

Letter from the Editor

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Letter from the Editor – October 25, 2018

While the move from my chair as Managing Editor to Chief wasn't far physically, it is a huge leap for me in part because my colleague and partner in this enterprise of JOEL, Founding Editor Steve Bingham, set the bar so high. Steve served the nascent Journal of Organizational & Educational Leadership admirably as Editor in Chief through three years and six issues as we grew this small journal and explored the niche of leader/practitioner scholarship and the nexus of educational and organizational leadership. In those six issues we have explored topics such from principal preparation programs to Confucian values and leadership preferences and we expanded our digital reach around the globe, with almost 6,000 downloads to date from a dozen countries.

This summer I put out a call for articles on the theme of "expanding notions of school leadership" and I have been pleasantly surprised by the response. With this increase in the volume of submissions I have decided that JOEL will produce two issues this semester on the theme of expanded leadership. The beauty of rolling submissions and electronic publication is that we can accelerate or slow the rate of publication to find the sweet spot balancing quality with frequency. For your consideration I submit two articles and one book review as part one of this pair. Part two should be ready for an early holiday present.

College and university schools of education play a major role in shaping future generations of educational leaders. The first article in this themed issue focuses on the challenges and stress facing education deans. In *Education Deans: Challenges and Stress* Ken Coll and colleagues conducted a survey of 58 education deans and shed some light on the challenges facing these leaders. After concluding that deans are reporting increased stress from changing demands, accountability pressures, and short budgets, the authors do suggest some remedies and methods of coping with the added stress.

The school counselor's role in the school can vary widely based on the situation at the school, the demands of the school community, and the counselor's personality. In *School Counselors as Leaders in Turnaround Schools* Renae Mayes, Colette Dollarhide, and Anita Young explore the role counselors can play leading school improvement. This case study analyzed the counselor's role leading change using American School Counselor (ASCA) national model standards. Principals may be interested to know how principal expectations shaped the counselor's role in expanded school leadership.

Finally, this issue concludes with a book review by Penny Tenuto of *The Listening Leader: Creating the Conditions for Equitable School Transformation*. According to the author, Shane Safir, ethical school leaders understand that failure to act on issues of injustice or incivility damages relationships in the organization and is a roadblock to successful change. Tenuto recommends the book and uses examples to illustrate the power of being a listening leader with all constituencies in the school community, a message as mundane as it is powerful. Most of us could be better listeners, and leaders who listen well can add this skill to their repertoire as they lead change in schools.

I am excited and humbled to be writing to you as Editor of JOEL. I encourage you to explore these expanding notions of leadership, to send in your own work for review and perhaps publication, and to continue to grow in your love of leadership and the organizations we serve.

Read on!

Jim Palermo, Ed.D.

Editor in Chief