's leadership had a commitment to provide educational services. The foundational core values and visions of the Spiritans to satisfy needs was the motivating force. In the study of the School, there were decisions made out of necessity and with little time, or no time for formal planning. In 1929, the School began with two programs: B.A. and B.S. in education and an enrollment of 64 students (Duquesne University School of Education, *Ripe for Jubilee*, 1978).

During the years beginning in 1940 through 1961 the School experienced rapid growth. There were six new programs and enrollment increased to approximately 1,250 students (Duquesne University Archives, Box 8, Series 6, ff 2 & 3, 2004). The 20 year cycle between 1961 and 1981 was another growth period with 11 new programs and enrollment growth peaked in the early 1970s at 2,602 students. Enrollment began to decline in the mid to late 1970s when the School had approximately 2,000 students. Later in 1981 the enrollment was reduced to 1,400 students (Duquesne University Archives, Box 9, Series 6, ff 13, 2004). The decline was attributed to the over abundance of teachers nationally. Then from 1981 to 1995 the School added 13 new programs and had an estimated enrollment of 1,400 students. During the years 1995 to 2003 the School experienced the addition of 25 new programs and the enrollment grew to approximately 1,540 students (Duquesne University Archives, Box 10, Series 6, ff 27, 2004). Figure 8 depicts the pattern curve for the School's life cycle to 2004 based upon new program developments.

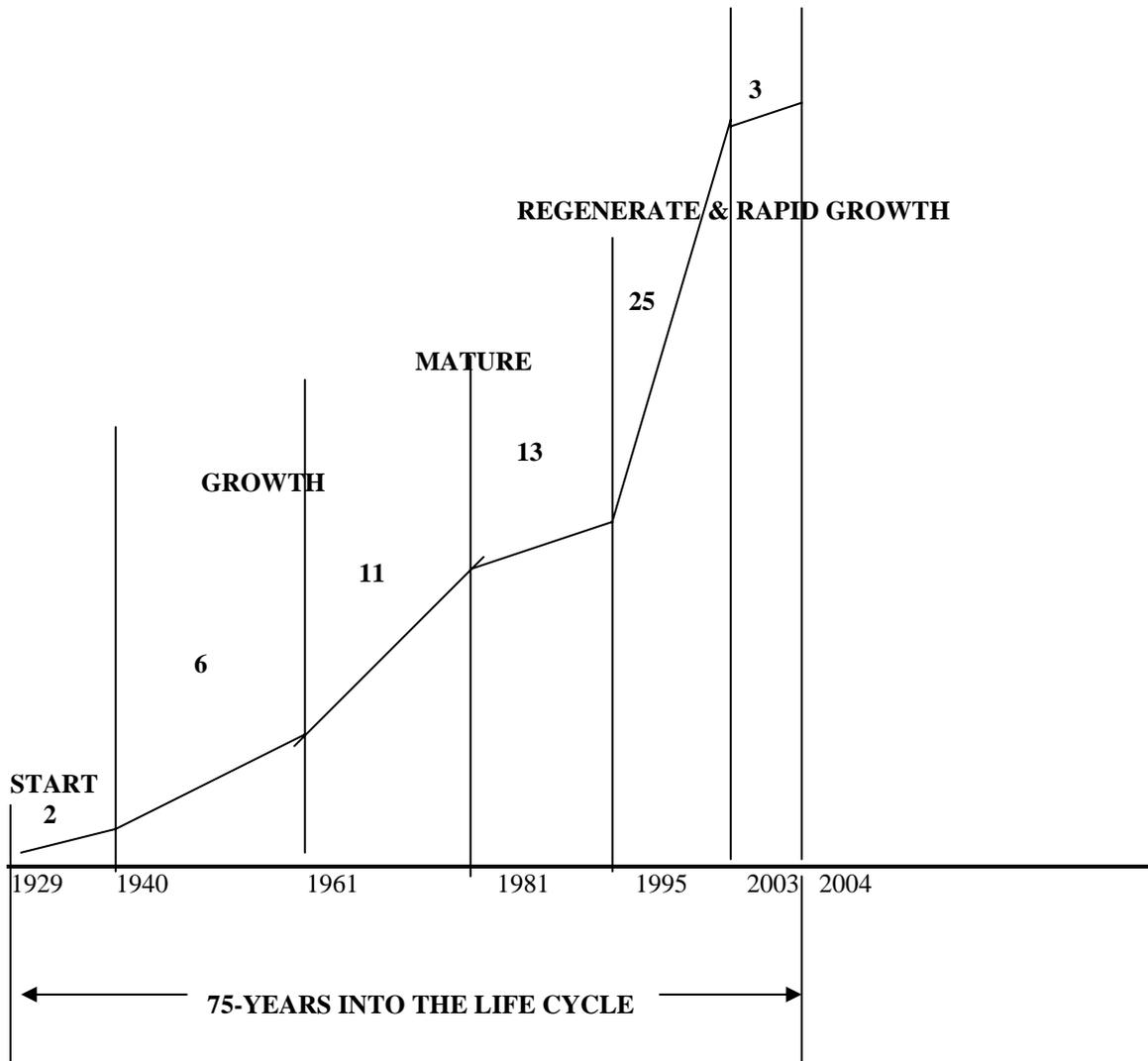


Figure 8. The Organizational Life Cycle of the School of Education, 1929 to 2004.

This visual graph (see Figure 8) shows the remarkable progress the School has achieved during the seventy-five year life cycle. Each cycle has experienced growth with programs established and recognized in the profession. The faculty has grown to support these programs and the student population has grown since the mid to late 1970s when the demand for teachers dropped considerably. The Deans did not lose sight of the mission while implementing their visionary leadership. The developed programs attracted the funding for the needed support. The School has avoided major set backs, causing any form of decline in program developments. The extended life of an organization is dependent upon many factors such as: the value added component, the available market, external and internal influences, core ideologies, core competencies and the ability of the administration to lead with vision to achieve value added accomplishments. The Dean's value added accomplishments contributed significantly to the progressive growth of the School.

Implications Identified for the Future of the School

Higher education has a unique obligation to lead the way in sustaining and building new avenues of excellence for educators. This is possible to achieve through innovative programs and by educational leadership guiding professional and talented faculty and staff into producing future leaders, policy makers, and responsible citizens of the world. Higher education utilizes a large share of resources on the campuses to carry out the traditional mission of teaching, research, and service (Kirk, 2003). Kirk provided an understanding of what is meant by sustainable activities; those activities that meet the contemporary needs without compromising the ability of future generations to meet their needs. Dexter Dunphy, a professor at the University of Technology, Sidney, Australia

points out the distinctive aspects of organizational sustainability Chowdhury (2003).

He identifies the new challenge in the 21st century for change agents is to provide leaders with a blueprint for the way forward as organizations are redesigned. Organizations need to be redesigned for sustainable practices for improving organizational performance, building human capability, contributing to community development and renewing the biosphere. Flexible proactive organizations necessitate deployment of resources by means of speed and agility. The challenges for organizations are greater and the need for transformation more critical. Dunphy (Chowdhury) claims that sustainability results from activities that:

1. Enhance the planet's ability to maintain and renew the variability of the biosphere and protect all living species.
2. Enhance society's ability to maintain itself and to solve its major problems.
3. Maintain a decent level of welfare for present and future generations of humanity.
4. Extend the socially useful life of organizations so that they can contribute resources needed to achieve the aforementioned. (p. 262)

The School has experienced considerable success in sustainability. The program developments led to curriculum revisions that met current and future educational needs. The value added accomplishments, especially in the past 15 to 20 years, exemplifies the visionary leadership role of implementation to not only sustain what has been good, but to adapt to the changing environment of the knowledge explosion, globalization, total quality, advances in communications technology and humanitarian and community service work. The question is: How will the School's visionary leadership of the future

be formulated and implemented to sustain, proceed and progress for the primary goal of training and educating professional teachers?

This researcher suggests that one of the keys to answering this question is a more formalized planning process (see Figure 2). An established planning process should identify strategic and tactical or operational long and short term plans for the School. The planning model for the School does not have to be as encumbering as the extensive planning model (David, 2001). The School can go as deep into the model as needed, with the idea of formulating, implementing, monitoring and evaluating the planned path of action. Obviously, the objective of planning is not to make plans, it is to achieve value added results of plans. Plans are not to be written and inserted into a binder and placed upon a shelf never to be reviewed again until the next requirement for a plan is passed down, one, two or three years later. They are to be review periodically, revised, monitored and evaluated for progress. Plans should focus upon being realistic and achievable. Participation of the administration, faculty, staff and students provides ownership to the plan. Plans begin with general guidelines being passed down from the top University and School leaders, thus providing visions and goals (Schermerhorn, 2005). Determining how much planning is enough is not an easy process, but critical insurance for meeting expectations and mitigating risks. Better planning, not more planning, is important to the process. The School should concentrate upon five critical components:

1. Understanding the external and internal environments.
2. Understanding the University's policies and constraints.

3. The ability to identify and coordinate relevant expertise...where are the resources...key people, sources of data, or consultants.
4. A clear articulation of ultimate expectations...communicating, sharing information so all stakeholders understand the importance of expected results of the plans for which they have a responsibility and ownership.
5. An understanding of how the effects of any given decisions are connected to other relevant actions or decisions...an integration of clearly relevant and irrelevant factors for providing a firm foundation for decision making (Rose and Kirk, 2001, p. 7).

The School's leadership has performed well in the past and some indications of formal vs. informal planning were indicated by Deans Kleyle, Livingston, Frayer, and Henderson. The School's foundation has been built to last, as evidenced by the first seventy-five years. The School's core values and purpose have been preserved. As time passes people and places may change, including the individual leaders, regardless of their charismatic or visionary traits. In light of future changes occurring externally and internally to the School, a need to stimulate progress shall exist if the School desires to be the Home of the Nation's Leading Teachers.

Contrary to popular belief and as expressed by Collins and Porras (2002), successful growth organizations do not always make their best decisions by brilliant and complex strategic and tactical planning. The research by Collins and Porras discovered that some organizations made their best decisions based upon experimentation, trial and error, opportunism and quite literally by accident. The real point here is that planning does not have to be complex or encumbering for the School, but needs to be realistic and

achievable to the point of flexibility, measuring the risks and accomplishing the agreed upon obvious goals for continued growth of the School.

The School of Education as an arm of Duquesne University has a very positive attribute for sustaining growth. Duquesne and the School is a faith based Christian institution of higher learning. It is based upon the Catholic Spiritan traditions and beliefs, but first of all it is Christian and has a common identity which involves taking the relationship with God our creator and redeemer with ultimate seriousness. Second, the common identity includes the faith in the discipleship of Jesus Christ. Third, it includes the acknowledgment of and gratitude for the empowerment by the Holy Spirit bequeathed by Jesus (Hughes and Adrian, 1997).

Too many young people attend college or university with their parents' encouragement, without any sense of what the college, university or school is all about beyond tentative vocational goals or questionable social aspirations. A continued strength of the School should be to educate Christian students who can exercise critical judgment and manifest the ability to interpret and to evaluate information in light of the Judeo-Christian revelation. The School must remain distinctive by educating and cultivating students through an integration of faith and learning, of faith and culture. What is needed is not Christians who are also scholars, but Christian scholars with a Christian education. Christian students and professors walk a different road, that of witnessing in a non-Christian environment (Holmes, 2002).

For a variety of reasons, some Christian schools at some point in their history have diluted or given away their faith commitments. It is imperative in the mind of this researcher that the School for sustainability and growth must take seriously the faith

traditions and continue to seek ways to make those traditions viable on the Duquesne campus. Since the beginning of the School, without exception, all of the Deans expressed and put into practice the core values of the founding Holy Ghost Fathers, the Spiritans. Since the early 1960s to the present the Deans had to make adjustments for the changing multiculturalism sweeping the country. At no time, according to the records, did the researcher find a weakening or dilution of the core values and beliefs. The research revealed quite the opposite – strengthening the mission, increasing community service, helping the culturally and physically and mentally deprived are just a few examples by the Deans of living their faith.

Visionary leadership, having the capability of handling fast pace change in a global environment exploding with knowledge through technological advancements, is a necessity in order for the School to continue its growth pattern. Managers can usually plan, organize and control an organization, but the fourth step of leading does not come easy to all managers. It has been said that all leaders can manage, but not all managers can lead. The distinguishing factor is usually one of vision—a future one hopes to create or achieve in order to improve upon the present state of affairs. However, there is more to it than vision. Great leaders are extraordinarily good at turning their visions into concrete results (Schermerhorn, 1997). Generally they get results by inspiring the organization to turn the visions into reality.

The researcher highlights that this study is a review of public documents and an interpretation based upon the printed words and accomplishments described by the Deans. As examples, in reviewing two of the major external influences on the School—globalization and technology, there is a time lag in the application of School's goal of

professional training of teachers as described in history by Father Kirk (*The Bulletin of Duquesne University, The School of Education, 1942-1943*), a goal that has persisted rightfully so through the years with numerous successes.

Most recently Dean Frayer, Dean Whordley, and Dean Henderson, recognized that the educational paradigm was shifting from a strict allegiance to the past to an application of visionary leadership. However, externally other organizations chose to regenerate and continue to grow or downsize, decline or fail since the 1970's (Chowdhury, 2003). In the education profession reality of this trend was a slow trickle down effect. This research of the School identified a similar pattern, but growth did not decline. This period of the School's history, 1981 to 2003, represents an era of fast pace change for most organizations in America (Bowman and Deal, 2003; Gutek, 2000; Schwahn and Spady, 2002). Organizations needed to become future focused, constantly monitoring emerging trends and operating on a set of principles no one had yet defined. The education profession, according to Schwahn and Spady (2002), continued to respond with the tools they already had rather than applying a new paradigm approach—visionary leadership.

On the basis of value added accomplishments, this researcher concludes that Dean Frayer was a visionary leader. She began the movement within the School for electronic communications via computers by introducing the need for hardware and software. The first computer lab for use by students and faculty was established late in the 1980's (Duquesne University Archives, Box 9, Series 6, ff 18, 2004). This represents a time lag of approximately 15 years for the School to introduce communications technology for the professional training of teachers.

Dean Whordley's value added accomplishments clearly define him as a visionary leader relative to international content in education. He is responsible for implementing international programs for the professional training of teachers between 1990 and 1995 (Duquesne University Archives, Box 10, Series 6, ff 22 & 23, 2004). This represents a time lag of approximately 20 years for the School to begin providing a focus upon the globalization of the world.

Dean Henderson's visionary leadership is reflected in his implementation of approximately 25 programs between 1995 and 2003, with varying content for the School to provide professional training for teachers (Duquesne University Archives, Box 10, Series 6, ff 26, 2004). The content of these programs brought out a multitude of value added advancements for the professional training of teachers such as: leadership in education, total quality management, international content, instructional technology, distance learning technology, the value of public relations and coordination with the World Wide Web and the School. A tremendous set of accomplishments with the faculty contributed to the School's upward spiral of growth. Nevertheless, transformative change for these programs lagged in time also compared to shifts and trends already existent for example in the business profession.

The findings suggest and within the scope of the literature reviews establish visionary leadership as the most critical approach for value added accomplishments and the sustainability of the School. It provides a picture of the School's compelling purpose. The School shall continue on a growth pattern when it consistently and creatively acts upon its core values via professional performance. The time lag between educational implementation of needed value added components and the reality of the outside

environment for professional training of teachers is a difficult hurdle to jump. It involves overcoming internal philosophical resistance, funding issues, skill patterns and more complex issues not identified. The Dean as visionary leader must discover ways to leapfrog these hurdles with a faster elapsed time in the future for the School.

Guttek (2000) emphasizes that building the bridge to the future harbors both optimistic, as well as pessimistic trends. The School has shown a tremendous capability from 1929 to 2004 to continue a pattern of growth, while overcoming many constraints both externally and internally. For the future, the information society is well advanced; new computer generated electronic sources of information and data retrieval continue to transform the education profession. American education has become more inclusive of past neglected groups. The curriculum has been enriched by multiculturalism and feminist perspectives (Guttek, 2000). The School of Education at Duquesne University can hold its head high for contributing to these positive aspects. According to Guttek (2000) the dark side education issues evolve around substance abuse, violence, discrimination, deterioration of schools' physical plants and increasing costs of education. The future requires more information technology in the schools, more focus upon character education for ethical and moral development and methods to put an end to violence in the schools. The visionary leadership of the School must continue to provide innovative instructional programs to prepare professional teachers to cope with these constraints.

In conclusion, the School should generally identify, monitor, forecast and evaluate key external and internal influences, combining technological tools with intuitive judgments to conduct orderly transformative change and avoid missed

opportunities and to insure the School's continued growth and success. Providing clear statements of mission and visions combined with an understanding of the external and internal influences can energize and mobilize the faculty and staff of the School. Collins (2001) is explicit about leapfrogging from good to great in organizational performance. The transformation from good to great requires the visionary leaders to focus equally on what to do, on what not to do and what to stop doing. Transformative change may need to be accelerated by the use of technology. Organizations do not need a tag line, launch event or program to bring about transformations. The research by Collins uncovered that good to great organizations basically melted away the problems of commitment, alignment, motivation and change—this researcher would submit as a result of visionary leadership.

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