



Report from the Chair, T. B. Greenfield Dissertation Award Committee
April 30, 2018

The Committee

I would like to extend sincere thanks and appreciation to the following Committee members:

1. Dr. Carmen Mombourquette, University of Lethbridge
2. Dr. Pamela Osmond-Johnson, University of Regina
3. Dr. Augustus Riveros, Western University

Nominations were accepted until January 12, 2018. There were four English-written nominations in total as summarized in Appendix A. They were submitted electronically to the Chair. The nomination package included a letter of nomination, a 10-page summary of the dissertation written by the nominee, and an electronic copy of the dissertation.

The same criteria and rubric (Appendix B) used in the last several years were applied. The selection criteria as noted on the CASEA website included:

1. Significance of the challenge/research problem;
Justification of research design, including where appropriate methodology,
2. theoretical and/or conceptual framework, and methods;
Appropriate command of relevant strands of literature;
3. Potential contribution to educational administration scholarship and/or
practice; and,
4. Excellence in presentation (e.g. clarity of writing, error-free).

This year, the review committee determined that two dissertations were worthy of this award: Dr. Alysha Farrell (Ph.D., University of Saskatchewan) and Dr. Ardith Plant (Ed.D., University of Calgary)

Recipients of this year's T. B. Greenfield Dissertation Awards

Dr. Alysha Farrell completed her dissertation in the Department of Educational Administration at the University of Manitoba; she is a recipient of this year's T. B. Greenfield Dissertation Award. Dr. Dawn Wallin was her supervisor and nominated the research. Dr. Farrell's work engages in an aesthetic exploration of performed identities in educational administration. It deploys an innovative and theoretically informed approach to investigate the semiotic and psychological conditions under which the identity of an educational leader is constituted and performed. Aiming to unsettle rational discourses on identity in educational administration, Dr. Farrell adopted an art-based methodology that includes the careful crafting of a play in 3 acts: "Sincere Liars." The analytic of *the witness* is used to show how personal histories, psychological inheritances, and traumatic experiences may appear before us, resembling spectres or phantoms, and colliding with the rational demands of administrative spaces. The committee felt Dr. Farrell's dissertation embodies the spirit of Thomas Barr Greenfield's legacy, as it challenges the reader to re-consider the methodological, ideological and theoretical assumptions often taken for granted in educational administration and leadership.

Dr. Ardith Plant completed her dissertation in the Doctor of Education program, with a specialization in Senior Leadership in K-12 Education from the Werklund School of Education with the University of Calgary. Dr. Kent Donlevy was her supervisor and nominated the research. Dr. Plant is a recipient of this



year's T.B. Greenfield Dissertation award. Her dissertation explores the important space between policy development and policy enactment. Her robust analysis of the historical evolution of school leaving policies in Manitoba was impressive and the findings provide new insights into the political nature of teaching and learning and the nuances of policy implementation in diverse school settings. The study itself was sound in its methodological and theoretical groundings, and her recommendations around data-informed decision-making were well-developed. The dissertation is a fine example of an exceptionally thorough and well-written doctoral study worthy of the honour of the Greenfield Distinction Award.

Those who nominated a dissertation were sent a letter of thanks. Nominees were also sent a letter of recognition. Drs. Farrell and Plant were invited to present their work at this year's meeting of CASEA in Regina, and to accept the award at the annual banquet. They will also receive a one-year complimentary CASEA membership.

Reflections on This Year's Adjudication

Adjudication is a considerable time commitment, and I am grateful to the committee members for their diligence and timeliness in completing this work. Pam, Carmen and Gus generously made space in their schedules to give this their attention, and provided substantial reviews for each nomination. I do hope each of these committee members sees the value in continuity in this process, and hope they will consider continuing in this role. They were a pleasure to work with, and provided excellent service in this role.

In my second year on this review committee, I think the current process works well and the number of nominations has been manageable. I was pleased to see that all nominations met the criteria of relevance to the field of educational administration, and that some of our emerging scholars are challenging our assumptions about research and practice in educational leadership and administration with their work. I was impressed with the level of thoroughness and detail of the committee members' reviews of the nominations. This led to robust conversations in our decision-making process as we engaged in meetings (on Skype and on email) to determine this year's winners.

Many thanks to Dr. Jacqueline Kirk, President, and the CASEA Executive, for their guidance and support throughout the process.

Sincerely,

Sabre Cherkowski

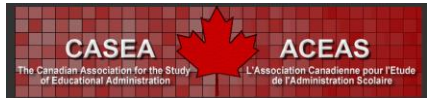


APPENDIX A

Nominee	Title of Dissertation	Institution	Supervisor
Dr. Alysha Farrell	<i>Educational leaders and their witnesses: An arts-based psychoanalytic inquiry into the performance of ir/rational administrative acts</i>	U of Manitoba	Dr. Dawn Wallin
Dr. Marcie Perdue	<i>Teacher professional knowledge building networks: Creating opportunities for teacher shared knowledge creation</i>	U of Calgary	Drs. Jennifer Lock
Dr. Ardith Plant	<i>Raising the Compulsory School Leaving Age in Manitoba: An Analysis of The Preparing Students for Success Act 2011</i>	U of Calgary	Dr. Kent Donlevy
Dr. Sirous Tabrizi	<i>A Comparison of Educational Leadership in Islamic and Western Countries and a Suggestion of a Model for a Global Society</i>	U of Windsor	Dr. Glenn Rideout



APPENDIX B



T. B. Greenfield Dissertation Award

Nominee:

CRITERIA	(5-6) EXCEPTIONAL	(3-4) VERY GOOD	(1-2) GOOD	(0-.5) BELOW AWARD STANDARD	SCORE
Significance of Challenge/Problem	Problem is original, clearly articulated, and shows depth of understanding of educational issues.	Problem shows new insight into previously identified issue.	Problem shows basic understanding of educational issues.	Unoriginal problem and/or vaguely articulated.	(X2) /12
Research Design—Description & Justification (methodology, method, theoretical framework)	Clear articulation and justification of choices related to methodology. Conceptual and/or theoretical framework (if present) are justified and applied. Rigorous data collection (if applicable).	Clear articulation of choices related to methodology, with some justification. Conceptual and/or theoretical framework (if applicable) are explained and applied. Extensive data collection (if applicable).	Research design is described. Conceptual and/or theoretical framework (if present) are described, but not applied throughout. Sufficient data collection.	Research design is described without justification. Conceptual and/or theoretical framework (if present) not applied. Minimal data collection.	(X2) /12
Literature Review	Demonstrates command of the literature—thorough and relevant.	Demonstrates broad understanding of literature—	Demonstrates thoroughness and relevance.	Literature does not contextualize problem, and is not	/6



	Literature is used to argue the value of, need for study.	appropriate strands identified. Some attempt to use literature to argue the value of, need for study.	No attempt to use literature to argue value of, need for study.	used to argue value of, need for study.	
Contribution to Scholarship and/or Practice	Potential to influence scholarship and/or practice in unique and influential ways.	Potential to influence scholarship and/or practice in important ways.	Potential to influence scholarship and/or practice in relevant ways.	Little potential contribution to scholarship and practice.	/6
Presentation	Error-free, sophisticated writing.	Minor errors, excellent writing.	Minor errors, clear writing.	Writing below expected standard.	/6

Total Score = /42

Rank:

Is this research worthy of consideration for Award?