UCEA Center for Educational Leadership and Social Justice

Identity

The University Council for Educational Administration (UCEA) Center for Educational Leadership and Social Justice housed within the Duquesne University School of Education is a collaborative enterprise among UCEA, the School of Education, and the School’s Department of Educational Foundations and Leadership. The Center’s Vision, Mission, Beliefs and Identity are shaped by the School of Education identity focusing on preparing educational leaders, providing scholarship for schools, and living the Spiritan tradition of caring. The Spiritans are the Congregation of the Holy Spirit—the Founders of Duquesne (http://www.duq.edu/mission/spiritans/index.cfm).

Vision

The UCEA Center for Educational Leadership and Social Justice aspires to be a community that is dedicated to identifying and eradicating conditions of social injustice in our schools and communities through enlightened and actionable scholarship, preparation and development of socially just educational leaders, and the encouragement of leader-practitioners in service of all students. We envision a future in which all young people will be accorded respect and will achieve success in schools and in their communities.

Mission

The Mission of the UCEA Center for Educational Leadership and Social Justice is to advance equity and excellence on behalf of young people, especially those who have been marginalized, mistreated, and neglected. This Mission will be accomplished by educators, community members, and academics working together to study, implement and continually assess educational systems, procedures and activities through the lens of socially-just and educationally-sound practices.

Beliefs

We believe that socially just leadership is the fusion of the mind, heart and spirit in the moment of action.

We believe that leaders impact the conditions of social justice and that the conditions of social justice impact the formation of the leader.

We believe that educational research only has meaning when put into action to positively affect the lives of kids.
We believe that educational leaders, when confronted with conditions of social injustice, must have the courage to risk personal comfort and safety to improve the lives of students.

We believe that socially just leaders systematically and intentionally interrogate themselves to continuously improve and understand personal biases, assumptions and prejudices.

**Action Imperatives**

We must identify and develop educational and community leaders who are committed to, and effective in eradicating conditions of social injustice that are experienced by any of our society’s young people.

We must pursue and promulgate research dedicated to testing and identifying best educational practices that will enable all young people to learn as much and as well as possible.

We must establish and maintain a dialogue among educational practitioners, community leaders, and university scholars regarding advancing equity and excellence in our schools and communities for all young people.

We must advocate for policy reform to ameliorate socially-unjust systems and processes in our communities, states and nation.