

Report from the Chair, T. B. Greenfield Dissertation Award Committee  
April 19, 2017

### **The Committee**

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

1. Dr. Sabre Cherkowski, University of British Columbia, Okanagan
2. Dr. Claire Lapointe, Université Laval

Nominations were accepted until January 7, 2017. 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. As it was decided last year, either the nominee or supervisor had to be active CASEA members at the time of submission; therefore, I confirmed this with the CASEA President before accepting the nominations.

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

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

### **The Recipient**

Dr. Gordon Martell, who completed his dissertation in the Department of Educational Administration at the University of Saskatchewan is the recipient of this year's T. B. Greenfield Dissertation Award. Dr. Paul Newton, Department Chair and co-supervisor nominated the research. Dr. Martell's research, entitled, *Tapahtymowin: A Heuristic Study of Indigenous Educational Leadership*, was an in-depth examination of what Indigenous leaders do, and how that action is connected to their knowledge. It is essentially a celebration, as Martell explained in his summary, of the phenomenon of Indigenous leadership. The research might be considered multi-modal, for the concept of bricolage was the theoretical launch point, but was laced with phenomenology, Trickster stories, and other Indigenous concepts. Complex, yet artfully designed and articulated. It was a pleasure to read, and moreover, it contributes to an important and not fully examined question about the meaning of Indigenous leadership and its potential for redressing our current concerns regarding equitable education.

Those who nominated a dissertation were sent a letter of thanks. Nominees were also sent a letter of recognition. Dr. Martell was invited to present his work at this year's

meeting of CASEA in Toronto, and to accept the award at the annual banquet. He 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 for Drs. Cherkowski and LaPointe for their diligence and timeliness in completing this work. I imposed a strict deadline of February 28<sup>th</sup> for submitting rankings and comments—this is so that the recipient has ample time to make travel arrangements. Sabre and Claire somehow made space in their hectic schedules to give this their attention, and only for a mere Starbucks gift card! Thank you especially to Claire for serving this Committee for two years. I see the value in this kind of continuity, and hope Sabre will consider continuing. They were both a pleasure to work with.

As someone who has been involved in the Greenfield for a while, this year the amount of nominations felt manageable, and having CASEA colleagues volunteer to participate back in June 2016 meant that organization was seamless. I was pleased to see that all nominations met the criteria of relevance to the field of educational administration. It is a privilege to do this kind of work as it gives me a window into our upcoming scholars and the questions that are being raised in the field.

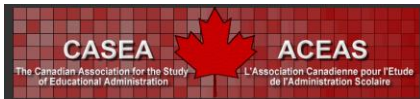
Many thanks to Dr. Jacqueline Kirk, President, and the CASEA Executive, for their guidance and support throughout the process.

Sincerely,  
Bonnie L. Stelmach

**APPENDIX A**

<b>Nominee</b>	<b>Title of Dissertation</b>	<b>Institution</b>	<b>Supervisor</b>
Dr. Lorraine Godden	<i>Interpreting Documents and Making Sense of Public Policy Goals for Career Guidance in Secondary Schools: A Multi-perspective Comparative Study</i>	Queen's	Dr. Benjamin Kutsyuruba
Dr. Sofya Malik	<i>Knowledge Mobilization in Ontario: A Multi-case Study of Education Organizations</i>	OISE/UofT	Dr. Carol Campbell
Dr. Gordon Martell	<i>Tapahtâyimowin: A Heuristic Study of Indigenous Educational Leadership</i>	UofS	Drs. Paul Newton & Sheila Carr-Stewart (UofA)
Dr. Dennis Parsons	<i>The Impact of the Office of the Superintendent of Schools on the Personal Lives of Superintendents</i>	UofC	Dr. Jim Brandon

## 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. Literature is used to argue the value of, need for study.	Demonstrates broad understanding of literature—appropriate strands identified. Some attempt to use literature to argue the value of, need for study.	Demonstrates thoroughness and relevance. No attempt to use literature to argue value of, need for study.	Literature does not contextualize problem, and is not used to argue value of, need for study.	/6
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?**