

Report from the Chair, T. B. Greenfield Dissertation Award Committee April 13, 2015

The Committee

To avoid conflicts of interest on The Committee, this year I waited until after the nomination deadline of January 15, 2015 to send out invitations to participate. I would like to extend sincere thanks and appreciation to the following Committee members:

1. Dr. Sheila Carr-Stewart, Professor Emeritus, University of Saskatchewan
2. Dr. Rollande Deslandes, [Département des sciences de l'éducation, Université du Québec à Trois-Rivières](#)

Initially there was a third Committee member, but this member did not complete the work or communicate to me progress with the work. Wanting to ensure the recipient had sufficient notification to make travel plans to attend CSSE, the CASEA President supported my decision to consider only the two members' and my rankings.

Nominees and Adjudication Process

Nominations were accepted until January 15, 2015. Eight nominations were submitted as summarized in Table 1 (Appendix A). Four were written in English; four were written in French. 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.

Due to my oversight, one of the nominations went unnoticed (embedded in an e-mail thread) as a second nomination by a faculty member. Dr. Marc Basque's dissertation, nominated by Dr. Yamina Bouchamma, will be submitted for the 2016 competition. President Brien was consulted before this solution was suggested to Drs. Basque and Bouchamma.

The same criteria and rubric (Appendix B) as last year were used. 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. Darryl Hunter, who completed his dissertation in the Faculty of Education at the University of Regina under the supervision of Dr. Rod Dolmage, is the recipient of this year's T. B. Greenfield Dissertation Award. Dr. Hunter's research, entitled, *About Average: A Pragmatic Inquiry into School Principals' Meanings for a Statistical Concept in Instructional Leadership*, was regarded by external examiner Dr. Jerry Paquette as "undeniably a significant piece of research." The research focuses on how principals make sense of student averages, and what they do with their sense of them. The mixed methods study employed descriptive and inferential statistics with a strong phenomenological inquiry applying Piercean pragmatism. Through his research with practicing Saskatchewan principles, Dr. Hunter will unequivocally carve new avenues for thinking about student data. More importantly, his research is an inroad into the maze of data-driven decision making that is often promoted and taken up in rather simplistic terms. The literature review was exhaustive, the methodology was rigorously described and pursued, and the writing was elegant.

Those who nominated a dissertation were sent a letter of thanks. Nominees were also sent a letter of recognition. Dr. Hunter was invited to present his work at this year's meeting of CASEA in Ottawa, and to accept the award at the annual banquet. He will also receive a one-year complimentary CASEA membership.

Reflections, Questions, and Suggestions

Reflecting on the adjudication process, my primary concern is the following:

Forming the committee was a challenge. I noted this challenge last year. Refusals and non-responses resulted in delay of formation of the Committee until February. Because of this, I extended the deadline for completion of the work until the end of March. I waited for the third Committee member to contact me regarding results, and this delayed it a week into April. In my opinion this is late notice for the recipient to make travel plans

I note the phenomenon of people being "too busy", and also appreciate that those who accept to participate in this important process are not idle. I have wondered about how to encourage colleagues to volunteer their time. I am not keen on incentives or compelling people to do this work. I offer these suggestions for the membership to consider:

- Institute a "pay it forward" system. I suggested this last year. As Program Chair I communicated in the letter inviting colleagues to review proposals that they were being asked to review because they submitted a proposal themselves. Could we let it be known that faculty who nominate will be asked to participate in the Committee the following year?

- Workload is an issue. This Committee requires considerable investment of time. Knowing this, I offer the following ideas to address this:
 - Limit nominations to one per CASEA member;
 - Require those who nominate to be CASEA members;
 - Limit nominations to one per institution OR department;
 - Enforce a page limit for the nominated dissertation (one dissertation was 541 pages) OR indicate that adjudication of dissertations beyond a certain page length will be based on the 10-page summary;
 - Form Committee much earlier in the year (assuming members will anticipate whether they would be nominating); and,
 - Reconsider Articles 9.2-9.6 of the CASEA by-laws (admittedly I ignored these this year).

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

Sincerely,

Bonnie L. Stelmach

APPENDIX A

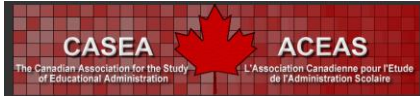
Table 1: 2014-2015 Nominations to the T. B. Greenfield Dissertation Award Competition

Nominee	Supervisor	University	Title of Dissertation
Dr. Darryl Hunter	Dr. Rod Dolmage	University of Saskatchewan	<i>Above Average: A Pragmatic Inquiry into School Principals' Meanings for a Statistical Concept in Instructional Leadership</i>
Dr. Darron Kelly	Dr. Jean Brown	Memorial University of Newfoundland	<i>A Habermasian Perspective on Morally Valid Decision Making in School-District Administration: A Newfoundland and Labrador Case Study</i>
Dr. Cathryn Smith	Dr. Francine Morin	University of Manitoba	<i>Developing Teacher Leaders for Social Justice: Building Agency through Community, Critical Reflection and Agency</i>
Dr. Lori Pamplin	Dr. Sharon Friesen	University of Calgary	<i>Understanding the Lived Experience of the School Principal: A Hermeneutic Study</i>
Dr. Andréanne Gélina Proulx	Dr. Claire IsaBelle	University of Ottawa	<i>Modèles de la compétence et d'une formation interculturelles pour des directions et futures directions d'école de langue française au Canada</i>
Dr. Christine Immongault	Dr. Claire Lapointe	Université Laval	<i>Les représentations sociales des élèves, des enseignants du secondaire et des parents à propos de la réussite scolaire en zones urbaine et rurale au Gabon</i>

Dr. Lawrence Kalule	Dr. Yamina Bouchamma	Université Laval	<i>Perceptions et pratiques de supervision du personnel enseignant en Ouganda</i>
Dr. Marc Basque ¹	Dr. Yamina Bouchamma	Université Laval	<i>Les déterminants de la réussite scolaire dans les écoles efficaces</i>

¹ Will be considered for the 2016 competition.

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:

This research is worthy of consideration for Award? YES