

VITA

Joseph J. Blase
Professor, Educational Administration
Department of Workforce Education,
Leadership, & Social Foundations
University of Georgia
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AREAS OF EXPERTISE

Organizational theory, Organizational leadership,
Organizational behavior, Organizational change &
development, School reform, Micropolitics of education,
Sociology of teaching, Workplace mistreatment,
Qualitative research methods

EDUCATION

Ph.D., Educational Administration: Organizational
Behavior, Theory, and Development, Syracuse
University, Syracuse, NY, 1980.

Post Graduate Study, Ford Foundation Grant, Higher
Education, Southern Illinois University, Carbondale,
IL, 1971-1972.

M.Ed., Education, University of Missouri, St. Louis, MO,
1971.

Post Graduate Study, International Affairs, American
University School of Foreign Service, Washington,
D.C., 1966-1968.

B.A., Economics/Political Science, American International College, Springfield, MA, 1966.

EMPLOYMENT

<u>Position</u>	<u>Employer</u>	<u>Dates</u>	<u>Responsibilities</u>
Professor	University of Georgia Department of Educational Leadership Athens, GA	9/91-	Instructor of Educational Administration/Leadership Theories, Organizational Leadership, Organizational Development and Change. Appointed Affiliate Faculty Member, Social Foundations, 2007.
Associate Professor	University of Georgia Department of Educational Leadership Athens, GA	9/86- 9/91	Instructor of Administration of the Secondary School, Basic Theories in Educational Administration
Assistant Professor	University of Northern Iowa Department of Educational Administration and Counseling Cedar Falls, IA	9/82- 9/83	Instructor of Introduction to Educational Administration, Administrative Theory seminar, Administration of Staff Personnel, Organizational Stress
Assistant Professor	University of New Mexico Department of Educational Administration Albuquerque, NM	8/80- 8/82	Instructor of Administrative Theory, The School Principalship, Teachers Stress (Advanced doctoral seminar)

Graduate Assistant	Syracuse University Syracuse, NY	9/78- 5/80	Research Assistant to Drs. Arthur Blumberg (major professor) and William Greenfield
Graduate Assistant	Syracuse University Syracuse, NY	9/77- 6/78	Assisted Dr. William Greenfield in developing the Center for Organizational Research in education. Extensive proposal writing
Faculty Instructor	Onondaga Community College Syracuse, NY	9/72- 6/77	Instructor of College Reading and Study Skills, Curriculum Development, Student Counseling
Faculty Instructor	Atlantic Community College Mays Landing, NJ	9/71- 6/72	Instructor of College Reading and Study Skills, Curriculum Development, Student Counseling
Ford Foundation Intern	Florissant Valley Community College Florissant, MO	1/71- 6/71	Instructor of College Reading and Study Skills and extensive course work in higher education
Public School Teacher	United States Teacher Corps	2/69- 6/70	Elementary School Teacher, St. Louis Public Schools St. Louis, MO
Substitute Teacher	West Hartford Public Schools West Hartford, CT	1/68- 6/68	Continuing Substitute Teacher

EXPERIENCE WITH GRADUATE EDUCATION

Student ratings on the uniformly administered UGA course evaluation questionnaire, over 500 students 1998-2004 (means, on 5-point scale): teaching ability 4.4; overall value of courses 4.4.

Courses Taught:

University of Georgia (1998-2008)

EOCS 8030 Organizational Behavior
EDUL 6990 Ethics in Educational Administration (1 hr.)
EDUL 6031 Organizational Change and Development
EDUL 6032 Building School Culture
EDUL 6033 Schools as Sociopolitical Systems
EDUL 7030 Organizational Leadership in Schools
EDUL 8050 Organizational Development and Change
EDUL 899/8990 Research Seminar
EDUL 900/9000 Doctoral Research
EDUL 930/9300 Doctoral Prospectus
EDUL 960/9600 Doctoral Dissertation
EDUL 9620 Directed Doctoral Readings

Other Courses Taught (UGA, TTU, UNI, UNM):

Basic Theories of Educational Administration
Leadership for Effective Schools
Organizational Theory
School Principalship
Introduction to Educational Administration
Micropolitics of Educational Leadership
Educational Leadership: Theory and Practice
Elementary School Principalship
Secondary School Principalship
School Personnel
Teachers' Worklives (Doctoral Seminars)
Applied Project in Educational Leadership
Internship in Educational Administration
Doctoral Seminars

Advising:

At The University of Georgia, Dr. Blase has served or is serving as major professor for 20 EdD students and over 15 EdS/MA/MEd students.

Dissertations Directed (University of Georgia):

S. Usry (2006) Principals' Micropolitical Experiences During Parental Interactions

F. Du (2005) The Micropolitical Perspectives of Teacher Leaders in an Elementary School

J. Leathers (2004) Female High School Teachers' Perceptions of Reasons for Leaving the Profession

D. Phillips (2004) The Perspectives of a Principal and Emergent Teacher Leaders of Instructional Leadership in a Shared Governance Elementary School

B. Burgess (2003) Beginning Teachers' Perspectives of Mentors' Characteristics. Unpublished doctoral dissertation, University of Georgia, Athens.

D. Eskew (2004) Values Education in American Public Schools: An Overview with Implications for the Future. (with J. Blase) Unpublished doctoral dissertation, University of Georgia, Athens.

A. Murphey (2002) Teachers' Reflection Levels During Implementation of New Programs. (with J. Blase). Unpublished doctoral dissertation, University of Georgia, Athens.

V. Husby (2002) Teachers' Perceptions of Self-Directed Professional Development Programs (with J. Blase). Unpublished doctoral dissertation, University of Georgia, Athens.

M. Overman (2002) Perspectives of Supervisors and Teachers on Peer Coaching. (with J. Blase). Unpublished doctoral dissertation, University of Georgia, Athens.

L. Arnau (2001) Perspectives of Veteran High School Teachers Participating in a Voluntary Peer Coaching Program. (with J. Blase). Unpublished doctoral dissertation, University of Georgia, Athens.

Doctoral Graduates Prior to 1998:

V. Weiss (1997)
B. Benoy (1996)
S. Kinsella (1996)
M. Seay (1995)
A. Nichols (1994)
L. Allen (1994)
A. Spaulding (1993)
K. Baxter (1988)
S. Kent (1983)

Directed Doctoral Readings & Independent Studies (Doctoral):

Dr. Blase has supervised over 30 Directed Doctoral Readings and Independent Studies.

HONORS/AWARDS

Article Ranked in the Top 10, Academic Articles Having Most Influence on the Scholarly Literature in Education for 25-year period, 1979-2003 (Blase, J. [1982]. A Social-Psychological Grounded Theory of Teacher Stress and Burnout, *Educational Administration Quarterly*).

Article Ranked #10 among the 50 Most-Read Articles in the field's top, international journal, *Educational Administration Quarterly*: Blase, J., and Blase, J. (1999). *Principals' Instructional Leadership and Teacher Development: Teachers' Perspectives*.

Article Ranked #32 among the 50 Most-Read Articles in the field's top, international journal, *Educational Administration Quarterly*: Blase, J., and Blase, J. (2002). *The Dark Side of Leadership: Teacher Perspectives of Principal Mistreatment*.

Article Ranked #36 among the 50 Most-Cited Articles in the field's top, international journal, *Educational Administration Quarterly*: Blase, J. (1988). *The Politics of Favoritism: A Qualitative Analysis of the Teachers' Perspective*.

Article Ranked #49 among the 50 Most-Cited Articles in the field's top, international journal, *Educational Administration Quarterly*: Blase, J. (1993). *The Micropolitics of Effective School-Based Leadership: The Teachers' Perspective*.

Designated Elite Scholar, 50 Most Productive and Influential Scholars of Educational Administration in the World, AERA Division A Task Force on Research and Inquiry in conjunction with The Spencer Foundation. Designation based on productivity, quality of publications, significance of work, and influence of scholarship on the field of educational administration (1999)

W.G. Walker Award for Outstanding Article of the Year published in the Journal of Educational Administration, 2000.

Selected as participant, Outstanding Scholars' Regional Research Symposium, The Spencer Foundation, Atlanta, GA (1998)

Critics Choice Award by American Educational Studies Association - A.E.R.A. for "outstanding contributions to an area related to educational studies" for Blase, J. (Ed.) (1991). The politics of life in schools: Power, conflict, and cooperation. Newbury Park, CA: Sage (1994)

Institute for Behavioral Research (IBR) Fellow UGA--Cognitive Studies

Davis Memorial Award for most outstanding article of the year published in Educational Administration Quarterly, 1988. Awarded by U.C.E.A. (1988)

N.I.E. - A.E.R.A. Graduate Research Seminar, appointed 1980

Pi Lambda Theta Honor Society, Syracuse University, appointed 1980

Full Graduate Tuition Scholarship, Syracuse University, awarded Fellowship, Syracuse University, awarded 1978

National Training Laboratories, Virginia (1974-1975)

Ford Foundation Grant, Junior College District of St. Louis, Missouri (1971)

Alpha Chi National Honor Society, American International College, appointed 1963

PUBLICATIONS

Books

- Blase, J., & Kirby, P. (2008). Bringing out the best in teachers: What effective principals do (3rd ed.). Thousand Oaks, CA: Corwin Press.
- Blase, J., & Blase, J. (2006). Teachers bringing out the best in teachers: A guide to peer consultation for teachers and administrators. Thousand Oaks, CA: Corwin Press.
- Blase, J., & Blase, J. (2004). Handbook of instructional leadership: How successful principals promote teaching and learning (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Blase, J., & Blase, J. (2003). Breaking the silence: Overcoming the problem of principals' mistreatment of teachers. Thousand Oaks, CA: Corwin.
- Blase, J., & Blase, J. (2001). Empowering teachers: What successful principals do (2nd ed.). Thousand Oaks, CA: Corwin.
- Blase, J., & Kirby, P. (2000). Bringing out the best in teachers: What effective principals do (2nd ed.). Thousand Oaks, CA: Corwin.
- Blase, J., & Blase, J. (1998). Handbook of instructional leadership: How effective principals promote teaching and learning. Thousand Oaks, CA: Corwin.
- Blase, J., & Blase, J. (1997). The fire is back: Principals sharing school governance. Thousand Oaks, CA: Corwin
- Blase, J., & Anderson, G. (1995). The micropolitics of leadership: From control to empowerment. London: Cassell Teachers College Press.
- Blase, J., Blase, J., Anderson, G., & Dungan, S. (1995). Democratic principals in action: Eight pioneers. Thousand Oaks, CA: Corwin.
- Blase, J., & Blase, J. (1994). Empowering teachers: What successful principals do. Thousand Oaks, CA: Corwin.
- Blase, J., & Kirby, P. (1992). Bringing out the best in teachers: What effective principals do. Newbury Park, CA: Corwin.

Blase, J. (Ed.). (1991). The Politics of Life in Schools: Power, Conflict and Cooperation. Newbury Park, CA: Sage. (1994 Critics Choice Award by the American Educational Studies Association)

Refereed Journal Articles:

Blase, J., Blase, J., & Du, F. (in press). A national study of principal mistreatment: A quantitative analysis. Journal of Educational Administration.

Blase, J., Blase, J., & Du, F. (in press). A national study of school administrator mistreatment of teachers. Educational Leadership Review.

Blase, J., & Blase, J. (2006). Teachers' perspectives of principal mistreatment: Implications for teachers and teacher educators. Teacher Education Quarterly, 33(4), 123-142.

Blase, J., & Blase, J. (2005). Developing academic leadership in schools: Guidelines and implications for university programs and administrators. School Leadership Review 1(1), 69-82

Blase, J., & Blase, J. (2004). School principals' mistreatment of teachers: Teachers' perspectives on emotional abuse. Journal of Emotional Abuse 4(3-4), 151-175.

Blase, J., & Blase, J. (2004). The dark side of school leadership: Implications for administrator preparation and research. Leadership and Policy in Schools 3(4), 245-273.

Blase, J., & Blase, J. (2004). The dark side of school leadership. The School Researcher. Retrieved from <http://www.aera.net/divisions/a> (28 pp.)

Blase, J., & Blase, J. (2004). The dark side of school leadership. The School Researcher. Retrieved from <http://www.aera.net/divisions/a> (28 pp.)

Blase, J., & Blase, J. (2004). Implications of the dark side of school leadership for administrator preparation. School Leadership News 6(4), 3-8.

- Blase, J., & Blase, J. (2003). The phenomenology of principal mistreatment: Teachers' perspectives. Journal of Educational Administration 41(3), 367-422.
- Blase, J., & Blase, J. (2002). The dark side of leadership: Teacher perspectives of principal mistreatment. Educational Administration Quarterly, 38(5), 611-667.
- Blase, J., & Blase, J. (2002). Teachers' perceptions of principals' instructional leadership and implications. Leadership and Policy in Schools, 1(3), 256-264.
- Blase, J., & Blase, J. (2002). The micropolitics of instructional supervision: A call for research. Educational Administration Quarterly, 38(1), 6-44.
- Pajak, E., & Blase, J. (2002). Teachers in bars: From professional to personal self. In L.R. Gay and P. Airasian (Eds.), Educational Research: Competencies for Analysis and Application, 7th ed. (pp.). Upper Saddle River, NJ: Merrill/Prentice Hall. (Reprinted from Sociology of Education, 57(3), 164-173).
- Blase, J. & Blase, J. (2001). The teacher's principal. Journal of Staff Development, 22(1), 22-25.
- Blase, J., & Blase, J. (2000). Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools. Journal of Educational Administration, 38(2), 130-141.
- Blase, J., & Blase, J. (1999). Principals' perspectives on shared governance leadership. Journal of School Leadership, 10(1), 9-39.
- Blase, J., & Blase, J. (1999). Effective instructional leadership through teachers' eyes. High School Magazine, 7 (1), 16-21.
- Blase, J., & Blase, J. (1999). Principals' instructional leadership and teacher development: Teachers' perspectives. Educational Administration Quarterly, 35(3), 349-378.
- Blase, J., & Blase, J. (1999). Implementation of shared governance for instructional improvement: Principals' perspectives.

Journal of Educational Administration, 37(5), 476-500.
(Outstanding Paper Award for Excellence).

Blase, J., & Blase, J. (1999). Shared governance principals: The inner experience. NASSP Bulletin, 83(606), 39-47.

Blase, J., & Blase, J. (1998). Inquiry and collaboration: Supporting the lifelong study of learning and teaching. [ASCD's] International Electronic Journal for Leadership in Learning [Online], 2(7), 1-10. Available: www.acs.ucalgary.ca/~iej11/volume2/Blase2_7.html

Blase, J. & Blase, J. R. (1997). The micropolitical orientation of facilitative school principals and its effects on teachers' sense of empowerment. Journal of Educational Administration, 35(2), 141-167.

Blase, J. & Blase, J. R. (1996). Facilitative school leadership and teacher empowerment: Teachers' perspectives. Social Psychology of Education, 1(2), 117-145.

Blase, J. R. & Blase, J. (1996). Micropolitical strategies used by administrators and teachers in instructional conferences. Alberta Journal of Educational Research, XL11(4), 345-360.

Blase, J. & Blase, J. (1994). The micropolitics of teacher's work involvement: Effective principals impacts on teachers. The Alberta Journal of Education Research, 40(1), 67-94.

Blase, J. (1993). The micropolitics of effective school-based leadership: Teachers' perspectives. Educational Administration Quarterly, 29(2), 142-163.

Reavis, C.T. & Blase, J. (1993). The politics of leadership. Canadian School Journal.

Blase, J., & Roberts, J. (1992). Micropolitical leadership in schools: Implications for preparation programs in educational administration. Organization Theory Dialogue. San Diego, CA: Organizational Theory Special Interest Group, American Educational Research Association.

O'Hair, M., & Blase, J. (1992). Power and politics in the classroom: Implications for teacher education. Action in Teacher Education. 14(1), 10-17.

- Blase, J., & Kirby, P. (1992). The power of praise: A strategy for effective principals. The National Association of Secondary Principals Bulletin, 76 (548), 69-77.
- Kirby, P., & Blase, J. (1991). Teachers' perceptions of principals affects collaborative efforts. National Association of Secondary School Principals Bulletin, 75(538), 111-115.
- Smith, J. & Blase, J. (1991). From empiricism to hermenutics: Educational leadership as a practical and moral activity. Journal of Educational Administration, 29(1), 6-21.
- Blase, J. (1991). The micropolitical orientation of teachers toward closed school principals. Education and Urban Society, 23(4), 356-378.
- Blase, J. (1991). The micropolitical perspective: A brief overview. Politics of Education Bulletin, 17(4), 1-2.
- Blase, J. (1990). Some negative effects of principals' control-oriented and protective political behavior: The teachers' perspective. American Educational Research Journal, 27(4), 727-753.
- Smith, J., & Blase, J. (1990). Rejoinder to Allison: You tried to run, but you couldn't hide. Organizational Theory Dialogue, 1, 7-9.
- Blase, J. (1989). The micropolitics of the school: The everyday political perspective of teachers toward open school principals. Educational Administration Quarterly, 25(4), 377-407.
- Blase, J. (1989). Some micropolitical strategies used by school principals to control teachers: The teachers' perspective. High School Journal, 73(1), 26-33.
- Blase, J. (1989). Teacher stress. The International Encyclopedia of Education, (1), 735-737.
- Pajak, E., & Blase, J. (1989). The impact of teachers' personal lives on professional role enactment: A qualitative analysis. The American Educational Research Journal, 26(2), 283-310.

- Blase, J. (1989). Micropolitical strategies used by principals to control teachers. The Canadian School Executive, 9(6), 30-33.
- Smith, J., & Blase, J. (1989). You can run but you can not hide: Hermeneutics and its challenge to the field of educational leadership. Organizational Theory Dialogue, 1-7.
- Blase, J. (1988). The teachers' political orientation vis-a-vis the principal: The micropolitics of the school. Journal of Education Policy, 3(5), 113-126.
- Blase, J. (1988). The politics of favoritism: A qualitative analysis of the teachers' perspective. Educational Administration Quarterly, 24(2), 152-177.
- Blase, J. (1988). The everyday political perspectives of teachers: Vulnerability and conservatism. International Journal of Qualitative Studies in Education, 1(2), 125-142.
- Smith, J., & Blase, J. (1988). Educational leadership: A moral and practical activity. National Association of Secondary School Principals' Bulletin, 72(510), 1-10.
- Pounder, D., & Blase, J. (1988). Principal favoritism: Explanations, effects, and implications for practice. Planning and Changing, 19(1), 3-7.
- Blase, J. (1987). Dimensions of effective school leadership: The teachers' perspective. American Educational Research Journal, 24(4), 589-610.
- Blase, J. (1987). Political interactions among teachers: Sociocultural context in the school. Urban Education, 22(3), 286-309.
- Blase, J. (1987). Dimensions of ineffective school leadership: The teachers' perspective. Journal of Educational Administration, 25(2), 193-213.
- Blase, J. (1987). The politics of teaching: The teacher-parent relationship and the dynamics of diplomacy. Journal of Teacher Education, 38(2), 53-60.
- Blase, J., & Wells, G. (1987). Teacher survival tactics and the inept principal. American Secondary Education, 15(4), 21-24.

- Blase, J. (1987). The teachers' perspective on ineffective school leadership. High School Journal, 70(4), 167-172.
- Blase, J., & Williams, H. (1987). Politics in the school: The teachers' political orientation toward the principal. Journal of Humanistic Education and Development, 26(2), 72-80.
- Blase, J., & Kline, W. (1987-1988). A design to illustrate the dynamics of work group stress. Organizational Behavior Teaching Review, 12(1), 84-91.
- Blase, J., & Williams, H. (1987). How to be an ineffective principal. The Canadian School Executive, 6(7), 3-7.
- Evans, M., & Blase, J. (1986). The moral perspective: The life insurance agent as a guardian of the family ethic. International Studies of Management in Organization, 16(1), 80-93.
- Blase, J. (1986). Socialization as humanization: One side of becoming a teacher. Sociology of Education, 59(2), 100-113.
- Blase, J. (1986). A qualitative analysis of sources of teacher stress: Consequences for performance. The American Educational Research Journal, 23(1), 13-40.
- Blase, J., & Pajak, E. (1986). The impact of teachers' work-life on personal-life: A Qualitative analysis. The Alberta Journal of Educational Research, 32(4), 307-322.
- Blase, J. (1986). The phenomenology of teacher stress: Implications for organizational theory and research. Administrator's Notebook, 31(7), 1-4.
- Blase, J., Strathe, M., & Dedrick, C. (1986). School principal leadership behavior as related to teacher stress, satisfaction and performance. Journal of Humanistic Education and Development, 24(4), 159-171.
- Holmes, T., & Blase, J. (1986). The middle school concept: Implications for administration. The Middle School Journal, 9(1), 24-29.

- Kline, W., & Blase, J. (1986). Group stress: An intervention. In J. W. Pfeiffer (ed.), A handbook of structured experiences for human relations training. San Diego, CA: University Associates, Inc.
- Blase, J., Strathe, M., & Pajak, E. (1986). A theory of teacher performance: Preservice and inservice implications. Contemporary Education, 57(3), 138-143.
- Blase, J., & Wells, R. (1985/1986). The teacher performance motivation theory: Implications for supervision and staff development. National Forum for Educational Administration and Supervision, 3(1), 58-64.
- Blase, J. (1985). An ethnographic study of factors contributing to the rationalization of the teacher's instructional perspective. Urban Education, 20(3), 235-256.
- Blase, J., & Greenfield, W. (1985). How teachers cope with stress, how administrators can help. The Canadian Administrator, 25(2), 1-4.
- Blase, J., & Pajak, E. (1985). How discipline creates stress for teachers. Canadian School Executive, 4(7), 8-11.
- Blase, J. (1984). A data based model of how teachers cope with work stress. The Journal of Educational Administration, 22(2), 173-191.
- Pajak, E., & Blase, J. (1984). Teachers in bars: From professional to personal self. Sociology of Education, 57(3), 164-173.
- Blase, J. (1984). School principals and teacher stress: A qualitative analysis. National Forum of Educational Administration and Supervision, 1(32), 35-43.
- Blase, J., & Matthews, K. (1984). How principals stress teachers. Canadian School Executive, 4(6), 8-11.
- Blase, J. (1984). Teacher coping and school principal behaviors. Contemporary Education, 56(1), 21-25.
- Blase, J. (1983). Teachers' perceptions of moral guidance. Clearing House, 56(9), 389-393.

- Blase, J., & Long, V. (1983). The counseling role of teachers: Implications for the work of teachers. High School Journal, 66(4), 240-244.
- Blase, J., & Greenfield, W. (1982). On the meaning of being a high school teacher: The beginning years. High School Journal, 65(8), 263-271.
- Pajak, E., & Blase, J. (1982). Teaching, the loss of innocence and the psychological development of a professional self: Recollections of the first few years of teaching. Educational Horizons, 60(2), 65-72.
- Blumberg, A., Kleinke, D., Pajak, E., Blase, J., Mehlenbacher, E., & Mehlenbacher, S. (1982). The teacher bar: Ancillary organization to the school. The Educational Forum, 47(1), 111-125.
- Blase, J. (1982). A social-psychological theory of teacher stress and burnout. Educational Administration Quarterly, 17(4), 93-113.
- Greenfield, W., & Blase, J. (1981). Motivating teachers: Understanding the factors that shape performance. The Bulletin of the National Association of Secondary School Principals, 65(448), 1-10.
- Blase, J., & Greenfield, W. (1980-1981). An interactive/cyclical theory of teacher performance. Administrator's Notebook, 29(5), 1-4.

Book Chapters

- Blase, J., & Bjork, L. (in press). The micropolitics of educational change and reform: Cracking open the black box. In A. Hargreaves, M. Fullan, A. Lieberman, & D. Hopkins (Eds.), The second international handbook of educational change. New York: Springer.
- Blase, J., & Blase, J. (in press). Leader mistreatment. In B. Mulford (Ed.), The international encyclopedia of education, 3rd ed. Oxford: Elsevier.

- Blase, J. (in press). School administrator mistreatment of teachers. In L. Saha & A.G. Dworkin (Eds.), The new international handbook of teachers and teaching. New York: Springer.
- Blase, J., & Blase, J. (2005). The underside of school leadership: Implications for administrator preparation. In S. Harris, B. Alford, & J. Ballenger (Eds.), Leadership: A bridge to ourselves (pp. 123-138). Beaumont, TX: Texas Council of Women School Executives.
- Blase, J., & Blase, J. (2004). School principal mistreatment of teachers: Teachers' perspectives on emotional abuse. In R. Geffner, M. Braverman, J. Galasso, & J. March (Eds.), Aggression in organizations: Violence, abuse, and harassment at work and in schools (pp.151-175). New York: Haworth Press.
- Blase, J., & Blase, J. (2004). The power to mistreat: Examining ourselves. In C. Carr (Ed.), NCPEA 2004 yearbook (pp. 254-268). Lanham, MD: Scarecrow Press.
- Blase, J., & Blase, J. (2004). School principal mistreatment of teachers: A study of teachers' perspectives. In K. Westhues (Ed.), Academic dismissal (pp. 1-37). Lewiston, NY: Mellen Press.
- Blase, J., & Blase, J. (2002). The politics of being married in academe: Strange brew. In S. A. Korchek and M. Reese (Eds.), Women as school executives: Research and reflections on educational leadership (pp.143-148). San Marcos, TX: Southwest Texas State University.
- Blase, J. (2001). The teachers' political orientation vis-a-vis the principal. In S. Ball (Ed.), Writings in the sociology of education (pp. 113-126). London: Routledge. Reprinted from The Politics of Education Yearbook, by J. Hunnaway & R. Crowson (Eds.), 1988, London: Taylor & Frances.
- Blase, J. (2001). The micropolitics of teaching. In B. J. Biddle, et al. (Eds.), International handbook of teachers and teaching. In J. Biddle, et al. (Eds.), La ensenana y sns contextos (pp. 253-289) Barelona: Paidos. Reprinted from International Handbook of Teaching and Teachers, by B. J. Biddle, et al (Eds.) (1997) Netherlands: Kluwer.

- Blase, J. (1998). The micropolitics of educational change. In A. Hargreaves, (Ed.) The international handbook of educational change, (pp. 544-557). England: Kluwer.
- Blase, J. (1997). The micropolitics of teaching. In B. Biddle, T. Good, & I. Goodson (Eds.) The international handbook of teachers and teaching, (pp. 939-970). Dordrecht, Netherlands: Kluwer.
- Pajak, E., & Blase, J. (1997). Teachers in bars: From professional to personal self. In C.M. Charles (Ed.) Introduction to educational research, 3rd.ed. White Plains, NY: Longman.
[Reprint]
- Blase, J.R., & Blase, J. (1995). The micropolitics of successful supervisor teacher interactions in conferences. In D. Corson & A. Hargreaves (Eds.) Discourse and power in educational organizations. Cresskill, NJ: Hampton Press.
- Anderson, G. L. & Blase, J. J. (1994). EL Contexto Micropolitico Del Trabajo De Los Maestros. In M. T. Gonzalez & J. M. Escudero (Eds.) EL Professor y la organization escolar. Madrid: Editorial Cincel, (Reprint).
- Blase, J. (1994). The micropolitics of education: The state of the art. In R. Don Moyer & J. Scheurich (Eds.) The knowledge base in educational administration: Multiple perspectives. Albany, NY: SUNY Press.
- Anderson, G., & Blase, J. (1993). The micropolitical context of teachers' work. In M. J. Ohair & S. J. Odell (Eds.) Diversity and teaching: Teacher education yearbook, (1) (pp.71-83). Fort Worth, TX: Harcourt Brace & Jovanovich.
- Blase, J. (1989). The teachers' political orientation vis-a-vis the principal: The micropolitics of the school. In J. Hannaway & R. Crowson (Eds.). The politics of reforming school administration: The 1988 yearbook of the politics of education association. Falmer Press. (Reprint of article).
- Pajak, E., & Blase, J. (1984). Teaching, the loss of innocence and the psychological development of a professional self. Chapter in Readings in Educational Psychology. Dubuque, IA: Kendall Hunt Publishing Co. (Reprint of article).

Monographs

Blase, J., & Blase, J. (2001). The alliance for teaching, leadership, and school improvement: Research and design. Athens, GA: The University of Georgia College of Education.

Book Reviews

Blase, J. (1989). [Contradictions of control: School structure and school knowledge]. International Journal of Qualitative Studies in Education, 2(1), 75-76.

Media Publications

Blase, J., & Blase, J. (2007). Educational Issues Program of Station KZUM, Lincoln, NE. Radio Interview by Michael Baker about Blase and Blase's research (Project II) on principal mistreatment.

Blase, J. (2007). Hechinger Institute on Education and the Media, Teachers College, Columbia. Interview by Elizabeth Willen. Topic: How Teachers View School Principals.

Blase, J. (2007). Gwinnett Daily Post. Interview by Heather Darenberg about the Teachers Alliance of Gwinnett.

Blase, J., & Blase, J. (2006). Educational Issues Program of Station KZUM, Lincoln, NE. Radio Interview by Michael Baker about Blase and Blase's research (Project I) on principal mistreatment.

Blase, J., & Blase, J. (2006). The national study of the mistreated teacher 2003-2006. Study sponsored by the National Association for the Prevention of Teacher Abuse. Available on-line endteacherabuse.org (20 pp.).

Blase, J., & Blase, J. (2005). Handbook of instructional leadership: Research of the month. England: Centre for the Use of Research and Evidence in Education, General Teaching Council. Retrieved 2005, from <http://www.gtce.org.uk/research/romhome.asp>

Blase, J., & Blase, J. (2004, October 17). Bully bosses stain US work places. The Athens Banner-Herald, F3.

Blase, J., & Blase, J. (2003). Principals, leaders and learners: Staff development in instructionally effective schools. (PBS video lesson) Alexandria, VA: NAESP and Cerebellum Corporation for Public Broadcasting Service.

Blase, J., & Blase, J. (2003). Leading learning communities: Standards for what principals should know and be able to do (Adult Learning). (on-line course module) Alexandria, VA: National Association of Elementary School Principals and Educational Impact.

Blase, J., & Blase, J. (2003, January 17). North American Broadcasting Company's Renaissance Talk Radio national interview about Blase and Blase's research on principal mistreatment by B. Nixon, Executive Director of the National Institute for Prevention of Workplace Violence.

Blase, J., & Blase, J. (2000). ATLAS: The alliance for teaching, leadership, & school improvement program description. Athens, GA: The University of Georgia College of Education.

Abstracts (numerous)

RESEARCH PAPERS (National and International Presentations)

Blase, J., & Blase, J. (2006, November). The national study of the mistreated teacher: A quantitative analysis. Paper presented at the annual meeting of the University Council for Educational Administration, San Antonio, TX.

Blase, J., & Blase, J. (2005, February). [Highlight Session] Educator misconduct: The dark side of preparation program curricula. Paper presented at the annual meeting of the American Association for School Administrators, San Antonio, TX.

Blase, J., & Blase, J. (2004, November). Natural facilitation among teachers: Implications for school leadership. Paper distributed at the annual meeting of the University Council for Educational Administration, Kansas City, KS.

Blase, J., & Blase, J. (2004, April). Teacher as catalyst: Natural facilitation among teachers. Paper distributed at the annual meeting of the American Educational Research Association, San Diego, CA.

- Blase, J., & Blase, J. (2004, April -submitted). Symposium: Exploring the inner spaces of educational leaders and teachers for collaborative capacity building. A qualitative study of principal mistreatment. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Blase, J., & Blase, J. (2004, April -submitted). The dark side of school leadership: The case for further research and professional training. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Blase, J., & Blase, J. (2002, April). Administrator abuse: A qualitative study of teachers' perspectives. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Blase, J., & Blase, J. (2002, March). Creating a learning community: Teachers and administrators sharing instructional leadership. Paper presented at the annual meeting of the National Association of Secondary School Principals, Atlanta, GA.
- Blase, J., & Blase, J. (2002, March). Breaking the silence: Overcoming the problem of teacher mistreatment. Paper presented at the annual meeting of the National Association of Secondary School Principals, Atlanta, GA.
- Blase, J., & Blase, J. (2001, November). Toward a theory of academic leadership: Synthesizing four strands of empirical work on the relationship between leadership behaviors and student learning. Paper distributed at the annual meeting of the University Council for Educational Administration, Cincinnati, OH.
- Blase, J., & Blase, J. (2001, November). Linking university-based preparation of administrators and teachers. Paper distributed at the annual meeting of the University Council for Educational Administration, Cincinnati, OH.
- Blase, J., & Blase, J. (2001, December). Shared instructional leadership: Connecting pedagogy and administration for school

success. Paper presented at the annual meeting of the National Staff Development Council, Denver, CO.

Blase, J., & Blase, J. (2000, April). Toward an empirically-based, practice-friendly model of instructional leadership: Integrating the research. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Blase, J., & Blase, J. (2000, April). The effects of principal mistreatment on teachers, teaching, and learning: Implications for teacher education. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Blase, J., & Blase, J. (1999, April). Principal mistreatment: A study of abuse of power and its effects on teachers. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Blase, J., & Blase, J. (1999, April). Initiating shared governance: Psychodynamic changes in principals. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Blase, J., & Blase, J. (1999, April). Leadership for staff development: Supporting the lifelong study of teaching and learning. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Blase, J., & Blase, J. (1998, April). Instructional supervision: Principals; impact on classroom teaching. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Blase, J., & Blase, J. (1998, April). Principals' perspectives on role changes in shared governance schools. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Blase, J., & Blase, J. (1998, April). The micropolitics of teaching: Implications for administrator training. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

- Blase, J. (1997, March). The micropolitics of educational change. paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Blase, J. R. & Blase, J. (1996, April). Shared governance: The principal's view. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Blase, J. (1996, October). Reconstructing schools for democracy: Issues of concept, practice, and preparation. Panelist at the annual meeting of the University Council for Educational Administration, Louisville, KY.
- Blase, J. (1995, October). Politics and paradoxes of the professorship in educational administration. Presentation at the annual meeting of the University Council for Educational Administration. Salt Lake City, UT.
- Anderson, G. L. & Blase, J. (1995, April). Teacher empowerment and social transformation: Rethinking leadership theories. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Blase, J. & Blase, J. R. (1995, April). Making the hidden transcript public: A case study of grievance. Presentation at the annual meeting of the American Educational Research Association, San Francisco.
- Blase, J. & Blase, J. R. (1995, April). Teachers' experiences of empowerment related to principals' leadership. Paper presented at the annual meeting of the American Educational Research Association.
- Blase, J. & Roberts, J. (1994, April). The micropolitics of facilitative school-based leadership: Impacts on teacher empowerment. Paper presented at the annual meeting of the American Educational Research Association. New Orleans.
- Blase, J. (1993). The micropolitics of education: The state of the art. Paper presented at the annual meeting of the American Educational Research Association. Atlanta.
- Roberts, J., & Blase, J. (1993). The micropolitics of successful supervisor-teacher interactions in conference. Paper

presented at the American Educational Research Association.
Atlanta.

Blase, J., & Roberts, J. (1992, April). The impact of effective principals' micropolitical orientation on teachers: The teachers' perspective. Paper presented at the annual meeting of the American Educational Research Association. San Francisco.

Seay, M., & Blase, J. (1992, April). The principals' micropolitical perspective toward teachers: The administrators' perspective. Paper presented at the annual meeting of the American Educational Research Association. San Francisco.

Blase, J. (1991, April). Micropolitical strategies used by effective principals to influence teachers. Paper presented at the annual meeting of the American Educational Research Association. Chicago.

Blase, J. (1990, April). The Micropolitical Orientation of Teachers Toward Closed School Principals. Paper presented at the annual meeting of the American Educational Research Association, Boston.

Blase, J. (1989, April). A qualitative analysis of the political strategies used by school principals: The teachers' perspective. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Blase, J. (1989, April). A qualitative analysis of the political strategies used by teachers to influence school principals. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Blase, J. (1988, April). The everyday political perspectives of teachers: Vulnerability and the phenomenon of control. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Blase, J. (1988, April). The politics of favoritism: A qualitative analysis of the teachers' perspective. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

- Baxter, K., & Blase, J. (1988, April). An ethnographic study of a successful school district merger. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Blase, J. (1987, April). A qualitative analysis of political interactions among teachers: Implications for the socio-cultural context of the school. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Blase, J. (1987, April). An ethnographic study of the politics of teaching: The teacher-principal relationship and the dynamics of social power. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Blase, J., & Smith, J. (1987, April). The politics of teaching: Implications for understanding the socio-cultural context of the school. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Smith, J., & Blase, J. (1987, April). Educational leadership as a moral concept. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Blase, J. (1986, April). Dimensions of effective school leadership: The teachers' perspective. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Blase, J. (1986, April). An ethnographic study of factors contributing to the humanization of teachers. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Blase, J., & Pajak, E. (1985, April). A qualitative analysis of interaction between personal and professional life factors affecting teachers. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Blase, J. (1985, April). A qualitative analyses of sources of teacher stress: Consequences for performance. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

- Blase, J. (1985, April). Open forum on organizational stress and health. Presentation (no paper) at the annual meeting of the American Educational Research Association, Chicago, IL.
- Pajak, E., & Blase, J. (1985, April). The influence of teachers' personal lives on professional role enactment. Paper presented at the annual meeting of the Southeast Regional American Educational Research Association, Tallahassee, FL.
- Blase, J. (1985, February). A qualitative study of teachers' perspective on work. Paper presented at the annual meeting of the Association of Teacher Educators, Las Vegas, NV.
- Evans, M., & Blase, J. (1984, June). The moral perspective: The life insurance agent as guardian of the family ethic. Paper presented at the International Symposium on Organizational Symbolism and Corporate Culture, Sweden.
- Kent, S., & Blase, J. (1984, April). Occupational stress and its effects on performance as perceived by male and female athletic directors. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Blase, J. (1983, April). The teacher stress coping taxonomy: Implications for research and practice in educational administration. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Blase, J. (1983, April). A data based model of how teachers cope with work stress: Implications for teacher educators. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Smith, J. (presented by Blase, J.). (1983, April). Reality as mind dependent: The problem of social research. Paper presented at the annual meeting of the American Educational Research Association, N.I.E.-A.E.R.A. Graduate Research Seminar, Division A.
- Blase, J. (1983, April). A social psychological theory of teacher motivation and performance: Implications for teacher education. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Blase, J. (1982, April). Teacher motivation. Paper presented at the Association for Supervision and Curriculum Institute, Chicago, IL. (This was a three hour feature presentation.)

Blase, J. (1982, April). The beginning teacher's perspective: Implications for school administrators. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Pajak, E., & Blase, J. (1980, April). Cathartic and socialization functions of teachers bars. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

RESEARCH PAPERS (State Presentations)

Blase, J. (1988). Pre-session Presentation: Qualitative Research Methods (Invited). Georgia Educational Research Association, Atlanta, Georgia.

Blase, J. (1986, January). The effective principal: The teachers perspective. Paper presented at the winter conference of the Georgia Association of Educational Leaders, Atlanta, Georgia.

Blase, J. (1983, March). School principals and teacher stress. Paper presented at the annual meeting of the Iowa Association of Secondary School Principals, Cedar Falls, Iowa.

SERVICE/CONSULTING

Co-Director of ATLAS (Alliance for Teaching, Leadership, and School Improvement), appointed by Dean Castenell: Review literature, review innovative programs, conduct interviews, establish linkages, develop library, design/write/process informational programs (teacher leadership, administrative leadership, evaluation of programs, proposal), consult with the UGA Leadership Alliance, (1999-present).

Chair, Academic Freedom Committee, UGA Chapter of the AAUP, 2006-.

Chair, Membership Drive Committee, UGA Chapter of the AAUP, 2007-

Consultant (Private and confidential), Abused teachers, 2003-

Consultant, National Alliance for the Prevention of Teacher Abuse, 2006-

Advisory Board Member, Teachers' Alliance of Gwinnett, Gwinnett County Schools, Dacula, GA, 2006, 2007.

Member, By-Laws Committee, Department of Workforce Education, Leadership, and Social Foundations, 2007.

Member, Curriculum Committee, Department of Workforce Education, Leadership, and Social Foundations, 2007.

Member, Program Development Committee, Program of Educational Leadership, Department of Workforce Education, Leadership, and Social Foundations, 2007.

Representative, Program for Educational Leadership at the Meeting of the Professional Standards Commission, Atlanta.

Dossier Review and Reference to Fulbright Scholarship Program, Professor Lars Bjork, University of Kentucky, 2007.
Faculty Senator, UGA College of Education, 2006.

Member, Nominating Committee for Department Head, 2006.

Chair, Post-Tenure Review Committee for M. Wilder, 2005-2006.

Member, Graduate Faculty Appointment Committee, College of Education, University of Georgia, 2000-2003.

Member, Department Doctoral Proposal Development Committee (2001-2002)

Co-Director, The ATLAS Project, College of Education, University of Georgia, 2001-2003.

Chairman, Faculty Senate Mentoring and Third Year Review Committee, 2000-2001.

College of Education Representative to the UGA Leadership Alliance Committee, 2000-2001.

Faculty Senator, College of Education, 1999-2000.

Member, Faculty Senate NCATE Committee, 2001.

Author, Program Analysis Report, Department of Educational Leadership (@100 hr., submitted to Dean), 1999.

Co-Chairman, UCEA Committee, 1997-1999.

Member, Search Committee Supervision, 1998

Member, Search Committee Personnel, 1998.

Consultant, Danforth Foundation Forum for the American School Superintendent, San Francisco, CA.

Faculty Senator, College of Education, 1998-1999.

Co-Author, Proposal for New Master's, Specialist's, and Ed.D. programs, 1996.

Consultant, Missouri Department of Education, Principal's Academy, and University of Missouri. Shared Governance and Democratic Leadership, 1996.

Member, Alternative Doctoral Program Committee, 1995.

Member, Doctoral Dissertation Committee, 1994.

Co-Director, Writing for Research Conference (2-day), 1993.

Co-Coordinator, 899 Special Doctoral Seminars on Reflective Teaching, 1993.

Faculty Senator, College of Education, University of Georgia, 1989-1994.

Co-Chairman, Interdepartment Program Development Committee appointed by the Dean, College of Education, 1990.

Consultant/Participant in Qualitative Research in Education: Teaching and Learning Qualitative Research Traditions--Conference, University of Georgia, January 5-9, 1989.

Co-Chairman, Program Development and Presenter, Fifth Annual Educational Leadership Institute: The Craft of Educational Leadership: Developing Skills in Self and Others. Sponsored by the College of Education, University of Georgia, June 19-22, 1990.

Co-Chairman, Program Development and Presenter, Fourth Annual Summer Educational Leadership Institute: Motivation and Collegiality: The School as a Workplace. Sponsored by the College of Education, University of Georgia, June 18-22, 1989.

Steering Committee Member, Qualitative Research in Education: Teaching and Learning Qualitative Traditions. University of Georgia, January 5-7, 1989.

Representative to the Georgia Association of Secondary School Principals (1986-1988).

Co-Chairman, Program Development, Third Annual Summer Educational Leadership Institute: Restructuring From Within: The Next Reform Agenda for School Improvement. Sponsored by the College of Education, University of Georgia, June 12-16, 1988.

Presenter, Research in Organizations. Qualitative Research in Education Conference. Sponsored by the College of Education, University of Georgia, January 25-27, 1988.

Co-Chairman, Program Development, Second Annual Summer Educational Leadership Institute: Powering School Reform Through Team Development. Sponsored by the College of Education, University of Georgia, June, 14-18, 1987.

Member, Search Committee for Department Head in Educational Administration, University of Georgia (1987).

Chairman, Courses and Programs Committee, College of Education, University of Georgia Qualitative Research Group (1986-1987).

Chairman, Program Revision Committee, Department of Educational Administration, University of Georgia (1984-1986).

Co-Chairman, Program Development, First Annual Summer Educational Leadership Institute: Changing Organizational Culture for Instructional Improvement in Public Schools. Sponsored by the College of Education, University of Georgia, June 15-20, 1986.

Full Day Staff Development: Understanding School Culture, Carnesville, Georgia.

Member, Georgia Association of School Leaders.

Operation Bootstrap, Georgia, 1985

Job Analysis, Gwinnett County Public Schools, Georgia, 1983

Teacher In-service: Gladbrook Public Schools, Iowa, 1983

Workshop in Stress and Stress Management for Administrators and Teachers, Manzano Day School, Albuquerque, New Mexico, 1982

Workshop for Management Students, George Washington University, 1979

Consultant to Dr. Donald Tobias, Community Education Project, Syracuse University, 1978-1979

Co-developer and instructor for Leadership Training Program, YMCA, 1978

Assistant Consultant to Dr. Arthur Blumberg, Syracuse University in school research and organizational development programs, 1973-1979

PROFESSIONAL AFFILIATIONS

The American Association of University Professors

American Educational Research Association

University Council for Educational Administration

PROFESSIONAL SERVICE

Member, Editorial Board, Education Administration Quarterly

Reviewer, Journal of School Leadership

Reviewer, Teaching and Teacher Education: An International Journal of Research and Studies

Reviewer, International Journal of Qualitative Studies in Education

Reviewer, The Alberta Journal of Educational Research

Reviewer, Educational Administration Quarterly

Reviewer, American Educational Research Journal

Phi Delta Kappa

Politics of Education (S.I.G.-A.E.R.A.).

Qualitative Research Methods (S.I.G., A.E.R.A.)

Organizational Theory (S.I.G., A.E.R.A.)

Discussant for paper session: "Micropolitics of Education," (annual meeting, A.E.R.A., 2000).

Chairman for paper session: "Effective leadership through teacher motivation and administrative problem solving," (annual meeting, A.E.R.A., 1999).

Chairman for paper session: "Effective leadership through teacher motivation and administrative problem solving." (annual meeting, A.E.R.A., 1999).

Discussant for paper session: "Perspectives on principal power." (annual meeting, A.E.R.A., 1997)

Discussant for symposium: "The Emerging Research Based on Empowerment." (annual meeting, A.E.R.A., 1995)

Chairman for symposium: "The 1990 Kentucky Education Reform Act's School Based Decision-Making Provisions: An Alternative Learning Environment or Micropolitical Quicksand?" (annual meeting, A.E.R.A., 1993)

Organizer and Chair of session: "The Qualitative-Quantitative Debate." Qualitative Research in Education Conference, University of Georgia, January 6, 1990.

Organizer of symposium: "Micropolitics in American and British Schools." (annual meeting, A.E.R.A., 1989).

Chairman, paper Session, "The Conduct of Qualitative Inquiry: Getting Close." (annual meeting, A.E.R.A., 1988)

Discussant, paper Session, "Career Ladder, Conceptions and Issues," (annual Meeting, A.E.R.A., 1986)

Critic, critique session, "Job Stress and the Educational Administrator," (annual meeting, A.E.R.A., 1984)

Chairman, critique session, "Administrator roles and behavior: Research into the gender variable," (annual meeting, A.E.R.A., 1983)

Chairman, paper Session, "Organizational behavior and teacher's role," (annual meeting, A.E.R.A., 1982)

Proposal reviewer, A.E.R.A., 1982, 1983, 1984, 1985, 1986, 1987, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002).

Third Annual Symposium on Educational Improvement in Georgia, 1983

Fourth Annual Symposium on Educational Improvement in Georgia, 1984